

nexus institute for cooperation management and interdisciplinary research

Theoretical Framework and Analysis Report

Work Package 2: Adaptation and development of education practices

[nexus, HESED, OSF]
9-15-2021

ACTiOn

*Promoting active citizenship
through civic education and
active online participation
of youth role models*

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. AGREEMENT NUMBER: 621400-EPP-1-2020-1-DE-EPPKA3-IP1-SOC-IN
PROJECT TITLE: ACTION - promoting active citizenship through civic education and active online participation of youth role models

Co-funded by the
Erasmus+ Programme
of the European Union



Table of Contents

LIST OF FIGURES AND TABLES	1
INTRODUCTION	2
<i>PURPOSE OF DOCUMENT</i>	2
<i>STRUCTURE OF ANALYSIS REPORT</i>	4
KEY DEFINITIONS AND CONCEPTUAL MODELS	5
A. DIGITAL CITIZENSHIP	5
B. CIVIC EDUCATION	8
C. MEDIA LITERACY	9
D. DIGITAL MEDIA LITERACY	10
E. DIGITAL HEALTH LITERACY / EHEALTH LITERACY	12
F. INTERSECTION OF KEY DIMENSIONS	14
KEY COMPETENCE DOMAINS ADDRESSED BY ACTION'S EDUCATION PRACTICES	15
RESEARCH FINDINGS AND RESOURCES	16
LEARNING OBJECTIVES OF ACTION'S EDUCATION PRACTICES	23
<i>FORMULATION OF LEARNING OBJECTIVES WITHIN THE COMPETENCE DOMAINS</i>	24
<i>PRECONDITION FOR DELIVERY OF THE EDUCATION PRACTICES</i>	24
<i>LEARNING OBJECTIVES</i>	24
BIBLIOGRAPHY	28

List of Figures and Tables

Figure 1: Overview on the Structure of Analysis Report, source: own research.....	4
Figure 2: Conceptual model of digital citizenship, source: Council of Europe (2021a)	6
Figure 3: The CDC “butterfly”, source: Council of Europe (2021a).....	7
Figure 4: Digital Literacy Model; source: MediaSmarts (n.d.).....	11
Figure 5: Digital POL theoretical framework; Source: own research	14
Figure 6: Visualization of Bloom’s Taxonomy; Source: Kurt (2017).....	23
Table 2: Preselection of relevant resources for ACTIon.....	16
Table 2. Overview on ACTIon’s Learning Objectives	24

Authors of this document are members of the ACTIon’s editing group:

HESED: Savka Savova

Nexus: Owen Wooden, Katja Aue and Tzvetina Arsova Netzelmann

OSF: Pepa Peneva Veleva

Theoretical Framework and Analysis Report

Introduction

ACTIon is an Erasmus+ co-funded project¹ that brings together six partners from four EU countries and one non-EU country with the goal of promoting active citizenship through civic education and active e-participation of youth role models from socially disadvantaged groups. To this end, ACTIon will adapt three innovative good practices that utilize offline and online training modules and tools, piloting these in formal and non-formal, community-based education settings in four of the partner countries².

Within the frame of the adaptation process, an editing group composed of HESED³ and nexus⁴ have engaged in the research and formulation of common definitions and conceptual models, competence domains, and ultimately learning objectives and modules to be implemented in each of the education settings.

Target Audience

As this document represents the process of research and adaptation within the partnership, its primary usage will be within the consortium of ACTIon.

However, this document also addresses external stakeholders in the field of policy and social innovation in education, in addition to other organisations that intend on conducting adaptation, piloting or scaling up of good education practices in civic education and digital citizenship.

Additionally, this document can provide a useful reference for youth practitioners and interested readers as a source for obtaining a deeper theoretical understanding of the training modules of ACTIon and the adaptation process.

Purpose of Document

The purpose of this document is to establish a common understanding within the partnership of the rationale and theoretical background of the adaptation and development process and to outline the learning objectives for training modules that will be developed for the educational interventions in formal and non-formal settings in the four project partner countries.

The first component of the following document will serve as the preliminary desk research intended on establishing the theoretical framework for the key terms and definitions that form the foundation of the work to be carried out in ACTIon.

¹ Further information: <http://www.erasmus-action.eu/>

² ACTIon's education practices will be piloted in Bulgaria, Germany, Greece and North Macedonia.

³ Further information: <https://hesed.bg/en/>

⁴ Further information: <https://nexusinstitut.de/en/>

Through its comprehensive thematic range, ACTIon cross-links several adjacent and compatible content topics: civic education/education for democracy, fundamental rights and common values, digital skills and digital citizenship, and media and health literacy. Due to the comprehensive and interconnected nature of the thematic areas in which ACTIon will operate, it is necessary to pre-emptively define key terms that will be used throughout the project in an effort to achieve a consensus on the theoretical basis from which the education practices will be built. This document will serve thusly as the preliminary research establishing common definitions for the three key terms that have been identified, namely: ***digital citizenship, civic education, media literacy***, encompassing as well ***health literacy***.

The second component of this document will serve as the primary research identifying the **learning objectives**, and thereby the digital citizenship domains and core competences, that will be addressed through ACTIon's setting-based educational interventions and community-based integrated education practices.

This analysis is intended to provide a concrete foundation for the development of skills-building training programmes, as well as the **modular training curriculum** that will be implemented in ACTIon's interventions.

