YOUTH DIGITAL CITIZENSHIP EDUCATION

Juventude em ação

Erasmus+

MINDtheGaps

MEDIA LITERACY TOWARDS YOUTH SOCIAL INCLUSION

Authors

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Consortium

UPORTO/CIIE team, Portugal (Task Coordination)

Angélica Monteiro (Project Coordinator)
Carlinda Leite (Project Co-Coordinator)
Rita Barros (Postdoctoral research fellow)
Amélia Lopes
Cristina Rocha
Elsa Guedes Teixeira
João Caramelo
Mariana Rodrigues
Preciosa Fernandes
Sofia Marques da Silva

APLOAD, Portugal

José Carlos Bronze

KNOW AND CAN ASSOCIATION, Bulgaria

Rumyana Shalamanova
Ani Dimitrova

ORTA KARADENIZ KALKINMA AJANSI, Turkey

Meltem Yilmaz
Sevim Şener
Ibrahim Ethen Sahin

INLAND NORWAY UNIVERSITY OF APPLIED SCIENCES, Norway

Brit Ragnhild Svoen
Anne Stine Mjelve Bakmann
Gunn Heidi Sorknes Holme

Graphic Design

www.designporto.pt

YOUTH DIGITAL CITIZENSHIP EDUCATION

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Introduction

The Sustainable Development Goal 4, “Quality education”, aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This Goal targets both the elimination of all discrimination in education (especially for those in vulnerable situations) and the provision of affordable, reliable and context-sensitive digital education, as a guarantee of equal opportunities for young people. This inclusive, equitable and multi-contextual perspective guides the principles of the project MINDtheGaps (Media Literacy Towards Youth Social Inclusion), an Erasmus+ project that aims to promote equal opportunities through media literacy development on socially vulnerable young people (between 15 and 18 years old).

This MINDtheGaps Digital Citizenship Education Handbook presents conceptual exploration, practical sample and resources to work digital citizenship education with young people in multiple contexts. The main targets are managers, teachers and education professionals that work with young people.

The first section “Digital Citizenship Education” consists of two parts. The first part presents and discusses the concepts of Citizenship and Digital Citizenship. The second part presents the MINDtheGaps project framework, which articulates the following concepts:

- Digital Citizenship Education
- Media Literacy, Digital Competences and Open Educational Resources
- Digital and Social Inclusion
- Autonomy and critical thinking
- Ethics, security, privacy and free expression

The second section “Learning from the field” presents not only schools agents’ perspectives on digital and media literacy, but also various European projects and initiatives.

The third section presents a list of resources to develop youth digital media literacy and certify competences.

Final considerations conclude the Handbook.

DIGITAL CITIZENSHIP EDUCATION

1 DIGITAL CITIZENSHIP EDUCATION

1.1. What is Digital Citizenship Education?

Before clarifying the meaning of Digital Citizenship, let us focus first on the concept of Citizenship. Even though there are several definitions associated with this concept, the first thought goes to the set of rights and responsibilities of individuals regarding the State. However, the complexity of the concept leads to differentiated approaches. In a more simplistic one, it is possible to distinguish:

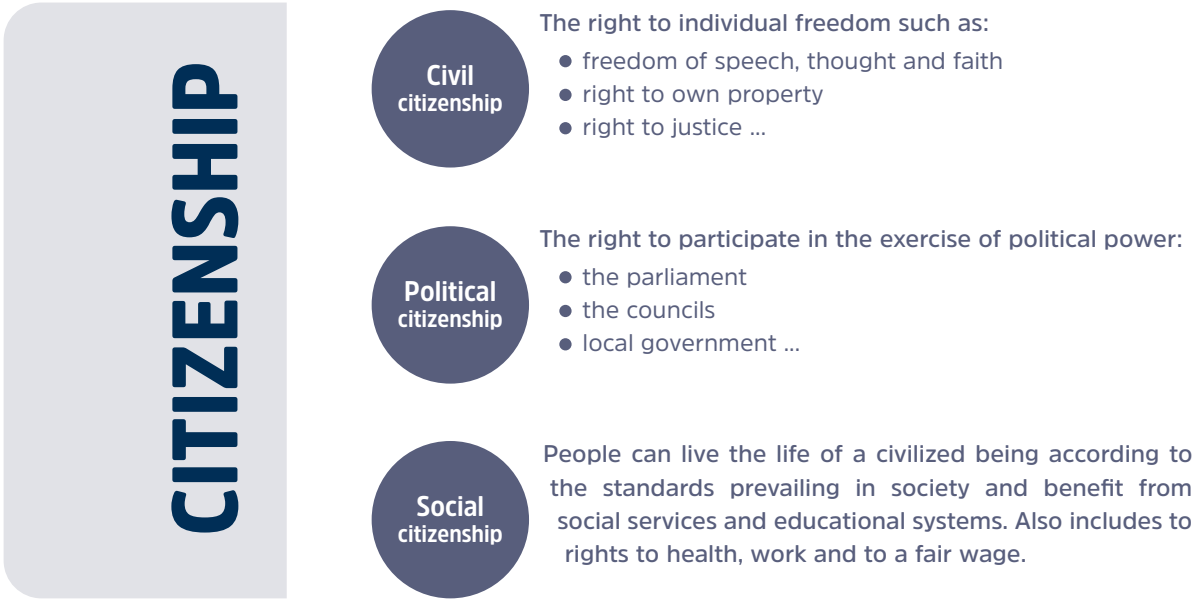

Fig. 1: Citizenship concept

Citizenship is not only related to rights, but also to responsibilities, duties, identity and multiple ways of participation. This active citizenship approach is more used in educational contexts and is also adopted by European Commission (1998) as a framework to establish three different dimensions:

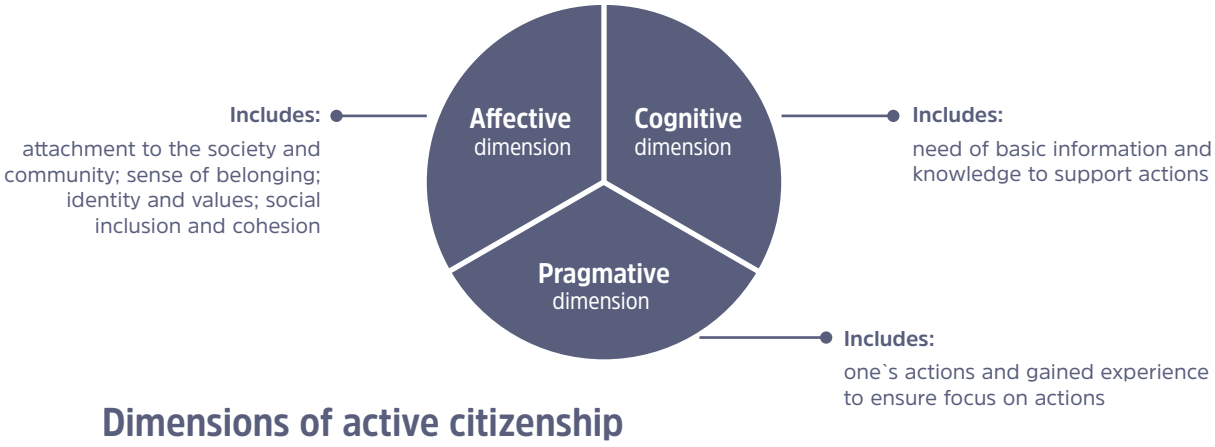

Fig. 2: Dimensions of active citizenship (European Commission,1998)

Active citizenship advocates more responsibilities and empowerment to the citizen, but an issue arises regarding the most vulnerable people that frequently do not get the same conditions to be active citizens.

What about Digital Citizenship?

The concept of digital citizenship education should be understood in a continuous line network of traditional citizenship concepts (Emejulu & McGregor, 2019; Kim & Choi, 2018).

Today's social context is much different from that of previous generations and digital media technology offers youth new environments to explore their experiences, identities, and contexts. In this scope, the Digital Citizenship emerged. The genesis of the concept is related with youth culture, in which digital technologies, and online activity have the potential to promote the interest in civic engagement and to provide alternative forms of social and political participation (Mitchell, 2016).

Save

***Digital citizenship** can be defined as:*

- *the qualities required for citizens to use digital tools and behave in various digital environments (Searson, Hancock, Soheil, & Shepherd, 2015);*

- *the practice of defining the norms of appropriate, responsible behaviour with regard to technology use (Ribble, 2014);*

- *a person who can effectively and efficiently use digital tools through advanced communication technology and respect moral rules and individual rights and freedoms in a virtual environment and use technological tools responsibly (Aslan, 2016).*

Or:

- *"representing capacity, belonging, and the potential for political and economic engagement in society in the information age" (Mossberger et al., 2008, p. 2).*

These definitions reflect different theoretical approaches to the concept. The first three definitions focus on internet-specific abilities, self-efficacy and technological aspects. This is in line with a normative perspective of digital citizenship, which addresses proper and responsible technology use in a safe, legal and ethical way.

The last definition emphasizes political, cultural, and economic involvement through online activities in order to achieve social justice. Digital citizenship is seen as an indicator of political participation, and social media promotes digital citizen's civic participation and engagement in several communities.

International consortia and societies focused on technology integration define digital citizenship in terms of safety and responsibility (Fig. 3)

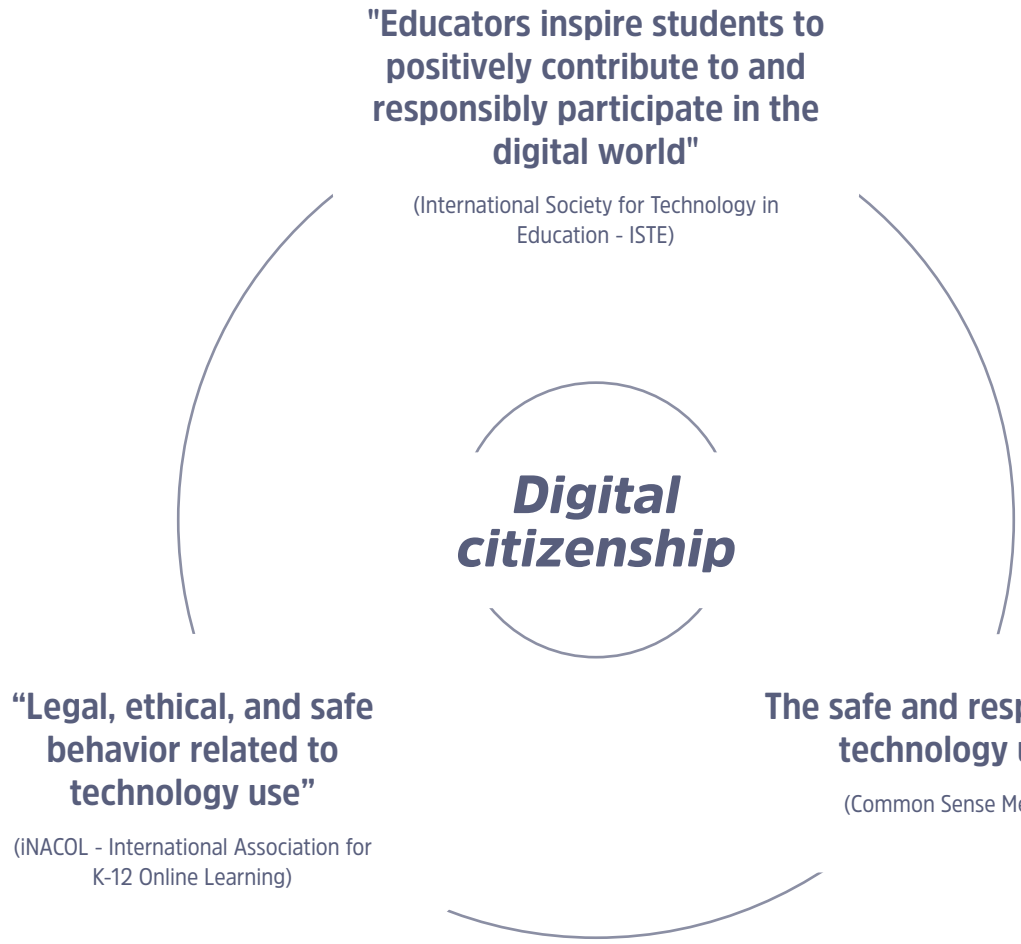

Fig. 3: Digital Citizenship focus

The concept of digital citizenship is multidimensional rather than single dimensioned.

Components of digital citizenship are stated in Figure 4 (Kim & Choi, 2018).

Cognitive component

- Communication ability
- Autonomous judgment ability
- Rational decision-making ability
- Critical thinking ability
- Lifelong learning
- Concentration
- Learning and evaluation of the results

Emotional component

- Human dignity
- Tolerance
- Community consciousness
- Responsibility
- Care
- Self-confidence

Behavioural component

- Active participation
- Autonomous regulation
- Compliance with laws and regulations
- Development of engagment

Fig. 4: Digital Citizenship dimensions

Other features of Digital Citizenship usually pointed out by academic literature are displayed in Figure 5.

