IDentifEYE

D5.4 Overall Conclusions & Final Recommendations
Version 1.0 – 31/08/2015

Project	IDentifEYE	
Author(s)	EF, FCP, CCS, COIN	
Reviewer(s)	Jakub Kownacki	

Lifelong
Learning
Programme

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

Circulation List

Person Name	Abbr.	Organization Name
Mattheos Kakaris	MKA	CCS Digital Education (CCS)
Chara Papanikolaou	CPA	CCS Digital Education (CCS)
Onno Hansen	OHA	EZZEV FOUNDATION
Beata Staszyńska	BST	FUNDACJA CITIZEN PROJECT (FCP)
Radoslaw Nowak	RNO	Gdansk Centre for Addiction Prevention (GCPU)
Anna Baranowska	ABA	Gdansk Centre for Addiction Prevention (GCPU)
Laura Peikene	LPE	JAUNIMO KARJEROS CENTRAS (JKC)
Indre Augutiene	AAU	JAUNIMO KARJEROS CENTRAS (JKC)
Marianna Martinez	MMA	Fundación Privada Joan XXIII (FPJXXIII)
Miguel Delgado Caballero	MCA	Fundación Privada Joan XXIII (FPJXXIII)
Maria Christodoulou	MCH	Cosmic Innovations Consultancies (COIN)

Revision History

Version	Date	Author	Description	Action	Pages
1.0	31/08/2015	EF, FCP, CCS, COIN	Creation	C	48

(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

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

TABLE OF CONTENTS

LIST OF FIGURES

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

1. Introduction

1.1. Purpose of the D5.4 Overall Conclusions & Final Recommendations

The purposes of D5.4 Overall Conclusions & Final Recommendations are the following:

- To present the overall conclusions that derived from workshop execution
- To present the recommendations that derive from the same process

The findings from each series of workshops documented in the workshop conclusions reports comprise one of the main inputs for the elaboration of the current concluding report. Following the completion of the workshops, the overall assessment of the project's main products took place (assessment meeting in Lithuania) during which all the findings were assessed and documented in the report, followed by the conclusions, the corrective actions already taken the suggested next steps, until the end of the project, but also after the project life.

The current report records the combined findings of the workshops with regards to the curriculum, didactic methodology, multimedia and will specifically refer to the weaknesses identified and will suggest corrective actions to be taken. These fine-tuning actions took place during the last month of the project.

The experts following the project and the external evaluator contracted in the current work package elaborated the final recommendations. The report is available via the project website.

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'sa 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.

PUBLIC

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

- 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.

PUBLIC

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

2. Overall Conclusions and Final Recommendations

2.1. From CDEI to IDentifEYE

The original CDEI project (IDentifEYE I for short) had a mixed outcome. The vast majority of the students liked the IDentifEYE game, even though they realized the game was, in fact, a questionnaire – be it interactive and with strange visuals. They loved the amount of colorful visuals and the strange markers one has to use to move the game on. The impact of the game on quite a few groups was profound – students opened up on hard topics far more than could have been expected.

The vast majority of teachers did not like the game very much. The two most important reasons why teachers did not like the game, as reported by themselves, were:

(1) It is an additional burden, because it is an informal, extra-curricular module and

(2) why should there be so many chaotic visual and why should markers be used when clicking a button would have the same effect? Thus the opinions of teachers and children were very far apart. Quite a few teachers were also taken aback by youngsters opening up so much – they did not quite know how to react to that.

By coincidence the IDentifEYE pilot phase also rendered another effect. One teacher who presented the game to a group of students took a very traditional approach. She told the class in very moralistic terms to always be safe online by setting all privacy settings to friends only, to avoid contact with strangers and to avoid unknown sites. To the surprise of the project partners present at that time students started to draw locks and repeated that they never talk to stranger – even though in other classes always nearly half of all students talked about how they have unknown people in their friends lists online.

The lesson, coincidental as it was, opened the way for the hypothesis that it is not the game only that influences children and triggers a default reaction. Teacher attitudes are as crucial, and probably even more crucial.

Now we fast forward to the project IDentifEYE II. It would be irresponsible to repeat the flaws from IDentifEYE I. Especially since in the project's needs assessment – leading to Country Reports, it was found that teachers are overburdened and do not have the time for extra-curricular activities. This means that the main IDentifEYE I theme – understanding from how one's (online) actions one's (online) identity emerges and thereby enhancing one's online safety – to be effective should somehow find its way to the regular curriculum in a way that IDentifEYE I did not.

The partners in IDentifEYE II found a starting-point in the major EU research EU Kids Online II were contact with adults is shown to be the most important factor to positively influence online safety for youngsters. This was one of the basic reasons to involve teachers in IDentifEYE I in the first place. But, if the teachers were unwilling to participate, as appeared in IDentifEYE I, then the positive effect of the game on youngster online safety would be futile. It would be a forced one-off occasion where externals would pilot the game and teachers would return to business as usual afterwards.

	PUBLIC
EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

The partners in IDentifEYE decided that teacher involvement thus was crucial (see also D. Wiliam) and that the theme had to be translated to curricular activities. As a result they deconstructed the IDentifEYE I proposition. The proposition consisted in their opinion of the following elements: a new technology to enable an enhanced communication between teachers and youngsters, a new kind of didactics aiming at engaging students in an interactive way, a new kind of prophylactics that enabled youngsters to talk about "difficult situations" (opening up) and a new theme: (online) identity.

The new aspects are constructed in the form of good practices that can be readily applied by teachers in their curricular activities. All these good practices are related to student identity empowerment.

The lesson plan in IDentifEYE II no longer is a given but is up to the teacher to construct. This way the teacher practices how to implement the project good practices and becomes responsible for their implementation. No longer is the project implementation an additional top-down burden but it has become a menu card for the teacher to improve their relationship with their class within the curriculum.

2.2. Combined findings and revision process

The combined findings and revision process with regards to the following results is provided in annex.

- Result # 14/ 3.2 DCEI tools customisation (Incl. educational game)
- Result # 15/ 3.3 Curriculum
- Result # 16/ 3.4 Didactic Methodology
- Result # 17/ 4.1 Workshop Organisation
- Result # 19/ 4.3 Administration Methodology
- Result # 28/ 6.3 Project Info Site (Incl. IDentifEYE repository, Network – Campaigns)

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

3. Final Conclusions

This section explores the final conclusions per country regarding workshop execution. (Session 5 refers to the follow up meeting with the trainees/teachers.)

3.1. SPAIN

WORKSHOP EVALUATION RESULTS

As discussed with the teacher participants in session 5
- Teachers said that there was a lot of work for the available time and they endure a lot in order to complete a module
- They preferred working in teams of two or three people.
- They needed ICT training
- They found very useful the activity and they were thinking of improvements.
- They found the topic very interesting - mainly primary and secondary teachers.
- Primary and secondary teachers think that the topic is so important that parents must be involved
- The templates for evaluation and lesson plan were confusing and laborious
- Younger people stated that the AR game was difficult
- Younger people stated that is necessary to explain the concept and give them tools and ideas for using properly the social media
- Good practices are more important than theory for teachers.
- The educational technology scared teachers. They were not prepared for AR because they were not skillful with ICT. First simple tools and after AR overall with 8-11 years old

From the teacher evaluations

Negative
- Teachers created simple activities.
- Changing teacher attitudes to ICT is difficult especially for oldest teachers
- Teachers weren't enthusiastic with the AR game because the feedback to students is poor
- The good practices took more preparation time.
- It is difficult to find the best subject in order to incorporate the topic inside the official curriculum. Finally they thought that the best subject is tutorship
- When using the Internet some students used it for non-school purposes.

