



Co-funded by the
Erasmus+ Programme
of the European Union



IV LTTA

AUTOBIOGRAPHY AS A TEACHING TOOL IN ADULT EDUCATION (REPORT)

28 SEPTEMBER-4 OCTOBER 2021

ISTANBUL





CONTENTS

PRESENTATIONS IN THEORETICAL CONTEXT

1. *Telling your story: Autobiography (Turkish Team)*
2. *Auto-ethnography (Turkish Team)*
3. *Autobiography As A Way For Personal Growth (Bulgarian Team)*

GOOD PRACTICE EXAMPLES

1. *Autobiography in Life (Turkish Team)*
2. *Autobiography Writing Steps (Turkish Team)*
3. *Life After Lockdown: Survey Results (Turkish Team)*
4. *Mother and Daughter Biography Activity (Turkish Team)*
5. *Resources of Europe (Italian Team)*
6. *Autobiography as a Tool for Personal Development (Bulgarian Team)*
7. *Using Digital Storytelling as a Source of Empowerment and Engagement (Greece Team)*
8. *Autobiographical Writing to Master the meaning of Words (Spain Team)*
9. *Autobiographical Writing a Way to Communicate Effectively and to Learn the Language (Poland Team)*
10. *Living Library (Slovenian Team)*

CULTURAL HERITAGE ACTIVITIES

1. *Autobiography of a City: Istanbul*
2. *Bosphorus Tour*
3. *Historical Peninsula Tour*

DECISIONS



Co-funded by the
Erasmus+ Programme
of the European Union



AUTOBIOGRAPHY AS A TEACHING TOOL IN ADULT EDUCATION

Introduction: Autobiography in the Context of Non-Formal Education

It seems that the meaning of reading and writing changed day by day. Literacy means that in the past it was only to know the meaning of some figures. But today the meaning of literacy has changed to reflect changes in society and the skills needed by individuals to participate fully in society. At this point functional literacy is an important element in overcoming social life problems and social participation. Individuals need to develop their functional literacy qualifications. Competences such as being a well-equipped member of the information society, being a good role model, expressing oneself in business life, being willing to take responsibility and defending rights can be listed under the name of functional literacy.

Autobiography can be seen as a non-formal adult education method to realize these competence areas. Non-formal education refers to the education that takes place outside the formal school system, it is generally used in educational processes such as community education, adult education, lifelong education. Non-Formal education is mostly based on the needs and experiences of individuals. It is individual-centered and shaped according to the developmental levels of individuals. It is flexible about what and how to learn, and student needs are decisive. It is based on participation. individuals are seen as active participants. It is inclusive. past lives of individuals are seen as wealth.

As can be seen, non-formal education contents put the lives of individuals at the center. In this respect, it overlaps with autobiography, which is a personal record-keeping process. Autobiography enriches non-formal education by enabling individuals to transfer their experiences to learning processes. Because each learner's experience is unique and therefore a source of wealth. Experiences open the door to finding solutions to existing problems. Adults have the opportunity to think about how self-management skills can be developed based on their life records. The life stories of individuals also create a non-formal educational environment that encourages a collaborative environment. Through the activities to be carried out using autobiography, interactions between individuals are ensured and each individual is encouraged to take on various roles by participating in the discussions.



Co-funded by the
Erasmus+ Programme
of the European Union



Within the scope of the project, good practice examples and theoretical background regarding the use of autobiography as an educational tool in the context of non-formal education were presented.

PRESENTATIONS IN THEORETICAL CONTEXT

1. Telling your story: Autobiography (Turkish Team)

With this activity, it is aimed to create a theoretical basis for good practice examples in which autobiography is used. In this context, what autobiography is defined in the current and historical context. The difference between autobiography and genres such as biography diary is explained. In the context of non-formal education, it has been revealed how autobiographical work can be used as a transformational method. Apart from these, the difficulties encountered in autobiography studies are also explained.

2. Auto-ethnography (Turkish Team)

In this presentation, how autobiography is used as a qualitative research method is explained. As a qualitative method, its place in reflection processes is presented in a theoretical framework. How people's own positions in the learning environment enrich learning and their positive effects on the process of discovering competences are explained in detail. The place and results of triggers in the lives of individuals in autobiography writing are expressed.

3. Autobiography As A Way For Personal Growth (Bulgarian Team)

In the presentation titled "Autobiography as a way for personal growth", autobiography is related to functional literacy. During the learning process, the content for teachers to use autobiography as an effective tool was shared. With the models, how, where and for what purpose autobiography will be used is explained.



GOOD PRACTICE EXAMPLES

1. **Autobiography in Life (Turkish Team)**

The presentation titled "Autobiography in Life" focused on the autobiographies of illiterate trainees. Based on life experiences, the difficulties of illiteracy were compiled using the interview method. Structured interview questions were used. For this purpose, the following questions were asked to the participants in a literacy-oriented context in their life stories: (a) Why did not I go to school? (b) What difficulties did I experience? (c) What has changed in my life after the course?

2. **Autobiography Writing Steps (Turkish Team)**

In the presentation called "Autobiography Writing Steps", an activity on autobiography studies was carried out. In this sense, a workshop was held by ensuring that all the participants were involved in the activity. First of all, clues about autobiography writing are shown. At each step, an autobiography was created with the contribution of the participants. With the circular autobiography writing method, the participants made their own autobiography studies. At the end of the study, a concrete example of autobiography was shown and the study was concluded.

