

Active Learning through Digital Storytelling

Martin Jenkins
Academic Manager
Centre for Active Learning
University of Gloucestershire

Supporting students transition into HE

JISC RSC NW

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Active learning through digital storytelling

- Session will draw upon experiences of using digital storytelling from:
 - Centre for Active Learning
 - <http://resources.glos.ac.uk/ceal/>
 - HEA/JISC e-learning Pathfinder Project
 - Enhancing students' learning experiences through the use of digital storytelling
 - <http://resources.glos.ac.uk/tli/lets/projects/pathfinder/index.cfm>

Active Learning

- Umbrella term that includes:
 - Inquiry based learning
 - Problem based learning
 - Work based learning
 - etc
- Gloucestershire approach underpinned by Kolb's experiential learning cycle and Perkins Performances for Understanding
- Focus on students being 'enquirers', 'researchers'

Narrative

We use narrative to:

- communicate with others
- represent and understand ourselves
- make sense of our experience
- make sense of the world around us

- Developing students as **reflective practitioners** important element in embedding active learning
- Reflection is a social process

Storytelling

storytelling is a way for storytellers to give meaning to their experiences

(Nygren & Blom, 2001: 372)

[story] construction process judgments and inferences are required at two levels: about discrete items of information and the adequacy of the unfolding story. Selecting, comparing, inferring, arranging and revising are activities which we regard as cognitive strategies

(Robinson & Hawpe, 1986)

Oral vs written stories

- Oral presentation is more personal – the personal voice – connection
 - Social – allows development
- *‘a narrative written down by the storyteller is a more reflected expression’* (Nygren & Blom, 2001)
- *‘Writing introduces division and alienation, but in a higher unity as well ... Writing is consciousness-raising’* (Nygren & Blom, 2001)

What is a story?

no single structural representation of a story. However the prototypical story identifies:

- a protagonist
- a predicament
- attempts to resolve the predicament
- the outcomes of such attempts and
- the reactions of the protagonists.

Creating an effective story is therefore a matter of 'effective causal thinking'

(Robinson & Hawpe, 1986)

Digital storytelling

Described as:

‘using personal digital technology to combine a number of media into a coherent narrative’ (Ohler, 2008)

Digital storytelling provides a means of combining elements of oral and written traditions:

- *‘potential to blend digital, oral, art and written literacies’*
- *Creating ‘literally a portfolio unto itself’*


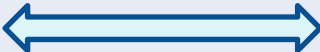
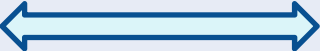
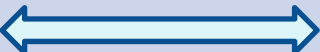
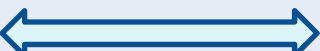
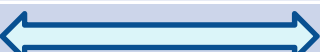
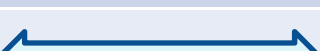
Jason Ohler (<http://www.jasonohler.com/storytelling/assessment.cfm>)

Digital stories in induction

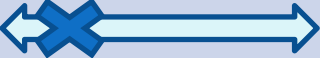






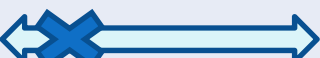
- Active Learning induction week
 - Students engaged in ‘enquiry’ based project
 - Used in a range of disciplines
- Example
 - ‘Voices from the Flood’
 - Sociology, criminology and community development students as social researchers
 - Interview local people on the impact of the July 2007 floods

Digital Storytelling in Education

- Typically:
 - Driven by academic goals
 - Use simple technologies
 - Relatively short
- Starting point for UoG
- Increasing use of '*new media narratives*'

Clear (like essay)		Challenging (like poem)
Metaphor (clear genre)		Genre not clear
Universal resonance	Niche resonance	No resonance
Story		Report
Personal		Content focused
Creativity valued		Not valued
Time limited		Not time limited
Low technology		High technology
Ohler (2008)		

Voices from the Flood

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Product vs process

- Process of creating the story where the learning and reflection take place
 - How to capture this?
- If the process is the important element, what value the artefact?
 - ‘people are far more inclined to use a tool such as this if it can be perceived as having value, and the first time they will come across it is by watching other people’s work’ (Turner, *pers. comm.*).

