



# GUIDELINES FOR TUTORS

[www.brights-project.eu](http://www.brights-project.eu)



Project Acronym	BRIGHTS
Project Title	Boosting Global Citizenship Education using Digital Storytelling
Work Package	Work Package n° 3
Deliverable Title	Guidelines for Tutors
Dissemination level	Public
Version	2.1
Delivery date	22 February 2018
Keywords	Tutoring, MOOC, tracking
Abstract	This document provides the BRIGHTS tutors with the needed instructions to effectively perform their expected tasks and responsibilities during the piloting phase of the BRIGHTS blended training course.
Authors	Federica Funghi, Sara Cella (USGM) with the contribution of AD, CTC, HOU, MAKs, CSF,HEPIS
Project n°	580256-EPP-1-2016-1-BE-EPPKA3-IPI-SOC-IN
Agreement n°	2016-2790 / 001 - 001
Website	<a href="http://www.brights-project.eu">www.brights-project.eu</a>

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



## Table of Contents

1.	BRIGHTS Tutors: their role in the project.....	6
2.	MOOC Tutoring.....	8
2.1.	Managing the enrollment of teachers and trainers.....	8
2.2.	Course administration .....	8
2.3.	Managing and moderating discussions.....	9
2.4.	Monitoring the participation and certificates awarding ....	10
2.5.	Reporting .....	11
3.	F2F Tutoring .....	12
3.1.	Organizing group sessions in each partner country .....	12
3.2.	Needed facilities .....	12
3.3.	Material to be prepared for F2F .....	13
3.4.	Tips for moderating F2F sessions with teachers/trainers .	13
3.5.	Certificate awarding .....	15
4.	Monitoring of activities with youngsters .....	16
4.1.	Involvement of youngsters at risk of marginalization.....	16
5.	Enhancing GCE through Unite-IT .....	18
5.1.	Opening and managing discussion on Unite-IT .....	18
5.2.	Unite-IT functionality .....	20
6.	Cooperation among the national tutors.....	23
7.	List of Annexes.....	25

## List of figures

Figure 1 – Unite-IT Discussion .....	21
Figure 2 – Unite-IT Events.....	21

## Abstract

This document is meant to provide the BRIGHTS tutors with the relevant instructions to effectively perform their expected tasks and responsibilities during the piloting phase of the BRIGHTS blended training course.

The first chapter introduces the role of the national tutors in connection with the various steps of the training path. The second and third chapters specifically focus on tutors' activities during the MOOC and the F2F workshops. The fourth one explains tutors' activities during the production of digital stories by the youngsters. The fifth explains how the tutors can enhance the activities within the Unite-IT platform, while the latest one focuses on the tools and strategies to ensure interaction among the tutors.

A first version of this document was discussed and improved during the internal training session addressed to national tutors, held in Rijeka on December 6-7, 2017. In addition, the document and its annexes have been revised and detailed in connection with the advancement of the project and the publication of new deliverables and results.

## 1. BRIGHTS Tutors: their role in the project

The blended course “Addressing Global Citizenship Education through Digital Storytelling”, developed within the BRIGHTS Project, is an integrated learning path aimed at enabling teachers and trainers to create digital stories on Global Citizenship Education (GCE) with youngsters. The primary target group is composed of secondary school teachers and trainers from the four partner countries (Italy, Belgium, Greece, Croatia) who will benefit from national tutors' support during their learning. 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.

Before going in depth with the tutors' tasks, this chapter means to give some basic information on the course and tutors' role.

Firstly, the blended course is delivered in each of the partner countries in national language: **Italian, Dutch, Greek and Croatian**. This means that tutors are expected to mostly cooperate with their users (teachers and trainers) in mother tongue.

The whole learning path consists of two main phases:

### **1<sup>st</sup> phase:** Training of teachers and trainers

- MOOC: at least 100 users per country, 20 hours
- Face to face training: at least 25 users per country, 10 hours

### **2<sup>nd</sup> phase:** Production of digital stories

- Practical application: about 375 youngsters per country who cooperate with their teachers/trainers. In each country, all 25 teachers & trainers trained through F2F workshop during the 1<sup>st</sup> phase of the project will work with a group of young people (including young people at risk of marginalization). Each teacher/trainer is expected to work with a group of 15 young people. This phase will involve about 375 youngsters in each country.

The entire learning and collaborative process is enhanced by the use of the **Unite-IT platform** during the course.

The tutors are expected to guide the abovementioned phases by acting as facilitators of students' learning rather than instructors or transmitters of information.

Briefly, throughout the process, they will be engaged in:

- During the **MOOC**, giving the course participants the main instructions to enter and benefit from the online course, collecting requests of information, monitoring the participation in the MOOC, moderating cooperative activities through the forums, collecting results from the assessment tests and giving recommendations;
- During the **face to face session**, briefly refreshing GCE and its relevance for formal and non-formal education, giving presentations on Digital Storytelling methodology and tools, practically experimenting crucial phases and instruments with teachers and trainers;
- During the **practical phase** between teachers/trainers and students, assisting the teachers/ trainers to organize their work with youngsters, attending and monitoring the in-presence sessions, giving feedback during crucial phases of digital stories production;
- During the participation in the **Unite-IT platform**, deepening some topical issues (e.g. linked to news, cases etc.) and enlarging the debate at international level, linking and recommending further learning material.

A total of **eight tutors** are involved in the course, with **two tutors** selected **per partner country** (national tutors).

Being two tutors per country involved in the course, on the basis of their specific competences and interests, they can perform the same activities dealing with different students, or can distribute their tasks following, each of them, a specific aspect of the training process. It is up to the partners in charge of the experimentation, in cooperation with the tutors involved, to take a decision on the distribution of tasks between the two tutors in each partner country.

## 2. MOOC Tutoring

As its name suggests, the **MOOC**, or Massively Open Online Course, is a model for delivering learning content online to virtually any person—with no limit on attendance—who wants to participate in a course. A MOOC has a syllabus and the course content typically consist of readings, assignments and videos, which are often short (6–12 minutes). Students watch the videos, read assigned material, participate in the forums, and complete quizzes and tests on the course material.

The BRIGHTS MOOC encompasses these features and the tutors' regular commitment is crucial for its success.

The BRIGHTS MOOC officially starts in each partner country on **March 5th, 2018** and will last **4 weeks**. Each week focuses on a specific module and is designed to require **five hours' study**. **Each module** is split into **3 units**, each of them focused on 1-3 learning outcomes and including a variety of contents and learning activities.

The tutors are requested to be familiar with the course syllabus (both in terms of course scheduling and learning outcomes) and to know the material specifically conceived for the MOOC and the available OERs.

*See Annex I "Course Syllabus"*

### 2.1. Managing the enrollment of teachers and trainers

The tutors are responsible to monitor the process of registration in the MOOC platform. More in detail, they will send instructions to teachers and trainers who sent the registration form, and check if they successfully registered in the MOOC or support them if needed.

### 2.2. Course administration

The tutors should guarantee clear and regular communication to ensure all tasks and steps are clear for the course learners. Some recommendations:



**Send out login instructions.** At least one week prior to the course beginning, you should send an e-mail to all students with clear instructions for logging in and taking part in the course.

**Explain the course structure.** After the instructions to enter the course, an e-mail with information on the course structure should be sent. It should include, for example, the calendar of the MOOC, some recommendations to study, some instructions to use the forum and the Unite-IT platform.

**Remind MOOC main steps.** You should write your learners to inform about the beginning of a new module, by briefly introducing what they will learn and which contents and learning activities are available.

**Track student's participation and give feedback.** Monitoring the participation in the course, keeping attendance reports and send e-mails or requests to contact non-participating learners.

**Collect feedback on quizzes.** Each module delivers a set of quizzes which are crucial as self-assessment tools and confirm the actual attendance to the course.

### 2.3.Managing and moderating discussions

A forum space is available for each MOOC (Italian, Dutch, Croatian, Greek). National tutors and learners will enter their communication space and directly talk in their mother tongue with the tutors and the other participants. Within this space, the communication should be organized in order to avoid confusion and loss of messages. If students subscribe in a forum then they receive notifications of new posts through email.

The forum will cover the following:

- **Introduce yourself to the forum.** This welcome session enables students to become acquainted with the platform and with each other, without having to worry yet about the course contents. It also helps them to overcome any fears about posting a first message. It is important to promptly respond to messages to build confidence. Only tutors can start a discussion here but students can reply to this discussion;

- **Announcements from tutors.** It is for course administration. The students are subscribed by default and can see the announcements regarding the course. Only the tutors can post to this forum. The students can receive notifications through email for new announcements.
- **Any other issue pertaining to the course topics.** The MOOC forum allows discussions at national level on specific subjects linked to the modules.

These are some recommendations:

**Post starter messages.** Only the tutors have permission to start a discussion topic in all forum. Post initial messages in each of the forums to introduce the sessions, set the tone and outline what is expected. In the Welcome forum, post an Introduce yourself and the course, and invite students to post messages about their own expectations.

**Actively participate in the forum.** Focusing on relevant content and issues, intervene in order to promote interest and productive conversation, guide and maintain learners' involvement in discussions, summarizing debates and promoting learning activities recommended by the MOOC's authors.

