

META-Study

For studies, research reports, departmental work, learning and teaching materials on the subject:

“Care and education - professionalization of social work in the formation of ethical skills in digital usage behavior“

Our project goal is to develop an e-learning platform - also in the form of a web-based app - with extensive material on the backgrounds and options for action for youth workers. A card game to learn and reflect on digital ethics will additionally support the transnational transfer of knowledge and the development of a self-learning requirement and thus systematically respond to the specific demands of the European Parliament: “To exploit all possibilities for the protection of children in the digital world and to pull them together through systematic training of all youth workers.”

Leading Organization: Educommart, Griechenland

Author:

Dipl. Pädagogin Kalliopi Angeli, Mag. Dr. Dr. h.c. Daniela G. Camhy, Dipl. Ökonomin Penka Spasova, Dipl. Psych. Martina Haas, Mag. Staatsrecht Sergeja Brglez, Sabine Bauereiß

Introduction: Daniela G. Camhy

Involved institutions:

Recht in Europa e.V., Deutschland

Academus, izobrazevanje in razvoj d.o.o., Slowenien

Stiftung Medien-und Onlinesucht, Deutschland

Österreichische Gesellschaft für Kinderphilosophie, Österreich

Lernwerkstatt Europa, Bulgarien

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1. INTRODUCTION

The fast change in our ways of life today is related to the rapid change in the scientific and technological world and its frequent innovations. The digital media revolution has generated both positive and negative expectations, wealthy optimism and tremendous fears. This should come as no surprise, because the digital sphere reflects and creates our own human perception and attitude to the world. It is - more than ever since the introduction of Web 2.0 tools and services - a social area with almost all good and bad aspects. This revolution is most clearly observed in the way we consume the media and social web. The Internet can no longer be separated from our everyday life, it has become an integral part. We can communicate worldwide without borders and connect with other people via the Internet.

The Internet has also been heavily criticized for emerging phenomena such as hate speech, filter bubbles, post-truth and fake messages, as well as fraud, harassment, extortion and other criminal activities on the Darknet. The manipulative influences on election campaigns (e.g. in the USA and France) are also a danger for democratic societies. It is feared that modern media will jeopardize our ability to think and judge. People are faced with new problems regarding manipulation, self-determination and responsibility. Does our ability to think, reflect and judge decrease? Are we losing our ability to think and judge independently?

Referring to the background of these debates, Kathrin Röggla asks whether the public is threatened by the digital media: "Does the web offer us organized ignorance?" (Röggla 2017) This is a question that we as philosophers, as educators, as employees in social systems, as interested citizens, as enlightened people in general, have to take seriously. Researchers, scientists and philosophers are calling for a new framework for thinking and creativity in order to rethink values, rules and strategies in society in order to be able to react to the great challenges of the Internet. With reference to Immanuel Kant (Kant 1784) we have to encourage people to dare to think for themselves: "Have courage to use your own reason" - the motto of the Enlightenment.

The profound structural change presents us with social and educational questions, especially with regard to the development of young people. What challenges do these changes pose for the education system in general and media education in particular? What are the advantages and risks of digitization?

Our increasingly digitized world also presents us with new ethical challenges. In the field of education, knowledge of digital ethics is becoming increasingly important and will soon be essential for all of us to survive. What is digitization doing to us?

Digitization fundamentally influences human and social coexistence. So far, however, there are hardly



any answers to the question of how living together in virtual social spaces can be designed appropriately. There, due to the anonymity of the users and the size and speed of the system, there is a risk of losing sight of values and norms. It is the task of all of us involved in digitization to make this new era human.

Adolescents are often unsettled in their identity finding by dealing with each other in virtual social spaces, especially when families and school cannot provide the necessary support. Because the curricula contain competences for a democratic culture, and this also includes the critical examination of digitization and the consequences for human coexistence, still far too little and hardly to be found, even if there are isolated learning ideas.

"ETHICS" is a project of fundamental importance. Promotion of high quality youth work - For youth workers all over Europe, the digital social world, in which there is safe movement, is part of everyday life. Understanding the perception of media literacy has long become a responsibility.

However, the social developments within virtual networks are happening so quickly that the values and norms that regulate real cooperation often fall by the wayside. It is becoming increasingly important to sensitize people who work with children and adolescents to these processes and to professionalize them. As part of our "ETHICS" project, it is our task to work out ethical aspects that are particularly relevant for the use of social networks and to work them out so that they can be used well in social work. This enables youth workers to talk to young people about ethical issues in the digital world and to offer support. This is one aspect of good and valuable youth social work. "ETHICS" helps youth workers in Europe to find a philosophical-ethical attitude that seeks open dealings with young people, pays attention to promoting their ethical ability to reflect as part of media literacy and also addresses their own attitudes, values and concerns. This role model in terms of reflectivity and personal responsibility can be seen as an essential criterion for promoting the ability to act professionally. The meta study serves as the basis for our project.

2. SYSTEMATIC REVIEW

2.1. THE GOAL

The aim is to follow up on existing scientific findings and discussions on dealing with digital ethics.

2.2. METHOD

- All project partners were involved in in-depth research in their own country.
- The available material was collected and viewed in the partner countries.
- The partners examined the researched material for current needs and for the existence and dissemination of existing educational offers.
- The results were summarized in a fixed table, translated into the project language and prepared for a presentation with subsequent discussion and evaluation.

The meta study forms the basis for the development of a qualification offer (QA) for youth workers, which on the one hand is precisely adapted to the needs and on the other hand avoids redundancies with other programs.

All partners worked intensively on the evaluation, translation and presentation of their results. From March to mid-June 2019, they researched studies and scientific publications on the subject of digital ethics. The results of the research were entered in a fixed tabular overview. Each partner organization summarized its results of the country-specific research on a DIN A4 page and made them available to the leading organization of the meta study.

2.3. FOCUS OF WORK

A guideline for the implementation of the meta study was created as a basis for the work. This comprises five main areas of work:

1. Formulation and definition of the development-relevant survey data
2. Systematic literature and desktop research in each partner country: state of research and practical offers. What are the focal points of the need? What educational offers are there?
3. Country-specific interpretation of the results, a written summary and preparation of the transnational information: quality assurance, overview, exchange of experience and preparation of the results.
4. Presentation of the results / translation:
Each partner organization developed a short overview report and a presentation of the results in their own language and in the project language German. The results were presented at the 2nd EU project meeting in Greece in August 2019. The results, which were written in the respective national language, were collected and translated into the project language and into English.

5. After that, a first networking with institutions that already deal with the topic can take place in order to get to know these offers. The presented results of the meta study form the basis for product development.

3. SUMMARY RESULTS OF THE META STUDY

We are currently experiencing a rapid technical change, at least in terms of information. The digital natives are networked with each other, can quickly access information and create a new form of communication, art and society. For adolescents, cell phones, laptops, computers, ipads, tablets, etc. are an important means of maintaining interpersonal relationships. Various studies show that the digital natives are well versed in the technical field online and it is therefore assumed that they do not need any help in connection with the digital world. (see e.g. study:

<https://www.soprasteria.at/de/newsroom/news/studie-jeder-vierte-digital-native-f%C3%BCht-sich-digital-%C3%BCberfordert>)

The connection to the living environment of adolescents is an important part of the effort. This requires the development of critical media skills as well as media education skills. In Austria, for example, attempts are being made to oblige educators, social workers, to specifically incorporate and use the new media in everyday life, although this is not yet being implemented everywhere in practice. The reasons for this are diverse: Lack of resources, lack of media literacy, a critical attitude towards technology, etc. It is therefore absolutely necessary to professionalize social work in the formation of ethical skills in the context of digital media. (see.e.g. <https://sozialeskapital.at/index.php/sozialeskapital/article/view/321>).

