

Designing a Teacher Training Education Programme. How to say Goodbye to Bulling at School and the role of ICTs.

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Abstract: The aim of the particular article is to design a one-day program for a specific group of teacher-trainees. In the first part, there is a description of the training context, including trainees' characteristics, the main goal of the program, its location, duration and the resources to be used. In the second part, there is a detailed analysis of the course, including the content, its objectives, the stages, the procedure and the materials to be used, while at the same time, there is a critical evaluation of it with relevance to literature. In the third part, there is a critical discussion of the choices and approaches mentioned in the previous parts. Finally, there is a conclusion including all the concepts discussed.

1. Description of the training context

a. Characteristics of the trainees

The particular one-day voluntary program called 'How to say goodbye to bullying at school' addresses thirty in- service teacher- trainees holding a university degree in ELT, while the majority has participated in many EFL seminars and workshops in the past and has experience in teaching English as a foreign language to all age- level learners. During this program, they will be motivated to engage actively in it and explore every aspect thoroughly. Additionally, the group is quite homogeneous, as all participants are Greek teachers teaching English to students of elementary school for more than four years.

b. Characteristics of the program

This one-day program on bullying at school will take place at Democritus Research Centre, which is a well-known research center in Athens, where numerous teacher training and development courses are held throughout the whole year and it will last around six hours. Moreover, a wide range of resources will be used, such as worksheets, laptops and projectors, while trainees will be asked to bring a brief written description of their teaching situation. After completing the program, they will be given a relevant certificate, asserting that they have successfully attended it and participated in every activity, providing and receiving meaningful feedback.

c. Aims of the course

The main aim of the course is to make teacher- trainees more aware of bullying situations at school and encourage them to take action in order to deal with it effectively. Additionally, they will be given the chance to make decisions and suggestions based on their own needs and learning style, assigning thus a quite flexible trainee- centered character to the course.

2. Analysis and Rationale of the course

The trainer- developer of the particular course followed Grave's (1996:13) framework for TESOL course design.

In the beginning, she conducted a Needs Assessment so as to decide what the trainees actually need or how she should address them based on their needs and interests. Also, she took into consideration possible constraints. Based on the findings, she selected the topic and determined the goals, that is what the course aims to achieve (Wallace, 1991:143) and its main objectives (more specific and measurable) (Wallace, 1991: 144-145). Then, she conceptualized the content by stating what would be included in the particular course and the process that would be followed in order to achieve the set goals and objectives. In the next stage, she developed meaningful material and activities, based on the trainees' needs, interests and experiences and determined her role as a consultant, facilitator, collaborator and non-directive in the whole process (Kullman, 1998; Richards, 1990: 15). Then, she organized the content and the relevant activities and finally, made decisions upon trainees' assessment and the effectiveness of the course.

Apart from Grave's course design framework (1996:13), the teacher trainer took into consideration the principles of adult education in order to design and develop the course appropriately, making it thus effective and successful. According to these principles, adult learners are considered to be autonomous, self-directed and independent (Levine, 2005) and learn mostly because of their experiences (Rogers,1999). In addition, they are able to make informed decisions for their classrooms, while their motivation, expectations from a course to be held and their intentions to participate in it are clear. Furthermore, they have their own models of learning. According to Rogers (1999), they learn best by interacting and cooperating with others instead of receiving steer knowledge (Kokkos, 1998), they use their critical thinking skills instead of memorizing and they prefer learning through exploration and experience. Moreover, they clearly show their need to participate actively in the whole teaching and learning process, assigning a trainee-centered character to the course (Nunan, 1988), while they learn by imitating and practicing (O'Brien, 1981).

During this 6-hour-course, the teacher- trainer uses a variety of engaging teaching processes, such as role-playing in groups or pairs, jigsaw learning, brainstorming tasks, group- pair work activities, creative projects, buzz and cross-over groups (Ellis, 1986), while data is provided to teacher - trainees through the use of technological tools, such as YouTube videos, two tasksheets and continual and constructive peer- feedback. Throughout this course on bullying, trainees will activate their background schemata, improve their knowledge and skills, decide upon various issues related to their own learning, develop their professional and language development and enhance their cooperation and interaction with others, such as the other trainees. Finally, they will be given the chance to apply both their pre-existing and their new knowledge into practice during many pair/ group-work tasks and activities or even work individually and autonomously.

3. The course

The aim of the particular program is to equip teacher- trainees with the necessary knowledge on how to deal with bullying at school effectively by activating their background schemata through numerous activities, skills in order to eliminate and decrease bullying incidents and encourage them to obtain a positive attitude and empathy towards the students that suffer from it and face its consequences on a regular basis. Some of the objectives are to develop trainees' empathy to bullied students at school, enhance their skills through pair- group work and contribute to their autonomy in order to make decisions upon their learning.

