

Outcomes

By the end of this session you will be able to:

1. Use storytelling as a teaching and learning strategy.
2. Tell your story as a teacher.
3. Earn the STORYTELLING and EMAIL BADGE.
4. Understand the potential of storytelling as a way to collect artefacts for teaching.
5. Implement collaborative group learning into your teaching strategy.
6. Create a storyboard.
7. Explore the use of a mobile device:
 - a. Watch a video.
 - b. Use a slideshow app to visualise your storyboard.
 - c. Write journal entries using a journaling app.
 - d. Take and edit a photo.
 - e. Use Bluetooth to share files
8. Use the following applications :
Video Player, Memoires, Kingsoft, ES File Explorer, Pixlr Express, Bluetooth



Introduction

 5 min

During this module you will be exploring ways in which your mobile device can be used as a teaching and learning resource for multimedia storytelling in your classroom. You will be working in groups of four.



Activity 1

Reflection  25 min

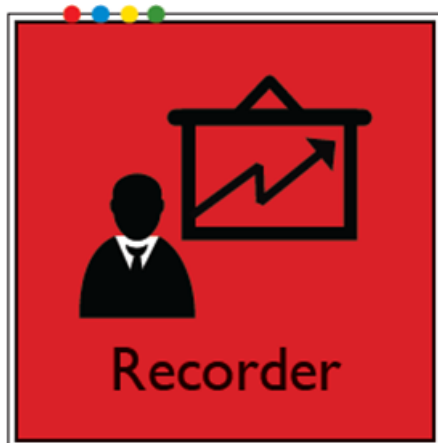
You will be reflecting collaboratively in your group on what you have learned and how you have implemented the knowledge and skills in your classroom.

Collaborative Learning Groups

The members of a collaborative learning group are responsible for one another's learning as well as their own. The reaching of the learning goal implies that members help each other to understand and learn. The learning group is structured and members assume roles and take responsibility for the tasks related to these roles. Usually collaborative learning groups allocate the following roles:

- Recorder
- Facilitator
- Resource monitor/ Time keeper
- Presenter

See the explanations of the roles below.



RECORDER

Compiles group members' ideas in writing.

Writes the ideas down clearly to ease the presenter's work.

Phrases to use:

- "How would you like me to write the idea down?"
- I think I heard you say ..., am I right?



FACILITATOR

Makes sure that every voice is heard.

Focusses work around the learning task.

Phrases to use:

- *“Let’s hear from next.”*
- *“That’s interesting, but let us get back to our task.”*



RESOURCE MONITOR/ TIME KEEPER

Briefly leaves group to fetch supplies or request help from the advisor when the group is stuck. Encourages the group to stay on track. Keep track of time.

Phrases to use:

- *“Do you think it is time to ask for help?”*
- *“We only have five minutes left. Let’s see if we can wrap up”*



PRESENTER

Presents the group’s work to the class during the feedback session.

Phrases to use:

- *“How do you think I should start the presentation?”*
- *“How should I explain this part?”*

Your task is to form groups of four and assign the group roles. Take turns to give input and reflect on what went well as well as challenges identified during the previous session or in your classroom as follows:

1. As a group reflect on:
 - a. The previous session:
 - What worked and what did not work? Why?
 - How does the jigsaw strategy support 21st century skills?
 - b. How did you use your tablet since the previous session?
 - c. How did you use the jigsaw strategy in your classroom?



2. From your group identify:
 - ONE best memorable moment. What was WOW?
 - ONE biggest challenge. What was bad?
3. As a group use the tablet as follows.
 - The assigned recorder of the group opens *Kingsoft Office* on his/her tablet.
 - S/he types the group's and her/his name.
 - Every group member types her/his own name by passing the tablet along.
 - The recorder types the best memorable moment in the *Kingsoft Offices* document and why the group thinks it is the best one.
 - One of the group members types the biggest challenge and the reasons why the group thinks it is a big challenge.



Whenever you see this icon, you will find a corresponding tutorial in your **How-to** resource folder

- How to open and close an app
- How to use *Kingsoft Office* (User Manual)
- How to Bluetooth a file using *ES File Explorer*

4. One of the group participants saves the file and sends it via Bluetooth to the facilitator.



Activity 2

What is storytelling?



