BOOSTING GLOBAL CITIZENSHIP EDUCATION USING DIGITAL STORYTELLING

GUIDELINES FOR

TEACHERS & TRAINERS

MOOC PARTICIPANTS

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Abstract	This guide provides the BRIGHTS users with the needed instructions to benefit from the MOOC "*Addressing Global Citizenship Education through Digital Storytelling*"
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Abstract

This document intends to offer an outlook of the MOOC *"Addressing Global Citizenship Education through Digital Storytelling"* developed within the BRIGHTS project.

It provides the users with some basic information of the course, it presents the syllabus with its modules, units and learning outcomes and finally it gives instructions on the navigation of the online platform which hosts the MOOC.

1. MOOC introduction & syllabus

The blended course **"Addressing Global Citizenship Education through Digital Storytelling"** intends to develop primary and secondary-schools teachers and trainers' competences in dealing with global citizenship main themes through a constructive and participatory methodology, the digital storytelling.

The BRIGHTS MOOC officially starts in each partner country on **March 5th, 2018** and lasts **4 weeks**.

Each week focuses on a specific module and is designed to require around **five hours' study**. **Each module** is split into **3 units**, each of them focused on **1-3 learning outcomes** and comprehends specific training contents mainly consisting of **videos, readings** and **multiple choice questions**.

Videos are essential components in the MOOC, they support critical components of learning like developing critical thinking skills, applying knowledge and fostering deep understanding of cutting-edge themes.

In addition, each module provides a set of **OERs** (Open Educational Resources), like articles, guides, reports etc. to deepen some specific topics and participate in the debate on Global Citizenship Education and innovative learning methodologies.

During their learning path, the MOOC participants can refer to the **tutors** and cooperate with other users through the **forums** available via the MOOC platform.

MOOC participants have also the opportunity to participate in the first **European GCE Online Community**, a European community of researchers, teachers, trainers and stakeholders interested and engaged in Global Citizenship Education.

By the end of the MOOC, a **Certificate of MOOC completion** is delivered to all learners who respond correctly to 80% of quizzes.

More in detail, **one quiz** including a set of multiple choice questions is available by the end of **each Module** after the completion of the units. Each question has 4 possible answers and there is only one single correct answer. For each question participants have **three attempts**. After the third incorrect attempt, students receive the feedback and the correct answer.

The **course syllabus** offers a comprehensive outlook of the program by linking the learning outcomes to the units and contents.

Addressing Global Citizenship Education through Digital Storytelling

MODULE 1

ALL YOU WANTED TO KNOW ABOUT GCE (AND NEVER DARED TO ASK)

5 hours - 1st week

LEARNING OBJECTIVES:

- Provide a theoretical and policy framework of Global Citizenship Education (GCE)

- Provide background information on the main GCE goals (Sustainable development and lifestyle, Social inclusion and cultural diversity, Gender equality, Peace and human rights)

Introduction

Module 1 consists of three units and comprises videos, readings, a quiz and references to get to know Global Citizenship Education (GCE). The comprehensive module enables the learner to understand the debate over the concept of GCE and its relevance for global citizens ready to tackle the current and future challenges. Despite different approaches there is a common view of citizenship, perceived as a fluid concept linked to societal developments and to local and global changes. The first unit *"What is Global Citizenship Education"* introduces the definitions of GCE given by UNESCO and Oxfam and presents the point of view of practitioners working for youth organizations and NGOs. The second unit *"Frameworks within Global Citizenship Education"* defines the 2030 Agenda for Sustainable Development as a framework for GCE: its 17 Sustainable Development Goals (SDGs) represent both political and educational targets. SDGs combine social, economic and environmental factors and they are all connected. They are in line with one of the main challenges for education today, that is the definition of school curricula capable to tackle socio-economical complexity and interdependencies. The unit also presents some weak or critical points of the 2030 Agenda in order to give the learner some elements to deepen the debate and discussion. Finally, the third unit *"Global Citizenship Education in the European educational and societal contexts"* offers an overview of different approaches to deal with GCE throughout Europe by linking education to political and economic choices. It covers GCE in both formal and non-formal sector.