Assessing digital stories

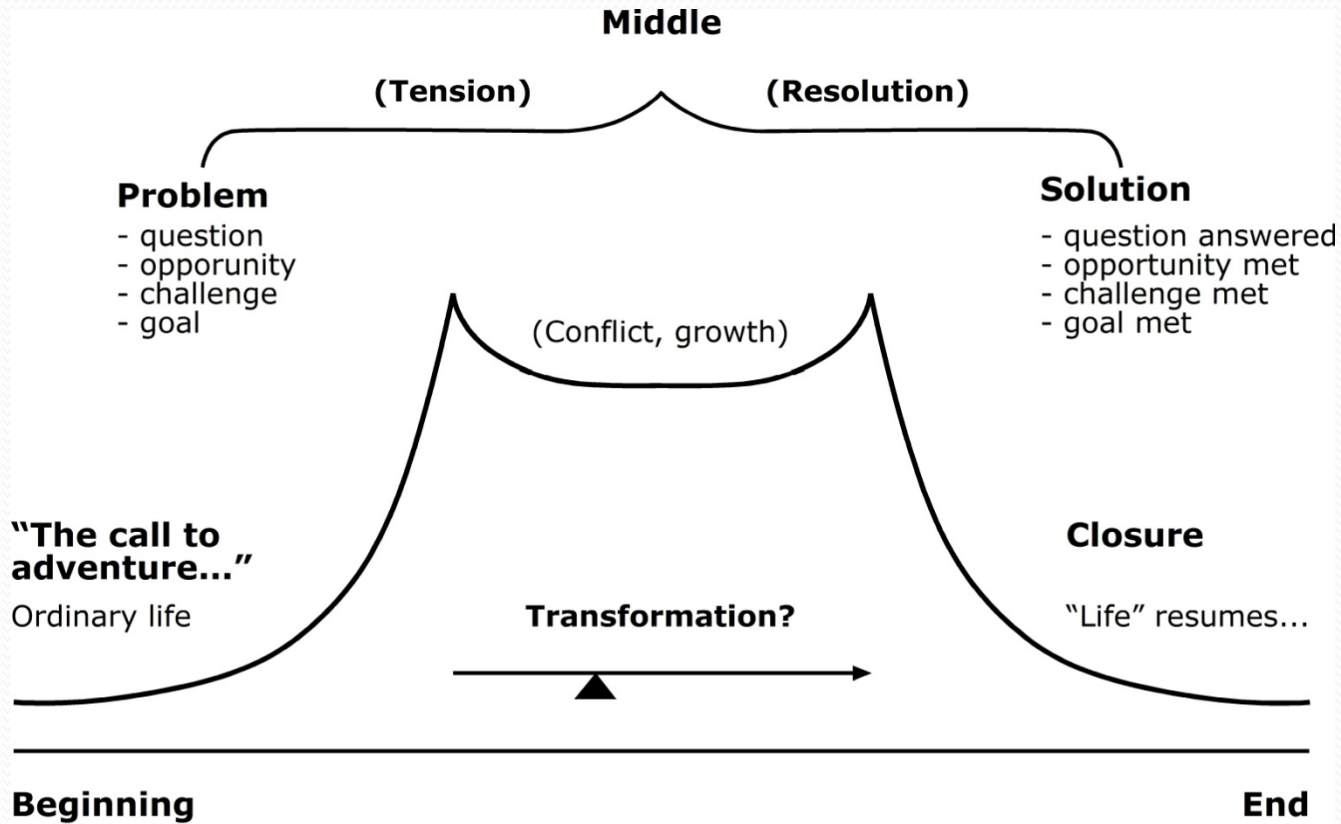
- *'...ultimately the assessment criteria were wrong I think, or they were focussed on the wrong areas'*

Framework for evaluation and assessment

Project planning	Evidence of storyboard, critical evaluation, Model of Reflective Learning through storytelling ...
Story	The success of the story; Map of Learning
Media application	Appropriate use of media, image selection ...
Literacies	Blend of different literacies
Technical delivery	Length of story, sound, music ... a base level
Flow, organisation and pacing	Was the story well organised?
Creativity	Evidence of originality (to the student)
Emotional impact	Evidence of personal engagement with the story
Citations, permissions	Proper credit assigned, permissions obtained, correct citations
Academic understanding	How well it meets the academic goals

Informed by <http://www.jasonohler.com/storytelling/assessment.cfm>

Story mapping



(From Ohler, J. (2008) *Digital Storytelling in the Classroom*, Thousand Oaks, CA: Corwin Press)



Conclusions



- Contact details

- Martin Jenkins

- mjenkins@glos.ac.uk
- 01242 714689

- Web sites

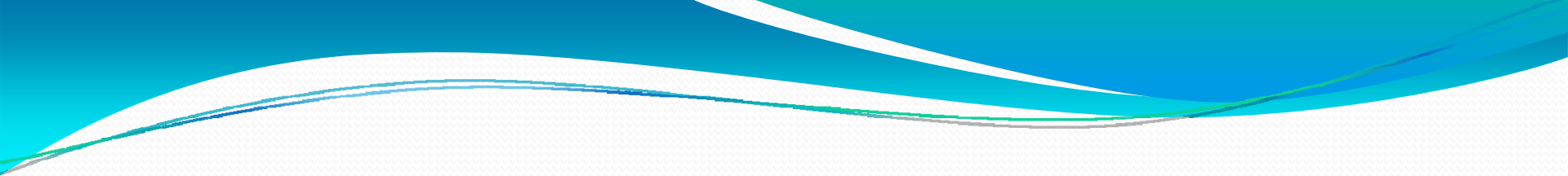
- <http://resources.glos.ac.uk/ceal/pedagogictoolsguides/digitalstorytelling.cfm>

- Pathfinder project

- <http://resources.glos.ac.uk/tli/lets/projects/pathfinder/index.cfm>

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