YOUCREATE MANUAL FOR TRAINERS

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Introduction

This manual introduces you to the Narrative Based Learning Method and how it can be utilized digitally as a creative, educational tool for youth workers and young learners. Before delving into the theoretical content, it is important to understand and identify how the Narrative Based Learning Method will be used within the context of this project.

YOUCREATE aims to empower youth workers and young people from diverse cultural and national backgrounds by utilizing their creativity to actively participate in our society. By applying the Narrative Based Learning Method, youth workers and young people will be equipped with a creative learning tool to engage and teach them about EU project development and management. As a result, young people will be given a tool to help transition them into a working environment while simultaneously raising awareness on the concept of a circular economy and sustainability.

The manual is divided into five chapters which gives youth workers and trainers the skills to apply this methodology in their programs:

- **Chapter I** presents a theoretical understanding of the Narrative Based Learning Method and its key elements and structural components. It provides case studies and outlines the benefits of this method for youth workers and young learners.
- **Chapter II** outlines different learning modalities and non-formal and informal learning approaches. It includes a detailed account of the benefits of the blended learning method. Lastly, there are three examples of youth projects that implement non-formal learning approaches.
- **Chapter III** defines communicative training approaches and presents samples of narrative based learning techniques used in youth projects specifically focused on sustainability and the environment.
- **Chapter IV** focuses on how to digitize a narrative based training. You'll be presented with good practices on how to transfer learning and European project development to a virtual environment.
- **Chapter V** gives you tips and how-to's on applying the narrative based learning method in a hybrid program with a focus on youth programs.

This manual is for youth workers and trainers who want to learn how to apply the Narrative Based Learning Method in non-formal learning approaches. This is both a theoretical and practical manual with examples, tools, and guidelines for trainers to implement this methodology while raising awareness on CE.

You can find out more about the project and its goals and resources at the project website: https://youcreateproject.eu/

Chapter I : Narrative Based Learning

1. What is Narrative Based Learning?

a. How is Narrative Based Learning defined?

In academic literature, Narrative Based Learning is defined as "a learning model grounded in the theory that humans define their experiences within the context of narratives"[1] Simply put, this means learning through storytelling.

Narratives can be told over all kinds of mediums; most classically, they can be shared in the form of storytelling, but can also be shared through books, plays, TV series, videos, internet forums and more. By teaching a new concept through narration, learners can contextualize and make relations to the concept from authentic perspectives. It allows learners to apply various problem solving methods in a way that relates to their human experiences.[2] This fosters a hands-on learning experience that encourages students to engage with the narratives. Narrative Based Learning as a learning method requires presentation that "stimulates and engages the audience."[3] The key elements that shape stories and thusly, Narrative Based Learning lessons are the following[4]:

- **Authenticity:** It is in our human nature to try to connect and relate to stories, thus learning through stories allows students to retain information in their own way, aligned with their own identities and experiences[5]. Authenticity allows you to reach the

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[1] Bruner, J. (1991). *The narrative construction of reality*. Critical Inquiry, Vol. 18(1). pp. 1-21.

[2] Butcher, Susan. (2006). *Narrative as a Teaching Strategy*. Journal of Correctional Education, Vol. 57. pp.195-208.

[3] Hall, K. (2019). *Stories That Stick: How Storytelling Can Captivate Customers, Influence Audiences, and Transform Your Business.* p.31.

[4] Storytelling Youth. (2021). *Storytelling for Youth Work: Storytelling guide. pp. 11-12.* Retrieved from https://api.storytelling-youth.eu/media/610ba61c6dcb0.pdf

[5] *Story Based Learning.* (2020). Retrieved from https://www.storybasedlearning.com/about/

intended audience; through narration you can use your voice to let learners see the lesson in connection to their ideas and way of thinking.

- **Emotional connection:** Learners are more likely to engage in a story if there is an emotional reaction. By building an emotional connection, learners will have a more personal connection and be encouraged to think more critically.

- **Memorability:** As stories can trigger emotional reactions, they subsequently lead to more learning retention. Rather than Presentation Based learning full of facts, which can be hard to remember for many students, Narrative Based Learning invokes all kinds of emotions that help learners to retain the new concepts.

- **Invitation to act:** Stories should inspire people to act. To use a story as a call to action, the story must be clear and easy to follow[6]. Narrative Based Learning in Youth Learning can be used to incite activism, decision-making and problem solving.

b. What makes Narrative Based Learning different from other methods of teaching?

There are several approaches and methods used for teaching. In language acquisition for example, one of the most common approaches is the Present, Practice, Production (PPP) method. In the PPP approach, the instructor first explains a new language component (present) after which the students try it out in a controlled setting (practice), and finally, the students use the new language skill correctly in a real situation (production)[7]. While it's proven that PPP can be effective for grammar acquisition, the production element of this method is found to be contradictory as students cannot freely produce language with such specifications given from their trainer.[8] This means PPP is a deductive learning method or teacher centered learning approach with little room left for student interpretation.

On the contrary, Narrative Based Learning is an inductive learning approach meaning it's learner centered. It is a very dynamic and interactive way to learn. It encourages learners to apply the ideas they already possess and relay meaning with the resources available. This allows them to reflect more deeply on the language structures they used, instead of being based on a top-down knowledge transfer from the instructor to the learner.[9]

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[6] Storytelling Youth. (2021). *Storytelling for Youth Work: Storytelling guide. pp. 11-12*. Retrieved from https://api.storytelling-youth.eu/media/610ba61c6dcb0.pdf

[7] Hellström, R. (2016). *Task Based Language Teaching versus Presentation Practice Production - A Comparison of Two Language Teaching Methods*. p. 16. Retrieved from http://www.diva-portal.org/smash/get/diva2:905382/FULLTEXT01.pdf

[8] Willis, Jane (1996) *A Framework for Task-Based Learning*. pp. 3-4.

[9] TANDEM Partnership. (2021). *Open Textbook on Task Based Learning Teaching*. pp 16-20. Retrieved from https://teachyourlanguage.eu/media/IO2-tandem-complete-en.pdf

Narrative Based Learning can be used in all sorts of teaching scenarios from language learning to teaching life values and principles. One example of value teaching through narratives is the UN's initiative, The World's Largest Lessons[10]. In partnership with UNICEF and UNESCO, the World's Largest Lessons promotes the UN Sustainable Development Goals to youth learners through interactive and engaging resources that utilize the Narrative Based Learning approach. Through narration (ie. videos, real-life stories), core issues such as climate change and the environment, citizenship and justice are presented to youth learners in a way in which they can identify with and apply critical thinking. A student centered approach leads to creative and retentive learning, which is instrumental in what makes Narrative Based Learning different from presentation based learning.

c. What is the structure of a Narrative Based Learning course?

As stated, the Narrative Based Learning approach can be used to create an authentic form of communication for learners. Trainers can use narratives to create lesson plans that are relatable and impressionable on their learners based on the specific group's needs and the learning goals. The following is an example of how to structure a Narrative Based Learning lesson plan.

- **Pre-lesson planning**

Step 1: Picking an appropriate story

All stories begin with an idea which could be the topic of a lesson, a chapter in a book, a problem or question asked in the classroom. The first step is to pick a fiction or non-fiction story suitable to your learner group and style. According to Shin and Crandall, here are some key points to consider when picking a story for the lesson[11]:
- the story should be relatable (ie. to your learners' cultures, experiences, etc.)
- incorporate known vocabulary
- include repetitive and/or predictable patterns
- use visual and real to make the learning objectives clear and comprehensible

Step 2: Determine Pre-teaching outcomes

Before beginning a lesson, the trainer needs to determine what the desired learning outcomes will be. The trainer can structure the lesson in consideration of some key aspects. For example, a story about a proposal for a new park could be used to teach and practice the paragraph and proposal writing. The pre-planning should be in consideration of the theme:

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[10] *The World's Largest Lessons.* 2021. Retrieved from https://worldslargestlesson.globalgoals.org
[11] Shin, J.K. & Crandall, J. (2014). *Teaching young learners of English: From Theory to Practice.* p. 213.

- research, exploring or learning about the topic in order to create a base of information on which the story will be built.
- acquiring new vocabulary and working with dictionaries (ie. extinction, climate, emissions, greenhouse gasses, etc.)
- validating information and comparing and finding reliable sources
- keeping track of information (mind mapping, outlines, index cards, and online note-taking tools)
- practicing language functions (cause & effect, predictions, summarizing, etc.)
- learning paragraph structure (topic sentence, supporting details, closing sentence)
- Working on a proposal script

Step 3: Warm-up

The warm-up should be intended to give purpose for the students' learning. In the warm-up, the trainer should review learners' previous knowledge and inspire students' curiosity about the topics. The trainer with the help of students should gather and create images, audios and videos. The chosen materials will set the tone for the proposal. The warm-up can also include theatrics, props and rehearsals[12]. This includes body movement, using visuals and practicing the lesson's storytelling beforehand to incite emotion and authentic connections. This is also a good moment to talk about Copyright, Fair Use, and Creative Commons.

- **During the lesson**

Step 4. Creation

This phase happens during the lesson and after-school and should consider all pre-planning themes listed in step 2. Students should continuously revise their storyboard and try to use the available resources in a creative way.

In our example, at this stage, students will work on completing their proposal for the park starting with the research (desk research and interviews), throughout the paragraph and proposal writing, ending with visual design (blending different media)

Step 5: Presentation

Presentation takes place during the lesson. Throughout storytelling, trainers should ask questions to elicit critical thinking and discussion on the story. Additionally, trainers should use repetition to help students retain the new vocabulary and concepts.

- **After the lesson**

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[12] *ibidem*. p. 215.

Step 5: Practice, Application, Assessment and Follow-up

A very important phase, as too often in education, we do not teach or allow time for reflection and feedback. It is instrumental to teach students how to reflect on their own work and give constructive feedback to others. Very useful tools to give and receive feedback are blogs, discussion boards and post-its.

Also practicing the learned concepts plays a very important role in the post-storytelling activities. Some examples of post-lesson activities to practice, apply and assess what the students have learned are:
- creating parallel stories with their own endings
- story-mapping and analysis
- creating illustrative books on the story's lessons.
- performing the story in another medium, such as a play, online video, etc.

Get creative with the activities to practice what was learned through the narrative. The post-lesson activities are intended to encourage retention and continue working on the newly learned concepts.

Furthermore, the educators should find a way to share students' stories with a broader audience. Knowing that other people and institutions might see and appreciate their work raises student motivation.

Sharing online has become deeply embedded in our culture, however in the case of our exemplary proposal, organizing info-evenings and direct contact with environmental groups and institutions responsible for city planning might lead to some positive outcomes.

2. Why use the Narrative Based Learning technique?

a. Case Studies

- ***Story-based Learning: The Impact of Narrative on Learning Experiences and Outcomes***

Youth learners can benefit from Narrative Based Learning through measurable increases in:
- self-efficacy
- presence
- interest
- perception of control

- focus
- activity Involvement

As demonstrated by McQuiggan, et al (2008)[13] in their study "Story-based Learning: The Impact of Narrative on Learning Experiences and Outcomes", the Narrative Based Learning approach provides for many positive learning gains. In the study, participants were given a pre-test, instruction, and a post-test. The instruction was given either through PowerPoint presentation, minimal narrative instruction, and narrative instruction to compare the impact of each approach. By comparing the learning outcomes of the three instructional styles, it was demonstrated that the narrative based approach led to an increased perceptual, emotional, and motivational experience for learners.

Increased student presence was also noticed for the narrative group because they reported having a higher sense of "being there" when they learned in the narrative-based approach. In addition to this, the learners who engaged with the narrative lessons had increased involvement which was defined as the degree of attention devoted to some set of stimuli.

The researchers could get these results for the student learning outcomes because over the course of the study the learners completed an immersive tendencies questionnaire.

In the *Story-based learning* study, the participants learned through an interactive game called *Crystal Island*, where they were challenged to better understand microbiology topics through a mystery and problem solving game.

It is worth mentioning that the powerpoint instructional technique that was used as a reference in this study design provided for the greatest improvement in post-test performance.[14]

- ● ***Narrative as a Teaching Strategy***

For adult learners for whom traditional learning environments had been unsuccessful, the narrative-based learning approach also was successful. Butcher, who wrote *Narrative as a Teaching Strategy*, having worked with incarcerated young adults, reported on the benefits of narrative based learning for these participants.[15]

The participants felt that their experiences were validated when they learned about decision making through the narrative-based learning method. They also felt better able to see the

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[13] McQuiggan, Scott. (2008). *Story-based Learning: The Impact of Narrative on Learning Experiences and Outcomes*. pp. 1-8. Retrieved from
https://www.researchgate.net/publication/221414154_Story-Based_Learning_The_Impact_of_Narrative_on_Learning_Experiences_and_Outcomes.

[14] *ibidem*

[15] Butcher, Susan E. (2006). *Narrative as a Teaching Strategy*. Journal of Correctional Education, Vol. 57 (3). pp. 195-208.

perspective of others when they learned through this approach. Beyond this, the narrative-based approach invoked emotion in the learners and allowed them to think outside the box.

b. Systematic Review of Narrative-Based Learning in Educational Technology Learning Environments

In addition to this case study example of a narrative based learning environment, systematic review of narrative based learning provided insight into the benefits of the narrative learning approach.

In a systematic review of the narrative-based learning literature, the general take-aways were that this learning approach empowered learners "to:
- *act*
- *play*
- *take roles*
- *make decisions*
- *solve problems*
- *challenge themselves*
- *Complete activities with the narrative*".

The findings from multiple studies that investigate the impact of narrative based learning on student progress showed that *increased motivation and interest* were seen in multiple studies.

Other benefits of the narrative based learning approach were that they helped learners engage with multiple identities. Lastly, it was shown to help learners develop skills with schema development and daily life application.

