



in partnership with



6th International Storyline Conference

27th – 29th March 2015

University of Strathclyde, Glasgow
Technology and Innovation Centre (TIC)
99 George Street, Glasgow, G1
Information at: www.strath.ac.uk/tic



**Conference Programme
and
Presentation Abstracts**

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A word from Jeff Creswell, Chair of Storyline International

Dear Delegates,

Welcome to the 6th International Storyline Conference!

On behalf of Storyline International and the conference co-chairs, Marie Jeanne McNaughton and Ruth Barr, I want to welcome you to the 6th International Storyline Conference: One World, Many Stories! We are honored to be welcoming 72 presenters from twenty different countries. This richness of experience will make the conference a once in a lifetime event.

We have a great line up of presentations, keynotes and workshops. In addition you are invited to join us for the civic reception in the city chambers on Friday evening and the conference banquet on Saturday evening at the Barony.

It is rare to have the opportunity to share with and learn from teachers from all over the world. This conference will give you great new ideas to take back to your students and fill your head with inspiring stories of teaching and learning that will provide new enthusiasm as you continue your work in education.

With warmth and enthusiasm,

Jeff Creswell
Chair
Storyline International



International Storyline Conference, Glasgow 2015 : Programme	
Wednesday 25th March & Thursday 26th March	
09.00-16.00	Glasgow Area: Pre-conference course and school visits
Friday 27th March	
09.00 - 13.00	Glasgow Area: School visits
14.30 - 17.00	Registration and Coffee
17.00 - 17.15	Opening of the Conference
17.15 - 17.55	Introduction and welcome: Professor David Kirk, Director of School of Education, University of Strathclyde Keynote 1: Dr. Marie Jeanne McNaughton, University of Strathclyde
18.30 - 19.30	Civic Reception in City Chambers
Saturday 28th March	
08.30 - 09.00	Registration and Coffee
09.00 - 09.30	Beginning the day well - Scottish Music
09.30 - 10.20	Keynote 2: Professor Carmel O'Sullivan, Trinity College, Dublin
10.20 - 10.50	Coffee

Saturday 28 th March Session 1: Papers/presentations/workshops										
Room	305a/b	302	308	303	304	306a	215	306b		
Theme			ICT	Language & Lit	Early Years	Inclusive Ed.	Teacher Ed.	Storyline Planning		
10.55 - 11.25	Workshop 1 WOSDEC with Glasgow and Falkirk Teachers <i>Global Storylines</i>	Workshop 2 (10.55 - 11.45) Alicia Vickery <i>Outdoor Education</i>	PP 1.1a Mary Boutton C. Lechleitner	PP 1.2a S. Ragnarsdóttir T. Haraldsdóttir	PP 1.3a I. Iliopoulou	PP 1.4a Pirie Park PS & Sunnyside PS		PP 1.6a JJ Howard		
11.30 - 12.00			Workshop 3 (11.45 - 12.35) Angela Speirs <i>Science, Technology & Wellbeing</i>	Workshop 4 Helen Fredriksson Cecilia Mann <i>ICT/Digital Technology</i>	PP 1.2b Wendy Emo (L. M-Standish)	PP 1.3b Dag Fredriksen	PP 1.4b J. Smogorzewska	PP 1.5b Anna Udén M. Haggstrom	PP 1.6b Cami Green U.Yeager-Woock	
12.05 - 12.35					PP 1.2c Jill Wells	PP 1.3c Pia Jakobsson Sara Rova	PP 1.4c Katrin Harder	PP 1.5c Monica Porciani	PP 1.6c Gudmundur Kristmundsson	
12.35 - 13.30	LUNCH									
13.30 - 14.20	Keynote 3: Dr Joyce Gilbert, Educational Consultant									
Session 2: Papers/presentations/workshops										
Room	305a/b	302	308	303	304	306a	306b	215		
Theme			Social Issues	Whole-school	Language & Lit	RME-ICT	Story/book-based	Foreign Language		
14.25 - 14.55	Workshop 5 (14.25 - 15.15) Yvonne McBlain <i>Secondary Lang & Lit</i>	Workshop 7 (14.25 - 15.15) Helen Crandell <i>Keeping Characters Alive</i>	PP 2.1a Mandi Bruce Lesley Maxwell	PP 2.2a Lynda McDonald	PP 2.3a Amber Martinson	PP 2.4a Niels Peter Jacobsen	PP 2.5a Griet De Baecke L. Van Acker	PP 2.6a Maia Dalager Wendy Emo		
15.00 - 15.30			Workshop 6 (15.20 - 16.10) C. Vallerga J. Fetrow <i>Developing a Freize</i>	Workshop 8 (15.20 - 16.10) Margaretha Haggstrom Anna Udén <i>Aesthetics</i>	PP 2.1b Edith Mark	PP 2.2b Paul Dean	PP 2.3b Anna Park Deanna Chambers	PP 2.4b Marina Reisinger	PP 2.5b Karen M. Sørensen Carol Omand	PP 2.6b Doris Kocher
15.35 - 16.05					PP 2.1c Erica Poon-McGovern	PP 2.2c Emily Nelsen	PP 2.3c Gisela Ehlers		PP 2.5c Björg Eiríksdóttir	PP 2.6c Caitlin Vallerga
18.30	Conference Dinner: Barony, University of Strathclyde									

Sunday 29 th March								
09.15 -09.45	Coffee and Scottish Music							
Session 3: Papers/Presentations/Workshops								
Room	305a/b	308	302	303	304	306a	306b	215
Theme			Creativity	History/Social Studies	Social Studies/Book-based	STEM	Foreign Language	Teacher Ed.
09.50 - 10.25	Workshop 9 Sharon Ahlquist <i>Co-operation in the Language Class</i>	Workshop 10 Carol Omand <i>The Bead, Bag, Box and Card Company Storyline Workshop</i>	PP 3.1a Björg Eiríksdóttir L.B. Hafsteinsdóttir	PP 3.2a Rebecca Plaskitt	PP 3.3a Hannah McFadyen	PP 3.4a Matilda Östman Karin Andrén Margareta Oscarsson	PP 3.5a Anna Basinska Urzula Zielinska	PP 3.6a Johanna Karlsdóttir
10.30 - 11.00			PP 3.1b Sallie Harkness	PP 3.2b Sarah Clark		PP 3.4b Ann-Catherine Henriksson	PP 3.5b Tamara Budlova	PP 3.6b Soyong Lee
11.05 - 11.35				PP 3.2c Pirie Park PS	PP 3.3c Misha Therrian	PP 3.4c Eva Marsh	PP 3.5c Shane Corbett	
11.35 - 11.50	Break							
Round Tables/Poster Presentations								
11.50 - 12.50	RT1 Room 302 Planning Storylines	RT2 Room 303 Storyline in Secondary Schools	RT3 Room 304 Storyline in Foreign Language teaching	RT4 Room 305a/b Whole-School approaches	RT5 Room 306a What Teachers Like and other Storyline research	RT6 Room 306b Storyline and Teacher Education		
	RT7 Room 308 History Though Storyline	RT8 Room 215 Creativity and the Arts	RT9 Room 213 International Connections	Posters Level 2 Foyer				
12.55 - 13.45	Final Keynote: Professor Brian Boyd, Tapestry and Conference Plenary							
13.45 - 15.00	Lunch, informal discussions and farewells							
15.00	Conference Close							

Conference Keynote Speakers

The Storyline Conference gratefully acknowledges the contribution made by the Keynote Speakers.



Professor Brian Boyd

Brian has worked in the Faculty of Education at the University of Strathclyde after a career that saw him hold posts as head teacher, education officer and education adviser. He was a member of the Ministerial Review Group, which produced the report 'A Curriculum for Excellence' in 2004. Brian is a co-founder of Tapestry, an organisation that promotes leading edge thinking about learning to Scotland.



Professor Carmel O'Sullivan

Carmel is the Head of the School of Education, Trinity College, Dublin, and the Director of the Arts Education Research Group (AERG). She organises an international Summer School in Drama and Theatre in Education each year (M.Ed.), and is a founding member of ADEI (the Association for Drama in Education in Ireland). Carmel is involved in several externally funded research projects, and her research interests include drama and theatre in education; drama with children and young people with autism spectrum disorders (ASD); the work of Brazilian theatre practitioner Augusto Boal; and teaching and learning in higher education. She has developed a unique approach to working with children and young people with ASD called 'Social Drama' which is story based, and her forthcoming research on the development of subtypes within ASD will have significant impact on policy and practice in this field. Carmel is a regularly invited speaker at national and international conferences, and has delivered lectures and workshops in academic and professional institutions worldwide. She is also very active in her local community and has continued to work with children and young people on a weekly, voluntary basis throughout her professional career.



Dr Joyce Gilbert

Joyce has been an environmental educator for 30 years and has a wide range of experiences within the formal and informal education sectors, with a particular interest in how people can reconnect with their cultural and natural heritage through first-hand, outdoor experiences which embrace both arts and science. Until recently she was Education Officer for the Royal Scottish Geographical Society (RSGS) based in Perth, where she was working in research partnerships with the University of Stirling & the University of Edinburgh. Much of this focused on place-responsive learning and involved using a combination of story, journey and crafting. Prior to this she was Head of Education for RSPB Scotland where among other things, she set up and chaired the Scottish Real World Learning Partnership which successfully campaigned for first-hand experience of cultural and natural heritage to be a key component within Curriculum for Excellence. Combining indoor and outdoor learning, Joyce has been using Storyline to help children and young people to develop a better understanding of place, together with a greater insight into sustainability, equality and the world in general.



Dr Marie Jeanne McNaughton

Marie Jeanne is a Senior Lecturer in the School of Education, Faculty of Humanities and Social Sciences at the University of Strathclyde, Glasgow. She leads a number of undergraduate, post-graduate and CPD programmes. Her main areas of interest, teaching and research lie in integrated, transformative pedagogies linked to Global Citizenship and Sustainable Development Education. Marie Jeanne works extensively to develop Scottish Storyline, a methodology that uses story as a way of learning. Her particular area of interest is drama education, which she strives to incorporate as a central element of all her work.

