



DigiEdu4all

DIGITAL EDUCATION FOR ALL

DIGITAL LEARNING

with

NO ONE LEFT

BEHIND

ACKNOWLEDGEMENTS

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Index

INTRODUCTION - The Project DigiEdu4All	4
PART ONE: KNOW	7
<i>Digital and Media Literacy</i>	7
1.1 The Impact of COVID-19 on Education	7
1.2 The Risk of Exclusion from a Global and Local Perspective	11
1.3 Media and Digital Literacy	18
1.4 Digital Citizenship: Principles and Tools	21
PART TWO: DESIGN	24
<i>Non-Discrimination Approach</i>	24
2.1 An Approach for Inclusion: Global Citizenship Education	24
2.2 Education between Inclusion And The Risk of Discrimination	25
2.3 8 STEPS TO BE AN INCLUSIVE DIGITAL TEACHER	29
2.4 Use of webcams and privacy	41
PART THREE: ACT	42
<i>Participation And Empowerment in Digital Space</i>	42
3.1 An Evaluation tool of inclusion: presentation	42
3.2 DigiEdu4All evaluation tool: how to use it	43
3.3 The role of parental engagement for inclusion	47
3.4 Tips for parental engagement	49

DigiEdu4All - HANDBOOK

INTRODUCTION - The Project DigiEdu4All

As a consequence of the Covid-19 pandemic, social inequality in education has evidently become one of the most challenging problems in many EU countries. It has turned out that digital teaching can even increase educational inequalities and social exclusion. This is especially felt by students who are affected or threatened by disadvantages for various reasons. We know that one of the main obstacles for pupils to meet the expectations of schools is the economical and educational background of their families, much more than their migration history. When it came to home schooling, the availability of digital devices, reliable internet and a separate space for studying, turned out to be main factors of educational progress for students.

The Erasmus+ project DigiEdu4All is focussing on how exclusion is taking place when we use digital tools in the educational sector, how this can be avoided and how all students can be addressed and included.

The project brings together 3 organisations from Austria (Südwind), Italy (ProgettoMondo Mlal) and Spain (Association Madre Coraje), experts in providing innovative tools for global citizenship education and the e-learning expert Gryd Ltd. from the UK with 4 secondary higher schools (HAK/HAS 1 Linz, BSBK Vienna, Istituto Sanmicheli Verona and Ergos Sevilla).

On the one hand, the consortium has worked on tools and pedagogical answers to reduce the negative impacts of distance learning on educational equity, but - going beyond that - it aims at perceiving digital education as an opportunity to think out of the box and to include new competencies and skills of students into the school practice and it wants to provide training and tools for teachers for a better understanding of their students' needs and talents.

Within a strategic partnership of 4 schools in Linz (AT), Vienna (AT), Verona (IT) and Sevilla (ES) in the field of higher vocational education and 3 NGOs working on Global Citizenship Education, supported by an experienced e-learning provider, the following questions have been reflected and elaborated in a 2-year process:

- What can we do to ensure that digital education opens up opportunities and does not close them?
- How can we meaningfully supplement the big efforts of schools to offer high quality education for all students?

- How can we integrate students' competencies, even if they don't fit into the regular school curriculum at first glance?
- What do we need to consider when designing lessons based on digital tools?

The objective of the project is to strengthen the digital pedagogical competencies of teachers and educators, enabling them to deliver high quality inclusive education in a setting of blended/hybrid learning situations, taking advantage of online tools and flipped classroom settings.

This learner-centred approach shall give room for participation in the whole learning process and with a strong emphasis on the empowerment and encouragement of disadvantaged learners within the educational system.

Educators and students get curated information and tools to enhance learning and improve digital literacy and the implementation and evaluation of inclusive activities for inclusive teaching.

Within the project 4 tools have been developed and provided as free open education resources on the DigiEdu4All web platform:

1. a didactical handbook Digital Learning with No One Left Behind on inclusive digital education
2. an online training course for teachers 'Strengthening Digital Readiness Giving Voice to ALL pupils'
3. a multilingual open education digital Literacy platform 'DigiEdu4All' with toolkits and a lesson creator that provide educators and students with curated information and tools to enhance learning and improve digital literacy across Europe
4. a toolkit to evaluate the inclusiveness of digital and blended teaching units based on methodologies consistent with Global Education, composed by a manual for teachers and educators on how to evaluate inclusiveness and a web app 'digital glasses' to test the evaluation tools and to foster its application by teachers.

These guidelines aim to help teachers and educators in developing inclusive educational activities with their students. It is structured in three parts:

- Part 1: **Know**

It gives a glance to the social and pedagogical framework we have been using in these past years due to the Covid-19 emergency. It analyses the risks of exclusion in education and the role of digitalisation in this new era.

- Part 2: **Design**

In this chapter we try to find an answer on how to promote inclusion in education. Global Citizenship Education is an approach that works for inclusion. This part presents 8 steps with specific examples of activities to become a digital inclusive teacher.

- Part 3: **Act**

In this section you will find an evaluation tool of inclusion plus how to use it. A specific focus lies on the reinforcement of parental engagement.

PART ONE: KNOW

Digital and Media Literacy

1.1 The Impact of COVID-19 on Education

8 numbers of the impact of COVID-19 on education¹

1. More than **1 billion children are at risk of falling** behind due to school closures.
2. In higher education, approximately **220 million students have been affected globally** due to the disruption caused by COVID-19,
3. School closures across **188 countries**.
4. More than **90 % of the countries adopted digital and/or broadcast remote learning policies**
5. **Only 60 % of the countries adopted digital remote learning** for pre-primary education
6. **31 % of students worldwide (463 million) could not be reached** by the broadcast- and Internet-based remote learning policies either due to the lack of necessary basic technical equipment at home or because they were not targeted by the adopted policies.
7. **34.4 % of students did not often have a quiet place to study**
8. **18 % of teachers** reported a high need for expanding their knowledge of **digital skills**

Today's world is increasingly more **interconnected**, hence the risks we face with that are increasing, too. The COVID-19 pandemic has not stopped at national borders. It has affected people despite their nationality, level of education, income or gender. But the same has not been true for its consequences, which have **hit the most vulnerable groups hardest**.

Education is no exception. Students from privileged backgrounds, supported by their parents and who were eager and able to learn, could find their way past closed school doors to alternative learning opportunities. Those from **disadvantaged** backgrounds often remained **shut out** when their schools closed.

The lockdowns in response to COVID-19 interrupted conventional schooling with nationwide school closures in most OECD and partner countries; the majority lasted at least 10 weeks.

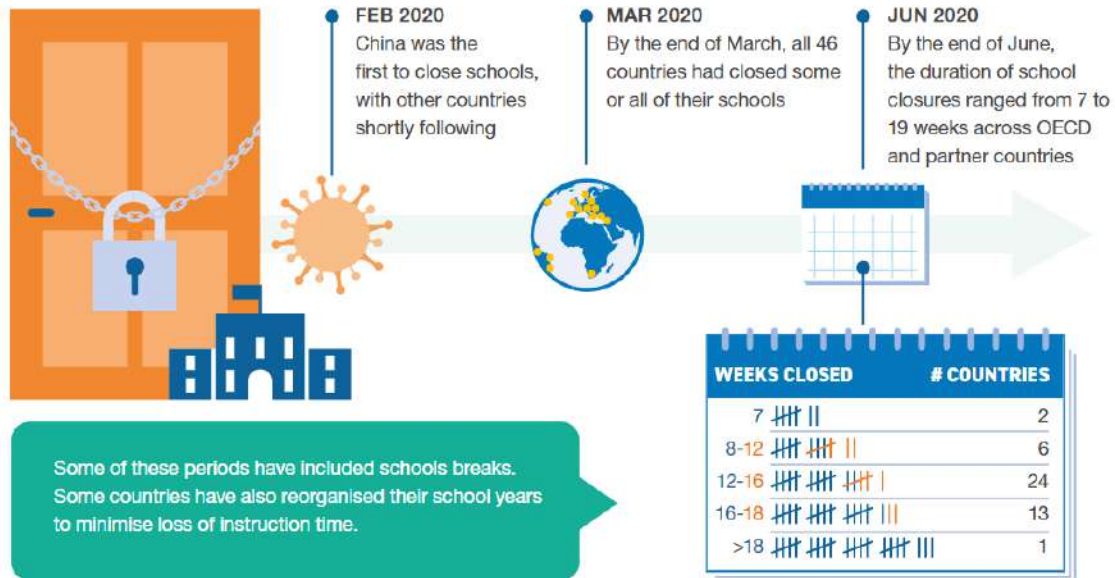
¹ <https://data.unicef.org/topic/education/covid-19/> and OECD,2019



TO KNOW MORE

<https://en.unesco.org/covid19/educationresponse#schoolclosures>

Across the 46 OECD and partner countries covered in *Education at a Glance*...

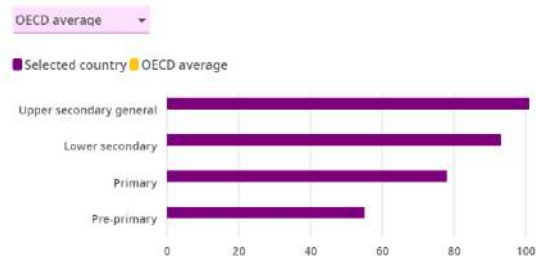


— Explore your country

During the COVID-19 pandemic, many schools were closed for varying lengths of time, as part of emergency containment measures. The shift to remote learning was particularly challenging for students and young adults from disadvantaged backgrounds and will also have a greater impact on their future learning outcomes and future earnings. Some countries expressly chose to keep schools open to reduce inequalities, while others were not able to do so for a range of policy reasons.

