Trainers' Training Booklet

Reducing Early School Leaving by Increasing Academic
Achievement with Digital Applications in Storytelling
Techniques

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Contents

The Project

Digital Stories is a project funded by the Turkish National Agency under the programme of Erasmus+ KA220 Strategic Partnership in School Education. It has a partnership of 6 partners from 4 programme countries. The project started on 31.12.2022 and will last for 24 months till 30.12.2024.

The project is aimed at reducing the early school leaving of students by supporting the teachers professionally with students' learning difficulties by using digital techniques based on multi-sensory learning model and storytelling techniques. By making the educational environment more attractive,students who drop out of school due to this anxiety and negative attitude make peace with the education environment again.Digital Stories offers new opportunities to students with learning difficulties with the digital storytelling method with multisensory learning model, and makes the educational environment more attractive to students with learning difficulties. The main target group of our project consists of students aged 6 -18 who are at risk of leaving school and primary and secondary school teachers who need new expression techniques .The final beneficiaries of our project are universities , local and national educational institutions , decision makers , policy makers and NGOs operating in the field of education . Although this group is defined as the final beneficiary , they will also be direct beneficiaries by sending participants to conferences and workshops .

The project includes 5 work packages and the activities in these work packages . Our work packages under general headings are as follows ;
WP 1 : Project Management
WP 2 : "Digital Storytelling Techniques " Training Programme : This work package consists of ten modules which will include activities that appeal to the five senses .
WP 3 : Online interactive learning /teaching platform : An online learning platform will be built into this work package , and the learning modules developed in the previous work package will be adapted to be used on it .
WP 4 : "Recommendation Programme " to promote digital storytelling techniques : A new curriculum proposal in active learning and teaching will be designed in this reference content , which includes new approaches in digital technologies storytelling .
WP 5 :Evaluation Programme (Conferences and Workshops) : Thanks to these activities , the planning , monitoring and evaluation stages of the project will be carried out face -to -face with the participation of representatives from partner institutions.

We aim at creating following following results via work packages;

• Decreased dropout rates of students with learning difficulties
• Increasing the professional development of teachers with new tools and methods
• Active use of the "Recommendation Program", which also includes the Digital Storytelling curriculum
• Developing the professional capacity of teachers thanks to the online learning platform
• Increasing the capacity of educational institutions

Early School Leaving and Schools

Early school leaving refers to "a person aged 18 to 24 who has finished no more than a lower secondary education and is not involved in further education or training". Early school leaving can lead to serious disadvantages for individuals and high economic costs to education systems and societies and is determined as one of the prior problems of education in Europe. An average of 9.6 % early leavers from education and training were identified within the EU in 2022. However, there were differences between the member states, with variations among countries, males and females, and young people living in different urbanization degrees. The countries with the lowest proportion of early leavers were Croatia, Ireland, Greece, Slovenia, Lithuania and Poland with shares below 5 %. The highest shares were found in Romania (15.6 %), followed by Spain (13.9 %), Hungary (12.4 %) and Germany (12.2 %). On the other hand, the proportion of early leavers from education and training was 3.1 proportion percentages higher for young men (11.1 %) than for young women (8.0 %) in the EU in 2022. In 2022, 45.8 % of all early leavers were in employment, while 53.2 % were not employed. Also, city residents make up the lowest rate of early school leavers (8.6%). By 2030, the EU aims to decrease the early school leaving rate to less than 9%.

Factors behind Early School Leaving

1. Individual Factors
   a. *Student performance:* Low grades signal lower preparation to progress through the educational system.
   b. *Gender:* men are overrepresented among early school leavers
   c. *Family:* Socio-economic status, family environment, parents' level of education, immigration background, ethnicity and knowledge of the language of instruction influence early school leaving
2. Factors resulting from education policies and practices
   a. Education policies and structures: School choice, school segregation, tracking, resourcing
   b. School environment: School relationships, belonging, school community
3. Macro economic and social factors

Beneficial Strategies for Prevention of Early School Leaving

1. Positive school climate
2. Reduction of educational inequalities
3. Accessibility and equality of opportunity
4. Competency-based learning
5. Grade repetition
6. Career guidance
7. VET provision
8. Validation of prior learning

Modules Guide

The main objective of the modules is to help learners for positive school belonging through digital storytelling and promote digital skills, literacy, and cognitive skills. There are 10 modules in the project, each of which is designed to reach the project objectives. The themes of the modules are: *fears, honesty, school is my second home, prejudices, friendship, share and care, everything has an end, ignorance is not bliss, green skills, flex your boundaries.* Five of these modules are designed digital while 5 are traditional.

In each module for each theme, the objectives are defined in three categories: Affective (A), Cognitive (C), and Storytelling (S). Affective objectives are listed as "A1, A2, etc.), cognitive objectives are listed as "C1, C2, etc.", and storytelling objectives are listed as "S1, S2, etc". Each objective is described both on the first page and on the module section page.

Each module is designed with the 5E Model of Instruction, composed of 5 sections: Engage, Explore, Explain, Elaborate, Evaluate. At the beginning of each section, objectives, materials, and web tools are defined.