Structure of Analysis Report

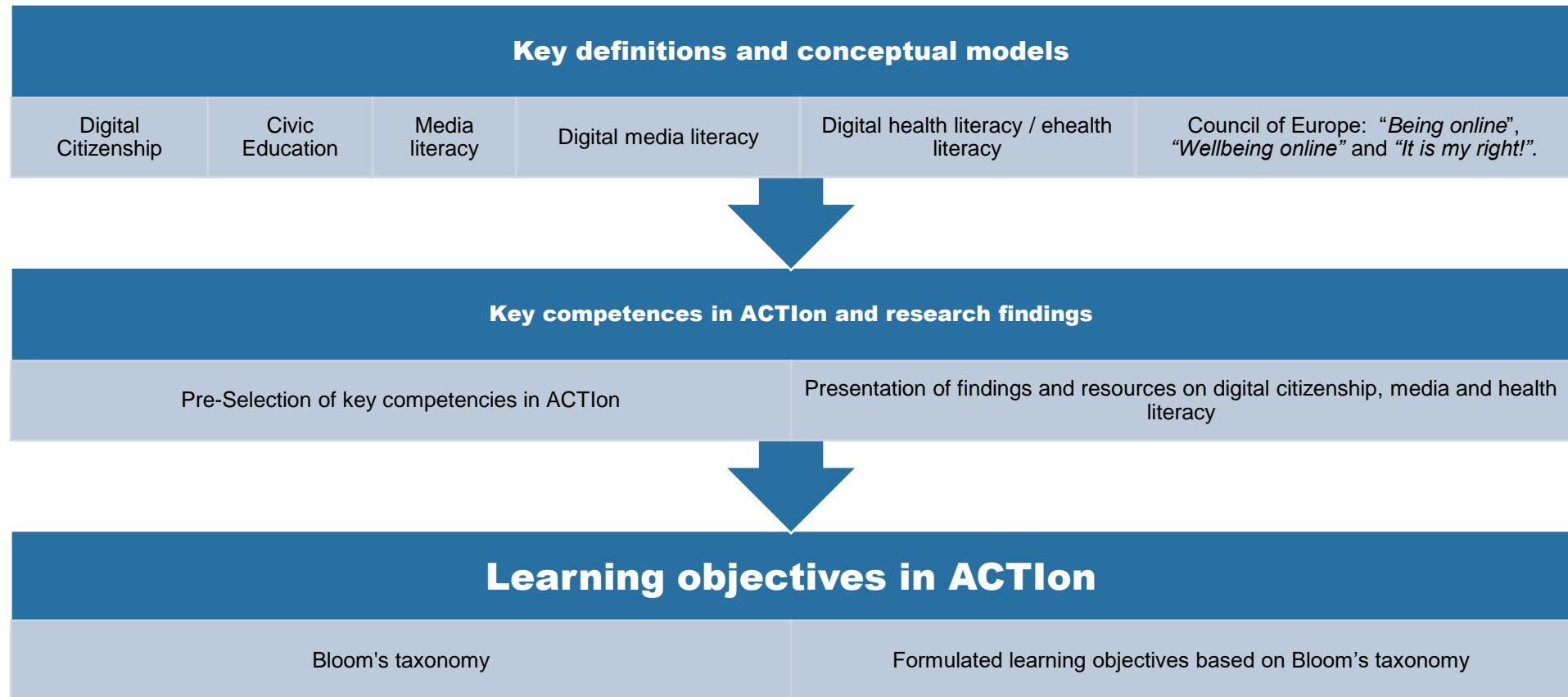


Figure 1: Overview on the Structure of Analysis Report, source: own research

Key Definitions and Conceptual Models

This section presents the key definitions as well as conceptual models that are most relevant for the ACTlon project:

- A. Digital Citizenship
- B. Civic Education
- C. Media Literacy
- D. Digital Media Literacy
- E. Digital Health Literacy/eHealth Literacy
- F. Intersection of key dimensions

A. Digital Citizenship

ACTlon's purpose is to promote **active citizenship** through **civic education** and **active online participation** of youth role models from socially disadvantaged groups in both formal and non-formal/community-based education settings. The project links these core competences to the demands posed by globalized, information and learning societies on their citizens in the digital era – the demand to keep pace with rapidly changing, agile transformation processes and communication-means introduced by digital technologies. Thus, **digital competence** becomes an integral part of the core civic competences.

“Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society” (European Commission 2020). It includes information and data literacy, communication and collaboration, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), and problem solving (*European Commission 2020*).

While digital competence represents an essential component in the enablement of active online participation, and will be integrated as part of the core competencies that ACTlon will work to develop in the project settings, it can also be seen as a foundational element, or individual component, of a further, overarching term, **digital citizenship**.

Digital citizenship is closely aligned to civics in a traditional sense, where understanding digital media and being able to use it represents a vital part of active citizenship. Additionally, social media plays a crucial role in forming the political opinion of the online users: Facebook and Twitter are used for activism and organizing political movements around the world, transmitting ideological messages and gaining supporters for different causes, including radicalism. Social media is also widely used to promote information and advice on health issues and wellness, such as nutrition, physical activity, vaccination issues, etc. It's increasingly important for young people to be able to use (online) media critically and be prepared to approach to media information as engaged *digital citizens* who can not only use information to approach different issues critically, but also are able to contribute to their communities in a positive way. To do so, they need the full range of skills associated with media *and* digital literacy to be able to know and exercise the rights they hold as consumers and users of services (educational, health, social), as members of online communities, as citizens of a state and as human beings (MediaSmarts n.d.).

Definition of Digital Citizenship

The definition for digital citizenship that will be used in ACTIon will be drawn primarily from the literature review conducted by the Council of Europe’s project “Digital Citizenship Education” (Frau-Meigs et al. 2017), which resulted in a conceptual model built on 10 digital citizenship domains that cover 20 competencies for democratic culture (Council of Europe 2021a, 2021b).

For the purposes of this project, the definition of digital citizenship incorporates the three key elements of digital engagement, digital responsibility and digital participation, brought about through the critical analysis and the competent use of digital technology and underpinned by a concept of citizenship founded on respect for human rights and democratic culture. Accordingly, the following has been adopted as a working definition to guide the project:

“Digital Citizenship may be said to refer to the competent and positive engagement with digital technologies and data (creating, publishing, working, sharing, socializing, investigating, playing, communicating and learning); participating actively and responsibly (values, skills, attitudes, knowledge and critical understanding) in communities (local, national, global) at all levels (political, economic, social, cultural and intercultural); being involved in a double process of lifelong learning (in formal, informal, non-formal settings) and continuously defending human dignity and all attendant human rights.” (Council of Europe 2021a)

In this definition, the Council of Europe presents digital citizenship as an overarching concept encompassing broad ranges of overlap between several conceptual domains and key competences. The Council of Europe provides a definition that is therefore shown to encompass the primary thematic components of digital competence, as well as going further to incorporate the levels of participation possible in varying formal and informal settings.

Conceptual Model of Digital Citizenship

To better illustrate the conceptual areas of digital citizenship, the Council of Europe developed a conceptual model:

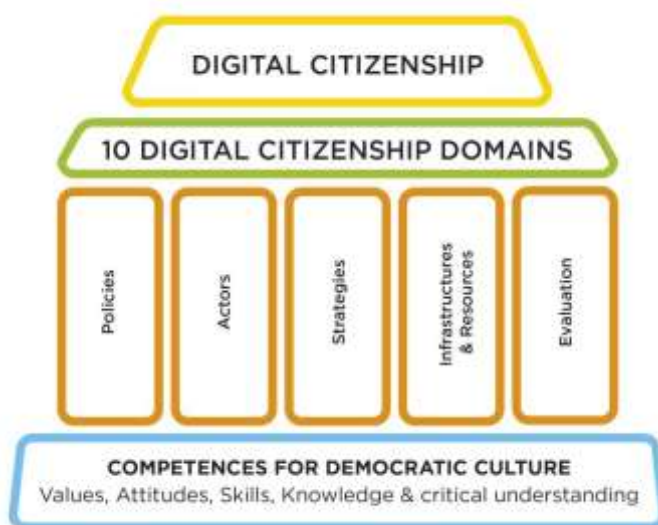


Figure 2: Conceptual model of digital citizenship, source: Council of Europe (2021a)

This model has its theoretical basis in the 20 Competences for Democratic Culture that are together referred to as the so-called CDC “butterfly”. The CDC “butterfly” addresses four main levels of intervention, that show high overlap with the topics tackled by ACTIon. The listed subtopics will be considered in the concept of ACTIon for further development of the good practice models:

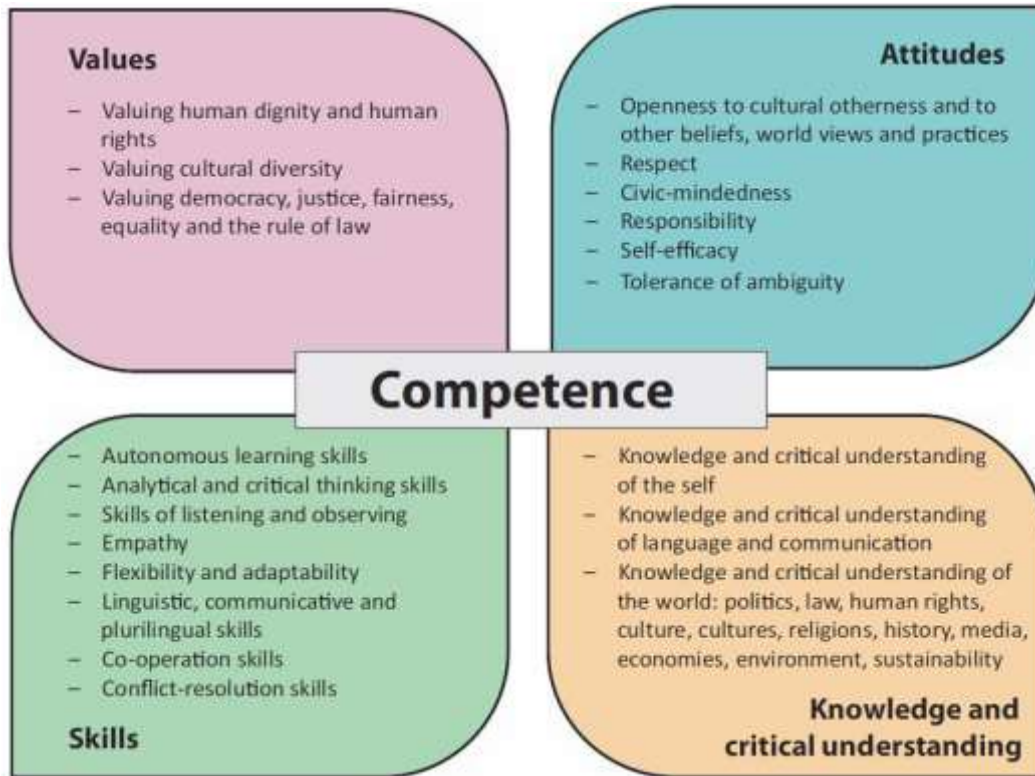


Figure 3: The CDC “butterfly”, source: Council of Europe (2021a)

