



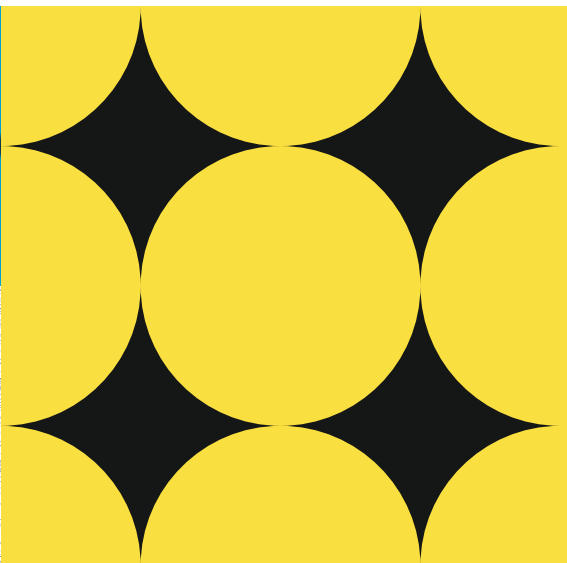
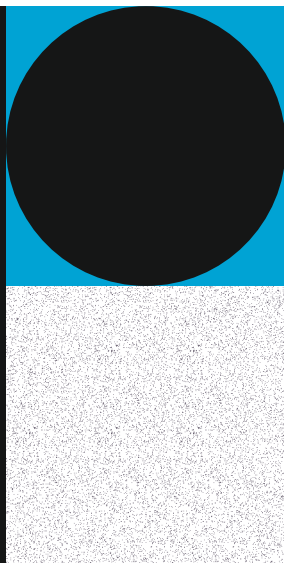
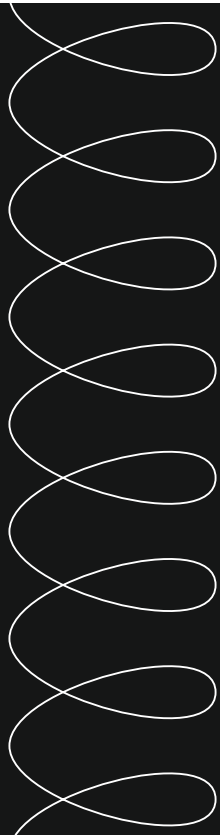
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JOIN IN!

methodological
manual

ONLINE ON CULTURE

Join in! Online on Culture: Methodology Manual

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Project partners:

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Abstract

"Join In! Online on Culture" was a project that dealt with the development of new methodical-pedagogical approaches for hybrid youth work between June 1st, 2021 and May 31st, 2023. A selection of suitable tools was tested and provided for the methods developed, which were summarized in an interactive database. 4 European countries (Romania, Latvia, Lithuania, and Germany) active in the comedy, literature and music industry took part in the project.

Distance and hygiene rules have caused serious cuts in youth work across Europe and have changed both the cultural offerings of youth cultural institutions and the work with the young people themselves. Switching to working with online media and digital platforms was obvious, but it was limited.

The problem was that the existing youth work methods were not designed for the online world. In addition, many young people were unfamiliar with online tools. There were inhibitions in the application. In addition, online, in front of the screen, the attention of young people was lost even faster than offline and the participation of young people and communication between the participants was more difficult, the effectiveness decreased. The usual youth work methods from the group settings no longer worked online. Online, the focus had to be much more on pedagogical and didactic aspects.

In particular, semi-digital youth work in a hybrid format (several offline and online participants interacting simultaneously) therefore needs new concepts, methods and formats that are adapted to the media. New didactic-pedagogical aspects have to be taken into account, e.g. to keep the attention of young people awake or to involve them in training, exercises and

conversations and to promote their personal development. The methods must be methodologically adapted and technically tailored differently or newly developed. This problem is highly relevant throughout Europe and affects all areas of youth culture work.

Therefore, the consortium wanted to develop new methodical-pedagogical approaches for online youth work with a focus on group settings for different cultural sectors (comedy, music, art and literature). One focus was on online and hybrid (semi-digital) youth work, in which young people could stay connected both offline and online and carry out group activities together.

For this purpose, existing online tools were first analysed with regard to their use for youth culture work and as a result an interactive database for the assisted selection of suitable online tools was created. A new set of methods was then developed that fits the tools and takes important pedagogical aspects into account. The methods are now available in this manual for anyone who is interested.

This handbook is particularly suitable for professionals from various areas of youth culture work who want to improve their repertoire of methods, as well as for young people who are directly involved in the practical tests of the methods. Specialists from other sectors can also use this manual to adapt or use their own methods.

With the help of the methods developed, sustainable online youth work can be established, even in hybrid settings, with a good impact on knowledge acquisition, personality development or social skills. Facilities for youth culture work can thus resume their work even under corona-related restrictions.

The methods developed were divided into two categories in the project: access methods and communication methods.

The access methods are primarily about introducing the young people to online youth work, lowering the inhibition thresholds and helping the young people to use various online tools and motivating them to participate in online sessions and hybrid meetings or trainings. A core element of these methods is to enable a deeper relationship with the young people during the training.

The access methods presented in the handbook enable young people who are new to the working group or are particularly shy to be involved in the work process and make it easier for them to start a session.

The communication methods involve building up digital communication between the participants in an online or hybrid session, which enables and effectively designs knowledge transfer, learning from experience, appropriation of methods, etc.

The communication methods developed in this project include techniques through which the conventional (offline) methods have been adapted to online and hybrid youth work. Also, thanks to technology, new methods of communication have been developed that have just been presented in this manual.

I. COMEDY 1

KiViN - Klub der Witzigen und der Schlagfertigen e.V.

**Konstantin ANDREEV,
Denis MATUSCZYK,
& Bohdana HRYTA**

1. 1. ACCESS METHODS

1. 1. 1. Small Talk / Crowd work

Description

Efficient warm up method to start up the session and integrate new participants. This method works well to "break the ice" and start a conversation. Basically, it is a free-form activity with no limitations on speech time. Everybody can participate, it does not matter whether the participants are new or experienced. You can also use this method while waiting for participants, who are late or have problems connecting to session.

Steps for online version

To use this method, you need a simple tool with video chat option.

You need to follow these steps:

- Duration: 15 minutes

Tips:

This method helps you reach several goals, depending on participants:

- to introduce new participants to group
- to talk about concerns participants might have about comedy (where to perform, applications, requests, incidents, experiences etc.)
- Moderator should try to be funny and make some jokes, best to have some general prepared jokes to use in any situation.

Differences for hybrid version

There are no differences to the online version when using this method. With this method, offline and online participants can work together.

Possible problems and solutions

A possible problem is when new participants are too shy to communicate. Possible solution is direct simple questions for new participants to involve them in session – minimum 3 questions per each new participant. At the same time moderator should try not to pressure them too much.

1. 1. 2. Meme-Comment

Description

Moderator prepares several funny or unusual pictures from the internet. These pictures will be shown to the participants. The

participants must think of a funny comment for each picture. This is a good method for warming up, creating a relaxed atmosphere, and developing improvisation skills. This method is an easy starting point to begin interaction between participants.

Steps for online version

To use this method, one needs simple tools with video chat and the chat function of the respective digital tool.

You need to follow these steps:

- The moderator prepares 5-10 pictures.
- The picture is put on the main screen for everyone to see.
- Everyone is given 1 minute to think of a funny comment.
- Those who are ready pull up their arm to signal the moderator.
- Moderator calls up people one by one, for them to make their funny comment.
- The funniest comments should be posted within the chat.
- The best comments can be later used to create content for social media like Instagram, Tik Tok etc.

Differences for hybrid version

There are no differences to the online version when using this method. With this method, offline and online participants can work together.

Possible problems and solutions

A possible problem is when offline participants make their comments without being called up by moderator first.

Moderator should define in which order participants should voice their comments.

1. 1. 3. Video analysis

Description

Good warm up method to start session and integrate new participants. This is a good method for creating a relaxed atmosphere by watching a funny video clip together. As the participants figure out which comedy methods are used by the comedian in the video, this method is an easy introduction for anyone new to comedy techniques.

Steps for online version

To use this method, one needs simple tools with video chat and the chat function of the respective digital tool.

You need to follow these steps:

- The moderator chooses a short comedy video – 3-5 minutes long
- First, the participants watch the whole video
- Then, moderator plays video again and pauses at certain moments
- Moderator explains comedic tools and options used in the video
 - Participants can also ask questions during pause to learn more
 - Moderator helps participants to understand the methods used for joke creation

- When video is finished, participants are given 15 minutes to produce jokes using the same methods as seen in the video
- Best jokes should be posted within chat

Differences for hybrid version

There are no differences to the online version when using this method. With this method, offline and online participants can work together.

Possible problems and solutions

A possible problem is when offline participants make their comments without being called up by moderator yet. Define in what order participants should voice their comments.

1. 1. 4. Relay Speech

Description

This is a technical method, which optimizes the work process. It can be combined with other methods to increase their productivity. This method is best used when participants present results of their creative work one by one, either reading aloud their jokes, expressing opinions or something else. This method is great for involving everyone in the group while not wasting time to decide, who has to speak next.

Steps for online version

To use this method, one needs simple tools with video chat and the chat function of the respective digital tool.

You need to follow these steps:

- Moderator first switches off all microphones of participants, and then starts the „relay“ by switching on the microphone of a single person, who immediately has to start speaking on the topic.
- When participant finishes talking, he calls out any other participant who has not spoken yet, then that person starts to talk.
- If the participant cannot continue his speech because of any reason or is struggling to select the next speaker, moderator selects the next speaker himself.
- This continues until everyone has spoken.

Differences for hybrid version

There are no differences to the online version when using this method. With this method, offline and online participants can work together.

Possible problems and solutions

If there are more than eight participants, it would be hard for the moderator to track the order of speakers. In this case, the moderator can split the group into several break-out rooms, so that each room can work individually.

1. 1. 5. Moderation Tips

Description

"Moderation Tips" itself is not a method. But it is crucial for the moderator to have the necessary skills to lead a successful session.

Steps for online version

To use this method, one needs simple tools with video chat and the chat function of the respective digital tool.

You need to follow these steps:

- The ability of moderator to host the session properly influences the success of it greatly

Moderator must be confident and meet at least some of the following criteria:

- Having a clear and balanced speech
- Being able to explain his points clearly
- Ability to „feel the room“ and adapt to the group or change general demeanour for the better
- Skill in creating good working atmosphere by various means, for example – by joking, telling stories, encouraging others etc.
- Ability to peacefully resolve disputes, disagreements, ability to find a compromise

Differences for hybrid version

There are no differences to the online version when using this method. With this method, offline and online participants can work together.

Possible problems and solutions

In a new group it is difficult to figure out who is suitable to be a moderator at first. So, at first, a few participants should try to be the moderator. Then the group decides together who would be the best moderator.

1. 2. COMMUNICATION METHODS

1.2.1. Mapping

Description

Mapping is a creative method for developing jokes. Mapping focuses on a subject or a topic (core topic) and illuminates it from all possible sides and creates possible logical connections. Ideas for jokes are derived from the associations. Quite often, complete (finalized) jokes are created in the initial phase of the derivation. With this method, many ideas can be developed in a short time.

Steps for online version

To use this method, one needs simple tools with video chat and PowerPoint or whiteboard. The following steps are taken:

- You work with a topic provided by one of the participants.
- Moderator shares blank PowerPoint sheet or whiteboard (<https://webwhiteboard.com/>) on screen. The core topic is written in the middle of the PowerPoint sheet.
- Then all possible associations around the core topic are noted (1st degree) and connected with an arrow to the core topic (Fig. 1). This allows the creation of so-called side topics.
- Further associations are written down for the secondary topics (2nd degree and following, Fig. 2)

- If a joke comes up during the process, it is immediately noted separately and then the mapping continues.
- Each participant thinks about the associations for the first 5 minutes.
- The moderator then asks each participant for their associations one after the other and puts the relevant ones directly onto the PowerPoint sheet.
- Overall, this method is well suited for 3-4 people. If more people take part in a meeting, breakrooms should be used.



Figure 1 Mapping. First degree associations



Figure 2 Mapping. 2nd degree associations

All viable ideas produced should be recorded by moderator or one of the participants for future use. Creating 1st degree associations should take no more than 10 minutes, 2nd degree associations should not take more than 5 minutes per each 1st degree association.

The resulting PowerPoint is handed over to one of the participants for later use.

Differences for hybrid version

There are no differences for the online version when using this method. With this method, offline and online participants can work together. The shared PowerPoint sheet is displayed on the big screen for offline attendees.

Possible problems and solutions

The common problem with this method is when all the participants start calling in their associations at the same time. The moderator is supposed to ask the participants one by one to keep the process running smoothly. Sometimes it makes sense for the participants to write their associations in chat and then the moderator presents all associations himself.

1. 2. 2. Exaggeration

Description

Exaggeration (hyperbola) in comedy is used not only for subject emphasis, but also as a tool for creating jokes. This is done by assigning a characteristic to a person or an object and then greatly increasing the effect of this characteristic on the person or object, taking it to the point of impossibility (absurdity). The exaggerations are often generated through metaphors, irony, or comparisons.

Steps for online version

To use this method, one needs simple tools with video chat and the chat function of the respective digital tool.

The following steps are taken:

- Each participant should work through the following steps for themselves for 15 minutes:

- Think of a situation
- Find a problem within this situation.

- Search for a characteristic of this problem, which is always formulated as a specific adjective - young, colourful, loud etc.
- Exaggerate this characteristic by answering the question "How young, colourful, loud is it? "

- Participants try to create as many exaggerations as they can in 15 minutes.

- After 15 minutes each participant presents their exaggerations and other participants can add further ideas

- After each presentation, any noteworthy exaggerations are posted in the chat.

