

Overview of Co-production Workshops: A Guide for Co-Production Workshop Facilitators

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Introduction

The purpose of this guide is to familiarise you with the structure of the co-production workshops, which you will facilitate after this training. This handbook offers our **general guidelines** to follow. However, the structure of the sessions and which research data to collect may **vary slightly depending on the local needs**. Ideally the workshops will take place in a physical setting in person. However, based on local social distancing measures for Covid-19, some or all of these workshops may take place online. Please check your local co-production workshop procedures for your country.

In the workshops, you will facilitate the co-production of cultural activities on the ENACT app by

- a) an **intercultural pair** (1 migrant community member and 1 host community member)
- OR
- b) an **intergenerational pair** from a migrant community (1 senior member and 1 young member of the heritage language and culture)

The workshops will have 4 **sessions**:

- Session 1: Ethics, pre-task activities
- Session 2: Explore activities on ENACT
- Session 3: Co-produce activities on ENACT
- Session 4: Post-task activities

We will **collect research data** in different ways in all these sessions.

As you work with the migrant/host community members during the workshops, **you will be responsible for**:

- Helping the community members work together
- Encourage the community members to talk to each other as much as possible and share information about their languages and cultures
- Ensure that co-produced activities meet the quality standards
- Collect and record research data

Depending on local arrangements, **a member of your local project team (researcher) and a translator** may also be with you. Your local project team member (researcher) may help with all aspects of facilitating the co-production workshops, or may join the workshops only when needed. Your local project team members will **recruit** the migrant and host community members in your country. They will have explained to them the benefits of their participation in the co-production

workshops. If you have contacts who might want to take part, check with your local project team for any flyers and information you can give to your contacts.

Session details

All the session details include references to research data collection tools.

Session 1: Ethics & pre-task activities (90-120 minutes)

This is your first meeting with the participants. Break the ice, establish relationships, get-to-know one another, complete ethical procedures, collect some baseline data, and make it a pleasant experience.

Audio record this session (On-site: use an external audio recorder. Online: use Zoom recording).

1. **Ethics** requirements: According to your local requirements, go through the processes needed to obtain informed consent. Make a note of this to include in your reporting after session 4.
2. In some of the data collection tools, we ask community members to add a **personal and group identifier**. They can use the country name as the group identifier. You can give them a name or a number as their personal identifier (or they can use their own names).
3. Quickly go through with the community members and check understanding of the **ENACT app policies**: <https://enacteuropa.com/?q=policies> (These may be explained during recruitment stage, but make sure they are still okay with this.)
4. Ask community members to complete the **digital skills assessment** at: <https://forms.ncl.ac.uk/view.php?id=10523597>
This is the English version. During the workshops, your local project team may have produced translation(s) in the participants' languages or arrange for an interpreter/translator to help participants complete the form. If you use an interpreter, they may help participants complete the form.
5. Complete the **"Here is where I draw the line"** activity. If online, this is a form to fill in individually, or you can screenshare and fill it in for your participants based on their answers. If on-site, it is a physical activity. Make sure you know how to record this data.
6. Do the **Flower power** activity and ask **follow-up interview questions**.
7. Do any **optional vocabulary pre-task tests** as requested by your local project team.

Session 2: Explore activities on ENACT (120-180 minutes)

In this session, migrant and host community members will:

- **engage with the existing cultural activities** produced by the members of the other communities on the ENACT app.
- **comment** on the activities they engage with on the app.
- choose one activity to **carry it out** and **upload images/videos of their versions** of the cultural activity.
- talk about what **activity they would like to co-produce in Session 3**.

Video record this session. (On-site: use video cameras. Online: use Zoom recording). This is important for research. Check participants' consent for this. We can fully cover their faces when reporting, and only use a transcript of their data. Show them example audio/video anonymised video recording. If not, at least try to get an audio recording.

This session can be **divided into two**, especially if online since it may take too long:

- session 1: steps 1-6;
- session 2: steps 7-11

If arranged as one whole session, perhaps take a **break** after step 6.

