



## **IDentifEYE**

### **D4.3 Administration Methodology Version 1.1 – 30/07/2015**

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1.0	30/09/2014	FCP, EF, CCS, GCPU	Creation of the document	C	20
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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
3	Result #17: Workshop Organisation	Workshop Organisation
4	Result #15: Curriculum	Curriculum

### Applicable Documents

ID	Reference	Title
1	FAVINOM QMS	Quality Management Procedures
3	Result 15 Curriculum	Curriculum
4	Result 16 Didactic Methodology and Multimedia Instructions	Didactic Methodology and Multimedia Instructions
5	Result 17 Workshop Organisation	Workshop Organisation
6	Result 21 Workshop Manual	Workshop Manual

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## **Executive Summary**

The present document contains information regarding:

- To explain the way the workshops will be executed
- To demonstrate the learning methodologies that support the instruction methods utilized.

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## 1. Introduction

### 1.1. Purpose of the D4.3 Administration Methodology

The purposes of D4.3 Administration Methodology are the following:

- To explain the way the workshops will be executed
- To demonstrate the learning methodologies that support the instruction methods utilized.

The workshop is expected to be divided to approximately five 90 minute sessions, most probably distributed evenly in a week's period. Each day will be comprised of a different session with various activities.

The aim of the workshop is to empower children's skills to develop online identities that are not related to risks rather than simply transfer static knowledge. The set-up of the workshop will maintain an informal interactive atmosphere to earn the trust of the children and to promote experimentation while encouraging initiative, creativity and innovation.

The current deliverable will describe the details regarding the proper administration of the workshop. This need not be a static document. The partners may improve the administration process every time a workshop is completed based on their experiences from administering the workshop but also the results of the evaluation forms.

### 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. Administration Methodology

Administration methodology focuses on the flow of activities/tasks at hand that take place in each session as well as the ways the allocated resources of each session are connected and moreover how they should be utilized by the participants. The instructor having read this document will have a clear overview of how the workshop should be delivered, what the role of the instructor requires and what are the goals of each session. In the current document the administration methodology for each age group is presented as a whole. More details about the workshop delivery can be found in the referenced documents.

This document is addressed to the potential instructor and provides him/her with clear instructions for the conduct of each session.

The reader is reminded that each session includes the following units:

**Table 1: Sessions per age group**

Session ID	Content/Context	
	8-11	12-14
<b>Session 1</b>	<ul style="list-style-type: none"> <li>Explaining aim of the workshop</li> <li>Identity labels</li> <li>Good practices</li> <li>Discussion</li> <li>Learning types</li> <li>Good practices</li> <li>Discussion</li> <li>Identity theories</li> <li>New online technologies and identity</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Explaining aim of the workshop</li> <li>Identity labels</li> <li>Good practices</li> <li>Discussion</li> <li>"Liquid life"</li> <li>Good practices</li> <li>Discussion</li> <li>Identity theories</li> <li>New online technologies and identity</li> <li>Discussion</li> </ul>
<b>Session 2</b>	<ul style="list-style-type: none"> <li>Interactive didactics</li> <li>Good practices</li> <li>Discussion</li> <li>Elements of prophylactics</li> <li>Good practices</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Interactive didactics</li> <li>Good practices</li> <li>Discussion</li> <li>Elements of prophylactics</li> <li>Good practices</li> <li>Discussion</li> </ul>
<b>Session 3</b>	<ul style="list-style-type: none"> <li>Educational technologies</li> <li>Playing the AR game</li> <li>Creating an AR game</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Educational technologies</li> <li>Playing the AR game</li> <li>Creating an AR game</li> <li>Discussion</li> </ul>

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<b>Session ID</b>	<b>Content/Context</b>	<b>Content/Context</b>
	<b>8-11</b>	<b>12-14</b>
	<ul style="list-style-type: none"> <li>Teacher perspective on the lesson plan</li> <li>First lesson plan sketch</li> </ul>	<ul style="list-style-type: none"> <li>Teacher perspective on the lesson plan</li> <li>First lesson plan sketch</li> </ul>
<b>Session 4</b>	<ul style="list-style-type: none"> <li>Teachers create individual lesson plans</li> <li>Discuss the evaluation template</li> </ul>	<ul style="list-style-type: none"> <li>Teachers create individual lesson plans</li> <li>Discuss the evaluation template</li> </ul>
<b>[After implementation]</b> <b>Session 5</b>	<ul style="list-style-type: none"> <li>Teacher summaries of their implementations</li> <li>Discussion leading to a BP/LL list</li> <li>Handing out certificates</li> </ul>	<ul style="list-style-type: none"> <li>Teacher summaries of their implementations</li> <li>Discussion leading to a BP/LL list</li> <li>Handing out certificates</li> </ul>

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### 3. Curriculum Sessions Description for age group 8-11

Each session table presents the duration of each unit, the instructed theme, the slide that has to be presented from Workshop PPT (8-11/12-14) the required hand-outs and the “need to know” background theory (found in #15 Curriculum ). The aforementioned items are annexed in the current document.

#### 3.1. SESSION 1

**Table 2: Session 1 - 8-11 - Structure**

TIME IN	MODULE DESCRIPTION	PPT SLIDE	HANDOUTS
15	Explaining aim of the workshop	1	PROJECT DESCRIPTION WORKSHOP POWERPOINT 8-11 SUCCESS CRITERIA DECLARATION OF CONSENT
10	Identity labels	2	DIAGNOSTIC QUESTIONS READ THEORY ON:IDENTITY LABELS
10	Good practices	3	LEVEL 1 8-11 GOOD PRACTICES
5	Discussion	4	
10	Learning types	5	READ THEORY ON:LEARNING TYPES
10	Good practices	6	LEVEL 1 8-11 GOOD PRACTICES
5	Discussion	7	
10	Identity theories	8	READ THEORY ON:IDENTITY THEORIES
10	New online technologies and identity	9	READ THEORY ON:EDUCATIONAL TECHNOLOGIES
5	Discussion	10	

Start the PowerPoint presentation. Make sure you'll show the right slide at the right moment during the workshop, as indicated in the table.

Hand out the success criteria document. Ask for the remaining teacher Declaration of consent documents.

