



In-service Training Programme Tutor Handbook

For educators and trainers working with
adults at margins of lifelong learning

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ARTSKUIL

Music, Drama and Storytelling
Resources for Competence Building
with Marginalised Adults

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Tutors Handbook

The in-service training programme of Artskul project is available on-line as a handbook in pdf format for printing and as a flipbook for online use. It is available in all partner languages.

Value proposition

Through the trainers' training path of Artskul we aim to sensitize trainers and teachers to the introduction of methods and practices that use the performing arts as a means of learning. With this programme we intend to ensure that adult educators are:

- a) properly trained to work in alternative, less formal educational programmes;
- b) comfortable working with new pedagogic resources and suitably trained so they can deliver training in a blended learning environment;
- c) familiar with different ways of structuring learning content especially into what may seem insignificant short exercises which research clearly demonstrates can have a significant impact on the hardest to reach target groups;
- c) comfortable with informal learning environments where different learners can take on completely different roles at the same time - performing or recording performances;
- d) able to incorporate different approaches into their learning plans for each of the four different learning styles - visual, auditory, tactile, and kinaesthetic;
- e) fully bought in to the benefits that engagement with digital media can bring and yet fully aware of the risks that pertain in on-line environments and able to safeguard against possible negative on-line factors.

Structure of the In-Service Training

The in-service curriculum comprises 60 hours of training made up of 25 hours of face-to-face instruction (F2F) and 35 hours of self-directed on-line learning (SDL) addressing the more pedagogic and theoretical elements of the curriculum.

The breakdown of the hours for the three modules making up the programme is summarized in the following scheme.

This Training Programme has been organised in such a way that its possible conversion into distance training, facilitates the trainer in this adaptation.

Modules	Topics/Activities	SETTING & TIME		Linked Intellectual Outputs / Modules
		F2F ¹ (hours)	SDL (hours)	
M1 The performing arts as viable learning environment through the use of embedded learning resources	Presentation of Artskul project	1h	1h	Preparation Workshop (also online, when necessary): Visit of Artskul project website and Facebook page, with a focus on the IOs developed. Registration on the Online Interactive Platform (IO4)
	Performing arts: Music, Drama and Storytelling	9h	12h	IO1_Choice among nr.42 Methods and activities with Music, Drama and Storytelling
M2 Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing	New devices as learning tools: Visual Recording with smartphones	2h	4h	IO2_Module 1 Visual Recording
	New devices as learning tools: Audio Recording with smartphones	2h	4h	IO2_Module 2 Audio Recording
	New devices as learning tools: Editing	2h	4h	IO2_Module 3 Editing
M3 The changing role of educators with the growth in popularity of online learning	Think of new strategies for teaching: build up the fire of desire, unleash enthusiasm, cultivate curiosity, unlock the potential of adult learners	4h	4h	IO3_New practices in education – Unit 1
	Think of new environments, methodologies, and tools to attract more and more adult learners to lifelong learning	4h	4h	IO3_New practices in education – Unit 2
	Evaluation of the learning achievements	1h	2h	Unit 3: Evaluation of the whole workshop and self-reflection about own learning achievements
Total hours (F2F + SDL = 40 hours)		25h.	35h.	

¹ One academic (teaching/training) hour is 45 minutes.

Learning outcomes

Modules	Knowledge	Skills	Attitudes
M1 The performing arts as viable learning environment through the use of embedded learning resources	Describe aims, activities, and intellectual outputs developed with Artskul	Contextualise project outputs and outcomes in a specific learning environment	Foster new ways for involving marginalised adults in lifelong learning activities
	Understand the principles underlying the proposed learning techniques (key skills) and the application criteria of the activities illustrated in the Manual and in the video tutorials	Successfully apply educational practices that use music, theatre, and storytelling	Orientation in the learning relationship centred on instilling passion, trust, and acceptance of diversity Design and manage new learning activities discovering the own artistic attitudes
M2 Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing	Be updated on the potential of new communication devices and how they can be used in education	Comfortable working with new pedagogic resources and devices	Curiosity in applying new ways and tools to propose low-threshold learning sessions
	Know the features of smartphone that can facilitate the production of audio-visual contents		Acceptance of the challenge of continuous updating on the most popular devices to reach the desired recipients
M3 The changing role of educators with the growth in popularity of online learning	Understand the different learning styles of adult learners	Able to incorporate different approaches into the learning plans	Active listening, empathy, and a non-judgmental approach
	Ponder the own educational practice towards facilitating adult marginalised learners		
	Recognize the potential of the digital and online learning environment and identify ways to improve lesson plan design and management	Deliver training in a blended learning environment	Willing to integrate their professional tools with new online tools and resources
	Identify ways to improve quality monitoring and learning assessment in online environments	Use new assessment models in online environment: traceability, badges, final quiz, self-evaluation, in group evaluation, activity report, learner journal, key competences portfolio	Contextualize (formative) assessment to the non-formal and informal learning environment In the case of adults in a disadvantaged condition, orientation towards sharing and exchanging with other operators interested in individual personal cases

ARTSKUL – In-service Training Programme	
Purpose	<p>This Manual for Artskul tutors is developed based on the project staff direct piloting, realised through the Learning and Training Transnational Activity (LTTA), allowing the improvement of the current Training Programme.</p> <p>The validation of the In-Service Training Programme ensures the easiest replication in the different partner countries of the training of further expert trainers in successfully applying the methods, practices, multimedia resources created with the Erasmus+ Artskul project.</p> <p>Due to the pandemic, we have learned that all of our training courses need to be completely revisited if delivered exclusively online. But we also know the preference for hybrid forms of learning, which involve a plurality of learning environments. Taking advantage of this lesson, the programme contains specific indications in the eventuality of an exclusively remote delivery.</p>
Target Group	<p>Adult and community educators, trainers, facilitators, and tutors working in different learning environments with adults on the margins of lifelong learning provision, young adults not in education, employment, or training, with elderly or differently able people.</p>
Learning outcomes	<p>At the end of this programme, adult trainers will:</p> <ul style="list-style-type: none"> - Become expert tutors able to describe aims, activities, and intellectual outputs developed with Artskul, and apply them, contextualising project outputs and outcomes in a specific learning environment and fostering new ways for involving marginalised adults in lifelong learning activities. - Understand the principles underlying the proposed learning techniques (key skills) and the application criteria of the activities, successfully applying educational practices based on music, theatre, and storytelling, and improving the orientation in the learning relationship (centred on instilling passion, trust, and acceptance of diversity) and in designing and managing new learning activities discovering the own artistic attitudes. - Be updated on the potential of new communication devices and how they can be used in education, know the features of smartphone that can facilitate the production of audio-visual contents, and feel comfortable working with new pedagogic resources and devices, with curiosity in applying new ways and tools to propose low-threshold learning sessions, and accepting the challenge of continuous updating on the most popular devices to reach the desired recipients. - Understand the different learning styles of adult learners and ponder the own educational practice towards facilitating adult marginalised learners, with the ability to incorporate different approaches into the learning plans, and to apply a non-judgmental approach oriented towards active listening and empathy. - Recognize the potential of the digital and online learning environment and identify ways to improve lesson plan design and management, with the ability to deliver training in a blended learning environment and the attitude to

	<p>integrate their professional tools with new online tools and resources.</p> <ul style="list-style-type: none"> - Identify ways to improve quality monitoring and learning assessment in online environments, using new assessment models in online environment and contextualizing assessment to the non-formal and informal learning environment. - In the case of adults in a disadvantaged condition, improve of the orientation towards sharing and exchanging with other operators interested in individual personal cases (networking and multidisciplinary).
Duration	60 hours
Topics	<ul style="list-style-type: none"> - Significant emphasis on working with non-traditional embedded-learning approaches through arts: music, drama, and storytelling. - Focus on capitalizing on the ubiquity of new digital media platforms like smartphones. - Teaching and learning in new environments, with new methods and tools, with adults at the margins of lifelong learning provision. - Focus on adult learners, their backgrounds, and their desires. - Learning communities and networking. - Multidisciplinary and integrated approaches. - Personal and professional development through non-formal and informal educational settings.
Preparation	<p>Some suggestions for participants and facilitators who organize the In-Service Training:</p> <ul style="list-style-type: none"> - Reserve a room with chairs and tables, projector, speakers, and stable internet connection. - In the event that the training of trainers should take place exclusively online, each partner will use the platforms generally used for their activity in remote, with the support of the Artskul Portal where all learning resources are available. - All adult educators participating in the In-service Training before starting the course will have registered on the Artskul Online Platform. - A short biography will be requested from participants and facilitators with photos to upload on the portal, in the area dedicated to educators. - Before the course, participants will be informed via email about: <ul style="list-style-type: none"> o how to access available learning resources; o the formal procedure for the certification of participation (Europass Certificate) in the In-service Training. o How we will run the training, initially foreseen in presence in Italy for the first group of educators (partners' staff), and in the individual countries subsequently, but which could be converted into an exclusively online activity.

