Erasmus+ KA220-SCH Strategic Partnership in School Education
-DIGITAL STORIES-

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

[2022-1-TR01-KA220-SCH-000087898]

WP2 – TRAINERS'S TRAINING REPORT

INTRODUCTION

This report covers the evaluations of the "Trainers' Training" activities hosted by the University of Ljubljana in Ljubljana, Slovenia, between April 18-22, 2024.

Prior to this activity, training modules were created within the scope of WP2 of the project. Again, within the scope of the same work package (WP2), it was planned to provide training for trainers.

The objectives of the trainer trainings are:
- To ensure that the modules meet with the teachers
- To receive feedback from the teachers about the modules
- To ensure that the participants of this training carry out the "Pilot Trainings" event to be held in the project partner countries
- To disseminate the project products
- To provide information about the online platform
- To provide information on how to carry out the "pilot trainings" event in the partner countries
- To make the necessary adjustments to the modules in line with the feedback from the teachers

Target Groups :

Within the scope of this activity, it was aimed to reach primary and secondary teachers working in partner countries. In this context, it was planned that at least 3 participants from each partner country would take part in this event. However, the participation in the meeting was higher. The targeted number of participants was 12, but the actual number of participants was 26. In this way, it was possible to reach more people.

Event Description :

The training modules were initially prepared in English and then translated into the languages of the partner countries. In addition, the trial version of the online training platform was completed. After these studies were completed, a training program for trainers was organized in Ljubljana, Slovenia. Representatives from partner countries attended this training. Participants in the Training for Trainers program conducted pilot training with primary and secondary school teachers in their own countries.

The following 10 module titles and additional topics were trained in the Trainers' Training program.

The "Trainer Training Training Booklet" and other presentations were used in the Trainers' Training program. The training content, whose brief summary is listed below, was used in the trainings in this activity.

Module -1- Fears
Module -2- Honesty
Module -3- School is my second 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 Boundary

Additional Topics :

- Early school leaving and school climate, friendship, bullying, socialising
- Game-based learning
- Digital Storytelling
- Character strengths of students – a hidden treasure
- Stories and Storytelling
- Digital Competences for educators
- Presentation of online interactive learning platform
- Workshops

Fisrt Day of Training :

On the first day of the training, after the welcome, the training area was opened. Activities were carried out within the scope of the program below.
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Day 1 (18.04.2024) - Thursday		
08.30 – 10.30	Room 408	Introduction of Digital Stories Project (Mr. Osman Çakır)
10.30 – 10.45		Coffee Break
10.45 – 12.15		Early school leaving and school climate, friendship, bullying, socializing (Dr. Büşra Tombak İlhan)
12.15 – 13.15		Lunch
13.15 – 14.45	Room 408	Presentation of modules (1,2)
14.45 – 15.00		Coffee Break
15.00 – 16.30		Presentation of modules (3)

Figure 1 : Greetings and Registration

After the welcoming and registration process, the project coordinator made a general presentation of the project. Then, the project partner Yıldız Technical University gave information on "early school leaving". In the next step, the presentation of the education modules, which are the products of the project, was carried out. In this context, presentations of module-1, module-2 and module-3 were made.

The Second of Day of Training :

On the second day of the training, the following program was followed.

Day 2 (19.04.2024) - Friday		
08.30 – 10.30	Room 026	Game-based learning (Dr.Joze Rugelj)
10.30 – 10.45		Coffee Break
10.45 – 12.15		Digital Storytelling (Dr. Irena Nancovska Serbec)
12.15 – 13.15		Lunch
13.15 – 14.45	Room 026	Presentation of modules (4)
14.45 – 15.00		Coffee Break
15.00 – 16.30		Presentation of modules (5)

On the second day of the training, a presentation on "Game Based Learning" was made by Joze Regulj, a faculty member of the University of Ljubljana, one of the project partners. Afterwards, information was given on "Digital Stories" by Dr. Irean Serbec. Following these trainings, presentations of module-4 and module-5 developed within the scope of the project were made.

The Third Day of The Training :
On the third day of the program, the following program was followed.

