



# Zaffiria

CENTRO PER L'EDUCAZIONE AI MEDIA

## Media Education and Migration



## Social Inclusion and Active Citizenship



## Education, game, digital citizenship, creativity and participation explored with media.

Zaffiria is a centre based in Rimini in Italy, engaged in offering and developing media education in schools and in extra-school time since 1998. Since 2009, we are also based in Bellaria-Igea Marina with **Via Luzzatti 15**, our Ludoteca (Ludothek), open for families 2 times a week. We work with schools in in the regions of Emilia-Romagna, Marche, Veneto and Friuli-Venezia-Giulia, and promote and carry out media education courses in various regions of Italy.

Since 2008 we also manage **the national centre Alberto Manzi** and collaborate with the Corecom, Regional Agency for Communications Legislative Assembly of Emilia-Romagna.



# WHAT WE DO

## Workshops and ateliers

1







# 2

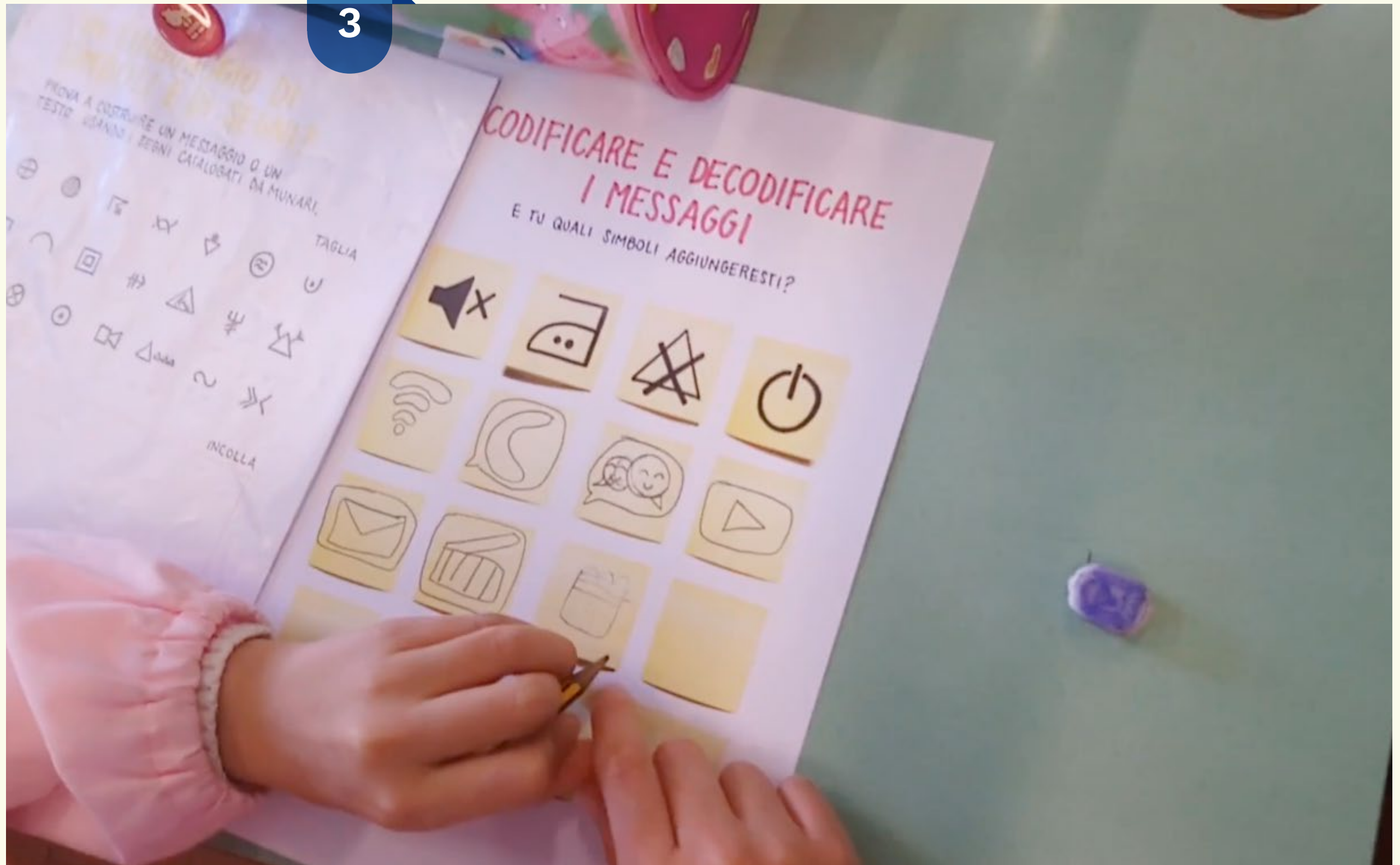




# WHAT WE DO

## Pedagogical Resources

3





## WHAT WE DO

### Installations and Exhibitions

4





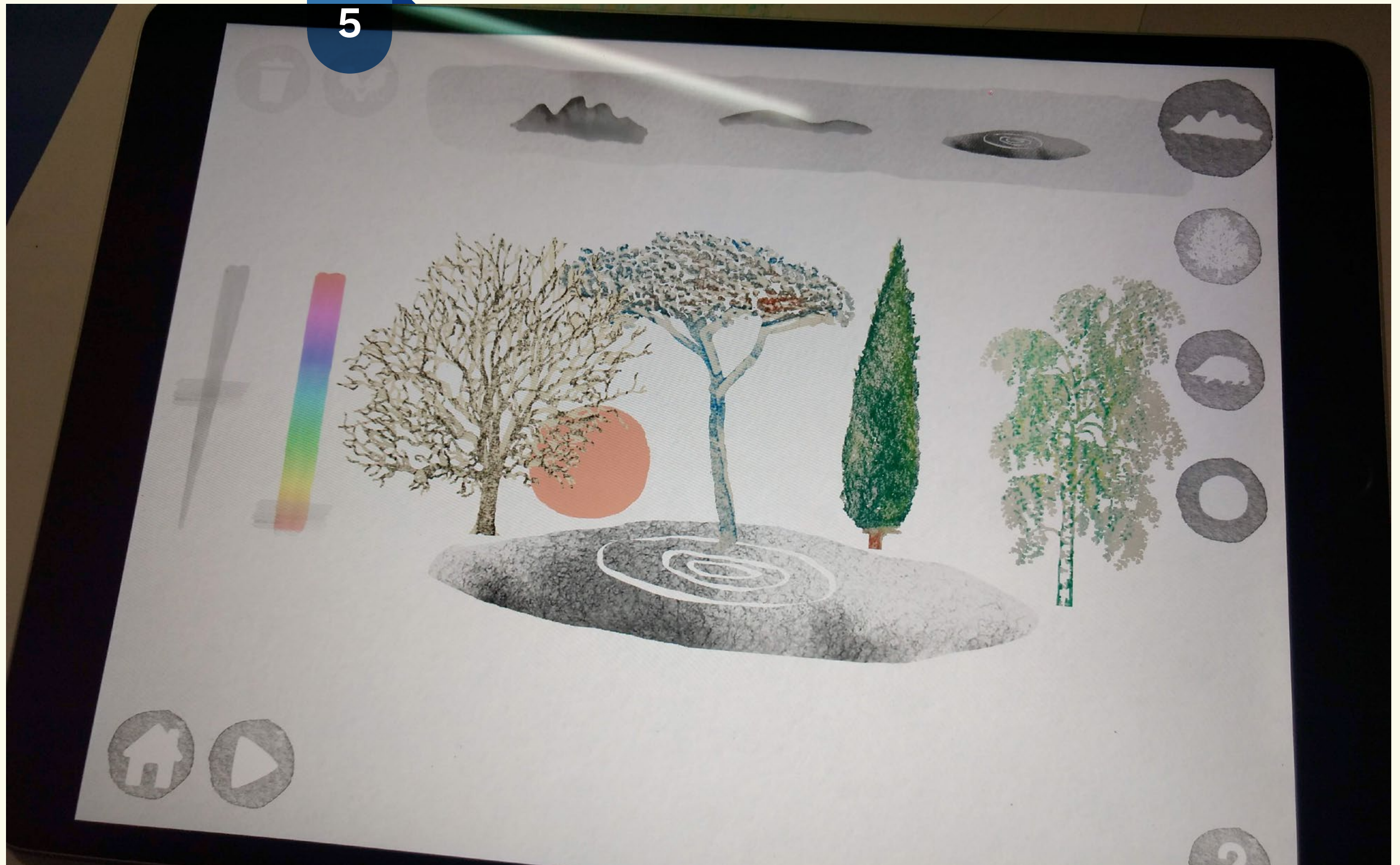


**Zaffiria**  
CENTRO PER L'EDUCAZIONE AI MEDIA

# WHAT WE DO

## Websites, Apps, Videogames

5





6







## WHAT WE DO

### European Projects:

- **Migrant Literacies**





## WHAT WE DO

### European Projects:

- Migrant Literacies
- **App Your School**





## WHAT WE DO

### European Projects:

- Migrant Literacies
- App Your School
- **Tandem**





## WHAT WE DO

### European Projects:

- Migrant Literacies
- App Your School
- Tandem
- **Silence Hate**



# migrant literacies

The project is made of 9  
partners from 8 countries:

- Belgium
- Estonia
- Italy
- Germany
- The Netherlands
- Poland
- Slovakia
- Spain





# migrant literacies

## OBJECTIVES

1. Analyzing good practices and methodologies of adult migrant literacy programs in the countries of the partnership.

# migrant *literacies*

## OBJECTIVES

1. Analyzing good practices and methodologies of adult migrant literacy programs in the countries of the partnership.
2. Development of innovative practices, including the creative use of ICT for language learning, using for example mobile devices and social media: APPs, Whatsapp, videogames, etc.



# migrant *literacies*

## OBJECTIVES

1. Analyzing good practices and methodologies of adult migrant literacy programs in the countries of the partnership.
2. Development of innovative practices, including the creative use of ICT for language learning, using for example mobile devices and social media: APPs, Whatsapp, videogames, etc.
3. Development of innovative methodologies for the integration of digital and media literacy in migrant adult education.

