RigHTs

pRomotIng Global citizensHip
Through digital Storytelling

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RIGHTS E-course Syllabus

LIFELONG LEARNING PROGRAMME COMENIUS

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Abstract

The RIGHTS (pRomotIng Global citizensHip Through digital Storytelling) E-course syllabus is a document addressed to the target groups, the consortium and the RIGHTS project stakeholders.

This document aims at supporting learners as they plan to engage in the educational activities of the RIGHTS E-course.

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About this document

The RIGHTS (pRomotIng Global citizensHip Through digital Storytelling) E-course syllabus is a document addressed to the target groups, the consortium and the RIGHTS project stakeholders.

This document will have a wide variety of functions and aims at supporting learners as they plan to engage in the educational activities of the RIGHTS E-course:

1) supporting the establishment of an early point of contact and connection between learners, instructors and Instructional organizations;

2) providing a Conceptual Framework to the emerging concepts of Global Citizenship Education and Digital storytelling as a powerful instructional tool for both students and educators;

3) setting the tone for the course by communicating the attitudes towards learners and learning that will be promoted during the training and how the activities will be conducted;

4) outlining the programme of study of the RIGHTS E-course addressed to teachers and the activities to be conducted with students;

5) making explicit how the criteria and standards for both the work processes and work products are aligned with the course goals;

5) describing the learning tools and resources to be used in the process, namely the role of technology in the E-course; and,

6) acquainting learners with the prerequisites and logistics of the E-course.

1 - General Setting

The RIGHTS (pRomotIng Global citizensHip Through digital Storytelling) E-course results from the RIGHTS Project research findings, and will be focused on the teachers' and students' training needs and on the specific contexts of the member countries diagnosed through the research activities.

1.1 - Global Citizenship Education

The increasing globalization of modern societies calls for new forms of education to respond to emerging concepts of Global Citizenship such as:

- how to **preserve and protect the environment**, reduce pollution and manage natural resources in a sustainable way;

- how to **reduce the inequalities** that exist between different peoples in all parts of the world and protect their human rights;

- how to **develop peaceful and harmonious communities** by promoting understanding between people who are different from one another.

These crucial issues (environment, human rights and citizenship) facing people in all societies throughout the world should be more promoted in the curriculum of secondary schools. Through Global Citizenship, schools can introduce pupils to key concepts of Education for Sustainable Development such as interdependence, sustainable change, quality of life and diversity, particularly focus the students on key questions concerning how they live, introduce them to the responsibility of taking action for sustainable lifestyles and empower them with the right attitudes to become active and critical citizens in a global world.

Addressing subjects through Global Citizenship can also contribute to give pupils opportunities to challenge the injustice of racism, value cultural diversity and develop positive attitudes and behavior towards people who are different from themselves. Education for Global Citizenship is a way for teachers and pupils to approach the existing school curriculum and other aspects of school life.

Further on, the acquisition of key competences includes also the need for understanding the multi-cultural and multi-linguistic nature of Europe, how the national cultural identities interact with the challenges of this century and with the European identity and - what we consider the cornerstone of the approach of the RIGHTS E-course - how the **Democratic System** allows for the expression and addressing of all these dimensions, in different ways, across all of Europe.

1.2 - Digital storytelling

The globalised world of work and the need to promote democratic values call for the development of transversal key competences such as learning to learn, sense of initiative and entrepreneurship, social, civic and cultural competences. Teaching and learning these competences often require innovative approaches that go beyond subject boundaries and take a holistic view of students' learning, personal and social development.

As largely demonstrated by different experiences, Digital Storytelling (DST) has become a powerful instructional tool for both students and educators. Digital Storytelling can be defined as "blended telling stories with digital technology" (Ohler, 2007). This blended characteristic proves to be a valid learning feature, because it combines story telling with the available technology. Digital Storytelling is a short tale (generally around 5 minutes or less) of an event integrating different language styles: such as narrative and script[1]. The student, working on the story and the screenplay, arguably develops several competences: writing and verbal skills, technical skills and art sensibility. Students can use images, photos, drawings (or other scanned materials), videos, music, voice recordings and sound effects.

