

# Writing for Inclusion Project

## Multiplier Event. Project Results

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of the European Union

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# Programme. Project results

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1. Project structure, expected results and development
2. Care in Education and story analysis
3. Story animation
4. Didactic implementation
5. School experiences: Les Pinediques, Le Cure, School 18, Dobsuli
6. Conclusions



# Project partners

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# 1. Structure, expected results and development

## Project structure

It focuses on rising awareness, changing perceptions and providing resources to implement inclusion through the concept of "Care in Education".

| Writing for Inclusion (WIN) project  |                 |                                       |               |               |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|--|-----------------|---------------------------------------|---------------|---------------|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Partners   |                 |                                       |               | Project year  |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Universitat de València - Universitat Central de Catalunya - Spain (UWV-UCC)   |                 |                                       |               | Natural year  |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Università Degli Studi di Firenze - Italy (UNFI)   |                 |                                       |               | Year 1        |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Erőforrás Lakotudományegyesület - Hungary (ELTE)   |                 |                                       |               | Year 2        |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Poltava's G. Goemoele National Pedagogical University - Ukraine (PNPU)   |                 |                                       |               | Year 3        |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Escuela Las Pinedales - Spain (LP)   |                 |                                       |               | Year 4        |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Erdészkezdési Központ - Hungary (EKL)  |                 |                                       |               | Year 5        |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Poltava Comprehensive school of II degree #18 of Poltava City Council of Poltava region - Ukraine (PC18)                 |                 |                                       |               | Year 6        |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Legend: A: Learning, Teaching and Training Activities; B: Multiple Events; C: Deliverables; PMT: Project Management Team |                 |                                       |               |               |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Activities   | Leading partner | Involved partners                     | Starting      | Ending        | Year 1  |        |        |        |        |        |        |        |        |        |        |        | Year 2 |        |        |        |        |        |        |        |        |        |        |        |
|  |                 |                                       |               |               | sept-20 | oct-20 | nov-20 | dec-20 | jan-21 | feb-21 | mar-21 | apr-21 | may-21 | jun-21 | jul-21 | aug-21 | sep-21 | oct-21 | nov-21 | dec-21 | jan-22 | feb-22 | mar-22 | apr-22 | may-22 | jun-22 | jul-22 | aug-22 |
| <b>G1: Learning Platform and Primary school implementation (110 days): 70 Platform, 300 modules, 60 implementation</b>   | UWV-UCC         | UNFI, ELTE, PNPU, LP, KCC, BK, PC18   | 1-9-2020      | 30-11-2021    |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| TPM1 Kick-off meeting (Spain, UCC-UCC)   |                 | PMT                                   | 25-9-2020     |               |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D1: Platform setup   |                 |                                       | 1-9-2020      | 21-12-2020    |         | D1     |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D2: Online course Revised modules  |                 |                                       | 14-11-2020    | 13-3-2021     |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| TPM2 Follow-up meeting (Hungary, ELTE)   |                 | PMT                                   | 6-7-2021      | 6-7-2021      |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| E1: Writing for Inclusion workshop for in-service teachers (Hungary, ELTE)   | ELTE            | UWV, UCC-UCC, PNPU, LP, KCC, BK, PC18 | 5-7-2021      | 5-7-2021      |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D3: Joint focus group pre-implementation: E1 (Hungary, ELTE)   |                 |                                       | 7-7-2021      | 7-7-2021      |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D4: School pre-implementation: Focus group 1   |                 |                                       | August 2021   | October 2021  |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D5: Mini-term report   |                 |                                       | 10-9-2021     | 10-9-2021     |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D6: School post-implementation: Focus group 2  |                 |                                       | November 2021 | November 2021 |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D7: Course implementation: Post-event questionnaire  |                 |                                       | November 2021 | November 2021 |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| <b>G2: Digital Resources and School Tasks (100 days): 08 School tasks</b>  | PNPU            | UWV-UCC, UNFI, ELTE                   | 1-10-2020     | 10-3-2021     |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| TPM3 Follow-up meeting (Ukraine, PNPU)   |                 |                                       | 28-1-2022     |               |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D9: E-book   |                 |                                       | 28-1-2022     |               |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| TPM4 Final meeting (Spain, UCC-UCC)  |                 | PMT                                   | 20-6-2022     | 20-6-2022     |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| E1: Bibliary: Writing for Inclusion: Creating a Common Space for Education (Spain, UCC-UCC)                              | UCC-UCC         | UNFI, ELTE, PNPU, LP, KCC, BK, PC18   | 22-6-2022     | 22-6-2022     |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D10: Joint focus group post-implementation: E1 (Spain, UCC-UCC)  |                 |                                       | 22-6-2022     | 22-6-2022     |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D11: Scientific Evaluation Report  |                 |                                       | 11-8-2022     |               |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D12: Related article on Government Policies  |                 |                                       | 11-8-2022     |               |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D13: Related article: 'Care in Education: using Narrative Structures for Primary School Students'                        |                 |                                       | 11-8-2022     |               |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| D14: YouTube channel   |                 |                                       | 11-8-2022     |               |         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |



# 1. Structure, expected results and development

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## Expected results (Intellectual Outputs 1 and 2)

- An open-access learning platform
- Online modules
- Learning-focused animations
- A school toolkit
- A training activity
- A multiplier event
- eTwinning and digital tales



# 1. Structure, expected results and development

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## Development

- A 2-year project (2 years and a half at the end)
- COVID-19 and Russian War
- European Family: starting point 8 partners but ended up with more than 500 contributing people in the WIN project



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# 2. Care in Education and Story analysis

## Care in Education

- Objectives of module 1 "Care in education" and connection with the creation of inclusive stories
- Didactic method chosen and structure of the module
- Participation of school teachers
- Critical issues highlighted



## 2. Care in Education and Story analysis

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### Story analysis

- Characteristics of the checklist and the evaluation grid:
  - Mixed method: quantitative (linguistic analysis) and qualitative (presence of certain topics)
- Formative evaluation. Focus not on judgement but on promoting awareness:
  - More possibilities to favour and foster inclusion
- Impact of evaluation on the creation of new stories
- Shared characteristics detected after story analysis:
  - Topics mainly deal with bullying, friendship and meeting of cultures





## 2. e-Learning Modules

1. Care in Education

2. Story elements

3. Narrative structures

4. Animated resources

5. Didactics Applied to Writing for Inclusion: samples and lesson plans

6. Assessing the inclusiveness of stories: principles and tools






7. Students' Stories Showcase



# 3. Story Animation. Technical requirements

- Integration in the Moodle platform (as a SCORM package)
- Java Script programming language
- No additional programs are required: any user can work with the web page in browser window.
- Subtitles and audio editing through Icecreamer software: multiplatform, simple and user-friendly.



-  Creating animation
-  Instructions 1. Working in Moodle
-  Instructions 2. Creating animation
-  Instructions 3. Video and audio recording
-  Instructions 4. Adding subtitles



# 3. Story Animation. App description

The App offers ready-made components:

- **Wide range of characters, backgrounds and separate objects** to create simple animation of the children's stories.
- **All images are completely different in style**, reflect different artistic visions, and consider the need to cultivate tolerance and cultural diversity.



# 3. Story Animation

## 1. Story elements selection

- Every animated story can be divided into up to six stages.
- There may be several objects added in each stage for the character to interact.
- The cells of the table for a new story are filled in sequentially (background — characters — objects) as needed per each stage.

## 2. Animation of the story

- The objects and characters can be dragged with the mouse within the area.
- Attaching objects to the character is available.

