



## **IDentifEYE**

**D2.3 Selection Criteria**  
Version 1.1 – 30/01/2015

<b>Project</b>	IDentifEYE		
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## Referenced Documents

ID	Reference	Title
1	2013-1-GR1-LEO05-13907	Project Proposal
2	2013-1-GR1-LEO05-13907	Evaluation Comments

## Applicable Documents

ID	Reference	Title
1	FAVINOM QMS	Quality Management Procedures

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## Executive Summary

The present document contains information regarding the criteria that were utilised to identify materials that were considered related to the IDentifEYE project and are stored in the project's archive.

These criteria also categorise the majority of the material depending on the age groups.

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## 1. Introduction

### 1.1. Purpose of the D2.3 Selection Criteria

The purposes of D2.3 Selection Criteria is to identify materials that are be considered related to the project and are stored in the project's achieve.

This deliverable sets the criteria that are used to identify materials that are considered related to the IDentifEYE project and will be stored in the projects archive (Reference List). These criteria also help categorise some of the material depending on the age groups. It is expected that such exclusion criteria focus on the quality of information including traceability, on the homogeneity of the information and the possibility of finding additional information following a certain source, the age of the information so as to exclude outdated data, etc.

The outcome of this study forms the current report that was distributed amongst partners to make them aware of the particular filters that should be used.

### 1.2. Scope of the project

Children today are in danger on the Internet because of not understanding the relevance of data. They either too freely provide their own data and thus run the risk of identity theft or of an unwanted third party being able to target them, or they too easily believe the actuality of data provided by others and thus could become targeted by a third party who is disguised by a false identity. Internet is a great tool that offers youngsters many additional opportunities to their education, entertainment or even social life. Internet is nowadays thoroughly embedded in children's lives.

In order to identify the proper way to reach children it is important to look at the persons that children turn to for advice when something online troubles them. So, the best strategy to protect children is to train teachers that children already trust, to guide them through online activities. Considering that schools have the resources to reach all children, they should take the initiative training them. With the proper training of teachers, ideally, every child would have at least one skilled person to turn to (teacher of even peer). To address these issues, in the current project we will utilise an augmented reality game and validated pedagogical approaches to empower teachers reach out to children and educate them about the dangers of the Internet and online identities.

### 1.3. Project Objectives

The primary objectives of this project are to:

- Create a new curriculum module in which teachers will empower a conscious, creative and critical stance by students as evolving responsible civilians [8-14 years] towards online media by means of training essential skills and providing essential knowledge.
- Benchmark effective new methodologies and pedagogical strategies as an essential component of the new curriculum module.
- Publish the new curriculum module both in a traditional form (print) and online together with didactic material and multimedia instructions so that European teachers can implement the new module by themselves.
- Create an international network to evaluate and help promote the new curriculum and function as a help centre for European teachers willing to implement the new module.

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The main products comprise:

- A curriculum (based on social psychology) for teachers to educate children on the dangers of being online: "Reflecting on identity by means of multiple viewpoints"
- A delivery methodology for teachers to reach out to children more effectively and educate them about matters that concern them
- The impact is expected to be considerable in terms of in-service training for teachers who today lack important skills.

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## 2. Selection Criteria

The IDentifEYE project's basic assumption is that online identities are relevant. The reason why is that these online identities:

- Should be understood by younger students to increase their online resilience to weapon them against online identity misuse and misinterpretation
- Can be used by older students to increase their employability in addition to increasing their resilience.

If we take as a starting point that (online) identities are created by information "given" by us and information "given off" on us (Erving Goffman) and that information "given off" on us consists of information that we unconsciously share and the way others react to us and interpret us, we have three key fields of identity research to consider:

- Individuals giving information (Sociological perspective)
- Individuals giving off information (Nonverbal communication and neuroscientific perspective)
- Profiling.

Within the context of this project these perspectives should be applied on the online situations.

To put the perspectives of identity in a broader framework we need to consider:

- The EU legal framework of identity
- Analyses in which current social context identities exist and develop

To compare the theoretical and contextual body of literature into perspective we next will need to consider actual child and youngster behavior in the European Union and understand the links between research results and the body of literature.

To understand how teachers can help children and youngsters better understand their **online identities** they need to understand what online identities are and what the relevance of online identities is. Also, they need to get acquainted with online identity best practices to increase child and youngster resilience against online identity misuse and misinterpretation. Next, they need to speak the language of their target group. This means they need to employ educational technologies. They need to be able to create lesson plans on online identities with the help of educational technologies and understand how to evaluate the quality of these lesson plans.