1. On site: **Set up** tablets, cameras, etc. Make sure they are charged, updated, ready to be used. If online, ensure that the participants are comfortable with using Zoom (e.g. camera/audio controls, screenshare, etc.). Ask everyone to use the Gallery view and that the session is being recorded.
2. **Choose** a few activities for your intercultural or intergenerational pair to explore **from the 7 example cultural activities** here: <https://enacteuropa.com/?q=all-content> These activities:
 - a. are good examples to give them ideas for their own co-production
 - b. should be relevant to the target culture(s)/language(s) of your participants
 - c. meet the quality criteria,
 - d. easy to re-create (few steps or easily accessible materials)
 - e. involve optional content types, i.e. 360 videos, or images, or order the process, or quiz
3. **Prepare** the materials needed to carry out the activities (paint, dough, etc) (If online, choose activities that your participants will have the materials for, or meet them beforehand to hand over the materials for the session).
4. **Optional vocabulary pre-tests for the chosen activity/ies:** Choose the words to be tested from the activities. Follow your local project members' procedural instructions and data recording procedures.
5. Ask your intergenerational / intercultural pair to use a joint tablet or individual tablets (If online, screenshare or use remote control access where needed). Get community members to **create an ENACT account** and complete their profiles. Show them how they can **message other users**.
6. Give the URLs of the chosen **example cultural activity/ies** to your participants and ask them to **engage** with all the content of the activities. Show them how to **like activities**.
7. Ask your community members to **carry out the activity** by following the steps introduced in the video. If on site, ask your pair to create the cultural object or activity/dance/game together). If online, each participant can do this on their own or with family members. Try to make this an **enjoyable** experience for the participants and encourage as much **interaction** between them as possible.
8. Ask them to either **record a video of their re-creation of the activity** (especially If this is a dance or is quick to produce), or at least **take a picture of the final product**.
9. Get your participants to use the **like and comments features** to post what they have learned for language and culture. Encourage them to **upload their images / videos of their re-creation** of the activity.
10. **Optional: If time allows**, (or suggest this as something they can do before the next session), ask the participants to **explore the other activities** on the ENACT app, add likes and/comments.
11. Ask them to **decide which of their own cultural activities they would like to produce** on the ENACT web app in the next session.
 - a. Get them to think of activities that they can explain in **few steps/instructions**, and with **available/few materials**.
 - b. Identify the **materials needed** and ensure they are **available** for the next session (we can purchase the materials – make sure you get and retain the receipts so that we can reimburse you, or if very specific cultural materials, ask the participants to obtain them – again make sure they get and retain the receipts so that we can reimburse them)
 - c. Before the next session, ask them to **watch** the 'how to How to author (create) your activity using the ENACT app' and 'Advice for producing ENACT materials for language Learning' videos: <https://enacteuropa.com/?q=getting-started> (Alternatively, if time allows, watch the videos together at the beginning of session 3.) These videos are currently in English. You may need subtitles in your own languages, or a simultaneous interpreter.
12. **Optional vocabulary post-tests for the chosen activity/ies:** Use the words tested at point 4 above. Follow your local project members' procedural instructions and data recording procedures.

During this session, if your participants find any problems with the content on the ENACT app (e.g. **broken, missing or offensive**) including the comments, ask them to use the '**Report a problem**' and '**Flag this item**' links for the content to be reviewed by the project members and removed if necessary.

If there are **multilingual comments** on the activities, use or encourage community members to use Google Translate. They can post comments in their own languages as well (with or without translations).

Where relevant, encourage them to post **an audio or video response/comment**. You can upload the audio/video files on our project Youtube account (as an unlisted, private video if needed) and share the video on the comments section of the activities on ENACT.

Session 3: Co-produce activities on ENACT (180-240 minutes)

Video record this session. (On-site: use 360 video cameras. Set them up, check charge and memory space. Online: use Zoom recording). This is important for research. Check participants' consent for this. We can fully cover their faces when reporting, and only use a transcript of their data. Show them the example audio/video anonymised video recording. If not, at least try to get an audio recording.

Depending on local requirements, **intercultural pairs** will either create their own cultural activities on the app while assisting the other, or choose one activity to co-produce it together. **Intergenerational pairs** can co-produce a single heritage activity.

