

Vloscars Awards: **The Creation of a Transnational Vlog Community**



Erasmus+

Agenda for Presentation



- ViBes Year 1 & 2
- University Perspectives
- Teacher Perspectives
- Reflections

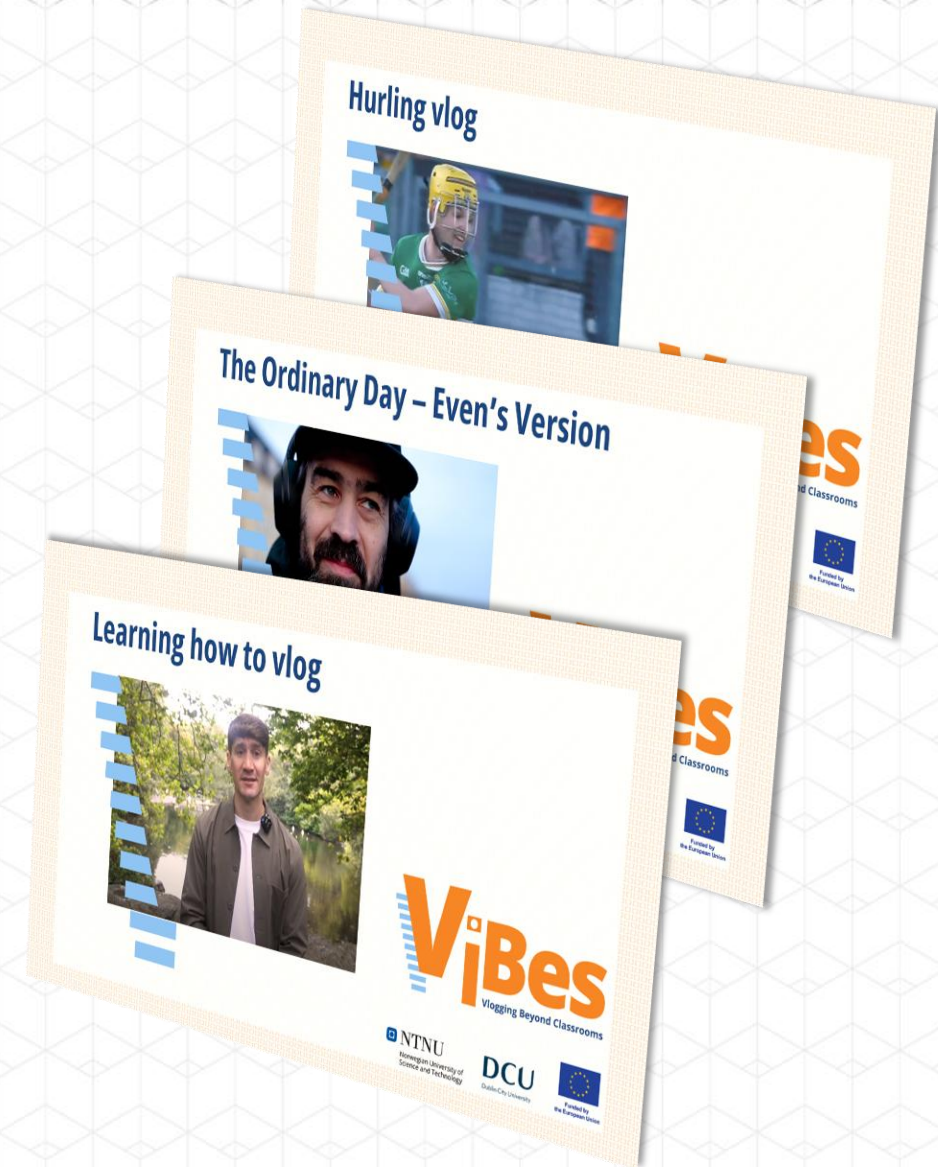
Vlogging Beyond Classrooms

- Erasmus+ Project (2024 - 2026)
- 5 Project Partners
- Ireland, Belgium, and Norway
- Evolved from Media & Learning
- Digital Penpal Concept



Ken and Even

- Personification of Universities
- Three Vlog Tasks
 1. Unboxing
 2. The Ordinary Day
 3. Beyond the Surface
- Learning Resources



Bonding with **Brown Cheese**

- Behind-the-Scenes
- Vlog Celebrity Status
- Full Circle Moment



University Perspectives



Connecting with our Masters alumni and supporting their continued skill development in their own professional teaching contexts.

