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STEAME GOES HYBRID: Blueprint Guidelines and Policy Recommendations

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Implementation period: 1 May 2021 – 30 April 2023

Training program for selected STEAME subject teachers or others interested in the implementation of STEAME – HYBRID L&C Plans in the context of the STEAME GOES HYBRID project

Module Number and Area/ Topic: 8 - Experiences from using the 6 proposed L&C Plans with students, illustrating scenarios with pros and cons - “Steame n go”

Introduction and Broad Description of the Context and Goal of the area/ topic addressed:

The goal is to share the experience of implementing our hybrid project-based learning activity related to cyber-bullying.

In particular, the activity carried out in hybrid mode will be presented, highlighting the positive aspects and critical issues encountered.

A final examination will be devoted to the use of the IT platform.

Learning Outcomes: With the completion of this module the trainees will be able to:

1. deepen the potential related to the use of teaching / learning methods in a hybrid environment
2. examine the critical aspects related to the use of the hybrid modality in terms of teaching and learning.
3. receive feedback on the pros and cons that emerged regarding the use of the IT platform

Content and Resources (providing information on the various constituents/ dimensions of the topic under consideration):

Our PBL hybrid activity is related to the participation of our school in a hackathon organized by the Lombardy Region to prevent and combat cyberbullying.

This event called “U(n)perfect Hack” had three phases:

phase 1) online training

phase 2) preparation for the challenge

phase 3) final challenge between schools

For the purpose of our PBL hybrid activity, we focus in particular on the first two phases that involved the entire class group, since the final phase involved only two selected students.

The first phase of online training consisted of attending three webinars in synchronous and asynchronous mode. The three webinars (one of which was in English) covered the definition of cyberbullying, the identity of the cyberbully, the framework between law and psychology and aspects such as body shaming, sexting, ghosting, catfishing.

The second phase involved administering a questionnaire to students throughout the school and making a short film about the phenomenon of cyberbullying.

The class that took part to the PBL hibryd activity was “3I”, made up of 19 students (14 males and 5 females). We chose this class both because of the age of the students (around 16) and the field of study related to Information Technology.

Methodology and approaches for the module training presentation:

Presentation of a powerpoint document aimed at circulating the results of our experience among the trainees and at stimulating the discussion among the participants

Instruments/ Tools/ Supporting Material/ Resources to be used:

- Module 8_STEAME & GO.pptx
- ITCElsaMorante_WhatIf.mp4

Pedagogical/Learning Sequencing and Activities Plan:

Introductory activities (creation of interest, reference to real value issues, relation to background experiences etc)

Activity Number and broad Description:	
Development	Presentation of a powerpoint document
Materials	Ppt.presentation ; video
Resources	Pc, Interactive blackboard
Estimated Time	20 min
Environment/Room Setting	Ordinary layout
Trainees’ role	Listeners

Development activities

Activity Number and broad Description:	
Development	Suggestions and discussion
Materials	--
Resources	--
Estimated Time	5 min
Environment/Room Setting	Ordinary layout
Trainees' role	active participation through the proposition of questions and observations

Evaluation of Learning Outcomes

Activity Number and broad Description:	
Development	Listening to feedback
Materials	--
Resources	--
Estimate Time	5 min
Environment/Room Setting	Ordinary layout
Trainees' role	feedback providers

Reflection and Closure activity: reflection on the feedback received and on possible implementation activities