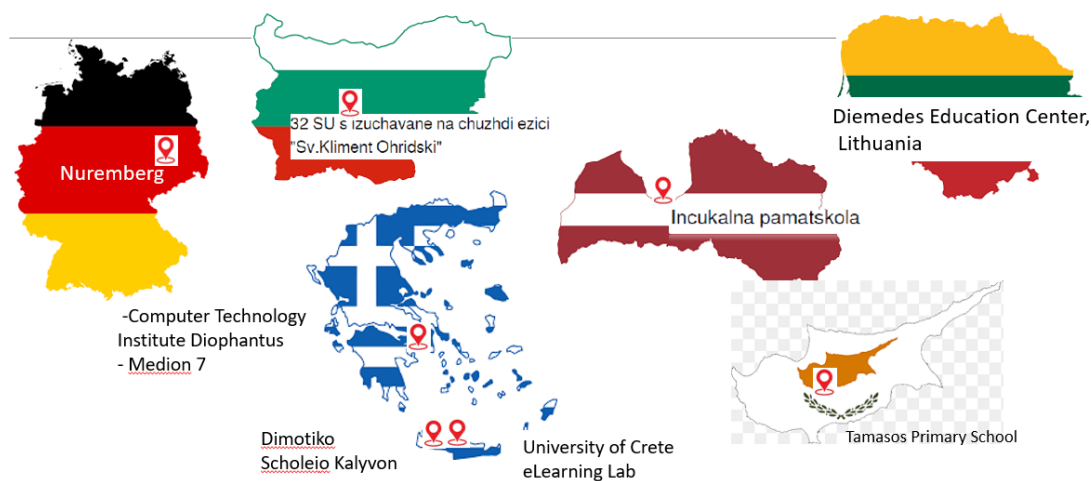




Intelligent iLearning-eCreativity-eDiversity

RESULT 6 Teachers' Learning Scenarios & Students' Digital Stories Environment



| | |
|-----------------------------|---|
| Project Acronym: | iLearning-eCreativity-eDiversity |
| Project full title: | Intelligent iLearning Environment for Creativity and Diversity |
| Project No.: | 2021-1-EL01-KA220-SCH-000027791 |
| Funding Scheme: | Erasmus+ |
| Coordinator: | PANEPISTIMIO KRITIS eLearning Lab |
| Result Leader: | Incukalna pamatskola |
| Author: | Incukalna pamatskola |
| | PANEPISTIMIO KRITIS (E10207975 - Greece) , 32 SU s izuchavane na chuzhdi ezici "Sv.Kliment Ohridski" (E10064095 - Bulgaria) , Tamasos Primary School (E10174794 - Cyprus) , Incukalna pamatskola (E10193013 - Latvia) , DIMOTIKO SCHOLEIO KALYVON (E10273990 - Greece) Diemedis Education Centre, Lithuania Associated Partner |
| Result Type: | Services / structures – Collection |
| First Version: | September 2023 |
| Last version date: | July 2024 |
| Status: | Finalised |
| Dissemination Level: | Public |

Contents

Learning scenarios of the 1st Interactive Videoconference

| | |
|---|----|
| Tamasos Primary School (Cyprus) | |
| Incukalns' Primary School (Latvia) | 4 |
| 32 Secondary School "St. Kliment Ohridski" (Bulgaria) | |
| Incukalns' Primary School (Latvia) | 9 |
| "Diemdis" Education Centre (Lithuania) | |
| Tamasos Primary School (Cyprus)..... | 13 |
| 32 Secondary School "St. Kliment Ohridski" (Bulgaria) | |
| Tamasos Primary School (Cyprus)..... | 18 |
| Kalyves Primary School (Greece) | |
| Tamasos Primary School (Cyprus)..... | 22 |

Learning scenarios of the 2nd Interactive Videoconference

| | |
|---|----|
| Tamasos Primary School (Cyprus) | |
| Incukalns' Primary School (Latvia) | 28 |
| 32 Secondary School "St. Kliment Ohridski" (Bulgaria) | |
| Incukalns' Primary School (Latvia) | 35 |
| "Diemdis" Education Centre (Lithuania) | |
| Tamasos Primary School (Cyprus)..... | 41 |
| 32 Secondary School "St. Kliment Ohridski" (Bulgaria) | |
| Tamasos Primary School (Cyprus)..... | 46 |
| Kalyves Primary School (Greece) | |
| Tamasos Primary School (Cyprus)..... | 51 |

Learning scenarios of the 3rd Interactive Videoconference

| | |
|---|----|
| Tamasos Primary School (Cyprus) | |
| Incukalns' Primary School (Latvia) | 57 |
| 32 Secondary School "St. Kliment Ohridski" (Bulgaria) | |
| Incukalns' Primary School (Latvia) | 63 |
| "Diemdis" Education Centre (Lithuania) | |
| Tamasos Primary School (Cyprus)..... | 69 |
| 32 Secondary School "St. Kliment Ohridski" (Bulgaria) | |
| Tamasos Primary School (Cyprus)..... | 74 |

| | |
|--------------------------------------|----|
| Kalyves Primary School (Greece) | |
| Tamasos Primary School (Cyprus)..... | 80 |

Learning scenarios of the 4th Interactive Videoconference

| | |
|---|-----|
| Tamasos Primary School (Cyprus) | |
| Incukalns' Primary School (Latvia)..... | 85 |
| 32 Secondary School "St. Kliment Ohridski" (Bulgaria) | |
| Incukalns' Primary School (Latvia)..... | 89 |
| "Diemdis" Education Centre (Lithuania) | |
| Tamasos Primary School (Cyprus)..... | 93 |
| 32 Secondary School "St. Kliment Ohridski" (Bulgaria) | |
| Tamasos Primary School (Cyprus)..... | 98 |
| Kalyves Primary School (Greece) | |
| Tamasos Primary School (Cyprus)..... | 103 |

| | | |
|--|--|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences Department of Primary Education LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

1st Teleconference

Internet safety

| Collaborating Schools | | | |
|------------------------------|-----------------------------------|--------------|-------------------------|
| School | Teachers | Class | Number of pupils |
| Tamasos Primary School | Annita Pambaka | 4th | 22 |
| Incukalns' Primary School | Ivita Akmentina Zinta Nolberga | 4th | 26 |

Date of the 1st Teleconference **31/01/2023 at 11:00**

A) Purpose-Objectives of the 1st Teleconference

A1. Purpose (based on the methodological framework)

Introducing the classes and highlighting the topic.

A2. Objectives

After the end of the 1st Teleconference is for the pupils/students:

A2.1 Knowledge

1. Get to know more about their own country, town, school, and class.
2. Get to know more about the country, town, school and class of their partners.
3. Obtain basic knowledge on how to use the internet safely.

A2.2 Skills

1. To be able to research and select suitable material for their presentations.
2. To acknowledge and refer their sources to avoid plagiarism.
3. To organize and edit the material for the presentations.
4. To present their work effectively.
5. To obtain skills to cooperate in digital environments.
6. To develop their presentation skills in written and oral form.
7. To become familiar with the videoconferencing process.
8. To develop their spoken language, extra linguistic and paralinguistic elements during the presentation.
9. To work harmoniously and equally with their teams

A.2.3 Attitudes

1. To develop empathy, acceptance and respect towards the collaborating school and their fellow students.
2. To develop a positive attitude towards new technologies.
3. To obtain positive stance towards distant learning.
4. To interact, through teamwork, constructively with any of their classmates, who may belong to a different group of people.
5. To develop their critical thinking and reexamine the use of the internet.

B. Activities before the 1st Teleconference

Step 1: Informing the students.

Step 2: Informing the parents.

Step 3: The students write a small essay regarding their expectations from the teleconference and the programme.

Step 4: The students draw a depiction of their expectations from the teleconference and the programme.

Step 5: Forming the sub-teams

Step 6: Each team selects a topic to present (country, town, school, class)

Step 7: Each team prepares the presentation and presents it in class.

Step 8: Children fill out the questionnaires.

Step 8: Generate the link for videomeeting

Step 9: Video meeting

C. Activities during the 1st Teleconference

Step 1: Short greeting

Step 2: Incukalns' Primary School presents Latvia .

Tamasos Primary School presents Cyprus.

Questions

Step 3: Incukalns' Primary School presents its municipality and village.

Tamasos Primary School presents its region.

Questions

Step 4: Incukalns' Primary School presents its school and class.

Tamasos Primary School presents its school.

Questions

Step 5:

Tamasos Primary School presents the children's class.

Questions

Step 6: Highlighting the topic

Watch the short video: [Funmoods' Online Safety Kit - Little Red Riding Mood](https://www.youtube.com/watch?v=KGr_KFiCX4s), https://www.youtube.com/watch?v=KGr_KFiCX4s

Step 7: Ending the teleconference and renewing the meeting for the second teleconference.

D. A list of educational materials, software, applications and resources we used

We used the following tools and applications:

Onsite visits

Tablets for taking photograph

Photos from our school's archive

Google Chrome

Wikipedia

Our school's official website

PowerPoint

Padlet

Drone for filming our villages and our school from above

Inčukalns' Primary School used the following tools and applications:

Bookcreator

Schools' Homepage

Our Municipality's Webpage

Cutting tool

Onsite visits

Books

E. A list of worksheets, presentations etc. made by students and/or teachers

PPT presentation: Cyprus

PPT presentation: Tamasos: our three villages

PPT presentation: Our school

PPT presentation: Our class

Padlet for introducing ourselves

E-Books using Bookcreator:

Latvia

Sigulda Municipality

Inčukalns' Primary School and our class

Comments, Suggestions

| | | |
|--|--|---|
|  <p>University Of Crete eLearning Lab</p> | <p>University of Crete</p>  <p>School of Educational Sciences</p> <p>Department of Primary Education</p> <p>LABORATORY FOR LIFELONG AND DISTANCE LEARNING</p> |    |
| <p>Laboratory for Advanced Learning Technologies in Lifelong and Distance learning</p> | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

1st Teleconference

| Collaborating Schools | | | |
|--|---|-------|------------------|
| School | Teachers | Class | Number of pupils |
| 32 Secondary School "St. Kliment Ohridski" Sofia, Bulgaria | Boyka Chakarova | 4th | 27 |
| Inčukalns'Primary School | Zinta Nolberga Ieva Kalniņa Harijs Sestakovskis | 5.B | 17 |

Date of the 1st Teleconference 26/01/2023 (14:00)

A. Purpose-Objectives of the 1st Teleconference

A1. Purpose (based on the methodological framework)

Introducing the classes and highlighting the topic.

A2. Objectives

After the end of the 1st Teleconference is for the pupils/students:

A2.1 Knowledge

- Get to know their place and the place of the partner school.
- Get to know the history of their school and the partner school.
- Get to know the students of the partner school.
- Use collaborative web tools.
- Learn the possibilities of the internet and its dangers.

A2.2 Skills

- To investigate, collect information from various sources, record and present it according to the communication situation.
- To work harmoniously and equally with their teams.
- To use applications such as word, padlet, powerpoint, audacity, moviemaker.
- To use the internet and search engines for research and data collection.
- To become familiar with the videoconferencing process.
- To develop their spoken language, extralinguistic and paralinguistic elements during the presentation.

