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# Narrative Education: Bridging Technology and Story Telling to Empower Teachers and Students

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## **Status Report**

### **Narrative Education: Bridging Technology and Story Telling to Empower Teachers and Students**

Cornerstone II

Principal Investigator: Joan Walker, Education

June 17, 2011

#### **Mid-Project Reports - Please submit the following:**

**A) Please outline your original goals.**

The goal of this project is to hold a four-day Institute designed to help K-12 teachers and other public school personnel explore and develop skills in the use of multimedia for eliciting, representing and sharing teacher and student narratives. Experts in teacher education, narrative medicine and technology will conduct experiential workshops and plenary sessions on each of the four days. Through this curriculum, Institute attendees will gain an understanding of narrative education and create a plan for using it in their teaching. They will also be able to identify ways for using varied forms of technology (e.g., animation, video, audio) to enact their narrative education plans/goals. Table 1 (see next page) summarizes the Institute's objectives and anticipated outcomes, including its broader purposes and specific objectives.

**B) What progress have you made towards your original goals on your project to date?**

We have:

- created and distributed marketing and publicity materials to the Westchester, Putnam and Rockland county schools;
- finalized the Institute curriculum;
- made all logistical arrangements necessary to hold the conference June 27-30, 2011.

**C) Has your project impacted students? If so, how many?**

Not yet. We assume the project will impact students once teachers have experienced the Institute and considered how to incorporate its concepts and skills into their practice.

**D) Has your project impacted other faculty members? If so, how many?**

The Institute was aimed at reaching 40 teachers or other school personnel; the current roster of participants includes a cross-section of K-12 teachers and administrators, faculty in higher education and educators from other fields (e.g., health education).

**E) What are your next steps?**

Our immediate next step is to hold the Institute. We look forward to piloting the curriculum and to learning from participants' experiences.

**Table 1. Institute Objectives and Outcomes**

Content/Objectives	Outcomes
<p>(1) To create a venue or forum for K-12 teachers and other community members to explore and develop narrative competence and to understand how technology can be used to elicit, capture and represent stories.</p> <p>(2) To study the efficacy of narrative education as an approach to teacher professional development and pre-service teacher preparation.</p>	<p>Development of a curriculum on narrative education that links Pace University to local K-12 school communities and to other institutes of higher education focused on professional education.</p> <p>Assessment of the narrative education curriculum's impact on teacher efficacy for creating classroom community and using technology.</p>
<p><u>Day 1: Why tell stories? What can we learn from stories?</u> Facilitators explain the pedagogy of narrative education; provide evidence of its research base; elicit stories from participants to prompt the subjective experience.</p>	<p>Participants will be able to explain the narrative education approach and its potential outcomes identified through research. They will also be able to experience the approach and reflect on its impact on them personally and professionally</p>
<p><u>Day 2: Eliciting stories</u> Facilitators model the use of technology; present and contrast effective and less effective prompts; provide training in the use of technology to prompt, capture, and enhance the telling of personal stories.</p>	<p>Participants will develop skills at eliciting stories and using technology to capture the stories that are told (e.g., develop good prompts, interviewing and questioning skills, storyboarding). Participants will also learn the importance of putting boundaries on stories, and the ethics of narrative education.</p>
<p><u>Day 3: Using and listening to stories</u> Facilitators provide opportunities to explore the subjective nature of listening and how their experiences shape understanding of others' stories; They also demonstrate the use of technology in sharing stories.</p>	<p>Participants will demonstrate skills at eliciting and listening to stories, including a wide range of technologies such as audio, video, blogs, animation, etc. They will also demonstrate skills at perspective taking and accurate listening.</p>
<p><u>Day 4: Using stories to change teaching and learning and schools</u> Facilitators orient participants to follow up procedures that will allow participants to share how they have used narrative education. (The content of participants' work may or may not involve students but instead focus on how they have used narrative education and technology for self-reflection and sustenance of self as a teacher.</p>	<p>Participants will develop a take-away plan for implementing stories and technology in their own teaching. They will be aware of follow-up procedures that will ask them to share examples of their use of narratives in self-reflection and teaching. These follow-up procedures are designed to sustain involvement in the process of narrative education beyond the confines of the Institute.</p>