Involving alumni in Erasmus+ projects provides them with valuable opportunities to benefit directly from the project activities.

International connections with other educators & Universities gaining new insights into different education systems

Action Research – sharing the outcomes at conferences/workshops

Creating resources to support the process

Explainer sheet for the teachers

Shot List Chart – Monty the Penguin (John Lewis, 2014)

Explainer Sheet for Teachers

Scene	Time code	Shot Type	What We See	Purpose / Explanation
1. Bedroom – Watching TV	0:00	Establishing shot	Room with TV	Sets the location and context.
	0:02	Close-up	Boy laughing at TV	Shows emotion and draws attention to the boy's reaction.
	0:04	Zoom out / Mid shot	Boy looking and smiling at penguin	Reveals relationship between boy and Monty the penguin
	0:05	Wide / Side view	Both on the bed	Shows full environment—bedroom, companionship.
2. Garden – Hide and Seek	0:06	Mid shot	Boy at tree hiding	Indicates playful activity.
	0:09	Zoom out / Full body	Boy pointing at penguin	Shows discovery and interaction.
3. Landing – Lego Scene	0:11	Establishing shot	Boy playing Lego, penguin hidden	Builds anticipation.
	0:12	Mid shot	Penguin helping with Lego	Shows friendship and teamwork.

B. Shot Spotting Activity

Look at the scenes and match the shot type to the moment.

Scene	Moment	Shot Type
Bedroom	Boy laughing at TV	
Park	Penguin pops up from water	
Snow hill	Boy and penguin sliding	
Christmas morning	Boy covers Monty's eyes	

Drafting Guidelines

Step 2 - Choose Your Focus

Decide what your pair will show. For example:

- Morning routine
- Journey to or from school looking at the surrounding areas.
- A local park, shop, club, or street
- What after school activities are you involved in
- Time with friends or family
- A place that feels important to you in the community

Each pair should choose something **different**, so the final vlog shows lots of variety.

Step 3 - Your Storyboard (Pair Work)

Complete the storyboard below together.

Scene	What We Will Show	Where It Happens	Who Is Involved	Camera Idea
1				
2				

Step 4 - How Will Your Clip Fit the Group Story?

Answer together:

- How does our clip show our community?
- What does it tell viewers about where we live?
- How is it different from other pairs' clips?

Step 5 - Your Role in the Production Team

Decide what role you will undertake:

- Presenting / speaking
- Filming - camera person
- Help with ideas and planning
- Support editing decisions

Remember: Everyone contributes because everyone matters.

Talbot SNS, Ireland

Vloscars awards



Erasmus plus project call was shining bright
Vlogging Beyond the Classroom felt so right
Talbot Senior National School connection filled with cheer
Using all our hobbies throughout the year
[verse]

Football, music made the project glow
Learning to record and steal the show
Practical and different every day
Vibing with the skills we gained this way
[pre-chorus]

New friends, teamwork at its best
Lost somewhere in music we were blessed
[chorus]

The vibes were never-ending like a song
Broadened our minds and made them strong
Making our community vlog so free
Presenters Ava and Hannah led with glee
[verse]

OUR
SONG

Interested in making videos grow
Every moment set the world aglow
Practical and awesome through and through
Mr Moore showed us what we all could do

[pre-chorus]

New friends teamwork at its best
Lost somewhere in music we were blessed

[chorus]

The vibes were never-ending like a song
Broadened our minds and made them strong
Making our community vlog so free
Presenters Ava and Hannah led with glee



Using Mureka.com AI

VBO Belgium: Vlogging Beyond ViBes

- different years, different groups
- different task, different outcome
- learning for and from each other, across borders
- vlogging vibes