1. Watch the digital story *Cofimvaba*.
As you watch the story, think of the following questions: What is this story all about?



2. What is the best story you ever heard? What made it so good?

3. How might technology help storytelling?

[Red dashed box for answer]

4. How can you use storytelling in your class?

[Red dashed box for answer]

5. How can your learners use storytelling as part of learning?

[Red dashed box for answer]



Activity 3

Plan your story



25 min

In the remainder of this workshop you will plan and create a short story about yourself. You are first going to plan your story using a storyboard. See an example of a storyboard in your module 2 resource folder.

1. What is a storyboard?

[Red dashed box for answer]



2. What is the value of a storyboard?

[Red dashed box for answer]

3. Use the story board below to plan your story.

STORYBOARD

Title of your Story: _____

Who am I?

**What do I do?
Where do I stay?**

My hobbies

**What do I want to learn
about in this course?**



Activity 4

Create your story



60 min

1. Open the KingSoft Office App to write your story using the information on the story board as your guideline.




2. Create at least 4 slides following your storyboard

- Who am I?
- What do I do and where do I stay?
- My hobbies
- What do I want to learn about in this course?

3. Insert a picture / photo on at least 2 of the slides. You may use a photo editing app (e.g. *Pixlr*) to improve or edit your pictures or photos.

4. Bluetooth (the slideshow with your fellow group members and Facilitator).



How-to tutorials

- How to open and close an app.
- How to use *Kingsoft Office* (User Manual)
- How to Bluetooth a file using *ES File Explorer*
- How to edit a photo using *Pixlr Express*



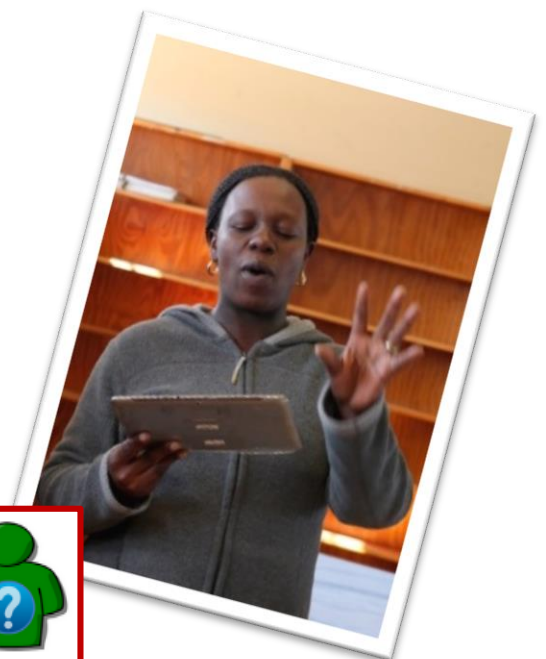
Activity 5

Tell your story



20 min

1. Use your slideshow to tell your story to your group. (No longer than 2 minutes)
 - Consult your slideshow on your tablet as prompts when talking.
 - Use a clear audible voice.
2. Take a video of each group member while they tell their story.
3. The facilitator will ask for groups to volunteer their best story or select one story to be told to the class using the *Random Student Picker* app.





Homework



25 min

- Read the following article in your Module 2 resource folder.
 - How to use digital Storytelling in your classroom.
- Watch the following video in your Module 2 resource folder.
 - Digital storytelling in the classroom
- Use the *Memoires app* to reflect on the module 2 session:
 - What worked and what did not work? Why?
 - How did you use your mobile device?
 - Explain how you used the Story Telling teaching and learning strategy in your classroom.
 - Explain how the Story Telling strategy supports 21st century skills (the 4 C's) learning?
- Do the STORYTELLING BADGE (see below).
- Try the optional EMAIL BADGE if you have internet access (see next page).
- Complete your **Outcomes checklist** to monitor your progress (see page 9).



How-to tutorials

- How to use the Memoires app for reflection and timelines
- How to find files and folders on your tablet
- How to use the random student picker app



Badges are examples of summative assessments.

The assessments of the badges will count towards your ICT4RED course accreditation

Compulsory Badge

Must do



This badge is a compulsory badge that must be completed in order to graduate.

