



# SHAHRAZAD

**“Innovative Approach in Adult Education: Digital  
Storytelling in Intergenerational Learning,”**

## Best Practices

## Project Information

Project acronym

E-Shahrazad

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Innovative Approach in Adult Education: Digital Storytelling in Intergenerational Learning

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Authoring partners

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# SHAHRAZAD

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## INTRODUCTION

Stories are central to human interaction, connection, communication and cognition. They are integral to our culture and identity and enable us to learn, celebrate, heal and remember. They link us together with others and with things that are important to us.

Digital storytelling is a powerful way of giving voice to people who may be unheard or invisible and provides a useful framework for reminiscence and sharing lived experiences. It involves creating a short, video-narrative by combining recorded voice, still and moving images, and music or other sounds. Its transformative nature helps people make sense of experiences in their lives and empowers them to reflect, respond and react. Adding an intergenerational component provides the opportunity to bring generations together to share experiences and knowledge through a meaningful activity.

Working in small groups, Youth people and +55 y.o. groups, explored shared topics of interest. They discussed lived experiences of what things were like in the past, compared to now, and reflected on changes over time.

**Intergenerational practice** aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities. Intergenerational practice is inclusive, building on the positive resources that the younger and older have to offer each other and those around them.

This understanding allowed the partners of E-Shahrazad - Innovative Approach in Adult Education: Digital Storytelling in Intergenerational Learning, project (France, Turkey, Italy, United Kingdom and Portugal), researched and practiced in their countries these tools. Youth and +55 people Workshops became in intergenerational learning moments by the Digital Storytelling Methodology. These workshops acknowledged the importance of bringing younger and older people together, impacting in the wider context of a community.

This booklet is the result of a research of Best/Good practices found by each partner in their country and a set around the world. Hopefully we would like that the read could inspire you for intergenerational Digital Storytelling projects.

**1 MAE-Memories Across Europe**

MAE-Memories Across Europe was created by E-SENIOR Organization.

The Memories Across Europe project aims to carry out educational activities for adults and seniors based on autobiographical methodologies and digital storytelling, in order to contribute to a common and positive construction of the European identity, to stimulate participation in democratic life, to promote intergenerational dialogue and solidarity. Indeed, there is a very close relationship between storytelling practices and active citizenship. Storytelling is an effective tool that allows us to bring out and share the values and learnings that are preserved in our experiences. Stories can really connect people of different ages, backgrounds and cultures.

**Transferability to E-SHAHRAZAD Concept**

The target audience of both projects is actually to use innovative educational tools and methods for people working in adult education. In this context, the creation of a common European cultural heritage as oral-visual history by using the autobiographical elements used in the project can be a method that can be used within the E-SHAHRAZAD project.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **2** **StoryAP**

StoryAP was created by Cemea Centre – France Organization.

StoryAP is a free portal for sharing individual or collective stories, concerning social and personal change.

- projects or initiatives, carried out by informal groups or organizations, which seek to bring improvement in society, in different fields, such as Human Rights, Equality, Environment, Community, Fair Economy, etc.
- individual experiences, autobiographical stories which concern reflections and experiences concerning the theme of personal and social change. For example life experiences that increased our social and cultural awareness, meetings that allowed us to know social realities that we didn't know, historical events lived by the personal point of view, etc.

### **Transferability to E-SHAHRAZAD Concept**

We think that two important dimensions can be transferred to the E-SHAHRAZAD project, especially in the Storyap Project. We see that the first implementation, starting as an Erasmus+ Youth project, is not limited to young people as the target group. In this context, E-SHAHRAZAD HUB can be transferred in the same way that it continues after the end of the project by collecting different stories in different countries.

In the second dimension, we see that the Storyap project covers a wider variety of stories, unlike E-Shharazad, so that creating a digital community gains an easier and more sustainable dimension.

**TIP:** If you want to know more about it, click on the title and access the webpage.



### **3 Globe Conteur**

The aim of the Globe Conteur is to act for a transmission of popular history between generations and cultures.

- humanising our links to territories and history
- to give a central place to the most remote citizens
- facilitate the understanding of the world to the next generation

#### **Transferability to E-SHAHRAZAD Concept**

The Globe Conteur project was launched in Nante as a platform that supports active citizenship and intergenerational learning.

We think that the transferable point for E-SHAHRAZAD is “sustainability”.

Globe Conteur regularly organizes training for story collectors and storytellers. The tutorials include both technical and storytelling topics. In addition, the fact that it works with volunteers ensures the sustainability of the project and its continuous development.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **4 MA DÉCOUVERTE DE L'EUROPE APRÈS 1989**

MA DÉCOUVERTE DE L'EUROPE APRÈS 1989 was created by Véronique Gazin: Autrice oragnization.

