Strategies on using e-Resources to Cultivate Students’ Creativity in Speaking and Writing
Icebreaker

QR Code Reader

*QR Code* stands for *Quick Response Code* and is a kind of barcode that you can scan using a QR Code reader app such as *QR Reader*. You can create a QR code that links to a website, video, picture, or send a message, store a text message or contact details.

http://padlet.com/wall/l4ntg5h1bve
Icebreaker

Use your ipad to read the code and post your answers to this question on the website:

*How do you promote creativity in your classes?*
Aims

• To consider the different types of e-resources you can use and some selection criteria for choosing e-resources.

• To consider and discuss opportunities, approaches and tactics for developing student creativity in speaking and writing using e-resources.

• To take part in demonstrations and activities which illustrate how to develop students’ creativity in speaking and writing.

• To consider the effectiveness of the pedagogies in the workshop and how these could be integrated into the school-based English Language curriculum.
Workshop Schedule

• Introduction.
• Practical Demonstration 1 - Digital Stories.
• Break 10.45 – 11.00.
• Practical Demonstration 2 – Using Wikis.
• More Resources.
• Feedback.
• End 12.15.
# Key Terms Quiz

**What is a wiki?**

| a) | A free website where you can get information. |
| b) | A series of connected web pages written and edited usually by more than one person. |
| c) | A place to store photos and music. |

**What is a digital story?**

| a) | A story online. |
| b) | The new practice of using digital tools to tell a 'story'. |
| c) | A story that uses multimedia. |

**What is a VLE?**

- a) A social networking site
- b) A Virtual Learning Environment
- c) A Vital Learning Exercise
What is Creativity?

Who do you think is creative?
Why?
What is the most creative activity you have ever taken part in?
(A dance group/theatre group/art project/debating society)
creativity can be expressed in collaborative as well as individual activities, in teamwork, in organisations, in communities and in governments.
e-Resources, Creativity and Your School

Which areas of your school curriculum (including after school activities) help your students to be creative?
Creativity (Generic Skill)

- To give expression through creative writing.
- To give personal responses on a range of topics.
- To listen, read and critically appreciate a broad range of imaginative texts.
- To cultivate and demonstrate free and open attitudes.
- To use problem solving techniques to explore alternatives.
- To exercise imagination and independent judgement in regard to their own learning agenda (self – directed learning).

Curriculum and Assessment Guide for English Language (2007:133):
Creativity Theory (in the Classroom)

• Playing with language.
• Adapting ‘old practices’ – a place for e-Resources?
• Scaffolding/rules – acrostics/ballad form/mini sagas/flash fiction.
• Time and silence – ideas can come slowly.
• Random combinations/changes – editing.
• Everyone can be creative.
• Improvising – drama.

Maley (2014)
Successful use of e-resources

- Formal and informal learning;
- Individualised and collaborative learning;
- Collecting evidence of improvement.

The teacher does project work involving Blogs and Wikis....

....with a blend of individualised pages and group pages

which can be used for assessment purposes and communication with students.
Successful use of e-resources

Pre-Tasks.....brainstorming, provide context and purpose, individual and collaborative, comparing and contrasting, ranking, searching, collecting

Tasks...limitations, open ended, original ideas, collaboration, transformation....a product

Post-Tasks...criteria, evaluation, judging

Apps that can organise information
Software and webpages
Blogs and wikis
Create webpages, content
Presentation software and apps
Used by others?
Improve or repurpose
Successful use of e-resources

• Why do you use e-resources? How do you use them?

• Think of an example of an e-resource you used that was successful? Why was it successful?
Example – Student Forum

An online forum is an ideal place for students to practice the language of opinion/argumentative writing taught in class.

• Students were taught the language of opinion in class and given time to make notes/brainstorm their opinions in the areas discussed.

• The forum log in procedure was demonstrated and several students did the log in on the IWB in class. The students only needed an email address and a password to join. They were asked to use their class name in English when they logged in.

• The students were asked not to upload any photographs of themselves. Only avatars were allowed. Avatars can be chosen at log in. This was demonstrated in class.

www.lefora.com
Example – Student Forum

- The forum was open for four days from Friday to Monday.
- The forum was a place for the students to practice the language of opinion/argumentative writing. Homework was to post at least once and respond to someone else at least once.
- I posted three discussion areas based on the content in our workbook (crime and punishment). A welcome message was also posted.
- The students were encouraged to post links and resources to support their opinions and to keep their comments polite and focused on the discussion topic.
Example – Student Forum

- 24 students joined. 2 did not. 1 student joined twice.
- The students posted 71 times over the time period allowed. 7 students posted more times than the homework requirements. One student posted his own discussion topic.
- Monitoring the forum was very time consuming and involved checking the page almost constantly over the weekend. I was responding to posts, adding resources and summarising posts almost constantly over the 3 days. This played a big part in keeping the discussions going as the students were getting a response to their posts almost immediately.
- The forum provided plenty of written work which was analysed for errors and then reviewed in class.
Successful use of e-resources

Don’t
• Focus on novelty.
• Use as a treat.
• Have expectations which cannot be met.
• Try on your own!