Positive
- They were very motivated in Online Identities because is a problem that they found themselves sometimes
- Primary and secondary teachers were more motivated than bachelor and vocational training teachers
- They took advantage of our material: they used the films we showed them, sometimes they copied and modified ideas and good practices showed in the workshop. So, they need tools and good materials. They want resources
- Teachers want to repeat and improve their activity
- Teachers think that the best subject in order to incorporate the topic is tutorship

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

- Youngest teachers are more motivated to ICT than oldest teachers
- The participation of the students and impact of the activity in the students was very positive
- Students had deeper trust, better cooperation was achieved with the teacher because sometimes they feel that their parents cannot help them.
- Students listened more seriously, got to understand their peers better. Teachers think that they are more aware
- The activity led to students reflection

3.2. POLAND

WORKSHOP EVALUATION RESULTS

As discussed with the teacher participants in session 5

- There are no session objectives provided – this is not in line with interactive didactics.
- There are no success criteria provided – this is not in line with interactive didactics.
- There is no age differentiation. More 8-11 specific perspective is needed.
- There is no frame for the evaluation.
- Good practices are more important than theory for teachers.
- A discussion after every theory block slows down the workshop. During the discussion teachers mainly ask or express disagreement with theories. This doesn't happen in the discussions about the good practices because they immediately relate practically to the good practices.
- The educational technology good practices scared teachers and deflected teacher attention from Augmented Reality. On the other hand, for many teachers Augmented Reality was a few steps too many. They saw the edtech options as a comfortable first step.

From the teacher evaluations

Negative

- Applying four good practices in one 45' lesson is difficult; better use three 45' lessons. Students also want the lesson to last longer. Sometimes additional follow-up activities were organized.
- The good practices forced the teacher to adapt their curricular lesson plan.
- Doubts whether the good practices would work in a weaker class.
- When using the Internet some students used it for non-school purposes.
- The good practices took more preparation time.
- Hard to remember implementing the new good practices.

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

Positive

- Applying the project good practices in the class made work for the teacher more efficient.

- Students reacted with enthusiasm to the good practices applied, found the lesson more attractive

- Students were more activated - did more things by themselves and among themselves and without stimuli from the teacher. And students said they could be more creative.

- Students had deeper trust relations, which could be seen by deeper cooperation, more openness while feeling safe (also to change one's mind), a lack of stress in the class room and the absence of attacks and quarrels, and showed responsibility for their opinions and actions.

- Students listened more seriously, got to understand their peers better. They became more tolerant for the views and opinions of their peers. They less insisted on their own opinions.

- Students were less afraid to err, felt relieved that they were not judged.

- Students were more concentrated and attentive. They showed more commitment to the lesson.

- The teacher had more time to support the weaker while the stronger students worked among themselves. Difficulties did not interfere with the group but were resolved decentralized.

- Students assessed that they learned more during the lesson than normally. When checked it appeared that students remembered more.

- The AR game led to reflection.

- The good practices used spilled over to the next class.

3.3. LITHUANIA

WORKSHOP EVALUATION RESULTS

As discussed with the teacher participants in session 5

- Teachers were very interested in new technologies and implementation in lessons, however they had difficulties with equipment – not all classrooms have computers, let alone webcams or internet, so not everyone could try the game even if they wanted to.
- Some teachers who don't speak English also have difficulty implementing new technologies as most of them are in English language.
- At first the teachers had difficulties understanding the purpose or the goal of the AR game, there were also many questions about the representation and what do they mean.
- The teachers saw a lot of potential use for the AR game if it will be possible to customize it and adapt to their needs, for example, creating and adding more questions.
- Time constraints are a real problem for most teachers, and it is difficult to even find the time to try the AR game.
- The subjects teachers were the most interested in were online identities, educational technologies and safe behavior online.

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

From the teacher evaluations

Negative
- Not all teachers could try the AR game due to lack of equipment or time constraints.
- Almost all teachers were already using some type of educational technologies from the list, but they also tried new ones.
- The lesson plan took a longer time to prepare than anticipated.
- It was difficult to use the good practices (except for ed. technology) in the lesson plan, as most of them are long term and not very specific.

Positive
- Even though the teachers thought the pupils would be confused about the game, they were quite creative in interpreting them, and realized what it was about.
- Overall, the students are more engaged in the lessons when educational technologies are used, it is interesting and stimulating for them.
- The teachers are not afraid to experiment and use different educational technologies in their classrooms, and they use them creatively.
- Teachers provided many suggestions of how they would use the AR game in their lessons if it was customizable.
- The online identities subject was especially relevant for pupils, as they usually do not reflect about them at all, despite using virtual environment almost every day.
- Teachers are very eager to learn about safe behaviors online, especially they want tips, advice, that they can pass on to their pupils and use themselves.
- Overall the workshop was successful and with positive feedback from the teachers, and the most relevant suggestion for improvement is to make the curriculum more specific, with clearer good practices, goals, objectives, a clearer structure.

3.4. GREECE

WORKSHOP EVALUATION RESULTS

- The change in the partnership regarding the withdrawal of the other Greek partner proved to be challenging for the execution of training operations in Greece

- The current economic crisis that is at large in the country has affected the attitudes of the teachers regarding priorities in their profession. Participation in training projects doesn't seem as a high priority activity to teachers thus it is difficult to tackle important issues such as booking training sessions or motivating teachers. Moreover teachers are worried about job security as well as gaps in terms of human and financial resources regarding school operation

- Even when training sessions are booked there are significant difficulties such as time availability and consistency with the agreed procedures with the school management

- School management acting as an intermediary between teachers and project partners complicated things and inhibited communication

- Teachers' English knowledge wasn't good so an interpreter needed to be present during the workshop

- The prior-to-workshop-preparations is better to take into account the teacher vacation times, so as the teachers to have time to study so as to acquire a basic background about

the project (many teachers report that it's difficult for them to implement new elements in their classroom in the middle of the school year)

- Many teachers don't realize the benefit from their participation in educational projects like IDentifEYE (instructors needed to emphasize the added benefit to teacher-student relationship that derives from the application of the teaching methodologies included in this project)

- Children recording in Greek schools is not allowed

- There are obvious knowledge gaps regarding the use of new (ICT) technologies from many teachers regardless of age; thus the AR implemented in this project seemed overwhelming to some teachers

- The teachers that attended the workshop were enthusiastic about the project themes

- Teachers seem to be interested on using/customizing the project results for the instruction of their own themes (which was a positive aspect)

- The best approach seems to be the usage of one learning tool at the time as teachers are reluctant to completely change their instruction methods (fact that verifies the project's approach)

- School management declared interest to promote the project to the school chancellor and other schools

From the teacher evaluations

Positive

- The subject of online life and safety is extremely interesting to both teachers and students

- Teachers are eager to implement AR technology and tech in their classroom and use handouts

- Children were enthusiastic to "break the routine" and try something new

- Students are more aware of their online activities knowing that they their online actions leave digital footprints

- The good practices that the teachers were most eager to implement were the dialogue-based ones (i.e. interactive didactics)

- ICT related subjects seem to be the most related with the project approach

Negative

- The most prominent constrain posed by the teachers was their commitment to the official learning curriculum. In other words teachers can implement new elements in the classroom as long as the official curriculum has been delivered to the students (so the problem here lies greatly on time constrains)

- There is a need for defining workshop session success criteria

- Teachers don't quite comprehend the need for age differentiation

PUBLIC

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

- Common instruction methods such as learning objectives at the beginning of the class are used sparingly

- The teachers felt vulnerable when they were changing they usual teaching styles

- They didn't feel that the training affected their teaching at a great extent, but they were happy to adopt some of the practices described in the project.

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

4. Final Recommendations

The following recommendations concern challenges that occurred during workshop execution and corrective actions to address them. This section might be useful to future workshop instructors in order to predict or respond to the situations of similar nature.

