D4.5: Monitoring and evaluation of the co-creation, training, piloting and roll-out activities

Project acronym: KID_ACTIONS
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SUMMARY OF MODIFICATIONS

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0.1	15/11/2022	Federico Bonetti (FBK), Enrico Maria Piras (FBK)	First draft shared with partners
0.2	6/12/2022	Chiara Gullotta (AMN), Rita Marques (YEU), Gareth Cort (EUN)	Inputs and suggestions
0.3	15/12/2022	Alessia Torre (FBK), Sara Tonelli (FBK), Anna Benedetti (FBK-DPO), Cinzia Largher (PAT), Rita Marques (YEU), Gareth Cort (EUN), Marco Berti (External Ethics Adviser – Ewico), Serena Villata (External Evaluator - Université Côte d'Azur, CNRS, Inria, I3S)	Review from partners, internal and external legal experts, external evaluator
0.4	19/12/2022	Enrico Maria Piras, Federico Bonetti (FBK), Rita Marques (YEU)	Addressing the comments and integrating comments and suggestions
1.0	24/12/2022	Alessia Torre (FBK)	Final version and submission

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LIST OF ABBREVIATIONS

Abbreviation	Meaning
AMN	Amnesty International Italy
FBK	Fondazione Bruno Kessler
PAT	Provincia Autonoma di Trento
YEU	Youth for Exchange and Understanding

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EXECUTIVE SUMMARY

KID_ACTIONS addresses cyberbullying among children and adolescents through interactive education and gamification within formal and non-formal learning settings at the EU level. The project, which has been implemented for 24 months, has been committed to supporting teachers, educators, and youth workers in fostering effectiveness and efficiency in education about the risks and consequences of cyberbullying, raising awareness among young people about this topic, and encouraging reporting by victims and bystanders. The main outcomes of this project are the KID_ACTIONS Digital Education Platform and Educational Toolkits, which have been co-created by the project partners, together with young people and educators who have been involved in the project. These outcomes aim to raise awareness of and combat cyberbullying through prevention and response strategies, presented via a gamified approach.

The deliverable D4.5 - Monitoring and evaluation of the training and educational path is part of tasks 4.1, 4.2 and 4.3, pertaining to the co-creation, training, piloting and roll-out activities, whose goal is to involve the future users of the Digital Education Platform and Educational Toolkits in the realisation, training and evaluation of the tools. In detail, deliverable D4.5 presents the evaluation of the co-creation (Task 4.1, M6-M15), Train-the-Trainers (Task 4.2z, M16-M19) and piloting and roll-out activities (Task 4.3, M20-M23) conducted with educators and young people in the National pilot in Italy and in the European pilot in the youth centres of the YEU network. This deliverable is type R (i.e.: document, report), and it is a public document.

In this document, a description of the results of monitoring and evaluation of the piloting and roll-out activities are presented, as well as the activities' implementation by the educators involved in the project. The document focuses in particular on the results and impact of the piloting and roll-out activities on the participants from the point of view of participation, engagement, motivation and satisfaction. In the conclusions, some lessons learned are presented and guidelines are given to support institutions that will adopt KID_ACTIONS Digital Education Platform and Educational Toolkits once the project is completed.

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1. INTRODUCTION

The KID_ACTIONS project was designed based on the assumption that the involvement of the beneficiaries of its outputs was a precondition for its success. To this end, users and stakeholders were involved in the design, training and evaluation phases of the tools being implemented by the consortium partners. As far as the direct end-users of the Digital Education Platform and the Educational Toolkit are concerned, the project envisaged their involvement in three crucial phases.

The first took place during the detailed definition of the contents of both tools. The co-creation activities, carried out in the early stages of the project, allowed for the collection of suggestions for the realisation of tools close to the needs of youngsters and educators (for a detailed description see D4.1). The second moment of involvement was aimed at educators, who were enabled to learn how to use the tools they had helped to create. The Train-the-trainers phase (Task 4.2) aimed at making the educators independent in the management of the tools with the immediate purpose of making them participate with an active role in the piloting and roll-out phases but, more generally, foreshadowed the scenario after the end of the project when the educators will no longer be able to count on the support of the KID_ACTIONS consortium members (for a detailed description see D4.3). The KID_ACTIONS project foresaw the implementation of piloting and roll-out activities (Task 4.3) to experiment the KID_ACTIONS Digital Education Platform and the Educational Toolkits with the help of the trained educators and youth workers involved in previous Train-the-trainer activities supervised by the Consortium members: in the national pilot, in Italy, by FBK, AMN and PAT, and in the European pilot by YEU.

The piloting and roll-out activities of the KID_ACTIONS project were tailored to children and adolescents aged between 11 and 19 years old. The Italian pilot was carried out involving three schools that are part of the AMN network (Palazzolo, Molfetta, and Pescara) and five schools identified by the Autonomous Province of Trento. In total more than 500 people were involved in the testing, thus exceeding the foreseen KPI. The European pilot involved 409 young people in four schools and four youth centres of the YEU network, having involved 14 educators previously participating in the KID_ACTIONS training activities.

This document illustrates the results of the evaluation of the three phases described above. Such evaluation was carried out to ensure the monitoring of such activities, with the twofold aim to identify any issues that might have disrupted the development of the KID_ACTIONS project, as well as to collect feedback from end-users, the main beneficiaries of the Digital Education Platform and the Educational Toolkit. The document is structured as follows: we first describe the methods adopted to evaluate the activities (section 2) considering the distinction between formal and non-formal education which required different evaluation techniques. The three following sections will then present the evaluation of each of the three phases. Finally, the conclusions will provide some conclusive remarks and lessons learned to be considered for the scaling-up of the tools once the project has ended.

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2. METHODOLOGY

The methodology adopted to evaluate the three phases was tailored to the specific needs of each context and to the actual activities carried out in each of the settings. A preliminary consideration to be made, in fact, is that it was decided to involve each setting in the co-creation, training and testing of only a part of the Digital Education Platform and the Educational Toolkit. The tools are by their very nature rich, complex, and multifaceted, and it was thus decided to ask each end user to contribute to the development and testing of a part of them. Therefore, this led to adapting the methods both to the nature of the setting (formal/informal education) but also to the specifics of the activities. A detailed description of the methodology of the co-creation and train-the-trainer activities and the methodology adopted has been provided in D.2.5.

2.1. Co-creation

The co-creation was organised in two phases.

Phase A: the project consortium involved educational staff (formal and non-formal). The first session of this phase took place in Brussels (October 2021) with non-formal educators from the YEU Network. Later, (December 2021) a co-creation session was held in Trento with teachers from all Italy, held by AMN and PAT and supported by FBK.

Phase B: the methodology adopted in Italy and at the European level differed slightly. Italian partners held six face-to-face sessions between January and February 2022 in Trento, Brescia, Pescara and Bari. Due to the restrictions imposed by the COVID-19 the four co-creation sessions held in Phase B at the European level took place online, in February 2022. In both cases, consortium members elicited a qualitative response from participants.

2.2. Train-the-Trainers

Building on the feedback gathered during the co-creation phase, the consortium partners developed the Digital Education Platform and the Educational Toolkits. The train-the-trainers activity aimed to provide teachers, educators, and youth workers the knowledge and skills to use the tools to run the pilots. In both cases consortium members elicited a qualitative response from participants. In the sessions conducted in Italy, it was possible to administer a questionnaire to assess the perceived usefulness of the tools, the level of confidence in using the tool, the training received and the overall experience. In the European experiment, the methodology adopted was that of non-formal education, wherein the primary characteristic is a learner-centred and participatory approach.

2.3. Piloting and roll-out activities

The piloting and roll-out activities implemented in the framework of the KID_ACTIONS project had the purpose of enabling students to experiment with and validate the KID_ACTIONS Digital Education Platform and the Educational Toolkits. The activities in this phase of the project were tailored to secondary school students, as well as to children and adolescents of youth centres, who were involved in the National Pilot in Italy and in the European pilot in Belgium, Bulgaria, Greece Slovakia, Slovenia and Serbia.

The piloting activities in the European Pilot were implemented based on Non-Formal Education methodologies, using the KID_ACTIONS Digital Education Platform and Educational Toolkits, by the educators previously involved in the KID_ACTIONS train-the-trainer training courses, and supervised by YEU International. In the National Pilot in Italy, it was possible for the project partners AMN, PAT

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and FBK to be present in most of the activities, also providing technical support to the educators on the KID_ACTIONS Digital Education Platform and the project's digital tools. Similarly, the methodology adopted for the evaluation of the activities was also different between the two pilots. Specifically, in the European pilot, the educators resorted mainly to qualitative methods for evaluation, having been obtained during the debriefing sessions with the participants that took part in the pilot testing. On the contrary, in the National Pilot in Italy the educators implemented qualitative as well as quantitative methods for evaluation.