A.2.3 Attitudes

- To acquire the ability to identify with the group and relate their behavior to the ultimate common outcome.

- To interact, through teamwork, constructively with any of their classmates, who may belong to a different group of people.

B. Activities before the 1st Teleconference

Step 1: Inform Students

Step 2: Inform Parents

Step 3: Students write a report on their expectations from video conferencing.

Step 4: Students draw capturing their expectations from video conferencing.

Step 5: Divide the children into groups and inform about the work of each one (presentation of country/city, school, class)

Step 6: Collect information from sources, record it and present it in powerpoint or video

Step 7: Children fill out the questionnaires.

Step 8: Children check their presentations.

Step 9: Inčukalns' Primary School generate the link "Google Meet" and send it to 32 Secondary School "St. Kliment Ohridski" Sofia, Bulgaria

Step 10: First video conference with the partner school

C. Activities during the 1st Teleconference

Step 1: Introducing the classes

Latvia – Good Afternoon! Meet Inčukalns' Primary School's class 5.B

Bulgaria – Good afternoon, Meet Secondary School of Sofia No 32. – class 4.

Step 2: Presentation of the work of the class from Latvia

Step 3: Presentation of the work of the class from Bulgaria

Step 4: Highlight the topic through watching a short video:
https://www.youtube.com/watch?v=KGr_KFiCX4s

D. A list of educational materials, software, applications and resources we used

- Bulgaria used: powerpoint, padlet, word; books, maps, photos, websites, internet and the school archive as sources.
- Latvia used: Bookcreator, word, youtube convertors, cutting tools. Internet, school webpage, books

E. A list of worksheets, presentations etc. made by students and/or teachers

- Presentations ppt 32 Secondary School
- E-books made by Inčukaln's Primary School: 1. Latvia, Sigulda, 2. Inčukalns and 3. Inčukalns'Primary School

Comments, Suggestions

| | | |
|--|--|---|
|  <p>University Of Crete eLearning Lab</p> | <p style="text-align: center;">  University of Crete School of Educational Sciences Department of Primary Education LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

1st Teleconference

Internet safety

| Collaborating Schools | | | |
|-------------------------------|-------------------------|--------------|-------------------------|
| School | Teachers | Class | Number of pupils |
| "Diemdis" education centre | Kasparavičienė Aurelija | 6-8 | 5 |
| Primary School of Tamasos | Sotiriadou Anastasia | E1 | 14 |

Date of the 1st Teleconference 24/01/2023

A) Purpose-Objectives of the 1st Teleconference

A1. Purpose (based on the methodological framework)

Introducing the classes and highlighting the topic.

A2. Objectives

After the end of the 1st Teleconference the pupils/students:

A2.1 Knowledge

1. To get to know their place and the place of the partner school
2. To get to know the history of their school and the partner school
3. To get to know the students of the partner school
4. To use digital tools such as presentations, mentimeter, linoit.
5. To identify similarities and differences with the partner school

A2.2 Skills

1. To research, collect information from various sources, record and present it according to the occasion
2. To cooperate harmoniously and equally with their team.
3. To use applications such as linoit, powerpoint.
4. To use the internet and search engines for research and data collection
5. To familiarize themselves with the video conference process
6. To develop their oral language, extra-linguistic and para-linguistic elements during the presentation

A.2.3 Attitudes

1. To interact, through group work, constructively with any classmate, who may belong to a different group of people.
2. To cooperate.

B. Activities before the 1st Teleconference

Step 1: Inform Students

Step 2: Inform Parents

Step 3: Students write a report about their expectations of video conferencing

Step 4: Students draw pictures depicting their expectations from the video conferences
Step 5: 1st communication with partner school

Step 6: Divide the children into groups and inform about the work of each one (presentation of Country, city/village, school, class).

Step 7: 2nd communication with partner school

Step 8: Collecting information from sources, recording it and presenting it in Powerpoint and video

Step 9: Presentation of themselves and their dreams on Linoit

Step 10: The children fill in the questionnaires

Step 11: Children check their presentations

Step 12: 3rd communication with partner school

C. Activities during the 1st Teleconference

Step 1: Acquaintance/Welcome (Principal of the Primary School of Tamasos & Principal of the "Diemedis" education centre)

Step 2: Presentation of the work of the 5th grade of the "Diemedis" education centre (Country)
Step 3: Presentation of the work of the 5th grade of the Primary School of Tamasos (Country)
Step 4: Presentation of the work of the 5th grade of the "Diemedis" education centre (Villages)
Step 5: Presentation of the work of the

5th grade of the Primary School of Tamasos (3 Villages) Step 6: Presentation of the work of the 5th grade of the “Diemedis” education centre (School) Step 7: Presentation of the work of the 5th grade of the Primary School of Tamasos (School)

Step 8: Presentation of the work of the 5th grade of the “Diemedis” education centre (Class) Step 9: Presentation of the work of the 5th grade of the Primary School of Tamasos (Class) Step 10: Highlight the topic through the title video: “Lousi and the boy”

D. A list of educational materials, software, applications and resources we used

1. We used powerpoint presentations, linoit, Qr code monkey , mentimeter, zoom.
2. We used google maps, photos, drone videos, websites, internet, interviews
3. We used the video “Spam”
<https://www.youtube.com/watch?v=h8p88zgHI5A>
4. We used the video “Cyber bullying”
<https://www.youtube.com/watch?v=XhPUPa3hN9I>
5. We used the video “Think before you post”
<https://www.youtube.com/watch?v=yIh1zzelCDM>
6. We used the video “Healthy use of laptops at home”
<https://www.youtube.com/watch?v=Vfd618cK5Uc>
7. We used the video “Lousi and the boy”
<https://www.youtube.com/watch?v=QWin9GOKZI4&t=60s>
8. We used the video “You’ve been framed”
<https://www.youtube.com/watch?v=LmC4udIRfQ4>
9. We used the video “Child focus E- safety”

https://www.youtube.com/watch?v=d5kW4pl_VQw

E. A list of worksheets, presentations etc. made by students and/or teachers

1. Worksheet (introduction - highlighting the topic).
2. PowerPoint Presentations and videos from Primary School of Tamasos.
3. PowerPoint Presentations and videos from "Diemedis" education centre
4. Linoit
5. Mentimeter
6. Qr code monkey

Comments, Suggestions

The teleconference was implemented in a very good atmosphere and achieved its purpose, the acquaintance of the students and the emergence of the topic in an atmosphere of enthusiasm. Students enjoyed the process.

| | | |
|--|---|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences <hr/> Department of Primary Education <hr/> LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

1st Teleconference

Internet safety

| Collaborating Schools | | | |
|-----------------------------------|-------------------|--------------|-------------------------|
| School | Teachers | Class | Number of pupils |
| Tamasos Primary School | Maria Kleanthous | 5th | 16 |
| 32 nd Secondary School | Marieta Georgieva | 4th | 27 |

Date of the 1st Teleconference 07/02/2023

A. Purpose-Objectives of the 1st Teleconference

A1. Purpose (based on the methodological framework)

Introducing the classes and highlighting the topic.

A2. Objectives

After the end of the 1st Teleconference is for the pupils/students:

A2.1 Knowledge

Get to know more about their own country, town, school, and class.

Get to know more about the country, town, school and class of their partners.

Obtain basic knowledge on how to use the internet safely.

A2.2 Skills

To be able to research and select suitable material for their presentations.

To acknowledge and refer their sources to avoid plagiarism.

To organize and edit the material for the presentations.

To present their work effectively.

To obtain skills to cooperate in digital environments.

To develop their presentation skills in written and oral form.

A.2.3 Attitudes

To develop empathy, acceptance and respect towards the collaborating school and their fellow students.

To develop a positive attitude towards new technologies.

To obtain positive stance towards distant learning.

To develop their critical thinking and reexamine the use of the internet.

B. Activities before the 1st Teleconference

Step 1: Informing the students.

Step 2: Informing the parents.

Step 3: The students write a small essay regarding their expectations from the teleconference and the programme.

Step 4: The students draw a depiction of their expectations from the teleconference and the programme.

Step 5: Forming the sub-teams

Step 6: Each team selects a topic to present (country, town, school, class)

Step 7: Each team prepares the presentation and presents it in class.

Step 8: Getting ready for the teleconference.

C. Activities during the 1st Teleconference

Step 1: Short greeting

Step 2: Tamasos Primary School presents Cyprus.

32nd Secondary School presents Bulgaria.

Step 3: Tamasos Primary School presents its region.

32nd Secondary School presents its town.

Step 4: Tamasos Primary School presents its school.

32nd Secondary School presents its school.

Step 5: Tamasos Primary School presents the children's class.

32nd Secondary School presents its class.

Step 6: Highlighting the topic:

Students watch a video "Little Red Riding Hood"

Creation of a word cloud with internet related concepts.

Short discussion on the video and internet safety

Step 7: Ending the teleconference and renewing the meeting for the second teleconference.

D. A list of educational materials, software, applications and resources we used

We used the following tools and applications:

- On site visits and use of touch screens for taking photographs
- Interviews from older Interviews from older villagers
- Pictures from the file – Pictures from the file of our school
- Google search engines for the students to perform research regarding information and pictures for their assignments.
- Our school's official website
- PowerPoint
- https://www.youtube.com/watch?v=KGr_KFiCX4s

E. A list of worksheets, presentations etc. made by students and/or teachers

Comments, Suggestions

| | | |
|--|--|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences Department of Primary Education LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

1st Teleconference

Internet safety

| Collaborating Schools | | | |
|------------------------------|--------------------------------------|-------|------------------|
| School | Teachers | Class | Number of pupils |
| Tamasos Primary School | Simone Photiou Polymnia Tomasidou | 6th | 16 |
| Kalyves Primary School | Christos Synnefakis | 6th | 11 |

Date of the 1st Teleconference 25/01/2023

A. Purpose-Objectives of the 1st Teleconference

A1. Purpose (based on the methodological framework)

Introducing the classes and highlighting the topic.

A2. Objectives

After the end of the 1st Teleconference is for the pupils/students:

A2.1 Knowledge

1. Get to know more about their own country, town, school, and class.
2. Get to know more about the country, town, school and class of their partners.
3. Obtain basic knowledge on how to use the internet safely.

A2.2 Skills

1. To be able to research and select suitable material for their presentations.
2. To acknowledge and reference their sources to avoid plagiarism.
3. To organize and edit the material for the presentations.
4. To present their work effectively.
5. To obtain skills to cooperate in digital environments.
6. To develop their presentation skills in written and oral form.

A.2.3 Attitudes

1. To develop empathy, acceptance and respect towards the collaborating school and their fellow students.
2. To develop a positive attitude towards new technologies.
3. To obtain a positive stance towards distant learning.

4. To develop their critical thinking and reexamine the use of the internet.

B. Activities before the 1st Teleconference

Step 1: Informing the students.

Step 2: Informing the parents.

Step 3: The students write a small essay regarding their expectations from the teleconference and the programme.

Step 4: The students draw a depiction of their expectations from the teleconference and the programme.

Step 5: Forming the sub-teams

Step 6: Each team selects a topic to present (country, town, school, class)

Step 7: Each team prepares the presentation and presents it in class.

Step 8: Getting ready for the teleconference.