#### Explaining the aim of the workshop

After you have introduced yourself you explain the aim of the workshop:

- You [teacher] will learn in this five-session workshop to create, implement and evaluate 45-minutes lesson plans for your students aged 8-11. The lessons are to enhance student resilience to deal with online experiences – and thereby enhance student online safety.
- Important tools to achieve this aim are an Augmented Reality game, interactive didactics and elements of prophylactics.
- You will individually create one lesson plan during this workshop.
- You will implement this lesson plan at your own school.
- After the implementation we will meet again to evaluate and create a common list of best practices and lessons learned.

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Then you provide the session objective:

- The objective of this session is to transfer knowledge of identities and learning types.
- You [teacher] will get an introduction on these subjects as well as good practices to understand the relevance of these subjects for your teaching, your students and for the online safety of your students.

Success criteria:

- The teacher participants are able to explain the impact effects of identity labels and learning types on three levels: their teaching, their students and student online safety.

Now you will ask the teachers to introduce themselves one-by-one.

- You will notice that the first participant will need some time to answer. The next participant and those following will answer quicker. The reason for this is that the first participant needs to frame the answer. The first participant needs to choose which identity labels – see below – are appropriate. They might choose age, profession and amount of children, for instance. The next participants can then build on this framing of the first participant.
- The next participants can either follow the framing of the first participant or choose an alternative framing.
- Whether the majority of the participants choose to follow or not to follow the framing of first participant, you can explain that this is how identities are formed – by means of individual framing (the first participant and those not following the first participant) or collective framing (all those following the first participant).
- Resilience now is not giving in too much to peer pressure on our identities but at the same time being open to feedback and learning.
- We will look into identities and resilience by the following introductions on identity labels, learning types, identity theories and on the effect of new technologies on identities.

### Identity labels

Present an introduction on identity labels, as presented in the respective theory. The most important elements to highlight are:

- If we take identities as self-narrations, identities are made up by identity labels. These labels can be broader or less broad.
- The less broad our identity labels are, the less we are open to feedback and thus to learning.
- In situations of trust we are more open for feedback.

### Good practices

Present the good practices:

- Let students repeat and understand the following three sentences:
  - Sometimes I make mistakes;
  - Sometimes my motivation is egoistic;
  - I am part of the problem.

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And explain the sense behind it. By saying the sentence "Sometimes I make mistakes" we exclude the possibility that we are always right. This ensures us a degree of humility: we might be wrong, even now. Saying "Sometimes my motivation is egoistic" makes sure that we cannot feel morally superior. And saying the sentence "I am part of the problem" precludes that we can divide the world in "us" and "them" in which "they" are the problem.

- Ask your students whether they agree or not and how they feel saying these sentences.
- Give students feedback and let them distinguish between coaching and evaluation;
- Give students evaluation and let them distinguish between assessment, consequences and judgment;
- Have students create a second scoring card to record how they reacted to a first situation.

### Impact table

Explain the impact of identity labels and the good practices on the teacher, their students and student online safety.

**Table 3: Impact table 1-Session 1 (8-11)**

Online safety	Teacher	Student
Less all-or-nothing reactions to online challenges, less prone to being one-dimensionally profiled.	More positively responsive students.	More open to feedback, more open to learning.

### Learning types

Present an introduction on the concept of learning types, as presented in the respective theory. The most important elements to highlight are:

- There are learners who see their achievements as the results of given attributes and those who see them at least partially as the result of their efforts.
- The latter type will perform better.

### Good practices

Present the good practices:

- Make students aware what kind of learners they are;
- Allow for failure in learning;
- Create a situation of "flow":
  - Present them with a task that challenges available skills but is within reach;
  - State clear goals;
  - The effect: concentration, loss of self-consciousness, loss of feeling of time.

### Impact table

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Explain the impact of the concept of learning types and the good practices on the teacher, their students and student online safety.

**Table 4: Impact table 2 – Session 2(8-11)**

Online safety	Teacher	Student
Less resignation when meeting online challenges, less prone to being one-dimensionally profiled.	More positively responsive students.	More engaged, more positively responsive to challenges.

### Identity theories

Present an introduction on identity theories, as presented in the respective theory. The most important elements to highlight are:

- Erving Goffman's interpretation;
- Paul Ricoeur's interpretation;
- Anthony Giddens's interpretation.

### New online technologies and identity

Present an introduction on the effect of new technologies on our identities, as presented in the respective theory. The most important elements to highlight are:

- No segregation of audiences;
- Algorithms and Big Data instead of nonverbal communication;
- Templates for profiles;
- Different narrations simultaneously;
- No consistency and no continuity in self-narratives.

## 3.2. SESSION 2

**Table 5: Session 2 - 8-11 - Structure**

TIME IN `	MODULE DESCRIPTION	PPT SLIDE	HANDOUTS
10	Interactive didactics	11	DIAGNOSTIC QUESTIONS READ THEORY ON:INTERACTIVE DIDACTICS
20	Good practices	12	LEVEL 2 8-11 GOOD PRACTICES
15	Discussion	13	
15	Elements of prophylactics	14	DIAGNOSTIC QUESTIONS READ THEORY ON:PROPHYLACTICS
15	Good practices	15	LEVEL 3 8-11 GOOD PRACTICES
15	Discussion	16	

### Session objective

Provide the session objective:

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- The objective of this session is to transfer knowledge of interactive didactics and prophylactics.
- You [teacher] will get an introduction on these subjects as well as good practices to understand the relevance of these subjects for your teaching, your students and for the online safety of your students.

Success criteria:

- The teacher participants are able to explain the impact effects of interactive didactics and prophylactics on three levels: their teaching, their students and student online safety.

### Interactive didactics

Present an introduction on interactive didactics, as presented in the respective theory. The most import elements to highlight are:

- Students are to be co-responsible for their learning;
- We need to engage all students in the class room;
- Teaching and learning are two different domains. Only interaction can establish how much of the teaching is actually learned.

### Good practices

Present the good practices:

- Ask diagnostic questions during the lesson;
- Let students indicate whether they still follow you; if not let another student explain who indicate they still follow;
- Not the typical students' "hands in the air" decides which students answer a question but a random selection by drawing.

