



# YOWOMO

Ethics & practice

# Who am I?



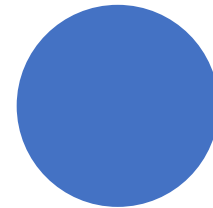
## Lutz Siemer

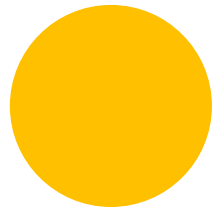
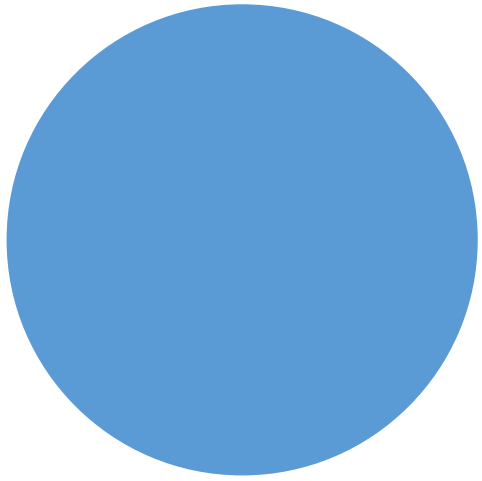
- Scientific staff member at **HeurekaNet** – Free Institute for Education, Research and Innovation (Münster/Germany)
- Researcher and lecturer at **Saxion** University of Applied Sciences (Enschede/The Netherlands)
- Initiator and coordinator of both the **YOWOMO2.0**-Train partnership and its predecessor project YOWOMO2.0

1. Warming up .... and some background
2. YOWOMO .... the project
3. Some words about ethics
4. Ethics and digitality
5. Case discussions
  1. Values
  2. Values Square (Friedemann Schulz von Thun)
  3. Action
6. Summing up (Evaluation)

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What do I have for you  
today?





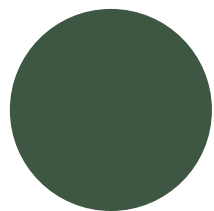
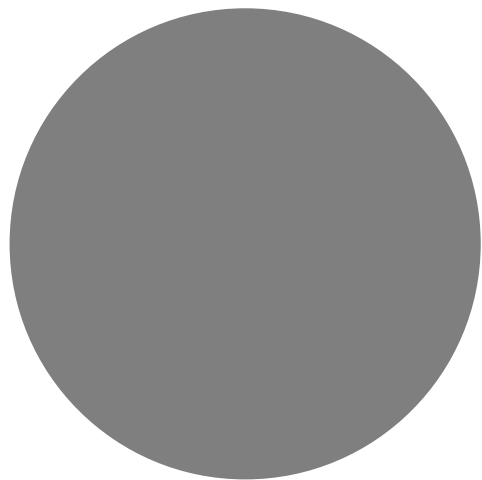
# Warming up ....

Some questions and  
statements ... Please  
stand up if you agree...

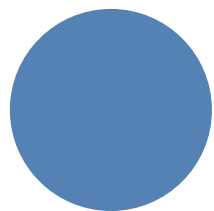
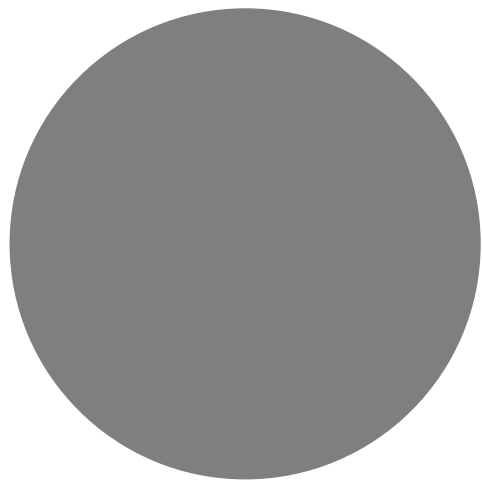






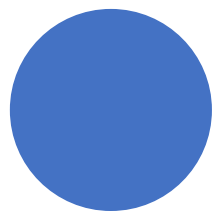
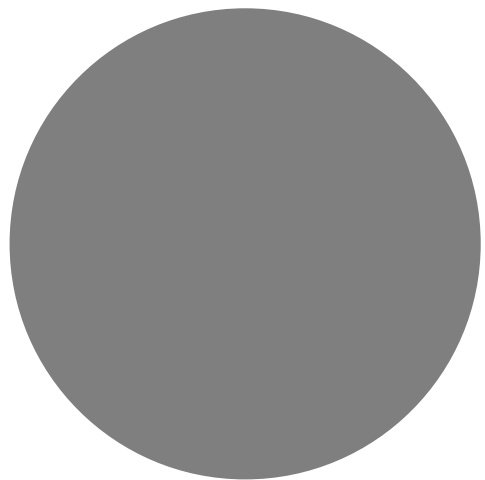


Did you already send more  
than 5 messages today?

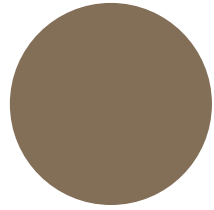
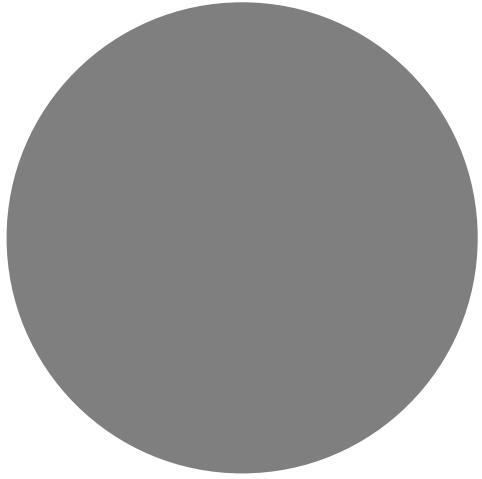


Do you have a profile  
on Facebook?