Lesson Plan Face-to-Face and Self-Directed Learning

Face-to-Face Lesson Plan - Module 1 - Unit 1

Module 1 - The performing arts as viable learning environment using embedded learning resources (IO1)			
Duration	Material needed	Activity proposed and tips for the facilitator	Method
15 min.	Laptop Projector Internet PPT 1.1	<p>Unit 1: Introduction</p> <p>Activity 1.1.1: Presentation of Artskul project by the trainer</p> <p>After the welcome greetings, the trainer, before making a presentation tour of the participants, introduces the Artskul project and invites to view the video on key skills published by EPALE together.</p> <p>The presentation of the Artskul project should first and foremost be contextualized to the universe of adult education, to the inherent challenges of social inclusion and the acquisition of key skills by an ever-increasing number of adults.</p> <p>And for this reason, we will use the EPALE Community platform as the first reference for those involved in adult education in Europe, with the vision of a video (2:57) on key skills: "OER on Ensuring Outreach, Motivation and Persistence in Basic Skills Programme".</p> <p>https://youtu.be/t2pOf2h_rAM</p>	Plenary
20 min.	Flipchart Markers	<p>Activity 1.1.2: Participants' presentations</p> <p>Participants' presentations will take place through the following questions, after having said their name and the organization they work for:</p> <ul style="list-style-type: none"> ▪ Compared to disadvantaged adults who could get involved in a project like Artskul, what are in your opinion the best strategies to entice and involve them to take a non-formal training course? ▪ Could the performing arts, such as drama, music, and storytelling, be strategic levers for engaging adults in lifelong learning paths? ▪ What else should we worry about to promote the inclusion of people on the margins of our society? <p>Participants, in sharing this reflection linked to the specific local context in which they operate, can refer to their direct experiences, or good practices implemented by other organisations.</p>	Plenary
10 min.	Photo camera	<p>Activity 1.1.3: Debriefing</p> <p>The trainer will have written the participants' feedback on the flip chart, organising them into three categories: (1) engagement and</p>	Plenary

		motivation strategies; (2) characteristics of the target adults; (3) examples and good practices useful for the purpose.	
Duration of Module 1 – Unit 1		1 hour	
Sources		Unit 1: Artskul Website at http://artskul.eu/en/ EPALE platform: OER: Ensuring outreach, motivation and persistence in basic skills programs EPALÉ (europa.eu)	

Self-Directed Learning Resource - Module 1 - Unit 1

Module Title	The performing arts as viable learning environment using embedded learning resources
Topic	<p>A considerable percentage of the learners who most need to increase the level of their basic skills will not seek the courses that are organised. For many potential learners in the target group one of the main reasons for this will be the lack of awareness of both their skill level and of the existing learning offer.</p> <p>The need for raised awareness can be met by carefully designed information campaigns which have the potential to attract the learner to individual guidance points, thus entering a process that may go through screening and testing, leading to adequate referral to quality learning provision.</p> <p>The adult learners who most need to increase the level of their basic skills are the ones that least engage in learning. Well-designed outreach strategies are essential to raise the learners' interest, get them to seek guidance, and commit to a learning path.</p>
Title of Resource	Challenges in awareness and participation
Why to use this resource?	Because good basic skills are a necessity for inclusion, employment, active citizenship, and social cohesion. Adults with poor basic skills are increasingly disconnected from the labour market, less likely to be socially active or politically engaged, and more likely to suffer health problems. For national and regional governments, low skills in the population lead to greater social spending and poorer, less dynamic economies.
What will you get from using this resource?	<p>Watching this short video (1:29) can give you an idea of why an adult might discover his or her own motivation to get involved in lifelong learning.</p> <p>Try to reflect on the reasons that can lead an adult with low qualifications to attend a course like the one proposed by Artskul.</p>
Link to resource	Eamon Delaney - Take the first step campaign - YouTube
Suggested time	30 minutes

Self-Directed Learning Activity - Module 1 - Unit 1

Module Title	The performing arts as viable learning environment through the use of embedded learning resources		
Activity Title	Inclusive Education (1.1.1)	Duration of Activity	30 minutes
Learning Outcomes	Foster new ways for involving marginalised adults in lifelong learning activities.		
Aim of activity	<p>An always fruitful way to understand and know is always that of resorting to the efforts and achievements of other educators and experts in adult education.</p> <p>The core of is to discover the European best practices in outreach educational counselling and low-threshold learning opportunities for disadvantaged learners.</p>		
Materials Required for Activity	<p>You will need:</p> <ul style="list-style-type: none"> • Internet connection and a personal computer to download the Handbook realised by the Erasmus+ project “On the Move”. 		
Step-by-step instructions	<ul style="list-style-type: none"> • Step 1 – Download the Handbook at this link: http://www.onthemove-project.eu/onthemove_en.pdf • Step 2 – Read the second chapter: “Lifelong Learning – how to include learners from vulnerable groups” and according to your local context and educational environment, answer to the following questions: <ul style="list-style-type: none"> ○ Are you aware of the diversity and the specific problems and needs of disadvantaged groups? ○ How do you include the voices of disadvantaged and under-represented groups? ○ How can you remove the detected barriers? ○ Are you in the position to build or to be included in a network of cooperation? 		

Face-to-Face Lesson Plan - Module 1 - Unit 2 MUSIC

Module 1 - The performing arts as viable learning environment through the use of embedded learning resources (IO1)			
Duration	Material needed	Activity proposed and tips for the facilitator	Method
15 min.	Laptop Projector Internet PPT 1.2	Unit 2: Introduction Activity 1.2.1: Presentation of Artskul Music practices In the second learning unit we will examine the practices and techniques proposed with Music. It consists of 14 exercises, some very simple, others requiring a minimum of musical knowledge and in some cases, the presence of musical instruments may be required.	Plenary
15 min.	Laptop Projector Internet	Activity 1.2.2: Fate favours the bold! The trainer prepares 14 pieces of paper with the names of the music exercises and puts them folded in a box, a basket, or a hat, and each participant will choose a ticket, corresponding to an exercise. Each participant has 15 minutes to read individually the exercise and take notes which they will later share as a group, and therefore the criteria will be the same for everyone, as follow; <ul style="list-style-type: none"> ▪ Attractiveness of the introductory video. ▪ Clarity of the content of the Manual and the steps to perform the exercise. ▪ The trainer's need for musical skills to apply the exercise. ▪ Clear focus on the core competences. 	Plenary Individual work
60 min.	Flipchart Markers for each group	The trainer composes three groups for the joint work on the exercises examined, according to the reflections and notes taken during the individual work. Each team member will briefly present their exercise to the group, highlighting and agreeing on: <ul style="list-style-type: none"> ▪ Advantages and strengths ▪ Disadvantages and difficulties ▪ The core skill for every exercise (one) 	Teamwork
45 min.	Photo camera	Activity 1.2.3: Debriefing The trainer invites the participants to present their sheets, where they will have summarized their evaluations on the examined exercises, which they will present to the other components. These elements will be extremely useful to improve Artskul resources with suggestions and advice for a satisfactory application of the proposed practices.	Plenary
Duration of Module 1 – Unit 2		3 hours	
Sources		Module 1 - Unit 2: Artskul Website at http://artskul.eu/en/	

Self-Directed Learning Resource - Module 1 - Unit 2 MUSIC

Module Title	The performing arts as viable learning environment through the use of embedded learning resources
Topic	The benefits of music for people's lives and lifelong learning.
Title of Resource	Do you like Mozart?
Why to use this resource?	<p>Using music in the educational field does not mean spending time pleasantly making music together, although it is an interesting activity, but in a learning context, especially with adults, this practice is part of a process of observing the needs of learners and making proposals. appropriate, according to the solicitations activated by the individual exercises.</p> <p>In this context it is important to know some authors who have made history on the therapeutic power of music, which we invite you to know.</p>
What will you get from using this resource?	<p>As adult educators, we don't necessarily need to know how to play an instrument (even if it would be great!) or be passionate about music to understand the quality and power that music can offer, to those who make it and those who listen.</p> <p>The Mozart Effect was a classic of the literature of the late 1900s, written by Don Campbell (1997), as well as other experiments in the wake of the otolaryngologist Alfred Tomatis, who influenced numerous studies and experimental applications in this field.</p> <p>Alfred Tomatis was a Medical Doctor who devoted his life to studying the close relationship between the voice, the brain and the ear. His work has had a revolutionary impact on how an individual communicates with himself and others. A pioneer in the field of cognitive science, Alfred Tomatis leaves an indelible mark both with its discoveries and by his extraordinary personality. Today we measure the extent of his inheritance in the light of recent research on brain plasticity.</p>
Link to resource	<p>Sourced from The Mozart Effect Resource Centre: https://mozarteffect.com/ Sourced from The New Scientist (April 2004) https://www.newscientist.com/article/dn4918-molecular-basis-for-mozart-effect-revealed/ Sourced from Tomatis official website (multilanguage): https://www.tomatis.com/en/alfred-tomatis</p>
Suggested time	1 hour

