TEXTBOOK

FOR STUDENTS

12 – 14 YEARS

SOCIAL COMPETENCE:

facing the
digital
era challenges

SOCIAL COMPETENCE:

FACING THE DIGITAL ERA CHALLENGES

TEXTBOOK FOR STUDENTS

12 – 14 YEARS

THE RESULT OF THE ERASMUS+ PROJECT

FACING THE DIGITAL ERA CHALLENGES – TEACHING

'DIGITAL' CITIZENS' SOCIAL RESPONSIBILITIES (CSR)

USING PRINTED, ELECTRONIC AND SMARTPHONE MEDIA

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INTRODUCTION

Dear Pupils!

What you are keeping in your hands is a Textbook for social (civic) competence. That competence teaches how to behave in a society and what rights and responsibilities (duties) the citizens have. The specifics of this Textbook is that those responsibilities and rights are discussed from the viewpoint of today, the Digital Era.

You know exactly what the Digital Era is – or, at least, you use all digital devices and services like the Internet, e-mails, Facebook, Twitter, mobile internet and smartphones freely – usually better and more easily than your parents and teachers. You make friends all over the world now as you often live in a virtual society. It is natural for you – but sometimes you do not fully recognise that apart from benefits, there are also threats associated with those digital possibilities. Society has changed with the Digital Era and you must be aware how to live in it. You have specific benefits – but you face specific responsibilities, too: these specific Digital-Era social/civic characteristics are presented in this Textbook. You can learn simply by reading, but we also elaborated a smartphone version for you, too.

There are eight different topics in this Textbook and each topic contains three modules. One module is for one class. The topics and modules are semi - independent – i.e., it is not necessary to go module by module as in the Textbook. Your teacher may decide to teach them in different sequences and/or concentrate on specific modules. Anyhow, if you read the text, you must be able to answer the control questions and do the homework; the module content should be enough for that.

Social competence is extremely important in our life. We are "*politikon zoon*"(„political animals") as Aristotle said; i.e., we cannot live without outside society. And since we live in it, we must know the rules – what our responsibilities, obligations and rights are; how

to live in a smaller or a bigger society and how those rules, responsibilities and the characteristics of the society are today in the Digital Era; we need to be able to be competent to master our community life for the benefit of both the community and ourselves. This is what this Textbook is all about.

Apart from the topics and modules, you can also find an interesting Appendix at the end of the Textbook: it is about CSR, i.e. Citizens/Corporate/Community Social Responsibility. You may simply read it, or your teacher may decide to treat it as a normal module which you may discuss and learn about.

We wish you well in learning and well in life, in your social life!

The project team that elaborated this Textbook with the support of the EU:

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I. DIGITAL ERA CHARACTERISTICS

We are currently living the most interesting times in human history. Moreover, the future has arrived, we are contemporary with it, and from now on it will arrive so quickly that it will always be present. So, we need to address holistically the issue of technology governance, to protect the essence of what it means to be human.

In other words, it is necessary to invest in the progress of humanity as much energy as in the development of technology. For the most part, everything that can be digitized, automated and robotic is almost certain that it will happen in one way or another. It is, however, important not to try digitizing and automating what defines us as people.

Some specialists appreciate that over the next two decades the world will change more than in the last three centuries. Estimation is not meaningless, because now technological changes happen exponentially, combinatorially and recursively, logic and presumptions that determine the future to change altogether. Consequently, the future will no longer be a mere prolongation of the present, but it will be very different.
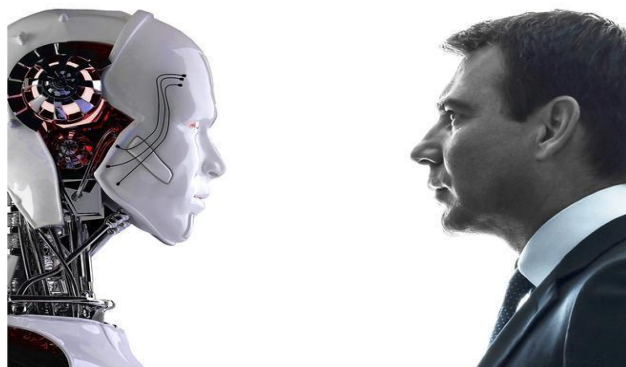
Picture 1: Future robot and human

A. DIGITAL TECHNOLOGY

Having studied this module, pupils will understand:

- *what "digital" is;*
- *what is the importance of microelectronics and nano-electronics;*
- *what is the importance of data processing;*
- *how digital technology and the internet interrelate*

FROM INDUSTRIAL SOCIETY TO INFORMATION SOCIETY

Industry (or in a wider sense: economy) has always been critically important in the given society. For the feudal society, agriculture was the decisive factor. Later on, as manufactures and industry became stronger and stronger, it gained more influence. The turning point came with the "first industrial revolution", when machines and machine technology gained ground in the earlier manufactures. Machines, technology, workers – those were the new important words. The Industrial revolution (1760 – 1830) has brought about unprecedented growth in production of all kinds of products and thus, also in living style and standard. England played the leading role in the development of the industrial society.

Picture 2: A craftsman working like 500 years ago
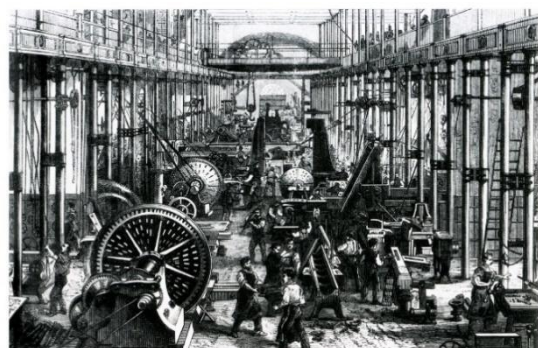
Picture 3: Machine workshop in the 19th century

A new turn happened in industry in the beginning of the 20.th century; this time in the USA: Henry Ford, the owner of Ford Motor Company, introduced production based on division of labour: production using assembly lines. The famous T1 model was the first example of products manufactured with such manufacturing assembly lines. Machines were used in production, but especially in assembly, manual work still prevailed.

Innovation of Henry Ford led to sharp increase in manufacturing capacity and thus, sharp drop in price. That was Ford's main target: he wanted (and had to) make T1 cheap if he wanted to sell all cars he manufactured.

Manufacturing lines were the first step towards mass production. Products became cheap and affordable for masses of people. Assembly lines were also the first step towards automation, which made production even more effective, the amount of products grew, prices dropped.

Apart from industry, people started to use more and more services. Banks and other services started to boom and the so-called "service industry" came into being.

Picture 4: Mass production assembly line
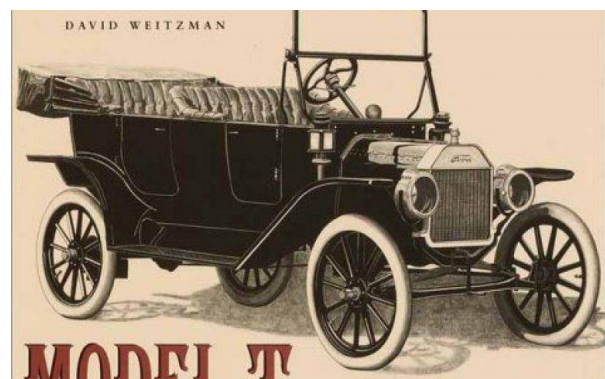
Picture 5: T-model of Ford – the first "mass - produced" car

Services did not produce tangible products, but their output was very useful for society. Knowledge has always been important in the history of mankind ("Knowledge is power" – said the slogan), but towards the middle of the 20th century, it has become crucially important. Information production and distribution became an important part of a national economy and around 1970, information society emerged.

According to the definition[1]: "***An information society is a society where the creation, distribution, use, integration and manipulation of information is a significant economic, political, and cultural activity.***" By 1970, "information industry sector" accounted for around half of the economy in the developed countries. New expressions came into being: "information society", "information industry", "information technology", "information economy" and so on. Marx's earlier definition from about the middle of the 19th century about capitalism with "capitalists and workers" became obsolete.

MICROELECTRONICS

Industrial society needed new methods and new knowledge; research became a crucial part of industry life. New methods, new materials emerged; inventions and patents mushroomed. Success depended mostly on "who can produce smarter." New materials were identified and used in industry and often they opened up radically new ways of solving burning issues.

In the electrical industry, electrical circuits and functions became wider and wider. "Electron tubes" made some circuit solutions very effective. Electron tubes are "vacuum-electronic" devices, i.e., parts of them are placed in a glass bottle from where air was pumped out. That function was repeated by inventing the transistor in 1948.

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[1] https://en.wikipedia.org/wiki/Information_society

Transistor was a revolutionary device in electronics: no vacuum technology was used any longer and transistors (or: semiconductor devices; they are called "semiconductors" because they are in between the insulators and the conductors; they conduct electrical current, but "just a bit"; semi- conductors) replaced vacuum tubes. Semiconductors' main feature is that they are made within one material, within a single crystal and thus they can be made very tiny, miniature. First, distances used in semiconductors were millimetres, but soon they went down to smaller values; parts of a millimetre – down to a micron, a thousandth part of a millimetre. Thus, **microelectronics** emerged; vacuum tubes were replaced gradually by these new devices.

Semiconductors and microelectronics were probably the most important inventions of modern mankind. Microelectronics made it possible to produce not just a transistor, but a whole circuit in one single crystal – yielding "integrated circuits" – i.e., a whole complex electronic network in one single, small piece of material. Those integrated circuits became more and more complex, performed complex tasks and functions and – obviously – their dimensions had to be smaller and smaller. Distances went beyond one micron; to the thousandth part of it – nanometre. (One million nanometres represent one millimetre.) The new technology is no more microelectronics but nanoelectronics and in our days, it made it possible to place one billion (!!) transistors on a single chip – as the small piece of the semiconductor material, silicon is used.

In general, microelectronic production may be divided into three (in itself: very complex) steps: chip manufacturing, assembly and encapsulation of single chips and finally, their

test and measurement. Integrated circuit is very complex and therefore, it has dozens of contacts or pins, as they are often called. (See below on the right photo.)
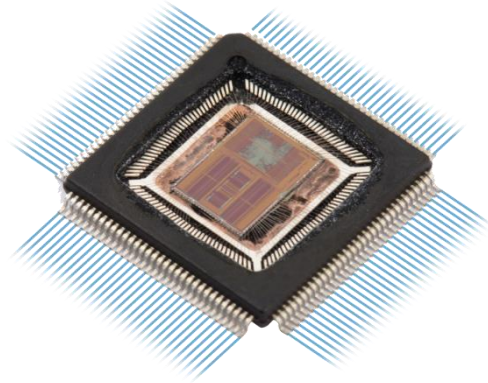
Picture 6: Integrated circuit
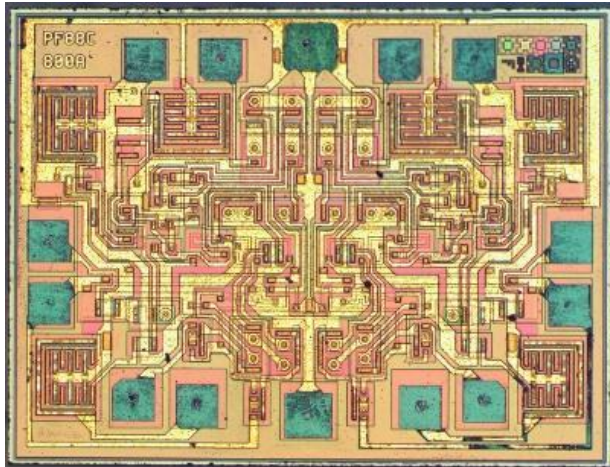
Picture 7: Chip

Putting more and more elements into one single chip is an "integration" (hence the name: integrated circuit or IC) and this integration has led to two crucial consequences: due to smaller and smaller distances, devices became faster and faster (electrons had to run just a very small distance) and second, due to the mass production, their production cost (that is, price) became extremely low. Microelectronics (and also nanoelectronics) is an absolute key to digital technology.

DIGITAL TECHNOLOGY

Strictly speaking, the expression "digital technology" is misleading. Digital technology does not exist. There are digital devices, digital solutions, digital technics – but not technology. "Digital" means an electronic solution where all characteristics are characterised by numbers and electronic processes are replaced by processes with numbers. The original electric and electronic circuits were "linear" (or: "analogue"), where electrical units and processes followed real life: a two times higher voltage was two times higher, etc. (Hence the name "analogue") When their value is characterised by numbers, processes turn into mathematical processes.

In mathematics, there are an arbitrarily high number of suitable basic numbers: the overall use today is decimal, i.e., when the basic number is 10 and its powers like 100, 100, 1.000.000. But not in the measurement of time: one hour is 60 minutes and not 10 or 100. One year is not ten months but 12. Ancient Incas used yet another counting system. Theoretically speaking, they are all equivalent; we are just accustomed to the decimal system (probably because we have 10 fingers). Our decimal system uses ten digits: 0, 1-9.

There is one specific system however; namely, when the basic number is 2: here, we have just two digits: 0 and 1. One can count in "binary" (2-based) system like in decimal: when we run out of numbers in decimal, we go back to 1 and put a 0, and then it goes on: 11, 12, ….45…99 – here, we again run out of digits so we come back to 1 and put 00 – and off we go: 101, 102…- Absolutely the same goes for the binary numbers, simple here we run out of our two digit very often: 0,1,10,11,100,101,110,111,1000, etc. That is, the same value is described in a decimal system with shorter numbers than in binary: we write 8 or we write 1000.

The enormous benefit from using binary numbers in electronics is their accuracy.
When we have 8 volts in analogue, it may be 7.8. or 8 or 8.1, depending on the accuracy
of our measurement device. But binary numbers are absolutely accurate: 0 – there is no
current; 1 – there is some current. That is, all our calculations and measurements are
absolutely accurate. True – when we write 8, we use one digit but with 1000 – four of
them. We need more space to store them.

Here, the solution was provided by microelectronics. Due to extremely small dimensions
and distances, huge amounts of information can be stored in one memory chip. And they
are absolutely accurate – and that is an indispensable benefit. For that reason, digital
devices (mostly digital storage devices; memories) gradually replaced analogue devices
like magnetic tapes. 50% of the digital storage capacity was achieved in 2002 – **2002 is
called the starting year of the Digital Era.** Today's kids were born in the Digital Era
already.

Picture 8: Analog to digital transition diagram

Microelectronics led to different solutions earlier. For example, colour TVs occurred in around 1970…1980; colour video cameras – around 1980; original mobile phones – in 1983; internet – in around 1995. When the digital solution took over, the development

Picture 10: Martin Cooper - one of inventors of mobile phone

Picture 9: Evolution of mobile phones

accelerated. So, digital solution-based devices like mobile phones are sold at 1.5 billion (!!) pcs per year; there are around 200 million laptops produced each year. Digital storage solutions have caused a tremendous increase in digital micro (and nano) electronic solutions: there are approximately 250 billion (!!!) links on the internet nowadays. The Internet has really revolutionised the world – and it is all thanks to microelectronics and digital storage devices. Today, we really live in the Digital Era and citizens are (mostly) "digital citizens": The people who have the means to partake in this form of society are sometimes called digital citizens defined as "*Those who use the Internet regularly and effectively*".

CONTROL QUESTIONS

1. What is the industrial revolution?
2. What is information society?
3. How did microelectronics develop?
4. Why digital solutions are better?
5. What is meant by "Digital Era"?
6. Who are the "digital citizens"?
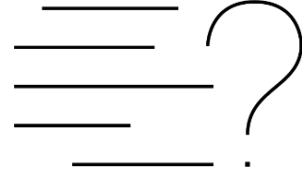
HOMEWORK

1. Explain the difference between electronics, microelectronics and nanoelectronics.
2. Explain what "digital" means!
3. Explain why we use a binary system in microelectronics and informatics!
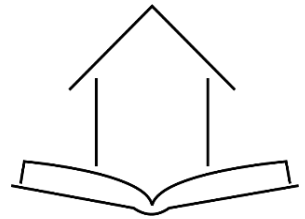
INDIVIDUAL READING

Cloud storage

Cloud storage is defined as "*the storage of data online in the <u>cloud</u>,*" wherein a company's data is stored in and accessible from multiple distributed and connected resources that comprise a cloud.

Cloud storage can provide the benefits of greater accessibility and reliability; rapid deployment; strong protection for data backup, archival and/or dis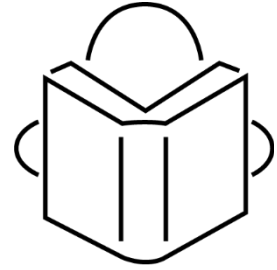aster recovery purposes; and lower overall storage costs as a result of not having to purchase, manage and maintain expensive hardware. There are many benefits to using cloud storage, however, cloud storage does have the potential danger for security and compliance concerns that are not associated with traditional storage systems.

Types of Cloud Storage

There are four main types of cloud storage — personal, public, private and hybrid.

1. **Personal Cloud Storage -** Also known as <u>mobile cloud storage</u>, personal cloud storage is a subset of public cloud storage that applies to storing an individual's data in the cloud and providing the individual with access to the data from anywhere. It also provides <u>data syncing</u> and sharing capabilities across multiple devices. Apple's <u>iCloud</u> is an example of personal cloud storage.

2. **Public Cloud Storage -** <u>Public cloud storage</u> is where the enterprise and storage service provider are separate and there aren't any cloud resources stored in the enterprise's data center. The cloud storage provider fully manages the enterprise's public cloud storage.

3. **Private Cloud Storage -** A form of cloud storage where the enterprise and cloud storage provider are integrated in the enterprise's data center. In <u>private cloud</u>

storage, the storage provider has infrastructure in the enterprise's data center that is typically managed by the storage provider. Private cloud storage helps resolve the potential for security and performance concerns while still offering the advantages of cloud storage.

4. **Hybrid Cloud Storage -** Hybrid cloud storage is a combination of public and private cloud storage where some critical data resides in the enterprise's private cloud while other data is stored and accessible from a public cloud storage provider.

Benefits and Disadvantages of Cloud Storage

There are many benefits to using cloud storage, most notable is file accessibility. Files stored in the cloud can be accessed at any time from any place so long as you have Internet access. Another benefit is that cloud storage provides organizations with off-site (remote) backups of data which reduces costs associated with disaster recovery .

Unfortunately, the biggest disadvantage to cloud storage is that users are limited by bandwidth. If your Internet connection is slow or unstable, you might have problems accessing or sharing your files. Organizations that require a large amount of storage may also find costs increase significantly after the first few gigabytes of data stored.

B. INFORMATION AND COMMUNICATION IN THE DIGITAL ERA

Having studied this module, pupils will understand:

- *what information and communication is;*
- *what makes the difference between information and communication;*
- *what metacommunication is;*
- *how information and communication properties changed during the digital era*

INFORMATION AND COMMUNICATION

Information is everything that comes to our attention and widens our knowledge. We are bombarded by millions of pieces of information every second: how warm it is, what car passed us, what the lunch will be, how are our school friends, how angry we are and why, and so on and so forth. And we cannot but "swim" in the ocean of information; it does not come to us when we ask, but always, day and night. That phenomenon is called information flow; and information flows through information channels. The latter can be voice, writing, feeling, etc. – anything that hits any of our sense organs: eyes, ears, tongue, skin, and nose (vision, voice, tasting, feeling and smelling). Nothing can stop the information flow – no information means isolation.

Because of the unmeasurable amount of information we receive, we must make some distinction:

For us

Information is what concerns us. I can hear if it rains now in Kenya but it is not interesting for me. For me, it is not information.

Information is what is new to us. What we already know is not (a new) information. It may be still useful; it may reinforce our previous knowledge.
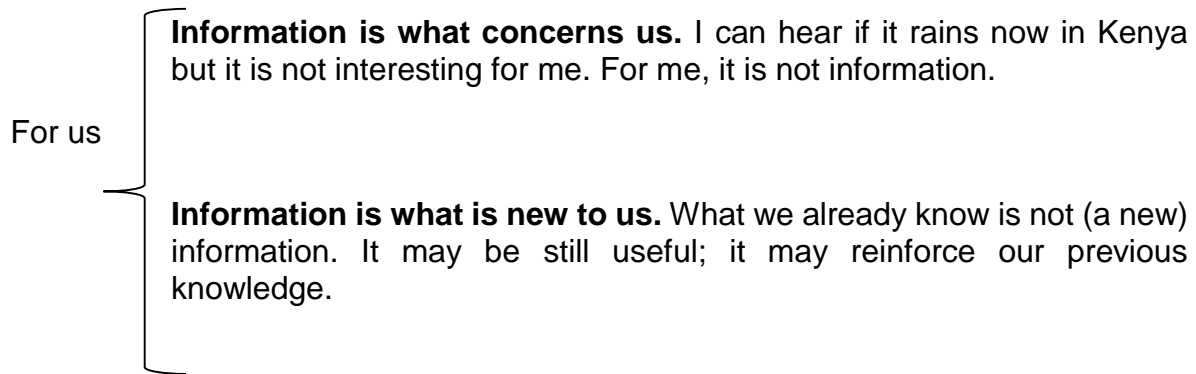
Information is extremely useful for us: it is vital to orientate in the world. For the last 50 years and especially in the Digital Era, information importance has grown up intensely.

We live in an Information World; in an Information Society. Information is always one-sided; it goes from the source to the receiver. Obviously, the source must know more than me to be able to deliver information for me. The position of the information source is always dominant and of the receiver - subordinated.

When we react to a piece of information, a reverse information flow starts: now, we are the source and our partner is the receiver. Positions also change accordingly.
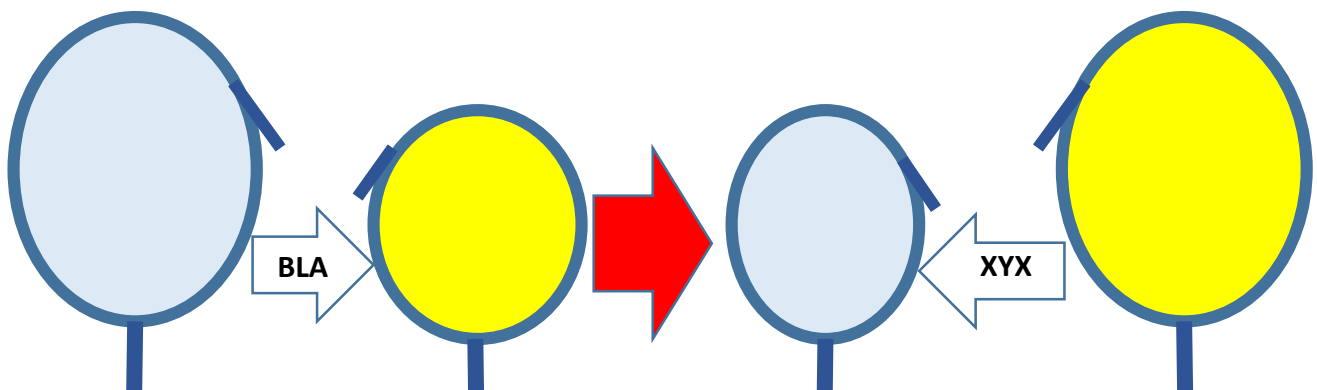
Picture 11: Communication

When that information change goes on, we call it **communication.** In communication, communication partners are on an equal level – more precisely, levels change so quickly that they become equal.
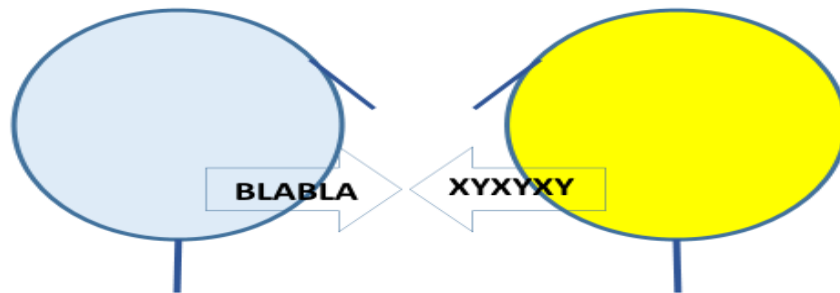
So, the critical difference between information and communication is:

- **information exchange is two-sided;**
- **communication partners are on an equal level.**

That distinction is crucial; we use those two words very often incorrectly. Newspapers, radio, TV are not communication channels; they merely inform us (when we talk with a reporter on the radio, it is communication.) Nowadays, we are "swimming" in a "mass of information" – but incorrectly, we call them mass-communication tools. No; what they provide is mass-information and not mass-communication. They are all – media - mass – information channels.

COMMUNICATION AND METACOMMUNICATION

When people communicate, it always goes on in two different channels:

- what we say; i.e. the contents of the information;
- how we say, i.e. our tone, posture, gesticulation, etc.

Those two channels act independently of our intention; and they always go in parallel. The first channel is called communication, the second – metacommunication. ("meta" means a concept behind another concept; as if 'second-level' communication.) Metacommunication is extremely important for us: basically, it provides the vast majority of total information; some research results suggest it is up to 85%.
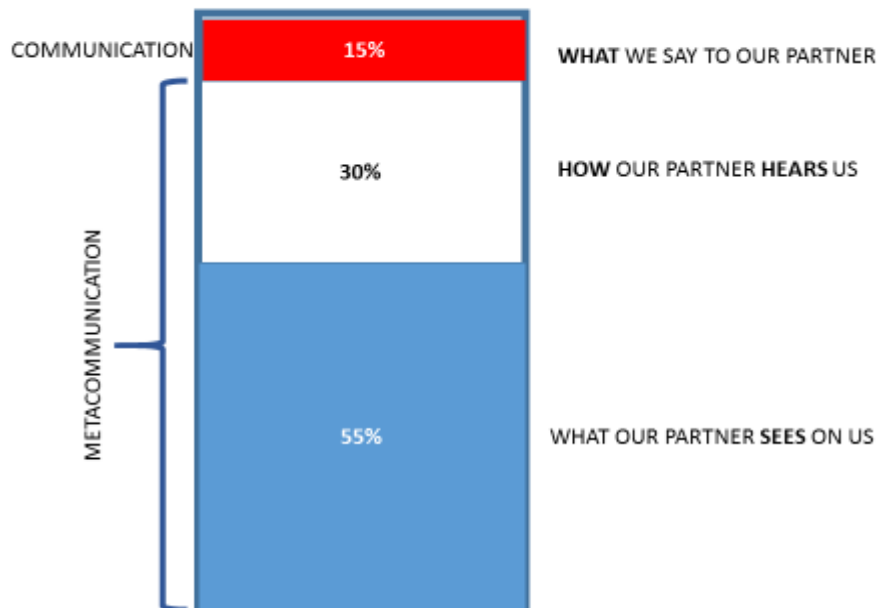
Picture 13: Metacommunication diagram

We can see that **our most important communication organ is our eyes: we receive more than half of the total information through them**. (No wonder, the saying goes: "Seeing is believing". The total and direct meaning of the expression comes from the image above.)

In the light of the above about information and communication, we should correctly say "metainformation", but the world has so widely been accepted in the world, that we also use it.

METACOMMUNICATION AND MOTIVATION

When we say something to our partner, we willy-nilly follow two purposes: we inform him/her about something and we persuade him/her to believe it, to act accordingly. The first part is information, the second is motivation. They always come together; we cannot motivate without informing and we cannot inform without motivating. (The minimum of the motivation is "listen to me".) Information goes through the information channel (15%; to our brains) and motivation goes through the metacommunication channel (85%; to our feelings). **Motivation is done through metacommunication**. If we do not have the metacommunication channel, we cannot motivate others.

METACOMMUNICATION AND CREDIBILITY

A vitally important difference between communication and metacommunication is that when we say something, it is on purpose; we want to say it, we know what information we want to give and for what purpose. Metacommunication is just the opposite: it is totally unconscious; it is not something we want to convey; it comes automatically. Therefore, we can say whatever we really believe or not; we can even lie; but our metacommunication is a sort of a communication about communication; our metacommunication tells fully what we really believe about what we say. That is, **communication can lie, metacommunication cannot.** Metacommunication always tells what is in us really. We can say to somebody "I love you" but our tone, gestures, voice, etc. will tell the truth about our true feelings. We can say "oh, the task was extremely

difficult", but if we say it with a smile and with a wink in our eyes, our partner will immediately understand that the task was not that terribly difficult.

Picture 14: Metacommunication example

Since communication and metacommunication channels work always at the same time, in parallel, and since metacommunication cannot be falsified, **if communication and metacommunication channels convey not overlapping information or even opposite meaning, we automatically believe the metacommunication.** Metacommunication is our main tool to verify if we believe what is said or not. **The Metacommunication channel is a crucial tool for judging credibility.** (And hence the full meaning of "seeing is believing.") Metacommunication is also called "nonverbal communication".

METACOMMUNICATION CHANNELS

Such channels are:

What we see:

- expression on the face;
- expression of the eyes (that is why eye contact is so important; if somebody constantly avoids looking into our eyes, we feel there is something wrong, not true, hidden behind his/her words.) Similar feelings we have if somebody is in too long, unnaturally long direct eye contact; he/she stares into our eyes: we feel our partner wants to override his/her notion not to look into our eyes). **Eyes talk always;**
- body gestures, hand movements, gesticulation;
- distance between the talking partners; the distance is measured between the hips; less than 20 cm is the "intimate distance";
- appearance

What we hear:

- voice tone;
- voice speed;
- voice trembling;
- voice rhythm.

COMMUNICATION IN THE DIGITAL ERA

To have full credibility communication, we must communicate personally, see and hear our partner. Any other way and channel of communication is less valuable, because we willy-nilly lose part – important part – of the conversation. During our history, the main means of conversation was live speech; written media (letters, newspapers) was a secondary way of communication.

The emergence of the Digital World (internet, mobile phones, e-mail, Twitter, Facebook, SMS and others) has changed entirely in the Digital Era. People – and especially the young generation – spend a lot of time just in electronic communication; real talks, real friendship, real contacts, real community are very much replaced by virtual reality, virtual community. In some sense, it is inevitable: our world has shrunk; some say "we live in a global village" – and of course we cannot talk face to face each day with our friend living, say, in Alaska. But the problem is, electronic communication has often replaced verbal communication even between partners living next to each other. Electronic communication is a reality, we cannot change it; we cannot go back to the Middle Ages, we must accept the consequences of the Digital Era and we must master them.

The crucial problem with electronic communication is that metacommunication is practically fully missing. That is, we lost our credibility control! Motivation approaching us mostly through metacommunication is replaced by manipulation to a great extent.

By definition[2], "**psychological manipulation** *is a type of social influence that aims to change the behaviour or perception of others through abusive, deceptive, or underhanded tactics. By advancing the interests of the manipulator, often at another's expense, such methods could be considered exploitative, abusive, devious, and deceptive*."

Listening to a radio or watching TV, we are in a difficult position to judge the truthfulness of what we hear or see. Manipulation has reached enormous levels and especially kids

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[2] https://en.wikipedia.org/wiki/Psychological_manipulation

(not yet having life experience) are exposed to it. Media literacy (i.e., conscious understanding how media works and how to verify information received) has become a sine-qua-non in life. Information is being poured on us and it is absolutely not easy to understand what is behind what we hear or read. Too much information is too little information, since we cannot digest everything; we feel we are lost amongst the masses of information.

