

MOOW CODE

Pilot Moow

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MOOW CODE

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University of Naples Federico II

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Discussion of PR 4

Pilot MOOW 1 “Mental Health on University Campus”

- General Overview
- Timeline
- Some tips
- Bootcamp example



MOOW ORGANISING TEAMS

5-7 members involved in the preparation and implementation of pilot MOOWs composed by staff from the leading unit and one or more representatives from:

- A business and/or entrepreneurship education unit
- A digital education or digital innovation team
- A university accelerator or a similar business support program based on their unique circumstances



Pilot MOOWs “Mental Health on University Campus”

General Overview

The rolling out of **six** pilot MOOWs (two MOOWs in each of the three participating universities) will be the culminating point of the entire MOOW CODE project and the kick-off moment for the MOOW movement

Six Pilot MOOWs on two distinct topics organized in three countries in two consecutive years will ensure that the final MOOW model is complete and viable.

The Pilot MOOW topics will be:

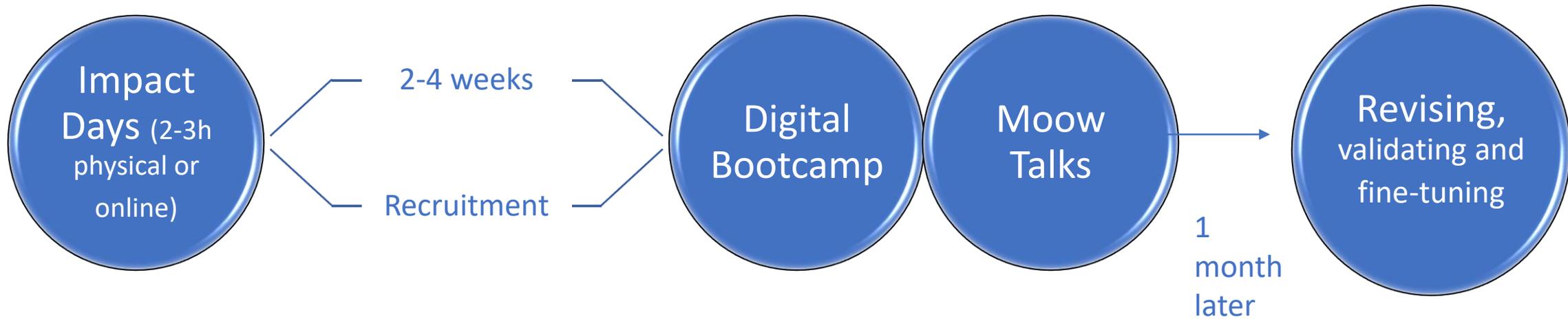
Pilot MOOW 1 - “**Mental Health on University Campus**” (second project year)

Pilot MOOW 2 - “**Sustainability in Digital Education**” (third project year)

MOOW piloting will address the following needs: - Testing the MOOW concept in a controlled and mediated environment

Pilot MOOWs “Mental Health on University Campus” General Overview

- Leading Organisation: University of Naples Federico II – Italy



In more detail

Digital Bootcamps: A *fully* digital MOOW Bootcamp will enable students, educators, developers, and entrepreneurs to work jointly on innovative solutions (idea concepts, prototypes or MVP – minimum viable products)
These online collaborations will be moderated by the staff upskilled during the Workshop. We expect each MOOW to produce at least 4-6 ideas or products

Moow talks (general public events): will include free and open to all online lectures, panel discussions, workshops and similar events on the MOOW topic

Main goals

The topic «Mental Health on University Campus» has been chosen in response to a growing demand among university students and staff to discuss and address mental well-being issues, especially in the aftermath of the pandemic
Pilot MOOW 1 is expected to:

- Create **ideas, prototypes** or **MVPs** to be deployed on campus with the aim to reduce stress, combat anxiety and alleviate mental health issues
- Example **outputs**: stress-reducing nudges, online self-reflection diary, “virtual drinks” between classes, a volunteer mental health hotline, etc.
- Raise **awareness** of mental well-being in higher education

Work division, tasks, results, methodology

MOOW organising teams will define the MOOW program, chose and prepare activities and tools, launch a MOOW platform, and organise an Impact Day prior to the launch.

