TOOLKIT

SPACE PROJECT

SP@CE

SPACE - Skills for school professionals against cyberbullying events

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http://www.spaceproject.net/

CONTENTS

Foreword/Summary

The **Toolkit** resumes all the innovative elements of the SPACE project and supplies a didactical and technical support for the use of the SPACE System and the MOOC. It includes:

- a definition of cyberbullying, with stats, incidence of the phenomena, dynamics, prevention strategies, actions to contrast it;
- the guide to the System: the portal, the areas, the OER, the search engine, the resources, the communication tools;
- the guide to the MOOC: the methodology, the units, the contents, the activities, the outcomes, the results of the experimentation;
- the recommendations to institutional and policy makers, the suggestions for the transferring of the model.

SPACE background

The widespread diffusion and use of new technologies is connected to the phenomenon of **cyberbullying**: the bullying of others by means of new electronic technologies.

The 2016 Fundamental Rights Report points out that children are more exposed to Internet-related risks than in previous years. European Parliament with the decision 1351/2008 launched a program protecting children using Internet and other communication technologies and instituted the Safer Internet Centers in each country, promoting educational actions for children, parents, assistants, teachers and educators to prevent and fight illegal content and harmful conducts. In Italy Ministry of Education (MIUR) has published in April 2015 the *Linee di orientamento per azioni di prevenzione e contrasto al bullismo e cyberbullismo* that highlights the necessity to find new and effective strategies to contrast the phenomenon, carrying out information and training actions; in October 2016 this has been followed by the "Piano Nazionale" that foresees, among the actions, training activities for teachers and students.

Against this scenario, the 2013 Report of the Cost Action IS0801 (Horizon 2020) says that there is a weak emphasis about the development of skills in teachers to fight cyberbullying; the IS0801 survey evidences how teachers need to be equipped with professional training to intervene effectively in cyberbullying situations. Cyberbullying involving young people aged 11-19 almost always starts in the classroom, and then goes through the online mode; teachers therefore have a key role in preventing and fighting the phenomenon, particularly with regard to the effectiveness and consistency of their response to bullying behaviour among students. This training needs to be part of a whole-school response to bullying where the training is linked to the school's bullying- related policy and response plan.

The project **SPACE** answers to the training needs of school teachers, that are the target group of the project (ISCED2 and ISCED3 levels), in order to make them acquire competences to prevent and contrast cyberbullying. In fact, despite the EU Member States launched many initiatives and projects to prevent and combat cyberbullying, it appears growing; since it is a new phenomenon, it lacks an organic system of knowledge and skills and structured educational actions ensuring that teachers acquire the necessary competences in order to:

(1) knowing the dynamics of the phenomenon to plan appropriate action of prevention, information and training;
(2) mastering the digital technologies in particular as regards the correct use of the Web, security and privacy to undertake formative actions to their students on these issues.

Many resources and contents about cyberbullying have been developed within projects and actions promoted by schools and other institutions; nevertheless, they remain isolated initiatives, not collected into a single web space and thus tend not to be valorized and used. SPACE addresses this challenge by the development of a

MOOC (Massive Online Open Course) on cyberbullying for school teachers, and the organization of the contents and resources on cyberbullying retrieved on the web in form of OER making available:

- an online system that host a MOOC and OER on cyberbullying;
- a map of competences needed by teachers to prevent and contrast cyberbullying;
- a MOOC for school teachers in order to make them acquire competences to prevent and fight cyberbullying;
- a OER Library about cyberbullying, with informative material for teachers, trainers, experts, parents and children about cyberbullying.

What is cyberbullying

Cyberbullying is generally understood as **bullying taking place on the internet**. Despite a lack of agreement on a single definition of cyberbullying upon internationally or at European level, the following elements have been identified as common features of cyberbullying: the use of electronic or digital means; the intention to cause harm; a sense of anonymity and lack of accountability of abusers as well as the publicity of actions. However, the European Commission defines cyberbullying as repeated verbal or psychological harassment carried out by an individual or group against others by means of online services and mobile phones.

Even though there is no an agreement on a single definition, there is agreement at international level that **bullying and its manifestations including cyberbullying are forms of psychological and physical violence**, which explains why the Article 19 of the UN *Convention on the Rights of the Child* establishes that children have the right to be protected from all forms of violence. The Convention has been ratified by all EU Member States which are thus obliged to take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of violence including cyberbullying.

Furthermore, the Council of Europe has adopted the *Strategy on the Rights of the Child* for 2016-2021 that acknowledges that the digital environment exposes children to harmful content, privacy/data protection issues and other risks, including an excessive exposure to sexualized images.

Cyberbullying is recognized as an issue, in fact, children's own conduct online may harm others and represent a risk to them. As for the legal framework, similarly, there is no a common framework.

The partners of the SPACE project (IT, ES, PT, TR, NL) provided a summary of the national legal provisions and definitions in their Countries.

Italy

In Italy Law n. 71, May 29, 2017 "Provisions for the protection of minors for the prevention and control of the phenomenon of cyberbullying", has the following definition: "Cyberbullying is any form of personal aggression and illegal treatment of personal data against minors, made by electronic means".

In the document about cyberbullying by the Senate of the Republic (Servizio Studi del Senato della Repubblica Italiana, XVII legislatura, *Cyberbullismo. Note sull'a.s. n. 1261- C. Gennaio 2017, n. 439*), cyber bullying - or cyberbullying - is a form of maltreatment (to bull in English means: using bullying, mistreating, intimidating, intimidating) perpetrated on minors using information and communication technologies. Implemented by one or more people (bullies) against another individual perceived as weaker (victim), there is an inherent reiteration of an attitude and conduct of oppression, exercising an emotional damage conditioning, through content (words or images) placed on social networks, blogs, e-mails, text messages, etc., as it constitutes a virtual communications network.

Netherlands

Although many working definitions can be found, in general no standardized and statutory definitions in Dutch laws could be found for cyberbullying, bullying, cyber-teasing, chat room bullying, cyber-arguing, gang stalking and cyberbullying where teachers are at the receiving end.

The Netherlands are considering some cyberbullying laws to address the issue, following the case of the 15-year old Amanda Todd whose suicide drew global attention to online abuse. The court in the Netherlands convicted a 38-year old man for fraud and blackmail via the internet, according to a statement from Dutch legal authorities. It gave him the maximum possible sentence of 10 years and eight months, "because of the devastating consequences his behaviour has on the young lives of the girls" in particular, and out of fear that he could commit new offences if released. (source: http://www.bbc.com/news/world-us-canada-39295474).

Portugal

Although people are aware of this situation, in Portugal there is no direct and specific reference to this phenomenon of cyberbullying. In 2009, Portuguese Parliament passed a law on cybercrime, considering that creating and disseminating a computer virus or affecting and destroying.

Spain

Although the need for a clearer and broader definition of cyberbullying is recognized across Europe, definitions vary from country to country. Cyberbullying is the use of telematic means (Internet, mobile telephony and online

video games mainly) to exercise psychological harassment among equals. This is not about harassment or abuse of a strictly sexual nature or cases in which adult persons intervene.

We can find the following cyberbullying synonyms: online abuse, online shampooing, online bullying; virtual abuse, virtual bullying. In addition, e-bullying and online bullying are also used in English.

Turkey

In recent years, as it has been all over the world, in Turkey there has been a rapid growth in the rate of cybercrimes. After law regulations done in 2007, the crimes done through networks were accepted as a criminal act. Although these regulations there isn't any law defining cyber bulling as a crime. It is necessary to express that, like most of the countries, in Turkey laws are inadequate against these kinds of crimes. But there are several related laws can define these forms of crimes.

The Constitution of the Republic of Turkey, Turkish Penal Code, Turkish Law on the Protection of Personal Data no. 6698 and Regulation of Broadcasting in the Internet and Fighting Against Crimes Committed through Internet Broadcasting No. 5651 include some laws related to cybercrimes. At the same time, middle and high school legislations deal with these kinds of crimes.

Since 2002, as the result of the establishment of Internet and Information Crimes Branch Directorate within the General Directorate of Security, they continue to work under the name of Computer Crimes Bureau within the Branch Directorate.

The incidence of cyberbullying

Despite the EU Member States launched many initiatives and projects to prevent and combat cyberbullying, it appears growing. The phenomenon is growing: already in 2009 across Europe approximately 18% of European young people aged 13-19 had been bullied/harassed/stalked via the internet and mobile phones, current rates ranged from 10% to 52%. European Parliament highlights that cyberbullying increased among children aged 11-16 from 7% in 2010 to 12% in 2014 (Cyberbullying Among Young People, July 2016).

According to the European Parliament studies' Children gain access to modern technologies at a progressively young age: they are exposed to cyberbullying even before their eleventh birthday and the risks for them grow as they enter their teen years. While the likelihood of being bullied doesn't seem to be age-related, studies from many countries like Greece, France, and Hungary all mark 13-15 as the most vulnerable period.

