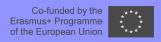# Workshop scenarios for GLAM

## Innovative cultural activities, ready-to-use materials, tips & tricks

# WORKSHOP SCENARIOS FOR GLAM. Innovative cultural activities, ready-to-use materials, tips & tricks

Images and photographs used in the cover: Stainless steel ladder pool, 2017 - Unsplash license/ Etienne Girardet; El Quitasol, 1777, Goya F., Public domain / Wikipedia; Public domain / Other images - Public domain CC-0 +.
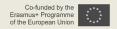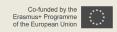
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# 1. INTRODUCTION

This digital publication was designed to support cultural animators and educators who would like to enhance their workshops (offline, online or hybrid), make them more inclusive, and boost creativity, confidence and digital skills among the participants. It provides helpful techniques and methods and gives guidelines on planning and conducting cultural activities:

- ready-to-use workshop scenarios,
- list of free digital tools to use during cultural activities,
- tips, tricks and recommendations.

You will find a diversity of the approaches and tools to use in cultural education and you are welcome to change them according to your audience needs and expectations .

In every scenario you will find hints on timing, list of needed materials, step-by-step guidelines and tips on how to conduct it. At the end of each workshop scenario, there are handouts to use for preparation and some useful links to check if you wish to expand your knowledge.

At the end of this publication you will find an up-to-date interactive list of 25 free digital tools with applied examples of how to use them in a cultural education context. The list was designed based on recommendations from the research done within the Mobile Culture project, considering the following criteria:

- usability,
- safety,
- free of charge,
- suitability for cultural education.

## CONTEXT

During the pandemic GLAM sector went under rapid digital transformation. Smaller and bigger institutions were forced to quickly introduce digital tools for communication with their audiences but also to create engaging cultural offerings. Now there is no way back - GLAM is expected to offer more complex and engaging cultural experiences, New technologies and digital tools can make cultural offerings not only more interesting but also more inclusive - they can open its doors to people with different backgrounds and abilities, reduce barriers both within the understanding and limited mobility.

Second, with a variety of tools cultural activities can become more economical yet qualitative.  There is a wide range of different digital tools absolutely free-to-use.

Third, using digital tools boosts creativity, self confidence and encourages experimentation and innovation among the participants.Also, by creating offerings with new technologies, the GLAM sector can attract new audiences. Additionally, embracing the latest trends in cultural engagement such as co-creation, participatory methods, and storytelling can enhance cultural activities themselves but also participant engagement and interaction.

## ABOUT MOBILE CULTURE PROJECT

This digital publication on cultural activities was created within the Mobile Culture project, financed in the framework of the Erasmus+ programme.

The project is aimed at educators and professionals working in cultural institutions (GLAM - Galleries, Libraries, Archives, and Museums) and non-governmental organisations (NGO) that provide non-formal education to adults, particularly those working with seniors, unemployed, people with disabilities, migrants, refugees, or low-skilled people in regions and communities at risk of digital exclusion.

**The partnership is made by 3 NGOs/organisations**:

- Culture Shock Foundation, Poland
- ClicTic, Spain
- Roes Cooperativa, Greece
- Escape4Change SIaVS srl, Italy

The project aims to strengthen European cultural institutions and NGOs by providing their educators with knowledge and tools to use innovative technology and develop the needed digital competencies. As a result of the Covid-19 pandemic crisis, these competencies have become more needed in today's world and cultural environment, where innovative technologies can enable people to express themselves and boost their creativity while elevating their digital skills. Everyone may reuse digitised art collections, produce brief videos, remix images and artwork, access historical landmarks in augmented reality, record podcasts, and more with the use of easy and accessible digital tools and learning-by-doing methodology.

# 2. CULTURAL ACTIVITIES WORKSHOP SCENARIOS

## 2.1. AI storytelling – building extraordinary stories

🕐 **90 min**

**COMPLEXITY:** ★ ★ ★ ☆ ☆

**SCENARIO OVERVIEW:** This workshop is about co-creating extraordinary stories and testing storytelling methods. Participants will enhance their creative writing skills and boost creativity by experimenting with AI tools to build on what they created. First, participants learn how to structure an engaging story, and how they can use this knowledge for their own purposes such as self-presentation. Second, they dive into the co-creation process while making a story, based on popular Pixar narrative structure and randomly generated words. The last step will be sharing the story with others, which strengthens participants' communication skills.

**TARGET GROUPS:** Youth 18-25 (basic version of the scenario is applicable for mixed and multigenerational groups or people with hearing impairments or other disabilities)
**NUMBER OF PARTICIPANTS:** 16 max (ideally 12)
**METHODS:** Ice-breaker, group dynamics, creative writing, creative storytelling
**MATERIALS NEEDED:** 1 computer and projector, internet connection, pencils, A4 or preferably A3 sheets of paper, participants' smartphones (1 per team of 4 is enough), shared online or printed handouts available below the scenario (1 for each team of 4)
**DIGITAL TOOLS:**
- RandomWordGenerator (available in few languages, works with Google Translator, no registration, very easy to use)
- Laptop, computer, tablet or smartphone (at least 1/per 4 participants)

**Optional**
- Padlet (empty board for writing/ recording the stories or drawing - while prepared by educator, participants can edit it without registration)
- Toolbaz.com AI story generator (no registration)
- Craiyon.com AI pictures generator (no registration) or Pixabay (to illustrate the story with CC resources)
- Zoom or similar platform (if workshop is conducted online)

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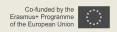| Action & Timing | Method & Tips for Educator |
|---|---|
| Ice-breaker: <u>Group Map</u><br><br>[⏱ 5 min] | Educator begins: by introducing oneself and explaining the goals of the workshop. Educator asks participants to write their name on the map, on a place where they come from or live right now;  A) on a virtual map (e.g. prepared on Padlet) or B) on a flipchart paper sheet with the contour of the map.<br><br>*Educator needs to prepare the map earlier.* |
| Presentation: Participants get to know what is storytelling & how they can use it<br>[⏱: 10 min] | Educator shows a presentation about storytelling in Google Slides or similar program (based on additional materials below)<br><br>*Educator needs to prepare a presentation earlier by copying/pasting the information available below.* |
| Group preparation: forming  groups  of  4 or 5<br>[⏱: 5 min] | Splitting participants into groups of 4 or 5.<br><br>*Educator can use creative techniques for group forming, e.g. hot seats.* |
| Task allocation<br>[⏱: 5 min] | Each group will use their creativity and create a short story based on randomly generated words and Pixar story structure available in materials below.[1] |
| Teamwork: setting the scene<br><br>[⏱: 15 min] | Using the <u>RandomWordGenerator</u>  tool, participants generate three random keywords to include them into their story.<br>*Educators make sure everyone knows the meaning of the words.*<br><br>Now groups choose the hero, place and time for their story using the template available below.<br>*Educator should print the template before  or share it online with a group. e.g. on Google Doc or Padlet.* |
| Teamwork: story co-creation<br><br>[⏱: 20 min] | Groups write the story based on the generated keywords and the Pixar story structure (a few short sentences). They can do it on paper or on their smartphones using Google Docs or any notepad tool.<br><br>*Below is a Pixar story structure handout. The educator can print it or share it with the group online. If there's extra time (about 15 minutes), participants can enter three random words into Toolbaz.com's AI to generate a story using the Pixar structure. Then, they can compare the AI's story to their own.``* |
| Sharing the co-creation result<br><br>[⏱: 15 min] | Each group shares the story with others by saying it out loud.<br><br>*Option (+15 minutes): Participants can record the story directly on a shared Padlet board and share it this way with the group. They can also add illustrations to the Padlet board from Pixabay (public domain resources) or create one from scratch themselves by drawing in Padlet or create it with Craiyon AI tool by prompting.* |
| Evaluation<br>[⏱: 10 min] | Educator encourages  participants to share their experience with storytelling methods, co-creating, AI or digital tools they used. |

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[1] The Pixar Storytelling Formula: What You Need To Know - filmlifestyle.com/pixar-storytelling-formula