- **Narrative-Based Learning in the Science Classroom**

In regard to teaching sciences, the narrative based learning approach also had a marked impact on its students because they showed increased ability to self-regulate and solve problems.

- **Narrative-Based Learning in the Ethics Classroom**

The results of a pilot study where students played the *Quest Atlantis* game to learn about socio-scientific issues through challenges denoted that learners had increased inquisitiveness and problem solving skills after the pilot. Learners also benefited when playing a game *The Source* – the game developed STEM interest and engagement in learners coming from underrepresented communities in the United States.

- **Downsides of the Narrative-Based Learning Environment**

The systematic review of narrative based learning studies performed from 2007-2017 suggested that a downside of the narrative-based learning approach is that it increases cognitive load for learners, which can distract some students from learning the desired material.[16]   As a part of the narrative approach, there can be quite a bit of extraneous information, and this can sometimes distract learners from focusing on the main topic of the lesson.

c. Benefits of Narrative-Based Learning for youth workers/professionals

Upon systematic review of narrative based teaching practices, the approach was shown to help educators convey abstract concepts.[15] Butcher also demonstrated that the narrative based approach allowed professionals to increase the opportunity for connection with their learners. With a solid foundation of connection, learners and professionals were able to engage in narrative learning to spark conversation and learn about values. Butcher mentioned how the narrative learning strategy allowed for instruction on values and how the values lead to positive and ideal results, all of which could be liberating and empowering for the learner. [16]

- **Benefits of the Narrative-Based Learning for learners, youth workers, and professionals**

Lastly, it is worth mentioning the benefits to both learners and youth workers/professionals. The narrative based learning environment is a highly adaptable learning environment. The direction of the lesson could be tailored to learners and leaders, therefore increasing the motivation of both parties during the learning process. This benefit should not be ignored since it increased the motivation to follow up on a topic and investigate further. [14]

Also, both learner and facilitator/trainer benefited from narrative based learning when the learning group did not benefit from traditional learning settings. This learning approach created a non-threatening environment for learning. Following the first few lessons in which trust was built, the narrative based approach encouraged community building within the group. All parties learned to look at stories from different perspectives and to explore creative problem solving approaches.

The narrative approach also promoted the discussion of the "gray area" of topics. Because of the learning strategies ability to encourage creativity and outside of the box thinking, higher

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[16] Mawasi, Areej, et al. (2020) *Systematic Literature Review on Narrative-Based Learning in Educational Technology Learning Environments (2007-2017)*. pp. 1213-1219 Retrieved from
https://www.researchgate.net/publication/342503632_Systematic_Literature_Review_on_Narrative-Based_Learning_in_Educational_Technology_Learning_Environments_2007-2017.

level thinking skills were also able to be explored. This type of approach fosters understanding of the complexity and interconnectedness of individuals, ideas, and issues. [16]

Narrative Based Learning's ability to convey the interconnectedness of communities brings us to the topic of *folk psychology* that is "a system by which people organize their experience in, knowledge about, and transaction with the social world".[17] Narrative approaches allowed for the construction and reconstruction of the world that the learners knew. In addition to this, narrative instruction was shown to be especially effective in language instruction as it allowed for a context in which to understand a language and the community in which it is used. [17]

In conclusion, the Narrative Based Learning technique has been shown to benefit learners and youth workers, and professionals. A systematic review of the benefits shows that motivation, self-efficacy, problem solving, and moral development improve for the learners. Youth workers and professionals are able to improve connection and value understanding when using this approach. Lastly, both parties benefit from the adaptability, trust building, and discussion of the "gray area" that are fostered from the Narrative Based Learning approach.

Chapter II: The General Learning Culture of Non-formal Education Modalities

1. Formal Education

Formal education corresponds to a systematic, organized education model, structured and administered according to a given set of laws and norms, presenting a rather rigid curriculum with regards to objectives, content and methodology. Formal education institutions are administratively, physically and curricularly organized and require from students a minimum classroom attendance. There is a program that teachers and students alike must observe, involving intermediate and final assessments in order to advance students to the next learning stage. It confers degrees and diplomas pursuant to a quite strict set of regulations. The methodology is basically expositive, scarcely relating to the desired behavioral objectives - as a matter of fact, it is but seldom that such targets are operationally established. Assessments are made on a general basis, for administrative purposes and are infrequently used to improve the education process. Their character is, for the most part, punitive, obeying a mono-directional methodology that fails to stimulate students and to provide for their active

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[17] Vaz, Ana, et al. *Survey of narrative theories for learning environments*. (2004). pp. 86-87 Retrieved from https://www.researchgate.net/publication/235887964_Structure_and_Affordances_of_Narrative_for_Learning_Environments/citations

participation in the process, though in most cases, failures are ascribed to them. The setting-up of a formal education system does not consider the students' standards, values and attitudes that are relevant to the education system which, generally, is not tested or assessed at the level of student acceptance, as well as for efficacy and efficiency. The same methodology - poor, ineffective, scarcely creative - is adopted, whether the institution has 10, 50 or 200 students. Other institutional resources than the expositive method are seldom employed and, when they are employed, the basic learning principles are disregarded. The subjects are presented in isolated blocks, be it content or methodology. Thus, for instance, in the case of physics, for technological and administrative reasons, the subject is divided into theory, laboratory and exercises and their adequate order and correlation is disregarded. In general, the objectives aimed at the personal growth of students are neglected and the basic principles of learning fail to be considered in the planning and the performance of education systems.

Examples of Formal Education
- learning in a classroom
- school grading/certification, college, and university degrees
- planned education of different subjects having a proper syllabus acquired by attending the institution.

Characteristics of formal education
- Formal education is structured hierarchically.
- It is planned and deliberate.
- Scheduled fees are paid regularly.
- It has a chronological grading system.
- It has a syllabus and is subject-oriented. The syllabus has to be covered within a specific time period.
- The child is taught by the teachers

Advantages of Formal education
- An organized educational model and up to date course contents.
- Students acquire knowledge from trained and professional teachers.
- Structured and systematic learning process.
- Intermediate and final assessments are ensured to advance students to the next learning phase.
- Institutions are managerially and physically organized.
- Leads to a formally recognized certificate.
- Easy access to jobs.

Disadvantages of Formal education
- Sometimes, brilliant students are bored due to the long wait for the expiry of the academic session to promote to the next stage.

- Chance of bad habits' adoption may be alarming due to the presence of both good and bad students in the classroom.
- Wastage of time as some lazy students may fail to learn properly in spite of motivation by the professional trainers.
- Some unprofessional and non-standard education systems may cause the wastage of time and money of the students which leads to the disappointment from formal education and argue them to go for non-formal education.
- Costly and rigid education as compare to other forms of learning

2. Non formal education at a distance[18]

a. Non-Formal Education

Non-formal education characteristics are found when the adopted strategy does not require student attendance, decreasing the contacts between teacher and student and where most activities take place outside the institution - for instance, home reading and paperwork. Educational processes endowed with flexible curricula and methodology, capable of adapting to the needs and interests of students, for which time is not a pre-established factor but is contingent upon the student's work pace, certainly do not correspond to those composed by formal education, but fit into the so-called non-formal education. Proportionally to the number of formal education factors that are absent from a process, we find several grades of non-formal systems.

Non-formal education seems better to meet the individual needs of students. According to Ward, a systematic analysis of the main features of non-formal education, diversely from formal schooling, shows that participants are led to non-formal programmes because these offer the expertise that they hope to acquire and the necessary assistance for a better understanding of their own selves and of their world.

As non-formal education is focused on the student, it presents flexible features with regards to the initially established and adopted procedures, objectives and contents. It is therefore quicker to react in face of the changes that may affect the needs of students and of the community.

Examples of Non-formal Education
- Community-based adult education courses.
- Free courses for adult education developed by some organizations.
- Boy Scouts and Girls Guides develop some sports programs such as swimming that come under non formal education.

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[18] Spronk, B. (1999). Non formal education at a distance: a framework for discussion. Retrieved from
https://www.assonur.org/sito/files/non%20formal%20education%20at%20a%20distance.pdf

- Fitness programs.

Characteristics of Non-formal Education
- The non formal education is planned and takes place apart from the school system.
- The timetable and syllabus can be adjustable.
- Unlike theoretical formal education, it is practical and vocational education.
- Non Formal education has no age limit.
- Fees or certificates may or may not be necessary.
- It may be full time or part-time learning and one can earn and learn together.
- It involves learning professional skills.

Advantages of Non-formal Education
- Practiced and vocational training.
- Naturally growing minds that do not wait for the system to amend.
- Literacy with skillful growth in which self-learning is appreciated.
- Flexibility in age, curriculum and time.
- Open-ended educational system in which both the public and private sector are involved in the process.
- No need to conduct regular exams.
- Diploma, certificates, and awards are not essential.

Disadvantages of Non-formal Education
- Attendance of participants is unsteady.
- Sometimes, it's just a waste of time as there is no need to conduct the exam on a regular basis and no degree/diploma is awarded at the end of the training session.
- Basic reading and writing skills are crucial to learn.
- No professional and trained teachers.
- Students may not enjoy full confidence as the regular students enjoy.
- Some institutes provide fake certification through online courses just for the sake of earning.

b. Informal Education

Informal education is quite different from formal education and, particularly, from non-formal education, although in certain cases it is capable of maintaining a close relationship with both. It does not correspond to an organized and systematic view of education; informal education does not necessarily include the objectives and subjects usually encompassed by the traditional curricula. It is aimed at students as much as at the public at large and imposes no obligations whatever their nature. There generally being no control over the performed activities, informal education does not of necessity regard the providing of degrees or diplomas; it merely supplements both formal and non-formal education. Informal education for instance comprises the following activities: (a) - visits to museums or to scientific and other

fairs and exhibits, etc.; (b) - listening to radio broadcasting or watching TV programmes on educational or scientific themes; (c) - reading texts on sciences, education, technology, etc. in journals and magazines; (d) - participating in scientific contests, etc.; (e) attending lectures and conferences. There are many instances of situations/activities encompassed by informal education, from those that may take place in the students' homes - such as scientific or didactic games, manipulation of kits, experiments, reading sessions (biographies, scientific news, etc.) - to institutional activities - lectures in institutions, visiting museums, etc.

Examples of Informal Education

- Teaching the child some basics such as numeric characters.
- Someone learning his/her mother tongue.
- A spontaneous type of learning, "if a person standing in a bank learns about opening and maintaining the account at the bank from someone."

Characteristics of Informal Education

- It is independent of boundary walls.
- It has no definite syllabus.
- It is not pre-planned and has no timetable.
- No fees are required as we get informal education through daily experience and by learning new things.
- It is a lifelong process in a natural way.
- The certificates/degrees are not involved and one has no stress for learning the new things.
- You can get from any source such as media, life experiences, friends, family etc.

Advantages of Informal Education

- More natural learning process as you can learn anywhere and at any time from your daily experience.
- It involves activities like individual and personal research on a topic of interest for themselves by utilizing books, libraries, social media, internet or getting assistance from informal trainers.
- Utilizes a variety of techniques.
- No specific time span.
- Less costly and time-efficient learning process.
- No need to hire experts as most of the professionals may be willing to share their precious knowledge with students/public through social media and the internet.
- Learners can pick up the requisite information from books, TV, radio or conversations with their friends/family members.

Disadvantages of Informal Education

- Information acquired from the internet, social media, TV, radio or conversations with friends/family members may lead to misinformation.
- Utilized techniques may not be appropriate.

- No proper schedule/time span.
- Unpredictable results which are simply a waste of time.
- Lack of confidence in the learner.
- Absence of discipline, attitude and good habits.

3. Learning Modalities

In the early 1980s, developmental psychologist and educational researcher Howard Gardner verified what many parents intuitively know: different children learn in different ways. He observed that even though all individuals in a group seemed to be equally intelligent, a lesson plan that worked successfully for some children didn't work as well for others.

Howard Gardner's observations led him to publish Frames of Mind: The Theory of Multiple Intelligences in 1983.He asserted that different people approach learning in different ways and that children learn better in school when their individual learning styles are recognized and supported. He outlined seven different learning styles: auditory, visual, kinesthetic, interpersonal, intrapersonal, linguistic and logical-mathematical.

Education has traditionally been focused around linguistic and logical-mathematical learning styles, however student centered learning models such as the Montessori method and the International Baccalaureate program have found success helping children learn in the way that is best for them.

Learning modalities are the sensory channels or pathways through which individuals give, receive, and store information. Perception, memory, and sensation comprise the concept of modality. The modalities of senses include visual, auditory, tactile/kinesthetic, smell, and taste. Researchers, including Reiff, Eisler, Barbe, and Stronck have concluded that in a classroom, the students would be approximately:
- 25-30% visual
- 25-30% auditory
- 15% tactile/kinesthetic
- 25-30% mixed modalities

There Are 4 Modalities of Learning: visual, auditory, tactile, kinesthetic.

a. Visual Learning Style

Visual Learners Learn Through
- Watching demonstrations

- Graphs and images
- Visual note taking
- Graphic organizers

Visual learners prefer to learn through images and graphics. Students who are visual learners are great at visual presentations and learning through images.

They quickly show an affinity for books and reading, starting with picture books and quickly moving on to books with text. They are engaged by bright colors and clear diagrams and can learn from videos, demonstrations and classroom handouts. Of the three different learning styles, visual learning most closely conforms to traditional classroom teaching methods.

Visual learners can glean information from reading assignments, from taking and reviewing handwritten notes and from the flip charts, diagrams and other visual aids that many teachers use. Visual learners can often be found at the front of the classroom, soaking up whatever they see their teacher write on the board. They are fascinated by bright colors and motion and will often use posters and mobiles to brighten their rooms. They like to draw and paint. Once they've read a story, they can retell it down to the smallest detail. They often say, "Show me," when they're trying to learn something new and like to see someone else perform a task before they try it themselves.