C. Activities during the 1st Teleconference

Step 1: Short greeting

Step 2: Kalyves Primary School presents Greece.

Tamasos Primary School presents Cyprus.

Step 3: Kalyves Primary School presents its town.

Tamasos Primary School presents its region.

Step 4: Kalyves Primary School presents its school.

Tamasos Primary School presents its school.

Step 5: Kalyves Primary School presents the children's class.

Tamasos Primary School presents the children's class.

Step 6: Highlighting the topic

Kahoot game 'Internet safety'

Short discussion on the students answers

Completing a small survey in Menti and creating a word cloud with internet related concepts.

Step 7: Ending the teleconference and renewing the meeting for the second teleconference.

D. A list of educational materials, software, applications and resources we used

We used the following tools and applications:

Onsite visits

Tablets for taking photograph

Photos from our school's archive

Google Chrome

Wikipedia

Our school's official website

PowerPoint

Canva

Kahoot

Mentimeter

Drone for filming our villages and our school from above

E. A list of worksheets, presentations etc. made by students and/or teachers

Tamasos

PPT presentation: Cyprus

PPT presentation: Tamasos: our three villages

PPT presentation: Our school

PPT presentation: Our class

Kalyves

PPT presentation: Crete and Apokoronas District

PPT presentation: Our school

PPT presentation: Our class

******* Comments, Suggestions**

| | | |
|--|--|---|
|  <p>University Of Crete eLearning Lab</p> | <p style="text-align: center;">  University of Crete School of Educational Sciences Department of Primary Education LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

2nd Teleconference

Internet safety

| Collaborating Schools | | | |
|------------------------------|-----------------------------------|--------------|-------------------------|
| School | Teachers | Class | Number of pupils |
| Tamasos Primary School | Annita Pambaka | 4th | 22 |
| Incukalns' Primary School | Ivita Akmentina Zinta Nolberga | 4th | 26 |

Date of the 2nd Teleconference: **22/02/2023 at 10:00**

A) Purpose-Objectives of the 2nd Teleconference

A1. Purpose (based on the methodological framework)

Investigation of the topic and highlighting of the subtopics

A2. Objectives

After the end of the 2st Teleconference is for the pupils/students:

A2.1 Knowledge

Detect specific aspects of creative and safe use of internet.

-Cyber bullying

-Fake news

-Internet Addiction

-Protecting Personal Data

A2.2 Skills

1. To be able to participate efficiently in different kinds of activities.
2. To listen carefully to the instructions that are given by the teachers.
3. To give serious and responsible answers to questions that are addressed to them
4. To obtain skills to cooperate in digital environments.
5. To become familiar with the videoconferencing process.
6. To develop their spoken language, extra linguistic and paralinguistic elements during the presentation.
7. To work harmoniously and equally with their teams

A.2.3 Attitudes

1. To develop empathy, acceptance and respect towards the collaborating school and their fellow students.

2. To develop a positive attitude towards new technologies.
3. To obtain positive stance towards distant learning.
4. To interact, through teamwork, constructively with any of their classmates, who may belong to a different group of people.

B. Activities before the 2nd Teleconference

Step 1:

Regularly communication and cooperation, via email, between the teachers of the two schools according to the sub topics of the internet and all the activities that will be presented at the 2nd IVC

Step 2:

Preparing activities for the partner schools to be done simultaneously – discussing methods of achieving goals.

Step 3:

Introducing the topic “Internet Safety” to the children by doing group work, watching videos.

Step 4:

Learning how to use padlet.com

Step 5:

Inčukalns' Primary School generates the link “Google Meet” and sends it to Tomasos, Cyprus

<https://meet.google.com/zpk-naqt-oeo?pli=1&authuser=0>

Step 6:

Inčukalns' Primary School generates the link to “padlet.com” and sends it to

Tomasos school - https://padlet.com/zinta_nolberga/what-is-the-topic-jtkwg5pgh3vsv45x

C. Activities during the 2nd Teleconference

Step 1:

Short greeting

Step 2:

Incukalns' Primary School teacher present the activity about cyber bullying

LV: Please, all students in each country divide into 4 groups.

Your teacher is going to give you a page for each group. You have to solve a riddle, writing the first letter of the word you see in the picture.

Find out the word and phrases!

~ 2minutes for work on the pages.

LV: please, read out the word or phrase you have found out.

Tomasos– the first phrase is:

Incukalns: – your first phrase is

Here are all the phrases together – LV shows all the phrases.

Now you have to use “padlet.com” and write what is common for all 8 different phrases?

(Can you write on a padlet what these words are connected with?)

All write the word connected with the task.

LV: Let us see, what is common?

Answer: cyber bullying

Step 3:

Incukalns' Primary School teacher explain the activity about fake news

LV presents the topic fake news

Powerpoint presentation with facts. Students choose “T” or “F” when they get the information about the fact. TRUE – stand up, raise hands above head. FALSE – kneel down, heads down, hands down.

After watching the Powerpoint we go through the answers and find out what they are.

THEN...

Step 4:

A LV teacher announces to both groups of children:

“You – both teams have worked so hard – we have decided that you are free all February, that is one week from now! You do not need to come to school!”

What is your reaction, children? YES!!!! – loud applause! (Let the children make noise a little bit)

LV: Hej, students! Listen to me! How did you check if I am telling you the truth?

Did you check at all?

What must be done first? Before reacting?

Where can you check if that is true what I just said?

Step 5: Tamasos Primary School students present a role play about internet addiction

Role Play Scenario

Scene 1:(Mum is cooking in the kitchen while Aris is playing videogame in his room)

- Ari, dinner is ready!!!!

-I am not hungry mum!

Scene 2: (Some Ari's classmates are calling him to play football with them in the yard)

- Ari, come outside to play with us! The weather is great!

- No guys, I can't! I 'm in the middle of a serious online game!

Scene 3: (The teacher is teaching in the class when she notice Aris sleeping on this desk)

-Ariiiii, wake up! You fall asleep in the class. What time did you sleep last night?

- I can't remember Mrs. Annita... I was playing a video game with my internet friend. I think it was about 4 or 5 o; clock in the morning...

-OMG!!!!

Questions by the teacher:

- What do you think about Aris behaviour?
- Did you notice something strange?
- What do you think is the main reason of this behaviour?
- Did you ever feel or react to the same way behaviour as the kid in our scenario?

Step 5: Tamasos Primary School teacher plays a short videos about protecting personal data

Amazing mind reader : <https://youtu.be/F7pYHN9iC9I>

The teacher stops the video before the revealing of the secret and asks the students:

- How do you think the magician Knows all these details about the personal lives of the people they visit him?

Afterwards, the teacher will show them the end of the story and ask them:

- Why we shouldn't reveal our personal data on the internet?

Later, a second video will be shown to the students and according to it, they will write down to the 'brainstorming' handout all the personal data that will be revealed to the video:

The nightmare : <https://www.youtube.com/watch?v=zOXh6foAf9c&t=2s>

At the end, the teachers of the schools, according to the answers of the students, note down the personal data in a WordArt page and create a wordart animation

Step 7: Ending the teleconference and renewing the meeting for the second teleconference.

D. A list of educational materials, software, applications and resources we used

Tamasos primary school used the following tools and resources:

- Short videos: the amazing mind reader, the nightmare
- <https://internetsafety.pi.ac.cy/>

-Wordart

Inčukalns' Primary School used the following tools and applications:

Videos of "Sheeplive": <https://www.youtube.com/watch?v=IQCFTSL25SM>

Padlet.com

Wordart.com

E. A list of worksheets, presentations etc. made by students and/or teachers

- A role play scenario – Internet Addiction
- A brainstorming handout – Personal Data
- A Powerpoint for True/False task for Fake News
- A Scenario for True/False task 2nd part – Fake News
- A padlet wall – Cyber-Bullying
- " Guess the Phrase" worksheets for Cyber-bullying

Comments, Suggestions

| | | |
|--|---|---|
|  <p>University Of Crete eLearning Lab</p> | <p>University of Crete</p>  <p>School of Educational Sciences</p> <p>Department of Primary Education</p> <p>LABORATORY FOR LIFELONG AND DISTANCE LEARNING</p> |    |
| <p>Laboratory for Advanced Learning Technologies in Lifelong and Distance learning</p> | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

2nd Teleconference

Internet safety

| Collaborating Schools | | | |
|--|-----------------------------------|-------|------------------|
| School | Teachers | Class | Number of pupils |
| 32 Secondary School "St. Kliment Ohridski" Sofia, Bulgaria | Boyka Chakarova | 4th | 27 |
| Incukalns' Primary School | Ivita Akmentina Zinta Nolberga | 4th | 26 |

Date of the 2st Teleconference **24/02/2023 at 11:30**

A. Purpose-Objectives of the 1st Teleconference

A1. Purpose (based on the methodological framework)

Investigation of the topic and highlighting of the subtopics

A2. Objectives

After the end of the 2st Teleconference is for the pupils/students: will be able to identify 4 topics connected with the safety in the Internet.

A2.1 Knowledge

Detect specific aspects of creative and safe use of internet.

-Cyber bullying

-Fake news

-Internet Addiction

-Protecting Personal Data

A2.2 Skills

1. To be able to participate efficiently in different kinds of activities.
2. To listen carefully to the instructions that are given by the teachers.
3. To give serious and responsible answers to questions that are addressed to them
4. To obtain skills to cooperate in digital environments.
5. To become familiar with the videoconferencing process.
6. To develop their spoken language, extra linguistic and paralinguistic elements during the presentation.
7. To work harmoniously and equally with their teams

A.2.3 Attitudes

To develop empathy, acceptance and respect towards the collaborating school and their fellow students.

To develop a positive attitude towards new technologies.

To obtain positive stance towards distant learning.

To interact, through teamwork, constructively with any of their classmates, who may belong to a different group of people.

B. Activities before the 1st Teleconference

Step 1: Regularly communication and cooperation, via email, between the teachers of the two schools according to the sub topics of the internet and all the activities that will be presented at the 2nd IVC

Step 2: Preparing activities for the partner schools to be done simultaneously – discussing methods of achieving goals.

Step 3: Introducing the topic “Internet Safety” to the children by doing group work, watching videos.

Step 4: Learning how to use padlet.com

Step 5: Inčukalns’ Primary School generate the link “Google Meet” and send it to 32 Secondary School “St. Kliment Ohridski” Sofia, Bulgaria

<https://meet.google.com/zpk-naqt-oeo?pli=1&authuser=0>

Step 6: Inčukalns’ Primary School generates the link to “padlet.com” and sends it to Bulgarian school - https://padlet.com/zinta_nolberga/ryj6z5yitrch6q3z

C. Activities during the 2nd Teleconference

Step 1: Short greeting from both sides.

BG students present reflection and emotion from the 1st IVC with WordArt.

Step 2:

Inčukalns’ Primary School teacher present the activity about “Cyber bullying “

LV: Please, all students in each country divide into 4 groups.

Your teacher is going to give you a page for each group. You have to solve a riddle, writing the first letter of the word you see in the picture.

Find out the word or the phrase!

~ 2minutes for work on the pages.

LV: please, read out the word or phrase you have found out. Bulgaria – the first word is:

Latvia – your first word is

Here are all the words together – LV shows all the words.