Do
• Give thinking time.
• Provide roles.
• Facilitate language learning.
• Try yourself!
Demo 1 - Generating Ideas and Digital Storytelling (focus on speaking)

Aims

1. To develop students' understanding of stories.
2. To develop a story structure based around pictures.
3. To encourage the creation of something new.
Demo 1 - Generating Ideas and Digital Storytelling

- an introduction to the concept with examples
- planning using the mind mapping app popplet
- creating a story using the SonicPics app or computer software.
Digital Storytelling

• Can encourage creativity by enabling learners to express their ideas as a sequence of moving images rather than through language.

• Can make student’s thinking more explicit by providing them with the means to communicate visually.

• Can allow ideas to develop without the need to write them down fully.
Demo 1 - Generating Ideas and Digital Storytelling

Context and Purpose

Your school is having a competition and you need to retell a classic fairy tale using digital tools if you want to enter.

Task

Plan the story content using the Popplet app. Rehearse your script and select the images you are going to use.

Product

Use the SonicPics app to create your digital story. Save your video to the photo library on your iPad.

Assessment

The judging panel will decide on the most creative and interesting story. Additionally, are the images and the script connected and have you followed the plot outline provided?
1. What are the settings?
2. Who is the main character?
3. Write a line of dialogue:

4. Write 3 verbs to use in the story:
5. Senses: write some things you hear, smell, taste, touch or see in the story:
6. Write two objects/things that appear in the story:
Demo 1 - Generating Ideas and Digital Storytelling

Plot Outline

Opening

Rising Action

Climax

Falling Action

Resolution
Demo 1 - Generating Ideas and Digital Storytelling

Use the worksheet to help you write your story script.

**Opening**
Cinderella lived with her two ugly sisters and her wicked step-mother.

**Rising action**
The ugly sisters went to a ball given by a handsome Prince. Cinderella’s fairy godmother turned her into a beautiful princess so she could go to the ball too. She was warned the magic would only last until midnight. At the ball she danced with the prince all night.

**Climax**
As midnight struck Cinderella was still dancing with the Prince. She had to run away so quickly she lost one of her glass slippers.

**Falling action**
The Prince searched all the houses in the land looking for the beautiful woman who had lost her glass slipper. Eventually he found Cinderella whose foot was the only one small enough to fit the tiny slipper.

**Resolution**
The Prince married Cinderella and they lived happily ever after.
Demo 1 - Generating Ideas and Digital Storytelling

Rehearse your script

1. Decide who is going to read your story

2. Take some time now to practice your story script before we record

3. You will need to use 5 images; one for each part of the plot
During this stage we will:

• look at ways of using an app called SonicPics to create a story
• make a SonicPics digital story
Demo 1 - Generating Ideas and Digital Storytelling

1. Open SonicPics
2. Create a project
3. Add a description
Assessing the work – collecting examples

• Are the image and the speech recorded connected?
• Has the plot outline been followed?
• Are the language and lexis accurately used? (narrative tenses, adjectives)
• How creative was the story? Was the progression logical?
Demo 1 - Generating Ideas and Digital Storytelling

Reflection – Recap

1. We generated ideas and language as well as images to use in our story using popplet

2. We wrote a script

3. We practised our script

4. We recorded and shared our stories
Reflection Questions

1. Did the demonstration develop creativity as well as speaking and writing skills? How?

2. How do the e-resources help in developing student creativity?

3. What would you use? How would you change it?

4. What problems do you foresee and how could you change things to avoid these problems?

5. Can the lesson be done in an alternative way with different e-resources? Which and how?

6. What could you do with any completed stories?
Demo 1 - Generating Ideas and Digital Storytelling

Alternative means of production

• Storykit - An alternative app to SonicPics which is free.
• Microsoft moviemaker/ imovie
• Powerpoint slideshows
Demo 2 – Using a Wiki
(focus on writing)

Aims

1. To enable an outcome (writing task) to be shared;
2. To encourage a personal response;
3. To foster critical appreciation through peer reviews and open attitudes.
Demo 2 – Using a Wiki

Why a wiki?