The historical knowledge and common culture of our old Europe are indispensable for the understanding of each of its nations. Where does Europe end? Does it stop at the external borders imposed by Yalta in 1945? Does its geographical and cultural space extend from the Atlantic to the Urals, including Russia, as General de Gaulle proclaimed? For Europe, the 19th century was the century of nationalism, the 20th century, with communism and fascism, the century of fracture.

### **Transferability to E-SHAHRAZAD Concept**

The reason why Yalta's story conveys historical testimony can be transferred as a methodology, besides the inclusiveness of the E-SHAHRAZAD project, which allows "story creation in storytelling" and sometimes the intertwining of both concepts for intergenerational learning and keeping the intangible cultural heritage alive. Like this

E-SHAHRAZAD HUB can reach a wider audience by including personal works as well as stories produced only in workshops.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **5** **E-SHARAZAD – Innovative Approach in Adult Education: Digital Storytelling in Intergenerational Project**

Within the scope of the E-SHAHRAZAD Project, the Association Culturelle des Jeunes Bar le Duc participants worked on the concept of "Home" in the workshop prepared by the participants in the workshop held in Strasbourg with the participation of immigrants aged 55 +, 1st generation and aged 18-25, 3th generation.

Concepts such as "feeling of belonging" "acceptance" "geography" "integration" were discussed in the workshop. "De Yozgat a Strasbourg, Une Maison Mobile", This digital story shows which emotional processes the story of her life, which started in Yozgat, Turkey, evolved while continuing in Strasbourg, France.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **CHAPTER II | ITALY BEST PRACTICES**

### **1** **The Mosaic Story**

The Mosaic Story was created by EduVita, Lecce, Italy.

As in a mosaic, where each tile contributes uniquely to the charm and harmony of the entire work, in this collective creative storytelling activity, each group of participants creates and adds their own piece to give life to a creative story.

Before starting, to activate the imagination the facilitator prepares a story incipit with a detailed scenario or introduces a character who will be the protagonist of the Mosaic Story. Then, the facilitator divides the group into micro-groups of up to 3 people and distributes them in different workspaces. Each micro-group has a 10-15 minute writing session to work on their task.

When everything is ready, the first micro-group starts writing the story from the incipit or the prompt provided by the facilitator. When the first group is done, the second one reads the passage and continues writing. And so on, until all the groups have added their tile to the Mosaic Story.

When the story is complete, it's time to circle up around an imaginary bonfire to enjoy reading The Mosaic Story, smile together, and share emotions.

\*This good practice has been developed in the context of the Erasmus+ project "Art Bridge", addressing the use of art therapy in adult education.

## **Transferability to E-SHAHRAZAD Concept**

The Mosaic Story is a powerful tool to involve multigenerational groups in a cooperative storytelling action, which leads to the co-creation of a collaborative story. Engaging in collective storytelling, generations have the opportunity to connect and develop a mutual understanding as they work on the same story. In fact, in order to write a follow-up, participants need to go beyond the words and make sense of what the others have written, with empathy and mind openness. Moreover, as a final collective work, the participants can create together a digital version of their Mosaic story, using their text as a script for the digital storyboard.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **2 Yeast Stories**

Yeast Stories project is a digital collection of stories created in order to promote the biodiversity and the e(th)no-gastronomy of the Apulia region.

The project involves more than 50 “persone lievito” (yeast-people) of all ages, that generate an impact on the territory by working in the areas of hospitality, gastronomy, art-crafting, and other traditional activities from Apulia historical heritage.

Each digital story pictures a specific profession from a double perspective: the personal biography of the “persona lievito” and the story of its activity in Apulia across generations. The goal is to create a comprehensive visual archive to protect the anthropological diversity in Apulia and represent different traditional “mestieri” professions, such as il panettiere (the bread-maker), il vinicoltore (wine-maker), il contadino (the farmer).

Each story includes a digital interview, published as a blog article, with pictures of the persona lievito and a short video summing up the essence of their story.

Two new stories are released every week.

### **Transferability to E-SHAHRAZAD Concept**

Yeast Stories project shows new opportunities for digital storytelling as a tool to promote the cultural heritage of a territory, both from an intergenerational and anthropological perspective. Intangible old traditions become tangible audio-visual products that anyone can access through the internet to learn, engage and re-connect to their history. Implementing E-Shahrazad methodology, an anthropological archive could be created at a European level to promote diversity across European identities.

**TIP:** If you want to know more about it, click on the title and access the webpage.

### **3** **Vita Diaries**

Vita Diaries was created by EduVita, Lecce, Italy.

Vita Diaries is designed to involve senior and younger participants in a multidimensional learning process: linguistic, emotional, experiential, and intercultural, through intergenerational dialogue.

The activity develops as an interview, where the senior participant is the storyteller and the younger is the interviewer and listener. Meanwhile, a video is shot and will be edited as the final tangible product of the process.