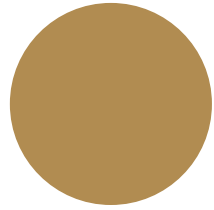
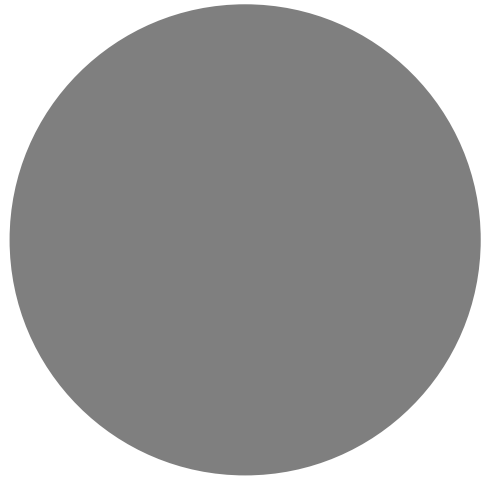


Have you ever uploaded a  
video to YouTube?



Do you use  
Instagram?





Do you use Snapchat?

The internet changes our  
brains.

Is this statement right?

(Wie das Internet unser Denken verändert, Stuttgarter Zeitung, 14.10.2014)

One of three youngsters  
has experienced  
cyberbullying.

Is this statement right?

(Viel Gewalt im Internet, Frankfurter Rundschau, 03.03.2009)



... and some background

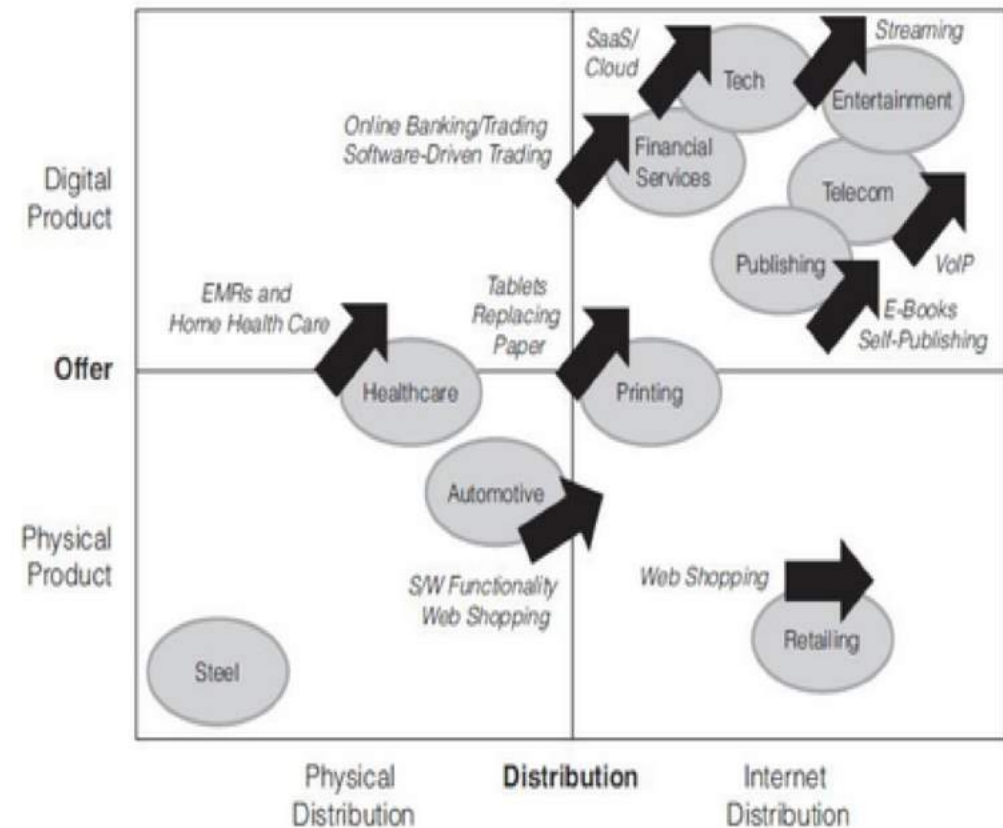
about digitalisation and youth

# Digitalisation

Before the Pesky Disruptor



How "Software Is Eating the World"



