Digital Storytelling
for Reflection and Deep Learning

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International Society for Technology in Education and
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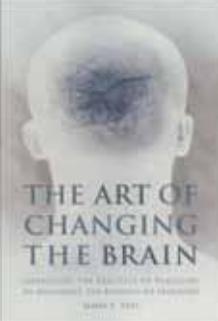
45 minutes

Themes

- Reflection
- Storytelling
- Digital Storytelling
- Lots of stories!

What is Reflection?

- Major theoretical roots:
  - Dewey
  - Habermas
  - Kolb
  - Schön
- Dewey: "We do not learn from experience…we learn from reflecting on experience."

Resource on Biology of Learning

- Enriching the Practice of Teaching by Exploring the Biology of Learning

- James E. Zull

- Stylus Publishing Co.

THE ART OF CHANGING THE BRAIN
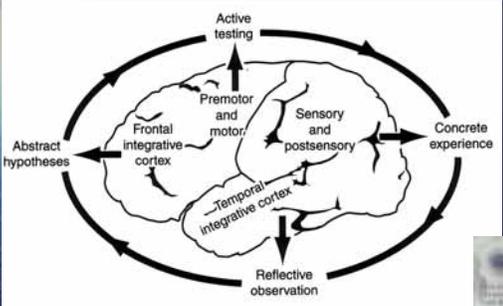

The Learning Cycle
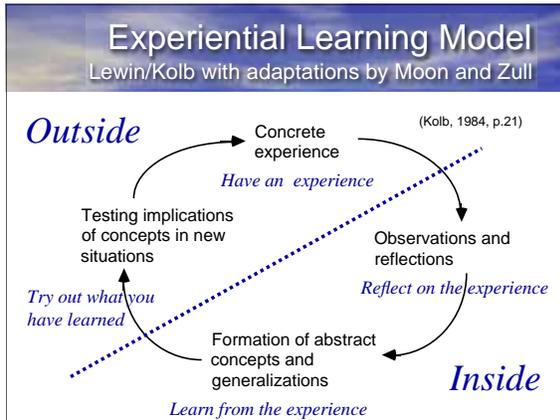### David Kolb from Dewey, Piaget, Lewin

- **Deep Learning** (learning for real comprehension) comes from a sequence of
  - Experience
  - Reflection
  - Abstraction
  - Active testing
- Zull: the learning cycle arises naturally from the structure of the brain (p.19)

The Learning Cycle
David Kolb from Dewey, Piaget, Lewin, adapted by Zull

Experiential Learning Model
Lewin/Kolb with adaptations by Moon and Zull

Outside

Concrete experience

(Kolb, 1984, p.21)

Have an experience

Testing implications of concepts in new situations

Observations and reflections

Try out what you have learned

Reflect on the experience

Formation of abstract concepts and generalizations

Inside

Learn from the experience

Reflection and Emotion
James Zull

- Even if we experience something that has happened to us before, it is hard to make meaning of it unless it engages our emotions. (p.166)
- Reflection is a search for connections. (p. 167)
- Sleep researchers postulate that dreams help us make connections…We discover what is important to us, because we dream about what matters most. (p.168)
- For comprehension we need time. (p.168)

Reflection and Emotion
James Zull

- "Even if we were able to decrease our emphasis on speed and information and increase the possibilities for reflection, we still would have to give our students the kind of experience that would produce dreams-- **experiences that engage their emotions**." (p.168)
- "…our experiences must matter in our lives if we are to learn from them." (p.168)
- "…it suggests how seriously we have to take emotion if we want to foster deep learning." (p. 169)

My own story

- The issue of time and learning - reaching another transition and decision point in a long career, reflecting on the milestones in my life
- Play "choices"

Stories and Learning
James Zull

- Roger Shank: importance of stories in learning
- Recalling and creating stories are part of learning
- Stories engage all parts of the brain
- Learning is deepest when it engages the most parts of the brain
- Teachers and students should:
  - Tell stories
  - Create stories
  - Repeat stories

Jennifer Moon's Definition

Jennifer A Moon

Reflection

in **Learning &**
Professional
Development

Theory & Practice

- Reflection is a form of mental processing – like a form of thinking – that we use to fulfill a purpose or to achieve some anticipated outcome. It is applied to relatively complicated or unstructured ideas for which there is not an obvious solution and is largely based on the further processing of knowledge and understanding and possibly emotions that we already possess (based on Moon 1999)

