



Overall Case Study on Curriculum Impact-

Eduact – Greece

(Set of pilots on the Benefits and Dangers of social media carried out by 7 teachers in different classrooms/educational settings for a total of about 268 students, 51 clock hours of teaching overall)

DESCRIPTION

Aims:

to increase awareness of the benefits and dangers of social media in students, and increase the attractiveness of their overall teaching and didactical approach

Methods:

Project Based, Student centered teaching

Findings:

Positive feedback arose from both teachers and students regarding the content of the modules. Certain comments were noted on the time accounted for each activity. Teacher noted that

Context

As Eduact is an Educational Organization and not a school, we employed different piloting strategies than those of other partners. Our first piloting pool was that of our workshops. More specifically, we facilitate STEM and Skills workshops to underrepresented, small villages in Halkidiki for children of all ages. In these workshops we accounted for time to implement the pilots of the modules produced through this Erasmus+ partnership.

As the pilots in Halkidiki were rolling, two schools, one public and one private, were invited to participate in the pilots. For them, we followed the exact process detailed above but offered closer guidance with class observations and complementary consultation to ensure smooth operations.



Nature of the module incorporated

All modules were incorporated as described.

How many hours ?

The piloting team in Halkidiki consisted of : 4 educators, 170 children aged 13 to 17. They implemented 11 hours of workshops, with students even working a lot independently at home with the material provided as further study by the partnership.

The piloting team in the schools consisted of a total of: 3 educators, 98 children aged 13 to 15 years old. They implemented 40 hours of teaching the modules, with students sometimes working independently at home with the material provided as further study by the partnership.

Through which subject?

English, I.T., Citizenship Education, Eduact's Workshops

How was it presented to students?

The teachers firstly explained to the students the context of the material they will be using. They showed them the project website and newsletters, explained what Erasmus+ is, who developed the modules and why. Afterwards they dived into the modules following the introductory activities that were suggested for each main activity.

Was any material handed out?

Yes. Any handouts prepared by partners in their respective modules, any newspaper articles, craft material needed and supplies were handed out, as well as tablets and computers. The students also had access to the 'Further Study' resources provided in modules.

Were parents/guardians informed?

Yes, they were informed and updated on the student's progress but they did not need to sign any document.

Was participation mandatory?

Yes

Aims and methods of your case-study

What did you attempt to find out about the effectiveness and impact of the modules regarding their incorporation to the curriculum?

We attempted to find out if the material was ready to be used by educators in the country or if it needed improvement, to locate and work on its weak spots, to see the extent to which our localization



was effective and comprehensive and to understand if it tied in with the national curriculum and its subjects.

Did they smoothly blend with the rest of curriculum items?

Yes, the activities implemented blended seamlessly with the national curriculum and overall greek educational context.

Were there any issues/difficulties in students or staff accepting this incorporation and why?

We only got negative feedback on the time accounted for each module, which affected its incorporation to an extent.

Could this incorporation work in the long term - why/why not?

Yes, there is a great number of modules, activities, presentations, handouts and resources to be used in the future keeping the interest of both teachers and students high.

Findings from your case-study

Students appeared very excited to participate in the pilots and very welcoming of the material and their teachers instructions on its approach. Students from the mountainous remote villages of halkidiki, who do not receive much international stimuli in general, rely on social media as a window to the global community as well as a means of communication and entertainment. They had never thought that social media had other uses as well. They were particularly stunned that social media could be used in a professional setting either for a professional to brand themselves, promote their services, business or products either nationally or internationally. Besides, local businesses that they interact with do not engage in such practices, so modules that had activities relevant to this topic were particularly enlightening for the students.

For the students in the urban schools of Thessaloniki, showed great interest in the ways social media could be beneficial and useful in their learning. They even employed practices and tools they learned through the modules, in classes with other teachers proudly displaying their newfound tools and methodologies. This way, they became active multipliers of knowledge showcasing that they digested and used material immediately, practically and easily in their everyday practice.

What do these findings lead you to conclude about what can and cannot be incorporated in your region's mandatory curriculum and why?

The material was very fitting to the local mandatory curriculum. However, if introduced, it would be done as a unit under the umbrella of a pre existing subject e.g. English not as a subject on its own. The material based on the feedback would even be suitable for younger ages thus including both primary and secondary education.

What are some suggestions for improvement of the approach for future reference?

Regarding suggestions for improvement we would suggest overall shorter activities or providing options to teachers, if they want to extend the class they can add this or if they have to shorten the class they can extract that.

