

Erasmus+

E - B O O K

SLIDE project: Storytelling Learning In Digital Europe
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FOREWORD

This e-booklet is meant for adult educators, who are active in the field of non-formal adult education, whose efforts are aiming at the empowerment of adult learners through the acquiring of basic or additional digital skills. These skills can have a huge impact on the learners' everyday life.

Of course, it is known that e-communication is needed not only in education, but also in a wide variety of both professional and personal areas, regardless of the age of learners.

Acquiring digital tools make communication more accessible, dynamic, richer and flexible.

It can improve social relationships, making adult learners actively involved in their learning process. To make them work together, thus bringing a group of "strangers" or those who vaguely knew each other to the state of community due to common work and presentation of the work done to the whole group or even better to a wider audience.

The booklet has been written with these needs in mind.

APPLICANT Poland FUNDACJA FIS PARTNERS

- Italy – **LUETEC**
- Estonia – **Eesti people to people**
- Spain – **EOSA**
- Slovenia - **Slovenian Third Age University**

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About the SLIDE project;
who, why, what for, what
and how, who for

WHO

The project brought together partners from different countries and parts of Europe. The project partners were invited to collaborate bringing to the project their various and compatible expertise, their theoretical knowledge and their experiential knowledge gleaned and reflected about in their numerous educational and training experiences.

The SLIDE project partners are as follows.



Fundacja Integracji Społecznej FIS, Poland



Foundation FIS is a non-profit organization.

The main goal of the foundation is to face the current EU economic and social crisis supporting adult people in their professional and social life skills improvement by supporting their informal learning.

The foundation beneficiaries belong to 4 main groups: disabled, seniors, women 50+, unemployed at any age.

Fundacja FIS is made up of unpaid members of the board, has got about 6 trainers and many volunteers. FIS works for about 40 learners. All activities are free of charge for learners.

Staff of Foundation FIS, volunteers, has got experiences in international partnership projects working, such as Grundtvig Workshops, Grundtvig partnership projects development, Erasmus + partnership.

FIS facilitates and takes a considerable role in organizing local and international trainings providing experts, trainers in computer science, media literacy education and digital adult supporting organizational and logistic issues. Learning in media literacy and developing basic computer skills are the priorities to develop digital competences.

Currently FIS plays the role of coordinator of Erasmus+ partnership project collaborating with Italy, Spain, Portugal, Estonia, Malta. FIS is also a partner in the other big international group working with ERASMUS + KA 2 with many other countries (10 partners).

EOSA



EOSA is a private SME specialized in strategic consultancy and professional training, targeting both public (from local to international level) and private sectors. Currently the team consists of approx.. 40 professionals, gathering altogether a great expertise. Almost all company's senior consultants offer both advice services as well as training and learning for the public sector.

Being well experienced in the field of non-formal adult training, EOSA improves the implementation of projects.

So, EOSA has contributed to the SLIDE project its digital expertise, its disciplinary knowledge, a variety of training activities, as well as its know-how concerning the development of user-friendly online digital tools and methods as well as its broad experience with EU-funding mechanisms and access to its large network of partners and collaborators.



Slovenian Third Age University

Slovenian Third Age University is a network of currently 52 universities. Founded 35 years ago and run by professionals specialized in andragogy, with the help of volunteers, its education being scientifically grounded, it has been developing an array of fields of activities: education for older people and education about older people for an array of professionals (different groups from older workers on), education for personal growth, active citizenship, for second career and paid work in later life. It has developed an 80-hour specialised course for specialists in education in later life.

Slovenian Third Age University has been contributing to shaping local, national and international policies of old age and getting old, active ageing etc. It has been conducting ample public campaigning to change the position of older people in society. To this end it has introduced socially engaged older adult education: critical geragogy, education for active citizenship, etc. It has set up a network of cultural mediators in public institutions. Its recent outstanding educational practices have become: a network of learning tandems called Each-one-teach-one specialised in digital literacy, intergenerational learning in theory and practice, bi-annual International Festival of Knowledge and Culture in Later Life, education for silver economy, Institute for dyslexia, film in older adult education etc. Currently, it is running over 50 different annual programmes in Ljubljana for about 3300 students, (21 000 older students in the network) ranging from UNESCO heritage to transactional analysis, Chinese art and language, urbanism and architecture, demography, criminality and security to cultural geragogy etc. etc. It has been involved in more than 20 EU projects. Actually, it has been working internationally since the very beginning when it was a European Council's example of good practice. It is a founding member of DANET, Civil Society Forum, EMIL, ForAge network. It is a member of EURAG, ESREA. For five years it acted as an expert in the field of employment and education for Age Platform Europe. Slovenian Third Age University has published several monographs and several hundred scientific and professional articles in the field. It has its own electronic news and a periodical publication Mentor and Knowledge. .