Strengths of visual learners
- They are good at identifying patterns in images.
- They can tell the differences between colors and shapes very well upon eyesight.
- They are often very neat and organized with their bookwork because they appreciate balanced imagery.
- They are very good at reading maps.

Weaknesses of visual learners
- They may struggle with big chunks of text. They would prefer to learn by watching a video or reading a graph.
- They struggle with audio-only texts such as podcasts.
- They may be easily distracted from their learning by movement or colors.

Teaching ideas
- Model learning through guided practice and demonstrations.
- Provide graphs and images rather than articles to read.
- Encourage students to take well-organized notes.
- Provide graphic organizers such as mind maps for the students.

b. Auditory Learning Style

Auditory Learners Learn Through
- Listening to stories
- Talking things through
- Conversation
- Verbal repetition of information

Auditory learners prefer to learn through listening. Students who are auditory learners would do well learning through listening to music or storytelling but struggle with silence. Children who are auditory learners often love music and can remember the words to songs they hear. They can easily follow spoken directions and, if they don't understand something, will often say, "Tell me again." Auditory learners like to read out loud, rather than silently, even when they're alone. They would much rather have someone read a story to them than read it to themselves. The auditory learner's understanding is much stronger when their teacher explains something to the class, rather than when they're given a reading assignment.

Strengths of auditory learners
- They are very good at hearing patterns in music.
- They appreciate storytelling as a form of teaching.
- They are skilled at explaining things in simple language.
- They can follow verbal directions with ease.
- Can quickly hear patterns in language, making them good at learning foreign languages.

Weaknesses of auditory learners
- Can be distracted by changes in sounds around them.
- Struggle to learn in silence, such as through standardized tests.
- May struggle reading books. Would benefit from audiobooks instead.

Teaching ideas
- Storytelling and story-based instruction.
- Provide podcasts for homework help.
- Encourage conversation and social learning scenarios in the classroom.
- Ask the student to verbally repeat information or instructions to you to help them remember.

c. Kinesthetic Learning Style

Kinesthetic learners learn through
- Interpretive dance
- Sports

- Role play
- Moving about their learning environment

The most physical of all the learning styles, kinesthetic learners absorb information best through touch, movement and motion. The word kinesthetic refers to our ability to sense body position and movement. This means that to really understand something, they need to touch it, feel it and move it around. Kinesthetic learning is learning that takes place through bodily movements. Students who are kinesthetic learners like to learn things by being physical such as doing sports. From an early age, they'll reach for books that encourage interaction pop-ups, little doors that open and close or books with textures that can be touched or petted.

Strengths of kinesthetic learners
- Can express themselves very well through dance and movement.
- Are strong sportspeople.
- Like to learn by moving about their learning space.
- Are very good in forest school educational environments.

Weaknesses of kinesthetic learners
- Struggle to stay still during tests or quiet time.
- Have trouble paying attention to books and in other passive learning scenarios.
- Need physical rather than theoretical experiences to understand ideas.

Teaching ideas
- Encourage role playing during learning.
- Allow your student to move around the classroom or go outside to let off extra steam.

d. Tactile Learning Style

Tactile Learners Learn Through
- Physical touch
- Moving, building, and manipulating objects
- Simultaneously doodling while listening

Tactile learners learn through touch. They understand things best when they can physically touch them. These sorts of learners like to use fine motor skills to feel textures, get an understanding of the size of things, and so on. They are different from kinesthetic learners because they aren't focused on moving their bodies, but simply touching and manipulating the things they are working with.

Strengths of tactile learners
- They learn best through active learning strategies that are popular in approaches such as problem posing education.
- They learn through play very well.

- They can build and manipulate things with their hands very well.
- They appreciate practical learning scenarios where they actually *do something* while learning.

Weaknesses of tactile learners
- They struggle with passive learning such as reading books or listening to their teacher such as through the banking model of education.
- They can struggle with theoretical explanations until they actually get a chance to apply theoretical ideas in real life.

Teaching ideas
- Bring many props into the classroom and allow the student to touch and play with them.
- Allow the student to doodle while they listen to you.

4. Learning Delivery Modes

The mode of delivery is an important consideration when designing learning activities that will support students to develop the skills, knowledge and understandings required to achieve the intended learning outcomes (ILOs). When teaching a unit with a mixed cohort of online and on-campus students, many of the learning activities will need to be different, and designed separately. A good place to start with this process is to define the learning outcomes for each week or session.

You can then design activities and select resources that will enable the identified delivery mode to be used effectively to support student attainment of those outcomes. It is difficult to take an on-campus activity and deliver the same design online in an effective and engaging way, and vice versa. It is for this reason that consideration of the learning outcomes intended for any activity is important, and this will enable equitable activities to be designed for each cohort of students.

a. Open Distance Learning through the internet

Distance education or **distance learning** delivers education to learners who are not physically *"on site"* as in a traditional classroom or campus. The source of information and the learners are separated by both time and distance. In its original version, the distance education was designed through correspondence and it implied that the learner and instructor interacted through the mail as the only means of communication. Open and Distance Learning (ODL) is a modern version of Correspondence Education, which has been enhanced by the explosive growth of the Internet and the myriad possibilities of innovations in making education a

lifelong experience. While the world has shrunk with the Internet, it has also expanded the body of knowledge that exists in every corner of the world.

ODL through the Internet goes beyond its counterpart of Correspondence Education to create a Virtual Classroom through which learners from across the world can interact with each other in cyberspace, in *"real time"* or *"virtual time"*. This can also be an exciting and stimulating experience, as a learner from Brazil may be interacting with learners from the US, Angola and Nepal. The timing may be synchronous or asynchronous but it is suited to the pace, convenience and location of each learner.

A range of tools and different methods are deployed, encouraging and enabling different styles of the learners to absorb lessons in the manner that suits them the most. More importantly, ODL is used as a means of connecting individuals who would never ever meet in the span of their own lives, to share views, experiences and perspectives, as well as debate different standpoints in order to develop a holistic and comprehensive understanding on specific issues.

Open Distance Learning (ODL) assumes that the learner is capable of self direction. It is consistent with the precepts of Lifelong Learning. As an instructional strategy, it allows the adult learners to engage in interactive and collaborative activities with their peers and instructors without being physically present in the same location as the instructor or peers. It offers them the opportunity to interact with the instructor and fellow learners as they apply new knowledge in authentic contexts. But perhaps the most powerful impact of the ODL experience is that the interactions and collaborations within the virtual classroom create a new body of knowledge with insights and experiences from a range of individuals from different backgrounds and in different contexts.

- **Towards Building an Effective Online Course: Initiatives of PIALL**

The first and foremost concern in the development of any online course is to understand the need for development of a particular course and its content. When we finally make a decision to develop and launch the course, we then start with answering these questions in reference to our specific course. For example:
- Are there similar courses that are available online?
- What is the targeted clientele that these courses are reaching out to?
- Are they country, region or global audiences?
- What is the language of instruction?

We also then ask ourselves:

- What do we want the learners to imbibe through the course material?
- What skills and abilities should they develop after they complete the course?
- What is the period of instruction to project the depth of course content?
- How many assignments should be given to the learner?
- Assessment criteria – what would this include? Is online participation evaluated?

b. Blended Learning

Blended learning combines the best of two training environments—traditional face-to-face classroom training and high-tech eLearning. By covering all the bases, you can engage all types of learners—those who learn better in a structured environment that includes face-to-face interaction with an instructor, and independent types who learn better with semi-autonomous, computer-based training.

While the classroom offers an opportunity for role-playing with immediate face-to-face feedback, online learning offers personalized, self-paced learning with eLearning/mLearning components that lend themselves to interactive media such as skill-building, games, videos, tutorials, quizzes and social media components, all accessible from the learner's home page in the Learning Management System (LMS)—and accessible from the learner's smartphone or tablet.

In the past decade, teachers at higher and lower educational institutions have organically adopted blended learning as a meaningful learning tool in and out of the classroom. Luckily, corporate learning is catching up. The success of blended learning is due to five main benefits:

- **Accounting for Everyone**

Blended learning takes every type of learner into account, whether they prefer the familiar traditional classroom, would rather learn online, or try a mixture of both. Without the limitations of a classroom or all-online course, blended learning utilizes a variety of methodologies so the content can be customized to the learner and optimized for the subject matter. While not all face-to-face training is easily translated to digital content, it's possible to re-engineer existing content for online delivery in a way that complements the existing training.

- **Learning Trends and Feedback**

Blended learning uses online and offline technologies in tandem, allowing instructors to quickly adopt the latest learning trends and modalities into the curriculum. Instructors can also use built-in reporting features in most LMS software programs for deeper, data driven insights into student progress and success.

For learners, blended learning also offers the unique opportunity to discuss, model, and practice their new skills in a safe space, so they're not just watching or hearing—they're doing. By applying the new knowledge shortly after they've left the physical or virtual classroom, learners retain what they've learned.

- **Lower Costs**

In-class training may seem like a cheaper option when compared to eLearning development, but consider the true cost of face-to-face sessions: Time away from work, paying instructors, and flying in remote employees can eat up a significant amount of the L&D budget. A blended eLearning approach cuts down on travel costs and can be used again and again, which reduces instructor time as well.

- **Fun and Engagement**

Blended learning is an interactive experience in every sense of the word. Learners reinforce the offline lessons by practicing online through a variety of different content media, each geared to suit a certain learning style. Learners can choose which type of content they want to interact with, practice what they learn, and communicate with instructors and other learners any time and on any device. The community experience keeps learners engaged and informs teachers about their progress and areas needing more attention.

- **Reach and Personalization**

Global organizations face the challenges of making learning universal, no matter the branch location. Language interpretation and travel can also be concerns, both of which are easily addressed by blended eLearning that brings training to all employees, whether they work in another country or from home.

Diverse reach also means diverse individuals. If all learners have different levels of understanding and expertise, then why force them into the same training program? Blended eLearning creates a buffet-style approach to training, allowing learners to lead and choose how and when they interact with the material. Being able to test out of a familiar topic or listening to the same podcast a few times means each learner gets the training *they* need (and want).

- **Blended Learning Models**

When you're teaching a diverse group, it's almost impossible to tailor the learning experience to suit every learner—or is it? A blended learning model can help you personalize your subject matter for time considerations, learning techniques and even personal preferences, but implementing a blended learning model requires big changes to how you think about training.

Take a look at some of these blended learning methods and see if they might work for you:

- **Face-to-Face**: Traditional instructor-led learning sessions supplemented with technology to allow learners to control their own learning pace. Benefits are role-play, mentoring, hands-on practice, and feedback.
- **Rotation**: Students go from one learning activity to another learning activity, either in a structured learning session directed by a teacher, or online in a self-directed manner.

Examples include learning stations, labs, and the flipped classroom where learners practice the lesson before attending the face-to-face training.

- **Flex:** Flex learning is a term that can be used interchangeably with personalized learning. By accessing means of integration of learning in a Learning Management System (LMS.), the students control their learning path, choosing what they want to learn. The instructor is usually present in a mentoring capacity, to answer questions.
- **Gamification:** One of the most effective ways to motivate learners is by letting them play! By using game play elements such as points or levels, learners feel a little competition and are more motivated to experience the material on their own time.
- **Online Lab:** This blended learning model is entirely digital, with little or no instructor interaction, and takes place either before, during or after a training. Learners can access content on mobile phones (mLearning), laptops or tablets. This modality engages and solidifies learning.
- **Self-Blend:** Self-blended learning is supplemental content—either in the form of webinars, white papers, industry blogs, or video tutorials—that help self-motivated learners delve deeper into a subject. A robust LMS can combine diverse content sources under one system to encourage curiosity and growth.
- **Online Driver:** This blended learning model is entirely self-directed and takes place in a digital environment. Learners can engage with an instructor through chat, email or message board. It provides a flexible schedule and personalized learning, but lacks the face-to-face interaction of other types of blended learning. An LMS is the best way to encourage users to direct their own learning while still monitoring their process as they enjoy media and eventually, engage in classroom discussion. You can choose from existing learning management systems or opt to have an LMS developed specifically for your purposes.

c. Face-to-Face Learning

As its name implies, the face-to-face model of blended learning involves a great deal of student-teacher interaction. It is primarily, although not exclusively, delivered through classroom teaching, where students will be in physical attendance along with a number of their contemporaries. It is suited to all ages of students, too, from junior schools up to those who are in adult education receiving remedial instruction. In some educational systems, the face-to-face model of blended learning is referred to as the face-to-face driver model. There is no distinction between the two terms, and they are often used interchangeably.

In the face-to-face model, nearly all of the education that is delivered will be offline. This means that it will be given to students in person in the same way that traditional education has always operated. The online elements are there to try and deal with specific issues that may arise for certain students. For example, if a student has started to become disruptive because

they have become bored, then a teacher might use an online resource to re-engage that particular student.

This might be the case because the student in question has already mastered the concepts in the lesson plan and is left unchallenged by the teaching that the rest of the class is receiving. In such cases, rather than allowing disruptive behavior to interfere with the majority of the students' education, a teacher might elect to try the face-to-face model for the most advanced students by setting them more challenging work online. This could be within the classroom while the rest of the student body continues to give their attention to the teacher.

It might also be the case that a teacher needs to continue with the education of the class so that they can achieve a certain standard by the end of a term. However, if they are constantly having to go back to assist students who are struggling, then the progress of the rest of the class may be held back. In such cases, adopting an online face-to-face model may be of use. In this scenario, digital equipment might be used by less well-achieving students to run through reminder sessions online or to cover the ground that they may have missed earlier in the academic year.

In this sense, the face-to-face model is really a blended learning approach that is used to supplement standard pedagogical techniques. It uses in-classroom technology, such as a class tablet, to act as a teaching resource for individual students in such a way that the rest of the class can make solid progress with face-to-face teaching.

- **Benefits**

The face-to-face model is particularly beneficial when it is deployed among high-achieving students who may feel they are being stifled by continuing at the class's average pace and capacity for learning. It is equally useful for students who are behind the average learning rate and need extra help. The only difference with the face-to-face model is that such additional assistance is offered via digital means rather than by the teacher or teaching assistant directly.

