## Guidance for the Collection of Case Study Data by National Pedagogical Co-ordinators

The purpose of the case study data collection is to inform the Case Study Report (CSR).

The purpose of the CSR is to obtain as full and clear a picture as possible about the way a teacher is implementing the Learning Stories.

### Guidance for the Case Study Teacher’s iTEC Multimedia Story

In order to help support case study teachers in their writing of multimedia stories, guidance is presented below as a set of questions and answers. Key points within the sections are highlighted in bold type.

Because this section provides information for case study teachers, these guidance notes are also produced as a separate document located on the Teachers’ Community site (see: “Guidance for Case Study Teacher’s iTEC Multimedia Story”)

#### What is a multimedia story?

There are many definitions of “multimedia story”, but for the purposes of this project, ***our definition of an iTEC Multimedia Story*** (this is quite a lengthy name, so we’ll refer to it as an iMmS) is as follows:

* **it is** essentially a story written in simple straight forward language[[1]](#footnote-1) about a teacher’s and his/her students’ experiences of implementing an ITEC Learning Story.
* **it is** a text-based journal or diary style narrative that is augmented[[2]](#footnote-2) by a selection of any of the following media items:
  + still photographs
  + video clips
  + audio
  + graphics
  + hyperlinks to websites
  + possibly other documents

(such as hand-outs, lesson plans, work-sheets etc)

* + possibly diagrams

(showing, for example the class’s seating arrangements, an outdoor learning area or a plan of the school);

* **it does not** have to include all of the multimedia examples referred to above;
* **it does not** have to include large amounts of written content.

**Note: It is essential** that Permissions are sought and granted in accordance with the country’s legal requirements before including any images of students, teachers or other persons in the iMmS.

#### What are the purposes of an iMmS?

There are two main purposes for the iMmS:

1. to capture your experiences of:

* how you are integrating technologies into your existing pedagogy (teaching practices)

(***think about:*** what you are doing with the technology in your teaching that you would not/could not have done before).

* how your teaching practice (pedagogy) is beginning to change or is likely to change over time;

(***think about:*** all aspects of the way you are implementing the iTEC Learning Story and consider what is having an impact on the way you are teaching and the way your students are learning. Then consider what is likely to have a long-term impact on your teaching and the way your students learn).

* how the design of Professional Development is (or is not) helping you to adjust your teaching practices;

(***think about:*** the training, support and development opportunities that are supporting you to use the technology and any new practices you are beginning to employ).

* the main barriers to and enablers of changes to your practices

(***think about:*** any problems/barriers that you and/or your students are experiencing/have experienced in implementing the Learning Stories and also consider what has been useful and has really helped you and/or your students to engage positively in new ways of working)

1. to share with other teachers (on the iTEC Teacher Community site) your iTEC experiences

(***think about:*** you being able to get ideas from other teachers as well as them being able to benefit from your experiences; ie the mutual benefit of sharing your stories. All completed iMmS will be kept in a searchable iMmS Repository (see 2.3.6: “How do I share my story?”).

#### Who should write an iMmS?

* **All** **case study teachers** are required to write an iMmS.
* **Other iTEC teachers** can write an iMmS if they wish, but it should be noted that:
  1. taking on this additional work load will be the teacher’s own **personal undertaking**;
  2. there will be **no extra time allowance** to support this activity;
  3. anyone choosing to contribute their own iMmS must **keep to these guidelines**.

#### How do I structure my iMmS?

* You can choose to structure your iMmS in one of two ways:

1. Chronologically
2. Thematically

It is preferable to keep to just one of the two structures for the whole of your story.

1. You can choose to present your story **chronologically** covering a variety of experiences as they occur in your iTEC lessons (such as, for example: describing the most exciting/surprising/disappointing/groundbreaking aspects of a lesson with some attempts to explain the reasons behind the selected elements of the lesson).

This is very much like writing an on-going diary and therefore, this style of story is referred to as an **iMmS diary**.

An extract from an **iMmS** **diary** is provided below.

