What's your story?

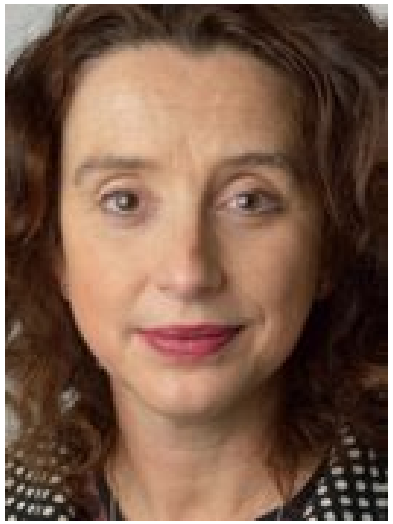
- Building Trainee Teachers' Employability Skills Through Creative Storytelling and Digital Technologies



UCET
Universities' Council for the Education of Teachers

Workshop

Dr Sarah Telfer
Associate TIRI Professor- University of Bolton



Overall Programme Leader for all FES ITE 14+ Programmes

Contact details:

(+44)1204 903304

s.telfer@bolton.ac.uk

University of Bolton GREATER MANCHESTER

2023 1st IN THE NORTH WEST FOR STUDENT SATISFACTION THE COMPLETE UNIVERSITY GUIDE

Putting our students' needs first!

Ofsted Good Provider

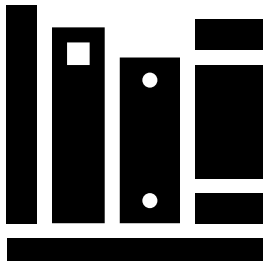
Further Education & Skills Sector (FES) Teacher Training Sector



Technical & Vocational Courses-T-levels; BTECS; foundation courses; apprenticeships



14–19-year-olds
A 'levels



Entry level –level 3 courses-
GCSE Maths & English resits

Workshop Format



1 Storytelling As a Pedagogic Tool

2 Storytelling Research Project

3 Storytelling Activities

Part 1 Storytelling as a Pedagogic Tool



Storytelling Story Cranes-Citations



Follow my Story





A Picture paints a thousand word…

Teacher as Storyteller



Teacher as ‘human’



Storytelling as a Human Skill

Storytelling is a **'human skill',** such skills are defined as our ability to relate to one another and include a range of cognitive, social, and emotional skills, such as creativity, critical thinking, and communication (Coursera,2023, The Job Skills of 2023).



We are wired for **communicating** through and **learning** from stories (Gibson 2012)

Storytelling as a Social Interaction Tool



Dugan (1997) suggests that literacy instruction is most effective when developed through social interaction and collaboration with others.

Storytelling and language learning are inextricably linked as language is a tool of social and cultural theory, in which learning takes place in a socio-cultural context **(Dewey 2016; Vygotsky, 1978).**

Storytelling uses the social brain, developing social thinking skills within a social and cultural network. Therefore, students learn the social aspects of language through observation and participation in storytelling **(Craig et al, 2001).**

Storytelling Partner with AI

Storyteller

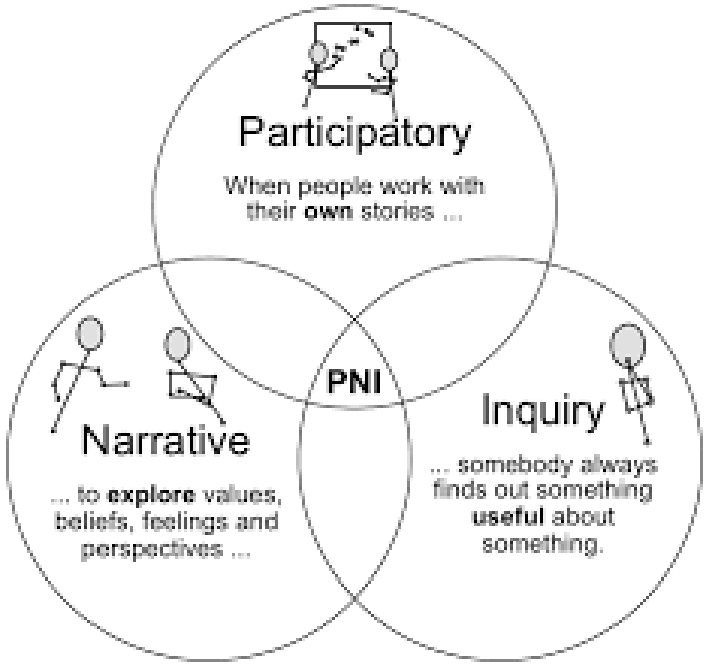
Trainees might work together to devise a creative writing piece e.g. story that represents a diversity of views, cultures and orientation- embedding British Values. They agree on a plot and setting for the story, then prompt ChatGPT to generate the opening paragraphs etc. The trainees then continue the story (in turn or as a group), proposing characters and actions, asking ChatGPT to generate different versions that encourage diversity and avoid stereotypes.



