

# Digital Citizenship and Foreign Language Education: A Preliminary Policy Framework

By

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## **Table of Contents**

Foreword .....	3
Acknowledgements .....	5
List of Acronyms .....	5
I. Introduction.....	6
II. Digital Citizenship Education in Foreign Language Education .....	12
A. Communication Dimension: Global and Digital Literacies.....	14
B. Inter- and Transcultural Dimension: Global and Digital Interaction .....	16
C. Identity Dimension: Global and Digital Participation.....	17
D. Content Dimension: Global and Digital Contexts.....	19
E. Critical and Reflective Dimension: Awareness for Global and Digital Diversity .....	20
II. Conclusion .....	22
III. References.....	23
IV. List of Figures .....	24
Appendix.....	25
A. DiCE.Lang Project Description .....	25
B. Teaching-Learning-Interventions .....	27

## Foreword

This policy framework is one of the outcomes of the project 'Digital Citizenship Education and Foreign Language Learning' (DiCE.Lang) within the ERASMUS+ Strategic Partnerships for Higher Education, a programme designed to develop and share innovative practices and to promote cooperation, peer learning, and exchanges of experiences. The aim of the three-year-project is to strengthen the profile of Digital Citizenship Education (DCE) vis-à-vis foreign language education (FLE). It seeks to empower learners of all age groups to participate actively and responsibly in a digital society and foster their skills of effectively and critically using digital technologies. Subject-specific solutions are required to facilitate the implementation of DCE in curricula across Europe. Therefore, this project works towards a thorough adaptation of DCE principles and objectives into foreign language education.

DiCE.Lang has been realized by a project consortium with experts from five European universities and research centers. Since digital citizenship at the intersection of FLE is truly a transnational European challenge, partners as diverse as Germany, Ireland, Italy, Latvia and Portugal have united their various areas of expertise (e.g., foreign language education, citizenship pedagogy and digital education) into a shared project marked by both context-sensitivity and multi-perspectivity. This potential has generated educational innovations that will strengthen today's learners to become the citizens of tomorrow's Europe in an era of digital transformation.

To achieve these innovations, the project constructed and modelled this policy framework that extrapolates Digital Citizenship Education to FLE in particular. For this purpose, we used the existing European supranational descriptions of DCE as a sound and substantial basis, and then layered a FLE-specific view onto these descriptions. Typically, available policy frameworks serve as a guideline for teaching and learning in a specific domain, making it easier and more accessible for practitioners and stakeholders to become active designers of learning and teaching in this domain. In subscribing to this general value of policy frameworks, the policy framework developed within this project contains content and competence descriptions for implementing Digital Citizenship Education in Foreign Language Education. They are rooted in the conceptual and empirical research carried out for this project by all participating project partners, including the sharing of good practices, a teacher survey on DCE as well as the piloting and evaluation of open educational resources and a teacher training package.

We believe this policy framework will be useful across Europe as a compass for national, federal, regional and local implementations of Digital Citizenship Education in Foreign Language Education. It aims to provide a substantial reference for various stakeholders involved in updating and transforming Foreign Language Education in view of Digital Citizenship Education. The policy framework – constructed as a European policy framework – is designed to be helpful for all member states, including their Ministries of Education, federal and regional educational authorities, and local school boards. Based on the policy framework, they can revisit and reconceptualise national and federal curricula as well as school syllabi by aligning DCE with FLE as an educational innovation. Moreover, the policy framework will be helpful for a larger constituency of professionals, including teachers, teacher trainers, curricula developers, educational researchers, or material and coursebook writers, who can find valuable guidance for their diverse practices in this framework.

Ultimately, the educational policy generated here yields the missing supranational European guideline for implementing Digital Citizenship Education in the specific subject-domain of Foreign Language Education and, in the medium term, helps to strengthen today's learners to become the citizens of tomorrow's Europe in an era of digital transformation.

## Acknowledgements

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## List of Acronyms

CEFR	Common European Framework of Reference for Languages
CoE	Council of Europe
DCE	Digital Citizenship Education
DESI	Digital Economy and Society Index
DiCE.Lang	Digital Citizenship Education and Foreign Language Learning
DigComp	Digital Competence Framework for Citizens
DigCompEdu	European Framework for the Digital Competence of Educators
EFL	English as a Foreign Language
FLE	Foreign Language Education
GCE	Global Citizenship Education
OERs	Open Educational Resources
PF	Policy Framework
IO	Intellectual Output

## I. Introduction

Fostering and promoting digital competence in the landscape of education is not new and has been advocated by the European Education Area (<https://education.ec.europa.eu>) in order to further the (professional) formation of both current and future teachers as well as school leaders and leading influential thinkers. Discourse has been on the rise concerning the question of how to leverage the digital world to foster digital citizens. In this context, the role of educators needs to be addressed with a view to participating in and contributing to the digital world. While tracing and reviewing the current debate on digital citizenship and identifying key terms and trends for foreign language education, we have rooted our research on scholars who have been active in digital citizenship for many years and have published within this field of research.

Digital citizenship is a concept that has been approached from various directions. To start off with the bigger picture, Ribble defines a citizen as someone who “both works for and benefits from a larger society” (2015, p. 7). Consequently, a digital citizen is a person that partakes in, flourishes in, and connects within the global digital society. McCosker et al. emphasise that digital citizenship “creates a new interface for advocating diversity, equity of access, inclusion and the development of new literacies” (2016, p. 3). Here, our project consortium sees a direct link to education in general. We feel that particularly in foreign language education said interfaces can be explored to educate global digital citizens.

This policy framework provides guidance for institutional policy development, including the successful implementation and promotion of various Digital Citizenship Education / Foreign Language Education (DCE / FLE) activities within their educational setting. It aims to ensure that educational institutions, governments, ministries of education, school administrations and other major stakeholders in the realms of education dispose of relevant and up-to-date recommended strategies to incorporate in their respective school curricula. While there are DCE frameworks and projects already in place, what makes the DiCE.Lang project and this policy framework unique is the subject-specific perspective that anchors DCE in foreign language education.

In order to develop a framework that merges foreign language education and the digital world in an innovative way, a research-driven approach was chosen. This included, for example, a survey that collected data on pre- and in-service teachers’ knowledge, skills and attitudes vis-à-vis teaching DCE, a thorough review of the existing literature and frameworks related to DCE and FLE as well as the exchange with experts and project partners working in similar fields (e.g., Prof. Christian Ollivier, University of La Réunion; the European projects E-Lang and Linguanum). Approaching the topic from multiple perspectives and building on existing concepts was a leading axiom to avoid fragmentation and ensure progress and advancement in this recent educational field. Thus, the policy framework presented here functions as a pedagogical framework and intends to enrich scientific discourse.

The DiCE.Lang Policy Framework is informed by a large number of documents, the most important of which are *The Digital Competence Framework for Citizens* (DigComp, European Commission, 2013/2022), *The Reference Framework of Competences for Democratic Culture* (RFCDC, Council of Europe, 2018) and the *Digital Citizenship Education Handbook* (Council of Europe, 2019/ 2022). The three documents have been created by European institutions and therefore present a European perspective as does the DiCE.Lang framework.

The DigComp framework creates a “vision of what is needed in terms of competences to overcome the challenges that arise from digitisation in almost all aspects of modern lives” (Vuorikari et al., 2022, p. 4). The conceptual reference model identifies 21 competences which are assigned to five categories: information and data literacy, communication and collaboration, digital content and creation, and safety and problem solving (cf. Vuorikari et al., 2022, p. 4).



*Fig. 1: The five main categories of the DigComp (Vuorikari et al., 2022, p. 67)*

While the DigComp framework defines digital competence, the RFCDC more generally provides a set of competences necessary to participate in a democratic society. The ‘butterfly model’ comprises 20 competences divided into four areas: knowledge, skills, attitudes and values (Council of Europe, 2018, p. 38). The document intends to inspire individual teaching, inform curriculum development or provide a basis for assessing democratic competences in learners. Since the competences presented in the RFCDC aim at effective participation in a culture of democracy and peaceful coexistence in culturally diverse societies (cf. Council of Europe, 2018, p. 11), it serves as a major reference for digital citizenship education.



