Co-production workshops: Developing high-quality Open Educational Resources (OER)

Communities, Languages, and Activities App (ENACT)

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1. Introduction

In this report, in Section 1, we first provide an overview of the workshops by summarising the workshop aims and organisation. We report on our ethical procedures in collecting impact and research data. In Section 2, we then offer brief summaries of workshops that took place in each partner country. In section 3, we report on the targets we aimed to achieve, followed by an appraisal of attainment of these targets in Section 4. This output was also one of the main source of activities to generate the Open Educational Resources (OERs) freely available on the web app. The web app guides non-experts in task-based language teaching pedagogy to create resources of educational value with respect to cultures and languages by capitalising on individual's knowledge of their own languages and cultures.

According to Iannella and Marani (2021):

> OERs are "teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions" (UNESCO, 2017). For these reasons, the "universal OERs" offer a chance to develop flexible learning experiences by also contributing to the construction of online shared knowledge. It should also be noticed that the learning material that cannot be altered, remixed, or redistributed cannot be considered "open".

> UNESCO (2017). *Open Educational Resources (OER).* Available at: https://www.unesco.org/en/communication-information/open-solutions/open-educational-resources (Accessed: 22 may 2022).
> Iannella, A., & Marani, S. (2021). Open Educational Resources (OER) and Universal Design for Learning (UDL): A Winning Combination To Enhance Human Diversity And Uniqueness. *MOOCs, Language Learning and Mobility, Design, Integration, Reuse*.

In Section 5, we present an expert evaluation of the educational value of crowd-sourced OER available on the web app at the time of the release of this report. We acknowledge that not all ENACT authors (cultural activity creators on the web app) will follow the guidance or the structure provided, hence leading to some level of differentiation as regards availability of certain features or of cultural and linguistic educational value. For instance, we have encouraged our workshop participants to add captions or subtitles to assist learners in understanding the language based on our expertise in language teaching. Yet, one of our workshop participants was adamant not to add any captions or subtitles to their interactive ENACT materials. They were from Eritrea and their cultural activity was in Tigrinya. They said that Tigrinya was predominantly a spoken language and it was uncommon to engage with it in the written form, hence their refusal to generate written content on their materials. We respect ENACT authors' personal preferences on their own representation of their cultural activity and the language they choose to present it. As such, we perceive all ENACT authors as cultural and linguistic experts. We aim to respect and empower them by giving them a voice. Therefore, our evaluation of the activities in Section 5 is for our own assessment to validate the app design for its affordances to support non-experts in the creation of digital, interactive resources of pedagogical value rather than assessing the value

of the cultural activities themselves. As crowd-sourced OER, all activities on our web app create a tangible record of cultures and associated language(s) and contribute to cultural and linguistic richness in our communities.

1.1 Aims of this output

The aims of this output were threefold:

(1) skills training and intergenerational, intercultural skills transfer.
Through co-production of cultural activities on the ENACT web app in either intercultural or intergenerational pairs, we expected that (a) migrant community members to improve their digital skills, and engage with their heritage language, as well as with the host language and culture; and (b) host community members to also improve their digital skills, engage with the minority communities in their local area, contribute to social inclusion, and support 2-way integration of migrant and host communities. As HE staff and students were trained and then facilitated the co-production workshops, we aimed to contribute to the development of inclusive higher education systems. Some HE students gained academic recognition (credit) for their voluntary activities, while others received certificates detailing the graduate and discipline-specific skills they developed.

(2) co-production of high-quality interactive, digital, cultural artefacts (OER) of the immigrant and host communities demonstrating their cultural activities in their own languages.
Our target was to generate 10-20 interactive digital media in each partner country, demonstrating task- based cultural activities of host and migrant communities. We acknowledge that although our preference was to produce equal numbers of activities from host and immigrant communities, this could vary based on local needs.

(3) online intercultural engagement with other cultures' activities through interaction with the digital artefacts, and people from other cultures on the online community.
For this aim, we encouraged intercultural participation on the comments section of the ENACT cultural activities, as well as arranging virtual exchanges in higher education. Due to COVID-19, some of the co-production activities had to take place completely online, which lent support to the creation of online intercultural dialogue through ENACT activities.

This output was a key component of this project to achieve the aims of social cohesion, generating impact on community members digital, cultural, and linguistic skills, as well as testing models of virtual exchange. During the co-production workshops, the research team also collected data for the research component of the project (Output 6) for data-led, research-informed, robust validation of impact.

1.2 Innovation in this output

This output is innovative in the following ways:

First, the cultural activities are innovative in that they do not only offer intercultural exchanges, but also assist in the development of interculturality and language learning. While the Linguacuisine activities (Seedhouse 2019) – which we built on in this project – achieve a

similar objective through cooking, the cultural activities on the ENACT web app widen the scope of the variety of everyday activities (art, design, sports, music, dance, etc.).

Second, ENACT cultural activities produced during and beyond our co-production workshops introduce digital innovation: interactivity and the ability to use 360 videos where applicable (e.g. to demonstrate the experience in building a human tower in Barcelona or experience the Edinburgh tattoo). Through availability top create a user profile, comment on existing activities, and message other users, there is potential to support online communities which can assist in widespread use of the cultural activities.

Third, the cultural activities are also innovative in their intergenerational/intercultural skills co-construction and development, and in their focus on sustaining the use of heritage languages in host communities with an aim to maintain linguistic diversity.

Finally, existing models for online intercultural exchange (e.g. E+ Virtual exchange, facilitated dialogue: Soliya, Sharing Perspectives) offer intercultural engagement at discourse level via written, audio, or video texts via various communication technologies. While there are projects involving participants in task-based exchanges asking them to co-produce presentations, posters, etc. during their online exchanges, we are not aware of any projects that aim to bring the cultural activities to life, and engage participants from different communities in carrying out the tasks of the other community, thus allow them to appropriate the tasks for themselves, and ensure two-way understanding, evaluation, appreciation, and social inclusion.

1.3 Organisation of the workshops

Our overall organisation of the workshops in all partner countries involved the following steps:

STEP 1: Digital skills training, and intergenerational/intercultural skills transfer:
This step required two sessions:

Session 1: Training was provided to the partners for:
1) digital skills, including producing and editing videos and images, and using the app;
2) effective production of instructional task-based videos:
    a. planning the video (storyboarding), e.g. how to divide the task into smaller steps, give instructions, describe the action, as well as speed of their speech, and difficulty of their language, and
    b. (b) ensuring high-quality of materials (film editing), e.g. how to position of the camera, where to stand, effective use of body language.
In preparation for session 2, participants were asked to choose a cultural activity they would produce materials for, and bring necessary equipment/prompts.

Session 2: The participants produced the materials for their chosen activity using the creation interface of the app, working in pairs to co-produce digital cultural artefacts (OERs). Based on the local needs, the pairs comprised:
a) members of the same community (to maximise intergenerational contact)
b) members of different communities (to maximise intercultural contact)

The language of the final product (digital artefact) was the relevant language for the cultural activity (i.e. activities for the immigrant cultures will be produced in the heritage language, and host community activities will be in the host language). The language used during co-production workshops was the host language to optimise linguistic benefits for the migrant community members. Where the final products were produced interculturally (option b), then the pairs co-produced artefacts for both cultures where possible, and the pairs comprised persons from different generations where possible.

STEP 2: Online intercultural exchange on the app:
Participants engaged with the interactive artefacts produced by the members of the other communities. The participants then reviewed and/or commented on the activities they engaged with on the app. Finally, they carried out one activity from another community. Depending on the local needs:
a) Younger generation of the migrant communities were given opportunity to engage with the content in their heritage language.
b) Bilingual/multilingual captions for the videos, and instructions for the steps were produced.
c) Engagement with the content on the app involved multilingual comments or photo comments.

STEP 3: Intercultural skills transfer by carrying out the activities:
Minority and host community members carried out the activity they chose in Step 2. They had the opportunity to record their instantiation of the activity and share it as a response with the online community on the app. Depending on the local needs, these workshop sessions were organised in the following ways:
- Both host and migrant community members attended the same session, or the sessions were organised separately.
- The sessions took place at an appropriate venue at the HE institution, or at non-profit
- organisations.
- The sessions took place in larger or smaller groups. The duration and frequency of the sessions varied according to the participants and the partners.

Due to the COVID-19 pandemic at the time of our co-production workshops, we organised them slightly different than planned. We held:
1) a mix of present-in-person and online workshops, and
2) workshops per pair instead of group workshops with up to 10 pairs.

Each partner then made local plans to suit the local COVID-19 restrictions and to local needs of the participants. To guide local implementation, we considered 18 questions (Appendix 1). A tailored workshop plan with 4 sessions implemented at UNEW is presented in Appendix 2.

1.4 Ethics and participant consent

Ethics and participant consent was an essential component of our workshops because they were vulnerable groups in that they were migrants, refugees, and asylum seekers in the countries where we organised the workshops. Each HE institution in each EU country was responsible for ensuring that the workshops were run and data was collected in line with their institution's ethical procedures and requirements, as well as rules and regulations around risk assessment, and data management and storage. UNEW led the work in this area and prepared

an initial set of participant information sheets and consent forms (Appendix 3), a
photography and video release form (Appendix 4) and a risk assessment (Appendix 5). Each
partner country then followed their own procedures for ethics from their university ethics
committees and adapted these forms.

2. Overview of co-production workshops

The co-production workshops took place at different times in each partner country between
May-December 2021 (following online facilitator training). In this section, we present brief
overviews of the local co-production workshops in Finland, Spain, Turkey, and the UK.

2.1 Co-production workshops in Finland

In Helsinki, we ran our first workshops in September at Cultura Foundation and Zoom. In the
first face-to-face session, the participants learned to make Origami boats in Japanese and
Rosa di Sant Jordi in Catalán. For their own project, the participants familiarised themselves
with the Russian tradition of Dymkovo toys and created a fun and easy paper version of the
clay toy. Both the participants and the facilitator enjoyed the workshop and felt they gained
cultural knowledge and learned new vocabulary in their respective second languages.
Everybody was happy about the project's outcome:

"All the activities were really fun to do, but I especially liked learning about our
neighbouring country's tradition. I hadn't realised that I don't know that much about Russian
folk arts, and it was great to learn from someone with deep personal insight."

"It was really great to get to know everyone. I had a lot of fun with the activities!"

"I liked that it was really hands-on, and I was proud of our little crafts. The technical stuff
was also fun. I haven't had much chance to film and edit videos or anything like that before."

2.2 Co-production workshops in Spain

From May until October five workshops were run at UAB consisting of four sessions each. Most of the first meetings were done face to face, even though the gatherings were still restricted to six people whereas most of the final sessions were done online, due to the participants' timetables (time off from work, etc). The Barcelona team completed the remaining five workshops in December.

The participants were thrilled with the app and the opportunity they have to try new technology to record and create their own activities.

"Mai he tingut una càmera com aquesta a les meves mans, sembla fràgil, però la veritat és que és molt còmoda, ara he d'aprendre com va". "I never had a camera like this in my hands, it seems fragile, but the truth is it's very comfortable, now I have to learn how it works".

"Es la primera vez que tengo en mis manos una Tablet con lapiz, va muy rápido. Yo no tengo de estas cosas en casa". "It's the first time I've had a tablet with a pen in my hands, it goes very fast. I don't have these things at home".

"A aquesta tauleta no li fa falta res, podem fer tot el que necessitem amb els vídeos i amb les aplicacions que té, només ens en de posar i anar fent". "This tablet doesn't lack anything, we can do everything we need with the videos and with the applications it has, we just need to roll up our sleeves and start working".

