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PILOTING TRAINING REPORT

EU-Track

Italy

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

2022-1-TR01-KA220-SCH-000087898



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Contents

Introduction	3
1. Target Group Description	3
2. Piloting Description	4
3. Promotional Activities	8
4. Analysis of the teachers' pre-piloting questionnaire	9
4.1 Pre-Piloting Questionnaire Results	10
5. Analysis of the teachers' post-piloting questionnaire	13
5.1 Post-Piloting Questionnaire Results	13
Conclusion	20
Annex 1 – Call for Participation in the Digital Stories Piloting Training	23
Annex 2 – Agenda of the Piloting Training	24
Annex 3 – Pre-piloting Questionnaire (Italian version)	26
Annex 4 – Post-piloting Questionnaire (Italian version)	29



Introduction

This report is a part of the WP2 "Digital Storytelling Techniques" Training Programme - A5 Piloti implementation of modules with users in Italy.

In particular, the piloting training on the Digital Stories Modules was organised by EU-Track at the Institute Comprehensivo "Maria Montessori" in Italy.

1. Target Group Description

As shown in the following Figure, the target group involved was n. 11 teachers who worked with students at different stages.

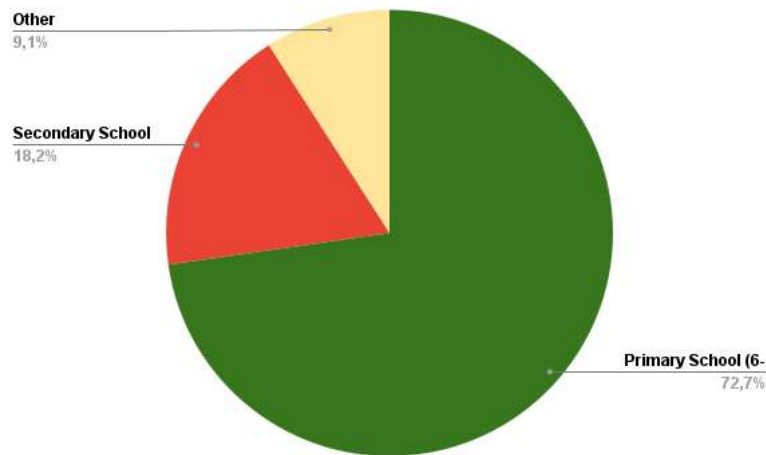


Figure 1 – The different educational grades of the target group involved.

Most participants came from primary school (working with 6-12-year-old students). However, there was a small percentage (18,2%) came from Secondary school (working with 13-18 years-old students), and 9,1% came from a different educational sector (working with 5 -18 years-old students).

The gender distribution (Figure 2) of the participants is significantly skewed towards females, with 9 out of 11 respondents (approximately 82%) being female. Only 2 respondents (approximately 18%) are male. This imbalance suggests that the feedback predominantly reflects the perspectives and experiences of female educators.

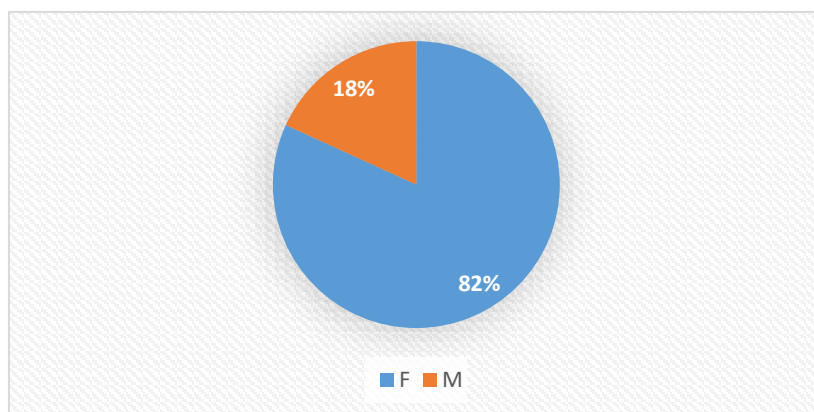


Figure 2 – The different educational grades of the target group involved



They were invited to participate voluntarily through a publication and dissemination of a call (Annex 1) prepared in collaboration with Headmaster Mrs Barbara Marini, who participated in the Piloting Training In Slovenia.

The difficulties in getting the participants were because in May and June, according to the school calendar, the Italian schools are engaged in the students' examinations and the last teachers' councils. Therefore, the teachers are overloaded. However, n. 11 participants were initially involved, K

2. Piloting Description

The piloting training was structured in five full days (27th and 30th May, 3rd, 5th and 6th June) as shown in Annex 2.

The training was organised in a Room at Istituto Comprehensivo "Maria Montessori" – Via dei Volsci, 12 – Terracina Italy.

Firstly, in every meeting, the signatures were collected as shown in the following Figure:



Figure 3 – Two moments during the signatures collections

In addition, on the first day, a folder including the Trainers' Training Booklet (translated into Italian), the project brochure (Italian version) and a pen were distributed (Figure 4).



Figure 4 – The folder distributed to the participants

The training content was based on the content delivered during the training in Slovenia. Therefore, it used the same schema (Annex 2) by readapting to the Italian Class. For example,



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it was decided not to organise it with sequential days but to provide the participants some time between one training day and another.

After a welcome, Dr Alden M. Dochshanov started to present the Digital Stories project (Figure 5).



Figure 5 – The welcome part and the project presentation moment.

Afterwards, Dr Michela Tramonti presented the Early School Leaving and managed, together with Dr Alden M. Dochshanov, the presentation of the ten modules, including the methodology of 5E (Engage, Explore, Explain, Elaborate, Evaluate) (Figure 6 -7).



Figure 6 – Two moments during the presentation of the Early School Leaving



Figure 7 – Two moments during the presentation of the modules and the E5 model used in the project content structure.

Per each module, a practical workshop was organised to engage and show the participants how to implement the Digital Stories modules into their classes (Figure 8 - 9).



Figure 8 – Two moments during the practical workshop of Module 5 – Friendship.



Figure 9 – Some moments during the practical workshop of Module 8 – Ignorance is not bliss.

Afterwards, the Digital Stories platform was shown and described to test it during the summertime (Figure 10).



Figure 10 – Digital Stories Platform Presentation.

The participants wrote their stories using the project methodology, tasks, and tools suggested (Figure 11).



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Figure 11 – Part of the work done by the participants during the piloting training

During piloting training, several moments were dedicated to the discussion and practice sharing (Figure 12).



Figure 12 – Some moments during the discussion and sharing among and with the participants.

In the end, the attendance certificates were delivered to all the participants, as shown in the following Figure.



Figure 13 – Some moments during the delivery of the attendance certificates to the participants.



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3. Promotional Activities

The following are all the publications and the materials used to promote the Digital Stories piloting training and its follow-up on institutional social network profiles (e.g. Facebook, Instagram, Twitter, and LinkedIn).