The state of research in Germany on the subject of “digital ethics” is surprisingly extensive. The topic of digital ethics or media ethics is the focus of workshops, newspaper reports, television reports, studies and teaching materials.

Often, the focus is initially placed on aspects such as algorithms, digital social interaction, critical engagement with news (fake news) and ethical questions for companies and politics.

The Institute for Digital Ethics (I N), the Stuttgart Media University, deserves special mention.

The Bulgarian partners emphasized the results of their research based on various surveys, studies and best practice examples.

The Slovenian portal www.safe.si, which operates the most digital education in Slovenia, has only published the following sentence on its website on "Ethics on the Internet":

„**Spletna etika** (angl. *Netiquette*) je zbirka pravil lepega obnašanja/vljudnosti pri komunikaciji preko interneta“. (**Web Ethics (Netiquette)** is a collection of rules of conduct / courtesy for communication over the Internet).

On some other Slovenian websites the topic of ethics is mentioned, but rather in the sense of what the respective institution could need, e.g. on the website of the Faculty of Management in Koper

https://ucilnice.arnes.si/pluginfile.php/471598/mod_resource/content/0/Datoteke_za_vajo/Net_etika.pdf). There, students will find a manual on basic digital rules of conduct (net ethics). Ethics play a greater role in the context of advertising and in this way there is also a scientific approach of students to the topic (marketing ethics).

In Greece, too, the subject of digital ethics has led to a role in the education sector, but also in the journalism and health sectors. This is not a Greek view of digital ethics, it is given by researchers from different perspectives, so that the development in the digital age, digital ethics and the development of digital conformity in a conscious discourse, not only by the new media also by politics and are activated.

Research by the Hellenic Safe Internet Center has shown that the age of children who use the Internet has decreased steadily in recent years: "Young users are getting younger and younger." Therefore, children should be sensitized of how to use the Internet early

enough(http://www.biblionet.gr/book/175527/%CE%97_%CF%86%CE%AC%CF%81%CE%BC%CE%B1_%CF%84%CE%BF%CF%85_%CE%B4%CE%B9%CE%B1%CE%B4%CE%B9%CE%BA%CF%84%CF%8D%CE%BF%CF%85).

Efforts are being made by various institutions to provide parents and children with practical and psychological information and information about the basic rules of use and important Internet security issues. This is achieved through a series of specialist books that are aimed at children, parents and teachers and show suggestions for mutual exchange and communication strategies for the safe use of the Internet.

All country results indicate that the digital age is already determining our daily lives. The convergence of information technologies, telecommunications and the media has led to significant changes in almost all areas of social life, which affect practically all human activities and have fundamentally changed the environment for the use of personal data. This development raises important ethical, philosophical, social and political questions on the subject of "data protection in the digital world" and underlines the need to regulate and set ethical standards.

For many organizations, institutions, social workers and educators, the "ETHICS" project will show new ways of using the Internet.

4. RESULTS FROM ALL PARTNER COUNTRIES

In the meta study, the results can be summarized as follows:

1. Studies by EU Commission / European Council / European Parliament
2. Studies at universities / universities of teacher education / universities of applied sciences (e.g. studies prepared by the special institutes)

3. Studies EU and research reports (e.g. national and international projects in the context of consortia)
4. Studies departmental work / homework / diploma thesis / dissertations
5. Studies special NGOs with their expertise and teaching materials (e.g. clicksafes, safer internet)
6. Studies in literature and magazines

4.1. THE RESULTS FROM GERMANY

FEDERAL MINISTRY:

- The Federal Ministry of the Interior, Building and Home (BMI) has set up a data ethics committee. The aim of the Data Ethics Committee is to "propose a development framework for data policy, the use of algorithms, artificial intelligence and digital innovations. *Clarifying data-ethical issues can bring speed to digital development and also define a path that resolves social conflicts in the area of data policy. "The Commission's final report was published in October 2019.* (https://www.bmi.bund.de/DE/themen/it-und-digitalpolitik/datenethikkommission/arbeitsergebnisse-der-dek/arbeitsergebnisse-der-dek-node.html;jsessionid=1B7A4A9C92D06182C32DF9484993B224.1_cid364).

FEDERAL ASSOCIATION:

- The Federal Association of the Digital Economy (BVDW) represents the interests of more than 600 companies, e.g. Facebook Germany, Google, Funke Digital GmbH and the Stuttgart Media University. The BVDW has published a debate paper under the name "Human, Morality, Machine, Digital Ethics, Algorithms and Artificial Intelligence". https://www.bvdw.org/fileadmin/bvdw/upload/dokumente/BVDW_Digitale_Ethik.pdf. The debate paper deals on the one hand with questions relating to the use of algorithms, artificial intelligence and robots, for example in the healthcare sector, and on the other with questions that deal with automated traffic models as well as data protection and freedom of expression.
- Examples:
 - How does the nursing robot react when grandma doesn't want to take her medication?
 - How should an automated car decide in an unsolvable accident situation? -
 - The Limits of Freedom of Expression: How Much Hatred Should We Tolerate?

The second part of the working paper deals with approaches to action. Here is a decision of the "enlightened discourse" and personal data protection, but also a massive promotion of AI (artificial intelligence) research and the result of a "programmer ethics".

THE INSTITUTE FOR DIGITAL ETHICS

- Among other things, the IDE has published the "10 commandments of digital ethics": "The ten commandments are guidelines that help to value the dignity of the individual, their self-

determination and freedom of action” (<https://www.digitale-ethik.de/>). These 10 commandments provide a basis for digital coexistence and are processed and disseminated by the I D E and affiliated institutions. Different materials are derived from this, e.g.:

- Translation of the 10 commandments into 7 languages as postcards, booklets and posters
- Processing of the 10 commandments for young people by "Juuuport.de, Klicksafe.de
- Digital Safety Compass

KLICKSAFE

- Klicksafe (the EU initiative for more security on the Internet) deals editorially with the topic of media ethics, collects campaigns from schools and institutions at the Safer Internetday and has designed teaching materials on the topic of “Ethics makes clicks”. It contains lots of information, suggestions and practical exercises, as well as a "value navigation for digital life". Klicksafe has focused on three thematic areas where there is a need for orientation: privacy protection, cyberbullying or online violence and gender sensitivity. The teaching material is available for download free of charge (<https://www.klicksafe.de/themen/medienethik/>). Furthermore, Facebook groups or groups are formed in other social networks that deal with various facets of digital ethics, e.g. the group <https://www.facebook.com/Ethik.heute/> (Accessed on June 29, 2019).

SCHOOLS

- There are a variety of teaching materials for all grades for ethics classes in schools.

