

CONVINCE PROJECT

Training Workshop

Berlin, 2 April 2019

Presentation of research findings

**Education for digital democratic citizenship
in the Internet era: challenges and
opportunities**

Dominique Danau (SAGO Research)



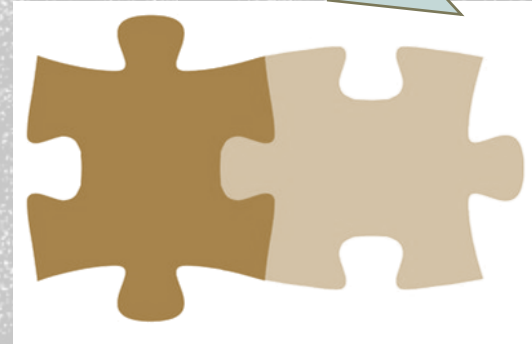
OBJECTIVES OF THE RESEARCH

Promoting and teaching citizenship and the universal values of democracy, tolerance, freedom, intercultural dialogue, equality and non-discrimination through education.

Challenges



Good/innovative examples, practices/policies



Matches

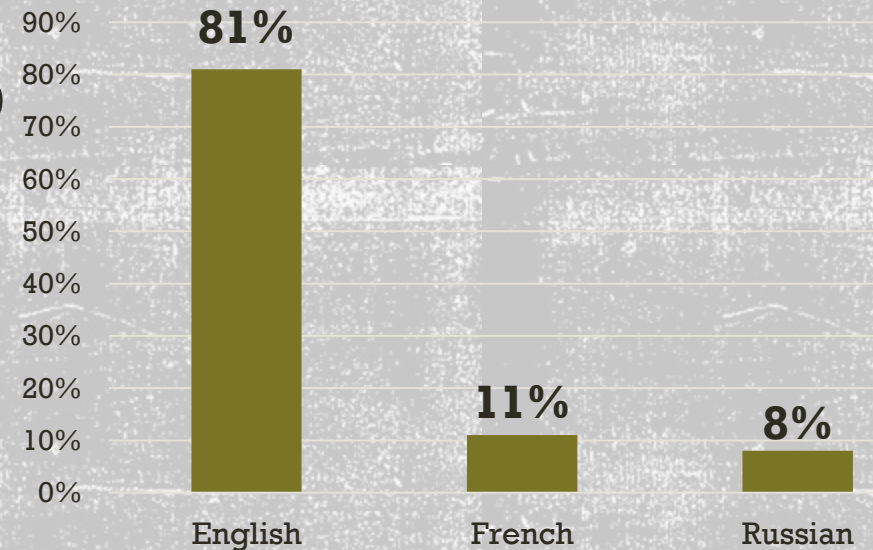
Research Report

MOOC



DATA GATHERING

- **Desk-research** including literature review
- **Online survey** to members of ETUCE (132 Education sector Trade Unions) EFEE (31 education employers) and ESHA (35 school leaders):
 - Sent in July 2018
 - Data collection: July 2018 – 15 March 2019
 - 95 responses (91 organisations – 46 countries/regions)
 - 46% response rate (organisations)**



- Literature review **supporting and complementing findings of online survey**



PRELIMINARY FINDINGS

Today reporting on (part of) findings related to:

- Civic education and democratic-school culture.
- Teaching in multicultural learning contexts for intercultural dialogue.
- Teaching controversial and sensitive issues.
- **Digital citizenship and E-safety.**
- The whole-school approach.
- Inclusive education as a tool to prevent radicalisation and extremism.



CITIZENSHIP EDUCATION

- “Educating children, from early childhood, to become clear-thinking and enlightened citizens who participate in decisions concerning society” (*UNESCO, 1998*)
- “The subject area that is promoted in schools with the aim of fostering the harmonious co-existence and mutually beneficial development of individuals and of the communities they are part of. In democratic societies citizenship education supports students in becoming active, informed and responsible citizens, who are willing and able to take responsibility for themselves and for their communities at the local, regional, national and international level” (*EURYDICE, 2017*)



DIGITAL CITIZENSHIP

- **The competent and positive engagement with digital technologies** (creating, working, sharing, socializing, investigating, playing, communicating and learning)
- **Participating actively and responsibly** (values, skills, attitudes, knowledge) **in communities** (local, national, global) **at all levels** (political, economic, social, cultural and intercultural).
- **Being involved in a double process of lifelong learning** (in formal, informal and non-formal settings) **and continuously defending human dignity.**

