

# Europeana Learning Scenario

## Title

Cooperative Storytelling

## Author

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## Abstract

This is a cooperative activity entitled: "cooperative digital stories", in which members of a class group must design and create a digital story. They must know the fundamental parts of a story: a place, characters and a plot, make a previous draft of the story, ensure that the story has coherence and that it can be understood by other people outside the group. As a final product, the group will prepare a story with Google Slides using images from the Europeana Collections and narrate the scenes by giving them a voice using an app.

## Keywords

Storytelling, cooperative, art, oral expression, ICT, primary

## Table of summary

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Subject	Language, Computer science, Art.
Topic	Storytelling from art.
Age of the students	4 years old
Preparation time	1 session
Teaching time	2 sessions in a large group, 5 sessions in a small group and another 5 shorter sessions in a small group + 1 exhibition and evaluation of the final result online
Online teaching material	GSuite tool, <a href="#">Google Slides</a> . <a href="#">Elements of a story</a> . <a href="#">Posters for the class</a> . <a href="#">Spreaker Studio</a>
Offline teaching material	White paper, colored pencils, pencils and posters with the elements of the story.
Europeana resources used	<a href="#">TRIP TO JUPITER</a> <a href="#">THEBOB ELECTRIC THEATER</a> <a href="#">TRANSFORMACIONES AMUSANTES</a> <a href="#">LA MAISON DES LUTINSEXCTION</a> <a href="#">UNAINCOHERENT</a>

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## Integration into the curriculum

### KNOWLEDGE OF ONESELF AND PERSONAL AUTONOMY

5. Adapt their behavior to the needs and requirements of others, developing attitudes and habits of respect, help and collaboration, avoiding submission or mastery behavior.
8. Participate in collective games respecting the established rules and value the game as a means of social relationship and resource for leisure and free time.

### KNOWLEDGE OF THE ENVIRONMENT

2. Relate to others, in an increasingly balanced and satisfactory way, progressively internalizing the patterns of social behavior, adjusting their behavior to them.
3. Know different social groups close to their experience, some of their characteristics, cultural productions, values and ways of life, generating attitudes of trust, respect and appreciation.

### LANGUAGES: COMMUNICATION AND REPRESENTATION

1. Use the language as an instrument of functional communication, representation, learning and enjoyment, expression of ideas and feelings, and value the oral language as a means of relationship with others and regulation of coexistence.
2. Understand the intentions and messages of other children and adults, adopting a positive attitude towards the language, both their own and foreign ones.
3. Understand, reproduce and recreate some literary and cultural tradition texts of our Community, showing attitudes of appreciation, enjoyment and interest in them.
4. Start in the social uses of reading and writing exploring its operation and valuing them as an instrument of communication, information and enjoyment.
5. Develop the ability to analyze oral expressions in their elements, such as words, morphemes, syllables and phonemes and establish their relationships with the written representation of the language.

## Aim of the lesson

With this Learning Scenario we want our students to begin working in cooperative learning. They will develop their oral expression, storytelling and digital literacy.

### Outcome of the lesson

The result of the activity will be 5 digital stories based on the short films by Segundo de Chomón, which will be carried out cooperatively with the students giving voice and creating a story from some frames of his short films.

### Trends

- Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects.
- Collaborative Learning: a strong focus on group work
- Lifelong Learning: learning does not stop when leaving school.
- Assessment: the focus of assessments is shifting from "what you know" to "what you can do."

### 21st century skills

- Collaboration.
- Knowledge construction
- Real-world problem solving.
- Use of ICT for learning.
- Self-discipline
- Communication.

### Activities

Name of the activity	Procedure	Time
<b>Presentation</b>	We present students the activity that we are going to carry out with them. We are going to make some digital stories cooperatively. We inform them that we are going to use some images that we have taken from a short film by Segundo de Chomón, a Spanish filmmaker of the last century. We explain through videos and posters the elements that make up the story. We carry out self-assessment through an evaluation target to verify that we have learned and what doubts we have left.	50 minutes
<b>Design of the draft</b>	In the following activity each team will visualize the short film by which they will be inspired and then analyze the images they will use to tell their digital story. Next, students will design a draft on paper drawing and telling the different parts of the story. Upon completion, students will tell their team members their idea for the story. To conclude students will be assessed individually by their cooperative partner.	50 minutes
<b>Preparation of the story</b>	In these sessions the group will be divided into teams as well and the tutor will guide the process of preparing the digital story. First students will agree on what characters, what plot and what place they choose from the sketch of all their classmates. Then, in turns, students will begin to elaborate their cooperative digital stories. In the end there will be self-assessment and coevaluation.	50 minutes per team.
<b>Audio recording</b>	With all the stories developed, we now record students' voices with the app. In teams, the teacher will record their voices to insert them into digital stories.	20 minutes per team.

<b>Exhibition and Evaluation</b>	In this session we will present the final products of students to the whole class group and students will evaluate their own work, that of their team and that of the other teams.	50 minutes
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### Assessment

For the evaluation of the activity we will use the end of each session so that, if necessary, we can make modification to improve certain aspects of the next session. In the evaluation that we will carry out during all the sessions we will use auto and co-evaluation. At the end of the products, during the exhibition session, we will also carry out self-assessment and co-assessment tasks for our own work and that of all our colleagues.

\*\*\*\*\* **AFTER APPLICATION** \*\*\*\*\*

### Student feedback

The children made the evaluation after each session and commented on how much they liked the activity. Thus, we did not use the short film "Bob's electric theater" because children did not like it. On top of that, they enjoyed designing their new stories and digitizing their own stories.

### Teacher's remarks

In this section I will evaluate the teaching practice of the learning scenario, the timing of the activity, the selection of the materials and the methodology that I used. The timing worked out very well because the students were able to enjoy each session. The cooperative methodology and the organization in small groups also worked great, the students interacted and collaborated as we had expected, and the activity developed successfully. As for the selection of material, the material with background music could have been improved in its visualization because children at this age need some more stimulation to better motivate themselves. That would be the proposal of the improvement that I would make in this learning scenario: incorporating music in the short films for the visualization.

### About the Europeana DSI-4 project

[Europeana](#) is the digital platform for cultural heritage, which provides free online access to more than 53 million digitized items extracted from museums, archives, libraries and galleries in Europe. The Europeana DSI-4 project continues the work of the three previous Digital Services Infrastructure (DSI) of Europeana. It is the fourth version with a proven track record of achievements in the creation of access, interoperability, visibility and use of European cultural heritage in the five target markets described: European citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a non-profit organization, EUN aims to bring innovation in teaching and learning to its main stakeholders: Ministries of Education, schools, teachers, researchers and industry partners. The task of European Schoolnet in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

### Annex

- [Auto and co-evaluation](#)
- [Products elaborated by the students](#)