Technology and integrating storytelling

Karakia Timatanga

Kia hora te marino
Kia whakapapa pounamu te moana
Hei huarahi mā tātou
i te rāngi nei
Aroha atu aroha mai
Tātou i a tātou katoa
Hui ē! Tāiki ē!

Opening Karakia
May peace be widespread
May the sea be like greenstone
A pathway for us all this day
Let us show respect for each other
For one another

Bind us all together

Technology and integrating storytelling

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Webinar content outline

1. **Technology as a starting point**
2. **Integrating with other curriculum areas**
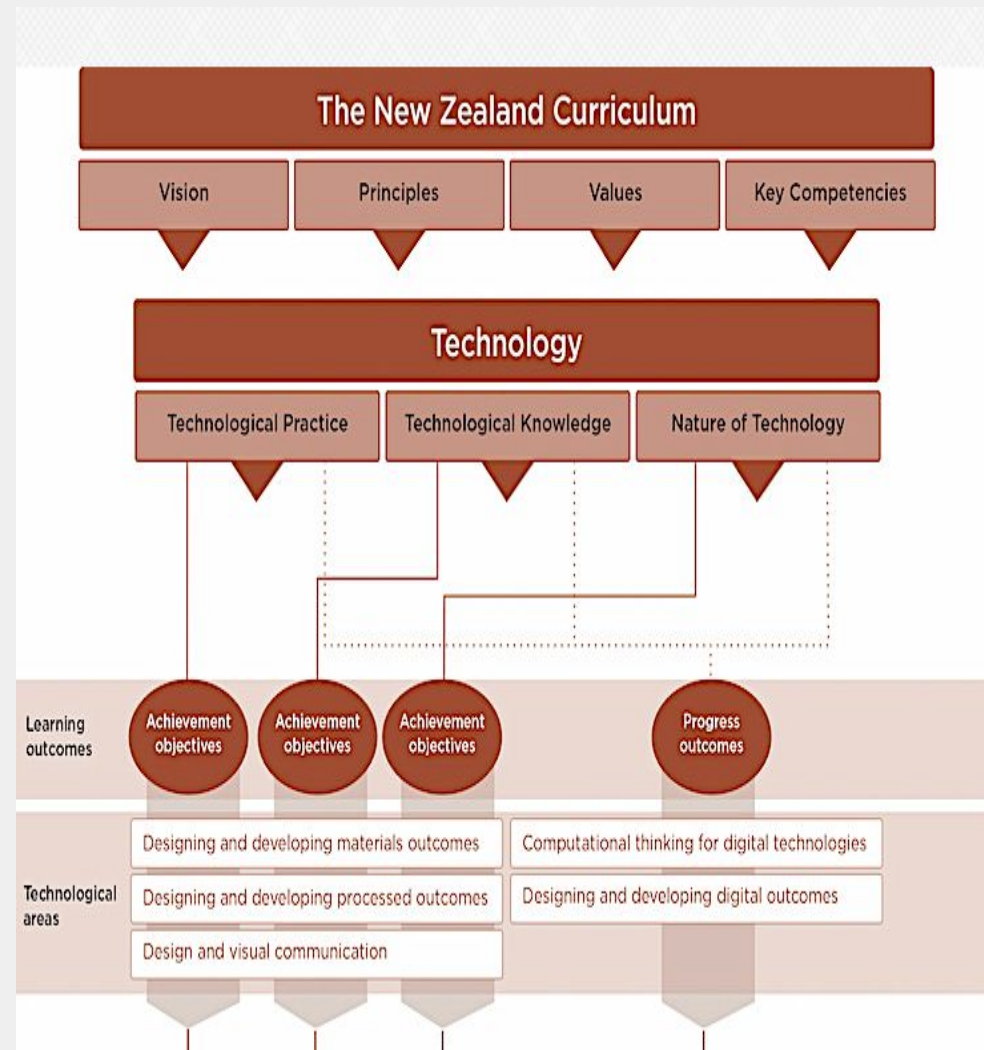3. **Examples**

Technology and storytelling

Duration of project: three terms

Technology as a starting point:

- Three strands – technological practice, technological knowledge, and nature of technology
- Three technological areas – DDDO, designing and developing materials outcomes, and computational thinking

Teaching process and project-based learning (PBL):

- Process – sharing, reflection, and next learning steps
- Brief development via PBL approach
- An iterative process