Differences for hybrid version

There are no differences to the online version when using this method. With this method, offline and online participants can work together.

Possible problems and solutions

Some participants may have a problem understanding and using this method. The moderator should make it clear that the participants should contact him via chat if questions or difficulties arise. The moderator should advise the participant in the breakout room.

1.2.3. Listing

Description

This technique is particularly useful for producing a short funny text. It can be used for group work as well as for individual work. Listing is about finding as many associations as possible for selected key topics/subjects.

Steps for online version

To use this method, one needs simple tools with video chat and the chat function of the respective digital tool. The following steps are taken:

- Each participant should proceed through the following steps for 15 minutes:

- Take two subjects that describe two completely different "worlds" (thematical areas) if possible (e.g. army and children). (See Fig. 3)
- As many associations as possible are written down for each subject.
- Search for a connection between two terms from the different areas. The association that connects two terms from different areas is the key to the joke. In comedy terms, such associations that connect two subjects are called "connectors".

- You try to find as many connectors as possible and create jokes from them in 15 minutes.

- After 15 minutes each participant presents their jokes and other participants can add further ideas.

- After each presentation, any noteworthy jokes are posted in the chat.

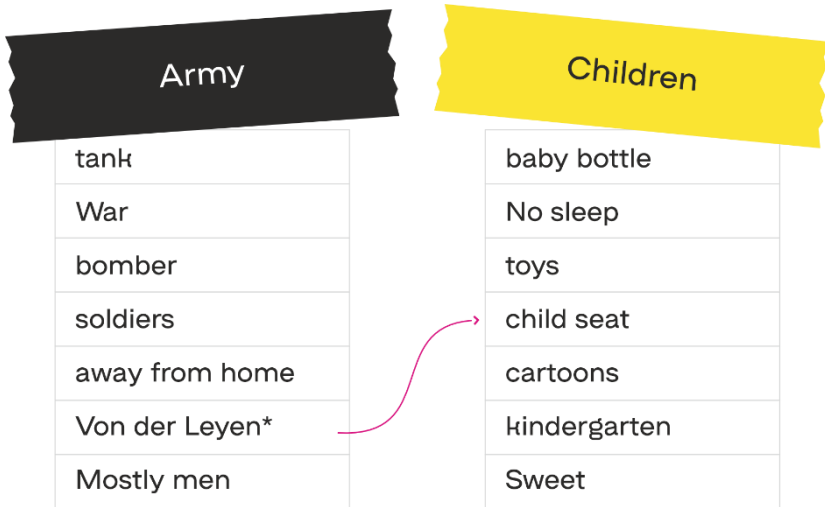


Figure 3 Listing, opposite pairs of terms and connector.

Ever since Mrs. Von der Leyen became the Defence minister, all tanks must be fitted with children seats.

Differences for hybrid version

There are no differences to the online version when using this method. With this method, offline and online participants can work together.

Possible problems and solutions

Some participants may have problems using this method. The moderator should make it clear that the participants should contact him via chat if questions or difficulties arise. The moderator should advise the participant in the breakout room.

1. 2. 4. Brainstorming

Description

Brainstorming is a good way to generate ideas or write jokes in a group. In this type of cooperation, several topics can be worked on at the same time in a group of up to 5 people.

Steps for online version

To use this method, one needs simple tools with video chat and the chat function of the respective digital tool.

The following steps are taken:

- In a group of 3 to 5 people, each participant chooses a topic.
- For 15 minutes, everyone writes everything that comes to mind on their own topic, also trying to create complete jokes, if possible.
- After 15 minutes, the “idea sheets” are being exchanged in a circle. Everyone continues to work in the “idea sheet” of his colleague. Very important: written jokes should not be posted in the common chat, but only in the personal chat of the closest participants.
- “Idea sheets” should be exchanged (clockwise or counter-clockwise) every 15 minutes until they make a full circle. It is very important for participants to pass on not only ideas and jokes they have written themselves, but also materials of their colleagues (written before).
- At the end of the cycle, all complete jokes are read out aloud and the best ones are recorded separately.

Differences for hybrid version

In the hybrid version, the participants who are online and those, who are offline, should use the method separately. The participants present offline can use paper sheets for writing and then swap the physical sheets. When the jokes are presented at the end of the cycle, the offline and online participants can work together.

Possible problems and solutions

When exchanging the topics at Online Session, confusion can sometimes arise, because online you don't have the actual "circle" (order of people), so it is recommended to determine a partner for each person, to whom they will send the material next. And also, everyone should send material in form of private messages, not to the common chat.

1. 2. 5. Storytelling

Description

Storytelling is a method of sharing and passing on one's own knowledge, experiences, observations, and life events in the form of short stories. The aim of the method is to reflect on, analyze, and exchange various topics. The story shared can contain both true facts and fictional elements. The core of the story must always come from creative "world" and experience of the narrator and at the same time it should resonate with experience of the listeners.

Steps for online version

To use this method, one needs simple tools with video chat and the chat function of the respective digital tool. The following steps are taken:

- Each participant should work through the following steps for 30 minutes.
- The story is first written down in detail. As detailed as possible.
- Then, the story is monumentally reworked, and all unnecessary (repetitive, boring, non-informative) details are removed. Long explanations and descriptions are replaced by metaphors and analogies.
- The next step is to understand the theme of your story. What is it about?
- Understand the problem of your story and how do you feel about it? (Do you find it weird, dumb, heavy, scary etc.?)
- Exaggerate the problem using metaphors and comparisons.
- After 30 minutes, each participant presents their story and other participants can add more ideas.
- After each presentation, all noteworthy parts of presented stories with some additional ideas are posted in the chat.

Differences for hybrid version

There are no differences to the online version when using this method. In this method, offline and online participants can work together.

Possible problems and solutions

Often, the problem may occur that 30 minutes is not enough for newer participants. It is advisable to prepare at least

the basis of your story before the session. The moderator should advise the participants in breakout rooms if any questions arise.

I. COMEDY 2

Latvijas Jautro un atjautīgo klubs, Biedrība, Latvija

**Aleksandrs SULIMOVŠ,
Aleksandrs MARGOLINS,
& Yelena SULIMOVA**

1. 2. 1. ACCESS METHODS

1. 2. 1. 1. Feedback

Description

Collecting feedback from every participant after session either in written (comments) or spoken form is very important both for involving everyone in creative process and for adjusting work plan for future sessions. As some participants are not confident enough to voice their opinions publicly, or do not want to become the “centre of attention”, the method of individual feedback collection proves to be very useful for the process.

All feedback should be used in preparation for future sessions to improve the workflow in general and ensure that all opinions are heard and accounted for.

Steps for online version

Each participant should be given a choice of how to present their feedback regarding the current session. There are basically two options: spoken (via video chat) and written (text chat/comments).

Basic questions for participants should be: what do you think was achieved during the session, what was not achieved, what would you like to achieve in the future.

If feedback provided in spoken form each member must have at least 2 minutes to speak, possibly more, if needed. He might present his opinions for everyone to see, or tête-à-tête with the moderator in private break-room. Topics of this speech should not be limited, but Moderator should carefully guide the participant to not get side-tracked from the main point of the session. Moderator should be understanding and also take notes of all the important points voiced.

If feedback is given in written form (text chat/comments), participant may give their opinions at the end of the session, or in a set amount of time after. This timeframe should be limited by no more than 24 hours from the end of the session, to keep all information and experiences fresh. Each comment or message should be answered by moderator, to show participants that their opinions influence the flow of the sessions.

Differences for hybrid version

In hybrid version it is best to give online participants the option to give their feedback in written format, but participants physically present may give their feedback in spoken form immediately and later add written comments if they like. This both saves time and gives everyone immediate information to reflect upon.

Possible problems and solutions

Some people may be reluctant to voice their opinion in fear to offend other participants or seem rude/ungrateful. Therefore, moderator should explain the purpose of collecting feedback and encourage everyone to present his or her opinions, feelings and ideas.

Moderator should always consider that around 10%-20% of participants would still not give their opinions in any form. They should be mildly encouraged to provide at least limited amount of feedback in the next session but should not be pushed too much.

1. 2. 1. 2. Copycat

Description

The method is based on copying the manner of speech and style of other performers thus practicing improvisation skills, learning about the types of comedic expressions and building up confidence in public speaking and comedy acting. The object of copying might be a famous comedian, actor, public speaker or just a person with very original and specific manner of speech.

Steps for online version

Moderator prepares 3-4 short video or audio fragments, in which the speaker uses some manner of unusual, funny or special manner of speech. Ideally, the speaker should be a famous person familiar to the most of the participants, but it is not obligatory.

Everyone watches/listens to the first fragment. Participants should be encouraged to take notes.

Then all participants in order must repeat the text spoken in the fragment in the same style, voice and manner of speech (as close as possible). Then Moderator presents a completely different text (good examples would be a quote from fairy-tale, classical book or famous movie), and all participant must repeat this new text using the same manner of speech from the fragment before.

After short discussion of who did best, what can be improved etc., the next fragment is played and the process is repeated from the beginning.

Differences for hybrid version

In hybrid version it is a good idea to let all physically present persons to speak first, and then all the online participants. Thus, you can mitigate all connectivity-related problems with people participating online (lag, disconnections, bad sound quality etc.) and avoid losing the tempo of the exercise because of awkward pauses. Before starting the activity, moderator should ensure that all online participants have stable connection and adequately sounding microphone and that everyone can hear each other.

Possible problems and solutions

Some people could be shy to participate or do not understand the task correctly, so moderator should pay extra attention to explaining the exercise to everyone and encouraging everyone to try. In addition, the first fragments of video/audio should be very short, so participants do not have to memorize long lines of text and have no problem repeating them.

Moderator should also ensure a good audio quality of the recording, because it is crucial for the exercise.

Moderator should try to avoid any mature and graphic content, explicit language, extremely loud or quiet recordings. Musical fragments are also not recommended, at least for the first tries.

The language of recordings should also be considered, because people might have trouble repeating the language, they are not familiar with.

1. 2. 1. 3. Online Open Mic

Description

This method is organizing an online Open Mic event with live audience where comedians from different locations can test their newest material. By streaming the entire event through online tools, you can reach the wide variety of audience and comedians while simultaneously avoiding the problems of organizing and hosting an Open Mic in physical location. Online Open Mic is a good method for participants to see the fruits of their labour and to attract new people to future sessions.

Steps for online version

Open Mic should be hosted by moderator or one of the more experienced comedians. Moderator/host should organize the roster of participants in advance; each participant should be informed on format, time limits and his approximate starting time.

The host is responsible for warm-up routine and for presenting other participants to the audience. He then switches the main screen to the next performing comedian and, when

he/she has finished their performance, switches back on to present the next participant.

Each comedian is given the set amount of time – 5 minutes for beginners, 7 to 10 minutes for more experienced participants.

As an option before the performance the host may make a small “interview” with each upcoming participant to introduce them to the audience and get them into performing mood.

The viewer audience should consist of random non-associated viewers mixed with regular participants of comedy work classes. They can be invited through online platforms, social media etc.

Differences for hybrid version

It is possible to host a hybrid Open Mic with some comedians performing live at the location, while others connecting online through tools. For this to work moderator should be present on the location and there should be good video and audio capturing equipment to stream live performing comedians to online audience. It is not advised to have live audience on the spot, because their reactions will interfere with the overall perception of the event.

Possible problems and solutions

Good audio and video quality is essential for the success of this method.

It is essential for all comedians to respect the time limits given, to not prolong the event too much. The moderator should be in control of this and should be able to switch off the comedian if he abuses his “stage time”.

It is important that performing participant doesn't see any comments before he is finished, sometimes limited audio from other participants may be allowed for applause and laughter. After the event the feedback is collected in form of comments by viewers and also by discussion between the participants.

1. 2. 1. 4. Association Chain

Description

This is a simple exercise of finding an association to previously called word as fast as possible. It is good access method and warm-up for participants. Gets everyone into active and creative mood while also loosening up the atmosphere of the session.

Steps for online version

All microphones are muted, except the Moderator's.

Moderator pronounces any word or word combination then randomly chooses a participant and switches their microphone on.

The participant must in 5 seconds think of any viable association for the moderator's word(s) and voice it. For example: „Horse“ – „Stable“.

Then the moderator switches the active microphone to another participant at random and he has to continue the association chain by naming the association to the last word(s) voiced. You are not allowed to repeat any of the word previously spoken. Example: „Horse“ – „Stable“ -“Saddle“.

This continues, until a participant is unable to voice an association in 5 seconds, then he is out of the „game“. Others may continue until only one participant is left in the game, or the moderator can stop the exercise at any moment.

There is a possible variant of this method called “thematic association”, where at the beginning moderator does not call a separate word or phrase, but a general “theme” and all association called should be within this theme. The theme should be rather simple, for example: “Dog breeds” or “Italian food”.

Differences for hybrid version

The hybrid version is almost the same as online version, but moderator must ensure good audio quality for all online participants so both they can hear everyone and everyone can clearly hear them. Physically present participants should always talk into their microphone loudly and clearly.

Possible problems and solutions

Participants, especially in hybrid version, should understand that they voice their associations only in their respective order, when moderator calls up to them, to avoid noise and chaos.

In event if some participants disagree whether the voiced word is an appropriate association or not, the moderator should decide on that. In case of strong disagreement, a quick majority vote can be made with moderator as a tiebreaker.

If some participants are extremely shy or cannot think of any word, they may be helped by the moderator for their first tries to avoid confusion and disappointment.

1. .2. 1. 5. Funny conclusion (punchline)

Description

This exercise teaches aspiring comedians one the most essential skills of comedy writing – coming up with funny and unexpected ending to the premise, also called “punchline”. In this method comedians don’t have to go through with creating the whole story, as the beginning already presented to them, they can concentrate on only finishing it.

Steps for online version

Moderator prepares 10-15 unfinished short phrases, which emphasize some sort of interesting continuation.

