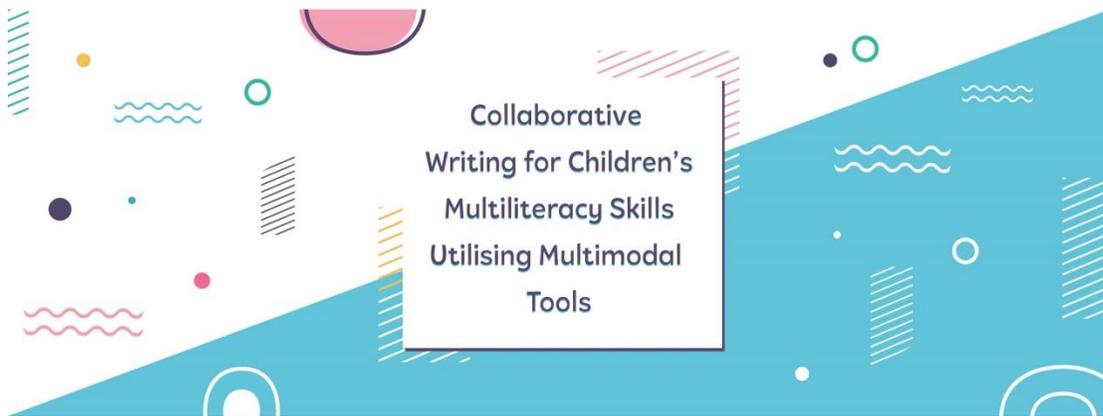


STORY LOGIC NET



MULTILITERACY EDUCATION COMPETENCES FRAMEWORK OVERVIEW

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INTRODUCTION

Multiliteracy Education in Europe aims to ensure that young people become competent in using multimodal representations of language capable of communicating and contributing to the development of social futures and well-being of the society in which they live in.

Multiliteracy is the ability to identify, interpret, create, and communicate meaning across a variety of visual, oral, corporal, musical and alphabetical forms of communication. It involves an awareness of the social, economic and wider cultural factors that frame communication. Multiliteracy aims at making classroom teaching more inclusive of cultural, linguistic, communicative, and technological diversity.

StoryLogicNet (SLN) aims at cultivating Multiliteracy Competences of children (8 to 12 yo) by developing, testing and making available to educators and parents, a new learning methodology based on online collaborative writing for communicating meaning via digital storytelling for the 21st Century Creative Classroom.

The approach that the SLN consortium decided to follow as the most appropriate for addressing Multiliteracy Competences was that of Collaborative Digital Storytelling. It is all about Multimodal Meaning Making in a Collaborative setting.

THE STORYLOGICNET FRAMEWORK

The 'Framework for the Key Multiliteracy Competences' is the first significant deliverable of the StoryLogicNet Project. The Project aims at designing, developing and implementing an innovative online tool to support collaborative writing in order to develop and advance children's multiliteracy skills (8 -12 years old) for inside and outside and classroom, in formal, non-formal and informal education settings.

For that matter, a set of competences was defined after a thorough literature review and a new, simplified and liners story structure was designed in order to support the process of collaborative digital storytelling. The structure comprises in 8+1 steps and is designed for groups of 4 collaborating students, although the group settings can be altered

according to the needs of the teaching activity, provided that the steps are maintained. So, for example a student can undertake more than one steps (e.g. ACT 1 and ACT 3, see Figure 1) or a group of students can collaboratively work on a specific step.

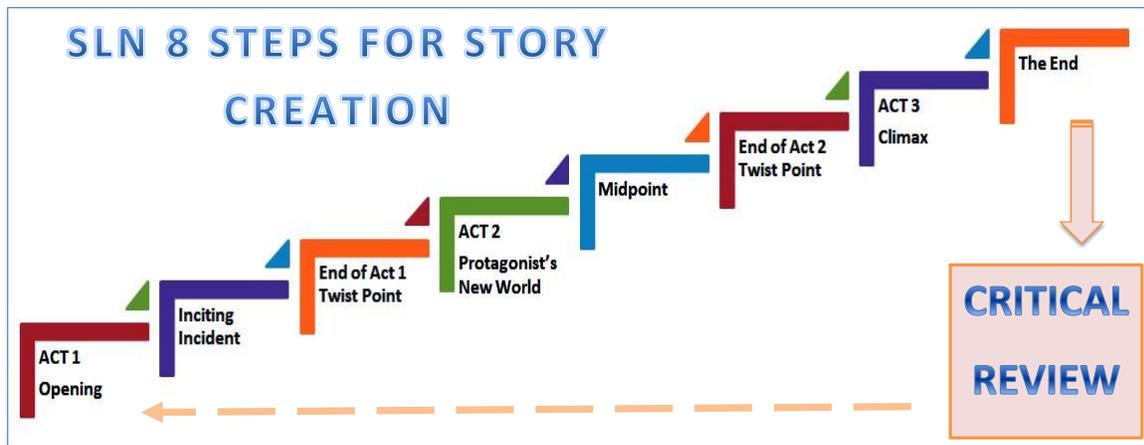


Figure 1. StoryLogicNet Tool 8 Steps Story Creation Structure

To keep it short, the framework proposes a set of competences which derive from the Multiliteracy and other theories, to be treated by the main products of the project. These competences include diversity awareness, collaboration, communication, multimodal meaning creation, critical thinking, creativity, problem solving decision making, digital competences, just to name a few. Details on the Literature Review and the proposed steps' design can be found in the full version of the 'Framework for the Key Multiliteracy Competences' document, available in English at www.storylogicnet.eu.

The online tool which constitutes the main product of the project will incorporate supporting tools for all the story creation steps in order to facilitate the cultivation of the corresponding competences and collaboration as a whole. These supporting tools can function not only as a scaffold, but also allow the students to become engaged in the story creation process and have no "Writer's Block" effect, as each group of steps can be treated as a separate part of the story. In the 'Framework for the Key Multiliteracy Competences' document the interrelation of competences and structure steps are clearly explained.