More specifically, in the Italian pilot activities it was possible to administer several questionnaires. In detail:

- a questionnaire to measure the levels of affective and cognitive empathy of students (Feeling and Thinking Scale, by Garton & Gringart, 2005);
- a questionnaire to measure the levels of intrinsic motivation of both students and educators (Intrinsic Motivation Inventory, Ryan & Deci 2000);
- an ad-hoc final evaluation questionnaire to evaluate both the perceived usefulness of the tools and the piloting activities;
- a questionnaire to measure the usability of the KAUM interface from the Digital Education Platform (the System Usability Scale, SUS, by John Brooke, 1995);
- a final open-ended session to allow participants to discuss their experience with the tools and the process.

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3. EVALUATION OF THE CO-CREATION ACTIVITIES

Phase A – Italy and Europe

At the European level a co-creation session was organised in Brussels by YEU on the 28th and the 29th of October 2021. The 15 educators and youth workers that participated in this session had extensive experience in non-formal education. They came from different European countries (Greece, Serbia, Belgium, Slovenia, and Portugal). The aim of the session was to support the adaptation of a sample of the activities from the KID_ACTIONS Educational Toolkits to a non-formal education environment. Furthermore, the participants discussed how to approach young people when tackling cyberbullying. Finally, they were invited to reflect on their needs to understand how they can be equipped with appropriate knowledge.

The co-creation session with Italian teachers was organised in Trento. A two-day session took place on November 30th and December 1st, 2021. The group consisted of 17 educators from several Italian regions (including Trentino Alto-Adige, Lombardia, Abruzzo and Puglia). The trainers who took lead in the session came from AMN team and were supported by PAT representatives, as well as by FBK researchers and developers in charge of developing the Digital Education Platform and EUN representatives (remotely) in charge of developing the Educational Toolkits. The session aimed to better identify the capacity of schools in dealing with the cyberbullying phenomena and the need for educators to teach on this topic. The participating educators provided feedback on some of the KID_ACTIONS educational tools available in their preliminary version.

Here is summarised feedback for each digital tool:

- Rocket.Chat feedback. **Pros**: this activity helps to work on empathy to the victims and/or perpetrators of cyberbullying and observe the situation from outside. **Cons**: more information on roles is necessary, such as text description cards explaining the roles that can be handed to the participants.
- Creender feedback. **Pros**: meeting the objective of the activity (to consider the importance of context to determine whether it is cyberbullying behaviour and to explore motivation behind it); Interesting and engaging introductory activity. **Cons**: need to test the tool first.
- High School Superhero. **Pros**: engaging and interesting starter activity; it is very good to ask young people to think about the advice they would give to someone who wants to tackle cyberbullying or someone who wants to help but not directly wants to face a bully; the game helps players how to understand and prevent cyberbullying and how language can have a positive or negative impact. **Cons**: the goal of the game is not fully clear or what the participants are supposed to do; more time is needed to successfully conduct this activity.

Phase B - Italy

In Italy, six co-creation sessions were organised. Three of these took place in the province of Trento (on the 13th, 17th, and 19th of January 2022), one session took place in the province of Brescia (24th and 25th of January 2022) one in Pescara (2nd of February 2022) and the final one in the province of Bari (21st and 22nd of February 2022). Three secondary schools of PAT in the sessions in Trento and three secondary schools of the AMN network in the sessions in Brescia, Pescara and Bari were involved in compliance with what was planned for Task 4.1. A short promotional video of the session in Trento was produced and shared on social media. The KID_ACTIONS consortium partners also raised awareness about the sessions on social media.

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The sessions in Italy focused on introducing the topic of cyberbullying and testing the digital tools that were developed for the KID_ACTIONS project. See D4.1 for detailed information on the participants, the leaders of the sessions and a detailed description of the activities performed. Here is a summary of the feedback received:

- Rocket.Chat feedback. **Pros**: identifying different roles is useful to understand cyberbullying dynamics and interactions; 'living the experience' to stimulate reflexivity and learn how to tackle an issue in real-life; stimulating empathy by 'putting the bully in the shoes of the victim'; roleplay simulations will increase students' awareness. **Cons**: it can increase vulnerabilities. Without a protected setting fragile people can get hurt; the process of identification of different roles in cyberbullying is difficult, it needs more context, preparation, and support; students are concerned that using a fun tool may divert attention away from a more serious issue such as cyberbullying.
- Creender feedback. **Pros**: the possibility to play anonymously; students appreciated the possibility to explain their reaction to the tool; it makes you aware of what you post on social media and reflect on the weight of words. **Cons**: the pictures are not provocative enough; people can give an insincere answer; it is not focused on real behaviour change, the consequences of cyberbullying are not displayed; it can stimulate provocative responses 'just for fun'; students may loosen their moral brakes when seeing photos of people they don't know.
- High School Superhero feedback. **Pros**: the game could empower students to feel stronger; the game looks visually attractive; it can stimulate reflexive learning and eventually lead to paying more attention to one's language; bullies get a better understanding of what it is like to be bullied; gameplay is rich. **Cons**: it is not what happens in real life, the tool should focus more on the in-game conversations; students can change the abusive language to something even more offensive; the avatar in the game could not enter the buildings; the insults should be more realistic; students have mixed feelings to use this tool as a preventative measure; bullies will not change their attitude and abusive behaviour because of this game.

Phase B - Europe

Phase B European co-creation sessions were organised by YEU with youth workers and young people from the YEU network. An online format (via Zoom) has been used instead of a face-to-face event, due to the COVID-19 pandemic restrictions and given the international character of the sessions. Two sessions took place on February 23rd, and another on February 24th, 2022. The final session was held on February 26th, 2022.

- Rocket.Chat feedback. **Pros**: users can switch between different roles so they can have a full understanding of the tool (as a bully and as a victim); young people will feel familiar with the tool as digital citizens, and would probably be more willing to share things online than acting out the scenario in presence; it is very easy to use; it feels relatable since we are nowadays more dependent on our phones; the tool can be adapted depending on different contexts; the interface is appealing. **Cons**: there is no context provided to the educators/youth workers to develop their own scenarios; with the presence of a third party, young people might feel too observed to act naturally; young people might not behave naturally in this tool, since they know it is a safe environment; the tool might not be appropriate for a younger age; conflicts starting on this tool might be transferred to other context, or even offline; it might be difficult for the younger people to disconnect from the exercise and separate their peers from the roles they played.

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- Creender feedback. **Pros**: straightforward, familiar and interesting in its use; great to easily determine the main problems in society and schools; it can easily be combined with Rocket.Chat to gather a lot of information; it could make young people reflect on their actions; Interesting for educators to gather information on their students. **Cons**: responses in this tool might not be genuine; bullying can be triggered by something external such as stereotypes, prejudices, prior experiences; it can rapidly become boring and repetitive for young people; there were doubts about its usefulness as a standalone tool; the name of the tool reminds participants of dating apps like Tinder and Grindr and this could be problematic; the endless set of pictures does not leave the user with a sense of 'mission accomplished'; The pictures should be more triggering.
- High School Superhero feedback. **Pros**: the tool is very engaging, especially for a younger target group; it is a very fun and inspiring game; it is great that the user can choose its own path; Very original and exciting to use to raise awareness of cyberbullying; More adequate for a younger audience to make them understand what is and is not appropriate to say to others and how they can change what the others are saying, as well as what they can say; Very instructive and educative tool and not boring for young kids; Very attractive game that is simple to use; The retro aspect of the game was appreciated; This tool was the favourite for most of the participants; This tool has an immediate educational value. **Cons**: the goal of the game is unclear; the language of the game might be too strong for a younger audience; the movements of the character were not smooth; there was some lag/delay/unresponsiveness.

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4. EVALUATION OF THE TRAIN-THE-TRAINER ACTIVITIES

The 'Train-the-Trainer' (TtT) activities were organised and implemented by AMN (WP4 and Task 4.3 Leader), together with FBK, PAT, YEU, EUN and involved teachers, educators, and youth workers. The activities covered the contents, methodologies and tools introduced by the Educational Toolkits (D4.2 at M15; T4.1) and by the preliminary KID_ACTIONS technological infrastructure (D3.1 at M7; T3.1-2). The main goal of these activities was to help the educational staff to inform, motivate and inspire young people through the KID_ACTIONS educational activities and tools. Specifically, these activities have been divided into 3 steps:

- **Step 1. 3 two-day "national" training courses** for teachers, educators and youth workers involved in the National Pilot in Italy, in Trento, Palazzolo sull'Oglio (Brescia) and Molfetta (Bari); this step involved Italian secondary schools of the Autonomous Province of Trento and of the Amnesty network;
- **Step 2. 3 two-day "regional" training courses** for teachers, educators and youth workers involved in the European Pilot in Belgium, Greece and Serbia; in this step participants were selected from youth centres of the YEU network in Belgium, Bulgaria, Cyprus, Estonia, Germany, Greece, Serbia, Slovakia, and Slovenia;
- **Step 3. 5 (online) webinars** to reach a wider European audience of educators/professionals with an interest to pilot and/or draw upon the Educational Toolkits and digital tools. Participants were selected from the EUN network of 34 European Ministries of Education.

