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COMPLEMENTARY MATERIALS

LeCoLe podcasts



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ABOUT THE PROJECT

Project "LeCoLe - Learners as Co-creators of Their Own Learning" aims at highlighting the experiences and best practices in Portugal, Iceland, Ireland, Greece and Latvia supporting active engagement of learners in their learning process. Additionally the topic of co-creation and its ecosystem in each country is explored. The LeCole podcast offers an insight into the identified best practices in each country through opinions of educators and students talking about the benefits of participatory design of the learning process, blocking factors and encouraging others to try new methods and approaches in teaching learning process.

Erasmus+ KA2 "LeCoLe - Learners as Co-creators of Their Own Learning" No. 2020-1-LV01-KA201-077454.



WELCOME TO LEARNERS AS CO-CREATORS OF THEIR OWN LEARNING!

Co-creation appeared in the discussion about education just a few years ago and placed itself amongst the most interesting pedagogical concepts. It refers to growth, imagination, collaboration, to students and teachers alike, and the concept develops with every good example from practice.

Supported by the Erasmus+ Programme a group of educators took on a quest of searching for good examples of co-creation and outstanding co-creators in schools in Greece, Iceland, Ireland, Latvia, and Portugal. We bring the findings to you in podcast series under the heading "Learners as Co-creators of Their Own Learning", available on several platforms.

Complementary material to the podcast series will give our listeners some opportunities to explore more in the field of co-creation and enhance their professional development. The material includes recommendations on how to plan student participation in creative learning processes and how to work with cultural events; descriptions of useful web-tools and websites; recommendations for co-creation in classrooms backed by research; writings on interesting case studies about co-creation on different school levels; and a short article about co-creation as the teenager in the family of creative pedagogies.

List of podcasts and LeCoLe partners

- Designing co-created projects in post-primary education – Marino Institute for Education, Ireland
- Co-creation in Primary Education – European Education and Learning Institute, Greece
- How Educational Technologies can Support Co-creation – Directorate General for School Administration, Portugal
- Interdisciplinarity for Co-creation in schools – University of Iceland, Iceland
- Promoting Students' Civic Engagement in Teaching-Learning process – Izglītības attīstības centrs / Valsts izglītības satura centrs, Latvia
- Self-led Learning and Co-creation – European Education and Learning Institute, Greece
- Using Cultural Experiences as a Resource in the Study Process – Izglītības attīstības centrs / Valsts izglītības satura centrs, Latvia

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PROJECT PARTNERS



Marino Institute of Education is a Higher Education Institution involved in teaching, learning and research. Located in Dublin, Ireland, MIE is an Associated College of Trinity College, The University of Dublin (TCD). Its mission focuses on promoting 'Inclusion and Excellence in Education'.



The European Education and Learning Institute (EELI) is a Lifelong Learning Center. The Centre operates all over the island of Crete Greece. It offers services in a wide range of community programmes aiming to actively contribute to the lifelong learning of people of all ages and strengthen cooperation in education throughout Europe.

The General Directorate for School Administration (DGAE) is a central body of the Portuguese Ministry of Education. It proceeds assignments in the area of implementation of human resources development for teaching and non-teaching staff policies of public schools, private and cooperative education schools, and Portuguese schools abroad, ensuring the completion and development of policies for selection, recruitment, career management, payroll and training of teaching staff and school principals.



The University of Iceland (Háskóli Íslands) is the leading institution of research and higher education in Iceland; it is a progressive educational and scientific institution, renowned for research in the global scientific community. The university offers opportunities for study and research in 400 programs, spanning most fields of science and scholarship.



National Centre for Education of Latvia (VISC) is a public administration institution directly subordinated to the Minister of Education and Science of Latvia. VISC main functions are: development of general and vocational education curricula; development and implementation of national examinations in general and vocational education; coordination of: state language proficiency testing; support systems for children with special needs and gifted and talented students, teacher continuing professional development; non-formal career oriented education system.