Learn more about countries' educational systems, resources and performances. Click for country notes from [OECD Education at a Glance 2021](#): [Argentina](#), [Australia](#), [Austria](#), [Belgium](#), [Brazil](#), [Canada](#), [Chile](#), [China](#), [Colombia](#), [Costa Rica](#), [Czech Republic](#), [Denmark](#), [Estonia](#), [Finland](#), [France](#), [Germany](#), [Greece](#), [Hungary](#), [Iceland](#), [India](#), [Indonesia](#), [Ireland](#), [Israel](#), [Italy](#), [Japan](#), [Korea](#), [Latvia](#), [Lithuania](#), [Luxembourg](#), [Mexico](#), [Netherlands](#), [New Zealand](#), [Norway](#), [Poland](#), [Portugal](#), [Russian Federation](#), [Saudi Arabia](#), [South Africa](#), [Slovak Republic](#), [Slovenia](#), [Spain](#), [Sweden](#), [Switzerland](#), [Turkey](#), [United Kingdom](#), [United States](#).

Number of days when schools were fully closed during the pandemic



Note: From 1 January 2020 and 20 May 2021. Number of instructional days excludes school holidays, public holidays and weekends. Source: OECD (2021), *The State of Global Education: 18 Months into the Pandemic*.

During the pandemic, **remote learning** became a lifeline for education but the opportunities that digital technologies offer were not accessible to everyone in the same way.

In higher education, approximately **220 million students** globally have been affected due to the disruption caused by COVID-19, leaving policy makers and educational institutions with unprecedented challenges such as how to mitigate learning losses, how to deploy remote learning, how to safely reopen

educational institutions and how to ensure that under-represented, vulnerable and disadvantaged learners are **not left behind**².

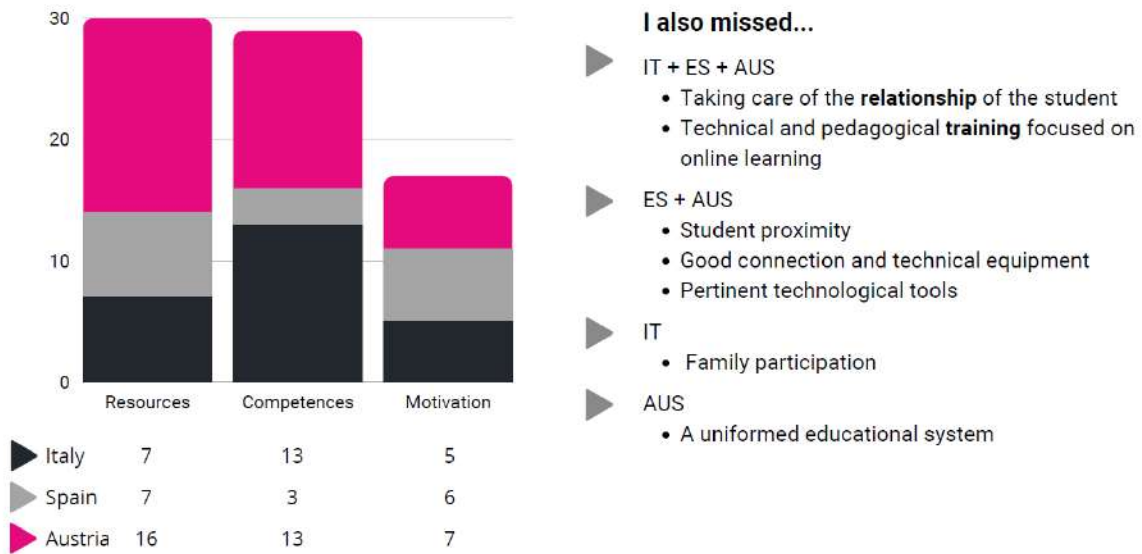
The COVID-19 crisis struck at a point when most of the education systems covered by the OECD's 2018 round of the *Programme for International Student Assessment (PISA)* were not ready for the world of digital learning opportunities. A quarter of school principals across the OECD said that shortages or inadequacy with digital technology were hindering the process of learning quite a bit or a long time, a figure that ranged from 2% in Singapore to 30% in France and Italy (OECD, 2019). Those figures may even understate the problem, as not all principals are still not aware of the opportunities that modern technology can provide in the field of education.

ICT skills are particularly important given the radical shift towards online teaching during the COVID-19 lockdown in many OECD countries. Even before the crisis, teachers had reported a strong need for training in the use of ICT for teaching: only **60 % of teachers received professional development in ICT in 2019**, while **18 % reported a high need for development in this area** (OECD, 2019). These figures highlight that teachers need to update and improve their skills regularly in order to be able to innovate their teaching methods and adapt to the rapid transformations that go hand in hand with the 21st century.

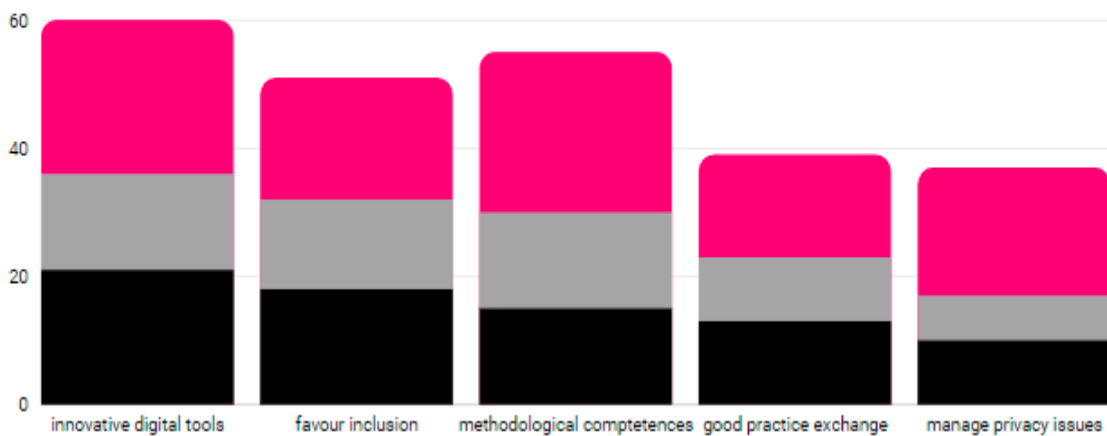
Based on the main studies and documents, DigiEdu4All analysed the situation that teachers lived during the pandemic in Italy, Austria and Spain. Teaching online is quite flexible and potentially could be an opportunity for students but the lack of human contact and the difficulties in receiving feedback from students and teachers raised as the main uncomfortable elements during online teaching. Teachers also confirmed the need to improve their competences and acquire new tools and methodologies.

² Farnell, T., Skledar Matijević, A., Šćukanec Schmidt, N. (2021). 'The impact of COVID-19 on higher education: a review of emerging evidence', NESET report, Luxembourg: Publications Office of the European Union. doi: 10.2766/069216

In your experience, what do you miss when teaching online?

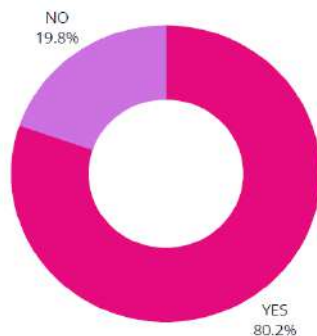


Thinking about training teachers, what issues do you think are the most important to be developed?



Do you think that distance learning affected your students' social attitudes?
(e.g. care, empathy, respect, tolerance...)

- ▶ IT = YES: 23 / NO:4
- ▶ ES = YES:16 / NO: 3
- ▶ AUS = YES: 26 / NO: 9



YES, it affected students' social attitude

in **positive** way:

- In all countries, teachers said that students are more **responsible, respectful and inclusive**.

in a **negative** way:

- lack of **respect** for teachers
- lack of **group value**: among students there is a **feeling of loneliness** and it was more difficult to interact with companions
- increased **sense of anxiety** and shy students became even more shy
- in the home environment it is difficult for students to enter in the **school context**

NO, it doesn't affected students' social attitude because according to some teachers students are **already experts** in this digital way of communicate.

1.2 The Risk of Exclusion from a Global and Local Perspective

Global inequality got worse due to the pandemic and the crisis exacerbated inequalities in education at a global level (*The State of the Global Education Crisis, UNICEF, UNESCO, World Bank, 2021*), not only in lower income countries but also in higher income countries. Students who had already been at risk before the pandemic were the most affected by the school closures with potential consequences on school failure and school dropout.

Studies were carried out during the pandemic with surveys targeted to the students.

Although the rapid provision of an emergency remote teaching programme was evaluated positively by students overall, a significant proportion of students encountered serious challenges in their learning. Almost half of all students believed that their **academic performance changed for the worse** since on-site classes had been cancelled, and more than half of the students surveyed³ reported having a **larger workload** since the transition to online teaching. **Access to online communication tools and the internet** still after three years remain a challenge to some students, as does their **level of digital skills**. Finally, the experience of studying during the COVID-19 pandemic also resulted in **new challenges to students' psychological and emotional**

³ Farnell, T., Skledar Matijević, A., Šćukanec Schmidt, N. (2021). 'The impact of COVID-19 on higher education: a review of emerging evidence', NESET report, Luxembourg: Publications Office of the European Union. doi: 10.2766/069216

well-being, as they often faced negative emotions such as boredom, anxiety, frustration and anger.

According to the ministerial communiqués of the European Higher Education Areas⁴ (EHEA), the 'social dimension' encompasses the creation of an inclusive environment in education that fosters equity and diversity and is responsive to the needs of local communities. Therefore, the **social dimension refers to ensuring equity of access, participation and completion of education**, with a special focus on students from underrepresented, disadvantaged and vulnerable groups.

The immediate and short-term impact of COVID-19 on the social dimension of education (in the academic years 2019/2020 and 2020/2021) caused an emergency concerning new challenges that negatively affected students' access, study progress and retention. A survey of students in the EHEA organised by the **European Students' Union** identified the challenges faced by students:

- challenges related to **studying conditions** (access to a quiet place to study, access to equipment and to a reliable internet connection, access to course study materials and having confidence in using online platforms);
- challenges related to **funding** (loss of employment/income, difficulties in meeting living costs, issues with receiving scholarships – for higher education);
- and challenges related to **well-being** (lack of supportive social networks; prominent feelings of frustration, anxiety and boredom with academic activities).

