

DEVELOPING COMPETENCES FOR DEMOCRATIC CULTURE IN THE DIGITAL ERA

STRATEGY PAPER

**A strategy paper and tools for
teachers and teacher trainers
developed with the participation
of Armenia, Belarus, Bulgaria, Croatia,
Czech Republic, Romania and Serbia**

Funded
by the European Union
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Democratic and Inclusive School Culture in Operation (DISCO)

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STRATEGY PAPER

Introduction

This document was produced in the context of the project Democratic Competences in the Digital Era, co-funded by the Council of Europe and the European Commission and implemented from December 2016 to September 2017 by organisations from Armenia, Belarus, Bulgaria, Croatia, Czech Republic, Romania and Serbia (listed below in alphabetical order):

- Academy of Postgraduate (Postdiploma) Education – Belarus
- Antikomplex (project coordinator)- Czech Republic
- Centre for Education Policy – Serbia
- Forum for Freedom in Education – Croatia
- Open Education Centre Foundation – Bulgaria
- Romanian Association of International Relations and European Studies – Romania
- Union of School-Centres - Union of Legal Entities – Armenia, in cooperation with the Caucasus Research Resource Centre - Armenia

It aims mainly at orienting advocacy efforts and activities of non-governmental organisations (NGOs) working in the field of education but is also relevant for all stakeholders involved in formal and non-formal education, including policy-makers, managers, teachers, teacher educators, and curriculum developers.

It is based on the country reviews on how democratic competences and Information and Communication Technology (ICT) skills are reflected in educational systems and practices and focus groups on how digital world and its specifics are perceived by educators and young people in participating countries. We used acquired knowledge in interactive workshops dedicated to young people in digital world and news role of educators in this area. The main results of the whole process are reflected in SWOT analysis¹, key assumptions and strategic direction of this Strategy Paper.

¹ Analysis of Strengths, Weaknesses, Opportunities and Threats

Background and problem definition

Based on its previous work on Education for Democratic Citizenship, Human Rights Education and Intercultural Education, the Council of Europe started in December 2013 the development of a Reference Framework of Competences for Democratic Culture² (RFCDC), built around a new model of competences including the values, attitudes, skills and knowledge and critical understanding which are needed for citizens to participate actively in a democratic and culturally diverse society and to contribute to developing a democratic culture.

In the final declaration adopted in April 2016 in Brussels by the Standing Conference of the Council of Europe Ministers of Education, the Ministers called on the Council of Europe to continue the development of the RFCDC and to assist member states in examining and implementing the framework in their national education systems, in dialogue with the educational community.

Present-day societies in Europe and around the world are strongly shaped by the wide access to internet, which makes it possible for citizens not only to have access to an overwhelming and sometimes confusing volume of information, but also to connect and interact between them, with public institutions and civil society stakeholders in different ways, in a digital world.

This paper focuses on how education providers should address the relationship between the Competences for Democratic Culture (CDC) and the digital world and on what needs to be done for the development of CDC, considering the context of the digital era.

SWOT analysis

The project collected and analysed information regarding the way CDC and ICT are reflected in policies, curricula and educational practices in participating countries. This revealed a diversity of situations and issues but also a number of common points, reflected in the SWOT analysis below:

Strengths	Weaknesses
Most of the CDCs (although not labelled as such) are already included in the curricula, either as cross-subject educational goals, or in specific subjects, particularly civic education and social studies.	The curricula and teaching practice often focus on knowledge and statements about values and less on actual development of values, attitudes, skills and critical understanding. In some countries school

² www.coe.int/competences

Experiences in various countries with the use of learner-centred, interactive methods, such as the ones inspired by Council of Europe materials on HRE and EDC, Project Citizen, etc.

Most young people are “digital natives” and the use of ICT is part of their daily life. Their level of knowledge and skills tied to the digital world is often very high, most of the times higher than that of educators’.

inspection insists on compliance with the prescribed curriculum and on administrative requirements and does not provide support to schools and teachers for facing the challenges they are confronted with. In such contexts, asking teachers to focus on the development of CDC may lead to the perception that they will have additional work and an additional administrative burden.

School reality and teaching process is often detached from the real life, relying on outdated textbooks, and the education system does not consider the new online reality as a part of the world and therefore as an element to be reflected and considered in the teaching and learning processes.

Lack of information or superficial understanding of (certain) components of the CDC model.

Differences between the schools in the same education system and between countries in terms of access to ICT and ICT competences of teachers (who are “digital immigrants”) and students.

Often a limited and limiting approach to ICT is present in schools, with a focus on teaching about (and not through) ICT and on protection, security and safety (e.g. cyber-bullying, abuse, online dependency). Teachers often experience anxiety regarding the online space which is an uncharted territory for them.

Limited experience of schools with a coherent whole-school approach and tendency to reserve issues related to CDC to social studies and humanities.

