



**TEACHERS' SUPPORT
MATERIALS
15 – 18 YEARS**

Co-funded by the
Erasmus+ Programme
of the European Union



SOCIAL COMPETENCE:

*facing the
digital
era challenges*

SOCIAL COMPETENCE: FACING THE DIGITAL ERA CHALLENGES

TEACHERS' SUPPORT MATERIALS FOR THE 9 – 12th GRADES

THE RESULT OF THE ERASMUS+ PROJECT
FACING THE DIGITAL ERA CHALLENGES – TEACHING
'DIGITAL' CITIZENS' SOCIAL RESPONSIBILITIES (CSR)
USING PRINTED, ELECTRONIC AND SMARTPHONE MEDIA

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FOREWORD

Dear Teachers,

You probably agree with us: social (societal, civic) competence is one of the most important competences the upcoming generation should have. Their lives and the society around them will depend on how active and smart citizens they can be. You will also agree that the coming of the Digital Era has brought unprecedented changes in the life of the society; it has brought new aspects, new methods, new ways of living; it changed how we all go about small or big societal questions. With the support of EU Erasmus+ programme, we elaborated support materials (“Textbook”) for your students to learn different aspects of social competence and with this present volume, we wish to help you in teaching those topics and modules that are in the Textbook. Here are some remarks regarding this TSM:

1. TSM fully follows the topic/module sequence of the Textbook. One module is meant to be taught in a 45 – minute class – but it depends on you, how much time you devote to this or that theme. You find a sample class plan also – but of course, you decide how you build your teaching methodology. Regarding the latter, we also gave some hints and suggestions – but again, it is up to you to decide how you teach the chosen material.
2. Topics and modules are semi-independent; i.e., you do not have to follow the written sequence. You may choose any topic or module that, in your opinion, fits best into the interests, knowledge level and other objects in the curriculum. You may also wish to ask the students about their opinion, which part to discuss.
3. We elaborated materials for three different media. You keep in hand the written medium, but we have elaborated an electronic version for it too. It is practically a

PowerPoint presentation in English and you can find the pictures of the slides in the TSM – with some place for you to write your remarks and teaching instructions for yourselves. Furthermore – albeit the attitude towards the use of smartphones is very different in different schools – we have elaborated on the smartphone version also. We use Socrative – that smart tool can be of great help in individual learning and also for you, in your classroom work.

4. Written materials provide you with some more information regarding the topics and modules; some background, some more explanation – and also recommended literature for you if you decide to dig more into this or that theme.

All in all, we intended to give you support in teaching those important issues – hopefully, those themes are interesting also for you. We hope we have succeeded in helping you in your important work. The upcoming generation is in your hand – so you also shape how our future will look like.

We wish you well in teaching the Digital – Era Social Competence,

The SOCRATIVE Team

I. INFORMATION SOCIETY

A. CHARACTERISTICS AND STRUCTURE OF THE SOCIETY

A society wherein *information* becomes its main focus is usually called *an information society*. Creation, distribution and circulation of information are essential activities in such a society because they lead to economic productivity. Evolving from the Agrarian and the Industrial society, people witnessed a profound shift: manual labour-based activities were less important than the *knowledge-based activities* and information became the main economic good, the main commodity.

The information society is a post-industrial one with visible changes in social life and social interaction; it is a new social reality. Other terms related to the information society are *knowledge society* (the term has a more pluralistic perspective), *creative society*, *technological society*, *global village*, *technotronic era* etc.

Modern technologies facilitate the creation, the use and the transfer of information and therefore, Internet Communication Technologies (ICTs) are the keys to the functioning of this type of society. The technological changes and the rapid development of ICTs have always been associated with the information society. Generally speaking, modern technologies have brought qualitative changes when discussing the characteristics and structure of the society. The organizational structures become more flexible and people more participatory. ICTs are now what the industrial machines were in the past; they 'shape' our society.

In 1970 Daniel Bell wrote *The coming of the post-industrial society* and he is considered to be the first one to use the term *information society*. Nowadays, Manuel Castell (*The information age: economy, society and culture*) speaks about a *network society* in which technology and innovation are very important. The public has easier access to information or knowledge and there are new forms of interaction. Castell considers that people and institutions, countries or smaller groups organize and connect according to their interests, but also according to the level of information availability.

There are three important aspects connected to the meaning of the term and teachers must make sure their students know them:

- 1) **information must be meaningful;**
- 2) **communicating and receiving information are necessary steps;**
- 3) **information has effects.**

While teaching this topic, educators must also focus on the following ideas; information society is:

- **technological** – informational technologies are present in every field of human activity; some scholars even suggested re-naming the present society as a *technological society* (it cannot be called that way because technology is an integral, but also a constitutive element of nowadays society);
- **economic** – information economics is a very discussed topic mainly due to the fact that knowledge is the commodity for our present global economy; even from the simple consumers' point of view information has economic power because, if it is meaningful and sufficient, information helps making decisions;
- **occupational** – there is an occupational change which appeared as a consequence of technological inventions; physical work became less important and jobs which are concerned with handling information increased;
- **spatial** – one can also notice an important change in the organization of time and space; real-time commerce and business activities, local or global economic strategies are good examples; the geographical element is no longer an obstacle;
- **cultural** – there are significant increases in cultural activities in a media-driven society; but, as Baudrillard put it, there is also “more and more information and less and less meaning”; therefore scholars point out the fact that the digital citizens of our present society must distinguish between quantity and quality.

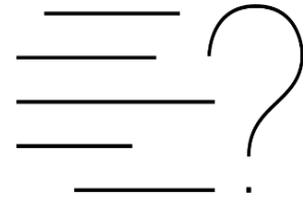
An ideal information society is in search of:

1. an equitable access to its prime commodity- the lack of access leads to fragmentation (see module B);
2. privacy and control of personal information - even though more and more personal information is stored or traded;
3. change in social structures- online communities, new virtual networks, interest-based groups etc.

What turns a society into an information society? (*Angniezka Becla-Economics and Sociology*)

- access to internet;
- “white-collar” jobs- more people working in the knowledge-based activities;
- number of ICT devices per capita;
- research and development activities;
- information services;
- knowledge-based economy;
- information and telecommunication infrastructure;
- a high level of digital competence for its users;
- the information sector participates to the gross national product;
- creation and automatic wide-spreading of information;
- etc.

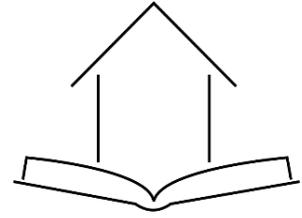
CONTROL QUESTIONS



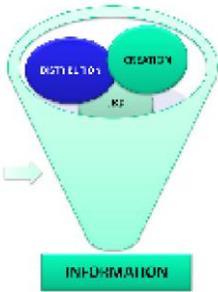
1. *What is information?* The term *information* is used in different ways by different people: data, belief, documents, ideas, and facts about someone or something; it represents the communication of knowledge or intelligence.
2. *How can we define the information society?* *Information society* refers to a society wherein knowledge and information are a fundamental power and core capital in everyday life.
3. *What are the characteristics of the information society?* Some of the characteristics of the information society are the following: knowledge is an essential source and information is considered to have an economic value or price; information society is multi-centred and widespread; gathering and classifying information, processing data, evaluating data are specific activities etc.
4. *Who is one of the first people to use the term 'information society'?* Daniel Bell, an American sociologist, is considered to be among the first ones to use the term *information society* in the 1970s.
5. *What social transformations in nowadays society can you mention?* Some social transformations caused by the information revolution are: new forms of access to people, government and services; changing patterns of social and economic interaction; shaping social and economic inclusion or exclusion; easy access to data and market information etc.

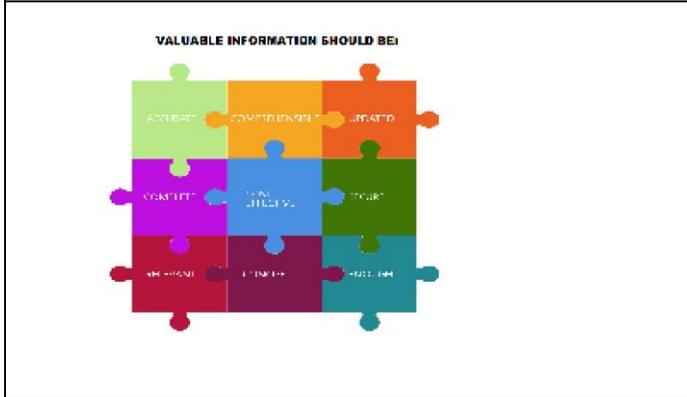
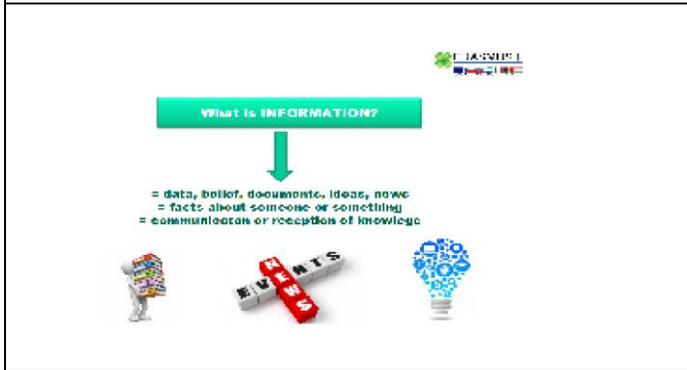
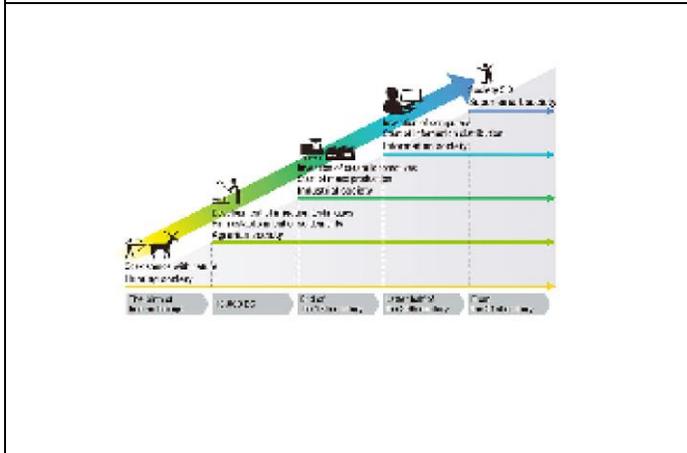
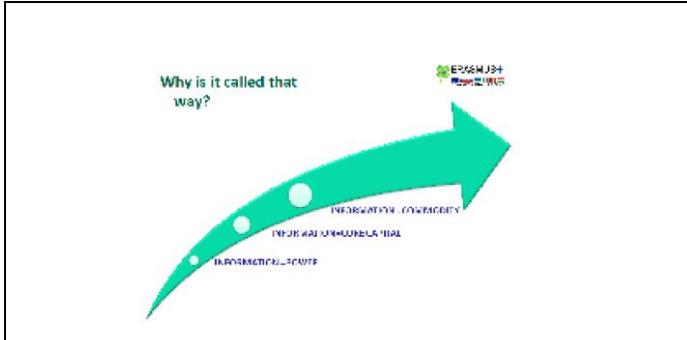
HOMWORK SOLUTIONS

1. Transformations visible at school: information overload can confuse the students when dealing with research activities; students can access school information from their homes; they can also solve their homework on online school platforms and communicate easier with their teachers etc.
2. The white hat students can use the solutions from the control questions. The black hat students can also use the numerous examples from module B – the disadvantages of modern technologies. The yellow hat students will think about the advantages from the same table. The green hat students will write the disadvantages and will try to find solutions:
 - E.g. information overload – use only reliable sources
 - health problems - restrict the access/the use
 - The blue hat students need to write down all the main ideas and draw the conclusions based on what their colleagues already said. They can use four columns for the other four hats and link their ideas with expressions like: *as we have seen, at first, in conclusion etc.*



ELECTRONIC VERSION

| SLIDES | NOTES |
|---|-------|
| <p data-bbox="435 331 626 407"></p> <div data-bbox="228 520 833 688" style="border: 1px solid black; padding: 10px; text-align: center;"><p>TOPIC 1. INFORMATION SOCIETY</p><p>MODULE A. CHARACTERISTICS AND STRUCTURE OF THE SOCIETY</p></div> | |
| <p data-bbox="683 747 805 785"></p> <div data-bbox="258 842 706 1155"><p data-bbox="258 842 706 884" style="background-color: #008080; color: white; padding: 5px; text-align: center;">What kind of society do we live in?</p><p data-bbox="467 898 496 974" style="text-align: center;">↓</p><p data-bbox="347 982 618 1014" style="background-color: #008080; color: white; padding: 5px; text-align: center;">INFORMATION SOCIETY</p></div> | |
| <p data-bbox="639 1209 737 1247"></p> <div data-bbox="258 1283 737 1575"><p data-bbox="258 1331 472 1377">WHAT is The Information Society?</p><p data-bbox="258 1404 472 1524">A SOCIETY WHERE THE CREATION, THE DISTRIBUTION AND THE USE OF INFORMATION IS AN ESSENTIAL ACTIVITY</p></div> | |



CHARACTERISTICS of the INFORMATION SOCIETY





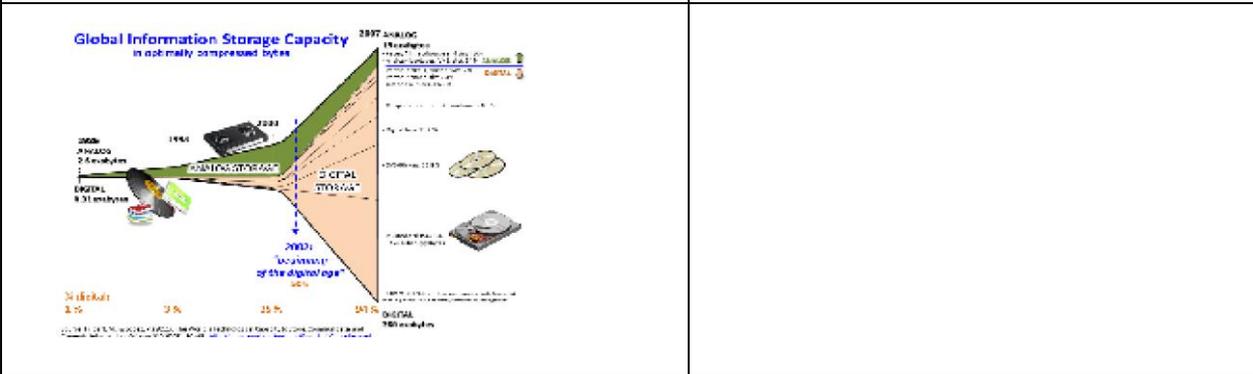
CHARACTERISTICS of the INFORMATION SOCIETY



- information has an economic value or price;



- Information society is global, multi-centred and widespread;

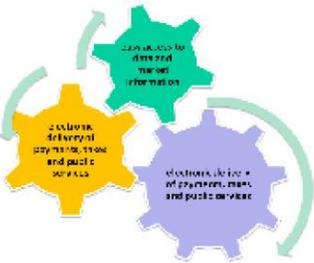
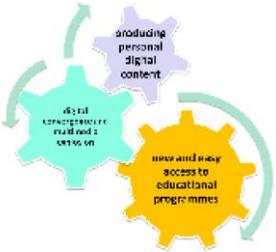
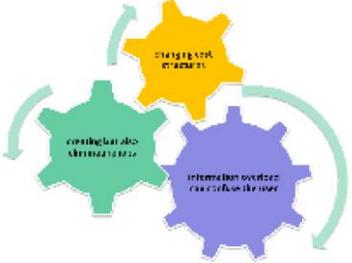


CHARACTERISTICS of the INFORMATION SOCIETY



- it refers to the production of knowledge or cultural artefacts;
- gathering and classifying information, processing data, evaluating data are specific activities;



| | |
|--|--|
| <p style="text-align: right;"></p> <p style="text-align: center;">CHARACTERISTICS of the INFORMATION SOCIETY</p> <ul style="list-style-type: none"> ■ it promotes clarity, precision, competence, equal opportunity and openness; ■ the flow of information becomes at least as important as the flow of goods or capital;  | |
| <p style="text-align: right;"></p> <p style="text-align: center;">SOCIAL TRANSFORMATIONS</p>  | |
| <p style="text-align: right;"></p> <p style="text-align: center;">SOCIAL TRANSFORMATIONS</p>  | |
| <p style="text-align: right;"></p> <p style="text-align: center;">SOCIAL TRANSFORMATIONS</p>  | |

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need the teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What is information?

- a) communication of knowledge
- b) data and beliefs
- c) facts about someone or something
- d) documents and ideas
- e) **all from above**

2. Information societies:

- a) **use knowledge and information as a fundamental power**
- b) use only the working force
- c) use goods as a fundamental power
- d) use only industrial goods
- e) use only machines

3. Which of the following is not a characteristic of information societies?

- a) **it is local**
- b) it promotes equal opportunity and openness
- c) it refers to the production of knowledge
- d) gathering information, processing and evaluating data are specific activities
- e) it promotes equality

4. Which of the following is not a characteristic of information societies?

- a) the flow of information becomes at least as important as the flow of goods or capital
- b) technology drives tendencies and opportunities
- c) organisations use information to enhance effectiveness and innovation
- d) **information societies do not promote human rights**
- e) information societies are very technological

5. Which of the following are social transformations caused by the information revolution?

- a) electronic delivery of payments, taxes and public services
- b) reinvigorating democratic processes
- c) access to different opportunities
- d) easy access to educational programmes
- e) **all from the above**

6. Information overload can:

- a) help the user
- b) **confuse the user**
- c) impress the user
- d) be very useful
- e) offer access to the user

7. Valuable information should be:

- a) old
- b) **relevant and accurate**
- c) big
- d) expensive
- e) very expensive

8. Information society is:

- a) local and not wide-spread
- b) local or with one important centre
- c) **global and multi-centred**
- d) global but with one important centre
- e) global but not multi-centred

9. In nearly all information societies...

- a) **the network of telecommunications and computers is growing faster**
- b) the network of telecommunications and computers is stagnating
- c) the network of telecommunications and computers cannot grow anymore
- d) the information infrastructure cannot evolve
- e) there is no information infrastructure

10. The social transformations in information societies...

- a) brought only negative aspect
- b) brought only positive aspects
- c) are insignificant
- d) **are plenty and very significant**
- e) are not numerous

TRUE – OR – FALSE SENTENCES

1. Internet Communication Technologies (ICTs) are some of the keys to the functioning of our society. **TRUE**
2. Information societies use material goods as a fundamental power and core capital in everyday life. **FALSE**
3. The information sector appeared as a characteristic of the information society. **TRUE**
4. In nearly all information societies the network of telecommunications and computers is growing faster. **TRUE**
5. The term information is a very clear and restricted concept. **FALSE**
6. Daniel Bell wrote about the 'information society' in the 1970s. **TRUE**
7. Gathering and classifying information, processing data, evaluating data are specific activities in information societies. **TRUE**
8. Organisations cannot use information to enhance effectiveness and innovation. **FALSE**
9. Societies developed from the agricultural and industrial economic stages to information stages. **TRUE**
10. Valuable information should be cost effective. **TRUE**

OPEN – END QUESTIONS

1. What is information? (*Data, beliefs, documents, ideas, facts; communication of knowledge or intelligence. (at least three)*)
2. What's the only commodity that one can 'sell' and still have it? (*information*)
3. What kind of societies were before the information societies? (*The Agricultural and Industrial societies*)
4. Who is one of the first people to use the term 'information society'? (*Daniel Bell*)
5. What does the word information mean in Latin? (*To give form to*)

OPEN – END SENTENCES

1. Societies moved away from a goods-based society to ... *(a knowledge-based society)*.
2. Organisations use information to enhance ... *(effectiveness and innovation)*.
3. The flow of information becomes at least as important as ... *(the flow of goods or capital)*.
4. ICTs are like a two-edged tool because they can ... *(heal or wound)*.
5. Information revolution caused ... *(social transformations)*.

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand what 'information' and 'information society' mean.
2. The theme of the module seems rather theoretical and technical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. Teachers should make sure students understand that information society is a post-industrial society with visible changes in social life and social interaction. They are supposed to give plenty of examples about the social changes around them.
4. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of electronic and smartphone version of the module. Teachers are also encouraged to use non-standard, innovative methods in teaching the present module.

Specific remarks for the electronic version

1. Electronic version of the module is in *pptx*.
2. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
3. Some of the slides contain additional information or simpler explanations to the terms in the textbook.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.). They cover the whole material of the module. Evaluation depends on the rules of the given school and the teacher, of course, but we suggest that minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., they may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows the use of the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses smartphones, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|---|--|
| Level/Grade: | 9 – 12 th |
| Title: | CHARACTERISTICS AND STRUCTURE OF THE SOCIETY |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to :</p> <ul style="list-style-type: none"> ● give a proper definition to information and information society; ● explain the characteristics and social transformations of information society; ● explain the impact that ICTs have in today's society. |
| Materials needed: | Power point presentation Topic 1, Module A; flip chart; laptop; video projector. |
| Preparation & Prerequisites: | Teacher will have previously read and watched the power point presentation. Small notes for the slides in the TSM can also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● Information and information society ● technology and ICTs |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood; to prepare the students for the topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What do you think information means? ● Where do you get your information from? ● What communication technologies can be used today? | |

The questions will not be completely answered; their main role is to create expectations.

Interaction: T-Ss, Ss –T

Time to be allocated: 5 min.

Activity two: Presentation

Procedure: In order for the students to fully understand what information society is, the teacher will present and explain the **PowerPoint Presentation from Topic 1, Module A**. The warm up questions will now be repeated and the teacher will focus on their correct answers. Teacher makes sure that students understand **why** information plays a decisive role in all activity spheres.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 15 min.

Activity three: Debate

Procedure: Students are asked to name four activities that they might perform using a computer at home (write letters, reports, memoirs activities, curriculum vitae, finding information, entertainment cards, editing photos, etc.). They are then asked to explain how these activities can be done without using new technologies. Together with the students, the teacher can choose one activity and start working in groups with the class. One group imagines performing the chosen activity with the use of ICTs and the other group without it. The results, the advantages and the disadvantages are written on the flip chart and then discussed with the whole class. Time for group work: 10 min. T will focus on the social transformations brought by new technologies.

Interaction: group work

Time to be allocated: 20 min.

Activity four: Summary of the module and homework

Procedure: Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign homework.

Interaction: T-Ss

Time to be allocated: 5 min.

Alternative activity: Report

Procedure: Based on a visit to an institution in the community (city hall, bank or police) where they had observed the real situation of using computers or other digital devices to obtain or transfer information, students are to write a short report (10-15 lines) of what they had seen. They work in groups of four and the time for writing the report is 15 minutes. Teacher will summarize the activity and will give feedback regarding their observations.

Interaction: group work

Time to be allocated: 20 min.

USED AND RECOMMENDED SOURCES

- "Intellectual property on the Internet: A survey of issues"(2002), WIPO, available at:http://www.wipo.int/copyright/ecommerce/en/ip_survey/ip_survey.html
- "Characteristics of information" (2015), John Stone High School, available at: http://www.jhigh.co.uk/Intermediate2/Using%20Information/12_charact_of_info.html
- Pablo Sánchez-Antolín, Francisco J. Ramos, Montserrat Blanco-García (2012), "Digital competence to the Civic engagement", available at: <https://ruidera.uclm.es/xmlui/bitstream>
- Michael McFarland (1999), "Intellectual property, information, and the common good", available at: http://www.bc.edu/bc_org/avp/law/st_org/ip/fcommentary/content/1999060503.html
- <https://whatis.techtarget.com/definition/Information-Society>
- Frank Webster (2006), "Theories of the information society", Routledge, available at: <https://cryptome.org/2013/01/aaron-swartz/Information-Society-Theories.pdf>
- Angniezka Becla (2012), "Economics and Sociology", available at <https://economics-sociology.eu/files/Agnieszka%20Becla%20V5N1.pdf>
- Manuel Castell, "The information age: economy, society and culture", available at: <https://deterritorialinvestigations.files.wordpress.com>
- www.artefaktum.hu
- www.encyclopedia.com

B. THE DIGITAL ERA

The *digital era* (end of 20th century and continuing in the 21st century) is a time frame in our history when the use of *digital technology* revolutionized every aspect of human life. The digital era is characterized by the increased use of technology, by computation, increased data storage and information overload, etc. It is an era dependent on ICTs.

Digital devices are now used everywhere: from offices, schools, factories to hospitals and entertainment. In the *Economics field*, we can speak about the network-enabled efficiency; the high-tech global economy and the virtual market places. Beginning around the 1970s, the digital revolution was also the beginning of the information society. The digital revolution had social impacts that can be regarded as general characteristics of the information society. Claude Shannon was the father of information theory and the one who spoke about digital circuit theory.

Regarding *employment*, we can mention an increase of mind-workers, automatic workforce, less-labour activities and a search for higher productivity.

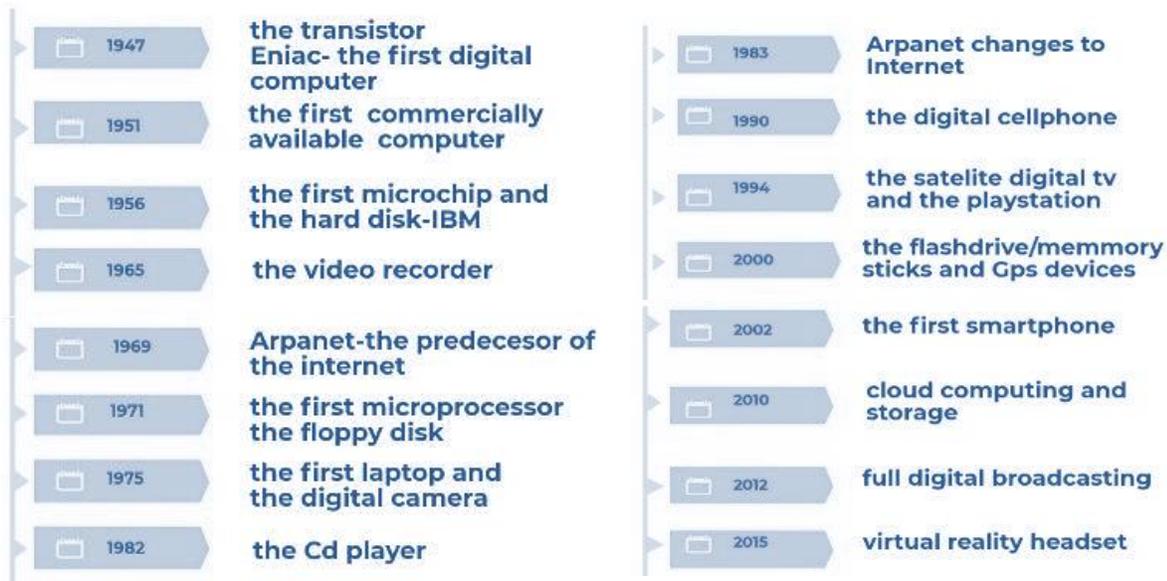
In *education*, e-learning and m-learning practices bring individual and personalized education opportunities, pedagogical changes and focus on life-long learning. The impact of digital technologies was very important. ICTs increased the access to learning opportunities and even to quality education (the smart board for example). Notwithstanding, they also brought new challenges. But, all in all, the advantages surpass any pitfalls.

As regards *the community*, we witness urbanization, multiculturalism, technology overuse, virtualized communities, an increase of the standard of living, but also of the surveillance and lack of personal privacy.

Regarding *the health sector*, we can say that there is an increased awareness, an increased life expectancy, better diagnostic systems, but also new health issues connected with digital devices.

Moving from the basic definition in the textbook, students must understand that the term 'digital' also means a new way of doing things. Our students spend their lives surrounded by digital devices; they are the digital natives and the digital learners. They do not have to make any necessary adjustments. Therefore, the teachers will focus on developing their students' 21st century skills which are those connected to **critical thinking, effective communication, collaboration, creativity and innovation.**

Here are some milestones in the history of digital technology which can be presented to the students in order to better understand the digital era:



Picture 1: The History of digital technology

Some sociologists say that the digital era is now at its peak. So, what will come next?

It was believed that technology would solve all our problems. But as we can see, it didn't. According to some IT engineers (Brian Bi, article in the Forbes magazine) the next era will be an **Age of Reckoning.** Technology by itself cannot be the solution to all problems, although it did increase the standard of living and it helped in many aspects. Still, technology turned our world into a very complex one and brought new issues. Therefore,

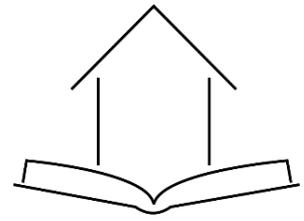
it is hoped that, using modern technologies, the new era will focus on **equity, creativity and innovation** which will be *the new commodities*.

CONTROL QUESTIONS

1. *What does digital mean?* The term *digital* refers to signals or data expressed as a series of the *digits 0 and 1* to show that a signal is present or absent (Cambridge dictionary). It also refers to using and storing information in the form of digital signals.
2. *What is the definition of the digital era?* The digital era is a historical period that is characterized by the existence and intensive use of digital technologies.
3. *How should a digital citizen behave?* Digital citizens understand the importance of digital skills, the ethical consequences of online and offline behaviours and critically consider the new technologies to be a (n) solution/opportunity or not. Digital citizens always try to make moral decisions.
4. *What does ICT stand for?* ICT stands for Information and communications technology/technologies.
5. *Name five advantages and five disadvantages of modern technologies.* Some advantages of modern technologies are: easy access to information, new and quick ways of communication, reducing human physical work, increasing production, online and mobile learning, etc. Some disadvantages of modern technologies are: addiction, increased loneliness, job insecurity, advanced weapons, work overload etc.

HOMWORK SOLUTIONS

1. A *digital footprint* refers to the digital information about a person and about his/her activities online. Some examples are: comments, posts on Facebook, Instagram, Snapchat (active digital footprints), records of online purchases, IP address, cookies, etc. (passive digital footprints). Teachers should also help students manage their digital footprints: entering their name on search engines to see their digital footprint, checking their privacy settings, changing passwords, updating software, thinking and re-thinking before posting something, etc.
2. The *Reflection pyramid* is a very good method that 'forces' students to reflect more about the topic they are learning and about their own progress. It can be used for all the modules in the textbook.



ELECTRONIC VERSION

| SLIDES | NOTES |
|---|-------|
|  <p>TOPIC 1. INFORMATION SOCIETY</p> <p>MODULE B. THE DIGITAL ERA</p> | |
|  <p>What is the DIGITAL ERA?</p>  <p>a historical period that is characterized by the existence of DIGITAL TECHNOLOGY.</p>  | |
|  <p>Digital technology</p> <p>= all types of electronic equipment and apps that use information in the form of digital code.</p>  | |

| | |
|---|--|
|  <p>digital = signals or data expressed as series of the digits 0 and 1</p> | |
|  <p>Digital natives = children born in the digital era and very used to digital technologies; they are to become <i>digital citizens</i>.</p> | |
|  <p>A DIGITAL NATIVE \neq A DIGITALLY COMPETENT USER</p> <p>A <i>digitally competent person</i> understands and critically evaluates different aspects and contents of digital media.</p> | |
|  <p>All Good Digital Citizens:</p> <ul style="list-style-type: none"> Protect private information for themselves and others Stay safe online Balance the time they spend online with other activities Respect themselves and others Stand up to Cyberbullying when they see it happening Report copyright and intellectual property Consistently model good Digital Footprints | |

What is ICT ?

ICT(s)- information and communications technology/technologies.
 = a broader list of all computer and digital technologies/devices

The list of ICTs continues to grow each day

ICT used at schools



MODERN TECHNOLOGIES

✓ ADVANTAGES

- Creation of new jobs
- Lots of data is being published and indexed online
- Loss of mobility
- Easy access to information
- New quick and easy ways of communication

✗ DISADVANTAGES

- Some traditional jobs already disappeared
- Data security, privacy concerns, information overload, confusion
- Depersonalization
- Addiction and other health problems; over reliance on gadgets
- Increased inequalities

MODERN TECHNOLOGIES

✓ ADVANTAGES

- Reducing home work
- Business increase production
- Online and mobile learning
- Benefits to health industry
- Encourages innovation and creativity
- Improvement in wrong habits

✗ DISADVANTAGES

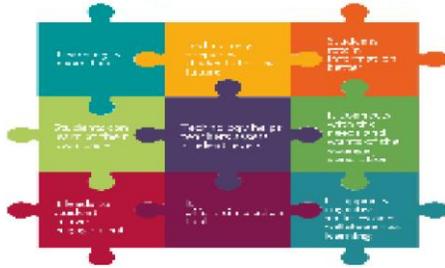
- Laziness, job insecurity
- Work overload
- Access to inappropriate content
- Advanced weapons
- Shorter attention spans
- Plagiarism, copyright

Digital footprint

= information about a person that exists on the internet as a result of his/her online activity



Digital Technology at school: advantages



Digital Technology at school: disadvantages



e-learning = learning conducted via electronic media



m-learning = learning conducted via mobile electronic media

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need the teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. The Digital Era is

- a) a geographical place
- b) a time in the past
- c) a famous person
- d) **a historical period of time**
- e) a historical place

2. The term *digital* refers to

- a) all devices
- b) analogue signals and devices
- c) **signals or data expressed as series of the digits 0 and 1**
- d) signals or data express by all possible numbers
- e) only to our fingers

3. Digital technology includes

- a) **all types of electronic equipment using information in the form of numeric/digital code**
- b) all electronic devices
- c) electronic and analogue equipment
- d) only technology created
- e) only technology created in the last ten years

4. Digital natives are

- a) people born in developed countries and very familiar with digital technologies
- b) babies born only in rich countries but very familiar with ICTs
- c) **children who were born in the digital era and very familiar with digital technologies**
- d) children born long before the digital era
- e) all children in the world

5. Which of the following are digitally competent users?

- a) Users who can only access social networking
- b) **Users who understand and critically evaluate digital contents**
- c) Users who have many digital devices
- d) Users who buy expensive digital devices
- e) Users who cannot buy online books

6. Information and communication technologies

- a) will stop existing
- b) **continue to grow each day**
- c) were created only before 2000
- d) were only used in the past
- e) are only a theory

7. ICTs are used

- a) in schools
- b) in hospitals
- c) in factories
- d) in universities
- e) **in every human field of activity**

8. Which of the following cannot be considered an advantage of modern technologies?

- a) increased productivity
- b) easy access to information and facilities
- c) new learning opportunities
- d) **data security**
- e) new jobs

9. Which of the following is/are disadvantages of modern technologies?

- a) work overload
- b) job insecurity
- c) over reliance on gadgets
- d) health issues
- e) **all from above**

10. Digital footprints

- a) **can be managed if users are digitally competent**
- b) cannot be managed at all
- c) cannot influence your online activities
- d) do not really exist
- e) do not affect users at all

TRUE – OR – FALSE SENTENCES

1. The digital era refers to a historical period that is characterized by the existence of digital technology. **TRUE**
2. Digital technology does not include all types of electronic equipment and apps that use information in the form of numeric/digital code. **FALSE**
3. All digital natives are digitally competent users. **FALSE**
4. Digital citizens understand the ethical consequences of their behaviours and try to always make moral decisions. **TRUE**
5. The list of ICTs is closed. **FALSE**
6. There are only advantages when considering modern technologies. **FALSE**
7. Digital technologies are affecting all areas of human activity. **TRUE**
8. Users can manage their digital footprints. **TRUE**
9. Lots of jobs disappeared because of the digital revolution and there are no new jobs. **FALSE**
10. Respect and responsibility are very important in an always-changing digital world. **TRUE**

OPEN – END QUESTIONS

1. What does the digital era mean? *(The digital era is a historical period characterized by the existence of digital technology.)*
2. What does digital mean? *(Signal or data expressed as a series of the digits 0 and 1; using and storing information in the form of digital signals.)*
3. What do we call the children born in the digital era and very used to digital technologies? *(Digital natives)*
4. What can a digital competent user do? *(He/she understands, evaluates or even creates digital content.)*
5. Who are the digital citizens? *(The citizens of the information society/ digital era.)*

OPEN – END SENTENCES

1. Digital revolution expects people to be informed and concerned about ... (*the society they live in*).
2. Regarding modern technologies, ease of mobility is an example of ... (*advantages*).
3. Regarding modern technologies, information overload is an example of ... (*disadvantages*).
4. All online activities are traceable because of the ... (*digital footprint*).
5. An information society requires citizens that are able to use digital technology for ... (*personal, professional or educational*) purposes.

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand what 'digital', 'digital era' and 'digital technologies' mean. Teachers must also make sure Ss understand the difference between *analogue* and *digital*, between a *digital native* and a *digitally competent user*.
2. The theme of the module seems rather theoretical and technical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. The digital footprint is of great importance: pupils should fully understand that whatever they post online may affect their real life.
4. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of an electronic version of the module.
5. Teachers are encouraged to use non-standard, innovative methods in teaching the present module.

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Most of the slides are meant for short discussions and brainstorming activities.
3. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective. Some of the slides contain additional information or simpler explanations to the terms in the textbook.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.). They cover the whole material of the module. Evaluation depends on the rules of the given school and the teacher, of course, but we suggest that minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., they may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows the use of the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses smartphones, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|---|---|
| Level/Grade: | 9 – 12 th |
| Title: | THE DIGITAL ERA |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to :</p> <ul style="list-style-type: none"> ● give a proper definition to <i>digital</i>, <i>digital technologies</i> and <i>digital era</i>; ● explain the characteristics and social transformations of the digital era; ● name advantages and disadvantages of modern technologies; ● understand the difference between a digital native and a digitally competent user. |
| Materials needed: | Power point presentation Topic 1, Module B; laptop; video projector; paper; cards with images of different institutions. |
| Preparation & Prerequisites: | <p>Teacher will have previously read and watched the power point presentation. Small notes for the slides in the TSM can also be very useful.</p> <p>The activity is to take place in the computer lab.</p> |
| Subject concentration | <ul style="list-style-type: none"> ● Information society ● digital, digital era, digital citizens |

PART II: Description of the lesson

Activity one: Warm up

Procedure: Teacher greets the class and inquiries about the Ss' mood; to prepare the students for the topics, teacher brings two watches (one is analogue and the other digital; some other similar devices can be also presented) to the classroom and asks students to tell the differences between them, the advantages and the disadvantages while using or creating such objects. Teacher makes sure that students understand what *digital*, *analogue*, *digital technology* mean and leads the attention to the *digital era*.

Interaction: T-Ss, Ss –T

Time to be allocated: 5 min.

Activity two: Presentation

Procedure: The teacher uses the *Power Point Presentation Topic 1, Module B*, which offers a presentation of the digital era and its dimensions. Further, the teacher will encourage discussions and debates over the topic.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 10 min.

Activity three: Are you digitally competent?

Procedure: Teacher tasks students to access the Europass site (europass.cedefop.europa.eu), download the CV template and generate their own CV-s. Students are asked to evaluate their digital skills/competence and then fill in the template. The activity will help students realize what digital competence really is and their own level of digital competence.

Interaction: individual work

Time to be allocated: 13 min.

Activity four: Mapping society and technology

Procedure: T asks students to draw a map of their town using the cards with buildings; include homes, major public buildings (post office, city hall, schools), public services (hospitals, police station) and any other places in the community (grocery stores, cinemas, gas stations). T asks Ss to look at the map from the digital technologies' point of view. ***What modern technologies can students associate with different places on the maps? Which of them really help citizens? Are all technologies available for everyone?*** Students – working in groups of four are to write correspondent useful modern technologies above all institutions on their maps.

Interaction: group work

Time to be allocated: 15 min.

Activity five: Summary of the module and homework

Procedure: Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign homework.

Interaction: T-Ss

Time to be allocated: 2 min.

USED AND RECOMMENDED SOURCES

- Michael McFarland (1999), "Intellectual property, information, and the common good", available at:
http://www.bc.edu/bc_org/avp/law/st_org/ip/fcommentary/content/1999060503.html
- Anusca Ferrari (2012), "Digital Competence in Practice: An Analysis of Frameworks" European Commission, available at:
<http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=5099>
- "Technology in Today's Changing World " (2015), Teen Ink, available at:
http://www.teenink.com/opinion/social_issues_civics
- Liisallomäki, Anna Kantosalo and Minna Lakkala (2011), "What is digital competence? ", available at:
http://linked.eun.org/c/document_library/get_file?p_l_id=16319&folderId=22089&name=DLFE-711.pdf
- Ida Cortoni, Veronica LoPresti and Pierluigi Cervelli (2015) "Digital Competence Assessment: A Proposal for Operationalizing the Critical Dimension", available at:
<http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1215&context=jmle>
- "Focus on digital competence" (2014), All things presentations, available at:
<http://www.allthingspresentations.com/articles/focus-digital-competence>
- Pablo Sánchez-Antolín, Francisco J. Ramos, Montserrat Blanco-García (2012), "Digital competence to the Civic engagement", available at:
<https://ruidera.uclm.es/xmlui/bitstream>
- www.bubbl.us
- <http://www.thepeoplehistory.com/electronics.html>
- <https://www.britannica.com/technology/computer/History-of-computing>
- <https://www.forbes.com/sites/quora/2019/01/16/what-will-come-after-the-information-age/>

C. FRAGMENTATION OF THE SOCIETY IN THE DIGITAL ERA

Digital fragmentation refers to a gap or a social inequality between those who have access to modern digital technologies or ICTs and those who do not have access or the access is restricted. In the past there was, for example, a gap between those who had access to the telephone and those who didn't. Therefore, fragmentation is not a new social issue. Still, the effects of it seem bigger nowadays. Those people who do not have access or skills to use modern technologies can miss job opportunities or other quality services. Fragmentation can lead to social exclusion and it is a threat to social cohesion, to human values, attitudes or possible choices. It is also a form of segregation in a new complex digital era.

This gap can be between people, regions, institutions or even countries. Access to high-speed internet, virtual classrooms, video conferences, for example, can mean a huge difference between workers or learners. It can affect their work or learning because it is a lack of connection between members of the society or between institutions and organisations.

Fragmentation is a divide between the connected and the disconnected and a counterpart of globalisation. It refers to both the broken pieces (lat. fragmentum-broken piece) and also to the process itself. It can also imply a temporary lack of understanding the new social relationships (virtual communities, for example).

Who are the subjects of fragmentation?

Individuals, small or large groups, institutions, organisations, countries

Why does it appear?

The reasons can include: social status, location, education, politics, income, lack of motivation etc.

Where and when can it appear?

Everywhere and at any time

The gap of access to digital devices is gradually closing because some modern digital technologies become less expensive and wide-spread (the smartphone for example and also internet coverage). But the second level of fragmentation is connected to digital skills and it is not closing at all. Therefore, there is a need for an increased formal education regarding digital skills.

Fragmentation can be an example of how digital revolution can make life better or worse. Digitalisation should be done considering the social and democratic interests because the social patterns have also changed: the virtual communities, the misinformation, the increase of media manipulation, the fake news etc. Our lives become diverse and fragmented because daily activities become complex and because we do live in a 'fluid' society.

The key to bridging the broken pieces of the fragmentation process will always be education!

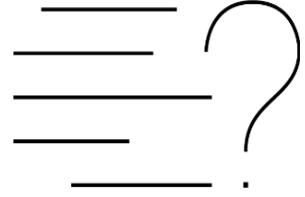
Infrastructure is important, but, today, fragmentation is no longer just an issue of access. There is a gap between those who only use technology to be entertained and those who use it as a solution or opportunity at school or at work. For example: it is essential that we teach our students the skills needed not only to navigate the Internet, but also to critically evaluate the validity of the information they find.

Fragmentation (digital divide) has even more consequences when it comes to education. There are many forms of fragmentation, but the ones that have an impact on teaching and learning are: school access, home internet access, gender gap or generation gap. The teachers will better meet the needs of their students if they take into consideration these aspects. The teacher can also maximize his/her students' access to the technology that does exist in the school when there are students without home access to the internet.

A good example for the teachers to give their students is the following: *Two young men with the same ambitions and work abilities are looking for a business opportunity/ a start-up. A flyer about a European project found by one and shared with the other seems to be the solution to their problem. But only one has the digital skills to fill in a web-based form and submit an online CV in time. This ability gives him a better chance to obtain finances for his business.*

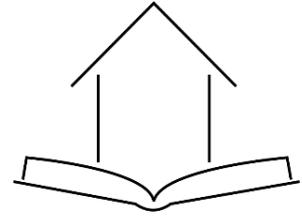
CONTROL QUESTIONS

1. *What is fragmentation?* Fragmentation is a gap between layers of the same society, between different economic and cultural backgrounds, between age groups etc.
2. *What are its characteristics?* Fragmentation can delay productivity and the innovation capacity at schools or at the workplace, therefore limiting the citizens' active participation in society.
3. *Why does it appear?* Some of the reasons for its appearance are: education, income, location, gender etc.
4. *Who can be affected?* Everyone can be affected.
5. *How can authorities fight against fragmentation?* Special attention should also be paid to disadvantaged groups, to learners with low achievement levels or with learning difficulties; social integration programs need to be created in order to make sure all citizens live in an equitable society.



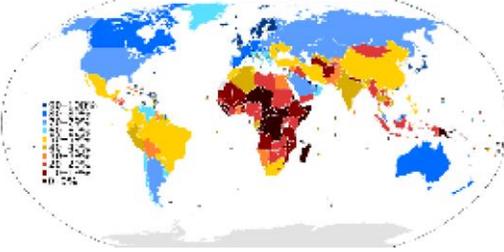
HOMEWORK SOLUTIONS

1. **An entire day without technology.** Students write their impressions, the advantages and the disadvantages they have encountered that day in a report of about 2-3 pages.



2. **Create flashcards about fragmentation.** Students are divided into two groups: one group is supposed to create flashcards without any access to modern technology and the other with access and any available digital skills. Students are advised to add pictures, descriptive sentences, their own drawings etc. in order to make the flashcards more memorable. The activity should be followed by a debate about how modern technologies can help (or not) in such activities.
3. **The privilege walk.** The facilitator - in this case the teacher – reads the sentences out-loud and the students are asked to take a step forward based on an affirmative response. The activity helps students understand the ways in which society privileges some individuals over the others. Students are asked to reflect on the different areas in their lives-so far- where they were privileged or where they weren't. The teacher can add or change the sentences from the textbook in accordance with the characteristics of the class.

ELECTRONIC VERSION

| SLIDES | NOTES |
|---|-------|
|  <p>TOPIC 1. INFORMATION SOCIETY</p> <p>MODULE C. FRAGMENTATION OF THE SOCIETY IN THE DIGITAL ERA</p> | |
|  <p>Technology drives tendencies and opportunities in all information societies!</p>  | |
|   | |

What happens to those who do not have access to modern technology?



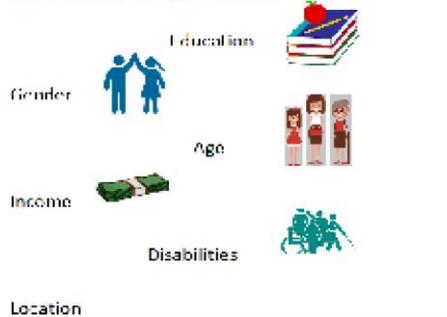
What is fragmentation?



A gap between layers of the same society, between different economic and cultural backgrounds, between age groups etc.

digital fragmentation = digital divide

What can cause fragmentation?

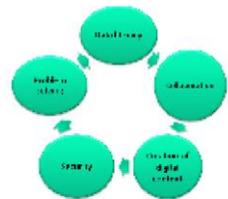


Two main types of fragmentation

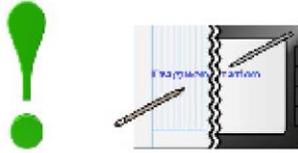


The first gap

The second gap

| | |
|---|--|
| <p style="text-align: right;"></p> <p style="text-align: center;">The first gap is that of access / the "old" gap</p>  | |
| <p style="text-align: right;"></p> <p style="text-align: center;">The second gap is connected to the smart and critical use of the ICTs / the new gap</p>  | |
| <p style="text-align: right;"></p> <p style="text-align: center;"><i>Why is fragmentation still deepening?</i></p> <p style="text-align: center;">85% of the population (at least in Europe) have a PC and/or Internet. But they do not critically use their digital competence.</p> | |
| <p style="text-align: right;"></p> <p style="text-align: center;">The real digital divide goes beyond physical access to the acquisition of skills and correct usage.</p>  | |

Internet and ICTs should be accessible to all.



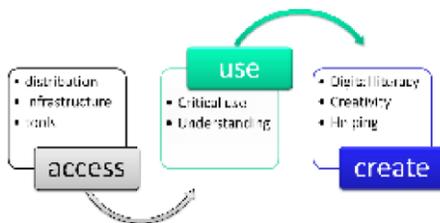
Attempts to bridge digital divide

- ❑ Provide access **Who?** Governments, authorities
- ❑ Understand the benefits and also the dangers of technology **Who?** Teachers, parents, students

- ❑ Help people with special needs **Who?** everyone



Increasing your digital skills is the key to overcoming fragmentation!



SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need the teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. **What is fragmentation?**
 - a) a cultural problem
 - b) **a social inequality**
 - c) a money problem
 - d) social equality
 - e) something positive

2. **Which of the following can cause fragmentation?**
 - a) money
 - b) education
 - c) location
 - d) disabilities
 - e) **all from above**

3. There are two types of digital fragmentation. The first one refers to:

- a) skills
- b) motivation
- c) **access**
- d) money
- e) abilities

4. The second type refers to:

- a) **motivation, skills and critical use**
- b) access
- c) income
- d) all from above
- e) none from above

5. Who can help bridge the effects of fragmentation?

- a) only the government
- b) users
- c) only skilful users
- d) **all of us**
- e) nobody

6. The first type of fragmentation

- a) is gradually increasing
- b) **is gradually decreasing**
- c) has ended
- d) does not influence the citizens' lives
- e) is equal with the second type

7. The low digital skills of many students and adults

- a) **can delay productivity and the innovation capacity**
- b) can help productivity and creativity
- c) do not interfere with school or work activities
- d) do not influence other skills
- e) cannot be improved

8. Who are the subjects of fragmentation?

- a) Those who have no access to Internet
- b) Those who cannot create digital content
- c) People with a low level of digital skills
- d) Those who use ICTs only as consumers
- e) **All the above**

9. Which of the following is a characteristic of fragmentation?

- a) **It does not simply appear and can be seen in different social structures**
- b) It is simple
- c) It is temporary
- d) It starts suddenly
- e) It can be seen only in undeveloped countries and it is local

10. What should each person do?

- a) Acquire Internet access
- b) **Acquire better digital skills and actively use ICTs**
- c) Play computer games and be active on social networking
- d) Read articles online and find out the latest news
- e) Learn about the globalization

TRUE – OR – FALSE SENTENCES

1. Technological and scientific development affects individuals (and societies), but not all in the same way. **TRUE**
2. One of the key elements in guaranteeing equal opportunities is the access to information. **TRUE**
3. New ICTs strongly influence the new knowledge hierarchy in society. **TRUE**
4. The low digital skills of many students and adults do not delay their productivity. **FALSE**
5. Fragmentation happens only to certain persons. **FALSE**
6. Fragmentation is only a local process. **FALSE**
7. All students in the EU are digitally competent. **FALSE**
8. The gap between those who are able to find, manage, create and spread information in an innovative and effective way and those who are not, is increasing. **TRUE**
9. The real digital divide goes beyond physical access to the acquisition of skills and correct usage. **TRUE**
10. Digitally competent people use ICTs more frequently and for longer periods of time which means a better participation in the information society. **TRUE**

OPEN – END QUESTIONS

1. What is fragmentation? (*A gap between layers of the same society; a social inequity*)
2. Why is fragmentation a process? (*It occurs over time*)
3. What other kinds of fragmentation do you know? (one example) (*cultural fragmentation, economic fragmentation, spatial fragmentation, political fragmentation*)
4. Being born in a digital era is not a sufficient condition for being digitally competent. Why? (*People/users need to creatively and critically use the ICTs*)
5. Who can be affected by fragmentation? (*Everybody*)

OPEN – END SENTENCES

1. Not everybody can afford and use the new ICTs and this leads to an increase in social inequalities that is known as ... (*fragmentation*).
2. Fragmentation is caused by ... (*economic, political, educational etc. gaps/inequities*).
3. Fragmentation can delay/reduce ... (*creativity and productivity*) at school or at work.
4. Special attention should also be paid to ... (*disadvantaged groups*).
5. All individuals need to acquire better ... (*digital skills*).

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand what 'fragmentation' means and what its consequences are.
2. The theme of the module seems rather theoretical and technical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. Society can become more and more fragmented, and students need to understand the effects of this process.
4. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of an electronic version of the module.
5. Teachers are encouraged to use non-standard, innovative methods in teaching the present module.

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Most of the slides are meant for short discussions and brainstorming activities.
3. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective. Some of the slides contain additional information or simpler explanations to the terms in the textbook.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.). They cover the whole material of the module. Evaluation depends on the rules of the given school and the teacher, of course, but we suggest that minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., they may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows the use of the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses smartphones, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|--|--|
| Level/Grade: | 9 – 12 th |
| Title: | FRAGMENTATION OF THE SOCIETY IN THE DIGITAL ERA |
| Time: | 45 min. |
| Learning objectives: | By the end of the lesson students will be able to: <ul style="list-style-type: none"> ● give a proper definition to fragmentation; ● understand the effects of the fragmentation; ● create and discuss the results of a survey. |
| Materials needed: | Textbook; Power point presentation Topic 1, Module C; projector; laptop; |
| Preparation & Prerequisites: | Teacher will have previously read and watched the power point presentation. Small notes for the slides in the TSM can also be very useful. Students have previously gathered data in order to work on the results of their surveys. |
| Subject concentration | <ul style="list-style-type: none"> ● Society ● fragmentation ● technology |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood; to prepare the students for the topics, teacher asks the questions below and gets their opinions:</p> <ul style="list-style-type: none"> ● Do you know students who have no internet access? ● How often do you use the computer and the internet for your homework? ● Do your parents need digital skills at work? Will they need them in order to get a better paid job? | |

Interaction: T-Ss, Ss –T

Time to be allocated: 5min.

Activity two: Presentation

Procedure: The warm up activity is to be followed by the *Power point presentation Topic 1, Module C*; a presentation that better explains the process and the effects of fragmentation. Further, the teacher will encourage discussions and debates over the topic.

Interaction: T-Ss, Ss –T

Time to be allocated: 15 min.

Activity three: Survey

Procedure: Teacher has previously asked students to find out some data about 50 students in their school:

- the number of students who do not have access to internet;
- the number of students whose parents use computers at work;
- the number of students who can create a site, a blog or any digital content;
- the number of students who consider digital competence as vital to their personal development;
- the number of students who have smartphones;
- the number of students who use their smartphones for homework or school projects.

Based on those numbers and working in groups of four, students are to analyse the level of fragmentation in their school. Time for the group work: 10 min.

At the end of the activity, teacher evaluates their work and summarizes the results.

Further, the teacher will encourage discussions and debates over the topic.

Interaction: group work

Time to be allocated: 20 min.

Activity four: Summary of the module and homework

Procedure: Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign homework.

Interaction: T-Ss

Time to be allocated: 5 min.

USED AND RECOMMENDED SOURCES

- "Communication from the commission to the European Parliament, The Council, The European Economic and social committee and The Committee of the regions" (2013), available at: <http://eur-lex.europa.eu/legal-content/EN>
- Antonio Calvani, Antonio Fini, Maria Ranieri(2015), *MERLOT Journal of Online Learning and Teaching* Vol. 11, No. 1 "Digital Competence in the Knowledge Society", available at: http://jolt.merlot.org/vol11no1/Gallardo-Echenique_0315.pdf
- T. Jones (2011), "Techno-toddlers: A is for Apple", The Guardian, available online at: <https://www.theguardian.com/technology/2011/nov/18/techno-toddlers-a-for-apple>;
- Parliament and of the Council on key competences for lifelong learning" (2006),available at: www.academia.edu/6449272/RECOMMENDATION_OF_THE_EUROPEAN_PARLIAMENT_AND_OF_THE_COUNCIL
- Eric Sean Williams (2011), "The end of society? Defining and Tracing the Development of Fragmentation through The Modern and into the Postmodern Era ", available at: <http://aladinrc.wrlc.org/handle/1961/9237>
- Gordon McCalla (2010) "The fragmentation of culture, learning, teaching, and technology", available at: <http://iaied.org/pub/940/>
- Ida Cortoni, Veronica LoPresti and PierluigiCervelli (2015) "Digital Competence Assessment: A Proposal for Operationalizing the Critical Dimension", available at: <http://digitalcommons.uri.edu/cgi/viewcontent.cgi?article=1215&context=jmle>
- "Focus on digital competence" (2014), All things presentations, available at: <http://www.allthingspresentations.com/articles/focus-digital-competence>
- <https://www.igi-global.com/dictionary/cyber-capability-framework/7600>

II. FROM KNOWLEDGE TO COMPETENCE

A. KNOWLEDGE AND COMPETENCE

Knowledge is a notion meaning:

- having information about the topic;
- understanding the complexity of information so that one understands the notion too;
- understanding the complex connections the topic may have with other related topics.

According to Wikipedia¹: *„Knowledge is a familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning. Knowledge can refer to a theoretical or practical understanding of a subject. It can be implicit (as with practical skill or expertise) or explicit (as with the theoretical understanding of a subject); it can be more or less formal or systematic. Knowledge acquisition involves complex cognitive processes: perception, communication, and reasoning; while knowledge is also said to be related to the capacity of acknowledgement in human beings.*

That is, knowledge is basically a passive status of mind. Further, it is practically impossible to have exhaustive information about something, therefore, instead of “I know it”; it is more precise to say “I think I have enough information to claim that I understand/know it”. Therefore, our knowledge is always based on **partial** information and it is difficult to judge that part of what we know is in what proportion with the “whole” information. Further, partial information (partial knowledge) is always subjective; it depends on the person who perceives the given issue. The story about the blind men trying to determine what an elephant is well known. (Blind man 1, fingering the leg says: “an elephant is a column”; blind man 2 fingering the snout: “an elephant is a thick rope”,

¹ <https://en.wikipedia.org/wiki/Knowledge>

blind man 3 fingering its tail: “an elephant is a cord”). That is, people tend to project their partial experience as the whole truth.



Picture 2: An elephant is a cord

Knowledge is not only partial and subjective but also may change during the time. Usually, knowledge is transmitted from generation to generation, but with the science developing, the “truth” (that is, the knowledge) may change. In fact, knowledge is how people explain the known facts. However, “known” also changes with time.



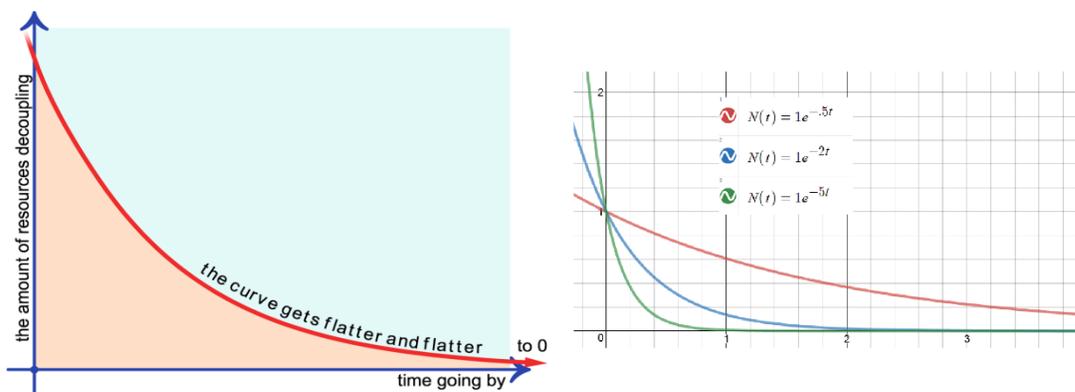
Picture 3: “The Torch-Bearers” – a sculpture by Anna Hyatt Huntington symbolizing the transmission of knowledge from one generation to the next (Ciudad Universitaria, Madrid, Spain)

Before Columbus did prove it, it was an overall belief that the Earth is flat (albeit it is written in the Old Testament already, that “It is he who sits above the circle of the earth Jesaja 40:22” and the ancient Greeks even calculated the dimensions of the Earth quite correctly) the “knowledge” at that time was that the Earth is flat – until it was proven that it is not. From that time, the “knowledge” is “the Earth is a globe”. In general, development of science brings newer and newer explanations (= knowledge) to the facts making the

previous knowledge obsolete. That process is characterised by “half-time”, a term borrowed from nuclear physics.

“Half-time”, (sometimes also called „half-life”), according to Wikipedia²: *“is the time required for a quantity to reduce to half of its initial value. The term is commonly used in nuclear physics to describe how quickly unstable atoms undergo, or how long stable atoms survive, radioactive decay. The term is also used more generally to characterize any type of exponential or non-exponential decay. For example, the medical sciences refer to the biological half-life of drugs and other chemicals in the human body. The converse of half-life is doubling time. Half-life is constant over the lifetime of an exponentially decaying quantity, and it is a characteristic unit for the exponential decay equation. The accompanying table shows the reduction of a quantity as a function of the number of half-lives elapsed.*

More generally, half-time is used for characterisation of any kind of science showing that what portion of the scientific facts („knowledge”) becomes obsolete over the time. The process is usually exponential, but knowledge in different science branches decreases differently. The diagrams below show the amount of knowledge remaining valid over time.



Picture 4: The amount of knowledge remaining valid over time

² <https://en.wikipedia.org/wiki/Half-life>

For different branches of science, this “obsolescence process” may go with different speed – that is, some sciences (archaeology, history, algebra, geometry, language sciences, etc.) remain “valid” over a longer period of time while others like informatics, microelectronics, computer science become obsolete very fast. (For the latter sciences, half-life (i.e. the time till half of the original knowledge becomes obsolete) are measured by short years. (“Obsolescence” does not necessarily mean the part of knowledge becomes not true. The part remains true but simply becomes old; not used any longer. An example: fifty years ago, logarithmic calculations – and also the slide rule – were used extensively. Now, the truth and the formulae of the logarithmic calculations remain valid but nobody uses them any longer. Computing science has overcome that calculation period – or, more precisely, it uses them in an electronic, “hidden” way. Nobody uses logarithmic slide rules any longer; they have become obsolete. They have become part of the history of that scientific branch).

That “half-time-phenomenon” underlines the vital importance of life-long learning. What we learned some time ago, may not be usable any longer. The best example for that is digital science: what our kids use freely, we may have to learn hard, since in our time digital techniques were not so widely used. Kids often simply do not care what their parents know (“it is not used any more”, “it is an old staff”) while their parents try to understand the knowledge of their kids desperately.

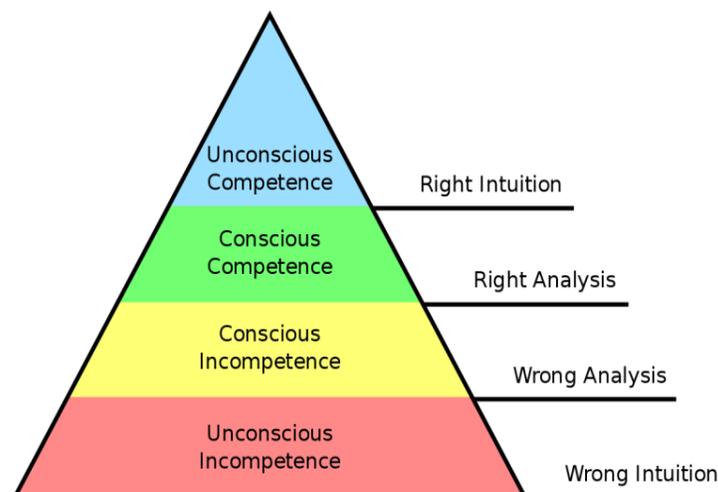
Competence, according to the definition found in Wikipedia³: “ *is the set of demonstrable characteristics and skills that enable, and improve the efficiency of, performance of a job.*”

In other words, while **knowledge is to know something, competence is the ability to use what we know.**

³ [https://en.wikipedia.org/wiki/Competence_\(human_resources\)](https://en.wikipedia.org/wiki/Competence_(human_resources))

That is, while our knowledge is passive in us, competence is active: not only do we know something but also we put to use that knowledge. **Therefore, competence is more valuable than knowledge.** People often say regarding the knowledge “he/she is clever, educated” while for competence, they say “he/she is smart, effective, able.” **Knowledge brings practical results through competence only.**

Competence has a certain hierarchy starting from incompetence and consciousness. We may be incompetent to perform something (even if have the knowledge) while our competence may fall into two fields: conscious competence, when we consciously realise what we must do, we plan it and do it, while unconscious competence means we simply “feel” how we should and will act. This latter phenomenon is usually called intuition.



Picture 5: Hierarchy of Competence

Again turning to Wikipedia (ibid.), *Some scholars see "competence" as a combination of practical and theoretical knowledge, cognitive skills, behaviour and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role. For instance, management competency might include systems thinking and emotional intelligence, and skills in influence and negotiation. Studies on competency indicate that competency covers a very complicated and extensive concept, and different scientists have different definitions of competency. In 1982, Zemek conducted a study on the definition of competence. He interviewed several specialists in the field of training to evaluate carefully what makes*

competence. After the interviews, he concluded: "There is no clear and unique agreement about what makes competency."

How to learn knowledge and how to learn competence?

As we saw above, competence **is more valuable** than knowledge, since the latter is the applied, used knowledge. That is: knowledge is a sine qua non, a necessary part of the competence, but – as the mathematicians say – *necessary but not sufficient*. The question is: how to acquire them both?

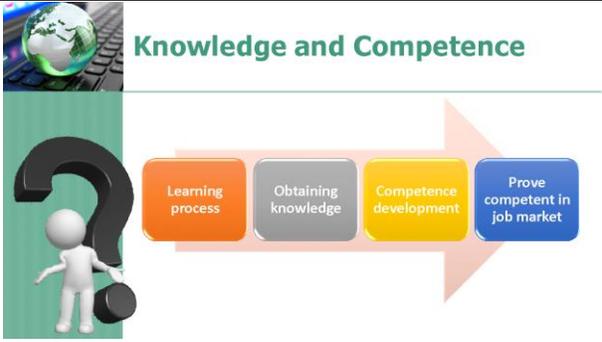
Acquisition of knowledge is relatively simple: we have to live with open eyes, notice different events and learn the explanation of them. I.e., **the main activity in acquisition of knowledge is learning.**

More difficult is the acquisition of competence: first, one must have sufficient knowledge and second, one must practice how to put knowledge to use. i.e., **the main activity in acquisition of competence is doing; action.**

Both learning and doing are complex processes and several prerequisites must be available. If somebody has some sort of talent to both of them and if someone has a talent to study, he/she will study easier. Similarly, if somebody has some sort of talent to do something, he/she will acquire competence in doing it easier. If somebody has a good voice, he/she will become a good singer easier. It is important to underline: talent makes things easier but it is not a necessary and sufficient quality. Competence may/can/must also be learned by doing it or just watching how others do and then repeat their action.

Both knowledge and competence can be acquired by anybody – simply it comes for some easier, for some – harder.

ELECTRONIC VERSION

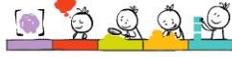
| SLIDES | NOTES |
|---|-------|
|  <p style="text-align: center;">FROM KNOWLEDGE TO COMPETENCE</p> <p style="text-align: center;">Knowledge and Competence</p> | |
|  <p style="text-align: center;">Knowledge and Competence</p> <p>Learning process → Obtaining knowledge → Competence development → Prove competent in job market</p> | |
|  <p style="text-align: center;">Bloom's taxonomy of educational goals</p> <p>Through education we develop individual levels of knowledge.</p> <p>The main part of gaining knowledge is the ability to remember and understand.</p> <p>The highest level is the ability to create new original ideas and pieces of work.</p> <p style="text-align: center;"> To create To evaluate To analyze To apply To understand To remember </p> | |



The most important competences we develop through learning



Social and communication skills



creativity, entrepreneurship, initiative



The most important competences developed through learning



To think critically, to make decisions, To solve problems



Professional competences



The most important competences developed through learning



Digital literacy



Lifelong learning, Digital citizenship



Knowledge vs. Competence



SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need the teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. **What is knowledge?**
 - a) when I go home
 - b) **what we learn in the school**
 - c) what is in America
 - d) there is nothing like knowledge

2. **Why is knowledge important?**
 - a) **because it is necessary to orientate in the world**
 - b) because my brother is older
 - c) because I do not have a brother
 - d) because my mom is at home

3. What is half-time (also called: half-life) in a science?

- a) when I learn it half time
- b) when I learn it half only
- c) when half of the science is not interesting
- d) **until when half of the science becomes obsolete**

4. Why is life-long learning necessary?

- a) because otherwise we would have too much free time
- b) **because knowledge may become obsolete**
- c) because there is no movie nearby
- d) because we learn together with my friend

5. Can we learn in school only?

- a) yes
- b) no; we cannot learn in the school
- c) yes, since they give textbooks there
- d) **no, learning is possible everywhere**

6. What is competence?

- a) **ability to use knowledge**
- b) ability to go to the cinema
- c) ability to be with my friends
- d) there is nothing like competence

7. What is more important, knowledge or competence?

- a) knowledge
- b) **competence**
- c) neither is important
- d) both are equally important

8. Do we need knowledge to competence?

- a) no, we do not
- b) **yes; competence is knowledge put to use**
- c) no, competence replaces knowledge
- d) yes, because otherwise mom does not let me go to the movie

9. How can a competence be developed?

- a) it cannot be developed
- b) we have to buy it
- c) it develops when we sleep
- d) **mostly through practice**

10. Why is competence more important than knowledge?

- a) **because knowledge is necessary but not sufficient**
- b) because competence is expensive in the shops
- c) because we need to go to movie for competence much more often
- d) it is not more important

TRUE – OR – FALSE SENTENCES

1. Knowledge helps orientate in the world. **TRUE**
2. Half-time (half-life) in science is when I know it 50% only. **FALSE**
3. Knowledge can be acquired in school only. **FALSE**
4. One can learn everywhere, not in the school only. **TRUE**
5. There are science branches that become obsolete faster than others. **TRUE**
6. Informatics never becomes obsolete. **FALSE**
7. Digital sciences become obsolete faster in the Digital Era. **TRUE**
8. In order to be competent, we also need knowledge. **TRUE**
9. Competence is not so important than knowledge **FALSE**
10. Competence cannot become obsolete. **FALSE**

OPEN – END QUESTIONS

1. What is knowledge? *(Ability to understand and explain different events and facts)*
2. Why is it necessary never to stop learning? *(because there is a lot of new information)*
3. What is half-time (half-life) in sciences? *(Till half of the given scientific knowledge becomes obsolete)*
4. Why is competence so important? *(Because it is not only knowledge but it is knowledge used in action)*
5. How can we acquire competence? *(We can also learn but mostly through practicing)*

OPEN – END SENTENCES

1. Knowledge helps us ... (*orientate in the world*).
2. Competence is ... (*ability to use knowledge in practice*).
3. Competence is more important than knowledge, since ... (*it is the ability to use knowledge*).
4. Competence can be acquired mostly ... (*through practice*).
5. Competence also may become obsolete, if ... (*the knowledge it uses becomes obsolete*).

METHODOLOGY REMARKS

The content of education in school is aimed at gaining knowledge, which in turn leads to development of competences needed in practical life. The mission of education is to lead the students to understand basic concepts, principles and to develop students' logical and critical thinking, to support the ability to communicate and argue, to collaborate during solving problems and to lead the students to use the gained knowledge and skills in their future lives. Digital technologies help reach those educational goals. Digital technologies help develop students' thinking, the ability to analyze and synthesize, generalize, seek suitable strategies to solve problems and verify the strategies in practice. It is important to educate students to effectively use the instruments of information civilization while respecting law and ethical rules in using information technologies. It is important to reach this goal by applying digital technologies in school subjects, international projects and school projects.

Aim group: students 15 – 18 years of age

Key words: knowledge, competence

Didactic goal of this module: to determine basic levels of cognitive process which are the base for higher cognitive processes; to determine higher cognitive processes that require more complex thinking leading to development of competences; to evaluate which educational goals develop specific key competences.

Key competences:

- social communication competences;
- social and personal competences

Teaching methods: motivational dialogue; working with a text; discussion; explanation; comparison; method of questions and answers.

Forms of work: basic type of lesson; frontal class work; working in pairs

Didactic tools: a computer, a data projector, an interactive whiteboard

Methodic action of module realization:

Motivational phase

At the beginning of the lesson we lead a motivational dialogue with students. We ask what percentage of what they learnt during previous years at school they can remember, and how much of gained knowledge they use in everyday life. We discuss what things they remember, what knowledge and under what circumstances it is easier to gain that knowledge, what helps them the most when gaining knowledge.

Exposure phase:

Exercise 1

We provide the text about Bloom's taxonomy of educational goals which can be put into a pyramid. The text says: The main goal of gaining knowledge is to name, define and describe the facts. That is **the base level** of the pyramid. **The second level** is to explain, differentiate, give examples and summarize the knowledge. **The third level** is to solve the problem, choose and add information. **The fourth level** of the pyramid is to compare, analyse and categorize the information. **The fifth level** of the pyramid is the ability to vindicate your approach, to judge and be able to give arguments. **The top level** of the pyramid is the ability of students to develop, contrive, shape and adjust.

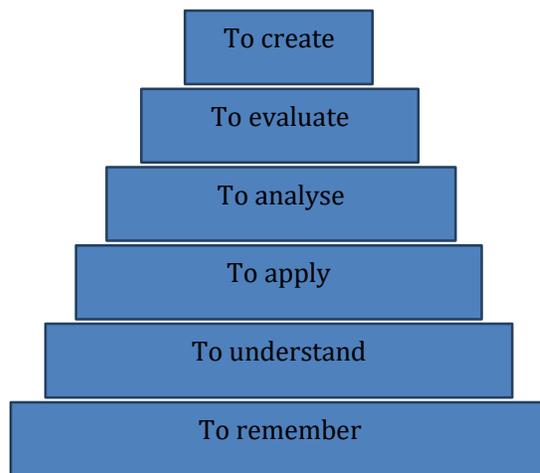
Students can see the following terms on an interactive whiteboard: **understand, evaluate, create, remember, analyse, and apply.**

Students match the correct term with the characteristics of the pyramid levels. They can use an interactive whiteboard. Students match the terms based on their discussion about the terms.

The characteristics of the pyramid levels match the correct term

| | |
|--|---------------|
| Name, define, describe, identify facts | to remember |
| Explain, differentiate symbols, give examples, summarize the knowledge | to understand |
| solve problems, select, add information | to apply |
| compare, analyse, categorize | to analyse |
| vindicate an approach, consider, give arguments | to evaluate |
| develop, contrive, shape, adjust | to create |

Students put the words into a pyramid. They create the pyramid based on the text they read. The teacher prepares a blank pyramid prior to the lesson. Students put the correct terms into the pyramid on an interactive whiteboard.



Picture 6: The Pyramid

We discuss the characteristics of different levels of the pyramid. We discuss which levels form the base of gaining knowledge and which levels form higher cognitive processes which require more complex thinking leading to development of key competences.

Exercise 2

Educational processes at schools lead to gradually developing students' key competences.

Put students in pairs. Students have the list of competences in a table and under the table they have a list of educational goals which develop these competences. Students think about the meaning of these didactic goals and match each goal with a competence. Students discuss and analyse the goals and competences in pairs and have to make a decision on a final result. Each pair talks about their results in front of other students. The pairs compare their results. Identical assignment is explained by a different pair of students who give reasons why they matched that particular goal to that competence. If anyone has a different opinion, they can introduce their opinion, explain, defend it and argue. The result of matching should be as follows:

| Key competence | Didactic goal |
|---|----------------------|
| Lifelong learning competence | D |
| Social communication competence | F |
| Competence to apply mathematical thinking, basic knowledge about science and technology | H |
| Information and communication technology competence | B |
| Competence to solve problems | E |
| Social and personal competence | A |
| Work competence | C |
| Competence aiming at initiative and entrepreneurship | G |

- A.** To acquire the basic methods of effective collaboration in pairs or in groups.
- B.** To acquire the basic skills in IT to enable further development.
- C.** To be able to set goals according to professional interests and be critical of your achievements.
- D.** To realize the need for learning as a tool for self-realization and personal development.