The main advantage for educators is that the model provides a straightforward means of supporting all students' needs in an adaptable way. By utilizing the latest educational software tools, teachers can continue to support the needs of the majority of their students directly while not becoming too distracted by the needs of students at either end of the educational scale.

5. Examples of Salto Youth Projects

- **"Steam up with us"[19]**

Aim: Expand professionalization of youth workers in their skills with innovation. Provide the youth workers with professional development opportunities, so that they will be able to even better support vulnerable groups, i.e. girls and minorities.

Learning Culture and non-formal Education modalities they use
- Design-thinking
- Maker education
- Sustainable development
- Social entrepreneurship

Sample Activities
- Connecting Youth Workers
- Exchange of good practices
- Expansion of knowledge on digital youth work

- **"Growing Minds"[20]**

Aim: promote and raise youth organizations capacity for non-formal education in the Middle East and North African regions. Target group is youth workers and how they will be able to teach environmental conservation, social responsibility, and economic development

Non-formal education modalities they use
- Art and Culture Education to expand critical thinking, raise awareness, and acquire key competencies.

Sample Activities
- Curriculum development so youth workers can teach sustainability
- Adapt and compare artistic activities from other cultural initiatives and European benchmarks

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[19] KidHub.(2023). *STEAM UP WITH US: Innovative youth practices for 21st*. Retrieved from
https://www.salto-youth.net/tools/otlas-partner-finding/project/steam-up-with-us-innovative-youth-practices-for-21st-century.13360/

[20]
https://www.salto-youth.net/tools/otlas-partner-finding/project/growing-minds-promoting-sustainable-development-through-art-education.13342/

- **"Perform Handicap Digital Inclusion"**[21]

Aim: Expand health workers and disability organizations' understanding and best practices for supporting disability communities.

Non-formal education modalities they use
- Generate a "virtual disability journey" in Google Maps augmented reality. Educational kit to increase understanding of this community's experience navigating day to day life.

Sample Activities
- Create an inventory of disability
- List best practices for supporting individuals with disabilities
- Focus on dissemination through a MOOC and workshops

Chapter III: Suggestions for Communicative Training Approaches

1. Defining communicative training approaches

Over the past century, several approaches to improve and accelerate students´ learning process have been designed, tested, and implemented. Most of them were developed for the purpose of language teaching and consequently extended its range of applications to other departments. The term Communicative Training Approach encompasses a variety of learning/teaching methods based on real-life situations. It derived from the Communicative Language Teaching (CLT), a method emphasizing the importance of real communication and interaction as both learning objective and means through which learning takes place. The purpose of the communicative approach is to develop communicative competence and maintain communication despite linguistic limitations. The role of the teacher changed from knowledge transmitter to facilitator giving instructions and creating opportunities for effective communication. CLT was first proposed in the 1970s as a response to the traditional concepts of language learning (e.g. Grammar-Translation Method and Direct Method) which, according to the new generation of teachers, lacked context and interpersonal and intercultural interactions and therefore were unable to respond to students' needs.[22] Other examples for communicative teaching approaches are Content-Based Instruction / Content and Language Integrated Learning (CBI/CLIL), Task-based instruction/Task-based Language Learning

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[21] Association de graphistes de l'ombre. (2021). *Perform handicap digital inclusion*. Retrieved from https://www.salto-youth.net/tools/otlas-partner-finding/project/perform-handicap-digital-inclusion.11989/

[22] Dos Santos, L.M, (2020) *The Discussion of Communicative Language Teaching Approach in Language Classrooms*, Journal of Education and e-Learning Research, Vol. 7 (2). pp. 104-109. Retrieved from https://files.eric.ed.gov/fulltext/EJ1258678.pdf

(TBI/TBLT), Dogme ELT, Self Directed Learning (SDL), Narrative Technique and Project-based learning (PBL)[23].

a. How do we use Communicative Training Approaches?

"The students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics"[24]. The purpose of the Youcreate project is to encourage youth to develop and implement a project or initiative that brings together their peers for a cause related to environmental topics. Following the principles and adapting some aspects of the Communicative Training Approach, especially the Narrative Technique and Project-based learning, we aim to help the youth to incorporate their personal experiences and interests, debating, collaboration, storytelling, crowdsourcing, various digital technologies and other non-formal education tools to boost their imagination, inquisitiveness and engagement and as a result creatively find alternatives that are circular and sustainable as well as initiate and lead initiatives that contribute to the sustainable development of individuals, companies, communities and nations.

Although the method can be characterized by flexibility and has not been designed to be highly structured, the result of the delivered project will nevertheless be substantial and practical. Our guiding **4P principles** are:

- **Passion:** Research shows that sustainability is something young people feel strongly about[25] and consequently are more apt to put effort into a project related to environmental causes, gaining useful knowledge in the process.

- **Peers:** Learning is very effective if fellow learners are in a similar situation and participate in social or educational activities as equals, sharing ideas and collaborating on projects thus enriching each other's development.

- **Play:** Playful experimentation, testing new materials and tools increases creativity and narrative ability of young people. Moreover purposeful play helps them to get into deeper levels of learning.

- **Projects:** Learning-by-doing, investigating, being challenged, responding to an authentic problems and planning the project just like in real life leads to creation of an innovative and beneficial final product[26].

[23] Richards, J. C. and Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching.* p.8. Retrieved from https://assets.cambridge.org/97805218/03656/frontmatter/9780521803656_frontmatter.pdf

[24]East, P. A *Handbook to the Communicative Approach (CA)*. p.5. Retrieved from https://catalyst-erasmus.com/wp-content/uploads/2021/02/2020-A-Handbook-to-the-Communicative-Approach.pdf

[25] *#YouthStats: Environment and Climate Change.* Retrieved from https://www.un.org/youthenvoy/environment-climate-change/

[26] Resnic, M. (2017). *Lifelong Kindergarten. Cultivating Creativity through Projects, Passion, Peers, and Play.* Retrieved from https://lcl.media.mit.edu/resources/readings/chapter3-excerpt.pdf?pdf=ch3-en

b. Examples of creative narrative techniques used in youth projects, which focus on environmental/sustainability topics

● **Erasmus+ Project "Environment and Human Ecology"**

The aim of the project is to promote the use of the local environment where youth projects take place as a relevant tool to promote cultural discovery and intercultural learning.

The course programme addresses the following elements
- Why Euro-Med cooperation projects?
- Group dynamics
- Introduction to and definitions of the "local environment"
- Exploration of the local environment
- Planning of the activities
- Testing and evaluation of the activities
- Partnership between participants' organizations
- Overall evaluation of the course

The objectives of the project are
- to explore and discover more of the local environment of Hungary (typically: natural environment, social environment, historical environment, traditional environment);
- to provide pedagogical support and time for the participants to develop their own environmental activities;
- to support the intercultural exchange between participants;
- to produce a short handbook with the activities created by the participants;
- to allocate space for the participants to develop their project ideas (Action 1 – Youth Exchanges);

By "exploring the environment" the young people have a good opportunity to "explore the local culture" and undertake an intercultural learning path. Thus, the youth leaders participating in this course act as human ecologists, first exploring the local environment of the country, where the project is taking part and then setting up activities suitable for young people they might involve in future youth exchanges.

The course is based on the principles and practice of non-formal education and is conceived according to a learner-centered approach based on active and interactive methods. Participants need to self organize part of the activities and thus take a personal responsibility for their learning process. They should be open for an experiential learning experience.

- **Erasmus+ Project "Youth and Environment Europe (YEE)"[27] [28]**

The aim of the project is to unite European non-profit youth organizations engaged in environmental protection through volunteer work. YEE helps its member organizations exchange experiences and ideas, encourages them to be creative in inventing new ways of learning and gives volunteers the possibility to take initiative. Its main goals are:

- *"Raising awareness and building capacity among youth on the climate crisis.*

- *Enhancing international cooperation and knowledge-sharing among our members.*

- *Strengthening participation of youth in environmental and climate decision-making processes"[29].*

The volunteers have the opportunity to train creative, motivating, technical and organizational skills according to the 4P principle of the Communicative Training Approach and non/formal education (see Chapter, a.). The organization establishes conditions and gradually gives volunteers more responsibilities and opportunities to widen their knowledge and consequently deliver something of value to the people and environment along with being a source of inspiration for local communities. Some of the fields in which the participants can creatively prove themselves are:

- computer and creative skills (promotion of the project and its cause, learning new softwares, creating eye-catching and informative promotional materials and websites, writing blogs)

- event organizing and communication (representing the organization during NGO markets, organizing and participating in youth exchanges, preparing interactive activities, making up games, practicing creative ways of presenting e.g. theater, story telling, visual materials).

- international project management (experiencing working and communicating by distance, working on every stage of a project e.g preparation phase, follow up activities, reporting, presenting results, writing a project)

- field work (developing skills, competences and feelings for nature through physical work, learning handicrafts)

- intercultural skills (discovering social and cultural differences and similarities, learning from each other, exchanging methods and good practices related to the environment.

- **Erasmus+ Project: "Environmental Sustainability Training for Children through on-line Simulation, Exploration, and Collaboration (ENVKIDS)"**

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[27] Youth for Environment, *EVS for Environment*. (2001). Retrieved from
https://yeenet.eu/wp-content/uploads/2019/02/EVS_for_Environment.pdf
[28] idem. Retrieved from https://yeenet.eu/projects-filter/ (list of subprojects)
[29] Youth for Environment. (2001). Retrieved from https://yeenet.eu/about-yee/

ENVKIDS aims to raise awareness on environmental sustainability and climate change mitigation activities among elementary school children through on-line simulation and demonstrations.

ENVKIDS deployed explorative pedagogy based on age-appropriate virtual and practical experimentation and mostly graphical interfaces that overcome language barriers and hide potential underlying computational complexity. A blended learning approach combined in-class instruction, virtual demonstrators, site visits, and on-line collaboration that enabled children to build on each-other's experiences under the mediation of teachers and in the context of a European school network.

The didactical activities were developed by environmental and pedagogical experts. Foreseen proof of concept pilot activities for children included:
- Natural resource management, the activity encourages children to explore the current status quo on the management of resources such as forests, biodiversity, and water basins, through on-line demonstrations of resource depletion trends and the consequences on climate and quality of life. This pilot helped raise awareness on sensible and sustainable management of resources.
- Production and conservation of energy, involving both traditional and emerging methods, such as coal and renewable resources, including the wind, the sun, and waves. On-line demonstrators were used to show how emerging, renewable energy resources help control pollution.
- The contribution of everyday practices to pollution. Problem solving approaches encourage children to discover mitigation solutions that can be applied to everyday life, including waste and water management, and efficient buildings. Children described methods used in their countries, to compare practices, and to get informed about the methods of the future.

To ensure maximum impact, ENVKIDS aimed to design the proposed ICT-based learning activities for delivery through the channels of existing school curricula, such as field education, in a value-adding manner that enhances the learning process, and not as independent, standalone learning modules. The proposed activities were validated through pilots that engaged primary school teachers and pupils in real-life learning activities through which the children had the opportunity to use the developed simulators in hands-on lab sessions and to collaborate with pupils in other countries through the proposed school network exchanging experiences and building an awareness of the international nature of environmental sustainability issues.

Finally, ENVKIDS aims to support the teaching process by providing good practice recommendations targeting teachers, higher education students majoring in pedagogics,

teacher associations, and policy makers on the seamless integration of the proposed solutions into instructional practices to be disseminated through on-line portal services.[30]

- ***Workshops offered by community organization "MiaZo"*** [31]

This organization, and partner of ours, has an essential goal; the reuse of any kind of products (e.g., clothes, toys, jewelry, etc.) in order for them to attain a new life in new hands. Upcycling and circular economy are the members' main vision. For this reason, they provide seminars and workshops to anyone who wants to raise their awareness in protecting the environment.

The workshop with title "Ecological Coexistence" refers to the actions made to promote knowledge and understanding of the balances of our planet and the adoption of a more sustainable way of life. All practices are based on ecological mentality. In this way participants have the opportunity to learn more about everyday actions of tips for taking care of the environment, to save resources and goods, etc. Having fun through the activities and learning at the same time about solutions for producing less waste and using healthier products is the main key for raising ecological awareness according to the team of MiaZo. The outcomes of these workshops are mainly soap bars, detergents, shampoos, body care products, sponges, etc. Last, but not least, not only individuals but also schools can engage in these seminars and workshops.

- ***Moria Corona Awareness Team*** [32]

This team is located on Lesvos (Mytilene) island in Greece. The team consists of migrants staying at the camp refugee center in Moria, who are teachers, pharmacists, and other professionals with various nationalities, cooperating with local people. Their central aim is to face the Corona virus through different actions organized by refugees collaborating with Greek citizens to keep their camp safe and clean.

This self-organized group provides basic services, such as waste management, plastic recycling, education opportunities, and clothes distribution while dealing with their own asylum claims and looking after their families. Their central project, which meets great success, is that people living in the camp gather the empty plastic bottles and in exchange they get clothes or food (e.g., lentils, flour, vegetables, potatoes, chocolate for the kids, eggs, etc.).