Moon on Reflection

- One of the defining characteristics of surface learning is that it does not involve reflection (p.123)
- Conditions for Reflection:
  - Time and space
  - Good facilitator
  - Curricular or institutional environment
  - Emotionally supportive environment

Moon's Qualities of Tasks that Encourage Reflection

- Ill-structured, 'messy' or real-life situations
- Asking the 'right' kinds of questions – no clear-cut answers
- Setting challenges can promote reflection
- Tasks that challenge learners to integrate new learning into previous learning
- Tasks that demand the ordering of thoughts
- Tasks that require evaluation

pp.175-6

Storytelling as a Theory of Learning

Learning through STORYTELLING in Higher Education

- Two educators from New Zealand - staff developer and health educator
- Relates storytelling to literature on learning and reflection
- Provides stages of storytelling related to reflection

Maxine Alterio, Helen Barrett, Janice McDrury
December 9, 2004 - Dunedin, New Zealand

Links between Learning and Storytelling

Map of Learning (Moon, 1999)	Learning through Storytelling (McDrury & Alterio, 2003)
•Noticing	•Story finding
•Making sense	•Story telling
•Making meaning	•Story expanding
•Working with meaning	•Story processing
•Transformative learning	•Story reconstructing

McDrury, J., Alterio, M. (2003) *Learning through Storytelling in Higher Education.* London: Kogan-Page, p.47

Reflective Process and Storytelling

- First stage: inner discomfort or surprise – "something" makes the experience memorable
- Second stage: events examined in detail – stories are shared, dialogue is formed
- Third stage: relates to outcomes – decision to change or gain knowledge through reflection

McDrury, J., Alterio, M. (2003) *Learning through Storytelling in Higher Education.* London: Kogan-Page, p.110-1

3

Storytelling = Narrative Inquiry
Mattingly in Schön (1991)

- Aristotle: narrative – natural framework for representing world of action
- Everyday sense-making role of storytelling
- Stories reveal the way ideas look in action
- Narrative provides explanation
- Motivation for telling stories: to wrest meaning from experiences

Story = Unpretentious Narrative
Clandinin & Connelly in Schön (1991)

- A fundamental method of personal growth
- Reflection: preparation for the future
- Deliberation: past considerations

Storytelling as Reflection
(Schön, 1988)

"…for storytelling is the mode of description best suited to transformation in new situations of action."

Storytelling as Reflection
(Schön, 1988)

"Stories are products of reflection, but we do not usually hold onto them long enough to make them objects of reflection in their own right."

Storytelling as Reflection
(Schön, 1988)

"When we get into the habit of recording our stories, we can look at them again, attending to the meanings we build into them and attending, as well, to our strategies of narrative description."

Linking Two Dynamic Processes to Promote Deep Learning

Portfolio Development Process
Digital Storytelling

Linked to…

Strategies that promote Intrinsic Motivation to maintain the process for Lifelong Learning

Online Portfolios

Digital Storytelling

Blogs & Wikis

Games

Helping Students to Reflect

- Provide models and examples
- Begin with forms or prompts
- Move to journals/blogs
- Be careful that reflection in portfolios doesn't become an exercise in filling in the blanks on a web-based form.

Digital Tools for Reflection

Digital Storytelling

What is Digital Storytelling?

- Created by a student teacher in her first digital storytelling workshop
- Play video

Digital Storytelling Process

- Learners create a 2-4 minute digital video clip
  – First person narrative [begins with a written script ~ 400 words]
  – Told in their own voice [record script]
  – Illustrated (mostly) by still images
  – Music track to add emotional tone

A Graduate Student's Letter to a Former Teacher

- Maybe you are a graduate student reflecting on what is drawing you into teaching (while displaying your photo portfolio)
- Play "Coming Full Circle"
- Or you are a teacher reflecting about teaching all of your students
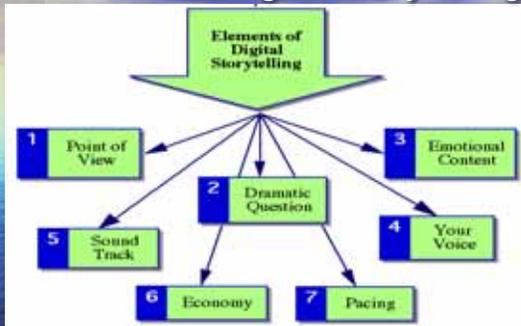- Play "Hakuin"

