Of Scholar and Storyteller: Implementing Digital Storytelling Workshops in the Academy

Kenneth Warren, Kevin Creamer, Allison Czapacki, Hil Scott, and Tom Woodward
University of Richmond, USA

Introduction

As we eagerly proceed into an innovative era of new media technologies, social networking and second-generation World Wide Web applications, a paradigm shift is occurring within the ways in which students learn, create and share. Creative and constructivist pedagogies that promote reflective practice, reconceptualize the narrative and support interaction within a learning community, are transforming and enhancing the process of teaching and learning. One such pedagogical method is the art of digital storytelling. At its core, digital storytelling involves writing and telling a captivating story, but it also requires the technological proficiencies of image manipulation, digital video production and internet publishing. Colleges and universities that encourage effective use of information, communication and technology (ICT) can support their mission by providing digital storytelling workshops to their faculty, staff and students.

This session will present an overview of the issues encountered during a six-week workshop on digital storytelling that was provided for faculty, staff and students at the University of Richmond. Utilizing the analytical framework of activity theory (Engeström, 1987), an emphasis on the community, its rules and the mediating artifacts used to achieve specific outcomes will be presented to review strategies of workshop preparation, story development, learner retention and proper selection of technology tools. Additionally, the seven elements of a digital story (Lambert, 2003) and emerging Web 2.0 applications (Levine, 2007) used to create and share digital stories will be addressed. The challenges and lessons learned from the experience at the University of Richmond will help to inform the best practice of providing new media and digital storytelling workshops to learning communities that seek to supplement their teaching and learning methods.

References

