In Service Training Programme Handbook / Learner Manual

art4inc

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Table of Contents

1. Introduction

This Learner Manual has been designed in the framework of the Erasmus+ project *"Art4Inc: Using Artistic Disciplines for Educational and Social Inclusion"* financed by the European Commission and implemented by a consortium of 8 organisations in 6 partner countries – Germany, Ireland, Romania, Spain, Czech Republic and Finland - and in one associate country, Switzerland.

The Art4Inc Learner Manual was developed under the first intellectual output of the project, named *"In-service Training Programme & Handbook"*.

In order to develop the manual, the project consortium has performed a Training Needs Analysis (TNA) and identified the key elements to be addressed within an in-service training programme meant to adult educators and migrant support workers who work with adult migrants and support their integration. Then, an in-service Training Framework has been designed, meaning that based on the results of the TNA, the key learning outcomes of the in-service training have been identified and the skills, knowledge and competences to be developed through training have been formulated. The next step was to develop the learning content and resources necessary to build those skills, knowledge and competences required in the in-service training framework.

These learning content and resources have been then used to compose this Learner Manual.

To whom is this manual addressed, a description of its structure and explanations about how to use it, are presented in the next sections.

2. Whom is this manual for

The Art4Inc Learner Manual is addressed to adult educators and migrant support workers that works with adult migrants and who, through educational and support activities, foster their integration.

The adult educators and migrant support workers are the key enablers in the integration of adult migrants, key factors to support migrant communities on an educational journey to the highly valued key competences that are essential for migrants' social inclusion and personal fulfilment. In this context, the continuous professional development of adult education professionals and migrant support workers becomes crucial.

Many of those who work in community-based education programmes have completed nothing more than a basic train-the-trainer course. This can hardly be regarded as sufficient training for someone who is tasked with one of the most difficult assignments in education: that of engaging and integrating the growing migrant communities. These community education settings are the most

likely initial contact points for newly arrived migrants many of whom undoubtedly lack the basic skills necessary to engage and succeed in the more formal education settings.

Therefore, this Art4Inc Learner Manual and the afferent In-service Training which uses this manual, are addressed to front-line adult education staffs to support their work with adult migrants. To achieve that, they focus on developing pedagogic skills for working with non-traditional embedded-learning approaches using different artistic disciplines and on capitalizing on the ubiquity of new on-line learning environments. The Art4Inc Manual and In-service Training explore the different roles of educators and migrant support workers in these environments. The proposed new arts-based, media-rich and interactive basic skills acquisition resources will potentially bring a wide range of new educational environments into the learning process.

The emphasis of the in-service training programme is relevant to any educator working to support the inclusion of marginalised groups in any educational setting and ensures that adult educators, migrant support workers and any other potential intermediaries are:
a) properly trained to use different artistic disciplines for basic skills acquisition and confident to further develop these approaches in the future;
b) comfortable working with embedded-learning and enquiry-based learning methodologies;
c) fully bought in to the benefits that on-line learning can bring and yet fully aware of the risks that pertain in on-line environments;
d) able to safeguard against possible negative on-line factors.

3. Description of the Art4Inc Manual

The Art4Inc Manual was designed by:
1. Jugendforderverein Parchim/ Lubz e.V. (Germany)
2. University of Pitești (Romania)
3. Centrum Inspirace, zu (Czech Republic)

The manual content covers a total training duration of *100 hours*, that is made up of *35 hours of face-to-face instruction* focusing on the use of the different artistic disciplines for basic skills acquisition and *65 hours of self-directed on-line learning* addressing the more pedagogic and theoretical elements.

The manual contains *three learning units*, each providing specific educational activities and explanations for users (adult educators and migrant support workers that works with adult migrants) for both face-to-face learning and self-directed on-line learning, with a split of the training hours as shown in Table 1 below:

Table 1: *Allocation of the training hours per Learning Units*

Learning Unit (L.U.)	Hours of f2f learning	Hours of self-directed on-line learning
L.U.1: Inter- and multi-cultural education	5	10
L.U.2: Online learning	10	20
L.U.3: Learning through art disciplines and methods (storytelling, drama, music)	20	35
TOTAL	**35**	**65**

Each Learning Unit is presented on a common template, comprising:
- title and author (the Art4Inc partner-institution which designed that Learning Unit);
- aim;
- duration (the learning time needed to implement the unit);
- Learning Outcomes (formulated as Knowledge, Skills and Competences);
- educational activities (for face-to-face and for online self-directed learning).

Every Learning Units have 3-8 educational activities in total (including both face-to-face and self-directed learning).

Each activity presented in the Learning Unit is described in terms of:
- title
- type (i.e. face-to-face, self-directed learning or assessment activity);
- Learning Outcomes to be achieved through the activity;
- learning time;
- overview of content;
- content delivery methods (i.e. lecture, discussions, research, group work, Art4Inc online platform, etc.);
- didactic materials required (i.e. worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.);
- resource(s) from the Art4Inc *"Educators Toolbox of Alternative Educational Resources"* needed for the activity:
  - name and/or number of the resource in the toolbox;
  - brief guide on how to use the resource;
- assessment method;
- references.

In addition to the Learning Units, the manual provides as annexes all necessary training materials referred to in the description of educational activities (i.e. Power Point presentations, ice-breaking and closure exercises, worksheets, brainstorming activities, case studies question sheets, structured essay templates, etc.).

The Art4Inc Manual is also available on-line on the project website (at the link: www.art4inc.eu) in all languages of the Art4Inc project partners (English, German, Romanian, Spanish, Czech and Finish language), as a hand-book in pdf format for printing and as a flip-book for on-line use.

4. How to use this manual

The Art4Inc Manual for adult educators and migrant support workers who works with adult migrants is easy to use. The manual is a self-standing but flexible tool for any educator and may be used even by not so experienced educators, as it provides its users clear information and detailed explanations for each educational activity.

First, the user has to read carefully the *Sections 1* to *4*, in order to understand the construction and the functionality of the Art4Inc Manual.

Next step is to go through the Learning Units Matrix at the end of the Manual, see the Learning Units and the titles & types of all provided activities, and decide which learning activity wants to implement.

By going to the page given for the selected activity, the user will find the step-by-step description of the activity. S/he only has to follow then the instructions. In the instructions, reference to the needed training materials and resources is made. These materials and resources can all be found in the annexes of the Art4Inc Manual. The annexes are also indexed and correlated with the activity, thus the user can easily identify each of them. The list of training materials and resources (and their codes) is given in the Materials and Resources Matrix (at the end of this manual). The training materials and resources are available on the project website at the link: www.art4inc.eu

After making sure that all necessary materials and resources have been identified and they are now at the disposal of the educator, the user may want to read once more the activity description to make sure s/he correctly understood what his/her role is, what actions and activities s/he has to perform with learners and what the tasks for the learners are.

Of course that the Learning Units and educational activities provided by this manual can be as well perceived by user as being only indicative, and thus the user might wish to adapt them to fit better to the profile of his/her group of learners. As shown in the previous pages, the Art4Inc Manual was designed for adult educators and migrant support workers that works with adult migrants and who, through art-based educational and support activities (storytelling, drama and music), foster their integration. The customization process should therefore take into consideration specific features of the class of learners and purpose of the instruction, if different to those of the Art4Inc approach, described above.

5. Learning Unit 1: Inter- and multi-cultural education

<table>
<tr><td colspan="4" align="center">Learning Unit 1: Intercultural and multicultural education</td></tr>
<tr><td>Aim</td><td colspan="3">This unit aims to introduce intercultural and multicultural education to learners and enable them using it efficiently through art disciplines, when working with migrants for social inclusion.</td></tr>
<tr><td>TOTAL Learning time
15 hours
of which:</td><td>Face-to-face learning
5 hours</td><td>Self-directed learning
10 hours</td><td>Assessment[1]
(additional to the one given through self-assessment, peer assessment and/or tutor observation)
1 hour</td></tr>
<tr><td colspan="4" align="center">LEARNING OUTCOMES

On successful completion of this Learning Unit, learners will be able to:</td></tr>
<tr><td>Knowledge</td><td colspan="3">K.1.1. Define inter- and multi-cultural education
K.1.2. Describe teaching methods that value cultures without judging, enabling effective and appropriate communication and cooperation with people of all cultures.</td></tr>
<tr><td>Skills</td><td colspan="3">S.1.1. Deal with the cultural differences between migrants' communities and host communities.
S.1.2. Demonstrate intercultural awareness and appreciation.
S.1.3. Use theory to think critically about social inequities in local/global contexts</td></tr>
<tr><td>Competences</td><td colspan="3">C.1.1. Instruct trainees to develop the knowledge, values, skills and confidence for:
  a. expressing their own language and cultural heritage;
  b. learn about, value and appreciate the culture of others;
  c. learn about and express their own rights and freedoms and respect those of others;
  d. practice the values underpinning human rights;
  e. become responsible, productive citizens, able to contribute fully to society;
  f. live and work harmoniously with others of diverse cultures;
  g. behave in ways that are culturally appropriate and sensitive with others of diverse culture or gender, being mindful of language and jokes;
  h. advocate for others and act in solidarity, when others of diverse culture are being treated unfairly.</td></tr>
</table>

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[1] We refer here to the final assessment of the Learning Unit (additional to the one given through self-assessment, peer assessment and/or tutor observation performed during each learning activity), namely the assessment to be acquired through a quick quiz, test, etc.

Activity Code[2]	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A1.1	*Inter- and multi-cultural education: setting the foundation*	Face-to-face	K.1.1. S.1.1. S.1.3. C.1.1.a, b, d, h.	120 min

Overview of Content	- After introducing him/herself, the trainer starts with an *icebreaking exercise* that allows all participants to know each other and feel comfortable by working together (s/he uses "Art4Inc Manual_LU1_A1.1 - Annex 1 – Icebreaking.doc"). (5 min) - Then the trainer announces the learning objectives of this activity, which are K.1.1.; S.1.1.; S.1.3.; C.1.1.a, b, d, h as formulated above, in the table describing the unit and presenting its Learning Outcomes (2 min) - The main concepts of inter- and multicultural education are introduced by the trainer with the help of "Art4Inc Manual_LU1_A1.1 - Annex 2 - Foundation.pptx") (45 min) - The trainer organises the class in 3 groups and explains the first task, namely a quick brainstorming ("Art4Inc Manual_LU1_A1.1 - Annex 3 - Brainstorming.doc"). Trainees work in groups and report in front of the others. The trainer provides feedback and advice to each group during the activity and also makes comments and overall evaluates the achievements of the groups. (20 min) - The trainer splits the class in two groups and explains the next task – role play ("Art4Inc Manual_LU1_A1.1 - Annex 4 – Drama_Solving_Problems.txt") (45 min) - The trainer closes the activity by a brief recap of the main concepts and emphasizes on the achievements of the learning outcomes. (3 min)

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)

Lecture (by trainer)
Brainstorming
Group discussions
Group work
Role play

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

Art4Inc Manual_LU1_A1.1 - Annex 1 – Icebreaking.doc
Art4Inc Manual_LU1_A1.1 - Annex 2 - Foundation.pptx
Art4Inc Manual_LU1_A1.1 - Annex 3 - Brainstorming.doc
Art4Inc Manual_LU1_A1.1 - Annex 4 – Drama_Solving_Problems.txt

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource

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[2] Here and all over the Art4Inc Manual the codes of the activities are formed of 2 digits, the first representing the number of the Learning Unit and the second the number of the activity in that unit (e.g. A1.1 for the first activity of Learning Unit 1, A1.2 for the second activity of Learning Unit 1, ….A2.1 for the first activity of Learning Unit 2, etc.).

No. 7 "Drama: Solving Problems"	The trainer follows exactly the steps described in the resource (Art4Inc Manual_LU1_A1.1 - Annex 4 – Drama_Solving_Problems.txt).

Assessment method

By presenting/explaining the mind maps resulted from the brainstorming and by carrying out a group analysis (as a result of role play) of how certain behaviours and motivations can explain certain situations.

References

- Chiriac, A., Panciuc, L. (2016). *Intercultural education: objectives, values and perspectives*. International Conference „New perspectives in Science Education", 4th Edition. Retrieved from https://conference.pixel-online.net/NPSE/files/npse/ed0004/FP/1426-NTST861-FP-NPSE4.pdf
- EC Culture Programme. *Supporting Europe's cultural and creative sectors*. Retrieved from https://ec.europa.eu/culture/policy/strategic-framework/intercultural-dialogue_en
- The National Association for Multicultural Education. *Definitions of Multicultural Education*. Retrieved from https://www.nameorg.org/definitions_of_multicultural_e.php
- The EDVOCATE. *6 Ways to Implement a Real Multicultural Education in the Classroom*. Retrieved from https://www.theedadvocate.org/6-ways-to-implement-a-real-multicultural-education-in-the-classroom/

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A1.2	*Inter- and multi-cultural education: Adaptation to life changes*	Face-to-face	K 1.2. S.1.2. C.1.1.e, f	90 min

Overview of Content	- After welcoming trainees, the trainer starts with a *warm up exercise* to engage participants and set a comfortable atmosphere in a class (s/he uses "Art4Inc Manual_LU1_A1.2 - Annex 1_Warm up.doc"). (5 min) - Then the trainer announces the learning objectives of this activity, which are K.1.2.; S.1.2.; C.1.1.e, f as formulated above, in the table describing the unit and presenting its Learning Outcomes (2 min) - The trainer introduces the topic of self-recognition ("Art4Inc Manual_LU1_A1.2 - Annex 3_Group discussion.doc"). Participants first discuss how they perceive others and how they are perceived by others, then express themselves by drawing. (30 min) - Main concept of adaptation to life changes is presented by the trainer based on the presentation " Art4Inc Manual_LU1_A1.2 - Annex 2_Adaptation.pptx" including also a topic of Assertiveness (50 min.) - The trainer closes the activity by a brief recap of the main concepts and emphasizes on the achievements of the learning outcomes. (3 min)

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)
Lecture (by trainer) Brainstorming Group discussions Expressing personality by drawing

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)
Art4Inc Manual_LU1_A1.2 - Annex 1_Warm up.doc Art4Inc Manual_LU1_A1.2 - Annex 2_Adaptation.pptx Art4Inc Manual_LU1_A1.2 - Annex 3_Group discussion.doc

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case.	It is not the case.

Assessment method
- By active engagement in the group discussion and brainstorming to analyse ways in which the personality can affect others.   - By drawing to find out how to identify and express the personal characteristics.

References
HAINEAULT, Pierre (2000). *Jak využít životních změn*. Praha: Portál, 2000.

