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Sheherazade Project



Analysis of the Presence of Storytelling in Teacher Training Curricula

**Work Package 2: State of the Art
Partner 4-Elan Interculturel**

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**Remark:**

The results below have been uploaded to the website in 8 languages (EN, FR, NL, BG, DE, ES, NO, SE)

Summary:

While storytelling often has an established presence in education programs for children, its use as a pedagogical tool is rare in trainings targeting adults. When included in adult trainer curricula, however, storytelling proves to be adaptable to a wide variety of educational settings, from workshops for counselors and wellness professionals, to trainings for language teachers and community workers.

This analysis of the presence of storytelling in adult trainer curricula offers insight into the types of institutions that include storytelling in their courses. It also gives an idea of the variety of ways in which storytelling can be used in an adult trainer curriculum. The primary goal of our research was to better understand how storytelling is used in adult trainer curricula and in curricula targeting “end-user” adults in our partner countries, though we have also discovered how storytelling is integrated into educational settings in a more general sense. After giving a non-exhaustive overview of the current landscape in each of our partner countries, we offer some points of comparison and assessment.

Summary of Institution Types Where Storytelling Appears in Curricula:

- Storytelling and Nonprofit Organizations
- Theater Groups
- Individual Storytellers (not an institution, but constitute an important source of storytelling training)
- Festivals/One-time events
- Adult training Institutions/Schools/Universities (usually in drama department)
- Psychology and Well-Being Centers/Courses

Target Groups:

- Adults
- Professional Storytellers
- Teachers/adult educators
- Actors
- Trainers
- Schools
- Cultural Organizations
- Libraries
- Social Workers
- Health, psychology, counseling and well-being professionals
- Tourism professionals
- Language teachers

How Storytelling Appears in Curricula for Adult Trainers:

- Trainings on the art of storytelling
- Storytelling as a tool as part of a counseling session



- Storytelling as part of a language courses
- Workshops on storytelling for city and tour guides
- Storytelling in literature course (meanings of symbolism, themes, etc.)
- Storytelling in public speaking and communication courses

Individual Country Results

UK: Partner 2-Superact

Summary

In the United Kingdom, locating any information on storytelling in adult education curriculum is quite challenging through the mainstream academic channels. If storytelling is used as a technique, it is imbedded in a particular teacher's practice and not listed as part of the course activity. A few courses were discovered at the Further Education FE College level.

Institutions

- Beeleaf Institute for Contemporary Psychotherapy
- City Lit Centre for Adult Learning– Department of Drama
- Beeleaf Institute for Contemporary Psychotherapy
- Havering Adult College
- NIACE-UK Adult Community Education Agency
- Pilgrims English Language Training
- Mid Cheshire College
- Courses on storytelling as art form: Birbeck, University of London, London Film School, City Academy, Workers Educational Association, Nottingham Trent University-Short Courses, Strictly Training, VTT Academy, Crescent Arts Centre, Camera School, Kent Adult Education Service, The Screen Arts Institute, Arts University College, Bournemouth, Assington Mill, Netskills

Target Groups

- Young People
- Adults
- Teachers
- Professionals
- Travelers
- Adult Learners

How Storytelling Appears

Finding the above courses required going through storytellers, storytelling websites, and education research articles and websites for the teaching profession. There is also some reference to storytelling in adult education away from the mainstream. There is evidence of storytelling being taught as a performance art form and imbedded in drama courses, but not necessarily for teaching purposes.



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Belgium: Partner 3-CVO Leuven-Landen

Summary

In Belgium, storytelling appears in adult trainer curricula mostly in courses designed to teach the art of storytelling. Trainers are taught key storytelling techniques in workshops that run anywhere from 2 days to 3 years. The Maison du conte is an important hub for storytelling training in Belgium and other organizations offer similar courses.

Institutions

- Maison du Conte
- Van Stoel tot Stoel
- Wisper

Target Groups

- Adults
- Professional Storytellers
- Teachers
- Actors
- Trainers
- Schools
- Cultural Organizations
- Libraries

How Storytelling Appears

- Basic and advanced workshops on storytelling
- How to use your body during storytelling
- Coaching of storytellers
- Storytelling as part of the theatre courses
- Basic and advanced workshops on storytelling
- Short sessions during storytelling weekends, longer sessions during a longer period
- Workshop on storytelling for city guides
- “Terrace workshop” for storytelling in public without a lot of preparation on a terrace in the city; dare to tell a story in public
- Trainings (over three years): voice training, working on different tales, discovery of oral traditions, symbols in tales, storytelling techniques, physical storytelling
- Short trainings (same subjects) of 2-4 days



France: P4-Elan Interculturel

Summary

In France, while storytelling is included in education curricula at the primary and secondary level, it has a much lower presence at the adult level. It is particularly used with trainers working in the mental health sector. As in Belgium, a strong storytelling structure exists which facilitates storytelling courses.

