**BOOSTING GLOBAL CITIZENSHIP EDUCATION USING DIGITAL STORYTELLING**

# Guidelines for Teachers & Trainers 2nd Level Pilot Course

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| Abstract | These guidelines intend to provide BRIGHTS teachers and trainers with useful information and instructions to organize training activities with youngsters and produce digital stories. |
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2

## Table of Contents

## Abstract

These guidelines are designed to help BRIGHTS teachers and trainers to organize their training activities with youngsters and create digital stories on Global Citizenship Education.

The document covers a variety of topics. More in detail, the first part defines the piloting phase which involves teachers/trainers and youngsters in the framework of the whole training path implemented by the project. Then it explains the importance to involve youngsters at risk of exclusion and briefly introduces the inclusive potential of the digital storytelling methodology. The following parts of the document provide a set of instructions to organize the training activities and produce effective and valuable digital stories. In addition, the linkage with the Online Community on Global Citizenship Education is presented and a brief explanation on certificate awarding is provided. To conclude, the guidelines introduce the launch of the International Contest and give instructions on selection procedures.

# 1.BRIGHTS Piloting Course

The BRIGHTS course "Addressing Global Citizenship Education through Digital Storytelling" is aimed at teachers and trainers working with youngsters; it consists of a 1st level pilot which comprehends both a MOOC and a face to face training and a 2nd level pilot concerning the final cooperation between teachers/trainers and students.

The primary target group comprises secondary school teachers and trainers from the four partner countries (Italy, Belgium, Greece, Croatia) who benefited from national tutors' support during their learning (1st level pilot).

The youngsters are the final beneficiaries of the whole process and they are expected to produce digital stories with their teachers and trainers under the supervision of the tutors.

This document is a guide to organize **the 2nd level pilot course** which involves at least **100 teachers and trainers** (25 per country), who completed the blended course and possess the needed knowledge and skills to arrange practical sessions with youngsters. A total of **1500 students/young people** will participate in the process of digital stories production with an average commitment of 15 students per teacher/trainer. The 2nd level pilot course is expected to last a total of **25 hours** per working group in each of the four partner countries. The result of the piloting with youngsters is the production of **at least 100 digital stories** on Global Citizenship. The stories will be assessed and selected in the framework of the European Contest "**BRIGHTS Awards: best digital story on Global Citizenship topics**" which will be launched in April 2018.

By the end of the 25-hour pilot course, the students will be able to:

- Explore the essential elements of a good digital story;
- Understand the main steps and elements of scriptwriting;
- Assemble all elements (text, images, narration, music) and create a digital story on Global Citizenship Education;
- Publish and share the digital story online.

# 2. Inclusion of youngsters at risk of exclusion

One of the main aims of the project is to implement innovative ways of working with disadvantaged youngsters. At least **30% of youngsters participating in the BRIGHTS training must be at risk of social exclusion**, *e.g.* due to migrant background, parental socio-economic status, ethnicity, religion, place of residence etc. These factors notoriously may have an impact on social exclusion and unemployment.

To better address disadvantaged young people, the project focuses on both strategies of **formal and non-formal education**, the latter conceived for those with a low education and more at risk of exclusion. In particular, BRIGHTS project means to exploit personal digital stories as a means for everyone to be seen and heard. In *Digital Storytelling- Capturing Lives, Creating Community* [1] , pioneering digital storyteller, Joe Lambert explains the importance of storytelling as a means for people to express, comprehend and articulate experiences in the everyday world. It is a technique for breaking down barriers and increasing understanding across generations, ethnicities and others divides. Digital storytelling is a tool benefiting education and corporate communication.

All teachers/trainers responsible for the 2nd level pilot in each partner country will ensure the active involvement of youngsters at risk of marginalization and they will assess the efficiency of this methodology to enhance inclusion and participation.

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[1] *Digital Storytelling Capturing Lives, Creating Community* by Joe Lambert, Digital Diner Press,2006

# 3. Learning Contents and facilities

What do you need for a digital storytelling project?

**Time allocated:**

The recommended length of a digital storytelling project is about 25 hours, ideally spread over 4-5 days in 1 week. This can be extended with extra time for research, meetings, making photos or recordings.