- E. To apply suitable methods based on analytical-critical and creative thinking when solving problems.
- F. To effectively use the forms of communication during processing and verbalization of different information.
- G. To be able to innovate applied practices when solving problems and to manage new projects to reach the goals, but not only at work, but also in everyday life
- H. To use the knowledge from Natural Science literacy, which enables you to make judgements backed by Science

Fixation phase:

Fixation phase is carried out by frontal revision through questions and answers. Students answer the questions.

Questions and revision exercises

1. What is the basic pillar of Bloom's Taxonomy of education goals?
2. What is the top level of taxonomy of the education goals pyramid?
3. Can digital technologies help develop key competences? Give reasons.
4. Name which key competences can be developed in the education process.
5. Does the ability to take an approach, argue and apply creative thinking belong to a basic or a higher didactic goal? Give reasons.

Diagnostic phase:

Students actively participate in the education process. Through the discussion between each other and with a teacher, they understand the difference between basic and higher cognitive processes. Discussions and exercises help them understand the meaning of basic educational goals such as retention of knowledge, understanding of principles and relations, applying the knowledge but also the understanding of higher educational goals such as analysis and creativity necessary for development of key competences.

Specific remarks for the electronic version

1. Electronic version of the module is in *pptx*.
2. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
3. Some of the slides contain additional information or simpler explanations to the terms in the textbook.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.). They cover the whole material of the module. Evaluation depends on the rules of the given school and the teacher, of course, but we suggest that minimum **25 good answers out of 30 possible is a mark A**.
2. Smartphone tasks may replace homework (i.e., they may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows the use of the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses smartphones, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|--|---|
| Level/Grade: | 9 – 12 th |
| Title: | KNOWLEDGE AND COMPETENCE |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to :</p> <ul style="list-style-type: none"> ● give a proper definition to knowledge and competence; ● explain why life-long learning is so important; ● explain the impact of knowledge and competence in today's society. |
| Materials needed: | Power point presentation Topic 2, Module A; laptop; video projector. |
| Preparation & Prerequisites: | Teacher will have previously read and watched the power point presentation. Small notes for the slides in the TSM can also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● Information, knowledge and learning ● “eight key competences” |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood; to prepare the students for the topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What do you think knowledge means? ● Where do you get your knowledge from? ● What does it mean when knowledge becomes obsolete? <p>The questions will not be completely answered; their main role is to create expectations.</p> <p>Interaction: T-Ss, Ss –T</p> <p>Time to be allocated: 5 min.</p> | |

Activity two: Presentation

Procedure: In order for the students to fully understand what the module A is about, the teacher will present and explain the **PowerPoint Presentation from Topic 2, Module A**. The warm up questions will now be repeated and the teacher will focus on their correct answers. Teacher makes sure that students understand **why knowledge and competence** play a decisive role in all activity spheres.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 15 min.

Activity three: Debate

Procedure: Students have the list of competences in a table and under the table they have a list of educational goals which develop these competences. Students think about the meaning of these didactic goals and match each goal with a competence. Students discuss and analyse the goals and competences in pairs and have to make a decision on a final result. Each pair talks about their results in front of other students. The pairs compare their results. Identical assignment is explained by a different pair of students who give reasons why they matched that particular goal to that competence. If anyone has a different opinion, they can introduce their opinion, explain, defend it and argue. The result of matching should be as follows:

| Key competence | Didactic goal |
|---|----------------------|
| Lifelong learning competence | D |
| Social communication competence | F |
| Competence to apply mathematical thinking, basic knowledge about science and technology | H |
| Information and communication technology competence | B |
| Competence to solve problems | E |
| Social and personal competence | A |
| Work competence | C |

Competence aiming at initiative and entrepreneurship

G

- A. To acquire the basic methods of effective collaboration in pairs or in groups
- B. To acquire the basic skills in IT to enable further development
- C. To be able to set goals according to professional interests and be critical of your achievements
- D. To realize the need for learning as a tool for self-realization and personal development
- E. To apply suitable methods based on analytical-critical and creative thinking when solving problems
- F. To effectively use the forms of communication during processing and verbalization of different information
- G. To be able to innovate applied practices when solving problems and to manage new projects to reach the goals, but not only at work, but also in everyday life
- H. To use the knowledge from Natural Science literacy, which enables you to make judgements backed by Science

Interaction: pair work

Time to be allocated: 20 min

Activity four: Summary of the module and homework

Procedure: Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign homework.

Interaction: T-Ss

Time to be allocated: 5 min.

REMARKS

Depending on the teaching methodology presented in and chosen from the „methodology“-part above, the teacher may have to adjust the actual class plan accordingly.

USED AND RECOMMENDED SOURCES

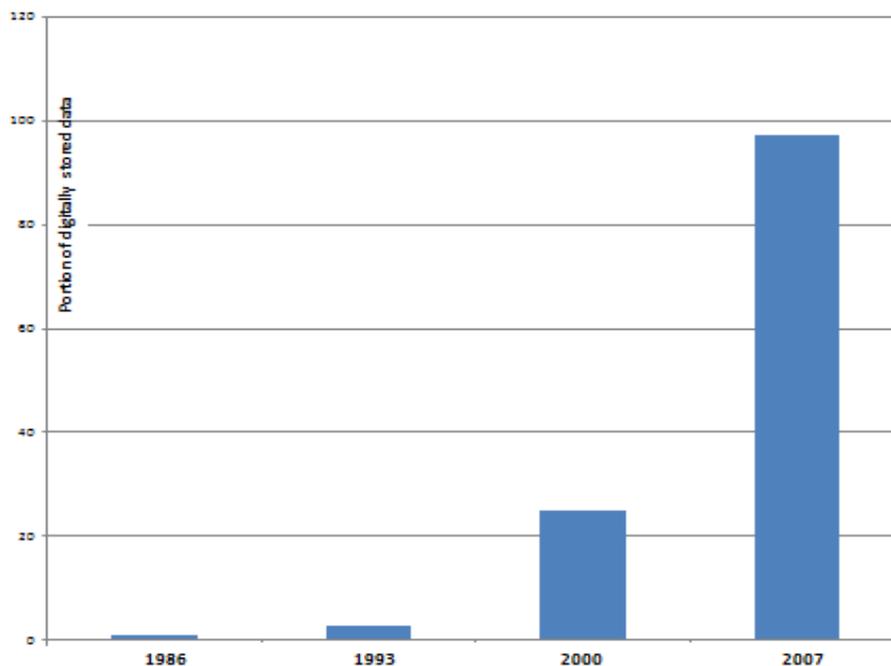
- <https://en.wikipedia.org/wiki/Knowledge>
- <https://www.quora.com/What-does-the-saying-knowledge-is-power-mean-What-is-the-relationship-between-knowledge-and-power>
- <http://thelearningcoach.com/learning/10-definitions-learning/>
- <https://www.britannica.com/science/learning>
- [https://en.wikipedia.org/wiki/Competence_\(human_resources\)](https://en.wikipedia.org/wiki/Competence_(human_resources))
- <http://www.businessdictionary.com/definition/competence.html>
- https://ec.europa.eu/education/education-in-the-eu/council-recommendation-on-key-competences-for-lifelong-learning_en
- <https://www.euroguidance.eu/key-competences-for-lifelong-learning>
- <http://www.taskeuproject.com/the-tool/the-tool-en/what-are-key-competences/>
- <https://en.wikipedia.org/wiki/Half-life>

B. KNOWLEDGE IN THE DIGITAL ERA

As we saw in the previous Module (<https://en.wikipedia.org/wiki/Knowledge>), „**Knowledge** is a familiarity, awareness, or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning.

How did that notion change with the arrival of the Digital Era?

Firstly, as we saw in the previous topic (Topic 1 Module B), **Digital Era is characterised by an avalanche-type increase of digitally stored information:**



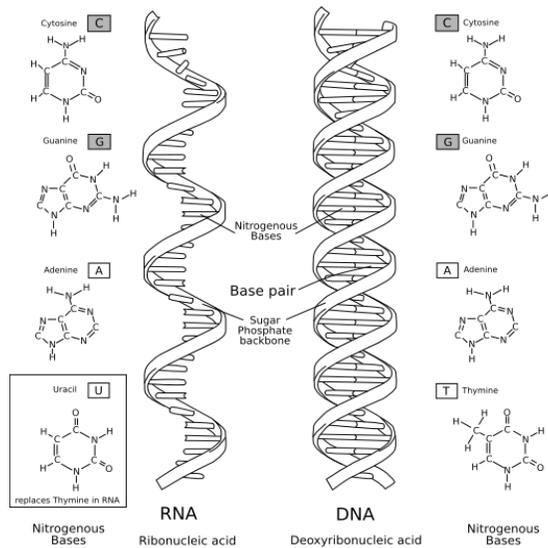
Picture 7: Increase of digitally stored information

While in 1986, 1% of the data was stored in the digital format, in 2000, it grew to 25% and in 2007, the portion grew to 97% - and it is even higher today. The total world digital storage capacity has grown to ca 1700 exabytes and expected to grow to about 2300 exabytes till 2021 (2300 exabytes = 2.300.000.000.000.000.000 bytes = 2.3×10^{21} bytes or 2.3 Zettabytes).

Just to feel the magnitude, all words ever spoken in the world by human beings can be stored on ca 5 exabytes. What we have today is ca 340 times more than that.)



Picture 8: Different types of storage devices



Picture 9: The most important human storage: DNS

That enormous capacity has changed the information storage entirely. Earlier, the information was mostly stored in books and in the human brains; now both „storage devices” have considerably lost their importance. That fact has far-reaching consequences:

- Earlier, learning had a vital function: we knew what we had learned and if not, we went to the library and got the information from the relevant books or publications. Now, the question “what do I know” has been replaced by “do I know how to find it on the Internet...?” On the one hand, it makes life much easier (we can visit any museum of the world or listen to the performance of the best opera houses of the world just sitting in the armchair at home; and we do not have to have tens of meters on our bookshelf to have the “Encyclopedia Britannica” or other similar data storage books) – but on the other hand, the society has been split and fragmented (see the previous Topic Module C) and there is a growing gap between people who handle computer absolutely easily (mostly the young generation) and people (the older generation) for whom the computer is not so easy to handle.

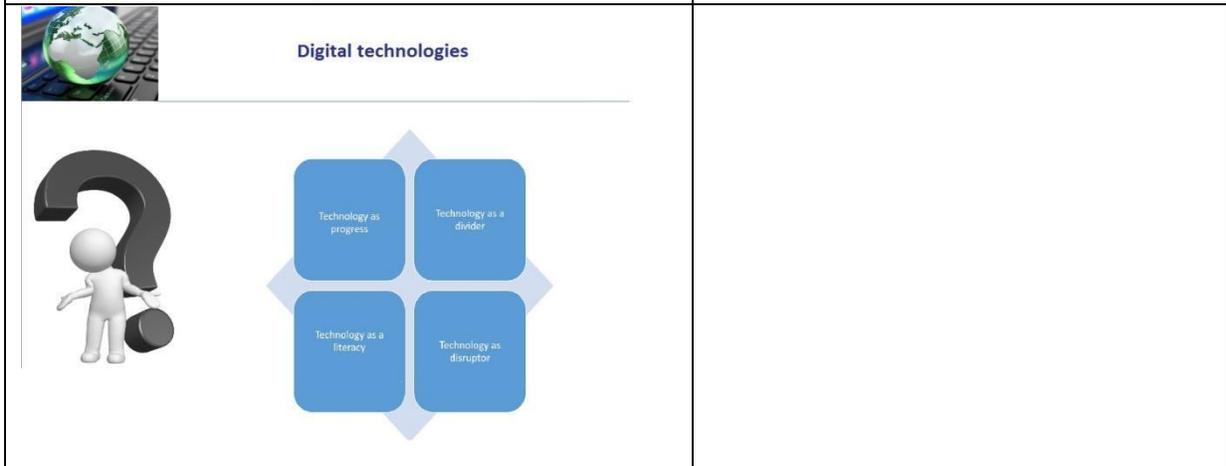
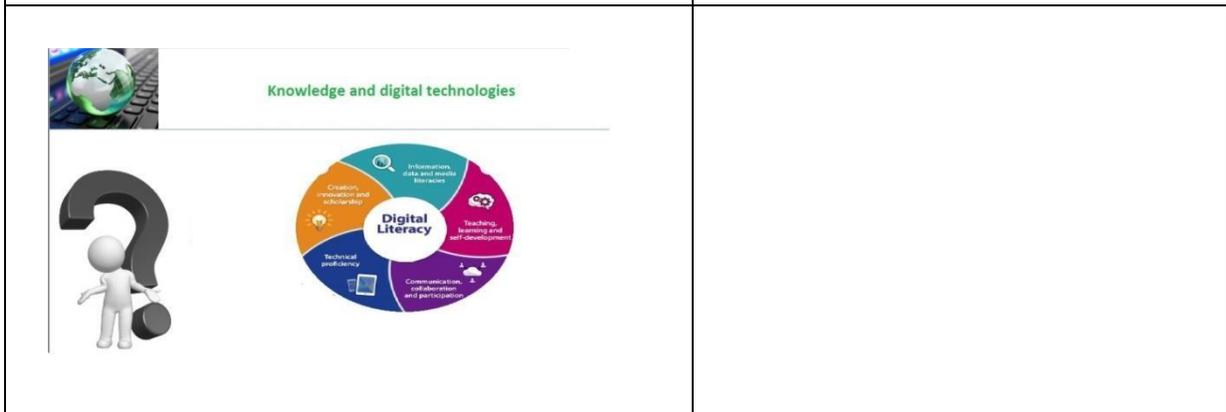
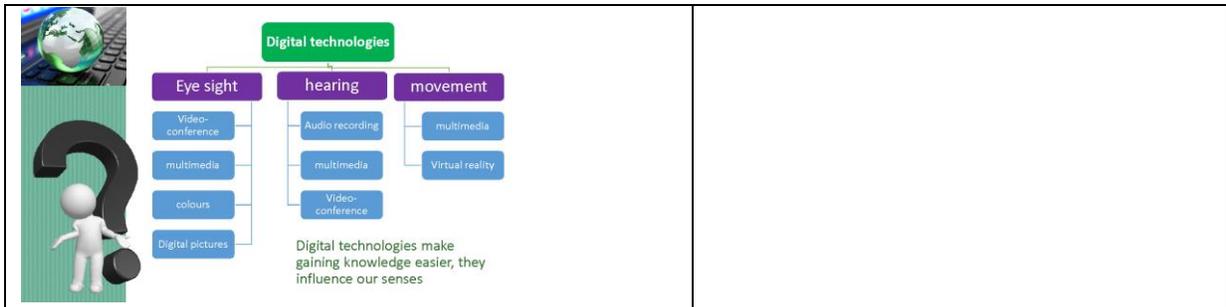
- Radical change in the storage devices has led to another negative consequences too:
 - the value of the learning has decreased – while it should be increased and extended to life-long learning. Many kids say: “why to learn when I can find it on the Internet”;
 - memorizer and poem-learning exercises (what were absolutely usual in the schools earlier) have lost their importance. The reasoning is similar to the above. As a consequence, the vocabulary of the youngsters has decreased tremendously;
 - since “The Internet will correct my language mistakes anyhow”, the level of correct language use has also decreased considerably. Further, e-mails and sms used extensively have introduced “new grammar rules” and word usage: as an example, “for you” is replaced by 4U. Reading Facebook messages (their grammar) horrifies those who still value the correctness of a language use;

- the drive to read has been replaced by watching TV or Internet, albeit it is proven that reading adds much more to the intellectual development of the person;
- mass media presents more and more valueless programs like “soap operas”, so intellectual development and taste (quality) feeling of the people decreases even more;
- loss of reading experience makes the intellectual and emotional world of the people much simpler, poorer and lower quality;
- people will grow up more and more under the influence of the mass media; their autonomous reasoning and judgement deteriorate;
- mass media uses (or may use) more and more false influence; people are (or can be) manipulated more and more;
- classical conflicts of the life disappear and with them, the catharsis too – Desdemona should die just for the suspicion of unfaithfulness – ridiculous; in the time of sexual revolution, freedom, promiscuity and pornography...?!

That is, the digital revolution has brought a lot of good with providing easy access to information and knowledge but has brought a lot of danger too. So, knowledge in the digital era has turned for better or for worse – depending on the person’s internal abilities. Media literacy has grown to have vital importance – and one must admit, a very high number of people are illiterate or ignorant. Media illiteracy has the same effect as when 50 years ago, somebody could not read or write. That fact has led to the fragmentation of society – which may be fatal if we are not careful enough.

ELECTRONIC VERSION

| SLIDES | NOTES | | | | | | | | | | | | |
|--|-------------------|----------|---------|-------------|-----------|-------------------|---------------|----------|------------------|---------------|-------------------|-------|--|
|  | | | | | | | | | | | | | |
|  <h3 style="color: #008080;">Knowledge in Digital Era</h3> <hr/> <p><u>Digital technologies allow us:</u></p> <ul style="list-style-type: none"> • to master work with computers • to search for information, use and work with information • to understand different information structures • to join discussion • to develop different types of intelligence and teaching styles • to enhance higher cognitive processes • to use knowledge strategically in everyday situations  | | | | | | | | | | | | | |
|  <h3 style="color: #008080;">Digital technologies impact every part of our lives</h3> <table style="width: 100%; border: none;"> <tr> <td style="background-color: #0070c0; color: white; padding: 5px;">ADMINISTRATION</td> <td style="background-color: #0070c0; color: white; padding: 5px;">INDUSTRY</td> </tr> <tr> <td style="background-color: #00a651; color: white; padding: 5px;">ECONOMY</td> <td style="background-color: #00a651; color: white; padding: 5px;">AGRICULTURE</td> </tr> <tr> <td style="background-color: #00a651; color: white; padding: 5px;">TRANSPORT</td> <td style="background-color: #00a651; color: white; padding: 5px;">BUILDING INDUSTRY</td> </tr> <tr> <td style="background-color: #00a651; color: white; padding: 5px;">HEALTH SYSTEM</td> <td style="background-color: #00a651; color: white; padding: 5px;">SERVICES</td> </tr> <tr> <td style="background-color: #00a651; color: white; padding: 5px;">EDUCATION SYSTEM</td> <td style="background-color: #00a651; color: white; padding: 5px;">COMMUNICATION</td> </tr> <tr> <td style="background-color: #00a651; color: white; padding: 5px;">SCIENCE, RESEARCH</td> <td style="background-color: #00a651; color: white; padding: 5px;">SPORT</td> </tr> </table>  | ADMINISTRATION | INDUSTRY | ECONOMY | AGRICULTURE | TRANSPORT | BUILDING INDUSTRY | HEALTH SYSTEM | SERVICES | EDUCATION SYSTEM | COMMUNICATION | SCIENCE, RESEARCH | SPORT | |
| ADMINISTRATION | INDUSTRY | | | | | | | | | | | | |
| ECONOMY | AGRICULTURE | | | | | | | | | | | | |
| TRANSPORT | BUILDING INDUSTRY | | | | | | | | | | | | |
| HEALTH SYSTEM | SERVICES | | | | | | | | | | | | |
| EDUCATION SYSTEM | COMMUNICATION | | | | | | | | | | | | |
| SCIENCE, RESEARCH | SPORT | | | | | | | | | | | | |
|  <h3 style="color: #008080;">Use of digital technologies enhances the effectivity of teaching</h3> <p>Use of digital technologies in teaching makes it easier:</p> <ul style="list-style-type: none"> • to understand the main idea and basic principles • to remember new knowledge • to form correct ideas   | | | | | | | | | | | | | |



SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need the teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What is digital?

- a) when we show everything by our fingers
- b) **when things are reorganised into their digital (numerical) code**
- c) when we use Internet
- d) when we go into a movie

2. Why is digital form better?

- a) **it is much more accurate**
- b) because it is longer
- c) because it is shorter
- d) it is not better at all

3. What is “Exabyte”?

- a) one million byte (1^6)
- b) one million kilobyte (1^9)
- c) **thousand million gigabyte (1^{18})**
- d) thousand billion gigabyte (1^{21})

4. Why is the present time called the Digital Era?

- a) because Digital is nicer
- b) **because data are stored mostly in their digital form**
- c) because The President of the USA named it so
- d) Present time is not called Digital Era

5. Are “digital” and “knowledge” interconnected nowadays?

- a) no
- b) yes, because digital means knowledge
- c) **yes, because knowledge components are stored mostly in their digital form**
- d) no, since we do not use our fingers when we learn

6. Have our relations changed vis-a-vis knowledge in the Digital Era?

- a) no, they have not changed at all
- b) yes, we know much less nowadays
- c) **yes, we have easier access to much more knowledge (information)**
- d) yes, because we see more in the movie

7. Is it only good things the Digital Era has brought relative to our knowledge?

- a) yes, only good things
- b) no, only bad things
- c) it has not brought anything at all
- d) **no, there are dangers also connected to the Digital Era**

8. Who has more access to more knowledge stored digitally?

- a) **the young generation**
- b) our parents
- c) our grandparents
- d) nobody has any access to more knowledge

9. Which one of the consequences below is the side effect of the Digital Era?

- a) people have less friends now
- b) people can send letters to parents only
- c) **people usually read less books**
- d) people usually sleep more

10. Why is media literacy critically important?

- a) because we cannot go to movie without it
- b) because we get wet in the rain without it
- c) **because it protects us from dangerous manipulation**
- d) it is not important at all

TRUE – OR – FALSE SENTENCES

1. Digital means we use our fingers. **FALSE**
2. Digital is important because it is much more accurate. **TRUE**
3. Most of the data is stored in their digital form. **TRUE**
4. We have access to much more information in the Digital Era. **TRUE**
5. The Digital Era has brought positive changes only. **FALSE**
6. We read many more books in the Digital Era. **FALSE**
7. Our knowledge base is much bigger in the Digital Era. **TRUE**
8. Our language skills (especially grammar) are much better since we use the Internet.
FALSE
9. We have to be media-literate to avoid dangerous manipulation. **TRUE**
10. It is easier to acquire knowledge in the Digital Era. **TRUE**

OPEN – END QUESTIONS

1. What is the Digital Era? (*When information is stored mostly in its digital form*)
2. Why is digital better? (*It is much more accurate*)
3. Can we have access to more or too to less information (knowledge) nowadays? (*To more*)
4. Has the Digital Era brought positive changes only? (*No, negatives too*)
5. What is the most important danger in the Digital Era? (*manipulation*)

OPEN – END SENTENCES

1. Digital means ... (*storing facts and information in their digital form*)
2. In the Digital Era, we have access to ... (*much more information*)
3. The Digital Era has brought both ... (*benefits and dangers.*)
4. In the Digital Era, we have access to ... (*much more*) knowledge.
5. The biggest danger in Digital Era is ... (*manipulation*)

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand what 'knowledge' and 'digital technologies' mean.
2. The theme of the module seems rather theoretical and technical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. Teachers should make sure students understand that the use of digital technologies to gain knowledge in the digital era is an essential part of modern education.
4. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of electronic and smartphone versions of the module. Teachers are also encouraged to use non-standard, innovative methods in teaching the present module.

Aim group: students 15 – 18 years of age

Key words: knowledge, digital era, digital technologies

Didactic goal of this module: to understand the use of digital technologies; to gain knowledge in the digital era as an essential part of modern education.

Key competences: competence to solve problems, communication competence, personal and social competence

Teaching methods: brainstorming, discussion, matching, analysis, synthesis, method of questions and answers

Forms of work: basic type of lesson, frontal class work, group work, a map or a chart

Didactic tools: a computer, a data projector, interactive whiteboard, cards with terms

Methodic action of module realization:

Motivational phase

Exercise 1

Brainstorming– We use at the beginning of the lesson to determine the knowledge and opinion of the students about internet usage and to mobilize the students. A teacher asks

a question: 'What do you and your parents use a computer and the internet for?' Your ideas-answers are put in a circle on an interactive whiteboard. Students work freely without specific order. The teacher does not intervene, but can help with wording the answer. If the students cannot think of an answer, the teacher can inspire them with his or her own idea. Students carry on with their own ideas. After the exercise is finished, the teacher evaluates the results. A short discussion about advantages and disadvantages of using the internet in the digital era follows.

Exposure phase:

Exercise 2

A table with subjects, activities and digital tools we can use when gaining knowledge using digital technologies is displayed on an interactive whiteboard. Students match different activities and digital tools to the school subjects they use them in. Students can write their own ideas of activities and digital tools used during lessons which cannot be found on the list under the table.

If they use some tools or activities in more than one subject, students can write it in the table more than once. The table can look different according to what activities and digital tools are used during lessons. We present the following table as an example:

| | | | |
|---|---|---|---|
| Language lesson | Foreign language | History | Geography |
| Assignments with the use of interactive whiteboard | Audio recordings, foreign words translator | Documentary film, Searching for information on the internet | Graphic presentation, Examples of peoples' lifestyles |
| Maths | IT | Physics | Chemistry |
| Geometry, Graphic illustration | Work with the use of didactic software, searching for | Information in tables, Demonstration of an experiment | Video demonstration of an experiment |

| | | | |
|---------------------------------|------------------------------------|---------------------|---------------------------|
| | information on the internet | | |
| Biology | Art | Music lesson | PE |
| Documentary film, Photos | Modelling and design demonstration | Audio recordings | Watching sports broadcast |

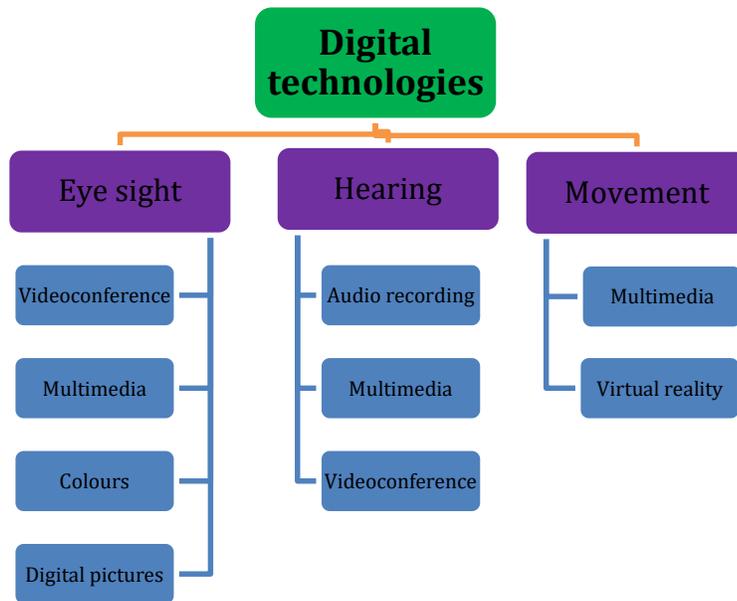
When the table is filled out, the students discuss and give specific examples of when and where they used digital technologies during lessons, and what effect it had on gaining new knowledge, understanding main principles, memorizing new knowledge, forming correct images and in which cases using digital technologies had a motivational effect.

Exercise 3

A teacher prepares cards with the following terms: audio recording, digital picture, colours, multimedia 3x, video conference 2x, virtual reality.

Students are divided into 3 groups according to the number of students in the class. Each group chooses 3 cards. Students discuss the terms on the cards, discuss the way we use digital technologies, how it helps us gain knowledge and what senses they influence.

Then the teacher shows an unfinished chart on the interactive whiteboard. Students in their groups decide where on the chart they would place their cards. A representative from each group places the cards on the chart and explains how this particular way of using digital technologies written on the card influences our senses. The teacher observes the work of students. In case the students do not know where to place the terms on their cards, the teacher helps with additional questions. The terms are placed on the chart as follows:



Picture 10: Digital technologies

Fixation phase:

We consolidate knowledge through frontal revision and asking revision questions. Students answer the following questions.

Revision questions

1. Can digital technologies motivate a person to gain new knowledge and work independently? Give an example of when digital technologies can have a motivational effect.
2. When can digital technologies amplify our sense perception? Give examples.
3. Consider how maps, graphs and diagrams can make learning more effective.
4. During what classes do you use digital technologies in your school? Do you think the use of digital technologies in your school is sufficient?
5. Find the definitions of the word digital literacy on the internet. Compare the definitions. What do they have in common and what are the differences?

Diagnostic phase:

Students during the educational process, form associations and extract connections within a given topic. Through discussions they learn to express themselves

comprehensively and they respect the rules of group communication. During the educational process, students realize the meaning of using digital technologies in today's digital era and also realize the essential connection between modern education and digital technologies.

Specific remarks for the electronic version

1. Electronic version of the module is in *pptx*.
2. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
3. Some of the slides contain additional information or simpler explanations to the terms in the textbook.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.). They cover the whole material of the module. Evaluation depends on the rules of the given school and the teacher, of course, but we suggest that minimum **25 good answers out of 30 possible is a mark A**.
2. Smartphone tasks may replace homework (i.e., they may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows the use of the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses smartphones, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|---|---|
| Level/Grade: | 9 – 12 th |
| Title: | KNOWLEDGE IN THE DIGITAL ERA |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to :</p> <ul style="list-style-type: none"> ● give a proper definition to the Digital Era; ● explain the characteristics and social transformations of knowledge in the Digital Era; ● explain the impact that the Digital Era has in today's society. |
| Materials needed: | Power point presentation Topic 2, Module B; flip chart; laptop; video projector. |
| Preparation & Prerequisites: | Teacher will have previously read and watched the power point presentation. Small notes for the slides in the TSM can also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● Digital Era ● knowledge |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood; to prepare the students for the topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What do you think the Digital Era means? ● Where do you get your information from? ● What are the changes of knowledge nowadays? <p>The questions will not be completely answered; their main role is to create expectations.</p> <p>Interaction: T-Ss, Ss –T</p> <p>Time to be allocated: 5 min.</p> | |

Activity two: Presentation

Procedure: In order for the students to fully understand what information society is, the teacher will present and explain the **PowerPoint Presentation from Topic 2, Module B**. The warm up questions will now be repeated and the teacher will focus on their correct answers. Teacher makes sure that students understand *why the Digital Era* plays a decisive role in all spheres of knowledge.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 15 min.

Activity three: Debate

Procedure: Students are asked to name four knowledge components that are different now than earlier. They are then asked to explain how these changes can be caused by the digital world. Together with the students, the teacher can choose one concrete issue (fragment) in the knowledge sphere. One group imagines performing the chosen activity with the use of ICTs and the other group without it. The results, the advantages and the disadvantages are written on the flip chart and then discussed with the whole class. Time for group work: 10 min. T will focus on the social transformations brought by new technologies.

Interaction: group work

Time to be allocated: 20 min.

Activity four: Summary of the module and homework

Procedure: Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign homework.

Interaction: T-Ss

Time to be allocated: 5 min.

REMARKS

If the teacher decides to use methods outlined in the “methodology” section above, he/she must adjust the concrete class plan accordingly.

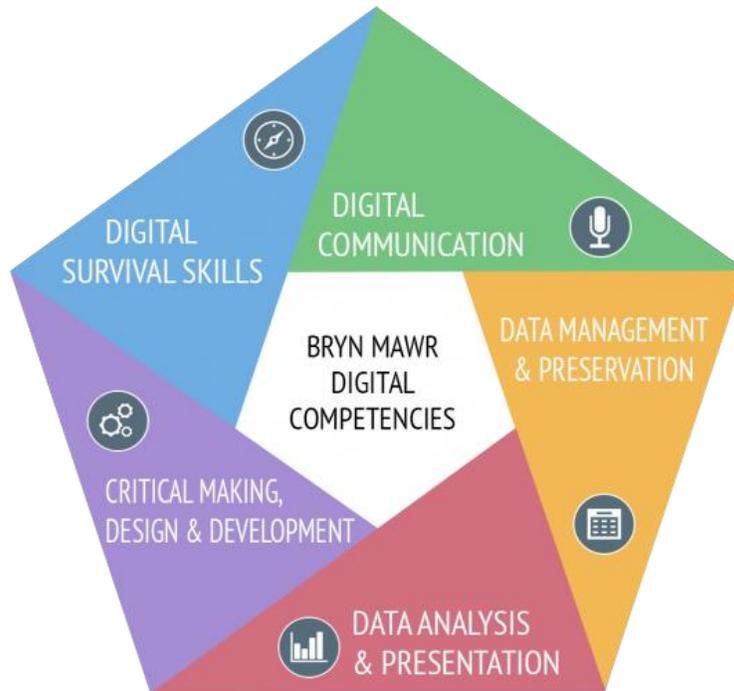
USED AND RECOMMENDED SOURCES

- <https://en.wikipedia.org/wiki/Knowledge>
- https://www.researchgate.net/publication/328768126_Knowledge_Management_in_the_Digital_Era
- <https://pdfs.semanticscholar.org/50ac/f19dbe0eecba473d4f4ab6ca8e94d8ce570e.pdf>
- <https://clevva.com/rethinking-approach-knowledge-management-within-digital-era/>
- <https://onlinelibrary.wiley.com/doi/pdf/10.1087/095315108X288866>
- https://en.wikipedia.org/wiki/Psychological_manipulation
- <https://www.psychologytoday.com/us/blog/communication-success/201510/14-signs-psychological-and-emotional-manipulation>
- https://en.wikipedia.org/wiki/Media_literacy

C. DIGITAL COMPETENCE

Competence is the ability to use the acquired knowledge in praxis. It goes for the digital competence too.

Digital competence is much more complex than just using the usual computer skills: word, power point, excel. There are a high number of different classifications and component generations, for example:



Picture 11: Components of digital competence by Bryn Mawr

Here, different components mean and consist of the following:

1. Digital Survival Skills⁴

- Networks and file management;
- Metacognition and life-long learning;
- Troubleshooting;
- Managing digital identity, privacy and security;
- strategic web and database searching

⁴ <https://www.brynmawr.edu/digitalcompetencies/framework/digital-survival-skills>

2. Digital communication⁵

- collaborative communication;
- digital writing and publishing;
- audio-visual analysis and production.

3. Data management and preservation⁶

- electronic data collection;
- privacy, security and preservation;
- cleaning, organising and managing data;
- metadata (Learning to find, read, and critically analyse information about data, files, and digital objects that is stored in metadata, including data related to copyright and privacy issues.).

4. Data analysis and presentation⁷

- data queries and reporting;
- data analysis;
- critical data visualisation

5. Critical making, design and development⁸

- algorithmic thinking/coding;
- design thinking;
- project management;
- digital research and scholarship.

⁵ <https://www.brynmawr.edu/digitalcompetencies/digital-communication>

⁶ <https://www.brynmawr.edu/digitalcompetencies/data-management-and-preservation>

⁷ <https://www.brynmawr.edu/digitalcompetencies/framework/data-analysis-and-presentation>

⁸ <https://www.brynmawr.edu/digitalcompetencies/framework/critical-making-design-and-development>

The **European Digital Competence Framework** formulates components in a different way.⁹



Picture 12: The European Digital Competence Framework

Here, the names of the components are different, but basically, they cover similar fields as above.

1. Communication and collaboration
2. Digital content creation
3. Safety
4. Problem solving
5. Information and data literacy

Other component listings in other digital competence definitions are also similar; maybe the names may be different.

The most important component in digital competence is **media literacy**. (See also Topic 3, Module A). According to the definition¹⁰: „**Media literacy** encompasses the practices that allow people to access, critically evaluate, and create media. Media literacy is not restricted to one medium. The US-based National Association for Media Literacy

⁹ <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8202&furtherPubs=yes>

¹⁰ https://en.wikipedia.org/wiki/Media_literacy

Education defines it as the ability to access, analyse, evaluate, create, and act using all forms of communication.

Media literacy education is intended to promote awareness of media influence and create an active stance towards both consuming and creating media. Media literacy education is part of the curriculum in the United States and some European Union countries and an interdisciplinary global community of media literacy scholars and educators engages in knowledge sharing through scholarly and professional journals and national membership associations.”

Using the same source, *Education for media literacy often uses an inquiry-based pedagogic model that encourages people to ask questions about what they watch, hear, and read. Media literacy education provides tools to help people critically analyse messages, offers opportunities for learners to broaden their experience of media, and helps them develop creative skills in making their own media messages. Critical analyses can include identifying author, purpose and point of view, examining construction techniques and genres, examining patterns of media representation, and detecting propaganda, censorship, and bias in news and public affairs programming (and the reasons for these). Media literacy education may explore how structural features—such as media ownership, or its funding model - affect the information presented.*

Media literacy is the most important weapon against mass media manipulation and also helps maintain internet security of the Internet users.

ELECTRONIC VERSION

| SLIDES | NOTES |
|---|-------|
|  | |
|  <p>Digital competences include components whose development is crucial in modern education and leads to practical application of gained knowledge.</p>  | |
|  <p>Digital competences – changes in job market and requirements for employees</p> <p>Through the development of digital competences people are able to choose the right tool for their planned activity and are able to enhance the effectivity of their work. The level of digital literacy is often critical for being able to succeed in job market.</p>  | |
|  <p>Digital competences are used in every part of our lives</p> <ul style="list-style-type: none"> • At school  • At work  • At home  | |

Digital competences – changes in lifestyle




Through the development of digital competences our lifestyle changes dramatically.




<https://blogs.helsinki.fi/>

MANIPULATION




Facts vs Fake news





SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need the teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What is competence?

- a) **ability to use the knowledge one has**
- b) reading a book
- c) talking to a friend
- d) going to movie

2. What is digital?

- a) using one's fingers
- b) multiplying by ten
- c) **using numerical (digital) codes for information and knowledge**
- d) using Celsius scale for measuring the temperature

3. What characterises the Digital Era?

- a) the computer
- b) **enormous amount of data and information stored in the world in digital form**
- c) the Digital Measure
- d) no characteristic for the Digital Era

4. What is digital competence?

- a) using a link in my computer
- b) to have a smartphone
- c) ability to handle e-mails
- d) **ability to handle the contents and activities on Internet critically and smartly**

5. Why is digital competence so important?

- a) it is not important at all
- b) because it is needed to read electronic books
- c) **because only digitally competent people can use internet properly and safely**
- d) because otherwise the electricity bill will be too high

6. What is it, “8 key competences”?

- a) eight letters to write
- b) competences in the 8. grade
- c) it is to open the gates
- d) **it is those competences which are necessary for a successful life**

7. Who elaborated the “8 key competences”?

- a) Jules Verne
- b) **the EU**
- c) Ernest Hemingway
- d) Bill Gates

8. What is it, safety in digital communication?

- a) It is that our gate is closed
- b) **Safety protects privacy and honours my private, personal rights**
- c) Safety is that I have a fighter dog
- d) There is no safety in the digital communication

9. What is it, critical thinking in digital communication?

- a) **It is I do not believe blindly everything which appears on the net but control and verify from other sources**
- b) That is when I criticize my teachers
- c) That is when I criticize my friends
- d) There is no such thing as critical thinking

10. What is it, manipulation?

- a) **Motivate someone to the manipulator's interests, often dishonestly and unfairly**
- b) It is winning in a card game
- c) It is the same as motivation
- d) there is no such thing as manipulation

TRUE – OR – FALSE SENTENCES

1. Digital competence is to be able to write sms. **FALSE**
2. Digital means when data are stored in their digital (numerical) form. **TRUE**
3. Digital competence is not important at all. **FALSE**
4. Critical thinking is very important in digital competence. **TRUE**
5. Media literacy is when we can read e-books. **FALSE**
6. Motivation is a normal thing, but manipulation is mostly dishonest. **TRUE**
7. It is not so easy to notice when somebody wants to manipulate us. **TRUE**
8. Critical thinking is not important. **FALSE**
9. “8 key competences” are vitally important to be successful in life. **TRUE**
10. “8 key competences” were elaborated by Bill Gates. **FALSE**

OPEN – END QUESTIONS

1. What is digital competence? *(Ability to use digital devices and Internet in a secure and smart way)*
2. Why is digital competence so important? *(Because digital services like Internet or mobile phone have become commonplace)*
3. What is digital? *(When information and knowledge are stored in digital (numerical) way)*
4. What is manipulation? *(Mostly dishonest and unfair motivation, mostly for egoistic reasons)*
5. What is media literacy? *(Ability to use media in a smart and critical way)*

OPEN – END SENTENCES

1. Competence is ... *(the ability to actively use one's knowledge)*.
2. Digital competence is important, since ... *(digital techniques are of vital importance today)*.
3. Digital competence is one of the ... *(eight)* key competences elaborated by the EU.
4. Manipulation is usually dishonest and unfair, since ... *(it is done for egoistic reasons.)*.
5. Manipulation can be avoided if ... *(we are active, smart, critical and prudent)*.

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand what 'digital competence' means.
2. The theme of the module seems rather theoretical and technical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. Teachers should make sure students understand that the development of digital competences is an essential part of modern education needed for everyday life and personal development
4. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of electronic and smartphone versions of the module. Teachers are also encouraged to use non-standard, innovative methods in teaching the present module.

Aim group: students 15 – 18 years of age

Key words: digital competence, modern education

Didactic goal of this module: to explain the term digital competence; to name parts of digital competence; to understand the development of digital competences as an essential part of modern education needed for everyday life and peoples' personal development.

Key competences: a competence to solve problems, critical thinking, communication competence, personal and social competence

Teaching methods: work with a text, Snowballing method, discussion, explanation, induction, method of questions and answers

Forms of work: basic type of lesson, frontal class work, group work, work with graphic illustration

Didactic tools: a computer, a data projector, an interactive whiteboard, a printed worksheet for every student with a text and graphic information.

Methodic action of module realization:

Motivational phase

Exercise 1

Work with a text and Snowballing method

Students are provided with the following text to read.

These days we should not overlook the fact that our society and lifestyle have changed in recent years. We have also seen changes in job markets and changes in requirements for employees. These changes are reflected in the need to change formal education, re-evaluate the content of education and react to new needs of productive life in society. Subjects such as Mathematics, Economics, Language, Foreign language, History, Civics, Geography, Physics, Chemistry, and Biology do not lose their main function, but are extended by new topics and approaches. Modern education goes hand in hand with the development of key competences including digital competences. Digital technologies help develop these competences. Important competences in the digital era include:

- Creativity and sense of innovation,
- Communication and collaboration,
- Scientific thinking and working with information,
- Critical thinking, problem solving and decision making,
- Digital citizenship and the determination to educate yourself your whole life,
- Effective usage of technologies

Steps to follow when using the Snowballing method:

1. After reading the text, students think about the competences mentioned, their meaning in improving digital literacy and each student puts the competences in the correct order from the most important one to the least important one.
2. Students form pairs and work on the same assignment again together – they discuss, give arguments and put the competences in order according to their importance.
3. After finishing the work, each pair finds another pair to form a group of four. The assignment is still the same – students discuss, give arguments and put the competences in order according to their importance.

4. Each group appoints a representative – a speaker. He or she presents and explains the group results to the rest of the class.
5. Students together with the teacher compare the results from each group and discuss the differences.

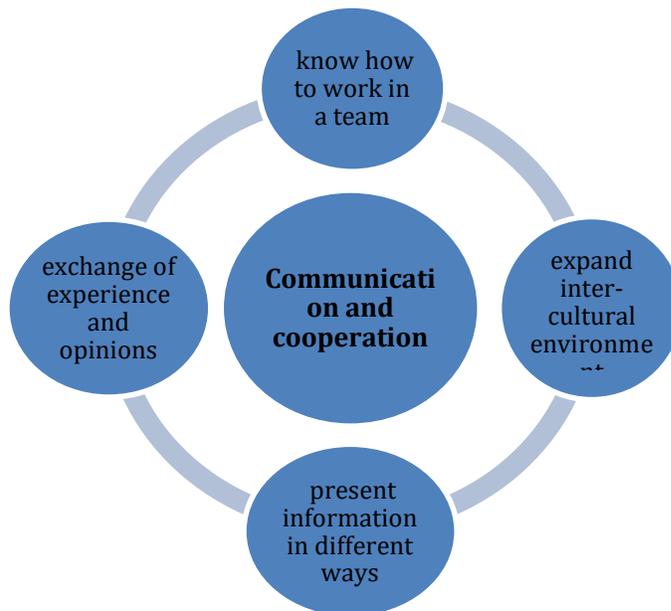
Exposure phase:

Exercise 2

Students stay divided in groups of four. Each group is provided with graphic design – cycles. Each cycle contains characteristics describing a particular competence. Students work in groups, identify and name a competence based on given characteristics and write the name of a competence in the middle of each cycle. Students can use the text from exercise 1 to help them. A teacher shows the same cycles on an interactive whiteboard. When students finish their group work, a teacher asks about their outcome, students compare their answers and write the names of the competences into the cycles on an interactive whiteboard.

Final look of **Cycle 1**:

Final names of the competences added to the cycles:



Picture 13: Cycle 1

- **Cycle 2** – Critical thinking, problem solving and decision making

- **Cycle 3** – Creativity and sense of innovation
- **Cycle 4** – Digital citizenship and determination to study your whole life
- **Cycle 5** – Scientific thinking and working with information
- **Cycle 6** – Effective use of technologies

At the end of this exercise, the teacher explains that these competences are part of the digital competence and modern education and their development is important for our personal development in the modern digital era.

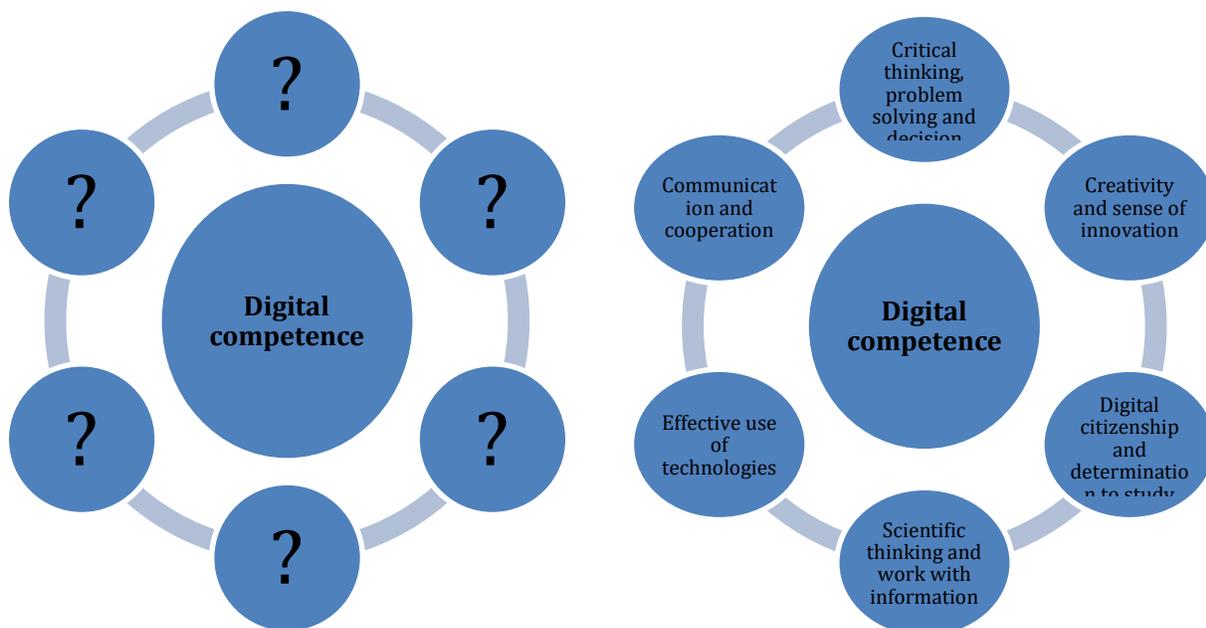
Fixation phase:

We consolidate the knowledge through frontal revision and asking revision questions. Students answer the following questions.

Revision questions:

Add missing parts of the diagram – key competences which are part of the digital competence.

Solution:



Picture 14: Digital competence

Add these expressions to the sentences below:

Problems, choose, develop, personal, critically, creatively, consequences, effectively, need, information, ethics, analyse

Digital literacy is the complex of skills:

- Use digital tools for our needs, self-expression and for **personal** development meaningfully and **creatively**.
- Solve tasks and **problems** in the digital world **effectively**.
- Expertly **choose** and use suitable digital technology to find, elaborate, use or create and spread **information**.
- **Critically** evaluate and **analyse** knowledge gained from digital sources.
- To understand social **consequences**, including safety and **ethics** which are created in the digital world.
- Feel the **need** to **develop** these skills.

What role do traditional subjects such as Mathematics, Economics, Language, Foreign Language, History, Civics, Geography, Physics, Chemistry, and Biology play in modern education?

What skills and activities do you consider important for people today and why?

Search the internet to find out how many people in your country work in the IT sector?

Diagnostic phase:

The basis of students' activity in this module is their work with the text. We use the Snowballing method. It is a group work method that begins with an individual activity, progresses to work in pairs and bigger groups. We work our way through from the motivational phase to the exposure phase and finally to the fixation phase. Students use their own knowledge and experience. They discuss the accuracy of facts, they assess mutual connections and create logical complexes of information.

Specific remarks for the electronic version

1. Electronic version of the module is in *pptx*.
2. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
3. Some of the slides contain additional information or simpler explanations to the terms in the textbook.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.). They cover the whole material of the module. Evaluation depends on the rules of the given school and the teacher, of course, but we suggest that **minimum 25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., they may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows the use of the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses smartphones, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|--|---|
| Level/Grade: | 9 – 12 th |
| Title: | DIGITAL COMPETENCE |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to :</p> <ul style="list-style-type: none"> ● give a proper definition to digital competence; ● explain the characteristics and components of digital competence; ● explain the impact of digital competence on today's society. |
| Materials needed: | Power point presentation Topic 2, Module C; flip chart; laptop; video projector. |
| Preparation & Prerequisites: | Teacher will have previously read and watched the power point presentation. Small notes for the slides in the TSM can also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● digital world ● competency |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood; to prepare the students for the topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What do you think digital competence means? ● Where do you get your information from? ● What digital competences do you know? <p>The questions will not be completely answered; their main role is to create expectations.</p> <p>Interaction: T-Ss, Ss –T</p> <p>Time to be allocated: 5 min.</p> | |

Activity two: Presentation

Procedure: In order for the students to fully understand what information society is, the teacher will present and explain the **PowerPoint Presentation from Topic 2, Module C**. The warm up questions will now be repeated and the teacher will focus on their correct answers. Teacher makes sure that students understand **why digital competence** plays a decisive role in all activity spheres.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 15 min.

Activity three: Snowballing method

Procedure: Students are provided with the following text to read.

These days we should not overlook the fact that our society and lifestyle have changed in recent years. We have also seen changes in job markets and changes in requirements for employees. These changes are reflected in the need to change formal education, re-evaluate the content of education and react to new needs of productive life in society. Subjects such as Mathematics, Economics, Language, Foreign language, History, Civics, Geography, Physics, Chemistry, and Biology do not lose their main function, but are extended by new topics and approaches. Modern education goes hand in hand with the development of key competences including digital competences. Digital technologies help develop these competences. Important competences in the digital era include:

- *Creativity and sense of innovation,*
- *Communication and collaboration,*
- *Scientific thinking and working with information,*
- *Critical thinking, problem solving and decision making,*
- *Digital citizenship and the determination to educate yourself your whole life,*
- *Effective usage of technologies*

After reading the text, students think about the competences mentioned, their meaning in improving digital literacy and each student puts the competences in the correct order

from the most important one to the least important one. Students form pairs and work on the same assignment again together – they discuss, give arguments and put the competences in order according to their importance.

After finishing the work, each pair finds another pair to form a group of four. The assignment is still the same – students discuss, give arguments and put the competences in order according to their importance. Each group appoints a representative – a speaker. He or she presents and explains the group results to the rest of the class. Students together with the teacher compare the results from each group and discuss the differences.

Interaction: pair work and group work

Time to be allocated: 20 min.

Activity four: Summary of the module and homework

Procedure: Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign homework.

Interaction: T-Ss

Time to be allocated: 5 min.

REMARKS

Teacher may choose different methods and exercises listed above in the „methodology „section. If doing so, the teacher must elaborate a concrete class plan accordingly.

USED AND RECOMMENDED SOURCES

- <https://techterms.com/definition/digital>
- <https://techterms.com/definition/computerethics>
- https://en.wikipedia.org/wiki/Psychological_manipulation
- [https://en.wikipedia.org/wiki/Competence_\(human_resources\)](https://en.wikipedia.org/wiki/Competence_(human_resources))
- <https://www.schooleducationgateway.eu/en/pub/resources/tutorials/digital-competence-the-vital-.htm>
- <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32006H0962>
- <https://ec.europa.eu/jrc/en/digcomp>
- https://en.wikipedia.org/wiki/Media_literacy

III. CRITICAL THINKING AND UNDERSTANDING IN THE DIGITAL ERA

A. MEDIA LITERACY; FACTS VS OPINION. THE FREEDOM OF SPEECH

We live in a constant information flood; we constantly receive a very large amount of information. Some of it is not relevant, but due to the amount, even relevant information cannot be fully processed. Smart way of processing information reaching us through media is called *media literacy*. It is of vital importance that we are media literate, since the blindly received information also influences us. Digital competence is a *basic competence* that each citizen needs. Nowadays, society requires citizens that are capable of using technology for personal, professional or educational purposes. Citizens should also be responsible users in a democratic society. A digitally competent person understands and critically evaluates different aspects and contents of digital media. He or she is aware of the importance of digital competences and critically considers the new technologies to be or not to be a solution or an opportunity.

Comparison Chart

| BASIS FOR COMPARISON | FACT | OPINION |
|----------------------|---|--|
| Meaning | Fact refers to something that can be verified or proved to be true. | Opinion refers to a judgement or belief about something. |
| Based on | Observation or research. | Assumption or personal view. |
| What is it? | Objective reality | Subjective statement |
| Verification | Possible | Not possible |
| Represents | Something really happened | A perception about something |
| Change | Universal | Differs from person to person |
| Words | Shown with unbiased words. | Expressed with biased words. |
| Debatable | No | Yes |
| Influence | Facts has the power to influence others. | Opinion does not have the power to influence others. |

Picture 15: Fact and opinion

The following chart can help to better explain your students the differences between *facts and opinions*¹¹:

A person has *freedom of expression* regardless of the nature of media he chooses, thus a person has the right to express his/her opinions via Internet, but the laws imposing restrictions or limitations must be also accessible and concrete, clearly understood and applied (restrictions: defamation, racist speech, discrimination, hostile or violent speech etc.). There is also another important aspect: the freedom of media and the freedom of information should be guaranteed, but the freedom of speech and the right to privacy must be balanced. So, unrestricted access to information has to be connected to privacy and data protection because unlimited freedom of expression greatly differs from defamation.

Communication starts from information and feedback, a reaction to it. That reaction confirms our understanding, reflects our opinion, conveys our agreement or dislike, tells our counter-proposal, etc. Anything that gives feedback to the informer turns the information into communication.

Motivation, as we understand it, is always ethical, i.e. only honest methods are used. Different targets may be shown to the person we try to motivate; all of them are shown objectively, without bias and the motivated person is given a true chance to choose. Motivation just shows what the motivator rates the best choice. A motivator treats his/her partner in an honest way.

On the other hand, manipulation is never ethical, never honest. Important facts are hidden, other choices are shown in a negative way, the desired outcome serves not really the interests of the partner but that of the manipulator.

As both motivation and manipulation are in fact motivation in a wider way, methods used may be very similar. The difference is honesty and objectivity. Motivation is honest and is

¹¹ <https://teachingcommons.lakeheadu.ca>

done in the interest of the motivated person while manipulation is usually dishonest, one-sided, subjective and follows – maybe in a hidden way – the interests of the manipulator. To avoid manipulation, the person to be manipulated must be careful and must be able to control and verify the information provided by the manipulator. Since information is provided mostly through the electronic way in our days, to avoid being manipulated, the person must be literate – i.e. *media-literate*.

Our primary responsibility as teachers is that of acting as ethical role models for our students and establishing relationships that encourage students to behave ethically. Teachers are called to advocate and teach ethical use of digital information, respect privacy and freedom of expression, freedom of speech, copyright and intellectual property. They cannot stop students from enjoying technology outside the school, but they can make their students aware of the ethical implications of their own actions; they can create a certain negative attitude towards any unethical use of ICTs while struggling to understand and distinguish right from wrong, good from bad, true from false and just from unjust.

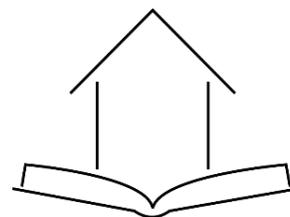
CONTROL QUESTIONS

- 
1. *How can you be sure about your sources when you navigate on the internet?* The first step is to identify the authors and the accuracy of what they provide. Then, you can make sure you visit recognized sites that present reliable information, check the date and the author's credentials. Moreover, you can verify the TDL and the Domain. You could even maybe read other articles on the site.
 2. *Mention a place when all the information is accurate.* Library is still one of the most accurate information places.
 3. *Reasons why not to trust Wikipedia when you are looking for information.* Wikipedia must also be evaluated because it is open source.
 4. *What is the CRAAP test and how can it help you in your evaluation process when you come upon information?* **CRAAP** test stands for **Currency**: the timeliness of the information, **Reliability**: importance of the information, **Authority**: the source of the information, **Accuracy**: the reliability, the truthfulness and correctness of the information, **Purpose**: the reason that the information exists.
 5. *Compare and contrast primary and secondary sources. According to you, which one is more valuable?* Primary sources are reports of original discoveries, ideas or events, whereas secondary sources interpret, comment or evaluate the primary source. It is up to the student's opinion to say which is more valuable as long as they give arguments.
 6. *Why is it important to evaluate your sources?* Because, due to the plethora of information and the mass access of users on the internet, information that we find may be corrupted.

HOMWORK SOLUTIONS

1. *Fill in the box with examples. You can even write examples that were not referred to in the lesson.*

| Primary Sources | Secondary Sources |
|-----------------|-------------------|
| Speeches | Biography |
| Letters | Encyclopaedias |
| Interviews | History books |
| Autobiographies | Textbooks |



2. *Justify with arguments if the above article is accurate or not:*

Digital literacy involves more than the mere ability to use software or operate a digital device; it includes a large variety of complex cognitive, motor, sociological, and emotional skills, which users need in order to function effectively in digital environments. The tasks required in this context include, for example, “reading” instructions from graphical displays in user interfaces; utilizing digital reproduction to create new, meaningful materials from existing ones; constructing knowledge from a nonlinear, hyper textual navigation; evaluating the quality and validity of information; and have a mature and realistic understanding of the “rules” that prevail in the cyberspace. This newly emerging concept of “digital literacy” may be utilized as a measure of the quality of learners’ work in digital environments, and provide scholars and developers with a more effective means of communication in designing better user-oriented environments. The present paper proposes a holistic, refined conceptual framework for digital literacy, which includes photo-visual literacy; reproduction literacy; branching literacy; information literacy; and socio-emotional literacy.

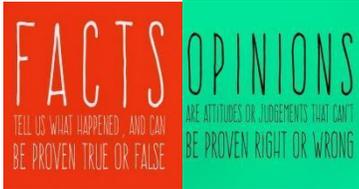
3. *Why do you have to be ethical when creating new material? A responsible creator is someone who uses thoughtful intent to create with purpose in ways that honour themselves as well as others. Thoughtful intent is one of the most significant*

characteristics of the thinking procedure as it adds value to it. As your thought generates energy, it impacts anything that happens after the thought is formed.

4. *Mention 3 principles of ethical creators.* Reproduce information after they have been verified, telling the truth, reveal your sources.

5. *Write an article about an interest of yours following the basic principles of an ethical creator. Then read it and discuss it with the classroom.* The homework solution is students' text. There is no one and only correct answer.

ELECTRONIC VERSION

| SLIDES | NOTES |
|---|-------|
| <p>CRITICAL THINKING AND UNDERSTANDING A. MEDIA LITERACY;FACTS VSOPINION.THE FREEDOM OF SPEECH</p>  | |
| <p>MEDIA LITERACY</p>  | |
| <p>FACTS VS OPINION. THE FREEDOM OF SPEECH</p>  | |
| <p>CHECK YOUR SOURCES</p> <p>Why evaluate sources?</p> <ul style="list-style-type: none"> • Critical thinking skill that is useful in both your academic and everyday life. • All sources are not equal. <p><small>* Wikiality http://www.colbertnation.com/the-colbert-report-videos/72347/july-31-2006/the-word-wikiality Wikilobbying http://www.colbertnation.com/the-colbert-report-videos/81454/january-29-2007/the-word-wikilobbying "More evidence of what happens when you bring democracy to information"</small></p> | |

Question information

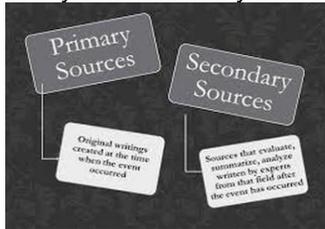


Question information



- Who is the author?
- Why did he create the source?
- When was it last updated?

Primary vs. Secondary Sources



Examples of Primary and Secondary Sources

| Primary Sources | Secondary sources |
|--|---|
| <ul style="list-style-type: none"> • Speeches • Letters • Interviews • Autobiographies | Biography Encyclopaedias History books Textbooks |

| | |
|---|--|
| <p>CRAAP Test</p> <div data-bbox="451 184 631 426"> <p>Checklist:</p> <p>Is my source...?</p> <ul style="list-style-type: none"> ✓ Current ✓ Relevant ✓ Authoritative ✓ Accurate ✓ Purposeful <p><small>Graphic by Amy C. Mickless</small></p> </div> | |
|---|--|

| | |
|--|--|
| <p>Becoming responsible creators</p>  | |
|--|--|

| | |
|--|--|
| <p>Becoming responsible creators</p>  <ul style="list-style-type: none"> ● Why is becoming a responsible creator important? | |
|--|--|

| | |
|--|--|
| <p>Principles for ethical creators</p> <ul style="list-style-type: none"> ● State that you present your opinion. ● Reproduce information after they have been verified. ● Telling the truth. ● Reveal your sources. ● Accountability. ● Fairness and impartiality. | |
|--|--|

| | |
|--|--|
| <p>Becoming responsible creators</p>  <ul style="list-style-type: none"> ● Who is a responsible creator? | |
|--|--|

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need the teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

CHECK YOUR SOURCES

MULTIPLE CHOICE QUESTIONS

1. **Internet is a place where information is**
 - a) not true
 - b) totally true
 - c) **both true and false**
 - d) none of the above

2. **Information on the internet can be created by**
 - a) **everyone**
 - b) only experienced users
 - c) users with accounts
 - d) nobody

3. Accuracy should be checked by

- a) computer algorithms
- b) people who upload it
- c) users who read the information
- d) **users in general**

4. Author's credentials is a proof of

- a) **reliable information**
- b) quoting
- c) non-reliable information
- d) author's arrogance

5. Apart from the internet, one of the best places for research is the

- a) television
- b) newspapers
- c) museums
- d) **library**

6. Users should recognize and check whether the information read is

- a) **fact or opinion**
- b) a good opinion
- c) a disrespectful opinion
- d) optimistic or pessimistic

7. Facts tell what happened and

- a) **can be proven true or false**
- b) can't be proven true or false
- c) can't be proven in any way
- d) we believe it anyway

8. Opinions are judgements or attitudes that

- a) **can't be proven right or wrong**
- b) can be proven right or wrong
- c) are only right
- d) are only wrong

9. Another thing that users should check is

- a) **Validity**
- b) Availability
- c) Positivity
- d) Negativity

10. *We have the best football team in America* is

- a) a fact
- b) **an opinion**
- c) a lie
- d) the truth

TRUE – OR – FALSE SENTENCES

1. Due to the extended access to various information there has to be a careful selection of what we read. **TRUE**
2. The Internet consists of a small storage of information. **FALSE**
3. Everyone can create material on the internet. **TRUE**
4. The ocean of data should be seen with critical eyes. **TRUE**
5. Users don't have to check whether the information is accurate or not. **FALSE**
6. The library is a non-reliable place to do research. **FALSE**
7. TDL and the Domain should be verified by users. **TRUE**
8. Checking the date and the author's credentials is not necessary. **FALSE**
9. Opinions are judgements or attitudes that can be proven right or wrong. **FALSE**
10. Facts tell us what happened and can be proven true or false. **TRUE**

OPEN – END SENTENCES

1. The Internet consists of a huge storage of ... (*information*).
2. The ocean of data should be seen with... (*critical eyes*).
3. Users have to check whether the information is... (*accurate*).
4. The library is still one of the best places for ...(*research*).
5. Since the internet is open to anyone, you may be reading... (*corrupted information*)

OPEN – END QUESTIONS

1. Nowadays, which is the most common tool for searching information? (*The internet*)
2. Which is the basic difference between internet information and a library? (*The Internet consists of a huge storage of information, where practically everyone can create material.*)
3. What is a fact? (*Facts tell us what happened and can be proven true or false.*)
4. What is an opinion? (*Opinions are judgements or attitudes that can't be proven right or wrong.*)
5. Which things do users check to evaluate their sources? (*They should check whether the source is accurate, relevant, current, authoritative and purposeful.*)

QUESTION INFORMATION

1. On the internet it is important to identify trustworthy

- a) **sources**
- b) people
- c) users
- d) influencers

2. Learning how to evaluate sources is an essential

- a) advantage
- b) disadvantage
- c) method
- d) **skill**

3. *Who is the author of the source?* Is a question

- a) to help you understand what you read
- b) that usually has no answer
- c) **to evaluate information**
- d) to satisfy your query

4. Except from who the author is you should also check

- a) who commented under the text
- b) **why the source was created**
- c) why the source was commented
- d) who shared the post

5. There are two types of sources:

- a) truthful and lying
- b) **primary and secondary**
- c) positive and negative
- d) conscientious and unconscientious

6. In order to identify whether a source is primary or secondary you should use

- a) critical attitude
- b) critical speaking
- c) critical character
- d) **critical thinking**

7. Speeches or letters are

- a) **primary sources**
- b) secondary sources
- c) tertiary sources
- d) none of the above

8. Encyclopaedias and history books are

- a) primary sources
- b) **secondary sources**
- c) tertiary sources
- d) none of the above

9. Which sources tend to be perceived as more accurate?

- a) **primary sources**
- b) secondary sources
- c) tertiary sources
- d) all of them

10. A CRAAP test is

- a) a revision test of information selected by a user
- b) a personality test for users that helps research
- c) **a method of checking sources**
- d) a test of general knowledge before research

TRUE – OR – FALSE SENTENCES

1. Another important step for evaluating sources is to distinguish whether information comes from a primary or a secondary source. **TRUE**
2. Normally primary sources are revealed to be more accurate than secondary ones. **TRUE**
3. Primary sources include anything that is not original data. **FALSE**
4. Primary sources interpret secondary sources. **FALSE**
5. Secondary sources interpret primary sources. **TRUE**
6. Secondary source materials are only the articles in newspapers or popular magazines. **FALSE**
7. Primary sources include historical and legal documents. **TRUE**
8. Evaluating information encourages you to think critically about the reliability, validity, accuracy, authority, timeliness, point of view or bias of information sources. **TRUE**
9. CRAAP test is a checklist for evaluating sources. **TRUE**
10. Just being in print or available via the Internet guarantees that something is accurate or good research. **FALSE**

OPEN – END SENTENCES

1. An important step is to distinguish whether information comes from ... (*a primary or a secondary source*).
2. Primary sources include anything that is ... (*original data*).
3. Secondary sources interpret ... (*primary sources*).
4. Secondary source materials can be articles ... (*in newspapers*).
5. Evaluating information encourages you to think critically and you can do it by a ... (*CRAAP test*).

OPEN – END QUESTIONS

1. Name three questions you ask yourself in order to evaluate what you find. (*Who is the author of the source? Who put the information there? What authority or expertise do they have in this area? Why was the source created? When was the source last updated?*)
2. What is another important step to evaluate sources? (*To distinguish whether information comes from a primary or a secondary source.*)
3. What is a primary source? Give examples, too. (*Primary sources include anything that is original data (research results, first-hand account, original work etc.)*)
4. What is a secondary source? Give examples, too. (*Secondary sources interpret primary sources (journal articles, books, documentaries etc.).*)
5. What does the CRAAP test consist of? (*Currency, reliability, authority, accuracy, purpose*).

BECOMING RESPONSIBLE CREATORS

1. Moral responsibility is

- a) **a human action**
- b) a characteristic of grown-ups
- c) something you are born with
- d) overestimated

2. Ethical creators

- a) are journalists
- b) are lawyers who know cyber ethics
- c) are influencers
- d) **tell the truth**

3. Accountability should be

- a) an up-to-date trend
- b) **a responsibility for users**
- c) easy to do
- d) difficult to do

4. On the internet

- a) **creators should tell the truth**
- b) everyone should upload whatever they want
- c) material should be checked by government
- d) users are always right

5. Information that users upload on the internet

- a) **should be verified**
- b) is usually objective
- c) is usually false
- d) should be banned

6. A principle of ethical creators is

- a) to remain private
- b) to always write in English so everyone can understand
- c) **to reveal their sources**
- d) to never reveal their identity

7. Ethical creators

- a) present their opinion
- b) **state that they present their opinion**
- c) never share their opinion
- d) respect all opinions

8. Thought management is the first step

- a) to meditate
- b) **to create internet use responsibility**
- c) to make new relationships
- d) create an account in social media

9. A responsible creator is someone who uses

- a) clever usernames
- b) **thoughtful intent to create**
- c) respectful manners when commenting on the internet
- d) all social media

10. Becoming responsible creators is important for

- a) children
- b) adults
- c) parents
- d) **everyone**

TRUE – OR – FALSE QUESTIONS

1. Moral responsibility is about human action and its intentions and consequences. **TRUE**
2. In order to characterize someone morally orientated, he has to exert some kind of influence on that event. **TRUE**
3. When you produce written or other kinds of material you should always use a nickname. **FALSE**
4. Ethical users should not share their opinion online. **FALSE**
5. A responsible creator is someone who uses thoughtful intent to create with purpose in ways that honour themselves as well as others. **TRUE**
6. Thoughtful intent is one of the most significant characteristics of the thinking procedure. **TRUE**
7. As your thought generates energy, it impacts anything that happens after the thought is formed. **TRUE**
8. Thought management has nothing to do with responsibility. **FALSE**
9. It takes no effort to train yourself into this thought management practice. **FALSE**
10. Becoming responsible creators is an issue that concerns everyone. **TRUE**

OPEN – END SENTENCES

1. Moral responsibility is about ... (*human action*).
2. Reproduce information after they ... (*have been verified*).
3. Ethical creators have certain ... (*principles*).
4. Reveal sources is a principle of ... (*ethical creators*).
5. Thoughtful intent is one of the most significant characteristics of the ... (*thinking procedure*).

OPEN – END QUESTIONS

1. Why is it necessary to become responsible creators? *(Even if creating online material or expressing yourself is legal, individuals have a separate, personal ethical obligation to become responsible creators.)*
2. What are some principles for ethical creators? *(Reproduce information after they have been verified, telling the truth, fairness and impartiality.)*
3. Who is considered to be a responsible creator? *(A responsible creator is someone who uses thoughtful intent to create with purpose in ways that honour themselves as well as others. Thoughtful intent is one of the most significant characteristics of the thinking procedure as it adds value to it.)*
4. Why is thoughtful intent important for user responsibility? *(Thoughtful intent is one of the most significant characteristics of the thinking procedure as it adds value to it. As your thought generates energy, it impacts anything that happens after the thought is formed. Thought management is the first step to create responsibility.)*
5. Who is responsible for becoming ethical creators? *(Moral responsibility is about human action and its intentions and consequences. In order to characterize someone morally orientated, he has to exert some kind of influence on that event. The same goes when you produce written or other kinds of material.)*

METHODOLOGY REMARKS

1. The main target of the module is that children get a wider perspective of the internet world.
2. Students should always bear in mind always questioning the information while navigating on the internet.
3. The Internet is present in their everyday life. That is why it is very important to learn how to navigate safely. There is a need to teach students the basic principles of ethical creation of material.
4. Is it crucial that the children understand the value of checking the information available on the internet?
5. The topic of the module should be discussed during the class according to the guidelines of the teacher.
6. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of an electronic version of the module.
7. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Such as:
 - Small lectures (5-10 minutes).
 - Debates or brainstorming over some concepts.
8. The theme of the module is rather theoretical, for this reason the teacher should guide them accordingly and teach them the right techniques on how to do it.
9. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of an electronic version of the module.
10. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be:
 - Small lectures (5-10 minutes).
 - Debates or brainstorming over some concepts.

Specific remarks for the electronic version

1. Electronic version of the module is in *pptx*.
2. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
3. Some of the slides contain additional information or simpler explanations to the terms in the textbook.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.). They cover the whole material of the module. Evaluation depends on the rules of the given school and the teacher, of course, but we suggest that **minimum 25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., they may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows the use of the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses smartphones, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLANS

CHECK YOUR SOURCES

Nowadays, the way to get informed and be up-to-date has changed. Living in a modern world, where technology plays a vital role in everyday life, we are constantly exposed to endless information through media use. But is this information trustworthy? It is clear that this is not a yes or no question. The Internet is a helpful searching tool that has made our life easier for sure. The information that is provided to us though, is not as accurate as books in a library or a television broadcast. This is because uploading information on the internet is something that everybody can do unlike the other media (television, books and newspapers). So, it is a responsibility of the user to evaluate internet resources.

| PART I | |
|---------------------------------------|---|
| Level/ Grade: | 9 – 12 th |
| Title: | CHECK YOUR SOURCES |
| Time: | 45 min. |
| Learning Objectives: | <p>By the end of the lesson students will be able to realize:</p> <ul style="list-style-type: none"> ● that internet is not 100% trustworthy ● How to check internet sources ● The importance of internet ● Benefits of cross checking internet information with library books. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation and Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration: | <ul style="list-style-type: none"> ● Media Literacy ● Mass Media ● Sociology ● Research |

PART II: DESCRIPTION OF THE LESSON

Activity one: Beat Buzzer

Procedure: Instruct students to stand up and push in their chair. Students will form two teams. Every time a question is asked each player who knows the answer will have to beat the "buzzer". Two players of the two teams will play for one question each time. The team with the most correct answers wins. The questions will be sentences and the students will have to answer whether the sentences are facts or opinions. (For example: Fact = the kids were playing in the street, Opinion= The bad kids were playing in the streets).

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 10 min.

Activity two: Work in pairs

Procedure: The class will be divided in pairs of four students. Every group will find information on a subject and then evaluate the accuracy of the information. At last, they will present the process they followed.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 25 min.

Activity three: Students in action

Procedure: After evaluating other people's information, students will try themselves to upload something in Wikipedia or correct wrong facts. This way they will realize how important is the user's responsibility concerning the mass media.

Interaction: T-Ss, Ss-T

Time to be allocated: 10 min.

Homework of this lesson is students' feedback. There will be correction of the steps of evaluating. Helping material (ppt. version) is additional. It can be used while introducing the subject or to sum up.

List of slides:

Slide 1: Critical thinking and understanding

Slides 2: Media literacy

Slide 3: Facts vs. Opinion. The freedom of speech

Slide 4: Check your sources

QUESTION INFORMATION

With the popularity of the internet, anyone can post and share information online. As the number of sources increases, it is essential to be aware of how to identify the sources that you can trust. Always keep in mind that while doing research you may easily find the information that you may want, but that is when you should ask yourself: It looks great! But, is it true? So, the temptation is to accept whatever you find, but don't be tempted. Learning how to evaluate and check your sources is a skill you will definitely need when you are going to be overwhelmed with too much information or too little.

| PART I | |
|---------------------------------------|--|
| Level/ Grade: | 9 – 12 th |
| Title: | QUESTION INFORMATION |
| Time: | 45 min. |
| Learning Objectives: | By the end of the lesson students will be able to realize; <ul style="list-style-type: none">• The importance of evaluating a source• How to check internet sources (CRAAP Test)• What primary and secondary sources are and give examples |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation and Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |

Subject concentration:

- Media Literacy
- Mass Media
- Sociology
- Research

PART II: DESCRIPTION OF THE LESSON**Activity one: Answer faster**

Procedure: Students will be divided into two groups. Each group will receive two cards with the title of Primary and Secondary Source accordingly. The teacher will keep cards with examples of both sources. Every time she shows the card each group will have to raise their card with the correct category each time. The faster team with the more correct answers wins.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 10 min.

Activity two: Video Projection

Procedure: In order to make students familiar with the idea of CRAAP Test the following video can be projected

https://www.youtube.com/watch?time_continue=13&v=EyMT08mD7Ds.

