Giving Learners a 'Fair Go': Storypath, Pedagogy and Equality in South West Sydney

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The study reported in this paper is a component of the broader Fair Go Project, a collaborative project between the School of Education and Early Childhood Studies of the University of Western Sydney and the NSW Priority Schools Funding Program, focusing on student engagement.

Abstract

This paper reports on research that is exploring links between the Storypath strategy for teaching and learning in the area of Human Society and Its Environment (HSIE or SOSE) and pedagogies that enhance the learning outcomes of primary school students in low socio-economic, culturally diverse, south west Sydney. Key features of the Storypath strategy are the use of story structure to organise learning and student participation in the story to facilitate learning. This paper describes the co-researching methodology of the university and classroom-based researchers implementing the Storypath strategy to give the students a "fair go" in understanding concepts, often perceived as disorganised and distant in the traditional HSIE curriculum. It presents data and findings in relation to children's understandings, development of citizenship skills and their engagement with the learning context. The research is an integral component of the broader Fair Go Fair Share Fair Say Fair Content Project (Fair Go Project), a partnership project between the NSW Priority Schools Funding Program and the School of Education and Early Childhood Studies, University of Western Sydney.

Introduction

Much attention is being given to what individual teachers do in classrooms to bring forward positive differences in students' learning. Indeed, curriculum and classroom practices that will enhance the learning outcomes of students have been foci of several recent major research projects (see, for example, Newmann & Associates, 1996, and Ailwood, Chant, Gore, Hayes, Ladwig, Lingard, Luke, Mill & Warry, 2000). The research reported in this paper draws on this recent work concerning general teaching and learning pedagogies and aligns it with current position and research papers on pedagogies that provide "powerful" (Brophy & Alleman, 1996; Brophy & Alleman, 2002; National Council for the Social Studies (NCSS), 1993;) "opportunities to learn" (Kahne, Rodriguez, Smith & Thiede, 2000) in the specific subject area of Human Society and Its Environment (HSIE), known also as Studies of Society and Environment (SOSE) or Social Studies. Further, the study explores how these pedagogies play out in terms of student engagement and achievement of learning outcomes in HSIE for students who are of educationally disadvantaged backgrounds. The research is an integral component of the broader Fair Go Fair Share Fair Say Fair Content Project (Fair Go Project), a partnership project between the NSW Priority Schools Funding Program and the School of Education and Early Childhood Studies, University of Western Sydney.

The "authentic pedagogy" research of Fred Newmann and Associates (1996) at the University of Wisconsin-Madison identifies instructional practices that focus on students' personal "construction of knowledge" through "disciplined inquiry" and which provide "connectedness of learning to the world beyond the school" as of benefit to all students. This work has subsequently informed the research of the Queensland School Reform Longitudinal Study (SRLS) who have similarly hypothesised that work of "intellectual quality" must be seen to be "relevant" by the students and should take place in a "supportive classroom environment" where "differences are recognised", appreciated and catered for (Ailwood et. al., 2000). Classroom practices inclusive of these features have been termed, by the SRLS group, "productive pedagogies". Clearly there is much synergy between "authentic" and "productive pedagogies", with the latter adding a more sociological perspective through the recognition of student diversity as integral to more successful classroom practice.
Neither the Newmann nor the SRLS analyses of classroom practices specifically targeted educationally disadvantaged students. Consistent in both projects, however, are proposals that the pedagogical approaches described in the research will bring forward enhanced outcomes for all learners. All, implicitly includes the educationally disadvantaged (Munns, 2001). Such proposals are consistent with current directions in research into educational equality, much of which has increasingly focussed on the influence of teachers and teachers' pedagogies as crucial to the educational success of disadvantaged students (American Council on Education, 1999). Indeed, one of the major equity programs in Australia, the Priority Schools Funding Program (PSFP), formerly known as the Disadvantaged Schools Program (DSP), has, over time, held the belief that "quality teaching and learning" is a necessary condition for improving the learning outcomes of students of educationally disadvantaged backgrounds. Much of the literature and practical work of the PSFP has focussed on identifying, describing and implementing "quality" classroom practices.

