

# INTELLECTUAL OUTPUT 3

# PROMO VET

# TRAINING PROGRAMME



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# **PROMOVET**

## **Training Programme**

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with the support of and contributions by the  
PROMOVET Project Partnership

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PROJECT  
From e-learning to “e” in learning: Quality improvement,  
professionalization and modernisation of VET training for  
young low-skilled learners through modern ICT use

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PROMOVET

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The PROMOVET Training Programme is part of the third Intellectual Output of the Erasmus+ project *From e-learning to “e” in learning: Quality improvement, professionalization and modernisation of VET training for young low-skilled learners through modern ICT use.*

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## 1. Introduction

### 1.1 What is PROMOVET about?

The PROMOVET project „From e-learning to „e“ in learning: Quality improvement, professionalization and modernisation of VET training for young low skilled learners through ICT use“ is an innovative programme for VET trainers and quality improvement in VET processes for low skilled young learners on how to include most recent and modern web 2.0 instruments and tools, platforms and programmes in the didactical planning and implementation of VET training. With this it will make it possible for VET learning processes to enter the current communication channels of young people (y- and z-generation persons).

The PROMOVET Curriculum is the third ‘intellectual output’ from the Erasmus+ project, which is co-funded by the European Commission. It was created by a project partnership, which consists of six organisations from Austria, Ireland, Italy, Finland, Cyprus and Spain. The project coordinator is Jugend am Werk Steiermark from Graz, Austria. The curriculum is based on the PROMOVET Research Study about communication and interaction channels IT and social media (O1) containing data from each partner country on the experiences and opinions of young people, trainers and experts with the use of IT tools for VET training. The curriculum is also strongly related to the 2nd Intellectual Output (O2) that provides a Webbased database compendium of IT and social media instruments and tools for didactical use in VET processes.

The PROMOVET Training Curriculum has a modular format: each training module is based on the respective guideline for a total of 6 modules and 32 hours of training. The Curriculum is developed by using the Learning Outcome approach, therefore contains a description of ECVET credits in terms of knowledge, skills and competences acquired by participants after having attended each module.

MODULE	TIITLE	ECVET	HOURS
Module 1	Reflection and development through PROMOVET	0,16	3.5
Module 2	Ethical considerations and cyber security	0,20	4
Module 3	Compendium of ICT tools	0,78	10
Module 4	e-lesson planning	0,28	6
Module 5	Five COOL tools most used by young people	0,36	8
Module 6	Evaluation of the tools and multiplying their positive impact	0,10	2
	Assessment (can be done outside the classroom)	0,12	2.5
<b>Total amount of learning hours</b>		<b>2,0</b>	<b>36</b>

The six modules follow the same logical structure:

- name of module
- name of developing partner
- time and ECVET credits
- objectives
- learning outcomes
- assessment
- (units)
- main contents
- training structure
- duration of the module/unit
- organisational requirements
- training methods
- hints for trainers
- step-by-step implementation guide
- bibliography

Besides the modular description, the curriculum is equipped with an annex that contains a collection of training materials. These materials include handouts, description of activities, PowerPoint presentations, templates, links etc. The annex materials are available as separate files.

In order to assess knowledge, skills and competences achieved by the participants, the PROMOVET Training Curriculum foresees a final assessment. Those who have attended all the modules and have passed the final assessment with a score of at least 80 % (a minimum score of 80 % must be reached for each of the three parts of the assessment) receive a certificate showing the learning outcomes achieved.

## **1.2 What makes this curriculum so exceptional?**

The curriculum is based on the inclusive approach. This means that during the development of the IO 3 - Training programme for VET trainers and especially during the planned Learning /Teaching and Training Activity young low skilled persons will (partially) become the trainers of their VET trainers as we strongly believe that no other person could be a better trainer about ICT based learning and communication of young low skilled persons than the target group itself. This means that when implementing the PROMOVET Training Curriculum, young low-skilled students will try and act as trainers for their VET trainers. They will work with them on ICT-based tools, social media platforms and online youth communication styles for innovative quality VET training processes. In the curriculum, the hints for integrating the inclusive approach are clearly marked with an “i”.

*Note: During the first implementation of the training programme, it became very clear that the young students who act as trainers need to be well-prepared. In an international setting, they need to have a good knowledge of English. The young people should not be too shy, and they need to have good self-confidence. Tight support from the trainer of the programme is needed!*

## 2. Module 1: Reflection and Development Through PROMOVET

### 2.1 Module 1: Overview

<b>Module 1</b>	<b>Reflection and Development through PROMOVET</b>
<b>Developed by</b>	Partner 2 – Meath Partnership, IE
<b>Time   ECVET</b>	3.5 hrs   0.16 ECVET credits
<b>Objective</b>	<ul style="list-style-type: none"> <li>The learning objective for this module is to introduce the topic of integrating modern technologies and communication channels into teaching practice to VET teachers and trainers completing the training. Other objectives include to create an atmosphere where teachers and trainers will share examples of best practice and to present the findings from the Investigation Study; encouraging teachers and trainers to engage in a self-reflection of their own teaching practice.</li> </ul>
<b>Learning Outcomes</b>	<p><b>Knowledge:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>understand the key findings from the research phase in their own country and also across Europe.</li> <li>understand the differences between traditional and more modern teaching practices.</li> <li>understand new strategies for engaging young learners based on research findings.</li> </ul> <p><b>Skills:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>brainstorm new strategies for engaging young learners.</li> <li>practice effective group-work and group communication as a learner.</li> <li>review the research findings and extrapolate the key findings of the research process.</li> </ul> <p><b>Competences:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>complete a self-reflection exercise.</li> <li>identify where their teaching practices could be enhanced by the integration of modern technologies and channels.</li> <li>appreciate where young learners could deliver training content to teachers and trainers.</li> </ul>
<b>Assessment</b>	Please see Chapter 8.
<b>Unit 1.1</b>	<b>Reflection and Development through PROMOVET</b>
<b>Content</b>	Overall, the content of this module is focused on introducing traditional teaching practice and how this contrasts to the use of modern technologies and communication channels in teaching with young learners. To introduce this topic, the content of this module presents the findings from the investigation study conducted at the beginning of the PROMOVET project and invites teachers and trainers to conduct a self-reflection of their own teaching

	<p>and engagement practices with young learners and to highlight areas where new methods and channels could be adopted.</p> <ul style="list-style-type: none"> <li>• Introduction to PROMOVET (Ice-breakers and overview of programme)</li> <li>• Traditional teaching practice vs. using modern technologies in practice</li> <li>• Review of research findings and self-reflection</li> </ul>
<b>Training structure</b>	<ul style="list-style-type: none"> <li>• Step 1: Introductions and Ice-breaker (30 minutes)</li> <li>• Step 2: Tutor Presentation (20 minutes)</li> <li>• Step 3: Group Discussion I (20 minutes)</li> <li>• Step 4: Research Findings (60 minutes)</li> <li>• Step 5: Self-reflection (20 minutes)</li> <li>• Step 6: Feedback (20 minutes)</li> <li>• Step 7: Group Discussion II (20 minutes)</li> <li>• Step 8: Close (20 minutes)</li> </ul>
<b>Time</b>	3.5 hours
<b>Organisational requirements</b>	<ul style="list-style-type: none"> <li>• Different sized pieces of string for ice-breaker.</li> <li>• Flipchart and marker.</li> <li>• PowerPoint slides.</li> <li>• Projector, screen and laptop.</li> <li>• Copies of the executive summary from the Investigation Study for teachers/trainers.</li> <li>• Pens and note-taking materials for teachers and trainers.</li> </ul>
<b>Training methods</b>	<ul style="list-style-type: none"> <li>• Ice-breaker</li> <li>• Presentation</li> <li>• Group discussion</li> <li>• Self-reflection</li> <li>• Feedback</li> </ul>
<b>Hints for trainers</b>	<p>As this is the first module and workshop for the training programme, the emphasis should be placed on getting the trainers and teachers to discuss the topic of integrating modern technologies and communication channels into their teaching practice. The room should be set up in a semi-circle, which is conducive to group discussion and sharing. The facilitator should, where possible, encourage teachers and trainers in the room to share their experiences, practices, thoughts and to develop strategies for using these modern tools in their teaching practice.</p>

## 2.2 Module 1: Step-by-step implementation

### STEP 1 Introduction and Ice-Breaker (30 minutes)

*Materials Required: You will need to get a big ball of string.*

At the beginning of the session, the facilitator will introduce the following ice-breaker: 'String a Story'

Overview: An introduction and conversation ice-breaker game, this game gets people to tell each other about themselves! You can make this game as short or as long as you wish and use it for any size group.