Education Development Center (IAC) is a non-governmental organization in Riga, Latvia. The mission of the the Centre is to promote further development of an educated, democratic society in Latvia by promoting building of professional capacity, competitiveness, cooperation and civic participation skills of each individual, communities and society in large.



CO-CREATION IN IRISH POST-PRIMARY EDUCATION

The Framework for Junior Cycle (2012; 2015) sets out the vision of how teaching, learning and assessment can be designed to support the delivery of a quality, inclusive and relevant education for students aged between 12 and 16 years (Junior Cycle). At this level, students learn how to take the initiative; how to be innovative and develop entrepreneurial skills; how to observe and evaluate empirical events and processes; how to draw valid deductions and conclusions; how to bring an idea from conception to realisation (Junior Cycle Statements of Learning). To achieve these aims, teachers engage students in co-operative, creative and innovative learning techniques which allow students to choose how to co-create their own learning experience. “Teachers share and co-create success criteria with students so that they can assess their own learning through self-assessment and peer assessment, and identify areas for improvement and strategies to achieve improvement” (Looking at our Schools. 2022, p.31).

Case Study of Co-Creation in Post-Primary Education

Example 1: An art teacher in Dublin worked with post-primary school students to co-create a communications campaign explaining how their school practices sustainability. The students and the teacher worked together to create artifacts, posters and digital content for social media and then made a video explaining the development of their ideas and how they completed the project. Students developed their creative skills, their technological skills and the teacher learned more about the use of social media amongst adolescent learners. The school won a bursary award for their creative project.

Example 2: A teacher worked with students and experts in the field of well-being to co-create a well-being programme for post-primary students. The project aims to promote adolescent health literacy, harnessing the voice of the study by working with them to identify topics and activities that would benefit their mental health and well-being. Students work with teachers to design campaigns about healthy diet, exercise and activities for positive mental health.

PODCAST DESIGNING CO-CREATED PROJECTS IN POST-PRIMARY EDUCATION

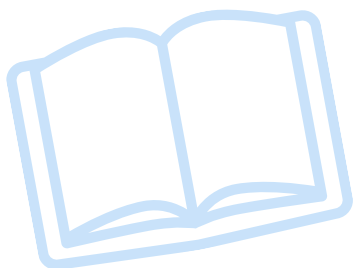
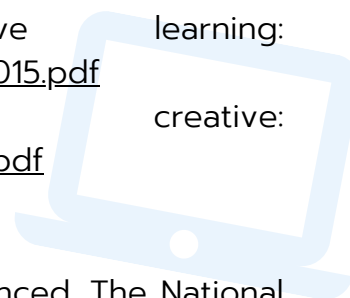
Additional reading related to co-creation in post-primary education:

- Key Skills of the Junior Cycle: [https://www.curriculumonline.ie/getmedia/def48e3f-68f9-42e4-95def30086321fd0/JSEC_Key_Skills_of-JC_English\).pdf](https://www.curriculumonline.ie/getmedia/def48e3f-68f9-42e4-95def30086321fd0/JSEC_Key_Skills_of-JC_English).pdf)
- Digital Learning Framework for Schools: <https://www.dlplanning.ie/wp-content/uploads/2018/10/digital-learning-framework-post-primary.pdf>
- Looking at Our Schools 2022: A Quality Framework for Post-Primary Schools; <https://www.gov.ie/pdf/?file=https://assets.gov.ie/232730/4afcbe10-7c78-4b49-a36d-e0349a9f8fb7.pdf#page=null>
- Information about co-operative learning: https://ncca.ie/media/1147/workingwithothers_april2015.pdf
- Information about being creative: https://ncca.ie/media/1148/beingcreative_april_2015.pdf

Co-Creation in Irish Higher Education

In Ireland, co-creation in Higher Education is well advanced. The National Student Engagement Programme (NStEP) has developed policy, guidelines and resources which can be used by teachers to engage students in partnership and co-creation of learning. The NStEP policy 'Steps to Partnership' supports student engagement in learning and decision making. Although there is no consensus on the concept of student engagement, it implies a commitment of students to teachers in order to work in partnership.