LEARNING OUTCOMES	*UNIT*	*UNIT LENGHT*	*LEARNING CONTENTS*
1. **Identify diverse understandings of the concept of global citizenship** 2. **Examine the different goals within GCE**	**UNIT 1.1** **What is Global Citizenship Education**	**2,5 hours**	*Video 1.1 (part 1) "What is Global Citizenship Education"* *Video 1.1 (part 2) "What is Global Citizenship Education - Exploring five topics of Global Citizenship Education"* *Video 1.1 (part 3) "What is Global Citizenship Education - Global issues in the classroom"* *Reading 1.1 "What is Global Citizenship Education"*
3. **Explain how they are interrelated through different frameworks**	**UNIT 1.2** **Frameworks within Global Citizenship Education**	**0,5 hours**	*Video 1.2 (part 1) "Frameworks in GCE"* *Video 1.2 (part 2) "Frameworks in GCE- NGO's on Sustainable Development Goals"*

| 4. Compare the GCE practices in EU countries

5. Critically analyse the importance of GCE in the global education and societal context | **UNIT 1.3**

Global Citizenship Education in the European educational and societal contexts | **2 hours** | *Video 1.3 (part 1) "Global Citizenship Education in the European educational and societal contexts - Practices of GCE"*

Video 1.3 (part 2) "Global Citizenship Education in the European educational and societal contexts - The role of schools in GCE"

Reading 1.3 "Global Citizenship Education in the European educational and societal contexts " |
| ▪ **Assessment** | ▪ *Quiz* | | |

MODULE 2

50 SHADES OF GCE (WITH DIGITAL STORIES…)

5 hours - 2nd week

LEARNING OBJECTIVES:

▪ Support GCE through digital storytelling in formal and non-formal educational settings with young people

Introduction

Module 2 consists of three units and contains videos, readings, a quiz and references to learn how to enhance Global Citizenship Education (GCE) through Digital Storytelling (DS) in formal and non-formal educational settings with young people. Starting from the definition of formal and non-formal learning, the module covers relevant GCE topics and explains why DS is an interesting approach when dealing with interconnected challenges of the 21st century. The first unit *"Global Citizenship Education in formal and non-formal contexts"* explains what is formal and non-formal education and presents different points of view and needs of teachers and learners in these different contexts. The second unit *"Contemporary challenges for Global Citizenship Education"* introduces GCE as educational paradigm comparing it with other political pedagogies and enables the learner to consider GCE as a valuable approach to tackle crucial international challenges. The unit details five global issues (Sustainable development and lifestyle, Social inclusion cultural diversity, Peace and human rights, Gender equality, Active Citizenship) to be tackled with young people and shows some digital stories to illustrate each of them. The third unit *"Discover Digital Storytelling"* introduces the DS methodology, its main features and its potential to enhance GCE competences.

LEARNING OUTCOMES	UNIT	UNIT LENGHT	LEARNING CONTENTS
1. Identify the main definition of formal, non-formal education system 2. Recognize the applicability of different learning methods to formal and non-formal education settings 3. Interpret own's local and national situation in the context of GCE goals	UNIT 2.1 Global Citizenship Education in formal and non-formal contexts	0,5 hours	*Video 2.1 (part 1) " Global Citizenship Education in formal and non-formal contexts- Enhancing GCE with Digital Storytelling"* *Video 2.1 (part 2) " Global Citizenship Education in formal and non-formal contexts - Digital Storytelling in non-formal education "* *Video 2.1 (part 3) " Global Citizenship Education in formal and non-formal contexts - Applying Digital Storytelling in (non-) formal education"*
4. Analyze current global issues within the framework of the major GCE goals	UNIT 2.2 Contemporary challenges for Global Citizenship Education	3 hours	*Video 2.2. (part 1) "Contemporary challenges for Global Citizenship Education - Sustainable development and lifestyle"* *Video 2.2 (part 2) " Contemporary challenges for Global Citizenship Education - Social inclusion cultural diversity"* *Video 2.2 (part 3) " Contemporary challenges for Global Citizenship Education - Social inclusion cultural diversity"*

			Video 2.2 (part 4) " Contemporary challenges for Global Citizenship Education - Peace and human rights" *Video 2.2 (part 5) " Contemporary challenges for Global Citizenship Education - Gender equality"* *Video 2.2 (part 6) "Contemporary challenges for Global Citizenship Education - Active Citizenship"* *Reading 2.2 (part 1) "Contemporary challenges for Global Citizenship Education"* *Reading 2.2 (part 2) "Contemporary challenges for Global Citizenship Education"*
5. **Briefly describe the background, history, features and steps of DS** 6. **Explore the potential of DS as a method to cope with GCE**	**UNIT 2.3** **Discover Digital Storytelling**	**1,5 hours**	*Video 2.3 (part 1) " Discover Digital Storytelling - Joe Lambert on the history and background of Digital Storytelling"* *Video 2.3 (part 2) "Discover Digital Storytelling - Joe Lambert on applications of Digital Storytelling"* *Video 2.3 (part 3) "Discover Digital Storytelling - Why Digital Storytelling works with Young People"*
▪ **Assessment**	▪ *Quiz*		

MODULE 3

BRIGHTS SIDE STORY

5 hours - 3rd week

LEARNING OBJECTIVES:

- Enable learners to facilitate the development of 21st century skills using digital storytelling

- Use the Story Circle Methodology (SCM)

