HANDOUT MULTIMODAL TEACHING
FOR TEACHERS & PUPILS

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This handout has been devised to help teachers pay explicit attention to the **multimodal nature of digital stories**. Specifically, before students start designing their own digital story, teachers can raise their awareness of how different **semiotic resources** (audio narration, images, images, video clips, and so on) are used to construct a digital story by analysing with them a few examples available on the internet or on the DigLit website (www.diglit.eu).
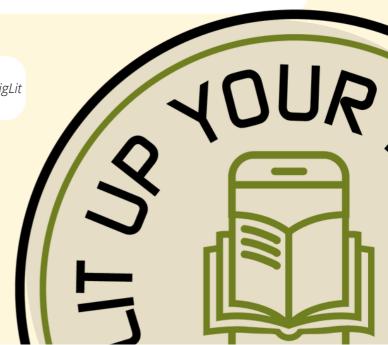
The analysis, which can be carried out following the layout on the next page, will encourage students to become **critical multimodal designers** while also help them to better understand what product is expected of them at the end of the digital storytelling process.

The layout on the next page can be made easier or more difficult depending on the age and language level of the students.

STEP 1

The teacher and students **watch an example of a digital story togeter** and the students use the handout *(see page 4-5)* to guide their analysis of how the different semiotic resources are used/orchestrated to support meaning-making.

STEP 2

Students are divided into **small groups** and are asked to carry out the analysis of **other two digital stories** following the same layout.
Each group has also to evaluate which story they like best and give reasons why.

STEP 3

Each group **shares the result of their analysis** and briefly comment on which story they like best. The teacher engages students in a reflection on the overall activity.

1. Macro features

1.1. Length: _____

1.2. Narrator: _____

1.3. Point of view (1st, 3rd person narrator, etc.): _____

1.4. Theme of the story: _____

1.5. Structure of the story:

Beginning

Body

End

1.6. The story has been produced by using and combining the following multimedia elements:

a) _____

b) _____

c) _____

2. Micro features

2.1. Now concentrate on each single element and briefly describe it.

a) Speech

a(1) style of English:

a(2) prosody:

intonation
pauses
emphasis

b) Music
 b(1) What type of music?
 b(2) How loud is it compared to speech?

c) Pictures
c(1) What do pictures represent?
c(2) Do they (always) match what the narrator say?
c(3) Is it easy to understand what they represent?

2.2. What are the values/emotions conveyed by the story?

-_____
-_____
-_____

2.3. Are speech, music and pictures combined appropriately so as to convey these emotions? What would you change/improve?