WHAT'S YOUR STORY?

NATIONAL MFL DIGITAL STORY AWARD

FOR JUNIOR CYCLE STUDENTS OF FRENCH, GERMAN, ITALIAN AND SPANISH

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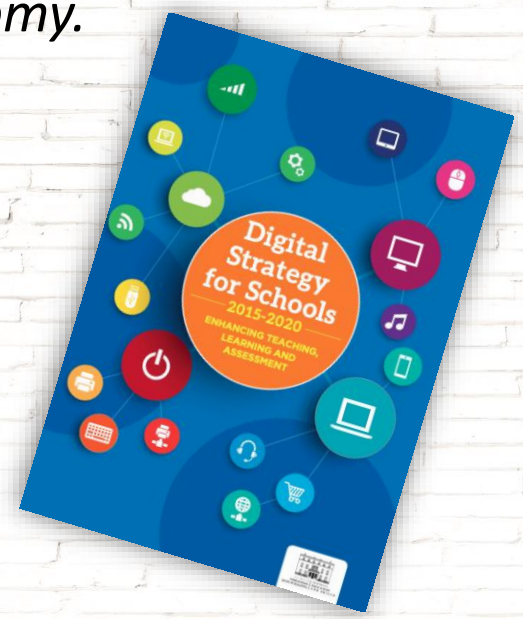
Pick a photo from your phone that you would like to share…

The Department's Vision for Digital Technologies Integration

*Realise the **potential** of digital technologies to enhance teaching, learning and assessment so that Ireland's young people become **engaged** thinkers, **active** learners, **knowledge constructors** and **global citizens** to participate fully in society and the economy.*

Digital Strategy 2015-2020 (P. 5)



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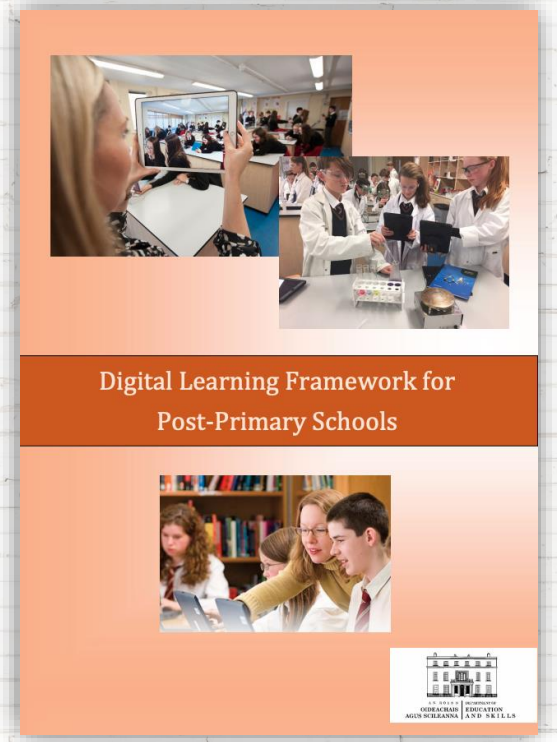
Digital Learning Framework

Digital Storytelling actively engages students in their learning, helping to achieve ‘effective’ and/or ‘highly effective’ practice.



The statements of practice – teaching and learning

DOMAIN 1: LEARNER OUTCOMES

STANDARDS	STATEMENTS OF EFFECTIVE PRACTICE	STATEMENTS OF HIGHLY EFFECTIVE PRACTICE
Students enjoy their learning, are motivated to learn and expect to achieve as learners	Students’ enjoyment in learning is evident and is often linked to a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being. Students are motivated to learn, and this is often linked to having a clear sense of attainable learning outcomes. Students see themselves as learners and demonstrate this in their positive approach to classwork and homework.	Students’ enjoyment in learning is evident and **arises from** a sense of making progress and of achievement. Their engagement with learning contributes to their sense of well-being. Students are motivated to learn **through having** a clear sense of attainable **and challenging** learning outcomes. Students see themselves as learners and demonstrate this in their positive **and reflective** approach to classwork and homework.
Students have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. They can apply this knowledge to manage situations, and to support their well-being. Students have the skills to modify and adapt their behaviour when required. Students demonstrate an enquiring attitude towards themselves and those around them.	Students demonstrate a knowledge, appropriate to their stage of development, of their own behaviour as individuals and as members of a group. **They apply this knowledge thoughtfully** to manage situations and support their well-being. Students have the skills to modify and adapt their behaviour when required, **and recognise the need to do so themselves.** Students demonstrate an enquiring **and open-minded** attitude towards themselves and those around them.