Benefits and Dangers of Social Media

Erasmus+ project ID number: 2020-1-UK01-KA201-078830

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



What seemed to work and what didn't in terms of curriculum incorporation?

In terms of curriculum incorporation what seemed to really work was the detailed description of activities as well as the provision of all resources to be used meaning presentations, links, online tools

etc. The students really enjoyed activities that allowed for great input from them meaning create something, imagine something, craft something as opposed to activities that were more teacher center such as instruction, static presentation etc. What didn't seem to work was the estimated time accounted for activities. It was frequently reported that activities demanded more time, that students needed more time as they were asking questions, they needed to understand the material, create outputs etc. In other instances, as students were really familiar with the theme, the class moved very fast leaving a lot of spare time at the end.

SUSTAINABILITY

What are the activities and results that will be maintained after the end of the EU funding, and how will you ensure the resources needed to sustain them?

We aim to integrate the project's products to our practice, upgrading our services as an NGO to students. Resources created through the project, know-how acquired and ties/collaborations created will increase the impact of the work we are already doing for these target groups, give it a modern scope and open it up to a wider community of colleagues and beneficiaries alike.

As done in the past, we have one project building upon another to create experience, resources and of course research data. Data and mapping from this project will give us a greater understanding of the current situation and needs as well as tangible information to base our future ventures upon.

More specifically, we plan to continue providing regular social media workshops in children of Chalkidiki using the project's modules and material. The schools involved will use the material once or twice per year as a social media awareness course for their students.

Tik Tok

Name: Tasty

Photo:

Age: 24

Activity: Dance, to be outside, take photos, rollers

In free time: Phone, Tablet, + tasty local dishes

Colors: Red, White, Black, lila, Blue

Bit of personality: she is everyday happy and friendly with other peoples and helpfully

Food: PIZZA, spaghetti

come from: ~~Den~~ USA



Όνομα: PRO PLAYER

αριθμός = μηδενικός

Σει: σας ΗΠΑ

είναι: 13 χρονών

δραστηριότητα = ποδηλασία

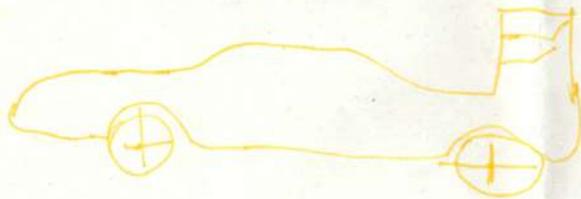
του αρέσει: το YouTube

φοβάει: κόκκινο ψάρι

αγαπημένο του φαει = γυρος

το αγαπημένο αρωμα = το ποκαλι

το αγαπημένο του αυτοκίνητο = Ferrari



Lik-Tok

Name: Marry

Age: 13 years old

Gender: girl

Location: U.S.A., California

Family: mother, father, sibling 1

Goals: to be the best dancer,
to be famous and rich

Needs: good mental health, a pet

Frustrations: to have friends

Behaviors: savage, cool, elegant

Slogan: "Every heart in my video matters"

