

Development of participatory teaching in Czech schools: Global storylines method in practice



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Global Storylines

Characteristics

STORYLINES

- Integrated approach that draws from creating links across the curriculum
- **Drama** as a fundamental element of learning
- Using of stories for **participation, inclusion, cooperation and different skills development**
- To support flexible approach towards learning and enhancing student's activity



GLOBAL

- **Enriched** by current **global issues**
- The pedagogical approach uniquely **combines** traditional methods of Storyline, process drama and deep reflection

„The Storyline approach is a way of working, thinking and planning which enables teachers and pupils to create a meaningful partnership for learning. “

Bell, S., Hakness, S., White, G. 2006

Global Storylines

Description

- **Story provides:**
 - Framework for **long-term work** (3-5 months)
 - Project teaching, drama techniques, learning across the subjects and active role of students
- **Flexible methodology**
 - Opportunity for meeting the children's needs and potentials
 - Teacher's reflection
- Students explore challenging global issues within the safe forum of the **fictional community** (role-playing)
 - Clashes of cultures, land grabbing, water shortages, conflicts × sustainable development, fair-trade, etc.
- **4 stories**– designed for elementary school students
 - The giant of the Thistle mountain (up to 10 years old)



Project:

Expanding participatory teaching of global issues through Global Storylines method 2013-2015

- Centre of Global Development Education „NaZemi“ (NGO)
- Institute of Research of Inclusive Education, Faculty of Education Masaryk University
- Founded by Czech Ministry of Education, Youth and Sports
- **The aims of the project**
 1. To implement Global Storylines in Czech schools environments
 2. To assess the impact on teachers and pupils
 3. To monitor the contribution to:
 - Participatory approaches in teaching
 - Development of critical thinking
 - Partnership between students and teachers
 - Inclusive school environment
 - Work with global issues



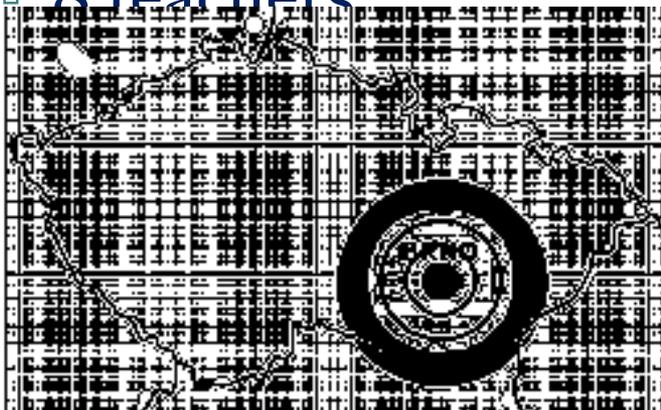
Research sample

First cycle



- Primary schools and kindergartens in Brno district (South Moravia region) addressed via emails
 - Approx. 120 schools
 - Voluntary participation
- 3 primary schools
- 2 kindergartens

▫ 8 teachers



Methodology



Methods	Research sample
Observations (2-3 in each class)	Pupils in and out
Interviews	With pupils With teachers
Group interviews	With teachers
Analysis of documents	Written reflections of teachers Material outputs

Results of Global Storylines implementation Cycle 1

Story as a motivation factor

„I see the children in different situations – the story provides different settings, not just learning environment, they feel it differently and look forward to it. They enjoy it a lot. They do it spontaneously, intuitively, enjoying the time at school. Children prefer to be at school when we are all in the story. It brings us a great time and moments”.

Interview with teacher

„It seems to me that I am somewhere else than at school.“

Interview with pupils

Development of student imagination and self-confidence

„I feel that I have underestimated the child's imagination, I am surprised that it is richer than mine.“

Teacher reflection in writing

Results of Global Storylines implementation cycle 1

Learner's participation

„I am very proud of everything we did in the project, they have been learning much more quickly than usual. They were different, quicker and ingenious. They have been seeking for information in books, magazines, in families, ...”

Group discussion with teachers

Positive effect on discipline and atmosphere in the classroom

„I had a pupil with behavioural problems in the classroom for three years. I was not used to having calm days. But suddenly, all problems have disappeared! All disciplinary problems are gone and we are just enjoying great times.”

