TEXTBOOK

FOR STUDENTS

15 – 18 YEARS

SOCIAL COMPETENCE:

*facing the
digital
era challenges*

SOCIAL COMPETENCE:
FACING THE DIGITAL ERA CHALLENGES

TEXTBOOK FOR STUDENTS
15 – 18 YEARS

THE RESULT OF THE ERASMUS+ PROJECT
FACING THE DIGITAL ERA CHALLENGES – TEACHING
'DIGITAL' CITIZENS' SOCIAL RESPONSIBILITIES (CSR)
USING PRINTED, ELECTRONIC AND SMARTPHONE MEDIA
CZ – HU – IT – GR – RO – SK
2018 – 2021

PROJECT COORDINATOR: David Smetana

Školy Březová – střední odborná škola, základní škola a mateřská škola, Březová, Czech Republic

HEADMASTER: PaedDr. Ludvík Zimčík

PROJECT PARTNERS:

Istituto di Istruzione „Lorenzo Guetti", Tione di Trento, Italy

Core team members: Viviana Sbardella, Rosa Russo, Agnese d'Annibale, Paola Ferrari, Mirella Bertolini

Fondazione don „Lorenzo Guetti", Bleggio Superiore, Italy

Core team members: Alessandra Piccoli, Armin Wiedenhofer

4 EPAL KAVALAS, Kavala, Greece

Core team members: Aggeliki Karanasiou, Maria Katsikari

Základná škola s materskou školou, Červeník, Slovakia

Core team members: Jarmila Gáborová, Magdalena Vranaková, Adriana Demešová

Vrakúň Municipality, Vrakúň, Slovakia

Core team members: Stefan Fazekas, Noemi Varga, Ladislav Kusenda, Janos Csaplár

Suprex Ltd., Felsonyek, Hungary

Core team members: Bela Balogh, Tiborne Fabian, Margit Szabo-Bakosne Rosta, Edit Gyocsi, Bne Nemeth Etelka

Şcoala Gimnazială „Alexandru Roman", Auseu, Romania

Core team members: Adrian Matei Botici, Anca Lucia Mucha, Diana Popa, Ioana Popescu

Školy Březová – střední odborná škola, základní škola a mateřská škola, Březová, Czech Republic

Headmaster: PaedDr. Ludvík Zimčík

Core team members: David Smetana, Ivana Tálská, Vojtěch Král

CONTENT

INTRODUCTION

Dear Students!

We all live in a society. We cannot live outside it. It can be smaller like our family or our friends, bigger like our class or the community we live in or our country or Europe or even the world – it depends which criteria we define them with.

Society protects us; it gives us safety. We also have several rights just for being members of the given community. However, there is a "price" for that safety, for those rights: we also have obligations, responsibilities towards the society. (Responsibility and obligations are often used as synonyms – we also use them so – but they are not fully the same. Obligations are dictated by law and regulations, so there is a legal punishment if we do not follow them, while responsibilities are dictated by the morale, ethics of the society – i.e. no legal punishment if we do not follow them. True, the society expects from us that we meet responsibilities too.)

The issue of rights and responsibilities is known from ancient societies. What rights they provided to the members and what responsibilities they expected from them depended on the concrete society and time. Some offered more rights, some less; some prescribed more obligations, some-less. It depended on the historical circumstances and the attitude of the given society or community.

With the emergence of microelectronics, our life has changed dramatically. First, the importance of the information has increased enormously (we say we live in the Information Society) and second, the technical solutions invented provide us with never-have-seen opportunities. Our life and our society have changed over the last fifteen years or so. We call our times the Digital Era – and it is the world of the internet, mobile phone, e-mails, Facebook, virtual societies and so on. That new era provides more and new rights to us but also demands more and new responsibilities from us. The present Textbook touches upon several components of them.

The issue of rights and responsibilities is a very complex topic; we had to choose some important aspects of it. The choice is ours, but before doing that, we collected opinions of the pupils and their teachers too. Further, topics (each consisting of three modules) are semi-independent, i. e. you and your teachers may choose any of them that fits more into your interests and wishes, it is not necessary to go topic by topic, module by module. There are some additional materials too for individual reading. You can study those selected issues by this Textbook, but we have elaborated electronic versions to your teachers and even smartphone solutions – so that you can go through the given materials also at home or even while sitting on the bus. You and your teachers will decide what method to use.

We wish you well in learning of that extremely important and useful set of topics, **the project team that elaborated this Textbook with the support of the EU:**

Školy Březová – střední odborná škola, základní škola a mateřská škola, Březová, Czech Republic

Suprex Ltd., Hungary
Cervenik School, Slovakia
4 EPAL Kavalas School, Greece
Vrakun' Municipality, Slovakia
Fondazione Lorenzo Guetti, Italy
Istituto Lorenzo Guetti, Italy
Auseu School, Romania

I. INFORMATION SOCIETY

A. CHARACTERISTICS AND STRUCTURE OF THE SOCIETY

Having studied this module, you will:

- *understand what information and information society mean;*
- *learn about the characteristics of the information society;*
- *learn about the new social transformations in our society.*

You could not imagine today's society without things like the internet, smart phones, wireless networks, Internet Communication Technologies (ICTs) etc. They are some of the keys to the functioning of our society: *the information society*. It is called that way because nowadays the most significant factors accelerating development are information, technology, communication and economy. Information societies use knowledge and information as a fundamental power and core capital in everyday life. Societies moved away from an industrial society- *goods-based* society- to a *knowledge-based* society. Therefore, information is a commodity, but it is maybe the only commodity that one can 'sell' and still have it.

Picture 1: Information

This visible informational influence is taking place without considering the size or the development level of a country or a community. The *information sector* appeared as a characteristic of information society so as to meet the new expectations of information

services. An important part/role of the sector is involved in *the infrastructure*: in nearly all information societies the network of telecommunications and computers is growing faster. Governments in many countries are establishing policy agendas to support the use of new technologies in schools or at work – in general, in all private and public life.

Information has indeed become that *power* the previous generations told us about and it is crucial now how we handle it. Young generations need to learn how to orientate amidst this ' flood' of information. Internet, tablets, smart phones or other gadgets have become a commonplace in the information flow.

The word *information* is taken from the Latin *informatio* and it means *to give form to*. The term is used in various contexts and it was defined differently by famous scholars in the past years (Shannon, Bateson, Sukovic, Bates). Although some researchers consider it to be a rather vague concept, because it is put to use in different ways by different people (data, belief, documents, ideas), the term information is widely used to talk about the present changes in our society.

Daniel Bell, an American sociologist, had already written about the 'information society' in the 1970s. Bell considers that people moved from only producing goods (manufacturing) to a better service economy. In his view knowledge, technology and information are the major modes of commodity.

All in all, some of the main features of the information society are as follows:

- knowledge is an essential source and information is considered to have an economic value and price;
- there is a race to have this essential resource;
- compared to the industrial society, information society is more multi-centred and widespread;
- it is global in principle;
- it promotes clarity, precision, competence, equal opportunity and openness;
- researchers agree it started somewhere in the 1970s, but only today it is indeed fundamentally changing the way how the societies function;
- it refers to the production of knowledge or cultural artifacts;
- it also strives towards a society characterised by responsiveness to human needs;

- gathering and classifying information, processing data, evaluating data are specific activities;
- the flow of information becomes at least as important as the flow of goods or capital;
- technology drives tendencies and opportunities in an information society, but also legitimises public policies;
- organisations use information to enhance effectiveness and innovation.

The growth of information society (and also data=information storage) can be seen in the following picture:
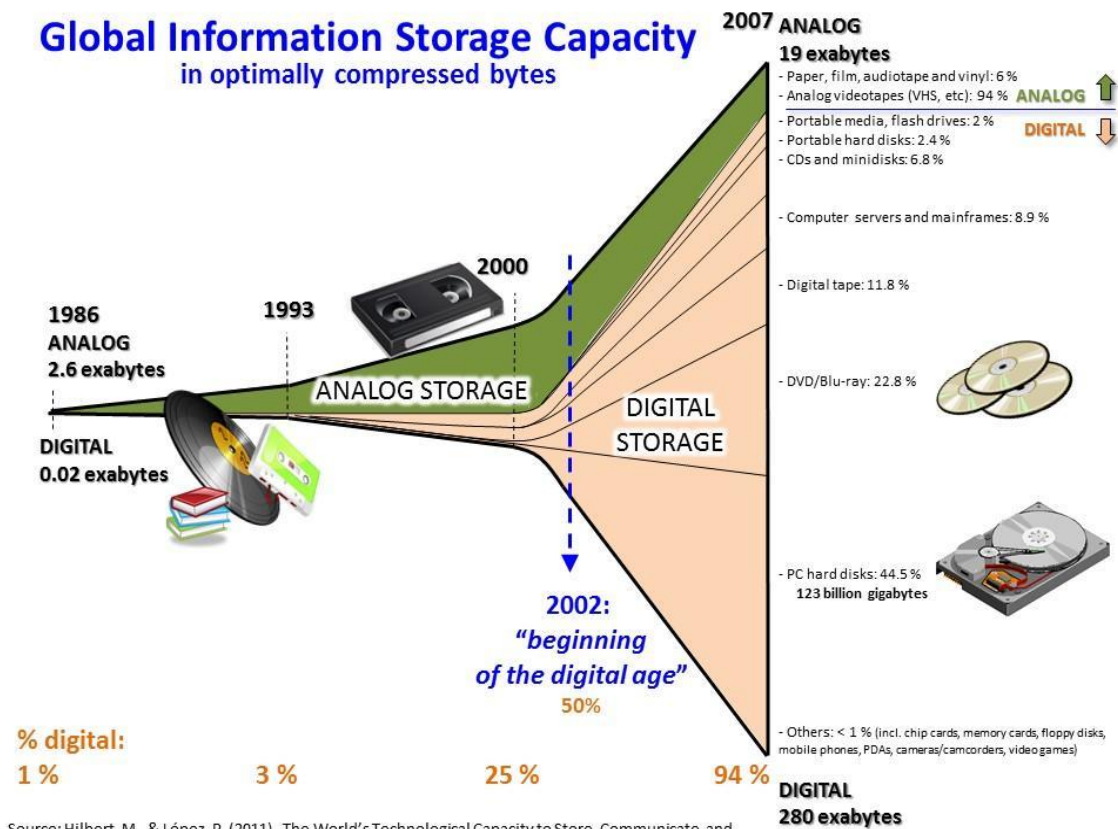
Picture 2: Global Information Storage Capacity

SOCIAL TRANSFORMATIONS

Information and communication technology lead to different social relationships and new structured communities: 'special' language, new jobs, community standards, netiquette, networks of personal contacts, distance and geography is no longer a problem etc. From the chair in your home you just access the needed information, chat-rooms, shops, bank accounts or other sources of information and services. This was not possible in the past years.

For thousands of years, information has been always essential, but now information is a dynamic resource; it is not rudimentary, it is not passed on by word of mouth, it is accessible not only to rich families like in the 19th centuries etc. Therefore, societies developed from the agricultural and industrial economic stages to information stages.

The transformation of our culture from an Industrial Age to an Information Age requires also a transformation in education. Consequently, in the educational systems of most countries, from schools to universities, the specific characteristics and infrastructure of the information society are used and carefully studied.

Here are some main social transformations (William H. Dutton, Oxford Internet Institute):

- new forms of access to people, government and services
- changing patterns of social and economic interaction
- shaping social and economic inclusion or exclusion
- easy access to data and market information
- powerful media influences on audiences
- electronic delivery of payments, taxes and public services
- reinvigorating democratic processes
- producing personal digital content
- new and easy access to educational programmes
- information politics and the communicative power
- the bias and flexibility of ICTs
- digital convergence and multimedia explosion
- growing internet and device addiction
- changing cost structures
- creating but also eliminating jobs
- ICTs are like a two-edged tool that can heal or wound

- management, business, and organizational change
- huge amounts of information can hold us to a superficial level; information overload can confuse the user
- a need for a better protection of personal data
- illegal and unsafe content etc.

CONTROL QUESTIONS

1. What is information?
2. How can we define the information society?
3. What are the characteristics of the information society?
4. Who is one of the first people to use the term information society?
5. What social transformations in nowaday's society can you mention?
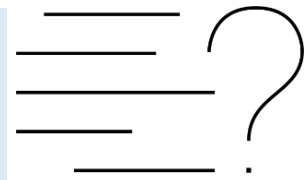
HOMEWORK

1. Read again the list of social transformations in the information society. Describe one which is 'visible' at your school or in your neighbourhood.
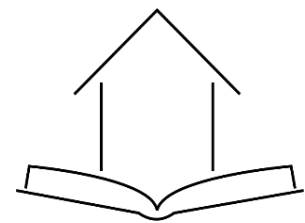
2. **Thinking hats**.You are divided into five groups. Each group has its own hat. Prepare the answers for the following questions and situations in order to start an interesting debate for the next lesson.

White Hat: <u>you are neutral</u>; you focus on the available definitions and characteristics. (H*ow can we define information society? What are the characteristics and the changes of the information society? Prepare at least five examples.*)

Black Hat: <u>you only consider the negative outcomes</u>; you look at the problems of the information society. Prepare five examples of possible problems. (*Think about the fact that there is too much information and addiction. Give examples of possible internet threats and disadvantages of the information society.*)

Yellow Hat: <u>you think positively</u>, you will find only the advantages of this information/digital era.

Green Hat: <u>you represent creativity</u>; you find solutions for the problems that appear in the information society. Think about five possible problems   and offer possible solutions. Try to predict what the black hat will say.

Blue Hat: <u>you will summarize and draw conclusions</u>. You will have to predict what all the other hats present and prepare conclusions. *(Are there only advantages? Are there any disadvantages? Can we solve the possible problems? How?)*

B. THE DIGITAL ERA

Having studied this module, you will:

- *understand what digital and digital era mean;*
- *learn about the characteristics of the digital era;*
- *learn about digital citizens and ICTs;*
- *compare the advantages and disadvantages of modern digital technologies.*

If we look up the term in the dictionary, we find out that the digital era refers to a historical period that is characterized by the existence of digital technology. Therefore, before we understand the digital era we need to know what *digital* and *digital technology mean*. The word *digital* is used for signals or data expressed as a series of numbers; and in the binary system, of the *digits 1 and 0* to show that a signal is present or absent (Cambridge dictionary). It also refers to using and storing information in the form of digital signals. *Digital technology* includes *all types of electronic equipment and apps that use information in the form of numeric/digital code.*

Picture 3: Email wallpaper

The frequent and world-wide usage of digital devices led to an improved era of living: the digital era. Digital technologies are redefining life and work, education and entertainment, leisure and opportunities. Therefore, the information society requires

citizens that are able to use digital technology for personal, professional or educational purposes. These citizens must also be responsible users. They should know their own level of digital skills and should always try to upgrade them. Not all *digital natives*-children born in the digital era and very used to digital technologies- become *digital citizens*. Although we are surrounded by technology and most of us seem to have some basic digital skills, not all of us are digitally competent.A *digitally competent person* understands and critically evaluates different aspects and contents of digital media. He or she understands the importance of digital skills and critically considers the new technologies to be a(n) solution/opportunity or not. Digital citizens understand the ethical consequences of online and offline behaviours and make moral decisions.

All Good Digital Citizens:

Protect private information for themselves and others

Respect themselves and others

Stay safe online

Stand up to Cyberbullying when they see it happening

Balance the time they spend online and using media

Respect copyright and intellectual property

Carefully manage their Digital Footprint

Picture 4: All Good Digital Citizens

When one speaks about the digital era, one must also include the ICT(s) - Information and Communications Technology/technologies. The term refers to a broader list of all computer and digital technologies/devices. The list of ICTs continues to grow each day and they are deeply integrated into our work or personal life because digital communication is more and more accessible, allowing billions of people to improve their quality of education and life. Information and communication technologies are characterised by a fast development. The ways of acquiring information changes every day. New skills are needed to excel in a whole new digital world and the challenge is how fast users can adapt to this new era.It is *a digital revolution* which expects people to be informed and concerned about the society they live in.

Although modern technologies made life easier and brought new opportunities, there are also many disadvantages of using them. Here is a list of advantages and disadvantages in the digital era:

MODERN TECHNOLOGIES AND THE DIGITAL ERA	
ADVANTAGES	**DISADVANTAGES**
Easy access to information	Addiction and other health problems
	Over-reliance on gadgets
New, quick and easy ways of communication	Increased loneliness
Reducing human work	Laziness, job insecurity
Business increase production	Work overload
Online and mobile learning	Access to inappropriate content
Benefits to health industry	Advanced weapons
Encourages innovation and creativity	Shorter attention spans
Cost efficiency	Work overload
Innovation in many fields	Plagiarism, copyright
Artificial intelligence (with its advantages)	Artificial intelligence (with its disadvantages)
Social networking(with its advantages)	Social networking (with its disadvantages)
Creation of new jobs	Some traditional jobs already disappeared
Lots of data are being published every day	Data security, privacy concerns
	Information overload, confusion
Improved housing and lifestyle	Hacking and identity theft
Predictability	Complexity
Improved entertainment	Cyber bullying, digital media manipulation
	Access to inappropriate content
Ease of mobility	Depersonalization

Digital technologies are being developed very rapidly and are affecting all areas of human activity: education, work, economy, healthcare etc. As we have seen, nowadays societies are changing, sometimes for the better, yet certainly not at all times. Complex challenges appear: privacy, control of data, data security etc. Therefore, amidst all those changes, we should have something unchanging and very important: critical thinking, common sense, respect and responsibility.

CONTROL QUESTIONS

1. What does digital mean?

2. What is the definition of the digital era?

3. How should a digital citizen behave?

4. What does ICT stand for?

5. Name five advantages and five disadvantages of modern technologies.
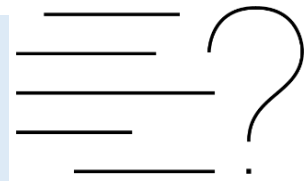
HOMEWORK

1. A **digital footprint** refers to one's unique set of traceable digital activities and communication on the Internet. Use the footprint below and write or draw the websites and social apps you use. What does the footprint say about you?
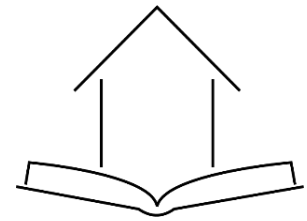
My Digital Footprint

Picture 5: My Digital Footprint

2. Complete the *Reflection Pyramid* below with:

1) Important things to remember   2) Things you want to know more about

3) Things you already knew   4) Things you learned or found interesting

Picture 6: The Reflection Pyramid

C. FRAGMENTATION OF THE SOCIETY IN THE DIGITAL ERA

Having studied this module, you will:
- *understand what fragmentation means;*
- *learn about the characteristics of fragmentation;*
- *understand why it appears and how it can be stopped.*
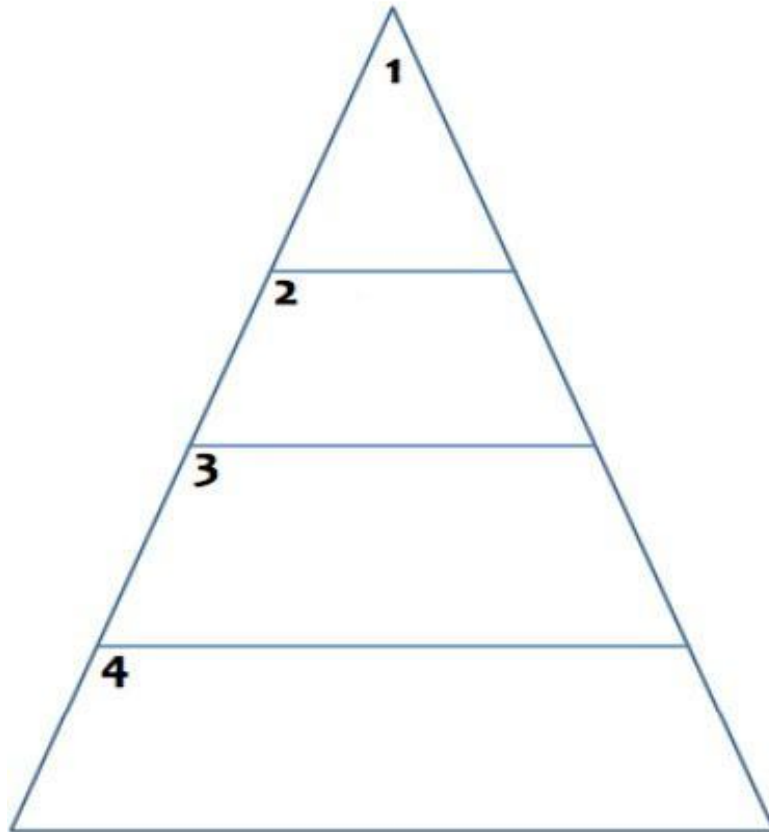
Technology drives tendencies and opportunities in all information societies. More and more people are connected to the Internet. PCs, smartphones and other digital media decreased in price and their capacity multiplied. Lots of mobile applications have appeared and similar ICT devices are used everywhere. Similar contents are available and access is always facilitated by technology. Mobile apps are easy to use and quite often are free. Still, despite all those above, the *digital divide/fragmentation* deepens.

WHAT DOES FRAGMENTATION MEAN?

Although technology is supposed to decrease and not to increase disparities, there are *gaps* between layers of the same society, between different economic and cultural backgrounds, between age groups etc. So, we witness an increase in *social inequalities* from the digital point of view.

The first gap is that of *access* because technological and scientific development affects individuals, but not all in the same way. There are people who still do not have access to the internet or to modern technologies. Not everybody can afford to have the new ICTs. Living in a world with poor access to information means that those people have a restricted access to information so as to maintain control of their own lives.

Ensuring equality of opportunity is only possible if access, tools and resources are guaranteed. But this *physical fragmentation* connected to access is gradually closing because more and more people have access to information.

Picture 7: The gap

The second gap is connected to the *smart and critical use* of the ICTs. It is about critical *thinking* towards what technology really is. There are many people who have a connection to the internet and new technologies, but are not using them in a smart or critical way. There is a gap between those who critically consider ICTs, who can create digital content or see ICT tools as a learning or civic opportunity and those who are merely consumers.

WHY IS FRAGMENTATION STILL A PROBLEM?

It is deepening because the differences between the users' digital skills are increasing. Differences in skills but also regarding usage are increasing. Some say that the access problem is solved and that fragmentation no longer exists because more than 85 percent of the population (at least in Europe) have a PC and/or Internet. But they do not take into consideration the second gap: *critical use and digital competence.* Internet use requires more 'action' than the use of other media. There are specific skills (content creation for example) to be used in order to get/provide information or to communicate.
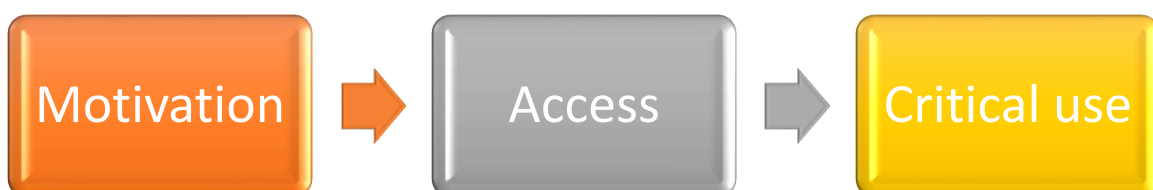
Picture 8: Critical use and digital competence

Social and intellectual skills must also be developed!

Motivation is crucial, for example, in the decision of buying a PC with connection to the Internet, but even more important for the learning of the necessary digital skills that can confer a critical use of technology. Therefore, the real digital divide goes beyond physical access to the acquisition of skills and correct usage. Digital knowledge and technical skills are necessary to benefit from information technologies. For example, the use of the Internet for health services is growing. Here are just two other simple examples: the design of an attractive profile on your social networking requires communication and strategic digital skills; people who pay governmental taxes online receive discounts.

The low digital skills of many students and adults delay their productivity and innovation capacity at schools or at the workplace, therefore limiting their active participation in the society. Young people who are more educated and those who have newly appeared jobs use ICTs and the Internet for training and employment. They got used to new technologies and this leads to new forms of learning: lifelong learning in a quickly changing world. So, the advantages of having access and digital skills are economic, social, cultural, educational etc.

If some people, usually with better social positions and higher education use Internet applications in their work and studies, and other people, let's say with lower education, use applications only for entertainment and simple communication, then this is an example of an educational and digital fragmentation.

Authorities should and are willing to join forces to overcome fragmentation. Special attention should also be paid to disadvantaged groups, to learners with low achievement levels or with learning difficulties. Social integration programs need to be created in order to make sure we all live in a more equitable society that favours equality among its members.

Picture 9: Digital Fragmentation

Access creates opportunities. Therefore, the internet and ICTs should be accessible to all. People from most countries consider the access to Internet as a fundamental right because it boosts economic, social and personal development and they consider that national constitutions are supposed to ensure this fundamental right to everyone (Finland is the first country in the world to make Internet access a legal right). Digitally competent people use ICTs more frequently and for longer periods of time which means a better participation in the information society.

In an effective information society, educational concerns should start with ICT supply, opportunities and access, but, as soon as possible, should move forward to the relevance and the quality of content and methods. Digital competence is a key to the information society and the Internet adds new forms of social capital to the traditional forms. Social media or social networking sites are the main drivers. Having the equipment and a connection is only just one step in the process. Information society promotes learning within and outside the school system, teaches how to look for and use available information selectively and critically, develops complex thinking, in order to take full advantage of all the tools and modern technologies available.

CONTROL QUESTIONS

1. What is fragmentation?
2. What are its characteristics?
3. Why does it appear?
4. Who can be affected?
5. How can authorities fight against fragmentation?
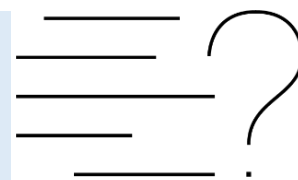
HOMEWORK

1. **An entire day without technology**. You have to choose a weekday and not use **any kind** of technology. Write your impressions, the advantages and the disadvantages you have encountered that day.

2. **Create flashcards about fragmentation** using information from this chapter. Students are divided into two groups. One group is supposed to create flashcards without any access to technology and the other with access and any available digital skills of its members. Each group is to write the difficulties they have encountered.

3. **UNDERSTANDING FRAGMENTATION (extra activity): Privilege walk:** Students are asked to stand in a straight line and the teacher reads the following sentences. If the sentences are true for themselves they are supposed to take one step forward. If not, they stay where they are.

   - You grew up with one or more computers in your house.
   - You attended a paid summer camp.
   - Your parents use computers at work.
   - You received a mobile phone for your birthday.
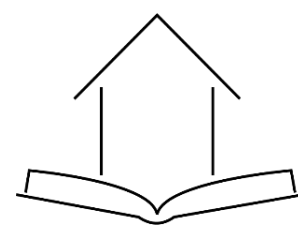
- You have an email account.

- You can create a Youtube channel.

- You reported someone on a social networking site for 'bad' content.

Picture 10: Privilege walk

INDIVIDUAL READING

Technology, education and fragmentation

Contemporary society is founded on permanent change in technology and internet access is a fundamental part of learning. Technological development progresses faster than the social or professional environment, therefore, schools have an important duty to provide proper digital education and to ensure students are knowledgeable and capable of managing their own existence effectively, leading towards full and satisfying lives.

According to a report submitted by the EUROPEAN COMMISSION (Brussels, 2013) between 50% and 70% of students in the EU never use digital textbooks, exercise software simulations or learning games. Technology can increase efficiency and equity in education. The benefits are plenty: individuals can easily seek and acquire knowledge from free sources; learning is no longer confined to specific classroom timetables, methods can be personalised; students may easily share and create content with other learners from different countries.

Though digital competences are considered to be essential for learning and working, the report concludes that today's young people do not have the ability to use ICTs creatively and critically. Being born in a digital era is not a sufficient condition for being digitally competent!

Only 30% of students in the EU are digitally competent, and still 28% have no access to ICT, either at school or at home. The first percent- the one related to digitally competent students- may have increased by 2018 (to 40-50%), but there is still a lot of work ahead! Students are called to understand and advocate ethical use of digital information, respect privacy and freedom of expression, copyright and intellectual property. (Adapted from http://europedia.moussis.eu)

Education can help students bridge the effects of fragmentation so that they acquire the digital skills they will need for a particular subject matter in order to be successful as adults.

Increasing your digital skills is the key to overcoming fragmentation!

II. FROM KNOWLEDGE TO COMPETENCE

A. KNOWLEDGE AND COMPETENCE

Having studied this module, you will understand:

- *what knowledge and competence mean;*
- *why both notions are so important;*
- *why competence is more important than knowledge;*
- *how to obtain knowledge and how – competence.*

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

Both knowledge and competence are very important for us. Without knowledge, we cannot orientate in the world; we do not understand why this or that happens and what to expect in the future. Knowledge is obtained by learning. The most important terrain for learning is school – but we can learn outside the school as well. What is really important: be open-minded to the world, see what is going on and understand why (that) something is going on. That is, new information and knowledge can be obtained

from our friends, from the TV, from other sources. Nowadays, the Internet is the most important extra-school learning (knowledge-obtaining) source.

Knowledge gives us an understanding of the outside world and different phenomena. However, usually it is not enough: knowledge is, so to speak, a passive observation while we need to actively live in our smaller or bigger society. That is: we need to turn our knowledge into actions; we need to use our knowledge. **Ability to use the knowledge obtained is called competence.** So, in a sense, knowledge is **passive** (we observe and understand) while putting knowledge to use is **active.** We make use of our knowledge.

While knowledge can be obtained by learning the information, competence can be obtained mostly by learning how others do. It is also a learning process, but here we learn not information like knowledge but behaviour and actions of others and we follow them. That is why we may say: **competence may be obtained by doing**. And since competence is knowledge put to use, we may say that competence is more important than knowledge: competence is necessary but not sufficient to live a successful life. Competence is necessary and sufficient for that.

Now, using the material below, try to widen and deepen your knowledge with the help of your teacher!

Aim group: students 15 – 18 years of age

Key words: knowledge, competence

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

Key competences: social communication competences, social and personal competences

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

Forms of work: basic type of lesson, frontal classwork, working in pairs.

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

METHODIC ACTION OF MODULE REALIZATION

Motivational phase

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

Exposure phase

Exercise 1

We provide the text about Bloom's taxonomy of educational goals which can be put into a pyramid. The text says: The main goal of gaining knowledge is to name, define and describe the facts. That is **the base level of** the pyramid. **The second level** is to explain, differentiate, give examples and summarize the knowledge. **The third level** is to solve the problem, choose and add information. **The fourth level of** the pyramid is to compare, analyze and categorize the information. **The fifth level** of the pyramid is

the ability to vindicate your approach, to judge and be able to give arguments. **The top level** of the pyramid is the ability of students to develop, contrive, shape and adjust. Students can see the following terms on an interactive whiteboard: **understand, evaluate, create,remember, analyze, apply**.

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

The characteristics of the pyramid levels	Match the correct term
Name, define, describe, identify facts	to remember
Explain, differentiate symbols, give examples, summarize the knowledge	to understand
Solve problems, select, add information	to apply
Compare, analyze, categorize	to analyze
Vindicate an approach, consider, give arguments	to evaluate
Develop, contrive, shape, adjust	to create

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

To create
To evaluate
To analyze
To apply
To understand
To remember
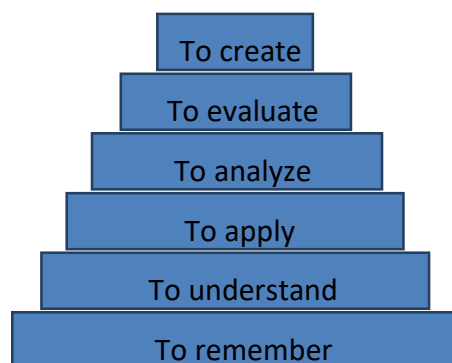
Picture 11: Pyramid

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

Exercise 2

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

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

A. To acquire the basic methods of effective collaboration in pairs or in groups

B. To acquire the basic skills in IT to enable further development

C. To be able to set goals according to professional interests and be critical of your achievements

D. To realize the need for learning as a tool for self-realization and personal development

E. To apply suitable methods based on analytical-critical and creative thinking when solving problems

F. To effectively use the forms of communication during processing and verbalization of different information

G. To be able to innovate applicated practices when solving problems and to manage new projects to reach the goals, but not only at work, but also in everyday life

H. To use the knowledge from Natural Science literacy, which enables you to make judgements backed by Science

Fixation phase

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

Diagnostic phase

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

CONTROL QUESTIONS

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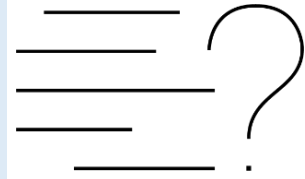
B. KNOWLEDGE IN THE DIGITAL ERA

Having studied this module, you will:

- *understand how knowledge changes in the Digital Era;*
- *what those changes mean in our learning process;*
- *why digital knowledge and knowledge in the Digital Era Are different;*
- *how to be up-to-date in knowledge today.*

As we saw in the previous module (Module A), knowledge is an understood information – it is needed to orientate in the world, understand why things happen as they happen and so, to be able to predict actions and phenomena – that is, to be able to make plans. The coming of the Digital Era did not change the definition of knowledge. The knowledge did not change *per definitionem* – however, the methodology and especially the sources to be used have changed tremendously.

Earlier, the knowledge was stored mostly in books, so whoever wanted to learn had to read a lot. Further, especially in the ancient times, there were people who were trained to learn by heart and recite tremendous amounts of materials: the whole Bible, the whole Quran, the whole Talmud. (For them – the so-called mnemonists - , to recite the Iliad of Homer was an easy task… Thousands of ancient stories, poems, books remained living from generation to generation through those mnemonists. Mnemotechnics, or as it is now also called, „The art of memory" is in use again in our days.) So, basically, if somebody wanted to learn/know something not at school, he/she had to turn to books, to mnemonists or to „encyclopedia." (It is a reference book of knowledge.) People knowing more (and thus being forced to turn to other people or encyclopedias less) were regarded as „clever", „wise", „knowledgeable", „smart".

The situation has changed tremendously.

1. The amount of „knowledge components" became unmanageable long ago. In earlier centuries, there were people who were called „polyhistors" (from the ancient Greek „very learned") who possessed an unusual amount of knowledge of different science fields. Nowadays, the amount of information is so enormous that nobody can possess even one profession's full set of knowledge. Earlier, there were „doctors", later it was

splitted into „internist", „pulmonolog", „cardiologist" , „surgeon" etc. Even later, „surgeon" was split into „brain surgery", „transplant surgery", „reconstructive surgery", etc. etc. This process has not ended yet… „Laparotomy surgery" is also a very new branch.

2. With the emergence of digital techniques and digital memories, the storage capacity has become unbelievably high. Data is stored in their digital form. (look at Topic 1., Module B.) In 2020, the amount of the digital storage capacity in the world is expected to be around 2 zettabytes, which will go to 175 zettabytes till 2025. (1 zettabyte is 10^{21} bytes). With that capacity, everything can be stored in memories – i.e., all knowledge can be digitalised. Therefore, for today's generation, the real question is not „what does he/she know" but „how fast can he/she find where the necessary information (knowledge) is". Knowledge has become digitally managed.

3. „Digital knowledge" and „digitally managed knowledge" are not the same. Digital knowledge is knowledge in digital sciences, while digitally managed knowledge is just a piece of knowledge stored in digital form. Secondly, „digital" is just a tool. We do not have to be professionals to know how a diesel engine works; we just have to be able to drive the car.

Therefore, the learning process (i. e., obtaining knowledge) in the Digital Era has also changed: we of course must be familiar with the basic knowledge components (scientific facts) but, equally importantly, we must be masters of how to obtain information from the seemingly unlimited amount of it stored electronically (digitally).