Co-production may work best if community members can be physically together (**on-site**). Below **we assume one participant produces the activity, while the other assists** in ensuring clarity of instructions, providing language input, giving feedback, or providing technological assistance.

This session can be **divided into two**, especially if online since it may take too long.

**** Optional:** intercultural gains Task 3: **encourage deeper cultural reflection** throughout content creation)

****If participants have not watched the 'how to How to author (create) your activity using the ENACT app video:** <https://enacteuropa.com/?q=getting-started>, watch it together at the beginning.**

****Make sure you have access to a project Youtube account** to upload community members' videos.**

For the steps below, see training sessions: <https://canvas.instructure.com/courses/4121803/modules>

- 3 March: Pedagogical guidance
- 4 March: ENACT Author
- 4 March: How to use the equipment
- 4 March: Media design principles

Step 1: name

Ask community members to **give a name** to their cultural activity. It might be best to use language of the activity and a translation in another language. e.g. "To He" - Vietnamese Edible Toy

Step 2: context

Show community members an **example video to provide context**, e.g. the first video on this activity: <https://enacteuropa.com/?q=node/60>

Ask them whether they have an original video of their participation in a cultural activity that they could share (e.g. a video taken as part of a festival they participated in). If not, ask them to search Youtube to find a suitable **video to demonstrate the original context of the activity taking place, ideally in the language of the activity**. Show them **how to add interactivity** using the interactive video editing options (i.e. pop-up information, questions, captions/subtitles, etc), and help them add interactivity where relevant. Participants can use a placeholder video, and **can update the video** with one that they can record afterwards (Save as draft not to lose work)

Step 3 (optional): 360 video or image for context

Show community members **examples of 360 videos and 360 images** on the ENACT app.

- 360 video: Bonfire Night: <https://enacteuropa.com/?q=node/61>
- 360 video: Origami Boat: <https://enacteuropa.com/?q=node/58>
- 360 image: Karagöz museum: <https://enacteuropa.com/?q=node/60> (The 360 image is currently here: <https://h5p.org/node/620934>)
- 360 image: Carving a Halloween pumpkin: <https://enacteuropa.com/?q=node/56> (The 360 image is currently here: <https://h5p.org/node/1111591>)

** 20 February 2021: Currently, the 360 virtual element is not working well on ENACT. That's why the examples here are on another website. Please check the activities again. By the time you read this document, they may be there!

Show community members **how to record a 360 video or take a 360 image using the GoPro cameras**. Ask community members whether they can create a 360 video or image of the activity. It may not be possible to produce a 360 video/image at the venue, but can be arranged to be created and added to the app after the workshops. If not, ask them to search Youtube to see whether there is a suitable 360 video. Participants may be able to take 360 images on their phones. Show community members **how to add interactivity on 360 images**. (Save as draft not to lose work)

Step 4: Vocabulary introduction

Show community members **examples of vocabulary introduction** on the ENACT app:

- Image hotspots: <https://enacteuropa.com/?q=node/56> or <https://enacteuropa.com/?q=node/78>
- Course presentation: <https://enacteuropa.com/?q=node/61>

Ask community members to **identify maximum 10 key words** to teach others. These can be nouns, verbs or adj/adv, and should ideally be the ones that are important and used in the instructions of the how-to video (Step 5). You may find it useful to have the community members plan Step 5 first and write the instructions and choose the words afterwards.

Have community members take individual **photographs of the words** (also needed for Step 6). If they will use Image Hotspots also take a single photograph with all the materials. Show them **how to take pictures, and edit** them (e.g. crop, rotate, etc.)

Show them **how to use record and edit audio files**, and produce audio files **of the target words**. (Tip: Save the images and audio files in one folder. Use the vocabulary as the file name.) Help community members to create the vocabulary introduction activity on ENACT by including image, text, and audio. (Save as draft not to lose work)

Step 5: Instructions to carry out the activity – 'how-to' video

Show community members **examples of 'how-to' videos** on the ENACT app:

- Interactive video: <https://enacteuropa.com/?q=node/58> or <https://enacteuropa.com/?q=node/60>
- Course presentation: <https://enacteuropa.com/?q=node/56> or <https://enacteuropa.com/?q=node/89>

**If community members have not watched the 'Advice for producing ENACT materials for language Learning', watch this together, or tell them important information.: <https://enacteuropa.com/?q=getting-started> **

- **Plan (storyboard) the instructions**. Get community members to write down maximum 10 steps in the language of the activity. Make sure that they use simple sentences for each step.
- Help them **divide the task into smaller steps**, give instructions, describe the action, as well as **manage speed** of their speech, and **difficulty of their language**.