Self-Directed Learning Activity - Module 1 - Unit 2 MUSIC

Module Title	The performing arts as viable learning environment through the use of embedded learning resources		
Activity Title	Soft Skills through MUSIC (1.2.1)	Duration of Activity	3 hours
Learning Outcomes	<ul style="list-style-type: none"> ▪ Understand the principles underlying the proposed learning techniques (key skills) and the application criteria of the activities illustrated in the Manual and in the video tutorials ▪ Design and manage new learning activities discovering the own artistic attitudes. 		
Aim of activity	<p>The objective of this activity is to plan on the basis of Artskul resources (introductory video and manual with the lesson plan), an own suite of musical exercises that:</p> <ul style="list-style-type: none"> ▪ You feel able to apply. ▪ They are suitable for your group of learners. ▪ They pose a challenge for you too. 		
Materials Required for Activity	<p>You will need:</p> <ul style="list-style-type: none"> • Internet connection and a personal computer • Worksheet with the “List of competences of Artskul Music exercises” (Annex 1.2) 		
Step-by-step instructions	<p>To carry out this activity we propose the following steps:</p> <p>Step 1 - Take some time to browse the Internet to read about other experiences in your country where music is used in adult education. You can start from these first two readings: “5 Soft Skills Music Lessons Can Teach” By Jake Popist: https://popist.com/5-soft-skills-music-lessons-can-teach/ Sourced from Harvard Health Publishing (February 2015) “Music can boost memory and mood”: https://www.health.harvard.edu/min..d-and-mood/music-can-boost-memory-and-mood</p> <p>Step 2 - Analyse which skills are most needed by your group of learners and make a list of skills you want to work with them on.</p> <p>Step 3 - Review the resources on the Artskul website, and start your selection, with the help of the Grid provided as Annex 2.1.</p> <p>Step 4 - Create your schedule of exercises, noting all the variations that can possibly be made according to the group being learned.</p>		

Face-to-Face Lesson Plan - Module 1 - Unit 3 DRAMA

Module 1 - The performing arts as viable learning environment through the use of embedded learning resources (IO1)			
Duration	Material needed	Activity proposed and tips for the facilitator	Method
15 min.	Laptop Projector Internet PPT 1.3	Unit 3: Introduction Activity 1.3.1: Presentation of Artskul Drama practices In the third learning unit we will examine the Drama practices and techniques. The Manual contains 14 exercises, some very simple and others more complex and articulated.	Plenary
15 min.	Laptop Projector Internet	Activity 1.3.2: Fate favours the bold! The trainer prepares 14 pieces of paper with the names of the drama exercises and puts them folded in a box, a basket, or a hat, and each participant will choose a ticket, corresponding to an exercise. Each participant has 15 minutes to read individually the exercise and take notes which they will later share as a group, and therefore the criteria will be the same for everyone, as follow; <ul style="list-style-type: none"> ▪ Attractiveness of the introductory video. ▪ Clarity of the content of the Manual and the steps to perform the exercise. ▪ The trainer's need for drama skills to apply the exercise. ▪ Clear focus on the core competences. 	Plenary Individual work
60 min.	Flipchart Markers for each group	The trainer composes three groups for the joint work on the exercises examined, according to the reflections and notes taken during the individual work. Each team member will briefly present their exercise to the group, highlighting and agreeing on: <ul style="list-style-type: none"> ▪ Advantages and strengths ▪ Disadvantages and difficulties ▪ The core skill for every exercise (one) 	Teamwork
45 min.	Photo camera	Activity 1.3.3: Debriefing The trainer invites the participants to present their sheet, where they will have summarized their evaluations on the examined exercises, which they will present to the other components. These elements will be extremely useful to improve Artskul resources with suggestions and advice for a satisfactory application of the proposed practices.	Plenary
Duration of Module 1 – Unit 3		3 hours	
Sources		Module 1 - Unit 3: Artskul Website at http://artskul.eu/en/	

Self-Directed Learning Resource - Module 1 - Unit 3 DRAMA

Module Title	The performing arts as viable learning environment through the use of embedded learning resources
Topic	The benefits of drama for people's lives and lifelong learning.
Title of Resource	Drama and empowerment.
Why to use this resource?	To be stimulated to deepen the literature on theatre in education, and on the various forms that this can take, from social theatre to clowning, from role-playing games to the expression of one's own culture.
What will you get from using this resource?	We want to remember among the best-known pedagogues in this area Paulo Freire (1921-1997) and Augusto Boal (1931-2009) and the "Theatre of Oppressed". Using pedagogy and theatre, they each worked with oppressed peoples of the world to develop critical literacies and actions to overcome social systems of oppression. Among the pedagogues in this field, probably less known than the previous authors, we want to remember a woman, Dorothy Heathcote (1926-2011) a teacher who was a pioneer in drama education.
Link to resource	Sourced from Drama Resource, by David Farmer Drama Teaching: https://dramaresource.com/dorothy-heathcote-pioneer-of-educational-drama/ Also watch the video of "Three Looms Waiting Part 2" with Dorothy Heathcote: https://www.youtube.com/watch?v=p6YF35Urz9w Sourced from Education Studies, University of Warwick, Coventry, United Kingdom, https://warwick.ac.uk/fac/soc/ces/news/idieri
Suggested time	1 hour

Self-Directed Learning Activity - Module 1 - Unit 3 DRAMA

Module Title	The performing arts as viable learning environment through the use of embedded learning resources		
Activity Title	Drama and art in education (1.3.1)	Duration of Activity	3 hours
Learning Outcomes	<ul style="list-style-type: none"> ▪ Understand the principles underlying the proposed learning techniques (key skills) and the application criteria of the activities illustrated in the Manual and in the video tutorials. ▪ Design and manage new learning activities discovering the own artistic attitudes. 		
Aim of activity	<p>The objective of this activity is to plan on the basis of Artskul resources (introductory video and manual with the lesson plan), an own suite of drama exercises that:</p> <ul style="list-style-type: none"> ▪ You feel able to apply. ▪ They are suitable for your group of learners. ▪ They pose a challenge for you too. 		
Materials Required for Activity	<p>You will need:</p> <ul style="list-style-type: none"> • Internet connection and a personal computer • Worksheet with the “List of competences of Artskul Drama exercises” (Annex 1.3) 		
Step-by-step instructions	<p>To carry out this activity we propose the following steps:</p> <p>Step 1 - Take some time to browse the Internet to read about other experiences in your country where drama is used in adult education. You can start from these first two readings: Sourced from Leverage Edu (February 2021) https://leverageedu.com/blog/drama-and-art-in-education/ Sourced from Study.com, article by Dr Rachel Tustin: https://study.com/academy/lesson/drama-activities-for-adults-with-learning-disabilities.html</p> <p>Step 2 - Analyse which skills are most needed by your group of learners and make a list of skills you want to work with them on.</p> <p>Step 3 - Review the resources on the Artskul website, and start your selection of Drama exercises, with the help of the Grid provided as Annex 1.3.</p> <p>Step 4 - Create your schedule of drama exercises, noting all the variations that can possibly be made according to the learners' group.</p>		

Face-to-Face Lesson Plan - Module 1 - Unit 4 STORYTELLING

Module 1 - The performing arts as viable learning environment through the use of embedded learning resources (IO1)			
Duration	Material needed	Activity proposed and tips for the facilitator	Method
15 min...	Laptop Projector Internet PPT 1.4	Unit 4: Introduction Activity 1.4.1: Presentation of Artskul Storytelling practices In the fourth learning unit we will examine the Storytelling practices and techniques. The Manual contains 14 exercises, some very simple and others more complex and articulated, in some cases exploiting digital media.	Plenary
15 min.	Laptop Projector Internet	Activity 1.4.2: Fate favours the bold! The trainer prepares 14 pieces of paper with the names of the storytelling exercises and puts them folded in a box, a basket, or a hat, and each participant will choose a ticket, corresponding to an exercise. Each participant has 15 minutes to read individually the exercise and take notes which they will later share as a group, and therefore the criteria will be the same for everyone, as follow; <ul style="list-style-type: none"> ▪ Attractiveness of the introductory video. ▪ Clarity of the content of the Manual and the steps to perform the exercise. ▪ The trainer's need for storytelling skills to apply the exercise. ▪ Clear focus on the core competences. 	Plenary Individual work
60 min.	Flipchart Markers for each group	The trainer composes three groups for the joint work on the exercises examined, according to the reflections and notes taken during the individual work. Each team member will briefly present their exercise to the group, highlighting and agreeing on: <ul style="list-style-type: none"> ▪ Advantages and strengths ▪ Disadvantages and difficulties ▪ The core skill for every exercise (one) 	Teamwork
45 min.	Photo camera	Activity 1.4.3: Debriefing The trainer invites the participants to present their sheet, where they will have summarized their evaluations on the examined exercises, which they will present to the other components. These elements will be extremely useful to improve Artskul resources with suggestions and advice for a satisfactory application of the proposed practices.	Plenary
Duration of Module 1.4		3 hours	
Sources		Module 1 - Unit 4: Artskul Website at http://artskul.eu/en/	

