



**empower**

# Good Practice Catalogue for Media Literacy and Critical Thinking in VET



**Erasmus+**

This project has been  
funded with support from  
the European Commission

This programme has been funded with support from the European Commission. The author is solely responsible for this publication (communication) and the Commission accepts no responsibility for any use that may be made of the information contained therein.

## PROJECT PARTNERSHIP



Folkuniversitetet, Stiftelsen vid Lunds Universitet

Website: <http://www.folkuniversitetet.se>

Contact: [Ingmarie.rohdin@folkuniversitetet.se](mailto:Ingmarie.rohdin@folkuniversitetet.se) & [asa.kajsdotter@folkuniversitetet.se](mailto:asa.kajsdotter@folkuniversitetet.se)



Orizont Cultural T

Website: <https://orizontculturalt.wixsite.com/asociatia>

Contact: [rodicamiala15@yahoo.com](mailto:rodicamiala15@yahoo.com), [roxana\\_timplaru@yahoo.com](mailto:roxana_timplaru@yahoo.com), & [silvia\\_cartu@yahoo.com](mailto:silvia_cartu@yahoo.com)



MOMENTUM MARKETING SERVICES

Website: [www.momentummarketing.ie](http://www.momentummarketing.ie)

Contact: [orla@momentumconsulting.ie](mailto:orla@momentumconsulting.ie) & <mailto:annamarie@momentumconsulting.ie>



EFVET

Website: [www.efvet.org](http://www.efvet.org)

Contact: [president@efvet.org](mailto:president@efvet.org) & [vc@efvet.org](mailto:vc@efvet.org)



CANICE CONSULTING LIMITED

Website: [www.caniceconsulting.com](http://www.caniceconsulting.com)

Contact: [canice@caniceconsulting.com](mailto:canice@caniceconsulting.com) & [gracedobbs@caniceconsulting.com](mailto:gracedobbs@caniceconsulting.com)



CEBANC

Website: [www.cebanc.com](http://www.cebanc.com)

Contact: [mjirastorza@irakasleak.cebanc.com](mailto:mjirastorza@irakasleak.cebanc.com)

---

## PROJECT SUMMARY

Young people today use the internet to explore, connect, create and learn in ways never imagined. However, digital communications present a paradox:

- Too low levels of digital competence accentuate disadvantage and exclusion in the labour market and society.
- Too much, uncontrolled, use of digital media can lead to undesirable online behaviours that damage individuals' interpersonal relations and encourage undemocratic values.

Young people are particularly vulnerable to both these aspects and are caught in the digital media skills gap – access to media has grown faster than the ability of our education systems to teach its responsible use. The consequences of such a vacuum are very concerning in light of the challenges posed to social cohesion by our country's growing immigrant communities and changing attitudes to multiculturalism.

For these reasons, EMPOWER is designed with a clear objective: significantly improve young people's ability to critically assess the online and social media content they consume and create, empowering them to become responsible, confident digital citizens.

The tangible RESULTS of the project, in the form of intellectual outputs (IOs) and multiplier events, will be supported by 3 horizontal activities which will run throughout the project (Management, Dissemination & Sustainability and Evaluation) which will also produce intangible results as a means to ensuring effective project execution.

On the basis of these results, the project can be expected to achieve its expected outcomes with target groups and wider stakeholders, including:

- engagement of 50+ wide range of stakeholders engaged in VET, education, youth work, local government and social development policy from an early stage in project through input into O1 and our dissemination
- Recruitment of 60 educators and trainers and 60 students/young people who will participate in the development of the EMPOWER course and OERs, they will benefit from completing the course and will provide constructive feedback.

EMPOWER has been carefully structured to enable young people to critically assess social and digital media and interact more responsibly online. It will do so by increasing the capacity of educators, trainers and youth workers to deliver such education in an engaging and practical manner.

The unique structure of the EMPOWER project provides a reliable means of introducing media literacy and digital citizen education for young people across Europe. Moreover, it demonstrates that there are many new and innovative ways to increase the social inclusion and civic engagement of young people, while also contributing to the overall European goal of social cohesion.

## GOOD PRACTICE CATALOGUE FOR MEDIA LITERACY AND CRITICAL THINKING IN VET

The good practice catalogue presents and recommend more effective ways of imparting complex ideas around media literacy for citizenship for students and young people. The catalogue, have been gathered by all partners, that enriched everyone's understanding and helped the partners to design more effective materials and open education resources.

## GOOD PRACTICES

### MMS, Ireland Summary

Empower Partner name	MMS, IRELAND
Good practice example	Making Ireland Click
Category	Critical thinking Digital skills Media Literacy
Main activities	Making Ireland Click is a multiplatform campaign: TV, online, and social media dedicated to helping people do more with digital, supporting Ireland's National Digital Strategy and National Broadband Plan.
Summary	Making Ireland Click is a campaigning four-part series, guided by Ireland's Digital Champion, <a href="#">David Puttnam</a> , as we explore the need for every citizen to be digitally literate. David's aim is to encourage all citizens to do more with and embrace on-line technology in the way we live our lives at home, at work and in the way we educate the current and future generations.

### DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	Equip people to live and work in today's digital Ireland – looks at both the pro's and con's that digitization present.
2) Strategic approach, how to achieve this?	<p>Irish TV Series, Website with back up resources and information, Social Media Campaign</p> <p>Programmes: Starting on 31st October, on RTÉ One at 7.30pm, each episode examines a different aspect of digital participation in Ireland:</p> <p>31st Oct — Episode 1: The First Click In this episode, we meet older people and adult learners who are just starting to dip their toes into the online world, and find out what it means to them to take their first click.</p> <p>7th Nov — Episode 2: The Education Race As part of David Puttnam's campaign for reform in education, this episode examines the take-up and usage of technology in Ireland's schools. Can Ireland keep up?</p>

	<p>14th Nov — Episode 3: Connected Town We reveal how the introduction of high-speed broadband is having an impact on one rural community. Can David’s home town of Skibbereen become a blueprint for rural regeneration?</p> <p>21st Nov — Episode 4: Our Digital Lives Bringing things closer to home, David uncovers how the digital revolution is affecting everyday behaviour and family relationships.</p> <p>Website On MakingIrelandClick.ie, there are over 100 resources and courses aimed at those who want to get started online, and those already online, who want to do more. As well as resources, the website features a few of Ireland’s citizens who have taken the first click, in a series of online-only mini-documentaries sponsored by OpenEir, and provides background information for each TV episode and the series themes.</p> <p>Social Media Using social media, Making Ireland Click shares resources for online learning and promotes digital inclusion across all sectors of society. Social media users are encouraged to #havethetalk with someone close to them, to help improve the digital skills of others.</p>
<p>3) Roles and responsibilities. Who is key in the process?</p>	<p>Ireland’s Digital Champion David Puttnam at the heart of this campaign - <a href="http://www.davidputtnam.com">http://www.davidputtnam.com</a></p> <p>Self-guided learning is encouraged on the website – <a href="http://www.makingirelandclick.ie">www.makingirelandclick.ie</a></p> <p>Also encourage peer learning – <a href="http://www.makingirelandclick.ie/take-part/">http://www.makingirelandclick.ie/take-part/</a></p> <p>“Help someone else do more with digital... Know someone who doesn't use the internet? Can your granny use the Dublin Bus app? Have a friend who hates booking things online? Or maybe your boss hasn't got the hang of Twitter? Well, it's time you #havethetalk with them!”</p>
<p>4) How is the best practice example resourced?</p>	<p>Initially funded but would appear to be user lead. Users encouraged to submit resources and take part.</p>
<p>5) Step-by-step implementation process. How is it</p>	<p>Use of traditional media – TV to raise awareness of the shows digital themes.</p>

<p>implemented operationally?</p>	<p>Website offers open source resources to teach yourself internet skills and information on training courses. Also features a searchable database to find out what support is available for older people, teachers and parents, communities and businesses in Ireland.</p> <p>Social Media campaign creates an online conversation around the show's themes. See <a href="#">#makingirelandclick on Twitter</a>.</p>
<p>6) Key challenges</p>	<p>The National Broadband Plan is in motion, trying to get everybody online and now selected towns all over Ireland are being piped with incredibly fast broadband. But what's the point if people aren't using it? Or don't even know what to do with it?</p>
<p>7) Key success factors</p>	<p>Multiplatform approach ensures great reach – those not online can have access to tv shows.</p> <p>Aimed at all ages and abilities – digital skills and critical thinking are applicable to young and old.</p>

## Summary

Empower Partner name	MMS, IRELAND
Good practice example	Digital Skills for Citizens Training
Category	Critical thinking Digital skills Media Literacy
Main activities	Classroom training for citizens who have never used the internet with the confidence, motivation and skills to reap the benefits of today's digital world.
Summary	Digital Skills for Citizens is a national project funded through the 'Getting Citizens Online' programme under the Department of Communications, Climate Action and Environment. Under this scheme citizens who have never used the internet will be provided with 10 hours of classroom training, free of charge. Lessons are structured to cover the basic skills, and also allow flexibility to address the particular needs and preferences identified by the trainees.

## DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	To provide citizens who have never used the internet with the confidence, motivation and skills to reap the benefits of participating in today's digital world.
2) Strategic approach, how to achieve this?	<p>The topics being delivered under Digital Skills for Citizens comprise of two core programmes. Programme A consists of 6 hours training delivery whereas Programme B consists of the remaining 4 hours of training delivery.</p> <p>Modules under Programme A are mandatory. These include;</p> <ul style="list-style-type: none"> <li>• Introduction to the Internet</li> <li>• Internet Safety and Security</li> <li>• Email</li> <li>• Search Engines and Websites</li> <li>• Online Government Services</li> <li>• Conducting Everyday Transactions</li> <li>• Online Voice and Video Calls</li> <li>• Use of "Apps".</li> </ul> <p>Modules under Programme B are optional. A minimum of two of the following modules must be selected by trainees. The modules covered in Programme B include;</p> <ul style="list-style-type: none"> <li>• Specific Government Online Services</li> <li>• Social Media</li> <li>• Video, TV and Radio</li> <li>• Shopping Online</li> <li>• Instructional Videos on YouTube</li> </ul>

	<ul style="list-style-type: none"> <li>• Online Banking</li> <li>• Including the Process and Security Safeguards</li> <li>• Digital Photography</li> </ul>
<p>3) Roles and responsibilities. Who is key in the process?</p>	<p>Participants must register for the training:</p> <p>Training is being delivered to 6 main target groups, namely; Age Profile 45+; Farming Communities; Small Business Owners (&lt;10 people); unemployed persons; persons with disabilities; &amp; disadvantaged groups.</p> <p>Delivered by 15 agencies across Ireland</p> <ul style="list-style-type: none"> <li>• Age Action Ireland Ltd</li> <li>• Ballyhoura Development Ltd</li> <li>• County Sligo Leader Partnership Company Ltd</li> <li>• ECDL Ireland Ltd t/a ICS Skills</li> <li>• Family Carers Ireland Ltd</li> <li>• Fast Track into Information Technology (FIT)</li> <li>• IE Domain Registry Ltd</li> <li>• Irish Rural Link Co-operative Society Ltd</li> <li>• Meath Community Rural &amp; Social Development Partnership Ltd</li> <li>• National Council for the Blind of Ireland (NCBI)</li> <li>• Roscommon Integrated Development Company Ltd</li> <li>• South East Community Training &amp; Education Centre Ltd</li> <li>• St. Catherine’s Community Services Centre Ltd</li> <li>• The Cork Academy of Music Ltd</li> <li>• Third Age Foundation Company Ltd</li> </ul>
<p>4) How is the best practice example resourced?</p>	<p>Programme is funded by Department of Communications, Climate Action and Environment, €595,000 to upskill and train 7,000 prospective trainees nationwide in each county of Ireland.</p>
<p>5) Step-by-step implementation process. How is it implemented operationally?</p>	<ol style="list-style-type: none"> <li>1. People register online e.g. in Roscommon - <a href="https://rlpdigitalskillsforcitizens.com/Home/Register">https://rlpdigitalskillsforcitizens.com/Home/Register</a></li> <li>2. Registered trainees are then contacted and 5 week training schedule commences in classes of 10</li> </ol>
<p>6) Key challenges</p>	<p>Trying to convince people they can benefit from the course:</p> <p>Connectivity: Keep in touch with family and friends worldwide through email, social media, etc.</p> <p>Save money: Access to a wider market, easier to compare prices, helping you to make more informed purchasing decisions.</p> <p>Save time: Not having to travel or queue to avail of goods and services (e.g. Banking, NCT Booking, Motor Tax, Passport renewal application, etc.), which are available online.</p> <p>Entertainment: Assists in the pursuit of hobbies and interests, explore other cultures, stay up to date with current affairs and catch up on TV and radio using playback facilities.</p>



---

	Education: Enables you to expand your knowledge and skills, allows you to undertake online courses and facilitates lifelong learning at your own pace.
7) Key success factors	Focus on not only how to start using the internet but how to start using it safely.

## Summary

Empower Partner name	MMS, IRELAND
Good practice example	Incidental Learning
Category	Innovative pedagogies
Main activities	<p>Incidental learning is unplanned or unintentional learning. It may occur while carrying out an activity that is seemingly unrelated to what is learned. Early research on this topic dealt with how people learn in their daily routines at their workplaces.</p> <p>For many people, mobile devices have been integrated into their daily lives, providing many opportunities for technology-supported incidental learning. Unlike formal education, incidental learning is not led by a teacher, nor does it follow a structured curriculum, or result in formal certification. However, it may trigger self-reflection and this could be used to encourage learners to reconceive what could otherwise be isolated learning fragments as part of more coherent and longer term learning journeys.</p>
Summary	The important premise behind incidental learning is that when a student is doing something that is fun, he can be learning a great deal without having to notice it. Learning does not necessarily have to be jammed down a student's throat. Rather, students should be allowed to adopt goals and be given materials that will cause them to pick up the desired information "in passing." It is up to course designers to construct situations in which factual knowledge can be naturally acquired. This is the basis of the Incidental Learning Architecture.

## Details

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	<p>Incidental learning is some form of accidental / indirect / additional / unplanned learning within an informal or formal learning situation. Its opposite is deliberate learning.</p> <p>An application of incidental learning (at least in its broad definitions) in the educational process can be done by representing facts that need to be learned through a material which is interesting to the learner.</p>
2) Strategic approach, how to achieve this?	Incidental learning refers to the fact that people learn a lot without explicit intention to learn or without instruction, like learning of new vocabulary through imitation and social interaction, learning social norms through playing games with other children, learning geography through traveling or surfing the web.
3) Roles and responsibilities. Who is key in the process?	<p>Incidental learning is usually a by-product of some other activity. It is spontaneous, unstructured and learner-evaluated.</p> <p>It's what happens when we learn something new from watching television, reading a book, talking with a friend, playing a video game or, as many language students do, travelling to another country and surrounding ourselves with the language.</p> <p>Incidental learning always happens in the context of another activity or experience. For example, playing a video game in another language. In this case, the principal activity is playing the game; learning vocabulary is a beneficial by-product of enjoying the game.</p>

4) How is the best practice example resourced?	<p>The three features that make incidental learning different from deliberate learning are:</p> <ul style="list-style-type: none"> <li>– It promotes enjoyment and participation.</li> <li>– It takes place in a more enjoyable and less restricted environment.</li> <li>– It encourages curiosity and learning.</li> </ul>
5) Step-by-step implementation process. How is it implemented operationally?	<p>The trick is not to teach the facts at all, but rather to have the facts be along the way to getting to something the student naturally wanted to know in the first place... We should use students' natural interest so they come across such facts incidentally, in the course of pursuing their interests.</p>
6) Key challenges	<p>Deliberate learning is what happens when we have a particular aim. Incidental learning happens when we don't have a specific aim in mind. By its very nature therefore, incidental learning can be a little difficult to design, measure and evaluate.</p> <p>The two types of learning complement each other.</p>
7) Key success factors	<p>The rapid rise of new technologies has brought with it endless opportunities to promote and encourage incidental learning in the classroom.</p> <p>Video games and educational apps, for example, are gaining prominence among educational resources. Knowledge is imparted easily in a flexible, fun, and immersive environment, and this means that players learn more quickly.</p>

## Summary

Empower Partner name	MMS, IRELAND
Good practice example	Learning Through Collaborative Argumentation
Category	Innovative pedagogies Critical thinking
Main activities	<p>Argumentation helps students attend to contrasting ideas, which can deepen their learning. It makes technical reasoning public, for all to learn. It also allows students to refine ideas with others, so they learn how scientists work together to establish or refute claims.</p> <ul style="list-style-type: none"> <li>• Argument is fundamentally a communicative exercise, a social process</li> <li>• Argument requires audience adaptation</li> <li>• Argument requires establishing credibility</li> <li>• Argument, while based in logic, is ultimately an exercise in language</li> </ul> <p><a href="http://www.speaking.pitt.edu/student/argument/argumentbasics.html">http://www.speaking.pitt.edu/student/argument/argumentbasics.html</a></p>
Summary	Collaborative Argumentation is a form of productive critical thinking characterized by evaluation of claims and supporting evidence, consideration of alternatives, weighing of cost and benefits, and exploration of implications.

## DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	<p>When students argue in scientific ways, they learn how to take turns, listen actively, and respond constructively to others.</p> <p>Collaborative argumentation as a key way in which students could learn critical thinking, reasoning, and problem solving (Cho &amp; Jonassen, 2003; Jonassen &amp; Kim, 2010).</p>
2) Strategic approach, how to achieve this?	Teachers can spark meaningful discussion in classrooms by encouraging students to ask open-ended questions, re-state remarks in more scientific language, and develop and use models to construct explanations.
3) Roles and responsibilities. Who is key in the process?	In guiding collaborative argumentation, teachers specify the different components (e.g., position, reason, evidence, counterargument, and rebuttal) of either an individual argumentation or the collaborative argumentation. By focusing on different aspects of argumentation, teachers might be able to help students present each aspect of argumentation clearly.
4) How is the best practice example resourced?	<p>Some sample lesson plans</p> <p><a href="#">Focus: "Convince Me"! : An Introduction to Argumentative Writing Common Core Writing Standard 1</a></p> <p><a href="https://www.scholastic.com/teachers/lesson-plans/teaching-content/game-persuasion/">https://www.scholastic.com/teachers/lesson-plans/teaching-content/game-persuasion/</a></p>
5) Step-by-step implementation process. How is it	Researchers (Kuhn, 1993; Toulmin, 1958; Walton, 1996) have defined the essential elements of argumentation: position, reason, evidence, counterargument, and rebuttal. A position refers to an opinion or conclusion on the main question that is supported by reason. Evidence is a separate idea

<p>implemented operationally?</p>	<p>or example that supports reason (or counterargument/ rebuttal). Counterargument refers to a claim that refutes another position or gives an opposing reason. A rebuttal is a claim that refutes a counterargument by demonstrating that the counterargument is invalid, lacks as much force or correctness as the original argumentation, or is based on a false assumption.</p>
<p>6) Key challenges</p>	<p>The role of the teacher is essential for implementing argumentation in part because their beliefs about argumentation can impact whether and how this science practice is integrated into their classroom.</p> <p>Professional development can help teachers to learn these strategies and overcome challenges, such as how to share their intellectual expertise with students appropriately.</p>
<p>7) Key success factors</p>	<p>SKILL BUILDING for Listening, Speaking, Arguing and Interacting are key to the success of this pedagogy.</p> <p>Also:</p> <p>Four Step Refutation - Breaks down the primary method for directly clashing with an argument.</p> <p>Cross Examination - Provides tips for asking and answering questions during the designated period in a debate.</p> <p>Evidence Format - Shows how evidence in a debate is presented to ensure that all necessary source information is available.</p> <p>See more on:  <a href="http://www.speaking.pitt.edu/student/argument/argumentguide.html">http://www.speaking.pitt.edu/student/argument/argumentguide.html</a></p>

## Cebanc, Spain

### Summary

Empower Partner name	Cebanc, Spain
Good practice example	Intef.
Categories	Critical thinking Digital skills Innovative pedagogies Media Literacy
Main activities	<p>Preparation and dissemination of curricular materials and other documents to support teachers, the design of models for the training of teaching staff and the design and implementation of specific programs, in collaboration with the Autonomous Communities, aimed at the scientific and didactic updating of the teaching staff .</p> <p>Preparation and dissemination of materials in digital and audio-visual support of all areas of knowledge, so that information and communication technologies are an ordinary instrument of work in the classroom for teachers of different educational stages.</p> <p>The realization of specific training programs, in collaboration with the Autonomous Communities, in the field of the application in the classroom of Information and Communication Technologies.</p> <p>The maintenance of the Educational Resources Portal of the Department and the creation of social networks to facilitate the exchange of experiences and resources among the teaching staff.</p>
Summary	<p>The National Institute of Educational Technologies and Teacher Training is the unit of the Ministry of Education, Culture and Sports responsible for the integration of ICT in non-university educational stages. He has the rank of General Subdirectorate integrated into the General Directorate of Territorial Evaluation and Cooperation, which, in turn, forms part of the State Secretariat of Education, Vocational Training and Universities.</p>

### DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	<p>Aims to teach educators from every educational level to acquire digital competences to improve their curricula and be critical in the use of this technology.</p> <p>Certificate teachers in the competences they need by MOOCS and badges after each one has made their own self-evaluation.</p>
2) Strategic approach, how to achieve this?	<p>The website (<a href="http://educalab.es/intef">http://educalab.es/intef</a>) contains all the parts needed: evaluation, access to formation website, badges, etc.</p>

<p>3) Roles and responsibilities.</p> <p>Who is key in the process?</p>	<p>The National Institute of Educational Technologies and Teacher Training is the unit of the Ministry of Education, Culture and Sports responsible for the integration of ICT in non-university educational stages. He has the rank of General Subdirector integrated into the General Directorate of Territorial Evaluation and Cooperation, which, in turn, forms part of the State Secretariat of Education, Vocational Training and Universities.</p>
<p>4) How is the best practice example resourced?</p>	<p>The resources come from the Ministry of Education and Culture</p>
<p>5) Step-by-step implementation process. How is it implemented operationally?</p>	<p>The website is the main portal to the whole project. It has a huge presence in social media to spread all the programs and projects and the deadline or every course they offer</p>
<p>6) Key challenges</p>	<p>Encourage the awareness of being certificated and understand the role of social media</p>
<p>7 )Key success factors</p>	<p>Get certificated teachers and educators in the main digital competences</p>

## Summary

Empower Partner name	Cebanc, Spain
Good practice example	Prest-Gara, former Garatu
Category	Digital skills Innovative pedagogies Media Literacy
Main activities	Ongoing teacher training, both online and classroom education
Summary	<p>Ongoing teacher training. Free for the teachers. The course list can be found in the next website: <a href="http://www.prestgaraentidadeak.net/ikastaroak/">http://www.prestgaraentidadeak.net/ikastaroak/</a></p> <p>Every year the number of courses focused on digital competencies is growing and taking more space. How to use a blog for a language class, Interactive teaching of science subjects, etc.</p>

## DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	<p>Focus on educational action, analysis and reflection on teaching practice</p> <p>Promote the competence approach and the global and interdisciplinary approaches</p> <p>Balance aspects related to scientific updating, didactics and educational organization</p> <p>Procure the necessary attention to social skills, the emotional dimension and, in general, the aspects that define the teaching profession.</p> <p>Encourage collaborative processes between different professionals (peer training, networking)</p> <p>Strengthen the vision of the educational centre as the axis of planning for training</p> <p>To train professionals with social responsibility, critical but proactive in the face of changes.</p>
--	--



2) Strategic approach, how to achieve this?	The website( <a href="http://www.hezkuntza.ejgv.euskadi.eus/personal-docente-formacion-prest-gara/r43-2458/es/">http://www.hezkuntza.ejgv.euskadi.eus/personal-docente-formacion-prest-gara/r43-2458/es/</a> ) contains all the parts needed: Information, legal resources, fill-in forms, etc.
3) Roles and responsibilities.  Who is key in the process?	Basque Government, education area, is the main responsible for choosing the projects, promoting, enrolling up the students and certificating them.  Every School is, in any case, responsible of contacting the students and providing all that is needed for the course (Teacher, materials, classes, Moodle, etc.)
4) How is the best practice example resourced?	The resources come from the Basque Government.
5) Step-by-step implementation process. How is it implemented operationally?	Every year several courses are offered some possible courses. Some schools compete offering pedagogical approaches. After that, Basque Government decide which ones are elected to be the responsible for the courses.  Once this selection is made, every Basque teacher is offered to take part of the courses they want.
6) Key challenges	Improve the curricular competencies of the teachers. The concern for digital competences is growing with a huge selection of courses.
7)Key success factors	The application of everything learned in the design of new training actions.

## SUMMARY

Empower Partner name	Cebanc, Spain
Good practice example	Pearl trees, Competitive intelligence in Cebanc
Category	Critical thinking Digital skills Innovative pedagogies
Main activities	<p>The Competitive Intelligence is a set of coordinated actions of search, treatment (filtering, classification, and analysis), distribution, understanding, exploitation and protection of the information obtained in a legal way, useful for the actors of an organization for the development of their individual and collective strategies.</p> <p>In Cebanc that activity is located in pearl tress, and online website which was selected for suiting us best.</p>
Summary	The Technological Surveillance is an organized, selective and permanent process, to capture information from the outside and from the organization itself about science and technology, select it, analyse it, disseminate it and communicate it, to turn it into knowledge to make decisions with less risk and be able to anticipate changes

## DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	Aims to share information amongst all the teachers in the school to improve our curricular toolkits
2) Strategic approach, how to achieve this?	The website ( <a href="https://www.pearltrees.com/t/icebanc/id16067555">https://www.pearltrees.com/t/icebanc/id16067555</a> ) is the centre of all information to be shared
3) Roles and responsibilities.  Who is key in the process?	Teachers have the responsibility to add information. The dynamization group to encourage teachers to do their task and hold some meetings to put all information in common and decide improving tasks for the school. The improvement committee has the role of evaluating every decision and choose the best ones.

4) How is the best practice example resourced?	It has not been resourced.
5) Step-by-step implementation process. How is it implemented operationally?	<ol style="list-style-type: none"> <li>1. - Create a dynamization group.</li> <li>2. - Choose a tool (pearl trees) and teach every teacher in the use.</li> <li>3. - Make occasional meetings to put information in common. The meetings are organized by curricular families.</li> <li>4. - Fill the innovation template so the innovation committee can decide.</li> </ol>
6) Key challenges	Encourage the awareness of using this strategy to improve our teaching.
7)Key success factors	Getting achievable innovative ideas.