DIGITAL CITIZENSHIP MAIN ASPECTS

(Ribble, Bailey & Ross, 2004; Ribble, 2011; Alberta, 2012; Oyedemi, 2014; Başarmak, Yakar, Güneş & Kuş, 2019)

- digital access
- digital etiquette
- laws and regulations
- communication and digital skills
- digital literacy
- digital consumption, commerce
- ethics, rights and responsibilities
- digital health
- digital security

ACTIONS AND GUARANTEES

(International Society for Technology in Education - ISTE, 2016)

RESPECT

Equal digital rights and access for all.

Treating others with respect in online environments, no cyber-bullying.

No stealing or damaging others' digital work, identity or property.

EDUCATE

Appropriate decisions when communicating through digital channels.

Using digital tools to advance learning and keeping up with changing technologies.

Responsible online purchasing decisions while protecting payment information.

PROTECT

Upholding basic digital rights in digital forums.

Protecting personal information from

forces that might cause the harm.

Limiting physical and psychological health risks of technology.

Fig. 5: Digital Citizenship pointed out by academic literature

In sum, nowadays, the trend is to move from simple digital literacy education and cyberbullying prevention, to proper practices in the use of internet resources for respect and tolerance for others in online participation and to individual development and social values promotion in digital society (Gazi, 2016). Even though the personally responsible citizenship is central in digital citizenship, more participatory or justice-oriented lens should be reinforced in the concept definition (Heath, 2018).

1.2. Digital Citizenship Education Framework

MINDtheGaps's team designed a graphic scheme with the main concepts involved in the Digital Citizenship Education framework (Fig. 6).

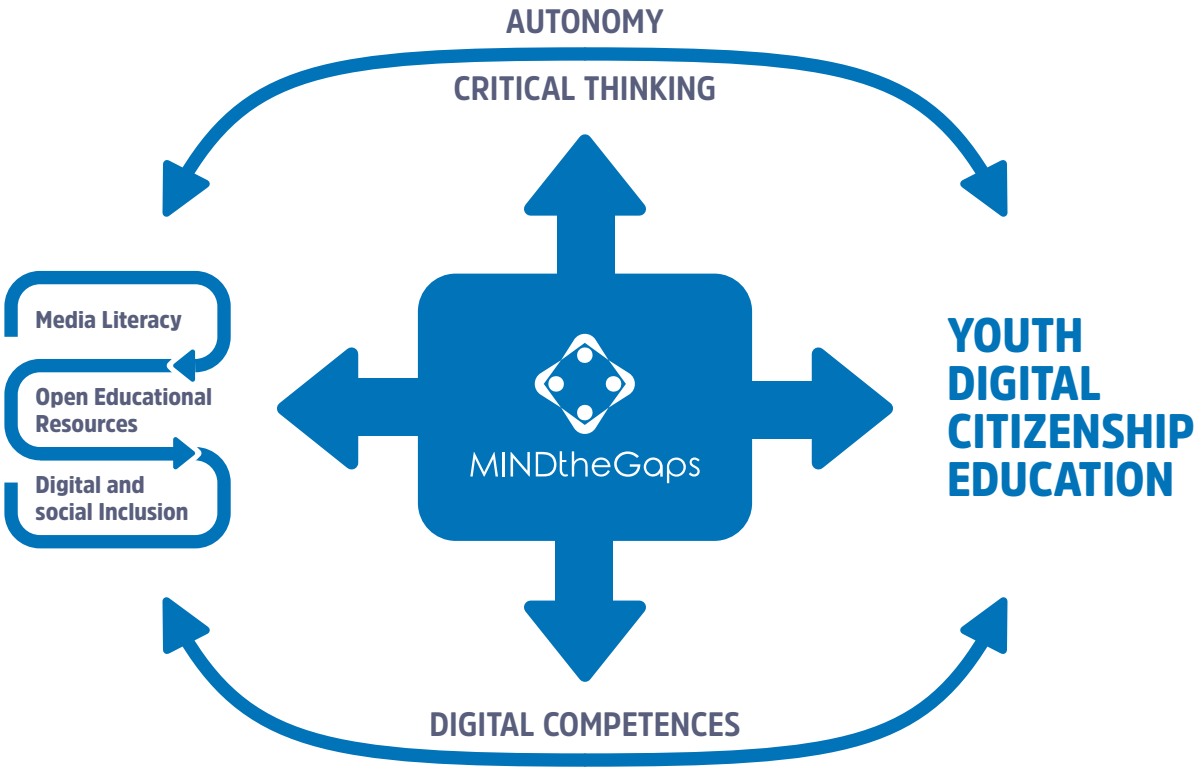

Fig. 6: Digital Citizenship Education MINDtheGaps scheme

As can be verified in Figure 6, all concepts are interrelated and are of importance in the development of skills and knowledge for young people to use digital technologies responsibly and ethically, i.e., to contribute to their digital citizenship education.

> **"A digital citizen is a person with the skills and knowledge to effectively use digital technologies to participate in society, communicate with others, create and consume digital content"** (eSafety Commissioner[1])

According to the Council of Europe (2017, p.9), digital citizenship concept involves "not only digital and media literacy competences, but also other skillsets that appear in related discussions of participation, democracy, social engagement and human rights". In this sense, in the same document, it is referred that media and information literacy are often considered keys for engagement and empowerment.

1.2.1. Digital Citizenship Education

Based on the Digital Citizenship Education MINDtheGaps' framework, an overview of what is currently happening in school contexts is of relevance.

Besides the importance of students' participation in democratic life from digital platforms, their rights and responsibilities, ethical principles and critical thinking, and even digital security issues, are highly limited in school curricula (Başarmak, Yakar, Güneş & Kuş, 2019). "(...) Citizenship education goes beyond duty or responsibility and focuses on instituting self-identity, belief, protection, and healthy digital use" (Martin, Gezer & Wang, 2019, p. 239).

The most avant-garde conceptions of Digital Citizenship, as mentioned above, require a reconceptualization of Digital Citizenship Education, towards heightened new forms of active and meaningful citizenship and

[1] https://www.esafety.gov.about-us

digital activism, that allow students to express their political identities, and empower them to impact in their contexts. So, schools' curricula must assume the inclusion of critical social justice, promoting critical exploration of equity and aiming for civic action and systemic change. For instance, the adoption of a curriculum that provides opportunities for students to develop citizenship through digital media applications, software, or games, and allows to connect students' offline and online civic engagement activities along with formal citizenship curricula (Gleason & Gillern, 2018; Martin, Gezer & Wang, 2019).

Online resources have the potential to improve youth equitable political participation, including those marginalized in the political process, and across racial and ethnic groups within youth culture. Digital Citizenship Education addresses how we think about and behave towards others, including those who belong to different ethnical groups, those who practice different religions or those who belong to a different race (Pedersen, Nørgaard & Köppe, 2018).

> **"The role of digital citizenship education must be expanded beyond surveillance and security to prioritize critical social justice education that develops youth political identity and empowers young people to impact positively on political issues"** (Mitchell, 2016, p.6).
>
> So, **"more multi-layered and multi-faceted digital education for the identity of students who are influenced by the digital environment needs to be considered"** (Kim & Choi, 2018, p. 168).

Some recommendations are given for Responsible Digital Citizens' school training (Dotterer, Hedges & Parker (2016), as it can be seen in Figure 7.

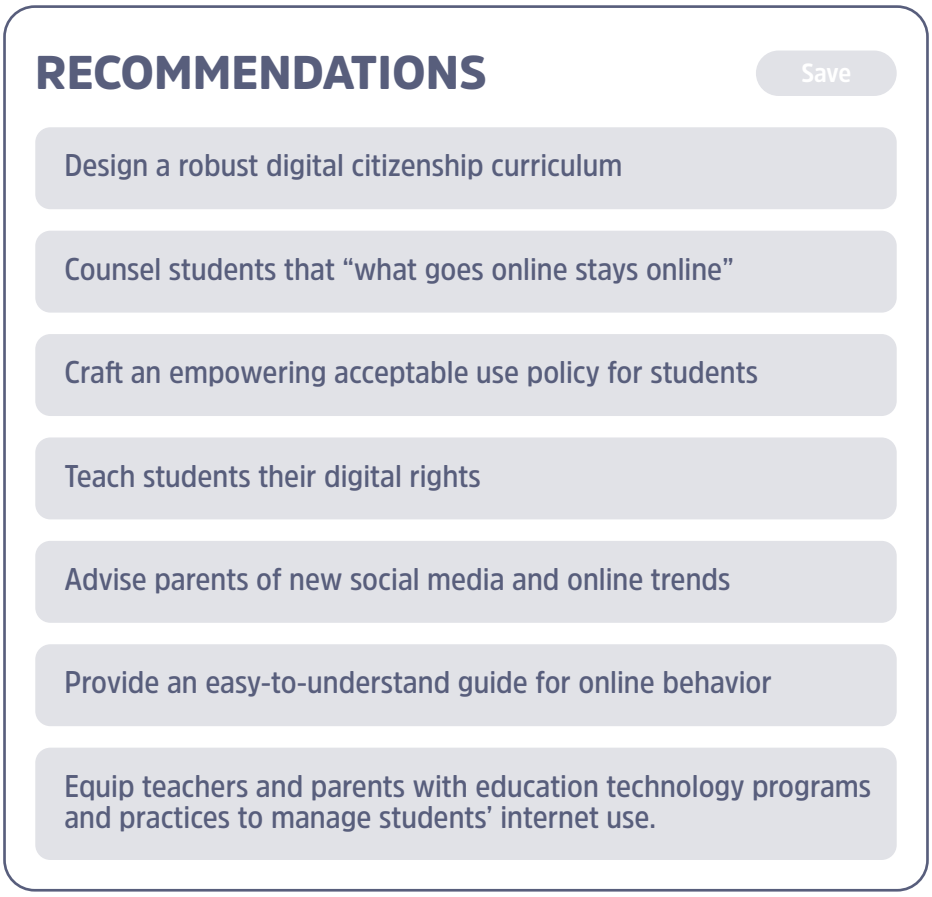

Fig. 7: Responsible Digital Citizens' school training recommendations

Educational initiatives on digital citizenship should be included into curriculum and course designs in all education levels, since preschool and kindergarten, in order to make global citizens (Gazi, 2016). The conception that citizenship education goes beyond duty or responsibility and focuses on instituting self-identity, belief, protection, and healthy digital use (Martin, Gezer & Wang, 2019) means that pedagogical implications are needed (Heath, 2018).

The Council of Europe (2019, p. 13-14) established the following 10 digital domains to develop digital citizenship competences[2]:

Being online

- **Access** and inclusion concerns access to the digital environment and includes a range of competences that relate not only to overcoming different forms of digital exclusion but also to the skills needed by future citizens to participate in digital spaces that are open to every kind of minority and diversity of opinion.
- **Learning and creativity** refers to the willingness and the attitude of citizens towards learning in digital environments over their life course, both to develop and express different forms of creativity, with different tools, in different contexts. It covers the development of personal and professional competences as citizens prepare for the challenges of technology-rich societies with confidence and in innovative ways.
- **Media and information** literacy concerns the ability to interpret, understand and express creativity through digital media, as critical thinkers. Being media and information literate is something that needs to be developed through education and through a constant exchange with the environment around us. It is essential to go beyond simply "being able to" use one or another media, for example, or simply to "be informed" about something. A digital citizen has to maintain an attitude relying on critical thinking as a basis for meaningful and effective participation in his/her community.

Well-being online

- **Ethics and empathy** concerns online ethical behavior and interaction with others based on skills such as the ability to recognize and understand the feelings and perspectives of others. Empathy constitutes an essential requirement for positive online interaction and for realizing the possibilities that the digital world affords.
- **Health and well-being** relates to the fact that digital citizens inhabit both virtual and real spaces. For this reason, the basic skills of digital competence alone are not sufficient. Individuals also require a set of attitudes, skills, values and knowledge that render them more aware of issues related to health and well-being. In a digitally rich world, health and well-being imply being aware of challenges and opportunities that can affect wellness, including but not limited to online addiction, ergonomics and posture, and excessive use of digital and mobile devices.
- **e-Presence and communications** refers to the development of the personal and interpersonal qualities that support digital citizens in building and maintaining an online presence and identity as well as online interactions that are positive, coherent and consistent. It covers competences such as online communication and interaction with others in virtual social spaces, as well as the management of one's data and traces.

Rights online

- **Active participation** relates to the competences that citizens need to be fully aware of when they interact within the digital environments they inhabit in order to make responsible decisions, while participating actively and positively in the democratic cultures in which they live.

[2] https://rm.coe.int/16809382f9

- **Rights and responsibilities** are something citizens enjoy in the physical world, and digital citizens in the online world also have certain rights and responsibilities. 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.
- **Privacy and security** includes two different concepts: privacy concerns mainly the personal protection of one's own and others' online information, while security is related more to one's own awareness of online actions and behavior. It covers competences such as information management and online safety issues (including the use of navigation filters, passwords, anti-virus and firewall software) to deal with and avoid dangerous or unpleasant situations.
- **Consumer awareness** relates to the fact that the World Wide Web (WWW), with its broad dimensions, such as social media and other virtual social spaces, is an environment where often the fact of being a digital citizen also means being a consumer. Understanding the implications of the commercial reality of online spaces is one of the competences that individuals will have to deal with in order to maintain their autonomy as digital citizens".