Example 1: Retelling a local Māori myth

Stop motion animation

- Classroom curriculum integration

- PBL/design brief for retelling myth

- Stop motion app and practical tips

- Varied storytelling area – with different props (puppets, magic, shadow puppets, and other objects)

- Learning during the process powerful

- Teacher experiences – tips and tricks

Written retelling of myths displayed with artwork

Designing and developing digital outcomes – Progress outcome 1:
In authentic contexts and taking account of end-users, students participate in teacher-led activities to develop, manipulate, store, retrieve, and share digital content in order to meet technological challenges. In doing so, they identify digital devices and their purposes and understand that humans make them. They know how to use some applications, they can identify the inputs and outputs of a system, and they understand that digital devices store content, which can be retrieved later.
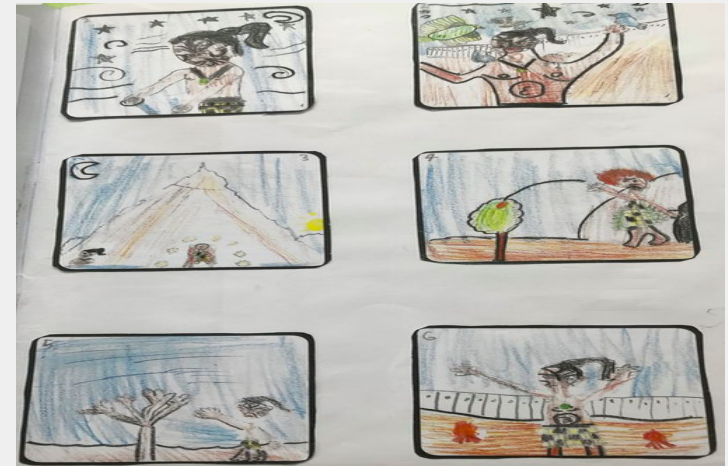
Example 1: Retelling a local Māori myth

Blue-Bot programming

- Students given choice of Bee-Bots or Blue-Bots.
- Integrating computational thinking and storytelling
- Used 6 frame format
- Programmed with a partner
- Stories uploaded to Seesaw
- Teacher experiences – tips and tricks

Storytelling and school curriculum integration

- Planning within the school documentation
- Integrated into our school values, health, literacy, drama, visual arts, mathematics, and technology
- School wide primarily health and literacy
- Classroom could integrate other learning areas

# Storytelling and school curriculum integration

- Class-based and wider school-based learning experiences
- Involved the wider community
  - visiting schools
  - open school for whānau
- Storytelling table – ongoing practice
- Used CS First tutorials with storytelling in Scratch - ongoing focus
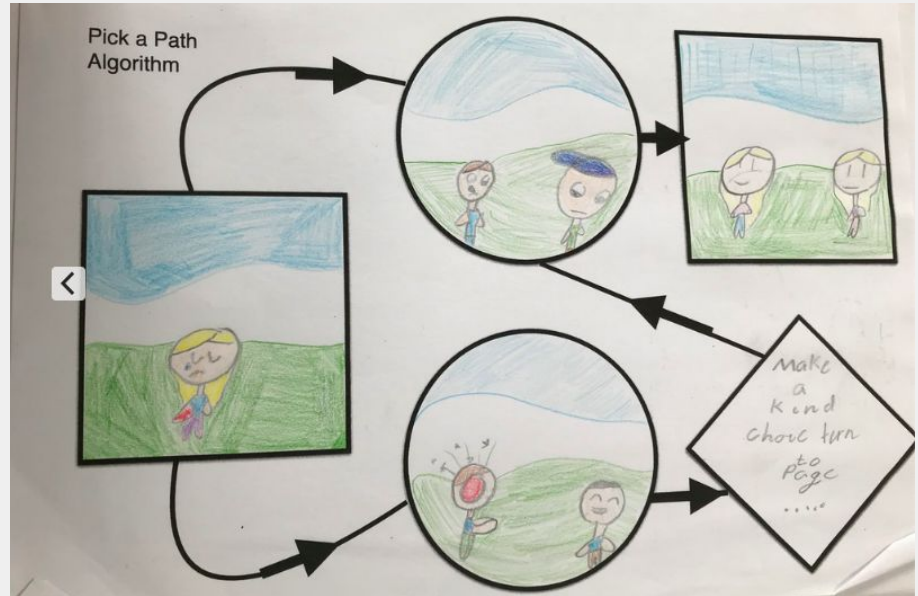
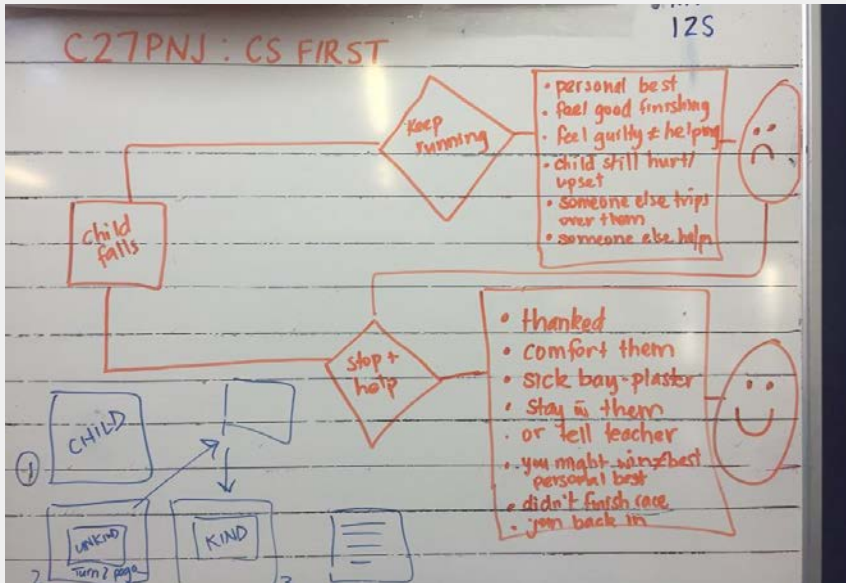# Example 2: Storytelling for a client

