

BPRI418 Learning Stories in the Primary Classroom

ECTS Value: 2 ECTS

Overall Objectives and Outcomes

Learning Stories are a holistic approach to assessing and documenting children's learning. Learning Stories can be used as an assessment tool to describe a child's learning process and document that learning. Using a storytelling format (known as a 'narrative') to capture the meaningful elements which influence a child's learning process, Learning Stories are particularly effective in illustrating children's interests, strengths and achievements and how they cope with particular challenges and resolve conflicts. Learning stories are also a useful tool to identify the child's interactions with peers and adults and to build a link between the family, culture and community.

By the end of this module, the learner will be able to:

Competences

1. create learning tasks that are constructively aligned with outcomes and assessment;
2. manage children's observations through assessment for learning practices;
3. produce a learning story template that is manageable within their own practice;
4. represent children's observations through a learning story.

Knowledge

1. the definition of assessment in the primary years;
2. the implications of various types of assessment in the primary years;
3. learning and assessment through Learning Stories in the primary years;
4. the structure of learning stories in the primary classroom.

Skills

1. plan different learning tasks that are observable for learning stories.;
2. design learning opportunities for different children's profiles;
3. use Learning Stories to collect evidence of children's learning.

Assessment Methods

This module will be assessed through: Practical Assignment(s)

Suggested Readings

Core Reading List:

1. Assessment for Learning: Practical Guidelines for the Classroom – Institute for Education, Pembroke, Malta:
[https://ilearn.edu.mt/malta/links/files.phtml/579a36489aaf8.1727835577\\$470227503\\$/Resources+prcent_28Hidden+prcent_29/Year+and+Units+Pages_files/AfL+Practical+Guidelines+for+the+classroom+-+Institute+for+Education+Malta+.pdf](https://ilearn.edu.mt/malta/links/files.phtml/579a36489aaf8.1727835577$470227503$/Resources+prcent_28Hidden+prcent_29/Year+and+Units+Pages_files/AfL+Practical+Guidelines+for+the+classroom+-+Institute+for+Education+Malta+.pdf)
2. Educator's guide for pedagogy and assessment:
http://www.schoolslearningoutcomes.edu.mt/files/documents/Early_Years.146700384962.pdf
3. Carr, M., & W. Lee. 2012. Learning Stories: Constructing Learner Identities in Early Education. Thousand Oaks, CA: Sage Publications.

Supplementary Reading List:

1. Carter, M. 2000. "Using Learning Stories to Strengthen Teachers' Relationships with Children." Exchange 196 (Nov/Dec): 40–43.
2. Fraser, S. 2012. Authentic Childhood: Experiencing Reggio Emilia in the Classroom, 3rd Canadian ed. Scarborough, ON: Nelson.
3. Gandini, L., & J.A. Kaminsky. 2004. "Reflections on the Relationship Between Documentation and Assessment in the American Context: An Interview with Brenda Fyfe." Innovations in Early Education: The International Reggio Exchange 11 (1): 5–17.
4. Hatherly, A., & L. Sands. 2002. "So What is Different About Learning Stories? First Years: Nga Tau Tuatahi." New Zealand Journal of Infant and Toddler Education 4 (1): 8–12.
5. Helm, J., S. Beneke, & K. Steinheimer. 2007. Windows on Learning: Documenting Young Children's Work, 2nd ed. New York: Teachers College Press.
6. Lewin-Benham, A. 2011. Twelve Best Practices for Early Childhood Education: Integrating Reggio and Other Inspired Approaches. New York: Teachers College Press.
7. Ontario Ministry of Education. 2012. Pedagogical Documentation, Capacity Building Series K–12, Secretariat Special Edition, #30. Available online: www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_Pedagogical.pdf
8. Reisman, M. 2011. "Learning Stories: Assessment Through Play." Exchange 198 (March/April): 90–93.
9. Seitz, H. 2008. "The Power of Documentation in the Early Childhood Classroom." Young Children 63 (2): 88–93. Available online: www.naeyc.org/files/tyc/file/Seitz.pdf
10. Shor, I. 1992. Empowering Education: Critical Teaching for Social Change. Chicago, IL: University of Chicago Press.
11. Wien, C.A., V. Guyevskey, & N. Berdousis. 2011. "Learning to Document in Reggio-Inspired Education." Early Childhood Research & Practice 13 (2): 1–12. Available: <http://ecrp.uiuc.edu/v13n2/wien.html>
12. Wien, C.A. 2013. Making Learning Possible through Pedagogical Documentation. Ontario, Canada: Ontario Ministry of Education. Available: www.edu.gov.on.ca/childcare/Wien.pdf