

OUR “VOICES” CREATE IMPACT THROUGH MOBILISATION OF DATA

DIGITAL CURATOR TRAINING PROGRAMME

A 5-day curriculum on digital story curation

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OVERVIEW OF THE PROGRAMME

Title of Programme	Digital Curator programme
Duration of Programme	5 days (plus independent study time)
Overview of Programme	<p>Over 5-Days participants will explore how digital story curation techniques can be applied in the communities in which they work in order to create positive social change. As part of the programme, participants will explore topics such as what is story curation, how to source stories, how to analyse stories, how to package and use stories to create influence and what ethical issues need to be considered when curating stories.</p> <p>The programme also provides the opportunity for participants to plan how they can utilize the skills developed and knowledge acquired on the programme in the communities in which they work. The programme is underpinned by a practical, experiential approach to learning in which participants will undertake their own story curation project as part of the programme, alongside reflective and self-directed learning opportunities to consolidate learning.</p>
Aim	This programme aims to support participants to develop knowledge and techniques on digital story curation and explore how these skills, expertise and understandings can be used in communities to support people to have their voices heard by decision maker.
Learning Outcomes	<p>By the end of the programme, participants should be able to:</p> <ol style="list-style-type: none"> 1. Identify ways of sourcing digital stories and gather a set of stories on a specific topic. 2. Describe and assess different approaches to story curation. 3. Discuss curation ethics and write a curation best practice guidelines. 4. Analyse a set of stories to produce a synthesis of the key findings from them. 5. Use digital tools to package key findings from stories for specific audiences. 6. Create a knowledge mobilisation plan that outlines how curated stories can be used to influence decision makers and/or create positive change for communities. 7. Design a plan for delivering digital story curation activities in community settings.
European Qualification Framework (EQF) Mapping	The activities within this programme have been mapped against the European Qualification Framework. The overall level of this programme is the equivalent of Level 4.

	For more details about the EQF levels visit: https://ec.europa.eu/ploteus/en/content/descriptors-page
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PREREQUISITES & PROGRAMME PREPARATION

Participants: Participants of the programme should have existing facilitation skills – either in formal or informal learning environments – and have access/connections to groups of people they can work with in their own context to deliver story curation activities to. They should also have a good working knowledge of basic digital skills such as using tablets and smartphones, using the Internet, basic media recording skills (i.e. taking a photograph, recording a video clip etc.), saving and organizing files, basic word-processing skills etc. Participants should also have good English skills in terms of speaking, reading and writing as the programme has been designed to be delivered in English. Some translated materials will be available (i.e. elements of the Digital Curator Learner book will also be available in Spanish, German, Polish and Italian).

Pre-Programme Tasks: Participants should complete the Digital Curator Pre-Training Self-Assessment Form and Independent Study Task 1 prior to attending the programme (both included toward the back of this curriculum pack). Participants will also receive an electronic copy of the Digital Curator Toolkit in advance of the course that they should read through before attending. This book will be utilised in the final part of the programme and will support participants to run story curation activities in community and informal learning settings post-programme.

Venue Facilities and Resources: A full list of resources for each activity is provided in the session plans. The main requirements of the venue are: projection facilities (with sound), WiFi, ICT devices (laptops, tablets and/or smartphones), tables and chairs (ideally that can be arranged into various layouts), flipchart holder and/or board.

ABOUT THE OUR VOICES PROJECT

People's stories about their experiences provide useful insights into what is happening in their lives and communities. These stories are a valuable source of qualitative data that can be used to inform the findings of research projects, provide intricate understandings of issues pertinent to communities, be catalysts of change in service design, advise local and national agendas and policies, and much more. The Our Voices project seeks to find innovative ways of curating people's stories so that the ideas, messages and knowledge within them can be better shared with the people, groups and organisations in a position to use them to create positive change in communities across Europe.

A transnational partnership of organisations from the UK, Germany, Sweden, Spain, Italy and Poland will work together to better understand story curation through researching approaches to analysing stories and how the findings from this analysis is presented. As part of this project, we have developed this curriculum (inclusive of programme plan, handouts/task sheets, feedback forms and presentation slides) and accompanying Digital Curator Learner Book and Resource Bank to support people to engage in story curation and bring about positive social change for the communities in which they live and work. You can follow the progress of the project by searching for #ourvoicesdm on social media or by visiting the project's website at www.our-voices.eu, where you can read about our latest news, see what we are producing and watch the

project unfold. Alternatively, you can contact lead Project Partner – People’s Voice Media – on: enquiries@peoplesvoicemedia.co.uk

DAY 1 OUTLINE OF ACTIVITIES: This day will orientate participants to the programme and begin their exploration of digital story curation.

