



BRIGHTS COURSE

CURRICULUM

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Abstract	This document presents the organization of the course to be delivered in the framework of the BRIGHTS project by specifying its diverse phases, the objectives and the learning outcomes, the kind of contents to be issued and how the participants (Teachers and Trainers working with youth) will be involved.
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Abstract

The BRIGHTS Course Curriculum is produced in the framework of the BRIGHTS Project, which is aimed at promoting Global Citizenship Education (GCE) in formal and non-formal educational contexts in Europe through digital storytelling (DS) techniques. Based on two existing best practices, RIGHTS “Promoting Global Citizenship Education through Digital Storytelling” and UNITE-IT “Uniting Europe through digital empowerment”, both implemented at transnational level within the framework of the former EU Lifelong Learning Programme, BRIGHTS offers an updated training path delivered in blended modality for secondary-school teachers and trainers working with youth. Apart from the cross-cutting phases, namely Management, Dissemination & Exploitation, Quality Assurance & Evaluation, the project’s core structure includes a preparatory stage for the adaptation and improvement of the project’s course curriculum, the actual training kit adaptation to upscale and improve the RIGHTS course curriculum and methodology, the experimentation of the adapted course with teachers, trainers and students and the implementation of the UNITE-IT online community.

The BRIGHTS Course Curriculum is developed within the Work Package 3 “Training Kit Adaptation”, specifically devoted to upscale the RIGHTS course with elements arising from research in the four partner countries (Belgium, Italy, Croatia and Greece) and addressing not only the formal sector, but also the non-formal one. The Course Curriculum is the first of the two deliverables scheduled within the WP3 and it is preparatory for the second one, the BRIGHTS Blended Course, since it outlines both the training program and the methodology to be used.

The first chapter of this document introduces the principles used to upscale the course curriculum and methodology. It also explains the added value of promoting the combination between digital

storytelling, a form of digital narratives which recalls the ancient form of communication evolved over time through technology, and the Global Citizenship Education, which enables people to actively engage with the world, and help to make it a more just and sustainable place.

The second chapter mainly describes the organization of the training program and outlines the role of the tutors and their tasks in the different stages of the course.

The third chapter presents the course layout and offers details for the various components of the training path (MOOC, face to face training and final application with the students); it also introduces the criteria to select teachers and trainers willing to benefit from the blended course.

The BRIGHTS Course Curriculum is a useful instrument for the partners since it sets and outlines the main steps linked to the training path and helps to advance their activities with a clear scope and meaningful instructions. In addition, it is useful for the potential course participants because it explains how the training works, in terms of engagement, duration, contents. Finally, it is relevant to the wider audience since it explains the experience of focusing on cutting-edge topics in a constructive and participatory way.

1. Methodological framework

The BRIGHTS project “Boosting Global Citizenship Education using digital storytelling”, funded under the Erasmus+ Programme of the European Union (*Key Action 3 - Initiatives for policy innovation - Social inclusion through education, training and youth*) aims at fostering social cohesion, intercultural dialogue and democratic values in Europe by promoting Global Citizenship Education (GCE) in formal and non-formal Education with the help of digital storytelling (DS) techniques. Based on two existing best practices, RIGHTS “pRomotIng Global citizensHip education Through digital Storytelling” and UNITE-IT “Uniting Europe through digital empowerment”, both implemented at transnational level within the framework of the former EU Lifelong Learning Programme, BRIGHTS offers an updated training path delivered in blended modality for secondary-school teachers and trainers working with youth. The BRIGHTS course, “Addressing Global Citizenship Education through Digital Storytelling”, is conceived as an upscaling of the previous course focused on Global Citizenship Education and Digital Storytelling created and tested in the framework of the Comenius multilateral project RIGHTS (2011-2013). The RIGHTS Project, managed by Università degli Studi Guglielmo Marconi (2011-2013), aimed at developing teachers’ skills and practice through the inclusion of ICT tools and digital storytelling techniques in classroom practice; specifically, for producing digital stories as a means of understanding and promoting GCE related topics. The RIGHTS online course involved 150 secondary school teachers from seven partner countries (Italy, Bulgaria, Portugal, Spain, Norway, Turkey and Switzerland) and the contents were licensed under a Creative Commons Licence “Attribution-NonCommercial-ShareAlike 3.0 Unported” (CC BY-NC-SA). About 200 students participated in the face to face workshops for the production of digital stories. The main result related to these activities was the production of digital stories (about 150) by the involved teachers and students. These digital stories are available on a special digital stories section within

the “Results” menu of the project website (<http://www.rightsproject.eu/>).