Nominal List

Surname	Firstname	Organisation	Country
Aamodt	Anne Charlotte	Utdanningsforbundet Kvinesdal	Norway
Aðalsteinsdóttir	Íris	Grundaskóli	Iceland
Adamson	Pamela	Kinnaird Primary School	Scotland
Adegård	Mait	City of Stockholm Education	Sweden
Ahlquist	Sharon	Kristianstad	Sweden
Algestam	Maud	Hemängsskolan	Sweden
Allansson	Linda	Backatorpsskolan	Sweden
Andrén	Karin	City of Stockholm Education	Sweden
Antinucci	Katherine	American Overseas School of Rome	Italy
Asgeirsdóttir	Agnes	Akurskóli	Iceland
Ásgrímsdóttir	Ursula	Grundaskóli	Iceland
Barr	Ruth	Glasgow City Council	Scotland
Basinska	Anna	Adam Mickiewicz University	Poland
Bell	Steve	Storyline Scotland	Scotland
Benediktsdóttir	Margret	Áslandsskóli	Iceland
Birgisdóttir	Ragnheidur	Vesturbæjarskóli	Iceland
Bjarnadóttir	Sigrídur	Langholtsskóli	Iceland
Boutton	Mary	Hathaway Brown School	USA
Boyd	Karen	Croftcroighn School	Scotland
Boyd	Brian	Tapestry	Scotland
Braekken	Tone	Utdanningsforbundet Kvinesdal	Norway
Bragadóttir	Brynja	Áslandsskóli	Iceland
Brocker	Erich	Highland Magnet School	USA
Brodie	Gillian	Moray Primary School	Scotland
Brown	Catriona	Battlefield Primary School	Scotland
Bruce	Mandi	Broomhill Primary School	Scotland
Budlova	Tamara	Tomsk State University	Russia
Byrkit	Maggie	Portland Public Schools	USA
Carlsson	Sara	Backatorpsskolan	Sweden
Cash	Dave	Thornton Dale School	England
Chambers	Deanna	Highland Magnet School	USA

Clark	Sarah	St Paul's Primary School	Scotland
Connor	Nicola	Uphall Primary School	Scotland
Corbett	Shane	University College Dublin	Ireland
Crandell	Helen	Storyline Design	USA
Creswell	Jeff	Storyline Design	USA
Creyf	Frie	Sint-Lodewijkscollege	Belgium
Dalager	Maia	University of Minnesota	USA
Davidsson	Sigfús	Grunnskolin Hellu	Iceland
De Baecke	Griet	City of Ghent	Belgium
De Cecco	Louise	Sunnyside Primary School	Scotland
de Kock	Sharon	ACS Doha International School	Qatar
De Meyer	Geert	Artevelde University College Ghent	Belgium
Dean	Paul	Highland Magnet School	USA
Dean	Mary	Highland Magnet School	USA
Douglas	Gemma	Falkirk Council	Scotland
Dunlop	Lesley	Bett Associates	Scotland
Dunne	Bridget	Broomhill Primary School	Scotland
Eggertsdóttir	Ingibjörg	Grundaskóli	Iceland
Ehlers	Gisela	Storyline Germany	Germany
Einarsdóttir	Svanhildur	Vesturbæjarskóli	Iceland
Eiríksdóttir	Björg	Kársnesskóli	Iceland
Ellertsdóttir	Berta	Grundaskóli	Iceland
Ellis	Diana	WOSDEC	Scotland
Emo	Wendy	University of Minnesota	USA
Evensen	Lill Iren	Utdanningsforbundet Kvinesdal	Norway
Eybórsdóttir	Sigrún	Kársnesskóli	Iceland
Feasby	Alison	Moray Primary School	Scotland
Fetrow	Jennifer	Highland Elementary	USA
Finnsdóttir	Ragna	Akurskóli	Iceland
Fisker	Helle	Learning by Helle Fisker	Denmark
Fredriksen	Dag	Utdanningsforbundet Kvinesdal	Norway
Fredriksson	Helena	Vallaskolan	Sweden
Furness	Cathy	ACS Doha International School	Qatar
Gardarsdóttir	Hafdís	Grunnskolin Hellu	Iceland

Garðarsdóttir	Sif	Karsnesskóli	Iceland
Geerdink	Peter	Stenden Hogeschool	Netherlands
Gilbert	Joyce	Educational Consultant	Scotland
Green	Cami	Highland Magnet School	USA
Gudmundsdóttir	Katrin	Dalvikurskóli	Iceland
Gudmundsson	Sigurgeir	Grunnskolin Hellu	Iceland
Gunion	Morag	Glasgow City Council	Scotland
Gunnarsóttir	Sigridur	Dalvikurskóli	Iceland
Hafsteinsdóttir	Linda Bra	Karsnesskóli	Iceland
Haggstrom	Margaretha	University of Gothenburg	Sweden
Halland	Kjell Olaf	Utdanningsforbundet Kvinesdal	Norway
Halldórsdóttir	Birta	Grunnskolin Hellu	Iceland
Halldórsson	Grétar	Kársnesskóli	Iceland
Haraldsdóttir	Thora	Karsnesskóli	Iceland
Harder	Katrin	Freie Universitaet Berlin	Germany
Harkness	Sallie	Storyline Scotland	Scotland
Heck	Nicholas	University of Minnesota	USA
Heidarsdóttir	Ingibjörg	Grunnskolin Hellu	Iceland
Helgadóttir	Vilborg	Grundaskóli	Iceland
Henriksson	Ann-Catherine	University of Åbo Akademi	Finland
Hirata	Marisa	Portland Public Schools	USA
Howard	J.J.	Highland Magnet School	USA
Hrubanova	Kristyna	NaZemi	Czech Republic
Iliopoulou	Ifigeneia	Ministry of Education	Greece
Jackson	Debbie	The National Trust for Scotland	Scotland
Jacobsen	Niels-Peter Lund	Evangelical Lutheran Church	Denmark
Jacobsen	Hanne	Storyline Denmark	Denmark
Jakobsson	Pia	Laxens Förskola	Sweden
Jensen	Henriette Skaarup Gejel	University College Lillebaelt	Denmark
Jóhannsdóttir	Marý Linda	Grunnskolin Hellu	Iceland
Johansen	Eivind	Utdanningsforbundet Kvinesdal	Norway
Johansson	Anna	Backatorpsskolan	Sweden
Jónsdóttir	Hrafnhildur	Grundaskóli	Iceland
Jónsdóttir	Ingunn	Vesturbæjarskóli	Iceland

Jónsdóttir	Guðný	Kársnesskóli	Iceland
Jorgensen	Lone Tang	University College Lillebaelt	Denmark
Karenyk	Lorna	Thornton Dale School	England
Karlsdóttir	Johanna	University of Iceland	Iceland
Kawmi	Lynsey	Sunnyside Primary School	Scotland
Kelly	Cheryl	Barmulloch Primary School	Scotland
Ketilsdóttir	Katla	Dalvikurskóli	Iceland
Kocher	Doris	Paedagogische Hochschule Freiburg	Germany
Kristiansen	Anne Britt	Utdanningsforbundet Kvinesdal	Norway
Kristinsdóttir	Sigrídur Theodóra	Laugalandsskóli	Iceland
Kristinsdóttir	Maja Eir	Vesturbæjarskóli	Iceland
Kristjansdóttir	Elva Ruth	Áslandsskóli	Iceland
Kristjánsdóttir	Siguveig	Grundaskóli	Iceland
Kristmundsson	Gudmundur	University of Iceland	Iceland
Kummel	Annika	Backatorpsskolan	Sweden
Lake	Beth	Pirie Park Primary School	Scotland
Lechleitner	Carole	Hathaway Brown School	USA
Lee	Soyong	Skidmore College	USA
Leenaert	Sebastiaan	Arteveldehogeschool	Belgium
Leggett	Stephanie	Holyrood Secondary School	Scotland
Leitch	Martine	University of Strathclyde	Scotland
Liljedal	Eva	Backatorpsskolan	Sweden
Lindblad	Monica	Backatorpsskolan	Sweden
Lindqvist	Helena	Backatorpsskolan	Sweden
Lippai	Edit	Hungarian Institute for Ed. Research & Dev.	Hungary
Mackenzie	Catherine	Dalbeattie Primary School	Scotland
Magnúsdóttir	María	Grunnskolin Hellu	Iceland
Magnúsdóttir	Sigurlína	Grunnskolin Hellu	Iceland
Mann	Cecilia	Vallaskolan	Sweden
Mark	Edith	Aalborg University Hospital	Denmark
Marno	Jackie	Clydebank High School	Scotland
Marsh	Eva	Backatorpsskolan	Sweden
Martinson	Amber	Highland Magnet School	USA
Matthiasdóttir	Matthildur	Dalvikurskóli	Iceland

Maxwell	Lesley	Swinton Primary School	Scotland
McBlain	Yvonne	Falkirk Council	Scotland
McDonald	Lynda	Moray Primary School	Scotland
McFadyen	Hannah	Hyndland Primary School	Scotland
McGovern	Erica	The Spence School	USA
McLeod	Gilan	Knightswood Secondary School	Scotland
McNaughton	Marie-Jeanne	University of Strathclyde	Scotland
Morrison	Sandra	The National Trust for Scotland	Scotland
Mueen	Jehan Ara	Adventure Foundation	Pakistan
Multani	Simran	Moray Primary School	Scotland
Munkhus-Creswell	Caryl	Storyline Design	USA
Muylle	Ann	GVB Driekoningen	Belgium
Nagy	Viktória	Hungarian Institute for Ed. Research & Dev.	Hungary
Nelsen	Emily	Shoshone School District	USA
Netland	Miriam	Utdanningsforbundet Kvinesdal	Norway
Nieminen	Marie	Backatorpsskolan	Sweden
Nyren	Karin	Backatorpsskolan	Sweden
O'Donnell	Julie	Pirie Park Primary School	Scotland
Oedegaard	Caroline	Ellingsrudasen School	Norway
Ólafsdóttir	Sigríður	Grundaskóli	Iceland
Omand	Carol	Storyline Scotland Consultant	Scotland
Oscarsson	Margareta	MO Lärande och Utbildning	Sweden
Óskarsdóttir	Auður	Áslandsskóli	Iceland
Óskarsson	Halldór	Grunnskolin Hellu	Iceland
Östman	Matilda	City of Stockholm Education	Sweden
O'Sullivan	Carmel	Trinity College, Dublin	Ireland
Park	Anna	Highland Magnet School	USA
Pétursdóttir	Hjördís	Grunnskolin Hellu	Iceland
Pihlgren-Eveli	Ann-Kristin	University of Helsinki	Finland
Plaskitt	Rebecca	ACS International School	England
Porciani	Monica	University of Strathclyde	Scotland
Przewlocka	Magdalena	Grunnskolin Hellu	Iceland
Quigley	Laura	Pirie Park Primary School	Scotland
Ragnarsdóttir	Sigrún	Karsnesskóli	Iceland