LUETEC, Libera Università Europea della Terza Età, Italia

LUETEC University was set up in Naples-Italy in 2000 as the Third Age University. During the years LUETEC has established itself as a Lifelong Learning Education center for young and adult people in different area of knowledge .

LUETEC has a consolidated team of voluntary adult educators and teachers in different education fields, such as: foreign languages, ITC, local culture etc.

LUETEC headquartered in the city of Naples, has the role of organizer of cultural events such as book presentations, festivals, and cultural meetings. The University also set-up edutainment events which lead to the listening to Opera, theatre readings, lesson piano concerts and local folk music.

LUETEC has also an EU projects management section with a team of EU project experts which has established long lasting partnerships with organizations of different areas across Europe.

LUETEC, since 2000 , took part both as a coordinator and partner in 29 approved EU-projects: Leonardo, Socrates, Youth in Action currently Erasmus+. Thanks to the participation in these experiences of European cooperation, the LUETEC team has designed and published manuals for adult teachers, such as: "Right to Learn", in 2000, "LIVE English Teachers: instruction for use in May 2006" and "ART FOR LIFE handbook" in 2011, "Women meet for tradition" in 2013.

LUETEC has been participating in some projects related to the development of basic ICT in ECCN- European Chatting Club which included the use of a European chat in adult classes, and the use of a Moodle platform "Europe and us" as a learning tool through digital channels in European Institutions.

During the past years, there have been several ITC local courses for adult and elderly people according to different learning modules.

LUETEC's teachers have developed own teaching methodology of base informatics tailored on students' needs and on the use of learning assistance using word processing software "Open Office".

LUETEC created different workshops called "Inter-Act skills" based on a cooperative learning methodology applied in senior classes to teach/learn to digital photography using smartphone tablet etc. and "ELDY" software .

LUETEC team conducted researches on the storytelling method applied in adult non-formal learning contest and leaded a lot of workshops to train adult educators on the use of digital storytelling in their classroom and thanks to this previous experience , LUETEC supported SLIDE project.



Estonia

Eesti People to People, Estonia

Eesti People to People is a non-profit organization registered in Estonia in 1997 and with activities since 1993 as a chapter of People to People International NGO. The purpose of People to People aims to enhance international understanding and friendship through educational, cultural and humanitarian activities involving the exchange of ideas and experiences directly among peoples of different countries and diverse cultures. Eesti PTP is committed to enhance cross-cultural communication within each community, and across communities and nations. Tolerance and mutual understanding are central themes.

Eesti People to People has 10 members and more than 100 volunteers at the moment. There are many people with fewer opportunities among NGO members – national minorities, unemployed, youth from depressive urban and rural areas and from islands, etc. There are students, teachers and decision makers (local authorities, MPs, etc), general public among target groups. Eesti People to People is a non-profit organisation registered in Estonia in 1997 and with activities since 1993 as a chapter of People to People International NGO. The purpose of People to People aims to enhance international understanding and friendship through educational, cultural and humanitarian activities involving the exchange of ideas and experiences directly among peoples of different countries and diverse cultures. Eesti PTP is committed to enhance cross-cultural communication within each community, and across communities and nations. Tolerance and mutual understanding are central themes.

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Eesti People to People has experience in organising training courses for groups of 5-35 people and big seminars and conferences. Eesti People to People has experience in LLP Grundtvig Partnership, Seniors, Workshops, Leonardo da Vinci Partnership and Youth in Action Programmes, EuropeAid, DAPHNE III, NordPlus Mobility, NORDEN and Erasmus+ KA1 and KA2 projects as organiser, partner and as sending organisation. The main topics for NGO staff members as trainers are media, communications, inclusion, gender, European citizenship and European values. Eesti People to People is partner in Erasmus+ KA1 and KA2, Europe for Citizens and Nordplus projects at the moment.

