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2014-1-BE02-KA201-000432

Protocol nr.73

Name of the protocol: Storyline protocol

Sources: Rutger van de Sande

Purpose of the protocol:

This protocol can be used as an reflection tool to get insight in the inquiry process of a PLC or PLC member.

Materials:

Instruction

Worksheets

Greven, J. & Letschert, J. (2005). *The storyline approach: Over thematisch onderwijs in de vorm van verhalen*. Enschede: SLO.

Time:

30 minutes

Roles:

Facilitator
Participants

Process:

1. The facilitator explain the aim of the protocol to the PLC members.
2. The PLC members draw a graph where the x-axis is a certain period of time, the y-axis shows the topic of reflection (e.g. motivation or the value of learning moments). The coordinates (shown as dots) are significant moments in perspective of the topic of reflection.
3. When everybody finished the drawing of the graph al the graphs are put on one big table.
4. The facilitator invites the members (one by one) to tell their reflective story guided by the graph.

Debrief:



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Debrief the protocol

Background:

Greven & Letschert (2005) and Interactum Lectureship (n.d.) indicate that the storyline as a methodology involves the following:

The storyline method, also called the Storyline Approach to learning method was originally developed in Scotland by the team of the former Jordan Hill College. It is a special form of thematic education, known in the Netherlands as the 'narrative design' or 'learning through stories'. The storyline is a tool which can be used, for example interviews are made with members of a learning community. They can with the storyline method indicate what were for them meaningful / less meaningful moments around their development. You can think of developing for example, a quality that they must dominate. These moments / experiences are marked by a line of development. " From these lines thus belongs to highlight what the moments / experiences include what these do to the individual and how the individual instance of thinking or how he is to behave. These events are therefore indicated by means of a time line and they will eventually be literally illustrated in stories in which different effects are to come forward.

The storyline is the starting point for a conversation which is gauged to experiences, events and experiences that largely determine the course of the 'line of development'. This line of development will be based on specific moments or experiences. Aspects such as feelings, thoughts and behaviors have on these developments and their effects in the conversations.

Worksheet: next page



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Topic of reflection
↑

Time →