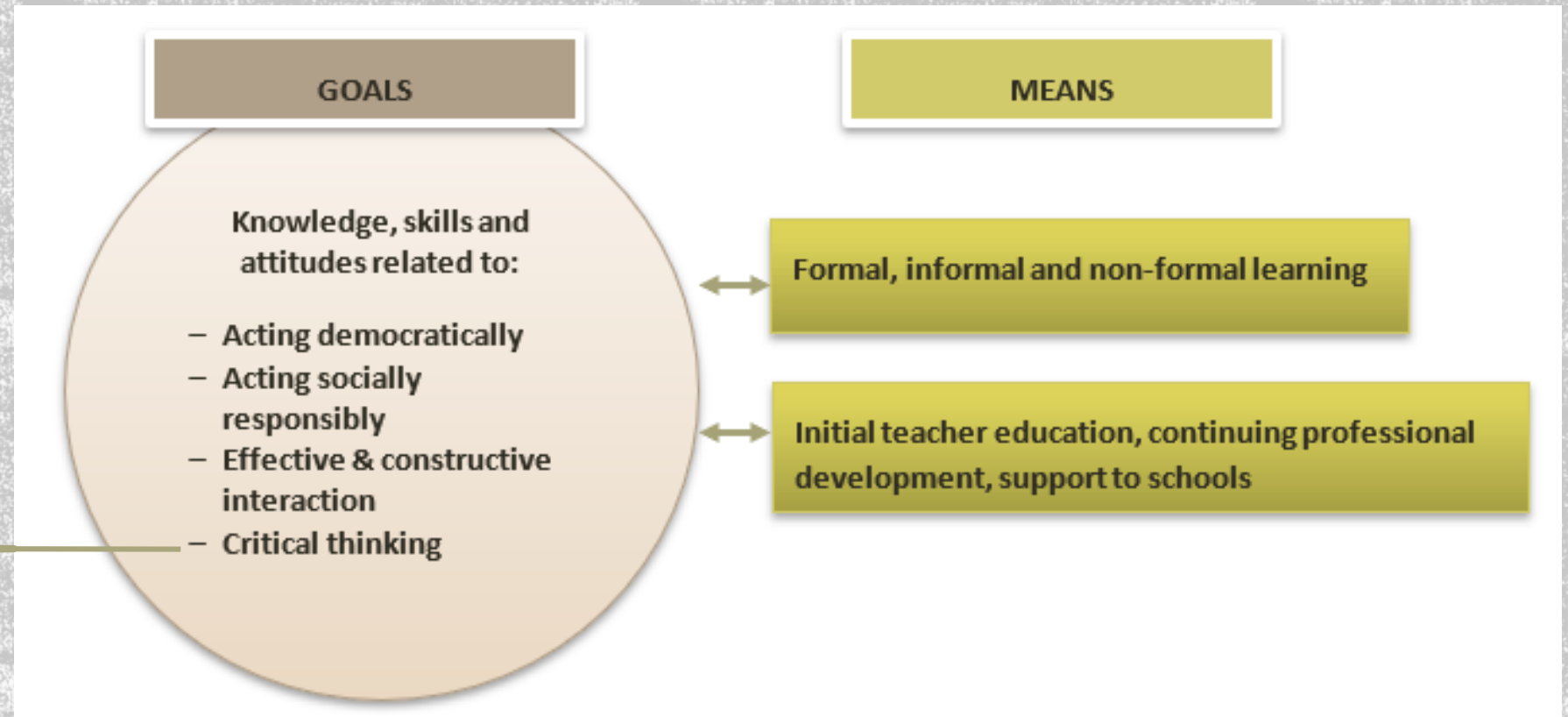
(Council of Europe, <https://www.coe.int/en/web/digital-citizenship-education/digital-citizenship-and-digital-citizenship-education>).



DIGITAL CITIZENSHIP AND E-SAFETY: CHALLENGES

- **Critical thinking/understanding** does not feature very prominently in citizenship education curricula.

