RESPECT – Responsible attitudes and behaviour in the virtual social space (RESP)

Respect in "2.0 citizenship" and online behaviour: how should teachers and educators act?

by

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Last edition: April, 2015

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Brief description

This training unit aims at reflecting about what citizenship in 2.0 is and how the concept of respect fits in it. It deals with the questions of proper online behaviour and how teachers and educators can tackle the theme of respect in virtual social spaces with their students.

Keywords: respect, democratic citizenship, social media, prevention of online risks, virtual social spaces.

Expected outcomes

The project will enable teachers and educators to:

- raise their awareness regarding the positive and the negative aspects of the virtual social spaces
- understand what respect and behaviour in virtual social spaces mean (A_SELF_1)
- understand how to develop a dialogue with their students (S_DIV_1)
- gain knowledge in what active citizenship is (A_COOP_2)
- learn how to use virtual social spaces as a tool for nurturing respect (S_HR_1)

Activities

	Duration	Methods used
WORKSHOP 1		
Activity 1 – Starting Workshop 1 – Online profile presentation	25 minutes	Individual presentation
Activity 2 – Importance of virtual social spaces in identity development	25 minutes	« Where do you stand » activity
Activity 3 – What do we mean by "respect"?	45 minutes	Brainstorming Plenary debate
Activity 4 – From practices to needs	50 minutes	Group work Plenary debate
WORKSHOP 2		
Activity 5 – Starting Workshop 2 – Reprise	10 minutes	Plenary informal discussion
Activity 6 – The perfect 2.0 citizen	55 minutes	Group work Plenary debate
Activity 7 – Risks of the web and ways to overcome them	65 minutes	Cooperative work
Evaluation of the two sessions	10 minutes	Bull's eye evaluation

Background and context

The resource described here was a part of a bigger project that started in January 2014 in a small city near Bologna (north-center of Italy). The aim of the project was the creation of two youth council tables, one made of children and the other of teenagers and youngsters, in order to foster them to participate more actively and give their support to the local authorities in the youth policies.

This project aims at raising among teachers and educators the awareness of the social medias' impact in the processes of active citizenship through two workshops (about 2-3 hours each) specifically designed for them:

- the first one focuses mainly on the topic of citizenship (declined also in its more "virtual extensions") and how the concept of respect fits in it;

- the second one will treat the topic of the proper online behaviour and how teachers and educators can tackle the theme of respect in virtual social spaces with their students.

Activity 1: Starting Workshop 1 – Online profile presentation

Duration: 25 min

Expected outcome
- ✓ Welcoming the participants
- ✓ Giving the participants an overview of the two workshops
- ✓ Getting the participants to know each other's name, occupation, and motivations

Methods/ techniques used
- ✓ Individual presentations

Resources
- ✓ A4 sheets
- ✓ Markers
- ✓ One copy of Appendix #1: Online profile per participant

Practical arrangements
- ✓ Have the participants sit in a circle.

Procedure

Step 1 (05 min)
- ✓ Welcome the participants, explaining that first of all it's important to keep in mind that the approach that stands behind the two workshop will be the integration between formal and non-formal techniques

Step 2 (05 min)
- ✓ Have the participants fill in their "online profile" (Appendix #1)

Step 3 (10 min)
- ✓ Make a round of presentations of the profiles.

Step 4 - Debriefing (05 min)
- ✓ Pay attention to the profiles' presentations, and ask question for better understand participants' point of view:
  - Why did you write these fears?
  - Did you have any bad experience you would like to talk about?
  - Do you have any particular concerns?

Tips for trainers
- ✓ Some participants may not use or might not have ever used a social media. The facilitator should encourage them to give their external point of view on the topic.

Activity 2: Importance of virtual social spaces in identity development

Duration : 25 min

Expected outcome
- ✓ Understand the importance of virtual social spaces in personal identity development.

Methods/ techniques used
- ✓ "Where do you stand" activity

Practical arrangements
- ✓ You will need a large empty space in the room.
- ✓ Have people line up in the middle of this space.