*For technical instructions, see Annex II "How to use the BRIGHTS MOOC"*

## 2.4. Monitoring the participation and certificates awarding

The MOOC provides a set of quizzes and learning activities, tutors are not expected to give a score or make an evaluation of participants' learning path. Nevertheless, tutors are expected to track participation and quizzes/proofs. The MOOC platform provides the tutor with various options and tools to monitor and track users' activity and progress in the online course. In addition, it will be possible to check and monitor their participation through the forum.

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

Finally, it is compulsory to complete the MOOC and pass the quizzes in order to benefit from the F2F workshop to be held in each partner country.

### 2.5.Reporting

Each national tutor is responsible for reporting to WP4 Leader (Maks) and the coordinator about students' participation and actions within the MOOC course.

After the 4-week course the national tutors are responsible for drafting:

1. the **National Experimentation Report** based on the data gained from the MOOC platform (logs, activity report, course participation, forum activities etc.);
2. the **National Evaluation Report** based on the feedback from the evaluation questionnaires filled out by course participants. The Evaluation Report will focus on **course quality** and **MOOC platform usability**.

MAKS and HOU will define details of reporting.

*See Annex III "Monitoring users' activity in the online course"*

### 3.F2F Tutoring

In **April 2018**, after the completion of the MOOC, **25 participants per country** will attend the face to face sessions to be held in the four partner countries. The F2F sessions last **10 hours in each country**.

Face to face sessions are expected to be practical and finalized to give the needed skills and competences to deal with GCE via personal stories and technologies.

#### 3.1.Organizing group sessions in each partner country

The national tutors can decide how to arrange the **10-hour F2F** by organizing **2-5 sessions** per group. By the end of April or early May, the workshop in the partner countries should be completed. The objective is that each participant makes a digital story and understands the process of making the story with his/her youngsters in all its stages.

Teachers and trainers attending the F2F session are also required to be **active through the Unite-IT** platform. To promote their participation, the tutors organize specific activities via Unite-IT (please check chapter 5).

#### 3.2.Needed facilities

The tutors should ensure that rooms are properly equipped for the F2F sessions. Some instructions:

- Rooms need to be equipped with **computers or tablets** and internet should be available. The advantage of the tablet is that you can use it as digital camera and as voice recording device. If not, you should have a digital camera for making photos and a device to record the voice. A smartphone can be used for recording the sound or as a recording device (e.g. Roland R05). If you use a smartphone, you should make some tests and see if the recording ensures the needed quality to be understood by the audience.

- It is interesting to have **two or three rooms** or a bigger room where you have the computers and workspaces for the individual working but also a space where you can organize the first part of the workshop: the work about the story and the story-circle. When you select your venue, ensure there is a quiet room good for recording.
- The choice of the **topic** you will select is important as well as the material you need for introducing this theme. We suggest to work with game cards (e.g. Dixit <https://www.boardgameprices.com/prices/dixit>), or with newspapers or you can ask your participants to search information about the theme on the internet.
- You have to choose the **program for editing**. These are two possible choices: Imovie (for Ipad) or Davinci Resolve (cfr Mooc).
- For sound recording, you need some microphones and we suggest using the sound editing program Audacity.
- Make sure you are familiar with your equipment – practice and play with your recorder before the workshop.

### 3.3. Material to be prepared for F2F

In order to maximize the efficacy of the face to face sessions, the following material should be available for tutors and learners:

- Computers or Ipads/tablets with a dedicated software
- Voice recording devices or microphones for the laptops
- Internet connection
- Digital camera for photos
- Paper and pen (storyboards)
- Smart phones (photos/recording)
- Materials that can be used for enhancing telling of stories (freewriting papers, photos, ...)

### 3.4. Tips for moderating F2F sessions with teachers/trainers

The tutors should be aware of the following aspects:

- Building trust within the group process is critical for how participants are empowered to share their life experiences in the workshop. A horizontal and participatory approach enables modes of collaboration that are inclusive and enabling for all

participants. This involves group relationships that are based on mutual understanding, and recognition of the value that different experiences and knowledge bring to the storytelling process.

- Storytellers can collectively agree to be mutually supportive, interact respectfully, and not take ownership or remove the autonomy of the storytellers' own voice when working collaboratively on story development.
- A participant may choose to end the storytelling process at any time and may ask that any recording of their story be destroyed. This right to discontinue should be discussed with participants before the start of the process and be included on the consent form.
- In terms of ethical practice, it is critical that the storytellers have ownership of the stories that they produce. However, where stories are made public for advocacy and influencing activities from local to global levels the terms of how they are shared is important.
- It is important that participants fully understand what the consequences of publishing their story online might be.
- Storytellers are asked to step outside of the constructs, roles and identities that are established in their lives, and explore parts of who they are in new ways, and in ways that they may not previously have expressed freely. This means both having the willingness to take risks and actual risk taking. This process holds the potential for personal transformation for those involved, as story sharing not only validates their personal experience, but also gives them authority over that experience. The storytellers have to be aware of this risk.
- Sparking creativity involves getting people out of their normal pattern of engaging with the world. Introductory exercises are used to get the group to know one another through story, image and metaphor, as well as to understand some of the concepts about stories, and storytelling that will be covered during the workshop.

- Identifying a significant moment of change within this narrative is a part of the transformative process of digital storytelling. It helps participants to understand what brought new insights and perspectives within the subject they are exploring.
- The work with the story circle is one of the most essential things of the process of storytelling
- The story circle means that storytellers each get to share their prepared story with each other and facilitators, and receive feedback on the elements of their story. The space where you do the story circle should be private and informal. Story circle takes helps participants finalise their scripts.
- Participants have to agree that the story circle is a space where confidentiality is respected and that nothing that is shared leaves the space. Storytellers have to choose what kind of information they share in their digital story.
- After each story, participants are asked to make comments or give feedback. Intervene in the discussion if comments should question the authenticity or 'truthfulness' of the story.

The group will respond:

-What is the story about?

-What was the most memorable element in the story? Why?

-Do you need to hear more about for the story to understand its message?

-Is the arc of the story ok? It means that the beginning starts just where it needs to; the middle creates the needed details; the ending feels like the end.

### 3.5.Certificate awarding

The Certificate of attendance to the blended course is delivered to the teachers/trainers who completed the learning activities scheduled through the MOOC, have attended at least 8 hours out of 10 F2F hours and carried out the activities with the youngsters (25 hours).

## 4. Monitoring of activities with youngsters

After the completion of the 1st phase (MOOC and F2F) of the entire learning process, there is a 2nd phase: the production of stories by youngsters (13-19 years old). F2F workshops intend to empower young people in the development of social, civic and intercultural competences as well as critical thinking, media literacy, creativity and digital skills, through the production of digital stories on Global Citizenship. F2F workshops with young people (including production of stories) will start in **April/May 2018** and will end by the end of June 2018 in all countries. The main steps include:

- Launch of the BRIGHTS online Contest in April in all countries;
- Organization of workshops (**25 hours**) between trained teachers/trainers and students (including youngsters at risk of marginalization) in all partner countries;
- By mid-July the winners will be selected and announced in each country. More in detail, in each country one best digital story will be selected and awarded during the final international project event in Brussels in October 2018. One teacher/trainer and one student from each partner country will be invited to participate in the event (travel expenses and accommodation will be covered by the project).

National tutors will support teachers/trainers to arrange their workshops with the students, will participate in the workshops (or some of them), monitor the activities and give recommendations (Details will be delivered at a later stage).

### 4.1. Involvement of youngsters at risk of marginalization

One of the main aims of the project is to implement innovative ways of working with disadvantaged and marginalized youngsters. At least **30% of young people participating in the BRIGHTS training must be at risk of marginalization**, 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*<sup>1</sup>, 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.

---

<sup>1</sup> *Digital Storytelling Capturing Lives, Creating Community* by Joe Lambert, Digital Diner Press, 2006

## 5. 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.

### 5.1. Opening and managing discussion on Unite-IT

One of the goals of the project is to make the **Unite-IT platform** (<http://www.unite-it.eu/>) the first **European GCE Online Community** (<http://www.unite-it.eu/group/global-citizenship-education>). One of the tutor's tasks is to encourage participation on the platform, with the final result being at least **400 people joining the platform (100 per country)**, and at least **100 being active on the platform (25 per country)**.

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. To accomplish that goal, good communication is crucial. To foster good communication, participants need to understand each other, and that is the reason why it is of vital importance **that everyone on the platform communicates in English**.

The easiest way to encourage participation is to present the platform at the beginning of the course and to inform the participants that the platform and the majority of the resources are written in English. The next step is encouraging participation in discussions. To do that, it is recommended to start a new discussion.

The rest of this section is dedicated to suggestions on how to find the optimal way to encourage participation on the platform, primarily through discussion and sharing created content.

The platform has a working community that contributes with discussions, events, sharing of experiences and various resources. The inclusion of MOOC participants on the platform can provide a gentle introduction to the concepts of the MOOC to the wider international community, provide a shared experience, as well as the access to the already mentioned resources.

Some recommendations:

**Point out the added value of using the platform.** Among its many functions, it resembles a social network. Thus, it is a great networking tool. You can share discussions over widespread social networks, such as Facebook and Twitter.

