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# REINVENTING EDUCATION

second international conference

## BOOK OF ABSTRACTS



**2<sup>nd</sup> International Conference of the journal “Scuola  
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**Reinventing Education**

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### 673 Digital Citizenship: A Survey On Teachers' Perception And Teaching Practices

Di Martino, Valeria (University of Catania, Italy)

**Keywords:** Digital citizenship, Online citizenship, Teacher perception, Teacher practices, Digital citizenship teaching

Nowadays citizens live in communities made up of complex interweaving of physical reality, technologies, digital media and social networks and are faced with a completely new set of challenges and opportunities that require a critical and cultured citizenship, capable of dealing with differences in a way responsible and humane. Digital citizenship is defined as the acceptable, ethical, and responsible use of technology that emphasizes a more collaborative, creative, and self-empowering use of technology in education as well as in personal use.

Teachers are essential in helping students develop digital citizenship skills as they model and teach digital citizenship in their classrooms. Teachers then can empower students to use technology responsibly to learn, create, and participate as digital citizens and develop critical thinking abilities, enhance digital communication skills, and influence their communities by connecting their in-school learning with their out-of-school civic participation.

The contribution intends to detect the perception of digital citizenship of teachers of different school levels and the learning methodologies, materials and resources used by them to incorporate digital citizenship education into the curriculum and into their school community. To this end, the Digital Citizenship Scale and a questionnaire was administered to a non-probabilistic sample of 50 teachers. Specifically, the questionnaire aims to investigate issues related to media literacy, online security and responsibility, disinformation, as well as the use of technologies to promote and protect human rights and foster active participation in democratic processes. Both qualitative and quantitative research methods were employed.

The results can help to highlight teacher practices and bring out the training needs of in-service teachers so that they would help their students to become digital and ethical citizens in digital learning environments.

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### 612 From Digital School To Digital Citizenship: A Critical Reflection

Fabiano, Alessio (Università degli Studi della Basilicata, Italy)

**Keywords:** digital citizenship, digital school, Digcomp, democracy, educational technologies

We live in a reality in which digital technologies have radically changed attitudes, practices, habits and the way we communicate and relate. Today we speak of a knowledge society, a complex society that is always subject to rapid and continuous changes. All this has repercussions not only on a social and cultural level, but also on an economic one, therefore, in order to govern this change it is necessary to develop creative thinking and acquire specific skills so that all citizens can develop an ability to adapt to different life situations. It is therefore a question of giving life to a process of continuous learning throughout life, the so-called "lifelong learning" which in this digital age cannot ignore the development of digital skills. Without these competences, it is not possible to fully exercise one's rights or participate actively in democratic life. Certainly the development of these skills is not merely instrumental but also and above all conceptual. Knowing how to use technologies with confidence does not imply any competence, but it is the way we use them that makes the difference. An individual becomes a competent digital citizen when he or she uses technologies with awareness, critical spirit and responsibility. This short work focuses on the concept of citizenship extended to the digital dimension and on the need to start a digital literacy process from the very first schooling. In this process, the fundamental role of the school is reaffirmed, as an educational institution that has the task of educating and training the citizens of the future. We will try to illustrate the school of skills, which has as a reference horizon the 8 key competences for lifelong learning, including digital, contained in the European recommendations 2006 - 2008 - 2018. Finally, the DigComp model will be proposed European Digital Competence Framework for Citizens, aimed at improving citizens' digital competence and a tool that can also be used by education managers for

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