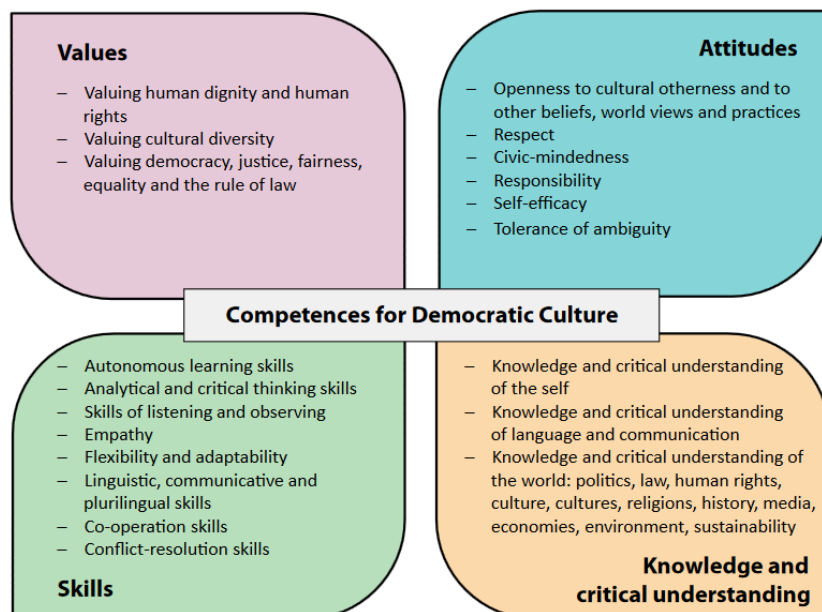


Fig. 2: Reference Framework of Competences for Democratic Culture (Council of Europe, 2018, p. 38)

This idea is further pursued in *The Digital Citizenship Education Handbook* (Council of Europe, 2019/2022) as democratic competences lay the foundation of the model of digital citizenship presented in this document. The temple-shaped model additionally includes ‘pillars’ of digital citizenship before ten digital domains are elaborated, which are divided into the following three areas: 1) Being online (access and inclusion, learning and creativity, media and information literacy), 2) Well-being (ethics and empathy, health and well-being, e-presence and communications) and 3) Rights online (active participation, rights and responsibilities, privacy and security, consumer awareness).

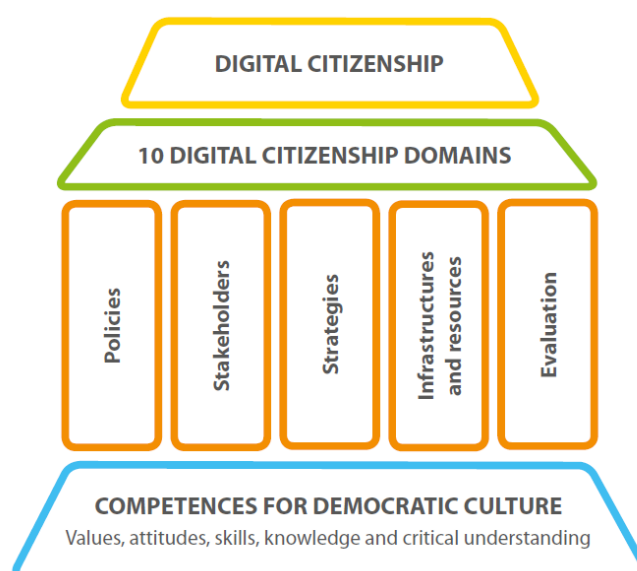


Fig. 3: Model for digital competence development (Council of Europe, 2019/2022, p. 15)

While fellow research institutions and intergovernmental organizations have designed DCE approaches and contributed to the advancement of digital citizenship education, none of these documents places their focus on foreign language education. The DiCE.Lang framework

therefore aims to bridge this gap and it is hence this foreign language perspective that sets it apart from the previous approaches.

The concept of DCE represented in the DiCE.Lang framework integrates digital, democratic and subject-specific competences related to foreign language education. Accordingly, DCE in FLE can be defined as an educational approach that empowers learners to participate actively and responsibly in the digital world while using the foreign language to access digital content or virtually communicate with others who might have cultural affiliations different from their own. The DCE 4+1 model presented in this DiCE.Lang framework, which will be explained in detail below, identifies four dimensions entitled 1) 'content dimension', 2) 'communication dimension', 3) 'inter- and transcultural dimension' and 4) 'identity dimension'. Additionally, a 'critical and reflective dimension' is emphasised that is intertwined with the preceding dimensions.

In order to facilitate the implementation of the competences described in the DiCE.Lang Policy Framework, Open Educational Resources (OERs) have been created that can be used by teachers and educators to teach DCE for learners at schools and students at universities. All teaching materials have been designed in line with the recommendation of the Council of Europe on language teaching and learning and, consequently, promote innovative and inclusive teaching methods. Since our project DiCE.Lang is built around digitisation and meant to convey the importance and urgency of digital literacies, the digital venue for these applications and exercises is a matter of course. In our understanding, digital citizenship education is the extrapolation from digital competences of an individual 'digital citizen' to a global sphere as the digital world transcends borders and is thus inevitably global. This stresses the notion that 'the digital' and 'the global' are intrinsically and inseparably linked in what can safely be called 'the global digital citizen', acting in a world where digital media and online worlds increasingly deconstruct and overcome boundaries of all sorts (Council of Europe, 2018, p. 5).

With the DiCE.Lang framework, we want to equip the target audience with toolkits to promote and improve the implementation of DCE and thus achieve consistency and efficiency in the execution of such a proposed and approved format. If there should be a lack of awareness and/or understanding for the significance of DCE with FLE in the school curricula, we hope to erase any ambiguity. Yet, we would also like to point out that the digital sphere (and language-learning) is constantly in flux, moving with no rigid borders nor time stamps. With technology ever evolving, we cannot foresee the future for which we intend to prepare our learners. Therefore, we view the current version of the policy framework as one step within an evolutionary process that will require further adaptations depending on upcoming societal and technological developments. Virtual reality could be an instance for this – as for now this new technology occupies a niche existence, yet it may very well become more influential in the next years and, consequently, alter essential citizenship practices in the digital world.

Furthermore, the still ongoing COVID-19 pandemic, which began in 2020, has shown the vulnerabilities of a mostly analogue education, with either little or no digital infrastructure nor competences. When schools were forced to close and students had to switch to distance learning, many children across the globe were left behind. While the fact that access to modern technology is not a given for all students and may exacerbate this problem, this policy framework aims to contribute to educational innovations that make use of digitalisation and so help students to catch up and bridge the learning gaps made visible by the pandemic. This is

why the digital accessibility of the OERs is an unavoidable necessity to ensure and continue a coherent and cohesive education in times of educational disruption and discontinuity of face-to-face lessons. Both remote and hybrid learning will continue to accompany the educational landscape for the foreseeable future. These factors further strengthen the need for a supranational educational guideline. The loss of knowledge and skills due to stoppages of school instruction has to be rectified in due manner with the appropriate guidelines, always keeping in mind the long-term implications for economic growth and social cohesion.

The necessity to develop digital education further also becomes clear when taking a closer look at the DESI 2022 report. The Digital Economy and Society Index (DESI) is an index that comprises relevant indicators on Europe’s digital performance and depicts the progress of EU Member States in digital competitiveness (DESI, 2022). The stacked bar chart (cf. Fig. 4) visually outlines EU Member State’s track record on digitisation along five metrics. The dates for the report mostly stem from 2021 and show the improvements EU member states have made in the realms of the digital. Yet, the conclusion is the following: “During the COVID-19 pandemic, Member States have been advancing in their digitalisation efforts but still struggle to close the gaps in digital skills, the digital transformation of SMEs, and the roll-out of advanced 5G networks.”<sup>1</sup> This further emphasizes the urgency of our project and the resulting products with the teacher training package (IO3) and this policy framework (IO4) constituting the most relevant ones.