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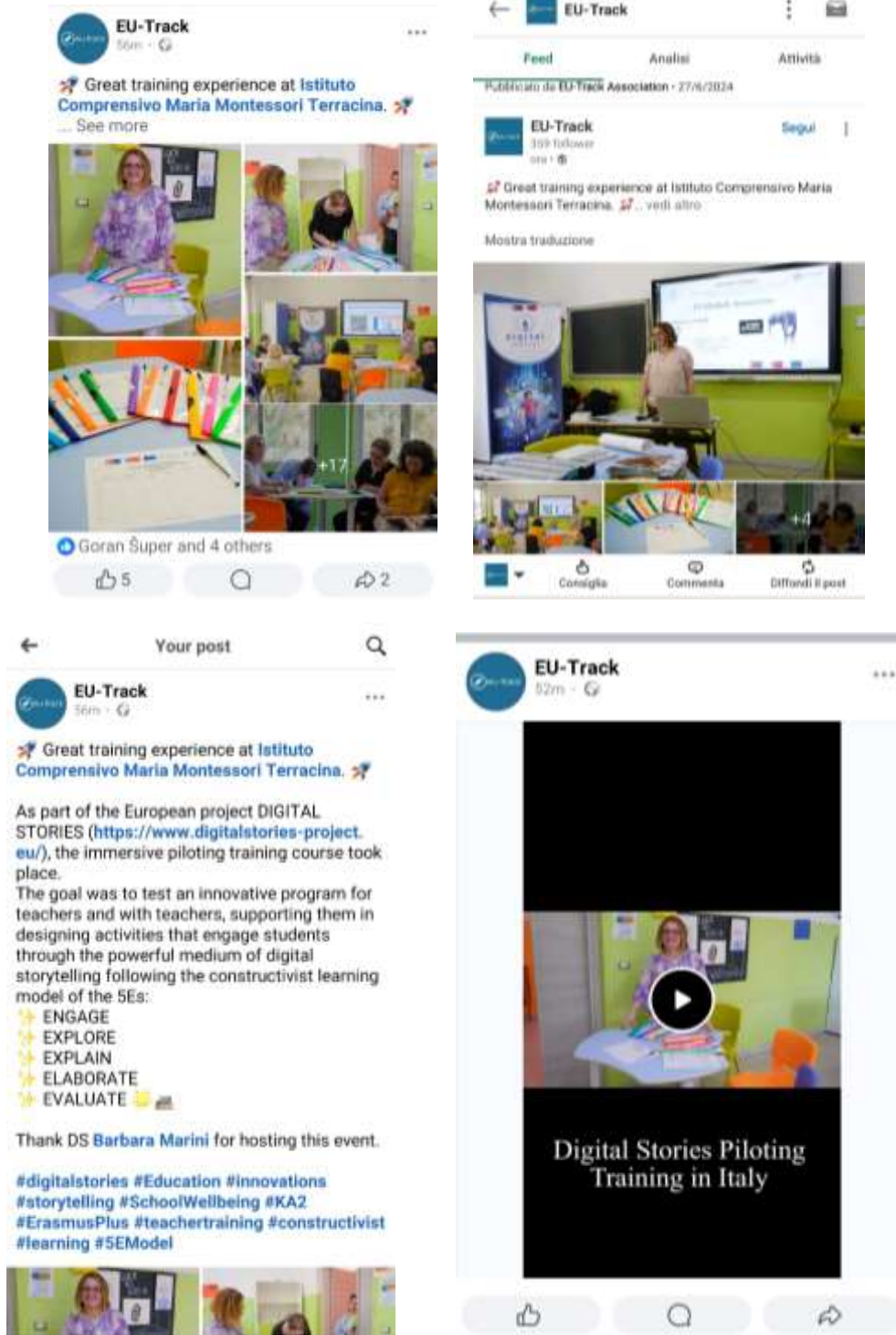


Figure 14 – Some promotional activities done via social networks and in presence.

4. Analysis of the teachers' pre-piloting questionnaire

The pre-piloting questionnaire was submitted to the participants at the beginning of the piloting training implementation. The questionnaire, initially in English, was translated into Italian (Annex 3) to facilitate their understanding.



Here are the results achieved.

4.1 Pre-Piloting Questionnaire Results

Most respondents (55%) find Digital Stories' teaching materials and tips to be very highly useful for their teaching. An additional 27% consider them highly useful, while only 18% feel neutral about their usefulness. This indicates a strong positive reception among educators regarding the potential benefits of incorporating Digital Stories into their teaching practices.

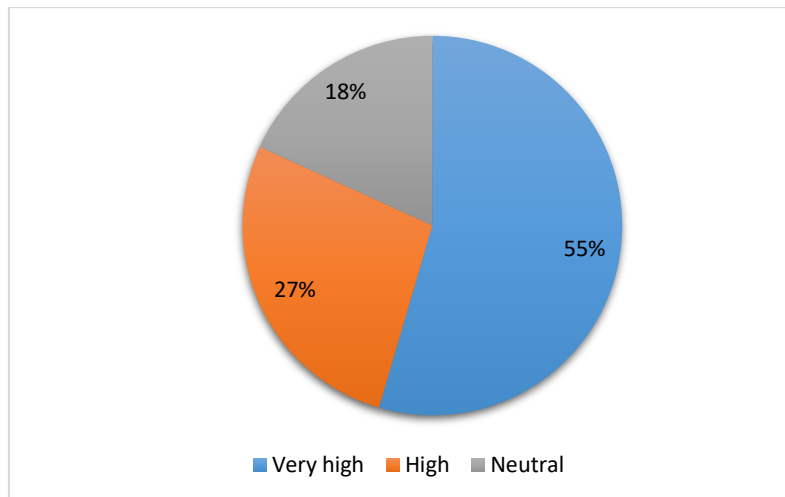


Figure 15 – How Digital Stories' teaching materials and tips could be useful for the participants teaching before the training.

In explaining the reasons behind their responses, the teachers' feedback falls into the following categories:

1. Adaptation and Innovation

- **Innovative support for teaching methodologies suited to a constantly changing school context:** The materials provided by the Digital Stories project could potentially be tools that would allow teachers to adapt their methodologies to the needs of an ever-evolving school environment.
- **Educational innovation:** The project promotes new teaching methods, encouraging the adoption of innovative techniques that can better engage students and enhance their participation.
- **Designing new learning strategies:** The provided materials could be useful for designing new learning strategies that better meet the needs of contemporary students.
- **Diversifying the teaching approach:** Using Digital Stories could diversify teaching methods, offering students a variety of learning experiences.



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2. Student Engagement and Motivation

- **Combating post-COVID school dropout:** Many students tend to drop out of school following the pandemic. Digital Stories can be used to re-engage these students and reduce dropout rates.
- **Motivating students to learn:** Digital Stories can create more engaging and stimulating lessons, improving students' motivation towards learning.

3. Support and Inclusivity

- **Support for disadvantaged minors:** The project's materials provide valuable resources for teachers working with minors facing challenging situations to develop inclusive and supportive educational activities.
- **Use with children:** The project's materials could also be suitable for teaching young children, providing specific activities and resources for this age group.

4. Collaboration and Resource Sharing

- **Sharing strategies and motivations:** The project can facilitate the sharing of ideas and practices among teachers, allowing the development and dissemination of effective and motivating educational strategies.
- **New ideas and educational activities:** Teachers can draw inspiration from the project's materials to introduce new ideas and activities into their lessons.

5. Lesson Renewal

- **Renewing lessons:** The Digital Stories project allows teachers to renew their lessons, making them more current and interesting for students.

Digital storytelling is widely perceived as a valuable tool for developing various student skills (Figure 16), particularly creativity and communication, where it received the highest positive ratings. While there is strong support for its effectiveness in enhancing analytical thinking and collaboration, perceptions are more varied regarding its impact on problem-solving, with a substantial proportion of neutral responses. This indicates potential areas for further exploration or emphasis in integrating digital storytelling into teaching practices to realise its benefits across all skill areas fully.