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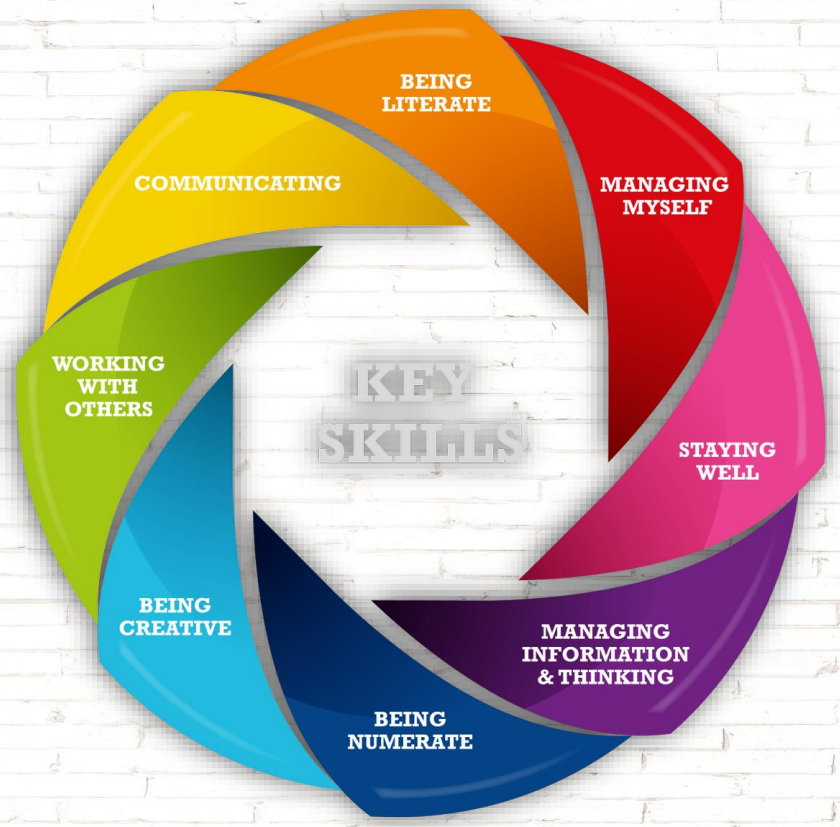
Junior Cycle



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Modern Foreign Languages Learning Outcomes

Strand 1

Communicative competence enables students to communicate in the target language for meaningful purposes. In this strand, students engage in language activities and tasks involving the integrated language skills of listening, reading, spoken production, spoken interaction and writing.

Elements	Learning outcomes — Students should be able to
Listening	1.1 identify the general topic of a conversation on familiar topics when it is expressed clearly 1.2 recognise frequently-used words and phrases related to areas of immediate relevance and experience, including the language of routine classroom interactions 1.3 identify specific information in texts related to familiar topics such as announcements, conversations, simple news items 1.4 source, select and share audio stimuli such as songs, conversations, advertisements through appropriate digital technologies
Reading	1.5 recognise the meaning of familiar words and phrases to include everyday signs and notices in public places 1.6 understand the general sense of a text on familiar topics 1.7 identify specific information in a range of texts dealing with familiar topics 1.8 source and use authentic texts to explore topics of relevance through a range of media
Spoken production	1.9 pronounce words accurately enough to be understood, with appropriate intonation 1.10 convey simple descriptions, presentations or announcements on familiar topics
Spoken interaction	1.11 interact in routine exchanges with pronunciation and intonation which is clear enough to be understood and with appropriate non-verbal language 1.12 use simple polite forms in formal and informal situations such as greetings, thanks, introductions, and respond appropriately 1.13 ask and answer questions and exchange ideas, emotions and information on familiar topics in everyday situations 1.14 understand and use numbers as appropriate in everyday situations such as shopping, exchanging numbers, sequencing events 1.15 take part in routine classroom interactions such as pair and group work, asking questions, language games and activities, asking for help and repetition where necessary 1.16 communicate orally with others using digital technologies such as social media
Writing	1.17 write words and create short sentences using various media (emails, letters, blogs, postcards…) on everyday topics with accuracy 1.18 write a series of phrases and sentences linked with simple connectors such as but, and, or, as 1.19 create texts about aspects of their lives and topics that interest them such as family and friends, school, holidays, leisure activities, fashion, sport, celebrities 1.20 write short descriptions of present, past and future events, activities and personal experiences, as well as imaginative texts 1.21 fill out forms relevant to their age group and experience 1.22 produce and edit texts and interact with others in writing using appropriate digital technologies

Strand 2

Language awareness enhances the students' general awareness about languages. In this strand, they analyse how the target language works, they compare the languages they know (English, Irish and/or their mother tongue) and they reflect on their own language-learning strategies.