The survey's analysis confirmed that students who faced many of these challenges consistently encountered more problems in accessing higher education during the COVID-19 pandemic. They found it difficult to adjust to study and reported a greater perceived drop in their academic performances.

National-level surveys and data backup these trends. Data from the United Kingdom indicated that students who **felt lonelier/more isolated and who were less satisfied with the academic environment and with their social life** were at a much greater risk of dropping-out of higher education. Data from US surveys indicated that lower-income students, racial minorities and

⁴ http://www.ehea.info/Upload/Rome_Ministerial_Communique.pdf / <http://www.ehea.info/page-ministerial-declarations-and-communicues>

first-generation students experienced severer negative impacts on academic outcomes compared to their peers. They also found out that groups more likely to be affected by mental health problems were low-income and working-class students, LGBT students and students who are caregivers (to children or other adults).

The analytical report *'The Impact of COVID-19 on Higher Education: A Review of Emerging Evidence'*⁵ focussed on **some of the challenges regarding distance learning**:

- **34.4 %** of students did not often have a quiet place to study (3.3 % did not have any space of their own at all).
- **6.4 %** of students did not often have access to a desk (3.2 % not at all).
- The survey demonstrates that the majority of students had their own computer (89.3 %), however, almost **60 %** reported they did not always have a reliable internet connection.
- Only **31.9 %** of students reported that they always had access to course study materials.
- The majority of students (80.7 %) felt confident using online teaching platforms. However, **7.9 %** indicated a lack of confidence when using such platforms.
- Students frequently felt **frustrated, anxious, and bored** in their academic activities since on-site classes had been cancelled. The results indicate that students' well-being during the COVID-19 pandemic was negatively affected. Lower levels of general well-being were reported by students who did not have a supportive social network: 9.1 % of students indicated that they did not have any people they could trust to help them solve their problems.

Who are those at the most at risk of exclusion in education?

Focus on Migrant Students

The school closures and distance learning measures were put in place to slow the spread of COVID-19 and had the consequence that children of immigrants faced disadvantages in several ways. Their parents tended to have fewer resources than native-born parents who could support their children with the

⁵ Farnell, T., Skledar Matijević, A., Šćukanec Schmidt, N. (2021). 'The impact of COVID-19 on higher education: a review of emerging evidence', NESET report, Luxembourg: Publications Office of the European Union. doi:10.2766/069216

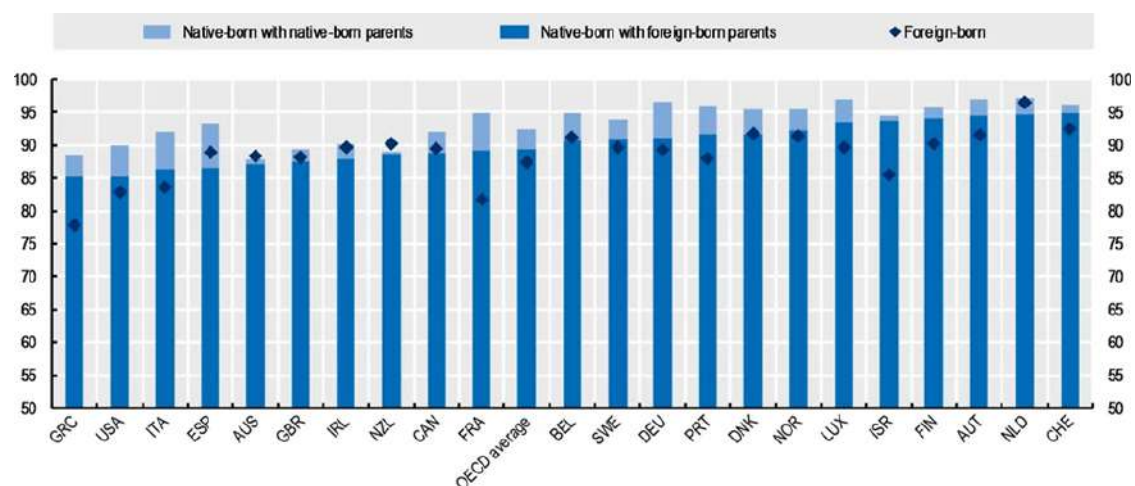
homework, and finally we do not have to forget that 40 % of native-born children of immigrants do not speak the host-country language at home.

Such children are also less likely than students with native-born parents to have access to a computer and an internet connection at home or to a quiet place for studying.

The pandemic gave a push to remote language learning for adults as well. A number of countries introduced innovative new schemes. In Germany, for example, online tutorials were set up to compensate for the temporary cancellation of immigrant integration courses. However, such online learning proved to be difficult for low-educated immigrants, especially at early stages of language learning, leading to delays and regression in the range of language learning and broader social integration.

The progressively comprehensive closure of schools across OECD countries has questioned online learning opportunities for education at all levels. Although schools are better equipped with digital tools than ever before, access to digital learning opportunities is still not equal: children of immigrants tend to be less equipped to face this new transition. In most OECD countries with significant shares of children of immigrants, students at the age of 15 with immigrant parents are less likely than students with native-born parents to have access to a computer and an internet connection at home. However, despite the gaps, the overwhelming majority of students with immigrant parents do have access to a computer and to an internet connection in all countries.

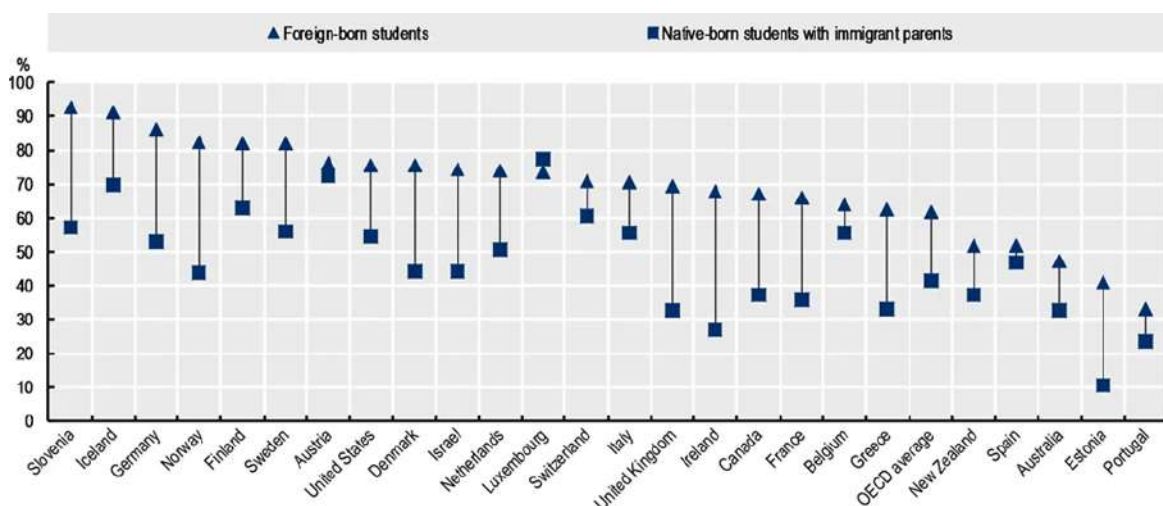
Fig. Access to a computer and an internet connection at home, children aged 15 (OECD, PISA 2018 Database)



Prior OECD work has shown that students from such disadvantaged backgrounds are less likely to have access to a quiet place to study than their more advantaged peers and to be proficient in using technology for schoolwork – already before the pandemic⁶.

Additionally to the consequences disadvantaged backgrounds might have on migrant students' ability to make the most out of online learning and the preparedness of their school systems to this transformation, there are other factors that affect the capacity of children with immigrant parents to succeed in this new way of learning. The lack of fluency in the language spoken in the host country can increase the difficulties coming along with home-schooling. Language barriers are more challenging when instruction is online, and in particular as it reinforces the potential lack of parental support. In the context of online learning, and without daily contacts with peers and few interactions with teachers, it can be more difficult for students with immigrant parents to overcome these language barriers and learn the host country language. It is especially challenging in some countries with a high proportion of students who do not speak the host country's language

Fig. **Percentage of students who do not speak the language of instruction at home, by immigrant background** (OECD, PISA 2018 Database, adapted from OECD 2020)



6

<https://www.oecd.org/coronavirus/policy-responses/education-and-covid-19-focusing-on-the-long-term-impact-of-school-closures-2cea926e/>

According to the OECD report some clear effects of the pandemic toward immigrant students are:

- Although some solutions were implemented for distance-learning (online classrooms and broadcasts, computer-assisted learning) to overcome the gap between schools and learners, the impact on education outcomes remains uncertain, especially for children of immigrants.
- the disengagement from the school system, can have a long-term impact on students' outcomes (the so-called 'hysteresis' effect⁷- OECD 2020).
- For many migrants, in particular recent arrivals, the near-global lockdown caused by COVID-19 meant a disruption to language courses they were receiving. Discontinuity of language learning can lead to a loss of progress in language courses, often resulting in demotivation. Social isolation from host country natives who could help with informal learning was also a concern.



To know more...

<https://www.oecd.org/coronavirus/en/themes/inclusive-recovery>

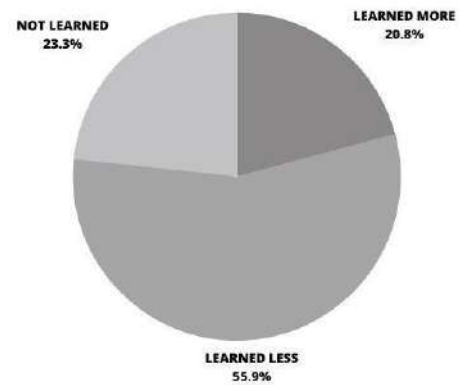
The school partners in DigiEdu4All project have a vocational profile and work with different profiles of students. They face different kinds of disadvantages among their students for economic and social background. We involve the students in participating in a survey in order to understand what limits and difficulties they have faced during distance learning. 5.8% declared to have learned less and 23.3% not learned. Despite a great percentage of the students having adequate technological tools, spaces and devices to participate online, thanks to a great effort schools made in providing devices a great percentage of the students (41.7%) experienced some technical difficulties.