Good example:

A friend has gone to live in Barcelona. You used to live in Barcelona.

1. Write an e-mail to your friend.
2. Recommend places, restaurants and things to do in Barcelona.

Bad example:

A friend you have known for many years has got a new job in Barcelona and went to live there last week. You used to live in Barcelona before you got married so you have decided to help your friend by writing an e-mail in which you recommend interesting places to visit, things to do and good restaurants to go to in Barcelona.

- Show them **how to take videos** and ensure high-quality of materials (film editing), e.g. how to position the camera, where to stand, effective use of body language. (Either get them to shoot 1 full video or take small video clips.)
- Show how to **edit the videos**, or put together small video clips to make a single video file to be used in the interactive video option.
- If there is a **suitable Youtube video but with complicated audio**, show them how to download it and edit the audio of the video to make the instructions simple.
- If **using interactive video**, get them to include **interactivity** (e.g. pop-ups, questions, guess what will come next) and captions/subtitles.
- If using **course presentation**, make sure they include **text and audio for each step with videos or images**. They may choose to use images for each step instead of videos if instructions are clearer in images.

(Save as draft not to lose work)

Step 6: Practice / Test vocabulary

Show an example: <https://enacteuropa.com/?q=node/56>

Ask the community members to **use the same images, text and audio files from Step 4** to create Match Pairs. Make sure the text is only in the target language.

(Save as draft not to lose work)

Step 7 (optional): Further practice / test the process or knowledge

Choose one:

1. Image sequencing to **practice/test the process**:
Show an example: <https://enacteuropa.com/?q=node/58>
Get screenshots of instructions from Step 5. Create audio files for the instructions. Then use images, sound and text to create the image sequencing.
2. Single choice set to **practice/test culture**:
Show an example: <https://enacteuropa.com/?q=node/54>
Use the single choice set to ask questions about the culture or the cultural activity. Use the language of the activity, but translations in another language can be included.

(Save as draft not to lose work)

Finally, tag your activity!

Ask community members to **select the language, country, and up to 5 keywords**. Click on Publish! Show community members how they can edit the activity afterwards.

After the workshop, make improvements as necessary to make sure that the cultural activity meets the **quality criteria**.

Session 4: Post-task activities & reporting (60-90 minutes)

Wrap-up, relax, reflect

This is a session to **end the workshops on a nice note and to complete research data collection**. You can combine this session with **food/music**, use an activity that will help the pairs **connect with each other more**. If time is tight, you could arrange this session at a much shorter time at the end of the previous session and only focus on collecting research data.

Audio record this session (On-site: use an external audio recorder. Online: use Zoom recording).

1. Ask community members to complete the **Digital skills assessment** at:
<https://forms.ncl.ac.uk/view.php?id=10523597>

This is the English version. During the workshops, your local project team may have produced translation(s) in the participants' languages or arrange for an interpreter/translator to help participants complete the form. If you use an interpreter, they may help participants complete the form.

2. Complete the **"Here is where I drew the line"** activity

3. If online, this is a form to fill in individually, or you can screenshare and fill it in for your participants based on their answers. If on-site, it is a physical activity. Make sure you know how to record this data.
3. Do the **Flower garden** activity and ask **follow-up interview questions**
4. If community members are willing to share their thoughts about the app, you complete these questions together: <https://enacteuropa.com/?q=evaluation>
5. Do any **optional vocabulary post-task tests** as requested by your local project team.
6. Log your report for the workshop here: <https://forms.ncl.ac.uk/view.php?id=10610452> Complete one form for each community member. Include ethical consent details, demographics, and what was done differently, what worked, went wrong, etc.