### Impact table

Explain the impact of interactive didactics and the good practices on the teacher, their students and student online safety.

**Table 6: Impact table – 1 Session 2(8-11)**

Online safety	Teacher	Student
Having an adult to communicate with about online experiences is the most effective instrument to enhance online student safety.	Focus on student learning rather than on teaching, more frequent and meaningful communication – teacher/ student and student/ student, formative assessments during the lessons. More student engagement and deeper trust relationships.	Co-responsibility for one's learning process, more engagement. More personal teacher/ student contact.

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## Elements of prophylactics

Present an introduction on prophylactics, as presented in the respective theory. The most important elements to highlight are:

- Maintain a continuity of work with youngsters, do not to work episodically. Only a systematic continuity of activities brings results - create regular interaction opportunities, avoid apparent one-off interactions.
- It is advisable to diagnose the class: discover what students can do, what they're interested in, what problems they have and what they need as a group from adults. Then bring out and enhance students' potentials and resources: strengthen their social skills, give them a room to develop, provide and teach responsibility. Focus on teaching them those competencies and life skills that will help them to cope in difficult situations in the future.
- Treat the child as a subject, as an active participant in the interaction with adults - and not as an object.
- An important element of prophylactics in this age group is to involve parents.
- Be an authority for your students – children need wise adults.
- Build protecting relationships and trust through teacher-student dialogues.

## Good practices

Present the good practices:

- Use interactive methods, in which the teacher initiates the interaction and engages the children. The children are active participants and influence the course of interaction. For instance the Project-based Learning Method.
- Activities in which the teacher acts as an adviser, friend or mentor and only coordinates and moderates ideas, plans and activities formed by the students themselves are the most effective ones.
- Based on the diagnosis of students the teacher plans what skills they should gain and experience during the project. The teacher implies a very clear and specific educational aim.
- Implement elements such as: discussion, brainstorm, task division, summary of each implementation stage, evaluation of the whole project, discussion on lessons learned.
- It is essential to sustain the motivation and faith of students, the faith of the teacher in the possibilities of the children helps them to endure failure, learn from mistakes and thus learn persistence.
- „Treat yourself as a tool“ – this applies to the teacher self-improvement process – as a tool you need to improve - so develop and train yourself, take care of your professional skills and develop skills useful for working with young people. This assumption can also have another aspect - if you can convince young people to this approach at an early age, they will learn the value and power of self-development.
- “I’m part of the problem” - this approach to oneself should greatly facilitate your work and cause more credibility as an adult in relationships with children. It is a difficult approach to your work, because it assumes that in most problematic student situations you can have a distinct contribution - not necessarily a positive one. For example, if a student does not understand the lesson/ topic, analyze what you do or don't do to cause a lack of progress before you will give them a grade. This teacher attitude builds in the child a sense of justice, faith in adults and increases their self-esteem (as a young individual who is treated as a subject, and not as an object).



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### Impact table

Explain the impact of prophylactics and the good practices on the teacher, their students and student online safety.

**Table 7: Impact table 2 – Session 2(8-11)**

Online safety	Teacher	Student
<p>Having an adult to communicate with about online experiences is the most effective instrument to enhance online student safety. Children may enter the online world more consciously and safely when they can ask an adult for help.</p> <p>Having a peer friend is essential to overcome challenges, especially for more vulnerable students.</p>	<p>Building conscious relation and sense of trust in the classroom, enlarging teacher's abilities to communicate with students, more use of interactive methods.</p>	<p>Closer relations with their teacher, enlarged risk awareness, a better communication with their peers, a greater involvement in their studying.</p>

### 3.3. SESSION 3

**Table 8: Session 3 - 8-11 - Structure**

TIME IN	MODULE DESCRIPTION	PPT SLIDE	HANDOUTS
10	Educational technologies	17	READ THEORY ON: EDUCATIONAL TECHNOLOGIES
25	Playing the AR game	18	READ THEORY ON: PLAYING THE AR GAME 8-11 GAME MARKERS AR FORM AR QUESTIONNAIRE
20	Creating an AR game	19	READ THEORY ON: CREATING AN AR GAME
15	Discussion	20	
5	Teacher perspective on the lesson plan	21	LESSON PLAN
15	First lesson plan sketch	22	LESSON PLAN

### Session objective

Provide the session objective:

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- The objective of this session is to transfer knowledge of education technologies and Augmented Reality (AR) and on how to create and play an Augmented Reality game.
- You [teacher] will get an introduction on these subjects as well as good practices to understand the relevance of these subjects for your teaching, your students and for the online safety of your students.

Success criteria:

- The teacher participants are able to explain the impact effects of educational technologies and the AR game on three levels: their teaching, their students and student online safety.

### Educational technologies

Present an introduction on educational technologies, as presented in the respective theory. The most import elements to highlight are:

Educational technology is "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources."

**Table 9: Impact table 1 – Session 3(8-11)**

Types of skills	21 <sup>st</sup> cent. Skills	Supporting Web 2.0 tools
Learning Skills	Critical Thinking Creative Thinking Collaborating Communicating	<ul style="list-style-type: none"> <li>• Blogs</li> <li>• Wikis</li> <li>• Tagging and social bookmarking applications</li> <li>• Multimedia sharing</li> <li>• Collaboration &amp; Communication services</li> <li>• Aggregation services</li> </ul>
Literacy Skills	Information Literacy Media Literacy Technology Literacy	<ul style="list-style-type: none"> <li>• Blogs</li> <li>• Wikis</li> <li>• Tagging and social bookmarking applications</li> <li>• Multimedia sharing</li> <li>• Collaboration &amp; Communication services</li> <li>• Office-like applications</li> <li>• Aggregation services</li> </ul>
Life Skills	Flexibility Initiative Social Skills Productivity Leadership	<ul style="list-style-type: none"> <li>• Wikis</li> <li>• Tagging and social bookmarking applications</li> <li>• Multimedia sharing</li> <li>• Audio blogging and podcasting</li> <li>• Social networks</li> <li>• Collaboration &amp; Communication services</li> <li>• Aggregation services</li> </ul>

### Impact table

Explain the impact of educational technologies on the teacher, their students and student online safety.