Creating a digital story exists out of 3 parts:

1. Brainstorming and writing the story

2. Making or collecting pictures, sound and music

3. Editing and finishing the video on a computer or tablet

The end of the project is usually a screening of the stories for the participants and their peers.

**Number of participants:**

A project group should rarely exceed 10-12 participants for practical and good practice related reasons. If your group does exceed this number, you will have to subdivide in several smaller groups that work in parallel.

**Required facilities and equipment:**

- A comfortable training room that allows both group interactions and individual, private work
- A quiet room where participants can record voice over
- A computer or tablet for each participant with stable internet connection and respectively Davinci Resolve or iMovie installed (see MOOC Module 4)
- A digital camera to make pictures

- A USB-cable or card reader to upload pictures onto the computer
- A smart phone, tablet, video camera or sound recorder to record a voice over
- Headphones for each participant to listen to the recordings
- Storyboard templates that you can print from the MOOC Reading 4.1 or let students create the table by themselves
- A collection of photo's that speak to the imagination and/or are a bit ambiguous (often, facilitators use cards from the board game "Dixit")
- Paper and pens for participants to make notes

# 4. Learning Activities

Participants create original stories that include text, drawings, photos, animation, audio, and video. They use technology tools, such as digital cameras and tablets, to bring their stories to life. Story ideas can come from personal and family experiences, connections to other cultures, and real or imaginary people, places, or events. At the end of the course, participants organise an event and use social media to disseminate their story.

Phases:

0. Introduction to digital storytelling

1. Coming up with an idea: what do you want to talk about?

2. Making a scenario and a script

3. Research and collecting source material

4. Recording of sound and video, scanning pictures

5. Editing: video, pictures, sound, effects and mixing

6. Finish with effect, titles and closing credits, exporting the movie

7. Screening and/or publishing online using social media

Depending on your project and your group, your course plan and session plans will differ slightly, but essentially it will look like this course plan (spread over 4 sessions lasting 6-8 hours):

## Session 1

- Icebreaker, getting to know each other
- Introduction to digital storytelling (showing examples)
- Introduction of GCE as a common theme
- Individual task: think of two anecdotes from your personal experience that relate to the theme
-  Story circles, sharing and commenting on each other's anecdotes

## Session 2

- Storytelling theory for beginners (how do stories work, what is their typical structure and how do you write a story that engages an audience?)
- Writing a scenario / storyboard

## Session 3

- Photography theory for beginners (what is a good image to make/use in terms of technical and artistic quality?)
- Visual language (symbolism of images)
- Basics of copyright
- Collecting material (video + pictures + audio) to support the story
- Introduction to video editing

## Session 4

- Recording voice-over audio
- Video editing
- Finishing touches (titles, exporting etc.)
- Internal screening
- Evaluation

# 5. Requirements of digital stories and selection criteria

Digital stories should be produced by respecting a set of rules:

- The digital stories are a sequence of images and/or short videos with no more than 3 minutes of length. The digital stories can have music together with a voice-over;

- The digital stories can be produced in English or in the partners' national languages. The 4 stories which will be selected for the national/European award in each partner country will be subtitled by the national tutors in English (details on the International Contest will be given below).

- The digital stories for the BRIGHTS project start with a title screen containing the BRIGHTS logo and the Erasmus+ logo

- The next to last screen of the digital stories must contain:

    o the name and surname of the author(s)
    o the school/institution
    o the town
    o the country
    o the copyright notice (see instructions below in Copyright Issue)

- The last screen of the digital stories must contain the following text: "This project has been funded with support from the European Commission. This product reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein". Please follow the requirements on visual identity available at the following web address: https://eacea.ec.europa.eu/about-eacea/visual-identity_en

## Copyright issues

The videos need to respect copyright rules and clearly and adequately reference any creative commons material used when required

The teams of students should hold the copyrights for all the videos and photos that they are going to use in the videos - alternatively they should use copyright-free materials.

The best images, videos and music to be included in the Digital Stories are the ones the participants make themselves. If the participants choose to use other person's work they have to be sure they have the right to use it and give credit to the person who made it - this should be done in a screen at the end of the digital story.

The digital stories produced in the BRIGHTS project will be copyrighted under a Creative Commons license. These licenses are made available free of charge and allow creators to communicate which rights they reserve, and which rights they waive for the benefit of recipients or other creators. The license chosen is:

Attribution-NonCommercial-ShareAlike 4.0 Unported (CC BY-NC-SA 4.0) which means that recipients are free to Share (copy, distribute and transmit the work), under the following conditions:

*Attribution* - they must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work).

