



# CRISS @ 4<sup>th</sup> Primary School of Farsala

*One month, one scenario, a unique experience!*

Evangelia Spanou ICT teacher



# 4<sup>th</sup> Primary School of Farsala



[blogs.sch.gr/4dimfarlar](https://blogs.sch.gr/4dimfarlar)

250  
students

14 classes

25  
teachers

# 4<sup>th</sup> Primary School of Farsala

## Teachers Involved

- **Six (6)** teachers were involved to CRISS MOOC.
- **Two (2)** of them were involved teaching CRISS Scenarios to students.
  - ***Evangelia Spanou ICT Teacher***, 16 years of experience in primary and secondary education.
  - ***Ioannis Ntaragiannis***, Teacher, 20 years of experience in primary education.
- **Four (4)** teachers were not able to participate to the implementation of the scenarios, due to the increased workload with their classes.

# 4<sup>th</sup> Primary School of Farsala

## Students Involved

- To CRISS project participated the 5<sup>th</sup> grade students.
- In our school the 5<sup>th</sup> grade students are separated in two classes E1 and E2.
- The number of students involved to the project, was: **24**
  - E1 class: 12/19 *students*
  - E2 class: 12/18 *students*



# 4<sup>th</sup> Primary School of Farsala

## Why not all students Involved?

- Our school is multicultural. 50% of students population is Roma.
- Roma families travel a lot during spring season, so student's parents were not present to sign the consent form.
- *Although these students were not officially in the program, they attended the entire scenario and participated to the assignments without uploading files to CRISS platform.*

# 4<sup>th</sup> Primary School of Farsala

## Project Duration



At our school,

- **CRISS program lasted one month.**
- **Students achieved to complete one scenario.**

# Timeline of CRISS Project

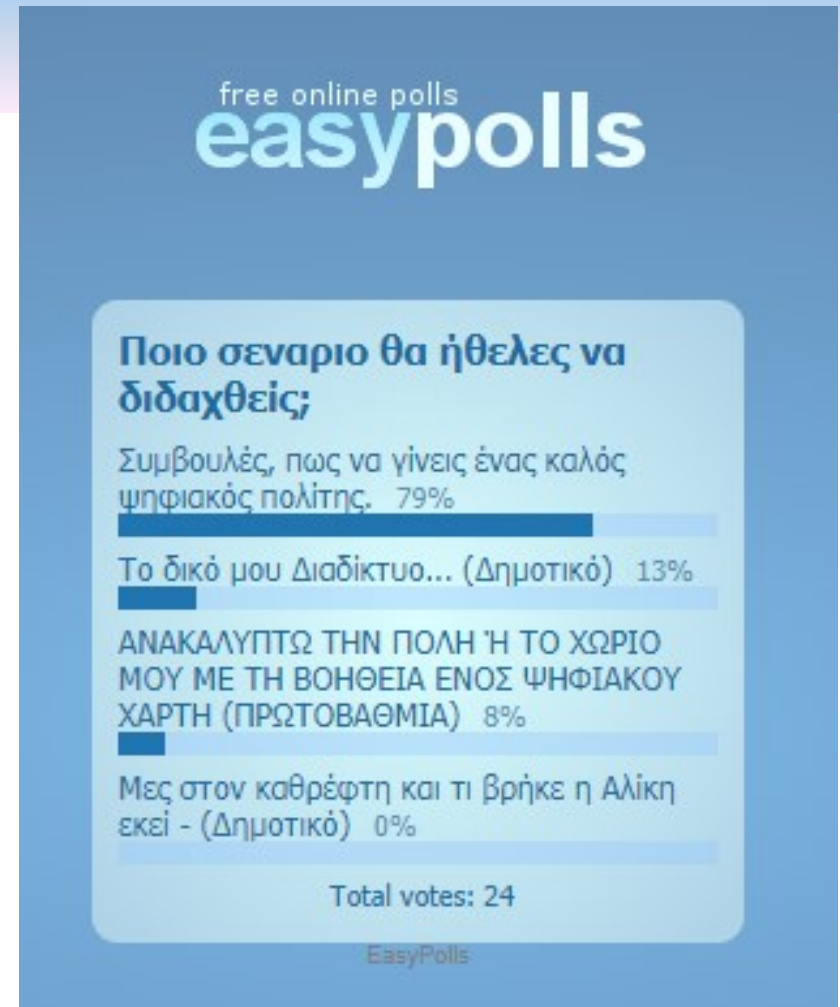
- **26/3/2019:** We were informed about CRISS Project.
- **27/3/2019:** The teachers' association met to **approve participation** to CRISS program.
- **1/4/2019:** **School registration and confirmation.**
- **2/4/2019:** **Teacher registration to the MOOC.**

# Timeline of CRISS Project

- 3/4/2019: Students and parents briefing about the *Scenarios*, the *Requirements* and the *Learning Objectives* of the project.
- 12/4/2019: Validation of student entries.
- 15/5/2019 – 14/6/2019: Scenario elaboration.