Bio: ~~she is very depressed~~
she is very healthy and
always follows the trends



~~Ενα ψ Σταν~~

είναι χαρούμενος

Χόμπι να φτιάχνει φίλτρα

τρώει πιτόγλερα

είναι χαλιό μόνο

Του αρέσει να βγάξει φωτο τα πάντα

Χειροκροτεί συνεχώς φίλτρα

αρέσει να είναι έλεος μας

αρέσει να είναι το κέντρο του κόσμου

Του αρέσει να στέχει φωτογραφίες

στος φίλους τους

Του αρέσει να μιλάει με τους

φίλους τους



ΟΝΟΜΑ: NICK THE GAMER

●●● HOBBIES: football, video games,

AGE: 18 χρονών

GOAL: make videos, see videos, famous, ●

LOCATION: AMERICA

GENTLE: MALE

SOSIAL MEDIA: tik tok



Will Brooks

Hobbies: texting, reading, communicate with old friends

Goals: Be optimistic and successful

Age=25

~~Behaviors~~

Behavior= Happy, excited, funny, Smily

Personality= Don't change myself for others

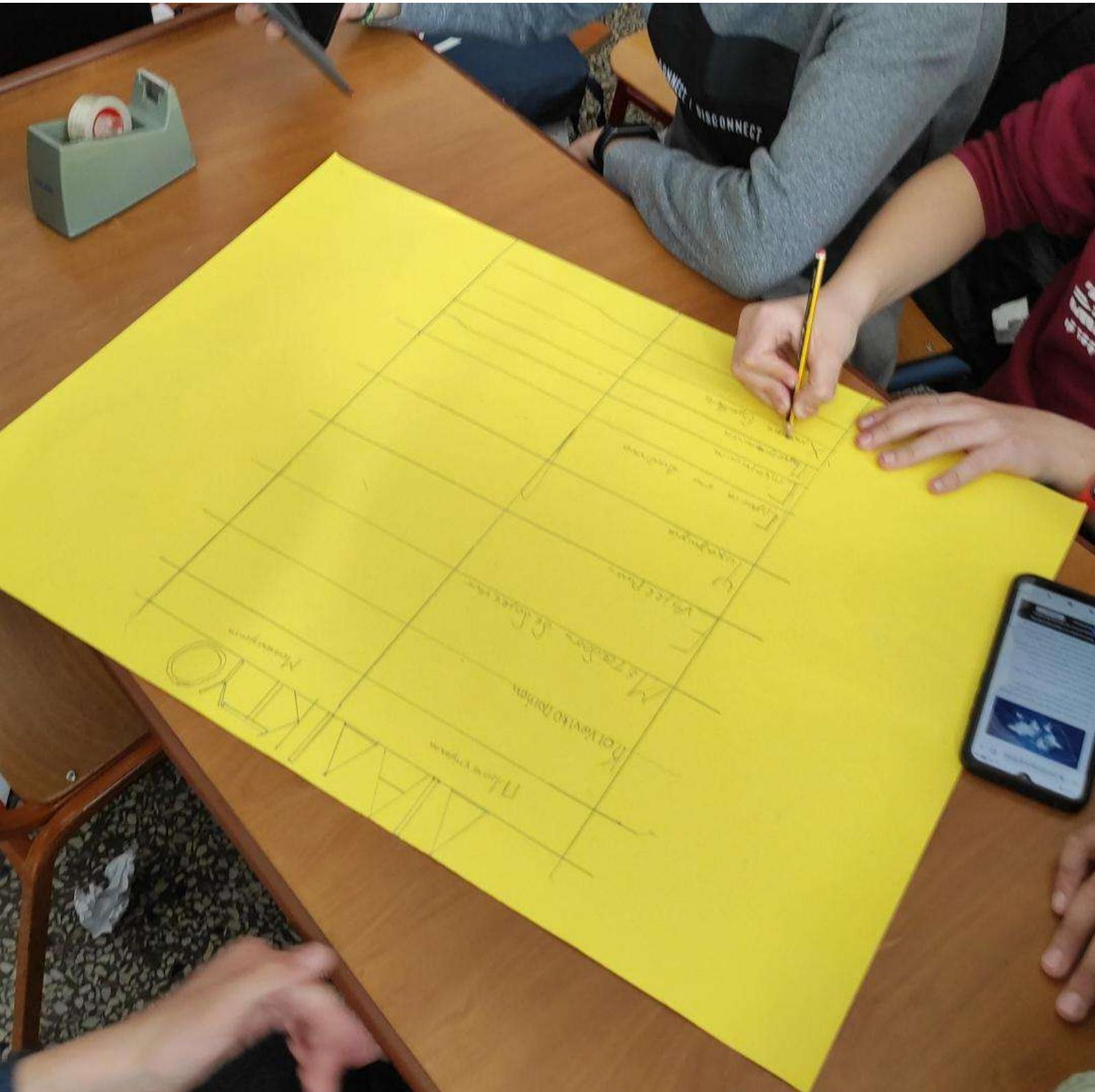
Disadvantages: gets angry with lies

Bio: likes burgers, like goes sightseeing, He is creative

Origin= UK, London

Also likes: Arts and Crafts





ΠΡΟΒΛΗΜΑΤΑ

- ψυχική επιβίωση
- διαδίδουν ψευτικές πληροφορίες (fake news)
- αλληλεπίδραση
- αντικοινωνικότητα
- ατύπια
- ανικανότητα (καθιστική ζωή)
- κλειστός ψυχικών διαταραχών
- έρεση και κληρονομική ταυτότητα

ΛΥΣΕΙΣ

- επικοινωνία
- άμεση επικοινωνία
- μαθησιακές ειδήσεις / νέα σε YouTube
- κοινωνικοποίηση
- διασημότητα μέσα
- λειτουργία ως πληροφοριοδότες
- προσφέρουν παρὰ (ψυχογενή μέσα)
- εμπνευστοί
- ανταλλαγή δεξιοτήτων
- αίσθηση