**Table 10: Impact table 2 – Session 3 (8-11)**

Online safety	Teacher	Student
Having an adult to	Less teacher anxiety,	Getting communication

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communicate with about online experiences is the most effective instrument to enhance online student safety.	more openness to new education technology. A deeper trust relationship with students.	options to talk about new technology and online experiences with teachers.
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### Playing the AR game

Present an introduction on Augmented Reality, based on the Playing the AR game 8-11 section. The most important elements to highlight are:

Augmented Reality (AR) consists of a real-time video stream generated by a camera to which digital elements are added that appear in reaction to a predefined trigger.

- AR triggers interest in our surroundings or in our identities.
- The AR game evokes interest in the emergence of online identities as a result of online data sharing.

### Good practices

Present the good practices:

- Play the game with the whole class;
- Get a student to play the game;
- Use the game as a stimulus for discussion;
- Ask students who of them has an opinion on the question themes;
- Let students interpret the augmentations.

Show the AR task and the AR questionnaire.

### Impact table

Explain the impact of the AR game and the good practices on the teacher, their students and student online safety.

**Table 11: Impact table 2 – Session 3(8-11)**

Online safety	Teacher	Student
Provoking reflections on data sharing, online identities and online safety.	Being a moderator facilitating peer-to-peer communication.	Getting communication options to talk about online experiences peer-to-peer. Temporary higher engagement, higher concentration levels, higher trust levels.

Now play the game on data sharing and online identities with the teachers. Read Playing the AR game 8-11 section on how to prepare, play and interpret the game.

- The game is available here <http://identifeye.ezzev.eu/> - ENG, GR, PL, NL versions and in <http://identifeye2.ezzev.eu> – for ES, LT versions

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### Creating an AR game

In order to create an AR game you need to implement the following steps:

- Establish a theme;
- Create questions;
- Create answer options;
- Create augmentations per answer option;
- Create texts and sounds (optional);
- Create static blocks and pages;
- Translate (optional);
- Create a lesson plan.

### Teacher perspective on the lesson plan

It's now time that teachers start preparing their lesson plan. Hand out the lesson plan template and all the good practices minus the educational technology good practices. Explain that the teachers now need to make some decisions regarding the lesson plan template they are about to fill out:

- Will their lesson plan concern a curricular or extra-curricular lesson?
- Which challenge or opportunity will be addressed?

When they have made their decisions they need to choose from all four levels at least one good practice per level:

- Level one: Identity labels & learning types;
- Level two: Interactive didactics;
- Level three: Prophylactics;
- Level four: Playing the Augmented Reality game or create a new AR game; optionally, if the anxiety of a teacher appears to be too big the teacher can choose to implement a different educational technology good practice.

### First lesson plan sketch

Teachers now fill out their lesson plan template individually and in silence.

They are to use the break between the third and the fourth session to reflect on the first lesson plan sketch they create.

## 3.4. SESSION 4

Table 12: Session 4 - 8-11 - Structure

TIME IN `	MODULE DESCRIPTION	PPT SLIDE	HANDOUTS
80	Teachers create individual lesson plans	23	LESSON PLAN
10	Discuss the evaluation template	EVALUATION PPT	TEACHER EVALUATION EVALUATION PPT

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### Session objective

Provide the session objective:

- The objective of this session is that teachers will fill out the lesson plan template or choose an existing lesson plan (one of the two model lessons).

Success criteria:

- The teacher participants are able to write down hypotheses on the impact effects of their lesson plan on three levels: their teaching, their students and student online safety.

### Teachers create individual lesson plans

- Teachers fill out the lesson plan template.
- While teachers fill out the templates you have one-on-one "speed dating" sessions with individual teachers. Please sit for a few minutes with each individual teacher and support them in their task to fill out the template. Ask them about their decisions (in session 3) and about their choice of good practices to implement. If needed brainstorm with them or advise them.
- If a teacher appears to be very anxious about using the AR game in their lesson or has no idea how to implement a lesson with the AR game hand them the two age appropriate model lessons as an option.
- If a teacher would still to be anxious about using the game even after having considered the two model lessons you should suggest that the teacher chooses another educational technology from the list of good practices and apply this in their lesson plan. Please hand them the printed out educational technology good practices.

### Discussing the evaluation template

- Hand out the printed evaluation template and show the evaluation PowerPoint presentation on a big screen.
- Walk the teachers through the evaluation template slide by slide.

Tell the teachers that they need to fill out the evaluation template after their lesson implementation. Ask them to send it to you by email before the fifth session and provide them your email address.

Let the teachers know that they can contact you in the meantime if they have any questions.

## 3.5. IMPLEMENTATION LESSON

Table 13: Implementation Lesson - 8-11 - Structure

TIME	IN	MODULE DESCRIPTION	PPT SLIDE	HANDOUTS
45		Teachers implement their own lesson plan at their school	-	-
30		Teachers fill out the evaluation template	-	-

Objective

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- The objective of this lesson is for teachers to implement and evaluate their lesson plan, their decisions and their chosen good practices.

Success criteria:

- The teacher participants are able to test the impact effects of their lesson plan on three levels: their teaching, their students and student online safety.

### Teachers implement their own lesson plan at their school

Teachers now individually implement the lesson plan they have written during sessions 3 and 4. They either use one of their regular lessons or an extra-curricular lesson, depending on their choice. You are not present.

### Teachers fill out the evaluation template

After the implementation of the lesson plan teachers fill out the evaluation template and sends it to you by email before the fifth session.

## 3.6. SESSION 5

Table 14: Session 5 - 8-11 - Structure

TIME IN `	MODULE DESCRIPTION	PPT SLIDE	HANDOUTS
30	Teacher summaries of their implementations	25	TEACHER EVALUATION
50	Discussion leading to a BP/LL list	26	
10	Handing out certificates	27	CERTIFICATES

### Session objective

Provide the session objective:

- The objective of this session is to evaluate the individual teacher sessions and create a set of Best Practices and Lessons Learned (BP/LL).

Success criteria:

- The teacher participants are able to evaluate the impact effects of their lesson plan on three levels: their teaching, their students and student online safety.