1.1.The course upscaling

The BRIGHTS Project envisages the upscaling of the course realized during the RIGHTS Project by focusing on specific features:

- the enlargement of the project’s target groups, by involving not only secondary-school teachers but also trainers working with youth aged 13-19, including disadvantaged youth;
- the inclusion of relevant inputs from the Training Needs Analysis Report which summarizes the research results in the four partner countries (Belgium, Italy, Croatia, Greece);
- the updating of contents with references at advanced politics and international commitments;
- the focus on topical subjects as arisen in the research phase (Sustainable development and lifestyle, Social inclusion and cultural diversity, Gender equality, Peace and human rights, Active citizenship and democracy);
- the implementation of activities in countries not involved in the previous project (Belgium, Croatia and Greece);
- the organization of the course in blended modality with the inclusion of face to face sessions which should be practical and finalized to give the needed skills and competences to deal with GCE via personal stories and technologies;
- the creation of a MOOC (Massive Open Online Course) for the online part of the course;
- the linkage between the participation in the training and the involvement in the UNITE-IT Platform where the first European online working group on Global Citizenship Education was launched by the BRIGHTS project.

1.2.Main findings from the Training Needs Analysis

The Training Needs Analysis Report, developed by Centro Studi Città di Foligno in the framework of WP2 “Best Practices and Training Need Analysis”, was conducted via interviews to verify the interest of teachers and trainers to join the BRIGHTS course and collect inputs to make the course more appealing and relevant for

their learning needs. As detailed in the Training Needs Analysis Report all respondents showed a high interest in the project by highlighting their intent to actively participate. In order to facilitate the participation and to reduce the dropout rate (which is still very high in MOOCs), the interviewed teachers and trainers provided some suggestions and requests in terms of logistics, format of the course, contents and tools.

Logistics and planning	Format of the course	Contents and tools
<ul style="list-style-type: none"> •The calendar and the programme should be clear well in advance •The course shouldn't last more than 2h/week, during max. 2 months •If classroom activities are included, these should be planned before the beginning of the school year •There should be clear and transparent indicators for the selection of MOOC and pilots' participants •F2F should be organized at least at the beginning and at the end of the course 	<ul style="list-style-type: none"> •Online platform should be easy to join, user-friendly and visually appealing •High level of interactivity (with teachers, tutors and other participants) is expected during the online sessions •Tests and activities with evaluation of results •Modules shouldn't last more than 5 minutes •There could be a compulsory programme plus optional/extra modules •Ready-to-use material and guidelines should be present from the beginning of the course 	<ul style="list-style-type: none"> •Online and free software/applications for digital storytelling •Pedagogical and didactic indications on how to integrate GCE and DS within curricular activities •Cover all the crucial GCE topics in accessible and clear way, in order to effectively address trending global issues •Information about social media platforms suitable for schools and students •Short testimonials from inspiring speakers •Technical contents: screenplay writing, video editing, authorship, open source licensing

Figure 1. Inputs from interviewed teachers and trainers

During the interviews, teachers and trainers appeared to be open for cooperation and showed great interest for joining the project.

The above mentioned inputs have been assessed during the definition of the Course Curriculum with the intent to satisfy the requests of potential users and combine them with the specific features of the MOOC and the face to face activities. The following elements, arisen from the research phase and the plenary meeting

held in Rome in July 2017, have been considered as relevant to finalize the BRIGHTS curriculum:

- Knowledge of the GCE legal framework
- General knowledge on global issues, mind-openness
- Be a role model of GC, team management
- Tolerance to diversity, needs' analysis, motivation and mentoring, critical thinking, intercultural and cross-cultural skills, empathy, problem solving
- Cooperative learning methods, project-based learning, language skills
- Promoting creativity, digital literacy, stimulating innovation
- Networking, communication skills.

