

Project insights

What has been done? What obstacles were encountered? What were the learning moments? Find out what the teams in Öland and Berlin experienced within the four key tasks of the project:

- **Task 1 Room with a view**
- **Task 2 Lieblingsorte**
- **Task 3 Video intros**
- **Task 4 Artificial realities**



Task 1 Room with a view

“Take a photo out of the window at home. Share and discuss.”

Team Öland

What has been done?

“The participants were given a homework assignment to take a picture with their mobile phone out of their bedroom window. When we met again, we uploaded the pictures to the web application. We worked from the task sheet. Once we had uploaded our own pictures, we met the Berlin group in a digital meeting on google meet sharing and looking at each other's pictures.”

Obstacles encountered?

“The technique was relatively simple and the points on the task sheet were easy to follow. Even those not used to working digitally could follow along. The most difficult part was having a meaningful meeting between the groups. It is difficult to see and hear everyone in a group. The Swedish group is in the same room with a webcam, while the German participants were each on their own computer at home.”

Learning moments?

“It was interesting and very exciting to compare how different our environments are. It is not difficult to imagine in advance, but it became so clear when we could see the pictures side by side. The surroundings, even in the small towns with apartment blocks on Öland, are so rural, while Berlin really looks like a big city without much greenery in the pictures.”

Team Berlin

What has been done?

"Everyone was asked to take a picture, either with a smartphone or a digital camera, of one of their windows at home in the Friedrichshain-Kreuzberg district of Berlin. The second step was to upload the pictures to a simple website with a direct upload function, either via PC or directly via smartphone. There was little or no teamwork involved in this task, it was more about getting comfortable with taking pictures and uploading them. The images were then arranged together on a visual overview page. Finally, the participants presented their pictures and talked about them."

Obstacles encountered?

"Few social issues, perhaps overcoming the first impression of capturing an intimate view from the window at home. A clear technical issue for some participants in uploading their pictures to an online platform. The steps needed to be repeated but became clear when participants had help. This first task did not require a lot of teamwork, but there was a transfer of knowledge between participants as they helped each other to upload images."

Learning moments?

"It felt like a fitting task to introduce the participants to the project, as everyone was impressed by the simplicity and effect of comparing single images of the same thing and learning from each other about different realities. It was a good introduction to visual communication and during the presentation of the images it became clear that there was a noticeable gain in confidence."

Task 2 Lieblingsorte

“The project presents stories and images from personal favourite places in Berlin and Öland.”

Team Öland

What has been done?

“We started by looking at the pictures and reading some of the stories on the German side. Some of the participants could read German. We talked a bit about it. All the participants in the Swedish group then wrote about their own favourite place on Öland. We then sat together, and everyone read to their classmates. Many could recognise the places they had described.

The next part of the work was to embroider and create a textile picture of their place. Many had not embroidered since they were at school and we had invited a special guest teacher to lead this workshop. The embroidered pictures were assembled and displayed at the school's Art Night/Harvest Festival. The students were proud to show off their work to visitors to the school.

As a follow-up, the group later worked with a water expert who works on Öland. Based on the location they had chosen; they learned more about the water situation in different places. Water is periodically scarce on the island. The group used an interactive digital map where they could locate specific places on the island and learn more about the actual water situation.”

Obstacles encountered?

“The difficulty we encountered was when the group had to write their texts digitally on the school's computers. Many of the students are not used to computers. It was difficult to find a good way to save the texts together. We don't work with computers very often because not many people have them at home. The most common digital tool is that they use their smartphone.”

Learning moments?

"Many found the embroidery a lot of fun. They felt they were getting to know each other by learning about everyone's favourite places on the island. The exhibition in the school was also appreciated by outside visitors.

The follow-up with the water expert increased knowledge about how water scarcity is visible in the landscape and how we can act to save the water we have."

Team Berlin

What has been done?

"For the Berlin team, who had the initial idea of "Lieblingsorte", this task was a little more text-based but loaded with very personal and intimate moments and experiences from the lives of the participant's in Friedrichshain-Kreuzberg. The main tool used was a word processor, and each story needed at least one self-made image to accompany the text. Finally, the approved stories were uploaded to a website and arranged in a "map/timeline".

<https://www.lieblingsorte.berlin/>

<https://www.wandel.kulturring.berlin/>

Obstacles encountered?

"Most of the participants found it more difficult to tell their stories on a visual level than on a textual level. Some participants drifted too far away from the desired format when producing very long texts, but this led one participant to start her own literary blog to publish her work."

Learning moments?

"The team helped each other a lot by making suggestions on the text and correcting grammar. In this way, the distribution of roles became visible in a self-organised way. Empowerment played a big role in this task, as all participants opened up about their personal lives and the team strongly supported each other's stories and gave advice on both content and form. People became proud of their stories and selected stories were published in the Kulturring magazine "kultur.txt."