WHY

The culture of images and the culture of new technologies are dominating the culture of today's fragmented and globalized world. Therefore digital images equipped with explanatory text or without explanatory text are a good tool universally understood when used in the process of adult education. They facilitate the education of everybody, particularly the education of the generations who, unlike younger generations, were not born into the world of images or of those whose media literacy may be qualified as lower. Teaching and learning about the nature of images, teaching and learning about the use of ICT tools encourages simultaneous acquiring pictorial and technological literacy so much needed in today's world while enabling adult educators and learners to discover their psychological, cultural and social selves. Images are closely related to the technological evolution. They have their "grammar, syntax and semantics". Images combined and developed into a text enable learners to learn more in their own way and interpret the meaning more freely. Finally, they lead the learners to the comprehension and construction of their individual, social and cultural identity. Through different stories, from different European countries, sharing the same cultural code, the direct beneficiaries of this project (adult educators) and the indirect beneficiaries, the end users, will discover bits of their common European identity and will, hopefully, raise their European awareness.



WHAT FOR

SLIDE partnership wants to focus and explore new practices to simplify teaching /learning providing media literacy skills to an adult audience, creating and exploring new appropriate methodologies and a new approach to support educators and providers.

Starting from the Digital StoryTelling (DST) method, SLIDE project aims to share local stories, tales, local legends and also architectural and urban storytelling through multi-media sources and tools. Taking advantage of the DST method to teach/ learn media literacy skills the educators of each partner institution will test this method in different learners group target. In this way we will realize a form of learning in mixed groups made of both adults, seniors and young people to achieve a cooperative learning, simplifying the mutual learning. Moreover the variety of the learning environment context chosen by the partners (family learning, learning by volunteering, learning in adult public schools, learning in Third Age Universities, learning taking part to group events) will give the chance to carry out the SLIDE method to widen the audience and will let teachers, educators and providers involved, be, at their turn, future leaders and mentors of this method implementation.

The project has a fair number of aims in details the Project SLIDE focused on applying the digital storytelling (DST) method in formal and informal adult education context in different places across Europe using the narrative learning method combined with DST method, in this way the narrative learning method becomes a tool to stimulate the learning of digital skills.

learning, simplifying the mutual learning.

SLIDE partnership has been a chance to improve media literacy targeted to low- digital skilled adults and seniors, low skilled people, parents and elder people in general, increasing their ICT competencies.

Starting through different experiences acquired in partnership own countries on the use of the narrative learning method and digital story in different education fields, the partnership will provide a collecting different approaches, to select the best practices in order to have a pre - assessment for the future joint training course event.

During the SLIDE training course the participants will have the possibility to learn a new way to use DST method as base tool to teach/ learn digital competencies to adult people.

They will have the occasion to share with leading teachers what they have already learnt in their previous teaching experience and to test on themselves what they really learnt during this international training course. Another added value to the transnationality of the project will be that teachers from different backgrounds will work in peers to learn from each other.

The participant will be trained to teach low-skilled adults (elder people, low - digital skilled and also disadvantaged adult people) combining both narrative learning and DST method.

During the future projects activities planned after the training course we will apply and test the SLIDE methodology implementation during the training staff event to partners own countries.

Last but not least aspect of this project is to give an opportunity for every partner institution to compare their own educational practices from a European perspective.

Taking advantage of the DST method to teach/ learn media literacy skills the educators of each partner institution will test this method in different learners group target. In this way we will realize a form of learning in mixed groups made of both adults, seniors and young people to achieve a cooperative learning, simplifying the mutual learning.

WHAT AND HOW

To begin with, following the kick-off meeting in Poland, the participants in the project met in Slovenia to attend a five days customized short-term joint staff training event delivered by Slovenian Third Age University of Ljubljana. There, Maria Giovanna Romaniello from LUETEC Italy partner presented the theoretical topic of storytelling, and the background of the digital storytelling and its application in adult learning context.

The participants learned how to use two most useful and simple on-line tools to create digital story: Story Jumper and Canva. The workshop was led by Italian partner.

During this training course, Italian and Polish partners presented local tales made by their adult learners in digital format using Story Jumper and Canva.

They learned also about the selected examples of Slovenian U3A's practices where digital tools were used (CINAGE, European cinema for active ageing). They watched the movie "Refugees in European cinema" for social inclusion of refugees, 18 summers a digital story of a Slovenian U3A's student resulting from a Watershed Bristol training. Older students who had collected personal stories about buildings and urban places in Ljubljana, took the partnership around the town following the itineraries they had set up and described in a booklet.

Spanish partner presented their digital stories made with different on-line tools and they explained how to make video-lesson.

