

# Understanding the needs and requirements of Q-tales Platform Users

## A collective Intelligence approach

### Overview

The Q-tales project has as its major goal the enhancement of literacy skills in children. All our design efforts are focused on this goal. We appreciate that only very well-designed technological solutions will have any beneficial impact. We appreciate that there are many barriers to the design and implementation of beneficial solutions. As part of the Q-tales platform design process, we used collective intelligence and user story methodologies to facilitate our thinking in relation to key user needs. Our collective intelligence design workshop, held in Galway, Ireland on the 9<sup>th</sup> of April 2015, included 18 experts from the fields of education, psychology, and technology design. We began in the morning with a collective intelligence analysis of barriers to literacy skill development, followed by a collective intelligence analysis of options that may overcome these barriers. We then worked in the afternoon to develop user stories and interaction design ideas, which involved profiling user needs in light of the barriers and options and high level scenarios of Q-tales platform usage.

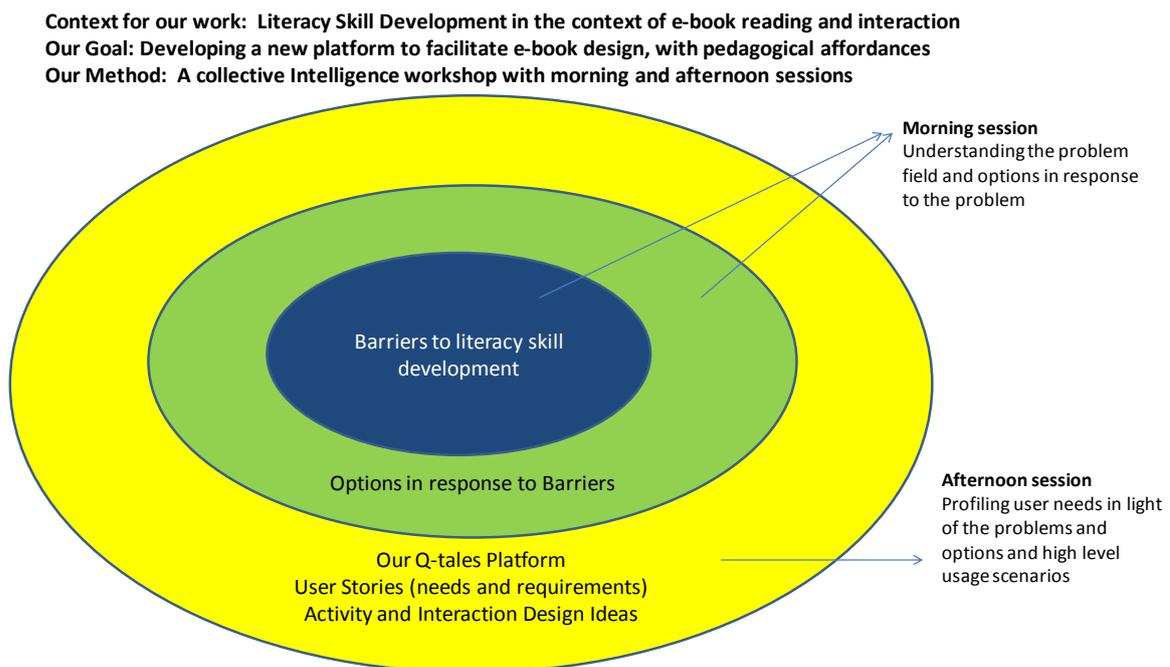


Figure 1: Overview of Collective Intelligence Workshop Process

### Barriers to Literacy Skill Development

A number of significant barriers to literacy skill development emerged. Workshop participants noted that children can experience a lack of a sense of self-efficacy in relation to reading and writing, and difficulties with attention, memory, comprehension, and the ongoing practice of reading skills. There may also be a lack of relevance of school materials to a child's real world literacy experiences. Other barriers included inadequate training, resources, instruction to foster reading skills both in the school and home environments; limited experience with print and reading material during early

development; and an inadequate array of literacy-promoting material in the home. Also highlighted was the potential embarrassment and resistance to admitting to literacy problems both on the part of parents and children; an inability to cope with fear of failure on the part of the child; and hostility to 'special treatment' in a classroom setting. On a cultural level, it was noted that barriers to literacy included the potential devaluing of literature within civil society; increasingly image-focused media; a shortage of volunteer literacy programmes, adult mentoring and community programmes to foster reading; and too few role models in the community, with children actually seeing people reading. In relation to technology, one barrier identified is that the delivery of literacy initiatives is often one-way, for example, children cannot always tell stories based on their interests and experience. This act of creating and constructing a story may be a powerful route to literacy skill development. Also, technology may reinforce the reduction of physical interaction and engagement in the reading experience. Technology may also be unappealing to the child, inaccessible or too expensive. The full set of categorised barriers can be found in Appendix 1.

### **Options to overcome barriers**

While these and other barriers highlighted many challenges to literacy skill development, our expert working group identified many options that could help to overcome these barriers. A sample of these options included:

- Promote autonomy in selecting texts and encourage creative outputs (e.g. songs, drawings etc.) that the child can produce after reading a text.
- Allow more free writing/free reading experiences
- Facilitate peer reading activities to promote interactive reading experiences
- Encourage readers self efficacy through participation in community reading programmes in partnership with local libraries
- Create a scenario where a child takes a book, applies it to their locality and 'rewrites' it
- Create a badging system (gamification and rewards) linked to reading experiences
- Organise a writer to meet with children and talk about their process of writing a book
- Emphasise to children the joys of creating 'meaning' (as a product) from words
- Promote a story/narrative project where children write part of a story and then pass it along to another school to continue the next chapter
- Organise a festival that celebrates children's literacy achievements
- Make reading material relevant to student interests
- Create a space for children to go to read (i.e. school, in libraries, at home) and structured time to engage in this activity
- Encourage parents to interact with curricular (e.g. homework) and extra-curricular (home, non-prescribed) reading
- When the child has achieved a satisfactory level and has interest, introduce critical feedback to facilitate progress (e.g. in older children and adolescents)
- Develop a personal vocabulary portfolio whereby a child can trace their literacy development trajectory
- Develop subject-specific vocabulary 'database' (key word bank) to assist comprehension of text books
- Create a student portfolio that has examples of their work

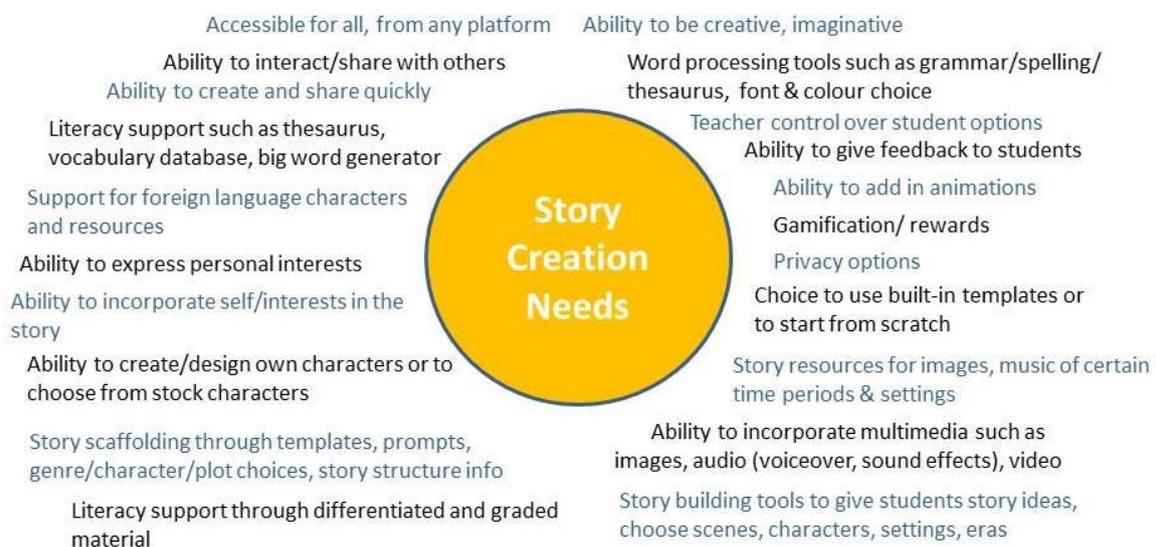
- Develop an interactive games as part of the book reading experience
- Give bonus points to increased speed and reward with 'mini-game'
- Have fun, silly sounding phonetics to make your friend laugh
- Develop speech recognition that identifies and builds on phonetic skills
- Develop a repository of cultural practices and literacy idiosyncrasies that students can draw from during creative writing processes – use a bank of ideas as a platform to spur on creative production
- Incorporate visual and artistic elements in written activities that link with experience
- Build relationships between teachers of students to respond to the needs of the individual
- Promote/encourage collaboration – sharing knowledge, resources, teaching strategies and develop co-teaching for support
- Change the 'homework' regime – remove homework and replace with reading/flipped classroom activities
- Plan times for daily 'screen time' and conversation or reading/storytelling opportunities
- Allow children to 'share' a preferred book with a friend
- Encourage young people to reflect/rate what they have read to develop ideas about preferences and reading for pleasure
- Develop a 'Zite' app for children that shows child-friendly news stories based on their interests
- Make user friendly story creation tools available
- Organise and promote a 'book of the week/month' or author of the week initiative
- Devise and broadcast a programme on TV and online specifically focused on encouraging families to read
- Encourage parents to follow children's emerging interests and support them to access reading material which meets this needs
- Design 'help me read' features to assist adults or peers to teach others to read
- Rewards for children for quantity or time spent engaging with text: reading or writing
- Allow kids to co-create stories with family and/or peers
- Organise parent groups in schools that facilitate using the Q-tales platform to promote reading at home
- Create an initiative/website/programme that starts with children's and their families interests, and enables and encourages them to turn those experiences into creative, narrative media/technologies
- Create visible support accessible to all to reduce stigma
- Encourage readers to ask each other for help
- Tips for parents when reading/pop-ups. Bite size chunk to support parents with teaching
- Focus on self-assessment, peer assessment and assessment for learning (AFL)
- Encourage literary days that promote literature that emphasises social, personal and cultural identities and practices
- Establish peer mentoring groups comprised of a broad age range of students
- Create a portal for kids to share the stories they create
- Promote digital literacy just to learn how to use technology
- Include lots of scaffolding/child friendly instructions in the use of software
- Improve how content is displayed on e-reader devices

- Set up an iPad/Android/tablet loan system from the school or local library
- Provide parents/teachers with adequate online education and online safety education
- Establishing child-safe online environment/forum for discussion (e.g. for verbal development) and meta-reading
- Ensure equal access to the materials for all children
- Conduct online field trips as well as field trips to actual bookshops and libraries
- Build a platform that ensures knowledge production has equal (if not greater) importance with knowledge consumption

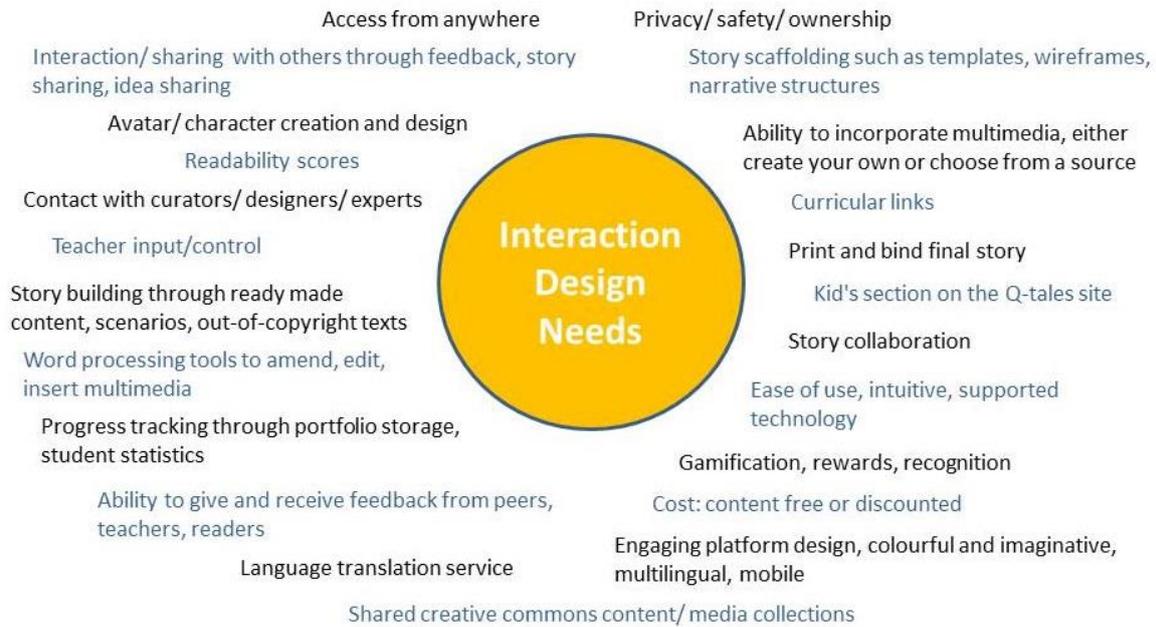
The full set of options linked to each category of barriers can be found in Appendix 1.

### User Stories and Specific Q-tales Platform User Needs

The initial options proposed by workshop participants opened the possibility space for the creative thinking in the afternoon, which involved participants working with specific usage scenarios and generating key needs and requirements of users of the Q-tales Platform based on three scenarios. The scenarios involved hypothetical users including teachers, students, parents, book designers, and other stakeholders. Working this way in the afternoon, workshop participants generated an extensive range of 1) Story Creation needs, 2) Interaction Design needs, and 3) Learning/assessment tool needs. A sample of these ideas is presented below. The upper images using the circle diagrams highlight some of the primary needs of users across each of the three needs categories.



**Figure 2: A sample of high level story creation needs of prospective Q-tales users**



**Figure 3: Interaction design needs of prospective Q-tales users**



**Figure 4: Learning/assessment tool needs of prospective Q-tales users**

The bar graphs below provide an overview of the frequency of needs in each category. The full set of user needs is tabulated in Appendix 1, Section B.

