

# HOW TO DEVELOP DIGITAL CITIZENSHIP EDUCATION? – A WORKSHOP FOR FOREIGN LANGUAGE EDUCATORS

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## Abstract

Digital Citizenship Education (DCE) has emerged as an international priority. As a result, we aim to propose a workshop on implementing teaching and learning practices and developing DCE in Foreign Language Learning (FLL) classrooms.

The workshop is an opportunity to develop the participants' digital literacy by putting in evidence the importance of oriented educational practices and the creation of unit plans and pedagogical resources for the development of DCE in FL education.

In addition, it seeks to discuss the concept of DCE and share practices, methodologies and resources to improve professionals' knowledge. The participants will be able to empower younger citizens to participate actively and responsibly in a digital society and to foster their skills of using digital technologies effectively and critically.

The workshop would consist of a 45-minute session, divided into three parts:

- a brief introduction to the concept of DCE in FLL and an overview of the activities of the workshop (10 minutes);
- group-work in which the participants analyse teaching units developed by the authors, within an Erasmus+ project, to be used in FLL classrooms for different school levels, following specific guidelines (20 minutes);
- presentation and discussion of the analysis of the teaching units by each group (15 minutes).

The workshop addresses in-service and pre-service teachers, as well as teacher trainers or researchers. It is designed in a flexible and context-sensitive way to enable participants from diverse educational contexts in different countries to attend. The number of participants should be limited to 25.

**Keywords:** *Digital citizenship, education, foreign languages, teaching, pedagogical resources.*

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## 1. Introduction

Nowadays, the constant presence of technologies everywhere presents new challenges to the education field, specifically in what teacher training is concerned. In view of this it is essential to promote and develop teachers and consequently students' digital citizenship. As languages work as bridges that take us to others and help develop democratic competences, reflection and critical thinking, as well as media literacy, the Erasmus+ project DiCE.Lang (2020-1-DE01-KA203-005712;10/2020-09/2023) aims to create new paths on educational resources, professional development and updating teachers on new frameworks about digital citizenship education in foreign language classrooms. The DiCE.Lang project was financed within the Erasmus + Key Action 2 Strategic Partnership for Higher Education: it is a three-year long project, it started in September 2020 and will end in August 2023.

The consortium is composed of five institutions: University Ludwig Maximilien of Munich (Germany), University of Limerick (Ireland), Universidade de Aveiro (Portugal), Latvijas Universitate (Latvia) and Siena Italian Studies (Italy).

The DiCE.Lang project includes 4 intellectual outputs (InO):

- 1) A Survey to be implemented within pre- and in-service teachers to evaluate their knowledge, skills and attitudes related to the teaching of DCE in FLE. Such a survey was necessary because the implementation of Digital Citizenship Education in Foreign Language Learning presents researchers with the novel challenge to develop programmes, resources and solutions that are directed at teachers for implementing DCE in subject-specific ways.
- 2) Open Educational Resources (OER) – The second intellectual output developed, piloted and evaluated by the project consortium is a set of open educational resources for DCE in FLE that can be used by teachers and educators to teach DCE for learners at all school types and for students at universities. This OER package entails two dimensions. First, there will be fifty educational resources taking the form of concrete teaching units, available in English and other European languages. Second, the project will construct and compile a digital inventory of sixty original and authentic multilingual resources for DCE in FLE (including digital texts, literature, films and digital games).
- 3) Teacher Training Package (TTP) – this third output for DCE and foreign language education includes 5 items: the one-off event within the local communities; a free online self-study course for teachers to engage them in digital literacy development; a teacher training education module available for curricula integration at university level thinking of teacher training degrees; the fourth element includes a handbook that will demonstrate in theory the possibility of implementing DCE in FLE contexts and eventually a multilingual guide which will introduce and explain the whole teacher training package. The workshop we are presenting in this conference is part of the work undertaken within this TTP, as part of the One-off event.
- 4) Policy Framework, which includes the creation of a new set of domains to be considered when looking specifically at DCE in FLE and it is structured in four phases: (1) specification of the FLE domains for DCE, (2) construction of the framework domains, (3) construction of a digital trajectory and establishment of a citizenship trajectory across all domains of the framework and (4) design of a holistic and coherent policy framework via these trajectories. The policy framework – constructed as a European policy framework – is designed to be useful for all member states, including their Ministries of Education, federal and regional educational authorities, and local school boards. Based on the policy framework, they can revisit and reconceptualize national and federal curricula as well as school syllabi by aligning DCE with FLE as educational innovation.

## 2. Design

This workshop has been structured on the basis of a previous event that took place last February, as part of the project's Intellectual Output 2. It consisted of a one-off event divided into two main parts: the first part took place online and involved two keynote speakers, major experts in the field of DCE, and the second part was organised independently in each partner country of the consortium, according to each one's availability and plans, in the form of an in-presence or online workshop open to teachers and educators in general.

Therefore, based on the structure of the previous one, this workshop would consist of a 45 minutes session, divided into three parts. There will be an introduction of 10 minutes, in which the trainers will give a short presentation on the concept of Digital Citizenship Education and will explain the activities of the workshop.

Then, the participants will be divided into groups of a maximum of 5 people. Each group will analyse a different teaching unit developed by the authors, within the above-mentioned Erasmus+ project, to be used in FLL classrooms for different school levels.

These Teaching Units were designed based on one of the 5 categories of the DiCE.Lang project: Critical Digital Literacy, Critical and Metareflective Component, Content Oriented Perspectives, Identity Oriented Component, Inter & Transcultural Perspectives on Digital Exchanges. The Teaching Units are structured in a way that can be adapted to different school contexts and teachers are able to choose from a range of activities and resources related to the topic of the unit. Participants will have specific guidelines to analyse the practices, methodologies and resources. They will have no more than 20 minutes to do it.

In the end, each group will present their comments and feedback on the teaching unit they have analysed. This activity will work as an evaluation and reflection of the workshop and will take 15 minutes, equally divided for each group. For this activity participants will use the feedback form elaborated by the consortium for the one-off event.

### **3. Objectives**

It is essential that foreign language teachers develop students' skills and abilities to act as responsible citizens online, within their rights and duties. In addition, while they promote students' competence in this area, they can also reflect on their own professional development and education practices. Thus, this workshop is an opportunity to develop the participants' digital literacy by putting in evidence the importance of oriented educational practices and the creation of unit plans and pedagogical resources for the development of digital citizenship in foreign language education and to update educators in the field of digital citizenship education.

### **4. Methods**

This workshop will follow an active methodology and cooperative learning approach, in order to develop competences and the critical thinking of the teachers enrolled. The participants are involved in an activity of reflection, by a small group discussion of the materials provided as well as by the potential experience and background to be shared together.

### *References*

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