Day 3 (20.04.2024) - Saturday		
08.30 – 10.30		Character strengths of students – a hidden treasure (Dr. Polona Gradisek)
10.30 – 10.45	Room 026	Coffee Break
10.45 – 12.15		Stories and Storytelling (Dr. Neslihan Karakuş and Dr. Eda Tekin)
12.15 – 13.15		Lunch
13.15 – 14.45		Presentation of modules (6,7)
14.45 – 15.00	Room 026	Coffee Break
15.00 – 16.30		Workshop (Modules' Activities)
16.30 – 18.30		Guided excursion to Ljubljana old town (optional)

On the third day of the program, Dr. Polona Gradisek gave training on the "A Hidden Treasure" game application. Afterwards, Yıldız Technical University faculty members Assoc. Prof. Dr. Neslihan Karakuş and Dr. Büşra İlhan Tombak gave training titled "Stories and Digital Stories". Up to this point of the training, application activities were carried out using the modules related to the process. Finally, a short tour was organized for the participants to get to know the cultural and touristic aspects of the host city.

The Fourth and Fifth Days of Training :
On the fourth and fifth days of the program, the following program was followed.

Day 4 (21.04.2024) - Sunday		
08.30 – 10.30	Room 026	Presentaton of modules (8)
10.30 – 10.45		Coffee Break
10.45 – 12.15		Presentation of modules (9)
12.15 – 13.15		Lunch
13.15 – 14.45	Room 026	Presentation of modules (10)
14.45 – 15.00		Coffee Break
15.00 – 16.30		Workshop 2 (Module Activities)
Day 5 (22.04.2024) - Monday		
08.30 – 10.30	Room 026	Digital Competences for educators (Dr. Joze Rugelj)
10.30 – 10.45		Coffee Break
10.45 – 12.15		Presentation of online interactive learning platform (Michela Tramonti)
12.15 – 13.15		Lunch
13.15 – 14.45	Room 026	Workshop on Digital storytelling (Dr. Durmuş Barış Kır)
14.45 – 15.00		Coffee Break
15.00 – 16.30		Conclusion

In the last two days of the program, training was given on the rest of the training modules. In addition, activity activities were carried out regarding the modules. At the end of the program, certificates were given to the participants.
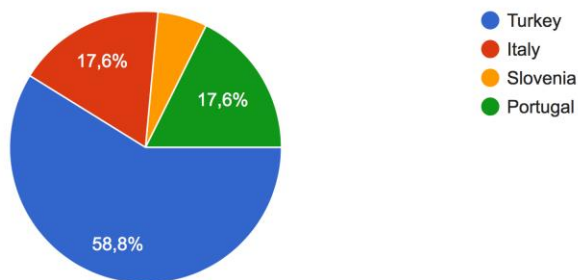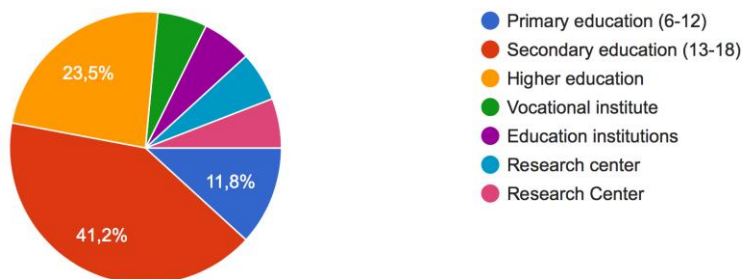
Trainers' Training Pre and Post Test Results

A. Demographic Features of Participants

Please select the country you currently live in
17 yanıt

Legend:
- Turkey
- Italy
- Slovenia
- Portugal

17,6% 17,6% 58,8%

Please select the level of institution you are working at
17 yanıt

Legend:
- Primary education (6-12)
- Secondary education (13-18)
- Higher education
- Vocational institute
- Education institutions
- Research center
- Research Center

23,5% 11,8% 41,2%

Gender
17 yanıt

Legend:
- Male
- Female
- Prefer not to say

52,9% 47,1%
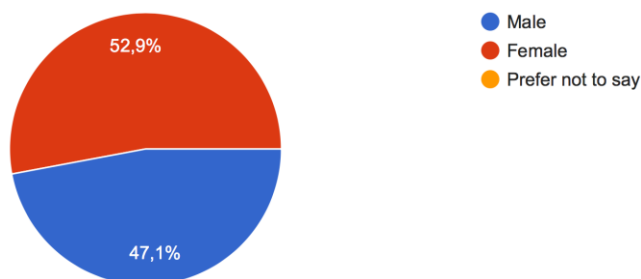
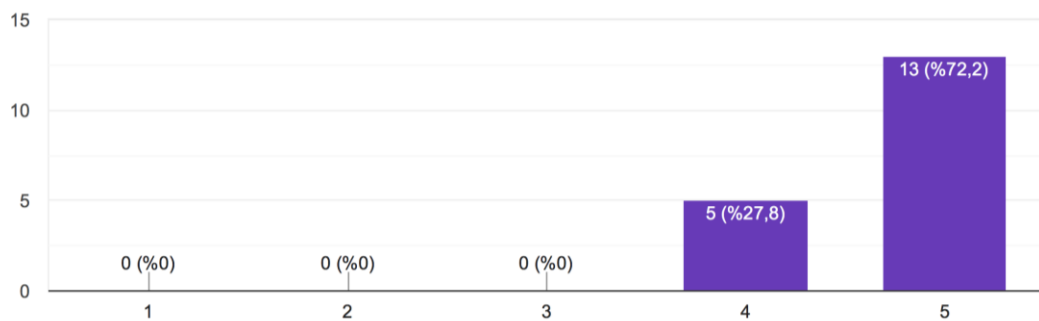## B. Comparisons of Pre and Post Test