Afterwards, students can ask questions or make comments and discuss with the teacher or with each other.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity three: Reading Comprehension/Comparing texts.

Procedure: Teacher will give to all students one paper with two small texts. The one will be a biography and the second an autobiography. Students will read in silence and

spot the differences. Then there will be discussion and comments. At last, students will understand and say which of the two they think is more valuable information for them and why.

Interaction: T-Ss, Ss-T

Time to be allocated: 25 min.

Helping material (ppt. version) is additional. It can be used while introducing the subject or to sum up.

List of slides:

Slide 1, 2: Question information

Slide 3: Primary vs. Secondary Sources

Slide 4: Examples of Primary and Secondary sources

Slide 5: CRAAP Test

BECOMING RESPONSIBLE CREATORS

It is already known that the internet is an open source, where every user has the freedom of speech and expression except for certain obligations. But what does freedom in internet use mean? Even if creating online material or expressing yourself is legal, individuals have a separate, personal ethical obligation to become responsible creators.

| PART I | |
|--|--|
| Level/ Grade: | 9 – 12 th |
| Title: | BECOMING RESPONSIBLE CREATORS |
| Time: | 45 min. |
| Learning Objectives: | By the end of the lesson students will be able to realize; <ul style="list-style-type: none"> ● The importance of being a responsible creator ● Principles for ethical creators ● What being a responsible creator actually means |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation and Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful |
| Subject concentration: | <ul style="list-style-type: none"> ● Research ● Mass Media ● Sociology |
| PART II: DESCRIPTION OF THE LESSON | |
| <p>Activity one: Brainstorming</p> <p>Procedure: Teacher will ask questions to the students in order to raise awareness of the subject and make them think critically.</p> <p>How can internet use become dangerous?</p> | |

Professional journalists and publishers are held to a standard of ethics related to what they write and print. Consider whether some of the same ethical standards could, or should, apply to internet users.(<https://bit.ly/2UWi0N3>)

If so, what kinds of behaviours are not right to be done online?

How can internet users become responsible?

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 15 min.

Activity two: Role- playing

Procedure: Teacher will introduce the subject of cyber ethics and principles by a role playing game. The following true incident will be presented: *Six Nevada middle-schoolers were arrested in January, 2011 for using Facebook to invite other students to take part in "Attack a Teacher Day." They were all arrested and charged with communicating threats, as several specific teachers were called out in posts to the Web site.* (<https://bit.ly/2UWi0N3>). Students will take roles and present the case. Afterwards there will be discussion for the students to express their opinions.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 30 min.

Helping material (ppt. version) is additional. It can be used while introducing the subject or to sum up.

List of slides:

Slide 1, 2, 4: Becoming responsible creators

Slide 3: Principles for ethical creators

USED AND RECOMMENDED SOURCES

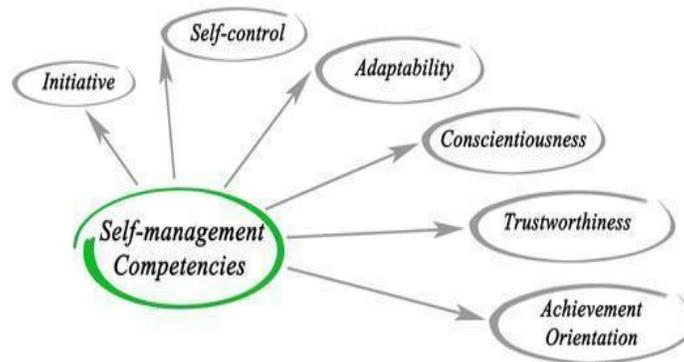
- Eshet, Y. (2004). Digital Literacy: A Conceptual Framework for Survival Skills in the Digital era. *Journal of Educational Multimedia and Hypermedia*, 13(1), 93-106. Norfolk, VA: Association for the Advancement of Computing in Education (AACE). Retrieved January 21, 2019
- <https://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content>
- <https://www.scribbr.com/citing-sources/primary-and-secondary-sources/>
- <https://researchguides.ben.edu/source-evaluation>
- <http://constitutionus.com/#amendments>
- https://www.educationworld.com/a_lesson/lesson-plan-booster/cyber-ethics.shtml
- <https://www.mindmeister.com/852183387/how-to-be-a-responsible-internet-user-in-9-simple-ways>

B. CRITICAL UNDERSTANDING OF THE SELF

WHAT IS SELF - MANAGEMENT?

Self-Management is an alternative to the traditional, hierarchical method of organization. There are a few key ideas that are central to the Self-Management philosophy, namely that:

- People are generally happier when they have control over their own life.
- It doesn't make a lot of sense to assign an authority person to make decisions without being involved in the procedure of the work.
- Responsibility usually makes people evolve.

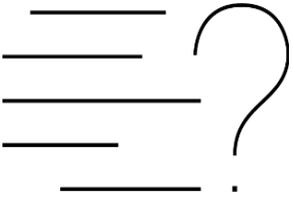


Picture 16: Self – management Competencies

Rules for self-managing:

- Live by your values. Speak up! Stand for what you believe, no one else will do.
- Keep your promises.
- When you ask for more responsibility, expect to be held fully accountable.
- Be trustworthy and fulfil the expectations you set to someone.
- Enrich your creativity by creating good habits and rejecting bad ones. Keep a good work ethic.
- Be interesting. Read voraciously, and listen to learn, then teach and share everything you know. Be nice. Be courteous, polite and respectful. Be considerate. Be self-disciplined.
- Try to keep healthy habits to ensure your mental and body health.

CONTROL QUESTIONS

- 
1. *Which are the key ideas of self-management?* People are generally happier when they have control over their own life; it doesn't make a lot of sense to assign to an authority person to make decisions without being involved in the procedure of the work, responsibility usually makes people evolve.
 2. *How can you achieve self-management?* Some steps for achieving self - management are: Live by your values. Speak up! Stand for what you believe, no one else will do. Keep your promises. When you ask for more responsibility, expect to be held fully accountable.
 3. *What are the benefits of self-management?* Self - management makes people happier. Also, it gives a sense of self control, which is important in order to feel strong. In addition, it cultivates our self-knowledge.
 4. *What is a digital identity?* A digital identity is the way of identifying someone's role in a digital world.
 5. *Which are the types of identity someone can have?* The physical identity and our personality traits.
 6. *What is self-concept?* Self-concept is generally thought of our individual perceptions, of our behaviour, abilities, and unique characteristics. It demonstrates a mental picture of who we are as a person.
 7. *How technology influences our self-concept?* Digital identities are relatively new to the world, and they include representations of all the identities. Usernames and passwords for all of your online accounts, your search history, social media posts, digital photographs, scanned passport images, and so on. They're all bound to your digital identity and linked back to you.

8. *Why do people have the tendency to believe that their actions have a bigger effect than in reality?* One cause of this phenomenon is likely to be the tendency to overestimate the salience of one's actions in the eyes of others.

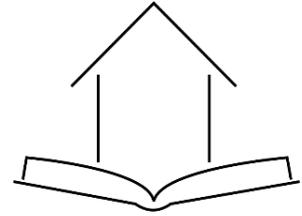
9. *What is the spotlight effect?* The spotlight effect is the phenomenon in which people tend to believe they are being noticed more than they really are.

HOMWORK SOLUTIONS

1. Self - Management Form Student

Name: _____

Date: _____



When you hear the beep, put a smiley face in the box if you are working on your assignment. How many times was I working on my assignment when I heard the bell?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| ☺ | | | | | | | | | |

My goal is: _____

The number of times I was working on my assignment: _____

My goal is to be working on my assignment: _____

I met my goal (yes or no): _____

I will reinforce myself when I meet my goal by: scheduling 30 minutes extra time on the computer.

The solution in this homework depends on the specific reactions of every student, so it can be filled in before.

2. Indicate your agreement with each statement on a 1 to 5 scale with 1 = Very true, 2 = mostly true, 3 = somewhat true, 4 = slightly true, 5 = very unlike me

| |
|--|
| I often feel inferior to others. |
| I just avoid my problems rather than confronting them. |
| Others frequently hold me back in my achievements. |
| I have confidence I can overcome future obstacles. |
| I too often live by other people's standards. |

The solution of this homework is totally up to the students.

3. *Take a personality test that you will find on the internet and answer it honestly.* Write the result about your personality down and then do the test again with a friend or a family member and have them answer what they thought you will answer. Then write down the differences. The solution of this homework depends on the test students will choose and their answers.

ELECTRONIC VERSION

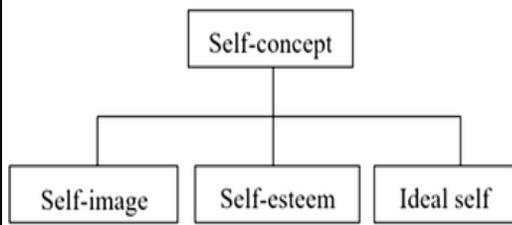
SELF-MANAGING

| SLIDES | NOTES |
|--|-------|
| <p>CRITICAL UNDERSTANDING</p> <p>Self-managing</p> | |
| <p>Self-managing</p> <ul style="list-style-type: none"> Why is self-managing important?  | |
| <p>What is self-management?</p>  | |
| <p>Key ideas for self-management</p>  | |
| <p>Which are some rules for self-management?</p>  | |

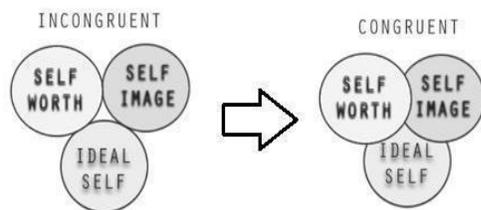
THE INFLUENCE OF INFORMATION PROCESSING DESCRIBING SELF-CONCEPT

| SLIDES | NOTES |
|--|-------|
| <p>The influence of information processing in describing Self-concept.</p>  | |
| <p>Types of identity</p>  <ul style="list-style-type: none"> • Physical identity • Personality traits | |
| <p>Digital identity</p>  | |
| <p>Self-concept</p>  <p>What is self-concept?</p> | |

Three different parts of self-concept



Carl Rogers theory



HOW WE SOMETIMES OVERESTIMATE THE ACCURACY WITH WHICH OTHER PEOPLE VIEW US

| SLIDES | NOTES |
|--|-------|
| <p>How we sometimes overestimate the accuracy with which other people view us.</p>  | |
| <p>How realistic are our concerns about what other people think of us?</p>  | |
|  <p>The spotlight effect</p> <ul style="list-style-type: none"> • People generally believe that the “social spotlight” shines brighter on them than it actually does a phenomenon that’s called spotlight effect | |
| <p>Related psychological concepts</p>  <ul style="list-style-type: none"> • Anchoring and adjustment • False-consensus effect • Self-as-target bias • Illusion of transparency | |

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need the teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

SELF – MANAGING

1. **What is self – management?**
 - a) **Self-management is an alternative to the traditional, hierarchical method of organization**
 - b) Self – management is a meditation exercise.
 - c) Self – management is synonymous with self-esteem.
 - d) None of the above

2. **People are happier when**
 - a) **they have control over their own lives**
 - b) they don't have control
 - c) someone else controls their lives
 - d) they have nothing to do with others

3. Self – management

- a) **can be learned with practice**
- b) can't be learned with practice
- c) is not useful to everybody
- d) is a characteristic of managers

4. Self – management is a skill that concerns

- a) leaders
- b) teachers
- c) managers
- d) **everyone**

5. Self – management involves doing something different in order to

- a) **achieve a goal later**
- b) change behaviour
- c) become a manager
- d) become a better person

6. Self-control is a competency of

- a) self confidence
- b) self esteem
- c) **self – management**
- d) self-awareness

7. A rule of self-managing is to

- a) live the moment
- b) **live by your values**
- c) live a quiet life
- d) live your life to the fullest

8. Self – management requires that you are

- a) self-confident
- b) self-assured
- c) self-oriented
- d) **self-disciplined**

9. Try to keep healthy habits to ensure

- a) **mental and body health**
- b) good appearance
- c) good thinking
- d) none of the above

10. Responsibility usually makes people

- a) **evolve**
- b) anxious
- c) tired
- d) feel pressure.

TRUE – OR – FALSE SENTENCES

1. Self-Management is an alternative to the traditional, hierarchical method of organization. **TRUE**
2. There are no key ideas that are central to the Self-Management philosophy. **FALSE**
3. It doesn't make a lot of sense to assign an authority person to make decisions without being involved in the procedure of the work. **TRUE**
4. People are generally more anxious when they have control over their own life. **FALSE**
5. Responsibility usually makes people evolve. **TRUE**
6. When you ask for more responsibility, expect to cancel the request whenever you want. **FALSE**
7. Enrich your creativity by creating good habits and rejecting bad ones. **TRUE**
8. Being self-disciplined is a rule for self – managing. **TRUE**
9. Trustworthiness is a competency of self – confidence. **FALSE**
10. Achievement orientation is a competency of self – management. **TRUE**

OPEN – END SENTENCES

1. Self-Management is an alternative to the traditional, hierarchical method of ... *(organization)*.
2. There are a few key ideas that are central to the ... *(self – management philosophy)*.
3. People are generally happier when they have control over ... *(their own life)*.
4. Responsibility usually makes people ... *(evolve)*.
5. Try to keep healthy habits to ensure your ... *(mental and body health)*.

OPEN – END QUESTIONS

1. What is self-management? (*Self-Management is an alternative to the traditional, hierarchical method of organization.*)
2. Which are a few key ideas that are central to the Self-Management philosophy? (*People are generally happier when they have control over their own life; - It doesn't make a lot of sense to assign to an authority person take decisions without being involved in the procedure of the work;-Responsibility usually makes people evolve.*)
3. Name three rules for self – managing.
 - *When you ask for more responsibility, expect to be held fully accountable.*
 - *Be trustworthy and fulfil the expectations you set to someone.*
 - *Enrich your creativity by creating good habits and rejecting bad ones.*
4. Name some self – management competencies: (*Adaptability, self – control, conscientiousness, initiative, trustworthiness*)
5. What are some advantages of self – management? (*It helps to set goals, make plans, get to work, stick with your plan and finally achieve it.*)

THE INFLUENCE OF INFORMATION PROCESSING DESCRIBING SELF-CONCEPT

1. A digital identity is the way of identifying someone's role in

- a) **a digital world**
- b) the world
- c) Facebook platform
- d) e-mail communication

2. Nowadays there are

- a) no identities
- b) **three types of identity**
- c) two types of identity
- d) several identities

3. Physical identity presents

- a) **our physical characteristics**
- b) our physical colour
- c) our characteristics
- d) our physical behaviour

4. Personality traits

- a) are the characteristics we are born with
- b) **characterize our personality**
- c) do not change during our lives
- d) are the same for everybody

5. Social media posts are considered to be

- a) **our digital identity**
- b) our physical identity
- c) our personality traits
- d) our fake identity

6. Self-image is

- a) **how we perceive ourselves**
- b) how others perceive ourselves
- c) how we look in the mirror
- d) our appearance

7. Self-esteem is

- a) how we value our beloved ones
- b) formed by our digital identity
- c) none of the above
- d) **how we value ourselves**

8. Ideal self is

- a) how self-confident you are
- b) how you see yourself in your night dreams
- c) **how you wish you could be**
- d) how people who admire us see us

9. Digital identity

- a) does not affect our self-esteem
- b) **affects our self-esteem**
- c) is usually the same with our physical identity
- d) is not an identity that all users have

10. The theory of *congruence* and *incongruence* is a statement of

- a) **Carl Rogers**
- b) Albert Einstein
- c) Maslow
- d) Sigmund Freud

TRUE – OR – FALSE SENTENCES

1. A digital identity is the way of identifying someone's role in a digital world. **TRUE**
2. In terms of digital identity management, key areas of concern are *security* and *insecurity*. **FALSE**
3. The physical identity presents our physical characteristics and differ us from the others. **TRUE**
4. Our personality traits are not a part of our identity. **FALSE**
5. Digital identities are relatively new to the world, and they include representations of all the above identities. **TRUE**
6. A defining factor in digital identities is that they're changing every day. **FALSE**
7. Digital identities are easy to exploit and highly profitable. **TRUE**
8. Humanist psychologist Carl Rogers believed that there were *five different parts* of self-concept. **FALSE**
9. Self-image is how you perceive yourself. **TRUE**
10. Ideal self is how you wish you could be. **TRUE**

OPEN – END SENTENCES

1. A digital identity is the way of identifying someone's role in ... (*a digital world*).
2. Humanist psychologist Carl Rogers believed that there were ... (*three different parts of self-concept*).
3. In terms of digital identity management, key areas of concern are ... (*security and privacy*).
4. Each individual's self-image is a mixture of ... (*different attributes*).
5. When people respond positively to our behaviour, we are more likely to develop positively ... (*Self-esteem*).

OPEN – END QUESTIONS

1. Which are the three types of our identity? (*Physical identity; Personality traits; Digital identity*)
2. What is self-concept? (*Self-concept is generally thought of as our individual perceptions of our behaviour, abilities, and unique characteristics. It demonstrates a mental picture of who we are as a person. There are different ways of defining self-concept.*)
3. Which are the three different parts of self-concept according to Carl Rogers? (*Self-image, Self-esteem, Ideal self*)
4. According to Carl Rogers, the degree to which a person's self-concept matches up to reality is known as how? (*Congruence and incongruence.*)
5. In terms of digital identity management, which are the key areas of concern? (*Security and privacy*)

HOW WE SOMETIMES OVERESTIMATE THE ACCURACY WITH WHICH OTHER PEOPLE VIEW US

1. People generally believe that the “social spotlight” shines

- a) less brighter on them
- b) **brighter on them**
- c) equally on everybody
- d) only on others

2. The spotlight effect is a term in

- a) political science
- b) science
- c) **psychology**
- d) medicine

3. The spotlight effect is a phenomenon when people think they are noticed

- a) less than they really are
- b) as much as they really are
- c) none of the above
- d) **more than they really are**

4. The spotlight effect is

- a) **related to other psychological concepts**
- b) not related to other psychological concepts
- c) a phenomenon that has no explanation
- d) a phenomenon that is the same in animals

5. One cause of the spotlight effect is likely

- a) the tendency to underestimate other peoples’ opinion about us
- b) the tendency to not listen to other’s opinion about us
- c) the tendency to believe that we are better from others
- d) **the tendency to overestimate other peoples’ opinion about us**

6. Anchoring and adjustment is

- a) **a psychological concept related to the spotlight effect**
- b) a psychological concept related to anxiety
- c) a psychological concept related to happiness
- d) a psychological concept related to sadness

7. Self-as-target bias is a concept when people believe that

- a) **they are targets of events happening to them**
- b) they are targets and feel praised for that
- c) they are targets for no reason
- d) none of the above

8. Illusion of transparency is when people tend to overestimate the degree to which

- a) **their personal mind state is known by others**
- b) their body is liked from others
- c) their opinions are valued by others
- d) their mind-set is respected by others

9. False-consensus effect occurs when individuals overestimate the extent to which

- a) **other people share their opinions**
- b) other people view them
- c) other people live their lives
- d) they are valuable to others

10. Even when a shortcoming is noticed, observers' judgments are way more

- a) **indulgent**
- b) aggressive
- c) strict
- d) neutral

TRUE – OR – FALSE SENTENCES

1. People generally believe that the “social spotlight” shines brighter on them than it actually does a phenomenon that’s called spotlight effect. **TRUE**
2. One cause of the spotlight effect is likely to be the tendency to underestimate the salience of one's actions in the eyes of others. **FALSE**
3. The spotlight effect is related to other phenomena in terms of psychology. **TRUE**
4. Anchoring and adjustment is when people are using their feelings as an anchor resulting in underestimating the accuracy with which other people view their anxiety. **FALSE**
5. False-consensus effect occurs when individuals overestimate the extent to which other people share their opinions, attitudes, and behaviour. **TRUE**
6. Self-as-target bias is when people believe that they are not targets of events happening to them. **FALSE**
7. Illusion of transparency is when people tend to overestimate the degree to which their personal state of mind is known by others. **TRUE**
8. Even when a shortcoming is noticed, observers' judgments are way more censorious than we expect. **FALSE**
9. It can be easy to lose sight of the impact of extraneous, nonfocal cues on how one will be judged by others. **TRUE**
10. Sometimes overestimate the accuracy with which other people view us. **TRUE**

OPEN – END SENTENCES

1. We sometimes overestimate the accuracy, with which, other people ... (*view us*).
2. People generally believe that the “social spotlight” shines brighter on them than it actually does a phenomenon that’s called ... (*spotlight effect*).
3. The spotlight effect is related to other phenomena in terms of ... (*psychology*).
4. Even when a shortcoming is noticed, observers' judgments are way more ... (*indulgent than we expect*).
5. It can be easy to lose sight of the impact of extraneous, nonfocal cues on how one will be ... (*judged by others*).

OPEN – END QUESTIONS

1. What is the spotlight effect? (*People generally believe that the “social spotlight” shines brighter on them than it actually does a phenomenon that’s called spotlight effect.*)
2. What is one possible cause of this phenomenon? (*One cause of this phenomenon is likely to be the tendency to overestimate the salience of one's actions in the eyes of others.*)
3. Name three of the other phenomena related to the spotlight effect in terms of psychology. (*Anchoring and adjustment, false-consensus effect, self-as-target bias*)
4. What is "illusion of transparency"? (*Illusion of transparency, when people tend to overestimate the degree to which their personal state of mind is known by others.*)
5. Why are people's judgments more indulgent than we expect? (*One reason is the focusing illusion, the tendency to focus on that particular event, underestimating the influence of other, non-focal events.*)

METHODOLOGY REMARKS

1. The main purpose of this module is to teach children how to organize their needs, put priorities, overtake responsibilities and live by their values.
2. The main target is emphasizing the influence of information processing self-concept. Children learn how to train themselves to achieve the most real version of themselves that corresponds to reality. Children learn the psychological interpretation of our behaviour and about our fear of failing.
3. Another target of this module is to make clear what it means “overestimate the accuracy with which other people view us”. Children should make clear that the opinion of others should not determine their decisions.
4. It is quite a theoretical topic that is why teachers should promote conversation by asking questions and urging children to express their opinion.
5. To get in touch with the basic rules of self-managing.
6. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of an electronic version of the module.
7. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be:
 - Small lectures (5-10 minutes).
 - Debates or brainstorming over some concepts

Specific remarks for the electronic version

1. Electronic version of the module is in *pptx*.
2. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
3. Some of the slides contain additional information or simpler explanations to the terms in the textbook.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.). They cover the whole material of the module. Evaluation depends on the rules of the given school and the teacher, of course, but we suggest that minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., they may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows the use of the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses smartphones, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLANS

SELF – MANAGING

Many people when hearing the word *management/managing* think of something they have nothing to do with. To manage makes you a manager who is managing. Is that right? The answer to this question is no. Managing is not something that only managers do, as leadership is not something that only leaders are involved with. These meanings can be perceived as actions that we all do at some point in our lives and to a certain extent. And that's why we need to gain valuable insight in the self – managing process.

| PART I | |
|--|---|
| Level/ Grade: | 9 – 12 th |
| Title: | SELF – MANAGING |
| Time: | 45 min. |
| Learning Objectives: | By the end of the lesson students will be able to realize; <ul style="list-style-type: none"> ● What is self-management; ● Some rules for self-managing; ● The advantages of self-managing for people. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation and Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful |
| Subject concentration: | <ul style="list-style-type: none"> ● Sociology ● Psychology |
| PART II: DESCRIPTION OF THE LESSON | |
| <p>Activity one: the WOOP method</p> <p>Procedure: Teacher asks students to write in a sheet the following things:</p> | |

Wish – a wish or goal they want to make happen

Outcome- think vividly what it will be like to fulfil it

Obstacle- think of the most important obstacle that stands in their way

Plan-name an act in order to overcome the obstacle. Write it as a statement of *"if....., then....."*

Students then will read what they have written. The WOOP strategy contains positive thinking and a dose of reality that helps students develop self-managing skills. Then the teacher can write similar statements on board. For example: If I'm worried about a test that seems difficult, then I will meet with my teacher and discuss how to study.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 20 min.

Activity two: Interview for situation oriented strategies

Procedure: The whole class will divide in pairs of two. Each couple will make an interview. Student A will ask questions to student B based on situations. Example: Firstly, choose a situation or a place where there are people who help you manage yourself and describe it. Secondly, think of a situation that is not totally pleasant for you but you can't avoid and describe it. Then think about how you can modify the situation. The same questions will be asked by student B to student A.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 20 min.

Activity three: Evaluation

Procedure: These practical learning on self-managing will be evaluated and commented on by students and teachers. Keep in mind that these practices need repetition in order for students to succeed in self managing. In addition, self-management involves doing something different to fulfil a wish later. So, if the class agrees they can keep track of progress the whole school year.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 5 min.

Helping material (ppt. version) is additional. It can be used while introducing the subject or to sum up.

List of slides:

Slide 1: Critical understanding, self – managing

Slide 2: Self – managing

Slide 3: What is self – management

Slide 4: Key ideas for self – management

Slide 5: Which are some rules for self – management

THE INFLUENCE OF INFORMATION PROCESSING DESCRIBING SELF-CONCEPT

Nobody could deny the fact that nowadays, in this modern world, internet use is a part of our everyday life. We absorb a huge amount of information every day. Social media is a part of the internet that people of all ages use. So, it is little wonder that the internet is an influence of all this information processing in describing ourselves. More specifically, many times when we attempt to describe ourselves except from referring to our character we continue by mentioning our personality traits and things we do. To do that we often think of the life we present on our internet profiles. All in all, there are different types of our identity and it's not strange at all to even describe ourselves differently than others do.

| PART I | |
|---------------------------------------|--|
| Level/ Grade: | 9 – 12 th |
| Title: | THE INFLUENCE OF INFORMATION PROCESSING IN DESCRIBING SELF-CONCEPT |
| Time: | 45 min. |
| Learning Objectives: | By the end of the lesson students will be able to realize: <ul style="list-style-type: none"> ● What is identity and its three types ● What is self-concept ● What is <i>congruence</i> and <i>incongruence</i> ● How technology influences our self-concept |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation and Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful |
| Subject concentration: | <ul style="list-style-type: none"> ● Technology ● Media ● Sociology ● Psychology |

PART II: DESCRIPTION OF THE LESSON

Activity one: Interviews

Procedure: Find a pair in the classroom and then interview each other. The intention is to get to know each other. You can ask questions from the self-concept questionnaire in the homework section.

At the end of each session present your partner to the classroom.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 20 min.

Activity two: Exercise for understanding self-concept and types of identity

Procedure: Make a list of your positive character traits. Describe in detailed scenarios why you fit those positive traits/titles, also explain how these traits are important to you and to people around you. At last, write in the list next to your character traits the traits of your digital identity. Do they match?

Interaction: T-Ss, Ss-Ss

Time to be allocated: 20 min.

Activity three: Evaluation

Procedure: Students will discuss the results of the activities above.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 5 min.

Helping material (ppt. version) is additional. It can be used while introducing the subject or to sum up.

List of slides:

Slide 1: The influence of information processing in describing self-concept.

Slide 2: Types of identity

Slide 3: Digital identity

Slide 4: Self-concept

Slide 5: Three different parts of self-concept

Slide 6: Carl Rogers theory

HOW WE SOMETIMES OVERESTIMATE THE ACCURACY WITH WHICH OTHER PEOPLE VIEW US

How realistic are our concerns about what other people think of us? Maybe we exaggerate the extent of which other people notice our appearance and behaviour? People generally believe that the “social spotlight” shines brighter on them than it actually does a phenomenon that’s called spotlight effect (Gilovich, Kruger, & Medvec, 2000; Gilovich, Medvec, & Savitsky, 2000; Gilovich & Savitsky, 1999).

| PART I | |
|---------------------------------------|--|
| Level/ Grade: | 9 – 12 th |
| Title: | HOW WE SOMETIMES OVERESTIMATE THE ACCURACY, WITH WHICH, OTHER PEOPLE VIEW US |
| Time: | 45 min. |
| Learning Objectives: | By the end of the lesson students will be able to realize: <ul style="list-style-type: none"> ● What identity is and its three types. ● What self-concept is ● What <i>congruence</i> and <i>incongruence</i> are ● How technology influences our self-concept |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation and Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful |
| Subject concentration: | <ul style="list-style-type: none"> ● Sociology ● Psychology |
| PART II: DESCRIPTION OF THE LESSON | |
| | |

Activity one: Acting scenarios

Procedure: The whole class will participate in acting scenarios. Students will be divided into a group of actors (hosts), a group of observer-actors (guests) and a group of non-participating observers.

Scenario 1: Actors will be asked to act as they have been invited to a birthday party. The hosts of the party will be the observer-actors. By the time they arrive at the party they will realize they are the only ones who came with no presents. After the sketch every group will be asked to write down their impressions/judgements they made and how they view the situation. Helpful questions:

For actors: What did you think when your guests came empty handed? How did you feel in this awkward moment? What was your impression of them and what do you think they thought of you?

For observer-actors: How did you feel when you realized you were the only empty-handed guests? What impression did you think that the hosts and the other guests will make for you?

For non-participating observers: What impression did you make for the participants? (hosts and guests)? Guess their impressions, too.

Scenario 2: The whole class will participate in acting scenarios. Students will be divided into a group of actors (students doing the project), a group of observer-actors (librarians) and a group of non-participating observers.

Actors will be asked to imagine being in a library and doing a project. After finishing their research they will be packing their things to go. But, accidentally they will take the library book also in their backpacks. Just before reaching the exit doors, the library alarm is triggered and librarians shout at them to stop and open their backpacks. At that moment they realize that they have taken a library book. Meanwhile, everyone is looking and library workers are dispatched to make sure they don't leave.

After the sketch every group will be asked to write down their impressions/judgements they made and how did they view the situation with the same (or more) helpful questions.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 25 min.

Activity two: Video projection

Procedure: Now let's take an insight into the spotlight effect by watching the following video: <https://www.youtube.com/watch?v=IKMRYoNaKH8>. By watching this video, students will make comments on the spotlight effect. There will be a discussion on thoughts, inquiries, and opinions.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 15 min.

Activity three: Evaluation of experiments/scenarios and video

Procedure: After the previous two activities teacher and students will sum up and maybe make some conclusions.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 5 min.

Helping material (ppt. version) is additional. It can be used while introducing the subject or to sum up.

List of slides:

Slide 1: How we sometimes overestimate the accuracy with which other people view us.

Slide 2: How realistic are our concerns about what other people think of us?

Slide 3: The spotlight effect

Slide 4: Related psychological concepts

USED AND RECOMMENDED SOURCES

- <https://www.dictionary.com/browse/self-managing>
- <https://en.wikipedia.org/wiki/Self-management>
- <https://www.lifehack.org/articles/featured/12-rules-for-self-management.html>
- <https://www.foundationeducation.edu.au/articles/2016/10/5-self-management-skills-you-need-to-win-at-life>
- <https://www.transformingeducation.org/self-management-toolkit/>
- <http://oncourseworkshop.com/self-management/self-management-game/>
- <https://www.merriam-webster.com/dictionary/identity>
- https://en.wikipedia.org/wiki/Digital_identity
- <https://en.wikipedia.org/wiki/Self-concept>
- <https://www.verywellmind.com/what-is-self-concept-2795865>
- Gilovich, Kruger, & Medvec, 2000; Gilovich, Medvec, & Savitsky, 2000; Gilovich & Savitsky, 1999
- <https://faculty.chicagobooth.edu/nicholas.epley/SavitskyEpleyGilovich2001.pdf>
- <http://jfmuller.faculty.noctrl.edu/crow/theseff.htm>
- https://en.wikipedia.org/wiki/Spotlight_effect

C. CRITICAL UNDERSTANDING OF THE WORLD

As we interact with the whole world around us, we develop beliefs; we revise the previous ones and sometimes even eliminate others. Beliefs shape how we act and react in the world.

Critical understanding is a term used commonly in education to define a mode of thinking, described as, 'an essential tool for participating in democratic processes, at whatever level.' It is a defensible position reached through the examination of ideas, issues or sources. It is achieved through reflecting upon, analysing and evaluating different ideas and positions, and is demonstrated through an ability to express informed responses and independent thought (Wikipedia)

In the digital era, one of the fundamental components of democracy is active citizenship/citizen participation. At the base of such a concept there are creativity skills, supporting one's own point of view, collection and selection of information, critical reflection, problem solving, listening abilities and participating in the decisional process. To achieve this goal one has to also use digital skills and this way, they become a basic tool of democracy. Involvement in the community starts in the school and students can become more and more locally active using the ICT abilities.

“Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet”(Official Journal of the European Union L 394/15).

To achieve a high level of digital competence, students need to use ICTS in new and creative ways. Here comes the role of the teacher: to use digital technologies as a natural part of the teaching and learning process. Although students are surrounded by technology and seem to have some basic digital skills from the outside world, teachers play a central role in the development of students' digital competence; they are the ones

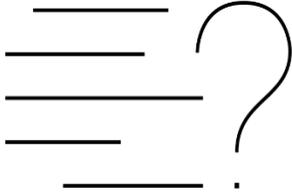
that can facilitate the achievement of confident and critical use of Information Society Technologies.

Another good example of critical understanding of the world is how we deal with conflicts. Conflicts are an inevitable ingredient of our life; we cannot avoid them. Human beings are all different with different and dynamically changing need structure and interests, so conflicts based on their differences are inevitable. Further, they are not only inevitable; they are needed for our development. Disagreements exist in the entire living world. Conflicts arise from disagreements, disagreements from different evaluation results, and in turn, evaluation differences arise from different needs and interests of the persons, groups and/or societies. That is, the underlying reason for disagreements and conflicts is difference (conflict) in interests and needs of the sides. The roots of the conflict stem from the disagreement, so *the fundamental conflict resolution method is understanding the reasons for disagreement and the critical understanding of the world around us.*

Furthermore, self-motivation is an extremely important characteristic of a person who critically understands society. If he/she wants to motivate himself/herself or even somebody else, he/she will explain why the given action is necessary, why it is important and why it is necessary to do. He/she will explain why it is also good and advisable to do the given action. Successful leaders are always highly self-motivated. According to Maslow, needs have a clear hierarchy among themselves. There are physical needs like food or shelter and there are 'higher needs' like esteem or self-fulfilment. The very basic, physical needs must be fulfilled first and if they are fulfilled, higher needs are activated (obviously we need to live first and all other needs come afterwards). The activity of the needs depend on the concrete situation and position of the persons. *All actions of a person are generated and directed towards fulfilling his/her needs.*

Critical thinkers are curious about a wide range of topics and have many interests. They have an understanding of and appreciation for cultures, beliefs, and views which also makes them *lifelong learners.*

CONTROL QUESTIONS

1. *What is better, reacting or responding?* It is essential for everybody to learn to respond or act rather than react. Because, if people learn to do so, they will ameliorate their lives for sure and stop wasting precious energy in situations they have no control of. 
2. *Can you train yourself to respond rather than react?* It is possible to train yourself to respond rather than react. Some examples are to: 1. Stay focused on responding and not reacting. 2. Be aware of your behaviour. 3. Try to be in the moment and try to focus on responding rather than reacting. 4. Try to heighten your awareness of the ways in which reacting fails to serve you well. 5. Become highly aware of the negative consequences of reacting.
3. *What is critical understanding?* Critical Understanding is a mode of thinking. Essential skill for participating in democratic processes. It is the result of examination ideas, issues or sources.
4. *Why is the formation of beliefs important?* Every individual has a set of beliefs that determines their life, shapes their way of thinking and consequently impacts directly emotions and actions. That is the reason why beliefs are of great importance and it is definitely worth examining and comprehending.
5. *How are beliefs formed?* In general terms we form beliefs in *two ways*: By our experiences, presumptions and conjectures. By considering other people's statements as true facts.
6. *Do our beliefs influence who we are? And if so, why?* Forming beliefs is an inherent characteristic in humans because it sets our life's environment or background. A belief is possible to make a person do the most unbelievable things. But a belief being true and good is not always the case.

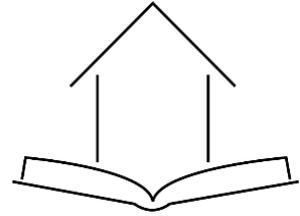
7. *What is critical thinking?* Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. In other words, it may be described as the ability to engage in reflective and independent thinking

8. *What are critical thinking skills and why are they important?* Observation, Analysis, Interpretation, Reflection, Evaluation, Inference, Explanation with arguments, Identify problems, Proposing solutions. Critical thinking and critical spirit are the foundations we need to achieve the best possible results in any condition.

9. *How critical thinking can have an impact on your daily life?* Once you obtain them you will have the ability to: Understand the link between ideas, Link arguments and ideas.
Recognize, build and appraise arguments, Point out errors in reasoning, Find the best solutions to problems that may occur.

HOMEWORK SOLUTIONS

1. *Try to think how you will react and respond on the above situations:*



- One of your classmates has stolen your favourite pen, what do you do? If I find out who stole it, I speak to him when I am finally dispassionate, and ask him to give it back or give it as a present if he or she needs a pen.
- The teacher berates you with no reason, what do you do? I try to stay calm even if I feel mistreated. During the break I kindly ask if I did anything wrong.
- You failed your exams, although you studied hard, what do you do? I realize that even though I spent so many hours and effort preparing for the exam, my score was not desirable. I ask for help or try a more efficient studying method.
- You see some of your classmates copying during the exams, what do you do? I don't expose them and say: "I see you have difficulties with the exams. Do you want me to help you?" (You can form your own hypothetical sentences)
- These given solutions are just examples. Students may give a different answer and still be correct as long as it describes a response and not a reaction.

2. *Find a mythological story online (e.g. the Akan myth, the Greek myth of Artemis, goddess of the hunt). Write a short summary of the story, emphasizing to the main character or characters that act based on their beliefs. Then write 5 examples which show the symbolism or lessons that the story contains.*

This homework solution depends on which story the students will choose and which symbolism they will understand in the story.

For example: *One of the important myths regarding Heracles is "the Twelve Labors of Heracles". He was required to perform ten labors after killing his own children out of fury. He was promised to be rendered free of this sin if he manages to fulfil these ten labors. His archenemy Eurystheus gave him these tasks and after Heracles performed them, he added two more tasks, which were also performed successfully by Heracles.*

Heracles was killed as a result of a trick played on him by Nessus, the centaur that was killed by Heracles since he tried to rape his wife Deianeira. After his death he was accepted to the pantheon and married Hebe, daughter of Hera, who has been trying to torment and kill him since the very beginning, and lived there.

Symbolism one: He killed his children out of fury (he was captive of his anger we have to use our mind in life)

Symbolism two: He was required to perform ten labors after the killing (the consequences of our acts)

Symbolism three: He was promised to be rendered free of his sins after fulfilling them (there is a chance in life to try hard and redress for our mistakes)

Symbolism four: After Heracles performed them, he added two more tasks (we should never lose courage when the more difficulties come.

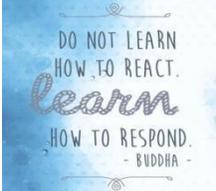
Symbolism five: After his death he was accepted to the pantheon and married Hebe (we have to do our best in life in order to expect a happy ending)

3. *Think of a character from a book/movie/series/cartoon you like. Remember a hard decision he or she had to make and their final decision. Then write a small summary of that and after finishing write and answer the critical questions in order to find out if the decision was wise or not (critical questions like what, why, how, when, etc).*

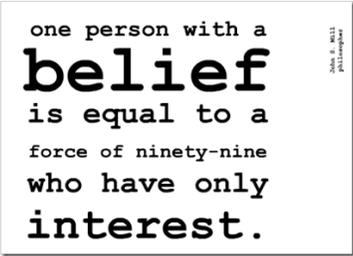
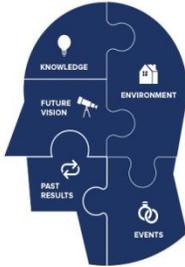
The solution to this homework depends on which hero the students will choose and their personal answers. There is not an incorrect answer and not only one correct answer.

ELECTRONIC VERSION

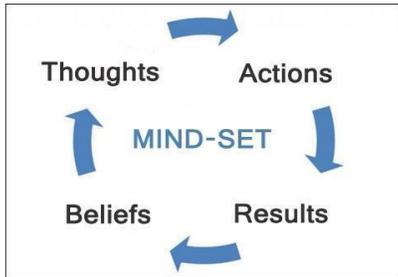
HOW WE ACT AND REACT IN THE WORLD

| SLIDES | NOTES |
|--|-------|
| <p>CRITICAL UNDERSTANDING OF THE WORLD.</p> <p>How we act and react in the world.</p>  | |
| <p>How we act and react in the world.</p>  <ul style="list-style-type: none"> • What is the difference between action and reaction? | |
| <p>Response vs. React</p> <ul style="list-style-type: none"> • What is the difference between response and react? • Why is it important learning to respond?  | |
| <p>Train yourself to respond</p>  <p>Is it possible to train yourself to respond rather than react? How?</p> | |

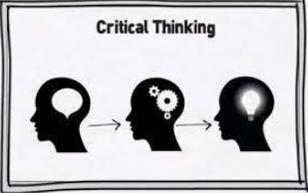
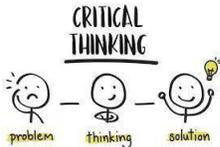
HOW WE FORM OUR BELIEFS

| SLIDE 1 | NOTES |
|---|-------|
| <p data-bbox="363 289 667 317">How we form our beliefs?</p>  <p data-bbox="440 604 581 625">"There's probably no dog."</p> | |
| <p data-bbox="412 669 613 697">What is a belief?</p>  <p data-bbox="358 751 607 982">one person with a belief is equal to a force of ninety-nine who have only interest.</p> | |
| <p data-bbox="418 1050 607 1077">Types of beliefs</p>  <p data-bbox="354 1108 678 1331">LIMITING BELIEFS? EMPOWERING BELIEFS</p> | |
| <p data-bbox="321 1463 708 1491">How are beliefs actually formed?</p>  <p data-bbox="440 1598 565 1780">KNOWLEDGE ENVIRONMENT FUTURE VISION PAST RESULTS EVENTS</p> | |

How do beliefs affect our lives?



CRITICAL THINKING SKILLS/CRITICAL SPIRIT

| SLIDE 1 | NOTES |
|---|-------|
| <p>Critical thinking skills/critical spirit</p>  | |
| <p>What is critical thinking? The subject is complex and several different definitions exist, which generally include the rational, sceptical, unbiased analysis/evaluation of factual evidence</p>  <p>(https://bit.ly/1XGa79v).</p> | |
| <p>Examples of critical thinking skills</p>  | |
| <p>Why are critical skills important?</p>  <ul style="list-style-type: none"> • Understand the link between ideas. • Link arguments and ideas. • Recognize, build and appraise arguments. • Point out errors in reasoning. | |

- Find the best solutions to problems that may occur.

Tips for practicing your critical thinking
Ask critical questions:

- Who?
- What?
- Where?
- When?
- Why?
- How?



SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need the teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

HOW WE ACT AND REACT IN THE WORLD

1. **Critical Understanding is a mode of**
 - a) understanding
 - b) believing
 - c) assuming
 - d) **thinking**

2. **Many times people react instead of**
 - a) be silent
 - b) leave
 - c) **act**
 - d) avoid

3. Action is followed by

- a) **a positive attitude**
- b) a negative attitude
- c) a neutral attitude
- d) none of the above

4. People have the tendency to spend time and effort accusing

- a) themselves for their own problems
- b) their parents for their own problems
- c) **others for their own problems**
- d) society for their own problems

5. It is essential for everybody to learn to respond rather than

- a) **react**
- b) answer
- c) forgive
- d) forget

6. Between reacting and responding there is

- a) no difference
- b) danger
- c) interest
- d) **a huge difference**

7. Responding rather than reacting makes your life

- a) **peaceful**
- b) unpleasant
- c) horrible
- d) meaningless

8. You can learn to respond by becoming aware of the

- a) possible results of this
- b) **negative consequences of reacting**
- c) other people's tactics
- d) positive consequences of reacting

9. In order to train yourself to respond you should not be

- a) **too strict with yourself**
- b) too kind with yourself
- c) overwhelmed
- d) overreacting

10. Train yourself to respond rather than react by

- a) **being aware of your behaviour**
- b) being unaware of your behaviour
- c) being aware of others' behaviour
- d) being unaware of others' behaviour

TRUE – OF – FALSE SENTENCES

1. Critical Understanding is a mode of thinking. **TRUE**
2. “*Nothing can stop the man with the right mental attitude from achieving his goal; nothing on Earth can help the man with the wrong mental attitude.*” is a quote of John Jefferson. **FALSE**
3. Action is followed by a positive attitude, whereas reaction is followed by a negative attitude. **TRUE**
4. A negative approach will make the conflict be resolved, while a positive one will aggravate it. **FALSE**
5. People have the tendency to spend time and effort accusing God or others for their own problems. **TRUE**
6. It is essential for everybody to learn to respond or act rather than react because this way they will ameliorate their lives. **TRUE**
7. There is no difference between reacting and responding. **FALSE**
8. A reaction is typically quick, without much thought, tense and aggressive. **TRUE**
9. The response is tough and threatening. **FALSE**
10. It is possible to train yourself to respond rather than react. **TRUE**

OPEN – END SENTENCES

1. Critical Understanding is an essential skill for participating in ... (*democratic processes*).
2. Many times we even react instead of act and that is often the cause of ... (*conflicts or bad situations*).
3. A negative approach will make the conflict aggravate, while a positive one will make it ... (*be resolved*).
4. There is a huge difference between ... (*reacting and responding*).
5. It is possible to train yourself to ... (*respond rather than react*).

OPEN – END QUESTIONS

1. What is the difference between act, react and respond? *(Action is followed by a positive attitude, whereas reaction is followed by a negative attitude. There is also a huge difference between reacting and responding. A reaction is typically quick, without much thought, tense and aggressive. A response is thought out, calm and non-threatening.)*
2. What is critical thinking? *(Critical Understanding is a mode of thinking, an essential skill for participating in all democratic processes. It is the result of examination ideas, issues or sources.)*
3. Why is it important to learn to respond? *(People have the tendency to spend time and effort accusing others for their own problems. Thus, they don't try to find ideas to solve them and they end up compromising for an easy life and then blaming others for the consequences. So, it is essential for everybody to learn to respond or act rather than react. Because, if people learn to do so, they will ameliorate their lives for sure and stop wasting precious energy in situations they have no control of. It also helps you to empathize with others when they have problems of their own.)*
4. How does a reaction affect a conflict? *(A negative approach will make the conflict aggravate, while a positive one will make it be resolved.)*
5. Name some ways to train yourself to respond rather than react. *(Become highly aware of the negative consequences of reacting; don't be too strict with yourself. Accept that you might make mistakes; tell yourself that whatever triggered you to react in the past can also remind you to respond in the future.)*

HOW WE FORM OUR BELIEFS

1. Belief is linked to the conscious

- a) **thought**
- b) character
- c) attitude
- d) speaking

2. Beliefs give people the sense of

- a) responsibility
- b) **safety**
- c) ability
- d) rationality

3. Our beliefs ingrain in us once they are

- a) erased
- b) improved
- c) **formed**
- d) checked

4. People often believe that beliefs are strong as

- a) History
- b) Religion
- c) **Facts**
- d) Politics

5. Beliefs are formed in a really

- a) **young age**
- b) old age
- c) immature stage of our lives
- d) mature age of our lives

6. During our early life we easily

- a) question information
- b) share information
- c) hide information
- d) **absorb information**

7. We form beliefs by

- a) **experiences**
- b) hobbies
- c) religion
- d) school

8. We form beliefs by

- a) old people
- b) young people
- c) parents
- d) **people's statements**

9. We save beliefs in our

- a) conscious mind
- b) **subconscious mind**
- c) heart
- d) mind

10. Forming beliefs is a human

- a) hobby
- b) **characteristic**
- c) negative trait
- d) positive trait

TRUE – OR – FALSE SENTENCES

1. Beliefs are formed at a really young age. **TRUE**
2. During our early life we are not sure about how to recognize veritableness and mendacity and thus we absorb all information coming from our environment. **TRUE**
3. In general terms we form beliefs by experiences and media. **FALSE**
4. We save this information in our heart. **FALSE**
5. Like a computer, our Belief-Engine brains comprise both hardware and software. **TRUE**
6. Forming beliefs is an inherent characteristic in humans because it sets our life's environment or background. **TRUE**
7. A belief is not possible to make a person do the most unbelievable things. **FALSE**
8. Beliefs are always true and good. **FALSE**
9. At one level, belief provides a moral framework. **TRUE**
10. A belief can never be devastating. **FALSE**

OPEN – END SENTENCES

1. Every individual has a set of beliefs that determines their ... (*life*).
2. Scientists are constantly studying people by scanning ... (*brains*).
3. One quick definition is that a belief is something considered to be ... (*a fact*).
4. After ingraining in us we take beliefs ... (*for granted*).
5. During our early life we are not sure about how to recognize ... (*veritableness*).

OPEN – END QUESTIONS

1. What role do beliefs play in our life? *(Every individual has a set of beliefs that determines their life, shapes their way of thinking and consequently impacts directly emotions and actions. Beliefs give people the sense of safety and navigate them in the world. That is the reason why beliefs are of great importance.)*
2. What is a belief? *(One quick but also specific answer is that a belief is something considered to be a fact by an individual.)*
3. Where do we save information in our young age? *(In our subconscious mind which does not evaluate them.)*
4. How are beliefs formed? *(In two ways: By experiences and other people's statements.)*
5. Which fields study beliefs? *(Psychology, neuroscience, anthropology, sociology)*

CRITICAL THINKING SKILLS/CRITICAL SPIRIT

1. Critical thinking is the ability to think

- a) positively
- b) **clearly and rationally**
- c) negatively
- d) subjectively

2. Critical thinking requires the use of

- a) love
- b) emotion
- c) **reason**
- d) thought

3. Critical thinkers have the tendency to

- a) **question ideas**
- b) say everything is false
- c) think everything is true
- d) avoid questioning

4. Critical thinking involves intellectual

- a) **skills**
- b) attitude
- c) character
- d) abilities

5. Inference is an intellectual skill involved in

- a) beliefs
- b) **critical thinking**
- c) religion
- d) friendships

6. Identifying problems help to

- a) succeed in games
- b) **propose solutions**
- c) avoid liars
- d) be careful and nor trust everybody

7. Critical thinking helps you link arguments and

- a) **Ideas**
- b) Lies
- c) Truth
- d) opinions

8. Critical thinking and critical spirit are

- a) synonyms
- b) **the foundations to achieve the best possible results**
- c) opposite
- d) the obstacles to overcome in order to achieve better results

9. An evaluation of your personal strengths and weaknesses leads to the use of

- a) Sensitivity
- b) Creativity
- c) Questions
- d) **Foresight**

10. Critical skills give the ability to point out errors in

- a) Talking
- b) Thinking
- c) **Reasoning**
- d) Fighting

TRUE – OR – FALSE SENTENCES

1. Critical thinking is the ability to think clearly and rationally. **TRUE**
2. Critical thinking may be described as the ability to avoid independent thinking. **FALSE**
3. Critical thinking requires the use of reason. **TRUE**
4. The rational way of thinking is used only when you are a passive learner. **FALSE**
5. Critical thinkers have the tendency to just absorb all the information they are receiving. **FALSE**
6. Critical thinking involves both skills and dispositions. **TRUE**
7. Observation is an intellectual skill involved in critical thinking. **TRUE**
8. Critical thinking is valuable in academic life only. **FALSE**
9. Critical thinking and critical spirit are the foundations we need to achieve the best possible results in any condition. **TRUE**
10. Understanding the link between ideas is a critical skill. **TRUE**

OPEN – END QUESTIONS

1. What is critical thinking? *(Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas.)*
2. Which type of learners use critical thinking and why? *(The rational way of thinking is used only when you are an active learner rather than a passive recipient of the information. That means that critical thinkers have the tendency not to just absorb all the information they are receiving but first question ideas and try to ensure if they match to their state of mind.)*
3. What are some examples of critical thinking skills? *(Reasoning, analysing, problem solving, evaluating, decision making)*
4. Which are some questions for practicing critical thinking skills? *(What, why, where, who, how, when, what.)*
5. Give three examples of how critical thinking skills help in daily life. *(They help to: recognize, build and appraise arguments; point out errors in reasoning; find the best solutions to problems that may occur.)*

OPEN – END SENTENCES

1. Critical thinking is the ability to think ... (*rationally*).
2. Critical thinking may be described as the ability to engage in ... (*independent thinking*).
3. The rational way of thinking is used only when you are an ... (*active learner*).
4. Critical thinking involves intellectual skills but also a ... (*critical spirit*).
5. Critical thinking and critical spirit are the foundations we need to achieve ... (*the best possible results*).

METHODOLOGY REMARKS

1. The main target of this module is to introduce two new terms “act” and “react”, to understand deeper how people form their beliefs and to learn about critical thinking skills.
2. After the completion of the unit, children will be able to define a definition for both terms.
3. Children should learn how to train themselves how to respond rather than react.
4. Children should be able to determine what a belief is and how it can affect us in life.
5. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of an electronic version of the module.
6. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be:
 - Small lectures (5-10 minutes).
 - Debates or brainstorming over some concepts

Specific remarks for the electronic version

1. Electronic version of the module is in *pptx*.
2. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
3. Some of the slides contain additional information or simpler explanations to the terms in the textbook.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.). They cover the whole material of the module. Evaluation depends on the rules of the given school and the teacher, of course, but we suggest that minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., they may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows the use of the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses smartphones, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLANS

HOW WE ACT AND REACT IN THE WORLD

What is the difference between responding and reacting? While the distinction may seem to be one of semantics, the impact of each in your life can be huge because reacting is an instinctual behaviour directed by the reptilian brain, and responding is a conscious choice involving input from the more evolved brain (<https://www.thebestbrainpossible.com/responding-rather-than-reacting/>).

| PART I | |
|--|---|
| Level/ Grade: | 9 – 12 th |
| Title: | HOW WE ACT AND REACT IN THE WORLD |
| Time: | 45 min. |
| Learning Objectives: | By the end of the lesson students will be able to realize: <ul style="list-style-type: none"> ● What is critical thinking; ● The difference between react and respond; ● How to train yourself to respond rather than react. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation and Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful |
| Subject concentration: | <ul style="list-style-type: none"> ● Sociology ● Psychology |
| PART II: DESCRIPTION OF THE LESSON | |
| <p>Activity one: React and act game</p> <p>Procedure: The teacher will prepare some paper sheets. Students will be divided into two or three groups. Every time they will randomly select a paper sheet. After reading it they will have to react to the occurrence written using expressions and gestures (no</p> | |

talking allowed only some noises). After a certain time the other group will have to guess what happened and caused these actions and reactions. The team who finds more answers or has a better score time wins.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 15 min.

Activity two: Writing exercise

Procedure: Teacher will hand worksheets with an exercise. There will be some examples of sentences and students will have to write whether they respond or react.

Sentences with solutions.

| REACT | RESPOND |
|---|---|
| Stop crying right now! | You look upset. Do you need a hug? |
| If you two don't stop fighting, I am turning this car around! | I'm pulling over. When the car is quiet, I will continue driving. |
| What?! You spilled your juice again! | Oops, let's get a rag and get that mess cleaned-up. |
| Darn right! It's not fair. Life is not fair. Get used to it. | I can tell you are upset about my decision. |
| Another C? What's going on with you? | It looks like you are struggling in math. Is there anything I can do to help? |
| That's enough whining, young lady. | Please use a calm voice when asking me for something. |
| I've had it with you. | I am feeling frustrated right now. I am going to take a walk to calm down. |

Source: (<https://bit.ly/2G1z8uL>)

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity three: React and Respond Simulations

Procedure: Teacher will write on board some cases/situations. Two students each time will stand-up and present the situations by acting. Every time when the situation is presented by the first student, the second one will react and respond. Students watching will assume which case was reaction and/or response and even propose a different situation management. By the end, they will have to write down what were the benefits of response and disadvantages of reaction.

This activity shows the importance of responding and the benefits in our lives.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 15 min.

Activity four: Quote discussion

Procedure: By the end of the lesson the teacher will show a quote to students in order to make them think or summarize all they have learned during the lesson about action, reaction, response.

Quote: *The wise respond.*

The foolish react.

The wise think and then act.

The foolish act and then regret.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 5 min.

Helping material (ppt. version) is additional. It can be used while introducing the subject or to sum up.

List of slides:

Slide 1: CRITICAL UNDERSTANDING OF THE WORLD.

Slide 2: How we act and react in the world.

Slide 3: Response vs. React

Slide 4: Train yourself to respond

HOW WE FORM OUR BELIEFS

As almost everything in our lives a belief presumes a subject and an object, which in our case are the believer and the belief. So, it is clear that it is one more propositional attitude and that's why it is linked with intentionality and mental states, topics highly controversial in philosophy. In psychology terms, belief is linked to the conscious thought which is built by mental representation, belief. The only thing that's for sure is that beliefs play a fundamental role in our lives. They are formed basically by our experiences or environment and they exist in every part of our life. There can be religious or epistemological, like commendatory/ faith or existential (e.g. Santa Claus), even economical or delusion.

| PART I | |
|---------------------------------------|---|
| Level/ Grade: | 9 – 12 th |
| Title: | HOW WE FORM OUR BELIEFS |
| Time: | 45 min. |
| Learning Objectives: | By the end of the lesson students will be able to realize: <ul style="list-style-type: none"> ● How beliefs are formed; ● What is a belief; ● How beliefs affect us and our lives. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation and Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful |
| Subject concentration: | <ul style="list-style-type: none"> ● Sociology ● Psychology ● Neuroscience ● Anthropology |

PART II: DESCRIPTION OF THE LESSON

Activity one: Questionnaire

Procedure: All students will get a questionnaire. They will be asked to answer all the questions in order to identify which of their beliefs are negative or limiting. The teacher will advise them to be honest and not to hurry because these questions are soul-searching and might need some effort.

Examples of questions:

1. In what areas of your life do you feel that you don't get what you want?
2. What areas of your life have you tried to ameliorate but did not get the expecting results?
3. What aspects of your life make you unhappy and discontented?
4. In what areas of your life do you feel weak, powerless, incompetent, or held back?

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 10 min.

Activity two: Limiting or empowering?

Procedure: Teacher will give all students sheets with examples of beliefs. Students will have to recognize which sentence is a limiting belief and which is an empowering one. After the exercise is done there will be discussion in class in order to help students realize if they have any of these limiting beliefs or other similar or different ones.

Examples of sentences:

Limiting belief: I need to be wealthy to be happy.

Empowering belief: I can choose to be happy no matter what the circumstances.

Limiting belief: My body type is such that I cannot lose weight no matter what I do.

Empowering belief: I can be slim and healthy if I exercise and eat right.

Limiting belief: I will never be successful unless I have a Master's Degree.

Empowering belief: My success is determined by how hard I work rather than my education level.

Limiting belief: My family background limits what I can become in life.

Empowering belief: I can become anything I want to with the proper training and effort.

Limiting belief: I cannot start a business because I do not have the capital.

Empowering belief: I can start a business by meeting the right people and getting an investor.

Limiting belief: I am ugly and unappealing.

Empowering belief: I am attractive and desirable.

Limiting belief: I am too old to do something.

Empowering belief: My age means that I have the experience and wisdom to do anything.

Limiting belief: Most people are dishonest.

Empowering belief: The majority of people are honest and kind.

Limiting belief: I am not a good public speaker and will embarrass myself if I speak on stage.

Empowering belief: I can speak about any subject if I research and prepare myself.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity three: The next step.

Procedure: After having answered the questionnaire, the teacher will give some orders to students and they will have to think and write down the answers. This activity will be helpful in turning limiting or negative beliefs into positive or empowering ones.

1. Pick a limiting belief and think about how that belief has held you back and worked against you. (E.g. My limiting belief is that you cannot trust anybody. This belief has held me back from trusting new people I meet and hang out. And that has worked against me because I ended up not making new friends or being alone).
2. Pick a limiting belief that you have and think of some evidence that proves that the belief is false. (E.g. using the previous example again, you may think of a previous friend of yours who never lied to you or even told you the truth even if it was hard for him/her to do so and for you to accept it.)

3. Now replace your limiting or negative belief with an empowering and positive one. (E.g. using the same example of not trusting people you can tell yourself that people can be trusted and they are honest. You can think the evidence of the previous part to support that idea)
4. Last but not least, it is important to remind yourself of new beliefs every day. It might take a little bit more time (even a lifetime to some people) but the more you repeat it every day the fastest you will replace them.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity four: Reading out loud

Procedure: Students will find a storybook about a myth or legend in any culture before coming to this lesson. They will read it out loud, with expressions and different tones of voice in class. The rest will be asked what they felt the legend was trying to teach and what is maybe the lesson of the myth/legend.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 15 min.

Helping material (ppt. version) is additional. It can be used while introducing the subject or to sum up.

List of slides:

Slide 1: How we form beliefs

Slide 2: What is a belief?

Slide 3: Types of belief

Slide 4: How are beliefs actually formed

Slide 5: How do beliefs affect our lives

CRITICAL THINKING SKILLS/CRITICAL SPIRIT

Critical thinking and critical spirit are about making sure that you have good reasons for your beliefs. So, how can you distinguish good reasons for believing in something and bad reasons for believing in something? Unlike other occasions the words good and bad here have no connection with morality or ethics. So, a good reason to believe something is the high probability for it to happen and the best reason is if it is something that guarantees it. And of course the way to learn all this is to ask questions, the right questions that will help you assess both the meaning and the significance of arguments. At this point it is clear that we all need to build critical thinking skills and critical spirit to apply them into our lives, because that way we will adapt our thinking in situations.

| PART I | |
|---------------------------------------|---|
| Level/ Grade: | 9 – 12 th |
| Title: | CRITICAL THINKING SKILLS/ CRITICAL SPIRIT |
| Time: | 45 min. |
| Learning Objectives: | By the end of the lesson students will be able to realize: <ul style="list-style-type: none">● What is critical thinking;● Which are the critical thinking skills;● Why are they important?● The impact of critical thinking in our lives. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation and Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful |
| Subject concentration: | <ul style="list-style-type: none">● Philosophy● Psychology● Education |

PART II: DESCRIPTION OF THE LESSON

Activity one: Critical Thinking Understanding

Procedure: The teacher will ask students to think of something that they have been told recently. Then they will write it down as a sentence. They will have 5-7 minutes to do so (or some more if needed). The teacher then will ask them some questions and they will have to write them down. It is a good exercise to help start critical thinking.

Teacher questions:

Who said it?

Someone you know? Someone in a position of authority or power? Does it matter who told you this?

What did they say?

Did they give facts or opinions? Did they provide all the facts? Did they leave anything out?

Where did they say it?

Was it in public or in private? Did other people have a chance to respond and provide an alternative account?

When did they say it?

Was it before, during or after an important event? Is timing important?

Why did they say it?

Did they explain the reasoning behind their opinion? Were they trying to make someone look good or bad?

How did they say it?

Were they happy or sad, angry or indifferent? Did they write it or say it? Could you understand what was said?

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 15 min.

Activity two: Decision making activity

Procedure: Class will pretend to be a committee. More specifically they will be a bioethical committee of a hospital that has to make decision about a liver transplant they just received. This transplant is suitable for 5 candidates. They have certain facts about each one of them. Students must:

1. Discuss each and every person on the list to be sure they are aware of who they are and what their circumstances are.
2. Decide on what criteria you will use to decide who ought to get the liver.
3. Choose a person to get the liver.
4. Write an argument explaining your decision – the argument should indicate both why you chose this person and why you rejected the others.
5. Present your decision to the class along with the reasons for your decision.

Alternative scenario: After a nuclear war, 12 people are trapped in a fallout shelter but there isn't enough food and supplies for all of them – only 7 can stay. Individually and then in small groups, students must use critical thinking and problem solving skills to determine which 7 should stay.

Source of activities: <https://bit.ly/2YSIXn8>

Interaction: T-Ss, Ss-Ss

Time to be allocated: 20 min.

Activity three: Video projection

Procedure: Teacher will project a video to get an insight in the critical thinking subject and steps on how to practice and acquire it. After video will be discussion and evaluation of the lesson.

Link for the video: <https://www.youtube.com/watch?v=dItUGF8GdTw>

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Helping material (ppt. version) is additional. It can be used while introducing the subject or to sum up.

List of slides:

Slide 1: Critical thinking skills/ critical spirit.

Slide 2: What is critical thinking?

Slide 3: Examples of critical thinking skills

Slide 4: Why are critical skills important

Slide 5: Tips for practicing your critical thinking

USED AND RECOMMENDED SOURCES

- <https://zenhabits.net/respond/>
- <https://www.acaciahrsolutions.com/reacting-vs-responding/>
- <https://www.happyandauthentic.com/practical-tips-on-how-to-respond-rather-than-react/>
- <https://www.thebestbrainpossible.com/responding-rather-than-reacting/>
- <https://www.icebreakers.ws/small-group/react-and-act-game.html>
- <https://trainingmag.com/don%E2%80%99t-react-act/>
- <https://www.theguardian.com/science/2005/jun/30/psychology.neuroscience>
- <https://www.nature.com/articles/474446a>
- <http://www.skilledatlife.com/how-beliefs-are-formed-and-how-to-change-them/>
- <https://www.merriam-webster.com/dictionary/belief>
- <https://www.psychologytoday.com/us/blog/belief/201802/we-are-our-beliefs>
- <https://www.onecommunityglobal.org/beliefs-lesson-plan/>
- <https://en.wikipedia.org/wiki/Belief>
- <https://www.skillsyouneed.com/learn/critical-thinking.html>
- <https://eric.ed.gov/?id=ED357006>
- https://en.wikipedia.org/wiki/Critical_thinking
- <https://www.youtube.com/watch?v=dltUGF8GdTw>
- <https://www.khanacademy.org/partner-content/wi-phi/wi-phi-critical-thinking/wi-phi-fundamentals/e/introduction-to-critical-thinking>
- <https://www.youtube.com/watch?v=HnJ1bqXUnIM> 20. <https://bit.ly/2YSIXn8>

IV. DECISION MAKING AND PROBLEM SOLVING IN THE DIGITAL ERA

A. DECISION MAKING, PROBLEM SOLVING

Decision is making a choice from several possible options. It is important to note: “alternative” means availability of two options, i.e. the expression of “we have several alternatives” is incorrect.

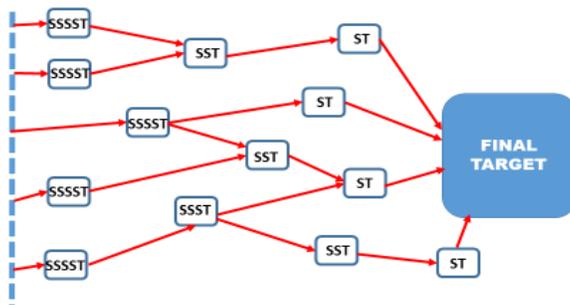
How are those targets formulated and how do they influence our decisions?

1. Human beings are always target-driven, even if there are people who say “it is all the same to them”. No-target-driven persons do not exist – the simplest target for the people is to survive. (Even people wishing to commit suicide –i.e., not wishing to survive - have target: their target is suicide.) Those targets may be conscious but may also be unconscious – for example, sleeping is not always a conscious action. However, most of the targets people have are conscious. Target is something a person wants to achieve. Depending on the reality of the targets, there are several kinds of them. Unrealistic targets are called **dreams** (a person daydreaming, we say if somebody builds castles in the air). More realistic (less unrealistic) targets are called **wishes** – it depends on the actions the person takes and also on the circumstances, if wishes turn to be simply dreams or turn realistic and realisable – they are then called **plans**. Dreams, wishes and plans all can be a driving force for a person.



Picture 17: Decision making

2. Based on the experience and/or knowledge of the given person, he/she sees several ways to achieve the given target – be it realistic or unrealistic. Those several ways are the options and the given person decides which way from them to follow to achieve the given target. **Choosing the way to wish to get to the target is the decision and the way the person chooses the given way is called decision making.**
3. Like the target setting, the decision making and the decision itself are often unconscious. (We say it is a “gut-feeling”) Most of our decisions are not fully conscious and rational and even less, a result of conscious planning.
4. To achieve the given target by the given way, resources are needed. It may be money, time, energy, force, help, or other necessary things. If we do not have (or cannot get) the necessary resources, we cannot achieve the given target. Namely, the availability of necessary sources determines if we are dreaming, we have a wish or we build a realistic plan. **Listing and analysing all necessary resources is the most important step in any decision making – that listing and analysing is what is called the first step of decision making.**
5. It happens very often that some of the resources are missing to achieve the given target, but the person sees a way to acquire that missing resource. In such a case, the final target is replaced by an interim target: how to acquire the needed resource. That is, the one-step target setting is replaced by two-step action. As targets may be very complex, the targets, sub-targets, sub-sub targets and so on may form a very complex system of targets.



A complex sub target-system needed to achieve the final target

Picture 18: Complex system of targets

1. **Constructing the “target-system” leads to the second step in the decision making: to planning.** In fact, the target system is in itself a result of the planning already. Listing the needed resources and the way to acquire them is planning. The situation is by far not always so as it is shown in the above picture. It shows a situation when all the sub targets (ST) are needed to achieve the final target. In logic, they call it “and” connection. (A **and** B **and** C **and** D are all needed to achieve E.) In many cases, there are several ways to hit the final target; such connections are called in logic “or” connections. (A **or** B **or** C **or** D is needed to achieve E) In the latter case, there are four different options to achieve the target. Of course, “and” and “or” connections may occur mixed in a complex target system.
2. If there are different options to achieve the target, a new task emerges: **we must choose from amongst those different options.** It is also a complex decision making process and is called optimisation: we must list what path needs what kind and what amount of resources (including time..!!!) and based on the requirements and availability (or accessibility) of the needed resources, we decide which way we go.
3. We cannot predict everything with 100% probability. Therefore, in the process of moving towards our final target, there will be a big number of newly emerged decision situations, where we have to rethink the target system and resources needed.

In principle, all our decisions inevitably move along that path; we simply do not always realize that. Unconscious decisions (based, say, on our practice and experience, or other’s advice) do the same process. (If we take advice, we rely on the similar decision experience of the advisor.)

Decision making is always the first step only; we have to follow and face the consequences of our decisions. If we succeed and achieve our target, we enjoy the success; if not, we have gained an experience which should be taken into consideration next time.

Problem is deviation from the earlier set target. That deviation may be substantial, vital, or negligible, not important. Important to note: the problem is always subjective; a problem for me may not be a problem for others or a small problem for me may be a big problem for somebody else. It may be the case that the problem is a problem for a big group of people (for a nation or even for the whole mankind) – we say in such cases that it is a “problem for everybody”, i.e. an “objective problem” – still, it is a subjective issue. There is yet another psychological issue. It may seem controversial and unbelievable, but **problems are not so big as they are but as they are felt.** A seemingly small problem may be felt by another person as an enormously big problem. (The easiest examples are small kids: an otherwise negligible problem with the toy car may be felt enormously by the kid making it cry bitterly.) This phenomenon also underlines that even if problems usually have objective reasons and characteristics, the problem as it is still a subjective phenomenon. Because of such characteristics, **the very first issue is defining the problem.** If we have a definition of how the situation (event, object, behaviour, action, etc.) should be, we can clearly define the deviation. **It is called a deviation statement.**

The deviation statement must clearly state

- what the problem is;
- where is the problem and where is not;
- what is the expected outcome (consequence) of the problem;
- what happens with the deviation over time;
- possible correcting actions and their requirements.

The process of problem solving is shown below:



Picture 19: The process of problem solving

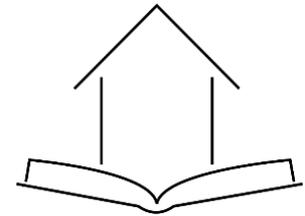
CONTROL QUESTIONS

1. *What is a decision?* Choice between different options
2. *What is the first step in decision making?* Assessment of the present situation
3. *What is planning?* Projecting different steps to achieve the target.
4. *What is the problem?* Deviation between the present situation and the planned one
5. *Digital Era tools have made the decision making...? easier*

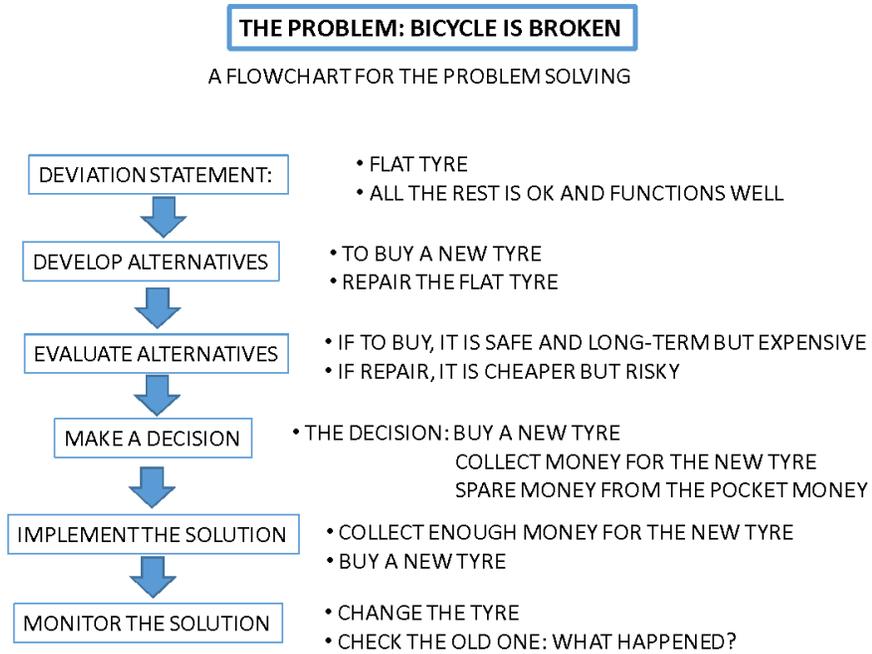


HOMEWORK SOLUTIONS

1. *Describe a problem in the class and analyse it! Propose solution options.* A problem in the class: two pupils miss too many days in the school. Analysis: what might be the reasons? 1. Different reasons for the two pupils. 2. For the A: weak health, he is ill too often. How to help him? Explain to him and parents they should turn to a doctor; and (the decision :) other pupils will visit him regularly and learn together. 3. For the B: he does not want to go to school. What to do? Explain that it is by law he must come to school; (decision :) the teacher will visit the parents and (decision :) pupils will visit the classmate regularly and learn together, explain the lessons.
2. *Describe a simple decision making process in your family!* Plan: we want to buy a bicycle for the family. How to buy it? We must collect enough money. Kids will spare their money; the family will not allow food to be thrown away; father will go to help the neighbour on the weekends to earn more money.



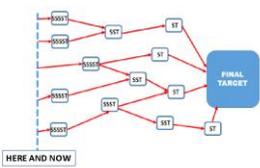
3. Put a flowchart together for a simple problem solving process!

