

TRAINING OUTLINE FORM

Youth, Instagram and Facebook: raising awareness about hidden forms of discrimination and learning practical online tools.



City: Barcelona

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

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Responsible for the training: Òscar Martínez Ciuró

Trainer: Carolina Gaona and Òscar Martínez Ciuró

SYNOPSIS OF THE TRAINING:

The objective of the training was to teach young people to think critically and consciously about their position as active or passive users of social networks. Activities focused on developing participants' skills and knowledge to become thoughtful and critical users of digital environments. The training focused on critical analysis work on discrimination and xenophobia with young people using their everyday tools, mobile phones, instagram and facebook. The training took place in La Ribera - Born, a challenging area in a period of gentrification with a high level of immigration. The group from this area ranged from 14-18 years old. While not at risk of social exclusion they live with this reality every day, for some the implications are complex.

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:

Part 1: Awareness: documentation.

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

TYPE OF LEARNING: Teach young people to think critically and conscious about their position as active or passive users of social networks. Students will learn to compare the content circulating on the Internet and select them. They impart knowledge about how the Web 2.0 environment and how to use Facebook, Twitter and digital tools to become thoughtful users of digital environments.

TEACHING METHOD: As part of the initial session, we discuss to address concepts and issues relating to discrimination in digital environments. From here will 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 making 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 is accessible: 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, and exposed user.

For this exercise we used as the basis the categories listed in the ICUD project research categories that can be found in the 'Food for thought' archive of additional reference material: <http://digitaldiscrimination.eu/research/>

In this session, trainers will make continual reference, for example, situations of discrimination on the Internet, analysing the types of user / victim identified in the aforementioned 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, cliches, stereotypes and prejudices. The activity focuses on learning to use social media hashtags / labels, aggregators and various monitoring tools that can serve future youth for their educational activities.



TEACHING TOOLS:

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

EXPECTED RESULTS

a) Results: What have I learned?

- How social networks work
- Strategies for Internet content filtering and contrast information
- Posture critical and protocols against abusive or dangerous content available on the net.

b) Benefits: What have I produced?

- At this stage of documentation and awareness, students will produce a compilation of material, documents and related digital creations discriminatory situations. The results of this research by the students, will be displayed on the website (<http://digitaldiscrimination.eu>) and will be part of a physical and digital exhibition.

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.

TYPE OF LEARNING: Students will be taught to manage and start a Facebook group that will reflect the main interest of young people on discrimination in digital environments. Learn to share content, create and disseminate ethical and responsible manner.

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 affects 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, attend related issues discriminatory or abusive acts online. The ideas are that this group of young people and to reflect, have with this group of interests, a place to spread their learning and become multipliers. Through this channel the social network, students could integrate members of their peer group, 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 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.

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...



EXPECTED RESULTS

a) Results: What have I learned?

- Manage online and social networking platforms critically and against online discrimination .
- Generate quality content publications, videos and multimedia material to sensitise youth and general public Internet discrimination.
- Active stance: collaborative knowledge generation and provision of advice and information to groups sensitive to the issue of discrimination.

b) Benefits: What have I produced?

- In this phase of content production and online participation, students will create a series of multimedia: videos, stories, games online, publications, infographics, opinion, etc... They serve to self-reflection, public awareness through social networks and provide the project website (<http://digitaldiscrimination.eu>) educational content.

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.

TYPE OF LEARNING: We teach students to synthesize the knowledge gained to make them visible in audiovisual format as close of business. As part of the reflective activity was youth group invited to make a presentation and structure a speech, in order to participate in a meeting with the general public, with any school or institution interested in working sensitized and discrimination issues in their local context.

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 the young. 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 compelling content and easy to spread on 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 experience.

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 to fight in a creative and thoughtful, discrimination in digital environments.

TEACHING TOOLS:

- 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.

EXPECTED RESULTS

a) Results: What have I learned?

- Manage online platforms critically and against online discrimination.
- Generate quality content: audiovisual production to sensitize youth and general public Internet discrimination.
- Introduction and summary of the training experience.

b) Benefits: What have I produced?

- In this phase of content production and online participation, students will create a visual production and presentation serve to self-reflection, public awareness through social networks, in addition to providing the project website (<http://digitaldiscrimination.eu>) educational content.

PROFILE OF THE TRAINER/S:

[you may wish to have two or more experts, one for AV production and another youth worker. Describe their expected skills, function and responsibilities.]

Carolina Gaona: is a small producer of content creation and management of diverse and audiovisual low cost but highly effective communication. Our production strategy is based

on networking and application of Web 2.0 tools. He specialises in performing short for web tv productions, video blogs and podcasting.

