

University of Dundee

Students' journeys to the magical land of teaching

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Published in:
Storytelling revisited 2021

Publication date:
2021

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Document Version
Publisher's PDF, also known as Version of record

[Link to publication in Discovery Research Portal](#)

Citation for published version (APA):

Tonner-Saunders, S., & Leproni, R. (2021). Students' journeys to the magical land of teaching. In N. Camps-Casals, M. C. Botines, & N. M. Casanovas (Eds.), *Storytelling revisited 2021: Gender and health* (pp. 122-129). Universitat Central de Catalunya.
http://repositori.uvic.cat/bitstream/handle/10854/71113/artconlli_a2021_storytelling.pdf?sequence=1&isAllowed=y

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Storytelling Revisited

2021

Gender and Health

Núria Camps-Casals, Mireia Canals Botines, Núria Medina Casanovas (Eds.)



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This book is the result of work by the consolidated research group
“Gender Studies Research Group: Translation, Literature, History and
Communication” (GETLIHC) (2014 SGR 62) of the University of Vic – Central
University of Catalonia (UVic-UCC) (C. de la Laura, 13, 08500, Vic, Spain).



Acknowledgments

The support of the EMPRÈN, GRAC, GRELL, GSAMIS, TEXTLICO and TRACTE Research Groups and the Department of Media at UVic-UCC. The Vicerectorate of Research and Knowledge Transfer and the Dean of the Faculty of Education, Translation, Sport and Psychology of the University of Vic – Central University of Catalonia are gratefully acknowledged.

First edition: June 2022



© present edition:

Servei de Publicacions de la Universitat de Vic – Universitat Central de Catalunya
C. de la Sagrada Família, 7. 08500 Vic. Tel. 93 886 12 22
www.uvic.cat

Printed by: Artyplan

Legal deposit: B 12773-2022

ISBN: 978-84-125523-2-4

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Students' Journeys to the Magical Land of Teaching

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This paper explores a small group of female student teachers' experiences of learning through a pandemic. Students from the University of Dundee, Scotland and University Roma Tre, Italy participated in the award-winning eTwinning international *Hands of the World* (HOTW) project, which connects schools and universities across the world to undertake a wide range of educational collaborative work to develop their knowledge and understanding of intercultural education. One of the project activities required student teachers to share their experiences of learning to become a teacher in a pandemic, through a multimodal narrative that involved text, images and music. This study, therefore, examined student teachers' narratives with a focus on how different aspects of the pandemic affected their studies alongside their mental well-being and the strategies students utilised to enable them to be successful. An explanatory design analysed students' reflective narratives, which were publicly available on the project's Padlet™ page. Data were analysed thematically with the themes, Transitions, Mental Wellbeing and Coping Strategies explored through the messages conveyed in the text, images and music. Our analysis enabled us to identify that at different stages of the pandemic, students experienced similar feelings and anxieties, and that a range of strategies were used that demonstrated resilience and determination to succeed. This paper provides a small insight into the impact a pandemic has on student-teachers' learning and well-being through a narrative storyline.

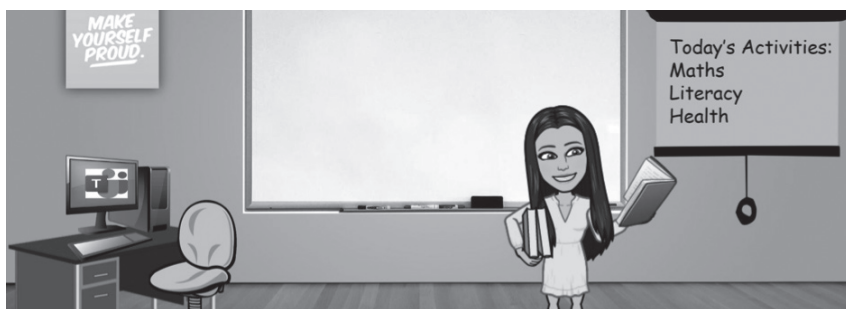
Chapter1: When life was 'normal'

'You have brains in your head.

You have feet in your shoes.

You can steer yourself any direction you choose' (Dr Seuss, 2016, p.2).