Below you can find the results of some questions we asked 291 students in Italy, Austria and Spain:

⁷ OECD (2020), *Learning remotely when schools close: How well are students and schools prepared? Insights from PISA*, OECD, Paris, https://read.oecd-ilibrary.org/view/?ref=127_127063-iiwm328658&title=Learning-remotely-when-schools-close

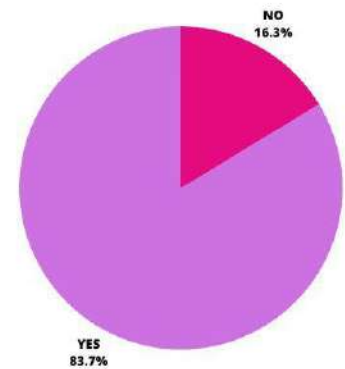
1. 'Regardless of grades, during distance learning I feel like I have: '

- Learned More: 20.8%
- Learned Less: 55.9 %
- Not Learned: 23.3%



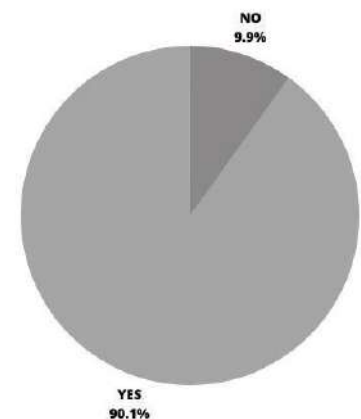
2. 'At home I have a space where I can always work and concentrate without being disturbed: '

- Yes: 83.7%
- No: 16.3%



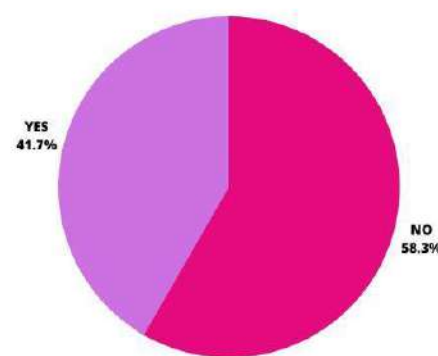
3. 'I have technical devices at my disposal that I can always use: '

- Yes: 90.9%
- No: 9.1%



4. *'Sometimes I have problems using a programme provided by school, because my technical tools are insufficient (internet line weak, computer too old...)'*

- Yes: 41.7%
- No: 58.3%



1.3 Media and Digital Literacy

Media and digital literacy have become even more crucial after the pandemic. With the COVID-19, over 400 million students were forced to use **distance learning** as a method of education which is surely linked to the level of skills and competences that comes from media and digital literacy. The world pandemic COVID-19 has led us to adapt to new learning circumstances. Educators, teachers and students have undergone transformations in their work. Everyone has had a great challenge to face and it is to achieve results but in completely different ways. Surely, if media and digital literacy education had been stronger in the pre-pandemic education system, many difficulties would have been overcome much more easily for both sides, children and teachers. It is important to reflect on these aspects also inside the schools.

In particular, media and digital literacy have become more and more relevant both for teachers' training and students' competences in order to assure equal opportunities for all.

A first look should be taken at the following quotes to better understand what these terms stand for, what the differences are and what skills they require.

□ *'Media Literacy is the ability to access, analyse, evaluate and create media in a variety of forms.'*

- **Access:** where we find and interact with media messages
- **Analyse** examine the main ideas of the media message
- **Evaluate:** closely examine where the message comes from
- **Create:** responsibly create media content to share with others
- **Act:** the actions you take after processing the media message

□ **Digital literacy** is the ability to use information and communication technologies to find, understand, evaluate, create and communicate digital information, an ability that requires both cognitive and technical skills (also used by UNESCO 2013)⁸.

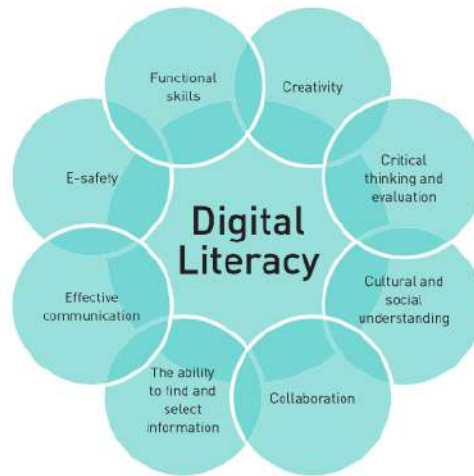
The Digital competence framework⁹ DigComp 2.0 identifies 5 areas of digital competences:

- **Information and data literacy:** To articulate information needs, to locate and retrieve digital data, information and content. To judge the relevance of the source and its content. To store, manage, and organise digital data, information and content.
- **Communication and collaboration:** To interact, communicate and collaborate through digital technologies while being aware of cultural and generational diversity. To participate in society through public and private digital services and participatory citizenship. To manage one's digital presence, identity and reputation.
- **Digital content creation:** To create and edit digital content to improve and integrate information and content into an existing body of knowledge while understanding how copyright and licences are to be applied. To know how to give understandable instructions for a computer system.
- **Safety:** To protect devices, content, personal data and privacy in digital environments. To protect physical and psychological health, and to be aware of digital technologies for social well-being and social inclusion. To be aware of the environmental impact of digital technologies and their use
- **Problem solving:** To identify needs and problems, and to resolve conceptual problems and problem situations in digital environments. To use digital tools to innovate processes and products. To keep up-to-date with the digital evolution.

Being media and digital literate means to become **critical thinkers** about the information we receive. The **interdisciplinary** media literacy will help educators and teachers in achieving the main purpose of media and digital literacy such as to **stimulate** young people to critically analyse and investigate the available information in the media and this will also allow them to become better citizens.

⁸ 'Media and Information literacy: Policy and strategy guidelines', UNESCO 2013

⁹ https://joint-research-centre.ec.europa.eu/digcomp/digcomp-framework_en



In the questionnaire of DigiEdu4all, teachers from Italy, Spain and Austria found the following positive and negative aspects:



Positive aspects:

- flexibility
- organisation of the work for both students and teachers
- the competences of the teachers have increased

Negative aspects:

- time and organisation of the work
- social aspect (lack of inclusivity)
- risk in the prolonged use of technologies

ATTENTION

- There was a special focus on shy students who risk not to feel included
- In every country teacher reported that it was difficult to receive immediate feedback from students

How to promote inclusion is a crucial keyword in teachers' reflection. **DigiEdu4All** aims to take a step forward and reflect on how media and digital literacy want to merge digitisation with inclusion: it is important to become aware that technology is necessary on a daily basis and that the risk of non-accessible technology and being inclusive is real. Exactly here it is where digital education can make the difference.

Digital literacy **concentrates** on competence and **skills**: it involves the **practical aspect** of using the internet and technology. Videos, audio and images are now daily material used for teaching. **Students** need to become able to face the increasing digital requirements in the educational context, but also in their

future working environment. Whereas, **teachers** should be responsible for passing the knowledge and equipping their students with the necessary means to use them and to become responsible in the digital world, without forgetting to work on **inclusion, representation and stereotypes**. Some other aspects of digital literacy are: being aware of value, authenticity and validity of the sources; digital safety; online identity and netiquette.

1.4 Digital Citizenship: Principles and Tools

The concept of Digital Citizenship is crucial in the development of the key competences described.

This concept has been explored by the Council of Europe under the Digital Citizenship Education Programme.¹⁰

ICT - Information and Communications Technology – is an acronym that includes a wide range of technologies, devices and applications as radio, television, mobile phone, computer, hardware and software, satellite systems, Internet, cloud computing, artificial intelligence, distance learning and so on. A universally accepted definition of ICT cannot easily be found. The concepts, methods and applications involved in ICT are evolving and it's difficult to keep up.

A good and easy definition of ICT comes from Jim Riley¹¹, who invites 'to consider (as ICT) all uses of digital technology that exist to help individuals, businesses and organisations use information. ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form.'

Nowadays, the emergence of the digital world is creating vast new opportunities and gives access to knowledge in ways unpredictable not long ago. Irina Bokova, Director-General at UNESCO till 2017, underlined certain requirements that ICTs have to meet to support sustainable development. 'Firstly, they must be inclusive, bridging gaps, not widening them. Secondly, they must be underpinned by respect for human rights and dignity. In this context, the imperative of fostering digital literacy for all has never been so important'.

The diffusion of technological tools requires that everyone could develop some digital skills to enjoy full digital citizenship and active participation in

¹⁰ <https://www.coe.int/en/web/digital-citizenship-education/home>

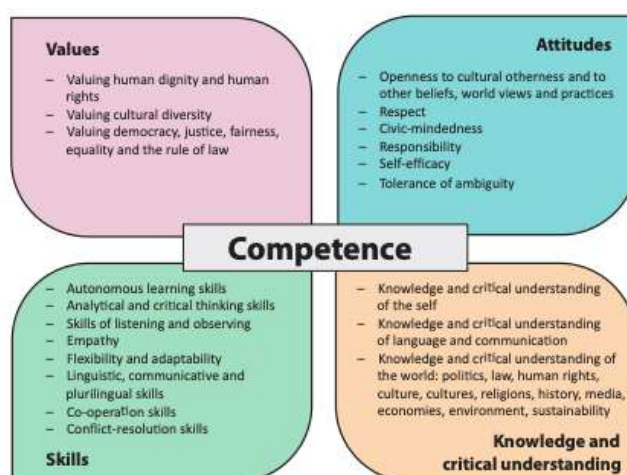
¹¹ <http://www.tutor2u.net/business/reference/what-is-ict>

contemporary society. Working toward equal digital rights and supporting electronic access is the starting point of Digital Citizenship.