## 3. Recording

- Icecream Screen Recorder was the program used for screen recording with audio:
  - Subtitles can be added
  - Possibility of embedding video from a webcam into the recording



# 4. Didactic implementation: Module 5 planning

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## 5. Didactics Applied to Writing for Inclusion: samples and lesson plans

**WIN Module 5**  
Didactics applied to writing for inclusion: samples and lesson plans

**Module plan**

**Module 5: Work in progress**

**Session 1: Caring and Sharing in Education - Introducing Children to Writing for Inclusion**

**Session 2: The European Union**

**Session 3: eTwinning: Small and Big**

**Session 4: Once Upon a Time ... - Understanding Stories**

**The Wall in the Middle of the Book**

**The Learning Corner EU**

**eTwinning, small**

**Comic Strip Maker**

**DOCX**

Module 5 Didactics Applied to Writing for Inclusion\_25\_04

Draft: Sessions and Activities



| Work Material - Plans and content                   | 2019 April 2020  | Laura Fernández, ILE DE JON |
|---|--|-----------------------------|
| <b>Didactics tasks</b>                              | The entire didactic model is open to the methodology support for primary school writing with children aged 10 who will use the 7th approach for digital storytelling. In this work, we will find didactic material and lesson plans for the topic "Writing for Inclusion" through the use of digital stories and lesson plans in English, they can be applied in the subject L1. |                             |
| <b>57 lesson learning programme 2018 objectives</b> | Responsible for: Caring and Sharing in Education - Introducing Children to Writing for Inclusion<br>Responsible for: The European Union - Introducing Children to Writing for Inclusion<br>Responsible for: eTwinning - Introducing Children to Writing for Inclusion<br>Responsible for: Comic Strip Maker - Introducing Children to Writing for Inclusion                      |                             |



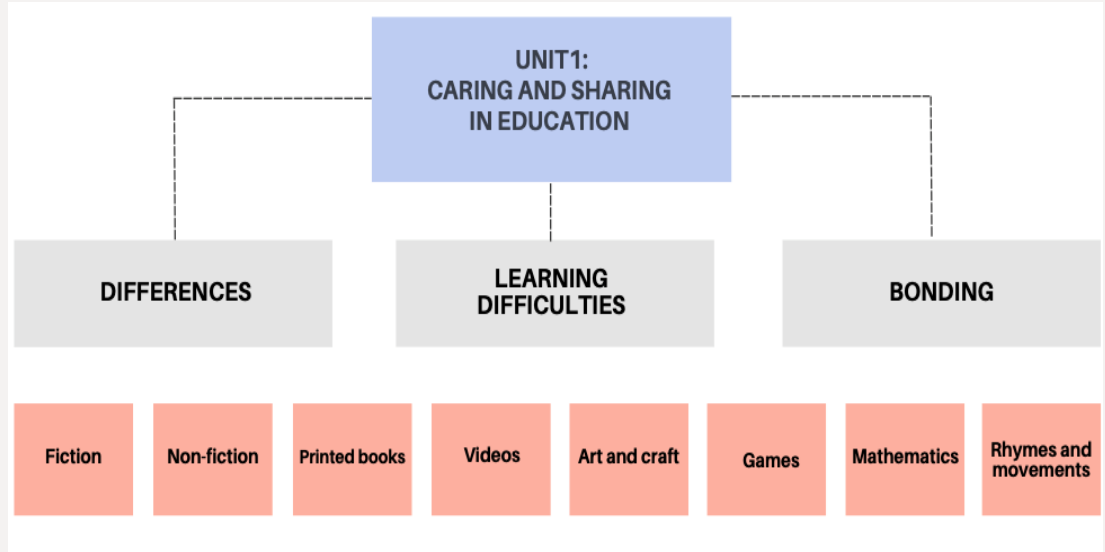
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# 4. Didactic implementation: **Module 5** structure

## Module 5: Didactics Applied to Writing for Inclusion

Samples and Lesson Plans



# 4. Didactic implementation: **Training Week in Budapest**<sup>15</sup>



## WIN Budapest, 19-23 September, 2022

Your own photo voice of the week: pin here your photo with the story

Alla Koshliak



In the Soviet Union I spent my childhood and I lived under the Iron Curtain. Road roads could only be seen on TV, read in books or on the Internet. But now my life is coming true. I am visiting Europe slowly, and tastefully. It came for me the way I visited for and fell in love