Self-Directed Learning Resource - Module 1 - Unit 4 STORYTELLING

Module Title	The performing arts as viable learning environment through the use of embedded learning resources
Topic	The benefits of storytelling for people's lives and lifelong learning.
Title of Resource	An Old Story
Why to use this resource?	Storytelling, one of the most ancient practices of the human species, which for many millions of years has relied on oral narration is currently a pedagogical approach widely used with learners of all ages.
What will you get from using this resource?	Paul Smith, in "Leader as Storyteller: 10 Reasons It Makes a Better Business Connection", wrote: In any group, roughly 40 percent will be predominantly visual learners who learn best from videos, diagrams, or illustrations. Another 40 percent will be auditory, learning best through lectures and discussions. The remaining 20 percent are kinaesthetic learners, who learn best by doing, experiencing, or feeling. Storytelling has aspects that work for all three types. Visual learners appreciate the mental pictures storytelling evokes. Auditory learners focus on the words and the storyteller's voice. Kinaesthetic learners remember the emotional connections and feelings from the story.
Link to resource	Sourced from Harvard Business Publishing, by Vanessa Boris, December 20, 2017: https://www.harvardbusiness.org/what-makes-storytelling-so-effective-for-learning/
Suggested time	1 hour

Self-Directed Learning Activity - Module 1 - Unit 4 STORYTELLING

Module Title	The performing arts as viable learning environment through the use of embedded learning resources		
Activity Title	Traditional and Digital Storytelling (1.4.1)	Duration of Activity	3 hours
Learning Outcomes	<ul style="list-style-type: none"> Understand the principles underlying the proposed learning techniques (key skills) and the application criteria of the activities illustrated in the Manual and in the video tutorials. Design and manage new learning activities discovering the own artistic attitudes. 		
Aim of activity	<p>The objective of this activity is to plan on the basis of Artskul resources (introductory video and manual with the lesson plan), an own suite of drama exercises that:</p> <ul style="list-style-type: none"> You feel able to apply. They are suitable for your group of learners. They pose a challenge for you too. 		
Materials Required for Activity	<p>You will need:</p> <ul style="list-style-type: none"> Internet connection and a personal computer Worksheet with the “List of competences of Artskul Storytelling exercises” (Annex 1.4) 		
Step-by-step instructions	<p>To carry out this activity we propose the following steps:</p> <p>Step 1 - Take some time to browse the Internet to read about other experiences in your country where storytelling is used in adult education. You can start from these first two readings: Sourced from Global Giving Non-profit Marketing: https://www.globalgiving.org/learn/nonprofit-storytelling-best-practices-list/ Sourced from YouTube, Interview with Steve Bellis, Lecturer in Media, “Digital Storytelling in Education” for the Erasmus+ Project DICHE “Digital Innovation in Cultural and Heritage Education in the light of the 21st Century Learning”: https://www.youtube.com/watch?v=YmEZtUynvVI</p> <p>Step 2 - Analyse which skills are most needed by your group of learners and make a list of skills you want to work with them on.</p> <p>Step 3 - Review the resources on the Artskul website, and start your selection of Storytelling exercises, with the help of the Grid provided as Annex 1.4.</p> <p>Step 4 - Create your schedule of storytelling exercises, noting all the variations that can possibly be made according to the learners’ group.</p>		

Face-to-Face Lesson Plan - Module 2 - Unit 1

Module 2 - Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing (IO2)			
Duration	Material needed	Activity proposed and tips for the facilitator	Method
5 min.	Laptop Projector	Unit 1 Activity 2.1.1: Brief presentation of IO2 Audio Recording and Production The trainer welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the 90-minute workshop.	Presentation
15 min.	List of statements 3 x A4 papers Markers	Activity 2.1.2: Warmer The trainer starts a warmer activity by reading out statements about digital media skills of educators. Participants mark whether they agree with the statements or not by standing in front/below a paper saying YES, NO, or MAYBE (posted around the walls inside or outside of the classroom) and explain their choice. While one group of participants explains their choice, the other listens and prepares counterarguments. List of statements: <ul style="list-style-type: none"> • I have good digital skills. • I think that adult learners in my community have good digital skills. • I have experience in recording audio. • I prefer audiobooks to e-books. • I enjoy listening to podcasts. • I'm familiar with at least 3 tools for editing audio. • I use Audacity for recording and editing audio recordings. • Smartphones can be used for recording professional sounding audio. Depending on the timing, the trainer can read all statements or choose some of them.	Plenary
60 min.	Flipchart Markers for each pair Laptop Projector Copy of IO2 Audio Recording & Production	Activity 2.1.3: Exploring Audio Recording & Production The trainer divides the participants into groups. Each group is given a copy of IO2 Audio Recording & Production: Tutor's Handbook with Lesson Plan and Self-Directed Learning Handbook. Each group is given 45 minutes to read the materials: <ol style="list-style-type: none"> a) Group 1: materials for f2f learning b) Group 2: materials for self-directed learning The participants try to answer the following questions and make a short presentation:	Teamwork

		<ul style="list-style-type: none"> • Are the learning outcomes achievable? Why/Why not? • Are the content and resources appropriate for training community members? Why/Why not? • What skills and competences does the trainer need to implement this module? • Are there any possible barriers to implementing the module? How would you overcome them – what would you change or adapt? <p>Upon finishing, the pairs present their conclusions.</p>	
10 min.	Flipchart Markers	The trainer wraps up the session and asks participants to list 3 key words about what they have learned during the session and then to share them with the other participants explaining why they found these 3 key lessons learned important. A brief group discussion takes place.	Evaluation
Duration of Module 2 – Unit 1		2 hours	
Sources		IO2 Module 1- Audio Recording & Production Artskul website at http://artskul.eu/en/	

Self-Directed Learning Resource – Module 2 - Unit 1

Module Title	Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing
Topic	Introduction to Audacity - a free and open-source digital audio editor and recording application software
Title of Resource	Getting familiar with Audacity
Why to use this resource?	As adult educators, we don't necessarily need to be experts in audio recording and production, but we need to understand the basic principles of using smartphones for audio recording and production for the purpose of implementing this module. There are many options when it comes to recording and producing audio and in this context it is important to get familiar with at least one tool for recording and editing audio, and Audacity is a free and open-source digital audio editor and recording application software which you can download for free on Windows, macOS, Linux, and other Unix-like operating systems.
What will you get from using this resource?	This resource will give you a comprehensive and easy to follow guide which covers key features for getting started and start producing high quality professional content for the purpose of Module 2 "Digital media training to build skills of educators in using smartphones for audio and audio-visual production and editing".
Link to resource	Sourced from Audacity Team (Audacity Manual): https://manual.audacityteam.org/ Sourced from YouTube (video guide for beginners): https://www.youtube.com/watch?v=FiXbfeKA-fk Sourced from eLearningLearning (How to use Audacity in classroom): https://www.elearninglearning.com/audacity/education/
Suggested time	2 hours

Self-directed Learning Activity – Module 2 - Unit 1

Module Title	Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing		
Activity Title	Using Audacity in your classroom	Duration of Activity	2 hours
Learning Outcomes	<ul style="list-style-type: none"> • Learn about how to expose your learners to audio resources • Understand the pedagogical benefits of using Audacity • Create a learning activity using Audacity 		
Aim of activity	The objective of this activity is to implement pedagogical considerations for using Audacity in your teaching.		
Materials Required for Activity	You will need: <ul style="list-style-type: none"> • Internet connection and a personal computer • Note-taking material • Pen/pencil 		