In conclusion, the major challenge of Digital Citizenship Education is to involve students and teachers in developing awareness of its importance and to develop digital roles to be a good digital citizen in the digital age.

1.2.2. Media Literacy, Digital Competences and Open Educational Resources

Although there are several definitions of **media literacy**, there is a consensus on the academic literature (e.g. Livingstone, 2004; Hobbs, 2010; Tulodziecki, 2012; Tutkun & Kıncal, 2018) that this concept involves competences that are fundamental for the 21st century (Fig. 8).

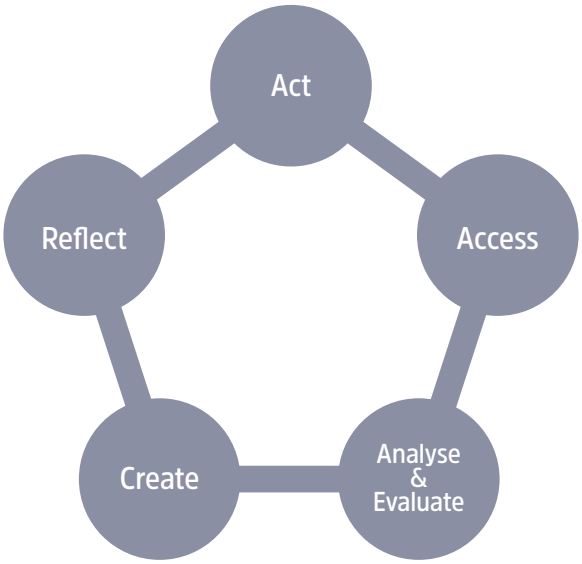

Fig. 8: Media literacy competences (Hobbs, 2010)

Media literacy competency generally refers to "the ability to critically analyze and reflect about media messages as well as to create and disseminate media messages and take action" (Tulodziecki, 2012, p. 50).

Tulodziecki and Grafe (2013, p. 52) identified the following five tasks of media literacy in education:

Distinguishing and using appropriate types of media

for a variety of purposes by the following aspects: information, learning, entertainment and game exchange and cooperation, analysis, and simulation

Creating and disseminating own media

by the following aspects: pictures/ photos, print media, audio media, video contributions, and interactive media

Understanding and evaluating the design of media messages

by the following aspects: representational systems, techniques of design, types of programs, structure of course, and types of media

Becoming aware of and dealing with media influences

by the following aspects: emotions, concepts and beliefs, behaviour patterns, value orientations, and social contexts

Identifying and evaluating conditions of media production and media dissemination

by the following aspects: technical conditions, economic conditions, legal conditions, personal and other institutional conditions, political, and further societal conditions

Fig. 9: Tasks of media literacy in education (Tulodziecki & Grafe (2013, p. 52))

Traditionally **media literacy and information literacy** have been studied as two separated concepts, however UNESCO (2011, p.18) joint these concepts "to a unified notion that embodies elements of both media literacy and information literacy and conveys the aims and objectives of MIL". Figure 10 exemplifies the key elements of media and information literacy (MIL).

Information Literacy

Define and articulate information needs	Locate and access information	Assess information	Organize information	Make ethical use of information	Communicate information	Use ICT skills for information process

Media Literacy[2]

Understand the role and functions of media in democratic societies	Understand the conditions under which media can fulfil their functions	Critically evaluate media content in the light of media functions	Engage with media for self-expression and democratic participation	Review skills (including ICTs) needed to produce user-generated content

Fig. 10: Key elements of media and information literacy (UNESCO (2011, p.18)

UNESCO (2011) develops the MIL Curriculum and Competency Framework for Teachers incorporating both ideas. MIL curriculum developed in this package aims to help teachers explore and understand MIL by addressing:

- "The functions of media and other information providers;
- How information presented should be critically evaluated within the specific and broad context of its production;
- The concept of editorial independence and journalism as a discipline of verification;
- Media ethics and info-ethics;
- International standards (Universal Declaration of Human Rights), freedom of information, constitutional guarantees on freedom of expression, limitations needed to prevent infringements of other people's rights;
- What is expected from media and other information providers;
- Information sources and systems of storage and organization;
- Processes of access, enquiry, determination of information needs;
- Location and retrieval tools;
- How to understand, organize, and assess information, including source reliability;
- The creation and presentation of information in variety of formats;
- The preservation, storage, reuse, recording, archiving and presentation of information in usable formats;
- The use of information for problem-solving or decision-making in personal, economic, social and political life" (UNESCO, 2011, p.11).

Besides the MIL, there is another relevant term used in the same context that, according to several authors (Martin & Grudziecki, 2006; Bawden, 2008; Lankshear & Knobel, 2008), congregates other literacies: digital literacy. The concept of digital literacy encompasses three different levels (Martin & Grudziecki, 2006): digital competence (skills, concepts, approaches, attitudes regarding digital technologies), digital use (professional/discipline application), and digital transformation (innovation/creativity).

MINDtheGaps project mobilizes the three digital literacy levels mentioned by Martin and Grudziecki (2006), contributing to the development of digital competences with the aim of achieving digital transformation.

> "**Digital Competence** is the set of knowledge, skills, attitudes (thus including abilities, strategies, values and awareness) that are required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, participation, learning, socializing, consuming, and empowerment" (Ferrari, 2012, p. 43).

Following this concept presupposes that young people have active roles. They will produce open educational resources (OER), evaluate, and share with each other. Figure 11 shows an OER classification (Pawlowski & Hoel, 2012, p.2).

> "UNESCO defined Open Educational Resources (OER) as "**technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes**" (UNESCO, 2002). However, **OERs are not always altruistic or noncommercial; and lately their role in innovation and economic development have been more highlighted (OECD, 2007). In principle, OER just mean that they are freely accessible and re-usable under different licensing conditions**. We define OER as "**Any digital resource which can be freely accessed and used for educational purposes**" (Pawlowski & Hoel, 2012, p.2)

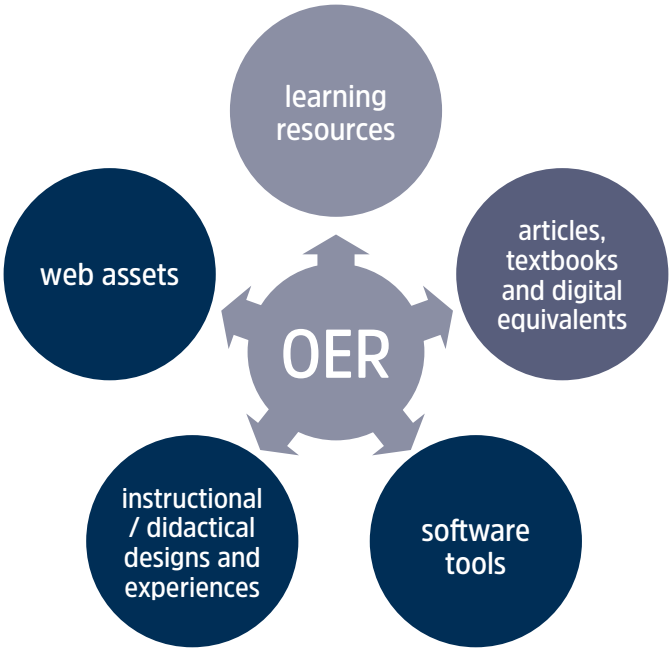

Fig. 11: Open Educational Resources (Pawlowski & Hoel, 2012, p.2)

In sum, **media literacy** in MINDtheGaps project is related to the understanding of the media role in society and with the self-expression abilities. These abilities include the use, production and share of open educational resources to promote **digital and social inclusion**, which requires **digital competences, autonomy and critical thinking.**

1.2.3. Digital and Social Inclusion

There is a tendency to attribute individual responsibility to the use of digital technologies and its eventual emancipatory potential (Marien & Prodnik, 2014). This is noticeable on the "digital native" concept (Prensk, 2001, p. 1) that gives the misguided idea that those who were born in the Digital Era naturally acquire skills and an understanding of technology, being "all 'native speakers' of the digital language of computers, video games and the Internet". These high expectations about the young people "natural" digital competencies strengthen the digital divide, particularly between generations.

The discussion about digital divide is traditionally focused on the unequal access to technological devices. However, there is a deeper aspect to consider in the digital inclusion concept, being related to the engagement, the use and to the differentiated conditions to participate in digital mediated environments. In fact, digital interactions and the relationship with digital tools and contexts are mediated by specific material conditions (Blanchette, 2011, Silva, 2018).

> **Digital Inclusion** is social inclusion in the 21st century that ensures individuals and disadvantaged groups have access to, and skills to use, Information and Communication Technologies (ICT) and are therefore able to participate in and benefit from today's growing knowledge and information society (20/20 Trust).

The exclusion of opportunities that the digital inclusion potentially has may become a barrier to the exercise of different forms of participation, autonomy and communication, with an impact on the exercise of

citizenship, but also in the loss of education, training and employment opportunities. Digital interaction was proven to have impact on young people social and civic participation (Marlowe et al., 2016). Most vulnerable population groups require concrete actions to promote inclusion and digital literacy, namely elderly people, people of cultural and linguistic diversity, people with special needs, with low income, unemployed or with precarious employment, imprisoned and young people at risk (Figure 12).

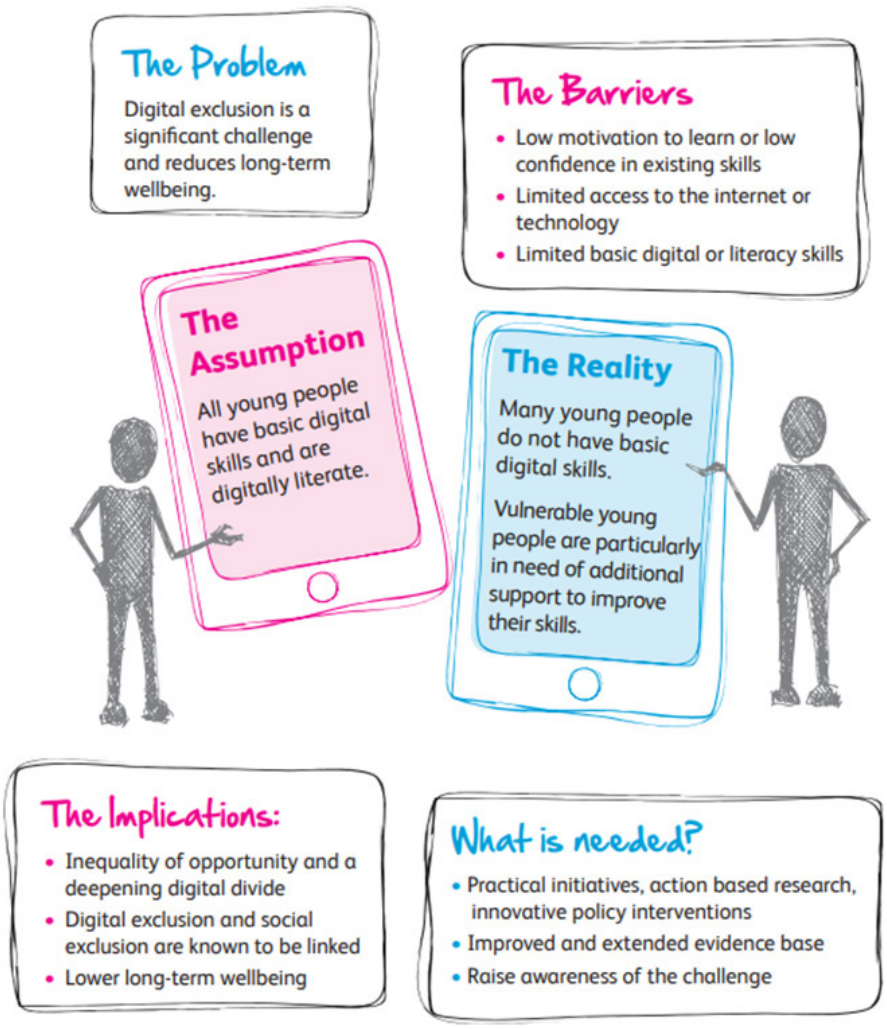

Fig. 12: Digital Inclusion Challenge. Source Wilson and Grant (2017, p. 2)

> "It is essential that everyone has the skills, competencies and means to use and benefit from digital technologies to participate in a networked society(...) In order to accomplish this objective there is a need to design and to implement initiatives and digital inclusion programmes flexible enough to address different needs and capable of overcoming several obstacles and limitations: citizens who have already left formal education and are not exposed to vocational training, the unemployed, youngsters at risk, migrants and minorities, the elderly, people with special needs, etc." (Portugal INCoDe.2030, 2018, p. 13).

Being digitally included depends on several factors including education, socio-economic background, and conditions to digital engagement. Helper (2008) aggregates the digital engagement into four categories: use, access, skills and attitudes (Figure 13).