	Learning outcomes — Students should be able to
Reflecting on how the target language works	2.1 recognise, describe and use language patterns such as word order, verbal system, nouns, adjectives, spelling and punctuation conventions 2.2 apply all language learning to creative activities such as producing simple poems, posters, presentations, games and drama 2.3 recognise how gender and social conventions influence target language usage
Comparing the target language with other languages they know	2.4 identify similarities and differences between the pronunciation, intonation and rhythm of the target language and that of other languages they know 2.5 compare grammar and vocabulary of the target language with that of other languages they know, making connections and distinctions as appropriate
Reflecting on how they learn languages	2.6 identify, share and explain their preferred language-learning strategies 2.7 monitor and assess their own learning, using feedback they receive to reflect on what they need to improve and to set goals for improvement

Strand 3

Socio-cultural knowledge and inter-cultural awareness gives students access to new cultural dimensions and encourages them to reflect on their own culture. In this strand, students acquire cultural information about the target country/countries and are encouraged to compare other cultures to their own.

	Learning outcomes — Students should be able to
Learning about relevant facts, people, places and history about the country/countries related to the target language	3.1 name and describe some features of the target language country/countries such as geographical features, weather, places and landmarks, food 3.2 discover and use facts and figures related to the target country/countries such as statistical data, festivals, inventions, famous people 3.3 reflect on what they have learned about the country/countries associated with the target language
Learning about traditions, customs and behaviours	3.4 identify and explain some aspects of the target language country/countries in areas such as everyday living, interpersonal relations, customs and behaviours, social conventions 3.5 identify and reflect on common stereotypes about the target culture/s, including their own, and explain if and how their attitude towards the target country/countries is evolving 3.6 select, process and present information through the appropriate use of digital technologies, and evaluate it for truth and reliability
Comparing their culture with that of the country/countries related to the target language	3.7 analyse similarities and differences in relation to their peers' lives in the target language country/countries in areas of daily life such as school, socialising, sport, eating habits 3.8 compare and contrast aspects of personal interest in the target language country/countries with those in their own country and present them using a range of media 3.9 appreciate how cultural differences influence social relations, such as in greetings and eating together 3.10 compare and contrast the use of numbers in the target language country/countries and in their own, with regard to familiar topics such as prices, age, dates, seasons

www.jct.ie

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What is a digital story?

Digital storytelling enables students to create multi-modal resources using images, voice, text and music that can be shared with peers and the wider community…

Benefits of Digital Storytelling in MFL

- Using digital technology to communicate
- Exploring and creating a variety of texts, including multi-modal texts
- Using digital technology to manage myself and my learning
- Being responsible, safe and ethical in using digital technology
- Using digital technology to access, manage and share content
- Stimulating creativity using digital technology
- Working with others through digital technology

