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IX POLITICAL AND ECONOMIC SELF-CONSTITUTION: EDUCATION FOR DIGITAL CITIZENSHIP IN POST-PANDEMIC TIMES

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**POLITICAL AND ECONOMIC SELF-CONSTITUTION: EDUCATION FOR DIGITAL
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Psychological mechanisms of anticipation of professional worldview

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Introduction

This research explores the mechanisms of anticipation, understood in a broad sense as a forward-looking ability. The authors of more recent studies have proposed the other close meanings of anticipation are: “time perspective”, “forecasting”, “prediction” (Stepp, N., & Turvey, M. T., 2015; Kooij, D. T., Kanfer, R., Betts, M., & Rudolph, 2018) [2, 5]. It is generally agreed today that there is a close relationship between memory mechanisms and anticipation. Currently available information, which contains in memory, can be about something prospective. The present-future relation is a departure point phenomena of the anticipation. Prospective ability always relies on some kind of knowledge, which is formed by different sensual experiences and mediated by language. This kind of knowledge structures into a state but a changeable mental construct, named in some researches as a “worldview” (Chernyshova, L. A., 2011) [1]. The worldview is a system of images consisting of the surrounding reality which is transformed by thought. Professional knowledge, like any knowledge, is formed and accumulated only in the process of human cognitive and verbal activity. It is mediated by language that professional knowledge is obtained, formalized, consolidated, and structured in the professional worldview.

Objectives

1) to analyze an ability of anticipation of early adulthood respondents; 2) to analyze professional representations of early adulthood respondents; 3) to investigate a relationship between the level of anticipation ability and breadth of professional representations of respondents.

Method and procedure

30 participants completed the online questionnaire and the interview. The questionnaire is named “The Test of Anticipatory Consistency (predictive competence)” (by V. Mendeleovich) [4]. It contains 81 statements that needed to be evaluated by responders by the method of the

semantic differential as follows: “completely agree”, “completely disagree”, “rather agree”, “rather disagree”, “neither one nor the other”. The statements are distributed on three scales, following the three significant components of anticipatory consistency:

1) personal-situational (consist 55 statements) – demonstrates the commutative level of anticipation of a person;

2) spatial (consists of 14 statements) – reflects the level of a person's motor dexterity, as well as her ability to anticipate the movement of surrounding objects in space and coordinate her movements;

3) temporal (consist of 12 statements) - shows the chrono-rhythmological characteristics of a person, her ability to predict the flow and adequate distribution of time;

4) the general anticipatory consistency. It is calculated by summing up the indicators for all three scales.

The interview was conducted according to the method of the research of limiting meanings, developed by D. Leontiev. This method was proposed by the author to analyze dynamical notional systems. It's based on the idea that the worldview is volumetric and the elements that are most significant for the personality are highlighted in it. We decided to investigate the significant elements of the professional worldview of the responders by this method using the question “Why do people work?”. The content analysis was carried out according to the specific types of the respondents' answer categories and the three meaningful quantitative indicators which are proposed by the author of the method. These quantitative indicators are next:

- decentration index (DI): it is defined as the number of categories in the respondent's protocol that are associated with other people ("For descendants to remember", "For children to live better", etc.). The author considers the presence of categories of this kind as evidence that a person views her life in the context of the life of other people and concerning them.
- reflexivity index (RI): is defined as the proportion of categories that describe not a practical action, but a mental reflection ("To feel safe," "To know what is happening around," "To be appreciated by the authorities," etc.). Their presence is interpreted by the author as a level of development of the inner world, awareness of one's own mental functioning.
- unavailability index (UI): is defined as the proportion of categories expressing direct denial ("In order not to fear the future", "So that loved ones do not suffer").

Also, the analysis of the respondents' answers included the following parameters: the average length of the response chain, productivity (the number of unique categories named by the respondent), the response connectivity index (the ratio of connecting categories to the limiting ones).

Spearman's rank correlation coefficient was used to identify correlations of quantitative indicators of the "The Test of Anticipatory Consistency (predictive competence)" questionnaire with indicators of a method of the research of limited meanings.

We formulated the next statistical hypotheses for Spearman's correlation coefficient (r_S):

- H0: The correlation between two calculated features doesn't differ from zero;
- H1: The correlation between two calculated traits is statistically different from zero.

Results

The results of the correlation analysis showed that the unavailability index negatively correlates with general anticipation consistency ($r_S = -0,42$) at the level of significance of $p \leq 0.05$ and the temporal aspect of anticipation consistency ($r_S = -0,56$) at the level of significance of $p \leq 0.01$. Also, the parameter of respondents' productivity has a negative correlation with the spatial aspect of anticipation consistency ($r_S = 0,46$) at the level of significance $p \leq 0.05$. Therefore, for the indicated traits, the statistical hypothesis is H1. The other traits, measured in the questionnaire and the text interview, didn't show statistically significant positive or negative correlations between each other.

The total number of categories named by respondents was 389. We removed duplicate categories for each respondent. As a result, 215 unique categories are left. Of the identified unique categories, the following were most frequently mentioned: to get paid (21), to have a meaning in life (13), to live (10), to be happy (9), to cover basic and non-basic needs (8), to buy the things you need (8), to feel good (8), to live comfortably (8), to develop (8), to be healthy (6), to have fun (6), not to die (5), to live a better life (5), to live well (5), to help others (5). We do not indicate here categories that received less than 5 mentions by respondents.

Conclusion

Finally, we can sum up the obtained statistical results as follows. D. Leontiev [3] notes that the unavailability index reflects the homeostatic orientation of the individual. Justifying human actions by the need to get away from some other actions or experiences, a person thereby shows a tendency to limit any activity that is not caused by situational necessity.

The inverse correlation of the unavailability index with the general level of anticipation consistency indicates that the developed ability to anticipate may be associated with the personality's tendency to show greater initiative in life, including in the professional sphere.

The inverse correlation of the unavailability index with the temporal aspect of anticipation consistency may indicate that the tendency to limit a person's activity may be associated with a lowering ability to adequately save time.

Statistical analysis of the respondents' answers demonstrated the negative correlation between productivity during an interview and a level of the spatial aspect of anticipation consistency. According to the categories frequently repeated by the respondents, their professional worldview is mostly determined by consumerism and hedonism: the ability to earn money, to have meaning in life through work, to continue to exist, and to be happy. The ability to acquire things and satisfy basic needs for respondents also appeared as strong ideas about work.

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Art-development model for non-discriminative values in education

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Introduction

System of education is currently in the state of rapid changes which require all educators irrespective of status and age to acquire new skills. At the same time nobody can be confident in his / her position. Such situation leads to professional crises and decreases psychological well-being. Professional crises in conditions of unpredictable, uncertain world, in which we live now, are often connected to destabilization of professional identity. When professional identity is basic in the system of social identities of a person professional crisis can lead to changing professional field for the sake of solving this crisis, what is accompanied by simultaneous balancing the system of social identities. One of the reasons for such crisis can be incompatibility of values and norms of a person and organization in which he / she works. In such cases specialists usually leave the professional field for the sake of “preserving oneself”.

Professional identity is a type of social identity like gender identity, ethnic identity and other types of identity. The proposed Model of Social Identity (Bondarevskaya, 2011) consists of meaning content, styles of behavior in which it is revealed and behavior in particular situation of interaction. Meaning content includes system of values and attitudes, while values lie in the center (the most stable component), attitudes (more apt to changes) lie in the layer next to the center. Third layer, styles of behavior, is even more apt to changes than the previous ones. The outer layer, behavior in particular situation, is the most apt for changes. This model visualizes why values are so important. When our values are challenged it can lead to severe inner conflicts and decrease of psychological well-being.

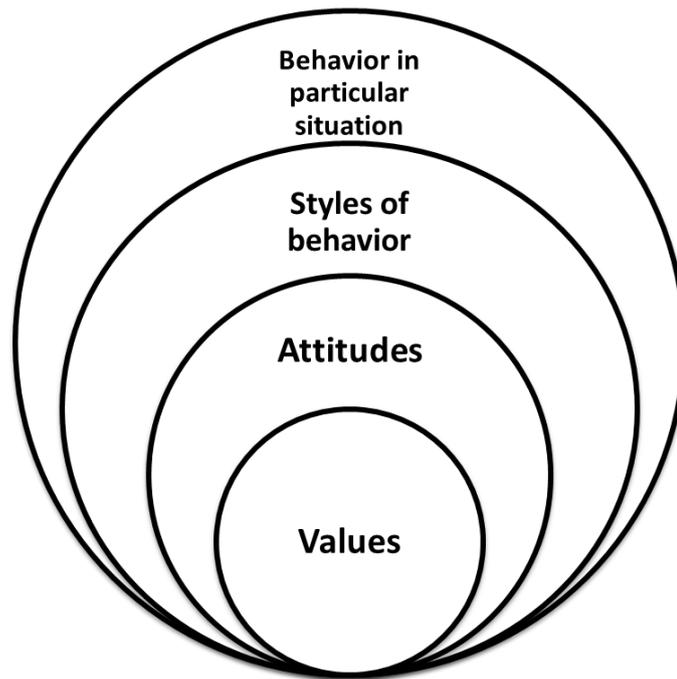


Fig 1. Social identity model (Bondarevskaya, 2011)

Systems of education in different countries consist signs of discrimination based on different characteristics. International interdisciplinary group of scientists working on the project “Pathfinder” (2018) developed the following concepts of non-discriminative values in education: Identities; Equity, Fairness and Development; Democracy and Participation; Rule of Law; States and Nations; Argumentation, Discussion, Evidence; Cooperation and Solidarity; Respect for Others and Freedom of Speech. Definitely, these values existed long time before the project but the projection on the system of education was done in this project group.

Objective

The objective of the article is to describe how art-development model can be used for implementation of non-discriminative values in education.

Results

Model of art-development includes actualization, development and realization of personal potential by means of creativity. Subconscious of an adult person often contains a solution of most everyday life problems but access to these solutions is blocked by censorship of conscious, psychological defenses. Visual metaphor enables to become aware of resources hidden in deep subconscious. When creating a visual metaphor, we become aware of personal senses and shift focus of attention from common to some new, we see plurality of possible choices, feel oneself as a creator of life, rise resources, actualize potential. Development of

potential includes both conscious and subconscious processes. On the stage of realization of potential, we implement resources which we have taken from subconscious, analyzed strategies of their implementation and possible consequences (Bondarevskaya, 2021).

Modern world suggests such plurality of meanings that visual metaphor can be used as the most effective instrument which enables to connect personal meanings with ambiguous, changing meanings of the modern world without losing identity and compromising values. Orientation on personal values in uncertain world requires awareness of these values and goals as orientation in behavior strategy choice and actions in each particular situation. We consider visual metaphor as inherent component of adult education due to activation of emotional and intellectual spheres in conditions of ambiguous and uncertain meanings (Bondarevskaya, 2020).

Non-discriminative values in education are promoted by means of contemporary art using *online galleries* (Art for non-discriminative values in education, 2021). This teaching method is currently successfully implemented in Central Institute of Post-Graduate Education, University of Educational Management in cooperation with NGO Center for Personal and Social Transformations during enhancement of qualification of educators of all levels from all over Ukraine. Usage of contemporary art with lots of metaphors by online tools enables to rise from subconscious personal senses associated with non-discriminative values.

Another art-development technique which we use for implementation of non-discriminative values in education is “*Map of achievements*” developed by M. Tkalych (2006). Aims of this techniques are the following: recognize personal and professional spheres of self-realization, mark achievements, see new opportunities for overcoming difficulties, define important resources for further development, determine priorities in self-realization. Participants obtain the following instruction. Draw a map of your achievements past, present and future in the spheres of career and professional development, personal life and add those spheres which are important for you. Mark your achievements as destination points where you have already been or want to come. Mark also transitional achievements. Write titles for your achievements. Draw streets and roads which you go reaching your achievements. Will these roads be short or long? Which obstacles will you need to overcome? What help can you receive?

Questions for discussing drawings of the technique “Map of achievements” can be the following: 1) What do you feel while looking at your map? 2) Where the most important achievements are situated? 3) Where can be dangerous places? 4) What resources do you have for achieving your goal? 5) What resources do you have for overcoming obstacles? 6) What

values determined your behavior on your path? As we are particularly interested in values, we pay special attention for discussing values which determine behavior of educators. In small groups it is also possible to combine this technique with metaphorical associative cards.

Let's consider one of the concepts of non-discriminative values – *Identities*.

All of us have multiple identities that come from our feelings of belonging to a variety of social groups: ethnic, religious, gender, professional, national, civic, etc. Each particular and concrete situation we find ourselves in makes some identities more salient than others.

Education is an important tool in forming our identity as citizens. We belong to civic society by accepting and following the citizenship values, attitudes and behavior that are accepted as part of our civic society. Cultural, ethnic, linguistic and other identities normally co-exist with our citizenship identity. In democratic diverse societies and states there are mechanisms to accommodate a range of different identities, as long as these values do not conflict basic human rights. Such stable citizenship identity can constitute an important element in maintaining the security of the state. Media, traditional and electronic, can play an important role in both the construction and the undermining of such citizenship identity. Education plays an important part in challenging some media attempts to undermine citizenship identity.