1.3.Relevance of Digital Storytelling to Global Citizenship Education

The globalized job market and the need to promote democratic values call for the development of transversal key competences such as learning to learn, sense of initiative and entrepreneurship, social, civic and cultural competences. Teaching and learning these competences often require innovative approaches that go beyond subject boundaries and take a holistic view of students' learning, personal and social development. To reach this goal, BRIGHTS benefits from the RIGHTS project experience and promotes the use of digital storytelling that has proven to be a powerful learning tool by improving creativity, digital literacy and critical thinking. In particular, practitioners of DS explained the potential for students to develop enhanced communication skills as they learn to conduct research on a topic, ask questions, organize their ideas, express opinions, and construct meaningful narratives [1].

The digital storytelling was born in the nineties to sustain people in telling personal stories and later on it was used in educational contexts, including higher education level [2]. Digital Storytelling can be defined as “blended telling stories with digital technology” [3]. This blended characteristic proves to be a valid learning feature, because it combines story telling with the available technology. Digital Storytelling is a short tale (generally around 5 minutes or less) of an event integrating different language styles:

such as narrative and script. Students can use images, photos, drawings (or other scanned materials), videos, music, voice recordings and sound effects.

The BRIGHTS course promotes Global Citizenship in EU formal and non-formal educational contexts, through the practical application of Digital Storytelling in learning with teachers/trainers and students. This blended course trains teachers and students on how to teach/learn on Global Citizenship topics through the practical use of digital storytelling techniques and common production of digital stories. DS practitioners agree on the fact that the use of Digital Storytelling in education promotes a variety of benefits:

- The valorization of creative talents;
- The learning to use the library and the Internet to explore rich, deep contents;
- The advancement of skills for analyzing and synthesizing a wide range of information;
- The increasing of communication skills by learning to organize ideas, ask questions, express opinions, and construct narratives;
- The development of emotion and social intelligence;
- The ability to work in groups;
- The ability to present ideas and knowledge in an individual and meaningful way [4].

The didactical approach of the BRIGHTS course entails an active contribution of participants using technology as a medium. Hence, they do not only participate by reading contents, but also working together in order to exchange and learn, and thus create new knowledge. There is a common set of materials that constitute the core of the MOOC and serve as the minimum requirement that each participant might wish to complete, but this is complemented with a space for interaction between participants (learners, tutors and institution) and also with a corpus of additional non-compulsory reading, including OERs accessible via the UNITE-IT platform, which extends the body of knowledge. The online course combined with the face to face session, is based on the following didactic principles:

- **Collaborative learning**

In a learning process that takes place in an online environment, inter-linkages are easier than in regular distance education (and sometimes even more than in face to face interactions). Through the use of online discussion forums, through messaging and by developing assignments in a participatory way, the participants establish connections with each other through the available forms of communication, exchanging information, experience and support.

- **Contextualized learning**

According to the contextual learning theory, meaningful learning occurs when learners process new information or knowledge in such a way that it makes sense to them in their frame of reference - their own inner world of memory, experience and response and also their exterior world, their environment and the setting where they are active.

- **Action learning**

Learners are offered different models and understandings of issues and challenged to apply the presented concepts to their own needs and contexts, creating tangible artifacts as well as their own conceptual models. This enables an active learning process linking the learners' previous experiences, the newly acquired knowledge and the learners' environment.

- **Problem-based learning (PBL)**

The participants learn about a subject in the context of addressing complex, multifaceted, and realistic problems using specific methodologies. The goals of PBL are to help the learners develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. This should not be confused with Project Based Learning which has an emphasis on the products. The participants of the BRIGHTS MOOC will be engaged through the opportunity for input of their knowledge and experience. This course is designed in a way that involves active participation by the learners, such as making

choices, answering questions, going through tasks that involve the context.

2. Course organization

The BRIGHTS course, entitled "Addressing Global Citizenship Education through Digital Storytelling", intends to advance secondary-schools teachers and trainers' competences in dealing with global citizenship main themes through a constructive and participatory methodology, the digital storytelling. Before going in depth with the course contents and methodology, this chapter explains the underlying organization of the training path. The course is delivered in blended modality which means that a part is accessible online and the other one is held in presence. The course is devoted to secondary-school teachers and to trainers working with youth. If compared with the previous project, RIGHTS "Promoting Global Citizenship Education through Digital Storytelling", BRIGHTS is aimed at a wider target group: trainers from the non-formal sector working with youth aged 13-19 and especially disadvantaged youth. Currently, in fact, there are several actors, including NGOs, CSOs, libraries which work on local, regional and national level, who are implementing activities to promote, among others, citizenship, human rights or multiculturalism, and their impact on local communities is relevant.