The courses were organised by AMN, PAT, YEU and EUN, with the support of the ICT researchers from FBK (Participants: 202 people; about 15/12 participants per course for Steps 1-2; about 50 participants per webinar in the live version; and about 100 views of the video podcasts within Step 3).

For the evaluation of the national training, a Google form was used composed of 18 questions (see also D.2.5). This allowed us to measure how the training was evaluated in a uniform way and to export summary charts. Five questions are relevant to collect demographic information and generic data (school/institution, date, duration of the training, etc.); then 13 questions measured the training more qualitatively, by asking participants to report on a range from 1 to 5, how they rated different aspects of the activity. The results are available upon request to AMN.

The teachers declared that they had acquired more tools to understand (57.6% voted 4 on a scale from 1 to 5), help prevent cases of cyberbullying (66.7% voted 4) and react to them (60.6% voted 4). Additionally, on a scale from 1 to 5, almost all the teachers who participated in the TtT (81.8%) found it useful for them and other teachers as well. Some of the teachers reported that they would need additional training before introducing the activities in class (42.5%); the rest (57.5%) felt already confident enough to present them without further help.

Regarding the regional training, the results are summarised as follows. The participants appreciated and felt committed to the training course, both to the content and the methodologies. In particular, 75.6% reported they had more tools to educate boys and girls to prevent cyberbullying. As many as 71.1% of the participants thought that the training provided them with more tools to help young people to act in cyberbullying scenarios (see Figure 1).

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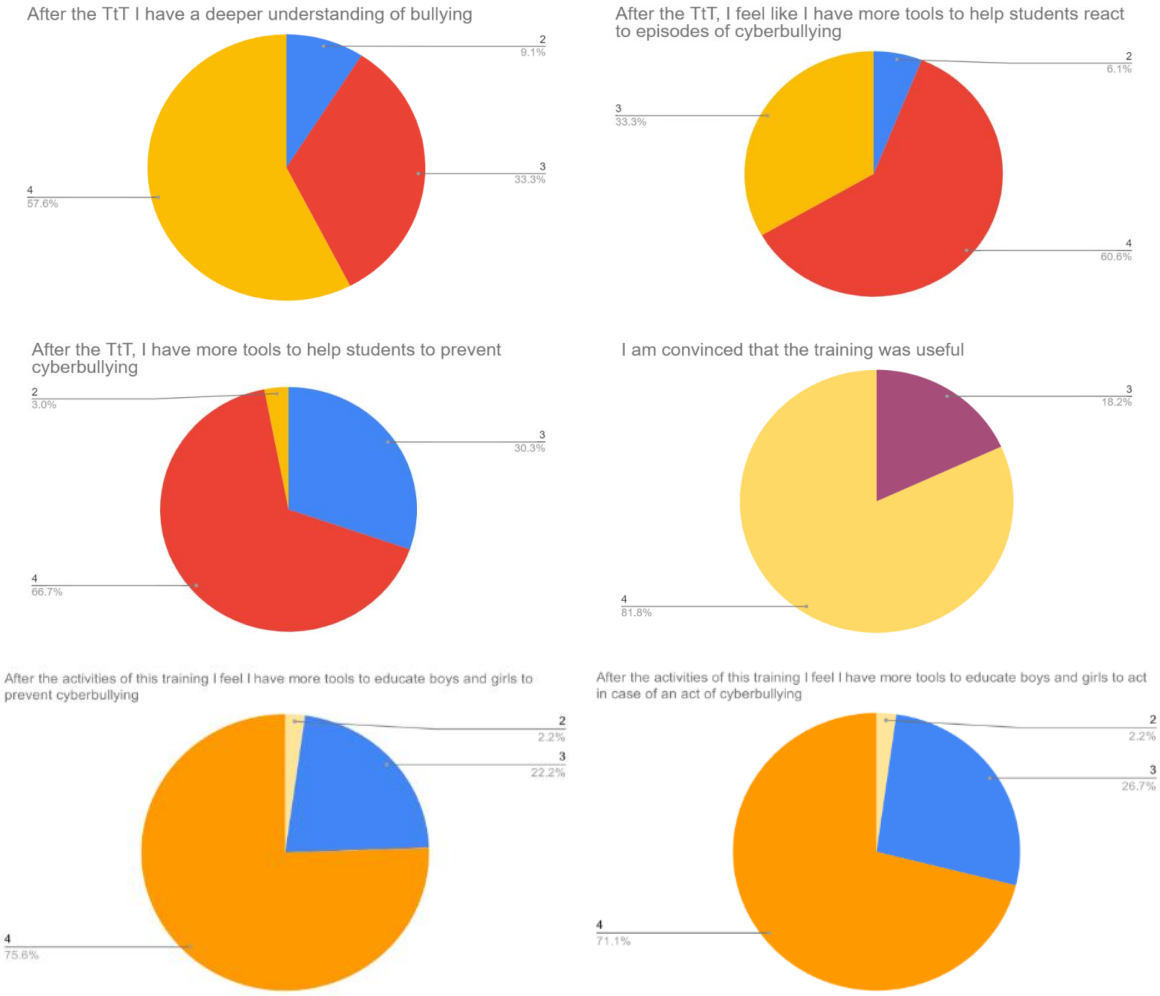

Figure 1. Main results from the evaluation questionnaire administered to trainers

5. EVALUATION OF THE PILOTING AND ROLL-OUT ACTIVITIES

5.1. Activities in Trento Region

The piloting activities in schools were conducted by a team composed of FBK researchers, a PAT representative, and the teachers of the classes involved in the experimentation. Schools in the region were selected by PAT, which is responsible for school organisation in the Autonomous Province of Trento, through a call for applications followed by a selection phase.

In the Trento region, piloting activities focused on the Digital Education Platform realised by FBK. The possibility of having access to the tools (tablet/pc) and the connection guaranteed by the schools guided this choice.

The piloting sessions took up all the lesson hours scheduled for the day (4 or 5) and were structured with a warm-up and presentation phase, followed by the presentation and experimentation of each individual tool (in sequence: Creender, High School Superhero, roleplaying simulation using Rocket Chat), then concluding with the evaluation phase through a questionnaire and group discussion. The sequence of the activities was dictated by the desire to first experience the tasks in which the emotional involvement was less heavy and then move on to those in which the demands of identification became more relevant.

51.1. Evaluation of the Digital Education Platform

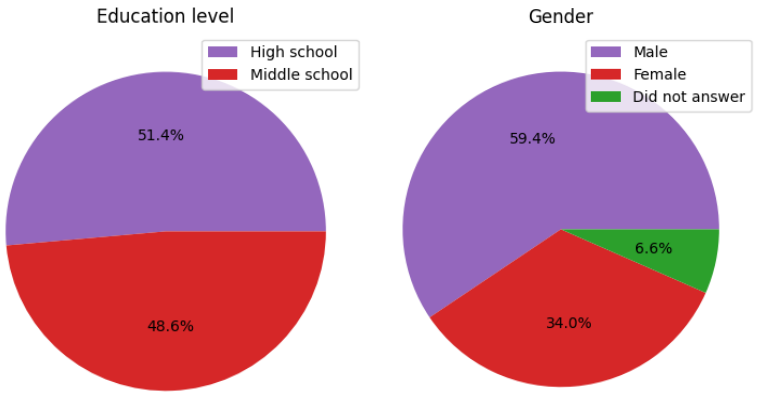

Figure 2. Demographic breakdowns

In the Province of Trento, 256 people were involved (244 students and 12 school teachers, 11 of which could try and give feedback on the KAUM interface). All of the students involved had the chance to try all of the three tools. The over-representation of male students depends on the criterion chosen in the sampling of schools, with the inclusion of a technical institute (attended predominantly by boys).

