CIRCULAR ECONOMY IN DIGITAL STORYTELLING

From Kick-off to first results

https://cedis.erasmus.site/

Circular Economy in Digital Storytelling

CEDIS

 Cedis   Cedisproject

The main *OBJECTIVE* of the project will be a Partnership of 8 organisations and schools from 5 different European countries will actively and cooperatively work with teachers to build an innovative and creative educational approach for the teaching of Circular Economy Education, based on the Digital Storytelling Methodology and aimed at improving the target groups' digital skills and key competencies.

Main results of the project:
- *Report on existing digital tools and devices to apply DST in schools, descriptive types of Digital Stories and their current use in secondary schools*
- *Six National Reports about Education on Circular Economy in Secondary Schools*
- *Collections of Best Practices and of high-quality Video Interviews to national experts/activists on DST and on Circular Economy*
- *DST Set of Educational Tools for teaching Circular Economy;*
- *around 60 Digital Stories produced by the students during testing phase.*

The **CEDIS team** consists of 8 organizations led by LernBar Europa e.V. (**Germany**):

- European Learning Centre (**Spain**)
- Archivio della Memoria (**Italy**)
- IIS MICHELE GIUA (**Italy**)
- DANMAR computers SP (**Poland**)
- SBTC Danismanlik (**Turkey**)
- EIA- ENSINO E INVESTIGACAO E ADMINISTRACAO SA, (**Portugal**)
- Agrupamento de Escolas Marinhas do Sal (**Portugal**)

FIRST RESULTS

The main objective of the first Combined Report was to research and compile various general and national information, data, and resources regarding Digital Storytelling as a learning methodology and Circular Economy as a topic for secondary education. Partners also investigated previous experiences of DST for teaching Circular Economy across different areas and sectors. The collected material included an up-to-date overview of software tools, particularly mobile applications, that could be used for DST. These tools were selected based on their accessibility for students, such as ease of installation, compatibility with devices, and cost (preferably free).

Digital Storytelling has emerged as an important aspect of contemporary education, especially in secondary schools. It provides an interactive tool for expression and learning, combining traditional storytelling methods with digital media. In classrooms, the process begins with the selection of a topic relevant to students, ranging from historical events to personal reflections. Students engage in critical thinking and collaborate with peers, refining their stories until they are engaging and impactful.

Digital Storytelling by students provides a strong foundation in many different types of literacy:

- Digital Literacy – the ability to communicate with an ever-expanding community to discuss issues, gather information, and seek help;
- Global Literacy - the capacity to read, interpret, respond, and contextualize messages from a global perspective
- Technology Literacy - the ability to use computers and other technology to improve learning, productivity, and performance;
- Visual Literacy - the ability to understand, produce and communicate through visual images;
- Information Literacy - the ability to find, evaluate and synthesize information

The efforts across the six countries—Poland, Spain, Turkey, Germany, Italy, and Portugal—demonstrate a growing commitment to integrating circular economy principles into education, particularly in secondary schools. Each country has acknowledged the importance of transitioning from a linear economy to a circular model that emphasizes sustainability, resource efficiency, and environmental stewardship. The role of education in this transition is universally recognized, with all countries working to incorporate circular economy concepts into their curricula, extracurricular activities, and broader societal frameworks.
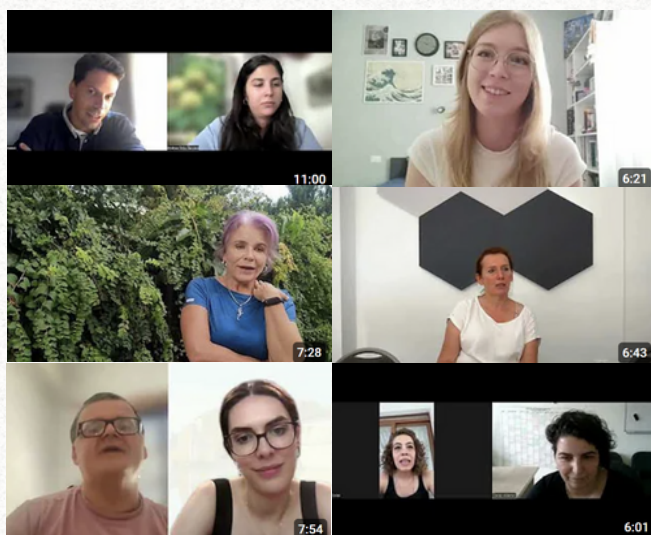
NATIONAL EXPERT INTERVIEW

The **Interview with a national expert** or activist, focusing on the Circular Economy and the use of Digital Storytelling are available on youtube channel:

www.youtube.com/@CEDIS_EU/videos

The expert discusses the complexity of the Circular Economy, which involves shifting from a traditional linear economy to a more sustainable model. This transition requires students to understand not only the economic and environmental principles of CE but also consumer behavior.

In the interviews, the greatest benefits of using DST in school education emerged:
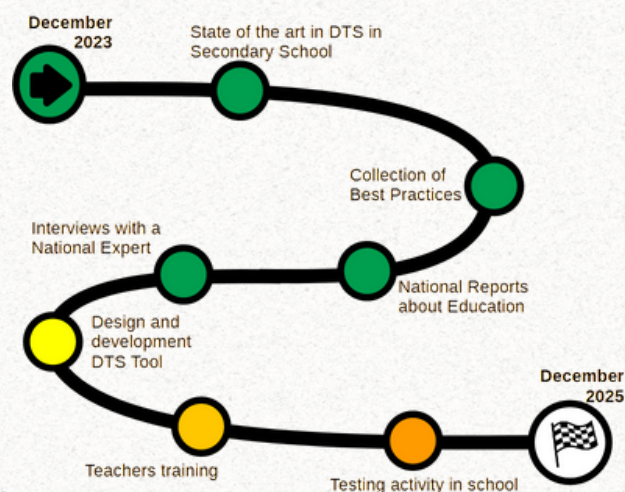- enhances cognitive and creative development,
- improve language skills and imagination in students.
- improve team collaboration

The experts highlight how the storytelling methodology allows students, even at a young age, to acquire complex concepts of circular economy and allows them to develop a greater sensitivity towards the environment and the responsibility to protect it.

The digital storytelling enhances cognitive and creative development, improving language skills and imagination in students.

NEXT STEPS

1. Design and creation of a Digital Storytelling Set of Educational Tools for teaching Circular Economy in secondary schools
2. International Workshop for Secondary School Teachers: Digital Storytelling Education on Circular Economy
3. Testing of the DST Set of Educational Tools for teaching Circular Economy by the trained teachers
4. Production of between 60/80 Digital Stories by students during the didactical mini-projects/sets of lessons/workshops