Each person's range of identities co-exist in the individual, and different social and community contexts can make different components more or less important. Balance and stability in this system can be challenged by social interaction. Each identity consists of a particular set of values, attitudes and behavior. For example, being the only migrant in a group may, in some contexts, make ethnic identity particularly salient. If this persists across many social contexts, ethnic identity can become the most prominent, and result in widespread racism that is inconsistent with democratic societies that respect human rights. Similar situations may arise around, for example, gender identity or sexual orientation. Ethnic and gender identities may be fundamental to an individual, though they might not become salient until ethnic and gender rights are violated. Negative challenges to basic identities can sometimes lead to radicalization and extremism.

The protection of vulnerable groups' rights around a range of identities is a common good in democratic and harmonious societies. Stereotyping of minorities by organizations, society, community or the media significantly undermines social cohesion and harmony, challenges the rule of law, and is inequitable. Citizenship education should include ways to recognize and challenge stereotyping of all different identities to counter such challenges to democratic citizenship identity.

Online gallery “Art for non-discriminative values in education” (2021) serves as a powerful tool to involve educators in discussing the value of Identity and other non-discriminative values by addressing emotions through images of paintings. The general principle of usage is similar to metaphorical associative cards.

Conclusions

Art-development techniques through awareness of feelings, emotions, states help educators to reveal personal senses in understanding non-discriminative values and see hidden resources for overcoming obstacles what makes them essential in maintaining psychological well-being during rapid changes. We consider art-development techniques as an integral part of post-graduate education.

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Narratives about COVID-19: the experience of the disease and representational dynamics

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Introduction

The exceptional nature of the COVID-19 pandemic has prompted scholarly interest not only in the causes and psychosocial consequences of the illness, but also in how a new representation is formed in the social imagination. In this sense, scholars are in the unique position to analyse the dynamics of an emergent representation both from the perspective of a researcher and an active-participatory observer. The theory of social representations proves useful to understand how the processes of anchoring and objectification occur in the emergence of social representations (SR) about the pandemic, these being the framework of psychosocial meanings for cognitions, emotions and behaviors with reference to the pandemic (Jaspal and Nerlich, 2020; Páez and Pérez, 2020). Studies show that the psychological dimension is crucial in pandemic crisis management, so looking at the SR of the pandemic contributes to understanding better the meanings attributed to it and, respectively, what social behavior individuals adopt or will adopt in the future

Objectives

In a recent study (Cojocaru, 2020), we examined how the pandemic is presented as a "sensitive object", thus generating "polemic social representations" (PSP), highlighting two stages in the dynamics of this process: 1) *the construction of PSPs with and through the media* (the incipient period of the pandemic, with fewer infection cases, implicitly less visibility, experience and direct knowledge, as the information on COVID-19 is shaped and delivered mainly by the media) and 2) *the construction of PSPs with and through direct experience* (as infection rates increase so does the degree of exposure and visibility in relation to them, therefore the information about COVID-19 is already filtered through direct, experiential, lived knowledge). In this article, we will discuss how the lived experience of the disease and the subsequent value reassessments lead to the revision of the pandemic representation, including the difficulties faced by employees of a company (who were infected with SARS-CoV-2) on their return to work.

Method and procedure

The data were collected between March and April 2021, with a total of 14 in-depth interviews (5 women, 9 men, employed in a local company selling household appliances, who were infected with the SARS-CoV-2 virus). The interview guide consisted of 15 questions regarding the following aspects: the first symptoms and finding out the diagnosis (3 questions); experience of disease (3 questions); perceptions and meanings of COVID (before and after the infection) (4 questions); return to work (3 questions); interest in post-COVID psychosocial interventions (2 questions). The interviews took place at the workplace, after the study participants signed a consent agreement. Data collection was followed by transcription and qualitative content analysis. The process of data analysis included several stages: 1) reading the whole material; 2) selection of relevant parts for analysis; 3) coding; 4) developing a category scheme (analysis grid). Consequently, the following analysis grid was used to interpret the data: perceptions and reactions to the diagnosis; COVID experience and transformations (personal, relational, work-related); perceptions and meanings of COVID; return to work and reintegration into the work process; degree of interest in post-COVID psychosocial interventions.

Results

With the appearance of the first symptoms, the decision to do a test confirming or not the presence of the virus depended on the perception of probability of such a diagnosis. For some, this was a "predictable" diagnosis (based on the "typical symptoms", learnt from media reports or the experience of close people, claiming "*this is something that can happen to anyone*") and proceeded to do the test without hesitation, even at the first symptoms. For those who strictly complied with the restrictions, this presented itself rather as an "unexpected" diagnosis, experienced as a kind of cognitive dissonance, wondering "*how was it possible, I complied with all protective measures?*". Therefore in their case, whether or not to do a test immediately was marked by a series of hesitations and the denial of the probability that they could be infected with Covid ("*maybe, this is just a cold*").

The fear of death which featured as a central theme in the subjects' stories had different connotations depending on the age of the subjects. The very young (up to 30 years old) have been more concerned about the health of others. Some of them would reason: "*I will treat myself, but what happens if my parents get sick...*". They experienced anxiety with regard to the elderly in the family, whom they could possibly infect, especially when they could not avoid

contact with them or lived together. Those over 30 lived in acute states of stress, panic and fear (that they may die). The more severe the form of the disease, the more the psycho-emotional state of the people suffered, being aggravated by the states of panic and stress for their own health and anxiety for their loved ones. The fear of death was also amplified by potential comorbidities that could make it difficult to recover and readjust socially after COVID (fear of reinfection).

Interviews showed that the experience of the disease made an enhanced appreciation for health and social values. Life views dramatically changed for some: "*The imminence of death makes everyday problems, which once seemed extremely important, become absolutely insignificant*". Moreover, this period also prompted a reassessment of the relationships with others, bringing closer to some people. This happened especially in situations where people expected to be discriminated by others and blamed for what happened. Early studies showed that people infected with COVID were often blamed for irresponsibility, their actions involving moral judgments. Most people who contracted the virus felt ashamed and guilt-ridden that they could be accused of engaging in "risky" behaviors (e.g., non-compliance with restrictions, organizing parties, etc.). Their stories usually start with - "*I was quite responsible, but...*".

It is the experience of the disease and the awareness of its severity that lead many to revise certain initial views that treated the disease as something that can pass easily, some even reconsidering the idea that this was nothing but an amplified media panic and thus came to vehemently reject the conspiracy theories. Some of them later repositioned themselves as "influencers" in order to counter the views of those who did not believe in the existence of the virus and the need for the vaccine. The experience of sickness determined many to follow the protection and hygiene measures even more strictly (those who were vigilant became even more vigilant). Some who did not wear the mask unless they were indoors and in public transport or only if required to do so reported that they began to exercise maximum caution, wearing the mask everywhere (even if it was not a crowded space and even if there were no restrictions in this regard).

Employees who have suffered from COVID infection reported that they retained long term memory and concentration issues as well as breathing difficulties (some associated these conditions with a kind of "old age syndrome"). At work they experienced prolonged states of fatigue, emotional exhaustion and passivity. Tasks which previously they could achieve with minimal effort seemed more difficult and complex. They reported irritability and aggressivity

("from a trifle," some would say, which made them feel ashamed of their reactions) and a decline in the quality and productivity of work and the fear of not getting sick again (given the fact that, upon returning to work, they were exposed daily to contacts with others). However, after quarantine and isolation, most people experienced the joy of returning to work and socializing with co-workers.

The interviewees emphasised the organizational support (from the managers, colleagues) they had due to the fact that many had similar experiences which enabled them to show empathy and offer help. The majority of them expressed interest in participating in psychosocial intervention program, especially those who have had severe symptoms. Some, even if they had and still have a predominantly negative psycho-emotional state, unaware or unconvinced about the benefits of participating in such programs, were rather hesitant, emphasizing that the support of family and friends is more important.

Conclusions

Most of the interviewees admitted that, even if it is a serious illness, it can be managed by following the protection measures. Some reported experiences of discrimination, noting, however, that "*this is not a shameful disease*", therefore it is essential to support and offer emotional help to infected people. In this regard, they emphasize the need to share experiences related to the disease, especially so that those who deny the pandemic become aware of its severity, but also to understand the psycho-emotional issues that patients face. Information sessions on the psychological benefits that can be obtained from participation in psychosocial intervention programs for reintegration into the workplace in the post-COVID period are also necessary. However, the fact that the disease has spread and affected everyone equally, even the most vigilant ones, left room for compassion, understanding and empathy with those who have experienced the disease. From a sensitive social object, the pandemic turned into a common one and a daily reality while the polemical elements in the content of the representation seemed to fade, becoming more consensual.

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Political polarization and intergroup relations in Brazil

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Introduction

Following a global trend, there has been a great political polarization among Brazilians, especially after the 2015 presidential elections, the impeachment of Dilma Rousseff in 2016, and the 2018 presidential elections. This polarized and violent context is a subject of interest for Social Psychology, and studies how a constructivist view such as the Theory of Social Representations (SR) can contribute to deepen understanding on the issue. SR can be a means for groups to affirm their particularities and differences, which highlights their importance in the analysis of intergroup dynamics. Thus, the sharing of SRs gives status to different groups before society and supports the criteria that underlie hierarchies and social comparison.

In this study, we use the approach proposed by Abric (2003), which considers SRs as organized and structured sets of information, beliefs, opinions, and attitudes, composed of two subsystems, central and peripheral, each of which has a specific and complementary role. More specifically, it is intended to know the SR of groups on the right and the left, one on the other, understanding that these interfere in intra and intergroup relations in the context of political polarization in the country addressed in this study.

We also use the theory of Belief in a Just World (BJW) to think about justice from a psychosocial perspective and it is considered that it can contribute to the understanding of the polarization process. Aimed at understanding a series of social phenomena, research has focused on investigating these phenomena and psychological processes that make it possible to understand how people judge issues related to justice. This theory is based on the conception that individuals are motivated to perceive the world as fair, where people get what they deserve and deserve what they have (Lerner, 1998). There would be a tendency for individuals to resort to strategies that aim to eliminate any type of threat to BJW, such as injustice and victim

suffering. Thus, injustice would not be a congruent concept with this theory, as the misfortunes that eventually happen to people are attributed to their own responsibility, through the thought that bad things happen to bad people (Lerner, 1998).

Objective

The present study aimed to investigate how this phenomenon of political polarization may be affecting the SRs of opposing political groups, about Ingroup and Outgroup, in addition to investigating the experience of violence between groups in Brazil due to political causes and BJW.

Method and Procedures

Data collection was performed using a self-administered questionnaire online. The data were analyzed using SPSS and IRaMuTeQ software programs.

Results

1241 people answered the online questionnaire, of whom, we used a paired sample of 736 people, 52.6% men and 47% women, with an average age of 35 years and 6 months old ($SD = 13.18$), grouped into two categories: Left wing (grouping those who declared themselves to be extreme left, left and center-left) and Right wing (extreme right, right and center-right).

There was a statistically significant association showing that people from the left wing are slightly more educated than those from the right wing [$\chi^2 = 43.82$; $gl = 7$; $p < 001$]. It was also observed that women were concentrated in the political affiliation of the left wing (62%) while men were of the right wing (67.9%). There was a statistically significant association between the variables [$\chi^2 = 70.96$; $gl = 2$; $p < 001$].

Regarding the statement that Brazil is politically divided, an average = 5.1 was obtained on a six-point scale, in addition, 72% of participants said they knew someone who had suffered political violence in the last 2 years, mainly through networks (Facebook / Twitter / YouTube and/or Instagram). In addition, 19.5% of the participants answered that they had suffered some type of verbal violence.

As for SR, we observed that the groups of political positions on the left wing used terms associated with equality, empathy, and justice to describe themselves, while those on the right wing used elements such as freedom, conservatives, and justice. Both groups used pejorative terms to describe the opposing groups, with those on the left describing the *outgroup* as selfish,

ignorant, and intolerant and those on the right describing the *outgroup* with terms such as corrupt, intolerant, and extremist, demarcating political polarization between groups.

It is noteworthy that the elements “freedom” and “justice” appear in the SR about the ingroup of both groups. However, when considering the relationships between the elements that make up the SR, organized in central and peripheral systems (Abric, 2003), it can be said that these have different meanings for the groups. “Freedom” for the right-wing group would denote a conception more linked to individual economic freedom, while for the left-wing group, it could refer to the fundamental freedoms guaranteed by the 1988 Constitution (Costa, 2019). This inference is supported by the analysis of the peripheral elements identified in the prototypical analysis.

Identity processes are marked by the identity/difference dyad involved in the perception of social groups (Tajfel, 1981), which refers to the importance of considering the *ingroup/outgroup* relationship when addressing SR linked to the phenomenon of political polarization. Regarding the SR of left-wing groups about the *outgroup*, the possible central elements were: “selfish, ignorant, individualistic, intolerant, conservative, extremist, conservatism, fascist, and unjust”. The “extremist and fascist” elements, despite the lower frequency of evocation, have a ready evocation in comparison to the others. These elements refer to a SR that relates to aspects linked to political ideological stereotypes. The right-wing group, when describing the *outgroup*, highlighted: “corruption and intolerant”. The word “extremist” was also highlighted, as well as the elements “utopian, communist, authoritarian, and deluded”.