The work of Haberman (1991, 1995) with its specific focus on pedagogy and poor students has probably been of most salience to those concerned with addressing issues of equity and social justice in teaching and learning. Haberman's research is extensive comprising almost four decades of study and more than 1000 interviews with teachers who have had success in enhancing learning outcomes for students living in poverty. Pedagogical features identified by Haberman as making a positive difference to student learning include: "active involvement of students in substantial projects"; "connecting learning to students' daily lives"; "appreciating students' social and cultural differences"; providing "opportunities for working in heterogeneous groups", and encouraging students to "assign their success to their effort rather than their ability". Again, much similarity may be observed amongst Haberman's features of more successful classroom practice and those features identified in the work of Newmann and Associates and the SRLS. Together, this body of research provides strong argument that pedagogical approaches generally benefiting educationally disadvantaged students will be characterised by the active and constructive involvement of students in rigorous, contextualised learning experiences within a supportive environment. Further, the learning will be about vital, difficult issues involving major concepts and ideas (Munns, 2001).

We can find much alignment between this synthesis of successful features of general classroom practices and the pedagogical features identified as leading to enhanced learning outcomes in the more specific HSIE (SOSE or Social Studies) subject area. A survey of contemporary research literature, position papers and curriculum documents for primary level HSIE (SOSE or Social Studies) reveals advocacy for social constructivist approaches to learning and teaching (Cole, 2000) and common articulation of two core goals: developing students' deep social and environmental understandings and their civic efficacy, or readiness and willingness to assume citizenship responsibilities (Board of Studies NSW, 1999; Brophy & Alleman, 1996; Cole, 2000). Clearly, students must be engaged with rigorous HSIE subject matter and active pedagogies that develop skills and dispositions as well as knowledge if they are to work towards achievement of both of these goals. Passive intake of information only, by students, will not develop the affective and behavioural components of the goals.

One of the most notable statements outlining pedagogies that enhance development of social and environmental understandings and civic efficacy in Social Studies (HSIE or SOSE) is the position statement of the National Council for the Social Studies (NCSS, 1993). In this document, pedagogy that is "meaningful, integrative, value-based, challenging and active" is described as more likely to be "powerful" for students of Social Studies. Evident in this list of features is, once again, emphases on students' construction of deep understandings that they can apply to their daily lives, and pedagogy that acknowledges differences and diversity of values. A little more recently a similar view has been expressed
in the findings of Kahn et al (2000) in their analyses of 135 structured observations of Social Studies classes in 12 schools in the United States of America (U.S.A.), five of which were elementary schools. The Chicago students were found to have greater "opportunity to learn" civic knowledge and citizenship responsibilities when they participated in classrooms that provided them with work that encouraged "higher order thinking" and "disciplined inquiry" about "real social problems", and which "acknowledges the students' social, cultural and educational diversity", whilst providing them with "opportunities to practice citizenship responsibilities". The remarkable similarities amongst current work on general classroom practices and the more specific statements about HSIE (Social Studies) pedagogies are demonstrated by the summary in Table 1.

Table 1: Pedagogical Features that Enhance the Learning Outcomes of Students in HSIE

<table>
<thead>
<tr>
<th>Newmann</th>
<th>SRLS</th>
<th>Haberman</th>
<th>NCSS</th>
<th>Kahn et al</th>
</tr>
</thead>
<tbody>
<tr>
<td>• construction of knowledge, intellectual quality, relevance</td>
<td>• active involvement in &quot;projects&quot; about vital issues, appreciatio n of social and cultural differences</td>
<td>• meaningful, integrative</td>
<td>• higher order thinking</td>
<td>• respect for Diversity</td>
</tr>
<tr>
<td>• disciplined inquiry</td>
<td>• supportive classroom environment</td>
<td>• working in heterogeneous groups, assigning success to effort</td>
<td>• active</td>
<td>• disciplined Inquiry</td>
</tr>
<tr>
<td>• connectedness of learning to the world beyond the school</td>
<td>• recognition of difference</td>
<td>• connection to students' daily lives</td>
<td>• value-based, challenging</td>
<td>• citizenship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• examining and responding to social problems</td>
</tr>
</tbody>
</table>