### Differentiating between age groups

The age group differentiation is to follow the following distinctions:

- For age group 8-11 the stress should be on simple operations it starts to perform and the fact that the child becomes a conscious part of a group, yet without the faculty of reflecting on the group's norms yet. The child should be able to reflect on the question what elements are making its new mental activities a success. The child should also be opened up more to feedback from their group – peers and teachers – to enhance their learning opportunities.
- For age group 12-14 critical reasoning is enabled which allows for activities that challenge the current dominant norms and empower the strong sense of "I" that emerges for young adults in this age group. An introduction should be given on the general context of our **identities – society**. This introduction should present stimuli for critical thinking and should challenge the tendency towards moral conformism of the age group that emerges side by side with the will to test out hypotheses by one's self and rebel. For younger students it is important to draw on the perspectives on identities and their contexts. For older students it is important to connect these perspectives to employability within the European Union context – both as an entrepreneur and as an employee. Teachers will also

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need to understand the employability framework to guide their older students to use their online identities to increase their employability.

As was analyzed in European Overview teachers already approach challenges to student online safety and identities, when they do signalize them, by means of communication with the stakeholders. This interactive approach is not only something they do, but also something that they see as a good practice.<sup>i</sup>

This existing teacher approach should be supported by modules on **interactive didactics** and **elements of prophylactics**, again differentiated for the different age groups where necessary. The age group differentiation is not so relevant for interactive didactics in which the same basic elements are proposed for age groups 8-11 and 12-14, but is highly relevant for prophylactics where therapists and psychologists use the distinctions as presented in the document for the social-psychological characteristics of children in the age group 8-11 in their day to day work.

#### Differentiating between age groups

The age group differentiation is to follow the following distinctions:

- For age group 8-11 the stress should be on providing students safe and clear frames and embedding them in their surroundings while giving them the freedom and responsibility to act on their own within that framework.
- For age group 12-14 the stress should be on promoting pro-social behavior among students that takes place in their natural environment and on stimulating students to share with their peers the skills they've acquired.

Teacher knowledge of identity related ICT tools is low<sup>ii</sup>. This might be interpreted as a specific gap in teacher knowledge – but other data from the questionnaires<sup>iii</sup> and follow-up research in Poland and Greece revealed that it is rather a symptom of a more general lack of ICT skills among teachers, even though many of their schools are open to the use of ICT.<sup>iv</sup> As a result, a more general introduction to educational ICT tools and their practical use is needed.

An additional introduction on **educational technology** could also be seen as a stepping stone towards the use of Augmented Reality since the latter is a cutting edge technology that might "scare" the teachers. The reason for that is that it became clear that the fear for the use of cutting edge technology among teachers is enormous, especially because many teachers lack basic knowledge about educational technology.

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### 3. Characteristics of Each Age Group

The age differentiation that was introduced during this project [8-11, 12-14] was based on the certain developmental stages youngsters undergo during puberty and their distinct characteristics in these stages. The segments below explain in detail how the developmental changes in children influence the way they process information, their interests, their awareness and how they interact with the world around them.

#### 3.1. Characteristics of Age Group: 8-11

In psychology, developmental period between 7 and 11 years is most often called the period of late childhood, before entering in puberty. Both late childhood and adolescence are difficult times for a young person, but also for its environment.

Child in earlier stages of development was taught to recognize and express emotions, is a social being, a member of the group, can make relationships with others. Frequently he has had experienced making the first friendships.

Child still continues to create a self-image, begins to expand, diversify its "I". During this period child is no longer just a unit, it's building its identity as a group member. In the words of Jan Strelau child goes to "higher operational level of thinking" (Maria Kielar-Turska in: Strelau, J., "Psychology. Academic Handbook", Volume 1, p. 307, GWP, 2002). Child begins to be guided by the principles set out, adopted by the group to which he or she belongs.

More and more systematic becomes the cognitive activity, the child can focus attention better, also uses different strategies to remember the absorbed material.

There are new mental activities - specific operations on simple tasks, such as addition, subtraction, multiplication or division. With these skills a child can solve tasks that contain complete information. Baby cannot yet formulate the principles, rules, or laws based on concrete operations.

Looking at the moral development of children aged 8-11 years, it is impossible not to recall the achievements of researchers such as Jean Piaget and Lawrence Kohlberg. They believe that moral development of a unit runs in stages, without the ability to override any of the stages of development. Each subsequent change affects the further development of the individual. Both J. Piaget and L. Kohlberg claim that late childhood is followed by one of the milestones of moral development in children. In childhood, the unit is guided by the principle of "social rules of behavior offense atonement" (Maria Kielar-Turska in: Strelau, J., " Psychology. Academic Handbook ", Volume 1, p. 308, GWP, 2002).