- For more information about NStEP, visit: <https://studentengagement.ie>
- Steps to Partnership Policy: <https://studentengagement.ie/wp-content/uploads/2022/11/NStEP-Steps-to-Partnership-Doc-3.pdf>



PODCAST DESIGNING CO-CREATED PROJECTS IN POST-PRIMARY EDUCATION

Case Studies of Co-Creation in Higher Education

Example 1: Student Teacher Educational Research (STER) is an Irish Higher Education partnership project that supports education students to share their dissertation research with the wider education community. Underpinned by a student-staff partnership ethos, the project is run by a team of student and staff volunteers and has positioned participants as co-creators, responsible for their own learning with valuable expertise to contribute (HEA, 2016). Not only has this approach enhanced student learning, it has boosted students' confidence and engagement (Brennan, 2019). Staff also gained a stronger appreciation for working with students outside of lectures, identifying improved relationships & reduced 'distance' between staff and students. The key principles supporting co-creation in the STER project are outlined in this case study:

<https://studentengagement.ie/wp-content/uploads/2022/11/Brennan-1.pdf>

Additional reading related to co-creation in Higher Education:

- Bovill, C. 2020. Co-creation in learning and teaching: the case for a whole-class approach in higher education, *Higher Education*, 79(1), 1023-1037. Available from: <https://link.springer.com/article/10.1007/s10734-019-00453-w>
- Brennan, A. (2021). Reflections on establishing a student-staff partnership in Irish university-based teacher education, In Shagrir, L. and Bar-Tal, S. *Exploring Professional Development Opportunities for Teacher Educators: Promoting Faculty-Student Partnerships*. Book available from: <https://www.routledge.com/Exploring-Professional-Development-Opportunities-for-Teacher-Educators/Shagrir-Bar-Tal/p/book/9780367748913>
- Felten, P., Abbot, S., Kirkwood, J., Long, A., Lubicz-Nawrocka, T., Mercer-Mapstone, L. and Verwoord, R. (2019) Reimagining the place of students in academic development, *International Journal for Academic Development*, 24(2), 192-203. Available from: [10.1080/1360144X.2019.1594235](https://doi.org/10.1080/1360144X.2019.1594235)
- Mercer-Mapstone, L., Dvorakova, S. L., Matthews, K. E., Abbot, S., Cheng, B., Felten, P., Knorr, K., Marquis, E., Shammas, R., & Swaim, K. (2017). A Systematic Literature Review of Students as Partners in Higher Education. *International Journal for Students As Partners*, 1(1). Available from: <https://doi.org/10.15173/ijasp.v1i1.3119>

PLAYFUL LEARNING AND CO-CREATION

<https://www.timeshighereducation.com/campus/cocreating-students-practical-considerations-and-approaches>

- Co-creating with students gives them agency over their learning and helps to develop self-direction, confidence, creativity, and critical thinking skills. It enables educators to create meaningful learning experiences for students by engaging in a more challenging and rewarding teaching practice.

- Using interactive applications such as Kahoot is useful to engage with students, test them on materials and get anonymous feedback from students who may be afraid to speak in front of the group. This is better suited to college students or places of learning where students have access and permission to use laptops, phones or handheld devices.

Use mixed media often: podcasts, YouTube videos, documentaries, online games

Give different students a topic to learn about/ present, instead of the teacher just teaching all the content. This improves public speaking and research skills. It can also teach students how to use presentation tools, like PowerPoint etc.

<https://www.sciencedirect.com/science/article/abs/pii/S1871187109000704>

- Kangas, M. (2010). Creative and playful learning: Learning through game co-creation and games in a playful learning environment. *Thinking Skills and Creativity*, 5(1), 1–15. <https://doi.org/10.1016/j.tsc.2009.11.001>

-The playful learning environment (PLE) is a novel, pedagogically validated learning environment which combines information and communication technologies (ICTs) both in the classroom and outdoors in the playground.