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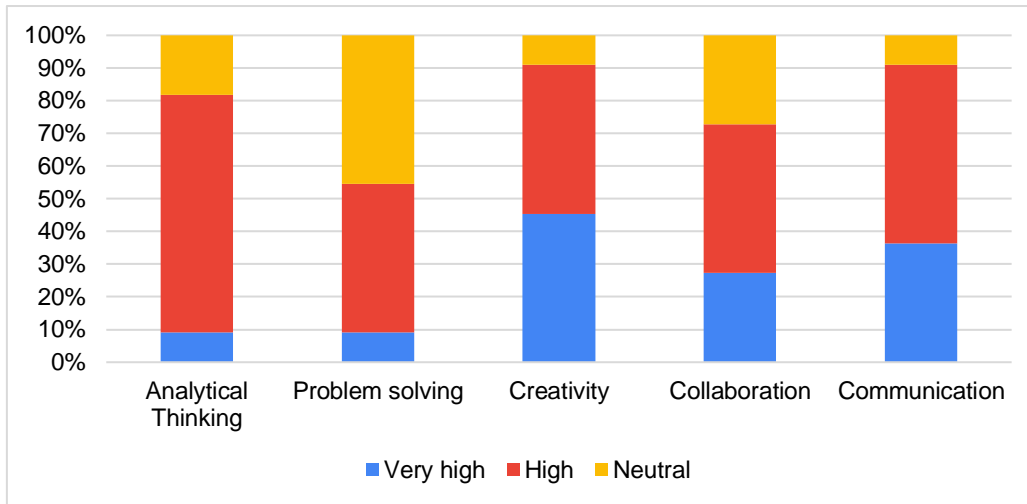


Figure 16 – The students' skills developed by using digital storytelling before the training.

In particular, for analytical thinking, 81.8% rated its impact as high or very high, indicating strong support for its effectiveness in this area. Problem-solving received a more balanced view, with 54.5% rating it positively and 45.5% remaining neutral, suggesting a need for further exploration in this domain. Creativity was highly rated, with 90.9% of respondents believing digital storytelling significantly enhances this skill, showing a clear consensus on its value for fostering innovation. Collaboration also garnered positive feedback, with 72.7% rating its impact as high or very high, though 27.3% were neutral. Communication skills saw strong support, similar to creativity, with 90.9% of respondents rating its impact as high or very high, underscoring its effectiveness in improving students' communicative abilities.

As to the feedback gathered regarding the respondents' opinion on the digital storytelling methodology (Figure 17), the results indicate a unanimous belief in the effectiveness of storytelling and digital tools in the classroom, with strong agreement on their utility and potential to enhance social bonds.

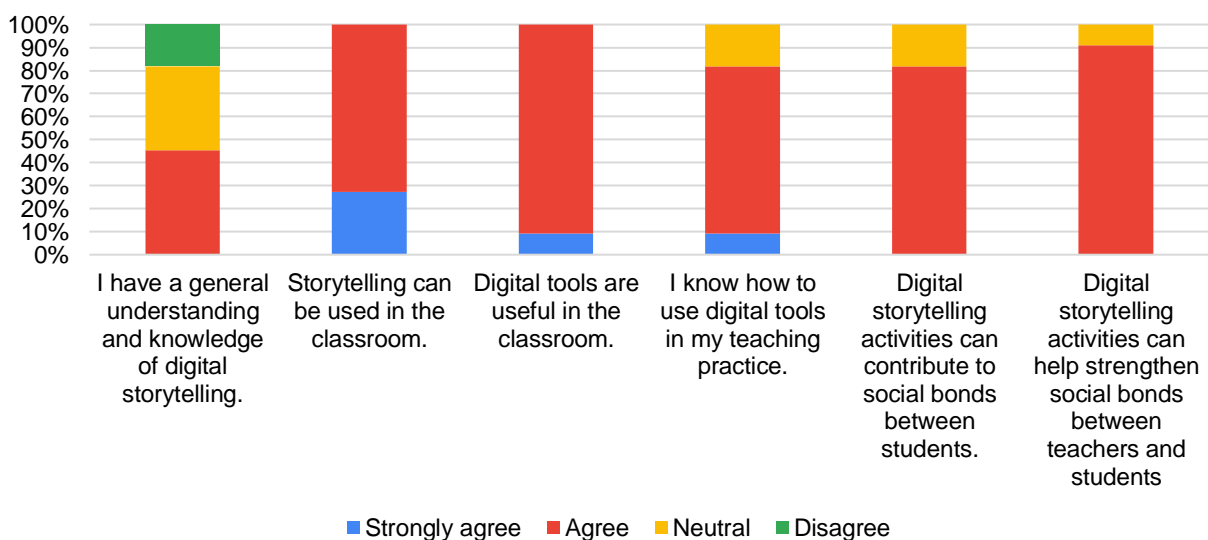


Figure 17 – The participants' feedback on digital storytelling methodology before the training.



However, there is variability in respondents' self-assessed understanding of digital storytelling and their ability to use digital tools, suggesting a need for further training or support in these areas. Specifically, 100% of respondents agree that storytelling can be effectively used in the classroom, and all believe digital tools are useful in education. However, while 45.5% feel they have a general understanding of digital storytelling, 36.4% are neutral, and 18.2% disagree, suggesting a need for further education in this area. Most respondents feel confident in their ability to use digital tools in teaching (81.8%), though some remain neutral, indicating a need for additional training. The use of digital storytelling is also seen as beneficial for social bonding, with 81.8% agreeing it enhances bonds between students and 90.9% agreeing it strengthens bonds between teachers and students. A minority remains neutral, suggesting varied experiences or levels of implementation.

5. Analysis of the teachers' post-piloting questionnaire

The post-piloting questionnaire was submitted to the participants after the piloting training implementation. Also, this questionnaire was initially in English and translated into Italian (Annex 4) to facilitate their understanding.

Here are the results achieved.

5.1 Post-Piloting Questionnaire Results

The inquiry on the usefulness of Digital Stories' teaching materials and tips for teaching practice reveals overwhelmingly positive feedback (Figure 18). Specifically, 70% of respondents rated the usefulness as "Very high," indicating strong approval and perceived value. Additionally, 10% rated it as "High," while 20% remained "Neutral." This feedback suggests that most educators find Digital Stories' resources extremely beneficial for their teaching practices. The high level of approval underscores the effectiveness of these materials in meeting educators' needs and enhancing their instructional methods. However, neutral responses indicate that there may still be room for improvement or a need to address specific concerns or gaps perceived by a minority of educators.

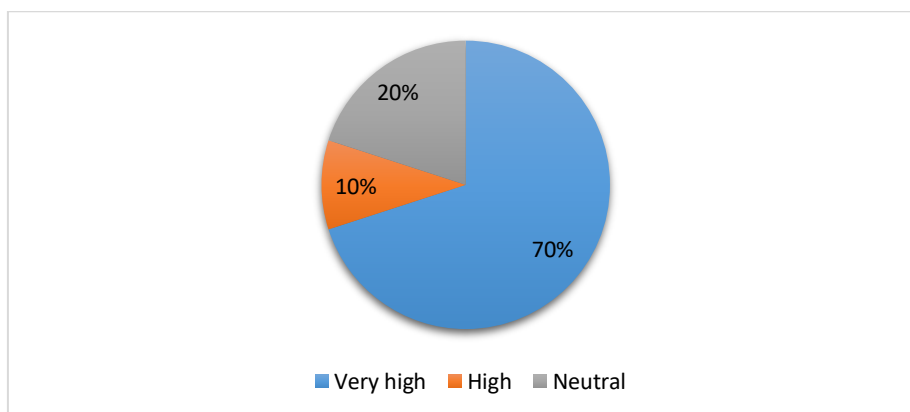


Figure 18 – How useful could be Digital Stories' teaching materials and tips the participants teaching after the training.



In explaining their choice regarding the inquiry, the feedback provided by the teachers can be categorised as follows:

1. **Authentic and digital material:** They value the ability to work with authentic and digital materials, enhancing the educational experience.
2. **Enhancement of traditional teaching:** Digital tools are seen as complementing and enhancing traditional teaching methods.
3. **Versatility in activities:** They facilitate various educational activities, providing flexibility in teaching approaches.
4. **Educational and formative value:** They are considered excellent tools, effectively supporting learning outcomes.
5. **Reliable support:** Digital tools offer reliable support to teachers in their instructional efforts.
6. **Increased engagement:** They can increase student engagement in the classroom, improving overall participation.
7. **Ease of use:** Teachers find them easy to use in classroom settings, making them accessible for educational purposes.
8. **Immersive and diverse:** These tools provide students with immersive and varied learning experiences.

