

Multilingual digital storytelling, museum artefacts and the arts: Creative pathways to language-and-culture learning

Funded by the Language Acts and Worldmaking Project (AHRC)
Friday 7 June 2019 (9.00 am – 2.30 pm)
Top Floor, Margaret McMillan Building, Goldsmiths, University of London
<https://www.gold.ac.uk/campus-map/>



Programme	
9.00	Registration and tea, coffee and refreshments - Top Floor
9.30	<p>Welcome Maggie Pitfield, Head of Department of Educational Studies, Goldsmiths</p>
9.30	<p>Introduction to Multilingual digital storytelling, museum artefacts and the arts: Creative pathways to language-and-culture learning Dr Jim Anderson and Dr Vicky Macleroy, Goldsmiths, University of London</p> <p>Introducing the 3 main conference strands:</p> <ul style="list-style-type: none"> • experience, culture and identity • process and performance • agency and dialogic thinking
10.00	<p>Plenary: Making space for learning: Exploring affect in stop-frame-animation. Prof Gabriele Budach, Dimitri Efremov, Daniela Loghin and Gohar Sharoyan, University of Luxembourg</p>

10.45 BREAK			
11.00	Workshops 1 <i>Workshops will be based on the 3 conference strands</i>	Strand 1 Experience, culture and identity Rm 224	Uncovering tales and building identities through objects and digital media Dr Vicky Macleroy, Shabita Shamsad, Dimitri Efremov and Sammy Orazi
		Strand 2 Process and performance Rm 220	Variants of folk tales: setting the scene for a digital story Dr Chryso Charalambous and Dr Sotiroula Stavrou
		Strand 3 Agency and dialogic thinking Rm 212	Digitally retelling the tale Dr John Jessel and Mirela Dumić
12.00 LUNCH			
1.00	Workshops 2 <i>Workshops will be based on the 3 conference strands</i>	Strand 1 Experience, culture and identity Rm 224	Animation, puppetry, book arts, drama and painting in children's explorations of language and culture Dr Yu-Chiao Chung and Marie Gaillard
		Strand 2 Process and performance Rm 220	Playing with Dragons: Drama, Digital Storytelling and Language Dr Chryso Charalambous and Eleni Koki
		Strand 3 Agency and dialogic thinking Rm 214	Art and language-and-culture learning: Creative interactions with the work of Ali Omar Hermes Dr Jim Anderson and Reem Abdelhadi
2.00	Plenary: Reflections and ideas for moving forward Dr Vally Lytra and Dr Cristina Ros i Solé		
2.30	End of Conference		

Details of Conference Plenaries, Workshops and Presenters

Plenary: Making space for learning: Exploring affect in stop-frame-animation

In this talk, we explore the creative process we experienced while animating a personally meaningful object using a stop frame animation app on a tablet. We reflect on the working process we engaged in during a summer school in September 2018 with London based filmmakers Bo Chapman and Zoe Flynn, organized by the Master in Learning and Communication in Multilingual and Multicultural Contexts, at the University of Luxembourg. The talk is based on our joint process of thinking with ideas of new materialism trying to understand how working with objects and technology created a unique learning environment for us. In this environment, we immersed ourselves in an intensive process of experiential learning, engaging with objects as 'vibrant matter' (Bennett 2010) free from constraints of language and linguistic norms. To make sense of that experience which was both, destabilizing and liberating, object-focused and humanizing, we explore ideas of 'affect' as a thinking tool (Deleuze & Guattari 1980) and a visceral force that can create new and powerful experiences of language and literacy learning.

Prof Gabriele Budach, Dimitri Efremov, Daniela Loghin & Gohar Sharoyan

Prof Gabriele Budach

Gabriele Budach is Associate Professor at the Faculty of Language, Literature, Education and Arts at the University of Luxembourg. She specialises in research on multilingualism in society and education in multilingual and migration contexts. In her work she draws on sociolinguistics, social semiotics and new materialist frameworks. She has been conducting ethnographic work in a range of educational contexts in adult, school and community settings in Germany, Canada, the UK and Luxembourg, promoting multilingual, multimodal and affective learning. Recent research interests include the creative use of objects and digital technology to foster learning and learner identities. She has been external adviser to the projects Critical Connections I + II (led by Jim Anderson and Vicky Macleroy).

