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Name of the project: “Development of the Key Competencies of Adults by Innovation Program of Consumer Education”

Contract number: 2018-1-SK01-KA204-046393

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<b>Name of the lesson</b>	<b>Electronic Communications Services</b>
<b>Identification of educational needs</b>	<p>The research of the needs of the target group of unemployed adults under 29 with low skills or low qualifications confirmed the interest of the participants to voluntarily partake in consumer education programs.</p> <p>The participants selected the most important consumer themes which they already have some experience with and towards which they feel motivated and attracted to and want to continue in their education (the following topics were selected in the Czech Republic: Family budget and Electronic communications services).</p>
<b>Educational objectives</b>	<ol style="list-style-type: none"><li>1. Ability to resolve conflict with respect to democratic principles. Ability to use consumer protection measures in the field of electronic communications services, inter alia with the assistance of extrajudicial bodies (Social and Civic Competencies).</li><li>2. Ability to distinguish and use different types of texts including written juristic text (Communication in Mother Tongue)</li></ol>
<b>Materials</b>	<p>Case Study: <b>Electronic Communications Services</b> Consulting manual: <b>Our Rights as Consumers of Electronic Communications Services in a nutshell</b> Pens or pencils and squares of paper Flipchart Phone/tablet/computer with internet</p>



<b>Duration</b>	90 minutes
<b>Link to useful resources</b>	<p><a href="https://ec.europa.eu/consumers/odr/main/?event=main.adr.show2">https://ec.europa.eu/consumers/odr/main/?event=main.adr.show2</a></p> <p><a href="https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:02009L0136-20091219">https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:02009L0136-20091219</a></p>
<b>Content of the Case Study</b>	<p>The case study outlines some situations that communication service that users can address. Included is a manual with consumer rights in electronic communications.</p> <p>Students will learn the system of dispute resolution with an emphasis on out-of-court methods of consumer dispute resolution, the so-called ADR.</p>
<b>Questions of the Case studies</b>	<p><b><u>Question 1</u></b></p> <p>Could you explain the difference between a fixed-term contract and an open-ended contract? Each has its advantages and disadvantages. Do you know what they are?</p> <p><b><u>Question 2</u></b></p> <p>How do you choose the best offer for yourself? (What criteria would you consider?)</p> <p><b><u>Question 3</u></b></p> <p>Can the operator change conditions unilaterally? Find out what rights the customer has when the conditions change (refer to Consulting manual).</p> <p><b><u>Question 4</u></b></p> <p>Where did Pavla make a mistake?</p> <p><b><u>Question 5</u></b></p> <p>After this experience, Pavla decided to leave this operator anyway. But she is afraid that by going to someone else she will lose her number, which all her friends are used to. Are her concerns justified? (refer to Consulting manual)</p> <p><b><u>Question 6</u></b></p> <p>Christine frequently travels, most often around Europe. While these are usually short trips, she still wants to be in touch with her friends, family and fans on her blog. She is not sure how this may affect her phone bill.</p>



	<p>Find out what might be the impact of home calls on a telecommunications account. (refer to Consulting manual)</p> <p><b><u>Question 7</u></b></p> <p>Michael also unsuccessfully resolved his phone bill complaint. His claim was rejected. When he imagined what the trial with the operator would be, he waved it off. Is there another option?</p> <p><b><u>Question 8</u></b></p> <p>In the group, try to find the positives and negatives of the dispute resolution through the court proceedings and the positives and negatives of out-of-court dispute resolution (refer to Consulting manual).</p> <p><b><u>Exercise</u></b></p> <p>Find out which entity would be competent for the out-of-court resolution of any dispute between you and your operator in your country.</p>
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**The recommended course of the lesson:**

Subject (subsections)	Duration	Educational techniques	Teaching tools
1. Introduction to the issue	5	Oral Presentation	
2. Case study: Electronic communications Familiarization of the students with Case Study	10	Individual/group reading	Case study PPT Presentation
2. Case study: Electronic communications	5	Questions answers	Case study (Q.1) PPT Presentation
3. Case study:	10	Free Discussion	Case study (Q.2) Flipchart



Electronic communications			
4. Case study: Our Rights in the field of Electronic Communications Services	30	Work in small groups	Case study (Q.3 – 6) Consulting manual Worksheets Flipchart
6. Case study: Dispute resolution	10	T chart	Case study (Q. 7 - 8) Worksheets, Flipchart
7. Case study: Dispute resolution	10	Exercise in small groups	Case study (Exercise), mobile phone/tablet/computer with internet. PPT Presentation.
8. Evaluation	10	Exit ticket	Paper cards

### **INSTRUCTIONS FOR TRAINERS**

#### **1. Introduction to the issue**

A short introduction to the issue. Tip: Draw connections to real life. If students don't believe that what they're learning is important, they won't want to learn. Demonstrate how the subject relates to them (e. g. each of us uses electronic communications services).

#### **2. Case study: Electronic communications**

Ask students to read the case study individually or alternatively read the case study together aloud.