*Non Commercial* - they may not use this work for commercial purposes.

*Share Alike* - If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

More info:

https://creativecommons.org/licenses/by-sa/4.0

In order to make explicit that the digital stories produced by the participants of the BRIGHTS project are realized and distributed under this license, the author(s) need to include the following image and text:

*This work is licensed under a Creative Commons Attribution-NonCommercialShareAlike 4.0 International License (CC BY-NC-SA 4.0)*

## 6. GCE community

During the BRIGHTS comprehensive learning path, teachers and trainers have the chance to join a European community of people including researchers, education practitioners and stakeholders interested in Global Citizenship Education. The **GCE Online Community** is hosted by the Unite-IT platform (http://www.unite-it.eu/) and directly accessible through the following address: http://www.unite-it.eu/group/global-citizenship-education.    This offers the opportunity to enrich the learning experience with a wide array of perspectives and experiences at international level.

During the 2nd level pilot course, the **teachers and trainers** will use the GCE Online Community to:

- Maintain contact with the teachers/tutors from the various partner countries;

- Continue sharing resources and exchanging good practices;

- Discuss about their activities with students and ask for recommendations/suggestions to other teachers/trainers;

- Share the digital stories created by the students with their support and collect feedback from the audience.

The **students** will access it to:

- Get in contact and start discussion with European youngsters sensitive to the issue of Global Citizenship Education;

- Access relevant documents or information on Global Citizenship Education;

- Upload the digital stories they created with their teachers or trainers;

- Watch the stories produced by other youngsters throughout Europe.

# 7. Certificate awarding

The Certificate of attendance to the blended course is delivered to the teachers/trainers who have attended at least 8 hours out of 10 F2F hours (1st pilot phase) and carried out the 25-hour activities with the youngsters (2nd pilot phase).

# 8. The International Contest

The BRIGHTS Contest "**BRIGHTS Awards: best digital story on Global Citizenship topics**" will be launched on the 15th of April 2018 when the F2F piloting activities with teachers/trainers and young people are supposed to start in the project countries and it will be closed at the end of June 2018, when all digital stories will be produced by the participants (youngsters supported by their teachers or trainers).

By 16 July 2018 the national tutors will select 4 national best stories, and by the end of July the international jury of the contest will select the best national stories (one for each country) and the best European story.

At the beginning of September 2018, national winners will be announced and invited to participate at the BRIGHTS international workshop and awards during the ALL DIGITAL Summit on the 18-19 October 2018 in Brussels (travel expenses and accommodation for

the winners (1 teacher/trainer and 1 student from each project country) will be covered by the project.

The Unite-IT platform will be used to launch the BRIGHTS Contest in April. The content will be based on a two-step process of selection of the best stories:

- During **the first step** (by end of June), the partners call all the BRIGHTS participants to submit their digital stories. A total of 4 forms, one per partner language, will be given to the participants. These will give participants the instructions to submit the document and video and how to transfer them to their national tutor. In this way, the national tutors will directly receive all the digital stories produced in their country by the end of June and then they will select the 4 best stories (to be subtitles in English) by 10 or 15 July.
- **The second step** of the contest is the creation of an international jury and the selection of the best stories.
  There will be **2 awards**, one for the best national story and one for the best story among the 4 national winners.

The jury will judge the stories by the following criteria:

1. Choice of subject and relevance to GCE topics (one of the following: Sustainable development and lifestyle, Social inclusion and cultural diversity, Gender equality, Peace and human rights, Active citizenship and democracy)
2. Quality of concept and writing: does the story reflect the creator's personal point of view?
3. Creativity and originality
4. Technical Execution: Quality of sound, images and editing

During the contest, Unite-IT will be constantly used to promote the contest and stimulate discussion among the participants (mainly teachers and trainers).

The partners will create a digital stories gallery (including all the digital stories received through the contest) on the **BRIGHTS project website**. BRIGHTS teachers/trainers are recommended to encourage the students to share their stories with peers through the **BRIGHTS Facebook page** (@BrightsProject). They can do this by

sending the video files via Wetransfer to the national tutors who will take care of publishing the videos on Facebook.