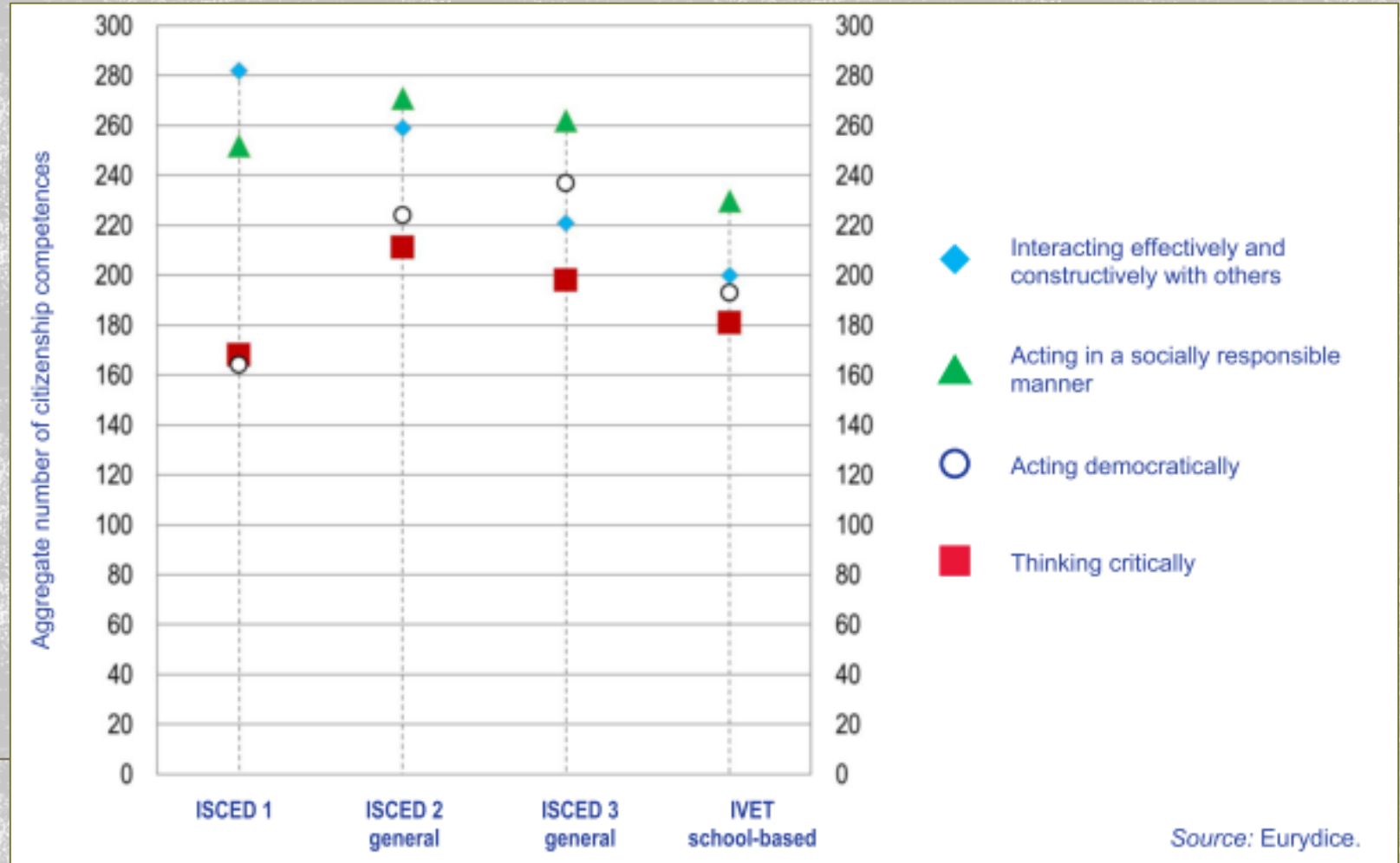
- Analysis skills
- Data interpretation
- Use of sources
- Media literacy
- Creativity
- Exercising judgement
- Questioning
- ...



DIGITAL CITIZENSHIP AND E-SAFETY: CHALLENGES

Frequency with which citizenship education competences occur in national curricula for citizenship education by area of competence

ISCED 1: primary education
ISCED 2: lower secondary education
ISCED 3: upper secondary education
IVET: initial vocational education & training



Source: Eurydice.



DIGITAL CITIZENSHIP AND E-SAFETY: CHALLENGES

- **“Children are learning to navigate the world”** (e.g. vulnerability of young children, easy access to and by children).
- **Support to teachers:** availability and access to material and evidence (results of projects/initiatives): **how to cope with** (mis) information from media sources in the classroom and how to teach critical thinking (81% of respondents wants more training on this).