**Provide additional, optional content on the platform that can ease and enhance their work.** One of the easiest ways to do it is to encourage collaboration on the tasks, and pointing out that the platform leads to the various resources, as well as the helpful community, that can greatly help with their tasks on the MOOC.

**Inform the MOOC participants that haven't joined the platform.** For example, a weekly e-mail to all participants who have not registered yet can encourage them to sign up. You can include a brief overview of the discussions, as well as the additional examples and resources available on the platform.

**Discussions you start should be engaging and provide clear examples.** For instance, starting a discussion on digital storytelling techniques should contain an example of a well-made story, be it a presentation, video, or some other type of digital content. Make the introductory posts short and to the point. To further foster the discussion, it can be open-ended: ask questions, and actively participate in the discussion.

**Be present on the platform.** An easy guideline is to log in on the platform at least once a day, and participate in the ongoing discussions. Try posting a new discussion every week, or interesting information, and try to connect it to the content of the MOOC.

**Encourage relationships between the members.** It means responding to their comments, deepening the discussion, coming to a shared conclusion, or accepting their respective differences.

**Encourage participation on the platform** by asking the users to post interesting local events related to the content of the MOOC, or finished content created by using digital storytelling, such as videos, filmed presentations and the like. Provide examples of digital storytelling, or topics concerning GCE, any why they are important. For instance, you can post about the reasons why it is important to be tolerant and respect everyone's right to freedom of opinion and expression.

To conclude, the platform includes and promotes the **use of Open Educational Resources (OERs)**, and is a great way to find and use freely available resources.

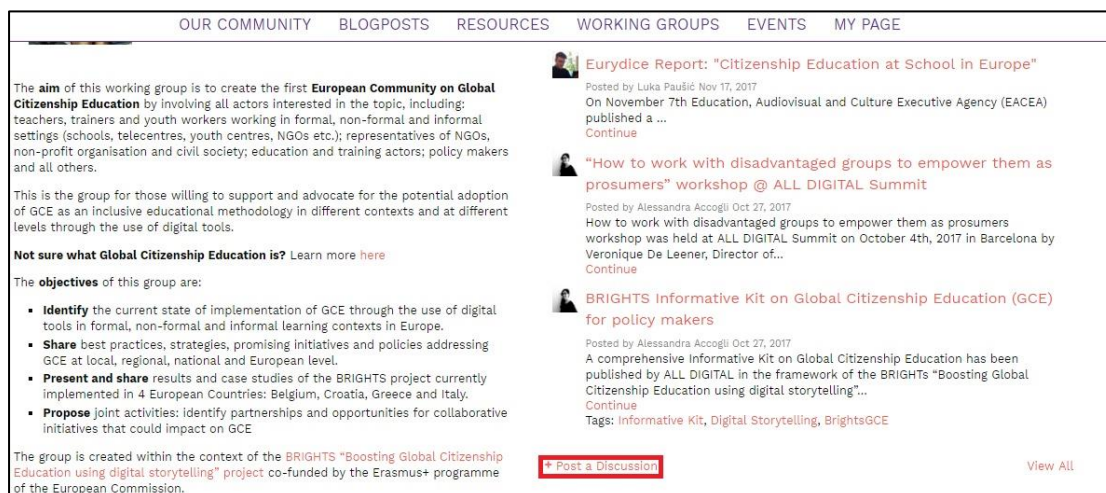
### 5.2. Unite-IT functionality

Unite-IT provides an easy way of communication for national tutors and participants of the MOOC.

Signing up is easy, and users are asked to provide information about themselves.

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. Also, it includes a database of various European good practices, policies and resources with specific regard to ICT for inclusion and social cohesion.

As mentioned above, discussions and events are some of the best ways to enhance the GCE experience. To start a discussion on the Unite-IT platform, click on the "Working Groups" tab, and access the Global Citizenship Education Group and click on the "post a discussion" button, as shown on the picture:



OUR COMMUNITY BLOGPOSTS RESOURCES WORKING GROUPS EVENTS MY PAGE

The **aim** of this working group is to create the first **European Community on Global Citizenship Education** by involving all actors interested in the topic, including: teachers, trainers and youth workers working in formal, non-formal and informal settings (schools, telecentres, youth centres, NGOs etc.); representatives of NGOs, non-profit organisation and civil society; education and training actors; policy makers and all others.

This is the group for those willing to support and advocate for the potential adoption of GCE as an inclusive educational methodology in different contexts and at different levels through the use of digital tools.

**Not sure what Global Citizenship Education is?** Learn more [here](#)

The **objectives** of this group are:

- Identify the current state of implementation of GCE through the use of digital tools in formal, non-formal and informal learning contexts in Europe.
- Share best practices, strategies, promising initiatives and policies addressing GCE at local, regional, national and European level.
- Present and share results and case studies of the BRIGHTS project currently implemented in 4 European Countries: Belgium, Croatia, Greece and Italy.
- Propose joint activities: identify partnerships and opportunities for collaborative initiatives that could impact on GCE

The group is created within the context of the BRIGHTS "Boosting Global Citizenship Education using digital storytelling" project co-funded by the Erasmus+ programme of the European Commission.

**Eurydice Report: "Citizenship Education at School in Europe"**  
Posted by Luka Paušić Nov 17, 2017  
On November 7th Education, Audiovisual and Culture Executive Agency (EACEA) published a ...  
[Continue](#)

**"How to work with disadvantaged groups to empower them as prosumers" workshop @ ALL DIGITAL Summit**  
Posted by Alessandra Accogli Oct 27, 2017  
How to work with disadvantaged groups to empower them as prosumers workshop was held at ALL DIGITAL Summit on October 4th, 2017 in Barcelona by Veronique De Leener, Director of...  
[Continue](#)

**BRIGHTS Informative Kit on Global Citizenship Education (GCE) for policy makers**  
Posted by Alessandra Accogli Oct 27, 2017  
A comprehensive Informative Kit on Global Citizenship Education has been published by ALL DIGITAL in the framework of the BRIGHTS "Boosting Global Citizenship Education using digital storytelling"...  
[Continue](#)  
Tags: Informative Kit, Digital Storytelling, BrightsGCE

[+ Post a Discussion](#) [View All](#)

Figure 1 – Unite-IT Discussion

Your introductory post should be short, clear and to the point: explain what you want to discuss about, provide some background and context, and add a few pictures or a video, if available, and try to follow the recommendations as outlined above.

Posting events is a great way to involve and inform the Unite-IT community. To post an event, click on the Events tab, and click on the "add" button, as shown on the picture:



OUR COMMUNITY BLOGPOSTS RESOURCES WORKING GROUPS EVENTS

Upcoming Events Past Events My Events [+ Add](#)

**All Events (1)**

🔍

**March 19**  
Monday

**ALL DIGITAL WEEK 2018 - 19-25 March**  
March 19, 2018 to March 25, 2018 - Europe The pan-European ALL DIGITAL Week is following in the footsteps of Get Online Week organised in 2010-2017. It is an annual digital empowerment campaign run at digital competence centres, libraries, s...  
Organized by ALL DIGITAL | Type: campaign

**POPULAR EVENT TYPES**

- conference (92)
- webinar (25)
- campaign (21)
- expert meeting (14)
- competition (14)

[View All](#)

Figure 2 – Unite-IT Events

Try to provide all the information for the event, and try to provide a short introduction for the members of the Unite-IT community in the addition to the regular event write-up. Also, you can invite other



members of the community to participate in the event, and use the interest to encourage participation on the platform.



## 6.Cooperation among the national tutors

All national tutors will be coordinated by MAKS and will join **Basecamp**, an online tool that provides to-do lists, forums like messaging and discussions, file sharing and time tracking. Basecamp group for national tutors will function as a cooperation and activity tracking tool, and is compulsory for all national tutors. It will be used to coordinate simultaneous activities in the countries participating in the MOOC, face to face training, and practical application with youth.

Cooperation regarding GCE online community will be coordinated by Centre of Technical Culture Rijeka (CTC Rijeka). The communication on Basecamp will be in English.

To ensure successful cooperation, take time to know your colleagues. Ask questions about their progress and potential problems they encountered during various stages of work. Know your tasks and obligations, include their deadlines, and use Basecamp to communicate and solve any problems you might encounter during your work. Review your tasks, and demand clarification if you encounter any problems. Doing so publicly will help not only you, but also your colleagues. Respect each other's time, and log in at least once a day to check on any new topics or tasks.

The goals are clearly defined, but be flexible, respect each other and collaborate, and the goals will be a lot easier to reach.

For example, you can encounter a problem with retaining attention of MOOC participants. They can lag with their tasks, and display falling interest in the project. Share your experience clearly with the rest of the team on Basecamp, and try to find the solution. One of the potential solutions is to encourage participants to use the **Unite-IT** platform, that already has a helpful community, as well as the many examples of subject matter of the MOOC and other activities. In such a way, you can accomplish two goals: retaining the participants' interest, and ensuring the goal for the Unite-IT platform.

Be sure to cooperate with other tutors on the Unite-IT platform, be supportive and collaborate on your tasks, and set an example for other participants on the platform.



Use the Unite-IT platform to publish digital stories, and be sure to write a few sentences describing the story, i.e. name the author and the tutor, and describe the topic of the story. Be kind and encouraging, since those stories will be the final product that trainers and their students have put a lot of work into.