Interview with teacher

Results of Global Storylines implementation cycle 1

Inclusive potential of storylines

„XY is such an introvert. He is always sitting in the corner, outside of the group. But today he was leading the debate, he's being the chief“.

Interview with teacher

„We have learned that we can't judge anything by how it looks, but by what's inside“.

Interview with pupils

Decision-making process

„They worked independently, able to discuss, be responsible for the work in the village. Two months ago they would have given it up. During the GSL children were different, quicker, smarter“.

Interview with teacher

Changes in teacher's position

„I am very glad that we tried it and allowed them to use different approaches and methods than they used to know. It has had a great impact at present. They treat me differently as well as I treat them and the class is immensely calm and friendly“.

Group discussion with teachers

Observations in schools

Ostopovice



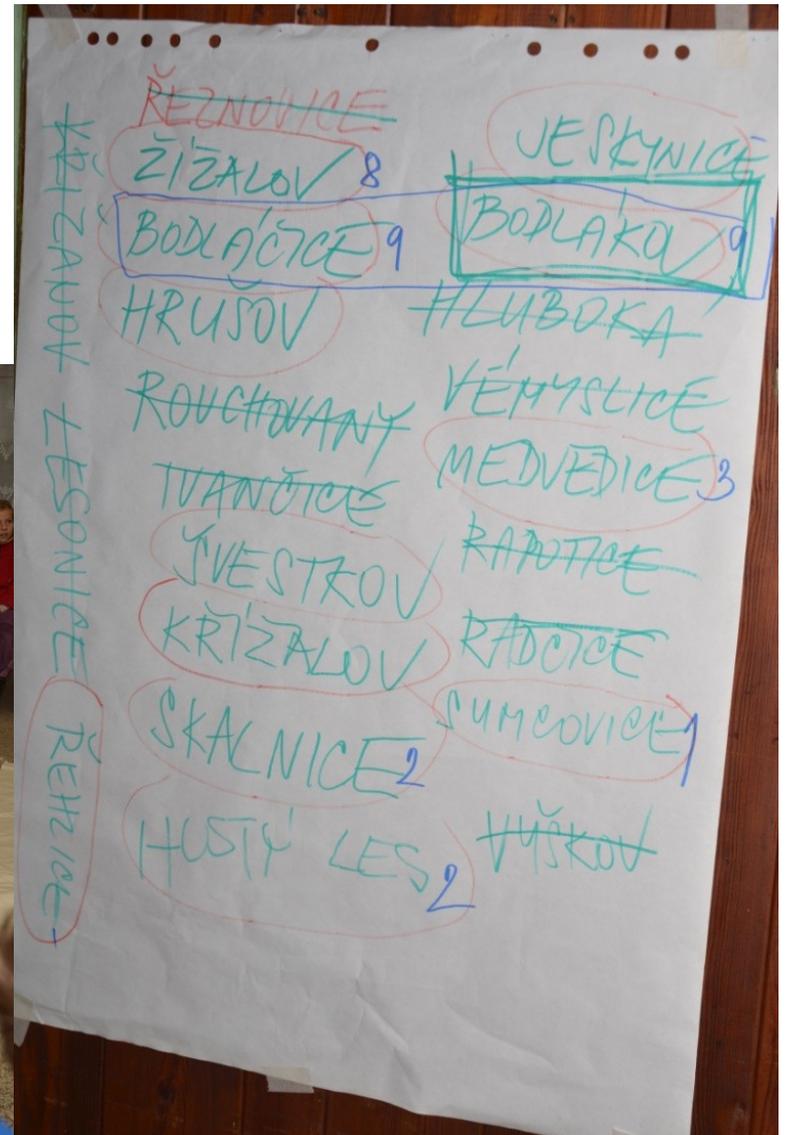
Observations in schools

Ostopovice



Observations in schools

Řeznovice





Material outcomes



„They have demonstrated abilities as “half-adults” would. I am not afraid to speak with them as with adults – they are responsible. They are not small children anymore but responsible persons, capable of great things”.

Interview with teacher

Dear giant,

we want to meet you on the field near our city. We will bring you a gift. We will not be armed, but we will be watched by patrol. We want to keep a distance of 15 steps. We do not want you to get angry. When something upsets you, close your eyes, breathe deeply and think of your birthday. Then tell us what’s made you angry.