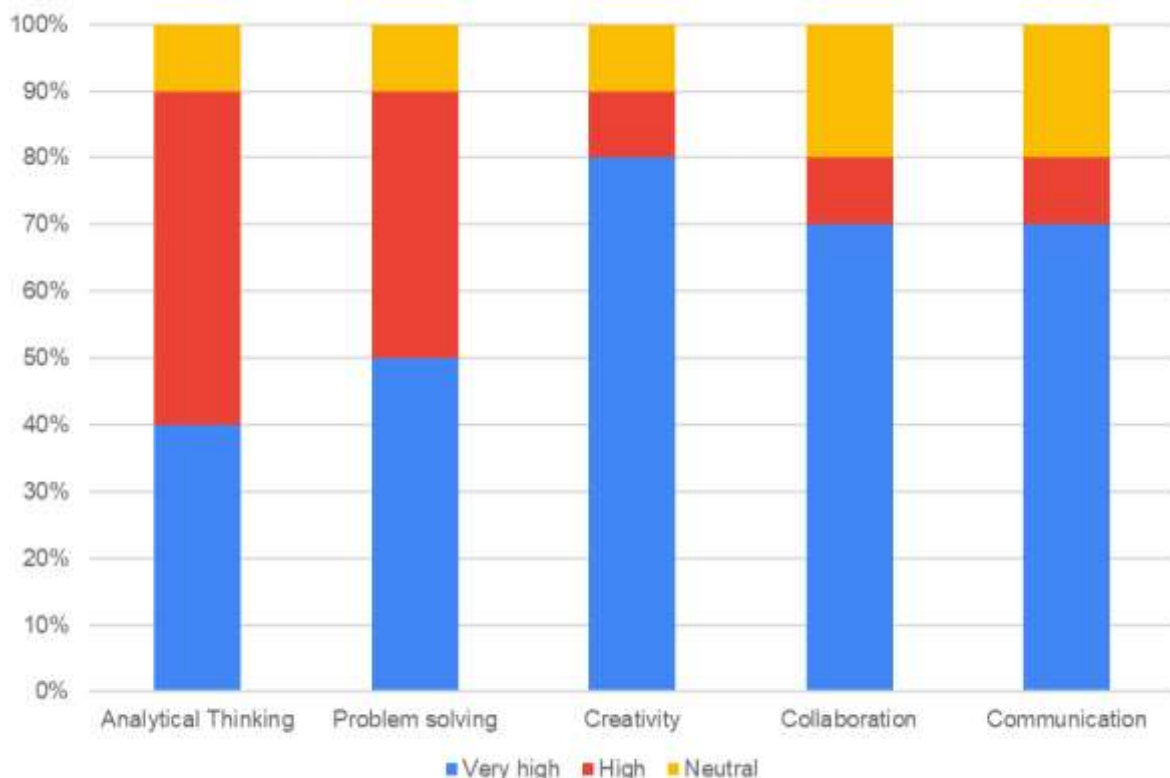


Figure 19 – The students skills developed by the use of digital storytelling after the training.



As can be seen from the Figure, 40% of respondents believe that digital storytelling has a very high impact on developing analytical thinking skills. This indicates that engaging with narratives and multimedia content prompts students to analyse story elements critically, enhancing their ability to interpret information and draw meaningful conclusions within the story's context. Additionally, 50% rated it high, reinforcing the consensus that digital storytelling effectively stimulates analytical thinking among students through narrative exploration and interpretation.

At the same time, 50% of respondents noted a very high impact of digital storytelling on problem-solving skills. This suggests that creating and resolving narrative challenges within digital stories encourages students to think creatively and strategically. The 36% high rating further underscores the effectiveness of digital storytelling in fostering adaptive problem-solving abilities, where students explore multiple solutions and engage in critical thinking to address story-based dilemmas.

Additionally, the overwhelming majority, 80%, indicated a very high impact of digital storytelling on creativity. This reflects the belief that digital storytelling empowers students to express their ideas imaginatively through multimedia. By creating narratives, designing characters, and experimenting with storytelling techniques, students develop a creative mindset and explore innovative approaches to storytelling, aligning with the varied and positive responses.

Moreover, digital storytelling is perceived to significantly enhance collaboration skills, with 70% highlighting a very high impact. This suggests collaborative storytelling projects encourage students to collaborate effectively, communicate ideas, and integrate diverse perspectives to create cohesive narratives. The 10% high rating and 20% neutral further suggest a generally positive outlook on its role in promoting teamwork and cooperation among students through shared storytelling experiences.

Finally, the feedback indicates that digital storytelling is crucial in improving communication skills, with 70% acknowledging a very high impact. This underscores the effectiveness of multimedia storytelling in helping students articulate their thoughts clearly, structure narratives effectively, and adapt their communication styles for different audiences. The 10% high rating and 20% neutral further highlight its positive influence on enhancing both verbal and non-verbal communication abilities through engaging narrative presentation.

In summary, digital storytelling emerges as a highly effective educational tool for developing students' analytical thinking, problem-solving, creativity, collaboration, and communication skills, with percentages indicating a significant impact across these skill areas as perceived by the respondents.

The feedback gathered from the participants (Figure 20) indicates a strong consensus among educators regarding the utility of digital storytelling and digital tools in educational settings. They perceive storytelling as a valuable pedagogical tool that enhances learning and fosters social bonds among students and between teachers and students, reflecting positive attitudes towards integrating digital technologies into teaching practices.



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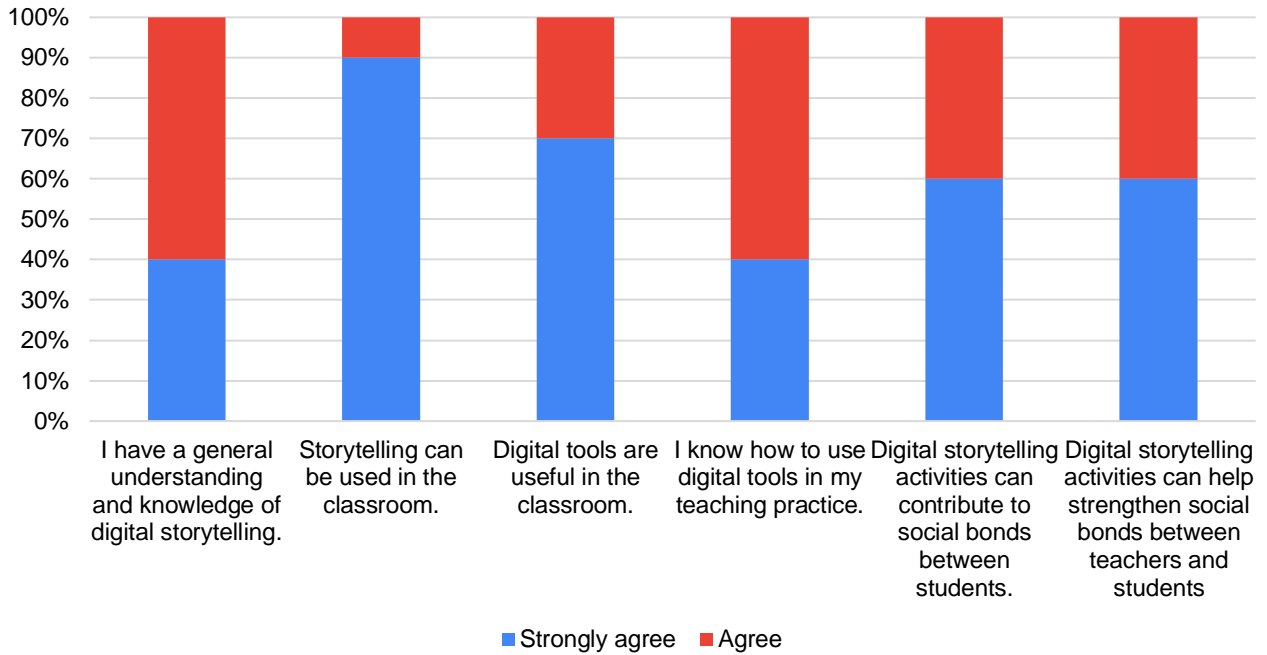


Figure 20 – The participants' feedback on digital storytelling methodology after the training.