DURATION	ACTIVITY DESCRIPTION	RESOURCES	LEARNING OUTCOME(S)	EQF LEVEL MAPPING
30 minutes	<p><u>WELCOMES AND INTRODUCTIONS</u></p> <p>The trainer will welcome the participants to the training programme and introduce them to the programme and one another. They will do this by:</p> <ol style="list-style-type: none"> 1. Introducing themselves (and the training team) 2. Facilitating a quick introductory activity in which: <ol style="list-style-type: none"> a. Participants and the training team write down their own answers to ‘Stories are...’ b. The A5 ‘Stories are...’ cards are shuffled and randomly handed out (one each) c. The card holder must find the person who wrote the card they have been handed 3. Providing an outline of the 5-day programme using the programme slides and outline how the all the material produced such as flipcharts and presentations etc. on the programme by participants will be photographed and put on an online depository that the participants could utilise when delivering curation activities in their local context. 	<p>Programme slides A5 ‘Stories are...’ cards Pens Register Name badges Projection facilities with sound</p>	1	2
30 minutes	<p><u>EXPLORING STORYTELLING (1)</u></p> <p>The trainer will support 3 – 5 participants to present their example digital story and accompanying flipchart paper (as per prerequisite independent study task). They will do this by:</p> <ol style="list-style-type: none"> 1. Providing each participant 3 – 5 minutes to present their story and flipchart (timing dependent on numbers). 2. Following the presentations, as participants to add their reflective responses written on post-it notes to the following questions that will be written on flipcharts hung around the room: <ol style="list-style-type: none"> a. What forms can stories take? b. What can we learn about people/society from stories? 	<p>Programme slides Prepared flipcharts and stories (3 – 5)* Flipchart Paper Post-It Notes Pens Tape/Tack Projection facilities with sound</p>	1	3/4

	<p>c. How can stories be used to create/influence change? Note: The trainer(s) should be grouping the responses as they are added to the flipchart sheets.</p>			
30 minutes	<p><u>EXPLORING STORYTELLING (2)</u> The trainer will support the next 3 – 5 participants to present their example digital story and accompanying flipchart paper (as per prerequisite independent study task). They will do this by:</p> <ol style="list-style-type: none"> 1. Providing each participant 3 – 5 minutes to present their story and flipchart (timing dependent on numbers). 2. Following the presentations, as participants to add their reflective responses written on post-it notes to the following questions that will be written on flipcharts hung around the room: <ol style="list-style-type: none"> a. What forms can stories take? b. What can we learn about people/society from stories? c. How can stories be used to create/influence change? <p>Note: The trainer(s) should be grouping the responses as they are added to the flipchart sheets.</p>	<p>Programme slides Prepared flipcharts and stories (3 – 5)* Flipchart Paper Post-It Notes Pens Tape/Tack Projection facilities with sound</p>	1	3/4
30 minutes	<p><u>EXPLORING STORYTELLING (3)</u> The trainer will support the final 3 – 5 participants to present their example digital story and accompanying flipchart paper (as per prerequisite independent study task). They will do this by:</p> <ol style="list-style-type: none"> 1. Providing each participant 3 – 5 minutes to present their story and flipchart (timing dependent on numbers). 2. Following the presentations, ask participants to add their reflective responses written on post-it notes to the following questions that will be written on flipcharts hung around the room: <ol style="list-style-type: none"> a. What forms can stories take? b. What can we learn about people/society from stories? c. How can stories be used to create/influence change? <p>Note: The trainer(s) should be grouping the responses as they are added to the flipchart sheets and take photographs of them to add to the co-created resources depository.</p>	<p>Programme slides Prepared flipcharts and stories (3 – 5)* Flipchart Paper Post-It Notes Pens Tape/Tack Projection facilities with sound</p>	1	³ / ₄
30 minutes	<p><u>EXPLORING STORYTELLING (ACTIVITY REVIEW)</u></p>	<p>Programme slides</p>	1	3/4

	<p>The trainer will use the reflective responses on the flipchart papers around the room to facilitate a discussion about stories, their value and how they can be used to create change for communities. They will do this by:</p> <ul style="list-style-type: none"> • Asking the participants to take a look at the reflective responses on the flipcharts (10 minutes) • Providing a short summative overview (verbally) of each flipchart and asking prompting/thought provoking questions to the group as an interactive way of stimulating deeper thinking about the topics, issues and debates arising from the presentations, stories and reflective responses. 	Projection facilities with sound		
1 hour	LUNCH			
15 minutes	<p><u>WHAT IS CURATION? (IDENTIFYING CONTEXTS)</u></p> <p>The trainer will facilitate an initial discussion about where we find examples of curation (i.e. museums, art galleries, media, news websites etc.). To do this, they will:</p> <ol style="list-style-type: none"> 1. Ask participants to write down on individual post-it notes places (online and offline) where they might find examples of curation 2. Ask participants to read out their ideas and group the post-it notes into broad categories/sectors on a flipchart/board in the form of a spider diagram <p>Trainer should photograph this output for the co-created resources depository.</p>	<p>Programme slides Post-It Notes Pens Flipchart or Board Projection facilities with sound</p>	2	3
45 minutes	<p><u>WHAT IS CURATION? (SMALL GROUP TASK)</u></p> <p>The trainer will divide the participants into 3 – 4 small groups and set them the task of exploring further one of the identified categories/sectors from the previous activity. To do this they will:</p> <ol style="list-style-type: none"> 1. Use the ‘Where do we find curation?’ task sheet to set the parameters of the task 2. Circulate the room and provide support to the groups as they complete the task sheet <p>Participants can use the available ICT devices and WiFi to research</p>	<p>Programme slides Where do we find curation? task sheet Pens ICT devices (i.e. laptops, tablets, smartphones) WiFi Projection facilities</p>	2	4