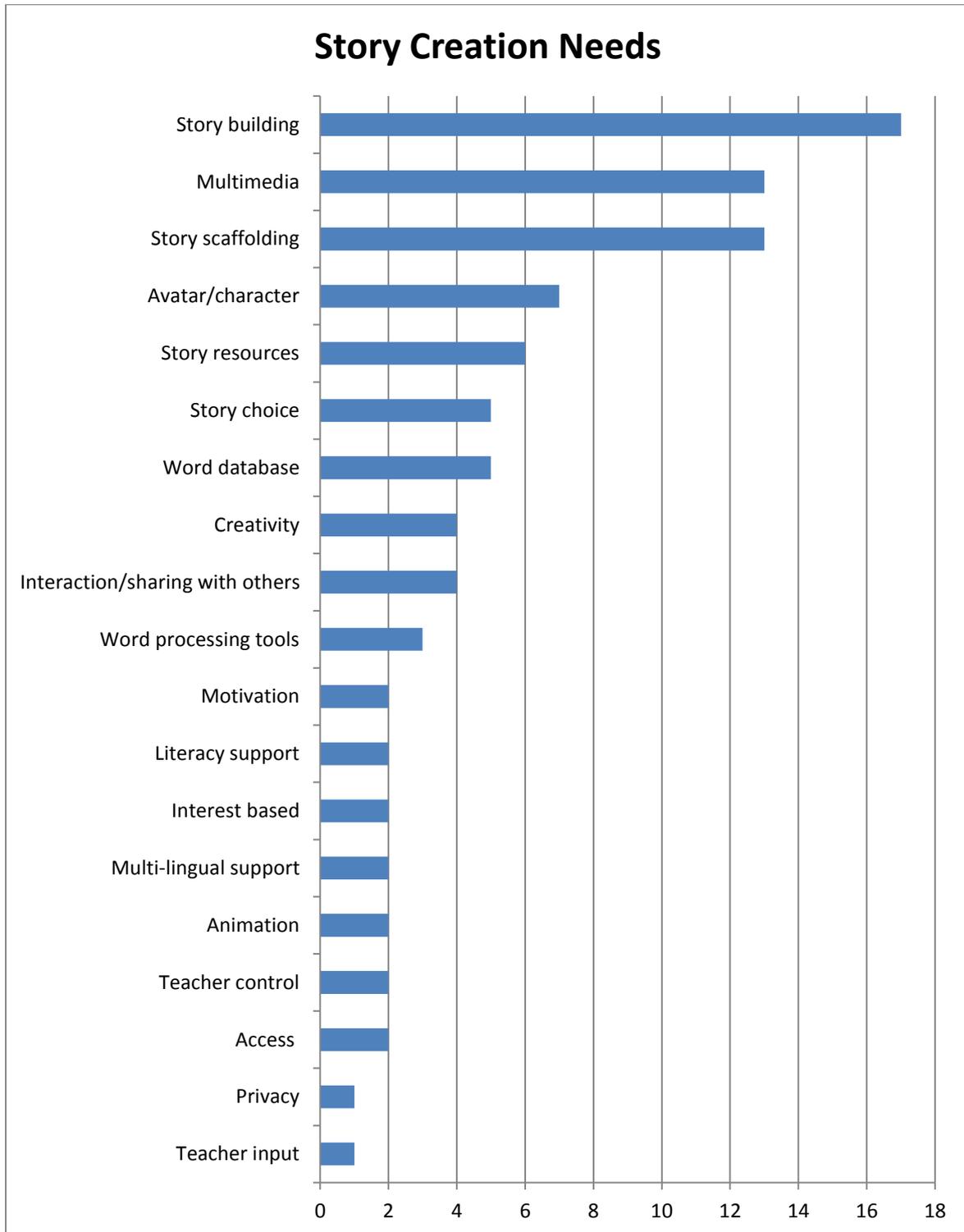


Figure 5: Frequency of story creation needs across high level needs categories

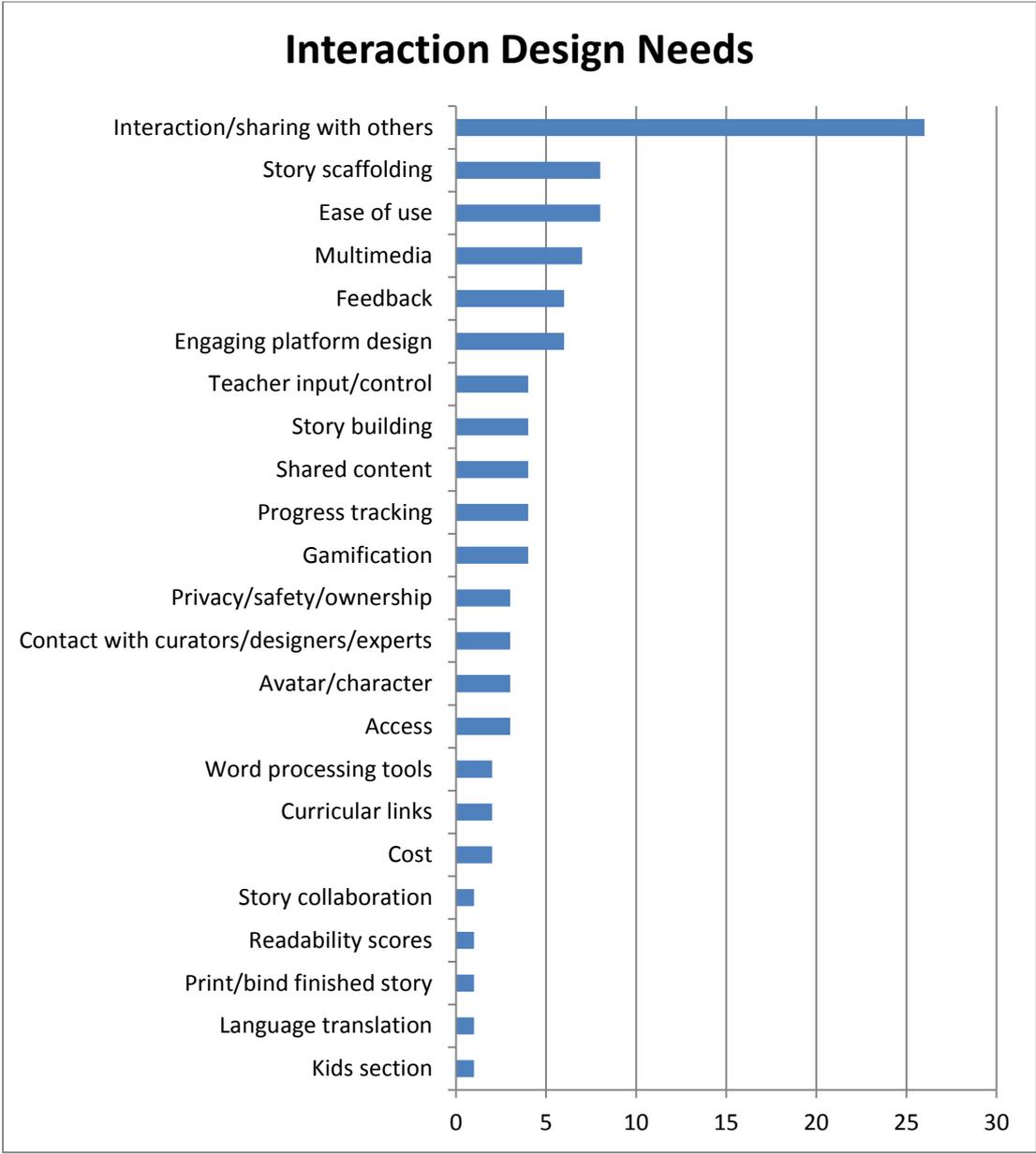


Figure 6: Frequency of interaction design needs across high level needs categories

## Learning/Assessment Tool Needs

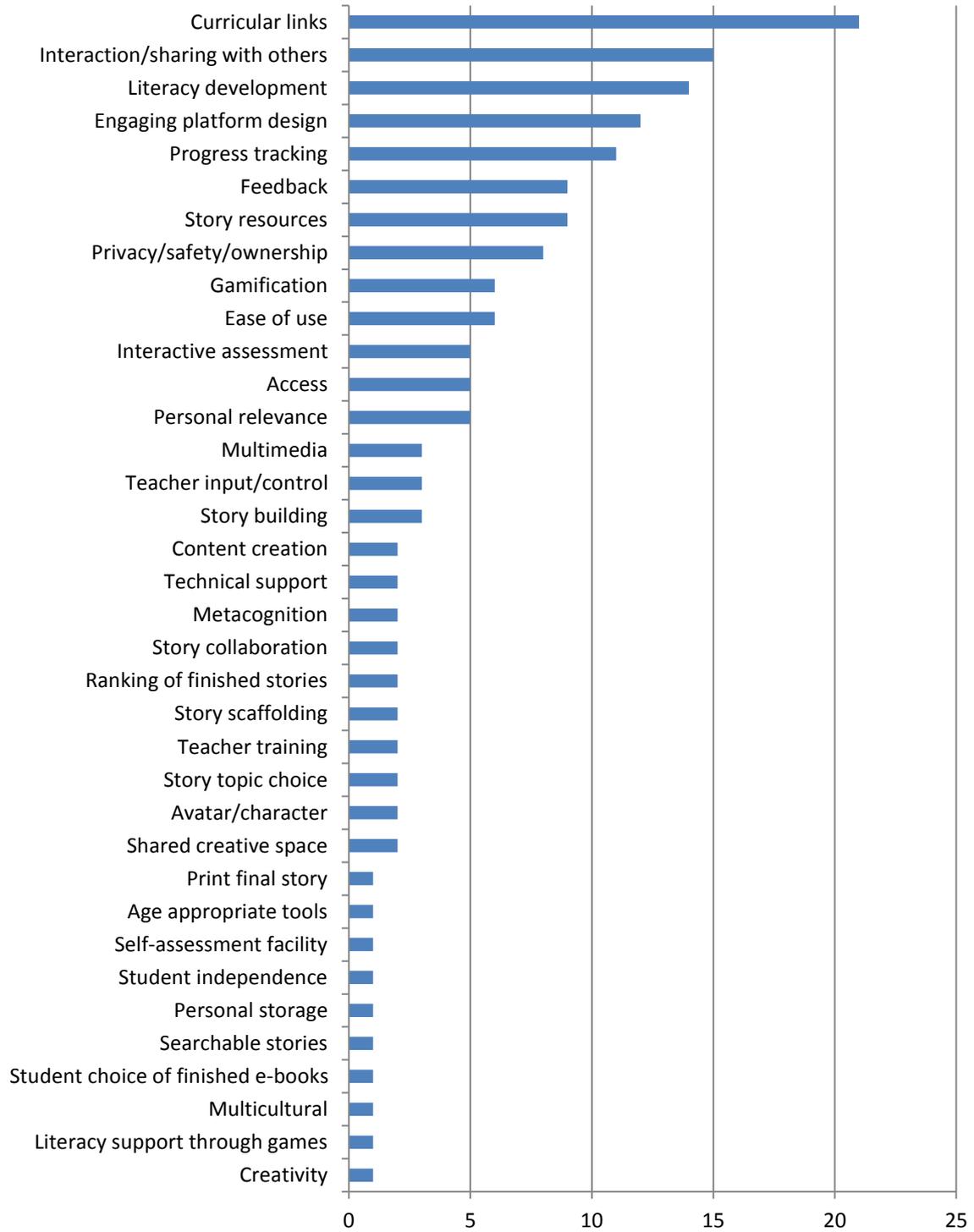


Figure 7: Frequency of learning/assessment tool needs across high level needs categories

Overall, the results of our collective intelligence workshop highlight a wide range of programmable user needs and requirements that align with pedagogical priorities and affordances identified in the mainstream educational, psychology, and learning science literature. As noted previously, the Q-tales project has as its major goal the enhancement of literacy skills in children. All our design efforts are focused on this goal. As the Q-tales team works to design their pedagogical and curation frameworks as central features of the Q-tales platform, the collective intelligence of our stakeholders will be used to inform priority design issues. At the same time, we appreciated the many design challenges and risks, including:

1. The challenge of translating pedagogical principles and specific needs and activities into a usable set of templates, activities, and design structures for ebook designers
2. Aligning a potentially complex set of pedagogical framework ideas with a curation strategy that is relatively easy to manage and sustain
3. Creating a technology design strategy that allows for different pedagogical innovations to be introduced at different phases of the Platform design process
4. Prioritizing key pedagogical innovations as the primary starting point in the Platform design process
5. Designing the usability of the Platform such that it addresses and facilitates intuitively the diverse user requirements of multiple types of users

Moving forward, we are optimistic that we can embrace these challenges and design a platform environment that responds directly to the needs of users and results in the design of a new generation of e-books that foster and accelerate the development of literacy skills in children in a fun and engaging way.