Rea	Teresa	ACS International School-Cobham	England
Reisinger	Marina	Highland Magnet School	USA
Rhodes	Amy	Thornton Dale School	England
Rova	Sara	Laxens Förskola	Sweden
Rudolfsdóttir	Christel	Grundaskóli	Iceland
Sandberg	Lena	Hemängsskolan	Sweden
Shaffer	Ryan	American Overseas School of Rome	Italy
Sigtryggsdóttir	Helga Huld	Áslandsskóli	Iceland
Sigurdardóttir	Sigrídur	Grunnskolin Hellu	Iceland
Sigurdardóttir	Valgerdur	Grunnskolin Hellu	Iceland
Sigurðardóttir	Vilborg Guðrún	Vesturbæjarskóli	Iceland
Sigurgeirsson	Thorsteinn	Grunnskolin Hellu	Iceland
Sigurvinsdóttir	Valdís	Grundaskóli	Iceland
Sigvardsdóttir	Dýrfinna	Grunnskolin Hellu	Iceland
Skiftun	Åse Paulsen	Lister Upper Secondary School	Norway
Skinnider	Morven	Blairdardie Primary School	Scotland
Skúladóttir	Steinunn Jenny	Áslandsskóli	Iceland
Smogorzewska	Joanna	Academy of Special Education	Poland
Snjolfsdóttir	Sigurbjorg	Akurskóli	Iceland
Sørensen	Karen Margrethe	K M Sørensen	Denmark
Speirs	Angela	St Ninian's Primary School	Scotland
Stefánsdóttir	Elfa Drofn	Dalvikurskóli	Iceland
Strand	Fride H	Utdanningsforbundet Kvinesdal	Norway
Sztridáné Kurucz	Krisztina	Hungarian Institute for Ed. Research & Dev.	Hungary
Tauritz	Rebekah	University of Edinburgh	Scotland
Taylor	Ian	Thornton Dale School	England
Teigen	Knut Age	Luster Kommune	Norway
Therrian	Misha	Highland Magnet School	USA
Thomson	Ashley	Falkirk Council	Scotland
Thorarinsdóttir	Elin	Áslandsskóli	Iceland
Thorkelsdóttir	Hildur	Grunnskolin Hellu	Iceland
Thorleifsdóttir	Fjóla Rún	Áslandsskóli	Iceland
Thorsteinsdóttir	Svava	Grunnskolin Hellu	Iceland
Thorsteinsdóttir	Vilborg Birna	Áslandsskóli	Iceland

Tómasson	Steinar	Grunnskolin Hellu	Iceland
Tryggvadóttir	Aníta	Grunnskolin Hellu	Iceland
Turner	Eve	Broomhill Primary School	Scotland
Udén	Anna	University of Gothenburg	Sweden
Uusitalo	Nadja	Laxens Förskola	Sweden
Valgarddsdóttir	Hrafnhildur	Grunnskolin Hellu	Iceland
Vallerga	Colleen	Highland Magnet School	USA
Vallerga	Caitlin	Bend La Pine School District	USA
Van Acker	Liliane	PBSOG	Belgium
Vickery	Alicia	Highland Magnet School	USA
Vinberg	Lena	Backatorpsskolan	Sweden
Vopelak	Eileen	Storyline Design	USA
Walterus	Jannes	Groep-T Education College	Belgium
Ward	Richard	Knightswood Secondary School	Scotland
Welburn	Rebecca	Thornton Dale School	England
Wells	Jill	Sinnington CP School	England
Westerberg	Karin	Hemängsskolan	Sweden
Wilson	Carla	Music Out of the Box	USA
Yeager-Woock	Ukiah	Highland Magnet School	USA
Zielinska	Urszula	Adam Mickiewicz University	Poland

Presentations Session 1 – Saturday 28th March: 10.55 – 12.35

Session 1.1: ICT

PP 1:1a 30 minutes duration

Name : Mary Boutton & Carole Lechleitner
Email : mboutton@hb.edu, clechleitner@hb.edu
Institution : Hathaway Brown School
Department : Primary School
Title : Enhancing Storyline Through Technology

Abstract

The increasing accessibility and popularity of personal devices such as laptops, iPads, and smart phones can add a powerful new dimension to the Storyline experience for both teachers and students. For teachers, this session will survey websites and apps that can assist in planning a Storyline; keeping ongoing records of student learning, strengths, and next teaching steps; sharing work with administrators, other teachers, and students; recording and displaying student work for viewing by wider audiences including parents and other members of your school community; and even engaging in cooperative storylines with classrooms around the world. This session will also demonstrate ways to authentically integrate technology instruction and enhance your students' learning and creativity as they work their way through the story and share and reflect upon what they are learning. Information will be presented about a variety of websites and software for laptops and iPads that enable students to connect with experts in the community, take virtual field trips anywhere in the world, research more deeply and thoughtfully; present their work to others using digital media including photos, videos, presentation software, and blogs; and create digital portfolios of their work.

Keywords

Technology, apps, collaboration, iPads

Session 1:2: Language and Literacy

PP 1:2a 30 minutes duration

Name : Sigrún Ragnarsdóttir and Thóra Haraldsdóttir
Email : thhara@kask.kopavogur.is, sigkr@kask.kopavogur.is
Institution: Kársnesskóli
Department : Primary School
Title : Storyline and literacy in third grade

Abstract

In Kársnesskóli, Iceland, teachers have integrated Storyline and beginning literacy. This paper tells about a topic where pupils made their own countryside. They worked in groups and learned about different areas of farming. The main aim of the topic is to motivate language and literacy as well as learning about farming. Beginning literacy is a program on reading and writing based on an holistic approach. Storyline and beginning literacy fits perfectly together. In this session we will show how it worked and give examples of practice.

Keywords

Storyline, literacy, integration, motivation

PP 1:2b 30 minutes duration

Name : Wendy Emo & Leisa Morton-Standish (via distance)
Email : wemo@morris.umn.edu
Institution : Leisa: consultant, AU; Wendy, UMM, USA
Department : Leisa: consultant; Wendy: Education
Title : Employing Storyline to Improve Persuasive Writing

Abstract

Can Storyline be employed to intrinsically motivate students to write persuasive texts and to write more effectively? Persuasive writing is central to many national curriculums, national standardized testing programs and international assessments. Students are expected to make an argument, use evidence to justify it, competently manipulate persuasive devices and language, as well as situate the argument in an accepted and organized argument structure (Australian Curriculum and Reporting Authority [ACARA], 2013; Common Core State Standards [CCSS], 2010; United Kingdom Department of Education, 2013). This expectation mirrors real world demands students encounter upon leaving school. The presenters will share a research study that found Storyline can be utilized to motivate students to write competent persuasive text. The study included a 4-week Storyline intervention in a Grade 2 (Year 3) classroom in a low socioeconomic school in Australia. The unit required the students to solve critical Storyline incidents throughout the content, and, based upon them, write two persuasive texts. The data includes quantitative data gathered from the pre and post persuasive texts and qualitative data including interviews, surveys, writing samples and participant observation. Data analysis found that the Storyline intervention had a positive effect on the students' writing performance on all persuasive measures including coherence, organization, text structure, data, claim, warrant, text function, engagement of audience, and persuasive devices. The key themes identified in the qualitative analysis have implications for classroom practice, particularly in the areas of improved student motivation and ability to write persuasively.

Keywords

Writing, primary students, motivation, Australia

PP 1.2c 30 minutes duration

Name : Jill Wells
Email : jill.l.wells@googlemail.com
Institution : Sinnington Community Primary School
Department :
Title : Using videos to enhance the storyline

Abstract

This paper will aim to explore the benefits of using storyline videos in classroom. It will look at how videos can set the scene, introduce episodes for the pupils to explore and become the expert in the storyline. In a climate of economic restraint, the videos help bring the storyline alive without the necessity to leave the classroom. My presentation will explain how we have used videos in my school to help develop the storyline in the classroom.

Keywords

Setting the scene with videos

Session 1.3: Early Years

PP 1:3a 30 minutes duration

Name : Ifigeneia Ilopoulou
Email : ifiliop7@gmail.com
Institution : University of Thessaly
Department : Primary Education
Title : Life in a Garbage Bin

Abstract

For five weeks last year a Storyline entitled "The life in a garbage bin" was developed in a classroom of 18 children aged 4 to 6 yrs old in a Greek kindergarten. The book-based Storyline was initially designed for the Centre of Environmental Education of Edessa in central Greece. This organisation is the coordinator of the national network with respect to the treatment of waste. It provides activities for the very young pupils engaged in the network. Last year, it was decided the Storyline approach should be implemented and specifically, the previously designed Storyline be developed in a kindergarten classroom as Environmental Education for the Sustainability programme. The main aim was for the young children to be activated as citizens in order to address the problem and become agents of change based on the values of sustainability. Furthermore, some of the basic goals were for the pupils to be aware of the problem of waste, to reflect on the causes and impacts of the waste, and, to be sensitised about the sustainable ways of dealing with the waste. The great enthusiasm and substantial participation of the children proved to be evidence of their great interest and their active involvement due to their engagement in the context that Storyline ensured. This Topic gave opportunities to the children for demonstrating and advancing a wide range of their competencies. Last but not least, the Storyline was being combined with the seasonal topics which were being taught alongside.

Keywords

Waste, Storyline, Kindergarten, sustainability

PP 1:3b 30 minutes duration

Name : Dag Fredriksen
Email : fedabu@gmail.com
Institution : Sentrum Kindergarten
Department : Kvinesdal, Norway
Title : Captain Laika in Space

Abstract

This is a Storyline from a Kindergarten in Norway. The children are 4-6 years old and most of the time they are outside in the woods and use nature as their classroom. The Storyline lasted for 2 months and is about space and the planets. The Storyline begins like this: It happened something exciting in Jerstad a dark October night. A landowner had awakened by a loud bang and a flash of light. She had seen something that fell in the forest nearby the hut to the natural base belonging to our Kindergarten. She wondered if the children could help to figure this out. And the children were ready for it. Could we find something that had fallen from space? After searching for a while we found a strange gold colored metal-thing on top of a large rock. Hmm. This was weird. We investigated the metal thing closer. There were many strange computer stuff, wires and lights on it and strange buttons. Suddenly we heard a voice from the box when we pressed a button. It was a message from someone who called himself Captain Laika. He could tell that his spaceship had begun to burn and he had

landed on an unknown planet. He wondered if we could create a spacecraft and find some astronauts to help him. The children agreed that they would. In our search of finding Captain Laika we also used the local radiostation and newspaper. We have used this Storyline about Captain Laika twice. We use Storyline twice a year in our Kindergarten.

Keywords

Space, planets, Captain Laika, kindergarten

PP 1:3c 30 minutes duration

Name : Pia Jakobsson, Sara Rova

Email : laxensforskola@skol.lulea.se

Institution : Laxens Forskola Sweden

Title : Storyline in preschool

Abstract

We, Pia Jakobsson and Sara Rova, have been working with storyline in preschool since 2005. Our children are from one to five years. They start to work with storyline as soon as they can talk and we can communicate linguistically. We want to tell about how we constantly try to develop our work and how we think about our work. We are, for example, using new technology like computers, big screen, I-pad and digital cameras. We are always trying to find new ways to start our storylines. We have been using dramatization, photo story, letters and messages on the computer. We want to show you that you can work with storyline at any age as long as you can communicate and the pupils can answer your questions.