Examples: “I really like talking to elephants, but...”, “I refused a million dollars, because...”

All participants are given 1-2 minutes to think of a funny ending for the phrase.

Then they say their variants one by one and the moderator may choose the best variant to add a gamification element to the exercise.

It is best for moderator to switch all microphones off and turn on only the microphone of the participant currently speaking.

Participants may briefly discuss their versions, which one was better, how some of them could be improved etc.

Moderator presents the next phrase and the process repeats itself.

Differences for hybrid version

The hybrid version is almost the same as online version, but moderator must ensure good audio quality for all online participants so both they can hear everyone and everyone can

clearly hear them. Physically present participants should always talk into their microphone loudly and clearly.

Moderator may put the premise phrases onto the screen for everyone to see. This will ease the process and help to avoid any mistakes or misinterpretations.

Possible problems and solutions

Some participants may fail to come up with a coherent conclusion in time. Moderator should assist them and provide some simple examples of endings to encourage them to come up with their own.

It is moderator's task to explain to participants that conclusion of the story can be really simple and that the skill comes with practice.

Moderator must ensure that other participants do not mock any variant, because the point of the method is learning and there hardly will be many ideal or hilarious punchlines right from the start.

1. 2. 2. COMMUNICATION METHODS

1. 2. 2. 1. Theme development

Description

This method involves all participants of the session working on the same idea, joke, or story. The main rule is that people do not discuss their thoughts immediately, but instead share all they thought of after the set amount of time.

Steps for online version

This method requires only simplest tools - basically an all-chat and some way to store messages and text files separately.

Moderator presents the unfinished idea to all participants. It may be unfinished joke, comedic set, story etc. It might be the idea of one of the participants or just prepared in advance by moderator. The idea is written down and put on the screen in text (short version). Then each comedian has some set amount of time to add any of his thoughts, jokes, ideas, visualizations etc. to the shared idea/story. Time limit should be around 4-5 minutes. May be a bit more if most participants in the session are experienced comedians.

When time limit has expired, the moderator lets participants to read aloud their new additions to the idea one by one. It is best for participants to speak in turn and not interrupt each other. Moderator may switch off microphones of everyone except the speaker.

The material collected is then discussed and processed by everyone together and the best bits become a new comedy set for original idea's author or just anybody chosen by the group.

Then the new idea is presented, and the process is repeated. During one session up to 6-7 ideas might be developed in this way.

All viable ideas produced should be recorded by moderator or one of the participants for future use.

Differences for hybrid version

In hybrid version participants physically present should be placed at a distance from each other to not create any noise and to not interfere with each other's ideas. Online participants should mute both their microphones and sound to not be disturbed.

Moderator should control the process and timing for everyone.

Possible problems and solutions

Inexperienced participants may struggle with coming up with their own ideas, so moderator should prepare some extra ideas for development before the session.

Everyone should be encouraged to present his or her thoughts and ideas after the brainstorming. Even the simplest ideas may be developed into good jokes by collective work.

1. 2. 2. 2. Free-form-Discussion

Description

This method is very good for starting the session and getting everyone into the creative mood. It is also perfect if participants already have some fresh thoughts and ideas they would like to discuss and develop. It also helps to "break the ice"

and involve newer members of the group into discussion and teach them to express themselves freely.

Steps for online version

This method requires video chat to be available in most cases, but there are a lot of tools which provide it nowadays.

After brief introduction, the moderator encourages one of the participants to present his new idea, unfinished comedy set, or just some story with comedy potential.

Moderator may also present his own idea to get the process going.

Then everyone is encouraged to speak in turn and add something to the idea/story presented.

The key here is freely expressing all your fresh ideas and jokes in spoken form getting immediate reaction from fellow comedians. It is moderator's task to create safe atmosphere where each participant may express himself or herself without judgement.

The additional ideas do not have to be complete jokes or something outright funny, the main goal is to push others into thinking in the same direction and provide the author of original idea with new thoughts and conceptions on the subject.

For this method, any online recording tool and a text chat are also highly recommended to save and store any useful material.

Differences for hybrid version

In hybrid version it is very important to avoid excessive noise and chaotic conversations, especially multiple participants speaking at the same time. Moderator should control microphones of participants, muting those who are not currently speaking if necessary.

The good audio quality is necessary for online participants to not fall out of the conversation.

Possible problems and solutions

Moderator should control the discussion not to go sideways, for example, if participants start speaking off-topic or someone starts criticizing the ideas instead of presenting his own thoughts.

Some people could be shy to participate or do not understand the task correctly, so moderator should pay extra attention to explaining the exercise to everyone and encouraging everyone to try and express their ideas, even the simple ones.

1. 2. 2. 3. Switch-up

Description

A method called “switch-up” can be very useful to get a different perspective on participant’s own material and develop it at a new angle. It is a type of improvisation when comedians exchange their newest material between each other before presenting it and so everyone must perform with other comedian’s written material. The catch is that everyone is allowed to change and adjust this material and in this way a lot of new perspectives and thoughts can be found.

Steps for online version

For this method the moderator must ensure that every participant prepares at least some material in written form. Ideally, it should be around 3 minutes of spoken comedy material.

Everyone sends his or her material to the moderator in text format (as file or text message).

Moderator sends out the material to participants so that everyone gets the written set that is not his or her own. If there are odd number of participants, two comedians might get the same material, the only crucial part is that it is not their own.

Participants are given 5-6 minutes to prepare (read the material, think how to present it).

After 5 minutes have passed, moderator chooses one of the participants and he presents the received material as good as he can, other participants act as audience.

Moderator chooses another participant and process repeats itself.

After everyone had spoken, there should be a brief discussion. Each participant must speak on how another comedian presented his material and how he felt about the material he presented himself or herself.

Differences for hybrid version

In hybrid version the process is the same, but physically present participants must either have some kind of electronic device to receive the written material, or there must be a printer for moderator to print out the text for those who are not online.

Good sound quality is essential for online participants. Physically present participants should also speak into microphone so everyone could clearly hear them.

Possible problems and solutions

Moderator must ensure that everyone understand that the point of the method is not to “steal” other comedian’s material, but to help him view it from different angle and improve it.

Everyone should be encouraged to be creative and adjust the material for themselves.

Moderator should be careful while switching material between the participants to not offend anyone. Aspects like gender, race, culture, physical appearance etc. should be considered.

1. 2. 2. 4. Comedy Buddy

Description

This method both helps comedians to develop and improve some of their material and learn to work with other people and, possibly, even find a constant writing partner or pen-buddy. It is also a universal and widely recognized method of creating new unique material from creative fusion of two different artists.

Steps for online version

All participants must present their own theme/idea for joke/story. If participant cannot present a theme, the theme is given to them by moderator.

All participants are divided into pairs. Each pair is put into separate breakroom.

In case there is an odd number of participants, one of the improvised "teams" can be a trio instead of a pair.

All pairs are given 15 minutes to work on one of the themes they have. They can use both private voice chat and text chat.

After 15 minutes each pair present all they came up to everyone else.

Moderator should control this process by giving each pair time to present their ideas and not letting others to interfere.

Then everyone is given 15 more minutes to work on the other theme they have.

Everyone again presents the results in order under control of moderator.

Differences for hybrid version

In hybrid version moderator shouldn't pair physically present participants with the online ones, because it will make the whole process longer and more complicated.

Ideally physical present pairs of participants should work in separate parts of the room, to not interfere with other pairs.

It is very important for moderator of hybrid session to control the process of reading the ideas aloud, avoiding chaotic conversations, noise, and sound problems for people online.

Possible problems and solutions

Participants, especially in hybrid version, should understand that they should voice their ideas clearly, without hesitation and only in their respective order, when moderator calls up to them, to avoid noise and chaos.

In event if some participants find it hard to work with each other moderator can switch members of some pairs to ease up tensions and improve creative process.

For the first tries of this method moderator should assign the pairings manually, considering personal qualities of participants. For example, it might be a good idea to pair a shy participant with more outgoing one for "balance".

1. 2. 2. 5. Setlist

Description

This is a helpful method of creating new material through improvisation routine. Setlist is very useful for developing comedian's stage presence and self-confidence. Basically, the participant gets totally random theme for humour, which he is not familiar with. He must act immediately and try to create some material about the topic on the spot, both learning to work under pressure and to improvise in unusual situation.

Steps for online version

Before the session moderator prepares a list of unusual, weird, or just funny themes with no context. Examples: "Why horses don't drive cars", "10 ways to walk on water", "The story of the most ordinary man" etc. There should be at least twice as many themes as there are participants in the session.

It is very important that no one except moderator knows any of the themes before the session.

The moderator chooses one participant at random. His microphone is unmuted and one of the prepared themes is shown on the screen for everyone to see.

Comedian has up to 3 minutes to speak on this theme. He must be encouraged not to keep silent and say at least something on the topic. He has to improvise and "think on his feet" to create some brand-new material.

If current speaker is struggling with his routine, other participating comedians can help him by giving their own ideas and thoughts, but only when moderator allows it (unmutes their microphone).

After the current speaker is finished (or 3 minutes run out) moderator chooses another participant and gives him a new theme and 3 minutes to speak.

This continues until every participant has spoken at least ones.

Differences for hybrid version

The hybrid version is almost the same as online version, but moderator must ensure good audio quality for all online participants so both they can hear everyone, and everyone can clearly hear them. Physically present participants should always talk into their microphone loudly and clearly.

Possible problems and solutions

Some newer comedians may struggle with this method at first, so moderator must help them in any way possible. He may also take the lead and speak on some theme him or herself first, to give an example to everyone.

If the participant is really struggling with the theme, moderator may stop the timer and change the theme to help.

Moderator must ensure that other participants do not mock the speaker, because the point of the method is learning and there hardly will be many ideal or hilarious punchlines right from the start.

1. 3. TOOLS

Digital tools for online sessions in comedy

As part of our project, we used different digital tools that are suitable for our comedy work. These digital tools have been evaluated according to specific criteria. All below mentioned methods can be used by these digital tools. The criteria used for evaluation can be divided into two categories, criteria for professionals and criteria for participants.

For professionals, the technical conditions of a tool are important, so that they can properly use the methods and work with the youth, e.g., technical criteria (Do break rooms exist? Can you record a session? etc.). For the participants, the tools should meet specific criteria so that a youngster can easily access a session with minimal effort. The log in to a tool can already be an obstacle for many participants. This is why simple tools are more preferred than complicated ones. The following criteria have been included: Do we need to log in? Is the tool in its use self-explanatory and user-friendly? #

Following tools have been evaluated as ideal for the work with comedy methods: Jitsi Meet, Zoom, StreamYard, Google Meet and Skype.

A detailed technical description of the tools can be found on following website: www.toolbus.eu

Hybrid sessions

Several comedy methods cannot exactly be used in a hybrid session like in an online session. To successfully conduct a hybrid session, you not only need adjusted methods, but also additional technical equipment.

The following equipment is needed: two cameras, a screen or beamer and a table microphone. This equipment needs to be connected like in Fig 4.

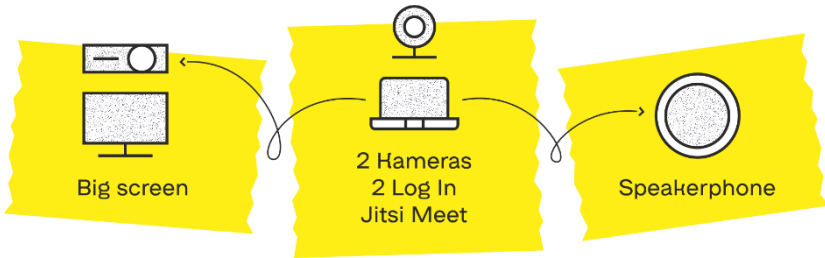


Figure 4 Connection diagram

The first camera is for the host, the second one shows all offline participants. As best practice, you should use a smartphone camera with a tripod that is logged in the session. Furthermore, it is important that the sound of the camera is muted to avoid feedback.

For all offline participants, the screen should be displayed on a big screen or on a beamer. It is also important that a table microphone is placed in the middle of the room, to ensure a good sound. This is the easiest set-up to successfully conduct a hybrid session. The participants that need to present results offline should use the camera of the host.

The possible differences between online and hybrid sessions that can occur during the usage of comedy methods are described in the manual: www.toolbus.eu

II. LITERATURE

NGO Arabic Culture Forum

**Maritana LARBI,
Milda PETKAUSKAITE**

Digital tools in teaching literature for youth

After the pandemic, online work took over conventional learning methods and changed the nature of youth work in a broader sense. Ability to join in from anywhere in the world made youth work for trainers and educators simpler and more complicated at the same time. In the era of digitalization, education and youth work took a step forward in an attempt to equip youth with new skills and competences, needed to adapt and become more resilient to arising challenges. New tools, apps and programs have evolved at a rapid pace, but not always new educational methods managed to catch up. Considering the diversity of subjects, areas and programs in the context of youth work, it is clear that not all of them received the same amount of attention. Literature especially remained in the shadows in the non-formal education and youth work, therefore, the development of new tools and methods in the area of literature is still relevant. In the context of Erasmus + project “Join in! Online on Culture”, Arabic Culture Forum has developed 10 communication and educational methods for youth work in literature, however, due to time limitations for the lecture (45 min to 1 hour) it is recommended to use a combination of the methods, and not all of them at once.

2.1. ACCESS METHODS

2. 1. 1. YouTube it!

Description

“YouTube it” is part of the “Communication Methods” category, which is intended to provide an easy introduction to the main topic. Allows students to get into the context of the topic by setting the environment and mood in the virtual classroom with introductory sounds, images and stories related to the main literature content. Educators can use YouTube videos to visually represent literary works, such as scenic readings, animations, or adaptations to arouse curiosity and attention. To create the prior knowledge for the video, it is recommended to give a short explanation of the key idea of the video before educators start playing the video.