Direct link to the YouTube video about the training:

<https://www.youtube.com/watch?reload=9&v=Xu0Myq2D0GU&feature=youtu.be&fbclid=IwAR0g6991EyOwMQZpj4clCFFBkZQVRW3BS3IlyZA2sDLUy0r-cpjOa99q3WY>

Estonian partner presented their experience in media literacy using digital stories and describing story line for different type of texts: information, article, fairy tale, etc. Estonian partners showed how to work with pyramid and upset down pyramid for creation texts.

The project partners took part to the meeting in Vigo, Galicia to discuss the progress of the project. They got acquainted with an array of EOSA's activities for public sector and many local projects meant to ameliorate the life of the citizens. The video recorded during the short-term joint staff training event in Ljubljana made by Eosa Spanish partner, was presented. The film about the Galicia region was watched and discussed as a good insight in the life of the region and tool to teach digital skills. Upon the invitation of the Spanish hosts they made a contribution to their regional Observatory of languages and got aware of the multiculturalism of Spain and its regions, its regional governance.

The Italian partner presented SLIDE e-lesson plan for adult and seniors learners made by with Canva.

The next transnational meeting was in Naples in Italy.

The meeting was focused on the SLIDE e-booklet design and the main contents on the basis of what has been done during the pilot workshops in the partner countries. From these workshops movies and digital local storytelling were created to collect local stories as part of a shared European thesaurus.

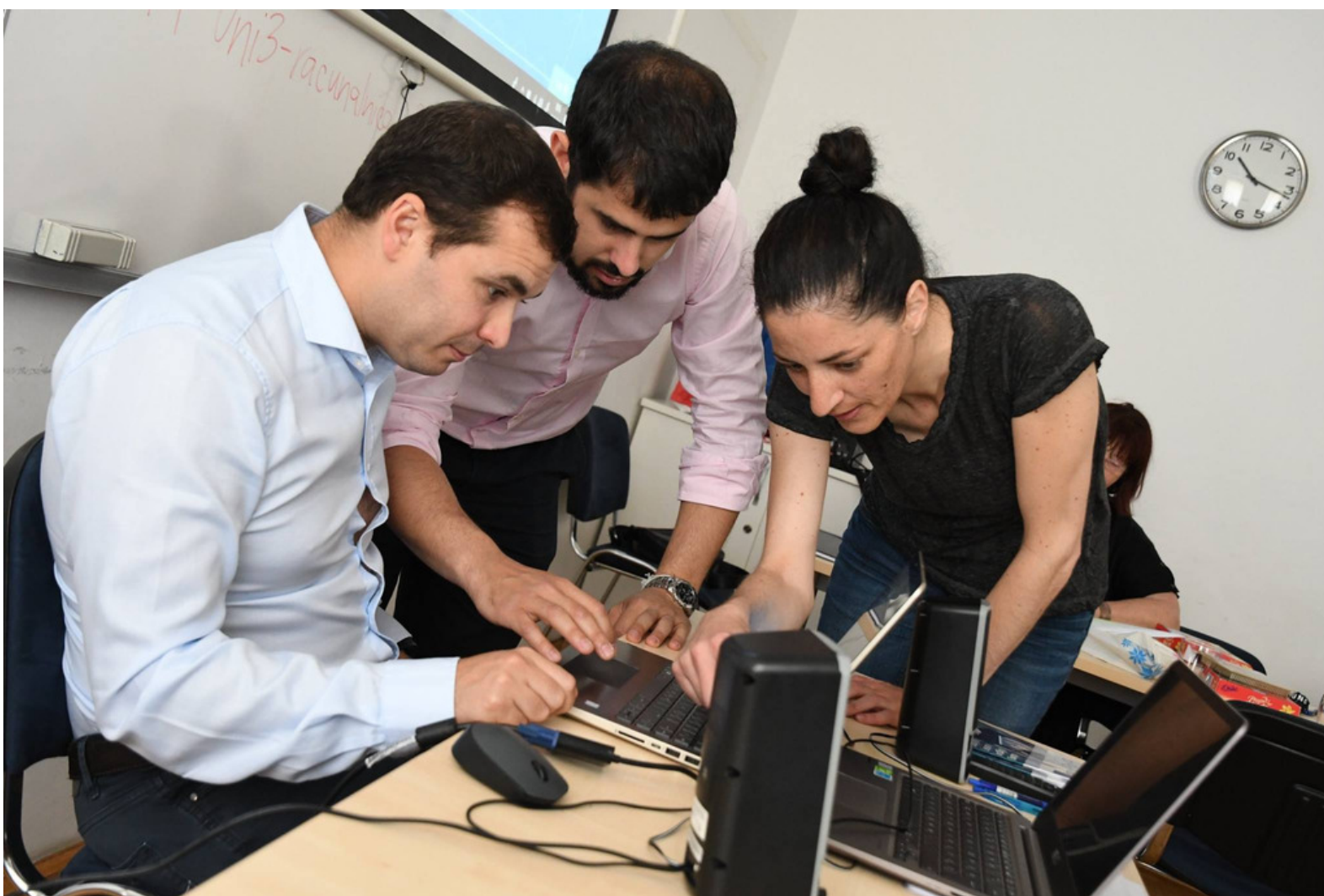
“Europe will not be made all at once, or according to a single plan. It will be built through concrete achievements which first create a de facto solidarity.” (Robert Schumann)