In particular, Respondents generally feel they have a good understanding of digital storytelling, with unanimity (100%) either agreeing or strongly agreeing. This indicates a solid foundation in the concept and application of digital storytelling among the surveyed educators. Interestingly, there is an overwhelming consensus (90%) among respondents that storytelling is a valuable educational tool that can effectively be utilised in classroom settings. This reflects a strong belief in the pedagogical benefits of incorporating storytelling into educational practices.

Moreover, most respondents (70%) believe digital tools are highly useful for classroom activities. This underscores the perceived importance of digital tools in enhancing teaching and learning experiences supporting various educational tasks and objectives. Respondents generally feel confident in their ability to use digital tools effectively in their teaching practice, with 60% agreeing and 40% strongly agreeing. This indicates a positive self-assessment of their proficiency in integrating digital tools into educational activities.

Also, there is agreement (60%) that digital storytelling activities can foster social bonds among students. This suggests recognition of the collaborative and interactive nature of digital storytelling in promoting positive peer relationships and classroom cohesion.

Similarly, respondents (60%) believe that digital storytelling activities can enhance social bonds between teachers and students. This highlights the potential of digital storytelling to create a supportive and engaging learning environment where meaningful teacher-student relationships can thrive.

Also, the section related to the project evaluation was very positive (Figure 21).



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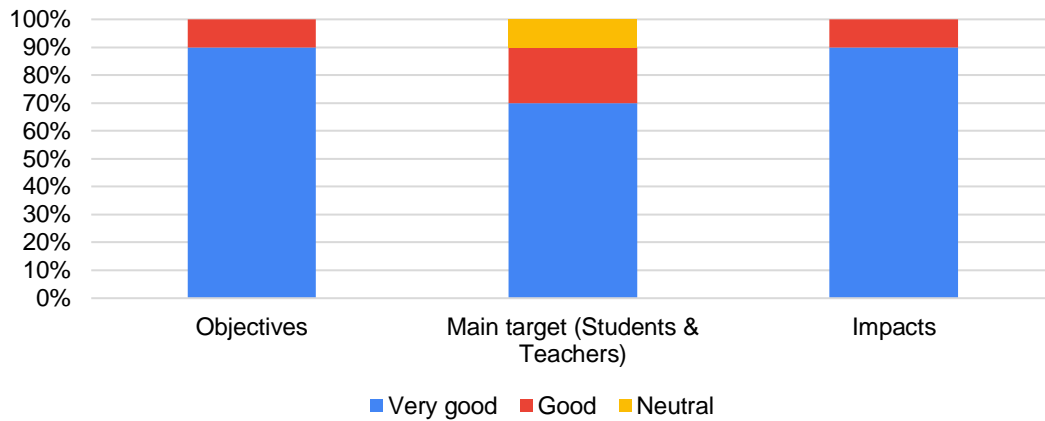


Figure 21 – Feedback from the participants on the project objectives, main target groups and impacts.

In fact, based on the feedback gathered for each dimension of the project evaluation, we have the following results.

The majority of respondents (90%) rated the project's objectives very positively, indicating strong alignment with their expectations and perceived effectiveness in meeting stated goals. This suggests a clear and well-defined project scope that resonates well with the respondents' understanding and assessment.

Both students and teachers are highly supportive of the project's focus on their respective needs and interests. Most respondents (70% of students and 70% of teachers) rated it very well, indicating that the project effectively addresses their concerns and priorities. A smaller percentage (20%) rated it as good, suggesting overall satisfaction but perhaps with some room for improvement noted by a minority.

Respondents overwhelmingly (90%) perceive the project as having a very positive impact. This suggests that they believe the project is making a significant difference or has the potential to make substantial contributions in its intended area. The high rating indicates strong confidence in the project's potential for meaningful outcomes.

The feedback paints a highly positive picture of the project across all evaluated dimensions. The unanimous very good ratings for objectives and impacts highlight a clear alignment between the project's goals and perceived effectiveness in achieving positive outcomes. This suggests that the project is well-designed and perceived by the respondents to have a strong potential for success.

Regarding the main target of students and teachers, the majority rating of very good underscores the project's ability to effectively cater to both groups' needs and interests. The few good ratings and one neutral response may indicate minor areas of improvement or differing perceptions among a small subset of respondents, but overall, the reception is overwhelmingly positive.

In conclusion, the feedback reflects a robust endorsement of the project's objectives, its alignment with the needs of students and teachers, and the anticipated positive impacts it is expected to generate. This positive reception bodes well for the project's continued



development and implementation, suggesting it is well-positioned to effectively achieve its intended goals and benefit its target audience.

Finally, regarding the perception of the modules, as shown in the following Figure, The feedback generally reflects positive perceptions of the modules' effectiveness in enhancing digital skills for both teachers and students, integrating new learning techniques, and supporting the application and design of digital storytelling activities. Strong agreement across several statements indicates that respondents view the modules as valuable professional development and educational enhancement tools.

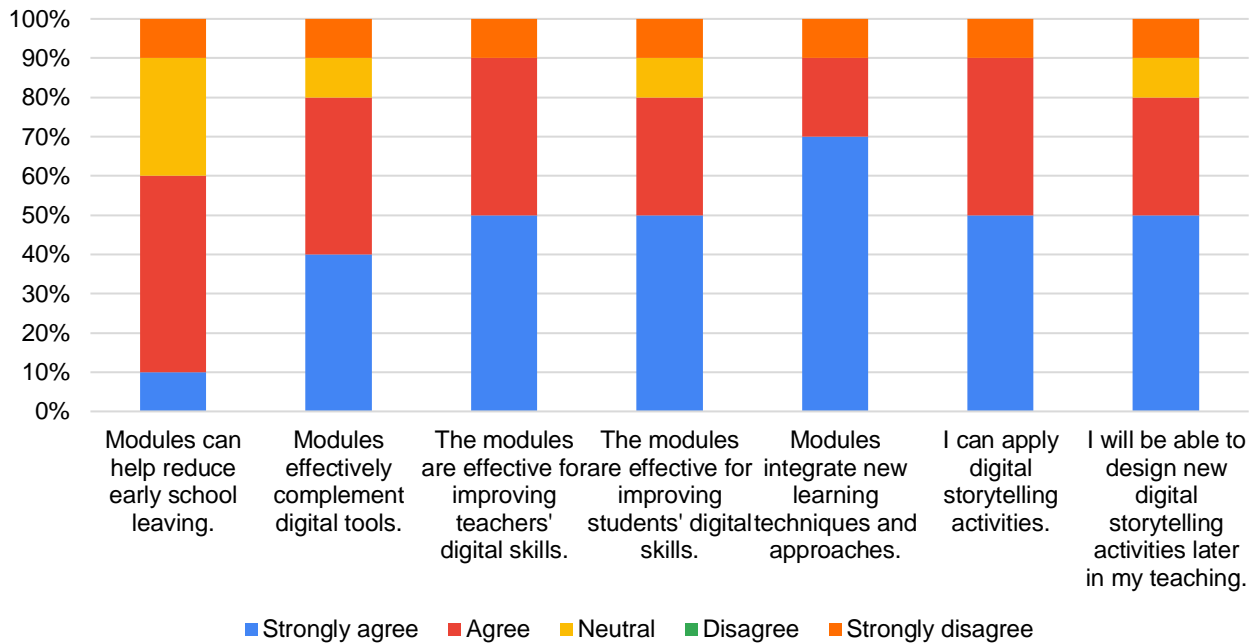


Figure 22 – Feedback from the participants on the Digital Stories modules.