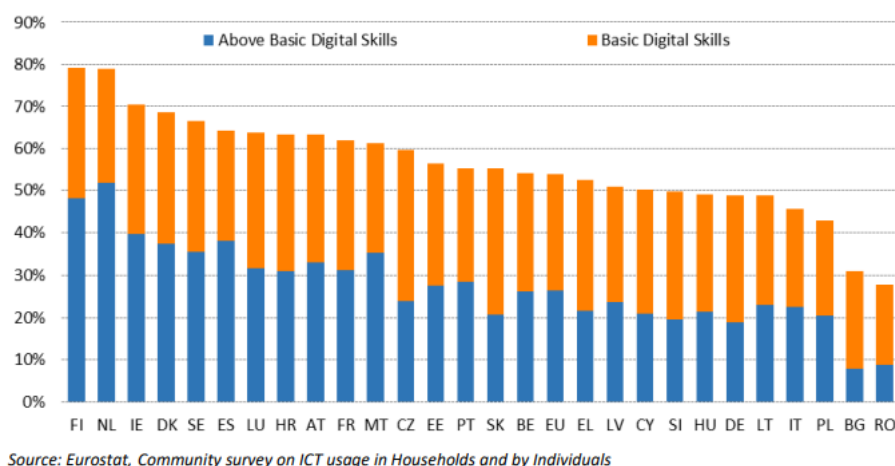


Fig. 4: EU Member State’s track record on digitisation (Digital Economy and Society Index (DESI) 2022, p. 21)

DiCE.Lang has conceptualised how DCE can best be implemented in foreign language education by developing four intellectual outputs: First, a survey has been modelled and conducted to research teachers’ knowledge, skills and attitudes related to DCE, which was later turned into a tool for teachers’ professional self-reflection. Informed by the survey results, the project consortium has designed a comprehensive set of open educational resources available in English and additional European languages (<https://www.dicelang.anglistik.uni-muenchen.de/intellectual-outputs/index.html>). Based on the survey and the OERs, an extensive teacher-training package has been created which aims at providing various scalable opportunities for professional development that promotes innovative and inclusive methods for the foreign language classroom. The teacher training package will also enhance the

<sup>1</sup> <https://digital-strategy.ec.europa.eu/en/policies/desi>

implementation of the Digital Education Plan<sup>2</sup> as it fosters the use of digital tools as well as the development of digital literacies and civic engagement as central aspects of digital citizenship education. Finally, the new policy framework serves to guide adaptable implementations of DCE in foreign language education in local and national educational contexts across Europe.

The execution of the survey proved to be vital for our project as we have been able to glean many insights that impacted the further setup and design of the following intellectual outputs. While respondents estimated their proficiency in Digital Citizenship highly, the answers from the survey proved the opposite. Thus, the project consortium created a comprehensive Teacher Training Package. Our understanding is that the digital sphere enables emancipation, potential for personal empowerment, participation and individual agency. The self-reflection tool that was developed as part of the intellectual outputs of the DiCE.Lang project therefore deliberately also considers attitudes and values related to DCE.

The plea for our concept here is not only to close the digital gap that afflicts the majority of EU member states and beyond, but also to be adapted as a transformative and pedagogical plan to alter approaches to language learning. That being said, our aim is to anchor DCE, which itself is a relatively new pedagogy, as a well-established component in the realms of language, cultural and global learning through the digital lens.

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<sup>2</sup> <https://education.ec.europa.eu/focus-topics/digital-education/action-plan>

## II. Digital Citizenship Education in Foreign Language Education

After analysing and evaluating DCE with a foreign language subject-specific view, all five consortium partners from the Ludwig-Maximilians-Universität München, University of Limerick, Universidade de Aveiro, Siena Italian Studies and Latvijas Universitate have worked towards modelling the specific perspectives of FLE into initiatives of DCE. The DiCE.Lang framework describes and systematises the digital and media-related competencies that students should have in order to act as digital citizens in a multilingual world. It is based on *The Digital Competence Framework for Citizens* (DigComp, European Commission, 2013/2022), *The Reference Framework of Competences for Democratic Culture* (RFDC, Council of Europe, 2018) and *The Digital Citizenship Education Handbook* (Council of Europe, 2019) which were further developed with a language learning specific view in mind. In this process, we identify five key dimensions and tie them to digital and global perspectives. Thereby, we outline a theoretical-conceptual model for situating and in the long-term perpetuating DCE in the context of foreign language education. In the first year of our project, we developed a five-star-model to illustrate the five different strands for DCE in FLE, which can be seen in Fig. 5.

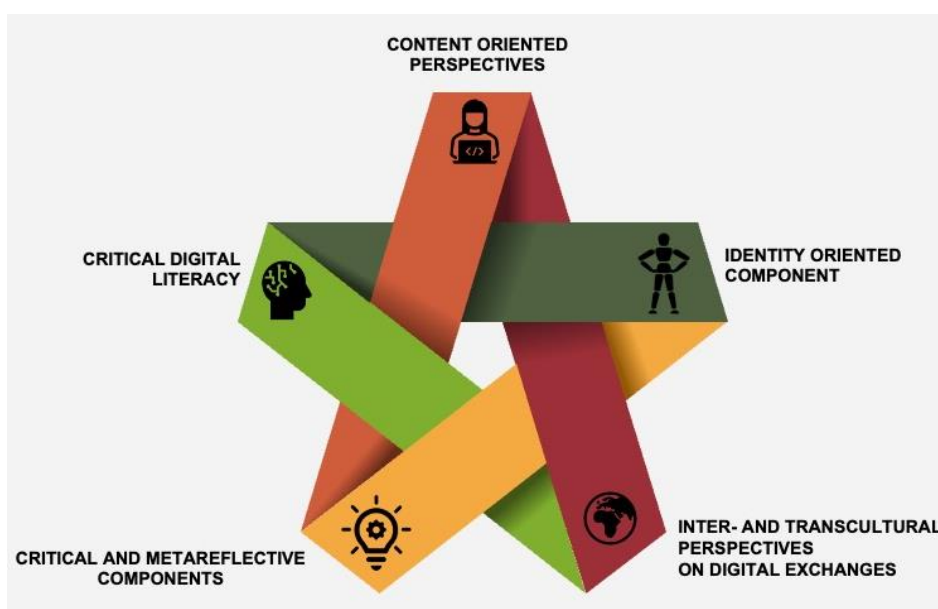


Fig. 5: The five-star model of Digital Citizenship Education, the initial DiCE.Lang model

While engaging more deeply with the intersections of FLE and DCE and its theoretical underpinnings, however, we had to reconceptualise our initial idea as we realised that the critical and reflective dimensions cannot exist on their own: they are transversal. The transversal character of reflection also became clear in the piloting phases of the teacher-training package and the feedback we got from teachers who tested the resources. The fundamental dimension of critical reflection affects all four dimensions and underlines the interconnectedness of all the distinct features of the model. Therefore, the initial model was adapted to its current version (see Fig. 6), which is based on four FLE perspectives that are connected to essential global and digital practices such as participation, interaction or diversity. The fundamental dimension of critical reflection affects all four dimensions and underlines the interconnectedness of all the distinct features of the model:

- 1) Communication dimension: It is necessary for digital citizens to communicate in the digital world, which includes a focus both on the language competences and the digital literacies necessary for learners to understand, interpret, manage, share and create meaning in the growing density of digital communication channels and online media;
- 2) Inter- and transcultural dimension: This dimension encompasses digital exchanges in a world where cultural encounters and cultural diversity are a crucial component of digital environments, and where digital media serve as important transmitters of cultural knowledge;
- 3) Identity-oriented dimension: This dimension aims to strengthen learners' personalities with respect to their increasingly constant online presence and by considering the impact digital environments might have on their identity formation;
- 4) Content-oriented dimension: This dimension relates current themes of our times to digital transformations (e.g., migration, diversity, sustainability); such current themes can also be framed as 'global issues', i.e., themes of a more universal relevance that affect the world at large and that do not stop short at national borders; and finally a transversal dimension with connections to either of the aforementioned categories:
- 5) Critical and reflective dimension: Learners should reflect on the increasing digitalisation of their lifeworlds.