It may be argued that none of these features, individually, would be new to teachers. Certainly, many classroom teachers, when asked about pedagogies that they believe "make a difference" in student engagement and learning would likely list several of these features.
What is new amongst this contemporary research is the packaging of all the features as necessary for "productive", "authentic" or "powerful" pedagogy. Arguments about the value of process versus content in curriculum and student learning experiences are no longer staged. Rather recognition is given to the value of both content and process and attempts are being made to describe the specific dimensions of each that together enhance student engagement and learning. Significant, for the research in this paper, is the SRLS hypothesis that "... for students from traditionally underachieving groups, high degrees of relevance, supportive classroom environment and recognition of difference are even more necessary as accompaniments of intellectual quality." (Ailwood et al, 2000). One of the more recent teaching strategies for organising HSIE, or Social Studies that is theoretically underpinned by these three pedagogical dimensions is Storypath.

Storypath is grounded in a belief that students learn best when they are active participants in their own learning, and places students' own efforts to understand at the centre of the educational enterprise. Essentially, Storypath employs an active, social constructivist approach to teaching, involving the students in narrative and role play to engage their minds and help them create meaning and relevance from their experiences (Bruner, 1965, 1990; Egan, 1988). It uses the story structure: a "real life" setting, cast of characters, and plot inclusive of critical incidents which must be dealt with, to organise salient HSIE (SOSE or Social Studies) content into powerful learning experiences. Guided by the teacher, each student creates a character for the Storypath thereby establishing a personal connection to the plot of the lessons. Planned "critical incidences" are strategically introduced into the story to challenge students' previous experiences and knowledge, and to engage them in inquiry and problem solving. Incident resolutions enable students to construct new, deeper understandings and to make decisions about their social, cultural and environmental world (Cole & McGuire, 2002).

Storypath units had been implemented with several classes, over a few years, by one of the researchers in this project. Anecdotal data pertaining to the Storypath units' "power" for encouraging students' construction of deep social understandings as well as the general success of the Storypath strategy in engaging students in HSIE learning had been noted. Therefore, as part of the Fair Go Project on student engagement, a more rigorous research design was employed in order to systematically collect and analyse qualitative data about the pedagogical features of the Storypath strategy that bring forward enhanced levels of student engagement and achievement of learning outcomes in HSIE for students who are of educationally disadvantaged backgrounds. Storypath units involving substantive HSIE content were implemented over two years in this study, in the first year with Grade One and Two students, and in this second year with Grade Five and Six students. This paper presents the preliminary findings of this study, focussing on the data collected this year.

Sample

The first year of implementation and data collection involved a Year One and Two classroom, comprising a culturally diverse, lower socio-economic student population of 27 students in a PSFP school in the south-west of Sydney. The second year extended the study into two Year Five and Six classrooms, one in the same school as the initial year of the study and the second at a neighbouring school, with an equally culturally diverse, lower socio-economic school population. The first Year Five and Six class averaged 30 students, while the second had 22.

Data Collection

Data collection was undertaken in several ways. Essentially, a co-researching methodology that utilised classroom observations and discussions between the non-teaching, university-
based researcher and the co-researching classroom teachers, as well as focus group interviews with students, were employed at both sites. Data were also obtained from student worksamples, namely the constructed characters and their related biographies, the developing classroom frieze (mural), classroom charts and students' writing samples that indicated responses to critical incidences in the Storypath as well as summative assessment.