In the beginning of the program, the teacher- trainer presents the topic briefly within twenty minutes and groups teacher- trainees in order to engage them in a brainstorming activity. In this task,

they are supposed to write down numerous words related to bullying. The purpose of the activity is to activate their background schemata and introduce them smoothly to the topic of the course. Then, the teacher- trainer distributes two different tasksheets to all trainees and asks them to look at the picture of the first task and in pairs, answer the questions that follow. So, trainees participate actively in the whole process by making predictions and providing answers. In the end, they exchange meaningful peer feedback relevant to their previous experiences. Then, trainees are required to watch a YouTube video on bullying and take notes individually either as if they were the victim/ bullied of the story (tasksheet A) or the victimizer/ bully (tasksheet B). The purpose of the task is to motivate learners through the use of technology to participate by putting them in a real- life context, while at the same time their comprehension is checked. Then, they are supposed to present the story they attended in pairs from their own perspective as victim/ victimizer and exchange meaningful and constructive peer feedback (Farrell, 1999). After this activity, trainees are asked to participate in a pair role- playing activity, pretending to be either a 12-year-old bullied student who reports a bullying experience he had at school to a psychologist or the psychologist himself. In this way, trainees act out a real- life dialogue, cooperate with their peers and interact for a meaningful reason, that of asking for help because of a difficult situation or experience they had. In the end of this activity, trainees decide to take part in a second group- role playing activity, where a 16-year-old bully bullies a student and trainees should report this bullying incident to the headmaster of the school, assigning in this way roles to all trainees as the bully, the bullied, the classmate and the headmaster of the school. Thus, interaction and collaboration are promoted and developed through this purposeful and communicative activity, whose goal is to share and report an incident successfully when necessary. Afterwards, trainees form buzz groups (groups of trainees discuss a topic briefly in order to come up with new ideas) (Wallace, 1991: 44-47) and discuss the previous bullying incident, expressing their personal feelings, their inner thoughts, their own experiences and their possible reactions to a similar situation. Later, they form cross-over groups (the whole class forms groups and then, one or two members of each group moves to different groups in order to share their ideas) (Wallace, 1991: 44-47) and they collect a variety of ideas in order to design and develop a creative anti-bullying song suitable to their learners' needs and interests. In this jigsaw learning activity, all learners participate equally, while communication, interaction, collaboration and creativity are promoted and further developed. After completing this task, trainees form 6 groups of 5 in order to create a meaningful poster, including anti-bullying quotes and phrases. So, they cultivate their imagination and they use their creativity as well. Then, they assign different roles to each other, such as coordinator, editor or writer and they decide to make an online- antibullying fairytale with the use of technology and more specifically a webtool, called Storyjumper. Finally, they choose a representative of every group to give a lecturette to everyone (Wallace, 1991: 44-47), sharing precious information about their anti-bullying fairytale, the problems that bullying can cause to the psychology and the mentality of a bullied person- student and suggest some possible solutions or provide measures in order to deal with it effectively, practicing in this way their presentation, demonstration and critical thinking skills, too.

4. Discussion

The particular 6-hour-course called 'How to say goodbye to Bullying at school' includes elements of teacher training (Freeman, 1989: 42) and it fosters teacher development (Beaumont, 2008) as trainees are taught how to prevent bullying at school, but on the other hand it aims to develop them both personally and professionally. According to Freeman (1989:42), 'Teacher Training' is a process of intervention focusing on the improvement of teacher trainees' knowledge and skills, while, 'Teacher Development' is a continual and endless process of influence aiming at learners' attitude and awareness and its main goal is to develop teacher- trainees both as human entities and professionals.

Moreover, in this anti-bullying course trainees apply all their theoretical knowledge into practice, which leads them to effective teaching and learning. Furthermore, this trainee-centered course follows

the Reflective Model of teacher education (Wallace, 1991), since teacher-trainees participate actively in new experiences, recall their past ones (Lawler & King, 2000), work autonomously (Richards, 1998), engage in group-pair work (through buzz and cross-over groups), maximizing thus their cooperation and collaboration skills (Bailey et al., 1996). In addition, the conception followed is the Art/ Craft conception of teacher education (Freeman & Richards, 1993; 206) due to the fact that trainees make their own decisions upon their learning and learn new things through exploration, discovery and trial. Additionally, the main focus of the course is on knowledge (what is bullying), skills (what trainees can do to prevent it) and attitude (enhancing trainee's positive stance to it), while at the same time, most of Streven's principles (1974) such as personal education (bullying at school), general training (feeling empathy for the bullied students) and specific training (integration of technology in the course, development of skills so as to cooperate and deal with bullying) are met.