Regarding the participants' confidence in the Brazilian media, the overall average of the sample was slightly below the midpoint of the scale (3.0) ($M = 2.53$; $SD = 1.34$). The groups from the left wing had a slightly higher mean ($M = 2.82$, $SD = 1.28$) than those from the right wing ($M = 2.24$, $SD = 1.35$), with a statistically significant difference [$t(734) = 5.96$; $p < 0.001$].

As for the means on the scale of belief in the just world, there were differences between the average of the groups, with the left-wing group having a lower average ($t(734) = 2.15$, $SD = 0.8$) than the right-wing group ($t(734) = 3.37$, $SD = 1.0$). The difference between the averages was 1.22 with $p < 0.0001$, demonstrating that groups on the right wing have a greater tendency than those on the left wing in believing more that we live in a fair world in which we have what we deserve.

Conclusions

This work allowed to give visibility to the political polarization currently experienced in Brazil and the deep discontent with the Brazilian political system experienced by the participants. In addition, we verified big differences of SR about the *ingroup* and the *outgroup*, beliefs and positions of the right wing and the left wing groups in Brazil. Such differences and conceptions aimed at the stereotyping of rival groups may be at the heart of the violence that has occurred between them.

Both in social networks and in direct interpersonal relationships, political polarization has been fueled by different world views and different ways of interpreting historical, social and political phenomena. This is based on belonging groups and, consequently, it has been the backdrop for conflicts of different magnitudes. From small arguments to cases of extreme violence have been based on group antagonisms. Studies in the field of social psychology help to understand the underlying processes, enabling the analysis of such phenomena that have had important impacts on the current Brazilian social context.

As a limitation of the study, we emphasize that the sample of participants, although covering different regions of the country, is not a representative sample. Thus, if, on the one hand, the online data collection strategy allowed accessing participants with different political positions (our main variable of interest), at the same time it ended up limiting them to a restricted audience in terms of family income and education. New studies will be able to deepen the studied theme, especially considering the economically disadvantaged population.

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The phenomenon of clip thinking and formation of media literacy in modern students

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Introduction

S. Sheibes' and F. Rogous` (2017) modern definition of media literacy interpreted as the ability to have access to the media, to understand, critically evaluate and create media content. Today they also talk about visual literacy, bearing in mind the fact that along with the traditional understanding of literacy as the ability to read and understand printed texts, the perception of symbols and images becomes important, especially among students who have a tendency to reduce the quality of educational activities and professional development in general.

In our opinion, the main reason for this trend is the changes in the cognitive processes due to the rapid development of information technology and the subsequent transition to digital media. The consequence of these changes is the emergence of the phenomenon of so-called "clip thinking" (the process of perception of the laws of the world, without taking into account the relationship between them, characterized by fragmentary information flow, illogicality, complete heterogeneity of data.), which significantly affects the understanding and critical evaluation of information presented on these media in the form of hypertext. Really, Today's students mostly use Internet sources to prepare for classes, not paper media, and therefore the mechanisms of clip thinking that they use in everyday life work in cognitive and educational activities. In some works, it is noted that the mechanisms of perception and understanding that are present in clip thinking can help young people realize the multiplicity and contradictions of this world, given the opportunity to comprehend a large amount of information and create their own vision of scientific or everyday problems. Instead, such a spontaneous formation of media literacy leads to the fact that students can only capture single facts, contradictions, without further qualitative analysis and create a holistic picture of the world and patterns, which briefly call the scientific composition of thinking.

Given the above, there is a possible risk of slowing down the process of rational and critical thinking, educational and cognitive activity. We consider this a threatening trend that is observed in the modern educational space. Although the term "media literacy" is not always present in educational standards, the skills that reflect its essence - the interpretation and evaluation of a variety of information through careful reading, the use of common sense, logical

consequences to assess the weight of the arguments presented by the author of the text proves the links between professional educational standards and media literacy.

The purpose

Our work is a theoretical analysis of the risks that will arise if we do not form a conscious critical attitude of students to information in the media space, develop the quality of understanding, awareness, analysis and evaluation.

Results

The modern world needs from young people a style of thinking that will be aimed at gradual awareness, within the categorical structures of the theoretical level, plurality and contradictions of the world, and not limited to fixing the contradictions of the surrounding reality. However, this is hindered by extremist intolerance and relativistic mosaicism, which are aimed at destroying old stereotypes and forms in society, geopolitics, culture, and the individual world of life.

The ability to think in the modern world, according to E. N Knyazev and A. L Alyushin (2016) means: to think in terms of a dynamic whole, not static parts. Such thinking makes it possible to see the forest, not just the trees, that is, to have a holistic view of the phenomenon, and not just its individual units.

The need to change the guidelines of cognitive activity, points out the researcher E. Moren (2013, p.259): "Knowledge of the world as a whole world becomes both an intellectual and a vital necessity ... Knowledge of isolated information is not enough. We need to have this information in a context in which it only makes sense." That is, you need to reproduce the whole to understand its individual parts.

Thus, the modern information world requires young people to be able to form interdisciplinary connections. However, traditional types of thinking cannot provide this, due to the inability to quickly process a huge flow of information and adapt to change, and today this is one of the main conditions for success. In response to the challenges of modernity, there is a special "clip thinking", which tries to ensure this speed, but at the same time, loses one of the most important features of knowledge, the ability to analyze information, to form connections between the facts.

This is because in the media space, texts are presented in separate small blocks, in which there is repeated duplication of the same thought. However, this is accompanied by emotional coloring, and the information is presented as truly correct, ie does not encourage the reader to

reflect and critical assessment. This format of the text, as we see, differs significantly from scientific texts, which are much larger and larger, and in which there is a substantiation of certain ideas, a call for critical thinking and forming their own opinion. It is difficult for them to be focused from the beginning to the end, so it is easier for them to find a review or summary of a particular scientific work. Also, in the information space there is a rapid change of information, which supports the clip thinking, which does not happen in the learning space, where the study of one topic can be delayed for a long time.

In our opinion, this is what can provoke the so-called illusion of knowledge, that is, a person has the impression that "looking" at a significant number of sources, she has mastered this knowledge. Teachers of universities note the tendency to superficial knowledge in the certification of students, which is a misunderstanding of cause and effect relationships, the inability to combine this with what is already known, to predict possible applications of this knowledge. The main risk is that the increase in sources of information and a larger set of facts cannot give a holistic view of reality.

For example, K. Bernard (2010), in this regard, states that a simple statement of facts can never create science, it will only lead to a multiplication of facts, and for true knowledge to occur, it is necessary to reason, compare, combine and analyze what we observe.

Thus, summarizing the above, real knowledge and science begin only when a connection is formed between the realized facts. But, unfortunately, this key feature is not inherent in students with an advantage in the perception and understanding of the mechanisms of clip thinking. Therefore, we can assume that the process of cognitive and educational activity may remain at the initial, empirical level, and not move to the theoretical. Because, the main feature of this level is the formation of new connections and awareness of the integrity of the whole phenomenon that is the subject of knowledge.

Of course, knowledge of the world, in the initial stages, inevitably involves its fragmentation into many fragments. That is, students before starting to study the topic, you need to divide it into separate semantic parts, which together will create a holistic view of a phenomenon. In objective reality, all those moments that came to mind as facts, as indicated by Y. I Semenov (2010), are inextricably linked from each other, and in consciousness they are separated. Only by knowing the real connections between the facts, through their understanding and interpretation, it is possible to build in the minds of many fragments of the world as it exists outside it, in all its integrity.

That is, on the one hand, the rapid development of information technology provides students with endless opportunities to search for information, but on the other hand, they are

not able to work properly with it, namely to search for reliable sources, process it and draw certain conclusions. This determines the need for the formation of media literacy in students, it is in the initial stages of learning, which will significantly improve the further process of professional development.

Conclusions

So, summarizing the above, we come to the conclusion that clip thinking to some extent can inhibit the process of cognitive and educational activity of students. Therefore, it is extremely important to conduct targeted activities with students aimed at improving the skills of finding and selecting the information needed for learning. In this, the necessary and most appropriate will be media education, which will achieve the desired goals.

At the same time, we must remember that the history of cognition shows that new ideas, methods, styles of thinking, radically change the old ideas. They do not arise predictably, but are a leap in cognition, a break in the continuity of development of thinking, which is why modern cognitive activity of young people can acquire, or is already acquiring, radically new forms and features.

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Coronavirus and its consequences for society especially for students with special educational needs.

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Promotion of inclusive education takes place through the social and educational policy of the state of the Republic of Moldova, as well as by increasing the successful development and implementation of psychological and pedagogical practice in the educational space. Despite the fact that the integration of children with special educational needs into school education has been a reality for two decades, disputes and discussions on this issue both among specialists in this field and in society continue. And the pandemic "Covid-19" became the cause of new disputes. It was the closure of schools in March 2020 that caught by surprise about 434,000 students, according to the official data of the Bureau of Statistics of the Republic of Moldova, which include students with special educational needs.

In recent years, the Republic of Moldova has made significant progress in terms of ensuring tolerance and protecting the rights of children with disabilities. The Republic of Moldova has ratified the most important international documents:

- 1) UN Convention on the Rights of the Child (UNICEF, 1989).
- 2) UN Convention on the Rights of Persons with Disabilities (United Nations, 2007).
- 3) "Program for the development of inclusive education in the Republic of Moldova for 2011 - 2020" (Ministry of Education, Culture and Research, 2011).
- 4) "Code of Education of the Republic of Moldova" (Ministry of Education, Culture and Research, 2014).

5) National Strategy "Education - 2020".

6) "The national Strategy for the Protection of the Rights of the Child for 2014 - 2020", ensuring the right to involve children with disabilities in the general educational process. It follows that the Republic of Moldova approaches to harmonize its policy and legislation with the European Union by signing the Association Agreement in 2014, which clearly outlines the rights of children, especially children with special educational needs. The measures taken in the field of inclusive and special education in the Republic of Moldova are ensured by international standards.

The main objective of the actual study is to analyze the approaches and implementation of distance education for children with disabilities and special educational needs in an inclusive school and a specialized school. For the Republic of Moldova, 2020 was a very important year and this is due to the fact that:

1) The process of implementation of the "Program for the Development of Inclusive Education for 2011 - 2020" – is completed;

2) Significant improvements are shown in the process of ensuring equal opportunities and access to quality education for every child at all levels of the education system. If we go back to the origins, the process of inclusion in the broad sense of the word is a civil right of every child who has the right to education, which is reflected in Art. 23 paragraph 3 of the UN Convention on the Rights of the Child: "Education should be aimed at developing the personality and talents of children, preparing them for an active adult life." (UNICEF, 1989). The process of integration and involvement of children with various developmental disabilities in the educational and academic process has been and remains one of the priority aspects in the national education system of the Republic of Moldova. The Salamanca Declaration, 1994, notes: "The fundamental principle of inclusive education is that all children should learn together, regardless of the difficulties they may have or the differences that may exist between them."

The Covid-19 Pandemic that broke out at the end of 2019 tested the strength of not only the national education system, where it could practically nullify all the above-described achievements in this area, but also fully forced the economic and social spheres to work. The allocation of funds for the implementation of the Distance Education program was very prompt and deserves respect, where the very concept of "Distance Education" was something new for all students and teachers working in kindergartens, schools, colleges and universities.

A large number of education professionals were forced to adapt to the situation, react quickly and change the forms and methods of teaching. Addressing the organizational issues of the work, as the first thing teachers and students have to deal with are organizational problems, as well as problems with time management, which are difficult to deal with, especially in the case of students and teachers in the field of special education.

For children with special educational needs, the negative effect of the Covid-19 pandemic was a decrease in academic activity, not in academic performance, namely the performance of academic activities, which led to an increase in the level of stress not only for themselves on the one hand, but also for teachers and parents, on the other hand. According to the statistics of 2018 - 2019, a total of 9,157 children were enrolled in the education system of

the Republic of Moldova, of which: 7,693 children with special educational needs were enrolled in inclusive school classes, and 1,464 children with disabilities were enrolled in auxiliary schools (National Bureau of Statistics of the Republic of Moldova, 2019; National Bureau of Statistics of the Republic of Moldova, 2020).

This group is especially difficult to serve with the help of “distance learning programs” - this exposes them to a much higher risk of exclusion from the educational process, and, as practice shows, to a decrease in the performance of all types of activities by children with health and developmental disabilities. This is primarily due to the fact that, in addition to trained teachers and support teaching staff, an adapted national curriculum and teaching methods, these children require access to special assistive technologies and devices, which are very limited. In addition, this category of students also require constant access to psychological and physical rehabilitation programs, which were not organized during the Covid-19 pandemic.

There are additional problems for children with mental and psycho-emotional disorders, since it is more difficult to remotely provide them with the assistance necessary for their learning and full development. As mentioned earlier, a school is an educational institution that must provide quality educational services to every child, regardless of his or her background or bio - psycho - socio - cultural characteristics of development. This concern in the field of educational policy can also be understood as a confirmation and reassessment of the fundamental approach, namely the adaptation of the structure and content of education, taking into account the psychophysical, age and individual characteristics of students, with the aim of the most balanced and harmonious development of the student's personality.