Now, using the material below, try to widen and deepen your knowledge with the help of your teacher!

Aim group: students 15 – 18 years of age

Key words: knowledge, digital era, digital technologies

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

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

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

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

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

METHODIC ACTION OF MODULE REALIZATION

Motivational phase

Exercise 1

<u>Brainstorming</u> – we use it at the beginning of the lesson to determine the knowledge and opinion of the students about internet usage and to mobilize the students. A teacher asks a question: ´What do you and your parents use a computer and the internet for? Your ideas and answers are put in a circle on an interactive whiteboard. Students work freely without specific order. The teacher does not intervene but can help with wording the answer. If the students cannot think of an answer, the teacher can inspire them with his or her own idea. Students carry on with their own ideas. After the exercise is finished, the teacher evaluates the results. A short discussion about advantages and disadvantages of using the internet in the digital era follows.

Exposure phase

Exercise 2

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

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

Language lesson	Foreign language	History	Geography
Assignments with the use of interactive whiteboard	Audio recordings, foreign words translator	Documentary film, Searching for information on the internet	Graphic presentation, Examples of peoples´ lifestyles
Maths	**IT**	**Physics**	**Chemistry**
Geometry, Graphic illustration	Work with the use of didactic software, searching for information on the internet	Information in tables, Demonstration of an experiment	Video demonstration of an experiment
Biology	**Art**	**Music lesson**	**PE**
Documentary film, Photos	Modelling and design demonstration	Audio recordings	Watching sports broadcast

When the table is filled out, the students discuss and give specific examples of when and where they used digital technologies during lessons, and what effect it had on gaining new knowledge, understanding main principles, memorizing new knowledge,

forming correct images and in which cases using digital technologies had a motivational effect.

Exercise 3

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

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

Then the teacher shows an unfinished chart on the interactive whiteboard. Students in their groups decide where on the chart they would place their cards. A representative from each group places the cards on the chart and explains how this particular way of using digital technologies written on the card influences our senses. The teacher observes the work of students. In case the students do not know where to place the terms on their cards, the teacher helps with additional questions. The terms are placed on the chart as follows:
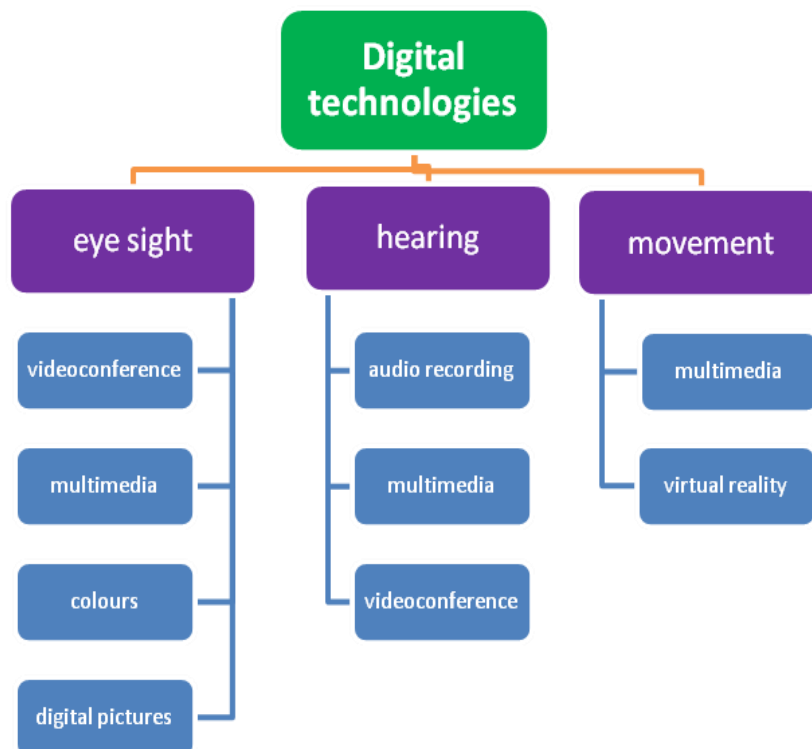
Picture 12: Digital technologies

Fixation phase

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

Revision questions

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

Diagnostic phase

Students during the educational process, form associations and extract connections within a given topic. Through discussions they learn to express themselves comprehensively and they respect the rules of group communication. During the educational process, students realize the meaning of using digital technologies in today's digital era and also realize the essential connection between modern education and digital technologies.

CONTROL QUESTIONS

1. From where did people obtain knowledge earlier?
2. What is mnemotechics and who are mnemonists?
3. What is digital storage?
4. How to obtain information today?
5. What is the difference between „digital knowledge" and „digitally managed knowledge"?
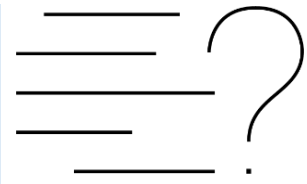
HOMEWORK

1. Check in a library what people had to learn a hundred or two hundred years ago in school!
2. Check with your parents or grandparents: what do they know from what you know?
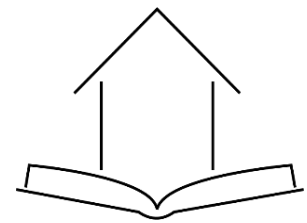
INDIVIDUAL READING

Digital knowledge manager in marketing[1]

The advent of today's new intelligent services (Google Assistant/Home, Cortana, Siri and others) has created an accelerated curve. Google, Bing, Apple, Yahoo, Amazon and other increasingly intelligent services are driving a good deal of change, with more expected in the future.

This evolution needn't be scary for search-engine optimization (SEO) managers, brand managers, social media managers or chief marketing officers. It's actually an exciting opportunity that creates career options for those willing to take on new responsibilities. In fact, today's world of structured data needs professionals to provide context for maps, info cards and specific answers. Customers and companies alike increasingly demand the most accurate data from the most authoritative sources. After all, how can an intelligent service be intelligent if it's wrong?

Related: Knowledge Isn't Power When it Causes Confusion

Companies are responding with a new role: Digital Knowledge Manager. Think of "manager" here as an action, not a title. Real-life examples include Sam Dresser, the Vice President of Knowledge Management and Engagement at School of Rock. Glenn May's position atTMobileis called Senior Category Manager - Local Marketing. Other businesses actively are seeking to create similar positions. In a broad sense, these new roles focus on five skills: investigation, negotiation, communication, thought leadership and building.

Skill 1: Investigation

A Digital Knowledge Manager, or DKM, is first and foremost someone who can track down all the authoritative sources of knowledge about your brand, people, products, events and locations from within your organization. This could be an easy job at a small company. But it could become a huge undertaking for large corporations. It likely would require conversations with departments such as Marketing, IT, Legal, Facilities, Store

---

[1] https://www.entrepreneur.com/article/299178

Operations and others. It's no small feat to identify and find all the public facts about your business that you want in customers' hands.

A good DKM doesn't simply settle for data the organization says it has. Instead, the DKM investigates what consumers are demanding and then works to source the data within the organization. For instance, Google reports that 70 percent of hotel searches now include a specific type of amenity. A DKM digs into the specifics. What amenities -- or granular details - do consumers seek about your people, products, events and locations today? What will they be tomorrow? An investigative DKM is critically important at this stage.

Picture 13: Investigation

Skill 2: Negotiation

Because a DKM must work with many teams, he or she also needs to help arbitrate conflicts among data sources and people within the organization. Digital Knowledge Management is about boiling all of your data down to clear sources of truth. And to do that, conflicts must be resolved in ways that promote accuracy, stability, and efficiency. Some clients come to us with multiple data sources across a wide variety of materials -- from their Content Management System (CMS) to basic spreadsheets. These clients all need someone to identify, vet and shepherd that data to best effect.

Let's look at this in context. Think about the internal teams and even franchisees that own the data for McDonald's: locations, menus, nutritional information and more. To deliver this structured data via today's intelligent services, the DKM must negotiate the

twists and turns of internal and franchise politics to ensure the consumer sees one brand, hears one voice and can rely on one accurate data set to answer their needs in the moments that matter.

**Related: Why Effective Internal Communication Is Critical to an Organization's Well- Being**

Picture 14: Negotiation

Skill 3: Communication

As technology evolves, so do a brand's responsibilities and opportunities related to digital knowledge.

For instance, the DKM should be the first in an organization to know about new intelligent services features that will require a robust set of digital knowledge. Uber provides one example. At major air hubs such as Atlanta, Chicago, Dallas and San Francisco, Uber customers can select multiple, specific pick-up/drop-off points within the larger location. It's the DKM's role to spot the opportunity and communicate it to appropriate teams. This is how companies source information and fully leverage that data to provide customer value. Uber recognized an opportunity and capitalized on that gap.

Related: 3 Tools to Encourage Knowledge Sharing at Your Company
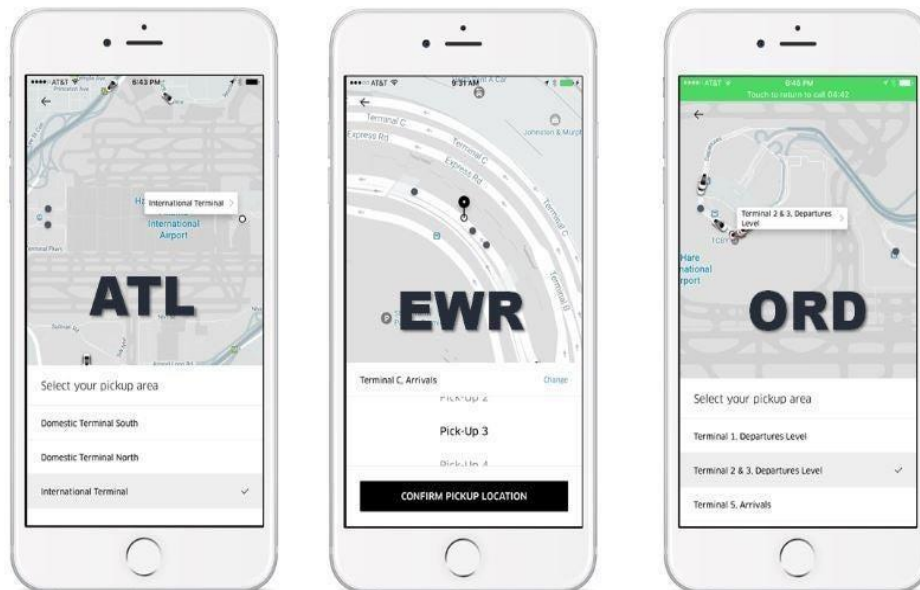
Picture 15: 3 Tools to Encourage Knowledge

Skill 4: Thought leadership

A DKM always must keep one eye on the future to monitor how intelligent services are evolving. A true professional will spot what's new and develop a plan of action. He or she will ask questions: What does this mean for our company? Our customers? How does technology change our consumers' behaviors?

Related: 5 Tips to Boost Your Website's Knowledge Bases

Believe it or not, one of Lego's partners has created a bot on the Alexa skills store. Brickbot will allow any Echo user to ask questions and get detailed answers about new and old Lego sets, themes and other products. With 20 percent of Google searches already run via voice command, it's smart to be thinking how to prepare all that digital knowledge to interface with voice search.

Picture 16: Lego´s partner

Skill 5: Building

Ultimately, the Digital Knowledge Manager must structure the people, processes, and technologies that will ensure the accurate and timely creation, distribution and ongoing maintenance of a company's digital knowledge base.

While platforms such as ours can help with technology, the people and processes pieces rest with individual clients. Done right, digital knowledge becomes a competitive brand differentiator. It can help attract more customers through an ever-increasing array of intelligent services.

Bringing all 5 skills together.

It doesn't take superhero strength to be a DKM. In fact, the core skills look similar to those needed in many positions. But the DKM role is bigger. It has a broader impact on a company, works across more teams and focuses on goals beyond simply attracting searchers or social media shares.

The DKM protects a company by making certain its digital knowledge is developed and deployed in the best ways possible -- both internally and externally -- to serve the business. Within an organization, the positioning of such a role may be more or less senior, with tasks, goals and responsibilities aligned as such. Here's a mocked-up job description that helps define the DKM's scope.

This substantial shift is really a change of focus, mindset and investment. Leaders who realize they're closer to this outcome than they'd believed have the potential to become DKMs and own their space in the market.

C. DIGITAL COMPETENCE

Having studied this module, you will:

- *understand what digital competence means;*
- *what are the components of digital competence;*
- *why digital competence is so important;*
- *how to be media literate.*

As it was said in the previous Topic and modules, under „digital" we understand a (basically technical) solution when data are recorded and stored in their digital form, while competence is an ability to perform some act. Digital data has enabled the emergence of the Internet, mobile phones, e-mails, Facebook, and so on.   That is, under **digital competence we understand the smart use of digital techniques: smart use of Internet, smartphones, data communication, information management, etc.**

Picture 17: Digital competence

Digital competence is a very complex ability; it consists of five areas or 21 competence components. The five main areas are:

- Information and data literacy
- Communication and collaboration ability
- Digital content creation competence
- Safety awareness
- Problem solving skills

Those five areas show that digital competence is by far more complicated and deeper than just being able to use Word or Excel. (See more in the „Individual reading").

Since in the Digital Era, practically all important information is stored digitally, digital incompetence would equal to illiteracy fifty years ago. True, digital literacy is needed not just to be able to read Wikipedia or other sources of Internet but for the safe mastery of all services Internet (and other digital tools like electronic communication) provide. The Internet offers not only positive things but also dangers (most notably manipulation) and therefore it is vital to be the master, to have the upper hand while using digital services. Ways and tools of information communication are called media (plural; singular: medium) and he/she who is „master of media" is –using another word – „media literate."

Now, using the material below, try to widen and deepen your knowledge with the help of your teacher!

Aim group: students 15 – 18 years of age

Key words: digital competence, modern education

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

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

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

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

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

METHODIC ACTION OF MODULE REALIZATION

Motivational phase

Exercise 1

Work with a text and Snowballing method

Students are provided with the following text to read.

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

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

Steps to follow when using the Snowballing method:
1. After reading the text, students think about the competences mentioned, their meaning in improving digital literacy and each student puts the competences in the correct order from the most important one to the least important one.
2. Students form pairs and work on the same assignment again together – they discuss, give arguments and put the competences in order according to their importance.
3. After finishing the work, each pair finds another pair to form a group of four. The assignment is still the same – students discuss, give arguments and put the competences in order according to their importance.
4. Each group appoints a representative – a speaker. He or she presents and explains the group results to the rest of the class.
5. Students together with the teacher compare the results from each group and discuss the differences.

Exposure phase

Exercise 2

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

Final look of **Cycle 1** :

Final names of the competences added to the cyles:
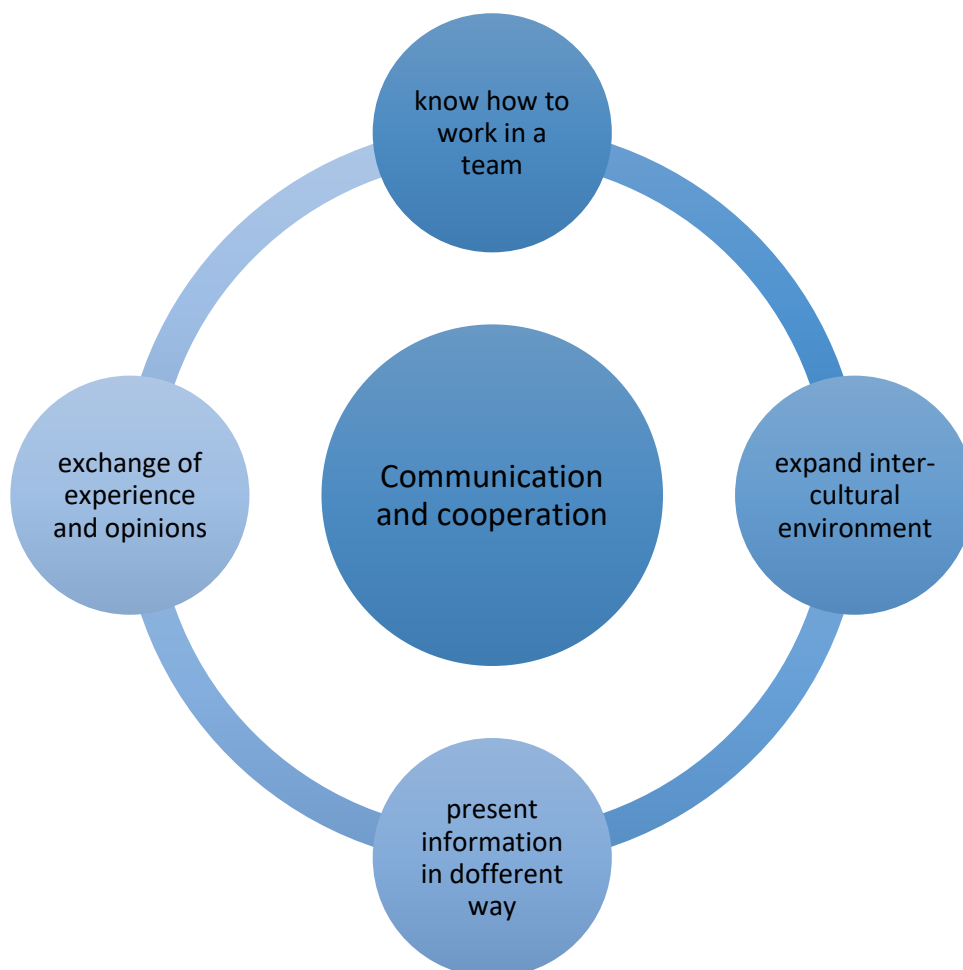
Picture 18: Cycle 1

- *Cycle 2* – Critical thinking, problem solving and decision making
- *Cycle 3* – Creativity and sense of innovation
- *Cycle 4* – Digital citizenship and determination to study your whole life
- *Cycle 5* – Scientific thinking and working with information
- *Cycle 6* – Effective use of technologies

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

Fixation phase

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

Revision questions

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

Solution*:*
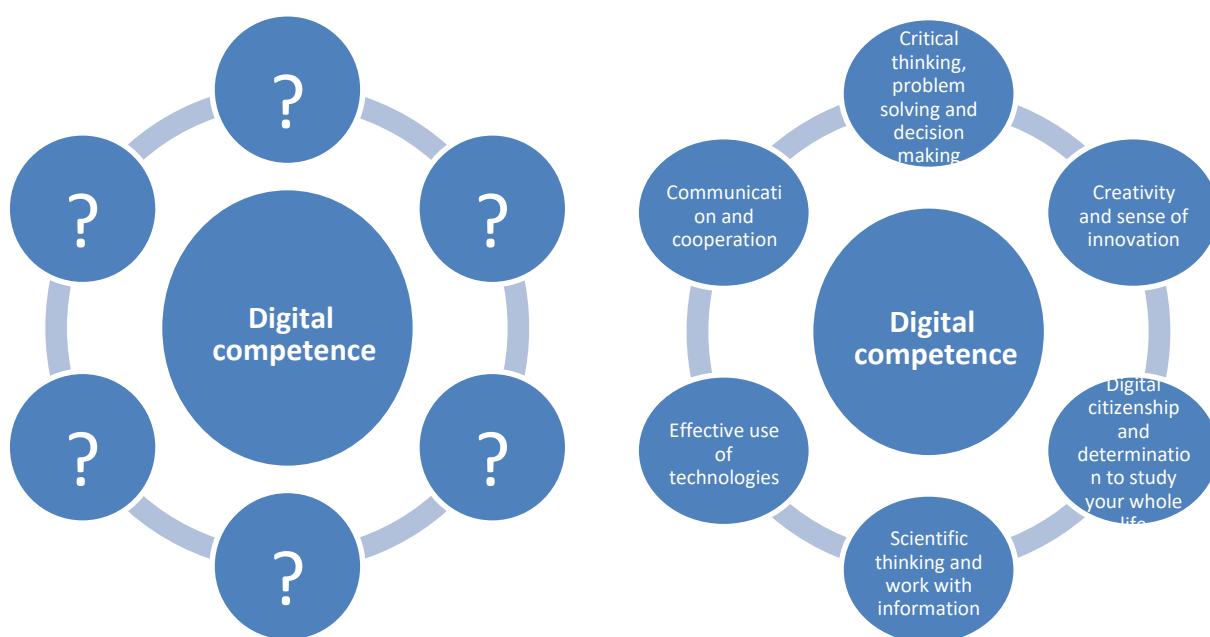
Picture 19: Digital competence

2. Add these expressions to the sentences below:

   Problems, choose, develop, personal, critically, creatively, consequences, effectively, need, information, ethics, analyze Digital literacy is the complex of skills:

   - Use digital tools for our needs, self expression and for **personal development** meaningfully and **creatively** .
   - Solve tasks and **problems** in the digital world **effectively** .
   - Expertly **choose** and use suitable digital technology to find, elaborate, use or create and spread **information.**
   - **Critically** evaluate and **analyze** knowledge gained from digital sources

- To understand social **consequences**, including safety and **ethics** which are created in the digital world.
- Feel the **need** to **develop** these skills.

3. What role do traditional subjects such as Mathematics, Economics, Language, Foreign Language, History, Civics, Geography, Physics, Chemistry, Biology play in modern education?
4. What skills and activities do you consider important for people today and why?
5. Search the internet to find out how many people in your country work in the IT sector?

Diagnostic phase:

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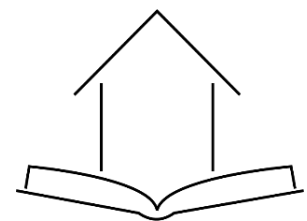
CONTROL QUESTIONS

1. What do we mean by „digital"?
2. What do we mean by „competence"?
3. What is digital competence?
4. What are the components of digital competence?
5. What is media literacy?
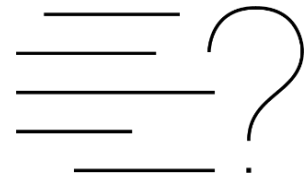
HOMEWORK

1. Formulate with your own words what the difference is between digital competence and ability to use „Office".
2. Formulate with your own words what „media literacy" is.

INDIVIDUAL READING

Digital competence: the vital 21st-century skill for teachers and students [2]

Picture 20: Digital competence

Digital competence is essential for learning, work and active participation in society. For school education, as important as understanding the competence itself is knowing how to help develop it. Find out more in this tutorial!

WHAT IS DIGITAL COMPETENCE?

Digital competence is one of the eight key competences and refers to the confident and critical usage of the full range of digital technologies for information, communication and basic problem-solving in all aspects of life. This may sound simple to many of us but, according to theDigitalAgendaScoreboard2015, 40% of the EU population has an insufficient level of digital competence, including 22% who do not use the Internet.

It is also important to consider that "as a transversal competence, digital competence also helps us master other key competences, such as communication, language skills, or basic skills in maths and science," as Riina Vuorikari wrote in her expert article.

To understand the nature of this competence better, the European Commission has developed the European Digital Competence Framework for Citizens(DigComp) which

---

[2]   https://www.schooleducationgateway.eu/en/pub/resources/tutorials/digital-competence-thevital-.htm

is divided into five areas: information and data literacy; communication and collaboration; digital content creation; safety; and problem solving. Together they include 21 competences – click the picture below and see in the infographic how many of them you are confident in already!

Picture 21: 21 Competences

In the near future, educators will have their own framework, called DigCompEdu. In its preliminary proposal find six areas of development including professional environment; creating and sharing digital resources; managing the use of digital tools; assessment; empowering learners; and facilitating learners' digital competence. Follow the news on this initiative!

HOW is digital competence developed in Europe?
The Eurydicereport (2012) shows us that almost all European countries have a specific national strategy related to digital competence. At the time of the study, digital

competence was taught through a cross-curricular approach in all but two EU countries at primary level and in all countries at secondary level – in addition to other approaches used in several countries such as integrating ICT into particular subjects or teaching it as a separate subject.

Providing teachers with sufficient digital competence is a key factor: the latest OECD TALIS study(2013) showed that 18% of trainers and teachers feel that they need more development of ICT skills for teaching and 16% on the use of new technologies in the workplace.

The largest teacher network in Europe, eTwinning, provides a good environment for teachers to collaborate with peers and learn about new ways of using ICT for teaching. Thee Twinningstudy (2015) showed that 29% of teachers felt that eTwinning had a large impact on their technology skills for teaching and 37% reported that the impact was at least moderate. eTwinners also reported an increase in their digital teaching and learning practices, e.g. participation in online courses (78%), collaborative creation of materials with students (77%), or use of social networks with students (76%).

HOW CAN I PROMOTE DIGITAL COMPETENCE IN MY CLASSROOM?

It is widely believed that the development of digital competence should start at an early age but decisions as to the types of technologies and amount of time spent with them should be carefully considered. For example, the principles of coding can be learned using paper cups or building blocks. This EuropeanScienceinSchoolarticle explains how.

TalkingPicturesis an award-winning eTwinning project that engaged students in lower primary school using photographs and video as the language to communicate and interpret the tales they wished to tell. The children learned that things are not always as they seem – photos can be manipulated to show different points of view.

III. CRITICAL THINKING AND UNDERSTANDING IN THE DIGITAL ERA

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

Having studied this module, you will:

- *understand why check of the sources is necessary;*
- *learn about the check and verification of the information;*
- *learn how to be a responsible information creator;*
- *what is and what is not the freedom of speech.*

CHECK YOUR SOURCES

Due to the extended access to various information there has to be a careful selection of what we read and reproduce. The Internet consists of a huge storage of information, where practically everyone can create material.

The ocean of data should be seen with critical eyes. The difficult part is that you have to check whether the information you read is accurate or not.

- The first step is to <u>identify the authors and the accuracy of what they provide</u>.
- Then, you can <u>make sure you visit recognized sites</u> that present reliable information, <u>check the date and the author's credentials</u>.
- Moreover, you can <u>verify the TDL and the Domain</u>.
- You could even maybe <u>read other articles on the site</u>.
- Last but not least, don't forget that the internet may be a great source of information, but when accuracy counts, the <u>library</u> is still one of the best places to do research.

Once you have reviewed all this info, you can decide whether you believe the source to be credible or not.

- Since the internet is open to anyone, keep in mind that you may be reading corrupted information.
- If you are unsure about them, ask advice from a library or an expert.
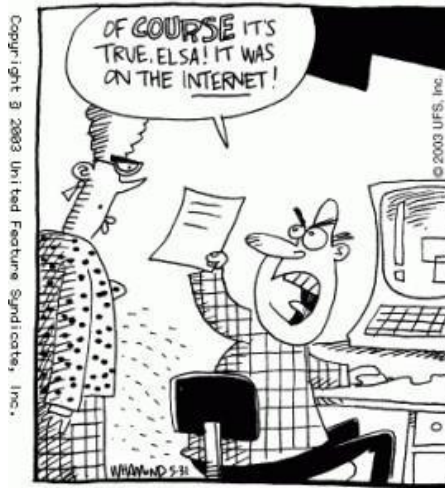
Picture 22: Check your facts

QUESTION INFORMATION

In order to evaluate what you find, ask yourself:

- **Who** is the author of the source? Who put the information there? What authority or expertise do they have in this area?
- **Why** was the source created?
- **When** was the source last updated?

Another important step is to distinguish whether information comes from a *primary* or a *secondary* source. Normally primary sources are revealed to be more accurate than secondary ones.

In more details:

Primary sources include anything that is original data (research results, first-hand account, original work etc). Are first-hand accounts on a topic? Usually, they include historical and legal documents, eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects. Interviews, surveys, fieldwork, and Internet communications via email, blogs and newsgroups are also primary sources. **Secondary sources** interpret primary sources (journal articles, books, documentaries etc). They describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources. Secondary source materials can be articles in newspapers or popular magazines, book

or movie reviews, or articles found in scholarly journals that discuss or evaluate someone else's original research.

Always use your critical thinking!

Evaluating information encourages you to think critically about the reliability, validity, accuracy, authority, timeliness, point of view or bias of information sources.
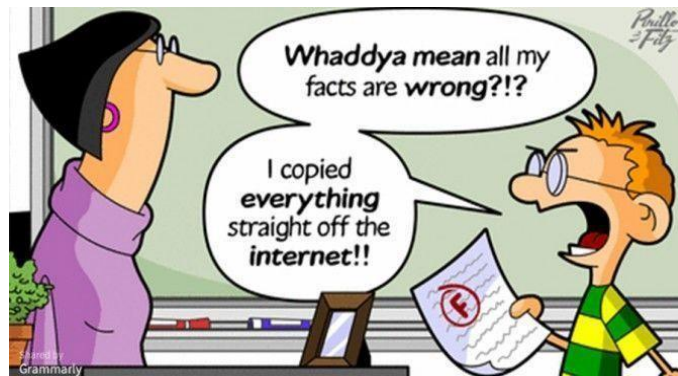
Picture 23: Evaulating information

What is a **CRAAP** test:

- **Currency:** the timeliness of the information.
- **Reliability:** importance of the information.
- **Authority:** the source of the information.
- **Accuracy:** the reliability, the truthfulness and correctness of the information.
- **Purpose:** the reason that the information exists.

Keep in mind that not all the sources are created equally. Just being in print or available via the Internet doesn't guarantee that something is accurate or good research. When searching the web, it's important to critically evaluate your search results:

- Look for articles published in scholarly journals.
- Look for materials at websites that focus on scholarly resources.
- Compare several opinions.
- Consult your instructor.

BE A RESPONSIBLE CREATOR

Moral responsibility is about human action and its intentions and consequences (Fisher 1999, Eshleman 2016). In order to characterize someone as morally orientated, he/she has to exert some kind of influence on that event. The same goes when you produce written or other kinds of material.

Picture 24: Be a responsible creator

CREATORS

Principles for ethical creators:
- Make sure you state that you present your opinion.
- Reproduce information after they have been verified.
- Tell the truth.
- Reveal your sources.
- Be accountable.
- Be fair and impartial.

A responsible creator is someone who uses thoughtful intent to create with purpose in ways that honor themselves as well as others. Thoughtful intent is one of the most significant characteristics of the thinking procedure as it adds value to it. As your thought generates energy, it impacts anything that happens after the thought is formed. Thought management is the first step to create responsibility. In other words, by controlling your things to a higher level, it generates and emits favorable energy that keeps you in alignment with the rewards of the new era. It takes some effort to train yourself into this practice but it will get easier with time.

FREEDOM OF SPEECH

It is well known that freedom of speech is one of the most fundamental human rights. It states that everybody (including communities) is free to articulate its/their opinion, idea or proposal without the fear of being punished for that speech. However, as with all chapters of freedom, freedom of speech also has its limitations. As it is usually said: "the right of my fist ends at your nose" – that is, my rights cannot hurt other people's rights.

The most visible limitation is the ban of hate speech. (Hate speech is what generates hatred to other people, groups of people or communities; like antisemitism or xenophobia) That is: no freedom has an absolute, limitless power: "my freedom or right cannot hurt other people's freedom or right." Similarly, it is banned to use such speeches as hate speech on the Internet.

CONTROL QUESTIONS

1. How can you be sure about your sources when you navigate on the internet?
2. Mention a place when all the information is accurate.
3. Explain reasons why not fully trust Wikipedia when you are looking for information.
4. What is the CRAAP test and how it can help you in your evaluation process when you come upon information?
5. Compare and contrast primary and secondary sources. In your opinion, which one is more valuable?
6. Why it is important to evaluate your sources?
7. Why you have to be ethical when creating new material?
8. Mention 3 principles of ethical creators.
9. What is hate speech?
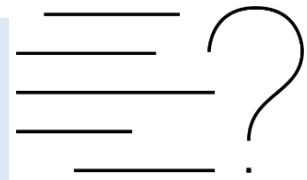
HOMEWORK

1. Justify with arguments if the article below is accurate or not:

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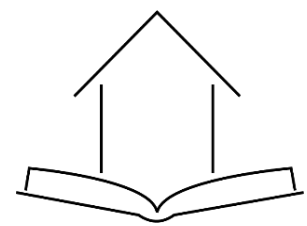
of the quality of learners' work in digital environments, and provide scholars and developers with a more effective means of communication in designing better user-oriented environments. The present paper proposes a holistic, refined conceptual framework for digital literacy, which includes photo-visual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

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

Primary Sources	Secondary Sources

3. Write an article about an interest of yours following the basic principles of an ethical creator. Then read it and discuss it with the classroom.

B. CRITICAL UNDERSTANDING OF SELF

Having studied this module, you will:

- *understand what self-concept is;*
- *learn about the components of the self-concept;*
- *learn how not to overestimate outside feedback about us.*

THE INFLUENCE OF INFORMATION PROCESSING DESCRIBING SELF-CONCEPT

A digital identity is the way of identifying someone's role in a digital world. However, in the vast digital world it is a common phenomenon for someone to present more than one identity through multiple communities or even create fake ones.

In terms of digital identity management, key areas of concern are *security* and *privacy*.

Nowadays there <u>are three types</u> of identity:

- The **physical identity**, the one we carry with us everywhere we go. It presents our physical characteristics and differs us from the others. However, identity extends beyond physical features.
- Our **personality traits** are also a part of our identity. Our hobbies, our preferences, our favorite food etc are part of it. These can change over the years, but they still characterize our personality.
- **Digital identities** are relatively new to the world, and they include representations of all the above identities. Usernames and passwords for all of your online accounts, your search history, social media posts, digital photographs, scanned passport images, and so on. They're all bound to your digital identity and linked back to you. A defining factor in digital identities is that they're permanent. Digital identities are easy to exploit and highly profitable. An entire industry has sprung up with the sole purpose of making sense of the data trails we leave online.

What is self concept?

Self-concept is generally thought of as our individual perceptions of our behavior, abilities, and unique characteristics. It demonstrates a mental picture of who we are as a person.

There are different ways of defining self-concept.

"How much for the mirror?"

Picture 25: The self - concept

Humanist psychologist, Carl Rogers believed that there were *three different parts* of self concept:

- Self-image how you perceive yourself. Each individual's self-image is a mixture of different attributes including our physical characteristics, personality traits, and social roles. Self-Image doesn't necessarily match reality. Some people might have an inflated self image of themselves, while others may perceive or exaggerate the flaws and weaknesses that others don't see.

- Self-esteem or how much you value yourself. A number of factors can impact self-esteem, including how we compare ourselves to others and how others respond to us. When people respond positively to our behavior, we are more likely to develop positive self-esteem. When we compare ourselves to others and find ourselves lacking, it can have a negative impact on our self-esteem.

- Ideal self or how you wish you could be. In many cases, the way we see ourselves and how we would like to see ourselves do not quite match up.

According to Carl Rogers, the degree to which a person's self-concept matches up to reality is known as *congruence* and *incongruence*.

What he calls «congruence» is the level of correspondence of self concept to reality. The opposite he calls it incongruence. In his point of view, the roots of incongruence are found in childhood, when parents place conditions on their affection for their children.

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

How realistic are our concerns about what other people think of us? Maybe we exaggerate the extent of which other people notice our appearance and behavior? People generally believe that the "social spotlight" shines brighter on them than it actually does a phenomenon that's called spotlight effect (Gilovich, Kruger, & Medvec, 2000; Gilovich, Medvec, & Savitsky, 2000; Gilovich & Savitsky, 1999).
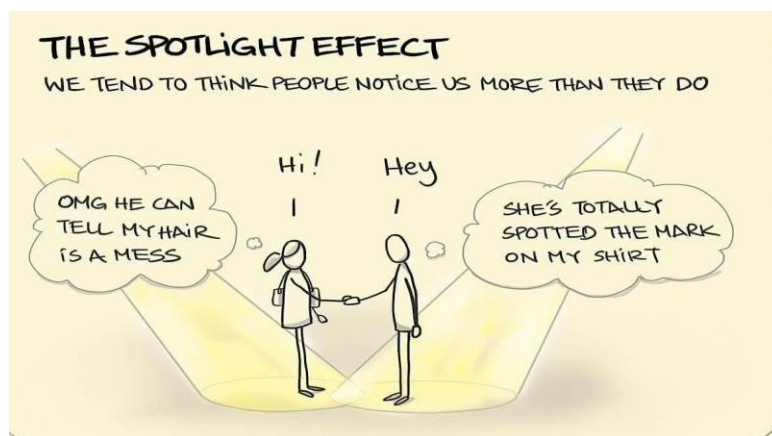
Picture 26: The spotlight effect

One cause of this phenomenon is likely to be the tendency to overestimate the salience of one's actions in the eyes of others (Gilovich, Medvec, & Savitsky, 2000).