So, concerning the conceptions and models of teacher training, Streven's features and Grave's framework on course development (1996: 13), trainees' needs are given priority, while at the same time they will improve and develop themselves in numerous ways. Many elements of experiential and exploratory learning are included in the course (Kourkouli, 2015), such as group-work (Brookfield, 1995) through continual and meaningful dialogue in a cooperative and non-competitive or judgemental environment, self/ peer observation, which is a basic research technique, demonstration and reflective practice. Regarding reflective practice (Clarke, 2006; Conway, 2001; Dintelman, 2000; Reiman, 1999; Tillema, 2000), trainees learn through their own experiences rather than in traditional ways, such as the steer transfer of knowledge by the teacher- authority. In other words, according to Wallace (1991), there is a combination of received and experiential knowledge rather than simple transmission of it. Concerning the trainer's role, she will facilitate the whole process when necessary and allow trainees to explore every aspect thoroughly, either individually or in pairs/ groups using appropriate tasksheets in order to share experiences and opinions (Farrell, 1999; Kotsiomyti, 2010) and adjust the course to their profile, needs and interests (Rogers, 1999). Finally, meaningful feedback will be provided to teacher trainees throughout the course, so as to ensure that it runs smoothly and the aims and objectives set are achieved.

5. Conclusion

The particular 6-hour-course called 'How to say goodbye to bullying at school' is designed to address thirty EFL teacher- trainees in order to develop themselves both personally and professionally and enhance their linguistic and teaching competence. It follows the Reflective Model as teacher trainees are provided with the chance to become reflective in order to understand the strengths and weaknesses of their teaching/ learning. Furthermore, the course follows the Art/ Craft Conception of Teacher Training Education, since learners are encouraged to discover useful things through a decision- making process, reflection and the integration of technology (Freeman & Richards, 1993; Richards & Ur, 1990). Moreover, it focuses mostly on learners' knowledge, skills and attitude. Additionally, trainees apply all their theoretical knowledge into practice, which is a fundamental factor for the effectiveness of a teacher training and development course (Crandall, 1994; Johnson, 1996; Richards, 1990). Finally, the specific course is a trainee- centered course as it permits trainees to manage and have control over the purpose, product and form of their own training and learning (Bartlet, 1990; Mann, 2005), while at the same time it develops their autonomy, independence and collaboration skills through the peer work they perform (Beaumont, 2005).

Finally, we must emphasize the important and effective role that digital technologies play in the field of education. These technologies, which include mobile devices (33-41), a variety of ICTs (42-78), AI & STEM ROBOTICS (79-97), and games (98-101), facilitate and enhance educational procedures such as assessment, intervention, and instruction. Additionally, the use of ICTs in conjunction with theories and models of metacognition, mindfulness, meditation, and emotional intelligence cultivation (102-147), as well as with environmental factors and nutrition [29-32],

accelerates and improves educational practices and outcomes more generally, especially in the language education domain.

6. References

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Appendix

The training plan

‘How to say goodbye to bullying at school’

Aim: To develop teacher-trainees' awareness of bullying at school

To encourage teacher-trainees to deal with bullying at school

Trainee profile: In-service teacher-trainees working at elementary schools

Number of trainees: 30

Time: 6 hours

Materials: YouTube video, Storyjumper, a laptop, a projector, a camera, a photo, two task sheets

Specific objectives:

1. To make trainees aware of bullying at school
2. To develop trainees’ empathy concerning the bullied students at schools
3. To enhance trainees’ interaction and collaboration skills
4. To increase trainees’ autonomy

Task	Procedure	Interaction	Objectives	Time
1	<p>Pre-speaking stage</p> <p>Trainer introduces the topic of the program and asks trainees to work in groups and write down as many words as they can related to bullying at school (brainstorming task).</p>	Trainer-trainees in groups	<p>To activate trainees’ background schemata.</p> <p>To enhance their collaboration skills.</p>	20 min
	<p>Trainer hands in the task sheets to all trainees. There are two different ones (task sheet A and</p>			2 min