#### **BEFORE**

First of all, the IGL facilitator forms multigenerational couples, pairing up a senior learner and a younger interviewer.

When the couple meets, the IGL facilitator helps the senior interviewee and the young interviewer brainstorm on possible topics to cover during the interview. In this phase, the young interviewer explores the senior learner's biography, talents, interests, and passions. At the end of this session, the couple should have chosen one main topic to work on.

#### **DURING**

The interview starts with a presentation of the speaker (names, where they come from, and other relevant information). Now the interplay between the young interviewer and senior interviewee starts. The young interviewer asks questions prepared in advance. The senior participant shares life-experience, anecdotes, personal passions, and past and ongoing projects connected to the main topic of the interview. Deep emotions and vivid memories are welcomed.

## AFTER

The video shot during the interview session should be edited and finalized by the young participant who shares their digital know-how. When the process is done, a digital Vita-Diary is created, which is available for participants, as a tangible memory of the experience, as well as for online dissemination, to inspire and empower younger and older generations.

### **Transferability to E-SHAHRAZAD Concept**

This is a powerful opportunity for both the young and the older generation: the elderly generation meets the younger one in a space of active and curious listening and enlightening exchange. While the senior interviewee feels valuable and empowered in sharing personal insights, the young listener has the opportunity to learn life's lessons and be inspired by the senior generation's good practices. Constructive dialogue is enhanced by promoting a better mutual understanding between generations. Following the E-Shahrazad concept, Vita Diaries is at the same time sharing and listening to stories, in a place where personal stories become vehicles for values, beliefs, memories, and experiences across generations.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **4 Intergenerational Book Exchange**

Intergenerational Book Exchange was created by EduVita, Lecce, Italy.

Book swapping is the practice of exchanging books between one person and another. It provides an inexpensive way for people to trade books, discover new ones and obtain a new book to read without paying.

Several shelves were provided where books could have been left and then picked up by somebody else during the event. Organisers have invited participants to bring their books for exchanging several days in advance or directly to the event.

People of **different ages** were invited to participate in order to talk about the favorite books of the different generations, have discussions, play literature games and socialise together.

The literature game was provided, in order to stimulate **storytelling** process among the participants: prepare the pieces of paper with the questions on them: "What book would you take to the island with you?", "If you were a book, which one you would be?", "What is your favourite book now? And in childhood?"

### **Transferability to E-SHAHRAZAD Concept**

The digital tool can be added to the implementation of this practice with the Methodology of E-shahrazad project. Short videos can be made during the event while participants tell the story about their favourite book.

**TIP:** If you want to know more about it, click on the title and access the webpage.



## **5** **My English Story**

My English Story was created by EduVita, Lecce, Italy and introduces the use of digital storytelling as a tool for language learners aged 50+. Digital storytelling in English is an effective way to involve adult learners in the active use of the language while fostering agency and empowerment in an intergenerational environment.

Before starting, the students are paired up in couples and are guided through the process by an IGL educator. In the first session, the IGL educator invites the learners to brainstorm about “learning English”, asking them to create a mind map with personal experiences, feelings, and memories around the topic. When all ideas have been collected, the educator helps the couple identify a common ground across their mind maps. Starting from the common perspective, the participants create the script for the video in English. If needed, the educator supports them in the English writing process.

In the second session, the IGL educator supports the couple through the process of audio-recording and video-making. If it is possible, participants can record videos and take photos in this phase or collect visual materials from their personal experiences of learning English.

The result is a digital story that is personal and multiperspective at the same time and helps adult learners make sense of their whole “journey” through learning a foreign language, from the past to the present moment.

### **Transferability to E-SHAHRAZAD Concept**

This workshop has been developed during the E-Shahrazad pilot activities, implemented in the English course for 50+ at EduVita. Besides practicing English and performing communicative tasks, digital storytelling is useful as an evaluation tool for adult language learners.

Creating a digital story about the topic “learning English” helps students reflect on their learning experience, recall the motivation for why they started, acknowledge the achievements and the challenges, and celebrate their success. Moreover, digital stories can be a reflective tool for educators too, who can evaluate the teaching experience and the learning environment by observing how students narrate it through words and visual representation.

## CHAPTER III | PORTUGAL BEST PRACTICES

### 1 Learn to Change

Learn to Change was created by North Legend / Cities Dance. Project organized training in digital storytelling and sustainability pedagogy in Portugal.

International online workshop to discuss sustainability challenges and initiate co-creation

The digital storytelling and sustainability pedagogy training kicked off on 15 October with an international online workshop focused on discussing sustainability challenges, digital storytelling cases, and co-creation practices. The workshop brought together seven tourism industry players and more than 40 higher education students and teachers from Finland, Portugal, Hungary, the Netherlands, and the Czech Republic.