## ADDITIONAL MATERIALS

### Information about storytelling

**What is storytelling?**

- Sharing a narrative (story) with an audience through words, images, or other media
- A powerful tool for conveying information and evoking emotions
- Used in many different contexts, from entertainment and education to marketing and advocacy

**How and where can it be used/useful:**

- In social media, storytelling can be used to create compelling content that connects with audiences on emotional level
- In the movies industry, storytelling can be used to transport audiences to new worlds and immerse them in new experiences
- In games, storytelling can be used to create unique atmosphere, enhance gaming experience and encourage players to build connections with characters and explore the game
- In culture and education storytelling engages audiences, creates connections, and fosters a deeper understanding of history, culture, and society
- In museum or galleries (e.g. participants have to create a story about certain exposition or a piece of art)

**Most Effective and Popular Storytelling Structures:**

- Three-Act Structure: Sets up the story and characters in Act 1, builds conflict and tension in Act 2, and resolves the story in Act 3.
- Hero's Journey: Follows the protagonist on a journey or quest, where they face challenges and ultimately achieve a goal or learn a lesson.
- The Pixar storytelling template we will be working with today is based on these two storytelling structures.

**Other Storytelling Structures**

- *In Medias Res* (latin: "in the midst of things."): Begins the story in the middle of the action to grab the audience's attention and maintain engagement.
- Circular Narrative: Ends the story where it began to create a sense of closure and completeness.
- Nonlinear Narrative: Tells the story out of order, using techniques like flashbacks and dream sequences to create complexity and intrigue.

**Considerations:**

- The most effective structure depends on the story being told and the audience being targeted.
- Different structures may work better for different genres, mediums, and audiences.
- Experimentation is important to find the structure that works best for each individual story.

About Pixar story structure: Pixar's story structure is a universal and easy formula for creating compelling stories that resonate with audiences. It includes six key elements: world and character introduction, a call to action, obstacles and conflict, a dark moment, resolution, and concl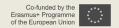usion. It is widely used in Hollywood to create compelling narratives for various audiences (e.g., it was used in productions like action-adventure film Raiders of the Lost Ark, the science fiction thriller Blade Runner, and the crime drama Breaking Bad). To efficiently use Pixar story structure use templates below.

## ✂ HERO, SET AND CONFLICT TEMPLATE
## Create basis for your story

**1** **Step 1:** *Think about the hero(s)*

Who he/she/they are? What is his/her/their background?

The main hero(s) of the story is/are _____ who is/are _____. His/her/their age is _____ and name is _____.

*Note: also some object (e.g. pen, table) or idea (freedom, love) can become the hero of the story.*

**2** **Step 2:** *Set the scene*

Where does your story take place? When? What is the atmosphere of this place?

The story is set in _____ during _____ .

*Note: the place can be understood more metaphorically, like: dream, ancient world,  etc. "When" can also be set in various ways: in dark ages or in the future, or in one second.*

**3** **Step 3:** *Think about obstacles/conflict, that will be the canva of your story.*

What can happen in the story? What will the hero (s) encounter? Who can he/she/they meet?

The hero(s) _____ .

✂ **STORY TEMPLATE**

**Create a story using following structure:**

1. Once upon a time

   _____

   _____

   _____.

2. Every day _____

   _____.

3. But one day

   _____

   _____.

   Because of that

   _____

   and because of that

   _____

   because of that

   _____

   until finally _____

   _____.

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## 2.2. Art Trivia

🕐 **90 min**

**COMPLEXITY:** ★ ★ ★ ★ ☆

**SCENARIO OVERVIEW:** In this engaging and inclusive art workshop, we bring together a diverse group of participants, including art enthusiasts, students of art, and professionals of GLAM institutions, while ensuring accessibility for people with hearing impairments, seniors, and those with disabilities. The workshop revolves around co-creating trivia games with Kahoot exploring art from various cultures and time periods, utilising digital tools like Kahoot and fostering collaborative brainstorming. The session culminates with game testing, discussions, and reflections, leaving participants with a deeper appreciation of art's diverse facets and a memorable hands-on experience in the world of creativity and inclusivity.

**TARGET GROUPS:** Art enthusiasts, students of art, professionals of the GLAM institutions, migrants (when simplified the scenario can be use with seniors and people with disabilities)
**NUMBER OF PARTICIPANTS:** 12-16
**METHODS:** Ice-breaker, group dynamics, writing, gamification
**MATERIALS NEEDED:** Computers or devices with internet access, images of various works of art from different cultures and time periods[2], writing materials for brainstorming questions and answers (optional).
**DIGITAL TOOLS USED:**  Trivia game platform (such as Kahoot, Quizlet, or Quizizz)
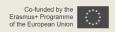Google Drive or any other cloud storage platform.

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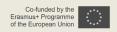[2] You can use our Wikimedia Commons Bundle shared in Google Drive folder

| Action & Timing | Method & Tips for Educator |
|---|---|
| Introduction: Self-introduction and presentation of the workshop [⏱: 5 min] | Educator begins by introducing oneself and explaining the goals of the workshop; emphasises that this workshop aims to increase knowledge and understanding of art from different cultures and time periods; explains that participants will create a trivia game that explores various works of art.<br><br>*Prepare a clear and concise introduction that outlines the workshop's goals and the schedule for the day. Make sure participants understand the importance of the activity and the broader context of art from different cultures and time periods.* |
| Group Formation: splitting participants into groups of 4 [⏱ 5 min] | Participants stand in a circle and throw a ball or object to each other, while calling out the name of the person they're throwing it to. After everyone has had a turn, the facilitator can ask participants to form small groups with the people to whom they threw the ball.<br><br>*The educator ensures that participants are evenly split in groups, considering their prior knowledge or interest in art if possible.* |
| Group dynamic: playing the trivia game [⏱: 10 min] | Educator starts the prepared trivia game in Kahoot. Have the participants play, in order for them to get accustomed to the playing format.<br><br>*Ensure you have all the necessary materials ready, including the trivia game platform, images or videos of works of art, and any physical items like the ball for the icebreaker activity.*<br><br>*Have your sample trivia game ready to play. Make sure it covers a range of art from different cultures and time periods.* |
| Group work: brainstorming [⏱: 5 min] | Participants work in groups of 3 or 4 to brainstorm questions and answers related to the images of various works of art that you have provided. Educator encourages everyone to be creative and think of interesting and engaging questions for the Kahoot trivia game. Preferably, each participant should write down one question and its answers.<br><br>*Encourage active participation during the brainstorming session. You can provide prompts or suggestions to kick-start their creativity.* |
| Co-creation: participants work on their own trivia game [⏱: 25 min] | Once participants have brainstormed their questions and answers, they log in to the quiz platform of their choice and create their own game. Educator walks them through the process of creating a new trivia game and adding their questions and answers.<br><br>*Ensure participants are comfortable with the trivia game platform. Walk them through the process step by step, and address any questions or issues that arise.* |

| | |
|---|---|
| | *Encourage participants to add images or videos to their questions and answers to make the game more engaging.* |
| Piloting: testing the games [⏱: 20 min] | Participants test their trivia game to make sure that it works correctly and that the questions and answers are clear and accurate. After each game, groups discuss different works of art that were explored in the game.<br><br>*Emphasise the importance of accuracy and clarity in the questions and answers. Encourage participants to fact-check and proofread their content.*<br><br>*Participants can test it between the groups if the number of people is too big.*<br><br>*Kahoot games can be saved and made public, so people can access them in the future.* |
| Evaluation [⏱: 10 min] | End the workshop by reflecting on what was learned and what could be improved in future workshops. Thank participants for their time and effort, and encourage them to continue learning about art from different cultures and time periods.<br><br>*Give participants the opportunity to reflect on what they learned during the workshop. Encourage them to share their takeaways and any suggestions for improvement.*<br><br>*Thank participants for their active involvement and contributions. Recognize the effort put into creating the trivia games and exploring art from different cultures and time periods.*<br><br>*Suggest further resources or activities for participants to continue their art exploration journey beyond the workshop.* |

## ADDITIONAL MATERIALS

### TUTORIAL: How to create quiz in Kahoot

1. Sign up for a free Kahoot [3]account on the website or mobile app
2. Click on the "Create" button to start a new quiz. Choose a title and a description for a quiz and select the appropriate category or topic
3. Add questions to the quiz and provide answer choices for each question. Select the correct answer for each question and add any images or videos that will enhance the quiz experience
4. Include a time limit for each question and customise the look of the quiz by choosing a theme, color scheme, and background image
5. Once the quiz is ready, click "Save and Continue" to proceed to the next step

### TUTORIAL: How to create trivia game in Kahoot

*This tutorial provides a basic overview of creating a Kahoot trivia game for the cultural workshop. You can expand on this by adding more questions and customizing the game settings to suit your workshop's needs.*

**1** **Step 1:** Log in to Kahoot. Go to the Kahoot website (kahoot.com) and log in to your Kahoot account. If you don't have one, you can sign up for free.

