

Promoting Reflection and Creativity through Digital Storytelling

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Using DST with preservice and inservice ESL teachers

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Digital Stories involve ...

- Creative writing
- Speaking Practice
- Listening
- Having fun with I.T.
- Products that can learners can keep or share.

Potential Benefits of DST for L2 Teaching

- (Creative) Writing Practice: Writing a script to narrate a story, experience, etc.;
- Speaking: Narrating a personal experience, a story, etc., lots of practice through rehearsing;
- Motivating: (a) Fun with IT, (b) a permanent souvenir/work to keep.

Teacher Workshops

- **Objectives:**
- - Consider the benefits of DST for L2 teaching;
- Learning technical skills of producing a digital story;
- Create a story for personal/professional experience.
- **Workshops conducted so far:**
- 2 workshops for inservice teachers;
- 2 workshops for participant in CALL courses

Workshop Rundown

- Watch a number of digital stories and consider their potentials for ELT;
- Find out about ways of getting story ideas;
- Learn to match pictures to script to produce a storyboard;
- Collect pictures, and write a script, for telling **a personal story**.
- Practising producing a digital story with software.

Your story

- Think back to your personal life, or your teaching career. Choose an incident, an experience, etc. that has had special meaning for you, and narrate this experience in a digital story.

Example stories produced

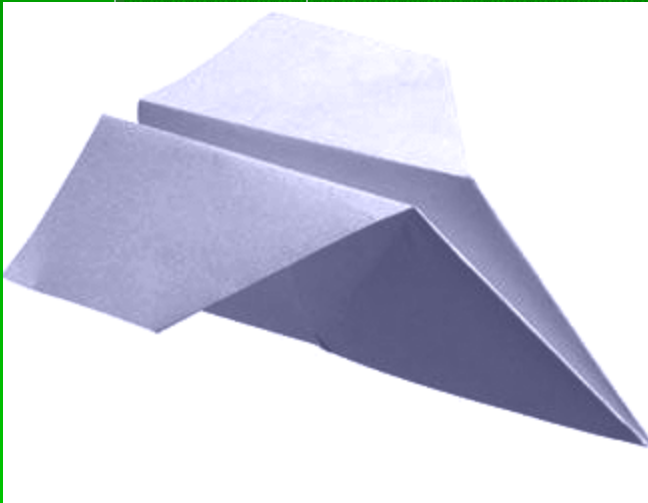
- Opportunities and recognition
- A little story of time
- Should I switch to Chinese?
- Postcard from Prague
- Writing for pleasure
- Etc.

Teacher reflecting on DST

- The DST activity is definitely a reflective task as I could reflect on what had happened in my life when I created my video. I could also get a better understanding of my students after watching their videos. The DST activity is also creative in the sense that we have to use our imaginations and creativities when producing our scripts and videos.

CUHK EXPO 2010

Using DST for Undergraduate Students' English Language Development



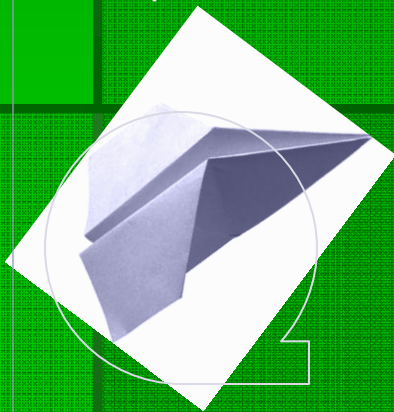
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“As technologies have evolved storytelling has changed and morphed with the times to include digital technologies, images and audio that enable a new generation to tell its story.” ----Garrety and Schmidt

ELT 1107: EIS in Listening and Speaking

Course content:

- International Phonetic Alphabet;
- English sounds, syllables, stress;
- Rhythm of the English language;
- Features of connected speech...



Digital Storytelling:

- As a project-based assessment task worth 20% of the final grade.

Elements of Effective Digital Stories

- **Point of View**

The goal of digital storytelling is to allow a writer to experience the power of personal expression.

- **Dramatic Question**

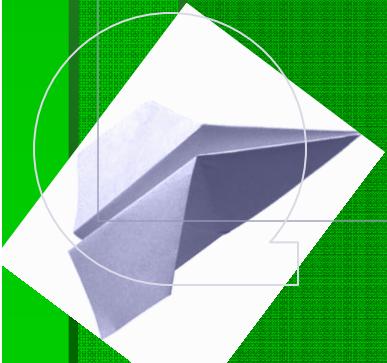
A story, unlike a travelogue, has a dramatic question that is resolved by the end of the narrative—a question that evokes the viewers' interest and commitment.

