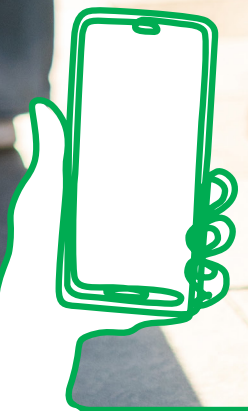


METHODOLOGY ENDING

ICT & Early School Leaving. Developing a New Methodology to Empower Children in Digital Wellbeing and Critical Thinking



TECHNICAL COORDINATION:

Fundación MAPFRE: Alicia Rodríguez Díaz / Javier Bravo

Policía Nacional: Unidad Central de Participación Ciudadana

Stiftung Digitale Chancen: Sandra Liebender

Pantallas Amigas: Jorge Flores / Gemma Martínez

CEI-ISCAP, Politécnico de Oporto: Clara Sarmiento / Luciana Oliveira

EDITORIAL COORDINATION:

Leire Lasuen Gutiérrez

Editing: Míriam López

Design and layout: Cyan, Proyectos Editoriales, S.A

Photos: shutterstock.com

Policía Nacional

Stiftung Digitale Chancen

Calças Pantallas Amigas

CEI-ISCAP, Politécnico do Porto

Fundación MAPFRE

Paseo de Recoletos, 23. 28004 Madrid (España)

www.endingproject.eu

Metodología. ENDING



This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International.

SUMMARY

Basic approach of the project.	5
How does peer learning work in the ENDING program?	8
Tasks of role-model students	9
Benefits and previous experiences based on the methodology.	12
Transversal skills for the intervention of role-model students.	13
Phase and sequencing.	14
Presentation of the project and creation of the ENDING group of teachers. . .	15
Teacher training	16
Meeting with families	16
Student training	17
Selection of role-model students	17
Educational resources for peers	18
Intervention of role-model students	19
Report.	19
Suggestions for improvement by students.	19
Sequencing and types of activities	19
Sequencing of activities in the guides	20
References	21



Basic approach of the project

With the rise of new technologies and easy access to them, we have seen how, in recent years, our way of connecting and communicating has changed. Technology has brought about many advances, but also new challenges that we have to face. One of these new challenges lies in the **consequences of the misuse of ICT** (Information and Communication Technology). In adolescence, the age when people usually start to make intensive use of digital devices, this has a great impact. One of the most alarming consequences, among many others, is the impact it has on the academic environment.

The main objective of the ENDING program is to reduce **early school dropout rates** through training and identification of the risks involved in the misuse of new technologies. This program is structured around five thematic areas:

- ICT abuse, health and well-being
- Cyberbullying and safety
- Misuse of ICT

ENDING

- Disinformation and critical thinking
- The UN Convention on the Rights of the Child

We believe that these thematic areas provide a broad and multifocal approach to the interaction of young people with the digital environment and the risks to which they are exposed. In all of them, we have followed the consensus of specialists in each subject, giving priority to useful information over an exhaustive exposition of typologies and characteristics.

At the same time, we have avoided overemphasizing the negative and dangerous aspects of connected technologies in order to avoid scare-mongering. The risks and dangers are real and present, but that does not mean that we should ask young people to give up using digital technology. Informing them, making them aware of their rights and holding them accountable for their actions is a way of helping them to make good use of the advantages of digital technology.

To this end, the program is based, on the one hand, on building autonomy in schools thanks to the training of the teachers who will be an integral part of the intervention group, as well as the implementation of the methodology based on Peer Learning with the students.

The autonomy of each school

The autonomy of each school is based on the three materials that, together with this methodology annex, are provided with the ENDING program: the Guide for Teachers, **the** Guide for Students **and the** Guide for Families. These three guides (together with the resources developed during the pilot testing of the program) contain the necessary elements and tools for schools to implement the program and, specifically, the second pillar of the project: peer learning.