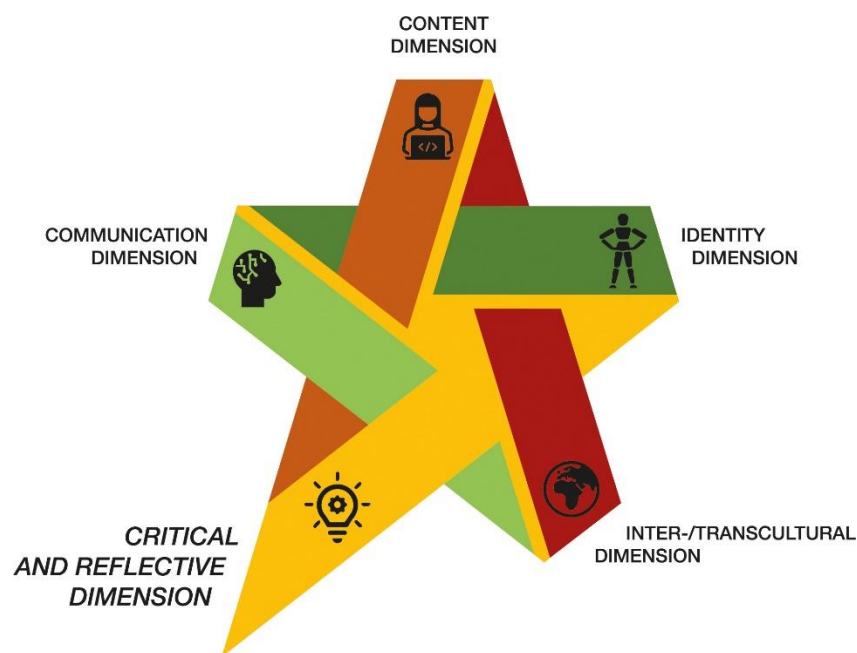


Fig. 6: The rising star model of Digital Citizenship Education (based on the DiCE.Lang policy framework)

To describe and systematise the competences related to DCE in the language classroom, we elaborate on each of the five dimensions starting with a short description. We then suggest three levels of progression (basic, independent, proficient) for each dimension and illustrate these with corresponding proficiency statements. Our competence descriptions are based both on international documents like *The Digital Competence Framework for Citizens* (DigComp) and *The Common European Framework for the Digital Competence of Educators* as well as local sources like the *DigCompEdu Bavaria* (mebis, 2021) and were then developed further to reflect the subject-specificity of DCE in FLE in the rising star model.

The descriptors offer a starting point for a discussion about possible competency levels of DCE in foreign language teaching. Thus, the preliminary framework is supposed to open up a conversation with student teachers, young professionals, as well as at experienced teachers, school leaders and curriculum developers. The individual levels are provided with corresponding competence statements that describe the respective progression level in more detail and enable the (prospective) teachers to position their learners at a level of a partial competence. In this way, personal strengths in the various competency areas can be made transparent, as can areas in which learners can still improve. The progression model is cumulative in nature, so that each higher level includes all competencies of the lower levels. To illustrate possible practical implications of each dimension, the subsections close with selected teaching-learning interventions that outline possible ways to foster the dimension in question in FL education.

### **A. Communication Dimension: Global and Digital Literacies**

In the 21<sup>st</sup> century, a major part of communication and social exchange takes place in the digital world. Since enabling learners to communicate in the target language successfully is one of the main aims of foreign language education, these new and ever-evolving circumstances need to be accounted for in language classrooms as well. The developments brought about by digital technologies necessitate new forms of learner activities (of both productive and receptive nature) which allow learners to grasp how they can better understand and convey meaning by employing the various multimodal forms of meaning-making in digital media. To master these highly complex processes, foreign language learners need to develop language competences and digital literacies jointly as only the intersection of the two competence areas empowers them to understand, interpret, manage, share and create meaning in the increasing density of the digital world. While on a basic and on an independent level, we distinguish between receptive and productive learning goals, on a proficient level, we feel that this differentiation becomes obsolete due to the ongoing blending of producers and users in increasingly complex activities in the digital world. The progression levels are described as follows:

<b>Progression</b>		<b>Proficiency statements</b>
Basic	Finding information on a given topic online	I can use digital technologies to read, to listen to or to view artefacts containing new information.
	Producing a simple and short digital text	I can express myself by creating basic digital artefacts in written and / or spoken form (e.g., tweets, simple social media posts, short emails).
Independent	Evaluating the reliability of a digital source	I can find information online, evaluate its reliability, compare and combine

	Producing a multimodal digital text by using collaborative digital media	information from different sources.  I can create more complex digital artefacts in written and / or spoken form (e.g., Instagram stories, Vlogs), individually or in collaboration with peers.
Proficient	Using digital technologies to participate in public discourses	I can effectively and responsibly use digital technologies for communication, collaboration, knowledge co-creation, civic participation and I am aware of the wide-ranging effects my digital texts may have.

### Teaching-Learning Intervention: Communication and Digital Literacies

The ability to communicate effectively via digital means has become a vital skill that learners can develop in the foreign language classroom. For example, *Bury Me, My Love* is a text messaging adventure game inspired by real-life stories and communication tools such as WhatsApp. It follows the story of Nour, a Syrian migrant who is trying to find her way safely to Europe. Players take the role of her husband Majd, who stays in Syria and communicates with Nour through a messaging app, giving her advice so that she reaches her destination safely. Through the game, intermediate and advanced learners can text, send pictures and selfies, emojis, and links to help Nour. In addition, players must make important choices, which allows them to reflect on the complex situations many migrants face. In a follow-up activity, learners can then develop communicative skills when sharing what decisions were made, and how this impacted Nour's journey.

Resource: <https://burymemylove.arte.tv/>

For more practical examples see p. 27 (Annex).



### ***B. Inter- and Transcultural Dimension: Global and Digital Interaction***

Thanks to digital media, encounters with people and artefacts from the target cultures are just one click away. Language learners' access to platforms like YouTube, Facebook and TikTok allows them to find information on an abundance of cultural themes (e.g., sports, music, women's rights movements, climate protection). The foreign language classroom, however, should allow learners to put their engagement with everyday and potentially controversial topics into new perspectives by combining online research on cultural themes with critical reflection and the inclusion of multiple perspectives. All cultural discourse, be it analogue or digital, needs thorough exploration from inter- and transcultural viewpoints, which includes aspects like critical cultural awareness and understanding. The progression levels are described as follows:

Progression		Proficiency statements
Basic	Finding information on cultural themes online	I know about digital resources to learn about cultural variety.
	Openness for cultural encounters in digital spheres	I am willing and motivated to get engaged in cross-cultural encounters online.
Independent	Reflecting critically on cultural artefacts in digital spheres	I can reflect on digital cultural artefacts and information about cultural themes.
	Adapting to interlocutors' contexts in digital exchanges	I can adapt my communication style in digital inter- and transcultural exchanges and am sensitive to the perspectives of my interlocutor.
Proficient	Using digital technologies to participate in intercultural exchanges	I can assume active roles to foster more inclusive intercultural exchanges, both locally and globally, both online and offline.

### Teaching-Learning Intervention: Inter- and Transcultural Dimension

The inter- and transcultural perspective on digital exchanges aims at raising students' awareness on the importance of cultural encounters in the digital world. Teachers can avail of many resources within this strand and for example focus on guiding learners to reflect upon and tackle the ideas of social justice and prejudice by using digital tools. Students will start the activity by reflecting on the meaning of prejudice; they will then identify the types of judgments people might have without knowing someone. Afterwards, they will analyse and describe ways to use digital literacies to understand and challenge prejudice. At the same time, learners will practice their listening, speaking, reading and writing skills through a process of understanding, interpreting, and producing appropriate language content. During the creative part of the process, students will engage in the designing of two avatars, one representing oneself and the other representing how one is perceived / assumed to be by others. The next step focuses on the creation of a collective poster representing all the students in the class in their self-represented avatars. The poster, with an introduction about the avatar experiment undertaken in their foreign language class, will be shared in the social media school channels.