- **Emotional Content**

The most effective digital stories work to pursue, discover, and communicate new understanding that is rooted in who we are as humans.

- **The Gift of Students' Voice**

The process of digital storytelling allows every student to record themselves narrating their own scripts. The pitch, inflection, and timbre of the storyteller's voice convey meaning and intent in a very personal way.

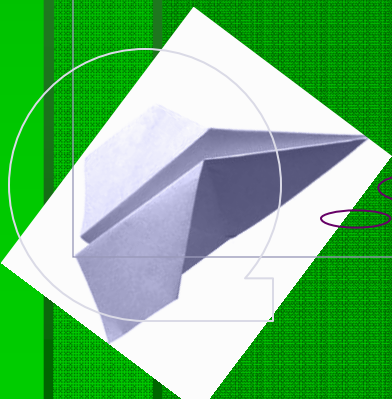


'Digital Storytelling in the Language Arts Classroom' by Glen Bull & Sara Kajder
in *Learning & Leading with Technology* V.32 No.4, 2004

Geoffrey's reflection report

My digital story is an introduction of my life like my personal history, my hobbies, my ambition...etc. I chose this topic as I regard the DS as a good tool to let the others know more about me, and before I have rarely chatted with my classmates (who will be the audiences of my DS), so I guess it should be a good opportunity to tell the class more about myself.

1. Point of View
2. Communication and Relatedness



Geoffrey's reflection report

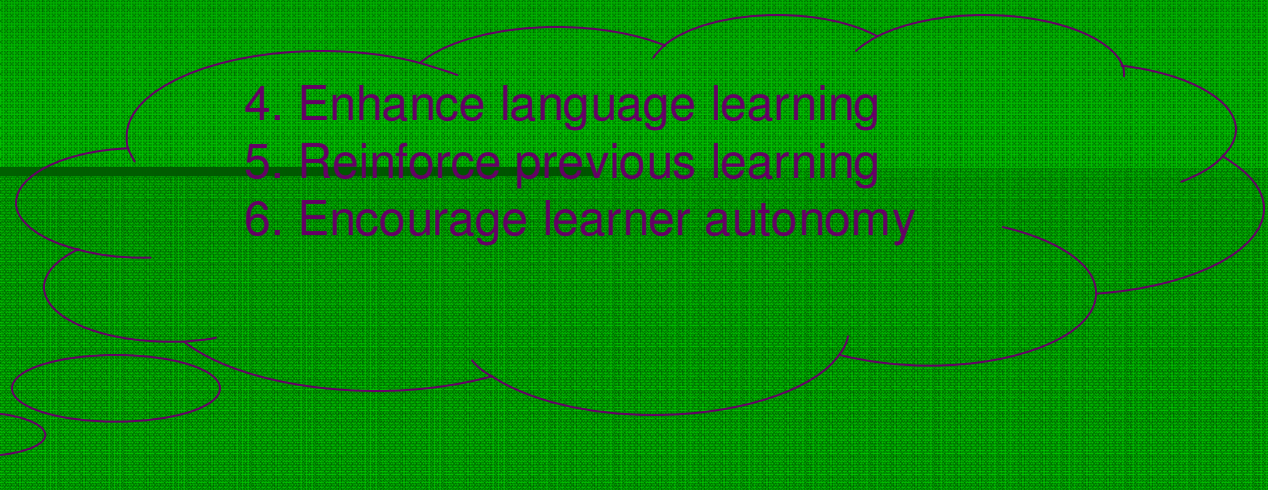
Though I am not a computer geek, I found it quite easy to use the DS program Photostory3; I did not really face any difficulties in the technical parts of creating the story like the computer application or search for photos/songs.

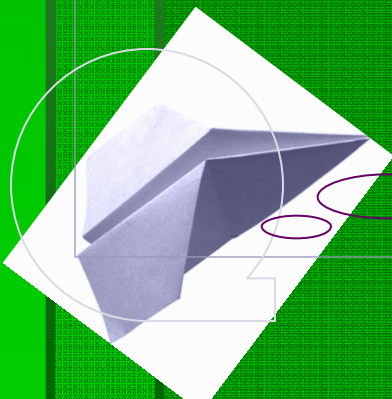


3. User-Friendly Technology

Geoffrey's reflection report

I paid special attention to the pronunciation of words, the speed oral delivery, and accuracy in grammar and vocabulary. For instance, I checked for the pronunciation of vocabularies including 'privilege', 'frivolous' from dictionary to make sure that I was speaking them accurately (this is when I found that learning IPA could really be helpful); besides, I tried to speak in appropriate speed for making the story easily understandable to the audiences.