In the workshop discussions, the following top 3 sustainability issues were identified: 1) supporting small local businesses, 2) tackling regional inequality, and 3) changing business models and tourist actions that cause environmental damage and harm local communities.

The industry representatives found collaborative digital storytelling an excellent and inspiring solution to engage local and international audiences and to broaden their knowledge and awareness of sustainable services. University education and students were seen as key in creating a more sustainable tomorrow: “Students are of great importance when we want to break with old rules and write new rules.” Learner-centered and participatory approach to foster sustainability competencies

Based on the workshop results, university teachers continued discussions and made preparations for upcoming co-creation projects in a training event in Castelo Branco, Portugal, on 20-22 October.

The training focused on 1) the digital storytelling process, 2) the multi-stakeholder co-creation process, and 3) sustainability competencies development. Teachers were asked to identify with the student role in collaboration projects and experiment with selected co-creation tools. Among other things, they took a trip to a local geopark, Barrocal, to do background research and ideate concepts for digital storytelling projects. The participatory and experiential approach was a success: “It was very insightful to take the student role.”

### **Transferability to E-SHAHRAZAD Concept**

According to feedback, the training attendants appreciated the opportunity to form international networks, share knowledge and resources, and learn about each other’s sustainability goals and perspectives.

All stakeholders were enthusiastic about future co-creation, which they saw as enriching, exciting and “a good opportunity to change”.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## 2 **Life Stories / Memories in Oeiras**

This project was created by Media Shots. Our collaboration with the Life Stories project, and Oeiras Libraries began in 2015.

At the beginning, at the Algés Municipal Library, the collection and record of life stories of people born before 1955 began. Testimonies were shared with the objective of preserving and reviving individual and social memory, also enhancing self-esteem, feeling of belonging to the community and exercise of the citizenship of the participants.

Later, with our collaboration, digital technologies with this memory project were allied, and life stories began by taking a multimedia and digital format. The testimonials told in the first person became short stories-small films and audios created in close collaboration between counters and facilitators, open to different perspectives and, increasingly, to new protagonists.

In the second phase we worked with the ambassadors of the generation born before 55 in the collection of testimonies and memories of the county, guiding collection actions in partnership with local institutions and associations.

Online availability of these narratives on the website that Media Shots has built facilitate your consultation and sharing, so that this intangible heritage remains alive, inspiring and present.

Some testimonies:

"In June, we finished the first part of the Life Stories project, but the truth is that we only started."

Ana Paula Torres

"I think the circumstantiality of our group stories can be a minimal contribution to the big history, or how much, and with more modesty, to local history."

Helena Abreu

"I hope these records will be a moonlight for everyone who wants to know how it was."

Clotilde Moreira

### **Transferability to E-SHAHRAZAD Concept**

In a time marked by excessive information and content, a good story involves us, distinguishes itself and attracts attention.

At Media Shots we explore the tradition of telling stories, associating it with digital formats that give them an online presence.

We reinvent communities through their stories. We seek collective solutions and inspiring visions for the future by sharing the stories of communities and their people. This is where our work begins...

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **3 North Legend / Cities Dance**

This project was created by North Legend / Cities Dance. A Creative Dance Project/ Storytelling/ Dramatic Expression, which brings together students from Braga and V.N. Gaia who intends to unite the two cities: cities that dance, around the construction of a performing inspired by a traditional tale: Legend of the North, with students from the preschool and secondary, promoting a transdisciplinary and intergenerational dialogue.

Knowing that early contact with art is fundamental to the enrichment of the educational and creative process, they propose that the artistic disciplines of narration of a tale (storytelling) / vocal expression / creative dance and dramatic expression are introduced in the form of regular workshops for preschool and secondary education students in the cities of Braga and V. N. de Gaia. The ultimate goal would be to - in community - build a performative spectacle around a traditional tale, with a strong concept of citizenship. The preschool and 1st cycle (3-10) would have these 45'semanals workshops where they would go through the different artistic expressions (tale/vocal expression/creative dance/dramatic expression); On the other hand, there would be a stage learning with the generation of secondary education students (15-17/19 years), in transdisciplinary and inter-generational dialogue. Secondary students would only have regular 60 'dramatic expression workshops. In the end, all would participate in the performance of professional character, in the theatre context.

The whole project would imply the educational community of the two municipalities.

#### Goals:

- Democratize dance learning (classic/contemporary)
- Articulate arts (literature, cells, performative- theater, dance)
- Establish an intergenerational dialogue - pre -school children with students.
- Articulate knowledge
- Promote tolerance
- Develop creativity
- Promote artistic, social skills
- Encourage educational communities for the arts
- Establish work partnerships

## **Transferability to E-SHAHRAZAD Concept**

The project involved children and students who had the task of collecting legends from their communities

The dance is the performance chosen by the project to telling the stories collected.