Procedure

Step 1 (05 min) - Explanations
- ✓ Facilitator introduce the activity by explaining that:
  - The audience should listen to the statements and move in the provided space, from one side to the other, according to what they think;
  - The more they agree with the statement, the more they should go to the left; the more they disagree with it, the more they should go to the right. They can stay also in-between.
  - They may be asked to motivate their position;
  - They can change location anytime, if someone's motivation makes them change their mind.

Step 2 (15 min) - Activity
- ✓ The facilitator leads the activity by reading the following statements and asking, every time, the motivation of a few participants :
  - I have constant access to the internet.
  - I am scared of being disconnected.
  - I use social media every day.
  - I uploaded a picture online.
  - I've had an "online fight".
  - I use social media for my lessons.
  - I have a Facebook account.
  - I feel confident with social media and internet.
  - I think that virtual social spaces are more a risk than an asset.
  - Social media and virtual spaces are less real than true life.

Step 3 - Debriefing (05 min)
- ✓ Here are some questions to guide the debriefing, the main outcome is to reach the common ground that identity development passes through the web as well:
  - Can we agree on the fact that social media are a source of emotions?
  - Is there any difference between an emotion that comes from an online experience and an emotion coming from a direct experience?
  - Should it be some difference between online and non-online behaviour?
  - Can we state that virtual and non-virtual must be seen as a whole?

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Tips for trainers
   ✓ Projecting a powerpoint with the statements could be helpful.
   ✓ Adjust (or skip) the statements on the go if that particular topic has already been treated during discussions.
   ✓ Make sure you ask people expressing different points of view for their motivation after each statement.

Activity 3: What do we mean by respect?

Duration : 45 min

Expected outcome
   ✓ Reflect about the concept of respect
   ✓ Understand the connection between respect and the concept of citizenship

Methods/ techniques used
   ✓ Brainstorming
   ✓ Plenary debate

Resources
   ✓ A4 sheets
   ✓ A3 sheets (or computers/personal laptop: see « tips for trainers »).

Practical arrangements   ✓ Have the participants sit in groups of four.

Procedure
 	
Step 1 (05 min) – Individual reflection
   ✓ Each participant writes down his/her own definition of respect. It can be keywords, sentences, expressions, images…
 	
Step 2 (15 min) – Group work
   ✓ In each group, participants share their vision of respect. They can start sharing it in couples, and then share it within their group of four people.
   ✓ Together, they try to reach a common definition of what respect is. They write it down visibly on an A3 sheet.

Step 3 (15 min) – plenary debate
- ✓ Each group reads and explains the definition they have come to.
- ✓ The facilitator takes notes of what is being said.
- ✓ The assembly comes to a discussion about their vision of respect.

Step 4 - Debriefing (10 min)
- ✓ Brainstorming debriefing need to raise the attention to the fact that respect is something strongly connected to the concept of citizenship, also in its online extension:
  - Was it difficult to reach a common definition? Why?
  - Is the concept of respect an easy one or a complex one? Why?
  - Is respect seen as a universal concept? Should respect be a universal concept?

Tips for trainers
- ✓ For the plenary reflection, the use of a video projector to project the different definitions on a screen might be helpful. If the participants have the possibility to use computers / personal laptop connected to Internet, they can directly work on their devices to avoid the use of paper and facilitate the projection.

Activity 4: From practices to needs

Duration : 50 min

Expected outcome
- ✓ Reflect about the youngsters' online practices
- ✓ Identify the needs behind the practices
- ✓ Compare the youngsters' and adults' needs and their way to fulfill them
- ✓ Get awareness of the importance of virtual social space as a community

Methods/ techniques used
- ✓ Group work
- ✓ Plenary debate

Resources
- ✓ Tickets with online pratices (see Practical arrangements)
- ✓ Appendix #2 table (optional)
- ✓ Video projector
- ✓ Links concerning youngsters' online practices:
  Infografic: http://www.pbs.org/wgbh/pages/frontline/media/generation-like/what-are-teens-doing-online/
  What teens do online: http://www.pbs.org/wgbh/pages/frontline/media/generation-like/what-are-teens-doing-online/)

Practical arrangements
- ✓ Prepare tickets on small pieces of paper (evaluate the number of each ticket you need according to the number of participants) :
  - Online shopping
  - Making friends
  - Learning stuff
  - Listening to music
  - Illegal download
  - Sexting
  - Studying
  - Porno
  - Saying things that they don't normally dare to
  - Online gaming
  - Stalking others
  - Bullying or having fights
  - Drink nominations
- ✓ Spread the tickets around the room.