CONTROL QUESTIONS

1. What is information?
2. What is communication?
3. What is metacommunication?
4. Why is metacommunication so important?
5. How do communication and metacommunication work together?
6. How has communication changed in the Digital Era?
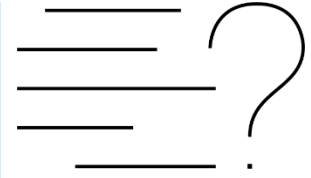
HOMEWORK

1. Explain the changing positions during a conversation!
2. Think of three situations where communication and metacommunication convey contradicting information!
3. Guess and try to check how much time you spend talking to your friends vs how much time you spend in electronic communication with them!
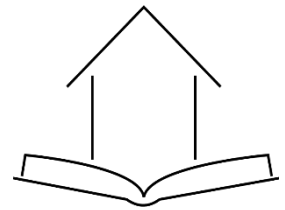
C. PARENTS AND KIDS IN THE DIGITAL ERA

Having studied this module, pupils will understand:

- *what is natural for their parents in the digital era;*
- *what is natural for the pupils in the time of digital communication;*
- *which are the main differences between the two generations;*
- *what is it, "reverse teaching";*
- *how to bridge the gap between the parents and their kids.*

PARENTS AND GRANDPARENTS, THE X- AND THE Y- GENERATION

For each generation, it is extremely important how childhood was spent. What was invented and used before we were born, seemed totally natural and normal; we were familiar with what was introduced in our (early) childhood and as the age grew, we had to learn more and more. Then again, it was a bit easier what we learned together with our small kids but later on, the difference between the generations grew considerably.

Let us consider a probable time sequence of our older and younger generations:

- A youngster who is 14 in 2020, was born in 2006. We can consider the years of **2005…2007** as the year of birth for the upcoming generation this Textbook addresses.
- As an average, we consider that when the present generation was born, their parents were 24…26 years old. That is, they were born around **1980…1982** and they are now around 38…40 years old.
- If we again consider the same age distance, grandparents were born around **1955…1960** and they are now around 60…65 years old.

ESTIMATED BIRTH DATES OF THREE GENERATIONS
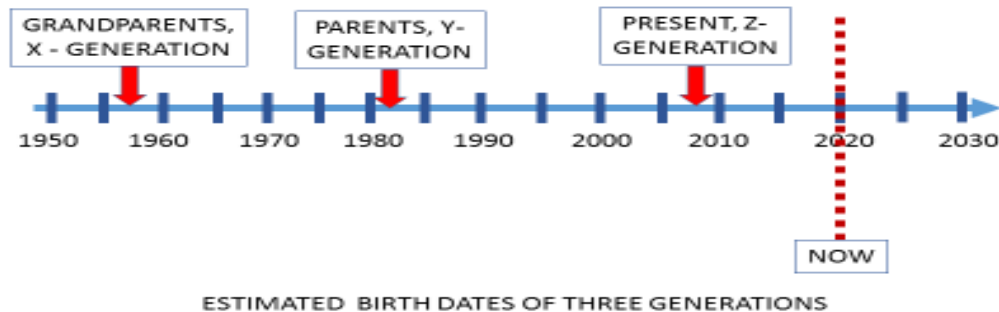
Picture 15: Estimated birth dates of three generation

Now, we have to consider: what was introduced regarding electronics, digital technics, computers and informatics around 1950 or earlier; around 1980 or earlier and around 2005 or earlier.

- what was introduced before 1950, our grandparents considered those things natural;
- what was introduced around 1980 or earlier, it was natural opportunity for the parents;
- what was introduced around 2005 or earlier, it is a natural thing for the upcoming, Z-generation

(Here, we do not consider the time shift between first appearance vis-à-vis real, mass availability in our region - Italy plus Eastern Europe. If we consider that factor also, we can easily shift the time of appearance by 10 years later.)

1950S OR EARLIER

Since the transistor was invented in 1948, practically electrical appliances, plus radios with vacuum tubes, were available. Real, widely usable radio was introduced in around 1920 already and TV – in the middle of the 20th century – around the years the grandparents were born, most probably the majority of the grandparents (and especially in the region) did not watch TV. Colour TV was introduced in the sixties only. From the viewpoint of electronics, we can say grandparents lived an old, electrical lifestyle; they were not "born into" electronics, let alone microelectronics, which was not yet invented at that time. We can rightly call the X-generation as "electrical".

Picture 16: First television

1980S OR EARLIER

Thirty years between 1950 and 1980 brought tremendous changes. (We consider development from the viewpoint of digital technics, so we look at electronics and informatics only). Semiconductors (the transistors) were invented in **1949** and a totally new industry (and also science) emerged: microelectronics; the electronic circuitry with extremely small dimensions and performed in one single solid state crystal. (We also call it solid-state electronics.) The first integrated circuit appeared from the industry lines in the **sixties** and the first microprocessor in **1971.**

For the digital technics, two development paths were extremely important: the microprocessor allowing to make small but powerful computers and memories allowing to spare large amounts of data.

Integrated circuits - the small silicon chip is also visible in the circle window. As the technology distances shrank, so became integrated circuits more and denser. Still, memories were not yet small enough (dense enough), so IC-s were mostly linear. (Analogue; see module B above).

New microelectronic devices resulted in a development flood in electronics and computers:

- colour TVs became commonplace in the **seventies** (albeit with "classical" display, not LCD);
- video cameras (camcorders) became mass produced in **1983;**
- the first mobile phones appeared in **1973**; the handset weighing 2 kilos;
- desktop home computers appeared in **1977**;
- the internet (interconnected computer network) started to be used in science from the **eighties.**

Picture 17: First generation of computers

To Summarize, electronic devices started to be produced in huge volumes; "consumer electronics" (i.e., electronics for everybody) became commonplace. Our parents were born and grew with those tendencies; we rightly call them "electronic parents."

2005 OR EARLIER

The twenty-five years between 1980 and 2005 again brought tremendous changes in the world related to digital technics. Dimensions of a semiconductor chip shrunk further and hence, the ratio of the digital solutions vs analogue became bigger and bigger. (see module 1 above). In 2002, the amount of digital memories vs analogue (linear) ones became equal and till 2010, digital data processing became absolutely dominant. We say that the Digital Era began in 2002.

Our kids experienced the following characteristic changes and characteristics:

- Data processing capacity of the personal computers (pc's) increased tremendously: the amount and also the data processing speed increased sharply. It is necessary, since it makes it possible to handle large amounts of data within acceptable time length.

- Speed and amount increased and at the same time, prices also dropped sharply. (All that is due to microelectronic properties) Price decrease made those devices accessible for masses of people. Since 2008, about 300 million laptops have been produced each year. If we calculate with five...six years of life span, the number of laptops is around 2 billion in the world. (There are around 7 billion people living on Earth now, so there is a laptop in every second family.).

- Microelectronic distances diminished and around 2010, went below 1 micron; we entered into nanoelectronic era. In 2020, the critical distance still processable is around 50 nm. (Our hair diameter is 50 microns; i.e. 50 nm is when we cut our hair into 1000 pieces; a thousand dimes thinner. In another words, if we put 1000 "50nm" next to each other, we arrive at the diameter of our hair.) Due to that, all devices became handheld and cheap. There are around one and a half billion mobile phones are sold each year.

- Due to the improvement of the availability and characteristics of laptops, the internet has become a commonplace. Today, there are around 4.2 billion internet users in the world.

- Since 2010, the internet is accessible also on mobile phones. Since mobile phones are easily transportable (easier than laptops), mobile internet spreads extremely fast.

- Classical displays were replaced by liquid-crystal displays (LCD). Quality of LCD displays surpassed that of the classical ones in 2007. Touch-panels made data handling much easier

- Due to the above characteristics, society of the kids has changed dramatically vis-a-vis their parents and even more drastically so vis-a-vis their grandparents. New forms of social media (social networking), like Facebook emerged. E-mails and other social network services took over the bulk of the communication.

- Through social media, practically everybody is connected to everybody in the world. Anybody can reach anybody (say, from a tribesman in Africa to the President of the US) using a maximum of six connections.
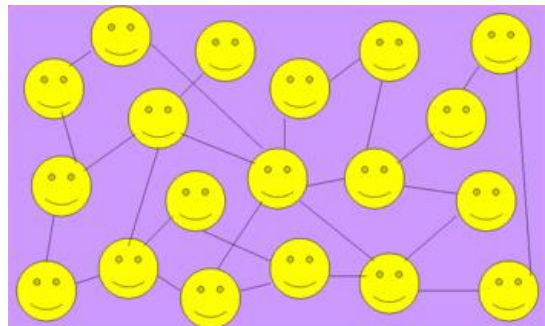
Picture 18: Smiling faces

Present upcoming generation is rightly called the Digital Generation. Qualitatively new differences in the life of the three generations (grandparents-parents-kids) have caused a huge gap between them. Things that are absolutely normal for kids (since "they were born into them") are distant but still learnable for their parents and (of course, also learnable but) practically alien to their grandparents. The teaching process in many respects has changed: kids know more than their parents (and teachers.) It has never happened so far in the history of mankind. In classical subjects like math, chemistry or history, teachers teach their kids since they are more knowledgeable; but it is not so in anything related to the digital world. And since the digital world is a general tool now in any learning process, the teaching process often becomes "reverse teaching": not adults teach kids but vice versa.

CONTROL QUESTIONS

1. What is characteristic for the generation of grandparents in the sense of technics?
2. What is characteristic for the generation of parents in the sense of technics?
3. What is "Digital Era"?
4. What are the general characteristics of the Digital Era?
5. What is microelectronics and nano – electronics?
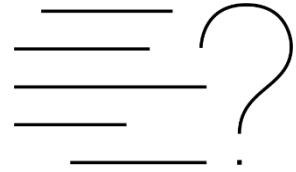
HOMEWORK

1. Explain how technical development influenced our life!
2. Write three comments to the statistics below.
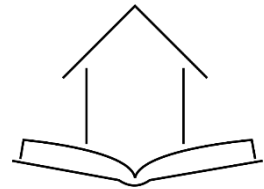
INDIVIDUAL READING

Internet usage statistics
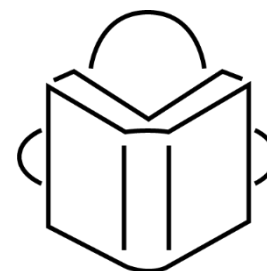
The Internet Big Picture World Internet Users and 2018 Population Stats:

WORLD INTERNET USAGE AND POPULATION STATISTICS JUNE 30, 2018 - Update						
World Regions	Population (2018 Est.)	Population % of World	Internet Users 30 June 2018	Penetration Rate (% Pop.)	Growth 2000-2018	Internet Users %
Africa	1,287,914,329	16.9 %	464,923,169	36.1 %	10,199 %	11.0 %
Asia	4,207,588,157	55.1 %	2,062,197,366	49.0 %	1,704 %	49.0 %
Europe	827,650,849	10.8 %	705,064,923	85.2 %	570 %	16.8 %
Latin America / Caribbean	652,047,996	8.5 %	438,248,446	67.2 %	2,325 %	10.4 %
Middle East	254,438,981	3.3 %	164,037,259	64.5 %	4,894 %	3.9 %
North America	363,844,662	4.8 %	345,660,847	95.0 %	219 %	8.2 %
Oceania / Australia	41,273,454	0.6 %	28,439,277	68.9 %	273 %	0.7 %
WORLD TOTAL	7,634,758,428	100.0 %	4,208,571,287	55.1 %	1,066 %	100.0 %

II. SOCIAL RESPONSIBILITIES AND RIGHTS IN THE DIGITAL ERA

"*All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and must act towards one another in a spirit of brotherhood.*"[3]

The European Union is based on the protection of values such as dignity, human, freedom, equality, democracy, the rule of law and respect for man's rights. These values are enshrined in EU treaties and are strengthened in the Charter of Fundamental Rights. As members of the European Union it is our duty to know which are our rights to fully exercise the attributes of our citizenship.

In creating an even closer union, the people of Europe have agreed on ensuring a peaceful future based on common values: this is the preamble of the Charter of Fundamental Rights of the European Union. Through this document, E.U. proposes a framework in which to preserve traditions and the customs of all Member States and, at the same time, develop common values that promote a balanced and sustainable development, free movement of persons, services, goods and capital. But, with rights also come responsibilities.
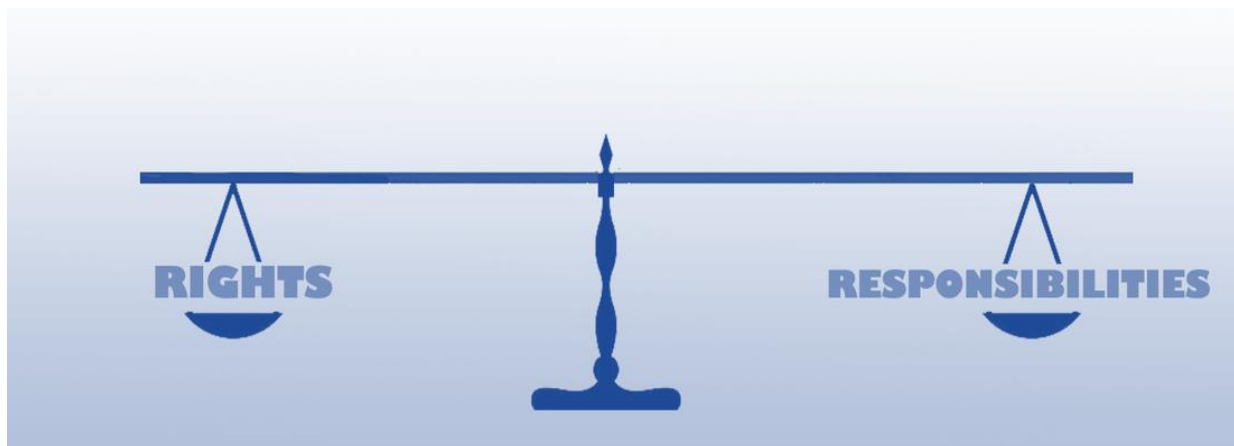
Picture 19: Balance of rights and responsibilities

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[3] The first article of the Universal Declaration of Human Rights.

A. OBLIGATIONS, RESPONSIBILITIES AND RIGHTS

At the end of this module, pupils will understand:

- *what obligations are;*
- *what responsibilities are;*
- *what human rights are;*
- *which human rights are included in the "International declaration of human rights";*
- *what is the connection between responsibility, rights and obligations.*

In this time of significant changes and social challenges, it is important to take time to think about what obligations, responsibilities and rights are in order to become active citizens in contemporary society. This module wants to offer a definition and to describe the interconnection between rights, obligations and responsibilities, pointing out their origin and mutual dependence.

OBLIGATIONS

Picture 20: Legal and ethical issues

The term obligation comes from the Latin "*obligare*", that means to tie to something. It indicates a behaviour imposed by a norm that can be of a different nature: legal, moral, religious obligation...

The legal obligation arises from a law that prescribes certain behaviours in relation to general or specific environmental or subjective conditions. In European legal systems there is a distinction between norms deriving from a legislative action aimed at the production of norms (civil law) and norms deriving from the interpretation of the facts of life (common law). Countries like Italy are strongly linked to the first type of rules, others like the United Kingdom are more oriented towards the

second one. The violation of these rules normally involves criminal consequences with the intervention of the State, the judiciary and law enforcement agencies.

In the case of *moral obligation*, on the other hand, it is a matter of responding to ethical prescriptions, deriving from the individual and collective sensibility of what is good and what is bad. Since these are unwritten standards, they are highly variable within countries and cultures. Usually, the violation of these obligations does not involve any legal consequence, instead it produces social effects with the loss of respectability and collective recognition.

Finally, *religious norms* are those identified in the sacred books and in the texts adopted by a community that identifies itself in the profession of a religious creed. These rules are often very closely linked to moral ones and sometimes also act on the practical and material sphere. The violation of these prescriptions should not theoretically entail any consequence in this world: the religion of many States and societies sometimes implies that religious norms are adopted in the juridical system thus producing the same effects of the two previous ones.

RESPONSIBILITY

Responsibility is a word made up of 'response' and 'ability', ability to give answers in relation to one's actions, that is, as Nicola Abbagnano (2013) writes, is "*the possibility of predicting the consequences of one's behaviour and correcting it on the basis of this forecast*". This term indicates the ability to assume the consequences of the commitments undertaken or behaviours acted by accepting their concrete, social, moral and legal effects. The concept of responsibility has a strong cultural nature and derives from the vision that a civilization has of the world.

The concept of responsibility is profoundly different from that of obligation or duty and it is closely linked to the idea of freedom: there is responsibility only insofar as there is the

possibility and ability to choose if and how to act. In fact, when you are not free to choose your own behaviour, you cannot be responsible for its consequences. In order to be responsible, it must occur at the same time that: the situation is a consequence of individual behaviour, the responsible person can foresee the consequences of his actions and the responsible person can act differently to avoid the consequence.

Responsibility also has a juridical level, which arises from the respect of the norms and prescriptions of the law, and a moral one, which arises from ethical principles.

RIGHTS

The right is a faculty guaranteed by the ordering of each person or organization. The rights we speak about are those identified as subjective or individual rights. They identify individual powers or possibilities in social and group action. They are strictly connected but separated by the idea of law. Stefano Rodotà (2015), an Italian jurist and politician, has defined law as a "symbolic apparatus that structures a social organization even when it is known that some of its norms are destined to remain unenforceable". On the other side, Aristotle stated that "of the civil right a part is of natural origin, another is founded on the law. Natural is the right one that maintains the same effect everywhere and does not depend on whether one looks good or not; founded on the law it is the one, on the other hand, of which it does not matter if its origins are such or such, but it matters how it is, once it is sanctioned ". There are different types of rights: the right to do something, the right not to do something and the right to have something according to one's will.

At international level, several fundamental human rights are recognized:

- the right to security that protects people against crimes such as murder, massacres, torture and kidnapping;
- the right to freedom that protects areas such as freedom of thought and religion, freedom of association, assembly and the establishment of movements;
- political rights that protect the freedom to participate in political life through freedom of expression, protest, voting and public office;
- habeas corpus rights that protect against abuses by the judicial system such as incarceration without trial, or with so-called secret trial, or with excess of punishment;
- rights of social equality that guarantee equal access to citizenship, equality before the law and the abolition of discrimination;
- right to well-being (it can also take the name of economic-social rights) which provides access to an adequate educational system and protection in the event of situations of serious hardship or poverty;
- collective rights that guarantee protection against genocide and looting of natural resources.

INTERNATIONAL DECLARATION OF HUMAN RIGHTS

The Universal Declaration of Human Rights is a document on the rights of the person adopted by the General Assembly of the United Nations on December 10, 1948. Human rights represent the inalienable rights that every human being possesses as such.

Picture 21: Symbols of human rights

This document was to be applied in all member states, and some legal experts have argued that this declaration has become binding as part of customary international law and has been continuously cited for over 50 years in all countries.

Among the fundamental rights of the human being we can remember: the right to individual freedom, the right to life, the right to self-determination, the right to a fair trial, the right to a dignified existence, the right to religious freedom with the consequent right to change one's own religion, as well as recently legislated, the right to the protection of personal data (privacy) and the right to vote.

CONNECTION BETWEEN RESPONSIBILITY, RIGHTS AND OBLIGATIONS

Rights and obligations are often considered the two sides of the same coin. Both have this characteristic of being linked to three manifestations: to do, not to do, to be able to do. In fact, one can have the right or the obligation to do something, the right or the obligation not to do something, the right or the obligation to be able to do something. Often someone's right is someone else's duty.

Responsibility in this dialectical relationship is the synthesis for which one, who has one obligation, has the responsibility to guarantee someone else´s right, as well as those, who claim a right, have the responsibility of not to forget the right of others. This manifests the freedom, which for each ends when someone else´s one begins.

CONTROL QUESTIONS

1. What is a right?
2. What is an obligation?
3. What does responsibility mean?
4. What are human rights?
5. Are rights, obligations and responsibility connected? How?
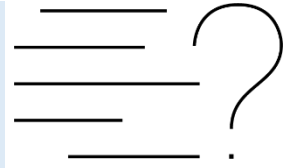
HOMEWORK

1. Think about school rights and obligations.
2. Who is obligated and who has the right?
3. Are they the same?
4. Write a short essay.

B.   THE BALANCE OF RIGHTS AND RESPONSIBILITIES

At the end of this module, pupils will understand:

- *what a right is;*
- *what digital rights are;*
- *what civil rights are;*
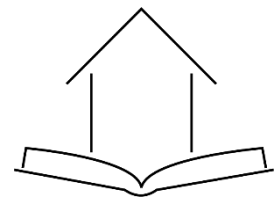- *what is the connection between responsibility and rights.*

Rights and responsibilities are strictly connected as the rights of someone are usually the responsibilities of someone else.   This module wants to offer an overview on the interconnection between rights and responsibilities. Everybody has rights and also responsibilities, but what happens if one neglects one side?

RESPONSIBILITIES AND RIGHTS: PARVANA´S STORY

The link between responsibility and rights is very close: for a right to be recognized and guaranteed, there must be an institution that takes responsibility for assuring it. The rights are then closely linked to the society and to the state in which one lives. In the West, states are the first to be responsible for citizens' rights, but what would happen if governments took more or less authoritarian steps to limit basic freedoms?

In the cartoon "The breadwinner" of 2017, directed by Nora Twomey, based on Deborah Ellis's novel "Under the Burca", we find an example of how the rights are so dependent on the context. The story tells of the young Parvan, an 11-year-old girl who lives in Kabul in a Taliban-controlled Afghanistan, with her father Nurullah, her mother Fattema, her elder sister Soraya, 18, and her younger brother Zaki, less than 2. Before the advent of the Taliban, her father was a respected school teacher, her mother was a poet and, as Nurullah says, Afghanistan was the home of the arts and sciences. One day, however, the father is arrested by the Taliban because he is in possession of books, a fact forbidden

by the regime. The family left without a male figure is destined to die of hunger. Parvana initially tries to free the father with her mother, who is thus discovered outside the home without a man in the family to accompany her and therefore beaten hard. When even the attempt to buy something at the market proves vain because merchants are forbidden to sell to women, Parvana decides to get her hair cut and dress as a boy so that she can work and support her family. The little girl is now passing by her cousin Aatish, taking the father's business to the market as a seller and / or reader and writer of letters because many are illiterate in the city. During his

Picture 22: "The Breadwinner" movie poster

work at the Parvana market, he makes friends with Razaq, a mild and kind-hearted Taliban, who is taught to read and finally helps her save her father from prison.

This story, set in Afghanistan before the war in 2001, in addition to denouncing the condition of women in that country, absolutely unacceptable for Western sensibility, also tells how rights can change suddenly with the advent of regimes that limit freedom.

CIVIL RIGHTS AND THE EU

Civil rights are those rights guaranteed by the law of a given state and are distinguished from human rights, which alone are considered universal attributions without regard to citizenship or national law. In this setting, civil rights can be extended by law to non-citizens who are within the territorial boundaries of a state, while natural rights or human rights belong to all human beings, regardless of the territory in which they are located.

For example, the philosopher John Locke argued that the natural rights of life, liberty and property should be turned into civil rights and protected by the sovereign state among the aspects of the social contract.

The European Union's commitment to the rights of its citizens manifests itself in the Charter of Fundamental Rights of the European Union. It consists of seven chapters - Dignity, Freedom, Equality, Solidarity, Citizenship, Justice - and 54 articles with the fundamental values of the European Union and the civil, political, economic and social rights of its citizens. The first articles concern human dignity, the right to life, the integrity of the person, the freedom of expression and conscience. The "Solidarity" chapter is an innovation as it brings together economic and social rights such as:

- the right to strike; the right to information and consultation of workers;
- the right to reconcile family and professional life;
- the right to protection of health, social security and social assistance.

The Charter promotes equality between men and women and introduces rights such as data protection, the prohibition of eugenic practices and reproductive cloning of human beings, the protection of the environment, the rights of the child and the elderly, the right to good administration.

CIVIL RESPONSIBILITY

Civil responsibility means first of all being aware of both one's rights and one's duties and to make them respected. It is also linked to the civic values of a society, such as democracy and human rights, equality, participation, cooperation, social cohesion, solidarity, tolerance of diversity and social justice. For full civil responsibility, it is necessary to have a good political culture, critical thought, and active participation.

Generally, it can therefore be said that "responsible citizenship" concerns matters related to the knowledge and exercise of civic rights and responsibilities. All European countries also associate the concept with certain values closely linked to being a responsible citizen. These values include democracy, human dignity, freedom, respect for human rights, tolerance, equality, respect for the law, social justice, solidarity, responsibility, loyalty, cooperation, participation, spiritual, moral, cultural, mental and physical

development. In spite of the fact that certain countries give more or less importance to these notions, it is generally agreed that they all contribute to the global understanding of the concept and its implementation.

DIGITAL ERA AND CIVIL RIGHTS

Computers cannot only support the daily activities of human beings, but guarantee an incredible intellectual and cognitive expansion of human capabilities, thus offering progress, well-being and democracy. From this comes the motto "a computer for everybody" and the urgency of guaranteeing access to ICT and skills connected to all people.

In terms of guaranteeing civil rights, particularly in authoritarian states such as Iran, ICT has proved to be particularly valuable. During the Arab Spring of 2015, Twitter has been a key tool for spreading news about current rebellions, particularly in Iran where the Internet is closely monitored and censored.

Social media in general is a very powerful tool especially in the hands of those individuals who need to raise their voices to be heard in those countries where mass media are controlled or owned by the state or political and financial elites. In fact, they create a new political sphere: a virtual space in which people meet and exchange ideas, information and opinions, building social knowledge.

Picture 23: Your rights in digital era
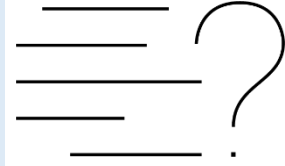
HOMEWORK

1. Think about a situation when your rights have been violated. How did you feel? Who has been responsible? Why has he/she not undertaken his/her responsibility? Write a short essay about it.
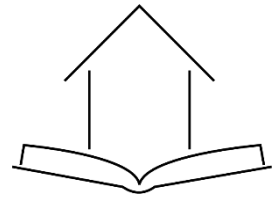
C. PRIORITY OF RIGHTS AND OBLIGATIONS IN THE DIGITAL ERA

Having studied this module, pupils will understand:

- *what ethic is;*
- *the relationship between ethics and law;*
- *which are the ethical aspects of the Digital Era;*
- *the connection between ethics and responsibility.*

Rights and obligations are the two sides of the same coin. To understand when one should be predominant we need ethics. Human beings have started to question what is right and what is wrong long ago. Ethics is the branch of philosophy reflecting on the mechanisms of such a questioning. The products of ethics are moral values, which are specific in each culture at any given time.

WHAT IS ETHICS?

"*Ethics is that branch of philosophy that studies the conduct of human beings and the criteria by which behavior and choices are evaluated."* (Aristotle)

In philosophical language, a generally acceptable definition identifies it with any doctrine or speculative reflection about the practical behavior of man, above all inasmuch as he intends to indicate what the true good is and what the means to achieve it, what the moral duties towards oneself are and to others, and what the criteria for judging the morality of human actions. Ethics is therefore a set of norms and values that regulate human behavior by attributing a positive or negative judgment with respect to good and evil.

Picture 24: Ethic illustration

Ethics and morality are often used as synonyms, but they are not at all. Morality includes the set of norms that distinguishes good and evil, while ethics corresponds to the speculative effort to understand how these moral norms have been produced by a human group. If morality considers norms and values as facts, shared by everyone, ethics tries to give a rational and logical explanation of them.

Ethics can be viewed as a *"normative institution"* and *"social institution"* together:

- "***institution***" because it is a body untied by the individual (in fact it exists before and after it) and because it coordinates a group carrying out a social function;
- "***normative***" because it pushes individuals to act and to feel positive or negative feelings according to its norms;
- "***social***" because it limits the desire of the individual to pursue a greater goal: the social coordination necessary to allow the most to maintain a state of well-being and the possibility of self-realization.

Ethics has a very close relationship even with law, as both regulate interpersonal relationships between individuals and between individuals and society. However, law is based on the coercive power of the state, while ethics is based on social control alone. While law is the science of coexistence regulated by legal norms that should be based on ethical principles and ethics is the ability to designate what is right from what is unjust, they do not always coincide or aim at the same goal. Recent history is full of examples of individuals who have violated legal norms to respect higher ethical standards. Suffice it to mention, the many cases of Jews saved from the racial laws throughout Europe thanks to the moral integrity of those who have not contented themselves with respecting the law.

It must also be said that ethics is divided into teleological and deontological. The problem from which these two opposite ramifications arise is inherent in the question: *"How can we establish what is morally right to do for a certain agent?"*

According to the teleological theory, an act is "right" if and only if it (or the norm in which it falls) produces, will produce or probably will produce a prevalence of good over evil at least equal to that of any other accessible alternative. In other words, in this theory the purpose of the action is placed in the foreground of the duty and intention of the agent. According to the deontological theory, however, the modalities of the action are the action itself, that is, in evaluating an action we cannot disregard the agent's intention. It follows that the duty and intention are placed before the end of the action.

At the basis of each conception of ethics is the notion of good and evil, of virtue and a certain vision of man and of human relationships. Such ideas are often related to a particular religion, or at least to an ideology. Ethics based on religion, in fact, establishes rules of behaviour that are valid for all, while the secular ethics does not aim to impose eternal values and usually shows attentiveness to human needs that take into account the conditions and historical transformations. Actually, speaking of a secular ethics already presupposes the comparison with religious ethics, that is, with a system of values that are dogmatically and universally identified; in reality it is more appropriate to speak of a secular approach to the ethical problem, defining this approach as free from references to a predetermined ideology and more able to measure itself against the problems of the individual and the concrete historical context in which it is expressed.

Picture 25: Right or wrong?

ETHIC AND RESPONSIBILITY

When we talk about good or bad, we can do it in moral or nonmoral terms. We can in fact speak of a good life or a bad life and only in the second case we intend to give a moral judgment on the conduct of life, while in the former the happiness of the person may not depend on the person himself. In the course of its history, morality has been concerned with cultivating certain human dispositions, among which certainly are character and virtue: virtues are dispositions, or traits, not wholly innate. They must be acquired, at least in part, through the teaching and continuous practice of these teachings. In fact, morality should be conceived primarily as the acquisition and cultivation of such traits, ie. the making of virtues a real habitus.

The philosopher Max Weber in a lecture in 1919 states that the ethics of responsibility lies in the fact that since there is no certainty in the future, man must respond to the (predictable) consequences of his actions that have a bearing on the lives of his fellow men .

ETHICS IN THE DIGITAL ERA

Since the eighties, with the growth of importance of the social impact of information and communication technologies, and in particular of the internet, a reflection has matured on the ethical aspects of the use of information and communication media. This discipline, called precisely the ethics of the media, then gave rise to other disciplinary sub-sectors such as webetics.
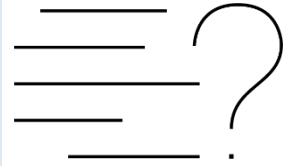
HOMEWORK

1. Think about some examples of moral norms and find out the ethical principles underpinning it. Write a short essay to explain how and why you have come to such a conclusion.

III. SOCIETY, COHESION AND SOLIDARITY IN THE DIGITAL ERA

Deriving from Durkheimian sociology, social cohesion refers to the social bonds and social norms that hold society together (Durkheim,1964) and has been recently operationalised through indicators for measuring social networks, a sense of identity and the overall commitment to the common good (Dragolov et al., 2013). So far, few people tried to look at contemporary forms of social cohesion qualitatively or at local level, but no one took ICT into consideration.

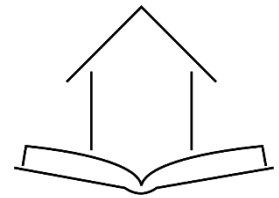It can be said that the entire construction of contemporary societies has the concept of social solidarity at its core (Baldwin, 1990). This is in fact found in all human relationships (Komter, 2005), being particularly relevant to the functioning of welfare states (Thelen, 2012).

People help each other and build institutions in this regard to prevent risks, which can become manifest for any of them. The process, an expression of Durkheim's organic solidarity, involves attitudes that legitimize social redistribution and the construction of relief mechanisms in case of social risks. They look at the whole of society, but social representations about how social services are designed are often explicitly targeted towards poor or vulnerable groups. It also leads and is generated by vague, circumstantial definitions often applied to social solidarity (Ellison, 2012) and is often viewed only in relation to vulnerable groups (Janmaat and Braun, 2009).