Regarding the elimination of the Coronavirus, refugee – pharmacists organize informative workshops with all the necessary health advice and the refugees at the camp learn how to

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[30] Centre for Research and Technology Thessaly. (2009). *Environmental Sustainability Training for Children through on-line Simulation, Exploration, and Collaboration*. pp 5. Retrieved from https://eclass.uth.gr/modules/document/file.php/E-CE_U_187/%CE%A0%CE%B7%CE%B3%CE%B5%CF%82/2009_3882_FR_EnvKids_pub.pdf

[31] MiaZo.(2021). *Ecological Coexistence*. Retrieved from https://miazo.gr/oikologiki-syniparxi/

[32] Moria Corona Awareness Team. Retrieved from https://www.facebook.com/MoriaCoronaAwarenessTeam/

wear and use a face- mask, how to keep themselves clear, for instance by cleaning with soap their hands extensively and sterilizing them, although the water supply is limited. [33]

Chapter IV: Adaptation of contemporary creative narrative in virtual environments

1. Adapting narrative based learning techniques to a digital format

Narrative based learning and storytelling correlate closely to each other. The technique of storytelling invokes the procedure where a structured narrative or story is utilized for educational learning objectives. In this manner a narrative based on storytelling includes "personal or impersonal story and anecdotes to engage learners and share knowledge". Which are the benefits of narrative- based learning? It is a quite advantageous apparatus that helps youngsters to a) share personal experience, b) interpret events and phenomena, while they cultivate their skills and emotions in social intercourse. Additionally, through narration, the community is built by peer-to -peer collective experience to increase public understanding for sensitive topics, like migration, environmental or gender-based issues, etc.

The two basic element for a successful narration are

- The context (where and when the narrative takes place),
- The course (the plots and the events of the story, and the expression of the context through multiple media and language aspects)

Storytelling is the most traditional way to narrate crucial topics related to religion, custom and traditions, cultural aspects, to young people for educational purposes. We have seen technology conquering our world over the last decades, therefore educators and trainers should be adaptive and with the latest trends to promote education. For this reason, scientific teams all over the world turned their interest and attention to the digital narrative -based learning . New generations opt for communicating through various multimedia and in this manner is how digital narrative -based learning motivates young people to publicize their opinions and ideas in miscellaneous communicative levels.

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[33]Human Rights Watch. (2020). *Greece: Refugees Working to Protect Moria Camp from Covid-19*. Retrieved from
https://www.youtube.com/watch?v=MPn462L9Xds

a. What is digital narrative-based learning?

Talking about digital narrative -based learning we refer to the skill of narrating stories through miscellaneous digital media, such as images, audio, and video . Specifically, all kinds of digital creations combine a "mixture of texts, graphics, recorder audio narration, video, and music" (p.1) to inform about the topic of their stories. Digital narrative -based learning works in the same way as the traditional method; it has to do with the narration of a specific theme usually presenting a specific point of view lasting only a few minutes[34].

The most **principal categories** of digital narrative -based learning are divided into three distinct groups.

- The first group includes the personal narratives, which demonstrate the personal experiences of a single person. In this case, the educational benefits of such narratives function on multiple levels. Firstly, it is a good opportunity for people listening to these stories to gain a new perspective of life since they learn more about different life or economical lifestyles and statuses; they even gain knowledge for new cultures and traditions. Furthermore, such narratives are a good reason for triggering new discussion topics amongst students.
- The second group of digital narrative -based learning refers to narratives that examine historical cases and events. In this category are presented stories with historical interests and topics based on real events. The most fascinating part of it is the mixture of the documents that can be used; for instance, videos and photos taken in real-time in the past.
- Last, but not least, is the group of stories that inform or educate their audience. These kinds of stories not only inform the potential listeners or readers but also instruct since their topics deal with "science, health education, instructional technology...", etc.

For digital stories to be effective, adaptivity is above all. Adaptivity signifies the potential of the automated adaptation to the needs of the audience. The adaption offers a personalized experience when adapting the story of the games according to personal and individual events and preferences. This kind of interferes transfuse "the motivation to play and learn". Additionally, when teachers and students use the curriculum constantly, by recycling the learning topics, and by making use of the various digital narrative tools, personal stories, and patterns, is a way for digital narrative -based learning to be more effective. However, the creators, either educators or learners, should find and maintain the balance between the initially draft story structure and the expectations of the audience. [35]

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[34] Robin, B. (2006). The Educational Uses of Digital Storytelling. *Society for Information Technology & Teacher Education International Conference.* Retrieved from https://www.learntechlib.org/p/22129/

[35] Kickmeier-Rust, M. D., Göbel, S., & Albert, D. (2008). *80Days: Melding Adaptive Educational Technology and Adaptive and Interactive Storytelling in Digital Educational Games.* pp. 1-8.

b. Digital forms of narrative-based learning techniques

For narrative techniques to become more appealing and interactive, the key answer seems to be the narrative adaptation. According to Rowe et al. , narrative adaptation means the enhancement of personal story experiences and actions to story ingredients that are tailor-made to an individual's needs and choices. In order to implement these needs and preferences, adaptations need to be done in terms of "artificial intelligence techniques for narrative planning" [36].

According to Rowe et al. to succeed the interactive narrative adaptation to a digital form and environment, they suggest three different kinds of adaptation. The first one refers to the plot adaptation. The meaning of plot adaptation connects with "the sequence of events and situations that characterize the content and structure of a narrative" [37]. As for the plots in the interactive narrative settings, these are akin to "the outer loop in an intelligent augmented tutoring system"[38]. In other words, the problems of the students are chosen by the outer loop in a similar way that the plot adaptations select the events in the same method that are "tailored to a student's preferences and needs". The second suggestion has to do with the discourse adaptation which does not correlate with the plot adaptation. This means that the directions of the discourse adaptation are feasible to be achieved without affecting the plot construction. The third and last suggestion involves the user tailoring method which makes use of the plot changes, either the narrative or the non-narrative ones.

Through research over the years, it is well-established that technology integration into education has impressive results. However, it is more than important for teachers to train themselves in using the technology properly for more compelling interaction among students and teachers. But what happens when digital narrative -based learning permeates into traditional taught classrooms? According to the extensive research made by Alla Sadik[39] in Egyptian schools with the assistance of one and only digital tools, the results were quite positive. It was revealed that the majority of the students accomplished their stories and tasks by experiencing all the pedagogical and technical characteristics of digital stories. In this way, digital narrative -based learning can enhance learners' perception of curricular content by making them eager to alter the pedagogical and curricular content into digital narrative -based learning.

On the other hand, as for the teachers' familiarization with the digital tools of narrative -based learning, research indicates that in some cases teachers tend to spend enough time grouping students in order to manage teams better and take advantage of the digital narrative -based

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[36] Rowe, J. P., Shores, L. R., Mott, B. W., & Lester, J. C. (2010). *A Framework for Narrative Adaptation in Interactive Story-Based Learning Environments*. p. 1. Retrieved from https://doi.org/10.1145/1822309.1822323

[37] *ibidem*. p. 3

[38] *ibidem*

[39] Association for Educational Communications and Technology, & Sadik, A. (2008). *Digital storytelling: a meaningful technology-integrated approach for engaged student learning*. Education Tech Research Dev, pp. 487–506. Retrieved from https://doi.org/10.1007/s11423-008-9091-8

learning integration. In this manner, these groups seemed to work better and effectively with their peers and have excellent results. However, in the case of various queries that arose about the digital narrative -based learning tool, unfortunately, the educators were not quite technically proficient in giving the correct answer or guiding them in the right way to work with the tool. No matter the technological literacy of the teachers, students' motivation and engagement did not decrease as well as their ICT skills were enhanced.[40]

In general, the digital narrative -based learning method has significant results in teaching as well as it enriches the curriculum. Students feel more engaged during the lesson since they become much more creative and motivated.[41]

c. Is digital narrative-based learning an effective tool for teachers/ educators and students?

There are many and various ways to utilize the technique of digital narrative -based learning in education. Regarding teachers, it is totally up to them how they make use of this tool. For instance, some teachers might use it anticipatory, as a way to interpret the new material to their learners or catch and keep their attention to the course and grow their enthusiasm for creating new ideas. [42]

As seen by B. Robin digital narrative -based learning "is a powerful tool to use in classrooms"[43]. This happens because teachers use stories created by them in order to enhance the lessons with the result of promoting discussions that were displayed in a story as well as to make learners comprehend the conceptual content more easily.

On the other hand, students are also benefited when creating their own stories through tools suitable for digital narrative -based learning. This process could develop their skills, keep them engaged and motivated to participate in a course taught in a digital environment. Additionally, students could enhance their skills in digital, global, technology, visual, and information literacy. This means that evolving themselves working with digital tools for creating digital forms of narrative stories could upgrade their skills in utilizing software that incorporates the usage of various multimedia, such as audio, visual, texts, web publishing, the use of video cameras, scanners, etc.

Moreover, during the process of creating and designing the narratives in digital form, students could also strengthen their abilities in research, writing, organization, technology, presentation, interview, interpersonal, problem-solving, and assessment.[44]

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[40] *ibidem*

[41] *ibidem*

[42] Robin, B. (2006). The Educational Uses of Digital Storytelling. *Society for Information Technology & Teacher Education International Conference*. Retrieved from https://www.learntechlib.org/p/22129/

[43] *ibidem*

[44] *ibidem*

Digital narratives can be generated in different formats (images, videos, recordings, text, etc.). Some of the technological tools that can be used to develop creative and innovative digital narratives are such as:

- **Blogs.** Blogs are useful when the information that one wants to share in the form of narrative is text. Nowadays, blogs give room for more creativity with the addition of images and videos.
- **Presentations.** One of the most common ways of sharing narratives and information in general is through presentations done on apps such as PowerPoint or Prezi. This allows the insertion of nice visuals to support the narrative of the presenter.
- **Whiteboards**. Some examples of digital whiteboards are Google Jamboard, Miro or Mural, among others. Whiteboards can be used as the previously mentioned presentation apps, but they also allow participants to interact with each other simultaneously and share a wide variety of content in a diverse range of formats. Hence, it fosters creativity and cooperation for the creation of the narratives.
- **Video editing programs and video platforms**. Video is a very powerful tool for sharing narratives. Hence, the creation of videos in programs such as DaVinci Resolve, iMovie or WeVideo and the sharing of these videos in platforms like YouTube or DailyMotion as well as other social media platforms can be of great value for enhancing the learning through narratives.
- **Podcast recording.** Language and voice are some of the most important elements when it comes to narratives, learning and communication. Therefore, recording and listening to podcasts is another option that both teachers/educators and students have available. Applications like Audacity can be of great help to record podcasts, but also Skype or Zoom. For podcast sharing, there are plenty of options (Lisbyn, Simplecast, etc.).

Please note that these are only some examples of popular digital tools of easy access. Nevertheless, there are many more technological tools available in the market.

2. How to digitize and create a timeline for a European project using narrative based learning techniques

Project-based activities are the most crucial and widespread type of General Proposal Data (GPD) and the ones that will lead to future sustainability, which is mainly promoted by project-based organizations and companies. Projects are the ones promoting sustainability and circular economy initiatives. The sustainable way of thinking that is incorporated in business and professional strategies has a direct effect on project-based tasks and organizations. It is

very important for the project lifecycle, environmental and economic features to be reflected during decision-making.[45]

According to Jaaska et al., it is advisable to incorporate such sustainability regulations within a team and an organization because "the project, the product, and the management processes" will lead to successful roads while at the same time correct and prosperous decision-making paths that have been done in order to confront the provocative tasks and requirements of the personnel competencies. As for educative projects management, these should be dealt with in a deliberate, cutting-edge, integrable, and coherent manner. When sustainability management is compelling, it has the potential to enhance the competitive advantage of the companies and organizations, as it is stated by Jaaska et al.[46]

Therefore, competitive project managers and practitioners are indispensable for the successful process of company-organization management.

For this purpose, researchers suggest the solution of a digital educational game. Computer games seem to promote the implementation of complex management since, as has been already mentioned above, the creation and structure of narratives look-alike a lot with computer games because both facilitate a plot that is based on a short narrative. In this way, the personnel of a company or organization have the chance to advance their skills in "planning, stakeholder and cost management, decision making and risk management"[47].

To construct a satisfactory digital narrative -based learning project the best technique is to bring together stakeholders and people from organizations, like trainers, educators, people working on associations, even libraries, etc. we will have the right and opportunity to design and create a digital narrative -based learning tool within this system.

But what really happens when narration gives life to a project, community, or educational group? This indicates that for project management to work properly, it is necessary:
- "to organize and host networking events, through seminars, gatherings, storytelling evenings, etc.". In this way, existing and premier actors with distinctive backgrounds could interact with each other with a common passion for narrative -based learning.
- To assure that narratives are made for specific purposes and professions, such as educators, tour guides, library staff, etc.
- To boost any narrative -based events that are held from museums, libraries, local history societies, study groups, teachers, schools, etc.
- To boost or facilitate exclusive events like narrative -based cafes, festivals, workshops, that include both national and international features.
- "To promote and support initiatives for starting training programs, courses and workshops on storytelling at universities, colleges, schools."

[45] Jääskä, E., Aaltonen, K., & Kujala, J. (2021). *Game-Based Learning in Project Sustainability Management Education*. Sustainability 2021, pp. 1–22. Retrieved from https://doi.org/10.3390/su13158204

[46] *ibidem*

[47] *ibidem*

- To bring in the foreword stories that involve national and international themes about narrative.

As has been already mentioned the networking of an organization is the most crucial and vital part because through its stakeholders can create new connections in a narrative-based community. In such cases, the project manager/ coordinator is responsible for:
- Socializing with other contributors relevant to the manager's working field,
- Establishing relationships and contacts with relevant people working in the field, with the result of building a new network of relevant contacts (for example, actors) within the region or not, national, and international.
- Collaborating with storytellers and stakeholders gives the coordinator the ability to work in multiple levels with them and establish new contacts since he/she is aware of "the working contexts and the roles of others".
- Managing and (re)directing their own goals and visions and being dedicated to them with the aim of completing them.
- Having a positive attitude and gestures when it comes to working with others by exchanging ideas and experiences, and finally.
- Being appreciated when they deal with various forms and opportunities having in mind that they should promote narrative -based learning.[48]

a. Examples of digitized narrative-based learning

As for narrative building situations in digital environments, there are some applications and platforms online that we could suggest which promote collaborative learning and work with peers. All these applications work in the same way exactly as the computer games, we previously mentioned, they are based on a narrative -structure.

