



PESTALOZZI TRAINING RESOURCES



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

Digital professionalism of teachers

by

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Digital professionalism of teachers

Brief description

This training unit presents a series of activities and resources for teachers to guide them through virtual space, and highlight what behaviors they should actively teach learners through modeling good practices, and what the risks are when using an online environment with students especially under the age of 18 years. The focus is on respect towards oneself and others, appropriate and responsible attitudes and behavior and online rights and responsibilities.

Expected outcomes

- ✓ Participants will become aware what respect in the virtual world means, and how to give and receive respect online.
- ✓ Participants will become aware what digital professionalism means for teachers today.
- ✓ Participants will learn about the assessment of online tools that suit educational needs.
- ✓ Participants will develop their mediation skills to be proactive in the spreading of news, content and resources and at the same time in avoiding risks.
- ✓ Participants will learn about setting behavioural norms in online/virtual interactions.
- ✓ Participants will develop strategies to discover inappropriate online behaviour (e.g. cyber-bullying)
- ✓ Participants will be ready to take responsibility and to be accountable for their actions and choices (A_COOP_3).
- ✓ Participants' ability to act against discrimination, stereotypes, and injustices will be developed (S_HR_3).
- ✓ Participants' aptitude to evaluate sources and recognize in these any prejudice, bias and reliability issues will be developed (S_EPIST_3).
- ✓ Participants will understand the ways in which meanings of concepts are influenced by contexts and power relations (K_EPIST_2).

Activities

	Duration	Methods used
Digital professionalism workshop	220 minutes	
Activity 1 Is the Internet good or bad?	30 minutes	Video viewing and think-pair-share
Activity 2 Changing teacher roles	45 minutes	Role-play and discussion
Activity 3 Digital footprint	40 minutes	Mind reading game
Activity 4 Responsible behavior	60 minutes	Cooperative jigsaw reading and gallery
Activity 5 Show and share respect	40 minutes	Video viewing and pair work discussion
Evaluation	5 minutes	Visual evaluation

Background and context

Teachers are often considered as digital immigrants with very little knowledge about digital technology and the virtual world. For respectful online communication teachers have to understand how the Internet works and what are the potential benefits and the possible drawbacks of its use in education. Teachers are advised to think about what their appropriate and responsible online behavior includes and where boundaries are between their professional and private spheres. The present materials were piloted in a face-to-face workshop and during an online follow-up period with a group of primary and lower secondary school teachers in Croatia. The activities could also be adapted for use in a webinar if the shared boards are prepared in advance.

Activity 1: Is the Internet a good or a bad thing?

Duration: 30 min

Expected outcome

- ✓ Participants will understand that the internet has two sides and it is upon us which side we choose
- ✓ Participants will be able to express what the Internet means to them
- ✓ Participants will get to know each other

Methods/ techniques used

- ✓ Watching videos
- ✓ Think-Pair-Share cooperative method

Resources

- ✓ The Internet is a bad thing <http://youtu.be/veOnnlUgGOE>
- ✓ The Internet is a good thing http://youtu.be/Kf2_fxpXCpU
- ✓ Think-Pair-Share cooperative method <http://www.readingquest.org/strat/tps.html>

Practical arrangements

- ✓ Technical issues - speakers and good internet connection needed (or download the videos in advance and use them offline)

Procedure

Step 1 (5 min)

- ✓ Introduce the aims and set-up of the training session. Conduct a brief icebreaker activity if participants don't know each other yet, for example by asking everyone to say their first names and a favorite website or online tool.

Step 2 (5 min)

- ✓ Give participants a brief explanation of the Think-Pair-Share cooperative technique and ask them to think about their own personal opinion about the Internet while watching the videos.
- ✓ Watch the videos without commenting.

Step 3 (5 min)

- ✓ Participants share their opinions in pairs about the good/bad sides of the Internet and comment on the videos.

Step 4 (5 min)

- ✓ Choose a few participants to share the opinion of their partners with the whole group.

Step 5 - Debriefing (10 min)

- ✓ Moderate a whole group discussion using the questions below:

- Would you give up using the Internet because of its bad sides?
- Could you give us examples of a positive impact the Internet has had in your teaching practice?
- Who makes the Internet good or bad?
- What can we do about it?
- Do you think our learners can also see both the positive and the negative sides of the Internet?
- Have you ever talked about this with groups of learners?

Tips for trainers

✓ Should you have any participants who seem to be unwilling or reluctant to participate, it might help to share your own example of the difficulties you had at first and the way you got to learn to use the Internet to your advantage.