In Europe, the 2011 EU Kids Online survey, on children's practices and experiences of internet and social networks, is the principal source of information about cyberbullying. According to this study, out of the 25.000 internet users, between 9 and 16 years of age, 6% reported being cyberbullied and 3% cyberbullying others.

Moreover, 33% were bothered or upset by inappropriate material online and 80% were fairly or very upset by cyberbullying (European Parliament, Directorate General for Internal Policies Policy Department C: Citizens' Rights and Constitutional Affairs Civil Liberties, Justice And Home Affairs, *Cyberbullying Among Young People,* 2016).

According to the **research findings in the Countries of the SPACE project**:

- in Italy Cyberbullying appears to be a relevant phenomenon among students: at least 10% of the students declare to have been victim of cyberbullying. In the Netherlands, this percentage lies around 20%, adolescents often do not (want to) talk to adults about their cyberbullying experiences. According to several studies led by Portuguese university researchers, namely by Luzia Pinheiro from University of Minho, in a 2009 study case of 200 inquiries, one in 10 Portuguese students had already been a victim of cyberbullying, and nowadays this phenomenon is increasing due to the gradual and easy access to social networks.
- Although there have been surveys and studies carried out in several school years to analyze this phenomenon, the statistics reveal that 10 to 20% young people are victims of cyberbullying, but the real extent of this phenomenon is difficult to determine, as victims don't always expose their problems and sometimes these cases only come to the attention of third parties through victim's complaints of cyberbullying.
- In Spain a study based on the analysis of calls received in the Telephone ANAR during the years 2013, 2014 and 2015, on a total of 60,408 calls about bullying that were necessary to attend to reach a total of 1,363 cases. Of them 24% suffered cyberbullying as type of main harassment. That is, 1 out of 4 cases of bullying suffers cyberbullying. This figure increases as the age of the victims increases, being starting at adolescence (13 years old) of 36.5%, that is, 4 out of 10 adolescents with bullying problems suffer cyberbullying.
- Cyberbullying through the use of information and communication technology such as cell phones and the Internet, is an emerging phenomenon in Turkey. With the advancement in communication and information technology, the phenomenon of bullying among students in schools has expanded its boundaries to the virtual environment and transformed itself into a new form.

To prevent and tackle cyberbullying: policies, strategies, good practices

On the basis of a study led on 9 EU Countries by the European Parliament, (Directorate General for Internal Policies Policy Department C: Citizens' Rights and Constitutional Affairs Civil Liberties, Justice And Home Affairs, *Cyberbullying Among Young People,* 2016) the most common good practices - understood as practices successful in reducing cyberbullying, protecting victims, raising awareness and punishing perpetrators - can be grouped around education/awareness raising and child protection.

Various educational Programs have been adopted within and outside the school context. These programs aim to prevent bullying and cyberbullying by proactively informing children about the dangers of the internet, encouraging victims to report cyberbullying and helping perpetrators to understand the effects of their behaviour.

Training, workshops and e-learning courses on cyberbullying are addressed to children, parents and professionals working with young people together with specific initiatives to promote online safety and helplines aimed at supporting victims of violence including cyberbullying.

Although most of the identified good practices are addressed to children not all of them actively involve children in the prevention and fight against cyberbullying. Good practices relating to cyberbullying often involve a wide range of stakeholders such as NGOs, youth organizations, schools, teachers, parents, etc.

According to the **research findings in the Countries of the SPACE project:**

- In Italy all the regional and local policies are directly related to the National Law n. 71 – May 29, 2017 which attributes to schools, institutions, MIUR (Ministry of University, Education and Research) and its peripheral offices, new tasks and responsibilities.
- The 2015 Guidelines for the prevention of bullying and cyberbullying by the Ministry of Education aim at increasing the engagement of schools and parents in the fight against these phenomena. Guidelines are updated every two years.
- The 2014 Code of self-conduct against cyberbullying by the Ministry of Economics requests providers of networking services to create mechanisms to signal cyberbullying in order to prevent and tackle its proliferation. Initiatives exist also at regional and local level, which if not coordinated risks of jeopardizing the efforts of the initiatives themselves.
- This situation has been improved after the Italian Ministry of Education has taken the presidency and co-ordination of the Italian Safer Internet Centre initiative.
- In the Netherlands, by national law a plan of action against cyberbullying and a protocol are mandatory for every school, containing: standard setting and awareness, school and parents working together,

ongoing attention against bullying, improvement complaints procedure, reports to children's advocate, better equip teachers for cyberbullying, formal framework for school wide and structural approach is mandatory, increased role for education inspectorate. The schools have a plan of action for preventing bullying, an example of Anti-Bullying Protocol is available: https://www.deboomladder.nl/pg-26352-7-64942/pagina/anti_bullyingen.html

- From many national and European projects, the project SeguraNet is considered the most Important in Portugal; it was created in 2004 from the program Safer Internet, by -Direção Geral de Inovação e Desenvolvimento Curricular (General Department of Innovation and Curricular development), through a Team of computer, network and Internet technicians from the Department of Education and the Project Cyber Training. It is also important to refer some support phone lines (violence/bullying/cyberbullying): Linha AJUDA (Internet Segura); APAV/Support to the victim; S.O.S Adolescente; Linha de Apoio Bullying/Cyberbullying; Linha SOS Bullying; Linha SOS Child. There are also support sites to victims of bullying and cyberbullying: portalbullying.com.pt; miudossegurosna.net; bullyingdigital.wordpress.com; bullyingnaoebrincadeira.com.br; iacrianca.pt; bullyingescola.com.
- Usually in Spain, intervention programs tend to be global in nature and include prevention, and conversely, sometimes prevention programs include specific aspects of corrective intervention applied once the bullying situation has been ratified. The first School Action Protocol against cyberbullying was developed by the EMICI with the collaboration of the Basque Government's Department of Education. The protocol is the result of the work of a group of professionals who, grouped under the name of EMICI (Multidisciplinary Research Team of Cyberbullying), try to respond to a problem that manifests itself day by day in our society and, therefore, in the classrooms: the presence of cyberbullying situations.
- In Turkey there are some facilities to raise educators and students awareness on cyberbullying. Turkey's Ministry Of National Education has a wide network that do not allow students to enter inconvenient web pages and by this way the students can use safe internet.

The SPACE System

The **online portal SPACE** treasures in one integrated System the classified contents about cyberbullying, the information about the project and host the MOOC addressed to the teachers.

Indeed, **SPACE** contributes to the achievement of the sectoral ERASMUS + Priority for school education: "*Strengthening the profile of the teaching professions, through attracting the best candidates to the profession and by supporting teachers and leaders to deliver high quality teaching, deal with complex classroom realities and adopt new methods and tools*". With this SPACE provide a structured repertoire of resources reducing the lacks of an organic system of knowledge and skills and of a structured educational actions ensuring that teachers acquire the necessary competences in order to knowing the dynamics of the phenomenon to plan appropriate action of prevention, information and training; mastering the digital technologies in particular as regards the correct use of the Web, security and privacy to undertake formative actions to their students on these issues.

Despite the EU Member States launched many initiatives and projects to prevent and combat cyberbullying, they remain isolated initiatives, not collected into a single web space and thus tend not to be valorized and used. SPACE addresses this challenge by the development of a **MOOC** (Massive Online Open Course) on cyberbullying for school teachers, and the organization of the contents and resources on cyberbullying already available and retrieved on the web in form of **OER** to make them accessible by a structured online system clearly targeted.

What are OER

According to OECD definition (2012) OER are "**digital learning resources offered online freely and openly to teachers, educators, students, and independent learners in order to be used, shared, combined, adapted, and expanded in teaching, learning and research**". By providing open access to course content, the development of OER initiatives have paved the way for free online courses, such as Open Course Ware (OCW) and Massive Open Online Courses (MOOC).

The potential of ICT for modernization of education and training has become a key priority for the European Union. In its Communication *Opening Up Education* (procedure 2013/2182(INI), press release 25.9.13), the European Commission proposes actions at EU and national levels to "support the development and availability of Open Educational Resources (OER)" in education and skills development. The EP CULT committee published a draft report on *New technologies and open educational resources* on 11.12.2013 (procedure file 2013/2182(INI)).

OERs are important for stimulating innovative learning environments where content can be adapted by users according to their needs. Stimulating supply and demand for high-quality European OERs is essential for modernizing education. Combined with traditional educational resources, OERs allow for blended forms of face-to-face and online learning. They also have the potential to reduce the costs of educational materials for students and their families as well as for public budgets when these cover the costs of educational materials. In the JRC Report *Opening Up Education* (2016) open education is seen as a way of carrying out education, often using digital technologies. Its aim is to widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customizable for all. It offers multiple ways of teaching and learning, building and sharing knowledge. It also provides a variety of access routes to formal and non-formal education, and connects the two.

The SPACE project is in line with these documents and especially with one transformative key proposed in this area: "Use the new programmes Erasmus+ and Horizon 2020 to encourage partnerships between creators of educational content (e.g. teachers, publishers, ICT companies), to increase the supply of quality OER and other digital educational materials in different languages, to develop new business models and to develop technical solutions which provide transparent information on copyrights and open licenses to users of digital educational resources".