During childhood child is able to perceive and interpret (understand) the emotional states of others. Guided by the principles and norms applicable in a group it assumes that the right should be what leads to mutual benefit. On the other hand, a child treats group policies (although respects them), as external, and therefore assumes that in each case the good is that which has been established by the norms and principles (legally).

At the end of childhood a child enters the "conventional level of moral development. Child, adopting the perspective of his or her own, takes into account the perspectives of others; shows interest and concern for others and tries to maintain good relations with others "(Maria Kielar-Turska in: Strelau, J., "Psychology. Academic Handbook", Volume 1, p. 308, GWP, 2002).

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The period of late childhood is a time of becoming a member of the classroom, which is a formal group. The child develops relationships with peers, builds its position in class, looks for its place in it. This position, however, doesn't need to be constant, in the course of learning it can change. Friendships during this period at the end of late childhood become permanent. It is the time of interest development.

A very important component of a child's personality is self-image. It is affected by the opinions of adults and comparisons of with others. A self-esteem is being formed.

### 3.2. Characteristics of Age Group: 12-14

In psychology, the development period called adolescence is assumed contractually as time between 12 and 18 years old. Its beginning designates the physical changes which signal biological maturation. Changing profiles, weight gain, deepening of the voice or appearance of hair in different parts of the body, is a serious, often difficult to accept for a young person changes.

There is also a series of changes in the mental sphere, resulting in achievement by an individual the psychological maturity. Both late childhood and adolescence is a difficult time for a young person, but also for its environment.

In the first phase of adolescence beyond observable physical changes, we can often notice a deterioration of motor coordination. The movements lose their fluidity and lightness, they are less precise. Sometimes the hyperactivity appears.

According to Jean Piaget (source: Strelau, J., "Psychology. Academic Handbook", Volume 1, p. 311, GWP, 2002) during adolescence a unit enters the period of formal operations in thinking. For example, a young person sees the relationship between the premise and a possible consequence (eg. if you read a given material, you will answer the questions during the quiz). Deductive reasoning is formed. The young person reasons creating hypotheses and looking for an opportunity to check them in reality.

During adolescence, in thinking appears gradually reflexivity, criticism, own opinions or shaping of independence from other people opinions. Also imagination develops.

Growing up, young person seeks for his/her own identity. According to Erik Erikson it's then when "an identity crisis in the development appears " (Erikson, 1997, for: Strelau, J., "Psychology. Academic Handbook", Volume 1, p. 314, GWP, 2002). The solution to this crisis is to merge one's own past and the present, to what he or she already knows about him- or herself with what he or she learns and what he or she discovers. The effect of a positive solution to the crisis is to form a strong sense of their own "I".

In Piaget's concept of moral development for adolescence stage falls autonomous morality. The young person learns that "the complex of social situations require high plasticity of conduct, and absolute application of the rules may lead to conflicts" (Strelau, J., "Psychology. Academic Handbook", Volume 1, p. 315, GWP, 2002).

The young person firmly commits to free him/herself from the influence of adults. It is not easy, it happens that parents, not wanting to let their children grow up too quickly, put a number of restrictions, against which the young person rebels. Many conflicts can occur in parent-child relationship. The child becomes more critical, learns, too, that any question can be examined from many sides. In accordance with the principle of moral conformism, in his action, he often adapts to the group and is unaffected by the majority opinion.

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## 4. Conclusions

Considering the points made above and the envisaged themes (online identity etc.) around which the project is built then the relevant material that will be discussed and presented into related deliverables should follow this rationale:

Module Themes	8-11	12-14
Identity labels		
Learning types		
Identity & society		
Interactive didactics		
Prophylactics		
Educational technologies		
Not age differentiated		
Age specific for age group 8-11		
Not available for the age group		
Age specific for age group 12-14		

<sup>i</sup> In Spain most mentioned as good practices are: speaking with students, with parents. In Greece a majority of teachers prefer discussing the subject with students, the school management and parents. In Poland talking with students and parents is the number one good practice. The same holds for Lithuania and the Netherlands.

<sup>ii</sup> In Spain 78% cannot name tools relevant for online identities, in Poland and the Netherlands 67% and in Lithuania almost nobody can name any tools. The tools that were mentioned were often irrelevant.

<sup>iii</sup> Lack of ICT among teachers is mentioned as a show stopper in the Greek and Lithuanian Country Reports.

<sup>iv</sup> In Spain 75% believes their schools are (very) open to the use of ICT in education, in Greece 83%, in Poland 40% while 26% rates it as average and in the Netherlands it is rated mainly as average.