



DIST PROJECT

O6-A5 E-TRAINING COURSE ADDRESSED TO TRAINERS



INDEX

- **Unit 1:** Introduction
- **Unit 2:** Definition of entrepreneur
- **Unit 3:** Definition of storytelling and applications
- **Unit 4:** Storytelling for training
- **Unit 5:** Digital storytelling





• Unit 1: Introduction

A general explanation of DIST project and the training course

- Who is addressed
- Aim of the course
- Moodle platform



Who is addressed?

- **DIST project:** <http://www.distproject.eu/>

DIST is a project funded by ERASMUS+ programme, Key Action 2 “Cooperation for Innovation and the Exchange of Good Practices” Action “Strategic Partnership”, which started on September 2015 and will end on August 2018.



Objective of the project:

DIST project aims to **promote the sense of initiative and entrepreneurship (SIE)** by increasing entrepreneurial education and training **based on the methodology of storytelling.**

DIST promote the innovative use of the digital storytelling for

- spreading sense of initiative and entrepreneurship among unemployed
- supporting aspirant entrepreneurs to set up their business
- supporting entrepreneurs to improve their performance



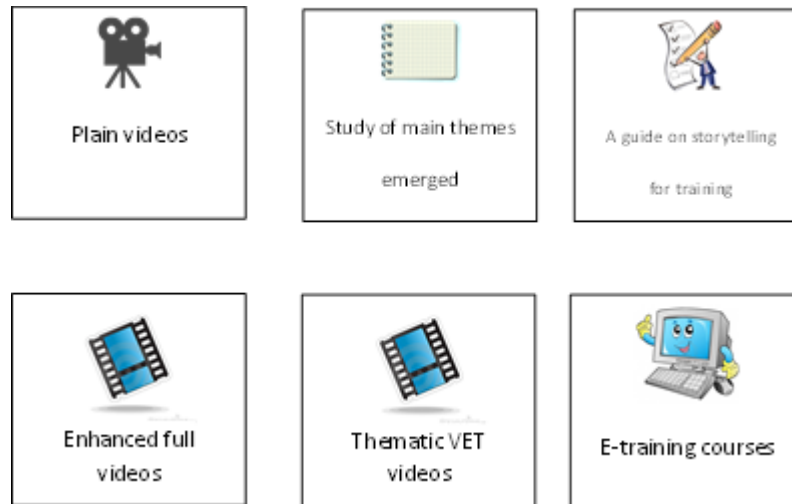
Entrepreneurship is a competence for everyone, helping people to be more creative and self-confident in whatever they undertake.



Project results

Digital storytelling will be used by creating a set of **open educational resources**.

Main Intellectual outputs produced during project:



The tools developed within DIST project could be used directly at a distance by the final target groups and mediated by the trainers in face to face training setting.



Target group

This project will benefit the following main target groups:

- lay people, aspirant entrepreneurs and entrepreneurs willing to improve their SIE
- VET trainers willing to improve their skill in developing the SIE of their learners
- VET organizations and organizations supporting entrepreneurs and aspirant entrepreneurs: employers' associations, decision makers involved with entrepreneurship, researchers of the field, etc.

This e-training course is addressed to VET trainers



Aim of the course

The **course is based** on the content of the **Guide Storytelling for Training** and on the **videos** and will explain **how to use the story telling and the videos produced for developing the Sense of Initiative and Entrepreneurship (SIE)** to aspirant entrepreneurs and entrepreneurs. The aim of the course is to assure a better exploitation of the Guide



Structure

The course is structured in 5 units:

- **Unit 1: Introduction**
- **Unit 2: Definition of entrepreneur**
- **Unit 3: Definition of storytelling and applications**
- **Unit 4: Storytelling for training**
- **Unit 5: Digital storytelling**

Each unit includes a PPT explanation of main contents, suggested learning materials and after each unit will be planned an Assessment activity and different suggested activities.



Moodle platform

Moodle is a free, online Learning Management system enabling educators to create their own private website filled with dynamic courses that extend learning, any time, anywhere.

(www.moodle.org)





• Unit 2: Definition of entrepreneur

The entrepreneur, skills and competences

- What does it mean to be an entrepreneur?
- Skills and competences of an entrepreneur
- Keys of success and of failure
- Knowledge and entrepreneur should have



What does it mean to be an entrepreneur?

Self-employment

Self-employment means to create your own job through creating a business. Many companies are created with this aim. It lets you become an idea into reality, and is a choice to work for thirds.

Advantages	Disadvantages
Independency Motivation Flexibility Cost effectiveness Be your own boss	Risk Responsibility Dedication Investment



Definition of entrepreneur

An entrepreneur is someone who exercises initiative by organizing a venture to take benefit of an opportunity and, as the decision maker, decides what, how and how much of a good or service will be produced.

He supplies risk capital as a risk taker, and monitors and controls the business activities. The entrepreneur is usually a sole proprietor, a partner, or the one who owns the majority of shares in an incorporated venture.

What is entrepreneurship spirit?

The attitude and process to create a business, combined with the risk, creativity and innovation with a solid management, in a new organization or already existing one.

Is focused to start the change, it contribute to society growth, its productivity, providing technology, products and services.



Types of entrepreneurs

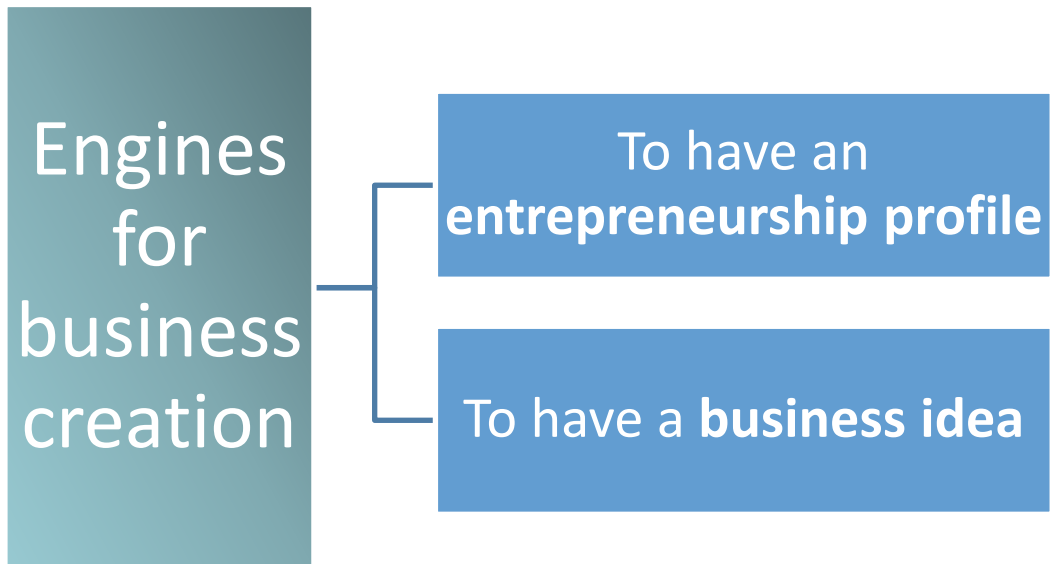
Vocational

people who has
entrepreneurship spirit and
the wish to work for
themselves, or to create a
business.

