



RESPONSIBILITY AND CITIZENSHIP

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3 April 2017

previous topics

- **Active Citizenship** is one of the basic skills for this century.
- A **global citizen**, living in an emerging world community, has moral, ethical, political, and economic responsibilities.
- These **responsibilities** include
 - to understand one's own perspective and the perspectives of others on global issues,
 - respect the principle of cultural diversity,
 - responsibility to make connections and build relationships with people from other countries and cultures.
- Global citizens have the responsibility to **understand** the major global issues that affect their lives and **need to play activist roles** in urging greater international cooperation between their nation and others.
- Every **individual** can work actively towards advancing the **public** good, improving the welfare of all in **society**, and should see it as integral to her way of living.

For me,

responsibility and citizenship is about...





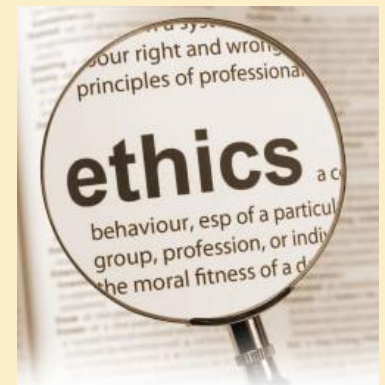
RESPONSIBILITY



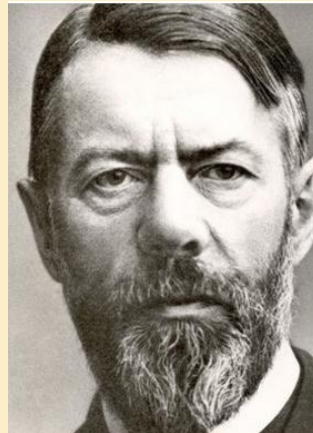
Can you help
with a short definition
of responsibility.....?

Responsibility

- legal classic use - **the *obligation to repair the damage*** that is caused by an error or misconduct and the ***obligation to bear the punishment*** [double sense of *obligation*: to repair the damage and suffer the penalty]
- “answer” is understood both as a “*response to*” and as “*response for*” and we can agree that “**to be responsible**” means **the capacity to answer to something, before something or someone** (Ricoeur).
- The different contemporary uses of responsibility **expand to the consequences** of the acts (themselves and of others, as long as they were performed under “being in charge”).



- The word "responsibility" is surprisingly recent. It is also, as **Paul Ricoeur** has observed, "not really well-established within the philosophical tradition". This is reflected in the fact that we can locate two rather different philosophical approaches to responsibility.
- The original philosophical usage of "responsibility" **was political** (McKeon, 1957). When **John Stuart Mill** writes of responsibility, in the middle of the nineteenth century, his concern is not with free will, but with the principles of representative government. At the end of the nineteenth century, the most notable thinker to speak of responsibility is **Max Weber**, who propounds an ethics of responsibility for the politician. For Weber, the vocation of politics demands a calm attention to the facts of the situation and the consequences of actions – and not to lofty or abstract principles.



The ethic of conviction and the ethic of responsibility are not opposites. They are complementary to one another.

— Max Weber —

- The twenty century **emphasis** has been on questions of **free will and determinism**: Is a person responsible for her actions or character? Would the truth of determinism eliminate such responsibility?
- Recent analytic moral philosophy has tended to ask two deceptively simple questions about responsibility:

"What is it to be responsible?" and

"What is a person responsible for?"
- The first question is usually taken as a question about **moral agency**, the second as a question about **holding people accountable** for past actions. As noted, however, this does not capture the variety of uses that we make of the concept.