For children, going to school is much more than an opportunity to learn. The basis of the functioning or adaptation of a child, especially in the case of a child with disabilities, to the requirements of society and a multidisciplinary team of specialists: a psychologist, a special teacher, an integrated therapist of an educational institution, be it an inclusive or a specialized school, is the motor act (motor activity). It is worth noting that for children and young people of the Republic of Moldova, in addition to general life activities, it is also access to food, friends and fun time, as well as the opportunity to socialize. For many children, school feeding programs have been an important part of their daily diet. School closures, coupled with the likelihood of losing their jobs or reducing income or remittance flows, could mean that it is likely that someone will experience an increase in malnutrition rates in the country, and as a result, a shift to digital technologies that make teachers, students and parents feel overwhelmed, confused and stressed, leading to increased mental health problems and increased levels of

domestic violence. Students may be overwhelmed with homework assignments that they and their families cannot cope with.

Children who are not going to school on a daily basis can increase parenting stress levels, either because they cannot provide their children with the learning assistance they need or because they seek to balance the difficulties of “teleworking”, facing job loss or giving constant care. Most children and parents have experienced stress and loss of connection with their usual sources of support. They also felt that they were unable to organize study and recreation at home. Working parents were unable to help their children reduce stress levels as they had to deal with stressful situations, work, and childcare themselves.

The auxiliary school nr. 6 in Chisinau (Republic of Moldova), enrolls 114 students with various disabilities and special educational needs. Only 3 students study at home-study program. At the moment, in the Republic of Moldova, general education schools provide educational services in a mixed system: distance learning and teaching with the physical presence of students in the classroom.

A survey of parents in auxiliary school nr. 6, in the spring of 2021, when the epidemiological situation due to the increased growth of coronavirus infections reached a national scale and general schools were transferred in “online mode of teaching”, became an issue in the case of auxiliary schools and kindergartens. Parents of students who applied to the General Department of Education of the Republic of Moldova were convinced that in their case, students with special educational needs should study with physical presence in the classroom.

From our institutional survey of parents it follows that 53.4% of respondents do not support the distance learning method for students with disabilities, as they are most afraid of “losing” the results achieved by their children in the “offline mode of teaching”; 32% of the respondents found it difficult to answer the question about distance learning, since their understanding of the health of their children, as well as the difficulties that the distance learning method entails for them, is an unsolved problem.

The survey shows that 83% of respondents believe that distance learning is absolutely not applicable to their children. Teaching a child with disabilities and special educational needs in the environment of normatively developing peers has been successful; it requires not only a specialized, but also a multidisciplinary approach. This approach to the multifaceted problems of the development of children with special needs is a team approach, implying a coordinated and simultaneous application of knowledge in medicine, rehabilitation therapy, psychology, pedagogy, and social assistance (Racu et al., 2014).

According to the authors A. R. Luria (2000), J. K. Harrower and G. Dunlap (2001), the involvement of children with multiple health disorders in co-joint activities in the school environment, both from the point of view of the child's physical development and from the point of view of psycho-emotional development, has an invaluable positive significance in the harmonious development of the child.

In the case of children with special educational needs they are vulnerable in this regard. In particular, in order to form the skills of social interaction, the intellectual and physical development of the child, as well as the strong-willed and creative components of behavior, it is necessary to adapt the child with special educational needs at the social level (Luria, 2000; Harrower & Dunlop, 2001).

Socialization is understood as the process of assimilation by an individual of social roles and norms. At the same time, a person is formed as a person who is socially and culturally adequate to society. In the course of socialization, the individual enters the social and cultural environment, assimilates the values of society, which allows him to function successfully as a member of society (Vygotsky, 1978; Leontyev, 1981).

As a conclusion from a survey conducted in our auxiliary school nr.6 - 97% of parents believe that the transfer from physical presence in the classroom to "online-presence" is possible only due to the fact an emergency situation of the "Covid-19" in the Republic of Moldova, especially if the situation gets indispensable worse, which tells us that the protection of children's rights to access the education is respected by both parties, both on the part of a multidisciplinary team of specialists and on the part of parents raising children with disabilities.

As it was mentioned before, the severity of the "Covid-19" situation was further compounded by the lack of flexible working hours policies. These circumstances increased the number of cases of domestic violence and abuse. Finding parents in constant stress affects the psycho-emotional state of the child. It should be noted that if inclusive schools were transferred to distance learning, then in the case of auxiliary schools and kindergartens, the work continued and was carried out, as it is now fashionable to say, in "OFFLINE" mode, where students received comprehensive development and training from a multidisciplinary team specialists working in auxiliary schools, which, undoubtedly, was a big plus for all participants in the educational process.

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Is citizenship education the “vaccine” for Covid-19 educational consequences?

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Introduction

The universal character of the Covid-19 phenomenon indicates on a daily basis it's omnipotence, independent of nation, race, economic and social status. This fact makes us, more or less, all vulnerable and reminds us that the world is one and we are all just members with the education sector not coming out unscathed from this whole phenomenon.

Covid-19 is the reason why for the first time since the Second World War humanity sees its educational institutions closing all together and for such a long time.

According to the data of Unesco for the first time the operation of educational institutions is suspended due to the pandemic of Covid-19 on 10/04/2020 giving us the following global picture; it is about 190 countries worldwide and affects numerically 1,578,657,884 students. Specifically in Greece, it has affected a total of 2,204,532 students, of which 152,462 attend kindergarten, 649,246 in primary school, 667,797 in secondary education and 735,027 in higher education.

A few months later, the educational communities in Greece were forced to close again on 09/11/2020 due to the increased epidemiological burden and the second wave of the pandemic. According to Unesco data, in 2020 the total number of students affected by the new closure of educational institutions amounts to 239,774,163 students and constitutes 13.7% of the total student population in 25 countries.

The Covid-19 pandemic comes to teach us that the proper response to such a phenomenon requires a collective effort. Dealing with such challenges leads us to conclude that it is important to review existing education so that students can be prepared for what they will face in the future. Education as a citizen can contribute in this direction.

But what could be defined as citizenship education? First, it is important to clarify that the debate on the cosmopolitan and national status of the citizen is not limited to the narrow circles of scholars dealing with the issues of statehood (Banks, 2017), but is a frequent topic of discussion in relation to the implementation of policies and practices between nation-states. This also derives from the OECD findings in 2016 according to which, the younger generations are called to acquire a global capacity to create a comprehensive and equal world.

In addition, various surveys of elementary and high school students, including the IEA Civic Education study, show that in democracies an average student becomes part of a political culture as early as 14 years of age.

The purpose of the modern educational system should be the development of those skills which the individual will need in the future, as well as the development of values of modern culture (equality, respect for human rights, democracy, dignity, respect for cultural diversity) (Banks,2012).

It is important to note that citizenship education is based on three basic principles, the cognitive dimension of learning “towards” democracy and human rights, the participatory dimension “for” democracy and human rights, and finally the cultural dimension “through” democracy and human rights (Gollob et. al, 2010). Council of Europe underlines that this approach therefore provides the opportunity to manage social issues in relation to which governments have difficulty resolving them on their own. Better management is achieved through civic education, as it is a broad type of education, focusing on student participation through different types of learning activities in public debate, as well as simulations of government activities (Althof & Berkowitz, 2006).

Objectives

The purpose of this article is to examine whether citizenship education can act as a "vaccine" to manage the educational effects of covid-19 phenomena. This thought is based on the logic that acquiring knowledge of social sciences offered through citizenship education will be able to aid students to successfully overcome the challenges of the time and come back as soon as possible from the consequences that pandemic has brought.

Results

In Greece, as in other countries in Europe and the global community, the citizens, as well as the students of the country were asked to develop a sense of individual and collective responsibility in order to use this as a tool to manage the health crisis.

The effort for individual responsibility was made by both the citizens and the students, but without ignoring the problems arising from such a situation. Problems that are often due on the one hand to conflict with own issues, and on the other to political and infrastructure issues, such as the lack of infrastructure in schools and the lack of clarity on from the political leadership, which creates confusion in various cases.

In addition, it is important to note that the management of individual responsibility and the theoretical freedom of schools to develop policies of collective responsibility have been undermined to the extent that they did not agree or contradict with state policies on issues related to school management, distance learning, and other important educational dimensions. This can be seen at the national universities, which proceeded very early in the implementation of e-learning using any tool available, however they could certainly better address the prospect of lifelong learning if they had the means and funding which were not available.

However, issues of individual and collective responsibility had a different level of reading when it came to vulnerable social groups: how can you support your child when you do not have the means to own a computer, a good internet connection, or even the necessary items for individual protection? Thus, both primary and secondary schools made efforts to cover such problems to the best of their ability, until the state made its own contribution.

In general, we would say that the management of individual responsibility worked quite satisfactorily in Greece and in Europe within the difficult framework that was implemented. But what happens when the “critical” approach and individual responsibility leads to a denial of vaccination that potentially affects society as a whole, and to a significant extent opposes existing legislation?

Such events highlight the great need for educating citizens and students on citizenship issues, so that they can acquire more skills to act as critical active citizens and to act with greater collectivity and responsibility. We would therefore say that civic education plays an important role of responsibility, since through it students are called to understand the deeper need for action as citizens of the global community to help solve difficult problems (Banks 2012: 63). After all, as Harari (2020) states in his reflection, “*in this time of crisis, we face two particularly important choices. The first is between totalitarian surveillance and citizen empowerment. The second is between nationalist isolation and global solidarity*”.

Conclusions

It is common in Greece and internationally for decisions to be made both without evaluating the intervening factors, but unfortunately such approach creates more problems than it solves. The global phenomenon of Covid-19 is an opportunity to rethink what it means to be a good (digital) citizen, to play an active role in matters of urban and political life as well as to deal critically with global problems. It is, therefore, a type of education that can provide students with the appropriate supplies to be able to overcome the reefs arising from Covid-19

phenomena and to cultivate decision-making by active citizens to manage various social issues.

If we consider the challenges of the time, such as the rapid spread of Covid-19, which requires mutual support between nations, formulation of a common policy and strategy, adaptation to online education, we understand the inescapable need for revised education. Education should not be limited to simple transfer of knowledge, but as Aristotle argues, it should not aim only to empower students with knowledge and skills that will be useful to them as individuals, but also contribute to their form as useful citizens in the spirit of their constitution and state (European Commission / EACEA / Eurydice, 2017: 21).

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Intermedia agenda-setting on government public communication message

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Introduction

Agenda-setting theory was originally a study of the topics being discussed in the news trends and how these affect public opinion (M. E. McCombs et al., 2014). This theory is based on the assumption that the media has an agenda in every issue it raises. The media agenda is assumed to be able to influence the public's perception of something that is considered important. The agenda-setting function of the media refers to the ability of media, with repeated news coverage, to bring out the importance of an issue in the public's mind (Severin & Tankard Jr., 2011). The dominance of an issue may be an essential factor in knowing whether or not there is an agenda setting (Zucker, 1978). However, the research also states that the media agenda can be formed (agenda building) through a collective process in which the media, government, and the public influence each other in determining the issues that are considered important.

Empirical research conducted by Shehata & Stromback (2013) finds that the mainstream news media still exerts agenda-setting influence, although this influence has now been weakened by the use of online news channels. The literature also shows that emerging media (such as political blogs and online partisan news sites) are now more powerful in setting the agenda of other media (Vargo & Guo, 2016), for example from mainstream media and Twitter, traditional online news analysis, partisan and new media as well as fake news and new media. This will continue to grow considering that more and more media platforms allow for mutual influence. Twitter is selected as because it facilitates the interaction of politicians with the community (Conway, et. al., 2015). In this case, public complaints, aspirations, or opinions related to news that are very closely related to their daily lives (the economy and local government policies related to central policies) become agenda-setting in the online media. Especially for Twitter, journalists describe it as a resource for collecting data, increasing public outreach, and following the activities of well-known news sources as part of shaping the agenda.

The development of Agenda-Setting theory can be said to be quite rapid from time to time. These developments include the basis, attributes, transfers, networks, concept orientation, consequences, and others. In this regard, the issue level, issue attributes, and issue transfer at the level of agenda-setting theory are very important to study, especially related to the rapid and massive technological developments that makes people become active, and then lead to opinions on a number of issues. Their activeness can make people put themselves in a position that determines the media agenda. Hence, this activeness and position are certainly closely related to issues that are still hotly discussed, one of which is the topic of New Normal which has received more attention from the public during the pandemic COVID-19. This topic also becomes very important to be studied because it involves the survival of human life, so it is not surprising that this topic has a high excitatory power for the community.

Objectives

This study was conducted to determine the agenda-setting intermedia or the transfer of issues from online media to Twitter on government public communication messages on the topic of New Normal and vice versa.

