



Adults Learning for Intergenerational Creative Experiences  
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## **Newsletter: Issue 2**

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### **A.L.I.C.E.: the first steps!** ***SEED's perspective***

#### **Summary of contents**

In this Newsletter our aim has been to introduce the partner SEED and the main advancement of the project in its first 6 months of development. This issue presents SEED activity and how the organization is contributing to the A.L.I.C.E. project, namely through its Digital Story Telling methodology. Furthermore, the issue presents the results of a participatory activity developed with a group of teenagers to define the concept of intergenerational learning and dialogue. Finally, this newsletter describes all the details of the exciting Advance Training Course developed within the context of the project.

## **Once upon a time...SEED**

*Chiara Bramani*

Seed is a Swiss non profit organization, located in Lugano, and active in the field of technologies, communication and education since 2007. Seed was born from the belief that an adequate use of ICT and e-learning technologies can make a difference in education and training initiatives in cooperation and development projects: enhancing access, allowing the creation of stable networks, and improving daily working activities. ... **READ THE FULL ARTICLE**

## **In Their Shoes: talking about intergenerational learning with students at TASIS**

*Isabella Rega and Juliana Raffaghelli*

During the second project meeting, held at the beginning of June 2012, project partners had the chance to undertake an activity with a group of students of TASIS – The American School in Switzerland, from 11 to 13 years old. The goal of the activity was to develop the concept of Intergenerational Learning with a participatory approach, involving children and seniors.... **READ THE FULL ARTICLE**

## **An overview of the Advance Training Course: Intergenerational Creative Experiences**

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The University Ca' Foscari of Venice, within the framework of the European project A.L.I.C.E. offers an advanced training course about digital technologies and creative languages to foster intergenerational creative experiences. The advanced training course is composed of 6 online Learning Units plus an introductory unit and a project work, consisting of a pilot intergenerational experience involving one of more creative languages presented. The online Learning Units can be completed online and at distance. Face-to-face tutoring sessions are foreseen in each participating country. ... **READ THE FULL ARTICLE**

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During EDEN (European Distance and Elearning Network) 2012, held in Porto from 6 to 9 June 2012, A.L.I.C.E. Project partners presented a workshop titled, Adults Learning for Intergenerational Creative Experiences – The Challenge and the Initial Strategy.... **READ THE FULL ARTICLE**

## Full Article 1

### *Once upon a time... SEED*

Chiara Bramani

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Seed is a Swiss non profit organization, located in Lugano, and active in the field of technologies, communication and education since 2007. Seed was born from the belief that an adequate use of ICT and e-learning technologies can make a difference in education and training initiatives in cooperation and development projects: enhancing access, allowing the creation of stable networks, and improving daily working activities. Seed has provided expertise and services to partner organizations in several projects, involving different kinds of media: Web sites and Web applications, 3D worlds such as Second Life, printed media and audio, and in the creation of “dissemination kits” with the use of traditional and innovative tools. Apart from its activity in developing countries and in the social field, Seed’s staff took part in different EU projects on research, training or dissemination tasks.

Moreover seed is active in different projects in Switzerland and abroad based on digital storytelling as a way to improve relational, communication and technological skills of children and adults. Seed in the past joined a former European Project, funded under the Lifelong Learning Program, called P.I.N.O.K.I.O. The project was about the use of stories and technologies to foster

integration. This project gave birth to the ALICE project.

Integration, intercultural and intergenerational communication have always been lead-themes for seed. In its quest for educational tools and methods that empower teachers and adults and provide better opportunities for young children, seed has developed a methodology based on digital storytelling for the improvement of expressive, communicative and team-working skills. The method was especially designed to meet the needs of disadvantaged children: special education students, immigrants, children with integration issues.

The Digital Story Telling (DST) method was developed in tight collaboration with seed’s local and international non-profit partners, including special education schools, primary schools, and youth centers in disadvantaged areas. Over the last 3 years seed trained over 70 teachers and educators and involved many children from 4 to 12 years old in DST workshops, including children from special education schools and rural areas, in Switzerland (2009, 2010), Croatia (2009, 2010), Ecuador (2010), Mexico (2010), Italy (2012) and Brazil (2012).

DST is based on stories, as a primary way to interpret and convey our experience to others, to share values and worldviews. Moreover, DST builds on that thanks to the visual arts, a strong and potentially cross-cultural media, and digital technologies, which serve as a catalyst and communication channels.

The DST method proved to be effective for improving relational, communicative and technological skills also of children living in disadvantaged conditions, children with disabilities or facing integration problems. Also, the use of technologies makes learning engaging both for teachers and children, and

the method provides high flexibility, so to adapt to the special needs of every child.