On their first session, the participants tried the app and the most popular activities were the ones produced in Turkish and Mandarin. Despite being in Barcelona, they also gave a try to the "Sardanas activity" which is a typical dance in Catalonia. Our participants liked to create the paper cutting "blessing" sign for their houses too as well as to try the Learning Turkish with Nasreddin Hodja activity, in which they had a ball repeating the key vocabulary. The participants even found a mistake in the activity, which has now been corrected!
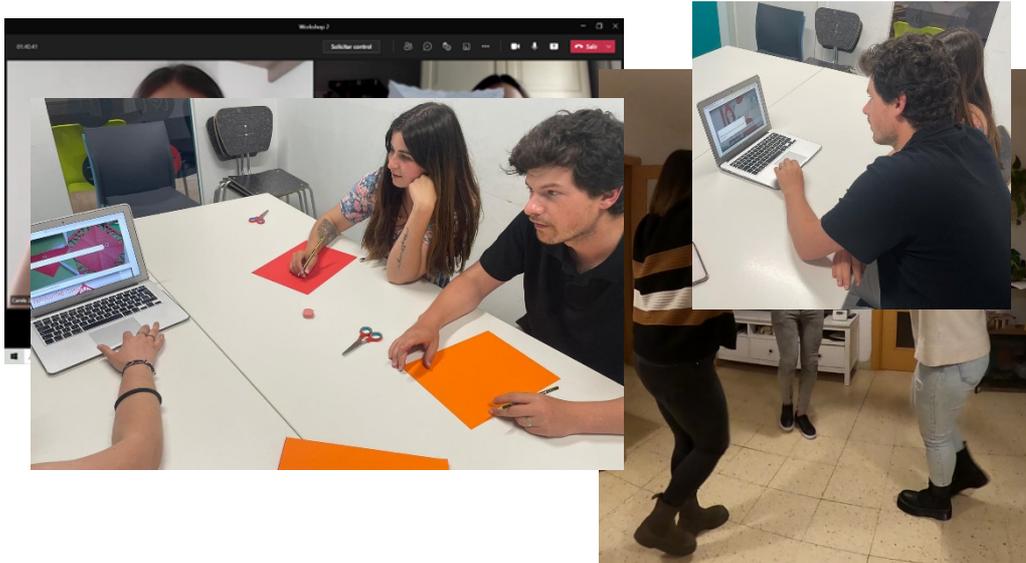
"M'agraden molt aquestes activitats en Turc, m'agrada la sonoritat. Ara no em recordo de tot el vocabulari, però si de.. yorulur… quan està cansat l'avi". "I love these activities in Turkish very much, I like how it sounds. Now I don't remember all the vocabulary, but from 'yorulur' I know it's that the grandfather's tired".

"I like the story they tell us when presenting the activity, it's like... I don't know what I'm going to learn, and it's exciting".

One of our main tasks during the workshops was deciding on the activity each cultural pair was going to do, even though it took time to decide, they were really happy with their decisions and started working on them straight away!
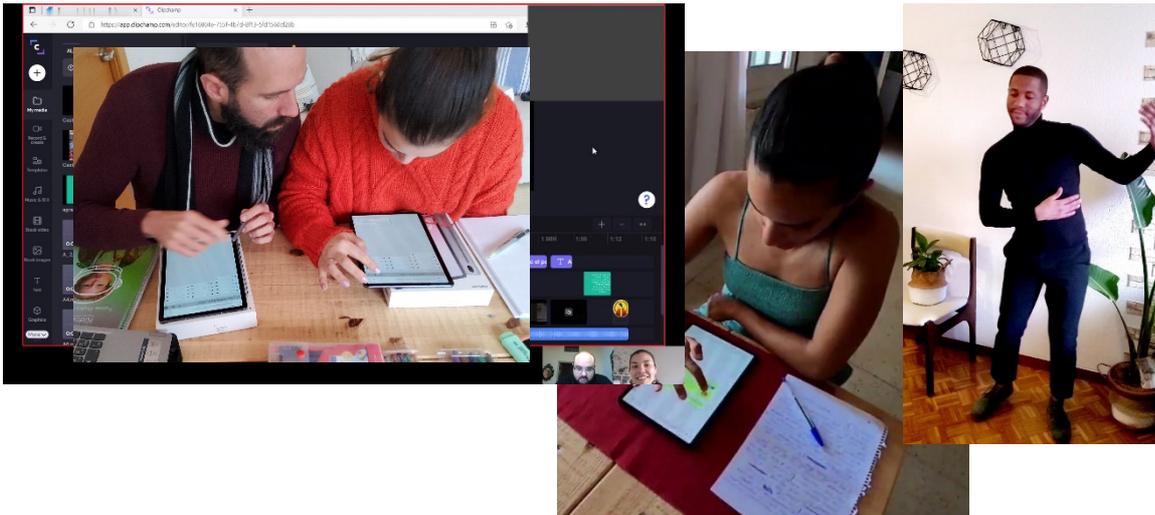
Our team in Barcelona also had the opportunity to show the app to their students, try the technology, produce good quality content and invite them to join the workshops.

Opinions about the app was very positive.

"I find this app could be very useful for language and culture teaching. The teacher must be a guide throughout the whole process, if we want to use it in a classroom, and although this pushes children to be autonomous, they are going to need guidance of course. We are always looking for ways to make students more autonomous and this type of app can help with that".

"This app could be very engaging for kids, as it has lots of visual support and makes it easy for them to understand the information. I would say that there are a lot of very interesting ways to use it and it should be applied in the classroom".

"I like how the app works; it gives you first a context in which you know where to use the words later on you will be working with. It is easy to interact with too, and the activities we see at the end of each video helps us remember the useful vocabulary [I tried to not cheat going back to check what they were]".

"Em sembla intuïtiva i fàcil, ara segur estarà dintre de les meves favorites, a més que ja soc un dels protagonistes dels vídeos". "I think it's intuitive and easy, I'm sure I will save it on my favourite websites. I'm already a video protagonist, you know!".

"Me gusta la oportunidad que me da de crear mi contenido y mostrar a la gente mi cultura. Aunque esté lejos de mi país a mi me gusta mostrar a la gente como es mi gente, mi cultura, y esta app me da esa oportunidad. ¡Estoy encantado!". "I like the opportunity it gives me to create my own content and show people my culture. Even though I am far away from my country I like to show people what my people are, how my culture is. This app gives me that opportunity. I am delighted!".

2.3 Co-production workshops in Turkey

The Boğaziçi University ENACT team ran seven online workshops in Turkey from May to July 2021. Partners with international backgrounds worked together to explore cultures and languages on the ENACT web app, tried out activities and co-produced their own activities online.
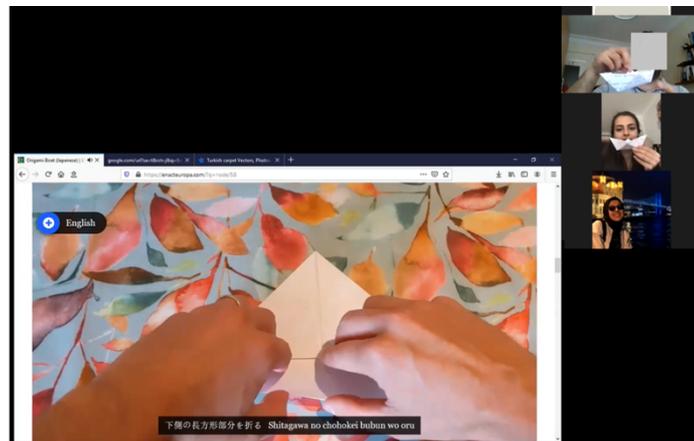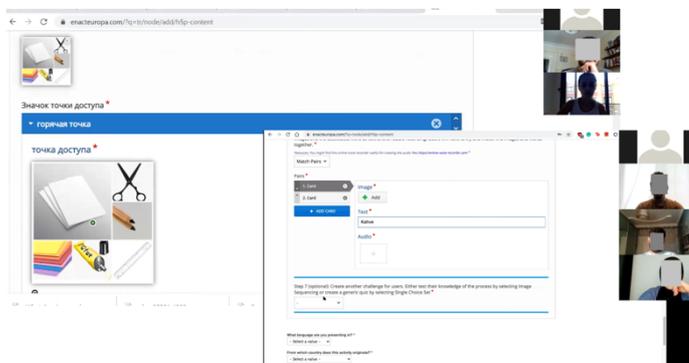
Partners produced their own ENACT activities and learned about each other's language and culture. Our participants also expressed positive opinions about their experience in the workshops and the ENACT activities:

"Bu proje bir dil ogrenmek icin cok guzel bir katkisi oldugunu duusniyorum. Yeni bir dil ogrenecek birisine mutlaka oneririm . Hatta yeni bir dil ogrenmek ister buradan hangisi kolayina gelebilecegini kolayca anlar ve ogrenmek istedigi dil ve ogrenecek dil listesine yeni bir dil katabilir. Ben de baskasina ogretip, tekrardan yapabilecegimi dusuniyorum."
[I think this project is a very good contribution to learning a language. I would definitely recommend it to anyone who is learning a new language. In fact, if he wants to learn a new language, he can easily understand which one is easiest and can add a new language to the

list of the language(s) he wants to learn and the language to learn. I think I can teach someone else and do it again.]

"Benim için çok akıcıydı. Ben biraz daha zorlanırız diye düşünmüştüm...belki uzar, yetiştiremeyiz, belki istediğimiz gibi olmaz. Ama açıkçası platform çok iyiydi. Arayüzü çok temiz. İstediğimiz gibi ulaşabiliyoruz, her şey elimizin altında. ... Ben çok keyif aldım, yeni şeyler de öğrendim."
[It was very fluid for me. I thought we'd have a little more difficulty...(thought that) maybe it gets longer, we can't grow it, maybe it won't be as we want. But frankly, the platform was very good. The interface is very clean. We can reach as we want, everything is at our fingertips. ... I enjoyed a lot, I learned new things too.]

"Kültür öğrenimi açısından bayağı etkili gerçekten. Ben sitede başka şeylere de baktım. Gerçekten güzel, insasnın aklında da kalıyor."
[It's really effective in terms of cultural learning. I also looked at other things (activities) on the site. It's really beautiful, it stays in one's mind.]

"Bence ekip olarak çok faydalı yani. Bir de bu proje çok güzel. Gerçekten insanın ufkunu açıyor. Ben de bu kültürü, tabi burada Benin'deyim, ama o kadar yeni şeyler öğrendim ki anlatamam. Çok güzel oldu."
[I think it's very useful (to work) as a team. And this project is very nice. It really opens one's mind. I am also here in Benin, but I learned so many new things about this culture that I cannot explain it. It was very nice.]
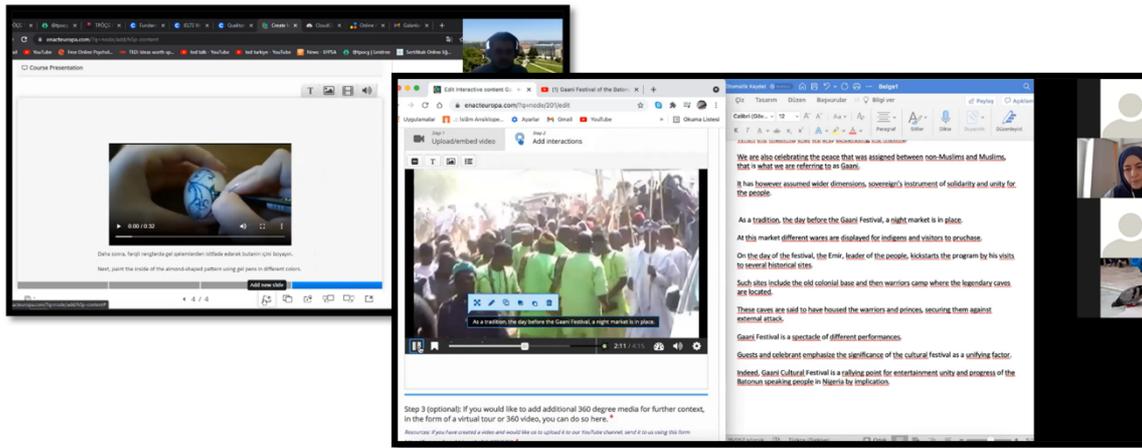
2.4 Co-production workshops in UK

We ran fourteen 3-day co-production workshops with participants from a diverse range of cultures and backgrounds. Partners worked together to explore each other's culture and language, and develop activities which can be found on the app, spending two days on campus and the final session being held online using Zoom. The feedback from participants on their experience was overwhelmingly positive:

"I enjoyed this experience of making a language learning resource and I hope that the activities I made are useful to help someone learn a few words in my mother's beautiful language."