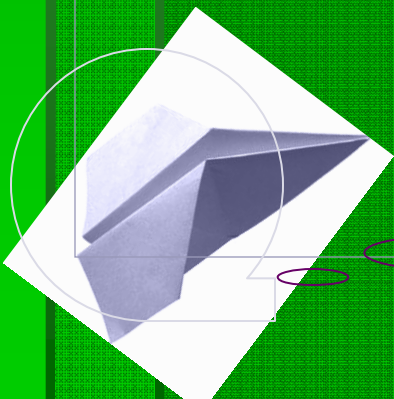
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4. Enhance language learning
 5. Reinforce previous learning
 6. Encourage learner autonomy



Geoffrey's reflection report

Yet, maybe I could improve the oral delivery by using a larger variety of tones in the story to make it sound more interesting.

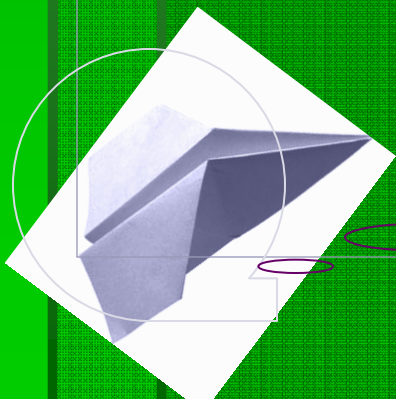
Anyway, DS, to me, is a fresh type of easy way to learn. Through recording my voice and listening to it again and again, I found that my voice and pronunciation were so different from what I knew. I have recorded the scripts for about 3 times per slide, each time I tried to adjust my pronunciation, level of voice as well as tone. DS is surely a good way for us to have more reflection on our own speaking through listening and adjusting.



- 7. Motivates Self-Reflection on Performance
- 8. Motivates Practice and Adjustment

Geoffrey's reflection report

In addition, DS is also an opportunity for us to look into something meaningful to ourselves that we may rarely think of in daily life. For example, I tried to look over my university life through doing the DS. After having reflected on my university life, I found that I have actually established my own set of values through meeting people from different walks of life here. It is like, if I hadn't entered CUHK, there wouldn't be the present me now. So I would say, the DS is not just a tool for us to tell the others things about ourselves, but also that to tell us who actually we are.



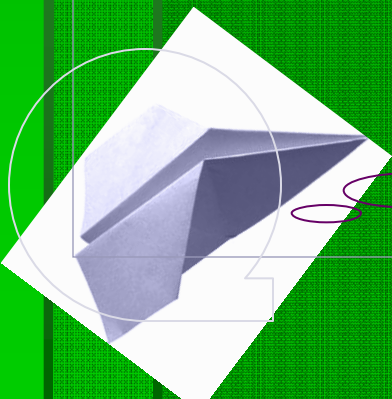
9. Motivates Self-reflection on life experiences

Geoffrey's reflection report

In general I enjoyed a lot from this activity (I think this is the most interesting activity in the course). I am going to keep a copy of the DS as a memory, and when I grow older like one day I become a father, it must be interesting to watch the DS again to refresh my memory about myself during teenager period. I guess I may have changed a lot at that time. I highly recommend you to keep this part in the course next year.

10. A sense of achievement

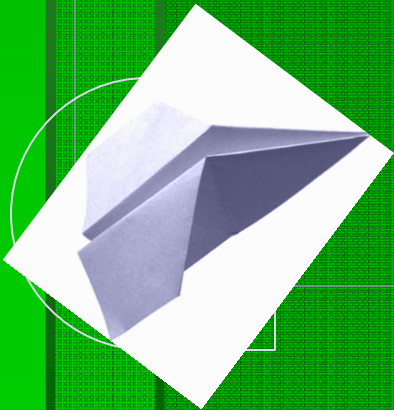
11. A legacy for keeping and sharing



Why Digital Storytelling?

A “good” assessment task can achieve one or more of these 3 kinds of objectives:

- **Cognitive objectives:** Ss get to identify, to analyze, to recognize, and to gain knowledge and information about the target language and culture.
- **(Socio-)Affective objectives:** Ss get to appreciate, to enjoy, to value, to understand, to experience increased confidence, and to develop or change attitudes toward the target language;
- **Performance objectives:** Ss get to demonstrate, to explain, to complete, to edit, to ask, to do something observable.





Question and Answer Session