DIGITAL CITIZENSHIP

Various initiatives have been taken, e.g.:

- **European Strategy for a Better Internet for Children (BIK)**: to provide a better integrated and more effective support to children when they go online – bringing together various stakeholders, e.g. (<https://www.betterinternetforkids.eu/>) .
- **Safer Internet Centres** in EU Member States: raise awareness and foster digital literacy as well as to fight against online abuse of children (pan-European **network of helplines INSAFE**) (<https://www.betterinternetforkids.eu/web/portal/practice/helplines>) and global **hotline network INHOPE** (<http://www.inhope.org/gns/home.aspx>) .
- **Safer Internet Day** - an annual worldwide event taking place in February in every country promoting a safer and more responsible use of online technology and mobile phones by children and young people (<https://www.saferinternetday.org/>) .



DIGITAL CITIZENSHIP

- **European Schoolnet**, whereby digital citizenship is one of the focal areas of work (<http://www.eun.org/focus-areas/digital-citizenship>) (providing evidence and data; providing support to schools and teachers; networking between schools).
- **eSafety Label**: a Europe-wide accreditation and support service for schools, aiming to provide a secure and enriching environment, for safe access to online technology (<https://www.esafetylabel.eu/about>).
- **Global Kids online** (<http://globalkidsonline.net/>): international research project (toolkits, etc.) and **EU Kids online** (<http://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kids-online>) (toolkits, etc.)
-



DIGITAL CITIZENSHIP

Good examples reported by respondents:

- **ATS2020 project (2015-2018)** about the assessment of transversal skills, amongst which digital literacy skills (policy experimentation project co-funded by EC (Erasmus+) gathering 17 partners from 11 EU countries (Cyprus, Austria, Belgium, Croatia, Estonia, Finland, Greece, Ireland, Lithuania, Slovenia, Spain) (<https://resources.ats2020.eu/home>) (tools, etc.).



Promoted resources



ATS2020 promotional video

In this video, partners of the ATS2020 project give an overview of the project

[More Info](#)

Category: Administrative
Language: English

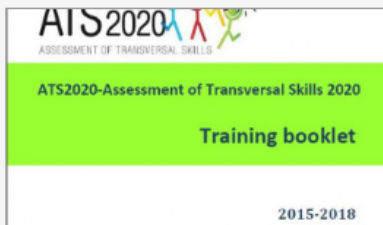


ATS2020 TOOLKIT

How to implement the ATS2020 learning model in your school and your classroom.

[More Info](#)

Category: Administrative
Language: English
Author of resource: Cyprus Pedagogical Institute

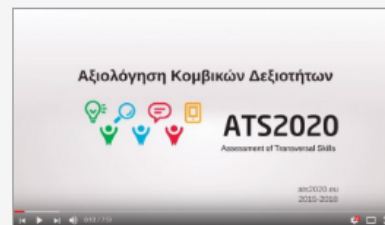


ATS2020 Training booklet

This booklet is addressed to the ATS2020 teacher trainers and participating teachers from upper primary and lower secondary education.

[More Info](#)

Category: Administrative
Language: English
Author of resource: Cyprus Pedagogical Institute



ATS2020 Implementation in Cyprus Schools

This video showcases the experience of students and teachers who have been actively involved in ATS2020 pilot implementation in Cyprus

[More Info](#)

Category: Learning designs
Language: Greek
Author of resource: Cyprus Pedagogical Institute



ATS2020 Framework (analyzed)

The present document aims to give an overview of the framework of the ATS2020 project.

[More Info](#)

Category: Administrative
Language: English
Author of resource: Cyprus Pedagogical Institute



ATS2020 learning model

The Assessment of Transversal Skills 2020 (ATS2020) proposes a comprehensive learning model.

[More Info](#)

Category: Administrative
Language: English
Author of resource: Cyprus Pedagogical Institute



Learning Designs Booklet

A collection of Learning Designs from implemented learning cycles, to support teachers on the implementation of the ATS2020 learning model.

[More Info](#)

Category: Learning designs
Language: English



DIGITAL CITIZENSHIP

- **Action Plan for Online Safety (Ireland)** launched in 2018: set out and implement actions to improve digital citizenship (Be Safe Online) (<https://www.gov.ie/en/campaigns/be-safe-online/>) .