In each section, there are 3 main headlines: Preparation, Application and Web Tool. Under the "Preparation" headline, recommendations to be done before application for teachers and students are explained. Under the "Application" headline, teachers and students are told what to do step by step. In digital modules, traditional versions of digital activities are also explained. Under "Web Tool" headline, technical details about how to reach digital web tools and how to use them are explained.

In each module, the last section is Evaluation. However, the evaluation of learning is also checked with multiple choice questions directed on the online platform. Successful learners are presented with certificates.

Module 1: Fears

The theme of this module is **fear**. Students will identify their fears and try to explain them, understand the necessity of overcoming fears, and predict the positive results of living without fear. The module is designed as a digital module with various digital applications that can be used throughout the activities. There are also classical non-digital activities to be used in traditional methods. Total duration of this module is 160 minutes to apply in the classroom. There are four storytelling (S1, S2, S3, S4), four affective (A1, A2, A3, A4) and three cognitive (C1, C2, C3) objectives, and six activities in the module. The module is designed with the **5E design model** with 5 stages: Engage, Explore, Explain, Elaborate, and Evaluate.

The **Engage** activity aims to draw attention of the students on their fears and share them with their peers. Students' reflections will be evaluated by the teacher using the Mentimeter app in the digital version or using sticky notes in the traditional version. Based on the students' answers, the teacher will lead a discussion with the whole class in a story completing and main idea finding activities.

The **Explore** activity is based on the story of a student in daily life. Students will watch the story, identify and analyze its key elements and reflect on how they felt while watching the story. They will also think and comment on the story and share their own ideas.

In the **Explain** activity, the teacher will guide an activity with the students in which they will identify their fears and try to explain them. The students will realize how fear directs their lives. During the activity, an online diagram designing application Mindmaster" will be used. Students will share their own ideas using this diagram design

In the **Elaborate** activity, students will work in groups. They will choose one single fear related to their social life. In the digital version, each group will create one digital story in the StoryJumper tool, and in the traditional version, each group will draw and present a script story about their fear using paper and crayons.

The **Evaluate** activity will be mainly on the students' presentations. The students will present their stories either in digital or traditional ways and then they will evaluate themselves. This will be conducted with a questionnaire to observe how and to what extent the students will have gained the skills.

Module 2: Honesty

The theme of this module is **honesty**. Students will identify the importance of being honest, what happens when a person prefers honesty in a social life situation and what being dishonest may bring to a person's life. The module is designed for both digital and traditional method. Total duration of this module is 220 minutes to apply in the classroom. There are three storytelling (S1, S2, S3), four affective (A1, A2, A3, A4) and three cognitive (C5, C6, C7) objectives, and six activities in the module. The module is designed with the **5E design model** with 5 stages: Engage, Explore, Explain, Elaborate, and Evaluate.

The **Engage** activity aims to define what honesty is and think over and draw attention to the importance of being honest, how our lives may be affected by being honest or dishonest by watching a. Students' reflections will be evaluated by the teacher using the Mentimeter app in the digital version or using sticky notes in the traditional version. Based on the students' answers, the teacher will lead a discussion with the whole class in a story completing and main idea finding activities.

The **Explore** activity is based on a person who has a dilemma between being honest and dishonest in office life. Students will watch the story, identify and analyze its key elements and reflect on how they felt while watching the story. They will also share their own ideas in the place of the person in the video. They will use an online tool Word Wall to comprehend the case.

In the **Explain** activity, the teacher will conduct a discussion activity using drama about what brings being an honest person to his/her life. In the digital version, the activity will be carried out using the Padlet app, while in the traditional version, it will be carried out with a whiteboard. Students will write down their own sentences about honesty in different cases on Padlet.

In the **Elaborate** activity, students will work in groups. They will have to choose one or two experiences related to honesty and present them in the form of a story. In the digital version, each group will create one digital story in the StoryJumper tool, and in the traditional version, each group will present two stories in the form of a role-play.

The **Evaluate** activity will be carried out as a teacher guided way. The students will present their stories either in digital or traditional way and then they will evaluate themselves. This will be conducted with a questionnaire to observe how and to what extent the students will have gained the skills.

Module 3: School is my second home

The theme of this module is "School is my Second Home". It aims to remind students that school is a safe, trustable, warm place with possibilities of positive relationships, like their homes. The module is designed as a traditional and digital module, with both traditional and digital alternatives for each activity. It is designed to take up 135 minutes to apply in the classroom. There are five Storytelling (S1,2,3,4,5), 5 Affective (A1,2,3,4,5) and 2 cognitive (C1,2) objectives, and 6 activities of the module (explained on page 1). The module is designed with a 5E design model with 5 stages: Engage, Explore, Explain, Elaborate, and Evaluate.