Picture 26: Illustration of sharing

A. COHESION

Having studied this module, pupils will understand:

- *what a global village is;*
- *what globalization is;*
- *how relations work on social networks;*
- *how can social media help achieving cohesion on a global scale.*

THE WORLD IS A GLOBAL VILLAGE

In his essay *Understanding Media: The Extensions of Man* (1964), Marshall McLuhan defined the concept of "global village", that nowadays it is more current than ever: we receive news, information, messages simultaneously from every corner of the planet. The communication media have transformed the world into something that can easily be explored like a village, hence the global village expression: an oxymoron (rhetorical figure consisting in

Picture 27: World as a global village

approaching, in the same phrase, words that express opposing concepts) that today is used to talk about globalization and the role of internet as an engine of "approach".

The phenomenon of globalization can be briefly described as a process in which people all over the world feel increasingly closer, economically and culturally, through commerce, IT (information technology), television, cinema, transport, etc. The anthropologist Ulf Hannerz defines the term globalization as a general and increasing interconnection,

according to different perspectives (economic, political, cultural), combined with a growing awareness of being part of the same humanity on a planetary level.

McLuhan declares that, in relation to the continuous development of the "global village", it is important to study mass media not properly on the basis of the contents they convey, but on the basis of the different ways in which they organize communication. This thought is summarized with the phrase "the medium is the message", which defines the concept of medium as an extension and empowerment of human faculties. For example, a first medium observed by McLuhan was the typographic one: the press had a great impact on the social fabric and gave rise to very different effects; for example, on the political level it became a propaganda tool, while on the educational level a literacy medium, and more generally, a means of research. The invention of printing in the middle of the fifteenth century, has reached the book market in the West, and has considerably increased the audience of readers, although this invention was not immediately well received by many of his contemporaries.

McLuhan's reflection embraces, in general, any type of media. The medium is all that gives rise to a change; according to this meaning, the clock can also be defined as a medium, as it has transformed the way of perceiving and managing time. For example, the Web has changed our approach to knowledge, as it represents a huge collection of knowledge from around the world. Thanks to the Internet, our personal and collective memory is constantly and everywhere accessible. Collective memory has become an easily questionable heritage, a potential response to our desire to know everything, at any moment, instantly. We can reach anyone by email with a mailing address, delivering our message: the world has become, at least in this sense, really a village.

The Internet revolution can be summarized in 3 points:

- speed and potential universality in connections;
- vastness and continuous updating of the collective heritage of knowledge and information;

- equal access by all users.

This last point, as we will see later, raises the discussion about the psycho-social effects of the web, one of which is the growth of a new form of social exclusion, for those who cannot access the Internet. Furthermore, it is not clear whether digital technologies can help to bridge social interactions between differences (if defined by ethnicity, religion, class, sexuality or age) and generate social formations that can be both diverse and socially cohesive.

Picture 28: Globalization and communication

THE DIGITAL TRANSFORMATION OF SOCIETY:

Relations through social networks

With the birth of the press, new extraordinary media have extended our senses, amplified our faculties and possibilities to communicate, inform ourselves, have fun and learn. Through a smartphone we can "surf" on the web continuously, anywhere and at any time of the day. The Internet is easy to use as all applications share the same graphic setting and interaction with objects, it is available without the need to read a manual. Furthermore, there is the expressive dimension of the web that allows everyone to express themselves and create new contents that can be made instantly accessible; and finally, the community dimension, that is interaction between people. With what is now

called web 3.0, the user is transformed from a passive actor to the protagonist of the creation and management of content on the network, creating new logic and new processes in what is also called a collaborative web. Social networks represent the clearest example, they are applications that allow registered users to share and interact with each other textual contents, images, video and audio.

Picture 29: Influence of modern technologies

Today we talk about "culture of connectivity" that sheds light on the growing omnipresence of digital platforms in people's lives, through the use of numerous applications (social media) and mobile technology (smartphones, tablets, etc.). The highest incidence in the use of social networks in Europe is registered among young people aged 16 to 24, most of whom have never known a world without direct access to the Internet. For young people, social networks are a tool to express themselves, through the creation of profiles that describe their personal interests, hobbies and ideas on a wider range of topics. What we call "Generation Z", which refers to people born from 2000 to 2013, are those who know the rules and the functioning of social media, much better than adults, because they have been accustomed to the use of technology since birth. The Internet and its social media have transformed the way this generation, commonly referred to as "digital natives", interacts and communicates with the world.

Picture 30: An Instagram logo

Instagram is, at the moment, one of the most used social networks among young people, where communication takes place mainly through photographs and videos. This social network is emerging as an online photo diary, in which people share events of daily life with their acquaintances and can be updated on the events of others. Instagram gives the possibility to follow profiles of both celebrities and unknown people, to whom we can connect for the most disparate reasons: sharing ideas, sporting interests, professions, etc. Through the use of keywords (tags) it is easy to identify the contents of interest and view the profiles that have published images with related and specific terms, anticipated by the symbol #.

Social networks like Instagram and Facebook have become a medium for social affirmation, which is measured through the *likes* a person receives in his posts, and which is brought back to the expression of "being popular on the web". There are rules and strategies to increase popularity on social networks, which require a certain amount of time and energy, and which can lead to new social mechanisms such as the *selfie* and the *influencer*.

Picture 31: Illustration of selfie

Selfie is not just a trendy phenomenon but has implications that affect both society and its way of communicating, through photography and art in general. Moreover, selfie is a manifestation that involves the identity of people, on one hand under the aspect of vanity and showing off, on the other in relation to the discovery of oneself.

An influencer is someone who, through social networks, is able to direct the consumer's opinions and behaviours of a very high number of people and to promote messages quickly and effectively. These people have the ability to influence their followers thanks to their ability to communicate on social networks and their authority over certain issues. It is precisely the high knowledge of a certain topic that distinguishes the influencer and that confirms his authority and the trust of his followers.

COHESION IN THE DIGITAL ERA

Social media have become a part of almost everyone's life, and their popularity has grown since the mid-2000s. It has revolutionized the way we communicate and share information with friends, family and strangers around the world. Social media have turned into a space in which we form and build relationships, shape personal identity, express ourselves and learn about the world around us. Social platforms promote a sense of community and facilitate the exchange of knowledge, for this reason some scholars advance the hypothesis of the web as an instrument of social cohesion.

Picture 32: Globalization and communication 2

Social cohesion as a normative term describes a positive state of social relations within a given locality (context) or society. It may include consideration of belonging to a community, society, or feelings of attachment to a place; inclusion, in relation to opportunities for access to the labour market, education, health and housing; participation in social activities.

As a sociological term, cohesion refers to the degree of interconnection in the network of relationships. Conceptually, there is no broad consensus on a distinction between social cohesion and social inclusion. Both terms, cohesion and inclusion, seem to imply the concept of participation, capacity (economic, social, physical, etc.) and the opportunity to be a part of it. They imply a sense of dichotomy: to be included or excluded.

Digital technologies and social media platforms offer great potential to foster social cohesion, they have strengthened existing social ties both locally and globally, and some research shows that people feel more emotionally supported. Moreover, the web is being developed more and more around the universal encyclopaedia, constantly updated, where we can meet different cultures. This positive aspect is counter posing the negative impacts for other forms of social participation, such as that of a new form of dependence on the Internet, which has had a major impact on the generation Z and that of the Millennials.

Related studies link the massive use of social media among young people to different psycho-social consequences such as depression, cyberbullying and fear of being excluded. This last point concerns the feeling called Fear of Missing Out (FoMO), which we can translate with the fear of losing an opportunity to socialize with others, to "be cut off". The term, particularly used by young people, indicates the concern that social events, as particularly "fun activities", could be in place without oneself being there to enjoy

themselves as an outcast. FoMO is characterized by being constantly connected with what others do, and is associated with a low degree of satisfaction of their own lives. In addition to the effects just described, digital technologies and social media can reproduce existing social disparities such as, for example, among those whose online access is limited, creating the so-called "digital divide".

The use of the Internet is clearly transversal to a number of factors: age, socio-economic status, gender, geographical position, levels of education, religion, ethnicity, digital literacy and language; these factors can all act as obstacles to access to digital communication. And for those who, instead, have access, the time invested in engaging with virtual communities can potentially have a cost for "real life", probably reducing the prospects for the development and maintenance of "live" interaction, especially in their local context.

The digital divide is based on the premise that lack of access to the Internet can cause combined disadvantages where they already exist. Access to the web at national level and the percentage of users of citizens are related to the economic performance of a country: the more a country is developed on economic terms, the more people can afford digital technologies and rely on them in their daily activities.

Picture 33: The digital divide and the social divide

In this sense, the Internet is inclined to widen social gaps because digital inclusion has to do with disparities in terms of citizen participation in information technology. As advanced users progress, non-users will probably not keep pace in terms of life opportunities and jobs. Having neither access nor the skills and motivations to use IT entails serious disadvantages, especially in younger generations.

All of this has led the European Union to introduce inclusive digital education plans, in which inclusion is understood as a continuous process that takes into account all individuals in society and their wide range of needs. In education, it is important for teachers' syllabus (in terms of IT use) to achieve higher levels of social inclusion and cohesion through the execution of recognized international good practices.

Although since the 1980s large-scale investments have been made in technology for schools, a consensus on the approaches and methodologies is still needed as necessity to exploit the use of internet technology; and this is what SOCIRES Project wants to support.
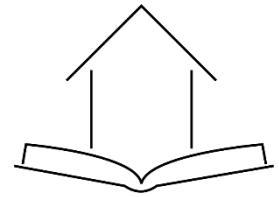
CONTROL QUESTIONS

1. What is the global village?

2. What is meant by the expression "culture of connectivity"?

3. What does "selfie" mean?

4. Explain the term "social cohesion".

5. What is meant by "digital divide"?
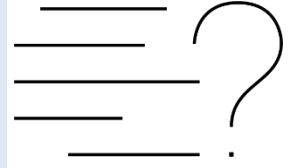
HOMEWORK

1. Draw the global village expressed by McLuhan.

B. SOLIDARITY

Having studied this module, pupils will understand:

- *what a liquid society is;*
- *what solidarity is;*
- *how we can be responsible/supportive online;*
- *which are the successful manifestations of social solidarity.*

THE LIQUID SOCIETY

In relation to the first chapter, we want to take on the concept of a global society according to the vision of the sociologist and philosopher Z. Bauman who, in his numerous books, has considered our society using the concept of liquid modernity. According to his interpretation, we are a society that lives for consumption and in which everything is merchandise, including the human being. In modernity, everything is permeated by the "liquidity", or "fluidity", which is the characteristic of liquids, which cannot be sustained by a form because they do not have internal cohesion.

Picture 34: A metropolitan area

According to Bauman, the relationships between people, in all aspects of life, are fluent, they are changing, which means that actually there isn't the "solidity" of the past. Communities are no longer compact and long-lived, but they turn out to be fragile, precarious, tending to individualism, and always at risk of extinction. One of the characteristics of sociality is the mediation of interpersonal relationships through everyday use of digital technologies, which allows you to manage relationships in a more fluid way, without having to be physically present. The relationship characterized by the effective encounter, in a physical environment (such as, for example, in a square), is replaced by the "connection" to the Web, the virtual space, also called cyberspace.

The digital revolution and the virtualization of reality exalt some characteristics of the liquid man: the speed, the need to establish relationships, the search for one's own identity and emotions. Nowadays, in social sciences, the impact of the Web on society is seen, on one hand, with mistrust and distrust, on the other supported and disseminated for its immense potential.

Picture 35: A "liquid man"

The criticism of digital interaction is that it does not provide the sense of community or empathic connection that is necessary for the increase of social cohesion, simply by promoting a more intelligent kind of relationship, based on chats and social networks, disengaging a deeper involvement. In a recent interview, Bauman explained:

"Internet makes things possible that were previously impossible. Potentially, it gives everyone convenient access to a vast amount of information: today we have the world at your fingertips. In addition, the Internet allows anyone to publish his thoughts without asking anyone's permission: each one is a

publisher of himself, something unthinkable until a few years ago. But all this - ease, speed, disintermediation - also brings problems. For example, when we leave our houses and we are on the street, in a bar or on a bus, we interact willy-nilly with the most diverse people, those we like and those who do not like, those who think like us and those who think differently: we cannot avoid contact and contamination, we are exposed to the need to face the complexity of the world. The Internet is the opposite: it allows you not to see and not meet anyone different from you. This is why the Web is at the same time a medicine against loneliness - it gives us the feeling to be connected to the world - and at the same time a place of "comfortable solitude", where everyone is closed in their network from which they can exclude those who are different and they can delete all that it is less pleasant."

With these statements, Bauman wants to highlight how digital technologies are generating profound changes in human relation, increasingly replacing physical interaction in favour of a more fluid space of relational exchange. If this, on one hand, allows communities to expand their boundaries, to get closer to each other, to facilitate interpersonal relationships, on the other we have to take note of how this can be put into practice as well in the offline world, in our city or in our school and, moreover, not only among our circle of friends, acquaintances, or influencers.

SOLIDARITY AND THE DIGITAL ENVIRONMENT

Solidarity is a value that includes empathy, that is, recognizing oneself in the other, and that is based on building networks of affective relationships that go beyond economic and market logic. The word solidarity defines, on an ethical and social level, a relationship of brotherhood and mutual support among the members of a society and indicates actions aimed at rebalancing social inequalities. With the expression "being in solidarity with others" we can refer to the sharing of ideas, intentions and responsibilities: for example,

we can affirm that we are in solidarity with our classmates, with our family, with our neighbours or with our colleagues.

The word solidarity also means the sharing of a helping relationship in favour of individuals in difficulty, with small or large gestures that are realized not only with the sharing of primary goods, material objects, money, but also with the collaboration among people.

Nowadays, there are many manifestations of solidarity that are embodied in different social practices such as, for example, socio-existential voluntary work, associations, mobilization during great natural disasters, blood donation, etc.

Picture 36: Multiple hands holding earth

Speaking about solidarity leads us to introduce also the community dimension, which raises an important question: are we only in solidarity with the members of our community, then towards the people we know, or indiscriminately towards everyone?

Initially, the mutual aid associations were formed starting from the sharing of a common situation, the same among the people, who then decided to engage in a collective action of mutual aid. Born inside the psychosocial and health fields, these groups aim to develop

supportive forms of support for overcoming everyday problems such as, for example, associations of disabled people, the elderly, the neighbourhood, etc.

Today, however, there are many groups based on difference rather than equality, one of the major examples is represented by the numerous reception centres for foreigners who were trained throughout Europe to meet the need to integrate people from different countries and cultures. Another important example of how solidarity can cross the boundaries of cultural and social differences, can be found at the base of the European Union itself. Solidarity is the founding principle of the construction of the European Union and is considered as the only instrument to overcome the obstacle of the difference between the different Member States, and to foster cooperation among people.

Solidarity is a multi-faceted value, which can be perceived within a group, such as family, friends, a voluntary association, or to the outside, among the members of a State and between the various European countries and the world. Solidarity is a concept that seems to connote more the relations of support among individuals, for this reason the question arises about how it is being characterized in the liquid society.

Digital technologies can lead to the devaluation of the concept of solidarity: it is no longer based on "value", rather on "connection", leading to a "connectivity solidarity" that disengages active participation in society. This mechanism can actually already be present in our way of being in solidarity nowadays: through a simple click we can sign an online petition to protect the human rights of the indigenous people of South America, or send a donation to an association that fights poverty in Africa. With a gesture that takes not even one minute of our day, we can be in solidarity with anyone, without necessarily having to be involved, emotionally and physically.

Picture 37: The "connection"

This practice makes us reflect on the solidarity and implications that it can have in our lives: the difference lies in deciding to be in solidarity because we believe that our commitment can help improve the condition of another person; this is why the action cannot even be limited to clicks, but can be declined in various forms of support, both online and in real life.

The culture of connectivity leads scholars to question how the connection between members of digital networks can be translated into active participation in society and the sharing of values such as solidarity. The Internet undoubtedly has the capacity to tackle inequalities inherited from physical space and engage ourselves in the ethical and moral problems of distant "others": this "mobilizing power of the Internet" can promote "bottom-up global solidarity". Below are some examples of how the Internet can be a tool for empowering social practices of bottom-up solidarity.

FROM SURVIVAL TO CROWDFUNDING:

Examples of solidarity through the Web and beyond

Survival International is a non-profit organization that was founded in 1969 by a group of people determined to take solidarity actions towards the indigenous people of the world. Its mission is to help defend the lives, lands and future of people who should have the same rights as other contemporary societies and offer them support to denounce the violence and racism they suffer every day. Survival actions are manifold as, for example, to exert pressure on governments to recognize the rights of indigenous people; to document and report abuses against them and intervene directly to stop them.

Picture 38: Survival international logo

For several years, Survival had no economic entry and was managed by volunteers, but soon it became clear that the only way to guarantee the survival of the indigenous people was to seek public support. It is thanks to the support of thousands of supporters from all over the world that nowadays Survival has become a worldwide movement that has radically changed the attitude towards indigenous people in many parts of the world. The Web has certainly represented an effective tool to the mission of this organization, because on their website it reads:

"The Internet is a very valuable work tool that allows us not only to be fast and to reach a huge audience (and without waste), but also to follow many more cases than before. Often we can denounce them the moment they happen and in many different languages. The speed of the intervention is an essential tool for the defence of the tribes, and an effective deterrent for those who want to continue to take over lands and lives with impunity."

Through the website anyone can act in solidarity to give their support. There are several actions that can be taken: registering with the organization, making a donation, writing a

letter and / or signing a petition. By registering on the website and contributing with money donation, the activities promoted will be supported. Letters and petitions are also an important form of support for the organization as they are a tool to give voice to public opinion, forcing governments and institutions to give an account of their actions.

In addition to these online practices, Survival invites its advocates to word of mouth: to disseminate information on indigenous and tribal people and to draw attention to initiatives and campaigns undertaken. Moreover, it is possible to act in favour of the organization's mission by distributing leavens and Survival information material on all occasions where it can be read by people who share the same objectives as, for example, during book presentations, conferences, but also in libraries and shops. All these actions represent a way to support the organization towards the population it protects, even if they are physically far from the organization's headquarters and, above all, from the people themselves towards whom their solidarity is manifested.

Picture 39: A crowdfunding logo

Crowdfunding is an English term made up of two words: *"crowd"* and *"funding"*, which in Italian can be translated as *"finanziamento collettivo"* (collective funding). It is a phenomenon that is characterized by the collaboration of a group of people who, voluntarily, decide to use their money to support different types of projects displayed through appropriate websites (for example, Indiegogo, Kickstarter, etc.). Projects can be of a strictly economic nature, linked to a personal interest or a group of people, and aimed at earning money; or they can be social in nature, characterized by objectives linked to social and / or environmental development and non-profit.

As regards this last aspect we wish to focus our attention reporting the example of **GoFundMe**, a site dedicated to fundraising campaigns that concern non-profit initiatives

and which are linked to the principle of solidarity. Launched in 2010, GoFundMe is an online platform around which a community of over 50 million donors has formed, its mission is to enable people to help other people, while its ultimate goal is to change the way donations are made all over the world. GoFundMe allows any person who has access to the Internet to create a fundraising campaign in a few minutes and share it not only with their acquaintances, but with the whole world, via email and social networks. Anyone who uses GoFundMe can raise funds for themselves, for friends and relatives, or even for strangers, in relation to the following needs: medical expenses, school fees, voluntary programs, youth sports, funeral, memorials and animals.

The main differences between the most ancient and traditional forms of solidarity and these new forms of *"crowdfunding"* are linked to speed and size: in the past solidarity was linked to local actions, in one's own neighbourhood or city, while with new technologies of communication, solidarity through financial support can take place instantly and throughout the world. What can fail is the "physical" presence, as with our smartphone or computer we can act with solidarity towards anyone, without moving from our desk.


Picture 40: American crowdfunding platform GoFundMe

Technological innovations approach people, facilitating the actions of altruism and solidarity in the world, but this must not be limited to the online world, but rather be the engine of mobilization in the context in which we live. In this sense, Survival is an example of this, as the organization uses the Internet as a tool to sensitize public opinion but, at the same time, invites all its supporters to take action in their daily life so that solidarity actions can expand and contribute to the achievement of social cohesion.

CONTROL QUESTIONS

1. What does liquid modernity mean?
2. What role do digital technologies play in liquid modernity?
3. Give a definition of solidarity.
4. How is solidarity changing in the digital age?
5. What are the main differences between the oldest forms of solidarity and the most modern ones such as crowdfunding?
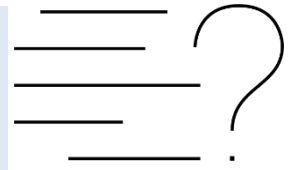
HOMEWORK

1. Divide the class into work groups of 4/5 people. Each group has to meet and discuss examples of solidarity through the Web and / or the use of digital devices. The group will have to select an example of solidarity and, with regard to it, prepare a multimedia presentation with PowerPoint to show the next time in class. A representative of the group will show the Power Point and speak about it in no more than 5 minutes. Each image/quote used for the PowerPoint presentation must contain the following information: Name of author, web address / book title (in the case of webography and/or bibliography), place, year. The presentation must be delivered to the reference teacher at least 3 days before, via email or via USB key.
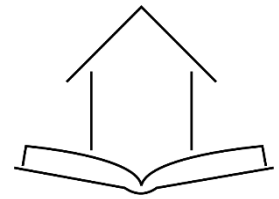
C. DIVERSITY AND TOLERANCE

Having studied this module, pupils will understand:

- *what diversity is;*
- *what racism is;*
- *how we can be tolerant;*
- *which are the ways to combat hatred and intolerance.*

THE RICHNESS OF OUR HUMANITY IS DIVERSITY

As we have seen in the previous module, today solidarity exceeds cultural, social, ethnic, national and gender differences far as in the past; it is a value that defines the ability to identify ourselves with the expectations, the needs and the whole life even towards those who are different.

In this last part we want to tackle the problem of diversity, as it currently represents a real challenge to social cohesion, able to put a strain on solidarity itself, that is, the relationship of reciprocity between people.

The diversity in its absolute form leads back to the concept of extraneousness, which from 1800 to the present day, has increasingly become the focus of studies in social sciences, including those of the sociologist Bauman, who has dedicated several works to it.

Picture 41: A business diversity

The extraneous is perceived as a person who arrives in a group and, precisely because he is different from the members who constitute it, urges internal destabilization because it is not known whether to recognize him as a friend or as an enemy, and for that he is defined as "other", different from "me" and "us".

Picture 42: An illustration of exclusion

Nowadays the extraneous is brought back to the foreigner, who becomes responsible for the crisis of the social order and homogeneity that is being "all the same" within the group.

Migration is a phenomenon that has always accompanied the history of humanity, and especially in recent centuries has been perceived as an "anomaly to be corrected" in order to maintain order and social cohesion; all this through assimilation, that is by making the stranger equal to the members of the group in which he is received, or through his exclusion. As Bauman notes, in our liquid society marked by the massive movement of people and money, a change is taking place: foreigners are no longer recognized as an anomaly, because they have been living among us for a long time. So the question focuses on how we can coexist peacefully with foreigners.

Although pluralism is now an accepted principle in our society, relations with foreigners continue to be a problem, as evidenced by the waves of racism that cross not only Europe, but the entire world. There are more and more people who claim that foreigners are a resource that benefits the community; that diversity is not only inevitable but also precious because it generates new experiences of human growth and evolution.

On one side, the most extremist views see the foreigner as an enemy, but the more moderate opinions insist on recognizing the other, his identity and culture while building a collective cultural dimension that goes beyond differences through the identification of common values. Precisely the foreigner is different because he/she comes from another culture, but at the same time as a human being, he is the same as us.

Picture 43: A human identity

The theme of recognition of the other is connected to that of identity. The construction of our identity is linked to the reciprocity of recognition, which means that in order to develop and consolidate one's identity, we need other people with whom it is possible to be recognized and with whom we recognize them. The ethic of recognition imposes the duty to recognize the other, but the other is understood not only as the foreigner, but can be represented by our peers, by our neighbour or even by one of our closest relatives. If we struggle to recognize the other, this means we struggle to recognize and accept ourselves too.

It should be noted that our society is characterized by a multiplicity of individuals, with their own interests, relationships, behaviours and needs; humanity is synonym of unity but also of the diversity among all human beings. The richness of our humanity lies in its diversity which represents the true value to be cherished and cultivated, and it is through

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encounter and dialogue that the walls of incomprehension and fear can be broken down and social inequalities can be rubbed out.

Dialogue allows us to understand the differences, and to take positive advantage of them. The role of the school is to educate young people to dialogue with each other, to learn to enrich themselves with the diversity of the other. The Web can help us in this goal, as it allows us to communicate quickly and gain the knowledge of the other human beings, but it is above all "with and among others" that we can overcome the prejudices towards diversity and learn to accept and tolerate it.

In the next chapter we will discuss an example of how young people can mobilize together in favour of inter-cultural dialogue and to counteract the various forms of hatred towards those who are seen as "different".

THE FIGHT AGAINST HATRED AND INTOLERANCE ON THE WEB:

"No Hate Speech" Youth Campaign

The campaign "Young People Combating Hate Speech Online" is a project created in 2012 by the youth sector of the Council of Europe, which aims to combat racism and all forms of discrimination online, by providing young people and the agencies involved with the necessary skills to recognize and take action against human rights violations.

Picture 44: "No hate speech" movement logo

The Council of Europe's Youth Campaign against hate speech online wants to raise awareness among young people; however, this kind of action can be adapted to other age ranges and other profiles of learners, adults included.

The development of social networks has increased the level of people's participation in virtual space in a variety of ways, allowing the sharing of personal contents and opinions. The novelty is that everyone with access to the Internet is now both publisher and public speaker and, moreover, a number of studies have shown that we can say things over the Internet that we would not dare to say in public in the 'real' world.

In the last few years, intolerance and "hate" through the Web has become one of the most widespread forms of human rights abuse with very serious negative consequences, both in the real world and in the virtual world. Incitement to hatred as defined by the Committee of Ministers of the Council of Europe covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, antisemitism or other forms of hatred based on intolerance, towards minorities, migrants and prejudice about orientation, sexual and gender.

The online words and speech of hatred fed within society reinforce the stereotypes and can lead, in some cases, to physical violence. We have examples in the history of mass violations of human rights, such as genocide and persecution against people of different ethnic origins, who have always been preceded or accompanied by hate speech.

Picture 45: Verbal bullying

Stereotypes are beliefs or shared thoughts, generalizations about particular groups that can be positive, negative or neutral. If positive, they can benefit those who are targeted; stereotypes become harmful when they are used as a tool for discriminatory treatments. Many stereotypes that appear to be neutral, actually contain an element of evaluation or judgment. To better understand the different shades between the two terms, we can use the following example: "Women are not particularly skilled in driving cars". Immediately this proposition seems to be a fact, indeed a judgment is being made on the technical capacity of women. Even when stereotypes or prejudices seem to be positive, they almost always have a negative aspect. For example, the statement "Thais are the most smiling people in the world" is a positive judgment for people of Thailand, but contains a negative judgment compared to other people who are less good-natured.

Picture 46: No hate movement

When a stereotype or prejudice is based on skin colour or national origin, one can easily slip into racism. Racism is an ideology that causes discriminatory or offensive behaviour towards people because of their imagined "inferiority". Negative behaviour and attitudes towards a particular group of people, such that those people are not able to enjoy their human rights, constitute discrimination that is the opposite of equality.

The *"No Hate Speech"* Movement youth campaign encourages respect for freedom of expression and aims to develop alternative responses to hate speech, promoting human rights online, and making the Internet a safer space for all.

The Campaign has developed through various actions, first and foremost the creation of a Website that represents a meeting point where all the actions undertaken in the various European countries have been merged together with many useful information about the problem: reports, life stories, articles, resources, etc. On the website, anyone can browse in a special area called "Hate Speech Watch" consisting of examples of hate speech online submitted by users. It offers the possibility to denounce hatred posts on the social networks (or other websites), discuss possible approaches with other young people in the movement and organise actions against hate speech, including the so-called "European action days". Each action day focuses on different aspects of hate speech and encourages action in support of particular target groups. Just to give some examples, the day against Islamophobia was announced on September 21st and the day for human rights online was held on December 10th.

In addition to online activities, the Campaign has promoted training courses, seminars, conferences, youth events, festivals, thus ensuring the involvement of young people in their "real" life. In the Campaign website, there is a brief list to encourage young people to take part in the Campaign, which is shown below:

- Join the Movement on www.nohatespeechmovement.org;
- Sign up to the Campaign newsletter, post photos or videos and interact with others on the website (http://forum.nohatespeechmovement.org);
- Monitor hate speech online and report examples to Hate Speech Watch: www.nohatespeechmovement.org/hate-speech-watch;

- Watch out for the European Action Days and organise your own national event;
- Visit the campaign coordination website at www.coe.int/youthcampaign;
- Find out who your national coordinator is and see how you and your group can get involved in the campaign in your country;
- Share your activities – and learn about others' – in the blog "The Campaign in Action";
- Join the discussions about hate speech online and the campaign in the forum http://forum.nohatespeechmovement.org;
- Disseminate the campaign in Facebook - https://www.facebook.com/nohatespeech and Twitter - #nohatespeech @nohate_speech;
- Carry out educational activities about hate speech using the manual (Bookmarks);
- Take action online and offline to promote human rights for all and fight hate speech!

The No Hate Speech Movement is a positive example of how the web can support people who want to counteract the various forms of social injustice against those labelled as "different". For this reason, teachers and students are invited to visit the relevant website and take part in the struggle for social equality and tolerance of diversity.
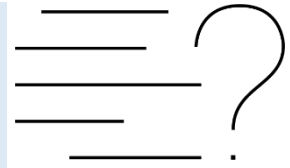
CLASS GAME

Divide the class in half, on one side there will be supporters of tolerance, on the other those who refuse to accept the "other". To encourage confrontation between the two opposing groups, the teacher can suggest inputs, for example by showing / projecting newspaper articles (for ex. the arrival of migrants in the city) or showing / projecting images (for ex. a refugee boat, etc.).
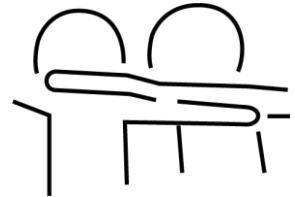
The teacher will have the role to collect comments from both factions, writing key words on the blackboard, appropriately divided into two columns, one for keywords on tolerance, the other for keywords against tolerance (for ex. respect, tolerance, inclusion, love, etc. / discrimination, racism, prejudice, hostility, etc.). The game lasts 10 minutes, after that, the teacher will brainstorm on the words and speech that emerged during "conflict" between two sides.

IV. CO-EXISTENCE OF THE CITIZENS IN THE DIGITAL ERA

Society is the result of conscious and deliberate behaviour. This does not mean that individuals have concluded contracts by virtue of which they founded human society. The actions that have produced social cooperation and which reproduce it again every day aim nothing more than cooperation and assistance with others, in order to achieve certain specific results. The set of mutual relations created by such concerted actions is called society.

Society puts together collaboration instead of isolated - at least imaginable - existence of individuals. Society is a division and a combination of work. As an animal acting, man becomes a social animal.

The great Greek philosopher, Aristotle said man is a "zoon politikon", i.e., "societal creature"; i.e., creature living in a society". Some animals also live in groups, together – but human beings cannot live outside the society, without fellow-human beings.

