

DIGITAL MEDIA & ART IMPACT ON ADULT SOCIAL INCLUSION



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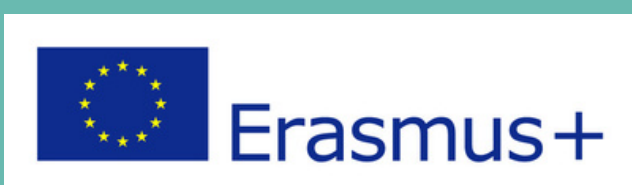


GO DigiART Project

Digital media & Art are an integral part of adult education and learning. But adult education still has to deal with the accusation of not reacting adequately to current existing challenges connected to digital media. What role does digital media play for adult education? What societal task does adult education have in connection with digital media? Given the extensive presence of digital media within all areas of life and the long history of the examination of technical support of learning, the legitimate question seems to be whether or not there is still a need for a fundamental exploration of the relation between digital media and adult education.

GO DigiART delves into the current status of digital media & Art for teaching and learning and retraces the discussion on digital media within the field of adult education. Taking into account the current opportunities to exploit the dissemination and the power that media applications hold for developing the key qualifications and competences of marginalized groups are quite a lot, our project is looking to foster new educational interventions.

GO DigiART's main aim is to enhance skills development and competences of marginalized adults, that reinforce creativity, thus contributing to their engagement in new educational environments and settings of Digital media & Art. As the COVID-19 crisis has hit the cultural and creative sectors particularly hard, some latent social tensions have been explored along with exclusion. Educators have in their hands a great variety of all-encompassing educational environments and tools that are user-friendly and can be accessed by all, independent of their digital literacy, which is as well attractive and engaging for marginalized groups. However, there is a deficiency when it comes to adequate in-service coaching for them because of a poor investment of means and resources.



Meet the Partners

- ASOCIATIA A.S.E.L. RO / A.S.E.L. RO
www.aslel.ro
- Social Innovation & Cohesion Institute/Fifty-Fifty
www.fifty-fifty.gr
- ARISTA DEKA LIMITED
www.aristadeka.eu
- ASOCIACIÓN DE INNOVACIÓN, EMPRENDIMIENTO Y
TECNOLOGÍAS DE LA INFORMACIÓN Y LA COMUNICACIÓN /
INNETICA
www.innetica.org
- FUNDACJA AUTOKREACJA
www.autokreacja.org
- STEPP - STRATEGIE E SVILUPPO / STEPP
www.steppe-up.com
- FilmWorks Trust
www.filmworkstrust.co.uk



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GO DigiART Activities

IO1 IN-SERVICE COACHING & METHODOLOGICAL GUIDE

The In-service Coaching will place a significant emphasis on working with non-traditional embedded-learning and enquiry-based approaches and on capitalizing on the ubiquity of new online learning environments. It will explore the different roles of educators and support workers in these environments. The proposed key competence resources will potentially bring a wide range of new educational environments into the learning process and especially social media platforms. The emphasis of the In-service Coaching will be to ensure that adult educators and any other potential intermediaries have the necessary skills: a) to provide training in audio-visual production using available media devices and open-source software, b) to be comfortable working with the new resources and suitably trained so they can deliver training in a blended learning and enquiry-based learning environment, c) to be fully bought into the benefits that online learning can bring and yet fully aware of the risks that pertain in on-line environments and d) to be able to safeguard against possible negative on-line factors.

IO2 EMBEDDED-TEACHING & RESEARCH-BASED LEARNING BASIC SKILLS RESOURCES

The project proposes a completely new Basic Skills development approach based on a media production environment. It will use a range of bespoke Embedded-teaching and Research-based Learning approaches to engage target groups and build their competences. The Basic Skills areas to be developed with embedded learning approaches are social and civic competence and cultural awareness and expression. While the Research-based Learning approaches will focus on literacy, numeracy, and critical thinking, a learning content framework for the proposed Basic Skills learning resources will be designed. It is difficult to teach social and civic competence and cultural awareness and expression when these topics are removed from real-life contexts. It is much more beneficial and rewarding if learners can engage with the issues or topics being addressed and see and investigate what is different. This action learning approach helps learners to understand the difference and to accept it and the more learners learn about themselves, their own society, and their own traditions; the more they can understand and accept different situations in other cultures and countries. The social and civic, and cultural awareness and expression resources will comprise templates for a series of documentary type digital media productions to be produced by the target group members themselves under the guidance of their adult education tutors. While common themes for programmes to be made in each country will be agreed – to support awareness-raising of the diversity within Europe – the topics chosen will be generic and will focus on everyday norms like: (1) What we eat for breakfast - (2) Who our MEP is - (3) What our National sport is



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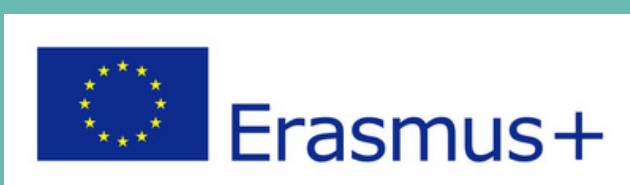
GO DigiART Activities

IO3 DIGITAL EDUCATION PLATFORM

An on-line Education Platform will be developed as a one-stop-shop providing instant access to the full suite of resources developed. The proposed On-line Education Platform will support a wide range of innovative on-line courseware and include a dedicated YouTube channel where all short films produced by the young adults will be aired. It will incorporate a learner tracking mechanism to enable adult educators monitor the progress of learners through the various resources provided. It will host all the new key competence resources, will be fully web 2.0 compliant and will include all the standard and expected social media features that are now an essential part of online learning. The On-line Education Platform will be an on-line hosted environment running on a web server tailored for the purpose. It will be built on iCMS Content Management System, based on the Managers Framework developed by our technical experts. This Managers Framework is a scalable, object-based programming framework including features such as language versioning, object relations and ownership models, all with a flexible connection interface. The portal will be optimized for mobile access and will function equally well on laptop, tablet or smartphone. The proposed technology infrastructure will be developed to accessibility compliance standards.

IO4 SCIENTIFIC REPORT

A Scientific Report will be created, capturing the policy learning from the project experiences of partners and identifying critical steps moving forward to support greater integration of marginalized young adults into lifelong learning. The Scientific Report will consider the role of adult educators and the professional training provided to those who qualify to teach in this field. Specifically, the Scientific Report will consider the robustness of current train-the-trainer models and whether these training programmes are fit for purpose. Adult educators provide essential services in a wide range of work settings and concerning the widest range of educational topics. Adult educators are often the first line of defense where tackling social issues is concerned and adult education staff are often placed in the firing line without adequate training and support. The key issue that the proposed Scientific Report will address is the essential role that appropriate initial and in-service training for adult education staff plays in achieving quality learning outcomes especially when working with the most at risk or marginalized target groups where specific skill sets are essential. The Scientific Report will examine the indicated experience in 7 different countries and make recommendations for policy change on the basis of that experience. It will consider why a change of policy approach might be relevant and the cost benefits to be derived from the new model developed.



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