Once upon a time, in two lands separated by a mighty sea, lived six female student teachers who were travelling different journeys to the same destination: The Magical Land of Teaching. Life was rather normal for all, doing normal everyday things to help them survive this Magical Place, like going to University, placement schools and libraries. When not studying, doing general chores and dealing with family commitments, they enjoyed spending time with their families and friends, dining out and having an aperitif, traveling to different destinations, listening to live bands and African music and chilling out. One normal survival tool that they had, during this normal time, was people. People whom they met with to get advice, share stories, laugh and cry with and give a big, huge, squishy, squashy hug.



On one of the lands, with hills that touched the stars with water flowing down them to sea or lochs where a mysterious monster called Nessie lurked, lived three women, or wifies as they are known in Scotland. Two of these young wifies were Jocelyn and Emily who were on the final stage of their four-year journey to the Magical Land of Primary Teaching. Although they were enjoying working with their final placement class, Jocelyn, who lived with her student flatmates, found the thought of arriving

at the destination *'daunting yet very exciting'*, whereas Emily, who was a rather busy wife, was nervous as this was her final placement before she reached the Magical Land, however, she was *'up for the challenge'*. Nikki, or the Focussed Lady as she liked to be known, was a mature wife who had two sproglets, or children as non-Scottish people call them. Her journey to the Magical Land was a race against time due to only having ten months to get there. She therefore spent many hours in the *'peaceful'* library preparing for her final placement, whilst family looked after her sproglets.

On the other land, where the Roman gods had turned to stone, olives grew on trees and a mythical winged water dragon called Thyrus roamed, lived three young women, or *donne* as the Italians would say, who were attending university and their final placement. One of the *donne*, Elliy who was in her thirties, classed herself as a happy, social, nice person who carried a red life book to reflect on her five year *'long and tiring journey'*. The other two *donne*: Costanza, who enjoyed life to the full when not studying, and Eleonora, who liked to be known as a bee called Beewo, who was curious, kind and lively, *'enjoyed being useful to family and working with Bee-mates everyday'*.

The women on one land had never met the others due to not being brave enough to travel across the mighty sea where the sea-monsters lived. They were, however, connected through something magical and special called *Hands of the World (HOTW)*, which was introduced to them by their little Scottish lecturer, known as the Wee One. She explained that HOTW was an intercultural project that united thousands of children together from schools in Magical Land of Teaching where they worked *'collaboratively to develop an understanding and appreciation of identities, cultures and languages'* (Tonner-Saunders, 2020) using music, Makaton signing and digital technologies. Her tall, Italian colleague from the Land of Gods, known as the Grande One, persuaded her to navigate the perilous sea to share the project with her students to develop their understanding of the importance of a person's first language being part of their social identity (Gumperz, 1982) and how to develop young people's awareness of linguistic diversity. The six women were captivated by HOTW, and whilst at University they participated in some of the activities and were excited about involving their placement schools in the project. Life was all going at pace and was just fine and dandy. Life was just as Dr Seuss predicted:

'You'll be on your way up!

You'll be seeing great sights! (2016, p.12).

The land of the dreams was in sight and they were just about there; however, something was creeping over their magical land that began to obscure it. The women on both lands wondered what was this mysterious thing that was making people get concerned and make changes to their safe, normal life. The first sign that something was happening to their magical land was on 12th February 2020, when China ordered all schools to close due to something mysterious spreading across their land and making their people very ill (Schliecher, 2020). In the land of olives, whilst the sun shone brightly, the *donne* knew something was wrong but were naïve to how severe it was. *Elliy* continued her journey; however, she was now becoming so afraid that she needed reassurance and support from others. *Beewo* and her friends start realising that *'It wasn't just a steely grey sky or the usual thunderstorm. The sky was dark and menacing,'* but they could only stand and watch the storm approaching.

