I4OE - Collaboration for innovation and capacity building for an open ecosystem

I4OE Toolkit of Activities to Foster Collaboration

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Short Description: The document presents a set of resources for the development of Essential Skills and Competences for collaboration.

Disclaimer:

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1. Introduction

During the community events, several stakeholders were challenged to co-create a set of activities (2 per participating country) that would be the starting point for those who wish to develop an open and innovative ecosystem, through participatory governance, providing resources for educators, mediators and other relevant stakeholders for spreading the use of open and innovative procedures for cooperation. We had foreseen that these activities would create opportunities for participants on the adult education sector to meet and discuss with other stakeholders of the community. By integrating effective models of collaboration into the practical life of the community, greater proximity between the educational context and other community contexts is expected. The I4OE team has used well know strategies to support this important team building activity.

During the project implementation, the I4OE consortium developed 6 main participatory activities that were used in order to implement and test the proposed approach. These resources were developed from the partners in order to be available also for other stakeholders to use them. Also, to be used as examples from the stakeholders in order to create their own activities.

The 6 resources/activities were:

#	Title	Objective
1	Mapping Workshop	Hands on workshop to collect experiences from a diverse group.
2	Art Makers Space	Story telling workshop that can make the voices, concerns, priorities and aspirations of the participants heard more easily through art
3	Kickoff meeting for an arts and culture participatory event	Brainstorming ideas with a diverse group of community representatives, creating a repertoire of inclusive activities
4	Computer programming as a "teaser" before discussions	Demonstration of school subject practices, cater for discussions about computer programming in school subject renewal processes, and investigating possible cooperation with local businesses to provide dataset with local data for programming lessons beyond beginner level, to ensure relevance of STEAM in local education practices.
5	Travelling with others	Be aware of and discuss prejudices.
6	Multicultural dinner	Get to know the customs and food habits of other cultures in my community.

2. Greece

2.1 Resource 1
Resource 1: **Mapping Workshop**

Objective:

Hands on workshop to collect experiences from a diverse group.

What do we mean by 'mapping'?

Participatory Mapping = 'an interactive approach that draws on local people's knowledge, enabling participants to create visual and non-visual data to explore social problems, opportunities and questions' (Pathways Through Participation, 2010: 2).

Mapping literacy practices: Maps 'invisible resources, such as knowledge and feelings', embodies 'social purposes and values' and is part of a constantly changing context 'both spatial and temporal' (Hamilton, 2000).

Collaging: 'Often, I can see it before I can say it. I can sense it before I can make sense of it linguistically' (Clark-Keefe, 2009).

Target Group:

Young people, adults, parents

Duration: 3 hours

Materials needed:

Evaluation/Reflection: Self-reflection

Description:

Workshop Overview and timings

Running a mapping workshop - 5 stages

Stage	Activity	Time-frame
1. Pre-workshop preparation	1.1. Identify/train 3 facilitators. 1.2. Prepare participant information and consent forms. 1.3. Recruit participants. 1.4. Collect resources. 1.5 Identify suitable/accessible room - space for group work and to create a gallery.	
2. 'Mapping' in groups: parents/carers, young people, teachers	Groups create 'artefacts' - rivers/collages.	Introduction and ethical guidance - 10 mins
3. Exhibition	Artefacts are 'galleried' around the workshop space. Groups interact with the artefacts using 'emoji stickers'.	Up to Mapping 60 minutes
4. Reflection/review	Groups reconvene and discuss experiences of viewing supported by a facilitator.	30 minutes

	Facilitators collate key points.	
5. Plenary Discussion	Facilitators share summaries with wider group.	50 minutes

Preparation

Participant requirements:

- Minimum 10 young people
- Minimum 5 parents

Preparing the Invitation

You will need to consider:

- Room/space and access issues (who are your participants and what are their needs? Does anyone need disabled access)
- Dietary requirements for snacks and refreshments
- Timing of meetings to suit parents and carers
- Language needs - who will help out with translation? Young people? Parents?

Gathering resources...