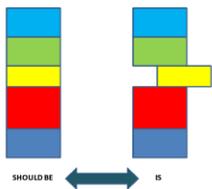
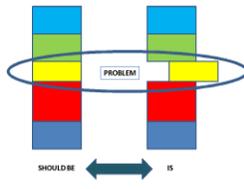


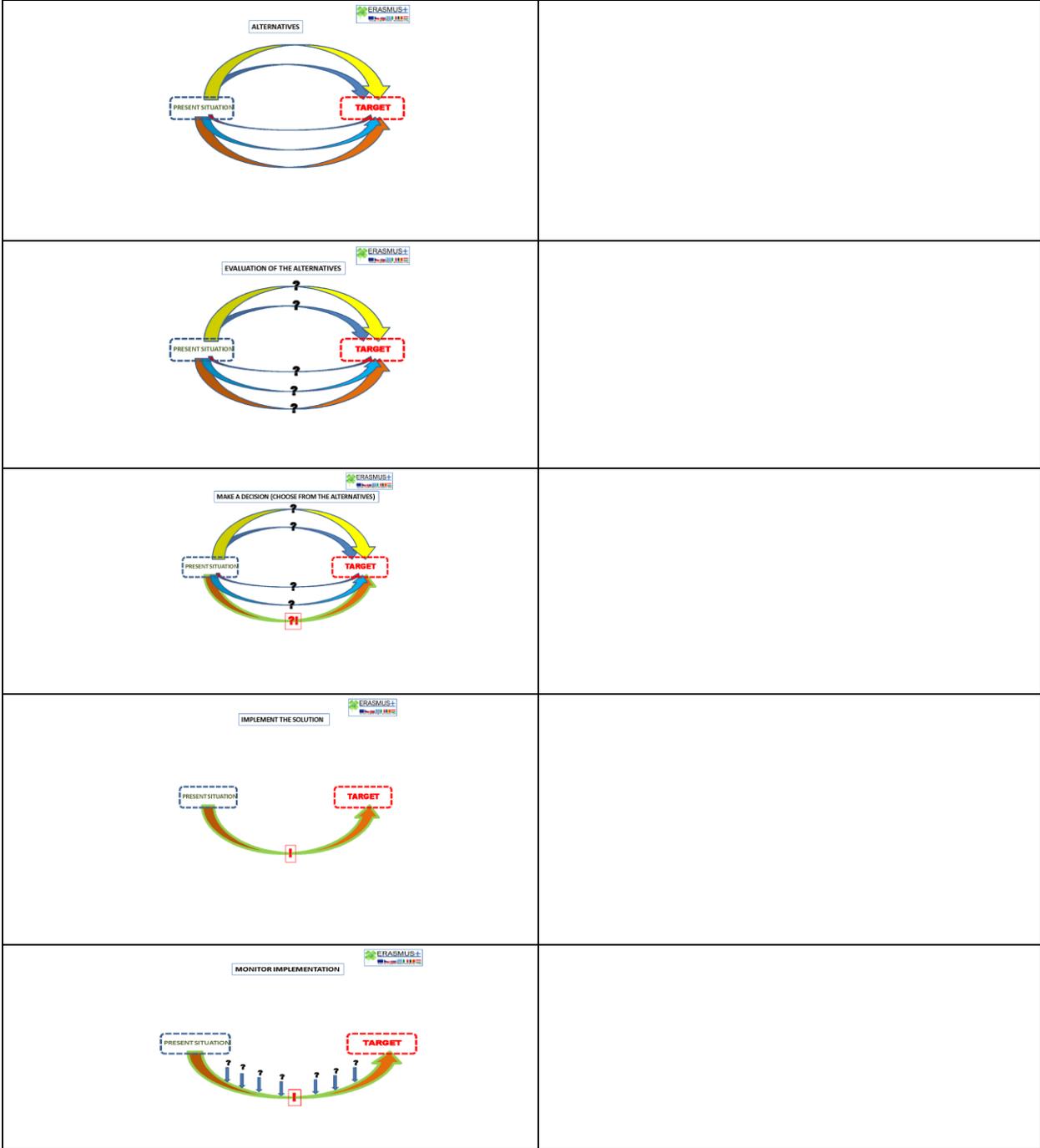
Picture 20: A Flowchart for the problem solving

ELECTRONIC VERSION

| SLIDES | NOTES |
|---|-------|
|  <p>TOPIC 4. DECISION MAKING AND PROBLEM SOLVING IN THE DIGITAL ERA</p> <p>MODULE A. DECISION MAKING, PROBLEM SOLVING</p> | |
|   <p>Decision Making</p> <p>DECISION = MAKING A CHOICE</p> | |
|   | |
|  <p>ASSESSMENT</p> <p>WHAT IS THE PRESENT SITUATION LIKE VIS-A-VIS THE FINAL TARGET?</p> | |

| | |
|--|--|
| <p style="text-align: right;">ERASMUS+ </p> <p style="text-align: center;">PLANNING</p> <p style="text-align: center;">PLANNING IS CONSTRUCTION OF A SEQUENCE OF STEPS NEEDED TO ACHIEVE THE TARGET</p> | |
| <p style="text-align: right;">ERASMUS+ </p> <p style="text-align: center;">A COMPLEX SYSTEM OF TARGETS AND SUBTARGETS</p>  | |
| <p style="text-align: right;">ERASMUS+ </p> <p style="text-align: center;">ASSESSMENT</p> <p style="text-align: center;">ASSESSMENT IS ANALYSING THE CONDITIONS AND REQUIREMENTS NEEDED TO ACHIEVE THE GIVEN TARGET AND THE DIFFERENT PATHWAYS</p> | |
| <p style="text-align: right;">ERASMUS+ </p> <p style="text-align: center;">IMPLEMENTATION</p> <p style="text-align: center;">IMPLEMENTATION: HAVING DONE THE ASSESSMENT AND HAVING MADE THE DECISION ABOUT POSSIBLE OPTIONS (I.E. CHOOSING THE OPTIMAL PATHWAY), START MOVING ALONG THAT CHOSEN PATHWAY</p> | |
| <p style="text-align: right;">ERASMUS+ </p> <p style="text-align: center;">IMPLEMENTATION</p>  | |

| | |
|---|--|
| <p style="text-align: center;">MONITORING AND EVALUATION</p> <p style="text-align: center;">IT IS NEEDED TO CHECK IF WE ARE ON THE PLANNED PATHWAY</p> | |
| <p style="text-align: center;">MONITORING > EVALUATION > CORRECTIVE ACTIONS</p>  | |
| <p style="text-align: center;">PROBLEM SOLVING</p> <p style="text-align: center;">PROBLEM = DEVIATION FROM THE „SHOULD BE“ SITUATION</p> | |
| <p style="text-align: center;">PROBLEM = DEVIATION FROM THE „SHOULD BE“ SITUATION</p>  | |
| <p style="text-align: center;">PROBLEM = DEVIATION FROM THE „SHOULD BE“ SITUATION</p>  | |
| <p style="text-align: center;">PROBLEMSOLVING FLOWCHART</p>  | |



SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What is a decision?

- a) when I sleep
- b) **a choice from among possible options**
- c) when the system goes wrong
- d) when we speak about the movie
- e) when the decision is not made

2. What do we understand under the term “decision making process”?

- a) **when we analyse options and choose one from them for the action**
- b) when one part has gone to cinema
- c) when we are going to school
- d) when something goes wrong
- e) when something has just one part

3. What are the decision-making steps?

- a) When I help my friend
- b) When my friend helps me
- c) **Assessment, planning, implementation, monitoring and evaluation**
- d) When we think and do not decide
- e) When people wake up, go to work, go home and go to bed

4. What do we call a problem?

- a) **Deviation of the given issue from the planned one**
- b) When the system functions as it has to
- c) When the system does not change because it does not have to
- d) When judged by some characteristics, the system functions as it has to
- e) When everything is alright

5. What is the sequence of problem solving?

- a) We go home and return
- b) When we do our job as we were taught
- c) Get up, go to school, go home, learn and go to sleep
- d) **Identify problem – define the problem-analyse –make decision- plan- perform**
- e) There is no sequence

6. Is it easier or more difficult to make decisions and solve problems in the Digital Era?

- a) It is the same
- b) More difficult
- c) **Easier**
- d) We cannot use the resources
- e) It is impossible to solve problems in the Digital Era

7. What may cause a problem?

- a) The system does not go on without the resource
- b) Nothing; there are no problems
- c) The system functions well
- d) If everything goes as planned
- e) **Any deviation from the originally planned**

8. What is a PDCA-cycle?

- a) **Plan-do-check-act**
- b) Pass-do-cycle-almost
- c) Peter-does-critical-actions
- d) Probe- dear-citizen-action
- e) Pet-dog-care-asylum

9. What is assessment?

- a) **Evaluation of the given situation vis-a-vis the planned status**
- b) What we learn in the school
- c) It is the reason why we go to disco
- d) It is when the system develops further
- e) It is when we go to sleep

10. What is a deviation statement?

- a) What we see in the school
- b) **Definition of the deviation of a status from the planned**
- c) A system always in deviation
- d) Description of a system's operation
- e) When we state our demands

TRUE – OR – FALSE SENTENCES

1. A decision is always simple. **FALSE**
2. Decision is when we go to school. **FALSE**
3. The first task is to analyse our position. **TRUE**
4. Development of alternatives is an important step. **TRUE**
5. Planning is a very important step. **TRUE**
6. Formulating our goal (target) is not important. **FALSE**
7. Problems never occur. **FALSE**
8. Problem solving is eliminating the deviation between the actual and the desired status. **TRUE**
9. We can never solve a problem. **FALSE**
10. The Digital Era has made decision making more effective. **TRUE**

OPEN – END QUESTIONS

1. What is a decision? (*Choice between different options*)
2. What is the first step in decision making? (*Assessment of the present situation*)
3. What is planning? (*Projecting different steps to achieve the target.*)
4. What is a problem? (*Deviation between the present situation and the planned one*)
5. Digital Era tools have made the decision making (*easier*)

OPEN – END SENTENCES

1. A decision is ... (*choice from among options to hit the target*).
2. Alternatives are ... (*different pathways to achieve the target*).
3. A deviation statement is ... (*definition of the difference between the present status vs. desired one*).
4. Implementation is ... (*acting alongside the pathway as we decided*).
5. Monitoring the implementation is necessary since ... (*we may deviate from the chosen pathway*)

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand what decision making and problem solving are.
2. The theme of the module may seem rather theoretical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. Decision making and problem solving is of general importance in life: pupils should fully understand that whatever they do, it is a chain of problem solving and decision making.
4. Understanding of the notion „decision making” is vital in general terms also: it makes pupils understand that they must make decisions all their life even if they do not want to.
5. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of an electronic version of the module.
6. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be:
 - a) Small lectures presented by the pupils. Small lectures may be around 5...10 minutes each. The following themes are proposed for the pupil's minilecture: What is decision making? The decision making process. What is problem-solving? What are the problem solving steps? Digital Era and decision making?
 - b) Debates or brainstorming over some concepts. The following themes are proposed for debates or brainstorming: Why we cannot make NO decision? Why do we have to monitor implementation? Analyse a decision and the making process in your class!

If the teacher decides to do brainstorming, pupils should be prepared about the rules and procedure during the brainstorming. For support, look at <https://blog.aweber.com/email-marketing/10-rules-for-mind-blowing-content-brainstorming-sessions.htm>.

For innovative teaching ideas look at <https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective/>

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Slides No 6, 9, 11 are meant for short discussions.
3. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
4. The electronic version may also contain tailor-made, a simple animation tool too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.
5. If embarking on ICT-aided teaching, teachers may use the following YouTube presentations too:
 - <https://www.youtube.com/watch?v=91UoIDf7ejU> (Decision making, 3'16")
 - <https://www.youtube.com/watch?v=5a0Fe3AchAI> (Improve decision making process, 4'21")
 - <https://www.youtube.com/watch?v=gdcLq1I2csU> (Human decision making process, 2'55")
 - <https://www.youtube.com/watch?v=gdcLq1I2csU> (Problem solving 3'20")
 - <https://www.youtube.com/watch?v=OWkdfuQXlw8> (How to solve problems, 2'57")

For use of YouTube materials, a fast internet connection is needed.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we suggest minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding using smartphones in the classroom is simply counterproductive; and if the teacher uses smartphones, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|---|--|
| Level/Grade: | 9 – 12 th |
| Title: | DECISION MAKING AND PROBLEM SOLVING |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to realise :</p> <ul style="list-style-type: none"> ● what decisions mean; ● what is the process for decision making; ● what sorts of problems we may have; ● what are the steps to problem-solving; ● how the Digital era has changed the situation. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● systems ● logics ● sociology ● planning |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood; To prepare the students for topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What is a decision? | |

- **What is the decision making process?**
- **What is the problem?**

Teacher makes sure that students understand what the decision is and what its characteristics are.

Interaction: T-Ss, Ss –T,

Time to be allocated: 10 min.

Activity two: What do you think: can we do without decisions?

Procedure: It can be a game. Students write their own samples for their daily decisions and the teacher evaluates their examples.

The English language is the language of the internet, so the teacher can speak about the importance of English learning.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 8 min.

Activity three: Decision making steps

Procedure: Students discuss how we make decisions. It may be organised as a group debate, too. The teacher speaks about the reasons for the ever-lasting decision chains in life.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity four: Problem solving

Procedure: Teacher introduces the question and students speak about it. Discussion points will be: the signs and the process of problem solving.

Interaction: T-Ss, Ss-Ss;

Time to be allocated: 12 min.

Activity five: Digital Era, decision making, problem solving.

Procedure: Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign students homework.

Interaction: T-Ss

Time to be allocated: 4 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brain storming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but in two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

USED AND RECOMMENDED SOURCES

- <https://en.wikipedia.org/wiki/Decision-making>
- <https://www.skillsyouneed.com/ips/decision-making.html>
- <https://online.csp.edu/blog/business/decision-making-process>
- <https://www.managementstudyguide.com/what-is-decision-making.htm>
- https://www.mindtools.com/pages/article/newTED_00.htm
- <https://jamesclear.com/decision-making>
- https://www.mindtools.com/pages/article/newTMC_00.htm
- <https://www.skillsyouneed.com/ips/problem-solving.html>
- <https://www.wikijob.co.uk/content/interview-advice/competencies/problem-solving>
- <https://asq.org/quality-resources/problem-solving>

B. ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA

CONFLICTS

By definition, conflict is an active disagreement between people or groups with opposing opinions or principles. In fact, there is no consensus agreement on the definition; there are series of differences in several aspects. First, the disagreement does not have to be active. Passive disagreement can also generate a conflict – maybe a discord, a discomfort, a hidden conflict. Second, opinions do not have to be opposing; it is enough if there is a difference between the opinions. Further, even the difference is not needed – it is enough that sides **feel or think** there is a difference. **Non-existent, imagined discrepancies may cause absolutely real conflicts.**

Second, differences between opinions do not necessarily lead to conflict. There are a lot of cases when sides do know their opinions are different (or even opposing) but still, they accept that difference and that is it (We will see that there is one type of conflict where there is no other way than accept the difference: it is the so-called value conflicts).

There are different kinds of conflicts:

- 1. Conflicts of relationship.** They are based on a misinterpretation of the psychological issues of a relationship: unconsciously, an emotional relationship is considered as barter: I give to the other something emotional and I also must get an equivalent emotional amount. In any case, when one of the sides feels he/she gets less, a conflict arises. (often it is also one of the „felt” conflicts: the disbalance of the emotions is not real, but it is felt so.) Conflicts of relationships are full of emotions and therefore, it is not easy to manage the conflict rationally. Because of the emotional content, this type of conflict can escalate very easily. Oddly enough, couples who have frequent conflicts in a relationship may live a happier life than those who do not. It goes of course to a certain limit; and the happier life is the result of disputes: couples get to know each other better; they feel the other’s sensitivity clearer and therefore, can be proactive.

People and couples are different, and that is why it is impossible to say that „x” amount of conflicts is OK or even beneficial, more – not. For sure, if partners are at odds all the time, it wears away the relationship. The same happens if partners – or one of the partners – feel that conflicts are never solved but are just hidden.

People are all different, but the six basic emotions are similar all over the world:

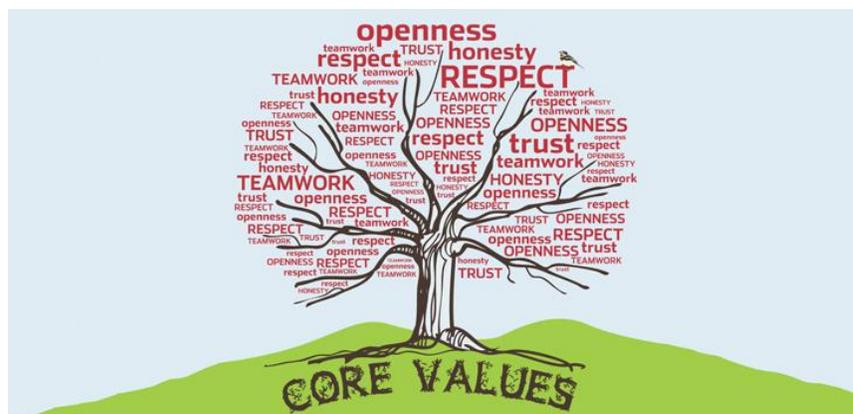


Picture 21: Six basic emotions

These six emotions activate the same dedicated to each of them part of the human brain. That is, if an Alaskan is happy, a New Zealander understands it fully without a word. Therefore, also the feeling differences are clearly seen, i.e. cannot be hidden fully. That is also a possible reason for the conflict of relationship. (Developed, domesticated mammals like dogs and cats also understand those feelings: the same areas of their brains are activated as for the humans.) Oddly enough, love is not amongst the basic human feelings – at least from a neurologic point of view. There is no dedicated area in the human brains that is activated for love. **That is, the feeling of love must be learned in very early childhood.** And that is the reason why there are so many different types of love: some show it openly (kissing, caressing, touching) while others are shy and do not give any visible signs – yet others (who did not really learn in the early childhood how to love) replace unconsciously the feeling by other positive characteristics like reliability, care, devotedness – which are positive feelings

but not love. Such differences may also lead to conflict of relationship even in the best families.

- 2. Conflict of values.** Such is the case when the value systems of the sides are in conflict. Since a value system is one of the innermost characteristics of people, it changes extremely rarely and if does, extremely slowly. Further, it is practically emotions and no rational explanations; it is difficult to manage the conflict rationally. (It is like soccer fans: a Real Madrid fan may occasionally admit that Barcelona is a better team – or was in the given match a better team – but still, the person remains a Real Madrid fan against all odds.) Since the conflict is full of emotions and beliefs, it is very difficult to manage. Practically all human characteristics rest on the core values:



Picture 22: Core Values

At the same time, core values are also a very complex system. Therefore, even if core values may differ, there must be definitely a big number of parts where there is no difference or at least which are neutral to each other. And that is the possible solution resolving the otherwise irresolvable value conflicts: **try to figure out where the value system components really are in contradiction and where – not.** In many cases, the contradicting elements are the minority and based on the non-contradicting majority elements, an acceptable compromise may be worked out. (Here, the compromise may only be that one side accepts the other side's different values.)

Cinnie Noble¹² advises the following: If you are referring (or have referred) to a dispute you are having (or had) as a 'values conflict', consider the following questions:

- What are you and the other person disputing about?
- Which value (or values) of yours do you feel is (are) being challenged?
- What specifically is the other person saying that leads you to your answer to the previous question?
- Which value(s) of her or his do you see as disparate from yours?
- How do you know that is the other person's value or values (referring to your answer to the previous question)?
- What value or values, if any, may the two of you share?
- What do you not understand or accept about the other person's value(s) as it (they) pertains to your dispute?
- What might she or he not accept or understand about your value(s) in the dispute?
- If it isn't necessarily a 'values conflict', how else may you frame it?
- What difference, if any, does that frame make (your answer to the above question)?
- What else occurs to you as you consider these questions?
- What insights do you have?

3. Structural conflicts. The main reason for this type of conflict is the scarcity of the resources: sides fight for more resources. Here, resources are understood in their broadest sense: physical resources, time, emotional resources, intellectual resources, geographical resources, authority, organisational resources, organisational changes, etc. In contrast to the value and relationship conflicts that are mostly personal, structural conflicts are mostly organisational or between different communities. (But of course also possible between persons too.) As usual, resources are not enough to satisfy all needs, and therefore, structural conflicts happen very often. And since the conflict does not create more resources, the only solution is to share them somehow. It may seem as if „survival of the

¹² www.mediate.com/articles/noble-values-conflict.cfm

ablest” by Darwin – but it is not. (Killing the other side is not a possible option amongst people...) It is also important to note that the exact definition of „where is the conflict” and „where is no conflict” may turn out to be critically important. Life has produced a lot of cases where exact definition of the conflict resulted in realisation that there is no conflict at all – sides wanted to have the same resource at the first glance only – more exact definition showed that they need other resources, so there is no overlap in resource demand. Such conflicts are „imagined conflicts.” (The conflicts themselves are real with all their consequences, but the reason is imagined. It is necessary to note that imagined conflicts have absolutely the same consequences like the real ones: stress, fight, hatred, exhaustion, etc. etc.)

- 4. Information-based conflicts.** They are very similar to the structural conflicts; here simply the information is the scarce resource. „Information is power”, so it is absolutely not the same if somebody gets more information or less. Information is a specific resource: it may be multiplied without exhaustion. (I may share the same information amongst two, five, ten, hundred people also without exhausting the information.) Therefore, not sharing the information equally (or more precisely: according to the fixed rules) is more of a power game than just a simple conflict. Here again, there is a high chance for the „imagined conflict”. It may turn out that the information one side claimed not to have got is not important or neutral for the given side. Therefore, it is also important (like in structural conflicts) to exactly define where the conflict is and what really the reason for the conflict is.

- 5. Conflicts of interests.** If we go parallel to the earlier conflicts listed above, conflict of interest occurs when the interest of one person or organisation is against the interests of other persons or organisation and one interest can only be satisfied. The easiest situation is the competition; when all suppliers want to supply the same product or service but the buyer naturally wants to buy just one product or service. **Conflict of interest often occurs between personal interest and company/public interest.** It is a different kind of conflict than between suppliers. Such conflict of interests is usually regulated by law or company rules. One of the

most common examples is when one of the employees in an organisation is a close relative of the organisation's boss. Usually, ethics itself prevents such a situation. (In a private company, the situation may be different.)

That kind of conflict of interests is totally different from the other types of conflicts we analysed above.

MANAGING (RESOLVING) CONFLICTS

Usually, „managing a conflict” is not the same as „resolving the conflict”. In the latter case, we eliminate the conflict; in the former, we build up a „status quo” or a „modus vivendi” and we live with the conflict keeping it under control. However, in our TSM, we will understand both expressions in the same way: „eliminating the conflict”.

Conflicts have different phases from occurrence to exhaustion. Usually, they are not yet visible in the first phase while after a fight, exhaustion is the last phase. General rule is: **the earlier we notice the conflict, the easier it is to handle and resolve it. The reason is simple:** different phases of conflicts are characterised by different ratios of rational vs. irrational, emotional thinking. The more the rational part, the higher the chances are for conflict solving. **The most important tool to resolve a conflict is communication.** The more sides can talk to each other and listen to each other, the higher the chances are that the conflict can be resolved. (Obviously, the communication part corresponds to the rational part; the more sides are driven by emotions, the less the chances are that they do not find a mutually acceptable solution.

„Talk” and „listen” are equally important and are twins in conflict resolution. (A well-known saying goes: „If you want to be a good talker, learn to listen”.) We can talk to each other if we also listen to each other. The less we can talk to each other, the higher the chances are that the conflict goes to the „fight” phase.



Picture 23: Conflict resolution rule

It is often the case that the conflicting sides cannot normally talk to each other, but still are willing to listen and talk to an intermediary. In such a case, the third, neutral party must be trusted by both sides and must have such an authority that he/she is understood not just like an interpreter. The role of the intermediary is much more than just to serve as a two-way communicator: the intermediary is who usually elaborates such proposals that might be acceptable by both sides. Use and success of intermediary is always bigger in the earlier phases of the conflict.

“Talking” usually means negotiations. It is a specific science and in some cases, special experience is also needed (for example, for negotiators with the terrorists or in the case about hostages). Negotiations also need specific psychological knowledge and before each negotiation round, the negotiator must “do his/her homework”: must be very well prepared. Negotiation techniques, strategy and tactics depend on a great number of factors; among others on the cultural and historical background of the sides. A famous example in negotiations is the Israeli-Palestinian negotiations (Camp David, Oslo) where practically all important cultural and historical background, negotiation techniques, strategy and tactic issues were (and/or had to be) used.

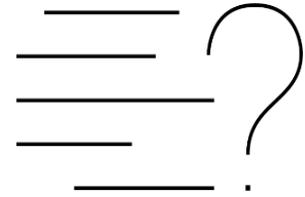
DIGITAL ERA SPECIFICS

The Digital Era has created new opportunities and has brought new tools. In theory, if much more data is needed to elaborate a mutually acceptable solution, the computer really will help. Further, computers will help in elaboration of different models for different conflict outcomes – i.e., Digital Era opportunities may help in resolution of conflicts.

Alas, there is also a negative side with the Digital Era. One may think he/she may remain anonymous in electronic conversation and communication, and therefore, he/she feels it is possible to do such actions that a person would not do personally, in the real world. Bullying, harassment, and anonymous critics may create more conflicts than before. All in all, the Digital Era does not necessarily produce more conflicts, but some of its characteristics may lead to a higher number of them.

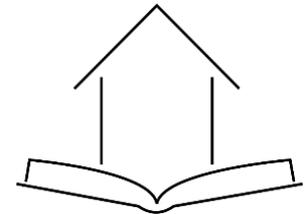
CONTROL QUESTIONS

1. *What is a conflict?* Active difference in opinions or principles
2. *What is the conflict of values?* When values of the sides differ
3. *What is the main tool for conflict resolution?* Communication.
4. *Till when do we have good chances to resolve the conflict?* Till rational thinking prevails
5. *Are all conflicts resolvable?* Yes, but value conflicts may be resolvable only by accepting the existence of values other than ours.



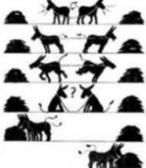
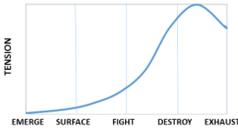
HOMEWORK SOLUTIONS

1. *Analyse a simple conflict around you!* I would like to go to a movie with my girlfriend while my girlfriend would like us to rather remain at home and watch the TV. It is a conflict of interests and we must figure out what is going on in the movie and what is on the program on the TV. Comparing the two options we can decide what to do – and/or agree that we remain at home today and go to the movie tomorrow.
2. *Describe a conflict solving you did!* The conflict and its solution were described above.
3. *Explain if you had any conflict on the Internet! If so, why? What did you do?*
Someone was criticizing me harshly and calling me names anonymous, but I deleted the link so it did not happen again.



ELECTRONIC VERSION

| SLIDES | NOTES |
|--|-------|
|  <p>TOPIC 4. DECISION MAKING AND PROBLEM SOLVING IN THE DIGITAL ERA</p> <p>MODULE B.</p> <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p> | |
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p>  <p>CONFLICT</p>  | |
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p>  <p>CONFLICT OF RELATIONSHIP</p>  | |
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p>  <p>CORE VALUES AND THEIR „FRUITS“</p>  | |
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p>  <p>CONFLICT OF VALUES</p>  | |

| | |
|--|--|
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p> <p>ERASMUS+</p> <p>STRUCTURAL CONFLICT ABOUT RESOURCES</p>  | |
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p> <p>ERASMUS+</p> <p>CONFLICT OF INTERESTS</p>  | |
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p> <p>ERASMUS+</p> <p>CONFLICT OF INTEREST - SOLUTION</p>  | |
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p> <p>ERASMUS+</p> <p>PHASES OF A CONFLICT</p>  | |
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p> <p>ERASMUS+</p> <p>PHASES OF A CONFLICT</p>  | |

| | |
|--|--|
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p> <p>ERASMUS+ THE EUROPEAN UNION</p> <p>CONFLICT RESOLUTION: TALK AND LISTEN</p>  | |
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p> <p>ERASMUS+ THE EUROPEAN UNION</p> <p>Stages of Negotiation</p> <ul style="list-style-type: none"> Preparation Discussion Clarification of Goals Negotiation Involves Work with Obstacles Agreement Implementation of Course of Action | |
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p> <p>ERASMUS+ THE EUROPEAN UNION</p> <p>AN INTERMEDIATOR</p>  | |
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p> <p>ERASMUS+ THE EUROPEAN UNION</p> <p>AMERICAN-IRANIAN NEGOTIATIONS</p>  | |
| <p>ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA</p> <p>ERASMUS+ THE EUROPEAN UNION</p>  | |

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What is conflict?

- a) It is when we go to movie
- b) There are no conflicts at all
- c) **An active disagreement between people or groups with opposing opinions or principles**
- d) The world is conflict
- e) I do not know

2. What may be the reasons for conflict?

- a) An agreement over the targets
- b) **Different (opposing) opinions, interests, values or principles**
- c) When we watch the TV together
- d) When we have enough money for everything
- e) When we agree upon not to do anything

3. What types of conflict do we know?

- a) red and yellow ones
- b) **Conflicts of relations, values, interests, structural conflicts, information-based conflicts**
- c) Pleasant and unpleasant ones
- d) It depends who is in conflict
- e) As many conflicts, so many types

4. What is value conflict and how can it be solved?

- a) When we both want to go to the same place. The solution is to go together
- b) When we share the same values. The solution is to forget about values
- c) **When values of the sides differ. The only solution is to accept the existence of different values**
- d) When values slightly differ, and the stronger side forces the weaker to accept
- e) it is when the sides do not have values at all and the solution is to have different ones

5. What are the usual phases of a conflict?

- a) green, yellow and red phases
- b) negotiations and exhaust
- c) surfacing and fight
- d) **emerge, surface, fight, destroy and exhaust**
- e) destroy and emerge

6. What is the most important tool for conflict solving?

- a) the food we consume
- b) the house we live in
- c) the animals that live with us
- d) **communication**
- e) the weapons we have

7. How has the Digital Era changed the situation around conflicts and conflict solving?

- a) did not change at all
- b) it made conflict solving easier only
- c) it changed it into red
- d) it turned the conflicts green
- e) **in some cases it made it easier, but mostly creates more conflicts**

8. Till what phase are there good chances for negotiations?

- a) till they are red
- b) till exhaust
- c) **till the beginning of fight**
- d) till we are good friends
- e) till we are enemies

9. Who is an intermediator?

- a) the person who comes with us into the cinema
- b) the person who does not know the situation at all
- c) **a neutral, trustworthy person who comes to help since both sides trust him/her**
- d) whom we do not know
- e) the person who does not speak English

10. What is the main aim of the sides in the “destroy” phase?

- a) to go to cinema together
- b) **to do as much harm to the other side as possible**
- c) to go to sleep
- d) to remain good friends
- e) they do not have any aims at all

TRUE – OR – FALSE SENTENCES

1. Conflicts use up a lot of energy. **TRUE**
2. Only real contradictions may lead to conflicts. **FALSE**
3. Imagined contradictions may also lead to conflicts. **TRUE**
4. All conflicts are very easy to resolve. **FALSE**
5. Conflicts of relations are full of emotions. **TRUE**
6. Value conflicts are easy to resolve. **FALSE**
7. Sides want to destroy each other at any cost if the conflict is in the “destroy” phase. **TRUE**
8. Until the fight phase, rationality prevails. **TRUE**
9. Conflicts of interests cannot be resolved. **FALSE**
10. The Digital Era may bring more conflicts than before. **TRUE**

OPEN – END QUESTIONS

1. What is a conflict? (*Active difference in opinions or principles*)
2. What is the conflict of values? (*When values of the sides differ*)
3. What is the main tool for conflict resolution? (*Communication*)
4. Till when do we have good chances to resolve the conflict? (*Till rational thinking prevails*)
5. Are all conflicts resolvable? (*Yes, but value conflicts may be resolvable only by accepting the existence of values other than ours.*)

OPEN – END SENTENCES

1. Information-based conflict is ... *(when sides think information is not distributed honestly)*
2. Intermediator (intermediary) is a person who ... *(is neutral and both sides trust.)*
3. The most important tool in resolving a conflict is ... *(communication)*
4. There are higher chances for conflict resolution till ... *(rational thinking prevails by the sides)*
5. Digital Era has caused ... *(more conflicts than before)*

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand what conflict and conflict resolution are.
2. The theme of the module seems rather theoretical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. Conflict resolution is of general importance in life: pupils should fully understand that conflicts are all around us and are of vital importance.
4. Understanding the types of conflicts is vital in general terms also: it makes pupils understand that they must be active in resolving conflicts.
5. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module.
6. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be:
 - a) Small lectures presented by the pupils. Small lectures may be around 5...10 minutes each. The following themes are proposed for the pupil's minilecture: What is a conflict? Analyse a conflict in the school! What are the phases of a conflict? Digital Era and conflicts.
 - b) Debates or brainstorming over some concepts. The following themes are proposed for debates or brainstorming: How to go about conflicts of value? Real and imagined reasons for conflict - examples? What are negotiations?

If the teacher decides to do brainstorming, pupils should be prepared about the rules and procedure during the brainstorming.

For support, look at <https://blog.aweber.com/email-marketing/10-rules-for-mind-blowing-content-brainstorming-sessions.htm> .

For innovative teaching ideas look at <https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective/>

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
3. The Electronic version may also contain tailor-made, a simple animation tool too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.
4. If embarking on ICT-aided teaching, teachers may use the following YouTube presentations too:
 - <https://www.youtube.com/watch?v=UH5r3EoM9cc> (conflict of interests, 4'43")
 - <https://www.youtube.com/watch?v=KY5TWWz5ZDU> conflict resolution (3'33")
 - <https://www.youtube.com/watch?v=tpoK8d5-vMw> (conflict of relationship, 1'58")
 - <https://www.youtube.com/watch?v=-evlyrrjTTY> (conflicts, war: „this land is mine” 3'32")
 - https://www.youtube.com/watch?v=f_qJTwxJytA (negotiation techniques, 4'55")
 - <https://www.youtube.com/watch?v=1FeM6kp9Q80> (negotiation skills, 4'45")

For use of YouTube materials, a fast internet connection is needed.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we suggest minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding using smartphones in the classroom is simply counterproductive; and if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|--|--|
| Level/Grade: | 9 – 12 th |
| Title: | ABILITY TO RESOLVE AND MANAGE CONFLICTS IN THE DIGITAL ERA |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to realise :</p> <ul style="list-style-type: none"> ● what are called conflicts; ● what kind of conflicts we may have; ● what is the difference between “conflict solving” and “conflict management”; ● what are the conflict solving steps; ● what types of conflicts we can solve and what not. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● systems ● sociology ● psychology ● ethics |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss’ mood; To prepare the students for topics, teacher asks the question below and gets their opinions:</p> | |

- **What is conflict?**
- **What is a resolution to a conflict?**
- **What is negotiation?**

Teacher makes sure that students understand what conflict is and what its characteristics are.

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

Activity two: Conflicts and their types

Procedure: It can be a game. Students write their own samples for conflict types in their surroundings and the teacher evaluates their guesses.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 8 min.

Activity three: Different phases of conflict

Procedure: Students discuss and evaluate different conflicts in their class. Comments on the results. Ways and means of resolving the conflicts in their different phases.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity four: Discussion about Digital Era characteristics in conflict creation and resolution

Procedure: Teacher introduces the question and students speak about it. Discussion points will be: the signs and symptoms of conflicts vis-a-vis digital technology. How the Digital Era influences conflicts in general and in the pupils' groups.

Interaction: T-Ss, Ss-Ss;

Time to be allocated: 12 min.

Activity five: Summary of the module, discussion of a possible homework**Procedure:**

Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign homework to the pupils.

Interaction: T-Ss

Time to be allocated: 4 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brainstorming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

USED AND RECOMMENDED SOURCES

- [https://en.wikipedia.org/wiki/Conflict_\(process\)](https://en.wikipedia.org/wiki/Conflict_(process))
- <http://www.typesofconflict.org/types-of-conflict/>
- https://www.scribendi.com/advice/types_of_conflict_in_literature.en.html
- <https://smallbusiness.chron.com/examples-4-types-conflict-1207.html>
- <https://study.com/academy/lesson/conflict-definition-sources-types.html>
- https://en.wikipedia.org/wiki/Conflict_resolution
- <https://www.amanet.org/training/articles/the-five-steps-to-conflict-resolution.aspx>
- <https://en.wikipedia.org/wiki/Negotiation>
- <https://www.skillsyouneed.com/ips/negotiation.html>
- <https://www.inc.com/david-finkel/which-of-these-5-negotiation-rules-are-you-breaking-every-day-hint-its-costing-your-thousands-of-dollars.html>

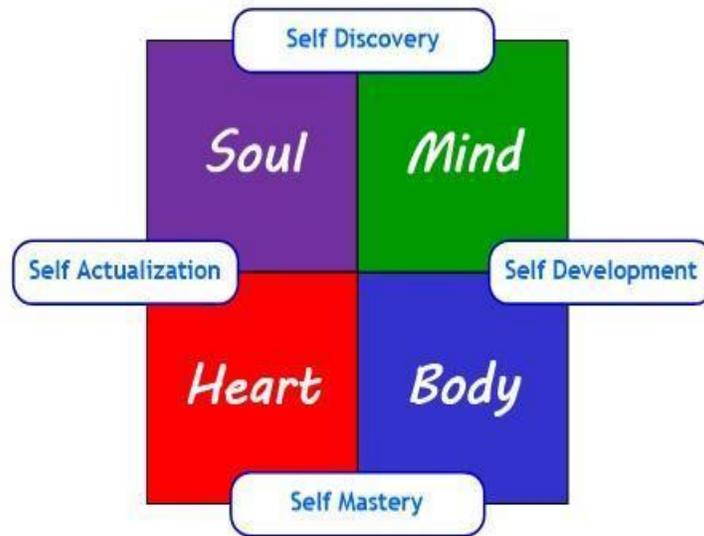
C. CONFLICT SOLVING AS DRIVER FOR DEVELOPMENT

PERSONAL DEVELOPMENT

By definition, development of a system is acquiring better values by some value definition. It is seen by that simple definition that development is an extremely complex issue. First, it depends how we define the relevant value system and there is an unlimited number of possible value systems. That means that change of a system in one value system may be regarded as development; in another – no development; in a third – even a negative development. If the value is “run fast” and the sportsman becomes stronger, it is not a development at all. If the value is “good boxer”, becoming stronger may be a development but acquiring too high weight is definitely not a good development. However, if the value is “sumo fighter”, getting on more weight is definitely a development. That is: the accepted value system determines if the given person develops or not.

Second, the value system in itself is very complex and each person has his/her own value system. Albeit it is rather fixed, nevertheless, it may change over time and life experience. “Development” may be defined by any component of somebody’s value system at a given point of time.

Not only people may have value systems, but also smaller or bigger communities too. If we are talking about a value system of a community, we mean the firmly accepted joint values that the given community shares. (Of course, members of the community may have different values too, but the overwhelming majority share the common, community values.) The first two items above relate to the complexity of the value system vis-à-vis which the development is defined. Not less complex is the given person's (or community) internal system and development may be defined vis-à-vis any component of the given person’s characteristics.



Picture 24: Personal Growth and Development

If we in general and based on the above picture define a person as the dynamic sum of his/her body, soul, mind and heart, we divide the person into

- physical characteristics;
- emotional characteristics (“heart”)
- psychological characteristics (“soul”)
- mental characteristics (“mind”)

Of course, each of those components consists of a number of sub-components, making the picture even more complicated. In other direction, mind and body together may be regarded as self-development; body and heart – self-mastery, heart and soul – self-actualisation and soul and mind – self-discovery.

Now, development may relate to any of those components like physical development, mental development, emotional development and/or psychological development. (Physical development is clear; mental development happens as the given person develops his/her knowledge, emotional development happens as the person develops more and sophisticated emotions and psychological development happens as the person’s “soul” develops: more empathy, more charity, better mutual understanding, more sympathy towards other people, etc.

Bearing in mind the immense amount of value system elements and personal characteristics, it is understandable that it is impossible to give an exact, concrete definition for development. **Therefore, we use the simplified definition “development means to become more valuable”.**

Personal development may be achieved in three ways:

- **through learning.** That happens rather rarely, albeit it is not impossible that somebody learns what positive, valuable behaviour is. (Like a small child learns that he/she must greet other persons.)
- **through experience.** That is the overwhelming majority of cases: the given person experiences that he/she must be respectful (so that others are also respectful to him/her.)
- **through example.** It is also a sort of an experience; simply another person’s experience. People readily follow exemplary persons who are regarded as very valuable and people also readily take over their value system and wish to become similar – i.e., ready to develop to be similar.

Regarding someone’s own experience, a question arises: **is a positive or a negative experience more useful...?!**

1. Positive experience teaches us a lot, but **its most important impact is the experience of success which reinforces success-mindedness.**
2. Negative experience is an interesting issue. If the negative result is final, it still gives a lot of experience to learn, but of course, the feeling of success is missing here. However, if the negative experience comes so that there are problems and conflicts but we were successful to conquer, resolving them, **such an experience is the most valuable.** Designers (engineers who develop new products) know very well that **an immediate success is not useful.** Products inevitably have hidden problems and if the design is successful immediately, the problems do not surface in the development phase – they will surface later, in the production, where there should be no problems already. **Therefore, engineers feel much safer if there are several rounds of failure first and in the end, the product succeeds.** That is exactly the case with the resolved conflicts: problems surfaced, one had to address them, treat them, manage them and finally, resolve them. Therefore,

resolved conflicts are one of the very best, very effective tools for personal development: there were problems to learn as to how to handle them and there was also a feeling of success in the end.

It is well known that the more problems we conquer, the sweeter the success. Of course, we do not create especially difficult situations to have a sweeter success, but the complexity of the conflict resolving provides us with true satisfaction. Wars are also conflicts but on a large scale: conflict between nations or even groups of nations. As all conflicts, it may also be resolved but if we say resolution of a conflict is a very difficult and complex issue, resolution of a war-conflict is orders of magnitude more complex and difficult. Libraries of books are written about the art of negotiations and yet another library about peace negotiations. Possibly one of the toughest peace negotiations were/are between Israelis and Palestinians – so far, without too much success. (About those negotiations – the “Oslo peace process” – see *“How Israelis and Palestinians Negotiate”- a Cross-Cultural Analysis of the Oslo Peace Process; edited by Tamara Cofman Wittes, United States Peace Institute Press, 2005*)

RESULTS OF A CONFLICT RESOLVING

There are several kinds of conflicts and even within the given group, each conflict is special, different. Therefore, it is impossible to give a recipe for each conflict resolution; only general rules:

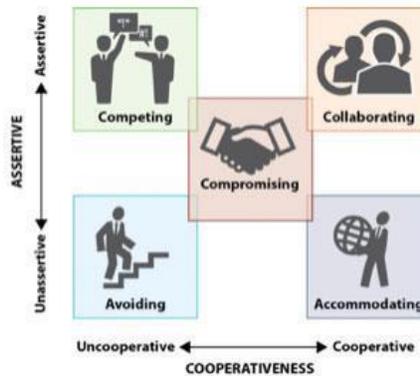
1. Each conflict starts from the rational part; i.e., when sides can talk to each other, can clarify issues etc. When this phase is over, emotions prevail and in that second phase, the conflict is very difficult to handle. Therefore, the first general rule is: **try to resolve the conflict as early as possible**. To the contrary of the belief, time usually does not solve the conflicts.
2. **The most important tool of conflict resolution is communication**. Until the sides can talk to each other (and not shout at each other), there are high chances to resolve the conflict successfully. “Talking to each other” necessarily also means “listen to each other”.

3. “Listen to each other” means also “understand the motives of the other side”. We do not have to accept those motives; we do not have to agree to those motives but we have to accept: **the other side has equal rights to have his/her motives as we have ours**. That is – we acknowledge the other side as equal to us. And if we understand his/her motives (and the other side – ours) we are much more in a position to jointly figure out where the conflict is and where we do not have any conflict. In most of the cases, if we clarify that issue properly, it usually turns out that in the most part, we do not have conflicts – moreover, we may have more overlapping motives than conflicting ones. If we get to such an understanding, the resolution is just one small step. “If there is a will, there is a way” – says the common wisdom. This attitude is especially vital in value conflicts: we should assume we cannot force the other side to throw away his/her value system and accept ours – the only way to handle a value conflict is to accept the difference in the value systems. Of course, we may argue, we may try to explain why we think our value system is better (i.e., more valuable) but the other side has the right to stick to his/her values; we cannot but accept it.
4. Sides must have a minimum amount of mutual understanding to be able to resolve the conflict. Any attempt to dominate the situation or trying to bypass it usually results in the conflict – or even enlarges the given conflict. **The only way is if both sides want to resolve their conflict** and not just to bury it. Trying to dominate the situation is the worst any side may try – it usually triggers anger and frustration (i.e., emotions!) from the other side. And the more emotions are in the conflict, the lower the chances are for normal resolution.



Picture 25: The Path of Conflict

5. Conflicts and conflict resolutions depend also on the different characteristics of the sides. If we consider people as assertive and non-assertive and cooperative and non-cooperative, we may divide the types of their attitude as follows:



Picture 26: Characteristics vs attitude towards conflicts

- **an assertive and non-cooperative** person is ready to fight and if not interested but also not against heat of the conflict;
- **a non-assertive and non-cooperative** person tries to avoid conflicts, but that sort of avoidance is rather hiding: the conflict may remain hidden but the causes are there and the conflict may surface any time;
- **an assertive and cooperative** person is ready to make compromises (a compromise does not harm his/her ego). That type of the persons can solve conflict the easiest;
- **a cooperative and non-assertive** person tends to accept all proposals; such people are ready to play the role of “underdog”. Such solutions are not real solutions to a conflict; it may be felt rather as a dictate than a mutual resolution.

Since there are two sides in any conflict, all kinds of “pairs” (cooperative-assertive vs. cooperative-non-assertive, assertive-non-cooperative vs. non-cooperative –assertive and so on – 16 possibilities all in all), the resolution process may be very different. Cooperation – i.e., mutual devotion to resolving the conflict - overlaps with all types; it can be achieved in all cases.

CONFLICT RESOLUTION AND DEVELOPMENT

As we saw (also in the Textbook), conflict resolution is a very complex process and it allows the partners to practice all kinds of their abilities and knowledge. The process of resolution combines all the three main tools of personal development:

- it is a complex and interesting, and also effective **learning process**;
- it is a good terrain to **practice** our techniques, past experience and also newly acquired knowledge;
- it is also **learning by other examples**; it is easy to have and follow patterns how others have solved similar conflicts

All in all, conflict solving is a very effective tool for personal development – plus a wonderful feeling of success, which reinforces the success orientation of both sides. Success-mindedness is a *sine-qua-non* for a successful and happy life.

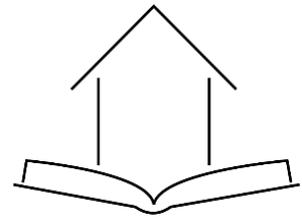
CONTROL QUESTIONS

1. *What is personal development?* Becoming more valuable
2. *Why is it good to find a resolution to a conflict?* We can learn and practice a lot of important things.
3. *When do we have good chances for conflict resolving?* Till it is still in its rational phases.
4. *How to resolve value conflicts?* By accepting that the other side has the right to have another value system.
5. *Why is learning by own experience useful?* Because we can use our experience next time also.

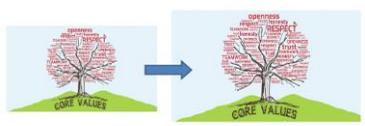


HOMWORK SOLUTIONS

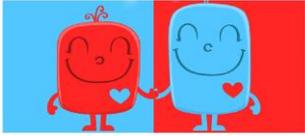
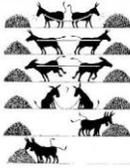
1. *Explain what development is!* Development is becoming better vis-a-vis some value system.
2. *Explain what personal development components look like!* Since value systems may have very complex structure and components, a number of personal development types may be countless. In general, personal development may include development of physical, mental, emotional, spiritual and social characteristics of a person or group.
3. *Bring an example how a conflict (that is, a conflict solving) helped your personal development!* We were in conflict with my brother over some program of the day, but we could resolve it and it gave us more time to find more effective homework solutions together.
4. *Explain the conflict and its resolution in the above picture with two donkeys!* Donkeys are both hungry and want to eat the haystack close to them, but the rope did not allow them to do so; it was too short. The donkeys became very angry and wanted to solve the conflict with force, but without results. Having experienced that, they started to think and found a cooperative way: they both ate one haystack first together and then – again together- they consumed the other haystack too.



ELECTRONIC VERSION

| SLIDES | NOTES |
|---|-------|
| <p style="text-align: center;">  TOPIC 4. DECISION MAKING AND PROBLEM SOLVING IN THE DIGITAL ERA MODULE C. CONFLICT SOLVING AS DRIVER FOR DEVELOPMENT </p> | |
| <p style="text-align: center;"> <small>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT</small>  CONFLICT  </p> | |
| <p style="text-align: center;"> <small>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT</small>  PERSONAL DEVELOPMENT  BASED ON THE CORE VALUES, POSITIVE CHARACTERISTICS BECOME BETTER OR MORE </p> | |
| <p style="text-align: center;"> <small>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT</small>  PERSONAL DEVELOPMENT = BECOMING BETTER  </p> | |
| <p style="text-align: center;"> <small>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT</small>  WE MUST PLAN OUR PERSONAL DEVELOPMENT AND WE MUST WORK ON IT!  </p> | |

| | |
|--|--|
| <p>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT</p>  <p>The Personal Development Plan Pyramid Model</p>  | |
| <p>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT</p>  <p>PERSONAL DEVELOPMENT PLAN</p>  | |
| <p>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT</p>  <p>WORK ON YOUR PERSONAL DEVELOPMENT!</p>  | |
| <p>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT</p>  <p>WHY YOU DEVELOP BY SOLVING CONFLICTS?</p> <p>LEARN & PRACTICE COMMUNICATION</p>  | |
| <p>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT</p>  <p>WHY DO YOU DEVELOP BY SOLVING CONFLICTS?</p> <p>DEVELOP YOUR ART OF NEGOTIATIONS</p> <p>NEGOTIATION</p>  | |

| | |
|--|--|
| <p>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT </p> <p>WHY DO YOU DEVELOP BY SOLVING CONFLICTS?</p> <p>SHARPEN YOUR EMOTIONAL COMPETENCE!</p>  <p><i>Emotional intelligence is an essential part of the whole person.</i></p> | |
| <p>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT </p> <p>WHY DO YOU DEVELOP BY SOLVING CONFLICTS?</p> <p>EXERCISE YOUR EMPATHY!</p>  | |
| <p>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT </p> <p>WHY DO YOU DEVELOP BY SOLVING CONFLICTS?</p> <p>DISTINGUISH BETWEEN RATIONAL AND EMOTIONAL ISSUES!</p>  | |
| <p>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT </p> <p>WHY DO YOU DEVELOP BY SOLVING CONFLICTS?</p> <p>ENJOY THE SWEET FEELING OF SUCCESS!</p>  | |
| <p>CONFLICT RESOLUTION AS DRIVER FOR DEVELOPMENT </p> <p>WHY DO YOU DEVELOP BY SOLVING CONFLICTS?</p> <p>ENJOY THE SWEET FEELING OF SUCCESS!</p>  | |

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What is development?

- a) it is changing our opinion
- b) it is when we are friends
- c) **it is becoming more valuable vis-a-vis some value system**
- d) it is when we are friends
- e) we do not have any development

2. What is a value system?

- a) **it is a sum of principles we think we should be guided by**
- b) it is the amount of money we have
- c) it is the remaining part of our interests
- d) it is the sum of our interests
- e) there is no value system at all

3. How can we put conflict solving experience to use?

- a) we can create the next conflict
- b) we know less about our partners.
- c) we know our friends better.
- d) **we can learn all successful conflict solving methods and tools.**
- e) we can teach conflict generation methods.

4. What is an “early warning system” in conflict solving?

- a) we are warned if thunderstorm comes
- b) it warns us if it is too early yet
- c) it wakes us up in the morning
- d) **it warns us that we are going to have a conflict**
- e) it shows the time when we can start a conflict

5. Why does conflict resolving sharpen our communication skills?

- a) because we cannot communicate
- b) because we can communicate excellently
- c) because we communicate about the conflict with our friends
- d) because we may stop communicating
- e) **because communication is the best tool to resolve a conflict**

6. Why does empathy help in conflict resolving?

- a) **because we may understand the motives of the other side easier**
- b) because it helps fighting
- c) it does not help at all
- d) because it helps in the “destroy” phase
- e) because it helps to get into fighting phase

7. What is a greenhouse effect?

- a) a house that is closed
- b) an effective house in green
- c) **when something behaves like a greenhouse; that does not let heat out**
- d) when the house is painted in green
- e) when it is colder inside than outside

8. What is the use of negotiations?

- a) there is no use of it at all
- b) they help fight the partner in value conflicts
- c) we do not have to negotiate in conflicts
- d) **it is the only way to find a resolution in a conflict**
- e) instead of conflict, we can negotiate

9. What is compromising in a conflict resolution?

- a) **it is mutual easing of our demands till we find common resolution**
- b) it is killing our enemy
- c) it is running away from our enemy
- d) it is turning to our friends
- e) there is no compromise in conflict resolution

10. What is mental development?

- a) when we do not read at all
- b) when it is warmer during the crisis than earlier
- c) when we are not so angry
- d) when we resolve the conflict
- e) **when we become smarter and more knowledgeable than before**

TRUE – OR – FALSE SENTENCES

1. Development never happens. **FALSE**
2. Personal development is a very simple process. **FALSE**
3. Development is becoming better, more valuable. **TRUE**
4. Emotional development is also a part of personal development. **TRUE**
Development is fitting better into the value system of the person. **TRUE**
Conflict solving is usually not easy. **TRUE**
5. Communication is the most important tool in conflict solving. **TRUE**
6. Compromising is never a solution on conflicts. **FALSE**
7. Empathy is not important in conflict resolution. **FALSE**
8. Conflict resolution is a big success. **TRUE**

OPEN – END QUESTIONS

1. What is personal development? (*becoming more valuable*)
2. Why is it good to find a resolution to a conflict? (*we can learn and practice a lot of important things*)
3. When do we have good chances for conflict resolving? (*till it is still in its rational phases*)
4. How to resolve value conflicts? (*By accepting that the other side has the right to have other value system*)
5. Why is learning by own experience useful? (*Because we can use our experience next time also*)

OPEN – END SENTENCES

1. Development is ... *(becoming more valuable)*.
2. We can learn and practice communication, since ... *(it is the most important tool in conflict resolution)*.
3. Emotional competence is important, since ... *(it helps understanding the other side)*.
4. The experience of success is important, because ... *(it reinforces our success-mindedness)*.
5. Resolving a conflict is good for our energy, since ... *(conflict uses up a lot of energy)*.

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand why conflict resolving can be used for personal development.
2. The theme of the module seems rather theoretical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. Conflict resolution ability is of general importance in life: pupils should fully understand that fighting conflicts is of vital importance and each person has constant tasks in it.
4. Understanding of the notion „personal development” is vital in general terms also: it makes pupils understand that they must be active and energetic to fight for it.
5. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module.
6. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be:
 - a) Small lectures presented by the pupils. Small lectures may be around 5...10 minutes each. The following themes are proposed for the pupil's minilecture: What is personal development? How can conflict resolution help our development? Communication in conflict resolving
 - b) Debates or brainstorming over some concepts. The following themes are proposed for debates of brainstorming: Why do conflicts arise? Why is it bad to have a conflict? What are the consequences of a conflict?

If the teacher decides to do brainstorming, pupils should be prepared about the rules and procedure during the brainstorming. For support, look at <https://blog.aweber.com/email-marketing/10-rules-for-mind-blowing-content-brainstorming-sessions.htm>. For innovative teaching ideas look at <https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective/>

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Slides No 9-13 are meant to introduce brainstorming. Alternatively, they also may be used for preliminary group discussion and report back.
3. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
4. The electronic version may also contain tailor-made, a simple animation tool too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.
5. If embarking on ICT-aided teaching, teachers may use the following YouTube presentations too:
 - <https://www.youtube.com/watch?v=0i2gU9frCrM> (self-improvement, 9'22")
 - <https://www.youtube.com/watch?v=l8JlI83UaSE> (7 habits of highly effective people, 14'08")
 - <https://www.youtube.com/watch?v=l8JlI83UaSE> (10 signs that you are highly intelligent ,10'33")
 - <https://www.youtube.com/watch?v=l8JlI83UaSE> (9 brain exercises to strengthen your minds, 10'01")
 - <https://www.youtube.com/watch?v=KY5TWVz5ZDU> (conflict resolution, 3'33")
 - <https://www.youtube.com/watch?v=QJiJ95mHftE> (four tips to manage conflict, 3'12")
 - <https://www.youtube.com/watch?v=oo5caGP5dAE> (Mind exercise, 8'26")

For use of YouTube materials, a fast internet connection is needed.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we suggest minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding using smartphones in the classroom is simply counterproductive; and if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|--|---|
| Level/Grade: | 9 – 12 th |
| Title: | PROBLEM SOLVING |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to realise :</p> <ul style="list-style-type: none"> ● What “conflict solving” really brings ● What is the most important factor in conflict solving ● What happens after the conflict is solved ● What “development” is ● Why conflict resolution is an excellent way and tool to develop. |
| Materials needed: | Textbook, Power point presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● systems ● psychology ● behavioural science ● negotiations |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss’ mood; To prepare the students for topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What is development? ● What personal development? ● What is conflict? <p>Teacher makes sure that students understand what development is and what its characteristics are.</p> | |

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

Activity two: What do you think: what is personal development?

Procedure: It can be a report back or a small lecture too. The English language is the language of the internet, so the teacher can speak about the importance of English learning.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 8 min.

Activity three: What are the tools for personal development?

Procedure: Students discuss how we can develop ourselves.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity four: Discussion about why conflict resolving develops personal characteristics.

Teacher introduces the question and students speak about it. Discussion points will be: the influence of conflict resolving on personal development.

Interaction: T-Ss, Ss-Ss;

Time to be allocated: 12 min.

Activity five: Summary of the module, discussion of a possible homework

Procedure: Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign students homework.

Interaction: T-Ss

Time to be allocated: 4 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brainstorming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

USED AND RECOMMENDED SOURCES

- <https://www.sid-israel.org/en/Development-Issues/What-is-Development>
- <https://dictionary.cambridge.org/dictionary/english/development>
- <https://en.wikipedia.org/wiki/Development> (clarifying article)
- https://en.wikipedia.org/wiki/Personal_development
- <https://en.wikipedia.org/wiki/Skill>
- https://en.wikipedia.org/wiki/Personal_development_planning
- https://en.wikipedia.org/wiki/Emotional_intelligence
- <https://en.wikipedia.org/wiki/Empathy>
- https://en.wikipedia.org/wiki/Conflict_resolution
- <https://www.amanet.org/training/articles/the-five-steps-to-conflict-resolution.aspx>

V. EMOTIONAL INTELLIGENCE IN THE DIGITAL ERA

A. EMOTIONAL INTELLIGENCE

IQ, EQ

Regarding definition¹³ **intelligence** has been defined in many ways, including:
The capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking, and problem solving.

More generally, it can be described as the ability to perceive or infer information, and to retain it as knowledge to be applied towards adaptive behaviours within an environment or context.....One definition says: *A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and deeper capability for comprehending our surroundings—"catching on," "making sense" of things, or "figuring out" what to do.* Intelligence (and even more so: emotions) are not mathematics; it is impossible to easily describe them by simple numbers or equations.

That is the reason why scientists wanted to find methods by which intelligence and emotions can be described by some numbers – otherwise, they hopelessly remain subjective: in my opinion, XY is intelligent, by somebody else – not. Emotions are even more subjective.

“Rationalisation” of intelligence needs defining its components; the more components the better. Then, some qualitative methods should be found to describe those components and at the end, synthesis of those “quantity” components yields some quantities characteristic for intelligence.

According to Wikipedia¹⁴ an **intelligence quotient (IQ)** is a total score derived from several standardized tests designed to assess human intelligence. The abbreviation "IQ"

¹³ <https://en.wikipedia.org/wiki/Intelligence>

¹⁴ https://en.wikipedia.org/wiki/Intelligence_quotient)

was coined by the psychologist William Stern for the German term *Intelligenzquotient*, his term for a scoring method for intelligence tests at University of Breslau he advocated in a 1912 book. Historically, IQ is a score obtained by dividing a person's mental age score, obtained by administering an intelligence test, by the person's chronological age, both expressed in terms of years and months. The resulting fraction is multiplied by 100 to obtain the IQ score.

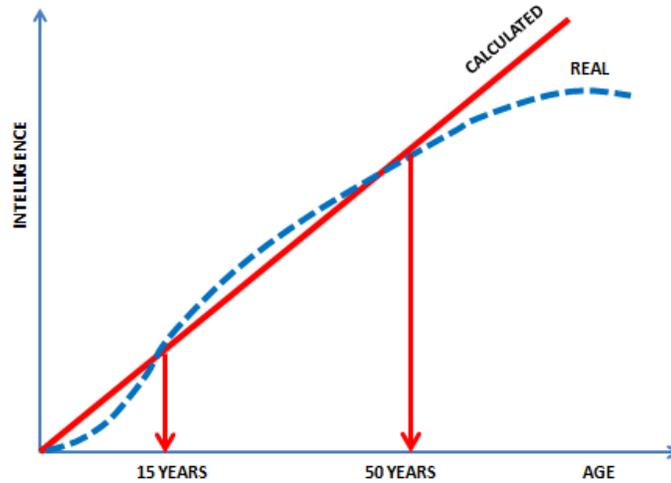
When current IQ tests were developed, the median raw score of the norming sample is defined as IQ 100 and scores each standard deviation (SD) up or down are defined as 15 IQ points greater or less, although this was not always so historically. By this definition, approximately two-thirds of the population scores are between IQ 85 and IQ 115. About 2.5 percent of the population scores above 130, and 2.5 percent below 70.

Scores from intelligence tests are estimates of intelligence. Unlike, for example, distance and mass, a concrete measure of intelligence cannot be achieved given the abstract nature of the concept of "intelligence". IQ scores have been shown to be associated with such factors as morbidity and mortality, parental social status, and, to a substantial degree, biological parental IQ. While the heritability of IQ has been investigated for nearly a century, there is still debate about the significance of heritability estimates and the mechanisms of inheritance.

It is very important to note from the above text that **„IQ is a score obtained by dividing a person's mental age score, obtained by administering an intelligence test, by the person's chronological age, both expressed in terms of years and months. The resulting fraction is multiplied by 100 to obtain the IQ score”**

With that calculation, if a 30-year old person has IQ =150, the person is considered as „so intelligent as if he/she is 45 years old already”. That is, high IQ means that mental capacities of a person correspond to a person who is older – i.e., presumably also smarter. Mathematically in this case, the function of intelligence is considered as a linear function of age.

But it is not so: in very early years, intelligence increases slowly then faster than linear and after the middle ages, growth of intelligence becomes slower than linear and even declines at the very old ages.

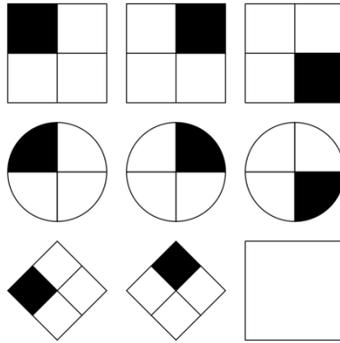


Picture 27: Development of intelligence vs. age

That is, IQ calculated in the usual way is valid between approximately 15 and 50 years of age. Below 15 and above 50...60 years of age, the calculated IQ gives unrealistic values. (Say, for a 70-year-old person with IQ=150 to say that his/her intelligence is as if he/she is 105 years old is a nuisance.)

Further, components of intelligence are complex in themselves and are very difficult to quantify. Therefore, IQ tests check rather the logic of the person, i.e., IQ is again very much simplified vs. real intelligence. (Someone humoristically stated: "IQ shows the ability of the given person to do the IQ test...")

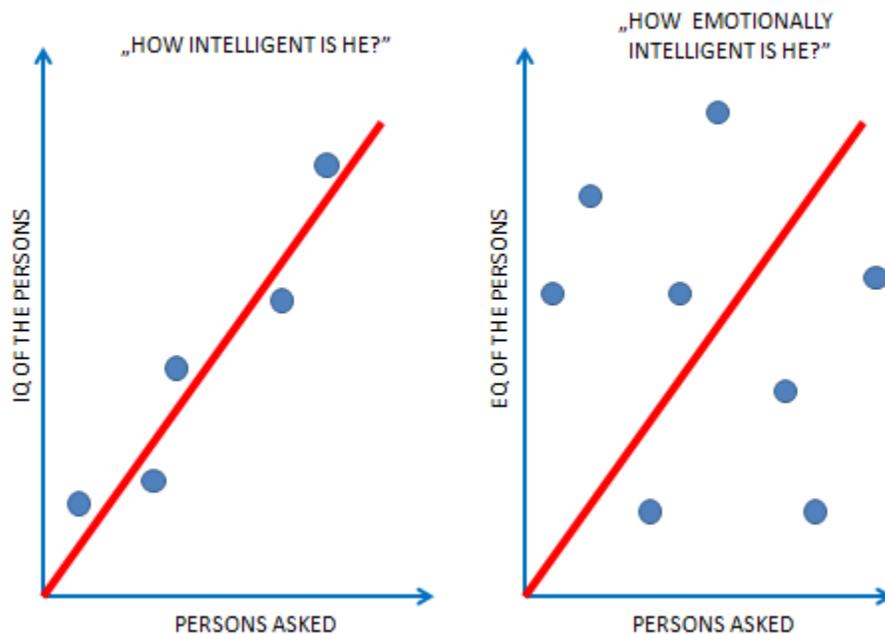
Usual IQ tests look like the following, asking "what could be the next figure in the row..?" (Or, "which of the given samples would fit into the quadrate?" – and giving several options for the solutions)



Picture 28: Usual sample IQ test

Because of the test and calculation methodology, most of the persons have IQ around 100; and the usual spread is ca 70...130. To make corrections due to the nonlinearity of the intelligence and the decline in older age, it is also usual that the IQ=100 is calculated separately to each age bracket; i.e., for an 80-year old person IQ is calculated vis-a-vis average IQ of the 80-year-olds.

Emotional intelligence (EQ, “Emotional quotient”) is an even more complex and complicated issue. While opinions of persons judging about the intelligence of a given person more or less overlap (“yes, she is an intelligent person”; “A is more intelligent than B”, etc.), no such correlation occurs for the EQ:



Picture 29: Correlations about IQ and EQ

That is, while more or less everybody agrees on who is intelligent for how much, no such agreement exists for the EQ.

The problem starts from the question itself. “How intelligent is he?” is a valid question and more or less everybody understands what we mean by “intelligence”. That is by far not the case with emotional intelligence: there is practically zero consensus about what we understand saying “emotional intelligence”.

According to Wikipedia¹⁵, **Emotional intelligence (EI)**, **emotional leadership (EL)**, **emotional quotient (EQ)** and **emotional intelligence quotient (EIQ)**, *is the capability of individuals to recognize their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behaviour, and manage and/or adjust emotions to adapt to environments or achieve one's goal(s).----- Studies have shown that people with high EI have greater mental health, job performance, and leadership skills ----- For example, Goleman indicated that EI accounted for 67% of the abilities deemed necessary for*

¹⁵ https://en.wikipedia.org/wiki/Emotional_intelligence

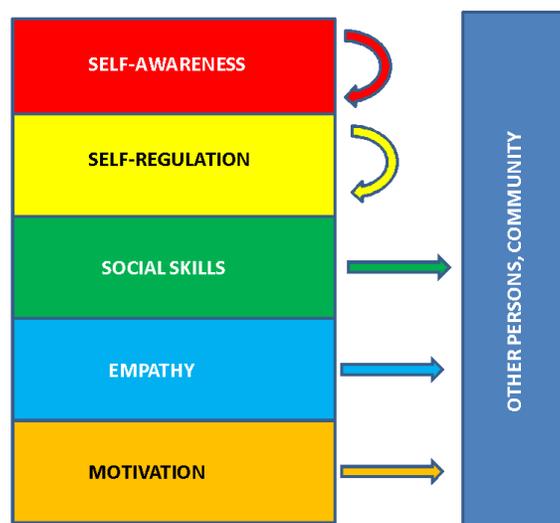
superior performance in leaders, and mattered twice as much as technical expertise or IQ. (ibid.)

There are a great number of definitions for emotional intelligence and also a number of scientific proposals for its components. The basic characteristics are:

- some of the components are directed to the self;
- some of the components are directed to other persons and/or the community.

It is shown on the picture below:

COMPONENTS OF EMOTIONAL INTELLIGENCE AND THEIR DIRECTIONS



Picture 30: Components of Emotional Intelligence and Their directions

Here, self-awareness and self-regulation concern the person his/herself, while social skills, empathy and motivation are directed to other persons or to the community.

- **self-awareness** means the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using *gut feelings* to guide decisions;
- **self-regulation** involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances;
- **social skills** mean managing relationships to move people in the desired direction;

- **empathy** means considering other people's feelings especially when making decisions; (“put yourself into his shoes”)
- **motivation** means being driven to achieve for the sake of achievement.

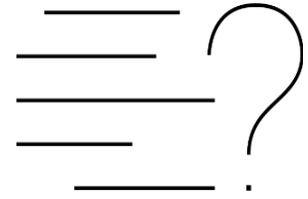
If we consider characteristics of a good and successful leader, we understand why emotional intelligence is critical for success. Outstanding leaders have outstanding emotional intelligence. (EQ)

Of course, emotions are very complex and there are a number of different classifications; each pointing out this or that aspect of the EQ. That is the reason why EQ is even more complicated to determine quantitatively than IQ. Usually, there are several situations described and several options how the given person might react. Based on the option chosen, scores are attributed and after complicated calculations, EQ is determined. By the example below one can see that EQ tests are rather subjective and therefore results may seem rather arbitrary.

You've taken a group of 4-year-olds to the park, and one of them starts crying because the others won't play with her. What do you do?

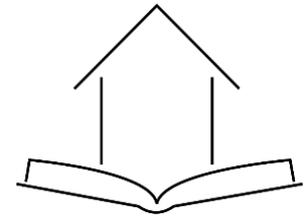
- *Stay out of it; let the kids deal with it on their own.*
- *Talk to her and help her to figure out ways in which to get the other kids to play with her.*
- *Tell her in a kind voice not to cry.*
- *Try to distract the crying girl by showing her some other things she could play with.*

CONTROL QUESTIONS



1. *What is an emotion?* Emotions are feelings accompanying our communication.
2. *Why are emotions important?* Because they make the communication complete.
3. *What is emotional intelligence?* Ability to manage our own emotions and understand that of others.
4. *What is an EQ?* Emotional quotient; characteristic number of the person's emotional abilities.
5. *How have Digital Era tools made the expression and understanding the emotions?* More difficult

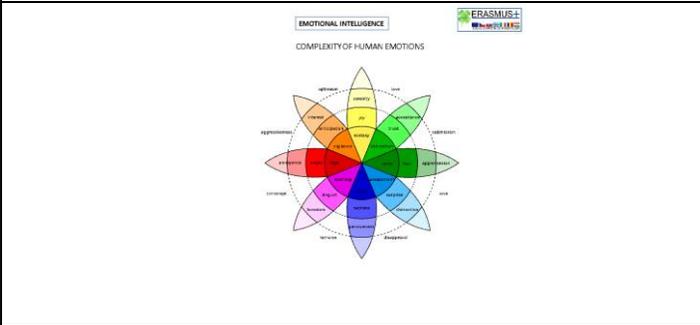
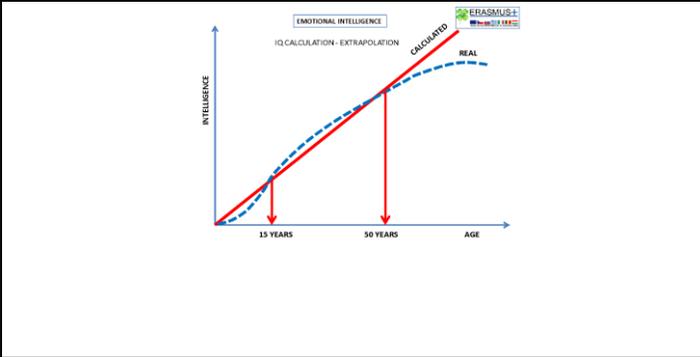
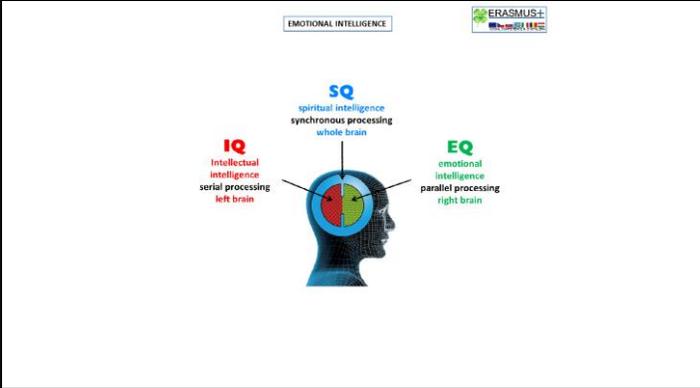
HOMEWORK SOLUTIONS



1. *Describe an emotion you had yesterday and how it was shown by you.* I wanted to go to a movie but in the end, I had to study. I looked very-very disappointed.
2. *Describe a simple emotion you see on your friend's face!* He wanted to hit the other guy but I told him not to. First he was angry with me but later he became thankful.
3. Describe if you had a misunderstanding of emotions in electronic communication! I had a funny email which I understood a girl was interested in me but later on it turned out that she was just kidding. It was a bad and bitter experience.

ELECTRONIC VERSION

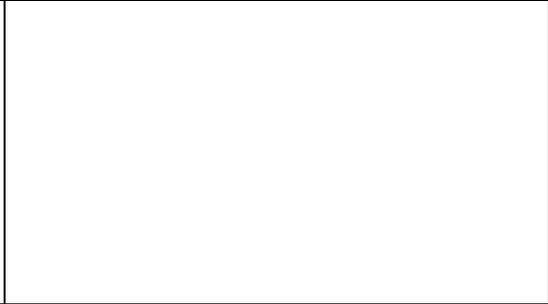
| SLIDES | NOTES |
|---|-------|
|  <p>TOPIC 5. EMOTIONAL INTELLIGENCE IN THE DIGITAL ERA</p> <p>MODULE A. EMOTIONAL INTELLIGENCE</p> | |
|  <p>EMOTIONAL INTELLIGENCE</p>  <p>COMPONENTS OF PERSONALITY</p> | |
|  <p>EMOTIONAL INTELLIGENCE</p>  <p>INTELLIGENCE = MENTAL CAPACITY TO REASON, THINK, SOLVE PROBLEMS, UNDERSTAND IDEAS</p> | |
|  <p>EMOTIONAL INTELLIGENCE</p>  | |



EMOTIONAL INTELLIGENCE

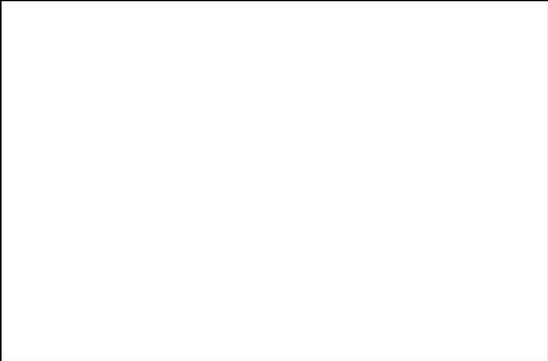
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COMPONENTS OF EQ



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COMPONENTS OF EMOTIONAL INTELLIGENCE AND THEIR DIRECTIONS



EMOTIONAL INTELLIGENCE

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Empathy

| High Emotional Intelligence | Low Emotional Intelligence |
|-----------------------------|--|
| Accepts self and others | Is not accepting to self and others |
| Can communicate assertively | Uses passive or aggressive communication |
| Displays empathy | Lacks empathy |

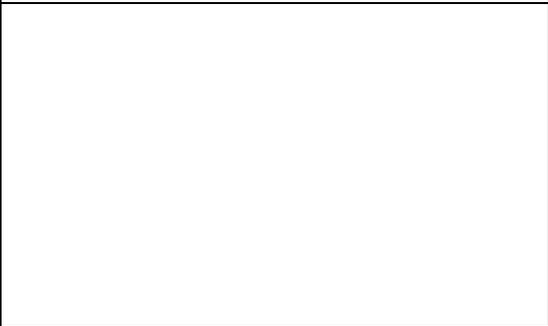
© iStockphoto



EMOTIONAL INTELLIGENCE

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EQ COMPONENTS ARE ALSO VERY COMPLEX



EMOTIONAL INTELLIGENCE

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RATIO AND EMOTIONS SHOULD GO HAND IN HAND



SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What is an emotion?