- SMITH W. Hyrum (1998). *10 přírodních zákonů managementu času a života*. Praha: Pragma, 1998.
- COVEY, Stephen R. (1994). *7 návyků skutečně efektivních lidí*. Praha: Management press.
- NOVÁK, Tomáš & CAPPONI, Věra (2004). *Asertivně do života*. Praha: Grada.
- PRAŠKO, Ján (2007). *Asertivitou proti stresu*. Praha: Grada.
- HARRIS, T. A. (1997). *Já jsem OK, ty jsi ok*. Praha: Pragma.
- BERNE, Eric (1997). Co *řeknete až pozdravíte.* Praha: NLN – Nakladatelství Lidové noviny.

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A1.3	*Inter- and multi-cultural education: Inequality and conflicts*	Face-to-face	K.1.2 S.1.2. S.1.3. C.1.1.c, f, g	90 min
Overview of Content	• The trainer announces the learning objectives of this activity, which are K.1.2.; S.1.2.; S.1.3.; C.1.1.c, f, g. as formulated above, in the table describing the unit and presenting its Learning Outcomes (2 min) • The main points of inequality and conflicts are introduced by the trainer with the help of slides 1-9 "Art4Inc Manual_LU1_A1.3 - Annex 1 - *Inequality and conflicts*.pptx") (20 min) Critically reflect on social *inequality* in local/global contexts • The trainer distributes Annex 2 ("Art4Inc Manual_LU1_A1.3 - Annex 2 - EVERY PICTURE TELLS A STORY.doc") and each participant receives a piece of paper, pencil, any pictures and eraser for the exercise. The trainer organises the participants in 3 groups and explains the first task, Participants work in groups and report in front of the others. The trainer provides feedback and advice to each group during the activity and also makes comments and overall evaluates the achievements of the groups. (30 min) • The trainer splits the class in two groups and explains the next task – Exercises ("Art4Inc Manual_LU1_A1.3 - Annex 3 – Storytelling_PatternStoriesOnConflictWork_ENG.txt"). Each group is doing 2 exercises. After that the participants are able to design rules for working with future conflicts. The rules are presented like "three sentence stories": (35 min) • The trainer closes the activity by a brief recap of the main concepts and emphasizes on the achievements of the learning outcomes. (3 min)			

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)
Lecture Exercise Group discussions Group work

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)
Art4Inc Manual_LU1_A1.3 - Annex 1 - *Inequality and conflicts*.pptx Art4Inc Manual_LU1_A1.3 - Annex 2 - EVERY PICTURE TELLS A STORY.doc Art4Inc Manual_LU1_A1.3 - Annex 3 – Storytelling_PatternStoriesOnConflictWork_ENG.txt

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
No. 4 "Storytelling_PatternStoriesOnConflictWork_ENG"	The trainer follows exactly the steps described in the resource (Art4Inc Manual_LU1_A1.3 - Annex 3 – Storytelling_PatternStoriesOnConflictWork_ENG.txt).

Assessment method
By presenting/explaining the mind maps resulted from the brainstorming and by carrying out a group

analysis (as a result of role play) of how certain behaviours and motivations can explain certain situations.

References
• Barely tolerable" Pride and Prejudice scene https://www.youtube.com/watch?v=dsRvYQH_JdY
• Bülent Ceylan in Bielefeld für „Alle Kids sind VIPs" https://www.youtube.com/watch?v=iYLGwOawnO4

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A1.4	*Better understanding art-based inter- and multi-cultural education and its benefits for social inclusion*	Self-directed online learning	K.1.1. S.1.1. S.1.3. C.1.1.a, b, h.	240 min
Overview of Content	Go on the Art4Inc online platform at https://www.art4inc.eu/en/learn/:language/en (choose your language from the top-right EN button, with a flag). If you are already registered, just sign in, if not please create your new account (follow the steps as indicated online, in order to create your account and thus to register). (5 min) Enter Activity 1.4. "*Better understanding art-based inter- and multi-cultural education and its benefits for social inclusion*". Read carefully all provided materials (the ones listed below), at your own reading and studying pace. Note: You can download the provided materials onto your computer, or you can open and read them directly from the Art4Inc platform! **(a) Read the materials below to understand the definition, the meaning and examples of social inequity/inequality:** (1 hour) Social Inequality: https://www.sciencedaily.com/terms/social_inequality.htm Social Inequality Definition Types and Examples: http://www.studylecturenotes.com/basics-of-sociology/social-inequality-definition-types-and-examples Overview of Social Inequality: https://www.youtube.com/watch?v=JYxspCbwZVs Perceiving Social Inequity: https://www.youtube.com/watch?v=oVmHO_ENnOE Proposal: Overcoming Inequality through Education: https://www.global-economic-symposium.org/knowledgebase/the-global-society/overcoming-inequality-through-

education/proposals/overcoming-inequality-through-education

**(b) Read the "Art4Inc Manual_LU1_A1.4 - Annex 1a - Case Study tasks.pptx"
and solve the tasks.** (1 hour)
As instructed in the PPT, use "Art4Inc Manual_LU1_A1.4 - Annex 1b - Case Study
tasks.doc" and "Art4Inc Manual_LU1_A1.4 - Annex 1c - Case Study Question
Sheet.doc".
After you filled in the Case Study Question Sheet, please upload it on the platform,
as indicated by the online instructions.

**(c) Read the materials below to understand <u>art-based intercultural and
multicultural education for social inclusion</u> (and thus for combating social
inequity)** (1 hour)**:**

UNESCO Guidelines on Intercultural Education:
http://unesdoc.unesco.org/images/0014/001478/147878e.pdf

Education to Foster Intercultural Understanding and Solidarity in Europe:
http://www.aede-france.org/Lifelong-Learning-ELICIT-PLUS.html

Multicultural Education: Inspiring Equity, Inclusion, and Social Justice
http://www.tommihail.net/multiculturalism_and_education.html

Arts-based Learning:
https://carleton.ca/experientialeducation/in-class-experiential-education/arts-based-learning/

**(d) Open "Art4Inc Manual_LU1_A1.4 - Annex 2 - Structured Essay
template.doc" and elaborate a structured essay** as described in it. After you finish,
please upload it on the platform as indicated by the online instructions (1 hour).

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)
Art4Inc online platform

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)
Art4Inc Manual_LU1_A1.4 - Annex 1a - Case Study tasks.pptx
Art4Inc Manual_LU1_A1.4 - Annex 1b - Case Study tasks.doc
Art4Inc Manual_LU1_A1.4 - Annex 1c - Case Study Question Sheet.doc
Art4Inc Manual_LU1_A1.4 - Annex 2 - Structured Essay template.doc
Plus the other text and video materials, as shown above, under section "Overview of Content".

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case.	It is not the case.

Assessment method
Through filling in "Art4Inc Manual_LU1_A1.4 - Annex 1b - Case Study Question Sheet.doc"
Through the structured essay "Art4Inc Manual_LU1_A1.4 - Annex 2 - Structured Essay template.doc"

References
As shown above, under section "Overview of Content".

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A1.5	*Inter- and multi-cultural education: Adaptation to life changes and Assertiveness*	Self-directed learning	S.1.2. C.1.1.e, f	180 min

Overview of Content	Go on the Art4Inc online platform at https://art4inc.eu/en/learn/:language (choose your language from the top-right EN button, with a flag) If you are already registered, just sign in, if not, please create your account and thus to register). (5 min) Enter Activity 1.5 *"Inter- and multi-cultural education: Adaptation to life changes and Assertiveness"* Read and watch carefully all provided materials and videos (the ones listed below), at your own studying pace. Note: You can download the provided materials on to your computer or you can open and read them directly from the Art4Inc platform. 1. How to deal with change in life – video (15 min) https://www.youtube.com/watch?v=CoxOb5ls-sY 2. Adapting to change and to a new culture (45 min) "Art4Inc Manual_LU1_A1.5 - Annex 1 – Adaptation.doc" 3. Be assertive – video (5 min) https://www.youtube.com/watch?v=4Kudo7aIpFA 4. Assertiveness (Why people are not assertive / Dealing with non-assertiveness / Examples of assertiveness) (75 min) "Art4Inc Manual _LU1_A1.5 - Annex 2 – Assertiveness.doc" 5. Assertiveness – Tips and Techniques – video (35 min) https://www.youtube.com/watch?v=9zbt_9R8GrM

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)
Art4Inc online platform

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)
Internet links as shown above under section "Overview of content"   Art4Inc Manual_LU1_A1.5 - Annex 1 – Adaptation.doc   Art4Inc Manual_LU1_A1.5 - Annex 2 – Assertiveness.doc

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case.	It is not the case.

Assessment method

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By application and evaluation of assertive techniques in real-life situations.

References
• *Adapting to a new culture*. Retrieved from https://www.agsmovers.com/news/adapting-to-a-new-culture/
• *Adapting to change*. Retrieved from https://www.psychologytoday.com/us/blog/emotional-fitness/201603/adapting-change
• *Assertiveness – Tips and Techniques.* Retrieved from https://www.skillsyouneed.com/ps/assertiveness-techniques.html
• *Why people are not assertive*. Retrieved from https://www.skillsyouneed.com/ps/assertiveness2.html
• *Dealing with non-assertiveness*. Retrieved from https://www.skillsyouneed.com/ps/assertiveness3.html

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A1.6	*Inter- and multi-cultural education: Music contacts and integration*	Self-directed learning	K.1.2. S.1.2. C.1.1.f, g.	180 min

Overview of Content	Enter Activity 1.6 Please design a project that uses language in combination with music ✓ Go on the Art4Inc online platform at https://art4inc.eu/en/learn/:language (choose your language from the top-right EN button, with a flag). If you are already registered, just sign in, if not, please create your account and thus to register). (5 min) ✓ Read and watch carefully all provided materials for this activity 1.6 on the Art4Inc online platform, at your own studying pace, in particular Art4Inc Manual_LU1_A1.6 - Annex 1_Music_ContactRhythm_ENG. (35 min) Note: You can download the provided materials on to your computer or you can open and read them directly from the Art4Inc platform. ✓ Open Art4Inc Manual_LU1_A1.6 - Annex 2 – Music, contacts and integration.docx, read it and solve the tasks as per instructions. (140 min)

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)
Art4Inc online platform

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

didactic video - https://www.youtube.com/watch?v=lH1wbECejsE Art4Inc Manual_LU1_A1.6 - Annex 1_Music_ContactRhythm_ENG Art4Inc Manual_LU1_A1.6 - Annex 2 – Music, contacts and integration.docx	
Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
2_Music_ContactRhythm_ENG	The participant can use this tool box for information
Assessment method	
By application and evaluation of developed project in real-life situations	
References	

* Barely tolerable" Pride and Prejudice scene https://www.youtube.com/watch?v=dsRvYQH_JdY
* Bülent Ceylan in Bielefeld für „Alle Kids sind VIPs"
  https://www.youtube.com/watch?v=iYLGwOawnO4
* http://syncproject.co/blog/2015/7/21/music-and-emotion
* Ansdell, G. (2014) How Music Helps. Farnham: Ashgate.

Evaluation test for Learning Unit 1

The Learning Unit 1 has introduced you to intercultural and multicultural education and enabled you using it efficiently through art disciplines, when working with migrants for social inclusion. In this assessment you can test your knowledge in intercultural and multicultural education.

Methodical indications:

➔ Each item consists of a statement (the *'stake'*) and 4 answering options, of which <u>only one</u> is correct.
➔ Read the text of each item carefully and identify the correct option.
➔ Tick the correct option (☒). This option represents the solution of that item.
➔ Recommended total time per test: 60 minutes.
➔ Possible maximum score = 18 points. Each item correctly solved values 0.5 point.
➔ FINAL GRADE = (Score / 4) + 1 point *ex officio*.

1. *Intercultural education* refers to:
   a) a social environment without social and cultural differences;
   b) a specific dimension of education that excludes other forms like education for peace and education for sustainable development;
   c) an intercultural dialogue that take place only between certain disadvantaged groups of people;
   d) education training people able to appreciate different cultures;

2. The *fundamental values* underlying *intercultural education* are:
   a) respect for human rights and rule of law; solidarity; security; equal opportunities.
   b) intercultural values; self-awareness; respect; honesty;
   c) respect for human rights and rule of law; intercultural values; openness to world; democracy.
   d) openness to world; integrity; empathy; diversity.

3. **Intercultural education** is a new methodology that seeks to integrate within the educational space the data of:
   a) psychology, anthropology, social sciences, politics, culture and history;
   b) methodology, psychiatry, educational sciences, environmental studies, legislation and professional training;
   c) ethnologic studies, cultural studies, adult education, entrepreneurial education, philosophy and religion;
   d) sociology, arts, literature, business studies, family & consumer science and organizational studies.

4. *Multicultural education*:
   a) challenges all forms of discrimination in the learning environments and society through the promotion of religious homogeneity;
   b) is a progressive approach for transforming education based on educational equality and social justice;

    c) envisages to promote cultural elitism;
    d) is intended to to build a person's psychological identity.

5. In ***multiculturalism*** the focus is on:
    (a) the development of the host-country culture;
    (b) the preservation of separate cultures;
    (c) the promotion of the origin-country traditions;
    (d) the inclusion of the migrants' cultural features within the local traditions.

6. ***Intercultural dialogue***:
    (a) seeks to establish linkages and common ground between different cultures, communities and people;
    (b) denominates lifestyles that occur at some point between multiple aspects of the same culture;
    (c) refers to annihilation of refuges and migrants;
    (d) promotes understanding of each-other outside of indirect interaction of two or more cultures.

7. The ***phases*** of a ***crisis*** produced by a ***"change"*** are:
    (a) opposition, anxiety, denial, protest, acceptance;
    (b) anger, fight, balance, trust, reconciliation;
    (c) questioning, refusal, negotiation, balance, decision-taking;
    (d) denial, protest, negotiation, balance, reconciliation.

8. ***Positive thinking*** is:
    (a) a benefit that you can get if you are healthy;
    (b) the magnification of the negative aspects of a situation;
    (c) automatically anticipating the worst;
    (d) a set of knowledge, skills and attitudes that one has to learn.

9. Among the ***habits of positive thinking***, we may include:
    (a) being able to blame yourself when something goes wrong;
    (b) seeing things only as either good or bad, with no middle ground;
    (c) searching for personal integrity;
    (d) surrounding yourself with people who depend on you for helpful advice and feedback.

10. ***Assertiveness*** is:
    (a) the ability to self-respect while respecting the needs of others;
    (b) a communication technique;
    (c) natural reaction to conflict;
    (d) vulnerability to the demands of others, lack of self-confidence and self-assurance.

11. ***Assertive behaviour*** includes the ***ability to***:
    (a) respect principles and rules;
    (b) praise and criticize;
    (c) manipulate others;
    (d) reject feedback.