The final project meeting was in Estonia Partners analysed materials collected from project partners, discussed design and final edition of E-Booklet: table of contents, design, colors, etc. Partners discussed dissemination and follow-up activities to make project results sustainable.

WHO FOR

The primary target groups of this project are adult educators and adult education institutions and providers as well as their staff dealing with low digital skills adult and low skilled groups of learners. In addition, the project can be beneficial to start-up managers, business incubator trainers and other professionals involved in adult education context that want to improve their digital communication skills.

The expected goal of this e-booklet is to reach and support a worldwide audience in the European adult education community.



1. Why digital storytelling, why narrating in today's world

Storytelling is the art to tell, to communicate to people anything with the aim to involve them in a real story made of people, feelings, mistakes, falls, and victories.

During the Internet era it has been made possible to combine this ancient art with new technologies. Indeed now we have a lot of digital instruments which allow people to create involving and gripping stories combining images, music, video, text, and voice, with no particular computer skills needed.

There are many types of innovative narrative formats, such as:

- **Digital storytelling:** is a short narration in which a voiceover tells something personal, while on the screen some pictures and/or video are shown.
- **Visual storytelling:** telling by images. During last years it was used a lot by companies that through graphic advertisements tell about themselves on the social network, as those based on images, like Pinterest or Instagram.
- **Social media storytelling:** Through this term, there's a reference to the creation and narration of a story through a social network like Facebook. A timeline was created to be used on daily basis by users in order to tell about their lives day by day
- **Journalism storytelling:** In this specific case, it is a sort of interactive documentary that readers can use in a non-linear mode, deciding to deepen a determinate side of the story or not.
- **Interactive storytelling:** these are narration in which the reader can decide the evolution of the story choosing among different options, and, of course having different endings. This is one of the most difficult to analyse because it involves numerous and different applications and media (video games are also included in this category).

For this reason we decided to use digital tools to increase digital competencies for adult and senior people during the SLIDE project implementation. The selected one was the digital storytelling, used as a tool to increase adult educators competencies.

As for the traditional storytelling, the majority of the digital stories, are concentrated on a specific topic and includes a particular point of view.

Their length may vary, but the majority of the stories with didactical purposes last between two and ten minutes.

About topics, most of them are personal episodes or historical facts and/or reports, or the exploration of life inside own community or society

.Taking advantage of the DST method to teach/ learn media literacy skills the educators of each partner institution will test this method in different learners group target.



2. Getting familiar with Story Jumper and Canva

STORY JUMPER AND CANVA as Online tools and open digital resources for creating digital stories- tools for adult educators.

Canva is a free graphic-design tool website, founded in 2012. It has an easy to use drag-and-drop interface and provides access to over a million photographs, graphics, and fonts. It is used by non-designers as well as professionals. The tools can be used for both web and print media design and graphics.