1. Recommendation Title:	*Please insert the recommendation's title*
2. Short Description of the Recommendation:	*Please describe the potential recommendation*
3. Emerging challenges:	*Any challenges regarding the implementation of the specific recommendation*
4. Corrective Actions:	*Describe corrective actions to tackle the challenges mentioned above*
5. Applicable area:	*Applicable area for the implementation of the proposed recommendation (Revision and transfer)*

4.1. POLISH TEACHER WORKSHOP

1. Recommendation Title:	*POLISH TEACHER WORKSHOP – Recommendations*
2. Short Description of the Recommendation:	*Learning modules improvement with regards to received feedback*
3. Emerging challenges:	*Challenges* • *Presenting introductions on workshop themes by presenting theories does not work – it leads to confusion and unnecessary questions. Diagnostic questions applied showed that on some topics like liquid life no transfer of knowledge had taken place.* • *If teachers are present who were simply instructed by their management to be present, then do not expect intrinsic motivation. It is a struggle to motivate them.* • *Many teachers have never used educational technologies in the class room. From zero to Augmented reality is too big a step. A step in between is needed: testing out a simpler educational technology in the class room. Often it is not just about a lack of experience and an anxiety caused by net technologies, often it is about trust: will my students use new technology for the good of the lesson or will they start playing and communicating with friends?* • *Having teachers to participate in the workshop and implement their implementation session within a few days leads to stress. At least a two weeks' time frame is needed for teachers to prepare and implement the implementation*

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

	session.
	• *The evaluation tools are too general. More structured and specific evaluation methods are needed.*
	• *More age differentiation is needed. Teachers teaching at primary schools work within a different institutional frame than teachers on secondary schools.*
	• *It needs to be made more clear what is in it for teachers.*
	• *A follow-up session after a few months is needed to evaluate the workshop impact.*
	• *Keeping contact with school managements is very time consuming.*
	• *The lesson plan template needs work – it does not resonate with teachers.*
	• *The elements of prophylactics section needs work – it does not resonate with teachers.*
	• *Quite a few teachers ask whether they can create their own AR game.*
	• *Teachers were asking to what degree student internet safety is their responsibility. An answer needs to be formulated to that.*
4. Corrective Actions:	*Corrective Actions*
	• *Present introductions on the workshop themes by presenting good practices – they are ready to be used and link to the experience of the teachers.*
	• *Have teachers participate who are intrinsically motivated. They are enthusiastic and willing to take on additional work.*
	• *The implementation lesson changes everything: teacher skepticism, teacher insecurity, teacher lack of intrinsic motivation. The positive reaction of the students is key.*
	• *Having teachers present from different schools in pairs means that teachers have the option to discuss their skepticism, insecurities and experiences with near colleagues.*
	• *Many teachers are happy that they can create curricular lessons by means of IDentifEYE. They are too overburdened to gladly take on extra-curricular activities.*
	• *Interactive didactics is something many teachers have heard of, and some have experimented with. There is a great willingness to try out interactive didactics good practices.*
	• *Teacher management often sends teachers to innovative workshops but then forbids them to apply what is learned*

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

	there. Applying practical good practices though is not disputed. - A break between session three and session four with pizza is very effective: the so-called percolator effect helps teachers take a fresh look at their lesson plan draft. - The so-called speed dating method by instructors to support teachers in session four in drafting their lesson plan is most appreciated and helps teachers dismiss a lot of their skepticism and tendency to go for a safe implementation. - Recording teachers on video in the fifth session about what worked and what not is an effective way to start a group discussion after the recording. All teachers have to concentrate before the camera and express themselves more intensely and concisely than they would have in a group discussion. - The Augmented Reality game is seen as valuable and useful – but as scary to use. - Discussions during the sessions are highly appreciated and lead to interactions between teachers, more than between teachers and instructor. This leads to participant bonding and very practical peer advice. - Even though there was little time all teachers made a great effort to fill out the Evaluation PowerPoint in a very detailed way. - The teachers who tried out best practices got only positive responses in the class – on the AR game, on didactics and prophylactics good practices and on identity good practices.
5. Applicable area:	*Adult learning, adult workshops, in service training, education, Augmented reality, ICT, online safety, online identities, didactics, teaching pupils*

4.2. POLISH TEACHER AND SCHOOL MANAGEMENT FOLLOW-UP MEETING

1. Recommendation Title:	***POLISH TEACHER AND SCHOOL MANAGEMENT FOLLOW-UP MEETING - Recommendations***
2. Short Description of the Recommendation:	*School management – workshop organisation*
3. Emerging challenges:	*Challenges* *Having teachers and managements from different schools present leads to political correctness by some. They do not present an honest picture of their as is situation nor of the workshop impact out of fear for the reputation of their school.*

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

	• *Two students present at the meeting presented an honest as is and workshop impact description and were later on punished for that by the school management. This led to a follow-up by the instructors to mediate (successfully) and two intervention lessons in the class room of the two girls.* • *Teachers enjoyed the follow-up meeting but asked if these kinds of meetings could occur faster. They were recommended to organize these kinds of meetings themselves but the teachers seemed not very confident that this would happen.*
4. Corrective Actions:	*Corrective Actions* • *Presence and involvement of school management at the meeting triggers greater commitment by the management to the project.* • *Teachers who have integrated good practices from the workshop deny that they have acquired them at the workshop. Apparently the new good practices have become so integrated in their daily teaching that they consider them theirs. This is bad for the instructor ego but a great effect for the workshop.* • *Some of the workshop good practices had been implemented by a formal Gdansk innovation organization for education – Kreatywna Pedagogika. Three of the teachers who participated in the workshop were also part of that organization.*
5. Applicable area:	*Adult learning, adult workshops, in service training, education, Augmented reality, ICT, online safety, online identities, didactics, teaching pupils*

4.3. SPANISH INSTRUCTOR TRAINING

1. Recommendation Title:	**SPANISH INSTRUCTOR TRAINING - Recommendations**
2. Short Description of the Recommendation:	*Learning modules improvement with regards to received feedback*
3. Emerging challenges:	*Challenges* • *The link between the original CDEI project and the requirements of the IDentifEYE workshop need to be clearer – there are many questions.* • *The instructors foresee questions on how to use the Augmented Reality game in the teacher lessons. Model lesson plans are needed.* • *The video recording in session five is seen as a challenge.*

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

	• *The two-step approach for Augmented Reality for technologically less experience teachers that was taken in Poland: first introduce a simple education technology and only then Augmented Reality met with resistance. It was seen as confusing. The instructors rather just wanted to present the AR games.* • *A need was expressed for more age differentiation.* • *A need was expressed for an instructor manual.* • *The elements of prophylactics section still needs work – it does not resonate with instructors.*
4. Corrective Actions:	*Corrective Actions* • *There is great enthusiasm to promote the Augmented Reality games. The project can capitalise on that.* • *There is a great motivation to empower student online safety.* • *The focus on good practices while presenting theory elements only when requested by teachers was well received.*
5. Applicable area:	*Adult learning, adult workshops, in service training, education, Augmented reality, ICT, online safety, online identities, didactics, teaching pupils*

4.4. GREEK INSTRUCTOR TRAINING

1. Recommendation Title:	***GREEK INSTRUCTOR TRAINING - Recommendations***
2. Short Description of the Recommendation:	*Workshop administration about ICT subject in Greek school*
3. Emerging challenges:	*Challenges* • *Support by school management is easily promised but not so easily implemented. None of the school management representatives who had committed themselves to be present at the training were present.* • *Taking pictures in the class room during the implementation lessons, as required by the Evaluation PowerPoint is ruled out in Greece.* • *The elements of prophylactics section still needs work – it does not resonate with instructors.* • *There is a need for defining workshop session success criteria.*

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

	• *Instructors asked what the theoretical underpinnings are for the age differentiation in the workshop. A document is needed.*
4. Corrective Actions:	*Corrective Actions* • *There is great enthusiasm to promote the Augmented Reality games.* • *The renewed focus on the AR game as the only educational technology was well received although it also caused hesitation.* • *There is a great motivation to empower student online safety.*
5. Applicable area:	*Adult learning, adult workshops, in service training, education, Augmented reality, ICT, online safety, online identities, didactics, teaching pupils*

4.5. LITHUANIAN INSTRUCTOR TRAINING

1. Recommendation Title:	*LITHUANIAN INSTRUCTOR TRAINING - Recommendations*
2. Short Description of the Recommendation:	*Unified Workshop Manual/Guide*
3. Emerging challenges:	*Challenges* • *New partner responsible for the project who did not attend project meetings found it hard to grasp the complexity of the workshops at once. A clearer project description is needed as well as a way to show the impact of all modules on three levels: the teacher's teaching, the students' learning and communication and online student safety.* • *A need was expressed for an instructor manual.*
4. Corrective Actions:	*Corrective Actions* • *There is great enthusiasm to promote interactive didactics.* • *The Polish recruitment document was well received.*
5. Applicable area:	*Adult learning, adult workshops, in service training, education, Augmented reality, ICT, online safety, online identities, didactics, teaching pupils*

