TRAINING COURSE
EXAMPLE/ GUIDELINES

UNINTENDED CONSEQUENCES AND THE ETHICS OF DIGITALISATION

The present material provides guidelines to perform training course on exploring the unintended consequences and the ethics of digitalization

Guidelines for the workshop

Objectives	To assess some unintended consequences of greater use of main tools available to design, manage, plan, deliver and monitor/track the learning process To explore the barriers (social, psychological and technological) affecting the implementation of the digital university and digital/blended learning To identify ways to overcome or minimise these barriers To increase staff and student awareness and understanding of privacy, data protection and surveillance issues related to online learning and teaching To critically appraise ethical processes associated with digitized higher education
Content	§ Effects of transitioning to online/digital teaching and learning in the Higher Education context § GDPR and ethical issues § Digital footprints, privacy and surveillance
Teaching/learning methods	Trainer input, exercise, group work, case study, discussion, exchange of experiences
Target group	University leaders, University teachers, Learning technologists, Student Support Services Librarians and Information Specialists, Teaching Support and Administrators, Students
Benefit	§ To acquire knowledge on digitalization consequences and challenges in surveillance of students, staff and organizations § To know how to introduce new digital systems of learning with limited negative unintended consequences § To know the ethical and data protection issues related to increased digital learning
Type of event	One-day workshop In presence and remotely: the workshop will be delivered in a hybrid modality to enable both the presence and remote attendance
Duration	90 min each unit
Group size	10 participants (max.)
Prerequisite for the lecturer	§ Teaching experience with a different audience (i.e. students at undergraduate and postgraduate levels, university leaders, and professionals) § Moderation skills § Knowledge on digital technologies, university administration, social interaction and lifelong social networks

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Overview of the contents of the workshop

Unit 1: Effects of transitioning to online/digital teaching and learning in the Higher Education context

1.0. Introduction

1.1. Potential issues with technology-led (or influenced) rather than pedagogically-led education

1.2. The changing roles and responsibilities of teachers and students

1.3. Social interaction and effects on networks and face-to-face embodied socialization

1.4. Digital divide, digital access and equality issues in learning and teaching

Unit 2: GDPR and ethical issues

2.1. What is data protection and GDPR?

2.2. GDPR requirements in Higher Education

2.3. Emergent data protections issues in a digitized Higher Education environment

2.4. Learning online, plagiarism, open-source materials, uses of copyright materials

2.5. Ethical issues related to online teaching and learning

Unit 3: Digital footprints, privacy and surveillance

3.1. What are: digital footprints, privacy and surveillance?

3.2. Surveillance and the commercialisation of the surveillance logic

3.3. Pros and cons of surveillance of students, teachers and workers

3.4. Privacy and data protection issues for students, staff and organisations

3.5. Cyber security issues for educational institutions and individuals (staff and students)

ESCALATE

Scheduling

Unit 1: Effects of transitioning to online/ digital teaching and learning in the Higher Education context

1.0. Introduction
1.1. Potential issues with technology-led (or influenced) rather than pedagogically-led education
1.2. The changing roles and responsibilities of teachers and students
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ESCALATE

When? (Time)	Unit 1: Effects of transitioning to online/digital teaching and learning in the Higher Education context			
90 min + breaks	What? (Target)	Method	(Technical) Tools	Who? (Responsibility)
The schedule will include: a welcome and opening session (10min)	Arrive: Getting to know the participants, creating trust. to profile participants and get each other start in knowing as part of a team	Group presentation		The person in charge to schedule the delivery of this unit will evaluate how to manage the 90 min
A phase of main contents delivery (30min)\n\n(Followed by a 15min break)	In addition to the session of content delivery the schedule will include the following phases.		During the workshop will be adopted tool propaedeutic to perform in presence frontal class (i.e. pin board, moderation cards, power point presentation, link sharing) and for remotely attendance modality (i.e Gmeet, Google Jamboard, Zoom, Mentimeter)	Trainer, lecturer
A session for discussion* between participants (30min)\n\n*for shortness we entitled session D	**The session "D" is dedicated to discussion in group.** It aims at fostering critical thinking and learning from peer dynamics	Discussion Brainstorming Questioning		All participants. Trainer will moderate the debate
A session for exercise or practices (30 min) (Followed by a 10 minute break)\n\n*Entitled session E	**The session "E" is dedicated to the exercises.** It aims at complementing the theoretical background with practical exercise	Group work	Jambord, Mentimeter, wooclap, Google, e–forms, analysis softwares	All participants
A conclusive session* dedicated to the lesson learned by the unit (20min)\n\n*Entitled session C	**The conclusive session "C" is dedicated to an overview of the main topics and issues touched across previous sections.** It aims at consolidating the awareness of participants about the contribution of the unit to their knowledge	Brainstorming Questioning		All participants. Trainer will moderate the debate and proposes a synthesis of the main contributions.

Scheduling

Unit 2: GDPR and ethical issues
- 2.1. What is data protection and GDPR?
- 2.2. GDPR requirements in Higher Education
- 2.3. Emergent data protections issues in a digitized Higher Education environment
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