

Transcript of excerpts of Christian Ollivier's keynote

There is a core recommendation to introduce DCE (Digital Citizenship Education) in all school subjects. So, not necessarily to make it in a specific subject, but to have DCE in all subjects. I will try to show how it is possible in language education. So, where are the links? First of all, DCE and language education both aim at developing social agents. We want to develop people, to add people to be able to act in various communities with different values, with different cultures, so in multifaceted communities. That is something we have both in common - the global goal – that is to say more or less. And one of the competences that is very often mentioned in the literature on Digital Citizenship is the ability to communicate. Using language and knowing how to use language, knowing how to communicate is one of the core competences for digital citizens. It requires awareness, attitudes, knowledge, skills, and so on, as we promote in language education. And if we want our youngsters to be digital citizens, acting in the global world, acting not only in their small communities, but being able to act in other communities, in international communities, they need plurilingual competences, they need plurilingual and intercultural competences.

If you had a look at the complementary version of the Common Framework of References, you have noticed that mediation is central in this new version. As I told you, one of the types of action is mediating. When you are a digital citizen, you are mediating, you are sharing information, you are retreating information, and so on. Mediation is one of the core elements we are dealing with in language education and DCE and you have to deal with the high variety of human beings, of societies and communities. There are a few aspects that we have in common. We have more in common, but I want to point out some of these aspects that I see as essential. So, [the question is]: how to implement [DCE]?

I will give you some insights on our pedagogical principles and I will give you some examples to illustrate this in this presentation. The preparatory work has been done, we now know we have to define objectives - we know what is a digital citizen, a user of different technologies and languages – what [do] we want to develop, what are the objectives we have as language teachers? [We want] our students to

develop knowledge, competences, skills, awareness, critical understanding, attitudes and so on. Now, how to make it. We are developing at this time in the E.lang project two types of tasks. One type of task is what we call “real-world tasks”. And in this aspect we are linked to open pedagogy, but in line with the Committee of the Ministers of the Council of Europe when they propose to use real-life situations to develop digital citizenship. With real-world tasks what we want to offer is opportunities to act as users of languages and technologies. We don’t want only to prepare students to be citizens when they leave school or when they leave the university. We want to give them the opportunity to make the experience of digital citizenship and to make the experience of authentic communication. We want to give them the opportunity to be actors of the internet, to address real people on an online platform. And this is one of the specificities of real-world tasks. When students are completing a real-world task, they are completing it on a digital platform, on an internet platform, which is open to everyone, which is a participative platform, and they are addressing real people outside the platform, they are doing something with these people and not doing something in the classroom. And the other types of activities or tasks that we are developing are reflexive activities. Reflexive activities, or reflexive tasks for the classroom are opportunities to reflect upon the use of technology and digital citizenship.