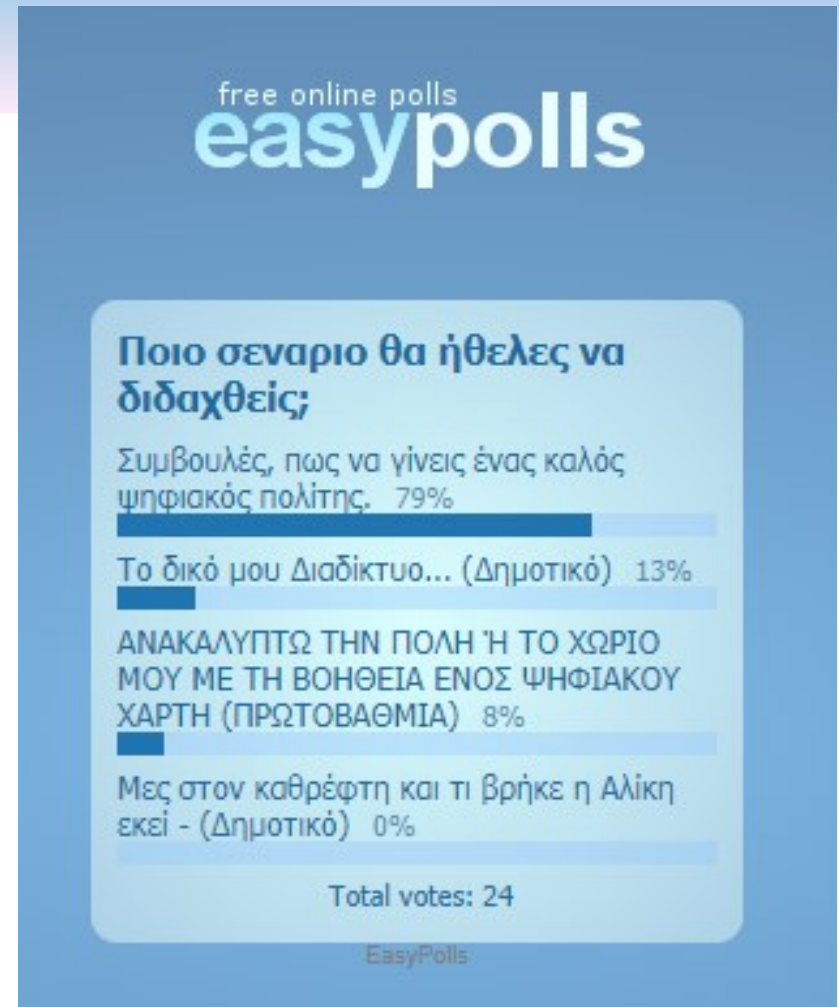
# Scenario Selection

- In order to decide which scenario to implement, students created an on-line poll, using web 2.0 tool, «easypolls».



# Scenario Selection

- Pupils voted the 4 scenarios for primary education, and decided to implement,
- **«Tips to become a responsible digital citizen!»**



# Why «tips to become a responsible digital citizen»?

- Seemed familiar to them.
- Wanted to learn more about digital citizenship.
- Could improve their computing/digital skills.
- They could finish the scenario in **one month**.

# Why we implemented only one scenario?

- Pupils managed to implement only one scenario because time was limited.
- We considered **pedagogically correct** to implement the Tasks and Activities of **one scenario**, *in order students to, embed the scenario processes, acquire skills and finally gain knowledge.*

# What students **think** of **CRISS**



## CRISS Scenario

*“Tips to become a responsible digital citizen”*

# Scenario Structure

- The structure of the scenario (*tasks and activities*) was designed in such a way that **facilitated** pupils to understand every module and carry out the activities.



# Project Method

- The project method facilitated:
  - the teaching process
  - the learning process (pupils)



# Multimedia & External Resources

Multimedia material  
(videos)

External applications

Articles

Photos

Searching and filtering  
information on WWW

- **Stimulated** pupils **interest**.
- **Facilitated** learning.
- Promoted the **connection of scenario processes to reality**.
- Although some concepts were difficult (*for their age*), students **enjoyed** the **learning process**.

# Team Working in class – Advantages

## Students point of view!

- Students enjoyed the:
  - team work (2-3 *students per team*) .
  - Ideas exchange.
  - Collaboration.
  - Team decision making.



# Team Working in class – Advantages

## Students point of view!

- The continuous and two-way communication and good collaboration between teachers and students, resulted in making students feel confident about :
  - the progress of the activities,
  - their own progress.

# What students learned! **CRISS**



## CRISS Scenario

*“Tips to become a responsible digital citizen”*

## Learning Benefits

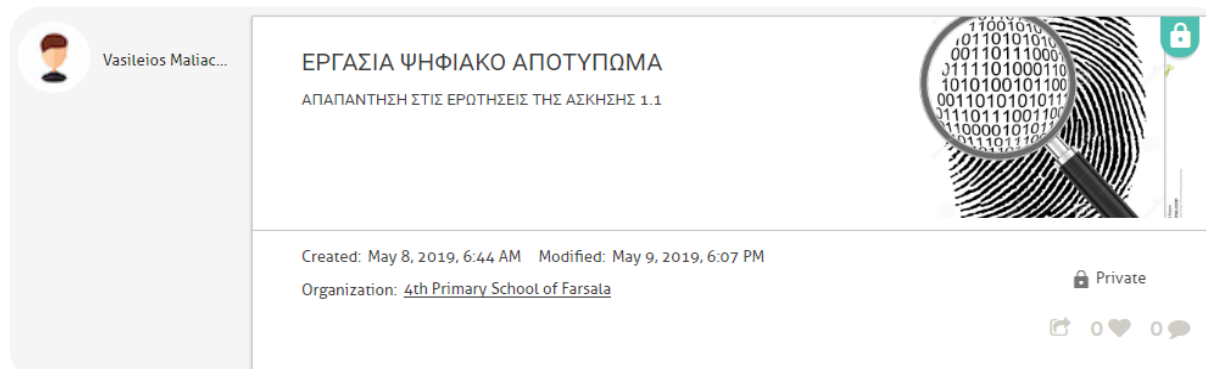
# Digital footprint

What

- is digital footprint?
- is digital identity?

