



## **IDentifEYE**

D5.3 Recommendations Methodology  
Version 1.1 – 30/07/2015

<b>Project</b>	IDentifEYE		
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(\*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

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## Referenced Documents

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

## Applicable Documents

ID	Reference	Title
1	FAVINOM QMS	Quality Management Procedures

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## 1. Introduction

### 1.1. Purpose of the D5.3 Recommendations Methodology

The purposes of D5.3 Recommendations Methodology are the following:

- The establishment of a recommendations programme with regards to the introduction of a successful iterative curriculum development process fine-tuned through multiple validations by the intended target groups manifested in the form of workshops requires a methodology to govern the identification and recording of recommendations.
- In its simplest form the recommendations methodology comprises a template for the capturing and recording of recommendations and in its full version it comprises the process for the identification of the recommendations of practical value, their categorisation and unambiguous documentation and the provision of instructions for their application.

### 1.2. Scope of the project

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

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

### 1.3. Project Objectives

The primary objectives of this project are to:

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

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The main products comprise:

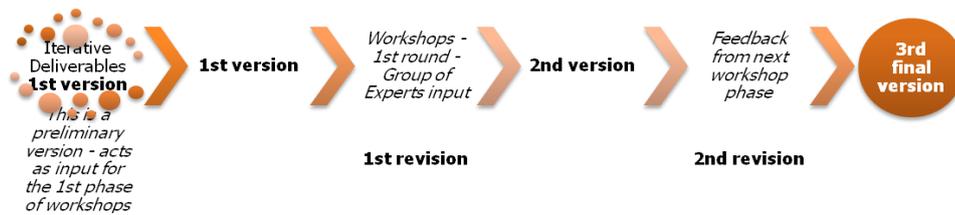
- A curriculum (based on social psychology) for teachers to educate children on the dangers of being online: "Reflecting on identity by means of multiple viewpoints"
- A delivery methodology for teachers to reach out to children more effectively and educate them about matters that concern them
- The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

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## 2. Recommendations Methodology

The present document will present the rationale of the recommendations programme. The recommendation methodology is closely tied to the workshop execution and document valuable suggestions, corrective actions and practices that have the potential to improve the IDentifEYE methodological approach.

### 2.1. Iterative curriculum development



The process for the iterative curriculum development utilises input from the learners themselves and takes corrective measures so as the final learning tools are suited to their needs as much as possible. The instructors of the workshop are responsible for documenting the result of the workshops. When required the experts will also provide their feedback.

### 2.2. Recommendations Template

The following structure reassures the proper presentation of selected recommendations, eliminating possibility of unambiguous documentation and providing instructions for their application. Each of the table fields includes the necessary information that will best describe the proposed recommendation and support its implementation.

**Table 1: Recommendations Template with regards to workshop execution**

**1. Recommendation** Please insert the recommendation's title

**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)

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### 2.3. Identification

The process starts with the identification of potentially useful workshop related recommendations. As a consequence, the deliverables facilitating the workshops and being updated following the conclusion of each workshop cycle are to be used as input for the identification of potentially useful recommendations.

The main inputs originate from the workshop participants and recommendations emerging from one phase should be validated also in a subsequent phase in order to be improved and perfected. So, the input participants provide during the workshop and the creative dialogue which takes place among all participants, are important inputs for the identification process.

The recommendations will affect the deliverables directly linked to workshop execution:

- **Result # 14/ 3.2 DCEI tools customisation**
- **Result # 15/ 3.3 Curriculum**
- **Result # 17/ 4.1 Workshop Organisation**
- **Result # 19/ 4.3 Administration Methodology**

### 2.4. Categorisation

Depending on the final set of selected recommendations, it may well be necessary to categorise the recommendations based on their focus and impact. Potential categorisations for the workshop related recommendations may comprise aspects such as:

- *Planning and organisation of workshops*: This category may include recommendations focusing on the ways that the workshops can be planned and organised. It can describe suggestions of educational value that were proven to aid towards the fulfilment of the expected learning results during the planned workshop experiences. Items which surfaced during the IDentifEYE project comprise:
  - The preparation and use of a consent form for teachers in order to provide use of their consent for the use of audio visual material from the project stakeholders.
  - The elaboration of detailed instruction regarding the entire infrastructure (computer, software, classroom, etc.) necessary for delivering a workshop experience.
  - Step-wise instructions with concrete steps to be followed by instructors planning and organising workshops
  - Overview of the workshop modules, one per age group, to provide for an efficient scheduling and time allocation issues.
- *Execution of workshops*: This category may include recommendations guiding the execution, the delivery of the workshop experiences to the target groups. An item which surfaced during the delivery of the project workshops was the need for a concise table associating workshop sessions to modules and supporting resources. This became necessary because each session comprises a few modules and each module is supported by one or more different resources. So, an overview is necessary even for experienced instructors. An additional item which proved useful was the creation and maintenance of a dedicated virtual space holding in a structured way all the resources for the workshops, separated by distinct phase. This way,

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instructors at any point in time can refer to the dedicated virtual space to locate a resource they need

- *Evaluation*: This category may hold recommendations relating to the evaluation process, a key element of which is the acquisition of feedback from the workshop participants. As such, at a minimum this category may hold recommendations on the preparation and use of evaluation questionnaires for workshop participants.
- *Educational Tools*: This category may hold recommendations relating to proposed technical and other educational tools (related to the implemented technology thus far such as AR) that seem to foster the achievement of results during workshops.

## 2.5. Documentation

The final step in the process is the complete documentation of the selected recommendations using the recommendations template. The final set of recommendations to be fully documented may be selected in agreement with the group of experts also, especially those experts who have been following closer the execution of the project and have a better idea with respect to the practical value of the identified recommendations.

The recommendations need to be documented unambiguously in order to have high practical value and encourage their adoption. The final set of recommendations will be documented in the respective result **R25: Overall Conclusions and Final Recommendations**.

It is also worth considering a feedback mechanism to obtain input from those that consulted and adopted the recommendations. This will be a major contribution towards the sustainability of the recommendations as otherwise they will be mainly a static outcome of the project with demising value over time.