**2** **Step 2:** Create a New Kahoot[4]. Click on the "Create" button to start a new Kahoot quiz.

**3** **Step 3:** Add a Title and Description. Give your Kahoot a title that reflects the theme of the workshop, such as "Art from Different Cultures and Time Periods." Add a brief description if desired.

**4** **Step 4:** Add Questions. Let's add some art-related questions to your Kahoot. Here are three example questions:

**Question 1:**
- Question: "Who painted the Mona Lisa?"
- Answer Options:
  - A. Leonardo da Vinci
  - B. Vincent van Gogh
  - C. Pablo Picasso
  - D. Michelangelo
- Correct Answer: A. Leonardo da Vinci

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[3] Kahoot.it - official website

[4] Video walkthrough for teachers on Kahoot!

**Question 2:**
- Question: "Which ancient civilization is famous for the creation of the Terracotta Army?"
- Answer Options:
  - A. Ancient Egypt
  - B. Ancient Greece
  - C. Ancient China
  - D. Ancient Rome
- Correct Answer: C. Ancient China

**Question 3:**
- Question: "Who is known for his 'Starry Night' painting?"
- Answer Options:
  - A. Leonardo da Vinci
  - B. Vincent van Gogh
  - C. Pablo Picasso
  - D. Salvador Dali
- Correct Answer: B. Vincent van Gogh

**5** *Step 5:* Add Media (Optional). To make your Kahoot more engaging, you can add images or videos related to each question. For example, you can include an image of the Mona Lisa for Question 1.

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## 2.3. Creative Problem-solving through art

◔ **60 min**

**COMPLEXITY:** ★ ★ ★ ☆ ☆

**SCENARIO OVERVIEW:** In this creative workshop, participants explore and interpret "problems'' depicted in art pieces, such as societal issues or emotional themes. Each participant selects an artwork that resonates with them and identifies an underlying issue it represents. They then use digital tools to create a new artwork that visually addresses or solves the identified problem through collage or photo editing. This process fosters creative problem-solving skills and encourages participants to engage deeply with art while collaboratively exploring solutions.

**TARGET GROUPS:** 18-60 y.o., (in simplified version applicable for mixed and multigenerational groups, seniors, migrants, people with hearing impairments)

**NUMBER OF PARTICIPANTS:** 16 max (ideally 12)
**METHODS:** Visualisation, photo editing
**MATERIALS NEEDED:** Pens, markers, A4 paper for everyone, smartphones or laptops, wi-fi connection
**DIGITAL TOOLS USED:**

- Google Drive or any other cloud storage platform
- Padlet, Jamboard or Mural (empty board that educator prepares in advance)
- FreeCollageMaker (no registration needed) or Canva (registration needed)
- Zoom or similar platform (if workshop is conducted online)

| Action & Timing | Method & Tips for Educator |
|---|---|
| Ice-breaker: Participants getting into creative mood [◔ 10 min] | Offline: participants receive pens, pencils and markers and a sheet of paper per person; half of the group stands in a back-to-back circle holding the paper, while another half paints portraits of those who hold the papers. One by one, very quickly - around 10 sec per each - they draw one part of the portrait (f.e. head, eyes or nose) and pass the paper to the person on the right.  When one circle is ready, participants swap places - and, now, the painters are in the middle getting ready to receive their portraits too.<br><br>*Educator takes care that everyone has a portrait and everyone participates in the painting process. If a portrait is already done - there is always a good idea to add something like a heart of a flower.*<br>*Educator holds the timer and claps or rings the bell when 10 seconds are out.* |

| | |
|---|---|
| Going online: presentation of the activity [⏱: 10 min] | Participants receive a link to the Google folder with Creative Commons License artworks, at least 3 pictures per participant. Participants also receive a link to the whiteboard space.<br><br>*Educator creates the folder and selects pictures in advance; in the sharing options, access is given to everyone with a link.Every picture should represent a certain problem, and the name of the author and title should be included in the name of each file. Examples:*<br><br>   ● *A painting of a polluted landscape might suggest the problem of environmental degradation.*<br>   ● *A portrait with a somber expression might represent the problem of human sorrow or the struggle with mental health issues.*<br>   ● *An abstract piece with clashing colors and shapes might evoke the problem of personal or societal conflict.*<br>   ● *A photograph of an empty street in an urban area might suggest the problem of loneliness in modern society.* |
| Preparation [⏱: 10 min] | Participants check all the pictures, reflect, and select the one they like, or they feel a connection with. Also, they find and define a problem in artwork by examining their own emotional response, thinking about the artist's intent, examining the symbols in the artwork, historical and cultural context (time and place in which the art was created). These contexts can shed light on the issues the artwork might be addressing.<br><br>They choose one artwork and copy it to the whiteboard space.<br><br>*Educator helps participants to allocate the pictures and takes care that all write their names close to their paintings.* |
| Task allocation [⏱: 5 min] | Now participants are asked to use their creativity to make a new piece of art that offers a commentary or solution to an identified problem. For example, they might reimagine the polluted landscape with elements that suggest conservation efforts or depict a hopeful future. Or they could alter the somber portrait to include elements that convey hope or resilience, thereby visually "solving" the problem of sorrow.<br><br>They can do their own drawing or collage from scratch or edit and remix the chosen artwork. |
| Creation of an artwork [⏱: 20 min] | Participants work individually on their artwork using FreeCollageMaker, Canva or piece of paper and some colors or pencils.<br><br>*Educator supports participant if they struggle with online tools.* |
| Sharing the result [⏱: 10 min] | Participants share the results on the same whiteboard they uploaded artworks to previously. If someone wants to explain or reflect on the topic - they are free to do so. |
| Evaluation [⏱: 10 min] | Educator encourages participants to share their experience with the methods applied, process of art creation, and digital tools they used. |

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## 2.4. Melodies & Bits - unleash expression in words and body

🕐 **90 min**

**COMPLEXITY:** ★ ★ ★ ★ ☆

**SCENARIO OVERVIEW:** This workshop aims to help participants to gain practical experience in creative thinking, poetry, music production, and tech apps[5]. It offers a dynamic platform for expressing one's inner world through words, gestures, and movement, integrating technology and creative commons resources. The main idea is that participants remix their unique recordings with other tracks while using online tools. Participants delve into enhancing recordings with Rave.dj, exploring technical aspects. They present their remixes, share experiences, and discuss learning outcomes.

**TARGET GROUPS:** Young adults 18-30, applicable for other mixed and multigenerational groups and for people with vision impairment.
**NUMBER OF PARTICIPANTS:** 12 max (ideally 8)
**METHODS:** Ice-breaker, group dynamics, writing, singing/rapping
**MATERIALS NEEDED:** flipchart block/2 pieces of cardboard; markers, pencils, crayons, preferably A3 sheets of paper, participants' smartphones or 4–5 computers, tablets with internet access headphones (earplugs); speaker and projector; internet connection.