1. How useful are the Digital Stories learning materials, case studies and teaching suggestions for your teaching practice?
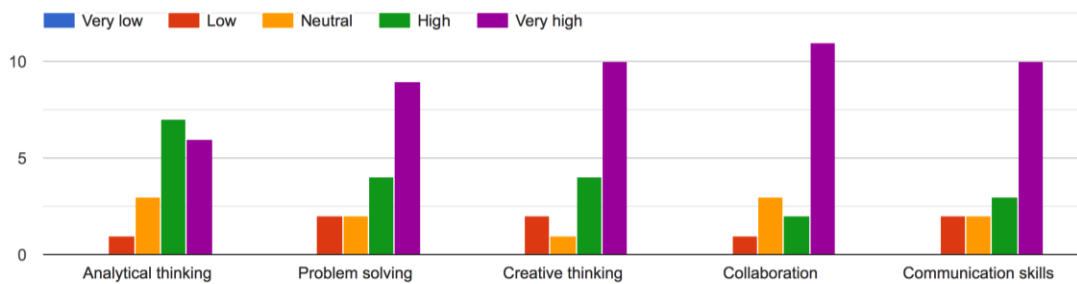Pre-test:
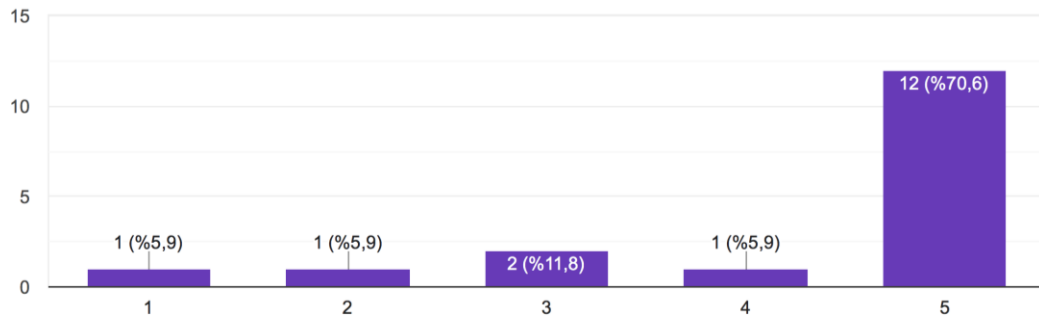
Post-test:

2. To what extent do you think using digital storytelling helps students develop the following skills?
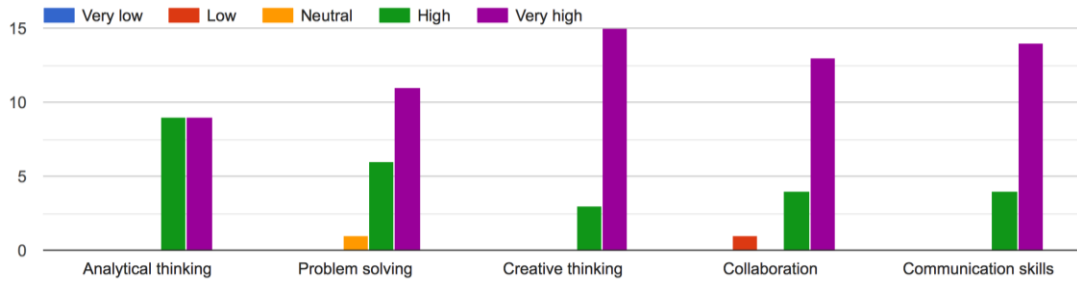Pre-test:

Post-test:

3. Please select to what extent do you agree the statements below

Pre-test:

| I have a general understanding and knowledge of digital storytelling. | Storytelling is feasible in the classroom | Digital tools are useful in classrooms | I can use digital tools in my teaching | Digital storytelling activities can contribute to social bonds among students | Digital storytelling activities can contribute to social bonds between teachers and students |

