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Empowering Educators and Students: A Recap of the STRANDS Learning Teaching Training Activity in Dublin

From June 12th to June 16th, a remarkable Learning Teaching training activity took place in the heart of Dublin, Ireland. Organized within the framework of the STRANDS project, this event



brought together 10 enthusiastic students, 5 experienced trainers from Italy, Slovakia, and Ireland, and even had the participation of 2 online attendees from Cyprus. Focused on addressing crucial digital challenges, including sexting, cyberbullying, web tracking, dangerous online challenges, and image-based abuse, this training had a twofold objective: to empower educators with essential knowledge

and skills to foster safer online environments for today's youth, while also raising awareness among young people themselves.

By addressing various online risks, STRANDS aims to empower young people and educators to navigate the digital landscape responsibly. The Learning Teaching training activity in Dublin was a vital step in fulfilling this mission.

Participants' Diversity and Collaboration

The training activity in Dublin witnessed a diverse group of participants, reflecting the multinational nature of the STRANDS project. With representatives from Italy, Slovakia, and Ireland, a rich cultural exchange and a variety of perspectives were at the core of the training. The presence of online participants further added a dynamic dimension, allowing for global insights and experiences to be shared.



Training Focus: Addressing Digital Challenges

The overarching theme of the training revolved around addressing critical digital challenges that impact young people's well-being. With sexting, cyberbullying, web tracking, dangerous online challenges, and image-based abuse as the central topics, the training delved deep into each issue, aiming to provide educators with practical strategies and resources.



Interactive Workshops and Presentations

Throughout the training, the participants engaged in a series of interactive workshops and presentations facilitated by experienced trainers. These sessions covered a wide range of topics, such as understanding the psychology behind cyberbullying, detecting and preventing image-based abuse, and fostering digital resilience among students. The trainers shared best practices, research findings, and case studies to equip the participants with a comprehensive understanding of the challenges at hand.

Sharing of Experiences and Best Practices

An integral part of the training involved the exchange of experiences and best practices among participants. This fostered a collaborative environment, allowing educators to learn from one another's successes and challenges. Such interactions not only reinforced the importance of a collective effort in tackling digital challenges but also created a network of support and collaboration beyond the training activity itself.

Empowering Educators for Safer Digital Spaces

The Learning Teaching training activity in Dublin aimed to empower educators to become effective advocates for safe online environments. By providing them with the necessary tools, knowledge, and skills, participants were equipped to address the various digital challenges faced by young people today. Ultimately, this training aspired to create a ripple effect, where educators would impart their newfound expertise to their students, schools, and communities, fostering a culture of digital responsibility and well-being.

Conclusion

The STRANDS Learning Teaching training activity in Dublin was an inspiring and empowering event, bringing together educators from different countries to tackle the pressing digital challenges affecting young people. By enhancing the participants' understanding of sexting, cyberbullying, web tracking, dangerous online challenges,



image-based abuse, and more, this training set the stage for creating safer online spaces. Through ongoing collaboration and the application of acquired knowledge, the educators involved in the STRANDS project are now better equipped to safeguard the well-being of their students in the digital age.