Now you have to use “padlet.com” and write what is common for all 8 different words? Can you write on a padlet what these words are connected with?

All write the word connected with the task.

LV: Let us see, what is common?

Answer: cyber bullying

Step 3.:

32 Secondary school teacher present the activity about “Personal Data”. Children from both countries see a PPT with pictures. Some of the pictures are with things, that you can share /sandwich, juice, toys, books, school things, ideas/. Others are with things, you can not share /address, name, personal photos, passwords, telephone number, bank account/. The instruction is: If you see a picture with thing you can share - "CLAP YOUR HANDS", if the picture is with thing you can not share - "SNAP YOUR FINGERS".

BG: We must not share Personal Data. It identifies who you are, where you live and how friends, family and others can communicate or visit with you. The personal information is like a suitcase we carry around with us. Keeps the personal information PRIVATE and gives it out to people you trust.

Step 4.:

32 Secondary school teacher present the activity about “Addiction”

The students watch the video from the links:

<https://www.youtube.com/watch?v=wNgGFJgNYOQ>

<https://www.youtube.com/watch?v=hrQNjCLUPL4>

BG: What do the two movies have in common? You are going to find out when you arrange the puzzle "MIXED UP LETTERS".

The word is "Addiction". Then the teacher from 32 Secondary school is explaining it is the newest disease of today's world.

Step 5.:

LV presents the topic "Fake news"

Powerpoint presentation with facts. Students standing up, raising hands for "TRUE" and the opposite for "FALSE". After watching the Powerpoint we go through the answers and find out what they are.

THEN...

Step 6:

A LV teacher announces to both groups of children:

"You – both teams have worked so hard – we have decided that you are free all February, that is one week from now!"

What is your reaction, children? YES!!!! – loud applause! (Let the children make noise a little bit)

LV: Hej, students! Listen to me! How did you check if I am telling you the truth? Did you check at all?

What must be done first? Before reacting?

Step 7:

Ending the teleconference and renewing the meeting for the second teleconference.

D. A list of educational materials, software, applications and resources we used

Bulgarian school used the following tools and resources:

Power Point presentation – Would you share with someone?

WordArt

Video: <https://www.youtube.com/watch?v=ioaY1z2trx4>

<https://www.youtube.com/watch?v=hrQNjCLUPL4>

Puzzle

Inčukalns' Primary School used the following tools and applications:

Videos of “Sheeplive”: <https://www.youtube.com/watch?v=IQCFTSL25SM>

Padlet.com

wordart

E. A list of worksheets, presentations etc. made by students and/or teachers






Latvia: True/ False – powerpoint

Worksheet – Task on guessing the phrase or word

Guess the word powerpoint

True/False handout

Comments, Suggestions

| | | |
|--|--|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences Department of Primary Education LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

2nd Teleconference

Internet safety

| Collaborating Schools | | | |
|-------------------------------|----------------------------|-------|------------------|
| School | Teachers | Class | Number of pupils |
| "Diemdis" education centre | Kasparavičienė Aurelija | 6-8 | 5 |
| Primary School of Tamasos | Sotiriadou Anastasia | E1 | 14 |

Date of the 2nd Teleconference 28/02/23

A) Purpose-Objectives of the 2nd Teleconference

A1. Purpose (based on the methodological framework)

Investigation of the topic and highlighting of the subtopics

A2. Objectives

After the end of the 2nd Teleconference the students should:

A2.1 Knowledge

Recognize certain perspectives on safe use of the Internet and how these may affect their personal lives:

- Internet addiction
- Protection of Personal data and internet
- Misinformation on the internet-Fake news - Cyberbullying

A2.2 Skills

1. cultivate critical thinking.
2. develop cooperation skills.
3. share their ideas in a spirit of respect
4. exchange ideas to achieve the best possible results
5. cultivate skills of empathy, acceptance and inclusion
6. cultivate extra-linguistic elements.
7. externalize thoughts and feelings

A.2.3 Attitudes

1. use the internet on a controlled basis.
2. separate the advantages of the Internet from the disadvantages
3. question and evaluate what they see and hear on the Internet
4. Not respond positively to unknown messages

5. To ask their parents for help when they are not sure about something
6. Protect their personal data
7. Not trust unknown persons
8. Not fill out questionnaires and not participate in research without their parents' consent

B. Activities before the 2nd Teleconference

Step 1: The students submitted their impressions about the 1st Teleconference through the digital tool mentimeter.

Step 2: There was an online meeting of the teachers to collaborate to select the videos that would help the students in the role play:

What is fake news?

<https://www.youtube.com/watch?v=D0Cd9-eJ-No> Cyber bullying is not ok!

<https://www.youtube.com/watch?v=HjidZoQlcPQ> Internet Addiction

<https://www.youtube.com/watch?v=2WrmQ2SHaxM> Amazing mind reader reveals his “gift” <https://www.youtube.com/watch?v=F7pYHN9iC9I>

Step 3: There was an online meeting of the teachers to complete the teaching script of the 2nd teleconference

C. Activities during the 2nd Teleconference

Step 1: Greetings from both schools (5').

Step 2: Students from Lithuania role-play the sub-topic of «Internet addiction» and the students from Cyprus have to identify the sub-topic.

Step 3: Students from Lithuania role-play the sub-topic of «Cyberbullying» and the students from Cyprus have to identify the sub-topic.

Step 4: Students from Cyprus role-play the sub-topic of «Personal data and internet» and the students from Lithuania have to identify the sub-topic.

Step 5: Students from Cyprus role-play the sub-topic of «Misinformation on the internet» and the students from Lithuania have to identify the sub-topic.

**The role play will be videotaped to gain teaching time.

After each watching the role plays, the students are asked to record their thoughts and feelings.

Questions about «Internet addiction»:

1. What problem does the role-play indicates?
2. Does the problem affects the hero and how? 3. What event causes the hero's life to change?
4. The problem affects others too?
5. What would you do in his place?
6. Give a title (They write it on a piece of paper and hold it up. Teachers read the titles).

Questions about «Cyberbullying»:

1. What is the theme of the role- play you watched?
2. Why is the child experiencing this behaviour?
3. How does it feel?
4. Who helped it?

Give a title (They write it on a piece of paper and hold it up. Teachers read the titles).

Questions about «Personal data and internet»:

1. How can the magician know so much personal data?
2. For what reason we should not post our personal data?
3. Give a title (They write it on a piece of paper and hold it up. Teachers read the titles).

Questions about «Misinformation on the internet»:

1. Has it happened to you or someone close to you to fall victim to misinformation?
2. What risks can misinformation bring?
3. What can we do to avoid being victims of misinformation?
4. Give a title (They write it on a piece of paper and hold it up. Teachers read the titles).

Step 6: Students reflect and evaluate how they themselves use the Internet and wonder if they are exposing themselves to potential dangers. They answer the questionnaire through the Mentimeter tool. Then they discuss their answers in plenary by studying the presentation of their statistics.

Step 7: Closing teleconference.

D. A list of educational materials, software, applications and resources we used

We used Mentimeter, videos, cameras for videotaping.

We used helpful videos:

What is fake news? <https://www.youtube.com/watch?v=D0Cd9-eJ-No> Cyber bullying is not ok!

<https://www.youtube.com/watch?v=HjidZoQlcPQ> Internet Addiction

<https://www.youtube.com/watch?v=2WrmQ2SHaxM5>

Amazing mind reader reveals his "gift"






<https://www.youtube.com/watch?v=F7pYHN9iC9I>

E. A list of worksheets, presentations etc. made by students and/or teachers

Mentimeter

Comments, Suggestions

The teleconference was implemented in a very good atmosphere and achieved its purpose, the acquaintance of the students and the emergence of the topic in an atmosphere of enthusiasm. Students enjoyed the process.

| | | |
|--|--|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences Department of Primary Education LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

2nd Teleconference

Internet safety

| Collaborating Schools | | | |
|-----------------------------------|-----------------------------------|--------------|-------------------------|
| School | Teachers | Class | Number of pupils |
| Tamasos Primary School | Maria Kleanthous Simoni Fotiou | 5th | 14 |
| 32 nd Secondary School | Marieta Georgieva | 4th | 27 |

Date of the 2nd Teleconference 24/02/2023

A. Purpose-Objectives of the 1st Teleconference

A1. Purpose (based on the methodological framework)

Investigation of the topic and highlighting of the subsections

A2. Objectives

After the end of the 2nd Teleconference is for the pupils/students:

A2.1 Knowledge

1. Get to know more about what the internet is
2. Get to know more about the internet safety sharing the personal data, cyber bullying, fake news and addiction.
3. Obtain basic knowledge on how to use the internet safely

A2.2 Skills

1. To present their work effectively.
2. To obtain skills to cooperate in digital environments.
3. To develop their presentation skills in written and oral form.
4. Develop teamwork and communication skills.
5. Use applications like wordart.
6. To develop their spoken language, extralinguistic and paralinguistic elements.
7. Develop skills in using online learning and communication environments

A.2.3 Attitudes

1. To develop empathy, acceptance and respect towards the collaborating school and their fellow students.
2. To develop a positive attitude towards new technologies.

3. To obtain positive stance towards distant learning.
4. To develop their critical thinking and reexamine the use of the internet.

B. Activities before the 2nd Teleconference

Step 1: Reflect on the 1st conference call

Step 2: Students paint capturing experiences and emotions from the 1st teleconference

Step 3: Students create word cloud based on the topic.

Step 4 Contact a partner school

Step 4: Create material and worksheets for the 2nd video conference in order to introduce students to the topic under consideration and to the highlighting of the subsections.

Step 5: Forming the sub-teams

Step 8: Getting ready for the teleconference

C. Activities during the 2nd Teleconference

Step 1: Introduction Short greeting

Step 2: Presentation of the paintings with their impressions from the previous TI with the keyword in Wordcloud

Step 3: Presentation of the paintings with results of the survey on what the Internet is used for in the family with the keyword in Wordart

Step 4: Introducing the Personal Data subtopic by ppt “Would you like to share?"/children watch the images of the presentation, clap hands for “Yes”, snap fingers for “No” . They discuss about their different ideas. We don't share some things, with people we don't know.

Watching a short video : Amazing mind reader <https://youtu.be/F7pYHN9iC9I>

The teacher stops the video before the revealing of the secret and asks the students:

-How do you think the magician Knows all these details about the personal lives of the

People they visit him?

Afterwards, the teacher will show them the end of the story and ask them:

-Why shouldn't we reveal our personal data on the internet? It's too dangerous.

We don't know who is behind the screen.

After that they discuss and write down the common words about personal data on a paper

Home Address, Visa card number, name and date of birth, account password, photos

in Greek, Bulgarian and English.

Step 5: Introducing the Cyberbullying subtopic through a puzzle/ they have to solve.

The children split into 4 teams. Each team forms a puzzle regarding cyberbullying. After they complete and discuss the picture on the puzzle they use speed fix to seal it and they turn it around. In the opposite side they will find a quarter of the word cyberbullying as well as words that explain its meaning. The teams get their pieces together and form a brainstorm.

Step 6: Introducing the Addiction subtopic. Watching a short video for addiction,

<https://www.youtube.com/watch?v=hrQNjCLUPL4>

Why doesn't the kid spend time with his dog? He has no time. He fills his time playing video games. What are the dangers? Addiction: he can't control his use of the computer.

