

SafeSchool – Promoting students' engagement in the prevention of bullying in school

Methodology for the design, the implementation and the evaluation of the training course

IO2 Guidelines for the design of the E-training of the SafeSchool project

This document describes the operational procedures to realize the E-learning course foreseen for the IO2 of the SafeSchool project. The E-learning course allows learners to listen a text, read by a speaker, while watching the slideshows. So the text and the slides that will be read must have specific peculiarities.

The course consists of 8 modules. For each module we must specify knowledge, skills and competences, in fact for each Unit a Learning Outcome must be identified. Each module must be divided into several lessons - about 10-12. Each lesson is part of a Learning Unit (max. 4 per module).

Index: (max 16 hours – e-learning depending on the length resulted for each of the 8 modules)

- ▶ Module 1: Social and Emotional Learning in School (SEL)
- ▶ Module 2: Supportive classroom environment
- ▶ Module 3: Peer training for teachers and school staff
- ▶ Module 4: Creation of students support groups in schools guided by a peer leader
- ▶ Module 5: Creation of school-family bridges
- ▶ Module 6: Developing sessions for reflection activities in schools
- ▶ Module 7: Review of schools' policies and procedures related to bullying
- ▶ Module 8: Creation of a non-formal and informal environment in the school in order to strengthen cohesion among peers.

Introduction: The concept of a learning module and training unit

In order to achieve the E-learning course objectives, the content must be organized sequentially in specific modules.

The Modules are divided into specific units, called Units of Learning Outcomes (LO), which address specific topics. The division of the Modules into smaller units will facilitate the learning process of the students.

What is a learning module?

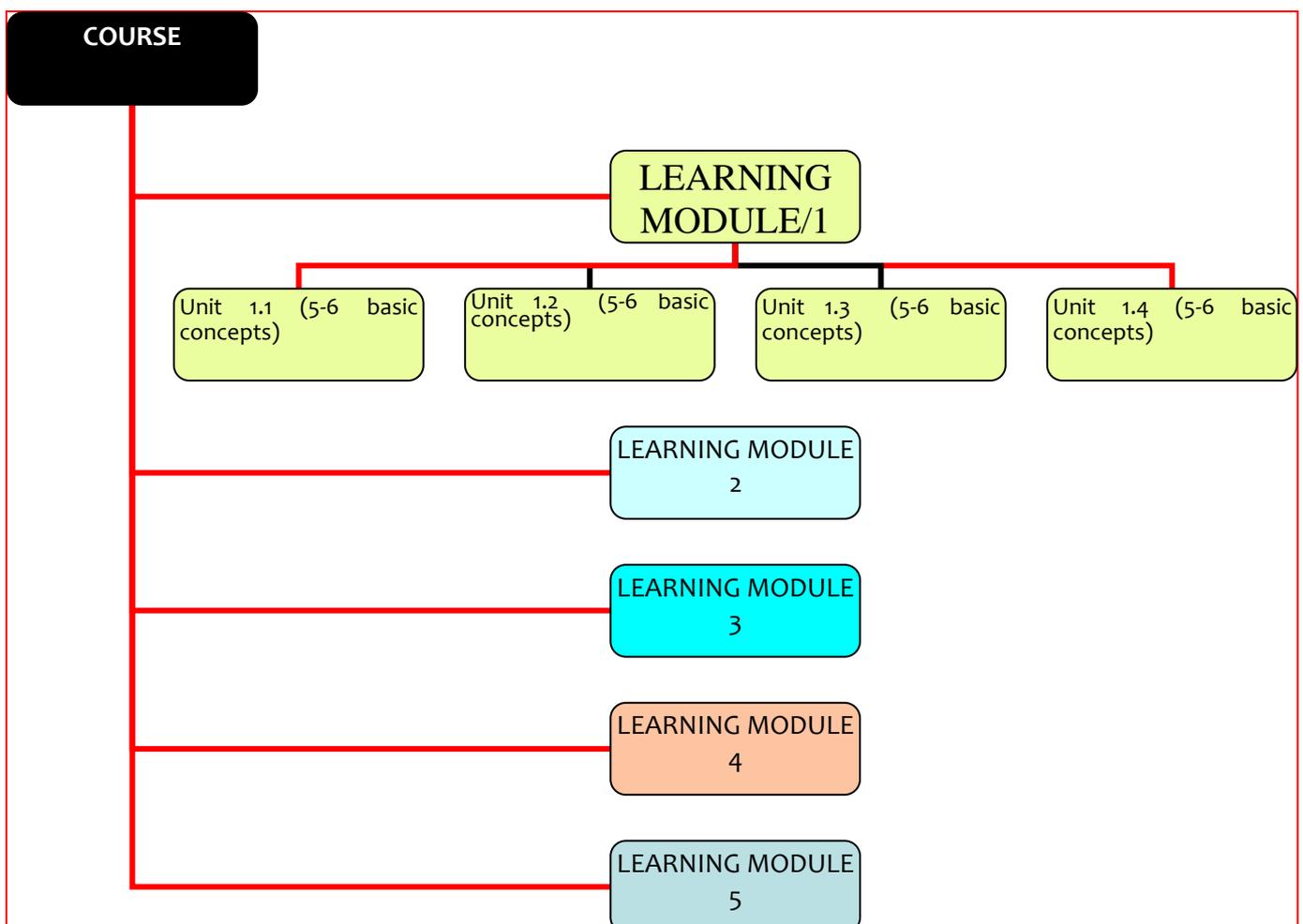
In the educational context, the term module (from Latin *modulus*, diminutive of *modus*: measure, rule, model) is used to indicate a set of learning experiences, which are referred to a discipline of study, with a precise indication of the objectives to be achieved, the prerequisites and the total duration of the learning experience. Modules are usually divided in smaller Units of learning.