The neutral responses suggest areas where further clarification or specific examples might be needed to assess impact fully. At the same time, minimal disagreement indicates overall alignment with the perceived benefits of the modules.

The responses indicate a mixed perception regarding whether modules can help reduce early school leaving. While there is agreement from a majority (60%) that modules can contribute positively to reducing early school leaving, a notable number (30%) are neutral on this statement, suggesting uncertainty or the need for further evidence or context-specific implementation to endorse this impact fully. A respondent has chosen a strongly disagree option, suggesting that the dimension cannot be considered absolutely unanimous.

There is general agreement (80%) that modules effectively complement digital tools, with a half portion strongly agreeing. This indicates that respondents perceive the modules as enhancing the use and effectiveness of digital tools in educational settings. However, a smaller neutral and strongly disagree response suggests some variability in perception. Again, similarly to the preceding dimension, a respondent had chosen a strongly negative option as well, in addition to a single neutral response.



The overwhelming majority (90%) believe that the modules effectively improve teachers' digital skills, with no disagreement expressed. This indicates a strong consensus among respondents regarding the modules' efficacy in enhancing educators' digital competencies, notwithstanding a single strongly disagree option checked.

In addition, there is strong agreement (80%) that the modules effectively improve students' digital skills. This suggests that respondents perceive the modules as beneficial in equipping students with the necessary digital competencies. However, small neutral and strongly disagreeing responses indicate room for further evaluation or enhancement.

Most (90%) strongly agree that the modules integrate new learning techniques and approaches. This highlights strongly endorsing the modules' innovative and progressive nature in educational practices.

A majority (90%) strongly agree that they can apply digital storytelling activities, indicating confidence in their ability to utilise these techniques in educational contexts.

Finally, a majority (70%) express confidence in their capability to design new digital storytelling activities in the future, suggesting a readiness to innovate and expand upon their current practices.

Regarding the final part of the dimensions, the feedback indicates a generally positive perception of the modules across various dimensions (Figure 23).

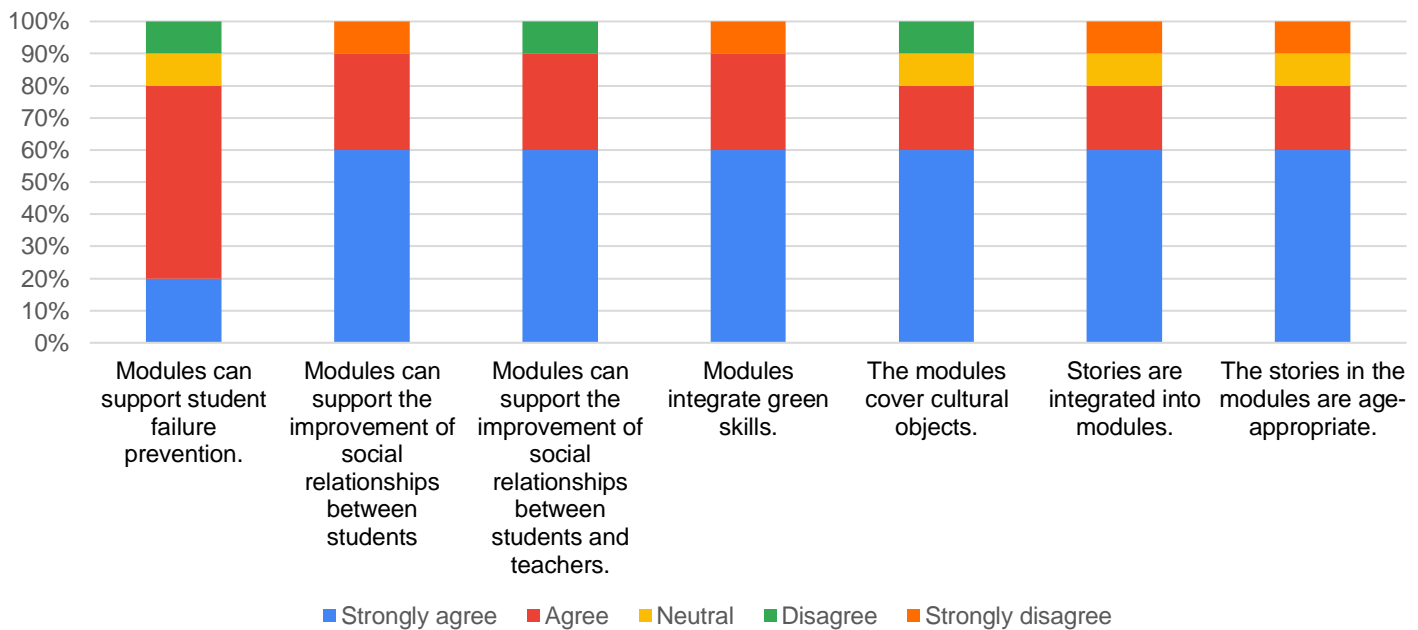


Figure 23 – Feedback of the participants on the Digital Stories modules.

The respondents generally agree that modules can support student failure prevention (80% agreement), suggesting a belief in their potential to provide additional academic support. There is also strong agreement (90%) that the modules can enhance social relationships among students, highlighting their perceived ability to foster positive interactions and teamwork. Similarly, a majority (90%) believe that modules can strengthen social relationships between students and teachers, indicating recognition of their potential to improve



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communication and mutual understanding within educational settings. Important to note that in all the dimensions outlined, lastly, the presence of negative or strongly disagreeing options has been contributed by a single person only.

Furthermore, there is strong agreement (90%) that the modules integrate green skills, reflecting a positive assessment of their inclusion of sustainability and environmental awareness. Most respondents (80%) also agree that the modules cover cultural objects, indicating acknowledgement of their value in promoting cultural diversity and inclusivity in education. Additionally, there is strong agreement (80%) that stories are effectively integrated into the modules, emphasising the perceived benefits of narrative-based learning approaches. Similarly to the preceding dimensions, some variability in responses is noted regarding the age-appropriateness of the stories within the modules. While most respondents (80%) agree or strongly agree that the stories are age-appropriate, a minority expressed neutral or dissenting views (20%), suggesting differing perceptions or expectations regarding the suitability of content for targeted student audiences.

In summary, while the feedback generally underscores the modules' positive impact on educational practices, it also highlights areas where further clarification or adaptation may be beneficial to fully meet educators' and students' diverse needs and preferences.

Conclusion

Based on the pre-and post-pilot training responses to the question "How useful could Digital Stories' teaching materials and tips be for your teaching?", there is a noticeable improvement in perception. In particular, before the training, respondents were focused on the potential benefits and broad applications of innovative teaching materials. They highlighted issues such as student disengagement, particularly exacerbated by the COVID-19 pandemic and the need for new strategies to address the changing educational contexts. There was a strong emphasis on the necessity for new ideas, diversity in teaching methods, and ways to motivate students. Respondents became more specific about the benefits and practical applications they experienced compared to after-training opinions. They highlighted the digital tools' ease of use, versatility, and immersive nature. Concrete improvements were mentioned, such as better student engagement and the enhancement of traditional lessons, showcasing a direct positive impact of digital tools on their teaching practices.