The teacher starts the lesson with a personal story that s/he may make up. The story needs to include contrasts in it. After the teacher tells the story, s/he asks the students the contrasts in their lives for reflection. From the contrasts in students' lives, the teacher moves on to contrasts at school as a mind map activity. This mind map activity of contrasts is presented in both traditional and digital formats. By exploring contrasts, discussing the causes and consequences of them, students will think of their experiences and possibilities at school. Remember to listen to students without judging them. This activity aims to open up students and hear their opinions about school. In the traditional format, students will work on the board while they will work on Mindmaster web tool in the digital format.

The Engage activity aims to introduce the Sararuma story to students. Students will read the story, explain how they felt reading the story, and identify the main idea of the story. The activity has both digital format including Mentimeter tool to read the story and traditional format with handouts of the story.

The Explain activity asks students to find the contrasts in the story and rewrite the story by deepening the contrasts in it. The deepening story is a technique used in storytelling activities. In this activity, students can work in pairs or individually. Also, the activity can be applied in the traditional format using colored pencils or in digital format using the Padlet web tool.

The Elaborate activity asks students to work in groups of 3 or 4, in accordance with the class size. Student groups will write a story based on the main idea "Hope and goodness are stronger than conflicts" that happens at school. This way, students will be led to think how to change negative attributes or experiences of school into positive ones. This activity can be applied in the traditional format using notebooks and pencils or in digital format using the Storyjumper web tool.

The Evaluate activity of the module asks students to come up with suggestions to turn the negative contrasts of school into positive ones. Teacher needs to create new groups of 4 or 5, depending on the class size. In the traditional format of the activity, students will work with A5 papers while in the digital format they will work with Mindmaster web tool.

Module 4: Prejudices

The theme of this module is **prejudices**. Students will explain the subjects that they are brave in, the effect of prejudices in their lives and give and take advice on how to break prejudice. The module is designed as a digital module with various digital applications that can be used throughout the activities. There are also classical, non-digital activities to be used in traditional method. Total duration of this module is 165 minutes to apply in the classroom. There are seven storytelling (S1, S2, S3, S4, S5, S6, S7), three affective (A1, A2, A3) and three cognitive (C1, C2, C3) objectives, and five activities in the module. The module is designed with the **5E Design Model** with 5 stages: Engage, Explore, Explain, Elaborate, and Evaluate.

The **Engage** activity aims to draw attention of the students on their prejudices and share them with their peers. Student's reflections will be used to express thoughts on courage using the *Coggle* app in the digital version or using papers-pens in the traditional version. With *Coggle*, prejudices are transformed into a mind map. Then, the created mind maps are discussed.

The **Explore** activity is based on the questions and answers. Students will answer the *Kahoot!* questions in the digital version or orally answer the questions in the traditional version. Then, there is a discussion session about the questions.

The **Explain** activity aims to face the students on their prejudices and share them with their peers. It will use the *DeepAI* tool in this section, students will create and confront their prejudices with the visual artificial intelligence creation tool. Then, they share the visuals they have obtained through the *Padlet* tool and get advice from their friends.

In the **Elaborate** activity, students will work in groups. Then, they create their own stories using the *StoryJumper* tool based on the words given to them. Then the voiceover of these stories begin. They start to read their stories to each other. In the traditional version, students read their stories that they have written to their papers.

The **Evaluate** activity will be mainly on the students' discussion and online survey. In the digital version, students evaluate the titles of the stories written by their friends according to the determined criteria using the *Tricider* tool. In the traditional version, students write the scores of the titles on paper and give them to the teacher.

Module 5: Friendship

The theme of this module is **friendship**. Students will reflect on their friends, on different aspects of friendship and on their positive and negative experiences of friendship. They will try to build stronger bonds of friendship with their classmates. The module is designed as a traditional and digital module, with both traditional and digital alternatives for each activity. It is designed to take up 180 minutes to apply in the classroom. There are four storytelling (S1, S2, S3, S4), four affective (A1, A2, A3, A4) and three cognitive (C1, C2, C3) objectives, and nine activities of the module (explained on page 1). The module is designed with the **5E design model** with 5 stages: Engage, Explore, Explain, Elaborate, and Evaluate.

The **Engage** activity aims to encourage students to think about friendship and the qualities of true and false friends. Students' associations will be collected by the teacher using the Mentimeter app in the digital version or using sticky notes in the traditional version. Based on the students' answers, the teacher will lead a discussion with the whole class.

The **Explore** activity is based on the story of five teenagers whose friendship is put to the test. Students will read the story, identify and analyze its key elements and reflect on how they felt while reading the story. They will also try to put themselves in the shoes of the teenagers in the story and reflect on their feelings. They will not need to use any online tools.

In the **Explain** activity, the teacher will conduct a quiz with the students in which they will reflect on different aspects of friendship, such as honesty, acceptance, forgiveness, etc., and the teacher will add his/her own explanation for each of the discussed aspects. In the digital version, the quiz will be carried out using the Padlet app, while in the traditional version, the quiz will be carried out orally. Students will then write down some of their positive or negative experiences with their friends in an online notebook or on sheets of paper.

In the **Elaborate** activity, students will work in groups. They will have to choose one or two experiences related to friendship and present them in the form of a story. In the digital version, each group will create one digital story in the StoryJumper tool, and in the traditional version, each group will present two stories in the form of a role-play.