# Digitalisation and youth

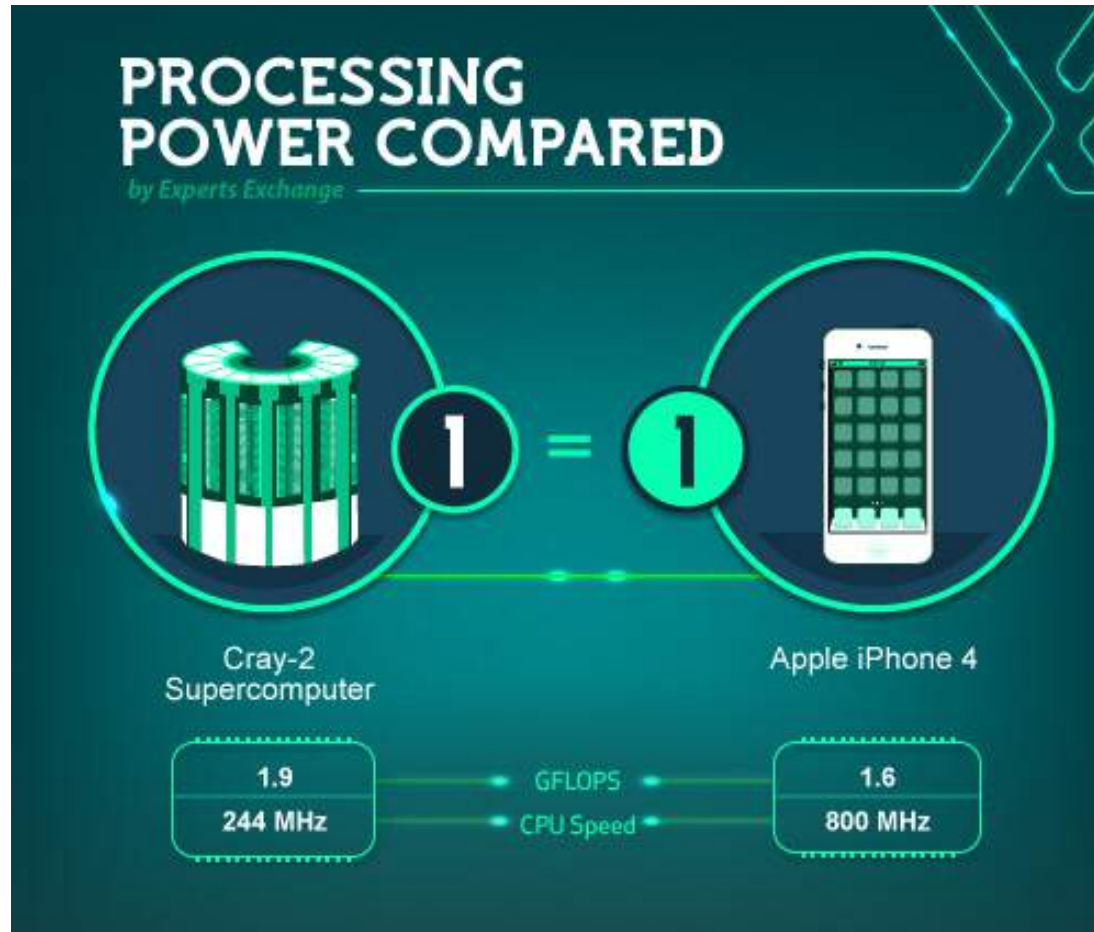
## Smart Mobile Devices



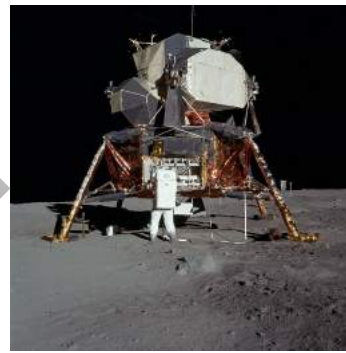
## Social Network Services



# Smartphone



X1000



## Supercomputer in your pocket?

<http://pages.experts-exchange.com/processing-power-compared/>

# Smartphone



**vs**



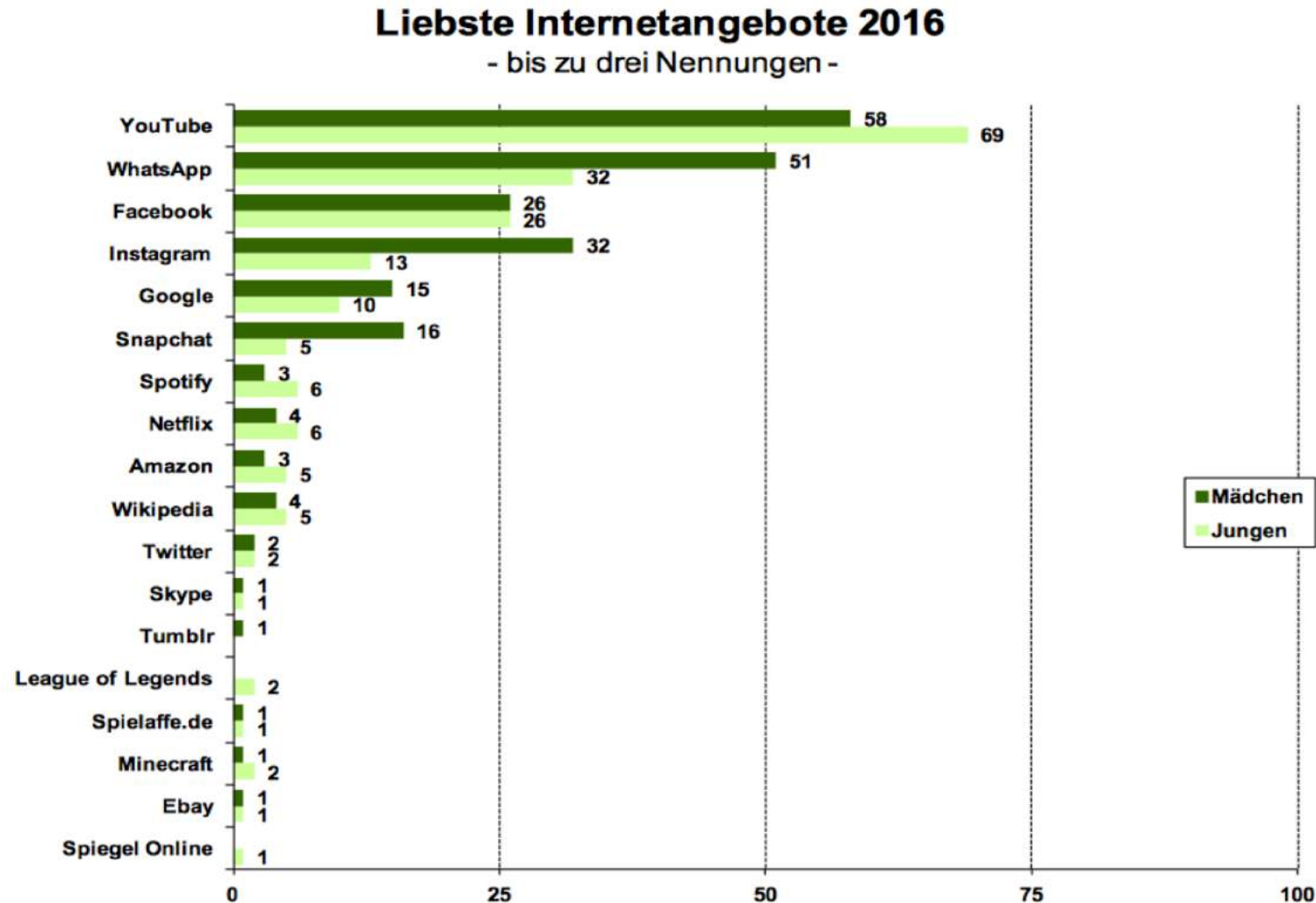
**+98%**

JIM, KIM,  
EU Kids Online,  
Net Children Go Mobile

All-rounders for everyone?