Introduction

Module 3 consists of three units and comprises videos, readings, a quiz and references to enable learners to use the Story Circle Methodology (SCM) and develop the 21st century skills through the Digital Storytelling (DS). Starting from the explanation of DS and SCM, the unit talks about ethical issues in the DS processes and explains how youngsters can benefit from DS to empower 21st century skills. The first unit *"Story circle methodology in Digital Storytelling"* explains what is a digital story and how to apply the SCM in formal and non-formal education. The second unit *"Learn about group processes"* allows the learner to identify the main ethical issues concerning DS and to raise awareness on the need to create safe environments for teamwork with youngsters. Finally, the third unit *"The 21st century skills in Global Citizenship Education"* explains how to include 21st century skills in digital stories and makes suggestions to introduce GCE in the classroom and to prepare students before starting a digital story workshop.

LEARNING OUTCOMES	*UNIT*	*UNIT LENGHT*	*LEARNING CONTENTS*
1. **Recognise what is and what is not a digital story** 2. **Name the different steps of the story circle methodology** 3. **Apply the story circle methodology in formal and non-formal education**	**UNIT 3.1** **Story circle methodology in Digital Storytelling**	**2 hours**	*Video 3.1.1 " Story circle methodology in Digital Storytelling – What is Digital Storytelling"* *Video 3.1.2 " Story circle methodology in Digital Storytelling - Digital Story and Story circle methodology introduction"* *Video 3.1.3 "Story circle methodology in Digital Storytelling - How to create a safe environment in non-formal education"* *Reading 3.1 "Introduction to Digital Storytelling"*
4. **Create a safe environment for group discussions** 5. **Familiarize with the tools that introduce the GCE topics**	**UNIT 3.2** **Learn about group processes**	**1 hours**	*Video 3.2.1 " Learn about group processes- Pedagogy of the oppressed"* *Video 3.2.2 "Learn about group processes - Position of the teacher in GCE."* *Video 3.2.3 "Learn about group processes - Effects of Digital Storytelling on students and teachers."* *Reading 3.2 "Create a safe environment -Ethical issues"*

6. **Translate (convert/transmit) the topics of GCE into the students' personal narrative** 7. **Recognize the 21st century skills** 8. **Empower the use of 21st century skills among the students**	**UNIT 3.3** **The 21st century skills in Global Citizenship Education**	**2 hours**	*Video 3.3.1 "The 21st century skills in Global Citizenship Education"* *Video 3.3.2 (part 1) "The 21st century skills in Global Citizenship Education - Introduction and how to prepare the student in formal education about a topic on global citizenship - Who am I"* *Video 3.3.2 (part 2) "The 21st century skills in Global Citizenship Education - Preparing students in formal education about topics on GCE - Analyzing points of view"* *Video 3.3.2 (part 3) "The 21st century skills in Global Citizenship Education - Preparing students in formal education about topics on GCE - Research with newspapers"* *Video 3.3.2 (part 4) "The 21st century skills in Global Citizenship Education - Preparing students in formal education about topics on GCE - Discussing wars and politics."* *Video 3.3.2 (part 5) "The 21st century skills in Global Citizenship Education -Preparing students in formal education about topics on GCE - Guest speakers."* *Video 3.3.2 (part 6) The 21st century skills in Global Citizenship Education –Conclusions"*

			Reading 3.3.1 "The 21st century skills in Global Citizenship Education- How to work out the GCE topic as introduction to the digital storytelling" *Reading 3.3.2 "The 21st century skills in Global Citizenship Education- Digital storytelling as a pathway to enhance 21st century skills"*
▪ **Assessment**		▪ *Quiz*	

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MODULE 4

DO THE BRIGHTS THING

5 hours - 4th week

LEARNING OBJECTIVES:

- Enable the production of a digital story to achieve GCE goals (including storyboard, material, editing)

- Effectively share the digital stories about GCE goals

Introduction

Module 4 consists of three units and contains video tutorials, readings, a quiz and references enabling learners to produce and share digital stories about global themes and contemporary challenges. Starting from the explanation of tools and software to produce personal digital stories, the module explains the power of personal narratives to transform the world and illustrates how to share digital stories with the audience. The first unit *"How to realize a storyboard"* describes what is a storyboard, explains how to use it and presents various sources and templates. The second unit *"Collection and production of materials for digital stories"* comprises several video tutorials which practically show how to deal with the selection and utilization of images , animations and sounds when producing a digital story. The third unit *"Promote learning through online communities"* explains the relevance of sharing a digital story to promote global citizenship and encourages a reflection at different levels (personal level, at the level of the community and peers and the societal level). It recommends effective ways to share personal digital stories through both traditional and online channels.

