ECLN Partner Test Report

CEPS Projectes Social, Spain

Work Package 4

ECLN '6P' Framework

Partner: CEPS Projectes Socials, Barcelona, Spain

Part of the Sub-group*: 2 (Cyprus, Greece, Estonia and Spain)*

Sub-group core-curriculum tested items: *Teamwork, Communication, Creative Process;*

Chosen country core-curriculum tested item: *Self-awareness*

ECLN Training Research Course: *Viral communication for artistic projects*

I.   **PEOPLE + PURPOSE**

a) People: Who will be involved in the activities? What are their roles and relationships?

Audience/participants: established as well as upcoming artists.

Trainers:

Oscar Martinez, cultural manager and community management expert
http://about.me/sarok, @sarok
Specialized in Digital Culture Projects, Innovation, Inclusion, International Projects, Consultancy, Participation, Education

Mario Hinojos, creator of on-line content, audiovisual expert and writer,
http://about.me/mariohinojos
Graduated in Sciences of Communication from the Tec de Monterrey Campus Guadalajara, Mexico; and achieved a Master in Management and Cultural Communication from the University of Barcelona, Spain. Principally orientated to the new formats of creation of contents online; do it your self, re-mixes, writings transmedia, digital storytelling, etc. With special approach in the literary narratives and the cultural journalism, as well as in the audio-visual communication and the productions of low format.

Bea Reguant, grafic designer and gif expert
http://beareguant.es/
Works as a freelance in graphical and web design and also gives workshops in several centers in Barcelona. Her second profession is being a chef and she has been employed at several places, among them the restaurant Alella Marfil.

Jose Abellán, Storyteller, Transmedia Producer and Gamification Designer.
www.ciudaddelasombra.net, @JoseAbellan
Graduated in Audio-visual Communication from the University of Barcelona, master in Gamification and Narratives Transmedia for IEBS (Innovation and Entrepreneurship Business School). Winner of the prize : International Audio-visual Innovation on the Internet in the category of RTVE.es's education.

b) Purpose: What is the purpose of these activities? Why do you want to do them?

Share the experience and techniques and key strategies how to communicate collective or personal artistic projects through simple online (and offline) actions. At the end of the course the participants will be capable of drafting their own communication and dissemination project in order to implement it later, and adapt it to future projects.

II. PLANS + PLACES

  a) **Plans:** What plans have you made? How will you carry out these activities?

A free training course has been organized (6 two hour sessions in April/May 2014) at a Civic Centre in Barcelona, which has a strong community of new and established performance and theatre artists. The course will be framed by an introductory and closing session, discussing the concept of viral communication, possibilities offered by online and social media communication, and collect at the end the thoughts and personal achievements, as well as solve any last doubts. The 4 intermediate sessions will include two theoretical sessions, to stimulate creative ideas and offer options how to structure and organize a communication plan, followed by two practical session about how to make animated gif (easy to share moving images).
The full course outline was as follows:

22/4 **viral communication concept**
What is it and how can we raise awareness of our work?
Learn about each participants and do a round of presentations.
- communication in the XX century
- The 2.0
- Participative conversation
- Ubiquitous communication
- Interaction on the network
- A digital "profile"

29/4 **Techniques remix/remixed**
The remix is present every day. Here we'll use it as a process of cultural creation DIY (do it yourself = do it yourself) transforming it into something else different than their initial purposes with the contents of fragments of images.

06/5 **Concept and practice of Transmedia**
An introduction to Transmedia Storytelling which is the technique of telling a single story or experience across multiple platforms and digital tools.

13/5 **Gifs Animations**
We will see how the gif animation is very recurrent and how it gives us flexibility when it comes to execute an idea. We will practice it in small groups.

20/5 **Execution resources**
in this session we will look at the various free options that give us the devices (mobile and computer) for the realisation of our own project. We will also look at the social aspect that each of the devices can provide us.

27/5 **Guerilla communication**
how can we make an editorial line of our communication and create networks with other projects related to ours, how do we communicate for real?

-What have we learned?
-Editorial line, what we do, who we are, what we say...

-Ways to make yourself seen and be part of the conversation
-the guerrillas, a tactic for a new communication

b) Places: Where will these activities take place? In one place or many places? What are the characteristics of the place(s) or space(s)?

The training took place in the Civic Centre Cotxeres Borrell (http://www.cotxeresborrell.net/), which has training rooms and presentation and computer facilities, as well as established groups of professional and upcoming artists, in order to give wide dissemination to the workshop and ECLN project (before and after the course).

III. PROGRESS + POINTS OF VIEW

a) Progress: How did the project progress? What happened during the activities ? Were there any tangible outcomes? If so what were these?

The course went very well. As expected the course was booked out by the first week, with a waiting list. However, as the course was free, it attracted unemployed people, of whom 3 found a job and had to drop out just before the end of the course.