For more practical examples see p. 28 (Annex).

### C. Identity Dimension: Global and Digital Participation

Digitalisation does not only inform communicative and cultural encounters but it also strongly and sustainably influences all individuals who consider themselves part of the digital community. The complex relationship between the digital world and its (prod-)users can be considered both from a performative and from a participatory perspective. While the former highlights the process of identity formation online, the latter encompasses information retrieval on diverse cultural groups and reflections on the interrelations between the individual and the digital sphere. The progression levels are described as follows:

Progression		Proficiency statements
Basic	Finding information on diverse cultural identities online	I can use simple internet search strategies to find information about different cultural groups online.
	Awareness of options for self-expression in the digital world	I am aware of the influence and potential of the digital world for identity formation.

Independent	<p>Critical analysis and evaluation of sources on diverse cultural identities online</p> <p>Creating and modifying self-expression online using some advanced features</p>	<p>I can find information on different cultural groups online, assess its reliability, compare, and combine information from different sources to start forming my own opinion.</p> <p>I can creatively experiment with and reflect on opportunities for self-expression online.</p>
Proficient	<p>Reflecting on the interrelations between the individual and the digital sphere</p> <p>Using digital technologies for self-expression in an advanced way</p>	<p>I can reflect on the complex and mutual negotiation of identities between the self and the digital world.</p> <p>I can develop, individually or in collaboration with peers, a vision or strategy for identity expression in the digital world.</p>

### Teaching-Learning Intervention: Identity Dimension

The Identity Oriented Component strand aims at raising learners' awareness on both their real and digital identities with respect to their increasingly constant online presence. Teachers have at their disposal several resources within this strand including an OER that focuses on guiding learners to critically analyse social media accounts while raising awareness on the positive impact digital environments can have. Students will learn about other students worldwide that foster active digital citizenship of the youth and will reflect on how active participation and online collaboration can shape their environment. Furthermore, students will reflect on their own social media presence and think about positive changes they could make. During this activity, learners will practice their listening, speaking, reading and writing skills through a process of understanding, interpreting, and producing appropriate language content. As for the digital artefact creation, learners will work collaboratively on the designing of a Padlet board with their digital heroes.

For more practical examples see p. 30 (Annex).

#### **D. Content Dimension: Global and Digital Contexts**

The content dimension relates to the multitude of possible topics that can be made a matter of discussion in the foreign language classroom and their representation online. With a DCE perspective in mind, these include themes that matter on a global level and how those are represented in digital media. Yet, digital media should not only be seen as a container for said content. Rather, the digital world allows learners to get a glimpse of the complexity that is characteristic of discourses on topics such as human rights, the Sustainable Development Goals and their ramifications in digital spheres.

Progression		Proficiency statements
Basic	Browsing data, information and digital content on global issues	I can access information and content on global issues on preselected online resources.
	Awareness of global issues and their representation in the digital world	I am aware of global issues and their general depiction online.
Independent	Searching data, information and digital content on global issues	I can perform precise and routine searches to find data, information, and content on global issues in digital environments and adapt my searching strategy if necessary.
	Analysis and evaluation of the representation of global issues online	I can analyse and evaluate global issues and their depiction in various digital spaces.
Proficient	Transforming online research results into civic action	I can use the results of my online research to contribute to solving global issues.
	Creation and analysis of digital content on global issues	I can analyse global issues and express my own views on these issues by creating digital content.

## Teaching-Learning Intervention: Content Dimension

*We Are All Born Free*<sup>1</sup>: The Universal Declaration of Human Rights in Pictures by Amnesty International is a picture book based on the Universal Declaration of Human Rights, which was signed on the 10th of December 1948, in the aftermath of World War II. It was compiled to declare and protect the rights of all people from all countries. This book combines each declaration with an illustration and allows learners to practice their reading skills. Additionally, speaking, writing, or communication skills can be fostered when discussing the content. Teachers can lead learners in an examination of each human right, discussing the content explicitly. Learners can respond to how they feel about the ideas being expressed and share how they receive and understand each human right. This allows learners to notice how the relational dimension could impact the content being presented. In a next step, the potential of digital media for promoting human rights can be discussed, e.g. the role of social media in the revolution in Iran.

<sup>1</sup> [www.amnesty.org.uk/resources/book-activities-we-are-all-born-free](http://www.amnesty.org.uk/resources/book-activities-we-are-all-born-free)

For more practical examples see p. 31 (Annex).

### ***E. Critical and Reflective Dimension: Awareness for Global and Digital Diversity***

The final dimension, and in our view probably the most important one, centres around the critical reflection on the successive digitalisation of today's world. Finally, all the dimensions described so far must include a critical and reflective perspective to thoroughly understand the complex interrelations in a society in which the boundaries between analogue and digital become increasingly blurry. This ranges from human rights in the digital world to opening a dialogue about the nature, essence and importance of social media in learners' lives and in society itself.

Progression		Proficiency statements
Basic	Awareness of digitalisation as a global societal phenomenon	I am generally aware of the influence of digital media in today's world.
Independent	Reflecting on one's individual digital practices	I can evaluate, reflect on and discuss with peers how to use digital media.
Proficient	Collaboratively reflecting on and enhancing digital practices in general	I can evaluate, reflect on and collaboratively discuss society's practices concerning the use of digital media.

### **Teaching-Learning Intervention: Critical and Reflective Dimension**

Critical and meta-reflective components expand students' ability to contemplate the increasing digital transformation of society within the foreign language classroom. The reflective dimension increases awareness of global and digital diversity by challenging students to question and analyse the ever-changing role of technology. For intermediate and advanced learners, the Netflix show *Black Mirror* can provide teachers with a useful tool to explore these topics. This sci-fi television series about near-future dystopias highlights the use of technology to point out contemporary social issues and presents distorted, high-tech futures as a cautionary tale for viewers. For example, episodes such as "Nosedive" and "Fifteen Million Merits" offer a glimpse into a future where the influence of social media has run wild. Being confronted with this enables students to reflect upon their use of social media, the impact it can have on individuals, and the potential threat it may have on future societies. Furthermore, vocabulary and listening skills are fostered while viewing, as well as production skills when students discuss or write their responses to the content. For beginners or young learners, clips from YouTube, trailers or stills can be used as an introduction to these topics. To deepen their understanding, more advanced learners can create alternate endings to episodes.

For more practical examples see p. 32 (Annex).

## II. Conclusion

With the policy framework, as the last intellectual output, the DiCE.Lang project (2020-2023) has reached its conclusion through engaging in multiple dissemination activities to guarantee maximum and lasting outreach through the full cascade of target groups addressed by the DiCE.Lang project. This includes launching the open-access project platform with sustainable availability of all project outputs, holding large-scale teacher training session and one international symposium, presenting the outcomes to regional and national policymakers and educational stakeholders, and introducing the policy framework at the European level.

We hope to contribute to the curricular inclusion of new Digital Citizenship Education approaches in foreign language teacher education across Europe and, as a next step, beyond Europe. Also, the digital and accessible nature of the OERs is an inevitable necessity to ensure and continue a coherent and cohesive education in situations where crises cause fragmentation and disruption of regular face-to-face teaching programmes, for instance, during lasting pandemics. The development of our policy framework helps to ensure a more systematic and thorough integration of Digital Citizenship Education into foreign language education in Europe. Furthermore, the framework serves as a solid conceptual and theoretical basis for future discussions of the development of common digital and democratic values in the foreign language classroom.