The RIGHTS E-course promotes Global Citizenship in EU secondary schools, through the practical application of Digital Storytelling in learning with teachers and students. This course trains teachers and students on how to teach/learn on Global Citizenship topics through the practical use of digital storytelling techniques and common production of short videos.

1.3 - Research base

The RIGHTS project research was a qualitative study that compared the experiences of seven European partner countries regarding Global Citizenship Education (GCE), mapping the approaches to GCE in Italy, Bulgaria, Portugal, Spain, Norway and Switzerland with special emphasis on the school activities involving 12 to 16 year-old students.

This research comprised the following activities:

- analysis of the most important national documentation on the topic, with a focus on National and European standards and the definition of key concepts on the theme of citizenship;
- experimenting and observing of Facebook pages / groups developed for this project;
- interviews with teachers from secondary schools on the relevant topics.

The results of the RIGHTS project comparative research has confirmed the huge diversity in the way of dealing with the Global Citizenship issues in the formal educational systems amongst the different European countries. This fact led to the design of course materials that are able to be used differently according to the local **context**.

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[1] de Maurissens I., Digital storytelling: Una narrazione digitale, una documentazione visuale, 2007

The research has also showed the need for a more active participation from citizens around the issues of Global Citizenship as a concrete way to build and deepen **Democracy**.

The achieved results grounded the choices made for the RIGHTS E-course for European high-school teachers and students helping to define its **structure** and the specific **objectives** of the modules.

2 - Overall objective of the E-course

The RIGHTS E-course aims at providing European secondary school teachers and students with a didactic methodology based on digital storytelling as a learning tool to promote the Education for Global Citizenship (EGC) in EU secondary schools, empowering teachers to experiment with new technology and rendering teaching and learning more up-to-date and interesting while allowing them to discover new ways to approach digital education and to be more active and aware as European and "global" citizens.

3 - Pedagogical and didactic framework

The didactical approach of the RIGHTS (pRomotIng Global citizensHip Through digital Storytelling) E-course entails an active contribution of participants using technology as a medium. Hence they do not only participate by reading contents, but also working together in order to exchange and learn, and thus create new knowledge.

There is a common set of materials that constitute the core of the E-course and serve as the minimum requirement that each participant might wish to complete, but this is complemented with a space for interaction between participants (learners, tutors and institution) and also with a corpus of additional non-compulsory reading that extends the body of knowledge.

This E-course is based on the following didactic principles:

- **Collaborative learning**

  In a learning process that takes place in an online environment, inter-linkages are easier than in regular distance education (and sometimes even more than in face-to-face interactions). Through the use of online discussion forums, through messaging and by developing assignments in a participatory way, the participants establish connections with each other through the available forms of communication, exchanging information, experience and support.

- **Contextualized learning**

  According to the contextual learning theory, meaningful learning occurs when learners process new information or knowledge in such a way that it makes sense to

them in their frame of reference - their own inner world of memory, experience and response and also their exterior world, their environment and the setting where they are active.

- **Action learning**

   Learners are offered different models and understandings of issues and challenged to apply the presented concepts to their own needs and contexts, creating tangible artifacts as well as their own conceptual models.This enables an active learning process linking the learners' previous experiences, the newly acquired knowledge and the learners' environment.

- **Problem-based learning (PBL)**

   The participants learn about a subject in the context of addressing complex, multifaceted, and realistic problems using specific methodologies. The goals of PBL are to help the learners develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. This should not be confused with Project Based Learning which has an emphasis on the products.

The participants of the RIGHTS E-course will be engaged through the opportunity for input of their knowledge and experience. This course is designed in a way that involves active participation by the learners, making choices, answering questions, going through tasks that involve the context of their professional activity and sharing the findings with others.

4 - Target Group

The RIGHTS E-course is addressed at European high-school teachers interested in working together with their students to create and produce their digital stories on Education for Global Citizenship.