More Digital Stories

- Victoria: K, 1, 2

- Naya: 7th

Digital Storytelling is BOTH…

HIGH TECH
and
HIGH TOUCH

Center for Digital Storytelling

Elements of Digital Storytelling

1 Point of View
2 Dramatic Question
3 Emotional Content
4 Your Voice
5 Sound Track
6 Economy
7 Pacing
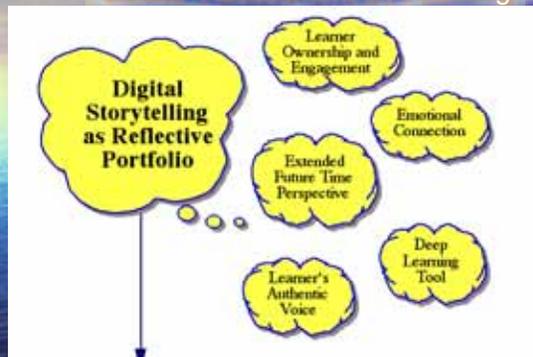
http://www.storycenter.org

Why include Digital Storytelling in ePortfolios?

Learner Motivation and Affect

Brain Research on Emotion in Learning

Constructivist Approach to Project-Based "Assessment-as-Learning"

Digital Storytelling as Reflective Portfolio

Learner Ownership and Engagement
Emotional Connection
Extended Future Time Perspective
Deep Learning Tool
Learner's Authentic Voice

Deep Learning

- involves reflection,
- is developmental,
- is integrative,
- is self-directive, and
- is lifelong

Cambridge (2004)

Voice = Authenticity

- multimedia expands the "voice" in an electronic portfolio (both literally and rhetorically)
- personality of the author is evident
- gives the reflections a uniqueness
- gives the feeling that the writer is talking directly to the reader/viewer

Digital Paper or Digital Story?

Digital paper = text and images only

Digital story = tell your story **in your own voice**.

Multimedia = audio and video

What's Your Story?

Richness not possible in print

Audiences worldwide but most likely small and intimate.

Digital Story as Legacy

Not just for professional development

Or skills-based portfolios

Digital Storytelling Becomes a Lifelong Skill

- **Digital Family Stories** from birth to end-of-life
- **Digital Family Stories** help people **reflect** on life transitions
- **Digital Family Stories** preserve multimedia memories as a legacy for future generations

Recommendations!

Unsolicited e-mail messages

From a Teacher Educator in Ohio

This past quarter, I worked with my graduate students (all inservice teachers) on telling their "digital stories" of why they have stayed in teaching for so many years/or why they went into teaching, their thoughts on the future of education and their philosophy of teaching… Some of the stories were so passionate, I cried as I graded them. [In fact my whole hallway cried and laughed as we watched them.] Digital storytelling is a very powerful medium for expressing the art and passion of inservice teachers about their own teaching. It was one of the most fantastic experiences for my own "learning about my students" that I have had in recent years! We used Moviemaker and VideoStudio 8, one free and the other $69. since we are doing all of this in an online environment and the teachers have to purchase their own software for the courses, the teachers loved it -- and keep sending me ideas now of how they are going to use it in their own classrooms. Enjoy the digital storytelling -- it is well worth the time!

From a Teacher Educator in Florida

- Each of my students this semester produced two digital stories, one focusing on their philosophy of teaching, and the other dealing with their field experience, We used PhotoStory 3 because it was a free Microsoft Download. I was most impressed with their efforts and they have told me it was a most meaningful activity.

Hands-on session

Create a short digital story

A brief look at the tools

Kean University Digital Stories Conference

DIGITAL STORIES CONFERENCE
June 23-24, 2005 • Kean University

- June 23-24, 2005
- Union, New Jersey (closest to Newark airport)
- May 15 registration deadline

My Final Wish…

May all your **electronic portfolios** become dynamic **celebrations** and **stories of deep learning** across the lifespan.

Dr. Helen Barrett

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