"I liked the fact that anyone who was a user could contribute and improve upon the content on the website. Shows a sense of community that is eager to learn about cultures and languages."

"I really enjoyed talking to people from different countries with different cultures."

"I really enjoyed the experience, the thinking behind it, the interaction - thank you for the opportunity!"

On Saturday 21st August we ran an additional workshop with participants from NEST and Action Foundation, who joined us to explore UK cultural activities. We learnt about Bonfire Night, Hallowe'en and other aspects of UK culture, and worked together on some tartan weaving. Participants enjoyed getting to know one another and discussing their own cultural heritage as well as learning more about the UK.

It was a really fun session for both the participants and the facilitators, and the feedback was fantastic:

"There was a lot of fun atmosphere. It's like we've known each other before. It's a good time, and we've learned new things."

"Meeting with the group was absolutely great. It was so beautiful and pleasant. The staff was very nice and helpful. They are "the salt of the earth". I enjoyed it and I have learned something new."

"We learned in a easy and relaxing way the British culture, learning new words and doing a fun activity."

Some of the participants went away and created their own activities on the app.
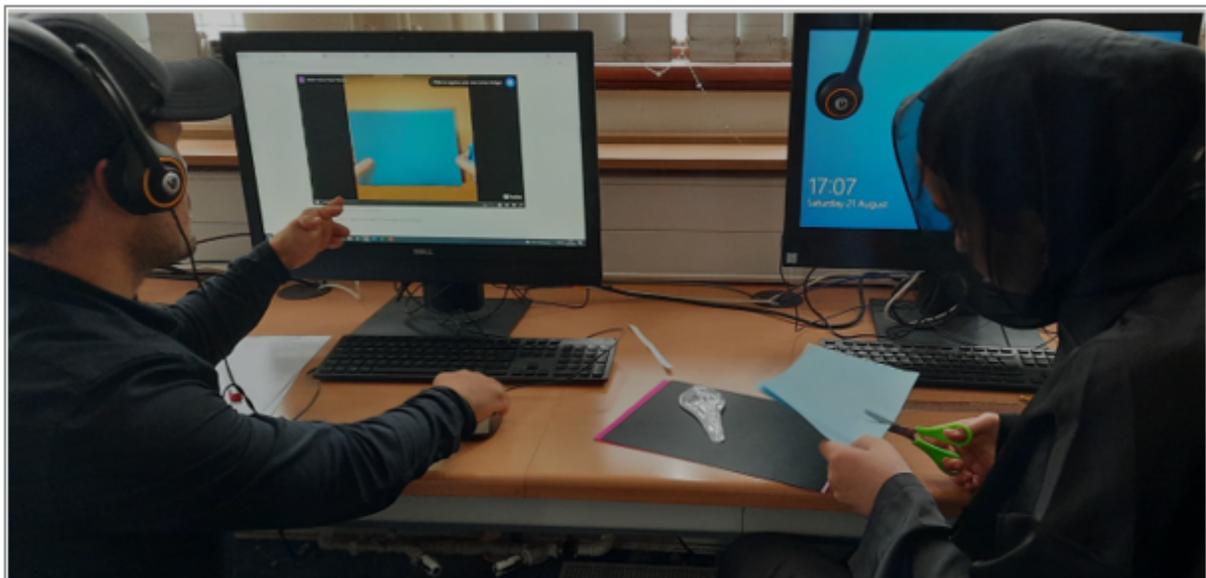
On Friday 29th October 2021, we carved some spooky pumpkins with migrant families who said "It was amazing experience for my son and me". "We learned culture and shared with all". Volunteers from North East Solidarity and Teaching (NEST) joined the research team along with three PhD students.

3. Co-production Workshop Targets

At the onset of our project activities, we aimed to achieve the following targets with our co-production workshops.

1. To recruit 10-20 members of immigrant communities in each EU country (up to 80 in total) who will work in intergenerational, and/or intercultural pairs to produce the digital artefacts.

Migrant families (youth and senior citizens) were recruited through non-profit organisations closely working with immigrants, refugees, and asylum seekers, as well as through contacts of HE staff and students. Foreign HE staff and students contributed as immigrant community members where applicable. Young members either had an interest in learning more about their heritage language and/or the language of the host culture, and improving their digital skills where appropriate. Senior members of the migrant communities had an interest in developing their digital skills, showcasing their heritage language and culture, and learning more about the host language and culture. These characteristics were identified through self-reports. All participants were volunteers.

2. To recruit 10-20 members of the host community in each EU country (up to 80 in total) who will work in intergenerational, and/or intercultural pairs to produce the digital artefacts.

Members of the host community were recruited through non-profit organisations, as well as through contacts of HE staff and students. Home HE staff and students contributed as host community members where applicable. Host community members had an interest in being involved in social integration, learning more about their local community, as well as developing their digital skills, intercultural communication skills, and other relevant transversal skills, such as creativity. These characteristics were identified through self-reports. All participants were volunteers.

3. To engage 80 marginalised EU citizens, migrants and refugees, and 80 members of the host community in an informal context, providing them with digital and transferable skills relevant to languages and cultures.

Participants learned about EU heritage and host languages and cultures through participating in co-production workshops and the online community, thus enabling integration and cross-cultural understanding.

4. To measure the success of this output, we counted the number of activities created on the platform, and we tracked user statistics for the content.

We collected data on participants' task-based learning of foreign languages using a pre-test and post-test approach and their changes in attitudes towards foreign cultures throughout the project. We adapted the existing test for refugees' and migrants' linguistic and cultural knowledge employed in the Linguacuisine project. We tracked their change in attitudes to digital technology, and the other cultures via interviews.

5. To create a community of users on the web app.

The cultural activities produced by the participants were placed on the online community and be evaluated, or responded to by community members. The participants carried out the activities of other cultures that are represented through interactive digital media. The number of participants who completed an activity of another culture was an indicator of success.

6. In order to measure the quality of the results based on the online community generated through the app, we counted the number and activity of community members. We also counted the number of community posts and ratings. The online community was evaluated through the use of behavioural analytics. Users' interactions with each other was logged to examine patterns of behaviour which led to successful engagement.

7. One risk factor involved ensuring that there were sufficient participants to complete the lengthy process of learning digital skills and co-producing OER using the web app. The workshops took 12 hours in total over 4 sessions. The risk was minimised by careful preparation and liaison. We aimed for 160 participants in total (20 migrant community and 20 host community members in each EU country), compared with the minimum of 80 needed for production of at least 40 different OER, meaning we mitigated the risk of drop outs. We carefully selected the project participants, making clear the commitment involved and assessing their motivations to take part.

8. To measure the extent to which the target groups have been reached, a number of qualitative and quantitative indicators were put in place including:

- feedback forms for all participants at each training event (C1-C3) and multiplier events (E1-E4),
- a built-in feedback forum on the project website,
- number of hits on the project website,
- number of cultural activities uploaded on the app (with details of number of cultures, languages, and activities that are represented),
- number of people who engage with the online community, as well as number of likes and comments in response to the activities,
- number of people who successfully carry out activities of other cultures.
- interviews and focus groups with these participants where possible,
- statistics for the people who have received certification during the project,
- number of hits on the project website, and analytics from social media (e.g. number of re- tweets, and followers),
- analytics for OER on the web app (including the number of cultural activities uploaded on the app, the number of hits demonstrating how many times each cultural activity was accessed, and the number of different cultures, languages, and type of activities that are represented on OER),

9. We produced case studies and success stories to document 1) enhanced digital, cultural, and linguistic skills and competences, 2) awareness of diverse cultures and languages in local communities contributing to social integration, 3) effective engagement with and creation of cultural activities using the web app, 4) successful online interactions and best practice in online intercultural contact through the web app, and 5) successful collaboration between HE institutions and non-profit organisations as a model for building inclusive HE systems. These case studies and success stories were produced in a variety of accessible media (videos, texts, images, etc.), and published on the project website. They were also disseminated in multiplier events and press releases.

10. While the Linguacuisine activities achieve a similar objective through cooking, the activities. in this project we widened the scope of the variety of everyday activities (art, design, sports, music, dance, etc.), introduced the ability to use 360 videos where applicable (e.g. to demonstrate the experience in a traditional wedding, which can be role-played), and supported widespread use of the online community.

11. We aimed for high-quality OERs and set a number of quality standards.

4. Targets achieved in each EU country

4.1 Finland

We have completed the IO5 workshops: 20 participants (10 pairs) in total. The co-operation of University of Helsinki and Cultura Foundation meant that we formed intercultural pairs: host community participant / participant with Russian background (with two exceptions: one participant with Estonian & one with French background). Also, our facilitators, represented four different nationalities. The workshops were done mostly face-to-face (only one was executed online). From the point of view of OER's the workshops were successful: altogether 10 good quality cultural activities were produced.

Targets achieved

- Targets 1–4, 7: The target number of participants have been reached. Altogether we recruited 10 members of immigrant communities and 10 members of host community. All these 20 people took part in workshops (in all of the sessions) and produced cultural activities. After the facilitator course in spring 2021, we had 7 facilitators, but due to the pandemic related delays, 3 of them were not capable of facilitate their works shops.
- Target 5: During the workshops all the pairs tested at least one activity of another culture. The most popular activity was Origami.
- Target 6: The activities of other cultures were commented during the testing (see target 5). The data, however, is not available to us.

- Target 8: Feedback about the app and workshops were collected during the last session of the workshops (interviews on the video data). The participants were also requested to fill in the app evaluation questionnaire.
- Target 9: Facilitators have written case studies on three participants. The studies are based on the comments and feedback given during the workshop sessions.
- Target 10: The activities produced represent a wide variety of Finnish and Russian culture. The 360 cameras were tested but not used in the activities. The online community was tested but we do not have data on its use outside the workshop sessions.
- Target 11: All the cultural activities done during the workshops meet quality standards, involve few & clear steps, and has all compulsory sections. The success with this target is mostly due the good preparations by the facilitators.