12. According to ***Shostrom typology of manipulators***, a ***dictator*** is:
    (a) someone who tries to control people and circumstances, constantly deceives, lies, and tries to outwit others;
    (b) a person who aspires to exaggerate his caring for others, as though showing love, attentiveness;
    (c) a person who exaggerates his power, dominates, orders, does everything to manage his victims;
    (d) someone who constantly exaggerates his criticality, does not believe anyone, is full of accusations and indignation.

13. When two ***peoples from different cultures meet***, they:
    (a) cut cross-cultural dialogue in communicating among themselves;
    (b) to communicate with respect and cultural understanding, each of them in their own language only;
    (c) try to connect languages through cultures;
    (d) tend to interpret the behaviour of the other according to their own values and attitudes.

14. ***Natural inequality*** of people refers to:
    (a) their external characteristics (sex, body colour, body-size etc.);
    (b) their native intelligence;
    (c) their efficiency;
    (d) their natural attitude.

15. ***Social inequality*** of people refers to:
    (a) the value of their house, car and other properties;
    (b) their different opportunities, power, clout and privileges;
    (c) their career opportunities;
    (d) their marital status.

16. Among the ***fields of social inequality***, we may include:
    (a) environmental issues and environment protection;
    (b) national identity and citizenship;
    (c) income and social security;
    (d) intergenerational education and parenting.

17. ***Equality***:
    (a) assumes that not everyone is same;
    (b) is an un-uniform treatment applied in order to not affect the rights of majority;
    (c) is giving more chances to those more capable, to foster effective competition;
    (d) usually refers to the treatment of people equally, treating everyone without bias.

18. ***Justice***:
    (a) is a self-sustaining aim of powerful people;
    (b) is a feature of the social order in despotic societies;
    (c) is the effect of social security;
    (d) is the way of acting with consistency on the basis of laws that embodies fairness in promoting general welfare.

19. **Social inclusion**:
    (a) appears in monocultural societies;
    (b) refers to asylum seekers not to migrant populations;
    (c) is a component of social quality;
    (d) is supported by vulnerable persons.

20. **Inclusive society**:
    (a) is created by socially excluded persons who fight for their rights;
    (b) is based on mutual respect and solidarity, with equal opportunities and decent living standards for all;
    (c) has as main feature the lack of conflicts inside migrant communities;
    (d) accepts emigration for labour purposes.

21. **Using arts** for **social inclusion**:
    (a) has a vital role to play in creating more inclusive, culturally diverse societies;
    (b) is an EU policy in those countries having over 35% immigrants;
    (c) creates disequilibrium between native citizens and migrants;
    (d) relies on participatory arts projects, arts education, community arts initiatives, exhibits, installations and performances only for migrants with permanent residence permit.

22. **Art education**:
    (a) has a lower profile in the EU social inclusion agenda;
    (b) can efficiently support migrants' integration in society and on the labour market;
    (c) involves artistic disciplines but cannot be used as an instrument in achieving social inclusion;
    (d) belongs to multicultural societies but has no positive effects in culturally homogenous communities.

23. Identify in the following statements the one that represents an **example of social inequality**:
    (a) when the wealthier as well as the poorer groups of a community have an easy access to healthcare services and facilities;
    (b) when the median household income of black people is higher than the one of the white people;
    (c) when women have the same representation like men in their roles, decision making processes and political activities;
    (d) when all citizens are civically treated the same in front of the law.

24. Among the realities of the **diversity's multiple perspectives** or facets, we may find as true that:
    (a) social inequality in our society at large, in our organisations, does not exist;
    (b) people from the LGBT communities are still fighting for benefits in organisations, that their heterosexual colleagues get automatically;
    (c) there is no gender wage gap: men are just more deserving than women;
    (d) there is no social inequity, only someone deserved social inequality.

25. Regarding the **change & adaptation to change**, identify the statement that is true:
    (a) things change constantly in a person's life;
    (b) change isn't constant, so we usually can notice the little or the expected changes;
    (c) emotional changes are easier to adjust to;

(d) it is not your responsibility for how to deal and adapt to changes, but the ones around you.

26. *Adapting to a new culture*:
    (a) can be difficult, especially when moving abroad;
    (b) expatriates do not usually experience a "culture shock" while adjusting to their new country;
    (c) the "culture shock" has no effects in real life, but in psychological theories only;
    (d) the language barrier cannot become a real challenge for migrants trying to adapt in a new country, a new cultural environment.

27. Among the *"culture shock" phases* there are the following:
    (a) honeymoon phase; reverse culture shock; countering Culture Shock;
    (b) negotiation phase; adjustment phase; transportation phase;
    (c) exploring phase; negotiation phase; honeymoon phase;
    (d) adjustment phase; exciting phase; experiencing phase.

28. The four *parts of assertiveness* are:
    (a) "I feel", "I fear", "I understand", "I judge";
    (b) "I think", "I agree", "I admire", "I affect";
    (c) "I want", "I depend", "I comply", "I care";
    (d) "I feel", "I need", "I want", "I think".

29. One can *be more assertive* in every aspect of his/her life if:
    (a) s/he does not hold to her/his N.U.T.s (N.U.T. = Non-negotiable Unalterable Terms);
    (b) s/he uses the "You" statements not the "I" statements;
    (c) s/he doesn't use the body language and the voice to make her/his presence known;
    (d) s/he is simple, honest and direct.

30. Among *General Techniques of Assertiveness* there is:
    (a) Stuck Record Technique: providing more aggressive or angry responses to criticism;
    (b) Negative Enquiry: find out more details about the compliment or praise given, and agree with it;
    (c) Fogging Technique: not responding to the other person in the expected way, in other words by being defensive or argumentative;
    (d) Positive Enquiry: repeating what you want, time and time again, without raising the tone of your voice, becoming angry, irritated, or involved in side issues.

31. Regarding the *use of music for migrants' integration*, it is true that:
    (a) music education has positive effects on the social integration of migrants from inside EU only;
    (b) music can help migrants learn about the culture of the host country but cannot support linguistic development;
    (c) with music, you can inspire all people, at the same time get to know the culture and language better and manage conflicts better;
    (d) music education can play an important role in intercultural communities, but has no impact on multicultural communities due to the variety of peoples' musical backgrounds.

32. The *human mind* seeks some *organizing principle* in a nearly chaotic world. This organizing principle is basically:
    (a) the rhythm;
    (b) the intensity of sounds;
    (c) the colours;
    (d) the temperature.

33. The *definition, repetition, ritualization and symbolization of the rhythms* is crucial for:
    (a) movements, language and judgement;
    (b) attention, focus and concentration;
    (c) way of life, anger management and negotiation;
    (d) risk management, critical thinking and decision-making.

34. *Rhythm*:
    (a) is just the change of sound;
    (b) is monotonous;
    (c) can appear in the manner of speaking of the seminar leader but not in the time periods provided for the solution of tasks;
    (d) brings more learning pleasure, attention and freedom from stress.

35. *Music*:
    (a) can make migrant people feel at home, connect past to present, develop personality;
    (b) cannot promote authentic personal relationships between culturally diverse groups;
    (c) can offend people;
    (d) cannot overcome prejudice.

36. *Inclusion* of minorities and immigrants (but also of those with special needs and disabilities) is being recognised as *a political priority* in European Union. For them, the art-based disciplines can:
    (a) facilitate integration and support transition;
    (b) promote fair voting systems;
    (c) increase job opportunities;
    (d) strengthen civic participation.

The test is over!
CONGRATULATIONS for completing it!

Note for partners:
The part in yellow is only for the online version of the Art4Inc Manual!

To check the correct answers, please click here:

Item no.	Correct answer
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Test solutions:

Question	Solution	Question	Solution
1	d	19	c
2	c	20	b
3	a	21	a
4	b	22	b
5	b	23	b
6	a	24	b
7	d	25	a
8	d	26	a
9	c	27	a

10	a	28	d
11	b	29	d
12	c	30	c
13	d	31	c
14	a	32	a
15	b	33	b
16	c	34	d
17	d	35	a
18	d	36	a

6. Learning Unit 2: Online Learning

Learning Unit 2: Online Learning			
Aim	This unit aims to introduce online learning to learners and enable them using it efficiently through art disciplines, when working with migrants for social inclusion.		
TOTAL Learning time **30 hours** **of which:**	**Face-to-face learning** 10 hours	**Self-directed learning** 20 hours	**Assessment[3]** (additional to the one given through self-assessment, peer assessment and/or tutor observation) 1 hour
LEARNING OUTCOMES On successful completion of this Learning Unit, learners will be able to:			
Knowledge	K.2.1. Define online learning K.2.2. Describe benefits and challenges of online learning K.2.3. Explain how online learning can support adult educators and migrant workers in integrating migrants		
Skills	S.2.1. Display/show flexibility and adaptability to new learning environments. S.2.2. Create a learning environment that is open, challenging, engaging, motivating. S.2.3. Provide examples of virtual learning environments (i.e. Moodle, Blackboard Learn or Blackboard Collaborate) and describe them		
Competences	C.2.1. Use more effective certain online learning environments (i.e. Google instruments, YouTube, etc.) based on artistic disciplines.		

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[3] We refer here to the final assessment of the Learning Unit (additional to the one given through self-assessment, peer assessment and/or tutor observation performed during each learning activity), namely the assessment to be acquired through a quick quiz, test, etc.

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A2.1	*Online learning: Foundation*	Face-to-face	K.2.1., K.2.2. S.2.1., S.2.3.	210 min

Overview of Content	- After introducing him/herself, the trainer starts with an *icebreaking exercise* that allows all participants to get to know each other and feel comfortable by working together (s/he uses "Art4Inc Manual_LU2_A2.1 - Annex 1 – Icebreaking.doc"). (20 min) - Then the trainer announces the learning objectives of this activity, which are K.2.1., K.2.2.; S.2.1., S.2.3. as formulated above, in the table describing the unit and presenting its Learning Outcomes (5 min) - In the form of a discussion, the trainer asks the participants about their ideas of online learning and their strategies for looking for information about online learning on the Internet. The discussion is focused on their online learning experience. (30 min) - The trainer presents the main concept of online learning with the help of "Art4Inc Manual_LU2_A2.1 - Annex 2 – Foundation.pptx". He/she uses the links stated in the presentation and shows the participants various options and possibilities of online learning. (90 min) - Now the practical videos and online learning examples and opportunities on YouTube are presented to the participants using "Art4Inc Manual_ LU2_A2.1 - Annex 3 – YouTube.doc". (60 min) - The trainer closes the activity by a brief recap of the main concepts and emphasizes on the achievements of the learning outcomes. (5 min)

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)

Lecture (by trainer)
Brainstorming
Group discussions
Interview
Practical demonstration

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

Art4Inc Manual_LU2_A2.1 - Annex 1 – Icebreaking.doc
Art4Inc Manual_LU2_A2.1 - Annex 2 – Foundation.pptx
Art4Inc Manual_LU2_A2.1 - Annex 3 – YouTube.doc

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case.	It is not the case.

Assessment method

By active engagement of the participants in the discussion and brainstorming focused on the topic of online learning.

References
• Morris, N., & Lambe, J. (n.d.). *STUDYING A MOOC: A GUIDE* [PDF].Retrieved from http://www.palgrave.com/resources/Product-Page-Downloads/M/Morris-Studying-a-MOOC/Studying-a-MOOC-Neil-Morris-James-Lambe.pdf • *English for beginners*. Retrieved from https://www.youtube.com/watch?v=eW3gMGqcZQc • *What is a MOOC?* Retrieved from https://www.youtube.com/watch?v=S2lFmQcXsM4 • *What Are The Advantages And Disadvantages Of Online Learning?* Retrieved from https://elearningindustry.com/advantages-and-disadvantages-of-online-learning

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A2.2	*Online learning: benefits & challenges. Online Learning Environments*	Face-to-face	K.2.2. S.2.3.	180 min
Overview of Content	There is no need for the trainer and learners to introduce to each-other, as they already met during the previous face-to-face activities. • After welcoming the participants, the trainer announces the learning objectives of this activity, which are K.2.2. and S.2.3. (1 min) • The benefits of online learning are introduced by the trainer with the help of slides 1-14 from "Art4Inc Manual_LU2_A2.2 - Annex 1 – Online learning benefits-chalenges.pptx") (30 min) • The trainer organises the class in groups of 3-5 persons and allocates the first task (as in slide 16), namely a quick ranking of the online learning benefits, distributes coloured blank pop-up notes ('post-it' papers) and explains how to work (by using slide 16). Trainees work in groups. The trainer stimulates discussion and provides feedback during the activity. (15 min) • The trainer continues presentation and presents the challenges of the online learning (slides 17-31 from "Art4Inc Manual_LU2_A2.2 - Annex 1 – Online learning benefits-challenges.pptx"). (30 min) • Then the trainer organises the class in groups of 3 persons, allocates the second task (as in slide 32), namely to create a compelling story and distributes worksheets (Art4Inc Manual_LU2_A2.2 - Annex 2 - Worksheet - Story.doc). The trainees work in groups. They perform the task and share the story they created with other groups. (45 min) • The trainer presents online learning environments (OLEs) by the help of "Art4Inc Manual_LU2_A2.2 - Annex 3 – Online learning environments.pptx") (30 min) • The trainees are explained the last task: a combination of Internet surfing and brainstorming on the OLEs' features (slide 16 from "Art4Inc Manual_LU2_A2.2 - Annex 3 – Online learning environments.pptx") (25 min) • The trainer closes the activity by a brief recap of the main concepts and emphasizes on the achievements of the learning outcomes. (2 min)

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)
Lectures (by trainer)
Creating a story and storytelling
Group discussions
Group work
Brainstorming
Internet-based learning

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)
Art4Inc Manual_LU2_A2.2 - Annex 1 - Online learning-benefits.pptx
Art4Inc Manual_LU2_A2.2 - Annex 2 - Worksheet - Story.doc
Art4Inc Manual_LU2_A2.2 - Annex 3 - Online learning-environments.pptx

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case	It is not the case

Assessment method
By analysing, ranking and justifying the ranking of the online learning benefits;
By creating a story (and storytelling) to analyse challenges of online learning.
By active engagement in the brainstorming regarding OLEs features.