### Teacher summaries of their implementations

Have teachers answer one-on-one the following questions – based on the evaluation template they've filled out:

- Was your lesson curricular or extracurricular?

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- What challenge or opportunity did you want to address?
- What good practices did you chose?
- What was the impact of the chosen good practices on your teaching?
- What was the impact of the chosen good practices on your students?
- What was the impact of the chosen good practices on student online safety?

Optionally record the teacher answers on camera. If you'd do so, please share a copy with us. You can send it to one of the project authors and partners, Mr. Onno Hansen: onno.hansen@gmail.com.

### Discussion leading to a BP/LL list

Provide a discussion with the teachers about their answers. Keep the following topics in mind:

- Did similar good practices have a positive impact on the teachers' teaching, their students and on student online safety?
- Did similar good practices have no impact or a negative impact on the teachers' teaching, their students and on student online safety?
- Under what conditions did good practices have a positive, negative or neutral impact on the teachers' teaching, their students and on student online safety?

Summarize the discussion by drafting a list of good practices that had a positive impact on the teachers' teaching, their students and on student online safety for many teachers ("best practices") and the conditions under which they worked out and a list of good practices that had no impact or a negative impact on the teachers' teaching, their students and on student online safety for many teachers ("lessons learned") and the conditions under which they failed.

Please share a copy with us. You can send it to one of the project authors and partners, Mr. Onno Hansen: onno.hansen@gmail.com

### Handing out certificates

The workshop draws to an end. The only task you have left is handing out the workshop certificates to each teacher individually.

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## 4. Curriculum Sessions: Description for age group 12-14

Each session table presents the duration of each unit, the instructed theme, the slide that has to be presented from Workshop PPT (8-11/12-14) the required hand-outs and the “need to know” background theory (found in #15 Curriculum ). The aforementioned items are annexed in the current document.

### 4.1. SESSION 1

Table 15: Session 1 - 12-14 - Structure

TIME IN	MODULE DESCRIPTION	PPT SLIDE	HANDOUTS
15	Explaining aim of the workshop	1	INSTRUCTOR INTRODUCTION PROJECT DESCRIPTION WORKSHOP POWERPOINT 12-14 SUCCESS CRITERIA DECLARATION OF CONSENT
10	Identity labels	2	DIAGNOSTIC QUESTIONS READ THEORY ON: IDENTITY LABELS
10	Good practices	3	LEVEL 1 12-14 GOOD PRACTICES
5	Discussion	4	
10	“Liquid life”	5	DIAGNOSTIC QUESTIONS READ THEORY ON: LIQUID LIFE
10	Good practices	6	LEVEL 1 12-14 GOOD PRACTICES
5	Discussion	7	
10	Identity theories	8	READ THEORY ON: IDENTITY THEORIES
10	New online technologies and identity	9	READ THEORY ON: NEW TECHNOLOGIES
5	Discussion	10	

Start the PowerPoint presentation. Make sure you’ll show the right slide at the right moment during the workshop, as indicated in the table.

Hand out the success criteria document. Ask for the remaining teacher Declaration of consent documents.

### Explaining the aim of the workshop

After you have introduced yourself you explain the aim of the workshop:

- You [teacher] will learn in this five-session workshop to create, implement and evaluate 45-minutes lesson plans for your students aged 12-14. The lessons are to enhance student resilience to deal with online experiences – and thereby enhance student online safety – while at the same time empowering their conscious, creative and critical stance as evolving responsible citizens.



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- Important tools to achieve this aim are an Augmented Reality game, interactive didactics and elements of prophylactics.
- You will individually create one lesson plan during this workshop.
- You will implement this lesson plan at your own school.
- After the implementation we will meet again to evaluate and create a common list of best practices and lessons learned.

Then you provide the session objective:

- The objective of this session is to transfer knowledge of identities and the concept of "liquid life".
- You [teacher] will get an introduction on these subjects as well as good practices to understand the relevance of these subjects for your teaching, your students and for the online safety of your students.

Success criteria:

- The teacher participants able to explain the impact effects of identity labels and the concept of "liquid life" on three levels: their teaching, their students and student online safety.

Now you will ask the teachers to introduce themselves one-by-one.

- You will notice that the first participant will need some time to answer. The next participant and those following will answer quicker. The reason for this is that the first participant needs to frame the answer. The first participant needs to choose which identity labels – see below – are appropriate. They might choose age, profession and amount of children, for instance. The next participants can then build on this framing of the first participant.
- The next participants can either follow the framing of the first participant or choose an alternative framing.
- Whether the majority of the participants choose to follow or not to follow the framing of first participant, you can explain that this is how identities are formed – by means of individual framing (the first participant and those not following the first participant) or collective framing (all those following the first participant).
- Resilience now is not giving in too much to peer pressure on our identities but at the same time being open to feedback and learning.
- We will look into identities and resilience by the following introductions on identity labels, society as a context for our identities, identity theories and on the effect of new technologies on identities.

### **Identity labels**

Present an introduction on identity labels, as presented in the respective theory. The most important elements to highlight are:

- If we take identities as self-narrations, identities are made up by identity labels. These labels can be broader or less broad.
- The less broad our identity labels are, the less we are open to feedback and thus to learning.
- In situations of trust we are more open for feedback.

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### Good practices

Present the good practices:

- Let students repeat and understand the following three sentences:
  - Sometimes I make mistakes;
  - Sometimes my motivation is egoistic;
  - I am part of the problem.

And explain the sense behind it. By saying the sentence "Sometimes I make mistakes" we exclude the possibility that we are always right. This ensures us a degree of humility: we might be wrong, even now. Saying "Sometimes my motivation is egoistic" makes sure that we cannot feel morally superior. And saying the sentence "I am part of the problem" precludes that we can divide the world in "us" and "them" in which "they" are the problem.

- Ask your students whether they agree or not and how they feel saying these sentences.
- Give students feedback and let them distinguish between coaching and evaluation;
- Give students evaluation and let them distinguish between assessment, consequences and judgment;
- Have students create a second scoring card to record how they reacted to a first situation.

### Impact table

Explain the impact of identity labels and the good practices on the teacher, their students and student online safety.