The blended course consists of a MOOC, a face to face training and a final application with the students.

2.1. Organization of training process

The blended course lasts **30 hours**, broken down into **MOOC (20 hours)** and **face to face training (10 hours)**. The course culminates with teachers and trainers applying their new knowledge and competences with the youth (13-19) by supporting them in the production of digital stories on global citizenship.

Following the teachers and trainers' registration phase in each partner country, Belgium, Italy, Croatia and Greece (user requirements are detailed in the Chapter 3 of this document), the MOOC opens via an online platform accessible through personalized credentials. The online contents cover both the Global Citizenship Education and the Digital Storytelling focusing on the relevance of this methodology to deal with cutting edge topics. The MOOC is divided into **four sessions**, each lasting **5 hours**, and a new session is open every week. At least **100 teachers/trainers per country**, for a total of **400** teachers/trainers, are engaged in the MOOC.

Each session ends with a test to assess the course participants' knowledge. The results are collected by tutors and give them the inputs to go in depth with certain topics by recommending links and OERs accessible via the UNITE-IT platform. A final test is provided during the last week to ascertain the knowledge acquired by the course participants.

After the MOOC phase, specific sessions for face to face training are arranged in each partner country and managed by the tutors. Among the 100 participants per country, **at least 25 teachers and trainers** are selected for the face to face training, for a total of **100** teachers and trainers (25 per country) benefiting from the face to face course. Face to face sessions are expected to be practical and finalized to give the needed skills and competences to deal with GCE via personal stories and technologies.

The very final part of this training process concerns the activities between teachers/trainers and youth, included disadvantaged youth, where **100 teachers/trainers** work with **at least 1500 youth** (1 teacher/trainer per 15 youth) by putting into practice what they learnt during the MOOC and the face to face training. In each of the four partner countries, the piloting phase lasts **25 hours** and is conducted in presence with the support of the tutors.

The result of this phase is the production of digital stories by youth (**at least 100**) and an increased awareness of ECG issues and their relevance at a personal, local and global level.

The picture below summarizes the main steps and figures of the comprehensive BRIGHTS training process.

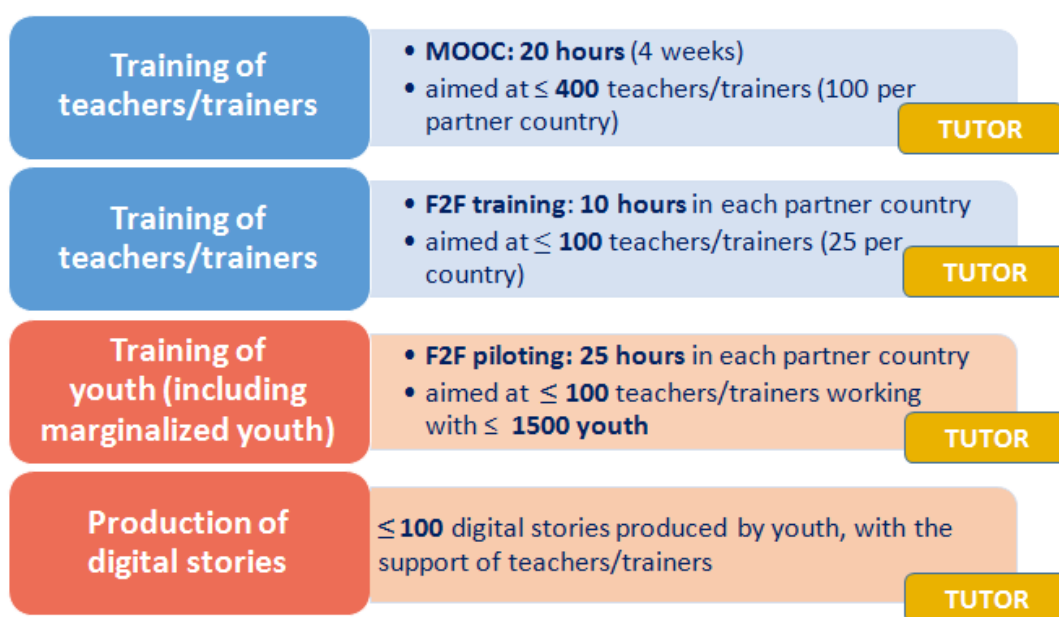


Figure 2. BRIGHTS course organization

2.2. Tutoring Activities

Throughout their training path, teachers and trainers are accompanied by the tutors who support them during the MOOC and the face to face sessions. A total of eight tutors are involved in the course, with **two tutors** selected per partner country.