References

- *13 Great Benefits of Online Learning*. Retrieved from https://www.straighterline.com/blog/34-top-secret-benefits-of-studying-online/
- *5 Advantages of Online Learning: Education Without Leaving Home.* Retrieved from https://elearningindustry.com/5-advantages-of-online-learning-education-without-leaving-home
- *10 Advantages to Taking Online Classes.* Retrieved from https://oedb.org/ilibrarian/10-advantages-to-taking-online-classes/
- *What Are The Biggest Challenges of Online Courses?* Retrieved from https://www.getreskilled.com/challenges-of-online-courses/
- *4 Challenges Related to Online Learning and How to Solve Them*. Retrieved from http://www.focusedusolutions.com/blog/4-challenges-related-online-learning-solve/
- *5 Challenges of Online Learning*. Retrieved from https://www.top10onlinecolleges.org/list/5-challenges-of-online-learning/
- IGI Global, Disseminator of Knowledge, *What is Online Learning Environment*. Retrieved from https://www.igi-global.com/dictionary/interacting-at-a-distance/21004
- Connecting Learning Advisory, *Choosing Online Learning Environments*. Retrieved from https://connectedlearning.zendesk.com/hc/en-us/articles/115001467506-Choosing-Online-Learning-Environments
- Oxford University Press, *Learn about Virtual Learning Environment/Course Management System content*. Retrieved from https://global.oup.com/uk/orc/learnvle/
- Future Learn, *Introduction to Virtual Learning Environments*. Retrieved from https://www.futurelearn.com/courses/blended-learning-getting-started/0/steps/7856
- *Moodle Features*. Retrieved from https://docs.moodle.org/36/en/Features
- *Blackboard*. Retrieved from https://uk.blackboard.com/index.html
- *Its Learning*. Retrieved from https://itslearning.com/uk/

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A2.3	*E-learning: definitions and usefulness*	Face-to-face	K.2.1. K.2.3. S.2.1. C.2.1.	210 min
Overview of Content	- The trainer announces the learning objectives of this activity, which are K.2.1.; K.2.3.; S.2.1.; C.2.1. as formulated above, in the table describing the unit and presenting its Learning Outcomes (2 min) - The trainer starts the training session with a brainstorming activity. He writes in the middle of the whiteboard the word "e-learning" and asks*: "What does e-Learning means?" "What does "e" stand for?", "Which are the keywords related to eLearning?".* The trainer writes each participant's input on a different post-it (1 input, 1 post-it) and as participants speak, he clusters their thoughts so as to have, for example, inputs for its definition, input about the environment in which eLearning is delivered, people involved etc. The summary and the definition eLearning the trainer presents in the slides 3-5 "Art4Inc Manual_LU2_A2.3 - Annex 1 - E-learning Definition and usefulness.pptx") (20 min) - The trainer gives an overview of the development of learning, especially online learning and shows examples for e-learning. He uses the slides 8-9 "Art4Inc Manual_LU2_A2.3 - Annex 1 - E-learning Definition and usefulness.pptx"). (30 min) - The participants watch the video: https://www.youtube.com/watch?v=nNuYcAHVALM and classify the activities below like synchronous or asynchronous. For the summary use slide 9 (Art4Inc Manual_LU2_A2.3 - Annex 1 - E-learning Definition and usefulness.pptx") (30 min) - The participants watch a critical short film about privacy in Facebook. Then they discuss the questions: "*What is the movie about?", "What is criticized?"* the central question is the human right to privacy, specifically its implementation in the modern medium internet and online learning. In the group they discuss the advantages and disadvantages of e-learning. For the summary use slide 10-11 (Art4Inc Manual_LU2_A2.3 - Annex 1 - E-learning Definition and usefulness") (30 min) **Various aspects of privacy on the internet / online learning** - The trainer distributes Annex 2 ("Art4Inc Manual_LU2_A2.3 - Annex 2 – Data protection.doc"). The trainer explains the task and provides feedback and advice to the participants during the activity and also makes comments and overall evaluates the achievements of the group. For the summary use slide 12 (Art4Inc Manual_LU2_A2.3 - Annex 1 - E-learning Definition and usefulness") (95 min) The trainer closes the activity by a brief recap of the main points and emphasizes on the achievements of the learning outcomes. (3 min)			
Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)				
Lecture				

Discussions Group work Art4Inc online platform	

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

Art4Inc Manual_LU2_A2.3 - Annex 2 _Data protection.docx
Art4Inc Manual_LU2_A2.3 - Annex 1 - Online learning.pptx

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case.	It is not the case.

Assessment method

By evaluating the designed learning course on Moodle.

References

https://www.youtube.com/watch?v=nNuYcAHVALM

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A2.4	*Online learning: MOOC and YouTube*	*Self-directed learning*	K.2.1., K.2.2. S.2.1., S.2.3. C.2.1.	420 min
Overview of Content	Go on the Art4Inc online platform at https://art4inc.eu/en/learn/:language (choose your language from the top-right EN button, with a flag) If you are already registered, just sign in, if not, please create your account and thus to register). (5 min) Enter Activity 2.4 *"Online learning: MOOC and YouTube"* Read and watch carefully all provided materials (the ones listed below), at your own reading and studying pace. Note: You can download the provided materials on to your computer or you can open and read them directly from the Art4Inc platform. 1. Definition of online learning, 5 Advantages of online learning (20 min) "Art4Inc Manual_LU2_A2.4 - Annex 1 – Advantages.doc" 2. Online learning – how it works (5 min) https://www.youtube.com/watch?v=h4gcTAdZ_JQ 3. Examples of online language course – *"Beginner Levels"* (25 min) https://www.youtube.com/watch?v=S2lFmQcXsM4 4. What is a MOOC? – a short video https://www.youtube.com/watch?v=eW3gMGqcZQc (5 min) 5. What is a MOOC? – PDF file (240 min) https://www.macmillanihe.com/resources/Product-Page-Downloads/M/Morris-Studying-a-MOOC/Studying-a-MOOC-Neil-Morris-James-Lambe.pdf or "Art4Inc Manual_LU2_A2.4 - Annex 2 – MOOC.pdf" 6. Enrolling and going through a particular MOOC online course (120 min)

	https://www.edx.org/course/?availability=current

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)
Art4Inc online platform

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)
Internet links as shown above under section "Overview of content" Art4Inc Manual_LU2_A2.4 - Annex 1 – Advantages.doc Art4Inc Manual_LU2_A2.4 - Annex 2 – MOOC.pdf

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case.	It is not the case.

Assessment method
By active participation in the MOOC online learning course and its evaluation.

References
• Morris, N., & Lambe, J. (n.d.). STUDYING A MOOC: A GUIDE [PDF].Retrieved from http://www.palgrave.com/resources/Product-Page-Downloads/M/Morris-Studying-a-MOOC/Studying-a-MOOC-Neil-Morris-James-Lambe.pdf • *English for beginners*. Retrieved from https://www.youtube.com/watch?v=eW3gMGqcZQc • *What is a MOOC?* Retrieved from https://www.youtube.com/watch?v=S2lFmQcXsM4 • *What Are The Advantages And Disadvantages Of Online Learning?* Retrieved from https://elearningindustry.com/advantages-and-disadvantages-of-online-learning

Activity Code	**Activity Title**	**Activity type** (i.e. Face-to-face, Self-directed learning or Assessment)	**Learning Outcomes to be achieved through this activity**	**Learning Time for this activity** (in minutes)
A2.5	*Online learning environments: using them efficiently*	Self-directed learning	K.2.2. S.2.3. C.2.1.	360 min
Overview of Content	Go on the Art4Inc online platform at https://www.art4inc.eu/en/learn/:language/en (choose your language from the top-right EN button, with a flag). If you are already registered, just sign in, if not please create your new account (follow the steps as indicated online, in order to create your account and thus to register). (5 min) Enter Activity 2.5. "*Online learning environments: using them efficiently*". Read carefully all provided materials (the ones listed below), at your own reading and studying pace. Note: You can download the provided materials onto your computer, or you can open and read them directly from the Art4Inc platform! **Visit the webpages below (and their subsequent sub-pages, where it is the case) and read carefully as much as you can from the information and knowledge**			

	contained herein, about *Moodle, Blackboard* and *Its Learning* educational platforms: their structures, features, mode of operation, usability. (180 min) 1) Managing a Moodle site: https://docs.moodle.org/36/en/Managing_a_Moodle_site 2) Course Development and Management Features: https://docs.moodle.org/36/en/Features 3) Managing a Moodle course: https://docs.moodle.org/36/en/Managing_a_Moodle_course 4) *Moodle explained wit Lego.* Retrieved from https://www.youtube.com/watch?v=C-p2KqU7QD4 5) What is Blackboard ? http://blackboardsupport.calpoly.edu/content/about/whatis.html 6) Its Learning: https://itslearning.com/global/ 7) Choosing Onlinea Learning Environments : https://connectedlearning.zendesk.com/hc/en-us/articles/115001467506-Choosing-Online-Learning-Environments **Open "Art4Inc Manual_LU2_A2.5 - Annex 1 - Moodle Course.doc"**, read it and solve the tasks as per instructions. (180 min)
Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)	
Art4Inc online platform	
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)	
Internet links and Art4Inc Manual_LU2_A2.5 - Annex 1 - Moodle Course.doc" as shown above, under section "Overview of Content".	

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case.	It is not the case.

Assessment method	
By evaluating the designed learning course on Moodle.	

References	
As shown above, under section "Overview of Content".	

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A2.6	*Online learning environments: YouTube and Learning Video*	Self-directed learning	K.2.3. S.2.2. C.2.1.	420 min
Overview of Content	Enter Activity 2.6 Please design a Learning Video ✓ Go on the Art4Inc online platform at https://art4inc.eu/en/learn/:language				

(choose your language from the top-right EN button, with a flag). If you are already registered, just sign in, if not, please create your account and thus to register). (5 min)

✓ Read and watch carefully all provided materials for this activity 2.6 on the Art4Inc online platform, at your own studying pace. (35 min)

Note: You can download the provided materials on to your computer or you can open and read them directly from the Art4Inc platform.

Please create and present a learning video that recap information you've learned (Use the information and knowledge's from unit 1).

✓ Visit the webpage below and read carefully as much as you can from the information and knowledge contained herein, about YouTube and the structures, features, mode of operation, usability to create exciting and engaging eLearning courses. (50 min)

1) 8 Tips to Effectively Use YouTube in eLearning
https://elearningindustry.com/8-tips-effectively-use-youtube-in-elearning

2) 10 Tips to Create Effective eLearning Presentations and Slideshows
https://elearningindustry.com/top-10-tips-create-effective-elearning-presentations-and-slideshows

3) 7 Tips to Choose Images and Graphics for Your eLearning Course
https://elearningindustry.com/7-tips-to-choose-images-and-graphics-for-elearning-course

✓ Open "Art4Inc Manual_LU2_A2.6 - Annex 1 – Design a learning video.doc", read it and solve the tasks as per instructions. (330 min)

Once your video is produced, you can post it publicly on sites like YouTube.

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)
Art4Inc online platform

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)
Internet links - https://elearningindustry.com/8-tips-effectively-use-youtube-in-elearning; https://elearningindustry.com/top-10-tips-create-effective-elearning-presentations-and-slideshows; https://elearningindustry.com/7-tips-to-choose-images-and-graphics-for-elearning-course Art4Inc Manual_LU2_A2.6 - Annex 1 – Design a learning video.doc"

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case.	It is not the case.

Assessment method
By evaluating the designed YouTube Learning Video

References
Elearners (2007), what is the future of elearning, available at http://www.elearners.com/resources/elearning-faq7.asp

Clark, R.C., Nguyen, F., and Sweller, J. (2005). Efficiency in Learning. San Francisco: CA: Pfeiffer. (Available in December, 2005)

Evaluation test for Learning Unit 2

The Learning Unit 2 has introduced you to online learning and enabled you using it efficiently through art disciplines, when working with migrants for social inclusion. In this assessment you can test your knowledge in online learning.

Methodical indications:

➔ Each item consists of a statement (the *'stake'*) and 4 answering options, of which <u>only one</u> is correct.
➔ Read the text of each item carefully and identify the correct option.
➔ Tick the correct option (⊠). This option represents the solution of that item.
➔ Recommended total time per test: 60 minutes.
➔ Possible maximum score = 18 points. Each item correctly solved values 0.5 point.
➔ FINAL GRADE = (Score / 4) + 1 point *ex officio*.

1. **Online learning may have number of forms such as:**
   (a) videos with lectures, tutorials, tips (such as the popular YouTube server) and webinars, or live broadcasts where never comes to interaction between the broadcaster and the audience
   (b) videos and webinars provided only on CDs and DVDs
   (c) videos with lectures, tutorials, tips (such as the popular YouTube server) and webinars, or live broadcasts where there is interaction between the broadcaster and the audience
   (d) various tutorials and lectures provided only by educational institutions

2. **Where does online learning happen?**
   (a) It happens in an online environment.
   (b) It happens only at schools and universities.
   (c) It happens only on social networks.
   (d) It happens only when using special programmes.

3. **Online learning is popular because**
   (a) is mostly free and provides a huge range of topics and disciplines, including online courses offered by the world 's renowned universities.
   (b) is mostly free and provides only a few topics and disciplines, including online courses offered by the world 's renowned universities.
   (c) is very expensive and provides a huge range of topics and disciplines, including online courses offered by the world 's renowned universities.
   (d) is mostly free and provides a huge range of topics and disciplines, except online courses offered by the world 's renowned universities.

4. **Online courses focus on**
   (a) a direct competition for standard university subjects
   (b) practical or highly creative skills

(c) revealing specific know-how

(d) a direct competition for standard university subjects, others focus on practical or highly creative skills or reveal specific know-how.

5. **What belongs among the challenges of online learning?**
   (a) the possibility of flexible, time and place-independent learning
   (b) campus distraction
   (c) high quality of online course
   (d) time savings and higher efficiency

6. **What belongs among the benefits of online learning?**
   (a) more pressure on student's self-reliance and persistence
   (b) campus distraction
   (c) technical issues
   (d) the possibility of flexible, time and place-independent learning

7. **How to choose the right online course?**
   (a) Use websites giving ratings and reviews of particular courses on various portals or apply critical thinking; find out who is the lecturer of the course, what he/she has managed so far, where he/she works and which institution guarantees the course.
   (b) Use websites giving ratings and reviews of particular courses on various portals or apply critical thinking.
   (c) Find out who is the lecturer of the course, what he/she has managed so far and where he/she works and which institution guarantees the course.
   (d) Find out which institution guarantees the course.

8. **What is a webinar?**
   (a) A webinar is a seminar conducted over the Internet and it always includes the presence of a physical audience.
   (b) A webinar is an educational, informative or instructional presentation that is made available online, usually as video or audio with slides and it always includes the presence of a physical audience.
   (c) A webinar is a live, web-based video conference (seminar) that uses the internet to connect the individual (or multiple individuals) hosting the webinar to an audience of viewers and listeners from all over the world.
   (d) A webinar (Web-based seminar) is a presentation that is transmitted over the Web. It is interactive and it always includes the presence of a physical audience.

9. **What belongs among the benefits of using a webinar?**
   (a) Internet speed must be adequate to allow participants to view the presentation without distortion or lag time.
   (b) It is possible for an unlimited amount of audience to attend since it is online.
   (c) No communication is possible through body language if no video feed is available.
   (d) A webinar may not work with all kinds of Internet browsers.

