



IDentifEYE

D3.1 Curriculum Design
Version 1.0 – 31/05/2014

Project	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 learning modules that will be instructed in the training workshops
- The process of designing the training curriculum.

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1. Introduction

1.1. Purpose of the D3.1 Curriculum Design

The purposes of D3.1 Curriculum Design are the following:

- The learning modules that will be instructed in the training workshops
- The process of designing the training curriculum.

The curriculum will be designed based on the conclusions of the methodological approach developed in WP2. The current deliverable concerns the design of the educational curriculum that will form the conceptual first version of the module which will be developed for both groups of teachers – those teaching age group A (8-11 year olds) and those teaching age group B (12-14 year olds).

The curriculum will be designed first for teachers teaching age group A. The initiation of the design for age group B will start after the design of the 2nd version of the curriculum for age group A.

An important element in the Curriculum Design is to design mechanisms to measure the progress made per participant of the workshop. Measure points will be introduced at the beginning, during and at the end of the workshops in order to provide input for an iterative improvement of the curriculum design and for the Curriculum and Workshop Assessment in WP5.

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 or 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.

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- 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.

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. THE IDENTIFEYE WORKSHOP

2.1. Intro

The general aim of the IDentifEYE workshop is to enhance student awareness about the correlation between their online presence and their identities. This enhanced awareness is to increase student resilience with regard to online threats and online opportunities. The net result of the workshop should be the empowerment of student digital literacy and an increase of their online safety.

This workshop is not addressing students though but addresses teachers. The reason for this is that it was shown in the research report [Euro Kids Online II](#) that the most effective stimulant of youngster online security is youngsters talking with adults about online themes.

In this workshop teachers will be shown how to assume a new role that helps them to talk with youngsters about relevant online themes. The new teacher role will involve three innovative levels: didactics, subject choices and the use of new education technologies.

Before we describe the workshop themes in detail we first need to explain what's in it for teachers. What will teachers get out of this workshop?

We know that teachers are already over-burdened with tasks and responsibilities. In addition, teachers are exposed to a never-ending stream of promising innovations and radical changes that are hyped but never seem to work. Education researcher Dylan Wiliam (2011) writes: "Because teachers are bombarded with innovations, none of these innovations has time to take root, so nothing really changes. And worse, not only is there little or no real improvement in what happens in classrooms, but teachers get justifiably cynical about the constant barrage of innovations to which they are subjected."

What sets the IDentifEYE workshop apart is that it acknowledges – unlike almost all other innovative concepts - the premise that when it comes to improving quality of education "[t]he most critical difference is simply the quality of the teacher" (this quote, as well as those below are from drawn from Wiliam). The professional development they need "has nothing to do with professional updating. ... there haven't been any real breakthroughs in teaching for the last two thousand years. Teachers need professional development because the job of teaching is so difficult, so complex, that one lifetime is not enough to master it."

What we promise is that the IDentifEYE workshop will help teachers revitalize the contact with their students. This is not to say that their contact with their classes currently is bad or even average but as Dylan Wiliam (2009) writes: "teaching is so complex that high-level performance relies on making a large proportion of the things that teachers do automatic."

The three levels of the new teacher's role that we propose all try to break some of the automatisms that teachers use. The creators of the workshop share a solid experience in introducing the three levels (didactics, subjects, technologies) to the classroom and have found that merely introducing new subjects or new technologies to the classroom does not significantly alter the teacher contact with students. Only when combined with a different didactics the other two levels lead to a positive impact. Wiliam: "what matters is how things are taught, rather than what is taught. ... The greatest impact on learning is the daily experiences of students in classrooms, and that is determined much more by *how* teachers teach than by *what* they teach."

The didactics will be applicable to many more subjects than online related themes, and will also work without the use of educational technologies. The testing out of these didactics, besides

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learning about new subjects and testing out new technologies should be what teachers get out of the workshop beyond the workshop theme itself.

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3. Didactics | Methodological background

The didactics we propose are Dylan Wiliam's Formative Assessment. This is an educational method that puts the quality of the teacher in the first place and is based on a body of research that indicates that its implementation actually does have a very positive effect on raising the quality of learning. Wiliam (2011) defines Formative Assessment as: "An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in absence of that evidence."