Keywords

Developing storyline in preschool

Session 1: 4: Inclusive Education

PP 1:4a 30 minutes duration

Name : Pirie Park Primary & Sunnyside Primary

(Julie O'Donnell, Louise De Cecco, Anne Shand & Lynsey Kawmi)

Email : ldececco@sunnyside-pri.glasgow.sch.uk

Institution : Pirie Park and Sunnyside Primaries, Glasgow City Council

Department : Education Services

Title : The Princess comes to Glasgow

Abstract

We will describe how we adapted the Princess Storyline to develop interdisciplinary learning in two different schools with Primary 1 children, including pupils with additional support needs. We will discuss:

- Collegiate planning
- Matching the Storyline to Curriculum for Excellence, with an emphasis on Literacy and Expressive Arts
- Pupil learning experiences
- Parental involvement
- The benefit of involving children with additional support needs

We will evaluate:

- Success of each aspect of the Storyline topic

- Impact on pupils
- Impact on staff

Keywords

Literacy, Expressive Arts, Additional Support Needs

PP 1:4b 30 minutes duration

Name : Joanna Smogorzewska

Email : j.smogorzewska@gmail.com

Institution : Academy of Special Education, Warsaw, Poland

Department : Faculty of Education

Title : Storyline-tool for developing inclusive education

Abstract

Knowledge about the Storyline Method is present in Poland for only a few years and has not spread very quickly. Those teachers and students, who have an opportunity to know the method, seem to have very positive feelings towards it. At the moment in Poland there is visible changes connected to integration and inclusive education. Most important actions in Polish education for 2014/2015 school year are connected with development of inclusive education. Changes are focused on adjusting schools and curriculums for expectations of children with special educational needs, and also on better teacher preparation for working with children with diverse needs. This trend is very important and necessary, but, on the other hand, teachers in Poland are still not enough prepared for this shift - they are often sceptical, afraid, and uncertain about their knowledge and skills connected to disabilities. That is why, looking for methods, which can help teachers in their work with diverse groups, should now be a priority in Poland. Storyline, as a very flexible method, seems to be a good example of a tool for working with children with different needs. During my presentation I would like to show arguments for Storyline as a method, which: can be easily adjusted for diverse classroom needs, is appropriate for working with inclusive groups, teaches children tolerance and, first of all, acceptance for diversity , being open to others' needs, helping each other, and cooperating with each other.

Keywords

Storyline, inclusive education, children with SEN, social skills

PP 1.4c 30 minutes duration

Name : Katrin Harder

Email : kharder@zedat.fu-berlin.de

Institution : Freie Universitaet Berlin, Germany

Department : Didactics of English

Title : Language teaching and inclusive education

Abstract

Gisela Ehlers, Storyline Germany and Katrin Harder, Freie Universitaet Berlin, Germany Storyline in Language Teaching explores working towards inclusion differentiation, cooperative learning, individualisation, supporting the learning process of the individual. These are buzz words that come up when we talk about inclusive education in language teaching - as claimed in the UN disability convention. We believe that these elements mentioned above are all incorporated in a Storyline. We would like to show how Storyline in language classrooms can support the recognition of diversity and how it allows us to deal with the different needs, interests and talents of our students. For example in the way a

Storyline integrates the pre-knowledge and experience of our students. Because of the fact that a Storyline consists of different sequences following each other, the language learning progress is being ensured. At the same time this process is flexible as the Storyline is progressing and the different questions, ideas and learning paths are an integral part of this process. The friezes are a real treasure box for a multitude of individualised and differentiated tasks. Gisela Ehlers and Katrin Harder have worked together in the EU-funded Storyline Project Creative Dialogues which mainly developed training courses for language teachers on Storyline. They have used Storyline in their own classrooms for many years.

Keywords

Foreign language teaching, inclusive education, differentiation, teacher training

Session 1.5: Teacher Education

PP 1.5b

30 minutes duration

Name : Anna Uden & Margaretha Haggstrom

Email : anna.uden@gu.se & margaretha.haggstrom@gu.se

Institution : University of Gothenburg

Department : Dept. of Pedagogical, Curricular, Professional. Studies

Title : Storyline in Teacher Education Programmes

Abstract

As teacher educators we meet student teachers during their theoretical education at Campus and in work-based training at schools. During the work-based education student teachers are expected to relate theories with practice in school activities, and, on the basis of the complex classroom praxis, to theorize what happens in the classroom. The didactic questions should be updated, concretised and discussed on the basis of a scientific and critical approach. Back on Campus, the students present what they experienced and accomplished during practice, discuss with current theories and draw conclusions that will help them in their development toward the future profession. Pedagogical theory and classroom practice will together help student teachers develop a dialogical approach to the future profession. Student teachers, however, seems to see the relationship between theory and practice as dualistic (Bronas, 2006). Students have not only difficulty to see the links between learning and teaching, they have difficulty seeing the value of learning theories. This is alarming. Partly because of the student's own learning process and partly given the didactic challenges and choices he or she will face as fully trained teacher (Selander, 2012, Liberg, 2012). To help students to understand the meaning and use of theory versus practice, we have implemented a storyline. In our paper we present a theoretical framework which defines three areas that together constitute a comprehensive view of praxis that is: educational methodology, specific theory and pedagogical techniques. To further specify and define this framework we use our Storyline as an example.

Keywords

Theoretical framework, Educational methodology, Specific theory, Pedagogical techniques

PP 1.5c 30 minutes duration

Name : Monica Porciani

Email: monica.porciani@strath.ac.uk

Title: Associate Lecturer in Health & Wellbeing

Institution: University of Strathclyde, Glasgow

Title : Exploring Sensitive Issues in Health Education and Health Promotion with Student Teachers

Abstract

Scotland's Curriculum for Excellence (CfE), with a focus on Health and Wellbeing as a core responsibility of all teachers, has provided a new impetus to re-position the Storyline methodology as an effective strategy for developing student teacher confidence in health education and health promotion. These 'core responsibilities' are set out in a framework which expects teachers to facilitate learning experiences and outcomes in mental and emotional wellbeing, often addressing sensitive and more challenging aspects of the curriculum. In addition, there is an expectation that teachers will consider the social context of children's lives and provide experiences and learning opportunities which are meaningful and have a real life context.

This presentation will showcase a programme of work which has been developed in partnership with the School of Education at the University of Strathclyde and Storyline Scotland to enable students to gain confidence and build expertise by taking a holistic approach to health and wellbeing and provide a learning environment for pupils which helps to develop their self-awareness, self-worth and respect for others as well as helping them to:

- meet challenges, manage change and build relationships
- experience personal achievement and build resilience and confidence
- acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.

Student teachers will join their tutor to present an overview of their work with Storyline and discuss how they feel it has enhanced their own practice

Keywords

Health, Wellbeing , Teacher Education, Sensitivities

Session 1.6: Storyline Planning

PP 1.6a 30 minutes duration

Name : J.J. Howard

Email : jj.howard@bend.k12.or.us

Institution : Highland School

Department : 2nd-3rd grade

Title : Strong Stories Make Strong Storylines

Abstract

Synopsis: A strong storyline will have the same elements of a strong story.

Key Question: What makes a strong story?

Chart/discuss responses - What do others say about a strong story?

Bobbie Norfolk, Storyteller: 1) A beginning that immediately captures your interest 2) Colourful characters, but not too many characters 3) A plot that is not overly complicated 4) Appeals to your emotions-funny, scary, sad, exciting 5) A strong, satisfying ending

Chris King, Storytelling Power: 1) A good story is one that touches people in some way. 2) A good story has substance 3) A good story needs conflict and resolution 4) A good story creates vivid images 5) A good story is not wimpy 6) A good story is the story that is perfect for your audience 7) A good story is a story that you love and love to tell

Storyline Filter p.1 by Colleen Vallerga: Examples with Books, Topics and Photos: The Green Book by Jill Paton Walsh; Storyline by J.J. Howard; The Science of Archimedes Storyline by Colleen Vallerga and Highland 2-3 team etc.

Participants evaluate their own Storylines and revise them to strengthen their stories.

Keywords

Story, story elements, strengthening Storylines

PP 1.6b 30 minutes duration

Name : Cami Green, Ukiah Yeager-Woock

Email : cami.green@bend.k12.or.us

Institution : Highland Elementary

Department : 4/5 teachers

Title : Incidents

Abstract

Incidents are an integral part of the Storyline and need to be thought out and purposeful. Educators need to know how to create incidents that will make the life of a story go on while making the curricular content as rich of an experience as possible for the students. Our presentation would entail a list of questions to ask during the construction of incidents throughout the Storyline, examples of a variety of ways to introduce the incidents, how to incorporate the frieze to carry the story to fruition, and the pros and cons of teacher directed versus student generated incidents.

Keywords

Incidents, friezes

PP 1:6c 30 minutes duration

Name : Gudmundur Kristmundsson

Email : gudkrist@hi.is

Institution : University of Iceland

Department : School of Education

Title : Culture - Language - Storyline

Abstract

In most countries there are families from other cultures using different languages and with educational background which differs from what is thought to be normal in the adopted country. Children and adults are facing the difficult task to learn a new language, maybe to read as well, and integrating into a new culture. How could storyline be of help? In this session this will be discussed and how a topic could be used where the children (and adults)

could both use the new language and his or her mother tongue, which is thought to be important. Through the topic they could as well base their work on their own culture as well as get to know and practise life in the new culture.

Keywords

Culture, language, literacy, multicultural society

Presentations Session 2 – Saturday 28th March: 14.25 - 16.05

2.1: Social Issues

PP – 2:1a 30 minutes duration

Name : Mandi Bruce and Lesley Maxwell
Email : MBruce@broomhill-pri.glasgow.sch.uk
Institution : Broomhill Primary and Swinton Primary, Glasgow City Council
Department : Education Services
Title : The Earth Games

Abstract

This paper will outline how 'The Earth Games' was devised and piloted as a new Storyline in Glasgow in 2014. Two Glasgow practitioners will explain the collaborative writing process, and how they worked together with other teachers across the city to develop the story. In 'The Earth Games', learners become members of the planning committee of an International Multi-Sport event which is challenged to be 'the fairest games ever'. Learners are supported to explore Human Rights and investigate how prejudice and discrimination in sport has meant that many athletes are unable to compete. The story also delves into the murky world of sweatshops and the supply chain used by sportswear producers. How did learners react to this? The presenters will share their experiences of implementing this storyline with learners from 8-12 years old.