For necessity

people who has lost their
job and consider self-
employment as the only
way to work





Link: **Cracking the code**

<https://www.youtube.com/watch?v=SC8FdY6jMBA&index=7&list=PLFFEEAAE1F7ED0A47>

Skills and competences of an entrepreneur

The profile of an entrepreneur: we say a person has an entrepreneur profile when he/she has some **skills and competences that facilitate to lead new initiatives, in business field**, also in others.

Many of these skills are linked to personality, but others come from their beliefs, experiences and learnings, so they can be enhanced and improved.

The entrepreneur:

- Should have new ideas and to achieve to translate them into new business offers
- Should be able to take decisions in uncertainty conditions
- Should be able to evaluate his own skills and personal aptitudes and complement them with other collaborators, building a team he will lead



Link: **You only need three things to be an entrepreneur**
<https://www.youtube.com/watch?v=ao6e-b8phFM>

Some characteristics of the entrepreneur profile are:



Link: 15 characteristics of an entrepreneur
<https://www.youtube.com/watch?v=sOjeQV5pHh4>

Technical management skills

Decision making

Commercial spirit

Training in business
management

Numerical
abstraction skill

Adaptability

**Willingness to
learn**

Analysis and
synthesis skill

Setting goals and
the path to achieve
them

Intuition and future
anticipation

Innovator

Knowledge of
technics, methods
and materials to
use

Management
expertise

Management and
organizational skills

Business criterion



Skills that the guide allows to develop

Ability to share stories

ability to enhance past experience, errors and failures included

Ability to use new technologies for one's own education and for self-promotion

ability to plan and define priorities

Ability to define and achieve objectives

critical attitude and observation

positive and constructive emotions management

Effective Time Management

Self-regulation

Ability to focus

ability to not postpone

Stress Management

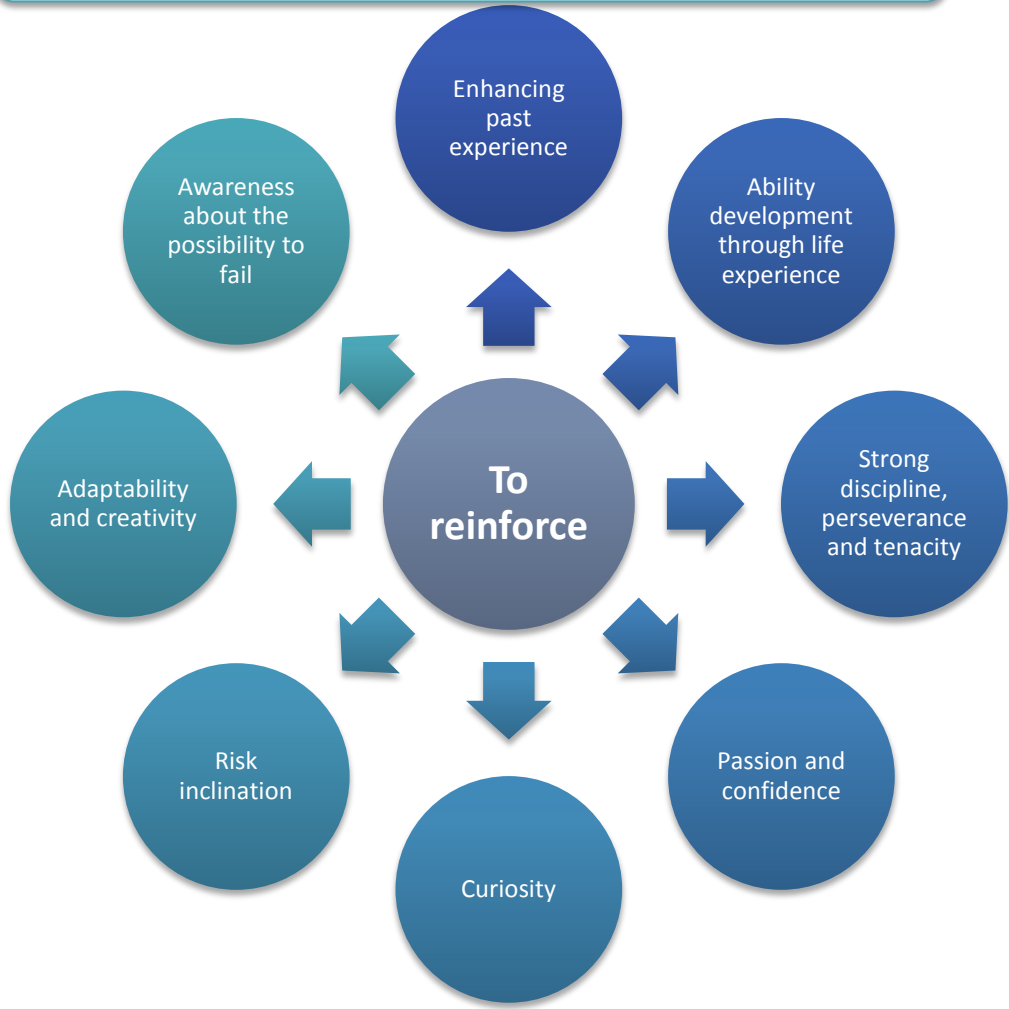
working memory

Problem solving

Coping and resilience



Attitudes and skills to reinforce



Values to promote



Keys of success and of failure

Keys of success

- Some of the key aspects for companies success are:
 1. **Bet on innovation and development:** product or service offered should be the best for customer, so a company can never stop innovation.
 2. **Update sales' strategy:** Offer incentives, offers, prices, boost internet presence. It is required a deep and interactive analysis of new trends
 3. **Keep costs at bay:** to identify which areas allow to reduce costs and to optimize resources in most efficient way
 4. **Offer a good service to customers:** it is important to maintain and retain customers
 5. **Teamwork:** to promote the collaboration between departments, headquarters, teams... for a common effort to achieve goals.
 6. **To be update and detect opportunities:** to be able to anticipate, to adapt to new demands and to launch new products and services



Key factors of failure

Regarding the entrepreneur

1. To start a business with a reason but without motivation
2. Not having entrepreneurial spirit
3. Not being persistent

Regarding partners

1. To have not necessary partners
2. To choose partner without relevant criteria
3. Benefits distribution equally when exist unequal investment
4. Lack of trust and communication with partners



