



# Digital Citizenship Education Curriculum. Results of a National Investigation and Didactic Proposals

Loredana Perla<sup>1</sup> (✉) , Laura Agrati<sup>2</sup> , Viviana Vinci<sup>3</sup> , Alessia Scarinci<sup>1</sup> ,  
and Rosa Palermo<sup>1</sup> 

<sup>1</sup> University of Bari Aldo Moro, Bari, Italy

{loredana.perla, alessia.scarinci, rosa.palermo}@uniba.it

<sup>2</sup> University of Bergamo, Bergamo, Italy

laurasara.agrati@unibg.it

<sup>3</sup> Mediterranea University of Reggio Calabria, Reggio Calabria, Italy

viviana.vinci@unirc.it

**Abstract.** Citizenship education is now a priority at European and national level. The continuous historical, political, social and cultural changes entail new definitions of the construct of citizenship which becomes multidimensional, since the dimensions that compose and define it are different. Among these emerges the digital dimension which involves new ways of involving citizens in an active and participatory way. The development of ICT has led to an increase in new social media also in civic participation. Although evidences have shown effects on the civic engagement of young people, the use of social media and digital resources is still marginal in the ‘every day’ school context. The results of a national research on citizenship education are described - the few digital components in the design of civic education teachers - and the proposals for a digital citizenship education curriculum are shared.

**Keywords:** Social media · Civic education · Critical thinking · Curriculum · Teacher training

## 1 Theoretical Framework

When we talk about citizenship, we refer to rights, freedom, equality, solidarity, etc., we describe our-selves, our history, the world we inhabit, we refer to the relationship that the individual has and builds with society [1]. The development of civil, political and social rights, the historical-political transformations of society have led to an evolution of this concept: if historically, as UNESCO highlights in the document “Education for Global Citizenship” [2], citizenship was a the exclusive right of a few, today, growing globalization has expanded its borders beyond the terms of the nation-state indicating a “sense of belonging to a larger community and a shared humanity, political, economic, social and cultural interdependence and a intertwining between the local, the national

and the global” [2]. Citizenship is a multidimensional concept, characterized by a plurality of meanings, of contents, qualified by different adjectives that define its meaning: multicultural, active, democratic, inclusive, participatory, digital, global. Citizenship expresses the status, the position that the citizen has towards the state and determines his belonging to it with his rights and duties towards the community. But it is also an activity linked to active participation and commitment to public life, characterized by action and the exercise of skills [3]. The 2018 European Recommendations underline the need to promote the development of skills to ensure active citizenship and “strengthen awareness of common values” [4], recognizing among the key competences those in the field of citizenship: “citizenship refers to the ability to act as responsible citizens and to participate fully in civic and social life, based on an understanding of social, economic, legal and political structures and concepts as well as global evolution and sustainability” [4]. The attention placed at European level on the need to acquire these skills highlights the role that education and instruction must play in the process of developing active, conscious and responsible citizenship [1, 3]. Educational and training institutions, as a place for meeting, comparison, dialogue with others and for the development of critical thinking and autonomy, must allow students to “learn through participation to enter the great horizon of human culture” [1] to become *cives*. Education is the tool that allows students to build a “human future” [1], to build future citizens of the world. Citizenship education presupposes an educational project that takes into account the multidimensional and interdisciplinary nature of this concept, capable of developing a dynamic set of knowledge, attitudes, attitudes and values [5]. In this regard, the UNESCO 2018 Global Citizenship Education: Topics and Learning Objectives, offers a list of Global Citizenship Education (GCED) topics, learning objectives, and themes organized under three GCED learning areas - the socio-emotional, cognitive, and behavioral. It also identifies, in relation to the learning areas, three characteristics of the students that global citizenship education aims to develop [2]: be informed and have a critical spirit; be socially involved and respectful of otherness; be ethically responsible and committed. Responsibility, critical thinking and participation are the categories that must guide the redefinition of teaching that has as its objective the development of the citizen of tomorrow.

