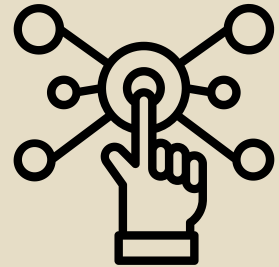


DIGLIT DIGITAL GUIDE



LIT UP YOUR PHONE

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 PÉCSI TUDOMÁNYEGYETEM
PTE Coordinated Master's Studies and Communication
Faculty Library Consortium

WELCOME!

Welcome to the DigLit Guide!



The Erasmus+ project **DigLit: Lit Up. Your Phones** has developed teaching methodologies for the English classroom that combines contemporary Young Adult Literature with Digital Storytelling to foster intercultural competences and extensive reading. It is the aim of this guide to provide information on how to carry out this DigLit methodology which combines reading Young Adult Literature and Digital Storytelling. This guide is designed to be **used digitally as a pdf** with hyperlinks that will direct you to more information in the individual sections.

This guide has **three sections**. The first section will discuss the **importance of using stories** in the language classroom. The second section will outline a **Step-by-Step description** on how to create and carry out a **Digital Social Reading Project** and a **regular reading project** with contemporary Young Adult Literature. The final section will explain how **Digital Storytelling** can be implemented as a post-reading activity within a reading project.

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IMPORTANCE OF STORIES

For most of us, stories have been sources of memorable content and language throughout our lives. And yet, according to classroom-based research, in many English classrooms stories tend to appear on the “educational margin or frills” (Egan 1989, 29), only dealt with when we have finished with the “more serious” things.

We will now look at some of the reasons that justify that time spent with stories in our classrooms is well spent. **How do students benefit from the regular use of narratives in the English class?**

Click on them to learn more!



[Cognitive Development](#)

[Engaging Context for Language Learning](#)

[Opportunities for Interaction](#)



PART I: DIGITAL SOCIAL READING (DSR)

Digital Social Reading (DSR) is a relatively new concept that refers to “a wide variety of practices related to the activity of reading and using digital technologies and platforms (websites, social media, mobile apps) to share with other people thoughts and impressions about texts” (Pianzola 2021, 4).

For more info: [Click here!](#)

TIPS FOR DESIGNING A DSR PROJECT



[Tip 1: Choosing of Platform](#)

[Tip 2: Small Groups](#)

[Tip 3: Pre-and Post-Reading Activities](#)

[Tip 4: Prompts](#)

[Tip 5: Asynchronous Discussions](#)

[Tip 6: Face-to-Face Discussions](#)

Section 1: Step-by-Step DSR Guide

STEP 1:

Introduction of the Project

Raise your students' awareness of the goals and benefits of extensive reading through digital technologies. First, tell them they are going to be involved in an extensive online reading project and provide them with clear expectations regarding their participation in the project. Second, have a discussion with them (Task 1) about their reading experiences. Third, brows through our DigLit Young Adult Literature collection (Task 2).

Task 1: Discussion

Have a discussion about:

- their **reading habits** (what they like to read and why, when/how/where they read, etc.)
- how people read in their **first, second** and **third language**, and the differences and similarities that exist
- their **expectations** and **fears** about reading authentic texts in English

Task 2: YAL Collection

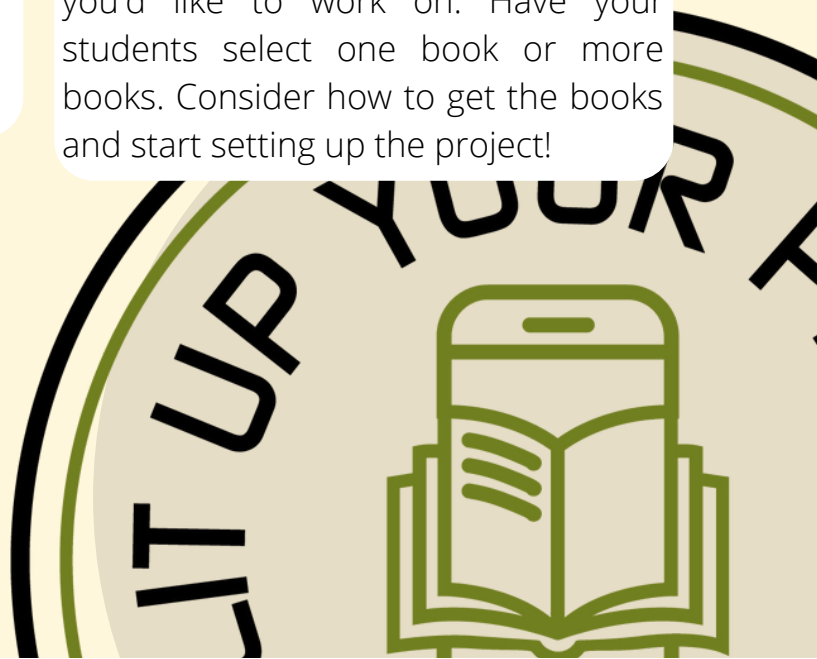
After the discussion, review with your students the **DigLit Young Adult Literature Collection**.

