IO3: SAILS GUIDE FOR TEACHERS

SAILS

Safe & Autonomous Internet-based Learning Strategies

Agreement number
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https://sails.deusto.es

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Introduction

Nowadays, mainly due to the corona virus pandemic teachers redefine teaching and learning as they had to move from a mainly classroom-based learning to e-learning in such a short period of time. They are facing new challenges and are struggling to learn new techno-pedagogies needed to teach online classes. For this reason, they need new resources and online tools to engage students in learning. In addition, the exposure to digital data driven largely by algorithms creates clear risks and requires more than ever critical thinking and the ability to engage positively and competently in the digital environment. In response to this, there is a need for the students to be supported in order to participate safely, critically and responsibly in a world filled with digital technologies which create constantly changing demands, risks and challenges. In line with the above, the main objective of this document is to strengthen teachers' profile by providing resources and digital tools to face this new learning context and to be able to educate students to become computer literate and to navigate safely.

Specifically, it is important to note that before developing the teaching material and tools a needs analysis was conducted to all participated countries with view to investigate the situation in each country during distance learning and teachers' needs as far as the online safety is concerned. Therefore, at the first chapter of this document useful surveys and information are presented about teachers and students' online habits.

Moreover, a digital tool was developed during the project. It is a fictitious network, called "Instalab", in which automated profiles (social bots) behave inappropriately and interact with the fictitious profiles created by students. The interaction with the social bots will train students to be able to distinguish the inappropriate behavior on the net and to build safe relationships while they are online. At this document guidelines are provided regarding the use of this digital tool. Moreover, activities that are related to the game and ideas on how to implement the game in class are presented. In addition, at this document teachers have access to a bank of resources, lesson plans and activities which were created on the issue of online safety.

Finally, an evaluation methodology and an implementation plan are described in the last chapter of this document.

To conclude, this a concise and easily digestible guide for teachers on online safety and innovative uses of ICT in the context of the pandemic with a complete set of supporting activities for students, an implementation guide and an evaluation kit.

2.Need Analysis

2.1 Greek Survey

This is a national survey 2021-2022 for online habits in 5000 students that was conducted by the Hellenic Center for Safe Internet of the FORTH under the approval of the Greek Ministry of Education and Religions: **https://saferinternet4kids.gr/ereynes/ereuna21-22/.**

This survey was realized during the school year 2021-2022 and students aged 12-18 were involved. As depicted below the girls accounted for 52% of the sample whereas the boys for the remaining 40%. Furthermore, the 77% of the students attend school at the cities and the 23% at the villages. It is also important to note that 29% of the sample are students that attend lower high school and 71% high school.
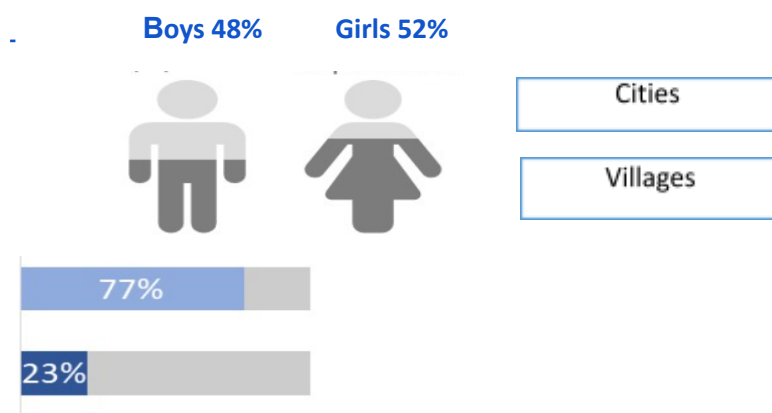
Boys 48%   **Girls 52%**

Cities

Villages

77%

23%

Figure 1: Gender of the sample   **Figure 2: Areas of the sample**

The first questions of the survey were about personal data. Based on the graphs 3 and 4 although 76% of the students have received personal photos from others only the 4% of the sample have sent personal photos. In addition, it seems that the majority of the students seems not to be worried about how their online identity will be shaped when the make posts, comments or likes. However, girls have more worries about their digital identity than boys.

YES
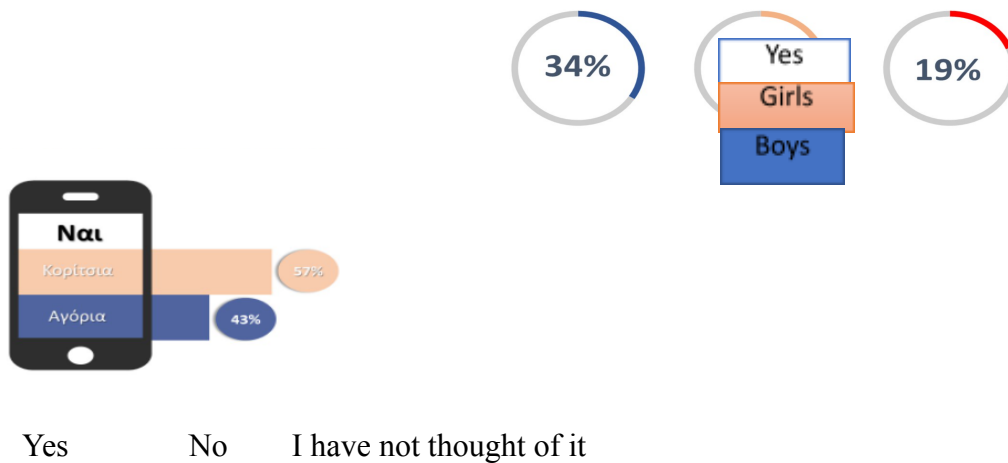
NO

No
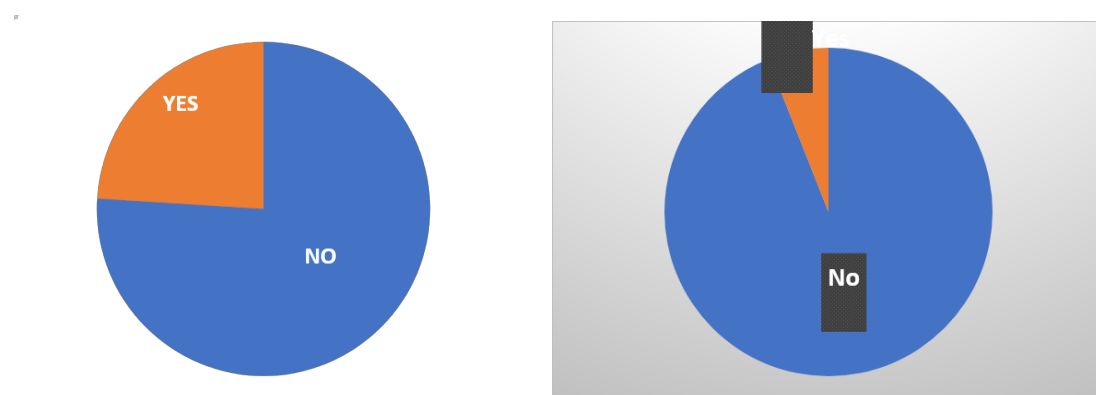
Graph 3: Received others personal photos