## 2 Research Topic

The digital ecosystem in recent years has undergone an evolution such as to transform the way and places of communicating, learning and relating, leading to an increase in new social media also in civic participation [6–8].

Digital technologies and the web have created a new social space to inhabit in which to build one’s identity and knowledge without being tied to a form of “learned learning”, as reported by Rivoltella [9]. Castells in 2004 spoke of the “space revolution”, a revolution that took place with the “internet revolution” which expanded the global connection, amplified the dimension of flows and places, reproducing and reorganizing the structure and morphology of society in company networks [10]. “We are facing an extremely pervasive change, full of implications due to the exponential growth of connections and interactions, which cannot be ignored” as reported in the syllabus for

digital civic education promoted by MIUR [11]. Technologies are changing the nature of the democratic processes of society and creating new forms of participation in social and public life, leading to an evolution of the concept of citizenship into digital citizenship [12]. Navigating and inhabiting this digital ecosystem requires the development of a full digital citizenship that sees the development of critical thinking and responsibility as the key aspects for its implementation. Technologies, digital and social media also define an informal space within which to share a new culture characterized by a horizontal socialization, capable of generating informal learning communities, in which to mediate knowledge, relationships and representations of history [9, 13, 14].

These informal learning communities are defined by Gee as “spaces of affinity” within which people learn and actively participate, according to their skills and interests [15]. These are spaces that differ from formal educational contexts as they present provisional, innovative structures capable of responding to short-term needs and temporary interests [15]. It is the way we inhabit this space of the network which, as Carenzio [16] argues, defines the way in which we are citizens both on and off the screen. According to Meyrowitz [17], the revolutionary significance of the media lies in the fact that the medium and the representations of reality it conveys transform the social environment and that such changes can affect the behavior of individuals. For a “full and active participation in public life and in the community and in economic life” [18] it is necessary to provide for media education interventions to develop young people the digital citizenship skills necessary to become critical consumers, responsible digital content producers and aware surfers, as stated in the document on digital civic education, skills that allow us to face the challenges of the 21st century. Bertram and Bruce said that “Teens need to learn to integrate knowledge from multiple sources, including music, videos, online databases, and other media. They need to think critically about information that can be found almost instantly around the world. They need to participate. to the types of collaboration that the new communication and information technologies allow, and which require more and more” [15]. The school, therefore, as a place for the transmission of knowledge and for the expression of citizenship, for personal, social and cultural development and growth, must act as a mediator in the use and interpretation of the culture that young people produce through digital media [9]. The teacher is called to develop a critical awareness of the implications of the use of technologies in the new generations and it is no coincidence that digital competence implies critical thinking and ethical-social skills [19–21]. The promotion of global citizenship passes from actions aimed at promoting key competences related to critical thinking, active citizenship, holistic approach and complexity, collaborative practices, transformative learning and awareness and responsibility [2]. Computer and Information Literacy refers to the individual ability to use technologies in order to investigate, create contents, communicate and participate in the community [7]. Critical thinking and responsibility are the essential objectives to enable students to “identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, build new knowledge, create media expressions and communicate with others in the context of life situations specific in order to allow constructive social actions and reflect on the process” [13]. Policies and research offer conceptual models - Web Literacy [22], MediaSmarts [23], DigComp [24] - useful for reflecting on the possibility of developing content based on *responsibility, security, freedom of expression* criteria [25].

As the DigCompEdu document [26] highlights, children and young people are born and grow up in a world characterized by a technological ubiquity that does not necessarily involve the possession of the skills necessary for the correct use of tools. The objective of national and European policies is to develop digital skills in order to make citizens active, critical and responsible users and producers in the use of technologies [4, 15].