5 - E-course Description

The RIGHTS E-course is an e-learning english language course that is the result of a research and development done within the framework of the project RIGHTS (pRomotIng Global citizensHip education Through digital Storytelling - 517923-LLP-1-2011-1-IT-COMENIUS-CMP - http://www.rightsproject.eu).

The RIGHTS project partnership was coordinated by USGM - Università degli Studi Guglielmo Marconi and the RIGHTS E-course can be assessed free of charge in the project website (http://www.rightsproject.eu) . Please refer to this website for further information.

5.1 - Prerequisites for the E-course

The RIGHTS E-course is an e-learning course, delivered by the internet using a Learning Management Platform. The participants will access the contents of the course and interact with each other and the course support and tutoring using a computer with a reasonably fast internet access running modern browser software.

The use of the communication tools offered by this platform should be done effectively but strictly for the development of the E-course activities. Since all the interactions within the scope of this course will be mediated electronically, it is imperative to communicate well and professionally in order to maximize the results.

In order to maximize the effectiveness of electronic communication, participants are invited to follow rules such as[2]:
- Be friendly, positive and self- reflective;
- use proper language and titles;
- use effective communication;
- behave in a professional way;
- ask for clarification.

Participants should also abide by the established standards for etiquette applicable to personal electronic communication[3].

5.2 - Workload & Format

The RIGHTS E-course is a teachers / educators course that requires participants to be active at least a **total of 30 hours** on theoretical and practical aspects of addressing Global Citizenship Education subjects through the use of Digital Storytelling **during a 3 months period**. It also includes the development of digital stories produced by their students.

The E-course will include asynchronous and synchronous components **mediated by an online course management system** and **supported by tutors**.

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[2] For more details on these rules, access "Top Five Rules of Netiquette in an Online Course" in

[2] http://www.brighthub.com/education/online-learning/articles/26946.aspx

[3] Please consult the following online sources for additional tips:

http://www.albion.com/netiquette/
http://en.wikipedia.org/wiki/Netiquette
http://www.livinginternet.com/i/ia_nq.htm
[3]

5.3 - Tutoring

Throughout the modules of the RIGHTS E-course, 'live' support will be available, by the tutors / trainers of the RIGHTS partnership. They will be offering advice as content experts, socializing agents, facilitators, experienced learners, counselors and role models and their role will be central to the learning process.

The RIGHTS E-course appeals to the intrinsic motivation of secondary school teachers and students to learn, to do a better job, and to enjoy doing it. The web-based learning environment is designed to be as interactive as possible, taking into account that interactivity is not simply clicking on buttons, watching animations or video, or listening to sound clips. Frequent learning checks and appropriate and timely feedback by tutors are important motivational elements.

The feedback provided by tutors in the RIGHTS E-course will give learners useful and helpful information and point out places where to find the correct answers or learn more and even rerouting the learning path through the modules of the course.

6 - Course Layout

The RIGHTS E-course will be based on approximately 150 pages of educational material comprising a diversity of interactive individual and group activities with coached assignments, a virtual library and a glossary. The resources will be made available in English, but some materials will be translated to the national languages of the partners of the RIGHTS consortium: Bulgarian, Italian, Norwegian, Portuguese, Spanish and Turkish.

It is structured in a total of 7 sequential modules that will help reinforce both product and process goals. These include a set of initial modules introducing the course and Global Citizenship Education, followed by modules focusing the competences needed to address GCE in active ways and ending with the production of a Digital Story on the issues of Democracy and Citizenship.

Module 1 - Introduction to the course

This module introduces the participants to the RIGHTS E-course, the resources available to them on the e-learning platform, the methodologies of the activities and tasks to be performed, in order to adapt their expectations to the learning offer.

Extent of the module
The module takes 1 hour

Objectives
The specific objectives of the course are:
- giving participants information about the topics they will work on during the course
- starting communicating with them and asking for their feedback and opinion
- giving participants an idea about the tools and resources available on the e-learning platform and also provide short instructions about how to perform the main and most complex activities required on the e-learning platform.

