

IMPLEMENTING DIGITAL STORIES AT AN E-COURSE FOR THE STORYTELLING AT TEACHING MODEL PROJECT (S@TM): THEORY, DESIGN & DEVELOPMENT

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Digital
Storytelling
in times
of Crisis

The instructional material

The factors that influence instructional material:

- ✓ Philosophy & pedagogical approach
- ✓ Available time
- ✓ Human resources
- ✓ Economic resources
- ✓ Economy of scale: target group numbers
- ✓ The scope & depth of the content knowledge



S@TM Project

- contributes to the professional development of secondary education Science Teachers.
- supports Science Counselors at Secondary Education,
- ameliorates the quality of science teaching
- encourages students to follow careers in Science.

S@TM Project

<http://science-story-telling.eu/en>



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A Contribution to Science Teachers'
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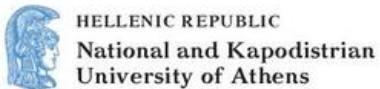
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Lifelong Learning Programme

Project 518094-LLP-1-2011-1-GR-COMENIUS-CMP

S@TM-PARTNERS



Digital
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S@TM Project

<http://science-story-telling.eu/en>

In the context of the S@TM Project, eighteen stories were created (6 Physics, 6 Chemistry & 6 Biology stories), each of which is based on a different episode from History of Science that can be used in order to enhance teaching and students' learning. For each story a digital story, in the form of a video with storytelling, was created that was integrated in the e-course.

Concept-map about the elements used at the creation of the digital stories



Storytelling @ Teaching Model



Snapshot from a digital story (video with storytelling).



Design & development of educational material for distance learning

Aim of this e-course

is to train Science Teachers to make their teaching interesting and comprehensive by integrating storytelling using History of Science (HoS) enriched with elements of the Nature of Science (NoS).

<http://science-story-telling.eu/en/node/255>

E-course aim

The e-course for teachers aims at enabling teachers to get familiar with the art of storytelling in case that they do not have the opportunity to participate in a face-to-face course. It also includes some lessons about how to develop their own story.

Methodology

1. Staff the team that will design and develop the educational material.

The final team consisted of 4 members with different fields of expertise that covered necessary areas in relation to the development of the material.

The team defined the target group, its needs and the e-course specifications

Methodology

2. The existing educational material was explored in depth.

Necessary material that was missing was also specified.

Methodology

3. Two sub-teams were created:

The first team that would design and develop the e-course lessons and activities using on-line collaboration methods (web 2.0, online conferencing, document collaboration, email etc.)

The first team also acted as a critical reader for the second team's feedback.

Methodology

The second team that would:

- ✓ support the first team by locating any lacking material
- ✓ be a critical reader on what the first team produced
- ✓ produce the necessary feedback.

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https://docs.google.com/document/d/1osctfWnpqVxGRE00NuawF1eXcAI2FnL2WwMt00iU1zk/edit#

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S@TM e-course | Michael Kasoutas | Comments | Share

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Implementing Digital Stories at an e-course for the Storytelling at Teaching Model project (S@TM): theory, design & development.

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Summary

In this paper we describe how 18 digital stories, that were created within the context of the S@TM project, were implemented at a teacher's e-course. The digital stories were videos of a storyteller that narrated a science story specifically written for the S@TM project. Each story is authentic or fictionalized, however it is always based on a true discovery in Science and it inherently contains key ideas of Nature of Science (NoS) as well as elements of the History of Science (HoS). All stories are adapted to be narrated to students. The aim of the untutored online e-course is to facilitate teachers fully make use of the digital stories (videos) that were created within the context of the project as well as produce their own stories that could also take a digital form. Aim of this paper is to share our experience and scepticism about the

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Methodology

4. The first 5 e-lessons of the e-course were created and sent back to the project partners.

Comments and necessary feedback from the partners was received and integrated in the reformulation of the e-lessons at its 2nd version.

Example of partners' feedback on the teachers' e-course.

Logo: Lifelong Learning Programme
Logo: Education and Culture DG
Logo: S@TM storytelling teaching model
Logo: Universität Flensburg Institut für mathematische, naturwissenschaftliche und technische Bildung

Evaluation of the Document Teachers' e-course (sent Jan 3rd, 2014)

Prof. Dr. Peter Heering, Institute of mathematic, scientific and technical literacy,
University of Flensburg, Flensburg (Germany)

The general concept and the structure of the e-course appears all in all a very good basis for further development, however, there are several aspects which appear to be problematic. In order to save time, I am just sketching how I would suggest developing this e-course further, this is not intended to discredit the approach and the quality of the materials provided by the Greek team, on the very contrary. As a lot of aspects appear useful and plausible to me, it is not necessary to praise all the good aspects.