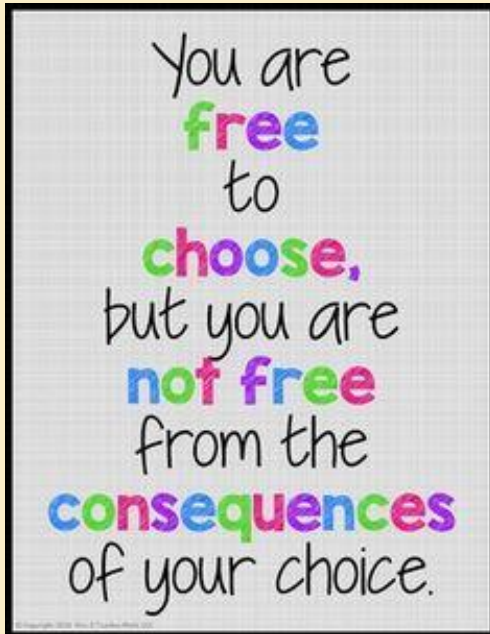
*What is it to
be
responsible?*

- Foundations of moral agency
- We often praise some people as responsible, and criticize others as irresponsible. Here responsibility names a **virtue** – a morally valuable character trait
- the individual and collective.

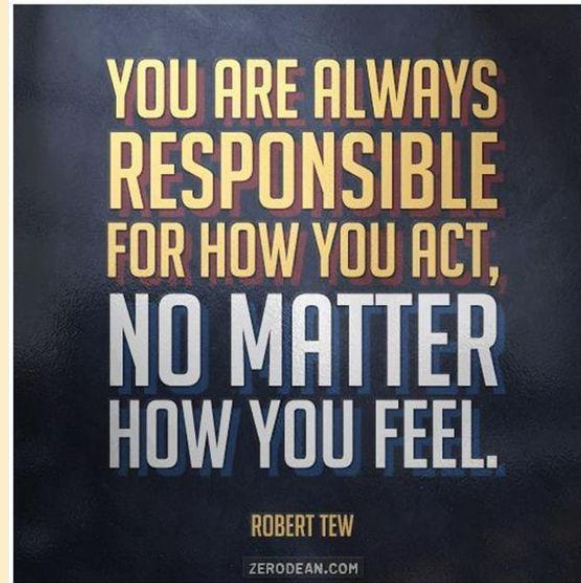
*What is a
person
responsible
for?*

- connection with causation and accountability.
- **retrospective**, or backward-looking, use is closely connected with praise and blame, punishment
- enquiry about a person's duties – about her sphere of responsibility.
- **prospective** responsibility, that is, what responsibilities we are duty-bound to undertake