### 3 Methodological Design

The promotion of an active and responsible citizen, of a global citizen, inevitably also passes through digital citizenship for which it is necessary to start digital civic education paths and schools are faced with the task of redesigning this teaching. With a view to starting the new teaching, a specific collaborative research-training project was created, funded by the Ministry of Education “National Plan for the promotion of the culture of legality”, pursuant to art. 15 of the Ministerial Decree 851/2017, “At the school of citizenship. Vertical curriculum and evaluation of citizenship skills” in which it was possible to explore the forms of transposition of the knowledge included in this area of knowledge and hypothesize a conceptual matrix from which to derive specific curricular designs for the teaching of civic education, differentiated by grade of school.

The project carried out by the University of Bari (Italy), in cooperation with the CREMIT research group (University of Milan), UCIIM teachers’ professional association and a national network of schools (N = 10; target: 72 teachers, 10 Headmasters). The project falls within the framework of professional teaching through the ‘analysis of practice’ devices and the collaborative research [27–30]. This Project aimed at design and realize a vertical curriculum of citizenship education and, alongside, to train teachers for its development also by constructing of scoring rubrics of citizenship competences. In order to explore the representations of teachers struggling with a transversal teaching that requires specific assessment, they were asked to respond to three assignments online with other teachers or individually:

1. the identification of a topic within the teaching of citizenship or civic education considered by teachers to be “indispensable” in a curriculum of this type and potentially developable in a vertical diachronic sense;
2. the proposal of one or more AU relating to the chosen theme;
3. the reasoned presentation of one or more citizenship or civic education projects already carried out in the last three years in the schools involved in the network.

84 text corpora were collected: No. 27 for the first assignment, No. 30 for the second and 27 for the third respectively. Professional writings [31] were analyzed with the Qualitative Data Analysis (QDA) procedure based on an inductive process rooted in the ‘principle of fidelity of analysis’ [32, 33] which led to the emergence Grounded Theory [32, 34–37]. The QDA analysis process was marked by the following phases: a) open coding - first open conceptualization of textual data in meaningful text units with identification of labels; b) axial coding - identification of frequent macro-categories, emerging from text strings; c) selective coding - analytical hierarchy among the identified macro-categories and emergence of the core categories. The validity of the analysis was ensured by triangulating the viewpoints of the researchers involved.

## 4 Results

Below we describe the results relating to an initial analysis of the documentary products of the teachers involved in the project. The first assignment - *Identify a theme within the scope of Civic Education that it considers useful to develop vertically, justifying the answer* - attempted to investigate what were the themes considered to be ‘founding’ in the teaching of civics with respect to the grade of the teachers’ school. From Table 1 emerges a variety of themes attributable to the three pillars of teaching identified in the Guidelines (Annex A of MD 35 of 22 June 2020) [11]. There is little attention paid to education for digital citizenship, a useful topic identified in only one case. Popular topics are awareness of the diversity of reality related to respect and acceptance of the other (Table 2).

**Table 1.** Axial coding of the first delivery

I cycle of education	II cycle of education
Knowledge of the Constitution for the promotion of active citizenship	History of the Constitution
Digital citizenship	Electoral system and Democracy
Human rights and promotion of the convention on the rights of the child	Respect for shared rules
Creative writing	Educating for differences
Educate on the importance of rules	The State and International Relations
Human rights	Citizenship
Reading education	Supply-demand, market laws
Environmental sustainability	Addiction prevention
Sport	Territory
Citizenship	Work
Importance of culture	

**Table 2.** Axial coding of the first delivery (excerpts from textual analysis)

I cycle of education: themes	Excerpts from textual analysis
Knowledge of the constitution for the promotion of active citizenship	Education for the Constitution envisages the acquisition of knowledge and skills also through the educational contribution of the various fields of experience as far as pre-school is concerned, as well as of all the other areas and disciplines envisaged in the curricula of schools of all levels

(continued)