Audiences	Stimuli	Potential resource
Parents/Caregivers, Young People, Teachers	Spaces/places (online/offline), gaming spaces, 'view from my window' People	Rolls of paper for each group Scissors, glue, tape etc Magazines Photos

Audiences	Stimuli	Potential resource
	Community Assets	Comics
	Experiences	Newspapers
	Artefacts	Public information documents
	Social Media	Images that can work as metaphors for thoughts/feelings (affective responses)
	News	

Mapping in groups

Setting the Scene and preparing

- Think about how the groups will be located in the room, be mindful of giving groups space to talk without being too overheard.
- Welcome participants to the session.
- Introduction to the session supported by 'welcome cards' and poster prompts around the walls that groups can add to prompt other groups before the mapping work begins. The purpose of the prompts is to get participants thinking as widely as possible about what learning is, what it looks like, where it takes place and who it takes place with so that they can be very thoughtful about what 'counts' as learning. Introduction to the activity and how to work with the materials.
- Provide refreshments and allow for thinking, chatting and 'mulling over' time.
- Ensure each group has a facilitator.

Example information card (complemented by poster prompts with translanguaging prompts)

We're really interested in finding out about your experiences.

We encourage you to think about learning in the widest possible sense.

You people might like to think about:….....

Exhibition

Supporting interaction

Artefacts are 'galleried' around the workshop space - make sure they are spread around the room in a way that allows individuals/groups to interact with them without over-crowding.

Groups interact with the artefacts and register 'reactions' and 'questions' with post-it notes and emojis.

Reflection and review

Facilitating reflection and review

Move back into groups (parents, young people)

- What did you notice when you viewed the collages? What surprised you? What shocked you? What moved you? Made you feel happy/sad? Did you have any other strong reactions?
- How did you feel about other groups' reactions to your collages? What sort of questions have they raised with you?
- What have you learned about your experiences and the experiences of others through this process?
- What have you learned about learning? To what extent have your ideas about learning and what 'counts' as learnings evolved, changed or been challenged?

Discussion

Sharing the outcomes of reflection and review

- Groups agree with facilitator the key issues and ideas that they would like to share with the wider group (keep these focused on young peoples' learning).
- Facilitators share summaries with wider group
- Opportunity for further discussion between groups
- Close

Role of the Facilitator

Facilitator should stay with their group for the duration of the mapping.

The facilitator should:

- Keep the discussion focused around young peoples' learning.
- Take field notes to support later discussion.

- Listen and hear stories to give validation and ensure participants feel heard but make ethical decisions about which stories get shared with the wider group.
- Prepare for the plenary sessions by agreeing with the group what they want to share with the wider group.

2.2 Resource 2
Resource 2: **Art Makers Space**

Objective:

Story telling workshop that can make the voices, concerns, priorities and aspirations of the participants heard more easily through art

Target Group:

Young people, adults,

Duration: 90 minutes

Materials needed: 15-20 laminated cartoon pictures, large pieces of paper, markers, old magazines.

Evaluation/Reflection: Self-reflection

Description:

Introduction, short summary 5'

Introduce the participants and the facilitators. In a few sentences, describe what is to be expected.

Ice-breaker activity 5'

Depending on the energy level of the group, use an energizing activity or an activity that helps with concentration

Visual introduction 25'

  i.   The facilitator puts 15-20 laminated cartoon pictures on the floor or on a table. Participants choose one they like. Each person explains their choice.
 ii.   Participants form groups of 3-4. Each group is accompanied by a coordinator. They make up a story of their individually chosen pictures, arranging them in a sequence on a large piece of paper, adding drawings, speech or thought bubbles or writing captions. The coordinator helps by asking open questions, but does not influence the story in any way.
iii.   Each group should choose a spokesperson who presents their story.

Our story 15'

iv.   Each participant chooses a story, memory, experience. It can be their own or somebody else's.

v.   The coordinator helps each participant to write it down in 4-5 short, simple sentences. The coordinator can help by asking questions about who the main characters are, where they are, what they are doing. The participants can also help each other in the small groups.