Instructions:

1. Cut a ball of string into various lengths from 12 to 30 inches.
2. Bunch it all into one big clump.
3. To play, ask one of the teachers in the group to pull a piece of string from the clump and slowly wind it around their index finger.
4. While they do so, they must introduce themselves and then talk on any of all of the following topics:
  - About themselves
  - About their teaching practice
  - About the young people they work with
  - About what they hope to get out of the training
  - About how they currently interact with their young learners using social media or communication tools, etc.
5. Teachers continue to talk until the string is completely wound around their index finger. The fun part is that some people get a long string and must keep talking.

#### STEP 2 Tutor Presentation (20 minutes)

*Please see: Annex 1.1*

Facilitator makes a short presentation on the PROMOVET Project and briefly the differences between traditional teaching practice versus teaching in online and social media platforms as identified through the Research phase.

#### STEP 3 Group Discussion I - group discussion, brainstorming (20 minutes)

Following on from this theoretical input from the facilitators, all teachers and tutors will engage in a group discussion to brainstorm tips and strategies for engaging young learners through new technologies.

#### STEP 4 Research Findings - presentation, group work (60 minutes)

*Please see: Annex 1.2*

The facilitator will present (via PPT – annex 1.2) the key findings from the Investigation Study phase of the project, presenting findings from across the consortium and also national findings from the local research reports.



**[Inclusive approach:** *This section of the module should be jointly delivered by the facilitator and the young person as the young person should discuss and describe why and how young people engage with technology for learner and the benefits that accrue from this.]*

Through this presentation, the facilitator will highlight key findings including the communication channels used by young learners vs. the communication channels most commonly used by teachers and trainers in their country and also in all participating countries. The facilitator then divides the group into smaller groups and distributes copies of the Investigation Study Executive Summary. Working in their groups, teachers and trainers are asked to review the content of the Summary and to discuss how the

findings presented in the research may or may not reflect their own experience of teaching young learners.

**STEP 5** Self-Reflection - individual work (20 minutes)

*Please see: Annex 1.3*

Following this small group discussion, teachers and trainers are invited to conduct a short self-reflection of their own teaching practice in line with the research findings they have discussed. A short questionnaire will be used for this purpose. Here they are asked to think of 2 or 3 ways that they could enhance or improve their teaching practice with young learners in light of the research findings and the reflective practice exercise.

**STEP 6** Feedback - individual work (20 minutes)

After the self-reflection, teachers and trainers are asked to feedback to the group how they could enhance their teaching practice with young learners using modern technologies and communication channels. Once all teachers and trainers have had the opportunity to share their plans and ideas with the group, the facilitator can provide some feedback to the group on best practice in using modern technologies and communication channels for engaging young learners.

**STEP 7** Group Discussion II (20 minutes)

*For this step you need a flipchart and markers.*

As a wrap-up activity for this workshop, the facilitator introduces the 'inclusive approach' to education that the PROMOVET project is proposing – namely that young learners will be engaged as tutors during the course of the training programme. At this point, the facilitator leads a short group discussion on potential topics which the teachers and trainers would like the young learners to cover through the training programme. On a flipchart, the facilitator can record the key topics mentioned throughout the course of the group discussion.

**STEP 8** Close (20 minutes)

Once all of the trainers have had the opportunity to engage in this group discussion activity, the facilitator can conduct a short informal, verbal feedback session and close the workshop.

## **2.3 Module 1: Bibliography**

The partner organisation did not provide/has not used any sources for developing the module.

### 3. Module 2: Ethical Considerations and Cyber Security

#### 3.1 Module 2: Overview

<b>Module 2</b>	<b>Ethical Considerations and Cyber Security</b>
<b>Developed by</b>	Partner 1 – Jugend am Werk Steiermark, AT
<b>Time   ECVET</b>	4 hrs   0.20 ECVET credits
<b>Objective</b>	<ul style="list-style-type: none"> <li>To develop a general understanding of ethical considerations using the internet. Participants should be sensitized for right and wrong behaviour in the Internet as cyberbullying and shitstorms are increasing more and more and even cause suicides. [Unit 2.1]</li> <li>The aim of this unit is to gain insight into the current law concerning cyber violence and to know what tools can be used to protect your participants and yourself from attacks via IT tools. [Unit 2.2]</li> </ul>
<b>Learning Outcomes</b>	<p><b>Knowledge:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>explain the ethical framework for communication taking place in the world wide web. [Unit 2.1]</li> <li>explain essential terms like cybermobbing and shitstorms and their consequences. [Unit 2.1]</li> <li>describe key components of IT security. [Unit 2.2]</li> <li>explain laws concerning cyber security. [Unit 2.2]</li> <li>define cyber security. [Unit 2.2]</li> </ul> <p><b>Skills:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>identify incorrect behaviour concerning the use of IT tools. [Unit 2.1]</li> <li>react in case of cybermobbing. [Unit 2.1]</li> <li>change security settings in IT tools. [Unit 2.2]</li> </ul> <p><b>Competences:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>act independently and in a self-reflective way when cybermobbing occurs. [Unit 2.1]</li> <li>identify risks. [Unit 2.2]</li> <li>control the privat and public settings. [Unit 2.2]</li> </ul>
<b>Assessment</b>	Please see Chapter 8.
<b>Unit 2.1</b>	<b>Ethical Considerations</b>
<b>Content</b>	The new media are powerful tools for education and cultural enrichment, for trade and political activity, for intercultural dialogue and understanding. However, they can also be used to exploit, manipulate, dominate, and corrupt.
<b>Training structure</b>	<ul style="list-style-type: none"> <li>Step 1: Introduction and brainstorming – ‘Which ethical considerations have to be considered using IT-tools?’ (30 minutes)</li> <li>Step2: Tutor presentation – ‘Different kinds of cyber threats’ (15 minutes)</li> </ul>

	<ul style="list-style-type: none"> <li>• Step 3: Presentation of a case study – ‘Cyberbullying in connection with suicide’ and brainstorming (45 minutes)</li> <li>• Step 4: Film and role play – ‘What do to in case of cyberbullying?’ (60 minutes)</li> </ul>
<b>Time</b>	2 hours
<b>Organisational requirements</b>	<ul style="list-style-type: none"> <li>• Projector, screen, laptop, flipchart, markers.</li> </ul>
<b>Training methods</b>	<ul style="list-style-type: none"> <li>• Brainstorming</li> <li>• Tutor presentation</li> <li>• Presentation of a case study</li> <li>• Creation of a poster in group work</li> <li>• Role play game</li> </ul>
<b>Hints for trainers</b>	Enrich the theoretical introduction with examples so that the participants can understand you more easily! Also keep an eye on the group composition, as different ideas of morality can occur. Take care when talking about suicide with young people because of the possibility of imitation!
<b>Unit 2.2</b>	<b>Cyber Security</b>
<b>Content</b>	Today communication media, in particular the Internet with its networking systems, are important parts of our everyday lives. Networks are particularly advantageous because they can be used to exchange information quickly and effectively. However, many people are unaware that the use of such networks also carries many risks. This unit provides insight into the principles of IT security and into the current law and shows you how to protect yourself in social media.
<b>Training structure</b>	<ul style="list-style-type: none"> <li>• Step 5: Tools to protect from attacks via IT tools (30 minutes)</li> <li>• Step 6: Current law concerning cyber security (45 minutes)</li> <li>• Step 7: Multiple choice quiz with Kahoot (15 minutes)</li> </ul>
<b>Time</b>	2 hours
<b>Organisational requirements</b>	<ul style="list-style-type: none"> <li>• Projector, screen, laptop, sheets of paper, biros, computers/laptops/tablets or mobil phones.</li> </ul>
<b>Training methods</b>	<ul style="list-style-type: none"> <li>• Group work</li> <li>• Individual work</li> <li>• Kahoot</li> </ul>
<b>Hints for trainers</b>	Be aware that laws can change frequently!

### 3.2 Module 2: Step-by-step implementation

This module starts with a short introduction about the meaning of ethics and netiquette followed by a brainstorming in a plenary session ‘Which ethical considerations have to be considered using IT-tools?’. Sequent to the brainstorming the tutor will hold a presentation about different kinds of cyber threats. In Step 3 participants work on a case study about cyberbullying to create ideas how to

prevent the misuse of IT-tools. The unit ends with a role play game ‘What to do in case of cybermobbing?’.