Conclusion

The decision to select digital citizenship as the term that will form the theoretical basis of the work ACTIon will complete in the good practice models and pilot project settings was based primarily on its ability to encompass interconnected yet distinct concepts terms such as *digital competence*, *digital education*, *digital responsibility*, and *digital participation*. As such, it reduces the need for competing definitions and terms to be used throughout the project, and focuses the conceptual basis from which the partners can implement the good practice models.

B. Civic Education

Familiarizing young people with the topic of civic education is as crucial as building their life- and social- skills, as they are the citizens of tomorrow who will need to take responsibility for their decisions and actions in political and social spheres. As such, civic education, combined with digital citizenship, will be a key feature of the ACTIon training models.

The choice of **civic education** as one of the key terms in ACTIon was made in an effort to encompass many overlapping conceptual terms, such as *citizen education*, *democracy education*, *civic responsibility*, and *civic participation*.

Understandings of Civic Education

The German Federal Ministry of the Interior, Building and Community (BMI) considers civic education as an essential task that is comprised of two key goals:

- To ensure that individuals have the knowledge and skills they need to form independent opinions and make informed decisions; and
- To enable them to reflect on their own situation, recognize and meet their own responsibilities to society and play an active role in social and political processes. (Federal Ministry of the Interior, Building and Community 2020)

This understanding of civic education, in comparison with the perception of digital citizenship as a state or competency, implies that civic education is a task that must be undertaken in order to ensure that citizens are able to actively and productively contribute to the democratic process.

The German Federal Agency for Civic Education (BPB) defines civic education, or “citizenship education” thusly, “‘Citizenship education’ in this connection broadly means educating and encouraging citizens to actively participate in society and in the democratic process.” (bpb n.d.). While this definition makes reference to the broad scope in which civic education is essential for a healthy democratic process, it lacks specificity in terms of the tools in which civic education can be carried out, the settings in which it can be transferred, and the overall goal in which it is undertaken.

Definition of Civic Education

For the scope of ACTIon, we will rely primarily on the definition for civic education provided by the USAID youth development organization Youth Power (YouthPower.org n.d.).

“Civic education (also known as citizen education or democracy education) can be broadly defined as the provision of information and learning experiences to equip and empower citizens to participate in democratic processes. The education can take very different forms, including classroom-based learning, informal training, experiential learning, and mass media campaigns. Civic education can be targeted at children or adults, in developed or developing countries, and at the local, national or international level. As such, civic education is an approach that employs a range of different methods, and is often used in combination with other participatory governance tools...”

The overall goal of civic education is to promote civic engagement and support democratic and participatory governance. The idea behind civic education is to promote the demand for good governance (i.e. an informed and engaged public), as a necessary complement to efforts to improve the practice of good governance.” (YouthPower.org n.d.)

Conclusion

This definition provides a thorough analysis and explanation of the concept as an essential component in the empowerment of citizens to become involved in the democratic process. Additionally, it provides references as to the variety of formal and informal settings and levels in which it can be implemented, the methods that can be chosen to impart it, and the groups of individuals that can benefit from it. Furthermore, it refers to the overall goal of civic education, tying it back to the concept of the democratic and participative process in good governance, and places it in context with other participatory governance tools.

C. Media literacy

Media literacy refers to the skills, knowledge and understanding that allow users to use the media effectively and safely.

The "supporting structure" of the definition of media literacy is the ability to "access, analyse, evaluate and produce print and electronic media". Although it is almost impossible to cover all existing definitions of media literacy, there have been attempts to organize, classify and synthesize them, and Potter (2010) is among the researchers with serious merit for this. He brings out several main topics covered in the various definitions, namely:

- Mass media and social medias as well have the potential to exert a wide range of potentially negative effects on individuals;
- The purpose of media literacy is to help people protect themselves from potentially negative effects;
- Media literacy must be developed - no one is born media literate. The development of media literacy is an endless process, as no one ever reaches the stage of absolutely complete media literacy;
- Media literacy is a space with many dimensions, incl. cognitive, emotional, aesthetic and moral (Potter 2010).

Media literacy was defined by European Commission in a Communiqué in connection with a public consultation on media literacy in the information society as **the ability to judge the true value of media content and to make informed choices**⁵. *“Media literacy encourages young people to question, evaluate, understand and appreciate their multimedia culture. It teaches them to become active, engaged media consumers and users”* (MediaSmarts n.d.).

In developing policies and educational programs, it is essential to ensure that the term 'media literacy' and its equivalents contain, as an integral part and in addition to the technical aspects, (Rootman und Gordon-El-Bihbety 2008) the core of media literacy, namely the ability **to think critically** (assessment) and **the culture of participation** (creation and communication) (Celot 2014)

D. Digital media literacy

Digital media literacy (Wilson et al. 2011) can be understood as the ability to search, interpret (construct meanings, distinguish between different types of messages, including commercial, political, etc.), evaluate (by decoding, analysing, synthesizing) and produce (create, adapt, modify) media content. It contains digital skills (information technology) and cybersecurity as additional characteristics (Frau-Meigs und Prasad Padhy 2006).

⁵ Making sense of today's media content: Commission begins public media literacy consultation. European Commission 2006.

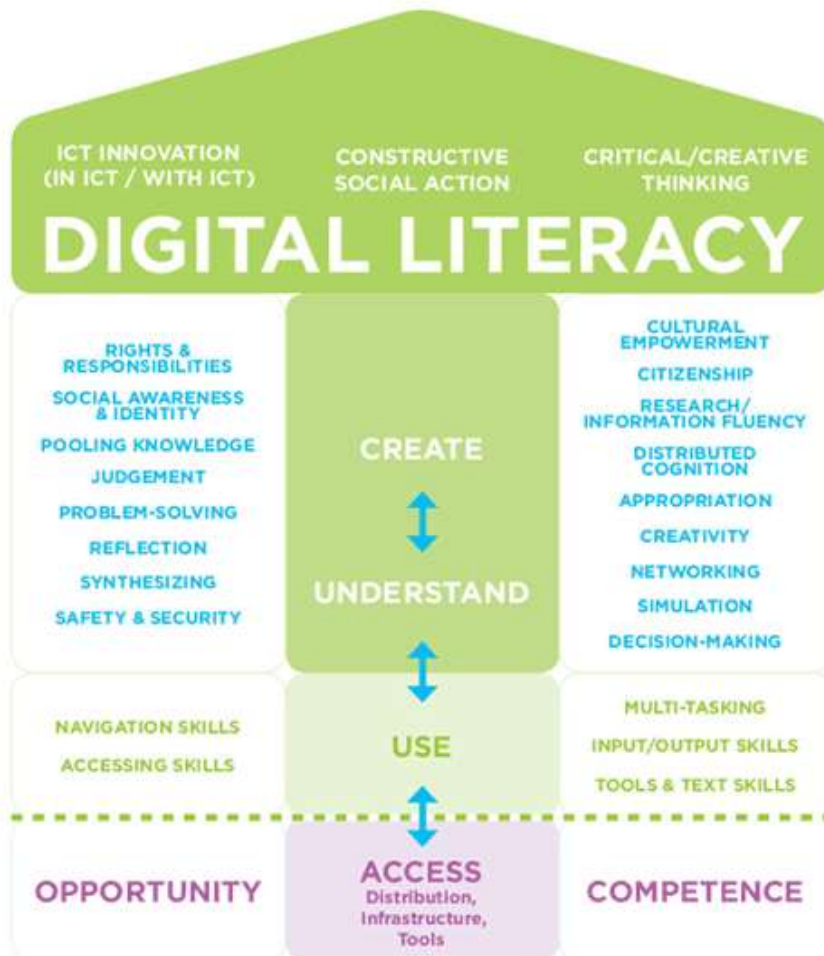


Figure 4: Digital Literacy Model; source: MediaSmarts (n.d.)