The OER Library

The OER Library is a key output in the project: all the contents analyzed and classified in this database constitute the knowledge base of the SPACE Online System and are implemented as OER in the MOOC.

It collects organize and re-use the contents and resources already existing in the web about cyberbullying: documents, stats, rules, presentations, video, podcast, interactive resources.

How to use the OER Library

In the SPACE public digital library of Open Educational Resources about cyberbullying the OER are classified according to the following categories:

- Subject Area
- Destination User
- Language
- Year of Release
- Resource type
- Conditions of Use

The user can select one or more category to find the resource; if any selection is specified, the system returns the complete list of resources.

Subject Area

General area: Knowledge of the typologies of bullying and cyberbullying, definition of the phenomenon, risks factors, incidence.

Psycho-social-pedagogical 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.

Destination user

The style, the lexicon, the content of a resource can meet better the needs of student, of a teacher, of a parent, of the person responsible for running the school.

Language

Resources are available in the following languages:

English (EN),

Italian (IT),

Spanish(ES),

Dutch (NL),

Turkish (TR),

and Portuguese (PT).

Year of release

Each resource is classified basing on the year of release.

Resource type

The OER Library includes the following resource types:

Report: project report, or research report, or institutional report, etc.;

Paper, article: online magazine, conference proceeding, academic website, etc.;

Book or book chapter: fully available on web with the specific indication of the sections or pages to which focus the attention;

Courseware material (lesson or module or unit): contents expressly produced to be used within a training program;

Wiki or knowledge base: like Wikipedia or other online manuals;

Game or interactive content: game, simulation, app, quiz, etc.;

Law or regulation: text of the law or regulation;

Statistic data: statistical data from an accredited institution;

Infographic, diagram, illustration: any graphical representation to summarize or illustrate a phenomenon: infographic, diagram, presentation, scheme, map, brochure, etc.

Video: like Youtube or other online video;

Podcast: a digital audio file;

Web page: a web page from an organization, an institution, a project, a school, etc.

Conditions of use

The OER are available in the library according to the following condition of use:

No restrictions: No restrictions on your remixing, redistributing, or making derivative works. Give credit to the author, as required;

Remix and share: Your remixing, redistributing, or making derivatives works comes with some restrictions, including how it is shared;

Share only: Your redistributing comes with some restrictions. Do not remix or make derivative works;

Other: Copyrighted materials, available under Fair Use or other custom arrangements. Go to the resource provider to see their individual restrictions.

The SPACE MOOCT

The SPACE MOOC pathway is based on the "Map of Competences" needed by the teachers to allow them preventing and contrasting cyberbullying. SPACE assumes that the specific competences

The Map of Competences is the result of a collaborative work done by the SPACE partners, and contains 4 thematic areas with the related competences and the descriptors for each competence; it constitutes the basis for the definition of the learning objectives and outcomes of the MOOC.

These 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.

A. GENERAL AREA Knowledge of the typologies of bullying and cyberbullying, definition of the phenomenon, risks factors, incidence	
Competences	**Descriptors**
A1. General knowledge of the cyberbullying phenomenon	• Defines what cyberbullying is • Knows where does cyberbullying comes from • Is able to define the phenomenon and knows the different typologies of cyberbullying • Indicates and describes the different cyberbullying behaviours
A2. Understanding the characteristics of cyberbullying	• Knows how cyberbullying is practiced and can describe causes and consequences • Knows what are the effects of cyberbullying vs 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	• Knows the incidence of the phenomenon concerning age, gender, contexts • Can find, analysis and compare statistic data about cyberbullying • Knows how influential is cyberbullying in the local/school environment • Names some risk factors and provides accurate information about incidence and possible consequences
A4. Knowledge of the roles in cyberbullying events	• Identifies bullies and bullied • Describes profiles and motivations of victims and cyberbullying responsible • Distinguishes several roles involving multiple stakeholder

B. PSYCHO-SOCIAL-PEDAGOGIC AREA Understanding the cyberbullying situations and phenomena, managing conflicts, planning information and training activities for the students	
Competences	**Descriptors**
B1. Identification of cyberbullying situations	• Is aware that there is a situation at risk of cyberbullying • Identifies signs of someone suffering cyberbullying • Knows the main indicators to detect cyberbullying • Knows 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	• Can find out if a pupil is a possible internet addicted or if he /she behaves dangerously • Raises awareness among students on the dangers of the internet (gambling, sexting, incorrect use of the social media) and internet crime • Can detect early warning signs of involvement in cyberbullying • Understands main guidelines on prevention and intervention • Identifies and helps 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 and applies specific strategies for addressing cyberbullying training • Carries out information and training activities for the students • Takes advantage from previous projects and initiatives • Is able to create conditions to discuss open and freely with students or parents about the subject, sharing the information, ideas, etc. • Elaborates and applies protocols to work with students who are suffering cyberbullying • Promotes meetings with experts of troubles going through the teenage years (psychologists, postal police officers)
B4. Knowledge and application of supporting strategies	• Can empathize with students • Understands the victims' psychological reactions • Encourages communication with cyberbullying victims • Manages cyberbullying conflicts • Disables any kind of hatred or violence speech among students • Supports marginalized groups prone to cyberbullying • Gives first listen to the victims • Is able to create conditions to enable students to file complaint anonymously • Is able to transmit to his students that he is trustworthy and, therefore, reliable to talk about problems in general

	• Is able to target victims to a specific psychological aid • Fosters the raise of self-esteem • Is able to communicate empathically with families • Identifies, understands and manages emotions • in order to improve students' and teachers' social skills
B5. Developing integrated approaches	• Establishes good relationships with parents and families of the pupils • Knows what strategies apply with cyberbullying that occurs outside school • Knows what is the role of parents, specialists, legalists, and law enforcement officials • Collaborates with parents to help and support students in case of troubles • Contributes to the school policy against cyberbullying • Evaluates a situation and provide the adequate follow-up (psychologist, therapists, etc.)

C. TECHNOLOGICAL AREA Aware use of social media, online communication, safety and well-being	
Competences	**Descriptors**
C1. Online communication	• Can use the main digital communication tools • Is aware of behavioural norms and know-how using digital technologies and interacting in digital environments • Can adapt communication strategies to the specific audience and generational diversity in digital environments • Promotes an ethical use of ICT • Develops a critical spirit based on information on the web
C2. Use of social tools	• Is familiar with 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 • Is aware of the risks of digital social environments • Recognizes the technological development impact on young people's everyday life • Knows the rules that regulate the activities of the main social media
C3. Privacy protection	• Knows the concept of "digital identity" • Protects online reputation • Knows about safety and security measures and has due regard to reliability and privacy • Protects personal data and privacy in digital environments • Understands how to use and share personal information while

	being able to protect oneself and others from damages • Understands that digital services use a "privacy policy" to inform how personal data are used • Limits the sharing of published material
C4. Online safety	• Protect devices and digital contents, and understands risks and threats in digital environments • Protects his devices from virus and malware • Knows and uses the tools available to protect personal profile from intrusion by unwanted users • Modifies default settings to enhance safety • Sets appropriately password protection and multi-factor authentication • Explains safety measures using technologies • Applies protocols about risks and threats in digital environments

D. REGULATIONS AREA European and national laws, recommendations, circulars, institutions to contact in case of cyberbullying episodes	
Competences	**Descriptors**
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	• Knows the existence of national digital platforms to report specific cyberbullying episodes • Distinguishes situations that can be categorized criminal, and know some penal consequences • Knows which institutions and authorities to turn to in case of cyberbullying and informs his students about it • aware of specific support lines for cyberbullying victims (police force, ministerial institutions, hotlines, counselling services, voluntary organizations, websites, etc.) • Is able to report process of cyberbullying • Can ask for proper legal help

The MOOC 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 as 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).

The complete MOOC SPACE, consisting of 4 modules, is developed for a period of 6 weeks. Each week contains two learning units. The duration of the entire course is 50 hours, including use of educational material, exercises, and home study.

The units include training content (articles, videos, informative and interactive materials, etc.) and materials for exercises and reflections.

WEEK 1.

CYBERBULLYING FORMS AND TYPOLOGIES

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

factors, incidence:

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

Understanding the cyberbullying situations and phenomena, managing conflicts, planning

information and training activities for the students:

2.1 Identification of cyberbullying situations

2.2 Planning training and information actions

2.3 Developing integrated approaches

WEEK 3.

PREVENTION AND SUPPORTING STRATEGIES

Understanding the cyberbullying situations and phenomena, managing conflicts, planning

information and training activities for the students:

3.1 Approaches to prevent cyberbullying

3.2 Supporting strategies

WEEK 4.

TECHNOLOGICAL TOOLS

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

4.1 Online communication

4.2 Safe use of social tools

WEEK 5.

ONLINE PROTECTION

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

5.1 Online privacy and reputation

5.2 Safety on the web

WEEK 6.