Regarding business idea

1. To think success depends on idea
2. To involve in sectors don't like you or you don't have knowledge on them
3. To choose activity sectors unattractive

Regarding entrepreneur's family situation

1. To do business depending on family needs and material ambitions
2. To start a business without assuming the impact will have on vital equilibrium

Regarding growth management

1. To create business models that don't provide quick benefits or sustainable ones
2. Be aspirant to entrepreneur and not entrepreneur and do no retire on time



Link: Go be an entrepreneur



<https://www.youtube.com/watch?v=FOFm8fPP2Kc&index=21&list=PLFFEEAAE1F7ED0A47&t=0s>

Knowledge an entrepreneur should have

To start a
business

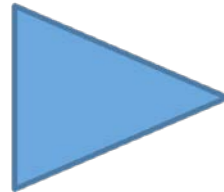
To manage
a business



To start a business

- Market analysis
- To elaborate a business plan/ analysis of the business model → **CANVAS MODEL**
- Economical and financial plan: to know the necessary initial investment and the business viability
- Legal aspects: patents, administrative transactions, legal forms

The business idea



The business plan

- Know the market, sector. Business
- Re entrepreneurship – To buy an existing company
- Repetition of other success experiences
- Business opportunity
- Offer an innovative product
- Simplicity in starting process



What is a business plan?

*After having a business idea, it is necessary to start working to make it come true. That means to turn the initial idea into a complete project. In that point, it is necessary to consider all aspects will make the project feasible, from people to allow carry it out (how many, skills, knowledge, responsibilities, dedication...) to the commercial strategy that allows the product or service sale, also the economic, production and organization aspects. For this concretion process, a necessary and useful tool is the **BUSINESS PLAN***

A business plan is....

A working method

A helping instrument

A set of relevant information

A document with a working hypothesis

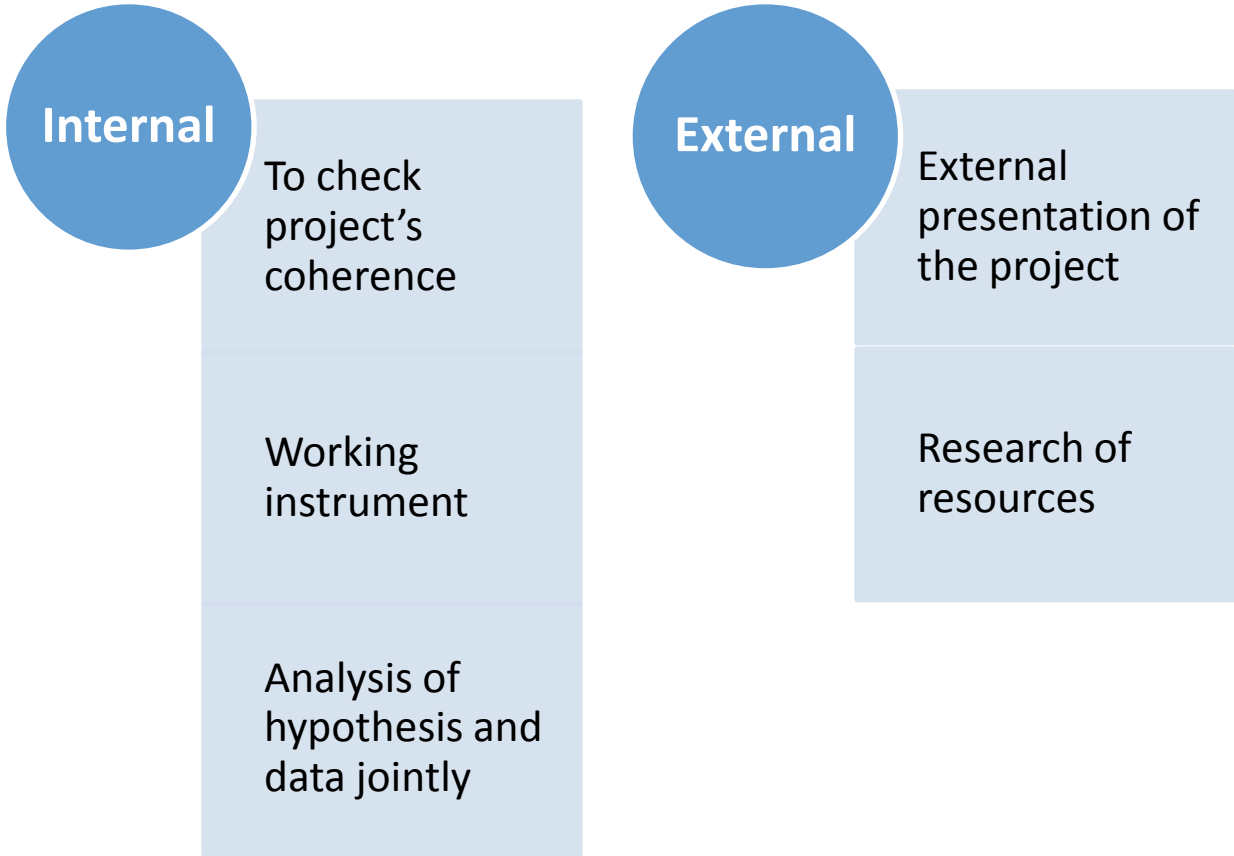
A guide of decision making



Link: **How to write a business plan**

<https://www.youtube.com/watch?v=Fqch5OrUPvA>

Funtions of a business plan



To manage a business

Decision making

Creativity/ problem solving

Setting goals/ planning

Communication/ listening/ negotiation

Leadership/ team building

Monitoring/ diagnosing

Learning from experience

Time management

Stress management

Life work balance





• **Unit 3: Definition of storytelling and applications**

What is storytelling: theories, principles, uses and effects

- What is storytelling? Fundamental principles
- How stories work and which are their effects
- Storytelling in cognitive process



What is storytelling?

Definition

Storytelling cannot simply be defined as the need of sharing stories, but it is a real multi-disciplinary field of study, work and action. Storytelling is a method to influence the target public (whether electorates or customers), to learn and enrich knowledge and skills, it is a tool that allows to effectively share experiences and methods of work, a pathway through which it is possible to define personal and organizational identities, a way of managing the consensus and the power, a way to formulate, check and reformulate political, economic and marketing decisions. Today, storytelling also becomes a device that gives the possibility to manage our own lives with the meanings that characterize them, our own social and professional identity, the global sense of our being in the world.



The National Storytelling Network **defines** storytelling as:

An ancient art form and a valuable form of human expression. Because story is essential to so many art forms, however, the word “storytelling” is often used in many ways.

Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener’s imagination



Link: Steve Jobs, example of storytelling

<https://www.youtube.com/watch?v=igQG3DCyddc>

What is storytelling?

To share: an experience,
emotions, feelings, advices

A way to: do things, to understand world, to keep control of our life, to construct semantic, to sell something, to educate our kids, to socialize, to explain opinions, to get someone else simulate (experience) something, to alter an event, to get involved...

Fiction

Real stories

Grandmother

Knowledge of
people

Images in a book

First teacher

Is powerful but can also be
dangerous

A game, a job, a
trend, a case history



Benefits of storytelling

- + **Positive psychological effects on people:**
 - *Memory and conscious and unconscious learning*
- + **Mix of cognitive and emotional process**
- + **“Social” effects:**
 - *Transmitting cultures, strengthening identities and developing common values, manage the change, construction of direct relationships*
 - *Constructive interaction between people*
 - *Contribute to the creation and dissemination of new knowledge, to achieve common objectives, to reveal and resolve latent contents*
- + **Emotional:**
 - + Warm, empathetic, attractive and addictive



Characteristics

Storytelling is **interactive**: two-way interaction between a storyteller and one or more listeners → the response of the listeners influence the telling of story

Use **words**

Use **actions**: vocalization, physical movement, gesture...

Presents a story

Encourages the active **imagination** of the listeners

Storytelling **listener's role is to actively** create the vivid, multi-sensory images, actions, characters, and events of the story on his or her mind based on the performance by the teller and on the listener's own past experiences, beliefs and understandings



Principles of storytelling

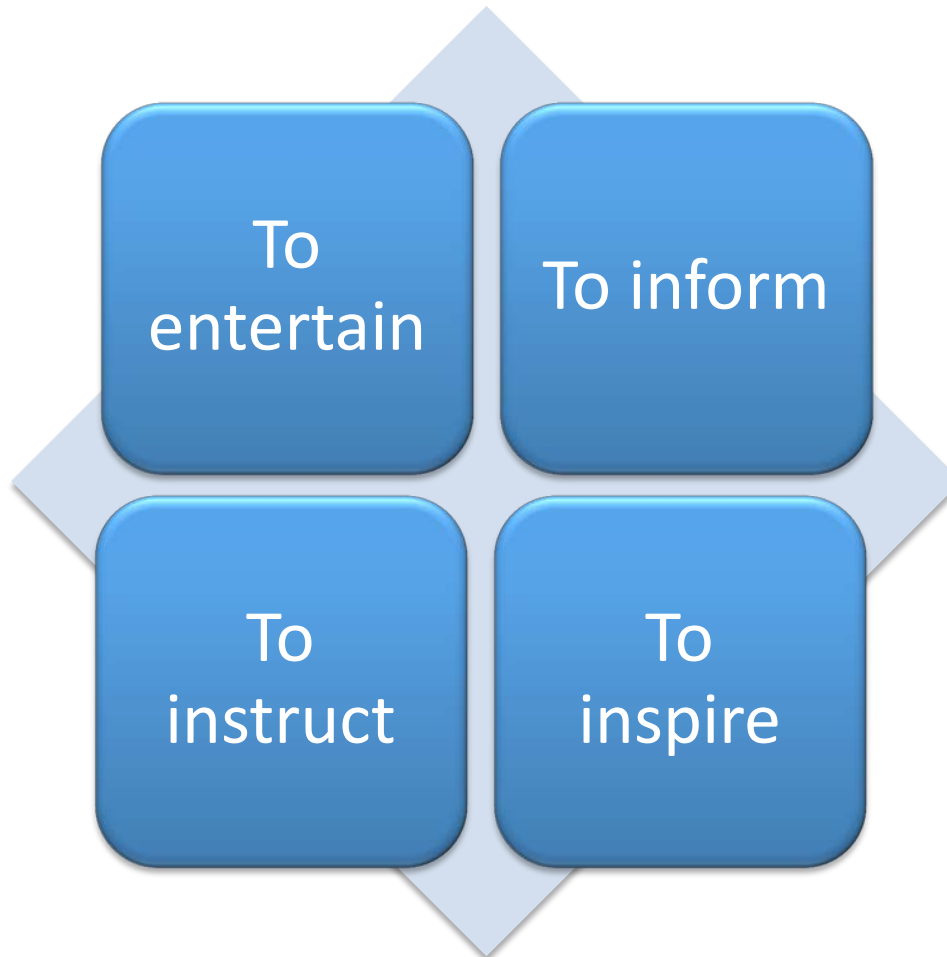
The narrative is therefore an **innate construct of the human species**, a train of **cause and effect**, we put **things and events in a logical sequence**, not only remember what is told also to experience it by simulating in our brain, the **value of the story also depends on the audience**, connection between storytelling and activations in brain, **you should put feelings and emotions** on story, **everybody has stories to share** and **every story is unique**.

- ✓ *Innate of humans*
- ✓ *Cause and effect*
- ✓ *Put things in logical sequence*
- ✓ *The value depends on audience*
- ✓ *Feelings and emotions*
- ✓ *Everybody has stories to share*
- ✓ *Every story is unique*

If you use a story in order to share something the **65-70%** of that message will **remain in the memories** of the listener (facts only have 5-10%)



Main objectives of telling a story



How stories work and which are their effects

Story is anything told or read that provide a set of events, real or fictitious, an actor and a causal connection between them

The stories told, over time, have generated other stories that in turn have oriented identities, objectives, intentions and actions of human beings who have been the protagonists of those stories and who have heard them

To tell a good story is necessary :

to include images and metaphors, details, emotions, ask questions to the audience, point out differences, change the way to build the story depending on the general purpose, to empower and humanize, to have multiple levels of telling a story, involve the audience....



Andrew Stanton: The clues of a great story



<https://www.youtube.com/watch?v=KxDwieKpawg>

Important elements for a good story

Environment

Create a good environment

Know the audience and adapt the story

Speaker

Clear core moral to transfer

Catch the attention

Clear and good voice level

Sometimes make a joke

Use energizers

Be creative

Physical

Eye contact with everybody

Not be static

Emotional

Positive attitude

energy

Which failures let to success

Find emotional entry points

Share your vulnerabilities

Speech

Develop little stories in main story

Use words to help to imagine the situation

Be concrete and not too much long

Connect stories

Listener

Project yourself in certain situation

Use your imagination to find the solution for the problem



The skills can be developed through stories

According to the World Health Organization (WHO) the basic ones are: (page 32)



Skills development

The **stories** allow to **accumulate behaviors repertoires, decision-making methods, possible reactions to events and solutions to problems.**

The protagonists of stories make choices, take decisions, with evaluations of different type, with different pathways, with different decision-making methods, using the stories we can acquire plural experiences about choices and decisions, “Training” this our skills.