The **Evaluate** activity involves the presentation of the students' created stories and peer evaluation of the stories using a pre-prepared online survey in Google Forms or a printed survey. Students will then use the Mentimeter tool or verbally reflect on possible strategies to improve friendships in their classroom and they will choose a few for actual implementation in their classroom. Students will be asked to individually write letters of appreciation to their friends, in which they will acknowledge what they appreciate about their friends and what they are grateful for.

Digital Competences for Educators

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Digital Competences for Educators are a set of key competence areas essential for teachers to effectively integrate digital technologies into their teaching practice and improve student learning outcomes. They have been developed by the European Commission as the DIGCOMPEDU reference model to support teachers in developing and improving their digital competences.

Using the **DIGCOMPEDU framework**, teachers can assess their own digital competences, identify areas for growth and development and use digital technologies to improve their teaching practice and enhance student learning outcomes. The framework provides a comprehensive guide to help teachers effectively integrate technology into their teaching, promote digital literacy and prepare students to succeed in a digital society.

The DIGCOMPEDU framework aims to capture and describe these teacher-specific digital competencies by proposing 22 foundational competencies divided into 6 areas.

Area 1: **Professional Engagement** targets the wider professional environment, i.e. teachers' use of digital technologies in professional interactions with colleagues, learners, parents and other interested parties. Teachers are able to engage in continuous professional development in the area of digital technologies, stay informed about digital trends and best practice in education and demonstrate their commitment to lifelong learning in the digital age.

Area 2: **Digital Educational Resources** addresses the competences required to use, create and share digital resources for learning effectively and responsibly. Teachers create, adapt, and share digital educational resources to enhance teaching and learning experiences, promote student engagement and creativity, and support diverse learning needs.

Area 3: **Teaching and Learning** is dedicated to managing and orchestrating the use of digital technologies in teaching and learning at different stages of the learning process, where the focus shifts from teacher-led to learner-centered processes. A digitally competent teacher should be a guide for learners in their increasingly autonomous learning endeavors. They need to be able to develop new ways of guiding and supporting learners and to initiate, support and monitor both self-regulated and collaborative learning activities.

Area 4: **Assessment** is concerned with the use of digital strategies to improve assessment. Teachers should design, implement and analyze digital assessments to evaluate student learning outcomes, provide timely feedback, and track student progress using digital tools and platforms.

Area 5: **Empowering learners** focuses on the potential of digital technologies for learner-centered teaching and learning strategies. Teachers empower students to become confident and responsible digital citizens, to use digital tools for collaboration and communication, and to develop critical thinking and problem-solving skills in a technology-rich environment.

Areas 6: **Facilitating learner digital competence development** describes the specific pedagogical competences required to foster students' digital competence. Teachers should support students in developing digital literacy, information and media literacy and responsible use of digital technologies and promote a culture of digital literacy throughout the school community.

Reference:

Redecker, C. European Framework for the Digital Competence of Educators:DigCompEdu. Punie, Y. (ed). EUR 28775 EN. Publications Office of the European Union, Luxembourg, 2017,

Digital stories - from personal experience to artificial intelligence

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Have you ever thought about the things that scare us? Or how honest we are when we talk to each other? School is like our second home, where we make friends and learn to be nice to each other. But sometimes we don't even realize that we have unfair ideas about people. Every story has its ending, even good friendships. Ignoring things doesn't make them better. But with digital stories, we can talk about all of this in an engaging way. We can make stories that show what it's like to be afraid, to be honest, to deal with unfair ideas, to show empathy and to share with friends. It's as if we are in the middle of the story and feel what the characters feel. Let's use digital storytelling to learn more about ourselves and each other.

Digital storytelling is a particular way of creating multimedia materials that allows creators to present, visualize and defend their points of view. "Digital stories from personal experience to artificial intelligence" is a workshop where we will explore familiar and unfamiliar territories, meet real and imaginary heroes and overcome obstacles with them and with us.

Our journey begins with engaging board games and educational tools and then moves on to storyboarding, graphic design and the use of advanced digital storytelling tools. Through the use of generative artificial intelligence, we aim to improve the visual appeal of our graphic design. In the immersive projects, our heroes embark on a transformative journey and overcome obstacles along the way. Together we face puzzles, challenges and moral dilemmas and strive to have a positive impact on the world.

As we embark on this journey as teachers, we will learn even more. We will learn what digital skills students develop through digital storytelling, how to assess stories, and how to guide and assess students' project-based learning with digital narratives.

Background:

Basic digital literacy, basic knowledge of literary theory (drama triangle) and basic knowledge of graphic design are required.

Module 6: Share and care

The theme of this module is **share and care**. Students will explain the significance of sharing, evaluate themselves about sharing and express their ideas on sharing through brainstorming. The module is designed as a traditional module throughout the activities. Total duration of this module is 160 minutes to apply in the classroom. There are six storytelling (S1, S2, S3, S4, S5, S6), three affective (A1, A2, A3) and two cognitive (C1, C2) objectives, and five activities in the module. The module is designed with the **5E Design Model** with 5 stages: Engage, Explore, Explain, Elaborate, and Evaluate.