Each learning unit is a micro curriculum, which includes essential and constitutive elements:

- Objectives, contents, procedures;
- Activities, tools;
- Times and methods for the assessment.

What is a Unit of Learning?

The Unit of Learning is the minimum unit of training planning and it pursues a specific learning outcome. The Learning unit transmits informative *atomized* contents and molecular knowledge. The grouping of a certain number of Learning units creates a learning module.



UNIT A – Instruction for the design of the E-learning course

A1. Task

A1.1 What is this document?

This document contains the instructions to realize the E-learning course expected for the SafeSchool IO2. These guidelines are realized as a short Learning module and they are organized in Learning units. They represent a concrete example of how the preparatory material will be developed for the implementation of the E-learning course.

A1.2 Who is it for?

All partners they have to produce an E-learning module(s) which contributes to the creation of the e-course.

A1.3 How long is the module?

Each E-learning module must have a maximum duration of 2 hours, excluding the assessment test. The 8 E-learning modules will develop an overall training course of maximum 16 hours. Apart of the E-learning content of maximum 16 hours in total, the partners will produce for each E-learning module, practical activities with a length of about 3 hours. Practical activities will be implemented by the participants in own school or organization at the end of the module or at the end of the training course.

A1.4 What are the tasks of each partner?

The tasks for each partner are:

1. To draw up the E-learning module contents (in English and in a word text);
2. To create the slides for clusters of contents;
3. To create the questions/answers for the final test in English (3-4 questions per unit).

A2. Language

A2.1 Which language must be used?

The language should be simple and easy to understand - short sentences with *understandable* concepts. The content must be engaging, clear and connected. The content must be non-generic, non-trivial and non-obvious.

A2.2 Why?

The form must be conversational, interactive as possible, never impersonal nor detached. The sentences should be short and simple.

One concept will be represented by more slides, for this reason it is better to avoid long and twisted periods. The purpose is to keep the interest of the learners high.

A2.3 How to structure the slides

The slides have to contain only keywords, images, charts and graphs if necessary. **Please, avoid long sentences.**

A3. Contents

A3.1 How to develop a Learning module

Each unit will have a total duration of maximum 2 hours (excluding the assessment text). Each Learning unit contains several lessons, in the form of short paragraphs.

A3.2 How to develop a Learning unit

Each **Learning unit** should be autonomous and independent from the other. In an E-learning course, the consultation of previous or subsequent lessons, is not immediate so the Learning units should not refer to previous or subsequent contents. If possible, the units should be self-reliant.

A3.3 What are the modules and the units?

A module is a didactic unit capable of promoting knowledge and skills in a specific area, able to enrich the knowledge already possessed by the learner.

Each module will be composed by about 10-12 Learning units. The Learning Unit cannot be something indefinite, indeterminate or wavering; it must be conclusive and separate from previous or following content.