The tangible outcomes of the sessions is a blog with a collection of reference material, ideas, images, observations: http://comunicacionviral.tumblr.com

b) **Points of View**: What was expressed by whom? What was the impact of these activities on the people contributing to them? What was the impact of these activities on those participating in the activities? What are other impacts were there? How were the activities evaluated?

The participants:
The theoretical sessions were for some too dens, whilst the practical sessions, participants would have liked to have more time to learn. Overall, for future training the practical and theoretical should be more mixed in each session, rather then in following sessions.

Trainers:
They enjoyed the course very much, and made some reflections and comments about its practical applicability to their own work and projects. They attended some of each other's sessions and contributed with questions and comments.

The gif expert Bea Reguant, would have like to have more time to explore Photoshop options with participants, before and after creating their gifs.

The overall aim of the course to provide a taster of different communication tools and strategies for participants to then design their own was achieved according to both participants and trainers.

D. ECLN Core-Curriculum testing strategies that partners can use

i) **Questionnaires:** before/after (see evaluation in annex)

ii) **Video interviews:** photos at different stages. Videos of artists/trainers after the workshops took place.

iii) **Blogging** : done by the trainers/experts, by using material contributed by themselves and the participants http://comunicacionviral.tumblr.com

iv) **4 Open Questions to ask the Artists/trainers**:
   a) *How did you learn*
      - *Teamwork*
      - *Communication*
      - *Creative Process*
      - *self awareness exercises?*

   What strategies have you used to transfer the knowledge/skills/attitudes essential to
   - *Teamwork*
   - *Communication*
   - *Creative Process*
   - *self awareness exercises?*

   b)   (e.g. demonstrate and get learner to imitate, observe learners doing a task and give feedback, discuss learning objectives and tasks, construct an experience for/with learner(s) and facilitate reflection on the experience; set a learning objective and suggest resources and leave learner to get on with support on demand);

   c) *Which of the strategies identified in b) did you use in the ECLN workshop ? Why did you choose these particular strategies rather than others?* (e.g. based on learner profile, numbers involved, context, etc.)

   d) *How effective is the transfer of the knowledge/skills/attitudes essential to T - Teamwork*
      - *Communication*
      - *Creative Process*
      - *self awareness exercises*
      on this occasion? (Record my own perspective +the learner(s) perspective simply e.g. using a traffic lights system :red=not effective; amber=not sure, maybe effective; green= effective);

E. Communications throughout the Testing Phase

Twitter:
- personal twitter of trainers and participants and interaction with the ECLN twitter and project #

FB:
- CEPS Projecetes Socials/Trànsit Projectes FB & twitter to advertise the course (twitter FB)
- updates for ECLN FB

Civic Centre Cotxeres Borrell communication/dissemination of the course:
- printed trimester courses flyer in paper: 4.000 ppl + 58 strategic points in BCN
- E-mailing: 4.500 Civic Centre users x 2 (twice in a month)
- Emailing: 25 artistic companies in residence
- FB (https://www.facebook.com/cccotxeresborrell): 890 followers – posts about the trimester courses
- twitter (https://twitter.com/CCCBorrell) : 496 followers - tweets about the trimester courses

ANNEX 1 - CEPS Projectes Socials
Training questionnaire evaluation report:

PRE-WORKSHOP QUESTIONNAIRE:
The questionnaire with 7 questions has been given to the participants before the workshop in order to evaluate their expectations. The same questionnaire ahs been given to them after the course to see if their opinion had changed.
The evaluation used was: 1 = poor, 2 = unsatisfactory, 3 = fair / satisfactory, 4 = good, 5 = very good/outstanding
11 participants started the course and filled in the questionnaire, on the last day 4 participants attended and filled in the post-course questionnaire.

From the 11 participants, 3 of them (27%) thought it would be a satisfactory workshop to complete elements that are missing in their actual work. 4 of them (36%) thought it would be a good workshop and 4 of them (36%) thought it would be very good.

3 out of 11 attendees (27%) believed that the workshop will strongly improve their skills at work. 4 attendees (36%) believed it will improve in a good way, 3 (27%) said it would be satisfactory to the improvement of their skills and 1 out of 11 (9%) said it would be unsatisfactory.

Speaking about the importance of team working in their actual work, 4 out of 11 attendees (36%) mentioned it is a very important aspect, 4 (36%) said it was important, 2 (18%) said it was necessary and 1 (9%) said it was not necessary.

Concerning the ability of communication, attendees were asked what impact the workshop would have on their actual work. 5 out of 11 (45%) said it would be very good, 3 (27%) said it would be good and 3 (27%) said it would be satisfactory.

When asking how important was the communication in their work, 8 out of 11 attendees (72%) said it was very important, 3 (27%) said it was important.

Asked about how participants believe the content of the workshop will impact on their creative process, 3 out of 11 (27%) believed it will have a strong positive impact, 2 (18%) believed it will have a positive influence, 3 (27%) said it will have a satisfactory impact and 3 (27%) said it will not have an impact on their creative process.