**Table 2.** *(continued)*

I cycle of education: themes	Excerpts from textual analysis
Digital citizenship	In the area of Constitution and Citizenship/Civic Education, we have chosen to develop the theme of 'digital citizenship', as it fits in with the planning of our Institute (PTOF 2019–22) aimed at promoting the development of transversal social and civic competences in the perspective of a vertical curriculum, which are part of the broader concept of promoting global citizenship, in order to form aware and responsible citizens in a modern, connected and interdependent society
Human rights and promotion of the convention on the rights of the child	The project stems from the implementation of a national action entitled promotion and diffusion of the Convention on Children's Rights, promoted by the Childhood and Adolescence Authority; whose main objective is to make more children aware, through playful-animative methods, of what is a right and a duty, starting with themselves and the performance of their daily lives
Creative writing	Playing with words lightens the heaviness of everyday school life and teaches how to turn limitations into strengths, difficulties into opportunities Starting from the assumption that the ordinary functioning of our language is a game we play using our memory to search for words and combine them with each other to produce sentences and utterances of various kinds, the CREATIVE WRITING PROJECT aims to use the game route to recover, consolidate and improve language learning
Educate on the importance of rules	Life at school is a great educational gymnasium from an ethical and social point of view: spaces, games, materials, time... Are and must be shared by all with equal opportunities. To respect this conviction and the pupils' need to feel good about themselves and others while avoiding conflict, a desire to share common rules was born in the third classes

*(continued)*

**Table 2.** (continued)

I cycle of education: themes	Excerpts from textual analysis
Human rights	“HUMAN RIGHTS” is the theme that was developed in the context of Constitution and Citizenship in the fifth classes of our school. The objective is to activate, stimulate and consciously exercise active citizenship in children and to develop the centrality and participation of pupils in the social context of their environment, to acquire a sense of identity and belonging to their community and to prepare for responsible growth and solidarity as ‘citizens of the world’
Reading education	The second macro-area (Appointment in the library, Books are wings that teach you to fly, Invitation to reading) where the focus is on reading education as the construction of maps of sensations and emotions
Environmental sustainability	Under the guidance of the teachers of each class council, through the development of a specially drafted UdA, a path was followed with the pupils of the entire school community to explore the issues and problems related to the theme of environmental sustainability. In particular, an attempt was made to grasp the value of acquiring a style oriented towards energy saving, waste reduction and separate waste collection, also by reading specific texts, watching films and using resources available on the Internet. Experts from the sector were also invited to strengthen the school-territory-institutions link
Sport	Approaching the values that sport promotes awareness and acceptance of one’s own and others’ limits, ability to work as a team, education in mutual tolerance. These objectives are further amplified in the experience, for secondary school pupils, of the Student Championships: the confrontation with pupils from other institutions enables the students to exercise active citizenship skills by practicing fair play in sport
Citizenship	It is necessary to promote in young citizens (pre-school, primary school and secondary school pupils) the awareness of belonging to a social and institutional body that grows and changes over time and space and that guards the culture of respect and legality

(continued)

**Table 2.** (continued)

I cycle of education: themes	Excerpts from textual analysis
Importance of culture	<p>“What is culture good for? It serves to improve people’s souls, to make them reflect, to make them more tolerant of those who are different from them, thus to discover the value of democracy and solidarity, to drive out the impulses of violence. Therefore, democracy, i.e. the democratic state, has a primary interest in promoting culture, in expanding its roots and branches</p>
II cycle of education: themes	Excerpts from textual analysis
History of the Constitution	<p>Starting from the awareness of the high value that knowledge of the Constitution assumes today, it is deemed necessary to acquaint young people with the historical, institutional and ideological events that led to the ratification of the Italian Constitution as a document of democracy and a reference model for the construction of their personal, local and national identity</p>
Electoral system and Democracy	<p>Also interesting as an authentic task to train a student capable of critical thinking is the proposal by Prof. Ernesto Galli della Loggia to acquaint students with the history of the Constitution, because in order to talk about things one needs to know their history and illustrate the problems of democracy, asking a number of questions such as: 1) Does the idea that the majority must win seem right to you? 2) Democracy is caught between two poles, between formal equality and substantial freedom; 3) What is it that does not work in the mechanism of representation?</p>
Respect for shared rules	<p>A theme in the area of the Constitution and Civic Education that it is useful to develop vertically is RESPECT FOR SELF AND OTHERS, RESPECT FOR THE SHARED RULES. In fact, from an early age, with age-appropriate means, it is a duty, in a society where many families are separated, to make them understand the importance of respecting themselves and therefore others for peaceful and collaborative coexistence in order to build a humane society</p>