Opportunities	Threats
<p>Recent public debates regarding fake news and manipulation through social media raised calls for schools to equip young people with competences to resist online manipulation.</p> <p>NGOs are active in advocacy, awareness campaigns, providing a broad spectrum of training, teaching materials, educational programs for schools, teachers, students and parents.</p> <p>Council of Europe references, including the RFCDC and educational resources, including those produced in the context of No Hate Speech Campaign and Living democracy materials³.</p>	<p>Technologies and applications are constantly evolving and changing. Some disappear, while new ones appear in a way impossible to predict.</p> <p>Parents are partly for using ICT in the teaching process and partly against but they are vocal in both cases. There is often a lack of communication among parents and educators regarding the challenges posed by the online presence of children.</p> <p>Social status, level of remuneration and unfair expectation from various sides limit teachers' self-confidence and motivation to build their professional capacity.</p>

Key assumptions

The progress of technology is a reality which cannot be stopped and which needs to be accepted and addressed as part of daily life and which can be seen as a challenge for education but also as an opportunity. For children and young people, internet and social media are an essential part of their lives. According to international studies, a very large proportion of teens have used some form of social media and have a profile on a social networking site⁴.

Despite the common vision of two different worlds, a real world and a digital world, often seen in opposition, young people live in fact in one world, encompassing online and offline realities. If education becomes more effective and more meaningful when it takes into account real life and elements of reality which are familiar to learners, it means that education should also take into account the online reality.

There is a bidirectional relationship between CDC and the digital world.

³ www.coe.int/competences, www.coe.int/edc, www.coe.int/nohate, www.nohatespeechmovement.org, www.living-democracy.com

⁴ Proved for example by the Eurostat study from 2014 [Being young in Europe today – digital world](#).

On one side, because people interact with others and with various sources of information in the online environment, CDC are necessary in the digital world to the same extent they are needed in the real world. The same values, attitudes, skills and knowledge and critical understanding are necessary to interact positively with other individuals, to participate in groups and to make sense of information and ideas in the online environment.

On the other side, the online part of life can represent a valuable opportunity contributing to the development of CDC. Statistics⁵ show that young people use the internet more than other age groups for undergoing civic activities, such as: interacting with public authorities; obtaining information from public authorities' websites; taking part in online public consultations on different civic and political issues, etc. Moreover, this online engagement could stimulate young people to get involved also in real-life civic activities.

Thus, CDC are needed for and are developed by life in the digital world.

The aim should be for children and young people to develop their CDC, not to know about CDC. They need to learn how to react to offline and online situations adequately and effectively.

Strategic directions

1. Empowerment of educators: mind-set change and capacity building

a. Awareness and accurate information about CDC for educators

Educators need to be supported in understanding the meaning of all twenty elements of the CDC model and in becoming aware of the potential that the RFCDC has for education.

Some of the elements of the RFCDC have a clear and straightforward meaning. Others represent social science concepts less known outside the circle of specialists in the field, while some elements use common language words but have a specific understanding defined in the context of the framework. To avoid the risk of misunderstanding, educators need to become familiar with the meaning of CDC and relate them with the observable behaviour reflected in the descriptors of competence associated with the RFCDC.

⁵ Eurostat file: [Proportion of people who use the internet for civic activities.](#)

Educators need to be made aware that they are already implementing many of the elements of the CDC Framework and that they might need to adjust some aspects of their current practice, perceiving the RFCDC as a resource and not as an additional burden within an already demanding and often difficult work context.

b. A learner-centred view of the education process

If the education process is seen as focusing not on accumulating pre-established knowledge but on developing competences and supporting learners to build their own understanding of the world, it should explicitly relate to their life experiences. Thus, educators need to bring the learning process closer to the real life of the children and young people, therefore incorporating also aspects concerning their experiences with the digital world.

The education process should also appreciate and make use of the competences that children and young people accumulated through informal learning in the online environment or by attending ICT related non-formal educational activities. Young people are more and more used to learning by exploring a new tool or by using various online tutorials. This is actually a proof of autonomous learning skills and should be acknowledged and encouraged in the school context, together with the critical thinking skills in order to develop the ability to identify reliable and valid sources of learning.

However, this also means making learners aware that they can use offline the competences acquired in the online environment, including the ones related to democratic participation. They should also be made aware that "click activism" is not enough and that actual participation in real life is needed.

c. Teacher as facilitator of learning

Teachers need to feel confident in a position where they do not necessarily know more than the learners. As "digital natives", it is normal that young people learn fast how to use various new ICT tools. It is, of course, very well if teachers develop continuously their ICT skills but it is not necessarily that they keep up with the pupils on this. Even without being themselves ICT savvy, teachers can find ways to bring the ICT competences of young people into the learning process as resources and enable them to contribute also to the development of CDC.

New educational strategies, inspired by non-formal education, can be developed based on the use of internet and of mobile devices that learners have. Also, many of the educational activities teachers are used to doing, can also be adapted by taking into account the digital world.

Teachers should be supported to embrace the view that a mutually enriching dialogue can be established with learners, based on respect and trust. By accepting the role of facilitator of learning, teachers also help learners to develop autonomous learning skills and critical understanding.

d. Access to training and educational materials

To be able to perform this role of facilitator and give proper visibility in the learning process to the experiences of learners with the online environment, teachers need access to training and support materials, preferably in their respective native language.