Ethics is a part of philosophy. Very important is the famous philosopher Immanuel Kant who asked: ‘What should I do?’ Ethics is about norms concerning our behavior, rules that we can use as an orientation when making a decision to act. These rules should help us to act as well as possible and avoid bad ("evil") actions (cf Mathis 2018, w.p.).

‘Netiquette’ is derived from the words ‘network’ and ‘etiquette’. The rules of netiquette are not universal and differ depending on communities. Since the main purpose of the netiquette is to provide better communication in the community, the rules can be set based on the objectives of the community and adopted to a communication style, technical limitations, etc. (Kondyushova 2014, p. 17).

**STEP 1** Introduction with Brainstorming: ‘Which ethical considerations have to be considered using IT-tools?’ – group work (30 minutes)  
Please see: Annex 2.1

Work in a plenary session and take care to accept all the expressed opinions. Order and discuss them! For this step you need a flipchart and markers.



**[Inclusive approach:** *The young learner slips into the role of the discussion leader and contributes his/her ideas.*]

**STEP 2** Tutor Presentation (15 minutes)

Explain different cyber threats with the help of the documents provided.

#### **What does cyber bullying mean?**

Cyber bullying is a bullying via internet and mobile phones. It can occur for example by phone calls, text messages, emails or by posting fotos and videos to harm other people in a repeated manner. The anonymity and physical distance make it much easier to say or write things persons normally would not say in a face-to-face interaction. The internet also offers the possibility to spread harmful material to a large audience (cf Kondyushova 2014, p. 10).

Cyber bullying is especially dangerous for children and teenager because the opinion of other people is very important to them and they are seeking for acknowledgement from others. Cyber bullying can result in long-term psychological harm to victims, including low self-esteem, depression, anger, school failure and avoidance, and in some cases school violence or suicide. The victims of cyber bullying lost their face often for many years, sometimes it has impacts for the future life and can cost a good job (Kondyushova 2014, p. 10).

#### **What is cybergrooming?**

In the case of cybergrooming (male) adults try to gain the trust of children and adulects in order to sexually molest or abuse them. The contact usually begins harmless with conversations about the school, hobbies or computer games. The abusers act in an emphatic understanding and often act as peers. After some time photos are required - at first harmless pictures, later nude pictures. Abusers often send their own

nude photos to their young chat partners. Some "groomers" work in a different way: they pretend to be for example fashion agents and promise to make them famous (cf saferinternet.at 2018, w.p.).

#### **Meaning of 'Happy Slapping'?**

Happy slapping means to make a video of people beating each other and to spread those videos via internet (cf Bundesministerium für Digitalisierung und Wirtschaftsstandort 2018, w.p.).

#### **Sexting and child pornography**

Sexting means sending and changing the own nude photos or erotic videos through digital media. Young people are used to do sexting because it is like a type of flirting or a form to enrich their relationship. Youngsters don't think about the consequences of sending these photos and videos because after sending they lose control about them and they do not know who will catch sight of them. If relationships or friendships break, nude photos and videos are often made public on the internet.

Normally it is not allowed to possess pornographic photos or videos of persons who are not 18 years old. The possession is illegal and causes legal consequences because of the law of child pornography. However, there are exceptions in Austria for young people: if they are over 14 years old, they may send each other photos and videos by agreement (cf saferinternet.at 2018, w.p.).

#### **Cyber-Stalking**

Stalking is an obsessive pursuit, harassment and threatening of a person against their declared will, including telephone calls (telephone terrorism), threatening SMS and emails (cyberstalking), monitoring and spying on the target person. The victims are female more often than male, and the perpetrators are more male than female. Stalking can develop into physical violence. The victims of stalkers often suffer from psychological consequences of stalking, which are comparable to the symptoms of post-traumatic stress disorder (cf Stangl w.j., w.p.).

Cyber-Stalking normally starts with e-mails, followed by messages on Facebook or Whatsapp. In some cases, cyber-stalking is the result of real-world incidents which are then followed up by internet (cf TechTarget 2018, w.p.).

**STEP 3** Presentation of Case Study, Brainstorming and Presentation of Posters – group work (45 minutes)

*Please see: Annex 2.2*

The participants read the text about cyber bullying. Split your participants into small groups and let them create a poster working on 'How can you prevent misuse of IT-tools?'. You need flipchart paper and markers. When finished every group presents the results.

**12-year-olds arrested for cyber bullying in connection with suicide of 12-year-old girl**

Thursday, January 25, 2018 PANAMA CITY, Florida --

Two 12-year-olds in Florida were arrested for cyberbullying in connection with the death of a middle-school student who police say hanged herself two weeks ago.

The circumstances around the death of 12-year-old Gabriella Green on Jan. 10 led to the arrests of the two Surfside Middle School students, Panama City Beach officials said in a news release Monday.

Police did not release the names of the two children who were arrested because they are minors.

Investigators were made aware of the potential cyberbullying against the girl while looking into the death, which led them to examine several cellphones and social media accounts, the news release said. They interviewed two suspects with their parents' permission, and say both confessed to cyberbullying.

A police report states that one of the suspects told an investigator that she had started rumors about Green in person, and online.

"Her actions consisted of starting rumors of the victim having sexually transmitted diseases, vulgar name-calling ... and threats to 'expose' personal and sensitive detail of the victim's life," the police report said. The other suspect, a boy, told police he video-chatted with Green after she told him she had attempted to hang herself and had marks on her neck, according to the report. "(He) responded by saying something to the effect of, 'If you're going to do it, just do it,' and ended the call," police wrote. "He immediately regretted that statement, and began calling and text-messaging her, but did not receive a response." Green's cousin, Chad Baker, told police she hanged herself with a dog leash in her closet, the police report said.

Police said the suspects did not notify any adult or authority about Green's state of mind. The two children arrested also acknowledged that their conduct was directed at Green "knowing that said conduct would result in emotional distress"(...)

Even so, police said the investigation did not reveal that the cyberbullying caused the girl's death, just that it was happening in the days and weeks leading up to it.

Police said that during the investigation, they discovered several middle-school children with unrestricted and unmonitored access to social media apps (...).

Nationally, about 1-in-3 children say they are cyberbullied, and about 12 percent say they have bullied others online, according to Sameer Hinduja, a criminology professor at Florida Atlantic University and co-director of the Cyberbullying Research Center (The Associated Press 2018, w.p.).

**STEP 4** What to do in case of cyberbullying? – group work (60 minutes)

*Please see: Annex 2.3*

*Materials needed: projector, screen, laptop, flipchart, markers*

Show the film 'Lets fight it together'. Afterwards divide the participants into five groups embodying persons of the film (Joe, mother, teacher, headmaster and pupils). Now, ask your participants to design a poster with possible solutions for the cyberbullying incident. How is it possible for the mother to help her son? What is the role of the teachers? How can pupils support Joe? Etc. When the poster is ready the participants will do a role play game and try to find a solution.

Film: 'Lets fight it together' (6:31)

<https://www.youtube.com/watch?v=hYrDbGzZVUQ>

Try to find a solution! Make a poster for every group and do a role play game!

Persons: Joe, mother, teacher, headmaster, pupils

The aim of the second unit of this module is to gain insight into the current law concerning violence and to know what tools can be used to protect your participants and yourself from attacks via IT tools.

**STEP 5** What tools can be used to protect your participants and yourself from attacks via IT-tools? – individual work, group work (30 minutes)

*Please see: Annex 2.4*

*Materials needed: computers/laptops/tablets or mobil phones, flipchart and markers*

Participants can check what information is available about them in the world wide web and check their security settings for their social media accounts. Afterwards they will work in small groups and find ideas how you can protect your participants and yourself from attacks via IT-tools.

- Participants write their name in google and check the information that is available about them
- When using facebook participants check their settings about privacy

**STEP 6** Written elaboration of the current law in your country concerning cyber security, e.g. sexting, cyberbullying etc. – individual work (45 minutes)

*Materials needed: computers/laptops/tablets or mobil phones, paper and biros*

The participants research the internet about the current law regarding the use of IT-tools and the consequences of misuse. When ready participants compare their results in plenary.