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

4.6. GREEK TEACHER WORKSHOP

1. Recommendation Title:	*GREEK TEACHER WORKSHOP - Recommendations*
2. Short Description of the Recommendation:	*Workshop administration about ICT subject in Greek school*
3. Emerging challenges:	*Challenges* • *The AR game still did cause serious hesitations among the teachers with the least educational technology experience.* • *It is not simple to logistically organize a teacher workshop in Greece. But once it is organized all who participate are very dedicated.*
4. Corrective Actions:	*Corrective Actions* • *The structured evaluation documents were well-received by the teachers.* • *The structured lesson plan template was well received by the teachers.* • *The option to be able to create one's own AR game was well-received by the teachers.* • *Since after the teacher workshop the Summer holidays started immediately teachers themselves requested an additional follow-up meeting in their own free time to get assistance in writing their implementation session lesson plans (session 4). Naturally this meeting was organized.* • *The teachers reacted very positive to the four levels of good practices including the prophylactics good practices.* • *The structured impact tables for all session modules were well-received by the teachers.* • *The four model lessons were well received.* • *Diagnostic questions were asked and answered. They showed that the introductions on identity, didactics and prophylactics has succeeded – not only did the teachers choose the right answers, a randomly chosen teacher could also explain why they had chosen the answer by stating the right motivation.*
5. Applicable area:	*Adult learning, adult workshops, in service training, education, Augmented reality, ICT, online safety, online identities, didactics, teaching pupils*

5. Good Practices at a didactic methodology level

The good/best practices are part of the didactics and concern the best tools to be incorporated in teaching so as to achieve best results. When the teachers have decided about the subject they ll teach and their lesson plans 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.

5.1. LEVEL 1 GOOD PRACTICES

Age group 8-11

Identity labels 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.
- 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.

Learning type 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.

5.2. LEVEL 2 GOOD PRACTICES

Age groups 8-11; 12-14

Interactive didactics 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.

5.3. LEVEL 3 GOOD PRACTICES

Age group 8-11

Prophylactics 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).

5.4. LEVEL 1 GOOD PRACTICES

Age group 12-14

Identity labels Good Practices

- Let students repeat and understand the following three sentences:

- o Sometimes I make mistakes;
- o Sometimes my motivation is egoistic;
- o I am part of the problem.

- And explain the sense behind it.
- 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.

"Liquid life" Good Practices

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

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

6. LEVEL 4 GOOD PRACTICES

Age groups 8-11; 12-14

Education technology Good Practices

Web 2.0 tools	tools & Suggested use
Blogs	- Blogger: Professional e-portfolio www.blogger.com - Wordpress: Professional e-portfolio www.wordpress.org
Wikis	- Wikipedia: Info management and sharing www.wikipedia.org
Tagging and social bookmarking applications	- Delicious: Info management and sharing www.delicious.com - Diigo: Info management and sharing www.diigo.com
Social networks	- LinkedIn: Personal and professional networks www.linkedin.com

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

	• Instagram: Personal and professional networks www.instagram.com • Twitter: Personal and professional networks www.twitter.com • Google+: Personal and professional networks www.plus.google.com
Multimedia sharing	• Edmodo: Info management and sharing www.edmodo.com • Fotobabble: Communication skills development www.fotobabble.com • Vimeo: Info management and sharing www.vimeo.com
Audio blogging and podcasting	• AudioBoo: Communication skills development www.audioboo.fm • iPadio: Communication skills development www.ipadio.com
Collaboration & Communication services	• Google Docs: Effective collaboration www.drive.google.com • Google Drive: Effective collaboration www.drive.google.com • Dropbox: Effective collaboration www.dropbox.com • YouTube: Info management and sharing www.youtube.com • Clilstore: Communication without barriers www.multidict.net • Skype: Communication without barriers www.skype.com • WhatsApp: Communication without barriers www.whatsapp.com
Aggregation services	• Khan Academy: Info management and sharing www.khanacademy.org • Google Maps: Info management and sharing www.google.com/maps • Scoop.it: Info management and sharing www.scoop.it • Paper.li: Info management and sharing www.paper.li • Google Alerts: Info management and sharing www.google.com/alerts
Office-like applications	• Mind24: Engaging presentations www.mind24.com • Prezi: Engaging presentations www.prezi.com • Screenr: Engaging presentations www.screenr.com

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

	• Slideshare: Engaging presentations www.slideshare.net • GoAnimate: Engaging presentations www.goanimate.com
Reflection tools	• IDentifEYE AR game: Serous game ○ 8-11: http://identifeye.ezzev.eu/ ○ 12-14: http://id-eye2.ezzev.eu/

6.1. LEVEL 3 GOOD PRACTICES

Age group 12-14

Prophylactics 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.

- „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).

7. Suggested Implementation – Lesson plans

7.1. LESSON PLAN (45 minutes duration) Age group: 8-11

FIRST AND LAST NAME	
SCHOOL	
DATE	
EMAIL ADDRESS	

LESSON NAME	ID-EYE - STANDARD COURSE - "lesson model"

	CURRICULAR	X	EXTRA-CURRICULAR
IF CURRICULAR WHAT SUBJECT			

CHALLENGE/ OPPORTUNITY	Children start their online presence at an early age. This lesson is an opportunity for teachers /adults to build protecting relationships with students and to increase their future online safety.

LEARNING OBJECTIVES	- Students and teachers build closer relationships with each other; - Increased awareness of the risks associated with being online while sharing data and better ways to respond to risky online situations among the students; - Better communication with the group/ class; - As an additional result: greater commitment to education and the school community.
SUCCESS CRITERIA	- Increased awareness and reflection on the dangers that comes with presence online; - Increased integration of the class/ group and a more positive relationship with the teacher; - Improved communication within the class/ group, and between students and the teacher; - Greater awareness of children about the dangers of the Internet and of where to get help in an emergency situation.

GOOD PRACTICES CHOOSEN	
LEVEL 1 – SUBJECTS	3 sentences

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

LEVEL 2 – DIDACTICS	- DIAGNOSTIC QUESTION
	- RANDOMLY CHOOSE A STUDENT WHO WILL READ A GAME QUESTION AND WHO WILL SUGGEST AN ANSWER
	- RANDOMLY CHOOSE A PARTICIPANT WHO REPLIED NO TO THE DIAGNOSTIC QUESTION AND ASK WHETHER THEY COULD EXPLAIN WHY THEY HAVE CHOSEN (NO)
	- CHOOSE A PARTICIPANT WHO REPLIED YES TO THE DIAGNOSTIC QUESTION AND INVITE THEM TO EXPLAIN WHY THEY HAVE CHOSEN (YES)
LEVEL 3 – PROPHYLACTICS	- Focus on listening and creating a dialogue / relationships that one can use in the future with the group.
	- Be attentive, listen and build trust-based relationship - young people need wise adults who want to listen to them and talk to them.

INCLUDING AR GAME	YES	NO
IF NO WHY NOT	-	
IF NOT WHAT EDTECH	-	

PLANNED IMPACT	
ON MY TEACHING	Building conscious relation and sense of trust in the classroom, better communication with students and the use of interactive methods.
ON MY STUDENTS	A closer relationship with the teacher, risk awareness, better communication with the group, greater dedication to studying.
ON STUDENT ONLINE SAFETY	The presence of adult in learning about the presence on the Internet and the opportunity to talk about the risks and about their experiences online, is an effective tool to increase the safety of children
	Children may enter the online world more consciously which makes them safer. They will have less hesitations asking for help from adults

ASSESSMENT TYPES	Discussion at the end of the lesson

LESSON PLAN	STEP 1 – 2'

