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Module 3 Co-design learning through Storyboarding

Unit 3.2 – Storyboarding in Education: Fitting Context, Purpose, and Skills

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Table Of Contents

1 Storyboarding: Beyond the Concept

2 Choosing the Right Context

3 Defining the Purpose

4 Competences for Teachers

6 Designing a Storyboarding Learning Environment

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Co-design Learning through Storyboarding

Unit 3.2 Storyboarding in Education: Fitting Context, Purpose, and Skills

Unit Goal

Understand how to implement educational storyboarding to co-design meaningful, participatory learning environments in secondary schools.

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Learning Objectives

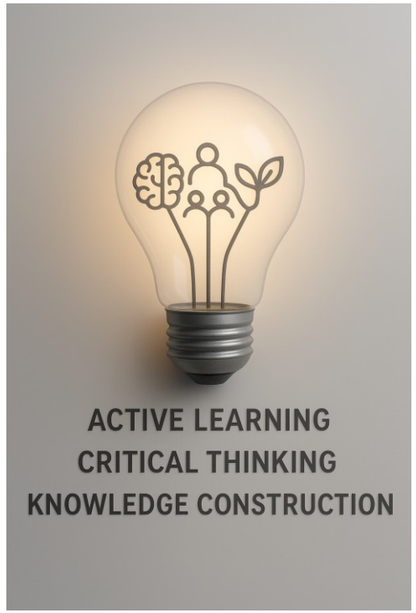
After completing this unit, teachers will be able to:

1. Identify contexts where storyboarding enhances learning outcomes
2. Define the purpose of storyboarding activities in teaching
3. Recognize the competencies and skills required to apply this methodology
4. Design classroom strategies that promote collaboration and shared knowledge creation

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Educational storyboarding :
Beyond the Concept



Beyond its conceptual definition, educational storyboarding functions as a cognitive, collaborative, and pedagogical scaffold that enhances active learning, critical thinking, and meaningful knowledge construction.

Example: Recreating History: History and Civic Education - A unit on the Civil Rights Movement is taught in a 10th-grade U.S. History class.

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Choosing the Right Context

Storyboarding is recommended in **learning contexts where ideas need to be planned, visualized, or sequenced clearly**.
It supports understanding, creativity, and structured thinking.
Common learning contexts include: Storyboarding works best in project-based**, c**onceptual & Cognitive Learning**,** Creative Learning, STEM & Skills-Based Learning. Metacognitive Learning

Educational & Classroom Learning

Project-based learning (PBL)

Inquiry-based learning

Collaborative or group learning activities

Creative Learning

Visual arts and design thinking

Creative writing and storytelling

Media production and animation learning

Digital & Technology-Enhanced Learning

Multimedia learning (videos, presentations)

E-learning course design

Game-based learning and simulations

STEM & Skills-Based Learning

Scientific experiments and workflows

Engineering and design processes

Coding logic and user-flow planning

Social & Reflective Learning

Social-emotional learning (SEL)

Role-playing and scenario-based learning

Ethics, history, and social studies discussions

Metacognitive Learning

Planning and organizing ideas. Reflecting on learning processes. Visualizing outcomes before execution

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Defining the Purpose

1. Storyboarding aligned with Bloom's Taxonomy

Storyboarding supports multiple cognitive levels of Bloom's Taxonomy.

At the **understanding** level, learners interpret and represent information visually.

At the **applying** and **analyzing** levels, they sequence ideas, identify relationships, and decide what content is essential.

At the **creating** level, learners design an original narrative or solution that demonstrates mastery of the learning objectives.

Pedagogical value: Storyboarding scaffolds higher-order thinking by moving learners from comprehension to creation

2. Storyboarding aligned with Constructivist Learning Theory

From a constructivist perspective, learning occurs when students actively construct knowledge rather than receive it passively. Storyboarding encourages learners to:- Build meaning through visual representation-Integrate prior knowledge with new concepts-Negotiate understanding through discussion and reflection (especially in group work).

Pedagogical value: Storyboarding acts as a knowledge-construction tool that makes learners' thinking visible and supports meaning-making.

3. Storyboarding aligned with Project-Based Learning (PBL)

In PBL, learners work toward a concrete outcome over time. Storyboarding supports this by:- Helping students plan and organize complex projects- Aligning activities with learning goals and real-world contexts- Providing a shared visual reference for collaboration and feedback-

Pedagogical value: Storyboarding functions as a planning and communication scaffold that guides inquiry, production, and reflection throughout the project lifecycle.

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Competencies for Teachers

Teachers play a facilitative and orchestral role in storboarding. To guide students effectively, they need to develop:

Creative Thinking

to generate innovative ideas and think outside the box when developing narratives and visual elements

Project management

Basic project management skills to oversee the process of storyboarding, from concept to completion

Visualization Skills

Competency in visual representation techniques, including drawing or digital design skills to create clear and effective storyboards

Understanding of Narrative Structure

Familiarity with storytelling techniques and narrative structures to craft engaging and coherent stories

Outcome: Teachers evolve from content transmitters to **learning designers and moderators**.