## Appendix 1 - Full Report on Collective Intelligence Idea Set

This appendix lists all ideas generated across all phases of the workshop. Section A lists all Barriers and Options across Categories, with the upper tables including options posted on the walls by participants during the options presentation phase, and the complete set of options gathered from their paperwork listed further beneath. Section B presents the scenarios used to prompt thinking in relation to needs and all the short user stories generated by participants in the form:

*As User Type \_\_\_\_\_, I want \_\_\_\_\_, so that I can \_\_\_\_\_.*

### A. Barriers and Options across categories:

Table 1: Barriers and options for child attitudes and values category

|  |
|--|
| <b>Barrier: Child attitudes and values</b>   |
| Lack of motivation   |
| Lack of a sense of self-efficacy in relation to reading and writing  |
| Negative attitude in relation to reading   |
| Lack of education and value of education/achievement   |
| Gender – different expectations for boys and girls – should cater for all emerging interests                             |
| Fear of freeing the imagination! (Time/exam constraints?)  |
| <b>Options to Overcome Barriers</b>  |
| Connect identity with literary practices   |
| Develop a personal vocabulary portfolio whereby a child can trace their literacy development trajectory                  |
| Gather ‘soundscapes’ from books in an imaginative way  |
| Incentivising relevant behaviours via (in)tangible rewards (e.g. gold stars).<br>Rewards/badges/gamification             |
| E-twinning – discuss globally local books, add local images to add to the story  |
| Create peer reading groups (with older children or people in community) - “Adopt a Granny” style programs                |
| Establish time and space to read (e.g. book reports and reviews)   |
| Remove assessment – just allow the child to enjoy the activity of reading and being read to (but with positive feedback) |
| Using one’s own locality to ‘remix’ books and share  |
| Promote intrinsic motivation (e.g. promote choice of reading)  |
| Organise meetings with writers to talk about process of writing a book   |
| Reading portfolio  |
| Develop subject specific vocabulary ‘database’ (key word bank) to assist comprehension of text books                     |

Table 2: Barriers and options for Child - ability and practice category

|   |
|---|
| <b>Barrier: Child – Ability and practice</b>  |
| <b>Failure to practice reading/literacy skills</b>  |
| <b>Lack of learning experiences with more academic and specialist language in secondary school subjects</b>   |
| <b>Poor memory ability</b>  |
| <b>Poor language – oral language, vocabulary knowledge, comprehension</b>   |
| <b>Poor attention and problems with attending to work</b>   |
| <b>Inability to interpret meaning through continuous, unchecked guessing</b>  |
| <b>Difficulties with phonological awareness (early reading development) &amp; decoding skills</b>   |
| <b>Limited vocabulary</b>   |
| <b>Intolerance to mistakes: Spelling not everything, encourage the steps rather than the final story/product</b>                                    |
| <b>Poor memory ability, in which memory includes: Attentional processes, Phonological processes, Remembering processes, Comprehension processes</b> |
| <b>Options to Overcome Barriers</b>   |
| <b>Promote peer reading – rotate pairs, rotate ability, assess/monitor students</b>   |
| <b>Establish reading clubs</b>  |
| <b>Develop interactive games</b>  |
| <b>Baseline assessment</b>  |
| <b>Tailored intervention using learning specialists</b>   |
| <b>Reward effort</b>  |
| <b>Reward increasing speed</b>  |
| <b>Incorporate mnemonics</b>  |
| <b>Create student assessment portfolios e.g. S.A.L.F. folders</b>   |
| <b>Create student portfolio showing examples of their work</b>  |
| <b>Establish learning profile output via reading programmes so teachers/parents can see areas to focus on</b>                                       |
| <b>Establish funding for diagnostic assessment for each child</b>   |
| <b>Provide options, hints and tips</b>  |
| <b>Badges and rewards</b>   |
| <b>Develop speech recognition that identifies and builds on phonetic skills</b>   |
| <b>Develop interactive games for punctuation, grammar, nonsense words and phonetics, and word development</b>                                       |
| <b>Develop vocabulary through use of word lists, dictionary and thesaurus and highlighted word of the day</b>                                       |

Table 3: Barriers and options for school – relevance to child’s life category

|   |
|---|
| <b>Barrier: School – Relevance to Child’s Life</b>  |
| <b>Lack of relevance of materials to child's real world literacy experiences</b>                              |
| <b>Failure to engage the identities and cultural practices of all learners into school literacy practices</b> |
| <b>Failure to integrate out of school literacy practices within schools</b>                                   |
| <b>Rewards not obvious. What are they? Can they help kids to prove themselves as experts?</b>                 |
| <b>Options to overcome Barriers</b>   |
| <b>Use story templates which children can personalise</b>   |
| <b>Create reading rewards, systems, badges... possibly sponsored?</b>   |
| <b>Develop ideas bank/repository of cultural practices for children to draw from</b>                          |
| <b>Create multi-cultural, plurilingual interactive resources</b>  |
| <b>Home-School Connections</b>  |
| - <b>Transitional object/project</b>  |
| - <b>Build a story/activity in both home and school</b>   |
| - <b>Create shared experiences</b>  |
| <b>Create blogs and vlogs for plots etc – visual and artistic elements</b>                                    |
| <b>Create media campaigns – language and literacies</b>   |

Table 4: Barriers and options for school – training and resources category

|  |
|--|
| <b>Barrier: School – Training and resources</b>  |
| <b>Inadequate education - instruction and feedback</b>   |
| <b>Inadequate resourcing of innovative teaching and learning practices, e.g. learning technology and collaborative educational initiatives</b> |
| <b>Failure of teachers to recognise literacy problems early</b>  |
| <b>Failure to see beyond traditional teaching methods</b>  |
| <b>Failure to change existing delivery models of education</b>   |
| <b>Inadequate variation in material available for children with learning difficulties</b>  |
| <b>Conflict for teachers between the needs of the individual and the group</b>   |
| <b>Failure or delay in diagnosing a learning difficulty</b>  |
| <b>Overloaded curriculum; shortage of learning supports</b>  |
| <b>Lack of continuity (disability support) when entering secondary school</b>  |
| <b>Inability to respond to the needs of a child with a disability</b>  |
| <b>Lack of awareness of the needs of a child with a disability</b>   |
| <b>Shortage of material that seamlessly integrates varying degrees of difficulty</b>   |
| <b>Standardisation</b>   |
| <b>Teacher competence</b>  |
| <b>Interventions not tailored to needs</b>   |
| <b>Lack of educational support, with respect to instruction; feedback</b>  |
| <b>Lack of understanding of attachment theory – processes</b>  |
| <b>Options to overcome Barriers</b>  |
| <b>Provide training for all educators in:</b>  |
| - <b>Identifying pupils who need support</b>   |
| - <b>“Literacy Development”</b>  |
| - <b>Support structures outside the school</b>   |
| - <b>Build local/community support</b>   |
| - <b>Building closer relationships with students</b>   |
| - <b>Creating open communication channels</b>  |
| - <b>Promoting feedback from students – encouraging the students voice</b>   |
| <b>Create a space that facilitates sharing of materials and collaboration for educators</b>  |
| <b>Establish academic tracking – assess at regular intervals to help identify difficulties and plan interventions</b>                          |
| <b>Promote alternative teaching approaches for literacy – best practice, evidence-based...</b>   |
| <b>Demand an end to curriculum overload... (how?)</b>  |

Table 5: Barriers and options for family – literacy experiences in the home category

|   |
|---|
| <b>Barrier: Family – Literacy experiences in the home</b>   |
| <b>Absence of culture of reading and writing for meaning and for pleasure</b>                               |
| <b>Limited exposure to the modelling of literacy-rich behaviours (parents, siblings, peers who read)</b>    |
| <b>Limited access to a range of reading material</b>  |
| <b>Lack of education (parent): inability to read to/educate their children</b>                              |
| <b>Lack of parental support</b>   |
| <b>Limited experience with print and reading material during early development</b>                          |
| <b>Absence of literacy support in the home - verbal and educational</b>                                     |
| <b>Inadequate opportunities to practice literacy skills</b>   |
| <b>Imbalance between "screen-time" and face-to-face conversation in the home</b>                            |
| <b>Failure to develop oral language skills at home</b>  |
| <b>Inadequate understanding of the English language</b>   |
| <b>Inadequate array of literacy-promoting material in the home (books, puzzles, posters)</b>                |
| <b>Lack of creative tools for children and families to produce books (i.e. not high-end)</b>                |
| <b>Lack of parental support with respect to conversing/oral/reading skills</b>                              |
| <b>Options to Overcome Barriers</b>   |
| <b>Book sharing in preschools and crèches</b>   |
| <b>D.E.A.R at home – Drop Everything And Read – tie into school version (magazines, books, flyers etc.)</b> |
| <b>Speech to Text – for co-creating stories</b>   |
| <b>“One family; one book”</b>   |
| <b>“One community; one book”</b>  |
| <b>‘book clubs’</b>   |
| <b>Images to stories - generating pictures (story cubes) to create a simple story</b>                       |
| <b>Develop a resource for parents:</b>  |
| - <b>Awareness of what books are available</b>  |
| - <b>What range of appropriate books are available for their child</b>                                      |
| <b>Help me Read – tools</b>   |
| <b>Help me Teach – tools</b>  |
| <b>Articulate rewards for parents and children</b>  |
| <b>Search/identify shared categories of interest for parents and kids</b>                                   |
| <b>Gamification - rewards/incentives</b>  |
| - <b>Serial – linking stories, episodes 1,2,3</b>   |
| - <b>Different levels – yellow, purple, black</b>   |
| - <b>What level are you on?</b>   |
| <b>Story creation tools (similar to story blocks, improvise ideas etc.)</b>                                 |
| <b>Instate a community book reading evening in common place. Night of tales. (Reggionarra)</b>              |
| <b>Tie in stories for family history/community history (palaver tree)</b>                                   |
| <b>Needs curation!</b>  |
| <b>Making wide range of reading materials freely available e.g. magazines, glossies, Project Gutenberg</b>  |

Table 6: Barriers and options for family – embarrassment/stigma category

|   |
|---|
| <b>Barrier: Family – Embarrassment/Stigma</b>   |
| <b>Embarrassment and resistance to admitting to literacy problems (parents and/or child).</b>                         |
| <b>Inability to cope with fear of failure on the part of the child</b>  |
| <b>Hostility to 'special treatment' in a classroom setting</b>  |
| <b>Reluctance by parents to engage with the school practices and community</b>  |
| <b>Rivalry between affected/unaffected siblings</b>   |
| <b>Options to Overcome Barriers</b>   |
| <b>Rewards/motivators that encourage parents to spend time with their child reading e.g. points for peer reading</b>  |
| <b>Motivators for parents – interactions and time spent sharing</b>   |
| <b>Use non-literacy based incentives with literacy outcomes as a side benefit</b>                                     |
| <b>Rewards for authoring/creating stories</b>   |
| <b>Develop family literacy programmes</b>   |
| <b>Organise information sessions</b>  |
| <b>Create visible support accessible to all to reduce stigma. Support = skills services</b>                           |
| <b>Encouraging good 'reading' behaviours</b>  |
| <b>Focus on rewarding effort AND outcome and/or level of reading</b>  |
| <b>Make reading/D.E.A.R (Drop Everything and Read) regular mainstream activity, rather than separate, sequestered</b> |

Table 7: Barriers and options for community/societal issues category

|  |
|--|
| <b>Barrier: Community/Societal Issues</b>  |
| Lack of role models in the community, actually seeing people reading                                     |
| Shortage of volunteer literacy programmes, adult mentoring and community programmes to foster reading    |
| Lack of investment in junior classes: Class numbers too high to give individual attention                |
| Too much emphasis on literacy consumption and not enough on knowledge production                         |
| Lack of rigorous monitoring of the impact of initiatives for literacy development                        |
| Lack of a holistic, topic-based education system that caters for cross-disciplinary literacy development |
| Increasingly image-focused media   |
| Devaluing of literature within civil society   |
| Incorrect text (grammar) in media  |
| Misunderstanding terms in text   |
| Failure to broaden definition of literacy [i.e. a suite of connected literacies]                         |
| <b>Options to Overcome Barriers</b>  |
| Establish school/community drama programmes – meaning-making activities                                  |
| Literacy promoting initiatives – ‘literacy market’?  |
| Demand ratio of 1:20 in junior classes   |
| EU Festival of Literature for under 16s, and u4, u6... nationally, locally                               |
| Expand Cúirt festival  |
| Skill develop: Establish set of ‘topics’ that are developed as from PreSchool. → Primary → Secondary     |
| - Increasing depth and breadth of knowledge in topic   |
| - Develop range of activities associated with topic  |
| Peer mentoring (within/across age groups)  |
| → Aim: create and produce story  |
| Develop awareness of language registers  |
| Establish book clubs for children  |

Table 8: Barriers and options for technology category

|  |
|--|
| <b>Barrier: Technology</b>   |
| <b>Currently one-way</b>   |
| - <b>Fanfiction.net for kids</b>   |
| - <b>Kids can't tell stories based on their interests to anyone (and family)</b>   |
| <b>Lack of physical interaction</b>  |
| <b>Unappealing to the child</b>  |
| <b>Hardware too hard/not available</b>   |
| - <b>Too expensive?</b>  |
| - <b>Training teachers &amp; family/kids? (not accessible)</b>   |
| <b>Options to Overcome Barriers</b>  |
| <b>Ensure online safety (curation) for sharing aspects of the technology</b>   |
| <b>Make sure the e-book has interactivity – so that it's not just an e-version of the hardcopy book (Lack of physical in.) Conduct face-to-face book clubs to discuss texts or collaborate on creative outputs after reading shared text</b> |
| <b>Tech needs to support production and consumption</b>  |
| <b>Ensure equal access to the materials for all children</b>   |
| <b>Can work on all smart phones and software available for parents</b>   |
| <b>Provide CPD for all teachers</b>  |
| <b>Government. to provide funding for h/ware install/upgrade</b>   |
| <b>Access:</b>   |
| - <b>Local storage</b>   |
| - <b>Devices for hire</b>  |
| - <b>Multiple market plans (interoperable content)</b>   |
| - <b>Printable (Lulu.com)</b>  |
| - <b>Child led</b>   |
| - <b>Age appropriate</b>   |
| - <b>Trendy</b>  |
| - <b>Gender</b>  |
| - <b>Collaborative story word</b>  |
| - <b>Synchronisation with parents</b>  |
| - <b>Cross platform</b>  |