# migrant literacies

## OBJECTIVES

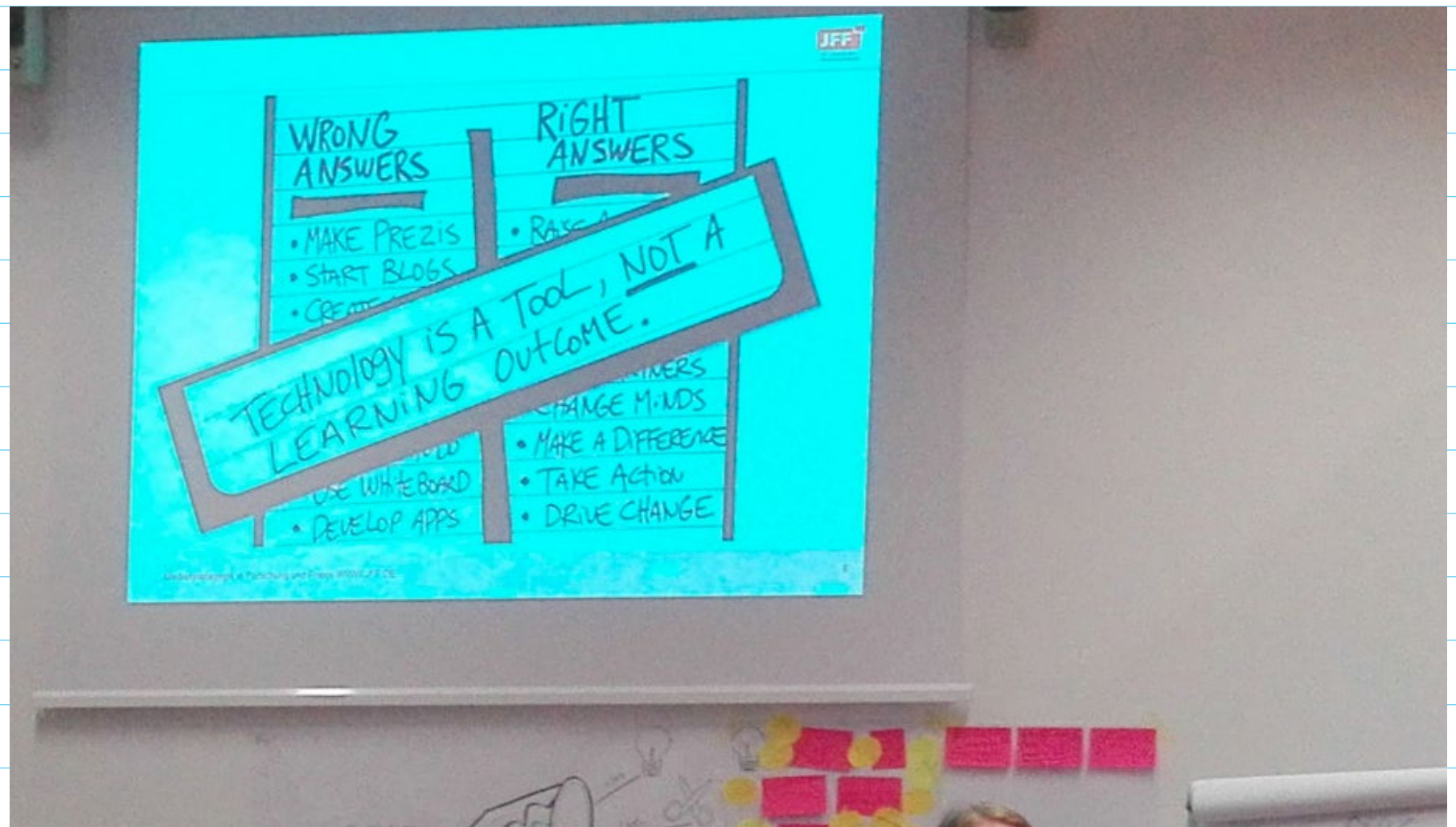
1. Analyzing good practices and methodologies of adult migrant literacy programs in the countries of the partnership.
2. Development of innovative practices, including the creative use of ICT for language learning, using for example mobile devices and social media: APPs, Whatsapp, videogames, etc.
3. Development of innovative methodologies for the integration of digital and media literacy in migrant adult education.
4. Training of educators working in the field of adult education, develop their media and digital literacy competences through project activities and E-learning modules (MOOC)



# migrant literacies

## ACTIVITIES

1. Training of teachers, educators and operators (around 100 in all 8 countries together) and MOOC



# migrant literacies

## ACTIVITIES

2. Design and experimentation of 44 workshops which will be integrated in 8 National toolkits, with a special focus on developing educational materials for teachers/ educators working with illiterate, or low literate migrants