The improvement of teacher quality that results from Formative Assessments results in an overall improvement of learning results of all students but are "most beneficial for lower-achieving students" and for "students from different ethnic backgrounds".

Formative Assessment rejects the so-called transmission model: "the assumption ...that knowledge is to be transmitted and learnt, that understanding will develop later, and that clarity of exposition accompanied by rewards for patient reception are the essentials of good teaching". Black & Wiliam (1998) state: "If ... teachers accept the wealth of evidence that this transmission model does not work, even by its own criteria, then the commitment must be to teaching through interaction to develop each pupil's power to incorporate new facts and ideas into his or her understanding."

The Formative Assessment (FA) interaction with students goes well beyond simple grading. Grading is not an interaction, it is a teacher judgment that ends learning on a subject. Interaction is the constant sensitivity to student learning and whether teacher content comes across. The essence is that teachers accept that they do not know what students learn until they check. When teachers check there should be feedback that helps students learn better. William (2011) presents a range of practical techniques on how to implement Formative Assessment.

The FA didactics will not be easy to implement – it will take time and a step-by-step approach. Wiliam explains: "When teachers try to change more than two or three things about their teaching at the same time, the typical result is that their teaching deteriorates and they go back to doing what they were doing before. My advice is that each teacher chooses one or two of the techniques ... and tries them out in the classroom. If they appear to be effective, then the goal should be to practice them until they become second nature."

We therefore propose that the teachers who are participating in the IDentifEYE workshop create teacher learning communities (TLCs). We suggest that the IDentifEYE workshop is not treated as a one off exercise but will function as the starting-point for monthly teacher meetings on didactics. In line with Wiliam's prescription we advise a group size of eight to twelve teachers. "The idea of the TLC is that each participant comes to the meeting with their personal professional development plan, and gets support of the group in achieving this."

Further reading:

- Paul Black & Dylan Wiliam – Inside the black box (1998)
- Dylan Wiliam – Assessment for learning: why, what and how (2009)
- Dylan Wiliam – Embedded formative assessment (2011)

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4. Curriculum Design

The partners created a training curriculum that is best suited to the needs of the target group along with regards to the subject of the project. The main body of their work produced during the second project meeting in Barcelona (ES).

Using as input the conclusions from the previous discussions which was based on the work done thus far, the partners progressively designed the curriculum with the following structure:

- Session 1:
 - What is identity
 - "Give" information
 - Roles
 - Audiences
 - "Giving off" information
 - Information provided by others
 - Unconsciously given information
 - Legal identities (EU legislation)
 - Two kinds of identities
 - Static vs. dynamic
 - Pros of dynamic identities
 - Not defensive, open
 - Robust, non-fragile
 - More flexible
 - Better equipped to learn
 - Online identities
- Session 2:
 - Dynamic contexts
 - Bauman
 - EGE
 - Brainstorming: How to adjust identities to liquid times?
- Session 3
 - Technology as 21st century communication grammar
 - Good practices
 - Example: Youngsters have their passion. How to share this by means of technology?
- Session 4
 - Teachers create a lesson plan – based on EdTech – aiming to:
 - Empower the dynamic nature of identities
 - Provide insights in dynamic contexts
- Session 5
 - Evaluation
 - EdTech
 - What are the criteria of a good practice?
 - Empowerment of the dynamic nature of identities
 - What are the criteria of a good practice?
 - Provision of insights in dynamic contexts
 - What are the criteria of a good practice?

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OHA then asked the participants to interpret the tangible outcomes of the project. Do we want to create a model workshop to be copied and implemented by teachers for their students? Or would we rather develop a meta-workshop to be implemented by instructors to empower teachers creating lesson programs within their own fields of expertise – supported by educational technology and linking to the themes of “dynamic identities” and “dynamic contexts”?