The protagonists of the stories are faced with problems that often they resolve and also the resolution of problems assumes an incredible variety in the different narrative forms that we encounter



Storytelling in cognitive process

- Stories help us to **understand the surrounding reality**, they allow us to **share our passion and our ideas**, allow us to **understand the intentions and the reasons** that induce us, or other people, to do certain things. Stories are fundamental to understand **the reactions** of others and to plan our future. Our daily life is full of stories and assumes a narrative dimension whenever we think about them or try to communicate some of their parts.
- **Narration is a cognitive process** through which **we structure, in temporally significant units, experience units, attributing them order and relations**. The same process is repeated when we hear a narration.
- Our experience, whether direct or indirect enters into the story to complete it and, from the same story, it takes materials in order to build itself, in a relationship of mutual Exchange. Through this Exchange the story assumes meaning, order and ...the same happens to our experience.



Tools and uses

METAPHOR

is something through which we perceive the world and therefore, it is form metaphors that, according to them, the literal and enunciating language derives.

It is the understanding of something in the terms of something else.



CORPORATE STORYTELLING

Corporate storytelling is the process of using business narrative to make your message memorable.

Specifically, the corporate storytelling refers to a universe of values, meanings, symbols that narrate and communicate the Enterprise to its stakeholders. Through stories it is, in fact, possible to transmit emotions and sensations that enrich the information disseminated in enterprises thereby capturing the interlocutor attention widening his/her involvement.

How is it used?

Storytelling can become a useful instrument to support the business communication, helping to improve the impact, the memorability, credibility, understanding and effectiveness of the transmitted messages both inside and outside the organization



Link: **What's the difference between storytelling and corporate storytelling?**



<https://www.youtube.com/watch?v=vlqLk54MMR4>



• **Unit 4: Storytelling for training**

Benefits, principles and uses of storytelling in training field

- Principles of storytelling for training
- Uses of storytelling in training



Principles of storytelling for training

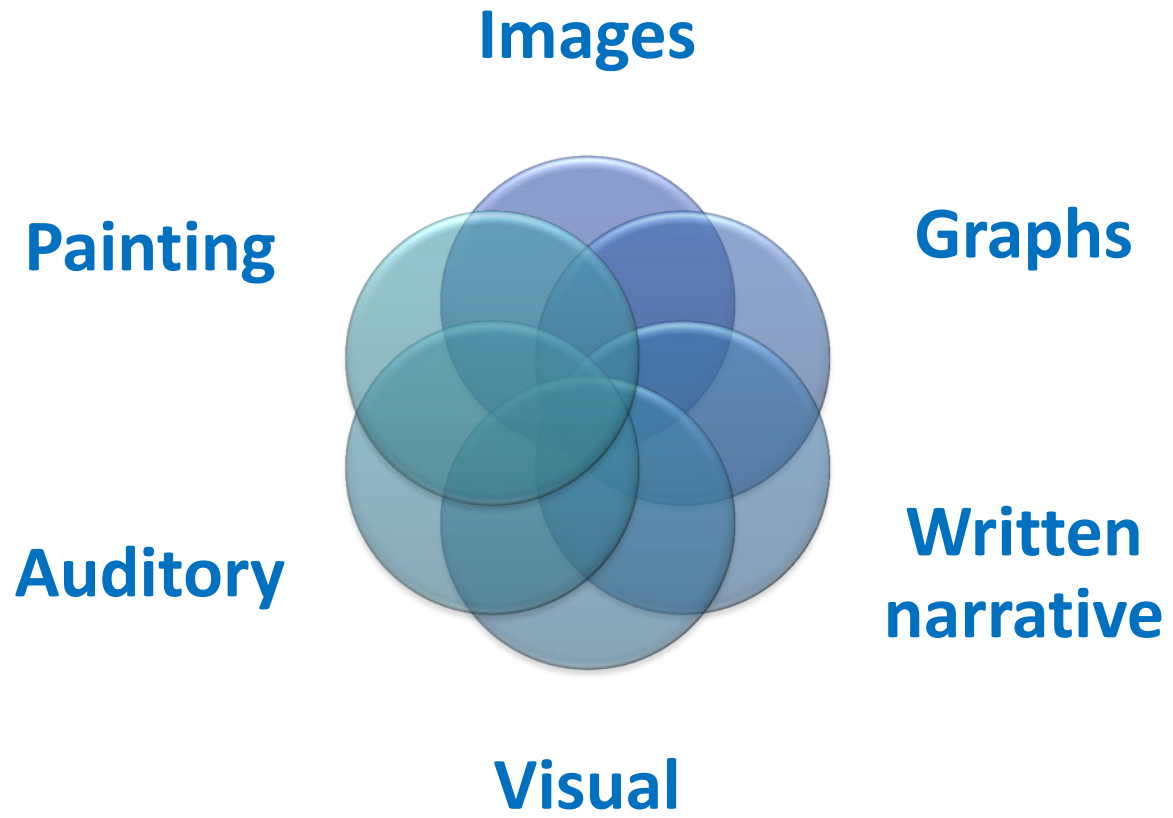
Principles	Activities
1. The socialization promotes the empowerment of the subject	Narrative guides → short story with connected activities of narrative production, self-analysis and self-exploration.
2. Need to encourage	Exemplar stories about specific problems overcome about successful entrepreneurs
3. Promote plural narratives approaches to encourage the recruitment of different points o view	Proposal of stories about errors and problems
4. Encourage socialization and comparison	To build business narratives with specific narrative techniques or as stories free from particular instructions
5. Necessity to give legitimacy to everybody	Use of interrupted stories and construction of the finale
6. Favor the expressiveness	Creative writing workshops



Situations in which you can apply storytelling:



Methods to expose the audience the storytelling:



Uses of storytelling in training

An education based on principles of storytelling

An education **centered on the principles of storytelling** is a narrative one, which thus includes reading moments and stimulus-narrations, it foresees narrative activities, it can have a narrative framework and it serves as a metaphor for the construction of sense, serves to encourage the multiplication of points of view and thus to know situations better.



Education through storytelling

Provides the **active involvement in the construction, production and narration of the stories** of the target group, it provides for the generation of new metaphors, in other words, it provides for the narrative activation of the students. Narration is not just used but it is also lived, manipulated, co-built.

<https://www.youtube.com/watch?v=8VV177IPHKc>





• Unit 5: Digital storytelling

What is digital storytelling, tools and principles

- Concept of digital storytelling
- Tools and principles to make a good video
- The Digital Curricula Story
- How to analyze and use the videos of the project



Concept of digital storytelling

Digital storytelling is the modern expressions of the ancient art of storytelling: Throughout history, storytelling has been used to share knowledge, wisdom, and values. Stories have taken many different forms. Stories have been adapted to each successive medium that has emerged, from the circle of the campfire to the solve screen, and now the computer screen. (Digital Storytelling Association, 2011, paragraph. 1).