The five dimensions (four plus one) laid out in this framework entangle the individual (student, pupil) with the global sphere, coating the citizenship component in a very international environment. Hence, the digital and the global merge. Our OERs and teaching-learning-interventions that can be found in the appendix also mirror that fact. Boundaries of the sort like ethnic, gender and sexual identities, political affiliations or socioeconomic and educational backgrounds can be overcome and transcended through the implementation of our outputs.

The previous sections have illustrated the complexity and multiperspectivity of digital citizenship education in FLE. Just as diverse as the possible approaches to and resources for working on DCE in this context are the ways of monitoring and assessing DCE. Evaluation of DCE in FLE should include “different aspects such as the inputs (e.g., educators’ competencies, resources, tools, learning environment), the process (e.g., teaching methodologies, types of actions, learners’ engagement) and the outcomes” (UNESCO, 2013, p. 35). While we consider the learners’ development in the medium and in the long term to be of utmost importance with regard to DCE (rather than for instance the comparison of different learners), we advocate for ongoing and formative assessment that can take the form of a journal or a portfolio. Furthermore, we strongly encourage further research on diagnostic assessment of DCE in FLE and would like to draw attention to possible challenges associated with constructing valid DCE measurement relating to the complex nature of DCE and the ever-evolving digital world as its core reference point.

However, it has to be made clear that not every listed OER contains elements of ‘activism’ that is highly related to Digital Citizenship Education. This is because ‘activism’ cannot always be fully realized in every foreign language lesson. We have seen that Digital Citizenship is multifaceted and the dimensions merge and interact with each other. We understand the proposed model as a heuristic that helps to conceptualise DCE in FLE, nevertheless, the different dimensions are not mutually exclusive and real-life discourses often touch upon more than one of the established dimensions.

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#### IV. List of Figures

Fig. 1: The five main categories of the DigComp (Vuorikari et al., 2022, p. 67).....	7
Fig. 2: Reference Framework of Competences for Democratic Culture (Council of Europe, 2018, p. 38).....	8
Fig. 3: : Model for digital competence development (Council of Europe, 2019/2022, p. 15) ...	8
Fig. 4: EU Member State's track record on digitization (Digital Economy and Society Index (DESI) 2022, p. 21) .....	10
Fig. 5: The five-star model, the initial DiCE.Lang model. ....	12
Fig. 6: The rising star model (based on the DiCE.Lang policy framework). ....	13

## Appendix

### A. *DiCE.Lang Project description*

In order to facilitate the implementation of DCE in schools and in curricula across Europe, subject-specific adaptations are required which, at the moment, are still lacking. This would include a thorough adaptation of DCE principles and objectives into foreign language education (FLE) – a field at the heart of a unified vision of European education that involves the fostering of foreign language competencies needed for intercultural communication, mutual exchanges and civic action.

Against this backdrop, this three-year Erasmus+ project (2020-2023) has aimed at modelling the specific perspectives of FLE into available European initiatives of DCE. This entails:

- The communication and digital perspective necessary for digital citizens to communicate in the digital world,
- an intercultural perspective to initiate cultural exchanges in digital environments,
- an identity component to strengthen learners' personalities with respect to their online lives,
- a content perspective by relating current themes to digital transformations (e.g., migration or sustainability),
- a critical component for reflecting on the increasing digital transformation of society.

To reach this large-scale objective, DiCE.Lang has conceptualised how DCE can best be implemented in FLE by providing novel pathways into educational resources, professional development, and policy updates. These trajectories centrally hinged on quantitative and qualitative research activities that yielded the backdrop for the whole project.

What outputs have been created by the project?

In detail, the project has produced four intellectual outputs:

- a survey to research teachers' knowledge, skills and attitudes related to DCE, which was later turned into a tool for teachers' professional self-reflection
- a comprehensive set of open educational resources available in English and additional European languages
- a teacher training package for DCE in FLE providing various scalable opportunities for professional development
- a new policy framework serving to guide adaptable implementations of DCE in FLE in local and national educational contexts across Europe

To ensure that all objectives and outputs are reached, DiCE.Lang employed a rigorous methodology moving from a survey-based, state-of-the-art analysis to the cyclical piloting, improvement and implementation of all educational resources and teacher training elements, and then up to the research-driven conceptualisation of a new policy framework.

How were the results and outputs disseminated?

The project followed a sustainable open-access policy to ensure widespread European outreach, coupled with local, regional, national and European dissemination activities that address the following cascade of target groups set to benefit from DiCE.Lang in the longer term:

- European and national stakeholders – with an expected impact of updating and transforming educational policies and curricula
- in-service foreign language teachers at schools and pre-service teachers in their teacher education phase at university – as involves their professional development and teaching practice
- teacher trainers as multipliers – who will in turn prepare other teachers for DCE in FLE
- ultimately, learners at school as the key beneficiaries of the project's value chain and the recipients of the most up to date education involving digital citizenship while learning foreign languages.

## ***B. Teaching-Learning-Interventions***

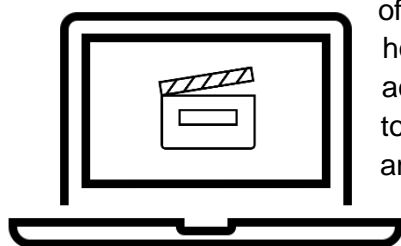
As part of the DiCE.Lang project, 50 teaching units and a digital inventory with 60 multilingual resources for DCE were created. The examples below refer to these resources. Full lesson plans can be accessed through the database of the DiCE.Lang website:

<https://www.dicelang.gwi.uni-muenchen.de/index.php>

### **Communication and Digital Literacies**

#### (1) Are you digitally distracted?

To foster communication and digital literacies in the foreign language classroom, teachers have a wide range of teaching options at their disposal. One key aspect of critical digital literacies that is essential to highlight is the role technology potentially plays in terms of distraction. It is crucial for students to reflect upon the concepts of Digital Distraction and Digital Age and analyse how the use of the Internet and mobile devices have contributed to the increase of distraction in their daily lives. In this context, this teaching idea focuses on raising awareness on the use of mobile phones and how much time students spend on them. The use



of digital devices provides opportunities for powerful learning however, risks such as digital distraction come with it. This activity addresses such issues and provides practical tips to be integrated in daily life to help students being more focused and productive during their study (and non-study) time. Students will engage in the creation of a downloadable guide with practical tips on how to manage digital distraction and the gains they achieved after implementing into their daily lives the Flora app (Flora is a free app that helps managing the mobile phone usage in a productive way by turning off the app notifications to compel the user not to use the phone. With Flora, students plant a virtual garden; the seed grows as the users don't touch the phone. The app allows also for list-making and pace settings for work and break time). In a next step, the downloadable guide will be shared on the school blogs / newsletter in a bilingual version as well as in the local community digital channels. (See OER: "Are you digitally distracted?" for a full lesson plan.)

#### (2) Google Search Tricks for Research

To foster communication and digital literacies in the foreign language classroom, Google Search Tricks for Research can be used to show intermediate and advanced learners how to search for reliable information using Google. The short video and article include tips for accurate and trustworthy research while promoting learners' listening and reading comprehension skills. This guide is useful for students who are already doing research projects for school and can promote critical skills as well as insight on how to assess the reliability of digital sources. These skills can be applied in a follow-up activity where learners must collect information on a topic, and then practice communication skills when sharing with peers how they collected their sources and ranking the credibility of each one. Additionally, the results from each Google search can be compared to more traditional means of research, such as visiting a library, to give learners a wider perspective.

Resource: <https://www.commonsense.org/education/articles/5-must-have-google-search-tips-for-students>

### (3) Bury Me, My Love

The ability to communicate effectively via digital means has become a vital skill that learners can develop in the foreign language classroom. For example, Bury Me, My Love is a text messaging adventure game inspired by real-life stories and communication tools such as WhatsApp. It follows the story of Nour, a Syrian migrant who is trying to find her way safely to Europe. Players take the role of her husband Majd, who stays in Syria and communicates with Nour through a messaging app, giving her advice so that she reaches her destination safely. Through the game, intermediate and advanced learners can text, send pictures and selfies, emojis, and links to help Nour. In addition, players must make important choices, which allows them to reflect on the complex situations many migrants face. Learners can then develop speaking skills when sharing what decisions were made, and how this impacted Nour's journey.