Each Learning unit can illustrate a maximum of **3 concepts** (lessons). The user will go progressively through the Learning units that will be proposed in the form of slides. A speaker will read the text during the slideshow (the audio will be in English).

A4. Word text - PowerPoint slide - audio

A4.1 How many slides can be used to explain a lesson?

Each lesson must be explained using word text and slides. Each lesson can be described using a different amount of slides (suggested: **4-5 slides per lesson maximum**). For each slide a maximum of **400 characters**, including spaces, should be used.

A4.2 Why?

Remember that in the E-learning course, the user will listen to voice-over and will watch the slideshow. So, if you are using a slide every 400 characters, it means that every 30/40 seconds the user will see a different image to strengthen verbal explanation. Therefore a concept expressed with 700 characters requires at least 2 slides.

A4.3 When to combine the audio with the slides

The slides can be transformed into video with ad hoc programs such as *Captivate*. After having generated an audio track, the video is then combined with the slides with video editing programs (*Movimaker* or *Magicvideo* as examples).

A4.4 Which numbering to use?

The text and slides should be numbered consecutively and in a objective way, as it is done in this paper for demonstration.

The Learning unit must be marked with letters (Alphabetical numbering with Latin characters - A, B, C, D etc). **The lessons will acquire the alphabet of the unit and will have a numerical sequence numbering** (A1 - A2 - A3 - A4 etc.).

If the concepts will be then broken down in progressive slides, they will be assigned to a decimal number (A1.1, A1.2, A1.3, etc.). Each section of the Word document you will produce to accompany the E-learning must have the same numbering of the slide of reference, as in this sample document.

A5. Summary

A.5.1

Course Structure	8 E-learning modules + Introduction
Overall duration of the course	max 16 hours
Duration of each the E-learning modules	aprox 2 hours
Structure of E-learning modules	Max. of 4 Learning Units (about 10 minutes each)
Learning Units	Composed by maximum 10-12 lessons
Lessons (Concepts)	Explained with text and slides
Slide	One slide can contain 400 characters . 4-5 slides can illustrate a lesson
Slide Contents	Keywords and images
To be avoided	Generic, expected and trivial content

UNIT B. Instruction to develop the e-learning contents

B.1 Text & Audio

B.1.1 How to calculate the duration of the audio of a word text read by a speaker?

About 750 characters including spaces generate 1 minute of audio. The estimated time to complete a Unit is about 10-12 min. So to get 10 minutes (one unit) the text should have 7.500 characters, including spaces.

B.1.2 How many characters for a Learning module?

If the module is structured in 4 Learning units of 10 minutes each, each unit must contain a text of 7.500 characters.

B.2 Contents presentation

B.2.1 How to present the content in an E-learning course?

The answer is using a *question*. In concrete terms this means introducing textual content that replies to an *inspiring question*. In fact, our mind works like any other machine: an input is processed and calls for the generation of an answer. Each reply thus implies a previous stimulus.

B.2.2 What is an *inspiring question*?

The question is the *magic* key to learn more effectively. Our mind, being appointed to give answers, is activated with just one question. Often we do not realize it, but our mind, once it is stimulated by an input, it begins to ask questions, make associations and then provide answers.

B.2.3 Why using an *inspiring question*?

Because our mind is nourished by questions and it is activated to find answers. The approach that we ask you to adopt wants to take advantage of this feature; that is the ability of the E-learning to activate the mind of the learner.

B.2.4 How to formulate *inspiring questions*

The content must be reorganized in input questions. The more you are able to organize your content in **inspiring questions**, the better you can activate the mind of the learner, intensifying the success of the learning process.

B.3 Inspiring questions

B.3.1 What are the questions that activate the mind?

The fundamental questions allowing us to test what they have learned are:

WHO? (The subject of the action)

WHAT? (The action)

HOW? (The modalities of action)

WHICH? (The specification)

HOW MANY? (The quantity)

WHEN? (The time context)

WHERE? (The local context)

WHY? (The reasons for the action)

These eight fundamental questions are a fix scheme we have in mind, which makes us seek their corresponding answers.

B3.2 What other content should be in the E-learning Safe school's modules?

The module must be introduced by:

- An abstract;
- An index of units/lessons.

B.3.3 What else needs to be produced?