Other helpful websites:

- <http://www.bpb.de/lernen/digitale-bildung/medienpaedagogik/268087/digitale-ethik-reflexion-ueber-grundwerte-und-ethisches-handeln>
- <https://www.bvdw.org/themen/digitale-ethik/ethik-blog/>
- <https://buchundnetz.com/werke/digitale-ethik/>
- <https://www.vontobel.com/de-de/uber-vontobel/impact/warum-die-digitalisierung-ethik-braucht/>
- <https://digitale.ethik.jetzt/>

Book recommendations / literature:

- Digitale Ethik - Ein Wertesystem für das 21. Jahrhundert, Sarah Spiekermann, 2019, Verlag Droemer
- 3TH1CS – Die Ethik der digitalen Zeit, Philipp Otto und Eike Gräf, 2017, Verlag iRights media
- Digitaler Humanismus, Julian Nida-Rümelin und Nathalie Weidenfeld, 2018, Verlag Piper

4.2. THE RESULTS FROM AUSTRIA

EU:

- The DESI (The Digital Economy and Society Index) was developed by the European Commission to assess the state of the digital society and economy within the EU. Austria ranked 12th in 2017 and 2018 and Austria was ranked 13th in 2019. The basic and advanced digital skills are slightly

above the EU average, but Austria is far behind the leading countries. There is also a shortage of skilled workers in Austria. Connectivity, internet use and the integration of digital technology were evaluated as below average (vgl.

<https://www.bmdw.gv.at/DigitalisierungundEGovernment/DigitalesInZahlen/Seiten/Digital-Economy-and-Society-Index.aspx>).

- The European Commission is committed to providing European citizens with tools to help them better understand the digital media that are playing an increasingly important role in European society. Media literacy becomes an important component of human coexistence. Efforts are also being made in Austria to encourage citizens to deal competently with the online world, to think critically about it and to reflect on their own (online) behavior (vgl. <https://eur-lex.europa.eu/legal-content/DE/TXT/?uri=LEGISSUM:am0004>).
- In 2018, a high-level group of experts on AI (HEG-KI) was set up by the European Commission to develop guidelines for promoting a trustworthy AI. “Ethics guidelines for a trustworthy AI. Independent High-Level Expert Group for Artificial Intelligence” is the title of this document with the aim: “To develop AI ethics guidelines and AI policy and investment recommendations” In doing so, an attempt was made not only to demonstrate an ethical framework, but also to provide support for the Offer implementation of the basic framework (<https://ec.europa.eu/digital-single-market/en/news/draft-ethics-guidelines-trustworthy-ai>).
- “Skills for a democratic culture. Equal coexistence in culturally diverse democratic societies” was published by the Council of Europe in 2016. This document deals with “a model of the competences that learners should acquire if they participate effectively and peacefully in the culture of democracy want to live in culturally different democratic societies” (<https://www.schooleducationgateway.eu/de/pub/resources/publications/competences-for-democratic-cul.html>). These foundations for a model of the competences that the learners should acquire will also be incorporated into our EU project (see Appendix, p.7, “The 20 competencies of the CDC model).

FEDERAL MINISTRY:

- The Federal Ministry of Education, Science and Research, since 2018, to introduce a master plan for digitization in education and an understanding of the goals that digitization brings to the Austrian education system. This master plan should be in 2023 and will be three major areas of action:
 - *“Software” - pedagogy, teaching and learning content*
 - *„Hardware” - infrastructure, modern IT management, modern school administration*
 - *„Teachers' training, advanced training and further education*

(<https://bildung.bmbwf.gv.at>)

UNIVERSITY GRAZ:

- “Facilitation of Information Literacy through MOOCs in the subject-specific context of Economics and Business Administration” is the title of the dissertation by Mag. Rer. Soc. Oec. Three-seven

(2018). In his dissertation, the author dealt with the fact that employees of companies have to deal with large amounts of data, but the information literacy of students is only poorly developed. His goal was to show the options for "imparting information literacy". The supervising organization was the Institute for Information Science and Information Systems at the University of Graz (https://online.uni-graz.at/kfu_online/wbAbs.showThesis?pThesisNr=70231&pOrgNr=14099).

PEDAGOGICAL COLLEGE STEIERMARK:

- In today's curricula, media literacy is often reduced to mere digital literacy, which is mostly understood as the ability to use digital tools. However, this approach lacks critical thinking and judgment as a prerequisite for dealing with the media as well as an awareness of responsibility and the skills, opportunities and risks associated with the Internet.
- Implementation rarely takes place in the everyday life of trainees. In the teacher training course, for example, trainees learn which different aspects of media education can be included in the preparation of lessons, but there are no training and further education opportunities that can contribute to digital education. This means acquiring skills that deal with rules, strategies and patterns within the digital world in order to be self-determined and self-reliant to take on the challenges of the Internet (cf.
- <https://www.phst.at/hochschule-archiv/schwerpunkte/medienpaedagogik-und-digitale-kompetenz/>).

FH JOANNEUM GRAZ :

- „Media literacy and digital literacy” is offered as a new master’s course at the FH Joanneum Graz and pursues the goal of imparting the necessary skills regarding digitalization to the students: “professional network communication, targeted assessment and organization of information on the web and knowledge about the digital society” (<https://www.fh-joanneum.at/medienkompetenz-und-digital-literacy/postgraduate/>).

DIGITAL BOOK:

- A newer digital book called “Textbook for Learning and Teaching with Technologies. L3T. ”, Edited by Martin Ebner and Sandra Schön, contains a collection of teaching texts on various topics as well as various aspects of learning and teaching with technologies. This book represents a first step into the subject area. From chalk board to whiteboard to interactive pen display and iPad, a historical overview and technical descriptions, reflection and further sources are presented. The latest developments such as MOOCs, (micro) blogging or mobile learning are discussed and the teaching texts are supplemented with exercises and best practice examples. The feasibility was examined in different formats and tested with the help of different devices. The result shows that a lot of research still needs to be done (cf. <https://l3t.eu/homepage/das-buch/ebook-2013>).

STUDIES:

- A study “PC - Ge-er-n - Ethics or e-learning in ethical questions” shows that e-learning is of great interest in Austria and in many other EU countries. The study investigated whether students can

acquire new knowledge using e-learning. A particularly interesting aspect is the second hypothesis of the study, which raises the question of whether ethical competence can also be imparted through e-learning. However, this hypothesis cannot be confirmed in the study. Since less than 50% of the students did not answer the questions in question ethically. The ethical competencies could not be expanded, since ethical questions have to be worked out in discussion (cf. https://www.imst.ac.at/imst-wiki/images/6/60/304_Langfassung_Lickl.pdf).

- Various studies show that the digital natives are well-versed in the technical field online and it is therefore assumed that they do not need any help in connection with the digital world (cf. e.g. study: <https://www.soprasteria.at/de/newsroom/news/studie-jeder-vierte-digital-native-f%C3%BChlt-sich-digital-%C3%BCberfordert>).