A digitally literate person is able to use diverse technologies appropriately and effectively to retrieve information, interpret results and judge the quality of that information (KA2-IN "COUNTER HATE" n. d.).

Many digital issues cannot be understood without traditional media literacy. For example, youth cannot fully understand why online services want to collect their personal information without exploring the commercial considerations of those services, a traditional concern of media literacy. Even a highly technical subject like the role of algorithms (such as Google's search algorithm or Facebook's News Feed) in shaping our online experience and behaviour can only be understood through a media literacy lens because it depends on recognizing that these were *made* by people and that they are not neutral tools but rather reflect the biases and assumptions of their creators (Hobbs 2010).

The key concepts for media literacy – that media is constructed; that audiences negotiate meaning; that media have commercial, social and political implications; and that each medium has a unique aesthetic form that affects how content is presented – **are as equally applicable to watching TV news as to searching for health information online** (MediaSmarts n.d.).

E. Digital health literacy / ehealth literacy

One specific thematic area of digital media literacy relevant to the topics of ACTION refers to health literacy, which concerns the handling of health-related information and decision-making related to health behaviour and wellbeing. Therefore, we have integrated the topic of health literacy as a particular component of the desk research and analysis, the results of which are presented below.

The Concept of Health Literacy

Data from the Organisation for Economic Co-operation and Development (OECD) shows that the percentage of people seeking health information online is increasing rapidly. It almost doubled in less than a decade, rising from 28% in 2008 to 51% in 2017 (Moreira 2018). Young people are actively searching for health information online. Health information is the second most searched topic after online shopping. A study of online activities of students shows that almost one-third of teens are using online resources to seek out information about health-related issues such as dealing with depression, eating healthier and cutting back on their soda intake (Yahoo!news 2015). Accessing, comprehending and utilizing adequately reliable health information online is an important objective of the eHealth strategy of the EU (e health literacy) as it is crucial for supporting self-care, prevention of diseases, changing behaviour patterns, and improving the care for dependent family members (children). However, when health information is lacking, falsely filtered or misinterpreted, it can negatively influence individuals' preferences and behaviour, jeopardise their health, or put unreasonable demands on health systems (Moreira 2018).

Increasing health literacy is important especially for the disadvantaged groups. First, because health literacy is considered to be critical to empowerment⁶ (Batterham et al. 2017) as it entails the knowledge, motivation and competence to access, understand, appraise and apply information to form judgements and make decisions in everyday life (Sørensen 2012). It is not only related to the knowledge of and the access to information, but rather- much more importantly- how this knowledge enables the individuals to act to maintain and promote their health, both as a personal responsibility and as an act of social responsible behaviour for the health of the others (Sørensen et al. 2019). Secondly, health literacy is important as it strengthens social participation (Sørensen et al. 2019) and critical thinking, leading to enhanced personal and social benefits as well as community action that supports the development of social capital (WHO 2016).

During recent years, scientific interest on the topic has significantly increased, especially since health literacy has been found to strongly correlate with many of the social determinants of health, eventually contributing to reduce disparities in health (Sørensen et al. 2019). The research shows that individuals with lower educational attainment, income, or belonging to an ethnic minority have all been associated with lower levels of health literacy (Kutner et al. 2006). In contrast to many determinants, such as gender, education or income, health literacy is considered to be a more straightforward intervention factor (Sørensen et al. 2019). Support for this argument comes from studies that have identified health literacy to be a potential mediator between the social determinants of health (including education) and health -related outcomes (Sørensen et al. 2019). Health literacy may therefore be an important factor to consider when

⁶ Chapter 16 (Ardiles et al. 2019) of International handbook of health literacy envisages the linkages between health literacy and civic education and youth participation.

trying to reduce the impact of social disparities on health outcomes and eventually to reduce disparities in health (Sentell und Halpin 2006; Osborn et al. 2011).

The World Health Organization (WHO) also acknowledges that using digital technologies have the potential to play a major role in improving public health and recommends prioritizing development and use of health technologies to advance the health-related aims of the Sustainable Development Goals (WHO 2017, n.d.)⁷. In the wake of the COVID-19 pandemic, telehealth has become an important tool in providing patient consultations and treatments during lockdown. The health care industry describes the pandemic as a “breakthrough event” for digital health and expects the acceptance and usage of digital health solutions will continue to increase (Jahns et al. 2020).

Although digital and media literacy both draw on the same core skill of critical thinking, the fact that most digital media are *networked* and *interactive* raises additional issues and requires additional habits and skills: media literacy generally focuses on teaching youth to be critically engaged *consumers* of media, whereas digital literacy is more about enabling youth to *participate* in digital media in wise, safe and ethical ways (MediaSmarts n.d.).

Basic digital competences are not enough for competent decision making on health issues based on information gained online. This provides the basis for the researchers to point an independent domain of **media literacy that concerns health issues**. Furthermore, most sources frame digital health literacy as a separate concept because it refers to the ability of the user to critically interpret the information obtained online and to accommodate his/her behaviour strategies accordingly. However, it is important to keep in mind that digital and eHealth literacy does not replace or run parallel to digital (media) literacy, but rather builds upon it while incorporating new concepts that arise from the added dimension of applying the competences gained online to solving health problems or take informed decisions on health issues and improving access to health.

WHO considers eHealth literacy and digital health literacy as one concept. Nevertheless, different researchers make clear differentiation between the two concepts. Unlike eHealth literacy, which merely focuses on the ability to read and write information on the web based on health 1.0 skills, digital health literacy expands these concepts by including the skills needed to write and post health-related messages on the web based on health 2.0 skills (Norman und Skinner 2006). The terms health 1.0 and health 2.0 originated from the concept of web 2.0 in the domain of health, and health 2.0 indicates advanced technology involving patient empowerment and involvement, sharing information, and social networking (van de Belt et al. 2010).

Health literacy is defined as the ability to access, understand, evaluate and communicate information as a way to promote, maintain and improve health in a variety of settings across the life-course’ ((Rootman und Gordon-EI-Bihbety 2008).

*The ability to seek, find, understand, and appraise health information from electronic sources and apply the knowledge gained to addressing or solving a health problem is defined as **ehealth literacy** (Norman und Skinner 2006).*

⁷ World Health Organization (WHO). *eHealth at WHO: World Health Organization*. (2019). Available online at <http://www.emro.who.int/health-topics/ehealth/>

F. Intersection of key dimensions

Being a critically engaged user and consumer of media is an essential part of active citizenship in the 21st century: we use media to inform ourselves, to help shape our opinions, to interact with our communities and to make our voices heard. Models for digital citizenship are generally framed around elements such as rights and responsibilities, participation or civic engagement, norms of behaviour or etiquette, and a sense of being ongoing and membership (Collier 2011).