Contents of the module
The module will include:
- a video introdcution to the concept of GCE
- the definition of learning goals
- a table of contents
- a description of the tools and resources available on the elearning platform
- a rough description of the amount of time required to study module by module and for all modules
- access to a help section, describing how basic tools in the platform work.

Teaching and learning actvities
The module will be delivered through e-mail and through the E-learning platform and pursued by the individual participant in their own time.

Activity 1: Learning goals and table of contents

Actvity 2: Description of the tools and resources availablre on the e-learning platform

Resources
Texts and links to the specific modules. Forum of the e-learning platform Ppt presentations, pictures, and texts. Also text and videos will be used, if needed.

Assessment
Activity 1: this activity does not include evaluation, as it is introductory. However, participation in the forum will be tracked as "done/not done".

Activity 2: the completion of the online profile will be tracked as completed/not completed.

Module 2 - Global Citizenship Education: challenges and possıbılıtıes of Democracy
This module presents a synthetic theoretical framework of GCE, according to official documents of the EU, specialized essays and articles, the results of the Rights Comparative Research and best practices realized all around Europe, defining the different global challenges to be discussed at school. It also presents Democracy as a political system of campaigning for power and the forms of active participation of the people, as citizens, in politics and civic life, in the context of the protection of the human rights and the rule of law equally to all.

Extent of the module
The module takes 4 hours

Objectives
The specific objectives of the course are:
- providing inputs to the definition of GCE and of the previous experiences from which it originated, in particular Development Education
- giving a theoretical framework of GCE according to European Documentation
- providing information about the practices of GCE around Europe, according to the results of the Right Comparative Research
- providing exemples of a global problem/issue (human traficking, unfair labour conditions in the south of the world, sustainable living) introduced at school as model experiences;
- making participants think about what kind of global issues they believe may enter in a GCE curriculum and what tools would they use to deal with them.

Contents of the module
The module will include:
- inputs on the definition of GCE
- a theoretical framework of GCE according to European Documentation
- GCE practices in European countries
- Model experiences.

Teaching and learning actvities
The module will be delivered through e-mail and through the E-learning platform and pursued by the individual participant in their own time.

Activity 1: What is Global Citizenship Education?

Actvitiy 2: Global Citenship Education around Europe: state of the art

Actvitiy 3: Global issues at school: case studies

Resources
E-learning platform tools. Power point and diagrams. Videos and photos.

Assessment
Activity 1: Forum tasks

Activity 2: Forum tasks

Activity 3: Forum tasks

Module 3 – Core competencies

This module will cover core competencies that are instrumental in addressing the key concepts studied in the other modules, providing learners with examples and suggestions about activities or approaches that promote critical thinking and the relation between specific context and the broader reality.

Extent of the module
The module takes 3 hours

Objectives
The specific objectives of the course are:
- giving a definition of critical thinking, contextualization, reasoned opinion, brainstorming and role playing
- providing examples of how these skills could be exercised and improved
- providing examples of the way in which these skills can be useful to produce digital stories and make them a useful tool to teach global citizenship education
- making students internalise and share the way in which they have applied, usually apply or would apply the competences treated in previous modules in their daily professional experience.

Contents of the module
The module will describe:
- some key, transversal competencies which will facilitate participants in learning the key concept and information provided by the other modules.
- examples of how they can improve the ability to produce digital stories aimed at teaching global citizenship education.

Teaching and learning activities
The module will be delivered through e-mail and through the E-learning platform and pursued by the individual participant in their own time.

Activity 1: Core competences

Resources
E-learning platform tools. Ppt presentations, images, text documents. Also web links and videos will be used if needed.

Assessment
Activity 1: forum tasks

Module 4 - What is it to be a citizen?
The main objective of this module is to understand what it means to be a citizen and what are the implications of being a citizen in our daily life. Starting with the different definitions and points of view on citizenship in different cultures and the evolution of citizenship notion throughout history, the activities of this module show why citizenship is so important in order to "make a society" and give some insights about how to be an active and responsible citizen.