Summary of the Co-Production Workshops

Number of workshops ran individually (3 half days / 2 half days + 1 Zoom session per pair):

Workshops: 9 in-person + 1 Zoom
- 10 intercultural
- 10 completed

Participants: adults, approximately 20–50 years old, 20 in total
- 10 with Finnish background
- 10 Migrants: 9 with Russian background, 1 with French background
- Facilitators from 4 Finland, Estonia, Poland and Germany

Cultural activities completed: 10 in the co-production work shops (+ 2 during LTTA)
1. Pihatikka - pelaaminen / playing yard darts (Finland)
2. Kansallismaiseman askartelu / Finnish national landscape (Finland)
3. Making a Christmas wreath - Kuinka tehdä joulukranssi (Finland)
4. Finnish Name Day Celebration - Suomalainen nimipäiväjuhla (Finland)
5. Sauna - the rules of the Finnish sauna (Finland)
6. Letkis - suomalainen tanssi (Finnish dance) (Finland)
7. Sachet de Lavande (lavender bag to perfume wardrobe) (France)
8. Как покрасить пасхальные яйца с помощью риса - How to dye Easter eggs with rice (Russia)
9. Дымковская игрушка птица (Dymkovo Paper Bird) (Russia)
10. Kokoshnik (Russia)
11. Чаепитие по-русски - Russian tea ceremony (Russia)
12. Olivier salad, a traditional Russian salad (Russia)

Pre- and post- assessments from (almost) all participants:
- here is where I draw the line,
- flower power/garden,
- app evaluations

Some comments on the execution of the workshops and overall feedback:

- We aimed to have face-to-face workshops in summer 2021. However, the pandemic situation in Finland led us to delay the workshops to late autumn and the beginning of the winter.
- As a consequence of the delay to the autumn, we lost half of the facilitators. We solved the problem by hiring one of the facilitators to facilitate several workshops.
- We paid a lot of attention to find good pairs: people who could possibly have something to talk with each other even though their cultural background was different. Although, we had challenges in finding participants, that goal was achieved. Thus, we have interesting data where participants interact with each other and the OERs are of relatively good quality. Also, the facilitators reported that the participants seemed to form good relationship during the sessions (seen also on lunch breaks etc.).
- We video-recorded all the sessions with two cameras. As a result, we have about 600 GB of data.
- The overall feedback was positive; quite a few mentioned that they would like to have information about similar possibilities in the future.

4.2 Spain

Targets achieved

- Target 1: We had 5 facilitators, but they disappeared. We recruit 2 in September/October, but they could only help us with one workshop each.
- Target 2: We had only 2. They are still interested, but at the moment not active. We will recruit more in September/October (09-21).
- Target 3: Thus far 20 recruited. All of them engaged with the platform and left comments on the different activities. (Images uploaded, not videos – see the paper cutting activity, as an example. They have interacted with other activities as well)
- Target 4: Cultural activities; To date UAB has produced 27
- Target 5: Some participants have interacted with other activities they did not produce and provided feedback and comments. (We do not have the exact numbers)
- Target 6: UAB has sent Colin the times where we will be using the app and all interactions have been done through the users created on ENACT. Most of the interactions had been done through their users.
- Target 7: For risk management we are targeting diverse groups in both formal and informal settings, we have transferred the digital and the intercultural pre and post task to an interactive online platform to ensure implementation in situations of social distancing.
- Target 8: Feedback about the app and workshops had been collected through interviews, researchers notes, and the app evaluation form.
- Target 9: Two participants agreed on giving their opinion and share their experience on the platform and video creation process. (Case studies)
- Target 10: Mostly UAB activities are festival related (Crafts, dance or folkloric)

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- Target 11: Cultural activities that did not make quality standards were removed. The rest meet quality standards, involve few & clear steps, has all compulsory sections, include captions/subtitles. Most participants did not have time to create optional process or quiz sections.

Numbers reached in terms of min. number of home/migrant & intergenerational/intercultural participants:

15 pairs/trios involved in the pilot and 3 pairs scheduled before September. 7 More pairs schedule during October, November and December.

Number of workshops ran:

Pilot – November 2020: 5 days + 1 zoom session per pair/trio
- 15 pairs/trio. 2 intergenerational & 15 intercultural. (They overlap)
- All activities completed, but not all of them met the quality requirements.
- Pre and post activities were not completed, but focus groups on intercultural assessment were conducted.
- Feedback on the app was provided.

PILOT UAB - UNIVERSITY OF ILLINOIS
Universitat Autònoma de Barcelona   Date: September 14th til December the 16th 2020   UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

Participant Number	Groups	ENACT video title	URL to your creation	
1	CAPDEVILA, Laura, PRIETO, Anna	Tió de Nadal	https://enactproject.online/?q=node/80	
2	DELGADO, Eugenia, MORENO, Laura	Typical dances around the world	https://enactproject.online/?q=node/81	
3	ANDUJAR, Marta, FERNANDEZ, Alvaro	Panellets	https://enactproject.online/?q=node&page=12	
4	FERRER, Laura, LINARES, Sandra	Sant Jordi: Rosa de Sant Jordi!	https://enactproject.online/?q=node/79	
5	HOLGUERA, Marta, VELASCO, Maria	Dia de muertos in México makeup	https://enactproject.online/?q=node/77	
6	MESTRES, Elia, LOGAN, Montse	Greetings all around the world!	https://enactproject.online/?q=node/75	
7	MIRO, Paula, CASTRO, Maria, ARAN, Raquel	Bitlles catalanes	https://enactproject.online/?q=node/78	
8	COLL, Laura, BURAEVA, Olga	Масленица (Maslenitsa) in Russia	https://enactproject.online/?q=node/76	Erased due to Quality standards.
9	Esther & Aria	Old McDonald in Korean	https://enactproject.online/?q=node/70	
10	Sarah & Michelle	Setsubun	https://enactproject.online/?q=node/67	Erased due to Quality standards.
11	Max, Agnes	Tattoos in Japan	https://enactproject.online/?q=node/69	Erased due to Quality standards.
12	Marianne, Emmy	Conan Harasses Neapolitan Coffee Shop in Naples	https://enactproject.online/?q=node/68	Erased due to Quality standards.
13	Ryan and Quinn	Knock, knock! Trick or treat!		Erased due to Quality standards.
14	Tutu and Yao	Chinese New Year	https://enactproject.online/?q=node/71	
15	Mika, Anthony	Making Onigiri	https://enactproject.online/?q=node/74	Erased due to Quality standards.

May – December Workshops 2021: 4 workshops face-to-face, 3 Hybrid/f2f-Zoom, 3 on Zoom. The process has been relatively slow due to restrictions, summer holidays an omicron outbreak.
- 2 intergenerational & 9 intercultural (They overlap)
- We run a total of 10 Workshops.

Participants: (ages 19-66), 55 in total taking into account the pilot, the training workshop and the workshops done

- 3 Spanish, 28 Catalan, 1 Russian, 1 Korean, 1 Tawnies, 1 Mexico, 7 Chinese, 1 Japanese, 3 Colombians, 2 Hungarians, 1 Dominican Republic, 1 Italian, 5 North American.

Collaborations: On April 2022 our ENACT UAB group started working together with CULT, in collaboration with AFEX-AFFM Association (Casa Asia).

T*he AFEX programme is formed upon three key elements:*
a) Adult learners, who are family members of the school's pupils who want to learn Catalan, Spanish and computers, among other things, to be able to communicate with their children's teachers and tutors. AFEX-AFFM involves family members, especially mothers, of very diverse origins, mainly Asian, although there are also people from Africa, Central and South America and Eastern European countries.
b) Volunteers are secondary school pupils from the centre who teach them. Some volunteers are relatives of the adult students, and they speak their mother tongues. This allows our classes to be multilingual and multilevel. Multilingual, because they learn Catalan and Spanish from their mother tongue, demonstrating that language learning does not start from scratch, but that previous knowledge and experience can be used. And multilevel, because each volunteer can be placed with an adult student and progress in learning at his or her own pace.
c) "Dinamizadora", is the person who is in charge of organising the classes and guiding the volunteers in their teaching. In addition to Catalan and Spanish, she or he speaks one of the majority mother tongues of the group.

Together with this group we are running a workshop, and the material created will be used in our multiplier event.

Demographics - group of 25 women from Pakistan + 1 Catalan preservice teacher (volunteer) and 1 youth facilitator (Catalan, Pakistan parents).

Cultural activities completed: 27 (21 in the platform) + 1 more activity to be publish on June 2022. Punjabi dance | ENACT (enacteuropa.com)

Participant Number	ENACT video title	URL	
**Videos uploaded with quality standards on ENACT**		
1	Tió de Nadal	https://enactproject.online/?q=node/80	
2	Typical dances around the world	https://enactproject.online/?q=node/81	
3	Panellets	https://enactproject.online/?q=node&page=12	
4	Sant Jordi: Rosa de Sant Jordi!	https://enactproject.online/?q=node/79	360

5	Dia de muertos in México makeup	https://enactproject.online/?q=node/77	
6	Bitlles catalanes	https://enactproject.online/?q=node/78	
7	Old McDonald in Korean	https://enactproject.online/?q=node/70	
8	Chinese New Year	https://enactproject.online/?q=node/71	
9	Greetings from around the world	https://enactproject.online/?q=node/75	
10	Chinese red envelope	https://enacteuropa.com/?q=node/136	
11	Sardanas	https://enacteuropa.com/?q=node/153	
12	Els Castellers.	https://enacteuropa.com/?q=node/191	360
13	Hungarian weddings	https://enacteuropa.com/?q=node/208	
14	Lluis llac - Catalán Poem	Viatge a Ítaca (Poema catalá) | ENACT (enacteuropa.com)	
15	Skating in Barcelona	https://enacteuropa.com/?q=node/236	
16	Juego de Rana - Colombia	https://enacteuropa.com/?q=node/237	
17	Noche de velitas - Colombia	https://enacteuropa.com/?q=node/252	
18	Perico Ripiao - Baile República Dominicana	https://enacteuropa.com/?q=node/254	
19	Sevillanas	https://enacteuropa.com/?q=node/255	
20	Els Bolets - Bones practiques	https://enacteuropa.com/?q=node/253	
21	La castellera	https://enacteuropa.com/?q=node/256	

Pre- and post- assessments from all participants: We have this data from the May – September workshops. We have created an online resource for us centralized the data.

- digital skills,
- here is where I draw the line,
- flower power/garden,
- app evaluations

Attendance and digital skills certificates are given to all participants (Only for the ones who finished the workshops)

Some comments on the execution of the workshops and overall feedback:
- No 360 videos, difficulties in editing and hot spots in the platform. Nevertheless, the Casteller activity has one we found on YouTube.
- Development of an online community is proving to be a challenge as the workshop times are short to allow pairs to interact with a wide range of activities. Participants seem not to want to come back once they finished with the workshop.
- Some participants found the lack of pronunciation support to be a problem.
- Most participants do not want to be video recorded, while interacting with the platform. Voice recording only.

- We digitalized the pre and post task. They can be done still as pairs but working through the tablets. Requires less movement and helps maintain social distancing.
- We could not do the 360 editing.
- Youcut: Does not show the 360 videos as 360.
- GoPro Quick: Does not let us edit the 360 as at the end it converts it into a plain video.
- **V360**: This app let us merge 360 videos but we cannot add hotspots. We can add questions and see them in 360 using the google cardboard.
- Canva: Younger generations (18 - 25) prefer this tool to create and edit videos.
- When creating an activity there should be a possibility to see what has been done so far. Sometimes the app doesn't let us see what was saved.
- Clipchamp: Online resource to edit, add music and subtitles to the videos. So far, it has worked pretty well, it's very easy to use and merge content.
- Filmorago app: Really good to edit videos, add music. Very intuitive.
- **VeeR Editor:** Very intuitive, gives the option for the editor to change the view, add music and add filters to stylize the content.

4.3 Turkey

Online workshops started on May 1, 2021. The workshops start out group by group, the project has been introduced to 20 HE students (10 host community members, 10 from diverse nationalities and countries of origin) as potential workshop participants.
Eight HE facilitators of the ten who participated in the training program remained in the project. Five HE facilitators completed their online workshops in 3 or 4 sessions. Three HE facilitators were scheduled. Pairs were Turkish/International and they produced one common activity or two individual activities. Three sessions were needed to complete each workshop.

All pre and post questionnaire data was collected and attendance certificates were sent to each participant. Face to face workshops continued in September due to the COVID-19 vaccination programme. Online workshops provided different but interesting data – participants are still reporting cultural gains and interaction.