A clear definition of Digital Citizenship is offered by the Council of Europe as

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

An important reference of Digital Citizenship is the competence framework for democratic culture (Council of Europe) that includes 4 key areas: Values, Attitudes, Skills, Knowledge and Critical Understanding summarised as follows¹²:



To place these competences into the digital environment in which young people grow up today a set of 10 digital domains has been defined as underpinning the overall concept of digital citizenship. These domains are divided into three areas, which correspond to the three sections: **Being online, Well-being online and Rights online**¹³.

¹²

<https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c>

¹³ <https://www.coe.int/en/web/digital-citizenship-education/digital-citizenship-domains>

Being online includes domains that relate to those competences needed in order to access the digital society and to freely express oneself (Access and Inclusion, Learning and Creativity, Media and Information Literacy)

Well-being online includes domains that can help the user to engage positively in the digital society (Ethics and Empathy, Health and -Well-being, E-presence and Communication)

Rights online refers to competences related to the rights and responsibilities of citizens in complex, diverse societies in a digital context (Active Participation, Rights and Responsibilities, Privacy and Security, Consumer awareness).

PART TWO: DESIGN

Non-Discrimination Approach

2.1 An Approach for Inclusion: Global Citizenship Education

One of the key factors that influenced the shift in meaning is the fourth goal of the [2030 Agenda for Sustainable Development](#), **Quality Education**.

The goal has the purpose to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' and to reach this goal



Global Citizenship Education is mentioned in SDG 4.7.

According to the UNESCO definition it means, 'Global Citizenship Education aims to be transformative, building the knowledge, the skills, values and attitudes that learners need to be able to contribute to a more inclusive, just and peaceful world'¹⁴.

It develops three learning levels:

- Cognitive level: acquiring knowledge, understanding and critical thinking
- Socio-emotional level: values, empathy, feelings of belonging to a global community
- Behavioural level: acting responsibly and politically from global perspectives

On the basis of this education, inclusion is both an issue to be developed in education to fight against any kind of discrimination and the approach to be used in all educational processes considering all the differences as a value and to guarantee the participation of each learner.

In this sense, **inclusive education** means quality education, because it provides **awareness of human rights** and a **reduction of discrimination**. Inside this framework everyone is considered to be meaningful for society, everyone is valued and everyone is equal to others.

¹⁴ UNESCO 'Global Citizenship Education. Topics and Learning Objectives, 2015 '

What is the role of ICT in Global Citizenship Education? Digital tools can be considered both as means or methodologies to be used in applying GCE learning units and as the environment where we can promote active participation of students.

In this sense, Global Citizenship Education is aligned within the framework of Digital Citizenship Competences, its purposes and competences.

2.2 Education between Inclusion And The Risk of Discrimination

As we have learned in the previous parts, the pandemic situation created the need for both teachers and students to translate - not without effort - their habits, methods and activities from face-to-face to a virtual space. The pandemic created new needs for teachers: being careful of both - the digital aspect of their teaching methodology and the students' inclusion, in order not to leave anyone behind.

Even if the pandemic caused multiple difficulties and challenges to the school world, it also allowed the complex topic of **inclusion** to emerge. Covid-19 made it extremely clear to everyone that distance learning is not always inclusive: lack of connections, devices and inappropriate spaces to work complicated the already difficult situation for both parties. Teachers were caught unprepared and tried their best with the tools they had, but students felt the proper effects of a school without social interactions and often became victims of discrimination.

After all, we have also learned important things from this difficult moment. And in fact, one of the project's scope is to collect what teachers have experienced in the field of inclusion, in order to make it available for others.

What is inclusion?

According to the *Cambridge Dictionary*, the definition of **inclusion** is:

'The idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences, including people who have a disability or other disadvantage: *The school has a strong culture of inclusion of students with special needs.*'¹⁵

This assumption is not wrong, but recently the idea of inclusion merely as the practice of educating students with disabilities together with their general peers is considered outdated. The concept of inclusion evolved over the past few

¹⁵ 'Inclusion' in the Cambridge Dictionary
(<https://dictionary.cambridge.org/dictionary/english/inclusion>)

decades, and it has become a **comprehensive idea** of an **education that tries to include the greatest number of diversities**. This means that the educational community moved from ideas and methods that should include people with disabilities in the school activities, to an idea of teaching that should be inclusive on multiple levels. The new idea of inclusion embraces the notions of **equality and equity** as quality principles for education. The concepts of diversity refer no more to disability, but it reflects all situations of economic or social discrimination caused by *race, ethnicity, language, culture, gender, sexual orientation, religion* etc.

The teachers of the project **DigiEdu4All**, coming from Austria, Germany, Italy and Spain, met in Verona and, starting from their experience, created their personal definitions of what an **INCLUSIVE DIGITAL TEACHER** is.

DigiEdu4All: Inclusive Digital Teaching

'Inclusive digital education is an education that empowers every student and teacher. It implies that teachers adapt the lessons and the way to get the goals to the students and not the contrary. An inclusive digital education implies that everyone has access to proper resources (such as digital tools and materials which permit each student to find their learning style). Resources are not enough, they need adequate skills to use digital resources in the right way in order to acquire knowledge and competences. Inclusive digital education has to create a safe environment that permits the participation of each student and gives value to the work of the student. '

Is digital learning inclusive?

The digital transformation that recently shook the school system due to the pandemic, offered inclusive education another challenge: being inclusive within the frame of distance learning.

In theory, distance learning is already compatible with the concepts of inclusion, equity and equality. As seen in the previous part, distance learning gives access to education to as many people as possible, regardless of their location, their time zone or their economic situation. Technology has been changing **what** and **how** students learn for a long time, and in order to effectively and efficiently address this innovation in education, it is necessary to redesign the educational approach. For example, the fluidity of communicative processes used during distance learning often crashed against the rigidity of the school system. For this reason, as it was important to renew the concept of inclusion, it is just as

important to rethink the methods used by the teachers, in order to fully exploit the potential of technological instruments in digital education.

The level of inclusiveness in digital teaching has to consider some key aspects:

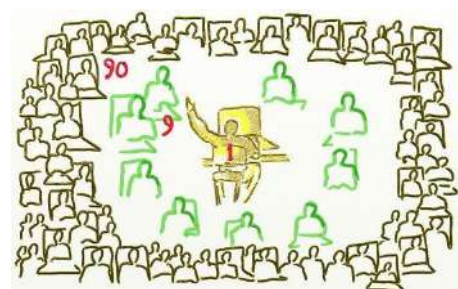
ACCESSIBILITY. In order to be effective, inclusive digital education should incorporate the **principles of accessibility** for all learners. This means that teaching should meet the **specific needs** of all learners, without forgetting about the **digital needs and difficulties**. For these reasons, teaching in distance could create problems on the side of inclusion. In fact, not every student could have access to the internet, have a proper device to follow the lesson or simply have a calm space in the house to be connected with the teacher. The important aspect to keep in mind how to be an inclusive teacher is to **be aware** and conscious that situations like these exist.



DIVERSITY. Also when we are teaching online we have to consider **all the differences among the students**, taking in consideration each specific **need** and **characteristic**. Learning in virtual space could need to activate **new strategies** to assure equal opportunities for all; some digital tools can also help supporting students with special needs or can offer creative solution in specific situations



PARTICIPATION. Assuring a good level of participation during distance teaching could be very challenging. It is important that the students have the opportunity to **express themselves**, to have the space to **exchange thoughts and ideas** and to **collaborate with their peers** and the teachers, also using digital tools and platforms.



The interactive use of various channels and communicative ways, will allow students to stop being simple users, but to become **actors and co-producers** of their own learning process.¹⁶ Digital learning is often more effective in transferring new knowledge to the class because it creates an experience, which students remember more easily.

One possible solution to this dilemma - *digital or non-digital, this is the question* - is to **check with the eyes of inclusion the activities proposed to the class**. Ask yourself if you really consider multiple variables for inclusivity and if the activity meets the needs of the students. This simple trick is the secret to start thinking inclusively!

¹⁶

https://padlet-uploads.storage.googleapis.com/801656277/ef263b92579027b37d2d89841080e870/ba/dassarre_sasanelli_qtimes_lug_2020.pdf

2.3 8 STEPS TO BE AN INCLUSIVE DIGITAL TEACHER

If you're reading these guidelines you'll probably be familiar with some of the difficulties or challenges that many teachers in Europe face. In light of what we learned during the pandemic period, we realised that it is essential to increasingly incorporate the use of digital tools into traditional schools as well. We hope what follows will help you and your students to get the most from your projects and empower you as an '**Inclusive Digital Teacher**'.

Every step to become an Inclusive Digital Teacher is connected with:

- the [8 steps to be a 'Global Teacher'](#) by [Start the Change](#)
- the [Digital Citizenship Education Handbook](#) by the [Council of Europe](#)

FIRST STEP

CREATE A SIMPLE ACCESS TO DIGITAL INSTRUMENTS

Nowadays, access to digital technology is important. Without it, even non-digital democratic citizenship has become difficult as information and communication technology (ICT) are integral parts of everyday life in today's society. School plays an important role in achieving **equality of access to digital technology** because for children it largely depends on provision of access in schools. School is generally accepted as the key stakeholder in this process because, from now on, it should also include the teaching of **basic functional and digital literacy skills**.

How to do it:

Focus on **preconditions**:

- Make sure that you - *as a teacher* - have adequate **instruments, materials and tools**.
- Make sure that every student is provided with the **best conditions for learning**: access to the internet, adequate materials - *such as computers or tablets* - or a quiet place to follow the lesson and do homework.
- Make sure that every class has the appropriate **digital support**, a working connection and sound box.
- Ask for the help of the **school** if some students do not have adequate materials or ask the **municipality** for funds or loans for students who do not have access to those instruments.

- Promote **mutual help** among students to assure the inclusiveness of all (i.e. working groups, homework in pairs, peer to peer support...).
- Plan the activities using **free apps or programmes**; promote activities using the smartphone so that every student can have access to digital tools.

Global Citizenship Education Activities:

1) Propose to your students to work on the **Sustainable Development Goal 9**: '*Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation*'. Ask them to find the global data via internet access and on the adequate infrastructures. Stimulate their analysis on one or more aspects:

- Which areas are the most disadvantaged? How does this concern exclusion?
- How is the situation in Europe? Does a plan of intervention to limit digital divide exist? How is the situation in your country?
- How hard is the impact on education?