Extent of the module
The module takes 4 hour

Objectives
The specific objectives of the course are:
- having a general understanding of the traditional approach of citizenship
- exploring diverse understandings of the concept of citizenship, under a different light
- providing an overview of key concepts about citizenship
- exploring multiple ways as active citizens outside the formal democratic structure

Contents of the module
This modules plan to address the following standards:
- Historical Understanding: understanding the historical perspective and having a general understanding of the traditional approach to citizenship.
- Civics Understanding: understanding ideas about civic life, politics, and government and being aware of the requirements of citizenship.
- Knowledge, skills and commitment for active and informed citizenship: understanding the recent developments and main contemporary debates around citizenship in its social context, and exploring multiple ways as active citizens outside the formal democratic structures.

Teaching and learning activities
The module will be delivered through e-mail and through the E-learning platform and pursued by the individual participant in their own time.

Activity 1: What citizenship means?

Activity 2: The citizenship notion evolution throughout history: from citizenship for someone to citizenship for everyone

Activity 3: Active citizens and activism

Resources
E-learning platform tools. Video and comics strips. Ppt presentations, images, text documents.

Assessment

Activity 1: Open questions

Activity 2: Open questions

Activity 3: Tasks

Module 5 - How to create a community?
This module will cover the issues of community and community values. The focus is on the social science aspects of the definition of community following practical approaches.

Extent of the module
The module takes 4 hours

Objectives
The specific objectives of the course are:
- developing an understanding about community as a component of global citizenship as active involvement of people in the issues which affect their lives;
- forming the understanding for sharing of common values, interests and sharing power;
- creating the understanding about the empowerment of the citizens and what is the role of the community;
- mapping the role of peoples schools and personal involvement as part of the community.

Contents of the module
This module wants to be a combination of:
- a theoretical background about community development and
- a practical experience: it will then present examples from ongoing events around us, from Europe, Africa, Asia etc. (minority groups, immigrant community or indigenous people who are marginalized).

Teaching and learning activities
The module will be delivered through e-mail and through the E-learning platform and pursued by the individual participant in their own time.

Activity 1: Understanding of what a community is

Activity 2: Your community values?

Resources
E-learning platform tools. Ppt presentations, images, text documents. Also web links and videos will be used if needed.

Assessment

Activity 1: Tasks in the forum

Activity 2: Tasks in the forum

Module 6 - Reinventing Democracy and Citizenship

This module is based on the recognition that citizenship is not something one achieves, but something one builds through practice. Democracy depends on participation, and a vivid democracy needs to be rooted within the community. This module proposes the learner to design, initiate and to carry out a small-scale democratic project in the school or in the local community concerning developing and reinventing democracy.

Extent of the module
The module takes 6 hour

Objectives
The specific objectives of the course are:
- Knowledge: To achieve knowledge of new methods of teaching that can facilitate students' engagement in democracy, thereby concrete projects being carried out in schools with students concerning developing and reinventing democracy. In particular knowledge of the role of new media in democracy and how young people can use their digital competence to become more active citizens
- Skills: To reimagine, to initiate and to carry out a small-scale democratic project in the school or in the local community.
- Comprehension: To recognize that citizenship is not something you achieve but something you learn through democratic practice. To understand that democracy depends on participation and that a vivid democracy needs to be rooted within the community. To recognize that the individual is living in a contextualized and a connected world.

Contents of the module
The module will focus on:
- why we need to reinvent democracy and citizenship
- how students can be challenged to reimagine democracy and
- how can burning question be turned into a democratic initiative in schools or local communities

Teaching and learning activities
The module will be delivered through e-mail and through the E-learning platform.

Activity 1: Burning questions and democratic challenges

Activity 2: To reimagine democracy

Activity 3: Action plan for a democratic project

Resources
E-learning platform tools. Ppt presentations, images, text documents. Also web links and videos will be used if needed.