APP:

- The BanHate app (2018) is a free app that is available in all app stores. The anti-discrimination agency Styria has dedicated itself to the mission of "offensive against hate" and in this sense an app was developed. With the app it is possible for users to report hate postings directly via the mobile device and thus to be able to actively combat hate online. Users can also find important information on hate and discrimination on this website: How can I report a hate posting? How is the reported hate posting checked? What types of discrimination are there? (<https://www.banhate.com/>)

SOCIETIES:

- "Turn - Association for Prevention of Violence and Extremism" is an association that was founded with the aim of carrying out "projects within the framework of online streetwork". The project "Jamal al-Khatib - My Way" is an educational package that deals with the phenomena of extremism and radicalization. This package consists of 3 parts: 1. Background information on the topics. 2. Videos including a description of the content and discussion questions, 3. Worksheets for the units. All videos can be found in the Youtube Channel Jamal al-Khatib (<https://www.turnprevention.com/>).

HELPFUL WEBSITES:

- Saferinternet.at is an Austrian initiative that supports Internet users (children, young people, parents and teachers) in the safe, competent and responsible use of the digital world. Best practice examples, offers, information, brochures, tips and tricks as well as explanatory videos (https://www.youtube.com/results?search_query=barbara+Buchegger) etc. are presented on this website. (<https://www.saferinternet.at/>).
- The Austria Forum is a digital information portal. The Austria Forum has been available since September 2007 and contains comprehensive information on various topics (including teaching material for computer science) and a large number of digitized books (web books) (<http://austriaforum.org/af/Unterrichtsmaterialien/Informatik>).

FINAL CONSIDERATION:



Despite efforts to explore these challenges, it will be useful for Austria to further develop strategies for dealing with the media. It is necessary to develop a solid basic structure and support for the area of social work and pedagogy in the media world, which above all also include ethical components.

BOOK RECOMMENDATIONS:

- Appel, Markus; Schreiner, Constanze (2014) Digitale Demenz? Mythen und wissenschaftliche Befundlage zur Auswirkung von Internetnutzung.
- Carr, N. (2008). Is Google Making Us Stupid? Yearbook of the National Society for the Study of Education
- Cole, Tim; Urchs, Ossi (2013): Digitale Aufklärung. Warum uns das Internet klüger macht. Hanser. München.
- Brodnig, Ingrid (2018). Tipps gegen Manipulation und Mobbing: Lügen im Netz. Wie Fake News, Hass, Populisten und unkontrollierte Technik uns manipulieren.
- Brodnig, Ingrid (2014): Der unsichtbare Mensch: wie die Anonymität im Internet unsere Gesellschaft
- Brodnig, Ingrid (2017): Lügen im Netz. Wie Fake News, Populisten und unkontrollierte Technik uns manipulieren
- Gutounig, Robert (2015): Wissen in digitalen Netzwerken. Potenziale Neuer Medien für Wissenprozesse. Springer VS
- Pariser Eli (2011). The Filter Bubble: What the Internet Is Hiding from You. Penguin Press HC. London.
- Röggl, K. (2017). Von wegen aufgeklärt und digital? MedienJournal, <https://ejournals.facultas.at/index.php/medienjournal/article/view/345>
- Saferinternet (2019): Das Internet sicher nützen!
- Spiekermann, Sarah (2019): Digitale Ethik. Ein Wertesystem für das 21. Jahrhundert. Droemer: München
- Schirrmacher, Frank (2009). Payback. Warum wir im Informationszeitalter gezwungen sind zu tun, was wir nicht tun wollen, und wie wir die Kontrolle über unser Denken zurückgewinnen.

4.3. THE RESULTS FROM BULGARIA

EU:

- Bulgaria ranks 28th among the 28 Member States for 2019 according to the DESI Index (Digital Economy and Society Index / the European Commission for Digital Economy and Society). The proportion of citizens with at least basic digital knowledge is 29% of the Bulgarian population, while the EU average is 57%. Only 11% of citizens have qualifications above the basic level, which is less than a third of the EU average.
- Bulgaria has a national program - Digital Bulgaria 2025, which is linked to the programming of the EU structural funds and provides for some measures to improve the connectivity of public services and the use of digital technologies in the private sector. However, this is not a

comprehensive strategy to support digital transformation in Bulgaria.

- The concept for the digital transformation of Bulgarian industry (Industry Strategy 4.0) was developed in 2017, but is still in the project phase.

STATE AUTHORITY:

- With the support of the state agency "Electronic Administration", the first specialized lessons on cyber hygiene at primary and secondary schools throughout Bulgaria are started (<https://cyberneat.e-gov.bg/>).

SOFIA UNIVERSITY / INSTITUTE FOR SOCIAL AND KNOWLEDGE RESEARCH AT THE BULGARIAN ACADEMY OF SCIENCE:

- The partner from Bulgaria underlines the progress and developments regarding the current questions and topics. The University of Sofia and the Institute for Social and Knowledge Research at the Bulgarian Academy of Science are responsible for the further development in connection with the following priorities: 1. Influence of ethical questions on information technology; 2. The negative consequences for humans from the mass spread of modern technologies. For example: the real threat posed by the "dark side" of social networks and the Internet, which leads to addiction and dependency and from here - not infrequently - leads to psychological problems. Virtual space destroys original and moral values, changes the mindset of young people and makes them extremely vulnerable to manipulative influences.
- Lyudmila Ivancheva, Institute for Social and Knowledge Research at the Bulgarian Academy of Science, "Ethics in conveying scientific and technological results to the public". The paper deals with ethical issues in the field of conveying scientific and technological results to the public. The need to raise public awareness of research and improve public understanding of science and technology is outlined and the responsibility of science communicators is emphasized. The conclusion is that the ethical problems in science and technology communication to the public should be institutionalized by creating relevant codes and setting up ethics committees.

EUROPEAN PROJECTS:

- The study contains various sources of good practice - for example, successful eTwinning projects and the important role it has here is not only to develop the digital skills of young people, but also to promote basic values and digital self-determination in class. The project participants develop a sense of responsibility for their actions in the digital world, reflect and question current challenges regarding privacy, security, fake news, identity and identity theft and try to understand the digital world as a place of joint action.
- The National Center for Secure Internet in Bulgaria developed interesting and helpful manuals for educators and educators: e.g. the parents' handbook "How not to lose your own child in the virtual world?", the handbook "From digital competence to digital citizenship", the handbook for

children of the same age from 14 to 18 years, developed as part of the project "Responsible Internet Use "among others

- The results of a national representative survey on online behavior of children show that children use the Internet earlier, more often and more mobile. The increased use of the digital world also increases the associated risks. If adolescents are online more often, then digital media literacy needs to be promoted more. The role of parents, schools and institutions is very important.
- The project "Restart - Digital training tools to promote the industrial revolution 4.0 in the EU" (www.restart-project.eu) shows in its study the digital progress and training needs that can contribute to the improvement of digital skills.

PRIVATE COMPANY:

- A number of interested parties are involved in various activities to develop digital skills. For example, private companies offer free code compilation training or online cyber hygiene courses for students aged 7 to 18, which were developed in cooperation with the state agency for electronic administration.
- Bulgaria is also well below average in the introduction of digital technologies. Businesses are not yet taking full advantage of online marketing opportunities: 6% of SMEs (small and medium-sized enterprises) sell online (compared to an average of 17% in the EU), 3% of all small and medium-sized enterprises sell cross-border and only 2 % of their turnover comes from online trading.