Graph 4: Send personal photos to others

25%   53%   22%
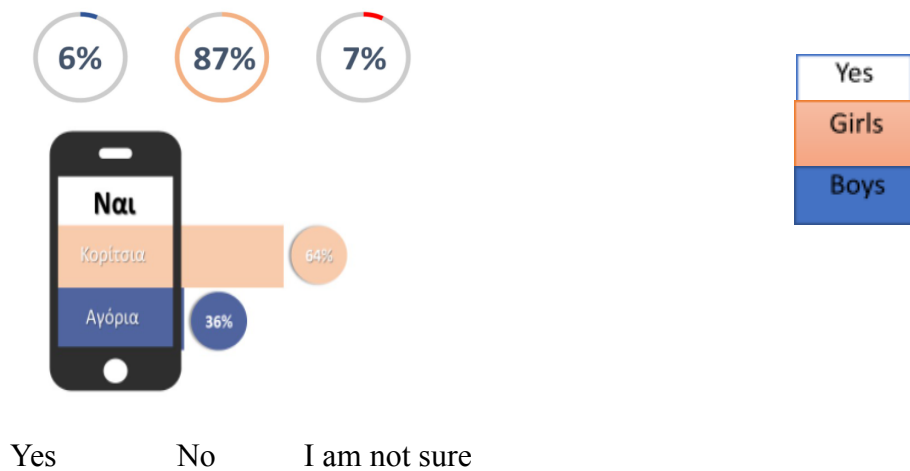
Yes   No   I don't know
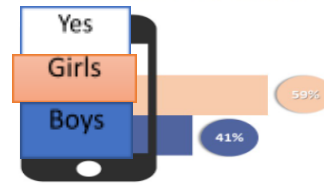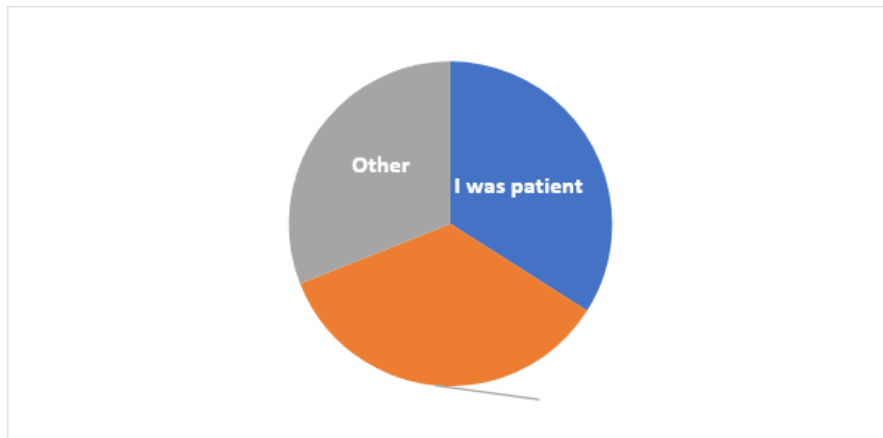
Graph 5: Digital Identity

Furthermore, at the following questions students shared their experiences about hate speech and cyberbullying. Only 34 % of the sample had experiences on hate speech and similarly with the above question the percentage of girls is higher. As far as the cyberbullying is concerned the percentage of students that were victims of cyberbully is rather low and at this question as well the percentage of girls are slightly higher. Only the 35% of the sample reported cyberbullying to an adult and 34% made patience. A small percentage (13%) of students have witnessed cyberbullying. In addition those who were witness of cyberbullying responded that they have supported the victims of cyberbullying.
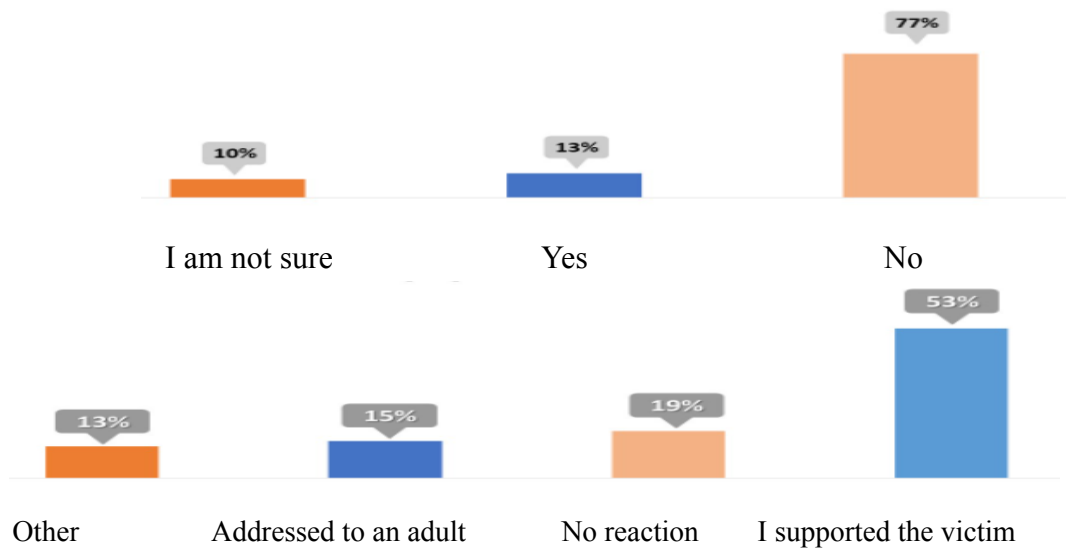
34%   19%

Yes   No   I have not thought of it

Graph 6: Experiences on hate speech

6%   87%   7%

Yes   No   I am not sure

Figure 7: Cyberbullied

Graph 8: Reactions to cyberbullying

I am not sure   Yes   No

Other   Addressed to an adult   No reaction   I supported the victim
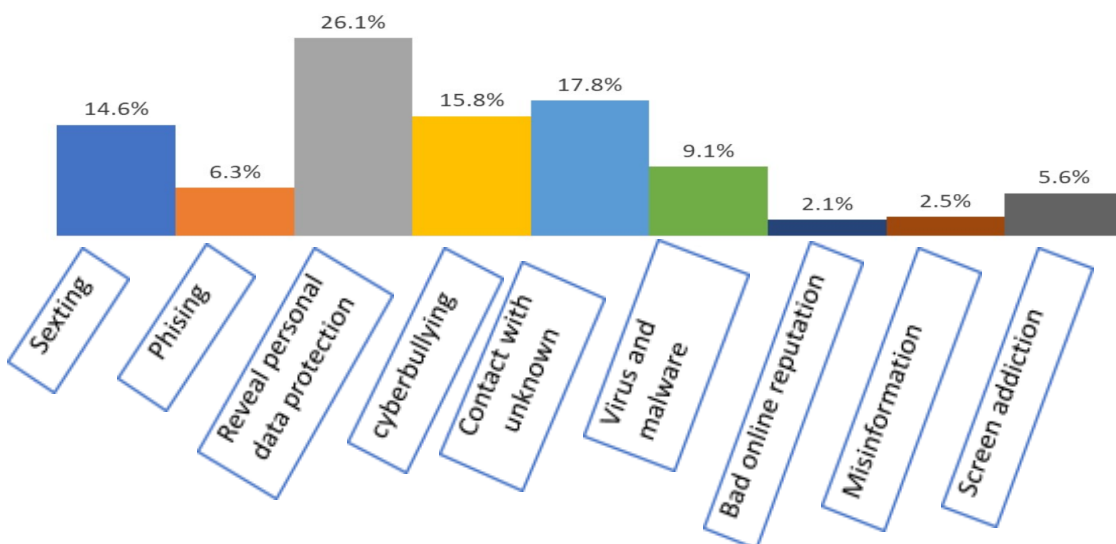
Graph 9: Witnessed cyberbullying

Moreover, as depicted in the graph below although children consider the disclosure of personal data and contact with strangers to be the two biggest risks online, at the same time one in two children chat with strangers and make friends online.
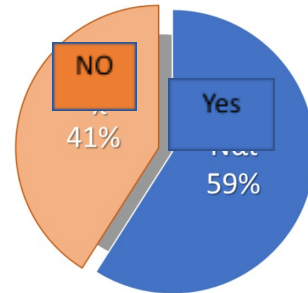
Graph 10: Online Dangers

Have you expanded your circle of friends people with people you met online (through social networks or games)?