**DIGITAL TOOLS USED:**
- Padlet, Miro, Jamboard or group chat (Messenger, WhatsApp, etc.)
- YouTube
- Rave.dj (no registration needed)
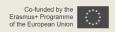- Zoom or a similar platform (if the workshop is conducted online

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[5] Digital teaching world report about the role of new technologies in education.

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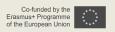| Action & Timing | Method & Tips for Educator |
|---|---|
| Ice-breaker and introduction: [⏱ 10 min] | Educator begins: by introducing oneself and explaining the goals of the workshop.<br>Participants learn each other's names: Participants stand in a circle. One by one, quickly, they say the name of a particular person. If there is a mistake, two people standing beside clap. Person who makes a mistake - creates a rhyme to the educator's word.<br><br>*Examples of words for finding rhyme: city, love, dream, family, loneliness, freedom, justice, end, journey, fear, meaning, success.* |
| Group preparation: Brain warm-up with naming objects not-by-name [⏱: 5 min] | Exercise for flexibility of thinking. All participants stand in a circle. Educator introduced the exercise: "Let's all at once, as quickly as possible point your finger to the object and call it what it is not, take turns, avoid strings of associations. (e.g. a person points at a lamp and says book)"<br><br>*Option (+15 minutes): Introduction: Finding a metaphor - Educator opens the floor presentation for participants to introduce themselves f.e. by saying which instrument/book/color/animal they fill like today.* |
| Teamwork co-creation: Surprising everyday life - exercise for creating unexpected mixtures of words [⏱: 15 min] | Splitting participants into groups of 4. Each group receives two A4 sheets of paper with a blank balloon drawn in the middle and 4–8 rays going off. Everyone writes one word (randomly connected to the activity topic). When participants finish writing the last ray, the educator gives random sheets of paper with prepared words to place in the blank balloon (e.g.: city, love, dream, family, loneliness, freedom, justice, courage, old age, end, journey, fear). Then, the trainer encourages them to split into pairs and create as many surprising verses (sentences) as possible to connect the given word themes with the participants' ray words.<br><br>*Educators can use creative techniques for group making.*<br>*You can also use cultural texts - poetry, pop culture to inspire the lyrics*<br>*The goal of the action is participants integration, intercultural exchange, sharing experiences and getting to know each other.* |
| Individual work [⏱: 5 min] | Based on the previous exercise, each participant individually creates two lines of text. They may or may not rhyme. |
| Recording: 1 bit - 2 lines [⏱: 15 min] | Once they're ready, everybody stands up and forms a circle. The educator plays the bit in the background. Participants say their lines one after the other, and the rest of the group can repeat.<br><br>After one try (or two:), the educator records the group as they perform. |

| | |
|---|---|
| | *While repeating their lines, try to keep the rhythm and dynamics.*<br><br>*Recommended hip hop beats https://www.youtube.com/watch?v=vjWwR5FGj1k*<br>*or https://www.youtube.com/watch?v=0bFJjL-Johw*<br><br>*The recording has to last at least one minute. To ensure that the words are well recorded, the educator approaches the participants one at a time to record them, record it twice if needed.* |
| Group work:<br>Remix & Mash-up<br>[⏱: 15 min] | Participants join groups again (can be different from before). They go to Padlet and put 2-3 favourite songs, can be old school or modern (or songs from their culture or on any other topic).<br><br>Now the task of each group is to create a mash-up - a combination of 2 songs: a just recorded hip hop song and another one of their choice with the help of online application Rave.dj or other similar application[6].<br><br>*It may take several attempts to select the right song to remix for the recorded song.*<br><br>*While waiting for the mash-up to be done, the educator can show the group how to use IA Adobe or Audacity (freeware) with a sample of some song to improve the sound.*<br>*Since Rave.DJ creates mash-ups that last about 30 seconds, we suggest recording two videos, the second of which is recorded from the second half of the group.* |
| Sharing the<br>co-creation result<br>[⏱: 15 min] | Each group shares an excerpt of the remixed songs[7] from a tablet, smartphone or computer and briefly talks about the performer of the second song they choose. Participants, as an overall evaluation, share their feedback and learning outcomes.<br><br>*Participants can upload links directly on a Padlet board and share it this way.* |
| Evaluation<br>[⏱: 10 min] | Educator encourages participants to share their experience and discoveries while staying with one world that comes to participants' mind after this workshop.<br><br>*Educator asks if participants want to create a space to save the songs? They can create a playlist in Spotify (requires registration), create a group or even publish on social media.*<br><br>*It's always a good idea to ask volunteers who can save this playlist and then - to share with others. In this way it can be after-activity communication and part of promotion of the institution (use #,@).* |

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[6] Find more audio mixing tools on Futuretools.

[7] Mobile app for audio-records DJ Mixer Studio

## 2.5. Humans & Robots

🕐 **90 min**

**COMPLEXITY:** ★ ★ ★ ★ ★

**SCENARIO OVERVIEW:** Creative play with AI. This workshop is designed to encourage the participants to use new digital tools based on Artificial Intelligence[8] and to add an energising element to the learning process. It also aims to boost creativity. Educators will simulate a full-drawn image with a specific description and a "fake" location and will compare them to real artworks, as in a game. It is possible to replicate this activity in a range of situations: from group workshops - to smaller events, even while working with staff members.

**TARGET GROUPS:** 15-100 y.o, also people with hearing impairments
**NUMBER OF PARTICIPANTS:** 16 (12 ideally)
**METHODS:** Visualization; platform editing, creation
**MATERIALS NEEDED:** One computer with internet connection for each participant, or one for each group of 4–5 people; computer and projector for the facilitator.

**DIGITAL TOOLS USED:**
- white board tools (e.g. Mentimeter or Padlet)
- ChatGPT or similar
- Leonardo.ai (registration needed) or Craiyon.com (no registration)
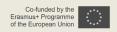
Optional
- Playgroundai
- Google Docs
- DeepL

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[8] What is AI: builtin.com

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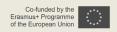| Action & Timing | Method & Tips for Educator |
|---|---|
| Ice-breaker: What does an artist mean? [⏱ 5 min] | Participants take their places around a table or sit on chairs in front of a screen/panel with a projector. They receive an 8-digit code for the Mentimeter site (**screenshot A**) and have to access it via smartphone/pc. There, they can enter words under the question "What does the artist mean?".<br><br>*Educator welcomes the participants and makes sure that everyone has a seat and that they correctly see the image projected on the wall or on the PC. After that, the educator will create via Mentimeter an "enter word" and share it with the participants by projecting it on the PC screen or wall.* |
| Group discussion: brainstorming and defining the ideas [⏱: 10 min] | The participants see the slides (**Slides link**) and are inspired by the exercise to be carried out next.<br><br>At this point, they see a new slide on Mentimeter (**screenshot B**) with the question "What do you feel like drawing today?"<br><br>Here, the participants express ideas and proposals on possible themes for the artwork to be created. There are no right or wrong answers.<br><br>*Educator ensures that each participant has free access to materials*<br><br>*Educator shows the slides to the participants (**Slides link**) to inspire them for the exercise that is about to take place. At this point, the educator places a new slide on the Mentimeter (**Screenshot B**) with the question "What do we want to draw?".*<br>*Educator could decide whether to prepare the link or pictures on the spot or to do so before the meeting.* |
| Task presentation [⏱: 5 min] | Participants see a large padlet projected (**Padlet link**) and receive the link and QR code to view it. In the padlet there are a series of art images and descriptions of them mostly generated by AI: only some are made by humans.<br><br>Participants could take a few minutes to try to guess/understand which images are made by humans and which by robots.<br><br>At the end, the educator says to the participants that there is only one description produced by a person is this Padlet, whose author is unknown.<br><br>*Educators should ensure that all participants view the large Padlet correctly and receive the links and QR codes successfully.*<br>*Give no advice and finish the activity in 10 minutes.*<br><br>*Educators should ensure that all participants have the opportunity to share their impressions, reflections and thoughts.* |

