# EXPRESSION WITH TECHNOLOGY

Digital storytelling for group of adult immigrants using face-to-face, online and blended learning to convey personal experience of cross–cultural adaption and ways of self-fulfilment.

| | Learning Path<br>**EXPRESSION WITH TECHNOLOGY** |
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| *Target group* | In general, this Learning Path would be suitable for any group of 6-10 adult immigrants learning the language of a host society, improving skills of cross – cultural adaption and digital literacy as well as developing skills of self-awareness and self-esteem. It was successfully tested with a group of immigrant women from different cultural backgrounds, different age groups and residing in Iceland. Basic digital literacy was a pre-condition for participants. Icelandic and English was the language of instruction. |
| *Description of the challenges* | Not many challenges were found in this workshop. Some effort was made to recruit participants and encourage them to share their life experience. Personal contacts and previous acquaintance with the educator helped in the smooth running of the workshop and create trust among participants. Besides physical distance among participants the lack of free time for most of them were obstacles to overcome while planning workshop sessions and methods of instruction. It was a challenge too to find adequately equipped premises suitable for digital storytelling workshop. |

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| *Training Point*<br>*Or*<br>*How does this challenge effect motivation and achievement in your group?* | The aim of this learning path is to introduce participants with basic principles of Digital storytelling (choice of topic, writing a story, creating a storyboard, selecting images, sound and music) and to help them to create their own digital story empowering a way to communicate and share knowledge and life experiences. Creating Facebook group (cyber classroom) as a form of distance learning is an effective alternative to classroom instructions and helps first of all to overcome shortage of time and physical distance. Furthermore, Facebook format helps to create flexible, supportive and trustful learning environment providing training relevant to learner's needs in a blended learning way. Work via Facebook group helps educators assess a participant's ability level in the use of information technologies at the very beginning of workshop enabling them to adjust his/her level of outcome expectation of participants and make the necessary courseware adjustments suitable for participants level. |

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| *Description of the activities*<br>*Suggestions:*<br>*1. Break the main activities down into manageable tasks and simple steps*<br>*2. Define the expertise required to undertake the activities and tasks*<br>*3. Estimate the duration and the time frame of this activity*<br>*4. Describe risks and uncertainties that could affect the implementation of activities*<br>*5. Describe shortly essential basic human, physical and financial resources to implement this activity* | The Learning Path was presented step by step following a logical sequence of creating a digital story. Most of work is done individually based on educator's instructions and assistance via Facebook group, nevertheless participants are encouraged to collaborate and seek feedback in groups in order to produce their own digital stories. Final work is done during a 2 days face-to-face session mainly dedicated to completing the digital stories, to enjoy social interaction with other participants during the coffee breaks and to share gained experience via peer review evaluation at the end of the sessions.<br><br>1. Firstly, instructions begin with a show of some examples of digital stories created previously by educator: After sharing examples of digital stories with the groups, further elaboration on different types and main components of digital stories follows with the main aim to facilitate both participants´ choice of topic and initial work of writing their own story. Example of instruction materials in Icelandic and English:<br><br>Important components at this stage are a choice of personal issues and adequate visual/audio images to convey a strong message. Some happening-memory-person-travel-place... everything is possible.<br><br>Secondly, some tutorials on Windows Movie Maker are introduced to participants in order to increase their ability to create and edit their digital story as well as to publish them afterwards on social media.<br><br>Thirdly, work on creating a storyboard, selecting images, sound and music continues moving gradually towards the final stage of workshop – 2 days face-to-face sessions in classroom dedicated to completing own digital story and receiving practical help by the educator using computer-based tools. Final evaluation is carried out in form of round kitchen table using both informal discussions as well as self-esteem evaluation sheets and questionnaires.<br><br>2. Educator is required to have a good command of digital literacy related skills and knowledge, cross – cultural competencies as well as understanding of basic principles and previous experience in adult learning. |

|  | 3. In this Learning Path much of the knowledge and skills gained at T&D Stories training in Dublin provided by IADT were used to introduce participants with digital narratives. In short, creation of digital story consists of 8 basic components: to come up with an idea and write a proposal; to research and explore; to write a script; to make a storyboard or a plan; to gather or create images, audio and video; to put everything together; to share the product; to get feedback and reflect. Successfully completed first five steps of digital storytelling via Facebook instructions is important pre-condition in order to complete efficiently the final three steps in face-to-face workshop. Once the digital story is completed, it can be easily uploaded to the internet and can be made available to an international audience, depending on the topic and purpose of the project.<br><br>4. Important factor is to have a properly equipped classroom, technical assistance at hand and time planned for informal interaction and coffee breaks.<br><br>5. This kind of a workshop has a lot of possibilities, and it does not require much financial resources. It does require some technical knowledge and courage to learn new skills. The most important ability of participants is the willingness to learn and not to be afraid to use the technology for their benefits.<br><br>Employment costs: educator, technical assistance, rental of classroom with access to computers and the Internet. |
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| *Learning Outcomes* | Participants on this workshop learn:<br>• the basic concepts of digital storytelling;<br>• the basic skills and practical ability to organize and systematically create a digital story;<br>• to use one new communication tool – a digital narrative;<br>• to understand better the dynamic process of cross-cultural adaption by developing skills of self-awareness;<br>• to use digital narrative to increase social interaction and sense of belonging. |

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| *Foreseen impact on the direct beneficiaries* *Foreseen impact on the indirect beneficiaries* | This Learning Path proved to be very helpful for immigrants to increase their self-awareness by sharing their experience of adaption in a new society and culture. New knowledge and skills in digital storytelling gives tools for adult learners to develop digital literacy, communication skills and thus their inclusion and participation in local society. Also, it appeared to be an efficient and innovative tool of teaching/learning language of the host society. Possibility to create a very personal message and share it with a world- wide network gives voice to marginal groups (immigrants) in society. |
| *Documentation and web resources useful to implement the scenario* | Sample product of the workshop in Akureyri:<br>• In my place;<br>• Poland;<br>• In Iceland, where my love grows;<br>• And the teacher´s story: Experience; trainer´s work. |