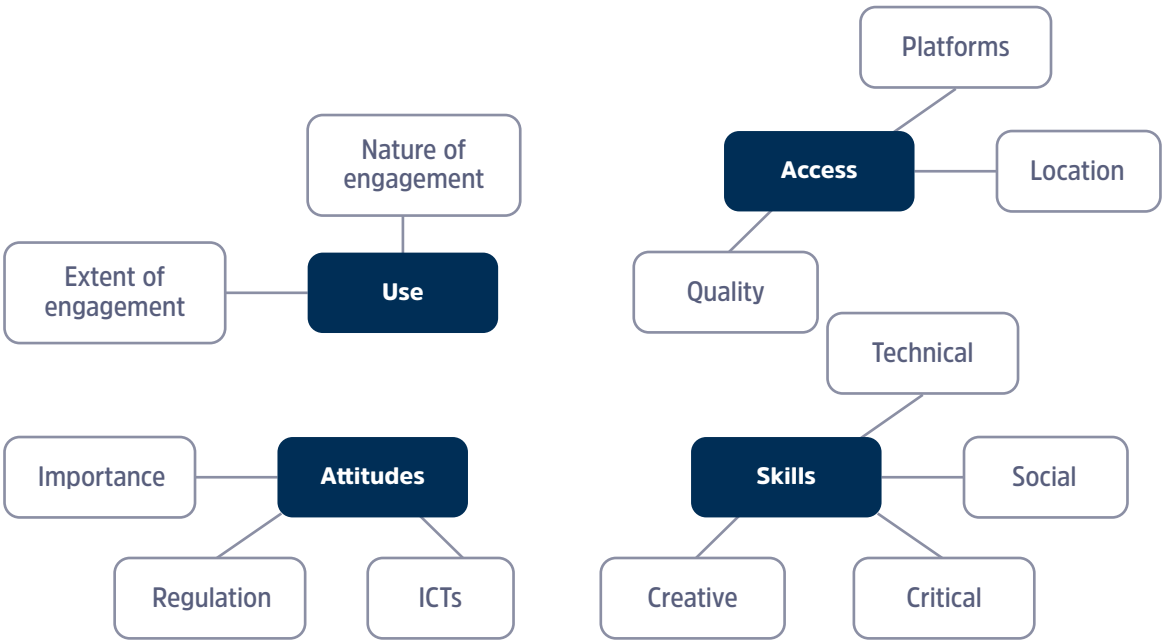

Fig. 13: Digital engagement categories (Helsper, 2008, p. 29)

According to Ronda Zelezny-Green, Steven Vosloo and Gráinne Conole (UNESCO, 2018, p.32), the main barriers to increasing digital inclusion for low-skilled and low-literate people are:

- lack of infrastructure;
- low incomes and affordability;
- user capabilities (that is, lack of basic literacy and digital literacy);
- incentives (such as lack of cultural and social acceptance of internet use, awareness and understanding of the internet, and available and attractive local content).

To provide digital access to young people regarding educational and training contexts is an essential step forward to reduce barriers mainly related to capabilities and incentives. However, Monteiro, Moreira and Leite (2018) sustain that this, by itself, is neither a reliable indicator of the quality of the formative offer, nor does it guarantee equal participation.

> "On the contrary, if there is no attention to socio-historical contexts, different life paths and individual characteristics, technologies can act as yet another element of strengthening the situation of social exclusion" (Gorard and Selwyn, 2005).

> "Even if people engage on a basic level with the Internet they are not likely to use the technologies in ways that would be most beneficial to their specific social disadvantages" (Helsper, 2008, p. 33)

MINDtheGaps' project intends to contribute to digital and social inclusion by providing conditions to young people, especially those facing vulnerable situations, to access, use and participate on digital mediated environments by collectively creating digital storytelling and games, and sharing them with other young people. According to Monteiro, Leite, Barros, Caramelo and Teixeira (2020, p.1) the project aims to remove systemic barriers to participation through inclusive lens. The equity lens main components are: "Identify barriers where they occur; eliminate barriers by making adaptations that reflect the life experiences of those affected; create new ways of working by considering inclusion at the earliest stages rather than at the end" (Simmonds, 2019, p. 4).

"The inclusive and equity lens has been used by public entities, non-profit organizations and community associations to guide actions and decision-making, while:

Reflecting the needs of people with a range of experiences;
Applying knowledge of [local]history (...);
Finding a diversity of ways for people to participate (no one-size-fits-all);
Understanding how and why exclusion happens, resulting in actionable steps to take"
(Simmonds, 2019, p. 4).

Monteiro, Leite, Barros, Caramelo and Teixeira (2020, p.1) also sustain that:

"There are several elements associated by the integration of games in education that favour inclusion and consider diversity:

- digital learning games are interactive and customizable, and can contribute to provide access to a more diverse group of individuals;
- Games involve goal-oriented tasks that target both real-world and non-real-world scenarios;
- Players feel responsible for success (...) turning errors into learning elements;
- There are potential social benefits in terms of creating a sense of closeness, friendship and belonging, especially when linking online and offline relationships;
- Games provide a sense of autonomy and creativity, challenge, and purpose, safe opportunities to "fail", and incremental information about how much progress they were making towards achieving in-game goals"

1.2.4. Autonomy and critical thinking

The first question that arises when the words/expressions "autonomy and critical thinking" are used in social and educational discourses is what is meant by them. In the early 1990s, autonomy was defined as showed in Figure 14.

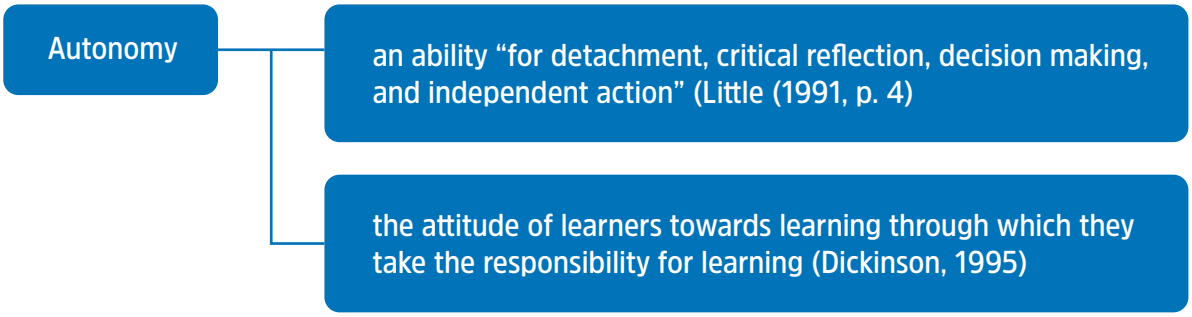

Fig. 14: Autonomy concept in the early 1990s

Especially important, when referring to autonomy, is the focus on self-thinking and the ability to be the author of own opinions and behaviours. As it can be inferred, this orientation breaks with magisterial teaching processes (Leite, 2002, 2006; Leite & Fernandes, 2010) in which the teacher exposes the knowledge and the students, in order to learn, listen and access the information transmitted to them. It is in this movement of rupture with the past that, in this 21st century, academic discourses and education policies, both affirming the importance of training autonomous citizens, have recognized the merit of

teaching-learning processes that transfer to the students roles related with decision-making and direct access to knowledge, which, in traditional orientations, were centred on teachers. In advocacy of this idea, for example, O'Donnell, Reeve and Smith (2012) claim that autonomy is one of the internal factors that help students to experience being autonomous and competent. Autonomy in this sense is also a means of being the author of their own knowledge, and not simply a receptor as is in banking concept of education (Freire, 1972). However, for students to develop autonomy skills, it is necessary that the learning processes support and stimulate critical thinking (Ku, 2009; Pemberton & Nix, 2012). Several studies have concluded that learners with higher critical thinking ability had higher conditions to be autonomous (Shangarffam & Mamipour, 2011; Gorjian, Pazhakh, & Parang, 2012; Marashi & Jafari, 2012).

Teacher education becomes of tremendous importance in this context. Cook-Sather (2006) relates teacher education and autonomy development, defining teacher educators as learners and students as active builders of their knowledge. In this kind of training, "classrooms are spaces where students in different levels and with different kinds of experience work together in accordance both with the development of their knowledge and of themselves as individuals" (Thomas Dotta & Lopes, 2013, p. 155). The development of student teachers' autonomy is complex. Usually a lot of other relevant concepts are used to talk about it, such as "will, ability, freedom, control, responsibility and independence" (Thomas Dotta & Lopes, 2013, ibid.). Phil clarifies the central content that this set of ideas contains, saying that the development of students' autonomy "implies a particular kind of socialization involving the development of attributes and values that will permit individuals to play active, participatory roles in a democratic society" (Phil, 2007, p. 31).

In education, the origins of recognizing the importance of critical thinking can be found in Dewey (1933), for he pointed out that one of the main purposes of education was to **LEARN TO THINK.**

Therefore a relationship between Critical thinking and the concept of Media literacy competency defined above:

"(...) critical thinking is the ability that people use in order to analyze facts, create ideas and classify them, make comparisons and inferences, and solve problems"
(Faramarzi, Elekaei & Tabrizi, 2016, p. 879)

Critical thinking favors critical analysis and reflection about media messages
(Tulodziecki, 2012)

Fig. 15: Critical thinking

For this reason, it is important for teachers to use pedagogical work modes and learning environments that favor autonomy and critical thinking. It is recognized that the involvement of students in their learning enhances their ability to think about what they are learning (Reeve, 2006). On the other hand, this author recognizes:

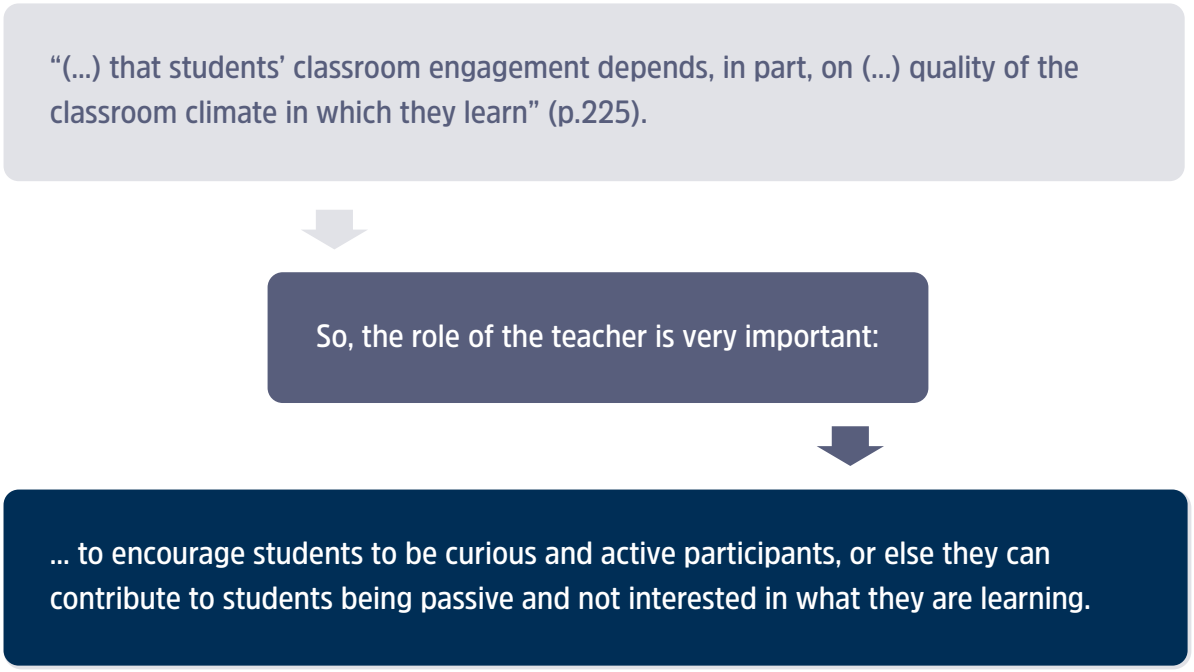

Fig. 16: Pedagogical work modes, according to Reeve (2006)

Recognizing this, we argue that the teacher profile and a rich and motivational environment are the main conditions to achieve autonomous learning, stimulating learning by doing in a student-centred orientation. On the other hand, for students to develop autonomy skills, it is necessary that the learning processes support and stimulate critical thinking (Ku, 2009; Pemberton & Nix, 2012). To achieve that, it is important that students can question themselves and seek answers for themselves.

In the case of the MINDtheGaps project these are central aspects. Teachers need to motivate students to build autonomous activities and reflect on them and their social responsibilities. For this reason, it is important that teachers use pedagogical work modes that favor autonomy and critical thinking.
Autonomy competence has in critical thinking a fundamental partner. In fact, they belong to each other. Autonomy implies the capacity to question reality and knowledge just as they seem to be. Several studies have concluded that learners with higher critical thinking ability had higher conditions to be autonomous (Shangarffam & Mamipour, 2011; Gorjian, Pazhakh, & Parang, 2012; Marashi & Jafari, 2012). And once again the importance of teacher educators in the development of students' autonomy is stressed (Fumin & Zahng, 2012), notably through the development of student teachers' critical thinking (Andrea Sullivan, 2012).

According to Faramarzi, Elekaei and Tabrizi (2016, p. 879), "critical thinking is the ability that people use in order to analyze facts, create ideas and classify them, make comparisons and inferences, and solve problems", which means that, establishing a relationship with the concept of media literacy competency defined above, critical thinking favors critical analysis and reflection about media messages, as it was proposed by Tulodziecki (2012).