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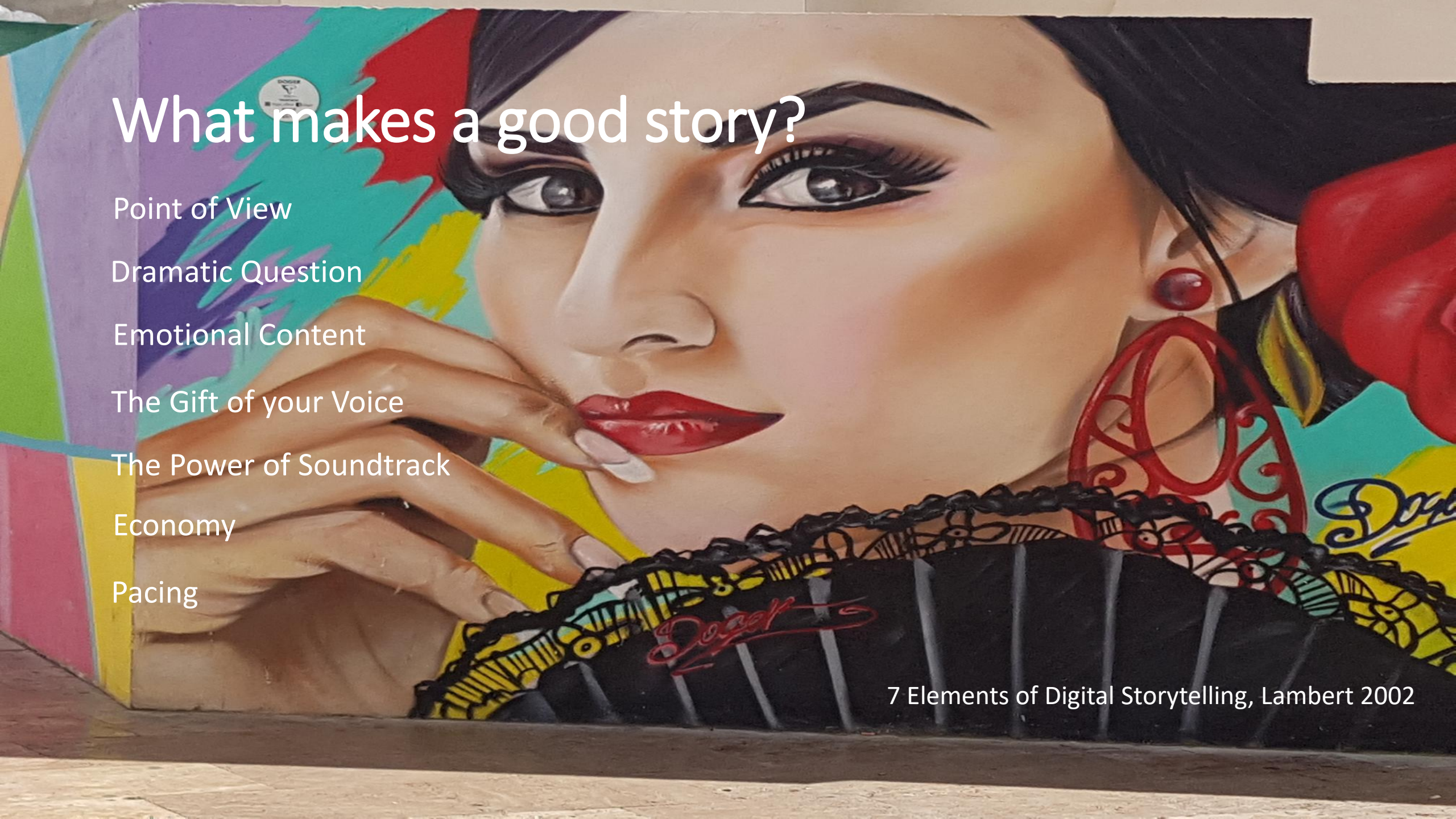


What makes a good story?

Point of View

Dramatic Question

Emotional Content

The Gift of your Voice

The Power of Soundtrack

Economy

Pacing

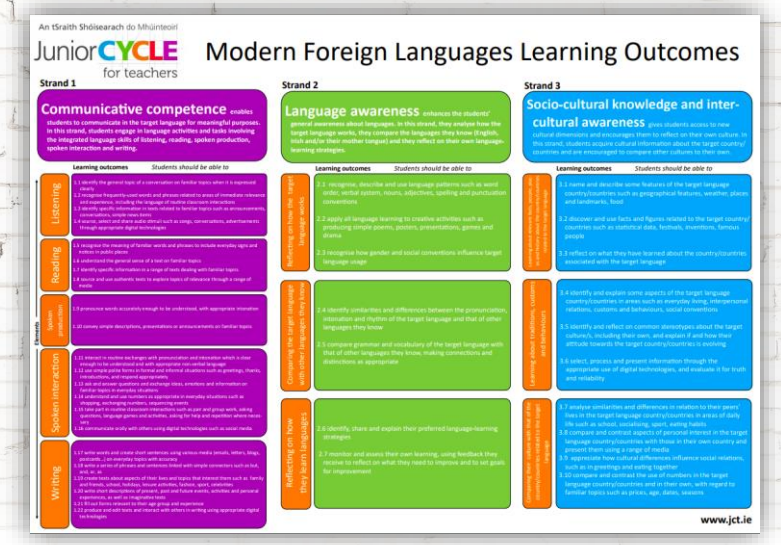
7 Elements of Digital Storytelling, Lambert 2002

An Example of a Digital Story

What learning was demonstrated?

What learning outcomes were in focus?

What other learning outcomes could be developed through digital storytelling in MFL?