The university-based researcher observed the sequence of teaching and learning episodes in the Storypath units. The Year Five and Six class at the first school implemented a unit on the Space Colony while the second Year Five and Six class experienced a unit titled the Travel Agency. Summaries of the units are shown in Appendix 1. Ethnographic memoing was completed by the university-based researcher during the observations. Memo notes focussed on students' cooperation and engagement, as well as on their development of understandings and citizenship problem solving. Observations were followed by discussions between the co-researching teachers and the university-based researcher. The co-researching teachers wrote reflections on the lessons, highlighting changes in their pedagogy and observations of student's engagement and understanding. Student responses to activities recorded on class charts as well as student worksamples completed during episodes were photographed and or copied, with permission from the respective students.

Focus group interviews with students at the conclusion of the unit enabled the university-based researcher and the co-researching teachers to validate and supplement their observations and worksample data in order to explore possible influencing factors on student participation in the episodes and engagement in learning. Interviews were recorded and transcribed. The contents of the interviews were discussed with the co-researching teachers.

Data Analysis

Preliminary analysis is being completed and involves the university-based researcher developing initial codes based on themes evident in their memo notes, the students' worksamples and the interview transcripts. These are being discussed with the teachers and in light of literature on pedagogy and student engagement. Further coding will be completed as common and discrete themes emerge across the two sets of data. The coded data will then be explored and analysed in descriptive tabulations. Resultant propositions will be refined in a manner similar to Glaser and Strauss's analytical induction method (cited in Minichiello, Aroni, Timewell, & Alexander, 1995).

Results

Findings, so far, indicate much commonality across the two research sites in the students' responses to the learning experiences in the units, in their worksamples and in the interview responses. In both classrooms the university-based researcher and the co-researching teacher have noted that all students, across the full ranges of abilities in the classrooms, are participating in the Storypath activities, moreso than in previous HSIE lessons, are expressing enjoyment in the activities and demonstrating pride in the products of the learning experiences. The students are also distinguishing in interviews those activities in which they learn the most and those that they enjoy the most. In the classroom in School 1, the student self assessments have identified HSIE as the students' favourite subject, a result that is contrary to the university-based researcher's experiences in many schools and classrooms in which students often reply "HSIE? We don't do much of that."

There is also much commonality in the teachers' responses with regard to the effects of Storypath on their students and on their evolving classroom pedagogies. Both the
researching teachers and other members of the staffs are making statements such as "This Storypath really works" (Researching teacher: School 1), "The kids really like it" (Observing teacher: School 1), "The work coming out of these kids as a result of doing their HSIE this way is the best I've seen" (Principal: School 2), "I'm not spoon feeding the kids as much" (Researching teacher: School 1), "I've taken a step back so students are directing and organising their learning more" (Researching teacher: School 2) and "This [strategy] allows all learners - the students - to participate in the classroom setting" (Reseaching teacher: School 2). Further details of these preliminary findings regarding the influence of Storypath on learning and teaching in the two classrooms are reported under key themes with sample evidence from the varying data sources supplied for each theme.

Students developed ownership of and personal connection to their learning, enhancing their participation.

A majority of the students in both classrooms claimed that they enjoyed constructing the frieze (mural) and/or the characters in the units. When asked why they enjoyed constructing the characters students frequently replied "it was fun", "you could choose their life", "you could be creative", "we just had to be creative and make names", "we could use our ideas", all of which suggested that the students enjoyed their control of the character creation and developed a sense of belonging to the initial events of the Storypath. Evident in many of the biographies that accompanied the characters were traits of the students. For example, in the Space Colony students often chose their personal family country of origin as the "home" country for their character. They also gave the character characteristics, occupations, levels of education and interests that reflected their own interests and experiences such as "I'm an artist", (from an artistic member of the class); "scientist" (from a male who is interested in science fiction stories), "computer programmer" (from a male with good computer skills), or I enjoy "rap music". Similar personal identifications were evident in the Travel Agency when students located the agency in the top level of a Westfield complex (near to their school) and ascribed to their characters previous occupations such as "truck driver", listed interpersonal skills learnt at McDonalds or education levels attained at Liverpool TAFE or the University of Western Sydney. When called to interview for the travel agency position the "truck driver" role-played being 35 years of age, tired of driving a truck each day and looking forward to a more interesting career. As he walked away from the interview the student de-roleled to explain that he had drawn on his own observations of his father.