Activity 2: Changing teacher roles

Duration: 45 min

Expected outcome

✓ Participants' awareness will be raised about the digital professionalism of teachers
 ✓ Participants will recognize changes in teaching and learning due to the spread of digital technology

Methods/ techniques used

- ✓ Role-play
- ✓ Discussion

Resources

- ✓ Online shared boards: <http://en.linoit.com/>, <https://padlet.com>, <http://stoodle.ck12.org/>
- ✓ Flip chart poster or A3 size paper
- ✓ Role cards in as many different colors as the number of groups of four

Practical arrangements

- ✓ Tables for group work

Procedure

Step 1 (5 min)

- ✓ Organize participants into micro-groups of four by distributing role cards in as many different colours as the number of groups of four that you can have. Assign the following roles in each micro-group: teacher, student, parent, general public (there will be a teacher, a student, a parent, ... in the red group, in the green group, and so on, depending on how many participants there are).

Step 2 (5 min)

- ✓ Groups divide their posters into 4 equal sized triangles by drawing two lines diagonally.
- ✓ Each member in the groups of four answers the question "What is expected from a teacher in the digital world?"
- ✓ They each have to name 3 things from the perspective of the role they have.
- ✓ They each write into one corner/quarter of a poster. Here are some examples of expectations they might write: openness, collaboration, sharing, being online, mobility, knowledge about new trends in education, reachability in real time.
- ✓ Digital version: use shared boards for collecting opinions like Lino, Padlet, Stoodle or something similar.

Step 3 (10 min)

- ✓ Once they have written down their expectations according to their roles, the micro-groups can discuss all the ideas and their implications from the teacher perspective.

Step 4 (15 min)

- ✓ The first group chooses one expectation from their poster and explains its implications in teachers' lives to the whole group. The next group will have to choose a different expectation, and so on - in group word rotation.

Step 5 - Debriefing (10 min)

- ✓ What do you think about all these expectations?
- ✓ Do you think it is possible to meet most of them?
- ✓ Which ones do you have difficulties with?
- ✓ Has this topic ever come up in your classes or in the staffroom?

Activity 3: Digital footprint

Duration: 40 min

Expected outcome

- ✓ Participants' awareness will be raised about the risks of our digital footprints
- ✓ Participants will become familiar with ways to teach students how to protect themselves online

Methods/ techniques used

- ✓ Mind reading game
- ✓ Watching videos
- ✓ Introspection, debriefing

Resources

- ✓ What's in your digital baggage? <http://youtu.be/zlM-YuUQ3Ms>
- ✓ Computers with internet connection for mind reading game
- ✓ Amazing mind reader reveals his 'gift' <http://youtu.be/F7pYHN9iC9I>
- ✓ Flip chart or poster paper (or online board) and post-its in different colours
- ✓ Additional article <http://theinnovativeeducator.blogspot.com/2014/10/digital-footprint-advice-from-experts.html>

Practical arrangements

- ✓ Comfortable space to watch the videos and then discuss them.

Procedure

Step 1 (5 min)

Watch the video entitled "What's in your digital baggage?"

Step 2 (10 min)

- ✓ Mind reading game: participants work in pairs and using search tools and social networks, they find some information about their partner. (If there are not enough devices connected to the Internet, then use the main computer to search for information about yourself or about a few participants if they give their consent.
- ✓ Encourage the group to share some interesting information they noted.
- ✓ Ask if they are surprised by anything they learned.

Step 3 (10 min)

- ✓ Watch the video "Amazing mind reader reveals his 'gift'"

Step 4 - Debriefing (15 min)

- ✓ Each participant writes one message on a post-it and sticks it to the flip chart or poster (or online board). Use these guiding questions:
 - Have you ever thought about your digital footprint?
 - What is appropriate, responsible behaviour for a teacher?
 - Where are the boundaries between teachers' professional and private spheres?
 - What can you use from these ideas in your own classrooms?
- ✓ Ask some participants to comment on others' messages - for example participants who wrote their message on green post-its can answer questions asked by the others whose post-its were yellow, and then the yellow group will receive questions about their messages from those who had green post-its.

Tips for trainers

- ✓ If you are not entirely certain about trust in the group, then do not ask participants to find/share information about each other. Instead you can use a famous person, a celebrity or yourself as an example.
 - ✓ Technical issues - speakers and good Internet connection are necessary (or prepare resources offline).
 - ✓ If Internet connection is not available, the activity could be carried out without the personalized mind reading game (perhaps with a downloaded example about yourself and what there is about you on the Internet).