**STEP 7** Multiple choice quiz with Kahoot – individual work (15 minutes)  
*Material: computers/laptops/tablets or mobile phones*



**[Inclusive approach:** *The young learner will carry out/lead the exercise with Kahoot.*]

To consolidate the module, the trainer implements a Kahoot quiz. The trainer needs a Kahoot account. In the search function the trainer enters 'PROMOVET assessment cyber security Module 2' to find the quiz. Starting the quiz, the trainer should select the classic version so that every participant can see the results achieved.

### 3.3 Module 2: Bibliography

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## 4. Module 3: Compendium of ICT Tools

### 4.1 Module 3: Overview

<b>Module 3</b>	<b>Compendium of ICT Tools</b>
<b>Developed by</b>	Partner 6 – CARDET, CY
<b>Time   ECVET</b>	10 hrs   0,78 ECVET credits
<b>Objective</b>	<ul style="list-style-type: none"> <li>By the end of the module participants will be able to navigate successfully a number of different tools through practical and collaborative engagement. The participants will write their opinion on ease of use (signup, time, familiarization). [Unit 3.1], [Unit 3.2], [Unit 3.3]</li> </ul>
<b>Learning Outcomes</b>	<p><b>Knowledge:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>have a good idea of the positive and negative characteristics of smart communication tools in the Web-compendium.</li> <li>experience the tool both from a teacher’s and a student’s perspective.</li> </ul> <p><b>Skills:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>demonstrate the technical expertise to sign-up in platforms, be able to solve issues that may arise in terms of functionality.</li> </ul> <p><b>Competences:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>have an informed opinion about the tools they tested and be able to log in, post and interact with students as appropriate and when needed in the classroom.</li> </ul>
<b>Assessment</b>	Please see Chapter 8.
<b>Unit 3.1</b>	<b>Introduction to the PROMOVET Compendium of ICT Tools</b>
<b>Content</b>	<p>Before starting this module there will be a self-study phase of 4 hours of the compendium.</p> <p>Presentation of the Promovet Compendium of ICT tools:</p> <ul style="list-style-type: none"> <li>Choosing the Tools (Basic Principles of each tool)</li> </ul> <p>Rational and short explanation on web compendium structure:</p> <ul style="list-style-type: none"> <li>Description</li> <li>Key Functionality</li> <li>Who uses the tool</li> <li>Platforms</li> <li>Privacy and User Data</li> <li>Using the tool for education</li> <li>Search function</li> </ul>
<b>Training structure</b>	<ul style="list-style-type: none"> <li>Step 1: Choosing the tools – basic principles of each tool (7 minutes)</li> </ul>

	<ul style="list-style-type: none"> <li>• Step 2: Rational and short explanation on web-compendium structure – ‘Description’ (7 minutes)</li> <li>• Step 3: Rational and short explanation on web-compendium structure – ‘Key Functionality’ (7 minutes)</li> <li>• Step 4: Rational and short explanation on web compendium structure – ‘Who uses the tool?’ (7 minutes)</li> <li>• Step 5: Rational and short explanation on web compendium structure – ‘Platforms’ (7 minutes)</li> <li>• Step 6: Rational and short explanation on web compendium structure – ‘Privacy and User Data’ (7 minutes)</li> <li>• Step 7: Rational and short explanation on web compendium structure – ‘Using the Tool for PROMOVET’ (7 minutes)</li> <li>• Step 8: Search function (7 minutes)</li> <li>• Step 9: Energizer (10 – 30 minutes)</li> </ul>
<b>Time</b>	1 hour
<b>Organisational requirements</b>	<ul style="list-style-type: none"> <li>• Internet connectivity is essential.</li> <li>• Participants will be able to use their smartphones (alternatively, tablets could be provided by the training organisation in order to facilitate the process and ensure functionality for all).</li> </ul>
<b>Training methods</b>	<ul style="list-style-type: none"> <li>• Presentation, work in a plenum, group work</li> </ul>
<b>Hints for trainers</b>	Trainers should try to provide a good overview of the compendium.
<b>Unit 3.2</b>	<b>Hands-on Practical, Collaborative Interaction</b>
<b>Content</b>	Participants will have a make belief subject of teaching so that they can experience the tool beyond the personal use.
<b>Training structure</b>	<ul style="list-style-type: none"> <li>• Step 10: Hands-on practical, collaborative interaction (4 hours)</li> </ul>
<b>Time</b>	4.5 hours
<b>Organisational requirements</b>	<ul style="list-style-type: none"> <li>• Internet connectivity is essential.</li> <li>• Participants will be able to use their smartphones (alternatively, tablets could be provided by the training organisation in order to facilitate the process and ensure functionality for all).</li> <li>• Prepared forms for partners to write their comments on each tool they tested that will be kept as feedback from the partners.</li> </ul>
<b>Training methods</b>	<ul style="list-style-type: none"> <li>• Presentation, work in a plenum, group work</li> </ul>
<b>Hints for trainers</b>	<p>We chose not to engage participants with the more collaborative platforms by excluding intuitive communication platforms like Facetime, Google Allo, Messenger, Google Duo, Watsup, Viber, and Kahoot.</p> <p>Each participant should test the tool both as a teacher and a student to accustomize himself/herself with the tool.</p>
<b>Unit 3.3</b>	<b>Sustainability – Adding Future Tools (Webinar)</b>
<b>Content</b>	Explanation of how we can ensure the sustainability and relevance of the project in the future by allowing participants add a more limited version of the web compendium.

<b>Training structure</b>	<ul style="list-style-type: none"> <li>Step 11: Sustainability – adding future tools – Webinar (30 minutes)</li> </ul>
<b>Time</b>	30 minutes
<b>Organisational requirements</b>	<ul style="list-style-type: none"> <li>Internet connectivity is essential.</li> <li>Participants will be able to use their smartphones (alternatively, tablets could be provided by the training organisation in order to facilitate the process and ensure functionality for all).</li> <li>Projector, screen, mobile phones or laptop</li> </ul>
<b>Training methods</b>	<ul style="list-style-type: none"> <li>Presentation, work in a plenum, group work</li> </ul>
<b>Hints for trainers</b>	---

## 4.2 Module 3: Step-by-step implementation

**STEP 1** Choosing the tools – basic principles of each tool – presentation (7 minutes)  
*Please see: Annex 3.1*

Explanation of how we chose the tools and reference to the process used to implement this platform as well as to make a very short introduction to the different forms of platforms that we chose to include to the web compendium

**STEP 2** Rational and short explanation on web-compendium structure ‘Description’ (7 minutes)

Explain the section of ‘Description’ and what information is provided within.

**STEP 3** Rational and short explanation on web-compendium structure ‘Key Functionality’ (7 minutes)

Explain the section ‘Key Functionality’ and what kind of immediate information can be found there for the technical/practical engagement with the tool.

**STEP 4** Rational and short explanation on web-compendium structure ‘Who uses the tool’ (7 minutes)

Explain the section Who uses the Tool and what kind of important info could help teachers choose the best tool for their classroom.

**STEP 5** Rational and short explanation on web-compendium structure ‘Platforms’ (7 minutes)

Explain the section Platform and its ability to provide a quick overview of the platforms that the tool is available.

**STEP 6** Rational and short explanation on web-compendium structure ‘Privacy and User Data’ (7 minutes)

Explain the section ‘Privacy and User Data’ to participants especially important to teachers with young students.

**STEP 7 Rational and short explanation on web-compendium structure ‘Using the tool for PROMOVET’ (7 minutes)**

Explain the section ‘Using the tool for PROMOVET’ we give the advantages and disadvantages of each tool in adopting in the classroom.

**STEP 8 Search function (7 minutes)**

Explain to participants how the word function works in the platform.

**STEP 9 Energizer (10 – 30 minutes)**

Participant will be in a semi circle and the first participant will have to say the first stereotypical negative feature of a tool in the board and the facilitator will write it down on a flipchart, the second participant will come up with a different word and then the third, the fourth, the fifth, until no-one has any more to say and the next participant will move to the next tool until all 30 tools have been described. In this way the negative emotions are expressed outright and they don’t inform the participants when actually trying to use them.

**STEP 10 Hands-on practical, collaborative interaction – group work (4 hours)**

*Please see: Annex 3.2*

Participants will have a make belief subject of teaching so that they can experience the tool beyond the personal use.