## 7.List of Annexes

*Annex I "Course Syllabus"*

*Annex II "How to use the BRIGHTS MOOC"*

*Annex III "Monitoring users' activity in the online course"*

### 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.

<b>LEARNING OUTCOMES</b>	<b>UNIT</b>	<b>UNIT LENGHT</b>	<b>LEARNING CONTENTS</b>
<b>1. Identify diverse understandings of the concept of global citizenship</b>  <b>2. Examine the different goals within GCE</b>	<b>UNIT 1.1</b>  <b>What is Global Citizenship Education</b>	<b>2,5 hours</b>	<i>Video 1.1 (part 1) "What is Global Citizenship Education"</i> <i>Video 1.1 (part 2) "What is Global Citizenship Education - Exploring five topics of Global Citizenship Education"</i> <i>Video 1.1 (part 3) "What is Global Citizenship Education - Global issues in the classroom"</i> <i>Reading 1.1 "What is Global Citizenship Education"</i>
<b>3. Explain how they are interrelated through different frameworks</b>	<b>UNIT 1.2</b>  <b>Frameworks within Global Citizenship Education</b>	<b>0,5 hours</b>	<i>Video 1.2 (part 1) "Frameworks in GCE"</i> <i>Video 1.2 (part 2) "Frameworks in GCE- NGO's on Sustainable Development Goals"</i>
<b>4. Compare the GCE practices in EU countries</b>  <b>5. Critically analyse the importance of GCE in the global education and societal context</b>	<b>UNIT 1.3</b>  <b>Global Citizenship Education in the European educational and societal contexts</b>	<b>2 hours</b>	<i>Video 1.3 (part 1) "Global Citizenship Education in the European educational and societal contexts - Practices of GCE"</i> <i>Video 1.3 (part 2) "Global Citizenship Education in the European educational and societal contexts - The role of schools in GCE"</i> <i>Reading 1.3 "Global Citizenship Education in the European educational and societal contexts "</i>
<b>▪ Assessment</b>	<b>▪ Quiz</b>		

## 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.

<b>LEARNING OUTCOMES</b>	<b>UNIT</b>	<b>UNIT LENGHT</b>	<b>LEARNING CONTENTS</b>
<ol style="list-style-type: none"> <li>1. Identify the main definition of formal, non-formal education system</li> <li>2. Recognize the applicability of different learning methods to formal and non-formal education settings</li> <li>3. Interpret own's local and national situation in the context of GCE goals</li> </ol>	<b>UNIT 2.1</b>  <b>Global Citizenship Education in formal and non-formal contexts</b>	<b>0,5 hours</b>	<p><i>Video 2.1 (part 1) " Global Citizenship Education in formal and non-formal contexts- Enhancing GCE with Digital Storytelling"</i></p> <p><i>Video 2.1 (part 2) " Global Citizenship Education in formal and non-formal contexts - Digital Storytelling in non-formal education "</i></p> <p><i>Video 2.1 (part 3) " Global Citizenship Education in formal and non-formal contexts - Applying Digital Storytelling in (non-) formal education"</i></p>
<ol style="list-style-type: none"> <li>4. Analyze current global issues within the framework of the major GCE goals</li> </ol>	<b>UNIT 2.2</b>  <b>Contemporary challenges for Global Citizenship Education</b>	<b>3 hours</b>	<p><i>Video 2.2. (part 1) "Contemporary challenges for Global Citizenship Education - Sustainable development and lifestyle"</i></p> <p><i>Video 2.2 (part 2) " Contemporary challenges for Global Citizenship Education - Social inclusion cultural diversity"</i></p> <p><i>Video 2.2 (part 3) " Contemporary challenges for Global Citizenship Education - Social inclusion cultural diversity"</i></p> <p><i>Video 2.2 (part 4) " Contemporary challenges for Global Citizenship Education - Peace and human rights"</i></p> <p><i>Video 2.2 (part 5) " Contemporary challenges for Global Citizenship Education - Gender equality"</i></p> <p><i>Video 2.2 (part 6) "Contemporary challenges for Global Citizenship Education - Active Citizenship"</i></p>

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

### 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 21<sup>st</sup> 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.

<b>LEARNING OUTCOMES</b>	<b>UNIT</b>	<b>UNIT LENGTH</b>	<b>LEARNING CONTENTS</b>
<ol style="list-style-type: none"> <li>1. Recognise what is and what is not a digital story</li> <li>2. Name the different steps of the story circle methodology</li> <li>3. Apply the story circle methodology in formal and non-formal education</li> </ol>	<b>UNIT 3.1</b> Story circle methodology in Digital Storytelling	<b>2 hours</b>	<p><i>Video 3.1.1 " Story circle methodology in Digital Storytelling – What is Digital Storytelling"</i></p> <p><i>Video 3.1.2 " Story circle methodology in Digital Storytelling - Digital Story and Story circle methodology introduction"</i></p> <p><i>Video 3.1.3 "Story circle methodology in Digital Storytelling - How to create a safe environment in non-formal education"</i></p> <p><i>Reading 3.1 "Introduction to Digital Storytelling"</i></p>
<ol style="list-style-type: none"> <li>4. Create a safe environment for group discussions</li> <li>5. Familiarize with the tools that introduce the GCE topics</li> </ol>	<b>UNIT 3.2</b> Learn about group processes	<b>1 hours</b>	<p><i>Video 3.2.1 " Learn about group processes- Pedagogy of the oppressed"</i></p> <p><i>Video 3.2.2 "Learn about group processes - Position of the teacher in GCE."</i></p> <p><i>Video 3.2.3 "Learn about group processes - Effects of Digital Storytelling on students and teachers."</i></p> <p><i>Reading 3.2 "Create a safe environment -Ethical issues"</i></p>
<ol style="list-style-type: none"> <li>6. Translate (convert/transmit) the topics of GCE into the students' personal narrative</li> <li>7. Recognize the 21st century skills</li> <li>8. Empower the use of 21st century skills among the students</li> </ol>	<b>UNIT 3.3</b> The 21st century skills in Global Citizenship Education	<b>2 hours</b>	<p><i>Video 3.3.1 "The 21st century skills in Global Citizenship Education"</i></p> <p><i>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"</i></p>



			<p><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”</i></p> <p><i>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”</i></p> <p><i>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.”</i></p> <p><i>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.”</i></p> <p><i>Video 3.3.2 (part 6) The 21st century skills in Global Citizenship Education –Conclusions”</i></p> <p><i>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”</i></p> <p><i>Reading 3.3.2 “The 21st century skills in Global Citizenship Education– Digital storytelling as a pathway to enhance 21st century skills”</i></p>
<ul style="list-style-type: none"> <li>▪ <b>Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Quiz:</b></li> </ul>		

## 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.

<b>LEARNING OUTCOMES</b>	<b>UNIT</b>	<b>UNIT LENGTH</b>	<b>LEARNING CONTENTS</b>
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	<p>Video 4.2.1 (part 1) "Collection and production of materials for digital stories - Introduction and symbolism in images"</p> <p>Video 4.2.1 (part 2) "Collection and production of materials for digital stories - Finding right-free images."</p> <p>Video 4.2.2 (part 1) "Collection and production of materials for digital stories - iMovie - Finding editing software"</p> <p>Video 4.2.2 (part 2) "Collection and production of materials for digital stories - iMovie - Adding images"</p> <p>Video 4.2.2 (part 3) "Collection and production of materials for digital stories - iMovie - Adding voice over"</p> <p>Video 4.2.2 (part 4) "Collection and production of materials for digital stories - iMovie - Adding titles"</p> <p>Video 4.2.2 (part 5) "Collection and production of materials for digital stories - iMovie - Exporting your video"</p>

			<p><i>Video 4.2.3 (part 1) "Collection and production of materials for digital stories - Davinci Resolve - Finding, installing and running the program"</i></p> <p><i>Video 4.2.3 (part 2) "Collection and production of materials for digital stories - Davinci Resolve - Recording your voice-over with Audacity"</i></p> <p><i>Video 4.2.3 (part 3) "Collection and production of materials for digital stories - Davinci Resolve - Adding images and sound to the program"</i></p> <p><i>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"</i></p> <p><i>Video 4.2.3 (part 5) "Collection and production of materials for digital stories - Davinci Resolve - Add text and titles to your video"</i></p> <p><i>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"</i></p>
<b>5. Actively participate in an online learning community</b>	<b>UNIT 4.3 Promote learning through online communities</b>	<b>1 hour</b>	<i>Reading 4.3 "Promote learning through online communities"</i>

# **GUIDELINES FOR TUTORS**

## **ANNEX II**

### **HOW TO USE THE BRIGHTS MOOC**

**[www.brights-project.eu](http://www.brights-project.eu)**

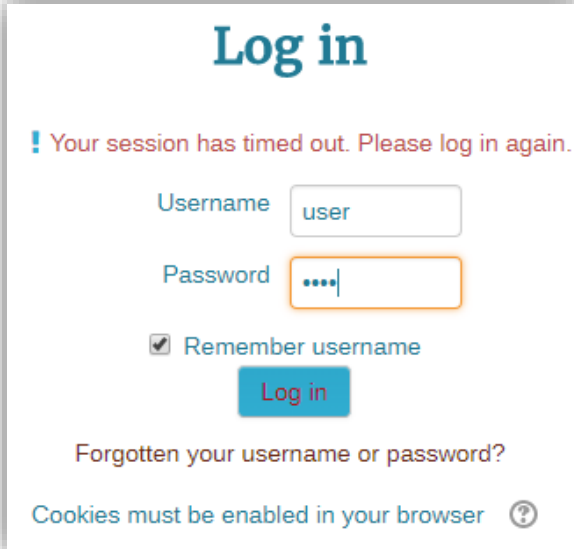
## Navigating the BRIGHTS MOOC

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/>

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.