How

- is created?
- to protect?



The screenshot shows a digital assignment page. On the left is a profile card for 'Vasileios Maliac...' with a circular profile picture. The main content area has a title 'ΕΡΓΑΣΙΑ ΨΗΦΙΑΚΟ ΑΠΟΤΥΠΩΜΑ' and a subtitle 'ΑΠΑΝΤΗΣΗ ΣΤΙΣ ΕΡΩΤΗΣΕΙΣ ΤΗΣ ΑΣΚΗΣΗΣ 1.1'. To the right of the text is a graphic of a fingerprint being scanned by a magnifying glass, with binary code (0s and 1s) floating around it. Below the text, it says 'Created: May 8, 2019, 6:44 AM' and 'Modified: May 9, 2019, 6:07 PM'. At the bottom, it lists the 'Organization: 4th Primary School of Farsala'. On the far right, there is a lock icon and the word 'Private', and at the bottom right, there are icons for sharing, liking, and commenting.

Vasileios Maliac...

ΕΡΓΑΣΙΑ ΨΗΦΙΑΚΟ ΑΠΟΤΥΠΩΜΑ

ΑΠΑΝΤΗΣΗ ΣΤΙΣ ΕΡΩΤΗΣΕΙΣ ΤΗΣ ΑΣΚΗΣΗΣ 1.1

Created: May 8, 2019, 6:44 AM Modified: May 9, 2019, 6:07 PM

Organization: [4th Primary School of Farsala](#)

Private

# Goals!

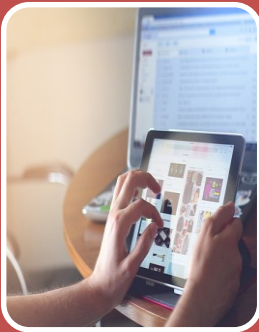
Managed Identity and digital footprint

Understood the **connection** between Digital identity and digital footprint

Developed, so planning information search match their needs.

Managed time, content, tasks and tools.

# How to protect?



## Electronic Devices

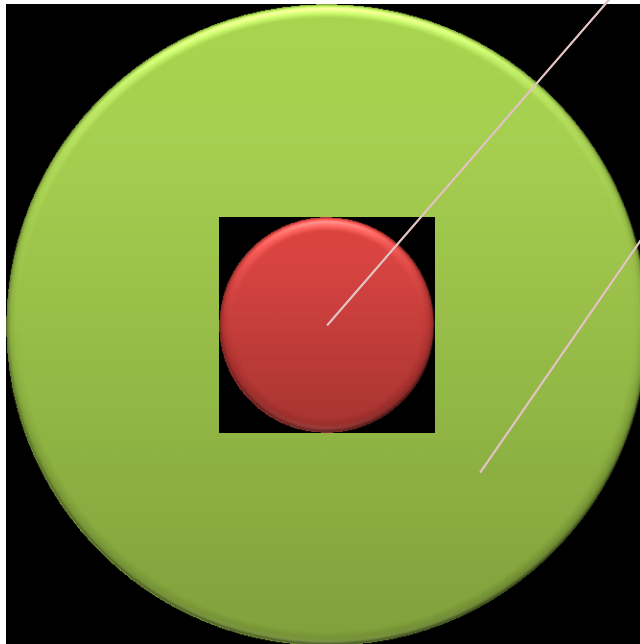
- Viruses/Trojans/Worms
- Antivirus / firewall
- Electricity Overload
- Battery Protection



## Students

- Digital identity
- Passwords

# Goals!



Pupils gain knowledge of the dangers in using Internet, which can affect devices and digital systems.

They used different strategies to keep the identity, devices and digital systems safe against external threats.

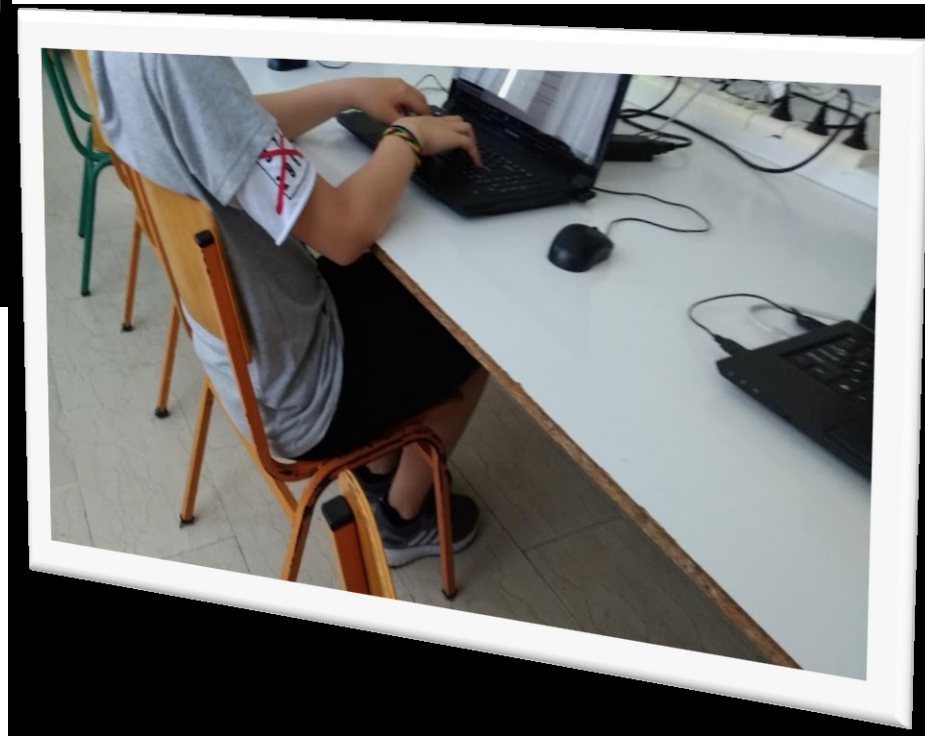
# Physical and psychological risks of the working environment!