In addition, the spotlight effect is related to other phenomenons in terms of psychology. Some of the other related psychological concepts are:

- Anchoring and adjustment, when people are using their feelings as an anchor resulting in overestimating the accuracy with which other people view their anxiety.
- False-consensus effect, which occurs when individuals overestimate the extent to which other people share their opinions, attitudes, and behavior. This leads to a false conclusion which will increase someone's self-esteem.[3]
- Self-as-target bias, when people believe that they are targets of events happening to them.

---

[3] https://en.wikipedia.org/wiki/Spotlight_effect

- Illusion of transparency, when people tend to overestimate the degree to which their personal mind state is known by others. [4]

But bearing in mind that even when a shortcoming is noticed, observers' judgments are way more indulgent than we expect. One reason is the focusing illusion, the tendency to focus on that particular event, underestimating the influence of other, non focal events.

Nevertheless, it can be easy to lose sight of the impact of extraneous, non focal cues on how one will be judged by others— especially, perhaps, when one has just committed a blunder.

---

[4] https://en.wikipedia.org/wiki/Spotlight_effect

CONTROL QUESTIONS

1. What is a digital identity?
2. Which are the types of identity someone can have?
3. What is self-concept?
4. How technology influences our self-concept?
5. Why do people have the tendency to believe that their actions have a bigger effect than i reality?
6. What is the spotlight effect?
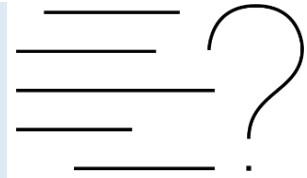
HOMEWORK

1. Answer to following self-concept questionnaire.

Indicate your agreement with each statement on a 1 to 5 scale with: **1** = Very true, **2** = mostly true, **3** = somewhat true, **4** = slightly true, **5** = very unlike me
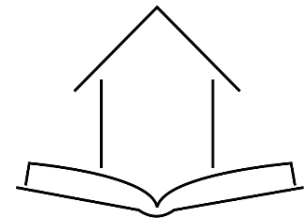
● I often feel inferior to others.
● I just avoid my problems rather than confronting them.
● Others frequently hold me back in my achievements.
● I have confidence I can overcome future obstacles.
● I too often live by other people's standards.

Take a personality test that you will find on the internet and answer it honestly. Write the result about your personality down and then do the test again with a friend or a family member and have them answer what they thought you would answer. Then write down the differences.

C. CRITICAL UNDERSTANDING OF THE WORLD

Having studied this module, you will:

- *understand how we behave in the world;*
- *learn about the difference between action and reaction;*
- *learn how to differentiate between reaction and response;*
- *how we form our beliefs.*

HOW WE ACT AND REACT IN THE WORLD

Critical understanding is a mode of thinking. Essential skill for participating in democratic processes. It is the result of examination ideas, issues or sources.

But does critical understanding of the world form the way we act and react in the world?

"Nothing can stop the man with the right mental attitude from achieving his goal;
nothing on Earth can help the man with the wrong mental attitude."Thomas Jefferson

We all react to things. Many times we even react instead of act and that is often the cause of conflicts or bad situations. More specifically, action is followed by a positive attitude, whereas reaction is followed by a negative attitude. It is little wonder that you can understand a person by how he or she approaches a conflict. A negative approach will make the conflict aggravate, while a positive one will make it be resolved.

Furthermore, people have the tendency to spend time and effort accusing God or others for their own problems. Thus, they don't try to find ideas to solve them and they end up compromising for quick success or easy life and then blaming others for the consequences.

Picture 27: Act and react

It is essential for everybody to learn to respond or act rather than react. Because, if people learn to do so, they will ameliorate their lives for sure and stop wasting precious energy in situations they have no control of.

But what is the difference between react and respond?

There is a huge difference between reacting and responding. A **reaction** is typically quick, without much thought, tense and aggressive. A **response** is thought out, calm and nonthreatening. A reaction typically provokes more reactions – perpetuating a long line of hatefulness with nothing accomplished. [5]

Life depends on the path you choose and the decisions you make. Life is full of challenges, and people face problems from the cradle to the grave. Responding rather than reacting makes sense, and makes your life peaceful and pleasant. It also helps you to empathize with others when they have problems of their own.[6]

However it is possible to train yourself to respond rather than react:

Picture 28: Respond, Don´t React

1. Stay focused on responding and not reacting.
2. Be aware of your behavior.
3. Try to be in the moment and try to focus on responding rather than reacting.
4. Try to heighten your awareness of the ways in which reacting fails to serve you well.
5. Become highly aware of the negative consequences of reacting.
6. Don't be too strict with yourself. Accept that you might make mistakes.
7. Tell yourself that whatever triggered you to react in the past can also remind you to respond in the future.
8. Commit to letting that trigger be your reminder in the future.

---

[5] https://www.acaciahrsolutions.com/reacting-vsresponding/
[6] https://trainingmag.com/don%E2%80%99t-react-act/

HOW WE FORM OUR BELIEFS

Every individual has a set of beliefs that determines their life, shapes their way of thinking and consequently impacts directly emotions and actions.

That is the reason why beliefs are of great importance and it is definitely worth examining and comprehending.

Scientists are constantly studying people by scanning brains in order to clarify the different ways in which the functioning brain creates beliefs. In addition, psychologists are studying human actions as well as interactions and the natural tendency to form beliefs.

What are the factors that characterize them, how this affects the soul and mind of a person? It is clear that there is a lot of studying from all scientific fields. Anthropologists also contribute to all these neural based studies. Many questions can arise, but it is time to take an insight of some valuable answers.

What is a belief?

One quick but also specific answer is that a belief is something considered to be a fact by an individual. Beliefs give people the sense of safety and navigate them in the world. It is a precious value during our lives, so we try to ensure that we guard them carefully.

Our beliefs serve to function as our subconscious autopilot. They ingrain in us once they are formed. [7] So, after ingraining in us we take them for granted, and we assume that they are strong as facts, whether they are actually true or false. It is due to our beliefs that we think of something or someone to be kind or evil, correct or false, good-looking or nasty, attractive or unattractive, secure or risky, deserving or not, acceptable or unacceptable even what is possible or achievable for us.
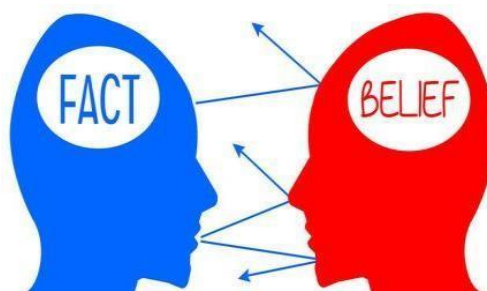
Picture 29: Fact and Belief

---

[7] http://www.skilledatlife.com/how-beliefs-are-formed-and-how-to-change-them/

How are beliefs actually formed?

Mostly, beliefs are formed at a really young age. During our early life we are not sure about how to recognize variableness and mendacity and thus we absorb all information coming from our environment. In general terms we form beliefs in *two ways*:

- By our experiences, presumptions and conjectures.
- By considering other people's statements as true facts.

By both ways we save this information in our subconscious mind, which doesn't have a scanner for information value.

The "Belief Engine" goes back in our background, collecting information, scrutinizing its source, checking its compatibility with existing beliefs, subjecting it at times to logical analysis, and then effortlessly generating new beliefs and maintaining or modifying old ones. Most often, this occurs without the awareness of the "operator" – you or me. And, like a computer, our Belief - Engine brains comprise both hardware and software.[8]

Picture 30: Beliefs

How do our beliefs affect us?

We all search for identities and positions in this world. Forming beliefs is an inherent characteristic in humans because it sets our life's environment or background. A belief is possible to make a person do the most unbelievable things. But beliefs being true and good is not always the case.

---

[8] https://www.psychologytoday.com/us/blog/belief/201802/we-are-our-beliefs

77

At one level, it provides a moral framework, sets preferences and steers relationships. On the other hand, it can be devastating as it can manifest itself as prejudice or persuade someone to blow up themselves and others in the name of a political or religious cause.[9]

CRITICAL THINKING SKILLS/CRITICAL SPIRIT

Critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. In other words, it may be described as the ability to engage in reflective and independent thinking.[10]

Critical thinking requires the use of reason. The rational way of thinking is used only when you are rather an active learner than a passive recipient of the information. That means that critical thinkers have the tendency not to just absorb all the information they are receiving but first question the ideas and try to ensure if they match to their state of mind.

But it is essential to bear in mind that critical thinking, especially in academic terms, involves both skills and dispositions. It involves intellectual skills but also a critical spirit, which is an attitude or tendencies. Because if you get to acquire critical thinking but you are not willing or have no inclination to apply those skills then it is not at all effective.

Picture 31: Critical thinking

[9] https://www.theguardian.com/science/2005/jun/30/psychology.neuroscience
[10] https://www.skillsyouneed.com/learn/critical-thinking.html

But which are the intellectual skills involved in critical thinking?:

- Observation
- Analysis
- Interpretation
- Reflection
- Evaluation
- Inference
- Explanation with arguments
- Identify problems proposing solutions

And why are critical skills valuable? What will help be in the life of an individual? The truth is that there are many advantages and all of them are valued in everyday life.

Once you obtain them you will have the ability to:

- Understand the link between ideas.
- Link arguments and ideas.
- Recognize, build and appraise arguments.
- Point out errors in reasoning.
- Find the best solutions to problems that may occur.

In more details we need to be able to:

- Think critically.
- Identify the different arguments.
- Evaluate points of view- strong/weak.
- Be able to provide reasoning and support for an argument.

In conclusion, critical thinking and critical spirit are the foundations we need to achieve the best possible results in any condition. This sounds basic but it's not a cinch. It is indispensable to compile and assess any condition from as many different sources and viewpoints as possible. An evaluation of your personal strengths and weaknesses is also essential and leads to the development and use of foresight when possible. It involves implementing change where possible, as well.
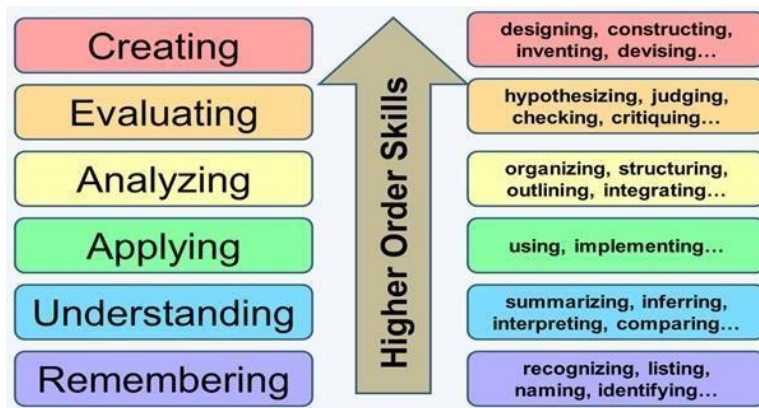
Picture 32: Higher order skills

In the Digital Era, the world has shrunk; we say we live in a global village. That is, remote things have become much closer, more known and followed – i. e., we more and more think that anything happens in the world, it concerns us somehow. Earlier, the "world" was possibly the community we lived in; nowadays, the world is the Globe – and even beyond, due to the cosmic research and flights to the Moon (or as planned, to Mars.) That is why we need critical thinking about the world too.
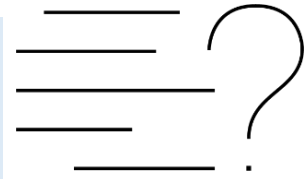
HOMEWORK

1. Try to think how you will react and respond in these situations:
   - The teacher berates you with no reason, what do you do?
   - One of your classmates has stolen your favorite pen, what do you do?
   - You failed your exams, although you studied hard, what do you do?
   - You see some of your classmates copying during the exams, what do you do?
   - (You can form your own hypothetical sentences)

2. Find a mythological story online (e.g. the Akan myth, the Greek myth of Artemis, goddess of the hunt). Write a short summary of the story, emphasizing to the main character or characters who act based on their beliefs. Then write 5 examples which show the symbolism or lessons that the story contains.
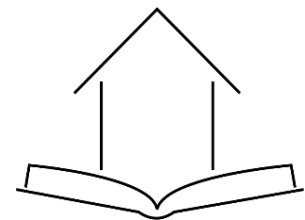
3. Think of a character from a book/movie/series/cartoon you like. Remember a hard decision he or she had to make and their final decision. Then write a small summary of that and after finishing write and answer the critical questions in order to find out if the decision was wise or not (critical questions like what, why, how, when, etc).

IV. DECISION MAKING AND PROBLEM-SOLVING IN THE DIGITAL ERA

A. DECISION MAKING, PROBLEM-SOLVING

Having studied this module, pupils will understand

- *what decisions mean;*
- *what the process for decision making is;*
- *what sorts of problems we may have;*
- *what the steps to problem-solving are;*
- *how the Digital era has changed the situation.*

DECISIONS

Our life is an uninterrupted, endless chain of decisions: when we get up, what we eat, where we go, what we do, etc. etc. In principle, we constantly face several options for different actions and we must decide what we do. Because of that, we cannot "not decide": no decision is also and always a decision: we decide that we pass the process of decision making to somebody else and we follow his/her decision. Or, for that matter, we may decide to pass the decision making to another person but afterwards, we may decide not to follow his/her decision. One thing is true: we cannot "not decide". That is why we say that life is an uninterruptible chain of decision making. No decision permanently- it is the person who is dead.

Picture 33: Decision making

The very first issue is that **there must be decision options.** That is – we have to have options from among what we can (or must) choose. If there is only one option, no need (and also no possibility) to decide. (In principle, there is also a possibility to decide even in that case – to choose that option or not to choose any option. But, in fact, we already have two options in that case too: to choose the only option and (or) not to choose any.)

DECISION-MAKING PROCESS

The first issue is to fully recognise and define our present position: where we are, what we do, etc. That issue seems simple but it is not always so: recognition of the real position is sometimes difficult and there is a possibility of misinterpreting the situation. The evaluation of the present situation is rarely conscious and the "automated" assessment often misleads us. Therefore, **the first step in the decision-making process is the proper, thorough and objective assessment of our present situation.**

The assessment has several conditions and criteria – we always have to evaluate the situation vis-à-vis certain points of view. There may be an unlimited number of sets of criteria – and the most important is that we must evaluate our present position vis-à-vis our target. Therefore, **the second step in decision making is to clearly formulate our goal.**

It may also seem easy but it may be as difficult as the first step. We must define our targets fully and objectively – and it is not always easy. There may be a lot of "what if." questions and sometimes it is difficult to answer them. Nevertheless, the target definition is critical and we must do it as well and completely as we can.

The third step in the decision making is planning – that is, listing what tools (resources) we have vs what tools (resources) are needed to achieve the fixed target. It may be the case that we do not have enough resources to achieve our target. In that case, our final target is temporarily replaced by a "sub-target": how to have (acquire) resources in order to achieve the final target.

Usually, there are many ways to achieve the same target. Then, our planning process must contain an analysis: bearing in mind our present situation and our target, which is the optimal way to reach it..? Such an analysis is, in fact, to do the process "in mind"

– i. e., we imagine what we do and how we achieve our target if we follow this or that way. The accuracy of that planning process greatly secures the success of the whole action. It is interesting to note: those who „play" that phase with the imagined result of achieving the target, mostly do achieve it in reality too; while those who imagine that they do not, that they fail – they very often do not achieve the target when they really try. The first kind of people are called success-minded ones while the second – pessimistic, problem-avoiding or failure-oriented ones. The first group of people have the so-called „can-do attitude" – a very basic ingredient for any success.

Based on the assessment, the target definition and the planning, we basically make our decision. There are two more processes however that we regard as part of the decision making process: we must implement our plan (i. e., we are set to go along the planned way) and we also do monitoring and evaluation of our progress. It is necessary since we cannot be fully accurate neither in the assessment, nor in the target definition, nor in the planning process – therefore, we must monitor if we are on the planned path and if not, we must make a correction. (Basically, the correction is another decision; i. e. achievement of our target is a result of a series of decisions.)

Picture 34: The decision making and implementation sequence

PROBLEMS

We call a problem any obstacle which we meet in the process of target achievement. That is, obstacles (problems) are what make our target achievement difficult or impossible.

Regarding problem definition, **we must make (build) a "deviation statement"** first: what the problem is, in what sense the reality is different from what we expected. That "identify-define" process is very similar to the "present situation assessment" in the decision making process. (In fact, the problem solving and the decision making are very similar processes – after problem assessment and definition and based on the deviation statement, we must make a decision as to how we go about solving the given problem, i. e., eliminating the obstacle.)
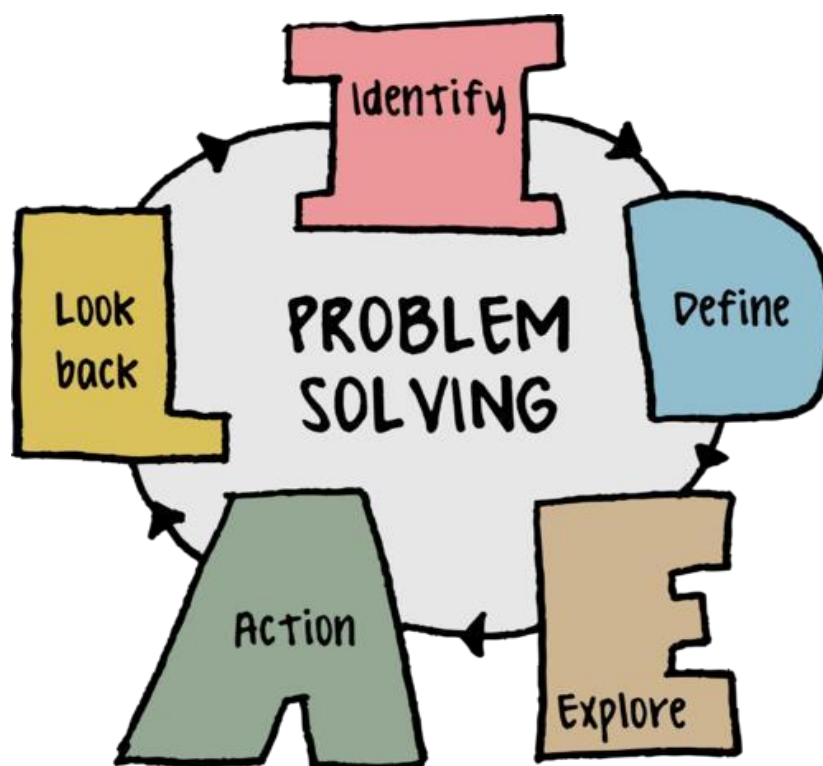
Picture 35: Problem solving proces sequence

The step "explore" is very similar to the planning process and after making a decision as to how to solve the problem, we must embark on action and "looking back" is also similar to process evaluation and monitoring. We have to note: as there are options in decision making, there are different paths to problem solving too.

One of the most often used problem solving models is the so-called PDCA-cycle. It is similar to what we have shown above.

Picture 36: Plan – Do – Check – Act cycle

DIGITAL ERA INFLUENCE

The Digital Era (and especially digital data processing) has made decision making and problem solving more difficult (more complex) but also easier at the same time.

Since we can handle orders of magnitude more data, the reality may become extremely complex and it makes assessment (especially the "old type assessment") also extremely complex. Further, we may consider much more options and also much more solution paths – and that may make decision making very difficult.

At the same time, computerisation can make both the decision making process and also the problem solving "computerised": I. e., make the process "automated". Making a computer flow chart ensures that we think and evaluate the situation better and we think more logically than without a computer. Therefore, **the Digital Era has made the decision making process more complex but at the same time, computerised problem solving is made easier and more resultative.**

Computerised decision making fully follows the sequence of processes outlined above: based on data we supply, the computer makes the present situation assessment; the computer may calculate and provide us with target options; and again using our input data, it may calculate different achievement paths and their resource requirements. Having done the last step, it may calculate that our resources are not sufficient and the computer may propose different paths for solving that inadequacy. Computerised

decision making is very well developed and is being used in a lot of cases. For example, „autopilot" of a plane does that constantly during the flight and thus choses the optimum way of reaching the destination. That is, the decision making process may be (and usually is) combined with an optimisation process. Here again the optimisation criteria (time or cost or other resources) must be set by us, people.
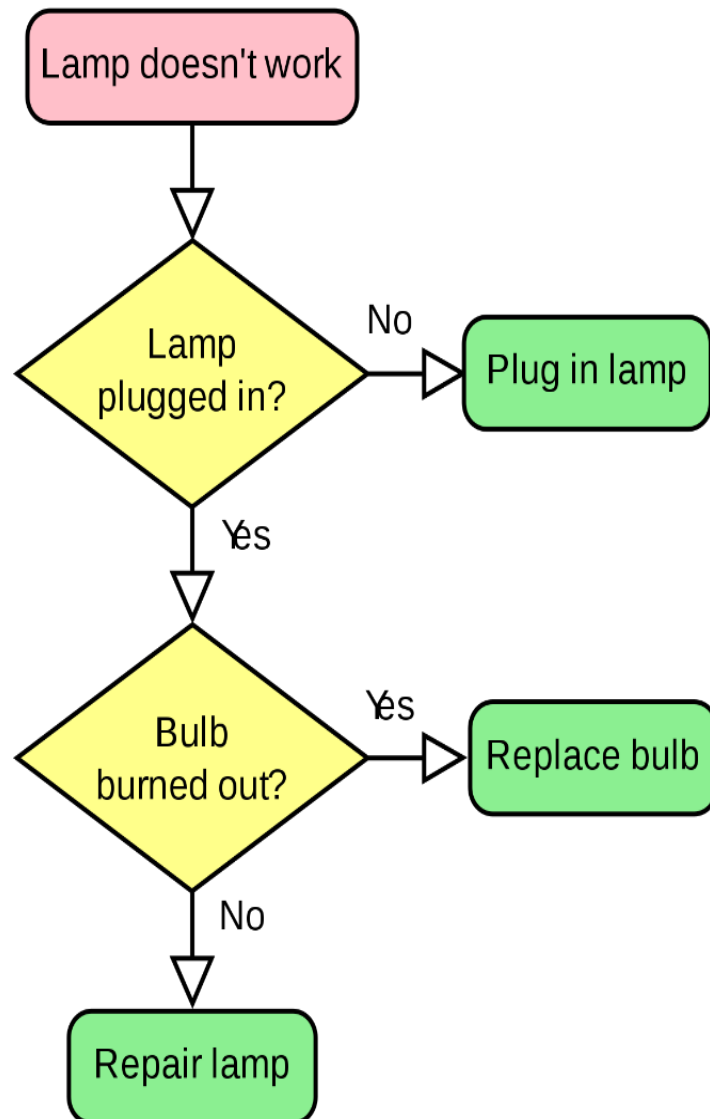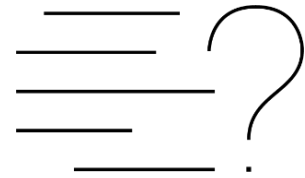
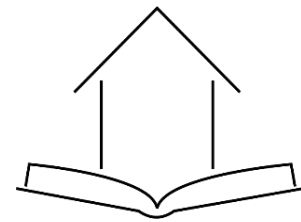Picture 37: A computer flow chart to solve a simple problem

HOMEWORK

1. Describe a problem in the class and analyse it! Propose solution options.
2. Describe a simple decision making process in your family!
3. Put a flowchart together for a simple problem solving process!

INDIVIDUAL READING

Problem Solving

Everybody can benefit from having good problem solving skills as we all encounter problems on a daily basis. Some of these problems are obviously more severe or complex than others.

It would be wonderful to have the ability to solve all problems efficiently and in a timely fashion without difficulty, unfortunately though there is no one way in which all problems can be solved.

You will discover that the subject is complex. However well prepared we are for problem solving, there is always an element of the unknown. Although planning and structuring will help make the problem solving process more likely to be successful, good judgement and an element of good luck will ultimately determine whether problem solving was a success.

Interpersonal relationships fail and businesses fail because of poor problem solving.

This is often due to either problems not being recognised or being recognised but not being dealt with appropriately. Problem solving skills are highly sought after by employers as many companies rely on their employees to identify and solve problems.

A lot of the work in problem solving involves understanding what the underlying issues of the problem really are - not the symptoms. Dealing with a customer complaint may be seen as a problem that needs to be solved, and it's almost certainly a good idea to do so. The employee dealing with the complaint should be asking what has caused the customer to complain in the first place, if the cause of the complaint can be eliminated then the problem is solved.

In order to be effective at problem solving you are likely to need some other key skills, which include:

- Creativity. Problems are usually solved either intuitively or systematically. Intuition is used when no new knowledge is needed - you know enough to be able to make a quick decision and solve the problem, or you use common sense or experience to solve the problem. More complex problems or problems that you have not experienced before will likely require a more systematic and logical

approach to solve, and for these you will need to use creative thinking. See our page on Creative Thinking for more information.

- Researching Skills. Defining and solving problems often requires you to do some research: this may be a simple Google search or a more rigorous research project. See our Research Methods section for ideas on how to conduct effective research.

- Team Working. Many problems are best defined and solved with the input of other people. Team working may sound like a 'work thing' but it is just as important at home and school as well as in the workplace. See our Team-Working page for more.

- Emotional Intelligence. It is worth considering the impact that a problem and/or its solution has on you and other people. Emotional intelligence, the ability to recognise the emotions of yourself and others, will help guide you to an appropriate solution. See our Emotional Intelligence pages for more.

- Risk Management. Solving a problem involves a certain amount of risk - this risk needs to be weighed up against not solving the problem. You may find our Risk Management page useful.

- Decision Making. Problem solving and decision making are closely related skills, and making a decision is an important part of the problem solving process as you will often be faced with various options and alternatives. See Decision Making for more.

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

Having studied this module, pupils will understand

- *what are called conflicts;*
- *what kind of conflicts we may have;*
- *what the difference is between "conflict solving" and "conflict management";*
- *what the conflict solving steps are;*
- *what types of conflicts we can solve and what cannot.*

CONFLICTS

Picture 38: Conflicts

Conflict is an active disagreement between people or groups with opposing opinions or principles. We talk about **hidden conflicts** when the disagreement is there and known but no signs of the conflict (fight, quarrel, disputes) are yet seen. When the reasons come to surface and the signs also appear, we say the **conflict is open**.

An old saying rightly states that "the problem is not as big as it is but as it is felt" – similarly, it is also a conflict if partners feel they have opposing interests or opinions but in fact, they are not opposing. In such a case, conflict occurs just based on imagined opposition – so, the conflict is real even if the reasons are not real.

Depending on the nature of the opposing opinion and/or principles, there are different kinds of conflicts:

1. **Conflicts of relationship**. That type emerges mostly between persons (but between groups is also possible) and a lot of emotions are involved. Misinterpretation of the behaviour of the other side happens very often.

2. **Conflicts of values**. The underlying reason is the difference between the value systems of the sides.

3. **Structural conflicts**. The main reason here is not a sufficient amount of resources and sides fighting for them.

4. **Information-based conflicts**. Similar to the structural conflicts, but here the resource fought for is information. Sides believe information is not distributed equally or honestly.

5. **Conflicts of interests**. Here, the reason for the conflict is the difference between the targets and aims and the use of tools to achieve them.

We differentiate between different phases of conflicts:

- **Emerging phase**. The conflict is not yet really seen but mostly felt. It is like the "silence before the tempest". One or both sides may even not realise "a conflict is coming".

- **The conflict surfaces**: both sides clearly realise that there is a conflict between them. They may not fully realise the reasons and the extent of the conflict.

- **Fighting**. Here, sides "open fire" against each other. In the beginning, they may wish to convince the other side, but the fight soon turns into using force. (or trying to use force.)

- **Destroy**. That is the desperate phase of the conflict; sides usually are influenced by emotions and they do not care for the reasoning. The main aim here is to make harm to the other side at all cost – even if also at the cost of own losses and harm. If the conflict reaches this phase, it is impossible to solve it in a normal way.

- **Exhaust**. That is the last phase of the conflict; sides may have run out of their resources. The conflict is not solved; it is "buried" at best.

Conflicts create a lot of tension and use up a lot of energy in different phases:
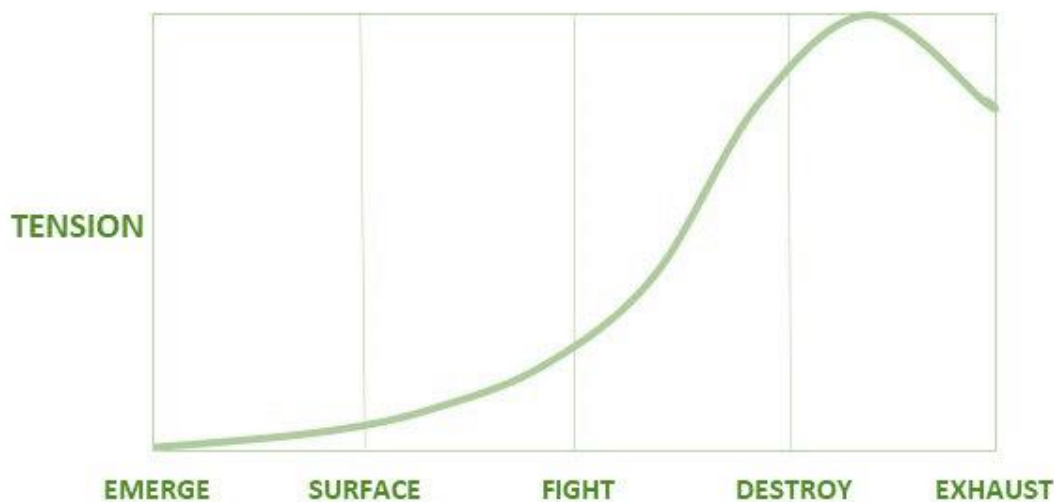
Picture 39: Conflicts create a lot of tension

CONFLICT RESOLUTION AND CONFLICT MANAGEMENT

The most important tool in solving conflicts is **communication and mutual understanding.**

There is a lot of misunderstanding and misinterpretation in all kinds of conflicts. The easiest way to avoid such misunderstanding is if we communicate with the partner openly. It must be implemented in the fighting phase at last; since in the "destroy" phase, rational explanations and discussions do not help - there, emotions and hatred prevail. Communication in the virtual (imagined) conflicts communication is vital but it is important in all types. (In value conflicts, communication does not help; here, mutual understanding is the only prevention or solution. Sides must simply accept that they have different value systems.)

Communication is needed to clarify the most important items in conflict solving:

- Where is conflict exactly and where is no conflict;
- What are the form and the real reasons for the conflict;
- Is there a "win-win" solution between the sides;
- How NOT to get to the "destroy" phase; how to maintain communication between the sides.

94

Mutual understanding and mutual esteem are compulsory ingredients in any conflict solution. Understanding the other side's interests and accepting that the other side has the right to have a different opinion and aim is obligatory to keep the conflict in its manageable phase.

Picture 40: Conflict Resolution

Conflict management does not fully equal conflict resolution. While resolution means that the original conflict does not exist any more, the conflicts still exist in conflict management but are kept in the manageable phase; usually not even in the fighting phase. Here, the main tool is again communication; allowing the sides to mutually understand each other's position. One of the best examples of the "conflict managed" is the earlier Soviet-American armament limitation treaties; sides did know they had conflicting interests and neither of them was ready to renounce its own but agreed not to get close to the fighting phase and kept the regular communication between them open.

DIGITAL ERA AND CONFLICT SOLVING

The Digital Era is characterized by the sharp increase of electronic communication, by the emergence of virtual communities. The non-personal communication lacks the vitally important metacommunication component and it causes much more misunderstanding than before. Further, a high number of people tend to hide behind non-personality and think they can afford more style since they are not visible. Harassment, bullying occurs much more often than in personal communication. That is, **the Digital Era has created more opportunities for conflicts than we had before.**

On the other hand, the Digital Era has provided much more communication than before and, therefore, in principle, conflicts can be discussed and resolved (or minimum managed) easier. However, non-personality creates much more problems than communication can help resolve. In order not to create conflicts even unintentionally, we all must be aware of the behaviour rules on the net ("netiquette"). Further, media literacy is also indispensable especially for the upcoming generation to be safe (or at least safer) from the additional danger Digital Era has brought about – even if unintentionally.

CONTROL QUESTIONS

1. What is conflict?
2. What may be the reasons for conflict?
3. What types of conflict do we know?
4. What is value conflict and how can it be solved?
5. What are the usual phases of a conflict?
6. What is the most important tool for conflict solving?
7. How Digital Era changed the situation around conflicts and conflict solving?
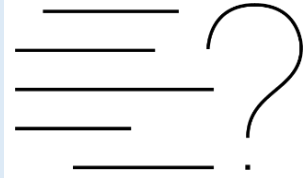
HOMEWORK

1. Analyse a simple conflict around you!
2. Describe a conflict solving you did!
3. Explain if you had any conflict on the internet! If so, why? What did you do?
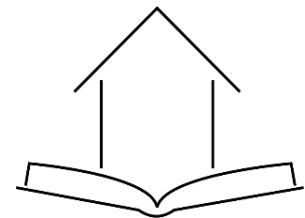
INDIVIDUAL READING

The Five Steps to Conflict Resolution[11]

Is there a correct way to handle conflict? What are the effects of conflict management? Conflict in the workplace might be inevitable, as employees have different personalities, goals, and opinions. Conflict management is one of the core trainings we offer for managers and supervisors.Learning how to handle conflict efficiently is a necessary skill for anyone in management and the key to preventing it from hindering employees' professional growth. Conflict resolution is only a five-step process:

Step 1: Identify the source of the conflict. The more information you have about the cause of the conflict, the more easily you can help to resolve it. To get the information you need, use a series of questions to identify the cause, like, "When did you feel upset?" "Do you see a relationship between that and this incident?" "How did this incident begin?"

As a manager or supervisor, you need to give both parties the chance to share their side of the story. It will give you a better understanding of the situation, as well as demonstrate your impartiality. As you listen to each disputant, say, "I see" or "uh huh" to acknowledge the information and encourage them to continue to open up to you.

Step 2: Look beyond the incident. Often, it is not the situation but the perspective on the situation that causes anger to fester and ultimately leads to a shouting match or other visible—and disruptive—evidence of a conflict.

The source of the conflict might be a minor problem that occurred months before, but the level of stress has grown to the point where the two parties have begun attacking each other personally instead of addressing the real problem. In the calm of your office, you can get them to look beyond the triggering incident to see the real cause. Once again, probing questions will help, like, "What do you think happened here?" or "When do you think the problem between you first arose?"

---

[11] https://www.amanet.org/training/articles/the-five-steps-to-conflictresolution.aspx

Step 3: Request solutions. After getting each party's viewpoint on the conflict, the next step is to get each to identify how the situation could be changed. Again, question the parties to solicit their ideas: "How can you make things better between you?"

As a mediator, you have to be an active listener, aware of every verbal nuance, as well as a good reader of body language.

Just listen. You want to get the disputants to stop fighting and start cooperating, and that means steering the discussion away from finger pointing and toward ways of resolving the conflict.