The login screen features a white background with a light blue border. At the top, the text "Log in" is displayed in a large, bold, blue font. Below this, a red warning message reads: "Your session has timed out. Please log in again." The form includes two input fields: "Username" with the text "user" and "Password" with masked characters "....". A checkbox labeled "Remember username" is checked. A blue "Log in" button is positioned below the password field. At the bottom, there is a link "Forgotten your username or password?" and a footer message "Cookies must be enabled in your browser" with a question mark icon.

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 2a & 2b.

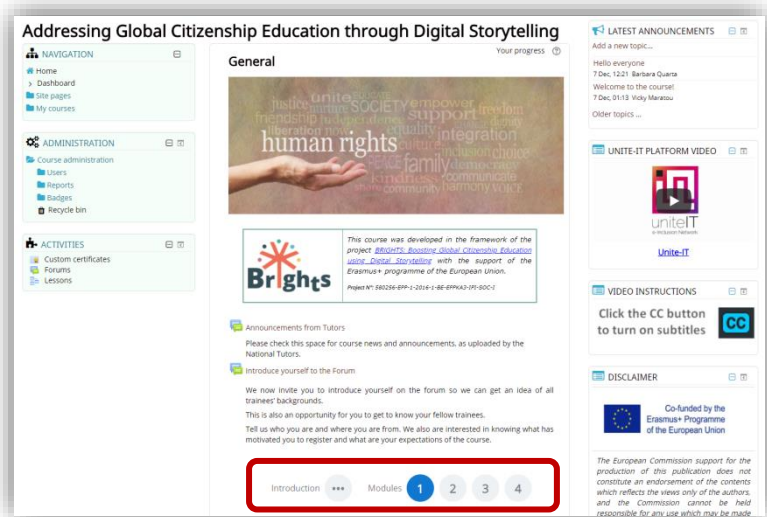


Figure 2a: Initial screen of the BRIGHTS MOOC: Overview of the course

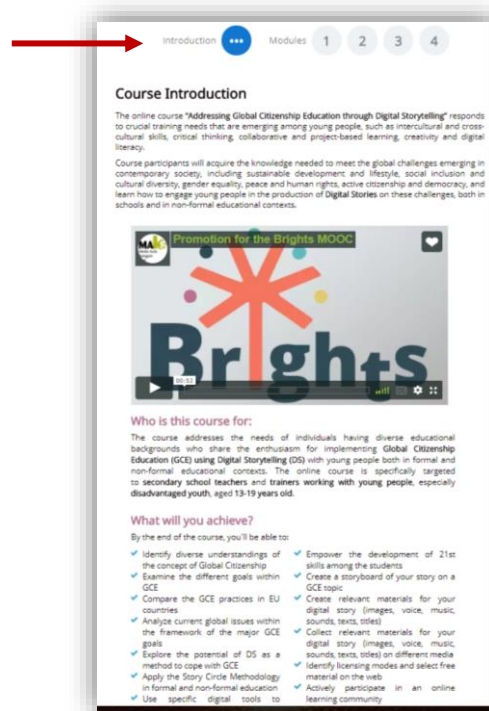


Figure 2b: Initial screen of the BRIGHTS MOOC: Course Introduction

2. By clicking the number of a Module on the initial screen, 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 3).

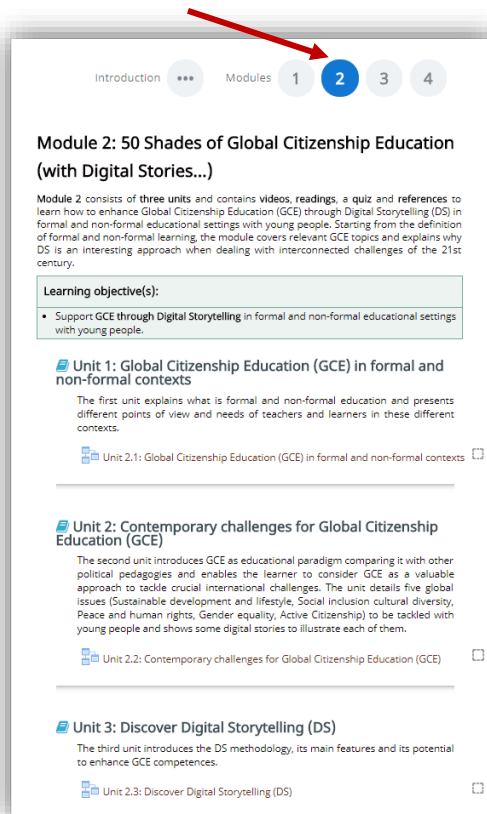


Figure 3: A Module page

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 4) the learning contents of the Unit unfold in successive pages, starting from the page with the Unit Introduction.



Figure 4: 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 5).



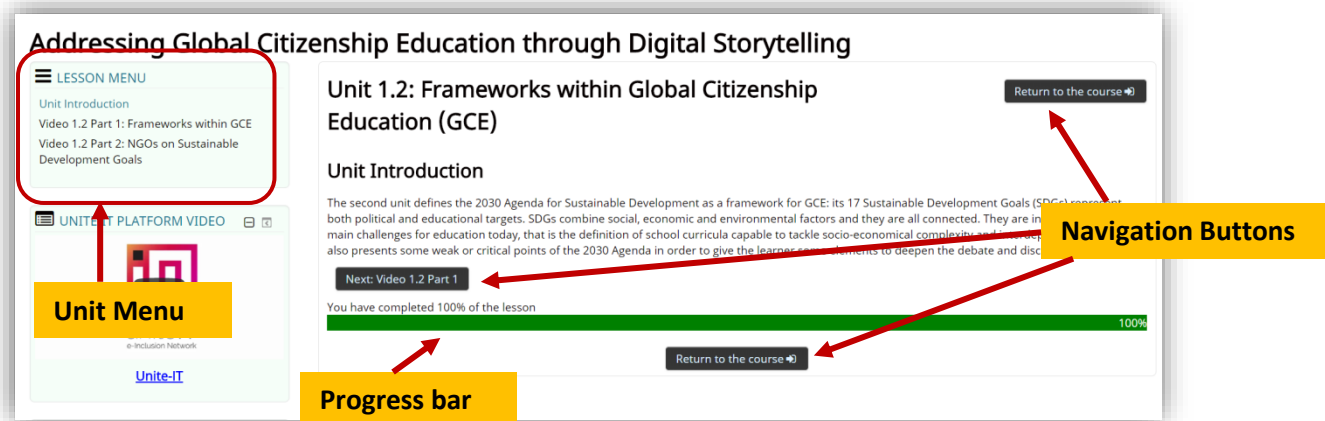


Figure 5: The layout of a Unit page

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 6.

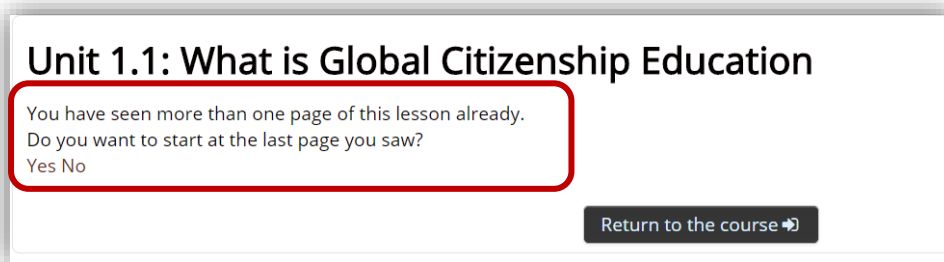


Figure 6: Resuming uncompleted Unit

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 7).



Figure 7: 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 they want to participate in, as shown in Figure 8.

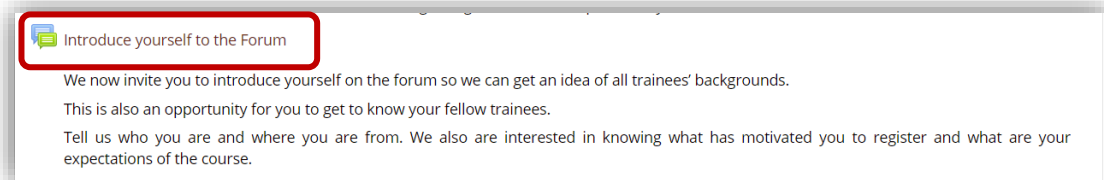


Figure 8: Participating in a forum

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 9.