From my point of view, stories should be identified with respect to the relevant aspects that are to be taught according to the concept of the teacher – this could be content or NoS aspects. As a result, the first decision that has to be made is to choose a story. In a next step, the teacher could familiarize herself or himself with the story (E-lesson 1, so here not the first step). In the following, she or he can formulate questions that are still open with respect to the story as she or he understood/interpreted it. In order to answer these questions, she or he can collect some further information (E-lesson 3) – this could be from the biography of the scientists, the background, the additional given sources, or other sources.

Having these informations, the teacher can decide for what purpose the story shall serve / E-lesson 4) When this decision has been made, the story needs to be developed in order to meet the

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Methodology

5. The next final 7 e-lessons were developed following exactly the same procedure as with the first 5 e-lessons.



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Teacher's e-course on the S@TM

Overview

- Introduction - Study Guide

A. Familiarizing

- E-lesson 1: Familiarizing with the story, the historical context (HoS elements)
- E-lesson 2: Familiarizing with the elements of Nature of Science (NoS) that are included in the story
- E-lesson 3: Find further information that may be required

B. Decision making on the function of the story

- E-lesson 4: Necessary Decisions: motivational introduction, main structure for a lesson or assessment?
- E-lesson 5: Necessary Decisions: how to bring the story in the classroom?
- E-lesson 6: Reflecting upon your choices, considering possible problems, organizing your lesson

C. Adapting the story

- E-lesson 7: Important elements in an engaging story
- E-lesson 8: Adapting the story
- E-lesson 9: Checking the adapted version of the story
- E-lesson 10: Developing worksheets/activities for your story
- E-lesson 11: Learning about the Storytelling skills

D. Developing your own story

- E-lesson 12: Create your own stories: Why?
- E-lesson 13: What makes a Good Science Story?
- E-lesson 14: Plan and organize the development your own story and evaluate it

You may download the entire e-course (without feedback) [here](#). You may also download the entire feedback [here](#).

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http://www.dtellers.eu

The screenshot shows the homepage of the dtellers.eu website. The browser address bar displays 'www.dtellers.eu/tiki/tiki-index.php'. The website header features the 'DTELLERS DIGITAL STORYTELLERS' logo on the left and a login section on the right with fields for 'Username:' and 'Password:', a 'Log in' button, and links for 'I forgot my password' and 'Register'. Below the login section are language selection buttons for 'en', 'fr', 'el', 'it', 'lt', and 'pl', each accompanied by a small flag icon.

The main content area is divided into three columns. The left column is a vertical navigation menu with green and grey buttons for categories such as 'ABOUT THE PROJECT', 'ABOUT DIGITAL STORYTELLING', 'TOOLS & RESOURCES', and 'SHARING AREA'. The middle column features the main heading 'DTELLERS COMMUNITY OF PRACTICE' in large red letters, followed by the subtitle 'A Network for Digital Storytelling in Education' in red. Below this is a graphic of four overlapping speech bubbles in red, green, blue, and orange, with the 'DTELLERS digital storytellers' logo in the center. A search box labeled 'The DTELLERS website' is positioned below the graphic. The text below the search box explains the website's purpose as a community of practice for digital storytelling in education. A list of resources is provided at the bottom of the middle column, including methodologies, technical tutorials, advice on devices and software, and tips and tricks.

The right column contains a video player with the title '"THE GOODNESS OF PEOPLE" BY PANOS K.' and a '+ DIGITAL STORIES' button below it. At the bottom of the right column is a red 'LOGIN' button, followed by a login form with 'Username:' and 'Password:' fields, and three links: '> LOG IN', '> REGISTER', and '> I FORGOT MY PASSWORD'.

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Conclusions

- ✓ a constantly evolving process
- ✓ result of the interaction of all the partners
- ✓ in a multilateral project (european countries, Canada) the use of web 2.0 tools is a necessity

Conclusions

- ✓ The quality of the learning material is dependent from the design and the available resources.
- ✓ this endeavour combined digital storytelling along with Science
- ✓ an extremely demanding task
- ✓ crucial point that had to be addressed: lack of provision of tutor or administrator
- ✓ just three months before the end of the project