Step 4: Identify solutions both disputants can support. You are listening for the most acceptable course of action. Point out the merits of various ideas, not only from each other's perspective, but in terms of the benefits to the organization. (For instance, you might point to the need for greater cooperation and collaboration to effectively address team issues and departmental problems.)

Step 5: Agreement. The mediator needs to get the two parties to shake hands and agree to one of the alternatives identified in Step 4. Some mediators go as far as to write up a contract in which actions and time frames are specified. However, it might be sufficient to meet with the individuals and have them answer these questions: "What action plans will you both put in place to prevent conflicts from arising in the future?" and "What will you do if problems arise in the future?"

This mediation process works between groups as well as individuals.

C. PROBLEM SOLVING AS DRIVER FOR DEVELOPMENT

Having studied this module, pupils will understand

- *what "conflict solving" really brings;*
- *what the most important factor in conflict solving is;*
- *what happens after the conflict is solved;*
- *what it is, "development";*
- *why conflict resolution is an excellent way and tool to develop.*

PERSONAL DEVELOPMENT

As human beings are "complex creatures", personal development is also a complex process. It comprises physical, mental, emotional, spiritual and social aspects. Any of those components improves – the person develops.

Picture 41: Personal development

In principle, we must also define what we understand under "development". Any change of a person may be considered as development and in that sense, human beings develop constantly. However, development is usually understood as "becoming better" – and "better" means **"fitting better into the overall value system of the person."**

Of course, there are an immense amount of „value systems". In the society of the thieves (Court of Miracles) in Victor Hugo's „The hunchback of Notre Dame", the more one can steal the better he/she is – i. e. „better" in that sense means „better thief". In general, however, we understand the overall human values being better in person and also in society, and therefore, we understand development as „becoming a better quality person."

Personal development usually goes in two ways: by deliberate, conscious self-development and also by unconscious, natural development done mostly by experience and examples. Since conscious development can be more effective and it may target a specific quality sector of the person (physical, emotional, etc.), conscious development is regarded as more valuable and effective; developing the person when and where he/she needs most of the development.

A specific conscious learning process is the regular evaluation and assessment of different cases and events happening to the person. In this case, the otherwise unconscious learning process becomes conscious and it also becomes more effective. Therefore, "learning by own experience" is a very valuable learning process and it is worthwhile to practice it as often as possible. The key moment of that learning process is to turn the event "that happened" into conscious analysis and evaluation.

Human life is a constant flow of decision making and problem-solving, so the easiest way is to use those processes for learning, i.e. for self-development.

CONFLICT SOLVING

As it was described in the previous module, conflict is an active disagreement regarding values, aims and means. Conflicts have several phases as they develop and they create a considerable amount of stress and use up a lot of energy – nothing to say about possible direct damages they may cause. Therefore, any conflict solving is a great success, since it reduces stress and saves energy.

Different types of people (cooperative vs non-cooperative; assertive vs non-assertive) may have typical forms of co-actions in a conflict:
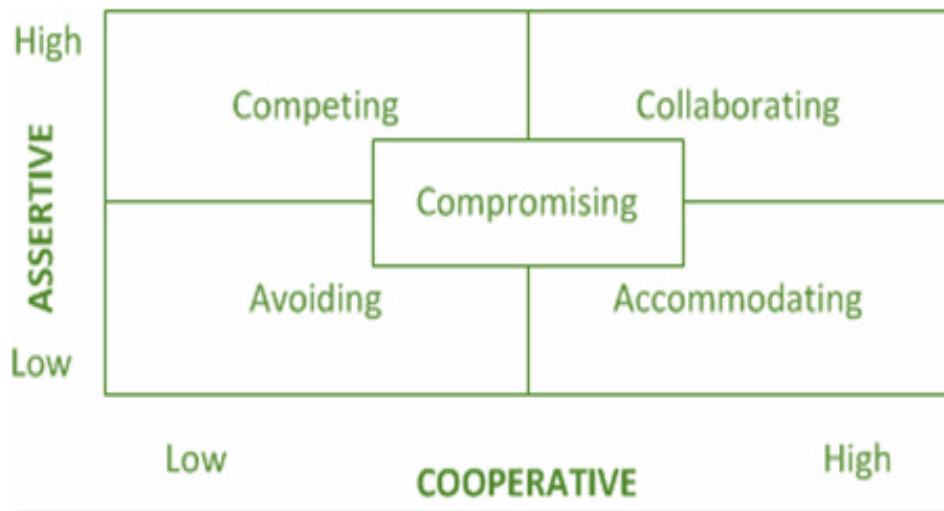
Picture 42: Types of conflicts solving

If we look at the process of conflict-solving, there are several conscious actions, so the process of conscious self-development is not difficult.

Successful conflict solving yields a series of positive issues to learn:

1. The most important action in conflict solving is communication. Communication practice is a very useful value added in each conflict resolution. Further, it is practice not just for communication, but also for **successful communication.**

2. Just continuing the first issue, each successful conflict solving is **an event of success**. Therefore, it develops success-mindedness and self-awareness, self-consciousness and self-confidence. Those personal characteristics are extremely important ingredients for a successful life.

3. Successful conflict solving develops the ability to **understand the other side**, see and accept (or minimum accommodate) his/her motives. Understanding the other side is an extremely important characteristic for a successful citizen in society.

4. Conflict solving definitely includes **negotiations**. So, the negotiation practice (successful negotiation practice!) also develops and we can use that knowledge and practice in an immense amount of other cases in our life.

5. Conflict solving involves a lot of **emotions**. Understanding our own emotions vs the emotions of the other side is very useful; it develops our ability to live in a

102

society. With the experience of successful conflict solving, our **emotional intelligence** (EQ) also develops.

6. Conflict solving and its "history" helps develop a so-called "**early-warning system**"; I. e., next time we will realise the emerging conflict in its hidden phase already. And the earlier we realise that "conflict is arising" the easier we can handle it. (The famous saying of Machiavelli going "It is difficult to realise an illness in its early phase but it is easy to cure it; while it is easy to recognise the illness in its developed phase but it is difficult to cure it" holds also for the conflict solving.)

7. Conflict solving abilities have a connection also to Darwin's "**survival of the ablest**" – the more we can solve our conflicts, the more able we are in society.

8. Conflict solving is also about minimising energy use and other losses. That is, more energy and resources remain for other useful tasks.

9. Conflict solving also teaches us how to build a bridge between emotions and rational thinking. If we can manage that, we have a powerful tool for all events in our life.

We of course are not fishing for conflicts to resolve, just in order to develop. However, if they arise, we can put to use the conflict solving experience and we implement all of it for our development.
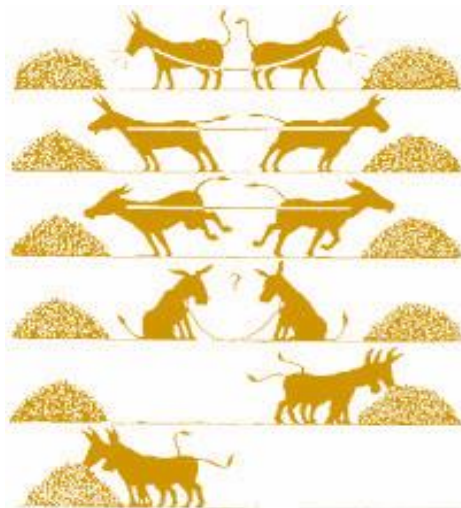

Picture 43: Conflict solving

CONTROL QUESTIONS

1. What is development?
2. What is the value system?
3. How we usually define development?
4. How we can put to use our conflict solving experience?
5. What is the "early warning system" and why is it useful?
6. Why does conflict solving develop our communication skills?
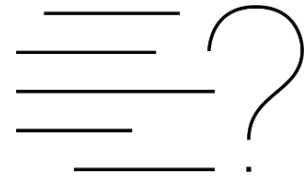
HOMEWORK

1. Explain what development is!
2. Explain what personal development components look like!
3. Bring an example how a conflict (that is, a conflict solving) helped your personal development!
4. Explain the conflict and its resolution in the above picture with two donkeys !
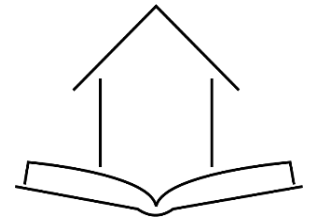
INDIVIDUAL READING

10 Things You Can Do in Your Daily Life to Improve Your Personal Development [12]

Here are 10 things you can do in your daily life to improve your personal development.

1. **Read about what you want to improve.** Do you want to get better at a certain skill? Read about it. Be more meditative? Read books that explain that in detail. Want to be more productive? Spontaneous? Outgoing? Confident? All these topic areas are covered by books upon books that you can study--and by reading about it, it'll always stay top of mind.

2. **Find a mentor.** A mentor can be anyone from a peer who knows something you don't, and you want to learn, all the way up to someone vastly more experienced who is willing to take you under their wing (in exchange for your working in some way for or with them). Mentorship is by far the fastest path of learning.

3. **Reflect at the end of each day.** If you really want to take self-development seriously (and not just, you know, talk about it), you need to be constantly aware of how you can improve. And the only way to know how to improve is if you reflect and ask yourself where and how you still need some work.

4. **Create a strong practice regimen.** It's your habits that unfold the results, not the other way around. You can't live one life and expect to one day have another. You have to put in place the daily habits that will allow the things you want to change to change.

---

[12] https://www.inc.com/nicolas-cole/10-things-you-can-do-in-your-daily-life-to-improve-yourpersonal-development.html

5. **Find others to push you and train with.** Self-development is not just a solo game. In fact, the best self-development is done with others in some capacity. Spend time with people who are working on similar things as you, and you'll find yourself growing with them at a faster rate than if you had tried to do it all alone.

6. **Create a reward/punishment system.** This is necessary for people who need to break bad habits. Sometimes, it's a reward (or a punishment) that makes the difference between immediate and rapid change, and ongoing fleeting promises.

7. **Stay honest with yourself.** No amount of talking about it will ever instigate true change. This is the hardest part for people. It's far easier to buy a book on self-development, carry it around, and say, "I'm working on being more present," while staying constantly on your phone to text your friends about how you're trying to be more present. You have to really be honest about it with yourself. You are your own judge.

8. **Find role models you can look up to.** Again, self-development is not easy, so it's helpful to be able to look to others for inspiration, motivation, or even just daily reminders of how you can continue moving forward on your journey.

9. **Measure your progress.** One of my mentors taught me, "If you can't measure it, don't do it." Took me a long time to understand what that meant. Regardless of how ethereal the thing that you want to work on is, you have to find some way to measure your progress. It's the only way you'll really know if you are moving in the right direction--and when/where to pivot as you go along.

10. **Consistency is the key.** Self-development doesn't happen overnight. It happens slowly and deliberately. Consistency is what creates truly meaningful change--and this is what makes the process so difficult for people. It's not that you pop and pill and you're done. You don't do it once and you're "fixed." Self-development is a daily practice and lifestyle.

V. EMOTIONAL INTELLIGENCE IN DIGITAL ERA

A. EMOTIONAL INTELLIGENCE

Having studied this module, students will understand

- *what emotions are;*
- *why emotions are so important;*
- *what sort of intelligences people have;*
- *why emotional intelligence is so important;*
- *how the Digital Era influences emotional intelligence.*

EMOTIONS

All living creatures are very complex, but the most complex are human beings. Even if we are considering the very basic components (physical, social, spiritual, mental, emotional and rational ones) they are still hopelessly complex in themselves. That complexity is even bigger by the fact that all of those components influence each other and also depend on each other. (We all know about "psycho-somatic illnesses" – i.e., where our psychology (mental) problems cause physical illness, or socio-rational thinking, when our thinking -i.e., what we rate rational and what not- depends on the society we live in, etc.) Due to that interdependency and mutual influence, we really cannot say which component is more important and which is less.
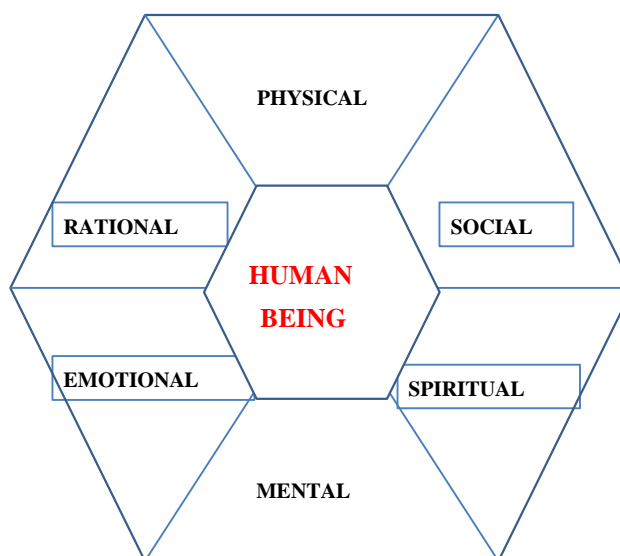
Picture 44: Components of the human being

107

According to Wikipedia[13] emotion is a mental state, variously associated with thoughts, feelings, behavioural responses, and a degree of pleasure or displeasure. And even if scientists explore emotions for more than a thousand years, we cannot say there is a consensus opinion about them. Emotions are extremely complex, and it is very difficult to agree upon unanimous definitions.
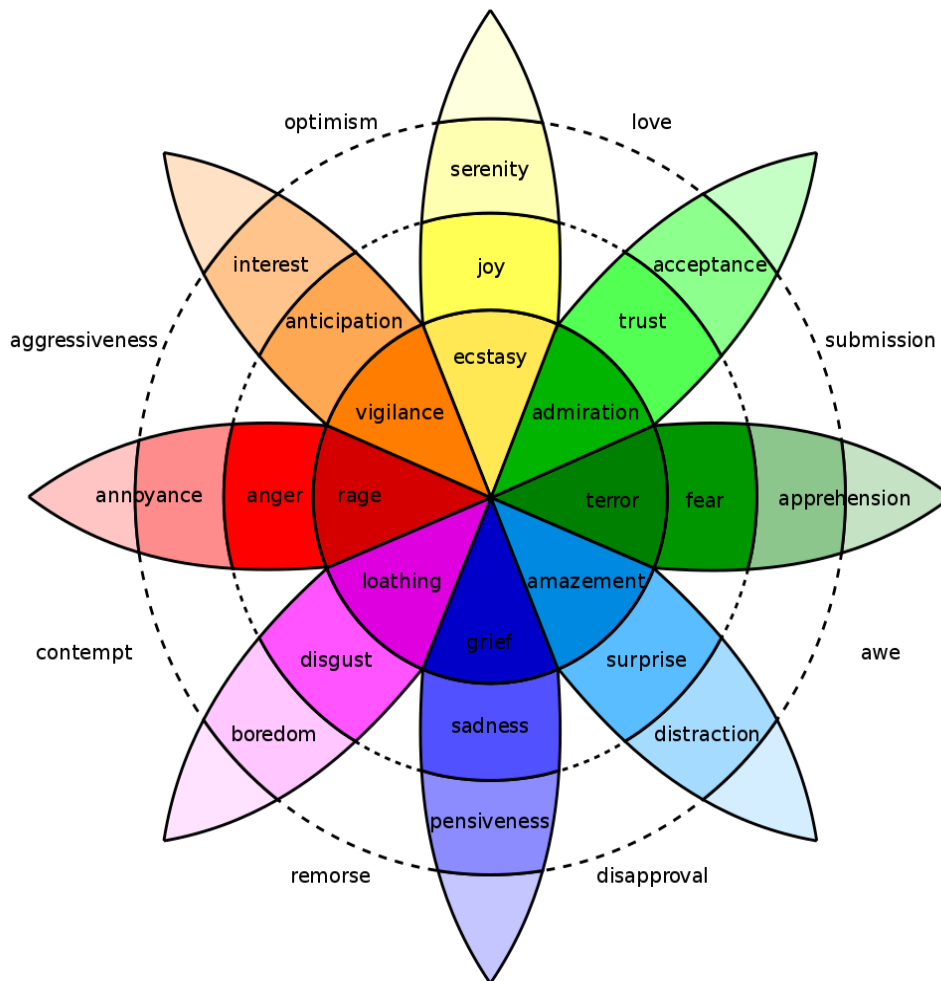

Picture 45: A possible classification of emotions

Emotions are an indispensable part of every human being; and it is impossible not to have the emotions. Further, it is also an inescapable companion of communication, responsible for motivation. (Communication goes hand in hand with motivation, and as we cannot not communicate, we cannot not motivate either.)

---

[13] https://en.wikipedia.org/wiki/Emotion

EMOTIONAL INTELLIGENCE

Emotions are responsible for our motivation. Therefore, it is critically important that we can „read" the other person's emotions, since they are the feedback on how our motivation is perceived and also, the other person's emotions give us (unconscious) support when he/she wants to motivate us. **Our ability to read other people's emotions (and also recognise our own) is called emotional intelligence.**

In general and in order to characterise a person, several „intelligences" are used as a measurement; the best known is intelligence quotient, IQ. (Similarly, emotional intelligence is usually characterised by emotional quotient, EQ). But IQ and EQ are totally different- IQ measures logic and factual knowledge, while EQ (EI) measures the ability to understand and manage our own emotions and understand the emotion of others.
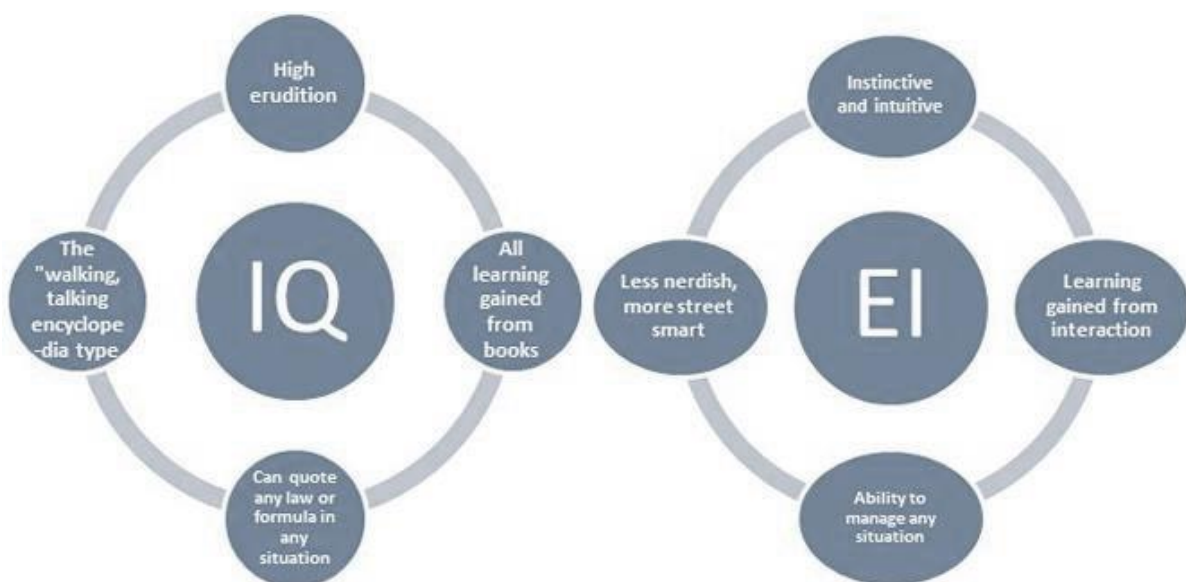
Picture 46: IQ vs EI

Since in a social context our success depends on how we can motivate others, it is proven scientifically that EQ is more important to live a successful life than IQ.

EQ (emotional intelligence – EI – or emotional quotient) depends on many factors. Usually, they are divided into two big groups: how I understand and how I can manage **my own** emotions and second, how I can understand, manage and influence **other people's** emotions. Since leadership means guiding and directing other people,

emotional intelligence is extremely important for the leaders and leadership. (Similarly, EQ is needed to live healthily in a society. Therefore, „Emotional Intelligence" is often widened into „Emotional and Social Intelligence.")

Picture 47: Emotional and social intelligence leadership competencies

DIGITAL ERA INFLUENCE

In order to understand another person's emotions, personal contact is needed. Usually, the metacommunication channel (responsible for the bulk of the communicated information) is the main tool to "feel" other people's emotions and/or reactions. Metacommunication is what is mostly destroyed by electronic communication and, therefore, **the Digital Era makes EQ effects and efficiency (towards other people) much less effective. Emotional intelligence is adversely influenced by electronic (non-personal, non-direct, sometimes not-real) communication**. Most of the emotional part is lost in e-mails or on Facebook; in the sms and similar, widely used digital communication tools. That is the reason why "emojis" were invented: we miss the opportunity to show that we smile or we are angry or we are sad – an emoji helps showing at least some part of our emotions – but the problem is (and it is a huge problem; see Modules B. and C.) that while metacommunication is automatic and always truthful, we can "lie" with our emoji showing, say, a smile when in fact we are very far from smiling. So, emojis do help a bit, but basically nothing can replace the usefulness and complexity of personal, real communication.

Metacommunication is an indispensable tool for judging the truthfulness of the communication.

If we "kill" metacommunication by electronic communication, we open the door wide for false information, for fake news, for manipulation instead of motivation. Therefore, while the Digital Era has yielded a lot of benefits, it has also brought dangers and threats and we must be cautious and smart not to fall into the "electronic trap". Manipulation, fake news, and biased information have become a crucial issue today, and it is the result of the digital "suppression" of our emotional intelligence, our natural orientation, our natural self-defence that worked for thousands of years. It is a crucial issue and one of the most important tasks to fully recognise the danger and sharpen our erudition to fight it.

CONTROL QUESTIONS

1. What is it, an emotion?
2. Why are emotions important?
3. What are the other components of a human being?
4. What do we call an emotional intelligence?
5. What is the difference between IQ and EQ?
6. How does Digital Era influence emotional intelligence and what are the threats it causes?
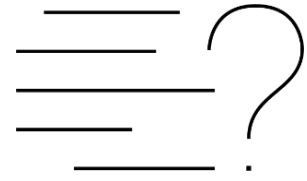
HOMEWORK

1. Describe an emotion you had yesterday and how it was shown by you.
2. Describe a simple emotion you see on your friend's face!
3. Describe if you had a misunderstanding of emotions in electronic communication!
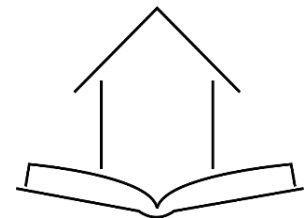
INDIVIDUAL READING
Improving Emotional Intelligence (EQ)
Key Skills for Managing Your Emotions and Improving Your Relationships[14]

When it comes to happiness and success in life, emotional intelligence (EQ) matters just as much as intellectual ability or IQ. Emotional intelligence helps you build stronger relationships, succeed at school and work, and achieve your career and personal goals. Building your emotional intelligence can also help you to connect with your feelings, manage stress, turn intention into action, and make informed decisions about what matters most to you. Learn more about why emotional intelligence is so important and how you can boost your own EQ by mastering a few key skills.

What is emotional intelligence or EQ?
Emotional intelligence (otherwise known as emotional quotient or EQ) is the ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. EQ also allows you to recognize and understand what others are experiencing emotionally. For the most part, this is a nonverbal process that both informs your thinking and influences how well you connect with others.

Emotional intelligence is commonly defined by four attributes:
- **Self-management** – You're able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Self-awareness** – You recognize your own emotions and how they affect your thoughts and behavior. You know your strengths and weaknesses, and have self confidence.
- **Social awareness** – You have empathy. You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel

---

[14] https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm/

113

comfortable socially, and recognize the power dynamics in a group or organization.

- **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Why is emotional intelligence so important?

As we know, it's not the smartest people who are the most successful or the most fulfilled in life. You probably know people who are academically brilliant and yet are socially inept and unsuccessful at work or in their personal relationships. Intellectual ability or your intelligence quotient (IQ) isn't enough on its own to achieve success in life. Yes, your IQ can help you get into college, but it's your EQ that will help you manage the stress and emotions when facing your final exams. IQ and EQ exist in tandem and are most effective when they build off one another.

Emotional intelligence affects:

- **Your performance at school or work.** High emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging important job candidates, many companies now rate emotional intelligence as important as technical ability and employ EQ testing before hiring.

- **Your physical health.** If you're unable to manage your emotions, you are probably not managing your stress either. This can lead to serious health problems. Uncontrolled stress raises blood pressure, suppresses the immune system, increases the risk of heart attacks and strokes, contributes to infertility, and speeds up the aging process. The first step to improving emotional intelligence is to learn how to manage stress.

- **Your mental health.** Uncontrolled emotions and stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand, get comfortable with, or manage your emotions, you'll also struggle to form strong relationships. This in turn can leave you feeling lonely and isolated and further exacerbate any mental health problems.

- **Your relationships.** By understanding your emotions and how to control them, you're better able to express how you feel and understand how others are

114

feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life.

- **Your social intelligence.** Being in tune with your emotions serves a social purpose, connecting you to other people and the world around you. Social intelligence enables you to recognize friend from foe, measure another person's interest in you, reduce stress, balance your nervous system through social communication, and feel loved and happy.

Building emotional intelligence: 4 key skills to increasing your EQ

The skills that make up emotional intelligence can be learned at any time. However, it's important to remember that there is a difference between simply learning about EQ and applying that knowledge to your life. Just because you know you should do something doesn't mean you will, especially when you become overwhelmed by stress, which can override your best intentions. In order to permanently change behavior in ways that stand up under pressure, you need to learn how to overcome stress in the moment, and in your relationships, in order to remain emotionally aware.

The key skills for building your EQ and improving your ability to manage emotions and connect with others are:

- Self-management
- Self-awareness
- Social awareness
- Relationship management

Building emotional intelligence, **key skill 1: Self-management**

In order for you to engage your EQ, you must be able use your emotions to make constructive decisions about your behavior. When you become overly stressed, you can lose control of your emotions and the ability to act thoughtfully and appropriately. Think about a time when stress has overwhelmed you. Was it easy to think clearly or make a rational decision? Probably not. When you become overly stressed, your ability to both think clearly and accurately assess emotions - your own and other people's - become compromised.

Emotions are important pieces of information that tell you about yourself and others, but in the face of stress that takes us out of our comfort zone, we can become

overwhelmed and lose control of ourselves. With the ability to manage stress and stay emotionally present, you can learn to receive upsetting information without letting it override your thoughts and self-control. You'll be able to make choices that allow you to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.

Key skill 2: Self-awareness

Managing stress is just the first step to building emotional intelligence. The science of attachment indicates that your current emotional experience is likely a reflection of your early life experience. Your ability to manage core feelings such as anger, sadness, fear, and joy often depends on the quality and consistency of your early life emotional experiences. If your primary caretaker as an infant understood and valued your emotions, it's likely your emotions have become valuable assets in adult life. But, if your emotional experiences as an infant were confusing, threatening or painful, it's likely you've tried to distance yourself from your emotions.

But being able to connect to your emotions, having a moment-to-moment connection with your changing emotional experience, is the key to understanding how emotion influences your thoughts and actions.

- **Do you experience feelings that flow,** encountering one emotion after another as your experiences change from moment to moment?
- **Are your emotions accompanied by physical sensations that you experience** in places like your stomach, throat, or chest?
- **Do you experience individual feelings and emotions,** such as anger, sadness, fear, and joy, each of which is evident in subtle facial expressions?
- **Can you experience intense feelings** that are strong enough to capture both your attention and that of others?
- **Do you pay attention to your emotions?** Do they factor into your decision making?

If any of these experiences are unfamiliar, you may have "turned down" or "turned off" your emotions. In order to build EQ, and become emotionally healthy, you must reconnect to your core emotions, accept them, and become comfortable with them. You can achieve this through the practice of mindfulness.

Mindfulness is the practice of purposely focusing your attention on the present moment and without judgment. The cultivation of mindfulness has roots in Buddhism, but most religions include some type of similar prayer or meditation technique. Mindfulness helps shift your preoccupation with thought toward an appreciation of the moment, your physical and emotional sensations, and brings a larger perspective on life. Mindfulness calms and focuses you, making you more self-aware in the process.

Developing emotional awareness

It's important that you learn how to manage stress first, so you'll feel more comfortable reconnecting to strong or unpleasant emotions and changing how you experience and respond to your feelings. You can develop your emotional awareness by practicing mindfulness meditation in Help Guide's free Emotional Intelligence Toolkit.

Key skill 3: Social awareness

Social awareness enables you to recognize and interpret the mainly nonverbal cues others are constantly using to communicate with you. These cues let you know how others are really feeling, how their emotional state is changing from moment to moment, and what's truly important to them. When groups of people send out similar nonverbal cues, you're able to read and understand the power dynamics and shared emotional experiences of the group. In short, you're empathetic and socially comfortable.

Mindfulness is an ally of emotional and social awareness

To build social awareness, you need to recognize the importance of mindfulness in the social process. After all, you can't pick up on subtle nonverbal cues when you're in your own head, thinking about other things, or simply zoning out on your phone. Social awareness requires your presence in the moment. While many of us pride ourselves on an ability to multitask, this means that you'll miss the subtle emotional shifts taking place in other people that help you fully understand them.

- You are actually more likely to further your social goals by setting other thoughts aside and focusing on the interaction itself.
- Following the flow of another person's emotional responses is a give-and-take process that requires you to also pay attention to the changes in your own emotional experience.

- Paying attention to others doesn't diminish your own self-awareness. By investing the time and effort to really pay attention to others, you'll actually gain insight into your own emotional state as well as your values and beliefs. For example, if you feel discomfort hearing others express certain views, you'll have learned something important about yourself.

Key skill 4: Relationship management

Working well with others is a process that begins with emotional awareness and your ability to recognize and understand what other people are experiencing. Once emotional awareness is in play, you can effectively develop additional social/emotional skills that will make your relationships more effective, fruitful, and fulfilling.

- **Become aware of how effectively you use nonverbal communication.** It's impossible to avoid sending nonverbal messages to others about what you think and feel. The many muscles in the face, especially those around the eyes, nose, mouth and forehead, help you to wordlessly convey your own emotions as well as read other peoples' emotional intent. The emotional part of your brain is always on and even if you ignore its messages, others won't. Recognizing the nonverbal messages that you send to others can play a huge part in improving your relationships.
- **Use humor and play to relieve stress.** Humor, laughter and play are natural antidotes to stress. They lessen your burdens and help you keep things in perspective. Laughter brings your nervous system into balance, reducing stress, calming you down, sharpening your mind and making you more empathic.
- **Learn to see conflict as an opportunity to grow closer to others.** Conflict and disagreements are inevitable in human relationships. Two people can't possibly have the same needs, opinions, and expectations at all times. However, that needn't be a bad thing. Resolving conflict in healthy, constructive ways can strengthen trust between people. When conflict isn't perceived as threatening or punishing, it fosters freedom, creativity, and safety in relationships.

B. PERSONAL AND ELECTRONIC COMMUNICATION

Having studied this module, students will understand

- *what information is and what communication is;*
- *what metacommunication is;*
- *what the difference is between personal and non-personal communication;*
- *what the specifics are of the „Digital Era communication";*
- *what the consequences are of the non-personal communication.*

INFORMATION AND COMMUNICATION

We live in our surrounding ambience; living world and not living world. We live in a family, in a country, in a house near a wood, the wind blows, the Sun shines, our dog barks – and so on, and so forth. Some parts of Nature support us, some are adverse to us, some are neutral. The same goes for our relations to society. In order to survive, we must have constant knowledge about the world around us, otherwise we cannot protect ourselves against adverse things and make use of friendly ones. **We acquire that knowledge through information**. **We call information any sign in any form that helps us orientate in the surrounding world.** We live in a sea of information; we receive all kinds of information whether we wish it or not and we willy-nilly also send information about ourselves. Information is collected, evaluated and also sent not only by human beings, but by all living creatures. We are familiar that the dog barks – but it was proven recently that plants also send and receive information.

How do we select the information we need from the mass of information we are bombed with? Obviously, there are two criteria for the selection:

- **The information must be relevant for us**. Temperature on the Kamchatka is not interesting for me; so it is not an information for me. (More precisely, it is irrelevant, not interesting, useless, neutral information. Situation will change of course, if I plan to go hunting in Kamchatka – then, the information becomes relevant – it becomes information for us.) What is not relevant is not really information for us.

119

- **The information must be new to us**. A known information is not useful information to us; it does not help orientate better in the surrounding world. The only use of a known information is that it reinforces the previous one.

Signals (i. e. information) from the surrounding world may be carried by any medium. The dog barking informs us about the anger of the dog. If we are sweating, it is an information for us that it is hot. If it becomes darker and darker, it is an information for us that evening approaches. If the sky is red in the early morning, it is an indication that the Sun soon rises. If the leaves of the flower hang, it is an information for us that the flower needs watering. And of course, information is what we hear or read too.

Like water, information flows from source to drain; in other words, from the source that has that knowledge to the drain that – presumably – does not. That is – information is always one sided, i. e. comes from one side to the other.

It is usual (especially for the human beings, but also for the more developed animals too) that a person having got an information (a signal) reacts somehow. With that reaction, information becomes two-sided: not only from A to B, but also from B to A. **Two-sided information exchange is called communication.** In communication, sides become equivalent: while in information, the source may be regarded as "the upper side" (he/she knows something what the other side does not), in communication, the positions of the sides change constantly and therefore, sides become equivalent.
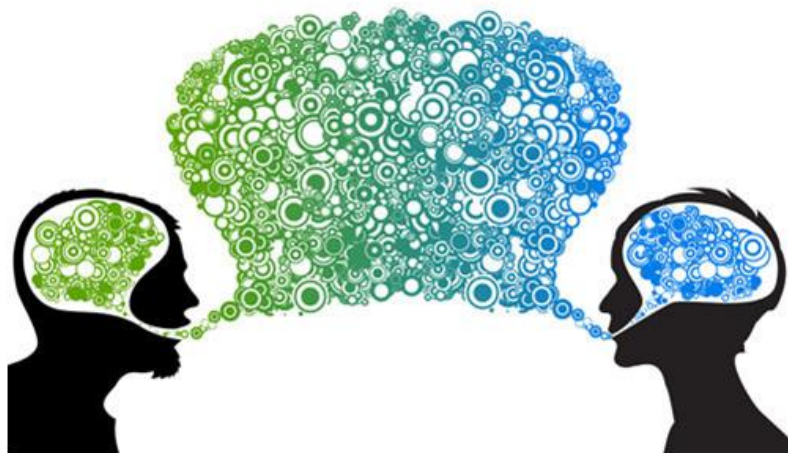
Picture 48: Communication

In theory, communication (like the information) may use any medium. When the flower informs me through its hanging leaves that it is thirsty and I water it and the flower's

leaves stand up again, in fact, we communicated. Therefore, communication may be understood in very general terms too. **Naturally, for us human communication is what is important.**

Human communication may also use very different channels. When my girlfriend uses my favourite perfume and I kiss her for that, we also communicated. Without words, she "told" me she wants me to love her and also without words, I answered that I do love her. Communication may use all channels that fit to our organs of sense: ear, skin (caressing…!), nose (perfumes...!) tongue (my favourite food...!), eyes (my favourite dress...!). Consciously or unconsciously, we regularly use all our organs of sense – the most important senses are ear (what we hear) and eyes (what we see.)

At a first glance, ears are obviously the most important: they are needed when we talk to each other. As it turns out, eyes are even more important. The reason is **metacommunication.**

"Meta" means a concept which is behind another concept; I. e. metacommunication **means a sort of a secondary communication; a communication about the communication**.