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

DESCRIPTION	EXPLAIN THE PURPOSE OF THE LESSON
	Children at this age cannot keep their attention for too long. Try to briefly and concisely deliver the purpose of your lesson.
	• THIS LESSON AIMS TO EXPLAIN WHAT ONLINE "IDENTITIES" ARE AND HOW THEY ARE BUILT.
	STEP 2 – 2'
	DISCUSS THE RULES
	• WE ARE GOING TO PLAY A GAME – IT MEANS WE ARE GOING TO DISCUSS VARIOUS OFFLINE AND ONLINE SITUATIONS
	• IT IS IMPORTANT TO REMEMBER IN THIS DISCUSSION ABOUT 3 SENTENCES, WHICH YOU WILL REPEAT AFTER ME:
	o SOMETIMES I MAKE MISTAKES
	o SOMETIMES MY MOTIVATION IS SELFISH
	o I AM A PART OF THE PROBLEM
	STEP 3 – 20'
	PLAYING THE GAME
	• Choose who will be playing - you or a student. If a student wants to be the person playing, they should do so, because placing them in a role in the foreground will increase their self-esteem and self-confidence, and the rest of the group will participate more actively in the lesson. If none of the students decides to play, then you as a teacher should assign yourself as a player, which can be a certain attraction for students and can give a greater commitment to the lesson. In case a student will play, remember to have contact with them before the lesson and calibrate the game to their features. This will allow you to implement your lesson smoothly and without disruption.
	• The game is the central point of your lesson. Play it in such a way that children keep up with you, do not hurry. This will help them to focus attention.
	• FOR EACH QUESTION RANDOMLY CHOOSE A STUDENT WHO WILL READ THE QUESTION AND WHO WILL SUGGEST AN ANSWER
	• ASK WHO AGREES WITH THE SUGGESTED ANSWER AND WHY?
	• ASK WHO DOESN'T AGREE WITH THE SUGGESTED ANSWER AND WHY?
	• CONDUCT A VOTE
	Take frequent and longer breaks, to discuss upcoming questions. Students of this age do not have a lot of patience; they want to understand, to learn as soon as possible. This will allow you to maintain order in the classroom and continue the lesson.
	Listen carefully to the questions and the comments of the students, try to catch as much information from them while speaking about the views and needs of your students.

PUBLIC

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

EXAMPLE:

QUESTION 6

Do you normally fill out all the fields during a registration, even if they are not mandatory?

If the answer YES is selected these are suggested deliberations:

- What do you think happens with the information you entered in the fields that are not mandatory to fill out?

- What do you think the site or app responsible do with the information about you that you enter? Do you think that anyone will get to see it on the web?

If the answer NO is selected these are suggested deliberations:

- Why don't you share all the information?

- What do you think happens with your data if anyone has access to it?

If the answer SOMETIMES is selected these are suggested deliberations:

- When do you enter all the information about yourself, and when not?

- Why do you sometimes leave fields empty?

QUESTION 8

Imagine that your colleague published a photograph of you from five years back on his profile. What do you think?

If you select an answer I LIKE THIS these are suggested deliberations:

- Why do you like it?

- Imagine that others do not like this picture, and maybe write a comment that does not appeal to you. How would you feel then?

If you selected answer I DON'T LIKE THIS these are suggested deliberations:

- Did this happen to you, or maybe any of your friends have been in a similar situation?

- How do you think the person whose picture was placed without their knowledge online feels?

- What can you do in this situation?

STEP 4 – 6'

AFTER THE GAME – DISCUSSION

ASK YOUR DIAGNOSTIC QUESTION PREPARED BEFORE:

IS IT POSSIBLE TO BE ONLINE AND NOT TO BUILD YOUR ONLINE IDENTITY?

EVERYONE NOW HAS TO SHOW A GREEN CARD: (YES) OR A RED CARD: (NO)

- CHOOSE A PARTICIPANT WHO REPLIED NO AND ASK WHETHER THEY COULD EXPLAIN WHY THEY HAVE CHOSEN (NO)

- CHOOSE A PARTICIPANT WHO REPLIED YES AND INVITE THEM TO

EXPLAIN WHY THEY HAVE CHOSEN (YES)

- THEN – LET THE STUDENTS VOTE AGAIN

- EXPLAIN YOUR POINT OF VIEW, EXPLAIN WHY THE ANSWER SHOULD BE (NO) - EVERY ACTION ONLINE BUILDS OUR IDENTITY. EXPLAIN WHY, USING EXAMPLES FROM THE GAME:

USE THE QUESTION / ANSWER OPTION - GAME NOTES: No. 8, 9

My justification (the teacher):

Each online action adds to building our online identities – It's worth to show the children that almost every activity on the Internet, especially on social networking sites, leaves a trace. Profile updates, photos, videos and comments often cause people form their own opinion about us, not always consistent with our self-image. Uploaded information may live "their lives", which means it can be available and disseminated by other people, that we don't know. We have less control over comments by others and places where they are published. Those information can build an unwanted image. Put a particular emphasis on the thinking and online safety, If there's anything students do not understand, let them ask for an explanation and help from adults. In the world of both offline and online there is a "golden" rule - "What you give is what you get", the sooner we can help students understand this, the faster they will be at least a little more aware and safe in the virtual world.

STEP 5 – 10'

DRAWING – MY SELF-PORTRAIT ONLINE

TASK 1 – DISTRIBUTE THE FORM

- INVITE STUDENTS TO DRAW THEIR SELF-PORTRAITS ONLINE – THEIR ONLINE IDENTITY

- AFTER THE DRAWING – ASK ALL INDIVIDUALLY TO SHORTLY DESCRIBE WHAT THEY HAVE DRAWN

STEP 6 – 5'

QUESTIONNAIRE

7.2. MODEL LESSON PLAN 2 (45 minutes duration) Age group: 8-11

FIRST AND LAST NAME	
SCHOOL	
DATE	
EMAIL ADDRESS	

LESSON NAME	MEET THE PARENTS

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

X	CURRICULAR		EXTRA-CURRICULAR
IF CURRICULAR WHAT SUBJECT		INFORMATICS	

CHALLENGE/ OPPORTUNITY	Challenge: Parents hardly talk with their children on online experiences even though children want to.

LEARNING OBJECTIVES	Students present their view on how to communicate with parents on online experiences and new technology.
SUCCESS CRITERIA	The answers show an envisioned communication that is: - Open - Non-moralistic - Non-divisive.

GOOD PRACTICES CHOSEN		
LEVEL 1 – SUBJECTS	Provide coaching.	
LEVEL 2 – DIDACTICS	Random selection by drawing sticks (2 times).	
LEVEL 3 – PROPHYLACTICS	Project learning. Involving student environments beyond the school environment.	
INCLUDING AR GAME	YES	NO
IF NO WHY NOT	-	
IF NOT WHAT EDTECH	-	

PLANNED IMPACT	
ON MY TEACHING	More openness towards edtech, more openness in the curriculum towards seemingly private subjects.
ON MY STUDENTS	Opening a new communication channel with adults (teacher and parents) on online experiences and new technology.
ON STUDENT ONLINE SAFETY	New communication channels on online experiences and new technology hopefully will lead to a situation in which - when something goes very wrong online - students feel that they can talk about it with an adult: teacher, parent or other. The game will provide more insights on online data sharing and online identities. This should lead to more student resilience.

ASSESSMENT TYPES	Formative assessment during the process of filling out the answers by the several groups. Discussion at the end of the lesson on the answers provided.

LESSON PLAN DESCRIPTION	STEP 1 – 10' Introduce the learning objective, a list with questions and success criteria. The list of questions: • In what respect would adults need help when playing the game? • What would be simple for adults when playing the game? • Would adults answer the questions honestly? • What could you do to help adults play the game? Divide the class in 4 groups by random sticks selection. Hand out the list of questions to each group. STEP 2 – 20' Let each group play the game as a group with the list of questions in hand. Let them then answer the list of questions as a group. The teacher coaches and exchanges information and knowledge with each group. STEP 3 – 15' The teacher randomly selects a representative per group by means of drawing sticks. The representative reads the group answers. The teacher discusses with them. This is implemented for all four groups.

7.3. LESSON PLAN (45 minutes duration) Age group: 12 - 14

FIRST AND LAST NAME	
SCHOOL	
DATE	
EMAIL ADDRESS	

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

LESSON NAME	ID-EYE - STANDARD COURSE - "lesson model"

	CURRICULAR	X	EXTRA-CURRICULAR
IF CURRICULAR WHAT SUBJECT			

CHALLENGE/ OPPORTUNITY	Young people have a chance to express their views and present them to others, discuss controversial topics with adults, which helps the teacher to get to know their students and helps to build trust and a mutual understanding in the class room. Young people will together with their teachers work on the concept of an "ideal class" – this particular challenge increases their responsibility for their own education and their school environment.