Steps to online version

Working method: Depending on the topic, the teacher gives the student the task of watching the video (no longer than 5-7 minutes) in an online classroom. Before watching the video, educators are advised to complete one of three introductory steps (depending on the video): 1. Provide a brief introduction to the background of the video. 2. Ask the students to find some keywords from the video. 3. Give students some questions to think about during the video preview and answer later. Link to a video can be shared in a chat box, so the student can open the link in one’s laptop or can use “screensharing” function that is available in Zoom and Microsoft Teams. Educator should select the option “share with audio” when sharing in Zoom and

Microsoft Teams so the students could not only see but also hear the sound.

Differences from the hybrid version

To achieve qualitatively better results for the hybrid training, two facilitators could be a solution. The responsibilities in a hybrid training session between the two facilitators could be divided as follows:

Main presenter

Is the main host.

Conduct the session in person.

Act and interact with the group personally.

Show a YouTube video in the classroom and discuss it with the students in the classroom and online.

Co-host

Is the co-moderator

Technically supports the participants online

Provides practical and technical support to the main moderator

Checks and writes in chat

Can intervene in the 'face-to-face' lesson by introducing participants' questions and thoughts from the online classroom, for example after watching the YouTube video.

Is ready to run the session when needed.

Examples

You intend to organize a lesson on Arabic folk literature for a group of high school students. You plan to analyze a series of short stories about the famous Arabic character named Juha. At the beginning of the lesson, you give students a brief background on the video you want to play. You ask the students to watch a short introductory video (you share the link in the chat box) and

provide the following questions: In what historical period does the story take place? What is the geographic location of the story? Who are the main characters in the story being told? What is the main plot of the story? Is it a common history in your environment? The length of the exercise should not exceed 10 min.

Watch part of the introductory video (4 min) and then discuss the questions:

<https://www.youtube.com/watch?v=sFr7YmZPDtM>

References:

Mehrpouyan, Azadeh, 2022. "Enhancing online english language and literature classrooms: effective and practical teaching strategies", Education and Information Technologies.

<https://link.springer.com/article/10.1007/s10639-022-11235-w>

2. 1. 2. Icebreaker with Google Spreadsheet

Description

Playing a competitive game together is an effective way to socialize and break down the communication barriers that arise when students don't know or trust each other. Ice Breaker with Google Spreadsheet is another communicative method that encourages communication between students by working in teams towards the common goal. Students try to recreate the original picture by coloring the cells in the table together, and have an opportunity to share ideas, introductions, and questions among group members as they complete the task. Drawing and

coloring helps memorize information faster and is also a creative way to engage learners during an online course.

Steps for online version

Working method: Participants can be divided into groups of few people (3-5 people (using breakout rooms function available in Zoom and Microsoft Teams)). Educator should explain to the students that they should choose the color or a section of the image that they are going to work on. Participants should work together in coloring the cells and recreating the image that is given in advance (in the spreadsheet file) by the educator. Students should focus on a drawing task while discussing the assigned questions, which can be shared on board or in the chat box. It can be summarized through a brief and visual presentation of the recreated image and answers to the questions asked by an educator. The length of the exercise should not exceed 15 min.

Differences from the hybrid version

One of the ways to use it in a hybrid learning environment is to have the participants color or create a pre-existing image in Google Spreadsheets (the educator should prepare the image in advance and ensure that painting tools are available during the lesson). Participants attending the class in person should switch places and form small groups (3-5) and complete the drawing task using pens, paper, and other tools (laptop is also an option), while online participants can be split up through breakout rooms via Zoom or Microsoft Teams and carry out the task with digital tools.

Examples

Your goal is to introduce the main character named Juha and his donkey from the Arabic folk tales in your literature class.



The students are not familiar with this character, in addition, not all of them know each other very well. You divide your class into two groups of 3-5 students and give each group a task - to recreate the given picture of Juha and the donkey as closely as possible and to discuss the following questions that will be available on the board.

After the task, ask each group to briefly present their work and answer the questions. Questions to discuss: Describe the features and the image of Juha and the donkey. Describe the surroundings where the action might take place in Juha and the donkey stories. Describe the possible plots that might happen to Juha and the donkey in their stories.

Link to the task:

Figure 5 Example of method result

<https://docs.google.com/spreadsheets/d/1Rn63M5BimQQeMC272IGoNbQ6O2xylinEbckALin1wfY/edit?usp=sharing>

References:

HOP online learning training, <https://hop.salto-youth.net/>

2. 1. 3. Let's Kahoot!

Description

Kahoot is an educational digital tool that can be used in a variety of ways in literature classes through quizzes, polls, puzzles, slides, word clouds and more. Kahoot allows you to evaluate your knowledge in a playful way, but it can also serve as a platform for further discussions. The educator can create colorful quizzes on a specific topic, ask students to solve a puzzle, or present the content in interactive slides, depending on the learning objective.

Steps for online version

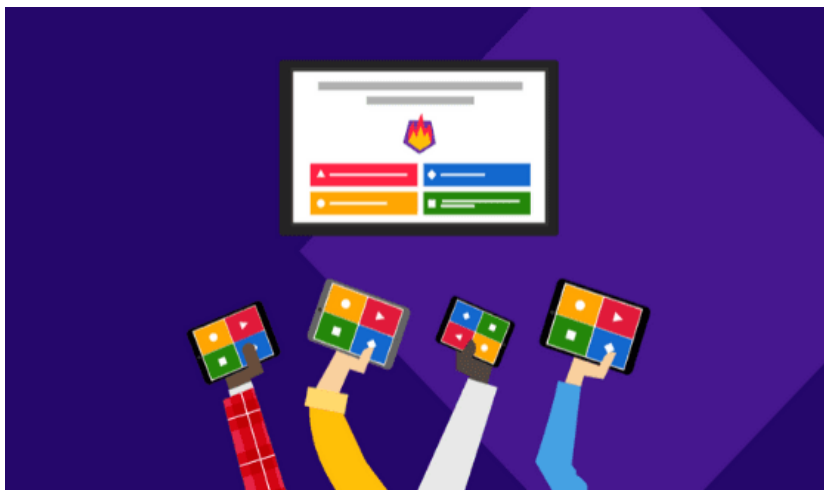
Method of work: The educator creates the kahoot quiz, survey, puzzle, slides or word cloud on specific topics and analyzes the selected literature work. The educator shares the code generated by the Kahoot with the students and they can use their laptops, tablets and phones to find the Kahoot task and complete the task.

Differences from the hybrid version

Kahoot exercises can be used in a hybrid environment without any additional effort. All students have the possibility to access it by phone (Android and IOS systems). The educator can improve learning outcomes by challenging students to competitions online and in the classroom. The exercise should take 5-7 minutes.

Examples

Your goal is to teach students more about Arabic folk tales. You decide to create a 10-question Kahoot quiz for two teams. You go to www.kahoot.com and create an account. You select the "Create Kahoot" option and select the "Team vs. Team" mode,



after which you can add the questions. You will receive a generated code that you must share with students to access the Kahoot quiz.

For additional information, you can watch a video showing Kahoot from the perspective of educators and students:

<https://www.youtube.com/watch?v=YtH4kYacFs4>

Image Source:

<https://virtualinnovation.co.nz/want-to-run-a-quiz-online-try-kahoot/>

References:

Sherlock A. Licorish, Helen E. Owen, Ben Daniel & Jade Li George, 2018. "Students' perception of Kahoot!'s influence on

teaching and learning”, Research and Practice in Technology Enhanced Learning, volume 13,
<https://telrp.springeropen.com/articles/10.1186/s41039-018-0078-8>

2. 1. 4. Mural collaborative board

Description

Mural is the tool allowing educators and students to work together as a group on a shared white board on multiple tasks such as posting the answers, images, links, mind maps, flowcharts, storyboards, and choice boards that can be used in facilitating the lesson on the subject of literature. All participants have the opportunity to work/write/post on the board at the same time. Such digital integration into the collaborative process makes the learning process more experimental and attractive. The importance of interactive approach in online learning has been emphasized in different studies. Interactive white board can promote collaboration and enhance learning outcomes by maintaining the attention of students, systematically presenting the subtopics of a literature subject (characters, storytelling form, images and symbols, ideas and themes).

Educators can use Mural as a dynamic way to present material of literature work and encourage class participation in performing the tasks. The tool can be used in combination with other methods, such as brainstorming the ideas - written and visually.

Steps for online version

Educator decides on the subtopic to be analyzed via the Murals tool (for example discussing characters, plot, symbols in separate areas in the board related to Arabic Folktales).

Afterwards, educator creates a Mural account and prepares the board with 1-2 tasks (that are described on the board). Students are invited to join in a guest mode that does not require them to create an account. Students will find the task available on the board and complete it in 7 minutes in groups of 3-5 people (using break-out room function). Application can be accessed via Phone, Tablet, Laptop and both Android and IOS software systems. It is recommended to perform the exercise within 10 minutes.

Differences for hybrid version

Participants in class are encouraged to have laptops/tablets or phones in order to join the shared board or can work in groups of 3-5 people on assigned tasks that are available on the board. Educator can monitor the process online and *via* “in person” interaction with students.

Examples

<https://app.mural.co/t/codec0239/m/codec0239/1678868454122/a6d22a211287eb050349db69b83c063540f67aa3?sender=u7b2c8f71232158f8c3b38737>

References:

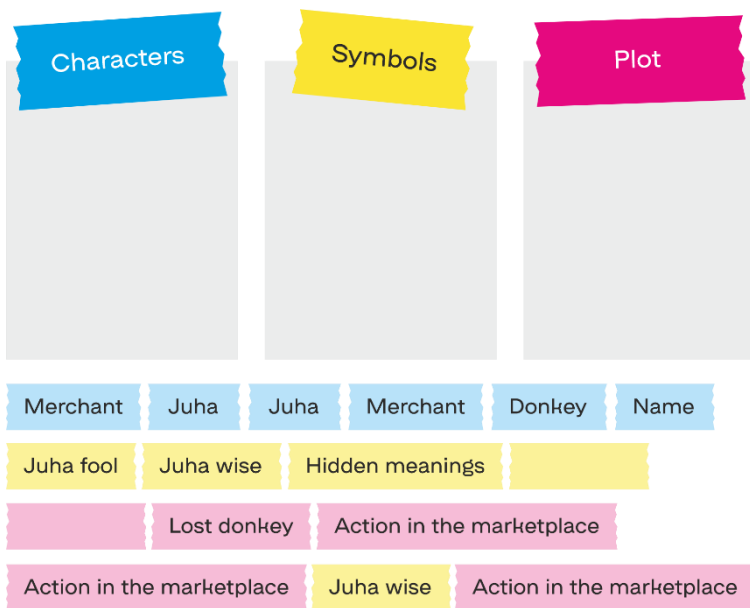


Figure 6 Example for working with the method

Mehrpouyan, Azadeh, 2022. “Enhancing online English language and literature classrooms: effective and practical teaching strategies” *Education and Information Technologies*
<https://link.springer.com/article/10.1007/s10639-022-11235-w>

2.1.5. Cloud of words

Description

According to Edutopia.org definition: “A word cloud is a visual representation of information or data”. Word Cloud is a communication method offering the ability to summarize the subject and promote student engagement. Ability to summarize the content that was presented during the class is an important way to ensure students have understood the main points and key takeaways of the lesson. Word cloud is a simple method that allows students to interactively sum up the main points by typing

one-two word answer to a question. Based on these words, the system generates the cloud that consists of all the words and answers. If one word is repeated more often, it appears in bigger letters in the cloud, emphasizing the importance and trend.

Steps for online version

Educator decides on the question (for example “what word is associated with Arabic Folklore?”) to summarize the lesson or a topic that could be visualized in the word cloud. Participants get the link via chat box and open it on their devices. Once they open it students are asked to type in one or two words answering the question to the best possible extent. Participants are able to watch how the cloud is being built based on the new answers and the educator can sum up the topic. Exercise takes around 5-10 minutes.

Differences for hybrid version

Participants in the classroom can access tool via their phones, tablets and laptops and watch the cloud being created on a board screen or their phones. Additional preparation is not needed.

Examples

You ask students the following questions: What word is associated with Arabic Folklore? What are the similarities between Arabic Folk tales and Lithuanian Folk tales? Define in one word the main character Juha. Once they answer you see the patterns of the answers in the cloud of words and point out the important findings.

Word Cloud: <https://answergarden.ch/106659>

References:

Burns, Monica, 2021. "5 Ways to Use Word Clouds in the Classroom",
<https://www.edutopia.org/article/5-ways-use-word-clouds-classroom/>

2. 2. COMMUNICATION METHODS

2. 2. 1. Read it - Interpret it! Level I

Description

Reading and interpreting texts is a classic hermeneutic method in literary studies that allows students to understand the content more deeply and thoroughly. The British literary critic Frank Kermode claimed: "Only insiders can interpret stories correctly, but even they are prone to error". Based on this perception, reading and interpretation exercises can take place at different levels - one of them - reading texts that are culturally similar to one's cultural ideas, values and symbols (from an insider's point of view). Reading a story or text that has different layers of similarities to the student's environment and cultural background allows participants to improve their interpretive skills, as finding similarities is a common skill in our frame of thought.

Steps to online version

Working method: The educator selects a story or text that is culturally similar to the cultural environment of the participants. There are possibilities of multicultural composition of the lessons, but the idea is to focus on one culture where the lessons are organized, for example Lithuania. The educator selects a folk tale from the Arabic folk tales which, in his opinion, has symbolic, cultural and other similarities with Lithuanian or which can be easily interpreted by the students. It requires a deep understanding of both the cultural environment, history and literature from the perspective of the educator. Finally, students are given the task of reading the text individually (shared on board, in chat box, on paper sheets or via link) and interpreting

the text based on different aspects to identify similarities between the folklore of different cultures. The educator can also integrate the collaborative board method with the Mural tool, one of the ways to identify similarities and differences that can be presented on the board for better interpretation results.