LEARNING OUTCOMES	*UNIT*	*UNIT LENGHT*	*LEARNING CONTENTS*

1. **Create a storyboard of your story on a GCE topic**	**UNIT 4.1 How to realize a storyboard**	**1 hour**	*Reading 4.1 "How to realize a storyboard"*
2. **Create relevant materials for your digital story (images, voice, music, sounds, texts, titles)** 3. **Collect relevant materials for your digital story (images, voice, music, sounds, texts, titles) through different media** 4. **Recognize the free license material on the web**	**UNIT 4.2 Collection and production of materials for digital stories**	**3 hours**	*Video 4.2.1 (part 1) "Collection and production of materials for digital stories - Introduction and symbolism in images"* *Video 4.2.1 (part 2) "Collection and production of materials for digital stories - Finding right-free images."* *Video 4.2. 2 (part 1) "Collection and production of materials for digital stories -iMovie - Finding editing software"* *Video 4.2.2 (part 2) "Collection and production of materials for digital stories -iMovie - Adding images"* *Video 4.2.2 (part 3) "Collection and production of materials for digital stories - iMovie - Adding voice over"* *Video 4.2.2 (part 4) "Collection and production of materials for digital stories - iMovie - Adding titles"* *Video 4.2 .2 (part 5) "Collection and production of materials for digital stories - iMovie - Exporting your video"* *Video 4.2.3 (part 1) "Collection and production of materials for digital stories - Davinci Resolve - Finding, installing and running the program"*

			Video 4.2.3 (part 2) "Collection and production of materials for digital stories - Davinci Resolve - Recording your voice-over with Audacity"
			Video 4.2.3 (part 3) "Collection and production of materials for digital stories - Davinci Resolve - Adding images and sound to the program"
			Video 4.2.3 (part 4) "Collection and production of materials for digital stories - Davinci Resolve - Putting your media on the timeline and add effects"
			Video 4.2.3 (part 5) "Collection and production of materials for digital stories - Davinci Resolve - Add text and titles to your video"
			Video 4.2.3 (part 6) "Collection and production of materials for digital stories - Davinci Resolve - Export the video to a format you can use online"
5. **Actively participate in an online learning community**	**UNIT 4.3 Promote learning through online communities**	**1 hour**	*Reading 4.3 "Promote learning through online communities"*

2.Enhancing GCE through Unite-IT

During their 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. This offers the opportunity to enrich the learning experience with a wide array of perspectives and experiences at international level.

Unite-IT is a European community dedicated to providing an encouraging and useful environment to all its members. It exists to share resources, exchange good practices and visions on digital competence, all to overcome the digital divide in Europe.

The platform provides several ways of user participation: posting on personal pages of other users, including public posts and private messages, blog posts, events and working groups.

The **Unite-IT platform** (http://www.unite-it.eu/) includes the first **European GCE Online Community** (http://www.unite-it.eu/group/global-citizenship-education).

Through the MOOC platform, teachers and trainers can access a video presentation of Unite-IT platform.

3. Navigating the BRIGHTS MOOC

This section describes the login procedure to the MOOC platform and the BRIGHTS online course. Additionally, an overview of the basic MOOC structure and functionality is provided.

How to connect to the BRIGHTS MOOC platform

In order to connect to the BRIGHTS MOOC platform, you need to first login through the menu "BRIGHTS MOOC" of the BRIGHTS website. The project website is available at this link: http://www.brights-project.eu/

Be careful to access the "BRIGHTS MOOC" web page in your language in order to start the course in your language."

If the user is already logged into the BRIGHTS MOOC then they land directly in the course environment to either begin the course, or continue from the point where they had stopped. Otherwise, they need to enter their credentials for the BRIGHTS MOOC (Username and Password) in the web form that is shown in Figure 1.
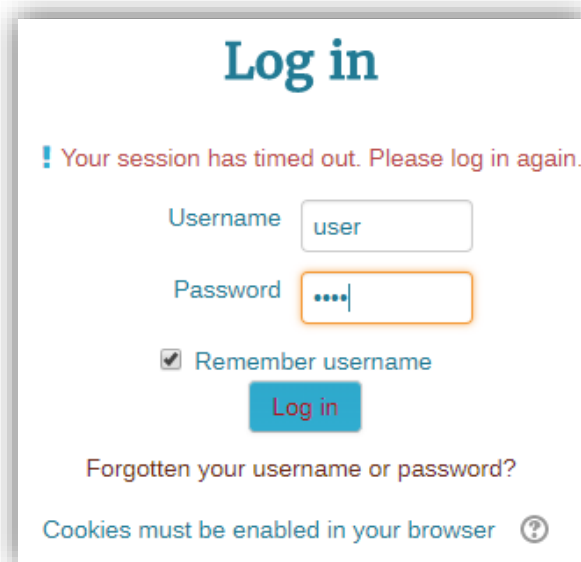
Figure 1: Login screen of the BRIGHTS MOOC platform