Recruitment was helped with a "gatekeeper" who provided some contacts and passed on flyers etc. Nationalities were not randomly chosen – participants were from particular countries such as Azerbaijan, Turkmenistan, Kazakhstan, Sierra Leone.

Two face to face workshops to Syrian participants also took place. Only one pair could partly complete their ENACT activity project and published it while the other pair attended only the first meeting doing the pre-activity tasks and questionnaires.

The team changed approach as workshops progressed – at first participants were searching for material during the zoom meetings, in later workshops guidance was provided and participants were encouraged to search in advance. Netiquette and copyright issues etc were dealt with during sessions, help was also given on uploading and developing interactive elements during the zoom meetings. Materials were restricted to online.

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Constant dialogue was undertaken between EO and facilitators, but the facilitators were highly motivated as well. This is why the workshops were so successful. Accreditation was given to students who took part.

Online workshops completed in July 2021. Fourteen participants (7 pairs) completed and published their ENACT activity on the web app. Eight facilitators led and completed online workshops. All the participants who completed their activities received certificates of attendance and digital competence.

Targets achieved:
- **Target 1:** We had 8 facilitators to guide online workshops after the training. The pairs of 7 facilitators completed the online workshops, 1 facilitator's pair could not finish the ENACT activity they planned to work on.

- **Target 2:** In the online workshops, we had 7 international participants from different nationalities: 1 Sierra Leone, 1 Benin, 2 Kazakhstan, 2 Azerbaijan, 1 Kosovo. All university students in Turkey. All these participants are paired with one Turkish nationality participant. Two face to face workshops with the parents connected with a state primary school have been conducted in November 2021. Two pairs (1 Persian – Turkish, 1 Syrian – Turkish) attended the first meeting, completing the pre-task questionnaires and discussions. A video recording of this first session is obtained. The second meeting was possible for only one pair; they completed their ENACT activity and published it on the platform.

- **Target 3:** In the online workshops, 7 participants to form intercultural pairs have been recruited.

- **Target 4:** During the online workshops, 7 intercultural activities:

1. Yumurta Toqquşdurmaq (Egg Tapping)-Azerbaijan
2. Gaani Festival of Benin (Dendi language)-Benin
3. Kazakh ornament "Oyu" "Oyu-ornek"-Kazakhstan
4. Tusau Keser - Kazakh Celebration for Toddlers- Kazakhstan
5. Bondo society (Sierra Leone)-Sierra Leone
6. Turkish Salty Coffee-Turkey
7. Kız Horonu (Turkish Traditional Dance)-Turkey

Along with the ENACT activities, the participants responded to
- digital skills,
- here is where I draw the line questionnaires as **pre-post workshops.**

As **pre-workshop**, they also did the **flower power drawing** as well as initial interviews about culture, language, digital skills, some sample ENACT activities.
As **post-workshop** they also filled in **the ENACT evaluation questionnaires**.

- **Target 5:** The participants interacted with some sample ENACT activities in the first online session. Some participants shared pictures of their own origami boats as comments to the original activity.

- **Target 6:** The participants were guided to create their own accounts and interact with the ENACT app logged in to make the tracing easy to identify. However, some of the earlier pairs might have been anonymous, so their dates and locations at the time of interaction have been shared with the web app developer to ease the tracing.

- **Target 7:** After the first two online workshops, the BU team outlined the entire online workshops to fit in 3 sessions and left some procedures offline before or after the online meetings to manage the time and prevent burnout due to long sessions. Particular directions about the planning of the sessions have been shared with the facilitators as well.

- **Target 8:** Feedback about the app and the workshops have been collected with relatively longer interviews in the last session after the completion of the ENACT activities. The participants are also requested to fill in the app evaluation questionnaire.

- **Target 9:** This was somehow obtained in the f2f workshop with the parents; they produced a hand puppet which they could use with their children at home. The parent suggesting this idea also reported that they do play with such puppets at home during the pandemic to increase social interaction with their kids, which has become a current issue for many families with the new dynamics that the pandemic introduced.

Some comments on the execution of the workshops and overall feedback:
Targets 2 and 10: The pair who completed the ENACT App activity could not complete the post-task discussions and questionnaires because of their time restrictions. The other couple also did not attend the second meeting to create the activity.

4.4 United Kingdom

We have completed Output 5 workshops: 28 participants (14 pairs) in total.
We also ran an impact half-day workshop with 23 migrants, refugees, and asylum seekers. They explored UK activities on the app, completed Here is where I draw/drew the line questionnaires. After the workshop 2 participants created 4 cultural activities on the app (3 Turkish, 1 Russian).

Targets achieved
- Data collected to address targets 1, 2, 3, 4, 7, 5 (images uploaded, not videos – see St Jordi)

- Target 6: depends on what the app was able to record
- Target 8: all necessary data collected
- Target 9: we have some interesting cases demonstrating variety.
- Target 10: mostly hands and crafts, some related to local stories, 1 sport, 1 tea making, 1 afternoon tea (cream or jam first), 1 flower arrangement, 1 dance
- Targets reached in terms of minimum number of home/migrant & intergenerational/intercultural participants.
- Targets surpassed the target minimum number of cultural activities to be produced.
- Almost all cultural activities meet quality standards, involve few and clear steps, has all compulsory sections, include captions/subtitles. Most participants did not have time to create optional process or quiz sections.
- 6 HE students were involved in facilitation. Workshop dates/times did not work for the other 5 facilitators.

4.4.1   Co-Production Workshops – May-July 2021

Number of workshops ran individually (2 half days + 1 Zoom session per pair):

Workshops: 13 in-person + 1 Zoom
- 3 intergenerational & 11 intercultural
- 14 completed

Participants: (ages 10-69), 28 in total
- 11 British (5 students, 6 other) - 1 of them is a facilitator from AF
- 17 Migrants (3 students, 2 staff, 12 others)

5 of the migrants are asylum seekers (1 of them is a facilitator from AF)
2 migrants are children (10 years old)
3 UK are children (15-16 years old)

Cultural activities completed: 21

Chobi dance	Iraq	Arabic	dance, chobi, Iraq, traditional, arabic
Making a scarecrow for a scarecrow festival	United Kingdom	English	scarecrow, hay, farm, festival, village
Christmas Snowflake Decorations	United Kingdom	English	Christmas, decorations, snowflake, craft, festive
Yalda postcard	Iran	Persian	Persian, Yalda, solstice, winter, card
Valentine's Day Card	United Kingdom	English	
Il Gonfalone di Arpino - Manifestazione folcloristica in costume	Italy	Italian	Cultural, reenactment, italian, clothing, body
Hoye Hoye (Eritrean cultural celebration)	Eritrea	various	Tigrigna language

Christingle (UK Christian tradition)	United Kingdom	English	
Haft-Seen - Traditional Persian Nowrus and New Year	Iran	Persian	
Maschera di Carnevale	Italy	Italian	Carnival
Letter Matryoshka	Russian Federation	Russian	matryoshka, arts&crafts, russian
How to make traditional libyan tea (Al alaa)	Libya	Arabic	
Sankt Martins Laterne - St Martin's Lantern	Germany	German	Lantern, German, St Martin, friendship, singing
The Welsh daffodil	United Kingdom	Welsh	Wales, Welsh, Saint David, Dafodil
Strokes and Charecters- Chinese Calligraphy Basics	China	Chinese (Mandarin)	
Cream Tea: A British Tradition	United Kingdom	English	Tradition, tea, jam, scones, cream
"Ping Hua"-Chinese Flower Arrangement	China	Chinese (Mandarin)	Peony, Duan Wu, Flower Arrangement
Mardi Gras - let's make a mask!	France	French	Mask, France, French, Mardi Gras
Local stories, The Lambton Worm	United Kingdom	English	Penshaw, Worm, lambton, geordie
Cricket - An English Sport	United Kingdom	English	
"Xiang Bao" - Taiwanese Scented Bag	Taiwan	Chinese (Mandarin)	Taiwan, Dragon Boat Festival, Mandarin, Scented Bag

Vocab scores from St Jordi: from all pairs (pre-, post-, and delayed)
- time between tests varies across pairs
- We will need to collect data from a control group (no activity) and a group that only explores St Jordi but does not carry out the activity
-

Pre- and post- assessments from all participants:
- digital skills,
- here is where I draw the line,
- flower power/garden,
- app evaluations

Attendance and digital skills certificates are given to all participants

4.4.2 Workshop on 21 August 2021 with migrants, refugees, asylum seekers

Aim: Engagement with UK cultural activities on the app, learn how to 'Create', some discussions around cultures, activities, languages + impact data with a short survey
 The activities are here: https://enactworkshop.weebly.com/

Activities produced: 4
Number of participants: 23 (in 5 rooms, with 4-6 participants each)
Number of attendance certificates: 23
Here is where I draw/drew the line (pre- and post-) questionnaires, workshop evaluation and app evaluation: 23 pre, 20 post
Diamond ranking activity in relation to participants thoughts about the activities: 23
Tablet screen recordings of engagement with the app: 8
Audio and video recording: 1-2 cameras in each room + 1 audio recorder

Создай русский национальный костюм	Russian Federation	Russian	
Nazar boncuğu	Turkey	Turkish	Nazar, boncuk, mavi, büyü, Amulet
Türk kahvesi	Turkey	Turkish	Coffee, Turkish coffee, kahve, Türk kahvesi
Nasreddin Hoca	Turkey	Turkish	Fikra, Tesbih, Sarık, Nasreddin Hodja, Turkish jokes

4.4.3 Virtual Exchange - Fall 2020

Activities produced: 7 (Synchronous co-production in international teams)
Between Newcastle and TEDU (Turkey) in fall 2020
Number of UK HE students: 25
Number of Turkish HE students: 19
Number of attendance and digital skills certificates given: 25

Paper Marbling (Ebru)	Turkey	Turkish	ebru, paper marbling, color, brush
Turkish Carpet	Turkey	English	Turkish carpets material weave expensive
Turkish Çini	Turkey	Turkish	
Chinese Dumplings	China	English	
Traditional Turkish Coffee	Turkey	English	
The Traditional Turkish Coffee	Turkey	Turkish	Introduction video, instruction video, vocabulary match, image sequence
Making a Chinese Lantern	China	Chinese (Mandarin)	

4.4.4   Assignment in MA TESOL in Fall 2020

Activities produced: 1
As a technology enhanced language learning activity as part of the module assignment
Marked and recognition given

[Basic Communication in the Restaurant and Tipping Culture](#)	United States	English	Restaurant, Order, Pay the bill, Tipping Culture

4.4.5   Halloween pumpkin carving – 29 October 2021

2-hour workshop for migrant families at NEST
Participants followed the pumpkin carving instructions and did not produce their own activities. They completed a short evaluation form afterwards.
Number of migrants: 18

4.4.6   Virtual Exchange Fall 2021

(In-person co-production in local groups, asynchronous interaction on the app in international groups, synchronous interaction on Zoom in international groups)
Activities produced: 8
Between Newcastle and Gazi Universities (Turkey) in fall 2021
Number of UK HE students: 8
Number of Turkish HE students: 10
Number of attendance and digital skills certificates given: 18 - 12

[How to play wooden spoons Turkish style!](#)	Turkey	Turkish	Wooden spoons, playing, Turkish, dance, Folkdance
[Chinese character FU](#)	China	Chinese (Mandarin)	Spring Festival tradition, Chinese character
[Lotus](#)	China	Chinese (Mandarin)	lotus, paper folding
[Arabic dance](#)	Saudi Arabia	Arabic	dance, folk dance, Tradition, men, ceremonial
[Turkish Coffee Fortune Telling](#)	Turkey	Turkish	Turkish coffee, Fortune telling, Cup reading
[Mangala (A Turkish Mind Game)](#)	Turkey	Turkish	#Turkishculture#Turkishgame #culturalexchange#mangala# mancala
[Türk Kahvaltısı (Grand Turkish Breakfast)](#)	Turkey	Turkish	breakfast, turksih culture, food culture
[Turkish Tea Brewing Style (Türk Çayı)](#)	Turkey	Turkish	Turkish, black, tea, brewing, technique