Training can include examples of ways in which various ICT tools can be used to develop CDC but teachers do not need extensive training in new online applications which risk to be out-dated in a few months, they need to feel safe and confident in their role in the digital era and have the capacity to empower pupils through developing their CDC.

2. Whole-school approach: a coherent approach and involvement of all stakeholders

Developing CDC through ICT and awareness of the fact that CDC are relevant also for the online environment should not be left to isolated activities done occasionally by civics or ICT teachers. There is no need to add a special subject on “digital citizenship” but it is crucial that all teachers really acknowledge that world has changed and that education cannot remain isolated in an ivory tower.

To be effective, such an approach should be reflected across school subjects. Teachers of any subject can contribute to developing CDC while making references to the digital world. This does not mean that everything needs to change but it is a matter of opening opportunities for teachers and students to use ICT in schools, in teaching, learning and assessment. For example tests can also be given via an app or a website. Various online tools and exchange platforms are available and can be used for this purpose. Extra-curricular activities need to be also planned in a coherent and integrated way to take into account the potential of ICT for the development of CDC.

In order to achieve this, cooperation among teachers and school management support are necessary.

Schools can also contribute to the developing of CDC through ICT by organising democratic processes which imply also the use of ICT and by promoting a democratic school environment. This can also refer to issues of online safety and polite online behaviour.

Additionally, various other stakeholders should be made aware of the commitment the school has in developing CDC through ICT and should be asked to support the process.

Having the support of parents is essential for the success and this means that proper care is needed to making sure that parents understand what the school is offering and to countering resistances and fears some parents might have. Some parents may also take an active role in supporting, for example, project-based activities connected with CDC and ICT.

Other valuable contributions can be envisaged from volunteer ICT experts, NGOs addressing various social issues, non-formal education providers, or local authorities engaged in consulting citizens on local matters by using ICT.

3. Policies, inspection and evaluation promoting the development of CDC through ICT

Support of laws and education policies in each country is an essential foundation for successful implementation of CDC through ICT. This does not mean necessarily changes in the curriculum. Much can be done within the existing curricular framework with proper support and empowered teachers and making sure to minimise the administrative burden of teachers and schools.

Often, simple school-based policies regarding access to internet, the possibility to use ICT, and access to various ICT tools can make a big difference and encourage both teachers and learners to tackle the potential of the digital world for developing CDC.

Inspection and procedures for evaluation of teachers and schools need to support the development of CDC and recognise also efforts made in developing CDC in relation to the digital world.

**APPENDIX –
TOOLS FOR TEACHERS
AND TEACHER TRAINERS**

Introduction to the Appendix

This appendix presents examples of educational resources and tools developed and tested during the implementation of the project *Developing Competences for Democratic Culture in the Digital Era*, as a response to the needs identified in each participating country. These examples further develop and illustrate the ideas in the Strategy Paper, pointing out concrete suggestions for its implementation.

There are twelve tools, some describing educational activities done with learners, while others are to be used in training workshops for teachers. Most of them can be used as such but all can be adapted or seen as inspiration for teachers and trainers to design their own interventions aimed at contributing to the development of the competences for democratic culture in relation with the digital world.

Each activity is directly focused on the development of a cluster of competences for democratic culture and they are first of all a proof and an illustration for those committed to implement the recommendations in the strategy paper that it is possible and easy to move beyond general statements into practice.

All suggested activities are in some way connected with the digital world. They are drawing attention to the risks and challenges of online interactions, pointing out the positive contribution that the digital world can have for developing or using the competences for democratic culture, or pointing out online tools and resources which can enhance the effectiveness of educational activities aimed at developing the values, attitudes, skills, knowledge and critical understanding necessary for a democratic culture.

RESOURCES FOR TEACHERS

Competence mapping

Tool proposed by the project partner in Armenia

Type of tool: Evaluation activity

Competences:

- Knowledge and critical understanding of students' competences for democratic culture (CDC) in digital space;
- Evaluation and analytical skills;
- Communication skills.

Target group: 9th grade students – secondary education

Main goals:

- Evaluating students' acquisition of the competencies
- Analysing feedback of students
- Utilisation of CDC descriptors
- Critical reflection on values, attitudes, skills, knowledge and critical understanding

Description:

Methods used: pre and post score-card evaluation, team work with students, role plays with students, observation

IT resources: digitization of the score card as a survey monkey tool to produce an analysis, internet access

Tasks for the teacher at the beginning of the teaching school term:

Pre-Assessment

- Discuss the CDC model with the students and think how are the competences expressed in the digital space
- Use the CDC descriptors to create a score card. Identify the bunch of skills.

