



# MOOC MODEL

SCHEME FOR THE DESIGN AND  
DEVELOPMENT OF THE MOOC

SP @ CE

## **SPACE - Skills for school professionals against cyberbullying events**

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# Document overview

The A1/O2**MOOC Model** is part of the first Intellectual Output, O1 Model Setting.

It is realized on the basis of the Map of Competences and provides basic indications for the subsequent development of the MOOC. In the Map of Competences we have identified the competences needed by the teachers to allow them preventing and contrasting cyberbullying. Competences have been organized into 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.

This classification allowed to define the main MOOC topics, mirroring the 4 areas.

The MOOC Model is organized in the following way:

- the overall course structure;
- the duration;
- the number of learning units;
- the topics;
- the assessment and evaluation strategies;
- the support to students.

## Overall course structure and duration

The course structure has been set up referring to the Northwestern University's Coordinated Services Center (CSC) [general guidelines for creating Massive Open Online Courses \(MOOCs\)](#). According to these recommendations, in order to retain as many students as possible, a MOOC should be taught over as short a time period as is reasonable to deliver rigorous content.

The duration of a MOOC is always calculated in weeks. The common duration of a MOOC is from 6 to 12 weeks. A MOOC is accessible 24 hours a day, 7 days a week. The majority of the content is delivered asynchronously (meaning students can access it in their own time and at their own pace). Best practices further suggest that each week of the MOOC should be comprised of a lesson with a single topic or themed topics with specified learning outcomes.

The learning of students in a MOOC is usually assessed by multiple-choice questions. Usually, there are no pre-requisites for taking a MOOC, apart from having access to a computer with an internet connection. Most of the time, the educational or academic background of students isn't important. Students usually don't need to buy any books for these courses, because all reading is either provided within the MOOC content or is linked to open access texts.

The duration of a course has been calculated in 6 weeks, for the following reason:

- this length falls within the range of the medium MOOC duration;
- 6 weeks are the minimum time for the acquisition of competences reported in the Map O1 / A1;
- in view of the experimentation, this duration is sustainable and allows participation by teachers and school staff, which in the case of longer durations would be impractical or impossible.

## Number of learning units and topics

The course main page will contain:

- an introduction to the course: course philosophy, structure, practical information;
- how to use the course platform: features, areas, technical help;
- the course syllabus;
- the modules.

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

## Assessment and evaluation strategies, support to students

**Learning Assessment** – since the course is self-paced, the approach is based on self-assessment. The participants will fill in a self-grading check list on which to check outgoing competences on a scale of 1 to 10, where 1 = not acquired and 10 = completely acquired. It is possible to insert true false or multiple-choice self-assessment tests.

The option to issue open badges or other certification forms for the whole course or for the single modules is to be decided.

**Students interaction** - after completion of each module we could add a comment section for participants; in this way, participants can communicate with each other about the related module to share their ideas.

**Course evaluation** – the quality evaluation will be verified by different parameters, e.g. the percentage of completion of units and modules by the learners, the number of participants who will complete the course, a satisfaction questionnaire, gathering of the feedbacks, etc.

**Support for students** - will be of a technical and administrative nature.