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Proj. No: 2021-1-IT02-KA220-ADU-000035139

# e-government activities





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### **Ecological Thinking!**

*Think before printing any dissemination material if it is necessary. In case something needs to be printed, it is worth thinking about where to print it (e.g., local print shop, eco friendly online print shop, etc.), on what kind of paper (e.g., recycled paper, grass paper, other alternatives to usual white paper) and with what kind of colors.*

***Let's protect our environment!***



## Activity 1

<b>Domain</b>	<b>e-participation</b>
<b>Topic Covered</b>	e-voting
<b>Learning Outcomes and Competences that can be acquired</b>	<ul style="list-style-type: none"> <li>● Become familiar with the concept and practices of e-voting</li> <li>● Understand the benefits of e-voting</li> <li>● Digital skills practice</li> </ul>
<b>Duration</b>	45 minutes
<b>Kind of Method</b>	<ul style="list-style-type: none"> <li>● Digital platform</li> <li>● interactive discussion</li> <li>● non-formal education</li> </ul>
<b>Required Materials</b>	<ul style="list-style-type: none"> <li>● projector/monitor</li> <li>● laptops/smartphones</li> <li>● notebook-pen (for keeping notes)</li> </ul>
<b>Learning Setting and Activity Description</b>	<p>On the current activity, the educator introduces the topic, with a general, interactive discussion, before proceeding to the more practical elements.</p> <ol style="list-style-type: none"> <li>1. <b>(PPT Slide #1):</b> Initiation of a discussion on traditional voting, accompanied by a set of questions. <ul style="list-style-type: none"> <li>● Is distance a deterrent factor when it comes to voting?</li> <li>● How long do you usually wait in queues?</li> <li>● Are there any trust issues?</li> </ul> </li> <li>2. On a second level, the educator compares the traditional practice of voting (physical presence), with e-voting. Differences, pros and cons, application. A discussion on the matter takes place.</li> <li>3. The 3rd, and final part, is the practical activity. The educator uses one of the many available e-voting platforms. In our case, we choose to use electrobox.com as an example in order to develop a voting scenario with a backstory, participants, and voters. Through the provided steps, students use their devices in order to vote, and become familiar with the concept of e-voting and its procedures.</li> </ol>
<b>Activity Evaluation/ Reflection</b>	Students come in contact with the concept and practices of e-voting, as well as the structure of the platforms.
<b>Supporting materials</b>	<p><a href="#">Activity 1 presentation</a></p> <p><a href="#">electobox.com</a></p> <p><a href="#">eballot.com</a></p> <p><a href="#">zeus digital voting</a></p>



## Activity 2

<b>Domain</b>	<b>e-participation</b>
<b>Topic Covered</b>	Policy Making
<b>Learning Outcomes and Competences</b>	<ul style="list-style-type: none"> <li>● Familiarize with the concept of Policy Making, and the practice of its digital aspect</li> <li>● Embrace the concept of a forum, and a digital community</li> <li>● Digital skills practice</li> </ul>
<b>Duration</b>	45 minutes
<b>Kind of Method</b>	<ul style="list-style-type: none"> <li>● Digital platform</li> <li>● interactive discussion</li> <li>● non-formal education</li> </ul>
<b>Required Materials</b>	<ul style="list-style-type: none"> <li>● projector/monitor</li> <li>● laptops/smartphones</li> <li>● notebook-pen (for keeping notes)</li> </ul>
<b>Learning Setting and Activity Description</b>	<p>Once again, the educator introduces the topic, with a discussion on community, digital forums, but also the importance of citizens participating and expressing their opinions in public matters.</p> <ol style="list-style-type: none"> <li>1. Initiation of a discussion on policy making, and expressing thoughts on public matters. A set of questions follow: <ul style="list-style-type: none"> <li>● Why is policy making important?</li> <li>● Have you ever practiced it?</li> <li>● In what ways can it be practiced digitally?</li> </ul> etc. </li> <li>2. After the discussion is completed, the educator uses the provided platform, <a href="#">Kialo Edu</a>, in order to develop a discussion-participation forum, which represents an e-government platform designed for e-Policy Making. unique tool for teaching critical thinking. Kialo Edu is a custom version of Kialo (kialo.com), the world's largest argument mapping and debate site, specifically designed for classroom use. Its clear, visually compelling format makes it easy to follow the logical structure of a discussion and facilitates thoughtful collaboration. Kialo's mission is to promote well-reasoned discussion online, and to that end, Kialo is free for educators to use. The students enter the platform and register as users. The educator provides a subject of public interest, such as a new law, an ordinance, or a call for brainstorming for the definition of the latter. The users-citizens, take time to read and understand the given passage, and are eventually asked to provide a positive/negative response and elaborate on an alternative/why they think it is a good proposal.</li> </ol>



<b>Activity Evaluation/ Reflection</b>	The students not only reflect on the importance of participating in public affairs, but also come in contact with a platform that allows them to do so digitally. On top of that, the current activity requires the practice of upper-basic digital skills, allowing them to practice that aspect as well.
<b>Supporting materials</b>	<a href="#">Activity 2 presentation</a>  <a href="#">Kialo edu platform</a>  <a href="#">My bb platform</a>  <a href="#">PROFI-VNFIL</a>



## Activity 3

<b>Domain</b>	<b>e-participation</b>
<b>Topic Covered</b>	e-participation
<b>Learning Outcomes and Competences</b>	<ul style="list-style-type: none"> <li>● Familiarize and engage students on the subject of e-participation.</li> <li>● Distinguish e-participation from other e-government services (as a meaning).</li> <li>● Initiate a discussion on e-participation (what is it, why is it important, when and how was it born etc.).</li> </ul>
<b>Duration</b>	45 minutes (exercise - 15 minutes, discussion - 30 minutes)
<b>Method applied</b>	<ul style="list-style-type: none"> <li>● non-formal education</li> <li>● interactive discussion</li> <li>● team-play</li> </ul>
<b>Required Materials</b>	<ul style="list-style-type: none"> <li>● props</li> <li>● notebook-pen</li> </ul>
<b>Learning and Setting Description (SLIDES 2-5)</b>	<ol style="list-style-type: none"> <li>1. Students are separated into teams; how many, depends on the students' number. The educator distributes a number of props to each team. Each prop has a word related to e-government services. Students have to group the props related only to e-Participation. First team to do so, wins.</li> <li>2. After the game is finished, the discussion follows. The educator asks open-ended questions regarding e-Participation, its services, ways and practices, meaning. <i>"What is e-Participation?"</i>, <i>"When and why do you think, participating got digital?"</i>, <i>"Why is it important?"</i> <ul style="list-style-type: none"> <li>- The game is not competitive at its core. Its focus is to engage learners on the concept of e-Participation, and build a solid understanding around its ecosystem.</li> <li>- The words set on the props do not have to be direct (such as <i>voting, payment, administration, etc.</i>), but can also be broader and more open, in order for the game to be more thought-provoking and raise the difficulty level.</li> </ul> </li> </ol>
<b>Activity Evaluation/ Reflection</b>	Via the game and the discussion that follows, students build a concrete perception on the world of e-Participation. In addition, working in teams, especially on such a concept, strengthens the realization of participation's importance, and leads students towards a different way of thought regarding public matters.
<b>Supporting materials</b>	<a href="#">Activity 3 presentation</a>





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