The guide for teachers aimed at offer specific content on the risks faced by adolescents in the use of new technologies. Educators learn to identify the symptoms that reflect the problems caused by the misuse of new technologies, both physical and mental, as well as received information on the procedures to be followed in each case.

Adolescents, aged 11 to 14 years in Spain and Portugal, with the aim to reinforce critical thinking and an appropriate, responsible and healthy use of new information and communication technologies, elaborated the guide for students. This guide offers hands-on content of delivering a workshop in front of younger students.

It is worth mentioning that **the role of families will not be testimonial or passive**. Rather, they will be trained in the same modules and areas as students, thanks to the aforementioned Guide for Families. This guide also contains **practical tips for parental and family mediation** in the issues addressed in the training. This will enable families to carry out joint actions with students and specialist teachers, thus triangulating the actions of the program, being fully aware of the aspects addressed in it and achieving a higher impact rate of the proposed strategies and activities.

The peer approach

Adults are mostly living far from the (digital) reality of youngsters. The relationship between these generations can be described with a 'natural' distance and hierarchy between young people and adults. Adults are responsible for the healthy growing up of their children and that they will become a good member of the community. In most cases, this works really well especially when the children are younger. Nevertheless, there will come a time, where the relationship between parents and youngsters will become difficult – the adolescents. Sometimes it

ENDING

seems that they are speaking different languages although they are using same words. At this stage of growing (mostly up to 12 years) parents lose importance and friends and related once in nearly the same age becoming more important. At this time, it is advisable to implement the peer approach in school. The main aim of peer approach is to encourage young people to gain control over the shaping of their own living environment.

There are different peer approaches:

- Peer mediation: joint conflict management or mediation
- Peer counseling: informal counseling
- Peer tutoring or teaching: young people teach other young people, more formal setting
- Peer education: learning or knowledge transfer, more informal setting

The benefit in involvement of peers is that same aged or little older aged students have an easier access to other young people. They are speaking the same language, they understand their perspective and share same living environment. Furthermore, they have many (digital) competences and if they learn how to teach it, they will be able to train young people.

How does peer learning work in the ENDING program?

The chances of a peer approach by helping to reach the main aim of encourage a responsible use of digital media in school, has been recognized by the ENDING-project.

All 9th-grade students will receive a general training divided into five modules that correspond to the thematic areas mentioned above by specialist teachers (teachers of the school previously trained their own thanks to the Guide for Teachers provided with the program):

After this training, the **students**, which are more interested and which are willing to commit will be chosen from among the group of 9th grade students as so called 'role-model-students'. They will be prepared of being an expert with regard to issues of digital media and delivering workshops for younger students. With the help of Guide for Students they will **create their own content** during the school year. Afterwards they will be the ones who, will be in charge of training their 7th-grade classmates based on such content.

This puts ENDING students at the core of the program and makes their role crucial. Moreover, these students are aware of the relationships among their peers and, by being active members of the conflict resolution process, they will learn the values and attitudes of **active citizenship**.

The ENDING program methodology will contribute to the peaceful resolution of conflicts among peers and a positive environment in schools, with many spaces for participation. This will have a direct influence on the reduction of possible early school dropouts associated with the misuse of ICT, which is the **main goal** of the ENDING program.

Tasks of role-model students

In the ENDING program, role-model students are a central part, as the whole project revolves around them and they are key players in the training of their peers. The tasks of role-model students, are varied and will evolve as the program's implementation phases progress.

ENDING

- Their main task will be to train themselves so that they can work with their peers, that is, to learn the contents of the ENDING program in order to become, in turn, trainers. For this purpose, they will be supported by the Guide for Students and the materials created to be used directly as they are or as a reference for creating new content.
- Students should work on certain transversal skills for intervention (explained in the next section) as well as on their knowledge of the different training modules on the following topics (one or several, depending on how the program is organized in each school):
 - ICT abuse, health and well-being
 - Misuse of ICT
 - Cyberbullying and safety
 - Disinformation and critical thinking
 - The UN Convention on the Rights of the Child.
- The intervention itself, in which they will expose concepts or situations, but they will also **listen to their peers and open spaces for participation**. These spaces are crucial for the youngest students not only to share their questions or concerns but also for them to become the next generation of ENDING students.
- Carrying out a self-assessment of their learning and intervention process, as well as suggesting improvements both for the materials already created and for future students in the following years. These proposals could be included in the report prepared at the end of the school year.