*(See section 3.1.5 for what to include in* ***your*** *iMmS)*

Extract from an iMmS DIARY (the embedded links are shown in brackets and are described below because they are not “live” in this extract; the information included at the end (i.e.: KEY and NOTE) do NOT appear in the iMmS:

(start of extract) September 25th (iTEC Lesson 3 of 6)

(**a**) “The students (**1**) that were talking to our remote guest “expert” (Dr X) (**2**) through the interactive whiteboard (**3**), spent too long being shy and quiet at the beginning of their virtual meeting and this meant that they didn’t have time to cover all the questions (**4**) they had collected from their classmates. I hadn’t considered this “time issue” and will need to alert my students to this possible problem when they have their next virtual meeting with a guest expert. However, the students actually solved the problem themselves this time by asking Dr X if they could send her the questions via email and if she could recommend any reliable websites to help them continue with their search for information . . . if I’d asked them to do this, they would have had a good moan and thought of it as a bit of an imposition, but they were so enthusiastic about setting this up themselves. (**5**).” (**b**)

**Key Words/phrases/Tags:collaborative learning; student attitude/motivation; external expert. *(end of extract)***

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**KEY: 1** link through to **photo** of group sitting round the IWB talking to Dr X;

**2** link to **website** about Dr X;

**3** link to **hand-drawn diagram** showing where student groups were located in classroom and very

brief notes included on diagram about what tasks they were undertaking;

**4** link to **document** (copy of the questions);

**5** link to **audio clip** of students’ reactions after the meeting.

**NOTE:**  **1**  This teacher always includes a link to her lesson plan at the beginning of an entry (**a**) and a link toher Lesson Evaluation at the end (**b**).

**2** The entry presented above is the full entry for 25th Sept.

1. You can choose to present your story **thematically** presenting focused information and reflections on specific elements of teaching and learning with the Learning Story (there may be sections on, for example: “using the technology”, “some changes in my teaching/planning”, “the limitations of my classroom”, “the way I implemented the Learning Story”, “my students’ responses to the technology/to the Learning Story” etc). Writing thematically means that rather than writing a chronological narrative, you are choosing to navigate through various key elements of your story capturing media items and making brief notes related to your chosen themes throughout all your iTEC lessons. At the end of your Learning Story implementation, you then construct your iMmS with a separate chapter/section for each of your themes.

This is like writing a journal and therefore, this style of story is referred to as an **iMmS** **journal**.

An extract from an **iMmS journal** is provided below.

*(See section 2.4.5 for what to include in* ***your*** *iMmS)*

Extract from an iMmS journal (the embedded links are shown in brackets and are described below because they are not “live” in this extract; the information included at the end (ie: KEY and NOTE) would NOT appear in the iMmS:

(start of extract) Assessment and Individualisation (1 of 3 entries for Assessment)

“The students are benefiting so much from our use of the Learner Response Devices (LRDs) (1) since we started using the self-paced software (2). They found it much more interesting to use the LRDs once they could answer questions at their own pace (3) and they appreciated my interventions when I could see on my laptop that they were struggling with certain questions (4). After one particular lesson (5), my students and I reviewed our use of the LRDs and our review is captured in my lesson evaluation (6). I feel as though I am actually beginning to see how I can use assessment for individualised learning.”

**Key Words/phrases/Tags:assessment; individualisation; learner response devices; self-paced assessment *(end of extract)***

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**KEY: 1**: link through to **video clip on website** that shows the LRD and how it works;

**2**: link to **website** the self-paced software;

**3**: link to **photograph** showing students using the LRDs in class;

**4**: link to **audio clip** of brief discussion between teacher and student about a problem;

**5**: link to **lesson plan**;

**6**: link to **lesson evaluation.**

**NOTE:**  The entry presented above is the first of 3 entries about Assessment.

#### What should I include in my multimedia story?

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**Before you write anything in your story, re-visit the purposes of the iMmS and let these serve as a broad guide for the content of your story whether it is presented as an iMmS diary or an iMmS journal**. **Refer back to these frequently when writing as they will help to keep your story focused**.

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* **All diaries and journals** will need**:** 
  1. a **context** which provides the following details:
     + The age of your students and the number in your class;
     + The subject/topic you are teaching
     + The Learning Story that you are implementing

**Note:** This contextual information should be included at the beginning of your story whether you are writing a diary or a journal.

* 1. to includebriefinformation about youriTEC experiences **before you start to implement the Learning Story** (e.g.: how were you introduced to your Learning Story? what training were you given? what went well?/what didn’t go so well? . . . and reasons why)**;**
  + Diary writers:include **one brief** pre-implementation entry
    - Journal writers: include **one slide** that captures your pre-

implementation experiences.