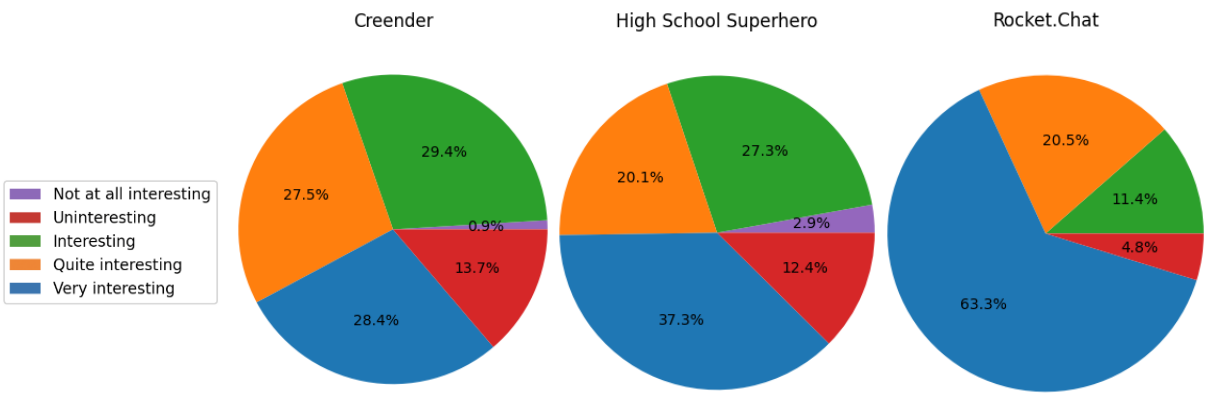

Figure 3. Reported levels of interest for each tool

All three tools and planned activities were appreciated by the young people involved.

The qualitative feedback requested at the end of each session confirmed that all three tools were appreciated for their usability. The differences in liking were thus attributable to the contents.

The lowest appreciation (although still very positive: 55.9%) is for Creender and is due to the fact that the selected photos were not considered 'realistic' by the pupils involved in the experiment. This depends on the need to use stock images that by their nature are taken by professionals and therefore very different from the images that teenagers see on their social account feeds.

Creender	Images were shown to the participants, who could decide to write a comment in case they would make fun of the person that posted the image and select a reason why they would post this comment. During the activities, 23.274 images were judged.
High School Superhero	210 graffiti and 715 offensive sentences were judged. In total, 880 judgements were obtained on the graffiti, while 1.987 judgements were obtained on the dialogue sentences. On average, participants interacted with 12 sentences.
Rocket.Chat	85 sessions of chats were created (scenarios), for a total of 12.794 turns.

Table 5-1. Kid_Actions Digital Education Platform piloting in numbers (Trento Region)

In some respects, a similar argument can be made for High School Superhero, which also met with very high approval (37.3% of participants expressed the highest rating). In this case, too, teenagers were exposed to a language chosen by the researchers that may not be close to what is usually used in interactions between schoolmates. A statistical test ($p<.05$) revealed that males reported higher interest in the game than females.

From our analysis of the participants' interest in the three tools, a preference emerged for the roleplaying simulations through Rocket.Chat, with 63% of the participants selecting the highest rating. About 96% of participants indicated that they found Rocket.Chat in some way interesting, with 0 participants indicating that it was not at all interesting. The roleplaying simulation conducted through

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Rocket.Chat allows the students, given a scenario, to use the language and forms of expression they prefer, and it is probably due to this opportunity to create the content the extremely positive evaluation of the tool. Moreover, the tool allows participants to interact with each other and observe real, human reactions to their actions in a plausible setting.

The appropriateness of the activities and contents/scenarios was judged as follows. Regarding Creender, middle school students expressed somewhat mixed ideas. 65% of them stated that the tool was appropriate for their age while the remaining 35% would assign it to either older (18.5%) or younger (16.5%) students. High school students judged it as more appropriate and responded as follows: 83.3% (appropriate), 13.9% (for younger students), 2.8% (for older students).

Regarding High School Superhero, responses from middle school students are so divided: 75.5% (appropriate), 22.5% (for younger students), 2% (for older students); opinions from high-schoolers are somewhat mixed and divided as follows: 55.1% (appropriate), and 44.9% (for younger students).

Finally, regarding Rocket.Chat, middle school students responded as follows: 88.3% (appropriate), 7.8% (appropriate for younger students), 3.9% (appropriate for older students). High school students expressed higher appreciation for the appropriateness of Rocket.Chat and its content, with the highest value of perceived appropriateness across all tools. Responses are divided as follows: 95.4% (appropriate), 2.8% (for older students), 1.9% (for younger students). Again, this highly appreciative data on the age-appropriateness of the tool can be interpreted as a direct consequence of the fact that the chat contents were created by the students themselves and, by definition, appropriate.

Regarding the Intrinsic Motivation Inventory (IMI) (Figure 4), the main result is a difference between males and females. The IMI is a questionnaire that measures intrinsic motivation in carrying out activities on a 7-point Likert scale. It is composed of six subscales that can be selected and rearranged according to the activity. In our case, we selected three subscales that we deemed appropriate: Interest/Enjoyment (blue bars), Perceived Competence (orange bars) and Value/Usefulness (green bars). Interest/Enjoyment alone is considered a reliable predictor of intrinsic motivation (Ryan & Deci, 2000). Since there were some digital tools being administered that could be cumbersome for some users and since it is hoped that they can serve their purpose against cyberbullying in the future, Perceived Competence and Value/Usefulness were added, which measure respectively how confident users are in performing the activity and to what degree it can have positive effects on themselves and others. Interest/Enjoyment obtained the highest scores from males, and a statistical test of significance confirmed this observation (Mann-Whitney U test at $p<.05$). The same goes for the Perceived Competence subscale, where a statistical test revealed significantly higher values for male participants. From an informal assessment of the gaming habits, we observed that males tend to play a lot more than females. This could have influenced the use of High School Superhero and thus the IMI values. Despite some gender differences, all values were quite high, especially the Interest/Enjoyment subscale (M=5.68, SD=1.022 for males and M=5.22, SD=1.098 for females). The

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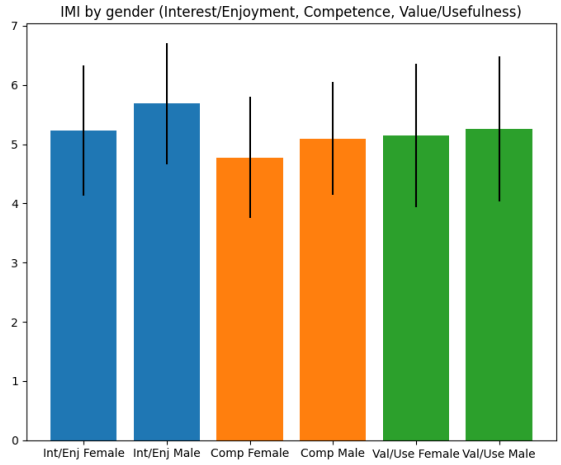

Figure 4. Intrinsic Motivation Inventory (Trento Region).

rather high values of the Perceived Competence subscales also let us assume that the tools can be included without any issues in future activities and interventions.

5.1.2. Usability of the Digital Education Platform

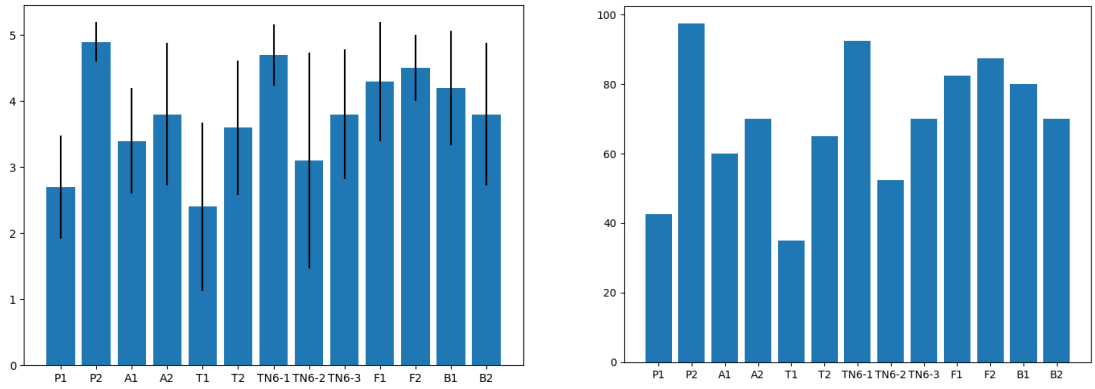

Figure 5. System Usability Scale filled by 13 formal educators. Reported values with standard deviation (left) and values converted to SUS Score (right) (All Italian pilot sites)

Figure 5 shows the results of the System Usability Scale (SUS), which was administered to formal educators after having had the chance to briefly try the KAUM interface. The data presented here refers to all Italian pilot sites, thus including Molfetta and Pescara, since only two teachers took part to the evaluation of the usability outside Trento Region, leading us to aggregate all data. The SUS is a quick and dirty measure for software and interface usability, which asks users to rate the system according to some factors such as how well integrated it is, how cumbersome it is, or whether or not it is necessary to be an expert to use it naturally, on a 5-point Likert scale.