	their category/sector further, if needed.	with sound		
45 minutes	<p><u>WHAT IS CURATION? (WHOLE GROUP FEEDBACK)</u> The trainer will facilitate a whole group feedback session based on the previous activity. To do this, they will:</p> <ol style="list-style-type: none"> 1. Ask each group to feedback the main points/ideas from their discussions and notes (maximum 10 minutes per group). 2. From the individual group feedback and using the programme slides, support the participants to co-create a spider diagram with various answers to 'What is curation?'. *Note: This will be revisited as a recap/starter activity in Day 2. <p>The trainer should photograph this output for the co-created resources depository.</p>	Programme slides Projection facilities with sound	2	4
15 minutes	<p><u>SESSION SUMMARY</u> The trainer will facilitate a session summary. They will do this by:</p> <ol style="list-style-type: none"> 1. Recapping on the key points of the training day. 2. Providing a brief overview of the following day *Note: As participants to reflect on the answers to the question 'What is curation?' prior to day 2. 3. Providing an opportunity for any final questions from participants. 	Programme slides Projection facilities with sound	1 and 2	N/A
N/A	END OF DAY 1			

* These will be prepared in advance by the participants as part of the prerequisite independent study task. See task sheet for further details.

DAY 2 OUTLINE OF ACTIVITIES: This day will support participants to acquire knowledge about how to source stories and begin to explore the ethical considerations pertinent to story curation.

DURATION	ACTIVITY DESCRIPTION	RESOURCES	LEARNING OUTCOME(S)	EQF LEVEL MAPPING
15 minutes	<p><u>INTRODUCTION TO DAY 2</u> The trainer will welcome the participants to the training day and recap on the key topics from Day 1. They will do this by:</p> <ol style="list-style-type: none"> 1. Providing an outline of the day 2. Revisiting the ‘What is curation? spider diagram from Day 1 and co-creating a definition/collective understanding with the participants. <p>The trainer should photograph this output for the co-created resources depository.</p>	<p>Programme slides Register Projection facilities with sound Pens</p>	1 and 2	2/3
1 hour and 15 minutes	<p><u>FINDING AND GATHERING STORIES (SMALL GROUP TASK)</u> The trainer will set the participants the task of working in small groups/pairs to explore different ways stories can be gathered or sourced. They will do this by:</p> <ol style="list-style-type: none"> 1. Dividing the participants into 4/5 groups 2. Each group will either be given a different storytelling gathering technique or a source for stories. 3. Using the task sheet provided, participants will gather/source 1 x stories to present back to the group. They will prepare a flipchart presentation on the method used to gather/source their story. 4. Trainer will circulate the room and provide support where needed. 	<p>Programme slides Finding and Gathering Stories Task Sheet ICT devices (i.e. laptops, tablets, smartphones) WiFi Projection facilities with sound Marker pens Flipchart paper Storyboard task sheet Interviews handout Story mind map task sheet Story structure task sheet</p>	1	3/4
1 hour	<p><u>FINDING AND GATHERING STORIES (GROUP FEEDBACK SESSION)</u> The trainer will facilitate a whole group feedback session based on</p>	<p>Programme slides Projection facilities</p>	1	3/4

	<p>the previous activity. To do this, they will:</p> <ol style="list-style-type: none"> 1. Ask each group to feedback the main points/ideas from the previous task and notes, including the story they have gathered/sourced (maximum 10 minutes per group). 2. Facilitate a short group discussion about other storytelling techniques and sources of stories that might be useful. These should be collated onto a piece of flipchart. <p>The trainer should photograph the completed task sheets and flipchart for the co-created resources depository.</p>	<p>with sound Tape/Tack Flipchart paper Marker pens</p>		
1 hour	LUNCH			
45 minutes	<p><u>CURATION ETHICS CAROUSEL ACTIVITY</u></p> <p>The trainer will facilitate a carousel activity in which participants think about the ethics of story curation. They will do this by:</p> <ol style="list-style-type: none"> 1. Prepare 4 x flipcharts with one of these key questions on it: <ul style="list-style-type: none"> o <u>Storyteller Permissions:</u> What permissions and consent do we need to use stories within curation processes, why is it important and how do we do this? <i>(Top tip: Think about the different ways of gathering and finding stories, and the people/groups/organisations who provide them when answering this question.)</i> o <u>Story Authenticity:</u> When curating a collection of stories, it's important to ensure that the curation accurately represents each story that is a part of it – what do you think about this statement and how does that impact on the curation process? <i>(Top tip: Think about the different ways of curating stories from the previous training day and also about how you might approach story curation.)</i> o <u>Curation Purpose:</u> Why do we curate stories and how will this curation be used? What forms and usages of curation would we advocate and what may we want to avoid? <i>(Top tip: Think about the different ways people might use the curated stories and any potential impact on the people,</i> 	<p>Programme slides Projection facilities with sound Flipchart paper Maker pens Post-It Notes Pens</p>	3	3/4