Groups (x3 part.)	1st Round 50 minutes	2nd Round (without use of Promovet) 50 minutes	3rd Round 50 minutes	4th Round 50 minutes	5th Round 50 minutes
Group 1 „subject“	Story Remix	Wikipedia	Moodle	open	open
Group 2 „subject“	Prezi	Google Classroom	Email	open	open
Group 3 „subject“	Dropbox	Cerebriti	Periscope	open	open
Group 4 „subject“	Telegram	LinkedIn	Twitter	open	open
Group 5 „subject“	Tumblr	Skype	Google Allo	open	open
Group 6 „subject“	Blogger	Edmodo	Viber	open	open
Group 7 „subject“	Screencast-o-Matic	Google +	Pinterest	open	open

*(Excluding Facebook, Whatsup, Instagram, Snapchat, YouTube, which are the focus of Module 5, and Kahoot, which are the focus of Module 2.)*

All participants (including partners and presenter) divide in groups of three. The groups are given short comment forms that will allow them to write down their personal assessment of the tools in three areas.

Each team chooses a teaching subject that will be useful as the teaching methodology (i.e. global studies, literature, language etc.). Short feedback on each tool by each group will be provided in the end of each session. These outputs will be shared to all participants and will contain

1. Ease of use (personal and professional use)
  - a) Signup / Time
  - b) Practicality – Intuitiveness / Time
  - c) Collaborative Functionality
  - d) Using the PROMOVET Compendium of ICT tool to introduce the tool
2. Educational value
  - a) Ideas
  - b) Effectiveness
  - c) Usability

The teams will try their first tool by creating a personal account and trying to interact with its usage and intuitive features with the help of the PROMOVET platform for ICT tools. They then assign a ‘teacher’ and will try to create a school framework and test different ideas. Their ideas will be recorded in the pre-printed forms in short comment form. After 40 minutes each team will present their assessment to the class and then move to the next tool to repeat the process. The second implementation will be conducted without the use of the PROMOVET tool to examine the usefulness of the tool beyond its basic awareness purpose. After the third time, for the final two sessions, the teams will decide which tool they want to examine based on their desire and the presentations of feedback by the other teams.



**[Inclusive approach:** *Young learners will support the teams in technical issues because they are experts in using IT-tools!]*

**STEP 11** Sustainability – adding future tools – Webinar (30 minutes)  
*Please see: Annex 3.3*

Explanation of how we can ensure the sustainability and relevance of the project in the future by allowing participants add a more limited version of the web compendium.

### 4.3 Module 3: Bibliography

The partner organisation did not provide/has not used any sources for developing the module.

## 5. Module 4: e-Lesson Planning

### 5.1 Module 4: Overview

<b>Module 4</b>	<b>e-Lesson Planning</b>
<b>Developed by</b>	Partner 7 – Fundacion Docete Omnes, ES
<b>Time   ECVET</b>	6 hrs   0.28 ECVET credits
<b>Objective</b>	<ul style="list-style-type: none"> <li>To develop a deep understanding of the process of lesson planning and critical reflection about the aspects that have to be considered when integrating ICT tools in Vocational Education and Training. To acquire prior knowledge in order to create an e-lesson plan. [Unit 4.1]</li> <li>To provide teachers with the skills and knowledge necessary to incorporate these modern tools into their class planning with the aim of engaging students and encouraging the learning process. [Unit 4.2]</li> </ul>
<b>Learning Outcomes</b>	<p><b>Knowledge:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>identify the steps that characterize the lesson planning process. [Unit 4.1]</li> <li>name the main variables that have to be considered before giving a class. [Unit 4.1]</li> <li>name the pedagogical approaches that work better when integrating ICT tools in the class. [Unit 4.2]</li> <li>understand how a lesson can be divided in different parts. [Unit 4.2]</li> </ul> <p><b>Skills:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>acknowledge and address students’ needs and learning preferences, finding effective solutions for differentiation. [Unit 4.1]</li> <li>describe what kind of dynamics they want to create during their lessons and how to achieve them. [Unit 4.1]</li> <li>discuss and learn from each other in a productive way. [Unit 4.1]</li> <li>create a lesson plan which fully integrates ICT tools. [Unit 4.2]</li> <li>be an active presence during students’ autonomous work. [Unit 4.2]</li> <li>give up-to-date or real-time feedback to students on their use of ICT with regards to the content of the course. [Unit 4.2]</li> </ul> <p><b>Competences:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>prepare a lesson plan in small groups concerning their field of specialization. [Unit 4.1]</li> <li>critically reflect upon new elements that will be included in the e-lesson plan and make use of them in an appropriate way. [Unit 4.1]</li> <li>differentiate and appropriately make use of pedagogical approaches and activities so to accommodate students’ needs. [Unit 4.2]</li> <li>identify strengths and weaknesses of the lesson plans and, thus, design the best option for each context. [Unit 4.2]</li> <li>evaluate the performance of students’ use of the platforms. [Unit 4.2]</li> </ul>

<b>Assessment</b>	Please see Chapter 8.
<b>Unit 4.1</b>	<b>General Structure of a Lesson Plan and Specific Considerations</b>
<b>Content</b>	Definition of the steps of successful lesson planning. Reflection on the aspects that have to be considered when planning a class, taking particularly into account students' needs and differentiation. Practical exercise of lesson planning. Analysis of further considerations when it comes to integrate ICT tool in the class.
<b>Training structure</b>	<ul style="list-style-type: none"> <li>• Step 1: Introduction (5 minutes)</li> <li>• Step 2: Theoretical introduction and brainstorming – how to select material, medium, task and outcomes (45 minutes)</li> <li>• Step 3: Reflection and discussion about students' needs (30 minutes)</li> <li>• Step 4: Practical lesson planning (30 minutes)</li> <li>• Step 5: Reflection and discussion about ICT integration (60 minutes)</li> <li>• Step 6: Summary and conclusions (10 minutes)</li> </ul>
<b>Time</b>	3 hours
<b>Organisational requirements</b>	<ul style="list-style-type: none"> <li>• Class-room with computers with Internet connection, projector, smartphones and/or tablets or electronic devices with word processors and power point presentations.</li> </ul>
<b>Training methods</b>	<ul style="list-style-type: none"> <li>• PowerPoint presentation</li> <li>• Individual work (reflection)</li> <li>• Discussion</li> <li>• Group work</li> </ul>
<b>Hints for trainers</b>	<ul style="list-style-type: none"> <li>• The facilitator should apply active learning approaches and project work.</li> <li>• The facilitator should advise about the ICT tools and should guarantee their correct use.</li> <li>• The facilitator should provide examples and to give suggestions that teachers can apply in their work.</li> </ul>
<b>Unit 4.2</b>	<b>Developing an e-Lesson Plan</b>
<b>Content</b>	Incorporation of ICT tools in a teaching plan. How to incorporate them in a productive way, making some e-lessons plan and how to teach day by day using Internet in the class.
<b>Training structure</b>	<ul style="list-style-type: none"> <li>• Step 7: Introduction (5 minutes)</li> <li>• Step 8: Pedagogical approaches and brainstorming (60 minutes)</li> <li>• Step 9: Structure of the lesson and example (20 minutes)</li> <li>• Step 10: Practical exercise of lesson planning (45 minutes)</li> <li>• Step 11: Presentation and assessment (40 minutes)</li> <li>• Step 12: Summary and conclusion (10 minutes)</li> </ul>
<b>Time</b>	3 hours
<b>Organisational requirements</b>	<ul style="list-style-type: none"> <li>• Projector and screen, internet connection, smartphones and/or tablets or electronic devices with word processors and power point presentations.</li> </ul>
<b>Training methods</b>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Brainstorming</li> </ul>

	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>
<b>Hints for trainers</b>	<ul style="list-style-type: none"> <li>• Provide examples and suggestions.</li> <li>• Allow participants to share their experiences and to discuss their ideas. Moderate the discussion so to manage time efficiently.</li> <li>• Make sure to give continuity to the rest of the module. Make references to the previous training unit.</li> <li>• Make sure that the participants understand the content of the unit and the tasks assigned. Ask if they need more clarification.</li> </ul>

## 5.2 Module 4: Step-by-step implementation

**STEP 1** Welcoming participants, brief introduction – tutor presentation (5 minutes)  
*Please see: Annex 4.1*

**STEP 2** Traditional lesson planning – tutor presentation and brainstorming (45 minutes)  
*Please see: Annex 4.2*

The facilitator goes through the 5 phases of lesson planning: definition of the topic, analysis of knowledge and skills, choice of the teaching material, assessment and evaluation methods and further development outside the classroom.