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4.4.7   MA International Education Placements – Spring 2022

Activities produced: 3
Number of UK HE students: 8
Marks and recognition given as part of the placement module

[Paper crane folding](#)	China	Chinese (Mandarin)	鹤 crane；正方形 square；三角形 triangle；头 head；翅膀 wings；纸 paper
[Four Treasures of Study](#)	China	Chinese (Mandarin)	Chinese Calligraphy, brush, ink sticks, ink slabs
[Traditional cheongsam dress](#)	China	Chinese (Mandarin)	gender equality, 旗袍(qí páo) cheongsam, 花(huā) flower, 剪(jiǎn) cut, 粘(zhan) stick

4.4.8   ENACT Web App Prize 2022

Activities produced: 2
Number of UK HE students: 2
Awards given

[Cooking a Chinese recipe - Eggplant Stir Fry](#)	China	Chinese (Mandarin)	language learning; Chinese cooking; Technology-mediated language learning for Chinese
[Traditional Roast Dinner](#)	United Kingdom	English	British English Roast Food Cooking

Some comments on the execution of the workshops and overall feedback:
- Almost all participants enjoyed the 360 St Jordi video, reported feeling 'being there' and 'being memorable'. Yet none of the participants created a 360 image or video themselves. They learned how to use it, but due to COVID-19, all public events of interest were cancelled. Participants usually did crafts, where 360 context was not relevant. We have 1 dance, but the video had to be created indoors. Where suitable 360 videos on Youtube, these were added to the OER.
- 360 Virtual Tour never worked technically, and is now removed.
- Development of an online community has been a challenge as the workshop times were short to allow pairs to interact with a wide range of activities.
- Not all interactive videos have interactivity (some pairs did not have time, some pairs thought it was not necessary).
- Our final procedures are on Teams:
    - We did delayed vocabulary post task at the beginning of Session 3

- o We have updated interview questions for flower power/garden,
  - o We ask participants to complete here is where I draw the line individually (some questions are best answered individually to avoid face saving)
- Participants need to log for their app scores to be scored automatically. We observed that users only create a log in to create their own materials, and not to engage with existing materials.
- 360 recording of the workshops worked well with 258GB SD cards
- 'Learn' page: participants requested a visual for each activity, and further categories, e.g. kids/adults, language level, type (sports, crafts etc)
- Representations of national vs personal culture: We asked whether they have an impression of the person who created the activity and whether they chose their own activity or something that represents the culture. Most said the current features do not encourage personalisation (e.g. focus on country), and most chose the activity either because it represents the national culture (e.g. "nothing can be more British than this), or because of time constraints (something that is practical). Some said they would have preferred some more flexibility to personalise the activity (e.g. Maybe we can revise the instructions for the context video to encourage a short personal introduction of why they created the activity and the relationship to their lives)
- We used Samsung tablet internal screen recorder to record participant activity on the tablet (would be interesting to see how participants who learn more engage with the app).

5. Evaluation of the user generated Open Educational Resources (OER)

Evaluation of the crowd-sourced, user-generated OER, was carried out in three stages.
1. Prof Seedhouse (Co-I) at UNEW carried out an evaluation of initial activities as formative assessment in early 2020 and shared it with all the partners.

The reviewer highlighted one activity as a positive example:
Bitlles Catalanes. There is an excellent intro video with subtitles in Catalan and English together with comprehension questions as you go along, again in Catalan and English. The vocab exercise is very good with both text and audio files. The main video is easy to follow, but there are no sub-titles appearing. The cultural task is very easy to complete. The test is of cultural knowledge, but only one question.

Suggestions for improvement included:

Many of the materials have no audio files on the initial vocabulary exercise - I suggest audio files should be made compulsory. I'd also suggest having the option, in the final vocabulary test, of using an audio file as well as written text. I think that, if we want language learning data, it's a good idea to make the vocab word/picture matching test compulsory at the end - that is the exercise which is currently matching 2 pictures, but which will be changed to matching a picture to a word.

The getting started video and the template for authoring materials (create ENACT activities) are really good and just need some additions re learning languages and cultures. On the authoring form, we ask to give the activity a name. Let's also ask: Name which language is being learnt and name which culture is being learnt. When you show how to add a video, how about giving a link on how to make a video and upload it to Youtube? Links for audio and photo production would also be useful. When you show how to add labels to the intro video, say labels can be bilingual, written in 2 languages and give an example. Mention acceptable formats for audio, video and photo or give links.

2. External evaluator carried out an evaluation of the OER as part of his interim report in 2020.
3. The team conducted a review of all the activities in June 2022, identifying activities which did not meet the criteria we established in our aims and objectives of the project.

Five reviewers were all academics in higher educations and experts in language and culture learning and teaching. A total of 116 activities were reviewed. Review criteria were as follows:

- Are the materials: 1= in the language of the cultural activity or 2=in a Lingua Franca (e.g. English)?
- Does interactive video/slide/picture (context or how-to video) has interactivity?: yes/no
- Is there a 360 video/image: yes/no
- Do the how-to instructions include less than 10 steps?: yes/no
- Are the instructions (how-to steps) short and clear? Yes/no
- Do the how-to instructions include captions (same language as the audio)? Yes/no
- Do the how-to instructions include subtitles (translation in another language)? Yes/no
- Are the videos and images high quality? Yes/no
- Are there any missing steps/components? Yes/no (context video, vocab introduction, how-to instructions, matching pairs for vocab)
- If yes, which steps are missing?
- Overall rating for this activity (5=Excellent, 4=Good, 3=Fair, 2=Poor, 1=Very poor)
- Shall we keep it on the app? Yes/no
- Any other comments? (optional)

Out of the 116 activities, 22 were recommended to be archived. Five of these activities were later revised and kept on the web app. The full review is available as an excel sheet upon request: cultural activity evaluations_June2022.xlsx – please contact the project team at enacteuropa@newcastle.ac.uk

Based on the review by all partners, the agreement was to either archive (unpublish) or improve the OER that did not closely align with the criteria set for language and culture learning. As a result, the OER on the web app has been refined and their usefulness for

target audiences has been improved. As part of this decision, the team was sensitive to the perceptions and feelings of the participants if their productions were deleted altogether. Each local team got in touch with the producers of these activities to gain their consent for archiving the activity or requested it to be improved. Archiving meant that these activities were no longer listed under the LEARN tab on the website, but their URLs continue to be active so that participants can continue to share their artefacts amongst their contacts. Going forward, the PI at UNEW will continue to implement quality assessment to new cultural activities being produced as part of our sustainability plan.

APPENDICES

Appendix 1: Questions considered in planning local co-production workshops

1. Any expected challenges due to COVID-19?
2. Recruitment strategy: Have you established contact with NGOs or other local partners for participant recruitment? Which organisation(s) will/can help you?
3. What are the challenges/risks you foresee for participant recruitment (HE students & migrant and host community members)? How can these be overcome?
4. In intercultural pairs, is it feasible to produce activities for both cultures?
5. At our kick-off meeting, we discussed that participants for sessions 1-2 and 3-4 might be different. Are there any challenges/benefits in relation to assessing impact (re our evaluation tools - Output 3 as discussed on 4th June)?
6. Is it possible to recruit intergenerational pairs? How many pairs do you predict that you can recruit?
7. How will your intercultural/intergenerational pairs produce the subtitles? At which session? Can subtitles be automatically generated (e.g. Google translate)?
8. How many pairs could potentially produce digital activities using the 360 cameras, i.e. 360 videos or images?
9. What would be an appropriate venue for your sessions to take place? Do you need separate rooms per pair to avoid noise from other pairs in the digital activities?
10. How will you set up the video cameras to record the sessions? Do you have video and audio recorders to capture image and sound? How many? Where will they be located? Do co-production participants (home and migrant community members) need headphones?
11. In terms of planning, how many workshop attendees can you manage at the same time? Would you need to recruit participants and arrange sessions on an individual basis with (a) one intercultural/intergenerational pair, (b) one facilitator (HE student/NGO/HE staff), and perhaps (c) language support/a translator, and (d) a researcher for data collection procedures, arrange catering, etc.? What will be the role relationships between the participants?
12. Are 3 hours enough for each of these sessions?
13. Would 4x3hr sessions work for you? Would you require a higher number of shorter sessions, or longer and fewer sessions? What would be the challenges/benefits?
14. How frequently would you need to run the sessions? e.g. over a week (1 session per day), over a month (1 session per month)? What would be the challenges/benefits?
15. What are the realistic incentives for participation for intercultural/intergenerational pairs and facilitators (HE student/NGO/HE staff)? What are their needs? (e.g. vouchers, recognition in academic results, certificates, etc.)
16. In your context, what will be the role(s) of the facilitators (HE student/NGO/HE staff) in the co-production workshops? What would be the role(s) of the researcher? (translation, editing the digital activities to ensure high-quality materials, collection of baseline & impact data, explanation of ethics, ensuring   etc.?)
17. The language of the cultural activities is the language of the participant, but what will be the language of the co-production workshops? Will you decide on 1 lingua franca, will the workshops be bi/multilingual? The facilitator (HE student/NGO/HE staff) may need knowledge of the languages in order to mediate the relationship.

18. In relation to 360 cameras/footage:
    a. How are we going to lend 360 cameras to Output 5 participants?
    b. Will a project member need to accompany them?
    c. 360 videos/images make more sense when shot during the cultural event. This may depend on opportunities: e.g. during Halloween, Chinese New Year, Ramadan, an actual wedding, etc. Can the activities be role-played? Can we have some activities produced with contextual 360 video added later when opportunity arises?
    d. If a real event is being captured, what are ethical considerations around the appearance of other people in the videos/images? Consent required?

Appendix 2: UNEW example overview of co-production workshops

Community members in the workshops:
   a) an **intercultural pair** (1 migrant community member and 1 British community member)

   OR
   a) an **intergenerational pair** from a migrant community (1 senior member and 1 young member of a migrant family living in the UK. The senior member will learn digital skills and new generation member will learn about the family's heritage culture and language).

The workshops will have 4 **sessions**:

Session 1: Ethics, pre-task activities

Session 2: Explore activities on ENACT
   - Sessions 1 & 2 will be together (about 4-5 hours in total) at Newcastle University, King George VI Building.

Session 3: Co-produce cultural activities on ENACT
   - Session 3 will be on its own (about 4-5 hours in total) at Newcastle University, King George VI Building.

Session 4: Post-task activities
   - Session 4 can take place on Zoom or at the end of session 3 if there is time (about 90 minutes).
   - On Zoom, ask everyone to use the Gallery view. Make sure the session is being recorded.
   - If participants are not available for Session 3, make sure to arrange Session 4 on Zoom.

On campus, we will book multiple rooms and invite at least two pairs to have workshops at the same time. This will enable a quick introduction and tea/coffee breaks outside the building together to a higher **community feeling**.

The intercultural pair can each create their own activities and give each other feedback (**Scenario 1**) or can choose to co-create 1 activity together (**Scenario 2**).

Examples:

Intercultural pair: a Libyan community member working with a British community member

Scenario 1:
   - Libyan community member creates a Libyan activity in Arabic.
   - British community member creates a British activity in English (or of course Geordie/Welsh, etc).
   - They give each other feedback frequently as they work on their own activities; help each other to record/edit videos, take pictures, use the app etc.; and at the end they can try each other's activities.