Resource: <https://burymemylove.arte.tv/>

## **Inter- and Transcultural Dimension**

### (1) Memes in a Digital World

Although memes predate the digital era, the distinctive characteristics of the Internet have made their proliferation an unmissable habit. The term meme, deriving from the Greek mimema and signifying something imitated, is defined as a cultural unit spreading from one person to the next (Shifman, 2013). Especially since these units have established themselves as a fixed concept of the netizen language, teachers should also raise awareness of how such memes can reinforce cultural stereotypes and harm intercultural dialogue. Teachers can find one possible path for such a meme-based lesson in the foreign language classroom in the teaching unit on "Idioms and Memes". One part of the lesson consists of pupils creating memes which present a critical analysis of idiomatic expressions related to languages and cultures. Here, the teacher asks pupils to think creatively about how memes can debunk stereotypes. A way of debunking the stereotype is to add an image that contradicts the idiom based on the nationality / cultural trait into a meme.

For further information on memes in the Digital Age, please read: Shifman, L. (2013). "Memes in a Digital World: Reconciling with a Conceptual Troublemaker." *Journal of Computer-Mediated Communication*, 18. (362-377).

<https://academic.oup.com/jcmc/article/18/3/362/4067545>

### (2) The Global Peace Path

Intercultural dialogue has been established as a political priority by the Council of Europe, reflecting and encouraging the organisation's fundamental objectives such as advancing democracy in Europe. Effective intercultural dialogue, however, does not occur automatically in foreign language classrooms. The Global Peace Path is one project teachers could draw on to scaffold intercultural dialogue. The Global Peace Path is based on the pedagogical concept of Intercultural Service Learning, which combines



formal learning and community service. This project links foreign language learning to broader educational frameworks such as Intercultural Citizenship Education and Education for Democratic Competences. The project intends to contribute to intercultural understanding and jointly strives towards peace while using the foreign language in a meaningful way. The idea is to spread peace and connect people worldwide through art, poetry and digital tools. Participants write poems on the topic of peace and display them locally and online on the Global Peace Path world map, so that people from all over the world can read them.

For more information, please visit:

[www.lmu.de/globalpeacepath](http://www.lmu.de/globalpeacepath) or [www.facebook.com/globalpeacepath](https://www.facebook.com/globalpeacepath)

The OER includes a possible lesson plan and helpful resources to participate in the Global Peace Path. The OER is available in ten languages.

### (3) From Netiquette to Critical Incidents Online

To work with inter- and transcultural perspectives on digital exchanges, the internet offers a vast range of resources. While beginner students might start with finding and watching materials of digital etiquette and reflecting on their communication habits on social media and the internet, more advanced students could examine videos on intercultural misunderstandings. They should discuss the reason for the misunderstanding and decide on the knowledge, skills and attitude (or the lack of it) which should have been improved to avoid the problem. If applicable, students could share their own experience of intercultural communication situations. This would not only raise the awareness of the possible reasons for intercultural communication challenges but also facilitate their understanding of openness and tolerance. They could also examine cases on social media where there has been misunderstanding in transcultural contexts. This would also raise awareness of plurilingualism and challenges a plurilingual environment poses. More advanced students might draw a list of suggestions to encourage transcultural communication. Another source worth exploring are memes. Students choose one or more memes describing intercultural misunderstanding or plurilingual component and describe it to their peers. They could also collaborate to design their own meme to reflect on transcultural communication.

More advanced students could explore and compile a list of resources and websites that might encourage intercultural communication, e.g., postcrossing. They should reflect and analyse giving advantages and disadvantages of each one. Students could collaborate to discuss their opinion of automated communications and their implication for the global communication.

### (4) Social Justice and Prejudice

The Inter- and transcultural perspectives on Digital Exchanges strand aims at raising students' awareness on the importance of cultural encounters in the digital world. Teachers can avail of many resources within this strand and, particularly, the OER "Using Digital Skills to Understand and Challenge Prejudice" focuses on guiding learners to reflect upon and tackle the ideas of social justice and prejudice by using digital tools. Students will start the activity by reflecting on the meaning of prejudice; they will then identify the types of judgments people might have without knowing someone; afterwards, they will analyse and describe ways to use digital skills to understand and challenge prejudice. At the same time, learners will practice their listening, speaking, reading and writing skills through a process of understanding, interpreting, and producing appropriate language content. During the creative part of the process, students will

engage in the designing of two avatars, one representing oneself and the other representing how one is perceived/assumed to be by others. The next step focuses on the creation of a collective poster representing all the students in the class in their self-represented avatars. The poster, with an introduction about the avatar experiment undertaken in their foreign language class, will be shared in the social media school channels.

### **Identity Dimension**

#### **(1) Real vs. Digital Identities**

To introduce and work with students' real and digital identities teachers can organise their teaching intervention work starting with raising awareness of students' identities. At the beginning, students can discuss their identities and what makes them who they are. They might discuss what makes them special and different from the others or how others are similar and different from them. To raise their awareness of their digital identity, they are encouraged to reflect on how they want to present themselves digitally (on social media; during online classes; in some virtual learning environments also computer games). They could describe a picture of themselves they would like to post on their social media and discuss the most important details about their identity the picture / selfie might reveal.

For intermediate students, they are encouraged to choose a person (a famous athlete, politician, actor, vlogger etc.,) and examine their digital identity – what they are famous for; how they use their digital presence; what values they represent. They could also choose to explore organisations, e.g., their school or government. They might discuss how famous people have used their digital identity to further their causes.

For advanced students, they are invited to consider different ways they could use their digital identity to make a positive impact on the works. They reflect on what their own aim might be – some problem they want to address and how they might try to solve it.

#### **(2) Active Participation and Online Collaboration**

The identity-oriented strand aims at raising learners' awareness on both their real and digital identities with respect to their increasingly constant online presence. Teachers have at their disposal several resources within this strand including a teaching idea that focuses on guiding learners to critically analyse social media accounts while raising awareness on the positive impact digital environments can have. Students will learn about other students worldwide that foster active digital citizenship of the youth and will reflect on how active participation and online collaboration can shape their environment. Furthermore, students will reflect on their own social media presence and think about positive changes they could make. During this activity, learners will practise their listening, speaking, reading and writing skills through a process of understanding, interpreting, and producing appropriate language content. As for the digital artefact creation, learner will work collaboratively on the designing of a Padlet board with their digital heroes.

## **Content Dimension**

### (1) *The Arrival* by Shaun

*The Arrival* by Shaun Tan is a silent graphic novel that tells the story of a migration from one part of a fantastical world to another. Learners of all levels can develop their oral or written language skills while using imagery to narrate a story and describe what they believe is occurring in the novel. Learners then compare differing narratives in groups or pairs, using this opportunity to be exposed to perspectives other than their own. More advanced learners could choose scenes from the book, develop a screenplay based on the content, and act out the events multiple times as different characters in the same scene. This could allow learners to discover how differing 'characters' relate to the same content presented each time. To follow up, learners reflect on changes in meaning when the relational (how) aspect is modified with explicit (what) content. To connect the digital component, learners could then select one event in the media and search for multiple sources reporting on it to analyse differences.

Resource: <https://www.shauntan.net/arrival-book>

### (2) *We Are All Born Free: The Universal Declaration of Human Rights in Pictures* by Amnesty International

*We Are All Born Free: The Universal Declaration of Human Rights in Pictures* by Amnesty International is a picture book based on the Universal Declaration of Human Rights, which was signed on the 10th of December 1948, in the aftermath of World War II. It was compiled to declare and protect the rights of all people from all countries. This book combines each declaration with an illustration and allows learners to practice their reading skills. Additionally, speaking, writing, or communication skills can be fostered when discussing the content. Teachers can lead learners in an examination of each human right, discussing the content explicitly. Learners can respond to how they feel about the ideas being expressed and share how they receive and understand each human right. This allows learners to notice how the relational dimension could impact the content being presented.