Activity 4: Responsible behavior

Duration: 60 min

Expected outcome

- ✓ Participants will become aware that teachers have responsibility to protect students online
- ✓ Participants will learn how to choose online tools that suit educational needs without putting students at risk

Methods/ techniques used

- ✓ Jigsaw reading and expert groups
- ✓ Creation of check list for online tools

Resources

- ✓ Sweets, tokens or colored papers for group organization
- ✓ Papers, markers and tape (or online board)
- ✓ Thoughts on writing a social media policy, Simon Finch blog - part about risk assessment <http://simfin.wordpress.com/more/thoughts-on-writing-a-social-media-policy/>
- ✓ Web 2.0 Selection Criteria: Save Time Choosing an Appropriate Tool http://onlinelearningconsortium.org/Web_2.0_Selection_Criteria_Save_Time_Choosing_an_Appropriate_Tool
- ✓ Teachers first reviews <http://www.teachersfirst.com/content/edge.cfm>

<p>Practical arrangements</p> <ul style="list-style-type: none">✓ Tables for groups of four
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none">✓ Divide participants into micro-groups of four or five by giving them different kinds of sweets, tokens or colored papers to help the grouping. <p>Step 2 (15 min)</p> <ul style="list-style-type: none">✓ Each micro-group will read a different article about possible selection criteria and risk assessment in connection with online tools (distribute printed versions or share links to online articles).✓ The micro-group members read and then discuss their article and help each other to make sure every group member becomes an expert of what they have read. <p>Step 3 (15 min)</p> <ul style="list-style-type: none">✓ Create new micro-groups consisting of the different experts on the different articles.✓ Experts teach each other, in other words they present the most important points of the article they read in and discussed in their previous groups. <p>Step 4 (10 min)</p> <ul style="list-style-type: none">✓ When the groups have finished, ask them to agree on a list of evaluation criteria for online tools (web 2.0 tools, social networks, apps, programs, etc.), including risk assessment. They should create a checklist of 5 to 10 items to help teachers evaluate online tools: What, why and how (not) to use with students?✓ When the groups have finished working on their checklists, they put them on one wall (or put them on a shared online board). <p>Step 5 (5 min)</p> <ul style="list-style-type: none">✓ Every group has to compare their list with the others' lists. Participants stand up, walk around and using a marker, they put a + sign to items they like and would like to borrow. Groups gather together again and discuss what to use from the other groups' ideas. When they have agreed, they complete their posters to incorporate the new ideas. <p>Step 6 - Debriefing (10 min)</p> <ul style="list-style-type: none">✓ Moderate a discussion focusing on the following questions:<ul style="list-style-type: none">• What are the similarities and differences between the checklists?• Why are reflections about evaluation criteria and risk assessment important in the case of online tools?• What can you adapt from this activity in your classes?• Will you use one of these checklists?• How did you feel during the jigsaw reading and the expert group discussions? Any advantages? Any drawbacks?• Can you use this technique in your teaching?
<p>Tips for trainers</p> <ul style="list-style-type: none">✓ Print articles if computers and the Internet are not available.

Activity 5: Show and share respect

Duration: 40 min

Expected outcome

- ✓ Participants will become aware what respect means in the virtual world, how to give and get respect online
- ✓ Participants will develop mediation skills to be proactive in the spreading of news, content and resources
- ✓ Participants will acquire the knowledge and know-how of behavioral norms in online/virtual interactions, to be aware of cultural diversity aspects, to be able to protect self and others from possible online dangers (e.g. cyber-bullying), to develop active strategies to discover inappropriate behavior

Methods/ techniques used

- ✓ Watch videos
- ✓ Individual thinking and writing
- ✓ Pair work discussion about case studies
- ✓ Plenary about teachers' responsibilities

Resources

- ✓ Picture Respect app <http://www.quotes.cl/put-your-phone-away-and-pay-attention/>
- ✓ Respect: Start the Ripple <http://youtu.be/AlmeG0Nk1p8>
- ✓ What does RESPECT mean to you? <http://youtu.be/i1B0af825U4>
- ✓ Be Deadly Online - The Respect Circle http://youtu.be/C-cE-Yw_wlg
- ✓ Brainstorming, discussion and voting tool <http://www.tricider.com>
- ✓ Tricider with cases for discussion <http://www.tricider.com/admin/2j3ETC5cVDh/3D9QU0XIAI1>
- ✓ Appendices 1 and 2

Practical arrangements

- ✓ Working space for pairs and then plenary.

Procedure

Step 1 (5 min)

- ✓ Ask participants to look at the picture and show them (some of) the videos.

Step 2 (5 min)

- ✓ Tell participants to decide individually what respect online means for them.
- ✓ Ask them to write it down in one sentence.

Step 3 (10 min)

- ✓ Ask participants to work in pairs and share their sentences.

✓ Give each pair a case study (see Appendix 1). How do we show respect? Ask participants to discuss the case studies.

