

Multi-modal representation...

Final task: reproduction/representation of a narrative/story using different methods

Objectives in relation to the competence of learning to learn

Organisation of the information

- Distinguish between important elements from incidental ones
- Single out the logical connections between narrative micro-nucleuses (i.e. turning-points within the narration)
- Be able to compile a summary.

Team work

- Develop social abilities and teamwork

Framework of Learning to learn descriptors

Time Management	Organization of the information	Motivation and self-esteem	Team work
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Descriptors:

Organisation of the information

- 8.- I am able to identify what is important from what is not
- 12.- I am able to sort information by subject, usefulness, interest...
- 15.- I am able to represent by means of outlines and concept maps the structure and content of a text
- 19.- I am able to use varied information to organize and create a report

Team work

- 6.- I am able to share my knowledge and experiences with the team
- 9.- I am able to participate actively in the team
- 17.- I am able to contribute, fulfil my responsibilities on time, get involved, overcome difficulties, make up for imbalance...work for the achievement of a common goal.



Areas of knowledge within Adult Education

Core skills	Communication and social skills	Science – Technology
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Objectives

- Identify the main features of two different languages modes: the written text and the visual representation.
- Be able to interpret the same story from different perspectives or viewpoints.
- Be able to convey implied messages and information.

Evaluation

Evaluation of, at least, the following aspects:

- What part of the work did you find easiest?
- What part of the work did you find most difficult?
- Would you have preferred to work in another group? Which one? Why?
- Do you think your group did a good job?
- Do you think you did a good job within the group?

Preparation

Timing	Materials	Activity to be done	Where
10 hours in class + time at home (Timing is an estimate. It can be changed depending on the needs of the learners, teacher)...	Blackboard, cards, paper, magazines, images.....	Individually, in pairs, in small groups	In classroom, at home

Process

0.- Presentation of the task, it's objectives and evaluation.

1.- The groups, together with the teacher, propose a series of narratives/stories from which movies/videos have been taken; then they choose one of this texts/movies on which they will focus.

2.- The learners will read the chosen narrative/story and will watch the relative movie/video.

3.- The class is divided into groups on the basis of common learning styles, and each



group is assigned a specific task:

- **Group 1 – “read/write” learning style**: this group’s task will be to summarise the narrative/story using a defined number of words. Each participant will produce their own summary, based on the point of view of a different character in the story. They then compare and analyse if the turning points of the story are the same for all characters; they will present a summary from different perspectives.
- **Group 2 – “visual” learning style**: this group will focus on the movie/video. Individually the participants will choose what scenes best describe the development of the narration and then will share and discuss their choice with the others. Once they have agreed on a series of significant scenes or images they should decide together the order and then make a short montage and/or find images from other sources with the aim of finding the most effective way to represent the development/stages of the narration. They will also highlight if there are differences between the written story and the representation made by the movie/video.
- **Group 3 – “Kinesthetic” style** and **Group 4 – “auditory” style**: these two groups will work together and their task will be to develop a little theatrical representation of the story. Group 3 and group 4 will plan a little backdrop/scenery and screenplay and an oral text that will accompany the acting representation. Each participant will contribute their own ideas and drafts (backdrops/scenery, screenplay, and commentary) which will be analysed and discussed jointly to choose the best (most effective) solutions and re-organise the materials in order to achieve a quality final result. Then Group 3 will act out the story while group 4 will provide the verbal commentary for the acting and scenes

4.- Each Group presents the result of its work to the class and comments on the choices and motivations involved in achieving their final product. (2 hours)

5.- In this phase the tutor stimulates a debate among the learners (and the groups) in order to analyse the different ways used to retell a piece of prose and to identify possible differences on the significant parts (turning points of the narration) which characterise the development of the plot: identifying the turning points and logical links that allow the development of the story.

6.- Self-evaluation

Guidelines about learning styles

This activity aims at developing the capability to select data and present it in a different way. It also aimed at stimulating debate among students with different learning styles in order to raise awareness amongst their peers of their respective ways of learning and learning preferences.

For the development of the task, the following learning styles will be considered:

- **Visual:** Learners with a visual preference base their learning activities on the use of images (pictures, mind-maps, etc.). Their learning skills are enhanced when they can visualise the object of their learning. Therefore, it will be extremely important for the educator to present the activity and particularly in the description of the process to illustrate in a schematic way all actions and the tasks assigned to each group. This can be easily achieved through the preparation of forms and/or drawing a scheme/diagram on the blackboard. In relation to the activity proposed, the visual group will be encouraged to work with materials (imagines, film, videos, etc.) which are more suited to them, and they will have the chance to fully develop their preference for visual learning to get information and re-present it.
- **Auditory:** Learners with this learning preference need to receive clear and punctual oral information. In order to assist the participation of this group the activity proposes various instances of debate and discussion between all class members and groups, which will be followed by a clear summary of all decisions taken, of the results and the tasks assigned to this group. This activity will help this group to develop their preference for the audio aspects. This can be achieved through the cooperation of the Kinesthetic group who can either read or attempt to act out the story. They will also be charged with re-creating the important information of the narration developing the verbal commentary to accompany the final product.
- **Read / write:** learners with this preference achieve more effective learning through reading information and writing down notes that allow concepts and ideas to emerge clearly from the mass of information received. In developing this activity they will take notes (while reading the story) of all the main events and turning points and then re-arrange them in a written and synthetic (but also relevant and effective) way, limited on the number of words used. The educator will determine the limit, with consideration to the length of the chosen

story and its “complexity”.

- **Kinesthetic:** learners with this preference need to participate actively in the implementation of the activity in order to achieve a most effective learning, through movement, research of materials, etc. In this activity, this group will work together with the auditory group in order to integrate, interact and optimise their respective skills. In particular they will be useful in providing the auditory group with a reading of the story they are going to work on; then in the phase of explanation and production of the final product they will participate in creating the essentials which characterise the “theatrical” representation (which is a method to re-create in a concrete way the main pieces of information selected) and that are needed to describe the development of the narration and finally to act them out.

The various stages, into which the process is articulated, envisage different instances of discussion within each group and, at the end, among all different groups. These discussions are very important in order to get to an agreed final result, but also to stimulate the knowledge of different approaches in learning.