(continued)



**Table 2.** (continued)

I cycle of education: themes	Excerpts from textual analysis
Educating for differences	The time in which we live is characterized by an increase in racism and violence between individuals and especially this can be seen among adolescents through social media. The school's task is to educate to respect differences and above all to grow up applying in everyday life the principle of equality recognized by Article 3 of the Constitution
The state and international relations	It is essential, in a multi-ethnic and composite society, that the child understands that, in addition to his or her own country, there is a supranational reality, both in the European sense and in a broader sense, which is the international scenario. After having acquired the concepts of: State, people, territory, nation, it is necessary to be able to understand that we are European citizens and citizens of the world and that we have rights and duties that derive from such 'citizenships' and that rights, in fact, are often found in universal Declarations and regulations dictated by several states
Citizenship	Citizenship education is a transversal and interdisciplinary task that cannot be 'confined' only within a single discipline or school cycle Citizenship education is still a major challenge for schools today and that is why we have chosen to raise awareness and raise awareness of the fundamental rules for proper civil coexistence and personal well-being
Supply-demand, market laws	The start of your business! You have an idea about a product or service for which you feel there is a market. The first thing you will have to do is to assess whether the basics of your idea will hold. Briefly sketch the product, outline the potential market, define the business concept and estimate the initial funding. The end product of Step I will be a "blueprint" of your product, market and business

(continued)

**Table 2.** (continued)

I cycle of education: themes	Excerpts from textual analysis
Addiction prevention	It seems to me that it is a theme relevant to Citizenship and Health and that it lends itself well to being dealt with vertically because it is good to get used to taking care of oneself from an early age; the theme can be tackled in a simple way in primary school and enriched as the students grow up with considerations of a legal/mathematical/historical nature. Unfortunately, the addictions we hear about in the news are varied, so the theme is more topical than ever and can be interpreted in various ways (prevention of addictions to drugs, alcohol, smoking, food, gambling, the web, etc.)
Territory	The theme I have chosen is Territory. Recent migratory dynamics to and from Italy end up too trivially in preconceived slogans, bans and broad discussions and divisions on who can or cannot, forgetting the human, sociological, cultural, environmental aspect of the territory Citizenship is linked to the territory, think of the diatribes on <i>ius soli</i>
Work	Work is a fundamental element in the life of every individual and therefore protected by the Constitution of our country; Article 4 emphasises its importance (...). Not only: work can be understood and understood as a tool for inclusion. However, work is not only synonymous with dignity, but often, on the contrary, can itself be a reason for human rights violations

For the second delivery it was decided to share an accompanying device for the design [28] and it was asked to decline the chosen theme in units of competence. Here (see Table 3 are some representative examples of the coding passage from labeling in the first phase, to the identification of text strings in the second and third and last phase, to the definition of the core categories (Table 4).

The third delivery involved the uploading to the platform of projects already carried out at school with the aim of photographing the state of the art of civic education teaching and bringing out the didactic action [38] underlying the practice of design.

Among the characterizing elements of the projects presented, in most of the documentary products analyzed, the choice of heuristic didactic strategies is highlighted. Both second cycle and first-cycle teachers prefer the following teaching strategies: cooperative learning, role playing, laboratory activities, guided debates.

