BOOSTING GLOBAL CITIZENSHIP EDUCATION USING DIGITAL STORYTELLING

Experimentation

Report

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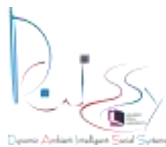Co-funded by the Erasmus+ Programme of the European Union

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Abstract	This document is a report on the process and outputs of WP4 of the BRIGHTS project (the piloting of the MOOC and workshops with teachers / trainers and young people).
Authors	J. Debognies and J.Devens (Maks) B. Vassiliadis (Hellenic Open University) National reports provided by HEPIS, Maks, CTC Rijeka and CSF.
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Abstract

This report is a summary of the national reports written by the partner organisations about the experimentation phase and an analysis of the evaluations performed with different target groups in each partner country. Furthermore, it presents the evaluation results of the implementation of BRIGHTS multilingual MOOC and Face to Face workshops.

1.Introduction

1.1.Context

BRIGHTS aims to promote Global Citizenship Education (GCE) in formal and non-formal Education with the help of digital storytelling (DS) techniques.

Global Citizenship Education employs concepts and methodologies already implemented in different fields and subjects, including human rights education, peace education, education to achieve sustainable development and education for intercultural understanding. Addressing subjects through GCE can contribute to promote social inclusion and give opportunities to challenge racism and stereotypes. The BRIGHTS consortium set out to combine it with digital storytelling because it has proven to be a powerful learning tool, improving creativity, digital literacy and critical thinking.

Its objectives: a) to build **teachers' and trainers'** capacity to implement GCE with young people using digital storytelling techniques, and b) to empower **young people** to develop social, civic and intercultural background.

1.2.Experimentation Rationale

The project adopted a phased approach:

1. In the first phase of the Pilot, the target group composed of teachers and trainers were trained through a blended course (MOOC and face-to-face workshops) on Global Citizenship issues and the use of digital storytelling techniques. This phase also included the training of teachers and trainers who tested the acquired methodology with young people in each country through the delivery of workshops in different settings (Telecentres, NGOs, schools etc.).

2. In the second phase of the Pilot, F2F workshops were organized and stories were produced by the students

To this end, the following evaluation tools were used:

- A multilingual MOOC course was developed, run and evaluated during a two-month period (March 2018-May 2018). The supported languages included Greek, Italian, Dutch and Croatian. 1198 uses registered and 486 concluded the course. The whole learning experience was evaluated using a pre- and a post-evaluation survey with the goal to capture expectations prior to the course and actual impact of the course (posteriori). A total of 8 surveys were used (4 pre- and 4 post-surveys, 1 in each partner language). The results of these surveys were certified by a tutor and a MOOC expert survey. A total of 10 evaluation surveys were contacted (table 1).
- Face to Face workshops in two sessions (a. with tutors and b with young people) taking place in the period between May and June 2018. Four F2F evaluation surveys assessed the results, one in each partner country

The following table summarizes the evaluation activities.

No	Type of activity	Number of activities	Participants
1	MOOC evaluation by learners	4	850
2	MOOC evaluation by experts	1	5
3	MOOC evaluation by tutors	1	6
4	Face to Face workshops evaluation	4	15

Table 1 Summary of evaluation activities

- The final step was the design and production of digital stories by the participants of the F2F workshops with young people. A total of 929 people participated in these workshops and 292 stories were produced (a volume of 8GB of videos). A country winner for each project country was selected (a short list of 4

stories) and the final winner will be announced in the ALL DIGIT AL Summit in Brussels in October 2018 (table 2).

	Participants in F2F workshops with young people	No of stories created:	No of stories Submitted to BRIGHTS awards:
Belgium	85	39	6
Croatia	302	179	142
Greece	272	35	23
Italy	270	38	35
Total:	**929**	**291**	**206**

Table 2. Digital stories produced by the project

The assessment of the results led to the design of policy recommendations.

1.3 Structure of this report

The structure of this report is as follows:

- In chapter 2, the MOOC evaluation is presented. It contains statistics and results for both the pre- and post- evaluation survey.
- In chapter 3, the evaluation of the face to face (f2f) workshops with teachers and trainers is presented.
- In chapter 4, the evaluation of the F2F workshops with youngsters are presented.
- In chapter 5, the general conclusions of the experimentation and the policy recommendations are proposed.

1.4 Audience

This report, as a whole or in part, will be used by:

- The Partners of the BRIGHTS Consortium, who are responsible for preparing the intellectual outputs.
- BRIGTHS Stakeholders.
- Professionals and organisations interested in promoting GCE.
- Policy makers.

1.5   On-line information

BRIGHTS MOOCs:	**http://www.brights-project.eu/en/results/brights-mooc/**
BRIGHTS Digital Stories:	https://www.youtube.com/channel/UCCrrHy69oB5WbQ6e6X4jH4g
BRIGHTS Project site:	http://www.brights-project.eu/en/

Table 3. Summary of on-line information about the survey

1.6   Assessment tools

The main assessment tools of the evaluation were on-line questionnaires designed using Google forms (Table 4).

Questionnaire	On-line
Pre-MOOC survey	Italian version https://docs.google.com/forms/d/1fSRYgt8VNA4hJDVeNbDMEJpMn16hFda2wTmmmI4xmBY/edit?usp=sharing Croatian version https://docs.google.com/forms/d/1Y9cRKgq43jQWzs0e_B00yzlekeASnHONrFthUs0hzLo/edit?usp=sharing Greek version https://docs.google.com/forms/d/1q_6byK8UQKK8Q1v3DEYmldwVzQA9JxyZ2ApGJvYH5dE/edit?usp=sharing Dutch version https://docs.google.com/forms/d/1oCAXg7yGhQ_FL0O2DT7LwTi5PlLxin_rRkasDDW35-Q/edit?usp=sharing
Post-MOOC survey	Italian version https://docs.google.com/forms/d/1Zsy7aAfV2rw_g8WE9I6-

	GwyRPlBRVz2JjCKdiuW2LuU/edit?usp=sharing Croatian version https://docs.google.com/forms/d/19eq4kjCPvRk1NCnk9RCTe4gZzHT99q7yI-SI7JeNaRg/edit?usp=sharing Dutch version https://docs.google.com/forms/d/1QXHMZ-RhD1rMiCl28-BSbcHmZZMXHd5qEozplP4P0BU/edit?usp=sharing Dutch version https://docs.google.com/forms/d/1QXHMZ-RhD1rMiCl28-BSbcHmZZMXHd5qEozplP4P0BU/edit?usp=sharing
MOOC Evaluation Questionnaire for tutors:	https://goo.gl/forms/x6CCANIAHLY45DFm1
MOOC Evaluation Questionnaire for experts:	https://goo.gl/forms/mdHzlB7FqEmFZOdM2
F2F evaluation questionnaires:	**Croatian version** https://docs.google.com/forms/d/1sSkdig285bAt2ZE_iu9eXGJnzHxt3jtEKnsXEtGOtEo/edit?usp=sharing **Italian version** https://docs.google.com/forms/d/1PTUgGT8dotNHqsL4b3fcJEUnGVX2p7CqoSB--6oRvfc/edit?usp=sharing **Greek version** https://docs.google.com/forms/d/185xKFt5pIYk-dPQwai8te99GrjCCY1soAAWrG5HtlUA/edit?usp=sharing **Dutch version** https://docs.google.com/forms/d/1obI1hs3YVOhbCYstUaDccMcKgrMQ_jYbHZvySbGCn4I/edit?usp=sharing

Table 4. On-line questionnaires used during evaluation

2. MOOC Experimentation and Evaluation

2.1 Evaluation survey identity

The learner evaluation was performed by the project partners in four different countries, namely:

- MAKS- Belgium
- CTC Rijeka - Croatia
- HEPIS -Greece
- CSF - Italy

and was coordinated by HOU.

The survey was conducted during the MOOC enactment. The courses started officially in 5/3/2018 with an initial end course date of 31/5. Due to numerous learner requests, the duration was extended depending on country specific needs. The evaluation was performed in two steps:

- a pre-evaluation which was performed by learners upon their entering in the course (1st week of the course). For all versions of the MOOC this evaluation took place in the first 15 days of March.
- a post evaluation which was performed by learners upon the completion of the course. Since different cohorts of learners completed the course in different dates, the evaluation took place between 31/3 and 31/5.

The subject of the evaluation was the local version of the MOOC, that is each learner evaluated the course provided in his/her native language.

The target of the evaluation was to assess the competencies and expectations of the learners before and after taking the course. A measure of the impact of the BRIGHTS MOOC was calculated.

The tools used for the evaluation were questionnaires which included both Likert-scale and open questions. Google forms were used to design and make them available on-line.

The results of the evaluation were statistically processed to exclude partially completed questionnaires. The assessment was focused mainly on summarised results (i.e. results from all participating countries) since the specimen was not representative and biased towards one country.

2.2 Participants by numbers

The participants who completed the pre-evaluation survey were 533 and those who completed the post-evaluation survey were 317 (table 5).

	Belgium	Croatia	Italy	Greece	Total
Number of participants registered for the MOOC	108	169	133	788	**1.198**
Number of participants who completed the pre-MOOC evaluation survey	31	100	79	323	**533**
Number of participants who successfully completed the MOOC at the point of reporting	20	76	49	341	**486**
Number of participants who downloaded the certificate of completion	6	48	49	341	**444**
Number of participants who completed the post-MOOC evaluation survey	17	22	35	243	**317**
Number of participants who finished the MOOC working in formal education (school teachers)	5	65	35	143	**248**
Number of participants who finished the MOOC working in non-formal education (trainers / youth workers)	8	11	11	198	**228**

Table 5. Participant data for the MOOC evaluation survey

Some participants had working experience in formal and/or in non-formal education. Not all learners who completed the course downloaded the certificate or completed the post-evaluation survey.

We must consider the number of participants who completed the pre-MOOC evaluation survey as the actual number of participants who started the MOOC (533 total). The project experienced a steep drop out rate between the registration phase of the MOOC and the actual start.

The actual participation to the MOOC per country was highly biased towards the Greek audience (figure 1). This can be explained by the high actual value of the certificate to Greek learners, a certificate which they could use in their work as public servants.
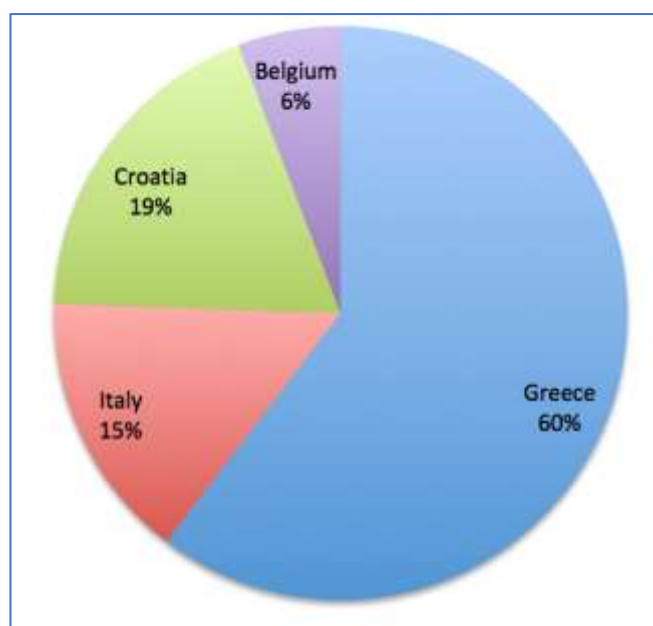
Figure 1. MOOC participants per country

2.3 Participant demographics

Demographic information of participants includes age, gender, occupation, level of education. Overall, the demographic pattern in individual countries was highly similar.