-The present study focuses on the process of game design, knowledge co-creation and participation from the perspective of creative and playful learning (CPL),

PODCAST CO-CREATION IN PRIMARY EDUCATION

Creative and playful learning in the PLE setting refers to (1) learning that allows, stimulates, and promotes learner creativity and knowledge co-creation, (2) learning through designing content for the PLE by using new technology, and (3) learning through a variety of playful and physical activities – hands-on and body-on.

<https://www.hw.ac.uk/uk/services/docs/is/JudyHardyandAlisonKay.pdf>

Ways to incorporate co-creation:

- Peer instruction
- Flipped classroom
- PeerWise

Recognises that there are barriers to incorporating co-creation - this includes the lack of alignment between principles and practice, and the fact that there are no quick fixes, it needs to be planned.

<https://unitu.co.uk/students-as-co-creators-is-it-worth-it/#:~:text=When%20you%20have%20students%20as,but%20they'll%20feel%20respected.>

- Students can develop goals, design projects, assess outcomes and share what they have learned via the process of co creation
- They will enjoy their learning more and feel more respected.

<https://www.futurelearn.com/info/courses/teach-online/0/steps/73953>

- When you involve your student in their own learning, they become more engaged and motivated to learn and try new ideas
- Time and space is needed for co creation in the classroom due to barriers such as large classroom sizes, lack of resources and short lessons

Seale, J. (2009). Doing student voice work in higher education: an exploration of the value of participatory methods. *British Educational Research Journal*, 36(6), 995–1015.

- Student feedback will have a transformative impact on teaching and curriculum development

Sanoff, H. (2007). Special issue on participatory design. *Design Studies*, 28(3), 213–215.

- Participatory design is an attitude for change and can promote student engagement.

HOW EDUCATIONAL TECHNOLOGIES CAN SUPPORT CO-CREATION

Zoom - <https://zoom.us>

"Unified communication and collaboration platform. Make meaningful connections with meetings, team chat, whiteboard, phone, and more in one offering."

Teams - <https://www.microsoft.com/pt-pt/microsoft-teams>

"For anyone who wants to design anything, alone or with others. No design experience is necessary, and it is free forever."

Google Classroom - <https://classroom.google.com>

"Google Classroom is your all-in-one place for teaching and learning. You can use Classroom in your school to streamline assignments, boost collaboration, and foster communication. Classroom is available on the web or by mobile app. You can use Classroom with many tools that you already use, such as Gmail, Google Docs, and Google Calendar."

Moodle - <https://moodle.com>

"With hundreds of millions of users around the globe and translated into over 100 languages, Moodle gives you the freedom to create online teaching and training solutions that best meet your learners' needs."

Box - <https://www.box.com/home>

"Simplify how you work. Secure collaboration with anyone, anywhere, on any device."

Genially - <https://genial.ly>

"Create presentations, infographics and other stunning content by yourself or with your team."

Notion - <https://www.notion.so/product>

"One workspace. Every team. We're more than a doc. Or a table. Customize Notion to work the way you do"

PODCAST HOW EDUCATIONAL TECHNOLOGIES CAN SUPPORT CO-CREATION

Canva - <https://www.canva.com>

"For anyone wanting to design anything, on your own or with others. No design experience required, and it's free forever."

Padlet - <https://padlet.com>

"Perfecting the art of collaboration. Invite others to contribute - signup not required. Work with unlimited contributors. Allow others to remake your work to use as a template."

Office 365 - <https://www.office.com>

Powerpoint- "A PowerPoint slideshow (PPT) is a presentation created on software from Microsoft that allows users to add audio, visual and audio/visual features to a presentation. It is considered to be a multimedia technology and also acts as a tool for collaboration and content sharing."

Google Drive

"Google Drive is a free cloud-based storage service that enables users to store and access files online. The service syncs stored documents, photos and more across all of the user's devices, including mobile devices, tablets and PCs. Google Drive integrates with the company's other services and systems -- including Google Docs, Gmail, Android, Chrome, YouTube, Google Analytics and Google+. Google Drive competes with Microsoft OneDrive, Apple iCloud, Box, Dropbox and SugarSync."