Navigate through the BRIGHTS MOOC

1. The initial screen of the BRIGHTS MOOC offers an overview of the course, including general forums, the course introduction, the syllabus and the course creators, as shown in Figures 2 & 3.
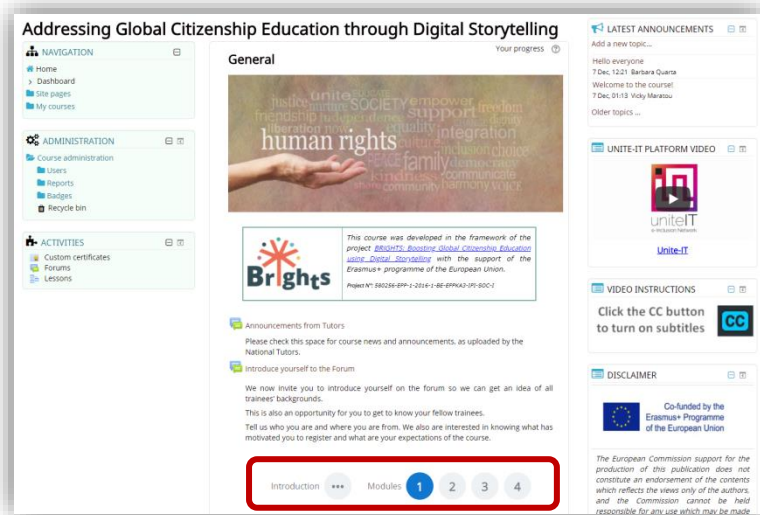

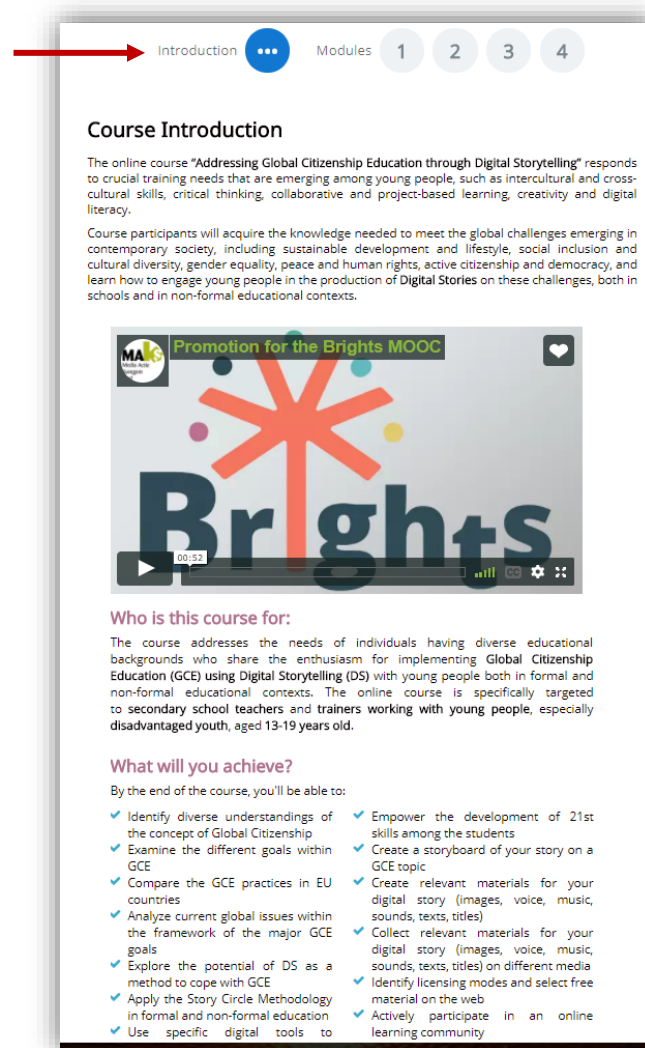Figure 2: Initial screen of the BRIGHTS MOOC: Overview of the course