- a) when I sleep
- b) **a non-rational state of a person associated with thoughts, feelings, pleasure or displeasure**
- c) when the person feels nothing
- d) what we see on animals
- e) when the decision is not made

2. Why are emotions important?

- a) **because they accompany and complete our communications**
- b) because they need expressions
- c) they are not important
- d) because they do not speak
- e) because we go to movie

3. What are the components of a human being other than emotional?

- a) exam marks
- b) diplomas and decorations
- c) **physical, mental, spiritual, social and rational components**
- d) when we think and do not decide
- e) when people wake up, go to work, go home and go to bed

4. What is emotional intelligence?

- a) **Ability to manage his/her own and read other persons' emotions**
- b) When we can read
- c) When we can speak foreign languages
- d) When we do not speak foreign languages
- e) When everything is alright at home

5. What is the difference between IQ and EQ?

- a) There is no difference
- b) IQ is more important
- c) EQ is less important
- d) **IQ deals more with logic and rational issues; EQ – with emotional abilities**
- e) IQ is derived from EQ

6. How does the Digital Era influence our emotions?

- a) It does not influence at all
- b) It makes emotions more visible
- c) **It may cause problems since some persons wish to hide behind anonymity**
- d) It translates EQ into IQ
- e) It is impossible to influence EQ

7. What may cause an emotional problem?

- a) Our behaviour does not cause anything
- b) Nothing; there are no problems at all
- c) When the system functions well
- d) If everything goes as planned
- e) **Any deviation from the originally planned behaviour, thoughts.**

8. What is metacommunication?

- a) **A non-verbal communication accompanying our communication**
- b) It is a PDCA cycle
- c) It is when my friend Meta communicates with me
- d) It is problem solving
- e) There is no such thing as metacommunication

9. Why do we use emoji?

- a) **We want to show our emotions in the written text too**
- b) Because we learn in the school
- c) Because it is the reason why we go to disco
- d) It is because the system develops further
- e) Because we want to go to sleep

10. What are the organs to understand metacommunication?

- a) We cannot understand metacommunication
- b) **All our organs of sense may catch specific parts of metacommunication.**
- c) Our skin only
- d) Our tongue because we speak with it
- e) We do not have such organs

TRUE – OR – FALSE SENTENCES

1. An emotion is not important at all. **FALSE**
2. We cannot express our emotions. **FALSE**
3. Emotions make communication complete. **TRUE**
4. Emotions are very important in our communication. **TRUE**
5. Emotional intelligence is IQ. **FALSE**
6. EQ is not important at all. **FALSE**
7. We do not have emotional intelligence **FALSE**
8. EQ is especially important for leaders. **TRUE**
9. We can never judge another person's EQ. **FALSE**
10. The Digital Era has made expressions of emotions much harder. **TRUE**

OPEN – END QUESTIONS

1. What is an emotion? (*Emotions are feelings accompanying our communication*)
2. Why are emotions important? (*Because they make the communication complete.*)
3. What is emotional intelligence? (*Ability to manage our own emotions and understand that of others.*)
4. What is an EQ? (*Emotional quotient; characteristic number of the person's emotional abilities*)
5. How have Digital Era tools made the expression and understanding the emotions? (*more difficult*)

OPEN – END SENTENCES

1. An emotion is ... (*feelings accompanying our communication*).
2. Emotions are important, because ... (*they make our communication complete*).
3. Metacommunication is ... (*communication about the communication; mostly through emotions*).
4. EQ is a very important characteristic for ... (*the leaders*).
5. Digital Era communication lacks emotions, since ... (*it is done mostly non-personally or in writing*).

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand what emotions and emotional intelligence are.
2. The theme of the module may seem rather theoretical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. Understanding that the emotions are of general importance in life: pupils should fully understand that whatever they do, it always contains rational and emotional parts.
4. Understanding of the notion „emotional intelligence” is vital in general terms also: it makes pupils understand that they must have high emotional intelligence.
5. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module.
6. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be:
 - a) Small lectures presented by the pupils. Small lectures may be around 5...10 minutes each. The following themes are proposed for the pupil's minilecture: What are emotions? Why are emotions so important? How to understand other peoples' emotions? Internet and emotions. How emotions may change in the Digital Era?
 - b) Debates or brainstorming over some concepts. The following themes are proposed for debates or brainstorming: Why is it impossible NOT to have emotions? How do we show our emotions? Analyse an emotion noticed in your class!

If the teacher decides to do brainstorming, pupils should be prepared about the rules and procedure during the brainstorming. For support, look at <https://blog.aweber.com/email-marketing/10-rules-for-mind-blowing-content-brainstorming-sessions.htm>. For innovative teaching ideas look at <https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective/>

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Slides No 10-14 are meant for short discussions.
3. Slides follow the written version but do not fully overlap with it; and therefore, a combination of the frontal teaching using the electronic version may become very effective.
4. The electronic version may also contain tailor-made, a simple animation tool too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.
5. If embarking on ICT-aided teaching, teachers may use the following YouTube presentations too:
 - <https://www.youtube.com/watch?v=SJOjpprbfeE> (Emotions, 7'03")
 - <https://www.youtube.com/watch?v=pFkRbUKy19g> (Emotions, 2'08")
 - <https://www.youtube.com/watch?v=jZ6RdEr31yQ> (4 types of men, 7'08")
 - <https://www.youtube.com/watch?v=jZ6RdEr31yQ> (Signs of low emotional intelligence10'00")
 - <https://www.youtube.com/watch?v=3-jzWFQLopk> (Emotional intelligence, 3'12")

For use of YouTube materials, a fast internet connection is needed.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we suggest that minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding using smartphones in the classroom is simply counterproductive; and if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just samples; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|---|--|
| Level/Grade: | 9 – 12 th |
| Title: | EMOTIONAL INTELLIGENCE |
| Time: | 45 min. |
| Learning objectives: | By the end of the lesson students will be able to realise : <ul style="list-style-type: none"> ● what emotions are; ● why emotions are so important; ● what sort of intelligences people have; ● why emotional intelligence is so important; ● how the Digital Era influences emotional intelligence. |
| Materials needed: | Textbook, Power point presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● psychology ● sociology |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood;</p> <p>To prepare the students for topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What is emotion? ● Why are emotions important? ● How to understand emotions? | |

Teacher makes sure that students understand what an emotion is and what its characteristics are.

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

Activity two: What do you think: can we do without emotions?

Procedure: It can be a game. Students write own samples for their emotions and the teacher evaluates their examples.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 8 min.

Activity three: Emotions

Procedure: Students discuss how we show and perceive emotions. It may be organised as a group debate too. The teacher speaks about the emotions and students debate over them.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity four: Emotional intelligence

Procedure: Teacher introduces the question and students speak about it. Discussion points will be: the signs and the process of emotional intelligence evaluation.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 12 min.

Activity five: Digital Era, emotions, emotional intelligence.

Procedure: Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign students homework.

Interaction: T-Ss

Time to be allocated: 4 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brain storming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but in two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

USED AND RECOMMENDED SOURCES

- <https://en.wikipedia.org/wiki/Emotion>
- <https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm/>
- https://en.wikipedia.org/wiki/Intelligence_quotient
- https://en.wikipedia.org/wiki/Human_intelligence
- https://en.wikipedia.org/wiki/Emotional_intelligence
- [https://en.wikipedia.org/wiki/G_factor_\(psychometrics\)](https://en.wikipedia.org/wiki/G_factor_(psychometrics))
- <https://www.arealme.com/eq/en/>
- <https://www.ihhp.com/free-eq-quiz/>
- <https://testyourself.psychtests.com/bin/transfer?req=MnwzOTc5fDcxNzg1NTd8MXwxfDE=&refempt=>
- <https://www.makeuseof.com/tag/free-emotional-intelligence-tests/>

B. PERSONAL AND ELECTRONIC COMMUNICATION

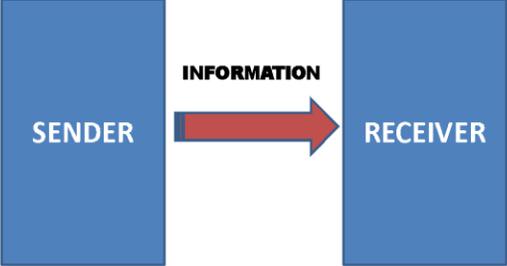
INFORMATION AND COMMUNICATION

Pantha rei – everything changes, said Heraclitus, the famous Greek philosopher. We notice those constant changes through signals that we get and understand. Those signals are called “information”. That information helps us orientate in the world; without it, mankind could not survive.

We receive that information by our senses of organs: eyes, nose, skin, ear, tongue. Those are the primary organs, but some sorts of information are more complex, so we have to evaluate them – in that way, our brains may also be regarded as an “organ of sense”. Everything that exists in the Universe sends information all over. The Sun shines, stars are bright, the wind blows, the river flows. Those signals can be very simple – “it is cold” and can be very complex too. Those latter complex signals are very difficult to understand (understand in the right way) and therefore, our brainwork is needed for that. For a thousand years, seeing that the Sun rises and then sets, humans thought the Sun rotates around the Globe. Some signals are received by us but not understood even till now – scientists may have been working on that phenomenon (sign) for centuries already. (Look, for example, at Stephen Hawking and his work in cosmology – but there are zillions of other examples too – we receive a signal but we do not fully – and correctly – understand it.) Therefore, we can extend our rating of our brain – it is not just an organ of sense, **it is the most important organ of sense**. Our primary organs like ears or eyes are just “receivers”, sensors – it is our brains that really understand what it is all about. Hanging leaves of a plant are also an information – we must understand that there is not enough moisture around the plant; we must water it.

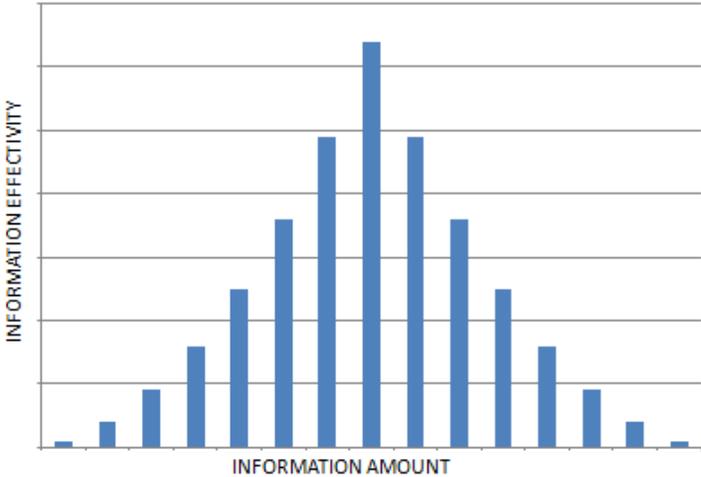
Information propagates through all media possible. It may be air, wire but even vacuum or water or soil too. Everything and everybody sends information all the time – that information propagates, received somewhere, understood somewhere by someone and someone may send a reaction to it – but it is not necessarily so: information is being sent if there is a reaction or not.

In general and from the viewpoint of people, information is any sign sent by anything in any form about the status and/or status change of the world around us. Important is, that information is always one-sided; i.e. goes from the Sender to the Receiver:



Picture 31: Information is one - sided

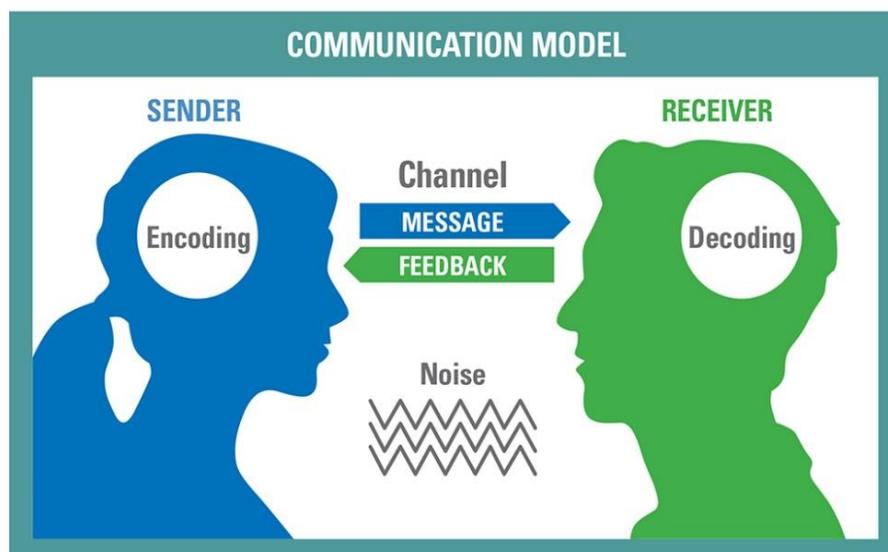
Due to the immense amount of information bombing us constantly, most of the information is neglected – simply cannot be processed; our organs do not have unlimited capacity. Therefore, if we rate the effectiveness of the information, it shows a curve with maximum: too low or too high amounts of information are equally not efficient.



Picture 32: The Effectiveness of the Information

That effectivity maximum phenomenon is very important: if we want the information we give to get lost or bypass the attention of the Receiver, we simply flood him/her with huge amount of unnecessary and irrelevant information, which drives him/her well beyond the effectivity maximum and the boundary he/she can select, comprehend and digest the necessary information. It is a beloved methodology of the politicians.

As it was said, **information is always one-sided; one-directional**. But usually, (if we forget about information sent by non living creatures) a formation is not sent “l’art pour l’art”, just in vain; the Sender usually expects some sort of reaction from the Receiver – at least, a sign of “I have received your message”. This reaction turns the one-directional “conversation” into bi-directional: information and reaction. **Bi-directional information exchange is called communication.**



Picture 33: Communication model

If the Sender wants his/her information to be comprehended, he/she must send it in a proper way: the Sender must code (encode) the information. If a German sends a piece of information in German to a person understanding Chinese only, the coding was wrong; the information will not be understood. (This coding is not necessarily in speech only. Usually, the colour of mourning is black in Europe but white in China. If we appear in

white at a reception in summer in China, they will feel sorry since they assume we have lost someone dear to us. I.e., the “colour coding” was wrong.)

After the Sender coded the information, he/she sends it and the Receiver receives it. Now, the Receiver has to decode the message too and after that, he/she can react. There might be several mistakes in the decoding process too – see above in the black-suit – white-suit case.

Therefore, **reaction is needed for the Sender to be sure that the information he/she sent is received and understood correctly.** That is, reaction always contains **two types of information:**

- “I have understood what you had sent” (or: “I have understood your message in the following way:...”)
- Reaction to the contents of the information.

That is, **without communication, we cannot be sure that our information is received and understood correctly – or received at all. Communication is a sine-qua-non in information exchange.**

In principle, it is always the Sender who has “the upper hand” in information: he/she knows something that the other side supposedly does not know. In communication, this “upper hand-lower hand” situation equalizes: the roles of the Sender and Receiver change all the time, very often, so the communication partners are on equal niveau.

PERSONAL COMMUNICATION, ELECTRONIC COMMUNICATION

As it was said above, everything and everybody sends information in all directions in the Universe. Some are passive information (like the moonlight) – such information is sent by non-living subjects. All living creatures send active information – i.e., expects some sort of reaction to it. Information from animals is known from times immemorial (when the dog barks, he informs us: “Be careful! I am angry and I am dangerous when angry...!”) However, recent scientific findings proved that even plants send information (hanging leaves about lack of water are well-known signs) – but they do not just send information, they communicate with each other – and even with us, people...! For example, they react to the music (!!!) and even not in the same way to classical music as to the modern beat...

Communication possibilities with such clever animals like dogs or dauphins have been well-known since long ago. Communication between people is special and presents the greatest interest to us. Most of our life, we communicate with people and not with plants or animals. Information and communication between people go on exactly the same way as it was shown above: coding-sending-receiving - decoding – comprehending – reacting (=encoding-sending-receiving-decoding). Further, even if the process of coding-sending-receiving-decoding is universal, it is understood mostly between persons. (Albeit of course dogs also code what they “say” and decode what we say.)

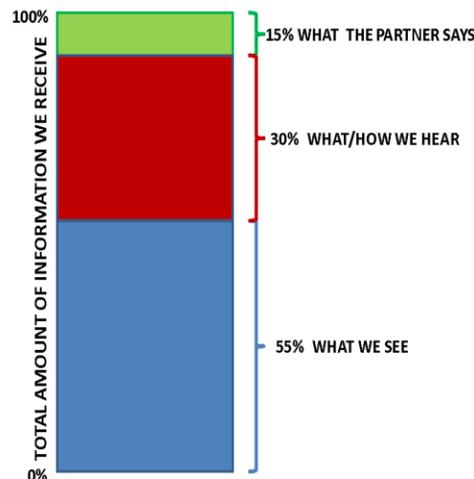
Personal communication media are very different: they may be letters, voice, sight, smell, etc. In general, media may reach us through all our organs of senses: eye, ear, skin, tongue, nose. Personal communication may be distant (when we send letters or call somebody by phone) and direct, face to face.

We might think that the medium for face to face communication is air; such communication is usually oral. But we will see that all our organs of sense participate in the conversation, not only our ear. All our organs may get information, albeit not to the same extent and not to the same quality. We might think our nose is not for communication, but when our girlfriend specially uses the fragrance we love, we immediately understand the situation. (Or at least guess...) On the contrary, it is also a clear message when the fragrance used is the one we hate –well, our girlfriend wants to be liked not by us... Similarly, even our tongue may convey information – with the food we love or with the food we hate - or, when the food is not salted and has no spices in it even if our girlfriend knows well that we love salty and spicy food – the message is more or less clear... In some countries, there is a saying “the lady has put too much salt into the food; she is in love...” Similarly, our skin may also convey information when we caress somebody – nothing to say about a kiss; which is a combination of nose-tongue-skin information...

From ear to eye, we might think the ear is more important – after all, we talk to each other. If we consider just the communication purely, it is really the ear which is important – but the matter is, we cannot just talk (communicate) to each other... When we talk, all our body takes part in the communication – we gesticulate, we look into the eyes of the

partner (or not), we may turn away from the person we talk to – all those gestures also convey meaning. So, our direct communication is inevitably accompanied by our body language. **That second type of communication is called metacommunication.**

Metacommunication is extremely important in our complex communication. We say what we want but our metacommunication speaks about what we think and what we feel. Basically, speech conveys rational information while metacommunication conveys mostly emotions. And if we consider communication and metacommunication together (as they always appear together), it turns out that **our most important communication organ is our eye:**



Picture 34: How can we receive information?

(In different sources, amounts may be slightly different but metacommunication is always much more than what is simply and straightway said)

What we see may be:

- eye contact
- blinking
- hand movements
- gestures
- posture
- face expression
- distance between the two persons

What/how we can hear may be:

- tone
- speed
- monotony
- melody
- voice peculiarities
- loudness

All in all, the three kinds of information together are what we really comprehend, if comprehend. Both channels (communication and metacommunication) go hand in hand; both partners see both expressions and communication goes on with communication, metacommunication with metacommunication. The role of the metacommunication is exceptional; no wonder it takes the bigger part in the complex communication.

1. While communication (i.e. what we say) is mostly rational: we can plan it, we can build the composition; we can choose the building blocks of it, etc. – metacommunication is mostly emotional. Thus, rational and emotional parts appear together; adding up full meaning to the conversation. (Communication). Since metacommunication is mostly emotional, it is reflected by emotions of the other side. And since there is no communication without motivation (it is the meaning, the contents of the communication; we want to motivate the other side to believe what we say, to do something, or not to do something, etc. – and motivation is mostly emotional). Therefore, usually **metacommunication is responsible for the motivation.**
2. While communication (conversation) is the rational part and metacommunication is the emotional part, those different roles are reflected in the difference of their “construction”: the rational part can be planned, the emotional part – not. Communication may tell the truth or it may lie, but metacommunication cannot lie. **Metacommunication always tells the truth; it says what the speaker really thinks about what he/she tells.** Metacommunication is communication about communication. It says the truth; and therefore, **if communication and metacommunication happen to convey different contents, the Receiver**

automatically believes what metacommunication says. (Just consider, for example: “I am so sorry”, says somebody with a smiling face...) So, metacommunication is the sign of truthful conversation – or, if they contradict, metacommunication reveals the truth. Therefore, **metacommunication is the sure sign of credibility.**

3. **Metacommunication appears in direct conversation only, never in other means.** Great writers are capable to describe emotions and make this or that emotion to emerge in the reader, but such great writers are a rarity. Therefore, while in conversation nobody can avoid metacommunication and its consequences, in written communication, practically nobody can describe true emotions and cause this or that emotion to emerge in the reader.

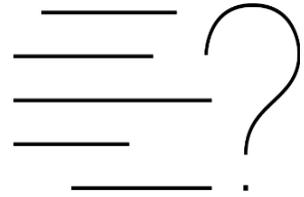
Communication is overwhelmingly written in the Digital era: e-mails, texts, and other written media. Mass media is also mostly written – i.e., our true friend to judge about the credibility of our “speaking” is missing... Therefore, in the Digital Era, we basically cannot rely on our sure sign of credibility – it is much easier to lie; nobody notices it. Digital Era has opened the door wide to manipulation – see the next Module about it. We feel that when we talk, we express our emotions too while we write – we do not. To help somehow, people invented a big number of “emotional signs” – the so-called “emoji’s”. Still, it is an artificial tool; it can help express some feelings somehow – but it is artificial, we can put where we should not put too – i.e., emoji does not help in judging the credibility of the speaker.



Picture 35: Emoji = emotional signs

CONTROL QUESTIONS

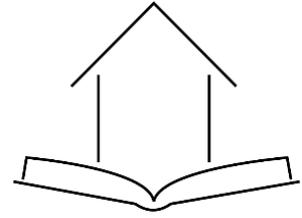
1. *What is information?* A signal about the status or status change of something.
2. *Who can send information?* Everything and everybody
3. *What is the difference between information and communication?* Communication is bi-directional while information is one-sided.
4. *What is metacommunication?* Body language accompanying communication.
5. *Why electronic communication may pose threats?* Metacommunication is missing, so it is easier to manipulate.



HOMWORK SOLUTIONS

1. *Analyse two simple information events around you!*

My mother tells me it is high time to go to school. Her original idea was to help me not to be late. I heard her warning, understood it and went to the school on time, even if I was angry in the beginning... We understood each other's emotions.



Our teacher talks about our homework. She wants us to be clever; I understand her and accept her motives and emotions so that when I go home, I do my homework.

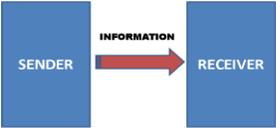
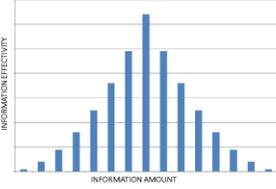
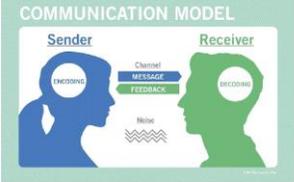
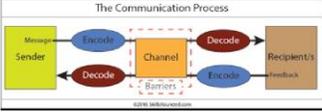
2. *Describe a communication situation.*

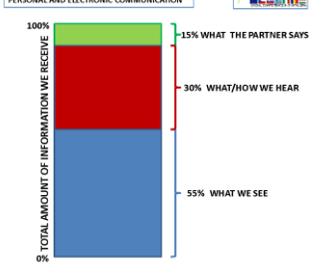
We talked with my friend in school about yesterday's movie on TV. We both liked it and we agree that it was a very good movie. So, our communication has shown emotions were identical.

3. *Have you faced any danger like bullying on the net?*

If so, describe it in short! A classmate of mine wanted me to go with him to a disco. He called me several times and since I did not want to go, he said I do not want to go because I am afraid of girls and I cannot dance – and he said he would talk about it in the class. Still, I did not go to the disco; it has a bad reputation in our district. I have resisted my classmate's emotions and communication.

ELECTRONIC VERSION

| SLIDES | NOTES |
|--|-------|
|  <p style="text-align: center;">TOPIC 5. EMOTIONAL INTELLIGENCE IN THE DIGITAL ERA MODULE B. PERSONAL AND ELECTRONIC COMMUNICATION</p> | |
| <p style="text-align: center;">PERSONAL AND ELECTRONIC COMMUNICATION </p>  | |
| <p style="text-align: center;">PERSONAL AND ELECTRONIC COMMUNICATION </p>  | |
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| <p style="text-align: center;">PERSONAL AND ELECTRONIC COMMUNICATION </p>  | |

| | |
|--|--|
| <p>PERSONAL AND ELECTRONIC COMMUNICATION</p> <p>ERASMUS+</p> <p>COMMUNICATION</p>  | |
| <p>PERSONAL AND ELECTRONIC COMMUNICATION</p> <p>ERASMUS+</p> <p>OPENNESS IN COMMUNICATION</p>  | |
| <p>PERSONAL AND ELECTRONIC COMMUNICATION</p> <p>ERASMUS+</p>  | |
| <p>PERSONAL AND ELECTRONIC COMMUNICATION</p> <p>ERASMUS+</p> <p>PROBLEMS IN PERSONAL COMMUNICATION</p>  | |
| <p>PERSONAL AND ELECTRONIC COMMUNICATION</p> <p>ERASMUS+</p> <p>PERSONAL CONVERSATION SKILLS</p>  | |

| | |
|---|--|
| <p>PERSONAL AND ELECTRONIC COMMUNICATION</p> <p>ERASMUS+</p> <p>UNDERSTANDING METACOMMUNICATION</p>  | |
| <p>PERSONAL AND ELECTRONIC COMMUNICATION</p> <p>ERASMUS+</p> <p>HAND SIGNALS IN METACOMMUNICATION</p> <p>OCCUPY TOGETHER HAND SIGNALS</p> <p>SPEAKING</p> <ul style="list-style-type: none"> WANT TO TALK DIRECT CLARIFY REBUTT <p>FEELING</p> <ul style="list-style-type: none"> AGREE DON'T AGREE OPPOSE BLOCK | |
| <p>PERSONAL AND ELECTRONIC COMMUNICATION</p> <p>ERASMUS+</p>  <p>#71808142</p> <p>EMOJI – EXPRESSIONS OF FEELINGS</p> | |
| <p>PERSONAL AND ELECTRONIC COMMUNICATION</p> <p>ERASMUS+</p> <p>ELECTRONIC COMMUNICATION TOOLS</p>  | |
| <p>PERSONAL AND ELECTRONIC COMMUNICATION</p> <p>ERASMUS+</p> <p>METACOMMUNICATION IN ELECTRONIC COMMUNICATION...7</p>  | |

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What is information?

- a) It is when we go to movie
- b) There is no information at all
- c) **A signal about the status or status change of a given object**
- d) There is just one information in the world
- e) I do not know

2. What are the possible channels for information?

- a) Air and water
- b) **All media which is receivable by the Receiver**
- c) The TV only
- d) Mobile phone only
- e) There are no channels for information

3. What is communication?

- a) red information
- b) **Two-sided (bi-directional) information**
- c) Pleasant and unpleasant information
- d) It depends who the Sender is
- e) Communication is a newspaper

4. What are the relations between communication partners vis-a-vis information partners?

- a) There is no difference
- b) Communication partners are shorter
- c) **Communication partners are equal, while information partners - not**
- d) Information partners are friendlier
- e) Communication partners are more beautiful

5. What is direct, personal communication?

- a) When a person talks to himself
- b) When a person talks to herself
- c) When everybody is silent
- d) **When persons talk to each other directly**
- e) When everybody talks to everybody at the same time

6. What are the benefits of the electronic communication?

- a) there are no benefits
- b) everything is better than in personal communication
- c) everything is worse than in personal communication
- d) **much faster, covers the whole world, easier to make friends**
- e) Electronic communication does not exist

7. What are the threats that electronic communication poses to us?

- a) It does not cause any threats
- b) It is too fast
- c) It is too expensive
- d) It is too cheap
- e) **much easier to manipulate; one can hide behind anonymity**

8. Can only people send information?

- a) yes
- b) yes, but only in the afternoon
- c) **no; everything can send information**
- d) no; people plus the Moon can send information
- e) nobody can send any information

9. Can only people communicate?

- a) yes
- b) yes, but in the evening only
- c) **no; practically all living creatures can communicate; but mostly animals and people**
- d) no; people cannot communicate
- e) yes but only those who speak English

10. What are our most important communication organs?

- a) our TV
- b) **our eyes**
- c) our teeth
- d) our hair
- e) our mobile phone

TRUE – OR – FALSE SENTENCES

1. Information is a signal about the status or status change. **TRUE**
2. Only people can inform each other. **FALSE**
3. Everything can send information in the Universe. **TRUE**
4. People understand all information coming from the Universe. **FALSE**
5. Communication is a bi-directional information exchange. **TRUE**
6. Communication partners are not equal. **FALSE**
7. While information partners are not equal, communication partners are. **TRUE**
8. Metacommunication is also called body language. **TRUE**
9. Metacommunication is not important. **FALSE**
10. Digital Era communication tools have advantages but also dangers. **TRUE**

OPEN – END QUESTIONS

1. What is information? *(A signal about the status or status change of something)*
2. Who can send information? *(Everything and everybody)*
3. What is the difference between information and communication?
(Communication is bi-directional while information is one-sided)
4. What is metacommunication? *(Body language accompanying communication)*
5. Why electronic communication may pose threats? *(Metacommunication is missing, so it is easier to manipulate.)*

OPEN – END SENTENCES

1. Information is ... *(a signal about the status or status change of something)*
2. Information can be sent by ... *(everything and everybody in the Universe.)*
3. Communication is a ... *(bi-directional information exchange)*
4. Metacommunication is important because ... *(based on it, we can judge about the credibility of the partner)*
5. Digital Era has caused ... *(more possibilities for manipulation)*

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand what information and communication are.
2. The theme of the module seems rather theoretical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. Communication is of general importance in life: pupils should fully understand that no communication is death.
4. Understanding communication and metacommunication is vital in general terms also: it makes pupils understand that they must watch for metacommunication signs.
5. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module.
6. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be:
 - a) Small lectures presented by the pupils. Small lectures may be around 5...10 minutes each. The following themes are proposed for the pupil's minilecture: What is information? What is communication? What is metacommunication? Bring examples when metacommunication does not support communication.
 - b) Debates or brainstorming over some concepts. The following themes are proposed for debates or brainstorming: How to communicate well? Why is metacommunication so important? What are the benefits and the threats of Digital Era communication?

If the teacher decides to do brainstorming, pupils should be prepared about the rules and procedure during the brainstorming. For support, look at <https://blog.aweber.com/email-marketing/10-rules-for-mind-blowing-content-brainstorming-sessions.htm>. For innovative teaching ideas look at <https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective/>

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Slides follow the written version but do not fully overlap with it; and therefore, a combination of the frontal teaching using the electronic version may become very effective.
3. The electronic version may also contain tailor-made, a simple animation tool too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.
4. If embarking on ICT-aided teaching, teachers may use the following YouTube presentations too:
 - <https://www.youtube.com/watch?v=2AvIOzVJMCM> (information, 2'57")
 - <https://www.youtube.com/watch?v=l6IAhXM-vps> (communication, 1'37")
 - <https://www.youtube.com/watch?v=n7RTRLTuYw> (communication, 3'51")
 - <https://www.youtube.com/watch?v=B0Dk2Dna8fg> (communication, 3'54")
 - <https://www.youtube.com/watch?v=CbrCRaeNYRo> (metacommunication, 6'18")
 - <https://www.youtube.com/watch?v=ihKXQbYeV5k> (non-verbal communication, 4'59")

For use of YouTube materials, a fast internet connection is needed.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we suggest minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding using smartphones in the classroom is simply counterproductive; and if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just samples; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|---|--|
| Level/Grade: | 9 – 12 th |
| Title: | PERSONAL AND ELECTRONIC COMMUNICATION |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to realise :</p> <ul style="list-style-type: none"> ● what is information and what is communication; ● what is metacommunication; ● what is the difference between personal and non-personal communication; ● what is the specifics of the Digital Era communication; ● what are the consequences of the non-personal communication |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● systems ● sociology ● psychology ● ethics |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood; To prepare the students for topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What is information? ● What is communication? | |

- **What is the media for communication?**

Teacher makes sure that students understand what communication is and what its characteristics are.

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

Activity two: Information

Procedure: It can be a game. Students write their own samples for information types in their surroundings and the teacher evaluates their guesses.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 8 min.

Activity three: Communication

Procedure: Students discuss and evaluate different communication issues in their class. Comments on the results. Ways and means of communication and metacommunication in their different phases.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity four: Electronic communication characteristics; lack of metacommunication

Procedure: Teacher introduces the question and students speak about it. Discussion points will be: the signs and characteristics of electronic communication vis-a-vis digital technology. How the Digital Era influences communication in general and in the pupils' society.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 12 min.

Activity five: Summary of the module, discussion of a possible homework

Procedure: Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign homework to the pupils.

Interaction: T-Ss

Time to be allocated: 4 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brainstorming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

USED AND RECOMMENDED SOURCES

- <https://en.wikipedia.org/wiki/Information>
- https://en.wikipedia.org/wiki/Information_technology
- https://en.wikipedia.org/wiki/Information_and_communications_technology
- <https://en.wikipedia.org/wiki/Communication>
- <https://www.helpguide.org/articles/relationships-communication/effective-communication.htm/>
- <https://www.skillsyouneed.com/ips/improving-communication.html>
- https://en.wikipedia.org/wiki/Nonverbal_communication
- <https://www.techwalla.com/articles/six-types-of-electronic-communication>
- <https://en.wikipedia.org/wiki/Meta-communication>
- <https://www.techwalla.com/articles/the-effect-of-electronic-communication>

C. MOTIVATION AND MANIPULATION

MOTIVATION

By definition¹⁶ **Motivation** is the reason for people's actions, willingness and goals. In other words, **motivation is trying to persuade somebody (including ourselves) to do or not to do something in order to achieve a target.** ("To avoid a target" may be regarded as "the target is: NOT to achieve that target" or "to avoid that target") And since life equals actions and goals, we cannot exist without motivation.

In theory, there are three ways to persuade somebody (or other living creature) to do (or not to do) something:

- order
- motivation
- force

To be able to give an **order** so that the other side obeys it and fulfils it, we need power over him/her. The person ordered must obey the order totally independently of what he/she thinks of it and if he/she agrees to follow it or not. He/she **MUST** follow the order; not obeying means mutiny and punishment follows.

There are three specifics for the order:

1. There must be a clear boss-subordinate relationship between the sides, otherwise the order does not work; the other side will simply ignore it;
2. Order is the fastest solution: the subordinate will start fulfilment immediately. (That is why orders are "normal" where immediate reaction is needed: in the army, in fire brigades, in police, etc.) As a matter of fact, brutal force may yield even faster reactions.
3. The most important characteristic: the boss does not care what the subordinate thinks about the task; his task is to obey without thinking. That is, the

¹⁶ <https://en.wikipedia.org/wiki/Motivation>

subordinate will obey the order like a robot, like a machine independently if he/she thinks it is OK to do the task or not and if so, in what way. The subordinate must obey the order; all responsibility lies on the boss. (Because of that, orders are usually not considered as “motivation” – orders just fulfil the definition “to persuade somebody to do something”.)

Force has similar characteristics like the order; here, the subordination is replaced by brutal force. It is not considered motivation either – but it fulfils the definition also like the order.



Picture 36: An “order”

Motivation is similar in target - mindedness as order and force, but the methods and philosophy behind it are totally different. Here, the other side is not considered as a robot or a machine; it is supposed that the other side also has opinion, emotions and thoughts about the target to be achieved and about the ways and means to follow to hit the target.

The motivator

- is interested to learn the opinion and ideas of the motivated;
- wishes to achieve that the motivated person agrees to the task.

There are two types of motivation:

1. **external (extrinsic) motivation**; when an outside person or circumstances motivate to perform (or NOT to perform) the given action;
2. **internal (intrinsic) motivation**, when the person him/herself feels he/she must/should do (or NOT to do) the given action.



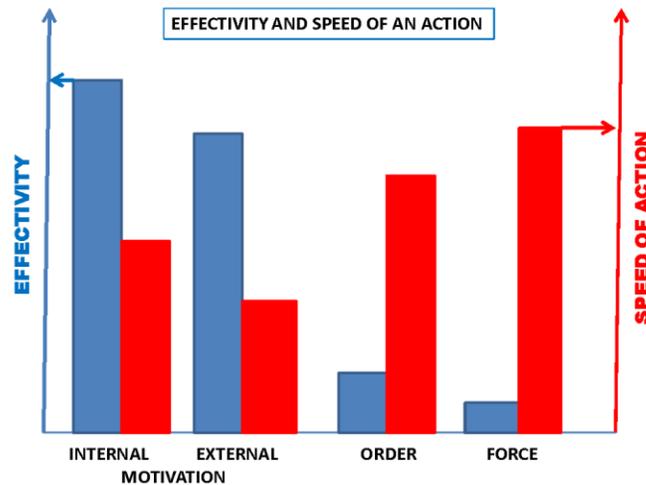
Picture 37: External vs. internal motivation

The internal motivation is much more valuable, because it urges us to do something without external explanations and other influence. That is, the person him/herself sees and feels the value and the noble goal of the given action and wishes to perform the given action.

(Immanuel Kant (1724-1804), the famous German philosopher set the highest degree of internal motivation as the “categorical imperative” – the internal ethical urge inside the person which should be stronger than any other internal or external consideration. Hence the adjective: “categorical”. “Imperative” = order. Categorical imperative = unsurpassable internal ethical order)

It is a fact that **a person can fulfil an action with the highest effectiveness if the action is based on the person’s internal motivation.** The explanation is simple: it is impossible to foresee all nuances and circumstances that may arise during the drive to the target. If the motivation is external, somebody – the external motivator – should advise what and how to go about the given unexpected situation. In case of internal motivation, the person automatically searches for the best solution; the person him/herself wants to

achieve the given target. The action is also faster than in the case of external motivation – albeit not so fast as in the case of order or force. Internal motivators are like curiosity, pride, interest and the sweet sense of achievement; external motivators can be, among others, praise, career, or money.



Picture 38: Effectivity and speed of an action

Because of this said, **the aim of any external motivation is always the internalisation of the motivation**, i.e. to achieve that the given person fully identifies him/herself with the task – if so, external motivation turns into internal. (More precisely: external and internal motivations will be identical.) If it is achieved, the motivated person will say something like this: “it is not me who made that decision, but if I had made it, I would have made the same decision”. External motivation is always done **in an honest way: the motivator explains the situation, presents action options, shows the consequences of this or that decision, explains why he/she would propose to choose option A – and the final decision is always made by the motivated person**. There are no dishonest considerations, no one-sidedly presented options, and no hidden self-interests. Motivation may lead to negative results as the target is hit – but it is not the ethical mistake of the motivator; the motivator honestly thought his/her proposal will lead to positive results.

As it was said in the previous modules, life is communication. Communication is never self-serving, not l'art pour l'art; the communicator wishes to achieve something with the communication. (Minimum is: "please listen to me and please believe what I say") That is, **communication and motivation always go hand in hand; there is no communication without motivation and motivation without communication.**

MANIPULATION

By definition¹⁷ **manipulation** is *controlling someone or something to your own advantage, often unfairly or dishonestly*. That is, manipulation is also a kind of motivation, but the ethics behind the two issues are totally different.



Picture 39: Manipulation

In manipulation, the original aim is usually dishonest: the “motivator” has a biased target and wants to persuade the motivated to believe that it is the best choice, the best action, the best target and the best way to achieve that target. True – the best – for the manipulator... That is, manipulation is a selfish and egoistic persuasion and it is done usually in a dishonest way: misleading the motivated (=manipulated). **The manipulator wants the manipulated person to move in the way it is the best for the manipulator.**

Albeit manipulation may occur in everything, there are two usual fields where manipulation practically is a commonplace:

¹⁷ <https://dictionary.cambridge.org/dictionary/english/manipulation>

1. **in politics.** Here, politicians want to lure people into their party, to become the manipulator's supporters, to blindly believe what is said – such an action is usually called “indoctrination”.
2. **in the economy, on the market.** That is practically the same as in politics – “believe me, buy my product, my product is the best” – such slogans are used.

Methods of manipulation are different and smart; it is not always easy to recognise that it is not honest motivation but dishonest manipulation which is the case.

- Dishonest manipulation with the data; picking up only those characteristics that are favourable for the given party and/or company. Negative facts and data are neglected and closed.
- In politics, dishonest and subjective, egoistic picking up and presentation of the facts and news. Only positive news about the manipulator, only negative facts and news about the opposition.
- Creating favourable news for the manipulator and discrediting and negative news (facts) about the opposition or competitors. (Such, created news are called “fake news”)
- Presenting favourable conditions for the supporters and unfavourable for the opposition or competitors.
- Using dishonest, biased advertisements and keeping supporters ignorant of eventual problems.
- Using biased media to present fake news.

The extreme manipulation is called “brainwashing”. In such a case, the manipulator uses psychological methods and practically “changes” the opinion and mind of those manipulated entirely. (Hence the name: brainwashing). Brainwashing is a usual method used by terrorists when recruiting their supporters.

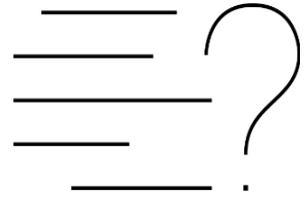
In personal communication there is a very effective weapon in the hands of the opposition or competitor: the metacommunication of the manipulator. As we saw in the previous modules, metacommunication always tells the truth and therefore, it is very complicated and difficult to manipulate in personal communication. **In any case,**

when metacommunication is missing, chances of manipulation increase by orders of magnitude. That is the case with the Digital Era, in electronic communication. These days, the dangers of manipulation are much higher than 20-30 years ago.

How to fight manipulation...?! As we saw above, the crux of the matter (of the manipulation) is biased, one-sided, not objective communication (or information). Therefore, if we want to fight the manipulation, if we do not want to let ourselves be manipulated, we can do it in one way only: we have to ensure that we do not get manipulated, one-sided information. True, we cannot stop the TV or Internet, we cannot stop publication of biased newspapers – **but we can consciously collect objective, multi-sided information. Such control and self-defending action is called media literacy. Being media-literate is as important as it was 100 years ago, the ability to read and count. At that time, a literate person could read, write and count – now, the media-literate person can defend him/herself against Digital Era manipulation; both by politicians and marketers.**

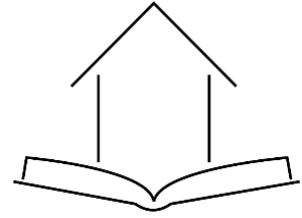
CONTROL QUESTIONS

1. *What is motivation?* Persuading somebody to act in a certain way.
2. *What is needed for orders to work?* A clear boss-subordinate relationship
3. *When are the actions taken most effective?* When they are based on internal motivation.
4. *How can we fight being manipulated?* We think critically and check facts from several sources.
5. *Why is it easier to become manipulated nowadays?* Because most of the communication is electronic.



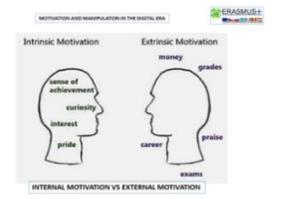
HOMWORK SOLUTIONS

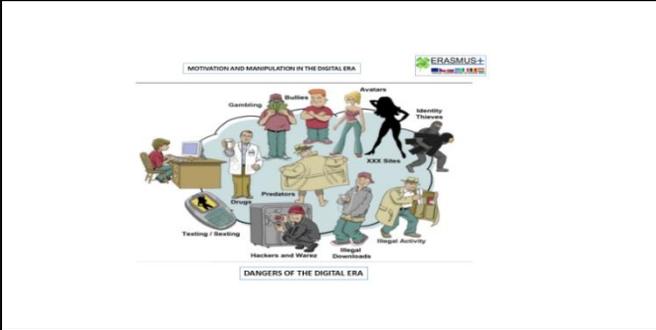
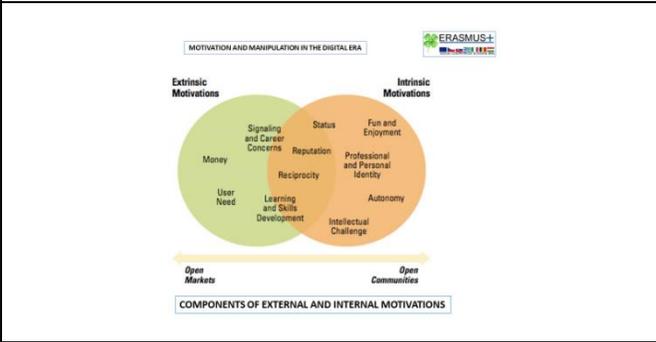
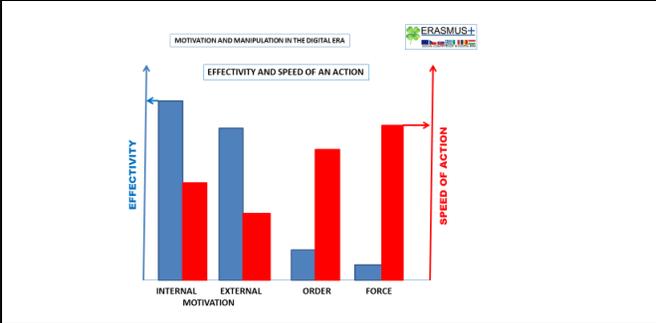
1. *Explain what motivation is!* Motivation is persuading somebody to act a certain way.

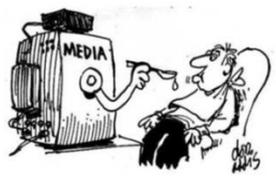


2. *Tell one example of your successful motivation!* I wanted to go to the movie with my friends but my Mom did not agree at first. Then I showed my marks for the last two weeks and after that, she agreed.
3. *Have you already noticed that you are manipulated? Describe how you noticed it!* My classmate wanted me to buy five packets of chips. He persuaded other classmates too. Later on it turned out that he was promised to get five packets of chips free of charge if he brings five classmates who buy 25 packets.
4. *Explain the unethical character of the manipulation!* My classmate acted unethically in the previous task, because he wanted to persuade us for his egoistic aims.

ELECTRONIC VERSION

| SLIDES | NOTES |
|---|-------|
|  <p>TOPIC 5. EMOTIONAL INTELLIGENCE IN THE DIGITAL ERA MODULE C. MOTIVATION AND MANIPULATION IN THE DIGITAL ERA</p> | |
|  <p>MOTIVATION AND MANIPULATION IN THE DIGITAL ERA</p> <p>ERASMUS+</p> <p>Information</p> <p>Motivation</p> <p>Skillset Skills</p> <p>Behavior Change</p> <p>THE ROLE OF MOTIVATION</p> | |
|  <p>MOTIVATION AND MANIPULATION IN THE DIGITAL ERA</p> <p>ERASMUS+</p> <p>ORDER</p> | |
|  <p>MOTIVATION AND MANIPULATION IN THE DIGITAL ERA</p> <p>ERASMUS+</p> <p>Intrinsic Motivation</p> <p>Extrinsic Motivation</p> <p>sense of achievement</p> <p>curiosity</p> <p>interest</p> <p>pride</p> <p>money</p> <p>grades</p> <p>career</p> <p>praise</p> <p>exams</p> <p>INTERNAL MOTIVATION VS EXTERNAL MOTIVATION</p> | |
|  <p>MOTIVATION AND MANIPULATION IN THE DIGITAL ERA</p> <p>ERASMUS+</p> <p>Extrinsic Motivation</p> <p>Intrinsic Motivation</p> <p>Motivated to perform an activity for rewards or avoid punishment</p> <p>Motivated to perform an activity for its own sake and personal rewards</p> <p>EXTERNAL MOTIVATION VS INTERNAL MOTIVATION</p> | |





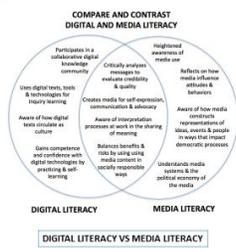
MEDIA AND US



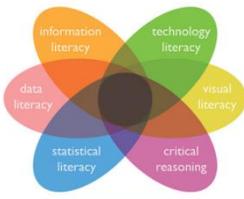
MANIPULATION > BRAIN WASHING



COMPONENTS OF MEDIA LITERACY



DIGITAL LITERACY VS MEDIA LITERACY



MEDIA LITERACY COMPONENTS

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What is motivation?

- a) it is changing our opinion
- b) it is when we go to a movie
- c) **when we persuade somebody to act in a certain way**
- d) it is when we are friends
- e) motivation does not exist

2. What are the main characteristics of motivation?

- a) **it is done in a honest way and the decision is with the partner**
- b) we have a lot of money
- c) it is the remaining part of our interests
- d) it is the sum of our interests
- e) it is an order or we achieve it by force

3. How do we usually motivate?

- a) we can create conflicts
- b) we tell less about our partners
- c) we say we know everything about our partner
- d) **we present the desirable target, the ways to achieve it and try to internise the task**
- e) we usually generate friendship

4. What is manipulation?

- a) we are friendly
- b) it warns us if it is too early yet
- c) what wakes us up in the morning
- d) **it is like motivation but done in a dishonest, egoistic way**
- e) it shows the time when we can start working

5. Why is manipulation unethical?

- a) because we cannot communicate
- b) because we can communicate excellently
- c) because we communicate about the movie with our friends
- d) because we may stop communicating
- e) **because it is done egotistically, not objectively and also uses unethical methods**

6. What can/should be done to avoid being manipulated?

- a) **to be media literate, i.e. think critically and objectively and control what the other side says**
- b) we should be fighting
- c) we cannot do anything at all
- d) to destroy the manipulator
- e) we should believe the opposite

7. What is more effective, the internal motivation or the external?

- a) neither of them are effective
- b) the order is effective
- c) **when we act according to our own internal motivation**
- d) external motivation
- e) the force is the most effective

8. What action is done faster, using motivation or order?

- a) there is no use of them at all
- b) the internal motivation
- c) the external motivation
- d) **the order**
- e) both of them are very slow
- f)

9. What may make manipulation more difficult?

- a) **if we see the metacommunication of the manipulator**
- b) when we kill our enemy
- c) when we run away from our enemy
- d) when we turn to our friends
- e) there is no way to make manipulation more difficult

10. What is media literacy?

- a) when we do not read at all
- b) when we can write and count
- c) when we are not so angry
- d) when we obey manipulation
- e) **when we think critically and control what the other side says in different sources**

TRUE – OR – FALSE SENTENCES

1. Orders are effective. **FALSE**
2. We can give orders to anybody. **FALSE**
3. Force results in fast actions. **TRUE**
4. Motivation is when we explain what we wish and explain why. **TRUE**
5. Motivation is always more effective than order. **TRUE**
6. Internal motivation is the most effective. **TRUE**
7. Manipulation is a dishonest way of motivation. **TRUE**
8. It is more difficult to manipulate in the Digital Era than 50 years ago. **FALSE**
9. Manipulation is always objective. **FALSE**
10. To avoid being manipulated, we need to be media literate. **TRUE**

OPEN – END SENTENCES

1. Motivation is ... *(a feeling that urges us to do something)*.
2. To persuade somebody to act in a certain way, we can use ...*(order, force or motivation)*.
3. An action is most effective if it is based on ... *(internal motivation)*.
4. Manipulation is dishonest, since ... *(it uses dishonest methods and is egoistic)*.
5. Media literacy is ... *(thinking critically and controlling the presented facts from several sources)*.

OPEN – END QUESTIONS

1. What is motivation? (*persuading somebody to act in a certain way*)
2. What is needed for orders to work? (*a clear boss-subordinate relationship*)
3. When are the actions taken most effective? (*when they are based on internal motivation*)
4. How can we fight being manipulated? (*We think critically and check facts from several sources*)
5. Why is it easier to become manipulated nowadays? (*Because most of the communication is electronic*)

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand, motivation is extremely important for personal development.
2. The theme of the module seems rather theoretical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. Motivation is of general importance in life: pupils should fully understand that we motivate and we are motivated all our life.
4. Understanding of the notions „ motivation” and „manipulation” are vital in general terms also: they make pupils understand that they must understand them fully.
5. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module.
6. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be:
 - a) Small lectures presented by the pupils. Small lectures may be around 5...10 minutes each. The following themes are proposed for the pupil's minilecture: What is motivation? Why are order and force not effective persuasion methods? Internal and external motivation.
 - b) Debates or brainstorming over motivation methods. The following themes are proposed for debates of brainstorming: Why do we motivate? How do we motivate? What is manipulation?

If the teacher decides to do brainstorming, pupils should be prepared about the rules and procedure during the brainstorming. For support, look at <https://blog.aweber.com/email-marketing/10-rules-for-mind-blowing-content-brainstorming-sessions.htm>. For innovative teaching ideas look at <https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective/>

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Slides No 8 and 9 are meant to introduce brainstorming. Alternatively, they also may be used for preliminary group discussion and report back. Slide No. 13 may also be used for classroom discussions.
3. Slides follow the written version but do not fully overlap with it; and therefore, a combination of the frontal teaching using the electronic version may become very effective.
4. The electronic version may also contain tailor-made, a simple animation tool too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.
5. If embarking on ICT-aided teaching, teachers may use the following YouTube presentations too:
 - <https://www.techwalla.com/articles/the-effect-of-electronic-communication> (information, 2'57")
 - <https://www.youtube.com/watch?v=E97Tm15CY4o> (information, 3'08")
 - <https://www.youtube.com/watch?v=qFWsTsvJ8Xw>(communication, 4'42")
 - <https://www.youtube.com/watch?v=OSoMynm2Oeo> (communication, 3'22")
 - https://www.youtube.com/watch?v=pQX_YRu744I (motivation, 5'06")
 - <https://www.yocom/watch?v=fJXUqWvjEVQutube>. (manipulation, 11'44")
 - <https://www.youtube.com/watch?v=F1ZRdsHC0dE> (Manipulation, 11'01")
 - For use of YouTube materials, a fast internet connection is needed.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we suggest minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding using smartphones in the classroom is simply counterproductive; and if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|---|--|
| Level/Grade: | 9 – 12 th |
| Title: | MOTIVATION AND MANIPULATION |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to realise :</p> <ul style="list-style-type: none"> ● What is the “information-motivation” couple; ● What is the most important factor in motivation; ● What is manipulation; ● How to notice that one is manipulated; ● How to fight manipulation. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● systems ● psychology ● behavioural science |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss’ mood; To prepare the students for topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What is motivation? | |

- **What is internal and external motivation?**
- **What is manipulation?**

Teacher makes sure that students understand what motivation is and what its characteristics are.

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

Activity two: Ways to persuade others

Procedure: The teacher talks about orders and using force and the class discusses it. It can be a report back or a small lecture too.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 8 min.

Activity three: What is internal and external motivation?

Procedure: Students discuss how we can motivate ourselves and others.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity four: Manipulation as a dishonest way of motivation.

Teacher introduces the question and students speak about it. Discussion points will be: the manipulation and the ways of manipulation

Interaction: T-Ss, Ss-Ss

Time to be allocated: 12 min.

Activity five: Summary of the module, discussion of a possible homework

Procedure: Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign students homework.

Interaction: T-Ss

Time to be allocated: 4 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brain storming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

USED AND RECOMMENDED SOURCES

- <https://en.wikipedia.org/wiki/Motivation>
- <https://jamesclear.com/motivation>
- <https://www.success.com/17-motivational-quotes-to-help-you-achieve-your-dreams/>
- <http://www.thelawofattraction.com/inspirational-quotes-students/>
- <https://www.verywellmind.com/differences-between-extrinsic-and-intrinsic-motivation-2795384>
- <https://blog.thefabulous.co/motivate-yourself-why-internal-motivation-is-the-most-effective/>
- <https://www.healthline.com/health/intrinsic-motivation>
- [https://dictionary.cambridge.org/dictionary/english/manipulation\)](https://dictionary.cambridge.org/dictionary/english/manipulation)
- <https://lifehacker.com/three-of-the-easiest-ways-to-manipulate-people-into-doing-5953183>
- <https://www.inc.com/jessica-stillman/10-popular-techniques-used-by-manipulators-and-how-to-fight-them.html>

VI. KNOWLEDGE AND UNDERSTANDING OF GLOBAL ISSUES IN DIGITAL ERA

A. THE WORLD EARLIER AND NOW

This reflection on the world's changes in relation to communication and information starts from the assumption that communication technologies and information resources are tools and what matters the most is the culture of their users or, in other words, the human ability to understand and manage a seemingly ever-increasing amount of resources, which is actually too often trivial, repetitive and indistinct. In order to improve the required knowledge to understand this discernment, it is very useful to analyse the path that has led to the current situation. Therefore, through the present document we wish to take a look at the communication and information dynamics, before and after globalization, starting from the analysis of the time being and carrying it on backwards through a historical investigation.

GLOBALIZATION AND COMMUNICATION

Globalization is a current phenomenon which can be defined as the intensification of global social relations connecting distant places to each other, shaping local events on events occurring thousands of miles away and vice versa (Giddens, 1994, p. 70). While at the beginning globalization was predominantly an economic phenomenon, nowadays it has bloomed and its leading role now touches every aspects of our life: social, cultural, political, technological. Regardless of these specific aspects it is, however, necessary to think about the close relationship existing between globalization and communication; it is especially important to understand how the development of the former is to be considered a result of the evolution of the latter.

It was the year 1962 when Marshall McLuhan, a well-known scholar of mass media, introduced for the first time (*The Gutenberg galaxy*) the oxymoronic phrase "global village", which will find enormous success in the following volume *Understanding media*.

The extensions of man (1964), in which, on the verge of the electronic age, it analyses the effects of each "media" on the changes that underwent man's way of living.

The concept of a global village necessarily entails a connection with that of globalization. It operates on many levels that interact and reinforce each other by involving every field, from the geopolitical to the economic, from the social to the cultural. Whichever event is happening halfway around the world, it is as if it were happening right under our houses. McLuhan himself processed a theory summed up in another of his famous quotes "the medium is the message": electricity itself represents a clear message, which eliminates two factors that have conditioned our lives until now: time and space. The radio, the telegraph, the telephone, television and computers are, in his opinion, bearers of the same message.

In the transitional years, from the Eighties to the Nineties, the concept "global village", together with that of progressive approach and mutual contamination of cultures of different areas of the world, was commonly used: it was in that very moment that the mobile phone, the cable and satellite television broadcast, the computer, the e-mail and the internet spread tremendously, becoming familiar objects for many. This technological revolution uses the media as carriers, with the consequent transfiguration of the perception of the world and of distances.

Not only we witnessed the change of the essence of the means of communication, but also we had to adapt to a new use of these means which underwent a radical transformation: while before the use of the radio or television was seen as collective dynamic, where people gathered in private houses or in public places, now the relationship with the means of communication is an individual phenomenon (radio, audio cassette and portable cd players, personal computers) and, above all, the previous passive user becomes active opening the doors to the interactivity. This one-to-one relationship with the medium therefore allowed information to be converted into a personalised and segmented one.

The end of the 1960s saw the American military planning a system of communications deemed unassailable in the event of conflict, thanks to its widespread distribution in an unknown number of supercomputers rather than in a single, easily identifiable and

therefore vulnerable centre. That was the birth of the World Wide Web, the "world spider web" formed by the connection, through telematic networks, of a very high amount of computers, spread all over the world. At the beginning of the Nineties, the information available on the Internet became accessible to an increasing number of users, who were able to develop the amount of information on the network.

At the end of the 20th century, the Internet is qualified to become the ideal place for the creation of "virtual squares" to communicate, work and have fun. The World Wide Web, which has rapidly become an essential element of the "globalized" world, is the technical realization which is more likely to express the idea of the "global village".

McLuhan final objective was to build a historical chronology through the analysis of media experiences, with this aim in mind he divided history into three phases, corresponding to the various different stages of communication progress:

1. The *Tribal Age*: characterised by the ear as the dominant sense organ. This era emphasizes the oral word, which loaded of different emotions and awareness, is to be considered a living thing by the recipients; the non-well-educated tribal man, has developed a deepening feeling of community and belongings for the social community where he belongs;
2. The *Mechanical Age*: characterised by a scientific and analytical spirit. Due to the invention of the printing press it is considered the era that most synthesises a new visual stress; man undergoes a crucial transformation and turns sounds into visible objects, radically shifting the symbolic environment from the ear to the eye; it is a time of private detachment, where people stop taking part in the social processes, tribes do not need to get together, they just need to take part in a small part of it, as it happens in the industrial production. It is the era of people adaptation and adjustment to the disruption of their native ways by innovation in a process referred to as "detrribalisation";
3. The *Electronic Age*: it is an era of instant communication and return to an environment of tribal social dynamics, on a global scale. This era summarises the re-use of all the senses, especially the touch; non-electrical technology re-

tribalizes people, the electric man finds himself living in a place where tribal drums are playing: this place is called the global village.

Nowadays, as post-industrial society, we are living in a phase of history which is further developed as the one stated previously. We are shifting from *the information society* (characterized by the mass media, which channels an unidirectional flow of messages from a source to the recipients) to *the communication society* (characterized by multimedia, by the merging of TV, personal computer and telecommunications, where the subject is at the same time the recipient and the source of multi-directional messages).

THE EVOLUTION OF INFORMATION AND COMMUNICATION NETWORKS

When talking about information and communication networks, we cannot find a comparison going back through history. Today's situation is unique, both due to the abundance of tools available and to the wide availability of those, which are widely accessible to almost everyone. The statistical data, however, reveal deep and relevant inequalities: «a complex interaction between abundance and lack of information and communication, between the "wealthier" and the "under privileged" ones. But everyone is, in some way, involved in the increasingly greater problem of information and communication "congestion", which makes it increasingly difficult to distinguish between what is useful and interesting and what, on the other hand, is just distracting or confusing» (G. Livraghi, 2004). In such a complex panorama, it may be useful to trace back the steps that led to the current situation, analysing the quick evolution of some trends compared to the slow development of others, but above all, the total detachment from the past.

“Something that is often overlooked is the fact that new communication resources are added to existing ones, but they do not replace them. Thousands of years ago we did not become aphasic when we learned how to write. More recently, photography has not eliminated painting, cinema has not replaced theatre, television has not suppressed cinema, and music has not made concerts disappear - and so on. The spreading of electronic media has increased, not diminished, the use of printed paper. Etc. ...” (G. Livraghi, 2004).

Therefore the evolution of information and communication systems has to be analysed from a perspective that keeps in mind that a new device is not supposed to be designed to replace the previous old one, but to be able to be combined with them and to modify its aim by interacting with them.

One can wonder indefinitely how much the "overabundance" of information and communication available has increased or decreased our ability to find information and communicate. It all simply depends especially on a single factor, individual and cultural: the desire and the ability of each individual to communicate, to know how to listen, to know how to distinguish and look for the most interesting information. A little historical analysis can help to better understand all these phenomena.

THE ORAL TRADITION

Human culture cannot exist without communication and one of the fundamental features of mankind is the richness and complexity of its language, which is essentially the "spoken language". In this *mass media* era, we often underestimate the power of individual conversation, but the power of "word of mouth" does not decrease due to the abundance of "mass media" and communication tools. If anything, it increases because in addition to the personal relationship (which will always be irreplaceable) it can be spread more quickly through the telephone, the "e-mail", the exchange of "text messages", chats etc. (not to mention easily forgotten communication means such as the "traditional" mail, the fax or the "amateur radio" networks, which are still used).

The continuous and endless crossing of personal dialogues is still a main pillar of the communication systems, and it would be an undeniably serious mistake to neglect their effectiveness and power.

Prehistory (Stone Age) communication, which initially was only gestural, gradually developed into a spoken language responsible for the global evolution of man. To oral communication, soon our ancestors associated sculptural, pictorial and engraving creations, to which recent studies no longer attribute just a ritual value, but something more powerful. The marvellous images of galloping horses and racing bisons handcrafted by artists on the walls of European caves over 10,000 years ago are, as a matter of fact, often associated with simple geometric illustrations, which so far were always considered just as decorating patterns, but today interpreted as a first step in the long journey towards

writing. This fascinating hypothesis (G. Von Petzinger, 2006) predicts that the Europeans of the Ice Age, over the course of 30,000 years, would have used 32 different types of geometric symbols with "the specific intention to transmit information".

THE MANUSCRIPT OR CHIROGRAPHIC CULTURE

Leaving time for paleoanthropological research to continue on its path, the merit of having invented writing must be attributed to the Sumerians (ca. 3500 BC), although it has been widely proven that even before the appearance of writing, people of the past took note of commercial exchanges and economic development on terracotta bricks about three centimetres in size, using illustrations very similar to 'ideograms' or to conventionalized symbols that had no iconic connection with what they represented. Writing is considered an essential trait of all the great civilizations of the past, apart from the Incas of Peru, who did not know it. They had a different method of storing information. We are talking about the *quipu*, a series of strings cut at different lengths, thicknesses and colours woven together. The Incas used the *quipu* to store information of the cereal production, taxes, census and many other things. The *quipu* was a very light and transportable method, which, at the time, was considered ideal for managing a vast empire like the Incan one at a distance.

The first writing system was developed around 3500 BC in Mesopotamia and was based on ideograms. Their cuneiform writing was initially used for managing and accounting needs; only later it was used to pass on historical and religious events and for literary compositions, until it later became a real internationally shared writing method. The symbols used represented ideas, objects, actions, but not sounds. Later, in ancient Egypt and Babylon, writing developed an acoustic dimension: the hieroglyphic or the cuneiform symbol then began to represent not just the object, but also the sound used to express the word of the object itself.

Another alphabet developed around the end of 1500 BC: the Phoenician. It was made up of 22 characters. This writing system was an odd sort of syllabary in which only consonants were represented. The right syllable had to be deduced from the adjacent letters and the reading process was consequently very slow. But it was a rather easy alphabet that came very close to the spoken language. When the Phoenicians (well-known as a community of sailors) encountered the Greeks of Asia Minor, they adapted

certain consonantal symbols to represent their vowels. This new way of writing and reading, which was a good approximation of the spoken language, soon became the ancestor of all subsequent writing systems of the Western world.

If oral culture was a culture focused on memory, chirographic culture is a culture that can exist without it. As a matter of fact, the book is considered an artificial memory, an extension of the mind. Books in ancient times could be found in the form of a scroll or of a code. The first books were obtained by rolling the papyrus around a stick; the latter, which were generally rectangular in shape, were obtained with parchment. All this allowed the birth of real bookshops and publishers who relied on scribes for the publication of the pieces. Even the first libraries were born, among which the largest were those of Pergamum and Alexandria.

Great horizons widened thanks to the development of the Greek alphabet. A good part of Western thought and culture was founded on it. Some anthropologists claim that alphabetic writing and reading were fundamental for the birth of Greek political democracy. In the 5th century BC most of the free Greek citizens could read law texts and actively take part in elections and legislation. These scholars also claim that literate communities leave more space to their members and more freedom to the individual, especially to the intellectual. Unfortunately, during the Middle Ages the great literary and philosophical tradition of ancient Greece and Rome became extinct. Europe was shattered into a multitude of feudal states based on an agricultural economy. Literacy was almost exclusively reserved to the Church. The documents were written in Latin on parchment sheets. The different cultural and linguistic regions were held together by a religiously inspired bureaucracy managed by the Church. The monasteries became the most important cultural centres.

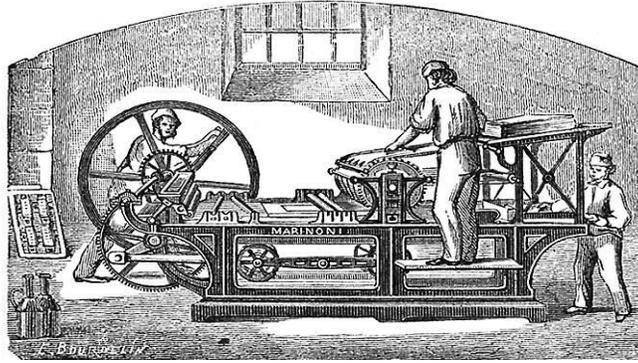


Picture 40: The monasteries as the most important cultural centres

The first documents written in vernacular can be traced back to the 13th century, thanks to the introduction of paper, which at the time was less expensive than parchment. Throughout the Middle Ages, despite the many written texts, the oral tradition still played a fundamental role in the transmission of information and knowledge, a role destined to change with the arrival of the most powerful of technological revolutions: the invention of movable type.

TYPOGRAPHIC CULTURE

Some scholars believe that movable type printing was the greatest technological-cultural transformation in the history of Europe. This invention marked the end of the Middle Ages and the start of the Modern Era. It could be considered as a 'primary historical engine' which has influenced the development of other mass media technologies. Modern Europe of the early years was perfect and had all the necessary requirements for the rapid growth of this new method. There are three aspects deemed to be remembered: the birth of the vernacular alongside the Latin language, the introduction of paper instead of parchment and the adoption of Arabic numerals which replaced the Roman numerical system. Vulgar literacy, which made appearances between the 12th and 13th centuries, challenged the Church's monopoly in the field of written communication. The acquisition of knowledge became a direct process, no longer bound to the learning of Latin. Even the illiterates were able to understand the literature in the vernacular when it was spoken aloud.



Picture 41: Machine simple

The introduction of the paper made the printing process less expensive and consequently the books became accessible even to the poorest. The paper was invented in China around the 1st century AD, and it spread through Europe around the 12th century AD and, only after a century, it began to be produced locally. In the 15th century the largest cities in Europe could boast at least one paper mill. The use of paper contributed to the dissemination not only of vernacular texts, but also of the new mathematics based on the Arabic numerical system. Even the printing on pieces of engraved wood, the main precursor of the movable type, tracks back its origins in China. Initially printing was on silks and bamboo; thanks to the introduction of the paper it became cheaper and the movable blocks (introduced in the VIII century) made it even quicker. The idea of printing on tiles was imported from China through trade during the Mongolian wars. The Chinese printing was achieved using clay blocks (sometimes wooden blocks) rather than metal, anticipated by Gutenberg of at least five centuries. With the diffusion of printing in Europe, the reproduction of the written texts moved from the writing desk of the amanuensis to the workshop of the printer. Thanks to printing a new class of intellectuals (the men of letters) was born, and it was no longer monopolized by the Church. However, it took 200 years for the changes introduced by the printing in society and in the field of knowledge to be definitively systematized. The *incunabula* were reproduced as faithfully as possible to the existing manuscripts thanks to the first wave of printed texts. Philosophy and science texts came next. Thus, the first dictionaries, encyclopaedias and grammar texts were created and this contributed to the standardization of the language.

THE CULTURE OF MECHANICAL AND ELECTRONIC MEDIA

Printed books, and the information they contained, could easily pass from hand to hand, but with the arrival of the telegraph the messages could travel even faster than the messenger: remote communication no longer depended on the means of transport used. In short, the telegraph and the telephone represented another revolution in the communication system. The telegraph is a remote communication system conceived for the transmission of data (letters, numbers and punctuation marks) using specific codes. Communication by telegraph is called *telegraphy* and distinguishes itself from the telephone and telephony, which is a transmission system developed later to transfer voice data and which, over time, has replaced the telegraph. Already back in 1840 words could be transformed into electrical impulses (the Morse code) which were, in turn, able to travel through a network of cables laid between the Americas and Europe.

Next came the invention of the telephone, in the second half of the 19th century.



Picture 42: Telephone by Gaby Torres

It was able to overcome many of the limits of the telegraphic system. As a matter of fact, unlike the telegraph, the telephone transmitted the voice and therefore was not limited to written documents only. Furthermore, while the telegraph required some technical expertise and the ability to decipher the Morse alphabet, the telephone could do without either one or the other. In its early stages the telephone was complementary and in competition with the telegraph. In the business field, for example, while the telephone allowed quick decisions and bilateral exchanges, with the telegraph more detailed and longer documents could be sent on which one could calmly decide. In the 1880s many of the wealthier private houses had a telephone connection. At the beginning of the 20th

century, thanks to the decrease in costs, the telephone started to spread also among less well-off families. The installation of the switchboards made the phone more competitive than the telegraph, and for this reason from 1880 onwards these exchange systems spread rapidly. At the same time people started to experiment with the first *proto broadcasting* that is the transmission of information through the telephone to various subscribers who could listen *online* simultaneously. Religious and sport events soon began to be transmitted through this channel. In Budapest, a system of *proto broadcasting* (the Telfon Hirmandò) broadcast concerts, theatrical dramas, children's programmes and stock exchange reports. In the USA, this system soon entered into competition with the press for the rapid dissemination of current events and, above all, electoral results. Those were the first pioneers of the radio broadcasts that will be introduced only a few decades later.

At the end of the 19th century, thanks to the spreading of the telegraph and the telephone, the messages were distributed much faster, more easily and farther than in the past. It was a great advantage for the information and readers started to change the way of reading. On the other hand, the transition from an agricultural economy to an industrial one had favoured urbanization and, therefore, the birth of the 'mass society'.

The last decades of the 19th century, as well as the early 20th century, saw the development of some very important inventions, all linked to the field of transport: the bicycle, the car, the airplane. In this same period the speed of the trains increased too. Technological developments led to the *Standardized Time System* and the creation of time zones. Culture no longer identified itself just with local tradition. Even art experienced a period of great innovation with Cubism and Futurism, which revolutionized the concept of space and time. The first, by putting different points of view on the same flat surface shattered and then recomposed the space, while the second encouraged a sped-up pace of life powered by new technologies.

It was the time of the great public works: bridges, roads, canals and tunnels were built. The integration between rail and road transport, combined with electrification, spread rapidly in all the cities (at least in those of the Western world). It further encouraged urbanization and the creation of a consumer society. The greater availability of money

even among ordinary people (thanks to industrialization) made it possible to purchase goods produced by new technologies.

The invention of photography (1839), with its subsequent developments, had already favoured a new knowledge of distant people, places and things, while its public perception as a *mass media* began to spread only towards the end of the 19th century, when the technique of the 'halftone' made it possible to print the photos on books, newspapers and magazines. During the first decades of the 20th century photojournalism had obtained a great reputation. The nature of journalism itself was modified. New formats were introduced, becoming common baggage of contemporary journalism. Being able to see the photo of a disaster certainly increased the desire to read and get to know more, just as today the filmed images increase the number of viewers of television journalism.

If we switch our attention to the cinema, however, we must remember that the social experience of this media began in the USA at the beginning of the 20th century with *nickelodeons*. These first low-cost cinemas attracted mainly workers and immigrants who, not knowing the language, enjoyed watching the images of silent films. On the other hand, in the 1920s the fabulous cinema rooms were filled with people of all social classes, without any exception. However, the popularity of the cinema in those years caused a deep crisis of the traditional comedy (*vaudeville*), even if some elements would then be used by the radio. At first the audience were simply attracted by the movement on the screen. The next thing that developed and flourished were the film industry and the *star system*: the entertainment and sport celebrities embodied the aspirations of the working class and the media.

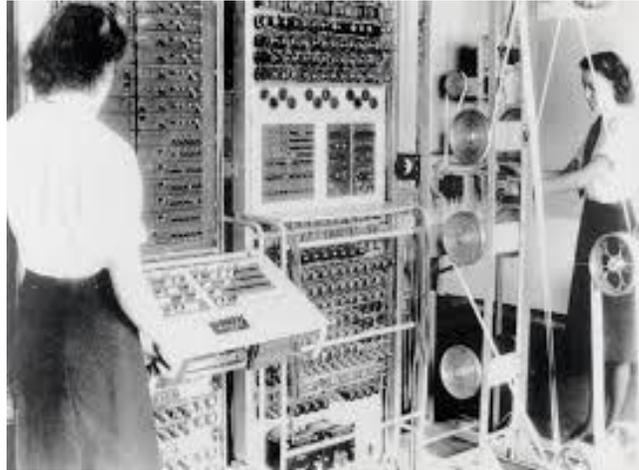
It was at that time that advertising started to be considered as an industry itself. At the time, the preconditions that enabled its development were the income growth, more time for leisure and the increase of consumer goods. The most common advertising media were initially the newspapers, and then the magazines, both dependent on advertising revenue. After 1920 also the radio began to grow rich through advertising, soon followed by television. The number of commercials grew so rapidly that in 1934 the US government decided to promulgate a law that placed a limit on the amount and types of advertising that could be transmitted in a given program.

In the 1920s, radio broadcasts sped up the transition towards the 'mass society'. Before the end of the 19th century Guglielmo Marconi successfully transmitted messages in Morse code without using cables. Right after World War I, several amateur radio stations were operating in the USA. They immediately attracted the attention of the people, enthusiastic about the idea of being able to listen to music and voices through cheap devices. In the early 1920s people witnessed the birth of the first big radio stations that broadcast regular programmes and listening to them soon became a hobby and a source of entertainment for many. At the end of the decade, despite the Great Depression, many families owned a radio set. The radio thus began to become a mass media, as a result of a development that was solely entrusted to private action in the USA, while Europe chose public organizational models.

The use of wireless communication had begun to spread even before World War I and many had been able to experience the new technology that allowed remote communication in real time. People preferred spending time at home next to the radio, rather than going out and listening to live music. For this reason, some expressions of popular culture began to go on the radio, conquering an increasingly wider audience. Politics and religion soon entered the radio program schedules.