www.canva.com

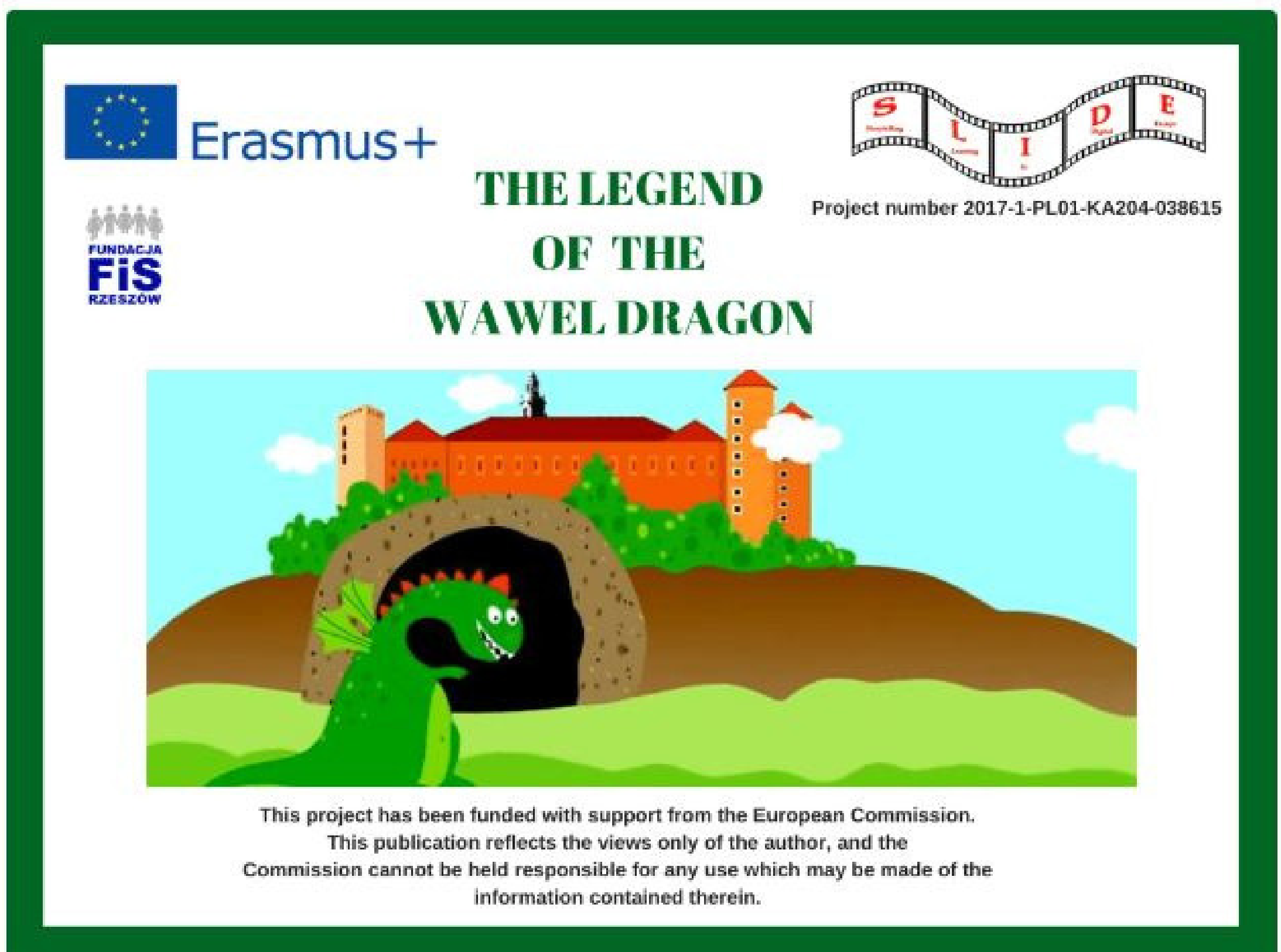
StoryJumper is a platform in which everyone can create digital stories. The platform is suitable for both teachers and students. With StoryJumper you can:- Add your voice to keep your stories alive with sound effects and music.- Read and hear books: enjoy books shared by worldwide members. Connect with authors to show appreciation.- Educate: inspire passion for reading and writing.

www.storyjumper.com

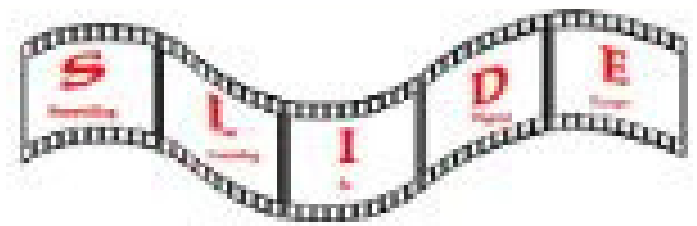
3. Digital stories for digital Europe and better understanding of common culture