Figure 3: Initial screen of the BRIGHTS MOOC: Course Introduction

2. By clicking the number of a Module on the initial screen (Figure 2), the syllabus of the Module appears under the buttons. The syllabus includes description of the Module as well as interactive links to the Units, Assessment Quiz and Additional Reading of the Module (Figure 4).
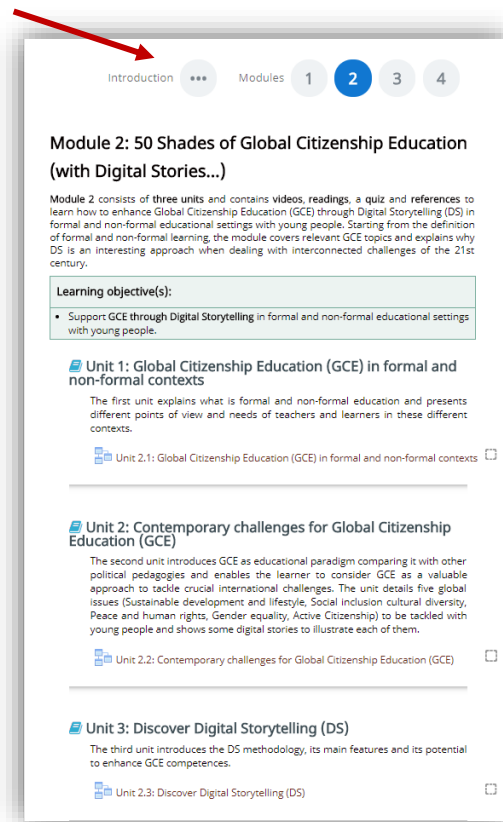
Figure 4: A Module page

3. Each Unit of a Module includes a number of learning objects such as readings and videos. By clicking on the interactive title of the Unit (Figure 5) the learning contents of the Unit unfold in successive pages, starting from the page with the Unit Introduction.

Figure 5: The interactive title of a Unit

4. Every page of a Unit includes one learning object (video or reading) and offers navigation tools, such as buttons and menu, to facilitate browsing through all the learning objects of the Unit. There is also a progress bar indicating the percentage of the Unit that has been completed by the student (Figure 6).
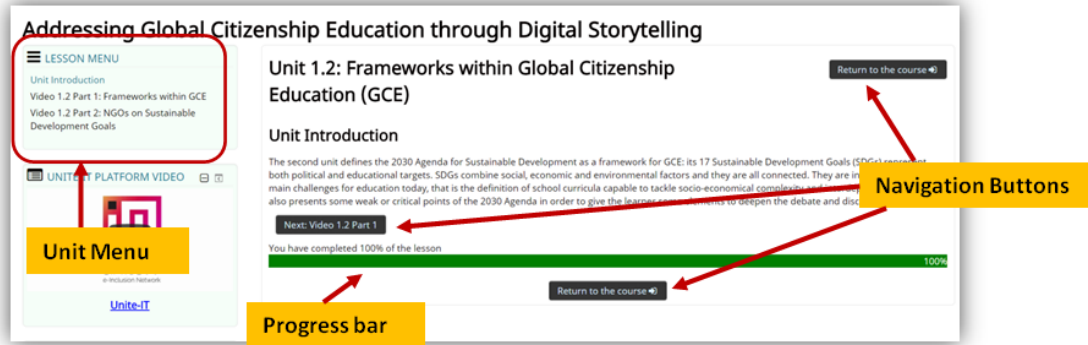
Figure 6: The layout of a Unit page

If the user leaves a Unit uncompleted, the platform offers them the option to resume from the point that they had stopped, as shown in Figure 7.
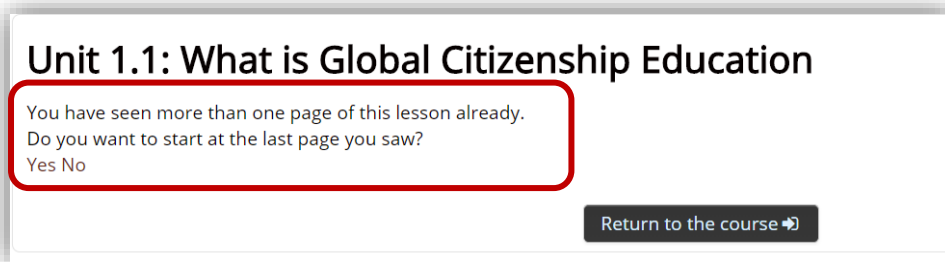

Figure 7: Resuming uncompleted Unit

In order for the platform to record user's progress in the course, a Unit is automatically marked as completed when all learning objects of the Unit have been reviewed by the student - a tick next to the Unit name indicates completion (Figure 8).

Figure 8: How to record your progress in a Unit

How to use a forum

There are a few simple steps that the user needs to follow in order to start using a forum:

1. The user clicks the name of the forum he/she wants to participate in, as shown in Figure 9.

📰 Introduce yourself to the Forum

We now invite you to introduce yourself on the forum so we can get an idea of all trainees' backgrounds.

This is also an opportunity for you to get to know your fellow trainees.