CYBERBULLYING FROM THE LEGAL SIDE

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

6.1 Reporting cyberbullying cases

6.2 Rules and regulations

Each Module of the MOOC ends with a real task allowing teachers to self-assess the knowledge and competences acquired in order to prevent and contrast cyberbullying.

A sample of real tasks is here provided:

MODULE	REAL TASK
1 - General area - Knowledge of the typologies of bullying and cyberbullying, definition of the phenomenon, risks factors, incidence.	To produce a glossary providing the definition of the main and relevant concepts related to cyberbullying.
2 - Psycho-social-pedagogic area Understanding the cyberbullying situations and phenomena, managing conflicts, planning information and training activities for the students.	To produce a observation grid to recognise and record the behaviours of students potentially revealing cyberbullying/cyberbullied attitudes/profiles. To design a role play of cyberbullying situations
3 - Technological area Aware use of social media, online communication, safety and well-being	To produce a decalogue or a checklist for the privacy and reputation safety protection To produce a map of the main applications used by students
4 - Regulations area European and national laws, recommendations, circulars, institutions to contact in case of cyberbullying episodes	To produce a list of the main relevant References and case law on cyberbullying

The learning activity is tracked by the web platform of the MOOC. The course is considered completed when all the modules have been tracked and all the requested activities, planned at the end of each Module, are delivered by the participant. Under the completion of the MOOC the participant teachers will be awarded with a Certificate.

The number of Modules to complete and the certification form (e.g Certificate of attendance, Learning credits, Open badge, Europass, etc.) are established in the Learning Agreement subscribed by the participants when enrolling in the MOOC.

The Course is considered accomplished and the certification is released to each participant when:

- the established Modules are completed,
- the completion of each Module is supported with the evidence of the online tracking, and by the production of the output required at the conclusion of each Module,
- the course evaluation is provided by the fulfilling of the satisfaction questionnaire.

How to use the Platform

The first access

On the MOOC SPACE homepage, you can see the welcome message with the general presentation of the MOOC, the courses available and the course programs.

On the screen you can see:

1. the menu to change the interface language: you can select the preferred language between English, Italian, Spanish, Dutch, Turkish and Portuguese.
2. the link to access with your account.
3. links to information documents: the presentation of the course, the presentation of the SPACE project and the philosophy of the MOOC.
4. courses available on the platform.
5. presentation of the course in English, Italian, Spanish, Turkish and Portuguese.
6. the syllabus of the course in English, Italian, Spanish, Turkish and Portuguese.

Figure 1. The SPACE home page

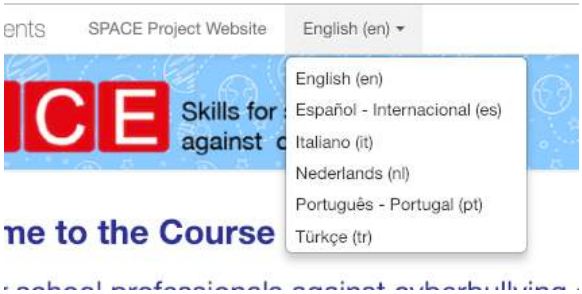

Figure 2. the menu to change the interface language

To access the course, click on the link at the top right (2).

Now you can see a screen where you can choose between two options: if you already have an account, enter your username and password in the right side.

If it's your first time on the platform, follow the instructions to create a new account in the left side.

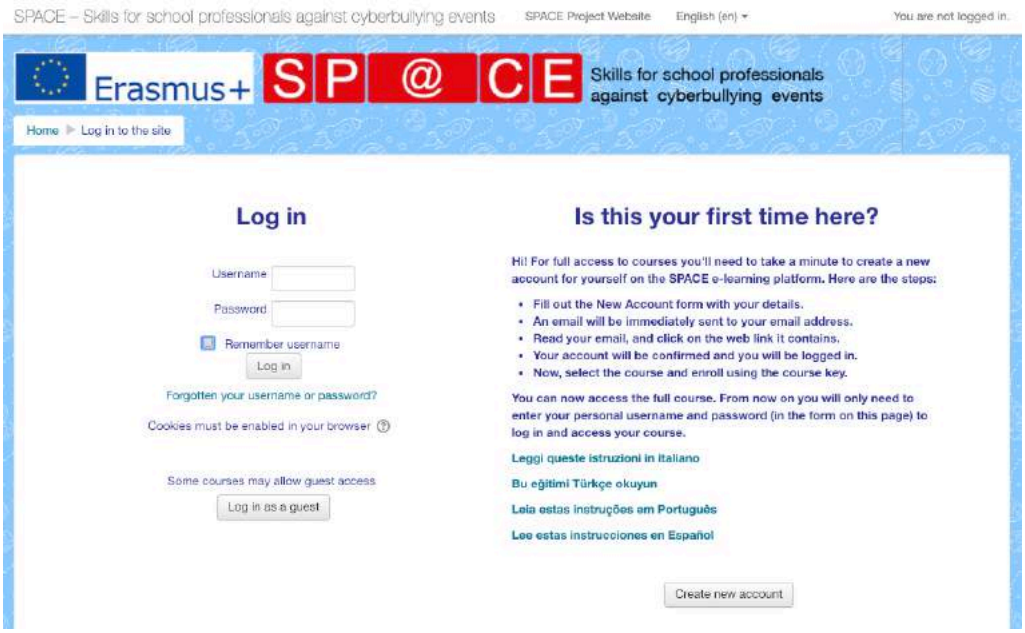

Figure 3. the login page

Instructions are available in English, Italian, Spanish, Turkish and Portuguese.

Now that you are logged in, you can access the course. Choose your course from the list of available courses.

If this is the first time you enter, you will be asked for the key to access the course. Enter the alphanumeric code you received from the course coordinator; this code will only be asked once, and will allow you to unlock access to the course.

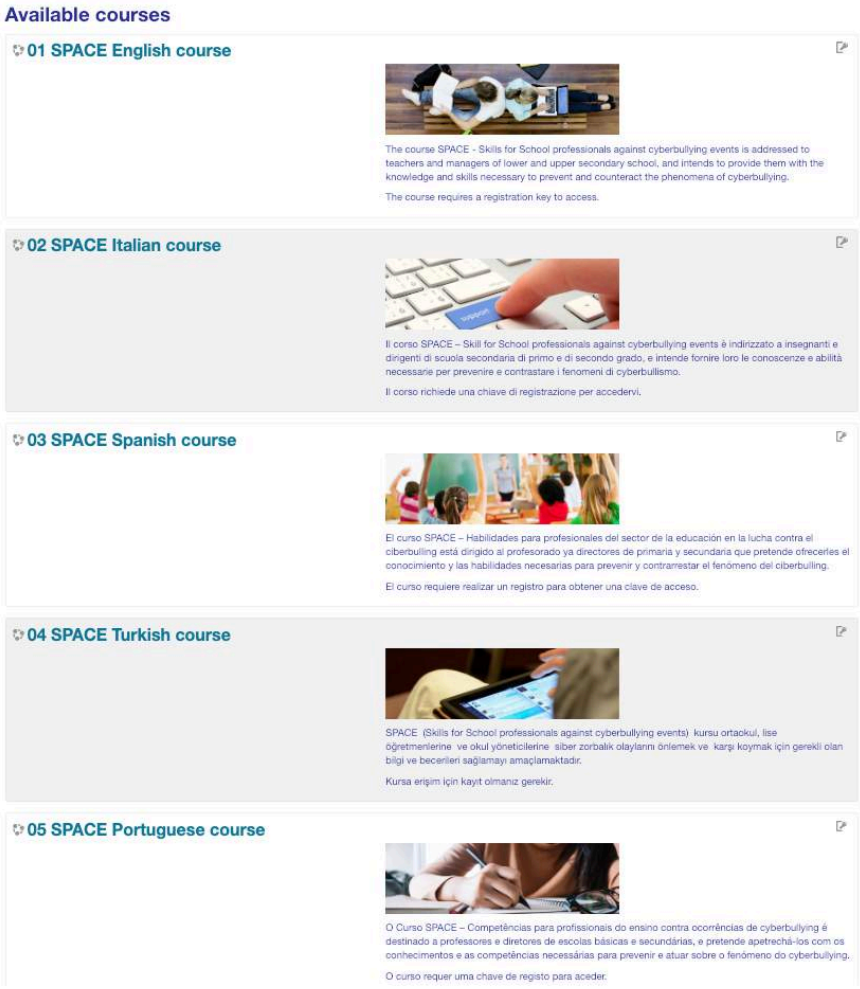

Figure 4. the list of the available courses

Now that you are logged in, you can access the course.

