





## STORY-MAKING DEFINITION

The connection between story and physical making is implied linguistically in the phrase 'story-making'.

This semantic relationship will be highlighted throughout this study by the use of the term 'story-making' to refer not only to the **(re)writing or 'thinking-up'** of a story but also to refer to the discourse element of narrative, that is, the physical action of **making or (re)designing** it.





# LITERATURE REVIEW MAP

## Narrative and learning

Narrative and social learning

## Narrative and morality

Narrative and the Curriculum

### Story making: giving children voice

Co-learning

## Narrative and design

Authenticity of reconstructed stories. The death and return of the author- the death and return of authenticity.

### Deconstruction-reconstruction and design

### Co-design

How narrative and making-design are connected?  
How narrative has been used in connection to design?

Lessing, D.

Rodari, G.

Borge, J. L.

Scholes, R.

Benjamin W.

Hearne, B.

Bettelheim, B.

Warner, M.

Haraway, D.

Mitchell, W.

Ricoeur, P.

Ramsey C.

White, H.

Soanes, C.

Witherell, C.S.

Gudmundsdottir, S.

Fitzsimmons, P. Lanphar, Eckson W. P.

Zipes, J.

Hall, E.

Gubrium, J. E.; Holstein, J.

Sutton-Smith, B.

Bruner, J.

Beynes, K.

Bretherton, I.

Stables, K.

Griffin, H.

Eifermann R. K.

Levy - Strauss, C.

Fludernik, M.

Proop, V.

Jung, C.

Bruke, S.

Sennet, R.

Kristeva, J.

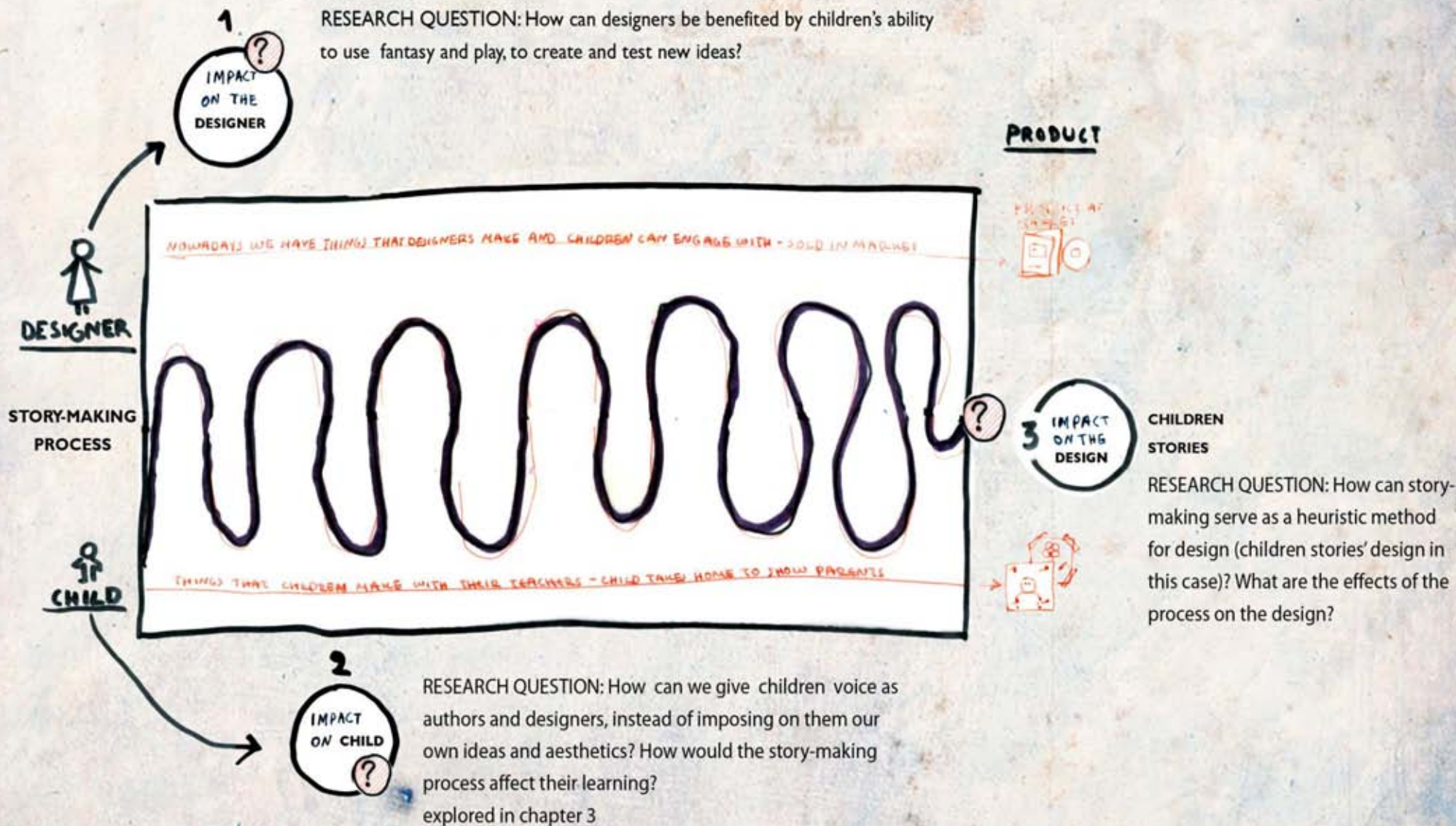
Williams, G.