FOUNDATIONS:

- The Digital Children Foundation offers electronic textbooks for parents and a training program / modules for children from 7 to 12 years.
- Another good example is Cyberscout, where children teach other children online security and internet skills.
- The Foundation Together in Class is an initiative by teachers for teachers and examines how the skills of the 21st century develop during class?
(www.zaednovchas.bg)
- UNICEF reports on the behavior of children in the digital world. It presents six priority measures on how the power of digitization can be used (high-quality online resources, protection against online damage, privacy, digital skills, children and digital politics)(https://www.unicef.org/bulgaria/sites/unicef.org.bulgaria/files/2018-05/State-of-the-world%27s-children-2017_Summary_BUL_4.PDF)

Societies:

- The Digital National Coalition Association in Bulgaria continues to organize activities to develop digital skills for different strata of the population.

SCHOOLS:

- In the school year 2018/2019, media knowledge was taught for the first time in school lessons. Media literacy includes the teaching of five key skills, which also include cross-disciplinary questions, in order to be able to include as many different approaches and perspectives as possible. The key competencies are information literacy, communication and collaboration, creation of digital content, security and problem solving and are anchored in the curricula of the subjects "Computer Modeling" in the 3rd and 4th grades and in the "Information Technologies" classes in the 5th and 10th grades.

Helpful websites:

- digitalkidz.eu offers an educational program, supported by the Ministry of Education and Science, VIVACOM and SAMSUNG, to develop different abilities in children through innovative educational methodology - advice, pedagogical methods, workshops and teaching programs are available to parents, teachers and children of primary school to deal with digital children's intelligence, critical thinking skills and literacy skills (<http://digitalkidz.eu>).
- [safenet.bg](https://www.safenet.bg) (The Bulgarian national center for secure internet has been operated since 2005 with partial financial support from the European programs for "secure internet" and from 2014 for "better internet" for children.) The center is a member of the European network of 30 centers for secure Internet Insafe, as well as the INHOPE International Hotline Association, which brings 43 countries together. The center offers internet users (children, adolescents, parents, teachers and experts) surveys, education and materials on the safe, competent and responsible use of the digital world. This gives interested parties important insights into how to use digital technology (<https://www.safenet.bg>).

FINAL CONSIDERATION:

Despite efforts to cope with the low level of digital skills, it will be useful for Bulgaria to have a comprehensive digital skills strategy to deal with the problem of both the education system and the improvement of staff skills.

BUCHEMPFEHLUNGEN:

- Bozhidar Ivkov - „- hidar Ivof hope. Neuroethics and neurosociology – The barrier for the negative consequences for the man from the expansion of the contemporary technologies, Institute for Social and Knowledge Research at the Bulgarian Academy of Science, Sofia
- Ljudmila Ivancheva, Institute for Social and Knowledge Research at the Bulgarian Academy of Science, Sofia, Ethical research (ISSN 2534-8434), St. 3, Buch 2/2018

- Santi Scimeca, Dorothy Cassells, Ann Gileran, Klear Morvan - European Schoolnet (EUN Partnership AISBL), 2016, Educate digital citizens, www.europeanschoolnet.org
- Stiftung Digitalkidz, DigitalKidZ e-books, 2015-2017, E Books for parents of digital children, <http://digitalkidz.eu/club>
- National Center for Secure Internet, Broshure: Educated Children in the Digital Age, <https://www.safenet.bg/images/sampleddata/files/Broshura-roditeli.pdf>
- National Center for Secure Internet and Microsoft Bulgaria, handbook for parents of preschoolers and primary education, https://www.safenet.bg/images/sampleddata/files/Microsoft-Narychnik-za-roditeli_print.pdf
- National Center for Secure Internet and ARC Found, handbook for peers between the ages of 14 and 18, developed as part of the project "Responsible Use of the Internet and Human Trafficking", 2015, <https://www.safenet.bg/images/sampleddata/files/Handbook-peers.pdf>
- ARC Fund and Faculty of Primary and Preschool Education at the University "Kliment Ohridski", Sofia, Methodological Handbook: "From digital competence to digital citizenship", https://www.safenet.bg/images/sampleddata/files/Naruchnik_3.pdf
- Marco Heiddinjak from the ARC Foundation, Association "Parents", on behalf of the National Safer Internet Center, report with recommendations to parents, teachers, companies and institutions, https://www.safenet.bg/images/sampleddata/files/0-8_Bulgaria_National_report_1year_later_BG.pdf
- Foundation "Together in Class", handbook by teachers for teachers within the program "Together in Class", created after the project "Functional Literacy for the 21st Century", www.zaednovchas.bg
- State agency "Electronic Administration", Parents' Handbook, National Information and Education Campaign on Cyber Hygiene, <https://cyberneat.e-gov.bg/>

4.4. DIE ERGEBNISSE AUS SLOWENIEN

MINISTRIES:

- In collaboration with the Ministry of Higher Education, Science and Technology, the National Center for Intervention in Network Incidents, SI-CERT, has issued a guide that outlines the consequences that can arise from unreliable online use. This guide talks about online fraud (lottery, identity theft, and social media) and finally provides suggestions on what to do if problems with online fraud can occur. There are also central contact points where interested parties can find support
https://www.varnaininternetu.si/wp-content/uploads/2017/07/Varni_hitriVodnik_splet_kakovostna.pdf

UNIVERSITIES:

- Students at several faculties at the University of Maribor have dealt with the topics of internet and online security in a scientific way: In the faculty of natural sciences and mathematics, Danijel Korpar's (diploma thesis) mentor (izr.Prof. Ivan Gerlič) deals with current issues treated with

regard to "safe surfing on the Internet" and presented measures for the safe counteraction of dangers. Parents and teachers find possible methods of action ([COBISS ID: 17867528 splet: https://dk.um.si/lzpisGradiva.php?id=15190&lang=slv](https://dk.um.si/lzpisGradiva.php?id=15190&lang=slv)). Cyber bullying among adolescents and cybercrime was developed in the Faculty of Security Sciences by Rok Rus, Igor Bernik (https://www.fvv.um.si/DV2012/zbornik/splosna_sekcija/Rus_Bernik.pdf).