## Full List of Options to Overcome Literacy Barriers

Table 9: Full list of options to overcome literacy barriers for child – attitudes and values

| Child – Attitudes & Values   |
|--|
| <ul style="list-style-type: none"> <li>Reinforce reading/expression (writing and conversing) via incentivising relevant behaviours (e.g. gold stars to be redeemed for (in)angible prizes</li> </ul>   |
| <ul style="list-style-type: none"> <li>Establish school time for play</li> </ul>   |
| <ul style="list-style-type: none"> <li>Go for intrinsic motivation, rather than external rewards (ref. Alfie Khan). So promote autonomy in selecting texts and encourage creative outputs (e.g. songs, drawings etc.) that the child can produce after reading a text.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Allow more free writing/free reading experiences</li> </ul>   |
| <ul style="list-style-type: none"> <li>Establish role models from local sportspeople who are pictured reading</li> </ul>   |
| <ul style="list-style-type: none"> <li>Peer reading or 'adopt a granny' (as per Sally's suggestion of a project in India using this approach)</li> </ul>   |
| <ul style="list-style-type: none"> <li>Encourage readers 'self-efficacy' through participation in community reading programmes in partnership with local libraries and building their identity as 'readers'</li> </ul>   |
| <ul style="list-style-type: none"> <li>Older children reading to younger children/older children writing stories for the younger children in the school</li> </ul>   |
| <ul style="list-style-type: none"> <li>Have local sports people (or celebrities) talk about their own experiences of reading (either their love of reading or difficulties they overcame to become more successful readers)</li> </ul>   |
| <ul style="list-style-type: none"> <li>Create a scenario where a child takes a book, applies it to their locality and 'rewrites' it</li> </ul>   |
| <ul style="list-style-type: none"> <li>Create a badging system – motivation, gamification, rewards</li> </ul>  |
| <ul style="list-style-type: none"> <li>Establish scheduled book reports and reviews (e.g. 1 per month – 9 per year)</li> </ul>   |
| <ul style="list-style-type: none"> <li>Find a common ground between 'boring' reading and child's actual interest</li> </ul>  |
| <ul style="list-style-type: none"> <li>Organise a writer to meet with children and talk about their process of writing a book</li> </ul>   |
| <ul style="list-style-type: none"> <li>Develop a classroom library with a wide variety of reading material that children can choose from</li> </ul>  |
| <ul style="list-style-type: none"> <li>Emphasise to children the joys of creating 'meaning' (as a product) from words</li> </ul>   |
| <ul style="list-style-type: none"> <li>Make choosing a book for free reading time a reward in itself – freedom of choice for book of interest</li> </ul>   |
| <ul style="list-style-type: none"> <li>Initiatives to promote investment of identities in literacy practices</li> </ul>  |
| <ul style="list-style-type: none"> <li>Promote the 'remixing' where children can take characters/scenes from diff books and merge them into one story</li> </ul>   |
| <ul style="list-style-type: none"> <li>Create 'against the norm' gender programmes</li> </ul>  |
| <ul style="list-style-type: none"> <li>Promote a story/narrative project where children write part of a story and then pass it along to another school to continue the next chapter</li> </ul>   |
| <ul style="list-style-type: none"> <li>Programmes that celebrate children's literacy achievements</li> </ul>   |
| <ul style="list-style-type: none"> <li>Create a soundscape from a book and class work to extract sounds and recreate them in an imaginative way</li> </ul>   |
| <ul style="list-style-type: none"> <li>Promote collaboration and competition in educational settings</li> </ul>  |
| <ul style="list-style-type: none"> <li>Do e-twinning programme with twinned town over Skype to discuss and tell kids in other country about an Irish book, bring in children's own images, audio etc. that they separately create but that is associated with the story</li> </ul> |
| <ul style="list-style-type: none"> <li>Give students positive experiences in school in regard to their literacy experiences</li> </ul>   |
| <ul style="list-style-type: none"> <li>Set up a local book club within their hobby/interest group (e.g. in local GAA club)</li> </ul>  |
| <ul style="list-style-type: none"> <li>Make reading material relevant to student interests</li> </ul>  |
| <ul style="list-style-type: none"> <li>Create a space for children to go to read (i.e. school, in libraries, at home) and structured time to engage in this activity</li> </ul>  |
| <ul style="list-style-type: none"> <li>First, define what is a positive/interesting experience for the child and different 'types' of</li> </ul>   |

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| children  |
| <ul style="list-style-type: none"> <li>• Policies that recognise non-traditional literacy skills that are often part of the child's out-of-school practices (e.g. some forms of gaming, card collecting, media productions etc.)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Negative attitudes and freeing the imagination: remove assessment – just allow the child to enjoy the activity of reading and being read to</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Encourage parents to interact with curricular (e.g. homework) and extra-curricular (home, non-prescribed) reading</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Activities that encourage positive feedback on literacy activities</li> </ul>  |
| <ul style="list-style-type: none"> <li>• When the child has achieved a satisfactory level and has interest, introduce critical feedback to facilitate progress (e.g. in older children and adolescents)</li> </ul>                          |
| <ul style="list-style-type: none"> <li>• Develop a personal vocabulary portfolio whereby a child can trace their literacy development trajectory</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Develop subject-specific vocabulary 'database' (key word bank) to assist comprehension of text books</li> </ul>  |

**Table 10: Full list of options to overcome literacy barriers for child – ability and practice**

| <b>Child – Ability and Practice</b>  |
|--|
| <ul style="list-style-type: none"> <li>• Establish funding for diagnostic assessment for each child, not just those who exhibit difficulties</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Word of the day – pick a word and ask pupil to explain/define</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Establish learning profile output from interaction with reading programme so that teacher/parent can see areas to focus on</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Extra funding for reading programmes such as reading recovery and early intervention programmes</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Create a student portfolio that has examples of their work</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Introduce award systems for attainment – based on initial individual baseline, not aggregate of class</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Set up student assessment portfolios such as SALF – Self Assessment and Learning Folders</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Develop a dictionary/thesaurus for use with reading material (use existing methods like in Word?)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Create personalised avatars in SALF mode and have ‘100’ levels to achieve supreme wizard or word warrior level within a given difficulty category, have monitors to beat at every 10 levels (grammar demons)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Make up new words to give to the word genius for bonus points</li> </ul>  |
| <ul style="list-style-type: none"> <li>• U16 Festival of Literature in Ireland – 3 winners from each country in Europe (Tech)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Set up reading clubs</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Developing Interactive Games</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Activity</li> <li>• Prompt – which is the correct spelling? <ul style="list-style-type: none"> <li>○ Prompt – what letter sounds like this? (phonetics)</li> </ul> </li> </ul>  |
| <ul style="list-style-type: none"> <li>• Pair students with areas of deficit that other is good at and vice versa so that each student is helping the other reciprocally - these pairs to be continually assessed and changed to avoid stagnation</li> </ul>     |
| <ul style="list-style-type: none"> <li>• Student surveys to determine interest areas (Tech)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Develop an interactive game “which symbol (. , ; “) goes here” etc.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Build vocabulary through use of lists of receptive expressive language students should have at each level</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Give bonus points to increased speed and reward with ‘mini-game’</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Have fun, silly sounding phonetics to make your friend laugh</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Have memory games paired with ‘new’ words embedded in story ‘like house’ or ‘Simon’ or ‘snap’</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Integrate memory training within narrative introducing acronyms and method of loci as part of teaching children how to remember lists</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Develop speech recognition that identifies and builds on phonetic skills</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Give options, 50:50</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Assessment prior to development of any programmes</li> </ul>  |

**Table 11 Full list of options to overcome literacy barriers for school – relevance to child’s life**

| <b>School - Relevance to Child's Life</b>   |
|---|
| <ul style="list-style-type: none"> <li>• Create multicultural/multi-ethnic plurilingual interactive reading materials</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Develop a repository of cultural practices and literacy idiosyncrasies that students can draw from during creative writing processes – use bank of ideas as a platform to spur on creative production</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Avoid ‘tokenistic’ interpretations of varied cultural/ethnic/religious groups within the ‘multicultural’ material that is produced</li> </ul>  |
| <ul style="list-style-type: none"> <li>• ‘Gaps’ in stories for child to fill in to reflect their own lives and complete story (i.e. location, family structure, cultural activities, names)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Move away from ‘culture’ days to embrace broader culture every day within school settings</li> </ul>   |
| <ul style="list-style-type: none"> <li>• ‘Adapt’ story to reflect own life – create portfolio reflecting extension of story – activities, extend narrative, increase characters</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Establish ‘badge’/reward system for reading/writing achievement like Gaisce awards? Which children pursue at their own level → promote achievements locally with levels of achievement ‘named’ i.e. ‘reading champion’ ‘writing hero’ → broader than reading : writing (stories, poetry), retelling, reading range of text (books, plays, poems)               <ul style="list-style-type: none"> <li>○ Transitional/item:</li> <li>○ Moves b/w school/home</li> <li>○ Builds story/activity</li> <li>○ Creates shared experience</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>• Build awareness of language register through collective story platform development</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Integrate home-based/real-life literacy practices in schools – texting/messaging/picture messaging, phone-in, text-in homework etc.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Incorporate visual and artistic elements in written activities that link with experience</li> </ul>  |

**Table 12: Full list of options to overcome literacy barriers for school – training and resources**

| <b>School – Training and Resources</b>  |
|---|
| <ul style="list-style-type: none"> <li>• Mentoring and communities of practice to overcome inadequacies of teacher C.P.D.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Reduce class size</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Conduct year/class entry surveys to help identify literacy problems early</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Engaging students (student voice)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Sharing of resources as the 'norm' (so differentiated materials/teaching resources are more freely available)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Encourage 'inter-age' reading/inter-gender reading to stretch children with learning difficulties</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Improved monitoring of pupils/children/learners at specific points – entering primary, leaving primary, entering 2<sup>nd</sup> level, leaving 2<sup>nd</sup> level, entering 3<sup>rd</sup> level etc. etc.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Develop effective, practical records on individual reading progress/needs <ul style="list-style-type: none"> <li>○ Moving away from rote learning – establishing curiosity</li> <li>○ Independent learning</li> <li>○ 'Hook' the students</li> <li>○ Link curriculum to interests</li> </ul> </li> </ul>   |
| <ul style="list-style-type: none"> <li>• Build relationships between teachers of students at second level to respond to the needs of the individual</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Promote/encourage collaboration – sharing knowledge, resources, teaching strategies and develop co-teaching for support</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Develop teaching strategies for literacy beyond primary school – teach and model comprehension strategies for example</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Develop continuity across initiatives at second level and primary level</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Promote/encourage teacher to try new methodologies</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Teach multiple subjects to students at second level (to overcome barrier of not fully understanding needs of the student in question)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Limit classroom size – reduce no. of students – alternatively, encourage team-teaching</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Establish elective/attractive support model for literacy – use support teachers flexibly – in-class support, small groups</li> </ul>   |
| <ul style="list-style-type: none"> <li>• All teachers receive training re assessment and literacy levels in their pupils at all levels</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Build material that bridges across age and literacy levels</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Change the curriculum, change means of assessment</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Book club model in schools = group choose a book and meet to discuss = the group develop own rules, venue for meeting etc. Rewards incentive?</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Academic tracking and conversations between teachers/dept. re: identifying problems</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Increased support – workshops/mentoring</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Promote team-teaching (collaboration)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Opportunities for teachers to meet and discuss with older pupils to learn about their experience of the system</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Demand more time for planning of active teaching methodologies/experiences – reduce class contact time (for greater quality need to reduce quantity of class teaching/instruction demanded) <ul style="list-style-type: none"> <li>○ Assessing standards continuously- particularly during transitional periods</li> <li>○ Not graded – establishing a level</li> <li>○ Starting and continually refreshing the basics – firm foundations</li> <li>○ Increased communication with the students themselves</li> <li>○ Engaging in their feelings/thoughts/possible solutions</li> </ul> </li> </ul> |

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| <ul style="list-style-type: none"> <li>○ Getting their pts of view – eliminating assumption</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Assessment methods are not all papers and writing based. Opportunities to create and complete assignments in non-paper based way</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Conduct research into cultural attitudes towards curriculum overload/change cultural attitudes? (Curriculum overload is a barrier but lots of people are unwilling to ‘unload’ for fear of ‘dumbing down’)</li> </ul> |
| <ul style="list-style-type: none"> <li>• Disability/student/SNA support teams within schools <ul style="list-style-type: none"> <li>○ Linking student, teachers and parents</li> <li>○ Continuous monitoring</li> </ul> </li> </ul>                            |
| <ul style="list-style-type: none"> <li>• Change the ‘homework’ regime – remove homework and replace with reading/flipped classroom</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Training for teacher in identifying struggling readers</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Implement staged model of support – intervention matched to level of need</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Reduce focus on ‘purpose’/‘right’/‘wrong’/‘yes/no’ – promote mistakes – try to eliminate this ‘fear’</li> </ul>   |

**Table 13: Full list of options to overcome literacy barriers for family – literacy experiences in the home**

| <b>Family - Literacy Experiences in the Home</b>  |
|---|
| <ul style="list-style-type: none"> <li>• Plan times for daily 'screen time' and conversation or reading/storytelling opportunities</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Provide print and reading material for babies in post-natal packs (bounty bags) – give links to web resources</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Parent narratives for their children (family history etc.)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Allow kids to 'share' a preferred book with a friend</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Encourage young people to reflect/rate what they have read to develop ideas about preferences and reading for pleasure</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Develop a 'Zite' app for kids that shows kid-friendly news stories based on their interests</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Story generators – pictures, go create a story</li> </ul>  |
| <ul style="list-style-type: none"> <li>• 'Reverse Pictionary' – write a story from pictures</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Offer opportunities to parents and community to tell stories and read to children – e.g. Night of Tales in Reggio Emilia</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Promote services like Common Sense Media to help parents select appropriate and interest-relevant books for their kids</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Develop above ideas to create 'Community Narratives', collections of stories related to each other by characters or location</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Include parents in the early literacy strategy and all policy documentation</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Organise/promote 'book of the week/month' or author of the week – review/voting what participants liked best</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Organise a focused reading intervention like Drop Everything And Read (D.E.A.R.)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Shared parent/child activities</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Create tools so that language can be translated or text can be translated into different languages</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Book clubs for parents recommending books for age groups that week</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Devise and broadcast a programme on TV and online specifically focused on encouraging families to read</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Encourage target/story development in different genres/age groups so that there is a range of text available</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Rather than 'ghetto-ise' literacy as special treatment, make it mainstream, daily part of family and educational activity</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Limit 'on-screen' time in the home</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Print out and pin up stories, quotes etc. around the home</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Encourage parents to follow children's emerging interests and support them to access reading material which meets this needs</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Conduct interviews/questionnaires with parents to illicit: what their barriers are to supporting their child with reading or accessing I.T. literacy</li> </ul>                        |
| <ul style="list-style-type: none"> <li>• Give recognition to parents of the value of reading for pleasure, taking time to be with and spend time with your child as opposed to the learning outcomes</li> </ul>                 |
| <ul style="list-style-type: none"> <li>• Match-make parent and child interests to find book topics that both will be interested to read</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Clearly articulate rewards for parents and differentiate rewards for children</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Organise a 'one book; one family' initiative at local and national level</li> </ul>  |
| <ul style="list-style-type: none"> <li>• 'Scratch' for story building</li> </ul>  |
| <ul style="list-style-type: none"> <li>• For families: integrate adult and child literacy initiatives/interventions</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Ensuring on-line materials are freely available to all: simple login and passwords and adaptability so can be used through a number of platforms: laptops, mobiles, tablets</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Create an online portal/website where families can create and share, re-create, repurpose and retell narratives and stories e.g. like Palaver Tree Online (PTO)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Design 'help me read' features to assist adults or peers to teach others to read</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Rewards for children for quantity or time spent engaging with text: reading or writing</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Support parents to support their children's literacy – parenting programmes</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Offer a library-book sharing service in pre-schools and crèches</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Read me my story</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Allow kids to co-create stories with family and/or peers</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Organise parent groups in schools that facilitate using the Q-tales platform to promote reading at home</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Create an initiative/website/programme that starts with children's and their families interests, and enables and encourages them to turn those experiences into creative, narrative media/technologies</li> </ul> |