Mugge, R., Schoormans, J.P.L.

Levitas, R, Sargisson, L.



## THEME AND RESEARCH QUESTIONS

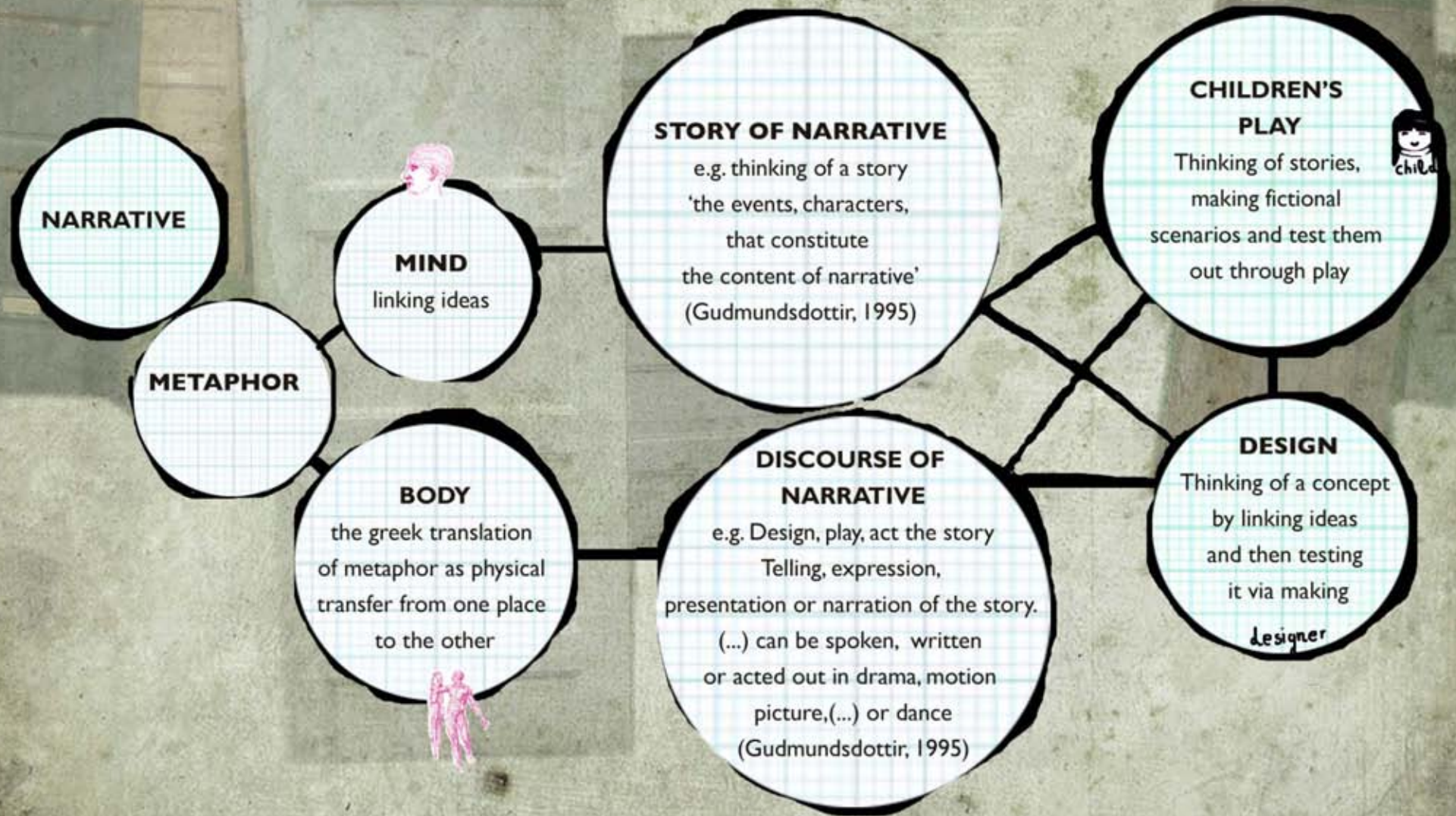




*co-teacher  
co-designer  
co-researcher  
and their hats*



# CONNECTION BETWEEN NARRATIVE, CHILDREN'S PLAY AND DESIGN







Since the final design outcome is a children's story, the child holds the double role of client and designer. However, the contribution of the children in the design process is not the one of the potential client but the one that knows how to use fantasy to come up with ideas.



every one is crying  
they will miss him.

[illegible]

## SESSION 2

1. Receiving answers-answering back
2. Photographing the letters
3. Writing- illustrating the final versions
4. Using the 'little computer'

## SESSION 3

1. Using the 'story-making tool for design'
2. Prototyping the objects
3. Using the 'little computer' to record the process
4. Individual interviews

one day there was a old  
man who was walking  
through a forest. Then he  
went to the pup. Then  
he saw a castle but  
it was hanging. Then he  
went in. He saw a  
he eat all of it. Then  
he saw the bed. Then  
he went to bed. Then  
he heard a noise.

AFTER

remember she is very rich

He is so in his mask he can't get out