- The Safer Internet Center project is being carried out by the Faculty of Social Sciences at the University of Ljubljana, the Arnes Institute, the Association of Slovenian Youth Friends and the MISSS (Slovenian Youth Information Center) and by the European Commission's INEA agency (through the Connecting Facility Europe ") and the Ministry of Education. The web portal has put together a poster with the ten rules that point out to young people how to surf the Internet safely (<https://safe.si/gradiva/gradiva-za-ucitelje/plakat-za-sole-10-zlatih-pravil-za-varno-rabo-interneta>).
- Further studies from the University of Ljubljana e.g. from the Center for Methodology and Computer Science (Author: Bojana Lobe, Sandra Muha) examined children's Internet activities, but at the same time also the positive effects of children's Internet use (https://safe.si/sites/default/files/mladinanetu_porocilo_0_0.pdf). In the Faculty of Economics, Rok Bojanc, Borka Jerman-Blažič and Metka Tekavčič) examined the security techniques on the Internet and analyzed a secure online management (http://maks2.ef.unilj.si/zaloznistvoslike/440/Everzija_Monografija_Bojanc%20in%20soav_Informacijska%20varnost%20v%20podjetniskem%20okolju_feb2015.pdf). In her study, Urška Boldin examined the privacy of Facebook users, ethics on the Internet, the topic of data protection and defined social networks (focus: ethical aspects on Facebook) (http://www.cek.ef.unilj.si/u_diplome/boldin3666.pdf).
- Authors from the Faculty of Social Sciences - Center for Methodology and Computer Science and Faculty of Social Sciences - Center for Social Science Computer Science collected tips for a child-friendly Internet and information on safe surfing in a brochure (Author: Tanja Šterk, Ajda Jerman Kuželički, Alenka Žavbi, (https://safe.si/sites/default/files/1249562823safe_brosura_elektronska_final_09_0.pdf); (Autor: Tanja Šterk, Ajda Petek, (https://safe.si/sites/default/files/safe_si_brosura_starsi_ponatis_feb_2016_e_verzija.pdf).
- As part of the SAFE-SI project, the Faculty of Social Sciences, Center for Methodology and Computer Science has published a manual aimed at children and young people who are currently familiarizing themselves with the basic elements of the Internet and the composition of computer equipment. It contains theoretical and practical explanations of activities with which young people are confronted online. In the form of various game elements and dialogues, young people get new insights into this topic. In a concrete and theoretical way, parents are taught what their children can do online (<https://safe.si/sites/default/files/1202730056knjiga->

[za_otroke.pdf](#)), (https://safe.si/sites/default/files/1202730095za_starse.pdf).

- The University of Primorska in Koper, Faculty of Management, has published a handbook and a volume for students on rules of conduct on the Internet, power on the Internet, but also the ethical advertising code in Slovenia (https://ucilnice.arnes.si/pluginfile.php/471598/mod_resource/content/0/Datoteke_za_vajo/Net_etika.pdf); (<http://www.fm-kp.si/zalozba/ISBN/pdf/978-961-266-036-9.pdf>).
- The University of Primorska in Koper, Faculty of Management, has published a handbook and a volume for students on rules of conduct on the Internet, power on the Internet, but also the ethical advertising code in Slovenia (http://www.cek.ef.uni-lj.si/vps_diplome/koren31.pdf). Another diploma thesis by Urška Boldin wrote a diploma thesis entitled "Odnos študentov do zasebnosti na spletni skupnosti Facebook" and highlighted the privacy of Facebook users. The work defines ethics on the Internet (Facebook), data protection and social networks (http://www.cek.ef.uni-lj.si/u_diplome/boldin3666.pdf).

INSTITUT:

- The Peace Institute is an institute for contemporary social and political studies and deals extensively with data protection and privacy on the Internet (http://www2.mirovni-institut.si/slo_html/publikacije/pdf/MI_politike_zasebnost_na_internetu.pdf).
- In an article, the Institute for Information Science (IZUM) describes various behavioral options when receiving unsolicited or SPAM emails. Different aspects of ethics assess whether it is an ethical or unethical email that goes beyond ethics or is still within the boundaries of ethics (Author: Davor Bračko, <https://www.dlib.si/details/URN:NBN:SI:DOC-8PUC194T/?query=%27keywords%3Dobvezni+izvod+spletnih+publikacij%27&pageSize=25&location=IZUM+-+In%C5%A1titut+informacijskih+znanosti>).

LOCAL COMMUNITY:

- The municipality of Celje, the youth commission for Celje, has published a reading aimed at young people who use social networks, thereby warning of the dangers that young people are exposed to in these networks. The authors (Almedin Imamović, Rok Piliš, Uroš Polimac, mentor Romana Podbregar) deal with the most popular social networks used by adolescents (safe use, dangers, risks, abuse of children and adolescents on the Internet, legal framework of national ones and European legislation) (<https://www.knjiznica-celje.si/raziskovalne/4201604058.pdf>).

INFORMATION COMMISSION:

- Information officers inform citizens about their personal data, which they consciously or unconsciously transmit to certain databases. With the development of technology and information communication technology, users constantly communicate with their intelligent devices so that their data is transported to certain databases (right to privacy). The task of an information officer is to inform the Internet user about his legal framework (EU law) (<https://www.ip-rs.si/varstvo-osebnih-podatkov/pravice-posameznika/>), (<https://www.ip->

[rs.si/fileadmin/user_upload/Pdf/Ocene_ucinkov/Smernice_o_ocenah_ucinka_DPIA_julij2018.pdf](https://www.ip-rs.si/fileadmin/user_upload/Pdf/Ocene_ucinkov/Smernice_o_ocenah_ucinka_DPIA_julij2018.pdf), (https://www.ip-rs.si/fileadmin/user_upload/Pdf/smernice/Informirani_potrosnik.pdf).

IT SOCIETY:

- The Slovenian IT Society has published an ethical guideline for rules of conduct (Ethical Code), which is only intended for IT specialists and emphasizes the following aspects: fair competition, trust between users and service providers, ecological and social sustainability in IT, avoiding unnecessary and uncontrolled complexity (https://www.drustvo-informatika.si/fileadmin/dokumenti/eticni_kodeks.pdf).

PRESS:

- *How important is it to secure your own identity online? In his article (Online magazine: Varnost na spletu), Jure Forstnerič points out that online users have to pay attention to who they are in contact with. Operators have the option of recognizing and specifying identities (<https://www.varnostnaspletu.si/varnost-za-spletne-ponudnike/kako-pomembno-je-zagotavljanje-lastne-identitete-na-spletu/>).*

HELPFUL WEBSITES:

- *Safe.si is a point of contact, financed by the European Union, Ministry of Public Administration and some other organizations, for online and mobile etiquette / ethics, but it also deals with general topics (e.g. behave like others should treat you; or do not hide behind anonymity, ...). Rules of conduct and ethics also apply online. What is allowed and what should be avoided can be read in an article in safe.si (<https://safe.si/nasveti/obnasanje-na-spletu/spletni-in-mobilni-bonton>). Safe.si endeavors to educate and inform children and young people so that they become competent and secure when using them online (social media). It is the only single point of contact in Slovenia for children, young people, parents and teachers who need support on these issues. There is not yet much information available explicitly on the subject of ethics.*

FINAL CONSIDERATION:

In Slovenia, a lot is theoretically written about general security on the Internet. There is a lot of specialist literature and scientific efforts to deal with this topic, which are also freely accessible online. Overall, you get the impression that you can be well informed on the subject of "Internet security" if you do specific research. Hardly anything can be found in Slovenian on the subject of "ethics" or "ethical behavior on the Internet".

BOOK RECOMMENDATIONS:

- Pontificio consiglio delle comunicazioni sociali, LA CHIESA E INTERNET; ETICA IN INTERNET, Citta del Vaticano 2002. Prevod: Božo Rustja in Mojca Šimenc. Redakcija: Rafko Valenčič, Lektorica: Vida Frelih. Oprema: Lucijan Bratuš Title: CHURCH and the Internet; Internet ethics / papal social information; translation: Božo Rustja in Mojca Šimenc.