# Social media use (How much?)



Quelle: JIM 2016, Angaben in Prozent, Nennungen ab 1 Prozent (gesamt)

Basis: Internet-Nutzer, n=1.188

# Social media use (What for?)

## Identity formation



## Social interaction



YOWOMO .... the project



Funded by the  
Erasmus+ Programme  
of the European Union



**YOWOMO2.0-Train**



# YOWOMO



Train the Youth Worker	Online Learning	Train the Trainer
<p>7 modules</p> <ul style="list-style-type: none"> <li>Digital relationship</li> <li>Online attitude</li> <li>Ethics &amp; practice ←</li> <li>Legal framework</li> <li>Social media &amp; public relations</li> <li>Professional network</li> <li>Quality management</li> </ul>	<ul style="list-style-type: none"> <li>Self-pace online course (German, English, Dutch, Romanian, Polish, Italian, Turkish)</li> <li>Repository of open educational resources for education and training</li> <li><a href="http://www.yowomo.eu">www.yowomo.eu</a> (under construction)</li> </ul>	<p>Preparatory course for trainers, educators, and lecturers to hold the courses for youth work in the age of smartphones and social media.</p>
<p>Piloting: Winter/Spring 17/18 – Launch: Summer 18</p>		



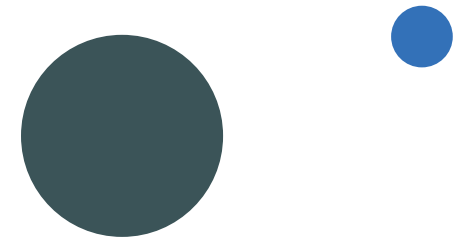
Some words about ethics

- **Ethics** is ... in simple words ... systematizing, defending, and recommending concepts of **right and wrong** conduct.
- **Morality** is ... a **body of standards or principles** derived from a particular philosophy, religion or culture ...
- **Values** ... indicate the **degree of importance** with the aim of determining what actions are best to do
- **Norms** ... imply "**ought-to**" **types of statements** including commands, permissions, and prohibitions
- **Attitude** ... is an **individual's predisposed state of mind** regarding a value which influences the individual's action



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Some simple definitions ....  
(Thanks Wikipedia)



Ethics and digitality

# Time for new values?

- NO ... but a reconstruction of “classical” values in the digital context
- YES ... for some aspects (e.g. big data, algorithms, artificial intelligence)

Büsch, A. Neue Werte braucht das Land?!

[https://andreas.buesch-web.de/pub/gmk2017\\_buesch\\_werte.pdf](https://andreas.buesch-web.de/pub/gmk2017_buesch_werte.pdf)



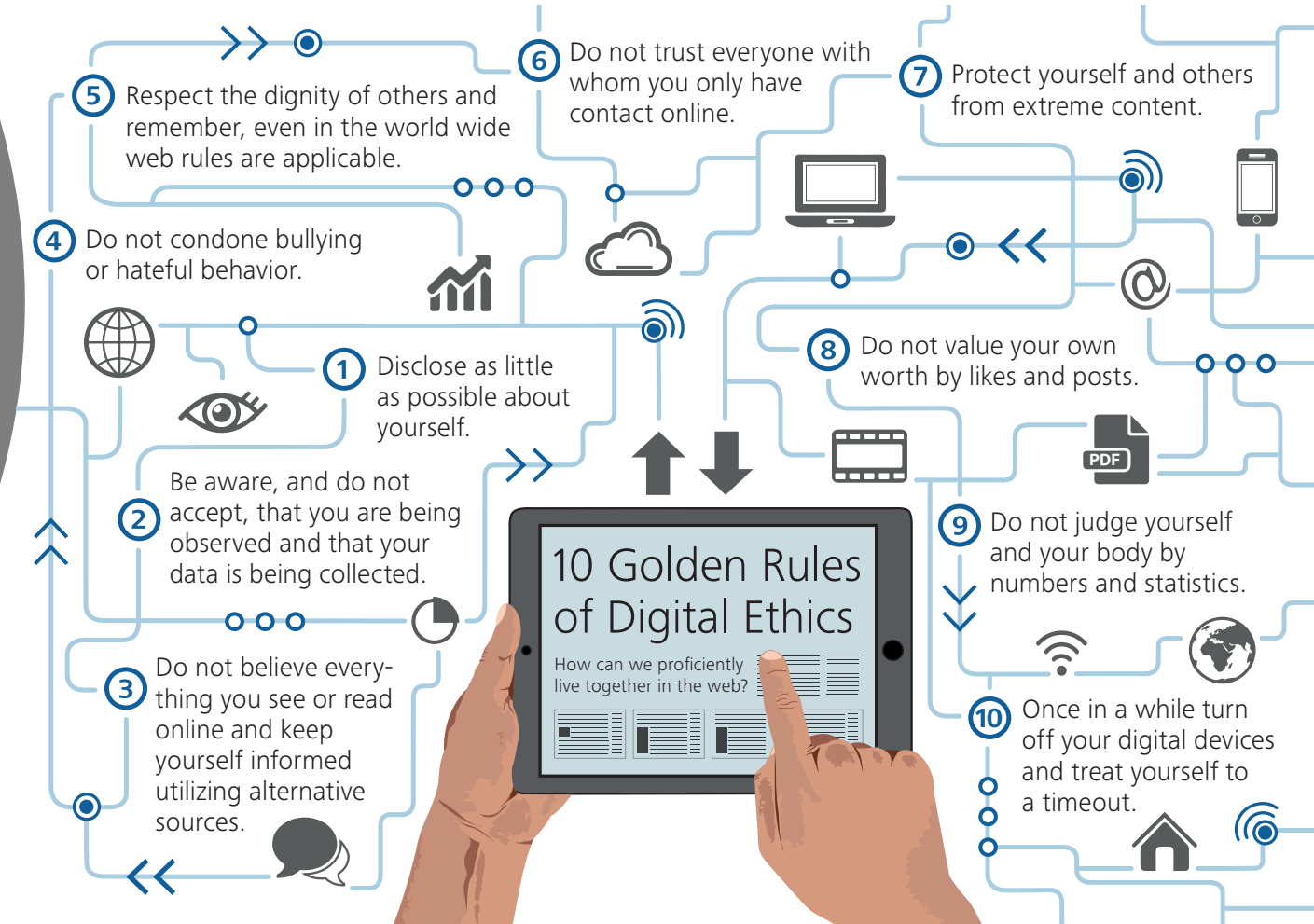


Looking for values?