#### **3. Case study: Electronic communications**

Ask students about the differences between a fixed-term contract and an open-ended contract? Invite the students to identify the advantages and disadvantages of both.

#### **4. Case study: Electronic communications**



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Free discussion on the topic: How do you choose the best offer for yourself? What criteria would you consider? (The aim of this part is to identify students with the topic.)

## **5. Case study: Part: Our Rights in the field of Electronic Communications Services**

This task is aimed at understanding and interpretation of the written text contained in the enclosed manual.

Ask students to split into groups of 4-5. Invite students to find answers to the following questions:

- Can the operator change conditions unilaterally? Find out what rights the customer has when the conditions change.
- Where did Pavla make a mistake?
- After this experience, Pavla decided to leave this operator anyway. But she is afraid that by going to someone else she will lose her number, which all her friends are used to. Are her concerns justified?
- Christine often travels, most often around Europe. While these are usually short trips, she still wants to be in touch with her friends, family and fans on her blog. She is not sure how this may affect her phone bill. Find out what might be the impact of home calls on a telecommunications account.

After the groups have prepared the answers (about 15 minutes), ask the selected representative of each group to explain the content to a lay audience in their own words.

## **6. Case study: Part: Dispute resolution**

In the group, try to find the positives and negatives of the dispute resolution through the court proceedings and the positives and negatives of out-of-court dispute resolution.

### **TIPS: T-chart**

Students should be able to make comparisons in a variety of contexts. The T-Chart is a handy graphic organizer student can use to compare ideas in a visual representation.

Refer to Consulting manual if necessary.

## **7. Case study: Part: Dispute resolution**



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Task: working with the search system, filling in internet form.

Use this link: <https://ec.europa.eu/consumers/odr/main/?event=main.adr.show2>

### **8. Evaluation: “Exit ticket”**

At the end of the lesson, hand out paper or small cards to students on which they will write down an accurate interpretation of the main idea behind the lesson. Students will hand the cards over when they leave the classroom.

## **ASSESSMENT OF THE LEARNING OUTCOMES**

### **Educational objectives:**

By the end of the project, the trainees will be able to:

- use consumer protection measures in the field of electronic communications services, inter alia with the assistance of extrajudicial bodies (Social and Civic Competencies: Ability to resolve conflict with respect of democratic principles).
- distinguish and use different types of texts including written juristic text (Communication in Mother Tongue)

Assessment tools must help the teacher to determine how successful the development of key competences has been.

In order to assess the development of **Social and Civic Competencies** and **Communication in Mother Tongue** in this lesson, we suggest to the teacher to use observation.

The observation sheet is a simple structure in which the indicators show three different levels of quality development of the student’s key competences.

### **The observation sheets**

<p style="text-align: center;"><b>ASSESSMENT OF THE DEVELOPMENT OF CIVIC AND SOCIAL COMPETENCES</b></p>
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<p style="text-align: center;">(Ability to resolve conflict with respect to democratic principles.)</p>
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<i>The student will be able to:</i>		
<b>Level One</b>	<b>Level Two</b>	<b>Level Three</b>
enumerate the fundamental rights of consumers from contracts for the provision of electronic communications services	explain the rights of consumers from contracts for the provision of electronic communications services	explain the rights of consumers from contracts for the provision of electronic communications services and actively asserting consumer rights to stronger contractual partners (providers of electronic communications services) in everyday life (not to be passive)
locate Alternative dispute resolution bodies competent for various types of consumer contracts	locate Alternative dispute resolution bodies competent for various types of consumer contracts and enumerate the advantages and disadvantages of ADR	locate Alternative dispute resolution bodies competent for various types of consumer contracts and explain the advantages and disadvantages of ADR  The student will prefer ADR methods.
The student solves problems especially when he/she is sure that he/she knows the way to the right solution. The student usually needs the help of others.	solve simpler problems/conflicts independently, but when dealing with more complicated problems/conflicts, the student can proceed unsystematically	structure and systematically solve problems/conflicts independently and to prevent future problems. The student takes an active approach to solving the problem.



**ASSESSMENT OF THE DEVELOPMENT**

**OF Communication in Mother Tongue**

(work with written text (juristic))

*The student will be able to:*

Level One	Level Two	Level Three
read and orientate in a written professional text, understanding the content with necessary help	read and orientate in a written professional text independently, understanding the content	read and orientate in a written professional text independently, understanding the content and able to reproduce the content in your own words.
find out from the text necessary information's	find out from the text necessary information And able to distinguish between essential and non-essential information	find out from the text necessary information, able to distinguish between essential and non-essential information and able to use this information to work with other types of texts and apply them to solve real problems.
Search and collect information on the internet with necessary help	Search and collect information on the internet	search, collect and process the information on the internet independently and able to verify the credibility of resources





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### **Exit ticket**

TIP: Valuable information will be provided by the written communication that students leave in the classroom at the end of the lesson.