quotes



Notice the weight of consequences

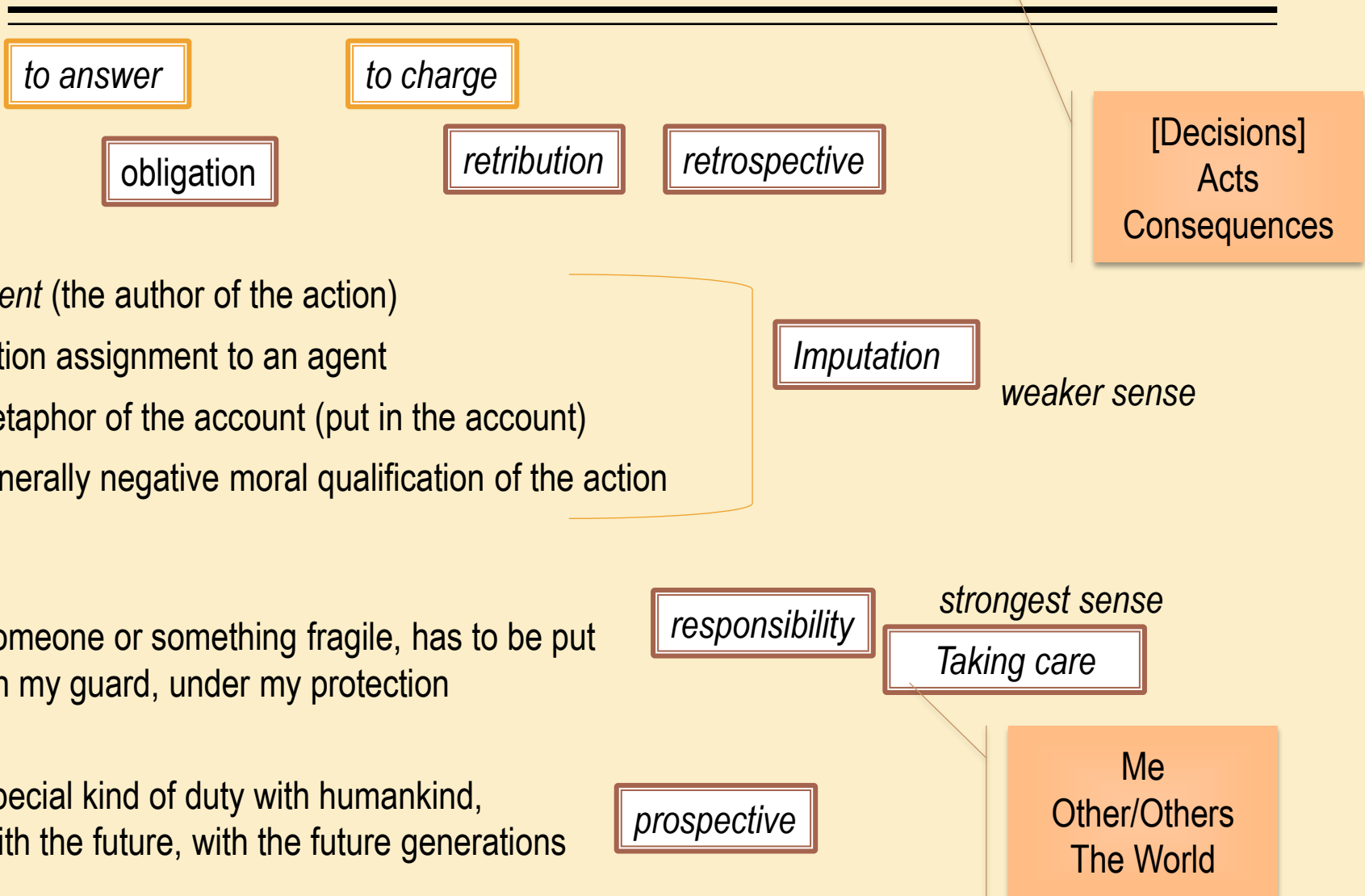


Notice the difference between acts and feelings



Notice the sequence between responsibility, accountability and ownership

Different words and levels connected to responsibility



Six Thinking Hats (Edward de Bono)

Looking at a Decision From All Points of View
Each "Thinking Hat" is a different style of thinking



Six Thinking Hats® Quick Summary

PROCESS



Blue Hat - Process

Thinking about thinking.
What thinking is needed?
Organizing the thinking.
Planning for action.

FACTS



White Hat - Facts

Information and data.
Neutral and objective.
What do I know?
What do I need to find out?
How will I get the information I need?

FEELINGS



Red Hat - Feelings

Intuition, hunches, gut instinct.
My feelings right now.
Feelings can change.
No reasons are given.

CREATIVITY



Green Hat - Creativity

Ideas, alternatives, possibilities.
Provocations - "PO."
Solutions to black hat problems.

BENEFITS



Yellow Hat - Benefits

Positives, plus points.
Logical reasons are given.
Why an idea is useful.

CAUTIONS



Black Hat - Cautions

Difficulties, weaknesses, dangers.
Logical reasons are given.
Spotting the risks.

White Hat: you focus on the available data.

Look at the information that you have, analyze past trends, and see what you can learn from it. Look for gaps in your knowledge, and try to either fill or take account of them.

Red Hat: you look at problems using your intuition, gut reaction, and emotion. Also, think how others could react emotionally. Try to understand the responses of people who do not fully know your reasoning.

Black Hat: look at a decision's potentially negative outcomes. Look at it cautiously and defensively. Try to see why it might **not** work. This is important because it highlights the weak points in a plan. It allows you to eliminate them, alter them, or prepare contingency plans to counter them.