Pick-a-path stories

- Google form to survey clients

- Finding out – research, algorithms, ideate technology design, created own algorithm

- Client and self review

- Created a pick-a-path book
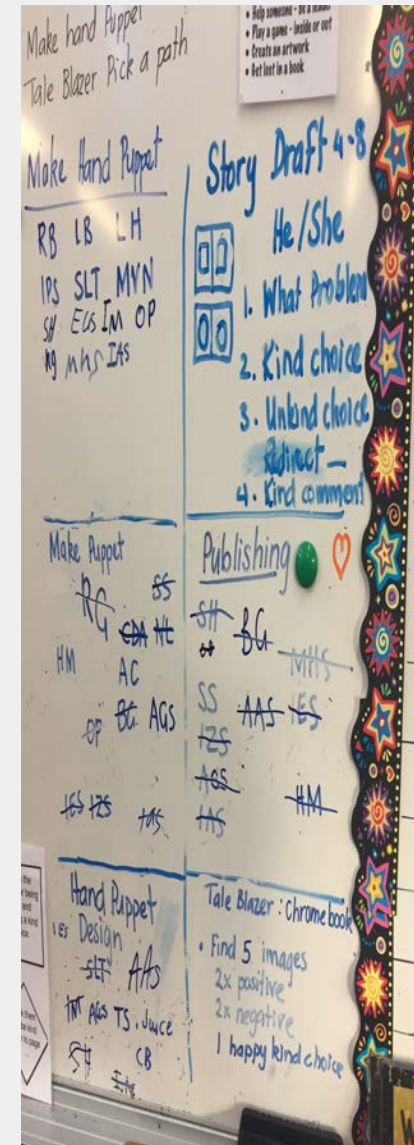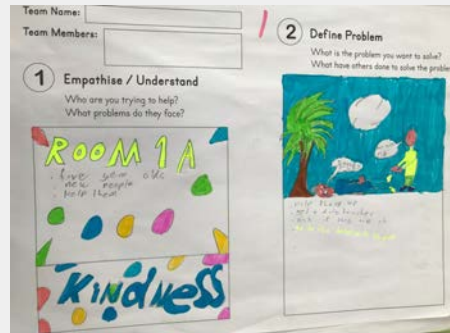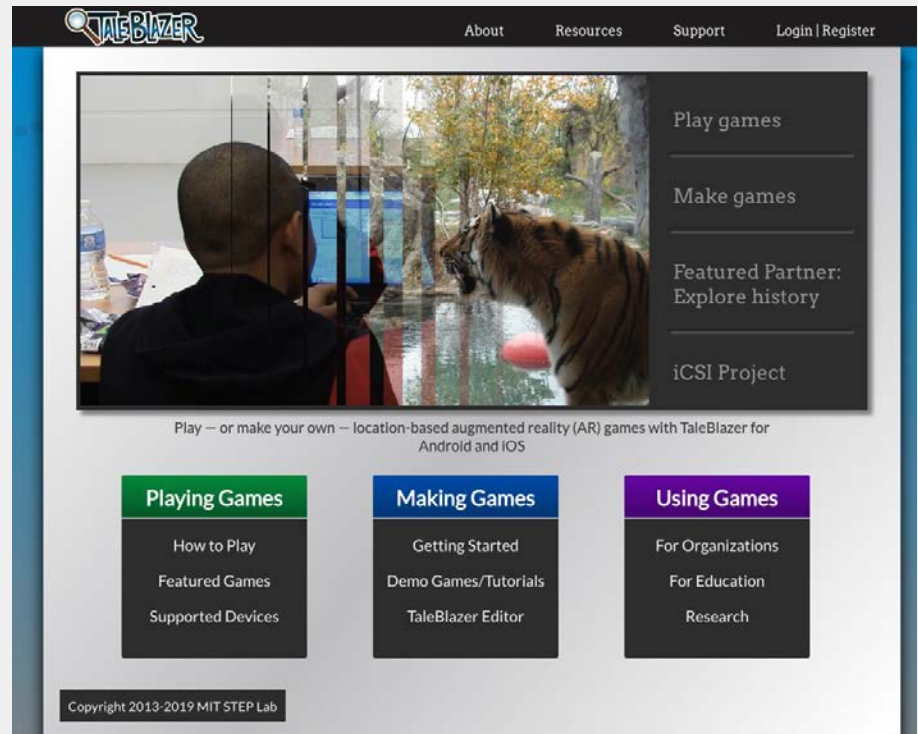
Example 2 : Storytelling for a client