Exemplary raw in the score-card on a 0-5 scale:

Student ID	Descriptor ID	Descriptor	1=Very basic	2=Basic	3=Intermediate	4=Almost Advanced	5=Advanced	No skill
1	Skill#1 Autonomous learning skills	Shows ability to identify resources for learning from internet			✓			

- Think of a team work or a role play to assess the skills during a lesson
- Do the evaluation in group with other teachers to cross-check the score of a student, have at least three evaluators (teachers) with different teaching background (social science, hard science, life science) in the class when evaluating
- As soon as you finish scoring, transfer/input the data in the survey monkey questionnaire
- Produce the analysis
- Follow-up: discuss your analysis with teachers and students

Tasks for the teacher by the end of the school term:

Post-Assessment

- Repeat exactly the same step as for the pre-assessment. Remember that should assess the same set of skills using the same score-card.
- Compare the pre and post evaluation data and calculate the difference in students' scores. Pay attention to low scores.

Produce the map of the competences:

Exemplary raw in a map (highlighted part indicates low scores):

Student ID	Difference score for the skill#1	Difference score for the skill#2	Difference score for the skill#3	Skills competence (sum)
1	3	2	4	9
2	4	2	5	11
3	3	1	4	8
4	3	2	4	9
5	4	1	5	10

Recommendations:

- Collaborate with teachers and students
- Aside from survey monkey, there are other online tools to input and analyse data, check the following:
 - Survey Monkey
 - Typeform
 - Google Forms
 - Client Heartbeat
 - Zoho Survey
 - Survey Gizmo
 - Survey Planet

Essay Writing

Tools proposed by the project partner in Armenia

Type of tool: Essay assignment to students

Competences:

- Writing skills
- Self-reflection on digital activities
- Analytical skills
- Knowledge and critical understanding of human rights in digital era

Target group: secondary and high school students

Main goals:

- Reinforce self-reflection of the pupils on how they behave online

Description:

The students are given a written work assignment and three weeks' time to write an essay. During the three weeks they are encouraged to keep a diary of their online activities. Based on the diary they are to address the task.

Exemplary assignment:

You are asked to write an essay. Think of the digital world, advances in technologies and the time you spend on the Internet. Write your ideas reflecting on the following questions:

- Why is Internet important?
- What do you do on the Internet?
- What can you learn through internet and what can harm you on the Internet?
- Compared to off-line experiences, how is your communication with other peoples (peers, friends, teachers etc.) change in the online space?

Final part: Thematic analysis, summing up the results and reflection.

After you read all of the essays submitted by the students, highlight the most discussed themes. Design a separate lesson to talk to pupils over these themes.

Recommendation:

Do not grade students' essays. Use the essays as sources of information to generate an important dialogue between you and the students and among the students.

[We are different but we are online](#)

Tool proposed by the project partner in Belarus

Type of tool: lesson

Competences:

- Valuing cultural diversity
- Knowledge and critical understanding of culture, cultures and media
- Analytical and critical thinking skills
- Communication skills

Target group: secondary and high school students

Main goals:

- Development of students' abilities to use, analyse and evaluate information resources and social media networks and the way they reflect cultural diversity.

Description:

Necessary materials: A2 sheets (10 items), articles (5 items), colourful stickers

Introduction

The teacher greets the participants and asks everyone one by one to tell their names and to mention what ethnic background people in their families have (example: My name is Natalia, in my family there are Russians, Ukrainians, Poles, etc.).

Students perform the exercise one by one. Many students have relatives with different ethnic background.

The teacher summarizes the information and makes a conclusion about the cultural diversity in society and about the need for intercultural dialogue and intercultural education.

Main part

- a. Presenters announce the rules of work in groups.
Participants are divided into 5 groups
1st group – national public media,
2nd group – private TV,
3^d group – foreign media,
4th group – bloggers,
5th group – news internet portals
- b. Each group has to design a logo and a slogan which would characterize their type of media.
- c. Game "Comments"
Each group gets a large sheet of paper with a printed extract from the corresponding media stick to it (it can be a screenshot, newspaper clipping, quotation, etc.). Each extract refers to an issue related to cultural diversity.

Group participants have to comment on the article by gluing stickers with comments (all comments should be signed, using a nickname or their real name). The papers are passed to the next group which leaves comments to the article or to the already existing comments. The process continues until each group receives back the original paper.

The groups analyse the comments and present conclusions.

Debriefing and reflection will focus on the following questions:

1. How can various types of media and social networks be useful in understanding issues related to cultural diversity in society and what are the differences between them?
2. What evaluation criteria do you use in the analysis of information in the media and social networks?

Without words

Tools proposed by the project partner in Belarus

Type of tool: educational activity

Competences:

- Skills of listening and observing
- Analytical and critical thinking skills
- Communication skills
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the media
- Valuing cultural diversity

Target group: secondary and high school students

Main goals:

- Development of students' abilities to use, analyse and evaluate information resources and social media networks and the way they reflect cultural diversity.

Description:

Each group gets a card with a media text describing a situation reflecting a cultural diversity issue. The task of the group is to make a drawing based on the text. Drawings are then passed to another group which needs to decode the message and comment on it. Then the situations and the comments are presented and discussed.

The main task of this game is to analyse the situation placed in the media, on the Internet or social networks, and identify constructive options of acting in such a situation and who can help.

Situations should not be invented, but taken from real media reports. Names of the participants and the names of geographical locations may be changed.