Yellow Hat: helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.

Green Hat: represents creativity. This is where you develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas.

Blue Hat: represents process control. It's the hat worn by people chairing meetings, for example. When facing difficulties because ideas are running dry, they may direct activity into Green Hat thinking. When contingency plans are needed, they will ask for Black Hat thinking.

CITIZENSHIP



Can you help me with a
short definition of
citizenship.....?

-
- Citizenship Education
 - Science Education for Responsible Citizenship
 - Digital Citizenship

- **vows to** contribute to the development of responsible, autonomous and solidary people that know and exercise their rights and duties through dialogue and respect for others, with a democratic, pluralist, critical thinking and creative spirit.
- The **practice of citizenship** is a participatory process, both individual and collective, that calls for reflection and action on the problems experienced by each person and by society.
- The **exercise of citizenship** implies, on the part of each individual and of those with whom they interact, an awareness whose evolution accompanies the dynamics of intervention and social transformation. Citizenship translates into attitude and behaviour, a way of being in society that has the human rights as a reference, notably the values of equality, democracy and social justice.

Road Safety Education, assumed as a lifelong learning process involving all society with the aim of promoting civic behaviours and change social habits, so as to reduce road accidents and therefore contribute to the improvement of the population's quality of life.

Human Rights Education which is intimately connected to Democratic Citizenship Education, focuses in the wide spectrum of human rights and fundamental freedoms, in all aspects of people's lives, while Democratic Citizenship Education focuses, essentially, in democratic rights and responsibilities and in the active participation in the civic, political, social, economical, legal and cultural spheres of society.

Education for Gender Equality, which promotes the equal rights and duties of female and male students, through an education free of prejudice and gender stereotypes, so as to ensure the same educational opportunities and social and professional options. This process is shaped from a growing awareness of the living experiences of female and male students, taking into account their historical growth, with the prospect of changing attitudes and behaviours.

Education for Development, which aims to raise awareness and understanding of the causes of development problems and of inequalities, locally and globally, in a context of interdependence and globalisation, so as to promote the right and duty of every person to participate in and contribute to an integral and sustainable development.

Promoting Volunteering as a means to engage children and young people in this sort of activities, so as to promote, as soon and as actively as possible, the understanding that defending core values such as solidarity, mutual help and hard-work contributes to enhance the quality of life and propels the well-balanced development of society. The creation of an educational culture based on these values reinforces the importance of volunteering as a means to promote social cohesion.

Environmental Education/Sustainable Development, which aims to support the process of environmental awareness, of the promotion of ethical values', of changing attitudes and behaviours towards the environment, in order to prepare students for a conscious, proactive and fully informed exercise of citizenship, well acquainted with the current environmental issues. Thus, it is important that students learn to use knowledge so as to interpret and evaluate their surrounding reality, to conceptualise and debate arguments, to sustain points of view and choices, which are crucial skills required to actively participate in the modern day processes of decision-making.

Financial Education, which allows young people to acquire and develop essential knowledge and skills so as to prepare them to make future decisions about their personal finances; make them better consumers in general and better consumers of financial services and products in particular; make them deal with the growing complexity of financial contexts and instruments; and generate a multiplier effect of information and education within families.

European Dimension of Education, which contributes to the students' training and partaking in the European project, enhancing their engagement, protecting their rights and duties, and thus strengthening the European identity and values. The aim is to promote a greater knowledge of Europe and its institutions, notably the European Union and the Council of Europe, the European natural and cultural heritage, and the problems that Europe faces nowadays.

Media Literacy, which encourages students to use and decipher the media, notably the access and use of information and communication technologies, aiming to the adoption of appropriate behaviours and attitudes so as to safely and critically navigate the Internet and use the social networks.

Health and Sex Education, which aims to give children and young people the knowledge, attitudes and values that help them make choices and decisions that are appropriate to their health and physical, social and mental well-being. Schools should provide accurate information about health protection and risk management, notably in the area of sexuality, violence, eating behaviour, substance abuse, lack of physical activity and accidents at school and at home.