Assessment

Activity 1: A short note or a v-log reflecting on a burning question

Activity 2: A presentation with the ideas for a democratic initiative

Activity 3: A short note or v-log reflecting on a planned project

Module 7 - Producing a Digital Story on Global Citizenship

This module presents digital stories and their impact in community empowerment. It enables the learner to become familiar with emergent narrative forms and genres, by understanding the impact of voice, place, language and culture in storytelling, and by applying basic principles and techniques to craft a story. While doing this, the learner will develop autonomy in using graphics, video and sound technologies as tools for narrating and sharing creative self-expression in a networked environment.

This module will also prepare the learner for using digital storytelling in the classroom or in the community to address global citizenship issues. This is the most practical module of the course, at the end of which the learner is to create his/her own personal story to be shared in the learning community.

Extent of the module
The module takes 9 hours

Objectives
The specific objectives of the course are:
- experiencing a story circle
- sharing a personal story related to any of the three anchors of this course: citizenship, community and democracy and the three questions/statements they engender: 'what does it mean to be a citizen?', 'how to create a community?' and 'reinventing democracy and citizenship'
- understanding the power of a story in generating strong and deeply felt emotions
- understanding that the power of a story can be used to empower and leverage creativity but also to promote conformity to the norm and in the extreme, to manipulate
- distilling the structural elements of storytelling (in text, film, images) that may enhance the emotional part of the narrative
- becoming autonomous in the process of publishing a digital story

Contents of the module
The module will focus on:
- the methods to craft a good story;
- the techniques to blend graphics, video and audio to create an expressive digital story

Teaching and learning activities
The module will be delivered through e-mail and through the E-learning platform and pursued by the individual participant in their own time.

Activity 1: Story circle

Activity 2: The power of a story

Activity 3: Storytelling as self-expression

Activity 4: Creating a digital story

Activity 5: Distributing stories and networking through stories

Activity 6: Practical exercise

Resources

E-learning platform tools. Ppt presentations, images, text documents. Also web links and videos will be used if needed.

Assessment

Activity 1: Likert scale online questionnaire

Activity 2: Tasks in the forum

Activity 3: Tasks in the forum (also based on v-log)

Activity 4: Self evaluation

Activity 5: Tasks in the forum

Activity 6: Self evaluation

Each module will comprise:

- a **multimedia lesson** - in English language - including support materials to follow the multimedia lesson,
- a **lecture note**, covering the information given in the multimedia lesson, references and additional material which might be of interested to the learners. The lecture note will be available in English language but also in Bulgarian, Italian, Norwegian, Portuguese, Spanish and Turkish.

This information will be supplemented by a '**Glossary**', a '**Collaborative e-library**' and a '**Further Information**' topic for all the subjects addressed. This will enable all those interested to deepen their knowledge in those issues.

7 - Assessment

Assessment will be seen as a **continuum process**, including ongoing and informal assessment together with concrete and specific moments that will help developing and verifying the learners skills and competences achievement in each RIGHTS E-course module, while also providing the course management all the data needed to regulate the process.

As the GCE curriculum is developed throughout the RIGHTS Course Modules, it will be supported by **authentic assessment tasks** - the proof of authenticity being its relationship to real-world problems and issues. These performance tasks are meaningful and/or are valuable beyond the scope of the training process and should be useful for the learners in their daily activities.

The core of these tasks will aim at **developing original applications of the knowledge and skills** covered by the RIGHTS Course Modules.

The successful progression of the participants of the RIGHTS E-course implies the timely completion of a set of different types of assignments:

> **Reading Assignments** - The information for each module should be analysed carefully and all the listed articles should be read. There are also optional texts that can be explored if one wants to do a more profound study of the subject, but these are not mandatory.

> **Communication Activities** - Throughout the E-course there will be collaborative activities implying the use of either synchronous or asynchronous forms of communication.

> **Formative and Summative Assessments** - In some of the modules, the different subjects addressed will be assessed by the use of online quizzes. In the final module, the participants will develop a digital story that will be evaluated. When considering this technology-embedded tasks, there will be two main dimensions taken into consideration: a) the quality of the ideas and, b) the quality of the technical performance.

The final evaluation of the RIGHTS E-course will be expressed as **approved** / **non-approved**.

8 - Certification

The participants of the RIGHTS E-course will be issued with a Certificate on successful completion of all the activities.