Differences from hybrid version

Classroom participants can read the printed version of the stories and engage in a discussion with students online and in the classroom. Participants can also use Murals' collaborative board with their phones, tablets and laptops to answer their questions on a shared board if needed. This session requires the attention of the main and co-facilitators to ensure effective learning outcomes for the groups online and in person. Tasks between moderators can be divided as follows:

Main presenter

Is the main host

Conduct the session in person

Act and interact with the group personally

Make the reading task available to the participants personally

Co-host

Is the co-moderator

Technically supports the participants online

Provides practical and technical support to the main moderator

Checks and writes in chat

Can intervene in “face-to-face” lessons by bringing in participants' questions and thoughts online, for example from the Mural Collaborative Board

Is ready to run the session when needed.

Examples

Give students the Arabic folk tale to read and interpret it together:

Arabic folk tale: "We'll wait for you at our house"

Juha met his friend and said to him: "I invite you to have lunch with me at my house".

-Where is your house? - asked a friend

- On the market street, - replied Juha

- What's your house number?

Juha answered him as he was leaving: "The number is on the house. I'll wait for you at my house".

Questions for discussion: What does the tale talk about? How do you find it? Why did Juha not tell the number of the house? Are there any similar expressions in your culture of politely **U**-inviting a guest to your house?

Reading and Interpretation task using Mural tool:
<https://app.mural.co/t/codec0239/m/codec0239/1678806771270/80664782d08d20918810ed1c313f5ed2f693734a?sender=u7b2c8f71232158f8c3b38737>

References:

Mauer, B., and Venecek, J. 2021. STRATEGIES FOR CONDUCTING LITERARY RESEARCH, University of Central Florida, <https://pressbooks.online.ucf.edu/strategies/chapter/interpreting-literary-works/>

2. 2. 2. Read it - Interpret it! Level II

Description

A more difficult reading and interpretation exercise can be organized by reading a text that is culturally different and foreign

to the participant's cultural background. This level may require an educator's deeper knowledge of hermeneutic methods - interpreting texts, objects and concepts that may be required to understand the text and interpret its meaning. The role of the educator aims to develop a student's ability to perceive their own culture and values by first understanding 'otherness'.

Steps to online version

Working method: The educator chooses a story or a text that requires a linguistic analysis. For example, the text has idioms that seem completely foreign and incomprehensible to the host culture and therefore require in-depth analysis on the part of the teacher. Students are encouraged to read the text individually or aloud (shared on board, in chat box, on paper sheets or via link) and interpret together with the educator.

Differences from hybrid version

Classroom participants can read the printed version of the stories and participate in the group discussion with students online and in the classroom. A two-facilitator framework is recommended:

Main presenter

Is the main host

Conduct the session in person

Act and interact with the group personally

Provides the reading task to the participants personally and helps to interpret it or guide the participants through the process

Co-host

Is the co-moderator

Technically supports the participants online

Provides practical and technical support to the main moderator

Checks and writes in chat

Can intervene in 'face-to-face' teaching by introducing participants' questions and thoughts online.

Is ready to run the session when needed.

Examples

Give students the Arabic folk tale to read and interpret it together:

Juha's donkey has been lost. Juha went to the market and said to the people: "My donkey is lost and thank God". People asked, "Your donkey is lost, Juha! Why do you praise God?" Juha replied: "If I had ridden the donkey, I would have been lost with that too". Author: Arabic folk tales

Questions for the discussion: How did you understand the tale? Was it funny to you (why?) Do you have any similar proverbs or stories in Lithuanian folklore?

2. 2. 3. Direct brainstorming

Description

Brainstorming helps to systematize the topic by working together. After the problem or question is presented, the students are organized into groups to collect all possible ideas that could solve the problem. In literature analysis, the direct brainstorming method is used as a collaborative effort to identify important keywords, phrases for the specific task/question, e.g. B. Take a storytelling exercise and put it in a logical context.

Participants can use Murals' collaborative whiteboard, notebooks, or chat box to identify keywords, synonyms, and phrases relevant to the topic, such as: B. Arabic folklore, and then share it with other teams.

Steps to online version

Working method: The educator divides the students into groups of 3-5 people (using breakout rooms function). Each group gets its own subtopic (assigned by the educator). The teacher then asks the students to write as many words as possible on the given subtopic.

Students can use different tools to write it down such as notebooks, chat boxes, Murals or even a word cloud. After the task is completed, all the words are combined and shared with the students on board, chat box or other selected platform. Exercise takes up to 10 minutes.

Differences for hybrid version

Participants in the classroom can use notebooks to perform the task and share it verbally or in the chat with the participants online. One facilitator can handle the task.

Examples



Figure 7: Example for working with the method

Image Source:

<https://www.edrawmax.com/article/brainstorming-examples.html>

References:

Kumar, A., 2022. "6 Brainstorming Techniques for Generating Great Ideas", Data Analytics AI, Data, Data Science, Machine Learning, Blockchain, Digital,
<https://vitalflux.com/different-types-brainstorming-techniques-great-ideas/>

2. 2. 4. Visual brainstorming

Description

Depending on the type of literature work, participants can also apply visual brainstorming method. The principle of visual brainstorming is similar to any other brainstorming technique, however, it is expressed with visuals rather than with words. It allows participants to solve the problem or systematize the topic more creatively. Visual learning is an important learning method in education. First, in many cases it is more appealing to students than writing, listening, or reading. Second, studies have proven that images go to the long-term memory where they stay longer than words. That is why students are not able to memorize information that is provided verbally as well as visual. After the exercise students are encouraged to share their visual brainstorming boards and explain some associations (mood, environment, period, characters, colors etc.)

Steps for online version

Work method: Educator provides the same task as with the Direct Brainstorming method, but students are encouraged to

create mood boards from visuals and images. Students can choose if they prefer to work in groups (using break-out rooms) or individually. Students can use individual Mural boards, Canva, Adobe, Milanote or other mood board online tools and look for images in platforms such as Pinterest, Pexels, Google images, social media platforms and beyond. Educator should advise students about copyright regulations before this method is applied in the classroom. After the exercise, students are encouraged to share their mood boards and comment on it. Exercise takes 10-15 minutes.

Differences for hybrid version

Students in the classroom are encouraged to use their phones, laptops or tablets to perform the task, if available - students can use pens/pencils and other tools to perform the task on the board/paper or notebook. It can be shared with the group via an online training platform, chatbox or presenting in front of the class.

Examples

<https://app.mural.co/t/codec0239/m/codec0239/1678816131625/c41234b06230635917eeb317151fc80cc0a58f14?sender=u7b2c8f71232158f8c3b38737>

References:

Raiyn, J., 2016. "The Role of Visual Learning in Improving Students' High-Order Thinking Skills", Journal of Education and Practice, Vol.7, No. 24.

<https://files.eric.ed.gov/fulltext/EJ1112894.pdf>



2. 2. 5. Digital/Written storytelling

Description

Digital storytelling can be defined as “a short story only 2-3 minutes long in which the storyteller uses his own voice to tell his own story. (Norman, 2011)”. The aim of the method is to acquire skills, to reflect on personal experiences, to explain a concept or to retell an event (imaginary or real). However, this task may take some time and concentration.

Students can use the keywords from the results of the direct brainstorming method and the visual brainstorming method as a reference. Students can choose how this task can be carried out: written form, video content, social media project or other.

Steps for online version

Working method: The educator should give the students an assignment to create a short story that reflects and combines all the knowledge acquired during the lesson. It is possible to use the already existing results from *Visual Brainstorming* or *Direct brainstorming methods*. Short story can be created in digital or written form - both methods are accepted.

Students can use any tool of their comfort for writing a story such as notebooks, phones, Microsoft applications such as Word or Notebook. Students are encouraged to comment on their story one-by-one. This exercise might take up to 25 minutes.

Differences from the hybrid version

Students in the classroom are encouraged to use their notebooks to create a short story, incorporating all the knowledge gained during the lesson. No additional coordination is required.

Examples

Combining all the knowledge gained about Arabic Folk tales during the class, create a short story about Juha and his donkey in a similar manner and style.

Short Story example: Juha decided to sell his donkey. He went to the market and asked a vegetable seller: "Where do you think I could sell this useless donkey?" The woman answered him: "Sell it to me, I will take good care of it and pay you good money." Juha replied: "Stop it to mock. Can't take care of selling fresh vegetables and promise to take care of a four-hoofed animal? The woman replied: "Come on, child, ask your mother how she raised you to be such an animal?" Author: Alija Larbi

References:

Karantalis, N., 2022. "Utilizing digital storytelling as a tool for teaching literature through constructivist learning theory", SN Social Sciences volume 2.
<https://link.springer.com/article/10.1007/s43545-022-00412-w>

2. 3. TOOLS

2. 3. 1. Zoom

Zoom (downloadable and installable on PC, tablet, mobile device) is a communication platform used for remote meetings. Training via Zoom allows video, audio, phone and chat functions. Such functions can be effectively used in organizing an online and hybrid training for youth. To join in, everyone needs to have an internet connection, download the app to a device and log in by clicking the link sent by the organizer. Sometimes additional password or PIN code is required, that is provided by the organizer. Zoom has two types of offerings: 1. Zoom free accounts, which they call Basic, allowing for free 45 minutes or 1 academic hour meeting, and 2. Zoom paid accounts. Among the paid Zoom accounts, there are Pro, Business, and Enterprise editions. Depending on the length of the class and the number of sessions planned, educator can make informed decision about the plan option suitable for his needs.

In the context of youth training on the subject of literature it is recommended not to exceed 45 minutes, therefore Basic Zoom subscription is most suitable for that. The length of the class is enough to cover one subtopic or topic using previously discussed methods. Free Zoom meetings can allow up to 100 participants which in youth work should not be exceeded, as working in small groups of up to 15 people is preferred.

Steps for online version

Educators are advised to download Zoom and select Basic Zoom subscription. Educators then should select the “Schedule a meeting” option and indicate time, date, brief description of the meeting. The link can be shared with the participants via Email or Messenger app. Educators should plan the agenda and objectives carefully, some of the agenda can be indicated in the meeting

descriptions, so the participants would know what to expect. Educator should create a lesson plan that includes interactive activities and multimedia materials: screen sharing, video conferencing, virtual whiteboards, group discussion, videos, slides, readings and apply communication and education methods discussed in the previous part.

Differences for hybrid version

Two facilitators need to join the session, their responsibilities can be divided as follows:

Main Facilitator

- Is the main host
- Runs the session in person
- Acts and interacts with the group in person

Co-Facilitator

- Is the co-host
- Supports technically the participants online
- Supports practically and technically the main facilitator
- Checks and writes in the chat
- Can intervene in the “in person” and online classroom.
- Is ready to run the session if needed.

Examples

Technical software requirements for effective online training:

Speed of internet connection for Zoom:

1 video call in “high-quality video” (480p)**600 Kbps/600 Kbps (0.6 Mbps)

1:1 video call in 780p HD1.2 Mbps/1.2 Mbps

Sending and receiving video in 1080p HD1.8 Mbps/1.8 Mbps

Group video call in 480p SD800 Kbps (0.8 Mbps)/1.0 Mbps

Group call/gallery view in 720p HD1.5 Mbps/1.5 Mbps
Sending and receiving group call video in 1080p HD2.5
Mbps/3.0 Mbps
Screen sharing 50–150 Kbps (both upload/download)
Audio VoiP 60–80 Kbps (both upload/download)
Zoom Phone 60–100 Kbps (both upload/download).

References:

<https://support.zoom.us/hc/en-us>

2. 3. 2. Microsoft Teams

Description

The Microsoft Teams is a Microsoft 365 application for education and communication. Application allows messaging, reactions, audio, screen sharing, video calling, conferences, white board, recording the sessions and group files sharing. App is used on both a computer (after downloading and installing the app), on a tablet, and on a mobile app. Participants can connect to a meeting via invitation, when the organizer enters everyone's email address. There are paid and free versions of Microsoft Teams. Overall, the free Microsoft Teams version provides free calls, messages and chat options. It allows hosting bigger groups, and is suitable for effective youth work. There are no limits on calls and meeting times, therefore it can be a good option for a longer meeting.

Steps for online version

A Microsoft Teams account should be created by each participant by providing an email address and a password. When the organizer wants to create a meeting, he should open the app

and go to the calendar icon, after that educator should press on an icon “New Meeting”, indicate the name of the meeting, date and time and insert the email addresses of all participants. Educator can also create a meeting without indicating all the email addresses and get the link. The link can be shared via other platforms, such as Messenger app or email. Educator has more freedom with timing as there is no 45 min limit as with Zoom, but the educator is not encouraged to exceed 1 hour length.

Differences for hybrid version

Two facilitators need to join the session, their responsibilities can be divided as follows:

Main Facilitator

- Is the main host
- Runs the session in person
- Acts and interacts with the group in person

Co-Facilitator

- Is the co-host
- Supports technically the participants online
- Supports practically and technically the main facilitator
- Checks and writes in the chat
- Can intervene in the “in person” and online classroom.
- Is ready to run the session if needed.

Examples

Technical software requirements for effective online training:

Speed of internet connection for Microsoft Teams:
Group video calls may require 4+Mbps.

Microsoft Teams uses about 1.2 Mbps for HD video calling (720p), 1.5 Mbps for 1080p, 500 kbps for standard quality video (360p).

Group video requires about 1Mbps, HD group video uses about 2 Mbps.

Audio calling and screen sharing uses up to ~130 kbps.