LEARNING OBJECTIVES	- Students and teachers build closer relationships with each other; - An increase of student awareness of the risks associated with being online and new ways for students to respond to risky situations online; - Better communication with the group/ class; - As an additional result: greater commitment to education and the school community; - Through the use and application of methods of interactive and media education in youth work, teachers stimulate the development and skills of their students.
SUCCESS CRITERIA	Youngsters: - More conscious embedding in their environment, improvement of adult-teen relationship; - Direct communication and stimulation of involvement; - More personal and conscious contact between the teacher and the students. Teacher: - Building a relation of trust; - More openness for communication with students; - The use of interactive methods in teaching.

GOOD PRACTICES CHOSEN	
LEVEL 1 – SUBJECTS	3 sentences
LEVEL 2 – DIDACTICS	- DIAGNOSTIC QUESTIONS - RANDOMLY CHOOSE A STUDENT WHO WILL READ A GAME QUESTION AND WHO WILL SUGGEST AN ANSWER - RANDOMLY CHOOSE A PARTICIPANT WHO

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

	REPLIED NO TO THE DIAGNOSTIC QUESTION AND ASK WHETHER THEY COULD EXPLAIN WHY THEY HAVE CHOSEN (NO)
	CHOOSE A PARTICIPANT WHO REPLIED YES TO THE DIAGNOSTIC QUESTION AND INVITE THEM TO EXPLAIN WHY THEY HAVE CHOSEN (YES)
LEVEL 3 – PROPHYLACTICS	- Focus on listening and creating a dialogue / relationships that one can use in the future with the group. - Be attentive, listen and build trust-based relationship - young people need wise adults who want to listen to them and talk to them.
INCLUDING AR GAME	**YES**	NO
IF NO WHY NOT	-
IF NOT WHAT EDTECH	-

PLANNED IMPACT	
ON MY TEACHING	Building conscious relation and sense of trust in the classroom, better communication with students and the use of interactive methods.
ON MY STUDENTS	More conscious embedding of students in their environment, improving the relationship adult - teenager, improving direct communication and engagement stimulation. More personal and conscious contact in the relation teacher – student.
ON STUDENT ONLINE SAFETY	The presence of an adult on the Internet and the ability to communicate and talk about their experiences online, is an effective tool to increase the safety of students online. Conscious peers are a big support often needed to overcome emerging challenges and difficulties, especially for students with difficulties.

ASSESSMENT TYPES	**Discussion at the end of the lesson**

LESSON PLAN DESCRIPTION	STEP 1 – 2' EXPLAIN THE LESSON OBJECTIVE Youth in this age likes to have their own opinions and present them to others, they also easily enter discussions on controversial topics. THE OBJECTIVE OF THIS LESSON IS TO FIND OUT WHAT THE PERFECT CLASS

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

ROOM LOOKS LIKE.

STEP 2 – 2'

EXPLAIN THE RULES
- WE'RE GOING TO PLAY A GAME – THIS MEANS WE'RE GOING TO DISCUSS HOW TEACHERS SHOULD IDEALLY TEACH AND STUDENTS WOULD IDEALLY LEARN
- IT IS IMPORTANT TO REMEMBER IN THIS DISCUSSION ABOUT 3 SENTENCES, WHICH YOU WILL REPEAT AFTER ME:
    - SOMETIMES I MAKE MISTAKES
    - SOMETIMES MY MOTIVATION IS SELFISH
    - I AM PART OF THE PROBLEM

STEP 3 – 5'

INTRODUCTION TO THE TOPIC

OBJECTIVE OF THE LESSON: IMAGINING A PERFECT CLASS IS IMPORTANT, BECAUSE THE MORE "OUR CLASS" LOOKS LIKE "YOUR PERFECT CLASS", WE WILL TRUST EACH OTHER MORE AND IT WILL BE EASIER TO COMMUNICATE WITH ME IF SOMETHING DIFFICULT WILL HAPPEN TO YOU ONLINE. DO YOU AGREE?

INTRODUCTION TO AUGMENTED REALITY

Show the students a visual presentation explaining the AR. A large part of young people consciously or intuitively uses this technology in a variety of games and applications that are becoming increasingly popular. Take advantage of this fact and show young people how to use AR in education. An example you'll find: http://youtu.be/09vxKN1zLNI.

STEP 4 – 15'

PLAYING THE GAME
- Choose who will be playing - you or a student. If a student wants to be the person playing, they should do so, because placing them in a role in the foreground will increase their self-esteem and self-confidence, and the rest of the group will participate more actively in the lesson. If none of the students decides to play, then you as a teacher should assign yourself as a player, which can be a certain attraction for students and can give a greater commitment to the lesson. In case a student will play, remember to have contact with them before the lesson and calibrate the game to their features. This will allow you to implement your lesson smoothly and without disruption.

The game is the focal point of your lesson.
- FOR EVERY QUESTION SELECT PARTICIPANTS RANDOMLY, ASK THEM TO READ QUESTION AND ANSWER, THIS WILL SUGGEST THE ANSWER

- KEEP ON SELECTING ANOTHER PARTICIPANTS RANDOMLY, ASK THEM TO READ QUESTION AND ANSWER, THIS WILL SUGGEST THE ANSWER
- GIVE THEM MINUTES TO DISCUSS AND AGREE TO ONE COMMON ANSWER, IF THEY DON'T AGREE, LET THEM VOTE

Playing with youngsters in this age group must proceed rapidly, with short breaks for dialogues that you provoke with targeted individual students. Save the discussions for later, after the game. Students will probably have many questions, reflections and doubts which they will want to share with you and the other participants in the lesson.

Listen carefully to the questions and comments of your students, try to catch as much information as you can while speaking about the views and needs of your students.

EXAMPLE:

QUESTION 1

Teachers build the highest trust when:

If answer WORK IN ACCORDANCE WITH WHAT THEY SAY was selected these are suggested deliberations:

- What does it mean for you?

- Do you have such teachers?

- What should a teacher do you to have more confidence in them (list)?

If the answer THEY TRY TO UNDERSTAND STUDENTS is selected these are suggested deliberations:

- Why do you think understanding so important?

- Is it possible to have a good relationship with a teacher who does not understand you?

- For what reasons teachers may not understand their students?

If the answer THEY KNOW THEIR JOB is selected these are suggested deliberations:

- In your opinion, what does it mean that a teacher who knows their job?

- In your opinion, how should a good teacher behave like?

QUESTION 4

When you have a problem on the Internet - to whom you speak?

If the answer PARENTS is selected these are suggested deliberations:

- What are your relations with your parents?

- What makes these relationships good? Do we have an impact on these

PUBLIC

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

relations?

If answer TEACHERS was selected these are suggested deliberations:

- What makes you turn to a teacher?

- Does a good relationship with the teacher depend on the student, the teacher, or maybe it depends on both sides?

If answer PEERS was selected these are suggested deliberations:

- Why would you choose peers in the case of a problem on the Internet?

- To whom of your peers would you go to ask for help?

- Did such a situation happen to you? Or maybe someone asked you for help?

- How have you managed to solve the problem?

If answer INTERNET was selected these are suggested deliberations:

- While seeking information on the web, are you checking their source?

- Do you think that is all information on the Internet is accurate?

- Do you rather consult with people online than in real life?

AFTER THE GAME

STEP 5 – 13'

DEBATE

ASK YOUR FIRST DIAGNOSTIC QUESTION:

ARE THE STUDENTS EQUALLY RESPONSIBLE FOR THE LESSON RESULTS?

EVERYONE HAS TO SHOW NOW THE GREEN CARD: (YES) OR RED CARD: (NO)
- CHOOSE A PARTICIPANT WHO REPLIED NO AND ASK THEM TO EXPLAIN WHY THEY HAD CHOSEN (NO)
- CHOOSE A PARTICIPANT WHO REPLIED YES AND INVITE THEM TO EXPLAIN WHY THEY HAD CHOSEN (YES)
- THEN – LET STUDENTS VOTE AGAIN
- EXPLAIN YOUR POINT OF VIEW, ANSWER: (YES) – A LESSON IS A COOPORATION, SO EVERYONE IS RESPONSIBLE FOR THE RESULT OF THE LESSON.

My justification (the teacher):

A lesson is a cooperation, so everyone is responsible for the results – together we have decided to cooperate, so the responsibility for the result spreads out to all of us. We have the same goal that we can achieve if we work on it together. Important is also the co-responsibility that each of us has for the impact on the form, course and outcome of our lesson. Our activities, commitment and partnership affect what one learns, about what one talks and whether one is supported by the class.