Valéria Árva



Europa Point with a view

When we were at the Europa Point, I realised the significance of the place. I was born and lived in an isolated country, several families sharing a home. The

Núria Medina



Storytelling and Inclusion is our common ground. We are all writing our own stories in different languages, but we understand all the languages because we share the same interests: inclusion of all the

Dreaming



For me this picture represents the essence of our project. Rainbows are present, somehow, in all the cultures. For many people, they represent imagination, creativity, fantasy, hope, desire... they are the starting point of stories, legends, songs. Seeing a rainbow is not something that happens everyday, it is a great experience that must be enjoyed till the end when it happens. Our project unites different cultures with a common thread that is storytelling, and I have personally enjoyed every single

Olena Ladygina



Desire is what you want and can do. If you have a dream, desire and perseverance, you will grow even through asphalt. A dream is something you can do if you want. It is in dreams that new ideas and projects are born... To achieve a dream is the greatest meaning of a person's life...



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# 5. School experiences. Les Pinediques: eTWINNING

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## OBJECTIVES:

- To allow pupils and teachers in the different schools to get to know each other.
- To get familiarized with cultural and geographical aspects of the other countries.

## WORK PROCESS:

- October 2020: Logo contest.
- November 2020: Who is Who activity
- December 2020: How does each country celebrate Christmas?
- January-February 2021: Guided tour through the schools'.
- March-April 2021: Cities', regions' and countries' multimedia presentations.
- May-June 2021: Let's talk about food sharing recipes!!
- ALL YEAR ROUND: Did you know that we celebrate... ?

WE  
ALL  
WIN!

## TEACHERS AND STUDENTS FEEDBACK

- Teachers highlighted the eagerness to participate in the project and to discover new worlds of our pupils.
- Students verbalised that thanks to the project they get to know different people, traditions, schools, countries, languages...
- As the name of the project says, we all came out winning!!

## RESULTS:

- A wider cultural understanding, improved ICT skills and better English.
- A digital collection of traditions of the four participating countries.





# 5. School experiences. Les Pinediques: Erasmus Day 17

## OBJECTIVES:

- To spread the word about our project
- A way to summarize all the work done

## PARTICIPANTS:

- Students eTwinning
- Students Stories
- School teachers
- Head master of the school
- Families
- Town Hall representatives
- UVic Professors



## CONCLUSIONS:

- Writing
- Care and inclusion
- Cultures and traditions
- Cooperative work
- Pride of being part of a project

## DEVELOPMENT:

- Presentation of the event.
- Where and how was this project born?
- Why does the school participate in it?
- How did the teachers coordinate and implement the project?
- How did the students write the stories?
- How did the students participate in the eTwinning?
- Which is the families opinion/ feelings about the project?
- Any other opinions?
- Closure



# 5. School experiences. Les Pinediques: **Photovoice** 18



## 5. School experiences. IC Le Cure

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During the last school years our class has been involved in an Erasmus project with Spanish, Hungarian and Ukrainian schools.

**In these two years we have learned to tell our stories, to write them and to make beautiful animations.**

We understood that **school is inclusion**, is **knowing others** and **exchanging experiences** and that with this project **we have built a bridge between us and others.**

Last February, as we all know, the war began, but that it didn't mean that we lost contact with the Poltava school. Our teachers has told day by day us what was happening and we prepared letters and billboards for our Ukrainian friends.

Especially we have followed the journey of a boy named Dima who was fleeing his home in Poltava due to the war.

Finally in September he arrived in Florence.



## 5. School experiences. IC Le Cure

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One morning the teacher arrived in class bringing everything needed for a party and we understood that there was going to be a surprise.

We were curious and excited and many of us had already guessed that the surprise could be Dima.