Keywords

Human Rights Commonwealth Games Collaborative writing Assessing Learning Curriculum for Excellence Participation

PP 2:1b 30 minutes duration

Name : Edith Mark
Email : edm@rn.dk
Institution : Aalborg University Hospital
Department : Denmark
Title : The Residence

Abstract

This storyline has been prepared for teaching social and health care workers in the Danish education system. We present a storyline for residents, relatives and staff of a municipal home for young people with social psychiatric problems. Students create characters for the various people associated with the home. In this way we work with areas such as: Danish, English language and science, first aid, communication, organization / management, somatic / psychiatric pathology, pharmacology, conflict resolution, health promotion, ethical issues, empathy and respect, cultural understanding - and more - through events such as: suicide attempts, forced hospitalization, cooperation with hospital / social workers / police, aggressive behaviour, support for relatives, rejected and angry relatives, significant weight gain in most residents, disagreements and poor communication between staff. Students work their way up to a new and constructive name for the institution.

Keywords

Adult education, mental health problems, social problems, young, institutional life

PP 2:1c 30 minutes duration

Name : Erica Poon-McGovern

Email : ejp1976@yahoo.com

Institution : The Spence School

Department : elementary

Title : A design-thinking, urban planning Storyline focused on health, homelessness and activism

Abstract

In this Storyline, which is inspired by the children's picture book Iggy Peck Architect, students become urban designers who build a new city that promotes healthy living. Students first explore what a healthy person, community, and environment look like by reading texts, watching videos, conducting interviews, and going on data-collecting field trips around New York City. They then make design decisions that reflect healthy living.

When the city is almost built, the homeless population establishes a large Tent City in the park. The financially motivated mayor is afraid people will not buy property in the new city if they have to mingle with the homeless. He comes up with a plan to segregate the homeless from the paying population. The homeless must wear badges depicting a rat. They are only allowed through entrances that have the rat symbol. Students must decide if they will support the mayor's plan or protest.

In addition to teaching urban planning, this Storyline incorporates design-thinking principles from the Stanford Design School. Through this unique problem-solving method, students find solutions that are both empathetic and effective.

The Iggy Peck Architect Storyline is being taught in a second grade classroom. It can easily be adapted for older children.

Keywords

Urban planning, design-thinking, elementary, Iggy Peck Architect, health, homelessness, activism, segregation

Session 2.2: Whole School

PP 2:2a 30 minutes duration

Name : Lynda McDonald

Email : lynda.mcdonald@falkirk.gov.uk

Institution : Moray Primary School

Title : One School Telling Many Stories

Abstract

We, at Moray Primary are 'One School Telling Many Stories'. This workshop will showcase the Storyline journey taken by our school community. Storyline has been a focus of school improvement for the past two years. During this time a small group of teachers have worked with and championed the Storyline approach. Session 2013-14 saw every class embarking on a Storyline at the same time; our school classrooms and playrooms were filled with vivid representations of characters, settings, plots and an abundance of new learning. In April 2014, we, as a whole school community, from Nursery to Primary 7, celebrated our 'Telling Many Stories' as we shared our learning with Parents, Grandparents and other special guests. Our journey continues this session 2014-15 as we aim to improve practice and

achieve greater consistency across the whole school in our approach as well as ensuring a progression of skills.

Keywords

Whole School Journey Skills progression

PP 2:2b 30 minutes duration

Name : Paul Dean

Email : paul.dean@bend.k12.or.us

Institution : Highland Magnet School

Department : Principal

Title : Teacher-Leadership at Storyline Schools

Abstract

Highland Magnet School's founder, current teachers and administrator will talk about how teachers, administrators, staff and parents join together to help build and sustain a successful Storyline School. Learn how it impacts school culture, increases student achievement and positively impacts instruction in all academic areas. The presenters will also discuss the challenges of maintaining momentum when pressures from district adopted curriculum, Common Core State Standards, and state assessments begin to infringe upon Storyline time.

Keywords

Leadership, Common Core, Community

PP 2.2c 30 minutes duration

Name : Emily Nelsen

Email : emily.nelsen57@gmail.com

Institution : Shoshone Elementary School, USA

Title : Creating a Support Network for Teachers and Administrators

Abstract

This session will focus on schools which are new to Storyline, and how we can ensure they find success. The presentation will outline steps taken by a school new Storyline, look at both successes and failures along the way, and the impact Storyline has had on the school culture. Presentations by the principal, members of the support network, and the teachers themselves, will highlight the laying of the foundation as well as sustaining the work of Storyline now in Year 3 at Shoshone Elementary School.

Keywords

Leadership, collaboration, staff development, school change

Session 2.3: Language and Literacy

PP 2:3a 30 minutes duration

Name : Amber Martinson
Email : amber.martinson@bend.k12.or.us
Institution : Highland Elementary
Department : 4/5 Teacher
Title : Topic Books

Abstract

I am proposing to present various ways to arrange and honour student work within a topic book. There is so much effort and learning tied to the outcome of produced work within a Storyline. When this work is presented in a structured way, which tells a story, and quality criteria expectations are met, students feel proud to share their story, and the learning is cemented rather than forgotten or thrown away. Topic books do not need to be an overwhelming process and can be adapted to fit a teacher's style or time constraints. I plan to use 30 minutes to show the pre-planning, table of contents with key questions, use of photos, implementation of artwork and balance of writing, and various reflection pieces. Also, topic books that range from binders, folders, and child made booklets will be used as examples.

Keywords
Honouring stories with topic books

PP 2.3b 30 minutes duration

Name : Anna Park & Deanna Chambers
Email : anna.park@bend.k12.or.us deanna.chambers@bend.k12.or.us
Institution : Highland School, Bend Oregon
Department : Bend La Pine School District
Title : Primary Book Based Storyline – The Lighthouse Keeper's Lunch

Abstract

We would like to share a literature based Kindergarten (appropriate for primary level teachers) storyline on the story The Lighthouse Keepers Lunch by Ronda Armitage. We plan to share a 10-week overview including a detailed outline of the storyline. Academic objectives include; Language arts: the parts of a story including character, setting, problems, solutions, making predictions, vocabulary development Science: concepts about day and night, weather, healthy living and nutrition, shore birds and basic adaptations, scientific inquiry Social skills: problem solving Art: basic concepts of colour, line, perspective Technology: photography, video and use of website to increase communication and interest. We will also share tips for team planning and collaborating, organizational ideas and community involvement. We will have examples of activities, role-playing opportunities, culmination ideas and topic books to share.

Keywords
Lighthouse Keepers Lunch Kindergarten Book-Based

PP2.3c 30 minutes duration

Name : Gisela Ehlers
Email : gisela_ehlers@t-online.de
Institution : Storyline Germany
Title : Storyline goes language teaching

Abstract

"Storyline goes language teaching" - with the help of Erasmus+ courses in Great Britain After our successful Comenius Project *Creative Dialogues* we use its outcome and offer Storyline courses for European teachers of English during their summer or autumn holiday. The courses do not only describe the relation between Storyline and modern language teaching as a holistic approach but make the participants try out a storyline, reflect their work, discuss and collect the many chances for differentiated tasks. The participants bring their own teaching material to design their own storyline at the end of the course which they can try out in their classes. The participants from different European countries talk about their schools and their way of language teaching. They exchange ideas and experiences. We would like to show how the course is structured and how you can apply for the Erasmus+ funding.

Session 2.4: RME-ICT

PP2.4a 30 minutes duration

Name : Niels-Peter Lund Jacobsen
Email : nplj@km.dk
Institution : Evangelical Lutheran Church of Denmark
Department : Viborg Diocese
Title : The family

Abstract

Through a concrete example I want to show how storyline can be used in the religious teaching in Confirmation Classes. In this case the framework is an extended family of three generations. In the family events takes place: children are born, teenagers are confirmed, young adults are getting married and the grandfather dies. Through these incidents the candidates for confirmation will learn about the role of the Church in some important events in life.

Keywords

Religious teaching, confirmation, church

PP 2:4b 60 minutes duration

Name : Marina Reisinger
Email : marina.reisinger@bend.k12.or.us
Institution : Highland Elementary School
Department : Primary teachers
Title : Integrating Technology Into Storyline

Abstract

Facilitating student communication, collaboration and creation with technology is the focus of this session. Whether in storyline character or in loop lessons, students can use engaging

technology to learn and research as well as share information with an audience. We will focus on digital kits, classroom websites, video production, software and apps, and classroom management tips depending on the interests and needs of the session participants.

Keywords

Technology, apps, collaboration, iPads

Session 2.5: Story/Book based Sessions

PP 2:5a 30 minutes duration

Name : Griet De Baecke/Liliane Van Acker

Email : griet.debaecke@gent.be

Institution : city of Ghent, Belgium

Department : department of education

Title : In Flanders Fields

Abstract

Our book based storyline 'The Great War' plunges children in the middle of a fictional war. They identify themselves with Joris, Prince of the Blue, and his animal friends: Sheep, Dove, Cat, Dog, and Cow. In this safe fictional world, children aged between 5 and 8 can look through the eyes of Joris, the antihero, who rides on a sheep and discovers the meaning of a war between grown-ups. His animal friends report through the different episodes on land, sea and air activities, and on the behaviour of soldiers and citizens. In this Storyline children are challenged to think about moral issues and to learn about the specific conditions of war. How can, they together with Joris, end this war? What choices they have when confronted with war? Through these and other key questions they unravel the complexity of war, and how it shatters daily routine. Teachers can make the link with the commemoration of the Great War or with actual conflicts. To assist the teacher, there is the narration, an edited version of the book 'De oorlog', by Anaïs Vaugelade, but also the wall charts from the beautiful picture book 'De grote oorlog', by Martijn Van der Linden. Further, the classical concept of the wall frieze is broadened with a so-called behaviour graph which allows the group to visualize Joris' feelings throughout the story. And how it ends...? Well, have a look at www.Storylinegent.be. The Flemish version of the Storyline is already available; the English one is coming soon!

Keywords

Complexity of war; young children; behaviour graph; moral issues

PP 2:5b 30 minutes duration

Name : Karen Margrethe Sorensen and Carol Omand

Email : Carol.Omand@gmail.com

Institution : Varnaes School, Denmark

Department :

Title : The Lighthouse Keeper's Lunch

Abstract

Karen Margrethe Sorensen from Denmark and Carol Omand from Scotland have worked on a Storyline based on the children's book The Lighthouse Keeper's Lunch. Karen Margrethe translated the book into Danish and Carol designed the Storyline for the young children. This presentation will explore the power of key questions to develop the Storyline and the

involvement of parents all the way through and the engagement of the children through the activities.