## SESSION I

1. Explanation of the project
2. Meeting the little computer
3. Co-Telling of the Beauty and the Beast story
4. Writing and illustrating the new versions of the story
5. Posting the stories to the characters
6. Answering the pda +paper questions

## SESSION 4

1. Giving certificates to children and teachers
2. Celebration

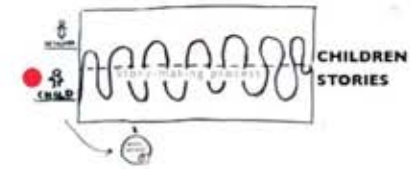
### FUTURE DESIGNER'S CERTIFICATE

Awarded for:

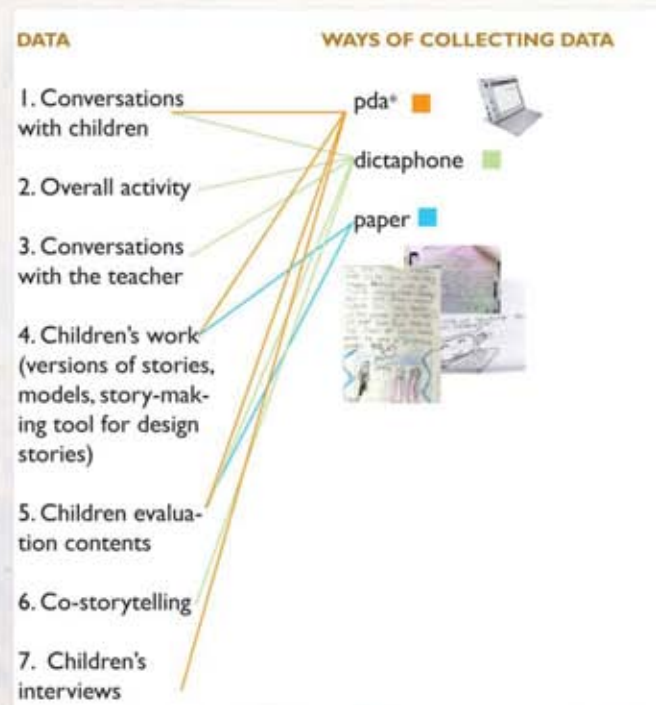
Thank you for giving the opportunity to your students to be part of the future fairytale design project and share their ideas helping my PhD research.  
Congratulations for your innovative thinking and

**Future:**





## DATA COLLECTION OVERVIEW



\* the pda devices can take videos, photos, voice recordings based on a structured activity that enabled me to collect the data

## RESEARCH QUESTIONS OF THE PILOT CASE STUDY

### CONNECTION WITH DATA

The colored square next to each question indicates the way I collected the data ( pda (orange square), dictaphone (green square), paper (blue square) ) The number indicates the activity that I used to collect the data (see table next page eg. 1=conversation with children, 2= overall activity etc.)