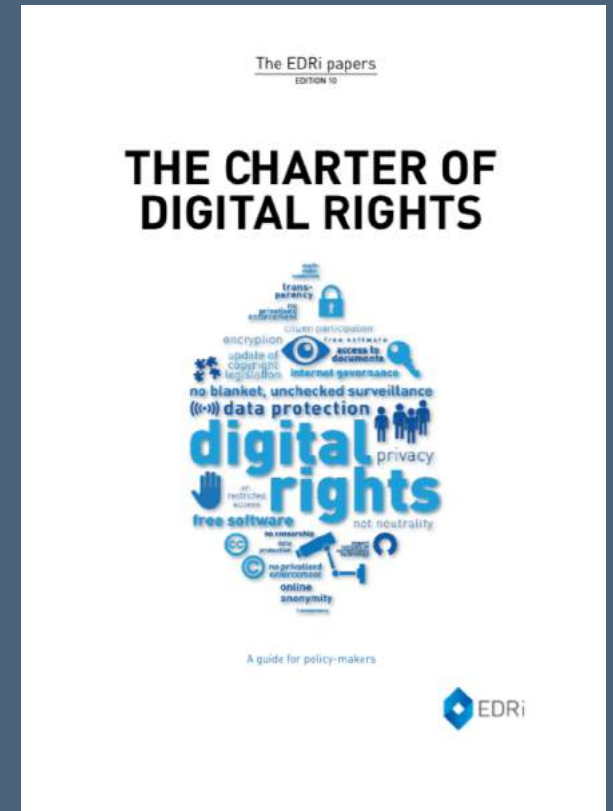
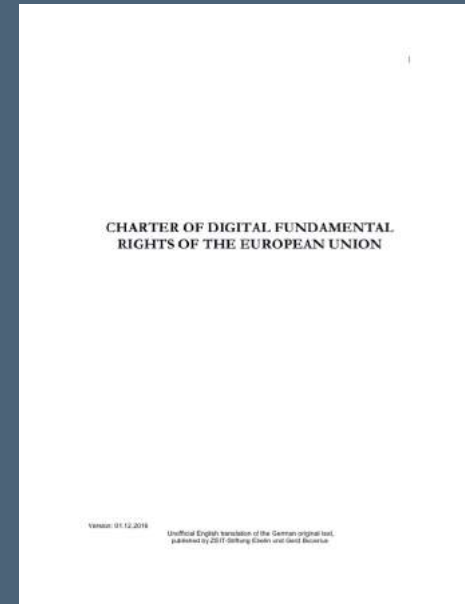
# Finding 1 „Norms“

- Institute for Digital Ethics at Stuttgart Media University, Germany (ide@hdm-stuttgart.de): Master students under the guidance of Prof. Dr. Petra Grimm and Prof. Dr. Wolfgang Schuster, Chairman of the „Deutsche Telekom Stiftung“ as well as juuport.de – a consulting platform by and for teenagers dealing with issues in the web;
- <http://www.digitale-ethik.de/digitalkompetenz/10-gebote/10-golden-rules/>



# Finding 2 „Declarations“

- CHARTER OF DIGITAL FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION ([digitalcharta.eu](https://digitalcharta.eu))
- THE CHARTER OF DIGITAL RIGHTS ([edri.org](https://edri.org))
- ... more?



Code of Conduct for working with children and young people ...  
... reconstruct yours or write a new one

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# Finding 3 “Codes of conduct”

## SAFE & SOUND

### Code of Conduct for working with children and young people: promoting good practice and a safeguarding culture

#### YOUR ORGANISATION'S NAME HERE

The following are a guide to helping create a safe and protective culture for young people, staff and volunteers. For full guidance in relation to child protection procedures please refer to the YOUR ORGANISATION'S NAME HERE Child Protection Policy.

#### Practice to be encouraged:

- Treat all children and young people with respect and dignity
- Involve young people in the decisions that affect them
- Always work in an open environment, avoiding private or unobserved situations
- Maintain a safe and appropriate distance with young people (e.g. not sharing tents, shower facilities or having an inappropriate or intimate relationship)

When organising events and meetings for children and young people, or their attendance at events/meetings, the following information/documentation should be requested by YOUR ORGANISATION'S NAME HERE staff in relation to each child or young person attending the event/meeting:

• Consent Form for all events or specific activities;

• Details for the family/guardians, including emergency contact numbers;

• Information relating to any special issues, needs or requirements (e.g. medical, health, assistance)

• To keep a clear note of any incidents or concerns

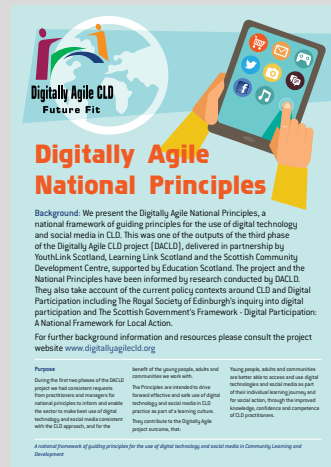
• If necessary (e.g. in an emergency), tell the young person clearly what you are doing, seek their permission and give choices where possible. If not possible, explain the reasons for your actions.

• All activities should be risk assessed to maintain the safety of young people.

# Finding 4 „Guidance for DIGITAL youth work“

## Examples

- Guidelines For Digital Youth Work – Finland
- Screenagers – Guidance for Digital Youth Work - Ireland
- Digitally Agile National Principles - Scotland



## GUIDELINES FOR DIGITAL YOUTH WORK

### 1. The organizational culture encourages curiosity and experimentation

We have an open, flexible and unbiased attitude towards the opportunities that the digital media and technology offer for youth work.

#### MEASURES:

- In the work community, we acknowledge the digital media as a key environment for the growth and activities of young people, and the key role that digital technology plays in their everyday lives.
- We support and develop our work with the young, done with the help of the digital media and technology.
- We experiment boldly with various operating models and services that utilise the digital media and technology.

### 2. Strategic planning supports long-term development

The aims of strategic planning include the coordination, management and long-term development of digital youth work.

#### MEASURES:

- We take the goals, measures and division of responsibilities with regard to the digital dimension into account in the action plans and strategic guidelines of our organisation.
- We collect information on the way young people use digital media and technology, and use such information in support of planning.
- We utilise the competence and strengths of employees, young people and stakeholders in planning processes.
- In planning, we take account of the strategic programmes of our organisation and the regional, national and international programmes that have a major impact on our activities.