The tutors selected for the BRIGHTS course need to be multifaceted with a range of skills varying from social to technical ones. More in detail, they need to:

- be familiar with GCE and know the content of each module;
- have training competences, both in presence and at distance;
- have communicative competence;
- possess intermediate ICT skills (at least level 3,4 of DigComp 2.1 2017).

Before acting as a tutor for the course, each of them benefits from a training session in Rijeka and some specific guidelines to go in depth with the course objectives, the methodology proposed and instructions on how to perform the various tasks during the different stages of the course.

In principle, the tutor's role covers the following:

- **During the MOOC**, giving the course participants the main instructions to enter and benefit from the online course, collecting requests of information and producing FAQ together with the other tutors, monitoring the participation to the MOOC, moderating cooperative activities, collecting results from the self-assessment tests and give recommendations, collecting results from the final test;
- **During the face to face session**, briefly refreshing GCE and its relevance for formal and non-formal education, giving presentations on Digital Storytelling methodology and tools, practically experimenting crucial phases and instruments with teachers and trainers;
- **During the practical phase between teachers/trainers and students**, assisting the teachers/ trainers to organize their work with youth, attending and monitoring the in presence sessions, giving feedback during crucial phases of digital stories production.

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

3. Course Layout

This chapter provides a comprehensive outlook of the training path by explaining each single component in terms of methodology, learning objects and timing and by explaining the requirements to attend to the course. The BRIGHTS course "Addressing Global Citizenship Education through Digital Storytelling" is aimed at teachers and trainers working with youth (13-19); it consists of a 1st level pilot which comprehends both a MOOC and a face to face training and a 2nd level pilot concerning the final cooperation between teachers/trainers and students. Course participants come from the four BRIGHTS partner countries and the contents are available in English, Italian, French, Dutch, Croatian and Greek.

3.1. The 1st level pilot: MOOC

The students can benefit from MOOC accessible via the EdX Platform. The online path lasts **20 hours**, which also includes the evaluation tests. As anticipated, the BRIGHTS MOOC training is split into **four weeks modules**, each week focuses on a particular subject and is designed to require **five hours'** study.

3.1.1. MOOC Modules

The tables below show details of each of the four modules. Each module has specific learning objectives and learning outcomes and comprehends a set of activities (individual or cooperative) and specific training contents mainly consisting of video, readings, PPT and multiple choice questions.

Videos are essential components in the MOOC which support critical components of learning like:

- Developing critical thinking skills
- Applying knowledge
- Fostering deep understanding

In order to maximize the trainee's engagement the videos are broken down into 2-3 minutes segments

Addressing Global Citizenship Education through Digital Storytelling

MODULE 1

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

5 hours - 1st week

Learning Objectives	<ul style="list-style-type: none"> ▪ Provide a theoretical and policy framework of Global Citizenship Education (GCE) ▪ Provide background information on the main GCE goals (Sustainable development and lifestyle, Social inclusion and cultural diversity, Gender equality, Peace and human rights, Active citizenship and democracy) 			
Learning Outcomes	1. Identify diverse understandings of the concept of global citizenship	<i>0,5 hour</i>		
	2. Examine the different goals within GCE	<i>1 hour</i>		
	3. Explain how they are interrelated through different frameworks	<i>1,5 hour</i>		
	4. Compare the GCE practices in EU countries	<i>1,5 hour</i>		
	5. Critically analyse the importance of GCE in the global education and societal context	<i>0,5 hour</i>		
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Teaching/Learning Activity</td> <td style="width: 50%;"> <ul style="list-style-type: none"> ▪ <i>Document analysis</i> ▪ <i>Brainstorming</i> ▪ <i>Journaling</i> ▪ <i>Case studies</i> ▪ <i>Concept mapping</i> </td> </tr> </table>			Teaching/Learning Activity	<ul style="list-style-type: none"> ▪ <i>Document analysis</i> ▪ <i>Brainstorming</i> ▪ <i>Journaling</i> ▪ <i>Case studies</i> ▪ <i>Concept mapping</i>
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MODULE 2 50 SHADES OF GCE (WITH DIGITAL STORIES...) 5 hours – 2nd week		
Learning Objectives	<ul style="list-style-type: none"> Support GCE through digital storytelling in formal and non-formal educational settings with young people 	
Learning Outcomes	1. Identify the main definition of formal, non-formal education system	0,5 hour
	2. Recognize the applicability of different learning methods to formal and non-formal education settings	0,5 hour
	3. Interpret own’s local and national situation in the context of GCE goals	1,5 hour
	4. Analyze current global issues within the framework of the major GCE goals	1,5 hour
	5. Briefly describe the background, history, features and steps of DS	0,5 hour
	6. Explore the potential of DS as a method to cope with GCE	0,5 hour
Teaching/Learning Activity <ul style="list-style-type: none"> <i>Document analysis</i> <i>Debate</i> <i>Literature Review</i> <i>Case study</i> <i>Wiki</i> 		
Learning Contents <ul style="list-style-type: none"> <i>Videos</i> <i>Readings</i> <i>PPT</i> <i>Multiple Choice Questions/Questionnaire</i> 		