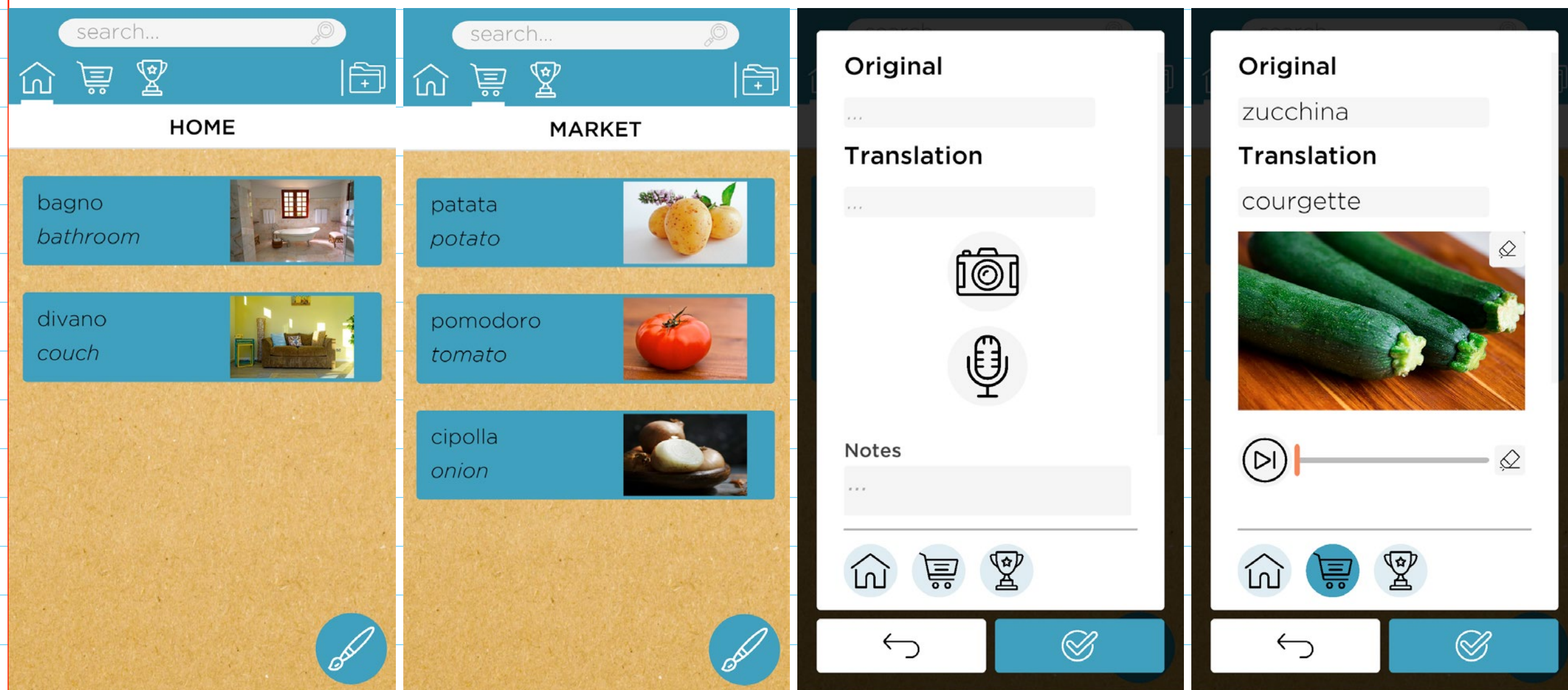




# migrant literacies

## ACTIVITIES

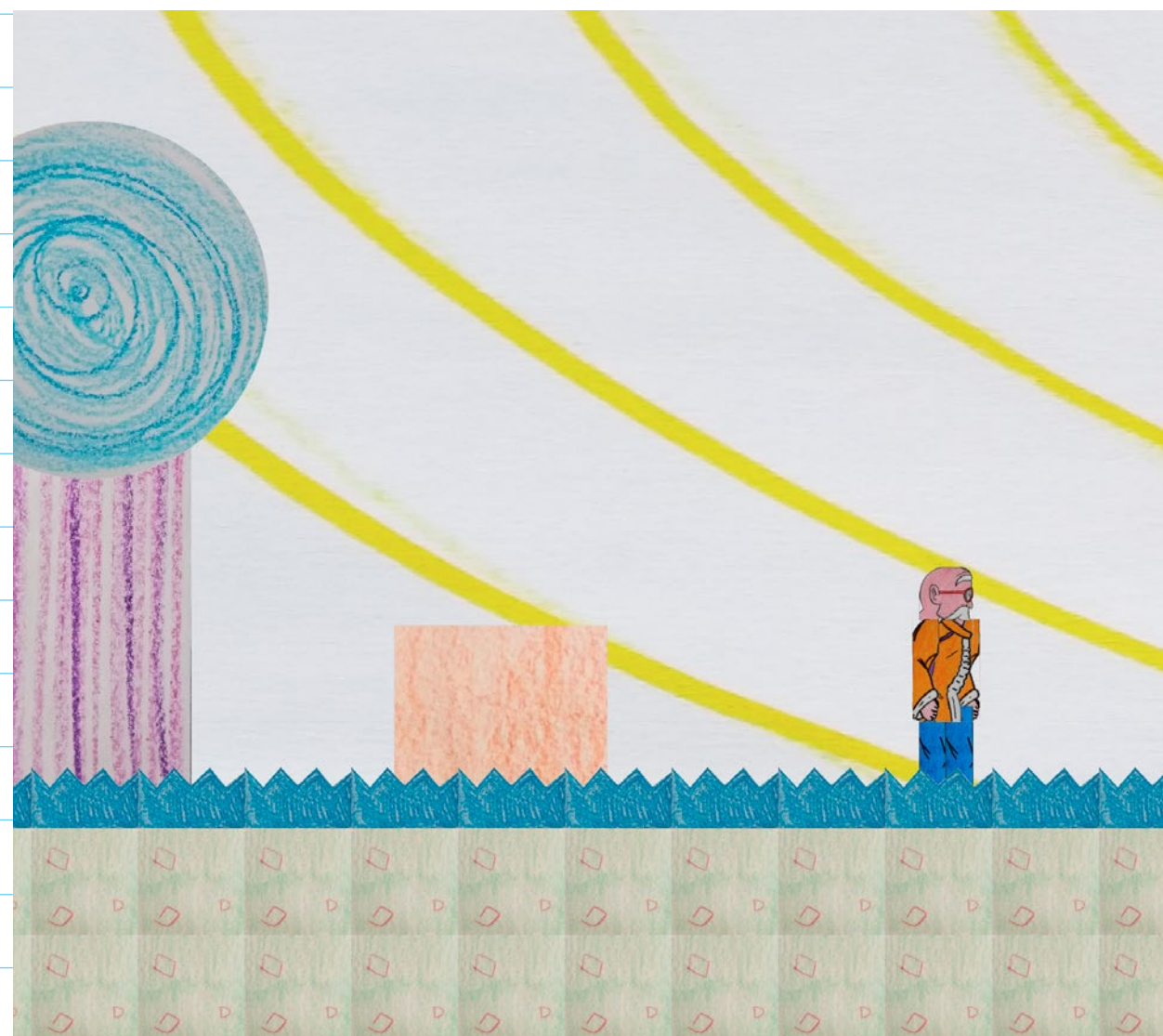