### 3. A goal-oriented approach and assessment improve the quality of activities

Digital media and technology are used in accordance with the goals set for youth work. Work and activities are developed on the basis of assessment results.

#### MEASURES:

- We define assessable goals for the use of digital media and technology in youth work.
- We encourage employees to use digital media and technology in line with the goals of the organisation, for instance by way of various guidelines and instructions.
- We assess activities and the achievement of goals together with the young.
- We share tried and tested assessment models with stakeholders.
- We use the assessment results in the development of our activities and making them visible.

### 4. Resources are targeted at digital youth work

The implementation of digital youth work requires various resources, including infrastructure, tools and equipment, working hours and other financial and human resources.

#### MEASURES:

- Together with employees and young people, we identify requirements related to infrastructure, tools and equipment and other resources.
- We offer employees access to various software and applications, and innovative digital technology.
- We take account of the digital dimension in employees' job descriptions.

Case discussions





# This is how we do it

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- Preparation
  - Build small groups, determine the MC & reporter
  - Grab paper & pencil
    - Prepare 10 sheets of paper (size of a playing card) ->Value cards
    - Prepare 4 sheets of paper DinA4 -> Values Square
- Talk about the case to get familiar with it
- Each group member grabs a value card (first come – first serve)
- Each group member explains why his/her value is important and which action will follow based on this value
- The group builds a “Values Square” out of two values and discusses how to act based on the Value square
- The reporter present the outcome

We will discuss 4 cases. Let's start with the first one, step by step explaining “just in time”



# Preparation

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- Small groups (5-8 people)
- MC?
- Reporter?
- 10 „play card“ size sheets of paper
- 4 DinA4 size sheets of paper
- Write 7 of the following values on the value cards, keep the 3 empty ones in case that you want to add more values by yourself (you are encouraged to do this)
- Here are the values to start with



# Start with these values

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7 guiding values of youth work in the age of smartphones and social media

- Safeguarding/protection (Schutz)
- Trust (Vertrauen)
- Freedom (Freiheit)
- Privacy (Privatsphäre)
- Self-determination (Selbstbestimmung)
- Autonomy (Selbständigkeit)
- Self-expression (Selbstenfaltung)

Venos, J. (2017). Die professionelle Arbeit mit der digitalen Lebenswelt von Kindern und Jugendlichen - Eine inventarisierende Forschung zu dem Thema der ethischen Probleme im Umgang mit sozialen Medien und digitalen Geräten in der professionellen Arbeit mit Kindern und Jugendlichen. Saxion



# Case #1

You are with a group of young people, maybe 8 to 10. The ones, you usually work with. You are having a good time - no stress, leisure time. The young people are spending their time on their smartphones, talking about stuff they find on Instagram, Snapchat , ... One of the youngsters is taking a picture of you while you are talking to one of the other youngsters. What do you do?

1. Talk about the case to get familiar with it
2. Each group member grabs a value card (first come – first serve)
3. Each group member explains why his/her value is important and which action will follow based on this value

# Intermezzo: Values square (Friedemann Schulz von Thun)

- Invented by Paul Helwig and refined by Friedemann Schulz von Thun
- Is well-known in the German scene, but seems to be barely unknown beyond that
- It is not the same as Ofman's Core Quality Quadrant, but leads to similar outcomes
- Major difference: Values square focusses on „balance between two opposite positive values“ to synthesize a new value (“Rainbow quality”)

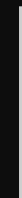
Ofman, Daniel: Kern-Qualitäten und das Kern-Quadrat, o. O. 2013

Schulz von Thun, Friedemann: Miteinander reden, Bd. 2, 22. Aufl., 2002: Reinbek rororo





Value synthesis:  
“Rainbow Quality”



# Two examples



Rain & sunshine

Positive value Rain	Opposite positive value Sunshine
Exaggeration Flooding	Exaggerated opposite Dryness



Trust & caution

Positive value Trust	Opposite positive value Caution
Exaggeration Naive confidence	Exaggerated opposite Paranoid mistrust



# Case #1

You are with a group of young people, maybe 8 to 10. The ones, you usually work with. You are having a good time - no stress, leisure time. The young people are spending their time on their smartphones, talking about stuff they find on Instagram, Snapchat , ... One of the youngsters is taking a picture of you while you are talking to one of the other youngsters. What do you do?

4. Build a values square of two opposite positive values and the exaggerations
5. Discuss the rainbow quality
6. Discuss how to act based on the values square
7. Reporter present the outcome