Step-by-step instructions	<p>To carry out this activity, we propose the following steps:</p> <ul style="list-style-type: none">• Step 1 – From the web browser on your personal computer, navigate to http://www.audacityteam.org/download/, download and install Audacity.• Step 2 - Read the resource: Getting familiar with Audacity, and learn about its basic functions• Step 3 – Take some time to think about the following questions: How would you use Audacity in your teaching scenarios with adult learners? Can you make a few examples of using Audacity in your teaching (record speeches, create podcasts, etc.)?• Step 4 – Create an activity for your adult learners using Audacity with the following questions in mind:<ol style="list-style-type: none">a) In what way would you present Audacity and lead them through the process?b) What topic will it be for?c) What are the aims and outcomes of the activity?d) Will the learners do the activity in teams or individually?e) For what purposes will the learners record the audio? (e.g., an interview)f) Where will the learners record the audio – indoors or outdoors?g) What equipment will be necessary?h) How will the learners edit the audio recording?i) How will you check progress?j) How will you support them?k) What resources can they consult?
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Face-to-Face Lesson Plan - Module 2 - Unit 2

Module 2 - Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing (IO2)			
Duration	Material needed	Activity proposed and tips for the facilitator	Method
5 min.	Laptop Projector	Activity 2.2.1: Brief presentation of IO2 Audio-Visual Recording and Production The trainer welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the 90-minute workshop.	Presentation
15 min.	Participants' phones Internet connection	Activity 2.2.2 Warmer The participants are divided into groups and each group has to find one movie that is filmed using only a smartphone. The participants use their phones and the internet to find a movie, and then present it to other by presenting the plot and showing a short extract from the trailer. The trainer then asks the participants the following questions: <ul style="list-style-type: none"> • What do you think about the quality of these movies? • What surprised you most? The trainer summarises the participants' ideas and provides feedback.	Teamwork
60 min.	Laptop Projector Printed or digital copy of IO2 – Module 2: Audio-visual recording and Production Flipchart Markers	Activity 2.2.3: Filmmaking with smartphone The trainer divides the participants into three groups. Each group will analyse one part of IO2_Module 2 Audio-visual recording and production (Best practices for filming with a smartphone & Basic principles of filmmaking) for 30 minutes and then the groups will prepare a summary of their conclusions on a flipchart guided by the following questions: <ul style="list-style-type: none"> • What are the main challenges in approaching audio-visual production? • Not having access to a professional-grade and specialized course, do you think it is possible to reach a good quality amateur level through this module? • What are the skills that have to be supported the most? • Do you find the contribution of a professional technician necessary? Upon finishing, the groups present their conclusions to other participants.	Teamwork Plenary
10 min.	Flipchart Markers	Activity 2.2.4: Conclusions The trainer wraps up the session and asks participants to list 3 key words about what they have learned during the session and then to share them with the other participants explaining why they found these 3 key lessons	Evaluation

		learned important. A brief group discussion takes place.	
Duration of Module 2 – Unit 2	2 hours		
Sources	IO2 – Module 2: Audio-visual recording and Production Artskul website at http://artskul.eu/en/		

Self-Directed Learning Resource - Module 2 - Unit 2

Module Title	Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing		
Topic	How to get started with smartphone filmmaking		
Title of Resource	The Ultimate Beginner’s Guide to Smartphone Filmmaking		
Why to use this resource?	With the advancement of technology, filmmaking has ceased to be too expansive and inaccessible and has reached a point where every individual with a smartphone can do a professionally looking video.		
What will you get from using this resource?	Simon Horrocks’s introduction to the Ultimate Beginner’s Guide to Smartphone Filmmaking: This guide is intended for people who haven’t done any, or little, smartphone filmmaking. Often, the feeling is – where do I start? Because you feel there’s so much to know, and it’s overwhelming. The mountain just looks too big to climb, so you put it off for another day.		
Link to resource	Sourced from Mobile Motion Film Festival: https://momofilmfest.com/the-ultimate-beginners-guide-to-smartphone-filmmaking/		
Suggested time	2 hours		

Self-Directed Learning Activity - Module 2 - Unit 2

Module Title	Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing		
Activity Title	Smartphone Filmmaking	Duration of Activity	2 hours
Learning Outcomes	<ul style="list-style-type: none"> • Understand the benefits of using filmmaking in your teaching • Get familiar with the range of audio-visual and digital skills of adult learners in your country 		
Aim of activity	The aim of this activity is for adult educators to get familiar with the range of audio-visual skills of adult learners in their countries.		
Materials Required for Activity	You will need: <ul style="list-style-type: none"> • Internet connection and a personal computer • Note-taking material • Pen/pencil 		

Step-by-step instructions	<ul style="list-style-type: none">• Step 1 – Take some time to browse the Internet to read about experience in your country of the use of filmmaking in education as well as the perspectives on smartphone filmmaking. The following are the suggested readings: Sourced from Teaching Times: https://www.teachingtimes.com/knowledge-banks/using-film-in-education/• Step 2 – Analyse the range of audio-visual skills of your target group and think about skills that you want to work with them on:<ul style="list-style-type: none">- Are there any smartphone-filmed movies in your country?- Are people in your community/country familiarized with smartphone filmmaking?- What do learners in your country need to start smartphone filmmaking?- What resources in English/your national language can they use to improve their skills?- What statistical data on audio-visual and digital skills of adults is available in your country?- What has been your personal experience as an educator – what are adult's competences and needs when it comes to audio-visual skills?
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Face-to-Face Lesson Plan - Module 2 - Unit 3

Module 2 - Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing (IO2)			
Duration	Material needed	Activity proposed and tips for the facilitator	Method
5 min.	Laptop Projector	Activity 2.3.1: Brief presentation of IO2 Editing and Presentation of Recorded Content The trainer welcomes the participants, introduces him or herself and presents the topics that are going to be covered during the 90-minute workshop.	Presentation
15 min.	Flipchart Markers	Activity 2.3.2: Let's play! The trainer calls on participants to stand and introduce themselves through "the movie of your life" game. The participants are asked to answer: <ul style="list-style-type: none"> If you compare your life to a movie, which movie should it be? And which character is you?" The trainer summarizes the participants' ideas and provides feedback.	Warmer
60 min.	Laptop Projector Flipchart Markers for each pair Copy of IO2 Editing and Presentation of Recorded Content – curriculum and PowerPoint presentations	Activity 2.3.3: Editing & Presentation The trainer divides participants into 3 groups, each group is tasked with exploring the IO2 Editing and Presentation of Recorded Content PowerPoint presentations and curriculum: <ul style="list-style-type: none"> Group 1: Editing to a Specific Genre Group 2: Editing the Footage Group 3: Editing Techniques Group 4: Editing Sound Each group is given 45 minutes to read the materials, answer the following questions and make a short presentation: <ul style="list-style-type: none"> Are the learning outcomes achievable? Why/Why not? Are the content and resources appropriate for training community members? Why/Why not? What skills and competences does the trainer need to implement this module? Are there any possible barriers to implementing the module? How would you overcome them – what would you change or adapt? Upon finishing, the pairs present their conclusions.	Teamwork Plenary
10 min.	Flipchart Markers	Activity 2.3.4: Conclusions The trainer wraps up the session and asks participants to list 3 key words about what they have learned during the session and then to share them with the other participants	Evaluation

		explaining why they found these 3 key lessons learned important. A brief group discussion takes place.	
Duration of Module 2 – Unit 3	2 hours		
Sources	IO2 Module 3- Editing and Presentation of Recorded Content Artskul website at http://artskul.eu/en/		

Self-Directed Learning Resource – Module 2 - Unit 3

Module Title	Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing		
Topic	Introduction to WeVideo, an online, cloud-based video editing platform that makes it easy to capture, create, view and share your movies.		
Title of Resource	Educator’s Guide to WeVideo		
Why to use this resource?	As adult educators, we don’t necessarily need to be experts in editing and presentation of recorded content, but we need to understand the basic principles of editing for the purpose of implementing this module. There are many options when it comes to editing and presentation of recorded content, and in this context, it is important to get familiar with at least one tool for editing – WeVideo is an online, cloud-based video editing platform that makes it easy to capture, create, view and share your movies.		
What will you get from using this resource?	This resource will give you a comprehensive and easy to follow guide which covers key features for getting started with editing content for the purpose of the module.		
Link to resource	Sourced from the Educator’s Guide to WeVideo: https://www.cvsu.org/cms/lib/VT01919337/Centricity/Domain/57/The%20Educators%20Guide%20to%20WeVideo.pdf		
Suggested time	2 hours		

Self-Directed Learning Activity – Module 2 - Unit 3

Module Title	Digital media training to build the skills of educators in using smartphones for audio and audio-visual production and editing		
Activity Title	Exploring Materials for Self-Directed Learning	Duration of Activity	2 hours
Learning Outcomes	<ul style="list-style-type: none"> • Read and analyse Artskul IO2 self-directed learning resources and activities for Modules 1,2,3 • Rethink and tailor training approach to local community members 		
Aim of activity	By completing this activity, you will gain detailed insight into self-directed learning activities and resources created within the Artskul IO2-Module 3. You will also tailor the Artskul training offer to your community members.		