Dear teacher - most of the time, youngsters retreat or remain passive during activities with adults when they cannot realize their ideas, or openly express

their opinions – therefore, leave room for student self-realization.

ASK YOUR SECOND DIAGNOSTIC QUESTION:

<u>IS IT EASIER FOR YOU TO COME TO ME IN THE IDEAL CLASS, WHEN YOU HAVE A PROBLEM ONLINE?</u>

EVERYONE HAS TO SHOW NOW THE GREEN CARD: (YES) OR RED CARD: (NO)
- CHOOSE A PARTICIPANT WHO REPLIED NO AND ASK THEM TO EXPLAIN WHY THEY HAD CHOSEN (NO)
- CHOOSE A PARTICIPANT WHO REPLIED YES AND INVITE THEM TO EXPLAIN WHY THEY HAD CHOSEN (YES)
- THEN – LET STUDENTS VOTE AGAIN
- EXPLAIN YOUR POINT OF VIEW, ANSWER: (YES) – I HOPE SO.

My justification (the teacher):

Is it easier for you to come to me in the ideal classroom, when you have a problem online? I hope so - trust and security are things without which it is difficult for us to live, we started talking about various topics that are important to us and often difficult. Each of us, by opening up, takes a risk, but the risk often pays off. As a group/ class we can be a support for each other, both in good and difficult times. However, there are cases and situations which young people themselves would not cope with and need a wise adult. In the ideal class that supporting adult should be a teacher, but building a trust needs time, so sometimes you need to start small – by a dialogue, by identifying common objectives for the group, by spending time together and discussing (also online). Sometimes it's helpful to invite someone to a part of our lives and see if there will be a place for them.

Dear teacher - building trust takes a long time and often consists of a lot of details, such as dialogue, listening, understanding, discretion, time and keeping our word. As adults we need to earn and nurture the trust of young people. You do not get trust just because you're a teacher or you because you decided that right now you want to be friends with youngsters.

STEP 6 – 5'

QUESTIONNAIRE

7.4. MODEL LESSON PLAN 2 (45 minutes duration) Age group: 12-14

FIRST AND LAST NAME	
SCHOOL	
DATE	
EMAIL ADDRESS	

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

LESSON NAME	TALKING ABOUT LIFE ONLINE

	CURRICULAR	**X**	**EXTRA-CURRICULAR**
IF CURRICULAR WHAT SUBJECT		**-**	

CHALLENGE/ OPPORTUNITY	Youngsters prefer talking to their peers about their life online rather than with adults. The challenge is to get them to talk to adults more about the subject.

LEARNING OBJECTIVES	Students create a mini-lesson plan for an extra-curricular lesson with their parents.
SUCCESS CRITERIA	The lesson plans contain: - Serious reflections on how to start a conversation with their parents; - Realistic expectations; - Proposals for a communication that is: • Open; • Non-moralistic; • Non-divisive. - Serious reflections on the expected impact on their parents and themselves, including their online safety.

GOOD PRACTICES CHOSEN	
LEVEL 1 – SUBJECTS	3 sentences.
LEVEL 2 – DIDACTICS	Random selection by drawing sticks.
LEVEL 3 – PROPHYLACTICS	Project learning. Involving student environments beyond the school environment.
INCLUDING AR GAME	**YES (GAME 8-11)** NO
IF NO WHY NOT	-
IF NOT WHAT EDTECH	**-**

PLANNED IMPACT	
ON MY TEACHING	More openness towards edtech, more openness towards seemingly private subjects in the curriculum.
ON MY STUDENTS	Opening a new communication channel with adults (teacher and parents) on online experiences and new technology.
ON STUDENT ONLINE SAFETY	New communication channels on online experiences and

EF, FCP, CCS, COIN	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

|	new technology hopefully lead to a situation in which when something goes very wrong online students feel that they can talk about it with an adult – teacher, parent or other.

ASSESSMENT TYPES	Discussion at the end of the lesson on the lesson plans created.

LESSON PLAN DESCRIPTION	**STEP 1 – 10'**
	Introduce the learning objective, a lesson plan template and success criteria.
	Introduce the three sentences as steps towards the communication aimed for.
	The less plan consists of:
	• Description of instruments to be used;
	• Description of the lesson;
	• Description of the expected impact on their parents;
	• Description of the expected impact on themselves, including their online safety.
	Divide the class in 4 groups by random sticks selection. Hand out a lesson plan template to each group.
	STEP 2 – 20'
	Let each group play the game as a preparation on creating the lesson plan. The options in the game are to inspire the students to reflect on communication options just as the three sentences were to inspire students to reflect on how to start a dialogue.
	Let each group then fill out their lesson plan.
	STEP 3 – 15'
	The teacher randomly selects a representative per group by means of drawing sticks. The representative reads the group lesson plan. The teacher discusses with them.
	This is implemented for all four groups.

PUBLIC

	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

8. ANNEX

8.1. Iterative Deliverables Revision
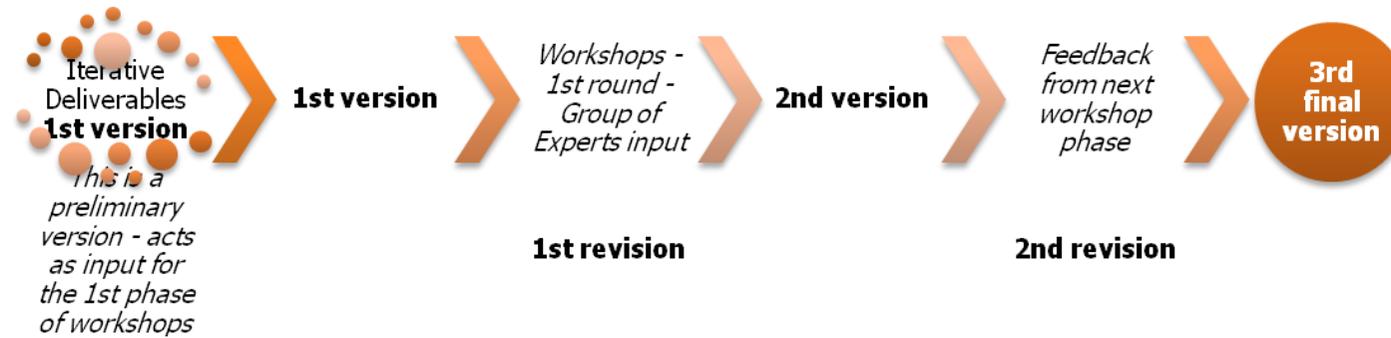
Figure 1: Iterative Results Revision Cycles

1st revision – During 11/2014

This first revision is referred to the revision that is made after the first workshops phase. The outcome of this revision will be the second version of the administration results.

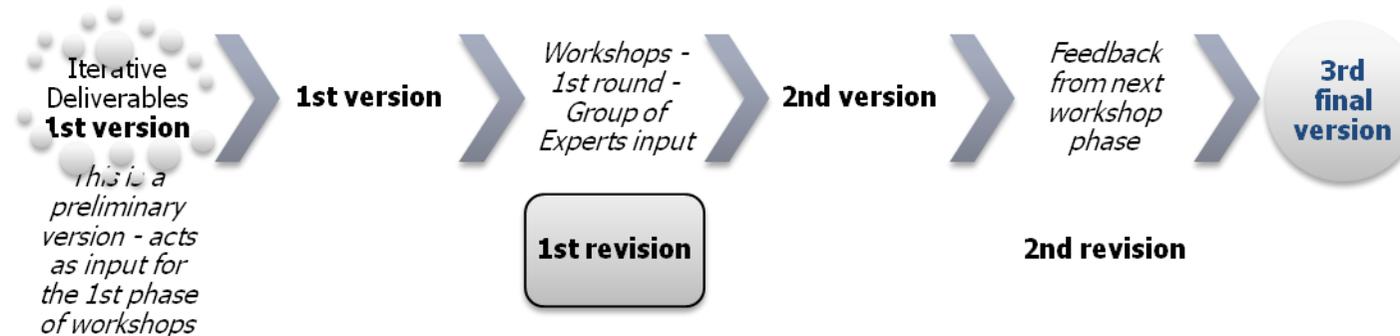|	
	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