Targets for Pilot MOOW 1 (in each university)

- 15+ student participants in bootcamp
- 5+ facilitators in Bootcamp
- 4+ ideas, prototypes or MVPs developed in the Bootcamp
- 100+ participants in general public events (open access lectures, panel discussions)
- 6+ lecturers, presenters, speakers in general public event PR4/A1

A draft for PILOT 1

Participants: According to the guidelines, we should have at least 15 participants in the MOOW. For this reason select 20-25 participants and engage in the MOOW at least 18 persons, having the reserve list.

Period: April → Impact days May → Digital Bootcamp

Promoting resources for activate individual resources

Interdisciplinarity

Focus on technology for human needs

Provide tools to manage life transitions

Health psychology, work psychology, psychological assessment

Bootcamp: some tips

In order to incentivise students' participation every university can imagine a final output such as:

Establishing a prize

Giving a certificate for some competence

Offering an internship in a company

Credits (we can refer to the hours set by the university for credits and link it to the exams)

1cfu (corresponding to 12h presence 13 individual work);

Teachers at a variety of career stages (PhD, postdocs, professors) will have opportunity to participate in the project.

Recruitment can be based on the research interests of the teachers. In case of high consistency with the area of topics the best results are expected.

Bootcamp: some tips according to the guidelines and the ideas sharing during the workshop

The planned term of MOOW event should take into account the availability of people . 5 days from Monday to Friday or 2 weekends as well as providing for time flexibility at the start of the day and between the days themselves (e.g. as indicated in the guidelines delayed start on day 1 can last 2-3h, 2-4 days 4h and day 5 2h). The essential work on innovative ideas and solutions should last no longer than 5 hour per day.

A draft for PILOT 1

Day 1 (2-3h): according to the guidelines there will be a phase of check-in in order to resolve problems (i.e. related to connections or platform functions) and carry out the initial procedures.

In the phase of initial procedures it is necessary to imagine a way of certifying attendance (especially if certificates/cfu/certificates will be issued). In this regard, some platforms offer the possibility of downloading the list of participants or it is necessary to make a match between the previously prepared list of participants and those present online.

At this stage it is also important that participants give their consent to the processing of data, use of images (i.e. for dissemination, publicity, etc.) and for audio-video recording of activities. The consent could be uploaded on a platform such as google form or similar platforms already used by the university (e.g. Teams has a similar format) which allow the consent to be given either before the start of the activities (the link to the form could be sent beforehand by email provided at registration) or to collect the consent in real time.

A draft for PILOT 1

Day 1: Then an initial starting-up phase is planned. During this latter we are going to use tools as presentation and course introduction (with the necessary adjustment)

For instance:

- *Short Presentations* – Students prepare presentations to share with their mates and / or teachers, also with their backgrounds and skills/expertise. This latter is useful for an evaluation in ingress e in uscita (possono essere utilizzati strumenti appositi/standardizzati);
- *Bootcamp Introduction* - The course is dedicated to familiarization of participants with the topic of the pilot. With this tool teacher can create a space for students (and teachers) to get to know their soon-to-be-classmates and share their expectations of the course.
- having detailed online presentations from the expert or “problem owners” (e.g. cooperate company explaining frequent problems, representatives of local government or public administration demonstrating difficulties of local society, or immigrants telling about their experience).

A draft for PILOT 1

Days 2-4 (4h): teamwork phase. Participants will be involved in the activities selected followed by group discussion. We recommend to split the teamwork phase into tasks and exercises, with a specific time limit after which there could be a new phase of MOOW, in order to make the teamwork more efficiently and focused.

- Single activity during the teamwork should take no longer than 90 minutes to avoid exhaustion of the participants. Do not forget about breaks between tasks and phases.

A draft for PILOT 1

Days 2-4 (4h): teamwork phase.

Brainstorming - A discussion aimed to create ideas. Students get the problem (question) and answer it on the Mural, Miro or Google Jamboard using the option to place virtual post-its on the board.