**Table 14: Full list of options to overcome literacy barriers for family – embarrassment/stigma**

| <b>Family - Embarrassment/Stigma</b>  |
|---|
| <ul style="list-style-type: none"> <li>• Organise information sessions</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Build more positive relationships between community and schools</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Create visible support accessible to all to reduce stigma</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Encourage readers to ask each other for help</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Let parents know that children learn in different ways. Their child’s literacy abilities are not a reflection on them – more of a reflection on the materials available. This hub – provide reading materials to support co-reading</li> </ul> |
| <ul style="list-style-type: none"> <li>• Teach parents children to teach each other</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Tips for parents when reading/pop-ups. Bite size chunk to support parents with teaching</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Create a motivation/reward system that rewards effort not outcome and/or level of reading</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Develop rewards/motivators that encourage parents to spend time with their child reading e.g. points for peer reading</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Rewards for authoring/creating stories</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Make reading/D.E.A.R. a regular, mainstream activity rather than separate, exceptional</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Use non-literacy based incentives with literacy outcomes as a side benefit</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Reward effort and quality of reading/literacy performance</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Focus on self-assessment, peer assessment and assessment for learning (AFL)</li> </ul>   |

**Table 15: Full list of options to overcome literacy barriers for community/societal issues**

| <b>Community/Societal Issues</b>  |
|---|
| <ul style="list-style-type: none"> <li>• Organise EU Fest of Literature for under 16</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Venue: Galway, Start 1916 – every year in June – last week</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Activity: EuroFest of Literature for under 16's               <ul style="list-style-type: none"> <li>○ Make a website with 7-8 EU languages</li> <li>○ Write to the Ministry of Education of each EU country requesting that they submit pieces, fiction-nonfiction</li> <li>○ Put the winning pieces in the website</li> <li>○ NUIG grant a prize for 3 winners/bursary for BA programme</li> <li>○ Big impact to the tourism industry of Galway</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>• Develop preschool version of above EU Fest of Literature – U4 years/ U6 years               <ul style="list-style-type: none"> <li>○ Share stories, legends etc. from EU countries in Irish preschools</li> <li>○ Develop range of activities around stories</li> <li>○ Expand to production/presentation of stories in speaker-series/theatre-style production – televised? See other idea re 'moth' 'Pecha Kucha' etc.</li> </ul> </li> </ul>                          |
| <ul style="list-style-type: none"> <li>• Focus more on the 'meaning' of what has been said rather than dwelling on mechanics of writing (spelling, grammar)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Accept that the English language has continually evolved and that grammar, spelling, meaning also evolves</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Set up radio campaigns "did you know that the word 'egregious' means... shocking?!"</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Establish school/community drama programmes, encompassing dramatic reading groups</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Organise spelling bees around the country to become as big as the Eurovision!</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Develop an evaluation process for monitoring the impact of literary initiatives school-wide and socially</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Create 'literary initiatives'               <ul style="list-style-type: none"> <li>○ Public figures discuss reading</li> <li>○ Public figures/celebrities – images of them reading</li> <li>○ Projects in schools/communities linked to literary initiative</li> </ul> </li> </ul>   |
| <ul style="list-style-type: none"> <li>• Organise/build on current initiatives in storytelling (interpreting/recounting/creating) such as 'Moth' storytelling series and Pecha Kucha presentations – as project work/production in secondary schools..?</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Encourage 'literary market' days that promote literature that emphasises social, personal and cultural identities and practices</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Set up nationwide research study on the impact of Aistear and the transition from that as child moves through primary school</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Establish topic-based days within schools for cross curriculum/cross-age education → develop standard set of 'topics' that can be developed from preschool → primary school → secondary school; increasing depth and breadth of knowledge around the topic</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Create age-appropriate programme of 'meaning making' activities</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Focus on words, phrases, narratives, experiences</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Children share, discuss, debate, analyse (as ability allows)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Each other's 'meaning' – aim enhance critical thinking perspective taking, collective knowledge development</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Set up vocation training days that focus on the development of the transferrable skills</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Promote word-based advertising campaigns in society – on buses/hoarding etc.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Establish peer mentoring groups comprised of a broad age range of students</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Demand lower ratios in schools at all (and especially junior) levels – 1:20 max</li> </ul>   |

- Change assessment policies to evaluate and reward real-world literacies and experiences

**Table 16 Full list of options to overcome literacy barriers for technology**

| <b>Technology</b>   |
|---|
| <ul style="list-style-type: none"> <li>• Create a portal for kids to share the stories they create</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Promote digital literacy just to learn how to use tech etc. tech [may not be unappealing] when they know and understand it</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Software too hard/inaccessible – include lots of scaffolding/child friendly instructions in the use of the software</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Improve how content is displayed – e.g. Richard Harpers study on the myth of the paperless office and either (1) facilitate paper activities of note taking, bookmarking, page turning or (2) ensure everything can be printed</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Not to forget that physical books are technology as well and that lack of iPad, Android etc. does not negate opportunities to engage</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Set up an iPad/Android/tablet loan system from the school or local library</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Ensure internet safety for children and that the reading device can be dropped/carried easily in school bag/be sufficiently robust – maybe it needs to be a personal device (B.Y.O.D.)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Let content run on very cheap (does this exist?) hardware (e.g. even mobile devices = responsive content); PC's; laptops, tablets or be downloadable for offline access</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Use open-source standards for distribution of materials</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Provide parents/teachers with adequate online education and online safety education</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Establishing child-safe online environment/forum for discussion (e.g. for verbal development) and meta-reading</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Instead of fanfiction.net set up bookfiction.net, children take characters from diff books, diff scenarios and write stories on them, other children peer review and remix</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Develop bank of images from current interests of kids to use in bookfiction.net</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Enable the collaborative production of these texts as well as individual</li> </ul>  |
| <ul style="list-style-type: none"> <li>• 'Peer-to-peer' discussion about remixed stories on bookfiction.net</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Organise events to celebrate the works created</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Consider creative commons licensing and copyright</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Ensure equal access to the materials for all children</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Conduct face-to-face book clubs to discuss texts or collaborate or creative outputs after reading a shared text (to overcome lack of physical interaction)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Conduct online field trips as well as field trips to actual bookshops and libraries</li> </ul>   |
| <ul style="list-style-type: none"> <li>• An online field trip, have local people pick their fav. book and why and have as options for children to 'call in' and 'discuss' with person</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Build in roles for users, so children can author content easily</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Develop a device-independent platform</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Develop multi-media/perceptual materials               <ul style="list-style-type: none"> <li>○ Ensure content is interoperable (i.e. will work on every platform)</li> <li>○ To make it two-way rather than one way</li> <li>○ Get children to set up detailed personas for the characters</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li>• Do user testing on small children for colours (to make more appealing)</li> </ul>  |
| <ul style="list-style-type: none"> <li>• In case unappealing to the child. Make sure e-book has interactivity, not just in 'electronic' format of hard copy book</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Promote the positive effect associated with the 'production' of a piece of writing (e.g. facilitating accomplishment)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Create a central 'licence' space as in a library, family can rent hardware/software for certain time</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Build a platform that ensure knowledge production has equal (if not greater) importance</li> </ul>   |

|  |
|--|
| with knowledge consumption   |
| <ul style="list-style-type: none"> <li>• Promote problem-solving activity (an aspect of critical thinking) as an application of prior reading</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Provide C.P.D.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Gov. to provide funding for h/ware upgrade/installation</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Lack of physical interaction – have children to go physically to someone using another platform as in Android etc., bits of story will be different on diff platforms (tie to Google maps for location) – transmedia type idea</li> </ul> |
| <ul style="list-style-type: none"> <li>• Lack of physical interaction</li> </ul>   |
| <ul style="list-style-type: none"> <li>• ‘Collaborating story world’</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Child helps the parent</li> </ul>   |
| <ul style="list-style-type: none"> <li>• iPad/phone synchronisation – with parents – locally based</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Bite-size bits like word for the day</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Twitter learning, twitter stories</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Funding for technology</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Tech support for teachers</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Access for all students</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Training for teachers rather than just funding with no support</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Phonetic awareness using speech recognition word – SIRI [iPhone]</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Naturally speaking</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Dept. in Apple</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Unappealing to the child:</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Needs to be universal – can be on both teachers and parents phone – Android, iPhone</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Gender/age appropriate</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Dancing bare-foot on the cross-roads (fashionable)</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Child-led not based on teachers’ perceptions of appropriate learning</li> </ul>   |

## B. Scenarios Used to Prompt User Needs and Requirements Specification

Participants read the scenarios below, one at a time, and generated user needs in the form:

*As User Type \_\_\_\_\_, I want \_\_\_\_\_, so that I can \_\_\_\_\_.*

### Scenario 1

**John is a teacher** who finds out about the Q-tales platform from a friend in the pub. He's sceptical about the use of technology in class, but he decides to go check it out. He wonders how it might work in class with **students**. He logs onto Q-tales and finds lots of useful macros for story creation and lots of good advice on how to write a good story. He's exploring options for teaching both English and history literacy skills in class. He's also interested in **fostering critical thinking and problem solving skills in his students**. His **students are aged 8 – 9 years** and he has 12 boys and 12 girls in his class. He noticed there is a **collaboration option where teachers and students can work together** to create stories both in class and via remote access of the Q-tales platform online. There is even an option to upload these e-book creations on the app store. John would like to experiment with the tool, but he knows he'll have to clarify his needs first and then scope out the platform some more.

### Scenario 2

**Hannah and Peter are mother and son**. They have recently purchased an **iPad**. Hannah wants an educational app for the device, to help encourage Peter's **literacy development, reading and creativity**. She wants a technology that will enable her and Peter, who is eight years old, to **create stories together**. Peter loves sitting with her to read together, talk about and make up different stories and characters, and when he learns new words. She wants a technology that will help them both to **create fun and interactive stories**, where **text: vocabulary and sentences** can be combined with **images, sounds and music**. Peter wants something **fun**. He wants a technology that will support him to create stories with **moving images, pictures, animations** - where he can see his **stories come to life**. He also wants a technology where he can **record** his own **voice** and **narrate stories** and **perform characters' dialogue and voices**. Hannah and Peter also want to see other multimedia stories and they want to be able to choose from a **menu of characters and media resources** so they do not have to start from a blank page. They want a technology that is **visually appealing** and **easy- to-use**, and they want to **share** their **stories and books** with other parents and children online. Hannah and Peter download the Q-Tales app to their iPad. They see that there are different genres, landscapes, scenes and characters available that they can use to create story templates. They can then add interactive features to these templates including ready-made media from the Q-Tales website, or they can add their own self-generated content within the templates. Uploading their finished book to the Q-Tales website, they can share the final version of their story online with other users, children and parents.

### Scenario 3

**Margaret** is a **freelance designer** who develops **visual books for children**. Margaret is interested in all genres of stories for children. Her particular interest at the moment is to turn a medieval story about a knight's quest for a precious stone into an **interactive book**. She wants a technology where she can select from a **menu of characters** and **interactive media resources**. She wants to be able to select features and import them into **different scenes and landscapes**. Margaret also wants to be able to create **multiple-plot stories**, with different possible endings, depending on user-interaction with the story. She wants to be able to add **sound, music and text** to the interactive book. When complete, she wants to **upload the book and sell it online**. Margaret logs into the Q-Tales website and she sees that she can create story templates, using ready-made, available content and/or self-generated media. She has some excellent images of characters from her draft visual book, and she sees also that she can connect with designers through the Q-Tales website, who will turn her visuals into digital characters, which she can then add to her interactive story template. She adds features from the existing resources in the Q-Tales website, in creating a multi-plot story where users can determine the development and outcome of the narrative through their interactions with the book. She uploads the finished book to the Q-Tales website. The curators of the Q-Tales website check the story for quality and technical compliance, and it is approved to be sold online.

## Tabulated User Needs across each of the three categories

### Story Creation needs

..... Please complete the following table by generating as many specific user needs as possible.