**Table 16: Impact table 1—Session 1 (12-14)**

Online safety	Teacher	Student
Less all-or-nothing reactions to online challenges, less prone to be one-dimensionally profiled.	More positively responsive students.	More open to feedback, more open to learning.

### "Liquid life"

Present an introduction on the concept of "liquid life" by Zygmunt Bauman, as presented in the respective theory. The most important elements to highlight are:

- Globalization;
- Ultra-consumerism;
- Fast changes so that new habits and interpretation frames are prone to fail;
- All suffer from anxiety to become superfluous.

### Good practices

Present the good practices:

The only way to have a chance on self-respect is by gaining civil skills that facilitate us in living with others:

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- Conducting a dialogue;
- Conducting a negotiation;
- Gaining mutual understanding;
- Managing and resolving conflicts;
- Being able to learn and to react to new situations.

### Impact table

Explain the impact of the concept of “liquid life” and the good practices on the teacher, their students and student online safety.

**Table 17: Impact table 2 – Session 1 (12-14)**

Online safety	Teacher	Student
More critical attitude online, better skills to deal with “otherness” online.	More critically responsive students, more tolerant students.	More critical attitude, more civil skills.

### Identity theories

Present an introduction on identity theories, as presented in the respective theory. The most important elements to highlight are:

- Erving Goffman’s interpretation;
- Paul Ricoeur’s interpretation;
- Anthony Giddens’s interpretation.

### New online technologies and identity

Present an introduction on the effect of new technologies on our identities, as presented in the respective theory. The most important elements to highlight are:

- No segregation of audiences;
- Algorithms and Big Data instead of nonverbal communication;
- Templates for profiles;
- Different narrations simultaneously;
- No consistency and no continuity in self-narratives.

## 4.2. SESSION 2

**Table 18: Session 2 - 12-14 - Structure**

TIME IN `	MODULE DESCRIPTION	PPT SLIDE	HANDOUTS
10	Interactive didactics	11	DIAGNOSTIC QUESTIONS READ THEORY ON: INTERACTIVE DIDACTICS
20	Good practices	12	LEVEL 2 12-14 GOOD PRACTICES
15	Discussion	13	
15	Elements of prophylactics	14	DIAGNOSTIC QUESTIONS READ THEORY ON: PROPHYLACTICS
15	Good practices	15	LEVEL 3 12-14 GOOD PRACTICES
15	Discussion	16	

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### Session objective

Provide the session objective:

- The objective of this session is to transfer knowledge of interactive didactics and prophylactics.
- You [teacher] will get an introduction on these subjects as well as good practices to understand the relevance of these subjects for your teaching, your students and for the online safety of your students.

Success criteria:

- The teacher participants are able to explain the impact effects of interactive didactics and prophylactics on three levels: their teaching, their students and student online safety.

### Interactive didactics

Present an introduction on interactive didactics, as presented in the respective theory. The most important elements to highlight are:

- Students are to be co-responsible for their learning;
- We need to engage all students in the class room;
- Teaching and learning are two different domains. Only interaction can establish how much of the teaching is actually learned.

### Good practices

Present the good practices:

- Ask diagnostic questions during the lesson;
- Let students indicate whether they still follow you; if not let another student explain who indicate they still follow;
- Not the typical students' "hands in the air" decides which students answer a question but a random selection by drawing.

### Impact table

Explain the impact of interactive didactics and the good practices on the teacher, their students and student online safety.

**Table 19: Impact table 1 – Session 2 (12-14)**

Online safety	Teacher	Student
Having an adult to communicate with about online experiences is the most effective instrument to enhance online student	Focus on student learning rather than on teaching, more frequent and meaningful communication – teacher/ student and	Co-responsibility for one's learning process, more engagement. More personal teacher/ student contact.

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safety.	student/ student, formative assessments during the lessons. More student engagement and deeper trust relationships.	
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## Elements of prophylactics

Present an introduction on prophylactics, as presented in the respective theory. The most important elements to highlight are:

- Maintain a continuity of work with youngsters, do not to work episodically. Only a systematic continuity of activities brings results - create regular interaction opportunities, avoid apparent one-off interactions.
- It is advisable to diagnose the class: discover what students can do, what they're interested in, what problems they have and what they need as a group from adults. Then bring out and enhance students' potentials and resources: strengthen their social skills, give them a room to develop, provide and teach responsibility. Focus on teaching them those competencies and life skills that will help them to cope in difficult situations in the future.
- Treat the child as a subject, as an active participant in the interaction with adults - and not as an object.
- An important element of prophylactics in this age group is to involve parents.
- Be an authority for your students – children need wise adults.
- Build protecting relationships and trust through teacher-student dialogues.
- Good replaces evil: Target your students' energy to perform tasks and socially useful activities that build up their self-esteem. This promotes the extinction of disturbed behavior.
- Real life: Make sure the development of your students' social life skills takes place through tasks that are implemented in their natural environment. This contributes to a real change in the relationship with their environment.
- Pay It Forward: Stimulate students using the competences that they have developed to empower others – something they already do by themselves.

## Good practices

Present the good practices:

- Use interactive methods, in which the teacher initiates the interaction and engages the children. The children are active participants and influence the course of interaction. For instance the Project-based Learning Method.
- Activities in which the teacher acts as an adviser, friend or mentor and only coordinates and moderates ideas, plans and activities formed by the students themselves are the most effective ones.
- Based on the diagnosis of students the teacher plans what skills they should gain and experience during the project. The teacher implies a very clear and specific educational aim.
- Implement elements such as: discussion, brainstorm, task division, summary of each implementation stage, evaluation of the whole project, discussion on lessons learned.
- Young people need to confront their ideas with adults – therefore you should not avoid "difficult issues".
- It is essential to sustain the motivation and faith of students, the faith of the teacher in the possibilities of the children helps them to endure failure, learn from mistakes and thus learn persistence.

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- „Treat yourself as a tool“ – this applies to the teacher self-improvement process – as a tool you need to improve - so develop and train yourself, take care of your professional skills and develop skills useful for working with young people. This assumption can also have another aspect - if you can convince young people to this approach at an early age, they will learn the value and power of self-development.
- “I’m part of the problem” - this approach to oneself should greatly facilitate your work and cause more credibility as an adult in relationships with children. It is a difficult approach to your work, because it assumes that in most problematic student situations you can have a distinct contribution - not necessarily a positive one. For example, if a student does not understand the lesson/ topic, analyze what you do or don’t do to cause a lack of progress before you will give them a grade. This teacher attitude builds in the child a sense of justice, faith in adults and increases their self-esteem (as a young individual who is treated as a subject, and not as an object).