Provide your students with a list of websites for further study and ask them to prepare a presentation of the most important information. It could be done on a [Prezi](#) presentation or on [Powtoon](#).

2) Try to better understand the **access** and the internet and **social use** of your students by setting a [Mentimeter](#) presentation. Some questions/statements could be:

- I have my own smartphone
- I am subscribed at more than one social network
- My favourite social network is Instagram / Facebook / Whatsapp / TikTok / Telegram / Another
- Posting on social network makes me feel more free to express myself
- I can post whatever I want on social network
- Through social network I can say things I do not have the courage to say in person
- The comments at my posts makes me feel well

- I have at least once offended someone online / I have at least once offended someone in their presence
- I have at least been once offended online / I have at least been once offended in my presence
- Does being online modify my behaviour and my responsibility as a digizen (digital citizen)?
- Have you ever been in an online situation where your message was misinterpreted?
- Do you have multiple profiles? The fake profile is used for what? (write three words). The real profile is used for what?
- Do you have online values? Are they different from 'real' ones?

SECOND STEP

MEDIA AND DIGITAL LITERACY:

TRAIN YOURSELF AND YOUR STUDENTS

As with every ability, digital literacy needs to be explained, understood and exercised at school. The digital world changes fast and in order to become an ***Inclusive Digital Teacher*** it is important to **continuously train yourself**, in order to provide your students with new knowledge and make them aware of what it means to be a **digital citizen**.

How to do it:

- **Train yourself** and set various moments of training for your students, so that everyone is aware of the programmes that are used in the classroom.
- **Increase your knowledge and teaching practices** in parallel with the interactive tools used by their students and **rethink your role** in the digital era.
- **Share digital instruments** with your colleagues. Find allies inside your school that can help the process of continuous training.
- When conducting an online lesson there are **three key roles** (Moderator, Chat Monitoring, Producer/Host) for managing the activities, it may be helpful to make students protagonists by giving students themselves one or more of these roles.

- Help your students identify the **risks of technology**. Do not judge them about how they use technology or the internet, this could create the opposite effect.
- Be aware of the [privacy laws](#) for minor age students and protect them. Remember, whenever you perform a lesson online and your students are connected from home, by turning on the **webcam** they are welcoming you at their home. To promote inclusion, make sure that every student is at ease in turning on the webcam.
- Explain and make the students aware of what **fake news** and online **hate speech** are. Provide students with indications on how to choose reliable websites and information. Give them practical indication to manage situations of discrimination or related to hate speech.

Activities:

- 1) Propose to your students to work on the **Sustainable Development Goal 10**: '*Reduce inequality within and among countries*'. Firstly, provide them with a list of criteria that a website should have to be defined as 'reliable'. Then, invite them to do a research on the SDG10 and, in particular, to find three websites on SDG10 that match the criteria explained before. At the end of the research phase, ask your students to create a video on the same topic. You can find useful tools on the web such as [InShot app](#), [Powtoon](#) and many others.
- 2) Divide the class in 5 groups: Fake Hunters (1), Journalists (1), Fake News Creators (3). While the Journalists and the Fake News Creators write articles about a topic concerning inclusion, Fake Hunters in another room develop multiple strategies to find out fake news. Once the articles are written, the Fake Hunters can go back in the room and ask questions to the different groups of journalists. Their aim is to recognise the real news. After the activity, take some time for the debriefing session with the students. Some useful questions can be: How did you feel when writing the news? Did you feel a particular responsibility for and about the news that you were spreading? Which strategies did the Fake Hunters use to find out the truth?

THIRD STEP

FAVOUR WELL-BEING ONLINE

Digital technology influences three aspects: the social-emotional capacity, the informational aspects related to gathering and processing data, and the health-related aspects from ergonomics to pseudo-medical data we find online. Of course, teachers and parents are mainly concerned about the **socio-emotional capacity** because it is the one linked to the **impoverished interactions between humans**. For example, social media could erode an individual's knowledge and understanding of themselves because by portraying ourselves to get a maximum number of likes, 'real' lives are tweaked according to popular ideals and trends, diversity is reduced and, rather than shaping the internet, society becomes shaped by it. For these reasons, health and the aspect of well-being online are some of the main **topics and challenges** for the school of the future.

How to do it:

- Develop **analysis skills** and **critical thinking**. Virtual is real as it happens in [this video](#): what happens online happens in real life. Watch the video and transmit this message to your students to make them aware of what being online and having a digital identity means.
- Develop **language** and **plurilingual skills**: the amount of characters to express one's opinion is often reduced to 140. It is important for students to know that is not the only way to express themselves.
- Help students **manage their time online**: excessive use of online technology to the detriment of other activities and modes of relation building raise both physical and mental risks. Make them aware of the impact of online technology on physical and mental developmental stages, as well as on the sleep loss caused from the excessive doses of blue light children are exposed to by computer screens.

Activities:

- 1) Propose to your students to work on **Sustainable Development Goal 3**: *'Ensure healthy life and well-being for all at all age'*. Ask your students to decide if they agree or disagree with these statements moving in the space or turn off their cameras when you are teaching online:

- More than 500 million people were infected by COVID-19 and more than 6.2 million died worldwide
- COVID-19 impacted my life
- Well-being is connected with mental diseases
- Technology can help young people like me to counteract the sense of loneliness

After each statement, discuss with your students about their positions and invite them to explain the reasons why they agree or disagree. Stimulate a debate among them and then invite them to prepare a presentation on the global status about SDG 3.

- 2) In order to help the students to realise the meaning of well-being - *online and offline* - create a Mentimeter with three different slides: **Positive Words, Neutral Words and Negative Words**. Use the Mentimeter to collect the words from the students which make them feel good and which words make them feel bad both online and in real life. Ask them why they have chosen those specific words and in which context they use/have them heard. Take some time for the debriefing, too. Keep in mind that this is a very emotional activity. Students are sharing personal experience, which might not always be positive for everyone.
- 3) Use the text '[Being friend online](#)' to do the activity described [here](#). This activity gives students the possibility to think about inclusion and about what being part of a community means. This will guide them into the topic of well-being online and into inclusion.

FOURTH STEP

ACT AS A FACILITATOR, NOT AS A TEACHER

Being a teacher in the digital era does not simply mean to transmit knowledge to your students. It means to use digital tools and technology with **empathy** in order to create the best learning conditions for anyone. This will allow everyone involved to get a better understanding of the issue. The purpose is to offer **more opportunities** for **different perspectives**, ideas and learning to be shared rather than being too obsessed just with the inputs and outputs. Your role is to create the conditions to facilitate and support the learning process rather than simply teach the content.

Just as there are different attitudes on the part of students in online participation, there are [different approaches in online participation](#): Proactive,

Active, Reactive, Passive, Absent. Explore the differences in order to promote an effective participation of all.

How to do it:

- Create an **open, inclusive and responsive environment**, regardless if in class or in a virtual space. In the **welcoming phase**, it is important to create a serene, open, inclusive and responsive atmosphere and predispose the participants to an attitude of openness and trust. It is also important to help participants become familiar with the technology. You can spend a few minutes on **ice-breaking activities**.
- Share materials, information, methods and ideas with your students.
- Facilitate the process to identify **common needs, expectations and objectives** using dynamic and participative activities.
- Use the activities as a chance to learn with your students; listen carefully to what they say, take notes and explore the new themes, topics and ideas with them.
- **Be aware of language:** use an accurate, simple and inclusive language and ensure it is accessible to all the participants of the learning process. Pay specific attention to issues concerning gender, especially if you speak languages that use the masculine form in plural cases.

Activities:

- 1) Propose to your students to work on the **Sustainable Development Goal 5: 'Achieve gender equality and empower all women and girls'**. Ask your students to collect information in pairs about gender equality in some countries of the world. Ask them to prepare a presentation using the appgenial.ly. Invite them to interview their 'wonder woman' around them. How did they choose the interviewed person? Why do they think she is a wonder woman?
- 2) Propose to your student a **Flipped Class Activity** in order to make them the protagonists of their learning process. Ask them to do an online research about why some specific categories (for example women, people with different skin colour, religion or culture, people with a disability) are often discriminated against. After the research phase, ask them to organise **interviews** with people that represent the mentioned category. The final aim is to **tear down the metaphorical wall of discrimination** that is present among and around us. The teacher should be in the

position and place to facilitate the dialogue among the differences while students present their research and interviews to the class.

- 3) Ask your students to do or to find nice pictures that represent inclusion according to their personal view. Together, create a [Padlet](#) of the class with every picture selected. This will help them visualise their idea of inclusion. At the end, propose them to create a hashtag that can suit the pictures and, if they agree, spread their idea of inclusion in the social networks.

FIFTH STEP

CREATE AN INCLUSIVE CURRICULUM

In order to provide everything to cover the real needs of future citizens, the curriculum should be built on **five key concepts**: *information, communication, creativity, problem solving and responsibility*. These are all higher cognitive skills developed through **exploration-driven** learning and experience rather than through transmission of knowledge and they rely on a certain level of **creativity**, which is a key ingredient. To make this possible the school must **review the curriculum** and define a more inclusive one: a curriculum that can assess **learning-to-learn capabilities** considering both cognitive, psychological and socio-cultural perspectives. It is a challenge, but not impossible!

How to do it:

- **Motivate your students**, invite them to use creativity to complete their tasks and do not restrict them by time, space, pressure or fear.
- **Use learning through play methods** and self-directed technology-based learning: when learners are able to satisfy their immediate goals, they are encouraged to set more ambitious goals and thereby map their own path of further learning.
- **Activate yourself** and try to change the curriculum as much as possible: propose different lessons to your students and continue to talk with colleagues or with principals about it.

Activities:

- 1) Divide the class in groups of 4 - 5 students and propose to your students to choose one SDGs included in **Agenda 2030**. Invite them to analyse the

topic of the SDGs in line with some topics of your historical, literature, artistic, technology curriculum. Let them analyse the differences and the similarities in different ages and in different areas of the world. It is a way to review your curriculum from a global perspective and remind you of the global goals.