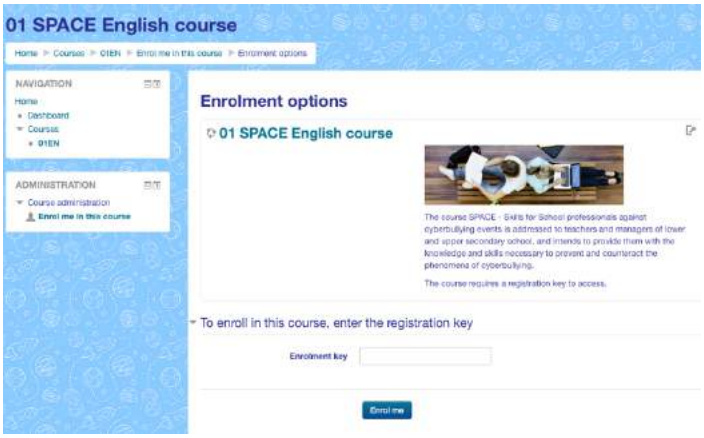

Figure 5. The enrolment page

Please note: the key to access the course is required only during the experimentation phase. After the conclusion of the project the course will be open access without restrictions.

Profile setting

You can access your profile from the user menu top right. It's where you see your name and an arrow. Click there to open up the menu. Clicking the Profile link will then display other options, such as a list of your courses, any forum and blog entries and a link to edit your profile.

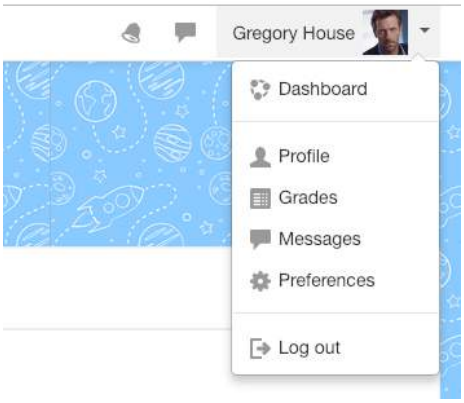

Figure 6. the menu to enter in the profile and the preferences

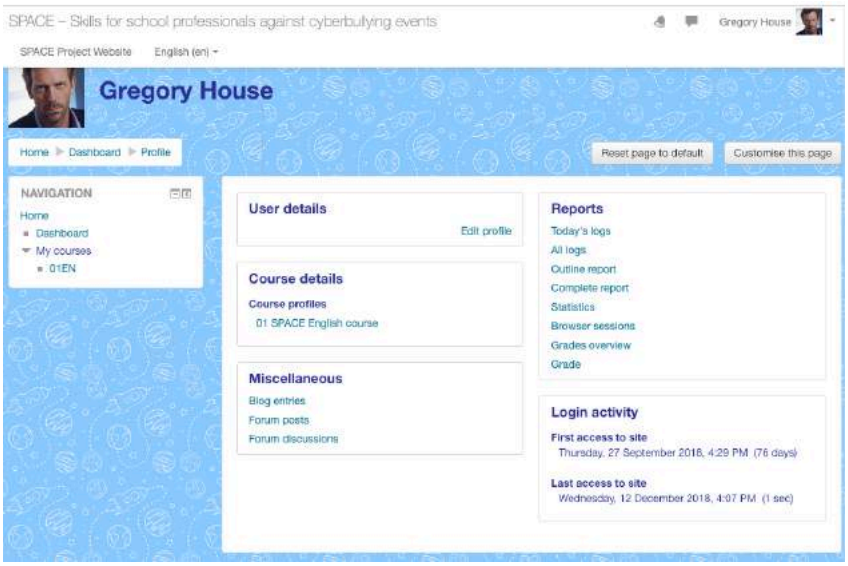

Figure 7. The profile page

Clicking the Edit profile link will allow you to change certain information such as your correct time zone, add an avatar, description and, optionally, extra contact details.

When you upload an image, it will appear in the user menu by your name and also on your Dashboard page.

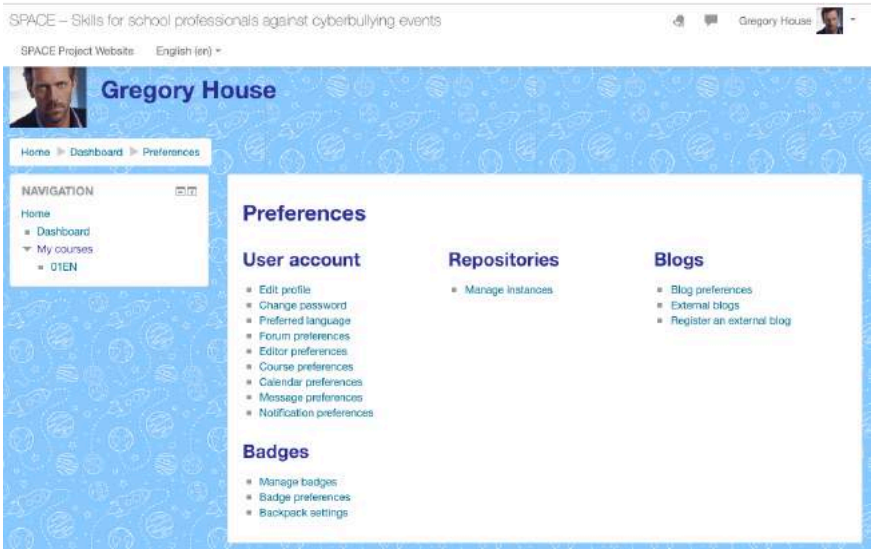

Figure 8. The preferences page

The Dashboard is a customisable page for providing users with details of their progress and upcoming deadlines. In the centre of the page there is the Course overview block which allows students and teachers to easily track required activities and filter courses.

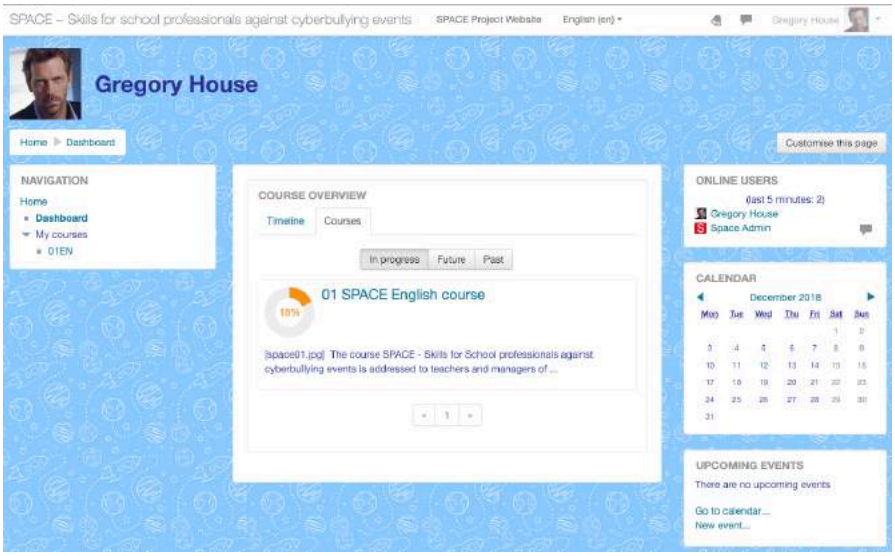

Figure 9. The dashboard

The course

The course is based on OER (Open Educational Resources) available in the Internet and developed by institutions, schools, experts and teachers, that tackle the issue of cyberbullying in several aspects: definition of the phenomenon, prevention and contrast, safe use of technologies and regulatory framework.

The course is structured in 6 learning units, each of which corresponds to 1 week of work. The units include training content (articles, videos, informative and interactive materials, etc.) and materials for exercises and reflections.

The following screenshots show how the unit is introduced:

1. unit title

2. introduction defining the topics and the expected commitment

3. the learning outcomes related to the unit.

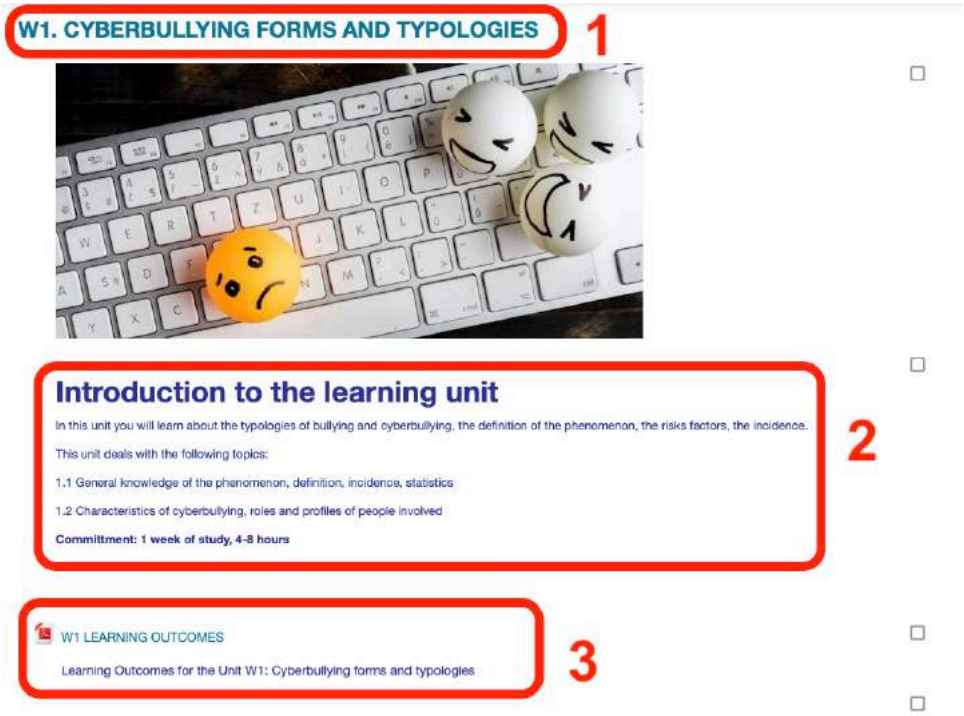

Figure 10. The introduction to the learning unit

Immediately after the introduction you can find:

1. the list of the learning resources

2. the learning resources, with an indication of the estimated reading time or the duration of the video

3. the evaluation of the resource and an activity , representing a real task which will allow you to self-assess the knowledge acquired in the unit.