References:

<https://learn.microsoft.com/en-us/office365/servicedescriptions/teams-service-description>

2. 3. 3. Messenger Chat room

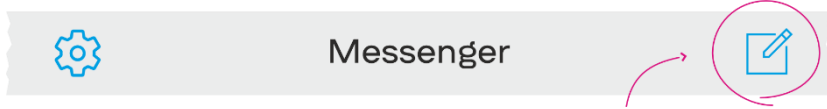
Description

Messenger chat room is a social media tool for communication, video messaging, file sharing and reactions. It requires a Facebook account and is free of charge. Participants can use the app by downloading and installing the Facebook app on computer, tablet or mobile device, providing an email and password. The organizer invites the participant to a chat room for chat discussions. However, it is also possible to organize video calls and meetings via the Messenger app. It allows educator to invite up to 50 participants to join a video call - even if they don't have a Facebook account. There are no time limits on calls. Messenger rooms are private, only the invited people can join (when a link with invitation is sent).

Steps for online version

Educator should create a Facebook account and separately install a Messenger app in his/her phone/tablet/laptop. Each participant should perform the same action in order to be able to

join the chat room. Once done, educator should find each participant in the app and add each student to a created group. Group can be created by clicking on a square icon with a pen on the right side:



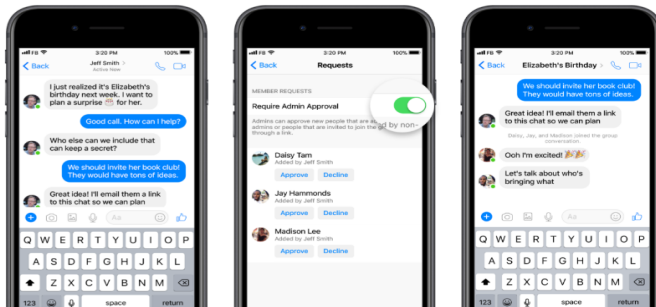
Source :

<https://www.groovypost.com/howto/create-chat-groups-facebook-whatsapp-signal/>

Difference for hybrid version

Normally, the app is used for the communication and coordination purposes with students which does not require additional planning for a hybrid training.

Examples



Source :

<https://about.fb.com/news/2018/03/youre-in-charge-messenger-group-chats-are-now-better-than-ever/>

Technical software requirements for effective online training.

Speed of internet connection for Messenger rooms.

According to Facebook's video calling Bugs and Known Issues page, some users experience difficulty connecting if their computer or connection is too slow. Facebook recommends an Intel Core 2Ghz or faster processor and at least 1 gigabyte (GB) of RAM. Netbooks are not recommended, as they often experience poor video performance. A slow Internet connection can be responsible for video chat problems. Therefore, download speed of at least 500 kilobytes per second (kbps) is recommended. It's worth noting that a similarly fast upload speed is also recommended, since the participant is not just receiving video data during a chat but also sending the same amount of data in return. A free online speed test can help participant to determine if the Internet is running up to speed.

References:

<https://www.messenger.com/features>

<https://developers.facebook.com/docs/messenger-platform/introduction/conversation-components/>

General tips for effective online training:

1

Download/update last version of Zoom/Teams/Messenger

2

Make sure you are on stable internet connection

3

Try to keep your camera on - we want to see you

4

Try to find a calm place without many distractions and noise

5

Avoid streaming and turn off all other applications

6

Keep your notepad. Have pen and sheet ready

III. MUSIC

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**Dan-Alexandru STREZA,
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& Cristian-Calin LUPES**

3.1. ACCESS METHODS

We listen to it daily, whether we want to or not, on the street, at school, at the office or at home. We like it or we repulse it. Most of the times, we give it more time than to prayer or reading - to our music or others' and whether we want it or not, it enters our mind and influences our behavior or feelings. However, we see it, music expresses very well what the soul feels and experiences.

Plato said that music is a moral law and that it gives soul to the universe, wings to the mind, freedom to imagination, charm to youth and life to anyone. Closer to us, Joan of Kronstadt advises us not to be bewitched by the harmony created by the sounds of instruments and human voices, but to seek their effect on the soul and what their spirit is. And if that music brings peace to our soul, wisdom, holiness, we should listen to it and if in our soul negative feelings appear, we should cease to listen to it. We try to find out what music means to young people nowadays, how it influences their emotional lives and especially what options they have in the process of creating a musical culture and what are the reasons for which they prefer one musical genre of another.

Talking with young people about music preferences, we realized that in choosing a favorite genre, the message plays a key role. Young people pay a great deal of attention to a song's message, the lyrics and according to this, they choose or not an artist. The problem appears when there is not much of a choice and when there is no access to a diverse musical market.

Many young people are convinced that music is a remedy, and this belief plays a key role in choosing their favorite genre or artist.

3.. 1. 1. Learning through discovery - Method I know, I want to know, I learned

Description

I know / I want to know / I learnt is a method in which the student, with the help of his colleagues and under the teacher's supervision, learns how to learn. In small groups, students remember what they already know about a certain subject and then ask questions. Learning is the ultimate purpose of this method.

Steps for online version

1. For this activity to work online, a google form must be created.

- Name
- What do you know or think you know about the topic?
- What do you want to know about the theme?
- What have you learned about the theme?

2. Ask the students to form groups of four.

3. During a few minutes, through individual activity, they will fill the first chapter with all they know about the given subject.

4. Then, for another few minutes, they will formulate questions on the given subject. Help those who can't manage to make questions.

5. In groups of 4, each student will read what they wrote down.

6. Ask then the students to go through the learning material (anything you have prepared beforehand) or to do other related activities - watch a movie, make an experiment.

7. Help them find the answers to their questions and to reach the essence of the information, which should go under the last chapter.

8. Discuss with the whole class the questions that remained unanswered. You may not have the necessary time, so suggest the students where they should look for the answers.

Recommendations:

- Only use it for content that sparks real curiosity in the student's mind, that in one way or another is part of their life.

- The method will not yield the expected return if used for content, which the student cannot connect to through their own experiences.

Differences for hybrid version

For the hybrid version, students can also work on the method in their notebooks and then simply discuss it with online students.

Students build a table of contents.

I know / I believe I know	I want to know	I learnt
---------------------------	----------------	----------

Then follow the same steps as in the online version.

Examples

Situation 1- Musical notation

Musical notation is the graphic representation of the musical sound, heard or imagined. Conventional signs are used and, although they are differently illustrated, they speak for the same concept. For instance, the place for the G note is on the second line of the portative, if it is sung in G tune. No matter what you call it, it has its fixed place on the portative no matter in what key it is played. Over time, a set of visual instructions has developed that helps musical interpretation. Usually, it takes a written or printed form and it is a conscious process, different for each culture and very laborious.

Which was the first written song?

Music has always been practiced and passed on from person to person for thousands of years. Hurian Hymn no. 6 is considered to be the oldest song in the world. But the oldest musical composition is a Greek song dating the 1st century AC, known as the Seikilos Epitaph. The song was carved into a marble tombstone in Ancient Greece (Turkish territory).

Who invented musical notation?

Guido d’Arezzo organized very well the staff’s structure, by using a system of colouring the notes and the syllabic name of the musical notes. It is said that the notes have gotten their names after the first syllables of Saint John’s Hymn: ut, re, mi, fa, do with

an easier pronunciation, more open and said to have taken its name from the word Dominus, which means God.

Spread of musical notes

Europe - bisyllabic musical notation appeared in the XIIth century until the XXth century and has suffered alterations in seek of perfecting

Byzantine Empire - byzantine musical notation or neumatic formed by sounds grouped in 8 voices, in Cyrillic characters

Korea - the musical notation is called Jeongganbo

India - the text Samaveda, dating 1200 - 1000 BC is probably the oldest musical writing in the world and the raga notation which uses a similar system to solfege, called sargam

Russia - Znamenny chant - used in the Orthodox Church, which has its own notation called stolp. It represents an example of Slavic refinement of the Slavic neumes.

China - the Chinese notation Guquin, with the eldest writings dated 433 BC

Japan - Kunkushi is the generic name given to the types of musical notations.

Musical notation systems:

- Syllabical - do, re, mi, fa, sol, la, si;
- Literal music notation - A, H, C, D, E; F, G, B;
- Braille musical notation, used for musicians who are visually impaired;
- Musical notation with colours: red, orange, yellow, green, blue, purple and violet;
- Numbered musical notation;
- Curwen system, which used the first letter of each tone and a rhythmic system based on lines and bars.






















Table comparing the types of notation						
		Note name		Notation system		
Literal	Syllabic	Traditional	Sarah Glover	Curwen	Braille	Colours
C♭	Do♭	do	-			
C♮	Do♮		-			
C	Do		do			
C♯	Do♯		di			
C♯	Do♯		-			
D♭	Re♭	re	-			
D♮	Re♮		ra			
D	Re		re			
D♯	Re♯		ri			
D♯	Re♯		-			
E♭	Mi♭	mi	-			
E♮	Mi♮		me			
E	Mi		mi			
E♯	Mi♯		-			
E♯	Mi♯		-			
F♭	Fa♭	fa	-			
F♮	Fa♮		-			
F	Fa		fa			
F♯	Fa♯		fi			
F♯	Fa♯		-			
G♭	Sol♭	sol	-			
G♮	Sol♮		se			
G	Sol		sol			
G♯	Sol♯		si			
G♯	Sol♯		-			
A♭	La♭	la	-			
A	La		le			
A♯	La♯		li			
A♯	La♯		-			
A♯	La♯		-			
B♭	Si♭	si	-			
B♮	Si♮		te			
B	Si		ti			
B♯	Si♯		-			
B♯	Si♯		-			

Figure 8: Musical notation systems

People wanted not to forget and to relive the emotion that the music offers in certain moments. Musical notation has been reinvented multiple times and such it has undergone multiple evolution processes.

Situation 2 - musical instruments

History sources place the appearances of song before that of speech. It is known that humans are the only beings who can consciously issue sounds of variable height. To the question: What was first used, the voice or the musical instrument? we can answer surely that it was the voice which dictated instrumental interpretation, but, most likely, the vocal song was accompanied by physical movement, clapping, body moves and most certainly sticks, stones which are considered rhythmic instruments.

The first data is from the middle paleolithic, meaning over 50000 years ago and most of the instruments are from bones. The oldest chord instrument is, no doubt, the musical arch, its existence being mentioned in the anthropological records of the XIXth century.

Musical instruments can be classified after the material used for building them:

- wood - violin, piano, harp, flute, clarinet, maracas etc.;
- metal - trumpet, tuba, marimba, triangle;
- Clay - ocarina, waterbird;
- materials with animal origin - drum, bagpipe.

They can also be classified by the way they are played, this being the most important criteria. On the same criteria, instrumental families appeared:

- winds - which produce the sound by the air blown by the musician. the way air reaches the instrument is different in each case, so that there are instruments with simple or double reed, with mouthpieces, with peg: flute, clarinet, oboe, bassoon, tuba, trombone, horn;
- chord instruments - musical instruments which produce sounds by hitting, pinching or friction of chords - guitar,

- mandolin, harp, lyra (pinched). piano - hit chords. violin, viola, cello - with bow;
- percussion instruments - instruments which produce sounds and noises by hitting - xylophone, drums, timpani, triangle etc.;
 - instruments with air bellow - which produce sounds by the air passing through tubes or a bellow which pushes the air toward the valves: accordion, organ, bagpipe;
 - pseudo instruments - that category of instruments which exist, although they are not necessary officially recognized and that are not part of the orchestra: leaf, comb.

Orchestra is the ensemble that brings together different types of musical instruments. Musical instruments are different in each orchestra, the difference being created by the musical genre they play, so that there is a variety of orchestras - symphonic, folkloric, street, military, big band etc.


Beside the classical music instruments that are already known, there are also traditional musical instruments, that belong to each culture.

Situation 3 - Musical Curiosities

- Did you know the difference between hash and hashtag?

Hash is the musical sign that notes the alteration of a note with an ascendant semitone. This has oblique lines because when it was conceived as an alteration sign, the pattern was not yet invented. In order not to be confused with the lines of the stave, the obliquely lined symbol was used.

The hashtag sign became widespread through the use of social media.

The difference between the two consists the different positioning of the lines - the musical sign  has the vertical parallel lines intersected with the oblique ones and the hashtag #

has oblique vertical lines intersected with horizontal parallel lines.

- Did you know where the name of the musical notes comes from?

The name of the musical notes comes from the text of Saint John's Hymn:

*Ut queant laxis
Resonare fibris
Mira gestorum
Famulti tuorum
Solve polluti
Labbii reatum
Sante Ioanne*

Then for greater musicality Ut was replaced by Do, which comes from Dominus, meaning God.

- Did you know there is a musical scale notation dedicated to the visually impaired?

It is called the Braille code and it allows reading musical notes for musicians that are visually impaired. The Braille cell has 2 points height and 3 points width, which is printed with a certain height so that it can be felt with the tip of the fingers. Braille music uses the same cell in 6 positions. Even so, Braille musicians attribute their own significations and has its own syntax and own system of abbreviation.

- Do you know which is the oldest orchestra in the world?

Royal Danish orchestra is the world's oldest orchestra and one of the most distinguished. Its first musicians have been recruited in 1448 and has been led by the world's most renown

conductors. This orchestra still exists and has around 100 musicians.

- Did you know that there was a composer who died because of conducting?

Jean Baptiste Lully was a great Italian composer during the Baroque era. He was one of the few people who managed to impress Ludovic XIV. Because he was keen on dancing, the King favored him and so he became the Sun King's composer. Toward the end of his life, he was the sole administrator of cultural events in France. Lully dies conducting one of the pieces that glorified the King's return to court after a long recovery from an illness. Mistakenly, Lully pierces his foot with the heavy baton he used to keep the rhythm - the precursor of today's baton. By refusing to amputate the gangrenated finger and with no medicine available at the time, Lully died shortly after.

- Did you know that there is a person who can cover 10 octaves with the voice?