**Table 17: Story creation needs**

| As (User Type X), | I want...  | , so that I can...   |
|-------------------|--|--|
| Teacher           | Clarity of story but ambiguous ending                                |  |
| Student           | Character driven   | to be able to create characters that think/act like me                           |
| Teacher           | Character driven   | redevelop historical events in personalised narrative form, personal connections |
| Teacher           | Incorporate literacy games - "thesaurus rex"                         |  |
| User              | Add audio and music  |  |
| User              | Reusable archetypes, landscapes, eras etc.                           |  |
| Student           | A platform where I can brainstorm with others                        | Generate ideas and direction for my stories                                      |
| Student           | To access the platform at home and at school                         | Input ideas as I have them   |
| Student           | A programme that creates an avatar based on my descriptions          | See what my imagined character looks like  |
| Student           | To be able to write a story in my own words that is easy             | Quickly share my work immediately with friends/adults                            |
| Teacher           | Basic elements highlighted for correction (grammar, spelling)        | Focus on deeper skills (critical thinking, problem solving)                      |
| Student           | (same) Basic elements highlighted for correction (grammar, spelling) | I can self-correct and learn through process                                     |
| Teacher           | To be [able] to access a template that is relevant to a topic        | Quickly access learning opportunities for students                               |
| Teacher           | To have a tool that is accessible for all students                   | Support the creative process   |
| Teacher           | To be able to open and manage pages for my students                  | Upload new stories from my students and take them off or delete nasty comments   |

|                 |   |   |
|-----------------|---|---|
| Teacher         | Give feedback that student will incorporate   | See skills developing in a clear manner                         |
| Student         | To be able to animate my story  | Make it fun for other kids to read                              |
| Student         | To be able to have a pen name instead of real name. Real name just with the website administrator | So I can't be insulted  |
| Student         | To be able to create a story even though my spelling/writing isn't very good                      | Create a story like everyone else                               |
| Teacher         | To support literacy skills in individuals   | Ensure all students are making progress                         |
| Student         | To record voiceover and sound effects   | Deliver an interactive narrative experience                     |
| Student/teacher | To be able to quickly create a story/sense of immediacy so it can be shared                       | [share the story]   |
| Student         | A framework for developing plots and characters according to genre                                | Create authentic and believable stories                         |
| Student         | To have key words available   | Write a story fluently  |
| Teacher         | To have a vocabulary of words/topic words   | Be teaching new language/key words when students are writing    |
| Teacher         | A format that will allow parallel activities to complement story                                  | Build on students interest to impact broadly on range of skills |
| Student         | An interactive dictionary and thesaurus available   | Expand my vocabulary range                                      |
| Student         | To be able to express imagination/creativity within bounds of assignment                          | Be assessed and perform well                                    |
| Student         | To mix stories together – from history, science, personal etc.                                    | Demonstrate the extent of my knowledge and creativity           |
| Student         | To jumble segments of my story to generate a non-linear narrative                                 | Create pulp fiction that challenges narrative conventions       |
| Student         | Chalk, paint, blocks, pages and a digital camera  | Make real things and bring them in to my digital story          |
| Student         | No templates for narrative  | To scaffold my story – just pure ideation (unstructured)        |
| Student         | Escapism  | Avoid real-life problems  |
| Teacher         | To be creative and imaginative  | Encourage children to be creative themselves                    |
| Teacher         | A bank of story ideas to help students get their stories started                                  | Let them choose the story they want to write                    |

|         |  |  |
|---------|--|--|
| Student | A place to get help with my story when I get stuck   | Get help from experts                                      |
| Teacher | Basic info on story structure  | Make this scaffolding available to the students            |
| Teacher | Language-independent resources   | Assist children creating stories in their own language     |
| Teacher | Support for foreign-language character sets  | (↕) Assist children creating stories in their own language |
| Student | Shooting/explosions  | Have fun   |
| Student | Fashion/glitz  | Relate it to how I play                                    |
| Student | Fun scenarios  | So that I will not be bored                                |
| Teacher | Fun scenarios  | So that my students will engage in the content             |
| Teacher | My students to create multimedia texts   | Evaluate which modes they work best with                   |
| Student | In-depth custom character design   |  |
| Student | To express my personal interests in my creations   | Feel valued at home and in school                          |
| Teacher | Student to be able to have choice of directions  | Cover the diversity in my classroom                        |
| Teacher | Narrative structure (e.g. Ponti)   | Ensure good story-telling                                  |
| Teacher | Clarity, but ambiguous ending  | Discuss possibilities regarding what happened next         |
| Student | Cool themes  | Be interested  |
| Student | Relatable characters   | Relate – maintain interest                                 |
| Student | Reverse engineer a story and remix   | Make new endings   |
| Teacher | Read narratives from books (e.g. Lord of the Rings) or history which you can recreate [into] new stories | Make new endings   |
| Student | Synonyms or their answers  | Use new words  |
| Teacher | Link to Wikipedia resources on people/places   | Provide context  |
| Teacher | Random, big word generator   | Fun way to extend and expand my students vocabulary        |

|                    |  |   |
|--------------------|--|---|
| Teacher            | To use some copyright-free yet interesting characters                  | Share our books freely  |
| Teacher            | Throw new idea at students   | Make them all change direction                                    |
| Teacher or student | Easily chose scenes, archetypes, eras, countries                       | Build a story for a character and era I like                      |
| Teacher            | To show a video – modern day analogy, historical context               | Show relevance of historical context                              |
| Student            | Fun, attractive interface, features                                    | Feel inspired while using the system/technology                   |
| Student            | Speech to text   | Tell my story to the computer                                     |
| Student            | To be part of the story – involved                                     | Better understand   |
| Teacher            | Find out the students interests  | Places, Cultures, People, Times                                   |
| Teacher            | Literacy games to include  | Create a story that helps improve literacy                        |
| Student            | Templates, landscapes, 'soundscapes', roleplay, music, characters etc. | Easily make stories with rich media content                       |
| Teacher            | Choose fonts and colours   | Make text look exciting   |
| Student            | Audio clips  |   |
| Student            | To hear from my peers on how they made their story                     | Use their tips to make mine                                       |
| Student            | Take existing stories and recreate/change them                         | Explore my imagination, different narratives, stories, characters |
| Teacher            | Non-intimidating set of buttons, badges/rewards                        | Reward my students efforts and work without demotivating them     |
| Teacher            | Badges, rewards, tokens etc.   | To gamify my students interaction and creativity with the system  |
| Teacher            | Reading material differentiated and graded                             | Point students in direction of relevant material                  |
| Student            | Hints and tips   | Access and create easily  |
| Student            | Online idea prompts/beginning of story                                 | Get started quickly   |
| Student            | Bank of photos   | Use to embellish/complement story                                 |
| Student            | Selection of sound effects   | To complement story   |

|                 |  |   |
|-----------------|--|---|
| Child/teacher   | <ul style="list-style-type: none"> <li>- Key protagonists vs normal citizen</li> <li>- Irish vs UK press</li> <li>- Prominent historian</li> </ul> | Take different perspectives   |
| Child/teacher   | Music, art, literature of time   | Context   |
| Student         | Something creative. Lottery effect (wheel of fortune) 1) characters<br>2) years 3) location  | Push my imagination but think of restraints critically                                    |
| Teacher         | To be able to limit or unlimit the amount of options avail.  | Focus students on specific topics   |
| Pupil           | Picture option, read aloud   | So I am not limited by my own literary weaknesses and challenges                          |
| Teacher         | Story/concept prompts  | Let students choose what they want to write about   |
| Teacher         | Ready-made story-boarding templates  | Spend time helping students negotiate content   |
| Pupil           | Fun options re character choice and topic choice   | Be free to create my own story in my own way  |
| Teacher/pupil   | Copyright free images, music, sound effects  | Share my creation without worrying about copyright  |
| Teacher         | Selection of options re avatars, characters etc.   | So each story can be different  |
| Student         | To be able to write about what I want  | Tell the story in my own way without too much direction                                   |
| Student/teacher | Facilitate e.g. give the ending – students have to develop the story   | To enable choice and independent learning and creation                                    |
| Student/teacher | Templates/ideas  | Build upon previous foundations - develop further. Eliminate the fear of the 'blank' page |
| Student/teacher | My word input to suggest images to match   | Visualise my story and help it progress   |
| Student/teacher | The option to bypass templates, stock characters etc...  | Free my imagination to be original! (Don't fence me in!)                                  |
| Pupil           | To be able to add to the resources already available   | Personalise my story and enhance the future experience of others with my ideas            |
| Student/teacher | Edit together  | Make our work as good as it can be  |
| Teacher         | Genre-specific examples  | Explicitly show students genre conventions in action                                      |
| Student         | Stock characters   | Quickly create visuals without having to design/create them from scratch                  |

|                 |   |   |
|-----------------|---|---|
| Student/teacher | The facility to embed photo/video/audio/text  | Create a multi-modal story                          |
| Student         | Thesaurus   | Learn new words and terms – develop vocab.          |
| Student/teacher | To be able to make the story about my locality  | Make it interesting for friends, family, colleagues |
| User            | Combination of 'scratch' and iBooks Author  |   |
| User            | An authoring tool similar to Articulate or e-learning authoring tools online (e.e. Camtasia, digital storytelling tools)  |   |
| User            | Set of key characters like Word Monsters – existing narrative templates   |   |
| User            | Easily (6,8,10) choose level, genre, length of time   |   |
| User            | Learning Tools/Assessment (assuming teachers/children will work with these stories as learning tools): <ul style="list-style-type: none"> <li>- In-built 'dilemmas' to support problem solving skills</li> <li>- Methods for students to interact with stories to adapt for range of purposes</li> <li>- Methods for teachers to adapt stories to challenge range of students' skills/challenge students</li> </ul> |   |
| User            | Interactive Design Needs: <ul style="list-style-type: none"> <li>- Wide ranging list of aspects of story to contribute to developing narrative</li> </ul> Story Creation Needs: <ul style="list-style-type: none"> <li>- Characters, places, times, dilemmas, equipment</li> <li>- Avoid tokenistic, stereotypical representations</li> <li>- Room for original development</li> </ul>                              |   |
| User            | Access to stock images or video (e.g. Shutterstock type functionality)  |   |
| User            | Storyboard templates  |   |
| User            | Tools: (accessible) <ul style="list-style-type: none"> <li>- Keywords</li> <li>- Characters</li> </ul>  |   |

|          |  |                  |
|----------|--|------------------|
|          | <ul style="list-style-type: none"> <li>- Dictionary</li> <li>- Thesaurus</li> <li>- Templates</li> <li>- Animation/voices</li> </ul> |                  |
| User     | Freedom to create without too much direction   |                  |
| User     | Transform characters<br>Change story   |                  |
| User     | Nonlinear narratives   |                  |
| Teacher  | Quick and easy<br>Vignettes – story choice/problem-solved  | Insert character |
| User     | Feel like I have control of the story/change history – what if?  |                  |
| User     | Own story<br>Freedom of imagination/creative<br>Avatar/anonymous   |                  |
| Teachers | Real narratives from books (e.g. Lord of the Rings) or history which you can recreate, new stories                                   |                  |
| User     | Collaboration/teamwork<br>Anytime/any place (technology)   |                  |

## Interaction Design Needs

..... Please complete the following table by generating as many specific user needs as possible

**Table 18: Interaction design needs**

| As (User Type X), | I want...  | , so that I can...                            |
|-------------------|--|---|
| Student           | Safety from bullying (moderated student content)   |   |
| Parent            | Parent monitoring system – log in details, monitor feedback                                |   |
| Interlocutors     | 2 <sup>nd</sup> / 3 <sup>rd</sup> person narratives like scratch cat<br>Default avatar set |   |
| Student           | Ability to customise the character – appearance, clothing, gender etc.                     |   |
| User              | Mobile access – web v mobile site  |   |
| User              | Google alert/docs<br>Skype (skype an expert)   |   |
| Teacher/student   | Access online and offline  | Sync once online again but still use offline  |
| Teacher           | Clear workflow path/checklist  | Know that I'm following the correct procedure |
| Student           | Share my/our finished story with parents   | Show it off!                                  |
| Student           | Share student-to-student   |   |
| Teacher           | Teacher to teacher – internationally   |   |
| Teacher           | Teacher to student   |   |
| Teacher           | Teacher and student to designer and anim.  |   |
| Student           | Multimedia narrative   | Capture a range of emotional content          |
| Teacher           | Guidelines forms:<br>– Sonnets<br>– Novella  | Try different forms and styles                |

|                 |   |   |
|-----------------|---|---|
|                 | - Limerick etc.   |   |
| Teacher         | Shared creative space   | Work with another school/schools to create a story  |
| Teacher/student | Thematised space  | Connect with storytellers with similar interest/narrative preferences                                 |
| Teacher         | Wireframe a story   | Use proven techniques used by others  |
| Teacher/student | Character-based view/profiles   | See the stories/narrative from different/multiple points of view                                      |
| Student         | Word length scores, sentence length   | Show my progress over time  |
| Teacher         | Badges, stars, rewards I can assign easily  | Reward, recognise my students' progress/achievement   |
| Student         | To input a story via speech   | Create a story quickly  |
| Student/teacher | An interlocutor – a character I can use as narrator   | Create second/third person stories easily   |
| Student         | Input/multiple input options  | Record my voice, body movements, face and include/integrate in my story/book                          |
| Teacher         | To allow a round robin input of each sentence in a story  | Enable everyone to take part  |
| Teacher         | To share stories that work with other teachers  | Also get the best stories from others   |
| Student         | Drag and drop   | Use touch screen  |
| Teacher         | Online forum  | Comment/discuss with other teachers on Q-tales  |
| Teacher         | Email addresses for curator group/design group etc.   | Contact each group directly   |
| Teacher         | Facetime/Skype  | Conduct video conference  |
| Student/teacher | Skype and expert  |   |
| Student/teacher | Official links as per curriculum  | Access valid government collection  |
| Student/teacher | Moderated Google Doc-like function  | <ul style="list-style-type: none"> <li>- Cross-group talks</li> <li>- Teacher can – review</li> </ul> |
| Student/teacher | Alerts function   | Identify recent news/grey lit updates   |
| Student         | <ul style="list-style-type: none"> <li>- Gant chart time line</li> <li>- Estim time per activity</li> </ul> | Plan activities   |