It is also necessary to include:

- the exercises and assessment test (each module will contain in total 12/15 questions - in reference to the main concepts/lessons analyzed);
- bibliography;
- (if appropriate) webgraphy;
- (if appropriate) Glossary of terms used.

B.3.4 How to construct the assessment test?

The verification test will be multiple choice or dichotomous with only one correct answer. Each training unit must contain a question to test the main concepts analyzed. Overall, each module will contain 12/15 test questions related to the main concepts analyzed.

B.3.5 Is it possible to see an example of assessment test?

Here it is an example of assessment test for this module:

Question 1. How many characters correspond to one minute of audio? (only one answer possible)

- 1.000
- 750 (correct answer)
- 400

Question 2. Why is it recommended to add the “inspiring question”? (only one answer possible)

- Because it is a strategy to activate the mind (correct answer)
- Because it simplifies the exposition of contents
- Because it makes the training product more attractive

Question 3. The “inspiring questions” are 10. True or false?

- True
- False (correct answer)

IO2 Guidelines for the implementation of the E-learning course of the SafeSchool project

Structure of the training course

The training course consists of three parts:

1) an E-learning part

This part consists of maximum 16 hours of E-learning content, 2 hours per each of the 8 training modules. Participants will have access to a printed version of the training course in English. The printed version will include practical activities and assessment questions for each of the 8 topics which will be developed later in 8 E-learning modules.

2) a “face to face” part

The “face to face” training part will consist of 30 hours of practical and interactive activities which will be organized with the occasion of the two learning/teaching/training activities from Madrid (October 2018) and Rome (January 2019).

3) a “homework” part

The “homework” part refers in fact to the practical activities that are included in both the printed version and the E-learning modules. Each module includes practical activities which participants will realize at the end of the module or at the end of the training course. In total, practical activities have about 21 hours of working.

At the end of each module participants will find 10 assessment questions, so 80 in total.

Timeline for the implementation of the training course

The “face to face” training will take place in two parts, in October 2018 in Madrid and in January 2019 in Rome.

The E-learning part will start by the end of 2018 and will continue until the end of the project (August 2019) but also after.

	Oct18	Nov18	Dec18	Jan19	Feb19	Mar19	Apr19	May19	Jun19	Jul19	Aug19
C2											
C3											
E-course											
Evaluation											

Human resources for the implementation of the training course and the assistance of the participants

Every project partner will appoint one person from the project team who will accompany the participants in their training process and who will evaluate their achievements and results.

Participants in C1, C2 and C3 will follow the online training course but also other people will be encouraged to follow the course due to their participation to the multiplier events or to dissemination and follow-up actions.

Every participant will follow the next steps in order to have access to the online training course:

1. Access the 8 modules at the webpage <https://fundatiaikaros.ro/safeschool-intellectual-output-no-2/?lang=en>
2. Follow each module, one by one, starting with the first one
3. At the end of each Learning Unit, participants will find a Practical Activity. They have the possibility to pause the module and do the practical activity in school, in their organization or at home and then to continue the module until it ends. Or, they can do the entire module and do the practical activities at the end.
4. At the end of each module they will find a quiz. Every question of the quiz has one single correct answer. Once the participants finalize the quiz they will have to enter their name and email address to see immediately the results (how many correct answers they gave). Their credentials will be stored in a database and so, we will know how many participants went through the online training course.
5. The implementation of the practical activities will be monitored by each partner either through direct observation activities or through feedback collection or through questionnaires.
6. Once the participants will finish the training course participants will received a graduation diploma.

Evaluation of the training course

The evaluation of the training course will be divided in several phases:

Phase 1: Evaluation of C2 (October 2018 Madrid): during the 5 days of training and at the end

Phase 2: Evaluation of the first group of participants in March 2019. Evaluation will be done by the project partners through feedback collection, direct observation and/or questionnaires.

Phase 3: Evaluation of C3 (January 2019 Rome): during the 5 days of training and at the end

Phase 4: Evaluation of the second group of participants in May/June 2019. Evaluation will be done by the project partners through feedback collection, direct observation and/or questionnaires.

Phase 5: Evaluation of the entire training programme in July 2019 with the occasion of the last transnational meeting.

Annex

1. Template of C2/C3 evaluation questionnaire
2. Template of evaluation questionnaire of the E-training course