Consequences: alienation, headache, leaving other activities behind, fatigue, bad mood, bad school performance.

Step 7: Doing a puzzle with word ADDICTION

Step 8: Introducing the Fake news subtopic. The children watch a Powerpoint presentation with facts. Students choose “T” or “F” when they get the information about the fact. TRUE – raise hands above head. FALSE – hands behind.

After watching the Powerpoint we go through the answers and find out what they are.

Step 9 Reflection and closing of the videoconference.

D. A list of educational materials, software, applications and resources we used

-Short videos:

<https://www.youtube.com/watch?v=hrQNjCLUPL4>

Amazing mind reader <https://youtu.be/F7pYHN9iC9I>

-<https://inteornetsafety.pi.ac.cy/>

E. A list of worksheets, presentations etc. made by students and/or teachers

Word cloud < We use internet for...>

A – A PowerPoint for Personal Data






A PowerPoint for True/False task for Fake News

A Scenario for True/False task 2 nd part – Fake News

Puzzle – Cyber-Bullying

puzzle - Addiction

Comments, Suggestions

| | | |
|--|--|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences Department of Primary Education LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

2nd Teleconference

Internet safety

| Collaborating Schools | | | |
|------------------------------|--------------------------------------|--------------|-------------------------|
| School | Teachers | Class | Number of pupils |
| Tamasos Primary School | Simone Photiou Polymnia Tomasidou | 6th | 16 |
| Kalyves Primary School | Christos Synnefakis | 6th | 11 |

Date of the 2nd Teleconference 1/3/2023

A. Purpose-Objectives of the 2nd Teleconference

A1. Purpose (based on the methodological framework)

Introducing the classes and highlighting the topic.

A2. Objectives

After the end of the 2nd Teleconference is for the pupils/students to be able to:

A2.1 Knowledge

Identify specific perspectives on the topic of safe and creative use of the Internet:

- Internet addiction
- Personal data
- Misinformation and fake news on the internet
- Cyberbullying

A2.2 Skills

To research and select presentation material.

To organize and format the material.

To present the material in an effective manner.

To acquire cooperation skills in remote conditions.

To cultivate presentation skills in both written and spoken language.

To collaborate and share their ideas both in the small group and in plenary.

To express their opinion and argue.

To create presentations to share their ideas through Padlet and Powerpoint.

A.2.3 Attitudes

To cultivate acceptance and respect for the cooperating school.

To become positively present in the issues they are going to deal with.

To acquire a positive attitude towards New Technologies.

To acquire a positive attitude towards distance education.

To begin to critically evaluate and review their own use of the Internet.

B. Activities before the 2nd Teleconference

Step 1: The teachers have previously collaborated via videoconference to determine the subsections that will be proposed to the children.

Step 2: The teachers have previously collaborated via video conference and created the scenario of the 2nd IVC.

C. Activities during the 2nd Teleconference

Step 1: Short greeting

Step 2: Highlighting the topic of personal data

The children watch the short film 'Amazing mind reader' and try to guess how the mind reader could have known all the information about his visitors. After the end of the film we discuss why we shouldn't share our personal information online.

Amazing mind reader: <https://youtu.be/F7pYHN9iC9I>

Step 3: Highlighting the topic of internet addiction

The children watch the short film 'Husfred' <https://youtu.be/hrQNjCLUPL4>. After the end of the film we discuss the dangers of internet addiction.

Step 4: Highlighting the topic of fake news

The children play a game of 'Truth or lies'. They try to justify their answers which are expected to be based mostly on common beliefs and stereotypes. We discuss the consequences of believing and sharing fake news.

https://docs.google.com/presentation/d/16bK16Evl4raWi5aRhmc1nArotU316qQG/edit?usp=drive_link&oid=108007373143763922353&rtpof=true&sd=true

Step 5: Highlighting the topic of cyberbullying

The children watch the short film 'Unicef tackles Cyberbullying'
<https://youtu.be/Ey5zHrxZKcs>. We discuss the topic of cyberbullying.

Step 6: Ending the teleconference and renewing the meeting for the third teleconference.

D. A list of educational materials, software, applications and resources we used

We used the following tools and applications:

| | | |
|---------------------------------|-------------|---|
| 1. Unicef tackles Cyberbullying | Short video | https://youtu.be/Ey5zHrxZKcs |
| 2. Amazing mind reader | Short video | https://youtu.be/F7pYHN9iC9I |
| 3. Husfred | Short video | https://youtu.be/hrQNjCLUPL4 |

E. A list of worksheets, presentations etc. made by students and/or teachers

PPT presentation: Truth or Lies

https://docs.google.com/presentation/d/16bK16Evl4raWi5aRhmc1nArotU316qQG/edit?usp=drive_link&oid=108007373143763922353&rtpof=true&sd=true

Comments, Suggestions

| | | |
|--|---|---|
|  <p>University Of Crete eLearning Lab</p> | <p style="text-align: center;">University of Crete</p>  <p style="text-align: center;">School of Educational Sciences</p> <p style="text-align: center;">Department of Primary Education</p> <p style="text-align: center;">LABORATORY FOR LIFELONG AND DISTANCE LEARNING</p> |    |
| <p>Laboratory for Advanced Learning Technologies in Lifelong and Distance learning</p> | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

3rd Teleconference

Internet safety

| Collaborating Schools | | | |
|------------------------------|--|--------------|-------------------------|
| School | Teachers | Class | Number of pupils |
| Tamasos Primary School | Annita Pambaka | 4th | 22 |
| Incukalns' Primary School | Zinta Nolberga Harijs Šestakovskis | 5th | 20 |

Date of the 3rd Teleconference **28/03/2023 at 10:00**

A) Purpose-Objectives of the 3rd Teleconference

A1. Purpose (based on the methodological framework)

Collaboration between the pupil groups of the remote classes

A2. Objectives

After the end of the 3rd Teleconference is for the pupils/students: will be able to collaborate and discuss their knowledge constructing in groups 4 topics connected with the safety in the Internet.

A2.1 Knowledge

1. To discuss their experience of connecting with another class in the program regarding the 2nd IVC.
2. Critically treat the information and content to which they are exposed.
3. Apply appropriate criteria for the acceptance, republication, rejection of information.
4. Contribute to the creation of positive content on the Internet.
5. To recognize the possibilities contained in electronic / online games and the benefits that arise from their involvement with them.
6. Identify and understand challenges and potential risks involved in online games, including risks related to content, time spent engaged, communicating with others, behavioral impacts, and managing personal information.
7. To acquire evaluative criteria for the selection of electronic / online games.

8. To know effective ways of managing and dealing with possible risks and challenges that may arise from their involvement in electronic / online games.
9. To get to know the possibilities of using digital technology for information exchange and communication.
10. Apply ethical rules while using digital tools and being in online environments.
11. Distinguish incidents of bullying behavior on the Internet and develop skills to prevent and deal with them.
12. To get to know the positives of using the internet.
13. Make use of primary sources (questionnaires) and draw conclusions in relation to the subject under study.

A2.2 Skills

1. Identify and use appropriate tools and sources for effective search for information and evaluate search results.
2. To acquire responsibilities for the use of online learning environments (e-me for all) and communication, creativity and innovation, critical attitude and behavior.
3. Have a constructive discussion about their experiences from previous teleconferences.
4. Reflect individually and in groups on how to research and study sources from the internet relevant to their topic.

A.2.3 Attitudes

1. To interact respectfully through digital technologies and in online environments such as e-me for all.
2. Collaborate in teamwork and questionnaire creation.
3. Organize their ideas on the topic of their subsection.
4. Discuss their ideas.
5. Present their team's results.

6. Participate in teamwork and plenary for the preparation of the questionnaire.

B. Activities before the 3rd Teleconference

Step 1: Regularly communication and cooperation, via email, between the teachers of the two schools according to the subtopics of the internet and all the activities that will be presented at the 3rd IVC

Step 2: Discussion on the experiences relating to the second teleconference.

Step 3: Reminder on the sub-categories that were shown in the second teleconference.

Step 4: The students were split in 4 teams and were given one sub category to work on

Step 5: The teams discussed and decided the information that they would like to include in the presentation as well as the tools they are going to use for the presentation

Step 6: Communication between the teachers of the two schools, discussion on the way of approaching the projects that the students have selected.

Step 7: The teams worked and based on the critical investigation of their sources and their subject. They noted their main findings from each source. They then included them in their presentation by adding images and text (powerpoint).

Step 8: Each group presented to the plenary, what it had prepared and proposals and exchange of ideas between the groups were made.

Step 9: Communication between the teachers of the schools and selection of the details of the teleconference.

The link for the meeting: <https://meet.google.com/yqr-hxwp-cmc?authuser=0&pli=1>

C. Activities during the 3rd Teleconference

Step 1: Greeting school teachers. – Greetings between the schools

Step 2: Introductory activity by the students (reminder of the subsections). –

Introductory activities from the students. - Cyprus

Step 3: Presentations by the teams of the schools alternating the presentation they created for the subtopics and for the results of their research to the rest of the class.

Latvia – Cyberbullying

Cyprus – Cyberbullying

Latvia – Protecting Data

Cyprus – Protecting data

Latvia – Fake News

Cyprus– Fake News

Latvia – Internet Addiction

Cyprus – Internet Addiction

Step 4: Questions

Step 5: Quizizz - from Latvian team, can be done on a mobile or a computer. IS IT OK?

Step 6: Final arrangements about learning scenarios – some words from teachers .

Step 7: Thanks , see you soon again!

D. A list of educational materials, software, applications and resources we used

Tamasos: used the following tools and resources:

Power Point presentation for each of subtopics.

A questionnaire to identify the main ideas of the 4 subtopics.

Inčukalns' Primary School used the following tools and applications:

Powerpoints

Quizizz – a test to check their understanding

Drawings – feedback from the previous IVC

E. A list of worksheets, presentations etc. made by students and/or teachers

Tamasos: Power Point presentation






Questionary

Latvia: Powerpoints

Quizizz

Pages of drawings

******* Comments, Suggestions**

| | | |
|--|---|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences <hr/> Department of Primary Education <hr/> LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

3rd Teleconference

Internet safety

| Collaborating Schools | | | |
|--|-----------------------------------|-------|------------------|
| School | Teachers | Class | Number of pupils |
| 32 Secondary School "St. Kliment Ohridski" Sofia, Bulgaria | Boyka Chakarova | 4th | 28 |
| Incukalns' Primary School | Ivita Akmentina Zinta Nolberga | 4th | 26 |

Date of the 3rd Teleconference **28/03/2023 at 11:30**

A. Purpose-Objectives of the 3rd Teleconference

A1. Purpose (based on the methodological framework)

Collaboration between the pupil groups of the remote classes

A2. Objectives

After the end of the 3rd Teleconference is for the pupils/students: will be able to collaborate and discuss their knowledge constructing in groups 4 topics connected with the safety in the Internet.

A2.1 Knowledge

- To discuss their experience of connecting with another class in the program regarding the 2nd IVC.
- Critically treat the information and content to which they are exposed.
- Apply appropriate criteria for the acceptance, republication, rejection of information.
- Contribute to the creation of positive content on the Internet.
- To recognize the possibilities contained in electronic / online games and the benefits that arise from their involvement with them.
- Identify and understand challenges and potential risks involved in online games, including risks related to content, time spent engaged, communicating with others, behavioral impacts, and managing personal information.
- To acquire evaluative criteria for the selection of electronic / online games.