Metacommunication is an extremely important part of communication. First, it conveys more meaning than the simple verbal communication; second, it reveals the true feelings of the talker.
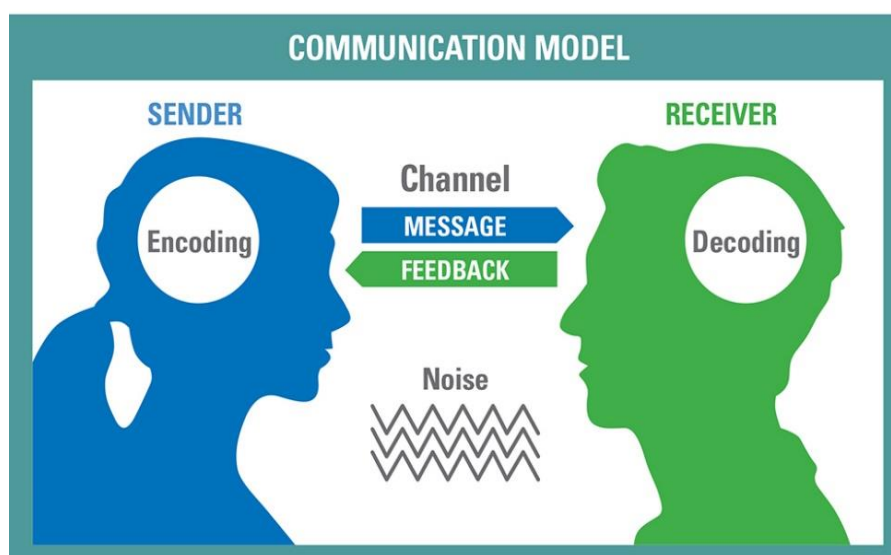
Picture 49: Communication model

In contrast to communication (where we communicate what we want), metacommunication is unconscious and therefore**, it cannot be manipulated. In communication, we can deliberately lie, but in metacommunication, we cannot lie –** that is why metacommunication reveals our true thoughts; our true opinion about what we say; and that is why we say metacommunication is a communication about communication.

The most important metacommunication channel is our eyes – what we see on the talker. His/her face expression, eye contact, gestures, body movement, talking distance, hand movement – even clothing. (If there is a festive occasion and the speaker talks about the *grandezza* of the event but is dressed in junk clothing, we do not believe that he/she is sincere about the festivity of the occasion).

Communication and especially metacommunication feedback is necessary for the talker to prove that he/she is fully understood: there may be a high number of mistakes and distortions in the encoding – message – decoding (noise) process.

ELECTRONIC COMMUNICATION

Electronic communication is a daily process in the Digital Era. Mobile phones, sms, Facebook, Internet, e-mails, and many other electronic (digital) ways are common in today's communication. The upcoming generation spends long hours with their digital communication devices daily and usually, the time devoted to electronic communication greatly surpasses the time for direct, personal communication.

On the one hand, electronic (digital) communication provides a number of benefits:

- It is very fast: to deliver a digital letter (an email), say, to Alaska takes the same milliseconds as it takes to deliver to our friend next door.

- Due to the digital communication possibilities (and other Digital Era tools) the world has become small: it is absolutely easy to build, say, a French-Chinese-American-Namibian-Tahitian-Brazilian friendship circle. True, friends have never met and will probably not either – still, common opinion, common interests, common friends or common favourites (like soccer teams, music) make building friendship extremely easy.

- Since the world has become small (we say "we live in a global village"), it is easy to find supporters and/or charity sources for practically everything. That is, digital communication makes the user more social. (True, that "socialism" is virtual, since friends will probably never meet.)

- It is proven mathematically, that anybody can establish contact with anybody else in the world through a maximum of six connections. A Chilean street worker to the Pope of Rome, or an Indian clerk to the President of the USA. Anybody to anybody; through a maximum of six links.

At the same time, electronic (digital) communication may cause also a lot of harm:

- There is naturally a need for some common language. Until now it has become undeniable that the *lingua franca* is English. It helps practicing English language, but all other, smaller, local languages lose ground.

- English for international communication is very simple and sometimes uses unnatural abbreviations. (Like 4 U = "for you" and many other similar solutions.) That is, users do learn English but mostly in its simplest, corrupted form. (True, it is not the influence of electronic communication since it does not cause it; it simply makes it visible: our knowledge of the English or any other language – including our mother tongue – is frighteningly bad, corrupted; full of mistakes...).

- Much more dangerous than the above two: many people feel (mistakenly) that they can hide behind the anonymity and therefore, freely express their dangerous and unlawful opinion. (like fascists) Further, also hidden behind the anonymity, aggressive actions on the Internet grow. Bullying, humiliating others and similar actions have become commonplace.

- In principle, emotions can also be expressed in writing. True, such writers or poets are needed as Walter Scott, Heinrich Heine, Balzac, Oscar Wilde, and many-many others – but they are outstanding artists and 99.9% of the Internet users are not artists with similarly outstanding abilities. Therefore, digital communication practically totally misses emotions. To help the situation, emojis were invented – but it is a very simplistic way to show emotions...

- The biggest problem is that in digital communication, metacommunication is practically totally missing. That means practically no way to control the credibility of the information source. Today, mass communication (mass information) is frighteningly full of manipulation, fake news, and alternative world issues. How

to fight the manipulation – that is the biggest problem today for the upcoming generation, if we really wish to grow socially responsible citizens.

- Long hours spent daily on digital devices means that the upcoming generation lives mostly in the virtual world, with virtual friends, in virtual communities. They lose (or do not acquire) the ability to communicate directly, go into debates and successfully conduct them, acquire experience in public speaking – i.e., live a successful life of a normal and responsible citizen. (It does not go for everybody, of course – but the number of those for whom it goes is frighteningly high.)

- Due to the characteristics of the Digital Era, a dangerous abyss has emerged between the upcoming generation and their parents and teachers. The young generation uses digital tools freely but not all of them have enough experience to handle the threats – while the previous generation has enough life experience but is (mostly) alien to the free use of the digital era tools. Such a contradiction has never occurred so far between the generations during the history of mankind.

Handling (facing) the Digital Era challenges (while making use of their benefits) is the most important issue in teaching and educating the upcoming generation.

CONTROL QUESTIONS

1. What is information?
2. What are the possible channels for information?
3. What is communication?
4. What are the relations between communication partners vis-avis information partners?
5. What is direct, personal communication?
6. What are the benefits of the electronic (digital) communication?
7. What are the threats digital communication poses to us?
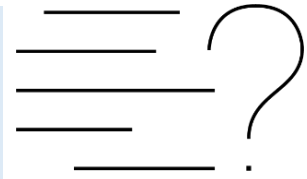
HOMEWORK

1. Analyse two simple information events around you!
2. Describe a communication situation!
3. Have you faced any danger like bullying on the net? If so, describe it in short!
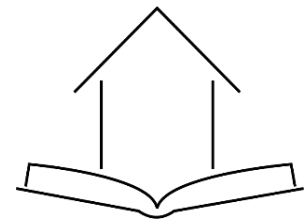
INDIVIDUAL READING

Meta-communication: What I Said Isn't What I Meant[15]
By Marie Hartwell-Walker, Ed.D.

"We're not communicating."
The woman on the phone thinks she has told me why she
and her husband of only a year want to come in for therapy.
"Does your husband agree?" I ask.
"He thinks we're communicating just fine. He says I'm too demanding."

We make an appointment for the following week. After we hang up, I muse about how very common her complaint has become. I've probably heard that phrase at least 800 times in the last 20 years. "We're not communicating." Common as it is, it isn't a helpful way to think about what is going wrong in a couple's best efforts to be together. The truth is that people communicate all the time. It's not possible to avoid it. Social creatures that we are, we are always sending out signals that others read, interpret, and respond to while we are reading, interpreting and responding to theirs. When two people who want to be close to each other instead find themselves in constant turmoil, it is not because they aren't communicating. In fact, they are probably communicating far too much in their frantic efforts to try to get through to each other. The issue is that they aren't understanding each other's code.

We all know how personal codes work. Ask someone how she is. She responds, "Fine." If said simply, we take it to mean that she really is fine or at least fine enough or maybe that she doesn't think you're the person to tell how she's really doing these days. It doesn't require a response and we both just move on. It's the kind of exchange we do all the time. It just keeps the social wheels moving.

But imagine the interchange happening between a young couple at the end of a long and tiring workday.
"How was your day?" he asks.
"Fine," she says with a shrug and a sigh.

---

[15] https://psychcentral.com/lib/meta-communication-what-i-said-isnt-what-i-meant/

What happens next is critical to the growth and stability of the couple.

If the guy accepts the "fine" at face value and moves on, she's likely to be hurt. She may even accuse him of not listening to her and not loving her enough. If he is tired himself and was only responding to the ordinary social exchange, he will feel unjustly accused and may protest his innocence – which will only make her mad enough to say some version of, "you're not listening" or "you just never understand." The ordinary question, "How was your day?" escalates into a fight with both members of the couple eventually pouting in their respective corners, each feeling right but also misunderstood and disconnected.

This is what's called "metacommunication" in action. In the early 1970s, Gregory Bateson coined the term to describe the underlying messages in what we say and do. Metacommunication is all the nonverbal cues (tone of voice, body language, gestures, facial expression, etc.) that carry meaning that either enhance or disallow what we say in words. There's a whole conversation going on beneath the surface.

In the case of our young couple: her "fine" with a shrug and a sigh is code for "I've had a miserable day. I need to talk to someone who loves me. Please give me a hug and a kiss and don't ask much of me for a little bit while I unwind. How about a glass of wine?" If he is already pouring that wine and smiling at her sympathetically, she'll melt into his arms. If he says, "I'm hungry. What's for dinner?" they're headed for a fight. Couples that work are couples who take the time to learn each other's nonverbal code as well as each other's verbal language. Making the effort to truly understand the other's meaning is one of the most significant acts of love. When both people put aside their defensiveness and work hard to get each other on the meta-level, the couple becomes more and more secure. Knowing how to interpret each other's signals is the basis of trust and intimacy.

In the early years of a relationship, conversations about what was said versus what was meant can be frequent and can go into the wee hours of the morning. As a couple matures, these conversations are apt to happen less often and be less loaded but they are still important. Communication about what we mean by our communications is complicated. A new life stage, new experiences, or new information can subtly shift our meaning.

How To Learn Each Other's Metacommunication

- **Don't assume that your partner means what you mean by the same words and phrases, gestures, or tone of voice**. Each family has its own family code. You learned yours. Your partner learned his or her. Each of you takes it for granted what some things mean. If your partner looks mystified, resist the temptation to get frustrated or judgmental. Instead, stop and ask what your partner heard. Explain what you meant by what you said.

- **Don't conclude your partner isn't interested, doesn't love you, or is a dolt when he or she doesn't get what you mean**. Trouble with each other's codes doesn't have to escalate to questioning the whole relationship.

- **Do slow your conversation down**. When people don't understand each other, they tend to get anxious. When people get anxious, they tend to speed up. Instead, take a deep breath and ask your partner to say back what he or she thinks you meant. If they got it wrong, calmly and patiently clarify.

- **Do listen with curiosity and interest**. Explain yourself with caring. This isn't a fight. It's a lesson in each other's language. Listening well doesn't always come naturally, but don't fret, listening is a skill you can learn.

- **Do put aside defensiveness**. When accused of not understanding, admit that it's probably true. Ask for help in understanding your partner's code.

C. MOTIVATION AND MANIPULATION IN THE DIGITAL ERA

Having studied this module, students will understand

- *what   the "information-motivation" couple is;*
- *what the most important factor in motivation is;*
- *what manipulation is;*
- *how to notice that you are manipulated;*
- *how to fight manipulation.*

INFORMATION AND MOTIVATION

We saw in the previous modules that we "swim" in the ocean of information sent around all over the world – by human beings but also by other living creatures and also by Nature. But why are so many pieces of information flying over and around us? Just at random; and such is life...?! No. We know from philosophy that everything has a purpose; we never do anything without a purpose. We do not always recognise the purpose, but there is a reason in all information events. (If nothing else, we unconsciously wish to draw the attention of others to us. "Hey, I am here..!!!") We urge others to do something; in that case, pay attention to our existence. **That purpose, that urging others to do something coming together with every piece of information is called motivation.** Information always inevitably goes hand in hand with motivation. Information plus motivation are perceived, we react to them according to our behavioural skills and do something.
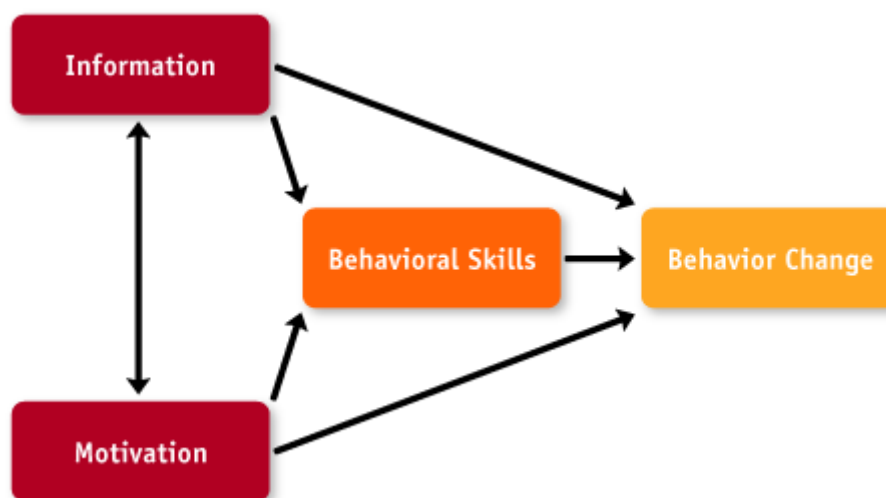
Picture 50: Information + motivation → action chain

In difference to the information which is in most cases conscious, motivation is in most cases unconscious. Of course, it is also possible that we directly ask somebody to do something, but that open act is usually called "request" or "order", not motivation. Motivation is in most of the cases hidden and even the motivator does not always realise what he/she would like the other side to do – i.e., the motivation remains hidden for the motivator too.

Since motivation is in most cases hidden, there is room for misunderstanding it. First, the purpose, the aim in themselves may be misunderstood too, but as a second step, even the rightly recognised motivation goes through our behaviour skills, behaviour characteristics. We all have different behavioural skills and those skills also change depending on the concrete situation. Some of us are slow and we react to everything with "take your time"; some are on the contrary: jump without hesitation and also without thinking, etc. So, the original motivation aim and the motivation result may differ very often. That is the reason for the communication, i.e., the two-way information exchange: the motivator gets an immediate feedback so the motivator knows "the target is hit" or not; the motivation action must be repeated or modified.) (When a small child cries, it is a very clear sign of motivation: "please take care of me". If the kid does not get proper feedback, it starts crying louder.)

Since motivation comes from the motivator, it can be a selfish motivation too. (It is the case with very small kids. In that case, it is not really a selfish motivation, it is simply an information:

"I have pain in my stomach, please help me".) As the verbal communication abilities occur and develop, those purely selfish motivations usually disappear and become replaced with "let us do something together", or "please do it, it is good for you". **That is, motivation is usually more or less neutral, objective and reflects the interests of the motivated person (too)**. Motivation remains more or less unconscious, but of course, the conscious part increases as we grow up.

The main channel to convey our motivation is metacommunication. Our gestures convey our feelings and it is known that we can convey our own motivation only. It is impossible to motivate somebody to do something if we ourselves are not motivated for that. It is extremely important to realise it for the leaders; if they are not motivated

themselves, they cannot motivate others. Therefore, metacommunication is an indispensable tool for motivation.

It is important to note: **motivation is emotions, motivation is a feeling.** We cannot do it simply by explaining what we would like for the other side to do. If we try to do so, **motivation is gone and we simply explain** why something is good or useful in this or that way. **Rational motivation does not exist**; it is then an explanation, a clearcut wish, an order.

MOTIVATION VS MANIPULATION

Motivation characteristics have not really changed in the Digital Era. True, with the immense increase of electronic communication (practically giving no room for metacommunication), real motivation tools are much less. However, basic tools and targets have not changed.

However, decrease (or annihilation) of the metacommunication in **digital communication has given way to occurence of brutal motivation: to manipulation.**

In general and in the very basics, motivation and manipulation are the same: both wish that the partner acts in some desired way. The difference is in the ethics of use: **motivation is ethical, manipulation is utterly unethical.** The case is similar as with the walking stick: when somebody is ill, it helps walking; but if somebody uses it for hitting the other person, the case is totally different.

There are two reasons for the overwhelming occurence of the manipulation:

- The immense amount of information; occurance of mass communication (rather: mass information.) Our brain can optimally handle a certain amount of information; and if we are flooded with much more, the effectiveness of our brain decreases sharply; the effect is similar to as if we do not get information at all. The amount of information has increased sharply due to the Digital Era technologies.
- As it was said earlier, electronic (digital) communication does not give room for metacommunication; it occurs in personal communication only. Metacommunication is a sure tool for checking the credibility of the motivator; but now, there is room for freely manipulating us; no way to rely on metacommunication.

Picture 51: Manipulation

Manipulation differs from motivation in several aspects:

1. While motivation is mostly unconscious, manipulation is fully conscious.
2. While motivation is practically benevolent and neutral, manipulation is fully egoistic, biased.
3. While motivation uses mostly "soft" methods (since it is mostly unconscious), manipulation uses brutal and openly pressing tools.
4. While motivation lets the other side decide, manipulators push the other side hard to accept the suggested decision of the manipulator as the "only right decision".

Manipulation is a deliberate and egoistic, unethical action for somebody to behave as the motivator (manipulator) wants. It appears overwhelmingly in politics; to some lesser degree in commerce and sporadically, even in personal life. (The last is rather called blackmail).

Manipulation uses several tools. In politics, silencing the opposite information sources, deliberate picking of positive news (information) only for one side and only negative for the other, preferences for the supporters while oppressing that of the opponents, and so on. No wonder that the first demand for democracy is free press – one must admit, there are hardly any countries where the press would be really and totally unbiased, neutral, and honestly informative.

In commerce, exaggerating the positive characteristics of the "pushed" product; mentioning negative characteristics and experience for the competitors, etc. No wonder that "negative marketing" (i. e. „advertising" the weak, negative, bad points of

the competitors' products or competitors themselves) is forbidden by law in practically all developed countries in the world.

The most brutal and direct way of manipulation is called "brainwashing". It uses such psychological methods that the whole "mentality" of the person is changed and replaced by the one favourable for the manipulator. It is a beloved method for all dictators like Hitler or Stalin, but nowadays, terrorists also use it very often.

One must admit: in the present days, mankind can hardly protect itself from manipulation. In that sense: mankind is still a child in the Digital Era; no life experience, no approved methodologies, no mass of well-educated teachers, no experienced parents – let alone grandparents... And also important: it is not easy to protect oneself from manipulation. It is hard and laborious: one should deliberately collect information about the same thing from different sources, evaluate them, figure out the possible truth and so on.

One must be media-literate – and that literacy is as important as the literacy in classical way: reading, writing, counting.
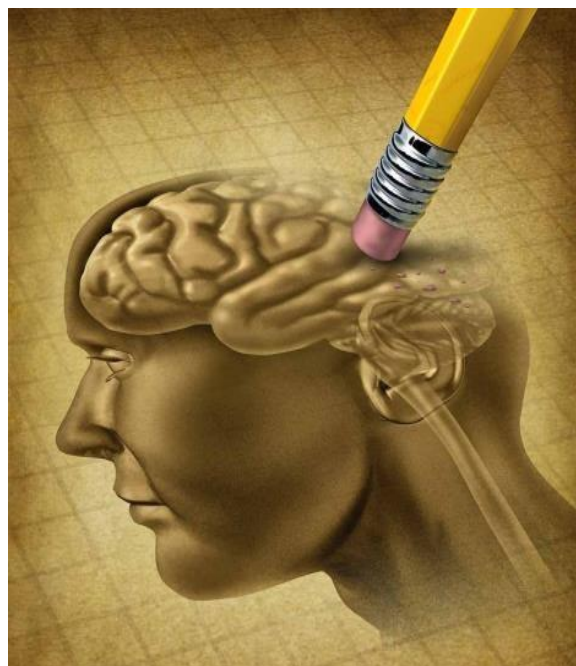
Picture 52: Do not let it happen…!

CONTROL QUESTIONS

1. What is motivation?
2. What is the main characteristics of motivation?
3. How we usually motivate?
4. What is manipulation?
5. Why is manipulation unethical?
6. What can/should we do to prevent being manipulated?
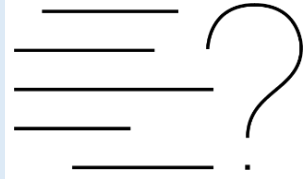
HOMEWORK

1. Explain what motivation is!
2. Tell one example of your successful motivation!
3. Have you already noticed that you are manipulated? Describe how you noticed it!
4. Explain the unethical character of the manipulation!
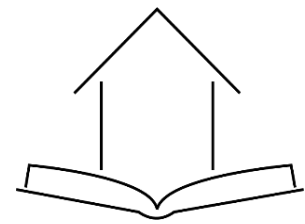
INDIVIDUAL READING

Media literacy defined [16]

(NAMLE= National Association for Media Literacy
Education)

The Basic Definition

Media literacy is the ability to **ACCESS**, **ANALYZE**, **EVALUATE**, **CREATE**, and **ACT** using all forms of communication. In its simplest terms, media literacy builds upon the foundation of traditional literacy and offers new forms of reading and writing. Media literacy empowers people to be critical thinkers and makers, effective communicators and active citizens.

Variety of terminology – Some definitions and clarification

The term "media literacy" is often used interchangeably with other terms related to media and media technologies. **To clarify what we mean when we talk about media literacy, NAMLE offers these definitions:**

- Media refers to all electronic or digital means and print or artistic visuals used to transmit messages.
- Literacy is the ability to encode and decode symbols and to synthesize and analyze messages.
- Media literacy is the ability to encode and decode the symbols transmitted via media and the ability to synthesize, analyze and produce mediated messages.
- Media education is the study of media, including 'hands on' experiences and media production.
- Media literacy education is the educational field dedicated to teaching the skills associated with media literacy.

---

[16] https://namle.net/publications/media-literacy-definitions/

A Broader Definition

Media literacy: the ability to ACCESS, ANALYZE, EVALUATE, CREATE, and ACT using all forms of communication is interdisciplinary by nature. Media literacy represents a necessary, inevitable, and realistic response to the complex, ever-changing electronic environment and communication cornucopia that surround us.

To become a successful student, responsible citizen, productive worker, or competent and conscientious consumer, individuals need to develop expertise with the increasingly sophisticated information and entertainment media that address us on a multi-sensory level, affecting the way we think, feel, and behave.

Today's information and entertainment technologies communicate to us through a powerful combination of words, images, and sounds. As such, we need to develop a wider set of literacy skills helping us to both comprehend the messages we receive and effectively utilize these tools to design and distribute our own messages. Being literate in a media age requires critical thinking skills that empower us as we make decisions, whether in the classroom, the living room, the workplace, the boardroom, or the voting booth.

Finally, while media literacy does raise critical questions about the impact of media and technology, it is not an anti-media movement. Rather, it represents a coalition of concerned individuals and organizations, including educators, faith-based groups, health care-providers, and citizen and consumer groups, who seek a more enlightened way of understanding our media environment.

Over the years, many definitions and visions of media literacy have been created to reflect different points of view, different approaches and goals, and different audiences. Through the postings in various sections of the NAMLE website, we will try to present many of these definitions along with their sources. We welcome input from visitors to the web site.

VI. KNOWLEDGE AND UNDERSTANDING OF GLOBAL ISSUES IN DIGITAL ERA

A. THE WORLD EARLIER AND NOW

Having studied this module, you will understand:

- *what globalisation means;*
- *why understanding globalisation is vital;*
- *what consequences globalisation brings;*
- *how globalisation and communication are interconnected.*

This reflection on the world's changes in relation to communication and information starts from the assumption that communication technologies and information resources are tools which users should learn to understand and manage due to the ever-increasing amount of resources which are often indistinct.

In order to improve the required knowledge, it is useful to understand what has led to the current situation. This module wants to examine communication and information dynamics before and after globalization through a historical investigation.

GLOBALIZATION AND COMMUNICATION

Globalization is a current phenomenon which can be defined as the intensification of global social relations connecting distant places to each other, and shaping local events on events occurring thousands of miles away and vice versa (Giddens, 1994, p.70).

While at the beginning, globalization was predominantly an economic phenomenon, nowadays it touches every aspect of our life: social, cultural, political and technological. Understanding how globalization is the result of communication is no doubt necessary. The concept of "global village", first introduced by Marshall McLuhan in 1962 entails a connection with the idea of globalization and operates on many levels, from the geopolitical to the economic, from the social to the cultural.

Picture 53: Marshall McLuhan speaks

McLuhan's theory can be summed up in his famous quote "the medium is the message": the radio, the telegraph, the telephone, the television, the computers are, in his opinion, bearers of the same message.

From the eighties to the nineties, the concept "global village" as mutual contamination of cultures from different areas of the world was commonly used; the mobile phone, the cable and satellite television broadcasts, the computer, the e-mail and the Internet spread and became familiar objects, with consequent new perception of the world and distances.

At the end of the 1960s, the American military planned an unassailable system of communications thanks to its widespread distribution in supercomputers and this marked the birth of the World Wide Web.

At the beginning of the nineties, the information available on the Internet became accessible to an increasing number of users. At the end of the 20th century, the Internet was qualified to become the ideal place for "virtual squares" where to communicate, work and have fun; hence, the World Wide Web was the technical realisation of the "global village".

Aiming at building a historical chronology of media experiences, McLuhan divided history into three phases, corresponding to the different stages of communication progress:

1. the *Tribal Age*: characterized by the ear as the dominant sense organ, focused on the oral word;
2. **the *Mechanical Age***: characterized by a scientific and analytical spirit and marked by the invention of the printing press; sounds are turned into visible objects, and there is a shift from the ear to the eye;
3. **the *Electronic Age***: an era of instant communication and return to an environment of tribal social dynamics, on a global scale where all the senses are reused, especially the touch.

Nowadays, in post-industrial society, we are shifting from *the information society* (in which mass media channel messages from source to recipients) to *the communication society* (where the subject is at the same time the recipient and the source of messages)

THE EVOLUTION OF INFORMATION AND COMMUNICATION NETWORKS

Information and communication networks have no similar records back through history as to the abundance of tools available and accessible to almost everyone, although statistics reveal relevant inequalities: abundance and lack of information and communication, between the "wealthier" and the "underprivileged". The problem of information and communication "congestion", makes it difficult to distinguish between what is useful and what is distracting or confusing» (G. Livraghi, 2004).

In such a complex panorama, it may be useful to trace back the steps that led to the current situation, analysing the quick evolution of some trends compared to the slow development of others, but above all, the total detachment from the past. A little historical analysis can help to better understand all these phenomena.

The oral tradition

Human culture cannot exist without communication and one of the fundamental features of mankind is the richness and complexity of its languages, which is essentially the "spoken language".

The continuous and endless crossing of personal dialogues is still a main pillar of the communication systems, and it would be an undeniably serious mistake to neglect their effectiveness and power.

Picture 54: Stone age

Stone age prehistory communication, which initially was only gestural, gradually developed into the spoken language, which is responsible for the global evolution of man. The sculptural, pictorial and engraving creations associated with oral communication have now been interpreted by scholars, as the first step towards writing.

The manuscript or chirographic culture

The merit of having invented writing must be attributed to the Sumerians (ca. 3500 BC), although it has been widely proven that even before the appearance of writing, people of the past took note of commercial exchanges and economic development on terracotta bricks, using illustrations similar to 'ideograms' that had no iconic connection with what they represented.

Picture 55: The first writing system

The first writing system developed around 3500 BC in Mesopotamia, and was based on ideograms until it later became a real internationally shared writing method. The symbols represented ideas, objects, actions, but not sounds. Later, in ancient Egypt and Babylon, writing developed an acoustic dimension: the hieroglyphics not only represented the object, but also the sound used to express the word of the object itself. Around the end of 1500 BC, the Phoenicians developed another alphabet made up of 22 characters. This writing system was a sort of syllabary in which only consonants were represented.

When the Phoenicians encountered the Greeks of Asia Minor, they adapted certain consonantal symbols to represent their vowels. This new way of writing and reading, soon became the ancestor of all subsequent writing systems in the Western world.

If oral culture was focused on memory, chirographic culture can exist without it. As a matter of fact, the book is considered an artificial memory, an extension of the mind. Books in ancient times could be found in the form of a scroll or of a code. The first books were obtained by rolling the papyrus around a stick. All this allowed the birth of real bookshops and publishers who relied on scribes for the publication of the pieces. The first libraries were born, among which the largest were those of Pergamum and Alexandria.

Unfortunately, during the Middle Ages the great literary and philosophical tradition of ancient Greece and Rome became extinct. In Europe literacy was almost exclusively reserved to the Church, the monasteries became the most important cultural centres and the documents were written in Latin on parchment sheets.

Picture 56: Scienza in rete

The first documents written in vernacular can be traced back to the 13th century, thanks to the introduction of paper, which was less expensive than parchment. Throughout the Middle Ages, despite the many written texts, the oral tradition still played a fundamental role in the transmission of information and knowledge, a role destined to change with the invention of movable type.

Typographic culture
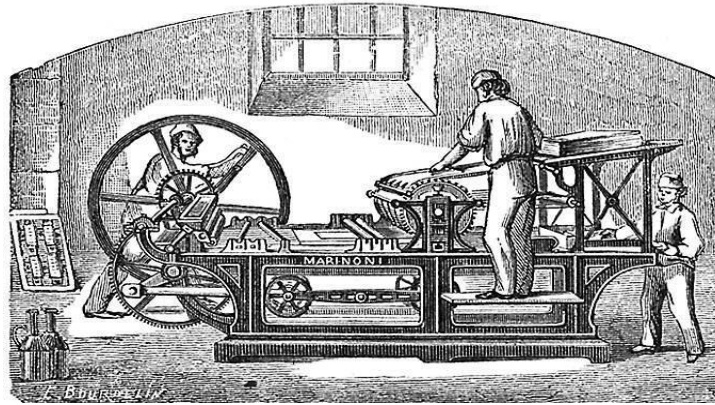
Picture 57: Machine simple

Some scholars believe that movable type printing was the greatest technological-cultural transformation in the history of Europe. This invention, which marked the end of the Middle Ages and the start of the Modern Era, can be considered as the 'primary historical engine' which influenced the development of other mass media technologies. Modern Europe had all the necessary requirements for the rapid growth of this new method: the birth of the vernacular alongside with the Latin language, the introduction of paper instead of parchment and the adoption of Arabic numerals which replaced the Roman numerical system.

The culture of mechanical and electronic media

The information in printed books could easily pass from hand to hand, but with the arrival of the telegraph the messages could travel even faster than the messenger as remote communication no longer depended on the means of transport used. In short, the telegraph and the telephone represented another revolution in the communications system.

The telegraph is a remote communication system conceived for the transmission of data (letters, numbers and punctuation marks) using specific codes. Words are transformed into electrical impulses (the Morse code) able to travel through a network of cables. Before the end of the 19th century Guglielmo Marconi successfully transmitted messages in Morse code without using cables.

Next came the invention of the telephone in the second half of the 19th century which transmitted the voice and was not limited to written documents only.

Picture 58: Telephone by Gaby Torres

In the early 1920s people witnessed the birth of the first big radio stations that broadcast regular programs and listening to it became a source of entertainment.

With the advent of television, the primacy of radio was seriously questioned. The first television broadcast took place in 1939, but it was only after World War II that television began to assert itself as a mass media.
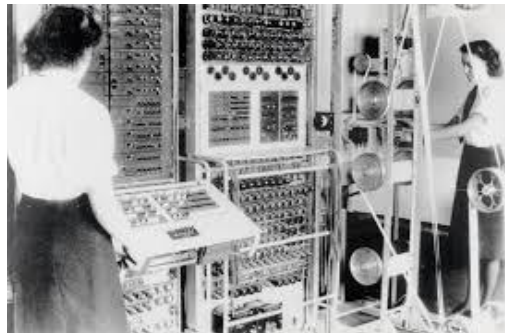
Picture 59: Evolution of the computer

Finally, the evolution of the computer through the microprocessor technology in the 70s, the development of easy-to-use *software* and the rapid expansion of the Internet in the 90s have deeply conditioned all other communication technologies and have transformed the computer into an accessible tool for all, making it the par excellence media of the 21st century .

CONTROL QUESTIONS

1. Give a definition of globalization.
2. What are the features of the oral tradition?
3. What are the characteristics of manuscript tradition or chirography?
4. What is meant by typographic culture?
5. What is the culture of mechanical and electronic media characterised by?
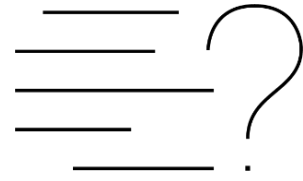
B. GLOBALISED DIGITAL SOCIETY

Having studied this module, you will understand:

- *why digital society is globalised;*
- *why and how social media changes our life;*
- *which are the features of digital communication;*
- *how digital communication may change our brains;*
- *how education and communication influence each other.*

INTRODUCTION

The development of technology has brought multiple changes in human life and many others will occur in the future. This module aims to analyse an intensely debated issue, especially in the world of education: communication in the digital age and the connection between technology and interpersonal relationships.

The new forms of communication, e-mails, text messages, chats, social media which have virtually replaced the traditional letters and postcards, have obviously interested young people.

These communication modalities are used as much as they are criticised: many argue that young people run the risk of compromising relationships between peers and others, since technologies are sometimes considered barriers among individuals. On the other hand, the development of technology has allowed us to get in contact with numerous cultures, overcoming the impossibility of physical movements, getting to know distant worlds, managing real-time relationships with people in distant countries, and to be always online. In short, from this point of view it seems that communication has become limitless and without barriers.

Actually, behind the seeming isolation of a boy staring at his mobile phone, he could hide propensity for communication and relationships: maybe he is writing to his mother, or organising an evening with friends, browsing the university website, or reading a good book. It is therefore wrong to assert that technology is abolishing communication and relationships, as it seems more appropriate to consider the possibility that it is favoring its development.

SOCIAL MEDIA AND INTERPERSONAL RELATIONS

In the development of interpersonal relationships, social media is increasingly influential. Many couples declare that social media has had a positive effect in feeling closer thanks to the possibility of exchanging messages. However, there are also those who say that their partner is distracted by the use of a mobile phone when they are together.

Picture 60: Relationships

Therefore, on the one hand, it could be useful to train advanced age group people in a better use of technology to exploit its possibilities; on the other hand, the same need for training for the youngsters and especially for the younger ones, is necessary, so that they turn technology into an opportunity and not a limitation: to train and inform to understand the role of technology as a tool that allows to improve and extend relationships, without replacing them.

Undoubtedly, we can neither ignore the effects technological development has on our lives, nor underestimate its consequences.

COMMUNICATION AND EDUCATION

Picture 61: Communication and education

The communicative revolution we are witnessing challenges the world of education, so reflecting on the anthropological meaning of this transformation becomes more urgent than ever.

A doubt raised by digital communication, is that behind the images, the stories lose wealth and tend to break free from the languages. However, these doubts should not lead us to believe that there are no more stories to tell, or to fall back into the trap of the "we" (adults) and "they" (the children of the Internet and mobile phones).

Today's communicative dynamics are reversed: the centrality of the media supported by McLuhan (see Topic 6, Module A) replaces the centrality of the subjects. The traditional spectator, who at the time of television was more or less passive before the communication system, in the current scenario – where communication features a strong interactive structure - becomes a user and producer of services.

Education for critical use and informed use of media messages, now part of basic and essential education, must therefore be accompanied by education for responsible production of the messages themselves. All this obviously involves the very way of understanding media education and opens up new horizons for the training of educators and teachers.