2.3.1 Demographics: Age

Participants' age ranged mainly from 21-54, with percentages almost equally distributed among the age groups of 25-34, 35-44 and 45-54 (figure 2).
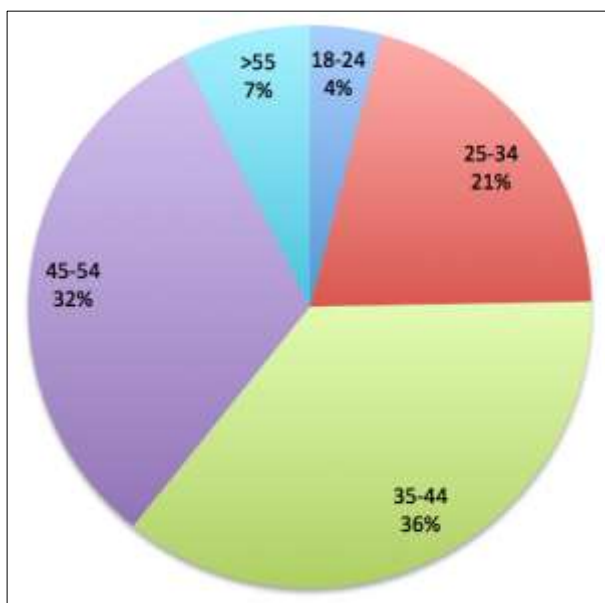
Figure 2. Participants' age distribution (overall results)

Age breakdown per country shows a similar pattern (figure 3).

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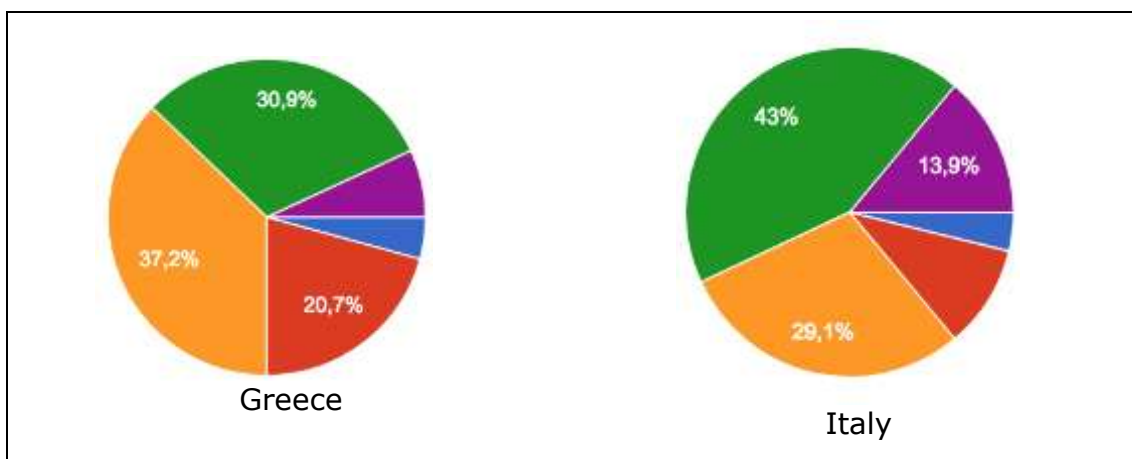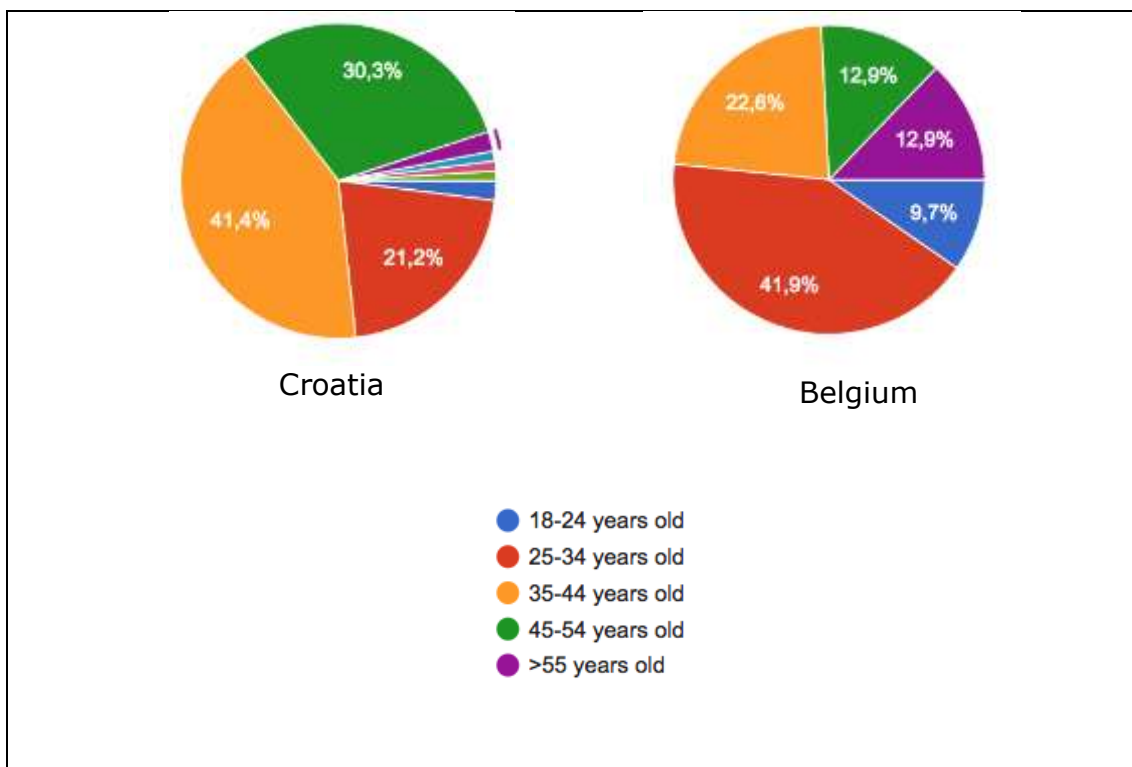
Figure 3. Age distribution per country

2.3.2 Demographics: Gender

The results clearly indicate a strong majority of female participants in all countries (figure 4).
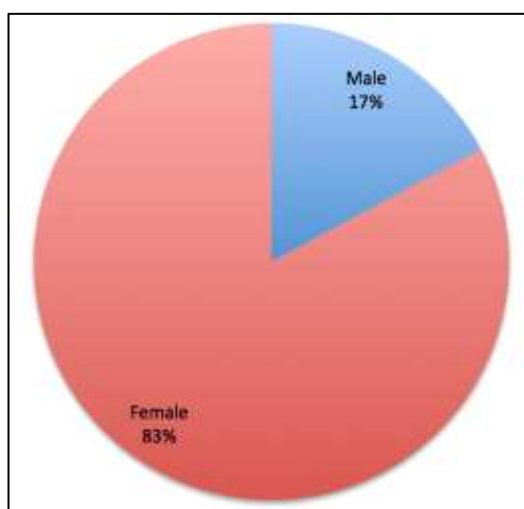
Figure 4. Participants' gender distribution (overall results)

Results per country exhibit similar patterns (figure 5.)
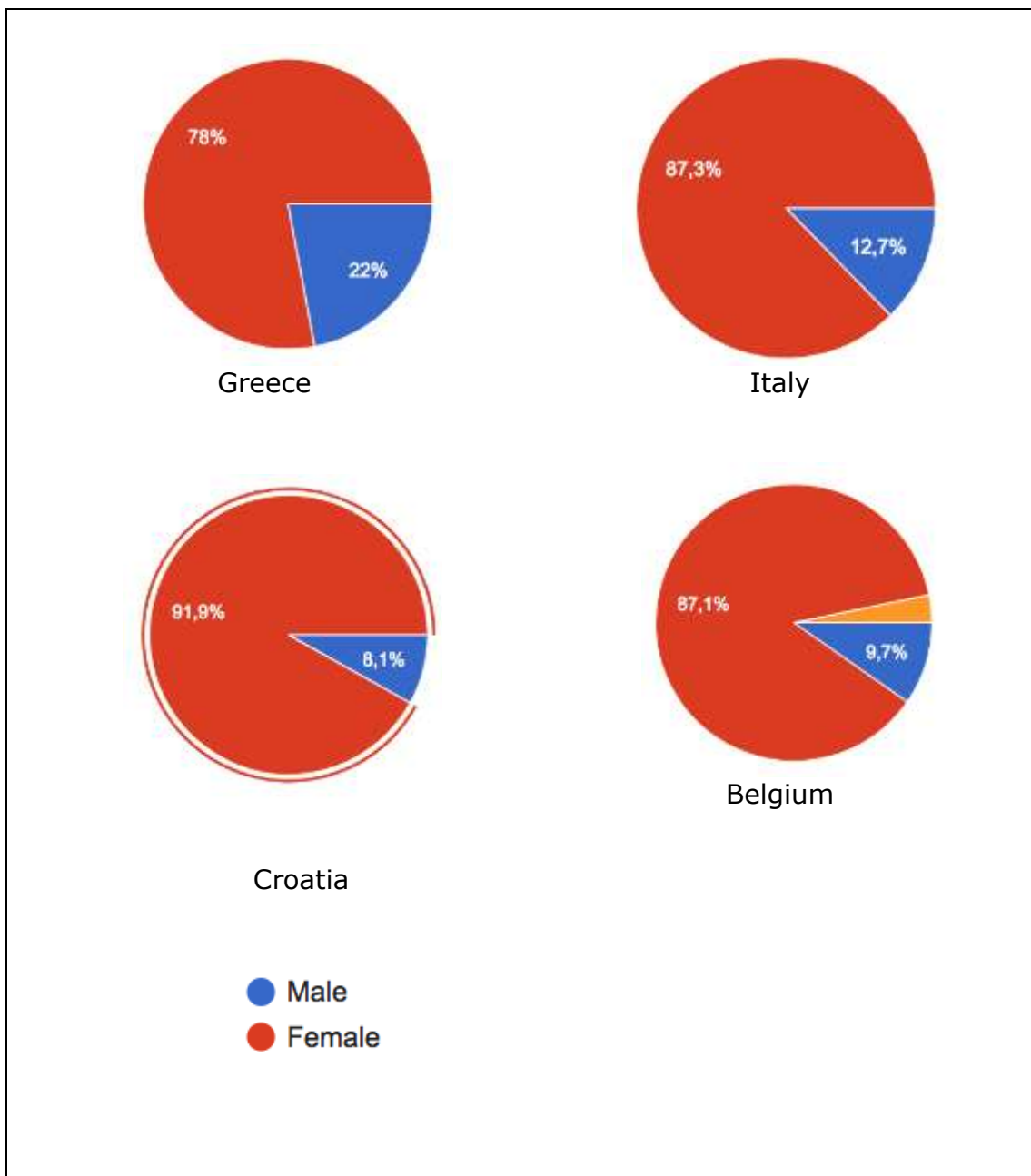
Figure 5. Gender distribution per country

2.3.3 Demographics: Level of education

Overall results (figure 6) show that most participants already have a high or advanced degree (bachelor or master's degree). This means that expectations are high, learners seek to obtain more advanced knowledge and they have a tendency for life-long learning.
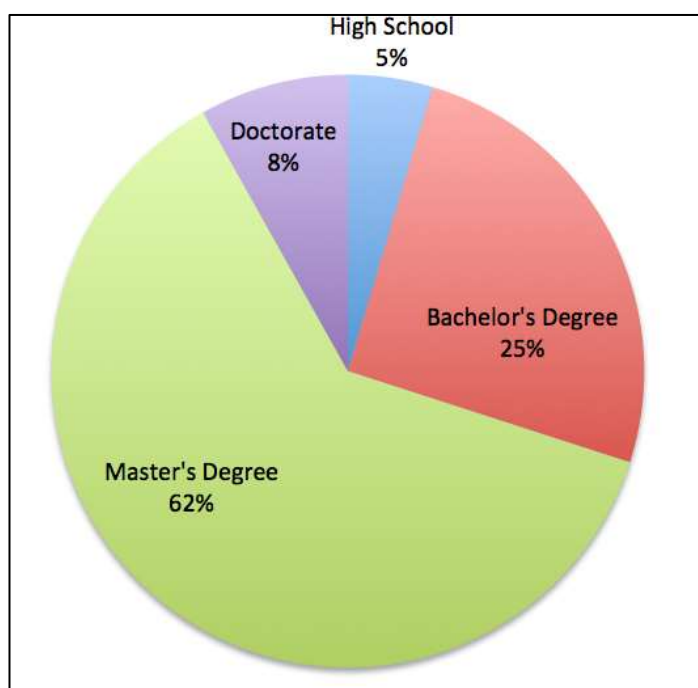
Figure 6. Participants' level of education (overall results)

2.3.4 Demographics: Occupation

Most participants (especially from Greece, Italy and Croatia) were Primary and Secondary School teachers. This exhibits the special interest of this target group to learn more about GCE. This fact is depicted in the overall results concerning learners' occupation (figure 7).