Link: Digital Storytelling, what is it and what isn't it?

https://www.youtube.com/watch?v=pGJyrSch_hk

Digital storytelling is a natural progression from oral and writing storytelling. Digital storytelling, at its most basic core, is the practice of using computer based tools to tell stories. The idea is to combine the art of telling stories with variety of multimedia, including graphics, audio, video and web publishing.

Digital storytelling is an online personal narrative in digital format. Digital storytelling can operate outside institutions or organizations, although many organizations such as museums and libraries are using digital storytelling to help to achieve their goals for community engagement.



Link: https://www.youtube.com/watch?v=LVKeO5IIR_A

Tools and principles to make a good video



Must be technically well done



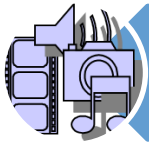
Duration: taking in consideration that the duration of the human beings' attention threshold is around 20 minutes



Select appropriate contents



Basic principles of video making for training



Technical specifications

- Do not edit together scenes in which camera is moving
- Shooting in succession should be realized from different angles
- Face sequences should be shot by alternating the points of view
- Change the perspective when you shoot buildings
- Insert cuts when people are moving
- Make sure that the passages are harmonious
- Shots with fast movements could have a longer duration
- Since wide fields have a more consistent content, their duration must be longer
- Give Rhythm
- Start from the wide field

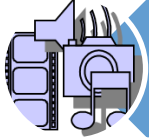




6 ways to communicate messages with a wary editing

- Editing by analogy
- Parallel editing
- Editing by contrast
- Replacement editing
- Casual editing
- Formal editing





Use of graphic representations that

- Briefly communicate didactic objectives
- Propose questions and doubts at the beginning, during and at the end of the video in order to lead and guide spectators' reflection
- Reveal some crucial moments, in order to stimulate the attention of the student with respect to some guiding issues.



The Digital Curricula Story

Definition

A Digital Curricula Story is a short personal story about two and a half minutes by combining audio recordings, images, photographic sequences and/or film elements.

It tells the story of a person from the perspective of his skills and abilities, motivations, values, passions and professional vocation...

The Digital Curricula Story innovates and improves the more commune curriculum vitae because...



Characteristics

It uses a different communication style

- Telling about the storyteller's personality, the story is able to involve emotionally the listener

It gives an added value to the traditional CV because you can use it to let the recruiter to know you better. You can show your motivations, values, passions and skills through it

- It's a skills self-evaluation tool



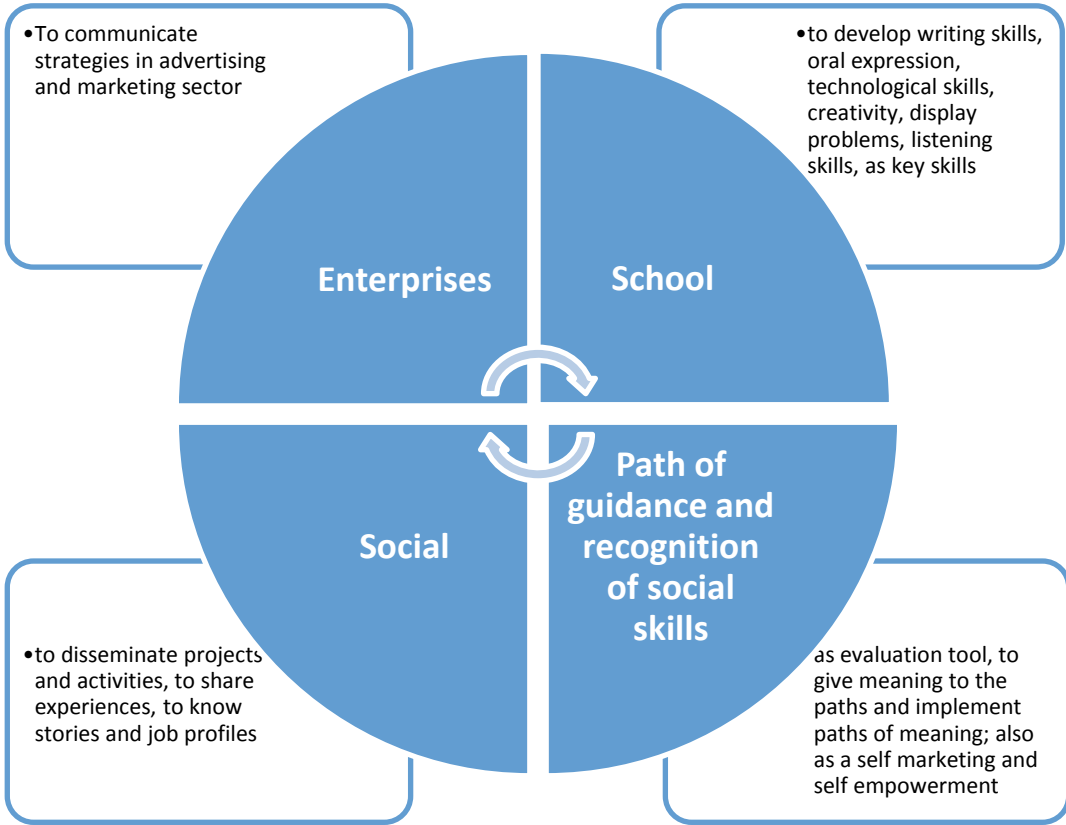
A Digital curricula Story is also:

- A **story created around the professional sphere** in digital format
- A **creative tool to show** the key competences
- An **ex post evaluation device** of a training process or a skills assessment
- A **way to share their personal and professional experience** with others
- A process of **continuous self development**



Theoretical and methodological elements

Possible applications of Digital Curricula Story:



To make a digital story curricula we implement:

Narrative skills

To learn how to tell a personal story

Relational skills

To share and collaborate

Digital skills

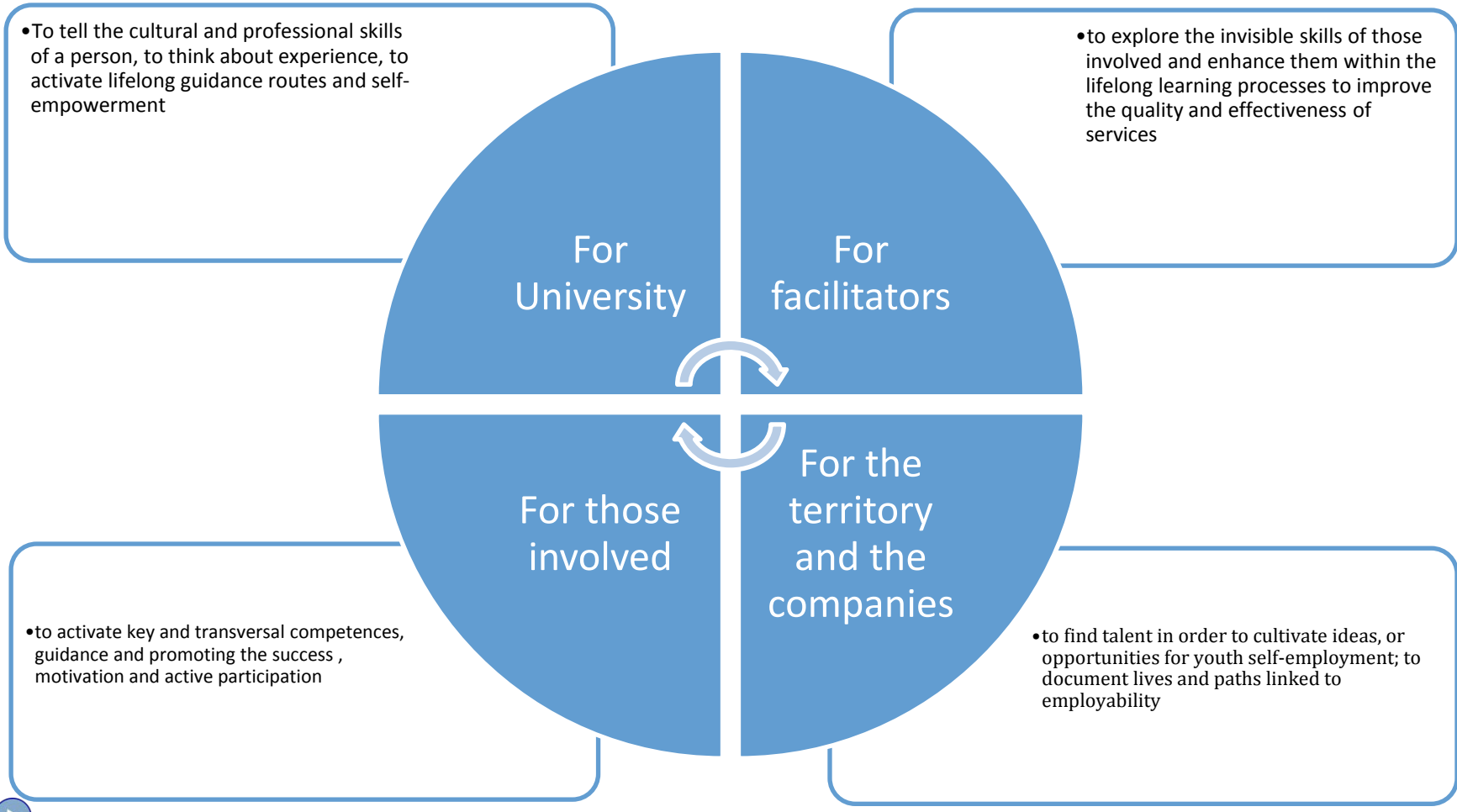
To create video stories

Metocognitive skills

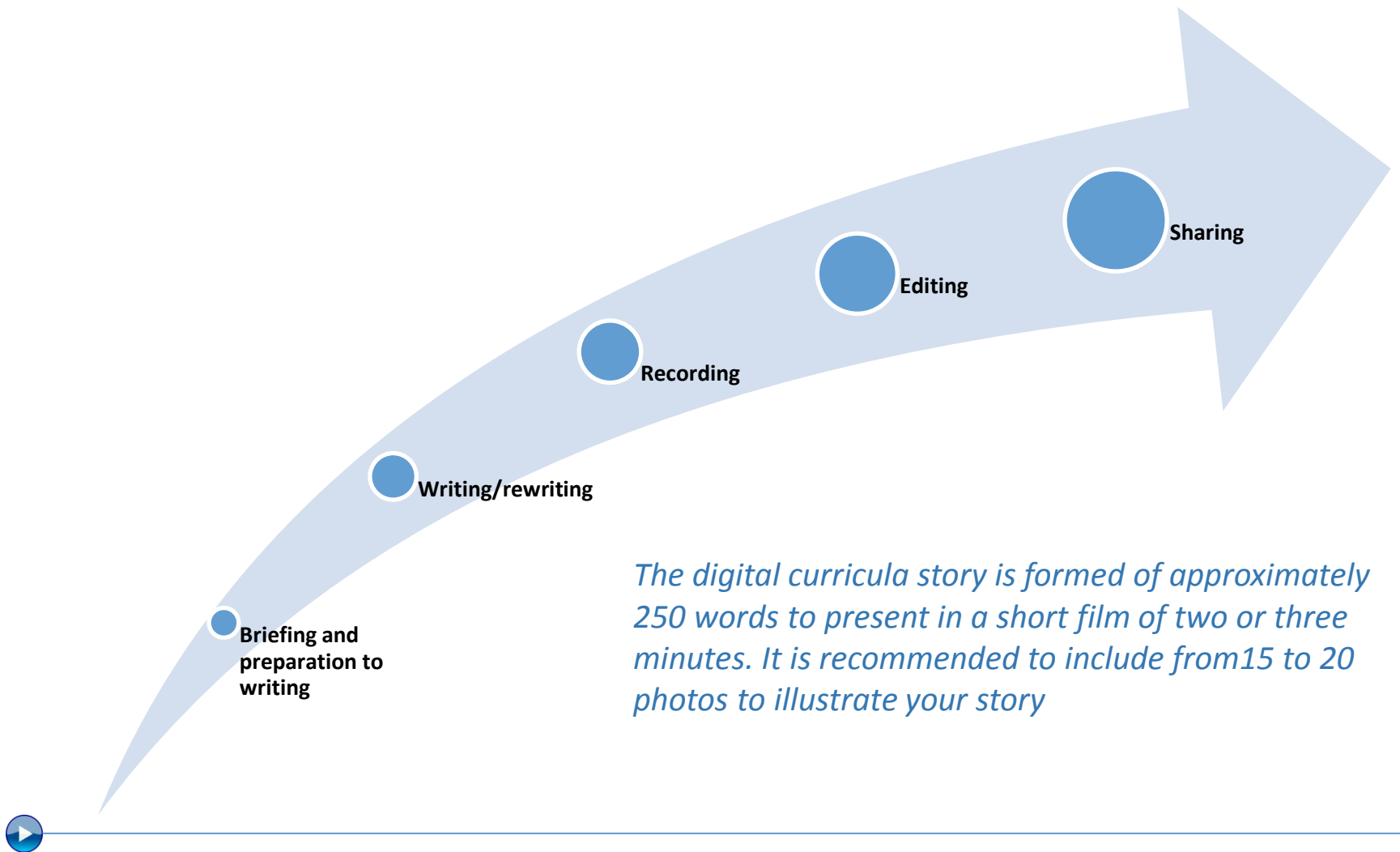
To co-evaluate the process and the educational path