Procedure

Step 1 (05 min) – picking up
- ✓ Ask participants to roam around and pick up five tickets which they think represent best youngsters' online practices.

Step 2 (15 min) – group work
- ✓ Participants spontaneously gather in groups of four.
- ✓ Each group discusses and tries to choose the 5 most common online practices out of the individually chosen tickets. They can use the table presented in Appendix #2 to facilitate their reflection.
- ✓ The group motivates the choices and tries to find reasons why youngsters do so.

Step 3 (20 min) – plenary debate
- ✓ The groups share their points of view in assembly.
- ✓ The facilitator shows a presentation giving an overview of different studies about youngsters' online practices.
- ✓ The participants react to the presentation: was their perception close to reality? Did they know all the presented practices?

Step 4 - Debriefing (10 min)
- ✓ Guide questions:
  - Are there some differences between the needs you identified during the activity and your own needs, as an adult?
  - Do you think there are some differences between the way you and your students fulfill these needs?
  - Why is it important to reflect about the use and the needs?

Activity 5: Starting Workshop 2 - Reprise

Duration : 10 min

Expected outcome
✓ Sum up the previous workshop.

Methods/ techniques used
✓ Plenary informal discussion

Practical arrangements
✓ Have the participants sit in a circle. ✓

Procedure
Welcome the participants. Briefly sum up what has been done and achieved during the previous workshop. Guide a brief discussion about those topics: relation between online/offline; respect; practices and needs.

Activity 6: The perfect 2.0 citizen

Duration : 55 min

Expected outcome
✓ Identify the ideal profile of the 2.0 citizen.

Methods/ techniques used
✓ Group work ✓ Plenary debate

Resources
✓ Appendix #3 – the perfect 2.0 citizen (one per group) ✓ 11 key factor of digital citizenship: http://www.tojet.net/articles/v13i1/1317.pdf ✓ 3 key behaviour: engage, know, choose: http://www.cybersmart.gov.au/cybersmart-citizens/~/media/Cybersmart/Digital%20Citizens/ACMA-Informational-PDF-Cybersmart.pdf ✓ Video projector

Practical arrangements
✓ Participants gather in groups of 5.

Procedure

Step 1 (20 min) – Group work
- ✓ Each group discusses about what key skills and attitudes the perfect 2.0 citizen should have, according to the three determined fields (cognitive / emotional, relational / civic, values).
- ✓ Each group fills in Appendix #3 with their ideas.

Step 2 (20 min) – Plenary debate
- ✓ Each group presents their conclusions.
- ✓ The facilitator encourages participants to react to others' presentations.

Step 3 (05 min) - Presentation
- ✓ The facilitator makes a short presentation of the different links the participants can refer to for theoretical ground (see resources).

Step 4 - Debriefing (10 min)
- ✓ The plenary debriefing aims at raising the importance to stimulate the students in order to educate the affective-emotional and the psycho-sexual spheres:
  - As a teacher/educator, what can you do to have students/children/youngsters reflecting about the "perfect 2.0 citizen"?
  - What are the most important things to work on? Why?
  - How much importance should we put on the social-relational sphere?
  - And on the tools?

Tips for trainers
- ✓ The trainer can invite the participants to find some other fields if they wish to.