Some SUS responses show rather high variability in reported values. This is possibly due to the fact that the educators found the management interface to be a useful tool but still a bit clunky to get familiar with. However, the majority of respondents (8 out of 13) scored higher than 68, which is considered the threshold between lukewarm and good results. Among these 8 people, 4 scored higher than 80, a score that indicates excellent levels of usability.

The SUS scale provides a quick and dirty assessment of the platform's user-friendliness and the results confirm what has already emerged during the educators' training sessions with respect to their level of confidence in the platform's self-management capabilities.

5.1.3. Evaluation of the pilot activities

The last questionnaire, developed on an ad-hoc basis, aimed to assess some aspects of the individual tools, the overall experience of the adolescents regarding all the activities carried out, and the relationship developed with the project team.

The goal of this activity was to have a representation, albeit approximate, of the participants' engagement and satisfaction with the activities proposed by the project. In this regard, it is worth mentioning how the project set out from the beginning to involve all participants and stakeholders in the instrument definition phases (see evaluation of Co-creation and Train-the-Trainers activities in this deliverable). The outcome of the co-creation led to the development of tools in which the active involvement of participants was an essential feature. The Digital Education Platform and toolkit were to be differentiated from other forms of approaches to cyberbullying education practised in schools in which students are relegated to a passive role.

The piloting days can be considered, in this respect, a stress-test for the Digital Education Platform tools as the students were required to participate intensively for a whole testing morning.

The data from the questionnaire are, from this perspective, extremely positive as they testify to a very high level of satisfaction with the proposed activities as a whole.

Concerning the overall evaluation of the experience with the platform, 60% of the students indicated that they found it either quite engaging (79 people) or very engaging (48 people). 37.7% of the students expressed the intermediate value (80 people), while 4 and 1 people respectively indicated they found the platform little engaging and not engaging at all.

Regarding the relationship students had with the activity organisers, no student reported they felt it as very negative. 61% indicated that the relationship was either quite positive or very positive, while 36% chose ‘positive’. Only 1.88% chose ‘little positive’.

5.2. Activities in Amnesty International school network

The evaluation of the Italian pilot conducted in the schools of the Amnesty International Italy network are presented on a case-by-case basis as different tools were tested at each school.

5.2.1. Activities in Molfetta (Bari)

The roll-out and piloting activities in Molfetta (Bari) took place on the 25th of October with the trainers Francesca Cesarotti and Chiara Gullotta from AMN and Enrico Maria Piras from FBK. The local team was remotely assisted by Alessio Palmero Aprosio (FBK) in charge of the technical support to operate the platform. The session involved 5 classes of the local ISS Ferraris high school which is part of the AMN network of human rights friendly schools, for a total of 108 students. The activities carried out made it possible to experiment not only with technology but also with an innovative form of involvement and dissemination.

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A first session was conducted with a single class (19 young people) who tested the roleplaying simulation via Rocket.Chat. At the end they were asked to become ambassadors of the Digital Education Platform by presenting their experience to four other classes of the institute, explaining its functioning and potential in an interactive plenary session. At the end of the session, the ambassadors coordinated working groups that discussed the topic of cyberbullying and made short videos.

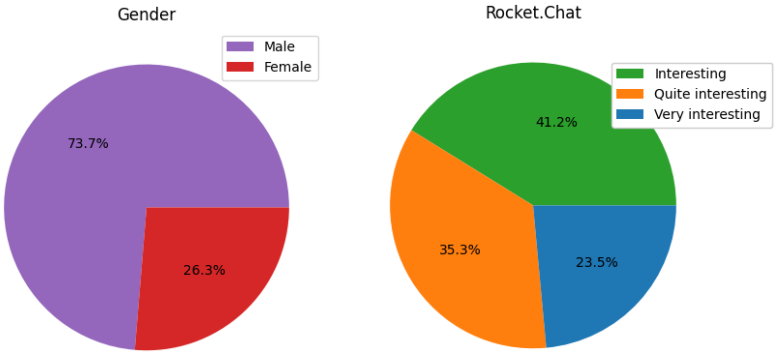

Figure 6. Evaluation of Rocket Chat (Molfetta)

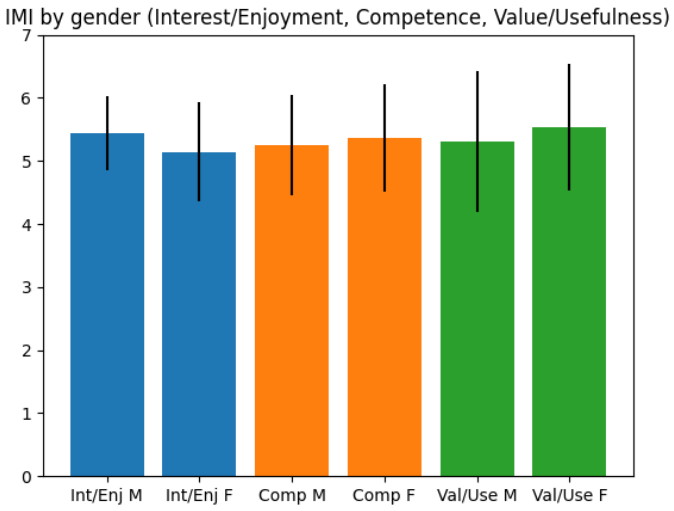

Figure 7. Intrinsic Motivation Inventory (Molfetta)

Students directly involved in the roleplaying simulation through Rocket.Chat (19 students) produced in total 740 chat turns. The self-reported interest ratings are quite high: 58.8% expressed a rating between quite interesting and very interesting. Notably, nobody judged the activity as uninteresting. This positive result is in line with what is observed in terms of appropriateness in Trento Region: in Molfetta all students were high-schoolers and thus were probably the best target group for a tool like Rocket.Chat. The IMI values for this session were quite high as well, which allows us to conclude that this was an optimal combination of target group and type of activity.

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5.2.2. Activities in Pescara

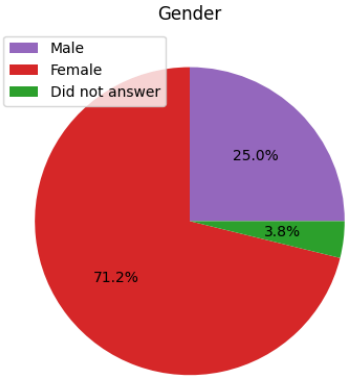

Figure 8. Demographic breakdowns (Pescara)

The roll-out and piloting activities in the Liceo G. D'Annunzio of Pescara took place on the 12th of October. The trainers involved were Chiara Gullotta, Emilia Astore (AMN) and Federico Bonetti (FBK). The total number of students involved in Pescara was 61 in a total of 3 classes.

After a brief introduction of the project and the tools involved, they were given the login data to fill out the questionnaires and test Creender. The questionnaires involved were the same as those used in the province of Trento and Molfetta. In total, the presentation, the questionnaires and the activity with Creender took 1 hour per class. The total number of images that were judged in these sessions is 2.911. One of the classes had the chance to also test the toolkit activity "Your Moral Compass". The activity was adapted to the context and after debating on the rights and wrongs of different scenarios, students were asked to identify the physical and online places where cyberbullying is more likely to happen. The discussion that followed pointed out that students particularly appreciated this activity as they feel that they are not often asked to share their opinion. They took this occasion to widely reflect on the school as a place that can become unsafe in regards to episodes of cyberbullying and the actions that can be taken to prevent it. They showed interest in the outcomes of the project and a will to continue working with the printed version of the toolkit.

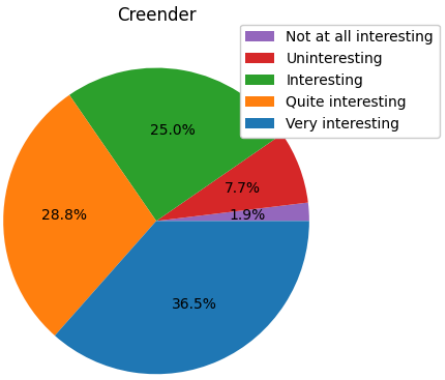

Figure 9. Reported levels of interest for Creender (Pescara)

Among the students, 65.3% indicated that they found the tool and the activity either quite interesting or very interesting. Self-reported levels of motivation through the IMI reveal new differences if compared to the values reported for the Trentino region. In fact, females have higher values for all three IMI subscales, albeit only two of them (Interest/Enjoyment and Value/Usefulness) carry statistical significance at $p<.05$. The results seem to suggest that administering only Creender is more engaging for female participants than administering all three tools. It is also possible that High School Superhero appeals more to the males' fantasy and engagement as suggested in 5.1 and thus influenced the results.

