

CASE STUDIES AND BEST PRACTICES IN CYPRUS

Erasmus+ KA2 project: “REACT - Creation of a Collaborative Environment in e-classrooms”

Intellectual Output 2 “Creation of a set of innovative activities, tools and educational collaborative methods adapted to a virtual classroom curriculum”

Erasmus+ Project
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“DIGCIT – Strategic Partnership to develop Open Educational Resources for teaching Digital Citizenship” Case Study N.1

INTRODUCTION

Digital citizenship skills are essential for youth development in the digital era. These skills are essential for interpreting information, expressing oneself through digital media, communicating in the digital world and making informed decisions. However, youth organizations are not yet fully prepared to support their target groups, especially those with fewer opportunities, in gaining those skills.

OVERVIEW

The project DIGCIT aims at promoting digital citizenship through youth work by developing innovative pedagogies and methods for teaching, learning and assessment that support trainers and learners to use digital technologies in creative, collaborative, and efficient ways.

Teaching Digital citizenship is challenging. The manual developed represent the starting point for development of ten online courses to improve the digital citizenship skills of youth: Access and inclusion; Learning and Creativity; Media and Information Literacy; Ethics and Empathy; Health and Wellbeing; e- Presence and Communications; Active Participation Rights and Responsibilities; Privacy and Security; and Consumer Awareness. Ten MOOC Canvases are developed to introduce the reader in the online course environment offering an overview of the digital citizenship courses.

Creating an efficient and effective digital synchronous classroom requires online teachers to develop exceptional communication skills. Twenty-first century teachers need all the skills required to develop lessons plans for traditional classroom instruction, and they must be able to apply them to digital teaching environments.

The project is a program of ERASMUS + and was supported by SEAL CYPRUS from 02-2020 to 02-2022. Responsible employees: Ourania XYLOURI, Anna DALOSI.

APPROACH

Digital citizenship skills are undoubtable the most valuable skills for a healthy mind society, but teaching online courses to develop these skills is challenging. For the 10 topics 10 MOOC Canvases were developed and provided to teachers and youth workers with innovative

methodologies to harness the potential that digitalization represents for active citizenship of their target groups.

The MOOC Canvas is a conceptual framework for supporting educators in the description and design of MOOCs. It is inspired from Business Model Canvas and it is a good start to evaluate the necessary resources before starting online course development. The MOOC Canvas defines eleven interrelated issues that are addressed through a set of questions, offering a visual and understandable guidance for educators during the MOOC design process (Alario-Hoyos, 2014).

MOOC Canvas	Designed by:	Date: Version:
1. Human	2. Intellectual	3. Equipment
4. Platform	5. General Description	
	6. Target Learners	
	7. Pedagogical Approaches	8. Objectives and Competences
	9. Learning Contents	10. Assessment Activities
	11. Complementary Technologies	
Available Resources	Design Decisions	

The first sections (grey) refer to those key resources available (or potential to be at the disposal of teacher) at the time of designing the MOOC.

- 1) Human resources
- 2) Intellectual resources
- 3) Equipment
- 4) Platform

Once the available resources are filled in, the focus will move on the design decisions around the online course.

- 5) General description
- 6) Target learners
- 7) Pedagogical Approaches
- 8) Objectives and competences
- 9) Learning contents
- 10) Assessment activities
- 11) Complementary technologies

Each MOOC Canvas was accompanied by lesson/ session plans & practical instructions, to provide to youth workers an affordable & flexible way to learn how to promote the digital citizenship to young people.

Questions to guide MOOC course design:

1. Human

(1.1) What human resources (number of people available and dedication in hours...) do you have for launching the MOOC?

(1.2) Do you have the possibility of hiring someone else to help you in the operation of the MOOC?

2. Intellectual

(2.1) What intellectual resources (learning materials, OERs, pictures, videos...) do you have for launching the MOOC?

(2.2) Do you have the possibility of paying for additional intellectual resources?

3. Equipment

(3.1) What hardware resources (recording studios, cameras...) do you have for preparing the contents?

(3.2) What software resources (licenses for video recording and editing software...) do you have for preparing the contents?

(3.3) Do you have the possibility of buying/hiring additional hardware or software resource?

4. Platform

(4.1) Regarding learning contents: What types of formats (multimedia, text...) are supported in your platform?

(4.2) Regarding assessment activities: What type of assessment activities (multiple choice, peer review...) are supported in your platform?

(4.3) Do you have any social tool available in your platform?

5. General Description

(5.1) What is the name of your MOOC?

(5.2) What is the duration (in weeks) of your MOOC?

(5.3) What is the field/area of your MOOC?

6. Target Learners

(6.1) What countries do learners come from?

(6.2) What is the literacy of learners?

(6.3) What professional sectors do learners belong to?

(6.4) What is the motivation of learners to join the course?

7. Pedagogical Approaches

(7.1) What pedagogical approach/es and/or teaching methods are you going to use to design your course (knowledge dissemination,

connectivism, project-based learning, case-based learning, collaborative learning, active learning...)

8. Objectives and Competences

(8.1) What are the learning objectives of the course?

(8.2) What are the competencies that learners should acquire during the course?

9. Learning Contents

(9.1) How are you going to structure learning contents?

(9.2) What formats are you going to employ for learning contents

(videos, pdfs, ppts, e-books...)?

(9.3) Does your platform allow this structure and formats?

10. Assessment Activities

(10.1) What formative assessment activities are you going to include?

(10.2) What summative assessment activities are you going to include?

(10.3) Does your platform allow these assessment activities?

11. Complementary Technologies

(11.1) Are you going to use complementary technologies for delivering learning contents (YouTube, Flickr...)?

(11.2) Are you going to use complementary technologies for the assessment activities (Hot Potatoes...)?

(11.3) Are you going to use complementary technologies for promoting communication and discussion among learners (Facebook, Twitter...)?

RESULTS

During the first stage of the project, youth opinion was surveyed, and their input was evaluated. The next stage was dedicated to development of online courses and exercises adapted to youth learning styles. In addition, all educational materials and assessment tests available on the e-platform for online education.

In March 2022, a session for “Multilingual MOOC for youth personal development in the field of digital citizenship education” in the DIGCIT Project was organized with young people aged 14 -18 years old (target group). Total number of pupils who participated in the sessions was 29.

The sessions’ main objective was to increase youth awareness about the new MOOC for youth personal development in the digital era, enhance their digital citizenship skills, and support them using digital technologies in creative, collaborative, and efficient ways. The session was divided into two parts.

The first part was dedicated to presenting the eLearning Platform’s aim and its beneficial nature for young people. The emphasis was put on the importance of the platform’s digital

courses in supporting the competence development of young people through the innovative MOOC teaching, learning, assessment and recognition system.

The second part of the session focused on explaining the platform's components, navigation system and settings.

After completing the module, students filled in an evaluation form providing feedback on the content and general picture of the platform.

CONCLUSIONS

- Improved pedagogical skills of youth workers for using the MOOC innovative methodologies developed especially for those who wish to harness the potential that digitalization represents for active citizenship of their youth target group from partner countries;
- Developed civic competences while protecting the online safety of young people from partner countries, under the guidance of youth workers with increased pedagogical skills;
- Increased awareness of young people and youth workers from partner countries about the use of innovative methodologies and MOOC citizenship education resources to promote quality developments in youth work in partner countries and Europe.