

7-Day Course

Digital Citizenship and Online Safety

Tackling algorithms, social media addiction, misinformation, and cyberbullying in Schools

Dublin (IRELAND)

WHO is this course for?

The course is designed for Teachers, Headteachers, Principals and Educators in general who are interested in getting an insight into the digital challenges faced by today's students. Other Educators (parents and guardians, community leaders, etc.) with an interest in these topics could also benefit from the activities and strategies of this course.

Language of communication: **English**

Minimum Level of English required: **B2**

COURSE DESCRIPTION

This course aims to provide teachers with the knowledge, resources and confidence to teach digital citizenship and to empower their pupils to be safe, ethical and responsible online.

Through workshops, collaborative, and hands-on activities, participants will learn how to identify social media addiction, discern and counter misinformation, promote a safe approach to cyberbullying, and guide students in managing their personal image in relation to the unattainable standards they see online. By the end of the program, participating teachers will be equipped to prioritize ethics, empathy, and well-being, fostering critical thinking, emotional intelligence, and digital resilience among their students.

Digital citizenship, as defined by the Council of Europe, is the ability to engage positively and actively in society using digital technology. To become effective digital citizens, young people need to be equipped with the necessary knowledge and skills. Increased access to technology and exposure to online content, while providing young people with opportunities to create, play, connect, and learn, also highlights the need to develop specific skills to become responsible digital citizens both online and offline.

While the opportunities presented by social media are immeasurable, the potential challenges must also be highlighted and confronted. Despite being labelled as digital natives, young people do not inherently possess the critical skill of digital resilience that is vital in today's digital age. Students must reflect on their digital habits and learn how to manage the role of digital and social media in their lives. Discussion of personal safety concerns and how the overuse of social media can affect wellbeing will shed light on students' needs and help offer solutions and support.

In a time when social media is the primary means of connection, it is important to recognise the pressures young individuals face to share personal narratives. Often our students feel compelled to share these snapshots of themselves believing that the idealised portrayal of others is the full picture. Our students need to be mindful about what influences them, how they respond and be encouraged to stand back and not feel



pressured to live up to the standards they perceive online. Understanding algorithms, edited realities and the importance of viewing content with a critical eye can help with self-esteem issues and pressures to conform.

Teaching students to identify reliable sources and recognise bias and prejudice online is another important skill for learning, living and over-all wellbeing in this age of misinformation. Our students must be taught to analyse the problems and consequences that are associated with false information dissemination.

Often, our students are silent witnesses to negative behaviour that is difficult to comprehend and control. They need to be empowered to recognise and take action against negative behaviour and signs of online bullying. The development of social and emotional literacy to prepare students how to navigate the online world supported by empathy, respect and resilience will lead to responsible digital citizenship which should form part of a whole education approach to prevent bullying and cyberbullying.

Objectives:

The specific objectives of the programme are:

1. Understand the psychological, social, and educational impacts of social media addiction, misinformation, and cyberbullying on students and schools.
2. Identify, evaluate and address incidents of false information and cyberbullying in social and academic settings.
3. Acquire tools to support students in making critical decisions fostering a healthy relationship with social media and a more confident self-image.
4. Motivate participants to develop their communication skills through their participation in the course and as preparation for their involvement in future European experiences.

Methodology:

By means of an effective use of training formats (e.g., workshops, group discussion, case studies, field projects 'Contexts4Content'...) participants will explore the areas of digital citizenship and the skill set their students will require to navigate their online and offline worlds. A practical and communicative approach will allow participants to delve into case studies, role-play scenarios and current issues concerning their educational community and equip them with effective strategies to provide helpful information, advice, guidance and resources.

This course employs an interactive, hands-on methodology that blends practical application with reflective learning. Participants will actively engage in:

- Workshops: Focused on building knowledge and developing actionable strategies.
- Collaborative Work: Group discussions and team-based activities to explore real-life scenarios and develop shared solutions.
- Case Studies: Analysis of real-world examples related to misinformation, cyberbullying, and social media addiction to help to develop lessons and strategies.
- Role-Playing: Simulating classroom challenges to build confidence in addressing digital issues.