Learning outcomes for stakeholders



Digital curricula process



The digital curricula story is formed of approximately 250 words to present in a short film of two or three minutes. It is recommended to include from 15 to 20 photos to illustrate your story

Important element to take into consideration

Before starting

- Tell about an episode that highlights your personal/ professional skills
- Professional achievements
- Moments of change that have occurred in your personal/professional life
- Critical situations with positive outcomes
- Passion, talents, purposes
- Motivations, values
- Your strong points
- Life lesson that had the greatest impact on you
- Vision of your future
- What you would like to become

When you start writing

- You must consider the heart of your story and write the way you speak.
- Telling your story you can move from the present, to the past and future
- Remember to write a good beginning and a good ending avoiding being dramatic.

Before recording

- It is necessary to read many times the script
- Relax and take your time
- Speak slowly and clearly
- The pictures must be rightfully yours and should have personal connection to you and to your story
- A digital story is much better when there is a personal connection to the speaker



Link: How to record a video curricula?

<https://www.youtube.com/watch?v=PHlyXe4yhVY>

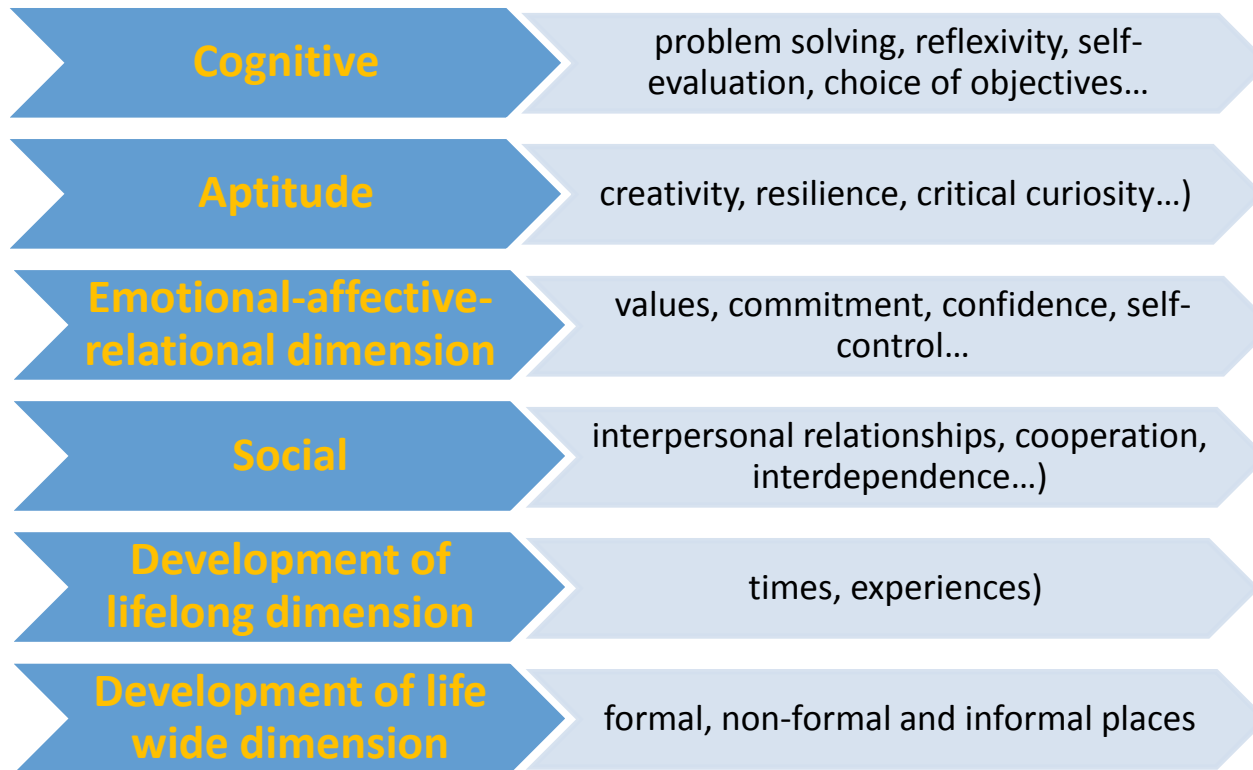
Some examples of Digital curricula stories

- <https://www.youtube.com/watch?v=LspleUEIIFA>
- <https://www.youtube.com/watch?v=kS4pi76qEZw>
- https://www.youtube.com/watch?v=c_PZTAW5piQ
- <https://www.youtube.com/watch?v=3Sxq-N2BrIk>
- <https://www.youtube.com/watch?v=THV6341mfZA>
- <https://www.youtube.com/watch?v=KK-b02BHEX0>



How to analyze and use the videos of the project

From different dimensions:



The dimensions are not isolated, but their quality depends on inter-relationships.

For example: the dimension of problem solving links together the evaluate dimension.

The reflective dimension is closely related to the social dimension....

Co-analysis or co-evaluation are the best ways to analyze the use of the videos



Basic principles of video analysis

Strategic principles related to:

- Trainer
- Students for self-evaluation

1. Each video is enriched by **watching videos on the same issue**;
2. **Not all videos are suitable for every kind of target audience** (because of language and issue);
3. Analyses may relate to the **literal or metaphorical content**, the **narrative structure**, the **technical elements** and their **meaning** (close-up, sequence plans...), it is possible to facilitate the analysis of specific images of the most important issues, of agreement/disagreement of the group or of single individuals in training;
4. Analyses may also concern the only **emotional feedback** of individuals in training with regard to the proposed video;
5. It is important to **the identification of the main issue** (issues)
6. When you want to focus the **attention on particular dimensions** of the proposed video you should **make them more evident** (through lettering, effects, appropriate cuts or execution interruptions);
7. It is essential to allow, during the discussion steps in training sessions, to not to fall into the right/wrong dynamics welcoming with gratitude and **respect every opinion and point of view** even if you do not agree with the proposed interpretation;
8. Promote the identification of **“generative metaphors”** in the proposed video;
9. Promote **separate interpretations** (individual or group) in order to encourage their own socialization and highlight the plurality richness;
10. Favor interpretations that could **separate the use of images from the narrative structure** (isolate images, read images as independent from the “voices” or from “narrations”) and vice versa;
11. Pay **attention to the familiarity and originality** of the images/protagonists of the proposed video with regard to the target group favoring the balance between the two dimensions.