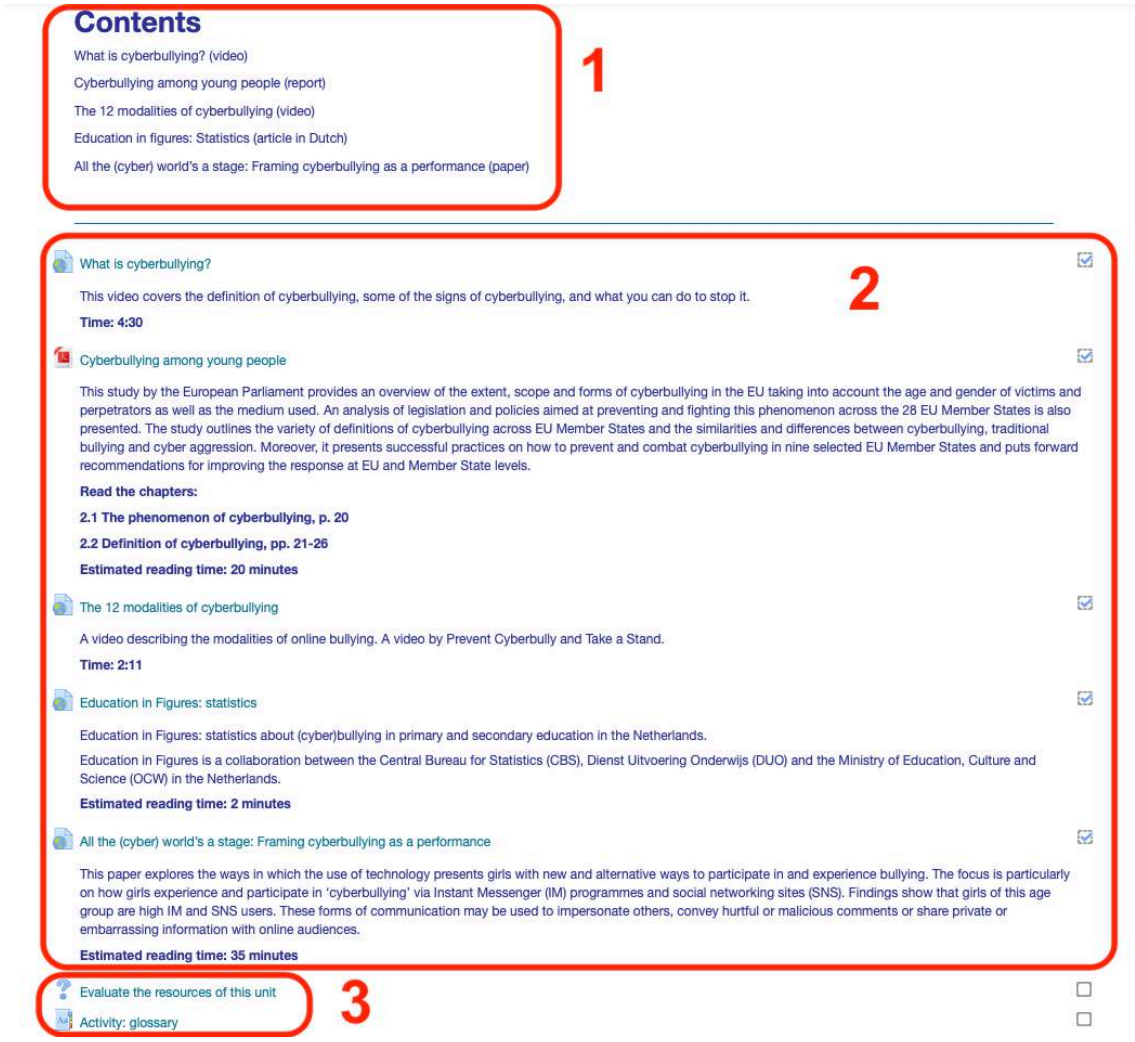

Figure 11. The learning contents

Next to each resource there is a box. This box will be automatically filled after you have completed the reading of the resource: the system, in fact, keeps track of the activities of the learner in order to issue the final certificate.

The forum

The forum is the tool to communicate and share contents. A button allows you to add a discussion topic; under the button we see the discussions (topic) in the forum, the name of the person who started the discussion, the number of replies, the last comment.

Figure 12. The forum

Entering the topic we find a link on the right, "subscribe": by clicking on it you subscribe to the forum, i.e. you receive on your e-mail box all the new answers to that discussion.

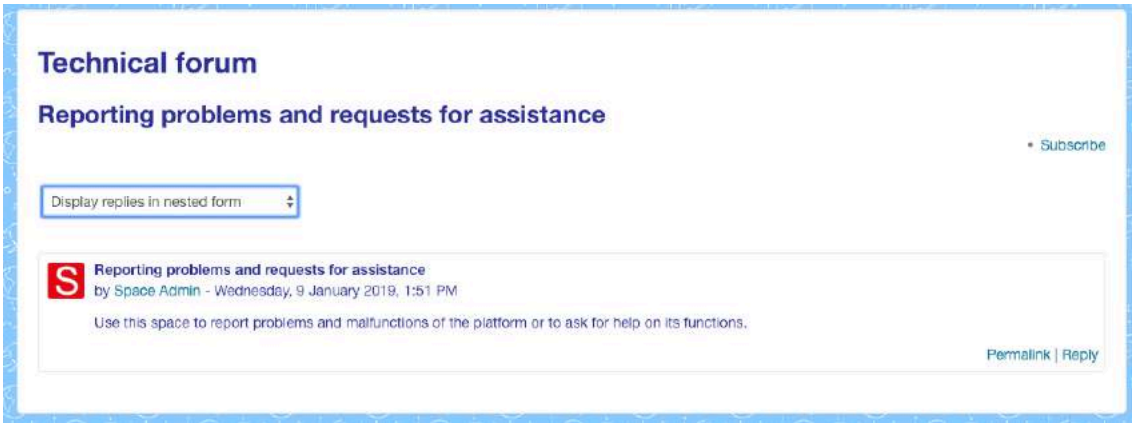

Figure 13. The topic

Below the title, a drop-down menu allows you to select how you want to view replies to the discussion. Displaying in flat format with the most recent replicas at the beginning allows you to see the new contributions at the top, without having to scroll through the page.

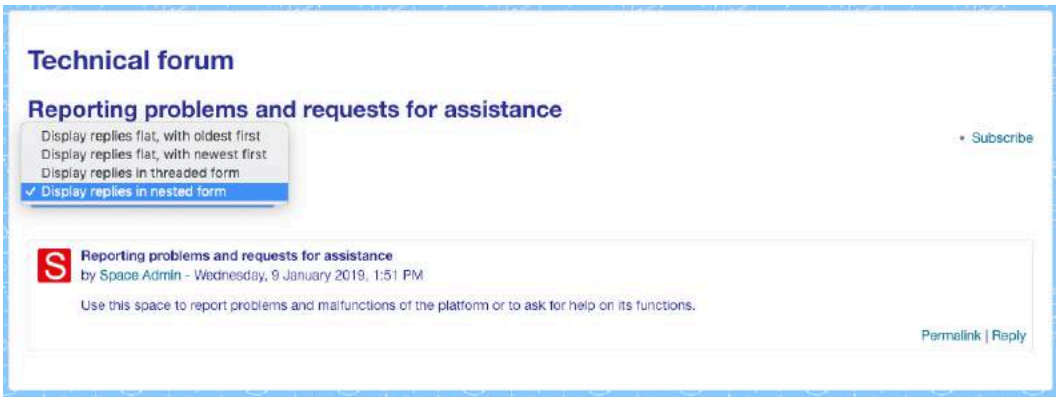

Figure 14. The drop-down menu

Each contribution is called "post". To reply to a post, scroll the text to the end of the page and click on the "answer" link. There appears at the following screen:

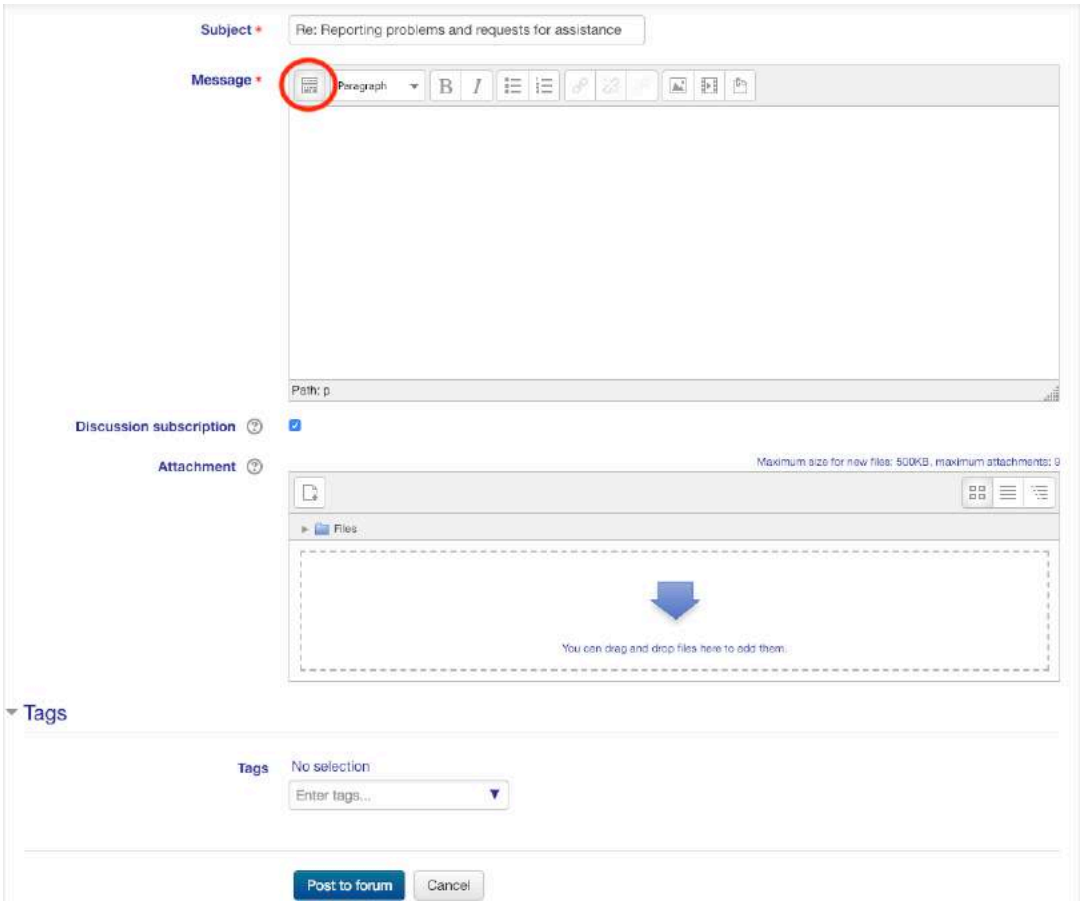

Figure 15. How to write a post

In the "message" field, we write our reply. We can format the text as we wish; to view all the functions of the editor, simply click the menu button that appears circled in the figure 15. To publish the post click on "post to forum".

If we want to attach a file we can drag it into the "attachment" field, dragging it from the folder on our computer.

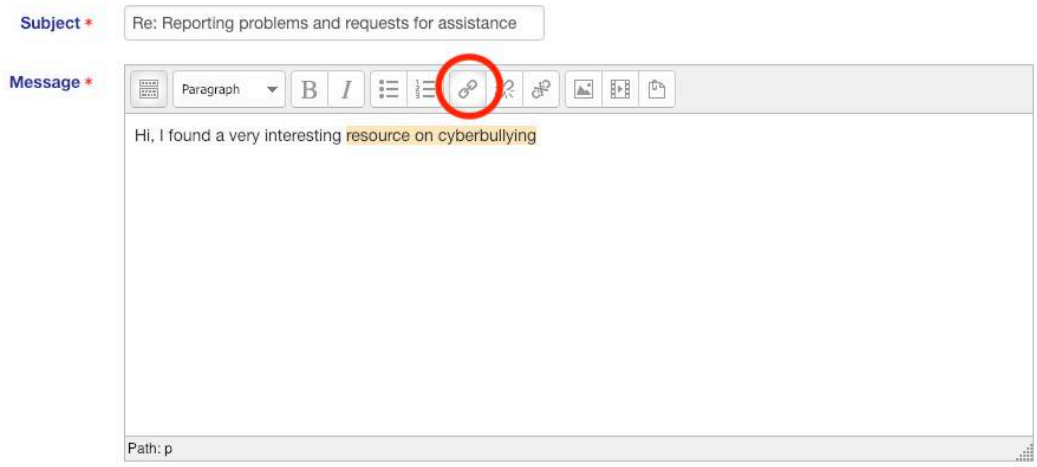

Figure 16. The link button

To insert a link: write the text and underline the part of the text you want to link; click on the little button with the chain circled in red and insert the link (figures 16 and 17).

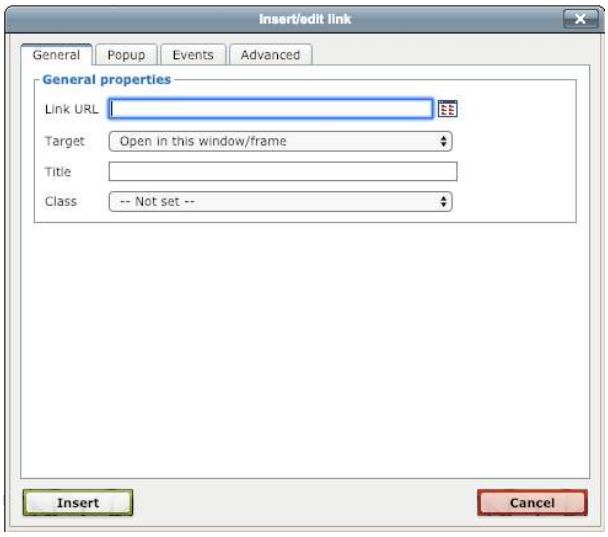

Figure 17. Insert/edit link dialogue window

To know more: see the Moodle Quick Guide at https://docs.moodle.org/36/en/User_quick_guide

Recommendations

The highlights and suggestions provided with these Recommendations are addressed to key actors, policy makers and stakeholders, interested in the cyberbulling phenomenon, in order to valorize and amplify the achievements of the project SPACE.

The Recommendations ground on the SPACE MOOC testing results. The effectiveness of the SPACE System has been verified upon a sample of 139 participants, teachers of school (ISCED 2 and 3) from five European Countries (IT, ES, PT, NL, TR) with an average of 20 learner per Country.

The testing results offer a view over those requirements allowing to:

- apply the SPACE System effectively;
- transfer it to other educational environments;
- improve the SPACE system.

SPACE MOOC: testing results

The testing actions allowed collecting the feedbacks and suggestions from the teachers participating to the MOOC as learners, with a focus on strengths, weaknesses and improvement areas.

The quality of the MOOC has been verified by different parameters:

- the percentage of completion of units and modules by the learners,
- the number of participants who will complete the course,
- evaluation of the learning resources at the end of each module by the participants,
- a satisfaction questionnaire aimed at gathering feedbacks focused on strengths, weaknesses and improvement areas of the MOOC.

A summary of the testing report highlights the following data.

- For all learning units, the percentage of completion is very high, with values ranging from 74.65% to 93.50%.
- Similarly, the choice of the units shows a balanced liking distributed among all topics (General area, Psycho-pedagogic area, Technological area, Regulations area).
- In a satisfaction scale from 1 to 5, where: 1 = poor level (well below expectations) 5 = excellent level (far exceed expectations), with 3 intermediate levels: 2 = mediocre level, 3 = fairly good level, 4 = good level, the values are mainly thickened in the high levels.

- The course organization is overall considered good/excellent by 85% of participants, as well as the presentation of the course topics (84%).
- About the course duration, 78% consider it good/excellent, 15% fairly good, 6% mediocre or poor.
- A "critical" issue is represented by the workloads, that are not consistent with the times for 8% of participants; they are instead consistent (good/excellent) for 78% and fairly good for 13%.
- The course format, that is the weekly format, is appreciated by 83% and considered fairly good or mediocre by 17%.
- The overall quality of the resources is evaluated as good/excellent by 84%, good by 10% and poor/mediocre by 5%.
- All in all, resources are considered congruent with respect to learning outcomes by 81% and poorly congruent by 6%.
- 83% of participants thinks that course resources are compliant with the need for professional updating, and for 87% are easy to use. The low rating in these two questions is expressed by a small number of participants, respectively 6% and 7%.
- The proposed activities and tasks are fully appreciated by 74% of participants, considered fairly good by 18% and poor or mediocre by 7%.
- For 88% of participants there are no problem with the access to the online environment; problems are encountered by 3%.
- The online environment is easy to use for 88%, and is tough for 3%.
- Guides and tutorials are good/excellent for 84%; in the same way, the page load speed is good (89%) and the course has nice visual attractiveness (82%). In these dimensions, the low rating does not exceed 5%.
- Provided instructions are considered clear by 86% of participants, and unclear for 5%.
- The support from the local coordinator is perceived as good (86%).
- Positive also the evaluation concerning the punctuality of responses to requests for clarification and help (84%) and the information about the certification (82%).
- Technical support is considered efficient by 81%; for these questions there are not poor level ratings.