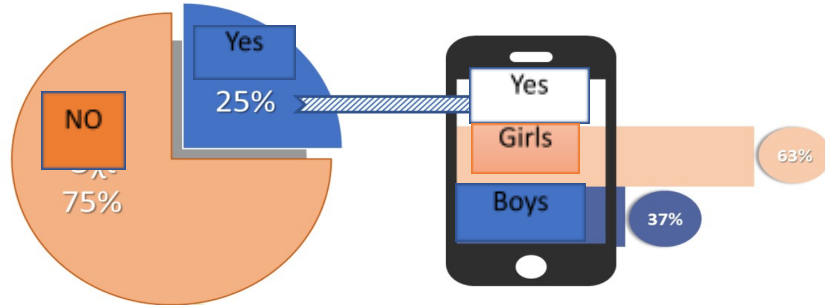**Have you chatted online with you don't know in real life?**
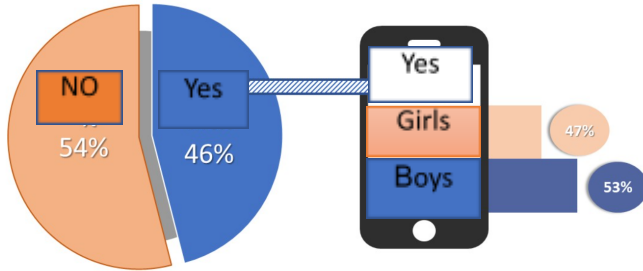
Graph 11: Online friends
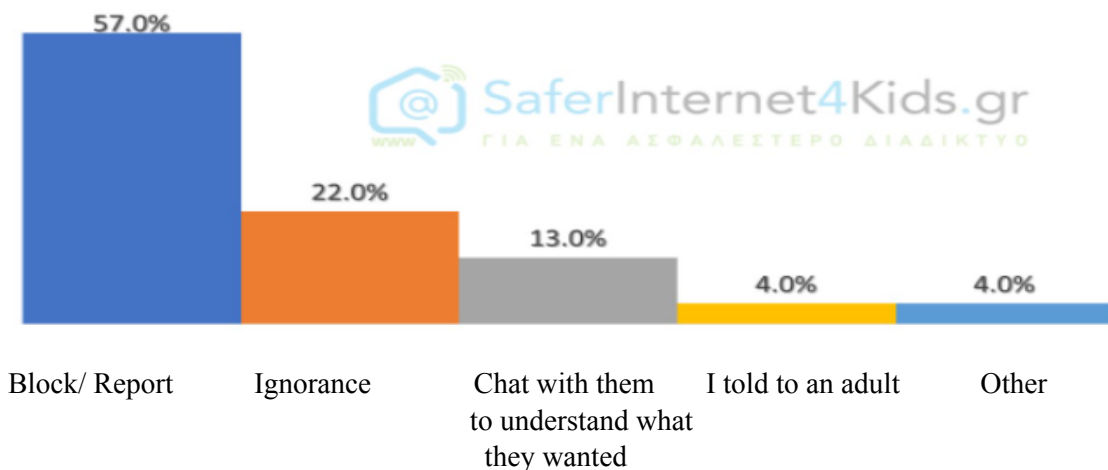
Graph 12: Online chat

One out of four children say that at some point online someone has approached them with malicious intent. Of these, 3% had a conversation with the person to see what their intentions were.

Someone has tried to maliciously approach you online (through social networks or games)?


Graph 13: Cyberbullying

If yes, how you reacted?

Block/ Report	Ignorance	Chat with them to understand what they wanted	I told to an adult	Other
57.0%	22.0%	13.0%	4.0%	4.0%

6

Another important result is that according to the results of the survey, children and young people do not seem to hesitate to block someone or something that has upset them on the internet, but they are less likely to report it.
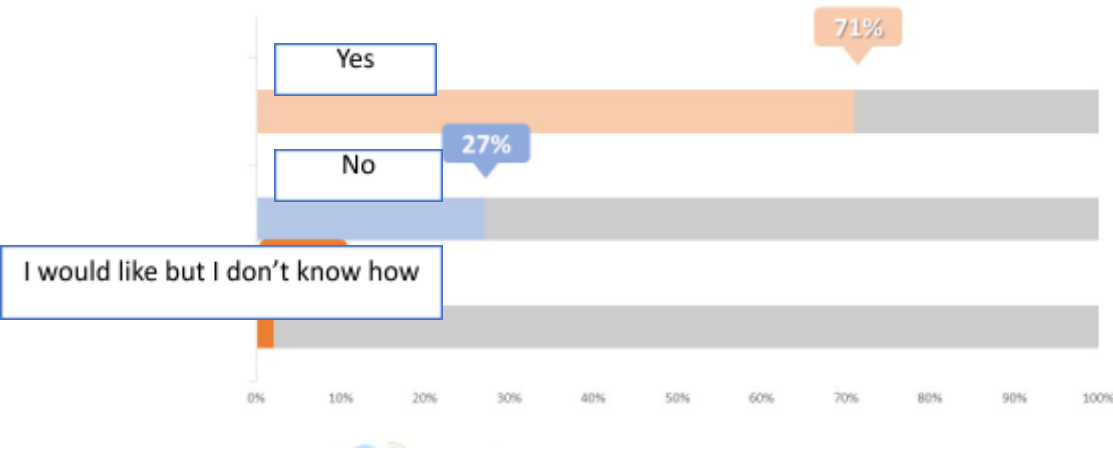
Graph 14: Block someone on social media or online game

Have you ever reported someone through the tools that available on social media or on games?

Yes   No   I would like, but I don't know how
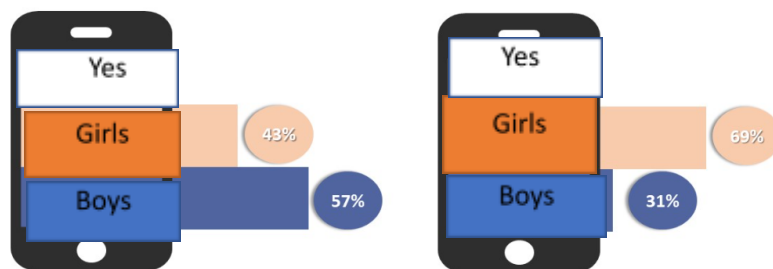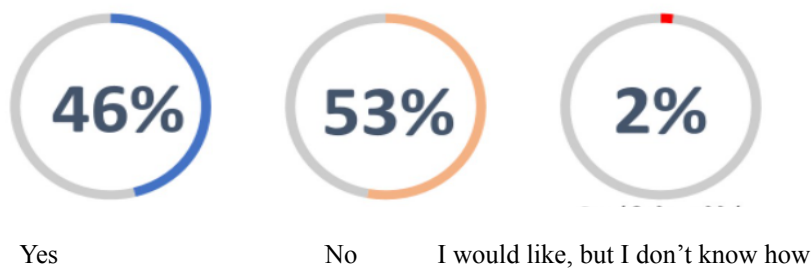
Another point to emphasize is that if something happens online, 62% of children will ask their parents for help, 21% will ask a friend, 13% will deal with it without asking for help and only 4% will go to a teacher.

If someone upsets you online, who will you ask for help?

| 13% | 4% | 21% | 62% |
| None | My teacher | My friend | My parents |
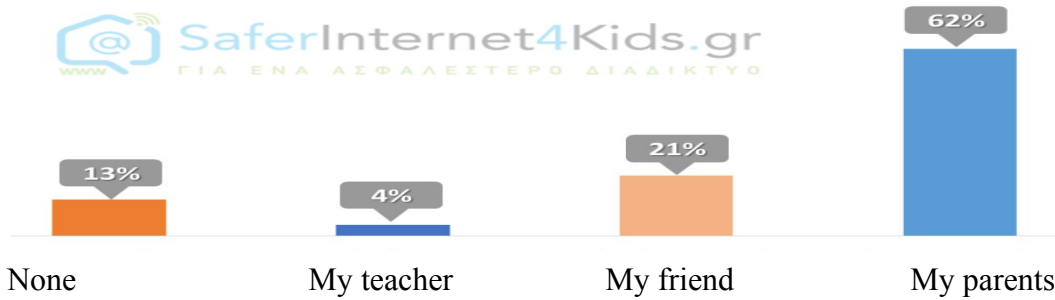
Finally, 10% of children who use the internet have fallen victim to online fraud and one in two children use antivirus on their devices.