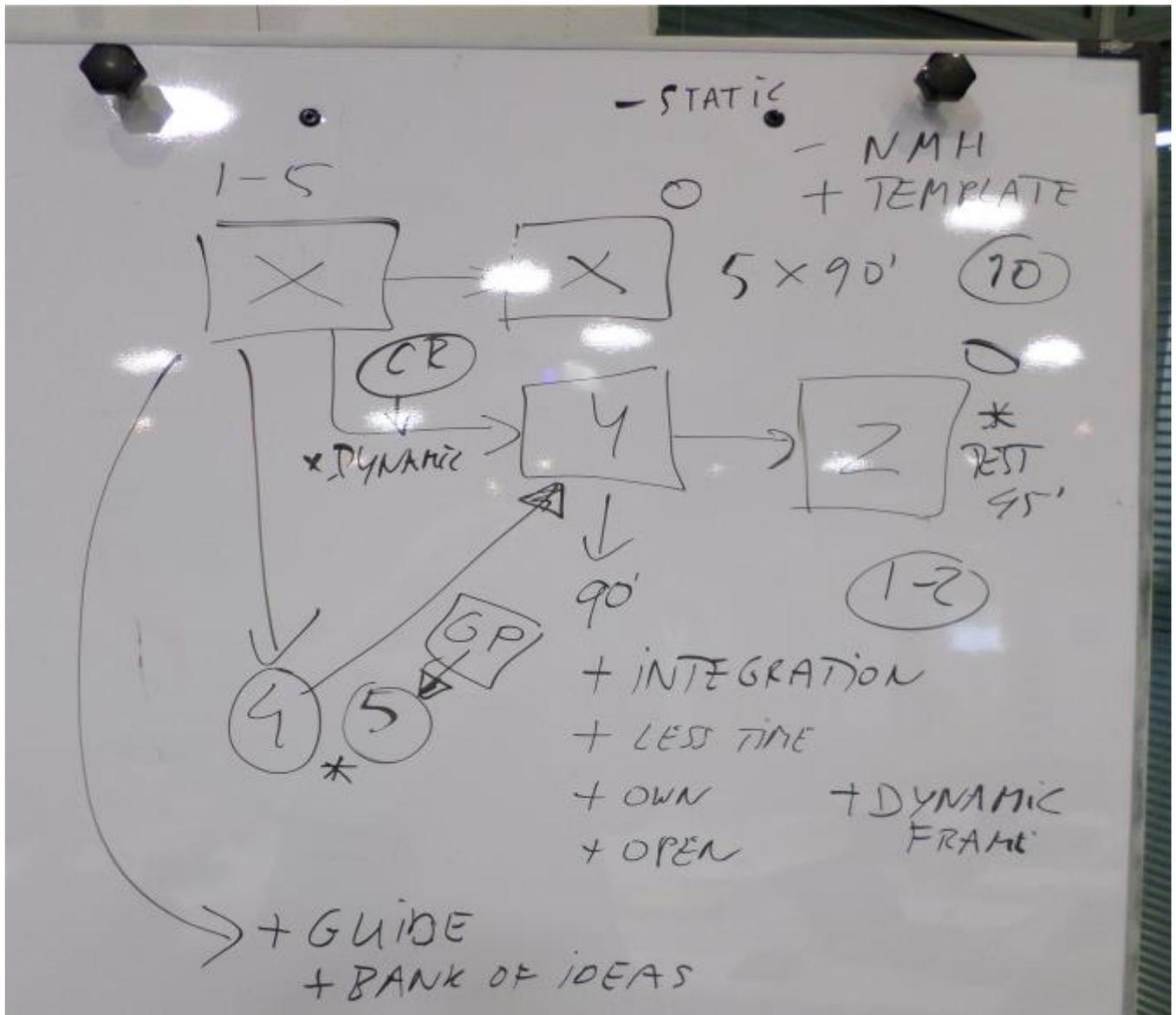


Figure 1: Curriculum Design Draft 1

It was argued by all participants that an outcome of their research for the Country Report was that teachers are overloaded – as well as existing curricula. In all partner countries it would be hard for teachers to allocate 5 90-minute sessions to the project module. In the discussion also other arguments were uttered against the first option (creating a model workshop): it would encounter a Not Made Here syndrome, it would be hard to allocate time in existing specific curriculum subjects. Pro the second option were that a meta-workshop is a dynamic instrument –

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which is in line with the project topic and leads to teachers' own lesson plans that (s)he can implement in their own subject.

