

# O3: “I SECURE agent” Prototype and curriculum & training materials

Roland Klemke

I Secure Meeting

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Page 1

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# O3: I Secure Agent

## O3 - “I SECURE agent” Prototype and curriculum& training materials

Four activities

Only conceptual design,  
no implementation

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Page 2



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## O3: I Secure Agent

### O3 - “I SECURE agent” Prototype and curriculum& training materials

First activity:

### O3 - A1 Define the Strategy for identification and evaluation of Open Education Resources M8-M9



# O3: I Secure Agent

## O3 - “I SECURE agent” Prototype and curriculum& training materials

### First activity: O3 - A1 Define the Strategy

The I Secure Open Archive will also have a section dedicated to Open Educational Resources considered of interest for issues related to the project. Partners will design a methodology for identifying, selecting, using and producing OER training materials. This strategy will be taught to teachers in order to support them in managing and producing OER in the future.



# O3: I Secure Agent

## O3 - “I SECURE agent” Prototype and curriculum& training materials

Second activity:

O3 - A2 Define key Learning Outcomes of the “I SECURE agent”

M9-M12



# O3: I Secure Agent

## O3 - “I SECURE agent” Prototype and curriculum& training materials

### Second activity:

## O3 - A2 Define key Learning Outcomes

Based on the needs identified within Output 2, Partners will define the learning outcomes of the 'I Secure Agent', in line with EU lifelong learning recommendations (units of LOs; definition of knowledge, skills and competencies; EQF level, etc.)

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# O3: I Secure Agent

## O3 - “I SECURE agent” Prototype and curriculum& training materials

Third activity:

O3 - A3 Design curriculum

M10-M12 (maybe M14?)

Not all contents but all curricula



# O3: I Secure Agent

## O3 - “I SECURE agent” Prototype and curriculum & training materials

### Third activity:

#### O3 - A3 Design curriculum

The objective of this activity will be achieved by setting clearly all the contents of the course. Setting these contents will facilitate trainers in making hard decisions about delivering the course or to design assessments that allow students to demonstrate their knowledge and skills, to design learning activities and to measure student learning accurately and effectively.

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## O3: I Secure Agent

### O3 - “I SECURE agent” Prototype and curriculum& training materials

Fourth activity:

O3 - A4 Provide pedagogical contents for the ICT based training instruments (part of the I Secure TEL eco-system)

M11-M21 – all contents

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## O3: I Secure Agent

### O3 - “I SECURE agent” Prototype and curriculum& training materials

#### Fourth activity:

### O3 - A4 Provide pedagogical contents

Partners will define the pedagogical contents and texts for the ICT based training materials that are to be technically developed within Output 4 (TEL I Secure eco-system).

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Page 10

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# O3 - Task Involvement

Name of the project:	USR	EFFEBI	ECO STUDIO	OUNL	UNWE	INERCIA	MERIG
O3 - "I SECURE agent" Prototype and curriculum& training materials	●	√	●	√	●	●	
O3 - A1 Define the Strategy for identification and evaluation of Open Education Resources							
O3 - A2 Define key Learning Outcomes of the "I SECURE agent"							
O3 - A3 Design curriculum							
O3 - A4 Provide pedagogical contents for the ICT based training instruments (part of the I Secure TEL eco-system)							

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# O3 - Schedule

<b>MONTHS</b>	<b>08</b>	<b>09</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
O3 - "I SECURE agent" Prototype and curriculum & training materials														
<b>O3 - A1 Define the Strategy for identification and evaluation of Open Education Resources</b>														
<b>O3 - A2 Define key Learning Outcomes of the "I SECURE agent"</b>														
<b>O3 - A3 Design curriculum</b>														
<b>O3 - A4 Provide pedagogical contents for the ICT based training instruments (part of the I Secure TEL ecosystem)</b>														



# E1 - European Seminar

- participation of minimum 25 people representing relevant stakeholders:
  - schools, teachers, students, parents (families), HEIs, VET providers, policy makers, trade unions, research centres, ICT companies, etc.
- Promotion of key outputs
  - Website development
  - Needs and gaps analysis
  - “I SECURE Agent” Prototype, curriculum methodology & training contents

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## O3 – Starting points 1 - Research

- Available research outcomes on IT security, e.g.
  - Information Security Journal: A Global Perspective  
<http://www.tandfonline.com/toc/uiss20/current>
  - Information security management handbook  
<https://books.google.bg/books?hl=de&lr=&id=96BbTjHBpOQC>
- These publications are not on the right level for non-experts



## O3 – Starting points 2 - Resources

- Available educational resources, e.g.
  - OERCommons on security  
<https://www.oercommons.org/search?f.search=security>
  - MOOCList on security  
<https://www.mooc-list.com/tags/security>
- The information is scattered, distributed across various offers, not always up-to-date and not suited



## O3 – Starting points 3 - Courses

- Available courses, e.g.
  - Coursera course on computer security  
<https://www.class-central.com/mooc/318/coursera-computer-security>
  - FutureLearn course on cyber security  
<https://www.futurelearn.com/courses/introduction-to-cyber-security>
- Available courses not tailored to specific school needs





# O3 – Starting points 4 – Surveys/Interviews

- Outcomes of surveys and interviews should inform the I Secure Agent
  - Situation
  - Needs
  - Curriculum
  - Contents

## O3 - Next steps: A1 – Strategy definition

- Most urgent task in O3!
- How do we help teachers to find and select relevant, up-to-date, comprehensive educational resources for their own information and for their educational activities?
- How can we support the creation of new educational resources by teachers?

## O3 - Next steps: A2 Definition of learning outcomes

- What are the relevant aspects of IT security for schools?
- What does a teacher need to be able to understand or do?
- What does a student need to be able to understand or do?



## O3 - Next steps: A3 Definition of the curriculum

- How to transfer the learning outcomes into a useful and manageable curriculum?
- How comprehensive / concise should the curriculum be?
- How can we cope heterogeneous learners (some are already well informed and need updates, some are novices to the topic)?



## O3 - Next steps: A4 Creation of content

- How to balance the content between comprehensiveness, consistency, and flexibility?
- How to prepare multi-platform delivery (different learning platforms, different user devices)?
- How to deliver high quality content in a limited budget?



# Project Meeting in Heerlen

- Proposed time: 5.-6. September?
- Consortial Meeting (1,5 days)
- European Seminar (0,5 days)

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# E1 - European Seminar: Tasks

- Programme definition
  - Presentation of I Secure outputs
  - Additional content? External speakers?
- Invitation management
  - Target group focus?
- Local arrangements

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# THANK YOU!

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