**When we saw him arriving in the garden we were moved, excited and happy** because it was the first time we met each other. Victoria, his friend, also arrived with him.

At the beginning we were all a bit shy, but they settled in immediately, they like to play too and we started to have fun playing football together. We were all very curious, we had a snack together and visited our school. It's nice to make new friendships, and we have communicated in English.

**With their visit, we built the last brick of a bridge that we called "The bridge of inclusion".**



# 5. School experiences. IC Le Cure



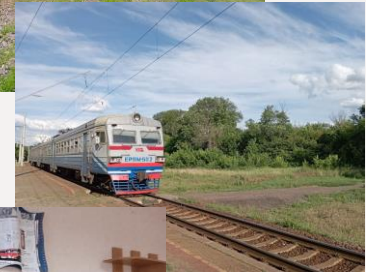
## 5. School experiences. School 18: **Animated stories**

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- Viewing animated films on the Moodle platform
- Studying the principles of creating a plot, characters, dialogues, etc.
- Writing stories, discussing them with students
- Studying the programs for creating animation
- Practical work in groups
- Creating animated films



# 5. School experiences. School 18: Photovoice



# 5. School experiences. School 18: Results

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## For teachers

- Direct contacts with colleagues from other countries
- Exchange of educational, creative and methodological experience
- Professional development
- Improvement of the digital base of scientific and methodological achievements

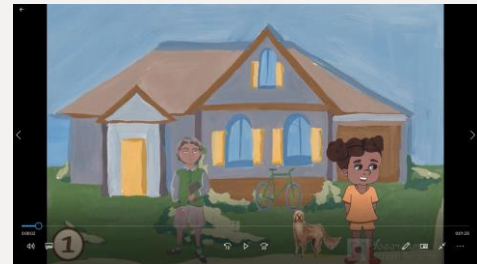
## For students

- Learn to accept and tolerate human differences
- Establish and maintain friendly relations with people different from them
- Learn to behave out of the box, be resourceful, and empathize with others
- Real opportunities for friendly relations with foreign peers
- Active participation in public life
- Additional incentive and opportunities in learning English
- Development of creative and digital skills
- The formation of European thinking





# 5. School experiences. Dobsuli



## 5. School experiences. Dobsuli: **Students' reflections** 26

- “I felt good because this task was a **team building**. There were some difficulties, but the task processed well J.” (Reni)
- “We enjoyed the animation because we could go out to the hallway during the lesson and record the story there. We **laughed** a lot.” (Lilla)
- “It was **fun**, but also hard to continue when we made a **mistake** and we had to start it all over again.” (Doma)
- “I loved working in a **group**, even if I had to work with people I **didn't choose** to work with.” (Lini)
- “I was wearing a mask because of covid, that's why nobody could hear what I said-I always had to repeat it.,, (Li)
- “We had to use our **creativity** more than in any other lessons.” (Mira)
- “It made me feel very **proud** that I could help with the animation to my classmates and my teacher. I understand computers more than they do.”(Kieron)



## 5. School experiences. Dobsuli: Benefits

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- Cooperation (class level, international level)
- Understanding and accepting differences
- Experienced diversity on a deeper level
- Increased self-esteem
- Improved level of English, IT skills (Not only the students' 😊)
- Increased tolerance, empathy
- Gained knowledge of other cultures, while strengthen patriotism
- Created a strong bound between the project members : WE became a „Family”



# 6. Conclusions

- Academic publishing and international conferences
- School toolkit (See "Project results" in <https://mon.uvic.cat/writing-for-inclusion/>)
  - Moodle training course on "Writing for Inclusion"
  - Lesson plan
  - Instructions to record an animated clip based on a written story
  - Analysis grid for stories
  - Examples of animated students' stories
- Final remarks on developing a European project





# We Care, We Win.

PINEDIQUES



## Thank you for your attention.



<https://mon.uvic.cat/writing-for-inclusion/>