The Scottish *wifies* watched the news in disbelief as the virus, that had been given a very scientific name called 'Coronavirus' by a very important looking man on the television (Who, 2020), managed to get past the mighty dragon *Thyrus* and was rampaging through the land of the olives making *Elliy's* journey to the Magical Land more difficult and no one knew how to help her. Finally, the Italian *donne's* journeys stopped when their government closed all educational establishments for two weeks, due to people becoming seriously ill and many sadly dying (Giuffrida & Beaumont, 2020). Shortly afterwards, the nasty virus, or now to be known as *The Sly One*, due to not being seen, heard or felt, had conquered the Land of the Gods. The *donne* were now living in the first European country to go into a full national COVID-19 lockdown on 9th March 2020 (Testa, 2020).

Costanza, *Elliy* and *Beewo* were dismayed; at first, it was *'a continued whirl of emotions'*. *Costanza* was *'confused, sad and hopeless,'* but had to quickly learn how to cope with a new routine: online lessons, and remote placements. *Beewo*, a mother and a queen in her hive, though disheartened, focused on *'saving, helping and reducing waste'* in order to share with others, so that *'no one would be left without supplies or help'*. And what would

become of their classroom experience? Costanza was so concerned that she postponed her final teaching placement, and though this enabled her to focus on her study, she was sad and nostalgic as she *'missed staying in school and practising what [she] was studying'* but what she missed the most was *'to enter in the class and answer to the thousands of questions from the children'*.

Jocelyn watched and thought *'it didn't really feel real'* and that it would not happen in the land where Nessie roamed; therefore, she continued to dine out with friends for her birthday where they joked about this mysterious virus. However, she was becoming more concerned so that she started calling her *'family at home who shared their worries of the changes that could happen over the next few months'*. Emily also did not want to believe that the virus would come to her land of hills, as she did not want schools to close due to wanting to complete *'placement without any drama and continue to go about my life as it was'*. The Focussed Lady also had things to complete that the virus could not get in her way. She reassured herself that all would be hunky-dory and the most important thing right now was to send her children to a family member for a holiday so that she could *'get her assignment neatly finished just in time for her final placement'*.

As much as the Scottish wifies thought that their land was safe, their journeys to the Magical Land was becoming more difficult and different. Emily was constantly washing her hands and Jocelyn found placement stressful due to *'staff in the school were under immense pressure to make sure that pupils were washing their hands frequently and staying off school if they were displaying any symptoms'*. Suddenly, their journey to the Magical Land halted. Whilst sitting on a bus travelling home from her placement school, Jocelyn received a text message from very important people to say her placement had been terminated. Alone on the bus, the music that played through Jocelyn's headphones changed to reflect how she felt, where there was a great sadness because she *'had really been enjoying my time on placement, and I was surrounded by great students and the most supportive staff – I felt like I owed it to them to give them a proper thank you and goodbye'*. Emily was also devastated, that she had to leave her *'fantastic placement class on such short notice'*.

Fear turned to panic for the Focused Lady when it was announced that the University was closing. *'How would she manage without her lovely peaceful library with the giant monitors and the cakes in the café and the other lads and ladies to share her great plans with?'* Even worse, it was announced her sproglets school may close! The music that blasted out her car speakers suddenly turned menacing as she thought *'Ok, this wasn't part of the plan, how would she get her Assignment finished with sproglets to feed and amuse? But wait ... no... what?!?! ... if her sproglets school was closing did that mean all the schools were closing?!!!! Oh no no no.'* Not only would she have an assignment to complete, but she would also need to homeschool her sproglets. The focused lady could not compute! Her main focus was she needed to survive and began frantically shopping for Curry Super Noodles, because her sproglets would be able to make them, and toilet rolls, because that is what you buy when the world goes into a panic! Her focus, however, slowly disappeared as her husband was sent home from work which was worry, *'maybe wouldn't get any money for a while'*. Then her focus completely halted and she *'had lots of grown up drinks ate lots and lots of cakes and curry super noodles'*. The Focused Lady did manage to regain her focus for a short time by enjoying outdoor learning with her sproglets and studying whilst her sproglets were in bed.

Not long after this, normal life also came to a halt on the land of the hills. The Sly One had conquered their land and they were also in lockdown. Life had abruptly changed and a very important leading Scottish wife warned that *'life should not feel normal for you right now'* (Sturgeon, 2020). The Focussed Lady was distraught, *'Her future was falling apart. What would happen to her final placement?'*

Chapter 2: The Waiting Place

The Waiting Place...