Picture 47: Actions for an open society

A. COOPERATION AND TEAMWORK

Having studied this module, pupils will understand:

- *what is cooperation;*
- *what is competition;*
- *the differences between individuals, groups and teams;*
- *the way in which the Digital Era has influenced teamwork.*

COOPERATION

One might say Robinson Crusoe lived on an uninhabited island, alone. Wrong. Robinson had lived in the society earlier and he took all his experience and knowledge with him to the Island. So, physically, he lived alone but mentally, he still lived in his previous society. Even Kipling's Maugli, from *"The jungle book",* lived in a society - true, in the wolfs' society first but later – carrying his ancestors" 'social blood' in his genes - he returned to the human society.
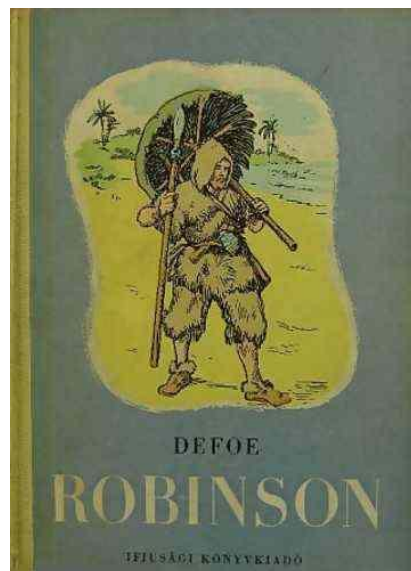
Picture 48: Daniel Defoe - Robinson Crusoe
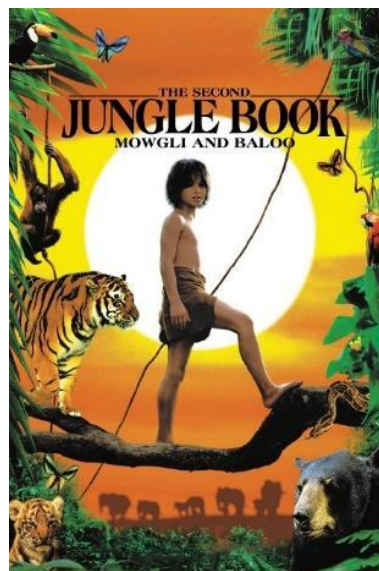
Picture 49: The second Jungle book

As it is seen in the picture, Robinson mastered some shoes (he remembered people wear shoes), he prepared some sort of a weapon, a spear, since he remembered how people defended themselves against the enemies; wore a sort of an umbrella since he remembered that an umbrella protects against rain and Sun. Maugli walked on two legs as people and not on four like wolves.

Living with other fellow human beings inevitably brings the question: how to behave vis-à-vis other people? There are basically three options:

- the others are (or the other is) friend(s), and you are helping each other. **That relation is called cooperation**, i.e. "co-operation" which means "working together;
- the others are (or the other is) enemy(es), and you must defend yourself against them. The question is "who – whom"; i.e., who is stronger. **Such a relationship is called competition.**
- the others are (or the other is) neutral; they are neither friends nor enemies; neither cooperation partners, nor competitors. Usually, we are simply not in contact with them.

We all have our own objectives and our means to use them. When we are together with others, we cannot but accept that everybody is so and the targets of others may totally differ from ours. (Say, you want to go to a movie, your partner would like to go to a disco.) Also, our means may be totally different: he has a car to go for an excursion, but you do not).

Scientists made an experiment. They tried to figure out why people decide to compete or cooperate. Cooperation is good for everybody as long as no one puts their personal goal first. That is why trust and ability to sacrifice (or at least, compromise) your own goals is the foundation of cooperation. If we look at those goals (targets), we may define three different attitudes: just persons together, groups and teams:

JUST PEOPLE TOGETHER   GROUP   TEAM
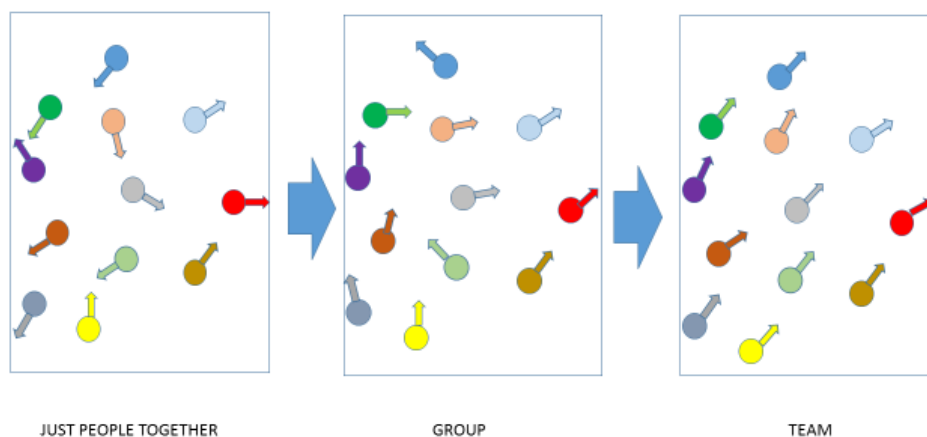
Picture 50: Cooperation between people

Persons have totally "chaotic" targets; **group**s start to be more consolidated (there are no more downward arrows) but interests (targets, goals) may still well contradict and members still may compete with each other, while in **team**, goals (even if they are not identical; some "individualism" still remains) are very much harmonised; the team has very similar (parallel) targets.

It is obvious that the group is more successful to achieve some common goals (more precisely: to cut the totally contradicting targets) while the team is the most effective: the targets (and therefore, the efforts) do not contradict each other but rather support each other. This "reinforcement" of targets and efforts is called **"synergy";** when the sum of the total team efforts is more than just the sum of efforts of the individual members.

What characterizes a group?

- It is a purely administrative body.
- Everyone concentrates on themselves, their work and goals.
- Members are very careful about what they say.
- They are not open in their communication.
- Individuals compete with each other.
- Organization is relaxed and independent.
- They do not know each other well, low level of trust in a group.
- Members compete with each other.
- The number of members is not given.

What characterizes a team?

- Members of the team are dependent on each other.
- Everyone has the same, mutual goal.
- Communication is open and direct.
- Members know and trust each other.
- Competition is directed outside.
- Organization is clear and firm.
- The number of members is defined clearly.

Picture 51: Cooperation between people 2

So, **cooperation** means to work together to achieve the commonly agreed-upon targets and **teamwork** is the harmonised, common efforts to achieve those jointly agreed upon targets. In a sense, cooperation and teamwork are similar notions. It is very important to underline that teamwork and cooperation are not a totally identical effort of people; of course, individual targets remain. Simply, the team members realise that together, jointly, with joint efforts, their individual targets are met more effectively than just working for it without other team members, "comrades".

DIGITAL ERA

Digital era has brought several very important changes in cooperation and team-work:

- Due to the increased communication, the world "has become smaller". Earlier, it was not so important, what happened in another city – now it is important what happens in Japan, China or Peru. The world has become a "global village"; i.e. the number of neutral people has decreased sharply. We are interested in what happens in Venezuela or on the US-Mexico border. We have become "world citizens".

- Again due to the intensive communication and virtual society (virtual social community like Facebook), it is much easier to become friends and/or team members with anybody in the world, even if you have never met him/her and indeed, never will. Internet connections have made everybody accessible: as indeed, anybody in the world may contact anybody else, just not more than six connections. You may be in contact with the President of the USA, Cristiano Ronaldo or the Pope of Rome.

- Digital communications have made it much simpler to identify common goals and thus, they make it much easier to build friendship, teams. As usual, a kid is a member of dozens of different internet groups and if interests are similar, it is not groups but teams already. Internet connections may be shown as on the figure below. In a sense, those "points with denser connections" may well be regarded

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as teams – or indeed, a possible team. And those teams (those groupings) may contain hundreds of thousand or even millions of people! In 2018, there were more than 4.2 billion (!!) Internet users in the world!
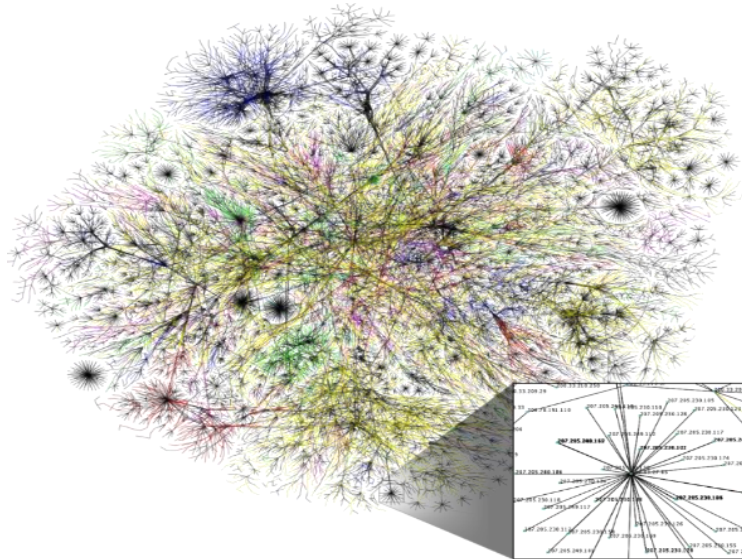

Picture 52: Digital Internet network (connections) in the world

● Again due to the digital communication, it is much easier to join separate means a person may have. Joint efforts yield better results and common interests are met much easier.

● Internet connections and virtual societies like Facebook friends may turn into "real" friendships much easier. Since people may have "virtual friends", say, in Bolivia, it is an easier decision to go to visit Bolivia – you have a friend there…! Internal and international travel has increased tremendously; the number of tourists travelling somewhere in the world has reached 1.3 billion (!!!) in 2018! The more you travel, the more real friends you have; the more connections you have, the more you chat with them; the easier you make friends with them, the easier is to identify common interests and targets – that is, again it is easier to build team and teamwork.

CONTROL QUESTIONS

1. What is cooperation?
2. What is the difference between group and team work when reaching goals?
3. What is the difference between cooperation and competition?
4. Under what circumstances can rivals become team mates?
5. When does a small social group, a class become a team?
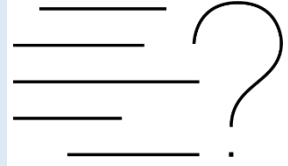
INDIVIDUAL READING

In the education process, a teacher often faces a problem of students confusing competition with cooperation. This text helps students understand the difference between cooperation and competition within a small social group called a class.

The students in class 6.A often compete with each other instead of cooperating. When few students try to achieve the same goal of being the best in class, they have to try hard.

Class 6.A is a small social group. The students are partners. They communicate with each other, share the same goal. To achieve this goal, they have to cooperate. An example of their cooperation are activities to make their classroom look good before a parent teacher meeting. The boys started to scrub their desks. Jakub read somewhere that a mutual goal can bring two opposite groups together. Classes 6.A and 6.B are rivals. In the regional athletic competition, they represented the school in the relay. Their mutual goal brought them together. They worked together and tried to be the best they could.

Scientists made an experiment. They tried to figure out why people decide to compete or cooperate. Cooperation is good for everybody as long as no one puts their personal goal first. That is why trust and ability to sacrifice your own goals is the foundation of cooperation.

According to a boy called Jakub, cooperation should be implemented during the lesson in different subjects. He himself likes to work in groups. Everyone has their own task and together they have a mutual goal. They gather and sort the information, discuss, look for solutions and compromise. They also reinforce their empathy, repress violence and become more responsible towards others.

HOMEWORK

1. Think and write what examples of cooperation Jakub mentioned in the text?
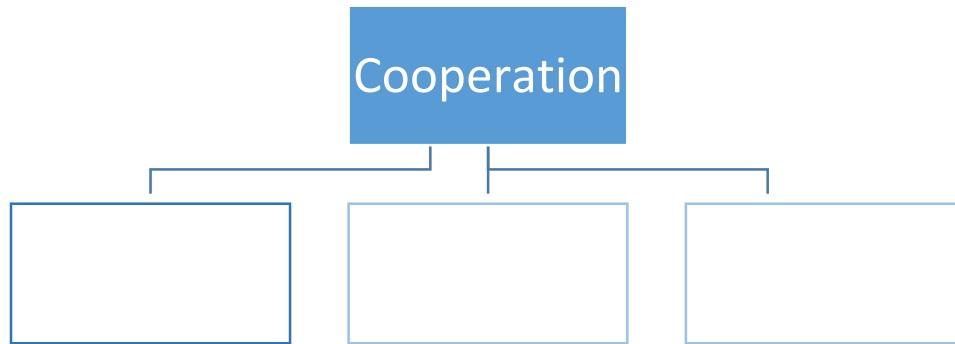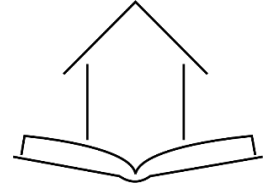
2. Go back to the table above describing the differences between the group and the team. Fill in the table adding the characteristics in which group and team differ.

Characteristics	Group	Team
What interests do they have?		
What goals do they have?		
What is their priority?		
What is their organization like?		
Who competes with whom?		
What is communication like?		
What is mutual trust like?		
What is the number of members?		

3. Write what the common and different characteristics of cooperation and competition are.

Cooperation   Competition
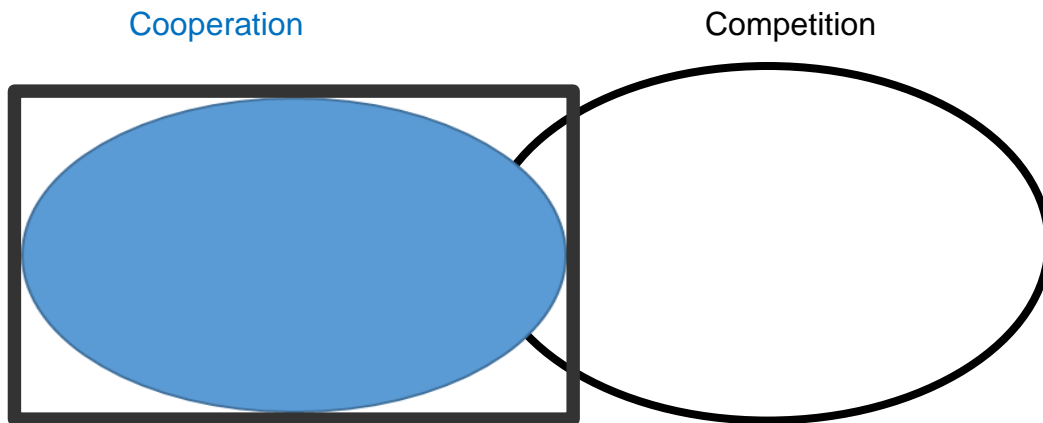
4. Decide which of the following skills you strengthen during cooperative learning. Explain your opinion and write it down.

Skills: *assertiveness, selfishness, ability to organize your work, responsibility, self-confidence, enforcement of your opinion, ability to deal with conflicts*.
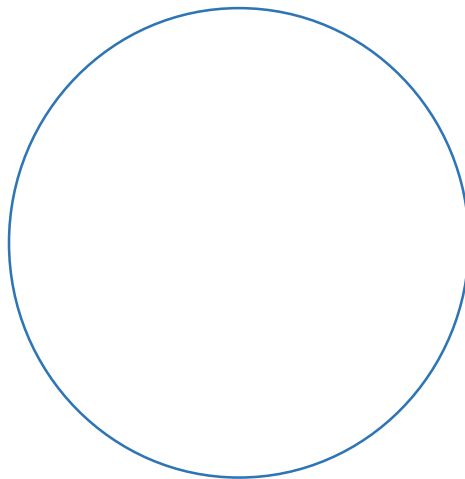
B.   DIVISION OF POWER IN THE DIGITAL ERA

Having studied this module, pupils will understand:

- *what is power;*
- *which are the factors on which power depends;*
- *the difference between dictatorship and democracy;*
- *the way in which the Digital Era has influenced the division of power.*

POWER

Usually, power is the ability to do something. In society, power is more than that: **power is not only the ability to do something but also the capacity (ability) to persuade others to do something**. In some softer terms, the person who is powerful may also be called an "influencer".

The power may depend on many factors:

- **Material (money) factors**: the given person is simply able (is in a position) to pay somebody else for him to do what the influencer wishes;

Picture 53: Money

- **Ethical factors**: the influencers may refer to such interests that are based on overall human ethics. (For example: the influencer may persuade others not to steal since it is an overall human ethic command like in the Ten Commandments.

- **Political factors**: power may come from the political parties that have stronger support in the society than other parties. Political factors consider mostly the development of the society, the way it develops, the methodology that is used for that, treatment of these or those parts of the society. (For example: communists claimed they act in the name and in the interests of the workers; and classical capitalism was regarded to support the interests of the capitalists.)

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- **Human factors**: They are very close to the ethical factors. Human factors are usually based on overall human interests like freedom, solidarity, mutual respect, tolerance. (For example: fighting for the equal rights of women; or equal treatment of white and black people, and so on.)

- **Egoistic factors**: Power is usually a benefit (mostly even: material benefit) to those who are in power. Therefore, many may fight to keep the power just for the power's sake; to remain in power.

SEPARATION AND DIVISION OF POWER

If anybody (any group) has all the power in its hands, it may do in the society what it wants; there is no control over it. Such a system is called **dictatorship.** We know several dictators in history, like Hitler or Stalin.

Picture 54: Adolf Hitler

Picture 55: Joseph Stalin

Dictatorship is characterised by the fact that all power is concentrated in one hand (or in the hands of a small group). It may also be a so-called "*de-facto dictatorship*", when different forms of power do exist and from outside, it looks like a "normal democracy" but the different kinds of power are heavily influenced (determined) by the "de facto dictator".

The opposite political system is called **democracy.** Literally, it means "power of the people'' (demos = people; cratos = power; Greek). The basic principle of democracy is the separation of different kinds of power. It is necessary for control and with the division of power, nobody can concentrate power in one hand without control. It is usually the Constitution that states the principle of division (separation) of power.

In general, three basic forms of power exist:

- **Legislative power**: It is the organs that determine, accept and control the basic rules: the law. In democratic countries, it is the main organ which is the direct result of the people's opinion: The Parliament.
- **Executive power**: the Government. It is, de facto, the ruling organ of the country. The Government is ruled by the law and is responsible for the Parliament.
- **Judicial power**: the third independent organ that controls that the law is obeyed. It is the courts that fulfil those functions.

In democracy, those three branches of power are independent from each other**. It is called division of power.** For example, in the USA, the three branches look like it:
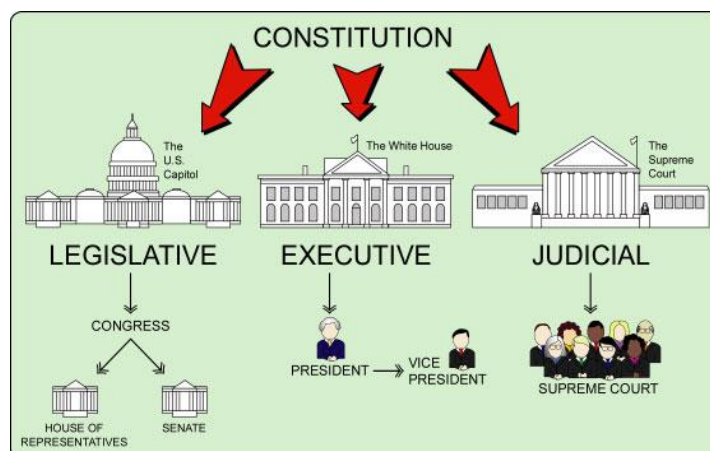
Picture 56: Three branches of government

In some other democratic countries in the EU, the legislative power has "one house": the House of Representatives, what we usually call the Parliament; the head of the executive body is not the President, but the Prime Minister.

Separation of power and division of it is one of the basic principles of democracy. It is necessary for the power branches to control each other. That control is called "checks and balances". Without checks and balances, the political system is shifting closer to de facto dictatorship, even if "symptoms of democracy" are all formally available.

There are rare situations when dictatorship seems more effective: the decision making is much faster, concentration of efforts is easily made. In a big fire, the captain must be the dictator: no time to debate, no time to ask people about their opinion regarding what to do. Similarly, a dictator may be more effective than the democratic system. (No wonder dictators usually emerge in war: Napoleon, Hitler, Mussolini, Stalin.) The real problem comes when the hard times are over but the dictator does not want "to give back" his power – like Stalin after WW2.

DIVISION OF POWER IN DIGITAL ERA

There are but a few dictatorships that remain till our days (even if the number of de facto dictatorships are higher.) Practically, 99% of all countries in the world call themselves democratic. That is, in all those countries, separation and division of power does exist – even if, in some "democratic" countries, just formally. It is also the case of today, in the Digital Era.

The Digital Era has brought fundamental changes to the issue in different senses.
As we saw above, the very basic power structure is the legislative branch, where the Representatives of the people sit, decide and vote. Representatives are elected by a regular voting procedure; usually four-five years. Voting –that is where the Digital Era has brought tremendous changes.

For the people to vote, they need information first. And information systems, information efficiency, mass information channels have changed with the Digital Era. People are bombarded with an immense amount of information and it leads to misinformation. (See Topic 1 Module 2; Topic 5 Modules a, b and c.) He who keeps the information channels in hands, he who can manipulate people may in fact deeply influence the opinion of the people. That is, balance of power must be accompanied by a balanced media so that people can obtain objective information.

In the Digital Era, the power over the mass media has become a direct power issue: through the mass communication channels, the given political group may obtain a de-facto dictatorship position, even if democratic organs like parliament and Courts do exist. Due to that situation, media literacy has become a real *sine-qua-non* (indispensable condition) for democratic citizens. (Over media literacy, see Topic 5. module B.)

CONTROL QUESTIONS

1. Why do we call the era we live in the digital era? Name at least 5 digital technologies you know.
2. Name some advantages of the Internet and social media.
3. Explain the term "power".
4. Is it true that power today is only in the hands of politicians?
5. Write about how the digital era can change people.
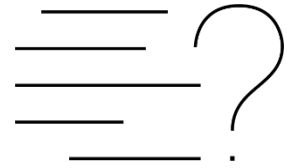
HOMEWORK

1. What words beginning with these letters come to your mind when we talk about the digital era and power?

D ....   E ....   P ....

I ....   R ....   O ....

G ....   A ....   W ....

I..................   E ....

T ....   R ....

A ....

L ....
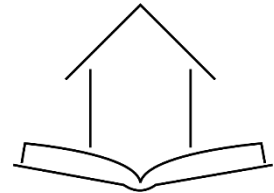
2. Today we live in a digital era. We could also call it an information era, an era of new technologies and the internet. We are constantly surrounded by information

and digital technology. Try to fill in the missing terms that you think are related to the digital era into the chart.
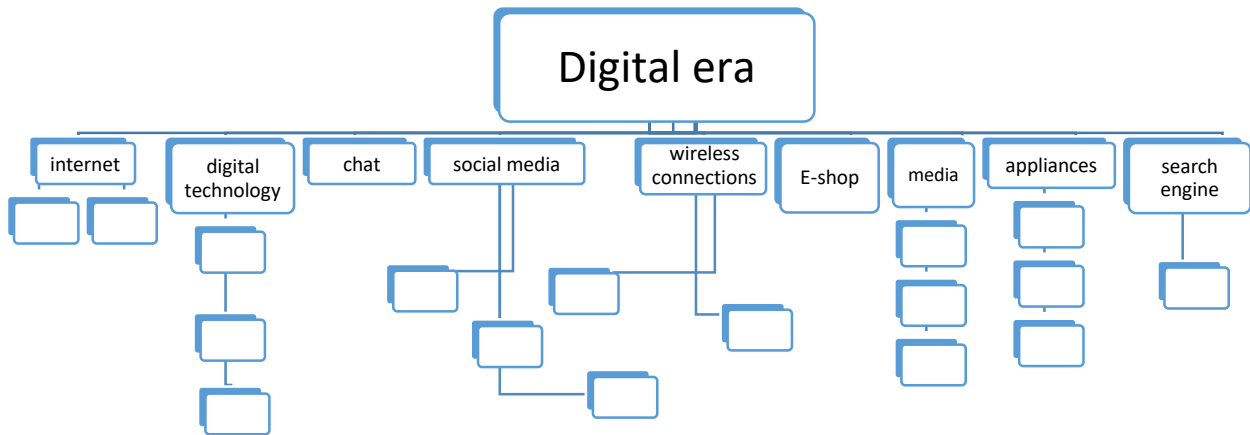

Picture 57: The diagram of digital era

3. Make your own pyramid using the words from the map. Use the ones you use the most in everyday life. The word at the bottom of the pyramid is something you use all the time in your everyday life. Explain why you put this particular word at the bottom and why it is the most frequently used term. The pyramid has 8 levels.

4. Write at least 5 advantages of the internet and social media that made it easier for Jakub to do his homework.
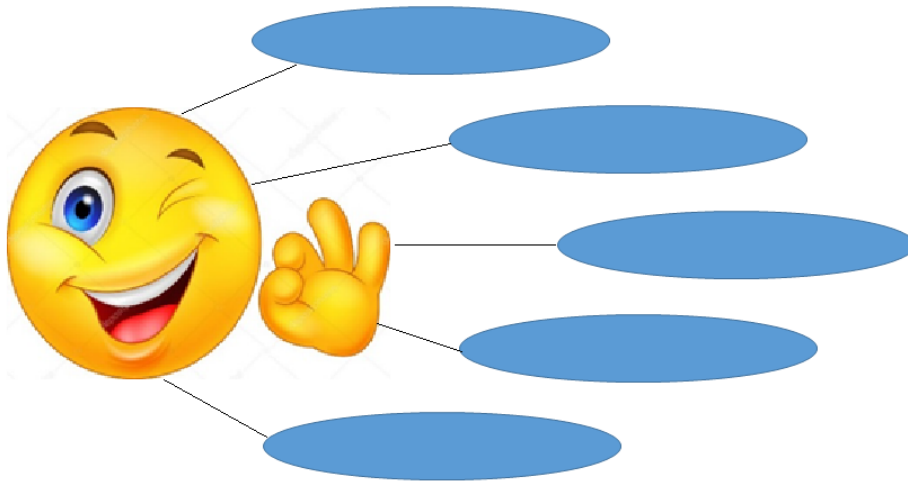
Jakub is a form 8 student. One day, during Civics lesson, the students were asked to find out what power is and what power in the digital era means. He thought his parents could help him with his homework, but they were at work and would come home late in the evening.

He turned his laptop on and started to search. He found a lot of information about power in the digital era. He found out that our era is in fact the digital era and power is the ability of individuals or groups to carry out social activities and influence social processes such as thinking, communication, relationships, religion, culture, etc. for their own benefit regardless of the impact on other individuals.

He carried on searching and found out that there are different types of power for example state power which includes legislative power, executive power, judicial power and people also talk more and more about media power. He started to feel curious and kept searching. He asked himself: ´If there are so many types of power, who holds power in their hands in the digital era? He found out that it could be individuals (politicians) and different social groups (political parties, different movements, religions, business companies). Their power rests in mastering digital technologies that become tools to influence public thinking and actions.

There was a lot of information and he was not sure if he was doing things right. He contacted his classmate Miro on Facebook, who was also doing his homework, to find out what information he found. Miro sent him a link to a great video about how personal contacts and conversation between people protect us from being manipulated by individuals or social groups.

After he had done his homework, Jakub had some time to himself so he wrote to Miro and asked him to play a computer game with him (both from their own home). Miro did not have time, he had to go to football practice, but he asked another friend Theo through Facebook, who was sick and could not go to football practice, to play. Theo agreed. Jakub was very happy in the evening, he had his homework done and he met a new fun friend, Theo.

C. DEFENDING RIGHTS, INTERESTS, LIMITS AND NEEDS IN THE DIGITAL ERA

Having studied this module, pupils will understand:

- *what are rights;*
- *which are consequences of not obeying one's duties;*
- *what are interests;*
- *which are the limits to the rights and duties;*
- *what are needs.*

RIGHTS

Every human being – simply because he/she exists - is entitled to perform some actions. Those "permissions" are called rights. In balance, every human being – simply because he/she exists in a society – is expected to obey some rules. Those rules are called "obligations", since everybody is obliged to keep those rules. Obligations are usually defined by law, as also rights. There are

Picture 58: Balance between duties and rights

other *"obligations"* too that are *"softer"*: they are not necessarily guaranteed by the law (i.e., they cannot be enforced) but still, the society expects all persons to obey those softer rules too. Those are usually called responsibilities, since people have the moral responsibility to act accordingly. As an example, "do not steal" is an obligation and he who does not obey it will be punished by law; but "help those in need, show solidarity" is "only" a moral duty and if somebody does not obey it (i.e., does not help), usually cannot be punished. "Rights and obligations" (or as we often say: rights and responsibilities) should be in balance: everybody is expected to fulfil his/her obligations and is entitled to exercise his/her rights.

Moral judgement of the people often asks: and what if somebody does not fulfil his/her obligations and responsibilities, duties?! Does it lead to the person losing his/her rights too…?! There are contradictory answers to that question:

- According to the law, persons have rights practically without conditions. According to that rule, a person not obeying his/her obligations still has rights. "Murderers also have rights", we can say. Of course, there are cases when the law itself limits the ability to exercise one's rights: imprisonment of a criminal limits the criminal's right for free movement. It is usually a result of a punishment for not obeying the law.

- According to the moral judgement of the society, he who does not fulfil his/her obligations, also loses his/her rights. Moral expectations demand balance of the rights and duties and if duties are not met, the person loses his/her rights.

Even if rights and obligations exist ever since human beings exist in a society, the rights were not formulated before the 20th century. Earlier, duties were well articulated but usually rights were oppressed or limited. Slaves, for example, practically did not have any rights. And it was in 1941, when the then president of the USA has announced his famous *"Four Freedoms Speech"* declaring the very basic human rights:

- freedom of speech (i.e. the right to express one's opinion)
- freedom of belief (i.e. the right to choose his/her religion)
- freedom from fear (i.e. right to security)
- freedom from need (i.e. the right to live a decent human life)

Picture 59: Franklin D. Roosevelt

Picture 60: Declaration of human rights

The Declaration of Human Rights was later accepted/adopted by the United Nations as the "*Universal Declaration of Human Rights*". It is accepted by practically all countries in the world.

INTERESTS

Every human being has smaller or bigger targets in his/her life. A smaller target may be not to be hungry today; while a bigger target may be, say, study and become an engineer. Anything that helps achieving the target is a support; and anything making meeting the target more difficult is an obstacle. Human beings strive to increase the amount of support and decrease the amount of obstacles. This "wish" is called "**interests":** people are interested in achieving their targets.

Interests practically include striving for more support, more resources. And since sources are limited in the world, interests cannot but get into conflict with each other. If I want to buy a loaf of bread and my neighbour also but just one loaf left in the shop, our interests are in conflict and we have to agree how to solve it.

Depending on the character of the target, we may have short-term, mid-term and long-term interests too. My short-term interest may be to go to disco tonight; mid-term – to finish the school well and long-term – to become an engineer. Those interests also may be in conflict with each other –say, instead of going to the disco tonight, I should study for the morning classes.

Not only persons but also smaller or bigger groups, regions, nations, continents and even the whole world may have their own interests: the interest of my family is to buy a car next year; the interests of the EU include keeping democracy and develop the economy, and it is indeed in the world's interest that mankind does not pollute the environment. Those extremely complex systems of interests are basically in conflict with each other and which makes the situation even more difficult, interests may change over time. The world and society is full of conflicts of interests and we cannot but accept those conflicts and try to accommodate them – i.e., find acceptable solutions for all parties interested.

Conflict solving is one of the main competences of any human being. That competence is learnable but of course, experience also helps finding the best solutions. The life is full of conflicts and collisions of interests, so even small children have some experience as to how different interests can be accommodated. (For conflict solving, see more in Topic 4 for 15-18).

LIMITS

Limits to the rights

If every person has his/her own rights in the world, a question arises: are those rights limited or unlimited…? Regarding interests, we already mentioned above that since resources are limited, the interests of mankind cannot but be also limited. But what about the rights – I have the right of speech independently if there are 500 or seven billion people living on Earth – so, it seems as if rights are not limited.