## Case #2

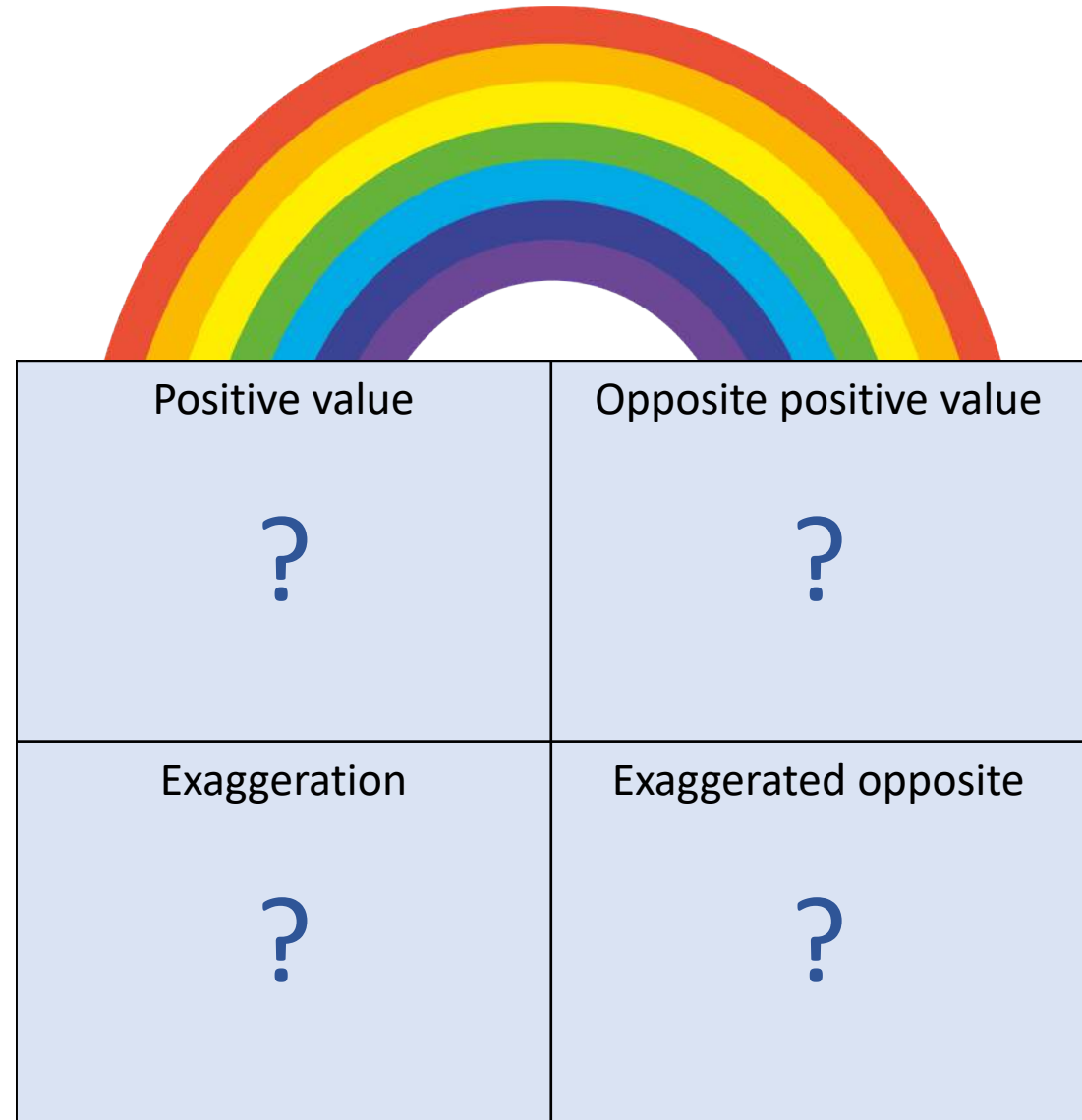
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You are working in a therapeutically/psychiatric youth care organization - think of addiction care for example. Therefore, there are very strict rules concerning smartphones. For example: Young people are only allowed to use smartphones and social media off-site. Within the site, smartphones have to be kept in the "phone-cabinet". Once a youngster uses his/her phone he/she will be shown a yellow card and the phone has to be handed over to the professional each time the youngster enters the site. As you are about to go home, you see two youngsters spending time with their smartphones within the site. What do you do?



# Case discussion

1. Talk about the case to get familiar with it
2. Each group member grabs a value card (first come – first serve)
3. Each group member explains why his/her value is guiding and which action will follow based on this value
4. Build a values square of two opposite positive values and their exaggerations
5. Discuss the rainbow quality
6. Discuss how to act based on the value square
7. Reporter present the outcome





