Chapter 3
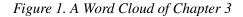# Creating and Advancing Storylines for Learning With Visuals

ABSTRACT

A common vehicle used for teaching and learning involves storytelling in a number of forms: story problems, riddles, challenges, historical incidents, biographical incidents, anecdotes, cases, scenarios, and others. Stories are told in e-books, videos, serious learning games, immersive virtual worlds, and other contexts. Visuals are important to advance storylines in terms of defining narrative structures and trajectories, characters, locales, and dramatic moments; they are important for the design of looks and feels. This chapter explores effective storytelling strategies, the critical storytelling elements, and effective learning designs for co-written, elicited, and co-performed stories.

INTRODUCTION

This chapter will explore the following questions:

- What is the most effective storytelling strategy for the target designed learning? What are the critical elements: the plot, the characters, the locations, the dialogue, the art content style, and other factors?
  - What are some effective uses of storylines for learning (and particularly learning with visuals)?

Figure 1. A Word Cloud of Chapter 3

- ◦ What are some possible storylines and story trajectories to advance the target learning? From these, which are most likely to be effective, and why?
- What is the cowriting of stories for learning? The elicitation of stories? The co-performance of stories?
  - ◦ What are some effective learning designs for cowritten, elicited, and co-performed stories?

Some conceptualize humanity's practice in storytelling as predominant over other features. Calling humanity "*homo-narrans*" ("human beings"

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