	<p><i>groups or organisations who provided the stories.)</i></p> <ul style="list-style-type: none"> ○ <u>Mobilising Curated Content</u>: When we connect curated content to people, groups and organisations in a position to use the knowledge within it to make positive change for communities, there are many techniques and channels could use – which of these do you think are appropriate and inappropriate for the context in with you are working and why? <p><i>(Top tip: Think about the context in which the curated content is received such as on social media or in a closed meeting, and the potential implications of this.)</i></p> <ol style="list-style-type: none"> 2. Divide the participants into small groups and assign them a flipchart to read and add their ideas to it using post-it notes. 3. Rotate the groups every 10 minutes until each group has had the opportunity to visit each flipchart. 			
45 minutes	<p><u>CURATION ETHICS CO-CREATED BEST PRACTICE GUIDE</u></p> <p>The trainer will facilitate a review of each of the flipcharts. They will do this by:</p> <ol style="list-style-type: none"> 1. Asking each group to present back the key ideas on each piece of flipchart. 2. After each presentation, they will facilitate a discussion of the key points. This could include supporting the participants to discuss potential scenarios and respond with best practice approach. 3. From these discussions, each participant will jot down the key elements of curation practice they intend to adopt on the Curation Ethics Best Practice Guide Task Sheet under one of the four headings: Storyteller Permissions, Story Authenticity, Curation Purpose and Curated Content Mobilisation. <p>The trainer should photograph these guides for the co-created resources depository.</p>	<p>Programme slides Projection facilities with sound Curation Ethics Best Practice Guide Task Sheet pens</p>	3	³ / ₄
30 minutes	<p><u>SESSION SUMMARY AND INDEPENDENT STUDY TASK 2</u></p> <p>The trainer will facilitate a session summary. They will do this by:</p>	<p>Programme slides Independent Study</p>	1 and 3	N/A

	<ol style="list-style-type: none"> 1. Recapping on the key points of the training day 2. Providing a brief overview of the following day and how the Independent Study Task 2 relates to this. 3. Providing an opportunity for any final questions from participants. 	Task 2 Projection facilities with sound		
N/A	END OF DAY 2			

DAY 3 OUTLINE OF ACTIVITIES: This day will support participants to learn skills in story analysis and begin to develop the necessary technical, creative and communication skills needed to package curated content in various digital ways.

DURATION	ACTIVITY DESCRIPTION	RESOURCES	LEARNING OUTCOME(S)	EQF LEVEL MAPPING
30 minutes	<p><u>INTRODUCTION TO DAY 3</u> The trainer will welcome the participants to the training day and recap on the key topics from Day 2. They will do this by:</p> <ol style="list-style-type: none"> 1. Providing an outline of the day 2. Asking participants to informally present their story sets in terms of: <ol style="list-style-type: none"> a. The topic / theme b. Types of stories – medium, storytellers, length etc. c. How they gathered or sourced them 	<p>Programme slides Register Projection facilities with sound Pens</p>	1	³ / ₄
50 minutes	<p><u>ANALYSING STORIES (UNDERSTANDING DISCOURSE)</u> The trainer will deliver a short, interactive lecture on discourse analysis. They will do this by firstly presenting a layered approach to discourse analysis that covers textual, composition and contextual analysis layers. (10 minutes)</p> <p>Participants will then work in small groups to ‘re-tell’ a well-known fairy tale in terms of its textual, compositional and hermeneutical readings. The trainer will use the slides to give an example, and then provide the groups time to devise their own re-telling of a fairy tale before performing or presenting it to the wider group. (30 minutes)</p> <p>Following this, the trainer will outline some key approaches to conduction discourse analysis by providing an overview of the following to participants:</p> <ol style="list-style-type: none"> 1. Content analysis 2. Thematic analysis 3. Category analysis 4. Structural analysis 	<p>Programme slides Projection facilities with sound Discourse analysis handout Flipchart paper Markets</p>	3 and 4	4/5

	<p>5. Critical analysis</p> <p>Participants will have the opportunity to ask questions based on each method, and discuss the positive aspects and limitations of various approaches to discourse analysis. The trainer should use the discourse analysis handout to support this section. (10 minutes)</p>			
1 hour 10 minutes	<p><u>ANALYSING STORIES (PRACTICAL TASK)</u></p> <p>The trainer will support participants to work in small groups to analyse their stories. In these groups, participants will:</p> <ol style="list-style-type: none"> 1. Review their stories using discourse analysis methodologies and the task sheet provided (40 minutes) 2. Synthesise the findings from these review task sheets on a Key findings task sheet.* The trainer should support the participants to apply the method and discuss the findings as they emerge with the groups. (20 minutes) 3. Building on the discussion about curation ethics from Day 2, the trainer will facilitate a discussion in which participants reflect on the analysis method they have just practically applied and how the role of the Curator and different approaches to analysis adopted could affect the findings/discourse ascertained from the stories. (10 minutes) <p>* The trainer will review these documents prior to Day 4 and provide feedback on them. The trainer should photograph these for the co-created resources depository.</p>	<p>Programme slides Projection facilities with sound Discourse analysis story review task sheet Key findings task sheet</p>	4	4/5
1 hour	LUNCH			
1 hour 30 minutes	<p><u>PACKAGING STORIES 1</u></p> <p>The trainer will facilitate a ‘practical play’ session in which participants will have the opportunity to get to grips with 2 different skills required for the packaging of stories. They will do this by:</p> <ol style="list-style-type: none"> 1. Setting up 5 stations in the training room with 5 different self-led activities** at them that cover the following: <ol style="list-style-type: none"> a. Digital writing skills 	<p>Programme slides Projection facilities with sound ICT devices (i.e. laptops, tablets, smartphones) Packaging stories task</p>	5	4/5