Therefore, in MINDtheGaps project autonomy and critical thinking competences are valued.

1.2.5. Ethics, security, privacy and free expression

The digital world in which we live, on a planetary scale, corresponds to an unprecedent change in society's way of living, at all levels, such as relational, economic, political, cultural, etc.

The digital world is accessed through mobile and multifunctional devices, such as smartphones, with which a personal relationship is maintained, lived as private. The depersonalized technological resource reinforces the sense of contemporary individualization in all generations and social strata, but it also realizes and fulfils the inherent need for personal and social life through many of its social functions, such as education and leisure. This change is supported by the internet, which adds benefits, but whose threats must be questioned.

For this reason, children and young people of all over the world, active users of the Internet, in a high daily frequency of use, from which are withdrawn numerous benefits, constitute a particularly sensitive category with regard to associated risks, either due to harmful content that they can access, such as pornography, or the improper use, such as cyberbullying; either by risky sexual behaviours, such as sexting, or by the lack of protection associated with their identity and image exposure by adults and criminal organizations, among others. Livingstone (2016) presents us with risks and opportunities for the protection of children's rights in an online environment.

		Content: **Child as recipient**	Content: **Child as participant**	Content: **Child as actor**
OPPORTUNITIES	**Education learning and digital literacy**	Educational resources	Contact with others who share one's interests	Self-initiated or collaborative learning
	Participation and civic engagement	Global information	Exchange among interest groups	Concrete forms of civic engagement
	Creativity and self-expression	Diversity of resources	Being invited/ inspired to create or participate	User-generated content creation
	Identity and social connection	Advice (personal/ health/sexual etc.)	Social networking, shared experiences with others	Expression of identity
RISKS	**Commercial**	Advertising, spam, sponsorship	Tracking/ harvesting personal info	Gambling, illegal downloads, hacking
	Aggressive	Violent/ gruesome/ hateful content	Being bullied, harassed or stalked	Bullying or harassing another
	Sexual	Pornographic/harmful sexual content	Meeting strangers, being groomed	Creating/ uploading pornographic material
	Values	Racist, biased info/ advice (e.g. drugs)	Self-harm, unwelcome presuations	Providing advice e.g. suicide/ pro-anorexia

Source: Staksrud et al. (2009)

Table 1: Risks and opportunities for the protection of children's rights in an online environment.

Therefore, a field for research and reflection on this matter opens up, of which Global Kids Online[3] is an example, whose Report we are citing and to whom Portugal has been a partner since its first edition, as

[3]. The project was funded by UNICEF and WePROTECT Global Alliance and jointly coordinated by researchers at the London School of Economics and Political Science (LSE), the UNICEF Office of Research-Innocenti, and the EU Kids Online network.

referred by Cristina Ponte[4]. It is an international research project that "aims to contribute to gathering rigorous cross-national evidence on children's online risks, opportunities and rights by creating a global network of researchers and experts and by developing a toolkit as a flexible new resource for researchers around the world. The aim is to gain a deeper understanding of children's digital experiences that is attuned to their individual and contextual diversities and sensitive to cross-national differences, similarities, and specificities" (Livingstone, S., 2016:3).

Research in the scope of Global Kids Online allowed to map Online Domains (OD) in their relationship with the Convention on the Rights of the Child (United Nations, 1989), as shown in Figure 17.

Protection

- Protection against all forms of abuse and neglect (Art. 19), including sexual exploitation and sexual abuse (Art. 34), and other forms of exploitation prejudicial to the child's welfare (Art. 36). Protection from 'material injurious to the child's well-being' (Art. 17e), 'arbitrary or unlawful interference with his or her privacy, family, or correspondence, nor to unlawful attacks on his or her honour and reputation' (Art. 16) and the right of child to preserve his or her identity (Art. 8).

  OD [Sexual grooming, sexual exploitation and abuse: creation and distribution of abuse images; child trafficking; threats of privacy, dignity, identity and reputation online; exposure to pornography; personal data exploitation; hostility, hate, harassing and bullying content, contact and conduct online; Inappropriate information and persuasion].

Provision

- Provision to support children's rights to recreation and leisure appropriate to their age (Art. 31), an education that will support the development of their full potential (Art. 28) and prepare them 'for responsible life in a free society' (Art. 29), and to provide for 'the important function performed by the mass media' through diverse material of social and cultural benefit to the child (including minorities) to promote children's well-being (Art. 17).

  OD [Availability and distribution of formal and informal learning resources and curricula: Wealth of accessible and specialised information; opportunities for creativity, exploration, expression online and with digital media; digital, critical and information skills and literacies; digital means to counter or circumvent traditional inequalities or to address special needs; expanded array of entertainment and leisure choices; access to/ representation in/ response to content relating to own culture, language and heritages].

Participation

- Participation: this includes the right of children to be consulted in all matters affecting them (Art. 12); also the child's right to freedom of expression (Art. 13) and to freedom of association (Art. 15).

  OD [Take up of enhanced connections and networking opportunities; scalable ways of consulting children about governance; user-friendly fora for child/youth voice and expression; child-led initiatives for local and global change; peer-to-peer connections for entertainment, learning, sharing and collaboration; recognition of and provision for child/youth rights, responsibilities and engagement online].

Fig. 17: Online Domains (OD) related with the Rights of the Child (United Nations, 1989).

Access to personal devices for internet use restrict children and young people from relational, temporal and spatial framework, which has become part of their socialization in contemporary times, despite being underaged and dependents on adults, who must be the guardians of their rights. For this reason, the relationship between children or youth and the internet represents a new educational mandate for adults, parents, teachers, and others responsible.

[4] https://life.dn.pt/cristina-ponte-o-ciberbullying-situacao-mais-incomoda-jovens/familia/348959/

"Children's rights to protection, provision and participation have largely depended on what takes place through face-to-face communication with and around children in the same physical space. But now many of the same activities and experiences occur via online or mobile communication and they can reach children across vast distances. For sure, the twentieth century saw some activities and experiences mediated by audio-visual technologies and telephony, while print media have a much longer history, all raising questions about children's well-being and rights regarding mass media and media literacy. But the internet is transforming the scale, convenience, speed and cost of mediated communication in the twenty-first century, notwithstanding the strong continuities over decades or even centuries in the crucial dimensions of children's lives – family, school, community, friends, values, and difficulties". Livingstone, S. (2016:5)

The use of mobile devices by children and young people is mediated by apps and websites, with adults being responsible for supervising their use and assessing their compliance with ethical and privacy issues, as shown in Table 2 (Zimmerle & Wall, 2019, p. 43).

Guideline	Expectations
Link to policy clearly displayed	• A link to the privacy policy should be located on the homepage and anywhere personal information is collected. • Link should be prominent and clearly distinguished from other text.
Third party operators identified	• Each third party operator that collects or maintains children's PII through the app or website should be name and contact information provided. • Parents and teachers may use this contact information in order to inquire about a site or service's practices.
Description of personal information collected	• The types of information collected should be described. For example: name, phone number, address, email address, hobbies, etc. • How the personal information collected should be described. For example: directly from the user or passively through the use of cookies. • How the personal information will be used should be described: For example, in marketing to the child, notifying contest winners, or allowing the child to make information public in a chat room. • Whether personal information will be collected from children and disclosed to third parties, and how they will use the information, should be described.
Description or parental rights	• The policy should explain that the app or website will not require a child to disclose more information than reasonably necessary to participate in an activity. • The ability to review, delete, and refuse disclosure of a child's PII should be described. • The ability to let an app collect and use a child's PII but disallow disclosure to third parties (unless necessary for an activity such as social networking) should be described. • Procedures to follow for exercising their rights should be described.

Table 2: Ethical and privacy issues

Ethical issues are also represented by the prohibition of cyber-bullying and the promotion of etiquette and a sense of responsibility that respects the rights of others mentioned above.

"The concept of ethics or etiquette varies from acknowledging the rights of others and taking responsibility for their actions to enhancing respect for others, protecting intellectual property rights, and not cyberbullying in the online environment" (Minjeong Kim and Dongyeon Choi, 2018, p. 158).

Increasingly, the Internet is used as a means of collecting data for research and scientific studies. The Norwegian National Research Ethics Committees (2019) provides Ethical guidelines for internet research, drawing attention to some aspects to be considered, as it can be seen in Table 3.

Ethical considerations	Description (retrieved and adapted from Norwegian National Research Ethics Committees, 2019)
Distinction between public and private	*In Internet research, drawing a distinction between public and private may be difficult, but in principle, this distinction is identical to the one that applies to all forms of research: the researcher cannot indiscriminately register private information even though it may be openly available.* *Not all information openly available online is public, and thereby be made an object of research without informing and obtaining consent from those concerned.* *It is crucial here to distinguish between accessibility in the public sphere and the sensitivity of the information.*
Concerns for children and other vulnerable groups	*It is necessary to assess the vulnerability of the participants and the interaction with the participants. This applies in particular to protection of children and adolescents, vulnerable or exposed groups and information provided by third parties.* *Researchers must also show respect for the values and opinions of the research participants, especially if the opinions and values deviate from those of society at large.* *In certain situations, the researcher's duty to protect must yield to the duty to avert (in case of suspected criminal offences) and the duty to inform (in case of suspected child abuse) (NESH 2016: B.9). This also applies to Internet research.*
Responsibility to inform and obtain consent	*Researchers must consider both legal and ethical issues involved to decide whether informing or obtaining consent is required or not.* *In Internet research, obtaining consent often requires a greater effort to ensure the quality of the consent.*
Responsibility for confidentiality and anonymity	*The researcher's interaction with vulnerable persons and groups, and his or her active collection of sensitive information will be restricted by a vow of confidentiality.* *When informing and obtaining consent, the researcher ought to seek to explain these potential limitations for confidentiality in as much detail as possible wherever relevant.* *The researcher must exercise due care and assume personal responsibility for safeguarding the integrity and interests of the individual, including the respect for privacy and family life.*
Sharing of data, open data, and Big Data	*Sharing of data may also give rise to questions about ownership and publication rights. Researchers who use data or information provided by others have an independent responsibility for checking the quality and validity of this information.* *Ethical principles regarding the sharing of data are currently supplemented by a number of research policy guidelines pertaining to open data and open science. The fundamental principle is that the access to data should be as open as possible and as restricted as necessary.* *Individuals who use various online services may leave behind large amounts of digital information which can be sold and linked in ways about which we have not been informed or to which we have not consented.* *In terms of research ethics, the key issue is that the researcher always has an independent responsibility for safeguarding the integrity of informants, irrespective of the methods used to collect or retrieve the data. The researcher is also responsible for informing subjects about the objectives of the research project and the purposes for which the results will be used.*

Table 2: Ethical and privacy issues

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Note: The General Data Protection Regulation (EU, 2016/679), of the European Parliament and of the Council, presents a set of rules regarding the protection of natural persons with regard to the processing of personal data and on the free movement of such data. In Portugal, Deliberation No. 1495/2016 is specifically on the provision of personal data of students on the website of educational and teaching establishments.

2

LEARNING FROM THE FIELD

Digital media literacy at European schools and projects

2 LEARNING FROM THE FIELD

2.1. Professionals views

This section presents the view from education professionals about digital media literacy at European schools.

The main results show that although there are legislation and national strategies to improve digital media literacy in the four MINDtheGaps participant countries, there are challenges concerning security issues, curricular integration, teachers and student awareness and preparation, skills development, lack of equipment and resources, access inequality, disadvantaged social backgrounds and lack of parental support and supervision.

On the one hand, teachers refer to the use of online learning environments, videoconference, apps, repositories and other digital technologies, but at the other hand most of them say there is no consistent digital media literacy strategy in their school. It is noteworthy that the majority of the respondents mention not knowing European projects or initiatives that address media literacy issues with young people in situations of social vulnerability. These results highlight the relevance of the MINDtheGaps project and justify the fact that the outputs include informative content dedicated to teachers and digital resources created and shared by the young people themselves.

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Methodological note

Data was collected through two online questionnaires, available from May to June 2020.

The first questionnaire collected data from managers, principals and policy makers. The respondents (N= 34) were from Portugal, Bulgaria, Norway and Turkey, being 61,8% man. The age group is mainly more than 50 years old (70,6%) and between 41 and 50 years old (8,7%). They have been in the current job/position from between 6 to 15 years (47,1%).

The second questionnaire collected data from teachers. The respondents (N=86) were from Portugal, Bulgaria, Norway and Turkey, being 66,3% women. The age group is mainly more than 50 years old (51,2%) and between 41 and 50 years old (32,6%). The predominant teaching subject areas are Languages and Literature (34,6 %) and Mathematics and Natural Sciences (17,3%). Their teaching experience is mainly between 16 - 30 years (58,3%), and between 6 - 15 years (15,5%).

2.1.1. Managers, principals and policy maker's perspectives

Managers, principals and policy makers were asked about some political strategies and initiatives to increase awareness about the risks and opportunities of the Internet and Social Media for young people. Topics about their views on conditions and recommendations to promote digital literacy and social media in school were also included. The systematized answers are presented on Figure 18.