The **Engage** activity aims to draw attention of the students on their sense of sharing and share them with their peers. Student's reflections will be used to express thoughts on sharing about the *Sharing is Good* animation that they watched. Then, they will discuss their thoughts.

The **Explore** activity is based on the questions and answers. Students will answer the questions by *Question-Answer paper* about the text. Then, there is a discussion session about the questions.

The **Explain** activity aims to express the students' ideas on sharing through *Brainstorming*. Then, there is a discussion session about brainstorming.

In the **Elaborate** activity, students will make creative writing. The story *Apple Tree and Rose Tree* will be re-written by changing the characters by the students.

The **Evaluate** activity will be mainly on the students' evaluation themselves. Students will evaluate themselves with a Self-Evaluation *Form.*

Module 7: Everything has an end

The theme of this module is "Everything Has an End". It aims to lead students to think of their relationships and positive possibilities through storytelling. The module is designed as a traditional and digital module, with both traditional and digital alternatives for each activity. It is designed to take up 135 minutes to apply in the classroom. There are five Storytelling (S1,2,3,4,5), 4 Affective (A1,2,3,4) and 2 cognitive (C1,2) objectives, and 6 activities of the module (explained on page 1). The module is designed with a 5E design model with 5 stages: Engage, Explore, Explain, Elaborate, and Evaluate.

The teacher needs to read the module and preparation title before starting the module. The module aims to introduce fables and characteristics of fables to students. Thus, the teacher needs to be acknowledged about fables before starting the module.

The Engage activity aims to introduce fables as a tool for teaching morals and literary type. The teacher starts the lesson with brainstorming activity with the question "How do you think people in the pre literary time used to teach morals?". Students will answer the questions. If they do not come up with "fable" as an answer, the teacher will write it. In the traditional format, students will work on the board while they will work on Mindmaster web tool in the digital format. After the brainstorming, the teacher will explain the main characteristics of fables.

The Explore activity asks students to read the story "The Lion and The Mouse". Students will be asked to find the main idea of the story, the morals of the story and explain the characteristics of the story characters. Working on the features of the fable will help students to understand the fable as a literary type and moral teaching tool. The activity can be applied in the traditional format using pencils and Character chart handout or in digital format using the Mindmaster web tool.

The Explain activity asks students to work on the main elements of fable. To understand the elements of fables, a prezi document is shared with teachers to get prepared for the lesson. Students will find the five elements of the fable "The Lion and the Mouse" (Characters, Rising action, Conflict, Falling action, Moral/lesson". This activity can be applied in the traditional format using notebooks and pencils or in digital format using the Padlet web tool.

The Elaborate activity of the module asks students to work in groups of 3 or 4, depending on the class size. Students will read 3 different versions of a fable in 3 different cultures. The teacher and students will discuss the culture effect on stories and how fables change in different cultures. After the discussion, students will work in groups to recreate the characters of "The Lion and The Mouse" fable in accordance with their culture. In the traditional format of the activity, students will work with notebooks and pencils while in the digital format they will work with the Padlet web tool.

The Evaluate activity asks students to work in groups of 3 or 4, depending on the class size. The teacher must be cautious to change the group members of the students than the previous activity. Students will be asked "What do you know/think of cultural differences?". They will work on A5 papers in the traditional format while they will work on Mindmaster web tool in the digital. Students will give examples of cultural differences and make suggestions on how to understand cultural differences and respond to them.

Module 8: Ignorance is not bliss

The module "Ignorance is not bliss" is crafted to deepen students' understanding of ignorance's consequences, prompting them to recognise its negative impacts and the importance of acquiring knowledge for informed decision-making. By examining real-life scenarios and refining research and presentation skills, students become adept at evaluating diverse situations effectively. Furthermore, the module aims to enhance awareness of ignorance's societal and environmental ramifications, fostering students' learning and critical thinking. It incorporates both traditional and digital activities, spanning approximately 235 minutes and structured around 4 objectives each for Storytelling (S1,2,3,4), Affective engagement (A1,2,3,4), and Cognitive development (C1,2,3,4). Guided by the 5E model's stages of Engage, Explore, Explain, Elaborate, and Evaluate, teachers facilitate various activities. These include initiating brainstorming sessions using digital platforms like Padlet or Jamboard, facilitating storytelling with Audacity, crafting visual representations via Canva, conducting online research through Google Search, refining communication skills using Google Slides, fostering narrative development with storyboarding, producing short videos using Open Shot, sharing these videos on YouTube for broader audience engagement, and ultimately, assessing student works through Google Forms to provide constructive feedback and evaluate quality.

The "Engage" and "Explore" activities lead students to explore ignorance through story listening and case study analysis, prompting them to identify root causes and consequential impacts while fostering solution-oriented thinking. The students create infographics or posters to visually depict ignorance's ramifications, promoting visual literacy and critical reflection, with opportunities for verbal presentation stimulating classroom discussion and collaborative learning.