Google Forms

With Google Forms, you can create and analyze surveys right in your mobile or web browser—no special software required. You get instant results as they come in. And, you can summarize survey results at a glance with charts and graphs.

Google Docs

"Use Google Docs to create, and collaborate on online documents. Edit together with secure sharing in real-time and from any device."

Kahoot - <https://kahoot.it>

"Make your students the hosts of their own learning experiences. Let students choose how and what they learn with Kahoot! A student-centered learning platform and content hub designed to help students to take an active role in their education through powerful play."

PODCAST HOW EDUCATIONAL TECHNOLOGIES CAN SUPPORT CO-CREATION

Prezi - <https://prezi.com/login>

"Prezi is a multimedia presentation tool that can be used as an alternative to traditional slide making programs. Instead of slides, Prezi makes use of one large canvas that allows for panning and zooming to various parts of the canvas to emphasize the ideas presented there."

VideoAnt - <https://ant.umn.edu>

"Easily Annotate Videos VideoAnt is a web-based video annotation tool for mobile and desktop devices. Use VideoAnt to add annotations, or comments, to web-hosted videos. VideoAnt-annotated videos are called "Ants".

Perusall - <https://www.perusall.com>

We aim to change the nature of learning – from the traditional solitary experience to an engaging and collective one."

Hypothesis - <https://web.hypothes.is>

"Annotate the web,with anyone,anywhere. Engage your students with social annotation."

Mural - <https://www.mural.co>

Level up your teamwork with an intuitive digital whiteboard built for teams to do their best work together.

Spiral - <https://www.discoveryeducation.com/details/discovery-education-acquires-award-winning-interactive-learning-platform-spiral>

Timely, Relevant Content + Useful Teaching Tools All in One Place."

StoriumEdu - <https://storiumedu.com>

"StoriumEDU is a collaborative writing game for youth that builds skill and lasting confidence."

FlipGrid - <https://info.flip.com>

"Flip is a video discussion app, free from Microsoft, where curious minds connect in safe, small groups to share videos, build community, and learn together."

QUIZIZZ - <https://quizizz.com>

"Prepare high-quality, interactive content in as little as two minutes."



CO-CREATION IS THE TEENAGER IN THE FAMILY OF CREATIVE PEDAGOGIES

*"In its essence, creative pedagogy teaches learners how to learn creatively and become creators of themselves and creators of their future."*ⁱ

This citation is to an article by Dr Andrei Aleinikov who started writing about creative pedagogy in the eighties. Since then, many scholars have discussed definitions of the concept creative pedagogy, how to differentiate it from other related and interesting ones, and how it refers to practice. Aleinikov continues:

*The goal of Creative Pedagogy is to transform ANY subject class (course, program, school) into a creative teaching process that would produce creative learners (life learners) – much more efficient learners than those produced by traditional school. This transformation of the traditional class (course, program, school) is called "creative orientation."*ⁱⁱ

British scholars, Teresa Cremin and Kerry Chappell, did a critical systematic literature review of empirical work on creative pedagogies from 1990 to 2018. They started with 801 papers that matched their first criteria on the matter but ended up with using 35 quality papers they examined in depth. Their conclusion is:

*The findings reveal that seven interrelated features characterise creative pedagogical practice, namely generating and exploring ideas; encouraging autonomy and agency; playfulness; problem-solving; risk-taking; co-constructing and collaborating; and teacher creativity.*ⁱⁱⁱ

The emphasis in several writings is on creativity being a way of working, teaching, learning, and thinking. This explains why creative pedagogies have become so appealing at all school levels, since modern societies need to ignite innovation and entrepreneurship in any subjects. And here is where co-creation steps onto the stage.

