

TRAINING OUTLINE FORM

Educators and social networks: raising awareness about hidden forms of discrimination and learning practical online tools to combat it.



City: Barcelona

Organization: CEPS Projectes Socials <http://asceps.org>

Workshop Venue: Centre Cívic Centre Convent de Sant Agustí <http://conventagusti.com>

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Trainers: Carolina Gaona and Òscar Martínez Ciuró

SYNOPSIS OF THE TRAINING:

The aim of this course was to demystify social networks for educators, and show them some practical applications of Internet resources and tools that can be used when working with young people. The focus of the sessions was dangers of discrimination online, and at the same time the use of digital material to raise awareness, prevent and combat discrimination on and off-line. The training empowered professionals by showing them simple steps how to work with social networks and help young people understand how they form different or similar relationships online or face-to-face.



What is this ‘training outline form’?

The ICUD project ‘training outline forms’ describe the actions carried out by each project partner during the pilot sessions, in a way that can be replicated by others. We hope you find them useful to copy and adapt in your learning environment as well as everyday.

The ICUD project

The ICUD Project (<http://digitaldiscrimination.eu/>) aims to Creatively Unveil hidden forms of Discrimination on the Internet, and analyze how youths contribute to its proliferation on social network sites. The project seeks to provide practical tools to combat digital discrimination. Based on academic and field research a creative methodology has been developed, which will be tested in pilot sessions with youths in five EU countries. Expected results will include an interactive anti-discrimination-pack, to raise awareness as well as stimulate youths to become proactive online users, who detect, react and act against discrimination online.

The research and theoretical frame

During five month the ICUD project partners from 5 EU countries have looked at different Facebook profiles of youths, and have collected information about open and hidden forms of discrimination online. Much has been found and the partners will address the main ‘themes’ that arose during the pilot sessions. The research was lead and analyzed by the [Social and Organisational Analysis research group \(ASO\)](#) at the Sociology Unit of the [University Rovira i Virgili](#) (Tarragona, Spain) and a full research report will be published on the project website <http://digitaldiscrimination.eu/>



What are the ICUD training aims?

The main emphasis of the ICUD training is to engage young people in digital activities on social network sites (sns) and to raise their awareness about discrimination during the sessions, as well as motivate them to become proactive internet users, who implicitly and explicitly combat discrimination through their informed actions and responsible behaviour.

The training outline forms contain a detailed description of the didactic work carried out by each project partner in five EU cities (Barcelona, Brussels, Bucharest, Rome and London) during the pilot sessions (October-December 2013). They represent an important work tool for the replicability of the tested model. The pilot sessions test the previously compiled methodological guide, and include creative and empowering activities with young people aged 15 to 30, who are the primary target group and are more likely to be exposed to discrimination. Participants of the pilot groups receive on-site training and follow-up online sessions, and they are encouraged to express their thoughts and reactions through audio-visual tools. In this way the ICUD training helps young people to find their voice and to involve and integrate their ideas in practical actions with digital tools.

Training / pilot sessions general objectives

- raising awareness about discrimination online, especially subtle and hidden forms , such as jokes, song lyrics, comics, stereotyping or even denial or invisibility of issues (i.e. denial of LGBT discrimination or of the existence of disabled people) etc.
- stimulating reaction in youth to respond to the theoretical and practical material in the methodological guide about discrimination and social networks, and invite them to add further experiences and their own digital material (AV production)
- giving a space for youth to act on the internet, whilst exerting self-reflection about their own positioning in relation to discrimination in their ‘real’ and online communities, in order to empower them to become conscious and active members of our society



Training / pilot sessions overall methodology

The methodological basis for the pilot sessions is the 'be-learning' methodology (belearning.info), which is used by the ICUD partners in 5 EU countries. However each partner is invited to incorporate activities best suited to their local issues, needs and infrastructures. The methodology combines three phases/parts and three layers. Every part includes different units and one or more layers:

Phases/parts:

1: Awareness raising: work introduction and target involvement using digital engagement and documentation.

2: React with digital production: Exploring, workshop about how to use a specific digital production to express opinion online, and specifically react to discrimination issues.

3: Action on the internet: explore, experiment, evaluation and thinking the results, and learn by exploring to act on the internet in responsible and positive ways.

Layers:

1: web-digital space – used throughout part 1, 2 and 3 (online)

2: interaction face to face – used in part 2

3: action – in part 2 and 3 (face to face and/or online)

The activities of each phase/part of this training are subdivided and described in units, i.e. the preparation of the awareness raising activities and examples would be unit 1. Each partner will define the content and how many units specific to their subjects, themes, online and AV activities they need.

This methodology is open and adaptable to local context, needs and know how of each partner.



GENERAL DESCRIPTION OF THE TRAINING:

TARGET GROUP:

The group is formed by educators and social educators they work with young people of the district of La Ribera – Born (Barcelona, Spain), a difficult environment in gentrification period with a high level of immigration.

METHODOLOGY:

Part 1: Awareness: documentation.