The co-researching teachers observed groups of students walking to the characters hanging in the classroom throughout the term and asking, "Which one are you?" It was apparent in both classrooms that the constant display of the frieze and the characters reinforced the students’ connection to the story throughout the unit and that this ownership and personal connection appears significant to students’ investment in the following learning episodes.

Students are appreciating the multiple ways of learning as they complete the large, multi faceted tasks and more students are participating.

Students were fairly sophisticated in distinguishing between those activities in the Storypath that they enjoyed the most and those in which they thought they learnt the most. In each classroom most students selected the larger context building tasks as those in which they learnt the most. These comprised in-depth investigation of details of the planets in order to choose the most habitable for the space colony in Classroom 1, and developing the comprehensive country brochures in Classroom 2. Students described positively their learning in these tasks. Observations by the university-based researcher and the co-researching teachers suggested several features of the way in which these tasks were introduced to the students as being salient to the students investments:
With setting and characters established the students had a purpose for undertaking these more traditional forms of Social Studies research. In the Space Colony they had to make sense of factual information about gravity and temperature levels on each planet or distance from Earth to make a selection. As agents in the Travel Agency the students had to find out and be able to express in their own words information about the country for which they were the office experts.

The tasks were large, spanning several days, and required the cooperation of students both within their small group and amongst the groups in the class. For example, the construction of the colony that followed planet selection in the Space Colony was a cooperative class activity in which all were involved, through their groups and in connecting the groups, and the students were proud of the end product. Further, students had control over the final product and in their follow-up interviews cited the complex nature of the task and subsequent sense of pride in achievement, the opportunity to work with friends and the freedom to complete the tasks in the way they wanted were given as reasons for why they learnt most, but also enjoyed these tasks.

Observations by the researchers noted that even those students who have not experienced much success in more traditional forms of classroom activity felt that they were contributing and had learnt something. The observation was supported when all students, including the lower achievers asked to be interviewed. The nature of the tasks did not rely solely on writing, but incorporated talking, designing and making, thereby enabling all students an avenue for inclusion.

*Students drew on their backgrounds and contextualised their learning to bring meaning to it*

Students were observed working in the episodes to construct meaning from the learning experiences at their level. It was clear that students drew on what was familiar to them in this construction and that the teacher's role was to question and challenge through experiences the students' developing understandings. For example, the following exchange occurred between the university-based researcher (R) and a group of students (S) who were exploring why people might need the services of a travel agent:

(R) I can see you've listed Tupperware on your chart, that's an interesting inclusion.
(S) Yes.
(R) Why might people need to a travel agent for Tupperware?
(S) Well, when they're overseas they might have some left over food and they will need to know if they can get Tupperware.
(R) Do you think they might be able to buy Tupperware overseas?
(S) We don't know. They may not have it. That's why they'd ask the travel agent.

None of the students in this class had ever visited a travel agency, but they were making sense of the services in terms of their own perceived needs as a traveler.