Brainstorming activity: analysis of the elements that have to be considered when planning a lesson: knowledge of participants, learning environment, time, objectives, learning outcomes... Participants should be already quite familiar with that.



**[Inclusive approach: Young learner leads the brainstorming.]**

**STEP 3** Reflection and discussion about students’ needs – individual work and discussion (30 minutes)

Participants are asked to identify what could be the different needs of students, their various learning styles, their strengths, how these necessities can be overcome thanks to the differentiation of the activities proposed. Reflection should focus also on the dynamics that we want to create in the class. Always relate it to the phase of lesson planning.

Participants’ discussion about issues that may arise and possible strategies to deal with them. Further doubts should also be clarified now.

**STEP 4** Practical exercise of lesson planning – group work (30 minutes)

Participants are divided in groups according to their field of specialization and they are asked to make a draft of a possible plan for a traditional lesson, taking some notes concerning the elements considered before. They are not asked to include any ICT elements yet, but they will need it for the next unit.

**STEP 5** Considerations needed for integrating ICT tools – individual work and discussion (60 minutes)

Participants are asked to reflect upon how the considered elements change when ICT tools are introduced in the class. They can also come up with proposals for other aspects that need to be taken into account in the shift towards an e-lesson.

Participants share their findings with the others.

The facilitator asks, according to the participants, what are the other elements needing reflection when planning a class that includes ICT tools and integrates their suggestions if it is the case. Some of the principal considerations could be: resources and technology available at the school, choice of the appropriate ICT tool for a specific didactical purpose, students and teacher's ability to use the ICT tools and final procedure for evaluating the class.

**STEP 6** Summary and conclusion (10 minutes)

The facilitator concludes the training session summarizing the main points and thanking the participants for their contributions.

**STEP 7** Introduction (5 minutes)

The facilitator gives a brief summary of the main points that have been discussed in the previous unit.

**STEP 8** Pedagogical approaches – presentation and brainstorming (60 minutes)

*Please see: Annex 4.3*

The facilitator explains briefly what is the 'flipped classroom' approach.

Brainstorm activity about benefits (promote cooperative learning, facilitate communication, differentiation of learning styles, development of soft skills, use of writing, empowering students etc.) and elements that the teacher has to consider (presence, control and supervision; in presence and online support and communication; clarity in the explanation; students' motivation; feedback consideration etc.)

**STEP 9** Structure of the lesson – presentations (20 minutes)

*Please see: Annex 4.4*

Using a presentation, the facilitator explains the different parts that can constitute a e-lesson: students' involvement, introduction and explanation of the task, students' research, autonomous work on the final product, summing up and evaluation.

Presentation of an example of e-lesson: The facilitator shows an example of e-lesson.

**STEP 10 Practical exercise of lesson planning – groupwork (45 minutes)**

Participants are divided in the same groups as the last unit. Drafting from the model of the traditional lesson plan they have already prepared, they are asked to improve it. They will work more on the division of the class time, the integration of ICT tools and the didactical approach.

**STEP 11 Presentation and assessment – discussion (40 minutes)**

Participants are asked to present their work briefly and other participants and the facilitator can provide peer suggestions and feedbacks.

Final discussion aimed at comparing the two lesson plans, their similarities and differences.

**STEP 12 Summary and conclusion (10 minutes)**

The facilitator concludes the training session summarizing the main points and thanking the participants for their contributions.

### 5.3 Module 4: Bibliography

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## 6. Module 5: Five COOL Tools Most Used by Young People

### 6.1 Module 5: Overview

<b>Module 5</b>	<b>Five COOL Tools Most Used by Young People</b>
<b>Developed by</b>	Partner 3 – WinNova, FI
<b>Time   ECVET</b>	8 hrs   0.36 ECVET credits
<b>Objective</b>	<ul style="list-style-type: none"> <li>The participants learn to use the from pedagogical point of view essential features of the five ICT-tools: 1. WhatsApp 2. Facebook 3. Instagram 4. SnapChat 5. YouTube. They get the chance to try out at least one of these tools themselves and plan a pedagogically meaningful way to use the tool. They get support from the young students acting as co-trainers.</li> </ul>
<b>Learning Outcomes</b>	<p><b>Knowledge:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>tell which digital tools young people are using at the moment.</li> <li>name the most important technical features of the five ICT-tools from a pedagogical point of view (1. WhatsApp 2. Facebook 3. Instagram 4. SnapChat 5. YouTube).</li> </ul> <p><b>Skills:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>use the five ICT-tools (1. WhatsApp 2. Facebook 3. Instagram 4. SnapChat 5. YouTube) in basic use.</li> </ul> <p><b>Competences:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>take advantage of the acquired technical knowledge and skills e.g. use the five ICT-tools for pedagogical purposes.</li> </ul>
<b>Assessment</b>	Please see Chapter 8.
<b>Unit 5.1</b>	<b>Working with the coolest tools</b>
<b>Content</b>	The essential features of the five ICT-tools (1. WhatsApp 2. Facebook 3. Instagram 4. SnapChat 5. YouTube). The essential technical features to be learned are chosen so that the pedagogical use of the tool is taken into consideration, features that are important to learn regarding the pedagogical use of the tool. See also theoretical and practical content.
<b>Training structure</b>	<ul style="list-style-type: none"> <li>Step 1: Introduction to the five ICT tools (45 minutes)</li> <li>Step 2: Examples from pedagogical point of view of the five ICT tools (90 minutes)</li> <li>Step 3: Trying out the four ICT tools – group work (120 minutes)</li> <li>Step 4: Details on YouTube – trying out YouTube (150 minutes)</li> <li>Step 5: Observations, comments, discussion, feedback, etc. (60 minutes)</li> <li>Step 6: Self-assessment</li> </ul>
<b>Time</b>	8 hours

<b>Organisational requirements</b>	<ul style="list-style-type: none"> <li>• Classroom with wifi-connection.</li> <li>• Each participant has possibility to use mobile device or laptop (these can also be shared e.g. one pair has one device).</li> <li>• There must be a teacher’s computer and a beamer.</li> <li>• If BYOD is used, it must be made sure that each participant has the needed apps in his/her mobile device.</li> </ul>
<b>Training methods</b>	<ul style="list-style-type: none"> <li>• Presentation, discussion, group work, observation</li> </ul>
<b>Hints for trainers</b>	At least two trainers are needed. Student who act as co-trainers are technical support persons. They can go around in classroom and help those participants who need more help with learning the technical features of the five ICT-tools. Students also have a role when they do the group work on SnapChat in step. In step 4 the students present the search function of YouTube.

## 6.2 Module 5: Step-by-step implementation

### STEP 1 Introduction to the five ICT-tools – presentation and discussion (45 minutes)

The trainers use O2-resources (Web-based-compendium) and introduce the participants to the five ict-tools. They tell the teachers why it’s important to use these tools and what is the overall purpose and basic functions of each tool. At the end there will be a discussion in pairs – What are your experiences regarding the use of these five ICT-tools? Have you used these tools for pedagogical purposes? The trainers can then ask some of the pairs what they have discussed and what kind of experiences they have. Or depending on the time that is left every pair can tell about their experiences.

### STEP 2 Examples from pedagogical point of view of the five ICT-tools – presentation and group work (90 minutes)

The trainers use O2-resources (Web-based-compendium). They show the teachers the videos from the compendium regarding these five tools. After watching the videos there will be three to four groups (depending on the whole group size). The division to groups can e.g. be made by counting 1, 2, 3, so friends or colleagues won’t be in the same group. The group then gathers ideas on the following questions: How VET-teachers could make use of these tools in their teaching work. How these tools can be used in VET? How does the learner benefit from the use of these tools? You need flipchart paper and markers. When finished every group presents the results.



**[Inclusive approach:** *The students who act as co-trainers can comment the presentations from VET-student’s point of view.*]

### STEP 3 Trying out the four ICT-tools – group work (2 hours)

There will be division to smaller groups (e.g. 4 persons in each group). Every group gets a case-assignment (4 different assignments on each of tools – SnapChat excluded). The co-trainers (that is the students) are one group and they get the assignment on Snapchat.



The objective of the case-assignment is to plan a pedagogically meaningful way to use the tool in question.

**STEP 4** Details on YouTube; trying out YouTube – group work (2.5 hours)

There will be an assignment on YouTube which includes making and editing a simple video.



