

Chapter 40

Tools, Pedagogical Models, and Best Practices for Digital Storytelling

Jari Multisilta

Tampere University of Technology, Finland

Hannele Niemi

University of Helsinki, Finland

ABSTRACT

Sharing photos and short videos with others has become increasingly popular among youth. Although sharing videos is a common activity among youth, schools are not using digital videos for learning. There is a need to study the pedagogical models that could be used in designing classroom activities involving the use of digital videos. In this chapter, digital video storytelling will be discussed in the context of learning. In this chapter, pedagogical models, examples, best practices, and outcomes that illustrate how students become engaged and motivated when using digital storytelling in knowledge creation in cross-cultural settings will be presented. The pedagogical models discussed in this chapter are global sharing pedagogy (GSP) and video inquiry learning (VIL). A review of existing tools and practices for digital video storytelling will be presented. The results show that students can become highly engaged in learning through digital storytelling.

INTRODUCTION

Sharing photos and short videos with others has become increasingly popular among youth. Using social media services, users share events and moments from their daily lives. Östman (2015) defined this phenomenon as *life-publishing*. Examples of life-publishing include the growing use of Snapchat and Periscope social media services among youth. According to Piwek and Joinson (2016), Snapchat users mainly share “selfies,” and they mostly use the service at home. Although sharing videos is a common activity among youth, schools are not using digital videos for learning. There is a need to study the pedagogical models that could be used in designing classroom activities involving the use of digital videos.

DOI: 10.4018/978-1-5225-7365-4.ch040

In this chapter, digital video storytelling refers to learning activities that involve the creation and use of digital video. According to Ladeira, Marsden, and Green (2011, p. 431), “digital storytelling typically seeks to preserve and disseminate real-life, non-fiction stories.” In a learning context, digital storytelling involves the creation and distribution of content that is used in the learning process as well as the interaction between the users of the content. Digital storytelling that includes user-generated content has been used in preserving personal experiences (Ladeira, Marsden & Green, 2011), mobile collaborative live video production, such as in an event in which a Video Jockey (VJ) mixes the video feed using the audience (Engström, Esbjörnsson & Juhlin, 2008), and in collaborative learning (Niemi, Harju, Vivitsou, Viitanen, Multisilta & Kuokkanen, 2014; Niemi & Multisilta, 2015; Tuomi & Multisilta, 2010; Wolf & Rummler, 2011). In this chapter, digital video storytelling will be discussed in the context of learning.

Digital video storytelling can be seen as an approach to learning twenty-first century skills. Taking advantage of the creative potential of modern communication technologies, students can work together, explore their ideas, and become creators, producers, and active learning participants. Twenty-first century skills have become a key topic on the agendas of education systems worldwide. Educators are required to seek new forms of teaching and learning for the future. The challenge is determining how to motivate students to learn and become engaged in learning. Digital video storytelling can assist in motivating students by bringing technologies they use in their free time into the school environment.

In this chapter, pedagogical models, examples, best practices, and outcomes that illustrate how students become engaged and motivated when using digital storytelling in knowledge creation in cross-cultural settings will be presented. The results are based on the empirical data and findings from several international pilots.

A review of existing tools and practices for digital video storytelling will be presented. The results show that students can become highly engaged in learning through digital storytelling. The research data indicate that engagement in digital video storytelling is a combination of a joy of learning (fun) and a commitment to hard work.

BACKGROUND

The use of videos on the Internet has been expanding rapidly in the last few years. Although the most popular web video content is related to music videos and entertainment, web videos can have several educational uses. Khan Academy (www.khanacademy.com) is an example of a web video service that has a large collection of educational videos. According to Talbert (2012, para. 7), “Khan Academy is a collection of video lectures that give demonstrations of mechanical processes.” Considerable debate has taken place regarding the pedagogical model used at Khan Academy (Prensky, 2011; Talbert, 2012; Thompson, 2011). The main criticism is that Khan Academy is not supporting a constructivist learning model in which learners actively create knowledge using activities that support knowledge construction.

The creation of video stories by the learners themselves is considered a more effective way of using video in learning. According to Correia et al. (2005, p. 1), “the ability to have constant access through mobile devices allows a new way of doing cinematographic narratives that can enhance the participants’ experience in a significant way.”

Video stories can be interactive (Ladeira, Marsden and Green, 2011) or generated in real time with scripting (Vaucelle & Davenport, 2004). Storytelling platforms can also support automatic story creation (Multisilta & Mäenpää, 2008; Zsombori, et al., 2011). Multisilta et al. created a mobile social

10 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:

www.igi-global.com/chapter/tools-pedagogical-models-and-best-practices-for-digital-storytelling/212836

Related Content

The Promotion of Self-Regulated Learning Through Peer Feedback in Initial Teacher Education

Elena Cano García and Laura Pons-Seguí (2020). *International Journal of Technology-Enabled Student Support Services* (pp. 1-20).

www.irma-international.org/article/the-promotion-of-self-regulated-learning-through-peer-feedback-in-initial-teacher-education/255119

Virtual Instructional Rounds in Teacher Preparation Programs: Exploring Anti-Bias Practices

Rebecca Birch and Elizabeth A. Truesdell (2022). *Preparing Pre-Service Teachers to Integrate Technology in K-12 Classrooms: Standards and Best Practices* (pp. 114-131).

www.irma-international.org/chapter/virtual-instructional-rounds-in-teacher-preparation-programs-exploring-anti-bias-practices/312135

Academic Challenges

(2020). *Global Demand for Borderless Online Degrees* (pp. 111-135).

www.irma-international.org/chapter/academic-challenges/234517

Capacity-Building for Sustainability: A Cooperative K-12 Regional Education Service Provider Case Study

Clark Shah-Nelson, Ellen A. Mayo and Patience Ebuwei (2020). *International Journal of Technology-Enabled Student Support Services* (pp. 40-54).

www.irma-international.org/article/capacity-building-for-sustainability/255121

The Effect of Pictures on Online Business English Vocabulary Retention of EFL Learners Amid the COVID-19 Pandemic

Kexin Zhang, Wei Wang and Hongmei Xu (2022). *International Journal of Technology-Enhanced Education* (pp. 1-16).

www.irma-international.org/article/the-effect-of-pictures-on-online-business-english-vocabulary-retention-of-efl-learners-amid-the-covid-19-pandemic/302638