... for people just waiting.

Waiting for a train to go or a bus to come,

or a plane to go or the mail to come' (Dr Seuss, 2016, p.24).

The Waiting Place was a quieter place. There was an eerie silence whilst all waited for The Sly One to be defeated. In the middle of this silence na-

ture could be heard and as the days turned to weeks then months, stories were being shared in the Online Land of how the Locked-down people were surviving The Waiting Place. Little and big clever people, who spend their lives always asking questions, now were able to be very enquiring to find out what it was like for the Magical Land's educators, pupils and their carers in this Waiting Place. Their voices were the main voices heard with stories published about headteachers, teachers and newly qualified teachers' experiences in the land of the empty hills (Ferguson *et. al.* 2021; Colville *et. at.* 2021; Carver and Shanks, 2021), and on teachers of English in Lands of Olives, Oranges and Dracula (Canals-Botines, *et. al.*, 2021). But what about the voices of the wifies and donne who were trying to reach the Magical Land? Had they become the lost voices of The Sly One similar to those who have lived through a global crisis in the past, where their collective memories have been lost (Eiril, 2020)? Are their voices similar to the missing voices of underrepresented females in history that Professor Suzanne Lipscone spoke about in a recent radio programme (BBC, 2021)?

Well, thankfully, all is not doom and gloom for our main characters of this story, as Wee One and Grande One (the two nice lecturer ladies), made sure that their wifies and donne could let their voices be heard. They both understood the importance of documentary heritage as a means of preserving the past and informing the future (Banda, 2020b; UNESCO, 2020), where they both resonated with Kosciejew (2021) notion that *'remembering is an obligation to the present to continue informing and supporting efforts tackling the pandemic's complex challenges. Remembering is an obligation to the future to preserve knowledge of the pandemic'* (page X). More importantly, Wee One and Grande One knew that the Waiting Place was not a place for their wifies and donne. This certainly was not the place for Emily, who was no longer her busy self, instead she struggled to know what to do and initially *'sat about'*. She felt that *'there was no end in sight'* and that everyone was as *'clueless as each other'* about what to do. The Waiting Place did give time away from their journey to their destination, where Jocelyn and friends kept busy by running and *'learning all the countries in the world'* and Emily learnt sign language and began *'annoying everyone in her house'*. The Focused Lady was just relieved that even although she could not do her final placement, she would still be a teacher, therefore, became her sprogllets' new teacher, which they hated as did she.

Across the mighty sea, The Waiting Place was not a nice one to be for our lovely *donne*, that Elly could no longer contemplate reaching her dream destination as it was no longer in sight and she no longer had the energy to find it. She was now all alone - not even her precious red book could give her comfort. As the sound of soulful piano music floated across the silence a large crash was heard. Elly had thrown her hopes and dreams away due to being '*full of anger and despair*'. Her little red book was now no longer part of her life. Beewo was also unhappy as she could no longer be with her friends and family.

It was clear, the *wifies* and *donne* needed guidance and support to the Magical Land of Teaching. A cunning plan had to be made to make sure that:

'Somehow you'll escape all that waiting and staying.

You'll find the bright places where Boom Bands are playing' (Dr Seuss, 2016, p.26).

And the place where the Boom Bands still played was in the HOTW project. Wee One created collaborative activities which asked pupils, teachers and student teachers to document their lived experiences of the Waiting Place using text, images and music. This multimodal method of storytelling was chosen to enable all to share their experiences through different communication channels, with the music element adding an additional layer to their stories due to the music conveying their emotions and strengthening the storyline (Hargreaves *et. al.*, 2005). Wee One wanted their stories to be like watching a movie, where all the different media penetrated the viewers sense and emotions. She also used music due to its potential '*to overcome linguistic, physical, mental and cognitive barriers to understanding with others*' (Wigram and Elefant, 2009, p.442).