Ask students:



- which books are appealing to them, and why
- which books aren't appealing and why

Together with your students, decide which **topic(s) and/or genre(s)** you'd like to work on. Have your students select one book or more books. Consider how to get the books and start setting up the project!



STEP 2:

Choosing a Book

Encourage your students to choose the **most appropriate book(s) to read**. Supporting students' selection by arousing their curiosity and building their motivation can be done in several ways depending on the time at your disposal, the age and language level of your students, and the goals of the project. Below you will find two examples of activities that you could implement.

Activity 1

- divide students in **small groups** (3-4 people)
- let them brows through the [Diglit YAL Collection](#) to find **three books** they would like to read
- ask them to explain their decision and share the results of their discussion on a chosen platform, e.g. [Padlet](#)
- out of all the selected books ask students to make **a final list of ten books**.

Activity 2

Select **six books** from the Diglit YAL Collection that you think respond to your students' interests and needs.

Prepare a **HyperDoc** with titles, cover pictures, and links to Google Books or Goodreads.

Divide students in **pairs** and ask them to read the first three pages of each book and fill out:

- Title of Book:
- Setting (where & when):
- Main Character:
- Problem:
- Possible Issue:

STEP 3:

Obtaining the Books

To obtain the texts to read with your students, here are some options:

Public Domain Books

Rent E-Books

Buy E-Books

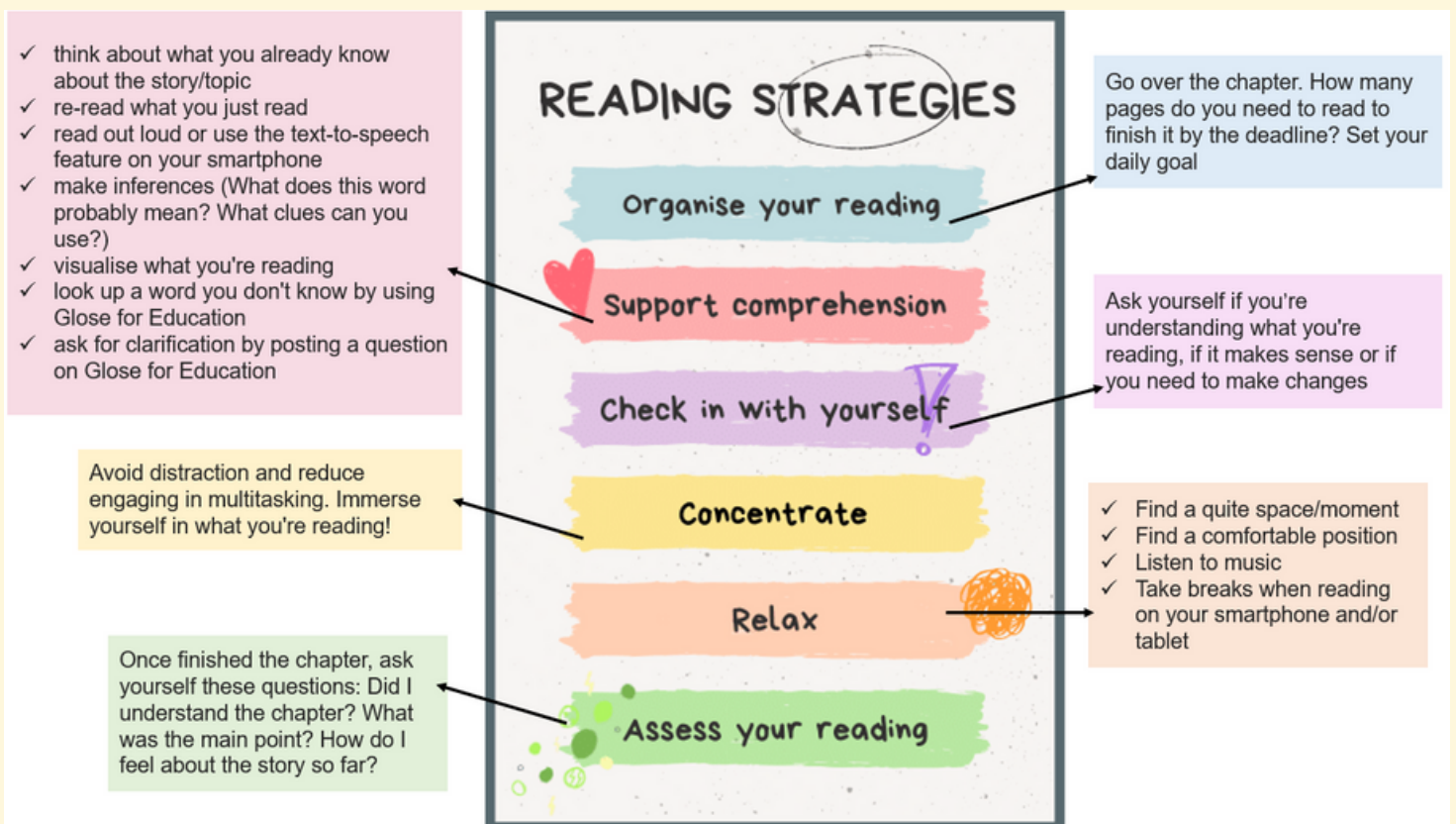
Glose for Education



STEP 4:

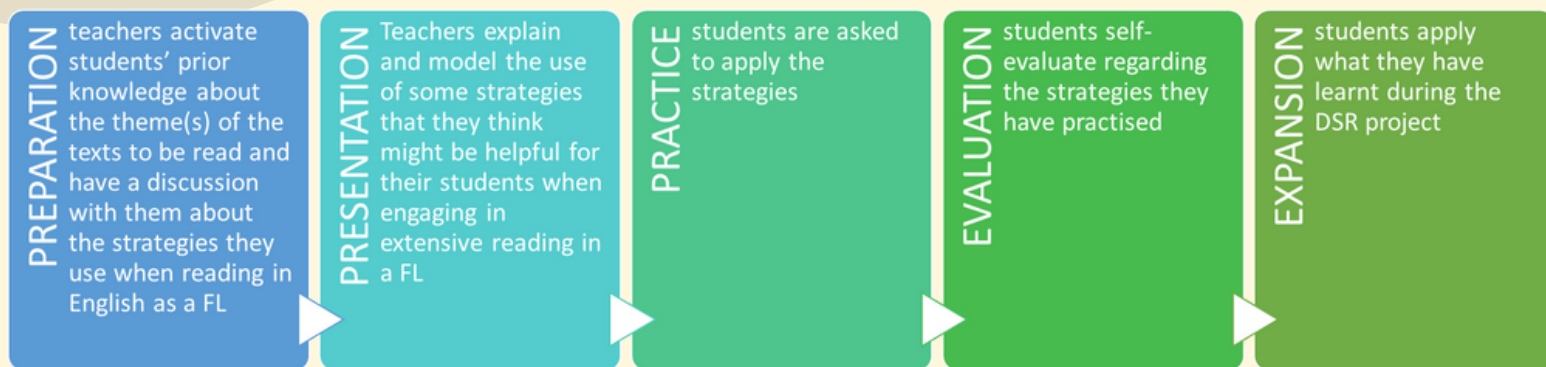
Strategies to Keep Students Engaged

Develop strategies to prepare for reading and to sustain reading. Depending on the digital platform, these will look different. Here is an example from the Digital Social Reading Application Glose for Education:



In reviewing the strategies with students before they start reading autonomously, you could follow the steps presented below:

Figure 2: CALLA Model of Strategies Learning adapted from Chamot et al. (1999, 45)



To sustain students' engagement with reading during the project you could also ask students to **keep a reading chart** with the following information:

- Week
- Reading goal
- Pages read


Think of prizes (i.e. points, badges, etc.) to reward students who hit important milestones.

If you decide to use Glose for Education, some of these features are already available through the application.

Finally, check on students' satisfaction and enjoyment of the project regularly.