Methods and procedures

This study used correlational quantitative research to examine the extent to which variations in one factor are related to other factors by using various statistical analyzes, measuring instruments, data processing, and content analysis. It also used big data analysis by using Intelligence Media Management (IMM) system for online media analysis, and using Intelligence Socio Analytics (ISA) system. Both of them work 24 hours in real time, automatically, with robots (technology) carrying out media monitoring to collect content on social media. Their differences are in the results provided. The former would obtain results immediately based on developing trends, influencers, media reporting, sentiment towards an issue/character, and priority issues leading to recommendations and the most effective media campaigns. The latter would obtain results based on ongoing trends, influencers (actors), sentiments, emotions, conversation networks, locations, profiles, and priority issues.

To find out the agenda-setting intermedia relationship between online media and Twitter, this study analyzed the content from Twitter and online media coverage published in the same time period, 1-31 May 2020, as the time when the term New Normal began to be conveyed to the public by the Indonesian government, using Granger causality. The raised issues in various online media reports were the operationalization of the media agenda.

Meanwhile, the Twitter issue was defined from a collection of various conversations about the New Normal, both tweets that mention the word New Normal and retweets from other influencer's tweets.

During this period, 44,602 news stories from 1,883 Indonesian language online media were found, while Twitter conversation data reached 354,286 conversations from 162,574 accounts. The keywords of this data collection are specifically for Indonesian language conversation, namely "New Normal, *kenormalan baru*, *normal baru*", and selected. All news data was collected by Clipper Engine, which is a tool to perform data retrieval automatically by using machines, control systems, and information technology. Its results were stored in Knowledge Repository for specific purposes (Prasetyarto, 2009). To test the validity of the data on sentiment, this study was conducted a random selection of 380 selected tweets, not bot tweets nor media tweets. Some of them were incomplete tweets.

Results

The test results on Local Government Response issue on the New Normal topic produced a probability value of 0.0002 or less than 0.05 in the hypothesis (H0) stating that Twitter did not cause online media, so the decision was to reject H0. Its hypothesis testing was that online media did not affect Twitter with a probability value of 0.0554 or greater than 0.05, so the decision was failed to reject H0. Therefore, it can be concluded that in Local Government Response, discussions on Twitter led to discussions on online media, but not vice versa.

The probability value generated in testing the hypothesis is that the discussion on Twitter about economic issues did not cause news in the online media to be 0.0189. This probability value was smaller than 0.05, so the decision was to reject H0. Its hypothesis testing was that the news in online media did not cause discussion on Twitter with a probability value of 0.3586 or greater than 0.05, so that the decision was failed to reject H0. Based on those hypothesis testing, the conclusion was drawn that the news on Twitter cause the news on the online media, but not the other way around.

Additionally, Health Protocol was the highest agenda in both online media and Twitter with high and consistent reports and conversations. Based on Granger causality analysis test, the Health Protocol issue generated by the hypothesis test stated that Twitter did not cause discussion on online media, and the hypothesis on online media did not cause discussion on Twitter. Its probability value was greater than the significance value ($\alpha=0.05$). The decision was failed to reject H0, meaning that on this issue, discussions on online media and Twitter did not affect each other.

This result shows that on the issue of the Health Protocol, the agenda of online media and Twitter differed from one another. One of the reasons was because Health Protocol problems had emerged since March 2020 with massive socialization on online media to the public. The level of public awareness was relatively higher considering the condition of Covid-19 developed rapidly in their environment. Twitter is the leader in issues regarding Local Government Response, while the issue of Health Protocols, each has its own agenda.

Conclusion

The result of this study had revealed the existence of transfer issues from online media to Twitter and vice versa on government public communication messages in the New Normal topic. Granger's analysis showed different results on the two biggest issues, namely Local Government Response and Health Protocol. The hypotheses on both issues was failed to reject H0. This means that the discussions on online media and Twitter did not affect each other.

This finding strengthens the analysis of the agenda-setting media where there is an influence between one media and another, namely online media and Twitter. Online media can influence the agenda on Twitter, and vice versa. The important note is that Twitter is able to shape an agenda which in turn affects the online media agenda. The trigger factor is the existence of reverse agenda-setting media intermedia which are issues that are very close to internet users that are sentimental, considered controversial, touching from the emotional side of internet users, and lack of 'space' in the formation of government agendas that are raised through online media.

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People or labels?

Polarized social representations of (im)migrants in the political institutional discourse driven by ‘naming’ and ‘personification’ versus ‘un-naming’ and ‘de-personification’ processes.

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Introduction

The outbreak of the Covid-19 pandemic suddenly made the first ubiquitous visible migrants "invisible" on the media agenda that was totally replaced by the unexpected new guest by making the "invisible" Coronavirus visible. Both share an association with the enemy, invader, evoking metaphorical war scenario, stimulating fear and uncertainty, along with polarized social representations.

Studies on multi-media and political communication aimed at investigating psycho-social dynamics have highlighted interesting interconnections in polarized social representations and othering identity processes.

Results from other research lines of our wider project (de Rosa et al.2019; 2020 a, b, c, d;; 2021a, b, c.) show how the multiple denominations of migrants, also corresponding to different legal status, are often merged in the discourse for and by lay people in polarized representations of the (im)migrants as unknown, foreign often assimilated from one side with dangerous, presented in the media as invaders, stigmatized as criminal or terrorists; from the other side as social victims.

- The classification and naming of these groups as essential anchoring processes well defined by the social representation theory (Moscovici 1961 / 1976;1980; Jodelet 1989; de Rosa 2002; 2011; 2013b; 2018; 2019; Rateau-Lo Monaco 2013) are interesting to be studied as social construction, serving more the legitimation of policies and legal status adopted for the social control of the phenomenon than to describe the reality. In this mass movement it is nearly impossible to distinguish between the ‘political’ and the

‘economic’ migrant: the distinction exists legally and politically, but not in social reality. Henk Overbeck (1995,15).

The lack of attention to the direct and exclusive experiences of the migrants leads to the creation of an image that starts from the archetype and stereotype of the good and bad ‘migrant’ respectively-to which the often-wrongful use of the terminology contributes: the ‘refugee’ to be given hospitality against the ‘economic migrant’ to push away. This dichotomy reflects polarized social representations largely diffused in society that also it is possible to identify in both national and European policies (Ieracitano-Vigneri 2018).

The use or misuse of some labels or a specific terminology related to the legal status of the incoming migrants can deeply affect this personalization (Gross et al.2007) from one side, and the de-personification and un-naming of the marginalized out-groups from the other side. To reflect on the ‘Visibility’ and ‘Invisibility’ of the migrant’s condition implies to show the duality of the naming/ un-naming process and personalization/de-personalization.

Objective

The aim of this contribution is to investigate the construction and polarization of the social representations as function of different political-ideological positioning of social subjects and of identity, that guide the processes of social inclusion/exclusion towards the (im)migrants.

Methodology

The research design is inspired by the ‘modelling approach to social representations’ (de Rosa 2013;2014), that moves beyond the cumulative view of summing-up different techniques in favor of the creation of techniques guided by specific hypotheses concerning the role of multi-channel communicative tools, the data analyses strategies and the multi-theoretical and multi-constructs options.

Thanks to recent developments of the *So.Re.Com.A.S.de Rosa @-Library* (de Rosa, Latini, Gagliardi, Marsan 2020) it was possible to extract through the virtual specialized cross-paradigmatic and cross-disciplinary repository on migration studies, 611 sources of the *Institutional and Political discourse* analyzed in this research, concerning:

- a.1. National and Regional Political Institutions
- a..2. International Political Institutions
- b.1a. National Humanitarian Associations and NGOs
- b.2a. International Humanitarian Associations and NGOs
- b.1b. National Scientific Centers and Programs

- b.2b. International Scientific Centers and Programs
- c.1. Italian Political Leaders
- c.2. Other Countries/Continents Political Leaders
- c.3. Religious Authorities (see Fig.1).

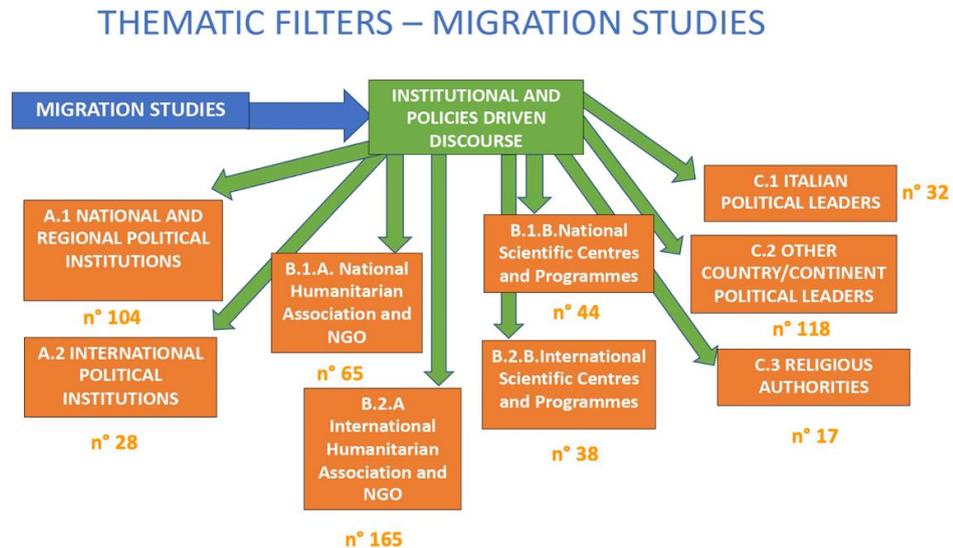


Fig 1. The Source of Institutional and Political discourse from the So.Re.Com.A.S.de Rosa @ Library.

Two types of data analysis were carried out through the statistical program IRAMUTEQ:

1 *Specificity analysis by Tag*

2 *Cluster analysis.*

Results

1. *Political-institutional Discourse on Migration-Specificities Analysis by Tags*

Results from the Specificity Analysis allows us to visualize on the Cartesian axis the distribution of the forms most used by the different modalities of the chosen variables.

The Fig.2 illustrates the results obtained by the Specificities Analysis, using as modality the different sources of the Political-Institutional Discourse as categorized by Tags (more details about these results can be found in de Rosa, A.S, Latini, M., Taieb, S. (2021).



Fig 2. Results from specificities analysis on sources of the political-institutional Discourse on Migration by Tag's - MODALITIES

In the first quadrant we find the modalities **National Political Institutions** and **Political Leaders form EU-US-CA-BR**. The attention is focused on self-referential and economic policy. It is interesting to note that the only word related to the actor of migratory flows is 'Immigrant' positioned in between the first and the second quadrant.

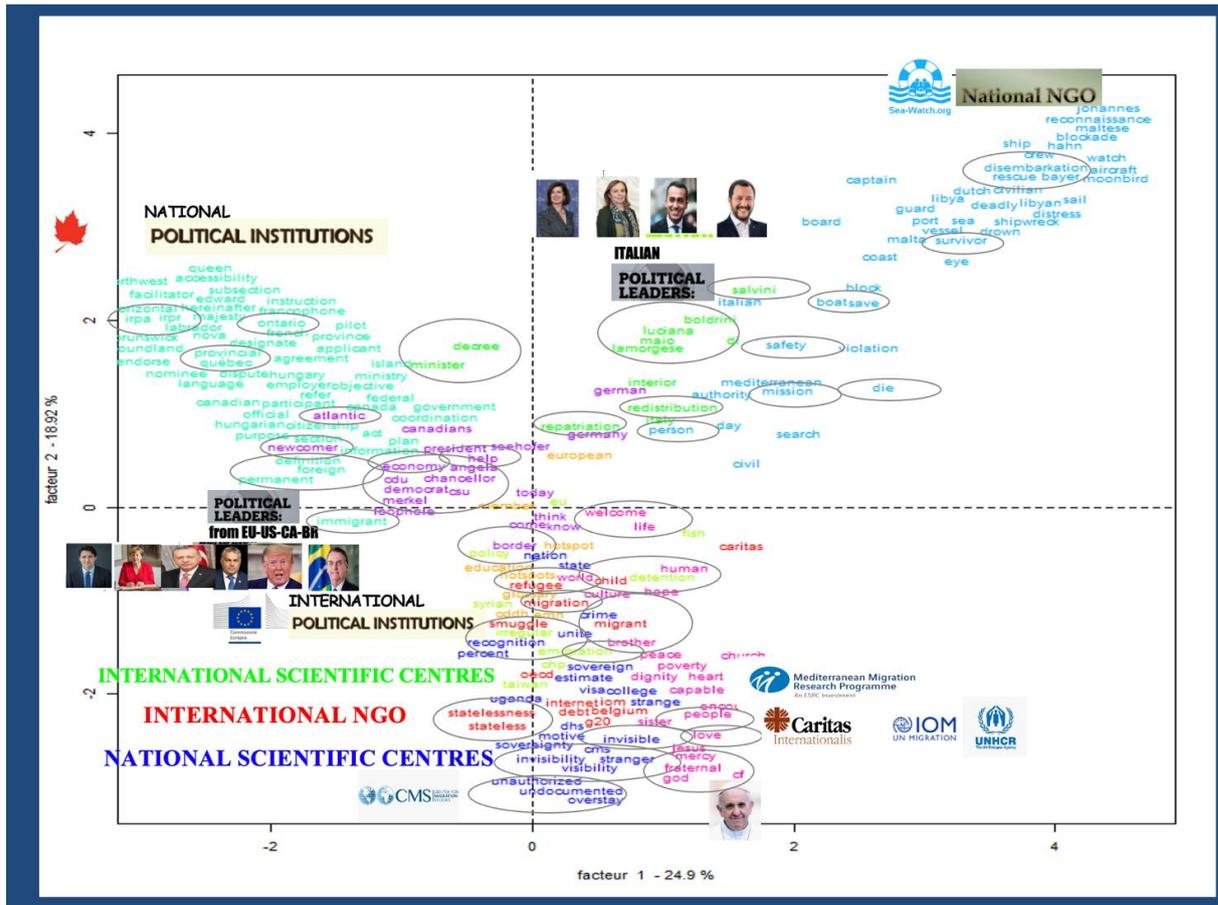


Fig 3. Results from specificities analysis on sources of the political-institutional Discourse on Migration by TAG'S - FORMES

In the second quadrant we find: **International Political Institutions; National and International scientific Centers and Programs and International Ngo & Humanitarian Associations.**

The **International and Political Institutions** sources refer to the immigrants focusing on the **unaccompanied minors**. Despite this small hint to the immigrants the reference is generally related to the Procedure and the Methodology that the European Members, Adopt to the Legal migration Policy.