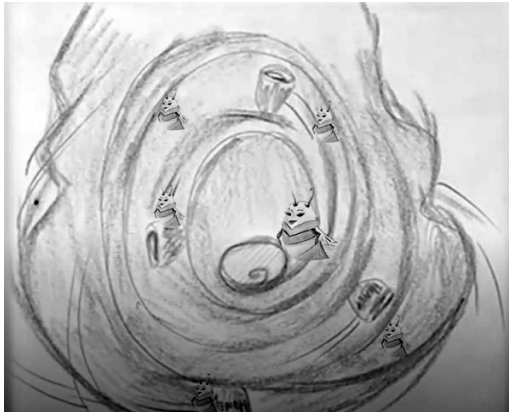
The voices of Wee One and Grande One's *wifies* and *donne*, were no longer lost and forgotten. They were now part of history and culture by having a special public place on the HOTW's project Padlet™ for others to hear their voices: https://en-gb.padlet.com/sharon_tonner2/8x4em6giktszo6nx. This allowed Wee One and Grande One to do the things that researchers do where they explored the *wifies* and *donne*'s stories using a very technical term which Creswell & Creswell (20018) call an interpretivist,

exploratory approach. The shared and different lived experiences of the voices of their wives and donne of their journeys from the Waiting Place to the Magical Land of Teaching could now be told.

Chapter 3: Surviving The Sly One

'Out there things can happen and frequently do' (Dr Seuss, 2016, p.8).

Whilst The Sly One prowled the hills and olive fields, it looked like the world had been paused by his gigantic remote control and all the little human-beings had gone into hiding. As he swept through the empty Roman streets, he saw the same young woman behind a small window talk to herself every day. Unknown to The Sly One, this was Elliy chatting to her peer who was also finding it difficult and needed support. Elliy no longer felt alone and that she was the only one having thoughts of giving up. Further up the street, her friend Beewo was also keeping in contact with her friends. The Sly One noticed that the donne were becoming stronger and more determined each day due to having the support of others.



He had watched from afar the two young wives say tearful goodbyes to their flatmates and return home to their parents. He peeked in Jocelyn's parents' window and saw that she looked bereft. When The Sly One returned a few days later, from his travels around the world, there was a change to the stillness behind the curtains, where the wives were now

calmer and purposeful. Jocelyn was now relaxed due to running, making unusual shapes with her body which she called yoga and reaching out to friends and family to help her survive. The Focused Lady was much more relaxed now. Her unhealthy eating and drinking binge had gone and she had stopped listening to an important man who spoke each day on the TV. Her trying to be a teacher had now been replaced with learning to be a teacher, much to her sprogllets' delight.

When The Sly One first peeked in Emily's window, a little screen lit up her content face whilst she made lots of gestures with her hands and typed away furiously. The Sly One thought she was learning a secret language, but little did he know she was using her time to get ready for the Magical Land by learning online and making things that she could take to this land. But one day when he looked in, the little screen was dark, the music coming from her speakers was now quiet, lethargic and empty. For a whole month, Emily did nothing and looked down. The Sly One had managed to attack her close family and sadly one had not survived and now The Sly One had struck Emily who felt that *'it seemed these was no end in sight to the bad news'*. As Emily found out, survival is difficult when a dangerous monster tramples on you...sometimes time is needed to heal.

Chapter 4: The Magical Land is in Sight

The tide was beginning to turn and nasty Sly One was becoming weaker due to good old Nessie and Thyrus frightening The Sly One with their fearsome roars. The dark shape that had obscured the Magical Land of Teaching, began to disappear and to the wifies and donne's surprise, they were suddenly at their destinations. As they listened to the radio blast out an energetic, lively tune, that would make you want to jump up on the dance floor and celebrate, there was something holding them back... the unknown! Questions ran through their heads about what the Magical Land of Teaching would now be. Jocelyn was wondering *'how classrooms will be setup, what resources I will be able to use, how schools will be managing social-distancing'*. At this moment in time she felt *'completely in the dark'*. Whilst Emily pondered in her busy head, *'will we see a second lockdown? Will the world ever be the same as I once knew?'*. The Focused Lady was just relieved to be at her destination and that she and her sprogllets had sur-

vived The Sly One. She no longer worried that she could not complete a final placement to prepare her for this land, as in her mind, *'probably she wouldn't ever feel 'ready' to be a REAL teacher anyway'*.

