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1) What was your relationship with short forms before joining the SFBB project?

I worked with short forms as part of my degree and PhD in English studies, mostly with the short story. I also attended a short course on microfictions, which mostly involved advice on how to write them, but we did discuss in what ways microfictions could be used aside from self-expression. Of course, I also had experience with social media which we might consider short forms — mostly tweets and Instagram reels.

2) What was your role within the SFBB project?

As a PhD student, I collaborated with the rest of the University of Santiago team to develop the objectives of the project's IO1. I helped with the data collection for the surveys and with booklet, designing its layout and graphics while my colleague Sergio developed the text. I also participated in the workshops organised at the Universities of Giessen and Athens.

3) How has your relationship with short forms evolved since SFBB?

The project has made me more aware of just how often we come into contact with short forms, both within and outside of the classroom, and improved my understanding of their many pedagogical uses and how they may be applied, especially in language teaching.

4) What were the most important aspects of the project for you?

The project's attempt to raise awareness regarding the importance and usefulness of short forms in pedagogical and research contexts was very interesting and a very important endeavour for teachers and students alike. What I personally enjoyed most about SFBB was the opportunity to meet and interact with students from other universities, which gave us the chance to share and contrast our experiences and knowledge regarding short forms and many other research topics in general — as well as the chance to make new friends from other European and non-European backgrounds.