	<ul style="list-style-type: none"> b. Graphic design c. Photo editing d. Audio/video editing e. Online tools and visualisations <ol style="list-style-type: none"> 2. Participants will choose which station to go to and complete a self-led learning task by following the instructions on the Packaging stories task sheet assigned to their station. 3. Trainer should provide creative, technical and communication support to participants and rotate the groups every 45 minutes. <p>**The trainer may choose to change these mediums, only offer a limited selection, and/or add additional mediums and tasks.</p>	<p>sheets x 5</p>		
30 minutes	<p><u>SESSION SUMMARY AND INDEPENDENT STUDY TASK 3</u></p> <p>The trainer will facilitate a session summary. They will do this by:</p> <ol style="list-style-type: none"> 1. Recapping on the key points of the training day 2. Providing a brief overview of the following day and how the Independent Study Task 3 relates to this. 3. Providing an opportunity for any for any final questions from participants. 	<p>Programme slides Independent Study Task 3 Projection facilities with sound</p>	3, 4, and 5	N/A
N/A	END OF DAY 3			

DAY 4 OUTLINE OF ACTIVITIES: This day will support participants to consolidate the necessary technical, creative and communication skills needed to package curated content in various digital ways, as well as learning how to create a knowledge mobilization plan.

DURATION	ACTIVITY DESCRIPTION	RESOURCES	LEARNING OUTCOME(S)	EQF LEVEL MAPPING
30 minutes	<p><u>INTRODUCTION TO DAY 4</u> The trainer will welcome the participants to the training day and recap on the key topics from Day 3. They will do this by:</p> <ol style="list-style-type: none"> 1. Providing an outline of the day 2. Facilitating a peer review of each group's presentation of their work/plans for Independent Task 3. 	<p>Programme slides Register Projection facilities with sound Pens</p>	5	3/4
2 hours	<p><u>PACKAGING STORIES 2</u> The trainer will support participants to work in small groups to package their stories into a piece of curated content. They will do this by:</p> <ol style="list-style-type: none"> 1. Providing technical support where required 2. Facilitating cross-group interactions/learning 3. Providing on-going feedback <p>By the end of this activity, each group should have a short piece of curated content based on the findings from their digital stories. If the participants do not finish their curation in the last 15 minutes they should prepare a brief description of what they would do to complete it. (The trainer should provide each group with feedback on their analysis of findings from Day 3 at the start of this period.)</p>	<p>Programme slides Projection facilities with sound ICT devices (i.e. laptops, tablets, smartphones)</p>	5	4/5
1 hour	LUNCH			
1 hour 30 minutes	<p><u>MOBILISING CURATED STORIES (CREATING A PLAN)</u> The trainer will support participants to create a knowledge mobilization plan that will enable participants to plan how they are going to connect their curated content with their audience in order to create positive social change. They will do this by:</p> <ol style="list-style-type: none"> 1. Deliver a short introduction to the concept of knowledge 	<p>Programme slides Projection facilities with sound Mobilising curated stories task sheet Pens</p>	6	4

	<p>mobilization using the programme slides</p> <ol style="list-style-type: none"> 2. Facilitating a whole group discussions of methods and platforms (online and offline) that could be used to mobilise knowledge (i.e. dissemination techniques). They will collate these ideas as a mindmap on flipchart paper. 3. Supporting the participants (in their small groups) to produce a knowledge mobilisation plan for how they will connect their curated content to their intended audience to meet the purpose they've identified. <p>The trainer should photograph the flipchart for the co-created resources depository.</p>	<p>Flipchart paper Marker pens</p>		
30 minutes	<p><u>SESSION SUMMARY AND INDEPENDENT STUDY TASK 4</u> The trainer will facilitate a session summary. They will do this by:</p> <ol style="list-style-type: none"> 1. Recapping on the key points of the training day 2. Providing a brief overview of the following day and how the Independent Study Task 4 relates to this. 3. Providing an opportunity for any for any final questions from participants. 	<p>Programme slides Independent Study Task 3 Projection facilities with sound</p>	5 and 6	N/A
N/A	END OF DAY 4			

DAY 5 OUTLINE OF ACTIVITIES: This day will support participants to reflect on what they have learned during the programme and begin to plan how they can use this knowledge, skills and experience in the setting in which they work.

DURATION	ACTIVITY DESCRIPTION	RESOURCES	LEARNING OUTCOME(S)	EQF LEVEL MAPPING
1 hour	<p><u>INTRODUCTION TO DAY 5</u> The trainer will welcome the participants to the training day and recap on the key topics from Day 4. They will do this by:</p> <ol style="list-style-type: none"> 1. Providing an outline of the day (5 minutes) 2. Supporting each group to present their feedback on another groups curated content and knowledge mobilisation plans, and receive feedback on their own. The trainer will also provide additional feedback were necessary. (45 minutes) 3. Facilitating a short feedback session based on the above and summary of key learning from the process. (10 minutes) 	<p>Programme slides Register Projection facilities with sound Pens</p>	5 and 6	3/4
45 minutes	<p><u>EXPLORING CURATION FACILITATION (LEARNER NEEDS)</u> The trainer will support the participants to work in groups, pairs or individually to identify the specific group of learners they intend to deliver pilot curation activities with and what their learning needs. They will do this by:</p> <ol style="list-style-type: none"> 1. Asking each participant/pair/group to identify a group of learners they may deliver curation training/activities to (e.g. adults with physical disabilities). They should write this on a piece of flipchart. 2. Asking each participant/pair/group to identify the learning needs of their group (e.g. they have physical impairments). They should note these down on the flipchart too. 3. Asking each participant/pair/group to identify the barriers that the group may have to curating stories/accessing curation training (e.g. mobility is difficult and moving around a crowded training room could be a risk). They should note 	<p>Programme slides Projection facilities with sound Flipchart paper Marker pens</p>	7	4/5