The "Explain" activity aims to guide students in understanding the hidden repercussions of ignorance through tangible examples illustrating its impact across various societal domains. Facilitated by teachers, students engage in discussions to discern the distinctions between causes and effects, fostering empathy towards characters and scenarios derived from real-life experiences. Additionally, students utilize online research tools like Google Search to uncover real-life instances where ignorance plays a significant role in decision-making consequences. They subsequently will integrate their findings into multimedia-rich presentations, enhancing their ability to communicate and share insights with their peers.

The "Elaborate" activity guides students to apply their understanding of ignorance practically, fostering profound reflection and practical application. Students demonstrate this comprehension by creating stories depicting both the positive and negative impacts of ignorance through short videos. Utilizing storyboard templates on platforms like Canva, students structure their narratives, leading to the production of short videos. Through these activities, students creatively and critically apply their understanding of ignorance, fostering deeper comprehension of the concept.

The "Evaluate" activity assesses students' grasp of the topic and ability to apply acquired knowledge effectively. Teachers combine class discussions and online surveys to gauge students' understanding and engagement levels. Students are encouraged to present their video stories to the class, emphasizing significant learning moments. Furthermore, teachers employ an online survey via Google Forms, enabling students to offer feedback and evaluate peers' work against predefined criteria, thereby establishing a structured evaluation process.

Module 9: Green skills

The theme of Module 9 is 'Green Skills', and was created with the purpose of making students more aware of the environmental issues affecting their surroundings, comprehend the complexity of those same issues and the interconnection between political, climate and health problems. However, it is expected that they will gain all this valuable knowledge and also enhance their competencies to act accordingly, through their involvement in several activities but, mainly, through their engagement in stories. This module can be applied both digitally and traditionally, and has clear instructions for trainers and teachers to do it in each one of those ways. Overall, the duration of the module is 220 minutes, but facilitators should take into consideration that the activities can be implemented during the course of more than one class, and also, that some of the activities (such as section D) require autonomous work from students, so the timetable can certainly be adapted. There are ten learning objectives in this module, of which four are cognitive (C1, C2, C3, C4), four are related to storytelling abilities (S1, S2, S3, S4) and two are effective (A1 and A2). All these outcomes, as well as the activities planned, the materials to be used, and the tools required to perform the activities are presented on pages 1 and 3 of the Module. Page 4 introduces the structure of the lesson, organized according to the 5E Flow model, which is divided into Engage, Explore, Explain, Elaborate, and Evaluate. For a smooth implementation of the Module, it is advised that teachers get acquainted with the web/digital tools that will be necessary for the activities. Each phase of the module includes a step-by-step tutorial explaining how they can use the platform/app for the purposes of the task. They should also be aware of the material they are going to need and provide them in advance. All additional resources needed for the task (for example, the table from section B or the storytelling template of section D) can be accessed and downloaded from the Module itself.

The Engage activity aims to spark a preliminary reflection and discussion about the prevalence, distribution and variety of environmental problems. Students will be asked to think about where they think these issues are located, which, in turn, will lead them to consider geographic, demographic and other factors, which they will later explore. The Explore activity already turns to stories, and students will be asked to read or listen to a short story called "The story of the river is the story of all of us". First, students will be asked to reflect on the feelings arising in the story and how they are caused and what they mean, and this will be useful for them to understand the complexity and sometimes subtlety of how people express themselves. This will enhance their emotional intelligence and empathy and should serve as a starting point for students to feel comfortable expressing their preoccupations, dreams and emotions and being more aware of how to do so through stories. Then, in section C, learners go back to focus on the environment topic. This section is connected to part A, because they will dive deep and investigate the area they chose. Through a digital tool or images from different time stamps, they will reflect on the environmental problems that affected that area and why. In Section D, students are expected to apply what they have learnt so far, and connect all the tackled topics, but, most of all, they are expected to develop their storytelling techniques, connect with their communities and gain a more profound connection with environment issues by empathizing with its involved parties. They will be asked to collect stories other people might have related to the environment, and then find a captivating way of telling them to the others. The last step will be focused on evaluating the knowledge, skills and values acquired by students during the implementation of the module. Teachers should try to evaluate the completion level of the three types of learning objectives – cognitive, affective and storytelling outcomes – and understand students' level of motivation and commitment.

Module 10: Flex your boundaries

The theme of this module is **flex your boundaries**. Students will explain the issues on which they are generous and give advice on not being stingy. The module is designed as a digital module with various digital applications that can be used throughout the activities. There are also classical, non-digital activities to be used in traditional method. Total duration of this module is 170 minutes to apply in the classroom. There are eight storytelling (S1, S2, S3, S4, S5, S6, S7, S8), two affective (A1, A2) and seven cognitive (C1, C2, C3, C4, C5, C6, C7) objectives, and five activities in the module. The module is designed with the **5E Design Model** with 5 stages: Engage, Explore, Explain, Elaborate, and Evaluate.