Tell us who you are and where you are from. We also are interested in knowing what has motivated you to register and what are your expectations of the course.
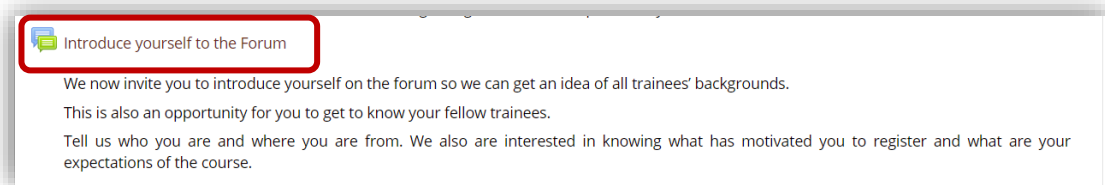
Figure 9: Participating in a forum

2. The page of the forum is shown in Figure 10. The students can reply to the Discussion topics which have been added by the tutor, simply by clicking the name of the discussion and then the **"Reply"** link at the bottom of the discussion page.

   The students can subscribe to the whole forum or only to a specific discussion in order to be notified of new posts in the forum or the discussion respectively. The subscription option is selected in the Administration Menu as shown in Figure 10.
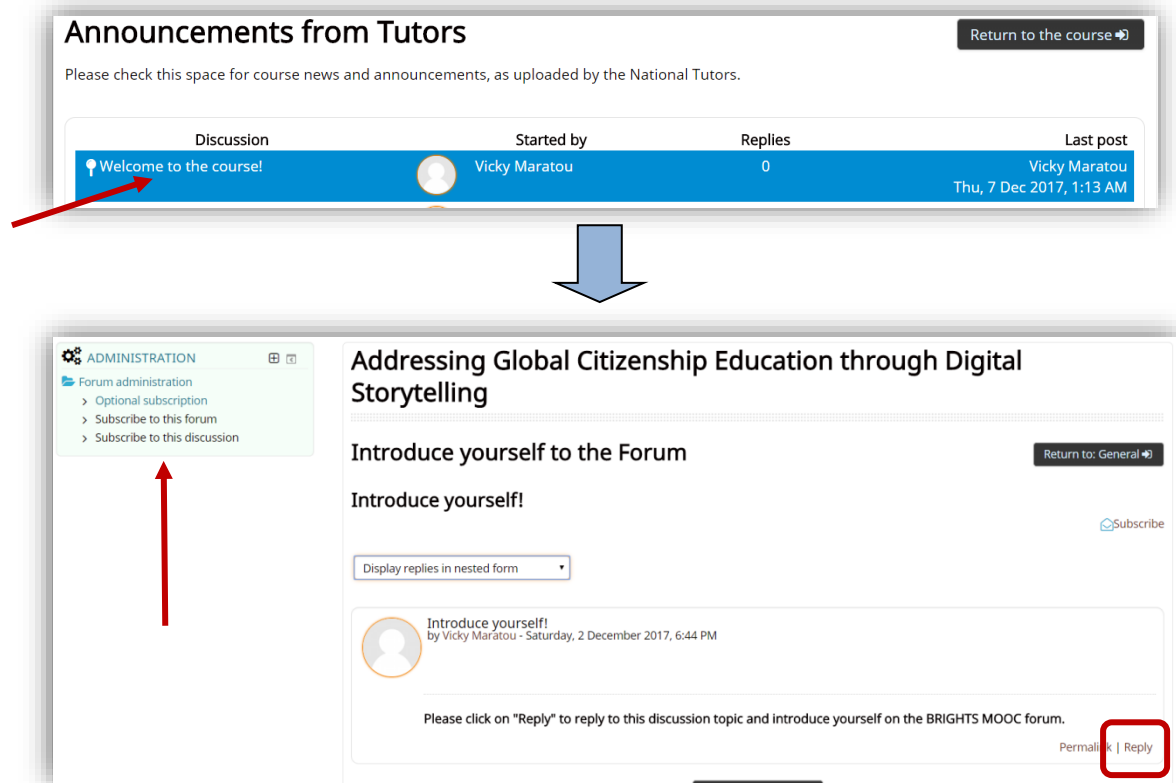
Figure 10: Reply to a forum discussion