In the 1930s there was a great deal of interest in dramas, comedies, concerts and sports events broadcast through the radio. Compared to newspapers, the radio gave listeners a greater sense of immediacy and direct participation in world events. With the advent of television, the primacy of radio as a mass media was seriously questioned. The first commercial television broadcast took place in North America in 1939, but it was only after World War II that television began to assert itself as a mass media. The Fifties were the years of the great expansion of the new media. The programmes were initially taken from the radio and the cinema, but soon the first transmissions of comedies and adventure films were created and exclusively shot for television. The mass audience that was excited about the radio in the Thirties, in the Fifties was ready to switch to television. Meanwhile, job opportunities, the mobility of people and their availability of money and free time grew. However, family life remained firmly anchored at home, especially in the evenings and at the weekends, when television brought its entertainment programmes directly into people's houses.

The television of the Fifties had a very strong social impact. It soon managed to steal people's interest from radio and movie theatres, even though the programmes often suffered from signal interruptions and various interferences. Subsequent technological developments, from colour to cable and satellite television, have definitively appointed television as the main mass media.



Picture 43: Evolution of the computer

The evolution of the computer has deeply conditioned all other communication technologies, using, at the same time all their potential. At first it was a tool used by large organizations and administrations, for scientific research and military purposes. The Seventies microprocessor technology, the Nineties constant development of easy-to-use *software* and the rapid expansion of the Internet have transformed the computer into an accessible tool for all, just like any other appliance. The reason why the computer has become the media par excellence of the 21st century is to be found in its ability to digitally process the language of all the other media.

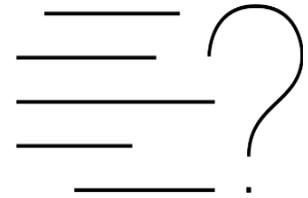
Due to the introduction of information technology into the world of communications, the way of reading and writing has changed, because the form of the texts has changed. We have moved from the physical text (book) to the virtual text but also and, above all, from the text to the hypertext. «A hypertext is a software that allows a non-linear management of information but through associations (links) of texts or textual components. When this association extends from written language to other symbolic systems (images, sound, animations) we are talking more properly of hypermedia. These are instruments that allow

flexible space for the reader to manoeuvre; the user becomes an explorer or, if we want to use to the most widespread metaphor, a "navigator" who can choose the route to follow at any time" (A. Calvani, 1995, p. 84). Hypertext intervenes in the dynamics of communication because it interrupts the sequence of information of a printed text, of a radio program, of a cinematographic or television product. Hypertext is designed so that the reader, or rather the user, can identify the path he wishes to follow, choosing a series of links that lead him to investigate one or the other aspect of the topic.

It is also very interesting to explore the educational effects of a hypertext. "Which possibilities do hypertexts offer to education? The new technology follows some main directions: the articulation of paths (creating more learning paths which differ from each other in complexity, in symbolic typology), the information materials criticism (information of a critical-methodological nature or variations of a theory or a concept can coexist on the fringes of its definition), the transdisciplinary (the ability of crossing between different disciplines), the restructuring (the ability of examining the same materials from different points of view), the collaboration (the ability of coexisting and facilitating the integration of contributions among different subjects).

It is fundamental that these tools offer a turning point to the traditional methods of perceiving curricular design, based mostly on sequential and substantially homogeneous paths, since they envisage flexible reticular paths, articulated through a variety of information nodes, variously interconnected and diversified internally, not only for format and symbolic system but also for type of learning: from the tutorial approach, to the game, to free exploration. The designer provides opportunities and motivation in various environments, leaving to the visitor/explorer the opportunity to dwell on one aspect or another, to undertake a road or another, to bypass an obstacle by choosing other paths. Since the preparation and updating of a hypertext is quite fast and easy, the informative material can be easily enriched with the results of new findings. For this reason, personalization is developed, attempting to make the learning environment as close as possible to the most congenial forms for each individual "(A. Calvani, 1995, p. 86).

CONTROL QUESTIONS



1. *Give a definition of Globalisation.* Globalization can be defined as the growing interdependence of worldwide social relations connecting distant places, so that local events can be shaped by events taking place miles away and vice versa.
2. *What are the features of oral tradition?* Oral tradition refers to practices and customs typical of prehistoric dwellers who communicated by means of gestures, signs or speech. The latter seems to have contributed to the global evolution of man.
3. *What are the characteristics of manuscript tradition or chirography?* The invention of writing by the Sumerians led to the manuscript tradition, which was first based on ideograms, then on sounds and finally developed into alphabetic writing.
4. *What is meant by typographic culture?* By typographic culture we mean the innovation that followed movable type printing and which marked the end of the Middle Ages and the beginning of the Modern Age.
5. *What is the culture of mechanical and electronic media characterised by?* Mechanical and electronic media is characterised by the invention of the telegraph, the telephone, the radio, the television and finally the computer.

ELECTRONIC VERSION

| SLIDES | NOTES |
|--|-------|
| <p data-bbox="386 457 500 491"></p> <p data-bbox="248 520 643 575">TOPIC 6. KNOWLEDGE AND UNDERSTANDING OF GLOBAL ISSUES IN DIGITAL ERA MODULE A. THE WORLD EARLIER AND NOW</p> | |
| <p data-bbox="280 785 467 806">THE GLOBAL VILLAGE</p>  | |
| <p data-bbox="302 1083 480 1104">THE WORLD WIDE WEB</p>  | |
| <p data-bbox="277 1419 570 1440">COMMUNICATE WITH THE SIGNS</p>  | |

VERBAL COMMUNICATION



WRITING

...IDEOGRAPHIC AND



...ALPHABETICAL



THE PRINT



TELEGRAPH AND TELEPHONE



PHOTOGRAPHY



THE CINEMA



| | |
|---|--|
| <p data-bbox="272 306 350 323">ADVERTISING</p>  | |
| <p data-bbox="248 606 310 623">RADIO</p>  | |
| <p data-bbox="240 913 380 930">THE TELEVISION</p>  | |
| <p data-bbox="235 1232 342 1249">THE COMPUTER</p>  | |

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What is Globalisation?

- a) The free circulation of money
- b) **The growing interdependence of worldwide social relations connecting distant places**
- c) A phenomenon regarding only media communication

2. What is the most important consequence of Globalisation?

- a) The growing up of the poorest nations' economy
- b) The fragmentation of communication
- c) **Local events can be shaped by events taking place miles away and vice versa**

3. What do we mean by 'oral tradition'?

- a) **It refers to practices and customs typical of prehistoric dwellers who communicated by means of gestures, signs or speech**
- b) The tradition of ancient civilizations, such as the Greeks and the Romans
- c) Mesopotamia civilizations habits

4. Is there any connection between the evolution of man's speech and his global evolution?

- a) No, the evolution of man happened without any conditioning
- b) **Yes, the speech seems to have contributed to the global evolution of man**
- c) No, the evolution of man is connected only with the better use of his hands

5. What is one other definition of manuscript tradition?

- a) **Chirography**
- b) Telegraphy
- c) Topography

6. What is the first kind of writing?

- a) **Ideograms**
- b) Writing based on sounds
- c) Alphabetic writing

7. Which was the first civilization with writing abilities?

- a) The Egyptians
- b) **The Sumerians**
- c) The Assyrian

8. What is meant by typographic culture?

- a) The culture of Earth representation
- b) The innovation that followed the invention of the Internet
- c) **The innovation that followed the movable type printing**

9. Which Age's beginning was marked by typographic culture?

- a) The Middle Ages
- b) **The Modern Age**
- c) The Contemporary Age

10. What is the culture of mechanical and electronic media characterised by?

- a) **By the invention of the telegraph, the telephone, the radio, the television and finally the computer**
- b) Just by the invention of the computer
- c) By the invention of the telegraph and the telephone

TRUE – OR – FALSE SENTENCES

1. Globalization was predominantly an economic phenomenon. **TRUE**
2. The Global village is an enormous village. **FALSE**
3. The World Wide Web was the technical realisation of the “global village”. **TRUE**
4. McLuhan divided history into five phases, corresponding to the different stages of communication progress. **FALSE**
5. Nowadays, in post-industrial society, we are shifting from the communication society to the information society. **FALSE**
6. The spoken language is responsible for the global evolution of man. **TRUE**
7. In the Phoenicians' alphabet consonants and vowels were both represented. **FALSE**
8. The introduction of paper was one of the necessary requirements for the rapid growth of typographic culture. **TRUE**
9. Before came the invention of the telephone, next the telegraph one. **FALSE**
10. The rapid expansion of the Internet in the 90s has transformed the computer into an accessible tool for all. **TRUE**

OPEN – END QUESTIONS

1. What does "global village" mean? (*"Global village" is a mutual contamination of cultures from different areas of the world.*)
2. Which are McLuhan's three stages of communication progress? (*The Tribal Age; the Mechanical Age; the Electronic Age.*)
3. Which is one of the fundamental features of mankind? (*The richness and complexity of its language, which is essentially the "spoken language".*)
4. What does chirographic culture mean? (*It is a culture based on writing.*)
5. When did television begin to assert itself as a mass media? (*It was only after World War II.*)

OPEN – END SENTENCES

1. At the end of the 20th century, the Internet was qualified to become ... (*the ideal place for "virtual squares" where to communicate, work and have fun*).
2. Nowadays, in post-industrial society, we are shifting from *the information society* (in which mass media channels messages from source to recipients) to ... (*the communication society, where the subject is at the same time the recipient and the source of messages*).
3. The first writing system developed around 3500 BC in Mesopotamia and was based on ... (*ideograms*).
4. The invention of movable type printing marked the end of... *the Middle Ages* and the start of ... (*the Modern Era*).
5. The primacy of radio was seriously questioned with the advent of ... (*television*).

METHODOLOGY REMARKS

1. The purpose of this topic is to help pupils to understand and manage a seemingly ever-increasing amount of communication and information resources.
2. The main aim of this module is for the pupils to understand how the world of communication has changed before and after globalization.
3. The first reflection is about the relationship between communication and globalization.
4. Then a voyage along the history of communication is proposed.
5. Because the students are confident with the historical approach, it is recommended for teachers to follow a chronological way.
6. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module.
7. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be:
 - a) Small lectures presented by the pupils. Small lectures may be around 5...10 minutes each. The following themes are proposed for the pupil's minilecture: What is globalization? Internet and communication. How communication is changing in the Digital Era? The invention of writing. The invention of printing.
 - b) Debates or brainstorming over some concepts. The following themes are proposed for debates or brainstorming: How do you feel in front of the communication in the Digital Era? Why has the invention of writing been so important? Why has the invention of printing been so important?

If the teacher decides to do some brainstorming activity, pupils should be prepared about the rules and procedure during the brainstorming. For support, look at <https://blog.aweber.com/email-marketing/10-rules-for-mind-blowing-content-brainstorming-sessions.htm>. For innovative teaching ideas look at <https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective/>

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Slides are meant as visual support for the lesson.
3. Slides follow the written version but do not fully overlap with it; therefore, combination of the frontal teaching using the electronic version may become very effective.
4. The electronic version may also contain tailor-made, a simple animation tool too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.
5. If embarking on ICT-aided teaching, teachers may use the following YouTube presentations too:
 - <https://www.youtube.com/watch?v=VB-5XSqzAfg> (Communication of Yesterday, Today & Tomorrow, 4'52")
 - <https://www.youtube.com/watch?v=rTzozfvkw50> (Communication of Yesterday, Today and Tomorrow, 2'07")
 - <https://www.youtube.com/watch?v=oxTUC5l22LU> (1.1 - Evolution of communication - Stone Age to Modern Age, 6'44")
 - <https://www.youtube.com/watch?v=rDkxsNmKDGk> (A Brief History of Communication, 1'48")

For use of YouTube materials, a fast internet connection is needed.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences etc.). They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we would suggest that minimum 25 good answers out of 30 possible is a mark A.
2. Smartphone tasks may replace homework.
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding using smartphones in the classroom is simply counterproductive; if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just samples; good answers may be formulated in other words as well.

SAMPLE CLASS PLAN

| PART I | |
|---|--|
| Level/Grade: | 9 – 12 th |
| Title: | THE WORLD EARLIER AND NOW |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson learners will be able to explain:</p> <ul style="list-style-type: none"> ● what globalization is; ● what the features of oral tradition are; ● what the characteristics of manuscript tradition are; ● what is meant by typographic culture; ● what the culture of mechanical and electronic media is characterised by. |
| Materials needed: | Textbook, PowerPoint presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● history of communication and information |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood; To prepare the students for topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What is communication? ● Which are the principal steps of the evolution of communication? | |

Teacher makes sure that students understand what communication is and why it is important to know the evolution of communication media.

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

Activity two: Communication and globalization: what do you think?

Procedure: It can be a brainstorming activity. Students share their point of view about the topic, bringing their own examples. The teacher evaluates their contributions.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 10 min.

Activity three: From the oral tradition to the chirographic culture

Procedure: Students discuss how the invention of writing has changed the way of communication between human beings. It may be organised as a group debate too. The teacher speaks about the oral tradition and the chirographic culture and students debate over them.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 7 min.

Activity four: Typographic culture

Procedure: Teacher introduces the question and students speak about it. Discussion points will be: the consequences of the invention of movable type printing.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 7 min.

Activity five: The culture of mechanical and electronic media

Procedure: Teacher introduces the question and students speak about it. Discussion points will be: from the telegraph to the Internet.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 7 min.

Activity six: Communication and globalization, The evolution of the communication media

Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign students homework.

Interaction: T-Ss

Time to be allocated: 3 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brainstorming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but in two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

USED AND RECOMMENDED SOURCES

- Anthony Giddens, *Le conseguenze della modernità*, Il Mulino, 1994.
- Carlo Gagliardi, *Villaggio globale*, in Franco Lever - Pier Cesare Rivoltella - Adriano Zancchi (edd.), *La comunicazione. Dizionario di scienze e tecniche*, www.lacomunicazione.it (24/02/2019).
- www.marshallmcluhan.com
- Massimo Baldini, *Storia della comunicazione*, Newton Compton, 2007.
- Giancarlo Livraghi, *Cenni di storia dei sistemi di informazione e di comunicazione in Italia*, 2004 (sito <http://gandalf.it/storia/storia.htm>).
- Thomas Purayidathil, *Storia della comunicazione*, in Franco Lever - Pier Cesare Rivoltella - Adriano Zancchi (edd.), *La comunicazione. Dizionario di scienze e tecniche*, www.lacomunicazione.it (04/03/2019).
- Genevieve Von Petzinger, *The First Signs: Unlocking the Mysteries of the World's Oldest Symbols*, Atria Books, 2016.
- Antonio Calvani, *Manuale di tecnologie dell'educazione*, Edizioni ETS, 1995.

B. GLOBALIZED DIGITAL SOCIETY

The development of technology has brought multiple changes in human life and many others will lead in the future; changes that involve the lives of people as a whole, as well as in their specific aspects. This module aims to analyse an extremely debated issue, especially in the school world: communication in the digital age and in particular the connection between technology and interpersonal relationships.

The new forms of communication, which pass through e-mail, text messages, chats, social media and which have virtually replaced the traditional letters and postcards, have obviously interested the category of young people.

These are communication modalities that are used as much as they are criticised: many argue that young people run the risk of compromising the development of **relationships** between peers and others, since technologies are sometimes considered barriers standing between individuals. The development of technology, on the other hand, has allowed what was unthinkable up until a few years ago: to come into **contact** with numerous cultures, overcoming the impossibility of physical movements, knowing distant worlds, managing real-time relationships with people who live in distant countries, and always being online. In short, from this point of view it seems that communication has become limitless and without barriers.

In reality, sometimes it is a matter of overcoming some prejudice, because behind the apparent isolation of a boy sitting on a bus and staring at his mobile phone, he could hide a notable propensity for communication and a marked openness to relationships: maybe he is writing to his mother, to a friend, he is booking a restaurant, he is organising an evening with friends or watching the university website, he is reading a good book. It is therefore wrong to definitely assert that technology is abolishing communication and relationships, while it seems more appropriate to consider the possibility that it is favouring its development and amplifying the effects.

SOCIAL MEDIA AND INTERPERSONAL RELATIONS

In the development of interpersonal relationships, social media are increasingly influential and often produce effects even in non-virtual contexts.

Many couples declare that social media have had a positive effect on their relationship life and the partners claim to feel closer thanks to the possibility of exchanging messages. Nevertheless, there are also those who say that they often see their partner distracted by the use of a mobile phone when they are together. All this, however, remains an almost exclusive prerogative of the younger generations.

On the one hand, therefore, it could be useful to train people belonging to a more advanced age group in the direction of a better use of technology, to exploit its possibilities; on the other hand, the same need for training for the youngest and especially for the younger ones is necessary, so that they turn technology into an opportunity and not a limitation: to train and inform to understand the role of technology as a tool that allows to improve and extend relationships, without replacing them.

What is certain is that we cannot ignore the effects that technological development brings to our lives. Not considering change and underestimating its consequences would be an act of voluntary deprivation with respect to improving the dynamism of relationships, communications, quality of life and lifestyle.

COMMUNICATION AND EDUCATION

In particular, the communicative revolution we are witnessing challenges the world of education, making a reflection on the anthropological meaning of this transformation more urgent than ever.

A doubt raised by digital communication, and connected in some way to the fear of a superficial approach to information, is that behind the images the stories lose weight, the stories tend to break free from the languages. However, they are doubts that should not lead us to another risk, such as believing that there are no more stories to tell, or falling back into the trap of the "we" (adults, the children of another generation) and "they" (teenagers, new generations, children of the Internet and mobile phones), where the implicit information is that it was better before and today it is worse. Thus it is necessary to strive to interpret the current media cultures in their own specificity.

Today the communicative dynamics are reversed: the centrality of the media supported by McLuhan (see Topic 6, Module A) replaces the centrality of the subjects. The traditional spectator, who at the time of television was a more or less passive terminal of the communication system, in the current scenario - characterized by logic of communication with a strong interactive structure - becomes a user and producer of services.

Education for critical use and informed use of media messages, which is now part of basic and essential education, must therefore be accompanied by education for responsible production of the messages themselves. All this obviously involves the very way of understanding media education and opens up new horizons for the training of educators and teachers.

THE FEATURES OF DIGITAL COMMUNICATION

Let's proceed with an analysis of the features of digital communication, according to the synthesis made by the Italian scholar and university professor Teresa Doni (*Comunicazione digitale e nuovi media: una sfida per l'educazione*).

What immediately catches the eye is the **pervasiveness** of the phenomenon along with the **renewal speed**. The continuous and sometimes uncontrolled use of computers, tablets and smartphones constantly modifies our relationship with the surrounding world, with people, with ourselves. The easy access to information and its continuous flow requires an ongoing "updating" of thought and a mobility characterized by an ever increasing speed and ability to access multiple devices at the same time.

This is the so-called phenomenon of **multitasking**, which consists of doing more simultaneous activities through the use of different tools. Pier Cesare Rivoltella, another prominent Italian scholar, points out that, if this ability to do several things at the same time can be interpreted positively in some ways, on the other hand it involves a danger for concentration and attention, which is forced to move continuously from one object to another, creating a discontinuity that certainly does not help reflection and deepening. This second approach is the one followed by neuroscientist Daniel J Levitin, director of the Laboratory for Music, Cognition and Expertise at McGill University and author of the book *The Organized Mind: Thinking Straight in the Age of Information Overload*, according to which multitasking makes people less efficient and involves a real exhaustion of brain functions, even lowering the IQ level by 10 points.



Picture 44: Digital communication

Another feature of new digital media is that of **portability**. In fact, the ever smaller sizes of devices allow concentrating many different activities in a simple mobile phone. And all this can be done anywhere: in their room, on the bus and even in class during lessons. Obviously this ease of access allows more and more "private" consumption and, with regard to children, less subject to the control of parents and educators.

The new media are also **interactive** and **participatory**. The traditional communication scheme no longer follows the logic of source-message-passive recipient and is replaced by a new scheme in which the recipient also becomes a multimedia content producer, in front of which a universe of interaction and exchange possibilities opens up, resulting in an explosion of individual creativity to share with the rest of the world.

Closely related to what has just been said is the **globalising** feature of new media, whose contents freely cross national borders, modifying the perception we have of ourselves and of our place in the world. On the contrary, this inclusive potential that spreads in a previously undreamed way also includes the denial of participation to those who, for some reason, escape the "coverage" of the network. The new media, in fact, paradoxically, emphasise the generation gap and the **inequalities** between those who are connected and those who are not, between those who are literate in their language and those who are not. Here becomes urgent, therefore, the matter of adult literacy to new media as well as the education of children to their critical, conscious and responsible use.



Picture 45: Digital Globe

A PERSPECTIVE: THE ADAPTABILITY OF THE BRAIN

The human brain has an extraordinary ability to establish new connections among its physical structures and to be shaped by experience. From this assumption a very interesting reflection of the neuroscientist Maryanne Wolf (*Proust e il calamaro. Storia e scienza del pensiero che legge*) arises: man was not born to read and the invention of writing-reading had a decisive role in the partial and continuous reorganization of the human brain, widening the boundaries of our way of thinking and changing the intellectual evolution of our species.

Over the years our brain has undergone constant transformations and continues to transform itself even in the present, increasingly digital phase, which sees changing ways of reading, thinking, and feeling, knowing and communicating with others.

Just as Plato in his works *Protagoras* and *Phaedrus* referred to a Socrates who opposed writing because it was able to erase the forms of oral learning based on memory, many people today fear the danger deriving from new technologies and their usage, especially by the new digital generations (generation Y, Millennial generation). The fear is that the use of the Internet to replace the traditional book and reading jeopardizes the acquisition of a deeper knowledge. The risk is the affirmation of an illiteracy of information favoured by the speed with which Google manages to provide its information contents. These risks and dangers must not, however, lead to a Manichean vision or to the choice of one of the two alternatives and suggest greater attention and new reflections.

Like the ancient Greeks, we experience a transition of great importance that sees a transition from a written culture to a digital and visual one. Socrates, Plato's teacher, passionately criticised the uncontrolled spread of the written language; Plato in this regard was ambivalent and did not hesitate to use writing to pass on his thought and the one by Socrates; finally, Aristotle grew up immersed in writing and reading. Today we find ourselves in a similar situation, with generations facing each other, in the more or less widespread and compulsive use of new forms of reading and brain activation in the acquisition, organization, cataloguing and storage of new knowledge.

The concerns of Socrates related to the hollowness of information and the shallow understanding of the same are comparable to those of those who, today, see in new digital technologies the opportunity to learn a lot (thanks to the accessibility of information on the net) but often in a shallow way and without intermediation.

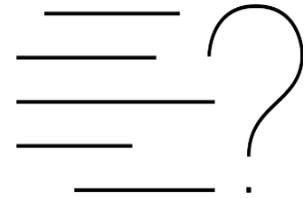
The general perception is that the situation got out of control and that today we are not able to monitor what, how and how deeply the next generations will learn. Certainly this is also the result of the difficulty in understanding the new phenomena, due to the simple fact that we are experiencing them and that we do not have the necessary distance to analyse them.

So what to do? Learn from the past to face the future in an appropriate way. Learning the ability to read sets us free from the predominantly quantitative limits of memory, providing us with automated mechanisms that have allowed us to devote more cognitive time and cortical space to a more in-depth analysis of thought, since it is translated into signs. The evolution of writing has created a cognitive platform capable of bringing out extremely important skills, such as documentation, coding, classification, organisation, language internalisation, self and other-awareness. Just as the birth of writing systems and the Greek alphabet represented a psychological and pedagogical revolution, today we are in a position to think that the digital revolution can free unprecedented forces in the production of new thoughts and in the construction of our future brain, as well as it will be moulded following this revolution.

Hence, children should not be given the option between books and monitors (PC, smartphone, tablet, TV), between printed paper and other digital media. We adults should take a break and use the critical capacity of our brain, the outcome of the reading culture of which we are children, to elaborate useful reflection to prepare us for the new that will come.

In doing so, "*we must give every effort so that immersion in digital resources does not harm the ability of children to evaluate, analyse, prioritise and ponder what is hidden in any kind of information*" (M. Wolf, *Proust and the Squid: the Story and science of the Reading Brain*). Just as it would be a good idea to get children used to switching linguistic codes between two or more spoken languages, in the same way children should be taught to be bi-textual and multi-textual.

HOMWORK SOLUTIONS



1. *From the point of view of interpersonal relationships, do new technologies represent barriers or allow overcoming them?*

At first glance the screen may seem a barrier because sometimes it prevents communication with those around us, but in reality new technologies get us in contact with the world, overcoming physical barriers.

2. *What is the role of education today?* Today it is very important to train the youngest and above all the little ones, so that they make the technological means an opportunity and not a limitation and that they understand the role of technology as a tool that allows us to improve and extend relationships, without replacing them.
3. *If in the past there were media at the centre of communication dynamics, who is it today?* Today the communicative logic is highly interactive and sees the subject at the centre, which from a passive user becomes a user and producer of services.
4. *What are the main characteristics of new media?* The main characteristics of the new media are the following: the pervasiveness and rapidity of change, multitasking, portability, being interactive and participatory, being globalizing and producing inequalities.
5. *What can be a reading perspective of the communication revolution we are witnessing?* The neuroscientist Maryanne Wolf, based on the assumption that the human brain has an extraordinary ability to establish new connections between its physical structures and to be shaped by experience, believes that, as happened after the revolution of writing, even now the digital revolution will release unprecedented forces in the production of new thoughts and in the construction of our future brain.

ELECTRONIC VERSION

| SLIDES | NOTES |
|--|-------|
|  <p>TOPIC 6. KNOWLEDGE AND UNDERSTANDING OF GLOBAL ISSUES IN DIGITAL ERA MODULE A. GLOBALIZED DIGITAL SOCIETY</p> | |
| <p>NEW MEDIA AND INTERPERSONAL RELATIONSHIP</p>  | |
| <p>SOCIAL MEDIA</p>  | |
| <p>TECHNOLOGY TO REDUCE DISTANCES</p>  | |

THE ROLE OF EDUCATION



TECHNOLOGY AND INTERACTIVITY



TECHNOLOGY AND MULTITASKING



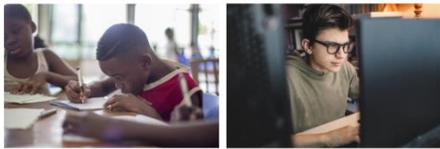
TECHNOLOGY
BECOMES
SMALLER AND
SMALLER



ADAPTABILITY OF THE BRAIN



TEACHING *MULTITEXTUALITY*



SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. **What are the new forms of communication?**
 - a) The postcards
 - b) **E-mail, text messages, chats, social media**
 - c) The telephone calls

2. **Can we ignore the effects that technological development brings to our lives?**
 - a) Yes, it'll help us to live better
 - b) Yes, due to the fact that we are not able to change anything
 - c) **No, not considering change and underestimating its consequences would be an act of voluntary deprivation with respect to improving the dynamism of relationships, communications, quality of life and lifestyle**

3. **What are the communicative dynamics today characterized by?**
- a) The centrality of the media
 - b) **The centrality of the subjects**
 - c) The centrality of the relationships
4. **In the current scenario what does the traditional spectator become?**
- a) **A user and producer of services**
 - b) A user of services
 - c) A producer of services
5. **What do we mean with the pervasiveness of the digital communication phenomenon?**
- a) **The continuous and sometimes uncontrolled use of computers, tablets and smartphones**
 - b) The desire to be connected sometimes
 - c) The easy access to information
6. **What is multitasking?**
- a) The possibility to have many tasks
 - b) When somebody owns different tools
 - c) **The attitude of doing more simultaneous activities through the use of different tools**
7. **Is there any scholar who thinks that multitasking doesn't help reflection and deepening?**
- a) **Yes**
 - b) No, not at all
 - c) No, all the scholars agree about that idea

8. Is there any scholar who thinks that multitasking makes people less efficient and involves a real exhaustion of brain functions?

- a) Nobody thinks that
- b) **Yes, even lowering the IQ level by 10 points**
- c) Yes, even lowering the IQ level by 50 points

9. With regard to children, what does portability allow?

- a) **More and more "private" consumption and less subject to the control of parents and educators**
- b) All the activities can be done everywhere and no more
- c) Nothing relevant

10. Is it correct to say that the new media emphasise *the inequalities*?

- a) No, the globalising feature of new media gives to all the people around the world the same possibilities
- b) **Yes, between those who are connected and those who are not**
- c) Yes, between the northern and the southern parts of the World

TRUE – OR – FALSE SENTENCES

1. Some people think that communication has become limitless and without barriers. **TRUE**
2. The development of technology has reduced the possibility of coming into contact with numerous cultures. **FALSE**
3. It is necessary to strive to interpret the current media cultures in their own specificity. **TRUE**
4. The continuous use of computers, tablets and smartphones doesn't modify our relationship with the surrounding world. **FALSE**
5. The easy access to information and its continuous flow requires an ongoing "updating" of thought. **TRUE**
6. Some people think that the ability to do several things at the same time involves a danger for concentration and attention. **TRUE**
7. Nobody thinks that multitasking may lower the IQ level. **FALSE**
8. The new media are also interactive and participatory. **TRUE**
9. Today it becomes urgent the matter of the education of children to the critical, conscious and responsible use of new media. **TRUE**
10. Like the ancient Greeks, we experience a transition of great importance that sees a transition from a written culture to a digital and visual one. **TRUE**

OPEN – END QUESTIONS

1. Which category of people has been interested by the new forms of communication (e-mail, text messages, chats, and social media)? *(The category of young people.)*
2. Why are the new communication modalities criticised? *(Because many argue that people run the risk of compromising the development of relationships.)*
3. Why is it necessary to train the youngest people about the use of technology? *(In that way they'll be able to understand the role of technology as a tool that allows to improve and extend relationships, without replacing them.)*
4. Why isn't it a good point to think that it was better before and today it is worse? *(Because it's important not to fall back into the trap of the "we" - adults, the children of another generation- and "they" - teenagers, new generations, children of the Internet and mobile phones.)*
5. What consequences may portability bring? *(The ever smaller size of devices allow to concentrate many different activities in a simple mobile phone and all this can be done anywhere)*

OPEN – END SENTENCES

1. In the development of interpersonal relationships, social media are increasingly ... *(influential).*
2. Education for critical use and informed use of media messages must be accompanied by ... *(education for responsible production of the messages).*
3. Multitasking involves a danger for concentration and attention because the brain ... *(is forced to move continuously from one object to another).*
4. The traditional communication scheme no longer follows the logic of source-message-passive recipient and is replaced by a new scheme in which the recipient also becomes a ... *(multimedia content producer).*
5. In the opinion of Marianne Wolf, it would be a good idea to get children used to switching linguistic codes between two or more spoken languages, in the same way children should be taught to be ... *(bi-textual and multi-textual).*

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to know the features of digital communication and in particular the connection between technology and interpersonal relationships.
2. The theme of the module will involve the students in first person, because it concerns topics like social media and relationships, education and communication, multitasking. For this reason the teacher will be encouraged to use active teaching methodologies.
3. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module.
4. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be:
 - a) Small lectures presented by the pupils. Small lectures may be around 5-10 minutes each. The following themes are proposed for the pupil's minilecture: New technologies and relationships; The role of education today; The main characteristics of new media;
 - b) Debates or brainstorming over some concepts. The following themes are proposed for debates or brainstorming: New technologies: a barrier or a way to be in contact with the world? How can education help the students of the Digital Era? Does multitasking produce a decrease in concentration? Is it important to train the youngest people about the use of technology?

If the teacher decides to do brainstorming, pupils should be prepared about the rules and procedure during the brainstorming. For support, look at <https://blog.aweber.com/email-marketing/10-rules-for-mind-blowing-content-brainstorming-sessions.htm>. For innovative teaching ideas look at <https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective/>

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Slides are meant as visual support for the lesson.
3. Slides follow the written version but do not fully overlap with it; and therefore, a combination of the frontal teaching using the electronic version may become very effective.
4. The electronic version may also contain tailor-made, a simple animation tool too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.
5. If embarking on ICT-aided teaching, teachers may use the following YouTube presentations too:
 - <https://www.youtube.com/watch?v=8UZC-9QZ9jo> (Digital Society, 3'18")
 - <https://www.youtube.com/watch?v=LYI4BdBabl4> (The Effects of Social Media on Relationships, 10'14")
 - https://www.youtube.com/watch?v=JVt9_U9adRE (Multitasking, 8'15")
 - https://www.youtube.com/watch?v=B_YZTNdl6-E (Effect of social media on youth, 5'25")

For use of YouTube materials, a fast internet connection is needed.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we suggest that minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding using smartphones in the classroom is simply counterproductive; and if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just samples; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|--|--|
| Level/Grade: | 9 – 12 th |
| Title: | GLOBALIZED DIGITAL SOCIETY |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to realise :</p> <ul style="list-style-type: none"> ● how social media may condition interpersonal relations; ● the connection between communication and education; ● the features of digital communication; ● how important it is to have a critical approach to digital media. |
| Materials needed: | Textbook, PowerPoint presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● psychology ● sociology ● communication |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquires about the Ss' mood.</p> <p>To prepare the students for topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What a globalized digital society is? ● Is digital communication connected with our relationships? ● Is it important to have a critical approach to digital media? | |

Teacher makes sure that students understand what a globalized digital society is and what its characteristics are in general.

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

Activity two: What do you think: do social media affect our interpersonal relations?

Procedure: It can be a game. Students write their own samples for their experiences and the teacher evaluates their examples.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 8 min.

Activity three: Communication and education.

Procedure: Students discuss if it's important to train young people in order to have a responsible approach to communication. It may be organised as a group debate too. The teacher speaks about the topics and students debate over them.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity four: The features of digital communication

Procedure: Teacher introduces the question and students speak about it. Discussion points will be: pervasiveness, speed, multitasking, portability, interaction and participation.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 12 min.

Activity five: The features of our globalized digital society.

Procedure: Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign students homework.

Interaction: T-Ss

Time to be allocated: 4 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brainstorming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but in two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

USED AND RECOMMENDED SOURCES

- Maryanne Wolf, *Proust and the Squid: the Story and science of the Reading Brain*, 2000.
- <https://medium.com/scritture-di-rete/comunicazione-e-relazioni-nellera-digitale-5eca9d3d64aa>
- https://medium.com/@ExC_Rome/https-medium-com-exc-rome-i-contesti-desperienza-58d51f861d68
- Pier Cesare Rivoltella, *La comunicazione nell'era digitale. Prospettive di intervento formativo*, in https://www.academia.edu/12163131/La_comunicazione_nellera_digitale._Prospettive_di_intervento_formativo
- Pier Cesare Rivoltella, *Leggere e scrivere in digitale. Cosa cambia per il cervello?*, in "Avvenire", 5 ottobre 2018.
- Daniel J Levitin, *Why the modern world is bad for your brain*, in "The Guardian", 18 gennaio 2015.
- Teresa Donì, *Comunicazione digitale e nuovi media: una sfida per l'educazione*, in http://www.cnos-fap.it/sites/default/files/articoli_rassegna/Comunicazione%20digitale%20e%20nuovi%20media.pdf

C. GLOBAL-MINDEDNESS, GLOBAL CITIZENSHIP

The definition of global mindedness refers to the ability of individuals to understand the world in which they live and how they fit into that world, as well as to their willingness to take action on global issues. Global citizenship is a way of thinking and behaving as an active member of a global community who possesses global mindedness and global competence.”¹⁸

Global Citizenship has acquired such a relevant place in the modern debate, that many international organizations and several governments adopt it as a strategic target in their political programs. The idea of Global Citizenship started at the end of World War II as a reaction to the atrocities of the conflict: the world, in fact, could not have gone through another similar experience in the future. Consequently, peace among nations became the goal to reach, together with the acknowledgement that people must be guaranteed their natural rights without racial or ethnic discriminations, and those rights were therefore referred to as human rights.

The birth of Global Citizenship is linked to the safeguard of human rights as the status under which a person has some rights not in terms of a national citizenship as it used to be, but simply because belonging to the human race, hence the concept of citizenship becomes wider and starts to embrace a universal horizon.

The innovative meaning of Global Citizenship, and therefore also its program, is to enable men and women from all over the world to fulfil their human being potential, meeting their fundamental needs and granting their unalienable rights.

Contents and objectives of global citizenship change as the historical, economic, political world context evolves: nowadays it is possible to locate which challenges will be faced in the very next future and one of the most relevant has to do with the increasing role and presence of the Internet and the digital world in our lives.

¹⁸ <https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0161.xml>

*“The Internet has transformed the way we live, the way we work, the way we socialize and meet, and the way our countries develop and grow. In two decades, the Internet has changed from a network for researchers and geeks to a day-to-day reality for billions of people. ... Many have compared the dawn of the Internet to another communication game-changer, the introduction of the Gutenberg press five centuries earlier. But a comparison with the development and commercialization of electric power may be more appropriate. Among its many consequences, electricity changed the landscape of cities around the world ... As with electricity, the Internet has changed the global landscape. The Internet bridges vast distances and has made the world flatter by allowing instant access to an almost endless stream of information that can be immediately brought into play.”*¹⁹

The Internet changed attitudes and behaviours: several operations from offline became mainly done through the Net but this creates a gap between people capable of accessing it and using digital technology and others who, due to economic, social, geographical reasons, simply do not have this opportunity: what is called *digital divide*. With this expression, it means that not all people have the same resources to access the Internet and all the information and communication technologies related to it. This gap could emerge at global level between developed and developing countries or at local level - within the same populace owing to the gender or the age group. Within the context of the increasingly *technology-based* global society, information and communication together with the relationship between citizens and public authorities and the way of working move on the web: being outsiders means having fewer chances to exercise one's own constitutional rights, that is why it is worth considering this aspect.

DIGITAL CITIZENSHIP

In order to highlight the relevance of the web in citizens' lives and their belonging to the digital society, a new expression has been created: digital citizenship. It refers to the ability of a person to participate in on-line life and it requires a set of duties and a right being defined as it is a very new concept. The first right is the right to access the Internet:

¹⁹ <https://www.mckinsey.com/industries/high-tech/our-insights/internet-matters>

UN, G8 and UE recognize it, but there are several countries in the world where the State uses a *firewall* to stop the free sharing of information through the Net and censor an amount of web sites. It is not an easy task to regulate digital citizens' rights, first of all owing to the fact that the Internet is a supranational instrument: in a few seconds, it is possible to access content from all over the world, without even knowing where the news or materials come from.

The European Union elaborated a list of competences that every European citizen should have as they must all have the same chances: it is the *DigiComp 2.0* first published in 2013, revised every two years and updated in 2017 to the 2.1 version.

“The European Digital Competence Framework for Citizens, also known as DigComp, offers a tool to improve citizens' digital competence.

- Competence area 1: Information and data literacy (Browsing, searching, filtering data, information and digital content; Evaluating data, information and digital content, Managing data, information and digital content)
- Competence area 2: Communication and collaboration (Interacting through digital technologies; Sharing through digital technologies; Engaging in citizenship through digital technologies; Collaborating through digital technologies; Netiquette; Managing digital identity)
- Competence area 3: Digital content creation (Developing digital content; Integrating and re-elaborating digital content; Copyright and licences; Programming)
- Competence area 4: Safety (Protecting devices; Protecting personal data and privacy; Protecting health and well-being; Protecting the environment)
- Competence area 5: Problem solving (Solving technical problems; Identifying needs and technological responses; Creatively using digital technologies; Identifying digital competence gaps).”²⁰

²⁰<https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use>

These competences are to be improved as it is not only a right, the access to the Internet, but also a heavy responsibility, starting from our digital identity. It is called *digital identity*, the collection of information and data related to our person which communicates something personal, uploaded by ourselves or by others. On the one hand, we have the right to know our information held by the State or by private companies, but on the other we are responsible for what we state, and we must respect other people's digital identity and their *privacy*. Privacy means the right to confidence about one's private life and personal data control, and the processing of personal data must follow fundamental rights and freedoms. The first step to be mindful of global citizens surfing the Net is therefore learning how to handle our own and others' privacy. Everything we upload creates an idea of ourselves, defined as *web reputation*: it embraces all the information and data referring to a single person, a company, or a product found on the Internet, being aware of it or not. Pictures or comments could be detrimental even years later or they could be misinterpreted and condition a work assumption, as it is largely known that manpower recruiters use to look for this kind of data in order to have a more complete profiling of people to employ.

INFORMATION AND THE INTERNET

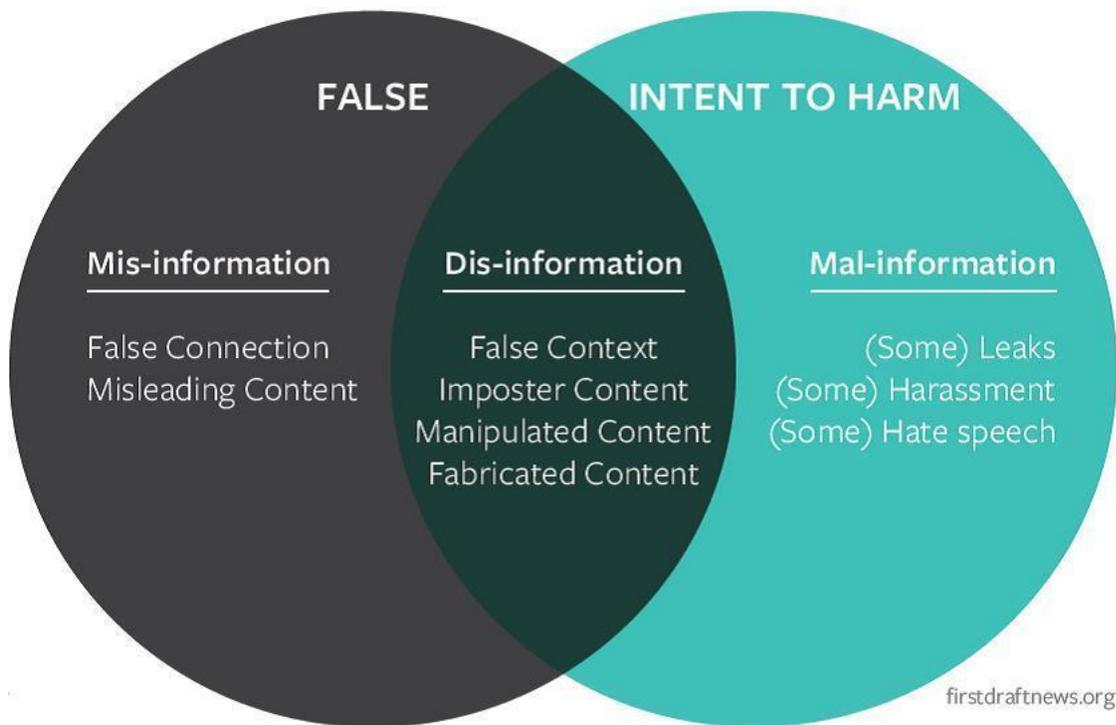
As far as information is concerned, the global minded citizen of the digital era has to be aware of a series of risks linked to both the content found on the internet and the way it works. When we move from one web site to another, algorithms are at work to process a user's profile which connects our data to purchased goods, ideas and culture, possible users sharing the same preferences, therefore creating a so-called *Filter Bubble*. In this bubble we find people thinking exactly as we think, enhancing a tightening of extremisms in which it would be harder to discuss openly to find solutions. Customization systems show users what is coherent with their choices, reinforcing beliefs instead of helping to be open minded and face different ideas. Moreover, this attitude could escalate into *hate speech*, posts or speeches that express hate or encourage violence towards a person or group because of negative stereotypes or prejudices.

In our daily "information diet" it always takes room a video shot with a smartphone and uploaded by a user, as people nowadays create, exchange and share various contents related to every kind of subject: this is called *User generated content* and it is different

from what has a specific informative aim, the so called *Citizen journalism*. Citizens cooperate to create and disseminate information without the means of newspapers or other companies, but this raises an important question: if there is not a news organization to filter the content, how is it possible to be sure that the truth has been told? This is a paramount argument and it is connected to the menace of fake news, a main issue for governments from all over the planet. *Fake news* is a complex phenomenon, which in its most common meaning refers to invented reports on historical events, scientific discoveries or facts written with a specific purpose which is not to tell the truth, but to convey an idea or arouse a reaction. Nevertheless, as many other kinds of false information can be referred to as fake news, the definition of *information disorder* is used to include the continuous and chaotic flux of contents which can be false, manipulated, intentionally or not. It can be divided into three classes: *dis-information*, *mal-information* and *mis-information*. The first one deals with deliberately false information created to deceive the reader by leveraging strong feelings so that more people share them and advertisements companies earn money. The second one refers to the manipulation of an event to harm a person or a group of people. The third is the unintentional spreading of wrong information and this could happen to anyone who does not check the veracity of a statement and shares it.

“Misinformation is information that is false, but the person who is disseminating it believes that it is true. Disinformation is information that is false, and the person who is disseminating it knows it is false. It is a deliberate, intentional lie, and points to people being actively misinformed by malicious actors. A third category could be termed mal-information; information that is based on reality, but used to inflict harm on a person, organisation or country.”²¹

²¹ https://en.unesco.org/sites/.../f._jfn_d_handbook_module_2.pdf



Picture 46: Information and the internet

So, how is it possible to distinguish a reliable source from a false one? It is often said that the best way is to browse only official news organizations, but this could limit the amount of knowledge or expertise and it is therefore better to learn how to use one’s own critical sense to consider information and data in order to identify authoritative sources. The first tool which can be used is fact *checking*: the content has to be deconstructed and each single statement must be analysed and then verified with other sources known to be reliable.

*“Journalists and computer scientists are working to develop automated fact-checking (AFC) to enable large-scale responses to online misinformation, according to a new Factsheet by the Reuters Institute for the Study of Journalism (RISJ). The study identifies a number of new automated tools, but finds their application remains limited by the complexity and nuances of most misinformation online.”*²²

²² <https://en.ejo.ch/research-2/can-fact-checking-be-automated>

Also groups of people work together, as the European Journalism Training Association (EJTA) with the fact-checking project EUFACTCHECK: they publish fact-checks and blog posts to test their common methodology during the European elections, gathering fact-checks from more than 150 students and staff from more than 20 EJTA schools. “Through fact-checking European political claims and trying to tackle misinformation, we want our students and our public to grow a deeper insight and interest in democratic processes, both on national and European level. EUFACTCHECK wishes to motivate fact-based debate in the EU and to stimulate media and information literacy.”²³

These are major tools, but every single citizen could verify information with a sort of checklist for on-line content as follows:

1. Where does it come from?
2. Is it authentic or a copy?
3. Who uploaded it?
4. When was it created?
5. Where was it created?

A more refined instrument is a test used to control the reliability of sources called *CRAAP test*: it was developed by Sarah Blakeslee from California State University and it consists of a series of questions to be answered to tell whether a source is trustworthy to use as a tool for research. CRAAP is an acronym for Currency, Relevance, Authority, Accuracy, and Purpose.

²³ <https://eufactcheck.eu/about-us>



Picture 47: CRAAP

Currency: the timeliness of the information

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out-of-date for your topic?
- Are the links functional?

Relevance: the importance of the information for your needs

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable using this source for a research paper?

Authority: the source of the information

- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the author or source? Examples:
 - .com (commercial), .edu (educational), .gov (U.S. government)
 - .org (nonprofit organization), or .net (network)

Accuracy: the reliability, truthfulness, and correctness of the content

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem biased and free of emotion?
- Are there spelling, grammar, or other typographical errors?

Purpose: the reason the information exists

- What is the purpose of the information? to inform? teach? sell? entertain? persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact? opinion? propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

There are twenty-five questions divided depending on which of the five items they refer to and a mark has to be assigned to each question according to this scale:

0 = no information, completely wrong, not relevant or outdated

1 = incomplete information, not clear, moderately relevant

2 = comprehensive information, relevant, updated.

The total score gives an idea of the reliability of the source:

50 = surely trustworthy

45 - 50 = excellent

40 - 44 = good

35 - 39 = passable

30 - 34 = sufficient

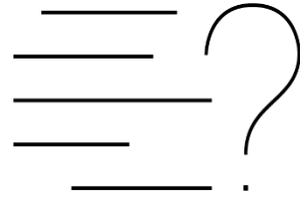
Under 30 = not acceptable.

CONCLUSIONS

Global citizenship, as it has been said, means thinking and behaving as an active member of a global community and therefore global mindedness is required, in the digital era, to face the challenges of a new world where a revolution has broken out and transformed everything.

In order to take action on global issues, citizens have to innovate their way of interacting and learn to use their critical thinking properly: this is the way not to submit passively to the changes, but to be conscious players of this time.

HOMEWORK SOLUTIONS



1. What does *global mindedness* mean? It means being capable of understanding the world in which we live and how we fit into that world, as well as to our willingness to take action on global issues.
2. How do we create our *digital identity*? We create it with any information about us that we, or any other people, upload on the Internet.
3. What is the *information disorder*? *Information disorder* is an expression used to refer to the continuous and chaotic flux of contents found on the Internet which can be false, manipulated, intentionally or not. It can be divided into three classes: *dis-information*, *mal-information* and *mis-information*.
4. What does *fact checking* mean? It means that a source must be verified in its truthfulness both analysing each single statement and comparing it to other sources known to be reliable.
5. What is the CRAAP test? It is a tool to decide if a source is reliable or not.

ELECTRONIC VERSION

| SLIDES | NOTES |
|--|-------|
|  <p>TOPIC 6. KNOWLEDGE AND UNDERSTANDING OF GLOBAL ISSUES IN DIGITAL ERA</p> <p>MODULE C. GLOBAL-MINDEDNESS, GLOBAL CITIZENSHIP</p> | |
|   | |
|   | |
|   | |
|  <p>Digital</p> <p>Digital is the... a computer handling electronic circuits media that store pu' fast electric pu' roduc</p> | |

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What is *global mindedness*?

- a) The ability of a group of people to understand the other groups they face
- b) **The ability of individuals to understand the world in which they live and how they fit into that world**
- c) The ability of individuals to understand each other in order to get on well
- d) The ability of individuals to analyse more than one aspect in every situation
- e) The ability of groups of people to fit into different workplaces

2. When did the idea of Global Citizenship start to develop?

- a) At the end of World War I
- b) **At the end of World War II**
- c) During the last ten years
- d) In the XIX century
- e) At the beginning of the XX century

3. What is the program of Global Citizenship?

- a) It is to enable only some men and women to realize themselves
- b) It is to grant men and women from the most industrialized parts of the world all their rights
- c) It is to grant men and women from the less industrialized parts of the world all their rights
- d) **It is to enable men and women from all over the world to fulfil their human being potential**
- e) It is to enable men and women from all over the world to have the same wealth

4. What is the *digital divide*?

- a) It means that all the people have the same resources to access the Internet and all the information and communication technologies related to it
- b) It means that a person should divide their digital devices
- c) **It means that not all the people have the same resources to access the Internet and all the information and communication technologies related to it**
- d) It means that people should have different accesses to the net according to the knowledge they have about communication technologies
- e) It means that there is a gap between the chances offered by the Internet and what is really used

5. What is *digital identity*?

- a) It is the collection of information and data related to our person which communicate something personal, only uploaded by ourselves
- b) It is the collection of information and data related to our person which communicate something personal, only uploaded by others
- c) It is a document valid on the Internet to prove one's identity
- d) It is the digital signature valid on the Internet

- e) **It is the collection of information and data related to our person which communicate something personal, uploaded by ourselves or by others**

6. What is the risk connected to the *filter bubble*?

- a) **Customization systems show users only what is coherent with their choices, reinforcing beliefs instead of helping to be open minded and face different ideas**
- b) Customization systems show users only what is different from their choices, helping to be open minded and face different ideas instead of reinforcing beliefs
- c) Customization systems create a space in which users are protected from attacks
- d) On the Internet, users find forbidden sites according to previous established restrictions
- e) Every Internet access point has its own keys which lead to different web sites

7. What is the *fake news* phenomenon?

- a) It is the creation of false news in order to make fun of people
- b) It is the invention of historical events, scientific discoveries or facts to change the vision of the past
- c) It is the spreading of information which is not true but the writer does not know it
- d) **It is the creation of invented reports on historical events, scientific discoveries or facts to convey an idea or arouse a reaction**
- e) It is the spreading of reports on historical events, scientific discoveries or facts to tell the truth

8. What is *mis-information*?

- a) It deals with information deliberately false created to deceive the reader leveraging on strong feelings so that more people share them and advertisements companies earn money
- b) **It is the unintentional spreading of wrong information**
- c) It is the manipulation of an event to harm a person or a group of people
- d) It means that there are a lot of mistakes in a piece of information
- e) It means that in a newspaper some reports are true while some others are false

9. What is *fact-checking*?

- a) The content has to be checked using what the user already knows
- b) **The content has to be deconstructed and each single statement must be analysed and then verified with other sources known to be reliable**
- c) Facts must be verified by analysing only the main statement
- d) The content has to be deconstructed and each single statement must be analysed and then verified with other unknown sources found on the Internet
- e) The content has to be completed adding information found on web sites known to be reliable

10. What is the CRAAP test?

- a) **It consists in a series of questions to be answered to tell whether a source is trustworthy to use as tool for research**
- b) It consists in a series of answers given by users to tell whether a source is trustworthy to use as tool for research
- c) It is a test used by students at school to learn how to analyse a source
- d) It is an achievement test used by teachers to assess their students
- e) It is a test to learn how to differentiate rubbish properly

TRUE – OR – FALSE SENTENCES

1. Global Citizenship has acquired a relevant place in the modern debate. **TRUE**
2. The Internet has created a gap between people capable of accessing it and using digital technology and others who are not capable of doing it. **TRUE**
3. Accessing the Internet has nothing to do with exercising constitutional rights. **FALSE**
4. The first right of digital citizenship is the right to access the Internet. **TRUE**
5. The European Union elaborated a list of digital competences possessed by European citizens. **FALSE**
6. Privacy means the right to confidence about one's private life and personal data control. **TRUE**
7. *Web reputation* embraces all the information and data referring to a single person, a company, or a product found on the Internet. **TRUE**
8. *User generated content* is a synonym of *Citizen Journalism*. **FALSE**
9. A single citizen has no means to verify information. **FALSE**
10. The CRAAP test was developed by the University of Yale. **FALSE**

OPEN – END QUESTIONS

1. What does *global mindedness* mean? (*Being capable of understanding the world in which we live and how we fit into that world*).
2. How do we create our *digital identity*? (*With any information about us that we, or any other people, upload on the Internet*).
3. What is the *information disorder*? (*The continuous and chaotic flux of contents found on the Internet which can be false, manipulated, intentionally or not*).
4. What does *fact checking* mean? (*A source must be verified in its truthfulness both analysing each single statement and comparing it to other sources known to be reliable*).
5. What is the CRAAP test? (*A tool to decide if a source is reliable or not*).

OPEN – END SENTENCES

1. Global citizenship is ... (*a way of thinking and behaving as an active member of a global community who possesses global mindedness and global competence*).
2. People must be guaranteed in their ... (*natural rights without racial or ethnic discriminations, and those rights are therefore referred to as human rights*).
3. Pictures or comments posted on the Internet could be detrimental ... (*even years later or they could be misinterpreted and condition a work assumption*).
4. *Mal-information* refers to ... (the manipulation of an event to harm a person or a group of people).
5. CRAAP is an acronym for ... (*Currency, Relevance, Authority, Accuracy, and Purpose*).

METHODOLOGY REMARKS

1. The aim of this module is to show students which are the main changes that happened with the introduction of the Internet in our lives, both in its positive and negative aspects.
2. Students must be aware of the risks connected to the spreading of information via social networks or web sites: it is important to elicit from learners' experience several examples of how they use the new technology properly, so that they will reflect on what they do.
3. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module, and teachers are encouraged to use non-standard, innovative methods suggested in the lesson plan. Other ideas:
Short lectures presented by the students (around 5-10 minutes each) about the following topics:
 - a) How has the Internet changed our life?
 - b) What is our digital citizenship?
 - c) What is the *fake news* phenomenon?

Issues that could be debated (to learn how to handle with debates, go to the <https://www.debate.org/> page):

- a) The Internet has improved/impoverished our lives.
- b) Should the Internet be censored?

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. All slides contain pictures: they could be used to arouse questions or elicit definitions or simply as a support to the teacher's explanation in the frontal lesson.
3. These videos could also be used:
 - <https://www.youtube.com/watch?v=mbbuLFUSd0A> (digital citizenship)
 - <https://www.youtube.com/watch?v=doWZHFvVPQ8> (filter bubble)
 - <https://www.youtube.com/watch?v=AkwWcHekMdo> (fake news)
 - <https://www.youtube.com/watch?v=u5EXUS-c5ag> (CRAAP test)

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.): they cover the whole material of the module. Teachers can add other different tasks: to have more ideas, go to the <https://learningapps.org/home.php> page.
2. Smartphone tasks may be used both as assessment and homework, it depends on the teacher's choices.
3. Solutions are offered as an example: it is the teacher that will evaluate good answers, also according to the work done during the lesson.
4. SOCRATIVE could be used both in class to motivate learners (i.e. with a competition), or at home by students on their own to revise and consolidate their learning.

SAMPLE LESSON PLAN

| PART I | |
|---|--|
| Level/Grade: | 9 – 12 th |
| Title: | GLOBAL MINDEDNESS, GLOBAL CITIZENSHIP |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson, students will:</p> <ul style="list-style-type: none"> ● know the meaning of the expression global/digital citizenship and the main changes occurred in our lives with the introduction of the Internet; ● be able to act as a responsible citizen, to verify a source and recognise reliable sources; ● be aware of the risks connected to the spreading of information on the Internet. |
| Materials needed: | Textbook, PowerPoint presentation, smart-board, projector, paper and envelopes. |
| Preparation & Prerequisites: | Teacher will have previously read the TSM and the textbook, together with the electronic version (PPT). |
| Subjects involved | <ul style="list-style-type: none"> ● ICT ● history of communication and information |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: the teacher creates a word cloud from the key words of the lesson then projects it onto a digital whiteboard and asks learners to guess the topic of the lesson. Learners look at the words and answer questions such as the following:</p> <ul style="list-style-type: none"> ● What do you think the lesson will be about? ● Which words can you add to these? ● Which words do you know? ● Which words don't you know? ● How can you guess the meaning of the words you don't know? | |

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

Activity two: Bingo

Procedure: learners play the Bingo with vocabulary they have learned: the teacher lists 12 expressions seen in the previous activity (i.e. global citizenship, filter bubble, information disorder...) and prepares definitions for them. The teacher then makes Bingo cards using nine of the words in three rows of three, one different card per learner (see below for a blank table). The teacher gives each learner a Bingo card. The teacher uses the list of 12 expressions and calls out the definitions of nine of them, at random. Learners cross out the expressions if they think the definition matches a word on their card.

The learner with a completed card shouts Bingo! The teacher checks that the learner has crossed out the correct words on their card and continues until three learners shout out Bingo!

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

Activity three: Jumbles

Procedure: The teacher copies the main parts of the textbook for each group of three learners and then jumbles the text on paper by putting parts of the text in the wrong order to prevent learners putting the text together like a jigsaw. The teacher cuts up each photocopy of the text into sections (words or sentences or paragraphs) and puts a jumbled version of each text into an envelope. Learners work in groups of three, they read the text and put it in the correct order.

Interaction: T-Ss, Ss-Ss, group work

Time to be allocated: 15 min.

Activity four: Consolidation

Procedure: The teacher shows the slides and, together with the students, sums up the main concepts of the lesson.

In the end, homework can be assigned: the teacher could give each couple of learners a source to analyse in order to decide if it is reliable or not.

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

REMARKS:

A word cloud can be created using Wordle (www.wordle.net) or another program.

Here's a couple of blank tables for activity two:



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USED AND RECOMMENDED SOURCES

- A.Fuggetta, *Cittadini ai tempi di Internet - per una cittadinanza consapevole nell'era digitale*, Franco Angeli 2018
- Fossati, Luppi Zanette, *Civis.net*, Pearson 2018
- F.Faenza, *Cittadinanza e costituzione*, Zanichelli 2019
- <https://reutersinstitute.politics.ox.ac.uk/risj-review/misinformation-evidence-its-scope-how-we-encounter-it-and-our-perceptions-it>
- <https://firstdraftnews.org/>
- <http://libguides.humber.ca/c.php?g=489448&p=3346679>
- <https://researchguides.ben.edu/source-evaluation>
- <https://www.oxfordbibliographies.com/view/document/obo-9780199756810/obo-9780199756810-0161.xml>
- <https://www.mckinsey.com/industries/high-tech/our-insights/internet-matters>
- <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use>
- https://en.unesco.org/sites/.../f._jfn_d_handbook_module_2.pdf
- <https://en.ejo.ch/research-2/can-fact-checking-be-automated>
- <https://eufactcheck.eu/about-us>

VII. VALUING HUMAN DIGNITY AND HUMAN RIGHTS IN THE DIGITAL ERA

A. RESPECT OF DIVERSITY; TOLERANCE

Society is an aggregation of individuals belonging to a group that shares the same values. These values change from society to society and often determine differences that are difficult to understand for those who do not belong to the same group: respect is the basis and it requires tolerance.

A PREVIOUS CONCEPT: TOLERANCE

Tolerance is one of the main concepts/key words of political studies and it roots in the Latin verb *tolerare* (“tolerate, bear”): it has two different connotations, one negative and one positive. As far as the first one, it expresses the idea that in human relationships ideas or actions are to be accepted even if thought to be false or damaging; the positive meaning, instead, refers to the acceptance of opinions and behaviours free from any penalizing judgement.

At first, tolerance was a principle related to religion as freedom of conscience in a pacific coexistence of all religious beliefs. After the Reformation, during the fights among the different currents of thoughts inside XVI-century Christianity, the right to religious freedom became a key element in civics and many philosophers argued about it.

Especially in France, a group of thinkers called *politiques* sustained the idea that the political sphere must be separated from the religious one as to reconvene the religious dissent to a pacific cohabitation protected by the political authority (Michel de l’Hôpital). States should not be concerned about the citizens’ religious choices as long as the rules for peaceful living together are respected. Michel de Montaigne considered tolerance an important political tool, a reasonable choice useful to both keep peace and avoid imposing an idea that might be wrong due to the uncertainty of our knowledge as humans. Jean Bodin added that although quite different, positive and rational religious beliefs have common grounds granting the avoidance of conflicts.

John Locke, one of the most quoted XVII-century authors, reflected on the principle of tolerance; in 1685 he wrote *A letter concerning toleration* (published in 1689), arguing that civil laws cannot impose religious beliefs, and States can defeat civil unrest and rebellion within their borders with attitudes of tolerance towards the different Churches. Also Voltaire, one of the most important philosophers of Enlightenment, wrote a *Treatise on Tolerance* published in 1763 in which he states that tolerance derives from our human condition: we are fragile and we make mistakes, so we must forgive each other to live in harmony.

Since the Age of Reason, the idea of tolerance has often been bound to that of freedom and found allocation into the development of human rights and positive law.

VALUES AND LAW

Man would not be able to live in a not regulated society, just as he could not live away from any form of association with his fellows. This simple relationship explains which role the law plays in the human condition and in its being value. The relationship between law and value is considered as a relationship of identity by which the law turns out to be its own value. The term mutual cannot apply to this situation, as a matter of fact if law is a value we cannot state that each value is also a law; the legal system is a system based on legal values.

The law-value relationship is considered a strong connection relationship. Law cannot be considered a value itself but it enables to state well-identified values in a prescriptive or legal form: the social values of the community.

Law is a system of rules that reflects the system of social values. A value not formally expressed in the form of law would have no effectiveness and importance in the community, just as a law that cannot be associated with social values would be nothing but a brutal imposition. The law, therefore, is subject to the political will that creates it and to the social values that, in principle, follow the political will.

LEGAL SYSTEM AND POSITIVE LAW

Every group needs some rules governing the relationships between the members of the community itself in order to survive, hence it finds its roots in the concept of a legal system, also known as the set of rules that rules the development of social life and the relationships between individuals.

By nature, man is driven to seek help and collaboration of his fellow men; unattainable results for the individual become feasible through cooperation, which accelerates the satisfaction of human interests, facilitates the division of labour and increases the possibility for everyone to devote oneself to activities conforming to his own talent.

Not all forms of collaboration can, however, be defined as community. This concept is reserved to the group of people who constitute an organized group, in which the individual contributions are coordinated, and not left to chance, to the good will of each one; to sum up, it is necessary to have some rules of conduct that must not be applied temporarily or for a single event, but established by specific authorities and effectively followed.

The set of rules, forms and strategies through which a community is organized is called the legal system, which sets itself the aim to "regulate" the community.

Any legal system is not considered a fixed or immutable system, as a matter of fact it appears to be the result of the behaviour of the members of the community itself, of their struggles, of their agreements, of the prevailing ideas and of the interpretations of the ruling classes.

The legal system of a community is its law, made of a set of rules that have the purpose of regulating the organized life of the community; these rules are defined as precept; they are endowed with authority as part of the legal system and created according to the criteria established by each legal system. The set of rules by which each legal system is constituted represents the positive law of that community.

The legal measure should never be confused with the moral norm even when the content is the same: the moral rule is an absolute rule, it obliges only the individuals who, recognizing its value, decide to adapt; it is autonomous and it is commanding only if the conscience of the individual spontaneously accepts the command. The legal measure, on the other hand, has a binding power since it is issued by an authority, in order to organize a community, and is therefore imposed by the legal system as a whole.

NATURAL LAW

Throughout history there has always been, to an extent and in different forms, the idea of the existence of another type of law, the so-called natural law, interpreted as the driving force of the different positive laws and the set of universal principles.

If the positive laws are as many as the existing countries, natural law is generally common to everyone as it concerns the set of universal values of justice. Natural law arises from the very nature of man, from the instinct, which enables him to recognize, through intellect, what to be deemed right and therefore valid and mandatory.

Natural law, based on reason, arises before positive laws issued by political authorities. These latter cannot violate its grounds by creating opposing rules, positive law tends to correspond with natural law through the set of human nature innate ideal rules.

Human rights belong to the entire mankind, they are a crucial step towards the conquest of peace and are based on human nature and are therefore defined as natural rights. This reasoning is further reinforced by the fact that they are rightly called universal, belonging to any individual as a simple being beyond any cultural, ideological and political barrier.

The freedom and dignity of the human being are considered fundamental values in nowadays civil societies, they are not granted by the State but belong to the individual itself and all Countries must commit themselves to safeguard them. For this reason, inviolable rights are safeguarded in the Universal Declaration of Human Rights and also by the Charter of Fundamental Rights of the European Union.

LAW AND ETHICS

According to Aristotle, "Ethics is that branch of philosophy that studies the behaviour of human beings and the evaluation criteria of these behaviours and choices". Ethics is the set of commonly accepted inner values, to which the latter is inspired in the search for happiness for himself and with the rest of people. Man's behaviour is inspired by the universal ethical and moral rules with which he himself is endowed. Common sense is the tool that allows him to keep these rules consistent in order to find the right solution for

the habits of everyday experience, legal measures, and rules of different cultural, social and educational contexts.²⁴

The constitutions are based on fundamental principles such as freedom, equality and solidarity. The human being must be respected in his dignity and, for this reason, the relationship between law and ethics is very strong. When interpreting some fundamental ethical principles, the law is strongly attached to the common judgement. There is an individual ethical conduct that everyone should be free to show, therefore the law should be careful not to violate personal decisions, if not strictly necessary.²⁵

Ethical and moral principles are inspiring sources for numerous legal systems. As a matter of fact, many principles are absorbed into specific legislation. A legal system based on sanctions and penalties, in the event of failure to comply with laws, must be able to respect human dignity through the compliance with human and civil rights. We could therefore say that the degree of a country's civilization could be measured by the quality of the legal system, which must be ethical.²⁶

EUROPEAN UNION: ENLIGHTENMENT FOR DIGITAL ETHICS

In a time characterised by the increasing importance in the real world of digital identities, one wonders what are the limits to be set to ensure that the fundamental values recognized to human beings are respected. Recently the protection of personal data in the digital field has undeniably played a crucial role, both in the global debate on civil rights and for the European Union. Each individual is free to experience his own existence as he prefers, without any obstacles from the outside world. Each individual, moreover, can choose which information to disclose and which not. For the reasons listed above we can say that everyone possesses a private life, which is different from the social life and also from the public life. Every human being possesses the privacy right, which is necessary for the effectiveness of other rights. Everyone's private life must be respected by others and safeguarded by the State.

²⁴ La Giustizia del buonsenso, Primiceri, Padova

²⁵ <https://www.privacy.it/archivio/rodo19990217.html>

²⁶ La Giustizia del buonsenso, Primiceri, Padova

Recognizing the new status of individuals who live on information and prosper or suffer depending on the quality of them, privacy truly becomes the best defence of the informational organism that lives in the info-sphere. The info-sphere is a concept that broadens that of the biosphere: we are no longer only biological organisms, conceived only as organic matter, but we become part of a wider environment that includes all those fields that share and spread information, we must begin to take care of this informational environment in which we live.

Data collection, behavioural targeting and marketing information are all issues that affect the protection of privacy, which, from the internet point of view, still raises many doubts. The starting point of any ethical thinking in the digital age is the simple observation that human beings are like their data, despite the increasing precision with which human identities can be digitally modelled. Europe paves the way for a discussion on the protection of personal data that exploits a new vocabulary based on ethics, thus indicating the path to follow for all the other countries in the world. The digital age requires a precautionary analysis of ethical risks and an understanding of the changes that new technologies play on fundamental values for the individual: in a time when the concept of human being is under attack and risks being reduced to a simple dot inside the cauldron of big data, the new European digital ethics unequivocally represents a model to follow.²⁷

EUROPE AND THE DATA PROTECTION RIGHT

Personal data protection is of crucial importance in today's society. Personal data must be safeguarded and hence the need for regulation to protect the rights of citizens, in particular the right to data protection that has developed starting from the right to respect for private and family life, domicile and correspondence. As a matter of fact, the dignity of the human being is the dominant value of all the charters of rights.

The privacy right arises as a limit to the expression freedom and to the information right. It is the right that wants to avoid the dissemination of personal information without the

²⁷ <https://www.vice.com/it/article/8xdm5b/report-etica-digitale-unione-europea-intervista-giovanni-buttarelli-luciano-floridi>

consent of the single individual either through the press or through the media, unless that the news related to it is of public interest.

The personal data protection right extends the protection of the individual beyond the sphere of private life and, in particular, to social relations, thus guaranteeing control over the circulation of their data. Personal freedom, not just as physical freedom, is guaranteed as a fundamental right and finds its greatest expression in the period of time of European dictatorships of the twentieth century.

According to the legislation that regulates this right, every individual can claim that his personal data are collected and processed by third parties only in compliance with the rules and principles set forth by the relevant laws, both of the European Union and of the country of origin of the person. The purpose of this law is to give only to the person involved the power to dispose of his own data, ensuring to the individual the control over all information regarding his private life and, at the same time, providing him with the tools for the protection of this information.

The protection of personal data rights is enshrined in different international standards regulations, of the European Union and of the individual EU Member States. Article 8 of the EU Charter of Rights recognises the right to personal data protection:

1. Everyone has the right to the protection of personal data concerning him or her.
2. Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified.
3. Compliance with these rules shall be subject to control by an independent authority.

Thanks to the Lisbon Treaty this right has become an autonomous fundamental right.

The new European Regulation, concerning the protection of individuals, with regard to the processing of personal data as well as the free circulation of data, was issued in 2016 and entered into force, for the Member States of the EU, in May 2018.

It is precisely within this socio-economic context that the General Data Protection Regulation (concerning "the protection of individuals with regard to the processing of

personal data, as well as the free circulation of such data") intervenes to ensure that growth and the development of the European market go hand in hand with the needs of protecting European citizens. The main subjects of this great reform are the European citizens, there is a fundamental right at stake which, as such, belongs to all individuals without distinction.

Everything starts from the observation that the right to the protection of one's personal data and information always represents a guarantee of freedom in the digital society, living in a constantly evolving reality exposed to the constant changes of new technologies.

Regulation may also apply to processing operations carried out by companies located outside the European territory when they provide services to European citizens, thus also including the major players in the digital economy who have so far operated in areas with more regulation inclined to make the interests of the market and free economic initiative prevail over the fundamental rights of individuals.

The new European legislation introduces the concept that the ability to protect personal data must represent, for the interested entities, not so much and not only a legal obligation as a preferential requirement to be asserted on the market. The new European legal framework on data protection is therefore a great step forward towards a balanced management of technological innovations that have profoundly changed our society. But what more than any other measure will guarantee the effectiveness of the rights sanctioned, will be the diffusion of the "culture of privacy" necessary to promote, at the same time, economic development and freedom, administrative efficiency and dignity of the person.²⁸

²⁸ <https://www.iter.it/wp-content/uploads/2018/12/ESTRATTO.pdf>

CONTROL QUESTIONS



1. *What does tolerance mean?* Tolerance derives from the Latin verb *tolerare* (“tolerate, bear”) and refers to the acceptance of different opinions and behaviours.
2. *What did the *politiques* sustain?* They sustained the idea that the political sphere must be separated from the religious one in order to reconcile the religious dissent succeeding in a pacific cohabitation protected by the political authority.
3. *Define the term of the legal system.* The legal system is the set of legal rules that govern the organization of a community.
4. *Underline the differences between positive law and natural law* The set of rules that constitute a legal system represents positive law; natural law is the natural foundation of norms regardless of the political authority that issues them, it is generally common to everyone as it concerns the set of universal justice rules.
5. *How does the European Union act to protect the right to the protection of personal data?* The right to the protection of personal data is set forth by the art. 8 of the EU Charter of Rights and the new European Regulation issued in 2016 and entered into force, for the EU Member States, in May 2018.

ELECTRONIC VERSION

| SLIDES | NOTES |
|--|-------|
|  <p>ERASMUS+</p> <p>TOPIC 7. VALUING HUMAN DIGNITY AND HUMAN RIGHTS IN THE DIGITAL ERA</p> <p>MODULE A. RESPECT OF DIVERSITY; TOLERANCE</p> | |
|  <p>ERASMUS+</p> <p>TOLERANCE</p>  | |
| <p><i>Values and Law</i></p>  <p>ERASMUS+</p>  | |
| <p><i>Legal system and positive law</i></p>  <p>ERASMUS+</p>  | |

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. In which verb does *tolerance* root?

- a) In the Latin verb *supportare*
- b) In the Greek verb *to lero*
- c) **In the Latin verb *tolerare***
- d) In the Greek verb *to on*
- e) In the Latin verb *tollere*

2. What is the positive connotation of the word *tolerance*?

- a) The idea that in human relationships ideas or actions are to be accepted even if thought to be false or damaging
- b) **The acceptance of opinions and behaviours free from any penalizing judgement**
- c) A pacific coexistence of all religious beliefs
- d) The importance of sharing others' ideas
- e) The idea of a forced coexistence between different ethnic groups

3. Who wrote *A letter concerning toleration*?

- a) Thomas Hobbes
- b) Michel de l'Hôpital
- c) Michel de Montaigne
- d) Voltaire
- e) **John Locke**

4. What is the positive Law?

- a) The ethics of a state
- b) The political organization of a State
- c) **The rules by which each legal system is formed**
- d) The traditions of the State
- e) The set of a state's rules for conduct

5. In which documents are the inviolable rights of man protected?

- a) There are no documents that protect them"
- b) In the trade agreements
- c) In the international agreements
- d) **In the Universal Declaration of Human Rights and in the Charter of Fundamental Rights of the European Union**
- e) In the political agreements

6. Who wrote "Ethics is that branch of philosophy that studies the behaviour of human beings and the evaluation criteria of these behaviours and choices"?

- a) Marx
- b) Kant
- c) Socrates
- d) **Aristotle**
- e) Hegel

7. What are the guiding principles for numerous legal systems?

- a) Economics and finance
- b) **Ethics and morals**
- c) Profit and success
- d) Organization and efficiency
- e) Co-working and solidarity

8. What is Article 8 of the EU Charter of Rights about?

- a) Right to life
- b) **Personal data protection**
- c) Human dignity
- d) Right to freedom and security
- e) Freedom of thought, conscience and religion

9. What does the right to protect your data and personal information represent?

- a) Easier information circulation
- b) An advantage for businesses
- c) A guarantee for children
- d) It has no value
- e) **A guarantee of freedom in the digital society**

10. When did the new European Regulation, concerning the protection of individuals, with regard to the processing of personal data as well as the free circulation of data, come into force for the Member States of the EU?