|         |  |   |
|---------|--|---|
| Student | Algorithms to ensure endless possibilities   |   |
| Teacher | Anti-bullying control  |   |
| Teacher | Some ready-made content that is curriculum-relevant and encourage critical thinking    | Facilitate debate in the classroom on critical thinking skills      |
| Student | Ability to comment on finished stories (others)  | Give feedback to other student authors                              |
| Teacher | Curate comments students give to each other's' stories                                 | Ensure comments are constructive/positive/appropriate               |
| Student | Narrative structure discussion with teacher  | Produce a good story  |
| Student | Write at home and school   | Access it from anywhere   |
| Teacher | Use other e-books in the Q-tales   | Remix to my students needs  |
| Student | A Q-tales section just for kids  | Remix from kids my age  |
| Teacher | Collaboration space with other teachers in my subject/level                            | Get ideas/support from my own peers                                 |
| Student | To get recognition when I do something of value and usable in e-book                   | Be listed as a co-author  |
| Student | To access other kids Q-Tales   | Give positive feedback to them                                      |
| Teacher | Diff language/cultural stories/scenarios included in story                             | Relate it to different ethnicities in my school/other Irish schools |
| Student | To be able to give feedback to my peers  | Help them make their story better                                   |
| Student | Co-creation with peers   | Avoid getting bored   |
| Student | To be able to add characters to video (as in augmented reality)                        | Make more sense of history, more real                               |
| Student | Read out of copyright texts (e.g. Jane Eyre etc.)                                      | Access a wider ecosystem of e-books                                 |
| Teacher | Amend, edit etc.   | Be independent in creating and not have to rely on tech people      |
| Teacher | MSWord-like interface with potential to 'attach' drawings, images, sounds, videos etc. | Enhance fun and possibilities                                       |
| Teacher | Re-use assets from online collections  | Tailor stories to specific needs                                    |

|         |  |  |
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| Student | The platform to be colourful and imaginative                                     | Think creatively and enjoy the experience  |
| Student | Publish homework as authored material  | See the relevance and usefulness of the entire exercise  |
| Teacher | Product to demonstrate students' progress  | <ul style="list-style-type: none"> <li>- Show parents, inspectors, principals</li> <li>- Grade effort</li> </ul> |
| Student | To be able to share my stories/read others stories                               | <ul style="list-style-type: none"> <li>- Expand my creativity</li> <li>- Learn from others</li> </ul>            |
| Student | To get feedback from my teacher  | Learn and improve  |
| Student | To get feedback from other teachers/peers  | Learn and improve  |
| Teacher | To share students' work/feedback/evaluation with parents                         | Keep parents/guardians informed of child's progress and endeavours   |
| Teacher | An area where students can upload portfolios                                     | Monitor work and progress  |
| Student | To be able to use a platform that works well                                     | Be facilitated in my thinking, and not be frustrated   |
| Teacher | Teachers to upload their students work   | So they can have full control of the comments and feedback   |
| Student | [have control]   | To be able to control who reads my story and who is able to edit it  |
| Teacher | To have this platform (website) in different languages                           | Students can try and write in a foreign language, improving their language skills through writing                |
| Curator | Feedback from users – teachers, students, others                                 | Improve my tool  |
| Teacher | A range of ways to give feedback (written, oral, visual)                         | Meet needs of students to comprehend message and act on same   |
| Curator | A method to create a finished 'product' style as well as supporting ongoing work | Ensure tool meets a range of needs   |
| Teacher | To hold local/national and international story competitions                      | Encourage diversity  |
| Student | To be able to get some positive feedback about my story                          | Feel good about what I've written  |
| Teacher | To see how other teachers assess/give feedback                                   | Continually develop my professional skills   |
| Teacher | Critiques on my own teaching/assessing methods                                   | C.P.D.   |
| Teacher | Learn from how other teachers have used the platform                             | Cut down on my workload  |

|                   |   |   |
|-------------------|---|---|
| Teacher           | Multiple uses for the platform                            | ...so that I ... only have to master one technological tool, not several                      |
| Teacher           | To have a place where I can align work with curriculum    | Encourage curriculum and assessment ethos   |
| Student/teacher   | Video tutorials on how to use the platform                | Learn the tools quickly and easily  |
| Student/teacher   | A Q-tales university/college                              | Develop my authoring skills etc.  |
| Student           | A tool which is suited to my ability                      | Be both challenged and successful in my reading/creation                                      |
| Student           | Be able to use my own music                               | Avoid having to download the same track twice   |
| Pupil             | I can download/include my own photos/music                | Personalise my story  |
| All users         | A friendly, easy-to-use technology that is intuitive      | I don't waste time looking for help or get frustrated not being able to continue              |
| Student           | A tool which can be personally adapted to me              | Reflect upon what I learned – jot down ideas/edits – 3 things I learned today                 |
| Student           | A mobile platform   | Author/online anywhere  |
| Student/teacher   | Graphics  | See my story unfold – multi-modal   |
| Student/teacher   | To be able to collaborate with graphic designers          | Create resources for learning, relevant to my curriculum context                              |
| Teacher           | Tracking graphs and grids                                 | So I can assess all students through category: time/ideas/mistakes (grammar, spelling, vocab) |
| Teacher           | A translate function/service                              | Access content from different content [repetition?]   |
| Teacher           | An easy way to upload pictures, audio etc.                | Use student generated content - images, audio – in creating stories                           |
| User              | To retain ownership of my publication                     | Retain rights to sell etc.  |
| Author [student?] | A discount on purchases                                   | Develop, be rewarded – more content   |
| All users         | An account  | Login   |
| All users         | Search and browse commercial and creative commons content | Reuse assets  |
| School            | Buy packs of assets for higher productive value           | So my school can 'go pro' and use more produced assets  |

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| School/local agency/media organisation | Import media collections   | Upload assets to use within school/locality etc.                         |
| Student                                | Configure who can see/access my work   | Set sharing permissions  |
| Student                                | Produce a movie version of my story  | Have fun   |
| Teacher/student                        | All Q-tales content to be free   | So that educational users don't have to pay                              |
| Student                                | Access to a wide variety of multimodal resources   | Create multimodal digital artefacts                                      |
| Student                                | Access to understanding themes and motifs  | Better understand my motivation  |
| Teacher                                | Resources to support understanding of narrative structures   | Help my students improve the structure of their creations                |
| Student                                | Print my story and bind via a commercial printer   | Keep an archival paper-based record                                      |
| Student                                | Store my work and play it in a platform-independent format   | Always have a copy of my work (even after the Q-tales project finishes)  |
| Student                                | Collaborate in a group or a shared story   | Work collectively  |
| Student                                | I want my images that I draw for the book to come up in book in 3D (or upload a Google Sketch-up file) | See my creation come to life. If print book could also print characters. |
| Teacher                                | To be able to access my students stats   | Assess and monitor their progress  |
| Student                                | A/V interaction (e.g. collaborate on BB)   | To facilitate per-to-peer feedback                                       |
| Teacher                                | Be able to assess student work   | Provide feedback and possible grades/badges/credits                      |
| Student                                | To gain points/get a high score  | Be more engaged and have more fun  |
| Student                                | Vote for favourite class story   | Get recognition from classmates, extrinsic motivation                    |
| Student                                | Work collaboratively on one story with other students in class or in other locations                   | Work with my peers   |
| User                                   | Puppet Pals – Tellegame  |  |
| User                                   | Timeline – Decision Tree   |  |
| User                                   | Multimedia dropdown input menu (teacher prompt)  |  |

|                 |   |  |
|-----------------|---|--|
| Author          | flexible tool that produces a high quality product  |  |
| Designer        | curators could tag the story for content related to diff. curricular areas  |  |
| Designer        | advanced search based on a metadata schema  |  |
| Designer        | access to schools wish list for content – where schools post what content is needed                                     |  |
| User            | Publishing cross-platform (to widen audience) – will want to be on iBooks?  |  |
| User            | Quality control framework for educational apps? (How parents can determine educational value) – tripadvisor for apps!!! |  |
| User            | Review/rating by users e.g. 8-10yrs. Say 5 stars!   |  |
| Designer        | easy upload process for finished stories  |  |
| Teacher         | To be able to assess student standard   |  |
| User            | Publishing needs: <ul style="list-style-type: none"> <li>• Public/private</li> <li>• Free/purchase</li> </ul>           |  |
| Student/teacher | I want to be able to download and print the story   |  |
| Student Groups  | Student collaborative space<br>Work locally/internationally<br>Learn from peers   |  |
| Teacher         | Support group learning<br>Differentiate contributions<br>Identify needs   |  |
| User            | Match user ability to content – also be adjustable  |  |
| User            | Upload own photos/music<br>Graphics without purchase  |  |
| User            | Teacher forum   |  |

|           |   |  |
|-----------|---|--|
| User      | Linked archives – national – local history  |  |
| Teacher   | English version of Khan Academy   |  |
| All users | Accessing assets online e.g. creative commons content   |  |
| Platform  | <ul style="list-style-type: none"> <li>• Colourful</li> <li>• Imaginative</li> <li>• Sharing</li> </ul> |  |
| User      | Translate function  |  |
| User      | A 'safe' platform   |  |
| User      | Shared professional development   |  |

## Learning/Assessment Tool Needs

... Please complete the following table by generating as many specific user needs as possible

Table 19: Learning assessment tool needs

| As (User Type X), | I want...   | , so that I can...   |
|-------------------|---|--|
| Teacher           | To create a story with the class  | Find out what they know about the Egyptians                      |
| Teacher           | To develop an interational tool   | Support the students understanding of specific historical events |
| Teacher           | To evolve or "fork" a previous e-book                                     | Create one suitable for my particular class                      |
| Student           | To understand the relevance of the history lesson to my daily life        | Understand how history has influenced our lives                  |
| Student           | To insert my favourite character or star into a historical story          | Make history a bit more exciting                                 |
| Student           | A tool that reflects the English language in the current cultural context | Understand and connect   |
| Teacher           | To show the origins of an everyday concept/country                        | Give context to where it came from                               |
| Teacher John      | An e-book creator   | Create an e-book of my students work                             |
| Student           | The subjects to be presented in a way that recognises my gender-interest  | Engage and be interested   |
| Student           | A tool that invites my participation                                      | Learn by doing   |
| Student           | To create a story about the planets                                       | Remember them  |
| Teacher John      | To ask students how a historical problem was overcome                     | Get them to put their feet in the shoes of a historical person   |
| Teacher           | To test spelling  | Improve spelling   |
| Student           | A tool that I can access at my own pace                                   | [will] not be overwhelmed  |
| Student           | To hear about children my own age in historical times                     | Know what it is [was] to be a child in that era                  |
| Student           | To be able to control the options that a character can take               | Feel like I am involved in shaping the story                     |

|                |  |   |
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|                | in a story   |   |
| Teacher        | To be able to pose some “what if” scenarios                        | Enable students to understand pivotal moments in history  |
| Student        | To understand my history lessons                                   | Move beyond the basics to more complex thought  |
| Teacher        | To be able to create historical summaries and English notes        | Overcome/address overload by creating ‘briefs’/summaries for my students to revise with                                     |
| Teacher        | To use media to help bring relevance to English/historical context | Keep the attention of young students  |
| Teacher        | A tool that is easy to navigate and use                            | [do] not spend all my time uploading  |
| Teacher        | CPD  | So that I can support students use of the tool, as they are probably more experienced than I                                |
| Teacher John   | To be able to select historical vignettes with problems to solve   | Build a story for a particular historical period  |
| John (teacher) | To build a tool which will support students creative thinking      | Support their exploration ov- the English prog  |
| Student        | Improve my reading   | Do my homework  |
| Student        | To create an interactive story with multi- plots                   | Alternate histories, history with different outcomes/what if?   |
| Teacher        | To coalesce on shared historical interests                         | Create a story that will resonate with my students  |
| Student        | To share the story with my friends                                 | Impress them  |
| Teacher        | An online resource with impressive examples of interactive stories | Can inspire and ‘shape’ creativity among my students, especially their ability to create rich media projects and stories... |
| Teacher        | To reward my pupils  | Engage them in reading  |
| Student        | To find out what I need to know in the shortest time               | Enjoy doing other things  |
| Teacher        | D.E.A.R. (Drop Everything and Read) and online writing             | Encourage students creativity based on reading  |
| Student        | A system where I can create rich, multimedia stories               | Impress the teacher and do well in my homework  |
| Student        | A tool that will recognise how brilliant I am at history           | Feel good about myself  |
| Student        | A story framework  | Understand how to create a good narrative   |

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| Teacher   | A method to give structured feedback to students   | Focus on skills that have been identified as the focus of development                 |
| Teacher   | Redevelop historical events in personalised narrative form   | Make history more relevant to students today – create personal connections            |
| Teacher   | A user-friendly and intuitive interface to design e-books  | Create educational products quickly and effectively                                   |
| Student   | To talk to people in history   | Understand their lives and motivations  |
| Teacher   | To know how I can create a page within this platform to upload and share my students writing                   | Suggest to all my students to read and comment [on] each other's stories              |
| Teacher   | To be able to use the website to fit with my lesson objectives   | Use this tool and relate it to the National Curriculum and my teaching                |
| Teacher   | To know how we can integrate a competition of young writers from different countries                           | Ask the winners to get together   |
| Teacher   | Facilitate interactive story circles   | Encourage my students to share their stories with others and present                  |
| Teacher   | The platform to provide for portfolios to be created   | Share children's learning across a range of areas/skills/topics as a learning outcome |
| Pupil A   | To be able to have fun and play games with text  | Enjoy my reading in school  |
| Teacher A | To collaborate with my students who don't always have internet access at home                                  | Include every student in the process, regardless of their socio-economic background   |
| Student   | To be able to create characters that act and talk like me  | Include myself and my own experiences in the story                                    |
| Teacher   | To be able to use this website to assess progress  | Compare this to National Curriculum levels  |
| Teacher   | The same tool to have multiple applications (create learning experiences, individual, group, assess, build on) | So that I am not having to master a range of products                                 |
| Student   | To travel to different countries collecting cultural, social, personal and political stories                   | Create authentic stories of the past  |
| Student   | To see my strengths and my weaknesses  | Have opportunities to improve my skills   |
| Student   | To continue to work on a project (after feedback)  | Address weakness and embed my various capacities                                      |
| Pupil     | To be able to select a book on my own  | Choose to read books that I like or have read before                                  |
| Student   | To upload my work sample to a school/community group of writers/professionals                                  | Learn from feedback in 'real world' environments and make revisions                   |