When the concept co-creation emerged in media, it was more related to business and marketing than to education. Now we can trace co-creation in education in many places, often with emphasis on student engagement and motivation. Stacy Katz, at Lehman College CUNY, explains it this way:

PODCAST INTERDISCIPLINARITY FOR CO-CREATION IN SCHOOLS

Co-creating with students is a process by which students collaborate with teachers in designing their own learning experience. With an emphasis on student perspectives, it is based on constructivist learning theory, which says learners construct knowledge and meaning from lived experiences rather than from passively taking in information. Implicit in the concept of co-creation is a recognition that teaching is not a one-way process flowing from teacher to student. Meaningful learning opportunities are made possible by honouring student voices.^{iv}

Here co-creation is linked with several key concepts debated in education nowadays and the citation brings forth the notion of a renewed and balanced relationship between students and teachers.

My conclusion is that the concept of co-creation belongs to the family of creative pedagogies, but it is probably still a teenager. Co-creation jumped into the discussion about education just few years ago and placed itself amongst the most interesting pedagogical concepts. It refers to growth, imagination, collaboration, and to students and teachers alike. With its vivid links to practice, co-creation can be and become a valuable tool for teachers in their everyday work and enhance their professional competence. Furthermore, co-creation as a subject in diverse projects and research, contributes to educational debates and development. (by Dr Kristín Jónsdóttir)

i Aleinikov, A. (2013) Creative Pedagogy. Encyclopaedia of Creativity, Invention, Innovation, and Entrepreneurship. Springer: New York, NY, p.327.

ii Aleinikov, A.G. Creative Pedagogy and Creative Meta-Pedagogy. Progress of Education. Vol. LXV, No 12, July 1991, p. 274; See also, an example of creative orientation - Aleinikov, A.G. (1990) Grammar of Creation and Creation Grammar (Creatively Oriented Theoretical Grammar and History of English). Ministry of Defence Military Institute: Moscow

iii Teresa Cremin & Kerry Chappell (2021) Creative pedagogies: a systematic review, Research Papers in Education, 36:3, 299-331, DOI: 10.1080/02671522.2019.1677757

iii Stacy Kats (2021, 22 Oct) Co-creating with students: practical considerations and approaches. Retrieved 19.2. 2023 at <https://www.timeshighereducation.com/campus/cocreating-students-practical-considerations-and-approaches>

METHODOLOGICAL RECOMMENDATIONS FOR PROMOTING STUDENTS' CIVIC ENGAGEMENT IN TEACHING/LEARNING PROCESS

- For students to be able actively and equally participate in the teaching/learning process, including taking control of the process and making decisions necessary to achieve the set goal, the teacher creates horizontal relationships with students that are based on mutual respect.
- Teachers should entrust part of the responsibility for the learning process to students, as well as teaching methods and techniques that students can use across different curriculum areas, as well as in other out-of-school situations. Students plan their learning and evaluate the results during and at the end of the process, thus increasing self-confidence and belief in their capabilities.

A good example of developing students' responsibility for the learning process is the action project "Citizen", which many Latvian schools have already implemented in cooperation with the Education Development Center. Some examples are illustrated in the experience stories <https://iac.edu.lv/assets/Publications/Izdari.pdf>. (Material is available in Latvian language)

Using this approach, students are encouraged not only to identify and solve problems but also to learn how to cooperate with decision-makers who are the ones responsible for ensuring improved well-being and quality of life of people.

What to start with?

At the beginning of this project work and during its course, the teacher needs to make sure that the students can identify and implement sequential action steps. It is helpful to ask guided self-reflection questions regularly during the process to check and understand whether they are moving toward the intended result. The questions may be as follows:

- Have the students managed to formulate the topic to be explored or the issue to be solved? Is the root of the problem clear and is the context where it occurs apparent?

PODCAST PROMOTING STUDENTS' CIVIC ENGAGEMENT IN TEACHING/LEARNING PROCESS

- Is the selected problem too extensive in scope, solving which would require large resources and long-term actions? The teacher needs to make sure that students can create some impact and make a change.
- Who (for example, school administration, local municipality specialists, police, communal service, etc.) is responsible for the situation that has arisen and for solving the problem that students have identified? Do students cooperate with these authorities?
- Have the students used the opportunity to divide the responsibilities, for example, have they formed smaller groups? Is each group aware of its tasks? Do groups work together?