AI can be a partner in social learning, acting as a: storyteller

(Sharples, 2023, p.161)

Storytelling as a Research Tool- Narrative Enquiry

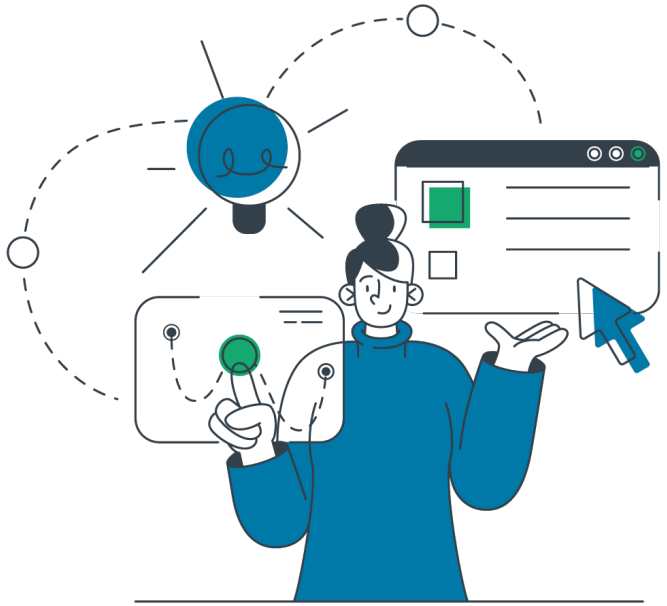


Stories as a Research Tool

Narrative enquiry is grounded in a '*view of human experience in which humans, individually and socially, lead storied lives..by stories of who they and others are, and as they interpret their past in terms of these stories'*.. (Connelly *& Clandinin, 2006:477)

Narrative inquiry records the experiences of an individual or small group, revealing the lived experience or particular perspective of that individual, usually primarily through interview which is then recorded and ordered into a chronological narrative.

Storytelling as an Employability Tool



Communication, ***storytelling,*** and 'influencing' remain in the top ten fastest-growing human skills for employability, illustrating the continued importance of developing learners' ability to share information and use skills of 'persuasion' to effectively communicate with others (Coursera, 2023).

Research Project Overview



Aims

- To enhance trainee teachers' wider skills and digital literacy in preparation for future employment in the Further Education and Skills Sector (FES)
- To inform teacher trainers' professional practice with regard to embedding employability skills within Initial Teacher Education (ITE) 14+ Programmes
- To meet the Office for Students (OFS) B1 Conditions which require that all courses must equip students with the skills they will need after graduation.

Research question How can storytelling be utilised creatively to prepare trainee teachers for employment in the Further Education and Skills Sector?

Narrative Knowledging

Barkhuizen (2014) coined the term '*narrative knowledging*', championing the use of ***more varied forms*** of narrative creative approaches to presenting stories.









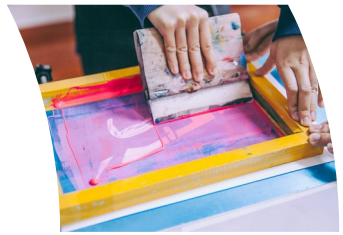
Research Project –Initial Teacher Education

Stage 1

Use storytelling as a reflective and pedagogical tool to create a narrative of your journey as a trainee teacher.

- You are encouraged to use creative approaches for this task and might consider the following:
- Digital storyboards; video logs/online blogs; a range of crafts, tapestry; scrap book; poster, pictures/photographs/drawings; poetry/song and more.