These performances were prepared by children and students during a set of workshops and were shown in several auditoriums inviting the inhabitants from the two cities of the project.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **4 Silver stories**

Silver Stories - Digital Storytelling with senior and health professionals  
Teaching health professionals who work with the elderly how to produce digital stories that allow them to keep their memories alive, thus reinforcing their dignity as humans, were the objectives of the European Project Silver Stories (Leonardo Davinci) in which Media Shots collaborated with organizations From the United Kingdom, Finland, Denmark, Slovenia and Romania.

In this project, the points of view of these patients have been captured on therapeutic experiences about their lives, helping professionals who take care of them better understand the implications of their work.

## **Transferability to E-SHAHRAZAD Concept**

### **A TESTIMONY**

“I can't let this opportunity pass without thanking this project “Silver Stories”, the acquired tools, the wonderful environment created and especially the unique experience.”

Anabela Frazão, responsible (reformed) of senior homes

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **5 “Famalicão AND” project**

The “Famalicão AND” project, supported by the “Programar em Rede” program of the Municipality of Famalicão, has already reached more than 500 participants, including young people and adults who have been involved in all the actions of the project so far.

The “Famalicão AND” project has the premise of leading participants, from an intergenerational perspective, to reflect and portray the main authors and historical figures of the territory of Vale do Ave and Famalicão today through an interactive street show and in concert halls with local populations across the county. The participants were led to build a removable set (capable of being transported and adapted to the exterior or interior), the texts, the soundtrack, the staging and moments of interaction and reflection with the public (through the forum theatre). The project also intends to understand how the Philosophies and Ideologies of the past are reflected today.

The show portrayed groups of historical and current characters who sought to deconstruct part of the ideologies and philosophies that determine part of the unavoidable reality of today.



## **Transferability to E-SHAHRAZAD Concept**

The project involved young people who had the task of collecting stories from their communities by contacting the population over 55 y.o.

With these stories, they transformed them into various performing activities: Visual Arts, Theatre of the Oppressed and Comedy Theatre.

These performances were shown in several auditoriums with invited audiences from the two groups involved.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **CHAPTER IV | TURKEY BEST PRACTICES**

### **1 "Together In the Kitchen" Digital Storytelling Workshop Series**

These digital storytelling workshops have been organized in cooperation with ASAM- a NGO working with migrants and refugees in Turkey. This series of digital storytelling workshops aimed to contribute to the social cohesion through storytelling in relation to food with the participation of women from local and migrant communities living in Ankara.

The digital stories in this series shows that the cultural differences we have is a treasure for our common living in the same society and inland migration is very common in Turkey

## **Transferability to E-SHAHRAZAD Concept**

The project carries transferable elements for E-SHAHRAZAD, especially in the field of intergenerational learning. "Food" has taken its place as an important element in intergenerational learning and transferring an intangible culture in every culture.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **2 E-SHAHRAZAD Workshop Series**

Innovative Thinking Lab in the framework of the E-SHAHRAZAD pilot implementation, a series of workshops was organised in coordination with Gazi University and the Etlik Public Education Centre. In this context, during the workshops, in which adults over 55 years old and young people between 18 and 25 years old participated, two different studies were conducted on the themes of "childhood" and "Ankara" as a city to live in..

In the "O Ankara" concept, two different generations shared their experiences and created their stories together. The digital story that we share here as a good practice told the story of three different generations in a group of three participants. In fact, it gave them the opportunity to establish a relationship with the city they live in and to transfer this relationship into the recreation process.

**TIP:** If you want to know more about it, click on the title and access the webpage.

### **3 Here and There: Digital Storytelling Workshop with Migrant Women From Turkey Living in Melbourne Series-I-II-III**

This series of digital storytelling workshops have been facilitated in cooperation with Moreland Turkish Association in Melbourne, which is a local Turkish migrant association. This series hosted participant women from the Turkish migrant community living in Melbourne. In the first workshop the participants were first-generation migrants, in the second the participants were second-generation Turkish-Australians. The third group formed as Turkish migrant women who migrated to Australia at a later age for work or marriage. The digital stories in these series have demonstrated the migrant lives in Melbourne.

#### **Transferability to E-SHAHRAZAD Concept**

Since both projects work on the transfer of intangible culture between generations, they are similar in terms of subject and method. Here, at the same time, digital Storytelling itself can be seen as an inclusive and participatory method in order to reinforce the sense of belonging of the communities that came with "migration".

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **4 E-SHAHRAZAD Workshop Series**

Innovative Thinking Lab within the scope of E-SHAHRAZAD Pilot Application. Under the coordination of Gazi University and Etlik Public Education Center, a series of workshops were held. In this context, two different studies were carried out with the themes of "Childhood" and "Ankara" as the city to live in, in workshops where adults over 55 and young people between the ages of 18-25 participated.