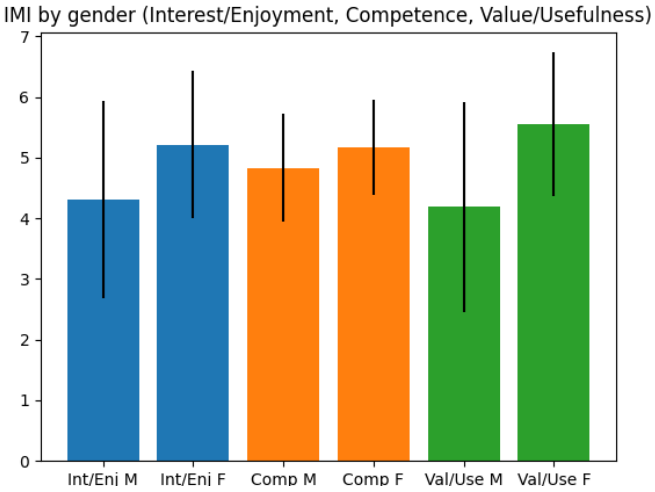

Figure 10. Intrinsic Motivation Inventory (Pescara)

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5.2.3. Activities in Palazzolo sull'Oglio (Brescia)

In Palazzolo sull'Oglio (Brescia) the piloting and roll-out activities were supervised and organised by AMN. The IISS Falcone is in fact part of the network of human rights friendly schools. The activities in this case were autonomously carried out by teachers that took part in the Train-the-Trainer phase of the project. The roll-out and piloting lasted overall 7 hours and it was divided into two sessions of 1,5 hours and 4 sessions of 1 hour. The total number of participants was 102. The school didn't have the technical equipment necessary to ensure the roll-out of the Digital Education Platform, hence teachers felt more at ease with testing the activities from the toolkit. The activities tested were: "Defining cyberbullying", "Who is on my team?" "Using tools to spot cyberbullying", "Exploring roles through offline roleplay", "From negative to positive" and "Who are your role models?".

After 7 hours of piloting, teachers reported to the AMN team that students appreciated the sessions. The activity that showed more engagement was "Exploring roles through offline roleplay" where students were asked to act out different roles that usually are involved in episodes of cyberbullying. Teachers felt at ease in using the toolkit, especially the printed version provided by AMN and are willing to keep using the activities to approach the topic in their classes.

5.3. Activities in Europe

The activities in Europe are more diverse than those in Italy, considering that they were implemented face-to-face in six different countries, with communities that are fundamentally different among each other. Nonetheless, taking into consideration that all educators involved in the European pilot had previously been enrolled in the KID_ACTIONS train-the-trainer course organised by YEU, and that these training courses were identical in structure and content, the trainers involved in the piloting phase were equally equipped to prepare and implement workshops on the topic of cyberbullying, resorting to the KID_ACTIONS Digital Education Platform and the KID_ACTIONS Educational Toolkits. Thus, even though working independently, the activities implemented by the educators during the piloting phase remained considerably homogeneous with regard to the methodology adopted.

In total, the European pilot involved 409 young people and 14 educators, who have implemented a total of 19 Piloting and roll-out activities. As mentioned above, these activities were implemented in six of the foreseen nine project countries, namely Belgium, Bulgaria, Greece, Serbia, Slovenia and Slovakia, in primary schools and youth centres. The total number of children and young people involved in the European Pilot was, in the end, slightly below the threshold of 500 participants planned for this phase of the KID_ACTIONS Project, which could be explained by a few different reasons:

1. a general lack of commitment from the educators fed by challenges in implementing the activities in cases where the youth workers are not already engaged with a specific youth centre or school;
2. a language barrier in the cases where the educators were not native in the language of the country they reside in, in which case they were not able to communicate with young people;
3. the fact that some of the youth workers that took part in the KID_ACTIONS Train-the-Trainers activities have another (main) professional activity, having struggled with timing when considering their availability and the availability of young people based on their school calendar (see also D4.4).

In this respect, it is important to bear in mind that the methodology used within the European Pilot was fundamentally based on Non-Formal Education principles. This posed a challenge within the project implementation vis-a-vis the quantitative evaluation of the KID_ACTIONS outputs, as the

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educators within the European Pilot considered that the introduction of an online questionnaire with a young audience (in some of the cases) was disruptive to the flow of the sessions. Thus, the evaluation of the European Pilot activities and the KID_ACTIONS digital and non-digital tools was conducted according to the principles of non-formal education, by leading the participants to share their opinions, feelings and experiences with the group or in one-on-one sessions with the educators, as well as to have an open and honest discussion about cyberbullying, the project and the tools they were engaged with.

Specifically, informed by the knowledge acquired during the KID_ACTIONS Train-the-Trainers activities, the educators implemented the evaluation of the piloting sessions based on the 4 Fs Model (Facts – Feelings – Findings – Future) (see Table 2), according to which the participants were able to critically examine the project activities and the session implemented, while also thinking about how to use this knowledge in the future. As such, the educators encouraged the participants to reflect on the facts (objective account of what happened), feelings (how they felt throughout the activity, what emotions did it cause in each individual), findings (what they have learned through the activity, the knowledge acquired), and finally future (how this knowledge can be used in the future in their own lives and experiences).

The use of this model allowed for a more or less homogeneous approach to the evaluation of the piloting and roll-out activities of the European pilot. Therefore, the educators in charge of each session guided the discussion among the group with general questions (examples of questions in Table 2), while also allowing the participants to have an independent discussion about their experience, thus acting as a moderator of the conversation to guarantee that a safe and hospitable environment is maintained during the evaluation. Nonetheless, it is important to mention that, by adopting a learner-centred approach, the participants had a certain level of flexibility to add to the discussion with questions/comments of their own.

Examples of Questions asked during evaluation	
Facts	Feelings
What? Who? Where? When? What was the most interesting and least about the tools/the activity? What happened during the activity? What happened that was unexpected?	How did you feel during this experience? Was there any moment where you felt more comfortable/less comfortable? What were your favourite moments and least favourite moments?
Findings	Future
How did your feelings influence your experience? What worked and didn't work? What do you think should have been done differently? What is your opinion about the tools/activities? What have you learned?	How will you use what you learned, in the future? Did anything change already in the way you view cyberbullying? Do you think you would use the tools/activities in the future?

Table 5-2. Examples of questions used during the evaluation of the piloting activities in Europe

The general feedback from the young people involved in the European Pilot was incredibly positive. They were engaged with the project activities, with their educators and peers, having enjoyed the sessions and claimed to have acquired a better understanding and knowledge, not only of the risks

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and consequences of cyberbullying, but also on how to react to it and who to resort in situations where they need support (parents and teachers, but also helplines and other key stakeholders such as non-educational staff and youth workers).

In some cases, namely in Slovenia and Greece, the students and educational institutions where some of the piloting activities were carried out showed particular interest in further implementing activities of this kind, which they intend to do even after the end of the KID_ACTIONS project, resorting to the project website and platform to access the KID_ACTIONS digital and non-digital tools. Nonetheless, the educators in charge of the implementation of these sessions mentioned that in some cases (E.g. Greece), this might be challenging, as usually, including this kind of activities within the school schedule requires an authorisation from the National Ministry of Education, which might hinder the possibility of freely implementing the KID_ACTIONS results in formal education settings across Europe.

Even though the evaluation of the piloting was generally positive, this was not the case for the activities held in Bulgaria. In this case, the activities were implemented in a primary school in the outskirts of Sofia, where the majority of the pupil population comes from the Roma community. These children and adolescents come from incredibly disadvantaged backgrounds and are generally disengaged from school and education, which was a great challenge for the educator in charge of the implementation of the activity. During this session the participants were not engaged with the activities and did not necessarily appreciate the content of the session. However, according to the educator this is not a testament to the quality of the activities but rather to the attitude that the students have towards school and school-related activities, as well as their reluctance to follow instructions and self-regulate in order to participate proactively. Nonetheless, regardless of the challenges that this group of children and adolescents posed, by behaving inappropriately and refusing to participate in the planned activities, the educator was flexible in the implementation and managed to not only reach the goal of the session, but also to get an evaluation/feedback from the participants. As such, the students mentioned that they knew how to react upon threatening situations on the Internet and some said they can support a friend who is being bullied. The outcome in terms of changing their attitudes about respectful and responsible behaviour online remains questionable.

One important point raised across the board by the educators regards the need for authorisation/consent from the participants and/or their parents/legal guardians. Understanding the need to have consent forms for all participants, and recognizing the importance of such documents, the educators went above and beyond to get this information. However, in some cases, they were dealing with families of very disadvantaged backgrounds, who in most cases do not understand English, and in others may even be illiterate, which requires teachers and youth workers to translate the document into their mother tongue or even resort to a school mediator to read the consent form to the parents and fill in their information.

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6. LESSONS LEARNED AND SUGGESTIONS FOR IMPROVEMENTS

In this concluding section, we can list some of the lessons learned to be considered for future applications of the KID_ACTIONS Digital Education Platform and Educational Toolkits.