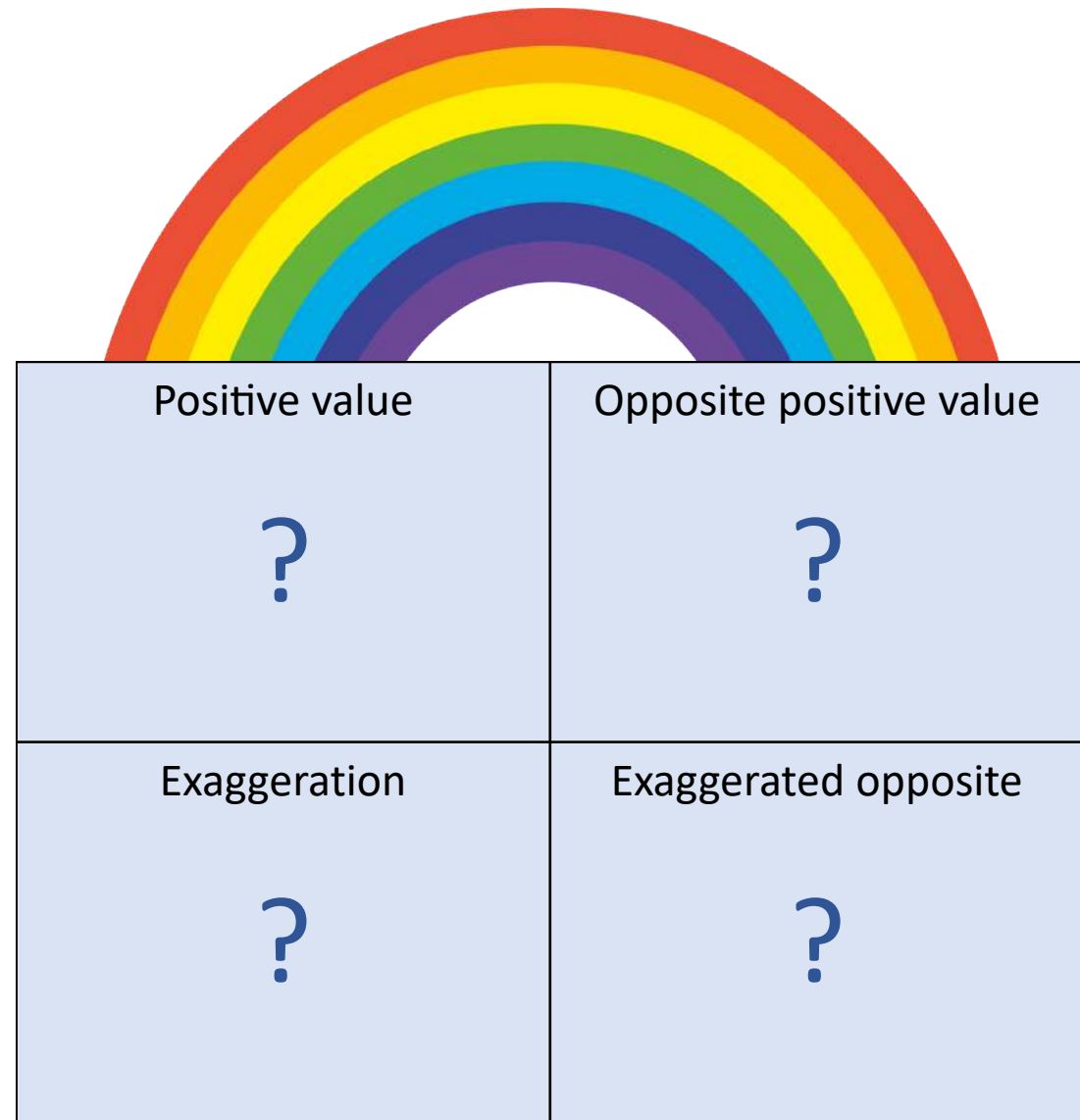
# Case #3

You hear some of your clients talking about their online activities. The talk about content they viewed and you get the impression the content is not appropriate - think e.g. of porn, violence, racism, extremism. You also here one of the youngsters mention that his/her parents say that it doesn't matter if they consume such content. What do you do?



# Case discussion

1. Talk about the case to get familiar with it
2. Each group member grabs a value card (first come – first serve)
3. Each group member explains why his/her value is guiding and which action will follow based on this value
4. Build a values square of two opposite positive values and their exaggerations
5. Discuss the rainbow quality
6. Discuss how to act based on the value square
7. Reporter present the outcome



## Case #4

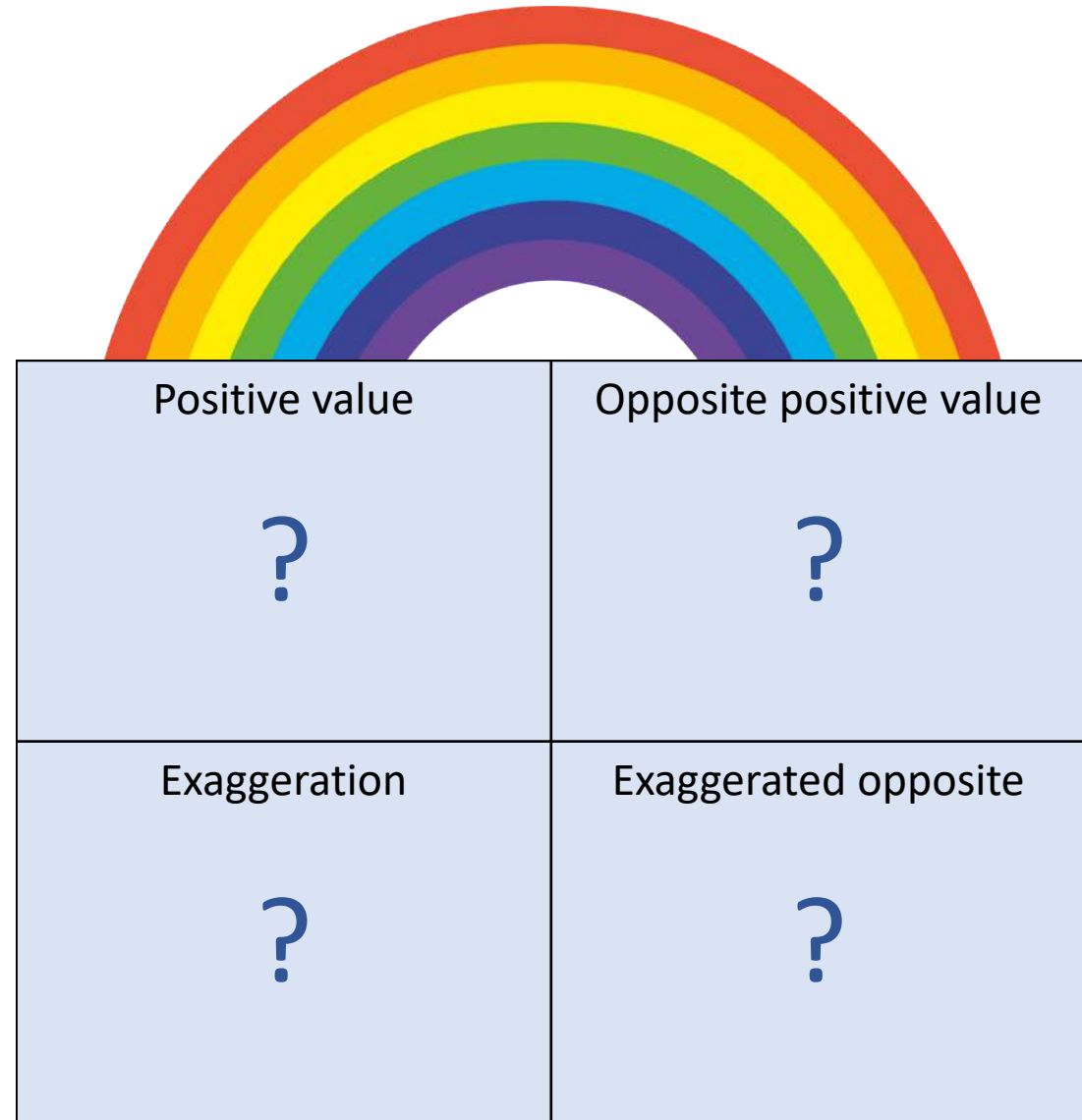
One of the young ones you work with is telling you that a group of other youngsters - you know these youngsters, but you usually don't work with them - has played a prank on him. It does not sound severe - the usual stuff young ones do. However, one of the youngsters made a film while the other ones were laughing. What do you do?





# Case discussion


1. Talk about the case to get familiar with it
2. Each group member grabs a value card (first come – first serve)
3. Each group member explains why his/her value is guiding and which action will follow based on this value
4. Build a values square of two opposite positive values and their exaggerations
5. Discuss the rainbow quality
6. Discuss how to act based on the value square
7. Reporter present the outcome



# Summing up (Evaluation)

Take home message & Evaluation



Today's   
Lesson:-  
SPELLING

What is your take  
home message?

# Summing up

Evaluate this session

<http://bit.ly/2IqAhMI>

Download PPT

Contact:

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