- Physical risks
  - Ergonomics (Body position, eyes protection, headphones use)
- Psychological effects occurring from,
  - Time spent using computer/tablet/smartphones
  - Electronic Games and Social Media

# Body Posture



# Body Posture



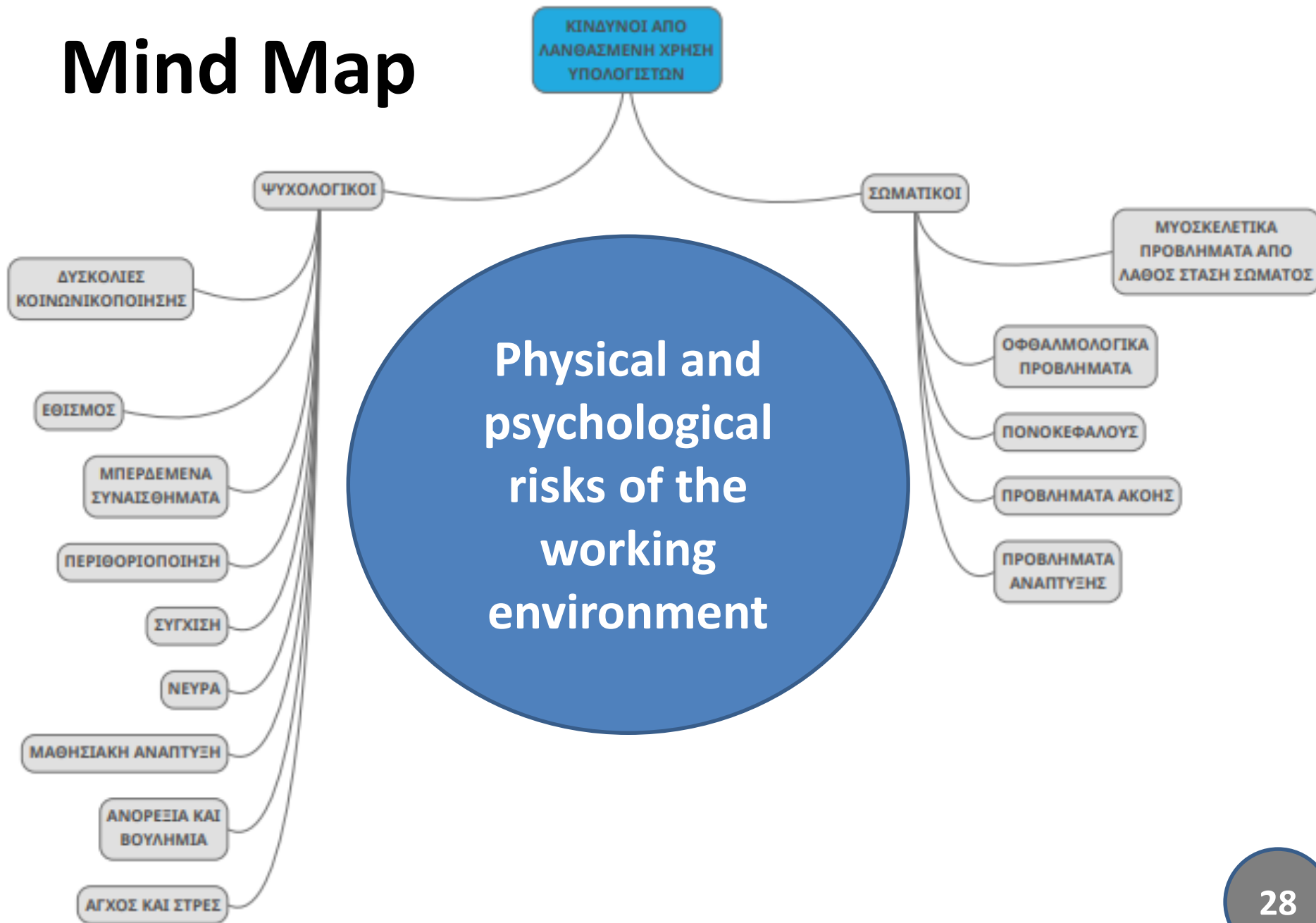
# Psychological risks of the working environment!