Task 3 Video from intro to editing

"To be represented in moving images and to see each other. This invites us to build community."

Team Öland

What has been done?

"Introducing the mobile phone as a camcorder and getting to know each other by watching each other make videos...also experiencing seeing yourself in a video portrait. Short exercises followed by watching and evaluating each other's work and being inspired by each other. Also to play with the format of video and to see what video editing can bring."

Obstacles encountered?

"Technological tasks were a challenge for most of them, associated with problems and lack of knowledge. By leading the group forward, almost everyone overcame this and enjoyed being almost proud of their knowledge. Through the task we learnt how to transfer video and send films through programmes that sometimes didn't work."

Learning moments?

"How to use the mobile phone to get the best picture and sound by trial and error. How film media can be tricked and how this can have an impact in today's news and media. How films can be improved in shooting and also editing so that it becomes a pleasure to watch and share. Communication tools were also part of the workshop."

Team Berlin

What has been done?

"The first task, a short video introduction, was for many participants their first contact with video production. They just had to say into the camera who they were and what they liked to do, without any editing. Most participants used their smartphones to do this. In a second, more complex task, the Berlin team learned about TikTok-style short videos and brainstormed ideas they would like to produce in moving images, including simple video editing. For the second task, about half of the teams chose to work with a partner, while others preferred to work on their own."

Obstacles encountered?

"It took me quite a while to convince people to get in front of the camera, even though they were assured that their videos would not be posted online. Basic video editing was the most technical of the tasks. It was hard to find a free video editing application that was simple enough and worked well. Most of the people had never used video editing before and had a hard time with the software/apps. Also, the group was divided into smartphone and PC users and the technical issues were quite different between the two types of devices."

Learning moments?

"Lots of unleashed creativity through the new approach to visual communication, inspiring storytelling. Lots of mutual support when team members with more video editing skills helped to finish the videos of participants who were good at storyboarding but had too many technical problems with the editing part. The confidence gained was evident when the feedback on the video productions was overwhelmingly positive and when all participants agreed that their videos could be put online for a wider audience."

Task 4 Artificial realities

"Explore and discuss AI. Create images by entering a text description (prompt)."

Team Öland

What has been done?

"The participants installed Chat GPT on their smartphones. To get to know the application, we asked several questions and discussed the credibility of the answers. We had a common theme that we worked around. The participants looked for information on the topic in online media material. They read web-based newspapers and watched TV news. They then compared the information they gathered with the answers they got from Chat GPT to the questions they were working on.

We didn't work individually on creating AI images because we don't have good access to computers. However, we looked at how to do it together in class via computer and projector."

Obstacles encountered?

"All the participants have their own smartphone, but they are not used to doing more than everyday things with it. Some of them do not have access to their password to download new applications. Someone else in the family, often a younger person, has helped them. When they are at school, they cannot use their phone alone. Often we can solve this situation by having participants work in pairs on one person's phone. Working together is a good way to learn new skills."

Learning moments?

"Many of the participants didn't know much about AI. Many were overwhelmed by how quickly they got answers and felt uncertain about what was true and what was not. None of the elements were difficult, but they opened our eyes to new phenomena."

Team Berlin

What has been done?

"Introduction to AI in the form of an individual research project: finding podcasts about AI to learn about the concept and the status quo. This first step was followed by a discussion about the selected podcasts and a transition to the production part, creating images with AI (txt2img) and some tests of ChatGPT4. In a final presentation round, everyone presented their favourite results of AI-generated images based on their creative prompts. As an unplanned next step, the participants produced several "mockumentaries" with visual stories based entirely on AI images."

Obstacles encountered?

"In terms of content, most participants saw more risks than opportunities in AI. It took some stimulation to highlight the opportunities in many areas. It also took some time to understand how to prompt to get the results you want from AI image creation, and to discuss the frustration of not getting the results you had in mind."

Learning moments?

"High engagement in this section as AI is such a "hot" and ubiquitous topic. Participants were motivated to practise the free options such as *ChatGPT* and *dezgo* and get some hands-on experience relatively early in the AI era. They learned that the same prompt will never produce the same image again, and began to understand the basics of how generative AI works. As an idea for next steps, the participants produced several "mockumentaries" with visual stories based entirely on AI images. Some of the results can be seen on the Kulturring YouTube playlist here:

https://youtube.com/playlist?list=PLNV8ZbV0b9epr_bKdmJhEtt9QJV8iLnS&feature=shared



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



<https://creativecommons.org/licenses/by-nc-sa/4.0/>

This document is licensed under a Creative Commons Attribution-Non-Commercial-NoDerivatives 4.0 International license.