Dimitri Efremov

Dimitri Efremov is a second year Master student at the University of Luxembourg. Within the broad scope of the programme, which is titled "Master in Learning and Communication in Multilingual and Multicultural Contexts", his research interests lie within the field of informal learning.

Daniela Loghin

Daniela Loghin was born in the Republic of Moldova. She obtained a College diploma in Accounting from the College of Informatics in Chisinau and a Bachelor's degree in languages and translation from the University of Rome "La Sapienza". Currently she is a Master student in the programme "Learning and Communication in Multilingual and Multicultural contexts" at the University of Luxembourg. Having worked as an English teacher for children for 3 years, she is interested in topics such as multilingualism in the classroom and alternative teaching methods.

Gohar Sharoyan

Gohar Sharoyan is a second year student at the University of Luxembourg currently pursuing her master degree in Learning and Communication in Multilingual and Multicultural contexts. She received a bachelor's degree in Linguistics, Translation and Intercultural Communication at the Yerevan Brusov State University of Languages and Social Sciences. Gohar has been involved in radio production for the past three years hosting her personal show on Radio ARA, a Luxembourgish multilingual radio station. She has been producing podcasts and radio features for the university campus radio programme since 2017.

Strand 1: Experience, Culture and Identity

Workshop 1 (morning)

Uncovering tales and building identities through objects and digital media

A workshop in 2 parts examining the building of identities through creating and interacting with objects and artefacts. In the first part, you will find out about the craft of nokshi kantha (embroidered artefacts), the sewing of tales, and digital storytelling using nokshi kantha. You will use Bengali prints and materials to experiment with stitching a simple nokshi kantha and sell your nokshi kantha and its story. The second part of the workshop is short but intensive and will explore issues of identity around the creation of food stories. Working in groups, you will have the opportunity to engage with food-objects, share personal experiences and get inspired by, design from, create and share your own stories around food.

Dr Vicky Macleroy, Shabita Shamsad, Dimitri Efremov and Sammy Orazi

Dr Vicky Macleroy

Vicky Macleroy is a Reader in Education and Head of the Research Centre for Language, Culture and Learning at Goldsmiths, University of London. Her work focuses on: language development and multilingualism; creative writing practices and poetry; multiliteracies and digital storytelling; and transformative pedagogy. Underpinning her research is a commitment to research methodologies that embrace both the pedagogical and political. Vicky was principal investigator with Jim Anderson of a global literacy project funded by the Paul Hamlyn Foundation, 'Critical Connections Multilingual Digital Storytelling' that uses digital storytelling to support engagement with language learning and digital literacy.

Shabita Shamsad

Shabita Shamsad is a language teacher. Shabita teaches Bengali at Central Foundation Girls' School where Bengali has become an increasingly popular language for students to learn. As well as creating bilingual digital stories with her Bengali students, Shabita has been developing Bengali-English bilingual resources for the museum work as part of the Critical Connections II project.

Dimitri Efremov

Dimitri Efremov is a second year Master student at the University of Luxembourg. Within the broad scope of the programme, which is titled "Master in Learning and Communication in Multilingual and Multicultural Contexts", his research interests lie within the field of informal learning.

Sammy Orazi

Sammy Orazi is a student in the Master programme 'Master in Learning and Communication in Multilingual and Multicultural Contexts' at the University of Luxembourg, a primary school teacher in Luxembourg and a graduated educator. In 2017, he graduated in the 'Bachelor in Educational Sciences'. In his Bachelor thesis, he focussed on the power of personal objects and the effects on children's identity and behavior in a digital storytelling project. In his upcoming Master thesis, he is exploring the effects of the school reform in Luxembourg on the daily routine of teachers through the method of life history research. Having worked in different social and educational settings (homeless shelter, nursery, primary and secondary school), his main interest has become the development of the Luxembourgish school system to make it well adapted to the needs of the multilingual and multicultural Luxembourg.