4.5. THE RESULTS FROM GREECE

EU:

- In view of the growing challenges in the digital environment, it should be positively assessed that the Greek state is the Council of Europe Convention on Cybercrime and its additional protocol (Law 4411/2016) on the criminalization of acts of racist and xenophobic nature (cybercrime, underage pornography, data protection, violation) privacy etc) committed by computer systems, has been implemented and implemented in Greek law (<https://www.lawspot.gr/nomikes-plirofories/nomothesia/n-4411-2016/symvasi-tis-voydapestis-gia-egklima-ston-kyvernohor0>).
- Numerous questions are discussed in the research area, especially regarding responsibility in the Greek research and science community. The focus of this discussion is on the topic of "Ethics" as well as open access to the research and innovation program "European Horizon 2020" Programs "(2015) were about funding opportunities for ethics and open access as an information platform for" Science in Society "and" Together in Horizon 2020 " (<http://archive.ekt.gr/news/events/ekt/2015-11-27/eisig.html>).

ACADEMY:

- The positive measures also include a number of open (free) academic courses organized by the state's universities and technical colleges. This enables students and other interest groups to come into contact with current ethical, social and political questions that arise from the use of information systems in everyday life and their relationship to new technologies. This is to familiarize them with the concepts and principles that guide ethical decisions and show the relationship of new technologies to protect privacy and intellectual property (<http://www.opencourses.gr/opencourse.xhtml?id=14975&ln=e1>).
- *Open Digital Lessons is a free learning environment that helps to improve the educational process and to develop and implement new teaching methods through the integration and use of modern information and communication technologies* (<https://openclass.teiwm.gr/modules/document/file>) (Author: Dimosthenis Paschalidis).
- The Department of Communication and Media at the University of Athens has an international conference on "The Digital Challenge: Media and Democracy", in which scientists, politicians and journalists have taken a position on a variety of topics, for example: To what extent can this be done new technology development affect the public and the functioning of democratic politics? or to what extent does it contribute - if it does so, to change the political behavior of the citizens? (http://www.dardanosnet.gr/book_details.php?id=1070)

INSTITUT I.A.K.E.

- The Institute for Humanity and Social Science (I.A.K.E.) conducts qualitative research on ethical and moral issues in connection with the use of ICT in education (ethics / ethics morals / school

education for primary school pedagogy / ICT / computer use / computer science / internet / learning process). See Armada, K. (2015). Ethical considerations when integrating ICT into education

(http://iake.weebly.com/uploads/1/5/0/4/15045854/%CE%A0%CF%81%CE%B1%CE%BA%CF%84%CE%B9%CE%BA%CE%AC %CE%99%CE%91%CE%9A%CE%95 %CE%92 %CE%A4%CF%8C%CE%BC%CE%BF%CF%82_2015.pdf).

CONFERENCES:

- Current conferences in Greece address the question of whether, for example, public discourse and journalism are reliable and whether the media's economic model needs to change. The study of dilemmas is directly related to issues of social development and cohesion. The discourse on the one hand shows how democracy works within a digital environment and on the other hand the freedom of expression of all citizens in an offline world with equal access to information and its effects. In September 2018, the Université Toulouse III of the Advanced Media Institute, the Graduate College "Communication and New Journalism" of the Open University of Cyprus (APKY), the Laboratory for Applied Research (Laboratoire d'Etudes et de Recherches Appliquées en Sciences) - Paul Sabatier and the General Secretariat for Information and Communication of the Hellenic Republic held an international conference entitled "Media, City, Market - Journalism & Communication in the Digital Age". Researchers, journalists, students discussed the interaction between politics, Journalism and communication (media) and the public regarding the progress in digital journalism, digital ethics and the creation of digital content (https://amiretreat2018.advancedmediainstitute.com/cfp_gr/https://amiretreat2018.advancedmediainstitute.com/wp-content/uploads/2018/09/AMIRetreat2018_Book-of-Abstracts_Final_04-09-2018.pdf).
- At the 3rd National Conference with International Participation "Communication Technologies and Information Transfer in Education" on Rhodes 2002, C. Savranidis, A. Paleologou, S. Baltzis raised ethical issues related to the use of ICT (Information and Communication Technologies) examined (ethics / moral ethics / crossing borders / computer use / internet / ICT), (cf. C. Savranidis, A. Paleologou, S. Baltzis (2002). Ethical and moral ethical questions on the use of information and communication technology in education).
- Also critical is the contribution of healthcare professionals who voice their concerns and ask questions related to the use of new healthcare technologies, particularly medical, legal and ethical issues arising from the use of medical therapeutic technologies for the delivery of healthcare services surrender. In November 2019, an international conference on "New technologies in health: medical, legal and ethical questions" is planned in the conference center of the Piraeus Bank of Thessaloniki, which will undoubtedly bring important results and conclusions in this sector. Medical, legal and ethical issues are to be dealt with, in particular: Artificial intelligence and its applications in consumer protection, new medical-therapeutic technologies and social media as a valuable tool or obstacle to the provision of health services (<http://medlawlab.web.auth.gr/synedrioneestexnologiesstinygeia/>).

SPECIALIST BOOKS:



- „Ethics and the mass media. Journalistic Ethics”, edited by Elsa Deligianni, describes the problematic crisis in the credibility of the mass media and how it can be felt in particular in the European context (<https://isideris.gr/product/ithiki-ton-mme-dimosiografiki-deontologia/>), (<http://www.nonline.gr/journals/8/volumes/44/issues/263/lemmas/435578>).
- The introduction of "digital classrooms" raises many questions regarding the potential for an effective educational use of learning software and information and communication technologies (ICT) in teaching and learning processes. One of the main problems of the global education community is the pedagogical use of these computing tools in the context of ethical teaching. The technology with which modern people learn to deal with in their formal education is based on a strong values background, in which, in addition to the "educational goods" of our education system, our knowledge is also expressed. A process that is critically questioned. Ethical processes result from existing structures and thought processes and lead to methods of action. This is because the education community is primarily concerned with how information and communication technologies (ICT) are effectively and functionally linked to the educational process based on pedagogical principles, rather than introducing their developments "violently" or ineffectively into classrooms. The introduction of ICT lessons in the context of "ethics" offers educational practice the opportunity to integrate learning by offering opportunities to enrich learning processes in the digital classroom, integrating innovative activities with key elements of creativity and communication and the importance of "ethical use" "who understands technologies for human needs. Author: Christos Koutsoumbas, Angelos E. Giannoulas, Stelios Merkouris. For an ethics of computer and information technology (ICT) in education (<https://www.ekped.gr/praktika10/web/148.pdf>).
- "Prototypes in the Media - Do You Make Sense?": (<https://www.protagon.gr/epikairotita/politismos/protypa-sta-mme-exoun-noima-vasilis-vasilopoulos-taksideftis-40851000000>) by Vassilopoulos, B. (2015). Media quality standards. Do they make sense? researches quality journalism in Greece shortly after the reopening of the ERT (public radio and television channel).
- Important ethical questions regarding privacy and data protection in the digital world are dealt with in a collection by Gritzalis, St., Lambrinouidakis, K., Katsikas, S., Mitrou, L. in "Protection of Privacy and Information and Communication Technologies Legal and technical questions "Athens: Papisotiriou (2010) examined (see <http://www.biblionet.gr/book/160902>).
- Jürgen Habermas' ideas for communication and especially for dialogue are developed by Panagopoulos, Ep., In a scientific paper for the Faculty of Humanities and Social Sciences in Patras with the title "The Concept of Ethics in Communication according to Jürgen Habermas" (Patra 2016). Discourse ethics is an important approach for intellectuals. In dealing with this, one understands its dynamics, at the same time how it relates to everyday human life and other areas in human life. Habermas and his "deliberative" democracy attach importance to an understanding-oriented, qualitative and regulated communication, which forms the basis of democratic decisions. It is important to have a public discourse on political issues in the context of joint deliberation,

advice and the exchange of information and arguments. Public communication should help to achieve reasonable and fair results.