Creation 35'

vi.   Each participant decides how many pictures they need to tell their stories. Preferably, each sentence of their story should be pictured separately, so they should make 4-5 pictures. They can choose their technique and tools to make the background: they can draw it, use newspaper cut outs to make a montage, use colour papers, etc.

vii. They should draw the characters on separate pieces of white or colour paper, cut them out and glue on the background.

viii. If they need thought or speech bubbles, those can be drawn and cut out separately, or they can be drawn on the pictures. The bubbles can go over the picture frames, text can be inserted over, under or beside the pictures.

ix.   Participants glue their pictures on large sheets of cardboard.

x.   Each participant presents their work to the whole group. The facilitator should encourage the participants to give titles to their works.

Feedback 5'

Participants freeze as a statue that shows how they felt during the workshop.

3. Norway

3.1 Resource 1

Resource: Kick-off meeting for an arts and culture participatory event

Objective: **Brainstorming ideas with a diverse group of community representatives, creating a repertoire of inclusive activities**

Required:

Piggybacking opportunity for the activity as supplementary in an existing event.

Target Group: Broad community sample, 30 people

Duration: 2 hours

Materials needed: Town hall meeting venue, host, tables with posters, markers.

Pre-event marketing towards a wide audience.

Description:

Utilize the "Piggybacking" event:

30+ participants of broad representation.

Arts- /sports center hall.

Event led by moderator(s)

Public announcement systems, microphone,

visual aids projector facilities.

Tables and chairs for groups of 4-5.

Paper table cloth or large posters.

Pen markers.

Tables with six participants to cater for groups of mixed backgrounds.

Appoint a "note-taker"/chair at each table.

Encourage participants to fill the canvas with ideas, small and large, about possible ways to include more people from the local community to participatory activities related to the arts/culture event. As the session unfolds, you may need to enter instructor mode. Show respect towards participants for carrying expectations regarding content in the event that is being planned, and regarding the brainstorming itself.

When the activity is completed, collect the posters by photo.

Evaluation/Reflection:

Share the ideas from each table.

hand the microphone to each of the "note-takers/chairs".

The brainstorming / idea generating event may spark an open and dynamic, ongoing process.

Announce outcome with concluding remark, and post-event possibilities for further input.

Thank the participants for their responses.

Post-event:

Collect the tablecloths / posters

to be transferred to texts script.

Post this content back to the Facebook group for more input.

Set up a physical mailbox at the local grocery store to accept more input from the community; interested not present at the town hall meeting.

Make a resume for the journalist or press email input list, and send same day;

to cater for post-event news item in local news.

3.2 Resource 2

Resource: Computer programming as a "teaser" before discussions

Objective: **Demonstration of school subject practices, cater for discussions**

about computer programming in school subject renewal processes, and investigating possible cooperation with local businesses to provide dataset with local data for programming lessons beyond beginner level, to ensure relevance of STEAM in local education practices.

Required:

Piggybacking opportunity for the activity as supplementary in an existing event.

Teacher and teacher educator planning meeting. Set of 5-7 tablets to pass around.

Target Group: Parents/guardians

Duration: Long busride, and access to at least 2 x 30 minutes activity time

(or other kind of pre-established parent/guardian & student session)

Materials needed: prior programming experiences in a student group.

Tablets with selected tutorials of a specified Scratch computer coding tutorial installed.

https://makecode.microbit.org/ - beginners level "hearts".

Sheet for approval signatures, accepting invitation to dialoguing.

Activity introduction keywords to present the activity, for event "chair".

Description:

Two teacher partners across education sectors (teacher and teacher educator), arrange a pre-event meeting:
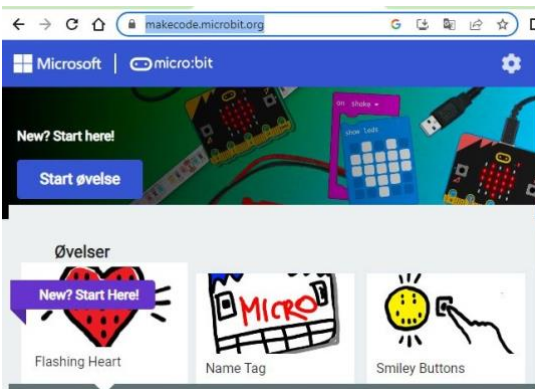
aligning objectives.

clarify what computer programming skills do the students already have,

that they can demonstrate to parents/guardians.