Sessions 1 and 2: Social networking. Using Facebook, Twitter and Web 2.0 tools for research.

TEACHING METHOD: As part of the initial session, we discuss concepts and issues relating to discrimination in digital environments. From here we establish the conceptual foundations that will serve as a guide for technological learning. This will impart knowledge and documentation that will serve to introduce students and make them aware of their role as users of Web 2.0 and its constant exposure to content that may be discriminatory.

TRAINING MODULES

- What is Web 2.0? How information flows on the Internet, who produces it and who has access: Principles and Recommendations for safe Internet browsing
- What are the types of network user? Which do you identify with? Proposed categories: user impeller, fan user, active user, passive user, exposed user.

In this session, trainers will make continual reference to situations of discrimination on the Internet, analysing the types of user / victim /perpetrator (as described in the ICUD project research report).

- Final Exercise: Using Facebook, Twitter, Instagram, Youtube and 2.0 tools to identify and track online multimedia content websites and discriminatory language, racist messages, clichés, stereotypes and prejudices. The activity focuses on learning to use social media hashtags / labels, aggregators and various monitoring tools that can serve other young people for their educational activities.

TEACHING TOOLS:

- FACEBOOK, TWITTER, STATIGRAM, PINTEREST, TOPSY, etc.. (Hashtags and tags to find content on the network).
- Diigo: tool to organize information
- Google: strategies to optimize contrast information and content search
- Protocols of action against abusive content.



Part 2: Reaction: Acting from digital environments.

Sessions 1 and 2: Creating a Facebook group and production interests in creative actions from the same platform.

TEACHING METHOD: Under the same principles of <https://www.facebook.com/pages/Digital-Discrimination> page will create a Facebook group to give young people a space for reflection and exchange of experiences.

The trainers develop teaching materials for members of the group, with clear indications on how to participate, how to contribute knowledge, what types of content to produce and how this dynamic online environment relationships. (Support Facebook)

TRAINING MODULES

- What are social networks? What are the benefits and risks of belonging to one of them?
- How to participate creatively from Facebook to combat discrimination online?
- Production of proprietary content: simple tools to create videos, infographics, publications and multimedia content.

For this exercise, make references to initiatives from different levels, related issues of discriminatory or abusive acts online. The idea is that this group of young people with this group of interests, have a place to spread their learning, reflect and become multipliers. Through this channel the social network, students could integrate their peers, colleagues or acquaintances who could benefit their knowledge and experiences.

- Final Exercise: Using Facebook, to engage creatively with the production or content selection in the panel discussion on online discrimination. They develop a collaborative educational material, in which all members contribute their direct experience in terms of online discrimination. This material will function as a guide for young people who may be in this situation. The material will be available on the web (<http://digitaldiscrimination.eu>) and in the Facebook group which also will open a permanent channel to generate conversation or consultancies between peers.

TEACHING TOOLS :

- FACEBOOK, content management stakeholders.
- INFOGR.AM, development of computer graphics and artwork to publish research results.
- BLOGGER: developing a simple web space to publish opinion articles.
- YOUTUBE: audiovisual material management and production of audiovisual brief to share (recording, editing and posting videos on Youtube)
- Educaplay is a platform to create free, online educational activities: questions, quizzes, treasure hunts, puzzles, relationship concepts, interactive maps, riddles, etc...



Part 3: Group Dynamics : Dissemination of results and integration of experiences in society.

Sessions 1 and 2: Creating a visual micro synthesis of experience and participation in at least one educational entity to share the experience with other young people .

TEACHING METHOD: With the guidance of trainers, students will be guided to prepare and conduct brief interviews recording a short video that addresses the issue of discrimination on the Internet as seen by young people. The audiovisual script helps young people to synthesize their experience and learning on the theme, and performing the analysis in audiovisual format, convert the learning modules into compelling content which is easy to spread in the same digital environments.

The trainers develop teaching materials to treat in this video, all subjects referred to throughout the workshop.

TRAINING MODULES

- The audiovisual and online virality. How to produce and publish a video.
- How to structure a screenplay, make a simple and make a video promotion campaign.
- Final thought: preparing a short speech or speech to present to other youth training groups.

For this exercise, make references to all the concepts related to the current situation of Internet 2.0, the vulnerability of young people from abusive and discriminatory content and above all, the ability to take an active part in challenging and fighting discrimination in digital environments in creative and thoughtful ways.

TEACHING TOOLS :

- YOUTUBE , channel management, learn how to upload a video edit, attach titles and captions, add music, etc. .
- Use of video camera, camera, mobile or pictures / photos of computer to produce a video.
- Prezi or Power Point presentation for a formative experience.

DESCRIBE CATEGORIES OF DISCRIMINATION YOU MAY FOCUS ON IN THE PILOT SESSIONS:

- Gender (women, male).
- Sociocultural class (appearance, style...).

PLEASE DESCRIBE HOW YOU WILL ADDRESS HIDDEN FORMS OF DISCRIMINATION IN THE PILOT SESSIONS:

We will address this by showing case studies and discussion.