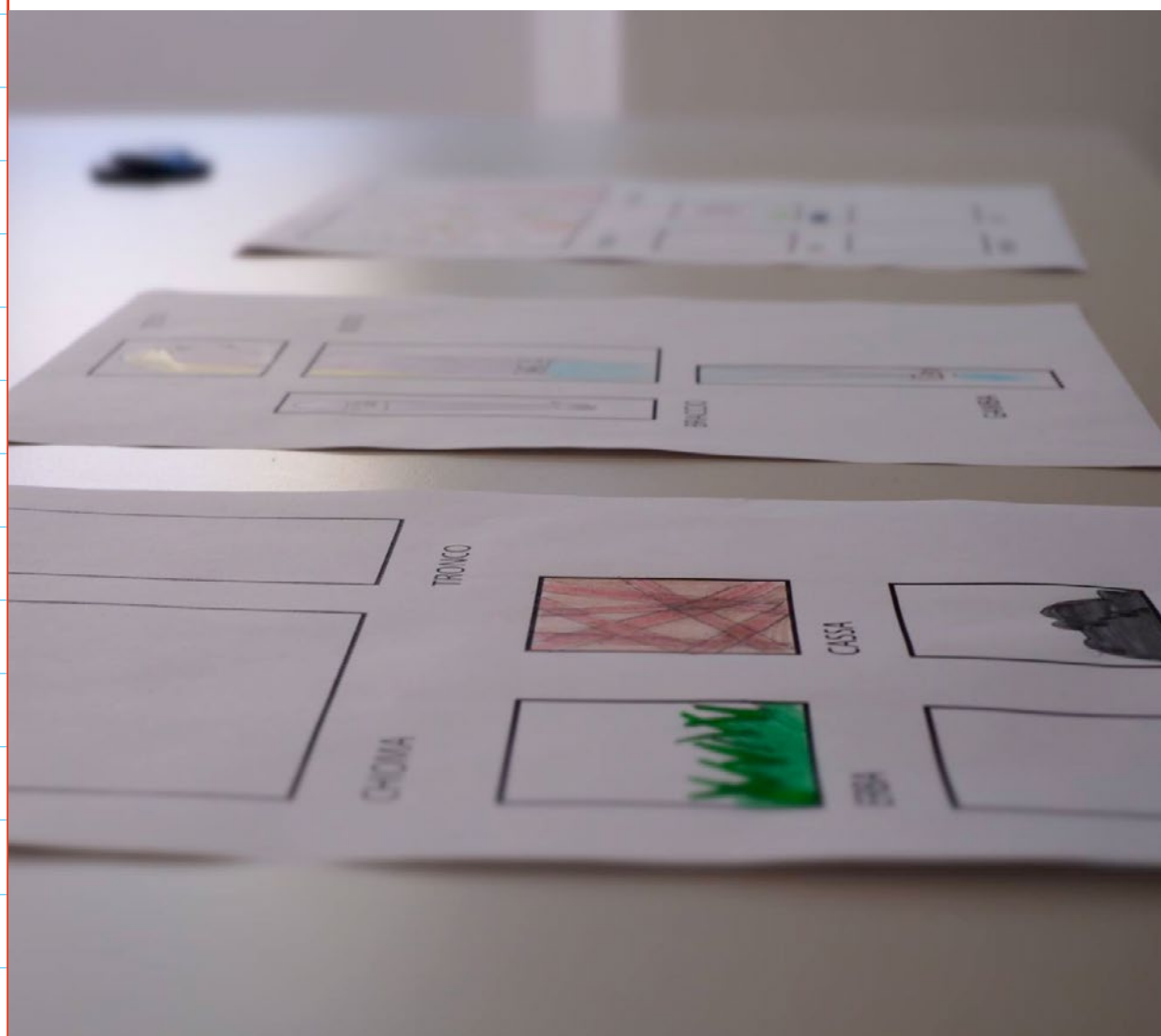
### 3. Developing new Apps like *Calepino*