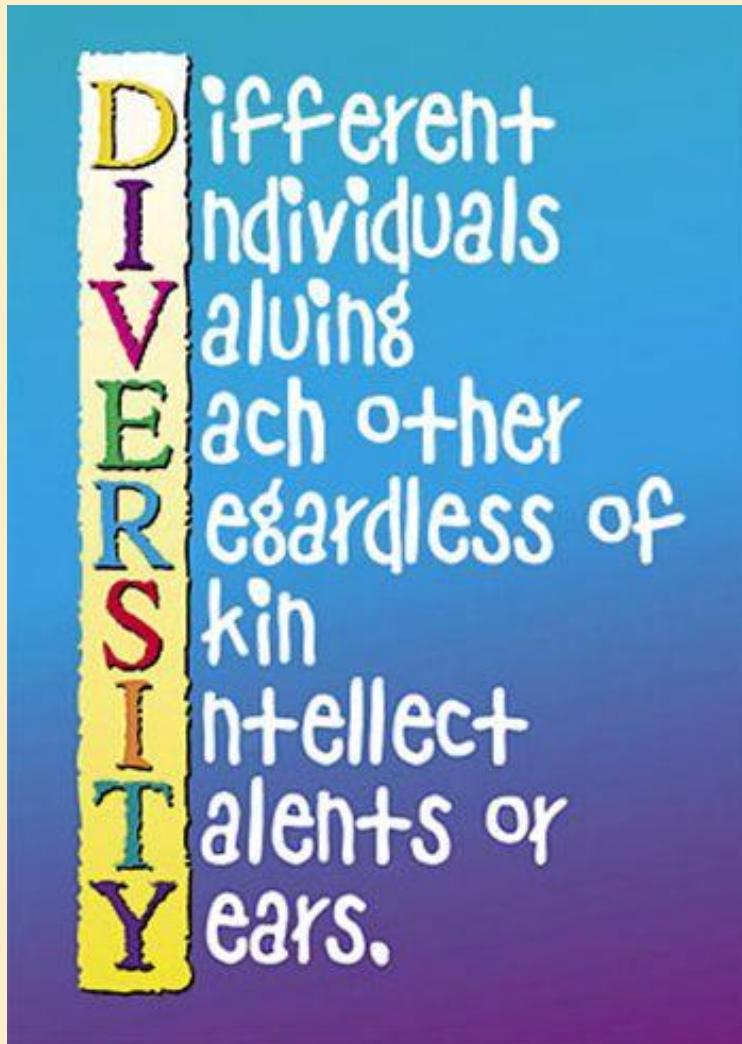
Entrepreneurship Education which aims to promote the acquisition of knowledge, skills and attitudes that encourage and ensure the development of ideas, initiatives and projects, in order to create, innovate or make changes in the sphere of action of the individual depending upon the challenges set by society.

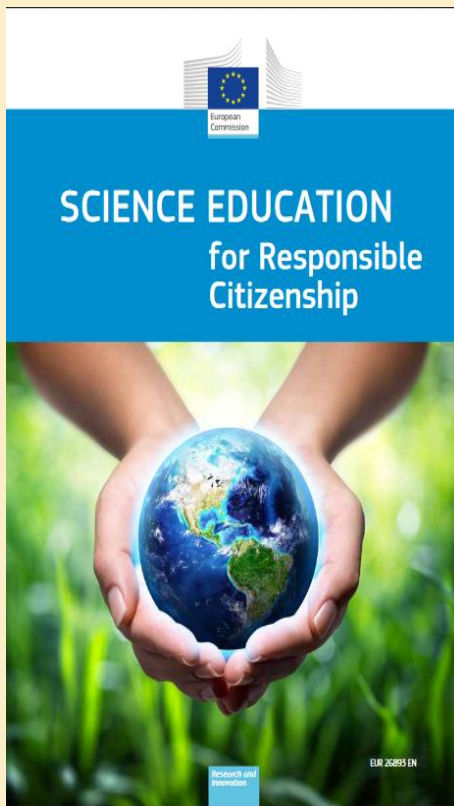
Consumer Education, which aims to provide information that supports more insightful individual choice options, contributing to more responsible behaviour and solidarity from the student as a consumer, in the context of the cultural and socio-economical system where they link their individual rights to their responsibilities to sustainable development and the common good.

