

## **Multilingual Digital Storytelling Project**

### **WORKSHOP 2F**

# **Pedagogy, school policy issues and curriculum planning**

**16<sup>th</sup> May, 2014**

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# Workshop questions

1. What pedagogical approach is required to encourage learner engagement, criticality and autonomy?
2. What are the various linguistic, intercultural and cognitive challenges in creating bilingual digital stories?
3. How can multilingual digital storytelling become embedded within a Languages Scheme of Work or across the curriculum?
4. What role can Senior Managers play in the development of digital literacy?

# Orientation towards learning

**Instruction**  
(teacher centred)



**Co-construction**  
(learner centred)

Vygotsky, Bruner, Bakhtin, Freire, Mercer, Wegerif

**Memorising**

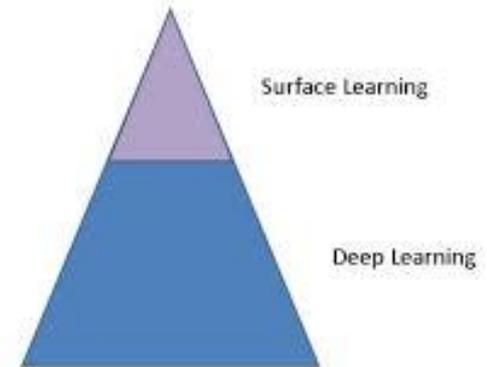


**Creative and  
critical thinking**

Dewey, Bloom, Craft, Cummins

# Orientation towards learning

**Surface - Deep - Strategic**  
approaches to learning



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Atherton, Entwistle, Marton and Saljo

## **Deep learning**

**Actively seek to understand the material/the subject**

**Interact vigorously with the content**

**Make use of evidence, inquiry and evaluation**

**Relate new ideas to previous knowledge**

**Tend to read and; study beyond the course requirements**

**Are motivated by interest**

## **Surface learning**

Try to learn in order to repeat what they have learned

Memorise information needed for assessments

Take a narrow view and concentrate on detail

Fail to distinguish principles from examples

Tend to stick closely to the course requirements

Are motivated by fear of failure

## **Strategic learning**

Intend to obtain high grades

Organise their time and distribute their effort to greatest effect

Ensure that the conditions and materials for studying are appropriate

Use previous exam papers and assessments to predict questions

Uses marking criteria carefully

Source: Teaching and Learning At-a-glance (Southern Cross University)

<http://scu.edu.au/teachinglearning/index.php/17>

# Pedagogical principles

*Instruction- and construction-based pedagogy compared (handout 1)*  
*Deep, surface and strategic learning (handout 2)*

1. To what extent has your experience as learners and/or teachers:
  - a. followed an instruction or construction model
  - b. led to deep, surface or strategic learning?
2. How has this affected your stance towards education and its underlying purposes?
3. What strategies can teachers use to make space for construction-based pedagogy and deep learning?
4. What types of support and professional development are needed to encourage teachers to engage with new ideas?

# **Integrating multilingual digital storytelling within a thematic unit: 8 stage model**

1. Selecting and introducing theme
2. Identifying learning objectives
3. Working around an example
4. Planning (collaboratively or individually) of a (digital storytelling) project around the theme (which may or may not be related to example)
5. Media skills training
6. Researching, scripting, storyboarding
7. Creating, reviewing, editing
8. Presenting

# **8-stage model group activity**

Does the 8-stage model cater for the following and how can you see this?

## **Embedding for sustainability**

1. Sharing benefits of project with Senior Management and colleagues
2. Developing cross-curricular collaboration (Languages, Drama, Music, ICT, EAL)
3. Building MDST into Schemes of Work
4. Making links with whole-school literacy policy and other school projects
5. Gaining recognition and celebrating

# **Headteacher perspective**

**Katja Ting (Hua Hsia Chinese School)**

# Transformative pedagogy

The project:

- a. demonstrated clearly that, when teachers provide the space, encouragement and support for students to envision and create personal digital stories, quality of learning frequently exceed expectations
- b. showed that encouraging collaboration between peers is supportive for students when faced with the multiple challenges of multilingual digital storytelling, especially where students develop and apply their own criteria for evaluating work (including through use of VoiceThread)
- c. showed how multilingual digital storytelling can be embedded effectively within a thematic approach

# Curriculum policy, planning and professional development

The project:

- a. showed the importance of professional development support to assist teachers in making the shift from a traditional to a more interactive student-centred approach and to develop the digital media skills required.
- b. revealed how students required some digital media training although skills were quickly developed and applied
- c. showed how schools can adopt different models for embedding multilingual digital storytelling work and provided evidence of the important role senior managers can play in extending and embedding multilingual digital storytelling in the curriculum in their institutions