There was a differentiation in the Belgian sample (figure 8) where there was a wide distribution between the two main categories mentioned above and others like Youth workers, Trainers and volunteers (figure 8).
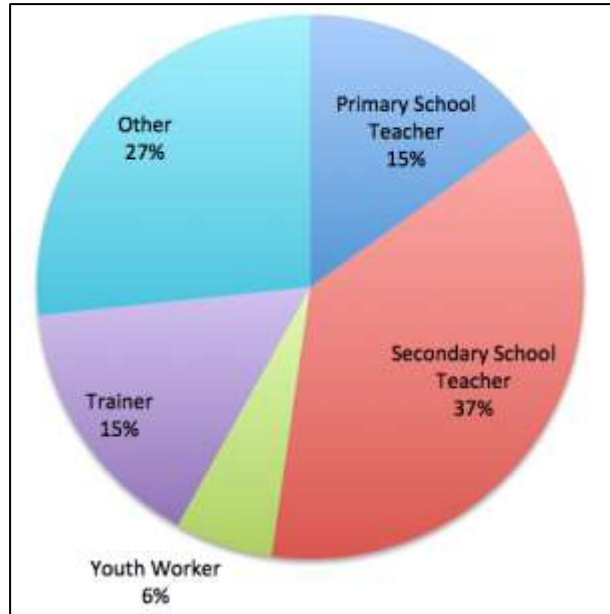
Figure 7 Participants' occupation (overall results)
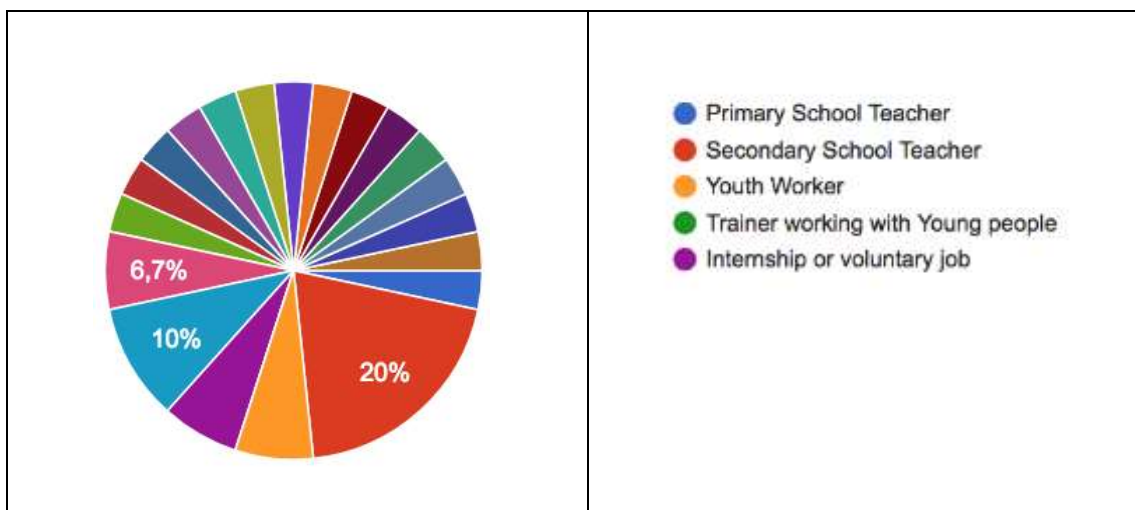
Figure 8. Participants' occupation in the Belgian sample

2.3.5 Participants working with disadvantaged target groups

A special category of MOOC participants were the ones with experience in working with disadvantaged groups.

In Belgium, all the youth workers who participated in the MOOC work in disadvantaged urban areas with youngster from working class, immigrant families with less opportunities for higher education or professional opportunities. Most of the secondary school teachers work with mixed groups in similar urban environments.

In Croatia, when promoting the MOOC, there was a focus on rural areas and on the islands of the Primorje and Gorski Kotar County. Young people in those areas have limited opportunities for education, employment or personal development. An estimated 40% of participants were from these areas. The 11 non-formal educators who participated usually work with youngsters dealing with some form of disadvantage. There were also 4 professionals working with youngsters with special needs and disabilities in the MOOC.

In Italy, at least 20 of the MOOC participants can be considered working with disadvantaged target groups:

- about 10 were teachers/trainers who work in public or private school as special needs teachers.
- 1 participant is a teacher who works in a school for deaf-mute students.
- 10 participants are teachers who work in rural areas and/or areas with a higher than average concentration of migrants.

2.4 Evaluation results: pre-MOOC survey

The pre-MOOC survey aimed at capturing the motivation and expectations of learners.

2.4.1 Pre-MOOC survey: motivation

The main question asked concerned the goals for attending the MOOC and the gains expected from participating in it. A specific set of options was given for participants to rate using the Likert scale (1-5). Figures 9 and 10 depict the overall results.
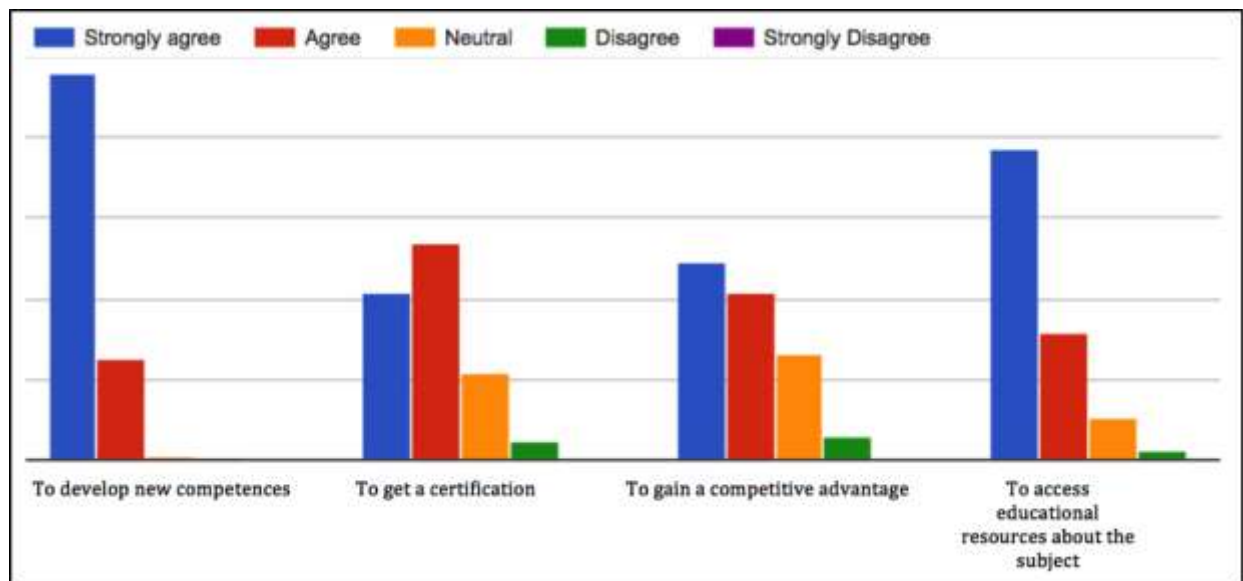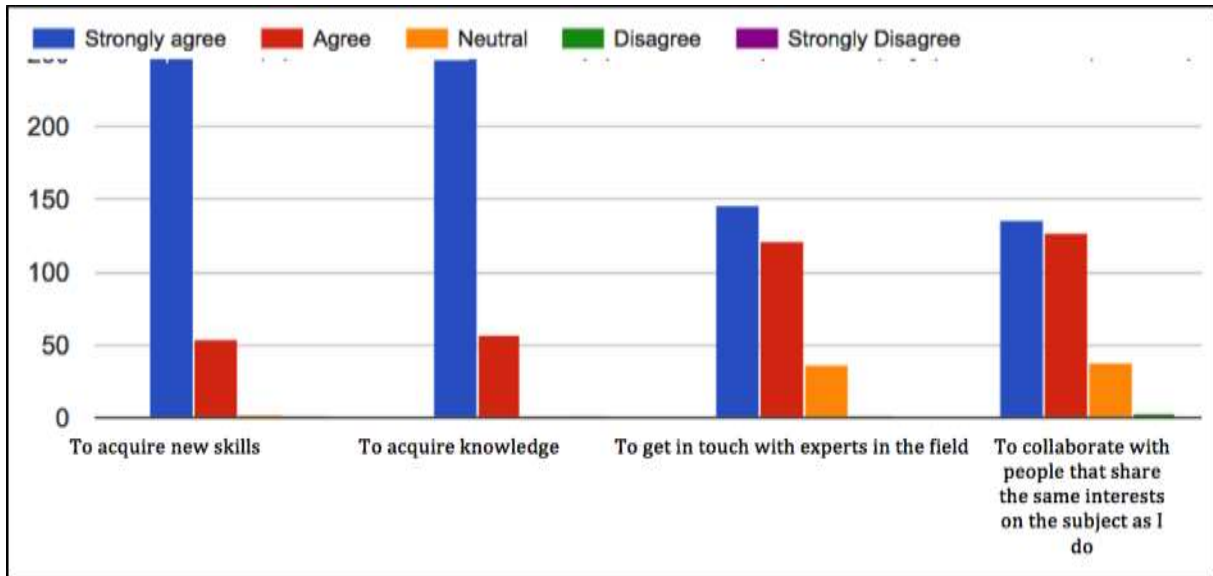
Figure 10. MOOC pre-survey: Learner motivation- part2