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10. What does MOOC stand for?
   (a) Massive Online Open Course
   (b) Massive Offline Open Course
   (c) Multicultural Online Open Course
   (d) Mutual Online Open Course

11. What does "Massive" in MOOC mean?
   (a) Access to limited learners from around the world.
   (b) Access to unlimited learners from the target country.
   (c) Access to limited learners from the target country.
   (d) Access to unlimited learners from around the world.

12. What does "Open" in MOOC mean?
   (a) A learner can open an online course from any place around the world.
   (b) A course at university that can be enrolled by anyone.
   (c) This generally means free access to the course and the learning resources. However, increasingly learners may be offered the opportunity to purchase premium services to support the course or be required to pay for examinations and / or certificates.
   (d) A course that is open to public.

13. What does "Online" in MOOC mean?
   (a) MOOCs are conducted mostly online; there are some face-to-face learning opportunities.
   (b) MOOCs are conducted entirely online; a learner needs to have a special programme to enrol on them.
   (c) MOOCs are conducted mostly online; a learner has to always attend face to face learning.
   (d) MOOCs are conducted entirely online; there are no face-to-face learning opportunities.

14. What does "Course" in MOOC mean?
   (a) MOOCs provide a structured unit of learning, with a defined start and end date, and learning outcomes.
   (b) MOOCs provide a structured unit of learning, with an open start and end date.
   (c) MOOCs provide an unstructured unit of learning, with an open start and end date.
   (d) MOOCs provide a structured unit of learning, with a defined start and end date, but without learning outcomes.

15. What are xMOOCs?
   (a) more organic courses focused around learner generated content, and provide a personal and very subjective learning experience
   (b) organised courses focused around educator generated content (often in the form of video) with automated testing

(c) free online courses focused around learner generated content, and provide a personal and very subjective learning experience

(d) face to face courses focused on a learner

16. What are cMOOCs?

(a) organised courses focused around educator generated content (often in the form of video) with automated testing

(b) more organic courses focused around learner generated content, and provide a personal and very subjective learning experience

(c) free online courses focused around educator generated content (often in the form of video) with automated testing

(d) face to face courses focused on a learner

17. What is MOOC based on?

(a) MOOC is based on the principle of criticizing.

(b) MOOC is based on the principle of controlling.

(c) MOOC is based on the principle of sharing and freedom.

(d) MOOC is based on the principle of competing.

18. What forms does not the teaching take in MOOCs?

(a) video content

(b) didactic materials

(c) tasks to solve

(d) classroom teaching

19. What levels of MOOCs are available?

(a) Pre-university, Undergraduate level, Masters level, Continuing professional development, Vocational and Technical

(b) Pre-university, Undergraduate level, Masters level and Continuing professional development

(c) Continuing professional development, Vocational and Technical

(d) Pre-university, Vocational and Technical

20. What is the common length of MOOC?

(a) One week

(b) Six months

(c) Two years

(d) At least two weeks but there is no fixed maximum duration

21. What statement concerning MOOC is false?

(a) Completion rates for MOOCs are very low. The average completion rate is around 10%, which is much lower than traditional fee-paying courses.

(b) Universities are pessimistic about the opportunities provided by MOOCs and are discouraging students to supplement their learning by studying online.

(c) Employers are guardedly interested in the accreditation opportunities provided by MOOCs, but the system has not been well tested or validated.

(d) MOOCs have become a global phenomenon, with individuals in almost all countries of the world enrolling for courses on major platforms.

22. Will you get a certificate or college credit by enrolling on some MOOCs?
    (a) No, to get a credit you need to attend face to face courses.
    (b) No, but it will be possible in future.
    (c) Yes, but you have to take a test at school.
    (d) Yes, it is possible in some MOOCs nowadays.

23. Choose one of these characteristics which does not correspond with online learning.
    (a) mass-introducing character
    (b) to educate more students
    (c) to guarantee successful completion of online course
    (d) to provide learning for less money

24. What does the term Online Learning Environments (OLEs) mean?
    (a) It is primarily an asynchronous learning environment, meaning that you do not have to log on to the computer at exactly the same time as your trainer or classmates in order to attend the course.
    (b) It is primarily a synchronous learning environment, meaning that you have to log on to the computer at exactly the same time as your trainer or classmates in order to attend the course.
    (c) It is a learning environment where you have to attend physically the course in the class.
    (d) It is learning environment that is found only in a face-to-face setting.

25. How can be online environments defined?
    (a) By who the learners are
    (b) By the extent of integration with and on-campus course
    (c) By who the learners are, the extent of integration with and on-campus course, and the degree to which the learning activities take place online.
    (d) By the degree to which the learning activities take place online.

26. What does not belong among the main principles of Online Learning Environments?
    (a) promote divergent thinking and multiple perspectives;
    (b) provide self-directed learning and learner autonomy;
    (c) offer hands-on experience involving authentic problems;
    (d) prevent from learning through individual experience and personal theories

27. What do the OLEs tools provide?
    (a) A student-centred learning and exchange of information between a learner, teacher, peers, parents/tutors through digital media

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(b) A teacher-centred learning and exchange of information between a learner, teacher, peers, parents/tutors face to face

(c) Passive learning experience

(d) Textbooks to guide curricular and instructional decision making

28. What other term is mostly used for Online Learning Environments?

(a) Visual Learning Environments (VLEs)

(b) Virtual Learning Environments (VLEs)

(c) Vertical Learning Environments (VLEs)

(d) Vague Learning Environments (VLEs)

29. What are the most commonly used examples of VLE?

(a) Conferences

(b) Blackboard and Moodle

(c) Blogs

(d) Facebook

30. What does the acronym Moodle mean?

(a) Modular Office-Oriented Dynamic Learning Environment

(b) Modular Object-Oriented Didactic Learning Environment

(c) Mutual Object-Oriented Dynamic Learning Environment

(d) Modular Object-Oriented Dynamic Learning Environment

31. Choose the best definition of Moodle.

(a) It is a free, online Learning Management System enabling educators to create their own private website filled with dynamic courses that extend learning, anytime, anywhere.

(b) It is a free, offline Learning Management System enabling educators to create their own private course

(c) It is a free, online Learning Management System enabling educators to create blogs

(d) It is a free, online Learning Management System enabling educators to create an e-mail account

32. What is Blackboard?

(a) It is a web-based learning management system designed to support fully online courses or provide a space for face-to-face course supplementation.

(b) It is a learning management system designed to support fully offline courses.

(c) It is a web-based learning management system designed to support fully only corporate online courses.

(d) It is a web-based learning management system designed to support fully only online courses designed by universities.

33. What does Blackboard Instructor (one of Blackboard's education platforms) provide?

(a) Focusses on making digital course content more accessible.

(b) Gives you an immersive human experience via your PC, tablet or mobile device, everywhere every time.
(c) New mobile application that gives instructors a quick and easy way to manage courses, interact with students and view content.
(d) Presenting materials on CDs and DVDs.

34. What does Blackboard Ally (one of Blackboard's education platforms) provide?
    (a) New mobile application that gives instructors a quick and easy way to manage courses, interact with students and view content.
    (b) Gives you an immersive human experience via your PC, tablet or mobile device, everywhere every time.
    (c) Focusses on making digital course content more accessible.
    (d) Presenting materials on CDs and DVDs.

35. What does Blackboard Collaborate (one of Blackboard's education platforms) provide?
    (a) Focusses on making digital course content more accessible.
    (b) New mobile application that gives instructors a quick and easy way to manage courses, interact with students and view content.
    (c) Presenting materials on CDs and DVDs.
    (d) Gives learners an immersive human experience via their PC, tablet or mobile device, everywhere every time.

36. What is the main advantage of "its learning"?
    (a) It helps teachers to prepare online materials.
    (b) It increases collaboration and strengthens communication between users to help share, support and manage a more personalised learning environment.
    (c) It helps learners to have a better internet connection.
    (d) It helps learners to manage online test.

<div align="center">

The test is over!
CONGRATULATIONS for completing it!

</div>

Note for partners:
The part in yellow is only for the online version of the Art4Inc Manual!

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To check the correct answers, please click here:

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Item no.	Correct answer
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Test solutions:

Question	Solution	Question	Solution
1	c	20	d
2	a	21	b
3	a	22	d
4	d	23	c
5	b	24	a
6	d	25	c
7	a	26	d
8	c	27	a
9	b	28	b
10	a	29	b

11	d	30	d
12	c	31	a
13	d	32	a
14	a	33	c
15	b	34	c
16	b	35	d
17	c	36	b
18	d		
19	a		

7. Learning Unit 3: Learning through art disciplines and methods (storytelling, drama, music)

Learning Unit 3: Learning through art disciplines and methods (storytelling, drama, music)			
Aim	This unit aims to introduce to learners the artistic disciplines (storytelling, drama, music) and art-based teaching and learning methods, techniques and tools and enable learners to use them efficiently, when working with migrants for social inclusion.		
TOTAL Learning time **55 hours** **of which:**	**Face-to-face learning** 20 hours	**Self-directed learning** 35 hours	**Assessment[4]** (additional to the one given through self-assessment, peer assessment and/or tutor observation) 1 hour

LEARNING OUTCOMES

On successful completion of this Learning Unit, learners will be able to:

Knowledge	K.3.1. Present in-depth knowledge of at least one artistic discipline. K.3.2. Describe various art-based teaching and learning methods, techniques and tools K.3.3. Emphasize the advantages of learning through art disciplines and methods (storytelling, drama/theatre, music, drawing…)
Skills	S.3.1. Develop a lesson plan to integrate this artistic discipline in their teaching practice. S.3.2. Develop activities to encourage social inclusion through the use of artistic disciplines. S.3.3. Outline pedagogical approaches to functional methods S.3.4. Defend coaching against of teaching
Competences	C.3.1. Practice a range of new and innovative methodologies using different artistic disciplines. C.3.2. Apply the artistic disciplines in teaching languages, cookery, music, customs and traditions

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A3.1	*The artistic disciplines and*	Face-to-face	K.3.1. S.3.3.	210 min

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[4] We refer here to the final assessment of the Learning Unit (additional to the one given through self-assessment, peer assessment and/or tutor observation performed during each learning activity), namely the assessment to be acquired through a quick quiz, test, etc.

	their potential for learning		C.3.2
Overview of Content	There is no need for the trainer and learners to introduce to each-other, as they already met during the previous face-to-face activities.		

There is no need for the trainer and learners to introduce to each-other, as they already met during the previous face-to-face activities.

- After welcoming the participants, the trainer announces the learning objectives of this activity, which are K.3.1., S.3.3. and C.3.2. as formulated above, in the table describing the unit and presenting its Learning Outcomes (2 min)
- The trainer uses slides 1-18 from "Art4Inc Manual_LU3_A3.1 - Annex 1 – Artistic disciplines.pptx" to present in-depth knowledge about arts disciplines and drama. (45 min)
- The trainer emphasizes on the fact that the theoretical knowledge they just found out about drama can be efficiently valorised in their teaching-learning activities with migrants, to support social inclusion. An example in this sense is the game presented in "Art4Inc Manual_LU3_A3.1 - Annex 2 – Drama_status-feeling_ENG.txt". The trainer distributes Annex 2. Trainees perform the game as explained in Annex 2, but for a shorter time. (45 min)
- The trainer uses slides 19-23 from "Art4Inc Manual_LU3_A3.1 - Annex 1 – Artistic disciplines.pptx" to present in-depth knowledge about music. (15 min)
- The trainer points out that music also is a reliable tool for educational activities with migrants and as in the case of drama, s/he explains the following task: a music-based game. Then distributes "Art4Inc Manual_LU3_A3.1 - Annex 3 – Music_game-of-the-name_ENG.txt". Trainees perform the game as explained in Annex 3, but for a shorter time. (45 min)
- The trainer uses slides 24-33 from "Art4Inc Manual _LU3_A3.1 - Annex 1 – Artistic disciplines.pptx" to present in-depth knowledge about storytelling. (30 min)
- After finishing the presentation, the trainer draw attention that storytelling has same high potential like drama and music in migrant education for integration and that storytelling-based resources are provided within Art4Inc Toolbox where they can be accessed.
- The last part of this training session consists in a discussion/debate among all participants to analyse the implemented activities: the trainer asks trainees to express their opinion regarding the impact of artistic disciplines upon the education for social inclusion. (25 min)

The trainer closes the activity by a brief recap of the main concepts and emphasizes on the achievements of the learning outcomes. (3 min)

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)
Lecture   Work group   Discussion/debate
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)
Art4Inc Manual_LU3_A3.1 - Annex 1 – Artistic disciplines.pptx   Art4Inc Manual_LU3_A3.1 - Annex 2 – Drama_status-feeling_ENG.txt   Art4Inc Manual_LU3_A3.1 - Annex 3 – Music_game-of-the-name_ENG.txt
Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"

Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
No. 10 "Music: Game of the Name" No. 8 "Drama: Status Feeling"	The trainer follows exactly the steps described in the resource (Art4Inc Manual_LU3_A3.1 - Annex 2 – Drama_status-feeling_ENG.txt). The trainer follows exactly the steps described in the resource (Art4Inc Manual_LU3_A3.1 - Annex 3 – Music_game-of-the-name_ENG).

Assessment method

By the level of participation & engagement and by comments & opinions expressed in debate regarding the impact of artistic disciplines upon the education for social inclusion.

References

- *Manitoba Education and Training*. Retrieved from:
  https://www.edu.gov.mb.ca/k12/cur/arts/drama/nature.html
- *New Zealand Curriculum Guides. Senior Secondary*. Retrieved from:
  https://seniorsecondary.tki.org.nz/The-arts/Who-are-the-arts-for/The-arts-disciplines/What-is-drama-about
- *Why Storytelling is Crucial for Artists.* Retrieved from https://abj.artrepreneur.com/storytelling-for-artists/
- *Storytelling in the classroom.* Retrieved from http://www.storyarts.org/classroom/#more
- National Storytelling Network. *What Is Storytelling?* Retrieved from https://storynet.org/what-is-storytelling/
- AdvancedHE. Learning through storytelling. Retrieved from
  https://www.heacademy.ac.uk/knowledge-hub/learning-through-storytelling

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A3.2	*Art-based teaching and learning methods, techniques and tools*	Face-to-face	K.3.2. S.3.3. C.3.2	210 min
Overview of Content	There is no need for the trainer and learners to introduce to each-other, as they already met during the previous face-to-face activities. - After welcoming the participants, the trainer announces the learning objectives of this activity, which are K.3.2., S.3.3., C.3.2 as formulated above, in the table describing the unit and presenting its Learning Outcomes (2 min) - The trainer uses "Art4Inc Manual_LU3_A3.2 - Annex 1 – Art-based teaching.pptx" to present various art-based teaching and learning methods, techniques and tools and to stimulate discussions around the introduced knowledge and concepts. (120 min) - At the end of the lecture, the trainer allocates the task as in slide 44 of the above Annex 1. S/he distributes worksheets (Art4Inc Manual_LU3_A3.2 -	

	Annex 2 - Worksheet Story.doc) and explains how to work. Trainees work in groups to design a story about immigrants by using storytelling and art-based tools and then share their story with all participants. (85 min) The trainer closes the activity by a brief recap of the main concepts and emphasizes on the achievements of the learning outcomes. (3 min)

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)

Lecture
Discussion
Work group

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

Art4Inc Manual_LU3_A3.2 - Annex 1 – Art-based teaching.pptx
Art4Inc Manual_LU3_A3.2 - Annex 2 - Worksheet Story.doc

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case	It is not the case

Assessment method

By the evaluation of the stories that the trainees have designed by working in groups.