DSR activities based on *We Were Liars* (2014) by Emily Lockart




The activity we report here is based on *We Were Liars* (2014), a psychological horror young-adult novel written by Emily Lockart. The book is composed of eighty-one short chapters and is perfect for students that have a B1-B2 level in English. The book focuses on different themes, such as family conflicts, mental health, and growing up. It is centred on the Sinclar family, a wealthy and apparently perfect family that spends every summer on their private island, until, on summer fifteen something terrible happens that changes their life forever. It is a book that has all the ingredients teenagers love – mystery, first love, friendship, conflict – but it is also an invaluable tool for language teachers who want to discuss issues related to mental well-being and health.

Pre-Reading Activity (online on Moodle)

To activate students' schemata and introduce them to the issues related to mental health and well-being, students participate in a pre-reading discussion on Moodle. They are asked to complete a **Google Quiz** on mental challenges and then answer the following questions in a post:

- How did you find the test? Was it interesting, boring, difficult, etc.? Why?
- Did you find anything that surprised you or that you didn't know?
- How important do you think it is to know and talk about mental health and well-being? Why?

To reply to these questions, students could help themselves by reading the sections "What is mental health", "Mental Health Challenges", and "Myths vs Facts" on the [Walk in our shoes](#) website.

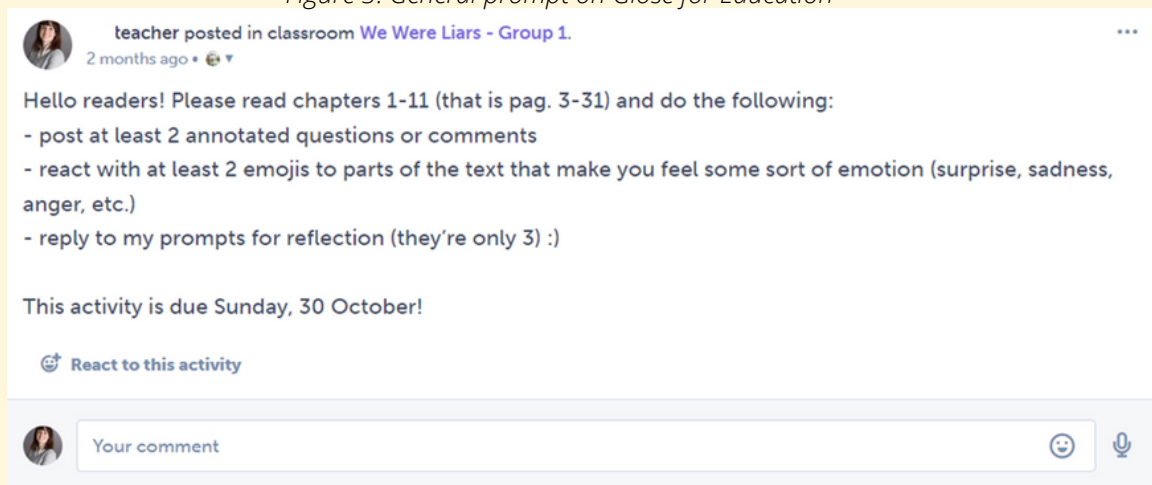


During-Reading Activity (online- Glose for Education App)

After the initial discussion, students are divided into smaller groups and the reading on Glose for Education starts. This phase can last around **four weeks** and each week students are assigned a few chapters (around 30 pages) to read, depending on the time available. To scaffold students' reading and promote their interaction with each other, both general and specific prompts are created. The general prompts are shared on the classroom homepage of Glose for Education and the specific prompts are created on the text margins within the App.

Below find an example of a **general prompt** (Figure 3) and of a **specific prompt** (Figure 4):

Figure 3: General prompt on Glose for Education



teacher posted in classroom **We Were Liars - Group 1**.
2 months ago

Hello readers! Please read chapters 1-11 (that is pag. 3-31) and do the following:

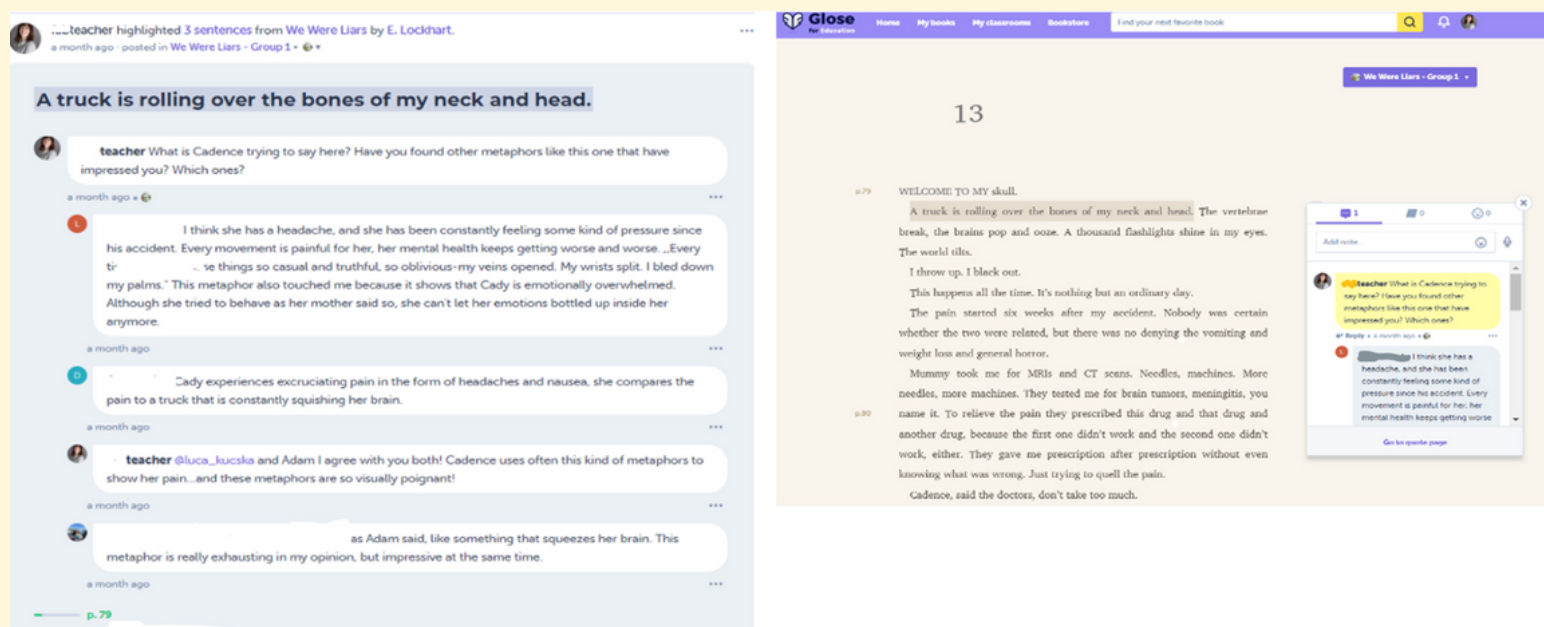
- post at least 2 annotated questions or comments
- react with at least 2 emojis to parts of the text that make you feel some sort of emotion (surprise, sadness, anger, etc.)
- reply to my prompts for reflection (they're only 3) :)

This activity is due Sunday, 30 October!

React to this activity

Your comment

Figure 4: Specific prompt on Glose for Education



teacher highlighted 3 sentences from **We Were Liars** by E. Lockhart.
a month ago · posted in **We Were Liars - Group 1**

A truck is rolling over the bones of my neck and head.

teacher What is Cadence trying to say here? Have you found other metaphors like this one that have impressed you? Which ones?

I think she has a headache, and she has been constantly feeling some kind of pressure since his accident. Every movement is painful for her, her mental health keeps getting worse and worse. „Every thing is so casual and truthful, so oblivious-my veins opened. My wrists split. I bled down my palms.“ This metaphor also touched me because it shows that Cady is emotionally overwhelmed. Although she tried to behave as her mother said so, she can't let her emotions bottled up inside her anymore.

Cady experiences excruciating pain in the form of headaches and nausea, she compares the pain to a truck that is constantly squishing her brain.

@Luca_kucska and Adam I agree with you both! Cadence uses often this kind of metaphors to show her pain...and these metaphors are so visually poignant!

as Adam said, like something that squeezes her brain. This metaphor is really exhausting in my opinion, but impressive at the same time.

WELCOME TO MY skull.

A truck is rolling over the bones of my neck and head. The vertebrae break, the brains pop and ooze. A thousand flashlights shine in my eyes. The world tilts.

I throw up. I black out.