In principle, the persons' rights are really not limited till it meets the rights of other persons. If I want to build a house in Hungary and another person wants to build one in Spain, our rights do not "meet", do not collide – our rights are not limited. But the situation is quite different if our rights are in conflict – I want to build a house and my neighbour also wants. Here, our rights are in collision. (In the figures below, we show the rights of the person as if a bell curve – it is not necessarily so; it is just to show the situation.) If our rights collide, we must make a compromise. (There is a saying: "The rights of my fist end at your nose" – i.e., I do not have the right to hit you.) Your right limits my right and vice versa: my rights may limit somebody else's rights.
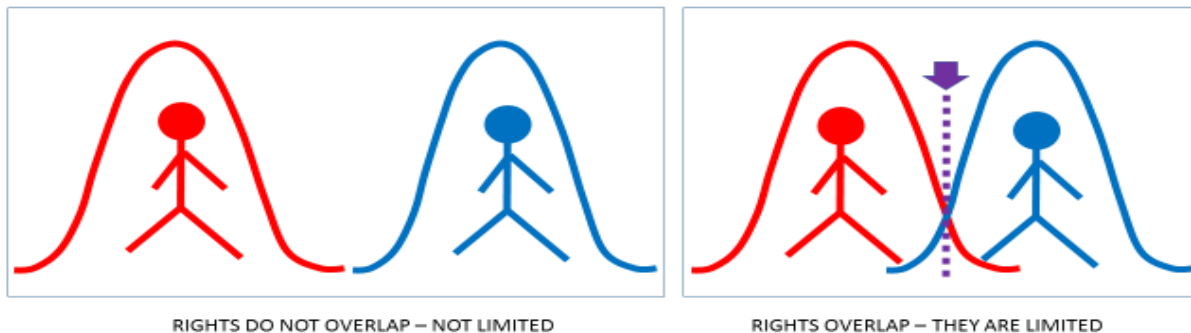
Picture 61: A limits of human rights

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Limits to the duties

Duties (obligations, responsibilities) are usually declared and defined by the written low or by the unwritten moral expectations of the society. As usual, duties cannot be limited.

There is one limit however: and it is a physical limit. Nobody can be forced to perform what he/she physically (or, for that matter, morally) cannot fulfil. If there would be a law dictating that I must swim 100 metres but I cannot swim, I cannot be forced to swim 100 metres.

It is a bit more difficult when it comes to moral duties. If a house is on fire, my moral obligation is to come and pass the water to extinguish the fire. But if I am handicapped without legs, I cannot be held responsible if I do not go to help distinguish the fire.

A bit more complicated issue: some religious groups deny armed fights and therefore, they deny going to the army and taking guns into their hands. But what if some years are obligatory to spend in the army?! Earlier, such people were imprisoned for not obeying the law and not going to the army and taking a gun. Later, a more "normal" and human solution was found: there are a lot of services in defence of the country which are not performed with guns. (Office workers, army hospital doctors, nurses, etc.) They were ordered to perform their duties in such services and with that, all rights and duties were in harmony.

NEEDS

All human beings (and indeed, all living creatures) have some needs and strive to satisfy them. **Need** is something that is necessary for an organism to live a healthy life. (For example: plants need sun rays and water, a fish – some food, a person – say, a shelter, a house to live in.) For people, those needs build a complex system differentiated by their importance and other features. Human needs build a hierarchy.

The best known picture to show the hierarchy of the human needs is the so-called Maslow's diagram:
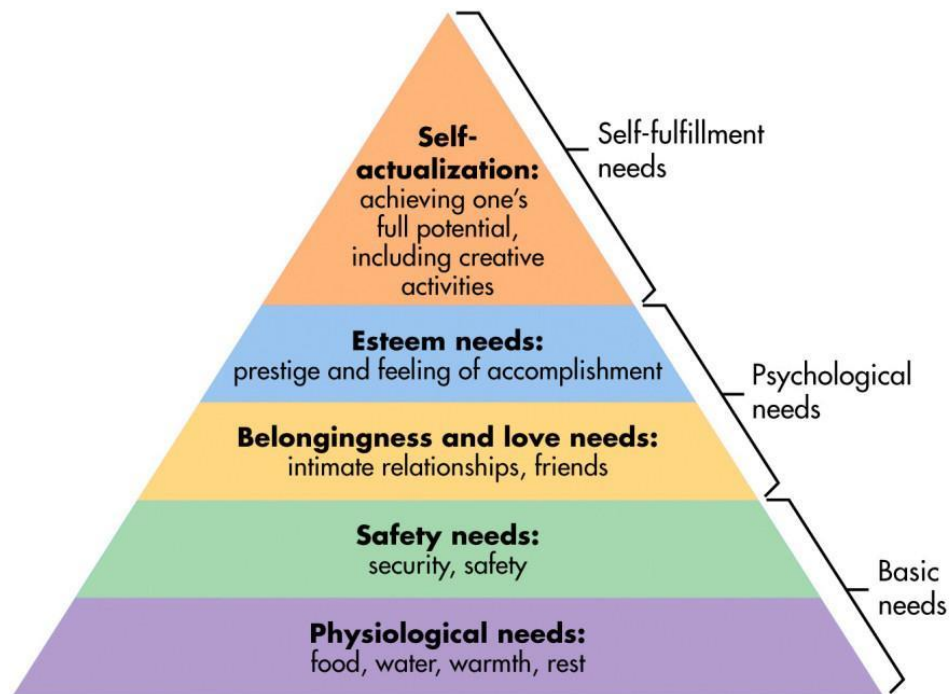
Picture 62:: Maslow's hierarchy of needs

It is characteristic for the Maslow' pyramid that it shows the hierarchy of the needs: the basic needs must be met first; if they are met, psychological needs become also important and if they are also met, the self-fulfilment needs crown the fight for the fulfilment of the needs.

Needs create interests to fulfil them and those interests are regulated by rights and obligations. In fact, all needs exist at the same time but their priority changes over time. (That is, if the person is hungry, it doesn't mean that he/she does not have other needs. He/she has, but the food is the most important. As soon as the person is fed, other needs come next and become important.) The need-structure of the person is the tool for his/her motivation – and, furthermore, manipulation.

DIGITAL ERA SPECIFICS

The Digital Era has brought tremendous changes in the information flow. With that, rights, duties, interests and needs have also changed and adapted themselves to the new situation.

Rights now also include digital rights: the right of any person to have access to the electronic flow of information. It is vital now for living a healthy life in any society. Digital rights do not mean everybody must have a computer – it just means that everybody has equal rights to access, say, to the internet. Now, if a person buys a computer or not, it is his/her decision.

Picture 63: Digital netiquette

Duties also now include digital duties: to behave properly in the media, to obey electronic communication rules, etc. Digital rules are also commonly named "media literacy". (See Topic 5, module B)

Since virtual reality may pose unexpected dangers to the upcoming generation, being media literate is practically a moral duty nowadays.

Needs are also now including digital needs: a need to be informed, a right to be objectively informed, the need and right to pose anything on the Internet (anything decent!!). The rules of behaviour on the Internet are called "netiquette").

The Digital Era has changed or influenced the whole need system; and the information needs and information duties are part of all needs in the hierarchy of the needs. The Digital Era has brought one more very important aspect – and as indeed, task or moral obligation. The world has become small; we live in a global village. Earlier, we did not really know what was going on in the city next to us – now we know why people fight in Venezuela or in Australia. That is, our knowledge base is immensely wider than before – and therefore, our duty of solidarity and being an active world citizen is also much wider, bigger now.

1. Name the risks you face when using the Internet and social media?

2. What personal details should we try to protect when meeting new friends through social media?

3. Name helplines you can contact in case of a violation of your rights.

4. Do you think that misuse of your photos or videos is considered a crime?

5. What is netiquette?
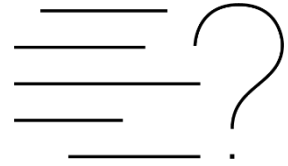
HOMEWORK

1. Think and answer: What do you enjoy doing on the computer the most?

2. Answer the following question using the pictures below. When and where do you feel safe?
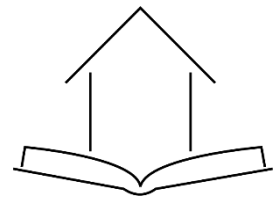
Picture 65: Family

Picture 64: Pedestrian crossing

Picture 66: A tiger

Picture 69: A lightning

Picture 68: A school

Picture 67: A computer

3. Find these words in the crossword below: racism, grooming, cyberstalking, cyberbullying, phishing, videos, photos, abuse, happy slapping, netiquette

G	R	O	O	M	I	N	G	D	R	V	D	A
S	A	A	P	Y	E	K	K	K	K	P	O	B
V	C	N	H	U	T	P	M	L	H	W	J	U
I	I	A	O	Q	I	R	B	I	L	F	K	S
D	S	D	T	J	K	D	S	L	W	A	L	E
E	M	I	O	K	E	H	F	K	L	I	Y	I
O	U	Š	S	O	I	A	G	O	H	Á	S	T
s	S	R	K	N	S	Q	O	P	I	E	R	I
D	P	E	G	G	C	S	P	D	B	D	D	E
C	Y	B	E	R	S	T	A	L	K	I	N	G
C	Y	B	E	R	B	U	L	L	Y	I	N	G
D	W	N	E	T	I	Q	U	E	T	T	E	F
H	A	P	P	Y	S	L	A	P	P	I	N	G

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4. Read the following extracts and try to name the terms that can be used when talking about defending human rights and also risks we can run into on the Internet. Match the terms from the crossword above.

- *A friend you met on the Internet suggests meeting somewhere private. When it is just the two of you, he starts talking about his hatred of Jewish people. He asks you if you have heard of the Holocaust. When you say yes, he says that it is all lies Jewish people made up and it never happened. He gives you a website address to prove he is right.*

- *(**An extract from a fairy tale number 1 – A Secret Friend**) One day a shepherd asked his helper what happened to one of his sheep that had a mobile phone. The helper said that the sheep had not spoken to anyone or looked at anyone. The old shepherd said that a wolf wanted young meat. The wolf started to write to the sheep online and promised to be her best friend and buy her new clothes if she tells him her full name, the address, an email and sent a photograph. However, she is not allowed to tell anyone about their friendship. He also promised a new mobile phone if she meets him in the woods alone. The sheep lied to the shepherd and told him she was going for a walk. In fact, she went to meet the wolf. The wolf saw her and wanted to hurt her, but a hunter walked by and saved her. Who knows what could have happened to the sheep?*

- *(**Extract number 2 – Do not dance with a wolf**) One evening, when the shepherd and his helper had gone to bed, the sheep had a party. The helper was woken up by a loud noise. He saw the sheep dancing and having fun. They did not notice that a wolf took photographs of them and showed them to his friends the following day. They laughed at the photos and mocked them. The noise was so loud, that it woke up a hunter. He took a camera from the wolf. However, the wolf had enough information about the sheep and started sending her threatening messages.*

5. Match the characters from the stories to the words that could be related to them: *(children, police, help line, a violator of human rights, parent, teacher, teenager, aggressor)*

Picture 70: A hunter

Picture 71: A sheeps

6. Make a poster about 10 rules of how to behave on the Internet. Those who want can make pictograms that symbolize good behaviour on the Internet.

Picture 72: A shepherd and his helper

Picture 73: A wolf

INDIVIDUAL READING

The Digital era in which young people live represents software and information culture. This culture includes communication in a virtual world of the Internet, mobile phones and social media. Young people are often fascinated by postmodern technologies. Through these technologies they secure their communication ties and social acknowledgement. These tools to them represent freedom, independence, life dynamic, with social media becoming a way to make friends. Young lovers of virtual connections are often disappointed and taken aback in the real world, become lonely because friendship, collaboration and coexistence in the real world means overcoming obstacles, getting to know each other, looking for a compromise, investing your feelings. Internet and mobile communication becoming more prominent in the digital era weakens relationships, physical touch, gestures, movements of the body, mimic, atmosphere, variety of communication situations and the ability to collaborate go missing. They cannot find the ´quality´ of intimacy in the virtual community in cyberspace. Today's approach to education stresses the importance of implementing cooperative learning, based upon mutual collaboration. Schools should be the ones to prepare children for this world full of real co-operative relationships.

V. MASS MEDIA AND PUBLIC OPINION

Ever since he was created, man has searched for a way to communicate. The hieroglyphs or the ancient pictures from the walls of the caves are all samples of information, reflecting man's intention to communicate and to pass on knowledge from one generation to another.

So, what is, in fact, information? We can simply define information as power. And because of its importance, mankind has always searched for faster and more effective ways of passing on information from one to the other.

For example, it helps no one to find out today about an earthquake that happened yesterday, because there is too little that can be done after the event took place. The sooner the news travels, the better. Thus, mass media was born.

Picture 74: Crowdsourcing technology

A. MASS MEDIA AND ITS INFLUENCE

Having studied this module, pupils will understand:

- *what "mass media" is;*
- *which were the chronological forms of media;*
- *the way in which mass media can be used to influence people;*
- *the ''fake news;'' phenomenon.*

Picture 75: Power of mass media

The Oxford Learner's Dictionary defines mass media as being *sources of information and news that reach and influence large numbers of people*. In other words, mass media consists of television, radio, newspapers, internet, e-mail and so on.

MASS MEDIA THROUGHOUT TIME

It is believed that the early forms of mass media belong to prehistoric people, who tried to communicate through rock drawings and carvings. They are called **petroglyphs** and people used them to pass on information regarding food, weather, danger or just to let someone know that they were there.

Picture 76: Petroglyphs in Utah

Later came the **ancient plays and performances**, such as the Roman ones, which can be divided into three major categories:

- The so-called "ludi scaenici", which were drama plays performed in huge amphitheaters;
- The "ludi circenses", represented by amazing, but sometimes horrifying circus shows;
- The "munera", consisting of bloody gladiator games whose role was to quench the crowd's thirst for violence.

Regardless of their form and purpose, these ancient shows represent the first attempts to broadcast live and simultaneously a specific form of media to a wider audience.
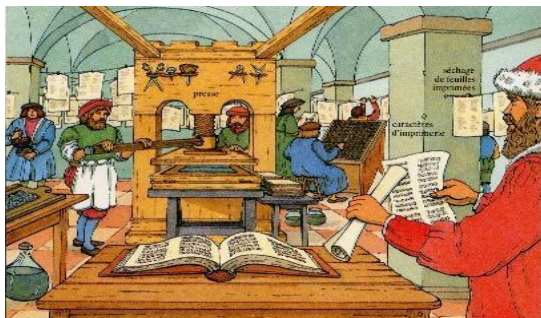
Picture 77: A printing press

Another turning point in the evolution of mass media was **the writing of books**. In the 1440's, Gutenberg's printing press gave rise to the spreading of books on a large scale, due to the fact that it reduced the costs and the time needed for printing. Thus, information became accessible to everyone.

Even though Johannes Gutenberg is considered the inventor of the printing press, the beginnings of printing date much earlier. Thus, 600 years before, in 868 A.D., the Buddhist 'Diamond Sutra' book was printed and translated from Sanskrit to Chinese, at the demand of Wang Jie. Nowadays, a copy of it can be found at the British Library, being labeled as one of the most intriguing documents ever. It is known that there have been other writings before it. But still, 'Diamond Sutra' remains the world's earliest complete and dated, printed book in existence.

The term 'media', defined by Longman's Exams Dictionary as *organizations that provide news and information for the public*, has been used since the 1920s, and it referred mainly to the written media, such as **newspapers**. Even though it developed much earlier, around 1600, it took centuries for the newspaper to gain the power to directly influence large masses of people.

After World War II, the meaning of media has extended to include **radio, television** and **video**. These new forms of mass media gained popularity because, besides the information they provided, they also offered entertainment. It was easier for the masses to receive the information by audio-visual means, than to read it.
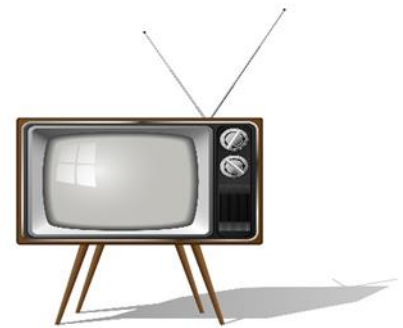
Picture 78: A television

Picture 79: The internet

In the recent decades, the development of one specific form of mass media exceeded all expectations: **the internet**. Now, information can be found on websites or accessed through search engines. What the internet does is that it provides a wide range of activities simultaneously, such as listening to music, watching videos, gaming and social networking. Also, the information provided on the internet is complex and infinite.

MASS MEDIA AND ITS INFLUENCE

Mass media is the result of the people's wish to communicate, to pass on a large volume of information to big masses of people, in a short time.

Besides its practicality and its role of keeping us up to date with the news, the purpose of the communication is to get a reaction from the interlocutor. When we talk to somebody, we expect to receive feedback from that person. More than that, we have the tendency to influence our partner of communication to support our ideas. That is exactly what mass media aims us to do: to get a reaction and to influence us. It is known that, at its origin, mass media was a powerful tool of information. But it depends very much on what type of information the media broadcasts. Because now, more than ever, people rely on mass media, without having second thoughts regarding the authenticity of the facts it presents.

Picture 80: A manipulation

Mass media during World War II

If we take a closer look at the mass media during The Second World War, we notice that the radio broadcasts and the newspapers represented the only way to follow the news beyond borders. The mass media connected the war front with the ones at home and provided information regarding the progress of the fighting. But mainly, mass media kept the spirits of those left at home, by depicting glorious tales of fearless soldiers who smashed the enemies. All information transmitted during World War II was controlled by the authorities. Through mass media they also tried to convince the citizens to enroll in the army and to sacrifice for their country. Also, each war participating country used the

media to spread the idea that their nation is the greatest and untouchable, even though things weren't always like that.

Picture 81: A communism

Mass media during Communism

Another example of total control over the information that was being broadcasted is the Communist period. The Communist party saw the media as a tool for passing on its propaganda movies. They presented only positive aspects of everyday life, economy, army, industry, in order to create an impeccable portrait of the dictator. Obviously, they deliberately forgot to mention the abuses or the injustice. All forms of art were strictly filtered by the Communist party and the troublesome artists were punished, while in the newspapers and on television only positive news regarding the system. Thus, mass media played a vital role in making people believe that the Communist system was the right thing for the nation.

Mass media now

As we look closer to the things that occur nowadays, we can notice a worrying fact: in the past, only few people or institutions had access to media broadcasting. Now, anybody who owns a phone or a computer with an internet connection can broadcast anything he pleases. There is so much contradictory news across the internet,

Picture 82: Internet content

which it is hard to tell what is real and what is not. In these uncertain circumstances, a new phenomenon flourished: the so-called fake news. There have been reported several cases in which fake information that was broadcasted on social networks lead to violence, with fatal consequences. And all of this happened because some people decided to act before verifying the information they read on-line. This is a major warning sign: we should never believe the information delivered to us, without verifying its author and its authenticity.
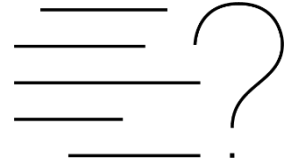
HOMEWORK

1. Explain the way in which the invention of the printing press influenced people's lives.
2. Explain what the fake news phenomenon represents.
3. Explain how mass media was used to influence people
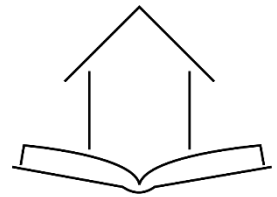
B. MEDIA LITERACY

Having studied this module, pupils will understand:

- *what "literacy" is;*
- *what ''media literacy'' means;*
- *which are the dimensions of media literacy;*
- *what is a media literate person.*

Media represents the various ways in which people are able to communicate, such as reading a newspaper, listening to the radio, watching the television or browsing the internet.

The Longman Exams Dictionary defines literacy as *the state of being able to read and write.* To summarize, the term literacy refers to someone's capability of reading a written word. However, in the last decades, due to the constant development of technology, the meaning of the term has expanded, and we can nowadays talk about visual literacy (the ability to perceive the multiple dimensions of the surrounding world), the story literacy (someone's capability of following story or movie plots) and the computer literacy (which represents a person's ability to read, write, send and receive information by means of a computer).

Picture 83: Media literacy

The two words combined, form a new concept, the so-called 'media literacy', which (as it is defined on Wikipedia[4]) encompasses the practices that allow people to access, critically evaluate, and create media. A person that is media literate is able to comprehend the way in which media is created and its content can affect others.

In order to be able to understand this concept, we must take into consideration the five dimensions that media literacy is based on, as it is shown in the picture below:
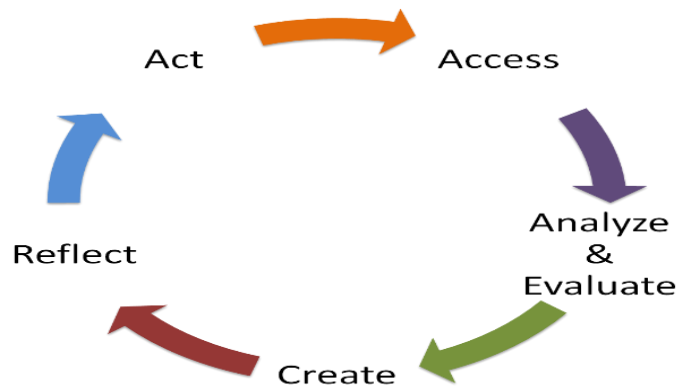
Picture 84: Media literacy five dimensions

1. **Access** – this is the first step in using media. It involves gathering information, comprehending it and using the adequate technology tools to handle the information.

Picture 85: Acces

Picture 86: Analyze

2. **Analyze** – it is an essential element of the literacy universe, because it implies the fact that the media user must verify the quality, veracity, purpose and the potential consequences of the information. For a good evaluation, we must reflect on the data we receive within the current economic, social and political context. Also, the right questions must be asked, in order to evaluate the quality of the information and to see if it is suitable for our purpose.

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[4] https://en.wikipedia.org/wiki/Media_literacy

3. **Create** – if we refer to students, the purpose of writing is no longer doing homework assignments, that is expected to be checked by the teacher but, nowadays, the young generations write with purpose that is meaningful to them and address themselves to real target audiences. The digital composition gives

Picture 87: Create

absolute freedom to the media user. Not only does it offer the chance of using creativity and self-expression, but it also brings together people from around the world, allowing them to work together and spread their message. In order to use mass media with full efficiency, a person must have textual power, meaning that the media content created actually represents a meaningful form of communication, and that the media creator should always put in relation the content and the form of the message, with the purpose and the target audience. If attention is paid to the terms mentioned above, anyone can become a successful media creator.

4. **Reflect** – one of the most important characteristics of mass media is its instantaneousness, caused by impulsive behavior. For example, someone may post a text or share a picture that, at the moment, may seem to be fun or interesting, but later, someone could feel offended by its content or the message it transmits. That is why, before creating media content, we must always take into consideration the ethical principles and social responsibility. All media creators should think in perspective, try to predict the consequences and take responsibility for their acts. Because the things we do online can affect our life and the relationships we have with others.

5. **Act** – between education and citizenship lies the concept of taking action. Nowadays mass media offers its users the possibility to act, to do something for the benefit of others. For instance, if someone has witnessed a

Picture 88: Act

crime, he can immediately share the details online and help catch the criminal. Or, if someone is in need of help (for poor families or for people that suffer because of illness), a video can be shared online or on television, and it is most likely that good hearted people will help or will make donations. It is in our power, both, as citizens and as creators and receivers of mass media, to work individually or in collaboration with other people, to solve local, national or international issues. Thus, we can all make a difference in the world.

As we have seen so far, mass media is a powerful tool that surrounds us and shapes the decisions we take. It is up to us to use it wisely.

CONTROL QUESTIONS

1. What is the definition of literacy, provided by The Longman Exams Dictionary?
2. How can we define media literacy?
3. Which are the five dimensions of media literacy?
4. What aspects should we take into consideration when we want to create media content?
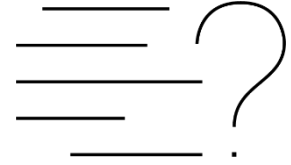
HOMEWORK

1. Explain the evolution of literacy in the last decades.
2. Explain what makes a person to be media literate.
3. Explain how citizens can take action online.
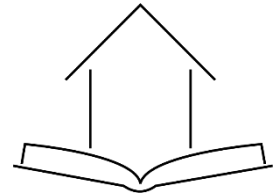
C. VIRTUAL SOCIETY, ALTERNATIVE REALITY

Having studied this module, pupils will understand:

- *what "virtual" is;*
- *who is the father of virtual reality;*
- *what augmented reality means;*
- *which are the fields that use virtual society.*

WHEN HAVE WE BEGAN TO LIVE VIRTUALLY?

Picture 89: A virtuality

The surrounding world that we all live in may sometimes make us feel quite tired. Every one of us has tasks to do, deadlines to reach, ups and downs. So, every once in a while, we feel the need to escape. Some prefer sleeping, some choose sport activities while others go on holiday. But nowadays, technology offers people a new option: entering the space of a different world, without even leaving the house. You can put on a pair of goggles on the eyes, headphones on the ears, turn the pc, start a new game and there you are, fighting in a hostile environment, seeing and hearing explosions, chasing down giant insects, being a hero! This is what we call virtual reality.

Using a more scientific approach, Wikipedia defines **virtual reality** (VR) as ''an interactive computer-generated experience taking place within a simulated environment''. This means that virtual reality is made possible by modern technology.

Picture 90: A virtual reality

Even though modern gadgets have become available in the last decades, the idea of a new, different reality has been out there for a while. The first to speak about it was Stanley Grauman Weinbaum, in his work, *Pygmalion's Spectacles*, in which Dan, the main character of the story, had put on a pair of goggles and was instantly teleported into another dimension, a strange forest, where he began hearing and seeing weird things, and, at one point, he even got to touch some of the things he encountered. This made the entire experience seem very realistic.

Picture 91: The sensorama

Another breaking point in people's attempt to create alternative worlds was the invention of **Sensorama**, in 1957, by Morton Heilig. His device was about the size of a jukebox. To use it, people had to sit on a chair, hold on to a handle and look into a screen. When the movie started, the handle vibrated, the sound was loud and a fan placed above the viewer's head started to blow wind, all these in order to make the experience very authentic. For his invention, Heilig has often been considered the father of virtual reality.

VIRTUAL REALITY VERSUS AUGMENTED REALITY

In the early beginnings of media, people used to look into screens, leaving aside anything outside the frame. Later came the virtual reality, which made possible the travel to other worlds, thus removing the edge of the big screens. Nowadays, an even more interesting phenomenon occurs: a combination of computer graphics and the surrounding world.

Thus, using a camera, people can scan the environment on which they can overlay superimpose information. This is what we call **augmented reality**.

The difference between the two concepts is huge. Virtual reality means that one must immerse in an environment completely generated by computer. In opposition, augmented reality does not replace things. Instead, it takes the world we see and adds on to it different graphics.

One successful example of augmented reality is the Pokemon game, used on smartphones. Released in 2016, the game used the camera of the players to scan the surroundings and added computer generated creatures on the screen of the phone. Thus, it looked as if these characters were bouncing around the player, who had to tap on them, in order to win points and to make them disappear.

Picture 92: Pokemon GO

However, despite its popularity, the game was considered dangerous because it distracted user's attention from the real world. Thus, many accidents occurred.

VIRTUAL SOCIETY, ALTERNATIVE REALITY

Also known as virtual community, virtual society represents, as defined by Wikipedia, „a social network of individuals who interact through specific social media, potentially crossing geographical and political boundaries in order to pursue mutual interests or goals". What this means is that virtual society emphasizes the functional, in the detriment of the physical. Thus, people no longer need to be physically present in a shop, in order to buy goods. They can have the products they want just by clicking on it on the internet.

Or employees are no longer forced to be physically present in their office, at the headquarters of a company. They can do their tasks from home or from anywhere, while having a coffee. Thus, the so-called '**telework'** was born. And it is not the face-to-face contact that matters, but the functionality and practicality of everyday life. Thus, in this new world, technology becomes the bridge between the aim we have and the means we use to achieve it.

There are numerous fields that use virtual society with promising results:

Global economies used media to increase their market share. The internet abolishes borders and reduces the costs of the transactions. The adherence to regional trading blocs, such as the EU or NAFTA, combined with the adoption of English as a world-wide economic language leads to the globalization of the economy.

Picture 93: Global economies

Politics can and will shape the virtual society. Most of the governments try to support the use of telecommunications by making policies favorable for the IT infrastructure. Such examples can be found in countries like Singapore, who, in 1980 established its first national IT policy, Denmark, who uses the flow of information to create a global market share, or the U.S., who intends to provide internet infrastructure to all the schools in the state.

The Internet can also provide enlightenment to the **nations**. Not only that employees can work from the comfort of their home, but, nowadays, people can extend their cultural horizons through the use of media. For example, one can virtually travel to remote places and meet new cultures to which he wouldn't be able to reach physically a few decades ago. Even though the means are different, the aim that is to be achieved is the same: getting information effectively.

Personal use of virtual society as an alternative reality is a vast subject that is to be explored. Virtual society is beneficial on the condition that we use it wisely. We must specifically draw borders between the virtual and the real life. And under no circumstances we shall not pass over these borders! For example, it is an effective use of the internet when we are doing research, buying goods or doing teleworking! The internet can be useful even when we use it as an alternative to spending our free time in a pleasant manner, listening to music, playing games or watching movies.

But the more time we spend online, the more chances are that this virtual society overtakes and seizes our attention and becomes an alternative to the life we have. This is the real danger: when people abandon their real life and submerge themselves in a virtual environment.

Picture 94: A hacker

There are many cases in which people, especially youngsters, lock themselves in their house and stay all day long in front of the computer, living on social networks. For example, one can have thousands of friends on Facebook or Instagram, but when he is in need of help, none of his virtual friends will come. There are also individuals who built new, but fake identities online, in order to get the attention and the appreciation they seek. But a lie, even though it is a virtual lie, it is still a lie. And sometimes, despite the fact that there should be strong borders between real and virtual, our online actions may have severe consequences on our real life.

Thus, the conclusion is that people should use the media in a wise manner and make from it an extension and a tool for their daily life, not an alternative for escaping from problems. We should live realistically, not virtually!

CONTROL QUESTIONS

1. What is virtual reality?
2. When was Heilig's Sensorama invented?
3. How can you define virtual society?
4. What is telework?
5. In what fields of activity is the virtual society used?
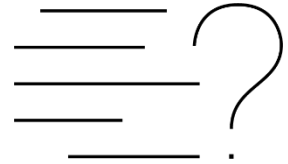
HOMEWORK

1. Explain how Heilig's Sensorama worked.
2. Explain what the difference between virtual and augmented reality is. Explain what the danger of using virtual reality is.
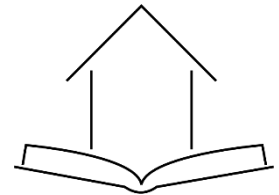
VI. HEALTHY DIGITAL SOCIETY

A man is a social creature. Most of us can't imagine life without family, friends, classmates or colleagues. That's why people have been associating into different societies since ancient times.

But what the company really is? It is very difficult to write one universal, generally valid definition. For our needs, we need to know that society is a group of people who share the same values and are connected by common traditions, history, norms and cultural patterns.

The society can then be understood by members of a particular state or nation, but it can also be taken much more widely, as in the case of the so-called Western civilization (the advanced part of the world, which is connected by many historical, political, economic and religious aspects).

Picture 95: Digital society

A. SOCIETY CHARACTERISTICS

Having studied this module, pupils will understand:

- *what consumerism is;*
- *how can consumerism affect human relations;*
- *which are the characteristics of the digital society.*

The time we live in is completely different from the time our ancestors lived in, both in the positive sense and the negative. Most people in the developed part of the world have everything they need, therefore, they do not solve existential problems. But that does not mean that they would not solve any problems. Technology has become a daily part of our life over time. Thanks to digitization, the whole world has become globalized, everything has become faster and more accessible. But the things that were created to help people have their risks and dangers. They can be a good servant, but a bad master! We must not forget that we are not just "walking stands" for mobile phones, but above all, we are living entities belonging to a particular company and we can't avoid interaction with others. There is even a science branch - Digital Sociology - examining the impact of all digital techniques on our behaviour and how it affects the relationships between people and our self-concept. Therefore, it is certainly appropriate to address one of the basic questions of the present: "**How to maintain a healthy society in today's digital era?**"

Activity: Try to describe your feelings when you see these pictures.