Have you been a victim of an online scam?

Do you use antivirus systems on your devices?
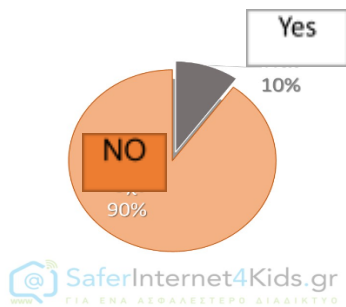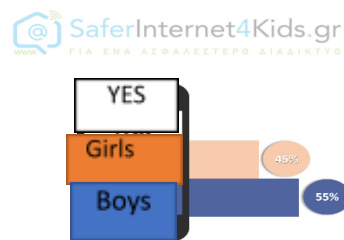

2.2 Surveys in Partners Countries

This is a survey that was conducted in four partner countries, Spain, Greece, Netherlands and Bulgaria. The evaluation tool that has been chosen for this survey is a semi-structured questionnaire (see Annex 1 below). We decided to use this specific research tool based on the purpose and the topic of the research. Therefore, since the goal of the evaluation is to collect teachers' opinions questionnaires proved to be the most appropriate method. The results of this survey are presented in details below.

2.2.1 Survey in Greece

This survey was conducted by Ellinogermaniki Agogi and Greek teachers were involved who work both to public and private schools. In particular, 15 teachers participated in this survey and the majority of them are women (73%). There is a diversity in their teaching experience since there is a wide range at their age (27-53 years old). In addition, as far as their filed of specialization is concerned, as we can see in the 3rd graph below there is enough variety.
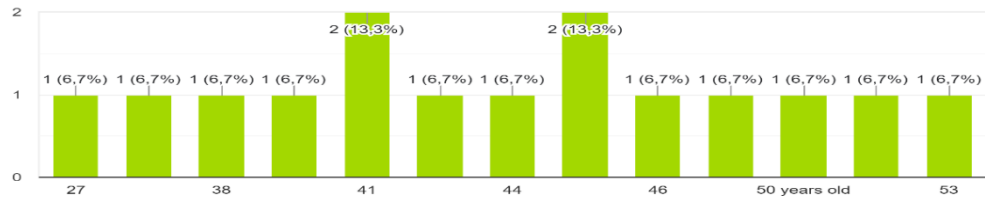
Graph 1: Age of participants
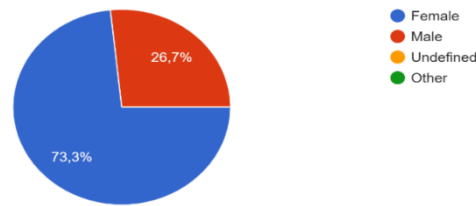
Graph 2: Sex of participants
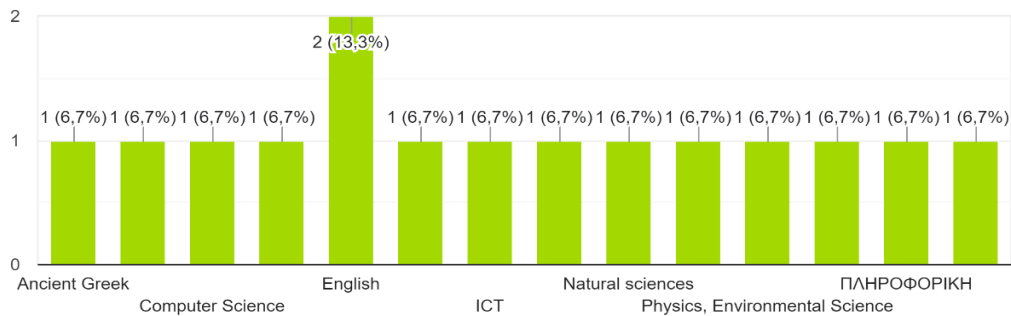
Graph 3: School Subjects

Moreover, regarding teachers' ICT skills as depicted in the graph 4 below the 66,7 of them declared that their level of digital skills is intermediate and the 26, 7% stated that they are experts. However, 40% of them didn't use any online tools before the pandemic. It is also interesting to make a reference to the tools that teachers reported that they used before the pandemic. In particular, the ones who teach science mainly used virtual labs and interactive simulations. The majority of teachers used presentation tools (ppt, google slides, canva and prezi). Others mentioned that they used tools to communicate with students like Webex and Skype. A minor percentage of teachers used storytelling platforms, quizzes and comics.

ICT skills
15 απαντήσεις
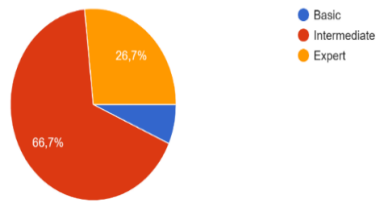
- Basic
- Intermediate
- Expert

Have you ever used online tools to teach your students before the pandemic?
15 απαντήσεις

- Yes
- No
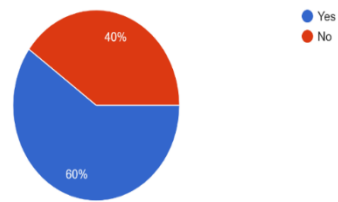
Graph 4: ICT skills   **Graph 5: The use of online tools**

Furthermore, based on the graphs below half of the teachers informed their students about online safety and data protection regulations. This is justified by the fact that only the 20% of teachers were trained regarding online safety and GDPR regulations. In line with the above 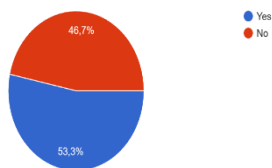the13,3% of them didn't inform parents on how their kid's data were used when they were using online tools. Overall, as depicted in the graph 9 teachers believe that during the pandemic they manage to protect students' personal data.

Did you inform your students about online safety and data protection regulations when using such tools?
15 απαντήσεις

- Yes
- No

Did you inform the parents of your students on how their kids' personal data are used when using online tools and applications?
15 απαντήσεις

- Yes
- No
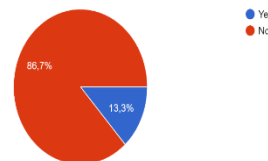
Graph 6: Informing students about online safety **Graph 7: Informing parents about their kids' personal data**

Did you receive any training regarding online safety and GDPR regulations during distance learning?
15 απαντήσεις

- Yes
- No

Do you think you handled your students' personal data in a safe and conscious way?
15 απαντήσεις

- Yes
- No
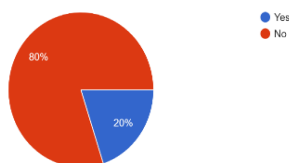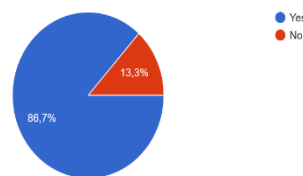
Graph 8: Online safety training   **Graph 9: Protection of students' personal data**

In addition, it is impressive that as the results clearly show although teachers were not trained about online safety a high percentage of them (73,3%) managed to use the tools of distance learning without problems. The ones who stated that they had issues, they mainly faced connection problems. Some teachers also admitted that they didn't know how to use the online tools and one teacher declared that she didn't know if she could use only the platform that was provided by the state or another platform as well. It must also be mentioned that one teacher complained that students were invading in online classes and harassing.
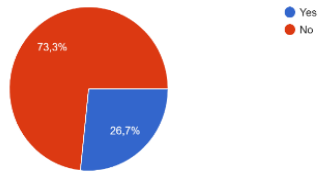
Graph 10: Problems of distance learning

Moreover, it is important to note that a minor percentage of teachers used social media in order to communicate with students during the pandemic. Facebook and Viber were the social media that teachers used. One teacher reported that she used the Edmondo platform which is not a social media but it is a platform that can be used as a communication tool among teachers and students.