• The action project **CITIZEN** offers a 6-step methodology for the structured advancement of the initiative-based process

STEP ONE. THE PROBLEM

Task

- Identify problem situations in the school, local community/city that require improvement.
- Choose one problem in the school, local community/city that requires improvement.

The result

Defined situation/problem that needs to be solved or improved.

STEP TWO. STAKEHOLDERS

Task

- Identify the stakeholders involved in the problem.
- Give evaluation about the stakeholders involved in the problem by indicating the role of each (is affected by the problem or is responsible for solving it etc.).

The result

Identified and characterized stakeholders involved in the problem.

STEP THREE. PROOF

Task

- Find reliable evidence that supports the existence of the chosen problem/situation.
- Cite the sources where the evidence was obtained.
- Collect evidence.

The result

Summary of available evidence.

STEP FOUR. PROPOSAL

Task

- Prepare a constructive proposal to the officials in charge on how the problem could be solved.
- Evaluate what resources are needed to implement the proposed solution.

The result

A developed proposal for a solution to the problem.

STEP FIVE. COMMUNICATION

Task

- Plan how the officials in charge will be informed about the prepared proposal.
- Plan how to inform the wider public about the prepared proposal.

The result

A communication plan for the developed proposal has been prepared.

STEP SIX. EVALUATION

Task

- Evaluate what are the potential gains for people who propose solutions during the development of such proposals and policy initiatives.
- Evaluate what are the potential gains for other people resulting from such proposals.

The result

Summarised evaluation of the experience.

In the course of the project, students need to be **supported in acquiring important skills**, for example by providing brief information on how to conduct surveys in the appropriate way. It is important that students are aware of and themselves choose whether they need support and more information from the teacher.

Thus, the teacher's role changes to becoming - a supporter, a process guide, a consultant who helps students to implement the determined steps, and who delegates responsibility for the process and result to the students.



METHODOLOGICAL RECOMMENDATIONS FOR USING CULTURAL EXPERIENCES AS A RESOURCE IN THE STUDY PROCESS

At a time when significant reforms of the educational content are taking place in Latvia, as well as the role of opportunities offered by technologies is increasing, the issue of using new forms of instructional materials that take into account the needs of students and the ever-widening presence of audiovisual content in our lives is brought up. Including in the range of learning resources **thoughtful, creative, modern and professionally created cultural events** - films, books, theater and dance performances, visual arts, etc., provided by the national-scale cultural education program "Latvijas skolas soma" gives an opportunity for every student to encounter diverse cultural and artistic values through their contemporary forms, acquire different means of expression used to convey the message and actively participate in the learning process through own experience.

Students admit it is important that the teacher communicates a clear goal and gives them the freedom of choosing their own way to achieve it. The **teacher's role as a process leader** begins with the choice of the cultural event, which can be supported by the following questions:

- does the cultural event include a clear message revealed by the means of artistic expression? Is the message not didactic or categorical?
- what is the message you want to convey to the students; what will you encourage them to think about, discuss or find out more?
- is the content of the event selected connected with something that is important for young people of particular age. Is it connected other socially significant events? Does it represent values that persist over time and encourage thinking about what is common and what has been different in the past?
- would students need to consult experts, museums or other institutions to make sure of the reliability of the included information?

PODCAST USING CULTURAL EXPERIENCES AS A RESOURCE IN THE STUDY PROCESS

- does the content and the chosen form cause emotional co-experience and promote the cognitive process, reveal different situations, encourage to see contradictory issues, develop critical thinking, creative problem solving, media literacy and empathy?
- **what will be the form of cultural event and what means of expression will be used?**
- do means of artistic expression found in this particular event represent various branches of culture?
- which of the means of artistic expression might already be familiar to students and which will be new. How will you introduce those?
- are the interactive elements used in the process, if any, meaningful and stimulate cognitive activity?
- are the texts, if any, relevant, logical, attention-grabbing, but not excessively childish (for example, aimed for students in lower grades) or are they somewhat trying to imitate the slang used by young people?
- does the duration of the event correspond to the age and attention span of the students? Is there a knowledge test, an unnecessary competition, a fight for prizes, etc., which suppresses the artistic experience and can create negative feelings?