## Canice Consulting (CCL), UK

### Summary

Empower Partner name	Canice Consulting(CCL), UK
Good practice example	Navigating Post-Truth Societies: <a href="http://www.open.ac.uk/blogs/innovating/">http://www.open.ac.uk/blogs/innovating/</a>
Category	Critical thinking and Media Literacy
Main activities	Epistemic education to assist students in navigating information in a post-truth society by promoting critical thinking and media literacy. <ul style="list-style-type: none"><li>• Expose learners to the diversity of knowledge.</li><li>• Support the development of epistemic criteria.</li><li>• Support the development of reliable processes and strategies for making sense of the world.</li><li>• Encourage learners to reflect on their assumptions.</li><li>• Motivate learners to care about truth and knowledge.</li></ul>
Summary	Post-truth was 2016's Word of the Year, according to Oxford Dictionaries. Fake news and information bubbles are not new but awareness of their impact on public opinion has increased. People need to be able to evaluate and share information responsibly. One response is to integrate these skills within the curriculum. However, this raises questions: How can we know which sources to trust? The ways in which people think about such questions are called 'epistemic cognition'. Researchers have developed ways of promoting learners' epistemic cognition. These include promoting understanding of the nature of knowledge and justification as well as fostering abilities to assess the validity of claims and form sound arguments.

### DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	Seeks to equip students with the ability to critically evaluate information to determine its veracity and to avoid certain pitfalls, for example, believing information which confirms existing biases despite the source material being unreliable.
2) Strategic approach, how to achieve this?	Educate students to be aware that knowledge is developing, complex, constructed within certain perspectives and informed by particular, reliable sources of information. They also seek to foster a student's appreciation that alternative explanations and arguments are not always equally correct or valid, that certain ways of knowing are more valuable than others and that knowledge can be critiqued and evaluated.

<p>3) Roles and responsibilities. Who is key in the process?</p>	<p>The aim is to integrate these skills within the curriculum and to have teacher led classes specifically addressing these issues.</p>
<p>4) How is the best practice example resourced?</p>	<p>Resources</p> <p>Guide for evaluating information on social media: Caulfield, M. A. (2017). Web Literacy for Student Fact-Checkers. <a href="https://webliteracy.pressbooks.com/">https://webliteracy.pressbooks.com/</a></p> <p>In this video, Clark Chinn talks about epistemic design and creating learning environments to foster epistemic growth: <a href="http://bit.ly/2eIEyxi">http://bit.ly/2eIEyxi</a></p> <p>Philosopher Jason Baehr’s website on Educating for Intellectual Virtues: <a href="http://intellectualvirtues.org/">http://intellectualvirtues.org/</a></p> <p>Materials from the PRACCIS project – promoting reasoning and conceptual change in science: <a href="http://www.praccis.org/">http://www.praccis.org/</a></p> <p>Introduction to the field of epistemic cognition, including a section that reviews epistemic cognition interventions: Greene, J. A., Sandoval, W. A., &amp; Bråten, I. (2016). Handbook of Epistemic Cognition: Routledge. <a href="http://bit.ly/2xcMlyG">http://bit.ly/2xcMlyG</a></p> <p>Online tool for exploring controversial issues on the internet: Kiili, C., Coiro, J., &amp; Hämäläinen, J. (2016). An online inquiry tool to support the exploration of controversial Issues on the internet. Journal of Literacy and Technology, 17, 31-52. <a href="http://bit.ly/2wKy6y0">http://bit.ly/2wKy6y0</a></p> <p>How an elementary school teacher fostered epistemic norms in her class by engaging students in scientific argumentation: Ryu, S., &amp; Sandoval, W. A. (2012). Improvements to elementary children's epistemic understanding from sustained argumentation. Science Education, 96(3), 488-526.</p>
<p>5) Step-by-step implementation process. How is it</p>	<p>Expose learners to the diversity of knowledge.</p>

implemented operationally?

Learners are used to textbooks that present a single authoritative account. This does not prepare them well for engaging with post-truth societies or for advanced learning. Instead, in epistemic education, learners engage with multiple accounts and sources. For example, in History education, they engage with primary and secondary documents that present contrasting viewpoints. In Science education, they engage with competing scientific models or arguments and explore various sources of evidence. Importantly, these information sources expose students to the rich informational complexity that is typical of online environments.

Support the development of epistemic criteria.

Learners can be helped to develop epistemic criteria or norms for evaluating the diverse explanations, arguments and websites that they encounter during their studies. One approach, often used in studies that aim to promote website evaluation, is to provide learners with information about important evaluation criteria and with guidelines for applying these criteria. Learners can also develop epistemic criteria on their own. For example, in the *PRACCIS* project (illustrated below), students discuss and develop lists of epistemic criteria for evaluating scientific evidence and scientific models, which they then apply using checklists.

Support the development of reliable processes and strategies for making sense of the world.

Learners can benefit from learning to engage in reliable epistemic processes and strategies. For example, in studies conducted by the Stanford History Education Group, learners learn the techniques that historians use when reading historical documents. Teachers model these strategies and provide organisers to help learners apply them.

Researcher Julie Coiro and her colleagues developed an online inquiry tool for exploring controversial issues on the internet. The tool helps learners to identify arguments for and against an issue and to critically evaluate and synthesise information from multiple sources.

Encourage learners to reflect on their assumptions.

Epistemic cognition is often implicit and learners may be unaware of the assumptions that guide them. Scaffolding epistemic criteria and processes can provide them with practical evaluation tools, but may not provide opportunities for thinking critically about epistemic issues.

Metacognitive prompts, such as, 'How do you know?' or 'How did you evaluate this website?' can encourage learners to reflect on their assumptions and uncover the criteria and processes they used. These discussions provide opportunities for reflecting on which epistemic criteria and processes are important, why they are important, and how to apply them. Teachers can also engage learners in discussing the epistemic criteria and processes that appear to have been used (or not)

	<p>in the production and validation of the information they encounter online.</p> <p>Motivate learners to care about truth and knowledge. Critical evaluation of information, weighing conflicting accounts, and reading arguments and viewpoints outside your own 'information bubble' are difficult and time-consuming activities. One of the biggest challenges facing epistemic education is motivating learners to care about epistemic aims and to persevere in achieving them. Some inspiration can be drawn from work on fostering learners' 'intellectual virtues'. For example, philosopher Jason Baehr worked with teachers to develop practices for fostering nine intellectual virtues: curiosity, intellectual humility, intellectual autonomy, attentiveness, intellectual courage, intellectual thoroughness, intellectual carefulness, open-mindedness and intellectual tenacity. These practices include drawing attention to the value and meaning of intellectual activities, modelling intellectual virtues, giving learners opportunities to practise virtues and providing feedback on learners' virtues.</p>
6) Key challenges	<ul style="list-style-type: none"> <li>• How do we avoid fake news?</li> </ul> <p>Unvented information is hard to avoid. This makes it difficult to identify trustworthy sources and credible information.</p> <ul style="list-style-type: none"> <li>• How do we decide who is right?</li> </ul> <p>When searching topics online, such as the effects of a new drug or a new diet, people often encounter conflicting information and advice, even from expert sources. Choosing among these can be hard.</p> <ul style="list-style-type: none"> <li>• How do we burst the filter bubble?</li> </ul> <p>Search engines and social media show people information based on their personal habits and preferences. People also tend to select information that matches their existing opinions. This creates information 'bubbles' that can reinforce biases and prevent people from learning about alternative viewpoints.</p>
7) Key success factors	<p>Key success factors include teachers' ability to engage with the students and help them understand this issue has a real impact on them and their future. It will also depend on the materials teachers use to help nurture students' ability to critically evaluate the information they see online and their ability to instil a healthy amount of scepticism in their students.</p>

## SUMMARY

Empower Partner name	Canice Consulting(CCL), UK
Good practice example	Spaced Learning: <a href="http://www.open.ac.uk/blogs/innovating/">http://www.open.ac.uk/blogs/innovating/</a>
Category	Innovative pedagogies
Main activities	Altering the way in which students are taught to closer resemble the spaced learning framework: <ul style="list-style-type: none"> <li>• Teaching session (20 minutes)</li> <li>• Active Break (10 minutes)</li> <li>• Presentation recall session (20 minutes)</li> <li>• Active Break (10 minutes)</li> <li>• Knowledge application session (20 minutes)</li> </ul>
Summary	It has long been known that we learn facts better in a series of short chunks with gaps between them, rather than in a long teaching session such as a lecture. Recent research in neuroscience has uncovered the detail of how we produce long-term memories. This has led to a teaching method of spaced repetition that occurs in the following order: (1) a teacher gives information for 20 minutes; (2) students take a break of 10 minutes to participate in an unconnected practical activity such as aerobics or clay modelling; (3) students are asked to recall key information for 20 minutes, followed by a 10-minute break; and (4) students apply their new knowledge for a final 20 minutes. A study of spaced learning shows a significant increase in learning compared to a typical lesson. The method has been tested successfully in schools, but a larger-scale trial is needed to show whether it can be implemented at scale.

## DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	The aim is to increase the efficiency and effectiveness of educational techniques to enable students to rapidly create long-term memories of information they have learned.
2) Strategic approach, how to achieve this?	The aim is to inform educators about the positive impact spaced learning could have on the learning outcomes of their students and provide a basis to expand testing of this method on a trial basis throughout the EU.
3) Roles and responsibilities. Who is key in the process?	Educational co-ordinators and teachers are mostly responsible for changes to the curriculum style used and should be open to new methods if they are shown to produce results based on empirical evidence.