Workshop 2 (afternoon)

Animation, puppetry, book arts, drama and painting in children's explorations of language and culture

In this workshop, we will present the development of Multilingual Digital Storytelling Project in Europa School UK. Europa School is a bilingual school, where in Primary, half the week is taught through English and half taught through French, German or Spanish. We will start from the first animation the year 5 children created – Abandonnée. Then we will look into how we embedded the project in curriculum for two year 5 classes, English/French and English/German. The children worked together once a week exploring the notion of belonging by means of different artistic media: puppetry, book arts, drama and painting.

Dr Yu-Chiao Chung and Marie Gaillard

Dr Yu-Chiao Chung

Yu-Chiao Chung was an English Teacher and Head of English and then the vice principal at a secondary school in Taipei. She received an MA in English in Education and an MRes in Education and Professional Studies from Kings College, University of London. She obtained her PhD in Education at Goldsmiths, University of London. Following completion of her PhD, she worked on three funded projects at the university: 'Creativity in the Community Language Classroom', 'Critical Connections: Multilingual digital storytelling' and 'Critical Connections II: Moving forward with digital storytelling'. She also contributes to BA, MA and CPD work in the areas of creativity, digital storytelling, e-learning, language, culture and identity. Her research interests include bilingualism and biculturalism, multilingualism and multiculturalism, creativity, digital storytelling and e-learning in language teaching.

Marie Gaillard

Marie has been teaching at Europa School UK for 4 years. She was a primary teacher in France for 7 years and has always been interested in teaching non- francophone children. She spent a year in Ecuador and then a year in Durham where she took part in an exchange programme for a year. Before teaching, she was very keen on puppetry and theatre.

Strand 2: Process and Performance

Workshop 1 (morning)

Variants of folk tales: setting the scene for a digital story

This workshop has a strong focus on how to work with variants of folk tales from different cultures to create a new one. The participants will explore together two stories through a dramatic approach to intertwine the two and create the base for their own. Examples will be drawn from a five month project with students of 9-10 years old in Cyprus.

Dr Chryso Charalambous and Dr Sotiroula Stavrou

Dr Chryso Charalambous

Chryso Charalambous holds a BA in Education from the National and Kapodistrian University of Athens in Greece and a MA and a PhD in Drama/Theatre Education from the University of Warwick. She has worked as a drama advisor and researcher in the Centre for Language, Culture and Learning at Goldsmiths, University of London. She currently works in the Fairy Tale Museum in Nicosia, Cyprus.

Dr Sotiroula Stavrou

Sotiroula Stavrou finished her BA in Primary Education at the University of Patra in Greece; and then studied a MSc in Specific Learning Difficulties/Dyslexia at Southampton University; and a PhD on translanguaging in education at the University of Birmingham. Sotiroula's research interests lie in the areas of language, literacy and learning with a particular interest in translanguaging in education; bilingual and bidialectal education; and specific learning difficulties and dyslexia.

Workshop 2 (afternoon)**Playing with Dragons: Drama, Digital Storytelling and Language**

Taking a start from a traditional tale from Japan in this workshop we will explore how to work with students to transform through a series of drama conventions the tale into a more dramatic form with a strong focus on language learning and development. Examples will be drawn from a four month project with students of 11 years old in Cyprus.

Dr Chryso Charalambous and Eleni Koki

Dr Chryso Charalambous

Chryso Charalambous holds a BA in Education from the National and Kapodistrian University of Athens in Greece and a MA and a PhD in Drama/Theatre Education from the University of Warwick. She has worked as a drama advisor and researcher in the Centre for Language, Culture and Learning at Goldsmiths, University of London. She currently works in the Fairy Tale Museum in Nicosia, Cyprus.

Eleni Koki Kouloumi

Eleni Koki holds a BA in Education from the National and Kapodistrian University of Athens, Greece, and a MMus in Advanced Piano Performance from the Royal College of Music, London. She has a great experience in teaching music as well as the modern Greek language in a variety of settings; as the headteacher of the Brighton Greek School, workshop leader, piano and class music teacher. Eleni Koki is interested in exploring the links between music and language and she uses elements from both fields to facilitate the building of both linguistic and musical structures.