**[Inclusive approach:** First YouTube's search function is being presented by the co-trainers (=students) because it is very important to know how to search for videos that could be used for pedagogical purposes.]

A very brief hand-out is being prepared regarding this point. After this there will be a group work or work in pairs regarding the different functions of YouTube and making of a video: filming the video, editing the video (with simple, mobile apps), uploading the video to YouTube, making playlists. The link to the video the group has produced will be shared via WhatsApp, Facebook and so on.

**STEP 5** Observations, comments, discussion, feedback, etc. (60 minutes)

The videos will be watched by other groups and there will be peer-feedback via WhatsApp, Facebook or/and face-to-face.

**STEP 6** Self-assessment

Web-based self-assessment form or test is being created. The link to the web-based form/test is shared e.g. in WhatsApp-group. At the end of the module the VET teacher/participant fills in the form. Feedback is provided to each VET teacher/participant based on the self-assessment and other observations the trainers have made during the module implementation. At the end there is also a final discussion on the usability of these five tools to pedagogical purposes.

### 6.3 Module 5: Bibliography

The partner organisation did not provide/has not used any sources for developing the module.

## 7. Module 6: Evaluation of the tools and multiplying their positive impact

### 7.1 Module 6: Overview

<b>Module 6</b>	<b>Evaluation of the Tools and Multiplying their Positive Impact</b>
<b>Developed by</b>	Partner 5 – A.R.E.S., IT
<b>Time   ECVET</b>	2 hrs   0.10 ECVET credits
<b>Objective</b>	<ul style="list-style-type: none"> <li>Findings from the participants in order to evaluate their selected tools.</li> </ul>
<b>Learning Outcomes</b>	<p><b>Knowledge:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>describe the elements fundamental to the tools used in teaching.</li> <li>name the advantages and disadvantages of learning tools.</li> <li>describe different kinds of methodologies.</li> </ul> <p><b>Skills:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>use and implement the appropriate tools.</li> <li>network with other participants.</li> </ul> <p><b>Competences:</b> Participants are able to...</p> <ul style="list-style-type: none"> <li>form a network for the exchange of best practices.</li> <li>reflect and evaluate the tools.</li> <li>share their knowledge, experiences and insights.</li> </ul>
<b>Assessment</b>	Please see Chapter 8.
<b>Unit 6.1</b>	<b>Evaluation, monitoring and dissemination</b>
<b>Content</b>	In this learning unit the participants will evaluate the selected tools through monitoring processes, and they will be able to start a dissemination campaign.
<b>Training structure</b>	<ul style="list-style-type: none"> <li>Step 1: Self-evaluation</li> </ul>
<b>Time</b>	2 hours
<b>Organisational requirements</b>	<ul style="list-style-type: none"> <li>PowerPoint presentation, questionnaires.</li> <li>Screen, projector.</li> </ul>
<b>Training methods</b>	<ul style="list-style-type: none"> <li>Presentation</li> <li>Individual work (reflection/questionnaire)</li> <li>Discussion</li> </ul>
<b>Hints for trainers</b>	One teacher and one tutor in order to organise the delivering of questionnaires.

## 7.2 Module 6: Step-by-step implementation

### STEP 1 Self-evaluation

*Please see: Annex 6.1*

Self evaluation will set the basis for all other forms of evaluation and an integral part of professional reflective practice. Self-evaluation can help to:

- improve the educational experiences provided for students
- identify the professional development needed to further enhance capacity to teach well
- prepare for performance review
- assess readiness to apply for promotion and tenure.

Powerpoint presentation about evaluation.

### STEP 2 Assessment

*Please see: Annex 6.2*

Teachers will analyse the tools used in their teaching through a set of questionnaires and indicators in order to verify their effectiveness.

The set of questionnaires will be delivered by following the three key indicators usually used for the evaluation process: Why we are doing this? Who will be involved? What are we expected to do?

## 7.3 Module 6: Bibliography

The partner organisation did not provide/has not used any sources for developing the module.



## 8. Course Assessment

The course assessment includes three parts: assessment of knowledge, skills and competences. The candidate can reach 30 points per part and 90 points in total. In each of the three parts, the candidate must reach at least 80 % of the total amount of 30 points in order to pass the course assessment.

### 8.1 Assessing knowledge

The following questionnaire can be implemented as a paper-pencil version or in the form of an interview. In each case, the participant's and the assessor's names and the date, time and place of the assessment need to be recorded, in addition to the assessment results.

No.	Question	Correct answer	Points
1	Content on social media platforms favoured by young people tends to be...		
	visual, colourful, text-free and anonymous.	<input type="checkbox"/>	
	<i>visual, aural, interactive and stimulating.</i>	<input checked="" type="checkbox"/>	1
	aural, loud, graphic and time-consuming.	<input type="checkbox"/>	
	interactive, repetitive, memory-based and copyrighted.	<input type="checkbox"/>	
2	True or false: Educators working with young people have to strive for 'uniformity'.		
	True.	<input type="checkbox"/>	
	<i>False.</i>	<input checked="" type="checkbox"/>	1
3	Integrating social media into learning, allows educators...		
	only to share learning content with young people.	<input type="checkbox"/>	
	only to set assignments to the group.	<input type="checkbox"/>	
	only to elicit feedback on materials from learners.	<input type="checkbox"/>	
	<i>all of the above.</i>	<input checked="" type="checkbox"/>	1
4	The PROMOVET research found that the most common communication channel used by young learners were:		
	<i>WhatsApp, Facebook, Instagram and Snapchat.</i>	<input checked="" type="checkbox"/>	1
	Facebook, Twitter, Gmail and Tumblr.	<input type="checkbox"/>	
	Snapchat, Telegram, Pinterest and Instagram.	<input type="checkbox"/>	
	Viber, Email, Moodle and Google.	<input type="checkbox"/>	
5	In PROMOVET, we propose an innovative collaborative partnership with learners called...		
	networking approach.	<input type="checkbox"/>	
	teamwork approach.	<input type="checkbox"/>	

	<i>inclusive approach.</i>	<input checked="" type="checkbox"/>	1
	peer-led approach.	<input type="checkbox"/>	
6	What does 'cyber bullying' mean?		
	Getting in contact with kids to get photos.	<input type="checkbox"/>	
	<i>Bullying via internet.</i>	<input checked="" type="checkbox"/>	1
	A kind of flirting.	<input type="checkbox"/>	
	Spying a person.	<input type="checkbox"/>	
7	What does 'cyber grooming' mean?		
	Beating other people.	<input type="checkbox"/>	
	<i>Gaining trust for sexual abuse of children.</i>	<input checked="" type="checkbox"/>	1
	Making fun of other people.	<input type="checkbox"/>	
	Stalking others.	<input type="checkbox"/>	
8	What is the meaning of 'happy slapping'?		
	Sending nude photos.	<input type="checkbox"/>	
	Stalking others.	<input type="checkbox"/>	
	<i>Making a video of people beating each other.</i>	<input checked="" type="checkbox"/>	1
	Getting the trust of young people.	<input type="checkbox"/>	
9	What does 'sexting' mean?		
	<i>Sending the own nude photos through digital media.</i>	<input checked="" type="checkbox"/>	1
	Getting in contact with young people.	<input type="checkbox"/>	
	Bullying others.	<input type="checkbox"/>	
	Threatening others.	<input type="checkbox"/>	
10	What does 'cyber stalking' mean?		
	Making fun of others.	<input type="checkbox"/>	
	<i>Spying others.</i>	<input checked="" type="checkbox"/>	1
	Making a video of people beating each other.	<input type="checkbox"/>	
	Trying to get nude fotos of teenagers.	<input type="checkbox"/>	
11	What is the first phase in class planning?		
	Opening a book.	<input type="checkbox"/>	
	Watching a video.	<input type="checkbox"/>	
	Defining assessment criteria.	<input type="checkbox"/>	
	<i>Defining the topic.</i>	<input checked="" type="checkbox"/>	1