THE FEATURES OF DIGITAL COMMUNICATION

Let's proceed with an analysis of the features of digital communication, according to the synthesis made by the Italian scholar and university professor Teresa Donì (*Comunicazione digitale e nuovi media: una sfida per l'educazione*).

What immediately catches the eye is the pervasiveness of the phenomenon along with the renewal speed. The continuous and sometimes uncontrolled use of computers, tablets and smartphones constantly modifies our relationship with the surrounding world and ourselves. The easy access to information and its flow requires ongoing "updating" of thought and mobility characterized by speed and ability to access multiple devices at the same time.

This is the so-called multitasking phenomenon, which consists in doing more simultaneous activities through the use of different tools. Pier Cesare Rivoltella, a prominent Italian scholar, points out that, although the ability to do several things at the same time can be interpreted positively in some ways, on the other hand, it involves a danger for losing concentration and attention, due to the continuous shift from one object to another. This latter approach, is agreed by neuroscientist Daniel J Levitin, director of the Laboratory for Music, Cognition and Expertise at McGill University and author of the book *The Organized Mind: Thinking Straight in the Age of Information Overload*, who claims that multitasking makes people less efficient and even lowers the IQ level by 10 points.
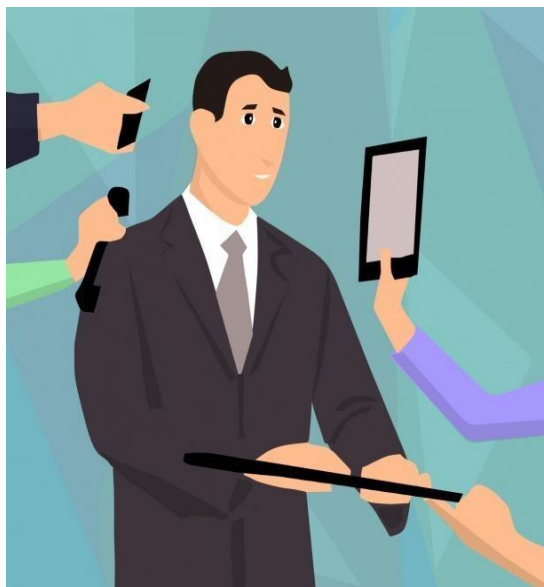
Picture 62: Digital communication

Another feature of new digital media is portability. In fact, the ever smaller size of devices allows us to concentrate on many different activities in a simple mobile phone. Obviously, such easy access allows more "private" consumption and, with regard to children, less control by parents and teachers.

The new media is also interactive and participatory. The traditional communication scheme (source-message-passive recipient) is replaced by a new scheme in which the recipient also becomes a multimedia content producer, with limitless interaction and exchange possibilities, resulting in an explosion of individual creativity to share with the rest of the world.

Picture 63: Digital globe

In view of the above is the globalising feature of new media, whose contents cross national borders. However, this inclusive potential entails the denial of participation of those who escape the "coverage" of the network. The new media, in fact, paradoxically emphasises the generation gap and the inequalities between those who are connected and those who are not, between those who are digitally literate and those who are not. Hence, adult literacy to new media and children's education to its conscious and responsible use become an urgent issue.

A PERSPECTIVE: THE ADAPTABILITY OF THE BRAIN

The human brain has an extraordinary ability to establish new connections among its physical structures, and to be shaped by experience. From this assumption a very interesting reflection by neuroscientist Maryanne Wolf (*Proust e il calamaro. Storia e scienza del pensiero che legge*) arises: man was not born to read and the invention of writing-reading had a decisive role in the reorganization of the human brain, widening

the boundaries of our way of thinking and changing the intellectual evolution of our species.

Over the years, our brain has undergone constant transformations which continue even in the present digital phase. Many people fear the danger from new technologies and their usage; they reckon the use of the Internet will replace traditional books and reading, putting at risk the acquisition of a deeper knowledge.

What we are experiencing now, is a transition from a written culture to a digital and visual one, with generations facing each other, in the more or less compulsive use of new forms of reading and brain activation in the acquisition, organization and storage of new knowledge.

The general perception is that the situation has got out of control and we are not able to monitor what and how the next generations will learn. This is surely due to the difficulty in understanding the new phenomena, as well as to the fact that we do not have the necessary objectivity to analyse it.

So what to do? Learning from the past to face the future in an appropriate way. The evolution of writing has created a cognitive platform capable of bringing out important skills (documentation, coding, classification, organisation, language internalisation, self and other awareness). Just as the birth of writing systems represented a psychological and pedagogical revolution, today we are in the position to think that the digital revolution can free unprecedented forces in the production of new thoughts and in the construction of our future brain. Children should not be given the option between books and monitors, between printed paper and other digital media. We adults should use the critical capacity of our brain, the outcome of our reading culture, to elaborate a useful reflection and get ready for the novelty that will come.

In doing so, "*we must give every effort so that immersion in digital resources does not harm the ability of children to evaluate, analyse, prioritise and ponder what is hidden in any kind of information*" (M. Wolf, Proust and the Squid: the Story and science of the Reading Brain). Just as it would be a good idea to get children used to switching linguistic codes between two or more spoken languages, in the same way children should be taught to be bi-textual and multi textual.

CONTROL QUESTIONS

1. From the point of view of interpersonal relationships, do new technologies represent barriers or allow to overcome them?
2. What is the role of education today?
3. If in the past there were media at the center of communication dynamics, who is it today?
4. What are the main characteristics of new media?
5. What can be a reading perspective of the communication revolution we are witnessing?
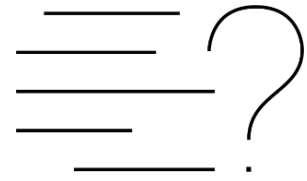
HOMEWORK

1. Write a one-page essay about the signs of the globalisation!
2. Collect some information about the changes of the brain nowadays!
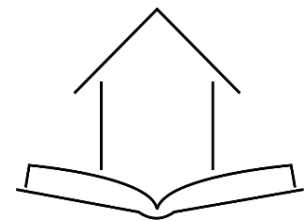
C. GLOBAL-MINDEDNESS, GLOBAL CITIZENSHIP

Having studied this module, you will understand:

- *what global-mindedness means;*
- *what is it, global citizenship;*
- *what the difference is between false and harmful information;*
- *how to check information sources.*

The definition of „global - mindedness" refers to the ability of individuals to understand the world in which they live and how they fit into that world, as well as to their willingness to take action on global issues. „Global citizenship is a way of thinking and behaving as an active member of a global community who possesses global-mindedness and global competence."

Global citizenship has acquired such a relevant place in the modern debate, that many international organizations and several governments adopt it as a strategic target in their political programs. The idea of global citizenship started at the end of World War II as a reaction to the atrocities of the conflict: the world, in fact, should not go through another similar experience in the future. Consequently, peace among nations became the goal to reach, together with the acknowledgement that people must be guaranteed their natural rights without racial or ethnic discriminations, and those rights were therefore referred to as human rights.

The birth of global citizenship is linked to the safeguard of human rights as the status under which a person has some rights not in terms of a national citizenship as it used to be, but simply because belonging to the human race, hence the concept of citizenship becomes wider and starts to embrace a universal horizon.

Picture 64: Digital is…

The innovative meaning of global citizenship, and therefore also its program, is to enable men and women from all over the world to fulfill their human potential, meeting their fundamental needs and granting their unalienable rights while they fulfil their global obligations.

Contents and objectives of global citizenship change as the historical, economic, political world context evolves: nowadays it is possible to locate which challenges will be faced in the very next future and one of the most relevant has to do with the increasing role and presence of the Internet and the digital world in our lives.

The Internet changed attitudes and behaviours: several operations from offline became mainly done through the net but this creates a gap between people capable of accessing it and using digital technology and others who, due to economic, social, geographical or other reasons, simply do not have this opportunity: what is called *digital divide* or *fragmentation*. With this expression, it means that not all people have the same resources to access the Internet and all the information and communication technologies related to it. This gap could emerge on a global level between developed and developing countries or at local level - within the same population owing to the gender or the age group. Within the context of the increasingly *technology-based* global society, information and communication together with the relationship between citizens and public authorities and the way of working move on the web: being outsiders means having less chances to exercise one's own constitutional rights, that is why it is worth considering this aspect.

Picture 65: The internet

It is called *digital identity, the* collection of information and data related to our person which communicates something personal, uploaded by ourselves or by others. On the one hand, we have the right to know information about ourselves held by the State or by private companies, but on the other we are responsible for what we state, and we must respect other people's digital identity and their *privacy.* Privacy means the right to confidence about one's private life and personal data control, and the processing of personal data must follow fundamental rights and freedoms. The first step to be mindful of global citizens surfing the Net is therefore learning how to handle our own and others' privacy. Everything we upload creates an idea of ourselves, defined as *web reputation*: it embraces all the information and data referring to a single person, a company, or a product found on the Internet, being aware of it or not. Pictures or comments could be detrimental even years later or they could be misinterpreted and condition a work assumption, as it is largely known that manpower recruiters use to look for this kind of data in order to have a more complete profiling of people to employ.

INFORMATION AND THE INTERNET

As far as information is concerned, the global - minded citizen of the digital era has to be aware of a series of risks linked to both the content found on the internet and the way it works. When we move from one website to another, algorithms are at work to process a user's profile which connects our data to purchased goods, ideas and culture, possible users sharing the same preferences, therefore creating a so-called *Filter Bubble.* In this bubble we find people thinking exactly as we think, enhancing a tightening of extremisms in which it would be harder to discuss openly to find solutions. Customization systems show users what is coherent with their choices, reinforcing beliefs instead of helping to be open-minded and face different ideas. Moreover, this attitude could escalate into *hate speech,* posts or speeches that express hate or encourage violence towards a person or group because of negative stereotypes or prejudices.

In our daily "information diet" it always takes room a video shot with a smartphone and uploaded by a user, as people nowadays create, exchange and share various contents related to every kind of subject: this is called *User generated content* and it is different from what has a specific informative aim, the so called *Citizen journalism.* Citizens cooperate to create and disseminate information without the means of newspapers or other companies, but this raises an important question: if there is not a news

organization to filter the content, how is it possible to be sure that the truth has been told? This is a paramount argument and it is connected to the menace of fake news, a main issue for governments from all over the planet. *Fake news* is a complex phenomenon, which in its most common meaning refers to invented reports on historical events, scientific discoveries or facts written with a specific purpose which is not to tell the truth, but to convey an idea or arouse a reaction. Nevertheless, as many other kinds of false information can be referred to as fake news, the definition of *information disorder* is used to include the continuous and chaotic flux of contents which can be false, manipulated, intentionally or not. It can be divided into three classes: *dis-information, mal-information* and *mis-information*. The first one deals with deliberately false information created to deceive the reader, leveraging on strong feelings so that more people share them and advertisements companies earn money. The second one refers to the manipulation of an event to harm a person or a group of people. The third is the unintentional spreading of wrong information and this could happen to anyone who does not check the veracity of a statement and shares it.
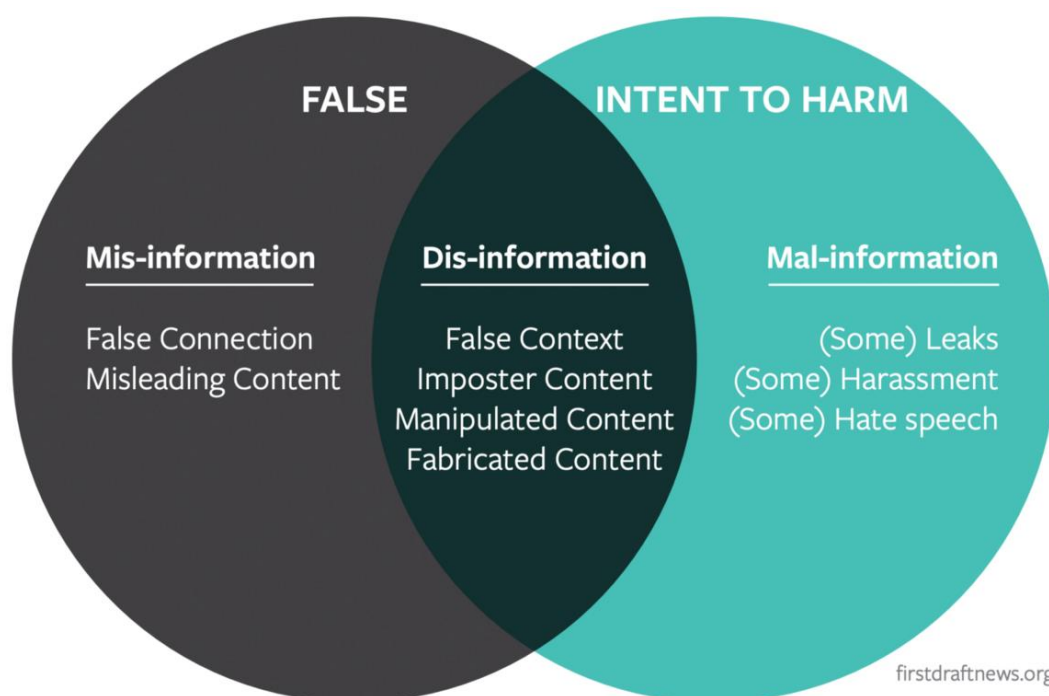
Picture 66: Information and the internet

So, how is it possible to distinguish a reliable source from a false one? It is often said that the best way is to browse only official news organizations, but this could limit the amount of knowledge or expertise and it is therefore better to learn how to use one's

own critical sense to consider information and data in order to identify authoritative sources. The first tool which can be used is fact *checking*: the content has to be deconstructed and each single statement must be analysed and then verified with other sources known to be reliable.

These are major tools, but every single citizen could verify information with a sort of checklist for on-line content as follows:

1. Where does it come from?
2. Is it authentic or a copy?
3. Who uploaded it?
4. When was it created?
5. Where was it created?

A more refined instrument is a test used to control the reliability of sources called *CRAAP test:* it was developed by Sarah Blakeslee from California State University and it consists of a series of questions to be answered to tell whether a source is trustworthy to use as tool for research. CRAAP is an acronym for Currency, Relevance, Authority, Accuracy, and Purpose.
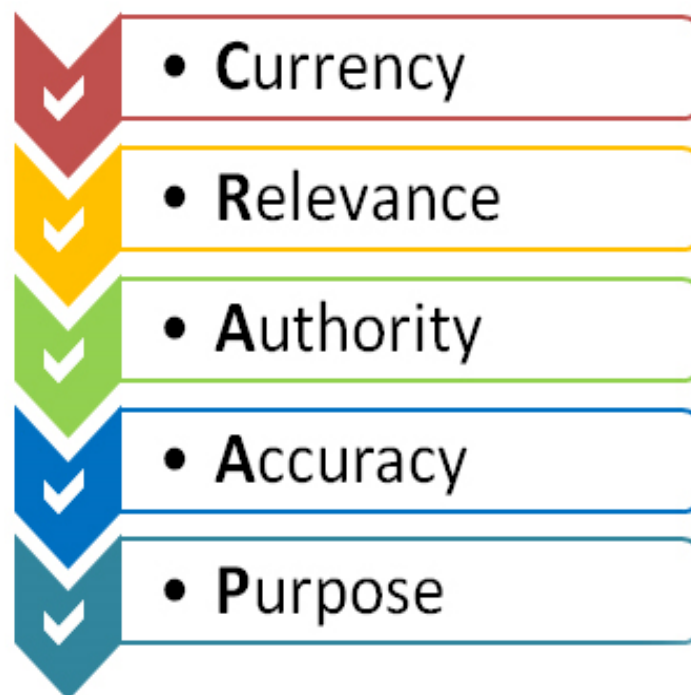
Picture 67: CRAAP

Currency: the timeliness of the information

- When was the information published or posted?
- Has the information been revised or updated?
- Is the information current or out-of-date for your topic?
- Are the links functional?

Relevance: the importance of the information for your needs

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information on an appropriate level (i.e. not too elementary or advanced for your needs)?
- Have you looked at a variety of sources before determining this is one you will use?
- Would you be comfortable using this source for a research paper?

Authority: the source of the information

- Who is the author/publisher/source/sponsor?
- Are the author's credentials or organizational affiliations given?
- What are the author's qualifications to write on the topic?
- Is there contact information, such as a publisher or e-mail address?
- Does the URL reveal anything about the author or source? Examples:
    - .com (commercial), .edu (educational), .gov (U.S. government)
    - .org (nonprofit organization), or .net (network)

Accuracy: the reliability, truthfulness, and correctness of the content

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem biased and free of emotion?
- Are there spelling, grammar, or other typographical errors?

Purpose: the reason the information exists

- What is the purpose of the information? to inform? teach? sell? entertain? persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information a fact? an opinion? or a propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional, or personal biases?

There are twenty-five questions divided depending on which of the five items they refer to and a mark has to be assigned to each question according to this scale:

- 0 = no information, completely wrong, not relevant or outdated
- 1 = incomplete information, not clear, moderately relevant 2 = comprehensive information, relevant, updated.

The total score gives an idea of the reliability of the source:

<div align="center">

50 = surely trustworthy

45 - 50 = excellent

40 - 44 = good

35 - 39 = passable

30 - 34 = sufficient

under 30 = not acceptable.

</div>

In order to be able to perform the above, necessary check, we must be media literate.

CONCLUSIONS

Global citizenship, as it has been said, means thinking and behaving as an active member of a global community and therefore global-mindedness is required, in the digital era, to face the challenges of a new world where a revolution has broken out and transformed everything.

In order to take action on global issues, citizens have to innovate their way of interacting and learn to use their critical thinking properly: this is the way not to submit passively to the changes, but to be conscious players of this time.

CONTROL QUESTIONS

1. What does *global mindedness* mean?
2. How do we create our *digital identity*?
3. What is the *information disorder*?
4. What does *fact checking* mean?
5. What is the CRAAP test?
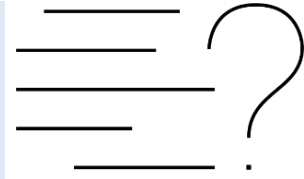
HOMEWORK

1. Check a neutral article on the internet using CRAAP-test.
2. Check an article about politics using the CRAAP test.
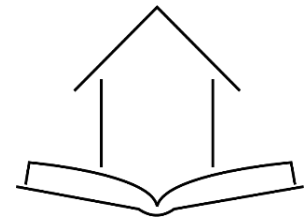
VII. VALUING HUMAN DIGNITY AND HUMAN RIGHTS IN THE DIGITAL ERA

A. RESPECT OF DIVERSITY; TOLERANCE

Having studied this module, you will understand:

- *what diversity means;*
- *what is it, tolerance;*
- *what positive law means;*
- *how to differentiate between positive law and natural law*.

Society is an aggregation of individuals belonging to a group or to several groups that share the same values. Aggregation of those different groups is the society. The values change from society to society and often determine differences that are difficult to understand for those who do not belong to the same group: respect is the basis and it requires tolerance.

Picture 68: A previous concept: tolerance

Tolerance, one of the main concepts in political studies, roots in the Latin verb *tolerare* ("tolerate, bear"), and it has negative and positive connotations: the former expresses the idea that in human relationships ideas or actions are to be accepted even if thought to be false or damaging; the latter refers to the acceptance of opinions and behaviours free from any penalizing judgement.

The first relates to religion aiming at a pacific coexistence of all religious beliefs, since the Reformation tolerance became a key element in civics and many philosophers argued about it.

In France, a group of thinkers called *politiques* sustained the idea that the political sphere must be separated from the religious one as to reconvene the religious dissent to a pacific cohabitation protected by the political authority (Michel de l'Hôpital). Michel de Montaigne considered tolerance as a useful political tool to both keep peace and avoid imposing an idea that might be wrong. Jean Bodin added that positive and rational religious beliefs have common grounds granting the avoidance of conflicts.

In 1685 John Locke, one of the most quoted XVII-century authors and philosophers, wrote *A letter concerning toleration* arguing that civil laws cannot impose religious beliefs, and States can defeat civil unrest with attitudes of tolerance towards the different Churches. Also Voltaire, an important philosopher of the Enlightenment, published a *Treatise on Tolerance* (1763) in which he states that tolerance derives from our human condition: we make mistakes, so we must forgive each other to live in harmony.

Since the Age of Reason, the idea of tolerance has often been bound to that of freedom and found allocation into the development of human rights and positive law.

DIVERSITY

All people are different; even those that live in one community – even members of one family may differ strongly. Those differences make the group of people multicolour, diverse – hence is the noun **diversity.**

Diversity is a very positive characteristic of any human group, small or big. Diversity is characteristic also for all living organisms: animals or plants. That diversity is the prerequisite of the sustainability of life on Earth: since there are no totally perfect structures, a group of any living creatures having a fault on the same place would mean that the structure is vulnerable, weak. Differences (i. e., diversity) result in a much more resistive structure, the basis for survival. (Darwin's principle: „survival of the ablest" rests also on the principle that living creatures are different). Accepting and tolerating the difference (the diversity) is one of the basic principles of any modern society.

VALUES AND LAW

The fact that man would not be able to live in a non-regulated society, explains what role the law plays in the human condition and in its being value. The law-value relationship is considered as a relationship of identity by which the law turns out to be its own value. However, we cannot state that each value is also a law; in addition, the law cannot be considered a value in itself but it enables to state well-identified social values in a legal form.

The law is a system of rules that reflects the system of social values. A value not formally expressed in the form of law would have no effectiveness in the community, just as a law that is not associated with social values would be anything but a brutal imposition. The law, therefore, is subject to the political will that creates it and to the social values that follow the political will.

Picture 69: Legal system and positive law

Every group needs rules to govern the relationships among the members of the community itself; the set of rules, forms and strategies through which a community is organized is called a legal system and its aim is to "regulate" the community.

No legal system is ever considered fixed, but is the result of the behaviour of the members of the community itself, of their struggles, of their agreements, of the interpretations of the ruling classes.

The legal system of a community is its law, made up of a set of rules, or precepts, aiming at regulating the organized life of the community; they are endowed with authority and created according to the criteria established by each legal system.

The set of rules by which each legal system is constituted represents the positive law of that community.

The legal measure should never be confused with the moral norm: the moral rule is, in fact, absolute and autonomous, commanding only if the conscience of the individual accepts the command. The legal measure, on the other hand, has a binding power since it is issued by an authority and is therefore imposed by the legal system.

NATURAL LAW

Throughout history there has always been the idea of the so-called natural law, interpreted as the driving force of the different positive laws and the set of universal principles.

Unlike positive law, natural law is generally common to everyone as it concerns the set of universal values of justice. It arises from the very nature of man which enables him to recognize, through intellect, what to be deemed right and therefore valid and mandatory.

Natural law arises before positive laws issued by political authorities who cannot violate its grounds by creating opposing rules.

Human rights belong to the entire mankind, and they are a crucial step towards peace. They are based on human nature and are therefore defined as natural rights; they are also rightly called universal as they belong to any individual and go beyond any cultural, ideological and political barrier.

The freedom and dignity of the human being are now considered fundamental values in civil societies, and all countries must commit themselves to safeguard them.

For this reason, inviolable rights are safeguarded in the Universal Declaration of Human Rights as well as by the Charter of Fundamental Rights of the European Union.

Picture 70: Human Rights

LAW AND ETHICS

According to Aristotle: *"Ethics is the branch of philosophy that studies the behaviour of human beings and the evaluation criteria of these behaviours and choices."*

Constitutions are based on fundamental principles such as freedom, equality and solidarity. The human being must be respected in his dignity and, for this reason, the relationship between law and ethics is very strong. When interpreting some fundamental ethical principles, the law is strongly attached to the common judgement: there is an individual ethical conduct that everyone should be free to show.

Ethical and moral principles are inspiring sources for numerous legal systems. Indeed, many principles are absorbed into specific legislation. A legal system based on sanctions and penalties, in the event of failure to comply with laws, must be able to respect human dignity through the compliance with human and civil rights.

Picture 71: Law and ethics

EUROPEAN UNION: ENLIGHTENMENT FOR DIGITAL ETHICS

In a time characterised by the increasing importance of digital identities, what limits ensure that the fundamental values recognized to human beings are respected? The protection of personal data in the digital field has recently played a crucial role, both in the global debate on civil rights and for the European Union.

Each individual is free to experience his/her own existence as he/she prefers, and can choose which information to disclose and which not. Everyone possesses a private life, different from the social and public life, which must be respected by others and

safeguarded by The State (right to privacy). Consequently, privacy truly becomes the best defence of the informational organism that lives in the info-sphere.

It goes without saying that ethical thinking in the digital age becomes a must. Europe has been paving the way for a discussion on the protection of personal data indicating the path to follow for all the countries in the world.

Picture 72: Digital ethics

Europe and the data protection right

Personal data protection is of crucial importance in today's society and must be safeguarded, hence the need for regulation to protect the citizens' right to their safety. According to the legislation that regulates this right, each individual can claim that his/her personal data are collected and processed by third parties only in compliance with the rules and principles set forth by the laws of the European Union and of the country of origin of the person.

The protection of personal data rights is enshrined in different international standard regulations of the European Union and of the individual EU Member States.

Article 8 of the EU Charter of Rights recognises the right to personal data protection:

1. Everyone has the right to the protection of personal data concerning him or her.

2. Such data must be processed fairly for specified purposes and on the basis of the consent of the person concerned or some other legitimate basis laid down by law. Everyone has the right of access to data which has been collected concerning him or her, and the right to have it rectified.

3. Compliance with these rules shall be subject to control by an independent authority.

Thanks to the Lisbon Treaty this right has become an autonomous fundamental right. The new European Regulation, concerning the protection of individuals, with regard to the processing of personal data as well as the free circulation of data, was issued in 2016 and entered into force, for the Member States of the EU, in May 2018.

HOMEWORK

1. Write a one-page essay on how tolerance and critics do not exclude each other.
2. Write a maximum one-page explanation why personal data should be protected.
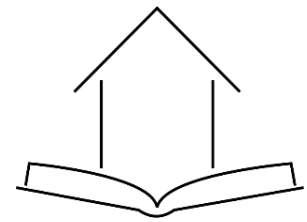
B. PERSONAL, GROUP, NATIONAL VALUES

Having studied this module, you will understand:

- *what value means;*
- *what is it, a value system;*
- *what are the fundamental human rights;*
- *what we mean by generations of human rights.*

VALUES

Values are a set of principles, actions, behaviour elements, rules that a person or a group rates high and as guiding. As usual, values are considered to consist of positive elements, but in general, the full set of values may also contain negative components (like „do not kill", „do not lie", „do not steal" etc.) Values may differ from person to person and from group to group and in time. Only the very basic values (=rules) remain constant over a long period of time – like Ten Commandments for the Christians.

Values (that is, common values or shared values) are the strongest glue keeping a group, small or big, together. There are shared values in a family, in a community, in a country, in Europe – and as indeed, also there are shared, general global values too. Such common, shared values are, among others, democracy, the rule of law and human rights. Let us examine below that last principle: the principle of human rights.

It is important to note that not only human rights belong to the shared values but also the obligations or responsibilities. (Obligations - or duties - are set by law and can be enforced; responsibilities are set by the morale of the given community and albeit they are not enforceable, the „demand of the community = society" may be eventually even stronger than the law. In the ancient Greek tragedy „Antigone" by Sophocles, the unwritten law to bury the dead was felt by Antigone stronger that the law (i.e. the demand and order of the king not to bury) and she buried her brother even if she had to pay with her life because of that.)

In February 2019 the UN Secretary-General Antonio Guterres held a speech at the Genevabased forum on the opening day of the Human Rights Council's 40th session. He said that despite the fact that people's rights are under fire "in many parts of the globe", he was not "losing hope" thanks to the progress made by powerful grass-roots movements fighting for social justice. "The human rights agenda is losing ground in

many parts of the globe, but I am not losing hope. We see troubling trends, but also powerful movements for human rights & social justice." What was he referring to? His concern was about the current situation of human rights, ongoing changes both for and against the protection of human rights. But what is a human right? Let's take a step back in order to better understand it.

Picture 73: António Guterres

HUMAN RIGHTS

Human rights are the basic rights and freedoms that belong to every person: they are a historical "reality", albeit they have not always been recognised in the past and they change as time passes by. As the Italian philosopher of law and political sciences Norberto Bobbio said, human rights are "historical" rights: they are both natural and recognized by a political authority, they belong to everybody but they have not always been extended to everybody in history. Usually, human rights are born from a challenge towards an authority that denies them, but then they must be secured/defended by the state so that they can be granted to everyone.

As J. Maritain wrote: *"We agree on the rights, providing we are not asked why"*, stating that even if it is essential to give rational foundation to human rights, we must find a practical agreement among people with different background ideas or philosophies.

Some paramount documents in the establishment of human rights are: the Magna Carta, signed in 1215 by King John of England and in which he had to accept limits on his power, the 1776 American Declaration of Independence and the 1789 French Déclaration des droits de l'Homme et de du citoyen (Declaration of the Rights of Man and Citizen).

Picture 74: Magna Carta

Picture 75: The Idea of America

Picture 76: The French Declaration of Human Rights

The modern concept of citizenship can be inferred from such documents, as the bound between a person and the state where they live with their rights and duties (right holder and duty bearer). Up to World War II, people had been recognized as citizens of a state and therefore granted some rights, while after that dreadful event it is generally accepted that an individual has some rights as a human being with a dignity, as stated in the Universal Declaration of Human Rights adopted by the United Nation General Assembly in 1948.

Picture 77: Eleanor Roosevelt with the English language version of the Universal Declaration of Human Rights

THE FOUR GENERATIONS OF HUMAN RIGHTS

After the Universal Declaration, thirty years passed and the topic of human rights was no longer discussed; then, in the late seventies, a new interest in this argument arose. In 1977 Karel Vasak, a Czech-born French jurist, published an essay in which he proposed the division of human rights into three generations, echoing the watchwords of the French revolution: Liberté (freedom, "civil and political" or "first generation" rights), Egalité (equality, "socio-economic" or "second generation" rights), and Fraternité (solidarity, "collective" or "third generation" rights).

Picture 78: Logo – La République Française

The **first generation** of human rights, or civil and political rights, roots in the XVIII and XIX struggles aiming at the liberation from authoritarian oppression promoted both by the bourgeoisie referring to the liberal ideology, and by the workers' movement demanding for a more substantial involvement in the State government. They are regarded as negative liberties because they both grant a sort of protection from the state interference into the private sphere of citizens, and an amount of actions that a citizen can carry out inside their state. Among other rights, first-generation rights include the right to life and to a fair trial, freedom of speech and religion, equality before the law, and voting rights.

Second-generation human rights deal with the socio-economic sphere of citizens' life (how they live and work together) and they became more clearly defined between the end of World War I and the Great depression of 1929, in order to help a larger number of people suffering from economic inequalities. These rights require the state's active action to guarantee equal conditions and treatment to all members of the citizenry. Examples of these rights are the right to be employed in just and favorable conditions, rights to food, housing and health care, as well as social security and unemployment benefits.

The adoption of these social rights marks the birth of a new model of State: the Welfare State, in which a minimum standard of living is guaranteed to all citizens, including health, educational and social safety services.

The extreme poverty of people in some countries of the world, wars, ecological and natural disasters have heightened awareness and concern over global issues; moreover, a deeper understanding of the different kinds of obstacles that interfere with the fulfilment of first and second-generation rights led to the so-called **third-generation rights**. They are also referred to as solidarity rights, as they include the right to development, to peace, to a healthy environment and to self-determination. Not single states, but the international community is meant to safeguard these rights, and this became clear at the end of World War II.

From the second half of the XXI century, a new generation of rights started to emerge, more varied than the previous ones, and linked to the expansion of new technologies or the so-called fourth industrial revolution: the **fourth generation rights**. There are undeniable benefits tied to innovation, but there are also risks connected to the new capabilities in the digital era such as the problem of privacy, the issue of emotional artificial intelligence or the crux of biomedical technology as genetic engineering. So, fourth generation rights can be the right to an unpolluted environment, to privacy, to a non-GM heritage, to safe web access and many more: generally speaking, the right to sustainable development of the future generations.

GLOBAL CITIZENSHIP

There is no precise definition for this expression, as it is a work in progress that follows the improvements in telematic technologies, thus global citizenship is not a new type of citizenship, but the different ways of participating, communicating, interacting or exercising rights by citizens of the digital era.

CHALLENGES

Global citizenship contents and objectives evolve as the world historical, political and economic context changes; accordingly, new challenges to face in the very next future might be the right to water and to a suitable food supply, the digital divide and the access to the web, the right to sustainable development.

In 2016, UN promoted *Agenda 2030 for sustainable development* with the following 17 goals:

- Goal 1: End poverty in all its forms everywhere
- Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3: Ensure healthy lives and promote well-being for all at all ages
- Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5: Achieve gender equality and empower all women and girls
- Goal 6: Ensure availability and sustainable management of water and sanitation for all
- Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10: Reduce inequality within and among countries
- Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12: Ensure sustainable consumption and production patterns
- Goal 13: Take urgent action to combat climate change and its impacts
- Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development
- Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

Sustainable Development Goals

Picture 79: Sustainable Development Goals
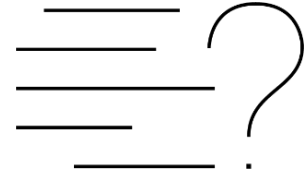
HOMEWORK

1. Describe in general terms your own value system.
2. Try to formulate in general terms the rights of the students in the school.
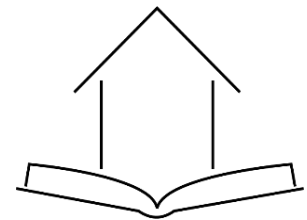
C. EUROPEAN AND GLOBAL VALUES

Having studied this module, you will understand:

- *what European values mean;*
- *what global values mean;*
- *what the difference is between the European and global values;*
- *why Rome Treaty signed in 1957 was so important.*

The idea of a single European state has often been the subject of reflection by philosophers such as Kant, by writers such as V. Hugo, and by politicians such as G. Mazzini.

However, it is necessary to get to the post-war period to find a systematic union of European states, the differences between peoples and political rivalries always prevented its concrete realization. The global conflicts casted into poverty both the won and the winning countries economically and politically, making them more and more dependent on American and Asian forces.

After the end of the Second World War, however, people began to understand that Europe would no longer be able to bear other similar tragedies, so it was necessary to start working for a European unity.

Picture 80: Gold weapon and smoke wallpaper

From a cultural, religious, social and political point of view, the Europe we know today is the result of a long and complex historical chain of events, which has seen the borders of the same continent undergo enormous variations still today.

On 9th May, 1950, the then French Foreign Minister, Robert Robert Schuman, gave a speech which went down in history as the "Schuman declaration". It predicted the overcoming of rivalries between France and Germany. The need to join resources was underlined for industrial and mining companies of the two countries, one of the reasons that had led them to make war. Had Schuman thought that the exclusive control of these resources had been taken away, it would have been possible to avoid other wars in Europe.

Thus the ECSC (European Coal and Steel Community) **was born in 1951**, which was joined not only by France and Germany but also by Benelux and Italy, a body which should have played a predominantly economic role and which was intended to guarantee stable growth for the countries who joined it. In practice, the most important provision in the treaty was the elimination of customs duties between member states.

With the Treaty of Rome in 1957 the European Economic Community was founded, signed by the same countries that had previously joined in the birth of the ECSC. Its foundation was intended to foster the development of the economy for member countries, to improve the standard of living of populations and to develop relations between states, as well as a free movement of people, services and capital.

Picture 81: Signing the Rome Treaty

The European Economic Community progressively extended with the entry of other countries. The advantages for the citizens are many: they are allowed to choose the place of residence and work in one of the associated countries; educational and professional qualifications are valid in all countries of the union; the payment of taxes for the transfer of goods from one State to another is not due. The member countries are also committed to standardising working conditions, with a particular commitment to the defense and rehabilitation of the environment as well as greater collaboration in the field of scientific and technological research.