Figure 2: 1st Revision Cycle

Result title/Revision aspects	Result last version and delivery date:	Explain how this result structure and content has to be changed (if possible indicate page number and units).	After revision details
3.2 DCEI tools customisation	Version: 1.0 Creation date:31/08/2014	• The Augmented Reality game is seen as valuable and useful – but as scary to use. There was a new AR game created targeted to 12-14 age group. • No technical changes are planned for this result (whether it could be more stable, this is why the CMS & performance will be thoroughly tested) but in the way it should be introduced to learners.	Delivery date: 30/11/2014 Version:1.0
3.3 Curriculum	Version: 1.0 Creation date:31/08/2014	• Presenting introductions on workshop themes by presenting theories does not work – it leads to confusion and unnecessary questions. Diagnostic questions applied showed that on some topics like liquid life no transfer of knowledge had taken place. • If teachers are present who were simply instructed by their management to be present, then do not expect intrinsic motivation. It is a struggle to motivate them. • Many teachers have never used educational technologies in the class room. From	Delivery date: 30/11/2014 Version:2.0

	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

Result title/Revision aspects	Result last version and delivery date:	Explain how this result structure and content has to be changed (if possible indicate page number and units).	After revision details
		zero to Augmented reality is too big a step. A step in between is needed: testing out a simpler educational technology in the class room. Often it is not just about a lack of experience and an anxiety caused by net technologies, often it is about trust: will my students use new technology for the good of the lesson or will they start playing and communicating with friends? • Having teachers to participate in the workshop and implement their implementation session within a few days leads to stress. At least a two weeks' time frame is needed for teachers to prepare and implement the implementation session. • The evaluation tools are too general. More structured and specific evaluation methods are needed. The evaluation should be based on clearer module goals, success criteria and impact aspects. • More age differentiation is needed. Teachers teaching at primary schools work within a different institutional frame than teachers on secondary schools.	
4.1 Workshop Organisation	Version: 1.0 Creation date:30/09/2014	A follow-up session after a few months is needed to evaluate the workshop impact. Keeping contact with school managements is very time consuming.	Delivery date:30/11/2014 Version:1.0
4.3 Administration Methodology	Version: 1.0 Creation date:30/09/2014	It needs to be made clearer what is in it for teachers.	Delivery date: 30/11/2014 Version:1.0
6.3 Project Info Site	Version: 1.0 Creation date: 28/02/2014	• It needs to be redesigned completely, based also on Interim evaluation feedback but primarily based on feedback from stakeholders and importance of having a repository of all resources and a vivid network. • Needs a more "colorful" design to be more appealing to target groups	Delivery date: 31/01/2015 Version: 2.0

2nd Revision – During 07/2015

This second revision phase took place after the conclusion of the second phase workshops so as the third and final version of results to be produced.
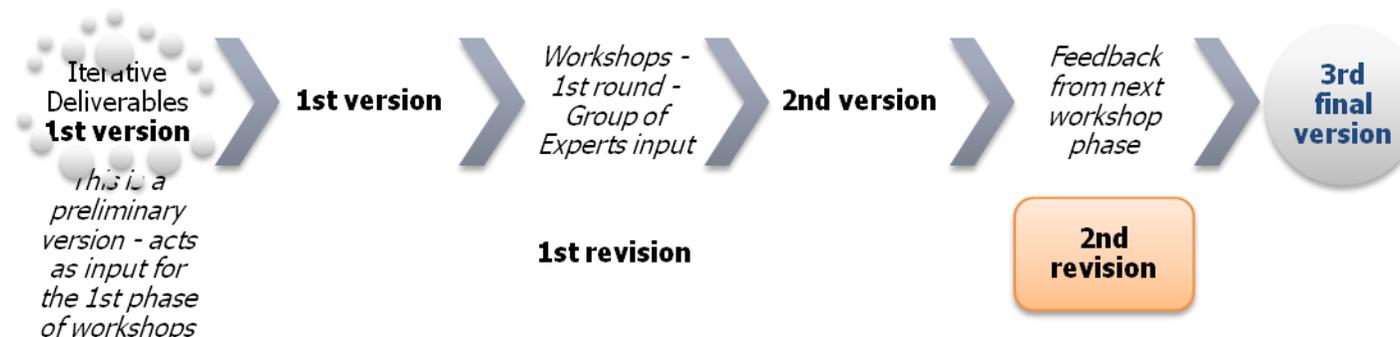

Figure 3: 2ⁿᵈ Revision Cycle

Result title/Revision aspects	Result last version and delivery date:	Explain how this result structure and content has to be changed (if possible indicate page number and units).	After revision details
3.2 DCEI tools customisation	Version: 1.0 Creation date:31/08/2014	• The original CDEI version for students 8-11 will be made available in the other languages of the present project. • The link between the original CDEI project and the requirements of the IDentifEYE workshop need to be clearer – there are many questions. • The hosting of them game turned out to be problematic. Several options were probed. The decision was made to use Azure.	Delivery date: 30/09/2015 Version:1.1

	Deliverable: D5.4 - Result 25
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015
Project title: Augmented Reality towards better understanding of Online Identities	

Result title/Revision aspects	Result last version and delivery date:	Explain how this result structure and content has to be changed (if possible indicate page number and units).	After revision details
3.3 Curriculum	Version: 2.0 Creation date:30/11/2014	• Interactive didactics is something many teachers have heard of, and some have experimented with. There is a great willingness to try out interactive didactics good practices.	Delivery date: 30/09/2015 Version:3.0
3.4 Didactic Methodology and Multimedia Instructions	Version: 1.0 Creation date: 31/01/2015	• Finalise and align based on final curriculum addressing changes of the curriculum due to revision cycle. • Address better the age differentiation. • The so-called speed dating method by instructors to support teachers in session four in drafting their lesson plan is most appreciated and helps teachers dismiss a lot of their skepticism and tendency to go for a safe implementation.	Delivery date: 31/05/2015 Version:1.0
4.1 Workshop Organisation	Version: 1.0 Creation date:30/09/2014	• A break between session three and session is very effective: the so-called percolator effect helps teachers take a fresh look at their lesson plan draft. • Discussions during the sessions are highly appreciated and lead to interactions between teachers, more than between teachers and instructor. This leads to participant bonding and very practical peer advice.	Delivery date: 30/09/2015 Version:1.1
4.3 Administration Methodology	Version: 1.0 Creation date:30/11/2014	• Present introductions on the workshop themes by presenting good practices – they are ready to be used and link to the experience of the teachers. • Have teachers participate who are intrinsically motivated. They are enthusiastic and willing to take on additional work. • The implementation lesson changes everything: teacher skepticism, teacher insecurity, teacher lack of intrinsic motivation. The positive reaction of the	Delivery date: 30/07/2015 Version:1.1

	Deliverable: D5.4 - Result 25	
IDentifEYE - 2013-1-GR1-LEO05-13907	Version: 1.0	
D5.4 Overall Conclusions & Final Recommendations	Issue Date: 31/08/2015	
Project title: Augmented Reality towards better understanding of Online Identities		

Result title/Revision aspects	Result last version and delivery date:	Explain how this result structure and content has to be changed (if possible indicate page number and units).	After revision details
		students is key. • Having teachers present from different schools in pairs means that teachers have the option to discuss their skepticism, insecurities and experiences with near colleagues. • Many teachers are happy that they can create curricular lessons by means of IDentifEYE. They are too overburdened to gladly take on extra-curricular activities. • Teacher management often sends teachers to innovative workshops but then forbids them to apply what is learned there. Applying practical good practices though is not disputed. • Recording teachers on video in the fifth session about what worked and what not is an effective way to start a group discussion after the recording. All teachers have to concentrate before the camera and express themselves more intensely and concisely than they would have in a group discussion. • Even though there was little time all teachers made a great effort to fill out the Evaluation PowerPoint in a very detailed way. • The teachers who tried out best practices got only positive responses in the class – on the AR game, on didactics and prophylactics good practices and on identity good practices.	
6.3 Project Info Site	Version: 2.0 Creation date:31/01/2015	Needs to be single entry point to all project results, the educational games based on age group being targeted, the campaigns for generating awareness and the IDentifEYE Network to facilitate workshops in schools	Delivery date: 30/04/2015 Version:2.1