In terms of skills, the teachers agree with the importance of making the student aware of “different points of view, of enhancing their own and others’ abilities, managing

**Table 3.** Examples of steps from open coding to selective coding

Text unit	Open coding	Axial coding	Selective coding
The student participates in communicative exchanges (conversations, class or group discussions) with classmates and teachers and respecting the turn and formulating clear and relevant messages, in a register that is as appropriate as possible to the situation You listen and understand oral texts “direct” or “transmitted” by the media, capturing their meaning, main information and purpose	Development of communication skills Lexical relevance Understanding skills	Comprehension and proper use of the vocabulary Professional communication	Understanding and appropriate use of the professional vocabulary
Acquire the basics of professional communication and understand the importance of coordination between colleagues;	Professional communication		
It is aware that the human community is an expression of individual and cultural diversity to be known and appreciated from a perspective of mutual respect	Awareness of diversity Respect	Citizen aware of diversity and respectful Behavior appropriate to the circumstances	Conscious citizen and respectful of diversity even in work contexts
The pupil knows his rights and duties as a student and citizen	Conscious citizen		

*(continued)*

**Table 3.** (continued)

Text unit	Open coding	Axial coding	Selective coding
The pupil recognizes and appreciates cultural diversity with a view to dialogue and mutual respect	Awareness and respect for diversity		
The student identifies the rules and responsibilities of each	Rules and responsibilities		
Behave in a correct manner and be able to fit into a work group respecting its rules and hierarchy	Behavior appropriate to work circumstances		
Respect shared rules collaborate with others	Respect for the rules		
Assume your responsibilities, ask for help when you are in difficulty and know how to provide help to those who ask for it	Ask for help		

**Table 4.** Participating schools and core categories.

Partner schools	Core category
I.C. Don Lorenzo Milani Bari (Lead School) I.S. Michelangelo Bari	Constitution
I.C. Volterra (PI)	Territory
14 °C.D. Re David Bari	Market
I.I.S. Pacinotti Bagnone (MS)	Human Rights
I.C. Capozzi-Galilei Valenzano (BA)	Sustainability
I.T.T. Panetti-Pitagora (BA)	Affectivity
Alberotanza Institute Bari	Digital citizenship
I.T.E. E. Tosi – Busto Arsizio (VA)	Sports
I.C. G. Ungaretti, Melzo (MI)	Work

conflicts, contributing to common learning and the realization of collective activities, in recognition of the fundamental rights of others”. Therefore, there is a need for planning in a situation that creates the conditions for developing reflective capacities.

Three cultural axes emerged from the analysis as a whole for the development of a conceptual matrix of civic education teaching:

1. a juridical-socio-political axis (aimed at developing skills aimed at making people learn the universal and substantial nature of the rights and duties of citizenship);
2. an affective-moral axis (aimed at eco-sustainable education and strengthening of feeling of cosmopolitan solidarity which is the foundation of a theory of education for citizenship);
3. a historical-geographical-technological/scientific axis (aimed at making people learn that only by knowing and recognizing one’s own identity - historical, anthropological, religious, technological-scientific, in short: cultural in the full sense - is it possible to understand identity of the other and become companions in the common protection of the terrestrial identity) (Table 5).

**Table 5.** Conceptual matrix of civic education teaching: cultural axes

Juridical-socio-political axes	Affective-moral axis for eco-sustainability	Historical-geographical-technological/scientific axis
1. The fundamental principles of the Constitution	1. The 2030 Agenda for Sustainable Development	1. Digital citizenship: what it is, what its potential is, what skills it requires
2. Elements of the history of the Constitution (how it was born, who wrote it)	2. Renewable and non-renewable energy resources: basic principles of economics circular	2. Digital identity
3. Basic concepts concerning the institutions of the Italian State, the European Union and international organizations	3. Education to legality and contrast to the mafias	3. Technologies and digital environments for civic participation
4. Fundamental elements of law, with particular regard to labor law	4. Acceptance of the role of the law	4. The history of the Italian flag and the anthem national

*(continued)*

**Table 5.** (continued)

Juridical-socio-political axes	Affective-moral axis for eco-sustainability	Historical-geographical-technological/scientific axis
5. Basic elements of training in civil protection	5. The protection of personal and public health: principles of hygiene and of prevention	5. The productions and the territorial excellence and Italian agri-food
6. Volunteer work and civil service	6. Education to respect in all its forms (of the dignity of all minorities, of woman, of rights, duties, cultural assets, etc.)	6. Cultural and territorial differences in relation to the micro (local), meso (national) and macro level (global)
7. The “generations” of human rights		