Some destinations are difficult to reach and those that survive the journey, develop new skills, strengths or find out things about themselves. As the wifies and donne gazed at the Magical Land, Jocelyn spoke out stating that due to The Sly One invading her land, she now appreciated *'that this experience will be beneficial for me to consider new and innovative ways of teaching and learning'* to which Beewo smiled and agreed saying it was about finding new ways to live rather than try and live like the past. Jocelyn then turned to the others and said that what she learnt about herself was that she was adaptable and flexible to which the Focused Lady nodded her head as she also was thinking the same thing about herself, and about shouted out the fancy word 'growth mindset' that teachers use, due to reading so many teacher books. Elliy looked in her little red book and wrote down the three words *'tenacity, wilfulness and determination'* to sum up what she found out about herself in the past few months. Emily smiled and reflected on her experience and after all that she had been through she now felt strong enough and ready *'to take on the future and see what the next chapter in life holds'*.

Chapter 5: Lesson Time

At one side of the mighty sea, sat Wee One all wrapped up in big cosy jacket and wooly hat drinking a pipping hot cup of tea and knitting a blanket whilst Grande One lounged in the sun at the other side sipping a warm cappuccino and munching on a rather tasty croissant. Both ladies had just watched their wifies and donne graduate virtually to the Magical Land of Teaching and were now having a good old natter like two old fish wives sitting beside the seashore. The Sly One and their six women were the focus of their conversation where they talked endlessly about the valuable lessons the women had learned that will help them survive whatever is thrown at them on the Magical Land.

Grande One smiled as Wee One spoke about one of these valuable lessons where it is alright to be in a slump as long as you can get unslumped as

Dr Seuss (2016) would say. When in a slump the wifies and donne felt sad, frightened, unmotivated and resorted to behaviours that were out of character. And rightly so, the Sly One had taken away their prized goal. Emily's slump, due to experiencing loss, was a very dark place where grief overshadows any lightness that is about. When Elly was in a slump and had disconnected from others, this was a good thing, according to research, as this was her body and mind going into survival mode to enable her to have some solitude to feel sad and process her emotions (Lomas, 2018). Whereas for Emily, who was always on a mission, the slump was a place to rebuild her inner world (Freud, 1949). As for Nikki, where she survived on noodles and drinks, she was not alone, as behind closed doors, many people sought comfort from binge or emotional eating (Robinson *et.al.* 2020; Scarmozzino & Visioli, 2020). This emotional type of eating is natural as it is one of the ways that people deal with stressful events that arouse feelings of anger, fear and anxiety (Van Strien, 1986). The important part of the lesson is that these behaviours do not become permanent, therefore, strategies to 'unslump' are required, among which resilience and relationships.

Little Elly, who had become a recluse and could no longer contemplate reaching the Magical Land, found strength from speaking to her peers where a shared understanding was found. She was no longer alone with her worries, and through the power of a good old natter, she found the strength to start visualising her dream land once more. Beewo also found strength from her classmates to push The Sly One aside to enable them to get closer to the Magical Land. Whereas Jessica and Emily found support from their friends and family to help build the resilience they needed to arrive at their destinations. Although many could not meet face-to-face, virtual social interactions can still impact positively on a person's mental health and wellbeing, due to taking the loneliness element away (Sahi *et. al.*, 2021). Resilience, relationships and being able to talk are key to survival on the Magical Land, not just for the wifies and donne, but also for their pupils, who will need taught these survival skills.

Grande One agreed with Wee One and added the transferable skills such as flexibility and adaptability are precious items to carry in the teacher's survival bag and share with pupils (Leproni, 2016), especially if plans or

goals do not go in the right direction or are halted. Along with other competences, such as the ability to communicate and negotiate, they allowed both wifies and donne to get a work/life balance, enabling them to reconsider their own priorities and refocus on the time they needed to spend on things other than their life in the Magical Land of Teaching. Moreover, the brave girls exploited the power of stories along the path. The “technique of teaching that has stood the test of time” (Chambers, 1970) helped them share cultural and personal information, as well as improving their linguistic competences both in their native and in a foreign language (Hendrickson, 1992). Their capacity to tell their own story, and to listen to their peers who fiercely fought along with them, though at distance, helped them out the snares of The Sly One, unexpectedly making them aware of their professional strengths, and enabling them to make a real change and be more effective in the profession they chose, to understand their pupils and their own learning and processing style (Kolb, 1984). It taught them that the goal may transform, the final destination may be different from what expected according to unforeseen events, but when motivation is strong enough, the journey itself matters, and it is worth to make it lifelong (Leproni, Canals Botines & Tonner-Saunders, 2021).