Students made a research, and realized that “kids spending many hours weekly using a computer” could have:

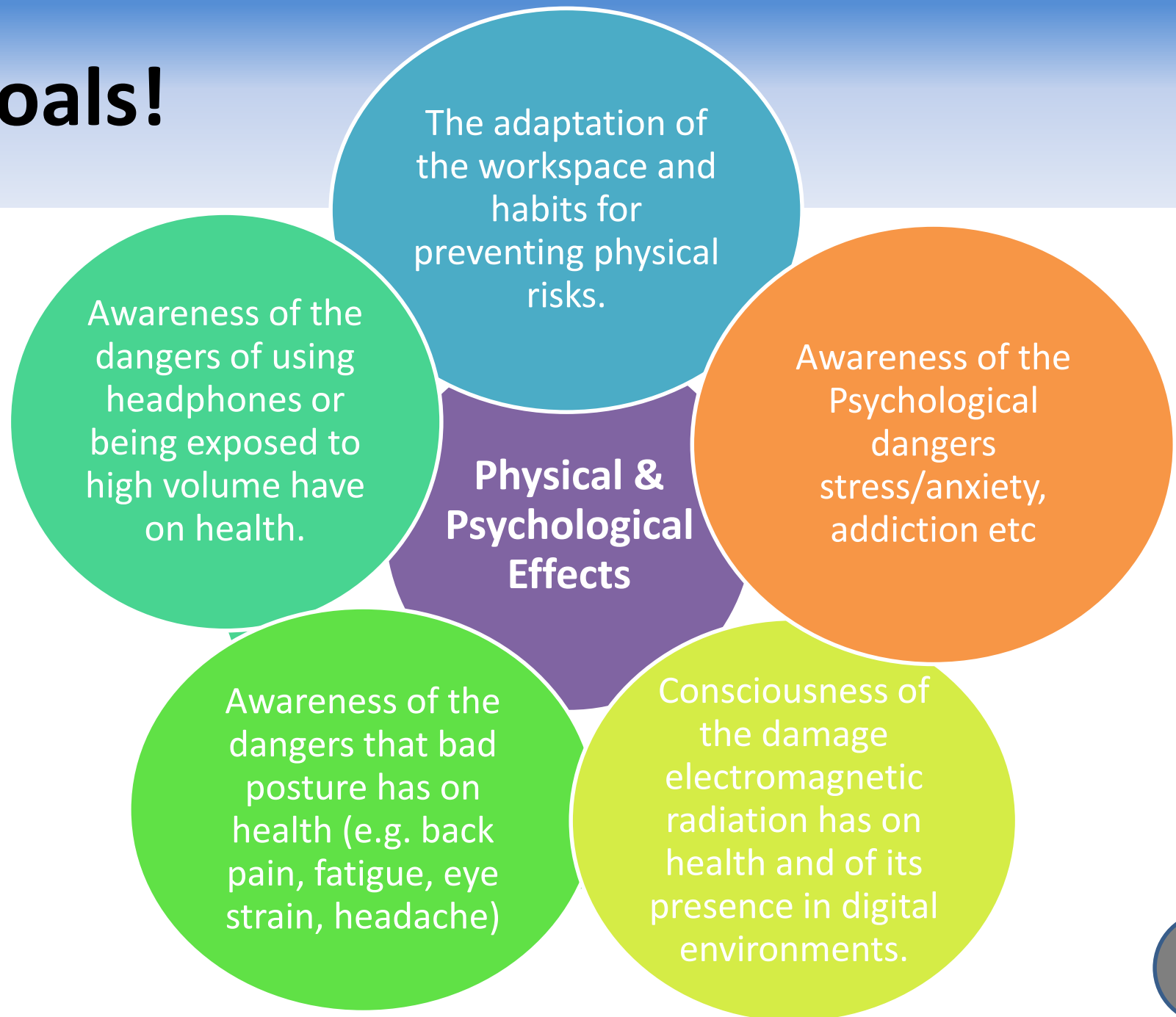
- Socialization difficulties
- Confusion
- Stress/Anxiety
- Distraction
- Addiction