2.4.2 Pre-MOOC survey: expected impact

Expected impact was also measured (figure 11) in terms of actual benefits to the learners. Most answers concentrated on the expectation to acquire new knowledge and skills that can be applied to learners' jobs (most of them were already employed).
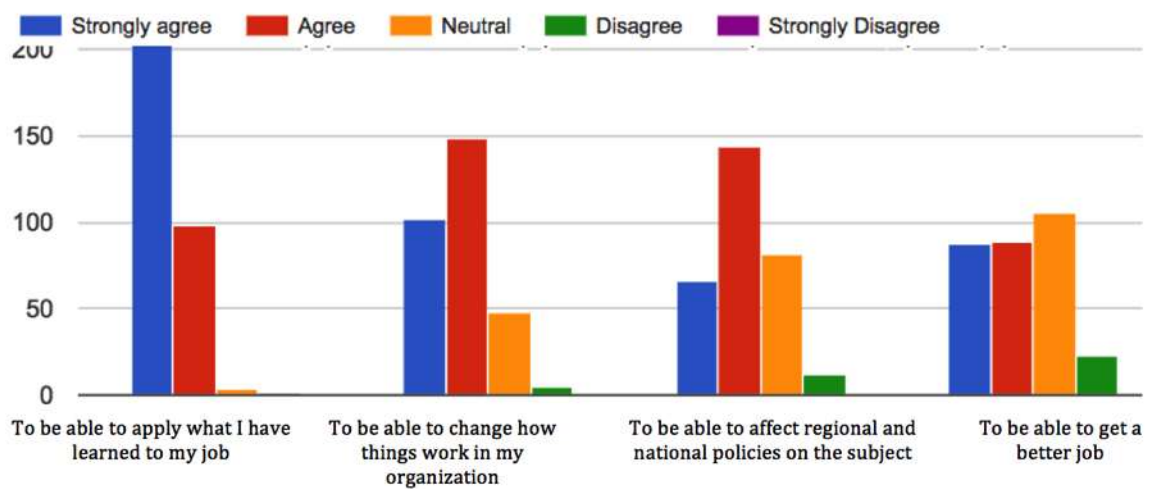
Figure 11. MOOC pre-survey: expected impact

2.4.3 Pre-MOOC survey: learners' previous knowledge and skills

A very important parameter was the assessment of learners' prior knowledge and/or experience on GCE-specific topics. In this context, learners were asked to rate their knowledge of a predefined set of topics (e.g. Gender Equality, Cultural diversity etc.). The results showed that the majority thought they had a good knowledge of the GCE field albeit they were not familiar with digital storytelling (figures 12-15).
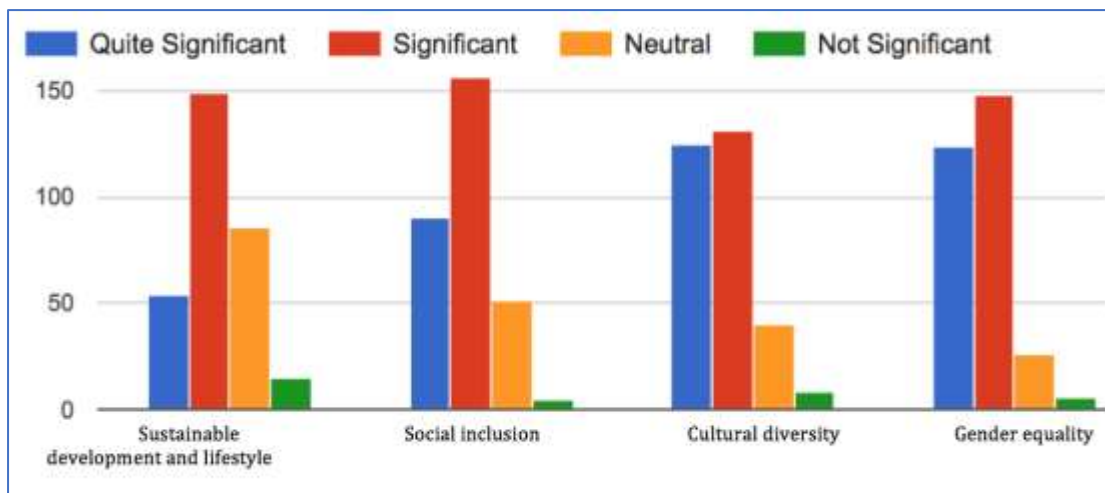
Figure 12. MOOC pre-evaluation: learners' knowledge about GCE topics (1)
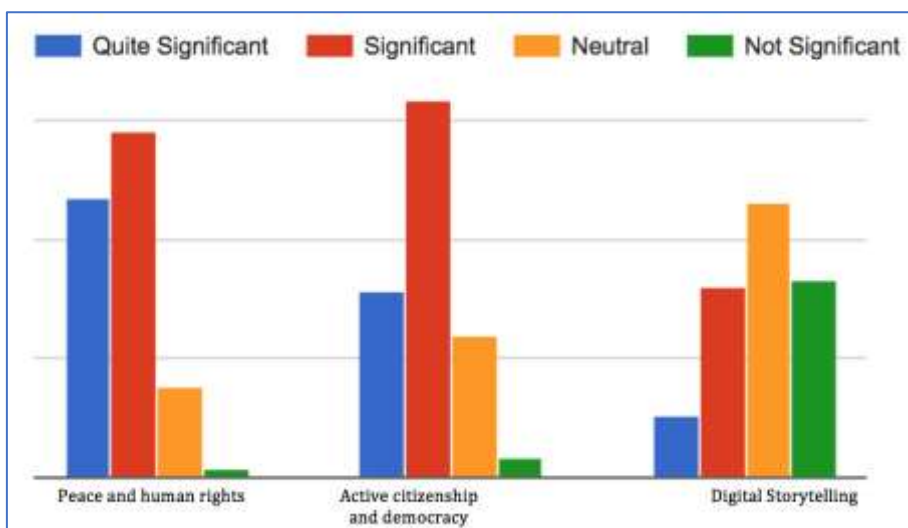
Figure 13. MOOC pre-evaluation: learners' knowledge about GCE topics (2)

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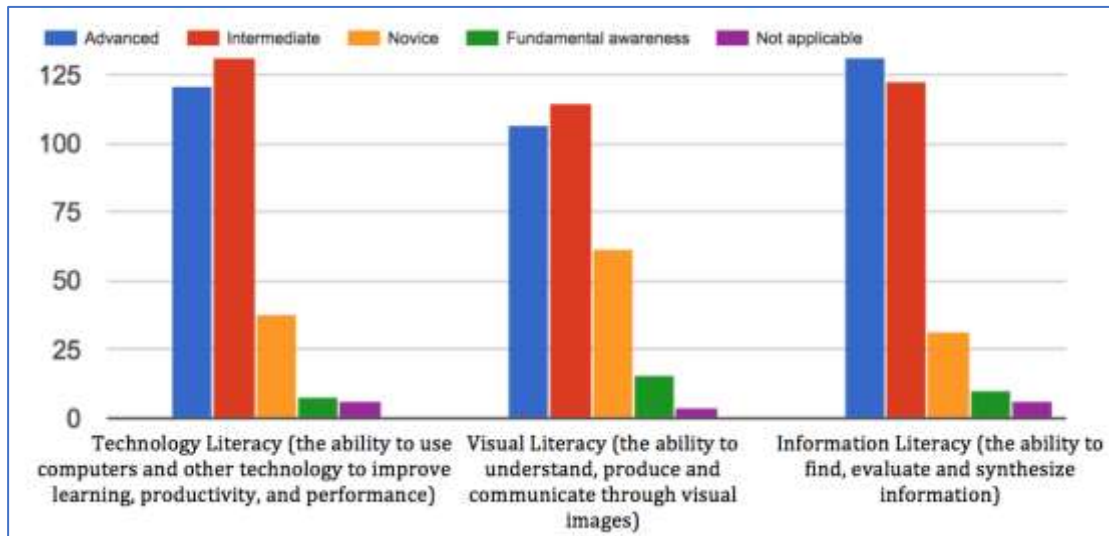
Figure 15. MOOC pre-evaluation: learners' prior knowledge and skills not related to GCE (1)
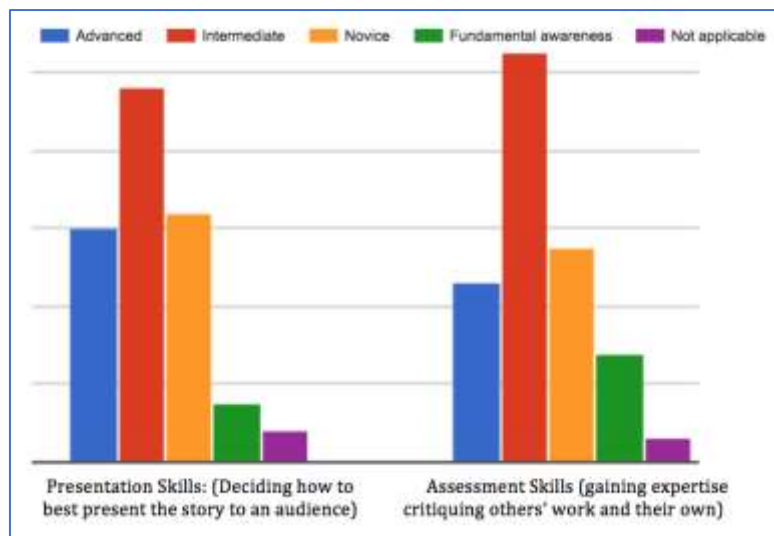
Figure 14. MOOC pre-evaluation: learners' prior knowledge and skills not related to GCE (2)

2.5 Evaluation results: post-evaluation MOOC survey

The post-MOOC survey aimed at capturing the actual results of the course and the actual impact on the learners. The sample used was considerable smaller than the one used in the pre-evaluation since many learners did enrol for but never finished the MOOC.

A High drop-out rate concerning the MOOC was observed in specific countries (table 6). This means that the number of learners that logged-in to take the first week of the course was greatly reduced the following weeks. Only a small portion of the initial learner corpus concluded the course (learners dropped out of the course). This fact means that the sample of the pre-evaluation survey is different from the sample used in the post-evaluation survey.

Country	Individual Drop-out rate
Greece	24%
Italy	56%
Croatia	79%
Belgium	45%
Overall:	**40%**

Table 6. Pre- vs. Post-MOOC survey sample: dropout rates per country

Some conclusions were safe to be extracted from this situation:

- The Belgian sample is more diverse in terms of occupation
- There seems to be no relation between age, education or occupation to the drop-out rate

The post-MOOC survey used the same kind of questions as the pre-MOOC survey to assess the difference in targeted parameters before and after taking the course.