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Skills Developed in Students

Storyboarding supports holistic skill development, crucial for 21st-century learning.

Through educational storyboarding, students develop:

Visual communication

Enhances capability to convey ideas visually, making them accessible to others.

Critical thinking and analysis

Strengthens analytical skills to evaluate story coherence and impact.

Team collaboration

Develops the ability to work in teams, incorporating diverse viewpoints and collaboratively refining ideas

Iterative thinking

Enhances the ability to iterate upon a concept, receiving and integrating feedback into a refined final product

Self-regulation and agency

– managing their role in a collective process

By integrating storyboarding methodology, individuals and teams can become more effective in their creative processes, leading to improved outcomes and a better understanding of both the project and audience perspectives

These skills align directly with the **EU Key Competences for Lifelong Learning**.

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Designing a Storyboarding Learning Environment

To implement storyboarding effectively, teachers can follow a **6-step classroom model**:

Define Learning Goals and Competencies

Align goals with curriculum standards or
• real-world skills

Design the Learning Narrative

Frame learning as a story or journey
(problem, challenge, resolution)

Break Content into Storyboard Frames (Learning Scenes)

Specify inputs, learner actions, tools, and expected outputs

Select Learning Activities and Interactions

Balance cognitive, social, and metacognitive processes

Design Resources and Media

Choose texts, visuals, simulations, or digital tools that support each frame

Prototype, Test, and Refine

Pilot with learners or peers and revise based on feedback

This process transforms the class into a *collaborative learning studio*

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Example Activity: The Escape Room Storyboard

Context:

Teams storyboard an **escape room challenge** related to the topic



Steps:

How it works:

- Each frame = a puzzle or clue
- Clues must be solved in sequence
- Final frame = “escape” (solution/concept)

Why it’s fun:

Game-based, mystery, teamwork

Learning payoff: Logic, sequencing, collaboration

Skills reinforced: teamwork, digital collaboration, communication, design thinking.

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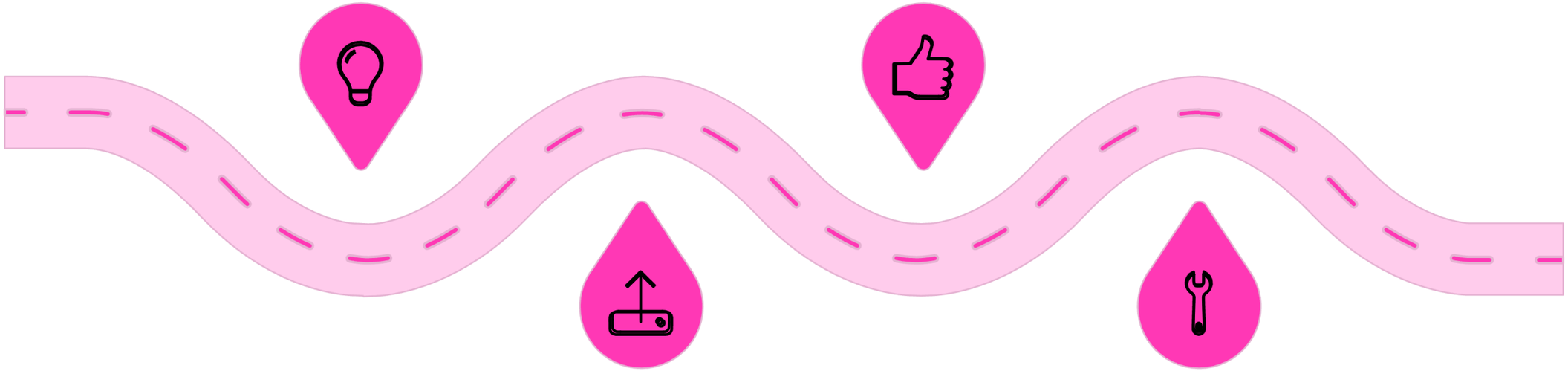
Steps: “The Escape Room Story Board"

Introduce Challenge

Each frame = a puzzle or clue

Cluster & Vote

Clues must be solved in sequence



Submit Ideas

Final frame = “escape” (solution/concept)

Prototype & Reflect

Small trials followed by reflection

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Reflection and Takeaways

- Storyboarding = learning as story
- It enhances co-design learning by enhancing the creativity
- Learning evolves into a shared design and experimentation space
- Students build competences for collaboration, innovation, and critical thinking

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Reflective question for teachers:

What challenge in your classroom could be solved through a storyboarding activity involving your students?

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You have completed
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