- To know effective ways of managing and dealing with possible risks and challenges that may arise from their involvement in electronic / online games.
- To get to know the possibilities of using digital technology for information exchange and communication.
- Apply ethical rules while using digital tools and being in online environments.
- Distinguish incidents of bullying behavior on the Internet and develop skills to prevent and deal with them.
- To get to know the positives of using the internet.
- Make use of primary sources (questionnaires) and draw conclusions in relation to the subject under study.

A2.2 Skills

- Identify and use appropriate tools and sources for effective search for information and evaluate search results.
- To acquire responsibilities for the use of online learning environments (e-me for all) and communication, creativity and innovation, critical attitude and behavior.
- Have a constructive discussion about their experiences from previous teleconferences.
- Reflect individually and in groups on how to research and study sources from the internet relevant to their topic.

A.2.3 Attitudes

- To interact respectfully through digital technologies and in online environments such as e-me for all.
- Collaborate in teamwork and questionnaire creation.
- Organize their ideas on the topic of their subsection.
- Discuss their ideas.

- Present their team's results.
- Participate in teamwork and plenary for the preparation of the questionnaire.

B. Activities before the 3rd Teleconference

Step 1: Regularly communication and cooperation, via email, between the teachers of the two schools according to the subtopics of the internet and all the activities that will be presented at the 3rd IVC

Step 2: Discussion on the experiences relating to the second teleconference.

Step 3: Reminder on the sub-categories that were shown in the second teleconference.

Step 4: The students were split in 4 teams and were given one sub category to work on

Step 5: The teams discussed and decided the information that they would like to include in the presentation as well as the tools they are going to use for the presentation

Step 6: Communication between the teachers of the two schools, discussion on the way of approaching the projects that the students have selected.

Step 7: The teams worked and based on the critical investigation of their sources and their subject. They noted their main findings from each source. They then included them in their presentation by adding images and text (powerpoint).

Step 8: Each group presented to the plenary, what it had prepared and proposals and exchange of ideas between the groups were made.

Step 9: Communication between the teachers of the schools and selection of the details of the teleconference.

C. Activities during the 3rd Teleconference

Step 1: Greeting school teachers. – Greetings between the schools

Step 2: Introductory activity by the students (reminder of the subsections). –
Introductory activities from the students.

Step 3: Presentation by the teams of the schools alternating the presentation they created for the subtopics and for the results of their research to the rest of the class.

Step 3: Discussion between the students of the two schools after the completion of the presentations.

Step 4: Powerpoint presentation for final assessment.

Step 5: Exchange of ideas between students for the way they think of approaching their digital narrations.

D. A list of educational materials, software, applications and resources we used

Bulgarian school used the following tools and resources:

Power Point presentation for each of subtopics.

A questionnaire to identify the main ideas of the 4 subtopics.

WordArt

Inčukalns' Primary School used the following tools and applications:

Videos of "Sheeplive": <https://www.youtube.com/watch?v=IQCFTSL25SM>

Padlet.com

wordart

E. A list of worksheets, presentations etc. made






by students and/or teachers

Bulgaria: Power Point presentation

Questionary

WordArt

Comments, Suggestions

| | | |
|--|--|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences Department of Primary Education LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

3rd Teleconference

Internet safety

| Collaborating Schools | | | |
|------------------------------|----------------------------|-------|------------------|
| School | Teachers | Class | Number of pupils |
| "Diemdis" education centre | Kasparavičienė Aurelija | 6-8 | 5 |
| Primary School of Tamasos | Sotiriadou Anastasia | E1 | 14 |

Date of the 3rd Teleconference 29/03/2023

A) Purpose-Objectives of the 3rd Teleconference

A1. Purpose (based on the methodological framework)

Collaboration between the pupil groups of the remote classes

A2. Objectives

After the end of the 3rd Teleconference the pupils/students:

A2.1 Knowledge

1. To be critical of the information and content they are exposed to.
2. To apply appropriate criteria for accepting, republishing, rejecting an information.
3. To behave responsibly and ethically when using the Internet.

A2.2 Skills

1. To cultivate critical thinking.
2. To develop cooperation skills.
3. To share their ideas in a spirit of respect about their experiences from the previous teleconferences.
4. To improvise and come into contact with sensitive social issues
5. To identify and use appropriate tools and sources to effectively search for information and evaluate search results.
6. To acquire skills in using online learning environments (e-me for all) and communication, creativity and innovation, critical thinking and behavior.
7. To reflect individually and in groups on how to research and study sources from the internet related to their topic.

A.2.3 Attitudes

1. To develop a positive attitude towards new technologies.
2. To acquire critical thinking.
3. To have a positive attitude towards collaborative work

B. Activities before the 3rd Teleconference

Step 1: Reflecting on the 2nd teleconference

Step 2: Reminder of sub topics raised in the 2nd teleconference

Step 3: The students were divided into four groups and given the sub-topic they should work on.

Step 4: The groups discussed and decided what information they would like to include in their presentation.

Step 5: The teachers of the two schools decided how they would approach the topics and how the students would present them

Step 6: The groups worked and based on the critical investigation of their sources.

Step 7: Students jotted down information that interested them. Step 8: Contact the partner school.

Step 9: Getting ready for the teleconference.

C. Activities during the 3rd Teleconference

Step 1: Greetings from both schools (5').

Step 2: Teams from partner schools take turns presenting their sub topics. The presentations started with Lithuania and followed by Cyprus

Step 3: Dialogue - Discussion among the students of the two schools after the presentations have been completed. Impressions and feelings of the children. Interaction between the classes.

Step 4: Exchange ideas between students on how they think about approaching their digital narratives.

Step 5: Closing teleconference.

D. A list of educational materials, software, applications and resources we used

1. We used helpful videos:

What is fake news?

<https://www.youtube.com/watch?v=D0Cd9-eJ-No>

Cyber bullying is not ok!

<https://www.youtube.com/watch?v=HjidZoQlcPQ>

Internet Addiction

<https://www.youtube.com/watch?v=2WrmQ2SHaxM>

Amazing mind reader reveals his “gift”

<https://www.youtube.com/watch?v=F7pYHN9iC9I>

2. Google, youtube






E. A list of worksheets, presentations etc. made by students and/or teachers

Presentations about:

- Fake News
- Cyberbullying
- Personal Data
- Internet Addiction

Comments, Suggestions

The teleconference was implemented in a very good atmosphere and achieved its purpose, the acquaintance of the students and the emergence of the topic in an atmosphere of enthusiasm. Students enjoyed the process.

| | | |
|--|--|---|
|  <p>University Of Crete eLearning Lab</p> | <p>University of Crete</p>  <p>School of Educational Sciences</p> <p>Department of Primary Education</p> <p>LABORATORY FOR LIFELONG AND DISTANCE LEARNING</p> |    |
| <p>Laboratory for Advanced Learning Technologies in Lifelong and Distance learning</p> | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

3rd Teleconference

Internet safety

| Partner Schools | | | |
|-----------------------------------|-----------------------------------|----------------------|--------------------|
| School | Teachers | Class/ Department | Number of Students |
| Tamasos Primary School | Maria Kleanthous Simoni Fotiou | 5th | 14 |
| 32 nd Secondary School | Marieta Georgieva | 4th | 27 |

Date 3rd teleconference 31/03/2023

A. Purpose-Objectives of the 3rd Teleconference

A1. Purpose (based on the methodological framework)

Collaboration between the pupil groups of the remote classes

A2. Objectives

Our goal, after the end of the 3rd Teleconference, is for the students to:

A2.1 In terms of Knowledge

- To discuss their experience of connecting with another class
- Critically treat the information and content to which they are exposed.
- Apply appropriate criteria for the acceptance, republication, rejection of information.
- Contribute to the creation of positive content on the Internet
- To recognize the possibilities contained in electronic / online games and the benefits that arise from their involvement with them.
- Identify and understand challenges and potential risks involved in online games, including risks related to content, time spent engaged, communicating with others, behavioral impacts, and managing personal information.
- To acquire evaluative criteria for the selection of electronic / online games.
- To know effective ways of managing and dealing with possible risks and challenges that may arise from their involvement in electronic / online games
- To get to know the possibilities of using digital technology for information exchange and communication.
- Apply ethical rules while using digital tools and being in online environments.

- Distinguish incidents of bullying behavior on the Internet and develop skills to prevent and deal with them
- To get to know the positives of using the internet
- Make use of primary sources (questionnaires) and draw conclusions in relation to the subject under study

A2.2 Skills Level

- Identify and use appropriate tools and sources for effective search for information and evaluate search results.
- To acquire responsibilities for the use of online learning environments (e-me for all) and communication, creativity and innovation, critical attitude and behaviour.
- Have a constructive discussion about their experiences from previous teleconferences
- Reflect individually and in groups on how to research and study sources from the internet relevant to their topic

A.2.3 Attitudes Level

- To interact respectfully through digital technologies and in online environments such as e-me for all.
- Collaborate in teamwork and questionnaire creation
- Organize their ideas on the topic of their subsection
- Discuss their ideas
- Present their team's results
- Participate in teamwork and plenary for the preparation of the questionnaire

B. Activities before the 3rd Teleconference

Step 1: Discussion on the experiences relating to the second teleconference

Step 2: Reminder on the sub-categories that were shown in the second teleconference.

Step 3: The students were split in 4 teams and were given one sub category to work on

Step 4: The teams discussed and decided the information that they would like to include in the presentation as well as the tools they are going to use for the presentation.

Step 5: Communication between the teachers of the two schools, discussion on the way of approaching the projects that the students have selected.

Step 6: The teams worked and based on the critical investigation They then included them in their presentation by adding images and videos (powerpoint).

Step 7: Each team presented everything they had prepared to the rest of the class.

Step 8: Completion of questionnaire that was prepared Make a Wordcloud using WORDWALL

Step 9: Communication between the teachers of the schools and selection of the details of the teleconference.

C. Activities during the 3rd Teleconference

Step 1: Greeting school teachers. – Greetings between the schools

Step 2: Introductory activity by the students (reminder of the subsections). – Introductory activities from the students.

Step 3: Presentation by the teams of the schools alternating the presentation they created for the sub-categories and for the results of their research to the rest of the class.

Step 3: Discussion between the students of both schools after the completion of the presentations.

Step 4: Exchange of ideas between students for the way they think of approaching their digital narrations.