Throughout the course, participants will reflect on their own practices, share insights, and receive peer feedback, ensuring practical, adaptable outcomes.

LOCATION of the course: Dublin (IRELAND)

Dublin, IRELAND, is an old medieval Viking city that displays a fascinating panorama on its streets through a pleasant mix of historic buildings and sites, monuments and street art. Trinity College and the unique Book of Kells, Christ Church Cathedral, Dublin's Viking Castle, the remarkable Chester Beatty Library, or the Samuel Becket Bridge, can be discovered at the same time as Sweny's pharmacy (immortalized in Joyce's Ulysses), where a surprising mix of second-hand books and lemon-scented soap can be found together.

Dublin is also a warm and welcoming city. Its enjoyable "*craic*" has attracted visitors for centuries. Traditional music is extremely popular in Ireland and is so easy to find a pub where a band is playing some good drinking music while customers happily join in the chorus.

DURATION OF THE COURSE

7-day course: **40 hours**.

Our **7-day course**, starting on Sunday and finishing on Saturday, is a very efficient way to implement your mobility by integrating your learning while saving time and expenses. The **40 hours** duration of the course is applied on average considering all training days of the course, for the implementation of the objectives and lessons, in connection with the "Quality standards for courses under Erasmus+ KA1"

CERTIFICATION AWARDED

Certification of learning outcomes in connection with the "Quality standards for courses under Erasmus+ KA1": Europass and Certificate of Attendance which include the name of the participant, description of the course and its learning outcomes, dates, venues, the name of the host organisation and course director.

DATES

*Duration (days): **7 training days (from Sunday to Saturday)***

*Language of communication: **English***

Dates in 2025	Dates in 2026
16 - 22 February · 7 training days	15 - 21 February · 7 training days
18 - 24 May · 7 training days	17 - 23 May · 7 training days
22 - 28 June · 7 training days	21 - 27 June · 7 training days
13- 19 July · 7 training days	12- 18 July · 7 training days
02 - 08 November · 7 training days	25 - 31 October · 7 training days

Note: The information included in this document might be subject to amendment. You should check our website www.englishmatters.org for any updated information about our programmes.

REFERENCE programme of the 7-day Course:



Digital Citizenship and Online Safety: Tackling algorithms, social media addiction, misinformation, and cyberbullying in Schools

7-day Course (from Sunday to Saturday)

Sunday

Registration
Fundamentals: principles, structure, framework
Tools for reflection on learning & Professional Development
Field Learning "Contexts4Content" approach
European Dimension

Monday: Understanding the Digital Landscape

Digital challenges in education
What do students have access to? Or what has access to our students?
Sharing experiences with these issues in the classroom and mapping the Challenges
Field Learning Project "Contexts4Content": Where in Dublin?

Tuesday: Gaming and Social Media Addiction

Understanding Technology Addiction
How algorithms and dopamine triggers are designed to promote addictive behaviours
Addiction and its impact on students' mental health and behaviour

Wednesday: Media Literacy and the challenge of Misinformation

Exploring Media Manipulation
Fake News, DeepFakes and Disinformation
Critical thinking, scepticism, and fact-checking
Field Learning Project "Contexts4Content" – National Gallery of Ireland

Thursday: Cyberbullying and Digital Resilience

Empowering students and developing digital resilience
Unhealthy communication, abusive behaviour and bullying online
Conflict mediation and the importance of a whole school approach

Friday: Managing Personal Image and Ethical Online Behaviour

Digital footprints, oversharing and online etiquette
Social Media vs Reality: Unachievable standards and how they affect self-image
#unfiltered: exploring social media ethics
Field Learning Project "Contexts4Content" – Glendalough

Saturday

Reflection about Dissemination Strategies
Presentation of participants' portfolios
Final reflection on learning acquired
Evaluation of the programme

NOTE: These Reference programmes may be subject to amendment. Such amendment, if necessary, would be kept to a minimum, consistent with the quality and balance of the programme.