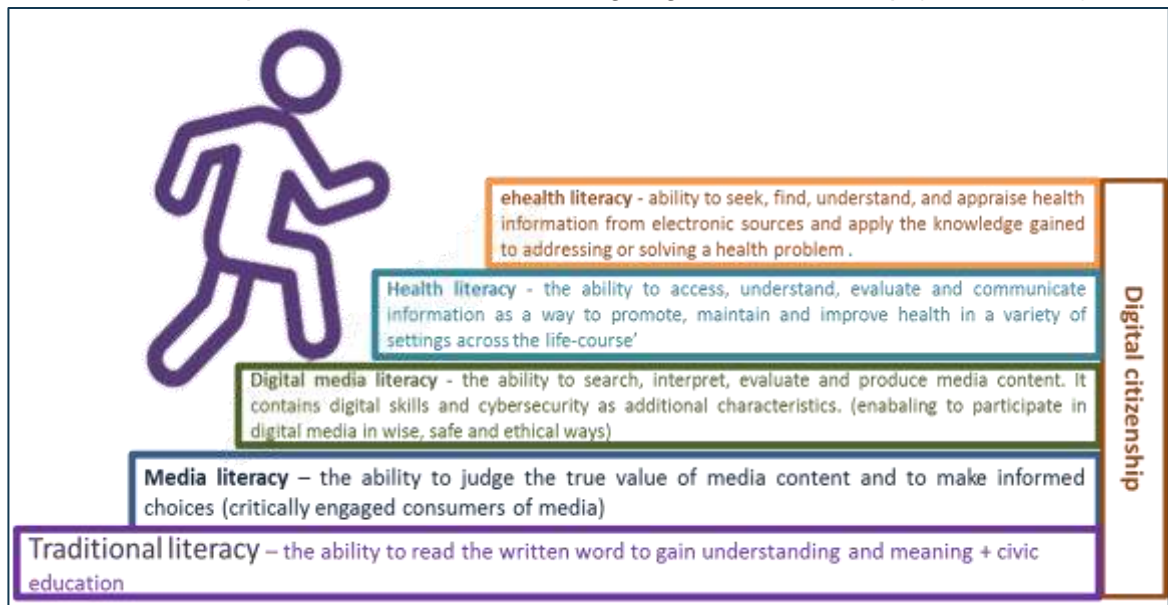


Figure 5: Digital POL theoretical framework; Source: own research

As figure 5 shows digital literacy and digital health literacy are closely related with digital citizenship through the idea of active participation, access to information and services and access to rights. The core skill identified as crucial for media and health literacy is **critical thinking**. **Basic digital skills** are required to access, use, understand and create content online using different social media, platforms and applications.

The research identified limited resources regarding forming digital health literacy of young people and improving their access to health information and services. There is the strong assumption that, by providing and **communicating easily understandable information** to low health-literate populations or by **teaching them relevant skills** (Kripalani und Weiss 2006) health literacy can be operationalised in ways that allow targeted interventions. Increasing digital health literacy of disadvantaged groups is considered to be a promising and cost-effective instrument for reducing health disparities, increasing the access to services for health promotion and disease prevention, as well as increasing the patient engagement in chronic disease management (DeWalt et al. 2010; Negarandeh et al. 2013). Our understanding is that simple algorithms regarding key media competences: access, use, understand and create (see figure 4) could be applied on different issues including health, active youth participation, and civic education.

Key Competence Domains addressed by ACTIon's education practices

For this component of the research document, the term *digital competences* will be used to refer primarily to the individual skills or competences that must be acquired in order to ensure that an individual is able to achieve digital citizenship. Ten competence domains, referred to as the “10 Digital Citizenship Domains” in Figure 1, will be used as a reference point for the digital competences that ACTIon will seek to address (Council of Europe 2021b).

For further elaboration, **six out of the ten digital citizenship domains have been pre-selected**⁸ by ACTIon, due to their relevance to the interventions that will be carried out in ACTIon. They are grouped by the Council of Europe into three main categories, “*Being online*”, “*Wellbeing online*” and “*It is my right!*” (see also Council of Europe 2021b)

Being Online

Access and Inclusion

Media and Information Literacy

Wellbeing Online

Ethics and Empathy

Health and Wellbeing

It is my right!

Active Participation

Rights and Responsibilities

According to the Council of Europe, “Being online” includes domains that relate to competences needed in order to access the digital society and freely express oneself, “Wellbeing Online” refers to domains that can help the user to engage positively in the digital society, and “It is my right!” includes competences related to the rights and responsibilities of citizens in complex, diverse societies in a digital context.

For comparison, the European Commission presents an understanding of digital competences through its *Digital Competence Framework 2.0*, which outlines five key areas of digital competences, including “Information and data literacy”, “Communication and collaboration”, “Digital content creation”, “Safety”, and “Problem solving”. As many of the components addressed in the digital competences outlined by the European Commission are included and expanded upon in the Council of Europe’s digital citizenship competence domains, it has been determined that the Council of Europe’s framework will be chosen as the reference point for the work to be carried out in ACTIon.

⁸ The four domains: ‘Learning and Creativity’; ‘ePresence and Communication’, ‘Privacy and Security’ and ‘Consumer Awareness’ cover content topics beyond the scope of ACTIon and were therefore excluded from further analysis and categorisation

Research findings and resources

This chapter outlines the relevant resources that have been preliminarily selected for ACTIon out of a database of researched sources and materials. Using five criteria, the following material resources have been preselected and will be basis for the development of the ACTIon modules (see table 2).

Selection criteria for the compiled resources:

The following selection criteria have been used to choose relevant material to adapt the good practice models/tools for the education practices of ACTIon.

- Cover one or more of the six competence domains
- Age range 14 to 24 years old
- Education setting: formal or informal
- Learning format: on-line or in-class
- Conditions for participation: no requirements necessary or basic modules or conditions have to be fulfilled

Preliminary selection of learning material resources:

Table 1: Preselection of relevant resources for ACTIon

	Resource	Thematic focus	Target group	Content
1	Civics 4.0: Active citizenship and participation in the digital age	Digital citizenship	The Massive Online Open Course (MOOC) is intended for anyone, especially students from diverse backgrounds, who are interested in digital civic education and digital participation.	<ol style="list-style-type: none"> 1. Module 1. Introduction to active digital citizenship: what it is and why it matters 2. Module 2. Key basic skills for digital civic participation 3. Module 3. Monitoring public policy that affects you 4. Module 4. Connecting and engaging for social impact 5. Module 5. Foster local participation: smart communities and digital participation 6. Module 6. Wrap up and get ready for action
2	Common Sense Education	Digital citizenship	Target groups are students and educators, both within and outside	Specialized content (videos, presentations, activities) for each age group, divided into specific learning objectives

	Resource	Thematic focus	Target group	Content
			of the school setting	
3	OER Commons	Digital citizenship	Target group seems to be mainly educators who are looking for material on teaching digital citizenship	Specialized content based on education standards, subject area, education level, material type, and many other categories
4	Better Internet for Kids (BIK)	Digital citizenship	Provides varying resources depending on the target group (educators, youth, parents, organisations)	Specialized content (mainly articles) depending on the target group
5	Childnet Digital Leaders Programme	Digital citizenship	Target group seems to be students, teachers and schools	Interactive online platform that trains and empowers youth to be online safety peer mentors
6	SELMA (Social and Emotional Learning for Mutual Awareness)	Digital citizenship	Teachers and youth workers, as well as peer-to-peer education	Toolkit with hands-on activities; also have different resources available depending on the target groups and settings of intervention
7	Cyberscout Training Programme	Digital citizenship	Youth, schools and youth workers	Training workshops focused on the principles of autonomy and experiential learning
8	DETECT – Enhancing	Digital citizenship	Teachers	The project focused on the development of a teacher

	Resource	Thematic focus	Target group	Content
	Digital Citizenship			education programme in addition to online tutorials and learning courses
9	Stories that Move/ Anne Frank House & partners	Digital Citizenship (civic education)	Teachers & Educators and Learners aged 14 and older	Erasmus+ /Soc.Inclusion KA3 project (The Netherlands, Austria, Germany, Hungary, Poland, Slovakia, Spain, Ukraine): Online teaching tool and toolbox on diversity and against discrimination incl. worksheets and educators' guides
10	Me and Your Stories (MYS Toolbox)	Digital Citizenship (storytelling , diversity, critical thinking)	Teachers and students	Erasmus+/Soc. Inclusion KA3 project (Austria, Germany, UK, Romania, Slovakia)
11	COMPASS - Manual for Human Rights Education for Young People	Digital Citizenship (civic education)	Teachers and youth workers	Council of Europe project
12	Klicksafe Website	Digital Citizenship	A toolkit especially for teachers and students; available in German	(Online) teaching materials (in German) for a wide range of themes, e.g., citizenship, media, and netiquette.