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The Storytelling Process

1. Script-writing

2. Storyboarding

3. Collecting and organising media items

4. Putting everything together

5. Showcase

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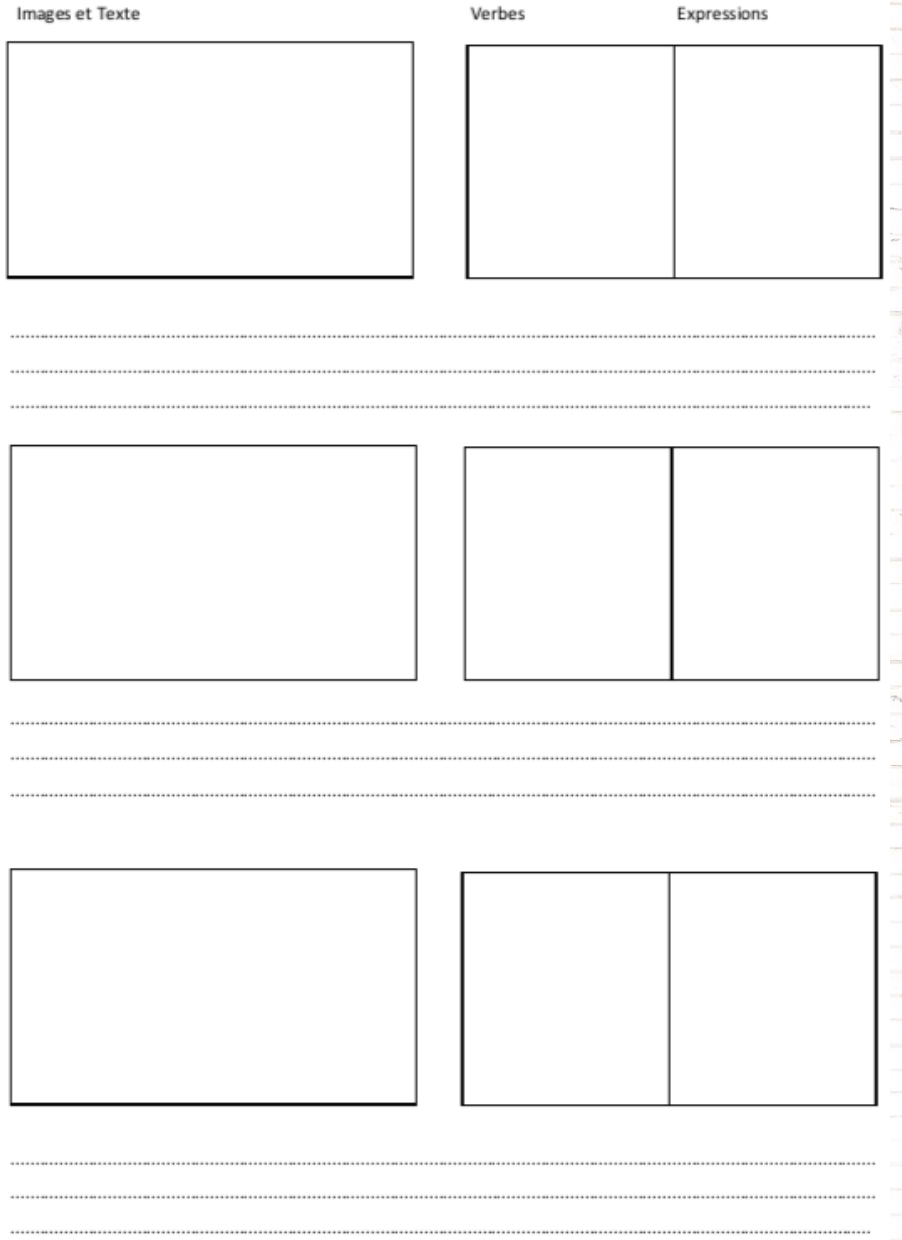
Let’s do it!
What’s Your Story?
A day in the life of an MFL teacher…

1. Script-writing

2. Storyboarding



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3. Collecting and organising media items

Create and/or source:

- Voice recording
- Images
- Music
- Sounds

4. Putting everything together

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5. Showcase

National Event
September 2020

http://www.whatsyourstoryshowcase.ie/

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Suggestions from practice?

- Collaborative class story
- Inter-age project
- Inter-school project
- Inter-country project (e-Twinning)
- Multi-lingual
- Content and Language Integrated Learning (CLIL)

With thanks to…

PDST

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Further support: info@jct.ie

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