This happens all the time. It's nothing but an ordinary day.

The pain started six weeks after my accident. Nobody was certain whether the two were related, but there was no denying the vomiting and weight loss and general horror.

Mummy took me for MRIs and CT scans. Needles, machines. More needles, more machines. They tested me for brain tumors, meningitis, you name it. To relieve the pain they prescribed this drug and that drug and another drug, because the first one didn't work and the second one didn't work, either. They gave me prescription after prescription without even knowing what was wrong. Just trying to quell the pain.

Cadence, said the doctors, don't take too much.

Post-Reading Activity (online- Moodle)

After having finished the book, students are encouraged to share their reactions and interpretations of the text on Moodle. Students have to reply to **two different discussion prompts**, one more general and one more specific. See the examples below:

General Prompt

Dear readers,

After reading the book on Glose Education, now it's time to have a little discussion.

In this forum, please answer these questions:

- What is your immediate reaction to the book? Why?
- Which passages or aspects of the book particularly interested you? Why?
- Which characters and/or events did you relate to in particular and why?
- What is the most important message of the book for you?

The deadline for this activity is: ...

I can't wait to read you!

Best,

Your teacher

Specific Prompt

Dear readers,

By reading *We were liars* by Emily Lockart we explored issues related to mental health and well-being.

So, the questions I want to ask you at this point are:

- In the book, Cadence suffers from PTSD. What could you do to support someone who suffered from mental challenge? Find also information online on this issue.
- What other aspects related to mental health and well-being do you find interesting and would like to explore in the future?

The deadline for this activity is: ...

In responding to these questions, you write a post or upload a voice message or video!

Best,

Your teacher

PART II: READING PROJECT

Instead of using a digital reading platform, the DigLit methodology is also applicable to use **printed books**. Similar steps as for the DSR project are recommended for the reading project.



Step 1: Introduction of the Project

Step 2: Book-Choosing Activities

Step 3: Obtaining the Books

Step 4: Strategies to Keep Students Engaged

Section III:

Digital Storytelling as Post-Reading Production

Within this project, Digital Storytelling is implemented after the reading of the novel as a post-reading activity. The digital stories are created by using popular smart phone apps. For more information on Digital Storytelling

[click here!](#)

Steps for creating a Digital Story:

Step 1: Brainstorming

Students are encouraged to collect ideas for the Digital Story they will create. The Young Adult Novel functions here as a trigger to come up with an idea for the Digital Story. Here are some questions:

- What topic or theme from the book sparked your interest?
- What character was particularly interesting for you?
- What are your ideas for a sequel to the book?
- How can you now turn these ideas into a digital story?
- What will your story be about?
- How are you going to present it?
- Which App will you use?



TIP:



Show [this video](#) on how to do Digital Storytelling (5 minutes)



Step 2: Storyboard

It is very important to plan the Digital Story carefully in order to have a smooth recording. Students are encouraged to write out their script and to edit it before recording. The **storyboard** below will be useful for the process.

Storyboard				
	Time	Text	Visuals	Audio
Beginning				
Main				
Ending				

IMPORTANT SIDE NOTE: The students **MUST** record their own voice and cannot use any pre-recorded voiceovers.

A printable version of the storyboard is in the appendix of this guide



Step 3: Recording and Editing

The recording of the story can be done on any smartphone App the students like to use. Examples:

- Flip (log in with Microsoft 365)
- Capcut
- ShadowPuppet (Apple Devices/ just still images)
- Com-phone (Android Devices/just still images)
- Splice
- Filmora
- Clipchamp
- Canva
- Google Photos
- just your camera
- any other App on your phone



Step 4: Sharing

The digital stories should be shared with the teacher and peers. Uploading them to a platform, such as Moodle, is an ideal way to do this. Other options are:

- Upload your video to a cloud service and share access via a link
- File sharing websites such as [WeTransfer](#) can also help you share larger video files
- Upload your digital story to YouTube and share the YouTube link

Step 5: Reflecting

After the digital storytelling process, it is very important to reflect with the students. This can be done in small groups, pairs, or individually in written or oral form. Some questions for reflection:

- What inspired you to create your digital narrative?
- What did you enjoy the most?
- What did you find difficult or challenging about the project?
- What advice would you give other students working on digital narratives?
- Other things you'd like to say?

APPENDIX

Storyboard				
	Time	Text	Visuals	Audio
Beginning				
Main				
Ending				