<p>4) How is the best practice example resourced?</p>	<p>Resources</p> <p>Report by the Education Endowment foundation on a pilot evaluation in schools of a sequence of lessons based on spaced learning:  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/spaced-learning/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/spaced-learning/</a></p> <p>Review of research literature on spaced repetition:  <a href="https://www.gwern.net/Spaced-repetition">https://www.gwern.net/Spaced-repetition</a></p> <p>Anki spaced repetition flashcard software:  <a href="https://apps.ankiweb.net/">https://apps.ankiweb.net/</a></p> <p>Cerego adaptive learning using spaced repetition:  <a href="https://www.cerego.com/">https://www.cerego.com/</a></p> <p>Memrise language learning using spaced repetition:  <a href="https://www.memrise.com/">https://www.memrise.com/</a></p> <p>Report of study to stimulate rat brain cells: Fields, R. D. (2005). Making memories stick. <i>Scientific American</i>, 292(2), 74-81.  <a href="http://bit.ly/2heDemH">http://bit.ly/2heDemH</a></p> <p>The main study of spaced learning by Kelley and Watson. It covers the neuroscience that informs the method and describes three classroom studies and their results: Kelley, P., &amp; Watson, T. (2013). Making long-term memories in minutes: a spaced learning pattern from memory research in education. <i>Frontiers in Human Neuroscience</i>, 7, 589.  <a href="http://ncbi.nlm.nih.gov/pmc/articles/PMC3782739/">ncbi.nlm.nih.gov/pmc/articles/PMC3782739/</a></p> <p>Study in which adults memorised 120 novel faces through massed or spaced learning. Brain activity was recorded using functional MRI scans: Xue, G., Mei, L., Chen, C., Lu, Z.-L., Poldrack, R., &amp; Dong, Q. (2011).</p> <p>Spaced learning enhances subsequent recognition memory by reducing neural repetition suppression. <i>Journal of Cognitive Neuroscience</i>, 23(7), 1624-1633.  <a href="http://ncbi.nlm.nih.gov/pmc/articles/PMC3297428/">ncbi.nlm.nih.gov/pmc/articles/PMC3297428/</a></p>
<p>5) Step-by-step implementation process. How is it implemented operationally?</p>	<p>Former head teacher (now researcher) Paul Kelley and brain scientist Terry Watson have designed a method for spaced teaching of curriculum topics. The teaching consists of three 20-minute sessions, with 10-minute breaks between them.</p> <p>Kelley and Watson ran trials of their teaching method with students aged 13–15 who were learning Biology in a UK school. In one trial, students studied an entire first Biology course through spaced learning over a period of 90 minutes. Their exam performance was compared to a control group of students who studied the course in standard lessons over four months. There was no significant difference in exam scores between</p>

	<p>students who had done spaced learning in a single day and those who studied over four months.</p> <p>In another trial, students aged 14–15 used spaced learning to revise for a Biology exam. The same students also used traditional intensive revision for a Physics exam. Their exam scores after Biology spaced revision were significantly higher than the national average for similar students. Their exams scores after revising normally for Physics did not differ from the national average.</p> <p>The UK’s Educational Endowment Foundation (EEF) has now carried out a further randomised trial in schools of three different types of spaced learning: 10-minute spaces between teaching sessions, 24-hour spaces, and a combination of 10-minute and 24-hour spaces. In the combined method, teachers taught Biology, Chemistry and Physics in three 12-minute lessons with 10-minute spaces between each topic. This process was repeated on three consecutive days to give the additional 24-hour spaces. The EEF trial found that this method, combining 10-minute and 24-hour spaces between lessons, brought the best results. Teachers and students appeared to enjoy the programme. This study was only intended to give preliminary evidence and the EEF has recommended a larger trial before drawing firm conclusions about the success of spaced learning. The research so far has led to this session framework:</p> <ul style="list-style-type: none"> <li>• Session 1 (20 minutes) Teacher gives a rapid presentation of a new topic.</li> <li>• Break (10 minutes) Students engage in physical activity, such as juggling or clay modelling.</li> <li>• Session 2 (20 minutes) Students actively recall key concepts from the presentation.</li> <li>• Break (10 minutes) Students engage in physical activity, such as juggling or modelling.</li> <li>• Session 3 (20 minutes) Students apply the knowledge through problem exercises.</li> </ul>
6) Key challenges	<p>The key challenges to this are the limited amount of research which has currently been carried out and perhaps the ability to convince educators to trial these methods based upon limited research. Another challenge may be convincing educators to scrap their current methods of teaching for completely new ones.</p>
7) Key success factors	<p>The key factors which will ensure the success of this project include educators’ responses to this idea and whether any parliaments or research groups will undertake any more research in this area in the near future to bolster the existing evidence.</p>

## SUMMARY

Empower Partner name	Canice Consulting(CCL), UK
Good practice example	Intergroup Empathy: <a href="http://www.open.ac.uk/blogs/innovating/">http://www.open.ac.uk/blogs/innovating/</a>
Category	Innovative pedagogies Media Literacy Critical thinking
Main activities	Fostering intergroup empathy using a number of techniques such as: <ul style="list-style-type: none"> <li>• Gaining accurate knowledge about the other group.</li> <li>• Correcting wrongly held beliefs and stereotypes.</li> <li>• Overcoming anxieties about the other group.</li> <li>• Reducing feelings that the other group is a threat.</li> <li>• Re-humanising the other group.</li> <li>• Realising a common, unifying human identity.</li> <li>• Developing an ability to judge the merit of different perspectives and narratives.</li> </ul>
Summary	Online environments, such as social media, form global virtual spaces. In these, people from different backgrounds interact with each other, even if they come from countries or cultures that are engaged in conflict. This means that skills such as communication, teamwork, and empathy are important. When groups are kept apart, they are likely to develop negative stereotypes of each other. These stereotypes are associated with prejudice, hostility, and aggression. Members of groups that do not have opportunities for constructive social contact may think in terms of ‘us’ versus ‘them’. This perspective makes it difficult to empathise – to understand and share the feelings of members of the other group. The effects of intergroup conflicts can spill over into online communities, provoking strong negative emotions and the use of stereotypes. In such cases, activities designed to promote intergroup empathy can provide effective responses and help to reduce tensions.

## DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	This good practice aims to promote an increase in intergroup empathy within the region by challenging prejudices and stereotypes to encourage people to see other groups as human beings rather than through the lens of an “us and them” mentality.
2) Strategic approach, how to achieve this?	Support the development of empathy between different groups with direct, carefully planned contact between the groups carried out under the right circumstances, using set knowledge and skills to improve intergroup empathy.

<p>3) Roles and responsibilities. Who is key in the process?</p>	<p>The process relies on teachers and community leaders to heavily mediate the sessions as this provides the best results and helps to prevent explosive encounters which only deepen divisions.</p>
<p>4) How is the best practice example resourced?</p>	<p>Resources</p> <p>The Enemy project website: <a href="http://theenemyishere.org">http://theenemyishere.org</a></p> <p>The Enemy video trailer: <a href="https://www.youtube.com/watch?v=zG0w_l-o4ks">https://www.youtube.com/watch?v=zG0w_l-o4ks</a></p> <p>Humans of New York website and Facebook page: <a href="http://www.humansofnewyork.com">http://www.humansofnewyork.com</a> <a href="https://www.facebook.com/humansofnewyork">https://www.facebook.com/humansofnewyork</a></p> <p>To Be Education, an online platform that allows the development of creativity and innovation skills: <a href="http://www.to-be-education.com/">http://www.to-be-education.com/</a></p> <p>Examination of a professional development programme designed to support Civics teachers in their efforts to promote empathy among different groups: Shapira, N., Kupermintz, H., &amp; Kali, Y. (2016). Design principles for promoting intergroup empathy in online environments. <i>Interdisciplinary Journal of e-Skills and Lifelong Learning</i>, 12, 225-246. <a href="https://www.informingscience.org/Publications/3605">https://www.informingscience.org/Publications/3605</a></p>
<p>5) Step-by-step implementation process. How is it implemented operationally?</p>	<p>When designing educational environments to promote intergroup empathy, there are several elements to consider.</p> <ul style="list-style-type: none"> <li>• Mediation helps people to overcome negative feelings and encourages them to participate in a constructive way.</li> <li>• Gamification helps to overcome anxiety about interacting with other groups by introducing a nonthreatening virtual context.</li> <li>• Role playing helps participants to think in different ways and to look at issues from a new angle.</li> <li>• Virtual reality provides controlled simulations that can offer challenging encounters in a safe environment.</li> <li>• Imagined contact can take place using a variety of different media and is useful when face-to-face contact is difficult.</li> <li>• Neutral or constructive issues provide a focus that helps participants to avoid potentially explosive situations.</li> <li>• Mode of communication can be adapted depending on how ready the participants are to engage in a dialogue.</li> </ul>
<p>6) Key challenges</p>	<p>The largest challenges with this best practice are overcoming deeply ingrained stereotypes and prejudices which may not be perceived but learned from parents and reinforced culturally.</p>

---

7) Key success factors

Success depends on the participant's willingness to accept and contemplate challenges to their deeply held beliefs. Teachers' ability to mediate the encounters successfully will also play a key role.