Activity 7: Risks on the web and ways to overcome them

Duration: 65 min

Expected outcome
- ✓ To know the correct educational approach regarding teaching respect in virtual social spaces
- ✓ To know the risks of the web and how to cope with them

Methods/ techniques used
- ✓ Group work
- ✓ Plenary debate

Resources
- ✓ Appendix #4 – Risks of the web

✓ Video projector
✓ Useful links about online risks :
In Italian: http://www.sicurinrete.it/
In English:
- https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- http://www.childnet.com/teachers-and-professionals
- https://www.getsafeonline.org/safeguarding-children/
- http://www.stopbullying.gov/cyberbullying/what-is-it/

Practical arrangements
✓ Split participants into 4 groups.
✓ Give each group one table from Appendix #4.

Procedure

Step 1 (20 min) – Cooperative work
✓ Each group discusses about the topic of the attributed table.
✓ Each group fills in the table.

Step 2 (30 min) – Plenary presentations
✓ Each group presents the drawn conclusions about the reflected topic to the assembly.
✓ After each presentation, the participants in the assembly can react by asking further questions or making comments to develop the reflection.

Step 3 (05 min) – To go further
✓ The facilitator makes a short presentation of the different links the participants can refer to (see resources).

Step 4 - Debriefing (10 min)
✓ The debriefing can be directed towards the actions teachers/educators can take to prevent and educate to the risks of the web:
- Were you aware of all the different risks that could exist on the web? Can you think of others?
- What difficulties do you encounter for preventing those risks as a teacher/educator? What ideas do you have to overcome them?
- Is there any experience or particular thought on the topic that you want to share?

Tips for trainers
✓ If the participants' number is high, the facilitator can consider the option of forming 8 groups working in parallel.

Evaluation

Duration: 10 min

Expected outcome
- ✓ Get feedback on the workshops.

Methods/ techniques used
- ✓ Bull's eye evaluation

Resources
- ✓ Flipchart
- ✓ Markers
- ✓ Appendix #5 – example of bull's eye evaluation

Practical arrangements
- ✓ Participants gather around the flipchart.

Procedure

Step 1 (05 min) – Around the flipchart
- ✓ The facilitator presents the flipchart: on the paper is drawn a circle divided into 6 slices. Each slice represents an activity or an item to evaluate from Workshops 1 and 2.
  - Slice 1: Importance of virtual social spaces in identity development
  - Slice 2: What do we mean by "respect"?
  - Slice 3: From practices to needs
  - Slice 4: The perfect 2.0 citizen
  - Slice 5: Risks of the web and how to overcome them
  - Slice 6: Methodologies used during the workshops
- ✓ Each participant is asked to draw a dot into each slice: the more the dot is close to the center, the more they appreciated the activity; the more the dot is far from it, the less they liked the activity. The facilitator explains that the location dot should represent how relevant they found the activity/methodology.

Step 2 (05 min) – Conclusions
- ✓ The facilitator lets anyone who wants to add any comments do so.
- ✓ The facilitator may ask the participants what topic they would like to work more deeply on during another workshop.
- ✓ The facilitator concludes the session.

Appendices

Appendix 1 – Online profile

Your Profile

Name:

Occupation:

Level of competence regarding tools (from 0 to 10):

What I expect from these workshop?

Why I like the web?

Which are my fears from the web?

Appendix 2 – Confronting ideas. Table

Here is an example of table that participants can use to observe their degree of consensus or disagreement about discussed ideas.