* 1. to include entries about your implementation of the Learning Stories with your students (see below);
  2. **Key Words** to help make the iMmS stories “searchable” and easier to share. Key Words relate to the purposes of the iMmS and teachers will select their Key Words from “drop-boxes” or will create “tags” when submitting their stories on the Teachers’ Community site.
  + **Diary writers**: select Key Words or create Tags every time they blog (i.e. each time they make a diary “entry”)
    - **Journal writers**: select Key Words or create Tags when they upload their completed journal.
* If you choose to write an **iMmS diary**, select the most interesting points (remembering the **purposes** of your story) that you would like to share **from each iTEC lesson** and briefly tell your story deciding where you might include the media items you have captured in your lessons or whilst planning them.
* If you choose to write an **iMmS journal**, you will need to **decide, right at the beginning of your teaching with the iTEC Learning Story**, what your themes are going to be (e.g.: changes in your practice, your students’ learning, assessment, individualisation, collaborative learning, learning space/s, involvement of others beyond the classroom etc). Keeping the mainiMmS’ **purposes** in mind, you will need to **choose 3/4 themes (preferably 3).**
* Whichever style you choose, it will be helpful to include links to **lesson plans and evaluations** where you feel these will support your story or even tell a large part of the story for you and this will help to save you some time by avoiding too much narrative! Another way of including lesson evaluation may be, for example, an extract from an audio recording of your students reviewing a lesson. This is not only a demonstration of interesting practice, but (with their permissions of course!) a clip of the recording would also be a rich source of feedback/information that you can include in your story.
* Whichever style you choose, you will need to remember:
  + to **plan for capturing/recording the media items (**photographs, audio/visual recordings, graphics, screenshots etc) throughout your iTEC lessons;
  + to **collect any pieces of student work** that you would like to share in your iMmS.
  + to make sure you **know how to use your recording equipment** and **check that the equipment works** (e.g.: think batteries!)
  + to ensure you have appropriate **permissions** to capture and make use of photographs, audio and visual recordings

#### How do I share my story?

* It is advisable to use a **presentation tool** (eg PowerPoint, Prezzi, Penzu: www.penzu.com, LDS journal: www.ldsjournal.com, loggel: www.loggel.com) **for Journal writing** and to **write your Diary as a Blog**:
* **Presentation tool and Journal writing:**
* You can tell your story and embed all your media items in the slides (eg 2/3 slides for each theme/chapter of your journal) and of course you can use the “Notes” facility if you need to explain some of the story in a little more detail.
* A completed Journal should not have more than 12 slides (plus notes).
* You will be required to provide your Key Words/Tags before uploading your iMmS
* Instructions about selecting your key words and uploading your Journal will be provided on the Teachers’ Community site.
* **Blogs and Diary writing:**
* You can start your Blog in the dedicated iMmS area of the Teachers’ Community.
* You will find all the instructions about starting your Blog and how to upload your media items in this area.
* You will be required to provide your Key Words for each entry you make on the Blog (i.e. each diary entry).
* Instructions about selecting your key words will be found on the Blogging area of the Teachers’ Community site.
* All iMmS will be kept in a dedicated area on the Teacher Community website. All iTEC teachers and project partners will have access to this area and there will be instructions about how to search the iMmS.
* Please note that Tutorials about how to upload and share your Diary blog or your Journal presentation can be found on the Teachers’ Community site (available from mid-July).

**☺ A useful reminder about writing your iMmS ☺**

Chronological writing **🡪** Diary style **🡪** Blog

Thematic writing **🡪** Journal style **🡪** Presentation Tool

#### What about time and effort involved in writing the iMmS?

* You should start your iMmS as soon as you become involved in iTEC and some of your story should refer to your introduction to the project and the Learning Story.
* Your iMmS should be completed when the Learning Story implementation ends.

* Remember that media such as photographs, video clips, text, diagrams and voice (as appropriate and depending on local availability of suitable technologies) can capture processes, practice and interesting situations in ways which are not as time-consuming as writing narrative.
* You do not need to spend time making iMmS into polished pieces – rather they will be collections of media and **brief narrative reflections** that document your experiences (either in diary or journal style) of the different stages of the implementation process.
* We estimate that completing an iMmS might involve 2-3 hours work over a four month period (for example, spending 15-20 minutes at regular intervals documenting the process [for diary and journal writing] in the fastest possible way and in the style that is most appropriate for you, then perhaps 30 minutes when the Learning Story is actually implemented in the classroom).
* The ways you spread and allocate your time is entirely your choice, but try not to exceed 3 hours in total.

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**Please remember that the guidelines above are just that: guidelines. The most important things to remember are that you have a story . . . it is a story worth telling and others will benefit from reading it. Good luck with your iTEC multimedia story!**

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1. It is preferable for your iMmS to be written in English for sharing purposes, but if this is difficult, then it can be written in your own language. Remember, though, that it can be more widely shared if written in English. [↑](#footnote-ref-1)
2. Media items should support/add to the written narrative. [↑](#footnote-ref-2)