## SUMMARY

Empower Partner name	Canice Consulting(CCL), UK
Good practice example	Learning Through Social Media: <a href="https://iet.open.ac.uk/file/innovating_pedagogy_2016.pdf">https://iet.open.ac.uk/file/innovating_pedagogy_2016.pdf</a>
Main activities	Engage and educate people about subjects that are far removed from them in terms of space and time through the media of social media.
Categories	Digital skills Innovative pedagogies
Summary	Outside schools and colleges, people learn less formally. Some use social media such as Twitter and Facebook to share ideas and engage in conversations. These sites can offer a range of learning opportunities, to access expert advice, encounter challenges, defend opinions and amend ideas in the face of criticism. Unfortunately, the same sites may present learners with inaccurate information, biased comments and hostile responses. Some organisations have set up social media specifically to offer learning opportunities. Learners are helped to share experiences, make connections and link these with teaching resources. Other educational sites are based on projects, such as 'RealTimeWorldWarII', 'The Diary of Samuel Pepys' and NASA's 'MarsCuriosity' Twitter account. Educators on these sites have multiple roles that differ from those of a classroom teacher. These projects require expertise, as well as the time and ability to take on different roles. Anyone can engage and leave at any time, but a skilled facilitator who takes on the tasks of filtering resources and engaging people can keep a social media project running for many years.

## DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	This good Practice seeks to educate the public about events which may be out of their normal sphere of knowledge such as space or history through an engaging use of social media.
2) Strategic approach, how to achieve this?	The establishment and maintenance of links to events which are remote in time and space to the general reader is the starting point. Running projects like these requires commitment over time as well as expertise, enthusiasm and the ability to coordinate and facilitate.
3) Roles and responsibilities. Who is key in the process?	Individuals responsible for these social media accounts are the ones responsible for the material they convey. Therefore, these individuals must be capable of inspiring and engaging people who are not required to visit their site or follow them.

<p>4) How is the best practice example resourced?</p>	<p>Resources</p> <p>'The Tweets of War, What's Past is Postable' in The New York Times: <a href="http://www.nytimes.com/2011/11/28/arts/re-enactinghistorical-events-on-twitter-with-realtimewwii.html">www.nytimes.com/2011/11/28/arts/re-enactinghistorical-events-on-twitter-with-realtimewwii.html</a></p> <p>Tweets in real time from the Second World War: <a href="http://www.twitter.com/RealTimeWWII">www.twitter.com/RealTimeWWII</a></p> <p>Pepys' diary in blog form: <a href="http://www.pepysdiary.com">www.pepysdiary.com</a></p> <p>Associated Twitter account: <a href="http://www.twitter.com/samuelpepys">www.twitter.com/samuelpepys</a></p> <p>'Geoffrey Chaucer' blog: <a href="http://www.houseoffame.blogspot.co.uk">www.houseoffame.blogspot.co.uk</a></p> <p>Collected posts from the Chaucer blog, along with essays about the blog and medieval scholarship: Bryant, B.L. (2010). Geoffrey Chaucer Hath a Blog: Medieval Studies and New Media. New York: Palgrave Macmillan.</p> <p>Whan That Aprille Day, 2016: <a href="http://www.twitter.com/hashtag/whanthataprilleday16">www.twitter.com/hashtag/whanthataprilleday16</a></p> <p>NASA social media: <a href="http://www.nasa.gov/socialmedia">www.nasa.gov/socialmedia</a></p> <p>Case studies of using virtual media to enhance learning about the real world: Sheehy, K., Ferguson, R. &amp; Clough, G. (2014). Augmented Education: Bringing Real and Virtual Learning Together. New York: Palgrave Macmillan.</p>
<p>5) Step-by-step implementation process. How is it implemented operationally?</p>	<p>Social media makes it possible to involve and draw on the experience of people around the world. These projects all developed over time. Each one allows learners to engage by establishing and maintaining links to events that are remote in time or space.</p> <p>Running projects like these requires commitment over time as well as expertise, enthusiasm and the ability to coordinate and facilitate. The coordinator must be able to inspire and engage people, because anyone can join at any time and anyone can leave at any time. A skilled facilitator can keep people engaged and actively contributing for many years.</p> <p>Although these social media projects bring large numbers of learners together internationally, each one has an individual at its heart. These individuals have no set programme of study for others to follow. They have an area of expertise and they use this expertise to filter ideas and resources, to facilitate engagement and interaction. They may also act as co-learners, open to new ideas, and willing to engage with developments suggested by other participants. In this role, they manage a learning space</p>

---

	<p>that has multiple entrance and exit points. In a space that an individual may find accidentally and with no intention of staying for long, they offer ways of engaging at different levels – attracting people to stay and learn when there is no compulsion to do so. On these sites engagement is under learners’ control. They can engage very briefly, they can learn by watching others, or they can engage extensively over a long period of time.</p>
6) Key challenges	<p>The key challenge of these forms of media is firstly getting people involved and engaged by differentiating from what is already available. Another challenge is inspiring people to stay engaged over a long period of time in order to allow others to share their expertise on the same subject, making it a more complete learning experience for people unfamiliar with the subject.</p>
7) Key success factors	<p>Success depends on being able to capture casual observers’ interest and keep enough people engaged in a way that grows the following, expanding the base of knowledge.</p>



## Orizont Cultural T, Romania

### SUMMARY

Empower Partner name	Orizont Cultural T
Good practice example	Digital Media Caravan to present and facilitate the use of highly attractive educational resources for critical and creative thinking about the Internet
Category	Critical Thinking
Main activities	<p>Debate-preparation template with media representatives</p> <p>Contact Educational representative</p> <p>Contact schools invited (specialists, parents, teachers)</p> <p>Choosing the spot Training teams</p> <p>Debate pros and cons</p> <p>Analysis</p> <p>Results</p> <p>Present and trainer how to use educational online resources</p> <ul style="list-style-type: none"> <li>- School Education Gateway European online platform dedicated to pre-university education <a href="https://www.schooleducationgateway.eu/ro/pub/resources/tutorials/stay_esafe_in_seven_steps.htm">https://www.schooleducationgateway.eu/ro/pub/resources/tutorials/stay_esafe_in_seven_steps.htm</a></li> <li>- platform for NET TIME - European program that promotes the creative, utility and safe use of the internet by children <a href="http://www.oradenet.ro">www.oradenet.ro</a></li> <li>- the guide to the safe use of the Internet by students: "A safer Internet for all students" <a href="http://www.salvaticopiii.ro/upload/p0001000100010000_Ghid%20SigurInfo%20165x235%20ref.pdf">http://www.salvaticopiii.ro/upload/p0001000100010000_Ghid%20SigurInfo%20165x235%20ref.pdf</a></li> <li>- the Internet Safety Day website (SID) made by the Insafe organization in February each year to promote a more responsible and secure use of online technology and mobile phones in the world, especially among children and young people. <a href="https://www.saferinternetday.org/">https://www.saferinternetday.org/</a></li> <li>- site-ul proiectului created to help teachers, students and parents: <ul style="list-style-type: none"> <li>• Introduce information security issues with students.</li> <li>• Receive information on how young people use the internet.</li> <li>• Inform yourself about how personal information is used on the internet.</li> <li>• Know where to find more information.</li> </ul> <p>It contain lessons, tests and a lot of very useful information. <a href="http://www.safernet.ro/lectii/html/ope.htm">http://www.safernet.ro/lectii/html/ope.htm</a></p> </li> <li>- manual of navigation on Internet <a href="http://www.geengee.eu/geengee/geengee-docs/contenuti/comune/MANUALS/RO_2012_handbookGrandparents.pdf">http://www.geengee.eu/geengee/geengee-docs/contenuti/comune/MANUALS/RO_2012_handbookGrandparents.pdf</a></li> </ul>
Summary	<p>Debate topics</p> <p>Digital media-representatives "Which are the necessary competencies in the new digital media digital?"</p>

	<p>Leaders opinion in Media Literacy -"Avoiding stereotypes"</p> <p>Company representatives-human resources-"The presentation requirements of the labour market"</p> <p>The Representative of Educational – “Educational media”</p> <p>Students are divided into two teams: pros and cons theme "Is digital media programs needed in schools?" The final vote by using digital media applications. The results shall be transmitted in education decision-makers.</p> <p>Trainer classes about how to use educational online resources</p>
--	--

## DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	Aims to empower children and young people to adopt good media habits, to avoid Media Illiteracy which is a new form of social exclusion and it is therefore necessary to reduce the gaps that development of new technologies creates between generations and between people with different economic or social backgrounds. Trainer teachers and students how to use educational online resources useful to inform about Internet and his problems
2)Strategic approach, how to achieve this?	Proposals for debates in schools in Europe-Digital Media Caravan. "Avoiding Digital Media illiteracy" and how to be informed about the new resources educational online about Internet and his problems
3)Roles and responsibilities. Who is key in the process?	Digital media-representatives "Which are the necessary competencies in the new digital media digital?" Leaders opinion in Media Literacy -"Avoiding stereotypes" Company representatives-human resources-"The presentation requirements of the labour market" The Representative of Educational policy is the key process. The trainers
4) How is the best practice example resourced?	Organisation of debates at the level of regions with the support of media institutions and decision-makers in education.
5) Step-by-step implementation process. How is it implemented operationally?	A resource person trained in the project will contact the media, companies and institutions with the substantial support of the educational policy representative to provide a template for school debates with key questions, many pros and cons, guests. The debate will be at the level of the regions. It can be broadcasting online and on TV. Also we will use the information classrooms with computers for trainers how to use the resources educational online about Internet and his problems
6) Key challenges	Relaxed approach to youth concerning Media Literacy and the problems about using Internet and digital media
7)Key success factors	Media Consumption: Digital Factor determining young people's interest in technology, new applications for media.