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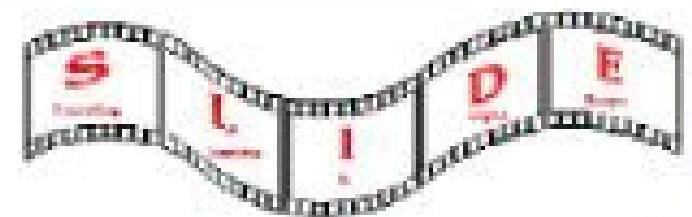
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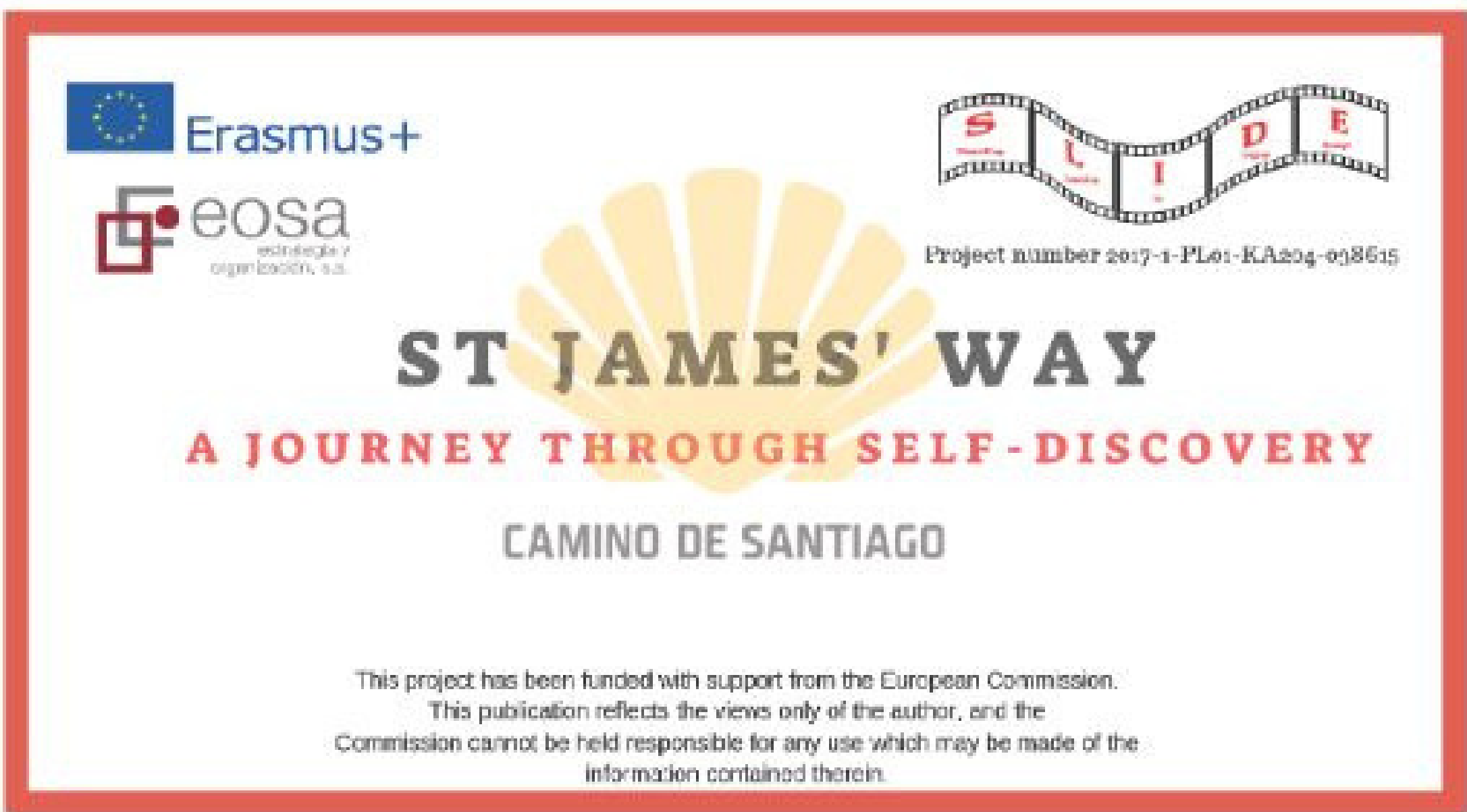
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THE LJUBLJANA'S DRAGON



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4. What did they say? Participants' feedback and impressions

In the training delivered locally and nationally in all partner countries the participants, mostly adult educators and staff of adult education providers entrusted us with the following sayings:

SL

"Both applications made me enthusiastic... by how simple they are" (K.B.)

"I will be using Canva to make my students tell in English the story of their family." (A.S.) "I will enjoy looking at my older adult students discovering Story Jumper". (T.B.)

"I used the two tools in training the leaders of U3As. They seemed to like them. teaching them was great fun". (H.I.)

"My students appreciate the European dimension of this project. They were particularly curious about the Finish and Polish stories. (J.S.)