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| | |
|---|---|
| Co-creation: participants work on their own pieces of art, using an AI [⏱: 20 min] | Participants access an AI[9] tool of their choice from the list of tools: Leonardo.ai, Playgroundai, Craiyon.com or Pixray. |
| | They can also experiment by changing tools and entering various descriptions to create the artwork, according to the theme decided at the beginning of the workshop. |
| | Finally, each participant or group chooses their favourite image and saves it on their device. |
| | *Educators share links with participants by displaying them on a shared screen. B Educators ensure that all participants can access the sites and facilitate by encouraging the use of different tools.* |
| | *Try different AIs to check various styles. Can be a join session or even better, a group one.* |
| Individual work: learning to prompt for AI [⏱: 20 min] | Participants see the example of the work on the PC screen or projected on the wall by the educator. They then access the ChatGPT[10] and, guided by the educator's suggestions, generate a credible description of the artwork they have created. |
| | At this stage, they create a complete description of the work, e.g. the name of the author, the motivation for the work, the country of origin, and the date. They can also add anecdotes and stories about the work if there is time.. |
| | *Before the event, the facilitator should select an artwork image to share with the participants. During the session, the facilitator will showcase this artwork and provide a series of guiding questions.* |
| | *Participants will be encouraged to actively interact with the artwork by analysing its fundamental elements and interpreting the emotions or messages it communicates. Following this, they will be prompted to reflect on how they can incorporate the artwork's themes or messages into their own creative projects.* |
| Interviewing: debriefing part [⏱: 30 min] | Participants begin the debriefing part by accessing a questionnaire (screenshot D), before examining each other. At the end, participants see the results of the questionnaire on the screen and discuss each point together.  The scenario ends with a phase of sharing one's impressions. |
| | *Educator save the results as PDF and send it to participants.* |

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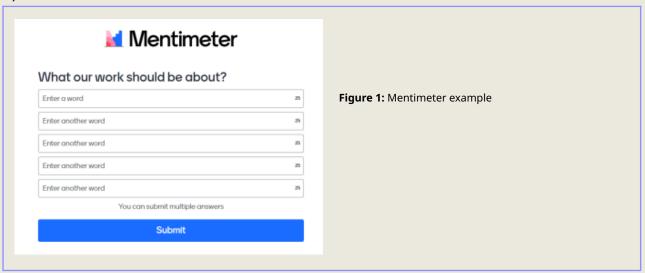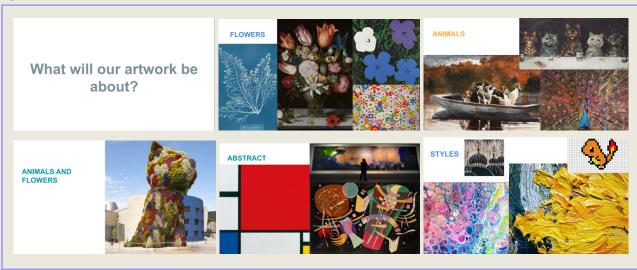[9] Artificial-Intelligence: techtarget.com

[10] OpenaAI usage policy

## ADDITIONAL MATERIALS

**Handouts:**

A)



**Figure 1:** Mentimeter example

B)

C)

**Figure 2:** <u>Padlet with AI and human images examples</u>
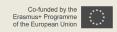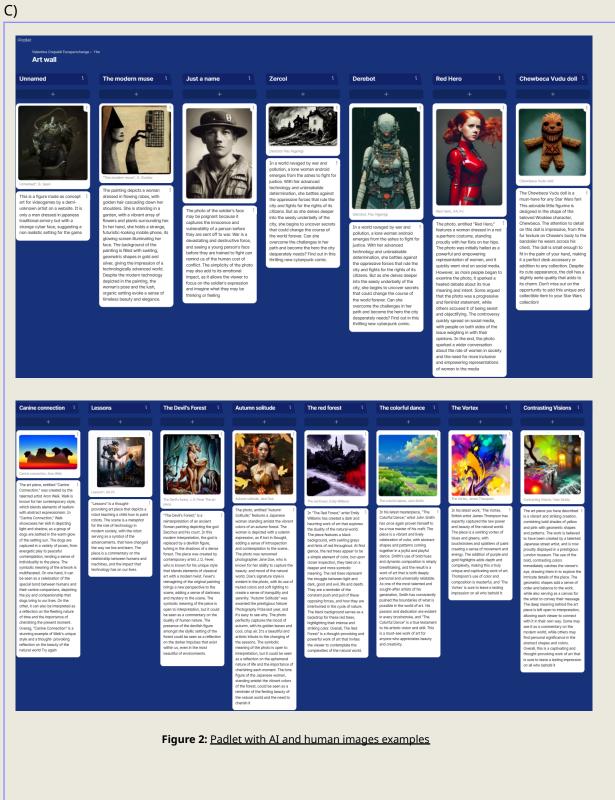
D)



AI impact _ debriefing

Let's begin together with some answers :) Take your time to complete this form, but don't think too much before answering. See you later!

carlottapavese95@gmail.com Cambia account

Non condiviso

* Indica una domanda obbligatoria

**Do you think AI can create art?**
- Yes
- No
- I don't really know

**Had you ever used an artistic AI BEFORE this workshop?**
- Yes, many times!
- Yes, one-two times
- None

**Do you usually create art?**
- Yes, I'm an artist
- Yes, sometime for hobby
- Not for now
- Never and I won't do it

**Do you think you will use an AI again in the future to create art (visual or narrative)?**
- Yes, for sure
- Yes, maybe
- I don't know
- Nope

**When you think about AI and the future, are you...? ***
- Optimist
- Pessimist
- It's complicated

**If you choose "it's complicated", please explain**

**When you read about AI working instead humans, what best describe your response?**
- It worries me
- It worries me, but I'm optimistic we can handle it
- It doesn't worry me
- I don't know

**Over the next ten years, will AI and automation:**
- Cause massive unemployment
- Be somewhat disruptive to employment
- Not noticibly impact overall employment
- Create more jobs than it destroys

**Do you feel like you understand the basic concepts of machine learning, such as reinforcement learning, neural nets, deep learning, clustering, etc?**
- Yes, I have a great knowledge of the concepts and terms
- I have a vague sense what they mean
- I've heard the terms, but don't really understand them
- No, not at all

**Do you think your job:**
- Will be replaced by automation during your career
- Will not be replaced by automation before your retirement
- Can never be automated

**Is consciousness uniquely human?**
- Yes
- No
- I don't know

**Figure 3:** Google Form - AI impact_debriefing

## 2.6. Artistic Time Travel Using Google Arts & Culture Timeline Feature

⏱ **90 min**

**COMPLEXITY:** ★ ☆ ☆ ☆ ☆

**SCENARIO OVERVIEW:** This workshop is designed to encourage participants to explore different periods of art history, discover their favourite artworks, and create collages representing different art movements or styles while working in a creative mode and taking on a journey through art history using Google Arts and Culture's timeline feature. It promotes inclusivity by catering to a diverse audience, including those interested in art and history, students, educators, museum professionals, and community members.

Through creative activities and discussions, it fosters an environment where diverse cultural heritages are celebrated, and the importance of art history is appreciated. Additionally, it aims to make cultural resources more accessible through digitalisation, further enhancing inclusivity in cultural education.

**TARGET GROUPS:** Individuals interested in art and history, students, people with hearing impairments, migrants, seniors
**NUMBER OF PARTICIPANTS:** 16 (12 ideally)
**METHODS:** Ice-breaker, group discussion, digital tools, team work
**MATERIALS NEEDED:** Projector and screen or individual laptops/desktops with internet access; handouts or worksheets on art history periods and movements; markers or pens and scissors for the collage-making activity.