“When students are given an opportunity to share their creative writing with others, it helps their learning in many ways. It can improve their sense of identity and confidence, promote collaboration and peer evaluation, and motivate students to improve their written work.”

“The 'comments' function of a wiki promotes interaction and the exchange of ideas among students. It is useful for developing students' writing as well as their reading. It also encourages students to become active readers in order to be able to give feedback to their classmates.”

Promoting New Literacies in Hong Kong Schools (2011)
Demo 2 – Using a Wiki

Wikipedia

Discussion

Can you trust Wikipedia?

Do you think anyone should be allowed to edit the pages?

Why is there very little ‘vandalism’ of pages?
Demo 2 – Using a Wiki

For Wikipedia

• Anyone can amend and contribute to knowledge base.

• Textbooks etc. are not bibles: need to question and verify sources of information.

• Kept up-to-date.

• Is peer-reviewed by the world community - a broad spectrum of people.

Against Wikipedia

• Expert-written article can be amended by someone who doesn’t have full knowledge of the subject.

• Contentious opinions can be passed off as facts by someone.

• Inaccuracies can be published and go undetected.
Demo 2 – Using a Wiki

An example Wiki

http://ournewclasswiki.pbworks.com/w/page/66748857/Home
Demo 2 – Using a Wiki

Log in to a Wiki and explore

Use the log-in name and password provided to access the wiki.

http://cultivatestudentcreativity.pbworks.com/
Demo 2 – Using a Wiki

Editing

Go to the student page for your group:

• Add some biographical details…invent it! Save it!

• Click on the ‘Writing Page’ for your student.

• Edit the writing you find there. Save it!
Demo 2 – Using a Wiki

Reverting back to a previous version:

• You can always go back to an earlier version of the wiki.

• Because all versions of a page are saved, you can go back and forward in time very easily.

• And you can see who made each change.
Demo 2 – Using a Wiki

Reflection – Recap

• A wiki is an easy-to-use web page that multiple people can edit.

• Students can collaborate: They can use a wiki to do group work or create their own personal web page.

• Keep others informed: Set up a page in your wiki to update students.
Demo 2 – Using a Wiki (focus on writing)

Context and Purpose

You need to produce an online magazine that represents your school. This online magazine will be forwarded to prospective parents and students of your school.

Task

Work in a small team over the next few weeks. Research and write about aspects of your school. Take photographs and interview teachers and students. Select the content and upload to a wiki.

Product

Your Wiki pages will be available online for other students to read initially.

Assessment

Other students give feedback on your wiki. Discussions take place between different teams. Pages are improved or edited.
Demo 2 – Using a Wiki

Reflection Questions

Go to the reflection discussion page on the wiki and add your comments.
Demo 2 – Using a Wiki

Setting up on PB Works
http://www.youtube.com/watch?v=P2DdD2Pdu48

Setting up on Wikispaces
http://www.youtube.com/watch?v=y3790rCKA4Q
Further Resources

Switchzoo

This website provides an opportunity to create animated animals which could be used with junior secondary classes to stimulate descriptive or narrative writing.
## Further Resources

### Animal Story

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<tr>
<th>Pre Tasks</th>
<th>Tasks</th>
<th>Post Tasks</th>
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<tbody>
<tr>
<td>Research animals and how they survive.</td>
<td>Create an animal. Write a first person narrative about the problems the animal faces.</td>
<td>Share stories through a gallery. Language focus: Present tense. Evaluation/judging.</td>
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Further Resources

Morfo

This is an app which allows the user to create an animated talking head and record themselves speaking for up to 30 seconds.

The video can be exported to the iPad camera roll and used for assessment purposes.

The app also lets the user control the facial expressions of the talking head using a range of different emotions.
## Further Resources

### In the news

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<td>Research recent crimes. Assign roles to the students e.g. reporter, witness, suspect, victim, police officer, lawyer etc.</td>
<td>Prepare script. Record talking head from their point of view.</td>
<td>Play and compare different views of the same incident. Language focus; Past tense/past perfect/past continuous. ‘Judge’ who is telling the truth.</td>
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Creativity

‘Teachers need to be creative, to offer a role model for students’ creativity’ (Maley 2014)

With/by⋯

• A strong sense of purpose and ultimate goals;
• a desire to do new things;
• taking risks;
• considering a range of ideas before settling on one solution;
• using technologies as integral to work.
Recap

QR Code Reader
Lefora
Popplet
SonicPics
PB Works
Switchzoo
Morfo
References


*Promoting New Literacies in Hong Kong Schools*. Hong Kong University. DVD (2011).