

Digital Storytelling in Education

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Abstract

Digital storytelling can be used at all levels of education, from kindergarten through graduate school. Digital Storytelling has become a powerful instructional tool for both students and educators. It allows students and teachers to bring multimedia, video, painting, art, music, and sound effects together and tell their stories. Digital storytelling in education is a tool that supports learning, promotes cooperation, improves decision-making processes, brings together formal and informal learning processes, and provides active student participation in the learning process (Kaya & Mayis, 2018).

Digital Storytelling can be a powerful educational tool for students of all ages and grade levels who are tasked with creating their own stories. This use of digital storytelling capitalizes on the creative talents of students as they begin to research and tell stories of their own and learn to use the library and the internet to research-rich, in-depth content while analyzing and synthesizing a wide range of information and opinions. In addition, students who participate in creating digital stories develop enhanced communication skills by learning to organize their ideas, ask questions, express opinions, and construct narratives. Finally, students who can share their work with their peers may also gain valuable experience in critiquing their own and other students' work, promoting gains in emotional intelligence, collaboration, and social learning (Robin, 2016).

Digital Storytelling can provide educators with a powerful tool to use in their classrooms. There are numerous ways for teachers to use digital storytelling in education. One of the first decisions to be made when deciding to use this tool in the curriculum is whether an instructor will create the Digital Stories or have their students do it. Some educators may choose to create their own stories and show them to their students as a way to present new material. Teacher-created digital stories may also be used to enhance current lessons

within a larger unit, as a way to facilitate discussion about the topics presented in the story, and as a way of making abstract or conceptual content more understandable (Robin, 2011).

Creating digital stories is also part of the project Mediterranean Countries Towards Internationalization at Home (Med2Iah) held in the period from 2020 to 2023, in cooperation with four Higher Education Institutions (HEIs) and one NGO from Programme Countries from Europe (2 from Slovenia, one from France, one from Spain, one from Italy) and twelve Partner HEIs from Mediterranean Partner Countries (3 from Morocco, three from Tunisia, two from Egypt, two from Jordan, two from Lebanon). Students from 12 partner countries are creating digital stories on inter-culturalism between February and March 2022. In this process, they are guided by their mentors. It is expected that between 200 to 300 digital stories will be prepared by students from Morocco, Lebanon, Tunisia, and Egypt, whose primary purpose is to promote intercultural awareness, cultural diversity, and open dialogue.

Keywords: digital storytelling, innovative methodology for teaching and learning, intercultural awareness, cultural diversity