ENhANCE – Teacher Training

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Your name	Agoritsa
Title of the activity	**Safe Internet use**
Alignment of learning outcomes, evaluation criteria and methods	LO: Registered Nurses with Specialization in Mental Health and Community Registered Nurses with internet experience Simulation: the group is divided into two: educators and students. The educators have to teach ways to use the Internet safely; in the second round, the teachers become students. The "students" of the first round can pay attention to mistakes the "educators" did, and vice-versa for the second round.
Context Population Contents	- Community nurses teach safe internet use - Registered nurses in primary health care with bachelor degree - Data protection - Proper use of Internet Health Applications - Methods of Data protection (antivirus settings, safety locks) - Mental disorders due to Internet addiction (eg psychiatric symptoms, aggressive behaviours, antisocial behaviours) - Internet addiction - Dangers on the internet (eg Grooming - Cyber bullying - Online games - Online gambling – Cyber financial crimes) - Parental control
Collaborative technique	Peer review
Phase 1	- Task: Participants have to prepare a text (500 words) about Internet, presenting their knowledge about web and the way they use it in their works. Participants will be divided into two groups. First team will write and present (in Word and PowerPoint correspondingly) the advantages of the internet while the other team it's risks. - Time: Participants will be given 7 days to complete their task - Team: Two teams with specific content assigned to prepare one artefact - Technology: text editor for documents-Microsoft Word Document, presentation editor-Microsoft PowerPoint Presentation, Clip Arts, Video-conference-Skype (for mutual presentation from the teams)
Phase 2	- Task: Written feedback and teachers notices - Time: Every two weeks - Team: Team level feedback - Technology: Written text at forum.
Phase 3	- Task: each team will present their text. First team will present the advantages of internet and the other team will comment those finding and how internet useage would be more beneficial. Second team will present internet risks and the other team will comment how these risks will be limited.

Self-regulated learning	How do you use internet? Express your internet experiences What participants know about safe internet use? Do you use internet at your work? Do you use social media? What do you know about telehealth care? Self-diagnosis survey to set the goals, so that students can then self-evaluate themselves. Create collective knowledge and contribute back to the network and connect (Meta-reflection Forum for example) Learning Journals (or Diaries) usage to motivate students to plan, monitor and reflect on their learning process.
Gamification	- Level up courses, by gaining points and badges when students complete a learning activity. - Visualize the leader board to display student ranking to promote motivation in students. - Nurse Sally's 4Cs to represent collectively the students' achievements regarding the 4Cs.