Keywords

Engagement, parental involvement, exciting ending

PP 2:5c 30 minutes duration

Name : Björg Eiríksdóttir

Email : bjorgeiriks@simnet.is

Institution : Kársnesskóli, Kopavogur, Iceland

Department : Primary school

Title : A very well-known story, Kladremus og de andre dyr

Abstract

The aim for this Storyline was to have a Storyline that the whole school could work on at the same time. It involved pupils from 6 to 16 years old. The Storyline developed two school goals: how our school could be a good eco-school (development of an environmental education program) and how our school could practice Diane Gossen's theory of Restitution & Self Discipline. After some thought and discussion about what we could use to make this topic, we chose a Norwegian book, Kladremus og de andre dyrene i Hakkebakkeskogen, and designed a book-based Storyline. This book is very well known in Iceland and the other Nordic countries. Our presentation will describe how we used the Storyline to develop our school's focus and how it engaged all the children in our school. Through this Storyline, we used a familiar story to discuss ethical and environmental questions.

Keywords

A story, ethical questions, environmental education

Session 2.6 Foreign Language

PP 2:6a 30 minutes duration

Name : Maia Dalager & Wendy Emo

Email : wemo@morris.umn.edu

Institution : University of Minnesota Morris, USA

Department : Division of Education

Title : Designing Multi-Age ESOL Classes with Storyline

Abstract

The setting: Literacy activity classes for immigrant children held in the evenings at a university

The characters: University undergraduates in roles of mentors and tutors , School-age children whose parents are attending evening ESOL classes (English for Speakers of Other Languages)

The problems: the children vary widely in age, development, interests and attitudes towards school-like tasks, and ability to use English; the children attend inconsistently; the sessions are held in the evenings; and about half the undergraduate mentor- tutors are not enrolled in education programmes.

The plot: University undergraduate students organise and provide literacy activities for children during adult ESOL classes held at the university. The mission of this tutoring and

mentoring program is to promote literacy in school-aged children and to give undergraduates meaningful learning opportunities. Due to the difficulties of the wide variety of children's ages, abilities, and attendance, a traditional ESOL curriculum has not worked well for this programme. In this presentation one of the undergraduate leaders and the faculty advisor will share how the Storyline framework provided the flexibility and the structure which the programme design needed. The session will include discussions of the problems the programme leaders faced, how using Storyline circumvented those problems, and how the undergraduates adapted Storyline for the learners, including the difficulties and triumphs the undergraduates experienced. The evidence will include visuals and quotes from interviews with the undergraduates.

Keywords

Multi-age, community, after school, ESOL, undergraduates

PP 2.6b 30 minutes duration

Name : Doris Kocher

Email : kocher@ph-freiburg.de

Institution : Paedagogische Hochschule Freiburg University of Education Freiburg

Department : English Department

Title : The Benefits of Storyline in Foreign Language Class

Abstract

The presentation will show why Storyline is a very effective tool in foreign language learning as it fosters meaningful and purposeful communication as well as language awareness, communication strategies and many other competences. Doris Kocher is a senior lecturer at Paedagogische Hochschule Freiburg / University of Education where she teaches Storyline courses on a regular basis. Over the years she has supported many language teachers and young student-teachers implementing Storyline projects at secondary school (grades 5-10) and thus gained a lot of valuable experiences to share. Her present research focus is on how to motivate language teachers to overcome their traditional concepts of teaching towards a more open and more integrated approach such as Storyline to help pupils become successful life-long learners.

Keywords

Foreign languages

PP 2.6c 30 minutes duration

Name : Caitlin Vallerga

Email : caitlin.vallerga@bend.k12.or.us

Institution : Bend-La Pine School District (Bend, Oregon)

Department : English Language Development Teacher

Title : Storyline for English Language Learners

Abstract

The presenter will share her experiences in using the Storyline method with English language learners in a second-grade classroom in Rome, Italy, as well as in an English Language Development (ELD) program in Bend, Oregon. Examples will be given of specific Storylines taught in each setting. The presenter will then highlight a book-based ELD Storyline, The Big Orange Splot, based on the book by Daniel Manus Pinkwater of the same title. She will show how language instruction can be naturally woven in with this story and demonstrate how Storyline provides a natural context for the four domains of language:

reading, writing, listening and speaking. The presentation will conclude with 10 minutes for questions and comments.

Presentations Session 3 – Sunday 29th March: 9.50 – 11.35

Session 3.1: Creativity

PP 3:1a 30 minutes duration

Name : Björg Eiríksdóttir, Linda Bra Hafsteinsdóttir
Email : bjorgeiriks@simnet.is
lindabra@kask.kopavogur.is
Institution: Kársnesskóli
Department : Primary School
Title: Drama in Storyline

Abstract

For over fifteen years we have been using and designing Storylines about many topics. To enhance personal involvement and support understanding of the topic/idea we have included opportunities for drama within the Storyline. Using role-play and drama involves the actors emotionally and creates a fun and enjoyable learning atmosphere. At the end of the topic, the children review their learning by bringing the story to life using the drama techniques they have been taught. We will give you some examples and ideas of how two “regular class teachers” have used drama in class and in outdoor education.

Keywords

Drama, involvement, better understanding, having fun

PP 3.1b 30 minutes duration

Name : Sallie Harkness
Email : sallieharkness@btinteret.com
Institution : Storyline Scotland
Title : Storyline Approaches to the teaching of History

Abstract

As a consequence of recent experience in developing Storylines set in past times and including 'real life' characters various questions arise about the use of Storyline approaches in the teaching of history. This paper will discuss problems of choice, motivation and involvement, design of key questions, use of reference material, handling of 'evidence', and the balancing of skills and content. It will reaffirm the importance of the teacher as a designer.

Keywords

Storyline, History, Questions, Evidence, Designer

Session 3.2: History/Social Studies

PP 3:2a 30 minutes duration

Name : Rebecca Plaskitt
Email : rebplas@gmail.com
Institution : ACS Cobham International School
Department : Lower School
Title : Connecting History Themes to Today's Child

Abstract

This paper considers the question: How can educators design curriculum that is relevant to today's children and their futures? I believe our students' futures will be enhanced by developing their imaginations, giving them opportunities and guidance for working in collaboration with others and providing relevant tools involving testing of their ideas and feedback to create effective resolutions. In addition, developing creativity will allow them to take ideas and imagine new possibilities. These ideas will be considered in the example of a Victorian topic, which invited children to explore Victorian inventors. The topic then guided children through the phases of becoming inventors, inventing, and showcasing their inventions and reflections on this experience.

Keywords

History Storyline, Educating for the future, History's Relevance to Children in our World

PP 3:2b 30 minutes duration

Name : Sarah Clark

Email : sclark@stpaulswhiteinch-pri.glasgow.sch.uk

Institution : St Paul's Primary (Whiteinch) Glasgow City Council

Department : Education Services

Title : Storylines Then and Now – The Wars of Independence

Abstract

This paper will share how the Storyline approach was used to revise planning for historical storylines to provide greater challenge and more focused assessment in teaching second level outcomes within the Scottish Curriculum for Excellence. Examples of planning and assessment approaches will be shared, how events of the past were linked to relevant issues of the present to help students explore the relevance and learning from significant historical events. Personal reflection in using the storyline approach to achieve deeper learning will be discussed.

Keywords

History, Curriculum for Excellence, planning, assessment

PP 3:2c 30 minutes duration

Name : Pirie Park Primary (Julie O'Donnell, Laura Quigley, Beth Lake)

Email : julieod@yahoo.com

Institution : Pirie Park Primary, Glasgow City Council

Department : Education Services

Title : The Lost Handbag

Abstract

We will tell the story of how finding a handbag, led primary 3 and 4 children to become 'history detectives' and learn about life in the past. We will discuss:

- How the storyline approach engaged learners
- Interdisciplinary learning at the first level of Curriculum for excellence with an emphasis on literacy and Social studies
- Pupil learning experiences and the detection element
- Parental involvement

- The benefit of children from different classes working collaboratively and sharing their learning
- Overall success of each aspect of the storyline topic and the impact on pupils and staff.

Keywords

History, detectives, storyline, First level

Session 3.3: Social Studies/Book based

PP: 3:3a 30 minutes duration

Name : Hannah McFadyen

Email : hmcfadyen@hyndland-pri.glasgow.sch.uk

Institution : Hyndland Primary, Glasgow City Council

Department : Education Services

Title : Storylines Then and Now – The Vikings

Abstract

This paper will share the personal journey of a teacher new to the Storyline approach and how this has brought about a fundamental change in their classroom practice. They will share how this supported greater challenge, better learning and more focused assessment in teaching history within the first level outcomes of the Scottish Curriculum for Excellence. They will share their topic planning and assessment approaches, how they linked events in the past to relevant issues of the present to help students explore the relevance and learning from historical events to achieve better outcomes in an interdisciplinary topic.

Keywords

History, Curriculum for Excellence, planning, assessment

PP3.3c 30 minutes duration

Name : Misha Therrian

Email : misha.therrian@bend.k12.or.us

Institution : Highland Elementary School

Department : Second and Third Grade

Title : Scientific Inquiry in Storyline

Abstract

Scientific inquiry reflects how scientists come to understand the natural world, and it is at the heart of how students learn. From a very early age, children interact with their environment, ask questions, and seek ways to answer those questions. Understanding science content is significantly enhanced when ideas are anchored to inquiry experiences. Scientific inquiry is a powerful way of understanding science content. Students learn how to ask questions and use evidence to answer them. (NSTA) The Storyline methodology gives scientific inquiry a purpose, background, and meaning to engage all learners. Through Storyline incidents, students identify a problem that can be studied through scientific investigations. Along with engaging students and creating purpose, scientific inquiry will help ensure that students gain a deeper understanding of science concepts. Through this presentation, I will give an overview of scientific inquiry, its purpose, and its relationship to Storyline incidents. I will share ideas on how to develop a scientific inquiry project while planning a Storyline.

Participants will be provided with guidelines for developing questions that can be studied and explored through scientific inquiry. Specific examples will be given of how I have used scientific inquiry in the Storylines I have taught, both in my 2/3 classroom and as part of all-school Storylines.