Storytelling Ideas & Inspirations

- Faith Ringgold's (is an American Artist) has some great story quilts to inspire students - her work in the met museum below

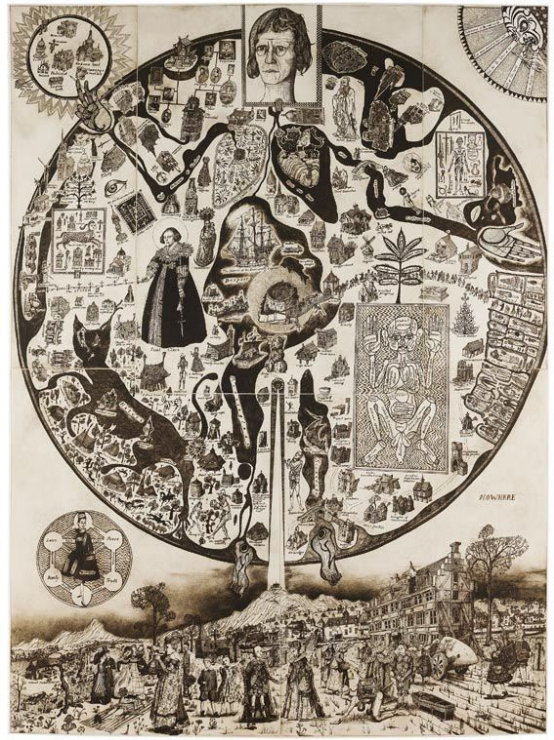
https://www.metmuseum.org/art/collection/search/485416

- Famous vases that illustrate a story or a tale

https://tripod-journal.bezalel.ac.il/en/six-vases-that-tell-a-story/

- Grayson Perry-Mappa Mundi –Maps

http://visualarts.britishcouncil.org/collection/artists/perry-grayson-1960/object/map-of-nowhere-perry-2008-p8194



Other ideas to storytelling ideas to use with students

1. Interactive Dioramas: Construct miniature scenes in boxes or enclosures that can be viewed from multiple angles. These dioramas can be interactive, allowing to physically engage with the narrative.
2. Illustrated Journals: Combine written narratives with sketches, drawings, and mixed media in a journal format. The visuals complement and enhance the written storytelling.
3. Storyboard Art: Develop a visual storyboard that lays out key learnings and experiences
4. Collage Stories: Use cut-out images from magazines, newspapers, and other sources to create collages that tell a story through a combination of visuals
5. Puppet Theatre: Craft puppets and build a miniature stage to act out a story. This can be a fun and engaging way to retell narratives, especially for children
6. Photo Montages: Combine photographs with captions or short descriptions to create a visual narrative that captures a specific event or journey (no children's faces)