Institutions

- Horizon Psy Center
- Academie de recherches des techniques educatives corporelles (Research Academy for Corporal Education Techniques)
- Michèle Freud School of Sophrology

Target Groups

- Health, psychology and counseling professionals
- Social and communications professionals
- Teaching professionals
- Individuals interested in a career change or in wellness
- Students
- Coaches, counseling, and therapy professionals

How Storytelling Appears

- Study the use of symbolism in storytelling
- Acquire the means to implement a therapeutic workshop
- Training on how to create a storytelling workshop
- Enriching the imagination through the five sensory functions; discovering one's creative resources and talents through storytelling
- Develop one's presence and confidence within a group through storytelling
- Introduction to storytelling
- Storytelling is included as a tool for general use in sophrology

Therapists can learn to use storytelling to gently encourage their patients to go beyond the boundaries of fear and limitations established by the superego. It can also serve as a tool for resolving internal and relational conflicts and for facilitating inner renewal and psychological opening.



Bulgaria: Partner 5-Sofia University St. Kl. Ohridski

Summary

In Bulgaria, storytelling is primarily applied in the work of some NGO or professional organizations. These structures offer trainings to adults, aiming to enhance their professional development in the area of psychotherapy and more specifically, therapy through music. The courses these organizations deliver are short, on demand, and paid for by the participants. These courses are practically oriented and aim to introduce new approaches in professional psychologists' practice. The certificates, which organizers provide to participants, are not officially recognized.

Institutions

Sofia University St. Kl. Ohridski, Faculty of Education

NGO training organizations

Target Groups

- Adult educators
- Social Workers
- Psychologists/Psychotherapists
- Teachers

How Storytelling Appears: There is no evidence of the inclusion of storytelling curriculum at the higher education level in Bulgarian Universities. At the Faculty of Education of Sofia University, there is a master's program for adult education, but there is no course that includes storytelling. In the bachelor program for social workers, there is the course *Approaches for Social Work*, but there is not information storytelling to be presented as one of the approaches. The situation is the same in other Bulgarian universities.



Austria: Partner 6-Brunnenpassage/Caritas

Summary

When focusing on adult trainer curricula, storytelling will not be found as a method in any curriculum in Austria. However, in the curriculum of one institution which gives out certificates for adult trainers, there is a “didactical competence” section which includes different optional courses available in this field. Another institution offers an occasional Digital Storytelling workshop, but storytelling was not included as a tool in the curriculum.

Here is an overview of how storytelling is used in educational settings with adults:

Storytelling in the terminal care: Starting in 2013, a woman who works in this field with storytelling, and has held individual lectures, will begin giving courses. There seem to be several activities in this field in Germany.

Storytelling for tour guides: An ongoing in-house course for all the tourist guides in the castle of Schönbrunn in Vienna.

Storytelling in language courses: We know that workshops have taken place in the past, though specific written examples written in curricula were not available.



Ireland: Partner 7-Meath Partnership

Summary

There are very few instances of storytelling practice documented in adult education curricula in Ireland. On one or two occasions, it is mentioned, but further investigation has revealed that in fact storytelling sessions were used in early childhood education practice working with parents and/or working with primary school children and their guardians. The first example below specifically relates to adult education/learning, all other examples are specific to children and/or youth actions.

Institutions

- Kimmage Development Studies Centre- Postgraduate Diploma/MA in Development Studies 2009-2010: Students
- Comhlámh: NGO for Action and Education for Global Justice
- Axis: Community arts centre, Ballymun, Dublin
- Department of Education and Science, Curriculum Development Unit

Target Groups

- Postgraduate students
- Junior Certificate Students – aged 16 years

How Storytelling Appears

The only adult trainer curriculum which features storytelling is “Adult Learning for Development,” which appears in the adult education module in the Postgraduate Diploma/MA in Development Studies at Kimmage Development Studies Centre. This module aims to explore how ideas and approaches within the field of adult learning may influence development practice, drawing upon the experiential knowledge and insights of the learners and fostering their critical reflection upon theory and context. One of the core elements of the module focuses on “Transformative Learning; Storytelling as a mode of Critical Reflection; Facilitation of adult learning.”



Norway: Partner 9-Oslo and Akerhus University College of Applied Sciences (HiO)

Summary

Norway has a large variety of adult storytelling training courses. Usually the courses last one day or a weekend and mostly the aim of the courses is to introduce the participants to the art of storytelling. Though more rare, “advanced storytelling” courses are also available.

One unique aspect of adult storytelling training programs is the strong presence of storytelling programs at the university level. Oslo and Akerhus University College of Applied Sciences (HiOA) runs 3 different storytelling courses each giving 30 credits. One course is a full-time international storytelling course mainly for students from the bachelor’s program in drama and theatre. The two other programs are part time courses which build upon each other. These courses are open to anyone. A language and Norwegian culture course for adult immigrants has storytelling as one of the aims of the course.

