READ IT Project

Training teachers to make READing fun through digITal storytelling

Michela Tramonti

**4th Interactive National Seminar
June, 19th 2014 – Sophia (Bulgaria)**

International Project Office - USGM

READ▶IT — Lifelong Learning

OVERVIEW

- PROJECT BACKGROUND
- PROJECT GOAL
- INNOVATIVE ASPECT OF THE PROJECT
- TARGET GROUP
- METHODOLOGY
- DIGITAL STORYTELLING ..
- BOOK TRAILER..
- PARTNERSHIP
- HOW…
- EXPERIMENTATION PHASE
- TEACHERS AND STUDENTS ATTITUDE
- CONCLUSIONS

READ▶IT — Lifelong Learning

PROJECT BACKGROUND
Why did we choose to undertake the READIT project?

LACKS
- **EU Teachers lack ICT skills**
- Despite rapid advance in today's technology, many educational institutions in EU are not experimenting with digital tools in a creative and innovative way

TRAINING NEEDS
- Teachers need to acquire skills to implement new educational methods combining existing didactic approaches and digital skills.
- Schools need to adapt to current students needs and identify new learning models

There is a growing need for formal instruction in **KEY new skills** (i.e. information literacy, visual literacy and technology literacy) - Horizon report 2009

READ▶IT — Lifelong Learning

PROJECT GOAL

AIMS
- to support teachers to develop their confidence and skills in the use of new technologies
- To motivate and engage young people with reading and writing through book trailer production

OUTCOMES
- Tested methodology for the use of digital storytelling and book trailers
- Book trailers made by participating young people and teachers, using a variety of technologies and illustrating participants' skill, engagement and understanding

Training teachers to make READing fun through digITal storytelling

READ▶IT — Lifelong Learning
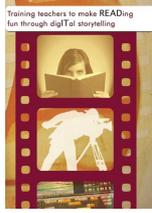
INNOVATIVE ASPECT OF THE PROJECT

The innovative aspect of the READ IT pedagogical methodology is to combine technology in terms of digital storytelling and book trailer development with standard writing techniques such as narrative and screenplay to **REINFORCE TEACHING and LEARNING** in an interactive, creative and authentic way

The influence of technology is changing the face of learning, especially in terms of new medium (e.g. IPAD) and the concept of integrating books with digital tools can help evolve and inspire literature appreciation among the next generation of students

READ▶IT — Lifelong Learning

TARGET GROUP

READ IT project addresses EU high schools teachers and students

TEACHERS
- Have learnt digital storytelling techniques and methods for book trailer production through a **pilot course** (delivered through an e-learning platform) and have transferred this knowledge and tested this new educational approach with students

STUDENTS
- Have learnt about digital storytelling and how to produce book trailers but they have also developed an array of transversal skills (writing and verbal, art sensibility, visual and technology literacy etc.) through **face-to-face seminars** with teachers and experts for the production of book trailers

READ▶IT — Lifelong Learning

METHODOLOGY

Two keys words:

Digital Storytelling   Book trailer

DIGITAL STORYTELLING...

❖ Digital storytelling is a **method** using standard writing techniques such as narrative and screenplay and combining them with creativity and authenticity - it is a **short tale** (generally 5 min max) of an event integrating different language styles

❖ Digital storytelling can be defined as **"blended telling stories with digital technology"** (Ohler, 2007). This blended characteristic proves to be a valid **learning tool**, because it combines story telling with the available technology.

❖ The student, arranging the history and the screenplay, develops several **competences**: writing and verbal skills, technical skills and art sensibility. They can use images, photos, drawings (or other scanned materials), videos, music, voice recordings or sounds.

BOOK TRAILER...

❖ Recently some publishing houses use to promote their books through book trailers: short videos that incorporate salient scenes in order to reconstruct the books' essence.

❖ The book trailer becomes a **short multimedia video comparable to movie trailers**, whose purpose is to evoke through images, music and words, the themes and the mood of a novel, grabbing the viewer's attention and leaving them curious to learn more.

Examples:
- Patrick Lee, The Breach, New York, HarperCollins, 2009
- Hilary Black, The secret currency of love, New York, William Morrow, 2009

PARTNERSHIP

Curtea veche

Marsilio

HOW...

First step:

Research report: experiences and expectations of the target groups related to new technologies, digital storytelling, reading and writing.