Instructions:

Use storytelling as a classroom strategy by creating a slideshow that tells the story about the topic in your classroom. Ask your learners to take a video of you telling the "story". Take a short video of your learners telling their stories. No longer than 2 minutes.

Assessment criteria

	What to do	What to provide	
1	You have created a storyboard that will guide your story.	A written storyboard or a photo of a written storyboard.	
2	You have created a slideshow that tells your story	A story slideshow	
3	Your slideshow includes at least 2 photos about the slide topic.	2 slides with photos on.	
4	You have implemented the storytelling strategy with your learners.	A short video of you telling a topical story. A short video of a learner telling a story.	

Optional badge: E-MAIL

An optional badge will not count towards your accreditation but can count towards your school earning additional technology. Optional badges may require Internet access to complete.

In a digitally enhanced world it is very important that you have an e-mail address. You can use e-mail to send and receive information, files and resources quickly and effectively. An e-mail account is a minimum requirement for downloading apps for your mobile device


It is suggested that you make use of the training opportunities where you will have Internet access to create your e-mail address and complete the following badge.



How-to tutorials

- How to create a Gmail account for your tablet.
- How to read and send an email using Gmail
- How to attach a file (photo) to your email

Join us online



Instructions:
Create a Google account and e-mail address for your tablet if you do not have one already. Send an email telling the ICT4RED team how you are enjoying our course to ict4red@gmail.com. Attach a photo from your class to the email.

Assessment criteria			
	What to do	What to provide	✓
1	You have created a Gmail account and address for your tablet	Tablet has a Gmail account and email set up in the Settings.	
2	You have sent an email with a photo attached to ict4red@gmail.com from your tablet	There is an email to ict4red@gmail.com in your email Send box	

Hint: Make a note of your email address and put your password in a safe place!



Notes



Outcome Checklist

I can do the following:		√
1	Use Storytelling as a teaching and learning strategy.	
2	Tell your story as a teacher.	
3	Earn the STORYTELLING and EMAIL BADGE.	
4	Implement collaborative group learning into my teaching strategy.	
5	Collect storytelling educational artefacts using Bluetooth	
6	Create a storyboard.	
7	Watch and create videos using a video player or recorder	
8	Create and edit images.	
9	Write journal entries.	
10	Use the following suggested APPS on my mobile device:	
	i. Video Player.	
	ii. Kingsoft Office (Slideshow)	
	iii. Memoires	
	iv. <i>Video Recorder</i>	
	v. <i>Pixlr Express</i>	
	vi. <i>ES File Explorer</i>	



Notes



This course has been designed for classrooms where all learners and teachers have access to their own mobile device. In contexts where this is not possible, you will need to reflect on how you will use your particular technology provisions within the given teaching strategy.

Examples

You can use the **Storytelling strategy** without any embedded technology. For instance to see if learners have mastered a topic or to collect information from them.

- **Foundation Phase:** Learners bring something to school and talk about it.
- **Life sciences:** Learners make a poster(s) and talk about it.
- **Mathematics:** Learners explain how they can solve a problem differently.
- **Languages:** Stories have always formed an integral part of the language classroom where learners are encouraged to tell their stories.

One device

If you only have one device, for example if only the teacher has a device, you can still use it to bring technology into the implementation of the Role Play strategy.

- The teacher can take a photo of the topic /poster that the teacher/learner will be talking about on one device and pass the device among the learners to look at.
- The teacher can take a video of the story using her/his device.
- If the learners have to collect stories from their community, the teacher can lend them her device and they can take turns.

5 or more devices

If you borrow 4 more devices from your colleagues or have the use of a Mobikit/trolley of devices, you can share a device with each of the groups.

- You can put/share topic related material on each of the devices for the learners to work through.
- Learners can use their group's device to plan and collect their stories using photos and videos.
- Learners can edit and enhance their stories' photos and videos using video editing apps.
- They can create cartoons and animations using relevant apps.

1 to 1 device

This is the ideal scenario for embedded technology and ideal where each learner can take responsibility for his/her own story.

- See ideas for 5 or more devices, but in this instance they can work on their own.