Situations related to sensitive cultural diversity issues, migration, refugees, war, perceptions of religion or interactions between people with different ethnic, religious or linguistic affiliations could be presented.

The Interview

Tools proposed by the project partner in Belarus

Type of tool: lesson

Competences:

- Empathy
- Listening and observing skills
- Communication skills
- Knowledge and critical understanding of language and communication

Target group: secondary and high school students

Main goals:

- Interacting in an effective and appropriate way with people perceived as having different cultural affiliations.

Description:

Warming-up exercise: "I am a Journalist": Each student must continue the phrase "If I were (a) a journalist, I would write about ...".

Main part

Participants are divided in five groups. Each group will prepare a role-play of an interview with a person from another country or belonging to a minority group. One member of the group plays the role of the interviewee and another one will play the journalist asking the questions.

Each group will have time to prepare for the role play. With the support of all members of the group, questions and answers will be defined.

Each group will perform the role play in front of the whole class.

After having performed the interview the students-"journalists", a brief "press conference" is organized. Other students can ask additional questions or make comments.

Final part: Summing up the results and reflection.

Questions for debriefing and reflection:

- 1) What was special when preparing the interview in the fact that it was about a person from another country / belonging to a minority group? Was it difficult to identify what to ask and how would that person answer? Why?
- 2) What is the role of stereotypes in this exercise? Teacher should explain the concept if needed
- 3) What was similar and different between the role-play and the real interviews we see in the media with the respective category of people?
- 4) What evaluation criteria do you use in the analysis of information in the media and social networks?
- 5) What can we do to avoid manipulation and stereotyping through online media?

The curious educator

Tool proposed by the project partner in the Czech Republic

Type of tool: quick reflection-based activity

Competences:

- Skills of listening and observing
- Linguistic, communicate and plurilingual skills
- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication

Target group: primary, secondary and high school

Main goals:

- to create a paradigm shift in the classroom and show that children possess expertise that is valuable to teachers (reverse classroom technique).
- to create partnership and foster mutual respect, because without partnership there is no discussion about values.

Description:

This is an introductory activity which does not require any special equipment. Just find 15 minutes in any subject (if in school) to ask a few simple questions. Discussion will soon follow. Be curious and inquisitive. Ask about every single website/app/service, that the students use, in detail. There is no right or wrong answer, this activity is about sharing.

Sample questions

- What do you like best, from what the internet/modern technologies overall has to offer? Why?
- Which personalities you follow? Who are they? Why?
- What have you learned online? What was especially useful?
- What can't one learn online?

Tips from users

Bring a tennis ball (or any 'speaking object'), only the person with the ball can speak. This way you can ensure that everyone gets to speak his/her mind in a playful way.

Experience shows that older students (16+) who were raised and got used to "frontal education" might not be willing to share, even if we do our best to create a safe environment

Core ideas underlying activities:

- Promoting critical understanding of modern technologies for all involved generations: Teachers learn to appreciate, while young people learn to think critically about the devices and services that they got used to.
- Both educators and students possess unique know-how, which they can share, benefiting all involved.
- Above-mentioned equality creates space for building/deepening partnership among the educators and the educated.
- There is a technological revolution on its way and there is no way to stop it. It is for the best to adapt.

Mass-media and public opinion

Tool proposed by the project partner in Romania

Type of tool: Educational activity

Competences:

- Knowledge and critical understanding of language and communication;
- Co-operation skills;

- Valuing cultural diversity.

Target group: 7th grade students – secondary education

Main goals:

- Identifying information from different sources
- Analysing messages transmitted through online media
- Critical reflection on a sensitive cultural diversity issue

Description:

Methods used: case studies, problem solving, debate, brainstorming, observation

IT resources: laptop, projector, internet access

Preliminary task: 1 week monitoring of press articles published online on the following subject – “Roma ethnicity in Romania”

Tasks for the class:

- Search for key words and expressions relevant for the theme
- Debate the message transmitted through the press articles
- Identify solutions for improving the inter-ethnic relations
- Follow-up: organising an educational project within the community – civic education

Recommendations:

- The rules of the exercise need to be well defined
- Students should be offered explicit diagrams to organize their work and collect information

Self-portrait

Tool proposed by the project partner in Romania

Type of tool: Educational activity

Competences

- Knowledge and critical understanding of the self
- Analytical and critical thinking skills

Target group: 5th grade students, secondary education

Main goals:

- Critical reflection on self-image and the way we are perceived by others, offline and online

Description

1. Self-portrait (15 minutes)

- Self-portrait – drawing
- Self-portrait – text (at least 5 sentences)
- Self-portrait – what your Facebook account says about you
- Discussing the results within groups

2. How do my colleagues see me? (10 minutes)

- Each student will have a white paper stuck to his/her back
- His / her peers will write one positive word that, in their view, characterises the student
- Each student looks at the words collected on his / her paper

3. Discussion (10 minutes)

- Discussion regarding the characterisations made – the students who wish to make presentations in front of the class can do so.
- Discussion regarding the differences and similarities between the two characterisations:
How do I see myself? How do the others see me?