<p>Materials Required for Activity</p>	<ul style="list-style-type: none"> • Internet connection and personal computer • Note-taking material • Pen/pencil • Printed or digital copy of IO2 – Module 3
<p>Step-by-step instructions</p>	<ul style="list-style-type: none"> • Step 1 – Download or print the self-directed learning activities and resources created within the Artskul IO2 Module 3 • Step 2 - Read the proposed self-directed learning resources and activities of Module 3. • Step 3- Identify the topic, aim and outcomes of the resource/ activity. • Step 5 - Search for similar resources and activities available online in your national language. Make a list of SDL resources in your national language. <p>While searching for resources, keep the following questions in mind:</p> <ul style="list-style-type: none"> ○ Does it match the competence level of your community members? ○ Is it easy to reach, user-friendly? Do they need to create an account to reach it? ○ Under what copyright licence can it be shared? ○ Is it a reputable source/trustworthy source of information? ○ Is the resource stable and permanently available (e.g., the TedTalk YouTube channel) or is it uploaded to a third-party website from where it might be removed (e.g., SlideShare)?

Face-to-Face Lesson Plan - Module 3 - Unit 1

Module 3 - The changing role of educators with the growth in popularity of online learning			
Duration	Material needed	Activity proposed and tips for the facilitator	Method
5 min.	Laptop Projector Internet PPT 3.1	Unit 1: Introduction Activity 3.1.1: Presentation of the Module learning outcomes: <ul style="list-style-type: none"> Understand the different learning styles of adult learners. Ponder the own educational practice towards facilitating adult marginalised learners. Be able to incorporate different approaches into the learning plans. Improve active listening, empathy, and a non-judgmental approach. Provide the Activity Handout “Self-evaluation of learning achievements” and ask each participant to start with the individual work.	Plenary
30 min.	Paper and pens Flipchart and markers	Trainer, while participants are developing their self-evaluation task, should draw the self-evaluation matrix on the board (see the Activity Handout), in order to report and underline the key words/concepts shared by the participants in the next steps.	Individual activity
10 min.	Activity handout	Participants have 10 minutes (5 min. each) to explain to their partner the personal Matrix.	Work in pairs
15 min.	Break		
25 min.	Flipchart and markers Camera	Activity 3.1.2: Debriefing The trainer asks the participants to provide their answers to the Matrix, and to indicate the specific contribution that the dialogue in pairs has given to their work. Once the Matrix on the flipchart with the feedback from all the participants has been completed, it may be useful to take a picture of it and share it with the participants for future reference.	Plenary
20 min.	Flipchart / board/ free wall Cards and markers for each participant Camera	Activity 3.1.3: Brainstorming At this point the participants will be ready to face a comparison brainstorming on: <i>“New strategies for teaching: build up the fire of desire, unleash enthusiasm, cultivate curiosity, unlock the potential of adult learners”.</i> The trainer prepares a classroom wall or a large blackboard where each participant, after having exposed their idea, will write it briefly on a post-it or directly on the blackboard. To facilitate the exchange and generation of ideas and new connections, the trainer can ask the following questions:	Plenary

		<p>1. When was the last time you conducted an innovative learning activity compared to your standards? And what does it consist of?</p> <p>2. Did you need specific spaces to carry out these innovative learning activities?</p> <p>3. Do you have any good practices to share similar to Artskul learning proposal?</p> <p>4. Among the learning methods offered in Artskul which are your favourite?</p> <p>The trainer collects all the contributions on a flip chart with the above four questions and feedback.</p>	
15 min.	Break		
10 min.	Laptop Projector Internet	<p>After the brainstorming, the trainer will go to see the following videos (9'23''):</p> <p>What is Gamification? A Few Ideas. - YouTube²</p> <p>During the viewing ask learners to take notes which will be useful for the next group activity.</p>	Plenary
35 min.	Flipchart and markers	<p>Activity 3.1.4: Music, Drama, Storytelling for blended learning</p> <p>It is recommended to form three subgroups, each one will work on one of Artskul three performing arts: music, storytelling and drama. Based on the indications of the video "What is gamification?" each group is invited to choose and analyse one Artskul exercise (no more than 10 min. can be devoted to this task).</p> <p>The teamwork consists in evaluating the exercise from the perspective of gamification, answering the following questions:</p> <ul style="list-style-type: none"> • Which elements of gamification are already present in the Artskul selected exercise? • What gamification elements could be added to be more attractive to marginalized learners? • What learning strategies do you think are most effective for the target group? 	Teamwork
15 min.	Break		
30 min.	Flipcharts of the three teams	Each group has 10 minutes to present the selected exercise and the results of the analysis to the rest of the group, providing the answers to the three questions, and if useful, demonstrating the exercise itself to the group.	Plenary
15 min.	Flipcharts and photos PPT 3.1	<p>Activity 3.1.5: Conclusions and evaluations</p> <p>The trainer summarizes the results of the first Unit of Module 3 with the innovative learning practices to be proposed to people living in conditions of social marginalization.</p>	Plenary
Duration of Module 3 – Unit 1		8 hours (4 F2F and 4 SDL)	
Sources		Artskul website at http://artskul.eu/en/	

² Credits: Written, Directed and Narrated by Karl M. Karl, 13th of May 2014.

Activity Handout Face-to-Face - Module 3 – Unit 1

Module Title	The changing role of educators with the growth in popularity of online learning		
Activity Title	Self-evaluation of learning achievements (3.1.1)	Duration of Activity	40 minutes
Learning Outcomes	<p>Self-reflection and self-assessment on knowledge, skills and attitudes useful for involving adults who are refractory to participate in educational programmes, and specifically:</p> <ul style="list-style-type: none"> ▪ Understand the different learning styles of adult learners. ▪ Ponder the own educational practice towards facilitating adult marginalised learners. ▪ Be able to incorporate different approaches into the learning plans. ▪ Improve active listening, empathy, and a non-judgmental approach. 		
Aim of activity	<p>To make trainers and educators practice self-reflection on their own actions, on the progressive learning that takes place in the field together with the learners, to make them acquire the habit of continuous evaluation of their professional performances in a perspective of continuous improvement for the benefit of the learners.</p>		
Materials Required for Activity	<p>You will need:</p> <ul style="list-style-type: none"> • Printing of the handout with the Matrix of the required evaluations. 		

<p>Step-by-step instructions</p>	<ul style="list-style-type: none"> • Step 1 – Individual task Each participant is asked to reply and report about: 1) what methods do I use to analyse learners' learning styles and what level of competence do I attribute to myself in this area? 2) what are my preferred ways of delivering the training and do I leave room for active participation to learners? 3) Do I have a habit of incorporating new activities into courses? (Give some examples and when was the last time you did it). 4) Do I spend time listening, observing individuals and the group? Have I ever made an inappropriate judgment? Do I know how to look at the learner in order to enhance their talents? • Step 2 – Work in pairs After answering the previous questions, start a discussion as a couple (5 minutes each) during which you will be able to systematize and clarify your answers before bringing them back to the plenary. • Step 3 – Feedback in plenary Everyone provides the feedback in plenary according to the following matrix: 			
<p>METHOD TO ANALYSE LEARNING STYLES</p>		<p>MY USUAL METHODS TO ACTIVATE LEARNERS</p>	<p>HABIT TO APPLY NEW ACTIVITIES / METHODS</p>	<p>ACTIVE LISTENING AND OBSERVATION</p>
<p>MY LEVEL OF AUTONOMY</p>		<p>MY LEVEL OF AUTONOMY</p>	<p>MY LEVEL OF AUTONOMY</p>	<p>MY LEVEL OF AUTONOMY</p>

Self-Directed Learning Resource - Module 3 - Unit 1

Module Title	The changing role of educators with the growth in popularity of online learning
Topic	<p>The theory of multiple intelligences was first proposed by Howard Gardner in his 1983 book “Frames of Mind”, where he broadens the definition of intelligence and outlines several distinct types of intellectual competencies.</p> <p>He writes that we may all have these intelligences, but our profile of these intelligence may differ individually based on genetics or experience.</p> <p>Gardner defines intelligence as a “biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (Gardner, 2000, p.28). But it has been contested by some authors, as it lacks scientific support with respect to neuroscience research. Lynn Waterhouse (2006) argued that, because multiple intelligences, the Mozart effect, and emotional intelligence theories have inadequate empirical support and are not consistent with cognitive neuroscience findings, these theories should not be applied in education.</p>
Title of Resource	Learning styles
Why to use this resource?	Connecting Artskul educational offering with observing and evaluating learners' progress across Howard Gardner's categories.
What will you get from using this resource?	Probably many of you will already know this author but refreshing your memory on the specificities of the intelligences identified by Gardner is a useful preparatory step for creating the Observation Journal foreseen in the next self-directed activity.
Link to resource	<p>Howard Gardner and Multiple Intelligences, sourced from: https://www.simplypsychology.org/multiple-intelligences.html</p> <p>Lynn Waterhouse, published online 8th June 2010: Inadequate Evidence for Multiple Intelligences, Mozart Effect, and Emotional Intelligence Theories: Educational Psychologist: Vol 41, No 4 (tandfonline.com)</p>

Self-Directed Learning Activity - Module 3 - Unit 1

Module Title	The changing role of educators with the growth in popularity of online learning		
Activity Title	Observation Journal	Duration of Activity	3 hours
Learning Outcomes	<ul style="list-style-type: none"> • Know other similar methods aimed at learners' empowerment. • Create a frame for observing learners' improvements. • Look for different sources of learning and keep up to date on different ways to engage and empower adult learners. 		
Aim of activity	Upon completing this activity, the educators will get familiarised with other methodologies similar to Artskul educational proposals, to acquire greater awareness on the centrality of learners, on the need to approach learners in a holistic way, keeping attention to the individual and the group at the same time and connecting learning to their real life.		