How to apply the SPACE System effectively

The results above summarized has been collected on the basis of a General testing plan which has been the condition for the comparison of MOOC effects. Nevertheless, each Partner, on the basis of this common Plan of testing, designed a more detailed agenda scheduling a local testing plan according to the local requirements. The analysis of these local action plans shows that an effective implementation of the SPACE System is linked to the following variables:

- Engagement of key actors and strategic governance
- Didactic and technic support
- Testing agenda
- Official recognition of training results and credits

Engagement of Key actors and strategic governance

Cyberbullying is a very felt phenomenon, teachers are generally interested and attentive with respect to initiatives aimed at preventing and tackling cyberbullying which is perceived as an Institutional goal. That makes relevant the collegial and systematic approach to this phenomenon. During the testing phase, two factors influenced positively the effectiveness of the MOOC training: the input from the head teachers and the activation of the collegial bodies. The input from the head teachers increased the motivation of teachers to take part in the training actions, and the activation of the collegial bodies empowered the engagement of the participants, allowing to integrate the SPACE initiative for the management of the cyberbulling problems in the ordinary governance of the school activities. These two factors stimulated the perception of the training experience as an integral part of the school mission and of the proposed activities not as episodic and external.

Didactic and technic support

During the MOOC implementation didactic and technical support has been decisive to encourage and maintain the commitment of the participants. The Multiplier events preceding the MOOC activation provided the preliminary info on the Project aims and on the training proposal. That has been decisive in order to create the necessary awareness about the cyberbullying challenge, the right interest on the training proposal, the correct mood and attitude towards the MOOC, the OER and the use of technologies. In the preliminary phase of introduction of the SPACE System, as well as in the overall project implementation, the systematic involvement of the collegial bodies has been a key factor for the successful achievement of the expected impact on the target group. During the test implementation the didactic scaffolding created the necessary relational continuity, avoiding any feeling of loneliness and isolation. That has been possible also integrating online support and explanations with planned in presence collective sessions.

Testing agenda

The local testing plans took in the due consideration the constraints of the single school calendar and institutional deadlines, varying from Country to Country. This precaution together with the chance to make available the

option of choosing the Modules of interest, allowed maintaining a constant participation and the high rank of completion of the selected modules.

Official recognition of training results and credits

When possible, the attendance certificate has been integrated with an official certification of training pathway and the recognition of the credits. That produced the effect to make the participation to the MOOC as integral part of the ordinary and official teachers training update. The MOOC indeed has been perceived as an added value both for the opportunity to increase the knowledge and competences required to tackle with the cyberbulling events and for the chance to see them recognised. The recognition of training credits and certification has been then a further variable that significantly increased the motivation of the participants.

Recommendations to institutional actors and policy makers

On the basis of the highlights emerging from the testing results, some advices are following provided to the Institutional actors and policy and decision makers who would empower the training initiatives aimed at prevent and contrast cyberbulling phenomena in the schools.

The provided advices are aimed at giving useful indications in order to:

- apply the SPACE System effectively;
- transfer it to other educational environments;
- improve the SPACE System.

As for any complex phenomenon, in order to be effective, it is necessary to engage the actors operating at each level of a system. That is why these simple advices are differentiated per those targets that can encourage, at different levels, training experiences addressed to teachers, students and families, as follows:

- Head teachers
- Local and National Authorities and decision makers
- Policy makers
- European referents

Head teachers, working at school directly with the target group of the SPACE project, are in the front line to promote, organize and coordinate initiatives aimed at preventing and contrast the cyberbulling phenomena.

The SPACE system offers to the head teachers a reach repertory of resources and supports useful to inform and sensitize students, families, teachers and local authorities.

Taking advantage of the SPACE OER Library and MOOC head teachers can promote training initiatives, to improve those competences necessary to tackle with cyberbulling, that can be integrated in the official teachers training update.

The head teachers can activate the school collegial bodies and key actors in order to coordinate, monitor, give information and provide a reference point: eg. a coordinator responsible for the contrast of cyberbulling, a digital counsellor, the educational and curriculum subjects departments, etc. The versatility of the System, indeed, allows these actors to cooperate in order to enrich:

- the OER library involving teachers and students in the experience of content curation;
- the repertory of the exercises proposed for each module of the MOOC involving teachers and students;
- the school curriculum with modules strengthening the social and civic competences contributing to prevent and contrast cyberbulling.

Local and National authorities and decision makers

Local and National Authorities have a relevant role in promoting and supporting the diffusion of effective practices. The results and evidences of the testing of the MOOC SPACE shows that the official recognition of learning credits and the certification of training results increased the motivation and the engagement of participants. For example in Italy the official training platform provided by the Ministry of Instruction named SOFIA allowed head teachers to recognize the learning credits acquired taking part in the MOOC SPACE. That suggests the opportunity to integrate and implement the SPACE MOOC in the Institutional national training platforms.

Policy makers

European and National reports highlight that policies in Europe already focus their attention on the prevention and contras of cyberbulling. Yet this complex phenomenon involves the wide-life of Youngers inside and outside the school, independently from their social and economic conditions. Furthermore, most of adults and elderly people still have not the right attitude towards the digital communication technologies and that limit their capacity to educate the Youngers to the correct use of them. That requires the attention of policy makers towards educational policies addressed to different targets: students, parents and teachers; and focused on different competences, as well as on the warning and sensitization about the cyberbullying, highlighting how to weak the circumstances that encourage the cyberbullying attitude.

The SPACE System can support these policies of prevention and contrast to the incorrect use of the digital technologies, strengthening, beside the legal effort, the educational intervention. The legal provisions indeed

are just one dimension of a wider cultural frame and system of competences that can be empowered insisting on the promotion of educational intervention promoting social and civic competences. The SPACE MOOC roots on the analysis of this comprehensive map of competences and offer the ground to start piloting initiatives at local, regional or national level, adopting the SPACE system and resources.

The easily way to enlarge the effect of the SPACE project, actually focused on the empowerment of competences of teachers and trainers in the school, is to promote the transferring of the model to:

- Vocational training
- Third sector
- University

The involvement of these three educational sectors would allow to reach the mentioned differentiated targets: adult and elderly people, trainers, parents, at different social and cultural levels.

European authorities

The ERASMUS projects, as SPACE, born within the European framework in order to contribute to the European policies, priorities and target. This framework provides to each project initiative a relevance that would not receive the same attention from the addressed target if the project were not under the Europe shield.

That is why the efficacy of these projects can be empowered also after their conclusion if they continue to stay under the European shelter. That is possible at least in two different way: presenting the SPACE System as good practice in the existing training network at European level and including the MOOC in the offer of the European Training platforms.

At least two relevant features of the MOOC SPACE allow these opportunities: the MOOC is a dynamic multilingual training pathway and it is the one actually existing the training offer at European level.

This premise would offer the chance to promote piloting initiatives at local, regional or national level, adopting the SPACE approach and resources.

SPACE System evolution

The testing results and evidences remarks several strength points of the SPACE System. Nevertheless its dynamic and flexible structure allows further developments and improvements.

The OER Library can be enriched with other resources in new languages; new resources can be selected and better targeted also to students and families. Accordingly, the MOOC pathways could be enriched consistently with the OER Library updating.

Finally the OER Library and the MOOC pathways can be adapted to the specific needs of other educational sectors (Vocational Education, University, Third Sector, etc.) where the SPACE System would be transferred.

Conclusions

All these advices, resulting from the direct project actions and from the testing evidences, apparently seem really simple, yet they become highly significant when referred to the contexts of action of teachers in the schools and in their daily effort. Teachers, usually already overcharged of deadlines, commitments, typically perceive with intolerance any effort required in addition to the ordinary educational professional requirements. On the contrary when this extra effort is really compliant with the actual learning needs and training aims; when it is officially recognized and certified; when the collegial bodies involved in the daily management of the school share the responsibility and the organization of the initiatives contrasting cyberbulling; then it is appreciated and accomplished with motivation. When these aspects are included in the frame of local, national and European policies and initiatives, it is better clear that all the spent effort is part of a wider perspective. All that allows an effective implementation of the SPACE System, enlarging the potential audience of interested people over the laky people directly involved in two years in the SPACE project actions, actually contributing to satisfy the Priority for school education: "*Strengthening the profile of the teaching professions, through attracting the best candidates to the profession and by supporting teachers and leaders to deliver high quality teaching, deal with complex classroom realities and adopt new methods and tools*".