	<p>these down on the flipchart too.</p> <ol style="list-style-type: none"> 4. Asking each participant/pair/group to swap flipcharts with another participant/pair/group, and then to write down potential ways that the barriers identified could be overcome. 5. Asking each group to go back to their original flipchart, read the ideas for overcoming barriers on it and add any additional ideas that they have to it. <p>The trainer should photograph the final flipcharts for the co-created resources depository.</p>			
45 minutes	<p><u>EXPLORING CURATION FACILITATION (ADAPTING RESOURCES)</u></p> <p>The trainer will provide an opportunity for the participants as individuals, pairs or groups to use the learning from the previous activity to think about the ways that curation training and activities can be adapted to meet the needs of specific groups of learners. They will do this by:</p> <ol style="list-style-type: none"> 1. Providing participants with a physical copy of the Digital Curator Learner Book and identify its structure and where to access the adapted activities/resources. 2. Asking participants to review these adapted activities/resources and think about the training they have received as part of this curriculum. 3. Supporting participants to discuss ideas for additional adaptations to meet the needs of their specific group of learners. Participants could add these ideas to the Digital Curator Learner Book via hand-written notes or post-it notes. <p>The trainer should circulate the groups and participate in their discussions.</p>	<p>Programme slides Projection facilities with sound Digital Curator Learner Book Pens Post-It Notes</p>		4/5
1 hour	LUNCH			
45 minutes	<p><u>APPLICATION IN MY CONTEXT (CREATING A PLAN)</u></p> <p>The trainer will support the groups to create a basic plan about how they deliver curation training/activities within the community in which they work/learners they work with. They will do this by:</p>	<p>Programme slides Projection facilities with sound Flipchart paper</p>	7	4/5

	<ol style="list-style-type: none"> Using the presentation slides to outline the key elements of the plan. Supporting the participants as individuals, pairs or groups to mind-map and think through some initial responses to these key elements. 	Marker pens		
45 minutes	<p><u>APPLICATION IN MY CONTEXT (PEER REVIEW)</u> The trainer will facilitate a peer review of the participants' individual plans. They will do this by:</p> <ol style="list-style-type: none"> Providing each group 5 – 10 minutes to informally present their plans. Ascertaining feedback and ideas from other groups based on these plans via appropriate question and answer technique. <p>(If there are 4/5+ groups, this peer review could be done in small teams/groups rather than as a whole group activity. The trainer would need to facilitate a brief summary (10 minutes) at the end to ascertain the key elements of feedback and points for development).</p>	Programme slides Projection facilities with sound	7	5
30 minutes	<p><u>SESSION SUMMARY AND INDEPENDENT STUDY TASK 5</u> The trainer will facilitate a session summary. They will do this by:</p> <ol style="list-style-type: none"> Recapping on the key points of the training day Providing a brief overview of Independent Study Task 5 and how this relates to next steps post-training. Demonstrating how to access the Our Voices Resource Bank and highlighting specific resources on it. Providing an opportunity for any for any final questions from participants. Providing participants with an opportunity to feedback on their experiences of training programme via a feedback form. 	Programme slides Independent Study Task 5 Projection facilities with sound Planning your curation training activities task sheet Feedback form Pens ICT devices (i.e. laptops, tablets, smartphones)	1, 2, 3, 4, 5, 6 and 7	N/A
N/A	END OF DAY 5			

Post-Programme Trainer activities:

- Collating evaluation and monitoring documents (i.e. register and feedback forms) and returning to relevant training provider and/or funding organisation.
- Providing the agreed mentoring and support for new Digital Curators. This will be determined by the context of the delivery. As part of the Our Voices project, each training team will be provided with:
 - An offline or online meeting to discuss and finalise their local delivery plans prior to delivery
 - Remote support when delivering the pilot digital curation activities
 - An offline or online meeting to reflect on the pilot digital curation activities delivered and discuss next steps
- Uploading the co-create handouts/task sheets (i.e. photographs of flipcharts etc.) to a designated platform such as the Our Voices' Resource Bank.

DIGITAL CURATOR PRE-TRAINING SELF ASSESSMENT FORM

THIS FORM SHOULD BE COMPLETED BY ALL ATTENDEES OF THE DIGITAL CURATOR TRAINING PROGRAMME PRIOR TO THE TRAINING TAKING PLACE. YOUR TRAINER WILL USE THESE DETAILS TO TAILOR THE DELIVERY OF THE PROGRAMME TO YOUR LEARNING NEEDS WHERE POSSIBLE.

FULL NAME	
EMAIL	
DATE OF BIRTH	
NATIONALITY	
ADDRESS	

ABOUT YOU

Please write a few sentences that tell us a little bit about you. Please write about:

- your career/work experience (including experience of delivering training and digital storytelling)
- hobbies and interests and a bit about your personality
- any learning or medical needs that you have (i.e. visual or hearing impairments, dyslexia, allergies, diabetes etc.)

MOTIVATIONS

Please write a few sentences that tell us a little bit about why you are attending the training and your motivations for learning more about digital curation and facilitation. You may want to include a bit about your plans to use the training in the future.

SKILLS AND CAPACITIES

How would you rate your skills in the following areas? Please tick.