Pupils' letter for the Giant

Challenges

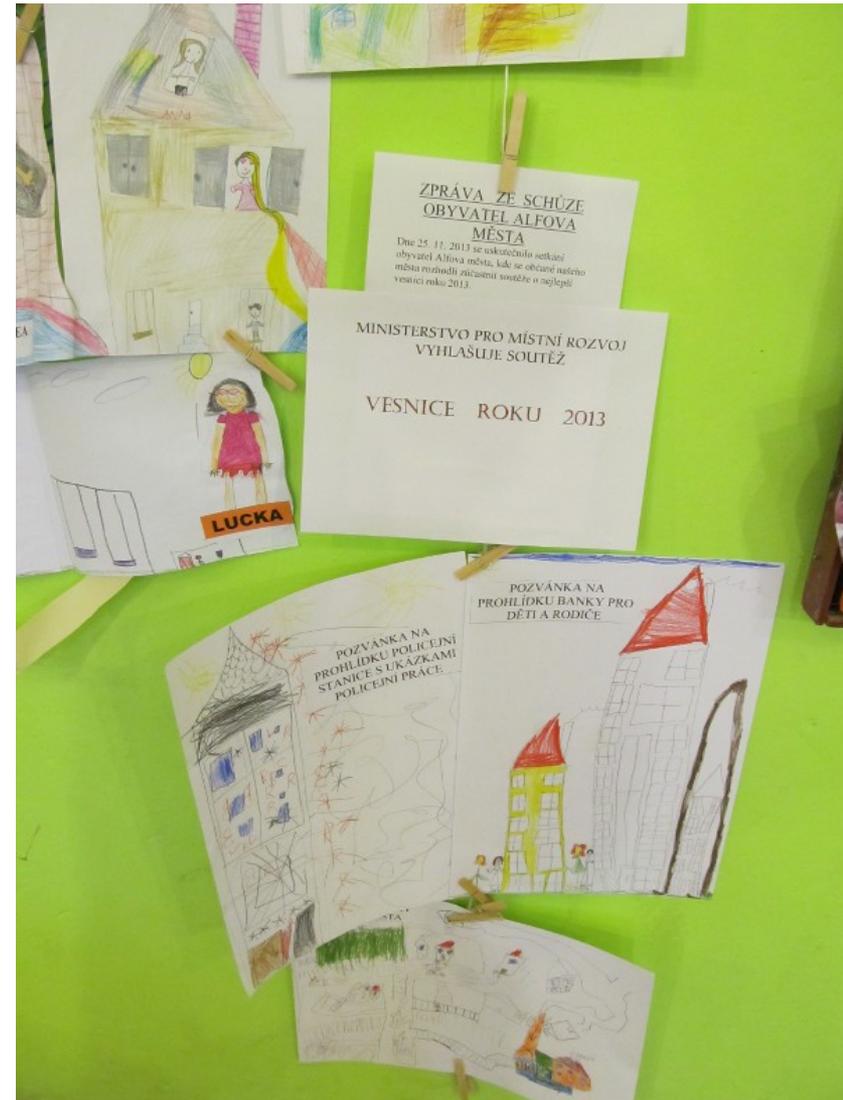


- Story is closely linked to writing and reading abilities
- Interdisciplinary links across the curriculum
- High demands on teachers
- Clashes between GSL schedule and school activities
- Low involvement of absent students
- Opinion of parents



Future perspectives

- Academic year 2014/2015
 - Implementation cycle 2
- Stories
 - The Giant of the Thistle Mountain
 - The water source
 - Our crop, our body
- Research sample
 - 8 schools
 - 16 teachers



Conclusion

„Responsible, hardworking and thoughtful – those are the results of two months’ work.”

Group discussion with teachers



Issues to discuss



- During the first cycle of implementation the teachers faced difficulties how to coordinate the story with other school activities. How could we facilitate the development of friendly environment in terms of new methods in school?
- The observations and interviews have been carried out during the implementation of stories in the classrooms. How to measure a long-term effect of GSL?

**THANK YOU FOR YOUR
ATTENTION**