Did you use any social media during distance learning?
15 απαντήσεις

Graph 11: The use of social media

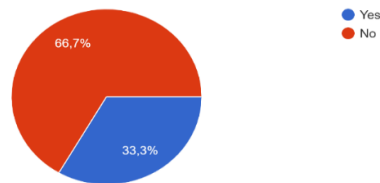Finally, relatively positively were the results of the last question of the survey as almost all teachers except one responded that conventional classroom needs to be digitalized and enriched with interactive resources. However, three teachers stated that the conventional teaching should not be completely replaced but enriched by digital tools.

2.2.2 Survey in Hungary and Netherlands

At this survey one teacher from Netherland and four teachers from Hungary were involved. All of them are women except one and the range of their age is from 39 to 57 years old. Regarding the school subjects they teach, two of them reported that they teach all school subjects, one teaches history and citizenship, another one teaches English and Hungarian and the last one teaches Hungarian literature. As far their digital skills are concerned almost everyone except one who is expert believe that their lever is intermediate.

Sex
5 απαντήσεις

- Female
- Male
- Undefined
- Other

20%

80%

ICT skills
5 απαντήσεις

- Basic
- Intermediate
- Expert

20%

80%
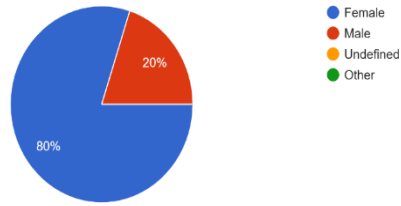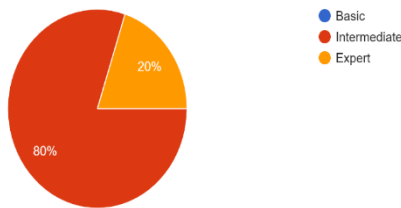
Graph 1: The sex of participants   **Graph 2: ICT skills**

Moreover, all of them used online tools before the pandemic. Actually, they used a variety of tools and social media as depicted in the picture 4 below.

Have you ever used online tools to teach your students before the pandemic?
5 απαντήσεις

- Yes
- No

100%
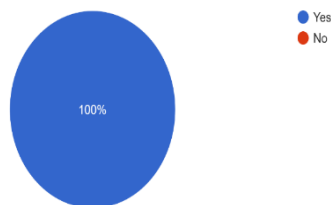
| internet |
| browser, social media, dedicated websites |
| Microsoft O365, Teams, Google Maps, Kahoot, Socrative, ClassDojo, Padlet and so one |
| social media, GDrive, video sites |
| educational tools, social media, tools developed in EU projects |

Graph 3: The use of ICT tools   **Tools**

Furthermore, it is impressive that as in case of Greece teachers informed their students and their parents about online safety and GDPR although only one of them was trained about it. In consistence with the above result teachers felt that they managed to protect their students' personal data during the online courses. It is interesting to note that teachers felt that they were not supported as in some cases they had to use their

own hardware. However, most of them tried to communicate through the social media.

Did you inform your students about online safety and data protection regulations when using such tools?
5 απαντήσεις
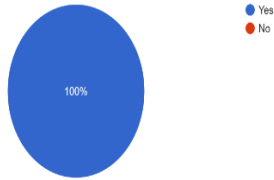
Did you receive any training regarding online safety and GDPR regulations during distance learning?
5 απαντήσεις
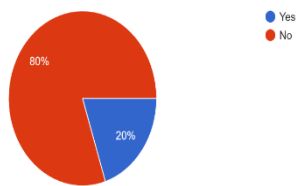
Graph 4: Informing students about online safety and GDPR

Graph 5: Online safety training

Did you inform the parents of your students on how their kids' personal data are used when using online tools and applications?
5 απαντήσεις
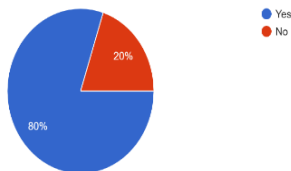
Do you think you handled your students' personal data in a safe and conscious way?
5 απαντήσεις
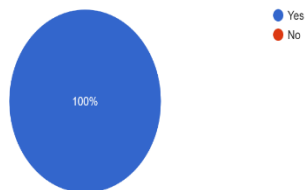
Graph 6: Informing parents about kids' personal data

Graph 7: Informing parents about kids' personal data

Did you have any issues when using online tools and applications for distance teaching?
5 απαντήσεις
- Yes
- No
40%
60%
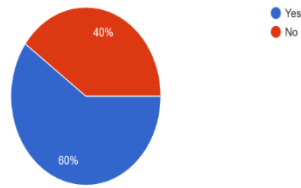
Did you use any social media during distance learning?
5 απαντήσεις
- Yes
- No
20%
80%
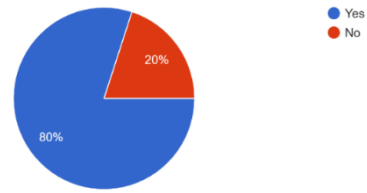
Graph 8: Problems of distance learning   **Graph 9: The use of social media**

Finally, it is obvious based on the results of the last question of the survey that teachers agree that the conventional classroom should be enriched with digital tools.

Do you believe that conventional classroom teaching needs to be digitalized and enriched with interactive resources and digital tools?
5 απαντήσεις

No need to digitalise classroom teaching, but use digital… 1 (20%)
We need to find a balance, classroom teaching mustn't b… 1 (20%)
not digitalised, but definitely enriched 1 (20%)
yes 2 (40%)
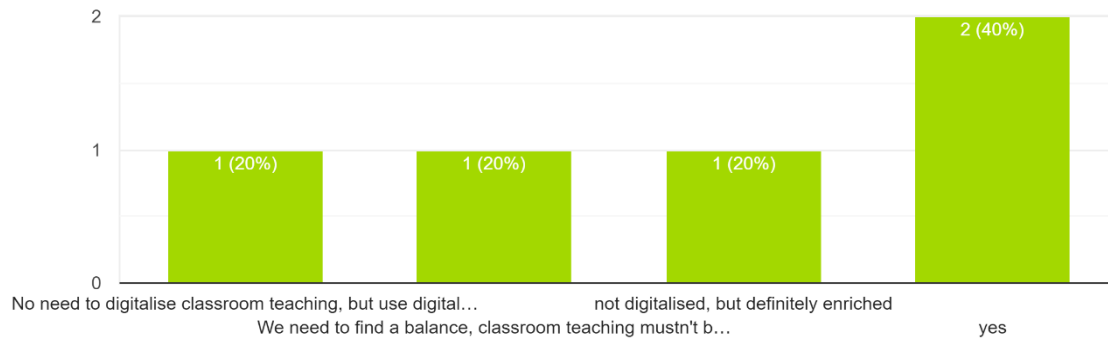
Graph 10: Digitalization of the conventional classroom

2.2.3 Survey in Spain

The same survey was conducted in Spain and 26 teachers were involved aged from 36 to 61 years old. 23 of the participants of the survey are women and 3 are men. Regarding the learning subjects they teach we observe that there is a variety. A high percentage of them (58%) stated that their lever of skills is intermediate, 31% believe that their digital skills are advanced and the 12% have basic skills. In consistence with the above result the majority of teachers (69%) declared that they used online tools before the pandemic. As far as the kind of tools is concerned, they mainly used platforms such as edmodo, classroom, meet, skype in order to communicate with their students. One teacher used mostly YouTube and another one responded that he used Powerpoint presentations. In line with the above the 73% of the teachers stated that during the pandemic the used social media to communicate with their students.
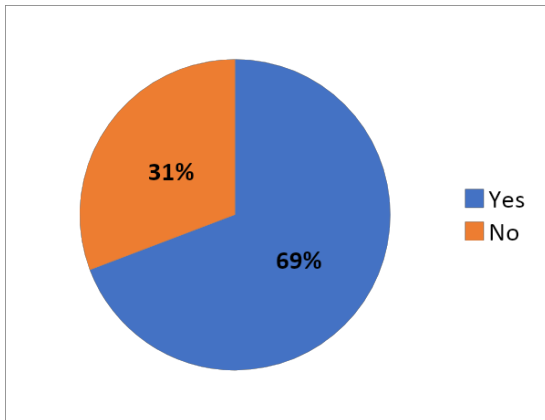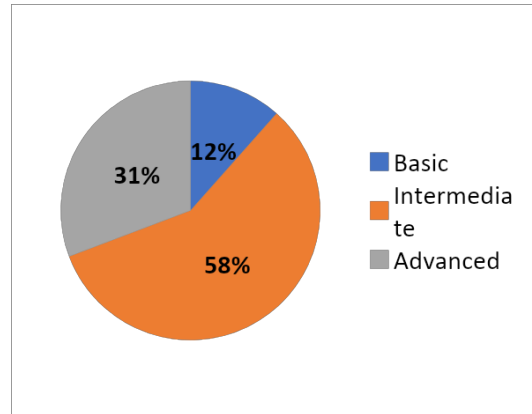
Graph 1: ICT Skills