MODULE 3 BRIGHTS SIDE STORY 5 hours - 3rd week		
Learning Objectives	<ul style="list-style-type: none"> ▪ Enable learners to facilitate the development of 21st century skills using digital storytelling ▪ Use the Story Circle Methodology (SCM) 	
Learning Outcomes	1. Recognise what is and what is not a digital story	<i>1 hour</i>
	2. Name the different steps of the story circle methodology	<i>1 hour</i>
	3. Apply the story circle methodology in formal and non-formal education	<i>0,5 hour</i>
	4. Create a safe environment for group discussions	<i>0,5 hour</i>
	5. Familiarize with the tools that introduce the GCE topics	<i>0,5 hour</i>
	6. Translate (convert/transmit) the topics of GCE into the students' personal narrative	<i>0,5 hour</i>
	7. Recognise the 21 st century skills	<i>1,5 hour</i>
	8. Empower the use of 21 st skills among the students	
	Teaching/Learning Activity	<ul style="list-style-type: none"> ▪ <i>Document analysis</i> ▪ <i>Reflection Activity</i> ▪ <i>Case briefs</i> ▪ <i>Role Playing</i> ▪ <i>Wiki</i>

	Learning Contents	<ul style="list-style-type: none"> ▪ <i>Videos</i> ▪ <i>Readings</i> ▪ <i>PPT</i> ▪ <i>Multiple Choice Questions/Questionnaire</i>
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MODULE 4		
DO THE BRIGHTS THING		
5 hours – 4th week		
Learning Objectives	<ul style="list-style-type: none"> ▪ Enable the production of a digital story to achieve GCE goals (including storyboard, material, editing) ▪ Effectively share the digital stories about GCE goals 	
Learning Outcomes	1. Create a storyboard of your story on a GCE topic	<i>1 hour</i>
	2. Create relevant materials for your digital story (images, voice, music, sounds, texts, titles)	<i>3 hours</i>
	3. Collect relevant materials for your digital story (images, voice, music, sounds, texts, titles) through different media	
	4. Recognize the free license material on the web	
	5. Actively participate in an online learning community	<i>1 hour</i>
	Teaching/Learning Activity	<ul style="list-style-type: none"> ▪ <i>Brainstorming</i> ▪ <i>Design Project</i> ▪ <i>Research</i>

		<ul style="list-style-type: none"> ▪ <i>Debate</i> ▪ <i>Peer review</i> 	
Learning Contents		<ul style="list-style-type: none"> ▪ <i>Videos</i> ▪ <i>Readings</i> ▪ <i>PPT</i> ▪ <i>Multiple Choice Questions/Questionnaire</i> 	

Table 1. Overview of the MOOC modules

3.2.The 1st level pilot: face to face training

After the completion of the 20-hour MOOC, **25 participants per country** attend the face to face sessions held at the premises of the partners in charge of the experimentation. The F2F sessions last **10 hours in each partner country**.