Within ALICE, Seed will contribute with a specific module on training of trainers and Adults' Education Programme (Digital Storytelling), organizing seminars on storytelling for parents, grandparents and pre/primary teachers in Ticino. Furthermore, Seed will lead a Work Package devoted to analyze the impact of pilot activities, aiming to shape a new methodological proposal for adult's learning. Seed will particularly use the channel of "movies" representing stories narrated by adults and children, both to explain the method and to raise awareness about the importance of intergenerational relationships. This entails exploitation, since movies could be adopted both for direct educational activities, and also for training of trainers.

## Full Article 2

### *In Their Shoes: talking about intergenerational learning with students at TASIS*

Isabella Rega and Juliana Raffaghelli

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During the second project meeting, held at the beginning of June 2012, project partners had the chance to undertake an activity with a group of students of TASIS – The American School in Switzerland, from 11 to 13 years old.

The goal of the activity was to develop the concept of Intergenerational Learning with a participatory approach, involving children and seniors.

The activity was composed of two parts, a pre-focus group task given to the pupils and a focus group in which took part the pupils, their teacher, and A.L.I.C.E. partners.

In the pre-focus group task pupils wrote a brief essay about elders, the essays have been reviewed by Isabella Rega (SEED) and Juliana Raffaghelli (CIRDFA) in order to introduce the participatory group dynamics, which then has been discussed with all partners.

The main topics emerging from pupils' essays about what they like in their relationship with seniors, in most cases grandparents, are:

- To spare time with creative activities

- To learn about biographical stories
- The sense of care experienced from grandparents

Also few negative aspects have been highlighted, in particular:

- The lack of dialogue
- The perception of not being listened

The workshop, then, focused on the following questions/topics:

- what do children like about being with elder, and what they don't?
- what do children receive from the elder?

These issues were further analysed and discussed within a session where ALICE partners contributed with ideas about the activity. In fact, Nektarios Moumoutzis (TUC), Isabella Belcari (FNCC), Teresa dello Monaco and Paolo Cremona (The Mosaic) commented on the written assignments improving the set of questions to be used at the activity with children.

Once arrived to TESIS, Isabella Rega and Juliana Raffaghelli open the focus group with the support of the teacher, introducing the relevance of intergenerational dialogue in the contemporary Europe. The other members of ALICE participate and contribute during the discussion. Teresa and Paolo take notes and pictures that enrich the fieldwork.

It follows a brief self-introduction of children and partners; a curious thing is that no one in the room came from only one place, everyone shared at least two countries of origin: Italy-UK, USA-Italy, Switzerland Italy, and so on.

The conversation with children goes further on the relationships among generations; interesting and positive issues of being together emerged, such as:

- spending time and doing things together,
- generosity,
- sharing feelings,

- share knowledge.

Children showed also a balanced critical sense, pointing out negative things, such as:

- lack of attention,
- negative attitude towards the young.

Few reflections can be made from this activity; first of all both children and adults should be aware of the generational differences, and learn to manage that as a positive thing. Furthermore, parents play a key role in transferring the importance and value of generational differences. Finally, children learn all the time by observation, they are not aware of the meaning of what they see; the adults should communicate the meaning of experiences as they have lived, but must also be open to the new meaning brought by children.

## Full Article 3

### *An overview of the Advance Training Course: Intergenerational Creative Experiences*

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The University Ca' Foscari of Venice, within the framework of the European project A.L.I.C.E. offers an advanced training course about digital technologies and creative languages to foster intergenerational creative experiences.

The advanced training course is composed of 6 online Learning Units plus an introductory unit and a project work, consisting of a pilot intergenerational experience involving one of more creative languages presented. The online Learning Units can be completed online and at distance. Face-to-face tutoring sessions are foreseen in each participating country.

#### **Learning Units**

##### 0. Understanding ALICE project

Introducing ALICE approach: creative languages to intergenerational learning. Building a community of adults' trainers. The online learning environment: a space for trainers across frontiers.

##### 1. Adults as Educators

Adults as educators a key dimension for LLL. What are the key dimensions of parents' education? How can we promote rich caring environments for children as mean to learn

outside the school?

##### 2. Music as Creative Language in Adult-Child Interplay

Music as creative language. Learning to listen. The Lullabys of Europe: stimulating listening from the very early years of life. Singing and learning

##### 3. Digital Storytelling: intergenerational narratives

What is storytelling? How can digital technologies support storytelling and provide new venues for creative expression and intergenerational dialogue?

##### 4. Children's Literature and metaphors to enact intergenerational dialogue

How can we use children's Literature as creative language for Intercultural Learning and social inclusion? Reading stories, telling stories: improving key competences for LLL. Analyzing selected stories across Europe

##### 5. Games and social media to promote intergenerational learning

The value of digital games for improving key competences. Selected digital games for adults and children to play and learn together.



Designing an intergenerational community of games developers.