Tim Storms is the singer who has a wonderful voice with the ambitus of 10 octaves and he is the holder of World Guinness Record. He has recorded many materials although he never reached a great success in music.

- Did you know that carols are sung outside the time of Christmas?

There are areas in which carols are being sung on Easter or Palm Sunday. As opposed to Christmas carols which are inspired from folklore, the melodic line of Easter carols is inspired by old songs. In Romania, in the Transylvania region, merry carols are sung.

- Did you know that hip hop is the most widely listened music genre?

Surprisingly, streaming websites have discovered that hip hop music regained much of its popularity. This music genre became the most popular in the world.

Hip hop appeared in the 1970s in Bronx neighborhood in New York. The rhythm of the songs has been inspired by the Jamaican dub music and soul music. This musical style has reached its popularity in the 1990s, when it spread out of the USA and revolutionized the way in which music is produced. The most popular hip hop artists are Jay-Z, Eminem, and others.

Situation 4 - Curiosities about W. A. Mozart

[Mozart - 10 facts about Wolfgang Amadeus Mozart | Classical Music History](#)

Situation 5 - Curiosities in music

[Top 10 facts about Music](#)

References:

Chişiu. C.M., "Metoda Ştiu/Vreau să ştiu/Am învăţat"-
https://projects.ulbsibiu.ro/teachon/teachon/?page_id=1001,
accessed in 13.02.2023

Rusu, A.M., Arithmetic of sounds, Bucharest: Corint Publishing House, 2022

[Mozart - 10 facts about Wolfgang Amadeus Mozart | Classical Music History](#)

[Top 10 facts about Music](#)

3. 1. 2. Brainstorming

Description

Is a group creativity technique designed to generate a large number of ideas to solve a problem. This technique was proposed by Alex F. Osborn who developed the principles of the method in his book Applied Imagination (1953).

In English the term brainstorm or brain-storm means brilliant idea (that solves a problem). The verbal meaning is "to make a concerted attack on a problem, involving spontaneous ideas."

Steps for online version

Students discuss in a group and are given a task to work on a topic. For 20 minutes, they tell and state ideas related to the assignment and decide on the best solution for the task.

Once they have reached a common point, they present the solution to the whole group/teacher.

For the online version, the platform <https://wordwall.net/ro> can be used for better organization.

Differences for hybrid version

Those in the class will be divided into groups and each group is arranged in a circle.

At the end they will talk to everyone, both present and online.

Examples

Situation 1:

State and discuss all the ideas you know about musical sound so that at the end you can characterize it in as many details as possible: musical sound: pitch, intensity, duration, and timbre.

Situation 2:

State and discuss all the ideas you know about musical instruments so that at the end you can characterize and classify musical instruments as diversely as possible.

Situation 3:

State and discuss all the ideas you know about traditional musical instruments specific to your country, so that at the end we can know, characterize and classify as many traditional musical instruments as possible.

References:

Popa, M.C., Brainstormingul,
<https://projects.ulbsibiu.ro/teachon/teachon/?s=brainstorming>
- accessed in 13.02.2023.

Timariu, M.A., Applied musical didactics- Suport de curs, Cluj
Napoca: Publishing House of the Music Academy Gh. Dima,
2013
<https://wordwall.net/ro>

3. 1. 3. Quiz - I want to be a musician

Description

The method is intended to replicate as good as possible the well-known quiz "I want to be a millionaire" on the <https://wordwall.net> platform. The application is designed to be used for educational as well as entertaining purposes, the areas of application are unlimited. Thanks to the attractive design and the preservation of the classic rules of the game "Do you want to be a millionaire?" the method aims to capture the attention of students by participating in a contest of general knowledge in the field of music.

Steps for online version

The app allows the moderator to add music questions and users will answer according to the rules of the game:

- The contestant has to answer correctly in max 30 sec to questions with 4 answer choices, only one of which is correct.

- With each correct answer, the contestant advances one level and accumulates 100 points plus an additional time score. The competition consists of 3 levels of 5 rounds of questions. After each level, a bonus round follows.

- The contestant can only use his or her helper varlets once if he or she does not know the answer to a particular question:
 1. "Fifty-fifty" or known as 50 to 50, using this the computer will randomly eliminate two wrong answers

2. "X2 Score" - doubles the score of that round
3. "Extra time" - doubles the answer time
4. "Cheat" - gets the correct answer and the maximum score.

- The contest runs automatically: after the user chooses an answer and the app automatically moves on to the next question.
- To be declared a musician, the contestant must successfully complete all levels of the contest.
- The final ranking of the contestants will be based on the final score.

Differences for hybrid version

There are no differences for the hybrid version. Each participant uses the platform: <https://wordwall.net/>

Examples

<https://wordwall.net/resource/36334341/music/i-want-to-be-a-musician>

QUIZZ:

I want to be a musician

Questions:

1. **Who composed Opera "Aida"?**
 - Giacomo Puccini
 - Giachino Rosini
 - Wolfgang Amadeus Mozart
 - Giuseppe Verdi
2. **Flute, Clarinet, Oboe belong to the following category of music instruments:**

- Strings
 - Woodwinds
 - Brass
 - Percussion
- 3. Franz Joseph Haydn was an Austrian composer of:**
- Classicism
 - Romanticism
 - Baroque
 - Post modernism
- 4. How many symphonies has Beethoven written?**
- 5
 - 10
 - 9
 - 12
- 5. What was Frédéric François Chopin's nationality?**
- Polish
 - Austrian
 - French
 - Belgian
- 6. The term "Allegro" means:**
- Faster
 - Slower
 - Moderate
 - Fast
- 7. The dotted note is equivalent to:**
- 2 beats
 - 1,5 beats
 - 1,75 beats
 - 1 beat
- 8. Recognise the musical work (audition):**
- Fifth Symphony - L van Beethoven
 - Nocturne - F. Chopine
 - Eine Kleine Nachtmusik - W.A. Mozart

- Spring - A. Vivaldi

9. Recognise the musical work (audition):

- Symphony No. 41 in C - W.A. Mozart
- Surprise Symphony - F.J. Haydn
- Piano Concerto No 1 - P.I. Tchaikovsky
- Symphony No. 5 - L. von Beethoven

10. Recognise the musical work:

- Waves of the Danube Waltz - I. Ivanovic
- The Blue Danube Waltz - J Strauss II
- Flowers Waltz - E. Doga
- Viennese Waltz - Anonymous composer

References:

<https://wordwall.net/resource/36334341/music/i-want-to-be-a-musician>

<https://www.ajocuri.ro/joc/30468/vrei-sa-fii-milionar-2.html>

https://ro.wikipedia.org/wiki/Vrei_s%C4%83_fii_milionar_%3F

3. 1. 4. Musical audition

Description

The musical audition method has a didactic purpose, not just an environmental one. It is a complex approach based on sensory, affective and intellectual activities that stimulate the development of specific musical hearing, aesthetic taste and thinking processes.

Through listening, pupils come into direct contact with the art of sound. In school, organised listening trains and develops children's conscious listening skills and their ability to

understand the musical message and distinguish the characteristics of musical sounds.

Teaching listening is an approach to knowledge and learning based on a complex but flexible strategy that combines active teaching methods: demonstration, observation, exercise, conversation, questioning, explanation, compatible with both online and face-to-face teaching.

Steps for online version

For the online version the resource material assumes recorded music content.

1. Presentation of the auditions, specifying that they comprise complete works or fragments;
2. communication of the tasks for the audition time;
3. the hearing itself is conducted without verbal intervention.

Students listen actively, solve tasks, note down observations, formulate answers, without asking questions;

4. debate: the teacher asks for answers, stimulates participation in the communication of the observations noted by the pupils, coordinates the debate; the pupils express their impressions, observations; analyse, comment using musical terms, scientific language; ask questions;

When making comments, as many pupils as possible are asked to participate in the debate, each pupil expressing his/her opinion. The teacher should not already be satisfied if one pupil has answered correctly but develop the production of ideas in each pupil, prompting them, giving them the confidence to enter into conversation. By following the opinions of their peers,

students will complete, argue, analyse and the correct idea will be found. This process can even be considered as feedback for the way they have gained knowledge while still observing the music being listened to. Observing the music and expressing verbally in specific terms what is understood is part of the listening learning activity;

5. replaying the listening to confirm what was discussed or to follow the piece more closely, fixation;

Teacher specifies new tasks or resumes an unfinished task; may require memorization of some;

The teacher may ask for the memorization of motives, themes or initiate a free listening in order to reinforce the knowledge already acquired through discovery (by directly associating the comments with the musical phenomenon under analysis);

Pupils listen, memorize, compare, associate, and consolidate the reception of music.

5. knowledge fixation / evaluation

The teacher asks for communication and comments on observations, coordinates discussions and may ask for the intonation of motifs, themes, memorized during the course;

The pupils present their observations, comment on them, intonate the fragments they have learned and draw conclusions.

Differences for hybrid version

Differences are minimal. Pupils listen and interact physically with the teacher and work in small groups in class.

Examples

Situation 1-50 minutes

Methodology. Without communicating any details regarding titles, number of pieces or character, five pieces will be heard consecutively, each in its entirety, one original and four reworkings. The order of the pieces is not random!

Audition REQUIREMENTS: Listen carefully to the following pieces of music. Comment, in writing, on the music heard.

AUDITION:

1. Aria from J.S. Bach's Suite No.3 in D major, original score
2. Performance - Varnus Xaver
3. Prelude for trumpet
4. Processing - Jacques Loussier
5. Processing - Bobby Mc Ferrin.

During the audition learners independently observe, formulate in writing various ideas about the musical material listened to.

AFTER LISTENING, the relationship between the pieces heard, their titles, the musical categories to which they belong, data about the performers, the performance apparatus, the authenticity or inauthenticity of the works, the processing methods, value or kitsch, etc. is established through discussion.

Situation 2 - 50 minutes

Methodology. The title of the work to be studied next is given: Aria from J.S. Bach's Suite No. 3 in D major, the original score on which the various works heard are based. Three teams are formed. Each will work independently for 20 minutes:

- Team 1 will study the term aria using dictionaries from various languages in the library and will note down several meanings, definitions;

- Team 2 will work with computers, searching the internet for information about the work to be auditioned, Aria from J.S. Bach's Suite No. 3 in D major.

- Team 3 will draw up a list of arias, various works from the musical literature known to the learners; they will look for criteria for classification.

After the time is up, each team will present the results of their research, analyse and characterize the examples from the list of team 3; the teacher will coordinate the discussions, make additions, and specify the essential points to be noted on flipchart paper and in notebooks.

References:

Timariu, M.A., Applied musical didactics- Suport de curs, Cluj Napoca: Publishing House of the Music Academy Gh. Dima, 2013

3. 1. 5. Musical question - Musical answer

Description

By playing, pupils improve their knowledge, feelings, character, aesthetic taste, sense of order, spirit of solidarity, sociability, attention, observation, imagination, specific musical skills are developed. Several types of activities involving music are used in school practice. Musical question and answer is a musical game that belongs to the category of games with elements of musical language.

Steps for online version

Familiar songs that clearly have this structure are sung as follows: the teacher sings the question fragment, and the students recognize, update and sing the answer fragment.

It is proposed to create new answers to the same question: the teacher plays a short song in the form of a question and asks a pupil to improvise an answer; the same question is repeated asking for different answers from as many pupils as possible.

Differences for hybrid version

Differences are minimal. The teacher plays a musical question and can interact with several pupils at the same time in the class.

Examples

The teacher can play either an improvised melody that ends in suspense, with a cadence on the dominant, or a familiar melody from the children's repertoire that is in the form of a question-and-answer (the theme of Ludwig van Beethoven's Ninth Symphony)

References:

Timariu, M.A., *Applied musical didactics - Suport de curs*, Cluj Napoca: Publishing House of the Music Academy Gh. Dima, 2013

3. 2. COMMUNICATION METHODS

In the music division in order to be able to better achieve the goals of group work or training via semi-digital formats/online formats. The new communication methods should be tailored to the specific conditions in online settings in accordance with the requirements from the list of criteria from IO 1. On the one hand, they are tailored to the communication between the moderator (trainer) and young people during online training (rehearsal) and / or can also relate to the communication between young people in hybrid online settings. The communication methods to be developed should enable a smooth transfer of knowledge, communication and interaction between participants in group work or training via a semi-digital format. In addition, the methods should contribute to increasing the effectiveness of online or semi-digital training. Ideally, they help to promote the “relationship level” between the participants in particular.

3. 2. 1. Keep the rhythm!

Description

Rhythm is the result of regulated and selective accentuation of sounds in a series. Rhythm represents a divided quality of time, one of the fundamental elements of music, built by the organized sequence of sound duration. Its main factors are: the periodicity of sound (the meter) and the correlation between different durations of sounds. Rhythm is a bearer of musical expression, rhythmic formulas being able to have infinite variety.

Steps for online version

The student must follow the succession of musical notes that appears on the screen and to sing vocally, thus learning a rhythmic exercise. The exercise starts from an easy level and increases in difficulty.

Along with the vocal intonation, the students will also use hand claps, in order to mark each musical note that appears.

Instead of hand clapping, percussion instruments may be used, or voices may be overlapped, in order to make the exercise more complex.

Differences for hybrid version

Differences are minimal. Students physically interact with the teacher and work in small groups in class, making synchronization much easier.

Examples

*The Nutcracker - Dance of the Sugar Plum Fairy - Tchaikovsky -
Lectura rítmica-Play along*

https://www.youtube.com/watch?v=qC3ZlV0ppAc&list=PLcEEFiAaJ4lsPVb_8D-InQt5kzGsar9kN&index=2&t=1sRhythm


Reading Videos - YouTube

<https://www.youtube.com/playlist?list=PLzPP1Evz0WkRAkDUUT-KvVs1CbRbgtdyu>

Rhythm Practice with Quarter Notes and Eighth Notes - 80 bpm

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

Musicograma Rítmico  // Letkiss - Hugo Strasser //

Instrumentos de Percusión  // Nita F.