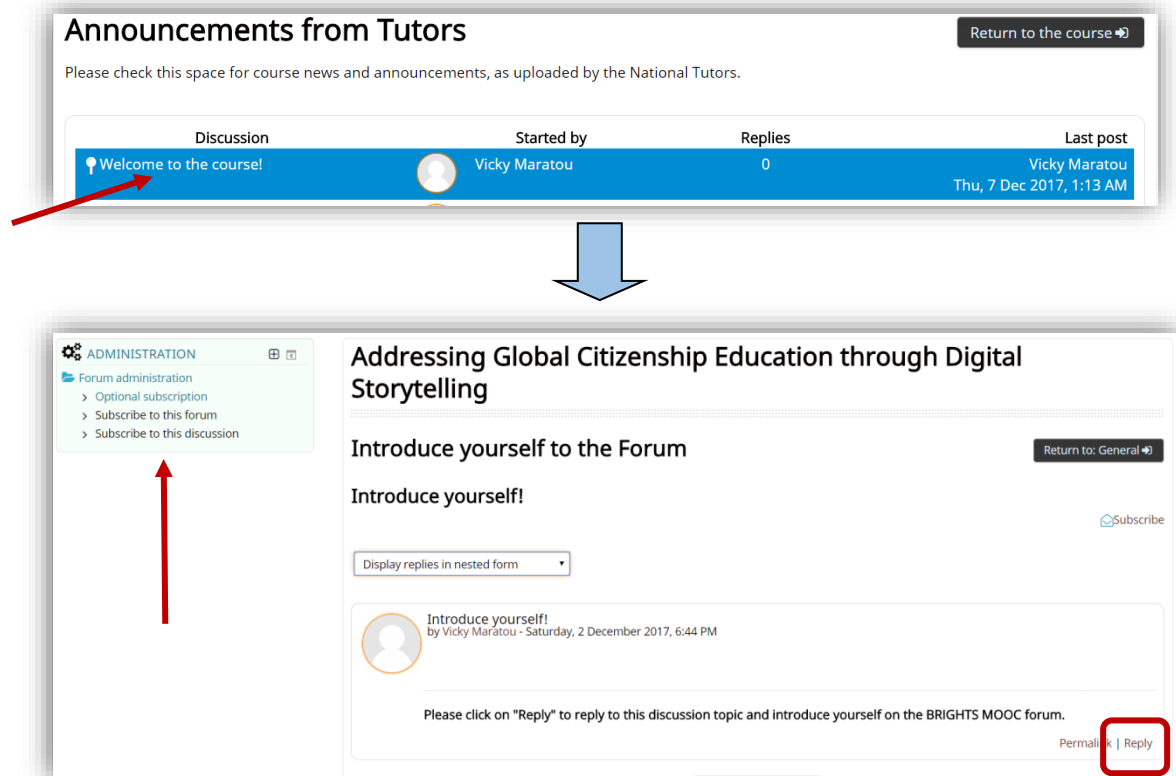
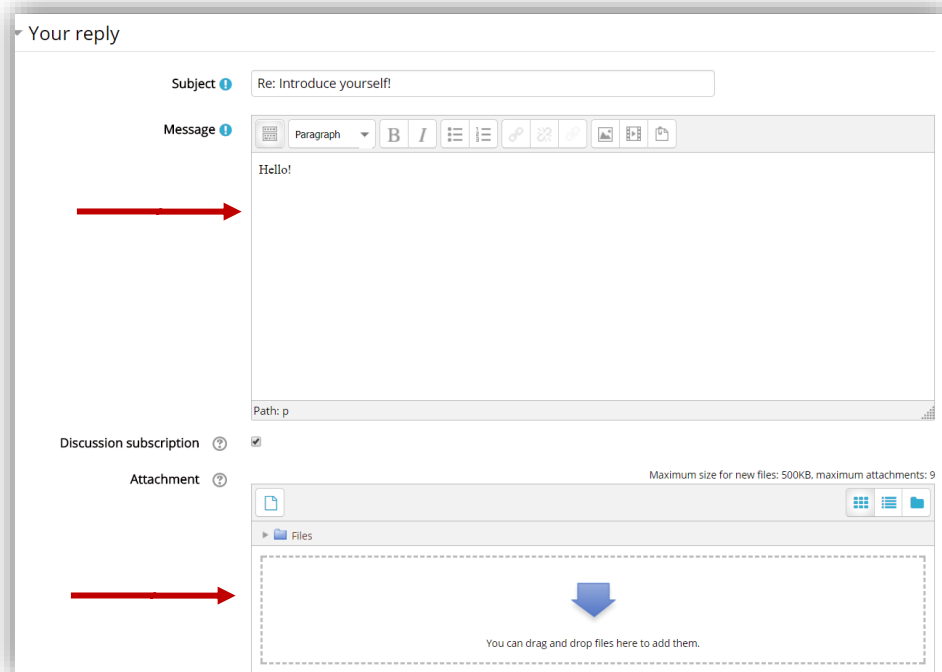


Figure 9: Reply to a forum discussion

3. As shown in Figure 10, 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.



The screenshot shows a web form titled "Your reply". It includes a "Subject" field with the text "Re: Introduce yourself!". Below this is a "Message" section with a rich text editor. The editor has a toolbar with options for Paragraph, Bold (B), Italic (I), Bulleted list, Numbered list, Link, Unlink, Image, and other icons. The text area contains the word "Hello!". To the left of the message area, a red arrow points to the text input field. Below the message area is a "Path" field with the text "p". Further down, there is a "Discussion subscription" checkbox which is checked. Below that is an "Attachment" section. It includes a text label "Maximum size for new files: 500KB, maximum attachments: 9". There is a file selection icon and a "Files" section. A large dashed box represents the drop zone for attachments, with a blue arrow pointing down into it and the text "You can drag and drop files here to add them." A red arrow points to this attachment area.

Figure 10: How to create a post in the forum

4. By clicking the button "**Post to forum**" (Figure 11), at the bottom of the page, the post appears in the forum.

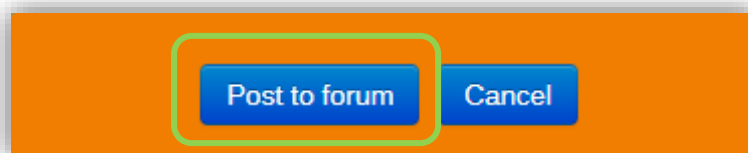


Figure 11: The button "Post to forum"

## How to add a discussion topic in a forum

Only tutors are allowed to add discussion topics in the BRIGHTS MOOC forums.

1. In order to add a new discussion topic, the tutor clicks the button **"Add a new topic"** that appears in the forum area, as shown in Figure 12.

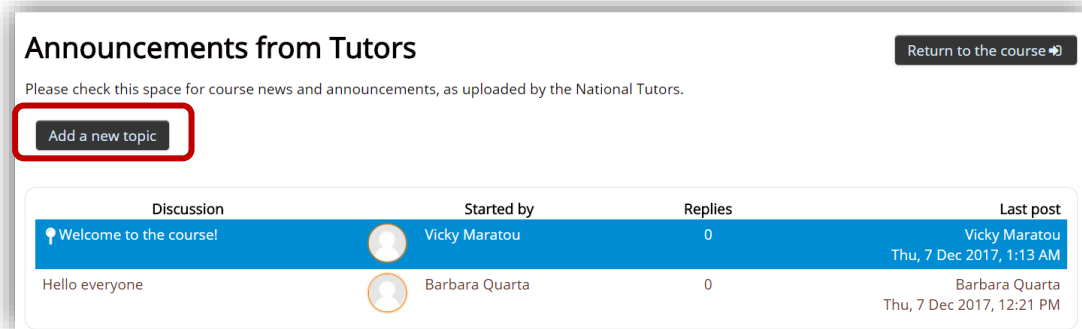


Figure 12: Adding a new discussion in the forum

2. The page shown in Figure 13 opens. The tutors can write the subject of the discussion topic, an accompanying message explaining the topic and/or providing instructions for the discussion. Files (i.e. image, video, text) can also be attached to the discussion, if needed.

Then tutors have to click the button **"Post to forum"**, as shown in Figure 11, at the bottom of the page, so that the discussion topic appears in the forum.

The screenshot shows a form titled 'Your new discussion topic'. It contains the following fields and sections:

- Subject:** A text input field.
- Message:** A rich text editor with a toolbar containing options like Paragraph, Bold, Italic, List, Link, and Image.
- Discussion subscription:** A checkbox that is currently checked.
- Attachment:** A section with a file upload icon and a dashed box. Below the dashed box is a blue arrow pointing down and the text 'You can drag and drop files here to add them.'

Figure 13: How to create a post in the forum

## 1. Monitoring users' activity in the online course

The MOOC platform provides the tutor with various options and tools for monitoring and tracking users' activity and progress in the online course, as shown in Figure 1.