## 5 Expected Conclusions/Findings

The analysis of the didactic documentation produced by the schools involved shows:

- the lack of themes that are now considered central within the citizenship education policy: ‘digital citizenship’ and the responsible use of ICT [11, 12, 16, 24, 26, 41], ‘protection’ of cultural heritage’ [39], affective education [1], the evaluation of civic competences [1, 5];
- the main difficulties of teachers in designing a vertical citizenship curriculum (tendency towards solitary planning, poor approach to interdisciplinarity etc.) as useful indicators to direct the training intervention.
- the need for in-depth training on soft skills (moreover strongly embedded in the discourse of civic education teaching) and on teaching methodologies of an active type on the methodological side.

Digital citizenship is defined in Article 5 of Law no. 92 of 20 August 2019 as “the ability of an individual to participate in the social, political and economic life of the country using technological tools”. The promotion of an active and responsible citizen, of a global citizen, inevitably also passes through digital citizenship for which it is necessary to start digital civic education paths. The task of educators is to prepare students for the future by promoting digital literacy processes. To set up a media literacy path that starts from kindergarten and that is transversal to all disciplines; who is able to create a space in which to be able to produce meaning, elaborate meanings, collaborate

and participate in order to appropriate digital in a correct way, it is necessary to start from the system of skills that students must develop so that they can relate to and face the complexities of today's information society and be able to "make conscious and responsible use of virtual media" as can be seen from the guidelines of civic education. Furthermore, in order to overcome the difficulties of teachers, it is necessary to rethink the design and construction of the digital citizenship curriculum starting from conditions of collegiality. The curricula of civic and digital education, in fact, are characterized by a disciplinary transversality that requires the integration and contribution of different professional skills [1]. The data collected feeds the debate on citizenship education policy and teacher training, in particular on how to integrate digital citizenship education into the interdisciplinary curriculum.

Promoting critical thinking, ethical-social skills and awareness of the implications of their use of technology through digital citizenship education represents one of the main objectives of the current European Policy Cooperation.

Promoting an active and responsible citizen through digital citizenship requires:

- the creation of a space in which to produce meaning, elaborate meanings, collaborate and participate in appropriating digital in a correct way;
- starting from the system of competences that students must develop in order to relate to and face the complexities of the information society;
- the rethinking of the design and construction of the citizenship and digital citizenship curriculum starting from the conditions of collegiality;

The curricular construction of this teaching must be a didactic construction and leverage on some principles such as:

- decision-making in knowing how to organize and set up active learning environments [1], i.e. experiences, projects, case studies aimed at soliciting student participation. The civic mindset is based, in fact, on participatory, cooperative and active didactic routines;
- selectivity: a curriculum of E.C. it does not presuppose the "transfer" of the entire civic and constitutional culture to the student but only a reasoned selection of contents that must be made a means of experiences aimed at the goals of competences.
- multimodal didactic mediation: a curriculum of E.C. it is the result of the transposing "intelligence" of the teacher who organizes all the contingencies for student, or to motivate, delight, persuade students' willingness to learn this;
- educational mediation: a curriculum of E.C. can achieve the effective achievement of its objectives only through an "educational action" of the teacher [40];
- collegiality: a curriculum of E.C. it has the meaning of its approach in disciplinary transversality [1].

Educating in citizenship and responsibility is possible through reflective paths of the person that lead back to the subject himself [41]. And the school must rethink its actions, readjust the contents and forms of teaching, not by putting in place a restrictive mediation towards the media (imparting rules of use) and demonization but by implementing an active mediation of online safety (advice on how to use the internet safely, help to manage

problematic situations) and above all it must integrate technology into teaching to teach the media through the media, in order to develop critical and responsible thinking that allows them to become active and participating citizens.

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