shared memories and dialogue
www.sharmed.eu

University of East Anglia
Learning and Teaching Day, 18 May 2017
(1) Children (9-11 years old)
(2) Children’s families
(3) Teachers

48 classrooms participating in the project (16 for each country)
Objectives and Methods

action-research project

- using photographs (collecting by children’s memories, with the support of teachers and parents) to facilitate the production of shared narratives of children’s memories in classroom interactions and workshops
- implementing facilitation as a form of communication to promote dialogue among the children

- from the narration of personal memories, elicited by photographs to classroom narratives, supported by facilitation

video-recording classroom interactions and workshops to understand and analyse facilitation, participation and narratives
1. Social constructions in which the observed reality is interpreted and ‘storied’ in plural and competing ways (Baker 2006; Somers 1994)

2. They not only represent reality, they also constitute the meaning of reality

3. Products of communication processes (information is always construed and elaborated in these processes).

SHARMED is interested in the interactional production of narratives (Norrick 2007)
Narratives

Giving meaning to children’s I-identity (memory of the self) and We-identity (collective memory, e.g. family memory, national memory, ethnic memory)

The meaning of identity represents the connection between children’s memory and children’s present life...

...what memories are important in children’s present life?
Narratives are formed through an interplay of multimodal components, where many different traces of memory (visual, auditory, spatial, linguistic, etc.) interact and merge.

Extracting a specific memory from the reserve of past experience demands an ‘entry point’ to our memory, a sort of trigger for potential memory (e.g. photographs).
Condensed narratives (Barthes 1980; Iervesse 2015)

- narratives in the photos (in the frame);
- narratives behind the photos (in the context of the frame);
- narratives linked to other narratives (the frame activates other frames);
- medium eliciting the relationship between engrams (i.e. inner traces of memory) and exograms (i.e. material traces of memories) (Bietti, 2014)
- resource to bring the personal background into the daily classroom life

SHARMED uses photographs to help children to think and communicate through, about and with images
Photographs for SHARMED...

...a photograph talks when something triggers my internal talk (my memory)...when something in it calls for my attention...

*What is it asking me?*

*What does it need?*

*Where would it take me?*
IRE sequence (Sinclair\&Coulthar, 1975, Mehan, 1979):  
- **Initiation** (teacher)  
- **Response** (student)  
- **Evaluation** (teacher)  

**Scaffolding:**  
- **Initiation** (teacher)  
- **Response** (student)  
- **Feedback** (teacher)  
- **Response** (student)  
- **Feedback** (teacher) → until the construction of ‘correct’ knowledge
**Facilitation of narratives**

Facilitation aims to replace hierarchical forms of teaching and to enhance children’s opportunity to **influence** the cultural and social situations in which they are involved.
Facilitation of narratives: promotion of different narratives, in which *children’s epistemic authority* can be highlighted.

**Features of the interactional negotiation of narratives (Norrick 2007):**

1. It does not only concern their contents, but also the right of narrating.
2. Each participant can contribute as teller, co-teller, listener, or elicitor of new narratives.
1. FAC: So help me describe it (..) because it is not possible to see it from down there (.). Try to describe what is in the photo.

2. AL: There are (.) that is there are my relatives.

3. (.).

4. FAC: And where were you here? I mean where were they?

5. AL: Eh in (.) in Romania.

6. FAC: In Romania, so this picture was taken in Romania (.). In the country of origin of your classmate (.), and there are all his relatives but ((FAC points to them)) do you know them all?

7. AL: Not all but some. In the middle there is my great grandmother, behind her there is my grandmother, then there is my grandfather, my mother, (.) my sister when she was a baby, one of my aunts (.) when she was a child, and one of my mother’s cousins, who holds a small lamb (.). And behind the people there is a white cockerel.

8. FAC: ((nodding)) does the white cockerel have any particular meaning in Romania?

9. (.).

10. AL: No, it was nosey.
Facilitation of Narratives

(11) FAC: it was very nosey and got into the picture
(12) AL: Yes
(13) FAC: And I noticed something singular that his great grandmother in what position was she?
(14) MO: to the centre
(15) FAC: Right to the centre
(16) AL: Maybe because she was more important
(17) FAC: That's it! Maybe to give her more importance

Interactional accomplishment of family narrative:
(1) FAC actively elicits the children’s comments with open questions about the picture (turns 1, 3, 5, 7, 11),
(2) FAC withhold when the children reject them (turn 9)
(3) FAC support the interactional construction of the narrative (turns 1, 5, 13, 15)
DATI SPECIFICI (MT, SGT, STC) DELLA FOTOGRAFIA

color: colore
metodologia: stampa ai pigmenti/carta
hitrice e larghezza: 9x13
Questa è una famiglia riunita in un parco che sta festeggiando il compleanno della piccola bambina che ha trovato tanti dolcetti.
Questa famiglia è composta da Giovanni, Noe, Zoë e due fratelli uno con due teste e infine la figlia della zia, che è un angelo che vira 15° e sembra sì bene a Papa.
The MOOC


Sharing Memories and Dialogue at School (English Edition)

About the Course

This course aims to promote new experiences of education and learning in multicultural classrooms and groups. In particular, it aims to explain a methodology of facilitating communication with and among the children. The course introduces a dialogic methodology of coordination in the classroom, which can be applied to any group of children. The dialogic methodology is combined with the competence in dealing with and comparing visual materials (photographs). The training gives to the participants the possibility to analyse and evaluate the results of both a facilitative methodology and use of visual materials, and children’s forms of participation and narratives. The course is realized in collaboration UCS – University Campus Suffolk e Friedrich Schiller University Jena.


THANK YOU!

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