In the concept of "My Childhood", two different generations shared their childhood experiences and created their stories together. The digital story we shared here as a good practice told about 3 different generations in the group with 3 participants. In fact, it also provided the opportunity to witness the history of a country.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **5 "Bon Appetit", "Bon Appetit Chef", "Stories in the Oven" Food, Culture and Identity Doctoral Course Digital Storytelling Workshop Series**

In this workshop, participants shared their personal stories of past and present through food and the memories they have of their relationship with food.

### **Transferability to E-SHAHRAZAD Concept**

Tool

**TIP:** If you want to know more about it, click on the title and access the webpage.

## CHAPTER V | UNITED KINGDOM BEST PRACTICES

### 1 **Reading On Screen**

Reading on Screen was a collaborative project between DigiTales, Bournemouth University, and Brighton University.

The project reflected on the fact that technological advances over the past few decades have changed the way in which we read. The aim was to have readers who have lived through this time period create digital stories, sharing their experiences.

This result is an online bank of digital stories that can be used as an educational resource as well as tools to stimulate “debate on the topic of reading and demonstrating the effectiveness of digital storytelling for empowering participants to find their voice” (Reading on Screen, 2023).

### **Transferability to E-SHAHRAZAD Concept**

The way in which “Reading on Screen” explored a specific topic that could pose a challenge to the older generation is of particular interest here.

In the intergenerational creation of digital stories for the E-SHAHRAZAD Hub, participants are inherently improving their digital literacy. If they were also to create digital stories specifically reflecting on their experiences and struggles with digital literacy, then these could be valuable to a wider audience. Other people who similarly struggle in this digital age could feel seen, less isolated, and perhaps even encouraged.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **2 Learning & Sharing Together**

“Learning and Sharing Together” (LaST) has been running in Burnham, England since 2002. It is an intergenerational programme that has facilitated partnerships between local primary school children aged 9 to 11 and older people aged between 60 and 95 within the community. The programme was originally conceived as an educational tool to help children learn about WWII. However, LaST has developed further over the years to act more broadly as a tool for building intergenerational and community-based connections. In part, it does so by facilitating opportunities for older people to share their memories and experiences and by providing a space and opportunity for intergenerational learning.

Based on the experience of running this programme, a toolkit has been created to allow the programme to be duplicated elsewhere by other groups and communities, whether in person or online. (Learning and Sharing Together, 2023)

### **Transferability to E-SHAHRAZAD Concept**

Already outlined as one of the objectives of E-SHAHRAZAD is the aim to provide teenagers with further knowledge of their cultural heritage, values and history through intergenerational learning. While their participants may be younger, the LaST programme is very effective in this regard.

Not only is broader cultural knowledge and history shared between participants but also knowledge and history at a local level. By rooting the intergenerational practice within specific community settings, such as a school and sheltered housing, local histories and customs can be explored and proliferated. Intergenerational learning can be achieved while also fostering stronger community-based relations.

**TIP:** If you want to know more about it, click on the title and access the webpage.

### **3 Patient Voices: My Depression, Your Depression**

“My depression, your depression” is a collection of digital stories exploring themes of depression and mental health. These stories were created by people from differing backgrounds such as researchers who study depression, adults with lived experience of depression, mothers of young people with mental illness, and young people who explored the topics of mental health and wellbeing around their own COVID experiences.

The aim in sharing these digital stories, is to inspire others, reduce stigma, increase awareness, and bring a human perspective to scientific discussion around depression.

This work sits alongside a wider research project on depression which was conducted at the University of Edinburgh. The digital stories will continue to be shown publicly.

Trigger warning: These stories talk about mental health and contain themes such as suicide. (Pilgrim Projects, 2020)

#### **Transferability to E-SHAHRAZAD Concept**

The use of digital stories to explore sensitive and stigmatised topics, such as mental health, could be very beneficial when combined with intergenerational learning. Different generations may approach mental health and the discussion of it differently. The creation of digital stories around the topic would facilitate a different kind of intergenerational learning and dialogue, allowing all participants to share their own stories while simultaneously creating the space to improve mental health literacy and reduce stigma.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **4 Stretch Digital**

The charity “Stretch” uses creative arts methods to enhance “the rehabilitation and education of marginalised communities” (Stretch, 2023). They are specialists in digital storytelling, employing this method in the nationwide project, “Stretch Digital”.

This project saw Stretch work with prisoners to create digital stories reflecting on their experience within the criminal justice system. This gave participants the opportunity to “re-biographise” and share their own story in their own words. In creating the digital stories, they also learned new digital literacy skills which can enhance employability.