Watching Video Online - Students watch selected videos (linked to the topic of mental Health) on platforms such as Youtube or similar (Ted.com). Videos can be used to show examples of situations, events, etc. After watching them, students can discuss, ask and answer questions

A draft for PILOT 1

Days 2-4 (4h): teamwork phase.

Creative storytelling - Students are divided into small groups. Then, each of the groups is asked to identify three words (nouns) without knowing the following parts of the exercise. Then the groups are presented with a slide with pictures. The goal of each group is to create three completely different stories based on the same set of photos and referring to previously selected words. Conclusions from the exercise should inform a joined discussion.

Role playing and recording (online) - Students play roles according to the scenario. The scene is recorded and played. After watching it students can discuss it, share their feelings, opinions etc.

To record the scene, a teacher can use the Google Meet, ZOOM or MS Teams platform

A draft for PILOT 1

Days 2-4 (4h): teamwork phase.

Exploring Creativity- Development of an app with creativity-based contents and on the use of creativity as problem solving skills and management of unexpected and stressful solutions. The development is based on the theorization of Little-c creativity, which focuses on the use of creativity in everyday life. The app offers exercises in which situations of everyday life are proposed that pose challenges and questions that can be solved with creativity. The app offers a learning path and strengthening the ability to identify solutions

A draft for PILOT 1

Days 2-4 (4h): teamwork phase.

Discover digital creativity- Use of a serious game developed in the European Docent project for the assessment and enhancement of digital creativity. The DoCENT Serious Game has the structure of a role-playing game that allows teachers to test and train himself/herself in a safe environment in order to learn the best strategies for the application of digital creativity in school. The context is the classroom where children try to use digital tools and the teacher takes the role of a facilitator in order to elicit the application of these technologies in a creative way. The game is downloadable from the project website, available for Microsoft

A draft for PILOT 1

Days 2-4 (4h): teamwork phase.

Emotional diary - This kind of diary is a widely used tool that, even in its simplicity, helps to increase one's emotional competence in terms of greater awareness of one's emotions, recognition and expression, distinction of emotion and thought, and management of emotions, especially negative ones. When the individual experiences something, they must record the emotion felt, thoughts connected to it in the diary. Development of an app inspired by that tool

Emotion recognition – Using Serious Games (like Docent, Stop, Joinclusion) to improve emotional competence. The scenarios created in serious games would reproduce social situations in order to exercise the ability to recognise each other's emotions and regulate one's own, the latter being a fundamental requirement for good social functioning

A draft for PILOT 1

Days 2-4 (4h): teamwork phase.

Mindfulness-based training to cope with stress - A web platform where it is possible to access live sessions of a mindfulness-based program, with the possibility of sharing experiences, opinions and problems with other people belonging to the university community. The role of the mindfulness instructor is not only to teach mindfulness skills to manage stress and emotions, but also to keep this space free from aspects that can compromise a welcoming and supportive atmosphere. Skills related to the management of stress and emotions could also be integrated (for example <https://dialecticalbehaviortherapy.com>). That could be also integrated with in-person sessions where participants can share what they are learning and their experiences and are open to all participants and self-administered as a self-regulation group experience.

A draft for PILOT 1

Days 2-4 (4h): teamwork phase.

Mindfulness-based mobile app - Development of an app with mindfulness-based content and CBT protocols for emotional regulation. The app contains both audio and video guided mindfulness exercises, relaxation exercises and short cognitive restructuring exercises to manage mild symptoms of anxiety and depression. Also included are psychoeducational content on stress, anxiety, depression and mindfulness. The app is a simple and cost-effective way to always have help in managing stress and difficult emotions. The app could also be easily integrated with brief weekly online counseling sessions and two in-person sessions at beginning and at the end of the intervention

A draft for PILOT 1

Day 5: sharing of ideas, feeling and reflections about the course. Evaluation and closing

The evaluation of ideas and solutions is an integral part of the MOOW, and important moment in the event, because it provides feedback to the teams, possibly suggesting improvements. Therefore, you should designate a team responsible for evaluation of the participants efforts. The evaluation team could includes experts and problem owners.

- They should have enough time to evaluate the proposals and to present their motivations for the evaluation.
- The event should close up with some summarizing speech and thanks to the participants, experts, collaboratives and other facilitators.