- 2) Propose to your students to work in a small group. Each group should identify the keywords about inclusion. After the brainstorming among the members of the group, each group should **create a logo** which has to include the different keywords. To create the logo students can use [Canva](#), an accessible website for graphic design. It is very important for this activity to stimulate the students' creativity.
- 3) At the end of the school year invite your student in realising an exposition on '**Our Agenda 2030**' **summarising** their concrete pledges about global goals and starting from all the learnings collected in different subjects and outside the school.

SIXTH STEP

EMPOWER AND TRUST YOUNG PEOPLE TO BECOME THE PROTAGONISTS OF THE WHOLE LEARNING PROCESS

Especially in the digital environment, **students should be at the centre** of the teaching approach. The learner is the key: their *characteristics, perspectives, competencies, strengths and weaknesses* all form part of who they are, how they learn and what they contribute. It is important to **enable young people** to be the real protagonists of the learning process, from design to evaluation, so that it reflects them and their experiences, as well as the wider issues you explore. By placing students at the centre, they will also be able to better manage their emotions, feelings and thoughts. In addition, in the sphere of digital skills they will **acquire a new level of knowledge-awareness** and they will be more willing to learn new digital tools proposed at school.

How to do it:

- Use **icebreakers** before starting the lesson or use the **roll call** as a moment for the student to tell the class something about them.
- Be open and flexible and try to put in place activities that allow the students to **connect to each other** and interact among them.

- Give young people **space and time** to contribute their own knowledge and understanding, remembering that their personal experiences inside and outside of school will influence their perceptions of the issues in their local context.
- Allow space to identify how individuals can best **participate and contribute**, as well as considering the various roles and how to assign them.

Activities:

- 1) Propose an activity to be repeated during the school year, in order to **create a routine** which could put students at the centre. An example could be to make the student search for positive news linked with inclusion. In turn (one person every week or every month, for example), students have to present the news to the class and discuss it.
- 2) The EU has put in place a continuous dialogue with young European people in order to empower young people's protagonism and vision. As a result, eleven [European Youth Goals](#) were developed, which are part of the *EU Youth Strategy 2019-2027*. Taking inspiration from the work done by the EU, divide the class in different groups, one for every goal if possible. Every group analyses one goal and finds the way to make it the key for their learning process. Once they have studied and understood it, students can make some proposals concerning the single goal and present them to the class or to the local community.

SEVENTH STEP

BUILD CREATIVE, INCLUSIVE AND GLOBAL LEARNING PROJECTS

Even if you are working online or with digital tools, you are still working on the **students' personal growth**. Giving the students the opportunity to become active and responsible citizens through learning projects that develop at the same time digital, creative, inclusive and global skills are the final aim. In order to achieve the result, it is necessary to propose a **vision of change**. In your learning projects, as well as in your lessons, propose different points of views, various narrations and different materials: pictures, videos, presentations, songs, podcasts or apps. Inclusion should be considered on multiple levels. In addition, to generate changes in attitudes and actions remember to **look at the whole process**, not at the immediate result. **Change requires time**, so don't worry if you haven't reached the expected outcomes yet. If you have invested in

the process, the results will be **stronger** because you've helped students develop their understanding, awareness and consequently their emotional responses and behaviour.

How to do it:

- Propose **small working groups** that can also meet after school and create friendly support groups.
- Ask yourself: *What can I do to include those who are facing an obstacle? How can I help them?* Try to create an appropriate learning setting and space; an encouraging, safe and inclusive space for learning from and with others where everyone feels confident, valued and experiences a sense of belonging.
- Design your project to include activities and methodologies that **stimulate curiosity and creativity**.
- Sharing materials, negotiating ideas and taking turns with equipment, means to practise in classroom **democratic values** such as justice and fairness, and attitudes such as respect for others and their ideas.
- Find connections with your **local community** (museum, local authors, libraries, no-profits, NGOs, ...) to build a network and show in 'real life' the different aspects of an active citizenship.

Activities:

- 1) Propose to your students, individually or in group, to elaborate an **inclusion manifesto with 10 bullet points**. Through the common discussion about what should be in the manifesto and what shouldn't, the students will acquire some elements for being more attentive to inclusion. In a second moment, the class as an entire group, can create their shared manifesto and hang it up on the school wall.
- 2) Propose to your students the '[Problem Tree Analysis](#)' applied to problems of inclusion. Find the different causes of discrimination at school or in the city, analyse them and elaborate with the students a strategy to solve the problems. As a teacher, try to collaborate with your students, give them information and opinions. Try to involve the principal or the municipalities if possible and involve the students in turning the solution into an **awareness raising campaign**. To boost the campaign even more, students can elaborate **a logo, a hashtag or a slogan**. Students can work together on a single problem or be divided into small groups tackling different discrimination issues.

EIGHTH STEP

ONLINE RIGHTS, RESPONSIBILITIES AND DIGITAL CITIZENSHIP

The digital environment has become a **complex environment**, especially in terms of rights and responsibilities of users. **Digital citizens** need to be aware and understand their own online rights and responsibilities in order not to infringe the rights and responsibilities of others. Digital citizens can **enjoy rights** of privacy, security, access and inclusion, freedom of expression and more. However, with those rights come certain **responsibilities**, such as ethics and empathy and other responsibilities to ensure a safe and responsible digital environment for all.

How to do it:

- Help your students to learn more about their **digital rights** and **responsibilities**: as sometimes online behaviour is related to netiquette or expected ethical online behaviour, other times it may be a violation of law that could even lead to legal prosecution.

Activities:

- 1) Ask your students to write down a question on a piece of paper that they would like to ask their classmates. Keep in mind that this must be a question each of them would be willing to answer.
- 2) As a teacher, facilitate a public brainstorming on what they think their online rights and responsibilities are. Write down the ideas on a jamboard and debate with the class about it. Then, analyse the national laws on this topic and find the differences compared to other countries.
- 3) Create a contest for a social media platform and **have students design the terms and conditions** for participating in the contest. What are the rights and responsibilities of the users?¹⁷
- 4) Have your students search the internet to find some **examples of responsible use and acceptable use policies** for guiding them how to employ technology in the classroom. Let the students compare: *What are the main similarities and differences?* If your school does not have either type of policy, get them to choose which would be most relevant for your

¹⁷ [Digital Citizenship Education Handbook](#), p. 104

school. Together with your students, **create a policy** that can then be presented to the school administration.¹⁸

2.4 Use of webcams and privacy

Privacy is a person's right to keep personal matters and relationships secret. But even when you don't publish your private information online, it is still possible that your personal details and preferences are known by others.

The internet is a great channel to flirt and experiment, especially when you are rather shy in real life. As the barriers to approach someone on the net are lower, gradually your confidence to approach someone in real life can grow. But how far will you go?

The protection of your privacy doesn't only depend on you, it also depends on others. Privacy is a right, but it is also a responsibility. It is important to keep in mind that any action you take online can have consequences for others. Even when you protect your profile, personal information can still be spread online.

¹⁸ [Digital Citizenship Education Handbook](#), p. 104

PART THREE: ACT

Participation And Empowerment in Digital Space

3.1 An Evaluation tool of inclusion: presentation

The evaluation is, for a numerous number of teachers, the most difficult part to carry out beyond qualifying the academic performance of their students. However, it is an absolutely essential part of the teaching-learning process, since it is what will tell us whether or not we are achieving what we want to accomplish. Therefore, to ensure that a teaching unit is inclusive, it is not enough to think that it is consistent and well designed, but we have to show evidence of it. The key is to keep evaluation in mind from the beginning of the learning unit design, in this way, we can collect useful evidence for evaluation throughout the development of the learning unit.

In the following section we detail step by step how to apply the evaluation tool that the DigiEdu4All participants have created and put into practice during the project and whose core is the following table.

VARIABLE/ELEMENTS OF INCLUSION	PROGRESSION LEVEL 1	PROGRESSION LEVEL 2	PROGRESSION LEVEL 3
Cooperation	The lesson plan promotes interactions between students	The lesson plan includes division of tasks among students to make a common final product	The lesson plan promotes students' self-organisation to make a common final product
Respect of students' capacity	The lesson plan considers different learning objectives adapted to the students' capacities	The lesson plan is designed after knowing the students' starting level and after agreeing with them their learning objectives	The lesson plan allows students display their diverse capacities (artistic, mathematic, empathic...) and reaches the agreed learning objectives
Self-esteem – self confidence	The lesson plan allows teachers to show to their students their values, capacities and potentialities	The lesson plan allows students to discover their own values, capacities and potentialities	The lesson plan allows students to develop new values, capacities and potentialities
Giving value to students' work	The lesson plan includes the elaboration of a final product by students	The lesson plan promotes the elaboration of a final product by students to be disseminated inside the school	The lesson plan promotes the elaboration of a final product by students to be used by teachers or other people (service- learning)

Promoting the emotional involvement of students	The lesson plan includes theoretical information about emotions or may provoke emotions but there is no reflection about them	The lesson plan promotes the recognition of one's own emotions and how to accept and manage them	The lesson plan promotes the recognition of one's own emotions and those of others
Creativity in problem solving	The lesson plan gives students theoretical information about problem solving	The lesson plan shows students good practices related to problem solving	The lesson plan makes students solve real problems by themselves
Autonomy	The lesson plan provides the students flexibility to work at their own rhythm	The lesson plan provides the students flexibility to work at their own rhythm and gives them tools to organise their work themselves	The lesson plan provides the students flexibility to work at their own rhythm and gives them tools to organise their work themselves and includes mechanisms to follow up their work
Adaptation to students' needs	The lesson plan is based on students' needs diagnosed by the teacher	The lesson plan is defined by students and teacher together, based on students' needs	The lesson plan is proposed, implemented and evaluated by students and based on their own needs

3.2 DigiEdu4All evaluation tool: how to use it

How to measure if our lesson plans are inclusive or not?