- **Moodles[49]**

Most of these digital tools are designed for administration purposes suitable for the educational sector or for project-based tasks and activities. One of the proposed software is called Moodle and belongs to the Learning Management System (LMS) suitable for learning and training requirements. It is an open course where anyone can have access from any place and the teacher has the advantage to create the digital form of the course according to their wish or the needs of the learners. Such Moodles are quite appropriate for purposes like interview process, onboarding training, workplace safety training, competency-based training, and management, etc.

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[48] *ibidem*
[49] Hurix. (2021). *10 Benefits of Moodle based Learning Management System (LMS)*. Retrieved from
https://www.hurix.com/benefits-moodle-based-learning-management-system/

The most crucial advantages of this learning platform are the following
- It is user friendly
- It is easy to integrate with other business functions
- It has easy access
- Content management is simple
- It provides blended learning features
- It supports assessment and testing functionalities
- Reporting and tracking of the learners' progress

- **Trello[50]**

Trello is an online digital tool quite suitable for project management and collaborative work among the team members. This tool is trendy because it has some simple and common features quite functional and convenient for the users. For instance, Trello reminds of a board with sticky notes and these "notes" can be divided and organized in columns. Its columns could easily be moved around the board by offering smooth "workflow, project ownership and status".

- **Video tutorials[51]**

Nowadays, there is an extended abundance of available videos on the Internet, and the educational ones are some of them. It is one of the best ways to implement narrative-based learning, in other words, it is a form of digital narrative -based learning. Video tutorials are easy to find, and they are a great option for visual learners. Videos combine visual, audio, and graphic design features, are "short and to the point, and can offer a face-to-face learning atmosphere and experience". One of the most crucial advantages of video tutorials is that the user can pause them and save them for later.

TEDEd educational videos could be suggested for such purposes and are suitable for both teachers and learners.[52]

The main benefits of watching a TEDEd video are presented as below
- The explainers on all videos are relatable and offer an extensive variety of topics.
- They offer engaging content.
- The range of topics is enormous. There are educational videos for all tastes, preferences, and needs.
- When logging in on the official website of TED-Ed users could benefit from comprehension questions along with the videos and further questions suitable for

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[50] Johnson, D. (2021). *What is Trello? Here's what you need to know about the online project management tool.* https://www.businessinsider.com/what-is-trello?international=true&r=US&IR=T

[51] Teaching Teens to Think. (2016). *9 Benefits of Learning with Video Tutorials.* Retrived from https://4ts.org/blog/9-benefits-of-learning-with-video-tutorials

[52] Burns, M. (2018). *25 Reasons to Use TED-Ed in Your Classroom.* Retrieved from https://classtechtips.com/2018/12/06/ted-ed-videos/

discussions. Educators could use these questions for starting discussions with the entire class or split their students into groups so they could discuss with each other.
- TED-Ed videos are the key answer to flipped classrooms, while students watch an instructional video, and they complete guided notes.
- Teachers can easily post the videos on Google Classroom if they use one.
- The potential target group of the videos could also enhance their listening comprehension while watching the videos. Additionally, they can benefit from the extended reading passages in order to develop not only their reading skills but also their comprehension skills.
- TED-Ed videos could be also used for background information in courses based on LMS platforms and be presented prior to the main course.
- TED-Ed videos also provide cross-cultural connections for how distinct topics are used and correlated with each other.

● **Padlet**

Padlet is one of the latest trends in digital tools used in classrooms for teaching and learning purposes. Padlet works like Trello; it offers to its users the ability to post sticky notes by adding links in them, or pictures, videos, or any other type of documents, and its main function is to track the class updates. Padlet promotes research and collaboration especially when users work in groups and interact with others. Using Padlet creativity is at its best and class participation is enhanced[53]. Moreover, users can insert notes and ideas anonymously if they wish to.[54] When users have the Padlet board open online on their screens they can see what is written on it and what everybody else is writing so they can follow any updates made on the content.

b. Good Practices - an overview on which practices can be easily transferred to the virtual classroom that utilizes narrative based learning

Regarding the best practices that could be easily transferred and applied to a virtual classroom that is based on narrative learning, this is an option clearly up to each teacher and their curriculum and students' needs.

An excellent suggestion would be a combination of the proposed digital tools, if possible. This means that teachers could use each tool according to the daily needs of the course and the curriculum content. For instance, they can start their work with an educational video found on

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[53] Halsted, E. A. (2014). *Why Padlet is An Important Tool for Your Classroom*. Retrieved from
https://edtechreview.in/trends-insights/insights/1468-why-padlet-is-an-important-tool-for-your-classroom
[54] Renard, L. (2017). *30 creative ways to use Padlet for teachers and students - BookWidgets*. Retrieved from
https://www.bookwidgets.com/blog/2017/08/30-creative-ways-to-use-padlet-for-teachers-and-students

TED-Ed and then they could continue their lesson on Moodle, on the LMS platform. On the other hand, another possible course could be made by Padlet and as for the progress of the activities and homework, the teacher could suggest students utilize Trello to track down any updates and of course, the same could happen the other way around.

Another plausible idea for digital narrative -based learning techniques in a digital environment would be turning narrative stories into digital games. Therefore, each game application includes and proposes a short story description attached to it. The stories that are hidden behind the game structure play a huge role in "emerging and engaging" (p.20) the participants. Under these circumstances, game stories could be educational as well.[55]

Moreover, the structure of computer games offers from their nature motivational capabilities because they are able to activate learners' pedagogical and didactic fundamentals. Games also offer "an emotionally, and semantically appealing and meaningful context for learning, rich and immersive possibilities for visualizing contents, or the possibly self-directed active learning" (p.1). All in all, games in digital forms have the ability to make the curriculum more attractive, appealing, crucial, and consequential.[56]

Last, but not least, according to the survey of Hebert and Jenson (2019)[57] data revealed that 45% of the teachers participating in the study did not manage to engage in digital game-based practices. The rest of them were highly or somewhat successfully engaged. The activities included adoption of pedagogical practices, formation of purposeful learning activities, and highly paced lessons. After that teachers did not manage to connect the game with prior knowledge and "the world beyond the game environment" or "positioning the game as text to read". All in all, these results remind us of the essential need of both teachers and students to be sufficiently computer literate trained by specialists or reading manuals especially designed for such purposes.

[55] Kiili, K. (2005). Digital game-based learning: Towards an experiential gaming model. *Internet and Higher Education*, pp. 13–24. Retrieved from https://doi.org/10.1016/j.iheduc.2004.12.001

[56] Kickmeier-Rust, M. D., Göbel, S., & Albert, D. (2008). *80Days: Melding Adaptive Educational Technology and Adaptive and Interactive Storytelling in Digital Educational Games*. pp.

[57] Hébert, C., & Jenson, J. (2019). *Digital Game-Based Pedagogies: Developing Teaching Strategies for Game-Based Learning*. The Journal of Interactive Technology and Pedagogy, Vol. 15. Retrieved from https://jitp.commons.gc.cuny.edu/digital-game-based-pedagogies-developing-teaching-strategies-for-game-based-learning/

Chapter V: Tips and Reflections on Effective Interactive Narrative Management in Hybrid training

1. Training Activities

The aim of this chapter is to provide a collection of reflections, experiences, and real-life examples of hybrid training activities which use narrative-based learning as key training methodology. Moreover, reconnecting to the previous chapter of this manual, the main objectives, and key elements are the following:

- To provide youth workers and educators in the EU with basic definitions of training terminology, including key terms such as hybrid training and the blended learning approach.
- To link hybrid training activities with the concept of narrative management as an innovative methodological tool in non-formal education.
- To underline the main benefits and effects of non-formal education using narrative-based learning for youth as a target group of this project.
- To provide examples of already-existing European projects and mobilities for youth using digital learning, as well as hybrid and blended learning tools.
- To collect practical reflections and suggestions for using effective narrative management techniques in hybrid settings.
- Finally, to research and collect useful narrative training methods, such as storytelling and role-play activities, using them as an example for future projects and mobilities.

The previous chapters of this manual have explored the theme of narrative-based learning as an innovative learning method; the general learning culture of non-formal education modalities; suggestions for communicative training approaches within this context. Finally, chapter 4 has provided a detailed description of how contemporary creative narratives can be adapted in virtual environments. Following the above-mentioned aims and objectives of this chapter, which focuses specifically on the hybrid settings of narrative management, its structure is the following:

- Definition of key terms: hybrid training activities and blended learning approach
- The linkage between narrative-based learning and hybrid training activities: the innovative elements
- Sample Hybrid Structure for Youth Learning Programs using narrative-based learning techniques
- Tips and tricks for effective narrative management in hybrid trainings
- What are the benefits and challenges of hybrid training activities?

- Examples of successful interactive trainings in a hybrid mode
- Using an existing project

2. Defining key terms: hybrid training activities and blended learning approach

Although there are several definitions of what constitutes a hybrid course or training activity, there is often confusion with the terminology. In order to avoid confusion and to promote clarity, we will adopt the definitions used in the SALTO youth network and widespread throughout the implementation of Erasmus + projects as well as youth training overall. The definitions used by SALTO are drafted in referral to provide clear terminologies for organizations and NGOs working with learning mobility activities of youth throughout the EU, such as those defined in the Erasmus + programme and the European Solidarity Corps. Nevertheless, these key terms are relevant and can be applied more generally to the concept of "hybrid training courses" and "blended learning":

> *"The definition of **hybrid mobility** activities is: where participants are meeting partly online and partly in-person at the same time– be the latter at local/regional or cross-border level, depending on the project. When **blended mobility** activities are referenced, the definition we use is: where participants are together online or together in-person at different times. When **online activities** are referenced, the working definition is: where participants are all participating in the same online session at the same time." (SALTO 2021:5)*

In more general terms, however, the concepts of "hybrid training" and "blended learning" are somehow interconnected and refer to an educational approach, which can be used both in formal and non-formal educational contexts. Both terms indicated also an educational approach which combines online, educational materials, and opportunities for interaction online with traditional place-based classroom methods (Quigley 2019[58]). Specifically, three different types of blended learning models have been identified:

- **The "Flipped" model:** which focuses on promoting active learning during the training course or learning environment in which students are placed. This model also encourages trainers to give students training materials and presentations before the training activity actually begins, so as to give them all the relevant information beforehand.
- **The "Face-to-face" driver model**: this is the closest to a traditional classroom structure. Instead of the session taking place in a physical classroom, learners log into a

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[58] Quigley, E. (2019). *What is Blended Learning?* Retrieved from https://www.learnupon.com/blog/what-is-blended-learning/

webinar or meeting session, like a Zoom Meeting. The learning happens online, with assignments being set afterwards[59].

-   **The "Enriched" virtual model**: this is an alternative model to full-time online training that allows learners to complete the majority of coursework online, and also attend webinars for face-to-face learning sessions with a trainer or educator [60].

These three models are quite popular, although several additional hybrid training approaches are emerging, particularly within educational institutions which are investing increasingly in combinations of online and blended learning approaches. For instance, the Centre for Teaching Innovation at Cornell University[61] provides very useful online academic articles on the topics of hybrid training narratives and how to successfully structure and evaluate the related activities. According to their expertise and academic experience in education, the hybrid learning approach can be considered generally quite useful and successful in combining the right mix of elements from online resources and face-to-face learning. Technology may facilitate some types of learning, while shortening time in the classroom/learning environment, which may be better suited for more face-to-face interaction. An integrated course model supports a more diverse range of learners by offering flexibility, more options for learning, and integration of activities that lead to deeper learning. These are some techniques that instructors have used to design hybrid learning courses [62]. Indeed, hybrid learning combines conventional class lectures and presentations with experiential learning objectives, online teaching resources with interactive online exercises and discussions. By doing so, this approach meets the needs of a greater variety of students and learners. According to an article on the role of hybrid learning in education, published by the online e-Learning industry[63], the benefits of using hybrid learning methods are the following:

-   **Flexibility:** Hybrid learning allows students to utilize their time efficiently. For instance, there are situations where a student cannot attend an in-class lecture. But with the flexibility of the hybrid learning method, they can participate in online classes anywhere and anytime. With this kind of learning method, students can choose the lecture that works best for them based on their schedule.
-   **Freedeom:** Many students prefer freedom and privacy, and hybrid learning allows students to have total independence. They can read and reread lesson material on their own and at any time. They also have the freedom to watch lectures repeatedly if they do not understand.
-   **Efficiency:** Hybrid learning creates a highly efficient environment for both lecturers and students. With this learning method, students don't have to waste their time or energy

[59] *ibidem*

[60] *ibidem*

[61] Center for Teaching Innovation. *Getting Started with Designing a Hybrid Learning Course.* Retrieved from https://teaching.cornell.edu/resource/getting-started-designing-hybrid-learning-course
[62] idem, *Getting Started with Designing a Hybrid Learning Course.* Retrieved from https://teaching.cornell.edu/resource/getting-started-designing-hybrid-learning-course
[63] Neelakandan, N. (2021). *Hybrid Learning In Education*. Retrieved from https://elearningindustry.com/hybrid-learning-in-education

unnecessarily because of the flexibility of hybrid learning. Besides, lecturers can plan their schedules and use their resources efficiently.

- **Time Management:** Hybrid learning is an educational method that motivates students to manage time effectively while making it in flexible terms. Everyone should need time to learn at their own pace, whether it is fast or slow.

