IO6.6 GUIDELINES AND TEMPLATE FOR AUTHORING CASE STUDIES

LIRE 2.0 Case Studies – Sharing practice

This template has been designed to record and share practice, and to help other teachers and researchers consider the relevance and potential for adapting this practice for use elsewhere.

Template for case studies[1]
Case studies should be no more than 2 pages; plus any images you can provide

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Use a quote that highlights the case study: "E' bello scrivere perché riunisce le due gioie, parlare da solo e parlare a una folla" Cesare Pavese.

Title: Oscar, the Lost Cat. Giochiamo a fare gli scrittori (Let's play writers)

Summary: The case study has been developed by Primary School teacher Claudia Fabiani who had former attended to the LiRe 2.0 workshops held by Ferraris Brunelleschi School.
Fabiani taught her classes to the pupils of the I B of the Primary School "Leonardo da Vinci" (Empoli), aged 6-7. The course focused on the development of English language, whose knowledge has been improved through the use of the App StoryJumper.
The pupils invented a tale focused on the perspective of a Cat (Oscar), hence writing Oscar's story in English; then, the tale has been illustrated and put into a little story-book. All the pupils took an active role in realising the project, which has been finally publicly presented to the other teaching staff, the other school pupils and to their families.
The ITC tools which have been used are: StoryJumper, the LIM and the class PC.
Empoli City Council, through the mediation of Ferraris-Brunelleschi school and of Da Vinci school, is about to deliberate a funding both in order to the story to be printed and in order to implement other workshops meant to realise a multimedia guide to Empoli and Empolese Valdelsa museums through the use of StoryJumper.

What was done:
The whole teaching unit has been divided into different phases:
#1 Collecting knowledge: under the coordination of their teacher, all the pupils made a complete revision of all the English vocabulary and idioms which had been learnt during the school year.
#2 Planning the story: through a collective brainstorming held by the teacher, the different sequences of the to-come story have been planned and individually written on a .word document which has been projected on the LIM (Tool used: Workbook StoryStarter)

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[1] *Template* adapted from the University of Edinburgh *(adapted from JISC and SHEEC case studies, JT 30/4/13; updated 9/5/13, 11/6/13, 25/6/13*

#3 Draft revision: this first draft has been collectively revised and integrated by all the pupils. During the process, the pupils realised that a wider range of English vocabulary was needed in order to be able to actually express what they meant.

#4 Taking inspiration: the pupils were offered to vision some sample story books on StoryJumper, in order to understand the goals they could achieve.

#5: Let's Build!: a) The book cover has been built through the App StoryJumper; b) the pupils have been divided into small groups, each of which working on a single sequence of the story, based on the collective project so far developed. Peer-interaction, cooperative learning, multi-tasking and problem solving are the main didactic tools which have been taken into account during this phase, thus the entire class-group (special needs kids included) has been fully involved in all the different phases of the project.

#6: Let's phrase!: all the pupils have been involved in the recording phase of the audio book, in order to make the project actually collective.

#7: Let's read!: once the story book has been completed, it has been read and listened to by each pupil of the class, alternately.

How the learners were involved:

The workshop had a positive and long lasting effect on all the learners, including those apparently most reluctant to reading (75% of whom do not speak Italian as a first language). Besides, the tale of Oscar the Cat has been made more fancy and appealing precisely by the use of the ICT tools and the Web 2.0 Apps, which the teacher had been experimented through the LiRe 2.0 workshop.

The full success of the teaching module has been taken as a positive model by the rest of Da Vinci teachers, who have declared their willingness to use a similar approach in the forthcoming school year.

First quotation:
"I would like to write a book on my own"

Second quotation:
21 out of 22 pupils have positively answer to the question: "Will you continue to read in the ways that were suggested? Why/not?"

Motivation and aims:

The case study *Oscar, the lost cat* seems to well represent some of the LiRe 2.0 project aims, since it was able to prove - through both an innovative didactics and the ICT tools - the basic skills of first learners (aged 6-7 years old), who are approaching the reading ability for the first time. As a matter of fact, the web 2.0 App StoryJumper played an active role in enhancing both children's participation, and motivation and enthusiasm.

Successes and lessons learnt:

#1: Enhancing cooperation and peer-education ability

#2: Being able to project and work together in order to realise a collective goal

#3: Being able to overcome difficulties and to elaborate solutions to up-coming and unexpected problems

#4: Enhancing one's own skills in ICT use

#5: Enhancing one's own reading skills

#6: Improving pupils' knowledge and use of English

Transferability:

The Story Book creation process may actually be transferred into other teaching contexts, as it has been proved both by the school staff interest raised by the realisation of this study case and by the City Council interest in using StoryJumper in other specific contexts.

Finally, the Oscar Story Jumper has been shown and used as teaching material to the class U.F. 17, within the trainer programme "U.F. 17", held by the consortium of Pisa District Schools, thus providing an implementation and dissemination of the Lire 2.0 training tool and cases.

Further information:
Webpage or platform where the students' work is kept:

https://www.storyjumper.com/book/index/38663786

The fact of being StoryJumper also a mobile App proved to be an extra plus in order to activate and keep pupils' attention and interest.

Location of practice: Italia, Scuola elementare "Leonardo da Vinci" – Empoli (FI), 6-7 years old.

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