4. Homework assignment (5 minutes)

- write a letter with the topic “How do I see myself in 10 years?”

Safety on the Internet

Tool proposed by the project partner in Romania

Type of the tool: Educational activity

Competences

- Analytical and critical thinking skills
- Valuing human rights and human dignity

Target group: students in gymnasium, secondary education

Main goals:

- Identifying advantages and disadvantages of using the internet;
- Forming and expressing opinions on different sources of information;
- Raising awareness of the dangers associated with the inappropriate use of the Internet;

Description

- *Discussion and debate:* What are the sources of information you use frequently?
- For what purpose are these sources of information used?
- In what environment do you find it easier to be yourself?

Teamwork:

Each team receives cards with advantages and disadvantages of using the internet. The task is to divide the cards in the two categories.

- Example: space of freedom of expression, possibility to keep in touch with friends, way of obtaining information, unfiltered and unchecked information, the risk of being abused etc.

Presentation made by the teacher: about rights and responsibilities in the online environment, freedom of expression, the right to education, the right of reply, confidentiality, the right to property, respect, safety of environment, correct information, personal security etc.

Discussion:

In your opinion, which of the following actions represents a violation of rights? What are the consequences of each violation?

- False tagging a person in the photo

- Uploading a photo you made to a concert where organizers banned photos or filming

Case studies – Students work in groups, identify problematic situations in the online environment and identify possible solutions. Example: Should a person under 18 be allowed to set up a meeting with a "friend" known on the internet?

Evaluation method: Students are asked to draw an image or write a word that describes how they felt during this activity.

RESOURCES FOR TEACHER TRAINERS

Online vs. offline – pros and cons

Tool proposed by the project partner in Croatia

Type of tool: workshop for teachers

Adapted from the Training Unit [Responsible attitudes and behaviour in the virtual social space. Digital professionalism of teachers](#), produced in the framework of the Pestalozzi Programme of the Council of Europe.

Competences:

- Analytical and critical thinking skills
- Linguistic, communicative and plurilingual skills
- Knowledge and critical understanding of the world: media and information

Target group: teachers

Main goals:

- to reflect critically about the online and offline worlds;
- to map advantages and disadvantages of online and offline communication;
- to discuss about the digital footprint;
- to raise awareness of privacy in the online world.

Description:

The lecturer introduces the different contexts in which young people are growing up and characteristics of every generation of people. The focus is put on the terms “millennials” and “digital natives”.

Participants are divided in pairs and asked to discuss about

- a. positive side of offline communication.
- b. negative and critical side to offline communication.

After the discussion of each topic, the main findings are shared in the plenary.

Participants watch video materials regarding advantages and disadvantages of the internet. Participants should stay in pairs. They are shown the first video in which some of the disadvantages are shown (https://youtu.be/crUS3so_PIA). After watching the video, they discuss in pairs to find more reasons why internet is a “bad” thing. The findings are shared in the plenary. The second video is shown (<https://youtu.be/54UN5ae9E0M>) with positive sides of the internet and the procedure is repeated (watch video – discuss – find additional reasons to support the claim – sharing in the plenary).

The discussion starts with the following questions: *Could you live without Internet? Why? What makes internet good or bad? Can I do something about that? Do you believe that students can*

understand the positive and negative aspects of internet? Do you have examples of good practice of using internet in your classroom?

Trainers connect the findings with the privacy aspects and call out pairs to a challenge. They should use their smart-phones or other devices, for 15 minutes, to find as much information as possible about their pair. The results are shared in the plenary. In the end, the concept of digital footprint is introduced and a video about digital footprint is presented:
<https://youtu.be/F7pYHN9iC9I>.

Digital pupils – what do they need?

Tool proposed by the project partner in Croatia

Type of tool: workshop for teachers

Competences:

- Analytical and critical thinking skills
- Linguistic, communicative and plurilingual skills
- Knowledge and critical understanding of the world: media and information

Target group: teachers

Main goals:

- to discuss about digital literacy of pupils;
- to think about the possible competences young people need in order to communicate democratically online;
- to discuss about potential problems and possible solutions in introducing CDC in the online space.

Description:

Participants are divided in groups. Each group starts by drawing on a flipchart paper the shape of a full body of a pupil. In the groups participants should discuss the following and write the answers in the part of the body of pupil:

- **head:** what kind of knowledge do pupils need to have in order to use internet and social media?

- **arms:** what kind of skills do pupils need to have in order to use internet and social media?
- **chest and belly:** what society and schools can do to support pupils to understand and learn how to use the internet and social media? Which obstacles and issues can occur and what are the possible solutions?
- **legs:** what social media do your pupils use on everyday basis?

Posters are presented and discussion continued about the competences for democratic culture of pupils. The session is closed with the list of potential issues and solutions in teaching social media and internet.

Project day – prepare an online campaign

Tool proposed by the project partner in Croatia

Form of the tool: workshop for teachers

Competences:

- Analytical and critical thinking skills,
- Linguistic, communicative and plurilingual skills,
- Knowledge and critical understanding of the world: politics, law, human rights;
- Co-operation skills;
- Flexibility and adaptability;
- Respect;
- Valuing human dignity and human rights

Target groups: teachers, pupils

Main goals:

- to learn basic steps of preparing online campaigns;
- to learn more about advantages of online campaigns;
- to create a project which can be implemented within the school environment;
- to stimulate experiential learning.