12	In a traditional class, conversation is controlled by ...		
	<i>only the teacher.</i>	<input checked="" type="checkbox"/>	1
	only the students.	<input type="checkbox"/>	
	only the principal.	<input type="checkbox"/>	
	all of the above.	<input type="checkbox"/>	
13	What learning styles should be considered in teaching?		
	Visual (spatial).	<input type="checkbox"/>	
	Verbal (linguistic).	<input type="checkbox"/>	
	Social (interpersonal).	<input type="checkbox"/>	
	<i>All of them.</i>	<input checked="" type="checkbox"/>	1
14	Which of the following is traditional class planning?		
	E-class.	<input type="checkbox"/>	
	<i>Lecture style class.</i>	<input checked="" type="checkbox"/>	1
	Student-centred class.	<input type="checkbox"/>	
	All of them.	<input type="checkbox"/>	
15	What should a task be?		
	Mainly meaningful.	<input type="checkbox"/>	
	Mainly challenging.	<input type="checkbox"/>	
	Mainly achievable.	<input type="checkbox"/>	
	<i>All of them.</i>	<input checked="" type="checkbox"/>	1
16	Which of these aspects that are important in training MUST NOT be discussed via WhatsApp?		
	Exchange of technical information and facts.	<input type="checkbox"/>	
	Exchange of study tips; learning counselling.	<input type="checkbox"/>	
	Exchange of photos taken for carrying out a project.	<input type="checkbox"/>	
	<i>Exchange of personal information and details.</i>	<input checked="" type="checkbox"/>	1
17	Which of the following statements applies both to secret and closed Facebook groups?		
	Discussion is only visible to members of the groups.	<input checked="" type="checkbox"/>	
	People can request permission to join the groups.	<input type="checkbox"/>	
	People can find the groups by using the search function.	<input type="checkbox"/>	
	Finding and discussing in the groups is easy.	<input type="checkbox"/>	
18	Which of the following statements regarding the use of Instagram is NOT correct?		
	You can share photos and use it for visual training.	<input type="checkbox"/>	

	<i>Students cannot create another account besides the personal.</i>	<input checked="" type="checkbox"/>	1
	Certain hashtags make it easier to find photos for topics.	<input type="checkbox"/>	
	It's mandatory to create an account when using Instagram.	<input type="checkbox"/>	
19	Which statement regarding the use of YouTube and videos is correct?		
	All videos that are uploaded to YouTube are public.	<input type="checkbox"/>	
	One can always use videos from YouTube for teaching.	<input type="checkbox"/>	
	<i>One can sign up to YouTube by using your Google account.</i>	<input checked="" type="checkbox"/>	1
	To upload your own video it has to be approved first.	<input type="checkbox"/>	
20	Which of the following is NOT a feature of SnapChat?		
	SnapChat messages are self destructing.	<input type="checkbox"/>	
	<i>Photos or videos shared cannot be stored by other users.</i>	<input checked="" type="checkbox"/>	1
	There is a map view in SnapChat.	<input type="checkbox"/>	
	You can share your messages publicly or with selected users.	<input type="checkbox"/>	
21	How many types of evaluation do we know?		
	9.	<input type="checkbox"/>	
	1.	<input type="checkbox"/>	
	3.	<input type="checkbox"/>	
	5.	<input checked="" type="checkbox"/>	1
22	Preliminary evaluation is usually based on...		
	written questions.	<input type="checkbox"/>	
	open written questions.	<input type="checkbox"/>	
	formal observation.	<input type="checkbox"/>	
	<i>oral questions and informal observation.</i>	<input checked="" type="checkbox"/>	1
23	What is the definition of 'internal evaluation'?		
	<i>It is a quality-review process.</i>	<input checked="" type="checkbox"/>	1
	It is a quantity-review process.	<input type="checkbox"/>	
	It is a generic-review process.	<input type="checkbox"/>	
	It is an external-expert process.	<input type="checkbox"/>	
24	What are the main questions for starting an evaluation process?		
	<i>What are they? Why do we need them? When do we use them?</i>	<input checked="" type="checkbox"/>	1
	Who are they? What do we need? Why do we use them?	<input type="checkbox"/>	
	What are they? What do we need? Why do we want them?	<input type="checkbox"/>	
	Why are you interested? When do we use them?	<input type="checkbox"/>	

25	What is a summative evaluation?		
	Evaluation at the beginnig of an activity.	<input type="checkbox"/>	
	<i>Evaluation at the conclusion of an activity.</i>	<input checked="" type="checkbox"/>	1
	Evaluation during an activity.	<input type="checkbox"/>	
	Evaluation pre/post activity.	<input type="checkbox"/>	
26	What is the best way to understand the capacities of a web tool?		
	Intuition.	<input type="checkbox"/>	
	Online search.	<input type="checkbox"/>	
	Personal experience.	<input type="checkbox"/>	
	<i>Collaborative working experience.</i>	<input checked="" type="checkbox"/>	1
27	What is the best way to search for a relevant web tool?		
	<i>Search Function in PROMOVET web compendium.</i>	<input checked="" type="checkbox"/>	1
	One-by-one in PROMOVET web compendium.	<input type="checkbox"/>	
	Choosing from personal experience.	<input type="checkbox"/>	
28	Which of the following is the most important part of the registration process as a teacher?		
	Username.	<input type="checkbox"/>	
	Password.	<input type="checkbox"/>	
	<i>Reading and accepting Privacy Statement.</i>	<input checked="" type="checkbox"/>	1
29	Choose the correct answer: As a teacher I should...		
	require that students learn the web-tool in their private space and in their own time for their own functions.	<input type="checkbox"/>	
	<i>practise the learning function of the tool in the classroom and being deeply familiarized with it.</i>	<input checked="" type="checkbox"/>	1
30	What will ensure the sustainability of the PROMOVET Web-compendium in the future?		
	Using the platform on a regular basis.	<input type="checkbox"/>	
	Updating the platform in the future with the addition of new tools.	<input type="checkbox"/>	
	All of the above.	<input checked="" type="checkbox"/>	1
<b>Total amount of points°</b>			<b>30</b>

° The participant needs to score a minimum of 24 points (80 %) in this part of the assessment in order to pass the total assessment.

## 8.2 Assessing skills

The following questions can be answered by the participant in writing or in the form of an interview. In each case, the participant’s and the assessor’s names and the date, time and place of the assessment need to be recorded, in addition to the assessment results.

No.	Question and comments by assessor	Score of	Points total
1	From your point of view, what are the key findings of the PROMOVET Research Report and how can you relate them to your every-day work as a VET trainer/teacher?		5
2	Explain briefly how you would react if one of your students was affected by cyber mobbing: John receives an anonymous e-mail with a screenshot from a social media platform that shows a photo of himself with several degrading comments by people he knows and people he does not know.		5
3	Explain briefly what you would do if you found an interesting communication tool and would like to add the tool to the PROMOVET Web compendium.		5
4	You need to teach technical vocab to young students in your VET course/class and you are designing your lesson plans for the next week. Please name the pros and cons of using traditional lesson plans vs. e-lesson plans and describe briefly your solution for your language lessons in VET.		5
5	You want to be a ‘cool’ teacher/trainer and decide to include two social media tools in your teaching/training. Choose two ‘cool’ tools and explain why you chose them.		5

6 You have decided to use Snapchat for the next topic in your VET training/class (think of one, please). You would like to evaluate the success of using Snapchat. How would you do that? (Explain briefly.)

5

<b>Total amount of points°</b>	<b>30</b>
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° The participant needs to score a minimum of 24 points (80 %) in this part of the assessment in order to pass the total assessment.

### 8.3 Assessing competences

The following case study and questions should be answered by the participant in writing. The participant’s and the assessor’s names and the date, time and place of the assessment need to be recorded, in addition to the assessment results.

#### The perfect teacher/trainer

One of your colleagues in VET wants to be a ‘cool’ teacher/trainer and has decided to use *Google Allo* in his lessons. His colleagues tell him to first do a brainstorming together, thinking about their current teaching practice. Also, they suggest asking the students about their ideas of using IT tools in lessons. But the teacher refuses. He says it’s his teaching, and he knows best what to do. Also, the teacher thinks it is a waste of time to investigate about legal aspects of using the tool and the conditions for signing-up for *Google Allo*.

Hmmm... There seem to be quite a few problems with the approach of our teacher/trainer, particularly if you base it on the what you have learned in the PROMOVET course. Please elaborate (min. 2 pages - typewritten) the following:

- What are the teacher’s basic mistakes? And why?
- How would you proceed in a similar situation? (Please be detailed and include aspects of teaching practices, cyber security, the PROMOVET Web-Compendium, lesson planning, popular tools, and evaluation processes).

<b>Score of</b>	<b>Points total</b>
<b>Total amount of points°</b>	<b>30</b>

° The participant needs to score a minimum of 24 points (80 %) in this part of the assessment in order to pass the total assessment.



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