Inspiring innovation in language education: changing contexts, evolving competences
Inspirer l'innovation dans l'éducation aux langues : contextes changeants, compétences en évolution
Innovationsimpulse in der Sprachenbildung: Kontexte und Kompetenzen im Wandel

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

Meeting report

In the three weeks after the event, please complete this report. It contains two sections:

1. **Reporting**: this is intended as a feedback on the event, on what was learnt, on how the event will affect your work and on how it will be disseminated. In addition to the ECML National Nominating Authority and the National Contact Point in your country the ECML will use the report[1] 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)**

within the given deadline.

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[1] Only if you authorised the ECML to publish your contact details.

EUROPEAN CENTRE FOR MODERN LANGUAGES
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Title of ECML project	Digital citizenship through language education
ECML project website	https://www.ecml.at/
Date of the event	4.-5. 11. 2021
Brief summary of the content of the workshop	The workshop was focused on "digital citizenship through language education". The aim was to use digital tools (social networks, different websites) while using and developing language competencies. When talking about "digital citizenship" we should rather use an expression "citizens who use digital technology", communicate in different languages and hence develop language competencies. As citizens we have rights and responsibilities, we have certain values and patterns of behaviour, how to communicate, share and decode information. After theoretical approach the workshop participants were asked to prepare real-world tasks. During these tasks we talked about different literacies (technological, information, media, interactional), plurilingual and intercultural aspects, prepared possible steps in two versions – for a teacher and for students. Before the workshop we were asked to work on pre-workshop activities and discussed output in the workshop.
What did you find particularly useful?	To encourage pupils and students to use social media/networks in order to develop their language competencies, to be able to analyse information for potential threats, to develop their critical thinking and support students´ motivation in using digital technologies. Different views on the matter from other participants were extremely useful and helped me to look at the issue in a more complex way.
How will you use what you learnt / developed in the event in your professional context?	Real-world tasks were very inspiring, so I am prepared to use some tasks in class with the older students as they are already able to distinguish right from wrong or pathological inputs. Practicing these kinds of activities with younger pupils is a risk as they are not quite able to process information properly. However, it is a matter of

	upbringing and education. Therefore, the school education plays an essential role in upbringing digital citizens. It is essential to teach pupils and students to be careful on social networks, not to uncover their identities, to use a decent language in communication, to use proper questions (it is important to formulate a question correctly) and to make a conclusion.
How will you further contribute to the project?	Living in a digital era and using digital tools to be in touch with the world we should be aware of possible risks when dealing with all kinds of information. The point is to prepare young generation to be able to analyse and process information. I will work on the topic with my students, prepare specific tasks for them and analyse results of their work. My plan is to carry out research about their progress. I will be happy to attend another workshop of this type to be inspired with new ideas and to promote digital citizenship among the public.
How do you plan to disseminate the project? - to colleagues - to a professional association - in a professional journal/website - in a newspaper - other	I have already informed my colleagues about the workshop and have prepared a presentation for them about using digital technologies and developing language competencies at the same time which they found very interesting and were eager to do it in class with the older students. I would like to inform educational professionals, teachers of different types of schools (primary and secondary) and/or to contact the Methodology and Pedagogy Centre in order to inform about the workshop via webinars. In my opinion we-teachers should teach pupils to become digital citizens not only by using a foreign language to practice their language competencies, however it is inevitable to teach them to use properly their native language when using digital technology and posting comments on social networks. Therefore not only language teachers but all educational professionals should be aware of importance of being and behaving as a digital citizen. This is a clue to modern education.

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.).

Dvojdňový workshop, ktorý sa uskutočnil 4.-5. 11. 2021 v rakúskom Grazi, bol zameraný na Digitálne občianstvo prostredníctvom jazykového vzdelávania. Workshop bol hybridný, uskutočnil sa prezenčnou a online formou a lektormi boli Christian Ollivier (Francúzsko), Catherine Jeanneau (Írsko), Teija Natri

(Fínsko), Marie-Josée Hamel a Catherine Caws (Kanada).

Pred samotným workshopom sme dostali úlohu, vybrať si a uskutočniť jednu z troch aktivít, pričom o jej výsledku sa diskutovalo na workshope. Počas prvého dňa sme sa oboznámili s termínom "digitálne občianstvo", resp. hovoríme o občanoch, ktorí používajú digitálne technológie, komunikujú v online priestore, čím rozvíjajú svoje jazykové kompetencie. Človek ako občan a používateľ jazykov a digitálnych technológií je sociálnym agentom s mnohotvárnou identitou a je súčasťou rôznych online komunít. Má práva a zodpovednosti, ktoré sú spojené s určitými hodnotami. Digitálny občan využíva online nástroje v určitej sfére, určitým spôsobom, čo je ovplyvnené faktormi, ako sú individuálna charakteristika jednotlivca, samotný kontext a/alebo dostupná infraštruktúra. Existuje viacero typov občanov – "konzumenti a diváci", mediátori informácií, tvorcovia a vykonávatelia zmien (reformátori). Kľúčovým bodom, ktorý umožňuje užívateľom digitálnych technológií konať ako občania, je ich schopnosť komunikovať. To zahŕňa schopnosť rozumieť a zhodnotiť informáciu s využitím kritického myslenia a zároveň schopnosť využívať digitálne technológie efektívnym spôsobom.

Po teoretickom oboznámení sa s problematikou účastníci workshop vytvorili aktivity z reálneho života na rozvoj digitálneho občianstva a jazykových kompetencií pre svoju cieľovú skupinu (ZŠ, SŠ, VŠ, dospelí, jazykové úrovne od A1 – B2). Išlo o prípravu dvoch pracovných listov – pre učiteľa a žiakov, v ktorých sa analyzovali kompetencie technologické mediálne, informačné a interakčné, hlavné jazykové aktivity, plurilingválny a interkultúrny aspekt.

Digitálne technológie a online nástroje sa stali súčasťou nášho života, komunikácia v online priestore nám dáva rôzne možnosti, ako sa prezentovať. Napriek tomu, že v ňom fungujeme v anonymite, postovaním a pridávaním rôznych komentárov, sa môže človek stretnúť s nezdravými až patologickými javmi, ktoré sa aj tu objavujú (od "nepáči sa mi", "hejty" až po výsmech či kyberšikanu). V dnešnej dobe je nevyhnutné uvedomiť si zásady slušnej komunikácie, preto by sa téma digitálneho občianstva a človeka ako občana 21. storočia mala realizovať najskôr v prvom (materinskom) jazyku, čím by sa stala súčaťou školského kurikula a učebných osnov od najnižších ročníkov základných škôl. Učiť deti a žiakov vyjadriť svoj názor, analyzovať, argumentovať, zdôvodniť, viesť diskusiu a kriticky myslieť by malo byť základným faktorom moderného školstva.