### Impact table

Explain the impact of prophylactics and the good practices on the teacher, their students and student online safety.

**Table 20: Impact table 2 – Session 2 (12-14)**

Online safety	Teacher	Student
Having an adult to communicate with about online experiences is the most effective instrument to enhance online student safety.	Deeper trust relationships, better teacher responsiveness towards interactivity.	Deeper embedding in one’s environment, improving adult – youngster and peer-to-peer communication and stimulating engagement. More personal teacher/student contact.

### 4.3. SESSION 3

**Table 21: Session 3 - 12-14 - Structure**

TIME IN `	MODULE DESCRIPTION	PPT SLIDE	HANDOUTS
10	Educational technologies	17	READ THEORY ON: EDUCATIONAL TECHNOLOGIES
25	Playing the AR game	18	READ THEORY ON:PLAYING THE AR GAME 12-14 GAME MARKERS AR QUESTIONNAIRE
20	Creating an AR game	19	READ THEORY ON: IDENTITY LABELSCREATING AN AR GAME
15	Discussion	20	
5	Teacher perspective on the lesson plan	21	LESSON PLAN
15	First lesson plan sketch	22	LESSON PLAN

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## Session objective

Provide the session objective:

- The objective of this session is to transfer knowledge of education technologies and Augmented Reality (AR) and on how to create and play an Augmented Reality game.
- You [teacher] will get an introduction on these subjects as well as good practices to understand the relevance of these subjects for your teaching, your students and for the online safety of your students.

Success criteria:

- The teacher participants are able to explain the impact effects of educational technologies and the AR game on three levels: their teaching, their students and student online safety.

## Educational technologies

Present an introduction on educational technologies, as presented in the respective theory. The most important elements to highlight are:

Educational technology is "the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources."

**Table 22: Impact table 1 –Session 3 (12-14)**

Types of skills	21 <sup>st</sup> cent. Skills	Supporting Web 2.0 tools
Learning Skills	Critical Thinking Creative Thinking Collaborating Communicating	<ul style="list-style-type: none"> <li>• Blogs</li> <li>• Wikis</li> <li>• Tagging and social bookmarking applications</li> <li>• Multimedia sharing</li> <li>• Collaboration &amp; Communication services</li> <li>• Aggregation services</li> </ul>
Literacy Skills	Information Literacy Media Literacy Technology Literacy	<ul style="list-style-type: none"> <li>• Blogs</li> <li>• Wikis</li> <li>• Tagging and social bookmarking applications</li> <li>• Multimedia sharing</li> <li>• Collaboration &amp; Communication services</li> <li>• Office-like applications</li> <li>• Aggregation services</li> </ul>
Life Skills	Flexibility Initiative Social Skills Productivity Leadership	<ul style="list-style-type: none"> <li>• Wikis</li> <li>• Tagging and social bookmarking applications</li> <li>• Multimedia sharing</li> <li>• Audio blogging and podcasting</li> <li>• Social networks</li> <li>• Collaboration &amp; Communication services</li> <li>• Aggregation services</li> </ul>

## Impact table

Explain the impact of educational technologies on the teacher, their students and student online safety.

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**Table 23: Impact table 2- Session 3 (12-14)**

Online safety	Teacher	Student
Having an adult to communicate with about online experiences is the most effective instrument to enhance online student safety.	Less teacher anxiety, more openness to new education technology. A deeper trust relationship with students.	Getting communication options to talk about new technology and online experiences with teachers.

### Playing the AR game

Present an introduction on Augmented Reality, based on the Playing the AR game 12-14 section. The most important elements to highlight are:

Augmented Reality (AR) consists of a real-time video stream generated by a camera to which digital elements are added that appear in reaction to a predefined trigger.

- AR triggers interest in our surroundings or in our identities.
- The AR game evokes interest in the emergence of the atmosphere in the class as a result of didactics.

### Good practices

Present the good practices:

- Play the game with the whole class;
- A teacher plays the game;
- Use the game to collect data for a subsequent discussion after the game;
- Ask specific individual students for their opinion on the question themes;
- Ask students to review the game.

Show the AR questionnaire.

### Impact table

Explain the impact of the AR game and the good practices on the teacher, their students and student online safety.

**Table 24: Impact table 3 – Session 3(12-14)**

Online safety	Teacher	Student
Provoking discussion on teacher – student communications as a starting point for teachers becoming suitable adults to communicate about online experiences.	Being a moderator facilitating peer-to-peer communication while hearing student communication preferences.	Getting communication options to talk about didactics. Co-responsibility for one's learning process. Temporary higher engagement, higher concentration levels, higher trust levels.



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Now play the game on ideal didactics with the teachers. Read the Playing the AR game 12-14 section on how to prepare, play and interpret the game.

- The game is available here <http://id-eye.ezzev.eu/> - for PL, GR, ES, LT versions and in <http://id-eye2.ezzev.eu/> for ENG, NL versions

### Creating an AR game

In order to create an AR game you need to implement the following steps:

- Establish a theme;
- Create questions;
- Create answer options;
- Create augmentations per answer option;
- Create texts and sounds (optional);
- Create static blocks and pages;
- Translate (optional);
- Create a lesson plan.

### Teacher perspective on the lesson plan

It's now time that teachers start preparing their lesson plan. Hand out the lesson plan template and all the good practices minus the educational technology good practices. Explain that the teachers now need to make some decisions regarding the lesson plan template they are about to fill out:

- Will their lesson plan concern a curricular or extra-curricular lesson?
- Which challenge or opportunity will be addressed?

When they have made their decisions they need to choose from all four levels at least one good practice per level:

- Level one: Identity labels & "liquid life";
- Level two: Interactive didactics;
- Level three: Prophylactics;
- Level four: Playing the Augmented Reality game or create a new AR game; optionally, if the anxiety of a teacher appears to be too big the teacher can choose to implement a different educational technology good practice.