### **Transferability to E-SHAHRAZAD Concept**

One transferable element from Stretch Digital is their perspective on the use of digital storytelling as a tool for participants to “re-biographise” their lives. When considering this in relation to E-SHAHRAZAD, we can see how this perspective might be applied to older participants who may feel “left-behind” or forgotten by society. While many participants do share stories from their life, the value of them sharing and having their stories heard cannot be emphasised enough. The notion that digital storytelling can “re-biographise” seems a very just and important use of the medium.

**TIP:** If you want to know more about it, click on the title and access the webpage.



## **5** **WITO**

WITO is a web app; the product of a commercial start-up. It is aimed at the younger demographic (Gen Z) of recent graduates who are looking to enhance their employability. The app itself enables users to produce digital stories wherein they critically reflect on times where they demonstrated “soft skills” such as “leadership” or “teamwork”. This process of creating a digital story could allow the user to become more self-aware, understand their selling points as an employee, and build confidence as they move into a working environment. Further to this, the digital story itself allows them to demonstrate these skills to prospective employers in an innovative and engaging way. (Henrickson, Jephcote and Comissiong, 2022)

### **Transferability to E-SHAHRAZAD Concept**

This innovative use of digital storytelling is appealing in many ways. The potential for WITO users to create a bank of digital stories, essentially a visual CV, is of particular interest. Users can collect many stories relating to different aspects of themselves in one place.

If we then relate this concept to the E-SHAHRAZAD Hub, an area of future expansion could include user profiles on the hub where they can upload all of their own stories into one digital profile. This could offer the storymakers a space for further reflection on their own experiences, the experiences of those they have collaborated with, and the learning that has occurred in the process. It also adds a further personal dimension to the Hub that could encourage continued engagement.

Beyond this technological aspect, we can consider the skill learning of the younger generation through the E-SHAHRAZAD process.

While we are explicit in our aim for young people to learn about European cultural heritage, values and history through the digital storytelling process, there is also the potential for them to simultaneously develop soft skills such as communication and empathy. By encouraging participants to reflect on this, we can add another dimension to their intergenerational learning experience.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## CHAPTER VI | BEST PRACTICES AROUND THE WORLD

### 1 **Narrative Didactics | Graz, Austria**

Narrative Didactics is a research group at the Center for Inter-American Studies at the University of Graz, founded in 2019, which studies and disseminates innovative approaches and methods that use stories and narrative practices to facilitate learning and teaching processes in education. The idea of Narrative Didactics is to expand the scope of didactics by providing alternative methods and tools to critically engage with the challenges of our times through narrative practices.

#### Digital Storytelling

The center has played an instrumental role in developing and popularizing the practice of digital storytelling, which was initially limited to mostly therapeutic and expressive applications. Scholars and educators worldwide have since discovered and written about the numerous benefits of educational digital storytelling. However, digital storytelling has not yet reached the classrooms and university courses in German-speaking countries.

The promising outcomes of digital storytelling in terms of cultural awareness, critical thinking and understanding have been discussed by scholars worldwide. In that, digital storytelling is used as a tool in classrooms to communicate differences, foster understanding and affection, and in that promote acceptance and appreciation for diversity.

### Intergenerational Storytelling

The method of the „Intergenerational Feminist Mic“ was developed by May Chazan during an intergenerational workshop with women activists in Montreal through the ACT Research project. Using digital storytelling as a tool to produce knowledge transfer across generation and deconstructing the common perception of older people as wisdom donors was the aim of the project. The developed feminist methodology is a valuable tool for education as well since it stimulates a critical discourse of certain topics across generations.

### Transferability to E-SHAHRAZAD Concept

The idea of Narrative Didactics is to expand the scope of didactics by providing alternative methods and tools to critically engage with the challenges of our times through narrative practices.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **2 Centre for Oral History and Digital Storytelling: COHDS | Montreal, QC - Canada**

The Centre for Oral History and Digital Storytelling was founded in 2006 by the then Canada Research Chair in Oral History, with funding from the Canada Foundation for Innovation and Concordia University. COHDS moved into permanent facilities on Concordia's downtown Montreal campus in 2007. Our central mission is to support the gathering and preservation of the audiovisual oral history record, while encouraging solo, collaborative, and community-based research and creation that respond to living memory and oral testimony.

Ethics and shared authority are at the core of our values as a university research center.

COHDS serves as a point of convergence for research, creation, and teaching about oral history at Concordia, as well providing an on-campus home for community-based researchers and artists, who are an integral part of our Centre.

The principle of shared authority guides our approach to research ethics, our administrative structure, the training that we offer, and our public programming. COHDS positions itself as a threshold between the university and the community. As such, COHDS has been home to large-scale research projects including the Montreal Life Stories project, a community-university research alliance funded by the Social Sciences and Humanities Research Council

Since 2018, COHDS includes the Acts of Listening Lab (ALLab). The ALLab is a state-of-the-art performance and recording space located within the Centre. It facilitates interdisciplinary research-creation on the embodied and politicized act of listening to the life stories of people impacted by social trauma.

