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

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<b>Name of the lesson</b>	<b>Electronic Communications Services</b>
<b>Identification of educational needs</b>	Research about the needs of the target group of unemployed adults under 29 with low skills or low qualifications confirmed their interest to voluntarily participate in consumer education programs. The participants selected the most important consumer themes with which they already have some experience and they are motivated and attracted to continue in their education (the following topics were selected in the Czech Republic: Family budget and Electronic communications services).
<b>Educational objectives</b>	<ol style="list-style-type: none"><li>1. Ability to resolve conflict with respect of 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>	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
<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 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 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. (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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**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:	5	Questions answers	Case study (Q.1)



Electronic communications			PPT Presentation
3. Case study: Electronic communications	10	Free Discussion	Case study (Q.2) Flipchart
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**

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.



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### **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 advantages and disadvantages of both.

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

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 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 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.



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

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

Refer to Consulting manual if necessary.

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

Task: working with 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 hand over cards when they leave the classroom.