1. Documentary Research to identify and compare current methodologies using ICT tools for teaching and learning in EU high schools.

2. Survey (quantitative study) involving teachers from all partner countries con cerning if, how and why teachers use digital tools for teaching and learning.

3. Student survey implemented as an action research

READ IT E-Course Curriculum

HOW...

Second step:

❖ Experimentation phase

READ IT E-Course for teachers

Practical experimentation with their students

EXPERIMENTATION PHASE
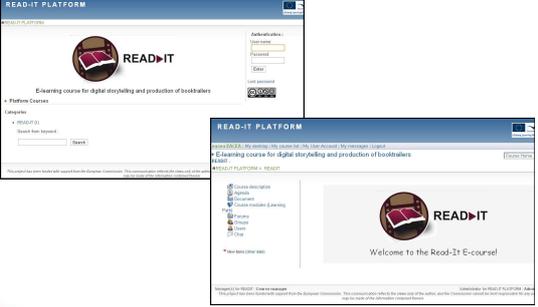
Lifelong Learning

READ IT E-COURSE

Education and Culture DG
Lifelong Learning Programme

READ IT E-COURSE

The course is not based on a specific and limited educational/didactic direction or theory, but the planning, organization and choosing of elements it is among others inspired by constructivist and social constructivist (collaborative) approaches to learning.

Constructivist approaches:
1. Learning is a conscious and intentional activity.
2. The participant organizes his/her own learning process basing his/her choices on a "diagnostic test"

Social constructivist (collaborative) approaches:
1. Some of the modules contain tasks that could usefully be resolved by online cooperation.

READ▶IT
Lifelong Learning

READ IT E-COURSE

Module A - Introduction to the READ IT online course
Module B - Digital Storytelling in Education (best practices)
Module C - Book trailer, preliminary work:
Presentation of various types and styles of book trailers
How to structure a book trailer project from the initial idea
Software and tools for creating a book trailer

Module D - Book trailer production (copyright/resources)
Module E - Own production:
Each participant will produce a book trailer in order to motivate his/her students to read and reflect on a poem, a short story, novel, or other form of creative writing. The module will allow teachers to evaluate the effectiveness of their learning within previous modules.

Module F - Didactic summary and perspectives.
The overall aim of this module is to support teachers' reflections on their experience in producing book trailers in connection with the course, the didactic potential of students producing book trailers to increase their motivation to read and write, and other teaching possibilities of the use of Book trailers.

READ▶IT
Lifelong Learning

READ IT E-COURSE

READ
Lifelong Learning

Teacher training: Key Learning Outcomes

- Teachers understand and can engage with DS to support engagement with reading and writing;

- Teachers understand and can engage with the appropriate use of DS and related technologies to support pedagogy;

- Teachers develop a community of practice for the use of DS to support engagement with reading and writing;

- Teachers are confident in use of Book Trailers and related technologies.

READ▶IT
Lifelong Learning

PRACTICAL EXPERIMENTATION

1. Reading a book
2. Analysis (context, content and action)
3. Synthesis (key words, key moments, etc.)
4. Finding of images, phrases, music, photographs, videos, etc.
5. Drawing up of the screenplay and storyboard (optional)
6. Post production (compositing – e.g. special effects; computer graphics 3D – e.g. still and moving images; editing – e.g. speaker, music, audio effects, dubbing)
7. Master production (high-quality format or web format)

READ▶IT — Lifelong Learning

BOOK TRAILARS

1. 1984 George Orwell
2. Extremely Loud and Incredibly Close
3. Forbandede Ungdom
4. The Canterville Ghost - Oscar Wilde

www.readitproject.eu

READ▶IT — Lifelong Learning

Teachers' attitudes to DS

- **High to moderate impact on literacy engagement**
  - *"class needs more creating and watching of texts. Their reading and writing levels are low and they need to improve these areas. Movie making, comics, use of modern technology will all come into play when thinking about how to move forward."*
  - Students' creative voice, expression of personality
- **High confidence in DS related technology use**

- **But ...** *"In terms of my own practice, I am concerned that pupils are given the opportunity to engage with technology in meaningful ways and the research has highlighted that sometimes technology is offered to pupils in a manner that is too restrictive. "*
- **Not enough time for development**
- **Training Relating to the Educational Use of DS likely to have biggest impact on professional practice**

Student Engagement — Reflection for Deep Learning — Digital Storytelling — Technology Integration — Project-Based Learning