References

- Lippincott Nursing Center, *The effectiveness and experience of arts-based pedagogy among undergraduate nursing students: a comprehensive systematic review protocol*. Retrieved from https://www.nursingcenter.com/journalarticle?Article_ID=3461313&Journal_ID=3425880&Issue_ID=3460756
- Tomljenovic, Zlata, *An interactive approach to learning and teaching in visual arts education*. Retrieved from https://www.pedocs.de/volltexte/2015/11406/pdf/cepsj_2015_3_Tomljenovic_Interactive_approach_to_learning.pdf
- Teacher: Evidence+Insight+Action, *Arts-based inquiry: the natural partner for social justice*. Retrieved from https://www.teachermagazine.com.au/articles/arts-based-inquiry-the-natural-partner-for-social-justice
- Teach Hub, *12 Ways to Bring the Arts into Your Classroom*. Retrieved from http://www.teachhub.com/12-ways-bring-arts-your-classroom
- BBC, *Art in the Classroom*. Retrieved from https://www.teachingenglish.org.uk/article/art-classroom
- Experiential education, *Art-based learning*. Retrieved from https://carleton.ca/experientialeducation/arts-based-learning-tips/
- *StoryBird.* Retrieved from https://storybird.com/?utm_campaign=elearningindustry.com&utm_source=%2F18-free-digital-storytelling-tools-for-teachers-and-students&utm_medium=link
- *StoryboardThat* Retrieved from https://www.storyboardthat.com/storyboard-creator
- *Toontastic* Retrieved from https://toontastic.withgoogle.com/
- *WeVideo* Retrieved from https://www.wevideo.com/education
- *Pixton* Retrieved from https://www.pixton.com/
- *SmartMusic* Retrieved from https://www.apple.com/mac/garageband/
- *SoundTrap* Retrieved from https://www.soundtrap.com/edu/

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A3.3	*Digital Storytelling - an artistic discipline and method*	Face-to-face	K.3.3 S.3.2. C.3.1	390 min

Overview of Content	- After welcoming the participants, the trainer announces the learning objectives of this activity, which are K.3.3., S.3.2. and C.3.1. as formulated above, in the table from page 1 (5 min) - The trainer uses slides 1-9 from "Art4Inc Manual_LU3_A3.3 - Annex 1 - Digital storytelling.pptx" to present in-depth knowledge about digital storytelling. (30 min) - The trainer emphasizes on the fact that the theoretical knowledge they just found out about digital storytelling can be efficiently valorised in their teaching-learning activities with migrants, to support social inclusion. - An example in this sense are the points 1 and 2 presented in slide 10 from "Art4Inc Manual_LU3_A3.3 - Annex 1 - Digital storytelling.pptx". This points will be discussed in the group (round table - according with the size of the group 45 min). - Afterwards the trainer presents 3 different digital stories (in slide 11 from "Art4Inc Manual_LU3_A3.3 - Annex 1 - Digital storytelling.pptx"). These will be discussed in the group (30 min). - A next example in this sense is the game presented in "Art4Inc Manual_LU3_A3.3 – Annex 2 – Storytelling_MySuccessStory_ENG.txt". The trainer distributes Annex 2 and each participant receives a piece of paper, pencil and eraser for the game. Participants read the introduction. Then they perform the exercise ## Story of three sentences ## as explained in Annex 2. The results will be discussed in the group (30 min) - The trainer uses slides 11-18 from "Art4Inc Manual_LU3_A3.3 - Annex 1 - Digital storytelling.pptx" to present in-depth knowledge about carrying out digital storytelling. (25 min) - The participants will begin to prepare their own digital story. The trainer distributes "Art4Inc Manual_LU3_A3.3 – Annex 3 _Storytelling Circle-exercise.docx" and each participant receives a piece of paper, pencil and eraser for the exercises. Each participant will perform the exercises. The key focus of this session is to arrive at a place where all the participants are able to prepare their own scripts. (60 min) - The trainer presents "Art4Inc Manual_LU3_A3.3 - Annex 1 - Digital storytelling.pptx" slide 12-13 and explains the Storytelling Circle (10 min) - After finishing the exercises consists in the Storytelling Circle among all participants to analyse the results. (45 min) - The last part of this training session consists in an active working for the participants. - All participants create their own storyboard to realize the digital story in ***self-directed on-line learning***. The trainer supports the participants in their work, gives hints, suggestions and tips (70 min)

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	- The participants will discuss their results in small groups. They use the slide 12 "Art4Inc Manual_LU3_A3.3 - Annex 1 - Digital storytelling.pptx". (30 min) The trainer closes the activity by a brief recap of the main points and emphasizes on the achievements of the learning outcomes. He emphasizes the advantages of learning through digital storytelling, the trainer uses slide 5 from "Art4Inc_O1-A2_LU3_A3.3 - Annex 1 – Digital storytelling.pptx" (10 min)

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)

Lecture
Work group
Discussion/debate
Exercises / games
Art4Inc online platform

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

Art4Inc Manual_LU3_A3.3 - Annex 1 - Digital storytelling.pptx
Art4Inc Manual_LU3_A3.3 – Annex 2 – Storytelling_MySuccessStory_ENG.txt
Art4Inc Manual_LU3_A3.3 – Annex 3 _Storytelling Circle-exercise.docx

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
No. 3 "Storytelling: MySuccessStory"	The trainer follows exactly the steps described in the resource (Annex 2).

Assessment method

By the level of participation & engagement and by comments & opinions expressed in debate regarding the impact of artistic disciplines upon the education for social inclusion.

References

- Digital Stories and videos from Wales
  http://www.bbc.co.uk/wales/arts/yourvideo/queries/all_clips.shtml
- My cats - https://www.youtube.com/watch?v=Fm_Gj_99WX0
- Aurora - https://www.youtube.com/watch?v=gowfPTsqMYw
- Africa - https://www.youtube.com/watch?v=qSkUGbFv-Ug

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A3.4	*Learning through art disciplines and methods: Experiential Learning*	Face-to-face	K 3.1., K.3.2. S.3.1. C.3.2.	390 min
Overview of Content	• After welcoming the participants, the trainer announces the learning objectives of this activity, which are K 3.1., K.3.2.; S.3.1.; C.3.2. as			

formulated above, in the table describing the unit and presenting its Learning Outcomes (5 min)
- The trainer uses the slides 1-4 from "Art4Inc Manual_LU3_A3.4 - Annex 5 - Experiential learning.pptx" to draw participant's attention to the topic and in the form of a pair and group brainstorming and discussion they share their ideas (15 min)
- The trainer presents the main concept of experiential learning with the help of slides 5-10 from "Art4Inc Manual_LU3_A3.4 - Annex 5 - Experiential learning.pptx" to introduce various definitions of the term "experiential learning". (20 min)
- The trainer points out that experiential learning is a reliable tool for educational activities with migrants and s/he explains the following activity with the use of "Art4Inc Manual_LU3_A3.4 - Annex 1 – Priorities on the Board.doc". (20 min)
- The trainer continues with the slides 12-17 from "Art4Inc Manual_LU3_A3.4 - Annex 5 - Experiential learning.pptx" to explain the principles and various models (cycles) of experiential learning. (30 min)
- The trainer chooses some of the activities and explains them with the use of "Art4Inc Manual_LU3_A3.4 - Annex 2 – My Success Story.doc". (75 min)
- The trainer continues with the slides 19 -22 from "Art4Inc Manual_LU3_A3.4 - Annex 5 - Experiential learning.pptx" to explain the particular phases of experiential learning. (15 min)
- The trainer explains the following activity with the use of "Art4Inc Manual_LU3_A3.4 - Annex 3 – One World.doc". (45 min)
- The trainer continues with the slides 24 -29 from "Art4Inc Manual_LU3_A3.4 - Annex 5 - Experiential learning.pptx" to get participants acquainted with advantages, disadvantages and rules of experiential learning and the content of template for preparing an experiential learning activity. (40 min)
- The trainer explains the following activity with the use of "Art4Inc Manual_LU3_A3.4 - Annex 4 – My Sound History.txt". (120 min)
- The trainer closes the session by a brief recap of the main concepts of experiential learning and emphasizes on the achievements of the learning outcomes. (5 min)

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)

Lecture (by trainer)
Brainstorming
Pair and team work
Group discussion

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

Art4Inc Manual_LU3_A3.4 - Annex 1 - Priorities on the Board.doc
Art4Inc Manual_LU3_A3.4 - Annex 2 - MySuccessStory.doc
Art4Inc Manual_LU3_A3.4 - Annex 3 - One world.doc
Art4Inc Manual_LU3_A3.4 - Annex 4 - MySoundHistory.txt
Art4Inc Manual_LU3_A3.4 - Annex 5 - Experiential learning.pptx

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"

Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
Storytelling_MySuccessStory	The trainer follows exactly the steps described in the source

Music_MySoundHistory	(Art4Inc Manual_LU3_A3.4 - Annex 2 - MySuccessStory.doc) The trainer follows exactly the steps described in the source (Art4Inc Manual_LU3_A3.4 - Annex 4 - MySoundHistory.txt)

Assessment method

By active engagement of the participants in the discussion, brainstorming and activities focused on the topic of experiential learning.

References

- SOBOTKA, Bronislav. *Experiential Learning Activities and Principles in Secondary School Teaching* [online]. Brno, 2012. Retrieved from: <https://is.muni.cz/th/gwgjj/>. Diplomová práce. Masarykova univerzita, Pedagogická fakulta. Vedoucí práce Světlana Hanušová.
- *Experiential Learning Cycles*. Retrieved from http://www.wilderdom.com/experiential/elc/ExperientialLearningCycle.htm#1stage
- *What is the experientila learning cycle?* Retrieved from https://www.growthengineering.co.uk/what-is-experiential-learning/
- Fitch, T. & Watson, J. *Experiential Learning. Retrieved from http://www.haas.berkeley.edu/CTE/video/Documents-July2016/Experiential-Learning-Slides-2016.pptx*
- *Experiential Learning - An Effective Learning Method.* Retrieved from https://www.youtube.com/watch?v=L8mtcFh2x04
- *Teaching Tips | Experiential Learning Model.* Retrieved from https://www.youtube.com/watch?v=GDchcHORheM

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A3.5	*Learning through art disciplines and methods: Experiential Activities (intensive workshop/course)*	Self-directed learning	K 3.2. S.3.1., S.3.2 C.3.2.	300 min
Overview of Content	Go on the Art4Inc online platform at https://art4inc.eu/en/learn/:language (choose your language from the top-right EN button, with a flag) If you are already registered, just sign in, if not, please create your account and thus to register). (5 min) Enter Activity 3.5. *" Learning through art disciplines and methods: Experiential Activities (intensive workshop/course)"* Read and watch carefully all provided materials and videos (the ones listed below), at your own studying pace. (235 min) Note: You can download the provided materials on to your computer or you can open and read them directly from the Art4Inc platform. • Experiential Learning Activities and Principles in Secondary School	

Teaching
https://is.muni.cz/th/gwgjj/
or Art4Inc Manual_LU3_A3.5 - Annex 1 –
Sobotka_EL_Activities_Principles_Thesis
- Intensive Experiential Language Course
https://is.muni.cz/th/mxe4p/
or Art4Inc Manual_LU3_A3.5 - Annex 2 – Sobotka_EL_IntensiveCourse
- Association for experiential education
https://www.aee.org/
- Tips and Tricks for Developing a Workshop Session - video
https://www.youtube.com/watch?v=L-SIloAnU9c

Design your own short experiential activity based on what you have learned from the materials above. (60 min)
Your activity should include:
- motivational part (how you will engage your participants into this activity)
- aims of the activity
- a brief and clear description of activity with given approximate duration

if you have a chance of piloting - analysis of the procedure with comments on positive and negative aspects and suggestions for improvement

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)

Art4Inc online platform

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

Internet links as shown above under section "Overview of content"
Art4Inc Manual_LU3_A3.5 - Annex 1 – Sobotka_EL_Activities_Principles_Thesis
Art4Inc Manual_LU3_A3.5 - Annex 2 – Sobotka_EL_IntensiveCourse

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"

Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case.	It is not the case.

Assessment method

By evaluation/reflection of the used activities in your workshop/course.