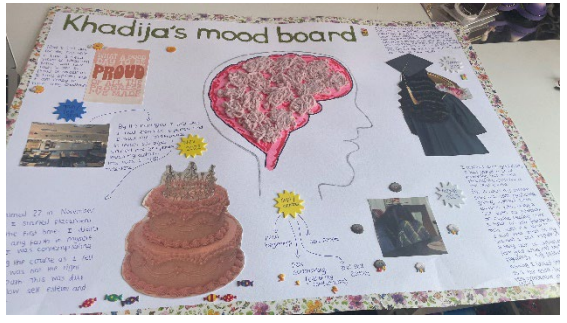






Origami- story cranes

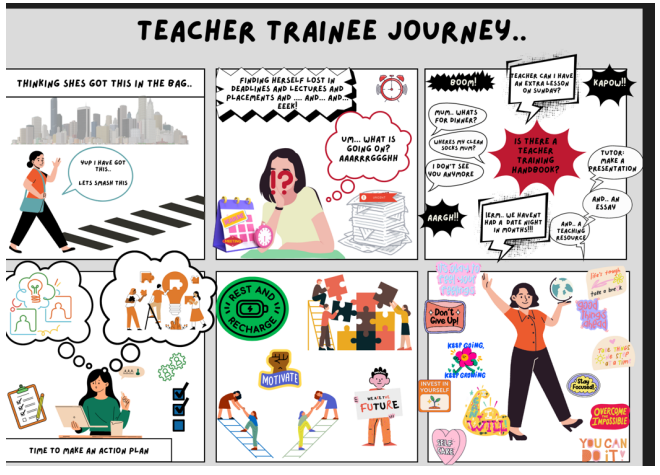
Origami- story cranes



Mood Board



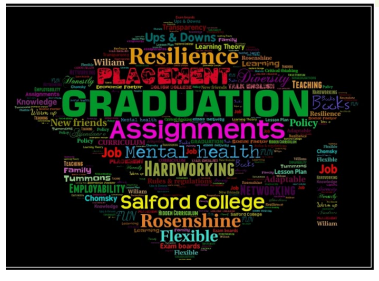
Story Board



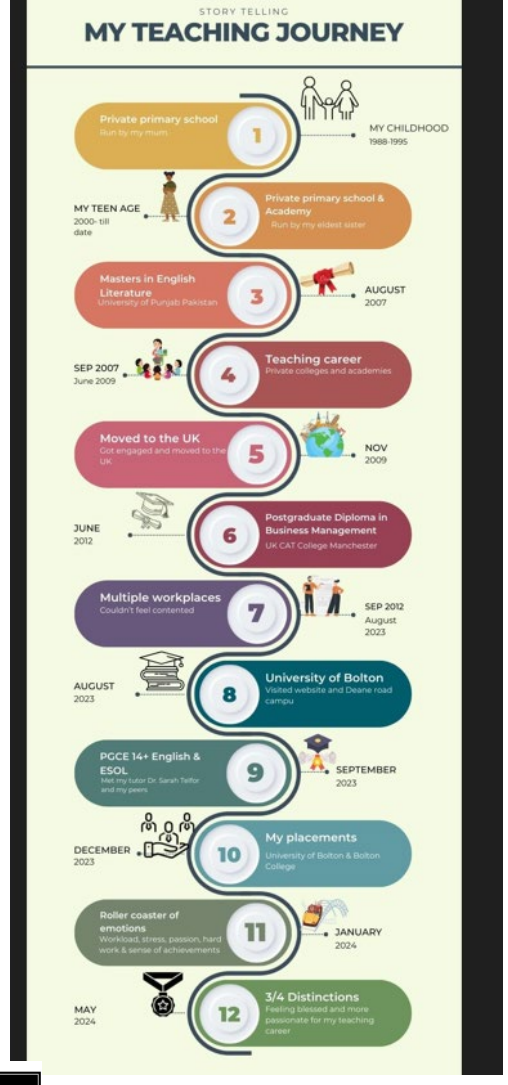
Story Cartoon



Poetry



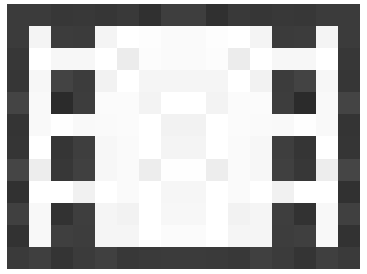
Word Cloud
Graduate Hat



Story Timeline Poster

Digital Storytelling

..Digital tools such as multimedia presentations and audio recordings can enhance the storytelling experience, offering visual and auditory stimuli to support comprehension (Kress & Jewitt, 2003





Digital Storytelling

- Mosaic

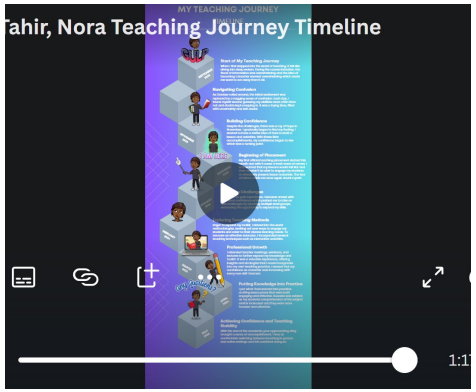
My Storybook

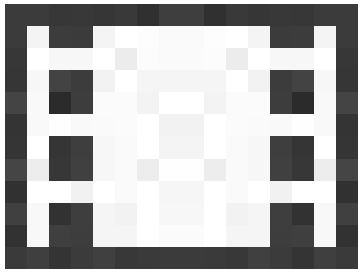




Tahir, Nora Teaching Journey Timeline (canva.com)