The main takeaway when comparing the implementation of activities throughout the different phases of the KID_ACTIONS Project on a national level in Italy, and on a European level, within the YEU network, regards the fundamental differences between formal and non-formal learning settings.

Certainly, these learning settings are fundamentally different, which was known at the time of the development of the project proposal. Nevertheless, this was possibly one of the main challenges for the project consortium regarding the implementation of activities that were methodologically similar across the different contexts. To this purpose, the KID_ACTIONS Educational Toolkits were incredibly relevant because it created a bridge between formal and non-formal education, allowing both formal educators and youth workers to get to know the KID_ACTIONS tools, to use them during the piloting phase of the project and to demonstrate their interest in using them further, even after the end of the project.

The activities with the KID_ACTIONS Educational Toolkits were, thus, extremely well received by the educators involved in the piloting phase of the KID_ACTIONS project. The educators appreciated that the activities were flexible enough that they could adapt them to the context and characteristics of their group of children and adolescents, and that they were able to easily identify the goals of each activity and thus choose those that best respond to the needs of their students. Furthermore, generally speaking, the students appreciated the fact that these activities gave them the space to share their thoughts, opinions and possibly experiences within a safe environment and on a topic that usually falls out of the school curriculum.

A general consideration regarding the Digital Education Platform should be made. Although it received a very positive evaluation, it should be noted that its testing was only carried out when FBK researchers were present (Trento Region, Molfetta, and Pescara) and took charge of its management. Informal feedback received from participants in the piloting and roll-out activities confirms that teachers and educators did not feel able to manage the platform without support. Those who were flanked by FBK researchers gave a substantially positive evaluation of the usability (see section on SUS, section 5.1 of this deliverable) but the presence of technical personnel seems to be necessary to overcome the educators' self-perception of inadequacy.

In this regard, FBK has already taken action with the schools of the Trento Region network to train school IT technicians, install the Digital Education Platform locally and thus make the tool directly manageable by each individual school. This strategy could allow the platform to be made available to institutions that request it, acting as a handover between the project team and the users.

For the Creender tool to work at its best, it requires the photographs to be as similar as possible to those that teenagers encounter in their daily experience. Choosing stock images is not the best choice. For the continuation of the activities, one could imagine that teenagers themselves produce images and 'donate' them to the platform to create a repository of photographs that can be used by other participants.

A similar consideration can be made for High School Superhero. In this case, the game mechanics are inherently challenging, and appreciation for the tool could be greater by intervening in the content.

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As in the case of Creender, one could imagine that part of the educational activities to be offered to students would involve the creation of a data set of content with which to feed the application and to be made available to future users of the tool.

A somewhat opposite argument is to be made for the roleplaying simulation conducted via Rocket.Chat. This is, as seen above, a very powerful tool capable of engaging youngsters. At the same time, however, piloting made it possible to observe how at a certain point the pupils may lose interest in the simulation and start other interactions that are more playful or in any case not in line with the learning objective. In contrast to the other two instruments, the role-playing simulation required a lot of work to monitor the progress in order to avoid drifts and behaviour not in line with the learning objective.

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7. CONCLUSIONS

The KID_ACTIONS project aimed to implement and test educational tools to contrast cyberbullying. The participation of the end-users in all phases allowed the needs of educators and youngsters to be taken into account drawing upon their experience and sensitivity. The evaluation that accompanied the three phases of their involvement demonstrates the overall appreciation for the project, the tools implemented and the relationship established by participants with the project team. Although these elements cannot be considered as sure predictors of massive adoption once the project is completed, they do invite optimism about the potential of the Digital Education Platform and Educational Toolkits to become part of cyberbullying prevention education strategies.

The piloting activities allowed us to confront the extreme variability of the conditions under which the tools were made in the two years of the KID_ACTIONS project. This variability and the strategies chosen to deal with it constitute perhaps the most significant lesson learned at the end of the project. As reiterated in previous deliverables (see deliverable D4.1 and D4.3), the Digital Education Platform and the Educational Toolkits are to be considered tools that practitioners who adopt them will need to adapt to the context, calibrating interventions from the specific needs of each setting rather than trying to standardise the interventions.

This need for adaptation is also reflected in the forms of intervention evaluation that will have to be calibrated to the contexts of application. During the course of the project it became increasingly clear not only how the different contexts being tested required different forms of evaluation but also how the professional background of practitioners had to be considered in the choice of analysis tools. As an example, FBK researchers working in schools were able to ask teenagers to complete questionnaires by virtue of their positioning as 'scientists' without this being perceived as disruptive. A similar mode of assessment, if adopted in an informal education context, would have been perceived as inappropriate and somewhat detrimental to the relationship between educators and youngsters.

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ANNEX I – QUESTIONNAIRES'DATA

All data collected through the questionnaires are stored in a secure and encrypted folder on FBK's servers, processed in accordance with the privacy regulations and available upon request.

The questionnaires were in any case administered anonymously and do not contain any data that would allow the identification of respondents. Respondents were given an alphanumeric code that was used during all phases of the experiment. This code, which makes it possible to link the activities carried out on the Digital Education Platform to the answers in the questionnaires, was assigned randomly so as not to allow the researchers to identify the respondents.

The following Annex II presents the questionnaires used in the evaluation of the Digital Education Platform.

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ANNEX II - FEELING AND THINKING SCALE - GARTON & GRINGART (2005)

Factor 1 - Affective aspects of empathy
01. Emergency situations make me feel worried and upset
02. I get very worried and upset when I see someone who needs help in an emergency
03. I want to help people who get treated badly
04. I often get affected by things I see happen
05. I often feel worried about people that are not as lucky as me, and feel sorry for them
06. I am quite a soft-hearted person
07. I sometimes try to understand my friends better by pretending I am them

Factor 2 - Cognitive aspects of empathy
08. I think people can have different opinions about the same thing
09. When people around me are nervous or worried, I get a bit scared and worried too
10. When I am angry or upset at someone, I usually try to imagine what he or she is thinking or feeling
11. Sometimes I feel helpless when people around me are upset
12. When I am arguing with my friends about what we are going to do, I think carefully about what they are saying before I decide whose idea is best

Italian translation
01. Le situazioni di emergenza mi fanno sentire preoccupata/o e sconvolta/o
02. Mi sento molto preoccupata/o e sconvolta/o quando vedo qualcuno che ha bisogno di aiuto in un'emergenza
03. Voglio aiutare le persone che vengono trattate male
04. Vengo spesso influenzata/o da cose che vedo accadere
05. Mi sento spesso preoccupata/o per le persone che non sono fortunate come me e mi dispiace per loro
06. Sono una persona dal cuore tenero
07. A volte cerco di capire meglio i miei amici immaginando di essere loro
08. Penso che le persone possano avere opinioni diverse sulla stessa cosa
09. Quando le persone intorno a me sono agitate o preoccupate, anch'io mi spavento un e mi preoccupo un po'
10. Quando sono arrabbiata/o con qualcuno, di solito cerco di immaginare cosa stia pensando o provando quella persona
11. A volte mi sento impotente quando le persone intorno a me sono arrabbiate
12. Quando discuto con i miei amici su cosa fare, penso attentamente a quello che dicono prima di decidere quale sia l'idea migliore.

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ANNEX III- INTRINSIC MOTIVATION INVENTORY - RYAN & DECI (2000)

Note: Items are numbered according to the original version of the IMI.

Interest/Enjoyment
06. I enjoyed doing this activity very much.
07. This activity was fun to do.
08. I thought this was a boring activity.
09. This activity did not hold my attention at all.
10. I would describe this activity as very interesting.
11. I thought this activity was quite enjoyable.
12. While I was doing this activity, I was thinking about how much I enjoyed it.

Perceived competence
20. I think I am pretty good at this activity.
21. I think I did pretty well at this activity, compared to other students.
22. After working at this activity for a while, I felt pretty competent.
23. I am satisfied with my performance at this task.
24. I was pretty skilled at this activity.
25. This was an activity that I couldn't do very well.

Value/usefulness
39. I believe this activity could be of some value to me.
40. I think that doing this activity is useful to counter cyberbullying.
41. I think this is important to do to fight cyberbullying.
42. I would be willing to do this again because it has some value to me.
43. I think doing this activity could help me to better understand cyberbullying.
44. I believe doing this activity could be beneficial to me.
45. I think this is an important activity.

Italian translation
06. Mi è piaciuto molto svolgere questa attività.
07. Quest'attività è stata divertente.
08. L'ho trovata un'attività noiosa.
09. Quest'attività non ha mantenuto vivo il mio interesse.
10. Descriverei quest'attività come molto divertente.
11. Ho trovato quest'attività piuttosto piacevole.
12. Mentre la facevo, pensavo a quanto mi piaceva quest'attività.