Important notes

Language use, translations, and number of cultural activities produced

1. The **language of the cultural activity** will be used in the activity produced on the ENACT app, **but during co-production** community members may use either one language or the other, can switch, or use a third joint language depending on local requirements and maximum benefit to the participants. If there is no common language, you need an interpreter/translator, which may increase session lengths and pose challenges.
2. **You can use the training materials on Canvas** (or produce translation of them) with the community members to facilitate work. (PS. If you produce translations, we would be grateful if you could share them with the project team to make them available on our website.)
3. If the final products are produced interculturally (option a), then **the pairs will co-produce artefacts for both cultures where possible**, and the pairs will comprise persons from different generations where possible. If the final products are produced intergenerationally (option b), then it makes sense for the pair to create only 1 heritage culture activity.

Migrant and host community member recruitment and benefits

1. **Your local project members will recruit** the participants and will liaise with you and the other participants about when and where the co-production workshops will take place.
2. **Intergenerational pairs** may not be easy to recruit in countries where migration is recent. Still, we should still aim to have at least a few intergenerational pairs (e.g. through local community clubs, weekend schools for heritage languages, etc.)
3. If you have connections (e.g. through your own acquaintances of recent or established migrant families (for intercultural or intergenerational pairs) and host community members (for intercultural pairs), we would be very happy to work with them. **Your established relationship with the participants can help you work together easier.**
4. **Your local project members** will communicate with the community members in relation to **reimbursing** any transport **expenses**, identify language support needs (and arrange translations or interpreters), and **arrange food/drinks/snacks** where needed.
5. We can offer community members **vouchers** to encourage participation. One strategy might be to offer a voucher at the end of each session, and offer something extra for participants who complete all four sessions at the end.
6. Working with **more than one migrant community** in one country is okay.
7. Community members who are **under 18 years old will always be accompanied by a relative** approved by the parent/legal guardian.

Possible local variations on workshop sessions

1. If not possible to sustain the same participants, we may recruit different participants to complete **sessions 1-2-4 or 1-3-4 only**. Though session 2 would help participants to have a better idea of what they can create, so it may be better to have a short session 2 (explore 1 activity only), before moving on to session 3.
2. **Make sure you do sessions 1 and 4 with all pairs, and video record (where possible) sessions 2 and 3:** important research data.
3. **Session 2 & 3 can be swapped in order:** Each community member can start with Author, i.e. produce their own cultural activity on ENACT (session 3). They can then try out each other's activity, add comments on the app about what they've learned for language and culture, re-create the activity, and post images and videos of their re-creation of their partner's activity (session 2).
4. Your local project members may **re-arrange the order or length of the sessions and procedures in this document**. The sessions may be organised **in pairs at different times, or in larger groups**. Your local project members will give you how the procedures can vary on 9 March, if they already know this, or indications as to what may be done differently.
5. Depending on local restrictions, the workshops will be either **socially-distant on-site settings, or online**. Your local project members will guide you for your specific context. Intergenerational pairs might be in the same household or might be able to meet in the same venue while you are online. Discuss and explore options with your local project members. Ideally, we need the workshops to be on site, i.e. physically co-present to be able to collaborate more effectively and use the tablets, cameras, Google Cardboards together.
6. Depending on the local needs, the co-production workshop sessions can **take place at an appropriate venue** at the university, or at a non-profit organisation or at a school. Your local project members will advise.

Research data collection and ethics

1. If your participants complete some of the sessions but not all, try to get them to complete the following post-task tests and evaluations at the end of their last session. The following are **our research focus**:
 - a) Digital skills assessment
 - b) Language gains/attitudes assessment
 - c) Cultural gains/attitudes assessment
 - d) App evaluation (if possible)
2. All partners will follow **local ethical procedures**, but make sure **minimum requirements** are obtained i.e.
 - a) that we will store the data until 30 Sept 2026 then delete it,
 - b) that data will be kept at UNEW servers, and
 - c) that can be shared with other project partners.
 Also gain specific consent for the use of written and audio-visual data.
3. **If third parties need access to the data** (e.g. PhD students), they will sign a confidentiality agreement and seek permission from the parties who have collected the data.
4. All data will be **anonymised** by the local project members before they are shared on Teams with other partners. See [8 March Overview of research data collection](#) for **data recording and file naming procedures**.