## SUMMARY

Empower Partner name	Orizont Cultural T
Good practice example	<p>NET TIME - European program that promotes the creative, utility and safe use of the internet by children</p> <p>It is a Volunteer Program, coordinated by the Save the Children Organization and supported by the Ministry of National Education</p> <p>To reach the goal, Save the Children Organization:</p> <ul style="list-style-type: none"> <li>➤ they coordinate an extensive network of volunteers - teachers and specialists working with children - implementing national educational activities</li> <li>➤ they organize training activities and develop educational resources for parents, teachers and specialists</li> <li>➤ they offer advice - at ctrl_AJUTOR you can ask any question about the internet or use the technology of our net professionals</li> <li>➤ they offer a reporting line - at esc_ABUZ you can report the illegal content found on the Romanian web pages and help build a safer Internet.</li> </ul> <p>They have been running the project in Romania since 2008 under the name Sigur.info, and since 2016 it become the Time of Net! During this time, over 360,000 children and 95,000 parents and teachers received information or counselling and more than 8,000 complaints were made on specialized lines. They launched the first Online Safety Guide in the Romanian School Environment, assumed by the Ministry of Education and Scientific Research and recommended as an educational resource in the Romanian school network.</p> <p>More than 5,000 young people and teachers have been involved in the Hour of Volunteer program in their eight years of activity.</p> <p>Over the years they had worked with more than 2,600 educational institutions in Romania.</p> <p>They organized summer schools with over 200 children from Romania and 11 other European countries, becoming ambassadors of Internet safety.</p> <p>They implemented 3 national projects for children with hearing and hearing deficiencies related to the use of new technologies to develop the skills of correct verbal articulation and socialization with young people without disabilities.</p> <p>They joined the No Hate Speech global movement and periodically run projects and campaigns on the subject.</p> <p>188 specialists (within the County School Inspectorates, the General Directorates for Social Assistance and Child Protection, the County Centres for Resource and Educational Assistance and the Department of Prevention of Romanian Police) participated in training courses on "Children's Protection in the Online Environment" and became Net Hours Trainees in the counties of origin, the project being thus represented in all the counties of the country.</p>
Category	Media Literacy

Main activities	It contain an Educational activity with the purpose of consulting children about the use of the Internet and the attitude of adults on this subject
Summary	Structure of activity Session 1: Opening the Activity and Setting the Framework • Session 2: My Rights and Obligations Online Session 3: In an ideal world I would have been listening to adults to guide me

## DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	The purpose of this consultation activity is to help create a clearer understanding of the experiences of Romanian children related to the use of the Internet and their perceptions about the attitudes of adults in their lives on this issue. At the end of this meeting: <ul style="list-style-type: none"> <li>• Children will have at least 7 rights and obligations that are to be respected, including in the online environment.</li> <li>• Children will identify at least 7 proposals for measures that can be taken by adults in charge of their education to cover their needs • The trainer and children will identify and plan at least one way to use the Internet in a creative, useful and secure way in learning</li> </ul>
2) Strategic approach, how to achieve this?	We will use questions, debates, games, discussion pros and contras, case studies
3) Roles and responsibilities. Who is key in the process?	The trainer is the most important person, the activities and the games used and also the content and the useful of the platform <a href="http://www.oradenet.ro">www.oradenet.ro</a>
4) How is the best practice example resourced?	The platform <a href="http://www.oradenet.ro">www.oradenet.ro</a> will be accessed to discover information and games. This site may also ask you questions about how to use the Internet safely.
5) Step-by-step implementation process. How is it implemented operationally?	The trainer will use questions like: <ul style="list-style-type: none"> <li>• What does a child mean?</li> <li>• What are some of the children's rights?</li> <li>• What does the Internet, the online environment and digital devices mean?</li> </ul> Will continue with the game "I Agree / Disagree". Suggestions that can be used in the game: <ul style="list-style-type: none"> <li>• Children can learn to use the Internet on their own, without the support of adults.</li> <li>• Children must express their opinions and creations online without restrictions.</li> <li>• Children can get to know new people on the Internet and become good friends.</li> <li>• Children can stay in connection with friends and family via the Internet</li> </ul>

The next step: free associations on the Rights of the Child. Write on the blackboard / flipchart the phrase "Child Rights". Invite children to say the first word that comes to mind when they hear this and add them all around the written phrase. If they don't know what rights mean, the trainer guides the discussion through questions such as "What can you do at your age at home, at school, in public space?"

The next step is to discuss about The rights in the online environment and the responsibilities flowing from them. For that, share the student group by groups of 5-6 members. And let them know from the beginning that at the end of the dedicated time, each team will have to present the results of their work and all team members have to be involved both in the execution of the tasks and in the final presentation. To make it easier, you can mark these steps / tasks on the board / flipchart to have them on display.

- Do you think these rights we have identified together are also respected in the online environment? To what extent?
- Choose 3 rights and give each of them an example of a situation where they are respected in the online environment and, if applicable, another situation where they are violated.
- For each of the 3 selected rights you are working together to complete the sentence:

"Because I respect the Right to ... of other Internet users when I'm online I have the responsibility to ... and that means ... (describes your behaviour in affirmative sentences)"

Example: "Because I respect the privacy of other Internet users when I'm online, I have the responsibility not to post pictures in which my friends appear, and that means I will ask for the consent and I will always respect their decision to appear or not in the pictures that they make. "Remember how you related to this topic at the beginning of the hour.

Once the time has passed, invites each team to present what they have worked together.

The next step; enter in the discussion how they can and should be supported by adults to have a positive online experience.

Start the session with questions like:

- What are the benefits of using the Internet and new technologies?
- What kinds of hazards can occur?
- Can children do it by themselves?
- In order to have positive experiences on the Internet who could support them?
- Who is responsible for ensuring that children's rights are respected in the online environment?
- Who could participate in promoting these rights to be known and respected by as many people as possible?

Guides the discussion to introduce the following key actors for their development: authorities, teachers, parents, the media, companies that develop resources for children. Prepare the following sentences

on flipchart drawings / sheets (large format). The children will be able to attach either post-themes or note directly on the sheets. It is important that you can surprise their content for then to enter the most relevant statements in the report.

The sentences are: In an ideal world, we use the creative, useful and safe Internet, and adults would help us to learn and work for our good. We would like / we need ...

1. Authorities to ...
2. Parents to ...
3. Teachers to ...
4. Journalists to ...
5. Companies (developing accessible products for children) to ...

Next activity:

Divide again the group of children in 5 groups, this time different from those for section 2 activity to teach them to collaborate with as many colleagues as possible.

Invite them to imagine what an ideal world would be for them, one in which their rights to online activity would be respected and promoted by the following categories of adults: authorities, teachers, parents, the media, and companies that develop children's resources.

Each group will be invited to go to one of the sections, reflect in the group what they would need from those adults, and then write down 2-3 ideas. Set a time of about 5 minutes to complete that section / category of adults. Then go to the next section, read what the colleagues who have worked before, and add another 2-3 of their views. After 5 minutes it moves to the next section and until each team has contributed to all the topics.

The team that initially had that number will read all the colleagues' contributions.

(Example: Team 1 initially goes to Section 1 dedicated to the authorities, Team 2 to Section 2 dedicated to parents and ss.) After 5 minutes Team 1 reaches Section 2, Team 2 at Section 3, Team 5 at Section 1, Team 1. When Team 1 receive again Section 1 means that the circle was complete and each team will read the contributions from the sections that have the same number as the team they belong to)

It emphasizes that in order for them to live in a world where their rights are respected, they must also become active participants in their promotion. Moreover, remind them that they must also respect the rights of others. The more we accept others and realize that although we have different opinions, we come from different backgrounds or we look different, in essence, all of us are people and we need love, protection, freedom, equal chances to be able to we are developing. Even if we express ourselves differently, all people experience joy and sadness, sometimes we are morose or fearful, and that will never change, no matter how different we seem.

Practical activity ends now and there will be a series of discussions about what they have experienced during this meeting.