References

- SOBOTKA, Bronislav. *Experiential Learning Activities and Principles in Secondary School Teaching* [online]. Brno, 2012. Retrieved from: <https://is.muni.cz/th/gwgjj/>. Diplomová práce. Masarykova univerzita, Pedagogická fakulta. Vedoucí práce Světlana Hanušová.
- SOBOTKA, Bronislav. Intensive experiential language course [online]. Brno, 2009 [cit. 2019-01-01]. Dostupné z: <https://is.muni.cz/th/mxe4p/>. Bakalářská práce. Masarykova univerzita, Pedagogická fakulta. Vedoucí práce Světlana Hanušová.
- Association for experiential education. Retrieved from https://www.aee.org/
- Tips and Tricks for Developing a Workshop Session. Retrieved from https://www.youtube.com/watch?v=L-SIloAnU9c

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-	Learning Outcomes to be achieved through this activity	Learning Time for this

		directed learning or Assessment)		activity (in minutes)
A3.6	*Learning through art disciplines and methods: literature, drama and music*	Self-directed learning	K 3.2. S.3.1. C.3.2.	420 min
Overview of Content	Go on the Art4Inc online platform at https://art4inc.eu/en/learn/:language (choose your language from the top-right EN button, with a flag) If you are already registered, just sign in, if not, please create your account and thus to register). (5 min) Enter Activity 3.6. *"Learning through various art disciplines – literature, drama and music"* Read and watch carefully all provided materials and videos (the ones listed below), at your own studying pace. (235 min) Note: You can download the provided materials on to your computer or you can open and read them directly from the Art4Inc platform. • BritLit: USING LITERATURE IN EFL CLASSROOMS http://englishagenda.britishcouncil.org/sites/default/files/attachments/books-britlit-using-literature-in-efl-classrooms.pdf or Art4Inc Manual_LU3_A3.6 - Annex 1 – books-britlit-using-literature-in-efl-classrooms • How to Choose a Good Book https://www.wikihow.com/Choose-a-Good-Book • Using texts constructively: what are texts for? https://www.teachingenglish.org.uk/article/using-texts-constructively-what-are-texts • Using Music and Poetry to Highlight Socio-Cultural Context in ELT https://is.muni.cz/th/pvl5n/&gt or Art4Inc Manual_LU3_A3.6 - Annex 2 – Using_Music_and_Poetry_to_Highlight_Socio-Cultural_Context_in_ELT • Teaching English with Songs https://www.youtube.com/watch?v=OHjLXDStilo • Creating Drama in the ESL Classroom https://www.youtube.com/watch?v=_LzE2nTNMs0 • Drama in Learning English as a Foreign Language https://is.muni.cz/th/fesor/&gt or Art4Inc Manual_LU3_A3.6 - Annex 3 – Drama_in_Learning_English_as_a_Foreign_Language **Create a short project/course that will be designed as series of at least 1 pre-, 1 while- and 1 post-reading activity based on the literary text/poem/lyrics you have chosen for your target group.** (180 min) Your project/course should include: - motivational part (how you made or would make your participants interested in reading the text/listening songs) - aims of each activity - a brief and clear description of each activity with given approximate

	duration
	if you have a chance of piloting - analysis of the procedure with comments on positive and negative aspects and suggestions for improvement

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)

Art4Inc online platform

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)

Internet links as shown above under section "Overview of content"
Art4Inc Manual_LU3_A3.6 - Annex 1 – books-britlit-using-literature-in-efl-classrooms
Art4Inc Manual_LU3_A3.6 - Annex 2 – Using_Music_and_Poetry_to_Highlight_Socio-Cultural_Context_in_ELT
Art4Inc Manual_LU3_A3.6 - Annex 3 – Drama_in_Learning_English_as_a_Foreign_Language

Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case.	It is not the case.

Assessment method

By evaluation/reflection of the used activities in your workshop/course.

References

- HRABCOVÁ, Markéta. <i>Using Music and Poetry to Highlight Socio-Cultural Context in ELT</i> [online]. Brno, 2017. Retrieved from: <https://is.muni.cz/th/pvl5n/>. Bachelor thesis. Masaryk University, Pedagogical faculty. Supervisor Jaroslav Suchý.
- MORAVČÍKOVÁ, Lucie. <i>Drama in Learning English as a Foreign Language</i> [online]. Brno, 2017 [cit. 2019-01-01]. Dostupné z: <https://is.muni.cz/th/fesor/>. Bachelor thesis. Masaryk University, Pedagogical faculty. Supervisor Tomáš Andrášik.

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A3.7	*Creating effective art-based lesson plans and workshops for migrants' inclusion*	Self-directed learning	K.3.1. K.3.2. S.3.1. S.3.3. C.3.2.	660 min
Overview of Content	Go on the Art4Inc online platform at https://www.art4inc.eu/en/learn/:language/en (choose your language from the top-right EN button, with a flag). If you are already registered, just sign in, if not please create your new account (follow the steps as indicated online, in order to create your account and thus to register). (5 min) Enter Activity 3.7. "*Creating effective art-based lesson plans and workshops for migrants' inclusion*". Read carefully all provided materials (the ones listed below), at your own reading	

and studying pace.

<u>Note:</u> You can download the provided materials onto your computer, or you can open and read them directly from the Art4Inc platform!

Visit the webpages below (and their subsequent sub-pages, where it is the case) and read carefully as much as you can from the information and knowledge contained herein, about teaching and learning methods and lesson plans. (120 min)

1) Didactic method, https://www.youtube.com/watch?v=G40NF1TfncA
2) Didactic Method and Didactic Proceeding, http://www.educativ.info/edu/licee5.html
3) Two Models of Teaching and Learning, http://www.collegeenglishbooks.com/two-models-of-teaching-learning.html
4) Training and Teaching: Learn how to do it, http://collections.infocollections.org/ukedu/ru/d/Jto03te/6.html
5) Howard Gardner's Theory of Multiple Intelligences, https://www.tecweb.org/styles/gardner.html
6) wikiHow, How to Make a Lesson Plan, https://www.wikihow.com/Make-a-Lesson-Plan#Questions_and_Answers_sub
7) The New teacher's Guide to Creating Lesson Plans, https://www.scholastic.com/teachers/articles/teaching-content/new-teachers-guide-creating-lesson-plans/
8) Lesson Plans for Teachers, *Art Lessons*, https://www.teacher.org/lesson-plans/arts/

Open and read as well the following materials uploaded under Activity 3.7 on the Art4Inc platform, in order to get familiarized with examples of lesson plans and templates of lesson plans: (60 min)

1) Didactic Teaching - adapted for Art4Inc.pdf
2) Migration and Integration Lesson Plan.pdf
3) Sample Arts Integration Lesson Plans.pdf
4) Social Studies Lesson Plan.docx
5) Basic Lesson Plan template.doc
6) Universal_lesson_plan_template.pdf

Open "Art4Inc Manual_LU3_A3.7 - Annex 1 – Worksheet Lesson Plan.doc", read it and solve the tasks as per instructions. (240 min)

Open "Art4Inc Manual_LU3_A3.7 - Annex 2 – Worksheet Art-based Workshops for Migrants.doc", read it and solve the tasks as per instructions. (240 min)

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)	
Art4Inc online platform	
Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from books/manuals, mind maps, etc.)	
Internet links "Art4Inc Manual_LU3_A3.7 - Annex 1 – Worksheet Lesson Plan.doc" "Art4Inc Manual_LU3_A3.7 - Annex 2 – Worksheet Art-based Workshops for Migrants.doc" as shown above, under section "Overview of Content".	
Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	

Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case.	It is not the case.

Assessment method
By evaluating the designed lesson plan and workshops.

References
As shown above, under section "Overview of Content".

Activity Code	Activity Title	Activity type (i.e. Face-to-face, Self-directed learning or Assessment)	Learning Outcomes to be achieved through this activity	Learning Time for this activity (in minutes)
A3.8	*My Digital Story*	Self-directed learning	K.3.3. S.3.2. S.3.4. C.3.1	720 min

Overview of Content	Enter Activity 3.8 "My Digital Story" - Please design your own digital story.
	
	✓ Go on the Art4Inc online platform at https://art4inc.eu/en/learn/:language (choose your language from the top-right EN button, with a flag). If you are already registered, just sign in, if not, please create your account and thus to register). (5 min)
	
	✓ Read and watch carefully all provided materials for this activity 3.8 on the Art4Inc online platform, at your own studying pace. (35 min)
	
	Note: You can download the provided materials on to your computer or you can open and read them directly from the Art4Inc platform.
	
	✓ Visit the links below and read carefully as much as you can from the information and knowledge contained herein, about digital storytelling and the structures, features, usability to create an interesting digital story. (50 min)
	
	  1) Create a digital story
	    https://www.youtube.com/watch?v=LVKeO5IIR_A
	
	  2) 7 Elements
	    https://www.youtube.com/watch?v=NipDAd3_7Do
	
	  3) Digital Storytelling with PowerPoint
	    https://www.youtube.com/watch?v=N2MbBSc6930
	
	✓ Open "Art4Inc Manual_LU3_A3.8 - Annex 1 – My digital story", read it and solve the tasks as per instructions. (630 min)
	
	✓ Once your digital story is produced, you can post your video publicly on sites like YouTube.

Content delivery methods (lecture, discussions, research, group work, Art4Inc online platform, etc.)
Art4Inc online platform

Didactic Materials Required (worksheet, charts, handouts, didactic video, excerpt from

books/manuals, mind maps, etc.)	
Didactic videos - https://www.youtube.com/watch?v=LVKeO5IIR_A; https://www.youtube.com/watch?v=NipDAd3_7Do; https://www.youtube.com/watch?v=N2MbBSc6930	
Art4Inc Manual_LU3_A3.8 - Annex 1 – My digital story.doc	
Resource(s) from the Art4Inc "Educators Toolbox of Alternative Educational Resources"	
Name or number of the resource in the Toolbox	Brief Guide on how to use the Resource
It is not the case	It is not the case
Assessment method	
By presenting of the developed story	
References	
• Digital Stories and videos from Wales http://www.bbc.co.uk/wales/arts/yourvideo/queries/all_clips.shtml	

Evaluation test for Learning Unit 3

The Learning Unit 3 has introduced you the artistic disciplines (storytelling, drama, music) and art-based teaching and learning methods, techniques and tools to use them efficiently, when working with migrants for social inclusion. In this assessment you can test your knowledge in the various artistic disciplines.

Methodical indications:

➔ Each item consists of a statement (the *'stake'*) and 4 answering options, of which only one is correct.

➔ Read the text of each item carefully and identify the correct option.

➔ Tick the correct option (☒). This option represents the solution of that item.

➔ Recommended total time per test: 60 minutes.

➔ Possible maximum score = 18 points. Each item correctly solved values 0.5 point.

➔ FINAL GRADE = (Score / 4) + 1 point *ex officio*.

1. **Arts disciplines**
   - (a) are powerful forms of cultural expression
   - (b) are powerful forms of personal, social, and cultural expression
   - (c) are powerful forms of personal expression
   - (d) are powerful forms of social and cultural expression

2. **Storytelling is**
   - (a) a historical Fiction
   - (b) group work
   - (c) the interactive art of using words and actions to reveal the elements and images of a story
   - (d) a dialogue

3. **Storytelling can**
   - (a) used as a life changing tool?
   - (b) used as universal tool for every stupid problem?
   - (c) only for fantasy
   - (d) not be used in learning environments

4. **Learning through storytelling**
   - (a) is a Metaphor
   - (b) a narrative pedagogy, which encourages teachers and learners to share stories and interpret experiences
   - (c) refers to a process in which learning is no structured
   - (d) is a rhythm

5. **Music**
   - (a) has no potential to share stories
   - (b) has no direct influence on our mood?
   - (c) can help to appreciate and connect with others past and present, as well as to understand and celebrate their own distinctiveness

(d) is just a nice companion

6. **The Drama framework promotes**
   (a) open-ended, divergent and critical thinking through focused dialogue, action and interaction
   (b) open-ended thinking through focused dialogue
   (c) critical thinking through focused action and interaction
   (d) open-ended, divergent and critical thinking through focused interaction

7. **Digital Storytelling is**
   (a) an option that enables everyone to produce films
   (b) only a story
   (c) only for young people an opportunity to tell stories
   (d) a short form of digital film production that enables everyone to reproduce parts of their own life story

8. **A good story consists of**
   (a) a character, an action
   (b) a conflict
   (c) a character, an action, a conflict and a resolve of the conflict
   (d) an act and a resolution of the conflict

9. **The human mind seeks some organizing principle in a nearly chaotic world. This organizing principle is basically**
   (a) Dialogue
   (b) Rhythm
   (c) Action
   (d) Conflict

10. **Learning to rhythmically organize is far more difficult than it seems, but it pays off in more. The learners have**
   (a) learning pleasure, attention and freedom from stress
   (b) no conflicts
   (c) to learn to solve problems
   (d) no problems

11. **To give personal feedback is no simple task, because**
   (a) I have to learn to criticize
   (b) I have to learn to listen
   (c) I have to learn to praise
   (d) I have to learn to answer

12. **In every pedagogical process should alternate**
   (a) Phases of topics and content
   (b) Phases of repetition and exercise
   (c) Phases of explanation and exercise
   (d) Phases of varying intensity, topics and content

13. **Rhythms can appear**
   (a) in the order of music

(b) in the manner of speaking of the seminar leader, the order and selection of methods, the time periods provided for the solution of tasks, stress and relaxation phases

(c) in the number of repetitions

(d) in action

14. What is a dialogue?
(a) conversation between two or more people

(b) one or more characters are killed on stage

(c) short dramatic work performed by one actor

(d) the internal thoughts of one or more actors

15. What do dramas and stories have in common?
(a) The both have nothing in common

(b) Drama contains characters and stories conflicts

(c) The both are narrative - they tell a story, feature characters and present both conflict and resolution

(d) They both contain characters

16. What is a script?
(a) the written text of a stage play, screenplay, or broadcast

(b) a prescription used as a prop in a drama

(c) counterfeit money used as a prop in a drama

(d) cursive writing used to embellish a drama

17. What are the five elements of a narrative?
(a) Character, conflict, theme, external, and internal

(b) Plot, character, conflict, theme, and setting

(c) Plot, exposition, climax, setting, and conflict

(d) Exposition, rising action, climax, falling action, and resolution

18. What is plot?
(a) Internal and external conflict

(b) The main character

(c) The events in a story

(d) The turning point in a story

19. What is a character?
(a) Where and when a story takes place

(b) The person, animal, or creature that carries out the actions in a story

(c) The lesson learned from the story

(d) An example of genre

20. What is conflict?
(a) The lesson learned

(b) The problem

(c) Who or what carries out the actions of a story

(d) The events in a story

21. What is theme?
(a) The protagonist

(b) The actions in a story

(c) The antagonist

(d) The lesson learned from a story

22. What is setting?

(a) Answer 1 and 2

(b) Neither

(c) When the story takes place

(d) Where the story takes place

23. What are the two types of conflict?

(a) External

(b) Man vs. Man and Man vs. Alien

(c) Internal

(d) Internal and external

24. Which of the following are examples of external conflict?

(a) Neither

(b) both 1 and 2

(c) Man vs. Nature

(d) Man vs. Man

25. What is the one type of internal conflict?

(a) Man vs. Self

(b) Man vs. Man

(c) Man vs. World

(d) Man vs. Nature

26. Every story has to have two things. What are they?

(a) Plot and conflict

(b) Plot and theme

(c) Setting and characters

(d) Characters and conflict

27. What is the beginning of the story called?

(a) exposition

(b) climax

(c) resolution

(d) rising action

28. We are introduced to three things in the exposition, they are?

(a) Plot, characters, theme

(b) Conflict, setting, theme

(c) Setting, characters, theme

(d) Setting, characters, conflict

29. The events that lead to the climax are called?

(a) Resolution

(b) Rising action

(c) Falling action

(d) Exposition

30. The turning point in the story, what the story is building towards, is called the?
- (a) Climax
- (b) Exposition
- (c) Resolution
- (d) Rising action

31. The events that occur after the climax are called the?
- (a) Resolution
- (b) Climax
- (c) Falling action
- (d) Exposition

32. How the conflict was resolved is the?
- (a) Falling Action
- (b) Exposition
- (c) Rising Action
- (d) Resolution

33. The main character or good guy of the story is the?
- (a) Protagonist
- (b) Botagonist
- (c) Antagonist
- (d) Crowtagonist

34. The person in conflict with the main character is called the?
- (a) Antagonist
- (b) Leader
- (c) Protagonist
- (d) Rotagonist

35. What do you call the map of the events of a story?
- (a) Plot diagram
- (b) Plot pyramid
- (c) Plotted points
- (d) Plot map

36. The word that means in time order is called?
- (a) Chronological
- (b) flashback
- (c) timely
- (d) media res

**The test is over!
CONGRATULATIONS for completing it!**

Note for partners:
The part in yellow is only for the online version of the Art4Inc Manual!