2	tasksheet B).			
	<p>Trainees look at the picture of the first task carefully and prepare themselves to answer the questions that follow.</p> <p>Trainees cooperate and answer the questions about bullying in pairs. They exchange feedback.</p>	<p>Individual work</p> <p>Pair work</p>	<p>To activate trainees' background schemata.</p> <p>To foster their prediction skills.</p> <p>To motivate trainees to interact with their classmates.</p>	<p>2 min</p> <p>10 min</p>
3	While-speaking stage			
	<p>Trainees watch a YouTube video on bullying and take notes as victims or victimizers, according to their tasksheets.</p> <p>Trainees present the story they watched in pairs from the victim's / victimizer's perspective to their peers. They exchange feedback.</p>	<p>Individual work</p> <p>Pair work</p>	<p>To motivate trainees through the use of technology.</p> <p>To create a 'real-life' context.</p> <p>Skills integration (listening and writing).</p> <p>To check comprehension.</p> <p>To encourage trainees to give an overall presentation of the story, from both perspectives.</p>	<p>15 min</p> <p>10 min</p>
4	The trainer sets the scene:	Pair work	To encourage trainees act out a 'real-life' dialogue.	15 min

	<p>Trainees imagine they are a 12-year-old bullied student, who visits a psychologist to talk about the last bullying experience he/ she had at school. The psychologist asks questions about the incident and they are supposed to offer detailed information about that day though a 15-minute dialogue in pairs.</p>		<p>To enhance pair work.</p> <p>To create a ‘real-life’ communicative setting.</p> <p>To promote trainees’ interaction.</p>	
5	<p>Post-speaking stage</p> <p>Trainees decide to engage in a second role-playing activity. They imagine that a 16-year-old boy makes fun of one of their classmates all the time and in groups of 4 (bully, bullied, classmate, headmaster), they are required to engage in a 20-minute- role-playing activity, reporting this bullying activity to the headmaster of their school, offering valuable piece of information and feedback.</p>	Group work	<p>To encourage trainees engage in a role- playing activity.</p> <p>To enhance group work.</p> <p>To create a ‘real-life’ communicative situation.</p> <p>To promote trainees’ interaction.</p>	20 min

6	<p>Trainees form buzz groups and discuss the last bullying activity, expressing their feelings and their possible reactions.</p>	Group work	<p>To enhance group work.</p> <p>To create a ‘real-life’ communicative situation.</p> <p>To promote trainees’ interaction.</p>	20 min
7	<p>Then, trainees form cross-over groups and collect numerous ideas to create an anti-bullying song suitable for the class context. Through this jigsaw learning activity, all participants offer their knowledge in different areas of the topic equally.</p>	Group work	<p>To enhance group work.</p> <p>To promote trainees’ interaction.</p> <p>To develop trainees’ creativity.</p>	40 min
8	<p>Afterwards, they form 6 groups of 5 trainees and they cooperate in order to make a creative poster with quotes and phrases against bullying at school.</p>	Group work	<p>To enhance group work.</p> <p>To promote trainees’ interaction.</p> <p>To develop trainees’ creativity and freedom to expression.</p>	30 min
9	<p>Then, in the same groups they assign different roles to each other and they make their own online fairytales using a webtool, called ‘Storyjumper’. In their books, they add pictures of the posters they created</p>	Group work	<p>To enhance group work.</p> <p>To promote trainees’ interaction.</p> <p>To develop trainees’ creativity.</p>	120 min

10	<p>previously and the lyrics of the songs they wrote, so as to give a more personal character to them.</p> <p>Finally, trainees choose a representative of every group and he/she gives a lecturette to everyone, sharing information about their book, the problems that bullying can bring to humans/ students and the possible solutions to it.</p>	Individual work	<p>To motivate them through the use of technology.</p> <p>To practice presentation/ demonstration skills.</p> <p>To sum up the most important solutions to bullying.</p>	30 min
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Appendix ii

Tasksheet A

Pre-speaking stage:

1. Look at the photo carefully and in pairs, discuss the following:

- a. Who and where are they?
- b. What is this photo about?
- c. Have you or any of your friends ever been in a similar situation? How did you react?



While-speaking stage:

2. Watch the following YouTube video called ‘Bullying- Stop it’ (https://www.youtube.com/watchv=FYVvE4tr2BI&t=15s&ab_channel=TheChurchofJesusChristofLatter-daySaints) and take notes. Then, in pairs present the story from the victim’s perspective to your classmates.

	Bullied
People involved: Place: Time: Incident: Frequency: My feelings: The bully’s feelings: Solution:	

3. Imagine you are a 12-year-old bullied student and you visit a psychologist to talk about your latest bullying experience at school. The psychologist asks questions to find out what happened, who was involved in it and what were/ are your feelings. The victim gives detailed information about that day. Work in pairs to act out a 15-minute dialogue.

Post -speaking stage:

4. Imagine that a 16-year-old boy calls another student ‘dirty’, makes fun of him all the time, asks from their classmates to ignore him and knocks into him on purpose. In groups of 4 (bully, bullied, classmate, headmaster), you are required to engage in a 20-minute- role-playing activity, reporting this bullying activity to the headmaster of the school, offering valuable piece of information and details.