## Transferability to E-SHAHRAZAD Concept

With the aim of facilitating a dynamic, interdisciplinary exchange, and robust public research outcomes.

**TIP:** If you want to know more about it, click on the title and access the webpage.

### **3 Supporting intergenerational memento storytelling for older adults through a tangible display: a case study | Nederland's**

Mementoes act as emotional companions that anchor stories. Older adults typically have a rich knowledge of family mementoes. However, storytelling and preservation of mementoes are still problematic for them: their mementoes are still mostly in physical format, which is difficult to share and preserve. Additionally, digital applications and websites for sharing mementoes usually are inaccessible for them.

As a result, they spend much time collecting mementoes, but spend less time on telling and recording the related stories. In response to this, we report our study driven by the research questions: Rq1: What are the characteristics of older adults' intergenerational memento storytelling? And Rq2: In which ways could a tangible display facilitate intergenerational memento storytelling for older adults?

We designed a tangible device named Slots-Memento. We first conducted a preliminary evaluation to refine the prototype. In the field study, eight pairs of participants (each pair consisting of an older adult and his/her child) were recruited to use the prototype for around 1 week. Semi-structured interviews were then conducted both with the older adults and their children. Subsequently, mementoes collected were categorized and analyzed.

Stories collected were firstly transcribed, then were conducted with structural and interactional analysis. In the concluding discussion, we present abstract implications for the research questions: two tables summarizing characteristics of their intergenerational memento storytelling, and related strategies of designing a tangible display individually.

### **Transferability to E-SHAHRAZAD Concept**

A model to evaluate our activities in the next projects

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **4 Storyline | Spain**

The STORYLINE project constituting an action plan for the empowerment of young people through an innovative work in the scope of oral narration and language learning/teaching. All of them promoting social cohesion through an intercultural, inclusive and intergenerational approach.

Given that, originally, oral narration emerged as a way of transmitting the intangible cultural heritage of societies, the project uses this concept as a bridge between young people and older people to value and conserve this valuable heritage, at the same time that it facilitates the dialogue between young locals and European participants, in order to raise awareness of the importance of community cooperation to achieve social prosperity.

In this sense, it is worth mentioning the benefits that this coming between young people and older people can have for everyone, especially in the pandemic situation in which we find ourselves and which has led to a greater isolation of the most vulnerable population. This will strengthen bonds and mutual enrichment.

This project is articulated around a StorytellingHUB, a platform for learning, which will contain a guide to good language learning practices with the 63 oral narrations developed during the training of young volunteers, and an EscapeStory Sphere, an interactive game with the 12 best stories, thus promoting the cultural heritage and the narration as a way of uniting the learning of a language and a culture through gamification. The game will be accessible through the use of VR glasses, as well as through the use of a portable computer, a mobile phone or a tablet

### **Transferability to E-SHAHRAZAD Concept**

STORYLINE comes to reinforce the set of initiatives that are being carried out in general at like E-shahrazad and, in particular, related to formal education, interdisciplinarity, government organizations and learning communities, both formative and investigative, and it is hoped that it will serve to generate new links through international networks.

**TIP:** If you want to know more about it, click on the title and access the webpage.

## **5 Voices Beyond Walls: The Role of Digital Storytelling for Empowering Marginalized Youth in Refugee Camps | Palestine**

In this paper we consider the role of digital storytelling for creative empowerment of marginalized youth, through a three-year program of workshops conducted in the context of Palestinian refugee camps in the West Bank and East Jerusalem.

We highlight the current situation regarding arts education and cultural production, and the challenging environment experienced by the youth there. We then describe the Voices Beyond Walls program and key lessons learned to suggest novel tools and practices that may support broader adoption of digital storytelling programs for marginalized youth in diverse global settings.

Youth everywhere have stories to tell that reveal a great deal about their identity, heritage, environment, and lived experiences. Many of these stories are passed down from generations, while others emerge as creative expressions that are unique and meaningful to the context of their lives.

Marginalized youth living in disenfranchised inner cities, slums, disaster zones or conditions of geo-political conflict, often draw their narratives from violent experiences of loss and displacement or hidden psychological trauma.

Sharing these narratives is important not only for their sense of identity, understanding and recognition by others, but as a form of creative expression and advocacy of issues in their lives. Many of these youth are often able to move beyond their everyday lived experiences to reveal poetic and imaginative renderings of an inner voice expressed through a medium they can access such as drawing, writing, dance or drama.

The youth in effect act as “cultural agents” interpreting, reflecting, and artfully re-engaging in their world.



## **Transferability to E-SHAHRAZAD Concept**

Important experience with Youth vulnerable contexts

**TIP:** If you want to know more about it, click on the title and access the webpage.