From further projects, the following criteria were used to choose role model students: creativity, independence, strong motivation, trustworthiness, awareness of problems in the field of digital media usage

and skills to use digital media. Furthermore, the students have to be reliable and social interaction competence.

Role of Teachers

Although the ENDING program have the focus on students, the role of supporting teachers is very crucial, too. The main attitude of the teachers is to be interested in the living world of the students and the openness to work with students on a same eye level.

In a first step, teachers have to inform themselves along digital issues in the Guide for Teachers. Afterwards they have to train their students and meanwhile identify students that are eligible for the part of a role-model student.

In a second step that group of role-model student have to be accompanied in doing their job. The teacher should build up a system of help and support, in cases of emotional, social and psychological support, but also in questions of organizational things. Sometimes there are questions to solve like: how to handel additional time of volunteering by role-model students, how to organize the workshops during all-day schedule in school, which room in school can be used, and so on.

When a teacher gets involved in a project like this he or she should be aware of, that other teachers can be recognize him or her as an expert for issues of digital media. But this should not force anxiety, rather it is a chance for a sustainable implementation of the peer approach between teachers and teachers and students and teachers.

Benefits and previous experiences based on the methodology

The spaces generated by peer help and peer learning are more reflective and closer to the students' reality. As already mentioned by Fernandez, Villaosada and Funes, these peer support programs achieve greater direct participation of students, preventing, identifying and addressing problems inside and outside the classroom in time, thus avoiding consequences such as school dropout.

We can also point out the following **benefits**:

- It generates differential values in terms of motivation to continue learning.
- It generates the necessary empathy to cooperate with each other, with respect and trust.
- Peers can exchange knowledge without fear, creating an open-minded attitude and collective participation.
- It facilitates a more horizontal communication among those who are part of the educational community. The ENDING program not only seeks the participation of students but of the whole community.
- It has an immediate impact on the daily problems of the peers involved in the program. This means that ENDING is a program that can be updated year after year, based on the new problems experienced by students and the improvements implemented by assistant students.
- Stronger networking among the students and teachers at the school which leads to a culture of togetherness
- In long-term: changes of media usage to a more responsible use
- Raising awareness on digital issues for different groups: students, teachers, families and other related ones.

Today, there are many educational initiatives and projects in the field of ICT that are committed to peer learning because of its great impact on student participation and the obvious improvement in the five areas just mentioned. The projects *Cibermanagers* by PantallasAmigas, which is underway since 2010 and the project “Medienschouts NRW” by Landesmedienanstalt für Medien NRW from 2011 are examples of projects based on peer support and peer learning with a very positive assessment by the schools where it has been implemented.

Transversal skills for the intervention of role-model students

For the successful implementation of peer learning by ENDING students, role-model students must develop certain aspects that will allow them to adequately manage their intervention, such as: a good organization of their presentation, oral and body language, management of the physical space, effective communication, enabling participation or techniques for drawing conclusions,. **Role-model students should always work on these skills, beyond their knowledge of the five modules mentioned above**, from the beginning of their training as role-model students until the end of their training after the implementation and assessment process. To this end, we suggest focusing their transversal training during the training process on the following aspects:

- Preparing the content to be worked on to raise awareness/assist students. This includes organizing and sequencing the content.
- Giving clear and concise explanations.
- Using a good voice projection and appropriate gestures in their explanations.
- Actively listening to any suggestions, problems and concerns that may arise.