# migrant *literacies*

## ACTIVITIES

### 4. Developing video games and first coding impressions







SILENCE!  
HATE

## PARTICIPATING COUNTRIES

- Belgium
- Cyprus
- Greece
- Italy
- Poland
- United Kingdom

# SILENCE! ~~HATE~~



This training module was produced by Cospe and Zaffiria as one of the main outputs of the BRICKS project and translated into English for Silence Hate project.

It contains: activities, resources, concrete solutions and ideas to promote further studies.

It has been tested in several workshops in many Italian schools and youth centers, reaching more than 500 students.

From October 2018 new training courses for teachers and workshops in schools take place in Italy, Poland and Greece.

# SILENCE! ~~HATE~~

## ACTIVITY *PAINTING EMOTIONS*





# SILENCE! ~~HATE~~

## ACTIVITY STRATEGIC REACTIONS



# SILENCE! ~~HATE~~

## ACTIVITY *DATAS* ABOUT ME





## **PARTICIPATING COUNTRIES**

- CZECH REPUBLIC**
- FINLAND**
- GREECE**
- ITALY**
- LITHUANIA**
- POLAND**
- PORTUGAL**
- TURKEY**





## OBJECTIVES

1. Value media literacy of students, their competencies developed out of schools, their engagement in active citizenship.