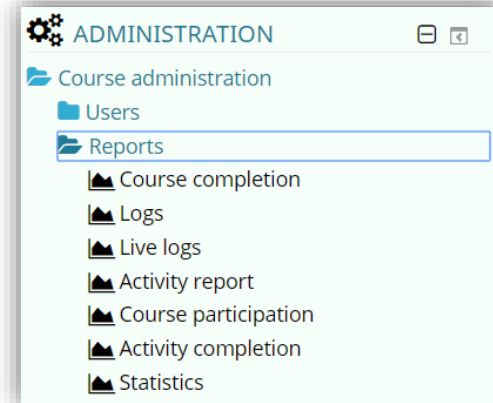
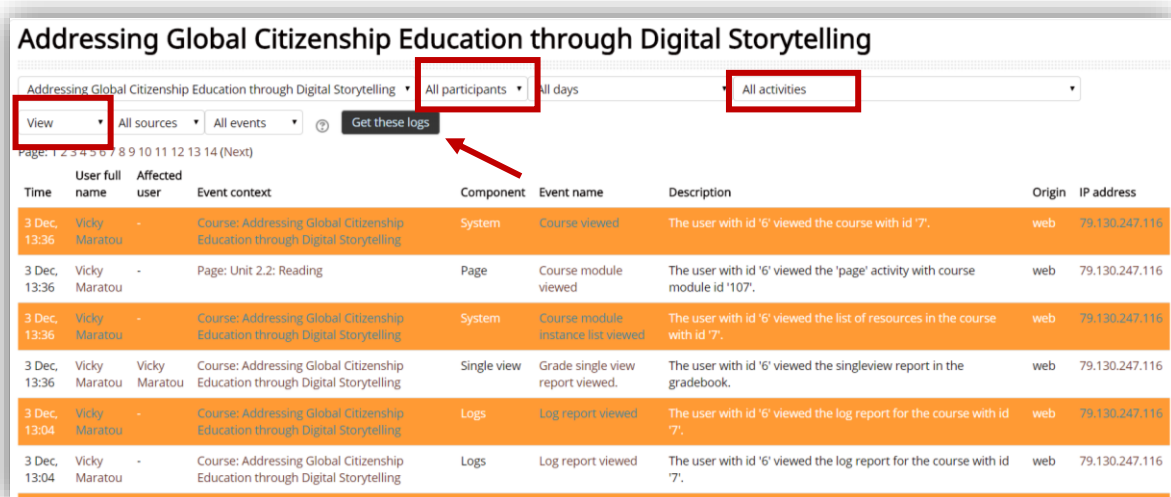


Figure 1: Monitoring options of the MOOC platform

Most of these options are detailed below:

**1. Logs:** The tutor can request the Logs which provide, among other details, the names of the users, specific actions in the course that they have carried out, as well as the date and time that these actions took place.

For example, Figure 2 illustrates the Log with all enrolled users in the BRIGHTS course that have viewed any of the course activities/learning objects.

A screenshot of the 'Addressing Global Citizenship Education through Digital Storytelling' course page. The 'Log' tab is selected, and the 'Get these logs' button is highlighted with a red box and an arrow. The table below shows a list of user activities. The table has columns for Time, User full name, Affected user, Event context, Component, Event name, Description, Origin, and IP address. The data is filtered to show all participants and all activities.

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
3 Dec, 13:36	Vicky Maratou	-	Course: Addressing Global Citizenship Education through Digital Storytelling	System	Course viewed	The user with id '6' viewed the course with id '7'.	web	79.130.247.116
3 Dec, 13:36	Vicky Maratou	-	Page: Unit 2.2: Reading	Page	Course module viewed	The user with id '6' viewed the 'page' activity with course module id '107'.	web	79.130.247.116
3 Dec, 13:36	Vicky Maratou	-	Course: Addressing Global Citizenship Education through Digital Storytelling	System	Course module instance list viewed	The user with id '6' viewed the list of resources in the course with id '7'.	web	79.130.247.116
3 Dec, 13:36	Vicky Maratou	Vicky Maratou	Course: Addressing Global Citizenship Education through Digital Storytelling	Single view	Grade single view report viewed.	The user with id '6' viewed the singleview report in the gradebook.	web	79.130.247.116
3 Dec, 13:04	Vicky Maratou	-	Course: Addressing Global Citizenship Education through Digital Storytelling	Logs	Log report viewed	The user with id '6' viewed the log report for the course with id '7'.	web	79.130.247.116
3 Dec, 13:04	Vicky Maratou	-	Course: Addressing Global Citizenship Education through Digital Storytelling	Logs	Log report viewed	The user with id '6' viewed the log report for the course with id '7'.	web	79.130.247.116

Figure 2: The Log with overall users' activity in the course

Moreover, the tutor can further filter the options of the Log to request a form with details for specific activities of the course, as for example the users that have viewed the Forum Course Announcements (Figure 3).

The tutor can also request either an outline or a complete report for the activity of a specific user in the course. Then the platform provides information on the user's actions (views, posts, etc.) per learning object.

The Logs are downloadable in various file formats and can be stored in tutor's computer.

Addressing Global Citizenship Education through Digital Storytelling

Addressing Global Citizenship Education through Digital Storytelling ▾ All participants ▾ All days ▾ Announcements from Tutors ▾ View ▾

All sources ▾ All events ▾ [Get these logs](#)

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
3 Dec, 01:11	Test User	-	Forum: Announcements from Tutors	Forum	Discussion viewed	The user with id '7' has viewed the discussion with id '8' in the forum with course module id '33'.	web	79.130.247.116
3 Dec, 01:11	Test User	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '7' viewed the 'forum' activity with course module id '33'.	web	79.130.247.116
2 Dec, 19:59	Vicky Maratou	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '6' viewed the 'forum' activity with course module id '33'.	web	79.130.247.116
2 Dec, 19:47	Vicky Maratou	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '6' viewed the 'forum' activity with course module id '33'.	web	79.130.247.116
2 Dec, 19:39	Vicky Maratou	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '6' viewed the 'forum' activity with course module id '33'.	web	79.130.247.116
2 Dec, 19:34	Vicky Maratou	-	Forum: Announcements from Tutors	Forum	Discussion viewed	The user with id '6' has viewed the discussion with id '8' in the forum with course module id '33'.	web	79.130.247.116
2 Dec, 19:34	Vicky Maratou	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '6' viewed the 'forum' activity with course module id '33'.	web	79.130.247.116
9 Nov, 13:46	Vicky Maratou	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '6' viewed the 'forum' activity with course module id '33'.	web	2.84.56.91
9 Nov, 13:46	Vicky Maratou	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '6' viewed the 'forum' activity with course module id '33'.	web	2.84.56.91

Download table data as  [Download](#)

Figure 3: The Log for specific course activity/learning object

**2. Activity Report:** The tutor can request Activity Reports to check how many enrolled users have viewed specific learning objects/activities of the course, as well as the total views of each learning object/activity, as shown in Figure 4.

Addressing Global Citizenship Education through Digital Storytelling			
Computed from logs since Monday, 24 July 2017, 12:17 PM.			
Activity	Views	Related blog entries	Last access
Announcements from Tutors	16 by 2 users	-	Sunday, 3 December 2017, 1:11 AM (10 hours 59 mins)
Introduce yourself to the Forum	70 by 3 users	-	Sunday, 3 December 2017, 11:45 AM (24 mins 27 secs)
<b>Module 1: All you wanted to know about Global Citizenship Education (and never dared to ask)</b>			
Unit 1.1: What is Global Citizenship Education (Videos & Readings)	419 by 3 users	-	Sunday, 3 December 2017, 11:59 AM (11 mins 17 secs)
Unit 1.1: Assessment Quiz	46 by 3 users	-	Saturday, 2 December 2017, 11:53 PM (12 hours 16 mins)
Unit 1.2: Frameworks within Global Citizenship Education (GCE) (Videos)	45 by 3 users	-	Sunday, 3 December 2017, 12:18 AM (11 hours 52 mins)
Unit 1.2: Assessment Quiz	9 by 2 users	-	Saturday, 2 December 2017, 9:56 PM (14 hours 11 mins)
Unit 1.3: Global Citizenship Education in the European educational and societal contexts (Videos & Readings)	35 by 3 users	-	Sunday, 3 December 2017, 12:18 AM (11 hours 51 mins)
Unit 1.3: Assessment Quiz	2 by 2 users	-	Sunday, 3 December 2017, 1:11 AM (10 hours 58 mins)
<b>Module 2: 50 Shades of Global Citizenship Education (with Digital Stories...)</b>			
Unit 2.1: Global Citizenship Education (GCE) in formal and non-formal contexts (Videos)	38 by 2 users	-	Saturday, 2 December 2017, 11:08 PM (13 hours 2 mins)
Unit 2.1: Assessment Quiz	-	-	-
Unit 2.2: Contemporary challenges for Global Citizenship Education (GCE) (Videos)	22 by 2 users	-	Saturday, 2 December 2017, 10:45 PM (13 hours 24 mins)
Unit 2.2: Reading	1 by 1 users	-	Saturday, 2 December 2017, 10:58 PM (13 hours 12 mins)
Unit 2.2: Assessment Quiz	-	-	-

Figure 4: The course Activity Report

**3. Course participation:** This option reports the participation of the users in specific activities/learning objects. Based on the results of this query, the tutor can send a message to selected users, as shown in Figure 5.

## Addressing Global Citizenship Education through Digital Storytelling

Activity module
Unit 1.1: What is Global Citizenship Education (Videos & Readings)
look back
2 weeks
Show only

Student
Show actions
All actions
Go

Groups: All participants
Lesson Views
Lesson Posts

1

First name / Surname

All actions

Select

Test User	Yes (79)	<input checked="" type="checkbox"/>
-----------	----------	-------------------------------------

Select all
Deselect all
Select all 'No'

With selected users...