2.5.1 Post-MOOC survey: impact

The clear majority of learners gained new knowledge and competences from taking the course (figure 16).
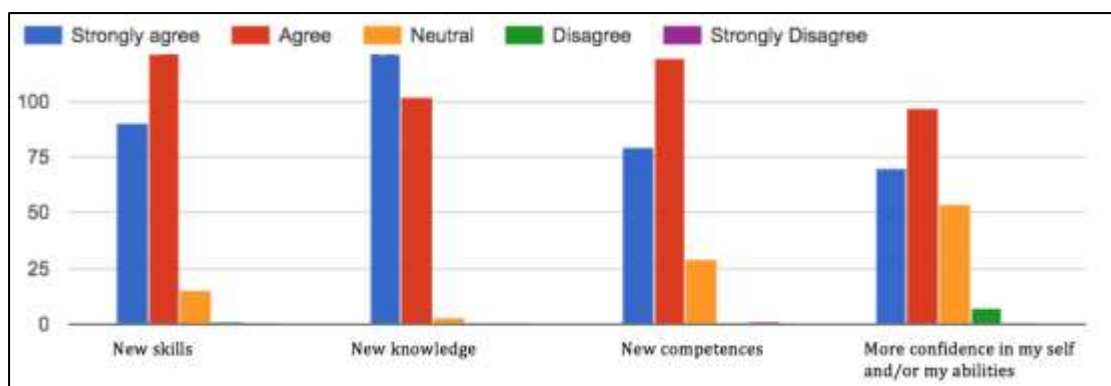
Figure 16. Post-MOOC survey: impact (1)

Getting a certificate or making new contacts was not a goal that was deemed important or accomplished (figure 17).
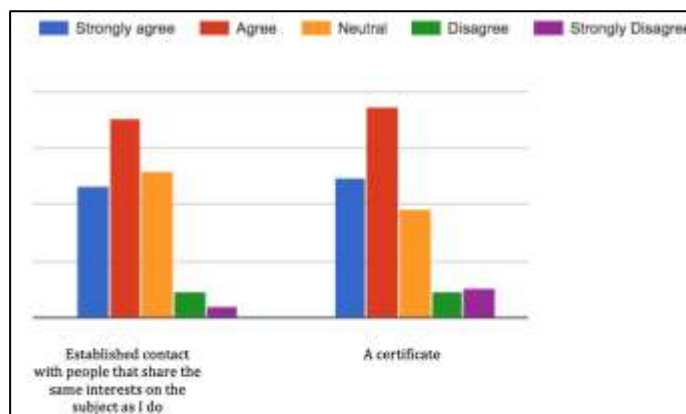
Figure 17. Post-MOOC survey: impact (2)

The actual result of the course is measurable by the answers provided to the following question: "After taking the course, what impact do you think it would actually have on you?". A set of options was offered to respondents. An important finding was that the impact of the course will have practical positive implications on how learners will contact the business in the future. Lessons learned will be applied to their jobs and new knowledge will be considered to provide better services. However, the expected impact on organization or regional policies seems to be low. Learners were not certain on how they could make a difference in policy making (figures 18-19).
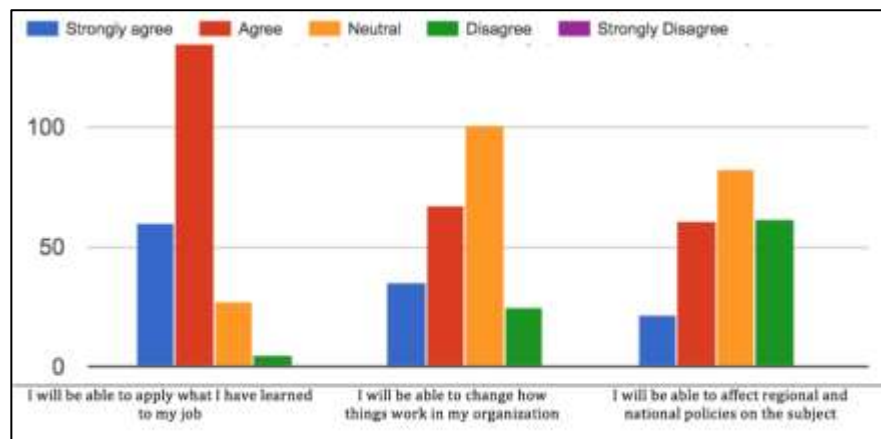
Figure 19. Practical impact on learners (2)
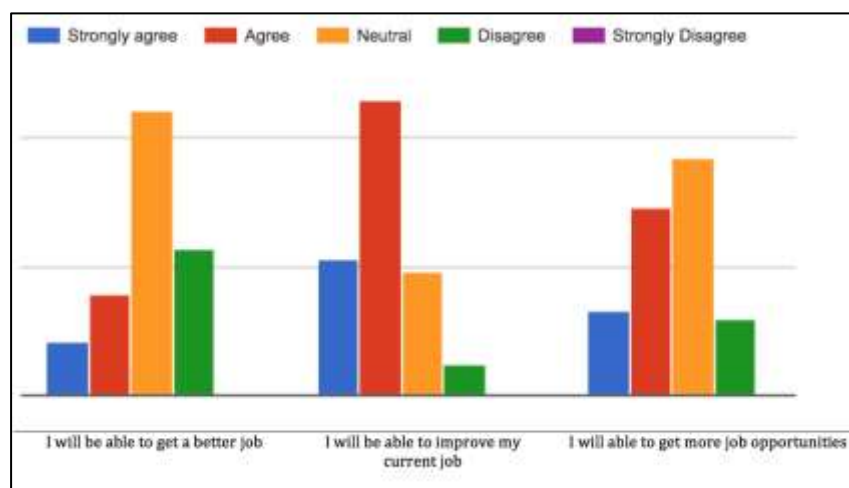
Figure 18. Practical impact on learners (1)

2.5.2 Post-MOOC survey: learning experience

The learning experience in a topic so diverse and difficult to teach such as GCE received positive reviews Learners were asked to evaluate their learning experience by rating a set of statements (figure 20).
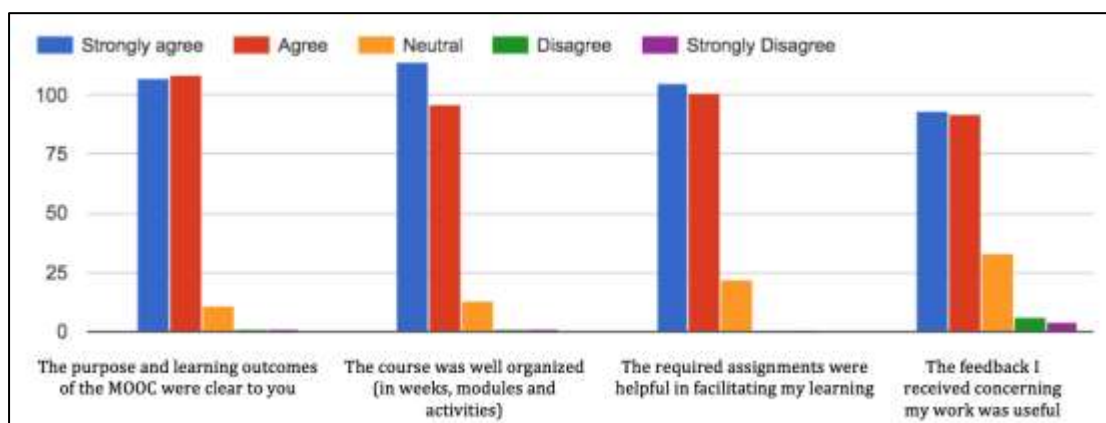
Figure 21. Post-MOOC survey: learning experience evaluation (1)
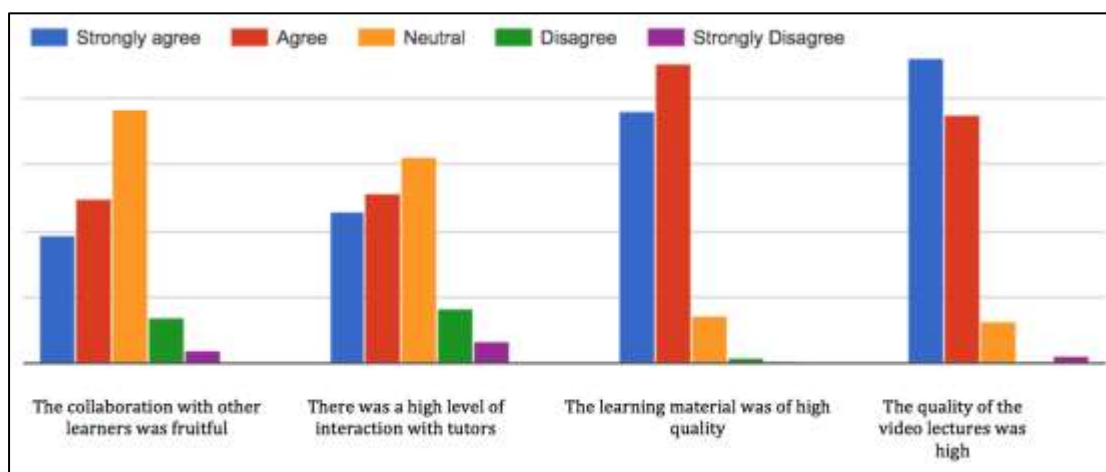
Figure 20. Post-MOOC survey: learning experience evaluation (2)

2.5.3 Post-MOOC survey: Conclusions

As an overall conclusion, it can be claimed that learner expectations were largely met. The impact was significant in the areas where the learners expressed interest (self-improvement). There was improvement in skills/knowledge for a sample that self-indicated as highly educated and informed on the topics from the start.

We asked participants to identify strengths and weaknesses of the MOOC. We organised the answers in different categories.

Strengths:

A. Educational Material

- High quality videos

- Video narration helped learners keep their concentration

- Narration reduced the language barrier

- Analysis of practical examples and real-life situation

- Simple language was used

B. Organization/Presentation of the course

- Comprehensive organization

- Educational objectives were clearly stated and easy to understand

- Small texts, extensive use of videos saved time

- Time organization was good (adequate time for part-time learners)

C. Instructional design

- Theory was linked to practice

- Different subjects were successfully combined

- New knowledge was successfully communicated

- The learning process was effectively supported by the tutors

D. Theme of the course and delivery

- Very interesting subject rarely found in on line courses

- A global citizen's look at the theme was intriguing

- Views from different countries was appreciated

Weaknesses:

A. Educational material

- More in depth discussion of some topics, more practical examples/case studies

- Text material was limited

- Superficial coverage of some topics

- Evaluation should be more carefully designed

B. Course organisation/design

- Small course

- Lack of collaboration between learners and learners-tutors

- A midyear course would give teachers a better opportunity to use new knowledge in their jobs

Some more results were drawn concerning the patterns of answers per country:

- There were no significant variations in most categories.

- The Greek sample seemed more enthusiastic towards global citizenship themes.

- The Italian and Croatian sample were more optimistic on being able to affect organizational effectiveness.

- The Greek and Croatian samples reported significant gains (in skills and knowledge). The Italian sample recruited a significant increase and the Belgians scored good to neutral.

- The Belgian and Croatian sample seemed more critical about a lack of collaboration between learners.

- The Belgian sample was more critical about the form assessment and feedback provided.

2.6 Evaluation results: tutor-evaluation survey

Six national tutors completed a survey after the end of the MOOC as part of its evaluation. We'd like to highlight some indicative answers:

Based on your facilitation experience in the MOOC, please indicate how much you disagree or agree with the statements:
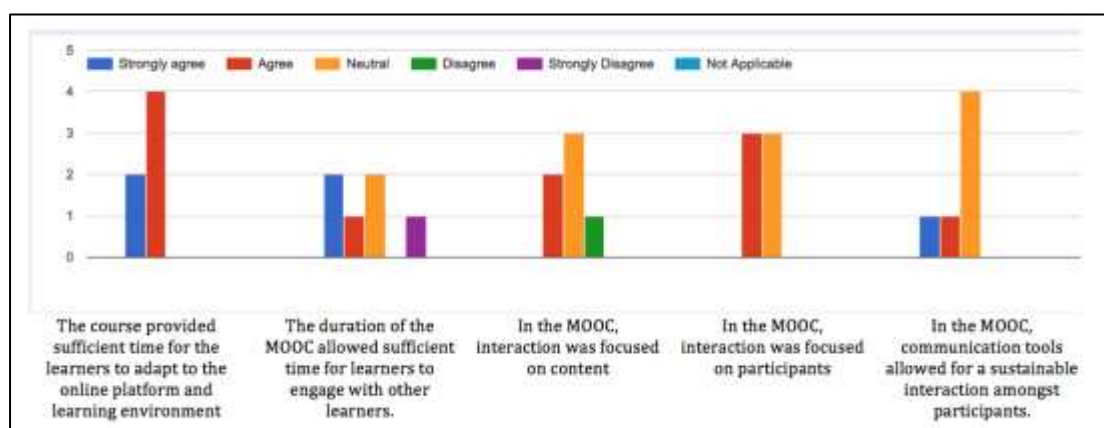
Figure 22. Tutor survey: course evaluation

There were some issues in stimulating interaction on the platform.