To check the correct answers, please click here:

Item no.	Correct answer
1	
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Test solutions:

Question	Solution	Question	Solution
1	b	20	b
2	c	21	d

3	a	22	a
4	b	23	d
5	c	24	b
6	a	25	a
7	d	26	a
8	c	27	a
9	b	28	d
10	a	29	b
11	c	30	b
12	d	31	c
13	b	32	d
14	a	33	a
15	c	34	a
16	a	35	a
17	b	36	a
18	c		
19	b		

8. Learning Units Matrix

Code of Learning Unit (LU)	Title of Learning Unit	Learning Outcomes of the Learning Unit: K – knowledge S – Skills C - Competences	Code of Activity (A)	Title of Activity	Delivery method	Duration	Page for Activity (in Art4Inc Manual)
LU1	Inter- and multi-cultural education	K.1.1. Define inter- and multi-cultural education	Art4Inc Manual_LU1_A1.1	*1. Inter- and multi-cultural education: setting the foundation*	F2f	120 min	9
		K.1.2. Describe teaching methods that value cultures without judging, enabling effective and appropriate communication and cooperation with people of all cultures.	Art4Inc Manual_LU1_A1.2	*2. Inter- and multi-cultural education: Adaptation to life changes*	F2f	90 min	11
			Art4Inc Manual_LU1_A1.3	*3. Inter- and multi-cultural education: Inequality and conflicts*	F2f	90 min	13
		S.1.1. Deal with the cultural differences between migrants' communities and host communities.	Art4Inc Manual_LU1_A1.4	*4. Better understanding art-based inter- and multi-cultural education and its benefits for social inclusion*	Self-directed learning	240 min	14
		S.1.2. Demonstrate intercultural awareness and appreciation.	Art4Inc Manual_LU1_A1.5	*5. Inter- and multi-cultural education: Adaptation to life changes and Assertiveness*	Self-directed learning	180 min	16
		S.1.3. Use theory to think critically about social inequities in local/global contexts	Art4Inc Manual_LU1_A1.6	*6. Inter- and multi-cultural education: Music contacts and integration*	Self-directed learning	180 min	17
		C.1.1. Instruct trainees to develop the knowledge, values, skills and confidence for: a. expressing their own language and cultural heritage; b. learn about, value and appreciate the culture of others; c. learn about and express their own rights and freedoms and respect those of others; d. practice the values underpinning human rights; e. become responsible, productive citizens, able to contribute fully to society; f. live and work harmoniously with others of diverse					

Code of Learning Unit (LU)	Title of Learning Unit	Learning Outcomes of the Learning Unit: K – knowledge S – Skills C - Competences	Code of Activity (A)	Title of Activity	Delivery method	Duration	Page for Activity (in Art4Inc Manual)
		cultures; g. behave in ways that are culturally appropriate and sensitive with others of diverse culture or gender, being mindful of language and jokes; h. advocate for others and act in solidarity, when others of diverse culture are being treated unfairly.					
LU2	Online learning	K.2.1. Define online learning	Art4Inc Manual_LU2_A2.1	1. Online learning: Foundation	F2f	210 min	28
		K.2.2. Describe benefits and challenges of online learning	Art4Inc Manual_LU2_A2.2	2. Online learning: benefits & challenges. Online Learning Environments	F2f	180 min	29
		K.2.3. Explain how online learning can support adult educators and migrant workers in integrating migrants S.2.1. Display/show flexibility and adaptability to new learning environments. S.2.2. Create a learning environment that is open, challenging, engaging, motivating. S.2.3. Provide examples of virtual learning environments (i.e. Moodle, Blackboard Learn or Blackboard Collaborate) and describe them	Art4Inc Manual_LU2_A2.3	3. E-learning: definitions and usefulness	F2f (it is written wrongly "Self-directed learning" because the description seems to be for a f2f activity!)	210 min	31
		C.2.1. Use more effective certain online learning environments (i.e. Google instruments, YouTube, etc.) based on artistic disciplines.	Art4Inc Manual_LU2_A2.4	4.Online learning: MOOC and YouTube	Self-directed learning	420 min	32
			Art4In Manual_LU2_A2.5	5. Online learning environments: using them efficiently	Self-directed learning	360 min	33

Code of Learning Unit (LU)	Title of Learning Unit	Learning Outcomes of the Learning Unit: K – knowledge S – Skills C - Competences	Code of Activity (A)	Title of Activity	Delivery method	Duration	Page for Activity (in Art4Inc Manual)
			Art4Inc Manual_LU2_A2.6	6. Online learning environments: YouTube and Learning Video	Self-directed learning	420 min	34
LU3	Learning through art disciplines and methods (storytelling, drama, music)	K.3.1. Present in-depth knowledge of at least one artistic discipline.	Art4Inc Manual_LU3_A3.1	1. The artistic disciplines and their potential for learning	F2f	210 min	46
		K.3.2. Describe various art-based teaching and learning methods, techniques and tools	Art4Inc Manual_LU3_A3.2	2. Art-based teaching and learning methods, techniques and tools	F2f	210 min	48
			Art4Inc Manual_LU3_A3.3	3. Digital Storytelling - an artistic discipline and method	F2f	390 min	50
		K.3.3. Emphasize the advantages of learning through art disciplines and methods (storytelling, drama/theatre, music, drawing…)	Art4Inc Manual_LU3_A3.4	4. Learning through art disciplines and methods: Experiential Learning	F2f	390 min	51
			Art4Inc Manual_LU3_A3.5	5. Learning through art disciplines and methods: Experiential Activities (intensive workshop/course)	Self-directed learning	300 min	53
		S.3.1. Develop a lesson plan to integrate this artistic discipline in their teaching practice.	Art4Inc Manual_LU3_A3.6	6. Learning through art disciplines and methods: literature, drama and music	Self-directed learning	420 min	55
		S.3.2. Develop activities to encourage social inclusion through the use of artistic disciplines.	Art4Inc Manual_LU3_A3.7	7. Creating effective art-based lesson plans and workshops for migrants' inclusion	Self-directed learning	660 min	56
		S.3.3. Outline pedagogical approaches to functional methods	Art4Inc Manual_LU3_A3.8	8. My Digital Story	Self-directed learning	720 min	58
		S.3.4. Defend coaching against of teaching					
		C.3.1. Practice a range of new and innovative methodologies using different artistic disciplines.					
		C.3.2. Apply the artistic disciplines in teaching languages, cookery, music, customs and traditions					

9. Materials and Resources Matrix

Title of Activity	Code of Activity (A)	Learning Unit (LU)	Codes of Annex	Comments
1. Inter- and multi-cultural education: setting the foundation	Art4Inc Manual_LU1_A1.1	LU1: Intercultural and multicultural education	Art4Inc Manual_LU1_A1.1 - Annex 1 – Icebreaking	---
			Art4Inc Manual_LU1_A1.1 – Annex 2 – Foundation	---
			Art4Inc Manual_LU1_A1.1 - Annex 3 - Brainstorming	---
			Art4Inc Manual_LU1_A1.1 - Annex 4 - Drama_solving-problems_ENG	Resource from the Art4Inc Toolkit
2. Inter- and multi-cultural education: Adaptation to life changes	Art4Inc Manual_LU1_A1.2		Art4Inc Manual_LU1_A1.2 - Annex 1_Warm up	---
			Art4Inc Manual_LU1_A1.2 - Annex 2_Adaptation	---
			Art4Inc Manual_LU1_A1.2 - Annex 3_Group discussion	---
3. Inter- and multi-cultural education: Inequality and conflicts	Art4Inc Manual_LU1_A1.3		Art4Inc Manual_LU1_A1.3 - Annex 1 - Inequality-conflict	---
			Art4Inc Manual_LU1_A1.3 – Annex 2 – EVERY PICTURE TELLS A STORY	---
			Art4Inc Manual_LU1_A1.3 - Annex 3_Storytelling_PatternStoriesOnConflictWork_ENG	Resource from the Art4Inc Toolkit
			Art4Inc Manual_LU1_A1.3 - Annex 4_Music_ContactRhythm_ENG	Resource from the Art4Inc Toolkit
4. Better understanding art-based inter- and multi-cultural education and its benefits for social inclusion	Art4Inc Manual_LU1_A1.4		Art4Inc Manual_LU1_A1.4 - Annex 1a - Case Study tasks	---
			Art4Inc Manual_LU1_A1.4 - Annex 1b - Case study	---
			Art4Inc Manual_LU1_A1.4 - Annex 1c - Case Study Question Sheet	---
			Art4Inc Manual_LU1_A1.4 - Annex 2 - Structured Essay template	---
5. Inter- and multi-cultural education: Adaptation to life changes and Assertiveness	Art4Inc Manual_LU1_A1.5		Art4Inc Manual_LU1_A1.5 - Annex 1_Adaptation	---
			Art4Inc Manual_LU1_A1.5 - Annex 2_Assertiveness	---
6. Inter- and multi-cultural education: Music contacts and integration	Art4Inc Manual_LU1_A1.6		Art4Inc Manual_LU1_A1.6- Annex 1_Music_ContactRhythm_ENG	

Title of Activity	Code of Activity (A)	Learning Unit (LU)	Codes of Annex	Comments
			Art4Inc Manual_LU1_A1.6 - Annex 2 – Music, contacts and integration	
1. Online learning: Foundation	Art4Inc Manual_LU2_A2.1	LU2: Online Learning	Art4Inc Manual_LU2_A2.1 - Annex 1 - Icebreaking	---
			Art4Inc Manual_LU1_A2.1 – Annex 2 – Foundation	---
			Art4Inc Manual_LU2_A2.1 – Annex 3 -YouTube	---
2. Online learning: benefits & challenges. Online Learning Environments	Art4Inc Manual_LU2_A2.2		Art4Inc Manual_LU2_A2.2 - Annex 1 - Online learning-benefits	---
			Art4Inc Manual_LU2_A2.2 - Annex 2 - Worksheet - Story	---
			Art4Inc Manual_LU2_A2.2 - Annex 3 - Online learning-environments	---
3. E-learning: definitions and usefulness	Art4Inc Manual_LU2_A2.3		Art4Inc Manual_LU2_A2.3 - Annex 1 - E-learning Definition and usefulness	---
			Art4Inc Manual_LU2_A2.3 - Annex 2 - Data protection	---
4.Online learning: MOOC and YouTube	Art4Inc Manual_LU2_A2.4		Art4Inc Manual_LU2_A2.4 - Annex 1 – Advantages	---
			Art4Inc Manual_LU2_A2.4 - Annex 2 – MOOC	---
5. Online learning environments: using them efficiently	Art4In Manual_LU2_A2.5		Art4Inc Manual_LU2_A2.5 - Annex 1 - Moodle Course	---
6. Online learning environments: YouTube and Learning Video	Art4Inc Manual_LU2_A2.6		Art4Inc Manual_LU2_A2.6 – Annex 1 – Design a learning video	
1. The artistic disciplines and their potential for learning	Art4Inc Manual_LU3_A3.1	LU3: Learning through art disciplines and methods (storytelling, drama, music)	Art4Inc Manual_LU3_A3.1 - Annex 1 - Artistic disciplines	---
			Art4Inc Manual_LU3_A3.1 - Annex 2_Drama_status-feeling_ENG	Resource from the Art4Inc Toolkit
			Art4Inc Manual_LU3_A3.1 - Annex 3_Music_game-of-the-name_ENG	Resource from the Art4Inc Toolkit
2. Art-based teaching and learning methods, techniques and tools	Art4Inc Manual_LU3_A3.2		Art4Inc Manual_LU3_A3.2 - Annex 1 - Art-based teaching	---
			Art4Inc Manual_LU3_A3.2 – Annex 2 – Worksheet Story	---
3. Digital Storytelling - an artistic discipline and method	Art4Inc Manual_LU3_A3.3		Art4Inc Manual_LU3_A3.3 - Annex 1 - Digital storytelling	---
			Art4Inc Manual_LU3_A3.3 – Annex 2 – Storytelling_MySuccessStory_ENG	Resource from the Art4Inc Toolkit
			Art4Inc Manual_LU3_A3.3 – Annex 3 _Storytelling Circle-exercise	---

Title of Activity	Code of Activity (A)	Learning Unit (LU)	Codes of Annex	Comments
4. *Learning through art disciplines and methods: Experiential Learning*	Art4Inc Manual_LU3_A3.4		Art4Inc Manual_LU3_A3.4 - Annex 1 - Priorities on the Board	---
			Art4Inc Manual_LU3_A3.4 – Annex 2 – MySuccessStory	---
			Art4Inc Manual_LU3_A3.4 - Annex 3 - One world	---
			Art4Inc Manual_LU3_A3.4 - Annex 4 - MySoundHistory	---
			Art4Inc Manual_LU3_A3.4 - Annex 5 - Experiential learning	---
5. *Learning through art disciplines and methods: Experiential Activities (intensive workshop/course)* *There is no task for learner, just materials for study!*	Art4Inc Manual_LU3_A3.5		Art4Inc Manual_LU3_A3.5 - Annex 1 – Sobotka_EL_Activities_Principles_Thesis	---
			Art4Inc Manual_LU3_A3.5 - Annex 2 – Sobotka_EL_IntensiveCourse	---
6. *Learning through art disciplines and methods: literature, drama and music* *There is no task for learner, just materials for study!*	Art4Inc Manual_LU3_A3.6		Art4Inc Manual_LU3_A3.6 - Annex 1 – books-britlit-using-literature-in-efl-classrooms	---
			Art4Inc Manual_LU3_A3.6 – Annex 2 – Using_Music_and_Poetry_to_Highlight_Socio-Cultural_Context_in_ELT	---
			Art4Inc Manual_LU3_A3.6 – Annex 3 – Drama_in_Learning_English_as_a_Foreign_Language	---
7. *Creating effective art-based lesson plans and workshops for migrants' inclusion*	Art4Inc Manual_LU3_A3.7		Art4Inc Manual_LU3_A3.7 - Annex 1 - Worksheet Lesson Plan	---
			Art4Inc Manual_LU3_A3.7 – Annex 2 – Worksheet Art-based Workshops for Migrants	---
8. *My Digital Story*	Art4Inc Manual_LU3_A3.8		Art4Inc Manual_LU3_A3.8 - Annex 1 – My digital story	

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