Using media recording equipment (e.g. DSLRs, video cameras, portable microphones etc.)	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None
Using smartphones and tablets (e.g. to record media, to publish content online etc.)	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None
Uploading media content online	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None
Using projection equipment	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None
Video and audio editing	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None
Overcoming technical problems	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None
Graphic design skills	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None
Written communication skills (e.g. writing and disseminating written reports, blogs, newsletters etc.)	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None
Oral communications skills (e.g. delivering presentations, facilitating meetings and forums)	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None
Facilitating training programmes in informal learning environments	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None
Delivering training in new venues/spaces	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None
Project managing training activities, projects and volunteers	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None
Knowledge and practical application of digital storytelling	<input type="checkbox"/> Very Good	<input type="checkbox"/> Good	<input type="checkbox"/> Average	<input type="checkbox"/> None

LANGUAGE SKILLS

Please list any languages you can speak and deliver training in. Also indicate your skills in reading, writing, speaking and listening to English.

INDEPENDENT STUDY TASK 1 (PRE-REQUISITE)

OVERVIEW: This task provides an opportunity for participants to get to know one another through the medium of storytelling, as well as providing them with an understanding of different forms of stories from different sociocultural contexts and their wider value in and to society.

AIM: To support participants to explore different forms of stories and storytelling techniques, and their social value.

LEARNING OUTCOME(S): Through completing this task, participants should be able to:

1. Identify or create a micro-short digital story that has a relevance to their lives
2. Explain how the ideas/knowledge in the micro-short digital story are relevant to decision/change makers and/or for creating positive change for communities.

EUROPEAN QUALIFICATIONS FRAMEWORK LEVEL: 4

DURATION: 1 hour 30 minutes (You should spend approximately 45 minutes thinking about, creating or collecting your story & approximately 45 minutes preparing the paper presentation.)

TASK OUTLINE:

Step 1: Find or create a micro-short example of a digital story. The story you find or create should tell other people something about you, your life, and/or your culture. Example of micro-short digital stories could be:

- A social media update (i.e. a tweet, a Facebook post etc.)
- A short piece of typed text (i.e. no more than 4 sentences long)
- A single photograph
- A short audio piece (i.e. no more than 30 seconds)
- A short video piece (i.e. no more than 30 seconds)

Step 2: Send your micro-short digital story to the lead trainer of your Digital Curator training programme at least 7-days prior to the programme commencing.

Step 3: Prepare a paper presentation (i.e. flipchart paper, A3 paper, poster etc.) that is visually engaging and provides details of:

- How the story was created and/or sourced
- What the story tells people about you, your life, and/or your culture
- How the ideas/knowledge in the story could be relevant to helping to create positive change for communities – You might want to think about:
 - Do the ideas/knowledge relate to any public services?
 - Do the ideas/knowledge relate to any local, regional or national policies?
 - Do the ideas/knowledge relate to any grassroots movements or initiatives?
 - Do the ideas/knowledge highlight any social issues, challenge existing ways of thinking/widely held perceptions or stereotypes or stimulate new ideas?

Step 4: Bring your flipchart paper to the Digital Curator training programme. You will need to informally present it and your story during Day 1's activities as part of an orientation and icebreaker activity. You will be given 3 – 5 minutes to do this depending on participant numbers. *Please note – the technical presentation (i.e. projection, sound etc.) of your story will be arranged by the lead trainer.*

INDEPENDENT STUDY TASK 2

OVERVIEW: This task provides an opportunity for participants to consolidate the skills from the activities around finding and gathering stories in Day 2, and use them to source a set of stories that they will curate during the remainder of the training programme. This practical application task will support participants to begin working in their core groups and working independent of trainer supervision and immediate support.

AIM: To support participants to develop skills in story finding and gathering.

LEARNING OUTCOME(S): Through completing this task, participants should be able to:

1. Identify and use a specific digital story gathering technique and/or digital story source to capture or find a set of digital stories on a specific theme.

EUROPEAN QUALIFICATIONS FRAMEWORK LEVEL: 3/4

DURATION: 1 hour 30 minutes (You should spend approximately 30 minutes identifying the topic and story gathering technique & approximately 1 hour on gathering the stories.)

TASK OUTLINE:

Step 1: Working in small groups/pairs, identify the theme or topic that you want to source stories on. Example topics could include health, sport, diversity, education and life in a specific neighbourhood.

Step 2: Decide on a specific digital story gathering technique and/or digital story source that you will use to gather 5 stories on your chosen theme/topic. This can be one of the techniques and sources looked at during the Digital Curator programme or another techniques/source that you know.

Step 3: Gather the 5 stories – either by capturing them (i.e. recording them on your smartphone) or downloading them from a digital story source (i.e. copying and pasting in a word document, downloading an online video etc.).

Step 4. Bring your set of stories to the training. You will be asked to informally present your story sets (in terms of the topic, types of stories and how they were gathered or sourced) as part of the morning session and you will need them for the follow-up activities in Day 3 of the Digital Curator programme.

INDEPENDENT STUDY TASK 3

OVERVIEW: This task provides an opportunity for participants to plan how they are going to package the findings and insights from their set of digital stories using digital tools. It allows participants to think through ideas before they begin to implement/create them.

AIM: To support participants to develop the planning and preparation skills need to use digital tools (hardware and software) to package the findings from a set of stories and produce an item of curated content.

LEARNING OUTCOME(S): Through completing this task, participants should be able to:

1. Identify and explain the audience and purpose for their curated stories.
2. Produce a plan for packaging the findings from the stories and prepare the stories for packaging.