Scenario 2:
- The community members decide which activity to co-produce: e.g. the British activity in English, or the Libyan activity in Arabic.
- The pair does everything together, from planning, to creation of the digital materials to final production on the app.

Intergenerational pair: a Chinese migrant family who has been living in the UK for a while Especially if the young members do not know much Chinese, they will work together to create a Chinese activity in Chinese. As a result, we hope that while the senior member can learn some digital skills, the young member can learn the Chinese activity and specific language related to the activity.

Detailed guidance for workshop facilitators and researchers were produced by UNEW and shared with the project members. For a copy, please contact the project team at enacteuropa@newcastle.ac.uk .

Communities, Languages, and Activities App (ENACT) Information Sheet (co-production workshops)

You are invited to take part in a research project. Before you decide to participate, it is important for you to understand what it will involve. Please take time to read the following information carefully and discuss it with others if you wish.

The first part tells you the purpose of this study and what your participation involves. Later sections give you more detailed information about how the study works and what your part in the study would be. Ask us if there is anything that is not clear, or if you would like more information. Take time to decide whether you wish to take part.

To contact us, please send an email to enacteuropa@newcastle.ac.uk or call +44 (0) 191 208 7797

What is the ENACT project about?

We are producing an online app so you can explain to people how to carry out your favourite cultural activity in your own language. For example, your activity can be to teach others Morris dancing or the Dabkeh, how to carve pumpkins for Halloween, or how to play the Ney.

The project aims to promote two-way knowledge exchange (language, culture, digital skills) and understanding between (1) host-migrant communities in their local languages, and (2) young-senior members of migrant communities in their heritage languages. We also aim to support the inclusion of university students in the local community and model an innovative task-based digital pedagogy for learning and online exchange between communities.

The project is led by Newcastle University: Dr Müge Satar (Principle Investigator), Prof Paul Seedhouse and Dr Ahmed Kharrufa (Co-Investigators). The project is funded by the Erasmus+ Programme of the European Union. It started on 1 October 2019, and will end on 31 August 2022. More information on the project and a full list of the project partners can be found on the project website: www.enacteuropa.com

Why have I been chosen?

You are invited to participate in our workshops because you are either an immigrant, refugee, or asylum seeker living in the UK, or a British citizen, and you are interested in explaining to others your own and learning about others' cultural activities.

What is the purpose of the workshop?

We would like to create an environment for you to engage with the members of other communities, exchange your language and cultural activities using the project app, create your favourite cultural activity on the web app and become part of an online community on the project web app.

Who will design and deliver the workshop?

The project team at Newcastle University (Dr Müge Satar, Prof Paul Seedhouse, and Dr Ahmed Kharrufa) will design the workshop. Dr Satar and Prof Seedhouse are experts in the use of technologies in language learning and teaching. Dr Kharrufa specialises in human-computer interaction and educational technologies. You can find more about them on their staff pages:
https://www.ncl.ac.uk/ecls/staff/profile/mugesatar.html

https://www.ncl.ac.uk/ecls/staff/profile/paulseedhouse.html
https://www.ncl.ac.uk/computing/people/profile/ahmedkharrufa.html

The project members from Newcastle University will deliver the workshop in collaboration with N.E.S.T and Action Foundation members.

What does participation involve?

The workshop will take place in intercultural or intergenerational pairs at agreed dates/times that suit you and your co-production partner at the premises of one of the participating institutions or online via Newcastle University Zoom accounts in line with COVID-19 restrictions. The workshops will take about 10 hours, and will be split into four sessions. During the workshops we will:

- Allow you to think about what culture means to you, share your cultural activities, and reflect on your language and digital skills (sessions 1 and 4)
- Allow you to explore and try out existing cultural activities on the app produced by members of various cultures around the world (session 2)
- Support you in adding comments to existing activities and posting visuals of your own creation of the activities you explore (session 2)
- Help you to plan, design and create your chosen cultural activity together (session 3)
- Support you in creating your cultural activity (session 3)

We will also:

- Ask you to talk about your own and your co-production partners' cultures and languages, to complete a short digital skills assessment before and after the activities, and to tell us about your experience at the end of the activities.
- Observe **your** activities, take notes/pictures, and video record the workshop with your agreement.
- Store your cultural artefacts and comments on the ENACT app as explained under the policies page: https://enacteuropa.com/?q=policies

In line with local and institutional COVID-19 restrictions, if we will meet present-in-person for sessions, we will take all required measures. We will pay your travel to and from the venue, provide food and drinks, and language support if needed. A person can accompany you at the workshop. We will also pay for the travel expenses of the accompanying person and offer them food and drinks.

If present-in-person meeting is not possible, we will assist you in carrying out the activities with your co-production partner online.

Consent and Participants' rights

It is up to you to decide whether or not to take part. If you decide to take part, you will be given this information sheet to keep and be asked to sign a consent form to confirm that you understand what is involved when taking part in this study. We will also ask about your dietary requirements and whether you will be accompanied by another person during the workshops.

If you decide to take part, you are free to leave the study at any time and without giving any reason. If you withdraw, we plan to keep records relating to the information you have given us until the point of withdrawal. However, you are free to withdraw this data too, and can do so by informing the research team that you do not wish for us to keep it.

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Are there any advantages to taking part in the workshops?

•   You will have an opportunity to reflect on what culture and cultural activities mean to you.

•   You will develop your digital skills, including sound, image, and video editing and using a 360 camera.

•   The workshops will give you an opportunity to interact with people from other cultures or from your heritage culture, understand their cultural activities and languages, and collaborate on your digital creations.

•   You will have the opportunity to demonstrate your favourite cultural activity to other people.

•   You will receive (1) a digital skills certificate and (2) a certificate of participation.

•   You will receive up to £90 Amazon vouchers with £30 vouchers at the end of each day.

Are there any risks involved in taking part?

Taking part involves participating in the workshop activities. We believe that this does not involve any risks above and beyond those you would be exposed to in your daily lives. During the workshops, we will follow fire and health & safety procedures of the venue (either present-in-person or online) including any COVID-19 local measures, which will be explained to you at the beginning of the workshop. A health and safety risk assessment will be carried out by the researchers prior to the workshop with support of the relevant Newcastle University staff. The researchers leading the workshops have DBS clearance.

What if there is a problem?

If you have a concern or complaint about any aspect of this study, please speak with the researchers. If you remain unhappy and wish to discuss the issue further, please contact Faculty of Humanities and Social Sciences Ethics Committee at [UNEW ethics committee email address]

What will you do with the information I give you?

We will write a project report to the Erasmus+ Programme of the European Union. The report will be freely available on the project website: www.enacteuropa.com The results of the evaluation carried out by the project team will also be used in research reports, articles, and presentations about the app. Your cultural activities will be available online at the ENACT project app unless inform us your wish for the activities to be removed.

Will my identity be kept private and confidential?

Yes. All the information about your participation in this study and the records obtained will remain strictly confidential. We will not play the audio/video recordings we collect to anyone outside the research team. We will not make a record of who has created which material during the workshop. Our observation notes, and the electronic transcripts of the audio/video recordings will not mention you by name, and instead you will be given a pseudonym which bears no relation to your actual name. The only document linking your real name with your pseudonym is the consent form which will be kept in a locked filing cabinet in the office of Müge Satar (the Principle Investigator) or on the Newcastle University secure servers if consent is given digitally. The digital photograph/video files will not include any personal information that may be used to identify you. When we report the data we will not identify you by name and any potential identifying information, e.g. names of schools, will be hidden.

Will you take any photographs?

The project team may take pictures during the sessions (or screenshots if the sessions are online) to be used in articles and/or presentations about the project, and on the project social media channels to inform other people about the project. We will tell you if we are taking any photographs, and will only do so with your consent.
We will use any photographs of you for the following purposes: project reporting; promotion via website, social media and presentations; conference presentations; educational presentations; informational presentations; educational videos.

How will you store and protect my data?

The data from the workshop (digital skills assessment questionnaire, observations notes, audio/video recordings of co-production workshops, digital outputs, audio recordings of interviews, and photographs) will be kept in a password-protected folder in a networked drive on a Newcastle University computer. Parts of the recordings may be transcribed and translated to be used in project or research reports.

Who is responsible for the protection of the data?

Newcastle University is responsible for looking after your information and using it properly. To safeguard your rights, the minimum personally-identifiable information will be used. You can find out more about how Newcastle University uses your information at
https://www.ncl.ac.uk/data.protection/dataprotectionpolicy/privacynotice/ . If you have any questions or complaints about how your data is protected, please contact Newcastle University's Data Protection Officer [email address].

Who has reviewed and approved this study?

This study has been reviewed and approved by the Faculty of Humanities and Social Sciences Ethics Committee at Newcastle University (date of approval: 27 November 2020).

If I have any further questions whom do I ask?

If you have any future questions regarding your participation in this project or if you would like a copy of the research report, **please do not hesitate to contact**:

Dr Müge Satar
Email: [email address]
Phone: [phone number]

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Informed Consent for ENACT Project
(Communities, Languages, and Activities App)

I, the undersigned, confirm that (Please put an X in the space provided for each item you agree with)

_____ I agree to participate in this study, the purpose of which is to create an environment for you to engage with the members of other communities, exchange your language and cultural activities using the project app, create your favourite cultural activity on the web app and become part of an online community on the project web app.

_____ I have read and understood the information about the ENACT project provided in the information sheet.

_____ I have had the opportunity to ask questions.

_____ I understand that my involvement is voluntary.

_____ I understand that I have the right to withdraw at any time without providing reasons.

_____ I understand and agree that photographs of me can be taken during the workshops, which can be used in articles and/or presentations about the app, and on the project social media channels to inform other people about the project. If I do not want my photographs to be taken, I will not tick this box.

_____ I have been informed that my responses will be kept confidential and secure, and that I will not be identified in any report or other publication resulting from this research.

_____ I have been informed that Newcastle University is responsible for looking after my data, which will be deleted 10 years after project completion.

_____ I understand that the copyright of any audio-visuals materials which are generated as a result of the workshops will be assigned to the ENACT project starting from the date I sign this form.

_____ I understand that the ENACT project will not use the **personal details or full name** (first name and surname) of any individual in a photograph, on video, on their websites or in any of their other printed material without consent. Photos of individuals will not have an accompanying name in the text or photocaption without the participant's consent.

I understand the following types of data will be collected and agree to its use by the project team (Please put an X in the space provided for each item you agree with):

_____ anonymised results of my digital skills assessment questionnaire,

_____ photographs and video data with <u>my face clear,</u>

_____ photographs and video data with <u>my face blurred,</u>

_____ anonymised <u>audio</u> recordings of conversations during the workshops and interviews,

_____ anonymised <u>transcripts</u> of audio recordings of conversations during the workshops and interviews,

_____ observation notes,

_____ digital materials generated during the workshops,

_____ anonymised data collected on the ENACT web app as stated in the website policies,

_____ anonymised transcripts of interviews.

Your name:

Your signature:
Date:

If you have any future questions regarding your participation in this project or if you would like a copy of the research report, **please do not hesitate to contact**:

Dr Müge Satar
Newcastle University | [email address] [phone number]

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Parent/Guardian
Informed consent form for ENACT Project
(Communities, Languages, and Activities App)

I, the undersigned, confirm that (Please put an X in the space provided for each item you agree with)

_____ I agree to the participation of my child or a child I care for in this study, the purpose of which is to create an environment for you to engage with the members of other communities, exchange your language and cultural activities using the project app, create your favourite cultural activity on the web app and become part of an online community on the project web app.

_____ I have read and understood the information about the ENACT project provided in the information sheet.

_____ I have had the opportunity to ask questions.

_____ I understand that the participation of my child or a child I care for in this study is voluntary.

_____ I understand that I have the right to withdraw the participation of my child or a child I care for at any time without providing reasons.