EE

"We learned a lot during the training course in Slovenia and use new gained competences during our local activities with adult learners" (R.P.).

"Working in Canva we enjoy digital storytelling methods and creativity by writing texts and selecting photos for our story". (L.S.)

ES

"I have discovered useful tools that I will integrate in my daily work. I especially liked Canva because of its possibilities (A.V.)"

"Very interesting tools. I discovered Prezi and Story Jumper. I like doing presentations and for sure I will use them!" (R.M.)

IT

"My students were enthusiastic about learning so easily thanks to online tools, and to create new digital stories for their nephews!" (M.M.P.)

"I've really appreciated Storybird tool. I will definitely use it to motivate my students to improve their creative writing skills." (O.N)

Conclusion

The conclusion is different from what we know about conclusions.

It is not a summary of the most important theses. Namely, the conclusion, and indeed the whole e-booklet, are meant to further persuade the readers to use digital tools in their/your training events.

Instead of the usual summary, we decided to use an article published on the EPALE portal by one of our partners. It tells a lot about the need to introduce storytelling and digital tools in our training events.

Why digitalized adult education

No doubt, our societies are getting digitalized and digital inclusion is ever more needed as not to deepen the digital divide between generations, social groups and social layers, as to prevent the increase in social inequality. Moreover, basic competencies like reading, writing, understanding, problem solving etc. have been joined by the digital competence to be used in all areas, adult education included. Therefore, questions like “How digitally competent are adult educators?” or “To what extent are digital skills developed and used in adult education?” are being urgently relevant.

The field of adult education has to participate in the digital transformation of society

It has been generally admitted that adults best acquire digital skills in their professional life and their work place. Without their readiness to acquire ICT skills, without their increasing digital competencies or their mastering ever new applications, they cannot accomplish most of their work tasks and are slow at adapting to the changes in the digital world and society. To illustrate this point; for the purpose of participating in a European project they (shall we say teachers of adults) have to learn how to use Bitrix or may be, as soon as the next week, in another EU project Google Drive. For different reasons they have to switch quickly from Facebook to Twitter, Messenger, LinkedIn, etc. They have to learn that there are useful applications for controlling their household appliances or helping their old parents from a distance, etc. They should even consider learning about the science of informatics which has become a science in its own right. They should not be only confident but also critical users and therefore reading Manfred Spitzer’s Digital Dementia would be recommended for them. They would choose Skype to communicate but may be the next week Adobe Connect would be a better choice, though without general digital competencies, programme specific competencies are of limited usefulness.

To cut a long story short, digital skills are like linguistic skills. We learn them mostly by using them, by simply absorbing them, mostly without being aware of how we have learned them. But the important thing is that we never stop learning.

The profession of adult educators has changed

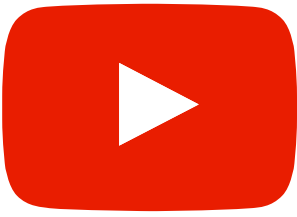
Many are professions that are disappearing due to the digitalization of production and service processes. Many are professions and jobs that are changing due to the digitalization and robotization processes and many are professions that have been changing the one of adult educator included. From knowledge transmitters, informers, etc. they have become knowledge constructors who construct new knowledge together with their students, excellent explainers of difficult concepts, providers of carefully chosen examples, but also digital learning facilitators. One should not forget it, ever! Adult educators are turning into a source of learning, perhaps the most important one, but still just one of the sources. So one day in this role they might get replaced, but truly the chance ting that they get replaced as motivators and those who channel a learning group dynamics. I am talking from experience. My students read what I read and what their colleagues read. They watch films that their colleagues watch. My students go to the Internet and consult web pages because one of us has inspired them. Because, what they really want are relationships encouraged by acquiring knowledge and information!

They have to incorporate digital tools and tasks into their programmes and learning contents

Adult educators have many responsibilities. One of them is to support the digital skills of their learners developing them and motivating their learners to use them. They have to incorporate digital learning tasks into their programmes and learning contents. We were told that coding ability is a wished for ability in secondary schools but schools and teachers are not obligated to deal take care of it. In older adult education learners have smart phones but are they systematically used in teaching languages and other topics? If teachers do not include digitalized tasks in their learning programmes how can we expect older learners to progress in the digital learning? One thing can be expected for sure: the digital divide between generations is going to grow. Digital exclusion will continue increasing and for that matter social inequality etc. We do not want this!



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YOUTUBE: <https://www.youtube.com/channel/UCJoPeQGu9NvaxtfiMPVq3cg>

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