



IO6.6 GUIDELINES AND TEMPLATE FOR AUTHORIZING 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 studies¹

Case studies should be no more than 2 pages; plus any images you can provide

Use a quote that highlights the case study: e.g. A lifelong learner is first and foremost a lifelong reader. A lifelong reader is self-motivated, finds value and pleasure in reading, and thus reads, learns, and evolves throughout her/his lifetime.

Title: No grown-up will ever understand...a little prince

Summary: Brief summary of what the case study covers.

The teacher presented the students the book, the title and the covers and started by asking them to imagine what the story was about. In order to answer the question, the students used their phones or computers to search information about the author of the book. To get acquainted with the idea of the story, the students started to read the first 2 chapters of the book, which are very short.

The teacher resorted to the site StoryboardThat to teach students how to create a story. The first stage was to make the students familiar with the site and to explain the procedure. She explained to them that they needed to sign up for a free 14 day trial. Here, on this platform they can create their story.

In order to continue with the activity, the students were organised in groups, each of which had to recreate the story of *The Little Prince* based on what they had just read. Each group had to concentrate on the landscape, the characters, or the ending of the story, writing the story in English. They also had the possibility to add dialogues or recreate sentences from the original text.

After completing this activity, the students presented and described their stories. They described the landscape and characters giving reasons for their choices. They were also able to act out the dialogues.

Later on, the teacher and the students gave an oral feedback about the activity, which allowed the teacher to observe how much the students understood the book and integrated their knowledge into the online activity. The teacher also had the chance to observe how the students used the web resources, as well as how accurate was the language used in the texts.

After performing this activity, the teacher got a feedback from the students about

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)*



using this web resource into the English class and told the students to download and print their stories so that these could be posted on the high-school wall so that their colleagues could be inspired to use web resources and create their stories.

At the end, the students were invited to continue reading the book and create the story for the next chapters.

What was done:

Please give a description of the case study including (from the Toolkit):

The case study conducted addresses students' low achievement in basic skills through more effective and innovative teaching methods that grow the students' interest in the teaching process and its content.

Its relevance also lies in the fact that it shows the importance of technology for encouraging reading for pleasure. During the case study, it became obvious that students were interested in acquiring information about the historical context, daily life and information on the writer, which implied a successful engagement on their side in the reading process. They were also offered the possibility of using skimming and scanning strategies, of creating a digital story, of sharing work with their colleagues and evaluating their work. This also helped the students understand the sequence of events, thoughts and actions of the characters, their language etc.

Throughout the case study the teacher employed innovative pedagogical methods in order to encourage the students to create a digital story that could be shared and evaluated (both by the colleagues and teacher) using StoryboardThat. The teacher reached the conclusion that digital stories can encourage students to read the book. The teacher herself created a new group canvas to create digital stories.

Many students are attracted to modern technology and some of them are familiar with all kinds of applications. The use of such an application and, overall, of technology for educational purposes is a best practice that should be applied in every class.

How the learners were involved:

The learners worked in groups throughout the case study, which was better for them because they were able to collaborate and help each other. They used visual effects, which was relaxing for them and facilitated retention easier.

Students grew more interested in reading as a result of introducing technology in the process. Thus, it became obvious that digital stories can encourage students to read a book, which is quite important for the teaching process.

During the case study conducted, the students were able to integrate web technology skills with reading, which, overall, constitutes an approach that is meant to improve the existing educational practices. More particularly, the case study focused on the StoryBoardthat platform, which intends to assess and reinforce student comprehension of literature with storyboards.



Students were very much attracted by web resources and their use in the activities proposed.

To be able to perform the activity through the web resources, students found a motivation to read the book in the classic format, on paper.

Working in teams and competition held between teams was also motivating and constructive.

Motivation and aims:

The case study was meant to improve the learners' attitude towards reading through using web technology. The problem that it addresses is a general distancing of the students from reading (literary) texts; the purpose was to help the students get closer to reading by understanding a certain work and creating their own digital stories based on it.

The activities performed during the case study can be related with the objectives of the LIRE2.0 project in what follows:

- they aimed to develop basic and transversal skills.
- they resorted to innovative pedagogical methods and best practice guidelines for reading promotion
- they inspired, guided and facilitated the creation of reading cultures and communities among teenagers through the use of Web 2.0 technologies and other forms of digital/social reading and “book-talking”.
- they described, implemented and disseminated a way in which technology can encourage reading for pleasure and reading engagement.

Successes and lessons learnt:

Sometimes, students concentrated too much on the landscape and design, paying less attention to the writing and, therefore, tended to write only short, simple sentences. Secondly, students generally use web resources and this is very entertaining for them. On the other hand, the internet connection can be sometimes a problem, especially for the classes where such an internet connection does not exist.

Transferability:

The practice described in this case study is transferable to other content areas, besides literature, with minor adaptations needed (function of the nature of the text). This transferability is what gives the case study substance.

Further information:

The following sections of the LIRE2.0 toolkit were used in the case study:

- 1.Introduction to Effective Reading Promotion to Children, Teenagers, and Adults
- 2.Guidelines for Successful Reading Promotion through the use of ICT
- 3.Review of Digital Tools that may Support Reading Promotion
- 4.Ideas, Actions, and Activities for Incorporating ICT in Reading Promotion



5.Resources for Reading Promotion through ICT

Other resources:

- e.g. Interactive portal with resources and material in all partner languages
- E-learning **lessons**, which will include media objects and interactive assessments
- Mobile application, which can be used to view the LiRe 2.0 material on phones and tablets

Location of practice: country, partner, school, grade, students' age

Country: Romania

Partner: University of Pitesti

School: "Costesti" Theoretical Highschool, Costesti, Arges County

Grade: 9th B

Students' age: 15-16 years old

Author of case study (teacher's name and subject/ area taught in this context) and contact for further information:

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Date: 5 May 2017

Note for authors:

These case studies will be used in two ways:

- 1) The full case study (in this template format) can be written in the teacher's mother tongue. An English version will be included on the project webpage, if the teacher agrees.
- 2) A summary version of each case study may be used for presentations of project results at international conferences. **Authors will be asked for permission in this case.**
- 3) These case studies will be available as .pdf downloads and other formats suitable for printing and inclusion in publications, as web pages and for presentations.