

Literature With Different Learning Styles



Methodological Steps

Design an activity for text comprehension. Begin this activity with a short video (e.g. a video lesson on [TEDed](#)) or other presentation of a short story and its author; the aim is to give the general overview of the material they are going to read.

Use [Padlet](#) for the students to express their expectations based on the introduction, providing clear criteria on the features they have to point out.

Give students the short story in a digital and audio format; leave them a week to read and listen to it. After they have read the story, they play an escape room ([Thinglink](#), [One Note](#)). Have a discussion on the most important elements of the story (characters, plot, genre, etc.).

Divide students into small heterogeneous (as for gender, performance, interests..) groups and present them a few different choices for creating their own overview of the short story.

For example, they can make a cartoon ([MakeBeliefsComix](#) or any other), they can role play and film a scene for the story ([Windows Movie Maker](#) is no longer supported, check for other video editors at the "[useful tools](#)" page), or they can create a [Canva](#) poster or an audio interview of some of the main characters.

Share assessment rubrics and ask them to evaluate each other (peer assessment). The teacher also provides feedback through the same rubrics.

Finally, test the students through a guided written online test as the ending activity; for this, ask them to write a summary or a report on a digital tool [Wizer](#) (you can learn more on this by enrolling in the [Module 2 of the MOOC](#))

Through the tool the students can also give their feedback on the whole activity.

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Skills Assessment

This activity develops both **knowledge** and skills, the knowledge is subject specific – native or foreign literature – but the **skills are cross-curricular**, especially the linguistic literacy and the **digital competencies**.

There is a good variety of activities assessing the flow of the unit, from formative to summative, involving students in assessing themselves and each other.



Communication

Communicate with students face-to-face during video lessons (using **Zoom, Teams, Meet**). Students can communicate with each other using the instant messaging service in video calls, shared documents and Social Networks (**WhatsApp, Facebook, Twitter**, etc).



Subject(s) : Foreign Languages



Age of students : 13 - 16 years old



Duration : 2- 4 weeks



Learning resources : Digital texts, Multimedia presentations



Tests : Written online test, Student homework or project work



Tools : Learning objects, Collaboration and debate, Presentations, Multimedia editors, Environment



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Filling  the gap

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