EUROPEAN QUALIFICATIONS FRAMEWORK LEVEL: 3/4

DURATION: 1 hour 30 minutes (You should spend approximately 30 minutes identifying the audience, purpose and packaging medium & 1 hour completing the action plan.)

TASK OUTLINE:

Step 1: Working in small groups/pairs, identify the following for your curated stories:

- Audience –
 - Who are you aiming the curated content at?
 - How is information usually communicated to them?
- Purpose –
 - Why are you targeting this specific audience?
 - What change are you hoping to bring about through the findings from the stories?

Step 2: Decide on the specific packaging type/medium you are going to use. Think about whether or not this is suitable for your audience and purpose. You will have 1 hour 30 minutes – 2 hours during Day 4 to produce this.

Step 3: Complete a short action plan that details the different tasks you need to undertake and the logistical implementation of them. Use the template below or similar format.

Task	Description	Person	Duration	Resources
<i>E.G. Edit photographs for report</i>	<i>E.G. Select five photos for the report and edit them to have a similar 'look'</i>	<i>E.G. Sue Jones</i>	<i>E.G. 45 minutes</i>	<i>E.G. 5 photos Editing app Tablet</i>

Step 4: Prepare your stories for packaging. This could include editing extracts from video or audio files, sourcing photographs, images or graphics for reports, identifying key quotes from stories etc.

You will need to present a short overview of your audience, purpose, medium and action plan to you peers and trainer at the start of Day 4. This should not exceed 3 minutes.

INDEPENDENT STUDY TASK 4

OVERVIEW: This task provides an opportunity for participants to independently peer review other participants' curated content and knowledge mobilisation plans in order to refine the curation and the plans as to how it can be connected with decision and change makers at different levels. It allows participants to learn from one another and build their professional connections and support network.

AIM: To support participants to enhance a piece of curated content and their ideas how to mobilise the knowledge contained within it via peer review/professional expertise skill-sharing.

LEARNING OUTCOME(S): Through completing this task, participants should be able to:

1. Review a piece of curated content and a knowledge mobilisation plan, and provide feedback based on their experiential and professional knowledge and skills.
2. Use peer feedback to enhance a piece of curated content and refine a knowledge mobilisation plan.

EUROPEAN QUALIFICATIONS FRAMEWORK LEVEL: 4

DURATION: 1 hour 30 minutes (You should spend approximately 1 hour reviewing and discussing as a group the curated content/knowledge mobilisation plans & approximately 30 minutes preparing your feedback.)

TASK OUTLINE:

Step 1: Working in small groups/pairs, view another group's piece of curated content and read through their knowledge mobilisation plan.

Step 2: Once you have done this, provide them with feedback on the items. You might want to consider the following questions:

- What knowledge/information/learning do you get from the curated content?
- What else would you have liked to know/gain/learn from the curated content?
- What works well about the way the findings from the stories were presented?
- What could be enhanced about the way the findings from the stories were presented?
- What works well about the strategies outlines in the knowledge mobilisation plan – how does it meet the audience's needs and the purpose of the curated content?
- Are there any other avenues/techniques/specific details that could be included in the knowledge mobilisation plan?

You can prepare this feedback as any of the following:

- written text (typed paragraphs or bullet points)
- post-it note comments (notes on different areas of feedback)
- audio/video recording (an oral recording of your group's feedback)

You will be asked to informally present back this feedback to the group in Day 5 and you will also receive feedback on your own curated content and knowledge mobilisation plan.

INDEPENDENT STUDY TASK 5

OVERVIEW: This task provides an opportunity for participants to plan and prepare for delivering curation training/activities within the communities in which they work. Through undertaking this independent study, participants will prepare a plan and discuss it with a mentor before they implement it.

AIM: To support participants to develop a plan for applying the curation knowledge and skills acquired in the programme to a local context for re-delivery.

LEARNING OUTCOME(S): Through completing this task, participants should be able to:

1. Create a plan for delivering curation training activities in community settings.

EUROPEAN QUALIFICATIONS FRAMEWORK LEVEL: 4/5

DURATION: 1 hour 30 minutes+ (You should spend approximately 1 hour preparing your plan & feedback from your trainer will be around 30 minutes – 1 hour. For participants participating in the Our Voices programme, you will receive further support to implement your plan.)

TASK OUTLINE:

Step 1: Using the mindmap plan from Day 5, produce a written plan of how you will deliver the curation training activities within the community in which you work. You can do this as training team or individually depending on how you intend to deliver the training. You should use the 'Planning your curation training activities' task sheet to do this.

Step 2: Email your plan to your allocated mentor from your training programme. This could be the lead trainer or another designated individual. You should do this no later than 4 weeks following the training programme. In this email, you should indicate your availability for a meeting (online or offline) to discuss further.

Step 3: Meet with your mentor to discuss your plans. They will provide you with further guidance and advice on how to implement your plan.*

* If you have undertaken this training as part of the Our Voices project (the creator of this training programme), you will be provided with additional remote support in delivering your curation training activities and be provided with further details as to the key deadlines and deliverables required.

If you are undertaking this training as part of another project or by another provider, you will need to consult with them as to what additional support you can access and what their expectation of you are as a Digital Curator.

The Our Voices resource bank is an openly accessible depository of resources on digital storytelling and curation. This may assist you in planning and delivering curation activities and you can access it here: <http://our-voices.eu/resources/>