<p>6) Key challenges</p>	<p>Both adults and children can help things move in a positive way to use the Internet in a creative, useful and safe way. "Would you like to use the Internet for education more often? What could you do alone or with colleagues to propose more online resources at classroom classes or in school preparation?</p> <p>Suggestion: Invite them to look for something exciting on the Internet that would be useful at a class time where they know that teachers would be open to try something new and appreciate their help. Tell them not to leave much time until they do that because then the energy is going to go and they can get discouraged. Give them a realistic deadline until they look for and then meet in a break with all their colleagues to share their ideas, to select the ones they like most. Remember them to keep the spirit of Children's Rights and to involve other people who can help them find something useful and fun.</p> <p>Give them guidance for what they can do later: After choosing the most realistic options, it's time to propose to the teacher to use that resource after describing how useful the whole team is. Tell them to be ready to accept the teachers' response, whatever it may be, and ask them how they can help them to make less interactive lessons. If the answer is negative, encourage them to try to propose such resources to another teacher or to organize themselves in an interactive session on breaks :) Whatever variant is a learning process and congratulate them for courage and initiative. Probably they will wonder what is the stakes of such an effort. Simple! They already learn to use the creative, useful and safe Internet, collaborate with colleagues and have fun all at the same time. Would it be a success for them to become pro profits for one day and learn from each other? `` With whom can you collaborate to implement these ideas? `` Introduce an important theme for reflection ... their future in 21st century society</p>
<p>7)Key success factors</p>	<p>Awareness through engagement in debates, discussions, opinion forms and justification, an attractive and very useful educational platform</p>

## Folkuniversitetet Sweden

### SUMMARY

Empower Partner name	Folkuniversitetet Sweden
Good practice example	The Internet Foundation in Sweden, IIS, is an independent public-service organization that acts to ensure positive development of the internet. We are based in Sweden and are responsible for the internet's Swedish top-level domain, .se, and the operation of the .nu top-level domain.
Category	Critical thinking Media Literacy
Main activities	<p>The organisations ambition is that their initiatives will make the internet in Sweden more robust, more stable and more secure. And to do Swedes more well-informed and aware users of the internet.</p> <p>Example of material: Source criticism on the internet - In this guide you will learn ...</p> <p>What a source and source criticism are How source criticism works and why it is important How to assess the credibility of a source How to find different kinds of sources Advantages and disadvantages of source criticism Source criticism online in practice Technical examination of online sources</p> <p>More info visit the website: <a href="https://www.iis.se/vad-vi-gor/">https://www.iis.se/vad-vi-gor/</a></p>
Summary	The organisation create meeting places and conferences, such as Goto 10 and the Internet Days. The events, courses and study programs make it easier and more fun for both young and old people to understand and use internet services. Their commitment to security issues, personal integrity and an open internet makes the internet a place where everyone can leverage its potential.

### DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	<p>Their vision and values</p> <p>The Internet Foundation in Sweden, IIS, is an open and transparent organization. We appreciate and believe in the internet, and are passionate about sharing our knowledge in various ways, at the same time as we shape our shared future by driving the internet forward. We hope that everyone in Sweden wants to, dares to and can use the internet.</p>
2) Strategic approach, how to achieve this?	
3) Roles and responsibilities.	The staff around 70 people.



Who is key in the process?	
4) How is the best practice example resourced?	The Internet Foundation in Sweden is an independent public-sector organization that promotes the positive development of the Internet in Sweden. They are responsible for the administration and technical operation of the internet's Swedish top domain .se and the top domain .nu. The payments from domain operations finances a wide range of initiatives that promote the use and development of the internet in Sweden.
5) Step-by-step implementation process. How is it implemented operationally?	The Internet Foundation in Sweden, IIS create meeting places and organize conferences, such as Goto 10 and the Internet Days. Their events, courses and study programs make it easier and more fun for both young and old people to understand and use internet services.
6) Key challenges	
7_ Key success factors	Network and have worked with this for many years.

## SUMMARY

Empower Partner name	Folkuniversitetet Sweden
Good practice example	The National Agency for Education runs, supports, monitors and evaluates the work of municipalities and schools with the aim of improving the quality and results of the internet activities.
Category	Digital skills Media Literacy
Main activities	Today's students live in an increasingly digitized society and therefore the governing documents for elementary school, upper secondary and adult education have been changed. They offer support for implementing the digitization in practice
Summary	<p>There is material for competence development for you who is the principal or school leader in preschool, elementary school and upper secondary school and has identified digitalization as a development area. The material gives you in-depth knowledge and guidance on leading digitalization. Use the material and organize the skills development in a way that works for you.</p> <p>Competence development material Lead digitization on the learning portal  <a href="https://www.skolverket.se/skolutveckling/resurser-for-larande/itiskolan/digitala-veckan-1.264136">https://www.skolverket.se/skolutveckling/resurser-for-larande/itiskolan/digitala-veckan-1.264136</a></p>

## DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	<p>The material gives you in-depth knowledge and guidance on leading digitalization.</p> <p>The learning portal have material for skills development on safe and critical use of the internet.</p> <p>All materials that are digital and useful in teaching and learning are digital learning resources. They can guide you in how to search, value, create and share digital learning resources.</p>
2) Strategic approach, how to achieve this?	
3) Roles and responsibilities. Who is key in the process?	The National Agency for Education has the responsibility concerning the content but the decision makers at the schools/education have responsibility to engage staff and to spread the information and the material, this an important key in the process.
4) How is the best practice example resourced?	Through the government.

<p>5) Step-by-step implementation process. How is it implemented operationally?</p>	<p>To lead the digitization  School leaders and decision-makers, organize and lead the work, and engage the staff. The National Agency for Education provide you with materials that make it easier to implement the changes into practice.</p> <p>Therefore, we offer competence development  There are increasing numbers of computers and tablets in school, and usage is increasing in all subjects. Despite the increase, students do not experience that their IT skills have improved, and the teachers state that they still have a high level of skills development. Therefore, we now offer competence development in various forms to teachers, school leaders and principals</p> <p>There are many useful teaching resources online, but it can be hard to find them when you need them. Therefore, there are special services and archives that have interesting materials for the school. There is also a help in evaluating the quality of digital learning resources.</p>
<p>6) Key challenges</p>	<p>NA</p>
<p>7) Key success factors</p>	<p>NA</p>

## SUMMARY

Empower Partner name	Folkuniversitetet Sweden
Good practice example	<p>Surfa Lugnt</p> <p>Children and young people are entitled to safe and positive everyday internet activities with responsible adults on hand! That is the starting point for Surfa Lugnt (Safe Surfing). They are working to ensure that young people and adults can talk about everyday internet activities just as we do about everyday activities in the physical world. Football practice, Facebook, city centre, school or MSN – there’s no difference. All of these are meeting places for activities and social interaction.</p>
Category	<p>Critical thinking</p> <p>Digital skills</p> <p>Media Literacy</p>
Main activities	<p>They want to make the most of everything positive about youngsters’ internet usage – such as engagement, communication and knowledge exchange – while also providing adults with more knowledge for handling online pitfalls like bullying and privacy issues.</p> <p>Many adults today are finding that they are not necessarily in touch with how the internet functions as a social meeting place. This affects their level of interest and engagement, but can also mean that youngsters don’t turn to adults if they encounter problems that are internet-related.</p>
Summary	<p>Uniting numerous organisations around a common goal Surfa Lugnt unites authorities, companies and non-profit organisations who are working together to improve adults’ knowledge of youngsters’ everyday activities on the internet and who inspire adults to take an active interest in youngsters’ everyday internet activities.</p> <p>Material, links and facts, free to use: <a href="https://surfalugnt.se/fakta%E2%80%90och-material/">https://surfalugnt.se/fakta%E2%80%90och-material/</a></p>

## DETAILS

1) Desired outcomes and impact e.g. What does the Good practice seek to achieve?	<p>Offering a shared platform for Sweden’s experts Surfa Lugnt provides Sweden’s foremost experts in online safety and children’s and youth issues with a shared platform for communication and education initiatives aimed at parents, teachers, educators and other important adults. Communication takes place via the website, PR and survey activities and campaigns.</p>
2) Strategic approach, how to achieve this?	
3) Roles and responsibilities.	<p>Highlighting a variety of perspectives The mixture of authorities, companies and non-profit organisations is one of Surfa Lugnt’s primary strengths. This contributes to a variety of</p>

Who is key in the process?	<p>opinions and perspectives regarding how to work towards positive and safe interaction on the internet.</p> <p>Current partners of Surfa Lugnt: Bris (Children’s Rights in Society), Com Hem, Fryshuset, mySafety försäkringar, Swedish IT and Telecom Industries, The Swedish Post and Telecom Authority (PTS), The Swedish Civil Contingencies Agency (MSB), and Telenor and Bredbandsbolaget.</p>
4) How is the best practice example resourced?	NA
5) Step-by-step implementation process. How is it implemented operationally?	<p>On the website – <a href="http://www.surfalugnt.se">www.surfalugnt.se</a> – visitors will find advice and tips in twelve languages, information, articles and research about young people’s internet habits and links to our partners.</p> <p>Questions can also be put to our panel of experts in internet and youth communication, and the responses will be published direct on the website. In Surfa Lugnt’s blog they follow and comment on the ongoing internet debate from a social perspective.</p> <p>Awarding the Surfa Lugnt Prize In connection with Safer Internet Day in February 2012, Surfa Lugnt established a new award in Sweden – the Surfa Lugnt Prize. The prize money is SEK 25,000 and the award draws attention to positive internet initiatives that encourage communication and knowledge exchange between young people and adults on the internet. The prize is awarded annually in connection with Safer Internet Day.</p>
6) Key challenges	
7)Key success factors	A big network, many companies are involved.