- pursuing many different talents and goals



- at their own pace
- in their own way



FUN





Kattem Skole



Year 1 vs Year 2

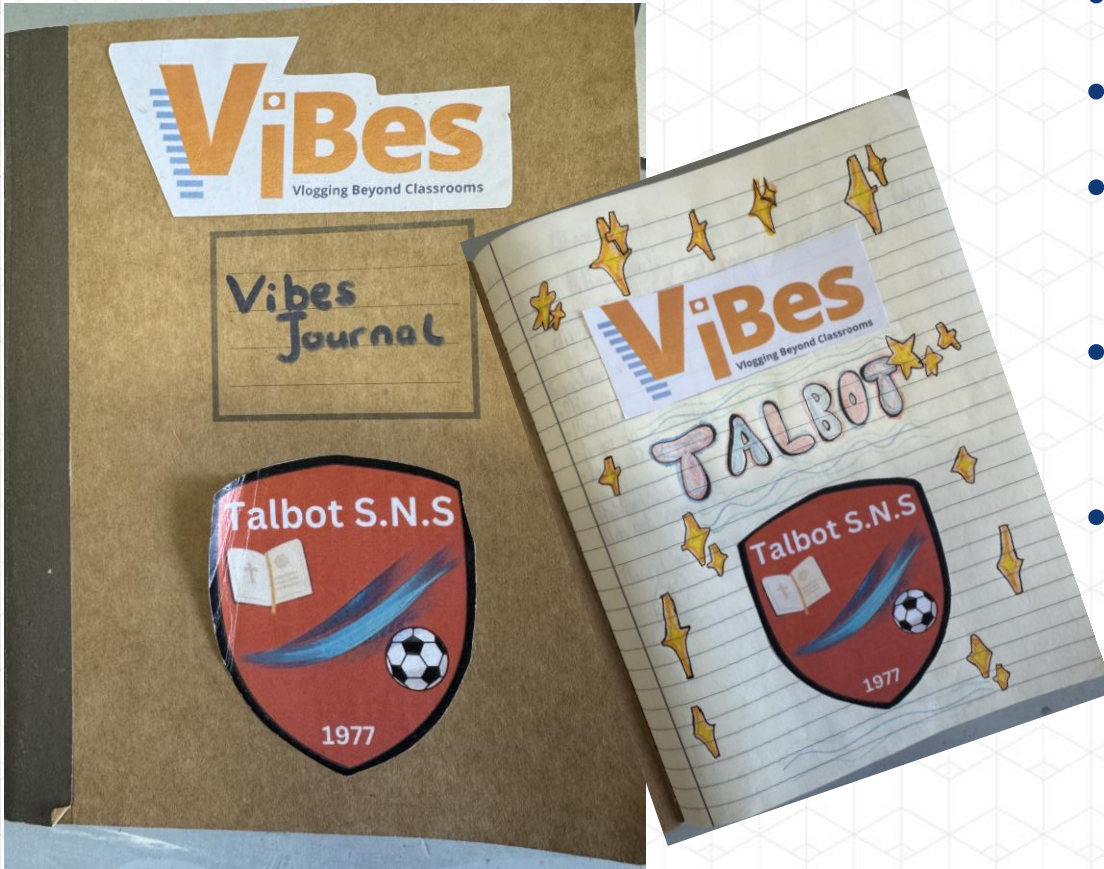
- 7th grade / 6th grade
- 58 students / 54 students
- Student – teacher relationship
- Group dynamic
- Tech-skills
- Prossess

Kattem Skole: Vlogging Beyond ViBes

- Cooperative and theme based learning
- Meeting learning goals
- Exploring different media
- Getting to show different sides of themselves



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- Year 1 vs Year 2
- Growth in Confidence of learners
- DCU Workshops – aiding technical skills, digital literacy
- Reflecting in Journals - 'ViBes Journal'
- Similarities and differences in schools

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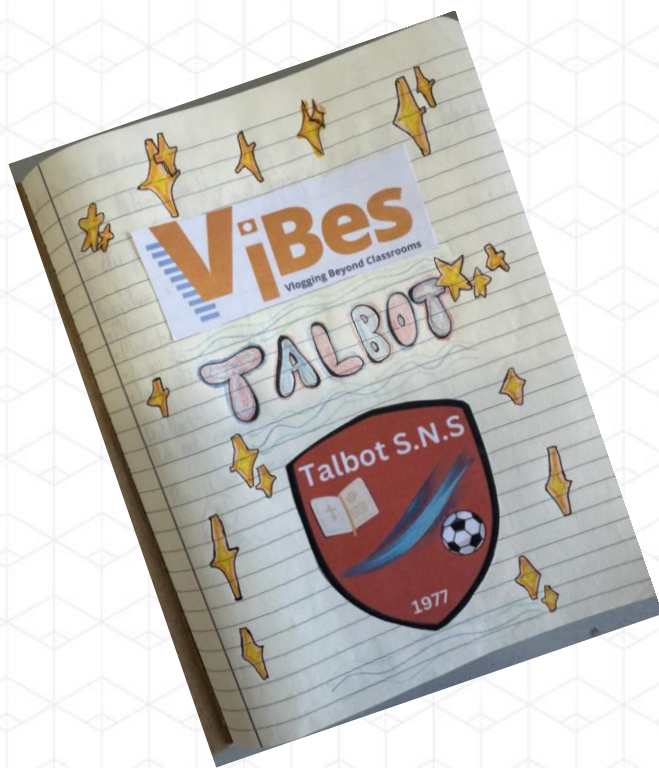
- Recording Studio