Choose...
Choose...
Send a message

OK

Figure 5: Users' participation in a course activity/learning object

**4. Activity Completion:** As shown in Figure 6, the Activity Completion option reports whether the completion tick is set in the corresponding check box of each course activity/learning object.

The tutor can view which course activities/learning objects have been marked as completed for each user. This information is downloadable in Excel-compatible format.

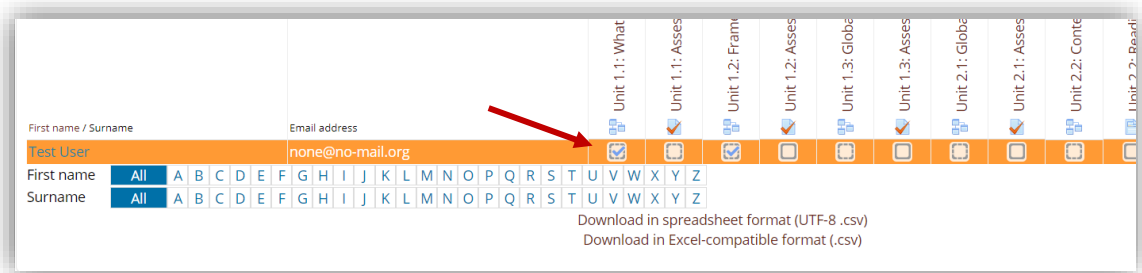


Figure 6: Activity Completion data

**5. The Gradebook:** This option is useful for those course activities that are graded. The tutor can view the users' grades under the graded activities/learning objects (e.g. quizzes) that they have completed (Figure 7).

The Gradebook offers setup options to the tutor and produces various kinds of reports.

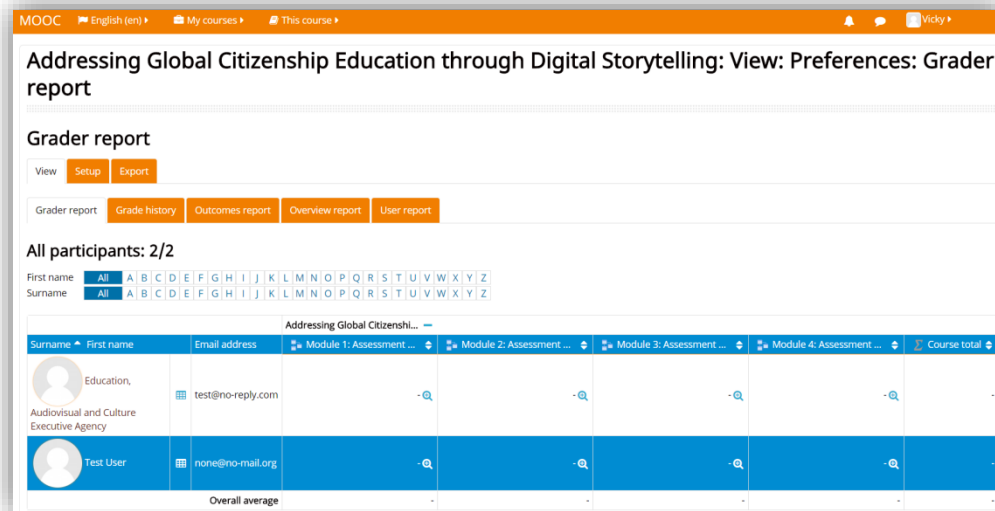


Figure 7: The Gradebook

The Gradebook is activated by clicking the "**Grades**" option in the Navigation Menu on the Home page of the course (Figure 8).



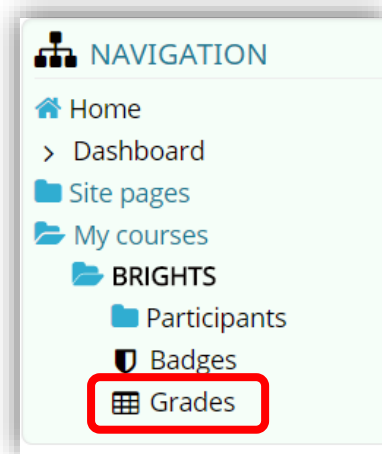


Figure 8: "Grades" option

## 2. Monitoring Forum Activities in the online course

The Forum Activity enables participants to have asynchronous discussions i.e. discussions that take place over an extended period of time.


In general, there are several forum types supported by the platform but they can be implemented upon request to the course administrators. The forum types are:

1. Standard forum where anyone can start a new discussion at any time;
2. A forum where each student can post exactly one discussion;
3. A question and answer forum where students must first post before being able to view other students' posts.

The users have to subscribe to a forum to receive notifications of new forum posts. The tutor can set the subscription mode to optional, forced or auto, or prevent subscription completely. If required, students can be blocked from posting more than a given number of posts in a given time period; this can prevent individuals from dominating discussions.

A tutor can allow files to be attached to forum posts. Attached images are displayed in the forum post.

The MOOC platform offers an overview of the General Forums, where announcements related to the course or general discussion topics are included (Figure 9).



General forums				
Forum	Description	Discussions	Subscribed	Email digest type
Announcements from Tutors	Please check here for news and announcements regarding the course, as uploaded by the National Tutors.	1	Yes	Default (No digest)
Introduce yourself to the Forum	<p>We now invite you to introduce yourself on the forum so we can get an idea of all trainees' backgrounds.</p> <p>This is also an opportunity for you to get to know your fellow trainees.</p> <p>Tell us who you are and where you are from. We also are interested in knowing what has motivated you to register and ...</p>	1		Default (No digest)

**Figure 9: Overview of the course Forums**

The tutor can select a specific Forum to administer and view the corresponding activity of the users. To this aim, the platform offers the Forum Logs, in the Administration Menu (Figure 10).

### Addressing Global Citizenship Education through Digital Storytelling


ADMINISTRATION

Forum administration

- Permissions
- Logs**
- Subscription mode
- Show/edit current subscribers

Course administration

UNITE-IT PLATFORM VIDEO



uniteIT

e-Inclusion Network

Unite-IT

### Announcements from Tutors

Please check this space for course news and announcements, as uploaded by the National Tutors.

Add a new topic

Discussion	Started by	Replies
Welcome to the course!	Vicky Maratou	0
Hello everyone	Barbara Quarta	0

Return to the course

**Figure 10: Activate the Logs of specific Forum**

As shown in Figure 11, the Forum Logs report in details the overall users' actions within a Forum Activity of the course. Therefore, the tutor can check who has created, viewed or replied to a discussion and when this action occurred because it is possible to filter down the results by name, action, date (Figure 12). The Forum Logs are downloadable in various file formats.

MOOC English (en) My courses This course						
13 Dec, 12:43	Vicky Maratou	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '6' viewed the 'forum' activity with course module id '33'.
7 Dec, 16:59	Vicky Maratou	-	Forum: Announcements from Tutors	Forum	Subscribers viewed	The user with id '6' has viewed the subscribers list for the forum with course module id '33'.
7 Dec, 16:58	Vicky Maratou	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '6' viewed the 'forum' activity with course module id '33'.
7 Dec, 12:21	Maria Skoulaki	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '11' viewed the 'forum' activity with course module id '33'.
7 Dec, 12:21	Barbara Quarta	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '17' viewed the 'forum' activity with course module id '33'.
7 Dec, 12:21	Barbara Quarta	-	Forum: Announcements from Tutors	Forum	Discussion created	The user with id '17' has created the discussion with id '10' in the forum with course module id '33'.
7 Dec, 12:21	Barbara Quarta	-	Forum: Announcements from Tutors	Forum	Some content has been posted.	The user with id '17' has posted content in the forum post with id '16' in the discussion '10' located in the forum with course module id '33'.
7 Dec, 12:20	Luca Pagliaricci	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '13' viewed the 'forum' activity with course module id '33'.
7 Dec, 12:20	Barbara Quarta	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '17' viewed the 'forum' activity with course module id '33'.
7 Dec, 12:19	Jasper Pollet	-	Forum: Announcements from Tutors	Forum	Course module viewed	The user with id '15' viewed the 'forum' activity with course module id '33'.

Figure 11: Summative report of Forum Logs

# Addressing Global Citizenship Education through Digital Storytelling

Addressing Global Citizenship Education through Digital Storytelling

Barbara Quarta

All days

Announcements from Tutors

Create

All sources

All events

Get these logs

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin	IP address
7 Dec, 12:21	Barbara Quarta	-	Forum: Announcements from Tutors	Forum	Discussion created	The user with id '17' has created the discussion with id '10' in the forum with course module id '33'.	web	46.31.136.241
7 Dec, 12:21	Barbara Quarta	-	Forum: Announcements from Tutors	Forum	Some content has been posted.	The user with id '17' has posted content in the forum post with id '16' in the discussion '10' located in the forum with course module id '33'.	web	46.31.136.241

Download table data as

Comma separated values (.csv)

Comma separated values (.csv)

Microsoft Excel (.xlsx)

HTML table

Download

ADMINISTRATION

UNITE-IT PLATFORM VIDEO

DISCLAIMER

Figure 12: Filtered report of Forum Logs