- a) In 2016
- b) In 2015
- c) In **2018**
- d) In 2013
- e) In 2017

TRUE – OR – FALSE SENTENCES

1. The word *tolerance* has only a positive connotation. **FALSE**
2. At first, *tolerance* was related to religion aiming at a pacific coexistence of all religious beliefs. **TRUE**
3. Michel de Montaigne considered tolerance as a useful political tool to both keep peace and avoid imposing an idea that might be wrong. **TRUE**
4. Jean Bodin wrote that positive and rational religious beliefs do not have common grounds and create conflicts. **FALSE**
5. The law is a system of rules that reflects the system of social values. **TRUE**
6. Every group needs rules to govern the relationships among the members of the community itself. **TRUE**
7. Natural law is not generally common to everyone as it concerns the set of universal values of justice. **FALSE**
8. Constitutions are based on fundamental principles such as freedom, equality and solidarity. **TRUE**
9. Ethical and moral principles are not inspiring sources for numerous legal systems. **FALSE**
10. Everyone possesses a private life, different from the social and public life, which must be respected by others and safeguarded by the State (right to privacy). **TRUE**

OPEN – END QUESTIONS

1. What does tolerance mean? (*Tolerance derives from the Latin verb tolerare (“tolerate, bear”) and refers to the acceptance of different opinions and behaviours.*)
2. What did the politiques sustain? (*They sustained the idea that the political sphere must be separated from the religious one.*)
3. Define the term of the legal system. (*The legal system is the set of legal rules that govern the organization of a community.*)
4. Underline the differences between positive law and natural law. (*The set of rules that constitute a legal system represents positive law; natural law is the natural foundation of norms regardless of the political authority that issues them, it is generally common to everyone as it concerns the set of universal justice rules.*)
5. How does the European Union act to protect the right to the protection of personal data? (*The right to the protection of personal data is set forth by the art. 8 of the EU Charter of Rights and the new European Regulation issued in 2016 and entered into force, for the EU Member States, in May 2018.*)

OPEN – END SENTENCES

1. Society is ... (*an aggregation of individuals belonging to a group that shares the same values*).
2. In France, a group of thinkers called politiques ... (*sustained the idea that the political sphere must be separated from the religious one*).
3. The set of rules by which each legal system is constituted ... (*represents the positive law of that community*).
4. The freedom and dignity of the human being are now considered fundamental values in civil societies; for this reason, inviolable rights are safeguarded ... (*in the Universal Declaration of Human Rights as well as by the Charter of Fundamental Rights of the European Union*).
5. Ethical and moral principles are inspiring sources ... (*for numerous legal systems*).

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand how to value human dignity and human rights in the digital age.
2. The theme of the module may seem rather theoretical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. The first reflection is the difference between law and value, then the law is placed in relation to the theme of ethics, in particular with digital ethics and the protection of personal data.
4. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module.
5. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be:
 - a. Small lectures presented by the pupils. Small lectures may be around 5...10 minutes each. The following themes are proposed for the pupil's minilecture: What is tolerance? What is right? What is a value? What does digital ethics mean? What are the documents that protect people's human rights?
 - b. Debates or brainstorming over some concepts. The following themes are proposed for debates or brainstorming: The relationship between law and value; The relationship between law and ethics; Digital ethics and protection of personal data.

If the teacher decides to do brainstorming, pupils should be prepared about the rules and procedure during the brainstorming.

For support, look at <https://blog.aweber.com/email-marketing/10-rules-for-mind-blowing-content-brainstorming-sessions.htm>. For innovative teaching ideas look at <https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective>

Specific remarks for the electronic version

1. Electronic version of the module is in pptx
2. Slides are meant as visual support for the lesson.
3. Slides follow the written version but do not fully overlap with it; therefore, combination of the frontal teaching using the electronic version may become very effective.
4. Electronic version may also contain tailor-made, simple animation tool too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.
5. If embarking on ICT-aided teaching, teachers may use the following YouTube presentations too:
 - <https://www.youtube.com/watch?v=UpVfd6oCF5M> (natural law)
 - https://edps.europa.eu/press-publications/press-news/videos/privacy-and-data-protection-relation-new-technologies_en (privacy)
 - https://edps.europa.eu/press-publications/press-news/videos/digital-ethics_en (digital ethics)

For use of YouTube materials, a fast Internet connection is needed.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we suggest that minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding using smartphones in the classroom is simply counterproductive; if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just samples; good answers may be formulated in other words too.

SAMPLE CLASS PLAN

| PART I | |
|--|--|
| Level/Grade: | 9 – 12 th |
| Title: | RESPECT OF DIVERSITY; TOLERANCE |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to explain/tell about:</p> <ul style="list-style-type: none"> ● the meaning of the term tolerance; ● the relationship between natural law and positive law; ● ethics and human rights; ● how law intervenes in the digital age for the protection of human rights and the protection of personal data. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● psychology ● sociology ● communication ● law |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood;</p> <p>To prepare the students for topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What does “tolerance” mean? ● What is right? ● What is a value? <p>Teacher makes sure that students understand the relationship between law and value.</p> <p>Interaction: T-Ss, Ss –T</p> | |

Time to be allocated: 12 min.

Activity two: What do you think: how can the fundamental values recognised to humans be respected in the digital age?

Procedure: It can be a game. Students write their own samples for their experiences and the teacher evaluates their examples.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 12 min.

Activity three: Europe and the data protection right

Procedure: Teacher introduces the question and students speak about it. Discussion points will be: Article 8 of the EU Charter of Rights

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity four: Consolidation

Procedure: The teacher shows the slides **PowerPoint presentation Topic 7, Module A** and, together with the students, sums up the main concepts of the lesson.

Upon the decision of the teacher, he/she may assign students homework.

Interaction: T-Ss

Time to be allocated: 10 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brainstorming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but in two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

USED AND RECOMMENDED SOURCES

- La Giustizia del buonsenso, S. Primiceri, Padova 2018;
- LOCKE, Lettera sulla tolleranza , Ed. La Nuova Italia, 1990;
- Diritto e Valori, L. Mengoni, Bologna 1985;
- Il diritto come sistema di valori, S. Cotta Milano 2004;
- La vita e le regole, S. Rodotà, Milano 2009;
- Manuale di diritto privato, A. Torrente, Milano 1994;
- <https://www.privacy.it/archivio/rodo19990217.html>;
- <https://www.vice.com/it/article/8xdm5b/report-etica-digitale-unione-europea-intervista-giovanni-buttarelli-luciano-floridi>;
- <https://www.iter.it/wp-content/uploads/2018/12/ESTRATTO.pdf>;
- [http://www.treccani.it/enciclopedia/tolleranza_\(Dizionario-di-filosofia\)](http://www.treccani.it/enciclopedia/tolleranza_(Dizionario-di-filosofia));

B. PERSONAL, GROUP, NATIONAL VALUES

In February 2019 the UN Secretary-General Antonio Guterres held a speech at the Geneva-based forum on the opening day of the Human Rights Council's 40th session. He said that despite people's rights being under fire "in many parts of the globe", he was not "losing hope" thanks to the progress made by powerful grass-roots movements fighting for social justice. "The human rights agenda is losing ground in many parts of the globe, but I am not losing hope. We see troubling trends, but also powerful movements for human rights & social justice." What was he referring to? His concern was about the current situation of human rights, ongoing changes both for and against the protection of human rights. But what is a human right? Let's take a step back in order to better understand it.

HUMAN RIGHTS

Human rights are the basic rights and freedoms that belong to every person: they are a historical "reality", as they have not always been recognised in the past and they change as time passes by. As the Italian philosopher of law and political sciences Norberto Bobbio said, human rights are "historical" rights: they are both natural and recognized by a political authority, they belong to everybody but they have not always been extended to everybody in history. Usually, human rights are born from a challenge towards an authority that denies them, but then they must be secured/defended by the state so that they can be granted to everyone.

As J. Maritain wrote: "We agree on the rights, provided we are not asked why", stating that even if it is essential to give rational foundation to human rights, we must find a practical agreement among people with different background ideas or philosophies.

Some paramount documents in the establishment of human rights are: the Magna Carta, signed in 1215 by King John of England and in which he had to accept limits on his power, the 1776 American Declaration of Independence and the 1789 French Déclaration des droits de l'Homme et de du citoyen (Declaration of the Rights of Man and Citizen). The modern concept of citizenship can be inferred from such documents, as the bound between a person and the state where they live with their rights and duties (right holder

and duty bearer). Up to World War II, people had been recognized as citizens of a state and therefore granted some rights, while after that dreadful event it is generally accepted that an individual has some rights as human beings with dignity, as stated in the Universal Declaration of Human Rights proclaimed in 1948.

Magna Carta ("Great Charter") was not a Constitution, but a sort of peace treaty between the King of England and the barons (as to say the noblemen): it was signed at Runnymede, near Windsor Castle, on 15th June 1215 and it was an attempt by the barons to limit the abuses of the King. He had to accept the idea that his power was not absolute and that people (at the very beginning only the aristocracy, but later on all the people) had rights that not even a king could ever take away. The document was first written in Latin and only translated into English in 1534 and it consisted of sixty-three clauses. The most important ones state that no free man will be imprisoned or punished without being judged and that everyone shall have "lawful judgement of equals", which means to be judged with a fair trial by peers. Magna Carta is significant still today because it represents a milestone for many future constitutions all over the world.

The American Declaration of Independence, another very important document, was inspired by the ideal of the Enlightenment and the ideas of John Locke, an English philosopher who took part in the creation of the English constitutional monarchy in 1689. The document states that people's rights are not granted by the government, but it is the government which derives its authority from the people, and must safeguard their rights. If the government fails to accomplish this end, it is the right of people to abolish it: it is the modern idea of popular sovereignty, as the government rests entirely on the consent of the governed, and of the social contract between people and governors. The document also states that there some natural rights that belong to everyone: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, liberty and the Pursuit of Happiness." Once independent from England, former colonists created a federal republic with a Constitution ratified in 1787 which established a three branch system of government (principle of the separation of powers) together with a system of checks and balances to prevent the concentration of power within an institution or in the hands of a single individual. In the Constitution there were not specified the individual rights of citizens and

so in 1791 a Bill of Rights was ratified: 10 amendments added to the Constitution protecting the principle of equality solemnly proclaimed in the Declaration of Independence. During the 19th century several amendments were added, as for instance the abolishing of slavery in 1865.

The Declaration of the Rights of Man and the Citizen was issued by the French National Constituent Assembly on 26th August 1789: the French Revolution had just broken out and the delegates at the assembly, echoing Magna Carta and other constitutional documents as the American Declaration of Independence - La Fayette, one of the main author of the *Déclaration*, collaborated with Thomas Jefferson - defined individual and collective rights as natural, universal and inalienable. The Declaration states that “all men are born and remain free and equal in rights” which are the rights of liberty, private property, the inviolability of the person and resistance to oppression. As far as men considered as citizens is concerned, all of them are equal before the law and have the right to participate in legislation directly or indirectly.

The most important document of the 19th century is undoubtedly the Universal Declaration of Human Rights (UDHR), proclaimed by the United Nations General Assembly in Paris on 10 December 1948. For the first time, representatives with different legal and cultural backgrounds from all over the world drafted a set of fundamental human rights to be universally recognized and protected.

The Universal Declaration of Human Rights is a milestone document in the history of human rights: it states the rights and freedoms to which every human being is equally and inalienably entitled and the international community has a duty to uphold and defend these rights. The first articles state:

1. All human beings are born free and equal in dignity and rights. (...)
2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person

belongs, whether it is independent, trust, non-self-governing or under any other limitation of sovereignty.

3. Everyone has the right to life, liberty and security of a person.

The Declaration is “universal”, it means it does not refer only to a single State but to all people all over the world, that is the new concept of human rights: people are not recognized as citizens of a state and therefore granted some rights, but an individual has some rights as human being with their own dignity.

THE FOUR GENERATIONS OF HUMAN RIGHTS

After the Universal Declaration, thirty years passed and the topic of human rights was no longer discussed; then, in the late Seventies, a new interest in this argument arose. In 1977 Karel Vasak, a Czech-born French jurist, published an essay in which he proposed the division of human rights into three generations, echoing the watchwords of the French revolution: Liberté (freedom, "civil and political" or "first generation" rights), Egalité (equality, "socio-economic" or "second generation" rights), and Fraternité (solidarity, "collective" or "third generation" rights).

The first generation of human rights, or civil and political rights, roots in the XVIII and XIX struggles aiming at the liberation from authoritarian oppression promoted both by the bourgeoisie referring to the liberal ideology, and by the workers' movement demanding for a more substantial involvement in the State government. They are regarded as negative liberties because they both grant a sort of protection from the state interference into the private sphere of citizens, and an amount of actions that a citizen can carry out inside their state. Among other rights, first-generation rights include the right to life and to a fair trial, freedom of speech and religion, equality before the law, and voting rights.

Second-generation human rights deal with the socio-economic sphere of citizens' life (how they live and work together) and they became more clearly defined between the end of World War I and the Great depression of 1929, in order to help a larger number of people suffering from economic inequalities. These rights require the state's active action to guarantee equal conditions and treatment to all members of the citizenry. Examples of

these rights are the right to be employed in just and favourable conditions, rights to food, housing and health care, as well as social security and unemployment benefits.

- “Social rights are those that are necessary for full participation in the life of society. They include at least the right to education and the right to found and maintain a family but also many of the rights often regarded as 'civil' rights: for example, the rights to recreation, health care, privacy and freedom from discrimination.
- Economic rights are normally thought to include the right to work, to an adequate standard of living, to housing and the right to a pension if you are old or disabled. The economic rights reflect the fact that a certain minimal level of material security is necessary for human dignity, and also the fact that, for example, a lack of meaningful employment or housing can be psychologically demeaning.
- Cultural Rights refer to a community's cultural "way of life" and are often given less attention than many of the other types of rights. They include the right to participate freely in the cultural life of the community and, possibly, also the right to education. However, many other rights, not officially classed as "cultural" will be essential for minority communities within a society to preserve their distinctive culture: for example, the right to non-discrimination and equal protection of the law.” *

The adoption of these social rights marks the birth of a new model of State: the Welfare State, in which a minimum standard of living is guaranteed to all citizens, including health, educational and social safety services. “During the period of the cold war, "first generation" rights were prioritized in Western democracies, while second generation rights were resisted as socialist notions. In the developing world, economic growth and development were often regarded as goals able to trump "civil and political" rights. The discrepancy between the two sets of rights was also emphasized: "civil and political" rights were said to be of immediate application, while "second generation" rights were understood to be implemented only in the long term or progressively. Another axis of division was the supposed notion that "first generation" rights place negative obligations on States while "second generation" rights place positive obligations on States. After the fall of the Berlin Wall, it became generally accepted that such a dichotomy does not do justice to the extent to which these rights are interrelated and interdependent. The dichotomy of

positive/negative obligations no longer holds water. It seems much more useful to regard all rights as interdependent and indivisible, and as potentially entailing a variety of obligations on the State. These obligations may be categorized as the duty to respect, protect, promote and fulfil.”²⁹

The extreme poverty of people in some countries of the world, wars, ecological and natural disasters have heightened awareness and concern over global issues; moreover, a deeper understanding of the different kinds of obstacles that interfere with the fulfilment of first and second-generation rights led to the so-called third-generation rights. They are also referred to as solidarity rights, as they include the right to development, to peace, to a healthy environment and to self-determination. Not single states, but the international community is meant to safeguard these rights, and this became clear at the end of World War II.

From the second half of the XXI century, a new generation of rights started to emerge, more varied than the previous ones, and linked to the expansion of new technologies or the so-called fourth industrial revolution: the fourth generation rights. There are undeniable benefits tied to innovation, but there are also risks connected to the new capabilities in the digital era such as the problem of privacy, the issue of emotional artificial intelligence or the crux of biomedical technology as genetic engineering. So, fourth generation rights can be the right to an unpolluted environment, to privacy, to a non-GM heritage, to safe web access and many more: generally speaking, the right to sustainable development of the future generations.

GLOBAL CITIZENSHIP

There is no precise definition for this expression, as it is a work in progress that follows the improvements in telematic technologies, thus global citizenship is not a new type of citizenship, but the different ways of participating, communicating, interacting or exercising rights by citizens of the digital era.

²⁹ <https://unchronicle.un.org/article/international-human-rights-law-short-history>

The turning point in human rights and global citizenship history is World War II: millions of civil casualties, the Jewish genocide and atomic weapons imposed the world the urgency not to repeat such an experience in the future. After the war, various initiatives were undertaken inspired by the pursuit of peace among the nations and the safeguard of a minimum and undeniable set of rights for everyone, disregarding ethnic membership or citizenship. People bear rights not because they belong to a specific nation, but just because they are human: citizenship becomes then global and is strictly bound to human rights.

CHARTERS AND TREATIES

Several documents were produced and signed during the second half of the XXI century, but the fundamental three are:

1948 - The Universal Declaration of Human Rights: ideal manifesto of global citizenship;

1950 - Convention for the Protection of Human Rights and Fundamental Freedoms;

2000 - Charter of Fundamental Rights of the European Union.

Many other conventions were then accepted, some of which are the following:

- International Convention on the Elimination of All Forms of Racial Discrimination (1965);
- Convention on the Elimination of All Forms of Discrimination against Women (1979);
- European Convention for the Prevention of Torture and Inhuman or Degrading Treatment or Punishment (1984);
- Convention on the Rights of the Child (1989);
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990);
- Convention on the Rights of Persons with Disabilities (2006).
- Conventions are legally binding: states that ratify the agreement have to act by the convention and can be prosecuted if they go against it. A declaration has a moral commitment, as the states that sign it agree to act in a particular manner, but it has not legal validity.

CHALLENGES

Global citizenship contents and objectives evolve as the world historical, political and economic context changes; accordingly, new challenges to face in the very next future might be the right to water and to a suitable food, the digital divide and the access to the web, the right to sustainable development. Mankind needs water to survive: many different international conventions recognize water as a fundamental human right, but still 12% of the world population has no access to clean water sources and suffers from severe diseases caused by the lack of potable and running water. It is surely a main issue in the southern countries of the world, but climate change could make it a priority in the more industrialized countries too, due to water waste and drought. In addition, an adequate amount of food is a minimum right for all mankind: many people still die from undernourishment, while in other parts of the world people suffer from bad nutrition or extra-feeding. Consequently, the right to pursue is that of proper food quantity and quality, so as to safeguard man's life against diseases connected to nutrition.

Digital divide means that not everyone, in every part of the world, can access the information on the web the same way. In the digital era, information, work and the relationship between citizens and the state are mainly on line: being disconnected implies a high risk of marginalization and impoverishment. Nowadays the net connection is one of the most relevant conditions for personal and social development. Besides the right to a healthy environment (use of renewable energies , reduction of global warming, preservation of biodiversity), there is also the right to a sustainable development, capable of allowing economic growth together with life conditions suitable for the present but also future generations. The environment must be preserved but also social conditions (such as health, safety, work and education) have to be decent for everyone.

In 2016, UN promoted *Agenda 2030 for sustainable development* with the following 17 goals:

- Goal 1. End poverty in all its forms everywhere
- Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3. Ensure healthy lives and promote well-being for all at all ages
- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5. Achieve gender equality and empower all women and girls
- Goal 6. Ensure availability and sustainable management of water and sanitation for all
- Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10. Reduce inequality within and among countries
- Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12. Ensure sustainable consumption and production patterns
- Goal 13. Take urgent action to combat climate change and its impacts
- Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Goal 17. Strengthen the means of implementation and revitalize the global partnership for sustainable development

CONTROL QUESTIONS



1. *What is a human right?* Human rights are the basic rights and freedoms that belong to every person which are both natural and recognized by a political authority, the State that has to secure them and grant them to everyone.
2. *Which is the first generation of human rights?* First generation of human rights is civil and political rights: they both grant a sort of protection from the state interference into the private sphere of citizens, and an amount of actions that a citizen can carry out inside their state. They include the right to life and to a fair trial, freedom of speech and religion, equality before the law, and voting rights.
3. *Which are the second generation of human rights?* Second generation of human rights deals with the socio-economic sphere of citizens' life (how they live and work together) and they require the state's active action to guarantee equal conditions and treatment to all members of the citizenry. They are for example the right to be employed in just and favourable conditions, rights to food, housing and health care, as well as social security and unemployment benefits.
4. *What is peculiar about the third generation of human rights?* It is peculiar that no single states, but the international community is meant to safeguard these rights: they are also referred to as solidarity rights, as they include the right to development, to peace, to a healthy environment and to self-determination and were established to face the extreme poverty of people in some countries of the world, wars, ecological and natural disasters.
5. *Which are the main goals meant to be pursued by 2030?* They are: end poverty and hunger, ensure the right to water and to a suitable food, and promote sustainable development.

ELECTRONIC VERSION

| SLIDES | NOTES |
|--|-------|
|  <p> TOPIC 7. VALUING HUMAN DIGNITY AND HUMAN RIGHTS IN THE DIGITAL ERA </p> <p> MODULE B. PERSONAL, GROUP, NATIONAL VALUES </p> | |
|   <p>Antonio Guterres</p> | |
|   | |
|   <p> IN CONGRESS, JULY 4, 1776, A DECLARATION By the REPRESENTATIVES of the UNITED STATES of AMERICA, in GENERAL CONGRESS ASSEMBLED. </p> <p> WHEN in the Course of these Events, a solemn and sacred Union of the British People, has been formed, and the Representatives of the United States of America, have been assembled, they have solemnly and unanimously declared, that the United States of America, are now a free and independent State, and that they are entitled to all the Rights and Privileges of such State. </p> | |

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SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What are human rights?

- a) They are the rights granted to the majority of the people
- b) They are the right actions to take
- c) They are rights that human beings do not respect at all
- d) They are particular rights belonging to specific groups of people
- e) **They are the basic rights and freedoms that belong to every person**

2. What does “historical rights” mean?

- a) **It means that human rights belong to everybody but they have not always been extended to everybody in history**
- b) It means that human rights are not recognized by a political authority
- c) It means that human rights are rights found only in nature
- d) It means that human rights do not belong to everybody and but have always been granted to some groups of people
- e) It means that in history we can find the different rights that we recognise

3. Which are the most important documents in the establishment of human rights?

- a) The Magna Carta, the American Declaration of Independence and the Italian Declaration of the Rights of Man and Citizen
- b) The Important Carta, the British Declaration of Independence and the French Declaration of the Rights of Man and Citizen
- c) **The Magna Carta, the American Declaration of Independence and the French Declaration of the Rights of Man and Citizen**
- d) The Magna Carta, the Dutch Declaration of Independence and the French Declaration of the Rights of Man and Citizen
- e) The Magna Carta, the Spanish Declaration of Independence and the French Declaration of the Rights of Man and Citizen

4. What changed after World War II?

- a) People realized that the basis of human dignity were in the States
- b) It is generally accepted that an individual has some rights as a citizen and some because of their human being
- c) It is generally accepted that human dignity does not apply to every person
- d) **It is generally accepted that an individual has some rights as human being with a dignity**
- e) It is generally accepted that an individual has some rights as citizen of a State

5. What are first generation human rights?

- a) Social rights
- b) Economic rights
- c) Solidarity rights
- d) The right to sustainable development of the future generations
- e) **Civil and political rights**

6. What are second generation human rights?

- a) **Second-generation human rights deal with the socio-economic sphere of citizens' life (how they live and work together)**
- b) Civil and political rights
- c) The right to sustainable development of the future generations
- d) Solidarity rights
- e) The rights granted to the future generations

7. What are third generation human rights?

- a) Civil and political rights
- b) **Solidarity rights, as they include the right to development, to peace, to a healthy environment and to self-determination**
- c) The right to sustainable development of the future generations
- d) Third generation human rights deal with the socio-economic sphere of citizens' life (how they live and work together)
- e) The rights granted to the future generations

8. What are fourth generation rights?

- a) **The right to sustainable development of the future generations**
- b) Solidarity rights, as they include the right to development, to peace, to a healthy environment and to self-determination
- c) Fourth generation human rights deal with the socio-economic sphere of citizens' life (how they live and work together)
- d) Solidarity rights, as they include the right to development, to peace, to a healthy environment and to self-determination
- e) Civil and political rights

9. What is global citizenship?

- a) It refers to citizens from all over the world
- b) It is the same as normal citizenship but referring to more than one State
- c) It means being citizens who do not want to be recognized as belonging only to their own country
- d) It is the way of participating , communicating, interacting or exercising rights by citizens of the XX century
- e) **It is the different ways of participating, communicating, interacting or exercising rights by citizens of the digital era**

10. Which are the new challenges to face in the very next future?

- a) They might be the right to bread and to a suitable food, the digital development and the access to the world, the right to the good development
- b) They might be the right to water and to a good food, the digital divide and the access to the web, the right to the indiscriminate development
- c) **They might be the right to water and to a suitable food, the digital divide and the access to the web, the right to the sustainable development**
- d) They might be the right to a house, the digital gap and the denying of the access to the web, the right to the sustainable development
- e) They might be the right to water and to an OMG food, the digital identity and the access to the web, the right to the sustainable development

TRUE – OR – FALSE SENTENCES

1. In 2019 the UN Secretary -General is Antonio Guterres. **TRUE**
2. Human rights are not a historical “reality”. **FALSE**
3. Maritain wrote: “We agree on the rights, and we know why”. **FALSE**
4. After World War II it is generally accepted that an individual has some rights as a human being with dignity. **TRUE**
5. The first generation of human rights, or civil and political rights, roots in the XVIII and XIX struggles aiming at liberation from authoritarian oppression. **TRUE**
6. The second generation of human rights are regarded as negative liberties because they both grant a sort of protection from the state interference into the private sphere of citizens, and an amount of actions that a citizen can carry out inside their state. **FALSE**
7. Third-generation human rights deal with the socio-economic sphere of citizens’ life. **FALSE**
8. Third-generation human rights are also referred to as solidarity rights, as they include the right to development, to peace, to a healthy environment and to self-determination. **TRUE**
9. Global citizenship is a completely new type of citizenship. **FALSE**
10. In 2016, UN promoted Agenda 2030 for sustainable development with 10 goals. **FALSE**

OPEN – END QUESTIONS

1. What is a human right? (*The basic rights and freedoms that belong to every person*)
2. Which is the first generation of human rights? (*The civil and political rights*).
3. Which are the second generation of human rights? (*Deal with the socio-economic sphere of citizens' life*).
4. What is peculiar about the third generation of human rights? (*Not single states, but the international community is meant to safeguard these rights*).
5. Which are the main goals meant to be pursued by 2030? (*End poverty and hunger, ensure the right to water and to a suitable food, and promote sustainable development*).

OPEN – END SENTENCES

1. Usually, human rights are born from ... (*a challenge towards an authority that denies them, but then they must be secured/defended by the state so that they can be granted to everyone*).
2. Up to World War II, people had been ... (*recognized as citizens of a state and therefore granted some rights*).
3. In 1977 Karel Vasak, a Czech-born French jurist, published an essay in which he proposed ... (*the division of human rights into three generations, echoing the watchwords of the French revolution*).
4. The adoption of social rights marks the birth of a new model of State ... (*the Welfare State, in which a minimum standard of living is guaranteed to all citizens, including health, educational and social safety services*).
5. Solidarity rights include ... (*the right to development, to peace, to a healthy environment and to self-determination*).

METHODOLOGY REMARKS

1. The aim of this module is to explain to students which are the main human rights recognised nowadays and where they come from.
2. Learners must be aware of the historical reality of human rights, the importance of granting rights to all the people and the challenges we will have to face in the very next future: it is important to elicit from students the problems affecting our world today, in order to make them aware that we need to find solutions that guarantee a dignified life on Earth for everyone.
3. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module, and teachers are encouraged to use non-standard, innovative methods suggested in the lesson plan. Other ideas:
 - a) Short lectures presented by the students (around 5-10 minutes each) about the following topics: What is a human right? What is written in the Magna Carta? What are the main articles of the American Declaration of Independence? What are the main principles expressed in the French Declaration of the Rights of Man and Citizen?
 - b) Researches on the Internet about human rights violations around the world.

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. All slides contain pictures: they could be used to arouse questions or elicit definitions or simply as a support to the teacher's explanation in the frontal lesson.
3. These videos could also be used:
 - <https://www.youtube.com/watch?v=nDglVseTkuE> (human rights)
 - <http://timelines.tv/> (Magna Carta)
 - <https://www.floridastudents.org/PreviewResource/StudentResource/116503> (Declaration of Independence)
 - <https://www.equalityhumanrights.com/en/what-are-human-rights/what-universal-declaration-human-rights> (Universal Declaration of Human Rights)

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.): they cover the whole material of the module. Teachers can add other different tasks: to have more ideas, go to the <https://learningapps.org/home.php> page.
2. Smartphone tasks may be used both as assessment and homework; it depends on the teacher's choices.
3. Solutions are offered as an example: it is the teacher that will evaluate good answers, also according to the work done during the lesson.
4. SOCRATIVE could be used both in class to motivate learners (i.e. with a competition), or at home by students on their own to revise and consolidate their learning.

SAMPLE CLASS PLAN

| PART I | |
|--|---|
| Level/Grade: | 9 – 12 th |
| Title: | PERSONAL, GROUP, NATIONAL VALUES |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson, students will:</p> <ul style="list-style-type: none"> ● know the meaning of the expression human right; ● be able to distinguish the different generations of human rights; ● be aware of the human rights granted nowadays and also of the challenges of the future. |
| Materials needed: | Textbook, PowerPoint presentation, smart-board, projector, poster papers, marker pens |
| Preparation & Prerequisites: | Teacher will have previously read the TSM and the textbook, together with the electronic version (PPT). |
| Subjects involved | <ul style="list-style-type: none"> ● law ● history |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up – Placemat</p> <p>Procedure: Learners sit in groups of four around a table with a large sheet of poster paper between them and one marker pen each. One of the learners makes a “placemat” on their poster paper, like the one below. The teacher provides the learners with the issue: “What rights do I have?” They write it in the middle of their placemat. The learners do not talk to each other at this stage, but work individually. By turning the placemat around or moving around themselves, the learners read what everyone has written in their own space. The teacher provides a “sponge question”: “What are the human rights granted to everyone nowadays?”. Each group writes the answer to the sponge question in the open space in the centre of the placemat.</p> <p>The groups’ answers are discussed and compared as a whole class.</p> <p>Interaction: T-Ss, Ss – Ss</p> | |

Time to be allocated: 10 min.

Activity two: Expert groups

Procedure: The teacher prepares four different texts about the “four generation” of human rights together with a set of questions about the topic which cover the information in all four texts equally (questions provided for the smartphone version could be used, it depends on the teacher’s choice).

The class is divided into groups of four: the teacher tells the learners that there are four different texts and that each group of four learners is going to work together to answer questions to one of these texts.

The teacher gives each group their text and questions. Before they begin, the teacher tells them that they will not find answers to all the questions in the text, so when not given, they must work together to try and guess the answers to questions. The teacher explains that everyone needs to take notes, since later in the lesson they will be working in different groups.

The teacher then divides the class into new groups of four so that each group is made up of one learner from each of the four original groups. Since each group member has worked on a different text, the new groups should be able to complete all of the questions for the different texts by sharing their answers.

Interaction: Ss –Ss

Time to be allocated: 25 min.

Activity three: Consolidation

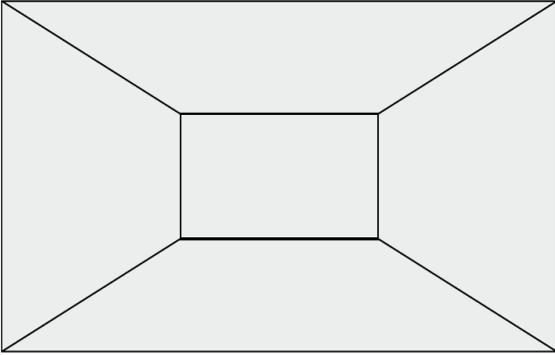
Procedure: The teacher shows the slides-Powerpoint presentation Topic 7, Module B and, together with the students, sums up the main concepts of the lesson. As a whole class, human rights granted nowadays are discussed to decide where they come from and which of the four generations of human rights they belong to.

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

REMARKS

Here's an example of "placemat" for activity one



USED AND RECOMMENDED SOURCES

- G.Giliberti, Diritti umani, un percorso storico, Bologna, 1994
- C. Sartea, Diritti umani: un'introduzione critica, Giappichelli, 2018
- MARITAIN, I diritti dell' uomo e la legge naturale, Milano, 1977
- F.Faenza, *Cittadinanza e costituzione*, Zanichelli 2019
- N. Bobbio, L'età dei diritti, Einaudi, Torino 1990
- <http://www.unrisd.org/TechAndHumanRights>
- <https://www.britannica.com/topic/human-rights>
- <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
- <https://www.un.org/en/universal-declaration-human-rights/>
- <https://www.theguardian.com/commentisfree/libertycentral/2009/mar/11/liberty-central-deconstructing-rights>
- <https://www.coe.int/en/web/compass/the-evolution-of-human-rights>
- <https://unchronicle.un.org/article/international-human-rights-law-short-history>

C. EUROPEAN AND GLOBAL VALUES

The idea of a single European state has repeatedly been the object of reflection by philosophers - such as Kant, who in his essay *Perpetual Peace: A Philosophical Sketch* (1795), asserted that “International law must be founded on a federalism of free states” by writers (V. Hugo, *Opening speech to the Peace congress* (1849): “A day will come when these two immense groups, the United States of America and the United States of Europe, shall be seen placed in presence of each other”), and by politicians (G. Mazzini: “The new era [...] is destined to organize a Europe of peoples, as independent as their internal mission, joined together by a common purpose”), centuries before its actual fulfilment.

The first Pan-European Congress took place in Vienna, on 4th October, 1926, in the presence of two thousand participants from 24 countries; it was precisely in this conference that it was decided to choose the European anthem, Beethoven's Hymn to Joy, which later became the official anthem of the European Union.

During this first congress, the short, medium and long term objectives of this melting pot of ideas were exposed: "*The Pan-European Union reaffirms its commitment to European patriotism, in order to crown the national identity of all Europeans. In the moment of interdependence and global challenges, only a strong politically united Europe is able to guarantee the future of its peoples and ethnic entities. The Pan-European Union recognizes the right to self-determination of ethnic groups for (...) cultural, economic and political development*"³⁰.

However, we need to get to the post-war period to find a systematic union of the European states; the idea of a project of a United Europe, in fact, came into being only after the First World War (1914-18), and this project turned into a real objective only after the Second World War. The two world wars casted into poverty both won and winning countries, economically and politically, making them increasingly dependent on American and Asian forces.

³⁰ <http://www.lintellettualeedissidente.it/editoriale/la-storia-segreta-dellunione-europea-il-pianokalergi/>;

The differences between peoples and political rivalries always prevented its concrete realization. After the end of the Second World War, however, people began to understand that Europe would no longer be able to bear other similar tragedies, so that it was necessary to start working for a European unity.

The Europe we know today is from the cultural, religious, social and political point of view, the result of a long and complex historical event, which still at present has seen the borders of the same continent undergo enormous variations. The formation of the European Union has distant roots, it was born from the need for economic collaboration and it took place through a gradual process.

In June 1947, with the "Marshall Plan" Washington came to the rescue of Europe with a plan of economic aid allocated to support the Old Continent, educate it to integration and to cooperate through an overall plan that will be accepted only by the Western countries. After the end of the Second World War the premises to start talking about a European unity were finally created, and the need to create a Europe of friendly peoples returned to be felt.

On 9th May, 1950, the then French foreign minister, Robert Schuman, gave a speech at the headquarters of the Minister of Foreign Affairs, which went down in history as the "Schuman declaration".

The "declaration" provided for the overcoming of rivalries between France and Germany, the need to bring together the industrial and mining resources of the two countries was underlined, one of the reasons that had led them to make war. If the exclusive control of these resources was taken away from the two governments, Schuman thought, it would have been possible to avoid other wars in Europe.

From that speech the so-called "functionalist approach" originated, which characterized the process of European integration for many years: the gist was to push European countries to share certain sectors of their national economies, having them managed by an impartial and third authority, Europe.

The French European movement proposed the overcoming of nationalisms through the idea of a Europe of peoples and not of homelands.

In 1951 the ECSC (European Coal and Steel Community) was born; to which also Benelux and Italy subscribed in addition to France and Germany, a body that was

supposed to have a predominantly economic role and should ensure a stable growth for the countries that had adhered to it. Practically speaking, the most important provision in the treaty was the elimination of customs duties among member states, allowing the creation of the "single market", one of the pillars of the Union.

It was not only a free trade agreement for raw materials; some weaker countries were in fact allowed to retain customs duties to protect their products from the competition of the stronger nations.

A free movement of goods, but with protection for weaker producers, was subsequently the principle on which the EEC was later based.

With the Treaty of Rome in 1957 the European Economic Community was founded, signed by the same countries that had previously joined the birth of the ECSC. Its foundation was intended to foster the development of the economy for member countries, to improve the standard of living of the populations and to develop relations among states; a free movement of men, services and capital.

The European economic community progressively extended with the entry of other countries. In the span of about thirty years from the Europe of the six we passed to the Europe of the twelve.

A fundamental step in the journey of Europe has been the creation of the European Single Market. With this agreement since 1993 citizens, goods and capital can freely circulate within the Community. Numerous conquests and an evident path towards political integration, citizens are allowed to choose the place of residence and work in one of the associated countries, educational and professional qualifications are valid in all countries of the union and tax payment is not provided for the transfer of goods from one state to another. The member countries are also committed to standardizing the working conditions and to a particular commitment to the defence and to the recovery of the environment, as well as to a greater collaboration in the field of scientific and technological research.

Another important step towards political integration was the signing of the Maastricht Treaty in 1992, with which the European Union was officially born. Fundamentally the agreements provide for an economic and monetary union, a common foreign policy and in perspective a common defence, a greater commitment to cooperation in the field of justice and internal politics, as well as the introduction of European citizenship for all the

inhabitants of the Union. An important part of the Maastricht treaty are the Schengen agreements which establish the abolition of control on those crossing internal borders, all in order to facilitate the free movement of people between the member states.

Moreover, with the Maastricht Treaty the Monetary Union was born through the adoption of a common European currency since 1999, the Euro, which completely replaces the currencies of the single states. Its fulfilment has encountered several obstacles related to political and economic reasons. It has not been easy for the countries of the Union to renounce their currency, a symbol of their sovereignty. Because of this not all the States joining the Union have adopted the single currency (Great Britain, Denmark and Sweden have not adopted the euro), furthermore it was necessary to verify that all the countries of the monetary union respected some economic restrictions to guarantee the stability of the currency itself, avoiding economic and financial disparities.

In May 2004 ten countries became part of the European Union, almost all of them from Eastern Europe, an important milestone in the history of Europe considering that after the Second World War many of these countries have been separated by political and ideological barriers. In order to take part in the union, these countries had to demonstrate to have a functioning market economy, to have a stable democracy and to guarantee citizens the respect for human rights and protection of minorities.

COUNTRIES WHICH JOINED NEXT TO THE EUROPEAN UNION

In 1973 Denmark, Ireland and the United Kingdom joined today's European Union. A few years later, three European countries, which had become democrats after years of dictatorial regime, applied for membership: Greece joined in 1981, followed in 1986 by Portugal and Spain. Austria, Finland and Sweden joined in 1995, bringing the number of member states to 15. Immediately after the end of World War II, Europe was divided into two blocks with the Berlin Wall as the symbol of this division. Thus began the period of the cold war, which would last forty years. After the fall of the wall in 1989, the road to the reform of the respective systems of government was opened for the countries of Central and Eastern Europe. In 2004, eight Central and Eastern European countries entered the EU: Estonia, Latvia, Lithuania, Poland, the Czech Republic, Slovakia, Slovenia and Hungary, which were joined in the same year by the Mediterranean islands of Cyprus and

Malta. In 2007 it was the turn of Bulgaria and Romania; in 2013, Croatia was also accepted into the EU as the 28th Member State. The entry of new countries into the European Union has contributed to maintaining peace and stability in Europe and to broadening the space of democracy and the single market. Each new Member State must be ready to adhere to the treaties and to transpose and apply EU legislation, and must observe the principles of liberty, democracy, respect for human rights and fundamental freedoms and the rule of law.

CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION

With the enlargement of the Union, the need to define clearly the rights and duties of European citizens was increasingly felt, i.e. to define European citizenship.

In June 1999 the European Council of Cologne considered it appropriate to bring together in a Charter the fundamental rights recognised throughout the European Union (EU), to give them greater visibility.

In particular, the European Council included in the Charter the general principles ratified in the European Convention on Human Rights of 1950 and those resulting from the common constitutional traditions of the countries of the European Union.

The Charter was drawn up by a Convention and was initially proclaimed on 7th December 2000 in Nice.

In December 2009, with the entry into force of the Lisbon Treaty, the Charter was given the same binding legal effect as the treaties.

The Charter does not give the European Union a general right to intervene in all cases of violation of fundamental rights by national authorities: it applies to Member States exclusively in the implementation of Union law. Member States have a very broad national regulation on fundamental rights, which is guaranteed by national jurisdictions.

With the entry into force of the Lisbon Treaty in December 2009, the Charter of Fundamental Rights of the European Union has acquired the status of a legally binding document for the protection of rights in the European Union³¹. At the time of writing, in

³¹ Unione europea: Consiglio dell'Unione europea, Carta dei diritti fondamentali dell'Unione europea (2007/C 303/01), 14 dicembre 2007, C 303/1.

1999-2000, the objective was to consolidate the fundamental rights in force in the EU in a single text³². Article 6 of the Treaty on European Union (TEU) gives the Charter the same legal value as the Treaties³³. This means that within the framework of European Union law, the Charter has a regulatory value higher than that of all European Union legislation, adopted on the basis of the Treaties and of all the national law that transposes the law of the Union³⁴. Consequently, a provision of the European Union law or national law is void if it is in breach of the Charter. Since the Charter currently constitutes primary law, it becomes even more important to interpret the right of the Union in the light of fundamental rights.

CONTENT OF THE CHARTER OF FUNDAMENTAL RIGHTS

The Charter contains an introductory preamble and 54 articles grouped into seven chapters. In the first six chapters the substantive rights are listed according to the voices *dignity, freedom, equality, solidarity, citizenship and justice rights*, while the last chapter contains four clauses that regulate the interpretation and application of the Charter.

- Chapter I: dignity, it protects the right to life and forbids torture, slavery, the death penalty, eugenic practices and the cloning of human beings.
- Chapter II: freedom, it includes, among others, the right to freedom and security, the respect for private life and family life, the freedom of thought, conscience and religion, the freedom of expression and information, the integrity of the person, the protection of personal data and the right to asylum.
- Chapter III: equality, it affirms the right of equality before the law, the prohibition of any form of discrimination, including the discrimination based on sex, race, ethnic or social origin, political or other opinions. This title also includes children's rights and the rights of the elderly.

³² Conclusioni della presidenza del Consiglio europeo di Colonia, giugno 1999, par. 44.

³³ Articolo 6(1) del Trattato sull'Unione europea (TEU), Unione europea, Versione consolidata del Trattato sull'Unione europea, 13 dicembre 2007, 2008/C 115/01

³⁴cfr. Articolo 6 TEU.

- Chapter IV: solidarity, it includes social and workers' rights, among other things the right to fair and just working conditions, protection in the event of unjustified dismissal, the right to health, social and housing assistance.
- Chapter V: citizenship, it includes various administrative rights such as the right to good administration and the right of access to documents.
- Chapter VI: Justice, it includes the right to an effective remedy and an impartial judge, the presumption of innocence and the right of defence, in addition to the principles of legality and proportionality between the crimes and penalties.
- Chapter VII: general provisions governing the interpretation and application of the Charter, it contains the articles on the interpretation and field of application of the Charter.

From the tragedies that have crossed its area the European Union has learned the values of acceptance, peace, equality and coexistence.

There are great emergencies that need an innovative and bridge-building Europe, as Alex Langer said: "... in our societies a non-exclusive, multi-community reality must be possible, in which immigrant children will be recognized above all, the children of mixed families, people of more pluralist and cosmopolitan education ". (...) "Multi-ethnic, multicultural, multi-religious, plurilingual, multi-national coexistence belongs and will increasingly belong, to normality, not to exception". (...) "In such societies it is very important for someone to devote themselves to exploring and overcoming boundaries, activities that perhaps in situations of conflict will resemble smuggling, but it is decisive for softening rigidities, relativizing frontiers, and favouring integration "³⁵. There are many who believe in a European Union made up of bridges and not walls, peace and no war, equality and social inclusion. A land of rights, welfare, culture and innovation.

EUROPEAN CULTURAL HERITAGE

We can think of heritage as something that belongs to the past, but it actually develops through our way of relating to it. Cultural heritage is a collection of landscapes, suggestions, objects and works of art, actions, ideas that generate culture and resources.

³⁵ <https://www.internazionale.it/opinione/franco-lorenzoni-2/2015/07/02/alexander-langer>

It could be:

- **tangible** - for example buildings, monuments, artefacts, clothing, works of art, books, cars, historic towns, archaeological sites;
- **intangible** - practices, representations, expressions, knowledge, skills, and the related tools, objects and cultural spaces, which people evaluate. This includes the language and oral traditions, performing arts, social practices and traditional craftsmanship;
- **natural** - landscapes, flora and fauna;
- **digital** - resources created in digital form (for example digital works of art and animation) or that have been digitised to ensure their preservation (texts, images, videos, recordings).

The cultural heritage of each individual state has an important role to play in building the future of Europe.

By taking care of our cultural heritage, we can discover our diversity and engage in intercultural dialogue about what we have in common.

The Lisbon Treaty attaches great importance to culture: in the preamble of the Treaty on European Union (TUE) explicit reference is made to the desire to take inspiration on "the cultural, religious and humanist heritage of Europe". Among the priority objectives of the European Union is the commitment to respect "the richness of its cultural and linguistic diversity and [to monitor] the protection and development of European cultural heritage" (Article 3 TEU). The European Union, while respecting national and regional diversity, contributes to the full development of the cultures of the Member States, encourages cooperation between Member States, and supports actions aimed at improving the knowledge and dissemination of the culture of the history of European countries and populations, at the conservation and protection of cultural heritage of European importance, at exchanges and at artistic and literary creation.

The Union and its states foster cooperation with third countries and international organizations that have competence in the field of culture. Furthermore, in the action carried out in accordance with the other provisions of the treaties, the Union must respect and promote the diversity of its cultures. The same principle is expressed by Article 22 of

the Charter of Fundamental Rights - attached to the Lisbon Treaty - which states that "the Union respects cultural, religious and linguistic diversity".

The possibility of giving life to a European citizenship also depends on the recognition of a cultural heritage common to Europeans, in the ability to stimulate a sense of belonging that goes beyond the nations and may offer the basis for new forms of identity and citizenship. The enhancement and transmission of the heritage produces the memory of a community in relation to the natural, social and cultural environment in which it lives.

The cultural richness of Europe lies in the range of its expressions in the various regional levels that compose it, and of which the European legislator has shown to have full awareness. It must be remembered the same Charter of Rights of Nice, 2000, which reaffirms that the development of the values of the Union cannot be at the expense of "the cultures and traditions of the peoples of Europe".

It follows that, just as there cannot exist a European culture understood in a uniform and exclusive manner, a European cultural policy interpreted as "cultural planning" at the service of the supranational authority is not admissible. A "politics of European cultures" should be pursued, as well as an action of support and help, aimed at their confrontation, exchange and mutual enrichment.

Safeguarding cultural heritage is a fundamental precondition for preserving the social identity of different peoples. Cultural diversity can be protected and promoted only if human rights and fundamental freedoms, such as freedom of expression, are guaranteed. Information and communication; the recognition of equal dignity and respect for all cultures, including those of minorities. From an international community that moves "in" respect for diversity, we have moved to a community that acts "for" respect for diversity, and this also encourages the achievement of a peculiar European cultural heritage, within a consolidated framework of "unity in the diversity"³⁶.

As we are looking for a European demos, based on the composition of several national ethnic groups, a "European nation on the move"³⁷ emerges today, a synthesis of past generations, present and future, in the will to live together, within a framework of principles and shared values. There are indeed historical experiences, which are an expression of

³⁶ LAFARGE, *Cultura*, in *Trattato di diritto amministrativo europeo*, Milano, 2007.

³⁷ FIORILLO, *Verso il patrimonio culturale di un'Europa unita*, in *Astrid*, n. 4/2011.

national and European cultural identity; a dimension made of common art, science and literature.

An still evolving identity, but certainly already acquired in terms of principles such as popular sovereignty, equality, inviolable rights, the protection of minorities, and last but not least pacifism, on which the Union's action on the international scene must explicitly be founded, as expressly provided by the treaties.

CONTROL QUESTIONS



1. *What was the first milestone for the development of the European Union?* The first step was the birth of the ECSC, a body that should have played an economic role to ensure stable growth in the member countries. The most important measure was the elimination of customs duties among Member States.
2. *Which agreements are expected with the signing of the Maastricht Treaty?* The agreements provide for economic and monetary union, a common foreign policy, a greater commitment in the field of justice and internal politics and the introduction of European citizenship for all the inhabitants of the Union.
3. *What is the Charter of Fundamental Rights of the European Union?* The Charter stems from the need to define the rights and duties of European citizens and includes the general principles enshrined in the European Convention on Human Rights and those resulting from the traditions of European countries.
4. *What is meant by cultural heritage?* The cultural heritage of a State is a set of landscapes, suggestions, objects and works of art, actions, ideas that generate culture and resources. The cultural heritage of each individual state is fundamental in building the future of Europe.
5. *How can European cultural heritage be safeguarded?* European cultural heritage can only be protected when human rights and fundamental freedoms are guaranteed, such as freedom of expression, information and communication.

ELECTRONIC VERSION

| SLIDES | NOTES |
|---|-------|
| <p data-bbox="365 380 529 432"> ERASMUS+ <small>SOCIAL COMPETENCE IN DIGITAL ERA</small></p> <p data-bbox="207 436 714 564">TOPIC 7. VALUING HUMAN DIGNITY AND HUMAN RIGHTS IN THE DIGITAL ERA MODULE C. VALUING HUMAN DIGNITY AND HUMAN RIGHTS IN THE DIGITAL ERA</p> | |
| <p data-bbox="581 768 714 821"> ERASMUS+ <small>SOCIAL COMPETENCE IN DIGITAL ERA</small></p> <p data-bbox="298 814 714 837">After the end of the Second World War...</p>  | |
| <p data-bbox="581 1188 714 1241"> ERASMUS+ <small>SOCIAL COMPETENCE IN DIGITAL ERA</small></p> <p data-bbox="207 1251 669 1308">With the Treaty of Rome in 1957 the European Economic Community was founded</p>  | |
| <p data-bbox="581 1640 714 1692"> ERASMUS+ <small>SOCIAL COMPETENCE IN DIGITAL ERA</small></p> | |

| | |
|---|--|
| <p>Monetary Union with the Maastricht Treaty</p>  | |
| <p style="text-align: right;"> ERASMUS+ <small>ERASMUS+ PROGRAMME</small></p> <p>Charter of fundamental rights of the European</p>  <p>Union</p> | |
| <p style="text-align: right;"> ERASMUS+ <small>ERASMUS+ PROGRAMME</small></p> <p>Content of the Charter of fundamental rights</p>  | |
| <p style="text-align: right;"> ERASMUS+ <small>ERASMUS+ PROGRAMME</small></p> <p>European cultural heritage</p>  | |

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. When working for a European union started?

- a) After the discovery of America
- b) After World War I
- c) In the thirteenth century
- d) **After the end of World War II**
- e) In the year 2000

2. What was born in 1951?

- a) The European commissions
- b) The Maastricht Treaty
- c) The CEE
- d) **The ECSC**
- e) The European Parliament

3. When was the European Economic Community founded?

- a) In 1945
- b) In 2000
- c) In **1957**
- d) In 1918
- e) In 2018

4. What document provides for monetary union in the countries of the union?

- a) The Charter of Fundamental Rights of the European Union
- b) **The Maastricht Treaty**
- c) The Treaty of Lisbon
- d) The Treaty of Rome
- e) The Schengen Agreements

5. How many chapters are contained in the Charter of Fundamental Rights of the European Union?

- a) Nine
- b) Eight
- c) **Seven**
- d) Ten
- e) Five

6. What did the Cologne European Council decide in 1999?

- a) It started working for a monetary union.
- b) Schengen's agreements were approved.
- c) The European Union was established.
- d) **The fundamental rights recognized throughout the European Union were inserted in a Charter.**
- e) Political agreements were approved.

7. What does chapter I of dignity provide?

- a) It includes the right to freedom and security, respect for private life and family life, freedom of thought, conscience and religion, freedom of expression and information.
- b) It includes the right to an effective remedy and an impartial judge, the presumption of innocence and the right of defence.
- c) **It protects the right to life and prohibits torture, slavery, the death penalty, eugenic practices and the cloning of human beings**
- d) It includes various administrative rights, such as the right to good administration and the right of access to documents
- e) It comprehends social and workers' rights, including the right to fair and equitable working conditions

8. What does chapter II of freedom provide?

- a) **It includes the right to freedom and security, respect for private life and family life, freedom of thought, conscience and religion, freedom of expression and information**
- b) It includes the right to an effective remedy and an impartial judge, the presumption of innocence and the right of defence
- c) It protects the right to life and prohibits torture, slavery, the death penalty, eugenic practices and the cloning of human beings
- d) It includes various administrative rights, such as the right to good administration and the right of access to documents
- e) It comprehends social and workers' rights, including the right to fair and equitable working conditions

9. What does chapter III of solidarity provide?

- a) It includes the right to freedom and security, respect for private life and family life, freedom of thought, conscience and religion, freedom of expression and information
- b) It includes the right to an effective remedy and an impartial judge, the presumption of innocence and the right of defence
- c) It protects the right to life and prohibits torture, slavery, the death penalty, eugenic practices and the cloning of human beings
- d) It includes various administrative rights, such as the right to good administration and the right of access to documents
- e) **It comprehends social and workers' rights, including the right to fair and equitable working conditions**

10. What does chapter VI of justice provide?

- a) It includes the right to freedom and security, respect for private life and family life, freedom of thought, conscience and religion, freedom of expression and information
- b) **It includes the right to an effective remedy and an impartial judge, the presumption of innocence and the right of defence**
- c) It protects the right to life and prohibits torture, slavery, the death penalty, eugenic practices and the cloning of human beings
- d) It includes various administrative rights, such as the right to good administration and the right of access to documents
- e) It comprehends social and workers' rights, including the right to fair and equitable working conditions

TRUE – OR – FALSE SENTENCES

1. The first step for the development of the European Union was the birth of the ECSC. **TRUE**
2. After the end of the Second World War, however, people began to understand that Europe would no longer be able to bear other similar tragedies, so it was necessary to start working for a European unity. **TRUE**
3. With the Treaty of Rome in 1957 the European Economic Community was founded. **TRUE**
4. With the Treaty of Rome monetary union was born. **FALSE**
5. With the enlargement of the Union, the need to define clearly the rights and duties of European citizens was increasingly felt. **TRUE**
6. In June 1999, the Cologne European Council considered it appropriate to bring together in a Charter the fundamental rights recognized throughout the European Union. **TRUE**
7. The Charter contains an introductory preamble and 54 articles grouped into ten chapters. **FALSE**
8. The cultural heritage of each individual state has an important role to play in building the future of Europe. **TRUE**
9. The Lisbon Treaty gives little importance to culture. **FALSE**
10. The cultural diversity can be protected and promoted only if human rights and fundamental freedoms are guaranteed. **TRUE**

OPEN – END QUESTIONS

1. What was the first milestone for the development of the European Union? (*The birth of the ECSC*).
2. Which agreements are expected with the signing of the Maastricht Treaty? (*Economic and monetary union, a common foreign policy, a greater commitment in the field of justice and internal politics and the introduction of European citizenship for all the inhabitants of the Union*).
3. What is the Charter of Fundamental Rights of the European Union? (*The Charter stems from the need to define the rights and duties of European citizens and*

includes the general principles enshrined in the European Convention on Human Rights and those resulting from the traditions of European countries).

4. What is meant by “cultural heritage”? *(The cultural heritage of a State is a set of landscapes, suggestions, objects and works of art, actions, ideas that generate culture and resources. The cultural heritage of each individual state is fundamental in building the future of Europe).*
5. How can European cultural heritage be safeguarded? *(The European cultural heritage can only be protected when human rights and fundamental freedoms are guaranteed, such as freedom of expression, information and communication).*

OPEN – END SENTENCES

1. The first milestone for the development of the European Union was ... *(The birth of the ECSC, a body that should have played an economic role to ensure stable growth in the member countries.)*
2. With the signing of the Maastricht Treaty the agreements provide for ... *(economic and monetary union, a common foreign policy, a greater commitment in the field of justice and internal politics and the introduction of European citizenship for all the inhabitants of the Union.)*
3. The Charter of Fundamental Rights of the European Union stems from the need to ... *(define the rights and duties of European citizens and includes the general principles enshrined in the European Convention on Human Rights and those resulting from the traditions of European countries.)*
4. The cultural heritage of a State is ... *(a set of landscapes, suggestions, objects and works of art, actions, ideas that generate culture and resources.)*
5. The European cultural heritage can only be protected when ... *(human rights and fundamental freedoms are guaranteed, such as freedom of expression, information and communication.)*

METHODOLOGY REMARKS

1. The main target of this module is for the pupils to understand how to value human dignity and human rights in the digital age.
2. The theme of the module may seem rather theoretical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. The first reflection is the difference between law and value, then the law is placed in relation to the theme of ethics, in particular with digital ethics and the protection of personal data.
4. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module.
5. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be short lectures presented by the pupils. Short lectures may be around 5...10 minutes each. The following themes are proposed for the pupil's mini-lecture: What are the milestones for the development of the European Union? What is the Charter of Fundamental Rights of the European Union? What is meant by cultural heritage? How can European cultural heritage be safeguarded?

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. All slides contain pictures: they could be used to arouse questions or elicit definitions or simply as a support to the teacher's explanation in the frontal lesson.
3. These videos could also be used:
 - https://multimedia.europarl.europa.eu/en/treaty-of-rome-60-year-anniversary_E001-ESN-170323INT_ev (Treaty of Rome)
 - https://multimedia.europarl.europa.eu/en/history-eu-charter-of-fundamental-rights_V001-0025_ev (Charter of Fundamental Rights of the European Union)

- https://multimedia.europarl.europa.eu/en/history-the-euro_V001-0012_ev (history of the euro)
- https://multimedia.europarl.europa.eu/en/-high-level-conference-cultural-heritage-in-europe---linking-past-and-future---special-guests-jean-michel-jarre-composer-performer-and-record-producer-and-daniel-barenboim-pianist-and-conductor--_I157472_02-V_rv (cultural heritage)

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we suggest that minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just samples; good answers may be formulated in other words as well.

SAMPLE CLASS PLAN

| PART I | |
|---|---|
| Level/Grade: | 9 – 12 th |
| Title: | EUROPEAN AND GLOBAL VALUES |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to realise :</p> <ul style="list-style-type: none"> ● the milestones for the development of the European Union; ● the contents of the Charter of Fundamental Rights of the European Union; ● how Europe can safeguard cultural heritage. |
| Materials needed: | Textbook, Power-point presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the TSM and the textbook, together with the electronic version (PPT). |
| Subjects involved | <ul style="list-style-type: none"> ● Sociology ● Communication ● Law |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure:</p> <p>Teacher greets the class and inquiries about the Ss' mood;</p> <p>To prepare the students for topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● When working for a European union started? ● What is the Charter of Fundamental Rights of the European Union? ● What is meant by “cultural heritage”? <p>Teacher makes sure that students understand the relationship between law and value.</p> <p>Interaction: T-Ss, Ss –T</p> <p>Time to be allocated: 12 min.</p> | |

Activity two: What do you think: what are the rights protected by the charter of fundamental rights

Procedure: It can be a game. Students write their own samples for their experiences and the teacher evaluates their examples.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 12 min.

Activity three: European cultural heritage

Procedure: Teacher introduces the question and students speak about it. Discussion points will be: how Europe can safeguard cultural heritage.

Interaction: T – Ss, Ss - Ss

Time to be allocated: 10 min.

Activity four: Consolidation

Procedure: The teacher shows the slides and, together with the students, sums up the main concepts of the lesson. Upon the decision of the teacher, he/she may assign students homework.

Interaction: T-Ss

Time to be allocated: 10 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS:

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brainstorming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but in two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

USED AND RECOMMENDED SOURCES

- <http://www.lintellettualeedissidente.it/editoriale/la-storia-segreta-dellunione-europea-il-pianokalergi/>;
- Unione europea: Consiglio dell'Unione europea, Carta dei diritti fondamentali dell'Unione europea (2007/C 303/01), 14 dicembre 2007, C 303/1;
- Conclusioni della presidenza del Consiglio europeo di Colonia, giugno 1999, par. 44;
- Articolo 6(1) del Trattato sull'Unione europea (TEU), Unione europea, Versione consolidata del Trattato sull'Unione europea, 13 dicembre 2007, 2008/C 115/01;
- <https://www.internazionale.it/opinione/franco-lorenzoni-2/2015/07/02/alexander-langer>;
- LAFARGE, *Cultura*, in *Trattato di diritto amministrativo europeo*, Milano, 2007;
- FIORILLO, *Verso il patrimonio culturale di un'Europa unita*, in *Astrid*, n. 4/2011;
- RIBETTO, *Cittadinanza e Costituzione*, Torino, 2013;
- https://www.ecre.org/wp-content/uploads/2014/10/Italian-Applicazione-della-Carta-dei-diritti-fondamentali-dell'UE-alle-norme-procedurali-in-materia-d'asilo_10-2014.pdf;
- <http://www.centrostudieuropei.it/jeanmonnet/wp-content/uploads/2015/04/Lambiase-Luana-Le-origini-dellidea-di-Europa.pdf>;
- https://www.ecre.org/wp-content/uploads/2014/10/Italian-Applicazione-della-Carta-dei-diritti-fondamentali-dell'UE-alle-norme-procedurali-in-materia-d'asilo_10-2014.pdf;

VIII. DEMOCRACY, JUSTICE, FALMESS, EQUALITY, RULE OF LAW

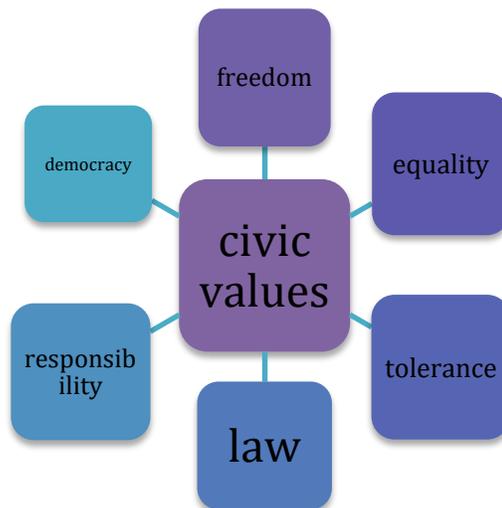
A. DEMOCRACY – CHECKS AND BALANCES

INTRODUCTION – VALUES

We are all part of a community of people; no one is all alone in this world. However, in order to function as a company, it is necessary to follow certain rules. These can be written (laws), but also unwritten. Over the centuries, society (especially the Western Civilization Circle) has agreed on certain values that should guide our actions at home, at school, and also in public life, and ultimately lead us to be valid members of society and be able to work with others. It also helps us to actively participate in public life, which is one of the essential features of democracy.

These include individual freedom, equality of all people (before the law, at work, etc.), mutual respect, tolerance, responsibility, rule of law and the principles of democracy.

Of course, we must also put emphasis on these values at the present time, when we are more in touch with others than ever with technology and social networks.



Picture 48: Civic values

Activity: Try to give a concrete example of real life to each value.

DEMOCRACY

Democracy is a form of government in which all power belongs to the people who, either directly or through representatives, participate in the design and adoption of laws governing society. At present, this state system can be found in most developed countries of the world, including almost all European countries.

Winston Churchill, a prominent British statesman, liked to say that democracy is far from perfect and has a lot of mistakes, but of all the ways in which mankind has invented so far, it is the best. Indeed, democracy is not a system that works automatically and without mistakes.

People are needed for it, and they should know what principles democracy is based on. In order for a state to work well, it needs, among other things, some power. You have probably already heard that state power consists of three parts - legislation (legislative power), executive (executive) and justice (judiciary).

Activity: Match individual components of state power with the terms related to them

- | | |
|----------------|--|
| 1. LEGISLATION | impartiality and independence management of the state apparatus legal protection system of courts |
| 2. EXECUTIVE | it is exercised by parliament elected by citizens state administration |
| 3. JUSTICIARY | head of state and government the right to legislate subject to constitution (all of them) |

Each of these three components has a certain scope, which should be precisely defined and limited in some way. It is necessary to prevent a situation where one of these components gains a privileged position, which would endanger the whole democratic system.

Activity: You can imagine this system as a bridge supported by 3 columns (pillars). If one of these columns is higher and the others lower, the bridge will not be straight and it might crash. Try to draw this situation.

In order to avoid a situation in which one state authority gains power in the state (being very difficult to control), a mechanism has been developed over time that we call checks and balances. Thanks to this legislation can, for example, issue laws, but only those that apply to the whole of society and do not discriminate against individuals. Similarly, the parliament (the supreme body of the legislature) may in some way interfere with the operation of the government (the supreme executive body), but cannot mandate its members and, in some cases, cannot revoke it. And the executive ensures the operation of the courts, but they must not influence their decisions.

Activity: The following three graphs show the mutual control of individual components of state power. Try to correctly assign the below listed powers (bold letters) to the blank windows so that it is clear how the authorities of state power check each other.

A



EXECUTIVE

JUSTICIARY



D

F



JUSTICIARY

LEGISLATION



B

C



EXECUTIVE

LEGISLATION



E

Possibilities:

- | | |
|---|----------|
| The right to grant mercy | A |
| Parliament adopts Constitutional Court Act | B |
| The President can return an approved law to one of the Houses of Parliament | C |
| The right to repeal illegal regulations and decrees | D |
| The House expresses confidence in the government | E |
| The Constitutional Court may repeal the unconstitutional law | F |

Reflection: Remember the history lessons and try to give a historical example of the failure of a state power balance that has resulted in discrimination against a certain group of population. Try to discuss individual examples with classmates.

In general, most often we hear about the democracy crisis in the context of the interwar period. At that time, in some places in Europe, politicians began to come to power in a virtually legitimate (democratic) way, which ultimately meant destruction for democracy.

Activity: Do you know the person in the picture? This French philosopher and writer is the author of the division of the proposal of state power into the legislative, executive and judicial. Try to find his name on the Internet.



Picture 49: Who is in the picture?

Answer: Charles Louis Montesquieu (1689 – 1755) French philosopher and critic of absolutism

The issue of democracy theory is not easy, so let's try to show the failure of the check and balance principle in a historical example. Sometime in mid-September 1935, Germany, where Adolf Hitler had been in power for two years, adopted two constitutional laws called "Nuremberg Racial Laws". Through them, the Nazis persecuted Jewish nationalities who, since the adoption of these regulations, ceased to be imperial citizens (as "pureblood" Germans), but only became nationals. This was accompanied by a significant reduction in their rights. For example, they were not allowed to marry German nationals, hold public offices, hang out the German flag, or employ non-Jewish nationals.³⁸This is a clear example of the abuse of state power for the benefit of one population group, as well as the failure of mutual control of the components of state power. Through leaflets, the Nazi Party calls for a boycott of Jewish outlets.

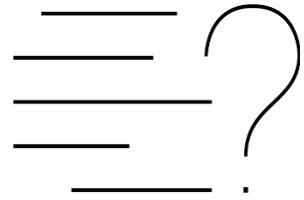
Pupils can discuss what feeling the image raises in them or they can try to view the situation from the perspective of individual participants (Jew, NSDAP member, ordinary German, etc.).

³⁸HLAVAČKA, Milan a Petr ČORNEJ. *Dějepis pro gymnázia a střední školy*. Praha: SPN - pedagogické nakladatelství, 2001.

CONTROL QUESTIONS

1. *Why should people learn about the theory of democracy?*

People are not well informed about their rights and responsibilities.



2. *Why do we even today recognize values such as equality, tolerance or freedom?*

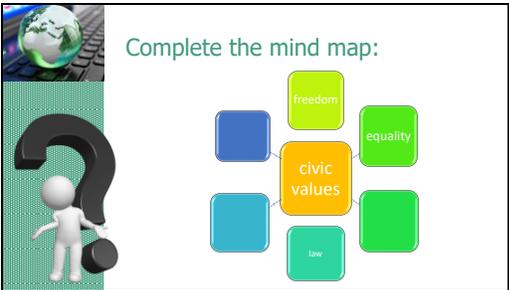
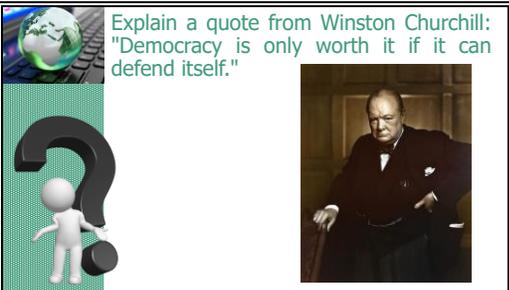
People will always need such values.

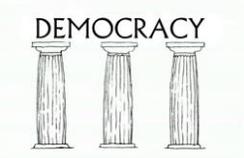
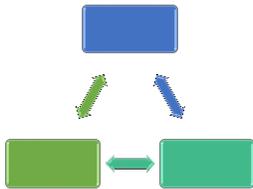
3. *Do you think of other values that you think should be important, but have not yet been mentioned in the text?* Democracy is faced with challenges of inclusion.

4. *For what reason must the powers of the various components of government be limited?* When there is an abuse of state power for the benefit of one population group.

5. *Why was the “checks and balances” mechanism invented?* In order to avoid a situation in which one state authority gains power in the state (being very difficult to control)

ELECTRONIC VERSION

| SLIDES | NOTES |
|--|-------|
|  <p>Democracy, justice, fairness</p> <p>Democracy – checks and balances</p> | |
|  <p>Complete the mind map:</p> <p>freedom</p> <p>equality</p> <p>civic values</p> <p>law</p> | |
|  <p>Try to identify the countries where you think there is a democratic system.</p> | |
|  <p>Explain a quote from Winston Churchill: "Democracy is only worth it if it can defend itself."</p> | |

| | |
|--|--|
|  <p>The three pillars of democracy, which must be equally high and firm in order for the whole system to be stable (to be considered).</p>   | |
|  <p>Add to the system of checks and balances the components of state power.</p>   | |
|  <p>Can you remember the name of the French philosopher, the author of the proposal for the separation of state power?</p>   | |
|  <p>Consider the situation in the picture from the perspective of 1) an NSDAP member, 2) a shop owner (a Jew), and 3) an ordinary German citizen:</p>   | |

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need the teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. **The most important written rules in society are:**
 - a) recommendations
 - b) decrees
 - c) **laws**
2. **Central European residents belong to:**
 - a) eastern civilization
 - b) **western civilization**
 - c) middle civilization
3. **Typical for democracy is that:**
 - a) **all citizens of the state participate in the government**
 - b) it can only work with a small number of people
 - c) majority have to submit to a minority

4. What is not typical for the rule of law:

- a) division of power
- b) legal certainty
- c) **high number of law faculties**

5. Which is not one of the democratic ways of government:

- a) **totalitarian democracy**
- b) direct democracy
- c) representative democracy

6. State power is divided into three components. Which one is not of those:

- a) executive
- b) **legality**
- c) judiciary

7. Justice does not deal with:

- a) ensuring the protection of rights
- b) **government administration**
- c) deciding on guilt and punishment for breaking the law

8. Which one doesn't belong to presidential power:

- a) to grant mercy
- b) to sign laws
- c) **to make recommendations to the Constitutional Court**

9. system that watches that power in the state does not get one component is called:

- a) **checks and balances**
- b) mutual supervision
- c) state patrol

10. The system of democracy looks like:

- a) turn and two crash barriers
- b) **a bridge on three pillars**
- c) a crossroad and a pillar

TRUE – OR – FALSE SENTENCES

1. People's freedom is one of the most important civil values. **TRUE**
2. The democratic establishment is in about 1/3 of all European countries. **FALSE**
3. Legislative and adoption legislation is one of the main tasks of the legislation. **TRUE**
4. The executive ensures the functioning of the courts, but they must be independent. **TRUE**
5. The Parliament adopts the Constitutional Court Act, whereby the legislation monitors justice. **TRUE**
6. The origins of democracy can be found in ancient Greece. **TRUE**
7. The author of the proposal to divide the state power into 3 components, as it is today, was Charles Louis Montesquieu. **TRUE**
8. Judicial power may be held by one entity if circumstances so require. **FALSE**
9. Parliament must never and under any circumstances interfere with the operation of the government. **FALSE**
10. At present, the principle of checks and balances is no longer necessary because democracy is not failing anywhere in the world. **FALSE**

OPEN – END QUESTIONS

1. Why should people learn about the theory of democracy? *(People are not well informed about their rights and responsibilities.)*
2. Why do we even today recognize values such as equality, tolerance or freedom? *(People will always need such values.)*
3. Do you think of other values that you think should be important, but have not yet been mentioned in the text? *(Democracy is faced with challenges of inclusion.)*
4. For what reason must the powers of the various components of government be limited? *(When there is an abuse of state power for the benefit of one population group.)*
5. Why was the “checks and balances” mechanism invented? *(In order to avoid a situation in which one state authority gains power in the state (being very difficult to control))*

OPEN – END SENTENCES

1. Democracy is a form of government in which all power belongs to ... *(the people)*.
2. Over the centuries, society (especially the Western Civilization Circle) has agreed on certain values that ... *(should guide our actions)*.
3. We must also put emphasis on these values even ... *(at the present time)*.
4. People should know ... *(the main principles of democracy)*.
5. Winston Churchill, a prominent British statesman, liked to say that democracy is far from perfect, but of all the ways invented so far, ... *(it is the best)*.

METHODOLOGY REMARKS

1. The main target of this module is for the students to understand what democracy is. They explain what pillars maintain democracy and what is the basis of the checks and balances system.
2. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module.
3. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be: warm up, unfinished sentence method, brainstorming, discussion.

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
3. In most cases, the images do not contain an answer as they are exercises based on the pupils' creative activity.
4. The electronic version may also contain tailor-made, a simple animation tool too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we suggest minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|--|--|
| Level/Grade: | 9 – 12 th |
| Title: | DEMOCRACY – CHECKS AND BALANCES |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> ● clarify the concept of civic value; ● realize the importance of checks and balance systems; ● explain how the checks and balance system works; ● explain the concept of division of powers. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● the civic values ● democracy ● the components of state power ● the division of the proposal of state power (legislative, executive and judicial) |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood; To prepare the students for topics. Brainstorming: What can we call civic value?</p> <p>Interaction: T-Ss, Ss –T</p> <p>Time to be allocated: 3 min.</p> | |

Activity two: Civil values in practice

In pairs, pupils try to find concrete examples of individual civic values in practice. They write down their examples in a workbook. A joint discussion will then take place. They consider which states secure these values and which do not.

Interaction: T-Ss, Ss-Ss, Ss –T

Time to be allocated: 5 min.

Activity three: Explanation of Winston Churchill's quote

Procedure: Explain a quote from Winston Churchill: „Democracy is only worth it if it can defend itself.“

Interaction: T-Ss, Ss –T

Time to be allocated: 3 min.

Activity four: The components of state power

Procedure: Students match individual components of state power with the terms related to them.

Interaction: T-Ss, Ss –T

Time to be allocated: 8 min.

Activity five: Checks and balances system

Procedure: Students explain the checks and balances system by means of a three-pillar bridge sketch. Subsequently, they will add powers to the chart so that it is clear how the components of state power control each other.

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

Activity six: Reflection

Procedure: Students remember the history lessons and try to give a historical example of the failure of a state power balance that has resulted in discrimination against a certain group of population. They will try to discuss individual examples with classmates.

Interaction: T-Ss, Ss –T

Time to be allocated: 7 min.

Activity seven: What's the name of the man in the picture?

Procedure: Students try to find the name of the man who authored the division of state powers into legislative, executive and judicial.

Interaction: T-Ss, Ss –T

Time to be allocated: 4 min.