The flow of the second option looks like this:

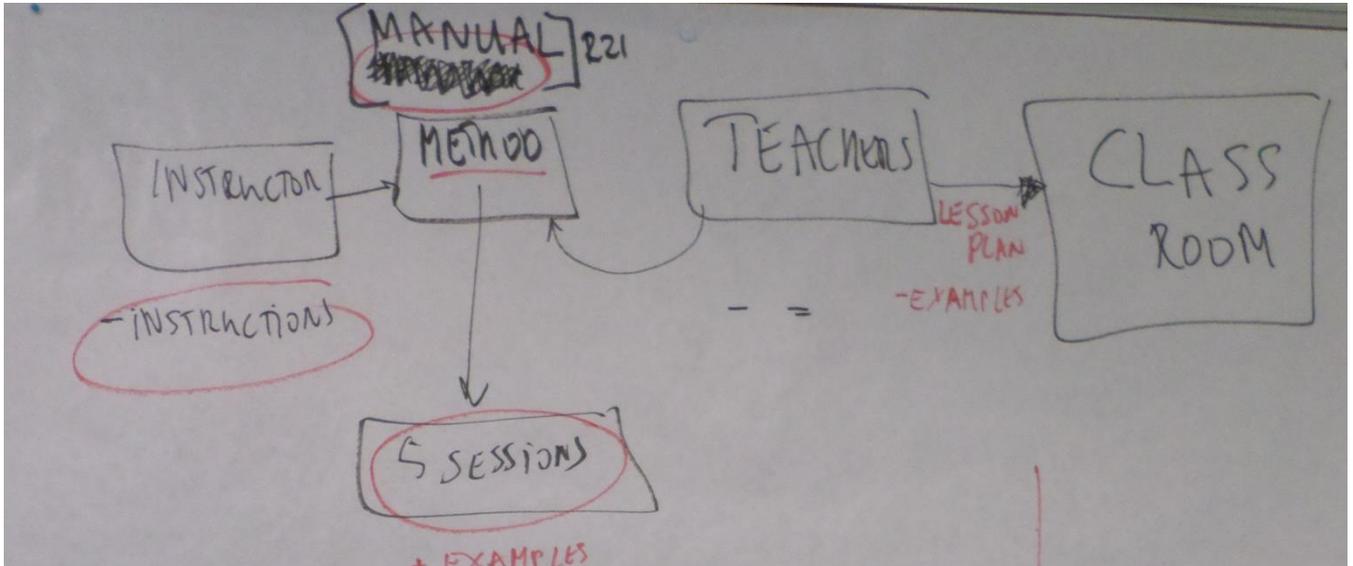


Figure 2: Curriculum Design Draft 2

After having chosen the second option the partners started discussing the Curriculum Design in more detail.