Resource: <https://www.amnesty.org.uk/we-are-all-born-free-universal-declaration-human-rights-pictures>

### (3) Fake News

To focus on content-oriented perspectives – engaging effectively and critically with current topics and issues presented on digital media while finding their own presence and position – teachers could offer their students a set of teaching-learning-interventions.

For beginner levels – students are invited to research the topics. They might examine such concepts and examples as hoaxes, fake news websites, half-truths, media manipulations etc. and, to facilitate collaboration, they introduce their peers to the researched concept. They discuss why people fall for these scams and how digital media has increased our vulnerability.

More intermediate students could be encouraged to choose one current issue and explore it from various (conflicting) perspectives for example researching viewpoints of opinion leaders



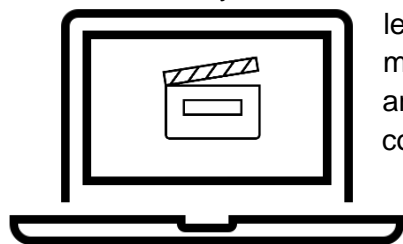
or different news websites (e.g., cnn.com vs. foxnews). They might use visual organisers to compare and contrast the information finding similarities and differences.

To examine the topic further, advanced students could analyse the language used in mass media and social media posts to advertise one's position; to express different attitudes on the same issue (terrorists vs. freedom fighters). They should notice how the chosen words and sentences might manipulate public opinion (for example by examining the headlines on news websites)

### **Critical and Reflective Dimension**

#### (1) Seeing is no Longer Believing

To foster the critical and reflective dimension of DCE in the foreign language classroom, teachers have a wide range of teaching options at their disposal. While beginners may start by researching information on a topic of their choice online, intermediate learners also assess the reliability of digital sources. In this context, Deepfake videos are an interesting starting point. They can help to spot and evaluate the credibility and reliability of online material. Furthermore, they underline the importance of being well-informed news consumers and make



learners reflect on their news sources and on the dangers of misinformation. At the same time, learners practice their listening and speaking skills. In a next step, learners transfer from mere consumers of online content to producers and construct an infographic on spotting deepfakes by using collaborative digital media and then sharing it online. For this activity, they need digital literacies on a more advanced level. All in all, this teaching idea helps learners realise that “Seeing is no longer believing”.

#### (2) Citizen Journalism

Digitalisation has opened new spaces and avenues for civic participation, empowering those who would typically only consume information also to produce and spread news content online. However, it is crucial to critically reflect on the very purpose of news disseminated via social



Image: [https://www.freepik.com/free-vector/female-hands-holding-mobile-phone-with-newsletter-screen-woman-reading-world-news-usino-smartphone-aco-internet-flat-vector-illustration-newspaper-information-press-media-concept\\_26921732.htm](https://www.freepik.com/free-vector/female-hands-holding-mobile-phone-with-newsletter-screen-woman-reading-world-news-usino-smartphone-aco-internet-flat-vector-illustration-newspaper-information-press-media-concept_26921732.htm)

media, which can also serve destructive rather than instructive aims. It is vital that schools help their pupils develop media and information literacy so that they can not only consume but also create and critique information. The OER “Citizen Journalism” approaches the topic of citizen journalism for intermediate learners of foreign languages by inciting learners to reflect on questions such as Where do you usually read the news? What is a digital / citizen journalist? How can we distinguish between those we can trust and those we cannot trust? What is the role of media companies in this process? One part of the lesson plan includes pupils recording podcasts, which are then shared online on the school's website, on Facebook or pupils' blogs.

If you wish to plunge deeper into media and information literacy, please visit:  
<https://www.coe.int/en/web/digital-citizenship-education/media-and-information-literacy>

### (3) Time Spent Online

Thanks to digitalisation, we have many options at our disposal to instantly communicate with people anywhere around the globe whenever we wish to do so. Unquestionably, this increased



connectivity also leads to increased screen time, so foreign language teachers should include critical reflections on both the quantity and quality of screen time. To do so, they could make use of our OER “Time Spent Online.” Its learning outcomes range from becoming aware of one’s time spent online over identifying the negative consequences of too much screen time to coming up with possible ways to help those who suffer from internet addiction. This teaching unit lends itself well to any teacher who wishes to combine the four skills while enhancing analytical and critical thinking skills concerning the (over-)use of digital media.

### (4) Black Mirror

Critical and reflective components expand students’ ability to contemplate the increasing digital transformation of society within the foreign language classroom. The reflective dimension increases awareness of global and digital diversity by challenging students to question and analyse the ever-changing role of technology. For intermediate and advanced learners, the Netflix show Black Mirror can provide teachers with a useful tool to explore these topics. This sci-fi television series about near-future dystopias highlights the use of technology to point out contemporary social issues and presents distorted, high-tech futures as a cautionary tale for viewers. For example, episodes such as “Nosedive” and “Fifteen Million Merits” offer a glimpse into a future where the influence of social media has run wild. Being confronted with this enables students to reflect upon their use of social media, the impact it can have on individuals, and the potential threat it may have on future societies. Furthermore, vocabulary and listening skills are cultivated while viewing, as well as production skills when students discuss or write their responses to the content. For beginners or young learners, clips from YouTube, trailers, or stills can be used as an introduction to these topics. To deepen their understanding, more advanced learners can create alternate endings to episodes.

Video clips: <https://www.youtube.com/watch?v=WTbbSZg4A3k>,  
<https://www.youtube.com/watch?v=Y0oRgU4A5bs>  
Resource: <https://www.netflix.com/de-en/title/70264888>

### (4) From Social Media Profiles to Digital Footprints

To encourage critical and reflective skills teachers can choose from a wide range of teaching intervention activities. For beginners, students could examine and discuss various profiles on social media – what the person / brand / company has wanted to focus on and what

ramifications might occur. They are invited to share their experience – instances of famous people posting something on the internet, which lead to negative consequences. Students should be encouraged to reflect on what and how they present themselves on the internet. Simultaneously, students practise their reading and oral production and interaction skills. They also discuss and decide what they can post on the internet and what they should not post on the internet giving reasons for their choices.

Intermediate students might be given or find themselves case studies of people relating to digital media – behaviour on social media (e.g., Donald Trump, Elon Musk etc.). They discuss these cases drawing conclusion on what the impact has been, what was successful and what was not successful.

Later advanced students can be encouraged to analyse their and their peers' digital footprint – the data left behind when one used the internet. Students find out the types of digital footprint, e.g., making purchases from e-commerce websites or registering for brand newsletters. This would raise their awareness of what students do on the internet. Furthermore, as the work advances, students should discuss and devise strategies to raise awareness and ensure digital wellbeing taking into consideration privacy issues. Students are encouraged to reflect on their work to encourage them to take responsibility for their activities in the digital world; to raise awareness of the knowledge, skills and attitudes that they are gaining; to increase their self-esteem as digital citizens and to develop and improve their capacity to recognise quality in their work. They might also work out a set of criteria / checklist to help their peers recognise and analyse dubious content on the internet. They do this collaboratively using online cooperation tools.

#### (5) Hate-speech and Cyberbullying

To foster critical and reflective skills in the foreign language classroom, teachers have a wide range of teaching options at their disposal. In this teaching idea, teachers will guide students in raising awareness on the online hate speech issue reflecting on the meaning of this concept, its relationship with cyber-bullying, analysing how the Internet has contributed to an increase of hate speech and how the same Internet can help to tackle it. Teachers will be given tools and resources to sensitise learners to the problem while educating them in creating a climate in the online society where such actions are considered inappropriate. At the same time, learners will practise their listening, speaking, reading and writing skills through a process of understanding and interpreting language content while reacting with appropriate register and language. In a next step, learners will engage in the creation of a digital artefact by putting together an online campaign entitled “The Recognize and Report Hate Speech Campaign” made of self-designed and self-produced videos. The videos with subtitles in the country language will be later shared in the school digital channels and local community.