<p>Materials Required for Activity</p>	<ul style="list-style-type: none"> • Internet connection and personal computer. • Note-taking materials, pen or pencil.
<p>Step-by-step instructions</p>	<p>Otto Scharmer, author of <i>Theory U, Second Edition</i> and co-author of the newly released <i>Leading from the Emerging Future: From Ego-system to Eco-system Economies</i>, is an action researcher who co-creates innovations in learning and leadership that he delivers through classes and programs at MIT, MITx U.Lab, the Presencing Institute, and through innovation projects with organizations in business, government and civil society around the world.</p> <p>Your task is to create a frame for observing learners' improvements, getting inspired by Theory U and following these steps:</p> <ul style="list-style-type: none"> • Step 1 - Learn about Theory U https://www.ottoscharmer.com/ https://www.ottoscharmer.com/publications/presentations <p>From visiting the site and viewing the presentation slides, such as those at the link below, write down the concepts in your opinion that are most relevant and appropriate to the needs of the marginalised learners. https://www.ottoscharmer.com/sites/default/files/Witten_Min..dful_Leadership_h.pdf</p> <ul style="list-style-type: none"> • Step 2 – Find some learning resources in your language https://www.presencing.org/resource/translations • Step 3 - Create your assessment tool <p>The essence of Theory U is to support individuals in moving to meaningful action, raising the quality of their and others lives. Create your observation journal to support learners' empowerment process and to reflect about learners' achievements, considering the main steps of Theory U:</p> <ul style="list-style-type: none"> - Open Your Mind: at this stage, each person reflects on one's mental models (stereotypes), which prevent him/her from seeing the big picture and the full array of opportunities for him/her in the surrounding environment and beyond. - Open Your Heart: at this stage, each person is invited to develop empathy. - Open Your Will: at this stage, each person develops motivation for action. <ul style="list-style-type: none"> • Step 4 - Observe the learners according to these three phases <p>It is important to reflect on the effects that Artskul practices can generate in the participants and the Observation Journal according to Theory U could provide you with useful insights, such as:</p> <ul style="list-style-type: none"> - What stage do you think they are at? - At what stage do they perceive themselves? - Can you do something to overcome any barriers to learning? <ul style="list-style-type: none"> • Step 5 – Combine Gardner Multiple Intelligences observation: <ul style="list-style-type: none"> - Linguistic (reading, writing, talking) - Logical-Mathematical - Spatial - Bodily-Kinesthetic - Musical - Interpersonal - Intrapersonal

Face-to-Face Lesson Plan - Module 3 - Unit 2

Module 3 - The changing role of educators with the growth in popularity of online learning			
Duration	Material needed	Activity proposed and tips for the facilitator	Method
5 min.	Laptop Projector PPT 3.2	Unit 2: Introduction Activity 3.2.1: Presentation of Module 3 learning outcomes: <ul style="list-style-type: none"> Recognize the potential of the digital and online learning environment and identify ways to improve lesson plan design and management Deliver training in a blended learning environment Willing to integrate their professional tools with new online tools and resources 	Presentation
10 min.	Chairs	Activity 3.2.2: Warmer The trainer arranges the chairs in two lines so that the participants sit facing the others. The participants divided in two groups: Group A and group B. The participants from group A sit directly across the participants from group B. The trainer then reads a statement, and A participant discuss it with B participant sitting across. They have 1 minute to discuss. Upon finishing, the trainer gives a sign (e.g., clap, use a timer) and the participants from group B move to the next partner from group A. The statements are as follows: <i>I prefer blended teaching than face-to-face teaching.</i> <i>Online teaching has changed my teaching methods.</i> <i>I have acquired a high level of digital literacy.</i> <i>I regularly use ICT tools and platforms in my work and teaching.</i> <i>Preparing lessons in a blended learning environment is more time-consuming.</i> Upon finishing, the trainer summarizes the main ideas.	Plenary
40 min.	Laptop Projector PPT 3.2 Flipchart Markers	Activity 3.2.3: Blended teaching methods The trainer divides the participants into groups (3-4 participants per group). The participants discuss the following questions, write key ideas using flipchart and prepare a brief presentation. <ul style="list-style-type: none"> a) What is the difference between in-situ, distance, and blended learning? b) What are the benefits/challenges of in-situ, distance, and blended learning? 	Teamwork Plenary

		<p>c) How do/should you prepare for distance and blended learning?</p> <p>d) How does duration and structuring of a distance or blended lesson differ from an in-situ lesson?</p> <p>e) What skills does a trainer has to acquire to successfully deliver blended and distance learning training?</p> <p>f) What methods should the trainer use to engage the participants in blended and distance learning environment?</p> <p>g) How can a trainer adapt teaching methods for a blended learning environment (presentations, activities, group work, evaluation, self-reflection, etc.)? How can a trainer reuse or adapt already existing lessons?</p> <p>h) Share with your group your preferred ways of delivering blended and distance learning.</p> <p>The participants are given 30 minutes for discussing the questions and prepare to present their conclusions, and then 10 minutes for group presentations. The trainer summarizes the main ideas and gives feedback.</p>	
30 min.	<p>Laptop Projector PPT 3.2</p> <p>IO1 Storytelling, drama, and music activities printed Flipchart Markers</p>	<p>Activity 3.2.4: Artskul Blended Teaching</p> <p>The participants stay in the same groups from the previous activity.</p> <p>The trainer asks the participants: Which storytelling, drama, and music activities from Artskul: IO1 can go digital?</p> <p>Then each group is asked to choose one activity from Artskul: IO1 and adapt it for online delivery in terms of:</p> <ul style="list-style-type: none"> • Teaching methods • ICT tools and platforms • Motivating learners • Potential barriers to online delivery <p>The participants are given 25 minutes for adaptation of one storytelling, drama or music activity from Artskul IO1 to delivery in an online environment, and 10 minutes to present their ideas to other participants. The trainer summarizes the main ideas and gives feedback.</p>	Teamwork Plenary
5 min.	<p>Flipchart Markers</p>	<p>Activity 3.2.5 Conclusion and evaluation</p> <p>The trainer wraps up the session and asks participants to list 3 key words about what they have learned during the session and then to share them with the other participants explaining why they found these 3 key lessons</p>	Evaluation

		learned important. A brief group discussion takes place.	
Duration of Module 3 – Unit 2	2 hours		
Sources	IO1 Manual Artskul website at http://artskul.eu/en/		

Self-Directed Learning Resource – Module 3 - Unit 2

Module Title	The changing role of educators with the growth in popularity of online learning
Topic	Adapting drama, music, and storytelling activities for online delivery
Title of Resource	Online learning and Performing Arts
Why to use this resource?	Involving adult learners in drama, music and storytelling activities is challenging, even more if these activities have to be adapted for using outside of a classroom and delivered in an online environment. Adapting lesson plans for online delivery and motivating learners to participate in online art-related activities will be possible if adult educators learn educational techniques and methods, as well as if they are willing to integrate their professional tools with new online tools and resources.
What will you get from using this resource?	By reading the selected articles, you can have a more pertinent reflection on which techniques and methods to use to adapt the Artskul activities for online or blended learning. Taking up the basic concepts of online learning to facilitate learning with adult learners using storytelling, drama, and music can provide you with inspiration for your educational activities in the field.
Link to resource	Making Drama Out of a Crisis: https://dramaresource.com/making-drama-out-of-a-crisis/ Tips for Adapting Existing Lessons: https://www.theatrefolk.com/blog/tips-for-adapting-existing-lessons/ Tips and Tricks for Distance Learning: https://www.theatrefolk.com/distance_learning/Tips%20and%20Tricks%20for%20Distance%20Learning.pdf Integrating Digital Tools for Adult Learners: Four Critical Factors: https://digitalpromise.org/wp-content/uploads/2016/03/dp-integrating-digital-tools.pdf