## **OBJECTIVES**

- 1. Value media literacy of students, their competencies developed out of schools, their engagement in active citizenship.**
- 2. Promote young creativity through the development of “Digital Ateliers”, with the use of the methodologies of Alberto Manzi and Bruno Munari.**

## **OBJECTIVES**

- 1. Value media literacy of students, their competencies developed out of schools, their engagement in active citizenship.**
- 2. Promote young creativity through the development of “Digital Ateliers”, with the use of the methodologies of Alberto Manzi and Bruno Munari.**
- 3. Transport extra school media practices of the students inside the school curricula, supporting social development and innovation at local level.**



## **OBJECTIVES**

- 1. Value media literacy of students, their competencies developed out of schools, their engagement in active citizenship.**
- 2. Promote young creativity through the development of “Digital Ateliers”, with the use of the methodologies of Alberto Manzi and Bruno Munari.**
- 3. Transport extra school media practices of the students inside the school curricula, supporting social development and innovation at local level.**
- 4. Promote development of the school as a place to imagine, think and “test the future”.**



## OUTPUTS

1. 8 National Toolkits with 40 Digital Ateliers  
+1 European Manual



## OUTPUTS

1. 8 National Toolkits with 40 Digital Ateliers  
+1 European Manual
2. European Conference  
13th – 14th of June 2019





## OUTPUTS

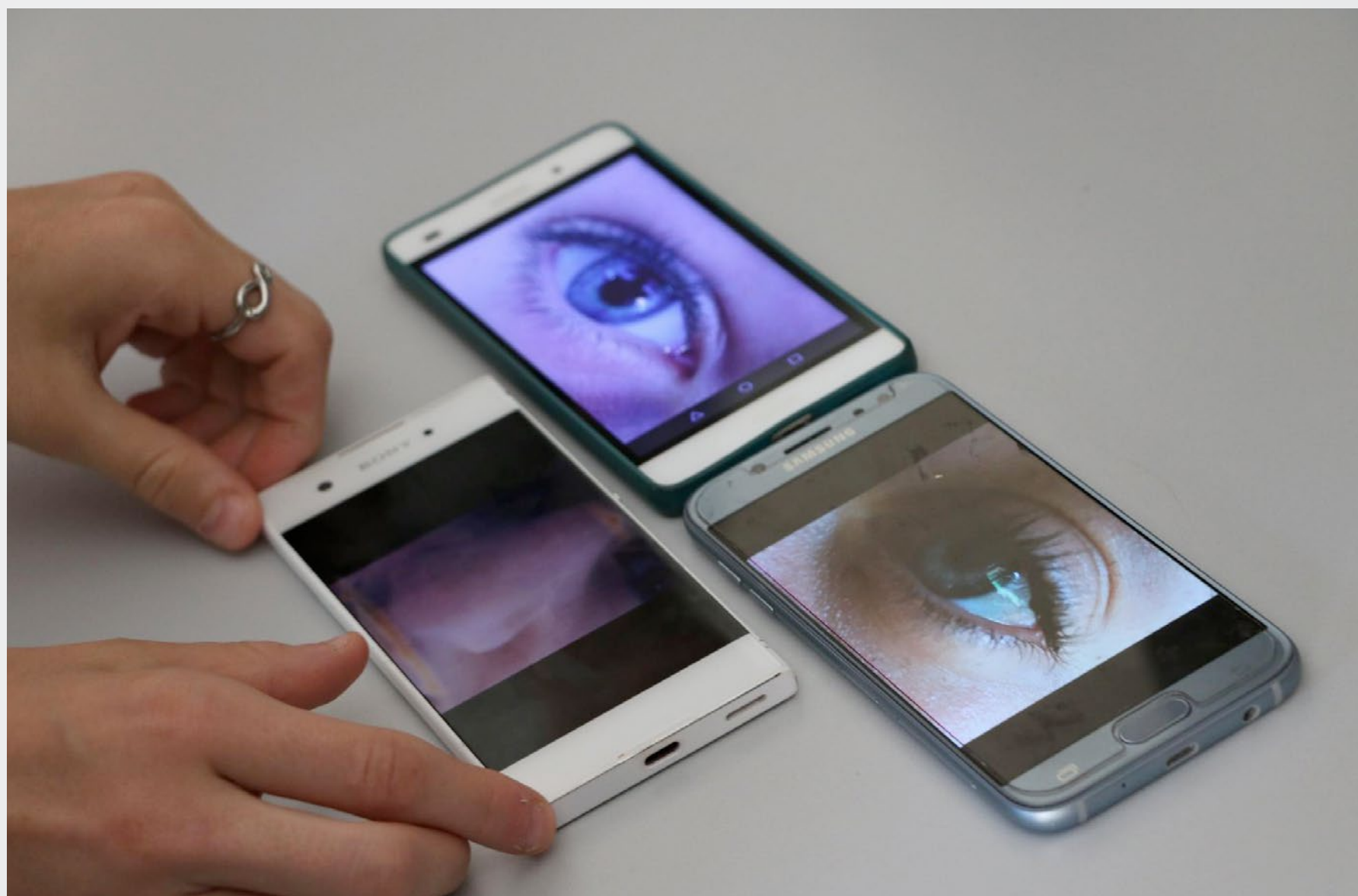
1. 8 National Toolkits with 40 Digital Ateliers  
+1 European Manual
2. European Conference  
13th – 14th of June 2019
3. A vimeo channel  
[www.vimeo.com/appyourschool](http://www.vimeo.com/appyourschool)



## **DIGITAL ATELIER**

**The Digital atelier is a “laboratorio”, in which the teacher proposes ICT activities using the Alberto Manzi and Bruno Munari Methodologies. These new methodologies facilitate the valorization of the capacities of the single student, its creative potential that often stays out of the school, seeking to involve also those students most at risk of leaving school early.**

## SEARCH ME ON THE WEB A DIGITAL ATELIER





## SEARCH ME ON THE WEB

### A DIGITAL ATELIER

#### AGE

14 / 15 years olds

#### TIME

6 hours

#### SOFTWARE/ APP TO USE

- A webcam
- Be funky
- A video recording app

#### KEY QUESTION

How can you find new images and words to tell about yourself?