Another important step towards political integration was the signing of the **Maastricht Treaty in 1992**, with which the European Union was officially born. The agreements provide for economic and monetary union, a common foreign policy and, in perspective, a common defense, a greater commitment to cooperation in the field of justice and internal politics and the introduction of European citizenship for all the inhabitants of the Union. An important part of the Maastricht treaty are the Schengen agreements, which provide for the abolition of controls on those crossing internal borders, in order to facilitate the free movement of persons between the member states.

With the Maastricht Treaty, the Monetary Union was also born with the adoption of a common European currency since 1999, the euro, which completely replaces the currencies of the individual states. Its implementation has encountered several obstacles related to political and economic reasons. It has not been easy for the countries of the Union to give up their currency, a symbol of the sovereignty of their own State. Because of this not all the States belonging to the Union have adopted the single currency (Great Britain, Denmark and Sweden and some other EU countries have not adopted the euro yet).

Picture 82: Euro

In May 2004, ten countries, almost all of them from Eastern Europe, became part of the European Union. To join the union, these countries had to demonstrate that they have a functioning market economy, that they have a stable democracy and that they guarantee their citizens respect for human rights and protection of minorities.

CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION

With the enlargement of the Union, the need to define clearly the rights and duties of European citizens was increasingly felt, i.e. to define European citizenship.

In June 1999, the Cologne European Council considered it appropriate to bring together in a Charter the fundamental rights recognized throughout the European Union the European

Union (EU) level. In order to give them greater visibility, the European Council included in the Charter the general principles enshrined in the European Convention of rights of the 1950s and those resulting from the constitutional traditions, common to the countries of the European Union.

The Charter was drawn up by a Convention and was initially proclaimed on 7 December 2000 in Nice.

In December 2009, with the entry into force of the Lisbon Treaty, the Charter was given the same binding legal effect as the treaties.

The Charter does not give the European Union a general right to intervene in all cases of violation of fundamental rights by national authorities: it applies to Member States

exclusively in the implementation of Union law. Member States have a very broad national regulation on fundamental rights, which is guaranteed by national jurisdictions.

CONTENT OF THE CHARTER OF FUNDAMENTAL RIGHTS

The Charter contains an introductory preamble and 54 articles grouped into seven chapters:

- Chapter I: **dignity.** It protects the right to life and prohibits torture, slavery, the death penalty, eugenic practices and the cloning of human beings.
- Chapter II: **freedom.** It includes, among others, the right to freedom and security, respect for private life and family life, freedom of thought, conscience and religion, freedom of expression and information, integrity of the person, protection of personal data and right to asylum.
- Chapter III: **equality.** It affirms the right of equality before the law, the prohibition of any form of discrimination, including that based on sex, race, ethnic or social origin, political or other opinions. This title also includes children's rights and the rights of the elderly.
- Chapter IV: **solidarity**. It comprehends social and workers' rights, including the right to fair and equitable working conditions, protection in the event of unjustified dismissal, the right to health, social and housing assistance.
- Chapter V: **citizenship.** It includes various administrative rights, such as the right to good administration and the right of access to documents.
- Chapter VI: **justice**. It includes the right to an effective remedy and an impartial judge, the presumption of innocence and the right of defense, in addition to the principles of legality and proportionality of the crimes and penalties.
- Chapter VII: **general provisions governing the interpretation and application of the Charter.** It contains the articles on the interpretation and scope of application of the Charter.

Picture 83: Cooperate in European Union

From the tragedies that crossed its area the European Union has learned the values of acceptance, peace, equality and coexistence. There are many who believe in a European Union made up of bridges and not walls, peace and no war, equality and social inclusion. A land of rights, welfare, culture and innovation.

EUROPEAN CULTURAL HERITAGE

We can think of heritage as something that belongs to the past, but it actually develops through our way of relating to it.

Cultural heritage is a collection of landscapes, suggestions, objects and works of art, actions, ideas that generate culture and resources.

The cultural heritage of each individual state has an important role to play in building the future of Europe.

By taking care of our cultural heritage, we can discover our own diversity and start an intercultural dialogue about what you have in common.

The Lisbon Treaty gives great importance to culture: in the preamble of the Treaty on European Union (TUE) explicit reference is made to the desire to be inspired "by the cultural, religious and humanist heritage of Europe". Among the priority objectives of the European Union is the commitment to respect "the richness of its cultural and linguistic diversity and [to monitor] the safeguarding and development of European cultural heritage" (Article 3 TEU).

The possibility of giving life to a European citizenship also depends on the recognition of a cultural heritage common to Europeans, in the ability to stimulate a sense of

183

belonging that goes beyond the nations and may offer the basis for new forms of identity and citizenship. The enhancement and transmission of heritage produces the memory of a community in relation to the natural, social and cultural environment in which it lives.

The cultural richness of Europe lies in the range of its expressions in the various regional levels that compose it, and of which the European legislator has shown to have full awareness.

It must be remembered the same Charter of Rights of Nice of 2000, which reaffirms that the development of the values of the Union cannot be at the expense of "the cultures and traditions of the peoples of Europe".

Picture 84: The people of Europe

Safeguarding cultural heritage is a fundamental precondition for preserving the social identity of different peoples. The cultural diversity can be protected and promoted only if human rights and fundamental freedoms are guaranteed, such as freedom of expression, freedom of information and communication; the acknowledgement of equal dignity and respect for all cultures, including those of minorities.

With the emergence of global citizenship, the issue of global values was also raised. In fact, the existence of interests that are shared by all the people and nations on the Globe brought global interests (like climate issues, Digital Era communication rules and netiquette, universal human rights, etc.) which formed global values and the latter has given birth to „global citizenship". Those global issues concern every human being and albeit not all of mankind is uniform in interpreting and following those global values, they have proven sufficient to bring globalism and global values – i.e., also global citizenship.
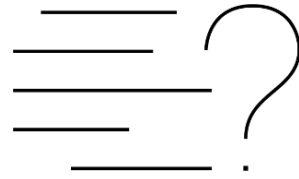
HOMEWORK

1. Write a short essay how Europe would be without the Rome Treaty
2. Write a short essay about how Europe would be without the Maastricht Treaty.
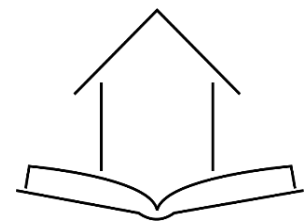
VIII. DEMOCRACY, JUSTICE, FAIRNESS, EQUALITY, RULE OF LAW

A. DEMOCRACY – CHECKS AND BALANCES

Having studied this module, you will:

- *understand what democracy means;*
- *learn about the checks and balances;*
- *understand why it appears and how important it is.*

INTRODUCTION – VALUES

We are all part of a community of people, no one is all alone in this world. However, in order to function as a community (like as a company), it is necessary to follow certain rules. These can be written (laws), but also unwritten. Over the centuries, society (especially the Western Civilization Circle) has agreed on certain values that should guide our actions at home, at school, and also in public life, and ultimately lead us to be valid members of society and be able to work with others. It also helps us to actively participate in public life, which is one of the essential features of democracy.

These include individual freedom, equality of all people (before the law, at work, etc.), mutual respect, tolerance, responsibility, rule of law and the principles of democracy.

Of course, we must also put emphasis on these values at the present time, when we are more in touch with others than ever with technology and social networks.
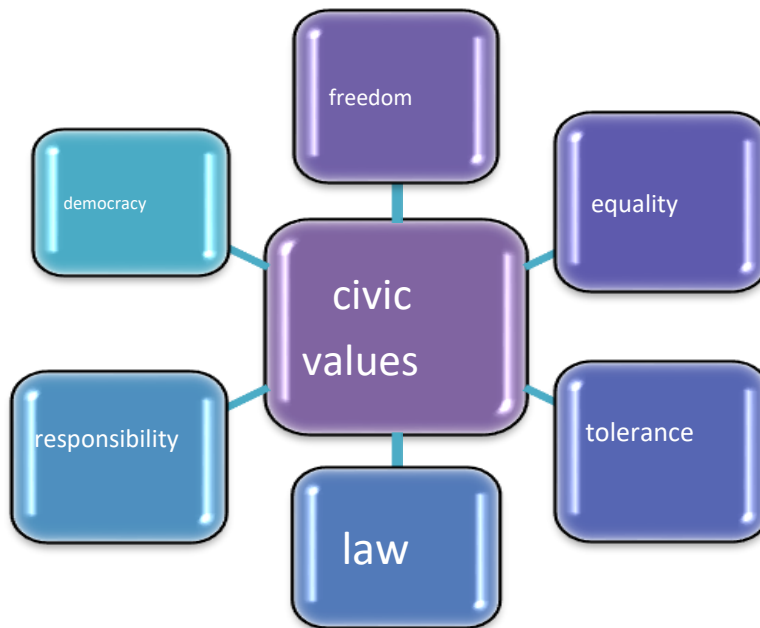
Picture 85: Civic values

Activity: Try to give a concrete example of real life to each value.

DEMOCRACY

Democracy is a form of government in which all power belongs to the people who, either directly or through representatives, participate in the design and adoption of laws governing society. At present, this state system can be found in most developed countries of the world, including almost all European countries.

Winston Churchill, the prominent British statesman, liked to say that democracy is far from being perfect and has a lot of shortcomings, but of all the ways in which mankind has invented so far, it is the best. Indeed, democracy is not a system that works automatically and without mistakes. People are needed for it, and they should know what principles democracy is based on.

In order for a state to work well, it needs, among other things, some power. You have probably already heard that state power consists of three parts - legislation (legislative power), executive (executive) and justice (judiciary).

Activity: Match individual components of state power with the terms related to them

1. LEGISLATION

2. EXECUTIVE

3. JUSTICIARY

a) impartiality and independence

b) management of the state apparatus

c) legal protection

d) system of courts

e) it is exercised by parliament elected by citizens

f) state administration

g) head of state and government

Each of these three components has a certain scope, which should be precisely defined and limited in some way. It is necessary to prevent a situation where one of these components gains a privileged position, which would endanger the whole democratic system.

Activity: You can imagine this system as a bridge supported by 3 columns (pillars). If one of these columns is higher and the others lower, the bridge will not be straight and it might crash. Try to draw this situation.

In order to avoid a situation in which one state authority gains power in the state (being very difficult to control), a mechanism has been developed over time that we call *checks and balances*. Thanks to this legislation can, for example, issue laws,but only those that apply to the whole of society and do not discriminate against individuals. Similarly, the parliament (the supreme body of the legislature) may in some way interfere with the operation of the government (the supreme executive body), but cannot mandate its members and, in some cases, cannot revoke it. And the executive ensures the operation of the courts, but they must not influence their decisions.

Activity: The following three graphs show the mutual control of individual components of state power. Try to correctly assign the below listed powers (bold letters) to the blank windows so that it is clear how the authorities of state power check each other.

```
┌─────────────────────┐
│                     │
│                     │
└─────────────────────┘
         ⤵

   EXECUTIVE          JUSTICIARY

         ⤸
┌─────────────────────┐
│                     │
│                     │
└─────────────────────┘
┌─────────────────────┐
│                     │
│                     │
└─────────────────────┘
         ⤵

   JUSTICIARY         LEGISLATION

         ⤸
┌─────────────────────┐
│                     │
│                     │
└─────────────────────┘
┌─────────────────────┐
│                     │
│                     │
└─────────────────────┘
         ⤵

   EXECUTIVE          LEGISLATION

         ⤸
┌─────────────────────┐
│                     │
│                     │
└─────────────────────┘
```

Possibilities:

The right to grant mercy	**A**
Parliament adopts Constitutional Court Act	**B**
The President can return an approved law to one of the Houses of Parliament	**C**
The right to repeal illegal regulations and decrees	**D**
The House expresses confidence in the government	**E**
The Constitutional Court may repeal the unconstitutional law	**F**

Reflection: Remember the history lessons and try to give a historical example of the failure of a state power balance that has resulted in discrimination against a certain group of population. Try to discuss individual examples with classmates. In general, most often we hear about the democracy crisis in the context of the interwar period. At that time, in some places in Europe, politicians began to come to power in a virtually legitimate (democratic) way, which ultimately meant destruction for democracy.

Activity: Do you know the person in the picture? This French philosopher and writer is the author of the proposal of the division of the state power into the legislative, executive and judicial. Try to find his name on the Internet.

Picture 86: Who is in the picture?

Answer: Charles Louis Montesquieu (1689 – 1755) French philosopher and critic of absolutism

The issue of democracy theory is not easy, so let's try to show the failure of the checks and balances principle in a historical example. Sometime in mid-September 1935, Germany, where Adolf Hitler had been in power for two years, adopted two constitutional laws called "Nuremberg Racial Laws". Through them, the Nazis persecuted Jewish nationalities who, since the adoption of these regulations, ceased to be imperial citizens (as "pureblood" Germans), but only became nationals. This was accompanied by a significant reduction in their rights. For example, they were not allowed to marry German nationals, hold public offices, hang out the German flag, or employ non-Jewish nationals.[17]

This is a clear example of the abuse of state power for the benefit of one population group, as well as the failure of mutual control of the components of state power.

Through leaflets, the Nazi Party calls for a boycott of Jewish outlets:

Picture 87: Holocaust

Activity: Pupils can discuss what feeling the image raises in them or they can try to view the situation from the perspective of individual participants (Jew, NSDAP member, ordinary German, etc.).

---

[17]HLAVAČKA, Milan a Petr ČORNEJ. *Dějepis pro gymnázia a střední školy*. Praha: SPN - pedagogické nakladatelství, 2001.

CONTROL QUESTIONS

1. What are our values?
2. What is it, democracy?
3. What is legislative power?
4. What is executive power?
5. What is it, checks and balances?
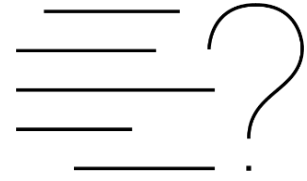
HOMEWORK

1. Name the equivalent of legislative and executive power in your smaller community!
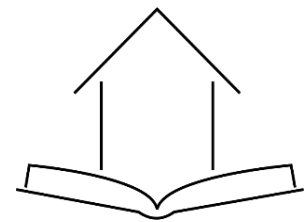
B. FAIRNESS AND EQUALITY

Having studied this module, you will:

- *understand what fairness means;*
- *learn about the importance of fairness;*
- *understand why equality is a very basic human value;*
- *understand the importance of fairness and equality through the activities.*

FAIRNESS AND EQUALITY

At school we learn not only new knowledge. The purpose of education is also to acquire certain attitudes and values that society perceives as important. These include equality and justice. Just imagine what the world would look like if there was no justice. We would probably very often feel injustice. And in terms of equality, we may not perceive it so often, but this value is also important. At the very least, each of us should have the same rights, but equality as well as justice can be used in a variety of life situations.

Activity: Describe the man we can claim to be righteous.
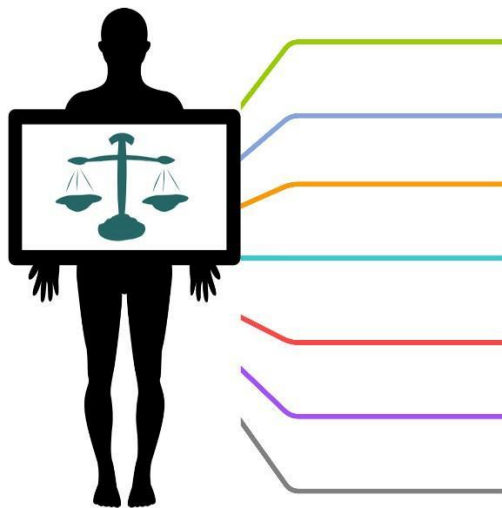
Picture 88: To be righteous…

The demands for equality and justice in society have been around since antiquity. For example, the Roman lawyer Ulpian defined justice as an effort to „*live honestly, not harm anyone, give everyone what belongs to him.*" According to Aristotle, this is the most important of the virtues because it relates to other people and can also be

described as „*good for others*". Unlike a value such as health, justice is relative because it has to be judged against another value or values. It cannot be viewed in isolation, but needs to be placed in a particular environment. The values of justice cannot be enshrined directly. The perception of the unrighteous is intuitive, immediate and completely individual, what we feel righteous regardless of legal norms.

The differences in the perception of what is fair can be illustrated by the example of the so called Code of Hammurabi, which dates back to the 2nd millennium BC. Amongst other things, it says:
"If a builder builds a house for someone, and does not construct it properly, and the house which he built falls in and kills the son of the owner, the son of that builder shall be put to death."

*Activity***:** Try to justify if you find such punishment adequate (just)? And what can play a role in perceiving what seems fair to us?

However, even if one is guilty or not guilty, it may not always be easy to determine. In 1946, German philosopher Karl Jaspers wrote his most important book - *The Question of German Guilt*. Through it, he wanted to allow the Germans to cope with their totalitarian past (after all, the year before the worst war in history ended and the Germans were the main culprits), at the same time he tried to show the guilt with all its aspects. For this reason, he divided the guilt into four categories:
- **criminal** – concerns violation of applicable laws. The court decides whether a crime has occurred.
- **political** – since we are all citizens of a state, we are all responsible for the acts committed by its leaders. In the elections we have decided who will be in power.[18]
- **moral** – it applies to all actions we perform as individuals. We cannot hide behind the claim that we acted on one's will, because we always have a choice.[3]

---

[18] And that we did not go to vote? That was our choice, too. From this perspective, death can also be an option.

The measure of guilt here is our conscience, that is, we are accountable to ourselves and no one else has the right to judge us.[19]

- **metaphysical** – Jaspers claims that since we are all human beings, we are all responsible for all the injustices that have occurred with our knowledge without doing anything about it. This guilt cannot be punished in any of the above-mentioned ways, only God can judge us.[20]

Activity: For each kind of guilt, think of one specific case that one can be guilty of. From the information described above, try to deduce what kind of guilt the <u>Germans bear as a nation</u> during the horrors of World War II (according to Jaspers).

And what is the measure of formulating the criterion of justice? There is often controversy over whether to treat a person according to his merits or his position in society. In this way we can distinguish balancing justice and distributive justice (social justice). Balancing justice applies primarily in the areas of private and criminal law. It is reflected in human behavior itself, because it defines the boundaries of a man in relation to another man by established rights. Distributive justice raises the problem of a non-existent objective criterion against which it could be assessed. Its focus is on the state of affairs. According to this theory, for example, it is unfair to be born into a poor family. The origin of social injustice cannot be precisely determined, but society can, on the basis of solidarity, try to change the conditions of socially disadvantaged individuals.

In ancient times, justice was portrayed as an allegory of justice.

Activity: Have you ever seen a similar representation of justice? How would you describe the allegory of justice and what does it express?

---

[19]Because no one else was in our situation at the moment.

[20] Assuming we believe in one. Otherwise, we are probably responsible only to ourselves.

Picture 89: The statue of justice

The statue of justice is depicted with a tape over the eyes to emphasize the principle of impartiality. But isn't she ever really blind? Is the culprit always punished properly? Unfortunately, even in the 21st century we cannot answer: "YES!". The question of unpunished guilt became the subject of Agatha Christie's story, in which criminals become victims of crime.

„From an early age I knew very strongly the lust to kill… But side by side with this went a contradictory trait-a strong sense of justice. It is abhorrent to me that an innocent person or creature should suffer or die by any act of mine. I have always felt strongly that right should prevail (…) I wanted to kill. Yes, I wanted to kill. But-in congruous as it may seem to some-I was restrained and hampered by my innate sense of justice. The innocent must not suffer. And then, quite suddenly, the idea came to me-started by a chance remark uttered during casual conversation. It was a doctor to whom I was talking about some ordinary undistinguished G.P. He mentioned casually how often murder must be committed which the law was unable to touch. That was the beginning of the whole thing. I suddenly saw my way clear. And I determined to commit not one murder, but murder on a grand scale. A childish rhyme of my infancy came back into my mind-the rhyme of the ten little Indian boys. It had fascinated me as a child of two-the inexorable diminishment – the sense of inevitability. I began, secretly, to collect victims…"

Agatha Christie – And Then There Were None[21]

---

[21]CHRISTIE, Agatha. *And then There Were None.* Harper Collins, 2016. ISBN 978-0-00-812320-8. s. 239 – 242.

Activity: Which victims (= criminals) would you choose? It does not have to be just murderers, put all those who you think are breaking the law and who are not punished for it.
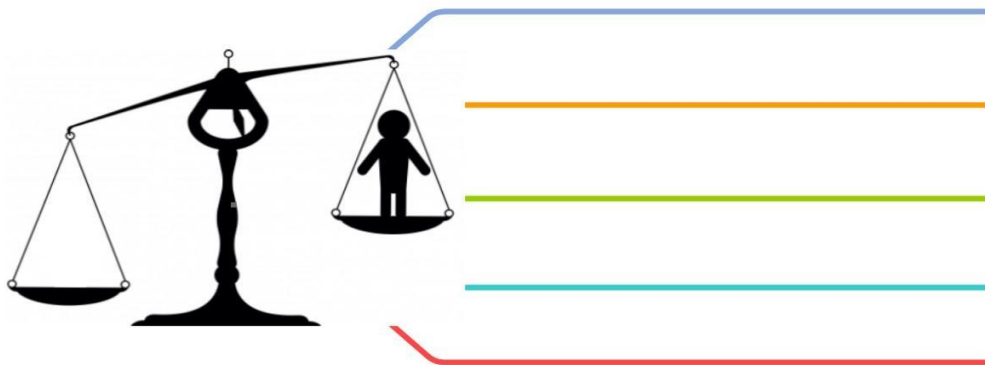
Picture 90: Victims

The allegory of justice, the symbol of an impartial arbitrator, represents also the principle of equality. Thanks to the blindfold, she doesn't know who is standing in front of her and therefore can evaluate the issue without emotion, fairly so that the scales are balanced, without the use of coercive means. However, there is a difference between the concepts of equity and equality.

Activity: Look at the picture and try to clarify both terms.
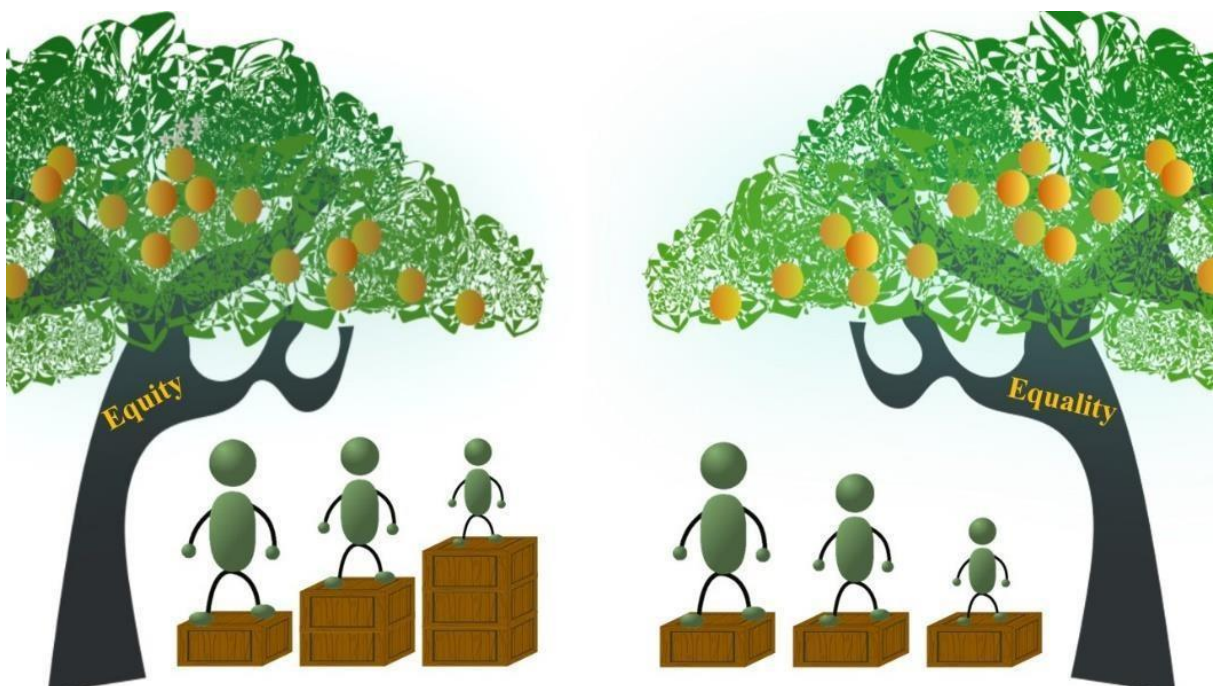
Picture 91: Equity and Equality

Equality is another pillar of democracy. It is important to realize that people are not equal. They differ in age, gender, skin color, social status, etc. From a legal point of view, we can distinguish between legal equality (de jure; like a company and we say as if it is a person – a legal person), and real entity, i. e. people, where all citizens have the same laws and everyone has the same rights, and real equality. In addition, we can define political equality based on the right to vote and to be elected. There is a requirement of equal opportunities in society that claims the same starting conditions for gaining a position and assertion in society.

Activity: Imagine that you are a member of the transplant committee and have a heart that is suitable for 3 recipients. Who do you choose? Justify your decision.
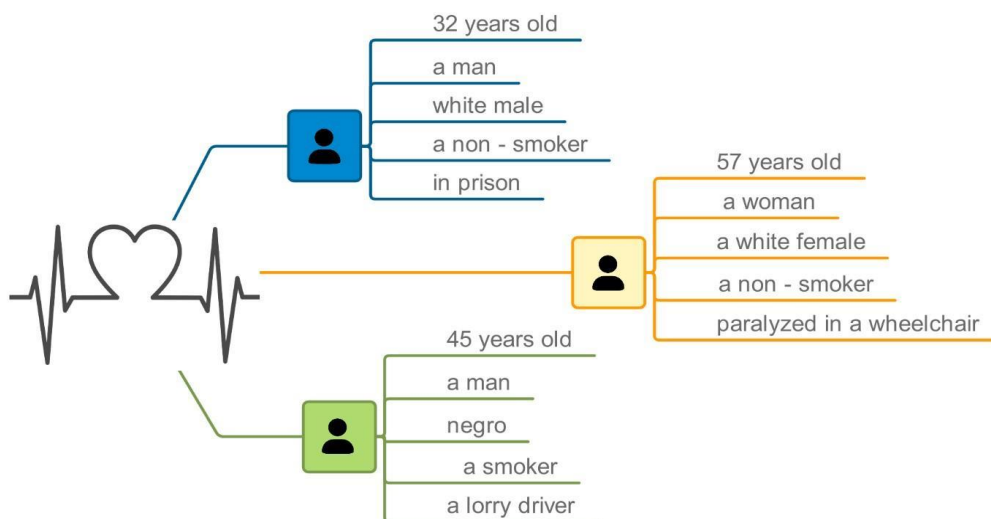
Picture 92: Heart for 3 recipients

By nature, people are equal in their ability to access freedom, to God, to the market, to the law and in their human dignity. In other areas of human life, it is up to us to look at the people around us without prejudice and consider them equal.

No matter your social status or how powerful you feel all EQUAL you are, we are. We came here by birth and will leave in death.

Activity: Make your own quote about equality.

CONTROL QUESTIONS

1. What is it, *fairness*?
2. Why fairness is important?
3. What do we mean by equality?
4. What is it a *legal entity*?
5. What is the difference between the legal entity and real entity?
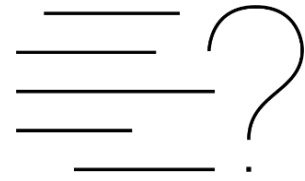
HOMEWORK

1. Find the description of „legal person" (or legal entity) on the Internet!
2. Find the reasons why we use the term „legal entity"!
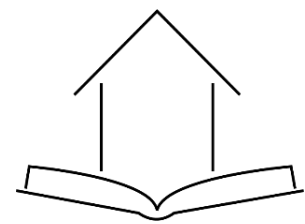
C. RULE OF LAW

Having studied this module, you will:

- *understand what rule, law and the rule of law means;*
- *learn the rules on which the relationship between a citizen and the state should be based;*
- *understand the pillars that maintain the rule of law at the top of the pyramid;*
- *establish a charter of fundamental rights in the virtual world.*

Rule and law, seemingly similar terms, which need to be distinguished from one another:

.

Picture 93: Rule and Law

Activity: What is a rule (R) and which one is a law (L)?

	R	L
Do not butt in when anyone is speaking.		
Don't take what's not yours. If the traffic light is red, stop.		
Treat people the way you want people to treat you.		
Do not limit the freedom of others.		
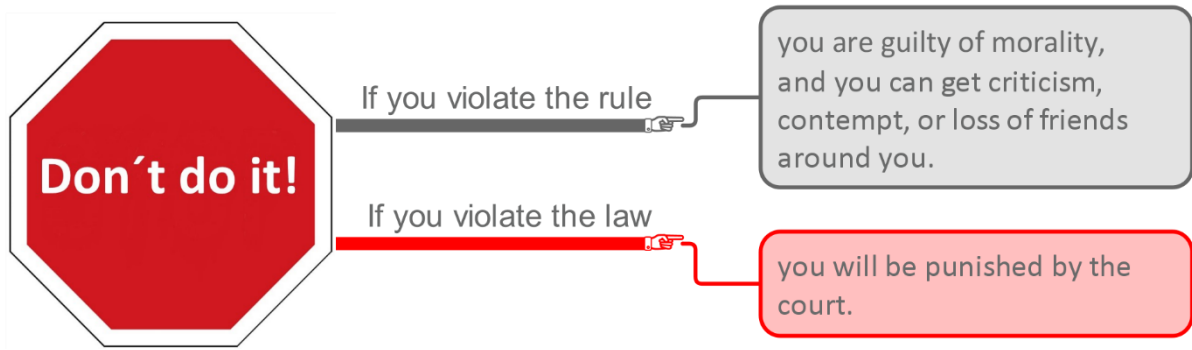
Picture 94: Don´t do it!

At the beginning of the law, unwritten rules were based on customary law. However, the functioning of a democratic state is conditioned by the existence of a legal order through which we characterize such states as legal. The rule of law is exactly a place where people believe they can rely on a set of rules that will be enforced. It's a place where people have a voice and generally see the system as fair. The role of each state is to define the relationship between the citizen and the state through the right and to promote the rule of law. This means that the state is bound by the law and should always serve the citizens, not the other way around. It should always respect human and civil rights and allow all citizens to participate in political life. The relationship between citizens and the state should be based on these rules:
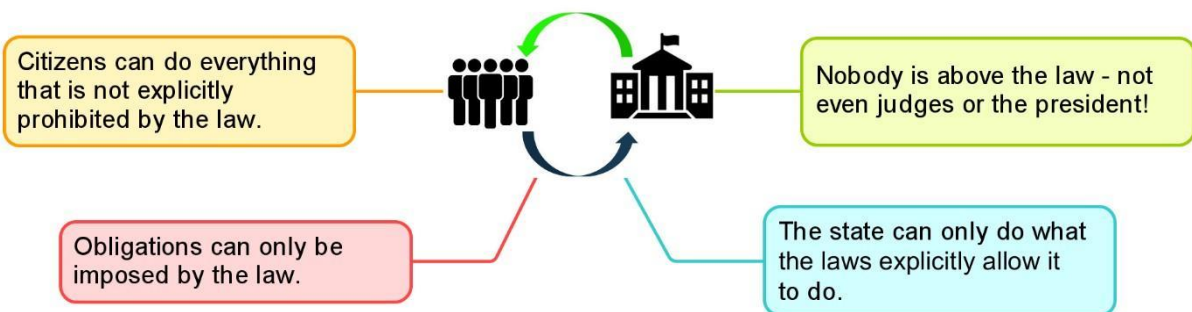
Picture 95: Rules between citizens

Imagine a rule of law as a pyramid of cubes, at the top of which is the guiding principle, which is supported by pillars. The main principle of the rule of law is equality before the law and the law is superior to the rulers. This means that the supreme ruler is the law, and everyone must accept it, both citizens and rulers. We are all equal before the law and one and the same laws apply to all. For a given principle to work, it needs pillars to keep it at the top of the pyramid.

Activity: Which pillars do you think keep the law at the top of the pyramid?
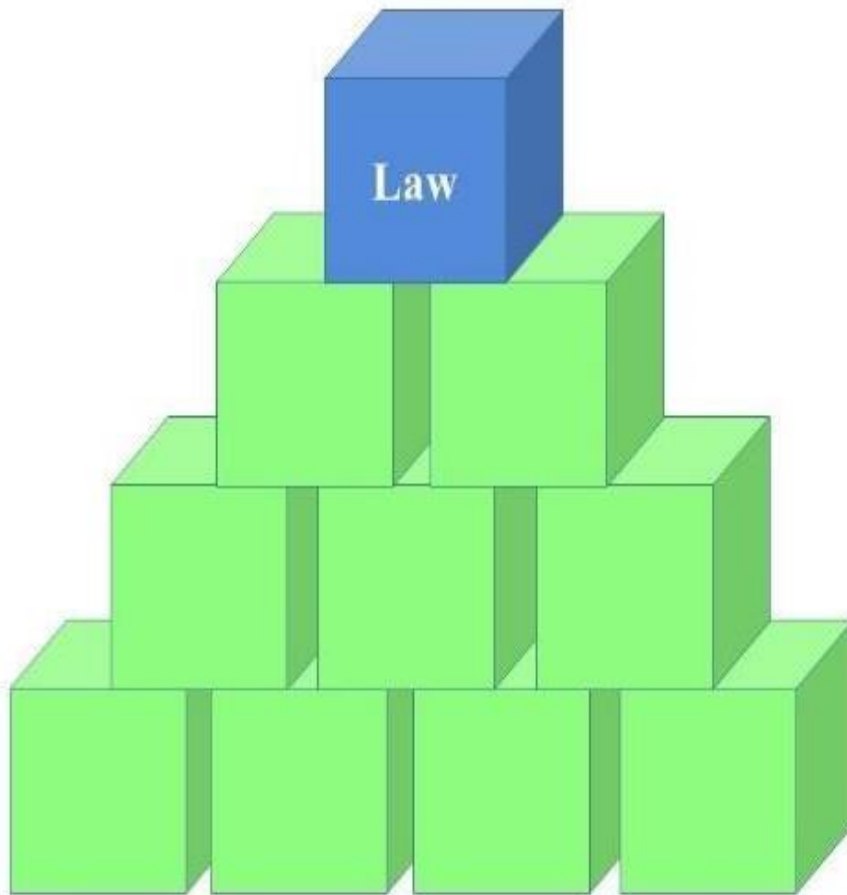
Picture 96: Pillars of Law

Each state should strive for a uniform, fair and comprehensible structure of legislation, based on the following principles:
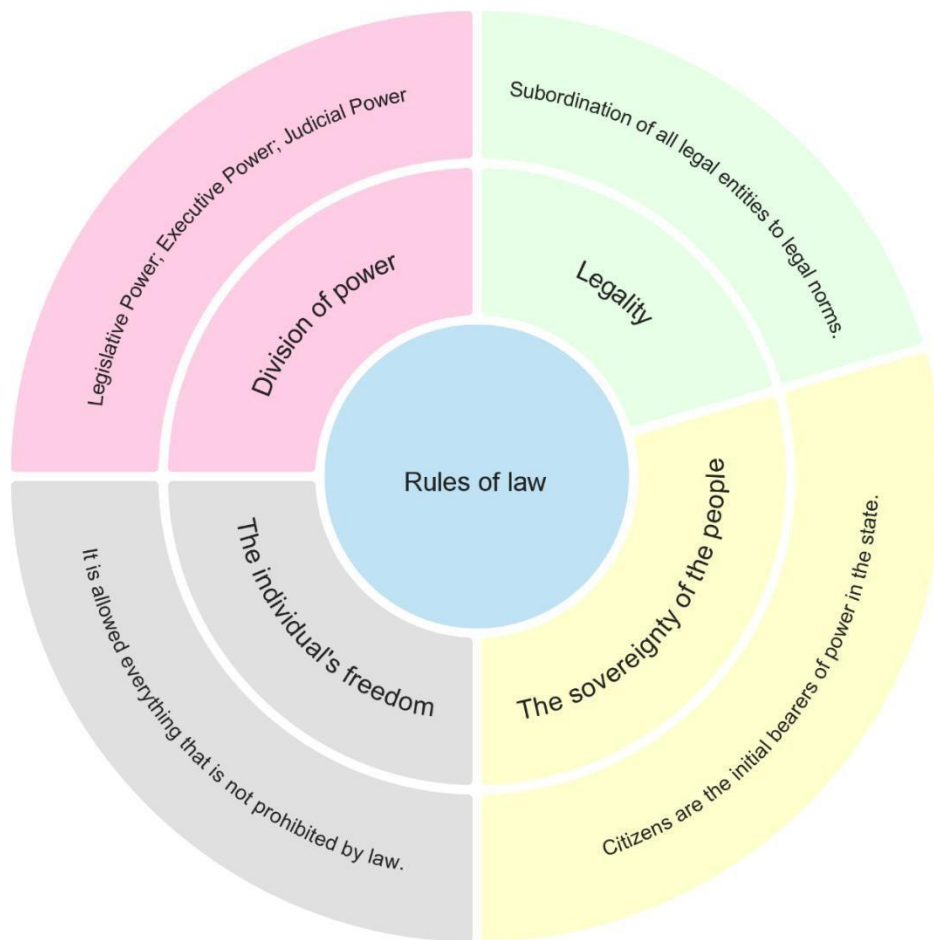
Picture 97: Rules of law

Unfortunately, there are places in the world without the rule of law. For example many states around the world have problems with corrupt government officials or limitation of human rights.