Tutors were also asked to rate their facilitation effectiveness by indicating how much you disagree or agree with a set of predefined statements (figure 23).
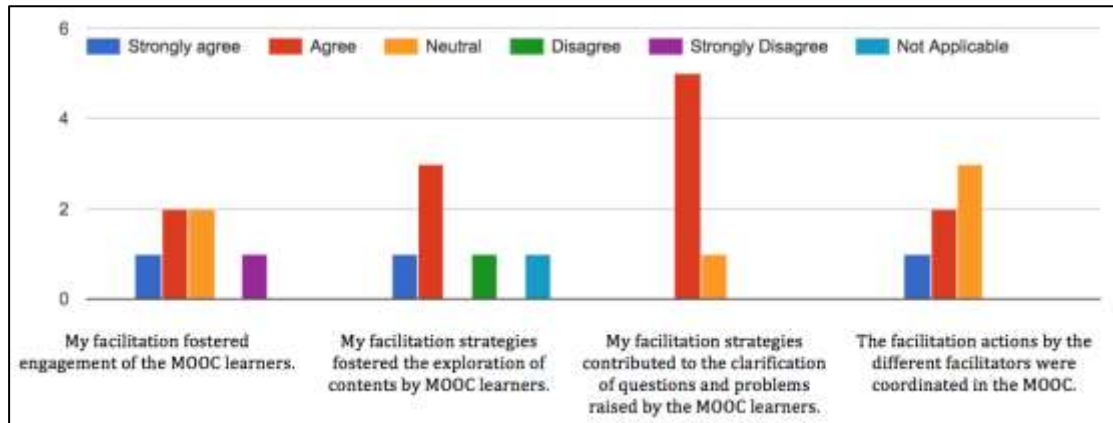
Figure 23. Tutor survey: facilitation evaluation

The conclusion drawn here was that beside the significant efforts of the tutors to improve learner engagement, the actual effect was not as anticipated.

Learning support was also evaluated (figure 24). Tutors agreed on the good quality of the organisation of the content but had mixed feelings about the collaboration mechanisms.
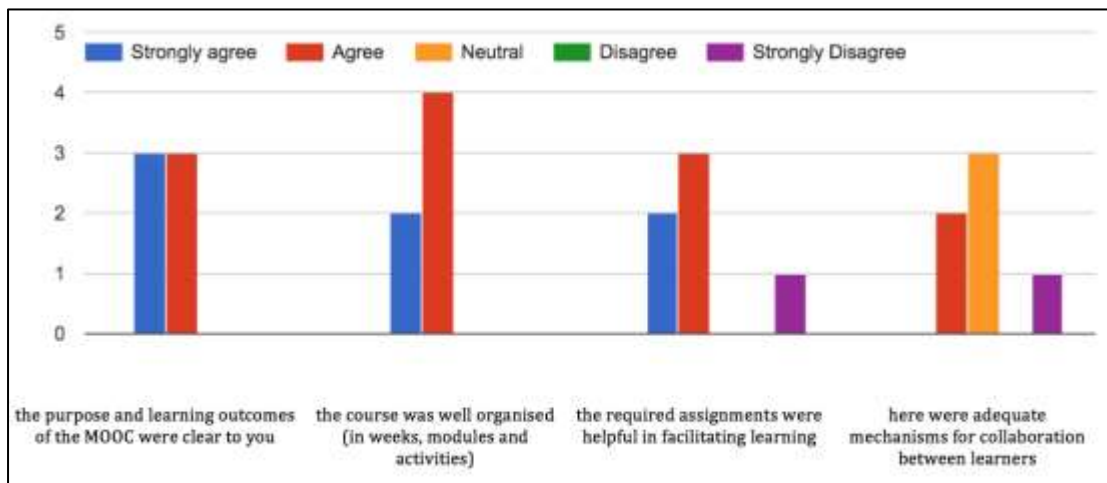
Figure 24. Tutor survey: evaluation of learning support

There was a consensus on the adequate quality of learning material (figure 25).
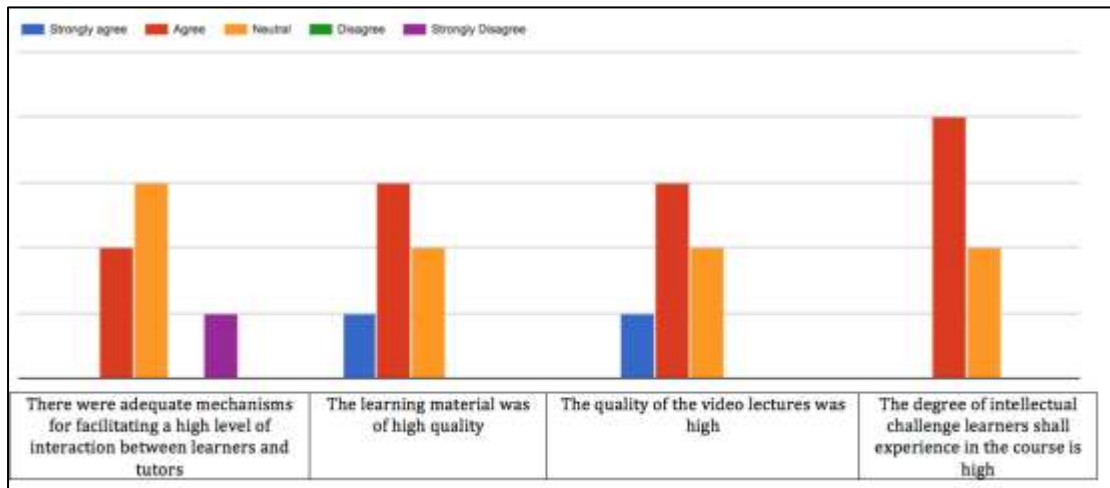
Figure 25. Tutor survey: learning material assessment

There were some regional similarities and differences worth to be mentioned:

Belgium

In Belgium, tutors found it very difficult to get the participants to engage. Of the 108 people registered for the MOOC, only 31 filled out the pre-MOOC evaluation form. Despite efforts to motivate people by sending e-mails, offering support and encouraging them to participate, only a very small group (10-15 people) seemed to be active on the platform from the very beginning of the piloting phase. Very few people interacted with direct messages and / or forum messages. A lot of people also told tutors they decided to drop out of the MOOC as they found it too much of an investment in terms of time considering the time of year. Extending the deadlines had barely any effect.

Croatia

Croatian tutors experienced similar problems to the Belgians. They added that because the evaluation of the project wasn't obligatory

before the certificate of completion was issued, they were not able to collect enough answers from the MOOC participants for the post-evaluation.

Italy

The Italian tutors noted that many of their MOOC users faced problems in the first access to the platform and in the use of the platform tools. Many of the users did not receive the automated email with credentials from the platform tutors had to go back to HOU staff who manually created their account. Once logged in, their problems ranged from downloading of documents to the completion of the quizzes. All these difficulties resulted from low levels of digital skills but could have contributed partly to the dropout rate.

The Italian tutors, like the Belgian tutors told us they had difficulties getting the users to interact using the MOOC forums.

Greece

The Greek tutors experienced similar problems to the other countries broadly. They add they found it difficult to motivate users to participate in the Unite-IT platform. Even though not mentioned explicitly, the impact of efforts by tutors in the other countries equally had little effect to the matter.

2.7 Evaluation results: expert-evaluation survey

BRIGHTS consulted 5 education experts in an online survey on the quality of the MOOC. We evidence here some of their responses.

There was a consensus that learners will gain new skills/knowledge/competencies. This fact agrees with the actual reaction of the learners themselves (figure 26). New skills, knowledge and competences were rated almost equally high by the experts.
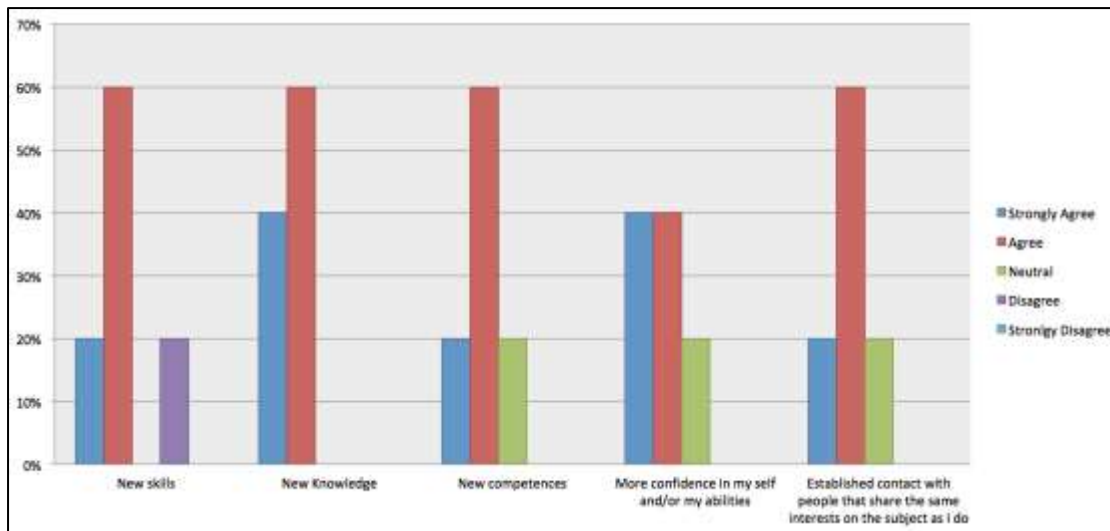
Figure 26. Expert survey: expected gains for learners

Experts were positive albeit more sceptical about the impact of the course on learners (figure 27). Experts responded that learners would be positively affected personally but the organisational or wider impact would be relatively low.
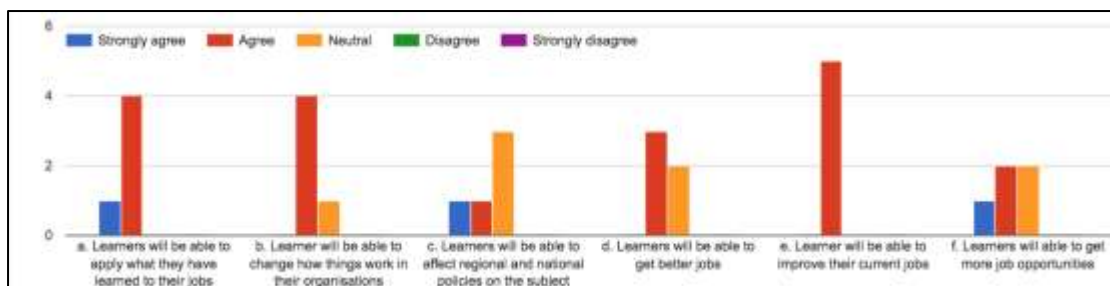
Figure 27. Expert survey: expected impact

Overall, the experts estimated that the main gains would focus on new knowledge about social inclusion, human rights and Digital Storytelling related topics.

The experts' conclusions were summarised as follows:

Strong points:

- Topics were well organized and presented.

- Learners obtain new knowledge and new skills in a very modern and friendly way and digital environment.
- The course meets learner's individual needs and sets an inspirational studying environment.
- it creates a small community of students/ learners dealing with and speak about global issues.

Weak points:

- design: Increase the value of educational material. Avoid repetition.
- Further reading/extra sources to be more recent.
- Lessons related to GCE are not interesting, they have too many lists, no examples from practice, they are difficult to read carefully and is hard to make them read to the end.
- The lessons should be a bit more thoroughly written, with more professional details.