3. Link to Narrative-based learning as an innovative learning model

As mentioned in the previous chapters, narrative-based learning is an educational model and theory which claims that humans learn through experiences and by defining their own narratives. Thus, this means that both formal and non-formal learning may take place outside traditional contexts of top-down teaching, instead focusing on letting students learn by telling their narratives/stories. In the early 1960s, a research laboratory in Maine conducted research on various learning models, which resulted in the creation of a theory based on the "Pyramid of Learning"[64]. Although the original research done at the time was lost, several scholars continued the study which was conducted, by developing it further and adding critiques to the original theory. The core theory of the Learning Pyramid is based on the idea that different learning methods lead to a diverse range of retention rates in learners, depending on the methods used. Criticism emerged by American scholar Edgar Dale[65], who did additional research and expanded the literature on the pyramid of learning, thereby claiming that people learn and remember to a different extent based on how they encounter information, and which means of learning they are exposed to. In spite of the relevance of both Dale's and Maine's research, no scientific proof has been confirmed, therefore these studies have been revisited and criticized. Below the two models:
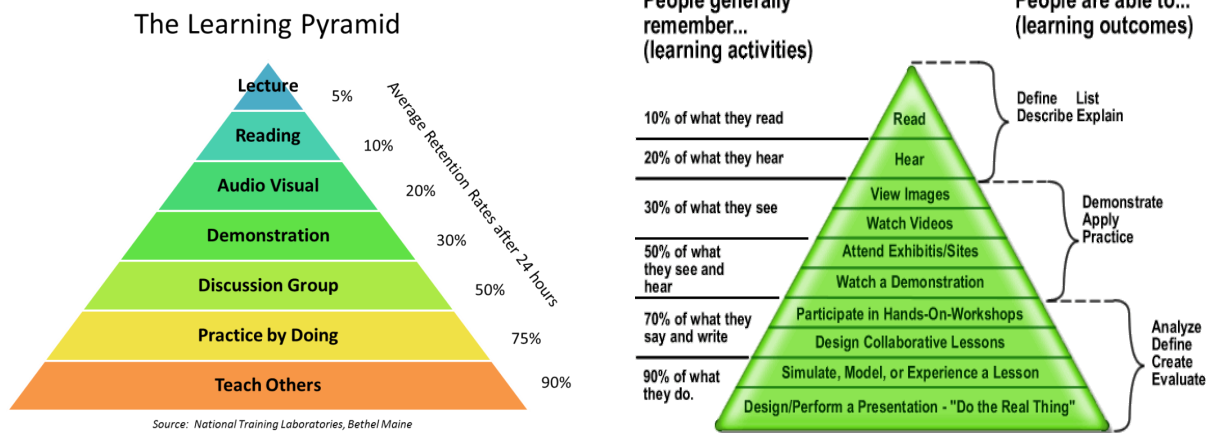
Original Learning Pyramid by Maine (1960s) The "Cone of Experience"/"Learning Cone" by E. Dale (1960)

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[64]Bethel, M.) *Learning Pyramid" average retention rate*. National Training Laboratories Institute.
[65]Edgar, D. & Nyland B. (1960). *Cone of learning*. Educational Media.

Several scholars after the 1960s have expanded the research on how different learning methods have the potential of enhancing learning and remembering in students. In fact, studies show that varying your study methods and materials will improve your retention and recall of information, and enhance your learning experience[66]. The "learning pyramid", sometimes referred to as the "cone of learning", developed by the National Training Laboratory, suggests that most students only remember about 10% of what they read from textbooks, but retain nearly 90% of what they learn through teaching others. The Learning Pyramid model suggests that some methods of study are more effective than others and that varying study methods will lead to deeper learning and longer-term retention.

Although the learning pyramid does not directly refer to narrative-based learning as a model, it indirectly explains why narrative-based learning is innovative and effective in promoting effective learning in both formal and non-formal education. We know that storytelling and other narrative techniques such as role play and group discussion activities promote and enhance learning in students, particularly youth learners. Indeed, the types of narrative-based learning methods mentioned in the previous chapters of this manual include not only storytelling, but also utilizing audiovisual material, pictures, case studies, role plays, which all constitute means of communicating a specific narrative. As the research conducted within the Erasmus+ project "Future Narrative[67]", which focuses on helping youth to visualize their future through narrative-based learning, claims:

> *"We are surrounded by narratives; the stories to which we listen and the stories in which we live determine how we see ourselves and our communities. Learning how we navigate and create reality through stories allows us to imagine alternative perspectives and possibilities at a personal, societal and metaphoric level. Understanding not only how to tell stories but also how to deconstruct and reconstruct them gives us the opportunity to reflect on and reshape the past, present and future."*

4. Transitioning towards hybrid training activities in youth work

Within this sub-chapter, we will take inspiration from the collection of past experiences by the SALTO youth network, which aims to promote learning of youth throughout the EU by enhancing training and mobility activities. In 2021, the SALTO youth network, which is a European network of youth trainers, published a report collecting the different learning

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[66] Education Corner, *The Learning Pyramid*, Retrieved from https://www.educationcorner.com/the-learning-pyramid.html

[67] Future Narratives, *Resources*. Retrieved from https://futurenarratives.eu/all-resources/

experiences used during the period of the covid-19 pandemic. According to this report, called "Learning Experiences of Hybrid, Blended and Online Mobility Activities" [68].

The covid-19 pandemic has drastically changed the operations of many European organizations, both training/educational institutions and NGOs which work directly with the target group of young people and youth workers in different EU countries. As such, the impossibility of implementing mobility activities and training offline (face-to-face) has pushed youth-focused organizations towards different transitions and transformations of the learning and training modalities of their work. For instance, some have shifted all their training in an online format, while others with time have attempted to implement them in a hybrid format.

As mentioned in the report by SALTO, one cannot simply copy paste physical non-formal activities into digital ones: one should take the opportunities provided by digitalization as tools to both develop new training approaches for the participants while also using the field of digitalization as a topic and field of learning itself- in its personal, social, political dimensions. This has become a reality and also has lasting effects on our realities of youth work, educational work[69].

a. Tips on blended learning and hybrid training activities

According to the results of the SALTO report and research survey, many organizations have gained experience from new online and blended learning methods. In regards to successful tips and suggestions for implementing hybrid training activities, the following good practices have been identified in the field of youth work:

- Start with introducing online learning in your youth projects - introduction often can be done online at first, if the situation does not allow in-person meetings.
- In the field of non-formal education methodology with the participants, try to combine elements of online learning with face-to-face activities and courses.
- The online learning part can be blended into the program in many ways: by having short or longer introductory parts done online, before meeting face-to-face.
- Introduce an online follow-up session with the participants online, after having the face-to-face course.
- Consider this model if you have a topic that is very broad and you would like to give some information or even tasks to participants before meeting them in person[70].
- Depending on the novelty of the chosen topic, it could be good to raise interest in the participants by starting discussions online beforehand. In order to raise awareness and enhance their connection to the topic, you might want to share additional information or

[68] Salto. (2021). *Learning experiences of hybrid, blended and online mobility activities*. Retrieved from https://www.salto-youth.net/downloads/4-17-4221/Safe,+Confident,+Connected+and+Inspired+-+Learning+Experiences+of+Hybrid,+Blended,+and+Online+Mobility+Activities.pdf

[69] Serban, A., M. & Di Paola, M. (2021). Survey to NAs about their experiences with learning mobility activities with a digital dimension. Retrieved from https://www.salto-youth.net/downloads/4-17-4220/Report+Survey+to+NAs+17+May.pdf

[70] *ibidem*

case studies from their surroundings, etc. However, be careful not to overwhelm the participants with too much information.

Apart from preparation and introduction, online learning could be suitable for follow up of the course, allowing organizers and educators to keep track of the participants' learning path and the way they put the competences gained during the program into practice. This is also the way to gain further feedback and assess the success of the program. When you introduce online learning as part of the series of courses or workshops, it helps to keep participants engaged with their learning, but also communicating among themselves and with educators [71]. Taking the example of an Erasmus+ KA1 project mentioned in the SALTO research survey, a sample structure of a hybrid training course could be the following [72]:

- Online or in-person introductory session
- Interactive sessions in which the focus is on sharing good practices, tools, and methods
- Presentation of case studies on the topic, research done and theoretical approaches
- Individual work - alternatively group work
- Self-assessment and final evaluation

b. What are the benefits and challenges of hybrid training activities?

According to studies by the Center for Teaching Innovation of Cornell University [73], comparing traditional face-to-face learning in formal and non-formal education is not simple, since the effectiveness of the learning process itself depends on a wide variety of elements. Some of these include the topic of the course, its related learning objectives, the engagement rate of both the students/learners and educators/teachers involved. The table below summarizes the main elements which differentiate between traditional learning and hybrid learning on the basis of the components which compose each method.

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[71] *ibidem*

[72] *ibidem*

[73] Center for Teaching innovation. (2021). *Getting Started with Designing a Hybrid Learning Course.* Retrieved from
https://teaching.cornell.edu/resource/getting-started-designing-hybrid-learning-course

Hybrid vs. Traditional Learning

Component	Traditional Learning	Hybrid Learning
Instructor Role	• Authority • Assesses with quizzes, tests, and papers a few times a semester ("high-stakes" grading)	• Facilitator • Guides students in learning • Provides frequent feedback with many small assessments
Student Role	• Attend class • Do homework • Take tests • Depend on the instructor to cover material;	• Individual or collaborative work • More responsibility for learning
Learning Environment	• Class lectures • Perhaps some material is posted or organized online	• Class time shortened and/or used more for interactive learning activities • Class activities partially online and partially face-to-face
Approach	• Teacher-centered • Passive • Individual	• Learner-centered • Active • Collaborative
In-Class Time	• Class time primarily used for lecturing	• Less time lecturing • More time engaging in active learning activities such as problem-solving, group work, case studies, or presentation
Out-of-Class Time	• Group assignments • Studying for quizzes, mid-terms, and exams • Reading text book and other course materials	• Online learning activities. • Online discussions and providing feedback to others' posts • Watching videos • Reading or searching for materials • Online quizzes • Posting reading responses • Collaborative writing assignments with wikis and blogs

Adapted from Cornell University, Center for Teaching Innovation (2021)

On the basis of the results of the above-mentioned research and table, combined with inputs from the SALTO youth network, we can draw some conclusions on the advantages and disadvantages of hybrid learning in comparison to traditional learning methods.

Benefits of Hybrid Learning
- **Role of the educator/trainer:** in hybrid learning, the trainer/educator acts more as a facilitator of learning rather than a teacher. This more interactive and less formal role of the educator promotes a relaxed learning environment as well as greater interaction among learners/students/participants, due to a flatter hierarchy. The slightly different role allows for more frequent feedback in small assignments on behalf of the trainer/educator, which is more difficult in traditional learning methods.
- *Participant/learner's role:* The participant or learner is encouraged to do less individual work and more collaborative group work, which aims to enhance a more independent learning process.
- **Learning Environment:** The learning environment may shift from in-class and online sessions, allowing more diverse and stimulating external inputs. By having these multiple learning environments, moreover, the educator/trainer may choose which

activities to implement in class and which to transmit in an online format to student learners.

- **Approach:** by spending less time in top-down lecturing, the learning approach is more centered around the needs and interests of the learners, promoting more interaction, flexibility, and active collaboration.
- **In-Class Time:** less time is usually spent in class - this allows space for new learning exercises and tools such as problem-solving, case studies, and interactive group work. -
- **Out-of-Class Time:** this time may be used by learners to read educational materials and content in preparations for in-class/in-person sessions. These include more reflective activities such as reading articles, watching videos and audiovisual material which is relevant to the topic of the course, as well as conducting online quizzes.

Challenges of Hybrid & Online Learning
- Lack of digital literacy
- Limited access to equipment and software
- Screen fatigue
- Bad connection (internet) and no connection (informal time, volunteers' interaction, and lack of feedback).
- Technical problems that can cause delays (e.g. not being able to share your screen, breakout rooms not working, etc.) or the total inability to perform a certain activity
- Online-events seem to be more non-binding so participation is not continuous
- Informal get-together situations are hard to establish in virtual settings
- When people have their cameras off, communication is very reduced to speech online and that clearly is a different way of interacting than what we are used to from physical activities. That makes it more difficult to sustain the engagement of participants and increases the chances for miscommunication due to the lack of non-verbal signals.
- It is more difficult to create a team atmosphere among the participants, as personal interaction and connection are limited.
- Inability to perform highly kinesthetic activities that require a lot of movement or touch

5. Sample Hybrid Structure for Youth Learning Programs using narrative-based learning techniques:

The Center for Teaching Innovation at Cornell University[74] provides a collection of tips and suggestions for designing hybrid learning courses, particularly targeting educators, teachers, and trainers, since this structure can be applied to both formal and non-formal education.

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[74]idem, *Getting Started with Designing a Hybrid Learning Course.* Retrieved from
https://teaching.cornell.edu/resource/getting-started-designing-hybrid-learning-course

- **Pre-lesson planning: Ask yourself some preliminary questions**

  - What do you want your students/learners to be able to do, know, or value as a result of taking your class/ training course?
  - What learning activities or assessments will provide students/learners with opportunities to develop or demonstrate achievement of the course learning outcomes?
  - Which of these learning activities or assessments would best lend themselves to an online format and which to a face-to-face format?
  - What combination of online and in-class activities would best address the course teaching and learning objectives?

- **Tips on Online learning activities and tools**

  - **Work collaboratively** – Wikis[75] and blogs[76] allow students to collaborate in a flexible manner with fewer time and space restrictions. Collaborative writing exposes students to various writing styles and approaches and provides them with more feedback on their ideas.
  - **Prepare for in-class activities** – In addition to assigning readings, providing some course content online through video tutorials or documentaries, which allow students to preview course material visually. Requiring students to take an online quiz before attending class can be a source of motivation while providing direct feedback regarding their understanding of the material.
  - **Engage all students in discussions**[77] – offering students the opportunity to discuss online[78] accommodates a variety of learning preferences. When students in discussions are not confined by time, this gives them time to think and reflect before responding.Online discussions are also documented so students and instructors can always view, evaluate, and build on all contributions.
  - **Communicate your expectations** for participation. If it is graded, explain clearly how you will do this by using a rubric[79]. Use icebreakers[80] to increase students' comfort level with each other and to promote interaction.
  - **Develop self-assessment**[81] **and peer assessment**[82] skills – Online assessment tools[83] facilitate ease in giving and receiving feedback. Assignments can be posted online, and students can post instant responses or email their feedback.