National and International Scientific Centers and Programs introduce both the words **Visibility** and **Invisibility**, showing the duality of the naming/un-naming process and personalization/de-personalization referred to the migrants as **People** (anyway as anonymous people and numbers), or through their multiple denomination **Stranger**.

The **International Ngo & Humanitarian Associations** use multiple words **Migrant, Refugee** and **Stateless**. In the meanwhile, the use of words as **G20, Impact, Belgium, OECD**

denote how balanced the attention is between the discourse on migrants and the relative's political actions.

In the fourth quadrant **National Ngo & Humanitarian Associations** and **Italian Political Leaders** appear both dealing with the same scenario relating to the migratory phenomenon in the Mediterranean Sea, but building their discourse from two different perspectives:

- the **National Ngo & Humanitarian Associations** mostly refers to the migrant as a **Person to Save** expressing their narrative from a perspective of those who are directly engaged in actions to rescue the migrants;
- the **Italian Political leaders** do not mention at all the migrants (who are even more invisible in their self-referential discourse) and focus on decree to manage or stop the arrivals and departures, their repatriation, redistribution, usually polemically referring to policies adopted by political leaders of different parties like: Salvini, Lamorgese, Boldrini, Di Maio.

In the lower right quadrant, we find the modality: **Religious Authorities**.

Pope Francis names and personifies migrants with words such as **Human** and **People**, blurring then the distinction between Migrant as Other from Us.

2. Political-Institutional Discourse on Migration: the Cluster Analysis

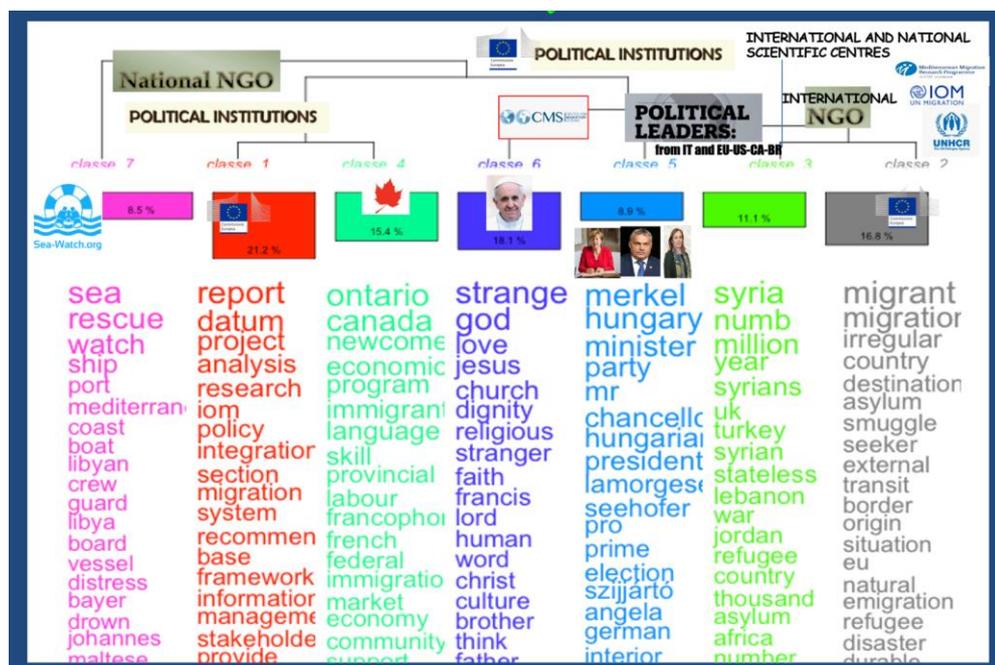


Fig 5. Results from Cluster Analysis on sources of the Political-institutional Discourse on Migration.

Consistent with the results of the similarity analysis, the cluster analysis gives us a picture in which to speak of “migrant”, “people” to be “saved” and “refugees” seeking “asylum” are only the **National and International NGOs & Humanitarian Associations, Religious Authorities and National, International Scientific Center and Programs.**

Political Institutions and especially **Political Leaders** address the migration issue without mentioning its main actor, focusing on “legislative” and “regulatory aspects” of “migratory flows”, on the “opening and closing of borders” as well as on “economic aspects” of migration. Their discourse focuses exclusively on the repercussions that migration could have on the communities of the country of arrival and effectively making those who experience migration on their skin *invisible*.

Conclusions

Results from the study presented here show that the social representations of (im)migrants serve more the legitimation of inclusive/exclusionary policies and legal status adopted for the social management/control of the migratory phenomenon than to describe the migrant’s life reality and their human conditions.

It is the case of the distinction of the political refugees from the economic migrants, as *frozen categories* reflecting the dual humanitarian and technocratic role of the public political institutions (Mahendran et al.2019).

Our analyses of the political-institutional discourse demonstrate once more the polarization between:

- from one side the relevance of the *(de)personification* and *(un)naming* of the marginalized out-groups, as a new key of the *objectification* and *anchoring* processes that build social representations;
- from the other side *naming* and *personification* through narratives of migrant’s human condition (as survivor, person, human, refugees) in the action-driven discourse by NGO versus the un-named migrants in the discourse (making them invisible) even in the institutional documents.

In between the two poles an *economic driven representation of immigrants or political refugees* named as newcomer, alien contextualizes the discourse by leaders with different political orientations.

The underlying processes have been highlighted showing how the anonymous and impersonal way of referring to migrants not as citizens of the world as common house', but as an epistemic category of the other, activates *othering processes of exclusion*.

The emblematic contrast between views of transnational migration is exemplified by the metaphorical dichotomies of *Closed ports* versus *Open ports* claimed by the political leaders affiliated to right/ left wing parties or 'Walls' versus 'Bridge' detected as core of the US past President Donald Trump versus Pope Francis' discourses (de Rosa et 2021).

Selected publications related to the research program

- de Rosa, A.S. Bocci, E. Latini, M. Balbutin, S. Silvestri, S. (2019) Controversial social representations about migrants from multi-voice and multi-agent (scientific, Institutional and lay people) discourses and immigrant's experiences, In I. Bondarevskaya, A. De Carlo Eds, *Political and Economic Self-Constitution: Media, Citizenship Activity and Political Polarization*, (pp92-100) Padua, TPM Editions; ISBN 978-88-97598-19-0
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The pedulilindungi application: an overview of digital society by Kurt Lewin

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Introduction

Since the implementation of the PPKM (Enforcement of Community Activity Restrictions) policy in Indonesia in early July 2021 due to Covid-19, people's behavior has drastically changed towards a digital and informative society. The existence of increasingly sophisticated information technology and changes in behavior to adapt to new normal habits that are adapted to WHO health standards, have forced the government to carry out recovery maneuvers in various sectors so that the national situation does not worsen. Moreover, this situation is marked by the decline in the number of Covid-19 cases recorded since last August. The Indonesian government is optimistic that the declining number of cases will provide fresh air in improving the condition of the country which is considered volatile. In addition to the massive vaccination program, the Indonesian government has also launched a digital application that is believed to be able to control socio-demographic aspects due to the spread of Covid-19.

The *Pedulilindungi* application is accessed via a smartphone and is used to trace contact tracing and community tracking in order to strengthen efforts to reduce the spread of Covid-19 (3T – test, trace, and track). However, the presence of this application is in fact still far from the real situation of the Indonesian people. According to data obtained from the Indonesian Ministry of Communication and Information Technology, the number of smartphone users in Indonesia reached 160.23 million or 58.6% of the total population (2021). This number is certainly not accompanied by the percentage of people who are already able to use digital applications properly. It is recorded that there are less than 50% of the people who have optimal technological capabilities (digital skills). This percentage difference creates an imbalance between the number of smartphone users who are familiar with technology applications and the number of Indonesians who still use ordinary cell phones.

In addition, this condition is reinforced by the government's policy that requires the public to use this application as an important requirement in transportation modes (domestic and international) and access to a number of public facilities, such as hotels, malls, restaurants, supermarkets, cinemas, and traditional markets. Demographically, the use of the application is felt to be able to provide a sense of security to the community because it can detect people who are classified into several notifications after scanning the barcode, such as: black (positive

covid-19), red (not vaccinated), yellow/orange (first vaccine), and green (complete vaccine). On the other hand, this situation has even created discrimination between groups of people who use smartphones and have been vaccinated with people who are not smartphone users but have not been vaccinated or who have been vaccinated.

In view of this regulation, the use of the *Pedulilindungi* application is predicted to form a new normal culture, namely digital culture and information technology which is assumed to have a long-term period during the pandemic. The normality of a society that previously had freedom in social, individual or structural mobility and was not limited by space and time, must now be limited to a number of strict regulations that are not only based on health, economy, or education but also digital technology.

From the above explanation, the researcher formulates a research question, are the Indonesian people currently ready for changes in digital adaptation behavior through the *Pedulilindungi* application, although in practice, this application has a series of shortcomings that still leave a trail of dilemmas in terms of its use and benefits.

Objectives

To find out whether the Indonesian people are ready for changes in digital adaptation behavior through the *Pedulilindungi* application even though it has a series of shortcomings that still leave a trail of dilemmas in terms of its use and benefits due to Covid-19.

Results

The efforts of the Indonesian government in perfecting and socializing the *Pedulilindungi* application need to be appreciated. Indonesian Ministry of Communication and Information Technology (Kominfo) noted that there are currently 32.8 million users of the *Pedulilindungi* application (2021). This figure still does not match the total number of smartphone users in Indonesia, which is 160.23 million. According to the findings in the field, there are several shortcomings experienced by the community and one of them is checking the status of the availability of digital vaccine certificates. As a result, a number of people have difficulty accessing public places during the pandemic, such as shopping centers, public service offices, supermarkets, and even traveling outside the region. The existence of regulations that require every community to use the *Pedulilindungi* application triggers behavioral changes that will later lead to the formation of a new normal culture.

In the new normal concept, life activities will be returned to conditions before the occurrence of Covid-19 where people are required to adapt to new habits and must apply health

protocols to prevent virus transmission in every activity that involves many people. This change does not just happen immediately, a careful study is needed so that in the process of change it produces something that is expected, not complicating the situation further. This is in accordance with the change management theory proposed by Kurt Lewin saying that in order to face pressure, organizations must make changes until the change produces expected things.

According to Lewin (1951), change occurs because of the emergence of pressures on organizations, individuals, or groups. This theory focuses on the question “why”, by means of why individuals, groups, or organizations change. From there Lewin found out how change can be managed and produce something. He also concluded that human behavior is a state of balance between the driving forces and the restraining forces. Such changes can occur by strengthening the driving forces and weakening the restraining forces. From there, Lewin formulated the steps that can be taken to process change, namely unfreezing, changing/moving, and refreezing. Unfreezing is a process of becoming aware of the need or need for change. Changing / moving is a step in the form of action or movement to a new state because it has the ability to change. Refreezing is an effort to bring back the organization to a new balance (a new dynamic equilibrium). Therefore, feedback and constructive criticism are needed in an ongoing development effort.

If it is related between the new normal based on digital technology in the use of care and protection with Lewin's theory, then this condition is directly proportional to the process of change. The Indonesian government's concern about the increase in the spread of COVID-19 so that implementing a regulation has answered the question of Lewin's theory of "why" this change was made.

According to Abraham Maslow (1943), there are five basic human needs: physiological needs, safety and comfort, self-esteem, affection and self-actualization. Changes in behavior do not necessarily occur only because they are based on these basic needs but are driven by restraining forces. Restraining forces are like a fence or barrier that influences behavior change to occur in an individual. In this context, the *Pedulilindungi* application is used massively because of regulations that are expected to provide a sense of security for the community and prevent a significant increase in Covid-19 cases. By associating this situation with the stages of change in Lewin's theory, the following analysis is obtained:

First, unfreezing can be seen from the movement of people who are starting to realize that they must adapt and make effective changes to improve the situation in the midst of the Covid-19 pandemic. This movement began with various socializations and persuasive appeals

that have been intensified by the government since early 2021 regarding the usefulness of the *Pedulilindungi* application.