Thus, one may conclude that the training has clearly shifted opinions. Initially, respondents were focused on the theoretical potential and broad applications of digital tools. Post-training, their explanations became more specific and practical, emphasising the ease of use, the ability to enhance traditional lessons, and the direct impact on student engagement.

The training has clearly changed perceptions regarding also the contribution of digital storytelling to skill development. Initially, the views on its impact on analytical thinking and problem-solving were modest, with fewer respondents seeing very high benefits. Instead, after the post-training, there was a significant increase in recognition of very high benefits in



these areas, indicating a stronger belief in digital storytelling's effectiveness in enhancing these skills.

There was already a notable appreciation of digital storytelling's impact before the training for creativity, collaboration, and communication, but this appreciation deepened considerably afterwards. More respondents perceived very high benefits in these areas post-training, reflecting increased confidence in the ability of digital storytelling to foster these skills effectively.

To sum up, the training shifted perceptions positively, leading to greater recognition of the value of digital storytelling across various skill areas, particularly enhancing the belief in its substantial benefits for analytical thinking, problem-solving, creativity, collaboration, and communication.

1. **Increased Confidence and Understanding:** The training appears to have enhanced participants' confidence and knowledge in digital storytelling. This is reflected in a higher level of agreement, particularly in general understanding and knowledge of digital storytelling.
2. **Classroom Application:** Post-training, there is a improved perspective on the applicability of storytelling in the classroom. Participants seem to have gained insights that have led to reconsidering how universally applicable storytelling techniques are in different educational contexts.
3. **Critical Evaluation of Digital Tools:** The training has encouraged a more critical evaluation of the usefulness of digital tools in the classroom. Participants now exhibit a more balanced viewpoint, reflecting a deeper understanding of these tools' benefits and limitations.
4. **Enhanced Practical Skills:** There is evidence that the training has equipped participants with practical skills in using digital tools for teaching. This has likely resulted in increased confidence in applying these tools effectively in educational settings.
5. **Realistic Expectations on Social Bonds:** according to the post-training inquiry, there is a shift towards more realistic expectations regarding the contribution of digital storytelling to social bonds among students and between teachers and students. Participants now seem to recognise both the potential and the challenges in using digital storytelling to foster classroom social connections.
6. **Improved Perspective on Impact:** Participants have developed a more improved perspective on the impact of digital storytelling on social relationships within educational settings. This includes a recognition of complexities and varying degrees of effectiveness in strengthening social bonds.

In summary, as evidenced by analysis, the training has enriched participants' understanding of digital storytelling and its implications in education, fostering a more informed and critical approach to its implementation and impact on social dynamics in classrooms.

Finally, based on the additional inquiries offered to participants at the end, the feedback received demonstrates that the training has significantly influenced participants' perceptions



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and capabilities in digital storytelling and module integration within educational contexts. Initially, participants demonstrated a foundational understanding that was further enriched through the training. They developed enhanced skills in using digital tools, designing activities, and integrating new learning techniques. This has empowered them to adopt a more holistic approach to education, incorporating diverse elements such as cultural objects, green skills, and age-appropriate storytelling within modules.

Moreover, the training facilitated a critical evaluation of digital tools' effectiveness and the impact of storytelling on social bonds in classrooms. Participants gained a wide perspective on these aspects, recognising the potential benefits and the complexities involved. They now approach digital storytelling as a tool for academic improvement and as a means to foster social relationships among students and between students and teachers.

Overall, the training has equipped participants with practical skills, a broader understanding of educational methodologies, and a strategic mindset in utilising digital storytelling and modules to enhance learning outcomes and social dynamics in educational settings. This holistic and adaptive approach reflects a forward-thinking educational framework that aims to address multifaceted needs and challenges in modern classrooms.



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Annex 1 – Call for Participation in the Digital Stories Piloting Training

Corso di formazione



Erasmus+

Il potere dello "Storytelling" nel ridurre l'abbandono scolastico precoce e promuovere il benessere a scuola

Descrizione

Il corso è rivolto ai docenti della scuola del primo ciclo.

Nell'ambito del progetto europeo **DIGITAL STORIES - Reducing Early School Leaving by Increasing Academic Achievement with Digital Applications in Storytelling Techniques** (<https://www.digitalstories-project.eu/>) Cod. 2022-1-TR01-KA220-SCH-000087898, EU-Track in collaborazione con I.C. Maria Montessori organizzano un corso immersivo di formazione **"Il Potere dello Storytelling per Ridurre l'Abbandono Scolastico e Promuovere il Benessere a Scuola"**.

L'obiettivo è quello di testare un programma innovativo per i docenti e con i docenti per supportarli nella progettazione di attività che possano coinvolgere gli studenti attraverso il potente mezzo della narrazione digitale.

Le attività didattiche proposte saranno implementate, sia con l'applicazione di strumenti digitali che con metodi più tradizionali, secondo il modello costruttivista di apprendimento delle SE: ENGAGE (coinvolgere), EXPLORE (esplorare), EXPLAIN (spiegare), ELABORATE (estendere), e EVALUATE (valutare).

È rivolto a 15 partecipanti, che saranno determinati dalla data di iscrizione. Non sono richiesti prerequisiti particolari; possono accedere al corso tutti coloro che lavorano nell'ambito educativo.

Il corso è gratuito ma la registrazione è obbligatoria al seguente link <https://forms.gle/PWdmifh4rB4pktgC9>

Durata, sede e periodo di svolgimento

40 ore in presenza (sede Istituto Comprensivo Maria Montessori di Terracina) come da agenda allegata

Risultato di apprendimento

I partecipanti saranno in grado di adattare le attività proposte nelle loro classi.

Metodologie

Lezioni Frontali, Lavori di Gruppo, Laboratori.

Altro: Lezione frontale, Brainstorming, Learning by doing, Esercitazioni pratiche, Storytelling

Materiali e tecnologie usate

Slide, Video, Monitor Touch, Video-proiettore, Tablet, PC, Web, altro.

Certificazione

Al termine dell'attività, i partecipanti conseguiranno il certificato di partecipazione.



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Annex 2 – Agenda of the Piloting Training

Agenda

Programma di Formazione per Formatori - Terracina, 27 maggio - 06 giugno 2024

Giorno 1 - 27 maggio 2024	
8:30 – 9:00	Registrazione partecipanti e accoglienza
09:00 – 10:00	Introduzione del progetto Digital Stories (Cod. 2022-1-TR01-KA220-SCH-000087898)
10:00 – 11:00	Dispersione scolastica e clima scolastico, amicizia, bullismo, socializzazione
11:00 – 11:15	Coffe Break
11:15 – 13:00	Presentazione e workshop sul Modulo 1 La Paura
13:00 – 14:00	Pranzo
14:00 – 15:30	Presentazione e workshop sul Modulo 2 L'Onestà
15:30 – 15:45	Coffe Break
15:45 – 17:30	Presentazione e workshop sul Modulo 3 La scuola è la mia seconda casa
Giorno 2 - 30 maggio 2024	
8:30 – 9:00	Accoglienza partecipanti e briefing sulle attività
09:00 – 10:00	Game-based learning
10:00 – 11:00	The power of "Storytelling" in reducing early school leaving and promoting well-being at school
11:00 – 11:15	Coffe Break
11:15 – 13:00	Digital Storytelling
13:00 – 14:00	Pranzo
14:00 – 15:30	Presentazione e workshop sul Modulo 4 I Pregiudizi
15:30 - 15:45	Coffe Break
15:45 – 17.30	Presentazione e workshop sul Modulo 5 L'Amicizia
Giorno 3 – 03 giugno 2024	
8:30 – 9:00	Accoglienza partecipanti e briefing sulle attività
09:00 – 10:00	Punti di forza caratteriali degli studenti: un tesoro nascosto
10:00 – 11:00	Storie e Storytelling
11:00 – 11:15	Coffe Break