An example how to work with a cultural event

While promoting the competence and understanding of cultural awareness and expression, students get familiarized with the concept of censorship and its application in different periods and political systems, including today, and connect it with the possibility and importance of the freedom of expression. The discussion about censorship can be initiated using cinema because cinema art is always associated with manifestations of censorship, as its content can often be unpleasant for someone. The following structure of the lesson or lesson cycle is outlined here:

- Getting familiarized with the concept of "censorship" by first creating associations, then analyzing the definition;
- Reflecting and searching for information to answer the question: Why do dictatorships limit artists?

A film "Liberation Day" (100 min.) is used to facilitate further cognitive process.

About the film: https://www.imdb.com/title/tt5847760/?ref_=nv_sr_2

Rental and purchase options:

<https://itunes.apple.com/gb/movie/liberation-day/id1254985165?ign-mpt>

<https://wtc.laibach.org/collections/media/products/liberation-day-blu-ray-supreme-leader-edition>

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- After watching the film a discussion is facilitated about the students' reaction - what appealed/surprised/shocked/inspired them?
- How was censorship manifested in the film? Why was it used?
- In groups or individually, students make a conclusion by completing the sentence "Artists are dangerous because ...".

Another resource to support understanding more about the censorship is a Latvian film "Četri balti krekli" (Four white shirts) (80 min.)

About the film: https://www.imdb.com/title/tt1296154/?ref_=fn_al_tt_1

Watch online: <https://www.filmas.lv/movie/1328/>

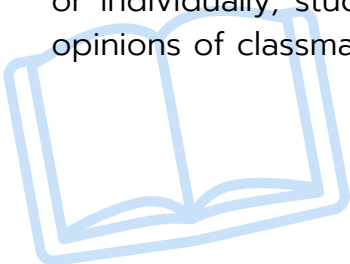
- It is a film by the excellent director Rolands Kalniņš created in 1967 and back then was part of the world's modernist trends. But due to expression of free thought, youthful energy and sharp irony, it was launched and screened in Latvia only 20 years after its creation. At the Cannes International Festival in 2018, the film was premiered in the "Cannes Classics" program, where it was received with the ovation.

- After watching the film, a discussion is facilitated about the students' reaction - what appealed/surprised/shocked/inspired them?
- How did censorship appeared in the film and how it affected the film itself? Why was it used?
- In groups or individually, students make a conclusion by completing the sentence "Censorship can protect society from...".

In the following lessons, students can study censorship in other art forms, for example, by getting acquainted with the lists of banned USSR music bands and their songs

https://ic.pics.livejournal.com/maxim_nm/51556845/4769225/4769225_original.jpg

and try to guess what the USSR censors disliked in each of the songs. In groups or individually, students present and justify their conclusions and hear out the opinions of classmates.



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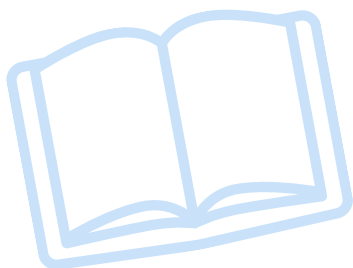
Additional ideas

Ideas for using cultural events in the learning process "CULTURAL EXPERIENCE: what to do with it?"

"Methodological recommendations for educators about the inclusion of cultural events in the curriculum and for promoting the discussions about Europe" (available in Latvian language)

Link: <https://esmaja.lv/sites/default/files/inline-files/krajums-print.pdf>

The material includes suggestions on how to better explore the world-famous ballet "Peer Gynt", a vibrant show about self-discovery and homecoming created by a collaboration of European artists. Searching for oneself is a natural phenomenon of the adolescent and young age, and the tasks offered before watching the performance are related to identity and answering questions about one's identity, while the tasks after the performance are related to the freedom of movement. The lesson plans are linked with the European values of human dignity and freedom defined in the Treaty of Lisbon.





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