**Graph 2: The use of online tools**
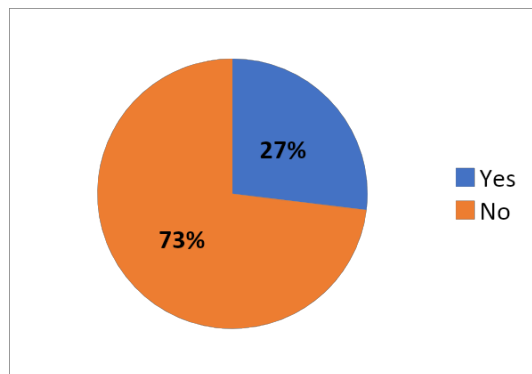
Graph 3: The use of social media

Moreover, it is impressive that based on the results of the 3rd graph 62% of teachers informed their students about online safety and GDPR and their parents about their kids' personal data although more than a half of them (Graph 4) didn't receive any training about online safety. It is important to note that all participated teachers except one believe that the managed to protect their students personal data during the pandemic. In addition, the 77% of the teachers stated that they didn't face any problem during distance learning and only the 23% had technical issues.
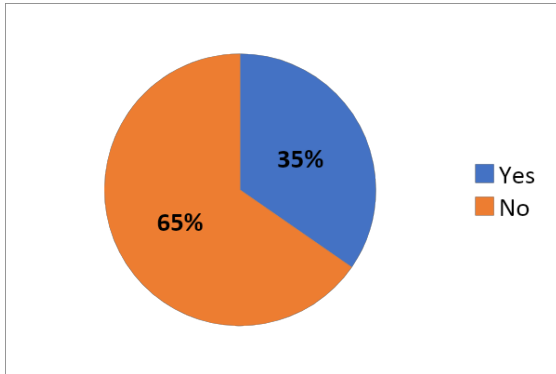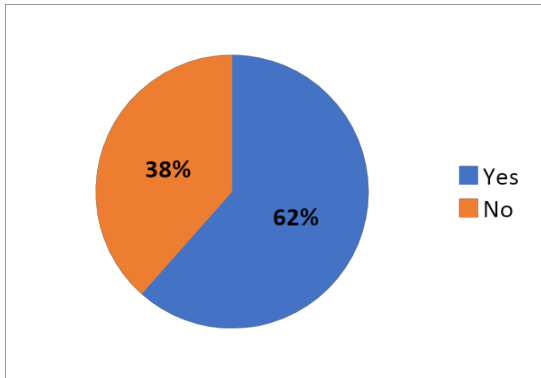
Graph 4: Informing students about online safety and GDPR

Graph 5: Online safety training
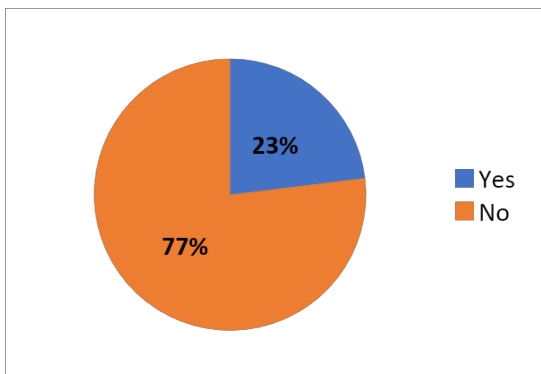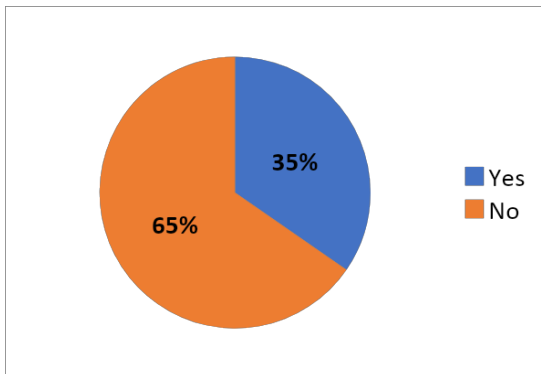
Graph 6: Informing parents about kids' personal data

Graph 7: Problems of distance learning

To conclude, at the last question of the survey all teachers confirmed that the conventional classroom needs to be enriched by digital tools.

3.Bank of Resources

The Sails approach puts an emphasis on teachers' empowerment and for this reason useful material was created during the project that provides all the necessary information about online safety and hands-on activities. By visiting the sails website you can find PowerPoint presentations on the following issues.

1. Netiquette
2. Personal Threats
3. Digital Manipulation
4. Time Management
5. Safety and Privacy
6. Digital Identity

Apart from this material at the table below there is a variety of useful resources such as documents, videos, games, examples of good practices and activities about online safety.

Teachers by using all this material could be educated on the issue of online safety and enrich their teaching methods and tools.

Name of the initiative	For teachers	For parents	For students	Teaching & learning resources	Research & studies	Implementation Guides	Events & initiatives	Videos	Games	Apps
● Guide for teachers and parents about students online rights	✔	✔								
● Safer Internet Day	✔	✔	✔				✔			
● Positive Online Content Campaign	✔	✔		✔		✔	✔			
● Awareness-raising videos	✔	✔	✔					✔		
ProjectEVOLVE Toolkit	✔			✔		✔				
EUNOMIA PROJECT	✔	✔	✔	✔						
Common Sense Education										

• Digital Citizenship Curriculum	✔			✔						
• Curriculum Implementation Guide	✔					✔				
• Social Media Test Drive	✔	✔	✔						✔	
MediaSmart										
• Primary school resources	✔	✔		✔						
• Secondary school resources	✔	✔		✔						
Healthy Social Media project										
• Study	✔	✔			✔					
• Teaching resources	✔	✔		✔						
• App			✔							✔
Safe Search kids	✔	✔	✔							
EAVI online resources	✔	✔	✔	✔	✔	✔			✔	✔
internetmatters.org		✔		✔	✔	✔				
Be Internet Citizens	✔		✔	✔					✔	
BeInternetLegends										
Lesson plans	✔			✔						
Game			✔						✔	
Resources for parents		✔		✔						

4. Instalab Manual

This is a step by step guide on how to use the "Instalab" portal. In addition, by following the link below you could also watch the video with detailed instructions on the use of "Instalab" https://drive.google.com/file/d/19pjapbjbL3LZ48sZgvgeMkJsvA5JeLR/view

1ˢᵗ Step: Follow the link: https://instalab.deusto.es/

2nd Step: Create an account

The following fields must be filled in:

- Full name
- Username
- Password

(No email is needed)
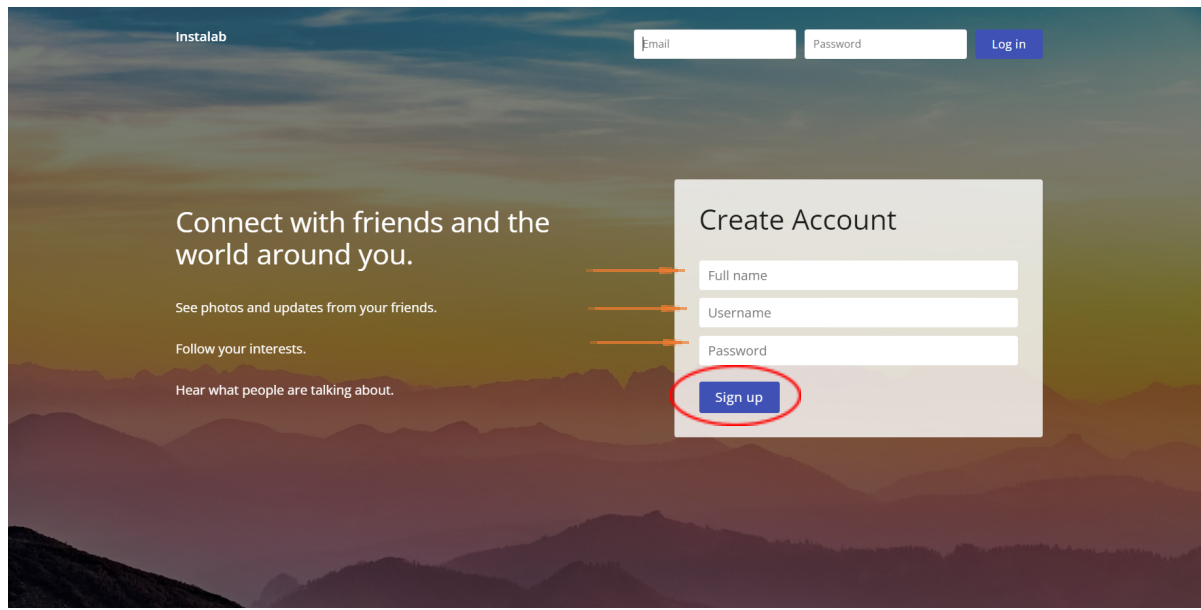
3rd Step: Modify your profile

You can select a picture for your avatar and another one for the background.
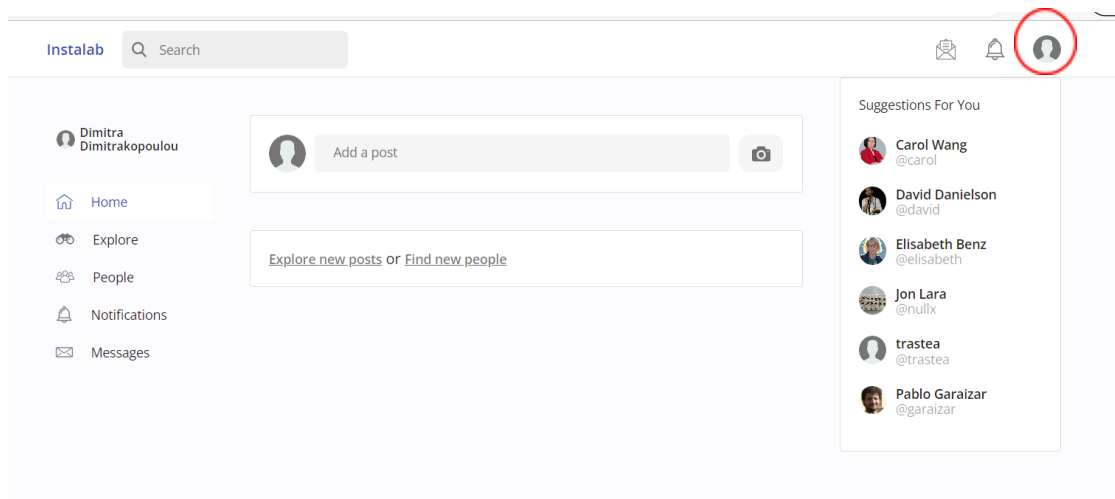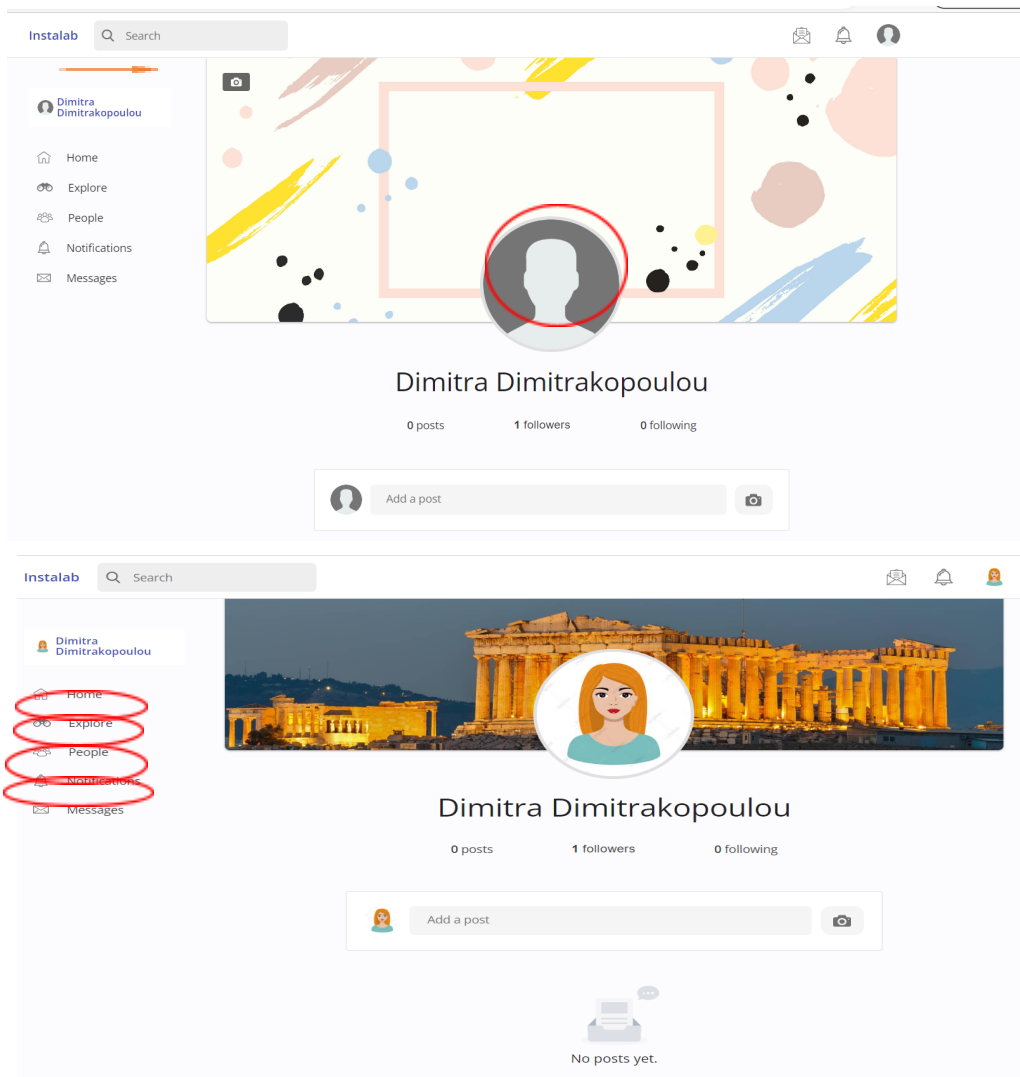
After creating your profile, you can start adding or exploring posts, searching for people, reviewing your notifications and ckecking your inbox for new messages.

4th STEP: The Game starts

BOTS

1st Scenario: Social Lab, a social engineering wargame

- Social Lab → if you follow it, the game starts.
- Alice Johnson → level 1
- Bob Smith → level 2
- Carol Wang → level 3
- David Danielson → level 4

- Elisabeth Benz → level 5

Specifically, If you follow "Social Lab" then "Social Lab" sends you this message:

Welcome to Social Lab!