Description:

At the start of the session, participants are asked the following questions:

What campaigns do you remember?
What was their aim?
Who was the target audience?
What was used to attract the target audiences?

What did attract you personally to follow the campaign?
What media was used?

After participants have shared their answers, trainers present some of the successful campaigns, such as *No hate speech movement*, *Media literacy campaign*, *Energy efficient school campaign*, as examples of good campaigns already implemented. The online aspect of each campaign will be underlined. Specifically, talking about advantages of online campaigns, trainers give input about the importance of a quality organisation of online campaigns and on what can be achieved with them. The discussion will point out the advantages, such as – reach, easy cooperation, low price, creating a brand, publicity, easy access to information, hyperlinks, social gathering.

Participants are then divided in groups and have a task to design a campaign – either only online, or both online and offline, with the main focus on the prevention of hate speech towards certain groups.

They have the following task:

- choose a target group you are going to be addressing with the campaign (people with disabilities, LGBT persons, Roma people, etc.);
- describe the specific issue you want to address with the campaign;
- choose the method - how you want to tackle the issue (e.g. making a project day, competition, discussion, workshops...);
- define goals, which need to be SMART (specific, measurable, achievable, relevant and time bound);
- define activities and key message;
- what online resources and social media are you going to use in order to enhance your message;
- prepare a short teaser – a video or a short play of 30 seconds to attract potential audiences.

Groups work on their campaign, with the help of trainers. In the end, presentations are held, feedback given and discussion held around these questions: Can these campaigns be implemented in the school environment? Why yes? Why not? How would pupils react to this kind of exercise? Is it possible to implement such a campaign with pupils?

How to use online tools in everyday teaching?

Tool proposed by the project partner in Croatia

Type of tool: presentation with a showcase of possible tools

Competences:

- Analytical and critical thinking skills
- Knowledge and critical understanding of language and communication
- Flexibility and adaptability
- Tolerance of ambiguity

Target group: teachers

Main goals:

- to introduce different tools for teaching online;
- to enhance critical thinking towards own subject and how the online tools can affect teaching methodologies;
- to share and discuss usefulness of different tools.

Description:

Participants are introduced to the session. They are told that we will explore different tools that can be used in their teaching practice. For participation in these activities, participants should have their smart phone or laptop with them. Trainers explain how to use the tools listed below, with practical testing:

- **Kahoot** – used for quizzes, especially for reflection purposes and testing what pupils have learned;
- **Polleverywhere** – used for creating real-time word clouds and receiving feedback from pupils for certain topics;
- **Classkick** – gives the opportunity to create different tasks and give real-time feedback to students for each assignments; students can also ask for help if needed;
- **Popplet** – for making brainstorming exercises with pupils;
- **Edmodo** – connecting with pupils and parents;
- **Plickers** – tool in which teacher can ask a question and scan the answer of each pupil with their smartphone;

- **Storyjumper** – tool which is useful for creating stories with pupils and enhance their creativity;
- **PowToon** – pupils can use this to create a video animation on certain topic given by their teacher;
- **Toondo** – tool used for creating comic books and stories, which helps in enhancing storytelling skills and creativity.

Participants are then asked to reflect on their own teaching practice and see how those tools can be used in their teaching context.

Stereotypes and prejudices in the media

Tool proposed by the project partner in Croatia

Type of tool: workshop for teachers

Adapted from [Compass – A manual for Human Rights Education with Young People](#), Council of Europe

Competences:

- Valuing human dignity and human rights
- Openness to cultural otherness and to other beliefs, world views and practices
- Empathy
- Knowledge and critical understanding of the world: politics law, human rights, culture, cultures, religions;
- Analytical and critical thinking skills
- Skills of listening and observing

Target group: teachers

Main goals:

- to introduce the concepts of stereotypes and prejudices;
- to raise awareness of stereotypes and prejudices in society;
- to discuss stereotypes and prejudices in the media;
- to analyse examples of popular culture and connect them with prejudices.

Description:

Participants are introduced to the concepts of stereotypes and prejudices. Participants are then called out to the activity. Everyone receives one role, with detailed explanation of the role and they should not show their role to anyone. Trainers ask a set of questions in order that participants go into their role:

How does your regular day look like?
When did you wake up?
What did you have for breakfast?
What did you do during morning hours?
What did you do in the afternoon?
Where are your friends and family?
At what time did you go to sleep that day?

Afterwards, they are called out to stand in one line and instruction is given. The trainer will read out loud a series of statements. They should make a step forward if the situation of their role corresponds with the statement.

Some of the statements could be:

'I have a house and internet'
'I am not scared for my future'
'I feel the future of my children is safe'
'I have never been assaulted verbally in the media and physically in the street'

When all the statements have been read, roles are revealed and participants are followed through the debriefing process: "How was it in your role? How did you feel? What did you realise?" Participants are then called out to think what we as society can do in order to prevent the big gap between certain categories of citizens. It is also good to ask them what we can do on individual level.