**DIGITAL TOOLS USED:**
- <u>Google Arts & Cultures</u>
- <u>Mural</u> (empty board for collaborative collage creation - if prepared by the educator, participants can edit it without registration)

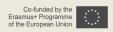| Action & Timing | Method & Tips for Educator |
|---|---|
| Introduction<br>[⏱ 5 min] | Educator introduces oneself, welcomes the participants, and conducts a short name-game. Everyone has to say their own name and name of the fruit that starts with the same letter. The fruits cannot repeat.<br>*When explaining the purpose of the workshop, emphasise the importance of exploring art history and cultural heritage.* |
| Presentation<br>[⏱: 7 min] | The educator divides the participants into groups of five and explains the purpose of the workshop. Each group receives a fun fact about art or history from the Educator in the form of a text and shares it with the others.<br><br>*When dividing participants into groups, provide clear instructions and encourage interaction between group members. Before, prepare fun facts about art or history for each group.* |
| Theory: guide on accessing Google Arts and Culture<br>[⏱: 5 min] | Briely, the educator explains to participants how to access Google Arts and Culture timeline features.<br><br>*When explaining how to access the Google Arts and Culture[11] timeline feature, use visual aids and be available for any questions or technical difficulties.* |
| Group work<br>[⏱: 15 min] | Then, every group explores a different period of art history using the timeline feature. Participants take notes and save images of their favourite artworks from their chosen period.<br><br>*When asking each group to explore a different period of art history, provide clear guidelines and encourage note-taking and image-saving.* |
| Group discussion: working in new teams<br>[⏱: 20 min] | Groups share their findings with the rest, checking similarities and differences between their periods of art history.<br><br>*Allow enough time for each group to share their findings and facilitate discussion among the participants on similarities and differences between the different periods of art history.* |
| Co-creation: making collages using notes and images<br>[⏱: 20 min] | Now groups use their notes, previously saved images and available graphic elements to create one big timeline with their artworks in an empty Mural board.<br><br>*Encourage participants to get creative and have fun on Padlet* |

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[11] Tutorial on using Google Arts and Culture

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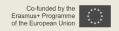Co-funded by the Erasmus+ Programme of the European Union

| Presentation and reflection [⏱: 10 min] | Participants discuss the process of co-creating, sharing their reflection on what they learned today. After the discussion is over, the educator summarises the workshop, and thanks the participants for their participation.

*Encourage participants to continue exploring art history and Google Arts and Culture.* |
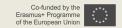
## ADDITIONAL INFORMATION

### TUTORIAL: Using Google Arts and Culture's Timeline Feature

Introduction: In this workshop, we'll be using Google Arts and Culture's timeline feature to explore various periods of art history. This guide will walk you through how to access and use this powerful tool to enrich your art exploration experience.

**①** **Step 1:** Access Google Arts and Culture. Open your web browser and go to the Google Arts and Culture website: artsandculture.google.com.

**②** **Step 2:** Navigate to the Timeline Feature. On the Google Arts and Culture homepage, you will find a menu in the top left corner Click on "Explore" to reveal a dropdown menu. Within the dropdown menu, click on "Timeline." This will take you to the timeline feature.

**③** **Step 3:** Explore Art History Periods. You'll now see a chronological timeline that spans centuries of art history. Scroll horizontally to navigate through different periods. Click on a specific period you'd like to explore. For example, if your group is assigned the Renaissance, click on the "Renaissance" section on the timeline.

**④** **Step 4:** Explore Artworks and Exhibits. Within the selected period, you'll find a wealth of information. You can browse through featured artworks, exhibitions, and collections related to that period. Click on an artwork or exhibit to learn more about it. You'll find detailed information, images, and sometimes even virtual tours of museums.

**⑤** **Step 5:** Take Notes and Save Images. As you explore, take notes on important details, interesting facts, and your impressions of the artworks. To save images of your favourite artworks, right-click on the image and select "Save image as..." to download it to your device.

**⑥** **Step 6:** Share Your Findings. Return to your workshop group and share the information and images you've gathered. Discuss the significance of the period you explored and any notable artists or artworks you discovered.

**Conclusion**: Google Arts and Culture's timeline feature is a valuable resource for art enthusiasts and learners. By following this guide, you can navigate through different periods of art history, gather information, and engage in meaningful discussions during the workshop. Enjoy your exploration of the art world!

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of the European Union

## 2.7. Mapping Hunt

🕐 **90 min**

**COMPLEXITY:** ★ ★ ★ ☆ ☆

**SCENARIO OVERVIEW:** The scenario is designed to create a comprehensive geographical map of a chosen area. This map will feature various dots representing significant works of art, museums, renowned libraries, and other culturally significant locations. By clicking on any given point, users will be able to explore that specific place by accessing a description and viewing certain portions of it. This map also incorporates a treasure-hunting game element: within the genuine locations, there is a fictitious place that holds the secret treasure. Participants can only uncover the treasure by meticulously exploring and discovering the artistic heritage of the area.

**TARGET GROUPS:** adults with no age limit
**INCLUSIVE GROUP:** People with hearing impairment, people with physical disabilities.
**NUMBER OF PARTICIPANTS:** 16 (12 ideally)
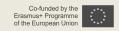**METHODS:** Ice-breaker, group dynamics, energizer, team building
**MATERIALS NEEDED:** One computer with internet connection for each participant, or one for each group of 4–5 people; projector.
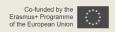
**DIGITAL TOOLS USED:**

- Google Map Mymaps feature  (registration needed)  or Padlet maps (educator needs to register to create a Padlet and share a link- participants can edit it without logging in)
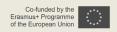- Miro or Mural whiteboard

| Action & Timing | Method & Tips for Educator |
|---|---|
| Ice-breaker: getting closer to the topic [⏱ 10 min] | Each participant receives minimum 2 post-it notes and the question: "What is art?". Then, they write down the one-word answer on each post-it and place the posts in a container (e.g. hat). Afterwards, participants observe the educator as one takes one post-it from the container, reads aloud its contents and puts it on flipchart.<br><br>*Educator ensures that participants have more than 3 post-it notes each. Educator shares the question verbally and ensures that participants answer on the post-its. If the workshop is conducted online, educator can gather the answers via word cloud in Mentimeter or on online post-its in Mural.* |
| Getting in mood: treasure hunt online [⏱: 10 min] | Educator shares previously created map with tagged locations (Padlet or Google Map link; **screenshot A)**. They have 10 minutes to explore all the locations and find one with a treasure.<br><br>*Educator creates the map before the workshop. In addition, he/she can create a QR code.* |
| Team work [⏱: 5 min] | In groups of 3 or four participants choose a city, region or a part of the world where they would like to create a new map (locations could not repeat). |
| Collection of artworks and locations [⏱: 10 min] | Groups receive a link to the Miro or Mural whiteboard board where they could enter suggestions for: works of art, museums, galleries, statues or other artistically interesting locations in the chosen part of the world.<br><br>They also have several minutes to search online if they do not know what to add or can't make up their mind.<br><br>*The ideal, at this stage, is to collect at least 10 proposals per group, so everyone could propose more than one thing.*<br>*Educators should prepare a whiteboard before the event.* |
| Co-creation: preparation of a new map [⏱: 15 min] | Now, based on Miro or Mural whiteboard notes, each group creates their own map with Google Map or Padlet map, and hides treasure in one of the locations. watch <u>Mymaps</u> shared on the screen.<br><br>*a place with a fake name in the same map and in the description adds a sentence like "congratulations, you found the treasure!". Hiding the indicator well is important, eg. behind the other tags with locations.* |
| Final treasure | Groups exchange the links to their maps.Participants have to access it |