Keywords

Scientific Inquiry Storyline Incidents

Session 3.4: STEM

PP 3:4a 30 minutes duration

Name : Matilda Östman, Karin Andrén, Margareta Oscarsson
Email : matilda.ostman@gmail.com, karin.andren@stockholm.se,
margareta.oscarsson@skolverket.se
Institution : Eiraschool
Department : Stockholm Education Administration
Title : Storyline - a link between reality and Mathematics

Abstract

This Storyline took place in grade 4 in Stockholm, Sweden in 2011 - 2012. Storyline is not frequently used with Mathematics as a starting point. But in our work we have focused on only one subject, Mathematics. We have used Storyline as a method to develop students' conceptual understanding and their ability for problem solving in Mathematics. We also wanted to find out how a Storyline could have an effect on our students' interest in Mathematics and how long we could keep a Storyline alive with the students' full engagement. To help us in our planning and assessment we made a matrix. It made the mathematical content and the abilities visible and we got an overview of all the different mathematical areas. After a school year we could observe that our students' interest in Mathematics had increased. They engaged in problem solving and they asked for the next activity. The students' conceptual understanding strengthened when they had to use the concepts in real situations. There was no problem to keep the storyline alive for a longer time with the students' full engagement. We also made mathematical tests before and after the Storyline that showed their improvement. In our presentation we will take you through the Storyline and tell you about our findings.

Keywords

Mathematics, problem solving, conceptual understanding

PP 3:4b 30 minutes duration

Name : Ann-Catherine Henriksson
Email : ann-catherine.henriksson@abo.fi
Institution : Åbo Akademi, Finland
Department : Faculty of Education
Title : Storyline and the new Finnish science curriculum

Abstract

The current Finnish curriculum is from 2004 and the upcoming new curriculum is planned to be used from year 2016. In the new curriculum the school subjects biology, geography, physics, chemistry and health education are united to one school subject in primary school (year 1 - 6). As a member of the planning group for the new curriculum for this subject I will

focus this presentation on how the approach to learning and teaching in the curriculum for this new subject fits with the philosophy and the key principles in the Storyline method. With Bloom's revised taxonomy of knowledge (Krathwohl, 2002) as a background the new curriculum focuses on aspects like e.g. formative evaluation, intrinsic motivation, inquiry based learning, collaboration, communication and multimodal skills. Uniting different subjects to relevant interdisciplinary topics is central not only in this new school subject but in the whole new curriculum. Although there seems to be a good ground for using Storyline as a method within these frames the implementing of the method can be challenging for different reasons. A new inquiry based and interdisciplinary approach might be scary for primary school teachers who feel unsecure about their own content knowledge in the science subjects. Another possible obstacle is lack of time for planning, collaborating and in-service professional development.

Keywords

Storyline, curriculum, primary school, science education, Finland

PP 3:4c 30 minutes duration

Name : Eva Marsh, Sara Carlsson, Karen Nyren

Email : eva.marsh@storyline.se, evam@backatorpsskolan.se,

Institution : Backatorpsskolan

Department : Backatorpsskolan

Title : How to develop skills in science with Storyline?

Abstract

How can we give students great opportunities to practise and develop skills in science and technology within a Storyline? The students in second school year (grade two) at Backatorpsskolan were given the task to create a great playground together. They started in pairs by creating sketches of playground equipment. They had to think about how the playground would become durable and stable, and got practice in talking about gravity, friction and balance in relation to play and movement. The sketches were presented to the other students in small groups to give and receive peer feedback. Exercises were held about gravity and stability in full class, and the students were given the opportunity to improve their sketches. Based on the sketches they got to make small models of their playground equipment. Their own playground equipment was used as the basis to once again discuss the topic-specific concepts prior surveys and studies done on a real playground. During the work with the playground storyline, the teachers created many teaching situations where students used their skills, based on content related to a subject, in a structured way. This gave the students a greater chance to achieve the required knowledge described in the curriculum (curriculum for the compulsory school system). The students' pre-understanding was the starting point for the teachers, and they helped the students to see connections and to use their skills in different situations. The teachers were given many opportunities to assess student achievements and development of knowledge by observation. Sara Carlsson, teaches in social science and Swedish, Karin Nyren, teaches in science and mathematics, Eva Marsh, vice-principal and storyline trainer (pedagogical consultant)

Keywords

Develop skills in science, opportunities to assess student achievements by observation.

Session 3.5: Foreign Language Learning

PP 3:5a 30 minutes duration

Name : Anna Basinska & Urszula Zielinska
Email : basinska@amu.edu.pl
Institution : Adam Mickiewicz University in Poznan, Poland
Department : Faculty of English
Title : Storyline approach in foreign language education

Abstract

The Authors will focus on examples of good practice in using the Storyline approach for English language teaching and learning in the context of Polish primary schools. New opportunities, challenges and limitations of implementing Storyline in Poland, as well as future teachers' attitudes towards this approach will be analyzed and presented. Storyline is a relatively new tool in the hands of a foreign language teacher in Poland, and therefore it should be popularized among the undergraduate and graduate students of teaching faculties.

Keywords

Foreign language education, teachers, Storyline in Poland, attitudes towards Storyline

PP 3:5b 30 minutes duration

Name : Tamara Budlova
Email : Sfbudlov@gmail.com
Institution : Tomsk State University, Russia
Department : Foreign Languages
Title : Storyline Approach in Teaching Business English

Abstract

The paper is devoted to the experimental learning using Storyline approach for linguistic students of Faculty of Foreign Languages of Tomsk State University. We consider an optimal design of a story setting in business context and define target skills assigned to the whole story. We present the results of experimental learning in a group of adult linguistic students and analyse the impact of the Storyline methodology on different components of communicative competence development. Finally we suggest some pedagogical implications for more effective teaching. Business English course is taught within 15 weeks, one session a week for the 3rd year students who get their second University degree. Students in this group had different University degrees and various linguistic levels and life experiences. The major goal of the course was to develop special skills: problem-solving, creativity, ability to negotiate and to explain things in an understandable way. According to the interview, all the students demonstrated eagerness and satisfaction with the Storyline methodology. Their oral speech became more fluent and free. The students improved their skills of discussion, note-taking, listening and ability to negotiate. During the experimental learning we have come to the conclusion that the Storyline method can be an effective strategy for a foreign language learning and teaching. The context created provides a lot of opportunities for the students to use all their senses, develop their skills of thinking creatively, speaking, listening, discussing, describing, explaining their own ideas using topic-related vocabulary and behaving verbally and non-verbally in accordance with the communicative situations.

Keywords

EFL teaching target skills, Storyline

PP 3:5c 30 minutes duration

Name : Shane Corbett
Email : shanecorbetto2@yahoo.ie
Institution : University College Dublin
Department : Applied Language Department
Title : Storyline with adult language learners

Abstract

Proponents of Storyline as an effective teaching methodology with young language learners, such as Sharon Ahlquist, Steve Bell and Jeff Creswell, have bemoaned the fact that it is a relatively unknown method within second language education. To further emphasize the merits of Storyline, Ahlquist conducted a case study on the effectiveness of Storyline with young language learners in 2012. The results demonstrated benefits in the following areas: increased learner autonomy, motivation, oral and written production and confidence. Prior research and studies on the Storyline method focus on its application with young language learners. As there appears to be no body of research into utilising the Storyline method with adult language learners, this study will attempt to investigate whether Storyline is an effective method for teaching English as a second language to adult learners. This was accomplished using a two week case study with ten adult language learners, who were preparing for their IELTS exams. The research showed that the participants demonstrated improvements in the same areas as children. Several of the participants, through learner interviews, stated that the Storyline method was preferable and more beneficial than their previous classes. This study and the results, highlight the potential benefits associated with this method for language learning and the pressing need for greater research and wider ranging studies into the effectiveness of this method.

Keywords

Learner Autonomy, adult language learners, motivation in language learning, task-based language learning and Storyline

Session 3.6: Teacher Education

PP 3.6a 30 minutes duration

Name : Johanna Karlsdóttir
Email : johannak@hi.is
Institution : University of Iceland
Department : School of Education
Title : Storyline and Inclusive Education in Teacher Education

Abstract

The presentation is about a quality research that gives an example about how Storyline can be used in a teacher education where the emphasis is inclusive education. Student teachers in a course of early childhood education are taken through every step of the Storyline and process themselves the method before they use it in practice where each individual in diverse group of pupils is at the centre. The student teachers decide the theme and go through certain crisis, find possible solutions to problems and come up with ideas to make innovations that could be a good example for others. They have to consider how to involve all pupils in a primary school classroom in the learning process and how pupils' ideas and experience can be used as a starting point for learning in inclusive school. The purpose of the research was to gather information about how student teachers manage the challenge of inclusive practices. The goal was to understand how these student teachers organize their practices in an effective way by using Storyline as an approach. The research question was:

How do teacher students respond in a diverse group of pupils in inclusive education? The importance of social interaction and different teaching methods will also be explored. In addition, samples of student teachers' stories from practice experience will be shared in the presentation.

Keywords

Storyline, inclusive education, teacher education, diverse group, primary schools.

PP 3.6b 30 minutes duration

Name : Soyong Lee

Email : slee2@skidmore.edu

Institution : Skidmore College

Department : Education Studies

Title : Using the storyline approach in teacher reflection

Abstract

In this presentation, the audience will be introduced to a teacher education course focused on literacy development in a liberal arts college in New York, where the storyline approach was used as a tool for reflection on teaching and learning. The literacy course, a course taken in the third year of a four-year education studies program, consists of a weekly content course on the college campus and a fieldwork component that places the students in a 1 - 6 grade classroom for three days of the week. The main purpose of the course is to help students understand the teaching and learning of reading and writing through theory, practice, and reflection. The storyline approach was used as a means to reflect on the student teachers' teacher "war stories" that they brought back to the college campus classes every week. These were stories from the classroom placements of unruly children (from the perspective of the student teachers) who could not stop talking during a read-aloud, or stories of a lesson on inferring that did not go well. I will introduce the audience to how the storyline approach was used as a tool for reflection on such teaching situations and also as a tool for bridging the gap between theory and practice. In conclusion, I will invite the audience on a discussion about the significance of the storyline approach for teacher education and as a theoretical and methodological tool for teacher reflection and action.

Keywords

Teacher education, teacher reflection, storyline as a tool for teacher reflection, theory and practice.

Extended Workshops

Saturday 28th March: Morning Workshops

Workshop 1 90 minutes duration

Name : Diana Ellis (WOSDEC) with Teachers from Glasgow and Falkirk
Email : diana.wosdec@btconnect.com
Institution : WOSDEC
Title : Becoming an accomplished Global Storyliner

Description

This workshop will outline the original Global Storyline 2010-13 project and how the West of Scotland Development Education Centre (WOSDEC) worked in partnership with Glasgow schools and Strathclyde University to develop and pilot this new methodology. Two accomplished Global Storyliners will tell their story of how they have taken forward Global Storylines in their practice, and in their schools, in the years following the project. The workshop will also provide participants with the opportunity to experience some of the Global Citizenship participatory learning activities which were used to explore the global issues addressed through Global Storylines.