The **Engage** activity aims to draw attention of the students on their generosity and share them with their peers. Student's reflections will be used to express thoughts on generosity using the *Coggle* app in the digital version or using papers-pens in the traditional version. With *Coggle*, generosity thoughts are transformed into a mind map. Then, the created mind maps are discussed.

The **Explore** activity is based on the questions and answers. Students will answer the *Kahoot!* questions in the digital version or orally answer the questions in the traditional version. Then, there is a discussion session about the questions.

The **Explain** activity aims to do activities that are carried out on words with unknown meanings. In the digital version the *Google Forms* tool will be used and in the traditional version papers-pencils will be used. Then, there is a discussion session about the unknown words.

In the **Elaborate** activity, students will work in groups. Then, they create their own fairy tales using the *Blogger* tool based on the words given to them. Then the voiceover of these fairy tales begin. They start to read their fairy tales to each other. In the traditional version students read their fairy tales that they have written to their papers.

The **Evaluate** activity will be mainly on the students' discussion and online survey. In the digital version, students evaluate the titles of the stories written by their friends according to the determined criteria using the *Tricider* tool. In the traditional version, students write the scores of the titles on paper and give them to the teacher.

Character Strengths of Students – Hidden Treasures

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Positive psychology, defined in the year 2000, focuses on researching positive emotions, positive individual traits, and positive institutions (Seligman & Csikszentmihalyi, 2000). Character strengths represent one of the key concepts in positive psychology. They are defined as positive personality traits that are morally valued (Peterson & Seligman, 2004). Their identification, use, and development can help individuals to fulfill their potential and to achieve their goals, leading to several positive outcomes. In the VIA classification of character strengths and virtues, there are 24 character strengths, organized under 6 core virtues:

1. **Wisdom and Knowledge:** Creativity, Curiosity, Judgment, Love of Learning, Perspective
2. **Courage:** Bravery, Perseverance, Integrity, Zest
3. **Humanity:** Love, Kindness, Social Intelligence
4. **Justice:** Teamwork, Fairness, Leadership
5. **Temperance:** Forgiveness, Modesty, Prudence, Self-Regulation
6. **Transcendence:** Appreciation of Beauty and Excellence, Gratitude, Hope, Humour, Spirituality

The goals of the workshop are to introduce the VIA classification of character strengths, to raise awareness of students' character strengths, to introduce the concept of signature strengths and the positive outcomes of their development and use, and to encourage the teachers for systematic development of students' character strengths in school.

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Stories and Storytelling

Stories serve as vessels for sharing experiences, beliefs, and emotions. Whether conveyed through oral tradition, written literature, or digital media, stories captivate our imagination and offer insights into the human condition.

Storytelling, the art of conveying narratives through various mediums, bridges the gap between storyteller and audience. Through the spoken word, written text, or visual imagery, storytellers bring stories to life, engaging listeners and readers in the shared experience of the narrative.

In the digital age, storytelling has evolved into digital storytelling, leveraging technology to create immersive and interactive narratives. From videos and podcasts to interactive websites and virtual reality experiences, digital storytelling harnesses the power of multimedia to engage audiences in new and dynamic ways.

Digital storytelling democratizes the narrative process, allowing individuals and communities to share their stories on a global scale. Through social media, blogs, and online platforms, storytellers connect with diverse audiences, fostering empathy and understanding across cultures and perspectives.

Stories, storytelling, and digital storytelling remain essential tools for communication, connection, and cultural preservation in our ever-evolving world. As we continue to explore the boundless possibilities of storytelling in all its forms, let us celebrate the power of narrative to inspire, educate, and unite us across boundaries of time and technology.

Throughout history, stories have played a central role in shaping societies and preserving collective memory. From ancient myths and legends to modern novels and films, stories serve diverse purposes, ranging from entertainment and education to cultural preservation and moral instruction.

One of the remarkable aspects of storytelling is its universality. Every culture has its own rich tapestry of stories, reflecting its values, beliefs, and worldview. Through these narratives, people transmit cultural heritage from one generation to the next, fostering a sense of continuity and belonging.

Moreover, stories have the power to evoke empathy and understanding by allowing us to see the world through different perspectives. By immersing ourselves in the lives of fictional characters or learning about the experiences of others, we develop empathy, compassion, and a deeper appreciation for diversity.

The art of storytelling encompasses a wide range of techniques and mediums, each with its own unique strengths. Whether it's the rhythmic cadence of an oral storyteller, the vivid imagery of a written narrative, or the immersive experience of a virtual reality simulation, storytelling adapts to the tools and technologies available, continuously evolving to captivate audiences in new ways.

Game-Based Learning

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Education must keep pace with technological and social changes in the modern world and innovative learning methods must be developed. Game is an activity that occurs at the earliest stages of human development and is crucial at the stages when learning is most effective. Game-based learning (GBL) continues to be one of the most effective methods for developing individual competencies, but plays only a minor role in traditional education.