3. Face to Face workshops with teachers and trainers

3.1. Face to Face workshops survey identity

After completing the online MOOC, a selection of teachers and trainers participated in offline, in-real-life or face to face workshops (referred to as F2F workshops) where they learned more about how to practically implement a digital storytelling workshop with their students or group of young people.

The general structure of the workshops with teachers and trainers can be described as such:

1. Introduction to digital storytelling

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

3. Making a scenario and a script

4. Research and collecting source material

5. Recording of sound and video

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

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

Most tutors (with minor local differences due to practical constraints) divided in this in two parts: the first one concerning the choice of the topic the creation of the story, the storyboard and the collection of digital material (1 to 4). The second part focused on how to transform the story into a digital story through the editing of the material in the editing software (5 to 7).

	Belgium	Croatia	Italy	Greece
Number of participants registered for the F2F workshops	11	27	26	43
Number of participants who successfully completed the F2F workshops	10	26	26	27
Number of participants who finished the F2F workshops working in formal education (school teachers)	1	18	15	18
Number of participants who finished the F2F workshops working in non-formal education (trainers / youth workers)	9	8	11	7

Table 7. F2F workshops: participants per country

The above table shows some variance in the proportion of participants working in formal and non-formal education between the partner countries. Particularly the situation in Belgium is noteworthy, where more professionals form the non-formal education sector enrolled for the F2F workshops.

Our partners reported that all participants were in one form or another (formal or non-formal) education professionals with two exceptions: In Greece a psychologist and a social worker working in a migrant camp participated in the workshops.

A proportion of participants who finished the F2F workshops work in disadvantaged areas or with disadvantaged target groups.

Belgium:

9 total:

- 1 social welfare worker working with socially excluded, economically disadvantaged, low-skilled target groups, mostly with immigration backgrounds.
- 1 activities coordinator for people with disabilities. This target group experiences social exclusion, reduced professional opportunities and general economic disadvantage.

- 6 Youth workers working with vulnerable youngsters in urban areas with higher than average concentrations of migrants.
- 1 Digital Inclusion project coordinator working with a diversity of disadvantaged target groups in urban areas.

Croatia:

11 total:

- 8 school teachers from smaller schools in rural areas of Croatia like Čabar, Orebić, Novi Marof, Praputnjak, Cetingrad, Delnice participated. 2 participating teachers live in larger cities but travel to rural areas to teach in smaller district schools. The schools in rural areas don't have adequate equipment or resources to implement extracurricular activities for their students.
- 3 project officers working organising provisions for youngsters with special needs and disabilities participated as well.

Italy:

8 total:

- 4 teachers/trainers who work in public or private school as special needs teachers.
- 1 teacher who works in a school for deaf-mute students.
- 3 teachers who work in rural areas and/or areas with a higher than average percentage of migrant students.

Greece:

7 total:

- 1 project officer working with children in care and children living in poverty.
- 3 project officers working with refugee and migrant children and youth.
- 2 professionals working with children with special needs.
- 1 professional specifically working with Roma children.

3.2   F2F workshop evaluation

Participants of the F2F workshops completed an online survey after the end of the course. The overall experience was positive, and the assets used during the sessions were adequate (figure 28).
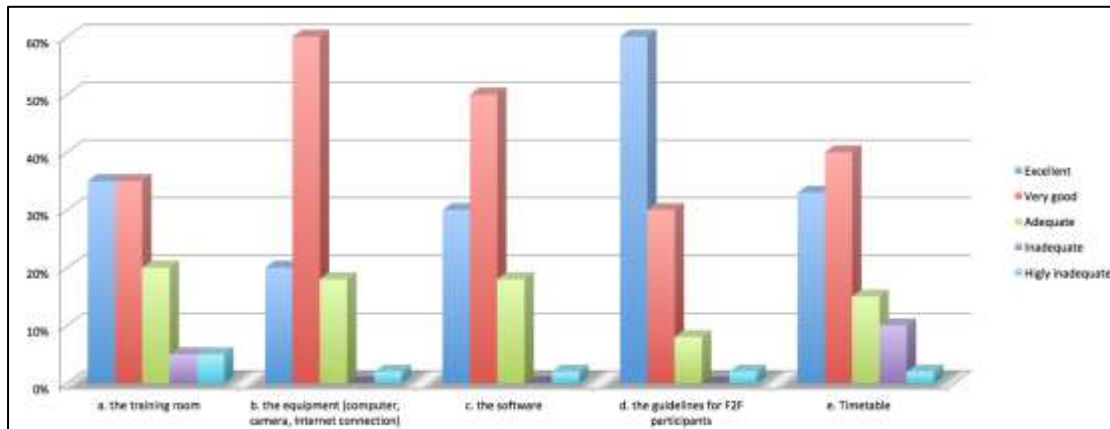
Figure 28. F2F workshops: asset evaluation

The learning experience was also rated positively, and tutors were especially praised for their spirit and ability to transmit knowledge (figures 29,30). The worst score in this category is the timetable. We can assume that this is due to the period in which the Face to Face workshops were organised in each country. As this was too close to the end of the school year, this put pressure on participants during what is typically a time of higher than usual workloads.
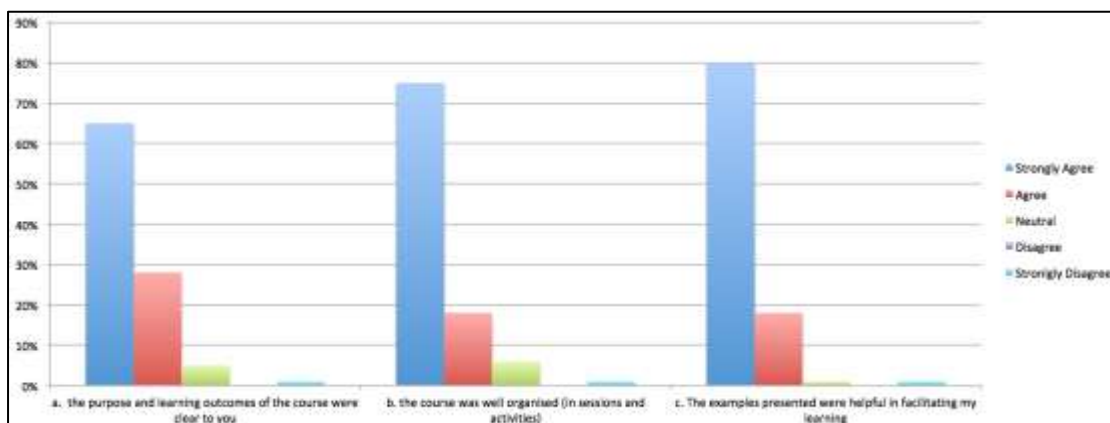
Figure 29. F2F workshops: learning experience (1)

The level of interaction with the tutors and the chance to communicate with others was greatly appreciated. F2F workshops provided an excellent opportunity for learners to get to know each other and co-learn (figure 30).
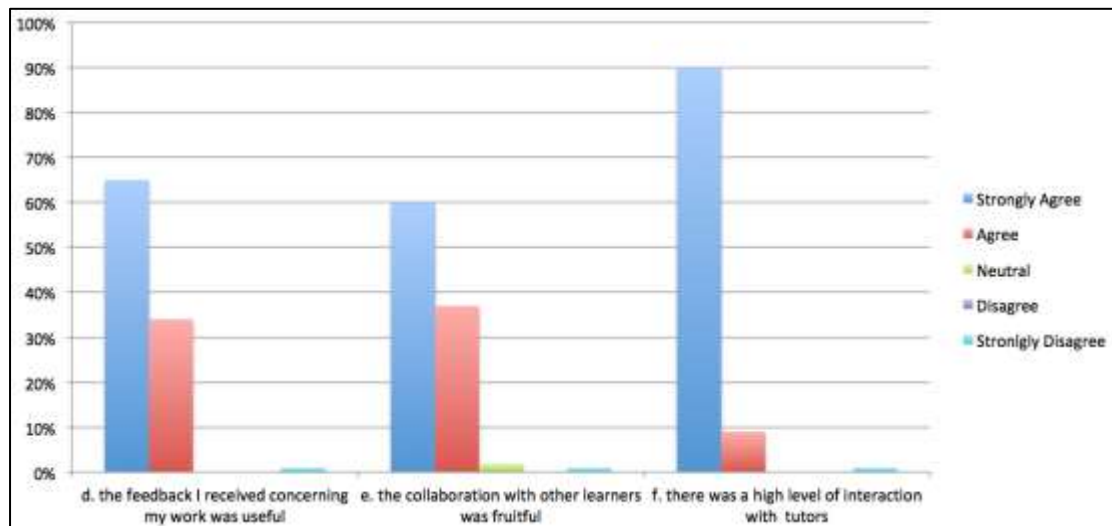
Figure 30. F2F workshops: interaction

The use of digital storytelling techniques was highly appreciated by most participants. By sharing information and collaborating, learners were able to quickly understand basic principles. However, it was generally not an easy task to write scenarios and storyboards for the digital stories (figure 31).
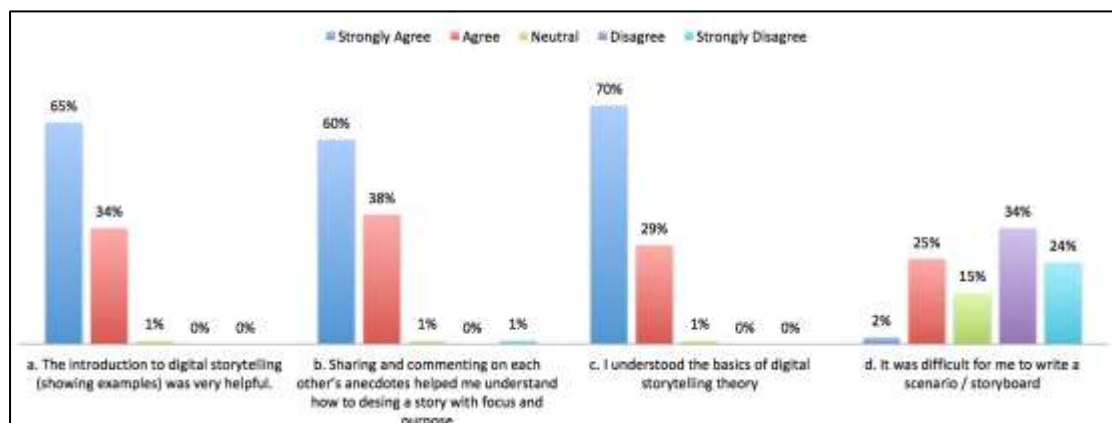
Figure 31. F2F workshops: Digital storytelling techniques evaluation

It is important to mention that most participants learned to establish a purpose for a story and keep a focus on a specific subject. This is a very important element in storytelling. Furthermore, the participant learns various ways to communicate feelings and emotions using the digital tools, a factor that contributes to the success of a story (figure 32).
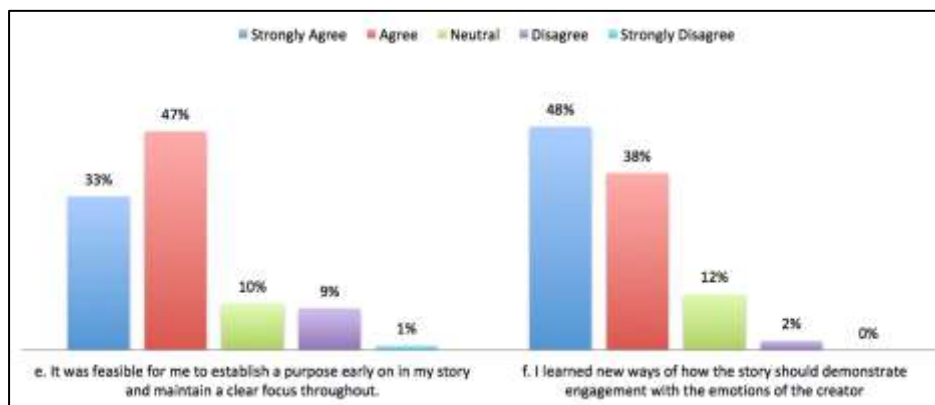
Figure 32. F2F workshops: evaluation of specific elements of storytelling