Self-Directed Learning Activity – Module 3 - Unit 2

Module Title	The changing role of educators with the growth in popularity of online learning		
Activity Title	Online Self-Assessment	Duration of Activity	2 hours
Learning Outcomes	<ul style="list-style-type: none"> • Help develop digital pedagogical competence • Engage more actively in reflecting on their pedagogical practice using ICT 		

	<ul style="list-style-type: none"> Self-direct their learning and develop their competence whenever they want, at their own pace, extending professional development opportunities to informal online learning environments
Aim of activity	TET-SAT, an online self-assessment tool aims to trigger teachers' self-reflection, identify learning needs and initiate actions develop competences . This tool can be used as part of an iterative and formative process in which learners set goals, test ideas, monitor progress and define new goals.
Materials Required for Activity	<ul style="list-style-type: none"> Internet connection and personal computer. Note-taking materials, pen or pencil.
Step-by-step instructions	<ol style="list-style-type: none"> Step 1 - Go to http://mentep-sat-runner.eun.org/, and register to TET-SAT by entering your personal information. Step 2 – Answer questions about digital pedagogy, digital content use and production, digital communication and collaboration, and digital citizenship by choosing a statement that most closely describes your practice. Step 3 – read your personalized feedback as well as suggestions at the bottom of the page for how to develop your competences using national and European ecosystems of training resources mapped against the competence areas of the tool.

Self-directed Learning Activity 2 – Module 3 - Unit 2

Module Title	The changing role of educators with the growth in popularity of online learning		
Activity Title	Adapting Artskul activities for online delivery	Duration of Activity	1 hour
Learning Outcomes	<ul style="list-style-type: none"> Use the potential of the online learning environment to improve lesson plan design Integrate new online tools in teaching Deliver training in a blended learning environment Develop digital pedagogical competences 		
Aim of activity	This activity aims to familiarize adult educators with digital teaching methods in drama, music, and storytelling activities created within the Artskul project. Adult educators will gain competences and confidence for delivering Artskul activities in an online environment by learning educational techniques and methods in online learning.		
Materials Required for Activity	<ul style="list-style-type: none"> Internet connection and personal computer. Note-taking materials, pen or pencil. 		

Step-by-step instructions	<ul style="list-style-type: none">• Step 1 – Visit artskul.eu and download the lesson plan for Word Cloud Stories (IO1 – Manual – Storytelling)• Step 2 – Read the lesson plan and think about delivering it in an online environment guided by the following questions:<ul style="list-style-type: none">a) What preparation activities would you need to deliver the activity online?b) How would you motivate adult learners to participate in learning?c) What specific digital tool(s) would you use for this activity?d) What teaching methods would you use in implementing this activity?e) How long would the activity last?f) How would you evaluate the activity?
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Face-to-Face Lesson Plan - Module 3 - Unit 3

Module 3 - The changing role of educators with the growth in popularity of online learning			
Duration	Material needed	Activity proposed and tips for the facilitator	Method
5 min.	Laptop Projector Internet PPT 3.3	Unit 3: Introduction Activity 3.3.1: Conclusion of the workshop The trainer summarise the whole learning process, reviewing the three Modules and the related expected learning outcomes.	Plenary
20 min.	Laptop Smartphone Internet Activity handout 3.3.2	Activity 3.3.2: Self-reflection and self-evaluation The facilitator invites participants to reply to the following online evaluation questionnaire of the In-service Training Programme and experience: https://forms.gle/KyCnrQnsZQaMU56E6	Individual work
20 min.	Flipchart and markers Camera	Activity 3.3.3: Debriefing The facilitator invites participants to share their self-reflections and self-evaluation about the In-service Training Programme and experience. The key question to ask in-service training participants is: What can we do better? In conclusion, it is a pleasant habit to celebrate the end of the common work with an informal moment to say goodbye.	Plenary
Duration of Module 3 – Unit 3		1 hour	
Sources		Artskul Website at http://artskul.eu/en/	

Activity Handout Face-to-Face - Module 3 - Unit 3

Module Title	The changing role of educators with the growth in popularity of online learning		
Activity Title	Self-reflection and self-evaluation (3.3.2)	Duration of Activity	20 minutes
Learning Outcomes	With this activity participants will: <ul style="list-style-type: none"> ▪ Understand their progress in learning methods and techniques using the performing arts. ▪ Become more familiar with the use of online monitoring and evaluation tools. ▪ Feeling the need for sharing professional experiences with peers open to dialogue and the understanding of different perspectives. 		
Aim of activity	In the context of professional activities aimed at people, self-reflection and self-evaluation are desirable practices and lead to the search for sharing between peers.		

<p>Materials Required for Activity</p>	<p>You will need:</p> <ul style="list-style-type: none"> Laptop or smartphone to answer the online questionnaire at: https://forms.gle/KyCnrQnsZQaMU56E6 If you are in an environment without the above mentioned media, you can print this handout which contains the questions of the online questionnaire.
<p>Step-by-step instructions</p>	<ul style="list-style-type: none"> Step 1 – Go to the questionnaire link Take your time to answer and write down the answers, especially those that raised the most doubts. Write down how you felt when answering the questions. Would you have done others? Would you have wanted another type of evaluation? Step 2 – Before answering read all the questions Self-evaluation Exercise at the end of the In-Service Training Experience. This questionnaire is anonymous, and you are not obliged to share it later. <p style="text-align: center;">MY ARTSKUL LEARNING EXPERIENCE</p> <ol style="list-style-type: none"> What were your expectation about Artskul In-service training? _____ Have some of the above been fulfilled? (Yes, No, Partially) If your answer was "No" or "Partially", please explain your evaluation _____ Using a scale of 1 (not at all) to 6 (very comfortable), how much better equipped do you feel to apply educational practices with MUSIC? (Not at all) 1 2 3 4 5 6 (very comfortable) Using a scale of 1 (not at all) to 6 (very comfortable), how much better equipped do you feel to apply educational practices with DRAMA? (Not at all) 1 2 3 4 5 6 (very comfortable) Using a scale of 1 (not at all) to 6 (very comfortable), how much better equipped do you feel to apply educational practices with STORYTELLING? (Not at all) 1 2 3 4 5 6 (very comfortable) What are the main knowledge you have acquired with this experience? _____ What are the main skills you have acquired with this experience? _____ What are the main attitudes you have acquired with this experience? _____ Please try to summarise in 3 words what went wrong, what excited you, and what you would improve in ARTSKUL in-service training programme <ol style="list-style-type: none"> _____ _____ _____ <p>THANK YOU! Collect your answers and reflections during these minutes dedicated to self-evaluation that you can share with other participants in order to continuously improve Artskul results.</p>

Self-directed Learning Activity - Module 3 - Unit 3

Module Title	The changing role of educators with the growth in popularity of online learning		
Activity Title	Using Mentimeter	Duration of Activity	2 hours
Learning Outcomes	<ul style="list-style-type: none"> • Get familiarised with Mentimeter and its features • Create a Mentimeter slide/activity • Run a Mentimeter presentation/activity 		
Aim of activity	Upon completing this activity, the educators will get familiarised with Mentimeter and its features. They will be able to use Mentimeter for summative or formative assessment of learning, as well as to prompt discussion with their local community members.		
Materials Required for Activity	<ul style="list-style-type: none"> • Internet connection and personal computer • Note-taking materials, pen or pencil 		
Step-by-step instructions	<p>Mentimeter is an easy-to-use software with which you can create discussions, polls, multiple-choice or open-ended questions, word clouds, Q&As, and other activities.</p> <p>Your task is to create a Mentimeter activity, following these steps:</p> <ul style="list-style-type: none"> • Step 1 - Learn about Mentimeter <ul style="list-style-type: none"> • watch https://www.youtube.com/watch?v=UrFdN-HQF6I • watch https://www.youtube.com/watch?v=Sd0fAenuAnw • read https://help.mentimeter.com/en/collections/75492-getting-started-with-mentimeter • Step 2 - Create a Mentimeter account <ul style="list-style-type: none"> • sign up on https://www.mentimeter.com/ • Step 3 - Create a Mentimeter activity <ol style="list-style-type: none"> a) How many slides will you use? b) What types of slides will you use? c) What question(s) will you ask? d) What do you want to find out? Why are you doing this activity? • Step 4 - Run your first Mentimeter activity <ol style="list-style-type: none"> a) Who will participate? b) What equipment do you need to run it? c) What instructions do you need to give to the participants? How will you check if they need help? <p>What conclusions can you make at the end?</p>		

ART SKUL



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