https://www.canva.com/design/DAGEYrgJslw/Qk8bLP9aiGuAbjTBEtV-mg/watch





VLOG



Stage 2

- Stage 2- as a trainee teacher, you will be asked to attend a one-to-one discussion in which you will be asked to discuss and share your rationale behind your creative choices to 'tell your story'. This aim of this professional discussion is to encourage you to consider how storytelling might be used as your unique selling point (USP) at interview and to enhance your personal employability skills.
- We are interested in learning more about your stories of 'lived personal lived experiences' of training to be a teacher, and how these might be utilised to enhance your employability skills.



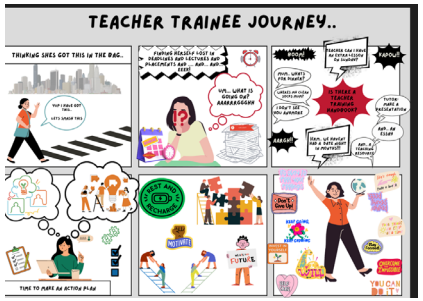
Interview Questions

What's your story? Building Trainee Teachers' employability skills through creative storytelling.

1. What creative method did you use to create your storytelling activity to chart your journey to becoming a teacher?
2. Why did you choose that method/create that resource? What was the rationale that underpinned your choice?
3. How might you use storytelling as an employability skill for future interviews and potential employment?
4. How might trainee teachers' employability skills be developed through creative storytelling?
5. Would you be interested in the opportunity to take part in a 'mock interview' in which you use storytelling as a vehicle to discuss/demonstrate/ deliver your skills as a potential FES teacher?

Initial Findings –Emerging Themes

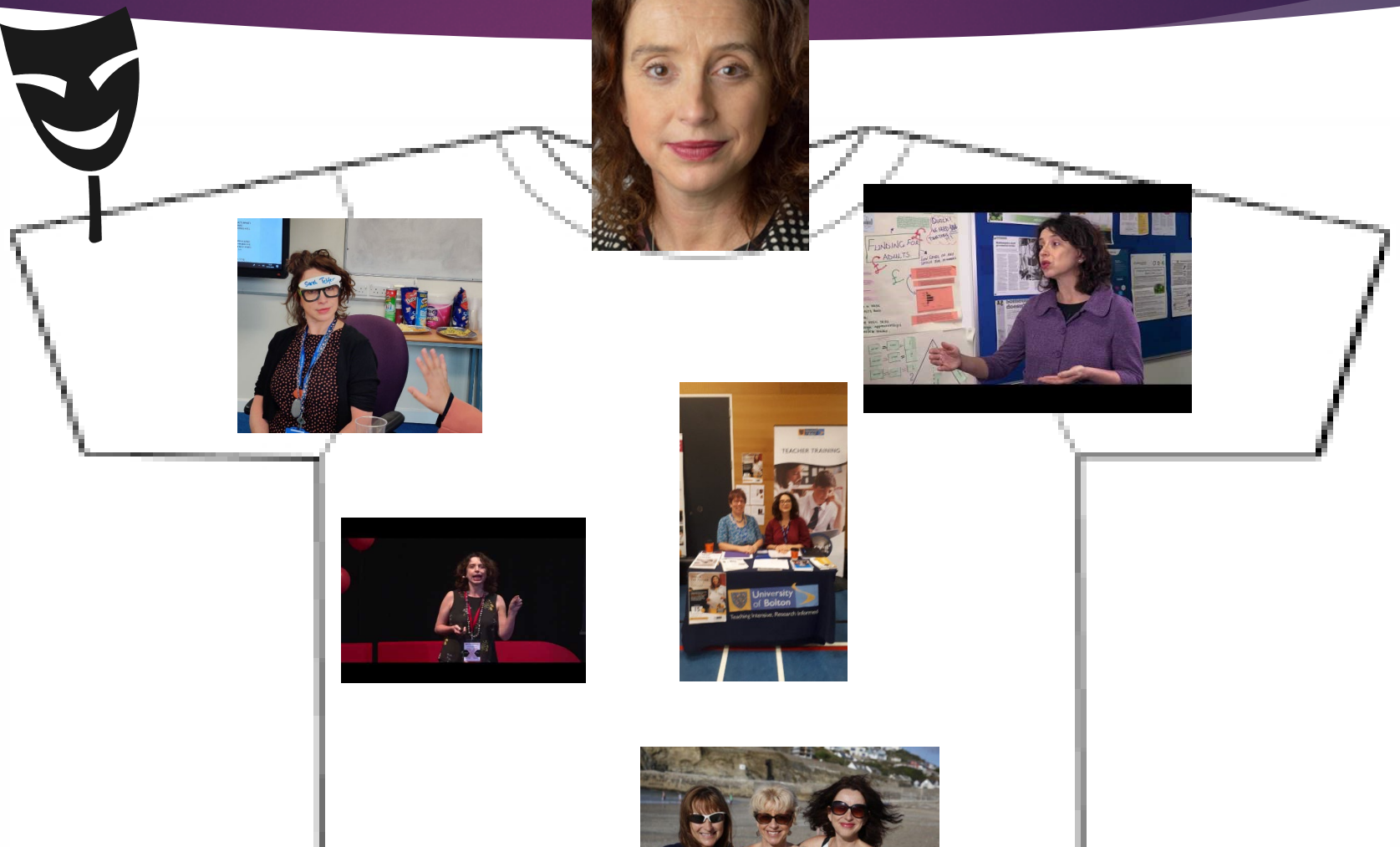
- Storytelling as a ‘vehicle’ or mechanism’ from which to reflect on practical Teacher Training Experiences
- Storytelling as a USP at interviews – storytelling resources examples of creative practice
- Storytelling making interview candidates ‘*more memorable*’