In some cases, additional national or regional certification may be also issued by the Institutions that promote the training based in this E-course.

Annex I - RIGHTS E-course description

The RIGHTS E-course is a teachers / educators course that requires participants to be active at least a **total of 30 hours** on theoretical and practical aspects of addressing Global Citizenship Education subjects through the use of Digital Storytelling **during a 3 months period**. It also includes the development of digital stories produced by their students.

The final evaluation of the RIGHTS E-course will be expressed as **approved** / **non-approved** and the participants will be issued with a Certificate on successful completion of all the activities.

Modules of the course:

1 - Introduction to the course	Duration: 1h

Short description:
This module introduces the participants to the RIGHTS E-course, the resources available to them on the e-learning platform, the methodologies of the activities and tasks to be performed in order to adapt their expectations to the learning offer.

Assessment:
Participation in the forum, writing opinions, feedbacks and descriptions.

2 - Global Citizenship Education: challenges and possibilities of Democracy	Duration: 4h

Short description:
This module presents a synthetic theoretical framework of GCE, according to official documents of the EU, specialized essays and articles, the results of the Rights Comparative Research and best practices realized all around Europe, defining the different global challenges to be discussed at school.

It also presents Democracy as a political system of campaigning for power and the forms of active participation of the people, as citizens, in politics and civic life, in the context of the protection of the human rights and the rule of law equally to all.

Assessment:
The key concepts of this module will be assessed using multi-choice queries, but there will also be tasks to be developed and discussed in the forum.

3 – Core competencies	Duration: 3h

Short description:
This module will cover core competencies that are instrumental in addressing the key concepts studied in the other modules and producing digital stories aimed at teaching global citizenship education, providing learners with examples and suggestions about activities or approaches that promote critical thinking and the relation between specific context and the broader reality.

Assessment:
The key concepts of this module will be assessed using multi-choice queries, but there will also be tasks to be developed and discussed in the forum.

4 - What is it to be a citizen?	Duration: 4h

Short description:
The main objective of this module is to understand what it means to be a citizen and what are the implications of being a citizen in our daily life. Starting with the different definitions and points of view on citizenship in different cultures and the evolution of citizenship notion throughout history, the activities of this module show why citizenship is so important in order to "make a society" and give some insights about how to be an active and responsible citizen.

Assessment:
The key concepts of this module will be assessed using multi-choice queries, but there will also be tasks to be developed and discussed in the forum.

5 - How to create a community?	Duration: 4h

Short description:
This module will cover the issues of community and community values. The focus is on the social science aspects of the definition of community following practical approaches.

Assessment:
The key concepts of this module will be assessed using multi-choice queries, but there will also be tasks to be developed and discussed in the forum.

6 - Reinventing Democracy and Citizenship	Duration: 6h

Short description:
This module is based on the recognition that citizenship is not something one achieves, but something one learns through practice. Democracy depends on participation, and a vivid democracy needs to be rooted within the community. This module proposes the learner to design, initiate and to carry out a small-scale democratic project in the school or in the local community concerning developing and reinventing democracy.

Assessment:
The key concepts of this module will be assessed using multi-choice queries, but there will also be tasks to be developed and discussed in the forum.

7 - Producing a digital story on Global Citizenship	Duration: 9h

Short description:
This module presents digital stories and their impact in community empowerment. It enables the learner to become familiar with emergent narrative forms and genres, by understanding the impact of voice, place, language and culture in storytelling, and by applying basic principles and techniques to craft a story. While doing this, the learner will develop autonomy in using graphics, video and sound technologies as tools for narrating and sharing creative self-expression in a networked environment. This module will also prepare the learner for using digital storytelling in the classroom or in the community to address global citizenship issues. This is the most practical module of the course, at the end of which the learner is to create his/her own personal story to be shared in the learning community.

Assessment:
The participants will self-evaluate their digital stories by means of a written text (max 2 pages) or a vlog (max 4 minutes). They will also "score" their work in six different dimensions.

Annex II - Overview of the Online Course Curriculum
(attached)