ENDING

- Managing their physical and working environment (classroom, necessary materials, furniture, etc.) and the people with whom they will interact.
- Creating spaces and questions for student participation.
- Willingness for continue learning
- Know and be aware of limits and be able to seek external help
- Willingness to train a new generation of role-model students

Phase and sequencing

The ENDING program is intended to be fully implemented throughout one school year. During this time, 9th and 7th-grade students (14 and 12 years old) will participate in the program. This way, the following year, all secondary education students will have participated in the program.

In order to achieve this objective, it is essential to carry out a preliminary schedule at the beginning of the school year to assess the amount of time available and the scope of the implementation of the program according to the number of students in each school.

The implementation phases and steps to be followed in the ENDING project are shown in the following table, and each of its sections is explained in the following paragraphs:

ENDING PROGRAM	Students involved	Action	Time
	(9th Grade: - 14 years)	Presentation of the project by the teachers or guidance office	Beginning of the school year (September-October)
		Creation of the group of teachers who will implement the program	
		Teacher training (Resource: Guide for Teachers)	
		General training of all 9th-grade students (14 years of age)	October-January Recommended time: 10 hours (total) of training time for the five modules, means around 2h per module.
		Selection of role-model students	February
		Meeting with families to present the program and distribute the Guide for Families.	March
		Specific workshops with role-model students to prepare the trainings for 7th-grade students (12 years of age). At this point it is possible to use the materials already developed in the Guide for Students or to create new training materials	February-May Recommended time: 10 hours (students will work in specific modules)
	(Grade: 3º ESO - 14 years)	Intervention and training given by role-model students to their peers (7th-grade students - 12 years old / primary school students)	May/June
		Publication of the work on the school website and information to families on the work carried out	June
		Assessment of the results by the school.	June-July

Presentation of the project and creation of the ENDING group of teachers

The school's management team, or the person appointed by them, will be in charge of informing about the school's implementation of the ENDING program. This includes, of course, notifying the teachers of the grades involved, but the information must also be communicated to the entire educational community. We recommend making a

ENDING

first announcement through a notice, newsletter, posting on social media... so that everyone belonging to the school's educational community can learn about the program.

Beyond the dissemination of the news about the school's participation in the ENDING program, the management team must choose the group of teachers that will support the role-model students. The creation of this group can be based on the voluntary participation of the teachers or on their previous experience in similar projects, their interests or their previous work in areas related to the topics dealt with in ENDING. We recommend that this group of teachers have a minimum of 3 people.

Teacher training

Every person who is part of the selected team of specialist teachers must undergo training. This will be done with the help of the Guide for Teachers, which includes the technical and pedagogical aspects necessary for the teachers to make their general training intervention (of all the modules) with 9th-grade students (14 years old) but also concepts that will help them guide the assistant students (once they have been selected). It is recommended to look out for experts outside of school, which have experiences with regard to digital issues. This can be digital competence centers or other organizational forms.

Meeting with families

The specialist teachers should have a meeting with the families of the students of the grades involved in the ENDING program, as well as with those families that, even if their children will not participate in the program, want to know what the program is about. In this meeting, which can be held online or offline, they will be informed about

the general nature of the program and its implementation, and they will be given the Guide for Families, which contains all the necessary information about ENDING. This meeting should be held after the general training of 9th-grade students (14 years old), with the active participation of the assistant students.

The participation of the whole educational community is essential for the ENDING program. Students will be encouraged to talk about the program at home and the school will communicate with their families so that they are aware of the progress of the program, attend the presentation and receive the Guide for Families. We want to emphasize the importance for children to have a family environment that is aware of the good practices that should be followed in the use of connected digital technologies.

Student training

9th-grade students (14 years old) will receive training from their teachers. This training will follow the steps described in the Guide for Teachers, allowing teachers to expand on certain aspects. Together with the theoretical part, teachers will have the opportunity to carry out the practical activities proposed in the guide. The role-model students will be selected from this group of students.

