

## BLENDED LEARNING BEST PRACTICES

<b>Sinbad – a journey to promote key competences in early childhood education through storytelling</b>	
<b>2014 - 2016</b>	<b>Developed by the project partners.</b>
<b>Element</b>	<b>Guiding questions</b>
<b>Type of document</b>	The good practice is a whole project with the website <a href="http://www.storytelling-online.eu/index.php/en/">http://www.storytelling-online.eu/index.php/en/</a> with an online e-learning course, a Pedagogical Framework as PDF and further information.
<b>Publisher</b>	<u>The Project partnership includes:</u> Wisamar Bildungsgesellschaft – Germany (as Coordinator) Storybag – Netherlands Manavgat İlçe Milli Eğitim Müdürlüğü – Turkey PLATO Leiden University – Netherlands Grampus Heritage & Training – UK Platon – Greece Karaliaus Mindaugo profesinio mokymo centras – Lithuania
<b>Target audience</b>	Pre-school teachers
<b>Field</b>	Pre-school education
<b>Objective</b>	The Sinbad project aims at promoting storytelling and the use of storytelling techniques in pre-school and primary school education, in order to enhance the key competences acquired by children. The project activities therefore support pre-school and primary school teachers in learning or further developing oral storytelling, gives advice on how to actively involve children and impart methods for a targeted competence development.
<b>Location /geographical coverage</b>	The good practice was used mainly in the partner countries but as the project contents are online available it is usable for everyone who speaks one of the project languages and has internet access.
<b>Introduction</b>	According to the Pisa studies almost 20% of children at the age of 15 are not able to read properly. They mostly originate from families offering little stimulation. This clearly shows the crucial role of early childhood education and by this of the kindergarten educators. Therefore – as written above - the Sinbad project aims at promoting storytelling and the use of storytelling techniques in pre-school and primary school education, in order to enhance the key competences acquired by children. Listening to stories is a natural thing to do for children, it helps children to identify with characters, to develop empathy, to gain vicarious experiences by hearing about those of others. Children become part of the virtual world of stories, fiction,

	<p>imagination and thus develop an understanding of the dynamics of what the key characters in the stories experience. Besides that, they are invited to talk about stories, to think about stories, to share thoughts with others . Thus they develop social competences. Important competences are developed in the domain of mother tongue. Also the content of the stories may stimulate competence development. Thus competences may be developed in any area. Last but not least by hearing stories, by listening to stories and by talking about stories, children develop competences of storytelling themselves.</p>
<b>Stakeholders and Partners</b>	<p>Pre-school teachers and teachers of young school children (elementary school) are the main target group as the whole project was designed to equip them with the necessary competences to enhance the skills of the children by using storytelling in their daily work. Of course the project results are available for everyone who is interested in learning more about storytelling as a teaching technique in general.</p>
<b>Financing Body</b>	<p>The project was financed by the European Commission as Erasmus+ KA2 Strategic Partnership.</p>
<b>Context</b>	<p>As written above too many children are not able to read as properly as they should. Therefore there is a need of supporting them especially already in the early years – in pre-school. Storytelling is not a crucial part within the education of pre-school teachers but it can be a powerful means of supporting children in their development. The project was designed to help closing this gap.</p>
<b>The main objectives</b>	<p>The main objectives of the practice are already explained above. Pre-school teachers shall be enabled to strenghten their competences in storytelling by doing an online e-learning course but they as well they participated in practical workshops in the different partner countries as storytelling is a vivid technique that is best practiced face – to – face. Pre-school teachers therefore can carry out workshops with their colleagues to deepen their newly gained skills and knowledge in using storytelling in their everyday work life as the instructions enable them to do so.</p>
<b>The description of the practice</b>	<p>The project contains of different important sectors:</p> <ol style="list-style-type: none"> <li>1. The pedagogical background information to give basic knowledge to the user about <ul style="list-style-type: none"> <li>• Competence based learning in early childhood education</li> <li>• EU key competences</li> <li>• Storytelling as teaching method</li> </ul> </li> <li>2. Education pack and elearning course: Storytelling for the competence development of children</li> <li>3. Practical face-to-face workshops: Storytelling for the competence.</li> <li>4. Guidelines for organising face-to-face workshops and collegial exchange independently</li> </ol>

	<p>5. Collection of example stories as resource and basis for further ideas</p> <p>The user can learn online how to implement face-to-face workshops with the colleagues who as well use the online tools for deepening their knowledge.</p>
<b>Outcomes of the practice</b>	<p>The project partners carried out workshops with pre-school educators on the project topic. Also a big multiplier event in Turkey took place. All workshop participants could increase their skills in the field of storytelling and of including it in their daily work. Also an unknown number of users could try out the e-learning course from the platform <a href="http://www.storytelling-online.eu/index.php/en/elearning-course/elearning-course">http://www.storytelling-online.eu/index.php/en/elearning-course/elearning-course</a>.</p> <p>The feedback of the participants of the workshops was mainly very positive.</p>
<b>Success Factors</b>	<p>The success factors for a replication are simple. The participating pre-school teachers must be open-minded and willing to learn new concepts and strategies. When they do the e-learning course with enthusiasm and show their fellow colleagues what they learned it is very likely that they can adopt the new knowledge and use it in their own work-places. Nevertheless, storytelling sometimes requires leaving the own comfort zone. The users should be aware of this but in general pre-school teachers are open-minded towards this kind of methods.</p>
<b>Constraints</b>	<p>In general there are no constraints. The participant of the e-learning course needs a headset or speakers to carry it out properly. Also the user should write down where he/she stopped the course as this is not saved automatically.</p>
<b>Lessons learned</b>	<p>A practical workshop is very important to allow the participants to actively apply and test the knowledge they gained in the e-learning course.</p> <p><i>What are the key messages and lessons learned to take away from the good practice experience, for men as much as for women?</i></p>
<b>Sustainability</b>	<p>The e-learning course and all relevant information are available online for free. For this part no costs occur. It can be used by everyone who speaks English or one of the other partner languages (German, Turkish, Greek, Lithuanian, Dutch). The benefit will be a better qualified pre-school educator who can use the newly acquired knowledge and skills in the everyday work.</p> <p>As the best way of learning the use of storytelling is a blended course (workshops face-to-face and the e-learning course), it is recommended to ask the project partners for real life workshop offers in their organizations. The state-of-the-art is unclear at the moment but with enough participants it can be that the partners offer such a course. But here it is very likely that costs will occur.</p>
<b>Development of the practice</b>	<p>The further development of the practice is not measurable. The users can adopt the skills and knowledge given to their personal needs but the projected ended in 2016. Therefore no direct further development will be carried out. All necessary skills for a useful implementation is given to the users already.</p>
<b>Conclusion</b>	<p>Storytelling in the pre-schools can enrich the daily work and the gain of competences and skills will be probably sustainable. The best concept for this</p>

	topic is a blended learning course with practical workshops and the e-learning course as storytelling is a vivid method of educating.
<b>Related resources that have been developed</b>	Everything related to the project can be found on the website <a href="http://www.storytelling-online.eu/index.php/en/">http://www.storytelling-online.eu/index.php/en/</a>
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