Second, changing/moving. This condition can be seen from the rules and protocols for dealing with Covid-19 that have been put in place to fight the virus. This rule is not only in the form of physical distancing, washing hands, wearing masks, restricting community activities, but also the obligation to use the *Pedulilindungi* application as an important condition for carrying out general activities.

The third is refreezing. This action is seen by the implementation of the new normal concept based on digital technology as an effort to bring people back to a new life. Apart from this stage, this application has triggered the pros and cons among the community. Some people agree with the implementation of this policy because it is considered to provide a sense of security and provide demographic information on the spread of Covid-19. On the other hand, people are still considering the efficiency and effectiveness of application features that are considered lacking, such as the display status of digital vaccine certificates in applications that have not been updated and the status of Covid-19 test results that cannot be accessed in an integrated manner between clinics or hospitals that are netted with the application.

Conclusions

Referring to Lewin's theory, the majority of Indonesian people are considered ready for the current behavior change. If this procedure is conducted following the right steps, then these changes will produce something good. Likewise, the enactment of the new normal based on digital technology through the *Pedulilindungi* application and implementing appropriate health protocols and supported by public awareness to comply with government regulations, this change will be an effective step in adjusting to survive in the midst of the Covid-19.

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Media consumption and irrational beliefs about COVID-19 pandemic

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Introduction

Democratic citizenship implies reliable and objective sources of information. Its absence makes it difficult to make rational decisions, whether in the political realm or concerning other relevant social issues. In modern societies, citizens almost exclusively depend on mass media to obtain socially relevant information. “The media is the watchdog of democracy”, claim Sommer and Rappel-Kroyzer (2020, p.3), among many others. Yet, despite the normatively important role of the media in transferring information to the citizens timely, unbiasedly, and objectively, media sometimes fall short of the ideal.

This has been particularly visible since the outbreak of the COVID19 pandemic. Numerous media outlets, with examples probably in every country in the world, transferred and even generated information about the pandemic that is not objective and reliable, creating a global misinformation “infodemic.” Misinformation, when related to health issues, is likely to be particularly hazardous.

One particular example of misinformation transferred via mass media are various irrational beliefs about the COVID19 pandemic. ‘Irrational beliefs’ denotes various attitudes, views, and opinions about the pandemic that are easily recognized as incorrect. Here belong various so-called ‘conspiracy theories’ about the pandemic, but the category is broader and does not necessarily involve conspiratorial references. For instance, one irrational belief about the pandemic is that hydroxychloroquine (an anti-malarial drug) can help prevent or treat coronavirus infection, although scientific evidence suggests that it cannot (Vinetz, 2020).

Since it is possible to classify the media in many societies concerning the degree of irrational COVID beliefs presence in their content, it could be expected that an individual’s endorsement of those irrational beliefs should be related to the kind of media one is/has been predominantly exposed to. Thus, for example, individuals consuming mostly sources that proved to be more objective and balanced could be expected to endorse fewer irrational beliefs than those who are more exposed to media outlets that provide more unreliable and incorrect information about the pandemic.

Objectives

This study tests hypothesis that holding irrational COVID19 beliefs is associated with the character of the media outlets one pays attention to. The analysis is based on public opinion data from Serbia, collected after the pandemic outbreak in 2020.

Serbia is not an exception concerning the role of media in distributing accurate and misleading information about the pandemic. Different media proved committed to responsible information to a varying degree. However, public officials also contributed to the informational confusion by providing inaccurate, unreliable, and often changing statements themselves. Although no media source could go without at least transferring some irrational beliefs about the pandemic, the outlets differed in their relative presence.

Hence, we expect to find a significant correlation between higher consumption of media outlets characterized by more unreliable information content than those that are fact-driven and outside the scope of government-controlled media in Serbia.

Method and procedure

The data come from two national-level public opinion surveys conducted between April and September 2000 in Serbia.

- Study 1: COVID IDN 2020 (N=1876; Fieldwork: May 12, 2020 – July 30, 2020.)
- Study 2: CSES M5 2020 (N=3726; Fieldwork: July 20 – September 29, 2020.)

Both studies employed online surveys that used several modes of respondent recruitment. Most respondents were recruited using the Institute of Social Sciences' email internet panel and through various means of Internet advertising – in Serbian media, via Facebook, Google, and similar. Study 2 also included recruitment using the Viber social network. While both studies are based on convenience samples, the Viber sample is a random sample of Viber users. Since this network is the most widely used in Serbia, it resulted in the sample with socio-demographics closest to the general population. Note that the irrational beliefs questions in Study 2 were posed only to the Viber subsample and a subset of the Internet subsample (approximately 350 respondents in total).

Both samples have good coverage of the national territory, and they are diverse in the main socio-demographic characteristics (age, education, occupation). Data weights are developed and applied in order to secure an adequate representation of the basic socio-demographic characteristics.

Media outlet preference was captured by asking respondents to mark up to 3 sources of information they follow most often in recent days. There were eleven entries, seven of which could be categorized as right-wing, favorable to the government, two as oppositional, and two as nominally neutral (see Table 3). Within the pro-government group, some outlets could be described as tabloid-type (*Blic*, *Kurir*, *Informer*, *Alo*), some as ‘reality TV’ (*Pink TV*, *Prva TV*, *Happy TV*), one is a national public media house-*RTS*), and one is a slightly less right-wing, and semi-tabloid *B92*.

‘Own internet search’ and ‘Foreign media (via Internet or cable)’ are classified as ‘neutral media’. The reason is not that all content is ideologically neutral, but because the content is user-selected and its ideological orientation is not predetermined.

Items measuring irrational Covid-19 beliefs are presented in tables 1 and 2, together with the basic descriptive statistics. Each item represents an irrational attitude related to the COVID-19 pandemic that has been observed in Serbia in the early phase of the pandemic. For instance, item 2 from the Study 1 was nearly literally delivered by the Serbian president, Aleksandar Vučić, at a press conference on February 26, 2020.

Table 1

Items measuring irrational COVID-19 beliefs, Study 1 COVID IDN 2020

	Mean	SD
1. COVID-19 disease is similar to the regular seasonal flu, and introducing measures such as restriction of movement and social isolation is unnecessary.	2.36	1.35
2. If one brandy is drunk in the morning, the risk of coronavirus infection is reduced.	1.59	1.02
3. The coronavirus is probably artificial, that is, laboratory-created.	3.33	1.40

Note. 5-point dis/agreement scales; Weighted by W4_SAE (Sex, age, education).

Table 2

Items measuring irrational COVID-19 beliefs, Study 2 JMS 2020 CSES M5 (Viber)

	Mean	Std. Dev.
1. Coronavirus (COVID-19) is a biological weapon created by scientists.	7.09	3.67
2. Coronavirus (COVID-19) is a conspiracy to take away civil rights forever and establish an authoritarian government.	5.55	3.91

Note. 11-point disagreement scales; Weighted by W4_SAE (Sex, age, education).

Results

Correlations between media preference and support for irrational COVID19 beliefs, presented in Table 3, show several interesting findings. First, the coefficients are generally low and often below the adopted significance level. Thus, the association between media preference and irrational COVID attitudes is not very strong. The strongest associations are obtained for the two liberal (and oppositional) media outlets – *TV NI* and *Nova.rs* internet portal. Preference for these media outlets is accompanied by stronger disagreement with the irrational beliefs in both studies.

One exception concerns the association with the ‘seasonal flu’ item in Study 1, where the association is positive (for *Nova.rs*). The same item is negatively associated with preference for some tabloid media outlets (*B92*, *Pink*) and the national *TV RTS*. It may be that this seemed like a more reasonable opinion in this early period than later in the year. Although the three opinion items are positively and strongly associated among themselves, they have specific connotations.

Preference for some right-wing, pro-government media, including tabloids, is positively associated with items 2 and 3 in Study 1, but rather weakly. For instance, preference for *Pink TV*, *Happy TV*, *Prva TV*, and tabloids *Kurir* and *Informer* are all associated in the range of 0.06 to 0.10. So, the expected association is observed but is rather weak.

However, in Study 2, these weak associations mostly disappeared. The only remaining significant in this group concerns the national public media house *RTS* ($r=.17$, $p<.05$). It is not entirely clear why this is the case. It might be because this is one of the channels available to the broadest audience, especially the older and rural part of the population which is less likely to have access to cable TV and internet outlets. But, overall, the second study showed that the

association with right-wing media disappeared. The reason may be in the government’s radical shift in the policies concerning the pandemic. While in the early stages, the government dismissed the seriousness of coronavirus and the associated threat to public health, at the time of Study 2, the restrictive policies became among the strictest in Europe. Hence, it is likely that this shift had some effect on the public with pro-government sympathies and related media preferences.

Table 3

Correlations between media outlets use and support for irrational COVID19 beliefs

	Study 1			Study 2	
	<i>1. COVID-19 is like a seasonal flu</i>	<i>2. Rakija cures COVID-19</i>	<i>3. Coronavirus is artificial</i>	<i>1. COVID-19 is biological weapon</i>	<i>1. COVID-19 is about taking away civil rights</i>
Right-wing, pro-government media					
B92	-0.07**	0.05	-0.01	0.01	-0.11
Blic	-0.04	0.02	0.01	-0.01	-0.01
Kurir, Informer, Alo	-0.02	0.05	0.07**	0.06	-0.03
Pink TV	-0.07**	0.07**	0.06*	0.10	0.02
Prva TV	-0.03	0.10*	0.10**	0.14	0.03
RTS, national public TV & radio	-0.15**	0.02	0.03	0.17*	-0.04
Happy TV & web portal	0.01	0.06**	0.10*	-0.05	0.10
Liberal, pro-opposition media					
TV N1	-0.03	-0.18**	-0.20**	-0.29**	-0.21**
Nova.rs web portal & TV	0.08**	-0.11**	-0.04	-0.27**	-0.21**
Neutral media					
Own internet search	-0.01	-0.05**	-0.03	-0.05	-0.12
Foreign media (via Internet or cable)	-0.01	-0.03	-0.08**	0.01	0.07

* $p < .05$, ** $p < .01$.

Consumption of the nominally neutral media is unexpectedly *not* associated with more accurate COVID-19 opinions. Of course, independent information search on the Internet can end up at sites promoting irrational views, perhaps just as likely as sites promoting scientific-based views. This point echoes Mackey et al.’s (2021) study, which “detected over 1 million

tweets, including various hydroxychloroquine misinformation topics, following President Trump's promotion of a misinformation video that was subsequently removed by Twitter.”

Still, independent internet search is weakly negatively associated with the Serbian president's view (expressed in February 2020) that *Rakija* (Serbian traditional alcoholic beverage) prevents coronavirus infection. Also, preference for international media sources is associated with a weaker belief in the artificial creation of the coronavirus. Overall, the effect of these ‘neutral’ and individually chosen media sources is not a particular antidote for the examined irrational beliefs, as most of the coefficients are around zero.

Conclusions

The presented results provide modest support for the initial hypothesis that the acceptance of irrational COVID-19 views will be associated with preference for certain media outlets. The results showed a weak association between preference for right-wing, pro-government, tabloid-type of media with some irrational beliefs. A particularly worrying result is the association of the public media service RTS with the inclination to accept irrational views. It is regretful if consumption of a particular media contributes to the spread of incorrect, misleading views. Such media channels do not contribute to more accurate views and do not serve the expected function in a democratic society.

On the other side, consumption of liberal, pro-opposition media is more consistently negatively associated with the irrational COVID-19 beliefs. However, preference for nominally neutral sources is generally not associated with more or less belief in irrational COVID views. Perhaps, this reflects the heterogeneous content of information that could be encountered in this way (for related findings in Russia, see Nisbet & Kamenchuk, 2021).

While the results support the initial hypothesis and conclusion that specific biases in resulting beliefs accompany the consumption of certain media channels, this does not prove the causal connection. Individuals with certain views may select media outlets for some other reasons. For instance, results not presented here also show that media preference is associated with individual authoritarianism, and authoritarianism is in turn associated with irrational COVID-19 beliefs quite strongly (for instance, in Study 1, the correlation between the ‘artificial virus’ item and authoritarianism is $r=.45$, $p<.001$).

Future research should explicitly test whether authoritarianism is responsible for the covariance between irrational beliefs and media consumption, or there is also a direct

contribution of media sources to the association with irrational views, apart from the level of individual authoritarianism.

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Migration and Diversity – digital activism, identities and boundaries

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Introduction

‘People on the move’ is the mostly used neutral term envisioned to describe complexity of the phenomenon of mixed migrations. This term is all-inclusive and adequate to cover multiple identities of individuals who have different legal statuses: refugees, internally displaced persons, migrants and asylum seekers, irregular migrants – illegal entrants or overstayers, economic emigrants/immigrants, international students, and other. So, who is a ‘migrant’? The United Nations Department of Economic and Social Affairs (UN DESA) defines a migrant simply as “any person who changes his or her country of usual residence”. But migration is a hugely complex issue which stimulates a wide range of controversial issues - from identity to ethnicity, religion, multiculturalism, integration, employment, welfare, education, housing and other. That is why intention of this paper is to explore broader context, dynamic and diversity of migrations, with the aim to understand the contemporary trends of social, economic, cultural and security changes caused by migrations.