Strand 3: Agency and Dialogic Thinking**Workshop 1 (morning)****Digitally retelling the tale**

In this session we will look in detail at the 'what' and 'how' of children's learning when they work together as a team with the aim of digitally re-telling an existing published story, such as a folk tale, using the written text as a starting point. We will link our own experience of a short hands-on, and minds-on, starter activity with some of the findings from the Critical Connections Digital Storytelling Project. In the course of this we will touch on dialogical learning and how the children, the teacher, the text and the digital materials might enter into this process.

Dr John Jessel and Mirela Dumić

Dr John Jessel

John Jessel is Director of Research in the Department of Educational Studies at Goldsmiths. His interests focus on the social and cognitive processes that underlie children's learning and development, both inside and outside the school setting, and within the context of individuals or groups engaged in collaborative activities involving the use of digital technologies.

Mirela Dumić

As a Croatian mother tongue teacher at the International School of London in Surrey (2014-2017). Mirela was involved in the multilingual digital storytelling project "Critical Connections I and II" in partnership with Goldsmiths (University of London). Since then she has developed an interest in bringing cultural heritage through digital storytelling and its integration within the curriculum. This year she has been involved in the drama project "Stribor's Forest" at the Croatian Supplementary School in London.

Workshop 2 (afternoon)**Art and language-and-culture learning: Creative interactions with the work of Ali Omar Ermes**

In this workshop we will explore the potential of cross-curricular art and language-and-culture learning based on a pedagogy which prioritises learner agency, critical thinking and creativity. Participants will try out activities drawn from a new resource pack developed through the Critical Connections project. We will also report on a small scale action research project in which a unit from the resource was tried out in a London school.

Dr Jim Anderson and Reem Abdelhadi

Dr Jim Anderson

Jim Anderson is Visiting Research Fellow in the Department of Educational Studies at Goldsmiths, University of London. His work focuses on: theories and methods of second language learning and bilingualism, including Content and Language Integrated Learning (CLIL); multilingualism and new literacies; and language policy. Underlying this is a commitment to an integrated and inclusive approach to language and literacy education incorporating the areas of foreign and community/heritage language learning as well as English as an Additional Language and English mother tongue.

Reem Abdelhadi

Reem Abdelhadi grew up in Palestine and came to school in England as a teenager. She has a postgraduate diploma from LSE in Social Psychology and an MA from Leicester University in Mass Communications. She has been in the role of a teacher since the age of 16, initially teaching Literacy classes to elderly women and English as a second language (all in Palestine). Reem has been teaching Arabic continuously for over 15 years to a range of students; aged between 3 – 75. She employs a variety of methods, creates most of her teaching resources and has been teaching at Ealing Arabic School and other schools in London for over 15 years.

Plenary: Reflections and ideas for moving forward

Our two panelists will guide reflections from the day and stimulate fresh thinking around our central conference question on synergies between language learning, digital media and the arts with a particular focus on stories behind objects.

Dr Vally Lytra and Dr Cristina Ros i Solé

Dr Vally Lytra

Vally Lytra is Senior Lecturer in Languages in Education in the Department of Educational Studies at Goldsmiths, University of London. She studies multilingualism, language learning and social identities in schools, homes and communities in cross-cultural urban contexts. Her most recent edited book "Navigating Languages, Literacies and Identities: Religion in Young Lives" (with Dinah Volk and Eve Gregory) was published in 2016 by Routledge.

Dr Cristina Ros i Solé

Dr Cristina Ros i Solé is Lecturer in Language, Culture and Identity at Goldsmiths, University of London. She has held research and lecturing positions at the Open University, University College London and King's College London. She has published widely in the field of language pedagogy, identity and intercultural communication. Her latest book is *The personal world of the language learner* (Palgrave Macmillan 2016).

Critical Connections Multilingual Digital Storytelling website:

<https://goldsmithsmdst.wordpress.com/>

Museum Resources website:

<https://mdstmr.wordpress.com/>

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