_____ I understand and agree that photographs of my child or a child I care for can be taken during the workshops, which can be used in articles and/or presentations about the app, and on the project social media channels to inform other people about the project. If I do not want photographs of my child or a child I care for to be taken, I will not tick this box.

_____ I have been informed that the responses of my child or a child I care for will be kept confidential and secure, and that they will not be identified in any report or other publication resulting from this research.

_____ I understand that the data belonging to my child/a child I care for will only be viewed for the purposes of the research and solely by project researchers who have undertaken Disclosure and Barring Service (DBS) checks.

_____ I have been informed that Newcastle University is responsible for looking after the data of my child or a child I care for.

_____ I understand that the copyright of any audio-visuals materials which are generated as a result of the workshops will be assigned to the ENACT project starting from the date I sign this form.

_____ I understand that the ENACT project will not use the **personal details or full name** (first name and surname) of any individual in a photograph, on video, on their websites or in any of their other printed material without consent. Photos of individuals will not have an accompanying name in the text or photocaption without the participant's consent.

I understand the following types of data will be collected of my child or a child I care for, and agree to its use by the project team (Please put an X in the space provided for each item you agree with):

_____ anonymised results of their digital skills assessment questionnaire,

_____ photographs and video data with their face clear,

_____ photographs and video data with their face blurred,

_____ anonymised audio recordings of conversations during the workshops and interviews,

_____ anonymised transcripts of audio recordings of conversations during the workshops and interviews,

_____ observation notes,

_____ digital materials generated during the workshops,

_____ anonymised data collected on the ENACT web app as stated in the website policies,

_____ anonymised transcripts of interviews.

         the name of my child/a child I care for:

Your signature:

Date:

I, the undersigned, confirm that (please tick boxes as appropriate)

☐ the purpose of this study and various conditions of consent has been explained to me.

☐ I agree to take part in this study on the terms approved by my parent/ guardian.

Your name:

Your signature:

Date:

If you have any future questions regarding your participation in this project or if you would like a copy of the research report, **please do not hesitate to contact**:

Dr Müge Satar
Newcastle University | [email address] [phone number]

Debriefing Sheet for ENACT Project

Thank you for taking part in this project. The information you have provided will be used to inform the design of the app to be created by the ENACT project.

We hope that you will continue to take part in the future activities of the project.

The results of the evaluation carried out by the project team will be used in project reports, as well as academic presentations and papers about the ENACT project.

If you have any future questions regarding your participation in this project or if you would like a copy of the research report, **please do not hesitate to contact**:

Dr Müge Satar
Newcastle University
Email: [email address]
Phone: [phone number]

Appendix 4: UNEW Example Photograph & Video Release Form

I hereby grant Newcastle University permission to the rights of my image and sound of my voice as recorded on audio or video tape without payment or any other consideration. I understand that my image may be edited, copied, exhibited, published or distributed and waive the right to inspect or approve the finished product wherein my likeness appears. I also understand that this material may be used in diverse educational settings within an unrestricted geographic area.

I understand that I can participate in the project without giving permission to be video- or audio-recorded or photographed.

Photographic, audio or video recordings may be used for the following purposes:

- Promotion via website, social media and presentations
- Conference presentations
- Educational presentations
- Informational presentations
- Educational videos

By signing this release I understand this permission signifies that photographic or video recordings of me may be electronically displayed via the Internet or in the public educational setting.

I will be consulted about the use of the photographs or video recording for any purpose other than those listed above.

There is no time limit on the validity of this release nor is there any geographic limitation on where these materials may be distributed.

This release applies to photographic, audio or video recordings collected as part of the sessions listed on this document only.

[venue, date, time]

By signing this form I acknowledge that I have completely read and fully understand the above release and agree to be bound thereby. I hereby release any and all claims against any person or organisation utilising this material for educational purposes.

Full Name_____

Address_____

City _____

Postal Code _____

Phone _____

Email Address_____

Signature_____   Date_____

If this release is obtained from a presenter under the age of 18, then the signature of that presenter's parent or legal guardian is also required.

Parent's Signature_____ Date_____

Newcastle University values your support and promises to respect your privacy. The data we gather and hold is managed in accordance with the Data Protection Act (1998). We will not disclose or share personal information supplied by you without your consent.

The copyright of any material which is generated as a result of this photographic/video session shall be assigned to (Newcastle University).

Appendix 5: UNEW Example Risk assessment

Newcastle University - Risk Assessment

Project title	Communities, Languages, and Activities App (ENACT)		
Description of work activity	Co-production workshops with community members (adults)		
Unit name	Education, Speech and Language Sciences	Location	King George VI Building
Assessor	ECLS Safety Officer	Approver (Manager / Responsible person)	Muge Satar Coen
Date of assessment	20/04/2021	Review Date (2 years)	20/04/2022

	Hazards	Risks (Who might be harmed & how?)	Controls
1.	COVID-19	researcher and participants by transmission	Both the researcher and the participant will follow social distancing at all times. The room will be set up accordingly in advance. All surfaces and devices used will be sanitised before and after the session. The researcher will meet the participant at the entrance closest to the main reception of the building at a previously agreed time. The researcher will make sure to be there slightly earlier to meet the participant just when they arrive. The participant will be made aware of the current building rules. These include a one-way stair system and floor markings to allow for social distancing as well as wearing a facemask when walking around the premises. If the participant requires the use of an elevator, the maximum occupancy will be followed strictly. The participant will be asked to wash/sanitise their hands upon arrival at the building. The participant will be escorted by the researcher to the location and, afterwards, to the exit. Before entering the room, the participant will scan the QR code on the door to enable track and trace. Hand sanitizer, sanitising/antibacterial screen wipes for tablets, and masks will be provided and will be available to the participant at any point. There will be maximum 5 people in each room (2 community members, 2 researchers and a translator where necessary). Each person will sit 2 meters apart from each other. We will prepare tables and chairs and mark where they should be positioned on the floor.

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			Everyone will wear masks. If they are comfortable and where necessary, the community members can remove their masks whilst seated to ensure that they can understand each other since some may not be fluent in English. Community members can also remove their masks when recording audio and video files for the activity. If they need to stand, they need to stand within the area allocated to them. We will leave the door and windows open to ensure air flow and keep the room ventilated. If participants need to hand over tablets or other materials, the equipment will be wiped down with sanitising wipes first. We will inform everyone involved before the workshops that if they have any symptoms, they should text us to let us know and not travel to campus. We will advise them to self-isolate and book a test through NHS. We will ask all university members to book a lateral flow test on the day of the workshops when they arrive on campus. If university members involved with the ENACT project become unwell, they will take steps to remove themselves from the setting. They will inform their key contact as soon as possible. They will self-isolate and arrange a test as soon as possible. We will follow government and university guidance, and cancel workshops if research activities are no longer allowed. The researcher will escort the participants to the exit of the building. Participants will be encouraged to bring their own refreshments. If/when refreshments are provided by the project staff, only items in individual wrapping will be offered (including drinks). Packaging will be wiped down using sanitising wipes. Refreshments will not be shared. All packaging will be disposable.
2.	trips and falls	researcher and participants; injury	The researcher will carefully have a look at the way from the entrance of the building to the location. Any tripping hazards on the way to the room and within the room will be identified. The participant will be escorted to the room and be advised about any potential tripping hazards. It will be ensured that both the way to the room and the room itself are lit up properly to allow for safe movement in the building.

			The room will be set up in advance to eliminate tripping hazards arising from, for example, tables or chairs that are in the way. The researcher will have access to their phone at any time in case of emergency. The researcher has the SafetyZone app installed.
3.	fire risk	researcher and participants; burn injuries	In case of fire, the researcher will raise the alarm. If the alarm has already been raised, the researcher and the participant will evacuate the building immediately. The help button on the SafeZone app will be activated to alert Campus Security. The researcher and the participant will evacuate the building following the designated escape route. The participant will be made aware of these contingencies and the closest exit. In case of fire, the researcher will escort the participant out of the building, as they are less familiar with the building. Evacuation will take place promptly and belongings will be left in the room. During the evacuation procedure, social distancing will be followed as long as it does not impede on a rapid evacuation.
4. f	first aid risk	researcher and participant; health emergency	In case of minor health problems, the first aid button on the SafeZone app will be activated to call a first aider. Afterwards, Lisa Gilder (Deputy School Manager) will be notified. In case of urgent health emergencies, for example the participant stopping to breathe, the researcher will call the authorities at 999 as well as security. The participant will be less familiar with the layout of the building. The researcher will explain the location of the room to the participant while escorting them there. The participant will also know that the room number
5.	reduced capacity in KGVI building	researcher and participant; accidents, ill health and violent or aggressive behaviour from intruders	To avoid tailgating, the researcher will ensure that all entry doors are properly closed after the participant has passed them. The researcher will check into the SafeZone app. This system is monitored by Security and meets HSE guidelines for lone workers. If the workshops are on a Saturday, we will inform security a few days in advance of the workshops that the building will be in use. We will also inform security on the day that we are in the building. We will ensure that there will always be at least 2 members of project staff present during the workshops.

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			The researcher will have access to a phone at all times (see 2-Controls). The researcher has the number of campus security (0191 208 6817) as a saved contact in their phone. If either the participant or the researcher is threatened by an intruder, they will give the items that the aggressor is requiring and back away. They will not attempt to tackle the intruder.
6.	working with the public	researcher; violent or aggressive behaviour from the participant	The researcher will been in touch with the participants previously. It is not expected that they will display any violent or aggressive behaviour. If they do exhibit such behaviour and threaten the researcher, the researcher will give the items required and back away. The researcher will not attempt to tackle the participant.
7.	working with minors (15-18 years old), migrants, refugees, asylum seekers	Participants; intercultural misunderstandings and sensitivities may cause emotional damage. It would be best for minors to be supervised as they will interact with adults.	We will not allow minors to participate in the workshop on their own. Minors will always be accompanied by an adult from their family approved by their parents and/or legal guardian. When working with migrants, refugees, and asylum seekers, project staff will ensure that they are treated with respect and dignity. Project staff will be aware of any potential intercultural communication issues, and seek assistance from NEST or Action Foundation members if any issues arise. We will ensure that linguistic support is available during the workshops. Project staff will be aware of cultural sensitives and avoid discussion of any taboos or sensitive topics (politics, alcohol, religion, sex, narcotics, etc.) If a participant introduces a taboo or a sensitive topic, we will not state any opinions, and kindly say "We do not discuss {x topic} in this workshop."
8.	Working with technologies	Participants; distress or dizziness	Project staff will observe participants digital skills levels. Project staff will provide support when participants cannot find how to use the technologies Involved. Project staff will not force participants to use the technologies if they are unwilling to do so.

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			Project staff will observe and understand any challenges in working with tablets and 360 cameras. Project staff will ask participants how they feel when they try watching 360 videos on VR technology (Google Cardboard) If participants feel dizzy when watching 360 videos on VR technology (Google Cardboard), project staff will stop the activity immediately.
9.	Small cuts	Participants; paper cuts and cuts from arts & crafts type scissors	Project staff will request participants to be careful when using scissors and paper to avoid minor cuts. Project staff will have an emergency kit available at the workshop venue, and provide sanitisers and plasters as necessary.

Additional Controls (is there anything you need to plan for?)	Who	Target Date	Completion Date
Emergency procedures			
Emergency services will be contacted immediately (see 2-Controls).			

Signature of Responsible Person (Double click on the signature box below)

Appendix – context of experiment relating to risk assessment
Please see document titled: UNEW co-production workshops_inc research.docx for an overview of the activities to take place during the workshops
More information about the ENACT project can be found on the project website:
www.enacteuropa.com