D. A list of educational materials, software, applications and resources we used

WordArt

Powerpoint (What I learned)

Video- youtube

<https://youtu.be/KJOpB5GsQ4c>

<https://youtu.be/BCjj1oXQ0KY>

<https://youtu.be/iahc6BmtMXc>

<https://youtu.be/DCQyqHStlUQ>

"Trust Me" of the organization Childnet, www.childnet.com/trustme6 ,

<https://www.lgfl.net/onlinesafety/trust-me>

"Trust me toolkit for ages 9-11 from the Greek Safer Internet Center,

<https://saferinternet4kids.gr/wp-content/uploads/2018/02/9-11.zip>

"Trust me toolkit for ages 11-14" by the Greek Safer Internet Center,

<https://saferinternet4kids.gr/wp-content/uploads/2018/02/11-14.zip>

"Fake News", Greek Safer Internet Center,

<https://saferinternet4kids.gr/wpcontent/uploads/2018/02/fake-news-per-page.pdf>

«Is seeing believing», Common Sense Media,

[https://www.commonsense.org/education/digitalcitizenship/lesson/is-seeing-](https://www.commonsense.org/education/digitalcitizenship/lesson/is-seeing-believing7)

believing7 «Reading news online», Common Sense Media,

<https://www.commonsense.org/education/digitalcitizenship/lesson/reading-news-online>

Educational Material in the Field of Educational Technology, Pedagogical Institute

<https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/cyberbullying/>






E. A list of worksheets, presentations etc. made by students and/or teachers

Question all

<https://docs.google.com/forms/d/e/1FAIpQLSfeTpThkaXztpX4WoCVN2Botp2e2h7Zv49RpgRemNdJsmlolA/viewform?vc=0&c=0&w=1&flr=0>

Slides (google drive)

Comments, Suggestions.

| | | |
|--|--|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences Department of Primary Education LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

3rd Teleconference

Internet safety

| Collaborating Schools | | | |
|------------------------------|--------------------------------------|--------------|-------------------------|
| School | Teachers | Class | Number of pupils |
| Tamasos Primary School | Simone Photiou Polymnia Tomasidou | 6th | 16 |
| Kalyves Primary School | Christos Synnefakis | 6th | 11 |

Date of the 3rd Teleconference 30/03/2023

A. Purpose-Objectives of the 3rd Teleconference

A1. Purpose (based on the methodological framework)

Collaboration between the pupil groups of the remote classes

A2. Objectives

After the end of the 3rd Teleconference is for the pupils/students:

A2.1 Knowledge

1. To be critical of the information and content they are exposed to.
2. To apply appropriate criteria for accepting, republishing, rejecting an information.
3. To contribute to the creation of positive content on the Internet
4. To apply rules of ethical behavior while using digital tools and being in online environments.
5. To identify incidents of bullying behavior on the Internet and develop skills to prevent and deal with them

A2.2 Skills

1. To identify and use appropriate tools and sources to effectively search for information and evaluate search results.
2. To acquire skills in using online learning environments (e-me for all) and communication, creativity and innovation, critical thinking and behavior.
3. To have a constructive discussion about their experiences from the previous teleconferences
4. To reflect individually and in groups on how to research and study sources from the internet related to their topic

A.2.3 Attitudes

1. To develop empathy, acceptance and respect towards the collaborating school and their fellow students.
2. To develop a positive attitude towards new technologies.
3. To interact respectfully through digital technologies and online environments such as e-me for all.
4. To obtain a positive stance towards distant learning.
5. To develop their critical thinking and reexamine the use of the internet.

B. Activities before the 3rd Teleconference

Step 1: Reflecting on the 2nd teleconference

Step 2: Reminder of sub topics raised in the 2nd teleconference

Step 3: The students were divided into four groups and given the sub-topic they should work on.

Step 4: The groups discussed and decided what information they would like to include in their presentation as well as the tool they would use for the presentation.

Step 5: Communication between the teachers of the two schools, discussion about the way to approach the tasks that the students had chosen.

Step 6: The groups worked and based on the critical investigation of their sources and their topic noted on the padlet their main findings from each source. They then included them in their presentation by adding images and videos (powerpoint).

Step 7: Each group presented to the plenary, what they had prepared and suggestions and exchange of ideas were made between the groups.

Step 8: Contact the partner school.

Step 9: Getting ready for the teleconference.

C. Activities during the 3rd Teleconference

1. Greetings by the teachers in charge
2. Introductory activity (reminding the subsections).
3. Teams from partner schools take turns presenting their sub topics
4. Dialogue - Discussion among the students of the two schools after the presentations have been completed. Impressions and feelings of the children. Interaction between the classes.
- 5: Presentation through game (powerpoint) for final assessment and diagnostic exercise via kahoot based on subsections of what they learned from today's IVC.
- 6: Exchange ideas between students on how they think about approaching their digital narratives.
7. Closure of the 3rd IVC

D. A list of educational materials, software, applications and resources we used






We used the following tools and applications:

Powerpoint, youtube, kahoot

E. A list of worksheets, presentations etc. made by students and/or teachers

Presentations of the sub topics

Comments, Suggestions

| | | |
|--|--|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences Department of Primary Education LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

4th Teleconference

Internet safety

| Collaborating Schools | | | |
|---------------------------|-----------------------------------|-------|------------------|
| School | Teachers | Class | Number of pupils |
| Tamasos Primary School | Annita Pambaka | 4th | 22 |
| Incukalns' Primary School | Ivita Akmentina Zinta Nolberga | 4th | 27 |

Date of the 4th Teleconference – 15/05/2023

A. Purpose-Objectives of the 4th Teleconference

A1. Purpose (based on the methodological framework)

Presentation of the pupils' digital storytelling projects-Discussion

A2. Objectives

1. Student's groups present their digital storytelling project during the IVC.
2. For the students to discuss with each other on what interested them in relation to the digital storytelling projects they watched.
3. For the students to express their feelings regarding their participation in the program.

A2.1 Knowledge

1. Properly structure a paragraph (thematic sentence, details, sentence conclusion) that has thematic coherence.
2. Properly structure a complete text (prologue, main topic, epilogue), with written sentences and with proper distinction between paragraphs.
3. Produce spoken and written language in the form of writing down ideas and notes for sign processing purposes.
4. To expand and utilize the basic thematic vocabulary depending on the topic of their subunit and the textual genre of the fairy tale.
5. Enhance / edit the original text to create better text.
6. Understand verbal instructions and apply them.
7. Use extralinguistic and paralinguistic elements in their narrative and presentation.

A2.2 Skills

1. Turn their narrative into multimodal text.
2. Use stop motion to produce digital storytelling.

A.2.3 Attitudes

1. To interact, through group work, constructively with any classmate who may belong to a different group of people.
2. Exchange views and experiences with each other
3. Develop a critical attitude to their subject under consideration.

B. Activities before the 4th Teleconference

Step 1: Reflect on the 3rd video conference.

Step 2: Discuss with the children how to present their work.

Step 3: Create the storyboard.

Step 4: First coordination with the teacher in charge of the partner school

Step 5 (**Inčukalns' Primary School**): Presentation of the Stop Motion Studio program and familiarize children with it for the creation of its digital story.

Step 5 (**Tamasos Primary School**): Presentation of the Animaker and Powtoon program and familiarize children with it for the creation of its digital story.

Step 6: Collect and build material for digital history (set, figures)

Step 7: Convert their story to digital history using the stop motion studio program.

Step 8: Present their digital stories in class using extralinguistic elements.

Step 9: Contact the partner school.

C. Activities during the 4th Teleconference

Introduction and welcome by the two responsible teachers.

Tamasos Primary School present their opinions about the project and ask questions to Latvian students.

3. The teams of partner schools present their digital storytelling projects.
4. Questions on Internet Safety – Quizizz from Latvian team.
5. Questions on Internet Safety – Kahoot from Tamasos school.
6. Impressions and feelings of the children from the program.
7. Farewell. End of the IVC.

D. A list of educational materials, software, applications and resources we used

Tamasos Primary School used the following tools and resources:

Animaker, Powtoon, Kahoot






Inčukalns' Primary School used the following tools and applications:

Stop Motion Studio, Audacity, Royalty Free Music sites (bensound, pixaby), Quizizz, answergarden

E. A list of worksheets, presentations etc. made by students and/or teachers

Worksheets for writing (story) – mountain of storytelling, episodes, storyboard.

Comments, Suggestions

| | | |
|--|---|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences <hr/> Department of Primary Education <hr/> LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

4th Teleconference

Internet safety

| Collaborating Schools | | | |
|--|-----------------------------------|-------|------------------|
| School | Teachers | Class | Number of pupils |
| 32 Secondary School "St. Kliment Ohridski" Sofia, Bulgaria | Boyka Chakarova | 4th | 28 |
| Incukalns' Primary School | Ivita Akmentina Zinta Nolberga | 5th | 17 |

Date of the 4th Teleconference: May 16th,2023

A. Purpose-Objectives of the 4th Teleconference

A1. Purpose (based on the methodological framework)

Presentation of the pupils' digital storytelling projects-Discussion

A2. Objectives

1. Student's groups present their digital storytelling project during the IVC.
2. For the students to discuss with each other on what interested them in relation to the digital storytelling projects they watched.
3. For the students to express their feelings regarding their participation in the program.

A2.1 Knowledge

1. Properly structure a paragraph (thematic sentence, details, sentence conclusion) that has thematic coherence.
2. Properly structure a complete text (prologue, main topic, epilogue), with written sentences and with proper distinction between paragraphs.
3. Produce spoken and written language in the form of writing down ideas and notes for sign processing purposes.
4. To expand and utilize the basic thematic vocabulary depending on the topic of their subunit and the textual genre of the fairy tale.
5. Enhance / edit the original text to create better text.
6. Understand verbal instructions and apply them.
7. Use extralinguistic and paralinguistic elements in their narrative and presentation.

A2.2 Skills

1. Turn their narrative into multimodal text.
2. Use stop motion to produce digital storytelling.

A.2.3 Attitudes

1. To interact, through group work, constructively with any classmate who may belong to a different group of people.
2. Exchange views and experiences with each other
3. Develop a critical attitude to their subject under consideration.

B. Activities before the 4th Teleconference

Step 1: Reflect on the 3rd video conference.

Step 2: Discuss with the children how to present their work.

Step 3: Create the storyboard.

Step 4: First coordination with the teacher in charge of the partner school

Step 5: Presentation of the Stop Motion Studio program and familiarize children with it for the creation of its digital story.

Step 6: Collect and build material for digital history (set, figures)

Step 7: Convert their story to digital history using the stop motion studio program.

Step 8: Present their digital stories in class using extralinguistic elements.

Step 9: Contact the partner school.

C. Activities during the 4th Teleconference

1. Introduction and welcome by the two responsible teachers.
2. The teams of partner schools present their digital storytelling projects in plenary.
3. Students shared thoughts and opinions regarding their projects. (teachers and students of each school ask questions to partner school's students)

4. Impressions and feelings of the children from the program.
5. Farewell. End of the IVC.

D. A list of educational materials, software, applications and resources we used

Bulgarian school used the following tools and resources:

Stop Motion studio, Video Editor, Scratch, Cup Code






Inčukalns' Primary School used the following tools and applications:

Stop Motion Studio, wordart, answergarden, royalty free music sites
(bensound.com/ pixaby.com)

E. A list of worksheets, presentations etc. made by students and/or teachers

Worksheets for writing (story) – mountain of storytelling, episodes, storyboard.