The character roles were also noted as contributing to students' meaning making. In the interviews with students who had completed the Space Colony unit, several commented on the way in which having to select a planet to colonise helped them to make sense of what it meant if a planet took 36 years for an adult to reach - "Would you only have time to get there and come back?" - or if it had 3 months of daylight then 3 months of dark, or daylight of 6
hours and night of 6 hours - "Would you be able to sleep?”. Similarly, being asked to prepare a brochure for a country that would give comprehensive information for travelers, whilst also having an attractive layout that could be understood by customers gave purpose to the students’ country research and encouraged them to prepare the brochure so that it made sense to them. Students wrote about the countries and captioned illustrations in their own words, then spoke with some confidence about the contents to other class members. While features selected for presentations by the students may not have been those that a teacher would traditionally expect in a pen and paper test, the features had meaning to the students. For example, in discussion of the Bali brochure the group talked about the beaches that are popular, captioning them and qualifying them with "ain't it beautiful?".

Students showed they were willing to invest their time in learning in and out of the classroom.

In each of the Storypath units there were "large tasks", spreading across several lessons, requiring students to work in groups. In both classrooms there was evidence that students were talking about their Storypath work at home. For example, parents of students in the Travel Agency asked how they could help their children find appropriate information for the brochure and students collected sample artefacts for their country from family members and friends. Some students brought in material to help other groups, and willingly used their lunch hours to complete group tasks when members of the group had been absent.

Teachers are acknowledging that their pedagogical approaches are changing with surprisingly positive results.

In their discussions throughout the unit, and in their post unit reflections, both of the co-researching teachers identified implementation of the unit as a narrative as the most significant pedagogical change that they made in their HSIE teaching. This was followed by their recognition that their classroom presence had changed so that the learning was more student-centred. Teacher 1 identified that she had an

- Increase in questioning and getting children to take more direction in finding information and using information "I'm not spoon feeding them as much"; and
- Involving students in more problem solving (citizenship activities) so they use their knowledge

Teacher 2 described her changes as:

- Involving students in problem solving of critical incidents so they use their knowledge
- Implementing expert groups so students are sharing knowledge and valuing each others' contribution - "a community of learners"
- "I've taken a step back so students are directing and organising their learning more

It discussions with the university-based researcher, both teachers acknowledged that taking a "back step" had not been easy but that they had been surprised by the positive effects on the students.

Discussion

These results build upon a similar set of results attained in the previous year with the Grade One and Two class. Several salient features are commonly being observed across the two years of data. From the teaching position, the most important pedagogical change has been the change to a narrative structure for organising the students' HSIE learning experiences. One of the statistically significant items in the SRLS study for catering for recognition of


difference is inclusion of narrative as a teaching strategy. Egan (1989) argues that narrative is a significant instructional approach in face-to-face teaching for enabling students to make sense of concepts that would otherwise be perceived as complex and difficult. It appears that the narrative structure of these units is contributing to student investment in the learning situations and likely to their construction of personal meaning from the experiences. By involving students in the construction of the setting and the characters students are enjoying their early activities in the classroom but also developing initial ownership and connection to the "story" or lessons. Once personal connection has been established the students are demonstrating greater willingness to complete the more difficult and traditional Social Studies types of research, eg about the planets or about particular countries. Students seem to embark on these context-building activities as if they have real, and personal, reasons for their completion. Significant here, is that not only do students have a connection to the activities, having constructed the setting and characters, but they also have a purpose within the context and the story for undertaking the research. It is easy then for the teachers to introduce the critical incidents that require the students to apply their knowledge. So invested in the story are the students at this stage that they have been observed solving the incidents unable to determine whether the scenario was real or constructed by the teacher. For example, in the Travel Agency unit, a letter from the Mayor congratulating the class on their global and corporate citizenship resulted in the students asking questions such as "When did you send our work to the Mayor?"; "How embarrassing!" Similar responses had been observed the previous year in the Year One and Two classrooms when a traffic accident was introduced in the Families in their Neighborhood unit. One student sitting next to the researcher responded with "Oh no, did that really happen? (turning to the university based researcher). Similarly, when an organised parade was threatened by a supposedly upset neighbour in The Parade Storypath, the first response from the class was that the parade had to go ahead as the students had done too much work for it to be cancelled.