# Mind Map



# Goals!



# Personal Learning Environment

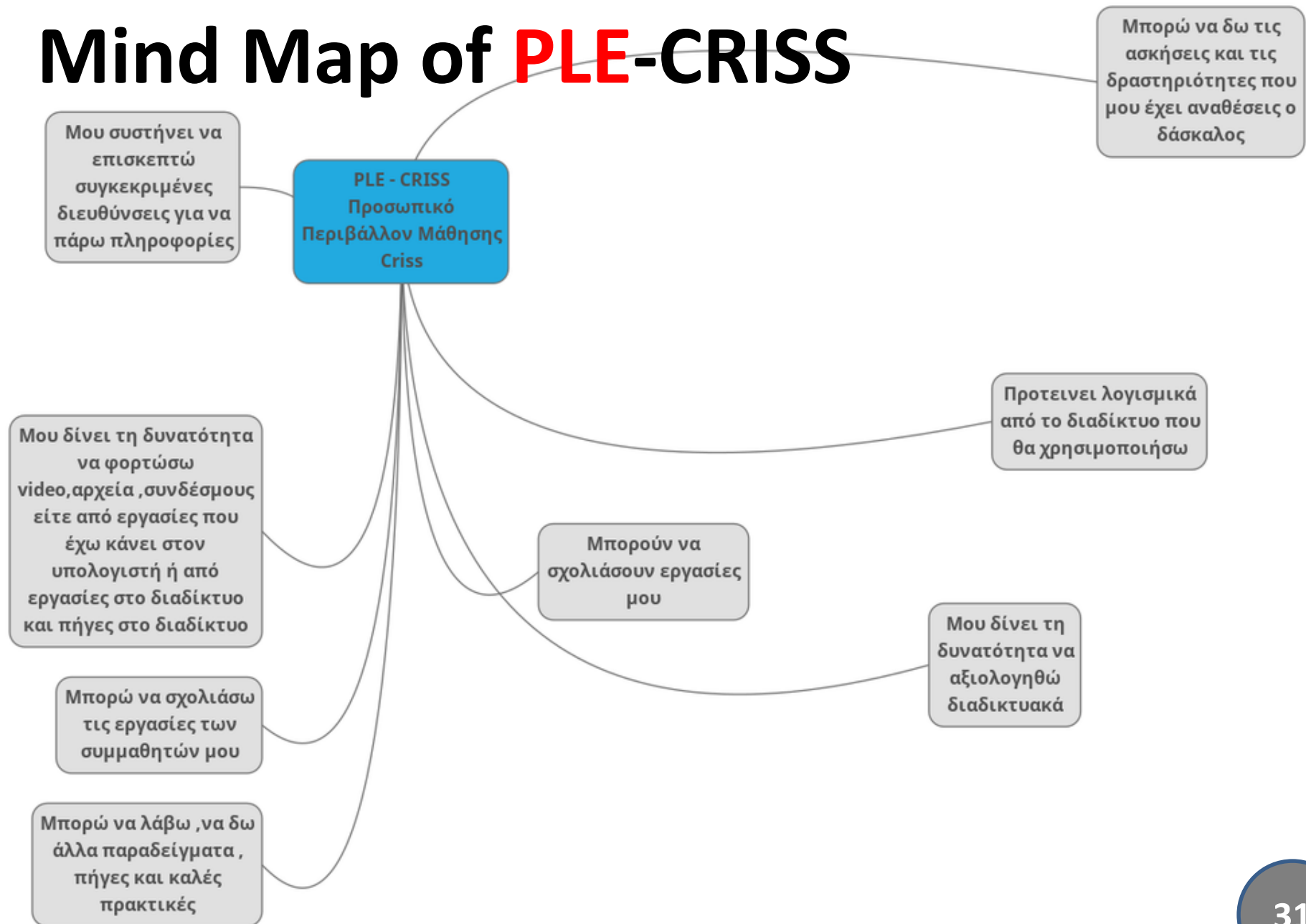
Consists of

- Tools
- People
- Communities
- Services
- Privacy policy (cookies)

Where

- A student can learn from other students with the same interests!

# Mind Map of **PLE**-CRISS

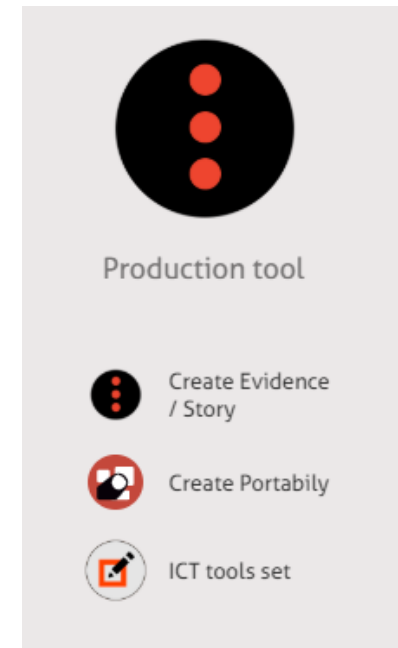
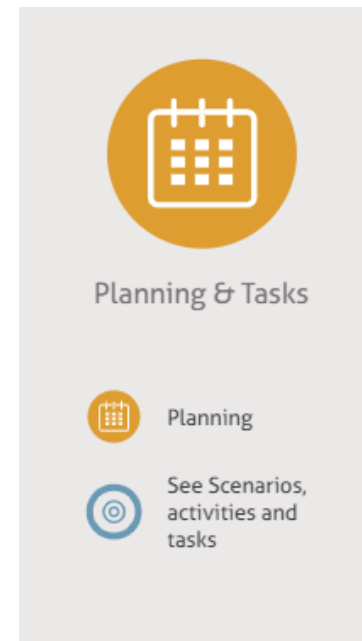


# The advantages of PLE CRISS

## Students point of view!



- Easy to explore tasks and activities assigned by the teacher.
- Recommends sites, addresses and software to practice and retrieve information about activities.
- Gives the ability to upload files, videos, links used in activities.

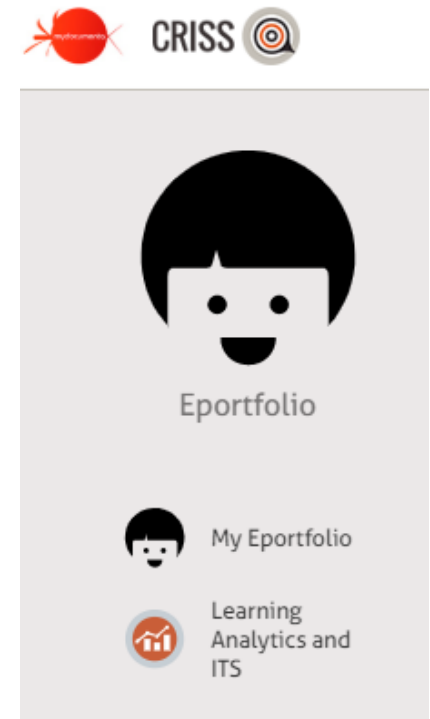
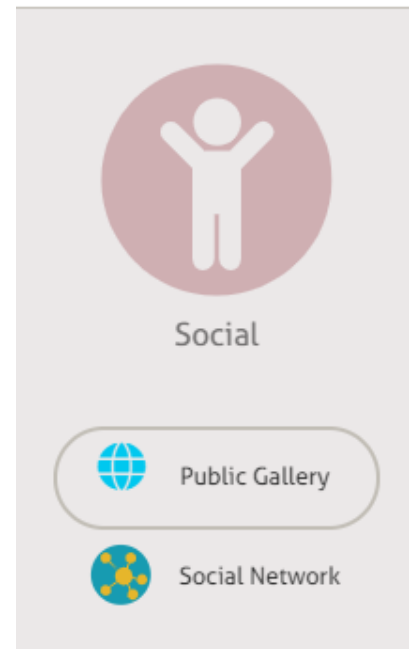