Activity eight or homework: Reflection

Procedure: Pupils reflect on the situation in the picture from the period of Jewish persecution during World War II, from the perspective of a member of the NSDAP, a shop owner (a Jew) and an ordinary German citizen.

Interaction: T-Ss, Ss –T

Time to be located: 4 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brainstorming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but in two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

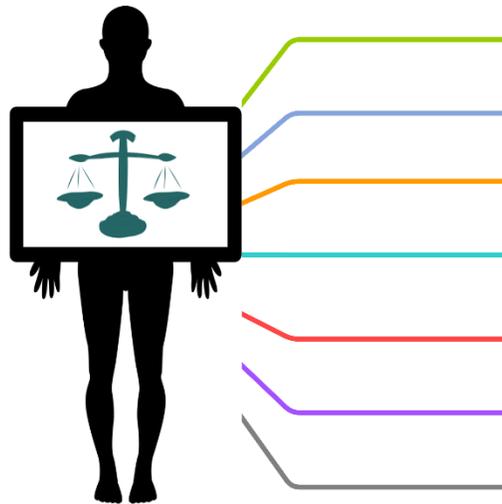
USED AND RECOMMENDED SOURCES

- HLAVAČKA, Milan a Petr ČORNEJ. Dějepis pro gymnázia a střední školy. Praha: SPN - pedagogické nakladatelství, 2001.
- DRÁBOVÁ, R., ZUBÍKOVÁ, Z. Společenské vědy v kostce. Havlíčkův Brod: Fragment, 2007. ISBN 978-80-253-0190-6.

B. FAIRNESS AND EQUALITY

At school we learn not only new knowledge. The purpose of education is also to acquire certain attitudes and values that society perceives as important. These include equality and justice. Just imagine what it would look like in the world if there was no justice. We would probably very often feel injustice. And in terms of equality, we may not perceive it so often, but this value is also important. At the very least, each of us should have the same rights, but equality as well as justice can be used in a variety of life situations.

Activity: Describe the man we can claim to be righteous.



Picture 50: To be righteous

The demands for equality and justice in society have been met since antiquity. For example, the Roman lawyer Ulpian defined justice as an effort to „*live honestly, not harm anyone, give everyone what belongs to him*“. According to Aristotle, this is the most important of the virtues because it relates to the other people and can also be described as „*good for others*“. Unlike a value such as health, justice is relative because it has to be judged against another value or values. It cannot be viewed in isolation, but needs to be placed in a particular environment. The values of justice cannot be enshrined directly. The perception of the unrighteous is intuitive, immediate and completely individual, what we feel righteous regardless of legal norms.

The differences in the perception of what is fair can be illustrated by the example of the so-called Code of Hammurabi, which dates back to the 2nd millennium BC. Amongst other things, it says:

"If a builder builds a house for someone, and does not construct it properly, and the house which he built falls in and kills the son of the owner, the son of that builder shall be put to death."

Activity: Try to justify if you find such punishment adequate (just)? And what can play a role in perceiving what seems fair to us?

However, even if one is guilty or not guilty, it may not always be easy to determine. In 1946, German philosopher Karl Jaspers wrote his most important book - *The Question of German Guilt*. Through it, he wanted to allow the Germans to cope with their totalitarian past (after all, the year before the worst war in history ended and the Germans were the main culprits), at the same time he tried to show the guilt with all its aspects. For this reason, he divided the guilt into four categories:

- a) **criminal** – concerns violation of applicable laws. The court decides whether a crime has occurred.
- b) **political** – since we are all citizens of a state, we are all responsible for the acts committed by its leaders. In the elections we have decided who will be in power.³⁹
- c) **moral** – it applies to all actions we perform as individuals. We cannot hide behind the claim that we acted on one's will, because we always have a choice.⁴⁰The measure of guilt here is our conscience, that is, we are accountable to ourselves and no one else has the right to judge us.⁴¹
- d) **metaphysical** – Jaspers claims that since we are all human beings, we are all responsible for all the injustices that have occurred with our knowledge without doing anything about it. This guilt cannot be punished in any of the above-mentioned ways, only God can judge us.⁴²

³⁹And that we did not go to vote? That was our choice, too.

⁴⁰From this perspective, death can also be an option.

⁴¹Because no one else was in our situation at the moment.

⁴²Assuming we believe in one. Otherwise, we are probably responsible only to ourselves.

Activity: For each kind of guilt, think of one specific case that one can be guilty of. From the information described above, try to deduce what kind of guilt the Germans bear as a nation during the horrors of World War II (according to Jaspers).

And what is the measure of formulating the criterion of justice? There is often controversy over whether to treat a person according to his merits or his position in society. In this way we can distinguish balancing justice and distributive justice (social justice). Balancing justice applies primarily in the areas of private and criminal law. It is reflected in human behaviour itself, because it defines the boundaries of a man in relation to another man by established rights. Distributive justice raises the problem of a non-existent objective criterion against which it could be assessed. Its focus is on the state of affairs. According to this theory, for example, it is unfair to be born into a poor family. The origin of social injustice cannot be precisely determined, but society can, on the basis of solidarity, try to change the conditions of socially disadvantaged individuals.

In ancient times, justice was portrayed as an allegory of justice.

Activity: Have you ever seen a similar representation of justice? How would you describe the allegory of justice and what does it express?



The statue of justice is depicted with a tape over the eyes to emphasize the principle of impartiality. But isn't she ever really blind?

Picture 51: The statue of justice

Is the culprit always punished properly? Unfortunately, even in the 21st century we cannot answer: "YES!" The question of unpunished guilt became the subject of Agatha Christie, in which criminals become victims of crime.

„From an early age I knew very strongly the lust to kill... But side by side with this went a contradictory trait—a strong sense of justice. It is abhorrent to me that an innocent person or creature should suffer or die by any act of mine. I have always felt strongly that right should prevail (...) I wanted to kill. Yes, I wanted to kill. But—incongruous as it may seem

to some-I was restrained and hampered by my innate sense of justice. The innocent must not suffer. And then, quite suddenly, the idea came to me-started by a chance remark uttered during casual conversation. It was a doctor to whom I was talking about some ordinary undistinguished G.P. He mentioned casually how often murder must be committed which the law was unable to touch. That was the beginning of the whole thing. I suddenly saw my way clear. And I determined to commit not one murder, but murder on a grand scale. A childish rhyme of my infancy came back into my mind-the rhyme of the ten little Indian boys. It had fascinated me as a child of two-the inexorable diminishment – the sense of inevitability. I began, secretly, to collect victims...”

*Agatha Christie – And Then There Were None*⁴³

Activity: Which victims (=criminals) would you choose? It does not have to be just murderers, put all those who you think are breaking the law and who are not punished for it.



Picture 52: Victims

The allegory of justice, the symbol of an impartial arbitrator, represents also the principle of equality. Thanks to the blindfold, she doesn't know who is standing in front of her and therefore can evaluate without emotion, fairly so that the scales are balanced, without the use of coercive means. However, there is a difference between the concepts of equity and equality.

⁴³CHRISTIE, Agatha. *And then There Were None*. Harper Collins, 2016. ISBN 978-0-00-812320-8. s. 239 – 242.

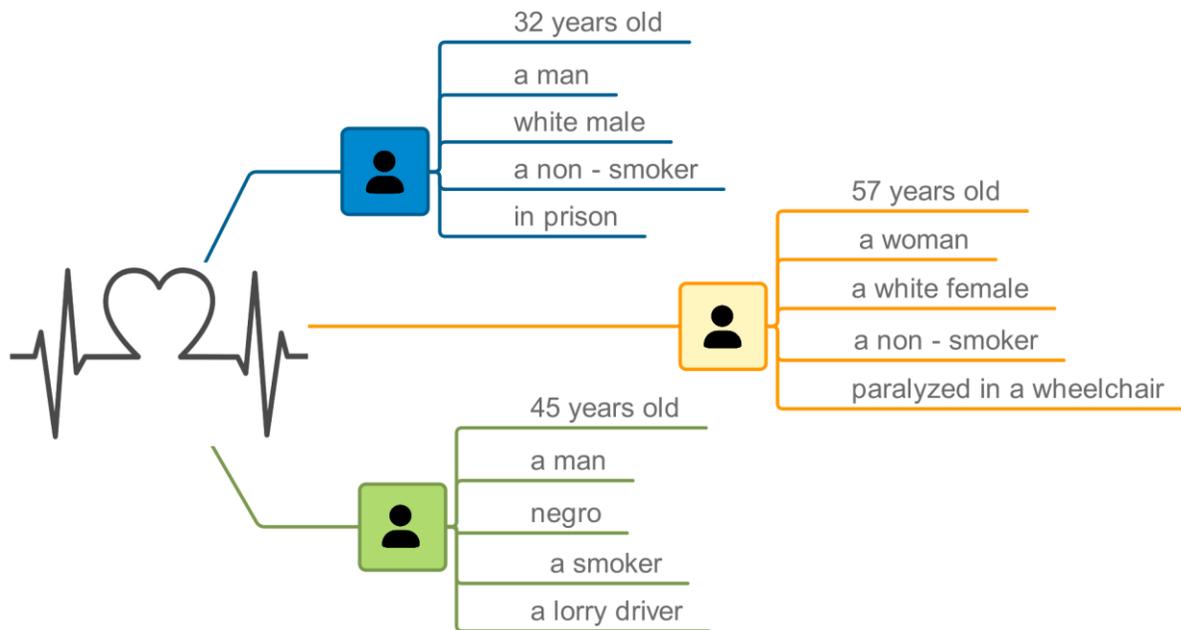
Activity: Look at the picture and try to clarify both terms.



Picture 53: Equity and Equality

Equality is another pillar of democracy. It is important to realize that people are not equal. They differ in age, gender, skin colour, social status, etc. From a legal point of view, we can distinguish between legal equality (*de jure*), where all citizens have the same laws and everyone has the same rights, and real equality. In addition, we can define political equality based on the right to vote and to be elected. There is a requirement of equal opportunities in society that claims the same starting conditions for gaining a position and assertion in society.

Activity: Imagine that you are a member of the transplant committee and have a heart that is suitable for 3 recipients. Who do you choose? Justify your decision.



Picture 54: Heart for 3 recipients

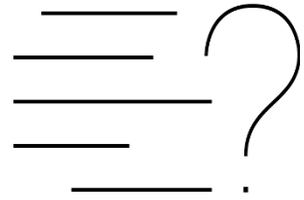
By nature, people are equal in their ability to access freedom, to God, to the market, to the law and in their human dignity. In other areas of human life, it is up to us to look at the people around us without prejudice and consider them equal.

No matter your **social status** or how powerful you feel
you are, we are **all EQUAL**. We came here by **birth** and will
leave in **death**.

Picture 55: Quote about equality

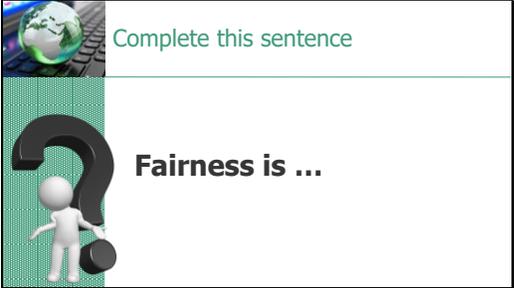
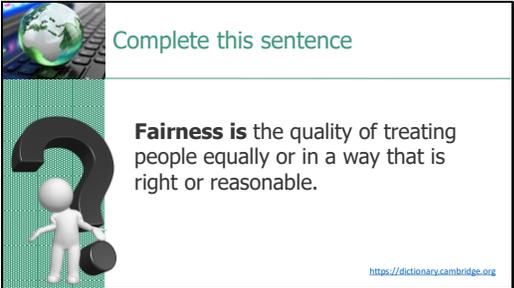
Activity: Make your own quote about equality.

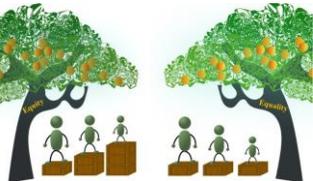
CONTROL QUESTIONS



1. *Do you understand the difference between the concepts of equity and equality? Try to explain it.* Equality is providing the same level of opportunity and assistance to all segments of society. Equity provides various levels of support depending on specific needs.
2. *Why do you think justice is important in the world?* It is an essential concept in our society. It protects people and it promotes equality and equity.
3. *How do you understand "An eye for eye, a tooth for a tooth"?* It is an old saying that should not be used anymore.
4. *In what ways can people be unequal?* People differ in age, gender, skin colour, social status, etc. but, legally, all people are equal.
5. *Can you explain why people sometimes refer to justice as "blind justice"?* The concept firstly refers to the neutrality of the dispensing of justice. Still, there are cases when not all criminals are punished.

ELECTRONIC VERSION

| SLIDES | NOTES |
|--|-------|
|  <p>Democracy, justice, fairness Fairness and Equality</p> | |
|  <p>Complete this sentence</p> <p>Fairness is ...</p> | |
|  <p>Complete this sentence</p> <p>Fairness is the quality of treating people equally or in a way that is right or reasonable.</p> <p>https://dictionary.cambridge.org</p> | |
|  <p>Describe the man we can claim to be righteous.</p> | |

| | |
|--|--|
|  <p>For each kind of guilt, think of one specific case that one can be guilty of.</p>  <ul style="list-style-type: none"> <input type="text" value="criminal"/> <input type="text" value="political"/> <input type="text" value="moral"/> <input type="text" value="metaphysical"/> | |
|  <p>Describe the allegory of justice. What does it express?</p>   | |
|  <p>Describe the allegory of justice. What does it express?</p>   <p>The statue of justice is depicted with a tape over the eyes to emphasize the principle of impartiality. It also represents the principle of equality. Thanks to the blindfold, she does not know who is standing in front of her and therefore can evaluate without emotion, fairly so that the scales are balanced and without the use of coercive means.</p> | |
|  <p>Who do you think violates/violated the law and is/was not punished for it? Where did justice fail?</p>   <div style="border: 1px solid black; height: 40px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> | |
|  <p>Look at the picture and try to clarify both terms</p>   | |

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need the teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. **In your opinion, which of these values is not important in contemporary society?**
 - a) equality
 - b) **greed**
 - c) equity

2. **What do we call a situation where an innocent person is wrongly convicted?**
 - a) judicial error
 - b) unfair trial
 - c) **miscarriage of justice**

3. **Which of these attributes is not associated with an allegory of justice?**
 - a) **metal armour**
 - b) blindfolded
 - c) scales

4. **Equality of opportunity is generally not relevant to:**
- a) job
 - b) **health**
 - c) study
5. **By what term do we refer to the judiciary, that is to say, the component of state power, which should, inter alia, decide on guilt and punishment?**
- a) legislation
 - b) executive
 - c) **judiciary**
6. **In the above text you could read that we divide justice into two categories. Which of these is not one of them?**
- a) **comparative**
 - b) distributive
 - c) balancing
7. **What is called an unfavourable attitude (for example to ethnic minorities) that is not based on true knowledge but only on a presumption?**
- a) aggression
 - b) stereotype
 - c) **prejudice**
8. **Among the oldest known summaries of laws is also the code of the King of Babylon from the 17th century BC and is named after the author:**
- a) Code of Tutankhamen
 - b) Code of Nabucodonosor
 - c) **Code of Hammurabi**

9. In assessing what seems fair to us, which of these usually doesn't matter:

- a) mood
- b) attitude of society
- c) upbringing

10. One of the most famous ethical works dealing with guilt and punishment is the book *Question of German Guilt*. Who is the author?

- a) Platon
- b) **Karl Jaspers**
- c) Niccolo Machiavelli

TRUE – OR – FALSE SENTENCES

1. One can be found guilty only if he/she breaks the law. **FALSE**
2. The culprit could escape punishment in today's modern judicial system. **TRUE**
3. There was greater inequality in ancient societies than at present. **TRUE**
4. Obeying a military order should take precedence over our conscience. **FALSE**
5. We can judge whether a person is righteous only according to his appearance. **FALSE**
6. Men's wages in Europe have long been lower than women's wages. **FALSE**
7. In earlier times, the death penalty was more common than today. **TRUE**
8. Equal opportunities are always fair. **FALSE**
9. Some prejudices may be perceived positively. **TRUE**
10. The golden rule (in ethics) tells us not to do to others what we don't want them to do to us. **TRUE**

OPEN – END QUESTIONS

1. Do you understand the difference between the concepts of equity and equality? Try to explain it. (*Equality is providing the same level of opportunity and assistance to all segments of society. Equity provides various levels of support depending on specific needs.*)
2. Why do you think justice is important in the world? (*It is an essential concept in our society. It protects people and it promotes equality and equity.*)
3. How do you understand "An eye for eye, a tooth for a tooth"? (*It is an old saying that should not be used anymore.*)
4. In what ways can people be unequal? (*People differ in age, gender, skin colour, social status, etc. but, legally, all people are equal.*)
5. Can you explain why people sometimes refer to justice as "blind justice"? (*The concept firstly refers to the neutrality of the dispensing of justice. Still, there are cases when not all criminals are punished.*)

OPEN – END SENTENCES

1. The purpose of education is also to ... (*acquire certain attitudes and values that society perceives as important*).
2. The demands for equality and justice in society have been met since ... (*antiquity*).
3. The perception of the unrighteous is ... (*intuitive, immediate and completely individual*).
4. The allegory of justice, the symbol of an impartial arbitrator, represents also the principle of ... (*equality*).
5. In a society that claims the same starting conditions for gaining a position and assertion in society there is a requirement of ... (*equal opportunities*).

METHODOLOGY REMARKS

1. The main target of this module is for the students to understand what fairness is. They explain what justice is, what types we can distinguish and try to find the criteria of justice. They explain the notion of guilt and indicate the differences between the concepts of equity and equality.
2. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module.
3. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be: warm up, unfinished sentence method, brainstorming, discussion.

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
3. In most cases, the images do not contain an answer as they are exercises based on the pupils' creative activity.
4. The electronic version may also contain tailor-made, a simple animation tool too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we suggest minimum **25 good answers out of 30 possible is a mark A.**
2. Smartphone tasks may replace homework (i.e., may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|--|--|
| Level/Grade: | 9 – 12 th |
| Title: | FAIRNESS AND EQUALITY |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> ● clarify the concept of justice and distinguish its types; ● describe the allegory of justice and explains its meaning; ● explain the term guilt, introduces the classification of Karel; Jasper and gives examples of individual types; ● clarify the difference between the concepts of equity and equality. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● the fairness ● the guilt ● the allegory of justice ● the equity ● the equality |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood; To prepare the students for topics. Brainstorming: What is fairness?</p> <p>Interaction: T-Ss, Ss –T</p> <p>Time to be allocated: 3 min.</p> | |

Activity two: The righteous man

In pairs, students try to describe the man we can claim to be righteous.

Interaction: T-Ss, Ss-Ss, Ss –T

Time to be allocated: 5 min.

Activity three: The kinds of guilt

Procedure: Students think of one specific case for each kind of guilt.

Interaction: T-Ss, Ss –T

Time to be allocated: 5 min.

Activity four: The allegory of justice

Procedure: Students describe the allegory of justice and explain what it expresses.

Interaction: T-Ss, Ss –T

Time to be allocated: 5 min.

Activity five: Blind justice

Procedure: Students think about whether there is a man, people (society, company, etc.) who break the law but are not punished for it. A discussion will then take place

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 10 min.

Activity six: The equity vs. equality

Procedure: Students try to explain the difference between the two concepts.

Interaction: T-Ss, Ss –T

Time to be allocated: 5 min.

Activity seven: Who gets the heart?

Procedure: Students imagine that they are part of the transplantation committee and on the basis of these characteristics select the recipients of a new heart. They justify their choice.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 10 min.

Homework: Think up a quote

Procedure: Students make their own quote about equality.

Evaluation of class working

Time to be allocated: 2 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brainstorming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but in two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

USED AND RECOMMENDED SOURCES

- CHRISTIE, Agatha. *And then There Were None*. Harper Collins, 2016. ISBN 978-0-00-812320-8. s. 239 – 242.
- JASPERS, Karl. *The Question of German Guilt*. Fordham Univ Press, 2009. ISBN 0-8232-2068-0.

C. RULE OF LAW

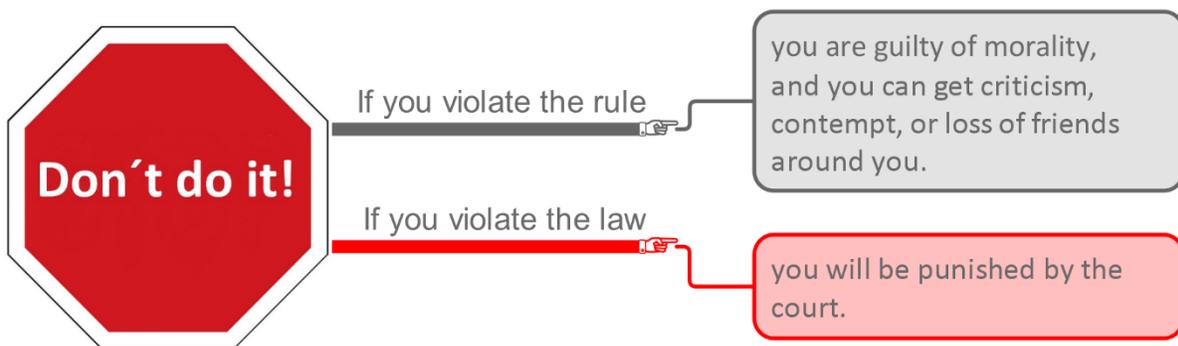
Rule and law, seemingly similar terms, which need to be distinguished from one another



Picture 56: Rule and Law

Activity: What is a rule (R) and which one is a law (L)?

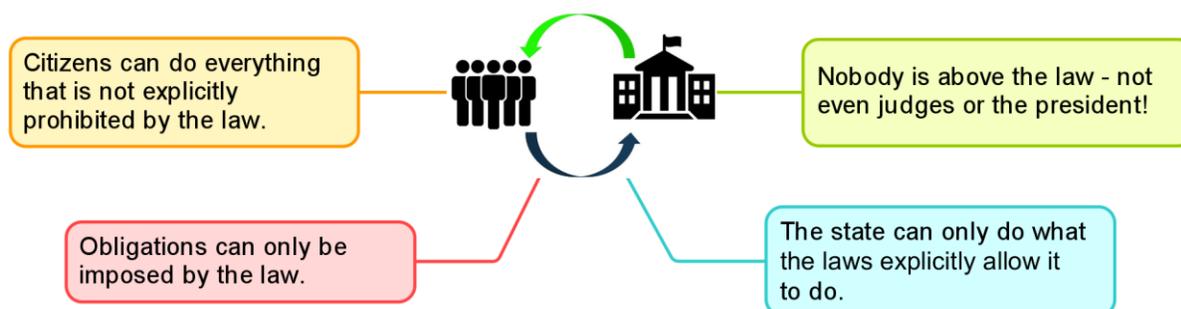
| | R | L |
|---|---|---|
| <i>Do not butt in when anyone is speaking.</i> | x | |
| <i>Don't take what's not yours.</i> | | x |
| <i>If the traffic light is red, stop.</i> | | x |
| <i>Treat people the way you want people to treat you.</i> | x | |
| <i>Do not limit the freedom of others.</i> | | x |



Picture 57: Don't do it!

At the beginning of the law, unwritten rules were based on customary law. However, the functioning of a democratic state is conditioned by the existence of a legal order through which we characterize such states as legal. The rule of law is exactly a place where people believe they can rely on a set of rules that will be enforced. It's a place where people have a voice and generally see the system as father role of each state is to define the relationship between the citizen and the state through the right and to promote the rule of law. This means that the state is bound by the law and should always serve the citizens, not the other way around. It should always respect human and civil rights and allow all citizens to participate in political life.

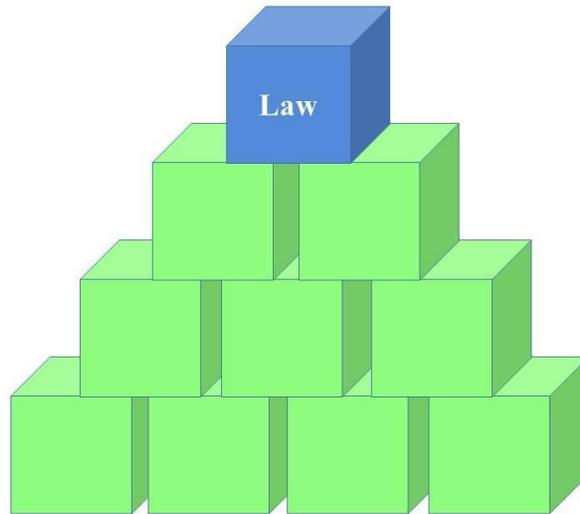
The relationship between citizens and the state should be based on these rules:



Picture 58: Rules between citizens

Imagine a rule of law as a pyramid of cubes, at the top of which is the guiding principle, which is supported by pillars. The main principle of the rule of law is equality before the law and the law superior to the rulers. This means that the supreme ruler is the law, and everyone must accept it, both citizens and rulers. We are all equal before the law and one and the same laws apply to all. For a given principle to work, it needs pillars to keep it at the top of the pyramid.

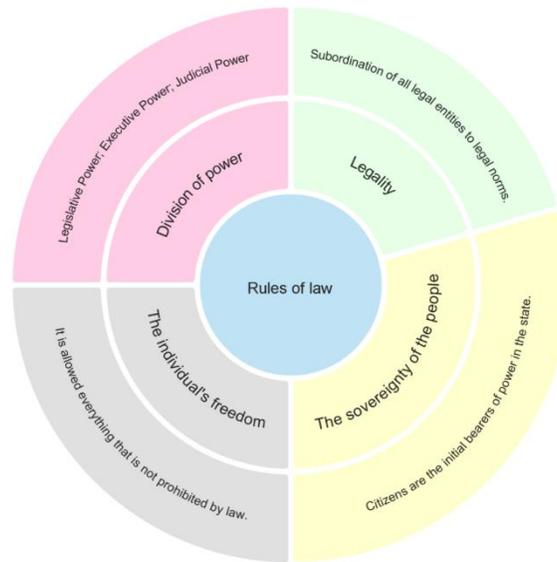
Activity: Which pillars do you think keep the law at the top of the pyramid?



Picture 59: Pillars of Law

Possible answers: predictability, stability, being fair, being safe, accountability, due process, enforceability, presumption of innocence, transparency, the right to consul etc.

Each state should strive for a uniform, fair and comprehensible structure of legislation, based on the following principles:



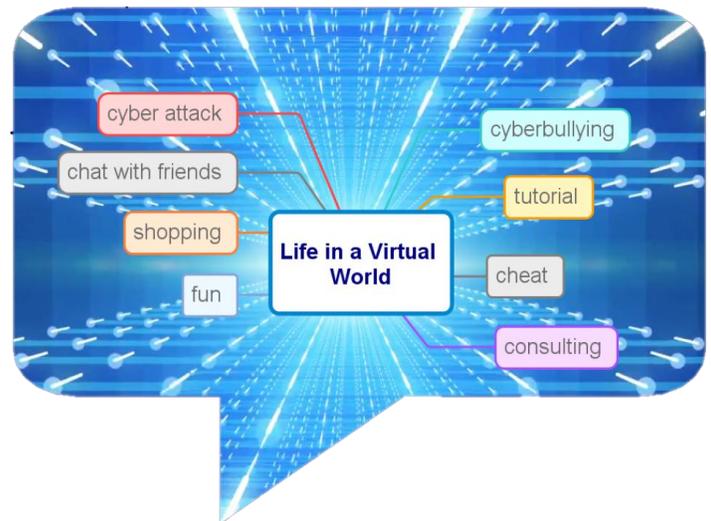
Picture 60: Rules of law

- **The sovereignty of the people** - Citizens whose interests and needs are ensured by public authority are the initial bearers of power in the state.
- **Legality** - subordination of all legal entities to legal norms.
- **Legal certainty** - expresses the stability of the rule of law, which allows the progress of state authorities in a relation to the individual.
- **Guaranteeing fundamental rights and freedoms** - guaranteed by independent courts.
- **Restricting the interference with the individual's freedom**- an individual is allowed everything that is not prohibited by law.
- **Division and control of power** – The power in the state is divided into Legislative power (Parliament), Executive Power (Government) and Judicial Power.
- **Legitimacy of state power and democracy in the work of state authorities** - public authorities are chosen in accordance with legal regulations

Unfortunately, there are places in the world without the rule of law. For example many states around the world have problems with corrupt government officials or limitation of human rights.

Activity: Give examples of states without the rule of law.

However, the absence of a firm legal order can also be seen in the virtual world. The expansion of digital technology or social media needs clear rules to function properly. Almost every social media user is also an author or publisher and a lot of them publish without respecting copyright. A large proportion of users shop through e-shops, learn through a variety of tutorials, or keep fit with exercise lessons.



Picture 61: Life in a Virtual World

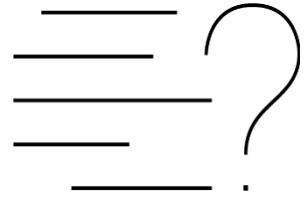
People in the virtual world are looking for friends, understanding, future partners, it's a space where they spend their free time. However, the virtual world has a great danger in the form of cyberbullying and cyber-attacks, so it is always necessary to be alert.

Activity: Based on the presented structure, create a charter of fundamental rights in the virtual world.

| |
|--|
| <p>CHARTER OF FUNDAMENTAL RIGHTS OF THE VIRTUAL WORLD</p> <p>PREAMBLE</p> <p>TITLE I. Dignity</p> <p>TITLE II. Freedom</p> <p>TITLE III. Equality</p> <p>TITLE IV. Solidarity</p> <p>TITLE V. Citizens' rights</p> <p>TITLE VI. General provisions</p> |
|--|

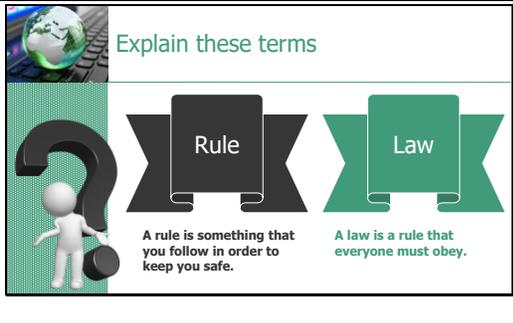
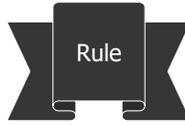
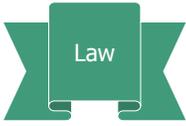
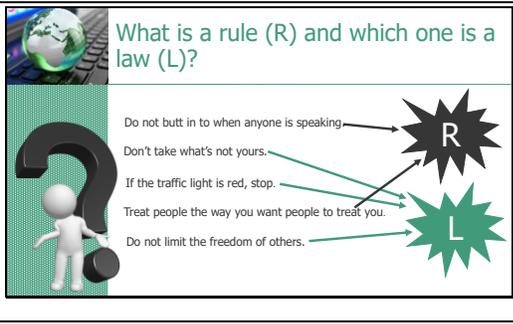
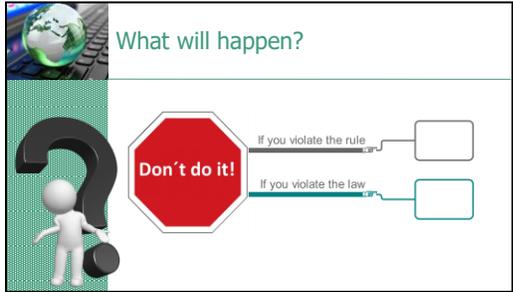
Picture 62: Charter of Fundamental rights of the virtual world

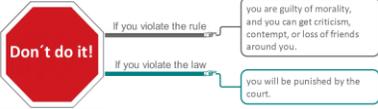
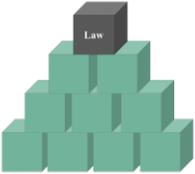
CONTROL QUESTIONS



1. *Explain the difference between the concepts of rule and law.*
A rule is something that you follow in order to keep you safe.
A law is a rule that everyone must obey.
2. *What rights do you think it is necessary to respect in order to avoid chaos in the world?* All human rights.
3. *What rights are often violated?* The right to opinion, the right to privacy, the right to liberty etc.
4. *What rights should we respect in the virtual world?* All rights that a person also has in the real world (identity, safety, freedom of speech etc.).
5. *If there was a Digital Citizenship Education course, what would it be taught?* Digital rights and responsibilities, new social and civic competences, online safety, cyber bullying etc.

ELECTRONIC VERSION

| SLIDES | NOTES |
|--|-------|
|  <p style="text-align: center;">Democracy, justice, fairness</p> <p style="text-align: center;">Rules of law</p> | |
|  <p style="text-align: center;">Explain these terms</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Rule</p> <p>A rule is something that you follow in order to keep you safe.</p> </div> <div style="text-align: center;">  <p>Law</p> <p>A law is a rule that everyone must obey.</p> </div> </div> | |
|  <p style="text-align: center;">What is a rule (R) and which one is a law (L)?</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">  </div> <div style="width: 65%;"> <p>Do not butt in to when anyone is speaking → R</p> <p>Don't take what's not yours. → R</p> <p>If the traffic light is red, stop. → R</p> <p>Treat people the way you want people to treat you. → L</p> <p>Do not limit the freedom of others. → L</p> </div> </div> | |
|  <p style="text-align: center;">What will happen?</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;">  <div style="margin-left: 10px;"> <p>If you violate the rule <input type="text"/></p> <p>If you violate the law <input type="text"/></p> </div> </div> </div> | |

| | |
|--|--|
|  <p>What will happen?</p>   | |
|  <p>Which pillars do you think keep the law at the top of the pyramid?</p>   | |
|  <p>Complete the principles that should be accepted in the development of legal standards</p>   | |
|  <p>Complete the principles that should be accepted in the development of legal standards</p>   | |
|  <p>Give example of states without the rule of law.</p>   | |

What brings us life in the virtual world?

Life in a Virtual World

What brings us life in the virtual world?

Life in a Virtual World

- cyber attack
- chat with friends
- shopping
- fun
- cyberbullying
- tutorial
- cheat
- consulting

Based on the presented structure, create a charter of fundamental rights in the virtual world

CHARTER OF FUNDAMENTAL RIGHTS OF THE VIRTUAL WORLD

PREAMBLE

TITLE I. : Dignity

TITLE II. : Freedom

TITLE III. : Equality

TITLE IV. : Solidarity

TITLE V. : Citizen's rights

TITLE VI. : General provisions

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need the teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. What are the Rules?

- a) code of ethics
- b) type of law that we must obey
- c) **guidelines for appropriate behaviour**

2. What are Laws?

- a) code of ethics
- b) **rule that we must obey**
- c) guidelines for appropriate behaviour

3. Which statement is true:

- a) **if you violate the rule, you can lose friends around you**
- b) if you violate the rule, you will be punished by the court
- c) if you violate the law, you only get criticism

4. To qualify a state as legal, it:

- a) it must have high number of lawyer
- b) **it must enforce the rule of law**
- c) the head of the state must be a lawyer

5. The relationship between citizens and the state should be based on the rule:

- a) Citizens can do everything that the laws explicitly allow them to do.
- b) The state can only do what is not explicitly prohibited by the law.
- c) **Obligations can only be imposed by the law.**

6. What is not typical for the rule of law:

- a) the sovereignty of the people
- b) the individual's freedom
- c) **high number of law faculties**

7. Division of power means:

- a) **the division into legislative, executive and judicial**
- b) the existence of parliament
- c) the possibility of free elections

8. The sovereignty of the people means:

- a) **citizens are the initial bearers of power in the state**
- b) citizens are always right.
- c) citizens must always be well.

9. To ensure a democratic rule of law, the following must apply:

- a) the law is superior to the executive
- b) the courts are superior to the law and the executive
- c) **all three branches of power are equal**

10. Which statement about the virtual world is not true?

- a) in a virtual environment we can communicate with our friends
- b) **spending our time in the virtual world is always safe**
- c) we often connect the virtual world with real life, buy online, educate ourselves, etc.

TRUE – OR – FALSE SENTENCES

1. All Laws are Rules. **TRUE**
2. All Rules are Laws. **FALSE**
3. The state should always be bound by the law. **TRUE**
4. We can be in danger in the virtual world. **TRUE**
5. Each state can be classified as legal. **FALSE**
6. Laws are mandatory, rules may be optional. **TRUE**
7. Rules are guidelines for appropriate behaviour. **TRUE**
8. Laws are needed in every society or country to promote and keep order. **TRUE**
9. If you violate the rule, you will be punished by the court. **FALSE**
10. The virtual world needs no rules. **FALSE**

OPEN – END QUESTIONS

1. Explain the difference between the concepts of rule and law. (*A rule is something that you follow in order to keep you safe. A law is a rule that everyone must obey.*)
2. What rights do you think it is necessary to respect in order to avoid chaos in the world? (*All human rights.*)
3. What rights are often violated? (*The right to opinion, the right to privacy, the right to liberty etc.*)
4. What rights should we respect in the virtual world? (*All rights that a person also has in the real world (identity, safety, freedom of speech etc.).*)
5. If there was a Digital Citizenship Education course, what would it be taught? (*Digital rights and responsibilities, new social and civic competences, online safety, cyber bullying etc.*)

OPEN – END SENTENCES

1. The functioning of a democratic state is conditioned by the existence of a ... (*legal order*).
2. The role of each state is to define the relationship between the citizen and the state through the right and to promote ... (*the rule of law*).
3. The state is bound by the law and should always serve ... (*the citizens*).
4. The main principle of the rule of law is ... (*equality before the law*).
5. The expansion of digital technology or social media needs ... (*clear rules*).

METHODOLOGY REMARKS

1. The main target of this module is for the students to understand what the rule of law is, what rules should define the relationship between a citizen and the state, what principles we should think about in law-making, and that we must not forget the rules that should apply in the virtual world.
2. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the module.
3. Teachers are encouraged to use non-standard, innovative methods in teaching the present module. Upon the choice of the teachers, such methods may be: warm up, unfinished sentence method, brainstorming, discussion.

Specific remarks for the electronic version

1. Electronic version of the module is in pptx.
2. Slides follow the written version but do not fully overlap; and therefore, combination of the frontal teaching using the electronic version may become very effective.
3. In most cases, the images do not contain an answer as they are exercises based on the pupils' creative activity.
4. The electronic version may also contain tailor-made, a simple animation tool too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the module. Evaluation depends on the rules of the given school and teacher of course, but we suggest minimum **25 good answers out of 30 possible is a mark A-**
2. Smartphone tasks may replace homework (i.e., may be used instead of the homework given in the Textbook).
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|---|---|
| Level/Grade: | 9 – 12 th |
| Title: | DEMOCRACY – CHECKS AND BALANCES |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> ● clarify the notion of rule, law and the rule of law; ● realize the importance of the rule of law; ● state the rules on which the relationship between a citizen and the state should be based; ● list the pillars that maintain the rule of law at the top of the pyramid; ● set out principles that help to create a fair and comprehensible structure of legal standards; ● attempt to establish a charter of fundamental rights in the virtual world. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● the rule of law ● the principles of fair and comprehensible structure of legislation ● a charter of fundamental rights in the virtual world |

PART II: Description of the lesson

Activity one: Warm up

Procedure: Teacher greets the class and inquires about the Ss' mood;

To prepare the students for topics.

Brainstorming: Brainstorm and write 10 words that come to mind when you think of the word "law".

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 3 min.

Activity two: Rules and laws

Procedure: Students in pairs try to find definitions of the terms rule and law. After they attempt to assign which of these descriptions fulfils the principles of the rule definition, and which of them is the law. Finally, they clarify what happens when we break the rule and what happens when we break the law.

Interaction: T-Ss, Ss-Ss, Ss –T

Time to be allocated: 10 min.

Activity three: Pillars maintaining the rule of law

Procedure: Students in pairs or groups try to find pillars that help shape the rule of law.

Interaction: T-Ss, Ss-Ss, Ss –T

Time to be allocated: 8 min.

Activity four: Principles of legal standards

Procedure: Students set out the principles that should be accepted when developing legal standards.

Interaction: T-Ss, Ss –T

Time to be allocated: 8 min.

Activity five: (non) legal state

Procedure: Students state a state that cannot be described as a legal state.

Interaction: T-Ss, Ss –T

Time to be allocated: 3 min.

Activity six: Life in a virtual world

Procedure: Students present ways in which we can live our lives in a virtual world.

Interaction: T-Ss, Ss –T

Time to be allocated: 3 min.

Activity seven or homework: A charter of fundamental rights in the virtual world

Procedure: Students try to formulate a charter of fundamental rights that should apply in the virtual world.

Time to be allocated: 9 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brainstorming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but in two or even three, according to the time demand of the given non-standard methodology and activity of the pupils.

USED AND RECOMMENDED SOURCES

- DAVID, Roman. *Politologie: základy společenských věd*. 5., přeprac. a rozš. vyd. Olomouc: Nakladatelství Olomouc, 2003. ISBN 80-7182-162-4.

IX. APPENDIX 1

CSR (CORPORATE-CITIZENS'-COMMUNITY) SOCIAL RESPONSIBILITY

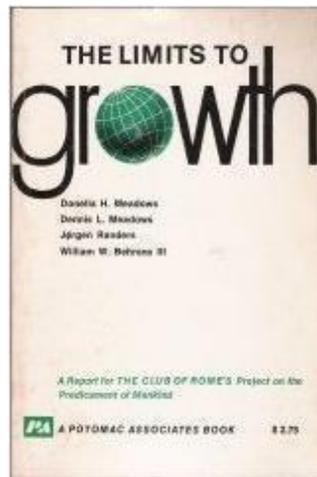
CORPORATE / CITIZENS / COMMUNITY SOCIAL RESPONSIBILITY

In the classical first half of the last century, the main and only task was to make a profit (Milton Friedman said: "Maximising profit is the corporation's only purpose"). Although it was debated, that rule reigned for a long time. True, others like the author of the Maslow diagram, formulated other tasks for a corporation also:

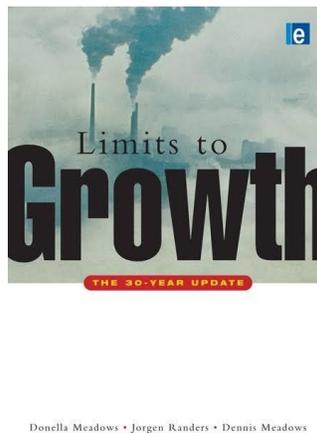


Picture 63: Purpose of the corporation (ROI = Return on Investment)

Still, entries like „customer satisfaction” or „employee satisfaction” or „innovation structure” still belong to the „internal” corporate issues. The first impulse to turn „outside”, i.e. to consider that a corporation may have other responsibilities than just profit maximisation; to consider that a corporation does not work in a vacuum but amidst of a smaller or bigger society – i.e., the corporation and the community inevitably interfere, influence each other – came in the time when the ecologists started to worry about the pollution of the environment. It was one of the main issues in the world-famous book of „Limits to Growth” by Donella H. Meadows at all, published in 1972. In their book, the authors analysed global tendencies in energy, in food, in different minerals and materials – and also regarding the pollution of the environment.



Picture 64: The famous „Limits to Growth”



Picture 65: „Limits to Growth” and its 30-year update

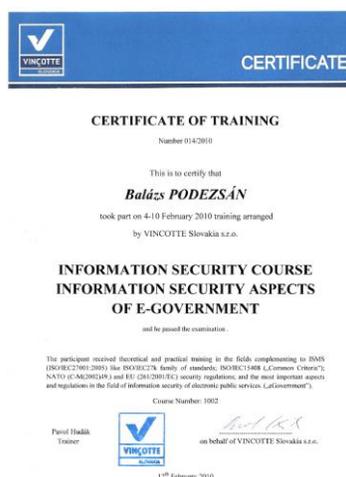
This was one of the most important and influencing books in the second half of the last century in the world and it initiated a look at corporations beyond their physical limits too. Soon, scientists were in agreement that a company (In American English: a corporation) must have other responsibilities beyond the purely economic issues, i.e. profit maximisation. Scientists came to a consensus opinion that in general, a company should have four general responsibilities.



Picture 66: The four responsibilities of a corporation (company)

As is usual in the scientific world, scientists started to define what responsibility might mean and content what. It was agreed upon upfront, that the basic, underlying responsibility is profit maximisation (“economic responsibilities”) and soon to an agreement regarding the contents of the other three as well. As scientists came to a consensus opinion, practices, contents, approaches and procedures started to be similar all over the world. Uniformisation of the approach and contents mean standardisation and the international organisation for that started its uniformisation activities. ISO (International Standard Organisation) soon proposed an international standard for CSR (Corporate Social Responsibility) and at the end and after long preparatory work, the international standard ISO 26000:2010 appeared. When an international standard appears, countries decide if they adapt the given ISO standard. If so, it becomes a national standard as well. ISO 26000:2010 (in short: ISO26000) has been adopted in more than 100 countries in the world till now. That means that the vast majority of the world economy units agree now on its principles.

There are a great many international standards. Since the contents are known and adopted from Alaska to New Zealand, all companies know what it means “our company secures quality according to the ISO9000 standard”. To prove that, service companies exist that are entitled (accredited) to audit the company and sign, “yes, they follow the ISO9000 rules”. Accordingly, it is possible to audit a company in accordance with the international standard. Practically all big companies of the world have adopted that standard, i.e. its concept, approach and contents. The compliance of their activities is regularly controlled by auditors; who in turn must regularly train themselves in the new versions of the chosen international standard. Without regular such training, the auditor loses its authority to do audits.



Picture 67: A certificate about an auditor’s training in information security

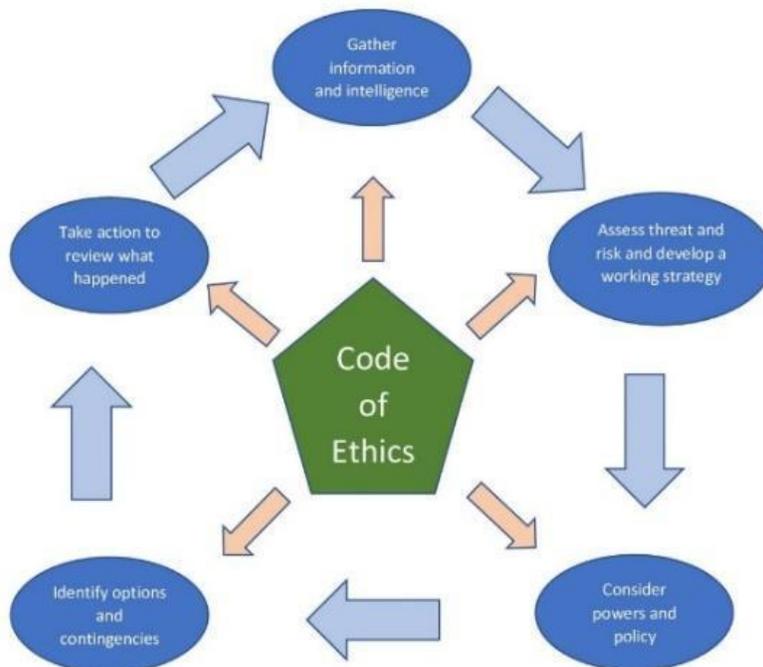
In the CSR international standard, economic and legal requirements were obvious. Absolutely new are the ethical responsibilities and the philanthropic responsibilities, which clearly turn the attention of the company (corporation) to the outside world: they clearly indicate that “profit at all cost” is not valid for a decent, responsible company since there are other responsibilities also a corporation must meet. So, the famous saying “all is fair in love and war” (and in fight for profit) does not hold.

ETHICS

Ethics is an interesting aspect. Ethics seeks to resolve questions of human morality by defining concepts such as good and evil, right and wrong, virtue and vice, justice and crime.⁴⁴

It is true that “human ethics” does exist and it holds for the whole of mankind but in fact, ethical rules are set by the given community. Therefore, it may well be that what is ethical in one community is not ethical in another. (In the cannibals’ society, eating humans was a normal ethical action). Since earlier, in the ancient times, in the Hebrew and Greek culture, ethics had a divine origin, so ethics was regarded of higher and overwhelming value than the legal system. (In Sophocle’s *Antigone*, in spite of the king’s order (=law), Antigone buries her brother because “it is the ethical order of Gods” – even if she was sentenced to death for her action.)

There is no law for ethics, but a code of ethics exists in many communities.



Picture 68: Code of Ethics

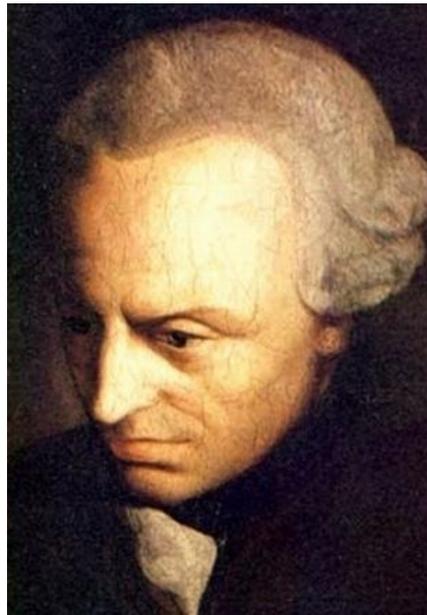
⁴⁴ <https://en.wikipedia.org/wiki/Ethics>

Code of ethics

In most of the cases, there is no written rule for ethics. It is “felt”, it is “understood” but no rules are written. (Sometimes, books called “Code of conduct in the society” do appear on the shelves of bookstores. They are different from the ethics but still quite a lot of things are referred to there also.) Since there is no law regulating the ethics, ethical behaviour cannot be enforced. The only force is the opinion of the society – but sometimes it is a stronger force than law, especially in smaller societies.

The overwhelming power of ethics over a legal system was discussed by many philosophers. Notably, Immanuel Kant, the famous German philosopher (1724-1804) called the ethical rules as “categorical imperative” – i.e. an ethical order which is stronger than anything else.

Ethical aspect holds for all CSR: for Citizens’, for Corporate and also for Community Social Responsibility. Here also, ethical rules are not enforceable and in some opinion, that is the reason why they are stronger. (They say ethical rules, honesty and the community opinion are the enforcing forces).



Picture 69: Immanuel Kant

Immanuel Cant

Ethics is usually built as follows:

1. The citizen/Corporate/Community fixes its **values**;
2. Based on the value, **principles** are set;
3. Based on the principles, **practice** follows them.

I.e., the sequence: **ETHICAL VALUES > ETHICAL PRINCIPLES > ETHICAL PRACTICE**

It is important to note that **it is possible to learn ethics but impossible to teach**. “Teach” is possible by example only; children learn what is ethical by simply watching how the family and bigger community behave. Therefore, some kids think it is “ethical” (it is normal) to curse while other kids do not even understand what the other kid says. One of the greatest books about ethics is the Bible; notably also the Old Testament. It also underlines that ethics is given by God and therefore, it is superior to the law. A very special issue of ethics is the so-called “theodicea”, i.e., the “morality, the rightfulness of God”: if God is good, from whom are the problems in the world...?! One of the greatest of all books in the Old Testament about ethics (and theodicea) is the “Book of Job” (Hiob). We read there that there are two “orders” in the world: physical order and ethical order and while physical order is “in order”, the ethical order is far-far behind. It claims that mankind has almost unlimited opportunities regarding scientific and technology but the ethical reality is far behind. As if the Book of Job is about or days, about the Digital Era... Since the Internet’s virtual world, virtual reality makes people “anonymous”, it makes ethics and morals also much looser. (We can “chat” with others even naked or while eating, which we would never do in reality.) So, one of the dangers Digital Era puts is getting ethics and moral looser.



Picture 70: Ilya Repin: Job and his friends

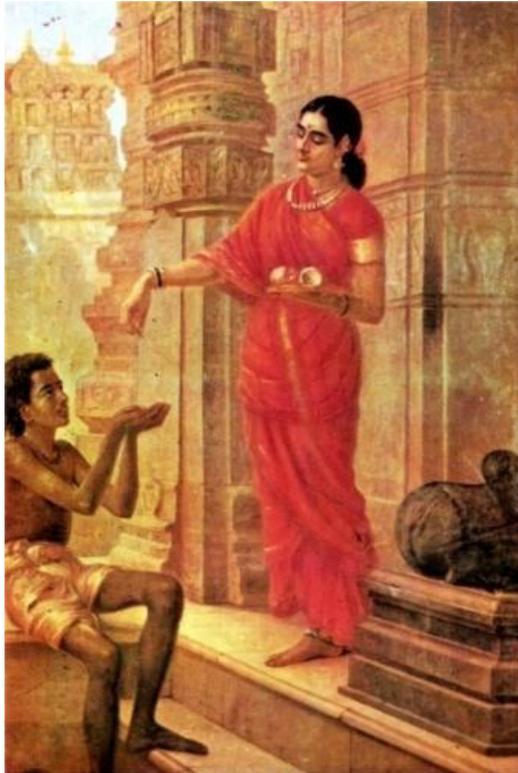
PHILANTHROPY

Philanthropy means the love of humanity. A conventional modern definition is "private initiatives, for the public good, focusing on quality of life", which combines an original humanistic tradition with a social scientific aspect developed in the 20th century. The definition also serves to contrast philanthropy with business endeavours, which are private initiatives for private good, e.g., focusing on material gain, and with government endeavours, which are public initiatives for public good, e.g., focusing on provision of public services. A person who practices philanthropy is called a philanthropist. Philanthropy has distinguishing characteristics separate from charity; not all charity is philanthropy, or vice versa, though there is a recognized degree of overlap in practice. A difference commonly cited is that charity aims to relieve the pain of a particular social problem, whereas philanthropy attempts to address the root cause of the problem—the

difference between the proverbial gift of a fish to a hungry person, versus teaching them how to fish.⁴⁵

CHARITY

The practice of **charity** means the voluntary giving of help to those in need, as a humanitarian act.⁴⁶



Picture 71: A Hindu woman in charity action

Philanthropy and charity are even more in contradiction with the original “profit at all cost” approach: while ethics does not necessarily decrease profit, philanthropy and charity definitely does. Still, it is a clear sign that the corporation (and also the citizen or the community) realises: they do not live in a vacuum and they have responsibility for the surrounding world. It is important to know: philanthropy or charity is never an obligatory action. He, who can, helps; he, who cannot, does not. No prescriptions, no rules, no expectations, no obligatory actions. Very often the philanthropist or the charitable

⁴⁵ <https://en.wikipedia.org/wiki/Philanthropy>

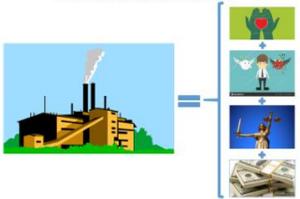
⁴⁶ <https://en.wikipedia.org/wiki/Charity>

person/corporation/community follows the Latin saying: “Hodeas mihi, cras tibi”. I.e., what happens to me today may happen to you tomorrow, or vice versa: in what need you are in today, I may fall into similar need tomorrow.”

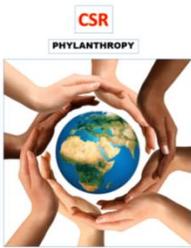
Therefore, CSR is a real sign of ethical and humanitarian responsibility to help those in need. And even if it originated as an action for the corporations; it also goes for the citizens and also for the communities – smaller or bigger.

ELECTRONIC VERSION

| SLIDES | NOTES |
|--|-------|
| <p>APPENDIX</p>  <p>CSR</p> <p>CORPORATE CITIZENS COMMUNITY } SOCIAL RESPONSIBILITY</p> | |
| <p>CSR</p> <p>CORPORATE SOCIAL RESPONSIBILITY</p>   | |
| <p>CSR</p> <p>CORPORATE SOCIAL RESPONSIBILITY</p>   | |
| <p>CSR</p> <p>CORPORATE SOCIAL RESPONSIBILITY</p>   | |
| <p>CSR</p> <p>CORPORATE SOCIAL RESPONSIBILITY</p>   | |

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| <p style="text-align: center;">CSR </p> <p style="text-align: center;">CORPORATE SOCIAL RESPONSIBILITY</p> <div style="text-align: center;">  </div> | |
| <p style="text-align: center;">CSR </p> <p style="text-align: center;">CORPORATE/CITIZENS/COMMUNITY'S SOCIAL RESPONSIBILITY</p> <div style="text-align: center;">  </div> | |
| <p style="text-align: center;">CSR </p> <p style="text-align: center;">CORPORATE SOCIAL RESPONSIBILITY</p> <div style="text-align: center;">  </div> | |
| <p style="text-align: center;">CSR </p> <p style="text-align: center;">CORPORATE SOCIAL RESPONSIBILITY</p> <div style="text-align: center;">  </div> | |
| <p style="text-align: center;">CSR </p> <div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p>CORPORATE</p> <p>CITIZENS</p> <p>COMMUNITY</p> </div> <div style="margin-right: 20px;"> <p>SOCIAL RESPONSIBILITY</p> </div> <div style="display: flex; flex-direction: column; align-items: center;">  <p style="writing-mode: vertical-rl; transform: rotate(180deg);">PHILANTHROPY</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">ETHICS</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEGAL</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">ECONOMY</p> </div> </div> | |

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|  <p>CSR ETHICS</p> <p>ERASMUS+ Project 101018181</p> | |
|  <p>CSR ETHICS</p> <p>ERASMUS+ Project 101018181</p> | |
|  <p>CSR ETHICS</p> <p>ERASMUS+ Project 101018181</p> | |
|  <p>CSR ETHICS</p> <p>ERASMUS+ Project 101018181</p> | |
|  <p>CSR ETHICS</p> <p>ERASMUS+ Project 101018181</p> | |

| | |
|---|--|
|  <p>CSR PHYLANTHROPY</p> <p>ERASMUS+ ERASMUS+ ERASMUS+ ERASMUS+</p> | |
|  <p>CSR PHYLANTHROPY</p> <p>ERASMUS+ ERASMUS+ ERASMUS+ ERASMUS+</p> <p><i>No one has ever become poor by</i> GIVING</p> | |
|  <p>CSR PHYLANTHROPY</p> <p>ERASMUS+ ERASMUS+ ERASMUS+ ERASMUS+</p> | |
|  <p>CSR PHYLANTHROPY</p> <p>ERASMUS+ ERASMUS+ ERASMUS+ ERASMUS+</p> <p>VOLUNTEER DONATION BOX</p> | |
|  <p>CSR PHYLANTHROPY</p> <p>ERASMUS+ ERASMUS+ ERASMUS+ ERASMUS+</p> <p>DONATION DONATE LOVE</p> | |

SMARTPHONE VERSION

INTRODUCTORY REMARKS

1. For the multiple-choice questions, the answer printed in bold is the only correct one. The same goes for TRUE – FALSE sentences: only the marked option is correct. Questions are based on the control questions given in the Textbook.
2. For open-end sentences and questions, other answers formulated differently may also be correct; the teacher will decide if to accept it or not. So, while multiple-choice questions and TRUE – FALSE sentences can be evaluated automatically, open-end tasks need teacher's evaluation.
3. All questions and tasks can be solved on the basis of the Textbook.
4. See instructions regarding Socrative.com in the Appendix.

MULTIPLE CHOICE QUESTIONS

1. **What was originally CSR?**
 - a) Chief Regular Surgeon
 - b) Conception Regional Supply
 - c) **Corporate Social Responsibility**
 - d) Chad Regular Supplement
 - e) Chinese Reactor Support

2. **What was originally thought to be the only aim of a corporation?**
 - a) Produce bread
 - b) Provide job for workers
 - c) Repair airplanes
 - d) **Produce profit at any cost**
 - e) Give donations

3. Why did corporations start to look beyond their own gates?

- a) because people came through them
- b) **because pollution went beyond the boundaries of the company**
- c) because a flood came in
- d) because a hurricane hit the gates
- e) because cars parked there

4. What other responsibilities were identified in CSR?

- a) there were no other responsibilities identified
- b) work safety, nothing more
- c) paying higher salaries to the workers
- d) minimising the profit
- e) **legal, ethical and philanthropic responsibilities**

5. What is ISO?

- a) **International Standard Organisation**
- b) Indian Sees Opportunity
- c) International Seafood Origin
- d) Internal Standard Occupation
- e) there is no such acronym as ISO

6. What are the legal responsibilities of a company?

- a) to make as much profit as possible
- b) to have many lawyers
- c) **to obey and follow the legal regulations**
- d) to write a lot of books
- e) There are no legal responsibilities for a company

7. What are the ethical responsibilities of a citizen?

- a) to work for more money
- b) to work for less money
- c) to work for no money
- d) **to follow ethical rules of the society**
- e) there are no ethical responsibilities for the citizens

8. What is ethics?

- a) **rules of good and right behaviour in the society**
- b) rules of the soccer match
- c) rules of aircraft repair
- d) rules to pay the bill in the shop
- e) rules to bake bread

9. What is philanthropy?

- a) it is a new branch of anthropology
- b) it is about how to work
- c) it is the rules of basketball
- d) it is the rules of behaviour in the school
- e) **it is voluntary donation and help to those in need**

10. What is a donation?

- a) **voluntary help to those in need**
- b) it is the rules between nations
- c) it is how to cook donuts
- d) it is to take money from those who have
- e) it is a rule of thumb

TRUE – OR – FALSE SENTENCES

1. CSR was originally for soccer teams. **FALSE**
2. Corporations never had to produce profit. **FALSE**
3. Influence of a company goes well beyond its boundaries. **TRUE**
4. A company is responsible for more than just producing profit at any cost. **TRUE**
5. CSR was first developed for companies. **TRUE**
6. CSR cannot be extended to citizens. **FALSE**
7. CSR may be understood for communities as well. **TRUE**
8. Ethics is not an issue for companies. **FALSE**
9. Philanthropy may be understood for citizens and societies as well. **TRUE**
10. CSR is not only for companies but for citizens and communities as well. **TRUE**

OPEN – END QUESTIONS

1. What is CSR? (*Originally, Corporate Social Responsibility.*)
2. Is there an international standard for CSR? (*Yes, the ISO26000*)
3. What is ethics? (*Rules in a society about what is regarded right or wrong*)
4. What are superior, ethical or legal rules? (*Ethical*)
5. What is philanthropy? (*voluntary help for those in need*)

OPEN – END SENTENCES

1. Corporations are responsible not only for ... (*profit*).
2. Citizens must do everything possible to find a job in order ... (*to cover their own expenses plus those of the children*).
3. Donations are necessary because ... (*there are people in need*).
4. Donation is possible only if ... (*the donator can afford it*).
5. Legal regulations are always written, but ethical ones ... (*usually not: it is the expectations of the society*).

METHODOLOGY REMARKS

1. The main target of this Appendix is for the pupils to understand what CSR is.
2. The theme of the module seems rather theoretical; it is important that the teacher always gives concrete examples for the theoretical aspects.
3. The concept of CSR is of general rule of behaviour; not only for companies but also for citizens and communities as well. Pupils should fully understand what ethical responsibility is and why it is in danger in the Digital Era.
4. Understanding of the notion „ethics” and „philanthropy” are general terms also: it is important that pupils understand that they must be active and energetic for those two responsibilities too.
5. Textbook materials and TSM help teachers in classical, frontal teaching. However, frontal teaching may be combined with the use of the electronic version of the Appendix.
6. Teachers are encouraged to use non-standard, innovative methods in teaching the present material. Upon the choice of the teachers, such methods may be:
 - a) Small lectures presented by the pupils. Small lectures may be around 5...10 minutes each. The following themes are proposed for the pupil's minilecture: What is CSR? Why is it important? Why CSR may be understood for citizens as well? Give examples of people's actions following CSR. What is ethics? Why is it important in a society? Describe actions and purpose of donations. Explain the use of them.
 - b) Debates or brainstorming over some concepts. The following themes are proposed for debates or brainstorming: Why ethics is regarded superior to the law? Is it good or not to be charitable? Does our society follow the CSR rules? How?

If the teacher decides to do brainstorming, pupils should be prepared about the rules and procedure during the brainstorming. For support, look at <https://blog.aweber.com/email-marketing/10-rules-for-mind-blowing-content-brainstorming-sessions.htm>.

For innovative teaching ideas look at <https://www.edsys.in/16-innovative-ideas-make-teaching-methods-effective/>

Specific remarks for the electronic version

1. The Electronic version of the Appendix is in pptx.
2. Slides are rather theoretical; the teacher must talk about them and explain what they show. Slides No 11, 13 and 14 may be used for brainstorming.
3. The electronic version may also contain tailor-made, a simple animation tool prepared by the teacher too, where the sequence timing of the slides is regulated by the teachers. Preparation of the theme-oriented animation slides is the task of the teacher, who also has to choose the proper, simple idea (concept) to be presented.
4. If embarking on ICT-aided teaching, teachers may use the following YouTube presentations too:
 - https://www.youtube.com/watch?v=E0NkGtNU_9w (CSR, 10'57")
 - <https://www.youtube.com/watch?v=Milv5u59qPs> (CSR, 2'29")
 - <https://www.youtube.com/watch?v=xlyDmPNDDsg> (CSR and ethics, 4'54")
 - <https://www.youtube.com/watch?v=WcR-V3vdhG8> (CSR in Coca Cola; 3'09")
 - <https://www.youtube.com/watch?v=1WG20YAef6Q> (Charity and Mother Teresa; 3'49")

For use of YouTube materials, a fast internet connection is needed.

Specific remarks for smartphone version

1. There are thirty different tasks (questions, open-end sentences, etc.) They cover the whole material of the Appendix. Evaluation depends on the rules of the given school and teacher of course, but we suggest minimum **25 good answers out of 30 possible is a mark A-**
2. Smartphone tasks may replace homework.
3. SOCRATIVE allows using the given questions as homework, as a competition or as a support for class work. If it is used in the class work, the class plan below must be adjusted accordingly.
4. The teacher is free to create any amount of additional tasks for smartphone use.
5. Other possibilities of SOCRATIVE are described in the Appendix SOCRATIVE.
6. Teachers are encouraged to use the smartphone version extensively. Experience shows that forbidding the use of smartphones in the classroom is simply counterproductive; and if the teacher uses a smartphone, the pupils will follow him/her most enthusiastically.
7. Solutions proposed for the open-end questions and open-end sentences can only be evaluated by the teacher. Suggested solutions are just a sample; good answers may be formulated in other words also.

SAMPLE CLASS PLAN

| PART I | |
|---|---|
| Level/Grade: | 9 – 12 th |
| Title: | CSR |
| Time: | 45 min. |
| Learning objectives: | <p>By the end of the lesson students will be able to realise :</p> <ul style="list-style-type: none"> ● what CSR means; ● why it is possible and desirable to extend CSR; ● which are the critically important extensions in CSR to economic issues; ● what is ethics and what it means also for citizens and communities; ● what is philanthropy and why it is important on all levels. |
| Materials needed: | Textbook, Powerpoint presentation, smart-board, projector |
| Preparation & Prerequisites: | Teacher will have previously read the Textbook and watched the electronic version (PPT). Small notes for the textbook and electronic version in the TSM will also be very useful. |
| Subject concentration | <ul style="list-style-type: none"> ● ethics ● charity ● sociology ● politics |
| PART II: Description of the lesson | |
| <p>Activity one: Warm up</p> <p>Procedure: Teacher greets the class and inquiries about the Ss' mood;</p> <p>To prepare the students for topics, teacher asks the question below and gets their opinions:</p> <ul style="list-style-type: none"> ● What are corporations for? ● What was regarded as the only target for a company? | |

- **What is profit?**

Teacher makes sure that students understand what sustainability is and what its characteristics are.

Interaction: T-Ss, Ss –T

Time to be allocated: 10 min.

Activity two: How CSR emerged?

Procedure: It can be a game. Students write their own samples for companies obtaining profit and what those companies make with it.

Interaction: T-Ss, Ss –T, Ss-Ss

Time to be allocated: 8 min.

Activity three: CSR for companies

Procedure: Students discuss why companies have other responsibilities other than profit making. As a group debate between “for-profiters” and “not only profiteers”. Teacher speaks about the reasons for the non-sustainability of life we live.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 10 min.

Activity four: CSR for citizens and communities

Procedure: Teacher introduces the question and students speak about it. Discussion points will be: the importance of ethics and philanthropy in general for the individuals (citizens) and in society.

Interaction: T-Ss, Ss-Ss

Time to be allocated: 12 min.

Activity five: Summary of the module, discussion of a possible homework

Procedure:

Teacher summarizes the main points of the module. Upon the decision of the teacher, he/she may assign students homework.

Interaction: T-Ss

Time to be allocated: 4 min.

Evaluation of class working

Time to be allocated: 1 min.

REMARKS

The presented sample class plan reflects basically the classical, frontal teaching methodology. If non-standard, innovative methodologies are used like brainstorming, group debates, student's lectures, the teacher should adjust the class plan to the time allocated to those methodologies. In such a case, the module can be taught not in one class, but two or even three, according to the time demand of the given non-standard methodology and activity of the pupils. Also, the Appendix is an integration of these kinds of CSR: Corporate, Citizens and Community. Upon the decision of the teacher, Appendix materials may be divided into two or three parts discussing the topics in one, two or three classes. If so, new class plans are to be made for each decision.

USED AND RECOMMENDED LITERATURE

- https://iso26000.info/wp-content/uploads/2016/03/GRI-G4_ISO_26000_Linkage_Report_FINAL_28JAN_2014_01.pdf
- https://en.wikipedia.org/wiki/Corporate_social_responsibility
- https://en.wikipedia.org/wiki/Business_ethics
- <https://www.investopedia.com/terms/c/corp-social-responsibility.asp>
- <https://www.investopedia.com/terms/i/international-organization-for-standardization-iso.asp>
- <https://www.iso.org/iso-26000-social-responsibility.html>
- <https://www.iso.org/standard/42546.html>
- <https://www.globalreporting.org/Pages/default.aspx>
- <https://www.omicsonline.org/open-access/community-engagement-and-social-responsibility-2162-6359.1000201.php?aid=35677>
- <https://www.theglobeandmail.com/report-on-business/careers/leadership-lab/how-businesses-can-run-a-meaningful-community-engagement-program/article33873764/>
- https://en.wikipedia.org/wiki/The_Limits_to_Growth
- <https://en.wikipedia.org/wiki/Ethics>
- <https://en.wikipedia.org/wiki/Antigone>
- https://en.wikipedia.org/wiki/Immanuel_Kant
- <https://en.wikipedia.org/wiki/Philanthropy>
- [https://en.wikipedia.org/wiki/Charity_\(practice\)](https://en.wikipedia.org/wiki/Charity_(practice))
- https://en.wikipedia.org/wiki/Book_of_Job

X. APPENDIX 2

HOW TO USE SOCRATIVE.COM?

1. Socrative.com is a very effective tool to make an easy teacher-student interface between the computer of the teacher and the smartphone of the student. Smartphones must be preferably iPod or Android.
2. The teacher must make a very simple registration and choose between two options: a smaller/simpler one allowing to work with 50 students simultaneously; that option is free of charge. If the teacher wishes to work with up to 150 students at the same time, he/she will have to invest a small amount (in the order of ca 20 Euros per year). Our program is elaborated for the free option; we think 50 students are enough to handle a minimum of two classes at the same time. Further, if the teacher works in different time intervals with different groups, the number of students available to take part in the exercise may go to several hundreds. (Say, one class has a time window to solve the tasks today, the next class – tomorrow, etc. – that is enough to handle a reasonable number of connections over a week or two.). Time window is defined by the teacher; it is open for the selected group of students (up to 50 of them) till the teacher keeps the given task open on his/her computer. (The task runs on the Socrative surface; the teacher may close his/her computer in the meantime; e.g. during a homework)
3. Socrative.com is an excellent tool for individual learning and checking the knowledge level and also for making home-works and submitting them to the teacher to be evaluated. Apart from that use, it is well usable in the classroom while working with different groups, organising team competitions, etc. Further, it is also an excellent feedback device to check which part of the material is understood to what extent. („Exit control”) and it also allows you to answer questions too.

4. There are different kinds of tasks available:

a) Multiple-choice questions

Here, there are several answers provided to the question and the student chooses which of the options is right. Socrative evaluates the answer automatically.

Questions and answer options are elaborated by the teacher; and one or several of the offered answer options may be right. In SOCIRES, we elaborated questions with one right answer only. Upon wish, the teacher may add even explanation to the option(s) too. In SOCIRES, we did not give explanations; they are available studying the relevant topics of the Textbook.

Each Module of each Topic is controlled by a 10-question multiple-choice set.

b) True-or-false sentences

Here, students must decide if the given short expression (sentence) is true or not. The answer is again evaluated automatically.

In SOCIRES, 10 'True-or False' sentences have been elaborated for each Module of each Topic.

c) Open-end sentences

Here, the student must end the sentences so that the sentences are correct. In difference to the options a. and b. above, open-end questions and/or sentences cannot be evaluated automatically; evaluation is done by the teacher. (There may be several, equally correct solutions, where simply the wording is different)

In SOCIRES, we provide here two options: five open-end sentences to be ended and five open-end questions to be answered.

d) "Space race"

It is the combination of a. and/or b. above, but here the speed of the good solution is also important.

In SOCIRES, both multiple-choice questions and/or 'True-or-False' tasks can be used as Space Race.

e) “Exit ticket”

It helps define which part of the actual material is understood to what extent. However, it may even be used for the evaluation of the teacher’s class work by the students. Questions may be put in written or also orally. Upon wish, even a vote for the classroom materials (and/or for the classroom work of the teacher...!) can be organised.

There are additional options (modification) in each of the above possibilities: for example, the given five options in the ‘multiple-choice questions’ (and the questions themselves - may be put at random sequence by the teacher’s computer, allowing thus to use it as a control work in the classroom avoiding copying the answer from the neighbour. Random-order tasks are very useful in the classroom. Additionally, a student (or a students’ team) may or may not get an immediate feedback about the correctness of the chosen option – it thus can be fit to the specific methodology the teacher has chosen for the given particular class work.

A teacher is allowed to elaborate any amount of additional materials. A code is generated to each of such materials and using that code, the teacher may share it with other follow teachers. Similarly, a material can be easily imported by the teacher if he/she wishes so and the author agrees to. In such a way, teachers-members of the Socratic family can have access to immense amounts of tasks elaborated by others and can offer their materials for others to use.

Socratic offers several other options and possibilities. Please consult descriptions and other support materials. There are a number of tutorials on different languages on YouTube; the list of some English tutorials will be given at the end of this description.

1. Upon registration, the teacher will get a registration number. „The class’ is understood as those persons the teacher shares his/her code with. In the basic option, the number of those having the code cannot be more than 50 at a time –

but within fifty, no limitation exists on the location of his/her 'class members' upon wish, it may be persons from fifty different countries too.

2. Common work starts from the 'Start' sign of the teacher and finishes as the teacher clicks on 'Finish'. The timeframe may be agreed upon preliminarily too, providing opportunity to handle several times 50 'classroom members' also. Combining this possibility with the above options, national and/or international competitions may also be organised easily.
3. The teacher works in the Socrative with his/her computer while the students – with their smartphones. However, nothing prevents the teacher from using his/her smartphone as well – in such cases, the teacher is the 'manager' with his/her computer but also a 'team member' with his/her smartphone too. That dichotomy allows the teacher to construct specific role playing and other methodological tricks too.
4. For the teacher to be able 'to run the show', he/she must simply register only. Similarly, a student can participate in the work if he/she has downloaded 'Socrative' app from his usual app store (e.g. from play.google.com). Having had the app downloaded and having got the teacher's number (a 'classroom number'), a student may try to enter into the classroom. However, entering is possible only, when the teacher has clicked on the 'Start' for a given task.
5. Socrative is an excellent and very effective tool for individual learning. However, it can be used for teamwork too. (Teacher may assign any task to be discussed by a given team and give the answer after the discussion as the team decision)

6. You can find tutorials in English at the following addresses:

- <https://www.youtube.com/watch?v=nC-Nhpf0Efw>
- <https://www.youtube.com/watch?v=Wlnl1f-Q1JM>
- <https://www.youtube.com/watch?v=LPkqFxFxWHG4M>
- <https://www.youtube.com/watch?v=OsEUBbm-tKg>
- <https://www.youtube.com/watch?v=byK8l6WUX3Q>
- <https://www.youtube.com/watch?v=R-4WCq4RZPs>
- <https://www.youtube.com/watch?v=bl1BBx15RR0>
- https://www.youtube.com/watch?v=6H-IM_SLYPg

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- Picture 24: <https://destinysodyssey.com/wp-content/uploads/2014/10/Four-quadrants-names.jpg> [cited 01. 07. 2021]
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