Picture 96: Negative impact of digital technologies

Picture 97: Negative impact of digital technologies 2

CONSUMERISM

Short reflection: Have you ever met the term "consumerism"? Do you feel it more positively or negatively? Do you know what the word is derived from?

WHAT CAN I CONSUME?
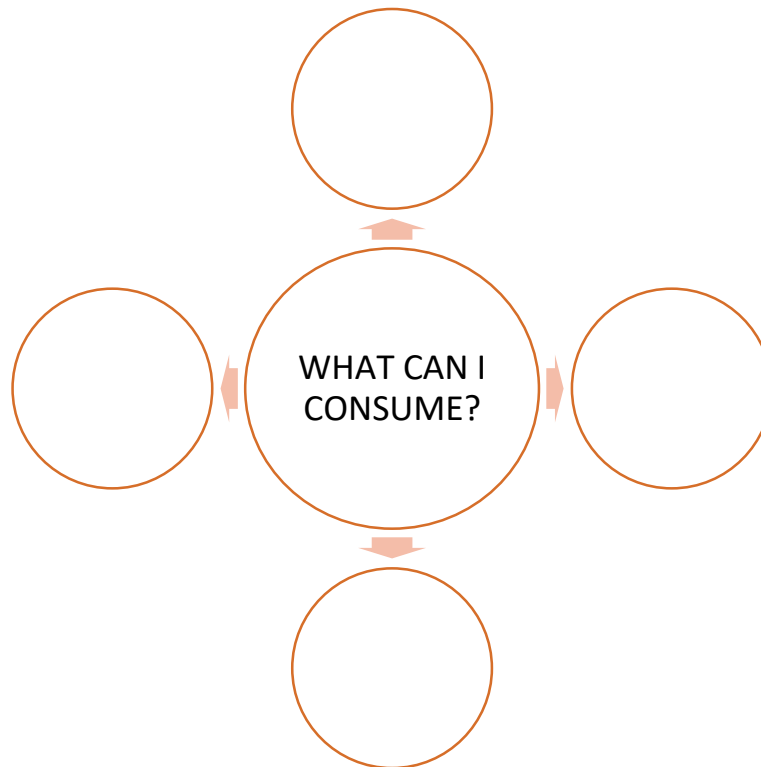
To better understand the intensity of changes in society, let's look at the following graph:
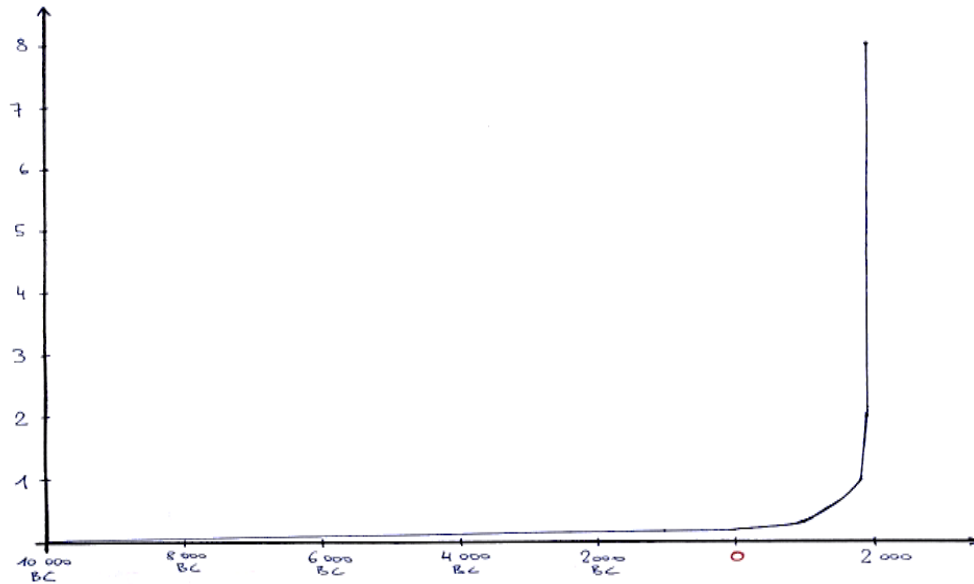
Picture 98: Number of people in the world

The graph depicts the development of one important aspect of human presence on Earth. Can you guess which one? And why do you think we show this chart at all?

And not only is there more and more of us on Earth, the more important is that the so-called ecological footprint of each of us is much greater than it was only 100 years ago. One of the features of contemporary society is over-consumption. It has become a common thing to throw away things that can still be repaired, but we prefer to buy new ones because it is more convenient for us (cheaper, faster and easier). And the more we have, the less we are able to appreciate. Thus, the way of life is also reflected in interpersonal relationships and thus affects society as a whole.

Picture 99: Black friday

Today, our society is much in favour of high consumption. All you need to do is notice the ubiquitous advertising that has a single goal - to increase sales. Banks also benefit from the human desire to accumulate assets and so they lend more and more money. Illiterate people are sometimes unable to repay their debts and the situation often ends with confiscation of their property. This is also not the ideal feature of contemporary society.

Consumerism (consumption) is connected with one term and this term is globalization. It means a global connection in which communication, business and travel are much easier. It has many advantages for man, but it also has negative aspects.

Technology has a big influence on the shape of a contemporary society. Computer technology or the Internet are not among the latest inventions, but with the arrival of mobile phones, social networks, etc., these have caused major changes in how we approach each other. The current generation has become so accustomed to communicating through applications that today many young people find it difficult to have a "normal" chat face to face. Social networks, whose main task was to facilitate people-to-people connections, paradoxically caused their greater isolation and alienation.

Picture 100: Negative impact of digital technologies 3

Picture 101: Negative impact of digital technologies 4

Although we may not realize this, consumerism can also have a big impact on interpersonal relationships. In the previous paragraphs, it has been mentioned that it is much easier for a person who lives in a consumerist society to replace a non-functional thing by a new one, rather than to fix the old one. The question is whether something similar doesn't happen in interpersonal relationships as well. This might be seen, for example, in divorce statistics. While in the 1930s less than 6% of marriages ended up divorced in the Czech Republic, in 2010 it was every other marriage. A similar trend can be observed in different states of the developed world.
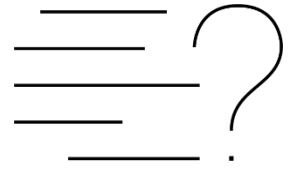
HOMEWORK

1. Think of a slogan that could best attract attention to a product.
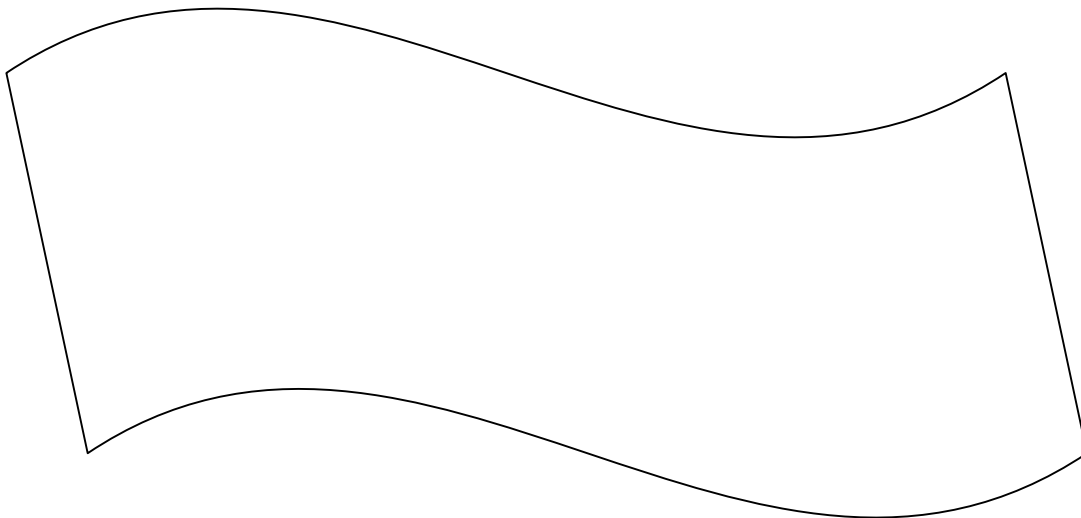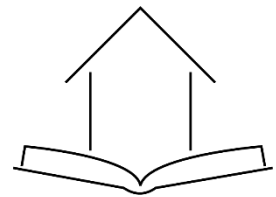
B. MORAL AND ETHICS

Having studied this module, pupils will understand:

- *what is moral;*
- *how can internet anonymity influence our behaviour;*
- *what is cyberbullying.*

For the proper functioning of a society, we need to define what is allowed and what is not allowed. Just as we respect the traffic rules to prevent possible accidents, we also have to follow the rules, which organize the behaviour of people in society. These rules can be legitimized or based on a custom.

Picture 102: Don´t do it sign

Activity: Complete the following scheme with examples of immoral acts:
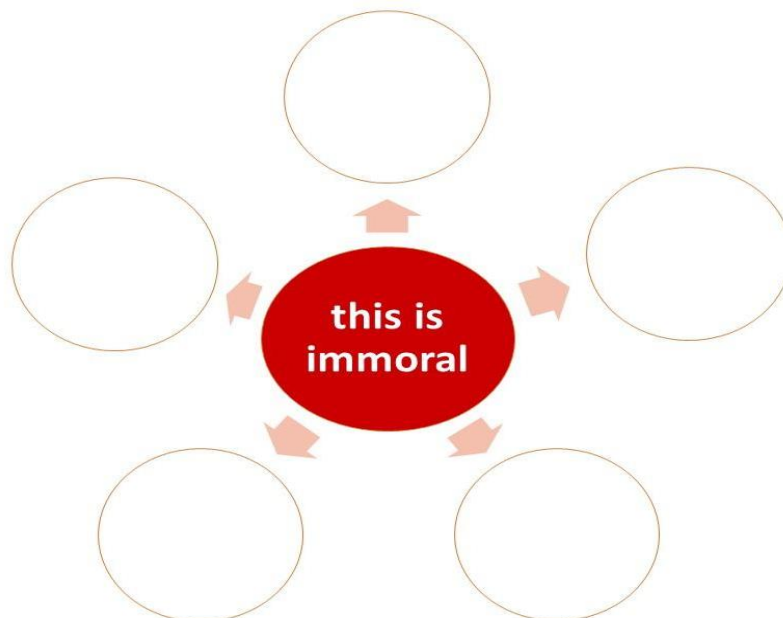
Morality is the principle of right and wrong behaviour. We often have to decide what is right or wrong, and morals are the internal regulators of decision making. It is an inner voice that tells us to do it or not.

Morality is doing right.

The ethics is a system of moral principles and it aims to answer the question:" How should I live?" The ethics investigates what is the best way for human's life, and what kinds of action is right or wrong. Some people think: "What is legal, isn´t always allowed!" But this isn't true. Every society also operates on the basis of unwritten rules of what is normal and proper. For example, it is very rude to spit in public in China but in other countries it is rude to sniffle.

Picture 103: Moral and ethics

We live at a time when the Internet, mobile phones, computers and tablets have become an integral part of our lives. We cannot imagine our life without them anymore. In the virtual world, we often feel that everything is allowed, because no one sees us. We are more courageous in our statements. We are not afraid of saying things that we would not tell the others face to face. Unfortunately, we don´t think about whether we offend another person.
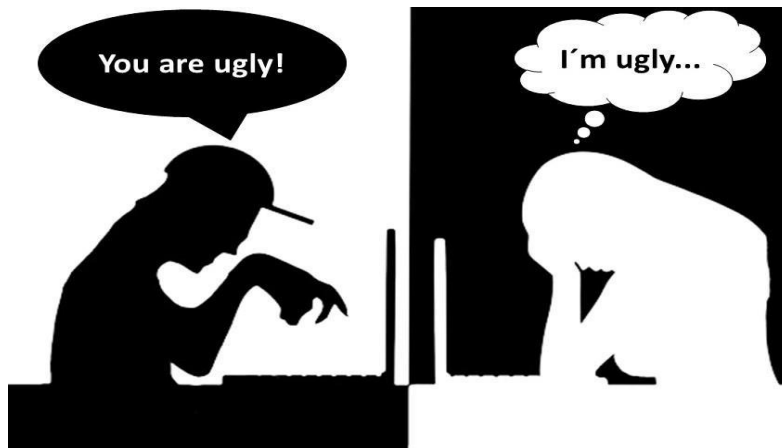
Picture 104: Cyberbullying

People who text and use social media often are more attracted to hedonism than morality. We often think about ourselves rather than others. We think that we have the right to comment on everyone and everything. Very soon, it may happen that we will become a focus of other people's attention, who can judge us.

Activity: Create your own T-shirt. Which text would you put on your t-shirt?

I´m angry   I cheated

My parents are old-fashioned

yesterday I was drunk

I want to lose weight

I'm still hungry

I´m bored

Picture 105: Activity

Communication technologies are, among other things, a tool for building virtual relationships, in groups of people who would not normally meet in everyday life. Not every user, however, is trusted because anonymity of the internet users makes it very difficult to guess who we communicate with. When we share information about ourselves on social networks, it may be that we exploit this information and become a victim of cyberbullying.

We have to realize that virtual space is not safe.

According to a definition in the Cambridge Dictionary, cyberbullying is the activity of using the internet to harm or frighten another person.

CONTROL QUESTIONS

1. What is moral?
2. How can Internet anonymity influence our behaviour?
3. What is cyberbullying?
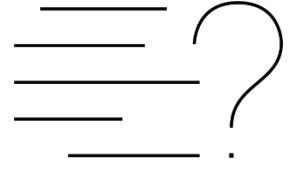
HOMEWORK

1. How to protect yourself from cyberbullying? Create a tutorial.
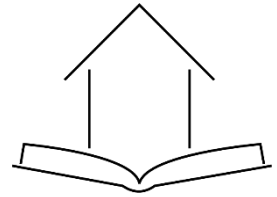
C. DEVELOPMENT OF THE DIGITAL SOCIETY

Having studied this module, pupils will understand:

- *which are the fundamental milestones in the development of the human community;*
- *which are the things we need to look for when handling digital information;*
- *what are deep fakes.*

We live in the 21st century. But do we realize how unusual this era is? Let's get closer to this by showing some numbers. In the geography textbooks we can read that our planet is approximately 4,6 billion years old and life on our planet arose one billion years later. From the history lessons we should know that a human (more specifically Homo sapiens) has inhabited our planet for around 300 thousand years (and maybe less). Isn't this a big disparity?
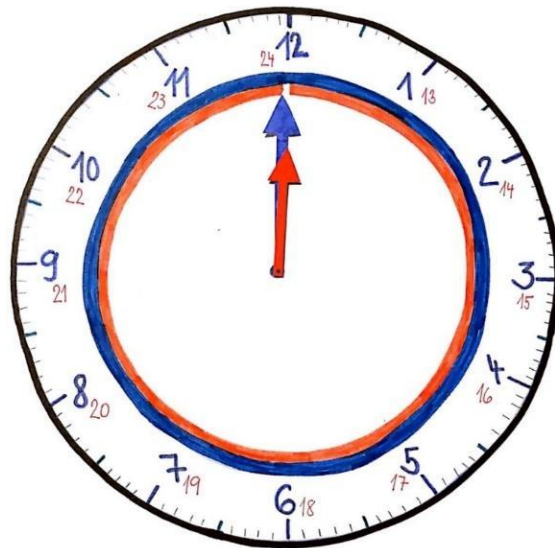
Picture 106: Human on Earth

If we convert a time in which life exists on Earth to one day (24 hours) a human would show up in the last minute of the day.

In addition, it must be taken into account that the biggest changes in the relationship between the blue planet and humans started in the Neolithic age - approximately 10, 000 years ago. From the perspective of our planet one human life is a minute, yet man has managed to cause unprecedented changes on Earth and, in essence, to subdue it.

Before we start with the very characteristic of the contemporary society, let's recall a few fundamental milestones in the development of the human community, which have fundamentally influenced the way our ancestors lived and, therefore, us:

1. Neolithic Revolution (approx. 10,000 BC) - hunters and gatherers became farmers and animal keepers. Humans slowly began to subdue the earth, but still kept due respect for it, for they were completely dependent on nature.

2. The Industrial Revolution (turn of the 18th and 19th centuries) - Man started to use machines to ease heavy work. Unfortunately, progress also had a downside (for example, some major interventions in nature).

   Activity: Find the inventions of the Industrial Revolution in these anagrams:

   SAMTE EINENG   ARILAIWY
   TARPHELGE   MOLO

3. The Digital Revolution (from the mid-20th century) - The changes that began with the Industrial Revolution were compounded by the invention of computing. Development has accelerated in an absolutely unprecedented way.

Activity: Write at least 4 technology devices you use regularly:
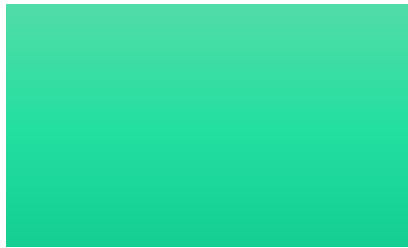
However, the above-mentioned revolution has not only brought about changes in technology. It can be said that they have affected all areas of human life from the economy to religion. They were also the cause of a huge population increase (see Module A).

The latest computer technology inventions (but also others) make life much easier for us in many ways. However, we should be very cautious using these inventions. There are new threats that society must respond to.

FAKE NEWS

Activity: Write one sentence of what you think when you say "fake news". You have 3 minutes to complete the task, then check with your teacher to see if your definition was correct.

Among other things, disinformation is one of the problems we should recently and intensely deal with. It is the **deliberate propagation of untrue information** designed to influence the public's opinion and to mislead various institutions or the media and thus to make us doubt whether it is even possible to reveal the truth. In addition, information is very easy to distribute, so we can encounter disinformation very often. The fact that the European Union has intensively discussed this topic shows how important this issue is.

Because of the amount of information that comes to us from day to day it is becoming more and more difficult to remain objective and not to be influenced. It is not easy to recognize which information is based on fact and which is not, but it can be learned.

Activity: Compare these two following articles reporting the same event. Which one is more plausible from your point of view? Justify your decision.

SHOCKING NEWS! A WOMAN FOUND ALMOST DEAD.
IS IT STILL SAVE IN OUR STREETS??

A woman identified as Jana (30) was found unconscious yesterday in the afternoon near her house by a passerby. She is now in the hospital and her condition is stabilized. At the place of the incident, according to eyewitnesses, a group of younger darker skin people has often been seen recently. One of the locals (his name is known to the editor's, but will not publish it) said to the incident: "It's a terrible thing going on here. Man should be afraid to go out on the street. Where do we live!? "

Although the police investigation is not over yet, it is very likely that the crime was done by someone from the aforementioned immigrant group from North Africa.

A WOMAN AMBUSHED IN PRAGUE

Perhaps a robbery took place yesterday in Prague's Vinohrady district. The victim was a thirty-year-old woman who was found around six-thirty in the afternoon at a busy place on the edge of a local park.
Prague

March 18, 2018

05:41 pm

According to the police, the woman was ambushed by an unknown man (or men) about half an hour before an ambulance was called to her by a passerby. The woman was attacked by a blunt object from behind the head and then unconscious for a short time. After she woke up in the hospital, she found that she was missing her jewelry and her handbag with a wallet, from which the investigators conclude that it was a robbery. However, the perpetrator and motive are still under investigation.

The police are asking all the citizens who were walking around Seifertova and Nerudova Streets at the time and saw something suspicious to report this immediately to line 158.

Source: ČTK

Picture 107: Illustration

Picture 108: Power of media

Quote: *"It doesn't matter how many resources you have if you don't know how to use them."*

Basically, you need to verify some basic facts for each piece of information. We should always be interested mainly in:

● **Who is the author of the information** - for serious information websites or newspapers, the author's name is always in the article. It should also be possible to trace the owner of the media. There are also lists of so-called disinformation websites, which we should avoid, if we want a serious piece of information.

● **What is communicated to us** - usually we do not know the intention of the author of the article, but with a little practice we can recognize whether the information which is presented to us is relevant or not. A distinction must be made between the classic message, which should inform in a neutral way, and the personal opinion of a particular author (e.g. commentary or glossary). Advertising, which is

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specific to someone paying for it, also has a big impact on contemporary society. It may be a promotion of products or perhaps a promotion of political opinion.

Somewhat strange are the so-called conspiracy theories, some of which may seem completely absurd to us (the theory of flatness of the Earth), but others may be more credible and many believe them.

Picture 109: A conspiracy theories

- **How the information is given** - a warning sign showing the author's try to attract the reader's attention instead of trying to inform can be large and colourful headlines, often containing the words "shock", "incredible", "revelation", etc., which are mostly associated with tabloid diaries. However, these are not reliable sources of information. You also need to be careful if the articles are written with the intention of harming someone. We usually know that they are written in a tendency (with negative interest) and use labelling and typecasting.

In addition to text, articles include images (and videos on the Internet). There is also a risk of so-called "deep fakes", as there are many programs to edit them and it is often very difficult to distinguish the original from the photo montage (video edits are not yet widespread but some people see a potential future threat) . For most images, you can verify their authenticity with Google. Just right-click the image area and then select "Search for image using Google". For example, you can find out if an image that is attached to an article is not a mere photomontage of a similar image that has already appeared on the Internet.

Activity: Many people don't read whole articles today, but only headlines, but they can be misleading. Make pairs and think of a title to the attached photo. One of the two makes up a headline that says the men are criminals, and the second makes up a headline saying that they are participants of an authorized demonstration that was severely repressed by the police.

Picture 110: Kenya´s activists

CONTROL QUESTIONS

1. Which are the fundamental milestones in the development of the human community?
2. What do we need to look for when handling digital information?
3. How can we fight against deepfakes?
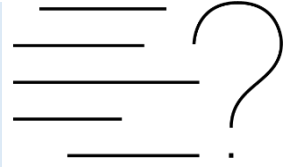
HOMEWORK

1. Pair work: try to compare one serious and one tabloid source. Browse the website and write down what's typical for the site.
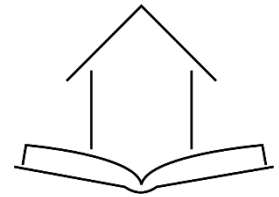
[media name]	[media name]

VII. SOCIAL RESPONSIBILITY FOR THE FUTURE

Everything changes constantly in our life. All changes need energy or more generally speaking, resources. Can those changes, those development processes forever?!

That is a vitally important question. If yes, we call the system and the process **sustainable**. We (the system) can make those changes repeatedly forever. If not (i.e., the system, the process is **not sustainable**), the changes, the development will stop somewhere in the future.

Sustainability is the key question of development. To judge about it, we have to make ourselves familiar with some basic issues and definitions.

Picture 111: Engineering solutions

A. SUSTAINABLE DEVELOPMENT OF A SOCIETY

Having studied this module, pupils will understand:

- *what systems and societies in general are;*
- *what sustainability in general terms means;*
- *how the sustainability of a society can be achieved;*
- *what levels of system's sustainability we can consider;*
- *how non-sustainability of a system can be re-established.*

SYSTEMS, SOCIETY

Several parts connected by some common characteristics are called systems. It may be very simple like one person or very complex like a multi-million society. It is important to say that a system cannot consist of just one component; several, interconnected ones are needed. (In that sense, one person may be a system if we consider parts and components of that person: his/her body and body parts, money, abilities, targets, etc.) Systems must form a separate entity in the immense variety of ambience, i.e., other systems; the system must have its own boundaries and specifics. Systems may be formed by anything: they may be just things (a car is a very complex system); living creatures like a beehive; human persons like a family or a community and a very complex system of human beings plus the nature around them.

Different systems of human beings are called societies. They can be very different from each other: the "society" of a family (say, the Taylor family living next door) or a society of a city, or a society of the poor, or the society of the left-handed, or the society of the educated people and so on. (Figuratively, we sometimes say "society" for other living creatures like the "monkey society" or the "bees' society" in a beehive, but basically, "society" refers to people.) One element can be part of different systems too and systems

themselves can also be part of a bigger system. In the latter case, the system is usually called a "subsystem".

DEVELOPMENT

Every system has some characteristic features. From some given point of view, those characteristics may be evaluated as good, necessary, neutral or bad, or disadvantaged.

Picture 112: Barter exchange network

(It is important to note: the value of a given characteristic depends on the viewpoint chosen: the same thing can be advantageous and also disadvantageous. Our legs are an advantage if we consider walking but are a disadvantage if we consider flying.)

Set of values of a system can be improved, i.e. made more advantageous vis-a-vis a given target. If the set of characteristics is modified towards a more favourable set, we call it development. The definition of development depends on the set of values; the same characteristics may be called as development or not. If we make our legs stronger with more muscles, we develop our walking ability but if we consider flying, stronger – heavier

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– legs are disadvantageous, i.e. from that point of view change of our legs is not a development.

RESOURCES

Each system has some capabilities to make changes. Resources are a more general term than energy, since they contain such characteristics also like brains or weight of a component. If we consider energy also in general terms, we may also say "mental energy" or "moral energy" – which is not energy in the usual, physical sense.

Picture 113: Renewable resources

Resources are necessary to make any changes and while those changes happen, the process uses up a certain amount of resources. Since a system cannot have an unlimited amount of necessary resources, it will go depleted sooner or later, i.e. the given change will stop, since there are no more necessary resources. That means: the process is not sustainable.

Usually, the system itself can generate some amount of resources. Trees generate oxygen from CO2 and thus nature "regenerates" some amount of oxygen living creatures use up. If the amount of regenerated resources covers the amount of used up ones, the process is sustainable; if not, it is not sustainable; resources will be sooner or later depleted.

We can also "help" the system to regain the lost resources. When we work, we use up calories (energy) which cannot be generated just by our body – we have to eat, i.e. add new resources needed for the process we make.
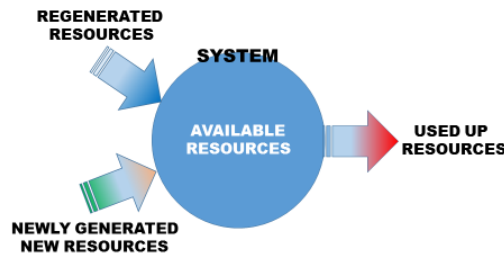
Picture 114: Sources

It is also important to note that resources are always determined vis-à-vis the given process: our physical strength is a critical resource for walking but irrelevant (i.e., not a resource) in solving a mathematical task.

Sustainability of a system/process is determined by the balance of the used up and generated resources: if the sum of regenerated plus newly generated resources is more than the used-up amount of resources, the system/process is sustainable. That is, development of a society is sustainable if the present processes do not limit repeating the same processes in the future. I.e., activities of the present generation in the society do not limit activities of the next generations. That is the social responsibility of the present generation towards the next ones.

Resources can be understood in a figurative sense too. Each process produces waste and it is waste since it is useless or even dangerous. When we pollute air, we decrease the "clean air" resource. Similarly, when we pollute soil with plastic bags, we decrease the "clean soil" resource. So, we can define "missing waste" as a resource. And Nature reproduces that resource too: we use up oxygen and pollute air with CO_2 but plants regenerate O_2 from CO_2. Similarly, when we sleep, we regenerate our "missing strength".

We must support the ability of our Planet to reproduce "missing waste" – i.e., clean air, clean water, clean soil etc.

As it was said above, non-sustainability of a system can be restored when we involve a bigger system containing our original subsystem. Thus, we can consider sustainability of a society on different levels, giving very simple examples:

1. If we buy chocolate each day for 1 euro and we have 100 euros, our "chocolate-buying process" is not sustainable: we use up our resources in 100 days and we cannot buy chocolate any longer. (The unsustainable system is me)
2. If my parents give me one euro each day, my "chocolate-buying process" becomes sustainable in the bigger system: in my family.
3. If my parents do not have any income, the "family process" is also non-sustainable: family money will end up some day. But if my parents earn money in their job, the process again becomes sustainable in the "my family in job" system.
4. Money earned by my parents may also be not enough to buy chocolate – the system/process becomes again non-sustainable. But if we get social support from society, the "nation-wide system" becomes sustainable again.
5. If a country's resources are not enough to give material support to our family, our "national process" again becomes unsustainable. But if the EU gives money to our country in some way, the process again becomes sustainable on EU-level.

However, involving bigger and bigger systems cannot go unlimited. Obviously, we cannot go beyond the Earth, **i.e., if the global system (global processes) is (are) non-sustainable, we are in trouble. Therefore, social responsibility involves support of sustainability at least on a global level.** (Theoretically, we may involve other planets and go to live on, say, Mars, but it is still a remote, theoretical possibility.)

Picture 115: Caring for the Earth

CONTROL QUESTIONS

1. What is a system?
2. What do we understand under the term "development"?
3. How can you define "resources"?
4. What is the balance of resources?
5. What levels of social sustainability do you know?
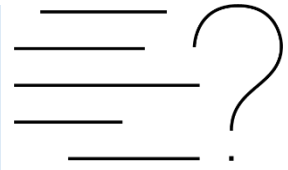
HOMEWORK

1. Describe a sustainable process in your family!
2. Describe a resource for one process that is not a resource for other processes!
3. Describe different levels of social sustainability!
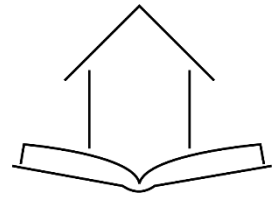
INDIVIDUAL READING

The Sustainability Society Index (SSI) [5]

The Sustainable Society Index (SSI), a framework developed by the Sustainability Society Foundation, assess the level of progress toward sustainability in over 150 countries. It ranks each country in three "well being dimensions":

- Environmental Wellbeing: Nature and environment (e.g., air quality), climate and energy (e.g., greenhouse gas reduction) and natural resources (e.g., biodiversity).
- Human Wellbeing: Basic needs (e.g., safe water), personal and social development (e.g., gender equality) and health (e.g., clean water).
- Economic Well Being: Transition (e.g., organic farming) and economy (e.g., employment).

A 21st Century Sustainable Society

What does a 21st century sustainable society look like? Primarily, it is self-sufficient. Non-polluting, renewable resources provide the power to drive sustainable energy systems; more efficient farming techniques and new technologies improve yields; and, reduced consumption helps eliminate waste.

As a result, the environment can be preserved for future generations. Global temperatures could cease to climb, and the quality of air, water, natural habitats and critical ecosystems would be protected under the full force of the law.

Just as important, in a 21st century sustainable society, every human has equal access to basic needs like nutrition, shelter, education and health care. Economic systems are

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[5] https://www.sustainabilitydegrees.com/what-is-sustainability/sustainable-society/

transparent, ethical and built on fair and equitable practices, and companies employ sustainable methods of production and distribution.

Practical Steps Towards a Sustainable Society

RAISE PUBLIC AWARENESS

Individuals cannot make sustainable choices unless they know what those choices are, and countries will not take direct action to promote sustainable practices unless they receive substantial pressure from citizens. Websites, speeches, movements and rallies all contribute to raising public awareness.

PROMOTE EDUCATION

By promoting free and fair access to a quality education for all children, both girls and boys, produces a number of positive outcomes. It increases children's level of understanding about the environment; it empowers them to make personal choices about family size and lifestyle; and, it provides the world with informed and productive citizens.

INCREASE GOVERNMENT AND BUSINESS INVESTMENT

New technologies and infrastructures, built using environmentally sound practices, have the potential to transform modern society. But, this is only possible if governments and businesses are willing to invest much-needed capital in their development.

CONSERVE RESOURCES AND ELIMINATE WASTE

Like it or not, the earth's resources are finite. Large-scale efforts to conserve energy and water will have an impact, but personal choices are just as important. The more steps we take to eliminate waste and needless consumption, the better off future generations will be.