Vlogging beyond ViBes

- Lifelong links with both international and Irish schools



Talbot SNS, Ireland



Reflection (In your reflective journal write .

- What did you learn about your own community?
- What did you learn about working as part of a production team?
- How did different people's clips help tell a bigger story?

Teacher's Perspective: Talbot SNS

Reflective Journals

Be Community Vlog
Hannah

☺ Ⓢ ★+

In the ViBes project, we're making a video about our community in Clondalkin and Bawnogue, and there needed to be a presenter. So, I decided it'd be fun to have a shot of auditioning since ~~it's not~~ ~~that~~ ~~hard~~ ~~to~~ ~~do~~ I might not get a chance of ever doing something like this again. So we were instructed to make a video about: Why you should be the presenter. I spent about approximately 3.5 hours on my video, spending most of my time on recording myself.

In the end I unfortunately did not get the role, but I honestly didn't have much of a reaction since Ava got it and her video was INSANELY good compared to what I done. Overall I'm super happy for Ava, and I hope she does well on presenting! ☺

★+ I had a load of fun in the process of making the video.

Ava Presenter Elections - ViBe

Right now in the ViBes project, we're putting together a video about our community. We needed a presenter. So I auditioned and got it! Basically, I had to make a video at home. I had to explain why I think I would be a good presenter. I gave 5 reasons, and added some bloopers. The whole thing took about 4½ hours, and at least an hour to send because I had to sign into my laptop and sign into Google Classroom.

My favourite part was probably when I was editing it. I got to add fun music and subtitles, etc.

Overall, I enjoyed making the video, and am very grateful that I got the role!

Today

- A debate about the students use of smart phones
- It is a main goal for Norway to be the world's most digitalized country by 2030
- Technology will solve major challenges, such as labor shortages, increased bureaucracy, and the need for more efficient services



The children and media survey

- 94%, of 9 - 11-year-olds have their own mobile phone
- 60% of children aged 9–12 got their first phone at age eight or younger
- Use of mobile phone at least three hours per day are considered heavy users
 - more than half of 9–18-year-olds
 - 22% of 9–10-year-olds
- 44 percent never share content
- 78 percent have never created content for YouTube
- Most popular activity is watching humor videos, which nearly half of respondents do.
- This is followed by videos about gaming and gamers, music, sports, and exercise as the most popular categories.

Media education

- What is usually discussed is often the negative impacts
- Leisure discourse vs. school discourse
- Not vocational enough – not academic enough
- The student becomes lazy, distracted and poor learners



A woman and a young girl are taking a selfie in a cobblestone city square. The woman, wearing a dark blue jacket with a white fur collar, holds a black smartphone high in her right hand. The girl, wearing a black jacket with a fur collar and a yellow safety vest, leans in and points at the phone screen with her right hand. In the background, several people are walking, including a group of children in yellow safety vests. A red construction vehicle is parked on the right side of the square. The ground is wet and reflective. A small circular logo with the colors of the Belgian flag is in the top left corner.

But sometimes when I see kids,
like my own nieces and nephews

Some reflections

Some benefits:

- Students can show new/different sides of themselves
- Teachers get richer assessment basis
- Reduce the gap between school and leisure
- A new/different arena to contribute in
- Social learning through collaboration
- Social learning through negotiation
- From consumer to producer creates engagement
- Rich opportunities for individual adaptation
- Writing literacy
- Oral literacy
- Digital literacy
- Media literacy
- Critical perspectives
- Learn how to communicate
- Working with aesthetics

Some reflections

- ViBes positions pupils as **producers instead of passive consumers**. They are exploring vlogging in a school setting, through a language that resonates with their generation.
- This has the potential **of improving their engagement and commitment to learning**.
- ViBes addresses **key competences for lifelong learning** and could pave the way for future schools to reach learning goals in new and inclusive ways.

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