20. Credo di essere stata/o piuttosto brava/o in quest'attività.
21. Credo di aver svolto quest'attività meglio di altri.

22. Dopo aver svolto quest'attività per un po', mi è sembrato di essere piuttosto competente.
23. Sono soddisfatta/o di come ho svolto quest'attività.
24. Ho svolto quest'attività con grande abilità.
25. Questa è un'attività che NON ho potuto svolgere molto bene.

39. Credo che questa attività potrebbe avere qualche utilità per me.
40. Credo che svolgere questa attività sia utile per contrastare il cyberbullismo.
41. Penso che sia importante svolgere quest'attività perché può aumentare la consapevolezza sul cyberbullismo.
42. Farei volentieri quest'attività di nuovo perché potrebbe essermi utile.
43. Penso che quest'attività potrebbe aiutarmi a comprendere meglio il cyberbullismo.
44. Credo che quest'attività potrebbe essere positiva per me.
45. Credo che sia un'attività importante.

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ANNEX IV - SYSTEM USABILITY SCALE - BROOKE (1995)

1. I think that I would like to use this system frequently
2. I found the system unnecessarily complex
3. I thought the system was easy to use
4. I think that I would need the support of a technical person to be able to use this system 5. I found the various functions in this system were well integrated
6. I thought there was too much inconsistency in this system
7. I would imagine that most people would learn to use this system very quickly
8. I found the system very cumbersome to use
9. I felt very confident using the system
10. I needed to learn a lot of things before I could get going with this system

Italian translation

1. Penso che mi piacerebbe usare questo sistema frequentemente
2. Trovo il sistema inutilmente complicato
3. Ho trovato il sistema molto semplice da usare
4. Penso che avrei bisogno del supporto di una persona esperta per poter usare questo sistema
5. Ho trovato che le varie funzioni del sistema fossero ben integrate fra loro
6. Ho trovato che ci fossero troppe incoerenze tra le funzionalità del sistema
7. Penso che la maggior parte delle persone imparerebbe a usare questo sistema velocemente
8. Ho trovato il sistema molto macchinoso da usare
9. Ho usato il sistema con molta sicurezza
10. Ho dovuto imparare molte cose prima di poter usare il sistema al meglio

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ANNEX V - FINAL EVALUATION QUESTIONNAIRE

Date…… Classroom…….

1. You are:
   ◯ male
   ◯ female
   ◯ prefer not to say

2. Age:……..

3. How interesting do you consider the presentation on cyberbullying?
   ◯ not at all interesting
   ◯ uninteresting
   ◯ interesting
   ◯ quite interesting
   ◯ very interesting
   ◯ I can't answer (I decided not to participate)

4. How interesting do you consider the laboratory in which you were called to react to the images (CREENDER)?
   ◯ not at all interesting
   ◯ uninteresting
   ◯ interesting
   ◯ quite interesting
   ◯ very interesting
   ◯ I can't answer (I decided not to participate)

5. Do you think the content shown (images) was appropriate for boys and girls of your age?
   ◯ No, it was appropriate for older boys and girls
   ◯ No, it was appropriate for younger boys and girls
   ◯ Yes, it was appropriate for boys and girls of my age
   ◯ I can't answer (I decided not to participate)

6. How interesting do you consider the experience with the videogame (High School Superhero)?
   ◯ not at all interesting
   ◯ uninteresting
   ◯ interesting
   ◯ quite interesting
   ◯ very interesting
   ◯ I can't answer (I decided not to participate)

7. Do you think the videogame was appropriate for boys and girls of your age?
   ◯ No, it was appropriate for older boys and girls
   ◯ No, it was appropriate for younger boys and girls
   ◯ Yes, , it was appropriate for boys and girls of my age
   ◯ I can't answer (I decided not to participate)

8. How interesting do you consider the laboratory in which you simulated a cyberbullying scenario (Rocket Chat)?
   - ◯ not at all interesting
   - ◯ uninteresting
   - ◯ interesting
   - ◯ quite interesting
   - ◯ very interesting
   - ◯ I can't answer (I decided not to participate)

9. Do you think the cyberbullying simulation was appropriate for boys and girls of your age?
   - ◯ No, it was appropriate for older boys and girls
   - ◯ No, it was appropriate for younger boys and girls
   - ◯ Yes, , it was appropriate for boys and girls of my age
   - ◯ I can't answer (I decided not to participate)

10. How interesting do you consider today's lesson in which you discussed with researchers the experiences you experienced during the roleplaying simulation and in the laboratory on potentially attackable images online?
    - ◯ not at all interesting
    - ◯ uninteresting
    - ◯ interesting
    - ◯ quite interesting
    - ◯ very interesting

11. How engaging do you consider the educational activities of the Kid_Actions project?
    - ◯ not at all engaging
    - ◯ little engaging
    - ◯ engaging
    - ◯ quite engaging
    - ◯ very engaging

12. How do you evaluate the relationship with the Kid_Actions team during the entire experimentation?
    - ◯ not at all positive
    - ◯ little positive
    - ◯ positive
    - ◯ quite positive
    - ◯ very positive

13. Did the contents of this workshop meet your expectations?
    - ◯ yes
    - ◯ yes, only in part
    - ◯ no
    - ◯ I don’t Know

14. Do you have any suggestions that could help us improve this educational path on cyberbullying?

THANK YOU FOR TAKING PART IN THE KID_ACTIONS PROJECT!

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Italian translation

Data:_____ Classe:_____
Identificativo opzionale (ad esempio “t1-user1”) _____
Sei: ◯ Femmina ◯ Maschio ◯ Preferisco non rispondere
Età: _____

1. Quanto interessante ti è sembrata la presentazione sul cyberbullismo?
◯ Per nulla interessante ◯ Poco interessante ◯ Interessante ◯ Piuttosto interessante ◯ Molto interessante ◯ Non ho partecipato

2. Quanto ti è sembrato interessante il laboratorio in cui dovevi reagire alle immagini (Creender)?
◯ Per nulla interessante ◯ Poco interessante ◯ Interessante ◯ Piuttosto interessante ◯Molto interessante ◯ Non ho partecipato

3. Pensi che le immagini fossero appropriate per le ragazze e i ragazzi della tua età?
◯ No, erano appropriate per ragazze/i più grandi ◯ No, erano appropriate per ragazze/i più piccoli ◯ Sì, erano appropriate per ragazze/i della mia età ◯ Non ho partecipato

4. Quanto ti è sembrata interessante l’attività svolta con il videogioco (High School Superhero)?
◯ Per nulla interessante ◯ Poco interessante ◯ Interessante ◯ Piuttosto interessante ◯ Molto interessante ◯ Non ho partecipato

5. Pensi che il videogioco High School Superhero fosse appropriato per le ragazze e i ragazzi della tua età?
◯ No, era appropriato per ragazze/i più grandi ◯ No, era appropriato per ragazze/i più piccoli ◯ Sì, era appropriato per ragazze/i della mia età ◯ Non ho partecipato

6. Quanto ti è sembrata interessante l’attività svolta con la chat di simulazione degli scenari di cyberbullismo (RocketChat)?
◯ Per nulla interessante ◯ Poco interessante ◯ Interessante ◯ Piuttosto interessante ◯ Molto interessante ◯ Non ho partecipato

7. Pensi che l’attività di simulazione di chat con RocketChat fosse appropriata per le ragazze e i ragazzi della tua età?
◯ No, era appropriata per ragazze/i più grandi ◯ No, era appropriata per ragazze/i più piccoli ◯ Sì, era appropriata per ragazze/i della mia età ◯Non ho partecipato

8. Quanto ti è sembrata interessante l'attività in cui hai discusso assieme agli educatori delle attività di simulazione del cyberbullismo in chat e delle attività di reazione a immagini online?
◯ Per nulla interessante ◯ Poco interessante ◯ Interessante ◯ Piuttosto interessante ◯ Molto interessante ◯ Non ho partecipato

9. Quanto hai trovato coinvolgente le attività sulla piattaforma di KID_ACTIONS che abbiamo proposto?
◯ Per nulla coinvolgente ◯ Poco coinvolgente ◯ Coinvolgente ◯ Piuttosto coinvolgente ◯ Molto coinvolgente

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10. Come valuteresti il rapporto avuto con gli organizzatori di KID_ACTIONS durante le attività del progetto?
◯ Per nulla positivo ◯ Poco positivo ◯ Positivo ◯ Piuttosto positivo gente ◯ Molto positivo

11. Questa sessione di attività ha rispettato le tue aspettative?
◯ Sì ◯ Sì ma solo parzialmente ◯ No ◯ Non lo so

12. Hai dei suggerimenti su come migliorare il percorso educativo di KID_ACTIONS?
_____
_____
_____
_____
_____
_____