Haberman (1991) argues that students in poverty need learning experiences that are relevant to their daily lives and that engage them with real problems. The findings from this study suggest that the Storypath strategy is constructing a context in which the students can "live" roles, explore concepts and deal with substantial issues. Interestingly, the problem solving episodes are not cited, by the students, as the most popular episodes. However, it is in these episodes that the teachers have noted the level of students' thinking with understanding and meaning.

There may be some argument that students are only applying their understanding in "fictional role-plays". Some teachers in the two school staffs have questioned whether the students are involved in authentic and challenging. The two teachers involved in the study have responded by advocating that their role is not a passive one. Both described their increased use of questioning, deliberately implemented to probe and challenge the students' current understandings. Both similarly acknowledged that their role became one of helping students find information and to think differently about assumed situations. This co-construction of learning, as the teachers take "a step back", seems to be enabling the students to develop ownership in their learning experiences that is resulting in increased investment, or engagement, and pride with the end product.

In answer to the sceptical teachers the researchers have noted also, in the study, some transferability of the students' understandings and skills. Initially, this was observed with the Year One and Two students who suggested a neighbourhood meeting, learnt in their first Storypath unit, as an appropriate strategy for resolving the community dilemma of the possible cancellation of the parade. Similarly, the Year Five and Six students returned after the recent school break during which the Bali bombing had occurred showing signs of accepting their global and corporate responsibility by asking "Well, what can we do?".
In sum, the findings of this research are suggesting that the pedagogical features of the Storypath strategy, namely the narrative structure, promotion of personal connections to and contextualisation of the students' learning, the large, multi faceted learning tasks and the foregrounding of students' efforts and construction of meaning are having positive effects on the investment levels of these students, who are from educationally disadvantaged backgrounds, in the subject area of HSIE. Further these students are demonstrating a sense of pride in their HSIE learning.

Where to next

We realise that the analyses to date has focussed on students' engagement in the Storypath learning experiences as well as the pedagogical features that have likely promoted students' engagement and students' liking for HSIE. Continuation of the study next year will further clarify these features. It will also focus more strongly on students' self assessment and teacher's assessment of student learning to explore whether the Storypath pedagogies are indeed enhancing students' learning outcomes in HSIE.

References


Appendix 1

Episodes of *The Travel Agency* Storypath

Episode 1: Creating the Setting

The Travel Agency

Students decide on an ideal location for a travel agency ad construct frieze.

Episode 2: Creating the Characters

The Travel Agents

Students create travel agent characters, fill out job applications and interview for positions.

Episode 3: Building Context

The Travel Brochure

Travel agents specialise in particular countries and create brochures.

Episode 4: Critical Incident

Trouble in the Workplace

When employees are not working well together, students must decide how to create a positive and productive work environment.

Episode 5: Critical Incident

The Ad Campaign

When business declines students create an ad campaign to boost sales.

Episode 6: Critical Incident

People Needing Help
A place in the world suffers a major crisis. The travel agents decide how to help and carry out a plan.

Episode 7: Concluding Event

Travel Agency Celebration

The mayor recognises the travel agency's contribution and the company celebrates its success.

Episodes of *The Space Colony* Storypath

Episode 1: Creating the Characters

The Colonists

Students create characters for a global space colony.

Episode 2: Building Context

Our Solar System

Students create informational posters about the planets.

Episode 3: Building Context

Selecting a Planet

Students carry out investigations and experiments to decide which planet to colonize.

Episode 4: Creating the Setting

Establishing the Colony

Students create a frieze of the space colony setting.

Episode 5: Building Context

Daily Life

Students write about daily life on the planet.

Episode 6: Critical Incident

The Constitution

Students respond to a crisis in the colony by writing a constitution describing the colony's rules. They compare this to the Australian (USA) Constitution.

Episode 7: Concluding Event
New Year's Celebration

Students plan and hold a celebration observing the colony's first year of existence.