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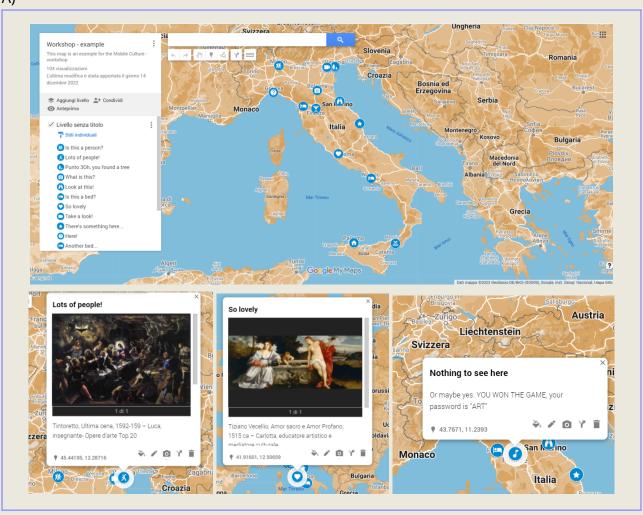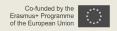| | |
|---|---|
| hunt<br>[⏱: 10 min] | very quickly and find hidden treasure. |
| Debriefing<br>[⏱: 20 min] | Now, the educator encourages a round table discussion to share, discuss and compare map ideas and the whole creative process. This open discussion phase allows each participant to present their opinions, enrich the debate with different perspectives and foster a collaborative dialogue. In this way, an inclusive and participatory learning environment is promoted, where everyone has the opportunity to contribute and learn from others.<br><br>*Educator leads the debriefing during the round table discussion. Their leadership helps structure the discussion, facilitate the exchange of ideas and ensure that all participants have the opportunity to express themselves.* |

## ADDITIONAL MATERIALS

## Handouts:

A)

## 2.8. Virtual Exhibition

🕐 **75 min**

**COMPLEXITY:** ★ ★ ★ ☆ ☆

**SCENARIO OVERVIEW:** In this workshop we encourage participants to create virtual exhibitions - similar to what they can experience while visiting cultural institutions on the web. It also helps participants to learn more about certain styles or art pieces while using digital tools. It helps to explain the heritage of any kind of art - from history to applied art or architecture. The methodology of this activity is exploring and learning while creating. Also, it develops participants' creative, critical & spatial thinking as well as communication skills. Educators can use it offline, online and hybrid.

**TARGET GROUPS:** 18-60 y.o. also people with hearing impairments (if scenario is used in the basic form)
**NUMBER OF PARTICIPANTS:** 12-16
**METHODS:** Ice-breaker, exploring and creation
**MATERIALS NEEDED:** Pens, sticky notes; laptop or tablet per participant (using mobiles is less convenient); internet connection.

**DIGITAL TOOLS USED:**
- Google Drive folder with Creative Commons artworks or Wikimedia Commons website
- Google Slides or Padlet whiteboards - 1 for each group of 3-4 (educator needs to register to create the link; participants can access without having to register)
- Laptop, computer or tablet (at least 1/per 4 participants)

**Optional:**

- <u>Artsteps VR Exhibition</u> (registration needed)
- <u>Thyssen-Bornemisza Museum Madrid virtual tour</u>
- Zoom or similar platform (if workshop is conducted online)

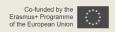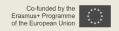| Action & Timing | Method & Tips for Educator |
|---|---|
| Name-game: 'Lie to me' activity serves as an ice-breaker too [⏱ 10-15 min] | Participants receive three stickers each. On the first, they write their name and on the second - 2 facts about oneself.<br><br>Important: one of the facts should be false. They put stickers on their jumper or any other part of the body. Participants have 10 min to get to know their colleagues.<br><br>*Educator encourages participants to get to know each other. After the end of this exercise the educator asks them how many names they remember.* |
| Virtual exhibition: short discussion [⏱: 15 min] | Educator asks to raise the hand of those participants who have been to a virtual museum or exhibition and invites them to visit the <u>Thyssen-Bornemisza</u> virtual exhibition. Educators may encourage short discussion on disadvantages and advantages of virtual exhibition. |
| Task presentation and groups forming [⏱: 5 min] | Now, educator encourages participants to form groups of 3 or 4 to co-create virtual exhibition. |
| Exhibition concept co-creation [⏱: 10 min] | Participants work on the concept of the virtual exhibition.<br>• choose the topic/theme<br>• choose 6-10 artworks from the web (preferably from a Creative Commons repository like Wikimedia Commons or from the Google Folder prepared by the educator in advance).<br>• think about the order in which artworks will be presented to create some storyline based on chosen criteria: time of creation, colors, emotion or artworks topics. |
| Research: participants look for information [⏱: 10 min] | Participants do quick research about chosen masterpieces on the internet to better prepare for creating the exhibition. |
| Co-creating the exhibition [⏱: 10 min] | With the help of chosen digital tools (Google Slides, Padlet or more advanced Artstep) each group creates one online exhibition, putting artworks in chosen order, adding titles and short descriptions, setting background color. |
| Sharing the co-creation result [⏱: 10 min] | Group shares the links to their creations. Each group presents the exhibition acting as curator. |

**ADDITIONAL INFORMATION**

1. Watch this video to know how to create a virtual exhibition with Google Slides:
   https://www.youtube.com/watch?v=Yp349SMWe0Y

2. Read more about Artsteps VR Exhibition tool:
   https://blog.artsteps.com/artsteps-make-your-own-virtual-exhibitions-1cbdc3a36146
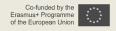
# 3. DIGITAL TOOLS TO BOOST CREATIVITY AND SELF-EXPRESSION

The table below lists free, safe digital tools for creative workshops and events. Sorted by use-case, these tools allow various creative tasks like making graphics or podcasts. They're also categorised by device compatibility and whether they support individual or collaborative use.

## Visual arts

| Tool name | Description | Cultural activity use case ideas | Collaborative creation and editing | Registration / Log in | Payment plan | Website/ Mobile app |
|-----------|-------------|----------------------------------|-----------------------------------|----------------------|--------------|---------------------|
| **Europeana** | *Discover Europe's digital cultural heritage!*<br><br>European digital library that brings together already digitised contributions from various institutions in the twenty-seven member states of the European Union in thirty languages. It includes books, films, paintings, newspapers, sound archives, maps, manuscripts and archives. | Workshops in which memes or funny photomontages based on public domain artworks images. | No | Yes | Free | Website |
| **Google Arts and Culture** | *Admire art from all over the world!*<br><br>Allows browsing and interacting with artworks and cultural artefacts from multiple partner cultural organisations. It offers various VR tours and AR experiences (mobile version). | Using VR tours during online workshops, creativity boost while playing with AR mobile features | No | No (when used as a browsing site) / Yes (when used for creation) | Free | Website / iOS and Android mobile app (with additional AR features) |

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| Padlet | **Create and brainstorm together!**<br><br>A digital board for collaboration<br><br>**Options:**<br>• Create and share a common project with editing options.<br>• Post video files, text documents and files, posts and comments in real time.<br>• Maps and timeline creation. | Usable for both online and offline activities for collaborative drawing, writing keywords, brainstorming sessions, maps and timelines creation. | Yes | Yes (for the educator but participants use it as guests) | Freemium (up to 3 free Padlets) + Paid plan | Website/ Mobile (iOS, Android) |
|---|---|---|---|---|---|---|
| **Ikonate** | **Free vector icons for your designs!**<br><br>An adaptable set of optimised, accessible SVG icons to develop and design apps or a new presentation | Customising a presentation with graphics and icons. | No | No | Free | Website |

## Storytelling

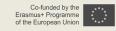| Tool name | Description | Cultural activity use case ideas | Collaborative creation and editing | Registration/ Log in | Plan | Website/ Mobile app |
|---|---|---|---|---|---|---|
| **Knight Lab** | **Tell stories with words and maps!**<br><br>Enhances online journalism: anyone can create interactive timelines, before-after images, incorporate audio to articles, create story maps. | Creating local heritage maps, history timelines, before and after images. | Yes | No | Free | Website |
| **Twine** | **Create an interactive and nonlinear story!**<br><br>Allows the creation of interactive fiction. It helps to make plots and scenarios following the model of the text adventure, writing adventures based on variables and conditional logic ("if... then..."). | Workshops on narrative plots for games or books. | No | No | Free | Website |

| Ekostudio | **Create interactive film**<br><br>Lets you make videos with different options for what the viewer can see next. You can switch between video streams to change the story or viewpoint. | Interactive storytelling for video-editing activities | No | Yes | Free | Website (mobile version is only for watching) |
|---|---|---|---|---|---|---|
| **Pixamotion** | **Create your GIF!**<br><br>Allows the creation of short videos and living photos in motion. Allows the creation of animated GIFS, loop videos using still images, and sharing creative visual stories on social media. | Creating moving photos, live wallpapers, moving backgrounds and themes with animation effects to their stories. | Yes | No | Freemium/ Pro | Mobile app only (iOs, Android) |