Comments, Suggestions

| | | |
|--|--|---|
|  <p>University Of Crete eLearning Lab</p> | <p>University of Crete</p>  <p>School of Educational Sciences</p> <p>Department of Primary Education</p> <p>LABORATORY FOR LIFELONG AND DISTANCE LEARNING</p> |    |
| <p>Laboratory for Advanced Learning Technologies in Lifelong and Distance learning</p> | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

4th Teleconference

Internet safety

| Collaborating Schools | | | |
|-------------------------------|-------------------------|--------------|-------------------------|
| School | Teachers | Class | Number of pupils |
| "Diemdis" education centre | Kasparavičienė Aurelija | 6-8 | 5 |
| Primary School of Tamasos | Sotiriadou Anastasia | E1 | 14 |

Date of the 4th Teleconference 15/06/2023

A) Purpose-Objectives of the 4th Teleconference

A1. Purpose (based on the methodological framework)

Presentation of the pupils' digital storytelling projects-Discussion

A2. Objectives

After the end of the 4th Teleconference the students should:

A2.1 Knowledge

1. To correctly structure a paragraph (thematic sentence, details, concluding sentence) which has thematic coherence
2. To correctly structure a complete text (prologue, main topic, epilogue), with structured sentences and with correct distinction between paragraphs
3. To produce spoken and written language in the form of recording ideas and notes for the purposes of meaningful processing
4. To expand and utilize basic thematic vocabulary according to the topic of their subsection and the textual genre of their story
5. To improve / edit the original text in order to create a better text.
6. To understand verbal instructions and apply them.
7. To use extra-linguistic and para-linguistic elements in their narration and presentation.

A2.2 Skills

1. To turn their narrative into a digital story
2. To use animaker application and my simpleshow to produce digital storytelling.
3. To use sounds and other effects into their digital storytelling.

A.2.3 Attitudes

1. To develop a positive attitude towards new technologies.
2. To acquire critical thinking.

3. To have a positive attitude towards collaborative work

B. Activities before the 4th Teleconference

Step 1: Reflecting on the 3rd teleconference

Step 2: Discuss with the children how to present their work

Step 3: Create their illustrated storyboard in episodes according to their sub-unit theme - storyboard

Step 4: First coordination with the responsible teacher of the cooperating school

Step 5: Introduce the Animaker program and familiarize the children with it to create their digital story

Step 6: Convert their story into a digital story using the animaker program or my simpleshow. Step 7: Present their digital stories to the class

Step 8: Contact the partner school.

Step 8: Getting ready for the teleconference.

C. Activities during the 4th Teleconference

Step 1: Greetings from both schools (5').

Step 2: Teams from partner schools take turns presenting their storytellings. The presentations started with Lithuania and followed by Cyprus

Step 3: Dialogue - Discussion among the students of the two schools after the presentations have been completed. Impressions and feelings of the children. Interaction between the classes.

Step 4: Exchange ideas between students on how they think about approaching their digital narratives.

Step 5: Closing teleconference.

D. A list of educational materials, software, applications and resources we used

We used:

Animaker, my simplshow, youtube

E. A list of worksheets, presentations etc. made by students and/or teachers

Worksheets for the production of written speech (story) – episodes, storyboards. Final product- Animations (Tamasos Primary School) in English:

1. Internet Addiction

<https://youtu.be/F4duf9LGP1E>

2. Cyber bullying

<https://youtu.be/r1nOxikTe14>

3. Protection of personal data

<https://youtu.be/ZszA5UggNI8>

4. Fake news

<https://youtu.be/NkNhDdsJC70>

In greek version:

Fake news

<https://youtu.be/2oq8MpFYU4c>

Internet Addiction

<https://youtu.be/JzFBUhXuo6Q>

Protection of personal data

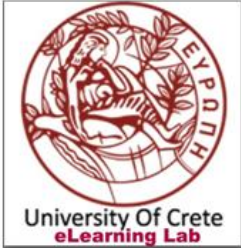




<https://youtu.be/riq7p-pHiPk>

Cyber bullying

<https://youtu.be/hT4i3NLY6QM>

Comments, Suggestions

The teleconference was implemented in a very good atmosphere and achieved its purpose, the acquaintance of the students and the emergence of the topic in an atmosphere of enthusiasm. Students enjoyed the process.

| | | |
|--|---|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences <hr/> Department of Primary Education <hr/> LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

4th Teleconference

Internet safety

| Collaborating Schools | | | |
|-----------------------------------|-----------------------------------|--------------|-------------------------|
| School | Teachers | Class | Number of pupils |
| 32 nd Secondary School | Marieta Georgieva | 4th | 27 |
| Tamasos Primary School | Maria Kleanthous Simoni Fotiou | 5th | 14 |

Date of the 4th Teleconference: 16/05/2023

A) Purpose-Objectives of the 4th Teleconference

A1. Purpose (based on the methodological framework)

Presentation of the pupils' digital storytelling projects-Discussion

A2. Objectives

- Student's groups present their digital storytelling project during the IVC.
- For the students to discuss with each other on what interested them in relation to the digital storytelling projects they watched.
- For the students to express their feelings regarding their participation in the program.

A2.1 Knowledge

1. Properly structure a paragraph (thematic sentence, details, sentence conclusion) that has thematic coherence.
2. Properly structure a complete text (prologue, main topic, epilogue), with written sentences and with proper distinction between paragraphs.
3. Produce spoken and written language in the form of writing down ideas and notes for sign processing purposes.
4. To expand and utilize the basic thematic vocabulary depending on the topic of their subunit and the textual genre of the fairy tale.
5. Enhance / edit the original text to create better text.
6. Understand verbal instructions and apply them.
7. Use extralinguistic and paralinguistic elements in their narrative and presentation.

A2.2 Skills

1. Turn their narrative into multimodal text.
2. Use stop motion to produce digital storytelling.

A.2.3 Attitudes

1. To interact, through group work, constructively with any classmate who may belong to a different group of people.
2. Exchange views and experiences with each other
3. Develop a critical attitude to their subject under consideration.

B. Activities before the 4th Teleconference

Step 1: Reflect on the 3rd video conference.

Step 2: Discuss with the children how to present their work.

Step 3: Create the storyboard.

Step 4: First coordination with the teacher in charge of the partner school

Step 5: Presentation of the Stop Motion Studio program and familiarize children with it for the creation of its digital story.

Step 6: Collect and build material for digital history (set, figures)

Step 7: Convert their story to digital history using the stop motion studio program.

Step 8: Present their digital stories in class using.

extralinguistic elements.

Step 9: Contact the partner school.

C. Activities during the 4th Teleconference

1. Introduction and welcome by the two responsible teachers.
2. The teams of partner schools present their digital storytelling projects in plenary.
3. Students shared thoughts and opinions regarding their projects.

4. Impressions and feelings of the children from the program.
5. Farewell. End of the IVC.

D. A list of educational materials, software, applications and resources we used

Bulgarian school used the following tools and resources:

Stop Motion studio, Video Editor, Cup Code, Animaker

Tamasos Primary School used the following tools and resources:

Animaker

Cyber bullying <https://youtu.be/1YSKxKVHUSg>

Greek <https://youtu.be/iYSQx-IST-U>

Fake news 1 <https://youtu.be/38XJssWBWxA>

Greek <https://youtu.be/taRc8CkHyjg>

Fake news 2 <https://youtu.be/FbmEefN9DC0>

Greek https://youtu.be/YG_cxba7_vU

Personal data protection <https://youtu.be/c4ag9kaYa30>

Greek <https://youtu.be/CVbrMD2Te1s>






Internet addiction <https://youtu.be/sJjzbQ6oU8>

Greek <https://youtu.be/D31I55dFhKA>

E. A list of worksheets, presentations etc. made by students and/or teachers

Worksheets for writing (story) – mountain of storytelling, episodes, storyboard.

Comments, Suggestions

| | | |
|--|--|---|
|  | <p style="text-align: center;">  University of Crete School of Educational Sciences Department of Primary Education LABORATORY FOR LIFELONG AND DISTANCE LEARNING </p> |    |
| Laboratory for Advanced Learning Technologies in Lifelong and Distance learning | | |

PROJECT_2021-1-EL01-KA220-SCH-000027791

Learning Scenario

4th Teleconference

Internet safety

| Collaborating Schools | | | |
|------------------------------|--------------------------------------|-------|------------------|
| School | Teachers | Class | Number of pupils |
| Tamasos Primary School | Simone Photiou Polymnia Tomasidou | 6th | 16 |
| Kalyves Primary School | Christos Synnefakis | 6th | 11 |

Date of the 4th Teleconference 13/06/2023

A. Purpose-Objectives of the 4th Teleconference

A1. Purpose (based on the methodological framework)

Presentation of the pupils' digital storytelling projects-Discussion

A2. Objectives

After the end of the 4th Teleconference is for the pupils/students:

A2.1 Knowledge

1. To correctly structure a paragraph (thematic sentence, details, concluding sentence) which has thematic coherence
2. To correctly structure a complete text (prologue, main topic, epilogue), with structured sentences and with correct distinction between paragraphs
3. To produce spoken and written language in the form of recording ideas and notes for the purposes of meaningful processing
4. To expand and utilize basic thematic vocabulary according to the topic of their subsection and the textual genre of their story
5. To improve / edit the original text in order to create a better text.
6. To understand verbal instructions and apply them.
7. To use extra-linguistic and para-linguistic elements in their narration and presentation.

A2.2 Skills

1. To turn their narrative into a digital story
2. To use animaker or other application to produce digital storytelling

A.2.3 Attitudes

1. To develop empathy, acceptance and respect towards the collaborating school and their fellow students.

2. To develop a positive attitude towards new technologies.
3. To obtain a positive stance towards distant learning.
4. To develop their critical thinking and reexamine the use of the internet.

B. Activities before the 4th Teleconference

Step 1: Reflecting on the 3rd teleconference

Step 2: Discuss with the children how to present their work

Step 3: Create their illustrated storyboard in episodes according to their sub-unit theme - storyboard

Step 4: First coordination with the responsible teacher of the cooperating school

Step 5: Introduce the Animaker program or stop motion and familiarize the children with it to create their digital story

Step 6: Convert their story into a digital story using the animaker program or stop motion

Step 7: Present their digital stories to the class

Step 8: Contact the partner school.

Step 8: Getting ready for the teleconference.

C. Activities during the 4th Teleconference

1. Greetings by the teachers in charge
2. Teams from partner schools take turns presenting their digital stories
3. Impressions and feelings of the children. Interaction between the classes.
4. Farewell- Closing

D. A list of educational materials, software,

applications and resources we used

We used the following tools and applications:

Animaker, stop motion, youtube, Movie Maker, Audacity, paint.net

E. A list of worksheets, presentations etc. made by students and/or teachers

Worksheets for the production of written speech (story) – episodes, storyboards.

Final product- Animations (Tamasos Primary School) in English and in Greek:

<https://youtu.be/nZnCPd8GBgU>

<https://youtu.be/d5Fazcpw6Gw>

<https://youtu.be/JQTEiXT3glw>

<https://youtu.be/z15LRZilZnw>

https://youtu.be/DAIP1_iwQVA

<https://youtu.be/HFkn58-06EI>

<https://youtu.be/epqdXrgg31k>

<https://youtu.be/2xH38v HTsY>

Final product- Animations (Kalyves Primary School):

<https://www.youtube.com/watch?v=prJK5StoUt4>

<https://www.youtube.com/watch?v=X7bft2ruDng>

https://www.youtube.com/watch?v=czY_wJ8y7ws

https://www.youtube.com/watch?v=yL4A7878j_s

Comments, Suggestions