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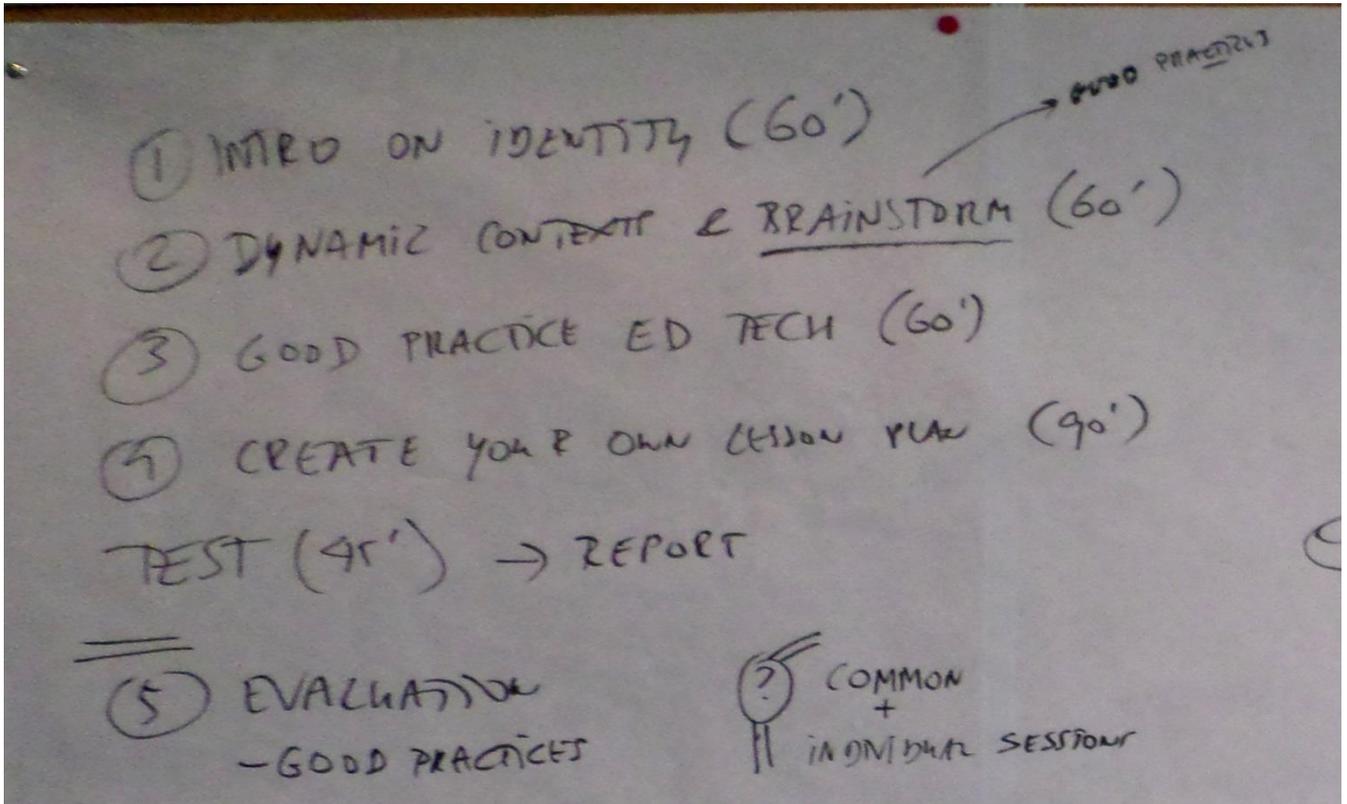


Figure 3: Curriculum Design Draft 3

In order to create this Curriculum all partners need to take responsibility of a part:

- Introduction on identity (session 1)
- Critical thinking about one's self (session 1)
- Introduction on dynamic contexts (session 2)
- Critical thinking about contexts (session 2)
- Prophylactics good practices (session 2,5)
- Lesson plan good practices (session 2, 5)
- Education technology good practices (session 3, 5)