	Resource	Thematic focus	Target group	Content
13	Media Education	Media literacy	A toolkit for teachers, students, parents and professionals; available in English, French and Arabic	Co-funded by UNESCO and European Commission and supported by CLEMI, CEDEFOP and Mizar Multimedia Basic modular curriculum and training for teachers on national and international strategies for development of media education (including a website www.mediamentor.org)
14	News and Media Literacy	Media literacy	On-line articles helping Explore Questions by Age Pre-schoolers (2-4) Little Kids (5-7) Big Kids (8-9) Tweens (10-12) Teens (13+)	Media created by Common Sense (non-profit organization) for timely advice from a community of parents, educators, and advocates
15	Media Smart	Digital and Media Literacy	Students, parents, teachers	Practical teaching units and classroom activities for media and digital education
16	Media and Information Literacy: Curriculum for Educators and Learners	Media and Information Literacy	Educators and learners	Policy and vision, Knowledge of media and information for democratic discourse and social participation, Production and use media, Core teacher competencies, Pedagogies in the teaching and

	Resource	Thematic focus	Target group	Content
				learning of media and informational literacy
17	Cyber Civics™	Digital Citizenship, Media and Information Literacy (MIL)	Teachers	Cyber Civics™ is an easy-to-teach in-classroom program (adaptable for Distance Learning) that meets the growing demand to prepare students to be ethical, safe and productive digital citizens. Three levels of weekly, 50 min lessons
18	Counter Hate	Media Literacy	Youth workers and educators	This digital guide is aimed at youth and social workers who deal with the topic of digital media and hate speech in their work and whose goal is to strengthen the digital media literacy of young people. Topics: understand, analyse, rate and verify explicit and implicit contents and deal critically with digital media.
19	Media Literacy Resource Guide Handbook	Media Literacy	Youth workers, trainers, teachers and volunteers	Aims: to develop skills and competencies of youth workers in the field of media literacy; to cultivate new abilities, such as critical thinking, text interpretation/analysis, responsible use of social media, with a view to raise awareness among people about the importance of media literacy
20	Get Health'e'	ehealth literacy resource	Digital media users	Videos and educational materials for kids, for parents, for teens, for adults

	Resource	Thematic focus	Target group	Content
21	UNICEF's approach to Digital Health	A Manual for policy makers	Policy makers	UNICEF's Approach to Digital Health is designed to ensure that every child survives and thrives. It provides guidance on how digital technologies can be used to further the goals of UNICEF's Strategy for Health 2016–2030, and outlines approaches that UNICEF can use to support countries to adopt digital health interventions that reach all children, including the most disadvantaged, through improved data collection and use, increased accountability and transparency, and greater reach of high-quality health services.
22	Youth Health: A Guide for Action	Health literacy	Health professionals	
23	Youth Health wellbeing and training	Health literacy for young people	Young people	For health providers
OTHER RESOURCES THAT COULD BE RECOMMENDED TO PRACTITIONERS/PARTICIPANTS as useful resources:				
24	OPEN SECRET	Fact-Checking Tools for Teens and Tweens	Teen 13+	Sites that let kids verify the information they see in news stories, videos, and other sources are crucial to separate fact from fiction.
25	FACTCHECK (webpage)	Fact-Checking Tools for Teens and Tweens	Teen 14+	Site that let teens verify the information they see in news stories, videos, and other sources are crucial to separate fact from fiction.
26	GROUND NEWS (App)	Fact-Checking Tools for Teens and Tweens	Teen 14+	Site that let teens verify the information they see in news stories, videos, and other sources are crucial to separate fact from fiction.

	Resource	Thematic focus	Target group	Content
27	POLITIFACT (webpage)	Fact-Checking Tools for Teens and Tweens	Teen 14+	Site that let teens verify the information they see in news stories, videos, and other sources are crucial to separate fact from fiction.
28	Poynter (webpage)	Fact-Checking Tools for Teens and Tweens	Teen 14+	Site that let teens verify the information they see in news stories, videos, and other sources are crucial to separate fact from fiction.
29	Winno - Just the Facts	Fact-Checking Tools for Teens and Tweens	Teen 15+	Site that let teens verify the information they see in news stories, videos, and other sources are crucial to separate fact from fiction.

Learning objectives of ACTIon's education practices

In this component of the research and analysis document, we will identify the core learning objectives that are to be fulfilled through ACTIon's setting-based educational interventions. These learning objectives will be theoretically based in an attempt to transfer knowledge and skills leading to *digital citizenship* and *civic education*. As such, the following subsections will outline the practical framework for imparting *digital citizenship*, as well as the concrete methods that will be used in ACTIon in order to achieve the transfer of *digital citizenship* and *civic education* to young participants.

The learning objectives imparting digital citizenship will implicitly address the subtopics of media literacy and health literacy. Hence, media and health literacy will not be explicitly formulated as independent learning objectives, but rather incorporated throughout several learning objectives pertaining to digital citizenship.

Bloom's taxonomy of learning objectives will be used as the theoretical basis for the levels of cognitive domains to be addressed in the educational interventions.

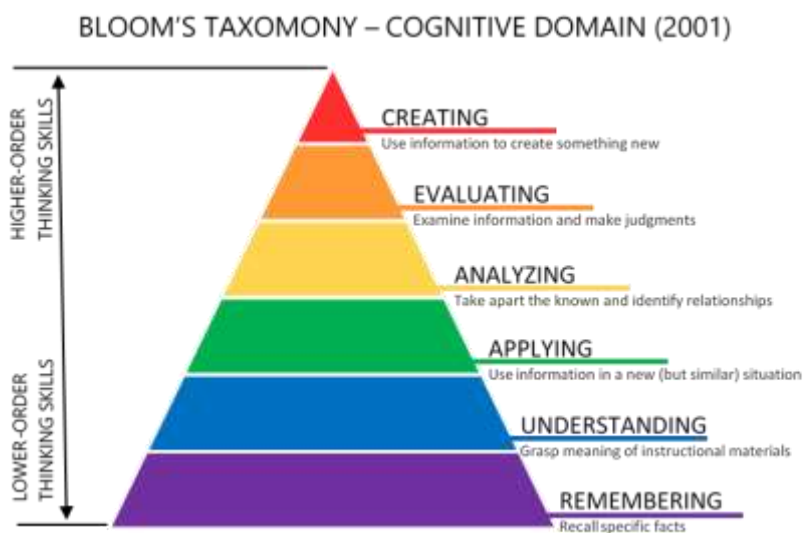


Figure 6: Visualization of Bloom's Taxonomy; Source: Kurt (2017)

ACTIon's education practices will not comprehensively address every competence domain at every level of proficiency or cognitive domain, but will rather identify which competences and which cognitive domains can be isolated and targeted through the formulated learning objectives and operationalised in the content of the training modules.

