

MOOC DEVELOPMENT LEARNING OUTCOMES

OPERATIVE DOCUMENT

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SPACE - Skills for school professionals against cyberbullying events

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Document overview

This document is part of the O4/A2 MOOC implementation; it defines and describes the Learning Outcomes of the MOOC itself.

Learning outcomes describe what a learner is expected to know and to be able to do by the end of the subject or course. Clear learning outcomes should benefit students in a number of ways. Statements of learning outcomes should explain to learners what they will learn on successful completion of a subject or course.

The Learning Outcomes have been formulated mirroring the Map of Competences O1/A1, and are organized for each learning module and learning unit.

This is an operative internal document.

Learning modules and units

The number of modules and learning units has been established on the basis of the areas defined in the Map of Competences. In the Map we have 4 areas:

General area: knowledge of the typologies of bullying and cyberbullying, definition of the phenomenon, risks factors, incidence;

Psycho-pedagogic area: understanding the cyberbullying situations and phenomena, managing conflicts, planning information and training activities for the students;

Technological area: aware use of social media, online communication, safety and well-being;

Regulations area: European and national laws, recommendations, circulars, institutions to contact in case of cyberbullying episodes.

The course modules correspond to these 4 areas, so the course will include 4 modules for 6 weeks. For modules 1 and 4 there is a duration of 1 week each, while for modules 2 and 3 there is a duration of 2 weeks each. The contents are the OER in English and the partners' languages (Italian, Spanish, Dutch, Turkish, and Portuguese) found during the O2/A2 Content Curation. A learning unit equals one week of work. The topics of the learning units are the following:

WEEK 1: CYBERBULLYING FORMS AND TYPOLOGIES

- 1.1 General knowledge of the phenomenon, definition, incidence, statistics
- 1.2 Characteristics of cyberbullying, roles and profiles of people involved

WEEK 2: DEVELOPING TRAINING ACTIVITIES

- 2.1 Identification of cyberbullying situations
- 2.2 Planning training and information actions
- 2.3 Developing integrated approaches

WEEK 3: PREVENTION AND SUPPORTING STRATEGIES

- 3.1 Approaches to prevent cyberbullying
- 3.2 Supporting strategies

WEEK 4: TECHNOLOGICAL TOOLS

- 4.1 Online communication

4.2 Safe use of social tools

WEEK 5: ONLINE PROTECTION

5.1 Online privacy and reputation

5.2 Safety on the web

WEEK 6: CYBERBULLYING FROM THE LEGAL SIDE

6.1 Reporting cyberbullying cases

6.2 Rules and regulations

MOOC MODULES AND UNITS: SUMMARY TABLE		
MODULE 1		
GENERAL AREA Knowledge of the typologies of bullying and cyberbullying, definition of the phenomenon, risks factors, incidence	WEEK 1. CYBERBULLYING FORMS AND TYPOLOGIES	1.1 General knowledge of the phenomenon, definition, incidence, statistics 1.2 Characteristics of cyberbullying, roles and profiles of people involved
MODULE 2		
PSYCHO-SOCIAL-PEDAGOGIC AREA Understanding the cyberbullying situations and phenomena, managing conflicts, planning information and training activities for the students	WEEK 2. DEVELOPING TRAINING ACTIVITIES	2.1 Identification of cyberbullying situations 2.2 Planning training and information actions 2.3 Developing integrated approaches
	WEEK 3. PREVENTION AND SUPPORTING STRATEGIES	3.1 Approaches to prevent cyberbullying 3.2 Supporting strategies
MODULE 3		
TECHNOLOGICAL AREA Aware use of social media, online communication, safety and well-being	WEEK 4. TECHNOLOGICAL TOOLS	4.1 Online communication 4.2 Safe use of social tools
	WEEK 5. ONLINE PROTECTION	5.1 Online privacy and reputation 5.2 Safety on the web
MODULE 4		
REGULATIONS AREA European and national laws, recommendations, circulars, institutions to contact in case of cyberbullying episodes	WEEK 6. CYBERBULLYING FROM THE LEGAL SIDE	6.1 Reporting cyberbullying cases 6.2 Rules and regulations

SPACE MOOC: Learning Outcomes

A. GENERAL AREA

Knowledge of the typologies of bullying and cyberbullying, definition of the phenomenon, risks factors, incidence

A1. General knowledge of the cyberbullying phenomenon

- Defines what cyberbullying is
- Identifies the causes and factors that determine cyberbullying
- Classifies the different typologies of cyberbullying
- Distinguishes and describes the different cyberbullying behaviours