<https://www.youtube.com/watch?v=DVW7dc->

[yxns&list=PLDiko5CsaUGxxgEOkWvg4zwLompsc1qPh&index=9](#)

[Radetzky March - Percussion](#)
https://www.youtube.com/watch?v=IrgXAIAWplg&list=PLcEEFiAaJ4lsPVb_8D-InQt5kzGsar9kN&index=17

References:

Timariu, M.A., *Applied musical didactics- Course support*, Cluj Napoca: Publishing House of the Music Academy Gh. Dima, 2013

https://www.youtube.com/watch?v=qC3ZlV0ppAc&list=PLcEEFiAaJ4lsPVb_8D-InQt5kzGsar9kN&index=2&t=1s

<https://www.youtube.com/playlist?list=PLzPP1Evz0WkRAkDUUT-KvVs1CbRbgtdyu>

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

<https://www.youtube.com/watch?v=DVW7dc-yxns&list=PLDiko5CsaUGxxgEOkWvg4zwLompsc1qPh&index=9>

https://www.youtube.com/watch?v=IrgXAIAWplg&list=PLcEEFiAaJ4lsPVb_8D-InQt5kzGsar9kN&index=17

3. 2. 2. Canon

Description

One of the ways for children to socialize is singing together. The educator's role looks toward developing those skills that allow the children's access to interpretation, a higher expression through music and expressive communication in society. Because singing in multiple voices at once is difficult from the very beginning, school repertoire includes easy songs that can be learnt at once. Not all such songs are suitable for canon singing.

Usually, the fitted songs are recognised by the composer's notes in the score.

As creation, canon is in fact a musical game with rules. Thus, singing in canon is a valued practice among young people, with great efficiency in developing polyphonic hearing and ensemble discipline. By learning just one melody, the students can almost immediately sing as a multivocal ensemble, which leads to the emulation feeling that motivates learning, produces satisfaction, aesthetics and educational fulfillment.

Steps for online version

- Learning the song and text (by ear or sheet music).
- Recording with phone (or any recording device) the melody.
- Starting the recording and singing in canon on two voices.

Differences for hybrid version

- Learning the song and the text (by ear)
- choosing the groups that will play the roles in the song. The roles in the song are played alternatively, consolidating the musical notions
- Canon singing, the class being divided in 2 or 3 groups. Consolidation by singing the canon in different tempos.

Examples

Row Row Row Your Boat - Canon (Round) Singing

References:

Timariu, M.A., *Applied musical didactics- Course support*, Cluj Napoca: Publishing House of the Music Academy Gh. Dima, 2013

Timariu, M.A., *Song in the canon, anthology and teaching methodology*, Cluj-Napoca: Arpeggione Publishing, 2006

<https://www.youtube.com/watch?v=vJM2w1JgKws>

3. 2. 3 Living piano

Description

The method is carried out with the help of 8 students. Each will play only one note of the C major scale. The teacher will gesture the order in which the students should intonate the notes. To begin with, the rising and falling scale is intoned, then known short motives are played, following the correct intonation, until the pupils become sure of their sound and play it clearly whenever asked.

The playful nature of the method will stimulate musical hearing, attention, perseverance, giving real satisfaction.

You can start with one voice and over time, after the students have learned the method, you can add more voices or introduce sounds with alterations.

Steps for online version:

-the teacher assigns 8 participants and assigns each one of the notes of the C Major scale

-the teacher does a tuning exercise indicating the note to be played

-the teacher shows the musical example on YouTube, without sound, and the students have to play each one in turn as indicated.

Differences for hybrid version

Differences are minimal. Pupils in class can ensure much better fluency in singing the musical examples.

Examples

Blue Danube - DoReMi 1

<https://www.youtube.com/watch?v=fzrojZVfIM&list=PL2mHraZxofly3srmFjW49XW6Uj5zWAb5a&index=3>

<https://www.youtube.com/watch?v=r0nwjMhRLT4&list=PL2mHraZxofly3srmFjW49XW6Uj5zWAb5a&index=4>

References:

Timariu, M.A., Applied musical didactics- Suport de curs, Cluj Napoca: Publishing House of the Music Academy Gh. Dima, 2013

3. 2. 4. Improvisation

Description

The method implies stimulating the musical creativity by provoking musical improvisation with a sound group

The teacher indicates a sound that marks the beginning and another one that marks the end and the duration number. Each student will compose in writing and the on the platform <https://musiclab.chromeexperiments.com/Song-Maker/>

The creations will then be sung individually, the exercise aims to develop harmonic and polyphonic hearing

Steps for online version:

-the teacher exemplifies an improvisation based on a familiar melody.

-students improvise individually following the teacher's model

Differences for hybrid version

Students can improvise on 2 or more voices.

Examples

Starting from the melody Frere Jaques...

IMPROVISATION - "FRERE JACQUES"

Frere Jacques a cappella

References:

Timariu, M.A., *Applied musical didactics - Suport de curs*, Cluj-Napoca: Publishing House of the Music Academy Gh. Dima, 2013

3. 2. 5. Musical game

Description

Musical game, as teaching method has an important role, as it is a profound human manifestation that fulfills the natural wish of free speaking and satisfies the need for activity, with the purpose of fun, pleasure, communication, collaboration. The game is a complex structure and deeply humane which has at least four essential traits: agreeable, unpredictable, problematic, strategical.

The game implies intellectual activities, physical ones and also stimulates different thinking patterns: logical, combinatorial, problem solving, algorithmic, inductive, analogic, linguistic, musical. The game implies an ensemble of operations that, along with joy follow precise technical, intellectual, moral and physical objectives for the students. The game places the student in the middle of the action with objects, notions and musical elements.

By playing, abilities such as self-knowledge, feelings, character, taste, aesthetics - form.

Steps for online version

- Before starting any game, students must choose their difficulty level.
- To read the notes, the student must press the piano key corresponding to the note that appears on the slide before it crosses the red line.
- The notes will appear faster and faster.
- In the musical intervals recognition game, the student has to listen to the musical interval.
- Then he has to drag the ball that appears in the middle of the screen next to the interval played.
- In the third game, the student has to listen to a melodic fragment and play it back.
- The fragment starts with one note and then adds one note each.

Differences for hybrid version

Differences are minimal. Students physically interact with the teacher and work in small groups in class, making synchronisation much easier.

Examples

We suggest three online games that are easy to access, which students can play and then confront their results.

Reading notes

<https://www.sessiontown.com/en/music-games-apps/game-learn-how-to-read-music>

Musical intervals

<https://www.sessiontown.com/en/music-games-apps/online-ear-training-ascending-intervals>

Musical memory

<https://www.sessiontown.com/en/music-games-apps/music-memory-game-ear-training>

References

- Munteanu, G.V., *Romanian pedagogical concepts in music. Liviu Comes - Dan Vociulescu*, Cluj-Napoca: Ecou Transilvan Publishing House, 2013
- Timariu, M.A., *Applied musical didactics- Course support*, Cluj Napoca: Publishing House of the Music Academy Gh. Dima, 2013

3. 3. TOOLS

3. 3. 1. Google Meet

A video communication service developed by Google. Compatible with Android, iOS, World Wide Web. Can be accessed directly from google account on PC, laptop, or mobile phone application.

Free access: max 100 guests, max 60 minutes for more than 1-1 conversation (which is unlimited free), possibility to share the screen, chat window, access to the collaborative virtual board (jam board), you can change the background and the mode in which the user sees the other participants.

For the paid version there are many improvements: the possibility to record both the meeting and the chat channel, you can raise your hand to announce the desire to participate, intelligent noise cancellation (the background noise of the presenter is much attenuated), you can use breakout rooms (working groups to which the organizer has access while participants have access only to members of their working group), the opportunity to organize opinion polls and see the results, Q&A / presenter and students can ask questions; they will be marked as soon as a response is received (only the institutional version), returns the list of participants with time log (only the institutional version), allows live streaming for up to 100,000 participants (institutional version only)

Positive aspects:

- can be created directly from google account or via calendar
- the meeting code can be sent to the participants

- user friendly; all buttons are placed at the bottom of the screen and clearly marked
- the possibility to suppress background noise
- It has many extensions, which are very easy to install.
- Uses conventional signs, which makes it quite accessible.
- You can have activities with up to 100 people, which seems very much to me.
- Grid view extension allows you to see up to 49 people simultaneously
- Attendees & Breakout Rooms extension - makes us present without wasting time and we can create working groups.
- I found out but I still haven't proven that there is an extension that allows up to 200 participants.

Negative aspects:

- poor transmission fidelity. This means that it is not possible to sing at the same time, not even 2 people or in small groups, much less with an entire class.
- If a material is projected, (e.g. rhythmic exercise) sharing the whole screen, the participants cannot be seen at the same time, you cannot observe the execution (tact of the measure); if you only share one window, then each if when you switch from one material to another, you have to stop Share and share another material; if you only want a chrome tab, although it is recommended for media materials, they are broadcast jerky;
- The Grid function cannot display more than 49 participants.

Steps for online version

To access the platform, the student needs a Google Mail (Gmail) account. If using the phone, the student needs to install the Google Meet app.

The host creates the login link, which can be created directly from google account or via calendar.

The student then logs into the account and accesses the link.

In this activity the students can play or intervene individually, thanks to the internet transmission.

Differences for hybrid version

For the hybrid version, a video projector and a sound system (loudspeaker) are needed so that those in the classroom can see and hear those at home, and the laptop or camera and microphone that are connected to the classroom computer should face the classroom so that the activity of those present can be observed.

The benefit of the hybrid version is that those in the class can synchronise with each other.

Examples

All methods of access and communication can be applied through this platform.

References:

<https://apps.google.com/intl/en/meet/pricing/>

3. 3. 2. Microsoft Teams

Description

It is a communication platform that offers video telephony and online. Can organize the meeting and change the look: amphitheater, round table and so on. The organizer can allow participants to share the screen, chat channel/during video conference or separately, allows document transfer, accessing links in real time, meeting can be saved in the cloud, participants can raise their hand, surveys can be done, allows the sharing of the screen by the organizer or other participants - with the consent of the organizer, collaborative worksheet, collaborative notes, almost unlimited time for meetings. Can host up to 300 participants.

Positive aspects:

- you have the control of those who have read or not a chat message;
- we keep the chat from one conversation to another;
- keep the whiteboard from the last intervention;
- if we add new conversation, you have three options to access chat history: give access to the whole history, give access just to the chat from the last three days and we indicate the number of days from which you want to have access to, you don't give access to the previous chat;
- the possibility to search in chats according to words etc.;
- different communication facilities with team members - you can see who is active, who is in another meeting, etc.;
- the organizer of the meeting can make the presentation of someone at a given time to be what others see - the focus function/this function can also be used by the other participants to the meeting;
- access to the meeting notes for all participants, even after the end of the meeting;
- possible subtitles in many languages;
- creating working groups;
- facilities for sharing documents in ppt or word etc.

Negative aspects:

- has a more complicated way of forming the class and connecting with students.
- it works a bit better as high-fidelity for singing, but it's still not real-time and you can't achieve synchronization in singing.
- is part of the Microsoft 365 package which is a paid package.

Steps for online version

A Microsoft Teams account should be created by each participant by providing an email address and a password. When the organizer wants to create a meeting, he should open the app and go to the calendar icon, after that educator should press on an icon “New Meeting”, indicate the name of the meeting, date and time and insert the email addresses of all participants. Educator can also create a meeting without indicating all the email addresses and get the link. The link can be shared via other platforms, such as Messenger app or email. Educator has more freedom with timing as there is no 45 min limit as with Zoom, but the educator is not encouraged to exceed 1 hour length.

Steps for online version

A Microsoft Teams account should be created by each participant by providing an email address and a password. When the organizer wants to create a meeting, he should open the app and go to the calendar icon, after that educator should press on an icon “New Meeting”, indicate the name of the meeting, date and time and insert the email addresses of all participants. Educator can also create a meeting without indicating all the email

addresses and get the link. The link can be shared via other platforms, such as WhatsApp app or email.

In this activity the students can play or intervene individually, thanks to the internet transmission.

Differences for hybrid version

For the hybrid version, a video projector and a sound system (loudspeaker) are needed so that those in the classroom can see and hear those at home, and the laptop or camera and microphone that are connected to the classroom computer should face the classroom so that the activity of those present can be observed.

The benefit of the hybrid version is that those in the class can synchronise with each other.

Examples

All methods of access and communication can be applied through this platform.

References:

<https://www.microsoft.com/ro-ro/microsoft-teams/group-chat-software>

3. 3. 1. Google Classroom

Description

Google Classroom is a free learning platform developed by Google for educational institutions to facilitate the creation, sharing and marking of assignments.

Google Classroom's main purpose is to facilitate the sharing of materials between teachers and students. Through Google Classroom you can access various applications also supported by the Google platform to make activities as engaging and interactive as possible.

A separate folder is created for each class in the user's Google Drive, containing all the materials attached to the classroom.

Teachers can monitor each student's progress by viewing the document revision history. Also, after giving grades, teachers can return assignments with comments and notes.

Google forms allows very easy assessments, theoretical disciplines related to music, various questionnaires.

Steps for the online version

To access the platform, the student needs a Google account (Gmail). If using a phone, the student needs to install the Google Meet app.

The teacher creates the class, then texts or emails the class enrolment code, or can invite students directly using their email address.

The student logs into their Google account, then enrolls in the class created by the teacher using the code.

This platform is a communication platform only, on which you cannot interact live.

Differences for the hybrid version

Because it is a communication platform, each student is required to access their personal account from a device, even if they are in the same class.

They can also watch on a projector all in the same account.

Examples

All methods of access and communication can be applied through this platform.

References:

<https://classroom.google.com>