Post-test:

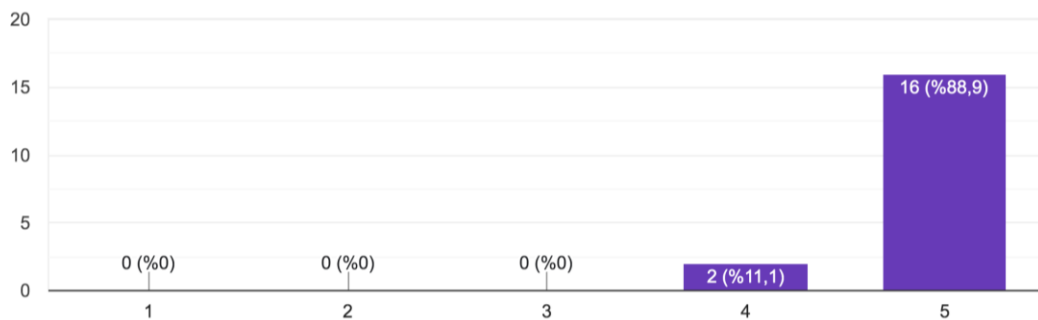| I have a general understanding and knowledge of digital storytelling. | Storytelling is feasible in the classroom | Digital tools are useful in classrooms | I can use digital tools in my teaching | Digital storytelling activities can contribute to social bonds among students | Digital storytelling activities can contribute to social bonds between teachers and students |

C. Results of Post Test
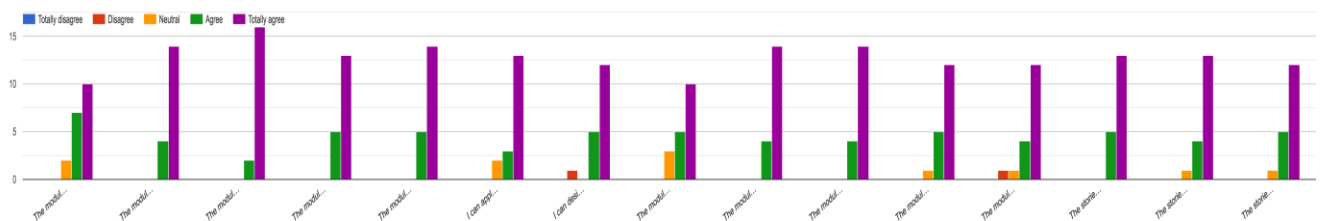## 1. What do you think of the project website?

The modules are effective for dropping off early school leaving	The modules integrate digital tools effectively.	The modules are effective for improving digital skills of teachers.	The modules are effective for improving digital skills of students.	The modules integrate new learning techniques and approaches.	I can apply digital storytelling activities in the modules.	I can design new digital storytelling activities later in my professional life.	The modules are effective in preventing student failure.	The modules are effective in improving social relationships among students.	The modules are effective in improving social relationships between students and teachers.	The modules integrate green skills.	The modules involve cultural objects.	The stories in the modules are integrating.	The stories in the modules are rich in language.	The stories in the modules are age-appropriate.

18 yanıt

2. Please select to what extent do you agree the statements below

3. In the training program, what did you learn about early school leaving and student failure?

İt is an important problem and teachers can do good activities for their students. Improve their motivation to the school and create enjoyable activities with digital storytelling.

We should give them some more chances

İt is very common problem

İt's effective

School Fear

There is a strong link between stories and learning. In that Sensei stories are a powerful tool to teach and learn about the world and ourselves.

We need to change our practices to prevent students early school leaving.

A lot of things from countries.

I learn about some causes about early school leaving and how to fight it.

School Fear, bully

The motivation and interest are important for students

The motivations behind
I learned that it is necessary to prevent school dropout and student failure by making lessons more engaging and capable of enhancing student protagonism
That it is common more in other country than Slovenia, that it is important to talk to students about their plans in life and general and that we need to encourage and empower them to make healthy choices.

Teachers should make their lessons interesting and take čare of students' character strengts

Reasons for it, although it seems school sistems differ

4. In the training program, what did you learn about digital teaching tools?

How to use them and how to get benefits of them.

They stimulate my teaching creativity

I learnt how to use 6 different digital tools

A lots

Web 2 tools, interactive learning

I haver learnt that there is a useful and appropriate toll for each part for the different lessons.

They are very welcome to my teaching practices.