#### 6. Learning Design of Adult Learning Pilot Programmes

How can we design Adults' Learning activities? Tools for participatory assessment of learning. Implementing activities at local level. Creating a network of institutions to promote adults' learning activities

#### 7. Project Work

A Hands-on approach: designing the own Adults' Learning Pilot Programme. Making presentations and discussion at European community level for the implementation at local level.

### Schedule

The advanced training course will start in September 2012 and it will end in September 2013 (no activity during the summer 2013).

The average workload per week is 4 hours.

The course language is English. Working knowledge of English and basic computer skills (use of email, of the internet, of basic office applications) are required.

Selected learners will enjoy a grant of 1000 EUR for trainers mobility to visit another ongoing Lifelong Learning Project in Europe.

### Learners

The advanced training course is open to learners in any of the participating countries: Italy, Greece, Switzerland, Romania and the UK.

Attendance is free of registration, but seats are limited.

### Credits

Learners that complete the whole course will be awarded 30 ECTS by the University Ca' Foscari of Venice.

### Contacts

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To learn more about this exciting training course visit: <http://www.alice-llp.eu>

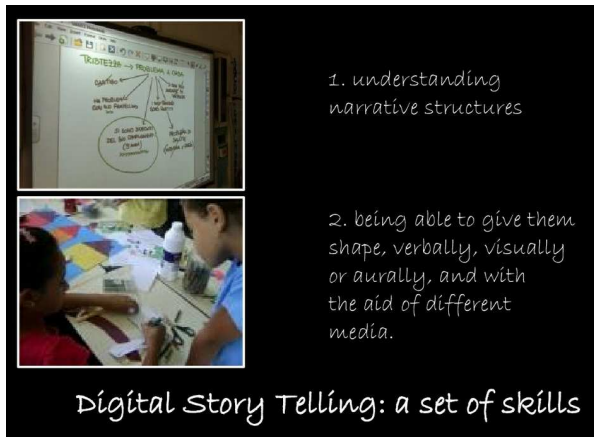


## Full Article 4

### *A.L.I.C.E. Workshop at EDEN 2012*

Isabella Rega

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During EDEN (European Distance and Elearning Network) 2012, held in Porto from 6 to 9 June 2012, A.L.I.C.E. Project partners presented a workshop titled, Adults Learning for Intergenerational Creative Experiences – The Challenge and the Initial Strategy.

The workshop was organized as a blended-learning experiences, with presenters being both at the conference (Isabella from seed and Barbara from University Ca Foscari) and at a distance (Juliana from University Ca Foscari and Nektarios from Technical University of Crete).

The workshop introduced key activities and reflections envisaged within the context of A.L.I.C.E. by working with parents, grandparents, volunteers and other adults interested to interact with children through creative languages (art, storytelling, social media) to build rich and caring environments for children to grow up.

In particular, the workshop dealt with the project structure and strategy of implementation; the framework of reference, intergenerational learning; and three examples of creative languages in practice (introduced by Umberto Margiotta and Juliana Raffaghelli).

The three creative language presented were:

- Blogs and Social Media – Barbara Baschiera (CIRDFA)
- Digital Games – Nektarios Moumoutzis (TUC)
- Digital Story Telling – Isabella Rega (seed)

## Authors in this number



Born in 1979, Chiara Bramani got her degree in Science of the Communication in 2003 with the specialization in business and institutional communication at the Università della Svizzera italiana of Lugano, Switzerland.

In the field of educational technology she worked at the Politecnico di Milano for 5 years, engaged in the organization and management of different projects regarding e-learning and intercultural communication.

Chiara is an experienced and passionate mountain-hiker and rock-climber.

At seed, Chiara is marketing and fund raising manager.



Isabella Rega holds a Ph.D. in Communication Sciences with a thesis on the role of telecenters in socio-economic development. She also completed an executive master in Intercultural Communication from the Università della Svizzera italiana (USI).

She is the executive director of the NewMinE Lab and of the CROSS-FIELD Pro\*Doc and has been involved as project manager in two projects dealing with the introduction of ICT in teacher training for disadvantaged teachers in the state of Bahia (Brazil) and in the region of Cape Town (South Africa), and in a project about Community Multimedia Centres in

Mozambique. Isabella worked in some telecenters, as researcher and instructor, in Jamaica, Burkina Faso, Benin, Guinea and South Africa, and collaborated as online teacher for a distance university in Colombia. At seed, Isabella is project manager.



Juliana Raffaghelli obtained her PhD in Educational Sciences from the Ca' Foscari University of Venice (2010). She has been project manager in several LLP and Europaid Projects (Europe, South America, Turkey and the Balkans) concerning teachers' initial and continuing training, teacher training models in multi-cultural environments, and the impact of mobility on teachers' professional identity and related teachers' effectiveness.

She has also worked on instructional design and the design of virtual learning environments for teacher exchanges as well as real and virtual international mobility for teachers, in the context of coordination of eLearning Technologies "Univirtual Lab". She is currently Teaching Assistant in General Pedagogy at University of Venice.