Participants are introduced to the topic of stereotypes and prejudices in the media. By using, for example, references to relevant works, such as 'White' by Dyer (1997)⁶ and McQuail's Mass Communication Theory (2010)⁷ a presentation is made on how the media create stereotypes. During theory explanation, participants are asked several questions, such as:

How are heroes portrayed in action movies?
How are women portrayed in romantic comedies?
How are people portrayed in reality shows?
Do these representations reflect the reality?

⁶ Dyer, Richard (1997), White, London, Routledge

⁷ McQuail, Denis (2010) McQuail's Mass Communication Theory, 6th edition, London, Sage

Based on this, participants are introduced to the next activity. They are main character in a reality show where they need to select a person who is going to help them create new life in space, out of several candidates. The person they need should be an engineer, communicative and friendly. On each step, different additional elements are shown and participants need to choose a person to eliminate from the competition. So, the process looks like this:

Round 1: Ali Jamie Mohamed Eva (fire one person)

Round 2: Ali Al-Fatousi Jamie Knox Mohamed Campbell Eva Rodriguez (fire one person)

Round 3: Picture is shown (fire one person)

Round 4: Some characteristic is shown – e.g. physical abilities, disabilities, etc. (fire one person)

etc.

In the last round, qualification is shown the participants. Debriefing is made:

How did you choose the persons? Why?

Can this influence on our views?

Do some people discriminate against only on one person's name?

Gender? Looks? Physical abilities? Sexuality?

What consequences can this kind of reasoning have? Why is this kind of perception wrong?

In the end, connecting all exercise with the real life, a music video from Shakira and her song Waka-Waka is shown to the participants. They are asked different questions:

What is really good in this video?

How are people represented?

How are power and success presented?

What languages are used in the video?

Does it show stereotypes? In what way?

Lesson Scenario Sheet

Tool proposed by the project partner in Serbia

Type of tool: workshop and resource for teachers

This Lesson Scenario Sheet is an improved version of the form for lesson preparation currently used by teachers in Serbia. This improved version recognizes Competences for Democratic Culture (CDC) and information and communication technology (ICT) in a student-centred approach to teaching.

Competences:

All competences for democratic culture

Target group: teachers

Main goals:

The main goals of the tool are

- to include work on competences for democratic culture in all levels of education
- to encourage usage of smartphones/internet and ICT in class,
- to help teachers include these aspects in the lesson planning and lesson implementation, more specifically, to connect learning outcomes, targeted competences with teachers' and students' activities, with special focus on CDC and ICT.

Description:

During the workshop, teachers are divided in several working groups and receive detailed oral instructions for the group exercise. They are provided with the sheet below to fill in, as well as with the model of competences for democratic culture and Bloom's taxonomy, as support materials. The criteria for division in working groups are based on level of education and subjects taught. Teachers teaching similar subjects should be grouped together in case matching of exact subjects is not possible. This scenario tool can also be elaborated individually. Time foreseen for the activity is 60 minutes. Each group will present their scenario and receive feedback from facilitators and from the rest of the group, to improve it.

The main difference to the usual lesson-planning sheets that the teachers in Serbia use for lesson preparation is the addition of the following categories: competences for democratic culture, activities of students and Media/ ICT resources used.

Tips from users:

The lesson scenario sheet can be used for subject specific lesson planning or for thematic planning, combining several subjects, in general, vocational and arts education, in primary and secondary schools. Teachers found the tool useful, with strong possibility of application (and replication). It contains elements that are familiar to them and in line with their practice, while introducing new aspects which lead to enriching lessons.

Appropriate time for elaborating the lesson scenario could be extending to 2 hours, if the group counts more than 3 members. When done individually, lesson scenario preparation might take less than 60 minutes. The more experienced with developing it teachers become, the less time they will need to finalize it.

Apart from the time challenge, another challenge was supporting the lesson with an adequate smart phone/ media and ICT tools, due to the various reasons: lack of teachers' knowledge of such tools, lack of ICT equipment or internet in schools etc.

The column "students' activities" was also valuable to teachers, as it helps them focus on students and estimate to which extent their lesson is interactive, rather than focusing only on teacher's actions (usual lesson plan contains only detailed narration of teachers for the whole lesson, without indication of pupil's active engagement).

Lesson Scenario				
Subject(s)		Grade		Team members (optional)
Unit				
Competences for Democratic Culture				
Educational goals of the lesson/workshop				
Outcomes (formulated using the verbs from Bloom's taxonomy)				
Time:	Activities of teacher:	Activities of students:	Methods and forms of work:	Media/ ICT (mandatory):

Lesson Scenario Sheet

References

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The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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The member states of the European Union have decided to link together their know-how, resources and destinies. Together, they have built a zone of stability, democracy and sustainable development whilst maintaining cultural diversity, tolerance and individual freedoms. The European Union is committed to sharing its achievements and its values with countries and peoples beyond its borders.

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