



Foster Multiply and Connect Adult Education

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Item	Content ( 1 page maximum)
<b>Introduction</b>	<p>This case is an information gap activity implemented with the aid of technology in order to stimulate learners' interest and act as a stimulus for pair and groupwork in class. The activity was part of a project titled "Literature strikes back" and aimed at acquainting learners with literature through activities facilitated by technology. Among others, students created word clouds and gave their opinion on virtual pinboards (linoit canvases). This "Cloud" and "Flipped classroom" approach facilitates learning as students can listen/ watch the files as many times as they need to feel confident to talk about them. The project lasted for a school year and included visits to the library and creative writing activities.</p> <p>The case is based on the practice of dividing the class into two groups. Primary School pupils at Doukas school in Greece (Grades 5 and 6), were divided into two teams. Team A was sent an MP3 file with sound from a film based on a novel (Rebecca by Daphne Du Maurier) and Team B were sent an MP4 file with the same extract from the film but without sound. Information was emailed and pupils used at home their personal tablet PCs to watch/listen respectively the film extract. In class, they share the notes they took at home working in pairs or groups with pupils from the other group. Their aim was to decide what happened and to reconstruct the story through communication and collaboration. When they reached a consensus, they wrote the part of the story that they had watched/listened to and they shared it with the rest of the class. The next step involved writing the next part of the story. They had to anticipate what happens next and then they had to share their version of the story with the other teams.</p>
<b>Type of institution involved</b>	Primary School
<b>Title of the methodology used</b>	Flipped Classroom Literature
<b>Type of educator</b>	Teacher

ator	
<b>Tool/tools used</b>	Multimedia files with information in different forms (sound and image respectively) and virtual pinboards (linoit canvases).
<b>Main Challenges, Key Success and Enabling Factors</b>	The case was intended to act as a lead-in to literature, which otherwise is routinely rejected as boring by the learners. It was aimed at stimulating interest to extensive/literature reading. Students were given the opportunity to share their ideas with others, write collaboratively a brief narrative based on the assumptions they had made which were based on the outcome of the information sharing. This involved managing groups, appointing students who recorded the story for each group and making decisions on what the story was about. In addition, the ambiguity of clues given (image without sound and sound without image) triggered heated discussions. The latter often helped shy students to overcome their inhibitions and contribute to the reconstruction of the story with their own view. The activity allowed for creativity and imagination, which was clearly indicated by the variety of versions produced by the learners which bear little resemblance to each other.
<b>Lessons Learnt and Recommendations</b>	<p>The students of this case were given the opportunity to share their ideas with others, write collaboratively a brief narrative based on the assumptions they have made. The activity involved listening, speaking and note-taking skills as well as turn taking and negotiation skills. It also caters for relatively weaker students as they can make use of the paralinguistic features shown on the film (i.e. landscapes, gestures, facial expressions). This involved managing groups, appointing students who record the story for each group and making decisions on what the story is about. Thus the following objectives were accomplished:</p> <ul style="list-style-type: none"> <li>• Encourage learners to use their imagination and creativity</li> <li>• Develop speaking (narrate a story, turn-taking, negotiating) and writing skills (note taking, creative writing)</li> <li>• Facilitate learning and communication strategies where students exchange information and synthesize.</li> <li>• Introduce literature in an innovative and motivating way.</li> </ul> <p>As a result, the case aiming at acquainting learners with literature through activities facilitated by technology was extremely successful and highly recommended.</p>
<b>Country</b>	Greece
<b>Name of the Institution/Education Center</b>	Doukas School



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