In the discussions carried out by the teachers participating in this project, we concluded that to promote inclusion we must go beyond adapting our lessons to issues such as disability, cultural diversity, language or the social background of our students, since that would only be accessibility. On the one hand accessibility is fundamental, it is the first step towards inclusion, but on the other hand to talk about inclusion we need to go further, we need to make the lessons attractive and motivating for all students, in order to engage them in the learning process. Only then we can say that our lessons are inclusive. From this perspective we address inclusion and intend to provide a new resource and good practices to the European Toolkit for Schools.¹⁹

But what can we refer to as a basis to consider a lesson attractive and motivating?

¹⁹ *The European Toolkit for Schools is an online platform for schools and teachers that we highly recommend. The toolkit offers examples of good practices and resources for introducing collaborative approaches in schools to improve inclusivity, provide equal opportunities and tackling early school leaving*
https://www.schooleducationgateway.eu/en/pub/resources/toolkitsforschools/latest_resources.htm

DigiEdu4All participants agreed on a series of elements that would define inclusion. They are the following:

ELEMENTS OF INCLUSION (VARIABLES)			
Cooperation	Respect of students' capacities	Self-esteem self confidence	Giving value to students' work
Promoting the emotional involvement of the students	Creativity in problem solving	Autonomy	Adaptation to student's needs

We assign three levels of progression to each variable. To design a lesson plan that promotes inclusion, we ask the teacher who is designing it to choose between 1 and 3 of these variables and specify the level of progression that she/he wants to achieve in each of them. (See the complete table on the previous page)

Once this is done, the teacher has to include activities in his/her lesson plan that allow him/her to reach the chosen level of progression. That is why it is essential to select the variables and the progression level in the design phase of the lesson plan. In this way, we can choose the right activities to succeed in what we want to achieve.

Before choosing the progression level, the teacher has to verify where the students are with respect to that variable. Because if you choose level 3 when your students have not even reached level 1, this level will be difficult to achieve, but if the opposite happens, that is, that the objective of the lesson plan is to reach level 2 when the real level of the students is set to level 3, there will be no new learning.

Let's explain it with an example: a teacher wants to make his/her lesson inclusive through the variable Promoting the emotional involvement of students:

Variable	Progression level 1	Progression level 2	Progression level 3
Promoting the emotional involvement of students	The lesson plan includes theoretical information about emotions or may provoke emotions but there is no reflection about them	The lesson plan promotes the recognition of one's own emotions and how to accept and manage them	The lesson plan promotes the recognition of one's own emotions and those of others

But this teacher doesn't know if her/his students already recognise and accept their own emotions or not. If not, the chosen progression level should be 1 or 2, but if they already recognise and accept their own emotions, you'll need to aim for level 3. To find out whether or not your students recognise their own emotions you will have to perform a previous activity (or several), and the result of that activity will tell you which level to choose.

An example of previous activity related to this could be a brief role play related to close and not so close situations (a teenager who has just had his heart broken, a Syrian teenager who has just arrived in your country with his family, a woman who has just lost her job ...) to see how the students react.

It may also happen that, although our objective is to reach level 2, the actual level reached by the students is 3. For this reason, when evaluating the inclusion of the lesson plan, it is important to indicate what the final level of progression achieved has been.

To make sure our evaluation is solid, it is necessary to collect evidence. Therefore, it is necessary to explain what activities have been carried out in relation to the variable, what evidence has been collected and how it has been collected.

It is not easy to collect evidence related to, for example, the recognition of one's own emotions. This is not something that can be done with an exam, rather we need other types of instruments. In the following table we collect some of them classified according to the technique used:

Techniques	Instruments
Interrogation techniques	Survey, written and oral tests, interviews, focus groups
Observation techniques	Checklist, rating scale (rubric), anecdotal record
Production techniques	Self-report, portfolio of completed works, peer-to-peer evaluation, class journal

The choice of one instrument or another will depend on several factors such as the nature of the activity, the time available or the type of information to be obtained.

With the information obtained, we will be able to assess whether we have reached the level we intended to reach in the rubric and whether, therefore, our lesson plan is inclusive or not.

Going back to the example of the previous activity (role play of emotions), to find out if the students recognise their own emotions and/or those of others, the most important thing is the analysis of their speeches, that's why we can use interrogation techniques (asking students after each role play how they think their characters feel) and observation techniques (writing down in an anecdotal record the body language and attitude of students when asked about emotions). We can even record the scenes so you can keep an eye on the reactions of all the students.

A final reminder, as these lesson plans are intended to be replicated or to inspire other teachers, is essential to explain each activity in detail.

Evaluation tool

For all these reasons, on DigiEdu4All website www.digiedu4all.eu you will find a section to share your experience evaluating the inclusiveness of your blended lesson plans.

After registering on the website, you can upload your evaluation in the Evaluations > My evaluations section. Click on 'New' and fill in the sections of the form.

First, include the title of the lesson plan, the name of the author(s), the time period in which you implemented the lesson plan, the number of students, and mention, if applicable, other people involved.

Next select the target variable levels from the lesson plan using the dropdowns next to each variable and then select the variable levels you achieved using the dropdowns next to each variable.

In the 'Justification' section, describe how you achieved those improvements. The description can be short but it must be very specific, in order to demonstrate why you believe you have reached the level you have stated.

Finally, you can upload any document and link that you consider necessary to complement the justification for your evaluation (written tests, checklists, portfolios, videos...). The objective is that the 'DigiEdu4All' administrators can check the quality of the evaluation. For this reason, the documents and links will not be public, only the author and the 'DigiEdu4All' administrators will have access to them.

3.3 The role of parental engagement for inclusion

As often reported throughout the entire handbook, the three main pillars of the **DigiEdu4All** project are **digitalisation, education** and **inclusion**.

Talking about (Global) Digital Citizenship, it implies the involvement of several stakeholder²⁰. In order to work on these three pillars, parental engagement in the educational path of students is fundamental. Accordingly, with the mentioned publication of the Council of Europe, the role of parents is crucial to:

- get involved in internet and citizenship debate
- help children balance the social and interpersonal implication of using online technology
- regularly communicate with their children and schools in order to help develop the skills of involved and informed digital citizens

*'Parent Engagement in Schools is defined as parents and school staff working together to **support** and **improve** the learning, development, and health of children and adolescents.'*²¹

Parental involvement in children and teenagers' educational process is one of the keys for promoting the student's wellbeing, their development and their positive academic outcomes. But, in order to create a **good relationship** for all the three parts (children, parents and teachers), solid bases are necessary, and sometimes this could be difficult to achieve. Schools have strict rules and schedules to respect, whereas parents could not have the means, the time or the opportunities to sustain children's educational needs.

What is important to achieve is a **shared responsibility**. Schools should be committed to engaging parents in meaningful ways and to identifying them as the **major partners** in their child's school progress and not only just as collaborators.²² Parents should be committed to supporting the entire development and learning process of their children. In addition, research has shown that when parents are highly interested in their children's education, they perform better and their wellbeing improves, but it also improves their ability to learn in multiple settings. This means that a **positive parents-teachers strategy** is fundamental in enhancing the academic achievement of students.

²⁰ [Digital Citizenship Education Handbook](#), p.16

²¹ https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm

²² <https://files.eric.ed.gov/fulltext/EJ1075838.pdf>

Other advantages of parental engagement are better behaviour, in the immediate time and long term, a reduction in behaviours is at risk and enhances social skills.

After setting down the bases of parental engagement and of the shared responsibility of student's education, **DigiEdu4All** also wants to implement the idea of **inclusion**. In fact, the lack of parental involvement can cause and increase inequality. Parental engagement benefits all students, especially minorities and migrants. The classes are more and more intercultural and also the literature on parental engagement is moving toward the study of this specific field.

Of course, race, culture and socio-economic situation influence the concept of parental engagement. However, there are some practical factors that can be overcome. For example, the **foreign language** is the most common barrier because *'in the absence of interpreters or other liaisons in the school, parents feel disempowered and are less likely to be involved in school activities.'*²³ Another factor is the unknown educational system of the host country. Teachers might often misinterpret the behaviours of migrant parents and see that as a lack of educational values in the family.

Especially during the pandemic, parents had an important role in the digital education of their children because the technological element entered predominantly in the school routine. Distance learning and online classes started to show difficulties that had not been visible before, such as lack of devices and inaccessibility to technology, the digital gap between young people and parents or even the topic of the digital security field. Regarding this last aspect, much research has been done in the digital security environment and this will surely allow the web to be in the future a safer place, where children, parents and teachers can share experiences.

Parents and teachers have a common goal: the wellbeing and the success of their children and students. Working in a team and setting common goals is the key for an inclusive education.

23

<https://www.proquest.com/openview/e5eb7d9a15b297a6465552c1720a340d/1?pq-origsite=gscholar&cbl=33246>

3.4 Tips for parental engagement

Involving parents in school life is very challenging and sometimes it could be frustrating for the teachers. Teachers of DigiEdu4All Project reflected on how they can improve the approach in relation with families, on what they are doing and how it can be improved.

These tips summarise the reflection raised. So, as a teacher:

1. **Create an inclusive space when you meet the parents at school.** Help them with their feeling that they can be heard and that you are a person like them.
2. Try to **remove the barriers** based on the sense of power position from both sides, families and schools, in order to promote equality in relations.
3. **Build bridges** with parent representatives who can support you in creating good and proficient relations with all the parents.
4. Promote any kind of **support** dedicated to families: linguistic and mediation support, psychological support in case of any need.
5. **Create open meetings** to share the work done with the students as a moment to share the sense of an educational community.
6. **Promote co-responsibility.** Involve parents in defining the formal document on which the alliance between school and families are based; ask them about their expectations and their availability in supporting the school role.
7. **Promote clear and easy systems and means of information** for families without using formal language or long text which can be a barrier for them in reaching the information.
8. **Explain the evaluation process** without giving the sense of 'judging'. Contact the families to share positive information about the student as well, not only the bad one.



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DIGITAL EDUCATION FOR ALL

www.digiedu4all.eu

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