3. As shown in Figure 11, a new page appears in which the user can write down and edit their forum post (i.e. their reply). The user can attach files to the post, if needed.
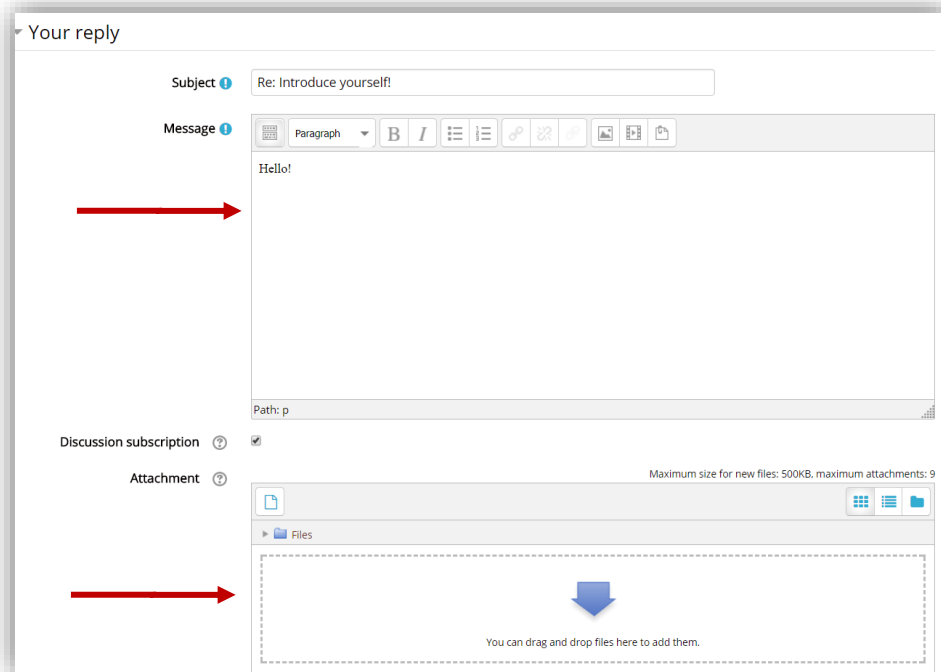
Figure 11: How to create a post in the forum

4. By clicking the button **"Post to forum"** (Figure 12), at the bottom of the page, the post appears in the forum.
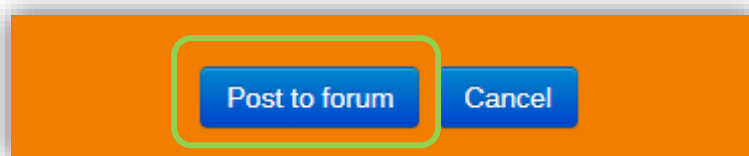

Figure 12: The button "Post to forum"

Useful information about the course videos

The videos of the MOOC are embedded in the pages of each Unit.

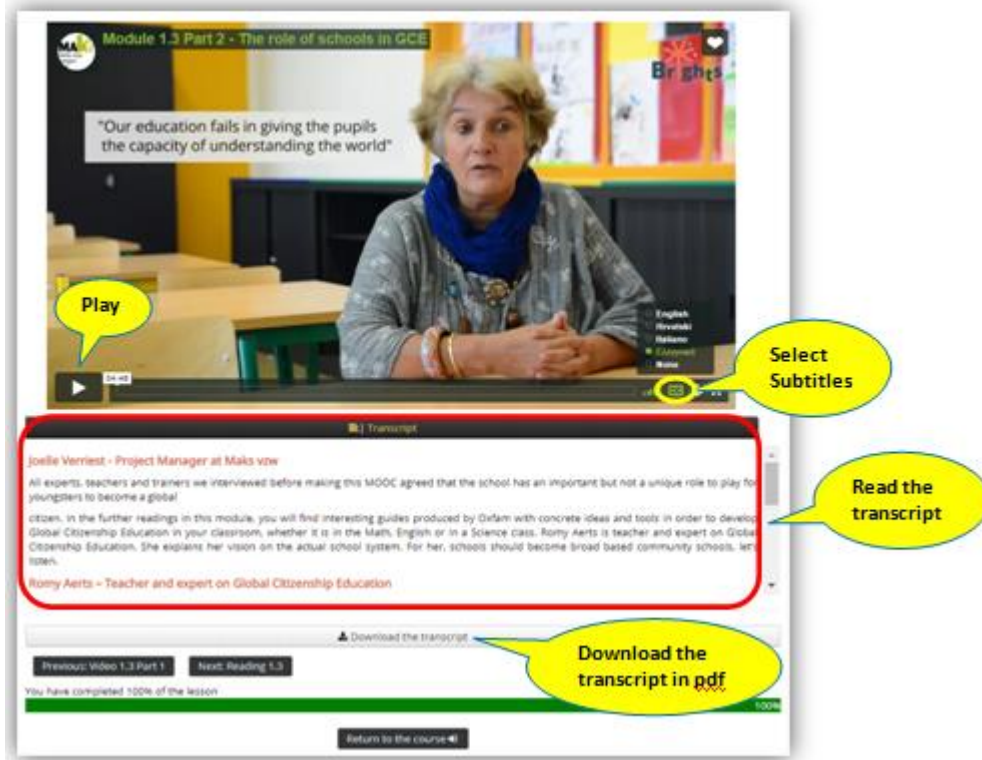Figure 13 illustrates a video page in the course and the offered functionality.

Figure 13: A video page

Useful information about the course Readings

The Readings of the MOOC are embedded in the pages of each Unit.

Figure 14 illustrates a Reading in the course and the offered functionality.

Figure 14: A Reading in the course