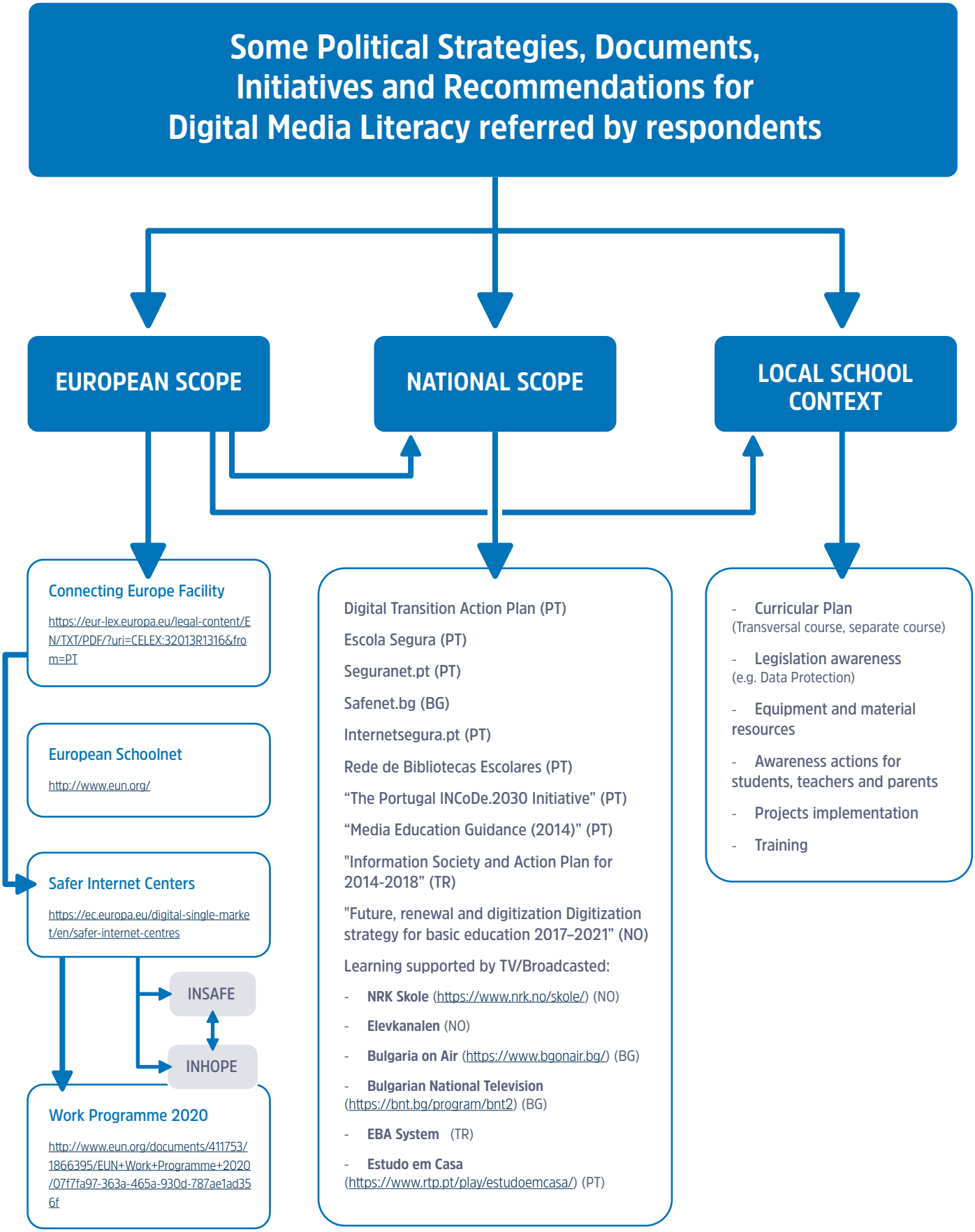

Fig. 18: Managers, principals and policy maker's perspectives

2.1.2. Teacher's perspective

Media and digital literacy at schools

About 93% of the teachers refer to the development of activities to promote their students' digital literacy. However, when questioned about which activities are developed with students (aged between 15 and 18 years old), they mention mainly the digital resources that support those activities. The majority of these resources are digital platforms, such as Moodle, Khan Academy, Virtual School, Google Classroom, Edmodo or "Ainda estou a Aprender" (I'm Still Learning). Digital tools are also referred, which included tools that are used to support face-to-face or online classroom (for instance Quizzes, Kahoot or websites/tutorials), videoconferences (Zoom, Skype, Google Meet and so on) and e-mail. Few references are effectively to activities and the methodologies that support them. Anyway, teachers tend to resort to online research with students, and to focus on teaching how to search online for reliable information or to distinguish reliable sources. They also engage in discussions to provide information in order to prevent dangers. Virtual laboratory activities and Flipped classroom were mentioned only once. Finally, one teacher presented the eTwinning - European projects.

How media and digital literacy is improved at schools

Almost half of the teachers (46%) say that their school has not a strategy to promote digital literacy with young people. Anyway, in their point of view, the weaknesses in a strategy to promote students' digital literacy are related to resources: material resources (lack of equipment, outdated computers, lack of internet access, both at school and at home) and human resources (teachers and parents with proper digital skills). Regarding the strengths, teachers mention that a strategy to promote digital literacy should privilege citizenship and development classes, school library's projects or a cross-course competence plan. In their opinion, the inclusive role of that strategy enhances collaborative work and develops students' digital autonomy. A good strategy makes available learning platforms (Google Classroom, Moodle), frames the development of digital activities, and favours the participation in national and international projects.

Teachers opinion about the role of media/digital literacy to promote more equity

Teachers argue that media can allow more democratic (widespread and free) access to information and knowledge. Thus, access to digital resources at school (inside and outside the classes or at the library, for example) are an asset, promoting active learning and improving opportunities for students who do not have access at home. One teacher mentioned that media can play an important role in alerting and raising awareness about the dangers of the internet.

Main challenges relate to the work with young people facing vulnerable situations

Teachers usually warn their students about the risks and the opportunities of internet and social networks (98,5% answered affirmatively). They identify the internet risks and dangers as the main challenge related to the work with young people facing vulnerable situations. Some issues are particularly important in their perspective, for instance the personal exposure in internet, the lack of awareness regarding to privacy and intimacy preservation and the amount of time spent on internet and social media without adult supervision.

2.2. European projects related to digital media literacy and youth

There is an increasing number of ERASMUS+ projects involving strategic partnerships for youth related to digital media literacy. From 2014 to 2019 there were 82 funded projects (Fig. 19), among which 11 best practices and 1 success story[5].

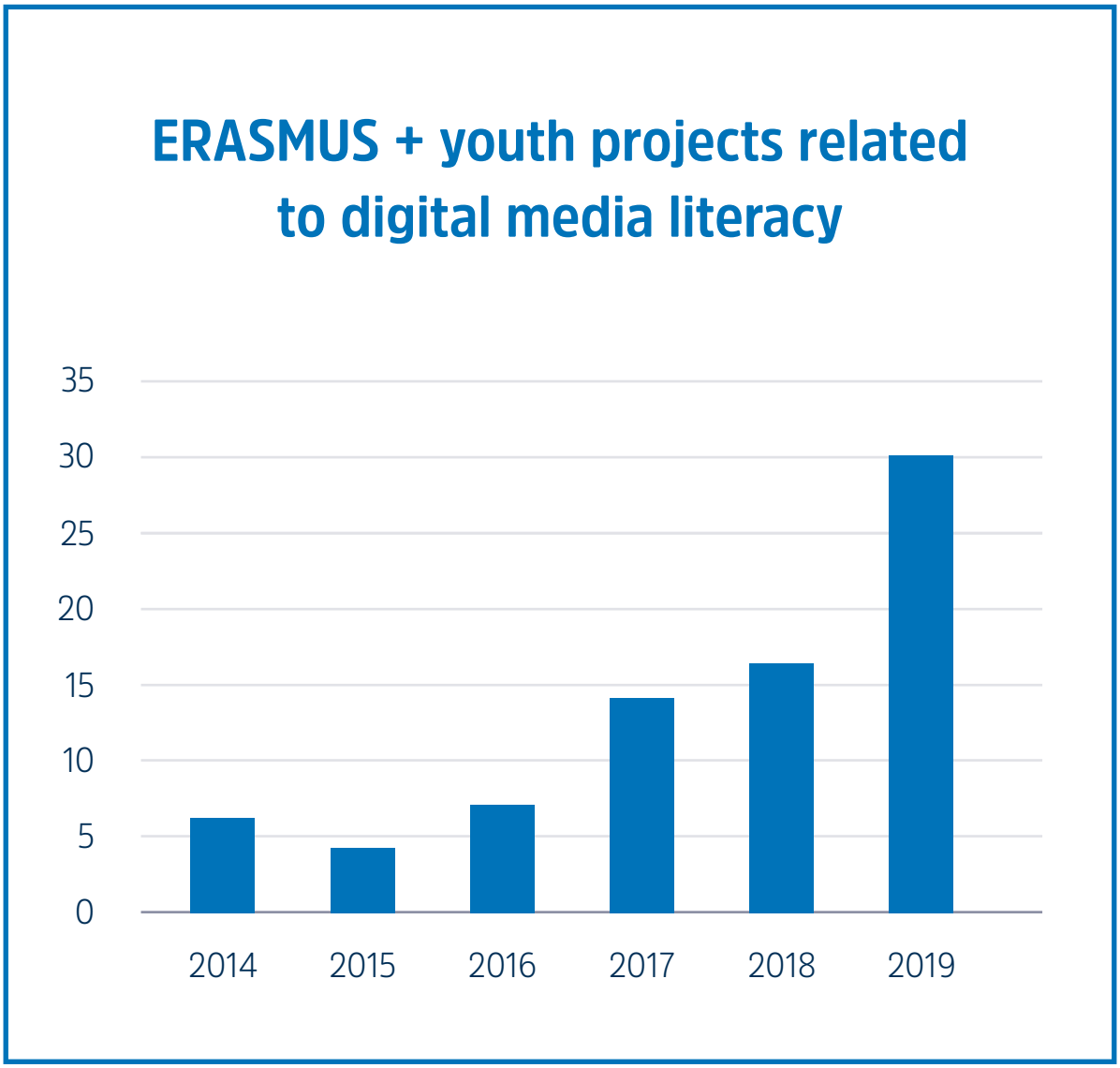

Fig. 19: ERASMUS+ projects involving strategic partnerships for youth related to digital media literacy

The projects main topics include the words “Youth” (98 references), “New” (73 references), “Competences” (52 references), “Participation” (45 references), “ICT”, “Technologies” and “Digital” (45 references each), as Figure 20 shows.

[5] https://ec.europa.eu/programmes/erasmus-plus/projects_en

Fig. 20: European youth projects related to digital media literacy main topics

The projects main topics are in line with the European Youth Strategy (European Commission, 2018, p. C 456/3- 456/5) that focus on "three core areas of action, around the three words: Engage, Connect, and Empower, while working on joined-up implementation across sectors (...)".

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"**ENGAGE**: Fostering youth participation in democratic life

CONNECT: Bringing young people together across the EU and beyond to foster voluntary engagement, learning mobility, solidarity and intercultural understanding

EMPOWER: Supporting youth empowerment through quality, innovation and recognition of youth work"

"Young people are keen to take control of their lives and engage with and support others. Yet many face uncertainties about their future, as a result of technological change, demographic trends, discrimination, social exclusion, fake news and populism with yet unknown effects on jobs, skills or the way our democracies work. More than ever, they need to be resilient and able to adapt to these challenges. They should acquire the necessary skills to contribute to prosperous, democratic and cohesive societies in Europe and beyond. In today's interconnected world, many young people are concerned about global issues such as climate change or peace and security" (European Commission, 2018, p.1).

Table 4 summarizes information about the 11 projects, from 2014 to 2019, considered by the European Commission as best practices and the project considered success story.