✓ Pairs have to decide whether the action described in the case study is a positive or a negative example. If it is negative, then pairs have to justify why they think it is negative and what can be done to correct/avoid the mistake. Ask them to use their original one-sentence summaries in the justification where possible.

Step 4 (10 min)

✓ Pairs present their cases and justify their evaluation. Other pairs can ask questions for clarification.

Step 5 - Debriefing (10 min)

✓ Distribute the list of teachers' responsibilities (Appendix 2) and moderate a discussion based on some of the questions below:

- Do you agree that these are teachers' most important responsibilities in online social spaces?
- Would you add or take away anything from this list?
- Can you select a few items that you think you will need to pay more attention to?
- Can you say one word that describes your future behaviour online?

Tips for trainers

✓ If the discussion takes place online, all participants can share their opinion on each case study.

Activity 6: Evaluation

Duration: 5 min

Expected outcome

✓ Participants will have a chance to reflect again on what has been learned and give feedback to the trainer.

Methods/ techniques used

✓ Visual evaluation on a poster

Resources

- ✓ A pre-drawn poster
- ✓ Markers or stickers

Practical arrangements

✓ Enough space to move around the poster.

Procedure

Step 1 (10 min)

Prepare a poster with smileys and statements, each participant puts a dot in the appropriate cell for feedback

			
Session design			
Content addressed			
Pace			
Atmosphere			
Active participation			
I plan to follow some of the advice in my online presence			
I plan to share what I learned here with my colleagues			
I will try out some of the techniques in my teaching.			
I would like to know more about...			

Tips for trainers

- ✓ You may use online forms for evaluation and include a follow-up discussion on a social network site.

References to videos and activities used in the training unit:

- The Internet is a bad thing <http://youtu.be/veOnnUgGOE>
- The Internet is a good thing http://youtu.be/Kf2_fxpXCpU
- Think-Pair-Share cooperative method <http://www.readingquest.org/strat/tps.html>
- Online shared boards: <http://en.linoit.com/>, <https://padlet.com>, <http://stoodle.ck12.org/>
- What's in your digital baggage? <http://youtu.be/zlM-YuUQ3Ms>
- Amazing mind reader reveals his 'gift' <http://youtu.be/F7pYHN9iC9I>
- Thoughts on writing a social media policy, Simon Finch blog - part about risk assessment <http://simfin.wordpress.com/more/thoughts-on-writing-a-social-media-policy/>
- Web 2.0 Selection Criteria: Save Time Choosing an Appropriate Tool http://onlinelearningconsortium.org/Web_2.0_Selection_Criteria_Save_Time_Choosing_an_Appropriate_Tool
- Additional resource - Teachers first reviews <http://www.teachersfirst.com/content/edge.cfm>
- Picture Respect app <http://www.quotes.cl/put-your-phone-away-and-pay-attention/>
- Respect: Start the Ripple <http://youtu.be/AlmeG0Nk1p8>
- What does RESPECT mean to you ? <http://youtu.be/i1B0af825U4>
- Be Deadly Online - The Respect Circle http://youtu.be/C-cE-Yw_wlg
- Brainstorming, discussion and voting tool <http://www.tricider.com>
- Tricider with cases for discussion <http://www.tricider.com/admin/2j3ETC5cVDh/3D9QU0XIAI1>

Appendices

Appendix 1

Examples for discussion

Case 1

Teacher posts a message on her profile "What a horrible class, I've never seen such stupid students!"

Case 2

Teacher is friends with students on a social network and posts a comment on a student's photo: "Lovely swimming suit, that colour really suits you."

Case 3

Teacher posts a photo of students from a school trip on her/his personal profile on social networks.

Case 4

Students start a discussion about a teacher on social network and write some critical comments. Teacher joins discussion and tries to justify his/her behavior.

Case 5

Teacher writes an article about a school project on her/his blog highlighting students' great achievements and putting links to photos and videos on the school's web page.

Case 6

Two teachers discuss students' family situation on social networks.

Case 7

Teacher joins an online discussion and writes some examples of colleagues' bad behavior from his/her school like Tom comes drunk to school every day; Eva made some students cry with her biting remarks.

Appendix 2

Teachers' responsibilities in online social spaces

Respect yourself and others.

Be a good example online.

Promote positive use of the Internet and social media.

Lead students toward critical thinking.

Think before you post.

Use the Internet as an educational tool in your class often.

Discuss responsible behavior online with your students.

Engage students in educational online projects.

Share good news from your school online.

Connect with teachers worldwide and learn from them, create your professional learning network.

Share your examples of good practice online.

Comment on other teachers' posts and messages online.

Connect with parents online and share news about the class with them.

Be active - show that you are against online hate speech and cyber-bullying.

Give advice to students and teachers about online respect and responsibility.