Òscar Martínez: EduCultural manager. Thinking Doing Digital Culture Projects, Innovation, Inclusion, International Projects, Consultancy, Participation, Research, Education. Today advise and coordinate projects related to: New technologies applied to culture and education, Social Networking for local development, Interactive and multimedia, Digital Community Cultural Development and Web 2.0 applied.

PEDAGOGIC OBJECTIVES:

- Teach young people to think critically and conscious about their position as active or passive users of social networks.
- Students will be taught to manage and boost a Facebook group that will reflect the main interest of young people on discrimination in digital environments.
- We teach students to synthesize the knowledge gained and to make them visible in audiovisual format using simple tools so they can go away with a finished project at the end of each session.

EXPECTED RESULTS

a) Outputs: What have I learned?

- How social networks work
- Strategies for Internet content filtering and contrast information
- Posture critical and protocols against abusive or dangerous content available on the net.
- Manage online and social networking platforms critically and against online discrimination.
- Generate quality content publications, videos and multimedia material to sensitize youth and general public Internet discrimination.
- Active stance: collaborative knowledge generation and provision of advice and information to groups sensitive to the issue of discrimination.
- Manage online platforms critically and against online discrimination.
- Generate quality content: audiovisual production to sensitize youth and general public Internet discrimination.
- Introduction and summary of the training experience.



b) Deliverables: What have I produced?

- At this stage of documentation and awareness, students will produce a compilation of material, documents and related digital creations discriminatory situations. The results of this research by the students will be displayed on the website (<http://digitaldiscrimination.eu>) and will be part of a physical and digital exhibition.
- In second phase of content production and online participation, students will create a series of multimedia: videos, stories, games online, publications, infographics, opinion, etc... They serve to increase self-reflection, public awareness through social networks and provide the project website (<http://digitaldiscrimination.eu>) educational content.
- In third phase of content production and online participation, students will create a visual production and presentation serve to self-reflection, public awareness through social networks, in addition to providing the project website (<http://digitaldiscrimination.eu>) educational content.

TARGET GROUP/S:

The group is formed by young people of the district of La Ribera - Born, a difficult environment in gentrification period with a high level of immigration. This is the old city centre, buildings and streets preserve their origins in the Gothic style. The youth group ranges from 14-18 years. While not at risk of exclusion they live with this reality every day. For some there are complex issues.

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 to address concepts and issues relating to discrimination in digital environments. From here will 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 making 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 is accessible: 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, for example, situations of discrimination on the Internet, analysing the types of user / victim identified in the aforementioned 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, cliches, stereotypes and prejudices. The activity focuses on learning to use social media hashtags / labels, aggregators and various monitoring tools that can serve future youth 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
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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, attend related issues discriminatory or abusive acts online. The idea is that this group of young people and to reflect, have with this group of interests, a place to spread their learning and become multipliers. Through this channel the social network, students could integrate members of their peer group , 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 youth to youth.

TEACHING TOOLS :

- FACEBOOK , content management stakeholders.
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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 the young. The audiovisual script help young people to synthesize their experience and learning on the theme, and performing the analysis in audiovisual format , convert the learning modules compelling content and easy to spread on 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 experience.

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 creatively and thoughtfully.

TEACHING TOOLS :

- 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.

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

- Gender (women, male).
- Socio-cultural class (appearance, style...).

We expected to add new categories during the pilot session.



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

We work this showing case studies and discussing.

RESOURCES:

a) Logistics: [venue space etc.]

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 on Facebook.

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

- Projection
- Phones
- Internet access

c) Material:

[what you will provide during the training, i.e. videos from the 'Food for thought' page on the ICUD website, paper handouts...]

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



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 is accessible: 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 can 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, the ability to take an active part to fight in a creative and thoughtful , discrimination in digital environments.	<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.		
	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 accessible: Principles and Recommendations for safe Internet browsing. How is used by young people.	30' workshop 1h on-line	Face2face and on-line
	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. And how the young's use the information.	30' workshop 1h on-line	Face2face and on-line
2	Workshop On-line	3- What are social networks? What are the benefits and risks of belonging to one of them?	1h workshop 1h on-line	Face2face and on-line
	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 on-line	Face2face and on-line
	Workshop On-line	7- How to structure a screenplay, make a simple and make a video promotion campaign.	1h workshop 2:30h on-line	Face2face and on-line
	Action	8- Final thought: preparing a short speech or speech to present to other youth training experience.	2h.	Face2face



MONITORING AND EVALUATION TOOLS

- Multiple choice questionnaire with some qualitative questions.
- Digital survey after the workshop to evaluate the acquisition of the content.

ADDITIONAL INFORMATION:

- Facebook page
<https://www.facebook.com/icudBarcelona>
- ICUD project archive 'Food for thought' with over 200 external digital resources:
<http://digitaldiscrimination.eu/research/>