Most participants were confident that they could use digital storytelling to develop stories about GCE, which was in effect the main goal of the workshops (figure 33).
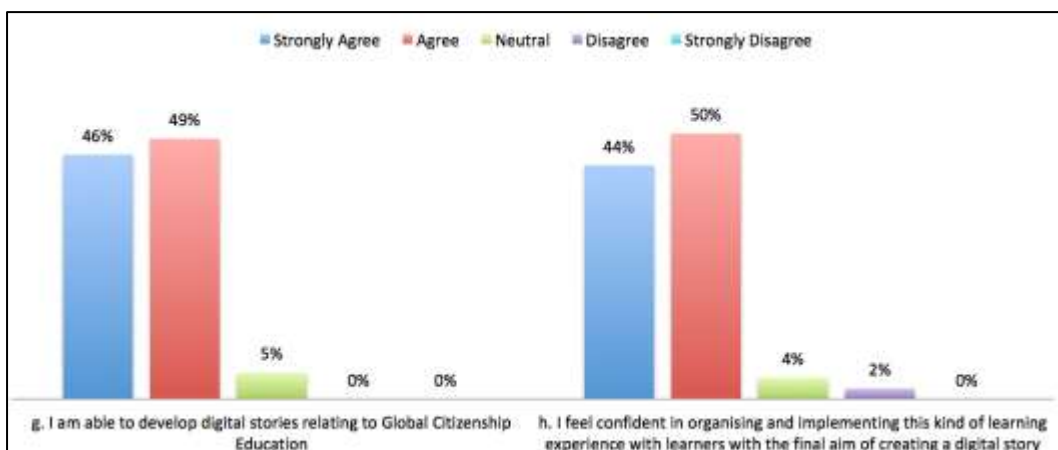
Figure 33. F2F workshops: storytelling and GCE

The results of the survey (d, e and f) indicate that a proportion of participants found it difficult to produce a digital story that they were fully satisfied with during the F2F workshops. We can speculate that this is due to the condensed nature of the workshops. As previously also indicated in the answer about the timetable, participants might not have had the desired time to fully develop a story they felt lived up to the standard of the examples presented. However, overall only 5% is neutral about their ability to create a digital story about GCE and only 2% feels incapable of recreating the experience with their target groups. We can conclude that the project largely succeeds in its objective to transfer the methodology to the participants of the F2F workshops.

Participants were also asked to identify the strong and weak points of this phase of the project (figure 34).

Weak points:
Some technical problems with the software used (a 2h workshop before could help)
Some learners wanted more time for practicing with the tools
More focus on specific themes (like racism) needed

Strong points:
Good organisation of activities
Working in small groups and story sharing between participants
Good communication skills exhibited by tutors
Well prepared tutors and material
Learners could study off-line and practice live

Figure 34. F2F workshops: strong vs. weak points

The tutors were also asked to express their opinion on the F2F workshops. Generally, the tutors found it difficult to engage teachers in the time of year (the end of the academic year) allocated to this phase of the project.

The Belgian tutor found that because of the very various backgrounds (formal, non-formal education, level of knowledge on GCE, level of experience with digital storytelling) there were different expectations. The tutor had difficulties to find a balance between discussing very concrete cases and offering a theoretical framework.

Generally, tutors also experienced problems with:

- varying levels of digital skills of participants resulting in difficulties using the suggested software

- the availability of tech resources to teachers and the capacity of these resources to run the software (DaVinci Resolve).

4. Face to Face workshops with young people

A number of teachers and trainers who participated in the F2F workshops organised their own digital storytelling workshops with their students or groups of young people (a total of 929).

	Belgium	Croatia	Italy	Greece
Number of groups participating in the workshops + number of young participants per group	85 in 7 groups	302 in 26 groups	270 in 26 groups	272 in 29 groups
Total:			929	

Table 8. Workshops with young people: participants per country

In all countries, young people participated through formal education institutions except Belgium where – as mentioned prior – there was a higher proportion of participants from non-formal education professionals in the F2F teacher / trainer workshops.

The information about the evaluation of the workshops with young people was anecdotally provided to the project via oral evaluations teachers did with their students.

Generally, workshops were well received by young people even though the timing had some adverse effect on enthusiasm in some cases.

In Belgium, teachers and youth workers were confronted with a group of less focused, interested youngsters for whom Global Citizenship was not so appealing. For them, the MOOC and F2F-workshops did not give enough concrete examples of how to work with a less motivated group of youngsters. Because there was not enough time to organise the workshops, students did not get the necessary preparation and the content of the BRIGHTS project was not sufficiently adapted to the target audience. A lot of students who participated in the project are at risk of social exclusion. Facilitators found it proportionately harder to encourage them to participate. For a lot of participants giving permission to publish their story, was a boundary. Facilitators identify a lack of time to establish a proper connection and relationship with the youngsters and/or teachers to gain their trust and to have them understand the positive impact their stories could have once shared with a lot of others.

In Croatia, facilitators reported that their participants were very motivated and eager to join in the workshop and tell their stories. A lot of teachers/trainers mentioned that they didn't expect their students to tell such personal stories and were pleasantly surprised.

In Italy, participants remarked that creating a digital story helped them to better understand the nature of the topic discussed. Students said that this experience was enriching because of the telling of a personal story and the possibility to acquire new digital skills. They claimed to prefer the BRIGHTS methodology to a more traditional approach of GCE topics.

In Greece, many teachers told us the approach helped them work with students who are more difficult to engage in general. Many of the students and children worked beyond the school schedule by taking "homework". Even though the workshops were organised during the examination period most of the teachers came through with their projects. In general, according to the trainers and their students the strengths of this project were: creativity, originality, team-work, using new technologies, expressing themselves, creating a video where all participated equally, it created a better

bond with their trainer and with their classmates, dissemination (they liked the idea of watching their video later on YouTube), understanding of the difficulties some of their classmate face.

All national tutors identified issues related to the time frame (as mentioned previously) of this phase of the project.

Some national tutors also reported difficulties to adequately support teachers with a variety of technical issues.

In Greece, some questions were raised about privacy and data protection the tutors felt unable to adequately answer.

As an incentive to encourage young people to produce a digital story, their productions were submitted for an award. The national winners will be sent to the final project event where a European winner will be announced.

To be eligible for the awards, digital stories produced had to conform to criteria set out by the project. One of the criteria was that the authors should give permission to have their stories disseminated both online and offline.

Due to the vulnerable nature and cultural reservations of some of the target groups and an essential element in the process of digital storytelling being the fact that it allows participants to opt out of sharing outside of the circle of participants the story was produced in, many stories did not qualify in some participant countries.

	Belgium	Croatia	Italy	Greece
Total number of stories produced	62	179	38	35
Number of stories eligible	39	142	35	23
Number of stories submitted for a BRIGHTS award	6	142	35	23

Table 9. Workshops with young people: participants per country

The national winners have been announced on the project website:

http://www.brights-project.eu/en/who-are-the-brights-awards-winners/

The four winners will be awarded during the BRIGHTS Awards ceremony in Brussels (18th October 2018) where one of them will also receive the best BRIGHTS digital story award at European level.

5.   Conclusions and Recommendations

The national experimentation phase of the BRIGHTS project achieved the objectives it set out and was generally evaluated positively by its different stakeholders. Teachers and trainers who marked a strong affinity and knowledge of Global Citizenship education topics before the start of the project showed an increase in skills and knowledge by the end of the project. The methodology is received as an innovative and inclusive approach for education of Global Citizenship, even when working with disadvantaged target groups.

Digital Storytelling as a methodology is perfectly suited for exploration of Global Citizenship topics. It answers a need for guided tuition of the different aspects of the topics and building of knowledge about them. The digital storytelling methodology is a good complement to further exploit that knowledge as it stimulates participants to do further research and to approach the information and knowledge from a personal point of view, expressing opinion and making them engage with the topic in a deeper way, essentially making them more active global citizens.

The main issue identified throughout the experimentation phase of the project by all its target groups is the time frame. The period of implementation seemed to have an important impact on the drop-out rates during the MOOC and the phases followed by it. The end of term is a period of increased work load and stress for both teachers and students and thus impedes the creation of an environment for intensive, creative work in most cases. Better communication about the contents of the MOOC and the workload associated with it might have led to a smaller discrepancy between the number of participants registered before the beginning of the MOOC and the number of participants who effectively interacted with it, but we estimate this effect to be negligible compared to the impact a better time frame would have.

Even though generally positively evaluated by its different user groups, some design issues with the MOOC were flagged up. As is, the design does not stimulate interaction between users or between users and the tutors. Participants in the F2F workshops also commented that the MOOC by itself was not enough to give them the confidence to make digital stories with their groups as they had never experienced making one themselves. A lack of technical abilities was accentuated by a choice of software (DaVinci Resolve) that could have been more user friendly and less demanding in terms of resource requirements.

A set of recommendations is proposed:

A) to policy makers

In all participating countries, teachers and trainers in both rural and urban contexts are highly motivated to invest in Global Citizenship education. The participants in the project agreed with the thesis that Digital Storytelling is a broad and inclusive methodology that fits in the curriculum to improve both digital skills and understanding of Global Citizenship topics. The approach could also be applied to other education topics. However, there is some investment required to allow for an environment that supports this approach:

digital skills training for teachers is required to give teachers the confidence to implement the methodology and to explore different technical solutions that might work in their specific environment

investment in infrastructure is necessary. Some schools lack the basic resources (hardware, software and rooms) to assure a proper implementation of the methodology.

Digital Storytelling for Global Citizenship education is a methodology where knowledge and technical skill building are integrated. It is a digital inclusion and media literacy methodology as well as a citizenship education method. It allows teachers to integrate multiple learning goals. There is an agreement that in the case of formal education the curriculum should allow for this type of

broader approach of digital skills and Global Citizenship Education. Often the time and space are lacking.

Blended learning (in the form of MOOCs) is an opportunity for efficient, low-cost, large-scale training and education. However, in certain cases there appears to be a certain reluctance as to this form of learning. General promotion of alternative, blended forms of learning for teaching staff could prove useful. We also should be mindful of the fact that even though a MOOC is a useful tool to let learners process information at their own pace, a large proportion of learners also need opportunities for real life interaction with a tutor and for supported practice offline.

B) to training providers

Generally, teachers and trainers should be allowed to be flexible in the way they combine different elements of the curriculum as a new way of teaching traditional subjects.

However, timing is important. No extra-curricular activities or activities that increase the workload of teachers and students should be planned at the end of the school year.

It is equally important to provide some form of support for teachers and trainers who implement the methodology for the first time. Educators are often very competent in specific areas (e.g. IT or creating stories). It is important to help them venture into fields they are less confident in.

The technical capabilities teachers and trainers should never be taken for granted and they should be provided with adequate opportunities for continual professional development. This should include some basic IT skills for teaching.

Opportunities for professional development should also include further seminars and training programs about Global Citizenship Education and Digital Storytelling to keep up with the innovation that will improve the different aspects of the mythology.

Finally, we would also recommend extensive documentation of your projects and the impact they have as they will not only help to improve the practice and make it more sustainable but also help canonise the methodology in education in Europe.