Activity: Give an example of states without the rule of law.

However, the absence of a firm legal order can also be seen in the virtual world. The expansion of digital technology or social media needs clear rules to function properly. Almost every social media user is also an author or publisher and a lot of them publish without respecting copyright. A large proportion of users shop through e-shops, learn through a variety of tutorials, or keep fit with exercise lessons. People in the virtual world are looking for friends, understanding, future partners, it's a space in their free time. However, the virtual world has a great danger in the form of cyberbullying and cyber-attacks, so it is always necessary to be alert.
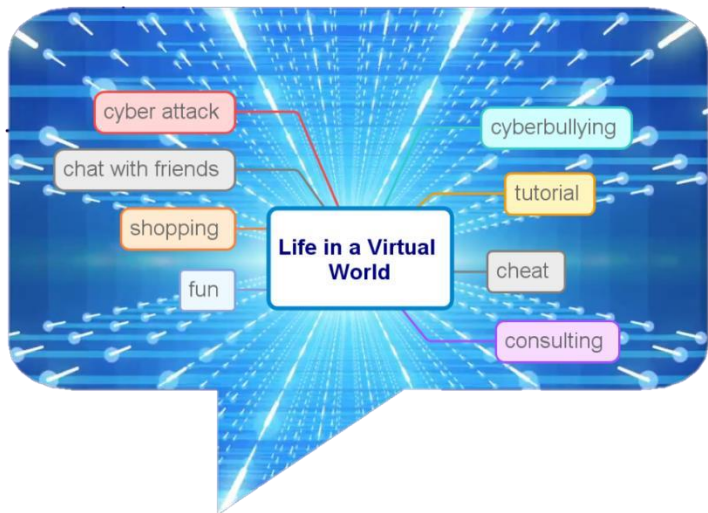
Picture 98: Life in a Virtual World

Activity: Based on the presented structure, create a charter of fundamental rights in the virtual world.

CHARTER OF FUNDAMENTAL RIGHTS OF THE VIRTUAL WORLD

PREAMBLE

TITLE I.
Dignity

TITLE II.
Freedom

TITLE III.
Equality

TITLE IV.
Solidarity

TITLE V.
Citizens' rights

TITLE VI.
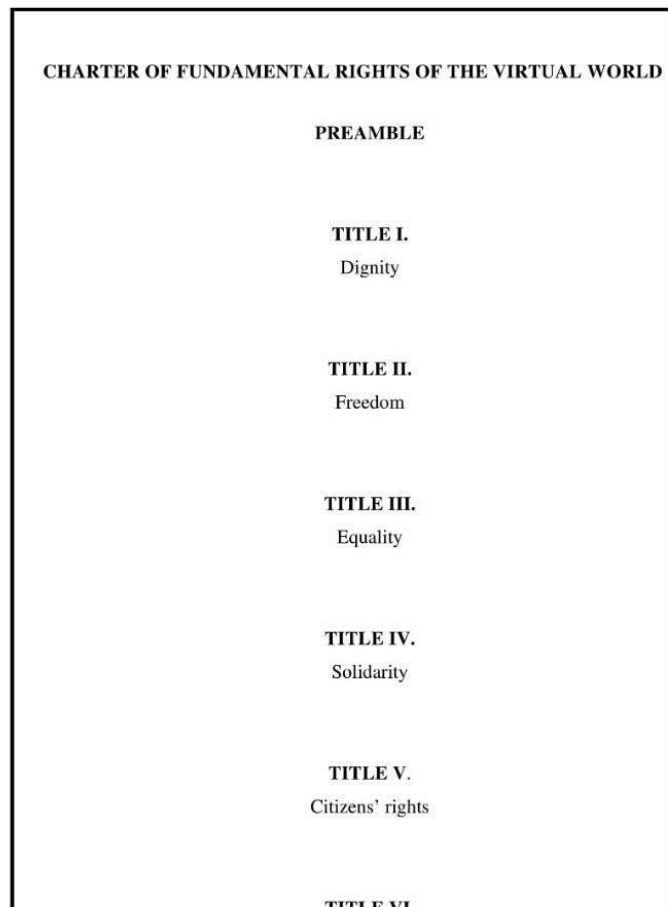
Picture 99: Charter of Fundamental rights of the virtual world

„RULE OF LAW" VS „RULE AND LAW"

We described above the relationship of rule and law. "Rule OF law" is different from "rule and law"; we use this expression in a different way, not as "rules and law": In the former case, "rule" means "having the upper hand", "being powerful of", "manage", "having the ruling power" like in the expression of "the ruling class". Rule of law means in a society that it is managed, controlled, (=ruled) by the law, not by some decisions of some people. That is, we are all equal vis-a-vis the law; the street worker, the director or the prime minister. Rule of law is another way of saying "*we citizens are all equal and have equal rights and obligations."*

Rule of law is also a token of the equality of the citizens: it is not friends or enemies judging about somebody's deed but the neutral law. (Of course, law is enforced through the courts, so it is an absolute necessity that judges are impartial and do not depend on the legislative or executive organs. See above the Checks and balances module)
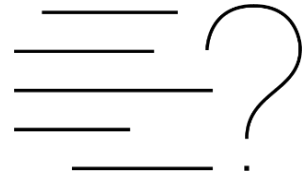
HOMEWORK

1. Give three examples for a society where the law rules and three – where not.
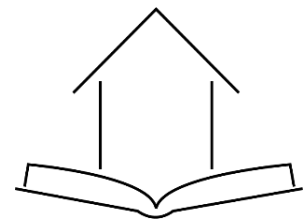
INDIVIDUAL READING

What is the Rule of Law?[22]

The Four Universal Principles

The rule of law is a durable system of laws, institutions, and community commitment that delivers four universal principles:

Accountability

The government as well as private actors are accountable under the law.

Just Laws

The laws are clear, publicized, and stable; are applied evenly; and protect fundamental rights, including the security of persons and contract, property, and human rights.

---

[22] https://worldjusticeproject.org/about-us/overview/what-rule-law

Open Government

The processes by which the laws are enacted, administered, and enforced are accessible, fair, and efficient.

Accessible & Impartial Dispute Resolution

Justice is delivered timely by competent, ethical, and independent representatives and neutrals who are accessible, have adequate resources, and reflect the makeup of the communities they serve.

These four universal principles constitute a working definition of the rule of law. They were developed in accordance with internationally accepted standards and norms, and were tested and refined in consultation with a wide variety of experts worldwide.

WJP Rule of Law Index

The four universal principles are further developed in the following nine factors of the annual WJP Rulo of Law Index. The latest edition of the Index relies on more than 120,000 household and 3,800 expert surveys to measure how the rule of law is experienced and perceived in practical, everyday situations by the general public worldwide. Index findings have been cited by heads of state, chief justices, business leaders, and public officials, including coverage by more than 1,000 media outlets worldwide.

Constraints on Government Powers (Factor 1)

Absence of Corruption (Factor 2)

Open Government(Factor 3)
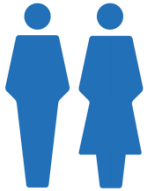
Fundamental Rights (Factor 4)

Order and Security (Factor 5)

Regulatory Enforcement (Factor 6)

Civil Justice (Factor 7)

Criminal Justice (Factor 8)

Informal Justice (Factor 9)

APPENDIX

CITIZENS' SOCIAL RESPONSIBILITY – CSR

We all live in a society – in a smaller one like our family, our class, our community or a bigger one, like our country or Europe. Today, due to the Digital Era benefits and characteristics, the world has become small – we can easily make friends in Alaska, in Tahiti or in India. We say we live in a "global village" where everybody knows everybody – and really, no more than six connections are necessary to find a link from anybody to anybody in the world. From a street worker in Japan or a nurse in New Zealand to the Pope of Rome or to the President of the United States. Just a maximum six links… - and anybody with anybody… Yes, the world has become small. We are global citizens, our biggest society is mankind.

CORPORATE SOCIAL RESPONSIBILITY; CSR

We live in a society, so we are also responsible for the society and also the society is responsible for us. That social responsibility was first identified and formulated for corporations; and hence the acronym CSR. It was identified as long ago as the sixties of the last century. Earlier, the liberal theory taught that the only task of a corporation (company) is to make profit; all the rest is not its business. The company pays taxes and from those taxes, the state is to take care of social matters. That is: the company's only responsibility and target is to maximize its profit and that is it. It is not the company but the state who is responsible for social matters.

As early as in the sixties of the 20th century, more and more people, managers and owners realised that the company is more responsible than just to make profit. The main reason for that much wider understanding of the companies' responsibilities was the emergence of the need for environment protection. First, it was realised that it is a global issue; pollution of, say, the air does not stop at the gates of the company- and not even at the national border. The second finding was, that by far the biggest polluters are companies, (in American English: corporations.) Those two findings

opened up the issue that a corporation is more responsible than just making profit at all cost.

Carroll's CSR Pyramid –
The Four "Responsibilities"

Philanthropic

Ethical

Legal

Economic

Picture 100: Carroll´s CSR Pyramid

According to that radically new approach, companies have four fields of responsibilities:

1. **Economic:** That is the original task: be profitable as much as the company can. But in difference from the earlier purely liberal approach, the "at all cost" was replaced by "as the legal, ethical and philanthropic circumstances allow.

2. **Legal:** The company must obey all rules, keep all legal requirements, i.e. – work according to the law. And as earlier, law allowed practically everything for the companies from overworking of their employees to killing and harassing their neighbours and especially – competitors, law became more and more balanced and prohibited earlier excesses.

3. **Ethical:** It was a brand-new aspect. "At all cost" was also replaced by "in an ethical way"; i.e. the earlier rule "all is fair in love and war" and business was regarded as war amongst the competitors, now not everything "was fair". More and more ethical rules were formulated like prohibition of children's employment, prohibition of artificially low prices due to low cost (coming from, say, from a work in prisons where the workers did not get salary, i.e., the labour cost was practically zero) and so on. Business ethics acquired more and more importance.

4. **Philanthropic:** Yes, companies should care for special groups of people and help them materially. So, some companies help the disabled to finance street

213

cars for them; others help young musicians, yet another one's help – offer stipend – for the minorities, etc.

CSR became an important topic in international business and more and more experts started to work on its internationalisation and standardisation. At the end of that process, the International Standard Organisation (ISO) issued an international standard on CSR: the **ISO26000:2010.** (26000 is the "name and number" of CSR like ISO14000 is for environment protection or ISO27000 for information security; and 2010 is the year of issue and international recognition.) Ever since, ISO26000:2010 has been adopted as a national standard in more than 100 countries in the world. (ISO has close to 200 member countries.) That is – more than 90% of the world's economics (companies) follow (or minimum know) the requirements of Corporate Social Responsibility. All project partner countries have adopted ISO26000:2010 CSR international standard and rules.

CITIZENS' SOCIAL RESPONSIBILITY, CSR

Albeit "CSR" is the acronym for "Corporate Social Responsibility", we can "go downward" from corporations (that is, from bigger or smaller groups) to individuals, i.e. to the citizens. Further, we can consider a citizen (an individual) as the smallest unit for a corporation (in many countries, one-man companies are really allowed…!), so we can use the analogy from the "original CSR" and use the same approach as to the corporations.

If we do so, we can formulate similar responsibilities for citizens as for the companies: citizens may have (and does have) economic, legal, ethical and philanthropic responsibilities.

So, we can use the same model for citizens as for the corporations:

Picture 101: Models of Corporate Social Responsibility

Economic responsibilities

We say for corporations: "be profitable". The same goes for individuals: everybody has personal expenses and personal income; and each **individual is responsible for the income to cover all his/her individual expenses**. That is, all citizens must do everything possible to earn enough for their personal expenses: learn, study, seek a proper job and fulfil the job requirements impeccably.

Of course, there are acceptable exclusions from that principle. Kids cannot and elderly people may not earn enough for their own living. Our kids are our investment into the future, and therefore, "higher units" must move in to help finance the expenses connected to the upcoming generation: first of all, the family but also the society. The latter does so using our taxes – i.e., the real "load-bearing" generation is always the working generation between 25 and 65 years of age. The upcoming generation will be the load-bearing some years after – so it is really just an investment into their future opportunities. Of course, the biggest responsibility lies on the family – the family members' income must (should) be enough to cover all expenses of the family – including expenses connected to the kids, of course.

The situation is different with the elderly people. When people are in the active (working) age bracket (usually between 25 and 65 years of age), they pay an allowance for pensions. That is, it is the individual saving for the elderly expenses: people in general do not get pensions at the mercy of the society – they have worked for it, they have put aside money for that, they deserve the pension they get. (The amount of the pension is a different story; it depends on several factors. Further, the pension system usually is not organised in a "saving" way; i.e. pension allowances are not put aside in a bank and elderly people get their own savings directly – governments usually use the pension fund newly paid to cover the pension of the elderly; i.e., new pension fund is not set aside but used up immediately. And since it is so, it seems as if the working generation pays the pensions to the elderly people (which is not really the case !!!) it may become a big question how many working people "finance" how many elderly people. Since society always gets older (i.e., life expectancy is longer and longer), the working generation has a growing load. (I.e., the ratio of "pensioners/active people" gets higher and higher.)

Unemployment is also a different issue. An unemployed person does not have an income to cover his/her own expenses, nothing to say about their children and even less about keeping the elderly people. Instead of contributing to our own expenses, expenses connected to the children and pensions, an unemployed person cannot cover even his/her own expenses. **Therefore, citizens must make all efforts to find a job and join the earning-generating generation**. Until it is not done, the society must keep the unemployed person alive – and also his/her children.

Legal responsibilities

Legal system (the law) defines what is right and what is wrong in society. Persons (citizens, individuals) are obliged to keep the law, i.e. follow the rules.

In some cases, the "law expectations" of society and the real law do not fully overlap. Law and truth do not always overlap. If so, citizens may feel that the legal system (the courts) secure lawfulness but not the truth. It may lead to conflicts. In a properly working society, the law and the truth overlap. If not, persons (citizens) are urged to keep the law (i.e., be lawful, law-abiding) but immediately inform the relevant instances that they feel the lawfulness and the common judgement about truthfulness

do not overlap, so actions should be taken: either to change the law or "teach" the society why their feeling about truthfulness is not correct. (It is often so with, say, death penalty; the society often feels that the criminal deserves capital punishment but the law does not allow death penalty. In that case, society is wrong and it has to be "educated".

Ethical responsibilities

Ethics is a concept of right and wrong conduct. It seeks to resolve questions of human morality by defining concepts such as good and evil, right and wrong, virtue and vice, justice and crime. Ethical requirements are of higher value than the legal requirements, since there are a lot of issues regarding conduct which are considered as not ethical but not regulated by law. (E.g., do not talk respectfully with other people, especially with elderly ones; do not be polite and respectful towards women, not to be courteous towards them, and so on.)

Ethics is usually not written; it stems from what the given society respects and evaluates as ethical. Therefore, meeting the ethical responsibilities means simply to obey the rules and expectations of the society for living in it.) **Ethical behaviour is a responsibility of all citizens.**

Philanthropic responsibilities

Philanthropy literally means "love of humanity". It is usually a voluntary private initiative to make something for public good. It is close to charity but charity is regarded rather an individual, one-shot action to help somebody while philanthropy is regarded as something for public good. It is by far not only material, money initiative; it may be anything which helps the community (like organising children care for Saturday till the parents may go shopping or a meeting or do something which is impossible with the kids.)

COMMUNITY'S SOCIAL RESPONSIBILITY, CSR

If we say Citizens' Social Responsibility is a "downsizing" of the original CSR, Community's Social Responsibility is a definite upsizing of it. "Community" may be as small as a family and as big as mankind, the "Global Family." Community's responsibilities can be treated exactly as other CSR: economic, legal, ethically and philanthropic.

As persons (individuals, citizens) are responsible towards their society and must obey all the rules of living in a society, a society also has responsibilities towards its citizens. Society is a frame for living for individuals or for smaller groups like families and a well-functioning society provides protection and support for its members.

Economic responsibilities

Corporate SR says: "be profitable" – and we can say something similar for the society as well. Society has different kinds of community expenses and, therefore, it must have community income too to cover those expenses. In principle, the community may have its own, authentic income as well. It is usually organised as income of the society' owned companies, where profit can be used freely by the owner – i.e., the community. Since profit is also used for the society's 'benefits (and companies themselves may also fulfil similar tasks), such companies are usually called **not-for-profit companies**. In principle, such companies do not differ too much from the "usual" companies: they produce something (maybe also services), there are expenses occurring during the production, companies pay salaries to its workers, they realise profit as a difference between the income and expenses, they pay profit tax, they develop the company using that profit – the only difference being they do not distribute dividends to the owners. (In reality, since the owner is the community, they do pay dividends to the owner – i.e., to the society – but the society uses those dividends in common benefit.)

Profitable, society-owned companies are a rarity. Usually, community-owned companies provide community services to its members like public transportation, health care, police, etc. Such companies do have expenses but usually do not have enough income to cover those expenses, i.e., they are not profitable. (It is understandable. In order, say, for a public transportation company to be profitable, the citizens should pay high prices for the tickets. That is – citizens pay money to the

society's company to make profit that those citizens get back as different kinds of services like police or hospitals. That is, **the economy of a society is usually a redistribution of income amongst the society's members.** Citizens pay taxes and get those taxes back as medical services or education.

One might ask: why is redistribution necessary?! True, people could get less but should also pay lower taxes. First, because there are functions and services that do not bring income, like schools or fire brigades but that are needed in a well-functioning society. But there is an even more important reason: the redistribution. Taxes are not equal for everybody. Those who earn more, pay more – i.e. contribution to the public services (public expenditure) is higher for those who can more. **It is called social solidarity. The rich or the ablest contribute to the public benefit much more than the poor.**

That redistribution has to have a limit, though. If taxes take too much from those who earn more, those people may lose interest to fight for higher income, more profit. So, "public budget" must have a normal balance in both senses: the business interests vs. "ratio of centralisation and redistribution" and also the balance between income and expenditure must be in balance. If expenditures are higher, we say there is a "deficit in public expenditure" (or public budget) and the difference cannot be financed but by credits – or material help from even bigger communities. (Say, a support of local municipalities – i.e., communities – from the state budget.)

Legal responsibilities

It seems a bit funny, since those legal regulations are determined by the community itself. How come – communities do not follow the rules set by the same communities…?! Yes, such contradictions may happen. It is important to know that rules and law are obligatory for the communities (and their usual, elected organs: the local governments) and for its members equally. We know great many cases when a citizen went to court against the local community (or even the national government) and won the process. Communities should be the example of how to obey a community's rules.

Ethic responsibilities

There is again a contradiction: since it is the community that sets the ethical rules and responsibilities, how come that they do not obey those ethical rules themselves?! It may happen though; but it is usual that not the whole community but some members (say, the local government members) do not keep the ethical rules. Since ethical rules are not always regulated by law (ethics is above, wider than the law), such cases cannot always be punished. The only punishment is the local community opinion which may turn decisive on the next elections.

Philanthropic responsibilities

If we define philanthropy as actions for the public benefit, all actions of the local government should/could be regarded as philanthropic actions of the communities. Communities should care for the poor, for the disabled, for the unemployed, for all that are in need. Communities may also create special ways (like stipends, special support, special credits and other special actions) for this or that group in need. There are such actions practically in every society and every country; say, travelling free of charge on public transport for elderly people is exactly such an action.

IMAGE LIST

IMAGE SOURCE

- Picture 1: https://vktg.ru/assets/kyfsmalldyx55.jpg [cited 01. 07. 2021]
- Picture 2: www.martinhibert.net/WorldInfoCapacity.html [cited 01. 07. 2021]
- Picture 3: https://www.mostsensational.com/wp-content/uploads/2017/07/emails.jpg [cited 01. 07. 2021]
- Picture 4: https://khanyisile74.files.wordpress.com/2016/11/6218195_orig.png [cited 01. 07. 2021]
- Picture 5: https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcSydrxacydlXhybNvgrwqf6XTivMITWsdMT1w&usqp=CAU [cited 01. 07. 2021]
- Picture 6: https://www.fortheteachers.org/Printables/Reflection_Pyramid.pdf [cited 01. 07. 2021]
- Picture 7: https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcS9tMO7pfyddwM71QSa3UovPivZuG2T1n_S3A&usqp=CAU [cited 01. 07. 2021]
- Picture 8: The author´s own work.
- Picture 9: https://revenue-hub.com/wp-content/uploads/2017/01/The-top-four-user-experience-KPIs-that-travel-brands-should-be-tracking.jpg [cited 01. 07. 2021]
- Picture 10: https://external-preview.redd.it/GAhSVThJgVMugp-eNScZ9YpC_i5-ZCoYHWkd3iiooUo.jpg?auto=webp&s=ed0bb820bdede2711470cee753bcd57d15ec5951 [cited 01. 07. 2021]
- Picture 11: The author´s own work.
- Picture 12: The author´s own work.
- Picture 13: https://www.entrepreneur.com/article/299178 [cited 01. 07. 2021]
- Picture 14: https://www.entrepreneur.com/article/299178 [cited 01. 07. 2021]
- Picture 15: https://www.entrepreneur.com/article/299178 [cited 01. 07. 2021]
- Picture 16: https://www.entrepreneur.com/article/299178 [cited 01. 07. 2021]
- Picture 17: https://www.schooleducationgateway.eu/en/pub/resources/tutorials/digital-competence-the-vital-.htm [cited 01. 07. 2021]
- Picture 18: The author´s own work.
- Picture 19: The author´s own work.

- Picture 20: https://www.schooleducationgateway.eu/en/pub/resources/tutorials/digital-competence-the-vital-.htm [cited 01. 07. 2021]
- Picture 21: https://www.schooleducationgateway.eu/en/pub/resources/tutorials/digital-competence-the-vital-.htm [cited 01. 07. 2021]
- Picture 22: http://jeffrossblog.files.wordpress.com/2012/07/checkyourfacts.gif?w=271&h=300 [cited 01. 07. 2021]
- Picture 23: https://imageproxy.ifunny.co/crop:x-20,resize:640x,quality:90x75/images/b6e4f0d27cb8f27d6d5289fa28bd337099a096a237a829005aa8e08ac2b6d3dd_1.jpg [cited 01. 07. 2021]
- Picture 24: https://cdn.sanity.io/images/0vv8moc6/nutrioutlook/9ec2d955ec21e95b4889a63e18810603524b7db6-1500x1500.jpg [cited 01. 07. 2021]
- Picture 25: https://s3.amazonaws.com/lowres.cartoonstock.com/retail-personal_image-images-dieting-fashion-positive_image-aton14_low.jpg[cited 01. 07. 2021]
- Picture 26: https://addim.at/wp-content/uploads/2021/08/unnamed-4.jpg [cited 01. 07. 2021]
- Picture 27: https://www.dreamstime.com/stock-illustration-act-react-action-reaction-two-side-human-psyche-one-can-logic-emotions-image43487831 [cited 01. 07. 2021]
- Picture 28: https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcRZVWzQ_6O8qncbfES4TKFsYk4ssQInV0aYCA&usqp=CAU [cited 01. 07. 2021]
- Picture 29: https://ih1.redbubble.net/image.337167655.8586/fposter,small,wall_texture,product,750x1000.u4.jpg [cited 01. 07. 2021]
- Picture 30: https://cdn.quotesgram.com/img/78/20/794929834-beliefs_20wordle.jpg [cited 01. 07. 2021]
- Picture 31: https://quizizz.com/media/resource/gs/quizizz-media/quizzes/7389f430-0070-46ed-af99-dd0ca5ead63e [cited 01. 07. 2021]

- Picture 32: http://linstitute-file.oss-cn-shanghai.aliyuncs.com/wechatimg/764799-4621b96630f6a24fddba1b7a0e370a44 [cited 01. 07. 2021]
- Picture 33: https://www.tbae.co.za/images/decision-making-outcome-based-team-building.jpg [cited 01. 07. 2021]
- Picture 34: https://uvi.co.id/wp-content/uploads/2021/01/Decision-making-for-ecosystem-service-management.png [cited 01. 07. 2021]
- Picture 35: https://www.mindomo.com/doc.htm?d=7d56a76421014ed980bf8abbc9446bb2&m=01d6cac289834ea2ba266ca7249ff3e9 [cited 01. 07. 2021]
- Picture 36: https://static.wixstatic.com/media/093717_eeae1c76184d4d12a30caf1f4c221a9d~mv2.png/v1/fill/w_222,h_202,al_c,q_85,usm_0.66_1.00_0.01/093717_eeae1c76184d4d12a30caf1f4c221a9d~mv2.webp [cited 01. 07. 2021]
- Picture 37: https://external-preview.redd.it/r4764zZti-imWav0HuYXy4OwfUlvwMHyx5FSm-hhNwo.jpg?auto=webp&s=a5ed43b36eb9ba44f3b71472759b2aaa92718895 [cited 01. 07. 2021]
- Picture 38: https://i.pinimg.com/originals/ae/3b/91/ae3b91e4d62bd1b801e8b433f3fb843a.jpg [cited 01. 07. 2021]
- Picture 39: The author´s own work.
- Picture 40: https://i.imgflip.com/4sq2oo.jpg [cited 01. 07. 2021]
- Picture 41: The author´s own work.
- Picture 42: https://www.projectmanagementqualification.com/blog/wp-content/uploads/2019/04/conflict-management.jpg [cited 01. 07. 2021]
- Picture 43: https://255urd2mucke1vdd43282odd-wpengine.netdna-ssl.com/wp-content/uploads/2020/10/donkey-image_mediation_RP.png [cited 01. 07. 2021]
- Picture 44: The author´s own work.
- Picture 45: https://www.pngkey.com/png/full/376-3764477_plutchiks-wheel-of-emotions.png [cited 01. 07. 2021]
- Picture 46: https://blog.daum.net/kmozzart/9473 [cited 01. 07. 2021]

- Picture 47: https://y8wvtjcj4p-flywheel.netdna-ssl.com/wp-content/uploads/ESI-Leadership-Domains.jpg [cited 01. 07. 2021]
- Picture 48: https://www.independenceplus.com/wp-content/uploads/2016/09/Picture2.jpg [cited 01. 07. 2021]
- Picture 49: https://images.squarespace-cdn.com/content/608892bc6c86d971c15161ee/1619818182293-BXY593VMW6HIHNFO3KOL/image-asset.jpeg?content-type=image%2Fjpeg [cited 01. 07. 2021]
- Picture 50: https://slideplayer.com/slide/10591245/36/images/16/The+Information%E2%80%93Motivation%E2%80%93Behavior+Model.jpg [cited 01. 07. 2021]
- Picture 51: https://www.dejeanul.ro/content/wp-content/uploads/2016/09/Captur%C4%83-de-ecran-din-2017.09.24-la-20.05.29.png [cited 01. 07. 2021]
- Picture 52: https://fr.toluna.com//dpolls_images/2018/10/10/0802c2e4-bf25-46cb-ab96-4d594300e595.jpg [cited 01. 07. 2021]
- Picture 53: https://www.amedeolomonaco.it/wp-content/uploads/2017/12/mcluhan-300x227.jpg [cited 01. 07. 2021]
- Picture 54: https://openclipart.org/image/2000px/231045 [cited 01. 07. 2021]
- Picture 55: https://p3.pstatp.com/origin/pgc-image/9ca3673653a54d8197ac357f31d78145.jpeg [cited 01. 07. 2021]
- Picture 56: https://www.scienzainrete.it/files/styles/molto_grande/public/Escribano.jpg?itok=h9qEyUhI [cited 01. 07. 2021]
- Picture 57: https://www.visindavefur.is/myndir/prentarar_trousset_stor_061217.jpg [cited 01. 07. 2021]
- Picture 58: https://bordalo.observador.pt/v2/q:85/rs:fill:2000/c:2000:1642:nowe:0:0/plain/https://s3.observador.pt/wp-content/uploads/2017/09/08174227/telephone.jpg [cited 01. 07. 2021]
- Picture 59: https://i1.wp.com/studentblogs.westminster.ac.uk/voiceoflondon/wp-

content/uploads/sites/4/2019/11/Colossus.jpg?resize=777%2C437 [cited 01. 07. 2021]

- Picture 60: https://erosa.de/wp-content/uploads/2016/04/Anzeigebild-Nina-Dei%C3%9Fler-2.jpg [cited 01. 07. 2021]
- Picture 61: https://elk.adalidda.com/2020/05/Apprendre-1500px.jpg [cited 01. 07. 2021]
- Picture 62: https://pixy.org/download/5746359/ [cited 01. 07. 2021]
- Picture 63:

  https://d2gg9evh47fn9z.cloudfront.net/800px_COLOURBOX7761171.jpg

  [cited 01. 07. 2021]
- Picture 64:

  https://www.publictechnology.net/sites/www.publictechnology.net/files/styles/original_-_local_copy/entityshare/32281%3Fitok%3D5iXrJrE4 [cited 01. 07. 2021]
- Picture 65: https://www.lluiscodina.com/wp-content/uploads/2018/04/online-942410-1.jpg [cited 01. 07. 2021]
- Picture 66: https://miro.medium.com/max/1200/1*9xroL7owcrwUgHuA-fxE_g.png [cited 01. 07. 2021]
- Picture 67: https://englishlibrarian.files.wordpress.com/2021/01/raap-1.jpg [cited 01. 07. 2021]
- Picture 68: https://lamsonconsulting.com/wp-content/uploads/2019/09/photodune-10447996-tolerance-blue-marker-xs.jpg [cited 01. 07. 2021]
- Picture 69: https://www.psa.ac.uk/sites/default/files/justice-2060093.jpg [cited 01. 07. 2021]
- Picture 70: https://www.katholisch-in-oberhaching.de/sites/default/files/gaestebuch.jpg [cited 01. 07. 2021]
- Picture 71: https://www.sigmaxi.org/images/default-source/news-images/keyed-in/sigma-xi-speaks/ethics_image-by-mary-pahlke-from-pixabay-500.png?sfvrsn=3df9bd58_0 [cited 01. 07. 2021]
- Picture 72: https://www.proyectoprogresa.es/wp-content/uploads/2019/09/smartphone-1445489_1920-a25.jpg [cited 01. 07. 2021]

- Picture 73: https://framtida.no/wp-content/uploads/2019/09/Ant%C3%B3nio_Guterres_2012-e1568972013133.jpg [cited 01. 07. 2021]
- Picture 74: https://img.geocaching.com/waymarking/display/d92b793a-846b-4209-ba67-ff8253842a22.jpg [cited 01. 07. 2021]
- Picture 75: https://img.huffingtonpost.com/asset/595da7941800001e00672e8d.jpg?ops=1778_1000 [cited 01. 07. 2021]
- Picture 76: https://www.cotidianul.ro/wp-content/uploads/2017/11/13/declaratie.0iq28aul1o.jpg [cited 01. 07. 2021]
- Picture 77: https://www.ogieweb.eu/wp-content/uploads/2019/12/35ac0e9bc123b3cf548b37c1ba33af27-scaled.jpg [cited 01. 07. 2021]
- Picture 78: https://pa.chambre-agriculture.fr/fileadmin/user_upload/Nouvelle-Aquitaine/106_Inst-Pyrenees-Atlantiques/Logos_64/Nos_partenaires_financiers/republique-francaise.jpg [cited 01. 07. 2021]
- Picture 79: https://www.unhcr.org/hk/wp-content/uploads/sites/13/2021/03/SDGs_ENG.png [cited 01. 07. 2021]
- Picture 80: https://coolwallpapers.me/th700/3067821-action_landscape_outdoors_pollution_sand_smoke_trees_weapon.jpg [cited 01. 07. 2021]
- Picture 81: https://europediplomatic.files.wordpress.com/2017/03/treaty-of-rome.jpg [cited 01. 07. 2021]
- Picture 82: https://www.ahorainformacion.es/wp-content/uploads/2018/10/hand-1030551_1920.jpg [cited 01. 07. 2021]
- Picture 83: https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcT1c94C1Is8Z7lJJBtkFm5zt1Iua98rJeR5dA&usqp=CAU [cited 01. 07. 2021]
- Picture 84: https://i2.wp.com/stevenageworldforum.org/wp-content/uploads/2018/06/photo-montage-1514218.jpg?fit=6000%2C4000&ssl=1 [cited 01. 07. 2021]
- Picture 85: The author´s own work.

- Picture 86: https://cdn.britannica.com/38/205738-050-8471DBD6/print-Montesquieu-Pierre-Michel-Alix-Jean-Francois-1795.jpg [cited 01. 07. 2021]
- Picture 87: https://2.bp.blogspot.com/--wn839fWY_Y/WuIxk9pIpVI/AAAAAAAAGCg/LE-a6aNr3eIDuau1R-UWK_KHx2puL4lcwCLcBGAs/s1600/Holocaust%2Bboycott%2BJews%2B1933.jpg [cited 01. 07. 2021]
- Picture 88: The author´s own work.
- Picture 89: The author´s own work.
- Picture 90: The author´s own work.
- Picture 91: The author´s own work.
- Picture 92: The author´s own work.
- Picture 93: The author´s own work.
- Picture 94: The author´s own work.
- Picture 95: The author´s own work.
- Picture 96: The author´s own work.
- Picture 97: The author´s own work.
- Picture 98: The author´s own work.
- Picture 99: The author´s own work.
- Picture 100: https://media.cheggcdn.com/media/b1c/b1ceb291-ba19-40ec-971c-262dfc14d46c/image.png [cited 01. 07. 2021]
- Picture 101: https://image.slidesharecdn.com/corporate-social-responsibility-csr-ppt-templates-140219221119-phpapp02/95/corporate-social-responsibility-csr-powerpoint-templates-8-638.jpg?cb=1439544227 [cited 01. 07. 2021]

REMARK:

The icons, which you find in the control questions, homework, individual reading and class game, were created by Martin Strieženec for the needs of the project.