Selection of role-model students

During the training, or at the end of it, the students who will participate in the training of their peers, as role-model students, must be selected.

The choice of role-model students should always **arise from the intrinsic motivation of those who wish to apply to be trained and the**

ENDING

coaching of the teachers along the criteria for role-model students mentioned above. Among the students who volunteer, there will be an election process by confidential peer nomination (a vote in which teachers can identify the students and their answers). The number of role-models chosen will depend on the context of the school, but we recommend two to three students per module (five modules) at least. i.e. a total of ten to fifteen students as minimum number to carry on the program.

In view of the good results obtained during the pilot testing of the ENDING program, we would like to point out that connected technologies are not something unknown to the vast majority of students of that age. Therefore, their experience and the conclusions they reach after receiving the program's training are key elements to enrich and improve the program's results and, above all, they act as an element of personal awareness for these students regarding the risks to which they have been exposed. For this reason, we recommend that when selecting role-model students, consideration be given to those who, during the training, have shown signs of using smartphones or other digital devices for a longer period of time.

The greater the number of participating volunteer students, the better the materials they will create or the improvements they will make to the training content.

Educational resources for peers

The Guide for Students includes resources and content that can be used by schools, and additional resources are available on the ENDING website. However, we believe that one way to reinforce the knowledge acquired by the students and provide them with a means to express their own advice to their peers is to create their own materials

from what has already been created or by innovating and coming up with new activities or games. To do so, they should be assisted by specialist teachers.

Intervention of role-model students

Role-Model students will intervene in three different ways:

- Participating in the presentation or workshop for families
- Training and/or creating training materials
- Training 7th-grade students (12 years old)

Report

The teachers involved will prepare a basic and simple report reflecting the actions carried out and the objectives achieved, pointing out the main strengths and those aspects that could be improved for the next classes participating in the program.

Suggestions for improvement by students

The report prepared by the teachers should include the students' opinions on their experience in the program, its main strengths and the aspects to be improved.

Sequencing and types of activities

The guides contain activities with a specific sequence and style. Among the different activities that can be found in the guides, the following are worth highlighting:

ENDING

- **Cooperative:** there are many activities designed for cooperative learning and joint reflection. These are based on the fact that one of the main objectives is to encourage participation and create spaces for reflection.
- **Group formation:** activities for forming groups as well as presentations and activities with the whole class. Designed to involve all agents so that everyone can contribute.
- **Research/reflection:** starting from realistic simulations, research and reflection activities will be carried out, reaching the point where these simulations will lead to the resolution of similar problems faced by the students.

Sequencing of activities in the guides

All training activities for students in the Guide for Teachers follow the same sequence, based on the principles of constructivist methodologies (Powell & Kalina, 2009). Maintaining a fixed structure will help students to better navigate their way through each stage of the module taught.

- The sequence of content always begins with an **introduction to the topic** showing an example of a completed presentation of a previous project.
This presentation will be used as a starting point to analyse what is needed when preparing a training. The chosen students will be given an overview of the process and some issues to be taken into consideration will be discussed.
- The **objectives to be achieved** are then set out. Before starting to prepare the content, the students will have to carry out an activity to find out which objectives they want to achieve with the teaching materials they are going to produce. The teachers will provide them with a worksheet, on which they will have to work in relation to the

objectives set. The activity is based on classifying the objectives in order of importance.

- Finally, there will be a section for **questions and answers:** the content of this section will be worked on as a group. The teacher will ask key questions, and the students will have to answer these questions and/or suggest other considerations to take into account.

References

Fernández, I.; Villaoslada, E. and Funes, S. (2002). El conflicto en el centro escolar. El modelo del alumno ayudante como estrategia de intervención educativa. [Conflict at school. The model of the assistant student as a strategy of educational intervention] Madrid: Los Libros de la Catarata.

Powell, K.; Kalina, C. (2009). "Cognitive and social constructivism: Developing tools for an effective classroom". Education. Vol. 130, No. 2, p. 241-250.