Institutions

Example of people/groups/places arranging courses:

- Kultlab: <http://www.kultlab.com/kursforedrag>
- Storytelling festival: <http://fortellerfestivalen.no/>
- Fabelakt: <http://www.fabelakt.no/side4.php>
- Fortellerscenen: <http://www.fortellerscenen.no/side.php?nr=7>
- Snirkelsnakk: <http://www.snirkelsnakk.no/>
- NorskFortellerforum:
http://www.norskfortellerforum.no/index.php?option=com_jcalpro&extmode=cats&Itemid=36
- Fortellerhuset: <http://fortellerhuset.no/Hva%20tilbyr%20vi.htm>
- Nina Naesheim: <http://fortellernina.no/jeg-tilbyr>
- Vox, Norwegian Agency for Lifelong Learning
- Oslo and Akerhus University College of Applied Sciences Faculty of technology, art and design (Shortened HiOA): Department of art, design and drama

Target Groups

- Amateur storytellers
- Librarians
- Teachers
- Those interested in learning the art of storytelling
- Norwegian language learners
- Immigrants

How Storytelling Appears

At the university level, coursework focuses on storytelling theory and technique. The part-time study program at HiOA is divided theory and practical exercises on storytelling techniques. Great emphasis is placed on developing students' artistic and pedagogical proficiency in storytelling. The program is largely based on that learning takes place with others. It is highly process-oriented and based on students' own activity.



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Sweden: Partner8-Fabula Storytelling

Summary

In Sweden, storytelling in adult education on academic level is not common. A few courses were discovered. Sometimes there are single short courses at Folk high schools. We have not found specific courses in Teacher Training program in the University. When storytelling is present it's as an art and almost connected to literature or drama. When teacher want to learn about oral storytelling they go to short workshops ex made by Fabula or other, or to the course at Gotland's university, or to Oslo, Norway.

Institutions

- Linköping University, Faculty of Philosophy, Institute of Culture and Communication. "Drama – Improvisation and Oral Narrative"
- Gotland University, Ethnology. "Oral narrating in theory and practice", 15 ECET Credits
- Karlstad University, Faculty of aesthetics and philosophy "Educational Drama and Storytelling, 15 ECTS Credits"

Target Groups

- Anyone with basic eligibility, adults
- Teachers
- Professionals
- Adult Learners
- Librarians, journalists, actors, drama teachers and local history enthusiasts.

How Storytelling Appears

In universities websites and course catalogues. The course from Gotland University is announced at storytelling organisations and festival websites. As a ground course for everyone who want to learn and practice storytelling,

Comments on the course from Gotland University (now a part of Uppsala University): The teachers and the coordinators in this course are all experienced oral storyteller and familiar with this special art form. We know this is an education that truly educates in storytelling.

Comment on the course from Karlstad University: In a short interview with the course coordinator, Mia-Marie Sternudd-Groth, over the phone, it appeared that the course



distinguishes between storytelling and drama. Half of the course is about storytelling, half is about organizing a drama project in classroom.

In reading list are books by three storytellers: Mats Rehnman, Carina Fast and Harriette Söderblom. The course coordinator highlights a problem that these books will disappear from the publishers. The student's examination is to tell a story they have chosen themselves - a traditional story, a life story or a story they have heard. They do it on a storytelling event, they have to organize themselves. This also includes that they will inspire listeners to tell a story.

Comments on the course from Linköping University: In a short interview with the course coordinator, Linda Kernell, over the phone, it appeared that the course clearly distinguishes between storytelling and drama. The literature contains books of narrators (Carina Fast, Benedicte Hambro & Hilde Eskild and others). Half of the course is theoretical, half practical. Students work both to create their own stories and work with traditional materials. Their examination is to retell a traditional story/folk tale.

Needs Assessment/Conclusion

Apart from storytelling trainings focused on teaching it as an art, storytelling seems to be rarely included in formalized adult training curricula as a pedagogical tool. When it is used in adult training, storytelling proves to be very adaptable, however. The examples found by our partners include trainings targeting adult trainers such as psychology professionals, foreign language teachers, and community workers, as well as "end-user" adults such as migrants or language learners. When storytelling appears in more general adult training curricula, it tends to be part of more informal methodological approaches, which are often not written down.

The curricula we have discovered do not include details about the specific activities used involving storytelling nor information about how storytelling techniques have been adapted to the context of the course. The trainings are usually one-time or short-term sessions. The most structured and long-term use of storytelling takes place in adult training institutions, universities and storytelling centers.

Our research reveals the need for a formalized written support on the use of storytelling as a pedagogical tool in adult trainings. Such a document could serve as a guide for adult trainers in the following ways:

- Presenting guidelines on how adult trainings involving storytelling can be structured
- Giving insight into the advantages of using storytelling in an adult training context (promoting storytelling)
- Providing tips on for how to use storytelling with different target groups
- Introducing trainers to the technical aspects of storytelling
- Presenting specific storytelling activities/approaches which can be used in adult training
- Providing theoretical background on the use of storytelling in adult training

The upcoming phases of our project will produce deliverables to address these issues.



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