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**Project funded by the Erasmus+ Programme of the European Union**

**Partnership „Get in shape for Europe” (GISE)**

**C5-Short-term joint staff training Events – ”Democratic ompeteces in the digital era” (5-7 November 2019)**

**Host institution: 5th General Senior High School of Aigaleo, Aigaleo, Greece Minutes no. 5**

**I. Participants**

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| --- | --- | --- |
| **Name of partner organization** | **Country,****Town** | **Name of participants**  |
| Foreign Language Secondary School | BulgariaPleven | 1. Greta  Petrova  Dimova
2. Cvetoslava Mancheva
3. Nela Zlatarska
4. Lyudmila Boyadzieva
 |
| The High School ”Stefan Procopiu”  | Vaslui, Romania | 1. Busuioc Ionela Cristina
2. Croitoru Daniela Ramona
3. Cucoș Gina
4. Donosă Ana Teodora
 |
| 5th General Senior High School of Aigaleo | Aigaleo, Greece | 1. Marina Karavota
2. Papaiakovou Athanasios
3. Choleva Vasiliki
4. Gerontiti Stavroula
5. Gkotsopoulos Panagiotis
6. Moromalou  Ioanna
7. Polyzoi Grigoritsa
8. Tsoskounoglou  Ioannis
 |
| The High School of Economics and Gastronomy  | Tarnów, Poland | 1. Małgorzata Krzemińska
2. Magdalena Borszowska
3. Dorota Bargieł-Kurowska
4. Bargiel-Kurowska Dorota
 |
| I.I.S. E. Majorana-A. Cascino | Piazza Armerina, Enna, Italy | 1. Raffaella Arena
2. Angela Stella Ferraro
3. Giuseppa Liuzzo
 |

**II. Transnational activity description**

**Description of the activity:**

Title: ”**Democratic Competences in the Digital Era”**

Host partner: 5th General Senior High School of Aigaleo (Aigaleo, Greece)

**Content and methodology**

**Activity Goal:** the exchange of best practices and experiences on the development of critical thinking among students about the use of the Internet and social networks as a weapon against discrimination and manipulation

**Work sessions:**

**a) debates and presentations. Approached topics**:

* Erasmus+ - opportunities and challenges;
* ”Democratic Competences in the Digital Era – theoretical aspects”. The following issues were addressed:
* Media Education in Partner Countries. Does the current formal curriculum include elements which aim the democratic citizenship education, in the context of virtual space? (knowledge and exercise of rights and responsibilities in society; valorization of diversity; active participation in the life of the community/society).
* Who do you think should be responsible for providing the skills needed to conduct democratic communication and behavior in the online environment?
* How can we promote democratic competences, respect for diversity and mutual understanding among young people who use social media? How can the school contribute to the development of students' democratic competences?
* What competencies should we pass on to students for them to have social, democratic, non-discriminatory and tolerant behaviour in the online environment?
* Social media tools are a challenge in education? Media strategies and their educational impact
* How can eTwinning help teachers to promote democratic competences among students?
* How can the teachers to develop critical thinking among students?
* ”Democratic Competences in the Digital Era – practical aspects”:
* presentation of some examples of good practices, followed by discussions, learning activities that promote democracy and human rights, that help develop critical thinking among students regarding the use of the Internet and social networks as a weapon against discrimination and manipulation
* presentations and discussions regarding the "problem based learning" and "problem based learning" methods
* analysis social media tools and their application in didactic work
* drafting a code  of conduct on combating the  hate speech in the online environment
* the brochure "Democratic Competences in the Digital Era"

**b) workshops, practical exercises and learning activities, debates and reflections in transnational mixed teams:**

* 'How well do you know your digital self? Let's find out how your online footprint affects your democratic competences”, an interactive presentation by Ms Olga Gkotsopoulou, PhD candidate at the Faculty of Law and Criminology of Vrije Universiteit , Brussels
* “Real of Fake? Disinformation and democracy” an interactive presentation by Mr George Moschos and Ms Matoula Papadimitriou, founding members of Initiative for Article 12.
* “Are the oracles of the ancient times related to the fake news of modern times?” - Interactive activities with students

The main conclusions of the working sessions: *Teachers need tools to be able to teach students what the press is, what is its role, how to distinguish the manipulation of information and how to be aware citizens of the Internet age. The teachers must train young people's ability to act as active citizens in their communities, to protect human rights, gender equality, sustainable development, peace and social justice.*

**c) reflection and evaluation exercises** (comments and feedback, peer activity, filling in questionnaires), granting mobility certificates.

**d)Study visits and intercultural activities**

* “The metro of Aigaleo and its museums”: an alternative cultural route” - A tour to the main landmark *“Polysemy of the Park of of Aigaleo Space, Time, People”-* of Aigaleo
* ”Democracy in Ancient Athens and Democracy Today” - A visit to the Acropolis Museum

**III.Transnational activity results and benefits**

**RESULTS**

 **Intangible**

* awareness of the importance of approaching media education in schools, the need to train teachers in this field;
* improved knowledge about culture and civilization of Greek culture and civilisation;
* exchange of experiences and best practices on implementing European projects, on design and implementation of learning activities focused on fake news, manipulation and misinformation, cyberbullying, digital self, democratic competences in digital era etc. and integration into school and extra-curricular activities;
* developing the European dimension of partner schools through the exchange of good practices, increasing the capacity for transnational cooperation
* increasing motivation for new activities, positive attitude toward oneself and others, awareness of one's own attitude towards other ethno-linguistic groups;
* development of communication skills in English;

**Tangibile:** the brochure "Democratic Competences in the Digital Era"

**BENEFITS FOR PARTICIPANTS:**

**KNOWLEDGE:**

* about media education, fake news, manipulation and misinformation, cyberbullying, digital self;
* about diversity and interculturality, dealing with media education in their own country and partner countries, culture and civilization of partner countries;
* exchange of experiences and best practices on implementing European projects, knowledge regarding the design and the implementation of the European project;

**COMPTENCES AND SKILLS:**

* **Language skills:** Improvement of English communication (speaking and listening skills)
* **Pedagogical skills, learning to learn competence, transversal skills:** enhanced competencies in the design and implementation of learning activities focused on developing democratic competences, integration into school and extra-curricular activities the new competences and examples of good practices, skills regarding the design and the implementation of the European project, practical skills (e.g. planning and organizing, project management etc.), problem-solving skills and taking decisions abilities, digital competences;
* **Civic, social and intercultural competences:** teamwork skills in mixed transnational teams, communicate constructively in an intercultural environment, show tolerance, express and understand different points of view, negotiate and to empathize, better understanding of cultural and linguistic diversity, cultural awareness and expression competence, respect and empathy towards other cultures, more tolerance towards other persons' values and behaviour, citizenship competences, emotional skills (e.g. having more self-confidence)

**NEW ATTITUDES:**

* positive attitudes towards cultural and linguistic diversity;
* positive attitude toward oneself and others;
* awareness of one's own attitude towards other ethno-linguistic groups;
* increasing motivation for new activities.

**IV. Transnational activity evaluation**

* Methods used to assess the activity: discussions, peer activity, filling in questionnaires

**V. Results validation**

* Methods used to validate learning outcomes: Acquisition Certificates for each teacher participant signed by the sending school and also by the school that organized the transnational activity.
* Also, each participant received the Attendance Certificate.