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11:15 – 13:00	Presentazione e workshop sul Modulo 6 Condividi e prenditi cura
13:00 – 14:00	Pranzo
14:00 – 15:30	Presentazione e workshop sul Modulo 7 Tutto ha un fine
15:30-15:45	Coffe Break
15:45 – 17:30	Continuazione del workshop sul Modulo 7 Tutto ha un fine
Giorno 4 – 05 giugno 2024	
8:30 – 9:00	Accoglienza partecipanti e briefing sulle attività
09:00 – 11:00	Presentazione e workshop sul Modulo 8 L'ignoranza non è beata
11:00 – 11:15	Coffe Break
11:15 – 13:00	Presentazione e workshop sul Modulo 9 Competenze verdi
13:00 – 14:00	Pranzo
14:00 – 15:30	Presentazione e workshop sul Modulo 10 Supera i tuoi limiti
15:30 -15:45	Coffe Break
15.45 – 17.30	Briefing sulla metodologia di progetto e sui moduli didattici
Giorno 5 - 06 giugno 2024	
8:30 – 9:00	Accoglienza partecipanti e briefing sulle attività
09:00 – 10:00	Competenze Digitali per gli educatori
10:00 – 11:30	Presentazione della piattaforma Digital Stories e della metodologia applicata
11:30 – 11:45	Coffe Break
11:45 – 13:00	Workshop sul Digital storytelling: la metodologia di Digital Stories in classe
13.00 – 14.00	Pranzo
14.00 – 15.30	Workshop sul Digital storytelling: la metodologia di Digital Stories in classe
15:30 -15:45	Coffe Break
15.30 – 17.30	Conclusione, valutazione finale sulle attività e consegna attestati.



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Annex 3 – Pre-piloting Questionnaire (Italian version)

Questionario Pre-Formazione

Si prega di compilare il seguente questionario, predisposto per la raccolta dei dati prima dell'attività formativa nell'ambito del progetto **DIGITAL STORIES - Reducing Early School Leaving by Increasing Academic Achievement with Digital Applications in Storytelling Techniques** (Codice n. 2022-1-TR01- KA220-SCH-000087898).

Grazie in anticipo per la sua collaborazione in questa attività pilota. Il questionario richiederà solo pochi minuti.
Il suo contributo sarà prezioso per il team di Digital Stories per migliorare i risultati di progetto e il loro impatto.

Il team di Digital Stories



Selezioni il paese in cui vivi attualmente *

- Turchia
- Italia
- Slovenia
- Portogallo

Selezioni il livello di istruzione in cui lavora *

- Scuola primaria (6-12)
- Scuola Secondaria (13-18)
- Alta Formazione
- Formazione Professionale
- Altro

Genere *

- Maschio
- Femmina
- Preferisco non dirlo



Quanto potrebbero essere utili i materiali e i suggerimenti didattici di Digital Stories per il suo insegnamento? *

1 2 3 4 5

Assolutamente non utile Estremamente utile

Spieghi la motivazione della sua scelta: *

La tua risposta _____

In che misura ritiene che l'utilizzo del digital storytelling aiuti gli studenti a sviluppare le seguenti competenze? *

	Molto basso	Basso	Neutrale	Alto	Molto alto
Pensiero Analitico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creatività	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborazione	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comunicazione	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Selezioni in che misura è d'accordo con le affermazioni seguenti. *

	Fortemente d'accordo	D'accordo	Neutrale	Disaccordo	Fortemente in disaccordo
Ho una comprensione e una conoscenza generale del digital storytelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lo storytelling può essere usato in classe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli strumenti digitali sono utili in classe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
So utilizzare strumenti digitali nella mia pratica d'insegnamento.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Le attività di
digital
storytelling
possono
contribuire ai
legami sociali tra
gli studenti.

Le attività di
digital
storytelling
possono
contribuire a
consolidare i
legami sociali tra
insegnanti e
studenti

Grazie per la collaborazione!

Le risposte sono automaticamente registrate.

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Annex 4 – Post-piloting Questionnaire (Italian version)

Questionario Post-Formazione

Si prega di compilare il seguente questionario, predisposto per la raccolta dei dati dopo l'attività formativa nell'ambito del progetto DIGITAL STORIES - Reducing Early School Leaving by Increasing Academic Achievement with Digital Applications in Storytelling Techniques (Codice n. 2022-1-TR01-KA220-SCH-000087898).

Grazie in anticipo per la sua collaborazione in questa attività. La compilazione richiederà solo pochi minuti.
I risultati supporteranno il team di progetto per migliorare l'impatto.

Digital Stories Team


digital
stories

Seleziona il paese in cui vive attualmente *

Turchia

Italia

Slovenia

Portogallo

Selezioni il livello di istruzione in cui lavora *

Scuola primaria (6-12)

Scuola Secondaria (13-18)

Alta Formazione

Formazione Professionale

Altro

Genere *

Maschio

Femmina

Preferisco non dirlo



Quanto sono utili i materiali didattici e i suggerimenti didattici di Digital Stories per la sua pratica didattica? *

1 2 3 4 5

Assolutamente non utile Estremamente utile

Spieghi la motivazione della sua scelta: *

La tua risposta _____

In che misura ritiene che l'utilizzo del digital storytelling aiuti gli studenti a sviluppare le seguenti competenze? *

	Molto basso	Basso	Neutrale	Alto	Molto alto
Pensiero Analitico	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creatività	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaborazione	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comunicazione	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Selezioni in che misura è d'accordo con le affermazioni seguenti. *

	Fortemente d'accordo	D'accordo	Neutrale	Disaccordo	Fortemente in disaccordo
Ho una comprensione e una conoscenza generale del digital storytelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lo storytelling può essere usato in classe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli strumenti digitali sono utili in classe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
So utilizzare strumenti digitali nella mia pratica d'insegnamento.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Le attività di digital storytelling possono contribuire ai legami sociali tra gli studenti.

Le attività di digital storytelling possono contribuire a consolidare i legami sociali tra insegnanti e studenti

Cosa pensa del progetto? *

	Molto povero	Povero	Neutrale	Giusto	Molto buono
Obiettivi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Target principale (studenti e insegnanti)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impatti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Nel programma di formazione, cosa ha imparato sull'abbandono scolastico e sul fallimento degli studenti? *

La tua risposta

Nel percorso formativo, cosa ha imparato sugli strumenti didattici digitali? *

La tua risposta

Nel programma di formazione, cosa hai imparato sullo storytelling? *

La tua risposta



Selezioni in che misura è d'accordo con le dichiarazioni seguenti. *

	Totalmente in disaccordo	In disaccordo	Neutrale	D'accordo	Totalmente d'accordo
I moduli possono contribuire nel ridurre l'abbandono scolastico precoce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I moduli integrano efficacemente gli strumenti digitali.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I moduli sono efficaci per migliorare le competenze digitali degli insegnanti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I moduli sono efficaci per migliorare le competenze digitali degli studenti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I moduli integrano nuove tecniche e approcci di apprendimento.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posso applicare attività di digital storytelling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Potrò progettare nuove attività di storytelling digitale più avanti nella mia didattica.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I moduli possono supportare la prevenzione del fallimento degli studenti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I moduli possono supportare il migliorare le relazioni sociali tra gli studenti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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I moduli possono supportare il migliorare le relazioni sociali tra studenti e insegnanti.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I moduli integrano competenze verdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I moduli riguardano oggetti culturali.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Le storie sono integrate nei moduli.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Le storie nei moduli sono adatte all'età.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Grazie per la collaborazione!

Le risposte sono automaticamente registrate.

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