### First lesson plan sketch

Teachers now fill out their lesson plan template individually and in silence.

They are to use the break between the third and the fourth session to reflect on the first lesson plan sketch they create.

## 4.4. SESSION 4

Table 25: Session 4 - 12-14 - Structure

TIME IN `	MODULE DESCRIPTION	PPT SLIDE	HANDOUTS
80	Teachers create individual lesson plans	23	LESSON PLAN
10	Discuss the evaluation template	EVALUATION PPT	TEACHER EVALUATION EVALUATION PPT

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### Session objective

Provide the session objective:

- The objective of this session is that teachers will fill out the lesson plan template or choose an existing lesson plan (one of the two model lessons).

Success criteria:

- The teacher participants are able to write down hypotheses on the impact effects of their lesson plan on three levels: their teaching, their students and student online safety.

### Teachers create individual lesson plans

- Teachers fill out the lesson plan template.
- While teachers fill out the templates you have one-on-one “speed dating” sessions with individual teachers. Please sit for a few minutes with each individual teacher and support them in their task to fill out the template. Ask them about their decisions (in session 3) and about their choice of good practices to implement. If needed brainstorm with them or advise them.
- If a teacher appears to be very anxious about using the AR game in their lesson or has no idea how to implement a lesson with the AR game hand them the two age appropriate model lessons as an option.
- If a teacher would still to be anxious about using the game even after having considered the two model lessons you should suggest that the teacher chooses another educational technology from the list of good practices and apply this in their lesson plan. Please hand them the printed out educational technology good practices.

Success criteria:

- The teacher participants are able to predict the impact effects of their lesson plan on three levels: their teaching, their students and student online safety.

### Discussing the evaluation template

- Hand out the printed evaluation template and show the evaluation PowerPoint presentation on a big screen.
- Walk the teachers through the evaluation template slide by slide.

Tell the teachers that they need to fill out the evaluation template after their lesson implementation. Ask them to send it to you by email before the fifth session and provide them your email address.

Let the teachers know that they can contact you in the meantime if they have any questions.

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#### 4.5. IMPLEMENTATION LESSON

**Table 26: Implementation Lesson – 12-14 - Structure**

TIME IN `	MODULE DESCRIPTION	PPT SLIDE	HANDOUTS
45	Teachers implement their own lesson plan at their school	-	-
30	Teachers fill out the evaluation template	-	-

##### Objective

- The objective of this lesson is for teachers to implement and evaluate their lesson plan, their decisions and their chosen good practices.

##### Success criteria:

- The teacher participants are able to test the impact effects of their lesson plan on three levels: their teaching, their students and student online safety.

#### Teachers implement their own lesson plan at their school

Teachers now individually implement the lesson plan they have written during sessions 3 and 4. They either use one of their regular lessons or an extra-curricular lesson, depending on their choice. You are not present.

#### Teachers fill out the evaluation template

After the implementation of the lesson plan teachers fill out the evaluation template and sends it to you by email before the fifth session.

#### 4.6. SESSION 5

**Table 27: Session 5 - 12-14 - Structure**

TIME IN `	MODULE DESCRIPTION	PPT SLIDE	HANDOUTS
30	Teacher summaries of their implementations	25	TEACHER EVALUATION
50	Discussion leading to a BP/LL list	26	
10	Handing out certificates	27	CERTIFICATES

##### Session objective

Provide the session objective:

- The objective of this session is to evaluate the individual teacher sessions and create a set of Best Practices and Lessons Learned (BP/LL).

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Success criteria:

- The teacher participants are able to evaluate the impact effects of their lesson plan on three levels: their teaching, their students and student online safety.

### Teacher summaries of their implementations

Have teachers answer one-on-one the following questions – based on the evaluation template they've filled out:

- Was your lesson curricular or extracurricular?
- What challenge or opportunity did you want to address?
- What good practices did you chose?
- What was the impact of the chosen good practices on your teaching?
- What was the impact of the chosen good practices on your students?
- What was the impact of the chosen good practices on student online safety?

Optionally record the teacher answers on camera. If you'd do so, please share a copy with us. You can send it to one of the project authors and partners, Mr. Onno Hansen: onno.hansen@gmail.com.

### Discussion leading to a BP/LL list

Provide a discussion with the teachers about their answers. Keep the following topics in mind:

- Did similar good practices have a positive impact on the teachers' teaching, their students and on student online safety?
- Did similar good practices have no impact or a negative impact on the teachers' teaching, their students and on student online safety?
- Under what conditions did good practices have a positive, negative or neutral impact on the teachers' teaching, their students and on student online safety?

Summarize the discussion by drafting a list of good practices that had a positive impact on the teachers' teaching, their students and on student online safety for many teachers ("best practices") and the conditions under which they worked out and a list of good practices that had no impact or a negative impact on the teachers' teaching, their students and on student online safety for many teachers ("lessons learned") and the conditions under which they failed.

Please share a copy with us. You can send it to one of the project authors and partners, Mr. Onno Hansen: onno.hansen@gmail.com

### Handing out certificates

The workshop draws to an end. The only task you have left is handing out the workshop certificates to each teacher individually.

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## **5. ANNEX**

### **1. PROJECT DESCRIPTION**

### **2. DIAGNOSTIC QUESTIONS**

### **3. DECLARATION OF CONSENT**

### **4. PPT 8-11**

### **5. PPT 12-14**

### **6. SUCCESS CRITERIA**

### **7. LEVEL 1 8-11 GOOD PRACTICES**

### **8. LEVEL 1 12-14 GOOD PRACTICES**

### **9. LEVEL 2 INTERACTIVE DIDACTICS GOOD PRACTICES**

### **10. LEVEL 3 8-11 GOOD PRACTICES**

### **11. LEVEL 3 12-14 GOOD PRACTICES**

### **12. LEVEL 4 NEW TECHNOLOGY GOOD PRACTICES**

### **13. MARKERS**

### **14. AR FORM age group 8-11**

### **15. QUESTIONNAIRE AR**

### **16. LESSON PLAN**

### **17. EVALUATION**

### **18. CERTIFICATE**

### **19. RESULT 15: CURRICULUM**