

create – share – listen

4th International Conference on Digital Storytelling

Lillehammer, Norway - February 5. – 7. 2011

Abstract formula

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Title of paper: **Poetical multimodality – a multimodal approach to working with literature in teacher education.**
Suggested session:
Type of presentation? **Paper x**

The field of this project is teacher education. The curriculum in teacher education as well as in primary school, emphasizes the importance of multimodal competence in general, including Norwegian language and literature (which is our subject).

The purpose of this paper is to show how digital storytelling and multimodal communication, using the modalities voice/text, sound and pictures, may be an instrument for the analysis of poetry, which is an important component within our subject.

The target group of this teaching experiment was first year teacher-college students who previously had worked with storytelling (with an emphasis on rhetoric and vocal skills), traditional analysis of poetry, as well as analysis of multimodal texts. The students were assigned to make a multimodal presentation of one or several poems. Poetry was chosen because it is a genre with both visual and auditive qualities and therefore lends itself especially well to multimodal adaptation.

This project falls within the category referred to as action research, which to a large extent determined our approach. Our theory can be stated as a hypothesis: that a multimodal production will lead to a deeper understanding of the poetic text, as well as personal involvement in it, thus making it the student's own story to share with an audience.

The results were very much in keeping with our expectations: the poem became alive to both the story-teller and the audience.

The main goal of the teaching experiment was to create multimodal and literary competence in a classroom setting, focusing on didactic aspects.