A lot of different teaching tools, which can help me to work in the clasroom.

I learn how to use some tools.

Web 2 interactive

I lean a lot about thrm. New tools

I have discovered new ones
I have discovered many new, easy-to-use digital teaching tools that I will use with my students
The use of different platforms, the team made very demonstrable guides on access and on use.

I've got familiar with different tools but I have to learn using them

I saw tools I didnt know before and am hardly waiting to use them.

5. In the training program, what did you learn about storytelling?
Stories and storytelling are very important topics in the classroom. I will use them in my lessons.

If l use them efficiently, we reach a colorful teaching environment

İt is good method to communicate with the students in a very positive way

A lots,

The importance of story main ideas

Ir os a powerful way of learning

They are very good to introduce more complex curricula contents.

Very usefull. Important for our work.

The crucial importance of stories in all cultures; how to use it with pedagogic goals

The importance of story Naim ideas

How to make story with the students.

The ways how develop it, and some insights into actual implementation

I learned new approaches and contexts in which I could use storytelling during my lessons with students

That it is common, useful as a tool or method, important to listen! And to make space for personal stories to come out.

Students relate with stories

Theoretical background.

5. In the training program, what did you learn about digital storytelling?

They are useful and enjoyable.

Various digital tools

I learnt different digital tools in order to tell stories. İt is something new and modern way of teaching and communicating.

web 2.0, digital platforms etc.

İnteractive learning

Digital tools are motivating, they help us organize and structure the lessons on an efective way.

It is an amazing way to learn.

I can use them to work with children.

The digital storytelling is more attractive for students

İnteractive learning

See you above

The tools

I learned about new digital tools that I can use during my lessons with students

I learned that we have a lot of ways to digitalise and gamify teaching process.

It is more natural to students

I Got New ideas on how to use technology in the classroom.

D. Evaluation Overall

Trainers' training sessions in Ljublijana, Slovenia between 17-22 April 2024 had 18 participants from countries Türkiye, Slovenia, Portugal, and Italy. Male and female participants worked in various levels of education. They were volunteer teachers and informed about the objectives of the project, which could be summarized as "dropping off the rate of early school leaving by increasing academic achievement through digital storytelling".

As the teachers were informed about the objective of the project and volunteer to learn digital stories, most of them stated they found digital stories useful (75%). However, all participants stated they found digital stories useful in their teaching practices at the end of the training (100%). Also, the beliefs of participants in the effectiveness of digital storytelling develop the skills of analytical thinking, problem solving, creative thinking, collaboration and communication. Although participants mostly believed the effectiveness of digital storytelling in promoting 21st century skills of students, their opinions were upgraded with the training. Except for one teacher stating low effectiveness of the project in contributing to collaboration skill, all teachers stated they found digital storytelling effective in developing students' skills of analytical thinking, problem solving, creative thinking, collaboration and communication.

The results of post test explicitly outlines that the participants found the training platform of the project useful. Also, they have stated that they found the modules developed for the

project useful for dropping off early school leaving, which is the main objective of the project. Another objective of the project, the integration of digital skills and promotion of digital skills, is also found effectively used in the modules. Participant teachers found the modules as the outcomes of the project useful in promoting digital skills of both students and teachers. The modules are found to be applicable in classrooms and most teachers agreed to the statement that they can design new digital storytelling activities late in their professional lives.

Participant teachers found the modules to be effective in improving teacher-student and student-student relationships, which is aimed to drop off early school leaving. As the modules are designed explicitly to improve school climate and improve school belonging through improving student-student and teacher-student relationships, the results of post-test seem promising in terms of project objectives. Also, teachers stated modules integrated green skills, which is another objective of the project. One module is explicitly designed for and under the theme of "green skills". Moreover, participants found the modules age-appropriate, rich in language and cultural items.

The open-ended questions in the post-test also show the effectiveness of the training and the prepared modules. One of the teachers stated *"It* (early school leaving) *is an important problem and teachers can do good activities for their students. Improve their motivation to the school and create enjoyable activities with digital storytelling"*. Also, other participants stated their awareness of the early school leaving problem with the effects of teachers, school and students after the training. Also, they have stated that they found storytelling an effective and powerful way of teaching and their desire to use storytelling in their future classes, which is a sign of achievement of the project objectives. Moreover, they stated that they learned new tools and ways to use digital storytelling in their classes.

In conclusion, the training sessions seem to be effective in reaching the project objectives as the participants found the project itself, the modules and the training sessions on early school leaving, academic success, storytelling, digital and green skills.