1. How can narrative be used in teaching? (pda, dictaphone, paper) (2)
2. How do play and narrative promote learning? (pda, dictaphone, paper) (1,4,5,6,7)
3. How can story-making reveal children's morals? (pda, dictaphone, paper) (4,5,6,7)
4. How does story-making help my research? (pda, dictaphone, paper) (2)
5. What is the link between identity performance and story-making? (pda) (1,4,7)
6. Do children learn better about the story through the story-making process? (pda, dictaphone, paper) (1,4,5,7)
7. Do children learn better when using the co-storytelling and what are the learning outcomes? (pda, dictaphone) (1,7)
8. How does co-telling and dialogue affect children's beliefs? (pda, dictaphone) (1,7)
9. What do children already know about the story and what is the new learning? (pda, dictaphone, paper) (1,4,5)
10. Do children believe in fairy tales? (pda, dictaphone) (1,5,7)
11. How can we establish dialogue between the children and the story? (Role of the letters) (pda, dictaphone, paper) (4,5)
12. How are children's ethics affected by the dialogue with the story? (pda, dictaphone) (3,5,7)
13. How- what do children learn about designing, design and designers? (pda, dictaphone, paper) (2)
14. What do children learn about their processes of writing and drawing? (pda, dictaphone, paper) (4,5,7)
15. What other learning outcomes might the process have? (pda, dictaphone, paper) (1,3,4,5,7)
16. What do children learn about research? (pda, dictaphone) (1,7)



# DATA ALLOCATION AND ANALYSIS

After collecting the data from the different sources (pda, dictaphone, and paper) I made charts\* that helped me categorize and analyze them. I used three ways of data categorization.

1. **By activity order**

2. **By research theme** (eg. learning about morals, effects of co-telling)

3. **By person** (each child's data).

I will analyze how these charts work by showing some pages of those.





everything we did and said in the workshops (activity and data collection steps)

importance of the step as a researcher

importance of the step as educator

importance of the step as a designer


research question that I aim to answer

methodological contribution of the step

data analysis

workshop session and chart page. e.g.: session 1 slide 5

SESSION 1.5

What did I do?	Researcher	Educator	Designer	R Question	Methodology	Data
More exciting things are going to happen now, as you will listen to a fairy tale. Enjoy and see you later.						
11. <u>reading</u> the story. Finally I did not read it as I started conversation do you know what happened next? Children talked about different versions of the stories so we had a talk about how versions change illustration changes and how they can likewise create their own versions	Link with the next part that would be making their own versions of the story  How ideas are shaped from an interactive narrative formation. Find out what they already know	learn about different versions of the story  How do children learn from the conversation?  Co tellers of the story- find out what they already know for the story.  How they learn from each other		RQ: see what they know to evaluate if they will learn something new through the process which follows  RQ: Do children learn one by participating in the storytelling? <u>native</u>  RQ: Do I learn		pda folder-child-day1-folder4 (recordings folder - s1 -1-17-47 01 till 01:40:34 )  does anybody knows about <u>fairy tale</u> 1 version that prince was turned in a beast by lady in <u>christmas</u> 2 <u>disney</u> talk about versions-verbal versions-movies link to what they will do 01:23:00 say the <u>fairy tale</u> and children speak show them an illustration and they came with different illustration as wolves, they say the next part of the story - excited about the microphone (boy with small attention spam)- talking about beauty with yellow dress ( <u>disney</u> version)  co storytelling: 1:28:20, 1:33:20, 1:33:03, 1:34:40 I was not prepared for this to happen in the beginning i felt awkward but I finally I followed the children and encouraged that by asking questions and ask them to tell the story and why they believe things happened  <u>beauty</u> is kind but she doesn't realize she is bad to beast



data from the paper versions are also included, even though all the paper versions of data are photographed and are part of the pda's

indicating where to find data in the pda (concerning the research question)

indicating where to find data in the recorder (concerning the research question)

data analysis notes



# THE IMPACT OF STORY-MAKING

## on children, on designers, and on the design process