3. **Life After Lockdown: Survey Results (Turkish Team)**

In the study called "Life After Lockdown: Survey Results", data on the experiences of the pandemic period were compiled through a survey. For this purpose, a questionnaire consisting of two parts was applied. In the first part, they were asked to make comparisons about their life experiences. In the second part, data about emotional states were obtained. All of the data were transferred to the participants with graphics. The results were evaluated with the contribution of the participants through the discussion method.

4. **Mother and Daughter Biography Activity (Turkish Team)**

In the good practice example "Mother and Daughter Biography Activity", an example of an autobiography in which the mother conveyed her experiences to her daughter was presented. An autobiography sample with striking life stories was shared with the participants. In the autobiographies, how the acquisitions of functional skills are obtained is explained through autobiography.



Co-funded by the
Erasmus+ Programme
of the European Union



5. Resources of Europe (Italian Team)

In the activity called "Resources of Europe", the work of understanding and creating the text was done with the participation of all participants. The text, which includes the sources in the countries of Europe listed from north to south, was distributed to the participants. It is explained how the text comprehension process can improve language proficiency with the question and answer method. The text was handled as a whole with word finding and comprehension work.

6. Autobiography as a Tool for Personal Development (Bulgarian Team)

In the activity called "Autobiography as a Tool for Personal Development", CV's contribution to autobiography studies was presented. Step-by-step CV preparation points to be considered, are shown. It is explained how CV studies are done with the photos taken from the applications. The contribution of autobiography in job opportunities is mentioned.

7. Using Digital Storytelling as a Source of Empowerment and Engagement (Greece Team)

In the activity called "Using Digital Storytelling as a Source of Empowerment and Engagement", autobiography was transferred as a storytelling technique. How the storytelling technique can be used on digital platforms is conveyed through mythological heroes. Mythological heroes were narrated together with the participants.

8. Autobiographical Writing to Master the meaning of Words (Spain Team)

In the activity called "Autobiographical Writing to Master the meaning of Words", the process of creating an autobiography was conveyed through a workshop. Previously, the participants were asked to photograph objects that were meaningful to them. Afterwards, various information about these objects was collected from the owner of the object. It was requested to write the meaning of the presented object for the owner of the object. In the next stage, the partners of the participants were tied together with a rope and a story chain was formed. How autobiography produces common value through this activity has been demonstrated with practice.



Co-funded by the
Erasmus+ Programme
of the European Union



9. Autobiographical Writing a Way to Communicate Effectively and to Learn the Language (Poland Team)

In the activity called "Autobiographical Writing a Way to Communicate Effectively and to Learn the Language", the autobiography writing process was first explained to the participants. Under the title of "Find Your Story", cardboard objects were distributed to the participants according to their gender. Participants were allowed to create their A-Step-by-Step stories. The stories created were shared with other participants and a multiple autobiography example was presented. In the second activity, the participants were asked to form sentences of 6 words describing themselves through Hemingway's example. With the "Story Star" activity, it was explained how to create an autobiography through various question examples. Except those; Autobiography was explained by making workshops on different application examples named "Hero's Travel", "Kamishibai: picture theater", "The narrative game of Dixit".

10. Living Library (Slovenian Team)

In the event called "Living Library"; A work study was conducted on the use of autobiography as a teaching and learning tool in lifelong education within the scope of functional literacy and non-formal education. In this event, in which individuals were metaphorically addressed as living libraries, a workshop was held on how to deal with prejudices. It was ensured that the personal stories, which were created before, were read by other participants and a sharing environment was created. The ultimate goal is to convey to the participants with an application that everyone has a story and that each story has unique contributions. With this activity, it has been revealed that each individual, as a living book, enriches the learning environment.

CULTURAL HERITAGE ACTIVITIES

1. Autobiography of a City: Istanbul

The change of Istanbul in the historical process was conveyed to the participants using video. The change process of Istanbul, which has hosted different civilizations, is explained with examples. Istanbul is presented as a collaborative power.



Co-funded by the
Erasmus+ Programme
of the European Union



2. Bosphorus Tour

Bosphorus, 32 kilometers long, is the border connecting Europe and Asia. The participants were given the opportunity to visit Istanbul's cultural heritage with a cruise on the Bosphorus between Asia and Europe. They were given the opportunity to explore Istanbul's tourist attractions, palaces, ancient castles and other historical sites, as well as beautiful seaside residences and the Bosphorus bridge.

3. Historical Peninsula Tour

Historical places of Istanbul were visited with trips made within the scope of cultural heritage activities. In the region known as the historical peninsula; Topkapi Palace, Hagia Sophia, Sultanahmet Mosque (Blue Mosque), Gulhane park and Grand bazaar were visited.

DECISIONS

- January 27th and 28th 2022 are the possible dates for the TPM in Greece. Attendees will arrive on the 26th and leave on the 29th.
- The participants should prepare a report about the activities organized and promoted in each association/school/organization. These reports will be collected and sent to the national agency. A sample of the report will be created by the Italian team and sent to the partners.
- The questionnaire that has been prepared to compare the pandemic period t should be filled by students and teachers. It should be prepared before the meeting in Greece. There, the results will be analyzed and shared, they will also be used for other purposes.