Wee One gave that knowing smile as she spoke about her wifie Nikki and the valuable lesson she learnt playing the role of a teacher with her sprogllets. The problem was that her role at home was a mummy not a teacher and that when in the Magical Land of Teaching, this land becomes her stage to be a teacher. When she leaves the stage and returns home, she has a different audience and needs to now be a different character. Wee One thought, Nikki should read more classic literature as she would find the great words of Shakespeare would help her know that she has multiple characters to play in this life but needs to know when to start and stop playing them:

*‘All the world’s a stage,
And all the men and women merely players;
They have their exits and their entrances;
And one man in his time plays many parts’* (Shakespeare, *As you Like it* Act 2, Scene 7)

From Nikki's lesson, she and others should always be mindful of their teacher role and to not let this role impact on their relationships with other at home.

One thing The Sly One forced all to do, was use digital technology more, resulting in becoming more digital literate. On the Land of Magical Teaching, it is a requirement that all teachers are digitally literate according to the European Framework DigCompEdu (Punie and Redecker, 2017) and the Scottish Standards for Provisional Registration to become a teacher (GTCs, 2021). Through having to use digital technology to survive The Sly One, participating in the HOTW intercultural project and developing digital storytelling skills, the wifies and donne's digital literacy competence, confidence and skills increased greatly (Tonner-Saunders & Shimi, 2021; Canals-Botines, Crisan, Leproni *et al.* 2021). Jessica noted digital literacy and innovation as part of her learning whilst hiding from The Sly One. Hopefully, she and others will take this valuable learning with them to the Magical Land and use it rather than wait for The Sly One to return...as he will due to only being in hiding!

Lesson come from life stories, and thankfully little Elli did not throw her life story away. Her Little Red book may have been put aside when it felt like life was not worth documenting, however, like all life stories, there are still chapters to be lived, recorded and shared in a Little Red book or through other mediums, with digital storytelling being one of them. The wifies and donne all agreed that reflecting on their journeys and sharing these using images, music and text was therapeutic and rewarding. They also found it extremely powerful and emotional to view other stories due to the music that accompanied each slide providing additional information about '*characters, about major turning-points in the story, about the deep subtext beneath a scene*' (Banes, 2021, n.p.). In the Land of Magical Learning, our teachers and their pupils should take time to document the chapters in their lives because:

'Everybody is a story. When I was a child, people sat around kitchen tables and told their stories. We don't do that so much anymore. Sitting around the table telling stories is not just a way of passing time. It is the way the wisdom gets passed along. The stuff that helps us to live a life worth remembering' (Remen, 2006, p. xxxvii).



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As to the writing of this story, Sharon Tonner Saunders (the Wee one) sketched the main features of the text and described the wifies cases and the context of Scotland, while all parts concerning the Italian donne and the Italian context have been written by Raffaella Leproni (the Grande one). Conclusions have been drawn in the spirit of the journey, the writing being a collaborative experience. of sharing and building together.

This book is the result of the Universitat de Vic – Universitat Central de Catalunya (UVic-UCC) organising the Fourth International Conference entitled: “Storytelling Revisited: Gender and Health”, held in Vic (Barcelona), on 24 November 2021. This Conference provided a forum for teachers, students and researchers to go deeper into the relationship between gender and health. It was an interdisciplinary conference organised by the three research groups EMPREN, GRAC, GRELL, GETLIHC, GSAMIS, TRACTE and TEXTLICO at the Faculty of Education, Translation, Sport and Psychology and the Faculty of Business and Communication. This academic meeting revolved around the study of gender and health in relation to storytelling. Our overarching goal was to stimulate discussion and to highlight the importance of establishing criteria regarding the choice of gender, health and storytelling.