Using algorithms in storytelling

Example 2 : Storytelling for a client

Tale blazer – augmented reality

- Tale blazer - learning process, computational thinking, and augmented reality

- Student voice, client voice, and SWSW (strengths, weaknesses, so what next) reflection

- Teacher experiences – tips and tricks

Example 3 : Puppets and storytelling

Finger puppets

- Suggested by a student
- Integration of technology, visual arts, literacy, and values
- Designed for five-year-old clients
- Used a simple design process and co-constructed design
- Reflection on design
- Sharing with client – an authentic context, final outcome, process, and impact on learning
- Teacher experiences – tips and tricks
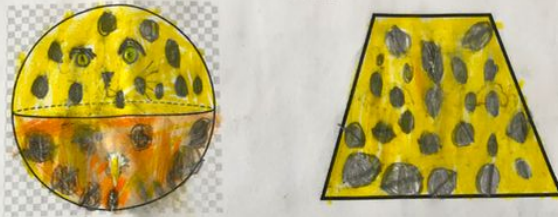
Example 3 : Puppets

Hand puppets

- Integration of technology, visual arts, and literacy
- Designing and developing materials outcomes technological area
- Parental and principal involvement
- Sharing with wider community
- Potential for extending through adding electronics such as sound or LEDs

This is the table we will use to reflect on our finished product.

Strengths	Weaknesses	So What Next
Strengths include - What is good about it? - Does it meet the brief?	Weakness' include - What didn't work? - What I didn't like?	What would I change? What would I do differently? What have I learnt for next time?
• I like the Dots and the line close up together	• I dont like the glue	• I Would like a tale next time

Design a puppet character that can be placed in a story.

Will your character be an animal, a human or a superhero? Will they be imaginative or realistic?