## Photo and video editing

| Tool name | Description | Cultural activity use case ideas | Collaborative creation and editing | Registration/ Log in | Plan | Website/ Mobile app |
|---|---|---|---|---|---|---|
| **Loveimg Meme Generator** | **Make everyone laugh with a meme!**<br><br>This tool allows creating and sharing memes online, based on uploaded photos or images. | Workshop about creating art mems based on old paintings or photos | No | No | Free | Website |
| **InShot** | **Like a professional video!**<br><br>InShot is an easy-to-use, powerful mobile video editor and movie maker, which allows adding music, text and stickers to video. | Easy video editing activities with music and sound effects. | Yes | No/Yes | Freemium/ Pro | Mobile (iOS, Android) |

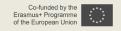| | | | | | | |
|---|---|---|---|---|---|---|
| **FilmoraGo** | ***Make a movie!***<br><br>It is an easy-to-use video editor and movie maker with multiple features: video trimming, adding music, transition effects, text, emoji and filters to create incredible videos in minutes. | Quick video editing workshops for more advanced users. | No | No | Freemium/ Pro | Website (paid version only) / Mobile app (freemium, Android and iOS) |
| **Wirewax** | ***Evolve your video with interactive features!***<br><br>Tools automatically make the videos interactive.  Also allows creating branching videos that allow users to decide the path of a story. | Workshop with video storytelling; multi-camera 360 videos; multi-stream alternatives. | No | Yes | Free | Website |
| **Mad Mapper** | ***Made by artists for artists!***<br><br>Software dedicated to artists for video mapping and projections, LED installations and laser shows. | Video-mapping workshops or events including video-mapping. | No | No | Free /Paid | Website |

## Digital art

| Tool name | Description | Cultural activity use case ideas | Collaborative creation and editing | Registration/ Log in | Plan | Website/ Mobile app |
|---|---|---|---|---|---|---|
| **PIXLR** | ***Be creative with photos!!***<br><br>Online photo editor that offers a wide range of tools and features for creating and editing photos. | Edit old photos. Create a social media post or an advertisement. | No | Yes | Freemium / Premium | Website |

| Canva | **_Infinite design tool!_**<br><br>Multilingual graphic design platform to create graphics, leaflets, presentations, animations. Includes hundreds ready-made templates and free assets. | Workshop on poster design or animation. | Yes | Yes | Free/ Paid | Website/ Mobile |
|---|---|---|---|---|---|---|
| **PicMonkey** | **_Make a comic!_**<br><br>Digital painting software that is popular among artists and illustrators. It offers a wide range of tools and features for creating digital art, such as brushes, layers, filters, and more. | Storytelling workshops with comic elements. | No | Yes | Free trial/ Paid | Website |

## AI-based tools

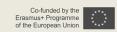| Tool name | Description | Cultural activity use case ideas | Collaborative creation and editing | Registration / Log in | Plan | Website/ Mobile app |
|---|---|---|---|---|---|---|
| **ChatGTP** | **_Your digital helper!_**<br><br>AI based chatbot tool, which can help in creating intriguing stories or generating ideas. | Storytelling, poetry, song or scenario writing workshops for creativity boost. | No | Yes | Free/ Pro | Website |
| **Dall -E** | **_Let's create!_**<br><br>Generate digital images from natural language descriptions, called "prompts". Allows creating so-called "outpainting" - adding background outside the original picture frame. | Quick creativity boost, play with old photos and paintings to see what is "behind". | No | Yes | Free | Website |
| **Futuretools.io** | **_Find your perfect AI tools!_**<br><br>The website organises and collects the best existing AI tools that emerge everyday. | AI introductory workshops; creativity and digital skills boost. | No | No | The website is free, however some apps mentioned there are paid. | Website |

# Games and gamification

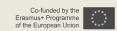| Tool name | Description | Cultural activity use case ideas | Collaborative creation and editing | Registration/ Log in | Plan | Website/ Mobile app |
|---|---|---|---|---|---|---|
| **MyMaps** | *Your workshop will be exciting with the mapping in it!*<br><br>MyMaps allows creating custom maps on top of Google Maps. You can add placemarks, photos, videos and text labels, draw lines and shapes. New maps can be shared via public URL, embed on websites. | Making a quiz or a game based on Google Maps and sharing it with others. | Yes | Yes | Free | Website |
| **Kahoot** | *Spark curiosity about the new topic!*<br><br>An online game-based learning platform that offers user-generated multiple-choice quizzes, called kahoots. | Creativity boost, quiz creating workshops | Yes | Yes (only the author of the quiz has to register) | Free | Website / mobile (iOS, Android) |
| **Puzzle.org** | *Dive into knowledge!*<br><br>A place where educators can infinitely assemble online puzzles and create new ones from their own pictures. | Adding puzzles to any kind of cultural activity will be helpful. | No | No | Free | Website |
| **Musee Dezentral** | *Let's go to the virtual museum!*<br><br>It is a gigantic virtual museum with extremely well-kept spaces, with exhibitions of digital works and NFTs. | Workshop with virtual visit component. | No | No | Free | Website |

# Music and sound

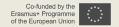| Tool name | Description | Cultural activity use case ideas | Collaborative creation and editing | Registration/ Log in | Plan | Website/ Mobile app |
|-----------|-------------|----------------------------------|-----------------------------------|----------------------|------|---------------------|
| **MuseNet** | ***Discover rhythm and style!*** <br><br> Tool based on deep neural network that can generate up to 4-minute musical compositions with 10 different instruments, combining styles from Mozart to the Beatles. | Melody creation with the use of AI. | No | No | Free | Website |
| **Rave.dj** | ***Remix music and create mash-ups!*** <br><br> The tool allows users to mix and mashup songs and playlists from YouTube and Spotify for free using the world's first AI-based DJ. | Self-expression and creativity boost with music and soundtrack creation. | No | No | Free | Website |
| **Audacity** | ***Record and remix the sound!*** <br><br> Multi-track audio editor and recorder for advanced users. It works on Windows, macOS, GNU/Linux operating systems. | Workshop on podcasting or oral history (editing previously recorded tracks) | No | No | Free | Software needs to be downloaded to the computer. |

# 4. SUMMARY

The path to big and complex things is made up of small steps. We hope that using this digital publication will help you in conducting more engaging and inclusive cultural activities and to inspire you to design cultural experiences on your own. These simple yet cost-effective solutions and innovative approaches can make your work easier and more fulfilling and also enhance your audience response and creativity. So we warmly encourage you to use the above scenarios, experiment with them and with the tools we recommended and others we might not have mentioned. Becoming a cultural innovator is not that complicated as it might seem. Go digital, go mobile!

# 5. WHAT'S NEXT?

**Beside using this digital publication we invite you to join our free online course NEW TECHNOLOGIES IN CULTURAL EDUCATION available here: https://en.course.mobileculture.eu/**
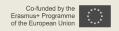
Tailored for cultural animators, educators, and GLAM professionals, our course offers practical insights, tools, and resources for inclusive cultural engagement. Explore real-world examples and unlock comprehensive resources that will elevate your cultural activities to new heights!

You can also find multiple inspirations on our project website (mobileculture.eu).

We are confident that they will inspire and assist you in developing unique and engaging programmes for adults, particularly the elderly, jobless, individuals with disabilities (e.g., blind and visually impaired), migrants, refugees, or the low-skilled, in at-risk areas and communities.

**Project name:** Mobile Culture

**Reference number of the project:** 2020-1-PL01-KA227-ADU-096377

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