Formulation of learning objectives within the competence domains

Based on the selected competence domains, ACTIon defines a range of learning objectives for its education practices (Table 2). These learning objectives refer to the abstract level of competences to be addressed, and will be developed more concretely in terms of capabilities within the respective training modules.

The learning objectives are structured in a format following Bloom's taxonomy of increasing levels of competence. The first level of "Remember & understand" focuses primarily on *raising awareness*, as well as *increasing understanding, and recognition*. The second level of "Apply & analyse" intends to *develop skills and increase competences*. Lastly, the third level of "Evaluate & create" focuses on enabling young people to *evaluate, advocate, cultivate values among others*, and *create content*. In many cases, the learning objectives maintain a consistent structure and content across several domains, which have been indicated in alphabetical order (e.g., 1a, 1b, 1c...). Successive learning objectives therefore incorporate both the core objectives of previous learning level as well as further specifications relevant to each of the individual competence domains.

Precondition for Delivery of the Education Practices

In order to successfully implement ACTIon's education practices and enable the fulfillment of the following learning objectives, it is essential that the education practitioners ensure a safe space in which young people can engage with the concepts of respect and tolerance, and in which they are able to actively express their ideas, needs and communicate freely with their peers on the topics.

Learning Objectives

The following table outlines ACTIon's learning objectives.

Table 2. Overview on ACTIon's Learning Objectives

	Bloom's taxonomy level	Learning objectives
Competence domain: Being online: Access and inclusion (respect and tolerance)		
1	Remember & understand	1a) To raise awareness and understanding of the concepts of inclusion, respect and tolerance; 2a) To increase understanding of the links between and the importance of inclusion, respect and tolerance in digital spaces (e.g., hate speech and respect/tolerance in online communication); 3a) To recognise stereotyping/ discrimination/stigmatisation (e.g., fake news);

	<i>Bloom's taxonomy level</i>	<i>Learning objectives</i>
2	Apply & analyse	<p>4a) To develop social and communication skills, diversity and civic education competence, ability to communicate effectively online on values such as respect and tolerance;</p> <p>5a) To increase critical thinking skills in order to analyse and solve problems in relation to access, inclusion and respect in digital/online communication;</p>
3	Evaluate & create	<p>6a) The young people can evaluate the quality and veracity of information online;</p> <p>7a) The young people are enabled to advocate for more respect, access and inclusion online;</p> <p>8a) The young people are enabled to cultivate values of access and inclusion among their peers;</p> <p>9a) The young people are enabled to create content related to inclusion, respect and tolerance (e.g., storytelling, etc.);</p>
Competence domain: Wellbeing online: Ethics and empathy (antidiscrimination, respect and tolerance)		
1	Remember & understand	<p>1b) To raise awareness and understanding of guidelines and tools for interacting with others online in a positive and meaningful way;</p> <p>2b) To increase understanding of the ethical component of online interactions and relationships;</p> <p>3b) To increase understanding of antidiscrimination as a principle guiding online behavior, interaction and communication with others</p>
2	Apply & analyse	<p>4b) To increase skills of openness and empathy;</p> <p>4c) To strengthen attitudes and skills of respect, civic-mindedness, tolerance of ambiguity and individual responsibility;</p> <p>5b) To strengthen/build social and communication skills, and civic education competences;</p> <p>5c) To be able to identify discrimination, intolerance and exclusion where it occurs in digital/online communication</p>

	<i>Bloom's taxonomy level</i>	<i>Learning objectives</i>
3	Evaluate & create	<p>6b) To be able to express views/own perspective;</p> <p>7b) To advocate for more respect, access and inclusion online;</p> <p>8b) To cultivate values of antidiscrimination, respect, tolerance, and inclusion among their peers;</p> <p>9b) To create content related to these subjects (e.g., storytelling, etc.)</p>
Competence domain: It is my right!: Active eParticipation, Rights and Responsibilities (democracy education, citizenship values)		
1	Remember & understand	<p>1c) To raise awareness and understanding of the concepts of democracy education, active participation, and the rights and responsibilities of digital citizenship</p> <p>2c) To increase understanding of the links between and the importance of these conceptual areas in the digital sphere</p>
2	Apply & analyse	<p>4d) To develop attitudes of responsibility in digital participation and collective participation in creating a respectful and empathetic online environment;</p> <p>5d) To be able to communicate effectively online on values such as democracy education, active participation, and the rights and responsibilities of digital citizenship;</p> <p>5e) To analyse and solve problems in relation to democracy education, active participation, and the rights and responsibilities of digital citizenship;</p>
3	Evaluate & create	<p>7c) To advocate for digital participation, digital citizenship, rights and responsibilities;</p> <p>8c) To cultivate values of democracy education, active participation, and digital citizenship among their peers;</p> <p>9c) To create content related to these subjects (e.g., storytelling, etc.);</p>

In summary, this theoretical framework and analysis builds the foundation for ACTlon's training programme and outlines the learning objectives that will be addressed in detail through ACTlon's two training modules:

1. **HESED's module:** Model for Opinion Leaders Activation (MOLA): A training module for young role models in digital literacy and storytelling (with a focus on health literacy)
2. **Nexus' module:** Active citizenship and participation in digital space: A training module for young role models

Bibliography

- Ardiles, P.; Casteleijn, M.; Black, C.; Sørensen, K. (2019): Using Photovoice as a participatory approach to promote youth health literacy. In: Kristine Sørensen, Diane Levin-Zamir, Paulo Pinheiro, Ullrich Bauer und Orkan Okan (Hg.): International handbook of health literacy. Research, practice and policy across the lifespan. Bristol, Chicago: Policy Press.
- Batterham, Roy W.; Beauchamp, Alison; Osborne, Richard H. (2017): Health Literacy. In: International Encyclopedia of Public Health: Elsevier, S. 428–437.
- bpb (n.d.): Federal Agency for Civic Education. Hg. v. Bundeszentrale für politische Bildung/bpb (Federal Agency for Civic Education). Online verfügbar unter <https://www.bpb.de/die-bpb/138852/federal-agency-for-civic-education>, zuletzt geprüft am 12.05.2021.
- Celot, Paolo (2014): Media Literacy European Policy Recommendations. Prepared by EAVI with contributions from Partners and National Experts within the Emedus Project. Hg. v. EAVI -. Online verfügbar unter <https://eavi.eu/wp-content/uploads/2017/08/eavi-2014-media-literacy-eu-policy-recommendations.pdf>, zuletzt geprüft am 09.06.2021.
- Council of Europe (2021a): Digital Citizenship and Digital Citizenship Education - A Conceptual Model. Online verfügbar unter <https://www.coe.int/en/web/digital-citizenship-education/a-conceptual-model>, zuletzt geprüft am 12.05.2021.
- Council of Europe (2021b): Digital Citizenship Education (DCE): Key Domains. Online verfügbar unter <https://www.coe.int/en/web/digital-citizenship-education/key-domains>, zuletzt geprüft am 12.05.2021.
- DeWalt, D. A.; Callahan, L. F.; Hawk, V. H.; Broucksou, K. A.; Hink, A.; Rudd, R.; Brach, C. (2010): Health Literacy Universal Precautions Toolkit (AHRQ Publication No. 10-0046-EF). Online verfügbar unter <https://www.ahrq.gov/sites/default/files/wysiwyg/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/healthliteracytoolkit.pdf>, zuletzt geprüft am 09.06.2021.
- European Commission (2006): Making sense of today's media content: Commission begins public media literacy consultation. Press release.
- European Commission (2020): European Digital Competence Framework for Citizens (DigComp). Online verfügbar unter https://ec.europa.eu/esco/portal/escopedia/European_Digital_Competence_Framework_for_Citizens__40_DigComp_41_, zuletzt geprüft am 20.05.2021.
- Federal Ministry of the Interior, Building and Community (2020): Civic education. Civic education is an essential part of democracy. Online verfügbar unter <https://www.bmi.bund.de/EN/topics/community-and-integration/civic-education/civic-education-node.html>, zuletzt geprüft am 12.05.2021.
- Frau-Meigs, Divina; O'Neill, B.; Soriani, A.; Tomé, V. (2017): Digital citizenship education. Overview and new perspectives. Online verfügbar unter <https://rm.coe.int/prems-187117-gbr-2511-digital-citizenship-literature-review-8432-web-1/168077bc6a>, zuletzt geprüft am 20.05.2021.