Year	Projects	Objectives	Results /Outputs
2014	Digital Skills Pathways for Youth across Europe **IE, PL, DE** http://digitalpathways.eu/	The project aims to provide teenagers across Europe with opportunities to **develop a range of digital literacy skills**; to provide them with **a virtual space to showcase their work** and to **network with peers**; to expose them to the wide range of possible careers in this evolving sector and to **identify pathways they can follow into further education and future employment in the field of digital media.**	Digital Pathways Programme CPD materials for Digital Mentors
	Digitally Competent Youth **DE, IE, ES, HU** https://tinyurl.com/yytdwplf	The project aims to foster the provision and the **assessment of digital competences** by supporting **personalised learning approaches, collaborative learning, and the strategic use of ICT.**	Learning platform Guidebook
	Young Editorial Teams Europe **DE, IE, ES, HU** http://www.youedit.eu/	The project aims to contribute to an enhancement of our journalistic efforts, the **better and more direct mediation of the actual and palpable reasons and effects of the European financial crisis** on the young people and a lasting **cooperation of young media** representatives all over Europe.	Community radio Website
2015	Youth e-perspectives on migration **TR, PT, BG** http://www.yep4europe.eu/	This strategic partnership was designed as a response to the current refugee crisis in Europe and the fact that **young people need up-to-date digital and media literacy skills to be able to use digital technologies to address the social issues around them.**	Handbook on youth engagement Methodology "Find-Tell-Act" and guidelines Online platform
2016	social Entrepreneurship for Young Community Media Makers **TR, PT, BG** https://www.communitymediamakers.eu/	The SEYMM project idea is to develop **new educational modules** for young members of local communities in the area of community media technical skills, entrepreneurship skills, management of the collaborative involvement of community, members, and target groups. Social Entrepreneurship for Young Community Media Makers (SEYMM) Project aims to be in line with the recent **media literacy strategies to increase access to media training opportunities, media skills training and to hands-on coaching in media tools.**	Community Media And Social Entrepreneurship Training Curriculum E-learning Modules Assessment And Impact Scales Strategy
	Competence development of youth workers & youth trainers who work towards the social inclusion of young people with fewer opportunitiesrs **CY, IE, RO, EE** http://artsquad.eu/	The project aims to offer to the target-group of youth professionals (youth workers and youth trainers) an opportunity for **professional development** along with **innovative tools to use in their work with young people with fewer opportunities.**	E-learning portal Curriculum Prototype tools

	Projects	Objectives	Results /Outputs
2016	Raise volunteers in tech **LU, CY, EL, IT** http://raivotech.emphasyscentre.com/	The project aims to support non-profit organizations in the field of digital education to strenghen their capacity **bringing new methods to manage volunteers** & i**mplementing projects** in this specific field. This project is innovative in developing **learning material to improve leadership thanks to volunteers** (amongst ICT practitioners & e-leaders) who have a **knowledge, expertise & enthusiasm to share to fight the digital divide.**	Online course Raivotech platforms: website and Moodle Videos
2016	Coding and youth: an innovative programme in the digital era **CY, EL, DE, IT** http://codeandyouth.eu/	The project aims to open up new routes into not **only teaching coding and programming to young teenagers** (13-17 years old), but also to **open up their career options in order to initially have a first-hand experience of the various field of computing** and then choose to study in a related topic.	CODE@YOUTH - Open mechanism for recognition of coding and digital competences Training and learning guides E-learning platform
2017	The Experience of State Socialism Reimagineda **CZ, SK, BA, BG** https://www.socialismrealised.eu/	This project addresses the lack of high quality educational material on the communist history of Eastern and Central Europe meant for an international context, coming from the principle that **teaching history using film clips and primary sources through inquiry based learning** also **strengthens critical thinking and digital and media literacy skills.**	Learning resources Pedagogical approach
2017	Dgitally Agile Youth Work **UK, IE, DK, AT, FI, DE** https://www.digitalyouthwork.eu/	The Digital Youth Work Project aims to **build capacity to deliver digital youth work** at local, national, regional and European levels.	Good practice collection Digital Youth Work Training Resource European Guidelines for Digital Youth Work
2017	Boosting the skills of youth to deal with stress at work **CY, ES, IE** http://boostress.eu/en/	The project overall aim is to **upgrade and multiply the opportunities for up-skilling and re-skilling young workers** in managing work related stress, via innovative VET tools and pedagogies, accompanied by skills acquisition assessment, recognition and validation methods.	e-Book Curriculum and Toolbox Platform and Mobile app Skills Assessment, Validation and Recognition Tools Policy Package
2017	Radical Online Education **DK, BG, AT, ES** http://radicalonlineeducation.eu/	ROE's main objective is to provide youth workers **all the necessary knowledge and tools to help young people develop their critical thinking skills** as many of them are exposed to radical propaganda and often make an improper use of internet.	E-learning training programme Digital guide of best practices

Table 4: ERASMUS+ projects involving strategic partnerships for youth related to digital media literacy (2014- 2017). Source: https://ec.europa.eu/programmes/erasmus-plus/projects_en

All the projects systematized on Table 4 focus on teaching-learning and youth training processes, by providing online courses, pedagogical approaches, guidelines, toolboxes and training resources. In general, the selected project's objectives involve: to develop skills (e.g. digital competences, digital media literacy, critical thinking); to recognize and assess skills; to share experiences and deliver youth work. There are two transversal concerns: relationship with the labour market and social responsibility, from an inclusive perspective, coherent with the European Union Youth Strategy 2019-2027[6] principles (European Commission, 2018, p. C 456/3):

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A. Equality and non-discrimination: **combating all forms of discrimination and promoting gender equality, recognising that young people are at risk of facing multiple forms of discrimination, including age-based discrimination,** and observing the principles recognised, inter alia, in Articles 21 and 23 of the Charter of Fundamental Rights of the European Union.

B. Inclusion: acknowledging that young people **are not a homogenous group**, and thus have **diverse needs, backgrounds, life situations and interests**, the EU Youth Strategy should promote activities and policies that are **inclusive for all young people, especially those with fewer opportunities and/or those whose voices may be overlooked.**

C. Participation: recognising that all young people are a resource to society, all policies and activities concerning young people should **uphold young people's right to participate in the development, implementation and follow-up** of policies affecting them by means of meaningful participation of young people and youth organisations.

D. Global, European, national, regional and local dimension: in order to ensure sustainable impact on young people, it is important that EU youth policy **be implemented with the interlinkages with regional and local levels** in mind and that activities are conducted to support youth policies at grass-roots level (...).

E. Dual approach: Policies that strive to i**mprove the lives of young people can never be limited to the field of youth itself** (...).

The European Schoolnet Academy also refers other Digital Citizenship projects[7] addressed to children and young people. Examples of current projects are provided bellow (Table 5).

Year	Project	Description
2020 - 2021	Digital SkillUp https://www.facebook.com/DigitalSkillUp	Through an online training space, citizens and SMEs will be able to access learning content and opportunities on topics like AI, blockchain, robotics, cybersecurity, and Internet of Things (IoT). Further, the Digital SkillUp portal will offer a catalogue of training opportunities, tools, resources, and best practices in upskilling and reskilling initiatives across the EU.
2020 - 2023	Youth Skills (ySKILLS) https://yskills.eu/	The Youth Skills (ySKILLS) project aims to better understand the role of digital skills in the life of children and the effect those skills have on their wellbeing, education and social life.

[6] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:42018Y1218(01)&from=EN

[7] http://www.eun.org/projects/digitalcitizenship

Year	Project	Description
2020 - 2023	The School of Social Networks https://schoolofsocialnetworks.org	The School of Social Networks will provide a starting point for an ongoing conversation between children, parents and teachers, while raising awareness on the role being played by established online safety stakeholders at national level.
2020 - 2022	Children Online: Research and Evidence (CO:RE) https://core-evidence.eu/	Children Online: Research and Evidence (CO:RE) aims to create a comprehensive pan-European knowledge platform with the participation of international researchers, educators, policy makers and concerned dialogue groups. Providing an overview of the research situation, enabling access to empirical data, distributing policy recommendations, and offering resources for education lie at the heart of the project.
2019 - 2020	Games in Schools 2019 https://www.europeanschoolnetacademy.eu/courses/course-v1:GiS+GamesCourse+2019/about	The Games in Schools 2019 (GIS2019) explores the opportunities and challenges offered by integrating games into teaching and learning.
2015	All you need is code http://www.allyouneediscode.eu/	All you need is code, also known as the European Coding Initiative, is a public-private partnership promoting coding and computational thinking at all levels of education. The website includes a repository of resources for teaching and learning coding. Main milestones include supporting the EU Code Week, a yearly policy event and the development of teacher training opportunities (for example, eTwinning online learning events).
2014 - 2021	Better Internet for Kids https://www.betterinternetforkids.eu/	The aim is to share resources, services and practices between national providers of the services – the European network of Safer Internet Centres (SICs) – and to provide services to their users, including industry. In line with the European Commission's Better Internet for Kids strategy, the key vision behind the BIK core service platform is to create a better internet for children and young people.

Table 5: Current projects on Digital Citizenship. Source: the European Schoolnet Academy.

2.3. Media and digital literacy promising practices, activities and resources: the Portuguese showcase

2.3.1 SeguraNet

The SeguraNet portal[8] (Fig. 21), responsibility of the Portuguese Directorate-General for Education, has as its mission the promotion of Digital Citizenship and Media Education in Schools. It is part of the public-private consortium Centro Internet Segura, in partnership with the Foundation for Science and Technology (FCT), the Portuguese Institute of Sport and Youth (IPDJ), the Altice Foundation, Microsoft Portugal and the Portuguese Victim Support Association (APAV), which, in turn, takes place under the European Commission's "The Connecting Europe Facility" programme[9]. Its action involves teacher training, the provision of content and educational resources, the promotion of awareness-raising sessions, the promotion of awareness campaigns, the Initiatives SeguraNet challenges and Digital Leaders and the dissemination of the Digital Security Seal.

In Portugal, since the academic year of 2015/2016, the Digital Leaders initiative is a clear example of the operationalization of the SeguraNet – Navegar em Segurança Project.

Inspired by Digital Leaders Pilot Programme, from Childnet International (UK), the Project aims to promote a safe, critical and informed surfing of the Internet and digital technologies. Being the responsibility of the Directorate-General for Education of the Portuguese Ministry of Education, the

[8] https://www.seguranet.pt/pt/quem-somos

[9] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32013R1316&from=PT

SeguraNet project is part of the Centro Internet Segura consortium, which, in turn, is included in the INSAFE Internet Center European network.

The resources of this Project are organized according to the public (children, schools, youth, parents and guardians, teachers), level of education (from pre-school to high school), themes (digital citizenship, online shopping, cyberbullying and author's rights), type of resource (APPs, activities, posters/ads, guides/manuals, games and BD strips) and format (presentations, audio, pdf and video).

The Digital Leaders initiative develops awareness campaigns addressed to the local educational community. The themes that support distance (synchronous and asynchronous) activities are selected according to the National Strategy for Education for Citizenship and the Profile of Students Leaving Compulsory Education. These activities provide students with skills to deal with digital challenges safely and responsibly, addressing the issue of Human Rights, Media, Health, Sexuality, Security, Defense and Peace. Digital Leaders, in the planning of activities and direct intervention of peers, focus on interdisciplinary work, establishing the link between learning from various school subjects, addressed in an integrated manner. Each team of 5 students, guided by a teacher, has the responsibility to promote at least two interventions during the school year. Issues such as cyberbullying, misinformation, copyright, data protection and sexting were addressed and the activities made available by school year (2018/2019; 2019/2020).

2.3.2. Mild

Fig. 22: MILD portal. Source: https://mild.rbe.mec.pt/

Another Portuguese example for the promotion of digital literacy in young people is MILD, a school library network portal from the Ministry of Education of Portugal (Fig. 22). It made possible to learn how to:
- Read and write on the web (do research, create and post on the web);

- Access digital literature (literature that was created after the arrival of the Internet and that depends on technical capabilities and resources offered by computers, software and network connection);

- Use web information, minimizing risks and maximizing opportunities;

- Use social media, considering its inherent risks;

- Recognize the importance of image and visual culture (for example, reading a moving image and communicating through it);

- Be aware of ethics and responsibility issues (rights and duties of the digital world and the threats to individual freedom);

- Be a digital citizen.

The digital citizen issue is addressed in a particularly direct and concise way, while highlighting the complexity of the concept and mentioning less traditional citizenship indicators (such as new forms of participatory democracy, new political, civic and social practices, new indicators of what it means to be a citizen, new social movements that use the power of the web network to share their ideas and convictions in a quick way). On this portal young people can test their knowledge on the topic or even take a quiz on cyberactivism.