RE-EVALUATE VALUES

Is the current culture of disposable consumerism, fossil fuel dependency and heavy automobile use what we hope to pass on to our children? Do we wish to overcome inequalities in education, standards of living and economic opportunity? Then our personal values, as well as our actions, must change.

B. PROTECTION OF THE ENVIRONMENT IN THE DIGITAL ERA

Having studied this module, pupils will understand:

- *what environment is and how it changes as we grow up;*
- *what we usually mean when we say "environment";*
- *what it means that "we load our environment";*
- *what our ecological footprint means;*
- *what "world overshoot day" means and what we have to do to return it to normal.*

Environment is everything which surrounds us: it is Nature and also the human environment, the society. Depending on our age, this environment changes: before the foetus is born, it feels like the "environment" is his/her universe – mother's womb. Everything serves him/her, everything protects him/her and everything exists for his/her wellbeing only. (This phenomenon is sometimes called "prenatal God-feeling"). After the child is born, the environment is his/her mother and it remains so for several months, when the child starts noticing his/her father and other persons frequently present with him/her; the small bed, the baby carriage, the room he/she usually is in – anything beyond that "environment" is usually frightening for the baby.

As the baby grows up, he/she sees more and more from the existing world: the garden, the locality, the family members, other people he/she meets. So, the environment widens both in the sense of nature and also the human environment – i.e., the society. It is usually at the age of around two years, when the child figuratively "steps over the threshold of the home" – i.e. starts acquainting with the world. Smaller world in the beginning; wider later.

A teenager's environment is usually wide already: he/she has travelled and seen other cities or even some other countries and the human environment is rather wide: friends, school-mates, other communities, maybe other countries. Because of the TV, both types of environment – albeit in virtual mode- cover practically the whole world.

For adults, the environment is extended from the close vicinity to the world or even beyond… That includes now family too, also job and the Earth – starting from the nature and social environment from his/her own small community to (as an extreme) to the Universe. Even if the social (societal, human) environment is also an integral part of the environment as a whole, we usually mean the Nature around us up to the Earth when we say "environment".

The environment (say, the Earth) has a complex set of **resources.** They are needed for us to be able to work and live; to fulfil different tasks. So, in order to breathe, we need oxygen which is in the atmosphere; we need water (clean water) to drink; we may need natural gas to heat; we need oil for different kinds of chemical processes; we need metal ores in order to make some instruments and so on. When resources are used, not all of them are useful for a given task. Further, when the resources are used up, some residuals remain after the use: when coal is used for heating, CO_2 is left over. Such residuals are called waste.

Resources and waste are specified always vis-à-vis the given process. A resource for something (say, coal for heating) is useless for another process (like drinking.) Further, a waste after some use may turn to be a resource for some other process: humans need oxygen to breathe and a waste is carbon dioxide; which in turn is a vital resource for plants that produce oxygen like waste.

Picture 116: A sustainable community

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Since Earth is limited in space, resources cannot be unlimited. Some may serve as a resource for millions of years (with today's use rate; like uranium) – others may end up within years or tens of years like natural oil. The Earth itself regenerates some resources (like oxygen, with the help of plants) and also "neutralises", reprocesses some waste, like waste paper may turn sooner or later into fertilizer. Further, humanity can also supply some resources to the environment; e.g. with the use of fertilizers.

Picture 117: Circular economy

That "use up-regenerate" process is very complex and depending on the final balance, the original amount of the Earth's resources can diminish, stay constant or even increase. **Analysis of the complex activity of mankind proves that mankind uses up resources and Earth is unable to fully reproduce it – i.e., the total amount of Earth's resources is being used up.** Bearing in mind the use rate and the known amount of resources, it is easy to calculate, till when we use up this or that resource fully. We overload the Earth, our environment – we use up more in one year than the environment can reproduce for that year. That is, mankind may use up, say, for eight month's resources that our environment reproduces in twelve months. **This date is called "world overshoot day" – and in 2018, it was 1st of August. That process is very dangerous: resources sooner or later will end up depleting.**

Our load on Earth can be characterised as if with our "footstep". The bigger our footstep (it is called ecological footstep) is, the more we overload our environment; overload the Earth. Defining the types and ways of our loads, we can calculate that footstep. It can be calculated for a person, a community, a nation, a continent and even for the whole Globe.

Activity and use of resources by the mankind may fall into the following general groups:

1. We must live somewhere; we need shelter.
2. We must feed ourselves; we must have food.
3. We need different goods to live – clothing, equipment, etc.
4. We must be able to move – we have to be mobile, we travel from A to B
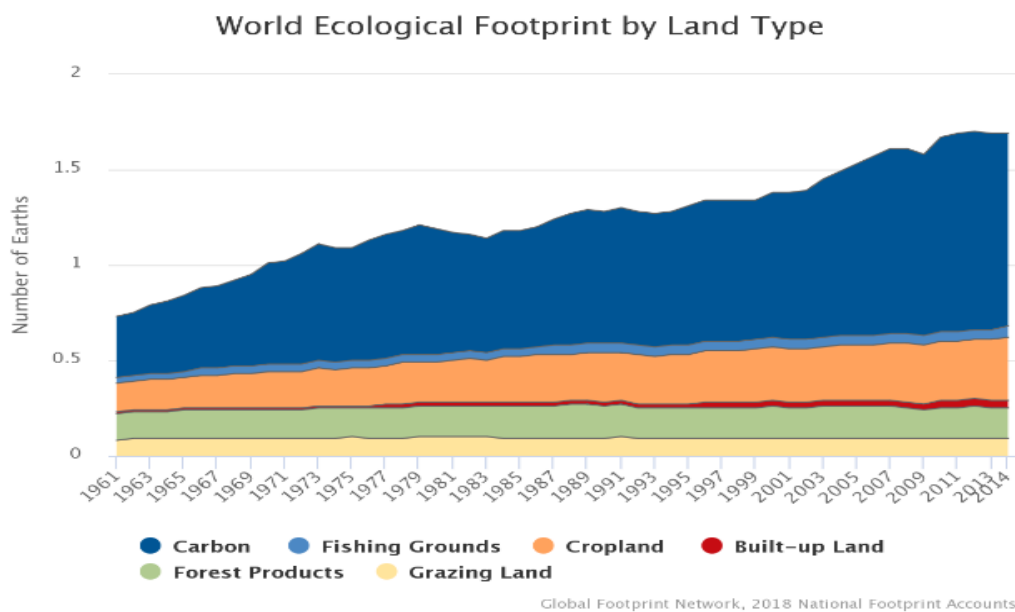
Picture 118: World ecological footprint

Those four groups of activity determine our ecological footstep. To cover (provide resources for) those activities we need/have forests, land (cropland, pasture and built-up land), fisheries, and so on. The most general resource for our living is energy – we must have it to work on the cropland, to build houses, to operate equipment, to feed it into a vehicle to provide mobility. Energy – if we consider the classical, fossil energy – is a result

of burning coal: we burn coal when we heat; we burn coal to produce energy to build houses, we burn coal (contained in gasoline) to provide energy to move the vehicle, we burn coal to produce energy to produce butter, and so on. That is, **the biggest part of our ecological footstep is carbon footstep: globally, it is about half of the total load by us to the environment. Therefore, our biggest task in preserving, protecting our environment is reduction of carbon use.**

When we burn coal, carbon dioxide is produced. We will see in the next module that CO2 is the most dangerous greenhouse gas: the amount of it increases fast in the atmosphere leading to global warming, to climate change. Further, if we consider the available amount of fossil energy and compare it to the today's and future use, we arrive at a frightening truth: fossil energy is limited and if we use it as we do, the energy sources (coal, oil, gas) will be depleted very soon, within the life of the upcoming generation…!!! **So, use of fossil, carbon-based energy use is deadly dangerous in two ways: first, it will be depleted very soon and second, the carbon dioxide produced in energy generation leads to an increase of the Earth's temperature and this latter leads to grave changes in the life of mankind.** That is, we have here two immediate tasks: reduce use of energy (i.e., increase energy efficiency) and change to new and (even more important: renewable) sources of energy like solar energy, wind energy, geothermal energy.

Picture 119: Ecological footprint

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When calculating the footstep, we may recalculate everything into land areas. How many hectares of forest is needed to produce oxygen and reduce the fatal CO2? How many hectares of land needed to produce enough bread? Or to feed the cows to produce enough milk or butter…? At the same time, we can also calculate the territory of the Earth – i.e., how many hectares of land do we have? We may calculate both numbers on a per-capita basis too. Calculations show a frightening result: in order to cover all land requirements, we should have 1.7 Earths… But we have only one, of course. (This calculation result is similar to the "world overshooting day" – it also shows that we should have additional Earth to cover the excess resource use after 1st of August in 2018.)

Persons, communities and regions have different amounts of land and different levels of use. There are countries (all developed ones) that use "much more than one Earth" (i.e., their ecological footstep is very big) and they "borrow land" mostly from the poor countries in Africa, whose footstep is less than 1. (I.e., they do not use up all they have.) So, the USA' footstep is 8.22 hectares while they have only 3.76ha; Belgium's footstep is 7.44 ha and they have 1.19ha only; Slovakia uses up 4.06 ha while they have 2.71 ha only. On the other hand, Congo uses 0.82 ha while they have 3.07ha; Zambia uses 0.99 ha while 2.23 ha is available. (2017. numbers; per capita.) This totally unjust situation cannot go forever, of course.

Digital era may lead to Janus face results. On the one hand, energy use and energy efficiency may increase tremendously (automation, more effective electronic control) and use of paper can substantially diminish (electronic letters). Further, movement (mobility) may be reduced by e-mails, internet, mobile phones – i.e., Digital Era may help reduce the danger (and thus protect the environment) substantially. However, in spite of electronic distance and mobility need reduction, we travel more and more; the population of the Earth is to reach 8 billion people very soon; rich countries use more and more energy; food consumption (and especially food waste!!!) increase in rich countries also dramatically – so, Digital Era really may be for better or for worse…

CONTROL QUESTIONS

1. What is the environment?
2. What are the resources?
3. What is waste?
4. What is an ecological footstep?
5. What is the "World overshoot day" and when was it held in 2018?
6. What is the most dangerous waste and why?
7. How Digital Era can help protecting the environment?
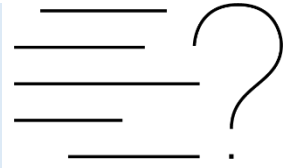
HOMEWORK

1. Collect components of your environment!
2. Collect processes resulting in co2 production!
3. List the ways Digital Era can help in the environment protection!
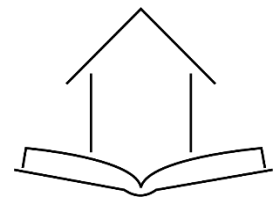
Importance Of Environmental Protection[6]

Published: *Tue, 23 May 2017*

In recent decades, many environmental problems have increased as the result of human activities and unplanned management of the technological development of those interference ecosystems. Therefore, a dispute between the importance of conservation and preservation of ecosystems to protect the environment and the necessity to satisfy human desire by sacrificing the environment has arisen across the world. According to Glossary of Environment Statistics the term "environmental protection" can be defined as the prevention to conserve and preserve the standard healthy level of environmental media by reducing the production of pollutants or polluting substances in environmental media (1997, internet).Various human activities have induce many undesirable effects to the environment which can be threatening human health, economic, natural resources and gene pool of ecosystems such as pollutions, greenhouse effect, global warming and soil erosion. In this essay, it is arguable that environmental protection is worth fighting for due to several reasons. Firstly, environmental pollution is one of the main reasons why we should fight to protect the environment. Besides, global warming is also another reason caused by deforestation. Furthermore, warm climate change and floods also increase the opportunity of spread out pests and vector diseases.

Pollution can be divided into four types; water pollution, air pollution, thermal pollution and sound pollution. Fossils fuels used in most factories, petroleum and gas usage for vehicles is the major cause of air pollution. Environmental pollution can also be an additional harmful substance that could affect human health and human life (Gan, 2006, 311). Given the above, environmentalists should fight for a better environment because pollution caused by burning of fossil fuels will result in severe environmental problems

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[6] https://www.ukessays.com/essays/environmental-sciences/the-importance-of-environmental-protection-environmental-sciences-essay.php#citethis

such as the occurrence of acid rain due to the production of sulphur dioxide (SO_2) and nitrogen monoxide (NO). Casiday and Frey mentioned that the combustion process not only increases the concentration of carbon dioxide(CO_2) in the atmosphere but it is also the main source in producing high levels of nitrogen monoxide(NO) and sulphur dioxide (SO_2). These are the two major reactants that cause the formation of acid rain. Acidity of acid rain changes the pH of the river water and lakes which then disrupt the natural habitat of aquatic organisms and reduce the chance of survival of aquatic organisms, for example fishes cannot survive due to lack of oxygen. In addition, the insoluble aluminum ions added to the water can cause water to become poisonous which can also be known as water pollution (1998, internet). For example, Norway has blamed that the sea and lakes are poisoned by the formation of acid rain for many years due to the unclean air pollution that comes from Britain's power stations (Nova Science In The News, 1997, internet).

Since the global concentration of carbon dioxide has increased given the reasons for combustion of fossil fuels and also human activities such as deforestation. The reasons for deforestation are usually resulting from cutting down the forests for lumber logging and also for building a new farming for animals. Forest can also be known as "carbon sink" because trees can be used as an absorber of carbon dioxide in the environment and in return release some oxygen to the atmosphere. However, unplanned deforestation activities have significantly reduced the concentration of oxygen (O_2) and caused the rise in temperature of the Earth. Christopher Monckton also emphasises that doubling the concentration of carbon dioxide in the atmosphere is sufficient to rise the global surface temperature by 3.26 °C (2008, 3). Rise in global temperature will significantly caused ice melting, for instance, according to the My Eco Project Organization, the reports of ice melting at Arctic Retreat prepares in the late summer 2007 surprised the experts that every week, the Arctic sea ice is continuously melting and the amount of melted ice can fill up to as large as two Britain country (2009, internet). Meanwhile, the consequence of ice melting in the Arctic has increased the sea water levels. According to the evidence gathered by Shepherd and his team, they found that the sea water level has increased by 2.6% which has the same volume with 49 microns per year spread across the oceans from over the world due to the distinct value between the density and temperature of ice and sea water (University Of Leeds, 2010, internet). In addition, the polar bear will also

face extinction in the future due to global warming. Based on the report from National Geographic News, several studies that have been conducted by the U.S. government has shown that melting of Arctic's ice caused by global warming will endanger two-thirds of the world's polar bears and cause them to face extinction by 2050 (Roach, 2007, 1). Given the above fact, environmentalists should fight for a better environment and save our earth.

Furthermore, environmental protection should be implemented due to warm climate changes and floods which heighten the risks of spread out pests and vector diseases. Some infectious diseases such as malaria, dengue, cholera and encephalitis can also spread out rapidly throughout the whole area by mosquitoes, flies and other insects that usually adapt to live in warm weather regions. As the World Health Organization notes that contamination of water resources due to the occurrence of flood enlarges the chances of getting water-borne diseases and also for mosquitoes to carry disease around the environment (2010, internet). Malaria and dengue fever have threatened the Southeast Asia and South Pacific islands due to climate change and increasing the population of mosquitoes and migration of refugees (Allianz Knowledge Partnership,2008.internet). Hence, it can be concluded that floods and climate change will destroy our safety and health environment. Moreover, high temperature in the river will encourage the growth of algal brooms and cause the water pollution index to increase and decrease the amount of oxygen supplied for the aquatic organisms. Since the river water pollution increases dramatically, the level of biochemical oxygen demand which is known as BOD level also will increase. The higher the biochemical oxygen demand level will result in the higher the pollution level. For instance, large amounts of blue-green algae devastate the nature of the universal solvent and threaten public health by releasing toxins into the water. Diseases and infections that can be caused by the algae's toxin are sore throats, gastro-enteritis and skin or eye-infections (Department Of The Environment, Climate Change, Energy and Water, 2010, internet).

Conclusion

In conclusion, there are several factors described above that strongly supported the argument to fight for environmental protection and create a better environment. Some of the reasons include environmental air pollution which increases the concentration of carbon dioxide that causes the formation of acid rain. Another reason is one of the side effects like global warming caused by deforestation which increases the global temperature causing the occurrence of ice melting. Moreover, global warming changes the climate to become warmer and floods encourage the growth of the pests and vectors like malaria and dengue fever to spread the disease out to the environment which increases the level of biochemical oxygen demand. Therefore, the environment should be protected for a better life in future.

C. FIGHTING THE CLIMATE CHANGE

Having studied this module, pupils will understand:

- *what "climate" is;*
- *what is the most important factor determining the climate on earth;*
- *what happens to the sun rays hitting the atmosphere and surface of the earth;*
- *how a greenhouse works and what is "greenhouse effect";*
- *which are the most important greenhouse gases;*
- *what are the characteristics of the climate change (global warming);*
- *what are the most important tasks in fighting the climate change.*

Climate is the long-term characteristics of the weather (mostly: temperature) of a given region. Depending on the region, we can talk about "local climate" (e.g., there are well-known "windy places"), "regional climate" (like "climate of Europe") and also "global climate". The Globe (the earth) is divided into different climate zones.
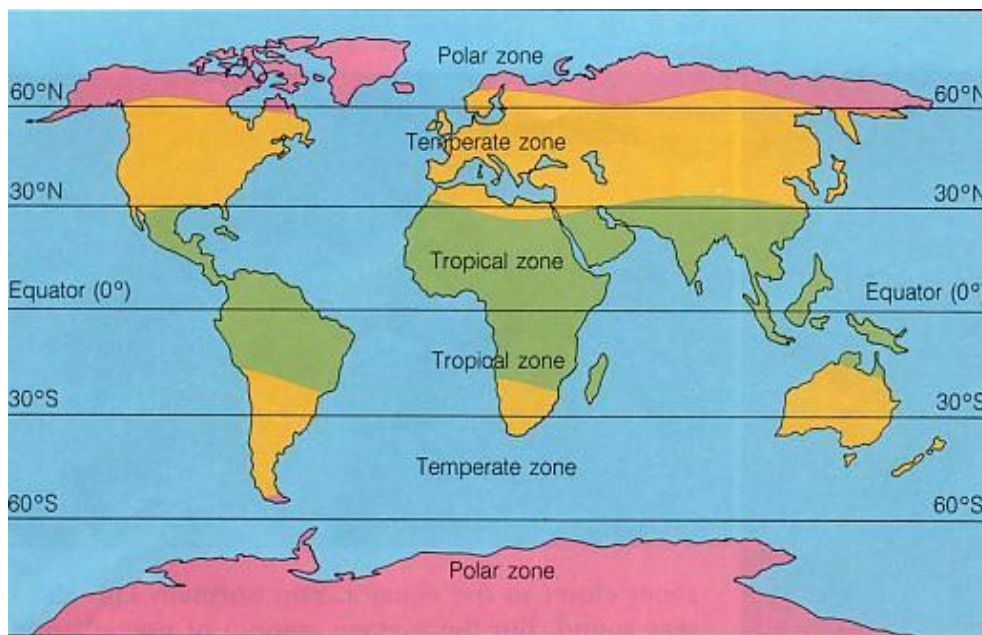
Picture 120: World climate zones

Climate zones depend on how sun rays hit the surface of the Earth: the more perpendicular (i.e. close to 90^0) that angle is, the higher the temperature is. It is around the Equator; this zone is called tropical. On the other hand, on the poles, when sun rays hit the surface with a very small grade, the climate is cold; it is called polar zone.

Obviously, temperature changes over the years too: in Europe in some places, winter may be as cold as -25^0, while summer temperature may hit $+40^0$. Therefore, always the average is calculated and also always on the long run: there may be warmer or colder years, but the long-time average surely shows the characteristic feature of the climate.

Some of the sun rays hitting the surface of the Earth are absorbed; others are reflected back into the Universe. Absorbed rays determine the temperature: the more rays are absorbed, the higher the temperature is. Reflection depends on the surface properties of the "reflector" like colour: we know from physics the concept of "absolute black body" that absorbs all incoming rays (similarly, we can define "absolute white body" that reflects all rays). Real bodies are always in between.

THE EARTH SURFACE ABSORBS AND REFLECTS SUNRAYS

REFLECTED

ABSORBED

TEMPERATURE IS DETERMINED
BY THE ABSORBED AMOUNT

THE MORE SUN ENERGY REMAINS ON EARTH,
THE MORE EARTH HEATS UP.
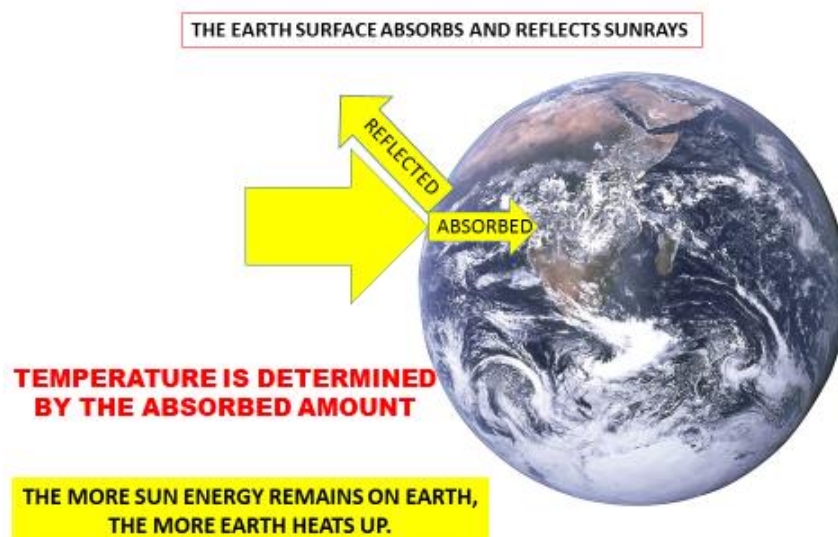
Picture 121: Influence of sunrays on temperature

Picture 122: A greenhouse

There are materials that behave like a mirror: they reflect the rays back. This phenomenon is used in the greenhouses to grow plants even if the outside temperature is low: the glass lets the incoming rays in but reflects the outgoing ones back to the surface and therefore, the temperature inside the greenhouse (usually glasshouse) is much higher and it allows to grow, say, vegetables also in winter.

One of such materials that reflect the outgoing rays is the well-known carbon dioxide. CO_2 is always the result of burning coal. (Burning is oxidation, i.e. association with oxygen). Carbon dioxide and several others with similar "heat-reflecting" characteristics (e.gmethane and nitrous oxide) are called "greenhouse gases". Among greenhouse gases, carbon dioxide is the most common and the most dangerous. It has always been in the atmosphere and its concentration was more or less constant over hundreds of thousand years. Since the industrial revolution however, its concentration has increased tremendously.

Picture 123: Amount of carbon dioxide on Earth

Graphics shows the CO2 concentration was always below 300ppm (parts per million – 300 ppm means 300 CO2 molecules out of million molecules in total). In our days, the concentration is around 400 ppm – and it has increased mostly during the last century.

Increase of CO2 in the atmosphere inevitably leads to higher temperatures of the Earth. Tropical weather will be even hotter and polar, and the cold climate becomes warmer. Since the poles are covered with snow and ice, a considerable part of them will be melted. That is dangerous in two different ways: first, it will raise the sea level on the Globe very considerably; second, mankind loses most of its sweet water reserves. Due to the sea level rise, geography of Europe may change dramatically and dozens of big cities like Helsinki, Amsterdam, Brussels, Odessa, Stockholm, Venice and many others will disappear: they will be underwater.

Picture 124: Map of Europe

Climate will be hotter in the temperate zone as well. We experience it already now: big rivers like the Danube have extremely low water level and horticulture suffers also: due to the hot days and less rains, the number of dry and hot years increases hast; and the crop and vegetables suffer a lot.

Climate change (also called global warming) is an extremely dangerous phenomenon; it may change the life of mankind totally. Therefore, nations have come together to determine the steps of reducing CO2 emission into the atmosphere – since it is connected mostly with energy generation, we must increase energy efficiency sharply. (It is also a must since fossil energy sources like coal, oil and natural gas are in very short supply and if we keep them as it is, those resources will disappear within a short; still in the life of the upcoming generation.

Therefore, fighting climate change is high on our priority list on social responsibilities; it is one of the most important issues in the responsibility for the future.
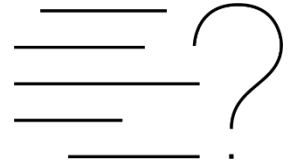
HOMEWORK

1. Explain why CO2 is produced in energy generation!
2. Explain how the greenhouse works!
3. Check how the ice cap on the poles has recently changed!
4. List ways of reducing CO2 emission!
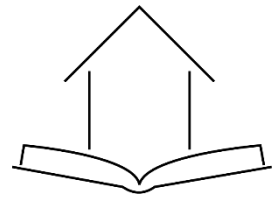
INDIVIDUAL READING

What Are Earth's Three Major Climate Zones?[7]

By Emily Beach; Updated April 23, 2018

From frozen icy tundra near the Arctic Circle to lush tropical rainforests straddling the equator, the Earth's climate changes dramatically with each shift in latitude. In between these polar and tropical extremes, many of the world's major cities experience more moderate conditions within a temperate climate zone.

Earth's climate can be divided into three major zones: the coldest polar zone, warm and humid tropical zone, and the moderate temperate zone.

Polar Zone

The polar climate zones fill the areas within the Arctic and Antarctic Circles, extending from 66.5 degrees north and south latitude to the poles. Characterized by a short, cool summer and long, bitterly cold winter, the polar zone features frequent snowfall, particularly during the winter months. The far northern portions of Canada, Europe and Russia fall within this climate zone. Farther north and south, the ice caps that make up Greenland and Antarctica represent a sub-zone of the polar climate region known as the ice cap zone. Within the ice caps, temperatures rarely, if ever, rise above freezing, even during the warmest months of the year.

Temperate Zone

Extending from the southern edge of the Arctic Circle to the Tropic of Cancer in the northern hemisphere, and the northern edge of the Antarctic Circle to the Tropic of

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[7] https://sciencing.com/earths-three-major-climate-zones-5186.html

Capricorn in the southern hemisphere, the temperate climate zone falls between 23.5 degrees and 66.5 degrees north and south latitudes. Temperate climate zones experience warm to hot summers and cool winters, with the greatest temperature variations throughout the year of any climate zone. Climate within the temperate regions ranges from the cold, snowy winters of New England to the balmy, moderate weather associated with the Mediterranean or Southern California. Much of the United States, Europe and the southern half of South America fall within this climate zone.

Tropical Zone

The tropical climate zone stretches from the Tropic of Cancer at 23.5 degrees north latitude to the Tropic of Capricorn at 23.5 degrees south latitude, with the equator centered within this zone. Climate within the tropical zone varies from the tropical wet regions of the rainforest, to the drier arid and semi-arid climate of north Africa or central Australia. Within the tropical wet zone, the weather remains hot and muggy, with frequent rainfall and little temperature variation. The arid and semi-arid regions experience wet, warm summers and cooler, drier winters, with much greater temperature variation than the tropical wet zone.

Considerations

Sun angle plays a major role in creating Earth's climate zones. Thanks to the tilt of the Earth on its axis, the sun strikes the area around the equator at a near-vertical angle, delivering substantial solar heat energy to this region. Closer to the poles, the sun strikes the Earth at a much shallower angle, resulting in less solar heat gain compared to the tropical zone. Prevailing winds and ocean currents then transport this solar heat energy throughout the globe. Factors such as elevation and proximity to the coast help to explain climate variations within a climate zone.

VIII. PERSONAL AND SOCIAL DEVELOPMENT

Personal development represents the personal and continuous process by means of which we change into better ourselves, every day.

We were not born perfect or taught, but we can try to make an effort to gain self-knowledge, skills and new behaviors, so that our personal and professional life can be fulfilled. Of course, each of us should know best what he/she wants from life and what he/she needs to fulfill his/her desires.

Throughout life, we acquire a lot of knowledge and skills, we learn at school, from parents, our teachers and mentors, which give us advice and guidance. If we knew from the start what we will do in life and with what resources, our way would be simpler and we would not need continuous learning. In other words, we would have more time for personal development.

Personal development is a life-long process. It's a way to evaluate our abilities, taking into account our goal in life and our goals on which we have set, in order to achieve and maximize our potential.

Picture 125: Personal development poster

A. SELF- KNOWLEDGE AND SOCIAL SKILLS

Having studied this module, pupils will understand:

- *what self-awareness is;*
- *the ways in which we can achieve self-awareness;*
- *which are the signs that indicate the achievement of self-awareness;*
- *what is social identity.*

SELF – AWARENESS, THE KEY TO SUCCESS

What does having self-awareness mean? That you have an overall recognition of your personality. However, very often youngsters perceive themselves completely differently. As a result, they end up consuming their time manifesting in negative relationships, quality and behaviors.

Signs that you have achieved self-awareness:

- Define your strengths and weaknesses.
- I can identify what I need to fulfill a new task.
- Point out your mistakes and be able to correct them.
- Understand and talk about your feelings.
- Have an empathetic attitude about other people's needs and feelings.
- Notice how my behavior affects others.
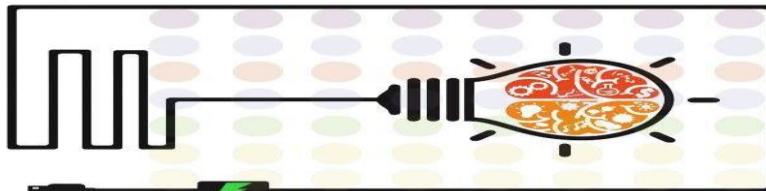
Picture 126: Power supply of our brain

How can I enrich my awareness?

- Expanding your emotional vocabulary will help you to express yourself better.
- Question your beliefs.
- Be aware of your own thoughts and feelings.
- Asking for constructive feedback from people you trust.

By achieving self-awareness, someone will be able to succeed in personal and social life, because you can set proper goals, interact with others, control emotions and create healthy boundaries.

How technology affects your social skills.

It is a common fact that nowadays teenagers tend to spend a lot of time on their technology devices, ignoring their word around them. In a digital world, the majority of communication is accomplished through a keyboard or touch screen and kids no longer understand the basics of simple conversation. Social media can connect us but at the same time isolate us. As social media connects us within the digital realm, it is creating a social skill deficit in our kids.

Side effects of the problem:
- The loss of eye contact.
- Losing the ability to speak on the phone.
- Spatial awareness and dangerous distraction.
- Attention span.

Wise use of social media:
- Try to eliminate the use of technology while eating, studying or doing other things.
- Switch off all the electronic devices at least one hour before bed and one hour after waking up.
- Take some days off during the week.

School's responsibility:

The school's responsibility is to promote responsible and ethical digital citizens.

- Teach them how to navigate with safety and explore appropriately.
- Inform them how to tackle with cyberbullying
- Remind them to be effective, thoughtful and ethical digital creators.
- Make them think how, when, why and for what purpose you are using it.

SOCIAL MEDIA AND IDENTITY

Social media helps people come together, communicate and interact in a fast and easy way. This leads to the formation of a new identity for each one of us. However, it is a common fact that this digital identity doesn't completely match with our real one.

Picture 127: A digital identity

Digital identity includes displaying ethical and appropriate attitude while using electronic environments and receiving information about using electronic environments. When it comes to creation and acquisition of digital identity, digital identities are certifications of users in one respect. They confirm and allow the recipient to certify that an email was really sent by you. Like identity cards used in daily life, a digital identity is also used to introduce oneself to others. Moreover, social media enables identity expression, exploration and experimentation.

Dangers that may occur:

- Stranger-danger. Due to the anonymity of the world of the internet there is always a danger of being deceived by someone.
- Over-sharing information and revealing too many personal details about your life, may lead to unwanted results.
- What you post follows you forever- you should never forget that.
- Cyber bullying

Our avatars are really exhausting:

Even those of you with the best intentions eager to keep your avatars as "authentic" as possible, can't always present the full spectrum of who you are in any given context- people are too complex and dynamic for that.

