

MED2IaH

Mediterranean
Countries **Towards**
Internationalisation
at Home

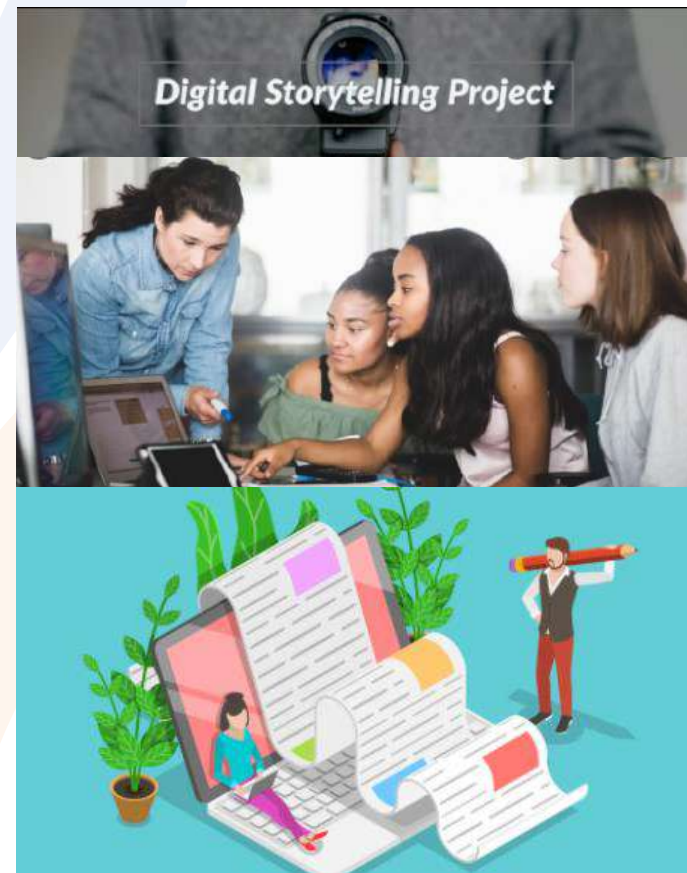
Lesson 2: Digital storytelling in education



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Educational uses of digital storytelling

Digital Storytelling allows students and teachers **to bring multimedia, video, painting, art, music and sound effects together and tell their stories**. Digital storytelling in education is a tool that **supports learning, promotes cooperation, improves decision-making processes, brings together formal and informal learning processes, and provides students active participation in the learning process.**



Digital storytelling as an effective learning tool for **students**

Digital Storytelling facilitates the convergence of four student-centered learning strategies: **student engagement, reflection for deep learning, project-based learning, and the effective integration of technology into instruction.**



Literacies, skills, and outcomes for 21 century

Digital literacy*	The ability to communicate with an ever-expanding community to discuss issues, gather information and seek help.
Global literacy*	The capacity to read, interpret, respond, and contextualise messages from a global perspective.
Technology literacy*	The ability to use computers and other technology to improve learning, productivity, and performance.
Visual literacy*	The ability to understand, produce, and communicate through visual images.
Information literacy*	The ability to find, evaluate, and synthesise information.
Increase of Communication skills	Students defend their learning and their ideas as effective communicators
Increase of Research Skills	Documenting the story, finding and analysing pertinent information; learners are looking for evidences to support their stories and have to think about how to put them together
Increase of Writing Skills	Formulating a point of view and developing a script;
Increase of Organization Skills	Managing the scope of the project, the materials used and the time it takes to complete the task;
Increase of Technology Skills	learning to use a variety of tools, such as digital cameras, scanners, microphones and multimedia authoring software;
Increase of Presentation Skills:	Deciding how to best present the story to an audience;
Increase of Interview Skills:	Finding sources to interview and determining questions to ask;
Increase of Interpersonal Skills:	Working within a group and determining individual roles for group members;
Increase of Problem-Solving Skills:	Learning to make decisions and overcome obstacles at all stages of the project, from inception to completion;
Increase of Assessment Skills:	Gaining expertise critiquing their own and others' work.

**Twenty-first Century Literacy*

Empathy and perspective-taking	Shared digital stories allow viewers to share the experiences of the storyteller and enlarge their own perspectives.
Self-understanding	Shared digital stories invite self-reflection and allow the storytellers to see themselves in new ways.
Community-building	Shared digital stories facilitate connections with others and through shared experiences.

Digital storytelling as an effective teaching tool for teachers

- Digital Storytelling can provide educators with a powerful tool to use in their classrooms.
- Creation of Digital story by Educator – eg. as example for students how to do digital story, or: to facilitate delivery of lectures, to make some concepts more understandable, to facilitate discussion about the topics; and/or
- educators support students in production of stories.

Educators can support students in the production of the stories in the following ways, as discussed in Robin 2016, Jakes & Brennan, 2005; Lambert, 2007; Morra, 2013; Ohler, 2008

Analysis Phase:	Educators help students identify an instructional goal and analyse aspects of the digital story related to the topic and script, as well as consider the potential audience for the story.
Design Phase:	Educators help students complete the script and storyboard for the design of the the story as well as collect and organise appropriate media such as images, audio and video.
Development Phase:	Educators help students use technology, hardware and software to build the story.
Implementation Phase:	Educators help students plan how the story will be used and create additional resources, including lesson plans, handouts, and other supporting materials.
Evaluation Phase:	Educators use a variety of measures to determine if the students achieved the goal for the digital story project or need to revise the story and supplemental materials based on this input.

Other Uses of Digital Storytelling - outside the education

- In health sciences, digital storytelling can be a tool for patients, families, and healthcare workers to help share the experiences, cope with illnesses, and add a human element to serious health problems.
- Business sector - as tools of user-generated content, with consumers sharing opinions based on their own experiences of a product or service.
- In museums, as a method that helps to capture the attention of visitors. Community and non –profit organisations can also use digital storytelling as an effective way to engage audiences and gain support for their causes. Because digital stories can be shared online, they can help community organisations advance their missions by effectively engaging larger audiences.

Thank you for your attention