Label the main features of our character:

- yellow with black spots.
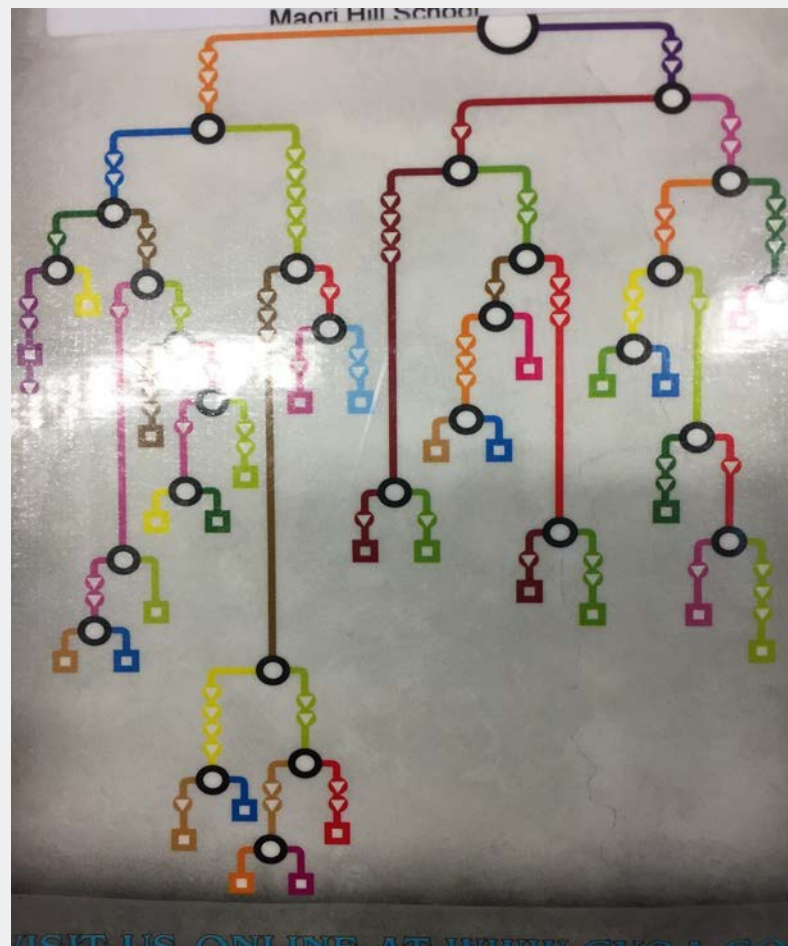- one black line above its eye.
- green eyes.

List some materials you will need: green felt.
black cat in half pompom
yellow felt

Online Resources

- **[Bee-Bot and Blue-Bots](#)**
- **[Project Based Learning](#)**

Technology Online Resources

- **[CTDT Progress outcomes](#)**

- **[DDDO Progress outcomes](#)**

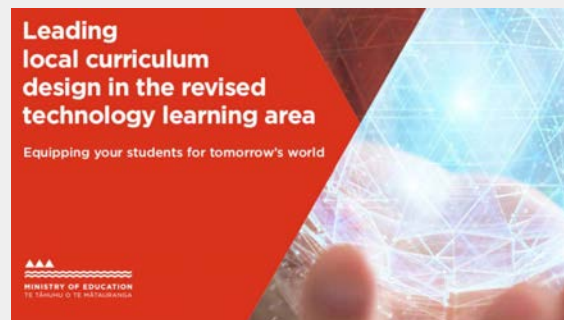- **[Indicators of progression](#)**

Technology Online Resources

- [Technology in the NZC](#)

- [Digital technologies support](#)

- [DT implementation and support tool](#)

- [Teaching snapshots](#)

NZC Online resource

- [Leading local curriculum design in the revised technology learning area](#)

Technology Online newsletter

- **A useful way to find out about resources, news, and events**
- **See previous Technology Online newsletters here**

Technology Online Newsletter, Volume 39, 9 December 2019 — View this email in your browser

Technology Online

Kia ora and welcome to the Technology Online newsletter. In these newsletters we keep you up-to-date with Technology Online and pass on other information you may find useful as a teacher of technology.

What's new on Technology Online?

Digital technologies implementation planning tool coming soon

This tool will help school and curriculum leaders
Is your school ready to teach digital technologies in the revised technology learning area from 2020?

Webinar recordings

The revised technology learning area
Cheryl Pym explains the curriculum change, why it is important for our learners and Aotearoa, and contexts for rich technology learning.

Local curriculum projects and digital technologies

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

Technology Online

Kaua e rangiruatia te hāpai o te hoe;
e kore to tātou waka e ū ki uta

Karakia Whakamutunga

Ka whakairia te tapu
Kia watea ai te ara
Kia tūruki whakataha ai

Kia tūruki whakataha ai
Hui e Tāiki e

Restrictions are moved aside
So the pathway is clear
To return to everyday activities

Enriched and unified