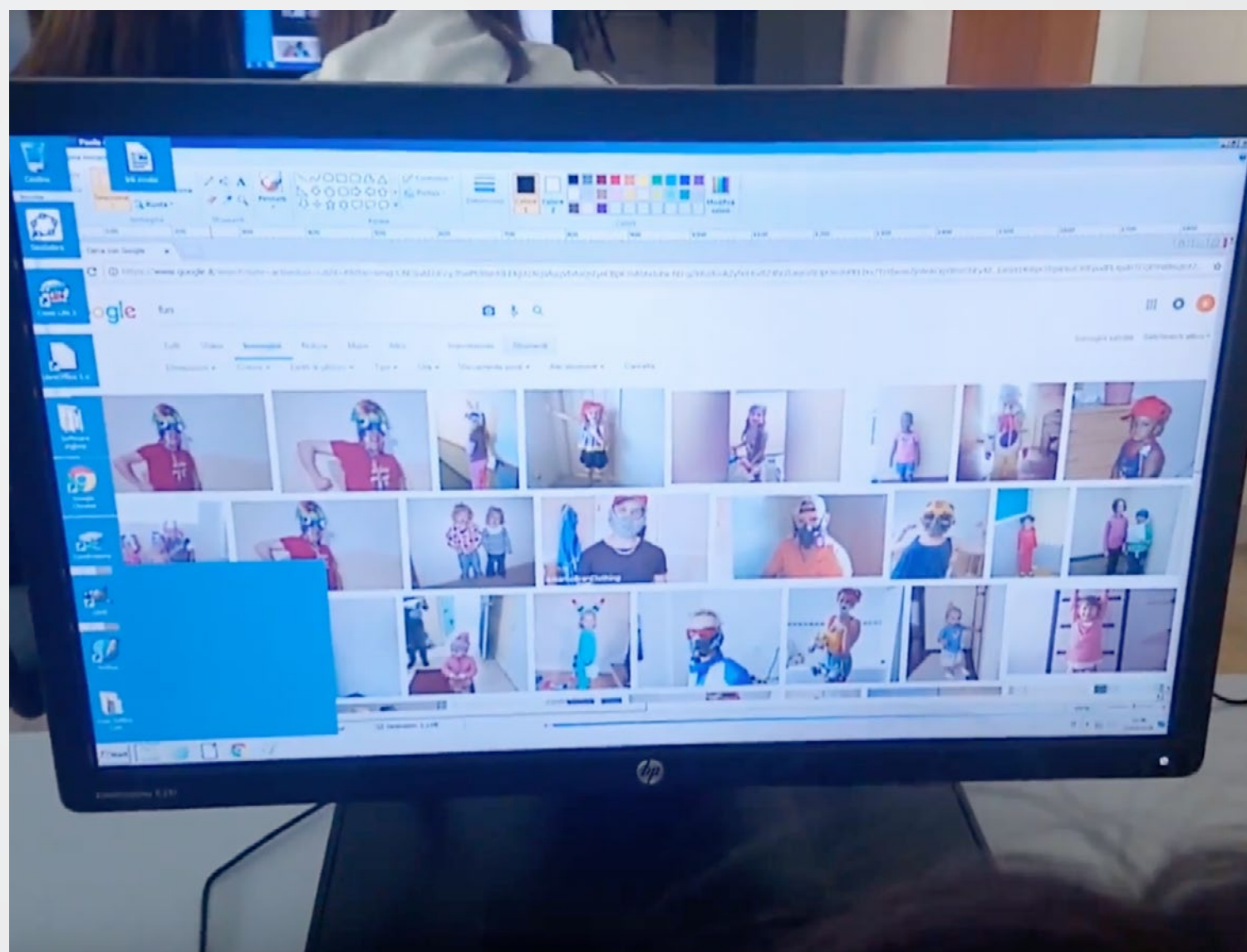
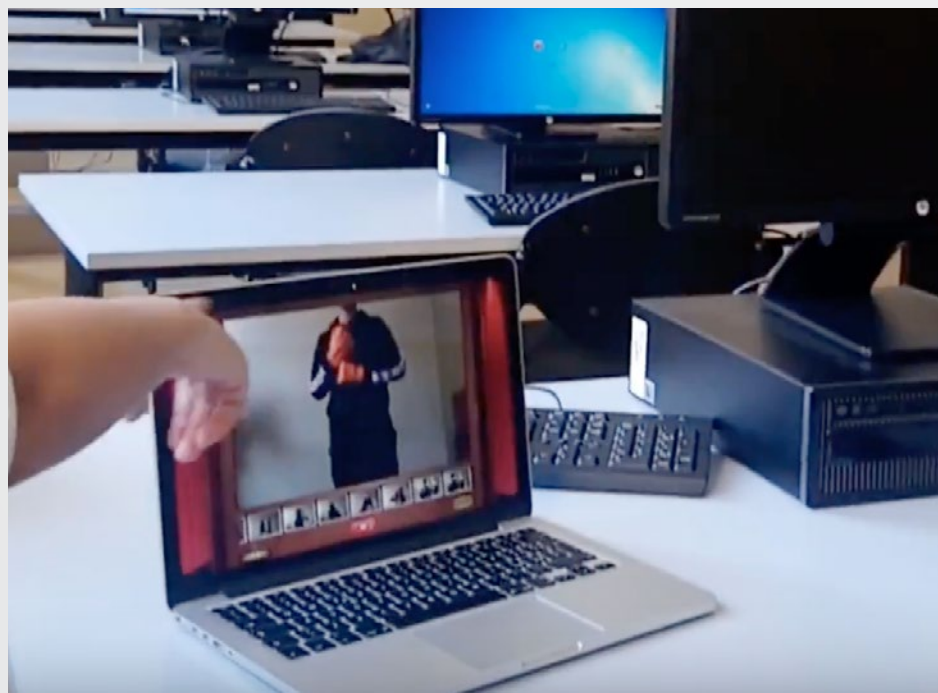
#### OBJECTIVES

- Helping build a new personal narrative for boys and girls at risk of school dropout;
- Experiment a creative use of technology aimed at increasing one's ability to express oneself;
- Improving self-esteem and the self-confidence of boys and girls in difficult life situations.