# The advantages of PLE CRISS

## Students point of view!



- Easy to customize posts and comments.
- Provides a secure working environment.
- Teachers can comment and evaluate pupils activities.
- Using Public Gallery pupils had the opportunity to learn more, study examples, ideas and good practices.



# Goals!

Management of the verification of the privacy policies.

Guarding against identity theft and scams that try to access private information online.

Knowledge of the dangers in using Internet, which can affect devices and digital systems.

Use of strategies to keep devices and digital systems safe against external threats.

Flexibility and integration of one's own system with the people who share learning

Efficient and coherent management of tools, devices and resources.

# Poster

## ΨΗΦΙΑΚΟ ΑΠΟΤΥΠΩΜΑ

Το ψηφιακό αποτύπωμα μας βοηθάει να γίνουμε ένας καλός ψηφιακός πολίτης. Για να προστατεύουμε τις συσκευές μας πρέπει να κατεβάσουμε αντιβιρικούς εφαρμογές.

Για να μην πάθουμε κάποιο κακό πρόβλημα στο σώμα μας πρέπει:

1 Η πλάτη, οι γοφοί και οι αγκώνες πρέπει να σχηματίζουν γωνία 90 μοιρών

2 Η καρέκλα πρέπει να είναι βολική και άνετη.

3 Η καρέκλα πρέπει να υποστηρίζει ολόκληρη την σπονδυλική στήλη.

4 Πρέπει να υπάρχει αρκετός χώρος κάτω από το γραφείο.

Σέβομαι τα  
Πνευματικά Δικαιώματα

σε φωτογραφίες τραγούδια και ταινίες

Όποτε έχω πρόβλημα  
ενημερώνω τους δικούς μου ή το δάσκαλο.

Χρησιμοποιώ με μέτρο τον υπολογιστή, το τάμπλετ και το κινητό τηλέφωνο.

Δεν μοιράζομαι:  
Προσωπικά δεδομένα  
Κωδικούς και συνθηματικά



# ΠΡΟΣΤΑΤΕΥΟΝΤΑΣ ΤΟ ΨΗΦΙΑΚΟ ΜΑΣ ΑΠΟΤΥΠΩΜΑ

Προσέχω πως κάθομαι μπροστά στον υπολογιστή.

Προστατεύομαι από τους ιούς.

Δεν κλέβω φωτογραφίες.

Δεν μοιράζω προσωπικές πληροφορίες.



Δεν μοιράζομαι κωδικούς από κάρτες!

Δεν δίνω:  
Κωδικούς  
email

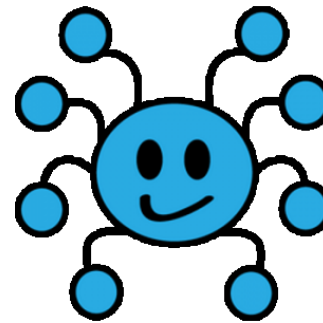
# What students **think** of **CRISS**

Software Learning Benefits

# Software Learning Benefits

## Students point of view!

- Learn and use Web 2.0 tools:
  - [Mindmup](#)
  - [Pixlr](#)
  - [Postermaker](#)
  - [Easy Polls](#)



Poster **Maker**



# Software Learning Benefits

## Students point of view!

- Practiced in:
  - Information Searching and filtering
  - Google mail
  - Google drive
  - Microsoft Office
    - Word
    - Excel
    - Powerpoint





## Students Progress Results

# Scenario Areas Covered According to CRISS

- Digital Citizenship (A1)
- Digital Communication and collaboration (A2)
- Search and manage digital information (A3)
- Digital content creation (A4)
- Digital problem solving (A5)

# Scenario: «Tips to become a responsible digital citizen!»

- **Scenario Completion Rates:**
  - 100% of class E1 completed the **whole scenario (5/5 tasks)**.
  - 100% of class E2 completed **2 of 5 tasks** *because they missed many lessons (pre-arranged educational excursions and events)*.

# Scenario: «Tips to become a responsible digital citizen!»

- The time needed for the scenario was 8 hours, according to the instructions.
- The time actually spent for the scenario was 12 hours (3 hours per week) because students completed all the tasks and assignments at school, *either because they did not have a computer at home, or because they did not have enough time after school.*