Your first assignment as a social hacker will be to become a friend of Alice Johnson.

Good luck! ;)

Level 1: If you follow "Alice Johnson" then "Alice Johnson" follows you back and

sends you this message:

Congratulations!

Is not a good policy to accept every stranger as a friend.

Your next assignment as a social hacker will be a little bit harder. Try to become a friend of Bob Smith.

Level 2: If you follow "Bob Smith" and you comment on a "Bob Smith"'s post then

"Bob Smith" follows you back and sends you this message:
Well done!

Anybody can look familiar commenting posts.

Your next assignment as a social hacker will be to become a friend of Carol Wang

Level 3: If you follow "Carol Wang" and you send a private message to "Carol Wang" then "Carol Wang" follows you back and sends you this message:
Wow! That was a good one!

Sometimes, letting strangers write private messages to us is not a good idea.

Your next assignment as social hacker is to become a friend of David Danielson.

Level 4: If you follow "David Danielson" and you like 3 "David Danielson" posts then "David Danielson" follows you back and sends you this message:
Fantastic!

Sharing likes is another good way to look friendly.

Your next assignment as a social hacker will be to become a friend of Elisabeth Benz.

Level 5: If you follow "Elisabeth Benz" and you like 5 posts of her friends then "Elisabeth Benz" follows you back and sends you this message:

Awesome!

Another common way to generate trust is to like posts from our friends.

We hope this little game has helped you realize how certain behaviors of strangers can be mistaken as friendly on social networks.

2ⁿᵈ Scenario: Hate speech, Trolling, Cyberbullying

Hate Lab → if you follow it, the bots will post offensive comments in your posts.

- User4576354 → cyberbully

- User7856733 → cyberbully

- Ch40s → cyberbully

- DaBeAsT → cyberbully

- T0x1cCh4mb3r → cyberbully

If you follow "Hate Lab" then "Hate Lab" sends you this message:

Welcome to Hate Lab!

Following this bot activates the "hate mode" of some fake accounts that will post hate speech comments on your posts.

You can disable the "hate mode" unfollowing this bot.

- If you follow "Hate Lab" and you publish a post then "User4576354":

    – Waits a random number of seconds between 5 and 30.

    – Posts any of these comments in your post:

        - lame!

        - loser.

        - hate u

        - what an idiot!

        - overrated

        - you suck

        - please, kill yourself

        - I couldn't care less

        - u moron

        - ugly

        - yuk!

        - Boring

The rest of the cyberbullies act the same way as User4576354:

3rd Scenario: Fake news

- Sports News → 50% Fake news about sports

- Gaming Network → 50% Fake news about videogames

- Science Direct → 50 % Fake news about science

- Real Politik → 50 % Fake news about politics

This bot has posted 5 fake news and 5 true news about sports.

If your first comment in any post from "Sport News" contains the word "fake" or "true" then "Sport news" sends you a private message explaining why that news is fake/true.

The rest of the fake news bots work the same way as Sports News:

- 10 posts: 5 fake / 5 true.

- If a user comment "fake" or "true" in a fake news, the bot sends a private message explaining why it's fake news.

- If a user comment "fake" or "true" in a true news, the bot sends a private message explaining why it's true news.

5. A Guide to Assessment

As this is a complete assessment guide on online safety in and beyond the classroom a self-evaluation questionnaire for teachers was developed. Teachers by using this questionnaire they will be able to examine the level of understanding and the ability to facilitate online safety. It is a semi-structured questionnaire because open questions are included at the questionnaires that enable respondents to freely express their opinions in their own terms, to explain and qualify their responses and avoid any limitation. By following this link you have access to this questionnaire: https://docs.google.com/forms/d/1R5wNFw_VG3ZYyqYznjcCFJU29uC-HjH1SIzu1 5Rhyc8/edit

In addition, another questionnaire was developed to help teachers evaluate the extent that their classrooms are informed about online issues which is the following: https://docs.google.com/forms/d/1sqRO0KRSRPPlomoSsQSq3JhUo9BTRMkeA5P WH9yxmBY/edit.

Finally, it is important to note that both questionnaires where developed in line with the digital citizenship education handbook and could serve as an evaluation kit for online safety issues.

6. Implementation plan of Action

Teachers interested in using the instalab portal in class are teachers of secondary school. In addition, the target group are children who are between 8-18 years old and are attending secondary school.

Before implementing the toolbox in class teachers should become familiar with its technology and be well informed about the subject that they will teach. Teachers could use the material that is created during this project which contains information about online safety and hands-on activities for students.

However, it is true that in order to implement an effective scenario the goals should be clearly defined. The correct identification of the objectives allows the educator to define and customize the training. In other words, the question that should be carefully considered is "What skills?". In addition, it is also recommended that the scenarios must be suitable for students based on their developmental identified needs and expected achievements. For this reason teachers are also advised to creatively adapt this methodology into their own educational contexts. After a careful planning of the implementation teachers could conduct the classroom sessions.

Regarding the game session children should be led to play "instalab" through the visual feedback that the software generates. The goal is that learners are allowed to work autonomously and at their own pace. Teachers take the role of external observers allowing children to interact freely with the system which provides feedback and stimulates the child interaction. They should intervene only in case there will be arguments among the students or further explanations needed regarding the use of the portal.

Afterwards, a discussion could take place in class based on the students' experiences and the goals of the session. Teachers also could use the Powerpoint Presentations and choose some of the hands-on activities.

6.1 Pilots

All partners involved in the implementation should complete the template below which contains information regarding the implementation of the "Instalab" portal in class.

To evaluate the pilots the following questionnaire was developed (https://docs.google.com/forms/d/1hhrMFBn7ghVco4Rq0Vkk-athOBw7Dh_TkRp25ADuvms/edit).

The first question refers to personal data. Afterwards, teachers should make a reference to the digital tools and platforms that they already use in their classes. The attractiveness, the ease of use, the difficulty level of the tool will be evaluated through the following questions. The last part of the questionnaire was created in order to collect teachers' overall opinions and impressions regarding the attractiveness and effectiveness of the Instalab portal.

At the end of this pilot testing all this information will be collected in order to prepare a detailed report. As it is cited above, three countries are involved in this implementation, Greece, Spain and Netherlands.

Report Template	
Country	
Location	
Date	
Participants	
Short description of the pilot	
Results of the pilot	
Photo of the pilot	

7.Conclusion

The necessary national measures taken to tackle the spread of the virus caused significant disruption to the provision of education, training and mobility opportunities for learners and teachers across the EU. Despite the fact that teachers used ICT tools for some time now after the covid pandemic it was essential that conventional classrooms are transformed to digital. Based on the results of the surveys teachers tried hard for the continuation of their teaching in the digital environments. They used a variety of tools that were familiar with and platforms provided by the governments in order to communicate and teach their students. However, they received no training on online safety and they didn't have many tools and resources at their disposal. At the other hand based on the survey about students' online habits it seems that students are not well informed and prepared in order to navigate safely at the net.

In line with the above the aim of this project is to support teachers and make them feel confident on issues about online safety. The Instalab portal in combination with the bank of resources which were created during this project will guide teachers and strengthen their profiles. Finally, the assessment guide developed during the teachers is also useful material for teachers.

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ANNEX 1

- **Survey questionnaire:**
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- **Assessment questionnaires**
  Teacher evaluation questionnaire:
  https://docs.google.com/forms/d/1R5wNFw_VG3ZYyqYznjcCFJU29uC-HjH 1SIzu15Rhyc8/edit
  Teachers' questionnaire (for students)
  https://docs.google.com/forms/d/1sqRO0KRSRPPlomoSsQSq3JhUo9BTRMk eA5PWH9yxmBY/edit
- **Teachers Questionnaire (Instalab)**
  (https://docs.google.com/forms/d/1hhrMFBn7ghVco4Rq0Vkk-athOBw7Dh_T kRp25ADuvms/edit