What's my Story?

Tell me about yourself : T-shirt story activity



Subject Knowledge through Storytelling



Subject Content Knowledge and The Curriculum

SK

Subjects

Topics

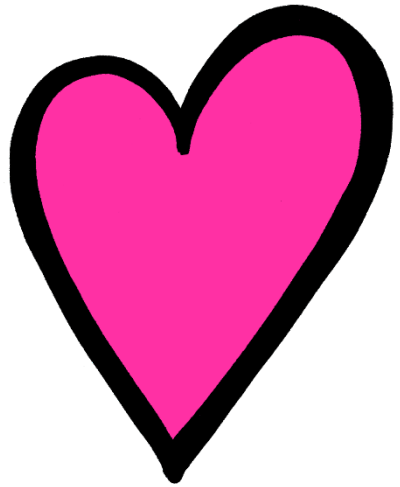
Places

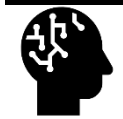
People

Practical skills

What

Task: What do you love about your subject?
How do students gain from that?





University of Bolton
Teaching Intensive, Research Informed

Anecdotes as a Pedagogic Tool –Theoretical Framework

1 Personal story context/background

Teacher sets up the background context to the story;

2 Anecdotal example/experience

Teacher gives an anecdotal example of what happened

3 Pedagogic point/moral point/practical point

Teacher follows with a pedagogic point

What's your story?

Activity



1 Personal story context/background
Teacher sets up the background context to the story;

2 Anecdotal example/experience
Teacher gives an anecdotal example of what happened

3 Pedagogic point/moral point/practical point
Teacher follows with a pedagogic point

Activity Lego your Story



Lego Storytelling Padlet



Literature Supporting the case for Storytelling

- As humans, we are essentially **story tellers** (Fisher, 1984)
- **Storytelling** seduces students into becoming intrigued with specific content. (Abrahamson, 2005)
- **Storytelling** actively engages the listener as members of the audience, audibly follow along, construct visual images to represent characters and scenery, and begin to draw conclusions regarding the tale presented (Letexier, 2008)
- The **storytelling** process allows the learner to begin to construct and reconstruct understanding through reflection on life events as a means of connecting new knowledge with experiences (Rossiter, 2002).
- **Stories** are effective within education because of the contextual connection learners can make, drawing on authentic human experiences, and developing meaningful understanding (Rossiter & Simmons, 2006)



Questions


why
when
who
where
what
why
QUESTIONS
who
how
where
who
what
how
why
when