Keywords

Global Citizenship Professional Recognition Accomplished teaching Active methodologies

Workshop 2 45 minutes duration

Name : Alicia Vickery
Email : alicia.vickery@bend.k12.or.us
Institution : Highland Elementary at Kenwood Bend, Oregon
Department : 4th/5th Grade
Title : Outdoor Education/Environmental Storylines

Description

Environmental Storyline Focus; Sustainability/Outdoor Education Science/Language Arts
The workshop I would like to present would be to share the way that I have utilized the role of storyline to promote education for sustainability. The approach where students gain the knowledge they need to make decisions that support healthy people and a healthy planet. Although I have taught these storylines at a 4th and 5th grade level, all grade levels and subject areas will find resources that can help them use the concept of sustainability to strengthen classroom curricula and community projects. Because we all live on planet earth, these storylines can work anywhere. Curriculum can be folded in to meet the needs of your community and the world at large. Goals for students can range anywhere from turning your school into a green school, creating your own compost, working with your local community to create sustainable programs, and a myriad of other environmental causes. Part of the presentation would be how to use outdoor education to enhance the science and language arts focus. Students are hooked in with a goal and find that through this storyline, they strengthen their beliefs that even the smallest of changes, can help change the world around them. An environmental science storyline that also helps use the outdoors as the classroom to help students learn about science through hands on adventure that teaches major environmental concepts (for example, cycles, succession, food chains) while giving students

an appreciation of the Earth's wonders, and motivating them to protect the precious life systems on our planet.

Keywords

Environment/Sustainability/Outdoor Education

Workshop 3 45 minutes duration

Name : Angela Speirs

Email : aspeirs@st-ninians-pri.glasgow.sch.uk

Institution : St Ninian's Primary

Department : Education

Title : Science Technology and Wellbeing in Storyline

Description

I will show how I incorporated physics into a storyline about an athlete's journey to fitness, preparation and participation in high level competition with ups and downs, hopes and dreams of this personal journey explored along the way! This storyline can be used in the context of any sporting event and culminates in children running their own games event in their establishment.

Keywords

Physics, athletes, health, nutrition, image

Workshop 4 60 minutes duration

Name : Helena Fredriksson and Cecilia Mann

Email : helena.fredriksson@zonline.se

Institution : Vallaskolan, Å–stersund Sweden

Department : Education

Title : Stories from the Business street, 60 min

Description

A workshop about Business Street and how to use digital tools in the theme. We work with aesthetic and digital forms of expression that contributes significantly to a "enjoyable" learning. The students have built their stores and made their characters into cardboard, fabric and yarn. Then we use digital tools (iPads and computers) eg to do flyers, TV commercial, or we use Internet to find out where the products come from and how they are transported to the store, writing stories about the people or events that occur on the street. We use these digital tools so we can include all students, for example TTS (speak) at reading and writing, images and film, recorded audio. We need to train the students in different digital skills so they can learn to cope with future challenges in school and work. There are many stories that take place on the business street. We present different tools that we have used for those stories in our Storyline.

Keywords

Business street, digital skills, digital tools, including, professions

Saturday 28th March: Afternoon Workshops

Workshop 5 50 minutes duration

Name : Yvonne McBlain
Email : yvonne.mcblain@falkirk.gov.uk
Institution : Camelon Education Centre
Department : Service Support & Improvement Team
Title : Storyline as a tool for literacy skill development

Description

This 50 min workshop will share developing practice in Secondary 1 and 2 English classes in Falkirk High School. Participants will explore how storylines engage and motivate secondary pupils. Following the session participants will:

- Appreciate how practitioners identified and developed traditional storylines to suit the needs of their learners
- Understand how practitioners integrated the storyline philosophy and methodology into their course work
- Explore the impact of the storyline approach upon the learners involved.

The workshop will combine presentation with practical activities to demonstrate how storylines were designed and tailored to the needs of pupils. Informal professional dialogue will be encouraged throughout the workshop, with time for participants to consider if, and how these ideas might be useful within their own context. Storyline has long been harnessed to captivate and enthrall young learners, and enable them to share their developing understanding of the world. Teachers in Falkirk HS use storyline to bring learning to life for a range of S 1 and 2 classes. Using a Space exploration storyline and a Pirates storyline, different groups of learners have developed their reading, writing, talking and listening skills. By using storyline methodology, teachers built the confidence of their learners and developed their sense of agency and control within their learning process. Teachers and pupils were able to be playful and enjoy their learning, and to develop their creativity skills and critical thinking.

Keywords

Literacy, creativity, independence, application, confidence

Workshop 6 50 minutes duration

Name : Colleen Vallerga and Jennifer Fetrow
Email : cvallerga@hotmail.com, jennifer.fetrow@bend.k12.or.us
Institution : Highland Storyline Magnet School
Department : Storyline Consultant
Title : Creating a Dynamic Frieze

Description

How does a teacher develop a vision for the setting that incorporates a basic framework for story development, yet is open-ended enough for student input and ownership?

This question will be addressed in a two-part format.

Part One: The Teacher's Vision: Framing the Story

Part Two: Frieze Creation: Student Input and Ownership

A slideshow of frieze photos will accompany the presentation.

After exploring the teacher's vision and frieze creation, participants will be challenged to design their own frieze vision of a story read by the presenters, titled The Mangrove Tree: Planting Trees to Feed Families, by Susan L. Roth and Cindy Trumbore.

Workshop 7 50 minutes duration

Name : Helen Crandell
Email : hmcrandell@comcast.net
Institution : Storyline Design
Title : Keeping Characters Alive!

Description

Participants will create a character, then work with a variety of strategies that keep characters alive in Storyline topic work. Prior Storyline experience is recommended.

Keywords

Hands-on, Characters, Writing techniques

Workshop 8 50 minutes duration

Name : Margaretha Haggstrom & Anna Udén
Email : margaretha.haggstrom@gu.se & anna.uden@gu.se
Institution : University of Gothenburg
Department : Dep. of Pedagogical, Curricular, Didactic
Title : Aesthetic expressions in order to achieve deep und

Description

We live in a time when information no longer is represented with just written texts or spoken language, but amongst a variety of semiotic resources. Texts have become multimodal. Our language is more and more visual at the sacrifice of written language. Mitchell (1992) calls it 'The pictorial turn'. A multimodal perspective set out that both linguistic and visual, and more modes, when combined strengthen the aims of a message or information purposes. Each mode contributes a specific meaning when clustered, and when combined a multiplier effect. A multimodal perspective on education, teaching and learning processes highlights and notes the importance of using different modes such as aesthetic expressions as a tool for learning. Teachers need to use them themselves to feel comfortable, that is to understand how each of them work and what advantages and limits each of them has. This workshop will make the participants try out aesthetic expressions in a multimodal way, visually as well as in writing. This is an opportunity to try an aesthetic expression in a joyful learning process. One might say, as many teachers regrettably do: education should not be fun. On the contrary, we reply, there is a great deal to be gained when learners are having fun while they learn; learners' motivation to learn will increase. When the atmosphere is good, relaxed and friendly and less demanding, learners' general interest grow and they become more creative. The work procedure make the knowledge stay, and the recollection will be stronger.

Keywords

Aesthetic expressions, multimodal, visual

Sunday 29th March: Morning Workshops

Workshop 9 90 minutes duration

Name : Sharon Ahlquist
Email : sharon.ahlquist@hkr.se
Institution : Kristianstad University
Department : English
Title : Learning through cooperation in the language class

Description

Group work is a central feature of the Storyline approach. Through discussing and presenting their conclusions or their work to their classmates, pupils develop the ability to express themselves both in the language of the classroom, and also the language of the Storyline, where this is being used to teach another language. One of the greatest challenges for any teacher is to construct groups in which the learners can benefit from each other's talents and in which they can work harmoniously and productively together for the life of the Storyline. Despite a teacher's best efforts, sometimes groups do not work well, to the frustration of all concerned. While personality clashes are often at the root of the problem, another reason may lie in the design of the task, which allows some pupils to dominate while others are marginalized or simply enabled to do as little as possible. Techniques from cooperative learning (CL) can help: in CL the individual efforts of all participants in the group are necessary for the successful completion of the group task. In this workshop we will try out and evaluate a number of CL techniques which involve all learners in the task, thus providing conditions in which they use and develop their language skills, whether this be in the first or a second/foreign language.

Keywords

First language, second language, cooperative learning techniques, group work

Workshop 10 90 minutes duration

Name : Carol Omand
Email : Carol.Omand@gmail.com
Institution : Storyline Consultant
Department : Storyline Scotland
Title : The Bead, Bag, Box and Card Company Storyline Workshop

Description

This workshop will cover aspects of enterprise education and life skills.

The purpose is to take participants through a selection of practical activities and highlight important features of the Storyline methodology such as planning, key questions, skills and assessment.

Whilst this Storyline is suitable for children in the Second Level, it can also be adapted to suit younger or older children.

The main emphasis for this short workshop however, is to use it as a vehicle for experiencing Storyline methodology.

I look forward to working with you.

Sunday 29th March: Round Tables Discussion Session

What are Round Table Discussions?

Round Table Discussions are a form of communicating in small groups to share ideas and problem solve in a positive way. Group participation is a key concept and equally active participation and co-operation from all group members will be encouraged.

The Round Table Discussions will be facilitated by a number of delegates who have been identified as having specific interests and/or expertise in the area under discussion. Each discussion group will be allocated a room or specific space where participants can meet “around the table”.

Who can participate?

The Round Table Discussion Sessions are open to all conference delegates. Dedicated Round Table Discussions will cover a range of topics that have been identified as being of interest to Storyline practitioners.

Round Tables Discussions

Participants are encouraged to bring their experiences and ideas to the discussions. The focus areas are:

Room	Title	Facilitators
302	<i>1. Planning Storylines</i>	Lynda McDonald Pamela Adamson
303	<i>2. Storyline in Secondary Schools</i>	Yvonne McBlain
304	<i>3. Storyline in Foreign Language Teaching</i>	Gisela Ehlers Sharon Ahlquist
305a/b	<i>4. Whole-School Approaches to Storyline</i>	Paul Dean Emily Nelsen
306a	<i>5. What Teachers Like, and other Storyline Research</i>	Wendy Emo
306b	<i>6. Storyline and Teacher Education</i>	Peter Geerdink
308	<i>7. Teaching History and Social Subjects through Storyline</i>	Sallie Harkness
215	<i>8. Storyline and Creativity</i>	Carol Omand Lesley Dunlop
213	<i>9. Storyline – making International Connections</i>	Mary Boutton

Posters

On Sunday morning, there will be an opportunity to view poster presentations showing some of the conference delegates' work in Storyline with their classes/students. Photographs and examples of students' work will help to give a flavour of their Storylines.