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



3.2.1.Face to face module

Addressing Global Citizenship Education through Digital Storytelling	
F2F MODULE Create your GCE digital story 10 hours - broken down into 2-4 sessions	
Learning Objectives	<ul style="list-style-type: none">▪ Providing inputs to deal with GCE in formal and non-formal education contexts▪ Providing practical instructions to produce a GCE digital story
Learning Outcomes	<ol style="list-style-type: none">1. Analyse GCE opportunities for formal and non-formal education2. Use digital storytelling in the classroom/group3. Plan a digital storytelling workshop4. Experience one concrete tool to facilitate the story-circle5. Being engaged to use digital storytelling in the classroom
Learning Contents	<ul style="list-style-type: none">▪ PPTs▪ Guidelines▪ Links <p>focused on:</p> <ul style="list-style-type: none">- Learn to use DS as a pathway for boosting global citizenship education- Experience how to use DST for boosting GCE- How to plan DS in class or group- Learn to transform the topics of GCE into personal narratives



	<ul style="list-style-type: none"> - Use the storycircle methodology to reach your target - Create a digital story which lasts 1 minute with images and a voice over
<p>Teaching/Learning Activity</p>	<p>The main steps of the process leading to definition and creation of a digital story on global citizenship are practically tested:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Create safe environment ▪ Refresh of different tools to start creating stories ▪ Experience one tool for storytelling ▪ Experience the storycircle ▪ Create your own storyboard ▪ Collect images – take pictures in the class or find pictures on the internet. People can also draw ▪ Voice recording ▪ Montage of the digital story ▪ Show your stories to each other and feedback ▪ Group discussion: how would you plan a digital story in your classroom ▪ Evaluation of the F2F and futher needs ▪ Gathering might be needed after the DS workshops ▪ Projection of the best video of every teacher

3.3. Participation requirements

Regarding the online component of the course, being the MOOC open to all by definition, some recommendations are provided for the BRIGHTS course participants in order to maximize their learning opportunity. They should:

- be secondary-school teachers or trainers working with youth (especially marginalized youth);
- have a computing device with internet connectivity;
- possess digital competences at an Intermediate level (3,4) of DigComp 2.1 2017;
- act as independent and active learners.

Among the teachers and trainers attending the MOOC, those who set aside enough time for study, follow the course schedule provided by the tutors, show interest towards the course through their regular and pro-active participation and are available to organize the activities with youth, can participate in the face to face sessions restricted to **25 participants per country**. In order to ensure that both the formal and non-formal sector benefit from the project in the partner countries, during the selection, a balance between teachers and trainers should be ensured by the tutors.

3.4. Certificate of attendance

A certificate of attendance is awarded to teachers and trainers participating both in the MOOC and in the face to face sessions.

Two kinds of certificate are envisaged: 1) Certificate of MOOC completion; 2) Certificate of attendance to the blended course.

The first is delivered to all teachers/trainers who actively participated in the MOOC, by carrying out both individual and cooperative activities. In addition, they should have carried out the assessment proofs after each module and at the end of the MOOC path.

The second one is delivered to the teachers/trainers who completed the learning activities scheduled through the MOOC and have attended at least 8 hours out of 10 in presence.



The assigned tutors are responsible for monitoring and recording the activities of course participants both in presence and at distance.

3.5. The 2nd level pilot: Practical application with youth

The teachers and trainers, **at least 100 (25 per country)**, who completed the blended course possess the needed knowledge and skills to arrange practical sessions with youth. A total of **1500 students/young people** are expected to participate in the process of digital stories creation with an average commitment of **15 students per teacher/trainer**. The ideal number to arrange working groups finalized to the creation of digital stories comprises 7/8 students supported by a teacher/trainer and a national tutor.

A total of **25 hours** per working group are scheduled for this final activity in each of the four partner countries.

The teachers and trainers who benefited from the blended course put into practice what they learnt during their learning path and support youth during the whole process of creation of digital stories on global citizenship.

Consistently with each partner's specific profile and network of contacts including formal or non-formal educators, working groups deal with GCE in formal and non-formal contexts. In order to reach the objective of enlarging the project's target group by involving trainers working with youth, a balance between experiences carried out at school and experiences carried out in non-formal contexts should be ensured with the support of a tutor.

The result of the piloting with the youth is the production of **at least 100 digital stories** on Global Citizenship accessible via the UNITE-IT Platform. Once the stories are produced, the European Contest "Digital stories on Global Citizenship Education" will be launched and disseminated with the subsequent selection of the European winner to be awarded in Brussels during the final project event (details on the selection of stories will be issued in due time).



BRIGHTS Course Curriculum



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