Play is a natural and instinctive form of learning that plays a key role in the early stages of human development, when learning is most intense and effective. Even at later stages of development, play, when "embedded' and hidden in appropriate mechanics for achieving learning goals, is still one of the most effective methods for developing individual competencies because it allows the creation of an authentic learning environment, gives the learner control over what happens in that environment, and thus motivates, gives the learner real-time and targeted feedback, enables learning from mistakes, connects the learner emotionally to the action of the game through the story, and can maintain the learner-actor's state of detachment over an extended period of time so that he or she can fully engage in the game and thus in learning. Van Eck explains that games can be effective learning environments not only because they are fun, but also because they are immersive, require players to make important decisions frequently, have clever goals, adapt to each player individually and involve a social network.

We have developed an active learning approach based on serious game design. Student teachers in the fourth year of the undergraduate study program Two Subjects Teacher develop educational games in small groups in projects that are carried out as part of the two-semester course. We have developed the methodology for this approach and its application has yielded various positive results over the last 10 years. Serious games as final products are only a side effect of the more important goal, which is to achieve various competencies that are essential for modern teachers. Important teacher competences include the ability to define learning goals that are in line with the syllabus, the selection of appropriate didactic methods and their integration into the teaching process, the development of a game, the preparation of answers for the students, the evaluation of the acquired knowledge and the learning process, the independent planning and organization of all necessary activities in a project and the ability to work in a team.

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Online Interactive Learning Platform

The online education platform, a system allowing learning-teaching activities independent of time and place, is crucial in today's educational landscape, offering flexibility and accessibility to a wide audience. Developed within the project, this platform aims to break geographical barriers, providing rich and interactive learning experiences. It has a "Moodle" functionality to support large-scale learning, facilitating an interactive and dynamic learning process. One of its primary objectives is to enhance teachers' professional competence, offering them resources to improve their teaching techniques and reach more students effectively. By empowering teachers and enhancing their teaching methods, the platform ultimately improves students' academic success and reduces dropout rates.

This speech aims to present the Digital Stories platform functionalities, like how to register and gain the credentials to access and how to navigate inside it. In addition, the users will have the opportunity to test it. The online training contains the 10 modules already prepared by the project partners:

- Module 1 - Fears
- Module 2 - Honesty
- Module 3 - School is my home
- Module 4 - Prejudices
- Module 5 - Friendship
- Module 6 - Share and Care
- Module 7 - Everything Has an End
- Module 8 - Ignorance is not Bliss
- Module 9 - Green Skills
- Module 10 - Flex your Boundaries

Each Module has an introductory section where the Storytelling, Affective and Cognitive objectives to be reached are described. In addition, the activities to be realized by the students, the web tools included, the materials needed and the lesson flow are indicated.

After that, the Module activities are shown according to the E5 model, which is developed into the 5 stages: Engage, Explore, Explain, Elaborate, and Evaluate.

Each stage also includes an introductory section, the activities, the web tools, the duration, and the materials needed. In addition, short guides on web tools have been created, and they are available to users for download or online consulting.

The testing will be done on the English version of the platform, and then it will be available in all partner languages.

Workshop on Digital Storytelling

This section presents the concept, importance, and practical aspects of digital storytelling, as explored in a workshop setting. Digital storytelling, utilizing multimedia elements such as text, images, audio, and video, has become increasingly relevant in modern communication. The workshop aimed to equip participants with the skills and knowledge necessary to create engaging digital stories. Through interactive sessions and hands-on activities, participants will learn about the elements of digital storytelling, tools and techniques, and the process of crafting narratives that resonate with audiences. This section provides an overview of the workshop content, key insights, and reflections on the effectiveness of the learning experience.

A variety of digital storytelling tools and techniques will be introduced during the workshop, user-friendly platforms like Pixton, Canva, StoryJumper, Padlet, Jamboard and Blogger.

Pixton is a web application that enables teachers and students to create stories through digital comics, facilitating learning and writing activities. It offers features such as digital storytelling, avatars, and class creation, and membership is free. The free version has limited features, while the paid version allows unlimited use of features like scenes, weather, characters, and objects.

Canva is a free online graphic design tool used for creating digital stories, social media posts, presentations, posters, videos, logos, and more. Membership is available for free, and while some features are limited in the free version, basic features are still accessible. In this application, designs can be created from scratch on a blank page or edited from ready-made templates.

StoryJumper is a digital tool that enables the creation of storybooks. Membership is available for free. Books can be created by editing blank pages or existing templates. During the book creation process, other authors can also be added, making it suitable for group collaboration. The created book can be shared as a link or QR code, and a link can also be generated for embedding on the website.

Padlet is a platform that facilitates communication between teachers and students, serving as an online bulletin board. Membership is available for free. It features options such as adding visuals, audio, video, and location, allowing for the creation of digital stories as well.

Jamboard is a digital whiteboard application that allows real-time collaboration. The Jamboard application can be used with a Google account. It features options such as pen, eraser, sticky notes, adding visuals, templates, text boxes, and a laser pointer. This enables the creation of digital stories as well.

Blogger is a personal blog service provided by Google. The Blogger application can be used with a Google account. Various types of content can be created through Blogger, including visuals, videos, and notes. This enables the creation of digital stories as well.

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