Intercultural Education, which promotes recognition and appreciation of diversity as an opportunity and source of learning for all, in respect for the multicultural nature of society today. The aim is to develop the ability to communicate and encourage social interaction, which creates identities and a sense of belonging to humankind.

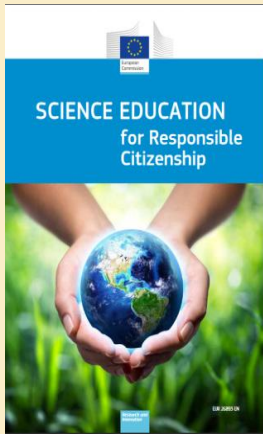
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- **Responsible citizenship** involves the determination to act in the best interest of human and ecological communities, for social, environmental, and economic benefits.
 - Ethical decision-making requires an understanding that one's actions have both direct and indirect effects on humans and environments, and acting conscientiously to support societal movement toward a sustainable future

Diversity and Social Inclusion (Conference theme)





- This report identifies the main issues involved in helping all citizens acquire the necessary knowledge of and about science to participate actively and responsibly in, with and for society, successfully throughout their lives.
- It sets out the challenges we face and how science education can help Europe meet its goals and equip citizens, enterprise and industry in Europe with the skills and competences needed to provide sustainable and competitive solutions to these challenges. A more **responsive science education** can promote broader **participation in knowledge-based** innovation that meets the **highest ethical standards** and helps ensure sustainable societies into the future.
- The Framework for Science Education for Responsible Citizenship identifies **six key objectives** and associated recommendations, which in combination, can help bring about the systemic changes required to generate a sustainable effect across our societies and in our communities.



Objectives and Recommendations

1

Science education should be an **essential component of a learning continuum for all, from pre-school to active engaged citizenship.**

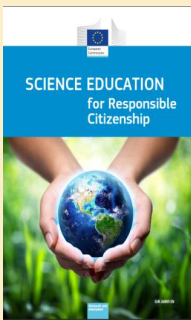
2

Science education should focus on competences with an emphasis on learning through science and shifting **from STEM to STEAM** by linking science with other subjects and disciplines.

Science, Technology, Engineering and Math – STEM
STEM + Art = STEAM

3

The **quality of teaching**, from induction through pre-service preparation and in-service professional development, should be enhanced to improve the depth and quality of learning outcomes.



Objectives and Recommendations

4

Collaboration between formal, non-formal and informal educational providers, enterprise and civil society should be enhanced to ensure relevant and meaningful engagement of all societal actors with science and increase uptake of science studies and science-based careers to improve employability and competitiveness.

5

Greater attention should be given to promoting **Responsible Research and Innovation (RRI)** and enhancing public understanding of scientific findings and the capabilities to discuss their benefits and consequences.

6

Emphasis should be placed on **connecting innovation and science education strategies**, at local, regional, national, European and international levels, taking into account societal needs and global developments.

Digital Citizenship

• 9 P's for Proactive Knowledge •

PASSWORDS



Do students know how to create a secure password? Do they know that email and online banking should have a higher level of security and never use the same passwords as other sites?

PRIVACY



Do students know how to protect their private information like address, email, and phone number?

PERSONAL INFO



While this information can't be used to identify you, you need to choose who you will share it with.

PHOTOGRAPHY



Are students aware that some private things may show up in photographs and that they may not want to post those pictures? Do they know how to turn off a geotagging feature?