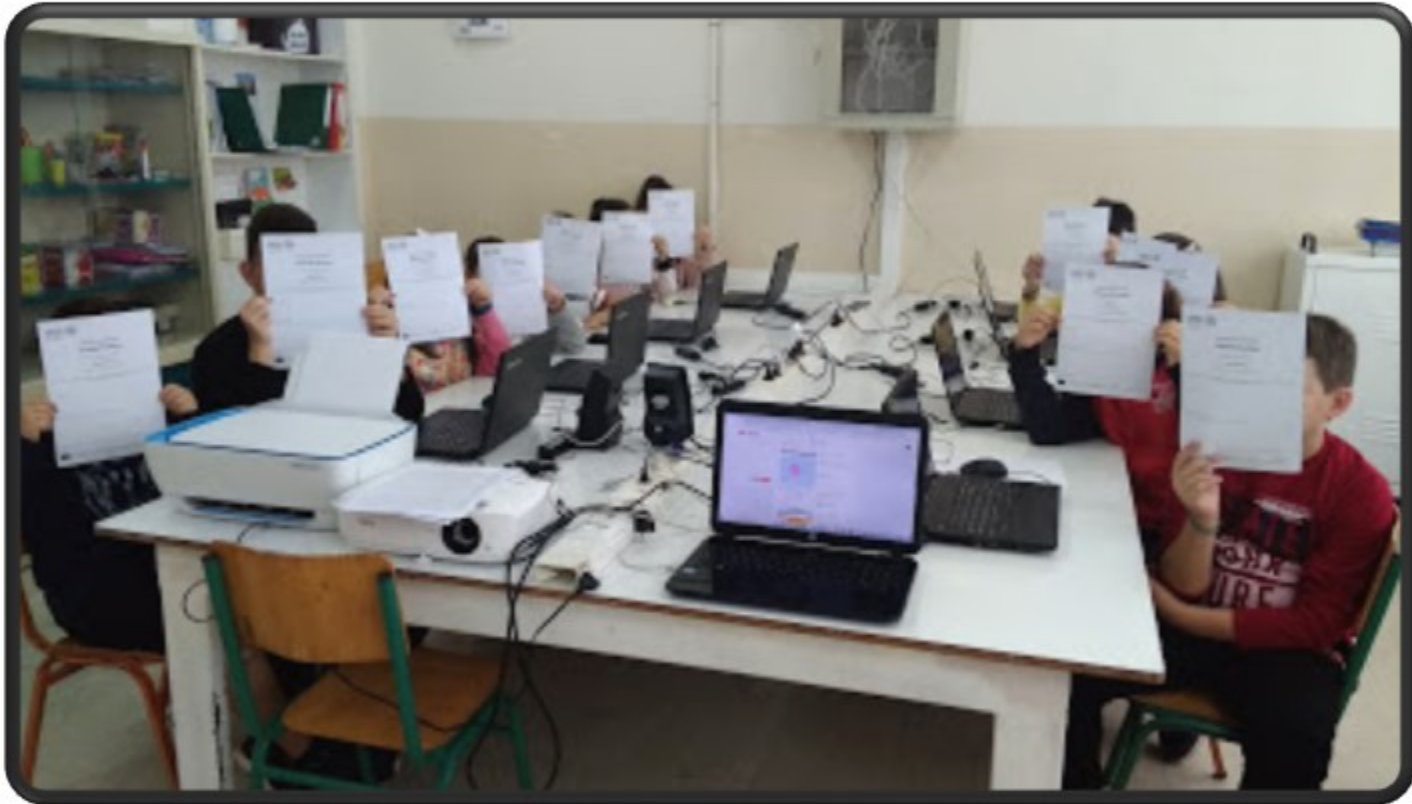


## Lessons Learnt & Recommendations

# Lessons Learnt: Students point of view!

- Practicing with CRISS environment and Scenarios students:
  - improved their digital skills,
  - gained new knowledge and experiences,
  - were taught in a different learning environment,
  - became more creative,
  - used software tools they already knew and learned new ones,
  - collaborated,
  - they got a progress report of Digital Competence.
- Students had no homework.
- Students would like to participate to a program like CRISS again.

# CRISS Progress Reports Class E1



European  
Commission

Horizon 2020  
European Union funding  
for Research & Innovation

# CRISS Progress Reports Class E2



European  
Commission

Horizon 2020  
European Union funding  
for Research & Innovation

# Lessons Learnt: Teachers point of view!

- With CRISS MOOC teachers were trained on-line to the use of CRISS environment and scenarios.
- Teaching in CRISS learning environment has increased the digital competence of the teachers.
- The well-structured scenario and the link to the activities helped to complete the scenario on time.
- There was a workload but no work overload. When we implement innovative pilot programs, it takes more effort than usual.

# Recommendations: Teachers point of view!

- Teachers should be able to **create and customize their own scenarios in CRISS learning environment.**
- A **pre-evaluation process** of the stories/activities should be created in-order to give pupils the opportunity to correct their stories or add sources.
- **School equipment should be improved** in-order to apply CRISS scenarios in every class.
- **CRISS training and seminars** should be **mandatory** to all teachers involved.

# Lessons Learnt: Parents point of view!

- It is important to mention **the role of parents** in implementing **innovative** programs in primary education.
- Parents focused on the:
  - innovation working environment & processes,
  - knowledge and skills their children could gain,
  - enthusiasm of their children during the implementation of the activities,
  - fact that children had no homework to do!
- so they supported children and teachers throughout the program.

# Special Thanks to

- **CRISS Team**, for giving us the opportunity to participate to the project.
- **5<sup>th</sup> grade students** for the hard work they did in such a short time.
- **Parents** for their support throughout the project.
- **Mr. Ioannis Ntaragiannis, teacher**, for the collaboration.
- **Mr. John Tzortzakis, RDE facilitator of CRISS**, for his assistance during the implementation of the project.

# ***Thank you!***



***4<sup>th</sup> Primary School of Farsala  
2018-2019***