RESOURCES:

a) Logistics:

The pilot sessions are in two spaces:

- a face2face time workshop (in Cultural Centre Convent de Sant Agustí in Barcelona, Carrer Comerç, 36, 08003 Barcelona)
- a digital space in facebook.
- a digital space a community blog.

b) Technical requirements: [phones, cameras of what type etc.]

- Projection
- Phones
- Internet access

c) Material:

We will work with digital content and material. If it is necessary we print some material to work from.



SHORT DESCRIPTION OF TRAINING UNITS

part	unit	CONTENT	ACTIVITIES	ICT interaction
1	1	What is Web 2.0? How information flows on the Internet, who produces it and who it is accessible to: Principles and Recommendations for safe Internet browsing	Using Facebook, Twitter, Instagram, Youtube and 2.0 tools to identify and track online multimedia content websites and discriminatory language, racist messages, cliches, stereotypes and prejudices. The activity focuses on learning to use social media hashtags / labels, aggregators and various monitoring tools that serve future youth for their educational activities.	<ul style="list-style-type: none"> • FACEBOOK, TWITTER, STATIGRAM, PINTEREST, TOPSY, etc... (Hashtags and tags to find content on the network). • Diigo: tool to organize information • Google: strategies to optimize contrast information and content search • Protocols of action against abusive content.
	2	What are the types of network user? Which do you identify with? Proposed categories: user impeller, fan user, active user, passive user, exposed user.		
2	3	What are social networks? What are the benefits and risks of belonging to one of them?	Using Facebook, to engage creatively with the production or content selection in the panel discussion on online discrimination.	<ul style="list-style-type: none"> • FACEBOOK , content management stakeholders. • INFOGR.AM , development of computer graphics and artwork to publish research results. • BLOGGER : developing a simple web space to publish opinion articles. • YOUTUBE : audiovisual material management and production of audiovisual brief to share (recording, editing and posting videos on Youtube) • Educaplay is a platform to create free, online educational activities: questions, quizzes, treasure hunts, puzzles, relationship concepts, interactive maps, riddles, etc...
	4	How to participate creatively from Facebook to combat discrimination online?	They develop a collaborative educational material, in which all members contribute their direct experience in terms of online discrimination. This material will function as a guide for young people who may be in this situation. The material will be available on the web (http://digitaldiscrimination.eu) and in the Facebook group which also will open a permanent channel to generate conversation or consultancies youth to youth.	
	5	Production of proprietary content: simple tools to create videos, infographics, publications and multimedia content.		
3	6	The audiovisual and online virality. How to produce and publish a video.	Make references to all the concepts related to the current situation of Internet 2.0, the vulnerability of young people from abusive and discriminatory content and above all,	<ul style="list-style-type: none"> • YOUTUBE , channel management, learn how to upload a video, edit it ,attach titles and captions, add music, etc. . • Use of video camera, camera, mobile or pictures / photos of computer to produce a video. • Prezi or Power Point presentation for a formative experience.
	7	How to structure a screenplay, make a simple and make a video promotion campaign.	the ability to take an active part in challenging and fighting discrimination in digital environments in creative and thoughtful ways.	
	8	Final thought: preparing a short speech or speech to present to other youth training experience.		



TIME

Part	Layers	Unit	Days / hours	specify if face2face or online
1	Workshop On-line	1- What is Web 2.0? How information flows on the Internet, who produces it and who is it accessible to: Principles and Recommendations for safe Internet browsing	30' workshop 1h online	Face2face and online
	Workshop On-line	2- What are the types of network user? Which do you identify with? Proposed categories: user impeller, fan user, active user, passive user, exposed user.	30' workshop 1h online	Face2face and online
2	Workshop On-line	3- What are social networks? What are the benefits and risks of belonging to one of them?	1h workshop 1h online	Face2face and online
	Workshop	4- How to participate creatively from Facebook to combat discrimination online?	1h workshop	Face2face
	Workshop Action	5- Production of proprietary content: simple tools to create videos, infographics, publications and multimedia content.	1h workshop 4h action	Face2face
3	Workshop On-line	6- The audiovisual and online virality. How to produce and publish a video.	1h workshop 2:30h online	Face2face and online
	Workshop On-line	7- How to structure a screenplay, make a simple and make a video promotion campaign.	1h workshop 2:30h online	Face2face and online
	Action	8- Final thought: preparing a short speech or speech to present to other youth training experience.	2h.	Face2face



MONITORING AND EVALUATION TOOLS

- Group discussion in the last session to ask what has worked and what not.
- Multiple choice and qualitative online questionnaire after the training

ADDITIONAL INFORMATION:

- The blog from the pilot sessions
<http://icudbcn.blogspot.com.es/>
- Facebook page from pilot sessions
<https://www.facebook.com/icudBarcelona>
- ICUD project archive 'Food for thought' with over 200 external digital resources:
<http://digitaldiscrimination.eu/research/>