The number in each cell represents the number of participants sharing one same idea. If a participant is the only one to express an idea, it is written in cell 1. If 5 participants express the same idea, it is written in cell 5, and so on until all ideas have been shared.
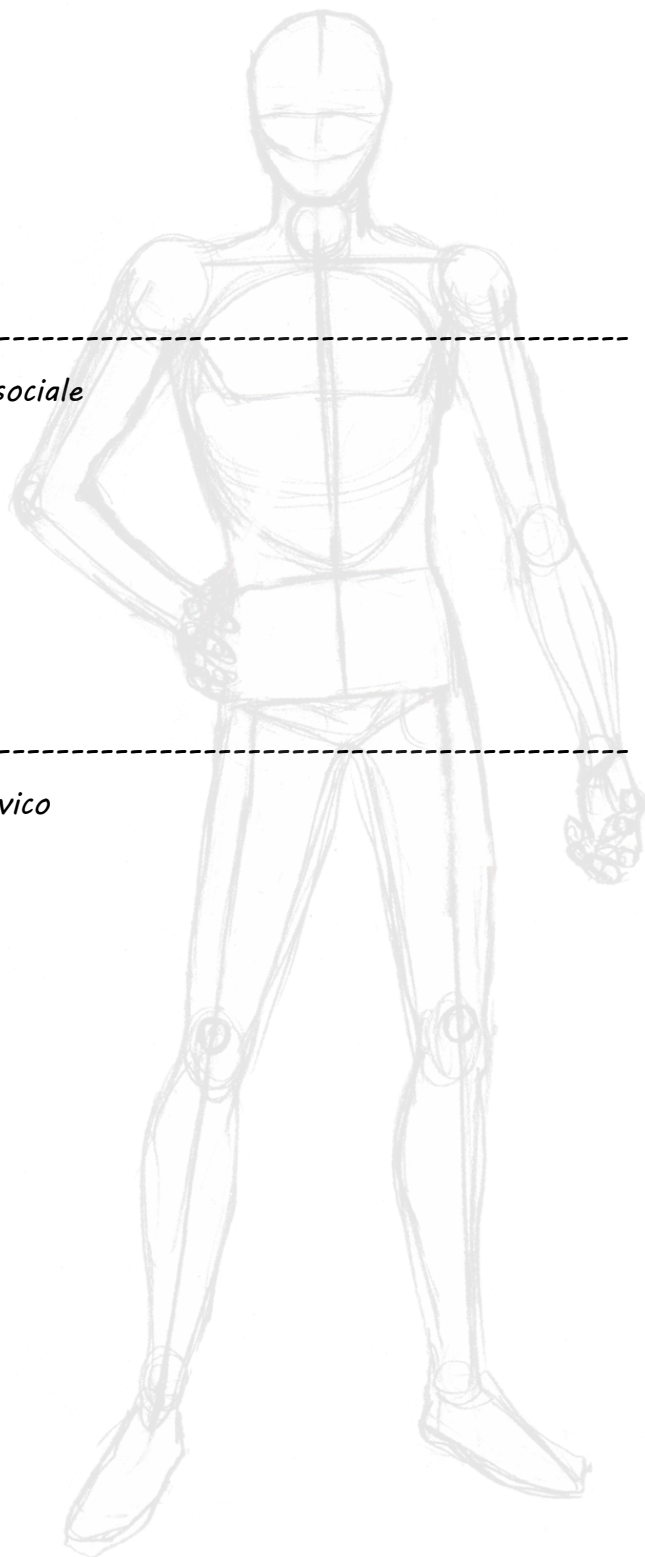
1	2
3	4

5

Appendix 3 – The perfect 2.0 citizen

Cognitive level / livello cognitivo

Social level / livello sociale

Civic level / livello civico

Appendix 4 – Risks of the web

SEXTING			
What is it? Cos'è?	What pushes them to do it? Cosa li spinge?	What do they risk? Cosa si rischia?	What can we do in class about it? Cosa possiamo fare in classe?

LESION PRIVACY / LESIONE PRIVACY		
What is it? Cos'è?	What do they risk? Cosa si rischia?	What can we do in class about it? Cosa possiamo fare in classe?

SOLICITING / ADESCAMENTO		
What is it? Cos'è?	What do they risk? Cosa si rischia?	What can we do in class about it? Cosa possiamo fare in classe?

CYBERBULLYING / CYBERBULLISMO		
What is it? Cos'è?	What pushes the bully to act? Cosa spinge il cyberbullo?	How does the bully act? Come agisce?

How to recognise a bullying situation? Come accorgersene	What does the victim risk? Cosa rischia la vittima?	What can we do in class about it? Cosa possiamo fare in classe?

Appendix 5 – Example of bull's eye evaluation