

iSafetyApp: Teaching Students Internet Safety Through an Artificial Intelligence Mobile Application

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Improvements for

IO1 State of the Art on Serious Gaming & Internet Safety Skills

A.1 Research on serious gaming

A.2 Research on training in International Safety Skills

Country: Greece

Project partner: Innovation Frontiers



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1. Curriculum analysis of the national curricula in terms of Internet Safety

In Greek schools there are no curricula in the strict sense of the term. However, most Greek schools cooperate with several institutions that can provide appropriate training for students and teachers, under the auspices of the Ministry of Education. For example, the Greek Safer Internet Centre (saferInternet4kids.gr), in cooperation with the Ministry of Education, provides information, assistance and support to Greek schools, students and teachers on the safe use of the Internet. Initially, it provides courses for 8-11 year olds and 11-14 year olds. These courses are designed to cover a wide range of internet risks, such as phishing, cyberbullying, etc. The lessons provide detailed instructions and timelines for teachers to provide comprehensive information to enable them to educate pupils to be able to distinguish and protect themselves from the risks of the internet. It is worth noting that a proposal has been made by individual computer science teachers to teach internet safety in Greek schools as a stand-alone subject. In detail, this course will include the following modules: Safe navigation (4 hours of teaching), privacy and security (4 hours of teaching), communication and contacts (4 hours of teaching), cyber bullying (4 hours of teaching), digital footprint and publication of personal data (4 hours of teaching), personal image and identity (4 hours of instruction), evaluation of information sources (4 hours of instruction), copying and copyright (4 hours of instruction), creation of material for the Internet (4 hours of instruction). Of course, these modules can be modified according to the needs and requirements of the students.



Το «phishing» πραγματοποιείται συνήθως με τη αποστολή μαζικών spam e-mails, τα οποία υποτίθεται ότι αποστέλλονται από κάποια υπαρκτή και νόμιμη εταιρεία (τράπεζα, ηλεκτρονικό κατάστημα, υπηρεσία ηλεκτρονικών πληρωμών κ.λπ.), σε μία προσπάθεια να παραπλανήσει τον παραλήπτη και να του αποσπάσει απόρρητα προσωπικά και οικονομικά δεδομένα.

- Να είστε καχύποπτοι όταν σας ζητούν μέσω μεμονωμένων e-mail προσωπικές πληροφορίες.
- Μη συμπληρώνετε φόρμες με τα προσωπικά σας στοιχεία όταν σας αποστέλλονται από άγνωστες διευθύνσεις ηλεκτρονικών ταχυδρομείων.
- Πληκτρολογήστε στον browser τη διεύθυνση της ιστοσελίδας και μη μπαίνετε σε αυτή μέσω υπερσυνδέσμων (links).



2. Research on structural mathematical didactics in Europe

It is generally accepted that mathematics is one of the most important areas in a person's life and therefore it is important that special attention is given to its teaching from primary to higher education. In Greece, the current curriculum in secondary school mathematics has as its primary objective to make students recognise that the field of mathematics has many dimensions, for example the social dimension, and that it is not just numbers. Also, the current curriculum tries to teach students how to formulate and solve mathematical problems. This according to mathematical scientists can be ensured through 4 processes: Of mathematical reasoning and argumentation, of making connections/links, of communication through the use of tools, with natural language being the main one, but also symbols, different forms of representation and the tools of technology. At this [link](#) you can find detailed curricula which are applied in the country's secondary schools. Proceeding with the research one can find that there are views of mathematicians who argue that the learning of mathematics has as its main objective the combination of theoretical thinking with practice and is divided into systems and subsystems. As mentioned above, mathematics has many dimensions - domains, in addition to its purely numerical dimension. More specifically, the domains that mathematics touches are Cognitive, Psychomotor, Affective, Social. Moreover, as is natural, the mathematics taught in Greek high schools is of a fairly high level and the way it is taught requires the active participation of students, solving more complex mathematical problems in class individually or in groups. A typical high school curriculum involves courses in statistics, probability and graph analysis.

3. Conclusions and recommendations

As a general conclusion we could say that in recent years the issue of internet safety has been at the forefront of the minds of the state, citizens and students. Everyone recognises the importance of safe navigation on the Internet, as it is a vast space with many dangers lurking behind a screen. For this reason, actions, workshops and curricula are being rapidly developed to equip students with the right tools. All one can say with certainty is that technology has entered our lives for good, and even more so in the lives of students, if we consider the two years of pandemic during which the daily use of the Internet was and is the new reality. However, in Greece, several steps still need to be taken to introduce independent lessons on safe surfing on the internet into the daily school timetable, which is not the case so far.

Continuing, the Greek educational system places particular emphasis on the teaching of mathematics, as it is considered one of the most basic subjects at all levels of education. Most of the information used for this research shows that Greek students and teachers attach great importance to the teaching of mathematics and thus teachers try to update and develop their curricula. Also, it should be mentioned that there is not much information available on the teaching of mathematics in technical schools, as the logic is the same, i.e. that no matter what grade or type of school the student is in, the way of teaching mathematics is the same. The goal of the teachers and the system in general is the same, that is, through mathematics students learn to be critical thinkers and to solve their problems using mathematics.

4. References

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