[75] idem. *Wikis (Confluence)*. Retrieved from https://teaching.cornell.edu/learning-technologies/collaboration-tools/wikis-confluence
[76] idem. *Blogs & course websites (CampusPress)*. Retrieved from https://teaching.cornell.edu/learning-technologies/collaboration-tools/blogs-course-websites-campuspress
[77] idem. *Discussions*. Retrieved from https://teaching.cornell.edu/teaching-resources/group-work-collaborative-learning/engaging-students/discussions
[78] *ibidem*
[79] idem. *Using rubrics*. Retrieved from https://teaching.cornell.edu/teaching-resources/assessment-evaluation/using-rubrics
[80] idem. *Icebreakers*. Retrieved from https://teaching.cornell.edu/teaching-resources/building-inclusive-classrooms/icebreakers
[81] idem. *Self assessment*. Retrieved from https://teaching.cornell.edu/teaching-resources/assessment-evaluation/self-assessment
[82] idem. *Peer-assessment*. Retrieved from https://teaching.cornell.edu/teaching-resources/assessment-evaluation/peer-assessment
[83] idem. *Assessment tools*. Retrieved from: https://teaching.cornell.edu/learning-technologies/assessment-tools

- **Tips for In-Class Learning activities and tools**

    - Pick one or two samples of online student work to discuss in more detail in class.
    - Have students present research findings through a presentation or conduct group presentations in an informal way.
    - Utilize <u>active learning techniques</u> such as composing quick writing responses, working in pairs to answer questions, searching online for relevant information or clarification, or simply having students compare their notes.
    - Prepare students for collaborative work[84] with team-building activities that allow students to get to know each other, set expectations, and make work plans. For example, groups can create their own processes and procedures for when/if they encounter group problems.

- **Integrating Online Learning with In-Class Activities - Hybrid Learning**

When reviewing or designing a hybrid learning course, ask how the online and face-to-face components work together to address the learning outcomes, accommodate various learning modalities, allow students to engage with the course content in meaningful ways, and lead to deeper learning. Some examples of **integrating online and in-class activities**[85]:
    - Online activities can prepare students for in-class activities and vice versa – Students work online on group projects and then meet face-to-face to plan their group project presentation.
    - Interacting with content online can prepare students for in-class discussion – Students review content (readings, videos, etc.) and then take an online test before attending the class in which they discuss or debate topics.
    - Online interactions can reinforce or extend those that occur in the classroom and vice versa.
    - Let online student work inform your lecture – have students post key definitions online for the whole class to edit. Before class, review these, and pick one or two that deserve discussion.

a. Tips and tricks for effective narrative management in hybrid trainings

As mentioned in the previous subchapters, narrative management can take place in hybrid settings as well as online and face-to-face formats. Since the combination of "narrative

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[84] idem. *Collaborative learning*. Retrieved from.
https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/collaborative-learning
[85] idem. *Getting started with designing a hybrid language course*. Retrieved from.
https://teaching.cornell.edu/resource/getting-started-designing-hybrid-learning-course

learning" and "hybrid training modalities" is an unexplored theme in the field of formal and non-formal education, it is worth mentioning that there is little information on how this type of learning should be conducted in practice. However, taking the examples and tips provided by various e-learning online networks and non-formal education groups may be useful in adapting these into real-life training courses based on narrative learning. The following **tips and suggestions** have been collected in an online article by e-Learning industry[86]:

- **T1: Use a Three-Act structure** - Using storytelling as the key technique to communicate your narrative and promote interactive learning is a good way to start. The Three-Act structure is an easy way to visualize your story. The structure itself can be applied to the entire story, or used to create mini-narratives for each training item.
- **Act 1: The Setup** - Here the protagonist's starting point. In this act, an incident happens which sets the main character off on their journey. In a learning program, this is the perfect fit for induction training, so that students and learners can easily relate to a character who is heading on a new journey.
- **Act 2: Confrontation** - this act represents the journey that ends with the main character confronting several obstacles, disasters, crises, and small victories along the way. This point represents the middle of the training. The more you challenge the learners, the more they will be engaged with the content.
- **Act 3: Resolution** - your story should end with the protagonist learning something, regardless of whether or not they are successful in the storyline. Act 3 centers around making a final evaluation of how far the main character has come. At this stage in the training program, your learner should receive feedback on their efforts. This is a good time to suggest other training sessions and let your learners choose the next chapter.

Additional tips and suggestions for narrative learning through storytelling[87]
- Start from your organizational goals
- Build a strong premise
- Keep it simple
- Make use of all functionality and digital tools
- Use micro-learning, one step at a time!

b. Storytelling through interactive role plays

Role-play is a pedagogy that has been used in a wide variety of contexts and content areas[88]. It is the practice of having students/learners take on specific roles, usually ones in which they are not familiar, and act them out in a case-based scenario for the purpose of learning course

[86] Cloke, H. (2017). *5 Tips To Use Narrative In Online Learning*. Retrieved from
https://elearningindustry.com/use-narrative-in-online-learning-5-tips
[87] *ibidem*
[88] Rao, D. & Stupans, I. (2012). *Exploring the potential of role play in higher education: development of a typology and teacher guidelines*. Innovations in Education and Teaching International. Vol. 49(4), pp. 427-436.

content or understanding specific concepts[89]. Role-play pedagogy has been shown to be effective in reaching learning outcomes in three major learning domains: affective, cognitive, and behavioral[90]. By making learners take on the role of another person, they practice empathy and perspective taking. This can lead to more self-reflection and awareness on the part of the student[91]. Consequently, students take the skills they have learned in theory and put them in practice, making it easier for them to learn. Finally, using role-play as a training tool helps students and learners change behaviors and use best practices in real-world settings[92].

Useful links for role play exercises
- Role-Play Exercises Practice 2021 | Preparation for Your Assessment Center | GF https://www.graduatesfirst.com/assessment-day-2/role-play-exercises
- 286 FREE Role Playing Games Worksheets https://busyteacher.org/classroom_activities-speaking/roleplays/
- Role Play | ablconnect https://ablconnect.harvard.edu/role-play-research

6. How-to for youth programs using narrative-based learning

Taking existing projects as practical examples - the projects listed below are good practices by European organizations and consortiums using narrative-based learning to achieve educational goals. Some of them use narratives to communicate stories and enhance experiential learning in a digital format, while others use blended learning to achieve their goals and target groups.

- **NAR-SPI-Narrative Educational Resources for Socio-Professional Inclusion**
"Narrative educational resources for socio-professional inclusion I[93] was a European project funded under the Erasmus+ Programme to enhance the creation and use of open education resources (OER) to promote socio-professional inclusion of precarious people."[94]
- Type of project: KA2
- Target group: unemployed and precarious people
- Tools used: Digital Storytelling | Research and impact | Loughborough University)[95]

[89] Sogunro, O. A. (2004). *Efficacy of role-playing pedagogy in training leaders: Some reflections.* Journal of Management Development. Vol. 23(4), pp. 355-371.

[90] Maier, H.W. (2002). *Role playing: structures and educational objectives.* CYC-online. Vol. 36. Retrieved from https://cyc-net.org/cyc-online/cycol-0102-roleplay.html

[91] Westrup, U. & Planander, A. (2013). *Role-play as a pedagogical method to prepare students for practice: The students' voice.* Ogre utbildning. Vol. 3(3). pp. 199-210.

[92] Beard, R.L., Salas, E., & Prince, C. (1995). *Enhancing transfer of training: Using role-play to foster teamwork in the cockpit.* The International Journal of Aviation Psychology. Vol. 5(2). pp. 131-143.

[93] Storytelling academy. (2017). *NAR-SPI Narrative educational resources for socio-professional inclusion.* Retrieved from. https://storytellingacademy.education/narrative-educational-resources-for-socio-professional-inclusion-nar-spi/
[94]*ibidem*

[95] Loughborough University. *Digital storytelling.* Retrieved from https://www.lboro.ac.uk/research/spotlights/digital-storytelling/

- **DIST – Digital Integration Storytelling**

"In this project different institutions from the European Union collaborate to overcome common misunderstandings about 'integration' between the majority of the society and minorities/newcomers. Our aim is to tackle this issue at the level of school education by using digital storytelling. The project facilitates the creation of digital stories on topics of integration in all partner languages. We are also developing a guideline on how to approach integration problems locally through DIST in class and workshops to foster pluralistic integration."[96]
  - Type of project: KA2
  - Target group: migrants and newcomers in EU societies
  - Tools used and final products: DIST-Manual-English.pdf (dist-stories.eu)[97]

- **Future Narratives**

"Future Narratives[98] is a transnational project involving youth organizations and stakeholders across Europe, co-funded by Erasmus+. Our goal is to engage, connect, and empower young people, enabling their voices and their vision to reach out to policy-makers, public administrations, civil society and other young people all over Europe. Based on the UNESCO concept of Futures Literacy, the capability to decide why and how to use our imagination to introduce the future into the present, we believe that the power of storytelling can enable us to reimagine our pasts, presents and futures. Through our digital platform, you can follow our learning journey as we create and curate content on narrative, storytelling and future literacy. We will share knowledge, innovation and dialogue, for young people, youth organizations and all those interested in using narrative to reimagine our future together." (2021 project)

- **DIGI YOUTH** portal as a result of the E+ project **"Youth Work in Progress"**

"The portal is created and administered by South East European Youth Network[99]. Our vision is to create a place where youth worker, trainer, educator, young person, or anyone curious about anything digital connected with youth work and non-formal education, could find theoretical and practical inputs about the topics. We are striving to also provide space for communities interested in using and creating digital tools for youth work and non-formal education, to grow together with the growth of this portal's content. DIGI YOUTH is part of the project "Youth Work in Progress" [100], supported by the European Union through the Erasmus + program, but this wasn't the first initiative SEEYN had in the field of digital youth work and e-learning in non-formal education."
  - Content of the portal: online learning & digital tools. SEEYN Learning House[101]

- **CERTIFY – Crisis and Employment: Tools and methodologies for your future**

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[96] Digital Storytelling. (2019). Retrieved from http://www.dist-stories.eu

[97] idem. *A guide for the creation of digital stories.*. Retrieved from http://www.dist-stories.eu/wp-content/uploads/2019/09/DIST-Manual-English.pdf

[98] Future Narratives. (2021). Retrieved from https://futurenarratives.eu/

[99] Seyn. (2017). Retrieved from https://www.seeyn.org/

[100] idem. Retrieved from https://www.seeyn.org/index.php/projects/current-projects/206-practical-guide-through-youth-work

[101] idem. Retrieved from http://www.seeyn.org/elearning/

"The Certify[102] project seeks to help individuals wanting to work in the Cultural and Creative sectors, by developing and testing a new methodology based on digital tools for people to identify and recognize their transversal skills. The characteristics of the Cultural and Creative sectors, with less-structured recruitment processes and key competencies often acquired over longer periods of time and outside the formal education system, mean that recognizing such skills is essential both for candidates embarking on their early careers and adult population seeking to work in this sector but not able to find an appropriate position. The two digital tools which will be developed and tested as part of the project are: a smartphone application to create digital 'curricular' stories and an e-learning platform to support and guide job seekers in applying for jobs. Together these tools will help adults better align their competences with those in job descriptions, so that they become more confident and better placed to promote their professionalism.[103]"

- **DIG Your Story! Storytelling as a Powerful Tool in the Youth Work Context**

The aim of the project[104] was to: Increase the quality and effectiveness of youth work by improving the skills of youth workers in the implementation of digital storytelling in their daily work with young people with a different profile. The main objectives of the project include: 1) **Enhancing** participants' knowledge of digital storytelling as an innovative and transformative tool and its possible applications and benefits in youth work; 2) **Developing** their skills to create personal/organizational narratives as projects for social change and community engagement; 3) **Improving** their ICT skills in working with online resources and multimedia tools to digitize stories and disseminate them; 4) **Establishment** of a network of organizations interested in exchanging experience in digital storytelling in their work with young people with different profiles.

Training toolkits and materials for youth workers to deliver digital skills to young people
- Digital Pathways, Training toolkit https://digipathways.io/resources/training-toolkit/
- Digital Youth Work, Training materials
  https://www.digitalyouthwork.eu/training-materials/
- UCF Center for Distributed Learning, Blended learning toolkit
  https://blended.online.ucf.edu/
- Seeyn, Handbook https://digiyouth-seeyn.com/about

Other examples of projects and platforms using blended learning and narrative learning
- E+ project "Young Opinions on the Future of Europe"[105]
- Lifelong Learning Platform for youth projects in Europe (umbrella organization)[106]

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[102] Certify. Retrieved from https://certifyproject.com/
[103] *ibidem*
[104] Erasmus +. Retrived from
https://erasmus-plus.ec.europa.eu/projects/eplus-project-details#project/2018-1-BG01-KA105-047577
[105] European Youth Parliament. Retrieved from https://eyp.org/projects/youngopinionsfutureofeurope/
[106] Lifelong Learning Platform. Retrieved from https://lllplatform.eu/events/lll-week/

-   Lead In Practice E+ KA1 project[107]
-   Semi fit on Blended Learning [108]
-   Council of Europe youth training activities of 2020[109]

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-   Certify. Retrieved from https://certifyproject.com/
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[107] Educational Activities Society "EDRASE". (2018) *LeaD in Practice: A blended-learning project on Learning Design in Practice* Retrieved from: https://www.salto-youth.net/tools/european-training-calendar/training/lead-in-practice-a-blended-learning-project-on-learning-design-in-practice.6763/

[108] Dare.network. (2019). *Semifit on blended learning*. Retrieved from https://www.salto-youth.net/tools/european-training-calendar/training/semifit-on-blended-learning.8038/

[109] Council of Europe. Retrieved from https://www.coe.int/en/web/youth/2020-education-and-training-activities

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