- Frau-Meigs, Divina; Prasad Padhy, Hara (2006): Media education: a kit for teachers, students, parents and professionals. Online verfügbar unter <https://unesdoc.unesco.org/ark:/48223/pf0000149278>, zuletzt geprüft am 04.06.2021.
- Hobbs, Renee (2010): Digital and media literacy. A plan of action : a white paper on the digital and media literacy recommendations of the Knight Commission on the information needs of communities in a democracy. Washington, D.C. Online verfügbar unter https://www.aspeninstitute.org/wp-content/uploads/2010/11/Digital_and_Media_Literacy.pdf, zuletzt geprüft am 16.06.2021.
- Jahns, R.; Badmaeva, T.; Bitzer M. (2020): Impact Assessment Survey. How Corona Impacts the Global Digital Health Industry (Whitepaper). Online verfügbar unter <https://research2guidance.com/product/impact-assessment-survey-how-corona-impacts-the-global-digital-health-industry/>, zuletzt geprüft am 09.06.2021.
- KA2-IN "COUNTER HATE" (n. d.): Counter Hate E-Guide. Online verfügbar unter <https://counterhate.eu/e-guide.html>, zuletzt geprüft am 04.06.2021.
- Kripalani, Sunil; Weiss, Barry D. (2006): Teaching About Health Literacy and Clear Communication. In: *Journal of General Internal Medicine* 21 (8), S. 888–890. DOI: 10.1111/j.1525-1497.2006.00543.x.
- Kutner, M.; Greenberg, E.; Jin, Y.; Paulsen, C. (2006): The health literacy of America's adults: Results from the 2003 National Assessment of Adult Literacy,. U.S. Department of Education; National Center for Education Statistics; Institute of Education Sciences. Washington, D.C. (NCES 2006–483). Online verfügbar unter <https://nces.ed.gov/pubs2006/2006483.pdf>, zuletzt geprüft am 05.07.2021.
- MediaSmarts (n.d.): Digital Literacy Fundamentals. Online verfügbar unter <https://mediasmarts.ca/digital-media-literacy/general-information/digital-media-literacy-fundamentals/digital-literacy-fundamentals>, zuletzt geprüft am 14.06.2021.
- Moreira, L. (2018): Health literacy for people-centred care: Where do OECD countries stand? In: OECD Health Working Papers. Online verfügbar unter https://www.oecd-ilibrary.org/social-issues-migration-health/health-literacy-for-people-centred-care_d8494d3a-en, zuletzt geprüft am 09.06.2021.
- Negarandeh, Reza; Mahmoodi, Hassan; Noktehdan, Hayedeh; Heshmat, Ramin; Shakibazadeh, Elham (2013): Teach back and pictorial image educational strategies on knowledge about diabetes and medication/dietary adherence among low health literate patients with type 2 diabetes. In: *Primary care diabetes* 7 (2), S. 111–118. DOI: 10.1016/j.pcd.2012.11.001.
- Norman, Cameron D.; Skinner, Harvey A. (2006): eHealth Literacy: Essential Skills for Consumer Health in a Networked World. In: *Journal of medical Internet research* 8 (2), e9. DOI: 10.2196/jmir.8.2.e9.
- Osborn, Chandra Y.; Cavanaugh, Kerri; Wallston, Kenneth A.; Kripalani, Sunil; Elasy, Tom A.; Rothman, Russell L.; White, Richard O. (2011): Health literacy explains racial disparities in diabetes medication adherence. In: *Journal of health communication* 16 Suppl 3, S. 268–278. DOI: 10.1080/10810730.2011.604388.
- Potter, W. James (2010): The State of Media Literacy. In: *Journal of Broadcasting & Electronic Media* 54 (4), S. 675–696. DOI: 10.1080/08838151.2011.521462.

Rootman, I.; Gordon-El-Bihbety, Deborah (2008): Vision d'une culture de la santé au Canada. Rapport du Groupe d'experts sur la littératie en matière de santé : synthèse. Ottawa: Agence de santé publique du Canada.

Sentell, Tetine Lynn; Halpin, Helen Ann (2006): Importance of adult literacy in understanding health disparities. In: *Journal of General Internal Medicine* 21 (8), S. 862–866. DOI: 10.1111/j.1525-1497.2006.00538.x.

Sørensen, Kristine (2012): Health literacy and public health: A systematic review and integration of definitions and models. for HLS-EU Consortium European Health Literacy Project. In: *BMC Public Health* 12, S. 80.

Sørensen, Kristine; Levin-Zamir, Diane; Pinheiro, Paulo; Bauer, Ullrich; Okan, Orkan (Hg.) (2019): International handbook of health literacy. Research, practice and policy across the lifespan. Bristol, Chicago: Policy Press. Online verfügbar unter <http://library.oapen.org/handle/20.500.12657/24879>.

van de Belt, Tom H.; Engelen, Lucien J. L. P. G.; Berben, Sivera A. A.; Schoonhoven, Lisette (2010): Definition of Health 2.0 and Medicine 2.0: a systematic review. In: *Journal of medical Internet research* 12 (2), e18. DOI: 10.2196/jmir.1350.

WHO (n.d.): eHealth. Online verfügbar unter <http://www.emro.who.int/health-topics/ehealth/>, zuletzt geprüft am 05.07.2021.

WHO (2016): Track 2: Health literacy and health behaviour. Track 2: Health literacy and health behaviour. Online verfügbar unter <https://www.who.int/teams/health-promotion/enhanced-wellbeing/seventh-global-conference/health-literacy>, zuletzt geprüft am 05.07.2021.

WHO (2017): Promoting health in the SDGs: report on the 9th Global conference for health promotion, Shanghai, China, 21–24 November 2016: all for health, health for all. World Health Organization (WHO/NMH/PND/17.5). Online verfügbar unter <https://apps.who.int/iris/handle/10665/259183>.

Wilson, Carolyn; Grizzle, Alton; Tuazon, Ramon; Akyempong, Kwame; Cheung, Chi Kim (2011): Media and Information Literacy. Curriculum for Teachers. UNESCO. Online verfügbar unter <https://unesdoc.unesco.org/ark:/48223/pf0000192971>, zuletzt geprüft am 04.06.2021.

Yahoo!news (2015): What Teens Are Really Searching for Online. Online verfügbar unter https://www.yahoo.com/news/what-teens-are-really-searching-for-online-121863712705.html?guce_referrer=aHR0cHM6Ly93d3cuZ29vZ2xlLmNvbS8&guce_referrer_sig=AQAAABW2P4MIUf43mbOOfubn7MHmYM8aCst_CPZBO9X5dGOyNqk5gjuImB5OESMENE_gboxoePDaMW7QKjOHo3XXkblgaWz8WLuJ08_N_m4ccAt9PcNpcDbCPZjBzBXM OvH6td6Ch-4NaKDFHnKrqzPM-sHNWSYJOSbyWR4LgJQG45&guccounter=2, zuletzt geprüft am 14.06.2021.

YouthPower.org (n.d.): Civic Education. Online verfügbar unter <https://www.youthpower.org/resources/civic-education>, zuletzt geprüft am 12.05.2021.