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## Participant's report to the National Nominating Authority and the National Contact Point

to sections:

learned, on how the  
In addition to the ECML  
National Nominating Authority and the National Contact Point in your country the ECML  
will use the report<sup>1</sup> in the "Experts involved in ECML activities" section of each ECML  
member state website (please see <http://contactpoints.ecml.at>).

This section should be written in one of the project's working languages.

2. **Public information:** this is intended as an information on the ECML project and its expected value for your country. The content should be of interest for a larger audience. Thus it should link up to interesting publications, websites, events etc. which were discussed on the occasion of the workshop or which are relevant in your country. The public information should be a short, promotional text of about 200 words.

This section should be written in (one of) your national language(s).

### The completed file should be sent to

- the ECML National Nominating Authority and the National Contact Point in your country (contact details can be found at <http://www.ecml.at/aboutus/members.asp>)
- and in copy to ECML Secretariat ([Erika.komon@ecml.at](mailto:Erika.komon@ecml.at))

within the given deadline.

<sup>1</sup> Only if you authorised the ECML to publish your contact details.

## 1. Reporting

<b>Name of the workshop participant</b>	Claire Ryan
<b>Institution</b>	Future Learning Language School - Eaquals Representative
<b>E-mail address</b>	claireryan@flireland.com
<b>Title of ECML project</b>	<b>"Digital citizenship through language education"</b>
<b>ECML project website</b>	<a href="https://www.ecml.at/ECML-Programme/Programme2020-2023/Digitalcitizenshipthroughlanguageeducation/tabid/4302/Default.aspx">https://www.ecml.at/ECML-Programme/Programme2020-2023/Digitalcitizenshipthroughlanguageeducation/tabid/4302/Default.aspx</a>
<b>Date of the event</b>	4th , 5th November 2021
<b>Brief summary of the content of the workshop</b>	Promoting digital citizenship in language learning education. During the workshop a pedagogical framework for the development of digital citizenship was examined and will therefore be practical for decision-makers, language teachers and language teacher educators. Workshop participants designed real-world activities that could be applied to foreign language classrooms.
<b>What did you find particularly useful?</b>	Having the opportunity to apply own context to the framework given. Working with other foreigner language educators allowed for a more collaborative effort and a delivered a more robust outcome.
<b>How will you use what you learnt / developed in the event in your professional context?</b>	I will share a report with Eaquals association who can them disseminate through their own platform informing other members.
<b>How will you further contribute to the project?</b>	Developing and sharing a digital citizenship project
<b>How do you plan to disseminate the project?</b> <ul style="list-style-type: none"> <li>- to colleagues</li> <li>- to a professional association</li> <li>- in a professional journal/website</li> <li>- in a newspaper</li> <li>- other</li> </ul>	Developing and delivering project 'digital citizenship' with young learners.

## 2. Public information

**Short text (about 200 words) for the promotion of the ECML event, the project and the envisaged publication with a focus on the benefits for target groups. This text should be provided in your national language(s) to be used for dissemination (on websites, for journals etc.).**

### Digital Citizenship in Modern Language Classrooms

The aim of the workshop was to inform foreign language teachers and education specialists with the concept of digital citizenship and the role of modern foreign language teachers have in the process of creating a responsible digital citizen. Young people need to be very knowledgeable about media literacy, to be able to choose what is true and what is misinformation and untruths. The ECML presentation of the concept of digital citizenship was outlined and a framework described. The view of students being social agents whose actions are largely guided by rights and responsibilities associated with certain values. The common goal is to equip students with the ability to communicate with the appropriate awareness, attitudes, knowledge and skills promoted by digital citizenship education.

The digital citizenship workshop provided the opportunity for modern language teachers to collaborate and create real world tasks that can be used to allow students to use technology in the classroom to engage with the target language and how to interact in a meaningful way. Learning with hands-on activities (such as creating a LinkedIn profile, developing a webpage on the responsibility for pollution, posting questions / answers / comments in the Tripadvisor Travel forum) will allow students to take a critical look at the world around them, be creative, responsible, conscious and personal.

During the workshop and indeed throughout this project there was particular focus on “Real World Tasks”. These enable learners to be language users on the Internet and experience:

- Communication in target languages or even multilingual communication.
- Digital participation and creativity, including through the use of multimedia.
- The creation and dissemination of information on participative websites (travel guides or participative encyclopedias, forums).

These tasks allow language learners to engage in a purposeful and motivating way to develop language competence and digital citizenship by enabling learners to interact in the real world.

Learners are indeed led to act as citizens and to reflect critically on their own experiences.

Having this framework allows for digital skills to develop in the targeted language and encourages learners to develop as responsible digital citizens.