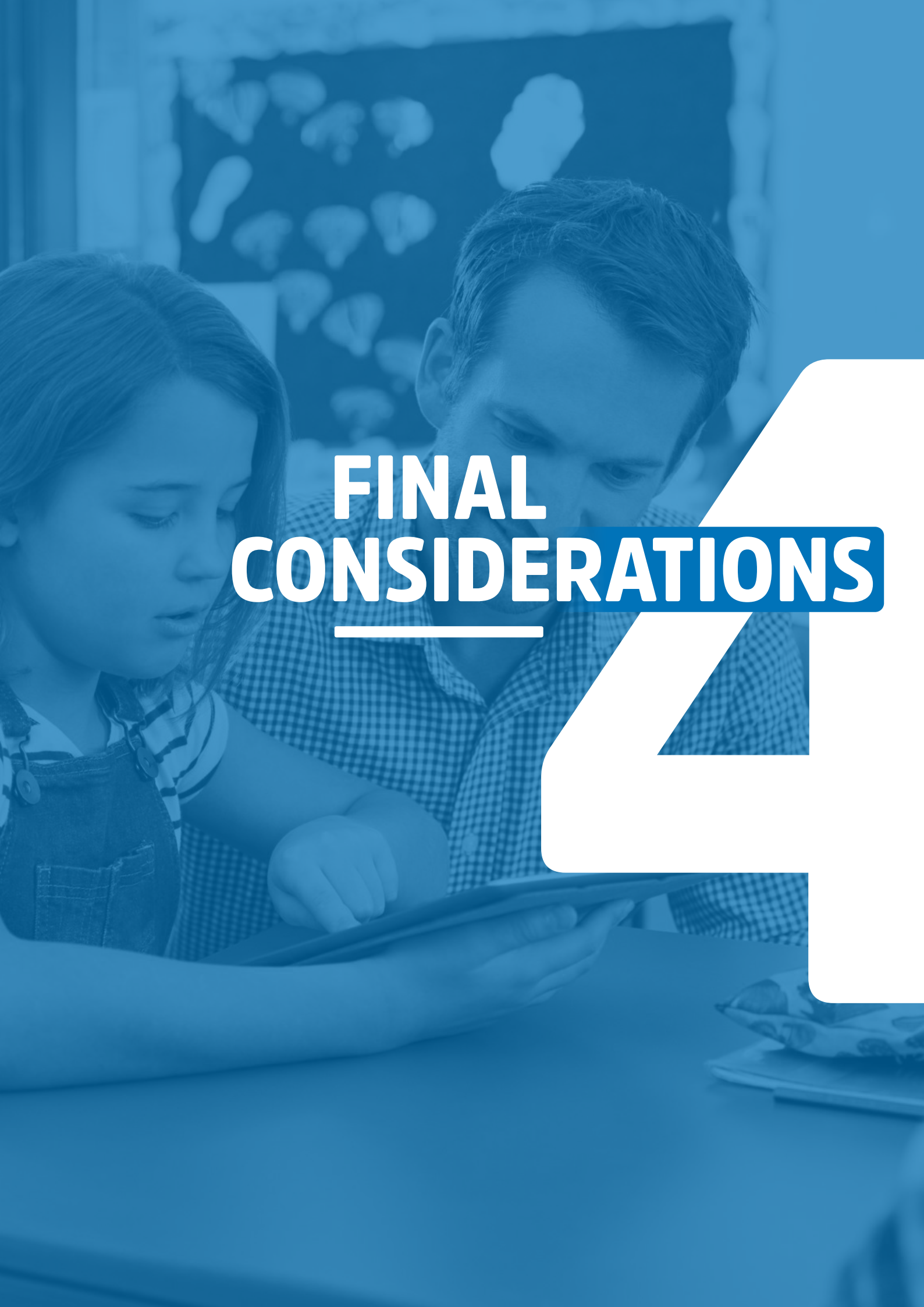
3 DIGITAL MEDIA LITERACY RESOURCES

There are several resources that can be mobilized to develop youth digital media literacy and certify competences. Table 6 presents a few resources, some of which were previously mentioned.

Category	Resoure title	Links
Skills certification	Certiport	https://certiport.pearsonvue.com/
	Youthpass	https://www.youthpass.eu/pt/
Self-Assessment	Online4Edu	https://online4edu.eu/index.cfm/secid.244
	Fishing Quiz	https://www.opendns.com/phishing-quiz/
Skills and knowledge development	Mozilla Web Literacy Basics: Simple Story Generator	https://mozilla.github.io/curriculum-final/intermediate-web-lit-two/session03-simple-story-generator.html#overview
	Microsoft Resources for Digital Skills	https://www.microsoft.com/en-us/corporate-responsibility/skills-employability/resources?activetab=resources_categories:primaryr8
	Media Information Literacy for Teachers	http://unesco.mil-for-teachers.unaoc.org/
	Be Strong Online	https://bestrongonline.antibullyingpro.com/modules/
	Learn My Way	https://www.learnmyway.com/
	Telecenter Multimedia Academy	http://tma.telecentre-europe.org/
	Mozilla Web Literacy Basics: Ping Kong	https://mozilla.github.io/curriculum-final/web-lit-basics-one/session02-ping-kong.html#overview
	Mozilla Web Literacy Basics: Hack the News	https://mozilla.github.io/curriculum-final/web-lit-basics-one/session03-hack-the-news.html#overview
	Mozilla Web Literacy Basics II | 3. Project Playlist	https://chadsansing.github.io/curriculum-testing/curriculum-migration/web-lit-basics-two-migrated/bridge01-project-playlist.html#overview
	Mozilla Web Literacy Basics | 7. Who Am I?	https://chadsansing.github.io/curriculum-testing/curriculum-migration/web-lit-basics-two-migrated/bridge03-who-am-i.html#overview
	Mozilla Web Literacy Intermediate | Intro to CSS | 4. CSS Building Blocks	https://chadsansing.github.io/curriculum-testing/curriculum-migration/intermediate-web-lit-css-one-migrated/session04-css-building-blocks.html#overview
	Mozilla Web Literacy Intermediate | Storytelling with Scripts | 1. Buttons and Alerts	http://chadsansing.github.io/curriculum-testing/intermediate-web-lit-two/session01-buttons-and-alerts.html#overview
	Mozilla Web Literacy Intermediate II | 3. Storytelling with Scripts | Simple Story Generator	http://chadsansing.github.io/curriculum-testing/intermediate-web-lit-two/session03-simple-story-generator.html#overview
	Code Academy	https://www.codecademy.com/
	Apex Learning	https://www.apexlearning.com/digital-curriculum/technology-courses
	The Tech Space	https://techspace.ie/
	CiscoNetAcademy	https://www.netacad.com/
	Eko Studio	https://studio.eko.com/
	Yourock	http://yourock.jobs/
Information, tools and data provision	SALTO-YOUTH	https://www.salto-youth.net/
	European Youth Portal	https://europa.eu/youth/EU_en
	All Digital Week	https://alldigitalweek.eu/

	Google Remote Work List	https://grow.google/intl/europe/remote-work
	Europol - Public awareness and prevention guides	https://www.europol.europa.eu/activities-services/public-awareness-and-prevention-guides
	Web We Want	http://www.webwewant.eu/web/guest/get-the-www;jsessionid=4CAB5B3FC09BD7FBEC55B2BD41B83FC9
	Better Internet for Kids	https://www.betterinternetforkids.eu/web/portal/resources/gallery
	Giphy	https://giphy.com/create/gifmaker
	Mozilla Web Literacy Videos	https://www.youtube.com/playlist?list=PLYiaJo7rYNXL_tVqcZnMJealHjuTjTVma
	Digital Youth Work	https://www.digitalyouthwork.eu/training-materials/
	Skill IT - Digital Pathways for Youth Work	https://digipathways.io/
	The Tech Space	https://techspace.ie/
	Tricider	https://www.tricider.com/
	Digital Story Canvas	https://www.digitalstorytellers.com.au/the-story-canvas/
	Mentimeter	https://www.mentimeter.com/
	Genie	https://genie.inscreenmode.eu/
	Techcrunch Video Resources Info List	https://techcrunch.com/2020/03/23/the-best-video-chat-apps-to-turn-social-distancing-into-distant-socializing/?guccounter=1
	Youth e-Perspectives Methodology Guide	http://www.yep4europe.eu/wp-content/uploads/2016/05/methodology_green_all-v22.pdf
	Texting Story	http://textingstory.com/
	Canva	https://www.canva.com/
	Space Team	https://spaceteam.ca/
	FilmoraGo	https://filmora.wondershare.net/
	Marvel	https://marvelapp.com/
	oTranscribe	https://otranscribe.com/
	Stop Motion Studio	https://www.cateater.com/
	Kahoot	https://kahoot.com/
	Adobe Spark	https://spark.adobe.com/
	Kinemaster	https://www.kinemaster.com/
	European Education Community	https://pro.europeana.eu/page/education
	Nearpod	https://nearpod.com/
	Bad News	https://www.getbadnews.com/#intro
	Tricider	https://www.tricider.com/
	Mentimeter	https://www.mentimeter.com/
Events, initiatives and networks	All Digital Week	https://alldigitalweek.eu/
	Yourock	http://yourock.jobs/
Other	Digital Youth Work, a Finish Perspective	https://www.verke.org/wp-content/uploads/2017/11/Digital-youth-work-a-Finnish-perspective_web.pdf
	Screenagers report: Using ICT, digital and social media in youth work	http://www.youth.ie/sites/youth.ie/files/International%20report%20final.pdf
	Digital Youth Work Guidelines	http://www.youth.ie/sites/youth.ie/files/Screenagers-Guidance.pdf
	Developing digital youth work Policy recommendations, training needs and good practice examples	https://www.salto-youth.net/downloads/toolbox_tool_download-file-1744/NC0218021ENN.en.pdf

Table 6: Resources that can be mobilized to develop youth digital media literacy



4 FINAL CONSIDERATIONS

Changes in today's digital society brought about by digital communication affect democratic and civic participation. Nevertheless, according to the Digital Economy and Society Index 2019[10], a fifth of the youth in Europe reported not to have basic digital skills.

In the scope of European Union Youth Strategy 2019-2027, the resolution of the Council of the European Union (2018/C 456/01)[11] reinforced three core areas of the youth sector: Engage, Connect and Empower. Moving from traditional basic skills to lifelong skills, Erasmus+ programmes aims to contribute to an equitable European society. The recent communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee on achieving the European Education Area by 2025 (COM(2020) 625 final)[12] establishes vision for European Union about quality in education, which includes "mastering of basic skills, including digital competences, which is a prerequisite thrive in life, to find fulfilling jobs and to become engaged citizens" (p.5).

MINDtheGaps project is focused on digital citizenship education and explores digital democracy tools to promote equity and to avoid social exclusion. The digital divide is a global source of concern, because of its implication for participation, autonomy and communication, with an impact on the exercise of youth citizenship. The development of digital media literacy supported by Open Educational Resources is presented as a strategy to overcome youth participation difficulties in democratic life. The promotion of digital competences, students' autonomy and critical thinking are key elements in this inclusive process, especially when young people do not have access to digital technologies or skills to use them in a proper manner. In this framework, teachers and school managers have major responsibilities.

MINDtheGaps Digital Citizenship Education Handbook is presented as a support for them, in order to raise equal opportunities through digital media literacy on socially vulnerable students. It offers the possibility to compare different conceptual approaches to Digital Citizenship Education, considering its roles and components, allowing to be aware of the current trends. Despite the theme complexity, the Handbook has not forgotten pedagogical issues involved and some recommendations for responsible digital citizens' school training were included in order to develop students' digital citizenship competences, making them aware about being online, online well-being and their rights online. The Curriculum and Competency Framework for Teachers presented by intergovernmental organizations, as UNESCO (in articulation with tasks of media literacy in education) would help teachers to reflect about how to make adaptations to their real context schools. Digital transformation offers the possibility to guide students in the process of producing and sharing open educational resources. The MINDtheGaps proposal to a collective creation of digital storytelling and games, and the subsequent sharing with other students, will increase the use, access, skills and attitudes development, fostering autonomy, critical thinking and empowerment. This work will consider ethical, security, privacy and free expression issues, which is a cause for teachers' concern. For this reason, the MINDtheGaps Handbook explored the risks and opportunities for protecting children's rights in online environments and mapped online domains in their relationship with the Convention on the Rights of the Child (United Nations, 1989). To support teachers' work supervision regarding websites and apps use and the assessment of its compliance with ethical and privacy issues, a set of guidelines were presented. Besides that, the internet use for data research and scientific studies focused on the school context are more and more frequent. This Handbook provides ethical consideration to inform teachers and to promote a reflection about this issue in their specific school setting.

[10] https://ec.europa.eu/digital-single-market/en/desi

[11] https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:42018Y1218(01)&from=EN

[12] https://ec.europa.eu/education/sites/education/files/document-library-docs/eea-communication-sept2020_en.pdf

In sum, the informative/formative contents for teachers will help them become more secure to guide digital resources creation by students themselves. Considering several resources that can be mobilized to develop youth digital media literacy, a not exhaustive list of digital media literacy resources, with different proposals, was presented to a more instrumental/operative resources selection. But, the teachers concerns about pedagogical strategies implementation are more important than the digital resources. In addition, the majority of schools do not have a consistent digital media literacy strategy and teachers are not aware about the European projects/initiatives that address media literacy issues with young people in situations of social vulnerability (according to teachers inquired for this Handbook production). To inform and to inspire teachers and school managers, MINDtheGaps Handbook provides an overview about the ERASMUS+ projects involving strategic partnerships for youth related to digital media literacy and puts in evidence eleven successful projects, from 2014 to 2019, considered by the European Commission as best practices. With the same purpose, a set of seven ongoing Digital Citizenship projects, referred by the European Schoolnet Academy, are available. Finally, in a more global perspective, this Handbook can be seen as an intellectual output that will support the development of all phases of the project. In a more specific approach, the Handbook intends to ensure that school agents, namely teachers and school managers involved in the project, are equipped with media and digital literacy skills, are reliable information sources for young people and are sensitized to a co-creation production of digital resources for digital citizenship, involving and stimulating young people from disadvantaged backgrounds. This intent is in line with the Digital Education Action Plan (2021-2027) - Resetting education and training for the digital age[13], whose two strategic priorities include "digitally competent and confident teachers and education and training staff" and "basic digital skills and competences from an early age". Therefore, "(...) hands-on digital experience in education and training for all will help people contribute[14] and thrive in a hyperconnected society[14]"(p. 17).

[13] https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

[14] https://ec.europa.eu/education/sites/education/files/document-library-docs/eea-communication-sept2020_en.pdf

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Contacts

Faculdade de Psicologia e de Ciências da Educação da Universidade do Porto (Coord.)
R. Alfredo Allen, 4200-135 Porto, Portugal **info.mindthegaps@gmail.com**

About the project

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