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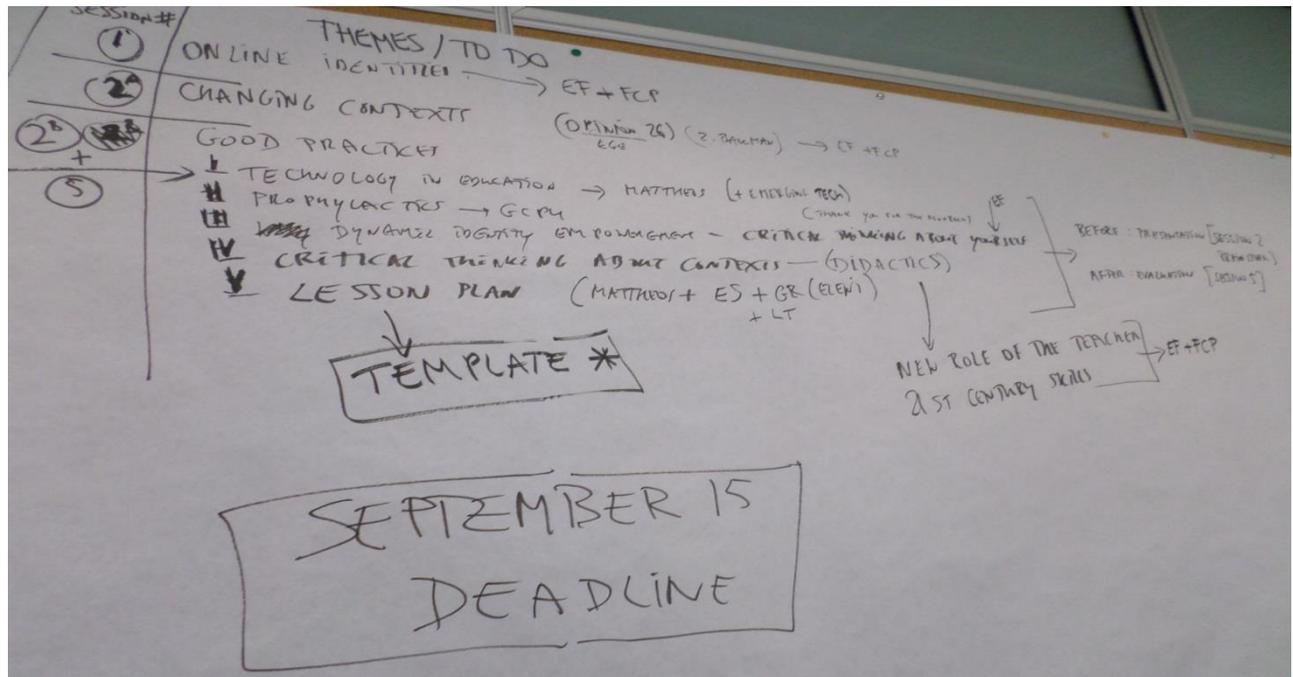


Figure 4: Curriculum Design Draft 4

The partners allotted the responsibilities as follows:

- Introduction on identity (session 1) - EF/ FCP
- Critical thinking about one's self (session 1) - EF/ FCP
- Introduction on dynamic contexts (session 2) - EF/ FCP
- Critical thinking about contexts (session 2) - EF/ FCP
- Prophylactics good practices (session 2,5) - GCPU
- Lesson plan good practices and lesson plan template (session 2, 5) - CCS/ JKC/ HAEd/ FPJXII
- Education technology good practices (session 3, 5) - CCS

The deadline for the modules was set to SEPTEMBER 15, 2014 (**Action Item 7**).

4.1.1. Recruitment of participants

Next, the recruitment of teachers for the workshops was discussed:

- 2 workshops per country
- 1 workshop per age group per country – except for Spain that will do a workshop for the age group 15+ and one workshop for a different age group
- Per workshop minimal of 8 teachers present – subject teachers for age group 12-14, general teachers for age group 8-11, mentors for age group 15+

4.2. Curriculum schedule

After alterations and partner feedback the final curriculum will be constructed upon the following training schedule:

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Sessions	Learning modules
Session 1	<ul style="list-style-type: none"> - Introduction on (online) identities - Identities - recipes for further action - Introduction on society - Introduction on current society - Current society – recipes for further action
Session 2	<ul style="list-style-type: none"> - Introduction on prophylactics - Prophylactics – recipes for further action - Teacher lesson plan template - Brainstorm
Session 3	<ul style="list-style-type: none"> - Introduction to education technologies - Educational Technologies – recipes for further action
Session 4	<ul style="list-style-type: none"> - Teachers create their own lesson plan using the recipes for further action/ good practices
	<p>External session</p> <ul style="list-style-type: none"> - Teachers conduct their own lesson plan in their own classroom
Session 5	<ul style="list-style-type: none"> - Evaluation of the lesson plan both by teachers and against the good practice checklist

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5. Workshop assessment

The evaluation of the workshops (with regards to learning effectiveness of the training material in the first phase of the workshops will have the form of individual interviews with the teachers. During the workshops, the teachers will answer the following questions:

- ▶ In which class and in what type of school do you teach?
- ▶ Could you introduce your subject?
- ▶ Describe very briefly the lesson plan you created and implemented.
- ▶ Which of the good practices did work out for you? Please describe.
- ▶ Which of the good practices did not work out for you? Please describe.
- ▶ What was the reaction of your students to your lesson plan?

Their answers will be recorded by the instructors and analysed in order to draw useful conclusions regarding the workshops performance.