The last question of the pre-workshop questionary was about how important do the attendees rates the continued education in their creative process. 5 out of 11 (45%) said it was very important, 2 (18%) said it was important and 4 (36%)said it was satisfactory.
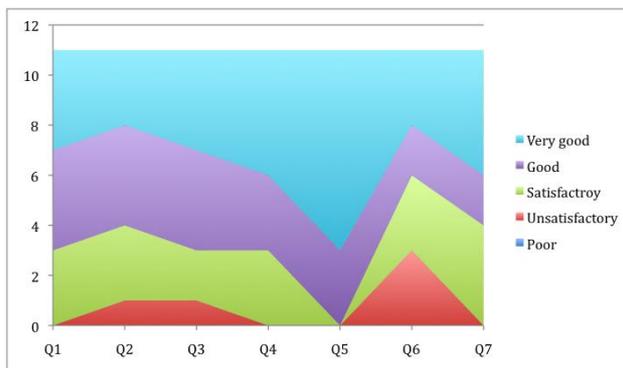
POST-WORKSHOP QUESTIONNAIRE:

4 attendees participated in the post-workshop questionnaire, we are now going to analyze the results.

The first question was about how important the workshop has been to complete elements that were missing in their actual job. 2 out 4 (50%) attendees said it has been very important, 1 (25%) has said it was important and 1 (25%) other has said it was satisfactory.

The second question asked the participants how important has been the workshop in the improvement of their skills in their respective works. 1 out of 4 (25%), mentioned it has not improved his skills, 1 (25%) said it has improved his skills, 1 (25%) said it has improved his skills in a good way and the last one (25%) said it has very well improved his skills.

Concerning the importance of team working in their work, the attendees responded the following answers. 1 out of 4 (25%) said it was very important, 1 (25%) said it was important, 1 (25%) said it was more or less important and the last one (25%) said it was not important.

The attendees were then asked how the content of the workshop has improved their communication skills. 3 out of 4 (75%) of the participants answered that it has well improved their communication skills, 1 out of 4 (25%) said it has only satisfactorily improved his skills.

The fifth question asked to the attendees was about how important is communication in their respective work. 4 out of 4 (100%) answered it was very important.

The next question was aimed at knowing how the workshop has influenced the creative process of the participants. 2 out of 4 (50%) said it has had a very important impact, 1 (25%) said it has reasonably influenced his creative process and one (25%) said it has not influence his creative process.

When participants were asked to rate how they valued the continued education in their creative process. 3 out of 4 (75%) valued very well and 1 (25%) valued well.

The last question asked the participants if the workshop has fulfilled their principals expectations. 2 out of 4 (50%) said it has fully completed their expectations and 2 (50%) said it was satisfactory.
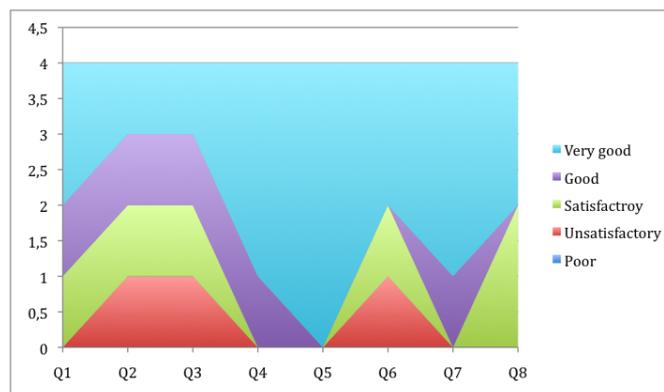
COMPARISON OF THE RESULTS:

We are now going to analyze the results between the pre and after-workshop phases. Let´s see if the workshop fulfilled the expectations of the participants.

First of all, it is important to notice that the participants were satisfied by the fact that the workshop positively impacted on their work skills. It means that it reached the goals that the workshop was aiming at, in fact most of the participants said that it completed skills that they needed at work.

Even better than just completing, most of the participants said that the workshop improved their skills in their respective works.

The importance of team work has been similarly expressed in the pre and after-workshop questionnaire, both results showed that it plays an important role in the works of the participants.

Concerning the communication skills, it plays a major role in the work of the participants. In the post-workshop questionnaire they rated it highly: 75% of the participants mentioned that in terms of communication skills the workshop had a very good impact on their job.

The participants were happily satisfied by the impact of the workshop on their creative process. Asked at first before the workshop, the answers were a bit reserved, on the opposite when asked after the workshop, most participants found it very meaningful.

The same analysis may be applied to the continued education in their creative process. The post-workshop results fulfilled more expectations than it was first believed.

In conclusion we may assume from the results that the participants were satisfied by the workshop and fulfilled their respective expectations, but also raised self awareness of what their needs and creative processes are, and the value of them.

ANNEX 2 – sent by wetransfer:
- photos of the course sessions
- scanned copies of pre- & post-evaluation questionnaires given to participants
- image release forms signed by participants