Picture 128: Social media

Avatars are not without consequence. So take them seriously!

CONTROL QUESTIONS

1. What is self-awareness?
2. Note down some techniques for self-awareness.
3. What are social skills?
4. Name three digital identities that someone can have.
5. How you can deal with the dangers that may appear through the use of social media?
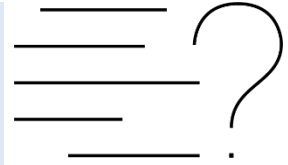
HOMEWORK

1. Fill out this worksheet to build awareness of **strengths**, **weaknesses** and how you prefer to **ask for help**:
   - I am strong at those areas:
   - I struggle with:
   - My favorite thing about school is:
   - The most stressful thing of my school day is:
   - I'd like some help with:
   - When I need help, I am comfortable asking for it in the following ways:
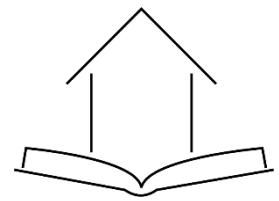
2. Separate into four groups and then discuss and write down solutions about a daily problem you may face. Then, share your ideas with the other groups and result in a common decision. Each presentation of the team should last around 10 minutes. During the discussion make sure you answer the question, take turns talking, stay on topic, look towards the speaker, make at least one comment and ask at least one question.

3. Choose your favorite social media and write down the most important reasons why it is useful to your life and what are the dangers behind it.

_____

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B. UNDERSTANDING NEEDS AND INTERESTS

Having studied this module, pupils will understand:

- *what learning for understanding means;*
- *what motivation is;*
- *which is the difference between empathy and sympathy;*
- *what represents manipulation.*

WHAT IS TEACHING FOR UNDERSTANDING?

Despite the fact that knowledge and skills absorb plenty of concern and are getting plenty of attention in today's educational system, they do not guarantee understanding. It is commonly noticed that people keep gaining knowledge through their lifetime without understanding deeply the base of it and how to use it properly. But, without those skills, knowledge is almost useless! In the long term, education must aim for active use of knowledge and skill. In short, we must teach for understanding in order to realize the long-term payoffs of education.

Here come four central questions about Teaching:

- What should we teach?
- What is important about understanding?
- How shall we teach for understanding?
- How can students and teachers know what students understand and how students can develop deeper understanding?

What does it mean to understand a topic? Build up performances of understanding around it. The true point of learning for understanding should be an actual engagement in those performances. The learners must spend the larger part of their time with activities

that ask them to generalize, find new examples, carry out applications, and work through other understanding performances. And they must do so in a thoughtful way, with appropriate feedback to help them perform better.

In summary, typical classrooms do not give a sufficient presence to thoughtful engagement in understanding performances. To get the understanding we want, we need to put understanding up front. And that means putting thoughtful engagement in performances of understanding up front!

Picture 129: Interactive conversation

HOW CAN WE TEACH FOR UNDERSTANDING?

- **Make learning a long-term, thinking-centered process.** The interest of the learning procedure should be centered around the thought of ideas they are learning for an extended period of time, so that they can learn their way around the topic.

- **Provide for a rich ongoing assessment.** The offer of criteria, feedback and opportunities for reflection is essential in order to learn performances of understanding well. Traditionally, assessment comes at the end of a topic and focuses on grading and accountability. These are important functions that need to be honored in many contexts. But they do not serve students' immediate learning needs very well. To learn effectively, students need criteria, feedback, and opportunities for reflection from the beginning of any sequence of instruction (cf. Baron, 1990; Gifford and O'Connor, 1991; Perrone, 1991b).

- **Support learning with powerful representations.** The way that information is presented can influence enormously how well that information supports understanding performances.

- **Pay attention to developmental factors.** The learning process should be adjusted of what students can or can not learn depending their age and developmental factors in general.

- **Introduce students into the discipline.**

- **Teach for transfer.**

Helping students to make the connections they otherwise might not make, and helping them to cultivate mental habits of connection-making (Brown, 1989; Perkins and Salomon, 1988; Salomon and Perkins, 1989).

THE IMPORTANCE OF EMPATHY

What is empathy? It is the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner.

Sympathy and *empathy* are closely related words, sharing common origins and similar circumstances in which each applicable. However, they are not synonymous. To start with, *sympathy*, it may refer to sharing or having the capacity to share the feelings of another person, while *empathy* tends to be used to mean imagining or having the capacity to imagine, feeling that someone actually has.
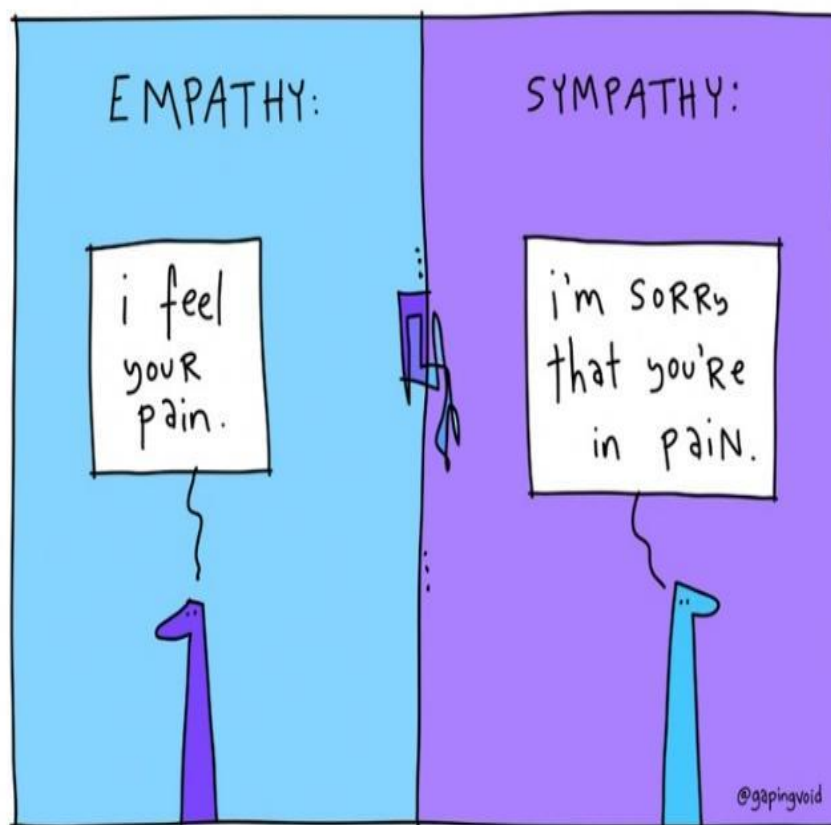
Picture 130: Empathy vs. Sympathy

Types of empathy

- **Cognitive empathy:** is the ability to understand how a person feels and what they might be thinking. Cognitive empathy makes us better communicators, because it helps us relay information in a way that best reaches the other person.

- **Emotional empathy** (also known as affective empathy) is the ability to share the feelings of another person. Some have described it as "your pain in my heart." This type of empathy helps you build emotional connections with others.

- **Compassionate empathy** (also known as empathic concern) goes beyond simply understanding others and sharing their feelings: it actually moves us to take action, to help however we can.

DIFFERENTIATE MOTIVATION AND MANIPULATION

Motivation is the word derived from the word *"motive"* which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to actions to accomplish the goals.

Human behavior is goal-directed. Motivation causes goal-directed behavior. It is through motivation that needs can be handled and tackled purposely. This can be understood by

understanding the hierarchy of needs by the manager. The needs of individuals serve as a driving force in human behavior.

Motivation is important both for students and teachers. Motivated teachers inspire

Picture 131: Tips to stay motivated

students to focus. And students motivated for learning inspire teachers to teach. Motivation is important to manage time effectively. Motivation is important to manage daily life challenges, opportunities and time efficiently to keep moving forward and achieving goals. Motivation helps us to manage our time and become productive and beneficial. Motivation is important in human life as well. Human development continues. There are many obstacles in humans daily. Some of the obstacles are the creation of natural disasters and some of the obstacles are created by uneducated society and less practical government policies and law. But when we provide a motivational environment to ourselves, our sense of purpose gets activated.

WHAT IS MANIPULATION?

Picture 132: A manipulation

Manipulation is the skillful handling, controlling or using of something or someone. Manipulation is getting what you want by ignoring or harming the desires of others. Manipulators use charm, persuasion, coaxing, trickery, and misdirection.

9 classical traits of manipulative people:

- Manipulative people, lack the capacity to approach other people, as a result they create certain scenarios, or they believe that their way of handling a situation is the only way because it means that their needs are being met, and that's all that matters. In other words, they tend to ignore what other people think or feel.

- Manipulative people do not have boundaries. Their needs are a priority for them even though sometimes they hurt other people.

- A manipulator tries to avoid responsibilities and doesn't mind even if he doesn't hesitate to blame others. It is just that their ethics doesn't stop them from refusing responsibility for their actions. Ultimately, they may try to get you to take responsibility for satisfying their needs, leaving no room for fulfilling yours.

- Manipulative people prey on our sensibilities, emotional sensitivity, and especially conscientiousness. They sometimes compliment you for your goodness and kindness. But over time, praise of these qualities will be minimized because you are being used in the service of someone who really doesn't care about you. They just want to make the most of you and serve their needs.

- A great sign is the way they talk about you when you are not in front. They are masters at "triangulation" - creating scenarios and dynamics that allow for intrigue, rivalry, and jealousy, and encourage and promote disharmony.

- Never waste your time trying to explain who you are to people who are committed to misunderstanding you.

- Try to focus on what people do rather than what they say. Always remember that what a person says and does are two very separate things. Observe someone closely, without making excuses for them—usually what you see is what you get.

Stay focused on your beliefs. In that way it's not easy for someone to manipulate your thinking.

CONTROL QUESTIONS
1. What is the difference between learning and learning for understanding?
2. What is the importance of it?
3. What are the basic steps someone has to follow in order to teach for understanding?
4. What is the difference between empathy and sympathy?
5. What is manipulative behavior and how can you recognize it?
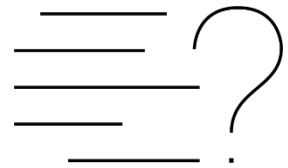
HOMEWORK

1. Choose a topic from the subject of science and try to connect it with as many subjects as you can.

2. Try to write down one of your favorite activities. Then select all the purposes in a box. Choose each time one paper and discuss in the classroom about the possible motives that lead you to choose this activity. (Notice that every person related to their personality acts differently).
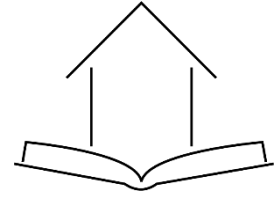
Having studied this module, pupils will understand:

- *what is the difference between motivation and manipulation;*
- *which are the ways of protecting against manipulation;*
- *how to check the sources;*
- *what is a CRAAP test.*

HOW CAN SOMEONE RECOGNIZE THAT HE/SHE HAS BEEN MANIPULATED?

Favorite *weapons* of manipulators are: guilt, complaining, comparing, lying, denying, feigning ignorance, or innocence, blame, bribery, undermining, mind games, assumptions, "foot-in-the-door," reversals, emotional blackmail, evasiveness, forgetting, fake concern, sympathy, apologies, flattery, and gifts and favors.

A common technique of the manipulators is to use guilt, deny their promises, agreements, or conversations, or start an argument and blame you for something you didn't do to get sympathy and power. Manipulators often voice assumptions about your intentions or beliefs and then react to them as if they were true in order to justify their feelings or actions.

They also try to frighten you with, so you sacrifice your needs and wants. If that doesn't
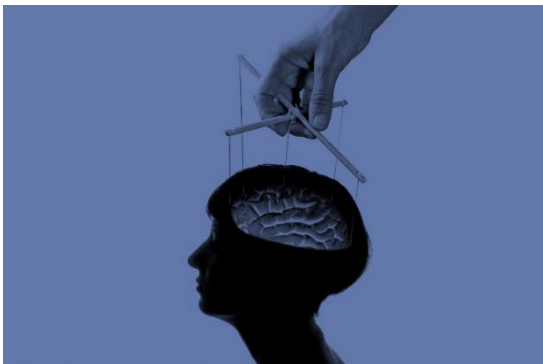
Picture 133: Mental manipulation

work, they sometimes suddenly switch to a lighter mood. They let you believe that they are going to do what you want but in the end they end up doing their thing. Their passive-aggressive behavior is a form of passive manipulation motivated by fear more than hostility. In every way they avoid confrontation, they're evasive, change the topic, or use blame and denial, to avoid being wrong. When confronted, codependents have difficulty

accepting responsibility because of their deep shame. Instead, they deny responsibility, and blame or make excuses or make empty apologies to keep the peace.

How to handle manipulators?

- Know your fundamental human rights.
- Keep your distance.
- Avoid personalization or self blame.
- Put the focus on them by asking probing questions.
- Use time to your advantage-think before you answer.
- Know how to say "no".
- Set consequences when they don't accept your "no".

Manipulation differs a lot from motivation in many points:

Manipulation	Motivation
Cares about the work.	Cares about the work and the person.
Fueled by pride.	Fueled with love.
Grounded in style.	Grounded by substance.
Controls people.	Empowers people.
Devalues people.	Values people.
Evil leadership.	Great leadership.
Fosters resentment.	Fosters loyalty.

ALWAYS CHECK YOUR SOURCES

Due to the extended access to various information there has to be a careful selection of what we read and reproduce. The Internet consists of a huge storage of information, where practically everyone can create material.

The ocean of data should be seen with critical eyes. The difficult part is that you have to check whether the information you read is accurate or not. The first step is to identify the authors, and the accuracy of what they provide. Then, you can make sure you visit recognized sites that present reliable information, check the date and the author's credentials. Moreover, you can verify the TDL and the Domain. You could even maybe read other articles on the site. Last but not least, don't forget that the internet may be a great source of information, but when accuracy counts, the library is still one of the best places to do research.

Once you have reviewed all this info, you can decide whether you believe the source to be credible.

Picture 134: Check your sources

- Since the internet is open to anyone, keep in mind that you may be reading corrupted information.
- If you are unsure about them, consult a library or an expert.

QUESTION INFORMATION

An important step is to distinguish whether information comes from a primary or a secondary source. Normally primary sources are revealed to be more accurate than secondary ones.

In more details:

- **Primary sources** include anything that is original data (research results, first-hand account, original work. Are first-hand accounts on a topic? Usually, they include historical and legal documents, eyewitness accounts, results of experiments, statistical data, pieces of creative writing, audio and video recordings, speeches, and art objects. Interviews, surveys, fieldwork, and Internet communications via email, blogs and newsgroups are also primary sources.

- **Secondary sources** interpret primary sources (journal articles, books, documentaries). They describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and process primary sources. Secondary source materials can be articles in newspapers or popular magazines, book or movie reviews, or articles found in scholarly journals that discuss or evaluate someone else's original research.

We should always use our critical thinking! Evaluating information encourages you to think critically about the reliability, validity, accuracy, authority, timeliness, point of view or bias of information sources.

What is **CRAAP** test:

- **Currency:** the timeliness of the information.
- **Reliability:** importance of the information.
- **Authority:** the source of the information.
- **Accuracy:** the reliability, the truthfulness and correctness of the information.
- **Purpose:** the reason that the information exists.

Keep in mind that not all the sources are created equally. Just being in print or available via the Internet doesn't guarantee that something is accurate or good research.

When searching the web, it's important to critically evaluate your search results:

- Look for articles published in scholarly journals.
- Look for materials at websites that focus on scholarly resources.
- Compare several opinions.
- Consult your instructor.

CONTROL QUESTIONS

1. Note down three main differences between motivation and manipulation and justify your answers.
2. What defines a manipulative behaviour?
3. Can you protect yourself from being manipulated and how?
4. What is the CRAAP test and how can it help you in your evaluation process when you come upon information?
5. Compare and contrast primary and secondary sources. According to you, which one is more valuable?
6. Why is it important to evaluate your sources?
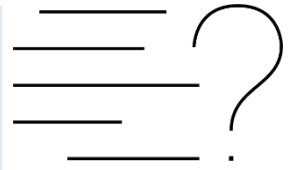
HOMEWORK

1. Comment the conversation above, keeping in mind the previous unit.
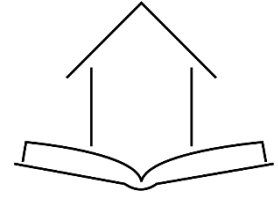
SCENARIO 1

James; Hi mom!

Mom; Hi honey! How was your day?

James; Well, actually I want to talk to you about a couple of things.

Mom; Ok, sweetie. What's up?

James; Um, well, today was just, like, crazy and there are two things I have to tell you about.

Mom; Okay, I am listening.

James; Well, the first thing was that my guidance counselor called me in his office.

Mom: And what did he say?

James; He got my exams back and I scored in the top 10% of all kids nationally. He said that basically means that I can go to every college I want. I told him that I applied to UC Berkeley, and he said that as long as I keep getting good grades, I'll probably get in for sure.

Mom; Oh, my god James, that's wonderful!

James; I know, I was really relieved. I thought I hadn't done that well, so I was really surprised. He said that the most important thing is to stay focused and not to get stressed. He said seniors get too stressed about everything in their lives and then they screw up their grades for being distracted with other things.

Mom; Well, sure. I'm sure you'll do great. What was the other thing that happened?

James; Um, well you know how the school's parking lot is always too crowded and people are driving too fast.

Mom; I guess…

James; Um, well. I was backing out to leave and this girl in my physics class was just driving behind me…um… I kind of backed into her. I mean, it was more like she hit the back of the car. I was so mad. So, like now there is a dent in the trunk and the one light fell off. I was so mad. I am sure it is something the insurance can fix though.

SCENARIO 2

Justify with arguments if the above article is accurate or not:

Digital literacy involves more than the mere ability to use software or operate a digital device; it includes a large variety of complex cognitive, motor, sociological, and emotional skills, which users need in order to function effectively in digital environments. The tasks required in this context include, for example, "reading" instructions from graphical displays in user interfaces; utilizing digital reproduction to create new, meaningful materials from existing ones; constructing knowledge from a nonlinear, hypertextual navigation; evaluating the quality and validity of information; and have a mature and realistic understanding of the "rules" that prevail in the cyberspace. This newly emerging concept of "digital literacy" may be utilized as a measure of the quality of learners' work in digital environments, and provide scholars and developers with a more effective means of communication in designing better user-oriented environments. The present paper proposes a holistic, refined conceptual framework for digital literacy, which includes photo-visual literacy; reproduction literacy; branching literacy; information literacy; and socio-emotional literacy.

Eshet, Y. (2004). Digital Literacy: A Conceptual Framework for Survival Skills in the Digital era. *Journal of Educational Multimedia and Hypermedia, 13*(1), 93-106. Norfolk, VA: Association for the Advancement of Computing in Education (AACE). Retrieved January 21, 2019

APPENDIX

CITIZENS' SOCIAL RESPONSIBILITY – CSR

We all live in a society – in a smaller one like our family, our class, our community or a bigger one, like our country or Europe. Today, due to the Digital Era benefits and characteristics, the world became small – we can easily make friends in Alaska, in Tahiti or in India. We say we live in a "global village" where everybody knows everybody – and really, no more than six connections are necessary to find a link from anybody to anybody in the world. From a street worker in Japan or a nurse in New Zealand to the Pope of Rome or to the President of the United States. Just a maximum of six links… - and anybody with anybody… Yes, the world has become small. We are global citizens, our biggest society is mankind.

CORPORATE SOCIAL RESPONSIBILITY; CSR

We live in a society, so we are also responsible for the society and also the society is responsible for us. That social responsibility was first identified and formulated for corporations; and hence the acronym CSR. It was identified as long ago as the sixties of the last century. Earlier, the liberal theory taught that the only task of a corporation (company) is to make profit; all the rest is not its business. The company pays taxes and from those taxes, the state is to take care of social matters. That is: the company's only responsibility and target is to maximize its profit and that is it. It is not the company but the state who is responsible for social matters.

As early as in the sixties of the 20th century, more and more people, managers and owners realised that the company is more responsible than just to make profit. The main reason for that much wider understanding of the companies' responsibilities was the emergence of the need for environment protection. First, it was realised that it is a global issue; pollution of, say, the air does not stop at the gates of the company- and not even at the national border. The second finding was, that by far the biggest polluters are companies,

(in American English: corporations.) Those two findings opened up the issue that a corporation is more responsible than just making profit at all cost.

Picture 135: Pyramid the four responsibilities

According to that radically new approach, companies have four fields of responsibilities:

1. **Economic:** That is the original task: be profitable as much as the company can. But in difference from the earlier purely liberal approach, the "at all cost" was replaced by "as the legal, ethical and philanthropic circumstances allow.

2. **Legal:** The company must obey all rules, keep all legal requirements, i.e. – work according to the law. And as earlier, law allowed practically everything for the companies from overworking of their employees to killing and harassing their neighbours and especially – competitors, law became more and more balanced and prohibited earlier excesses.

3. **Ethical:** It was a brand-new aspect. "At all cost" was also replaced by "in an ethical way"; i.e. the earlier rule "all is fair in love and war" and business was regarded as war amongst the competitors, now not every ting "was fair". More and more ethical rules were formulated like prohibition of children's employment, prohibition of artificially low prices due to low cost (coming from, say, from a work in prisons where the workers did not get salary, i.e., the labour cost was practically zero) and so on. Business ethics acquired more and more importance.

4. **Philanthropic:** Yes, companies should care for special groups of people and help them materially. So, some companies help the disabled to finance street cars for them; others help young musicians, yet another one's help – offer stipend – for the minorities, etc.

CSR became an important topic in international business and more and more experts started to work on its internationalisation and standardisation. At the end of that process, the International Standard Organisation (ISO) issued an international standard on CSR: the **ISO 26000:2010.** (26000 is the "name and number" of CSR like ISO14000 is for environment protection or ISO27000 for information security; and 2010 is the year of issue and international recognition.) Ever since, ISO 26000:2010 has been adopted as a national standard in more than 100 countries in the world. (ISO has close to 200 member countries.) That is – more than 90% of the world's economics (companies) follow (or minimum know) the requirements of Corporate Social Responsibility. All project partner countries have adopted ISO 26000:2010 CSR international standard and rules.

CITIZENS' SOCIAL RESPONSIBILITY, CSR

Albeit "CSR" is the acronym for "Corporate Social Responsibility", we can "go downward" from corporations (that is, from bigger or smaller groups) to individuals, i.e. to the citizens. Further, we can consider a citizen (an individual) as the smallest unit for a corporation (in many countries, one-man companies are really allowed…!), so we can use the analogy from the "original CSR" and use the same approach as to the corporations.

If we do so, we can formulate similar responsibilities for citizens as for the companies: citizens may have (and does have) economic, legal, ethical and philanthropic responsibilities.

So, we can use the same model for citizens as for the corporations:
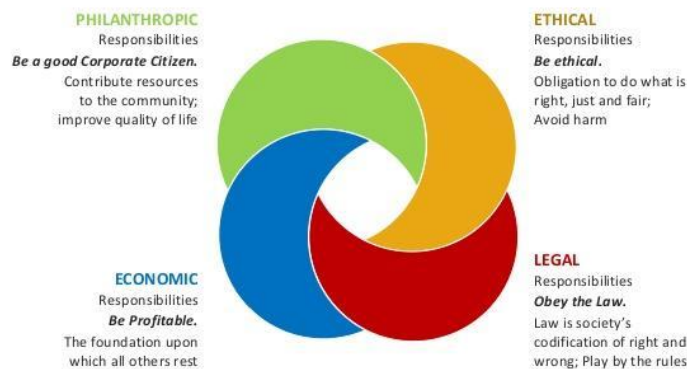
Picture 136: Corporate social responsibility model

Economic responsibilities

We say for corporations: "be profitable". The same goes for individuals: everybody has personal expenses and personal income; and each **individual is responsible for the income to cover all his/her individual expenses**. That is, all citizens must do everything possible to earn enough for their personal expenses: learn, study, seek a proper job and fulfil the job requirements impeccably.

Of course, there are acceptable exclusions from that principle. Kids cannot and elderly people may not earn enough for their own living. Our kids are our investment into the future, and therefore, "higher units" must move in to help finance the expenses connected to the upcoming generation: first of all, the family but also the society. The latter does so using our taxes – i.e., the real "load-bearing" generation is always the working generation between 25 and 65 years of age. The upcoming generation will be the load-bearing some years after – so it is really just an investment into their future opportunities. Of course, the

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biggest responsibility lies on the family – the family members' income must (should) be enough to cover all expenses of the family – including expenses connected to the kids, of course.

The situation is different with the elderly people. When people are in the active (working) age bracket (usually between 25 and 65 years of age), they pay an allowance for pensions. That is, it is the individual saving for the elderly expenses: people in general do not get pensions at the mercy of the society – they have worked for it, they have put aside money for that, they deserve the pension they get. (The amount of the pension is a different story; it depends on several factors. Further, the pension system usually is not organised in a "saving" way; i.e. pension allowances are not put aside in a bank and elderly people get their own savings directly – governments usually use the pension fund newly paid to cover the pension of the elderly; i.e., new pension fund is not set aside but used up immediately. And since it is so, it seems as if the working generation pays the pensions to the elderly people (which is not really the case !!!) it may become a big question how many working people "finance" how many elderly people. Since society always gets older (i.e., life expectancy is longer and longer), the working generation has a growing load. (I.e., the ratio of "pensioners/active people" gets higher and higher.)

Unemployment is also a different issue. An unemployed person does not have an income to cover his/her own expenses, nothing to say about their children and even less about keeping the elderly people. Instead of contributing to our own expenses, expenses connected to the children and pensions, an unemployed person cannot cover even his/her own expenses. **Therefore, citizens must make all efforts to find a job and join the earning-generating generation**. Until it is not done, the society must keep the unemployed person alive – and also his/her children.

Legal responsibilities

Legal system (the law) defines what is right and what is wrong in society. People (citizens, individuals) are obliged to keep the law, i.e. follow the rules.

In some cases, the "law expectations" of society and the real law do not fully overlap. Law and truth do not always overlap. If so, citizens may feel that the legal system (the courts) secure lawfulness but not the truth. It may lead to conflicts. In a properly working society, the law and the truth overlap. If not, persons (citizens) are urged to keep the law (i.e., be lawful, law-abiding) but immediately inform the relevant instances that they feel the lawfulness and the common judgement about truthfulness do not overlap, so actions should be taken: either to change the law or "teach" the society why their feeling about truthfulness is not correct. (It is often so with, say, death penalty; the society often feels that the criminal deserves capital punishment but the law does not allow death penalty. In that case, society is wrong and it has to be "educated".

Ethical responsibilities

Ethics is a concept of right and wrong conduct. It seeks to resolve questions of human morality by defining concepts such as good and evil, right and wrong, virtue and vice, justice and crime. Ethical requirements are of higher value than the legal requirements, since there are a lot of issues regarding conduct which are considered as not ethical but not regulated by law. (E.g., do not talk respectfully with other people, especially with elderly ones; do not be polite and respectful towards women, not to be courteous towards them, and so on.)

Ethics is usually not written; it stems from what the given society respects and evaluates as ethical. Therefore, meeting the ethical responsibilities means simply to obey the rules and expectations of the society for living in it.) **Ethical behaviour is a responsibility of all citizens.**

Philanthropic responsibilities

Philanthropy literally means "love of humanity". It is usually a voluntary private initiative to make something for public good. It is close to charity but charity is regarded rather as an individual, one-shot action to help somebody while philanthropy is regarded as something for public good. It is by far not only material, money initiative; it may be anything which helps the community (like organising children care for Saturday till the parents may go shopping or a meeting or do something which is impossible with the kids.)

COMMUNITY'S SOCIAL RESPONSIBILITY, CSR

If we say Citizens' Social Responsibility is a "downsizing" of the original CSR, Community's Social Responsibility is a definite upsizing of it. "Community" may be as small as a family and as big as mankind, the "Global Family." Community's responsibilities can be treated exactly as other CSR: economic, legal, ethically and philanthropic.

As persons (individuals, citizens) are responsible towards their society and must obey all the rules of living in a society, a society also has responsibilities towards its citizens. Society is a frame for living for individuals or for smaller groups like families and a well-functioning society provides protection and support for its members.

Economic responsibilities

Corporate SR says: "be profitable" – and we can say something similar for the society as well. Society has different kinds of community expenses and, therefore, it must have community income too to cover those expenses. In principle, the community may have its own, authentic income as well. It is usually organised as income of the society's owned companies, where profit can be used freely by the owner – i.e., the community. Since profit is also used for the society's benefits (and companies themselves may also fulfil similar tasks), such companies are usually called **not-for-profit companies**. In principle, such companies do not differ too much from the "usual" companies: they produce something (maybe also services), there are expenses occurring during the production,

companies pay salaries to its workers, they realise profit as a difference between the income and expenses, they pay profit tax, they develop the company using that profit – the only difference being they do not distribute dividends to the owners. (In reality, since the owner is the community, they do pay dividends to the owner – i.e., to the society – but the society uses those dividends in common benefit.)

Profitable, society-owned companies are a rarity. Usually, community-owned companies provide community services to its members like public transportation, health care, police, etc. Such companies do have expenses but usually do not have enough income to cover those expenses, i.e., they are not profitable. (It is understandable. In order, say, for a public transportation company to be profitable, the citizens should pay high prices for the tickets. That is – citizens pay money to the society's company to make profit that those citizens get back as different kinds of services like police or hospitals. That is, **the economy of a society is usually a redistribution of income amongst the society's members.** Citizens pay taxes and get those taxes back as medical services or education.

One might ask: why is redistribution that necessary?! True, people could get less but should also pay lower taxes. First, because there are functions and services that do not bring income, like schools or fire brigades but that are needed in a well-functioning society. But there is an even more important reason: the redistribution. Taxes are not equal for everybody. Those who earn more, pay more – i.e. contribution to the public services (public expenditure) is higher for those who can more. **It is called social solidarity. The rich or the ablest contribute to the public benefit much more than the poor.**

That redistribution has to have a limit, though. If taxes take too much from those who earn more, those people may lose interest to fight for higher income, more profit. So, "public budget" must have a normal balance in both senses: the business interests vs. "ratio of centralisation and redistribution" and also the balance between income and expenditure must be in balance. If expenditures are higher, we say there is a "deficit in public expenditure" (or public budget) and the difference cannot be financed but by credits – or

material help from even bigger communities. (Say, a support of local municipalities – i.e., communities – from the state budget.)

Legal responsibilities

It seems a bit funny, since those legal regulations are determined by the community itself. How come – communities do not follow the rules set by the same communities…?! Yes, such contradictions may happen. It is important to know that rules and law are obligatory for the communities (and their usual, elected organs: the local governments) and for its members equally. We know of many cases when a citizen went to court against the local community (or even the national government) and won the process. Communities should be the example of how to obey a community's rules.

Ethic responsibilities

There is again a contradiction: since it is the community that sets the ethical rules and responsibilities, how come that they do not obey those ethical rules themselves?! It may happen though; but it is usual that not the whole community but some members (say, the local government members) do not keep the ethical rules. Since ethical rules are not always regulated by law (ethics is above, wider than the law), such cases cannot always be punished. The only punishment is the local community opinion which may turn decisive on the next elections.

Philanthropic responsibilities

If we define philanthropy as actions for the public benefit, all actions of the local government should/could be regarded as philanthropic actions of the communities. Communities should care for the poor, for the disabled, for the unemployed, for all that are in need. Communities may also create special ways (like stipends, special support, special credits and other special actions) for this or that group in need. There are such actions practically in every society and every country; say, travelling free of charge on public transport for elderly people is exactly such an action.

IMAGE LIST

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REMARK:

The icons, which you find in the control questions, homework, individual reading and class game, were created by Martin Strieženec for the needs of the project.