## SEARCH ME ON THE WEB A DIGITAL ATELIER

### MAIN ARGUMENT

Know how to talk about yourself, knowing how to narrate yourself in a new way, through a creative and unpredictable use of technology.



## SEARCH ME ON THE WEB A DIGITAL ATELIER

### BRIEF PRESENTATION

This digital atelier wants to stimulate teenagers to conceive new narrations to describe themselves.

Adults often use the same words to describe teenagers, and the risk is that the storytelling is not interesting at all, especially in the case of boys and girls in difficult situations.

This digital atelier tries to take some possibilities offered by technology to bring out new words and images to tell and think about ourselves.

The DA has a structure that alternates between single, couple and collective work.





## SEARCH ME ON THE WEB

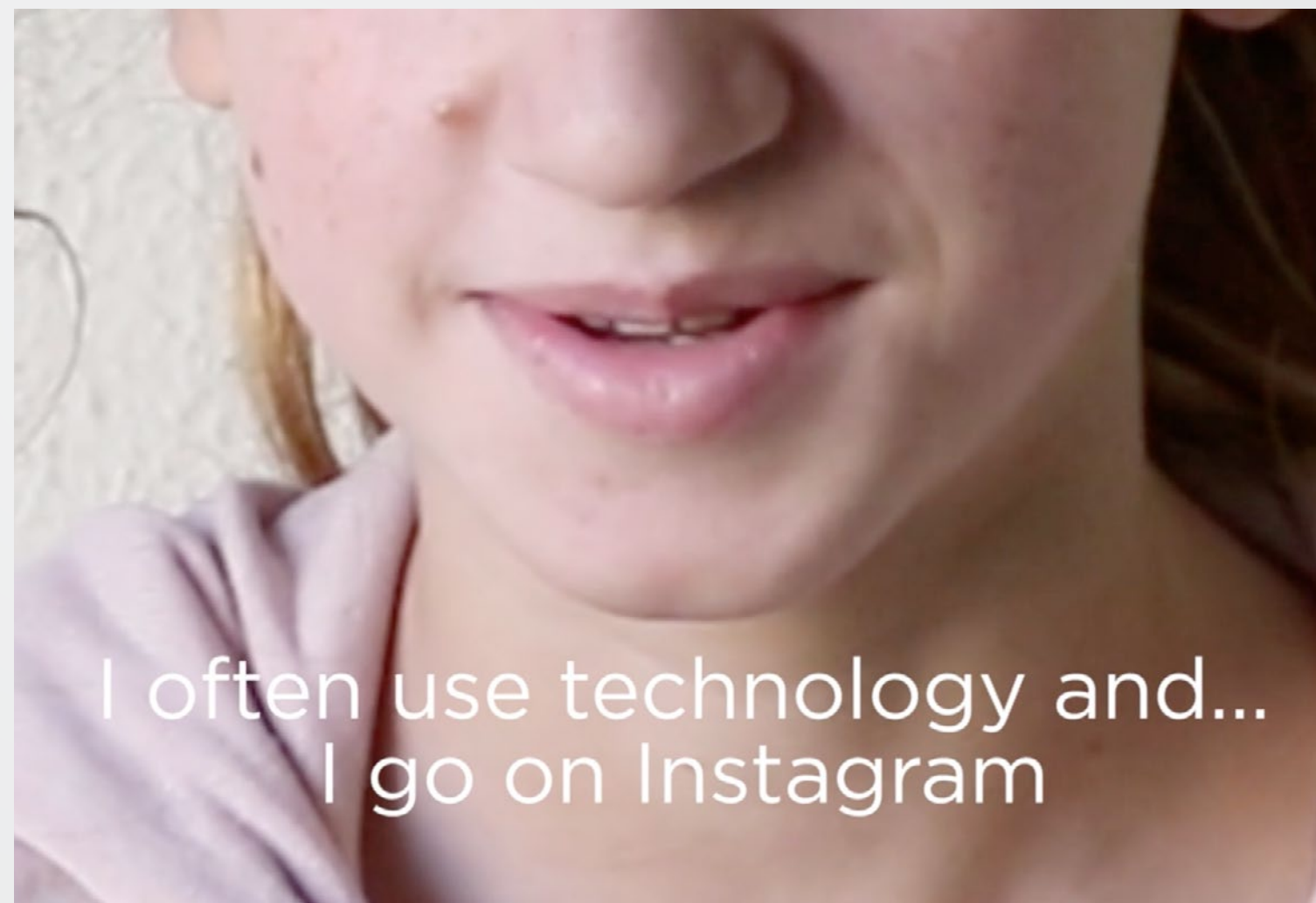
### A DIGITAL ATELIER

#### CIVIC PARTICIPATION

This digital atelier tries to create a positive experience for teenagers by making them feel that they can be part of the community in a positive and welcoming way, with new words and images about themselves.

It helps to prevent early school dropout because it allows them to test their own positive resources, to recognize them and share them.

It suggests to adults that they should never interrupt the narration of teenagers: every time there is always some positive aspect to work on and every story can be told with new words.



THANK YOU!



**Zaffiria**

CENTRO PER L'EDUCAZIONE AI MEDIA

[www.zaffiria.it](http://www.zaffiria.it)