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| Teacher  | To see a page where the best stories are published   | So every year the top 100 stories are published in a printed anthology of the "Top 100 Young Writers of the Year"                       |
| Student  | To write a story to help other young people understand what to do in a difficult situation                                 | Better understand myself and others actions   |
| Pupil A  | To be able to work out words I don't know  | Learn on my own and at my own rate with reading   |
| Pupil  | To be able to see when I am getting better at reading  | Feel confident and identify myself as a 'good' reader   |
| Teacher  | To pose challenging scenarios to my students (possibly in story format)  | Support problem solving and critical thinking in children   |
| Teacher  | To have an option for groups to create a story   | Pupils can learn together and from each other   |
| Teacher  | To track individual contribution to group projects   | Support individual students to develop skills, starting at each person's own level  |
| Teacher  | Pupils to be able to develop their stories at home   | Set them this as a homework task  |
| Teacher  | A tool that's easy to use/straightforward  | Accomplish task quickly and efficiently   |
| Student  | A colourful, game-like experience  | Be interested and engaged   |
| Student  | Interactive maps showing others career achievements or clips of what they did  | Learn from others   |
| Teacher/student  | iPhone/iPad dashboard  | Visually display different aspects of each side of the debate   |
| Teacher  | Quizzes  | Assess comprehension  |
| Female student<br>(Citizen, child, soldier, police, nurse) | Have multimedia information  | Show critical problem solving skill of searching for historical fact  |
| Male student<br>(Citizen, child, soldier, police, nurse)   | [Have multimedia information?]   | [Show critical problem solving skill of searching for historical fact?]   |
| Teacher  | <ul style="list-style-type: none"> <li>● Identified resources for information</li> <li>● Interactive assessment</li> </ul> | <ul style="list-style-type: none"> <li>● Identify correct historical facts</li> <li>● See different perspectives (= problem)</li> </ul> |

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|                 | <ul style="list-style-type: none"> <li>• Child to be able to identify with Irish or English side of argument</li> <li>• Interactive world map of Dublin</li> </ul> | <ul style="list-style-type: none"> <li>• [map] important sites – 3D information</li> </ul>             |
| Teacher         | Individual logins for portfolios   | Have a record of student achievement/struggles   |
| Teacher         | Breakdown of student engagement  | See time spent, areas of weakness, strands covered etc. for each student                               |
| Teacher         | Family anecdotes about lived experience “audio-video clips”  | Get localised memories or perceptions of study area  |
| Teacher         | Diagnostic tools   | Assess reading level/age, spelling ability, grammar/punctuation/comprehension level                    |
| Teacher         | Embedded content and links to supplementary material   | Differentiate for the various levels in my class   |
| Teacher         | Graded content mapped to the Irish Curriculum  | Ensure I am covering the curriculum for each learner   |
| Teacher         | Assessment embedded (like Khan Academy)  | That highlights areas students have difficulties in and areas of strength                              |
| Teacher         | Badges for students  | Increase motivation  |
| Teacher         | Have ability to gain extra levels to reward learning   | Have different levels of understanding of facts  |
| Teacher         | Short quizzes for bonus points   | Reward extra achievement   |
| Teacher         | Stable online platform with technical support  | Have confidence in the system and know that it had been tested comprehensively                         |
| Student         | Badges   | Acknowledged/rewarded/earn credits for good work   |
| Teacher         | Morse code or secret message tweets to communicate between players   | Reward clear communication   |
| Teacher         | In the moment assessment of facts  | Have students count occurrences on the ground in reaction to data/security information/supplies needed |
| Teacher/student | To be able to share e-books across marketplaces  | So people can download on iOS or Android devices etc.  |
| Teacher/student | To rate e-books  | So I can identify ones that are higher ranked  |
| Student         | To access characters, as genres, plot storylines to remix into a story   | To quickly create a story where I haven’t authored all media from scratch                              |

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|-----------------|---|--|
| Student         | To ensure that John likes 'girl stuff'  | Be confident that what I contribute will be accepted   |
| Teacher         | A technology interface that is user-friendly  | Use the tool easily without wasting time learning how to use it  |
| Student         | To have fun creating my own stories in class  | Enjoy school work  |
| Teacher         | To motivate students to think about thinking  | Enhance their cognitive strategies   |
| Teacher         | To motivate students to read and further develop their reading  | Assess potential improvement commensurate with my teaching strategy  |
| Teacher         | To have any shared resources curated by myself or another organisation (to ensure safety/appropriateness)   | So I ensure children are safe from inappropriate content   |
| Student/teacher | Metadata on e-books for sorting by age/interest/other milestones etc.   | So I can search for others e-books   |
| John/teacher    | To get students to develop multiple story outcomes based on historical events   | To foster critical thinking and problem solving skills in my students  |
| Student         | A place where I can put my work   | Show to my friends and family  |
| Student         | I wish to access free or creative common media to reuse or record and draw or photograph my own assets for my work  | To have a pool of multimedia resources to draw from  |
| Student         | To have an easy authoring tool, with templates I can use  | To scaffold me along and make the output visually appealing  |
| Student         | To be able to work on my story on my phone or tablet  | Have access to my story when it's convenient for me  |
| Student         | To be motivated to read   | Develop the skills necessary to read at the highest standard   |
| Student         | To retain full control of everything that I create  | Choose what I want to share with others (and remove what I share, when I want)   |
| Teacher         | My students to work collaboratively on interactive texts where the narrative changes based on user choices, which are connected to the curriculum and problem solving | Generate debate in the classroom based on how the narratives unfolded for each group and relate that to problem solving and critical thinking skills |
| Student         | To practice using the new vocabulary in our history text book   | Understand what we're reading better   |
| Teacher         | To use an appropriate method of assessing comprehension   | To evaluate comprehension properly   |
| Student         | To have the choice not to use my real name, and to take   | Be comfortable with what's online  |

|         |  |  |
|---------|--|--|
|         | offline at any time  |  |
| Teacher | My students to be independent in producing digital artefacts                                       | Act as a facilitator in their creative endeavours  |
| Student | I wish to have a private space to write and decide when it's ready to share with my teachers/peers | Make mistakes and write comfortably before submitting my work for review   |
| John    | Instant help when facilitating   | Be confident and ensure the smooth running of our project  |
| Student | Somewhere I can ask questions and get answers  | Understand and be able to do the work  |
| John    | The tech to be robust enough   | Continue with a lesson even if there's a tech failure (e.g. no internet)   |
| Student | Feedback   | See how to better develop my skills  |
| Student | Copyright  |  |
| Teacher | To enhance CT performance  | Get my students to apply relevant skills in real-world settings  |
| Teacher | To enhance history literacy  | Get my students to achieve their academic goals  |
| Teacher | To enhance English literacy  | Get my students to achieve their academic goals  |
| Teacher | To enhance comprehension   | Enhance knowledge, literacy and CT   |
| Teacher | To enhance memory performance  | Enhance knowledge, literacy and CT   |
| Student | To improve my cognitive skills   | Apply these skills in real-world settings  |
| Student | To improve my knowledge of English and history   | Achieve my academic goals  |
| Student | To write a story and get feedback from other kids my age   | Make improvements to the story I wrote without getting a 'grade' on it   |
| Teacher | Access to variety of words, phrases for particular story content                                   | Vocabulary use in pupils stories improves  |
| Teacher | A self-assessment facility   | Avoid being overloaded accessing all this extra work   |
| Student | Feedback on my work  | See what I am doing well and what I need to improve on   |
| Teacher | To see examples of previous work created (in English and history)                                  | See what has been developed and decide whether I will follow the same guidelines or to follow my own design path |

|                   |  |   |
|-------------------|--|---|
| Parent            | A tool I can create with my child  | Bring learning and literacy into the home, bond with my child. Promote self-belief and limit the fear of mistakes |
| John              | User-friendly software   | Use it easily and be comfortable with it  |
| John/pupil        | <ul style="list-style-type: none"> <li>• What are John's learning outcomes? Problem-solving, Eng + history literacy skills, critical thinking</li> <li>• A scenario that tests pupils problem solving and critical thinking</li> </ul> | Access their levels and ability to solve problems   |
| Student & teacher | A bank of subject specific vocab and a dictionary facility   | Build my subject knowledge and vocab while creating   |
| A 9yr old girl    | To learn history/English that my friends and I live  | Relate to the content   |
| Student           | To track my progress   | Learn from mistakes and see how I have improved   |
| Teacher           | Software with multiple pathways, differentiated  | Know that students are working in the zone of proximal development (to their level – not too easy/too difficult)  |
| Teacher           | Multi-modality   | Keep the interest of students for the duration of a given exercise  |
| An 8yr old boy    | To learn about history   | Do well in my test  |
| Teacher/student   | Clear steps in the process and 'check in' points to self/peer and teacher assess   | Scaffold the story creation process   |
| Teacher           | To get my colleagues involved  | See how this platform works within different subject areas  |
| Teacher           | Create content through diff platforms/software   | Students can see literacy is not limited to stories, novels, narratives, digital stories, presentations, videos   |
| John              | To communicate with my students in a way that talks to them  | Understand their learning needs etc.  |
| John              | A platform that is not device specific   | Use the same tool for all students  |
| Pupil             | Feedback   | Get a sense of progress/achievement   |
| Parent            | A safe platform  | Know that I don't have to worry about cyber-bullying!   |
| Pupil             | To know exactly how I can progress   | Achieve and succeed   |
| Teacher           | A built in reward system   | Reward all my students in a fair, uniform and consistent manner   |

|   |  |  |
|---|--|--|
| Teacher                                   | To see their stories as they're being created  | Offer feedback and ask students to [give] feedback to each other   |
| Student (who prefers working with others) | The option to co-create stories  | Collaborate with others (this is detailed as already available)  |
| Student                                   | The option to access remotely, irrespective of my tech   | Continue to work on my creation at home (or anywhere, anytime, with anyone)  |
| Teacher                                   | A tool which will work/adjust according to age groups  | So it [the tool] can develop expected literacy for that age and aid in standardisation   |
| Pupil                                     | Examples of work created in Q-tales  | See what work has already been created and to help me work on my own project(s)  |
| Teacher                                   | Tools that promote best practice in literacy e.g. learning-prediction, visualisation, questioning)                                 | Be confident that pupils are learning  |
| Teacher                                   | A resource that adheres to the curriculum requirements   | Meet the system expectations but develop key skills for students   |
| Parent                                    | Tool to engage my students interest  | Promote literacy and reading for pleasure at home  |
| Teacher                                   | A tool that develops comprehension strategies  | Ensure that students get meaning from reading  |
| Student                                   | A tool that gives me feedback  | Continue quickly/without delay   |
| Student                                   | Interaction  | So that I can be more involved in the learning process   |
| Student                                   | The choice of whether or not to publish to a wider audience  | Decide what to share and what to keep private (learn in an environment based on trust)   |
| John (teacher)                            | A pool of laptops or devices with internet access, the authoring tools for my students, and a means to assess, track them          | Ask my students to individually write a story and give peer/instructor feedback on the first draft, and then allow the student to resubmit a final version |
| John (teacher)                            | To keep final assignments private with the option to make them publically accessible   | Ask the children if they wish to publish this 'live' online  |
| Student                                   | I want to author a story, bringing in hand-drawn items (scanned) and get the opportunity to resubmit final draft based on feedback | Create my own e-book   |
| Student                                   | To present my creations at home and get feedback from my family  | Feel proud about my achievements   |

|                  |  |  |
|------------------|--|--|
| Teacher          | To be able to access student stories in one place  | Give feedback from home without having to students copies home with me |
| Student/teacher  | To be able to print off my e-book  | To share and read in offline contexts, to look nice!                   |
| Student/teacher  | To be able to access the authoring tool, e-book or multiple devices and download it  | So I can read it whenever I wish                                       |
| Teacher          | Tool to help me develop a problem solving game (no coding)   | Apply it to our local history and use in class for learning            |
| User             | Fun and engaging   |  |
| Student          | <ul style="list-style-type: none"> <li>• Learn through games</li> <li>• Literacy/general skills</li> <li>• Independent, student-led skill development; identify own strengths/weaknesses and work to improve</li> </ul>  |  |
| Teacher          | Clarify how best to assess performance of phenomena in which I'm interested (e.g. how best to assess comprehension)  |  |
| User             | Clear step-by step instructions  |  |
| User             | Relevant and interesting through media enhancement   |  |
| Student          | I want a safe cache for my output – control over when it is shared (copyright/ownership)   |  |
| Teacher/Student: | <ul style="list-style-type: none"> <li>• Beyond locale</li> <li>• Assess progress against Nat/EU standards</li> <li>• Share/collaborate beyond school</li> <li>• Virtual travel- collect stories, experiences, personal – create authentic stories past/present</li> </ul> |  |
| User             | Highlight key people in history<br>Both genders  |  |
| Teacher          | I want to see if Q-tales is contextually relevant to my classroom  |  |
| Teacher          | <ul style="list-style-type: none"> <li>• Method to give structured feedback</li> </ul>   |  |

|         |  |  |
|---------|--|--|
|         | <ul style="list-style-type: none"> <li>• Focus on targeted skills</li> <li>• Return to student to continue skill development</li> </ul>  |  |
| Student | <p>Problem Solving</p> <ul style="list-style-type: none"> <li>- – write story/respond to dilemmas = problem solving and critical thinking</li> <li>- Peer group responses shared</li> </ul>  |  |
| Teacher | <p>Problem Solving</p> <ul style="list-style-type: none"> <li>- Diagnostic tool</li> <li>- Embedded content</li> <li>- Links to supplementary</li> <li>- Mapped to curriculum</li> <li>- Quizzes</li> <li>- Individual log-ins for portfolios</li> </ul> |  |
| User    | <p>Feedback/Tracking</p> <p>Reward system</p>  |  |