PROPERTY



Do students understand copyright, Creative Commons, and how to generate a license for their own work? Do they respect intellectual property rights of those who create it?

PERMISSIONS



Do students know how to get permission for work they use, and do they know how to cite it?

PROTECTION



Do students understand what viruses, malware, phishing, ransomware, and identity theft are, and how these things work?

PROFESSIONALISM



Do students understand the professionalism of academics versus decisions about how they will interact in their social lives? Do they know about netiquette and online grammar?

PERMANENCE



Have students decided about their voice and how they want to be perceived online? Do they realize they have a digital tattoo that is almost impossible to erase?

edutopia

Really Need to Know About Digital Citizenship

9 P's

Passwords – Privacy - Personal Info

Photography -Property – Permissions

Protection – Professionalism - Permanence

**DIGITAL
CITIZEN**

DON'T JUST COPY.

**IF I TAKE OFF
A WATERMARK
DO I OWN IT?**

IS IT OKAY TO SCRATCH SOMEONE'S
NAME OFF THEIR HOMEWORK
AND CLAIM IT?

VENOSPIZED.COM



**DOES GOOGLE
IMAGES CREATE
ALL THOSE
PHOTOS
YOU CAN
SEARCH?**

DOES TARGET MAKE
THE HERSHEY CANDY BARS
IT SELLS?

VENOSPIZED.COM

**IS COPYRIGHT
REALLY
EVEN IMPORTANT
IF I'M NOT
A BUSINESS?**

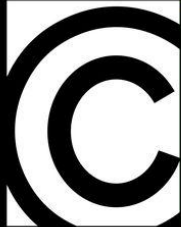
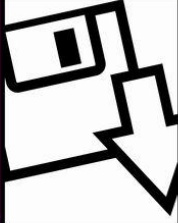
WOULD YOU LIKE A STRANGER
BORROWING YOUR JOURNAL AND
MAKING MONEY OFF OF YOUR
WRITING?

VENOSPIZED.COM

**DOES ALL OF
THIS REALLY
MATTER
THAT MUCH?**

EVER HEAR THAT SAYING:
'CHARACTER IS WHO YOU ARE
WHEN NO ONE IS WATCHING?'

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**IS
PINTEREST
A SOURCE?**

IF YOU FIND GUM
STUCK UNDER THE TABLE
DID THE TABLE CREATE IT?

VENOSPIZED.COM

**SHOULD I
PAY FOR
SOMETHING
THAT I
CAN COPY
FOR FREE?**

WOULD YOU EXPECT APPLE TO
PAY YOU IF YOU INVENTED
THE IPHONE?

VENOSPIZED.COM

DO THE RIGHT THING.

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**IF YOU FIND GUM
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THE IPHONE?**

Before you



THINK

Is it **T** true?

Is it **H**elpful?

Is it **I**nspiring?

Is it **N**ecessary?

Is it **K**ind?

Citizenship allows us to achieve **equality**, in all our **diversity** by membership in **community**.



GLOBAL CITIZENSHIP RESPONSIBILITIES

#1 Responsibility to understand one's own perspective and the perspectives of others on global issues.

2 Responsibility to respect the principle of cultural diversity

3 Responsibility to make connections and build relationships with people from other countries and cultures.

#4 Responsibility to understand the ways in which the peoples and countries of the world are inter-connected and inter-dependent

GLOBAL CITIZENSHIP RESPONSIBILITIES

5 Responsibility to understand global issues

6 Responsibility to advocate for greater international cooperation with other nations

7 Responsibility for advocating for the implementation of international agreements, conventions, treaties related to global issues

8 Responsibility for advocating for more effective global equity and justice in each of the value domains of the world community

References

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- Science Education for responsible citizenship - http://ec.europa.eu/research/swafs/pdf/pub_science_education/KI-NA-26-893-EN-N.pdf
- Preparing youth for 21st century responsible citizenship - http://lsf-1st.ca/media/symposium/Ready_or_not_Executive_Summary.pdf