Make available and prepare

a set of tablets

for basic in-browser

Scratch programming

Pre-select specific tutorial,

beginners level.

Content provided by makecode.org.

Prepare and test running the tutorial on tablets - also without internet connection.

Ensure that students are able to perform the tutorial with their parents/guardians.

Utilize the "Piggybacking" venue:

like a long bus ride on a school trip

where students and parents/ guardians

take part.

Introduce the activity to participants in pairs or groups of three/four. Let young and grown ups have fun - do not stress a timespan. When the short activity is completed with one group of participants, pass on the tablet.

Let the activity unfold, without entering into instructor mode. Those who are curious, will take part, those not, may opt out, that is OK.
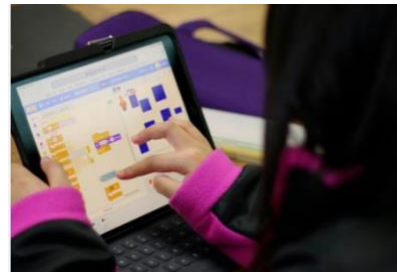
At a suitable time, enter into discussions with parents/guardians and young, asking open questions about programming in school as experienced by the student, transparency between school and the local community - stressing the technology present in businesses, and ask for input about dataset for programming embedded in the local workforce future needs. Be open to receiving scepticism, rejection and / or enthusiasm.

Evaluation/Reflection:

Make note of potential partners for datasets in the future - if any. Before bus ride ends, present an oral summary of responses gathered, ad ask for additional perspectives by direct contact before leaving the venue. Post the resume to teachers via email. Thank the participants for their responses.

4. Portugal

4.1 Resource 1

Resource 1: travelling with others

Objective: be aware of and discuss prejudices

Target Group: adults

Duration: 30 minutes

Materials needed: paper and pen

Evaluation: self-reflection

Description:

I won the possibility to go travelling for about 5 days on a Mediterranean cruise.

There is a list of people I can choose to share a cabin with

1- choose three people I would choose to travel with and state why

2- choose three people I would not travel with and state why

Below is an example of a list of people (that could be adapted):

You are traveling in a cabin with a bed that you have to share with 3 other people. Indicate which of the following passengers you would prefer to share the cabin with:

1. A Bosnian Serb soldier

2. An obese Swiss stockbroker

3. A DJ who seems to have a lot of money

4. A young HIV-positive artist

5. A Hungarian gypsy who has just been released from prison

6. A Basque nationalist who frequently travels to Russia

7. A blind accordionist from Austria

8. A Ukrainian student who doesn't want to go home

9. A 40-year-old Romanian woman without a visa who is carrying a one-year-old child ac

lap

10. An impulsive, misogynistic German

11. A tempestuous Swede apparently intoxicated

12. A professional wrestler from Belfast who goes to a soccer match

13. A Polish prostitute from Berlin

14. A French farmer who only speaks French and carries a basket full of cheese

15. A Kurdish refugee living in Germany and on his way to Libya

4.2 Resource 2

Resource 2: multicultural dinner

Objective: get to know the customs and food habits of other cultures in my community

Target Group: all ages

Duration: 3h (depend)

Materials needed: a place and utensils for a meal together (like a picnic or in a dining room)

Evaluation: discussion and reflection on the different habits related to meals (typical food of each country, ways of sitting at the table, ways of cooking meals, etc.)

Description:

This activity was proposed by an association that provides support to people and families in need who arrive in Portugal from different countries.

On a special day, the roles are reversed and it is the people who normally receive the support who will offer a typical meal from their country to the association's volunteers and employees.

5. Conclusion

The target group of this activity was adult education trainees and trainers, teachers, parents, other educational staff, parents 'association members, culture related organisations, CSO and NGOs, business leaders, general workers, policymakers, etc. The activity is composed by 6 resources for Open Ecosystems that were co-created with several stakeholders and the consortium partners. These adult stakeholders benefited from the activity as well younger learners, as it created opportunities for school members to meet with entrepreneurs, scientists, politicians, associations, and sports leaders, etc.