DIGITAL CITIZENSHIP: Existing good examples/practices on e-safety in educational settings (%)

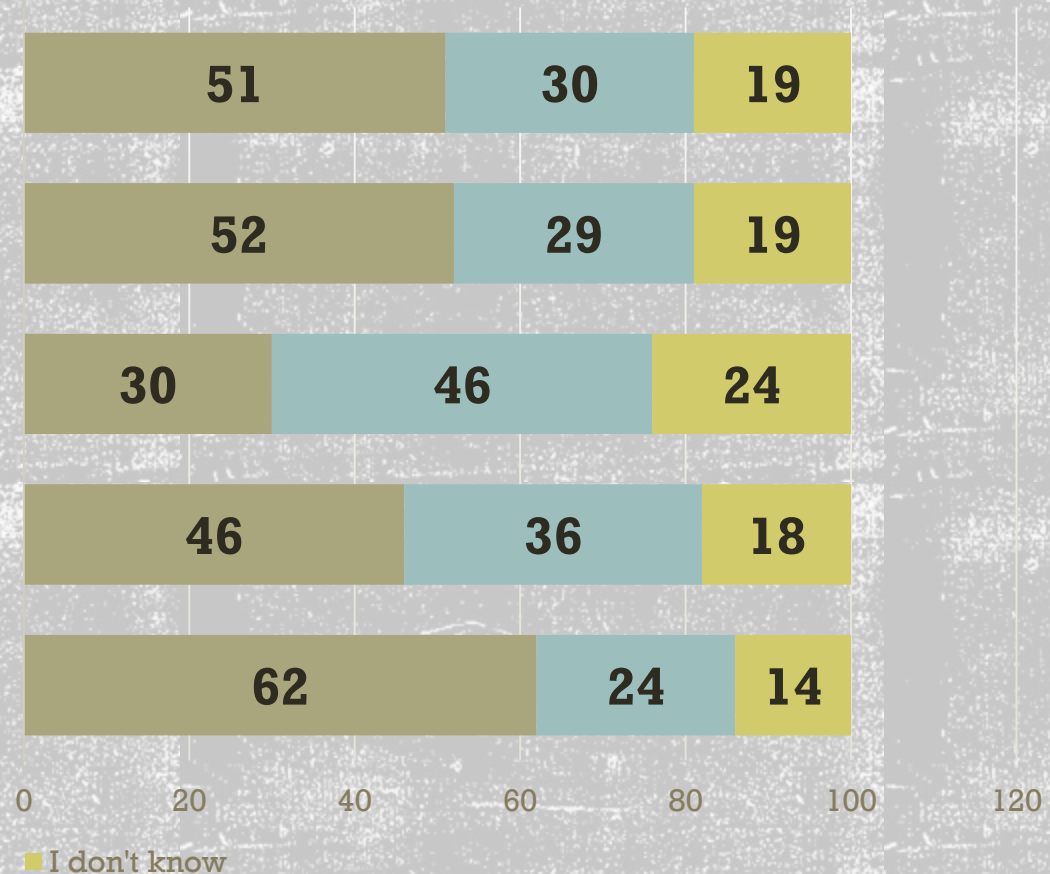
Awareness raising activities for the 'whole school' community (parents, local actors, etc.) about online safety (n = 84).

Educational programmes to educate students on building knowledge, skills and confidence related to online safety (n = 83).

Online safety training for educational staff, that is regularly updated (n = 83).

Mechanisms in place to support students, staff and/or parents facing online safety issues (n = 84).

Online safety and acceptable use policies in place by educational institutions/schools (n = 85).



DIGITAL CITIZENSHIP: Activities effective in fostering the ability to reflect and think critically in view of confronting (mis) information found on internet (%)

Share the process of problem solving by presenting and reacting to misinformation found on the media (n = 83).



Organise discussions in the classroom between teachers and students, about students' own decisions on the use of ICT (n = 85).



Organise discussions in the classroom on the various uses of ICT whereby input from representatives from different (socio-cultural) settings can be invited (n = 86)



Develop classes using ICT and social media in which students can ask and answer real-life questions in an open discussion (n = 85).



■ Very effective
 ■ Effective
 ■ Not very effective
 ■ Not at all effective
 ■ I don't know

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



CONVINCE RESEARCH REPORT

| | |
|--|---|
| Issue | <ul style="list-style-type: none">• Civic education and democratic school culture.• Teaching in multicultural learning contexts• Teaching controversial and sensitive issues• School leadership and whole-school approach• Digital citizenship and e-safety• Preventing radicalisation and extremism |
| Findings from research (challenges and good examples/practices) | |
| Matches | |

Tables with detailed findings (specifications at country/regional level)

Compendium:
Good examples/practices per country

Bibliography (word)

Connecting references to themes (Excel)

MAIN REPORT

ANNEXES

BIBLIOGRAPHY



THANK YOU!

d.danau@sagoonderzoek.nl

florence.pauly@btinternet.com