H Barret, 2006

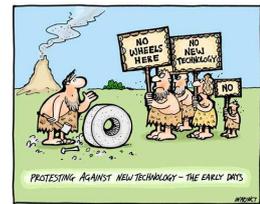READ▶IT — Lifelong Learning

---

Teachers attitude to changing practice

- *"My] personal need[s] [are] adapting my teaching strategy to these interests, having access to more computer-assisted lessons, perfecting my skills relating to computer usage, finding those methods which could attract them to read literary texts"*

- *"… getting students attraction via usage of audio-visual materials. Moreover I am convinced that by registering one of the social media, becoming friends with them and following their personal blogs, I will be able to chase students interests easily and can reflect them to classroom."*

- *But …"I don't think changes are necessary. The answers of the pupils are indicative of a "particularly reality of the province", in some ways still traditional and not technologically advanced. "*

NO WHEELS HERE — NO NEW TECHNOLOGY — NO
PROTESTING AGAINST NEW TECHNOLOGY – THE EARLY DAYS

READ▶IT — Lifelong Learning

Students' attitudes

- Stimulate creativity

- More fun/stimulation – graphic novels, YouTube

- Social media – *"Comments and suggestions made in social media can be attracting, They increase interest or create change."*

- Research tool – error correction, subject research, peer review

- Video essays – *"we could make a film of our responses to texts we've studied. These could use images, sound, interviews etc. This would help raise our interest in responding to the text but also develop our confidence in creating a text of our own."*

READ▶IT — Lifelong Learning

Limitations in Education Systems

- **Lack of ePedagogy**
  - Within curriculum
  - Resources & support
- **Technology**
  - Old – wrong type, or place
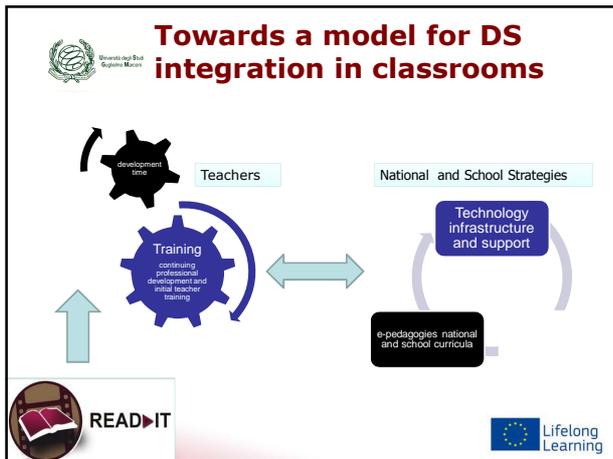 - Services/access limitations
  - Support framework
- **Time**
  - Research & preparation
  - Subject time
- **Resistance to change**

- **Significant range in degree of embedding, resources & support across READIT partners**

"Due to recent technological advances, everything I taught you about computers is no longer valid."

READ▶IT — Lifelong Learning

4

Towards a model for DS integration in classrooms

Teachers

National and School Strategies

development time

Training
continuing professional development and initial teacher training

Technology infrastructure and support

e-pedagogies national and school curricula

READ▶IT

Lifelong Learning

Conclusions

- Little current use of Digital Storytelling, Book Trailers

- Levels of infrastructure, teacher skills and ePedagogy varies across partner countries

- Current ICT infrastructure and support can restrict use

- Students welcome use of ICT/Digital Storytelling

- Teachers & students recognise the benefits to reading and writing of using Digital Storytelling

- ePedagogy professional development, especially related to Digital Storytelling required

READ▶IT

www.readitproject.eu

Lifelong Learning

A good news...

The READ IT results are licensed under a Creative Commons Licence "Attribution-NonCommercial-ShareAlike" **CC BY-NC-SA.**

This license allows a wider audience to access, use and benefit from the READ IT results. Users will be free to copy, distribute and transmit the READ IT results and to remix, adapt and build upon them non-commercially, as long as they attribute the work in the manner specified and distribute the resulting work under the same or similar license.

READ▶IT

Lifelong Learning

Thank you for listening!

Michela Tramonti
m.tramonti@unimarconi.it

Università degli Studi "*Guglielmo Marconi*"- (USGM)
Via Plinio, 44, 00193 Rome, Italy

www.unimarconi.it
www.readitproject.eu

READ▶IT

Lifelong Learning