A2. Understanding the characteristics of cyberbullying

- Identifies the different ways in which cyberbullying is practiced
- Classifies and analyses cyberbullying's causes and consequences
- Can differentiate the effects of cyberbullying from those of bullying
- Describes the different cyberbullying behaviours in the perpetrator case
- Describes the different cyberbullying behaviours in the victim case

A3. Knowledge of the incidence of cyberbullying

- Is aware of the incidence of the phenomenon concerning age, gender, contexts
- Is able to find, analysis and compare statistic data about cyberbullying
- I aware of how influential is cyberbullying in the local/school environment
- Names some risk factors and provides information about incidence and possible consequences

A4. Knowledge of the roles in cyberbullying events

- Identifies and differentiates bullies and bullied
- Describes profiles and motivations of victims and cyberbullying responsible
- Distinguishes several roles involving multiple stakeholders

B. PSYCHO-SOCIAL-PEDAGOGIC AREA

Understanding the cyberbullying situations and phenomena, managing conflicts, planning information and training activities for the students

B1. Identification of cyberbullying situations

- Can recognize when there is a situation at risk of cyberbullying
- Detects and identifies signs of someone suffering cyberbullying
- Estimates what is the impacts of cyberbullying over person
- Recognizes the emotional, social and cognitive factors that characterize both victims and perpetrators of cyberbullying.

B2. Knowledge and application of prevention strategies

- Recalls main guidelines on prevention and intervention
- Evaluates if a student is a possible internet addicted or if has a dangerous behaviour
- Illustrates to students the dangers of the internet (gambling, sexting, incorrect use of the social media) and internet crime
- Illustrates to the students strategies to disable personal characteristics that potentiate cyberbullying situations (ways of talking, dressing, ...)

B3. Planning information and training actions

- Is aware of the role of the school in addressing cyberbullying

- Knows how to implement specific strategies for addressing cyberbullying training
- Is able to select information and training activities for the students
- Rearranges elements from previous projects and initiatives
- Manages the conditions to discuss open and freely with students or parents about the subject, sharing the information, ideas, etc.
- Can set up protocols to work with students who are suffering cyberbullying
- Is able to plan meetings with experts of troubles going through the teenage years (psychologists, postal police officers)

B4. Knowledge and application of supporting strategies

- Understands the victims' psychological reactions
- Knows the strategies to encourage communication with cyberbullying victims
- Knows the strategies to manage cyberbullying conflicts
- Knows how to give first listen to the victims, enabling students to file complaint anonymously
- Is able to decide the specific psychological aid necessary to the victims
- Is able to communicate empathically with families

B5. Developing integrated approaches

- Knows what strategies apply with cyberbullying that occurs outside school
- Knows what is the role of parents, specialists, legalists, and law enforcement officials
- Estimates the strategies to contribute to the school policy against cyberbullying
- Evaluates risk situations situation to provide the adequate follow-up (psychologist, therapists, etc.)

C. TECHNOLOGICAL AREA

Aware use of social media, online communication, safety and well-being

C1. Online communication

- Uses the main digital communication tools
- Recalls the behavioural norms and using digital technologies and interacting in digital environments
- Identifies communication strategies for specific audience and generational diversity in digital environments
- Assesses and interprets information on the web

C2. Use of social tools

- Uses the most used social media, tools and networks, especially the ones used by youngster
- Knows the emotional aspects connected to the use of the socials
- Indicates the risks of digital social environments
- Knows the rules that regulate the activities of the main social media

C3. Privacy protection

- Knows the concepts connected to “digital identity” (security, privacy, etc.)
- Expresses what online reputation is
- Explains how to protect personal data and privacy in digital environments
- Understands the “privacy policy” terms used by digital services

C4. Online safety

- Describes how to protect devices and digital contents, preventing risks and threats in digital environments
- Knows how to modify default settings to enhance safety
- Selects appropriately password protection and multi-factor authentication
- Explains safety measures using technologies

D. REGULATIONS AREA

European and national laws, recommendations, circulars, institutions to contact in case of cyberbullying episodes

D1. Knowledge of rules and regulation

- Knows the fundamental national laws and rules on cyberbullying
- Knows the school rules and norms about cyberbullying
- Knows how the European and national institutions address cyberbullying

D2. Approaching cyberbullying from the legal side

- Recalls the main national digital platforms to report specific cyberbullying episodes
- Distinguishes situations that can be categorized criminal, and know some penal consequences
- Evaluates which institutions and authorities to turn to in case of cyberbullying and informs his students about it
- Is able to report process of cyberbullying asking for proper legal help