(<https://nemertes.lis.upatras.gr/jspui/bitstream/10889/9851/1/%CE%95%CE%A0%CE%91%CE%9C%CE%95%CE%99%CE%9D%CE%A9%CE%9D%CE%94%CE%91%CE%A3%20%CE%A0%CE%91%CE%9D%CE%91%CE%93%CE%9F%CE%A0%CE%9F%CE%A5%CE%9B%CE%9F%CE%A3%20-%20%CE%A0%CE%A4%CE%A5%CE%A7%CE%99%CE%91%CE%9A%CE%97%20%CE%95%CE%A1%CE%93%CE%91%CE%A3%CE%99%CE%91%20-%20%CE%97%20%CE%95%CE%9D%CE%9D%CE%9F%CE%99%CE%91%20%CE%A4%CE%97%CE%A3%20%CE%97%CE%98%CE%99%CE%9A%CE%97%CE%A3%20%CE%A3%CE%A4%CE%97%CE%9D%20%CE%95%CE%A0%CE%99%CE%9A%CE%9F%CE%99%CE%9D%CE%A9%CE%9D%CE%99%CE%91%20%CE%9A%CE%91%CE%A4%CE%91%20%CE%A4%CE%9F%CE%9D%20JURGEN%20HABERMAS.pdf>)

- *“Papazisi publisher tries to shed light on some ethical issues raised by the Internet. Issues such as privacy, copyright, property, pornography, freedom of expression and speech and the impact they have on the world outside the internet are dealt with” (see. <https://www.papazissi.gr/product/ithiki-eythini-sto-diadiktio/>).*
- Research by the Hellenic Safe Internet Center has shown that the age of children who use the Internet has decreased steadily in recent years. Therefore, the sooner we support children and young people with the safe, competent and responsible use of the Internet, the better. In “The Farm of the Internet” Athens: Samara Veronika - Kormas Georgios Samara, V., and Kormas, G., (2011) try to teach children about the basic rules of Internet use on very important questions of Internet security
(<http://www.biblionet.gr/book/175527/%CE%97%CE%A0%CE%9F%CE%86%CE%AC%CF%81%CE%BC%CE%B1%CE%84%CE%BF%CF%85%CE%B4%CE%B9%CE%B1%CE%B4%CE%B9%CE%BA%CF%84%CF%8D%CE%BF%CF%85>).
- This book provides parents with practical and psychological support for using the Internet: *„Parents, child and internet“*, von Sfakianakis, M., Athanasiou, V., (2017) Athen: Psychogios (<https://www.psychogios.gr/site/Books/show/1003921/goneis-paidi-kai-diadiktyo>).
- The role of new technologies and the Internet in education is equally important and affects all ages. Information and communication technologies (ICT) expand the educational potential of learning by offering opportunities to enrich learning processes in the digital classroom and integrating innovative activities with key elements of creativity and communication. A number of methods and types within the framework of pedagogical principles and psychological parameters are examined, alternative framework conditions for the understanding of ICT violations are presented and proposals for measures to reduce or even eliminate ethical and moral problems that occur with a large number of users. Ethical issues related to the use of ICT in education are discussed by Savranidis, Chr., Paleologou, A-M., Mpaltzis, S. in *„Ethics and morals related to the use of information technology and communication in education“*. The aim is to raise awareness among those involved in education and to explore a number of methods

and strategies that can be used to learn how to deal consciously with the sensitive issues involved (<http://users.uoi.gr/csavran/bibliography/Addict.doc>).

- In the second volume of his trilogy Life Politics, Theofanis Tasis examines the space between the purely personal and the exclusively public, between morality and the political. His main question relates to the effect of "figurative" society, in which the self gradually becomes an image, in the practical action of a reflective art of living, i.e. in the attempt of the individual to create his own special way of life and at the same time to remain an active member of the world to which he belongs (Tasis, Th. (2017) Lebenspolitik II: Self-sufficiency in the figurative society. Athens), cf. (<https://armosbooks.gr/shop/filosofia/filosofia-filosofia/politikes-tou-viou-ii/>)

ASSOCIATIONS:

- A decisive step was taken with the self-commitment framework and the code of conduct of the Internet association of the Internet publishers, which aims to define the journalism code and the best practice / publication rules of the world's largest online media. The Association of Internet Publishers (ENED) shares the common interest of shareholders and publishers, as well as journalists, in the integrity and credibility of their media. Owners, publishers and journalists are aware of their responsibility to the public and their duty to maintain the reputation of the press. The journalistic mission must be implemented regardless of personal interests and external motives and viewed as necessary. (Codes of ethics, journalism code, best practices / publication rules) (http://www.ened.gr/Content/Files/Code_of_ethics_greek_version.pdf); (<http://www.qjnt.gr/index.php/qjnt/paragoges/item/364-erevna-deontologias-tou-eci-yiotheteitai-apo-tin-ened>)

PRESS:

- Interview in the newspaper *Kathimerini*, 28.01.2018 "Wir genießen auf Basis der ... Likes": (<https://www.kathimerini.gr/945127/gallery/proswpa/synentey3eis/apolamvanoyme-vasei-twn-likes>)
- Interview in der Zeitung "Athens Voice", 08.12.2017 "Hypertrophisches Ich, Arotisches Ich im Zeitalter der Figuration ": (https://www.athensvoice.gr/culture/book/407131_ypertrofika-ego-atrofikoi-eaytoi-stin-eikonistiki-epohi)

HELPFUL WEBSITES:

- Saferinternet.gr is a platform for a secure network. It is aimed at children, adolescents, adults, educators, parents and teachers and supports them in the safe, competent and responsible use of the digital world (<http://www.saferinternet.gr>).
- Cyberkid.gov.gr. is a Greek initiative by the Greek Ministry of the Interior and the Greek Police Headquarters (cybercrime department) on the subject of internet security. Cyberkid is aimed at children and their parents. Cyberkid wants to help the public to become familiar with the new

technologies and in particular with the Internet(<https://www.cyberkid.gov.gr>).

FINAL CONSIDERATION:

In summary, it can be said that the question of digital ethics in Greece regarding bibliographical sources, results and conclusions is still at the beginning. Nevertheless, the state is aware of the critical situation of the negative consequences with the introduction of new technologies, and there is no doubt that the Greek state will continue to work with institutions, bodies and civil society to take measures to protect citizens.

BOOK RECOMMENDATIONS:

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