

Learned It Through The Grape-Vine

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The growing popularity of Vine, along with its easy accessibility and six-second format could be quite a useful learning tool in the classroom, especially when it comes to Project Based Learning.

In particular, Vine can be used to teach different science terms and principles through the creative use of storytelling and humour. This encourages students to view these concepts in new ways, while also making it entertaining and fostering their creativity.

TARGET AUDIENCE

This exercise is aimed 9th grade science students, as this is when they start learning more complicated terminology and scientific concepts—such as **TAXONOMY** or **HOW CELLS WORK**. Also by the time they reach high school, students are familiar with more complex forms of storytelling and narrative devices, as well as Vine, which will allow them to be more creative with their projects.

HOW IT WORKS

STEP 1: Students are split off into groups of two or three.

STEP 2: The teacher chooses a broad topic, like the **CLASSIFICATION OF SPECIES**, and then assigns different terms within it to each group or pair. E.G. A group might receive “Arachnid” or “Mammal.”

STEP 3: Students must then work together to come up with and create a Vine that must either introduce the topic they were given or explain it.

STEP 4: The class watches each of the Vines and discusses each term accordingly.

LEARNING GOALS

- Students gain a deeper understanding of scientific concepts.
- Students encouraged to think about science in a new way.
- Students practice different storytelling methods in order to tell a complete story in 6 seconds.
- Students encouraged to start thinking about video production, specifically dialogue, shot choice and the use of music or sound effects—all of which are key components of telling a story through Vine.
- Students learn to work together to complete a creative task.

LEARNING THEORIES

CONSTRUCTIVISM: Through scripting and shooting their own definitions of terminology, students are able to construct their own knowledge or understanding of these terms and build on them in subsequent class exercises.

PROJECT BASED LEARNING: By having to create a six-second video to explain a definition of something they're learning in class, students start thinking about these concepts in a new way, and start approaching what they're learning in a more creative way. Also through their use of humour (funny vines are the most effective), students start thinking of science as fun.

COMPUTER-SUPPORTED COLLABORATIVE LEARNING: Students are encouraged to collaborate creatively as they design and edit together their Vines.