Objectives

More specifically, this paper is intended to do four tasks. First, analysis is intended to explore the process of creation of different narratives on migration and how the popular discourses are reflecting diversity of identities. Second, analysis should scan what are capacities, strengths and weaknesses of human capital of migrants and how they could be empowered. Third, analysis will try to discover open spaces for alternative, constructive social and political activism of both migrants and native population in relation to migrant issues. Fourth, analysis should explore what are obstacles - boundaries for development of diversity in migrations, and what are modern tools for boundarisation and securitization of migrations. These four tasks will be implemented mainly through desk analysis of the contemporary academic and research literature, international humanitarian organizations and media reports on migrations.

Results

Migrants are generally perceived as outsiders – people who do not belong to ‘our’ country, our state, and people for whom regular policies of our system ‘does not apply or work’.

This perception leads to the dehumanization of migrants who are rarely represented as ‘people like us’. Binary concepts such as: we/them, welcome/unwelcome, victims/villain, vulnerable/terrorists, etc. are frequently used, but not at all helpful in understanding migration issues and migrants’ identities. That is why it is helpful to refer to more detailed frame analysis of identities through which migrants are presented in public narratives – especially in (print) media. Analytically, the term ‘frame’ refers to the ways that speakers and writers construct arguments about certain topics and issues and give them a meaning. By framing, they link the topic to other events and issues and make value-judgements about its implications and impact on society (Goffman 1986). An in-depth review of the press in France and the United States conducted by Benson (2013) identified ten migration frames, grouping them as victim frames (a global economy frame, a humanitarian frame and a racism/xenophobia frame), hero frames (a cultural diversity frame, an integration frame and a good worker frame), and finally, threat frames (a jobs frame, a public order frame, a fiscal frame and a national cohesion frame). It seems that these frames persist as a ‘vintage vogue’ in media narratives on migrants in mainstream media.

It is true that massive migrations have tremendous costs, but also, they have benefits in the terms of human or social capital that migrants are transferring or can invest. Presumption that migrants are potential burden for welfare state was too long taken for granted, but new developments are presenting evidence that (im)migrants are becoming providers rather than clients of welfare system, especially during Covid-19 crisis, when they have been engaged as health care workers, especially in Europe. Their overall engagement in service sector, gives new perspective on their role of skillful brokers on labour markets, who are challenging traditional patterns of labour supplies. Traditionally, foreign-born workers are engaged as part-time or seasonal workforce in agriculture, services and maintenance, production, construction and transportation jobs. Nowadays, immigrants are becoming an increasingly important source of labour in so called gig-economy, where workers are engaged on short-term basis, and where immigrants could find precarious, but more qualified could find better paid jobs.

Still, immigrants are capable to empower themselves to develop new skills and their own strategies to raise their public voice by using digital technology and social network platforms. Good example is how delivery workers in New York who are, mainly, undocumented immigrants, heavily exploited by lucrative digital delivery applications and managements, and who are frequently robbed and attacked by thieves, although unprotected by police, despite of all these negative circumstances managed to organize themselves. With no

previous history of social or political activism, they are organizing alternative safety net, street rally actions when needed, and self-protection of their members (they launched *Los Deliveristas Unidos* Facebook page as a hub for their e-bikes theft alert, and for public advocacy of their causes).

New forms of digital activism are in the process of development worldwide, and people from different strands of society, both residents and migrants, are making important positive shift in public discourses on migration issues. Various grassroots, crowdfunding, rise-awareness, online petitions or humanitarian campaigns have been launched in digital – social network space, helping people to make a commitment to do something purposeful for better understanding of migrant problems and issues (for examples, see: Crawley & McMahon, 2016).

Migrants, especially those who are still ‘on the move’, are also using digital technology in innovative ways to empower themselves, by using their smartphones in a smart way, since messaging apps and social media are almost as valuable for migrants as food and shelter. Free of charge apps for on-line messaging and conversation, online maps, wi-fi hotspots and smartphone charging stations, wire money or remittances transfers, even those with the newest blockchain technology, are very powerful tools for modern migrants. Non-profit organization *REFUNITE* (with more than 1 million registered users) helps refugees to find missing family members via mobile phone or a computer, and AI-powered *Free Robot Lawyers* is offering legal help to migrants and refugees. Facebook Inc., which owns *WhatsApp*, allows people to use this app for exchange information about crossing borders, even illegally, but its policy bars posts that ask for money for services that facilitate human smuggling.

Dynamic and extension of migrations are bringing also new fundamental challenges to politicians and governments who are more focused how to deal with security of state borders and inflow of the great numbers of migrants. Juxtaposing of the issues of massive migration with security and issues of borders control leads to dystopian policy choices, such is introducing of ‘smart’ border solutions, that are employing artificial intelligence (AI) as an omnipotent component of migration management. For instance, the EU, the US and Canada invest in AI algorithms to automate decisions on asylum and visa applications and refugee resettlement. But this automated decision-making processes may contain many disadvantages such as bias, system failure and theft of data, that are collected from migrants and asylum seekers, even without their informed consent. In similar, migrants who are trying to enter the EU - Western Europe have no control on their biometric data collected from them to the EURODAC (European asylum dactyloscopy database of biometric data).

Furthermore, at the US-Mexico, or Greece-Turkish border, for example, the border officers are using various smart border and virtual wall solutions such as satellites, drones and radar sensors, with facial recognition technologies to monitor migrants before they even reach the border. All described tools empowered by AI technology constitute what Latonero and Kift (2018) define as infrastructure of ‘digital passages’ – “sociotechnical spaces for global movement in which refugees, smugglers, governments, and corporations interact with each other and with new technologies.”

Conclusions

Many things may be uncertain, but one thing is predictable: migration, diversity and securitization will remain key issues in the near future, and beyond. It is likely to expect that further development of digital technology will bring new post-modern modes of social and economic behavioral changes of migrants, but also it will bring technically more sophisticated tools for their control. What is the most striking is that digital borders are becoming inscribed in human body – system of biometric data collection and control of digital footprints of any individual will determine boundaries of international mobility of particular person and frame his/her human identity.

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Studying relationship between types of motivation and entrepreneurial skills of employees from production team

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Introduction

Last time the question of improvement qualification of employees and their working efficiency are more important because each organization tries to optimize their work as much as possible. In the context of the socio-economic realities, employees` motivation to success and productive activities are important aspects of effective collective work in production enterprises. The process of workers' motivation takes into account their personal needs, characteristics, knowledges and skills. One of the important components of employees` effective work is the structure of its motives and the forms of incentives that are used in the enterprises. To achieve the main goals of production enterprise the general increase the employees` resources is necessary and motivation to success plays an important role in this case. In addition, it is very important to motivate people to work for the organizational success and, of course, to achieve their personal success. Employees of production enterprises must have a high motivation to success, purposefulness and determination, be able to make informed decisions and to go for a reasonable risk because efficiency of production processes and the profit of the enterprise as a whole depend of their work (Atkinson). In this context, the study of motivation to success among employees of production enterprises becomes important also the study and research psychological factors of employees` motivation to success in their professional activity become important.

Objective

The objective of this study was to research relationship between types of motivation and entrepreneurial skills of employees from production team.

Method and procedure

We conducted research with employees of a production enterprise (JSC "DNIPROAZOT", Kamyanske, Ukraine). The total number of respondents is 412 people. We conducted the study in two groups: the first group – managers, heads of departments, management staff – 214 people (51.9% of the total); the second group – employees of

production departments, working staff of structural units – 198 people (48.1% of the total). We involved in study 184 men (44.7% of the total) and 228 women (55.3% of the total).

We used the follow psychodiagnostics methods for systematization and interpretation the collected data: 1) "Methods of diagnosing personality of motivation to success" and "Methods of diagnosing personality of motivation to avoidance of failures" (T. Ehlers); 2) "Test for general abilities to entrepreneurship" (GET TEST); 3) "Methods of diagnosis communicative and organizational tendencies" (KOS-2); 4) "Methods of diagnosis functional-role positions in the team".

We used the following statistical methods: t-test for independent samples to determine the differences between the experimental groups on the indicators, which we studied; analysis of variance (MANOVA) to study the nature of the interaction of motivational types with entrepreneurial skills, communicative and organizational inclinations, team roles. We processed the obtained data using the statistical package SPSS 22.00.

Results

We analyzed indicators of motivation to success and motivation to avoid failure, based on the statement that the motivation to success and motivation to avoid failure is considered to be expressed in employees in case of a high level, medium and low level of motivation – not expressed. We determined and characterized the types of motivation of employees from production teams, taking into account the levels of motivation to success and motivation to avoidance failures, based on empirical research of motivation of employees:

1) *Achieving to success* – high motivation to success and low motivation to avoidance failures.

2) *Motivated* – high motivation to success and high motivation to avoidance failures.

3) *Avoidant the failures* – low motivation to success and high motivation to avoidance failures.

4) *Unmotivated* – low motivation to success and low motivation to avoidance failures (Yudina, 2019).

Motivational types of employees in production teams have been related with entrepreneurial skills. Employees of production teams, who refer to the motivational type *achieving to success* have higher level of entrepreneurial skills.

Domination of motivation to succeed over motivation to avoid failures. The motive to achieve success is important for effective work activity. The collective work will be more productive when all of team members have high motivation to success with low motivation to avoid failures (Heckhausen, 2001; Rosenstiel, 2000). No fear of possible failure, confidence in

yourself, in your abilities, in your own competence, the ability to go for reasonable risk leads to a positive result of teamwork.

Entrepreneurial skills of employees. We study personal skills – five general entrepreneurial characteristics that are important components of successful work: 1) need for achievement; 2) need for independence; 3) creative inclinations; 4) ability to go for a reasonable risk; 5) commitment and determination. High level of those skills of employees is necessary for effective work and for formation motivation to success (Pachkovskyi, 2001; Roberson, 2006).

Multivariate analysis of variance (MANOVA) showed that employees with motivational type *achieving to success* have statistically significantly higher level of entrepreneurial skills. We studied of specific types of motivation with entrepreneurial skills of employees from production teams. Employees with motivational type *achieving to success* have higher level of entrepreneurial skills, than employees with other types of motivation. This allows us to conclude that increasing motivation to success of employees from production teams is connected with increased entrepreneurial skills.

Multivariate analysis of variance (MANOVA) showed a significant relationship between motivational types of employees from production teams and the manifestation of entrepreneurial skills – *need for independence* ($p < 0,005$). Employees of motivational type *achieving to success* have a statistically higher level of need for independence than employees with other types of motivation. Employees with high motivation to avoid failures and low motivation to succeed are the least likely to need independence. These results confirm the connection between the motivation to success and the manifestation of the need for independence, autonomy in the employees' work. Employees of type *achieving to success* show a greater level of independence and perseverance than employees with other types of motivation, are able not to succumb to group pressure, make decisions independently, without succumbing to outside opinions and outdated beliefs.

Multivariate analysis of variance (MANOVA) showed a significant influence of motivational types to the manifestation of *creative skills* among employees from production teams ($p < 0,001$). Employees of motivational type *achieving to success* show a higher level of creative skills than employees of other motivational types. Employees of motivational types *avoidant the failures* and *unmotivated* show least level of creative skills. Employees of motivational type *achieving to success* show a tendency to new and unknown activities, have a developed intuition and many ideas, prone to expect a challenge, have a sense of competition.

We used multivariate analysis of variance (MANOVA) and we found that the type of motivation has a significant influence to the manifestation of the entrepreneurial skills – *the*

ability to take reasonable risk among employees of production teams ($p < 0,000$). We done comparison of the average indicators of those skills among employees of different motivational types. Employees of motivational type *achieving to success* show a higher level of ability to take reasonable risks than employees with other types of motivation. Employees of motivational type *achieving to success* are able to adequately assess their own capabilities and resources, while assessing and considering the prospect of real gain rather than possible defeat, to act in the context of incomplete information, to accept complex but achievable goals. These results lead to the conclusion that employees with high motivation to avoid failure don't show enough ability to take reasonable risks, which is a possible reason for their low motivation to succeed.

We conducted the multivariate analysis of variance (MANOVA) and receive significant relationship between motivational types and employees' sex on the manifestation of entrepreneurial skills: *creative skills* ($p < 0,002$). The study showed that employees of the production teams show the most creative skills and a tendency to a new type of activity: they are men of motivational type *achieving to success* – with high motivation to success and low motivation to avoid failure.

Conclusions

1. We determined motivational types of employees from production teams taking into account the levels of motivation to success and motivation to avoid failure. 2. We found that employees of production teams are satisfied with their work and achieve high results if they have motivational type *achieving to success* – a high motivation to succeed and low motivation to avoid failure. 3. We research specifics of the relationship between motivational types of employees from production teams and their entrepreneurial skills.

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