Outline

- Traditional and Digital Storytelling

- The power of Digital Storytelling

- Developing Employability Skills through Digital Storytelling

- Best Practices for Digital Storytelling

- Q&A

TRINITY COLLEGE LONDON

Università per Stranieri di Perugia

AMBASCIATRICE DELL'ITALIA NEL MONDO

A definition

Digital Storytelling is the modern expression of the ancient art of storytelling. Throughout history, storytelling has been used to share knowledge, wisdom, and values. Stories have taken many different forms. Stories have been adapted to each successive medium that has emerged, from the circle of the campfire to the silver screen, and now the computer screen."

– **The Digital Storytelling Association**

Human communication is multimodal
Voice + facial expressions
Written content + format
Image + sound

Telling a meaningful text

❑ **Intention**: author's perspective and insights

❑ **Threading**: which data and events will add value and in which sequence

❑ **Engagement strategies**: let the audience recognize some patterns and situations, let people identify themselves with characters, stimulate emotion through sensory clues (sound track, light, colour…)

TRINITY COLLEGE LONDON

Università per Stranieri di Perugia

AMBASCIATRICE DELL'ITALIA NEL MONDO

What is digital storytelling

❑ **Use of media**
- ▪ Text, TEXT, Text
- ▪ Visuals
- ▪ Music
- ▪ Video
- ▪ Voice

❑ **Digital method shares with a wider audience**

❑ **The storytelling format makes the case**
- ▪ more convincing
- ▪ create a connection to the audience

Why Digital Storytelling in ELT

1. Enhance lessons, developing higher order thinking skills
2. Appeals to diverse learning styles
3. Assign research to require a point of view
4. Practice communication skills
5. Entice writing skills
6. Engage students to develop a meaningful voice
7. Encourage technology skills

Why Digital Storytelling in ELT

Storytelling also develops:

↓

Children understanding of short stories

↓

Their language skills

↓

Critical thinking skills

↓

Creativity

TRINITY
COLLEGE LONDON

Università
per Stranieri
di Perugia

AMBASCIATRICE DELL'ITALIA NEL MONDO

www.trinitycollege.it

The seven elements of Digital Storytelling

1. A point of view

2. A dramatic question

3. Emotional content

4. Economy

5. Pacing

6. The gift of your voice

7. An accompanying soundtrack

Types of Digital Storytelling

1. **Personal Narratives**
   - Character stories
   - Memorial stories
   - Stories about events or places in our lives
   - Stories about what we do
   - Recovery & discovery stories
   - Love Stories

2. **Examination of Historical Themes and Events**
   - Explore and depict a historical theme or event.
   - Require students to research a topic
   - Use informational & media literacy skills

3. **Stories that Inform or Instruct**
   - Curriculum content which delivers information
   - Motivational/Inspirational
   - Testimonial

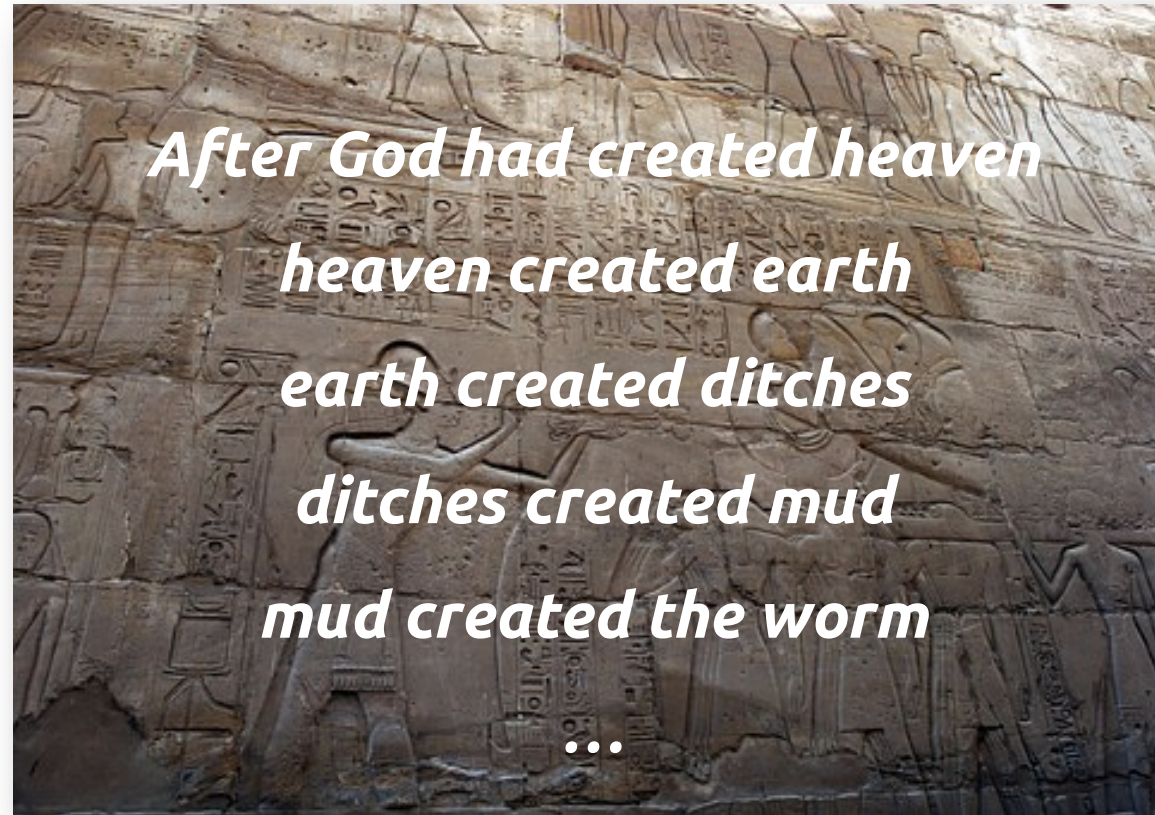# A Comparative Analysis: Traditional and Digital Storytelling

TRINITY
COLLEGE LONDON

UNIVERSITÀ PER STRANIERI · PERUGIA ·
Università per Stranieri di Perugia
AMBASCIATRICE DELL'ITALIA NEL MONDO

Storytelling is the oldest form of education

After God had created heaven

heaven created earth

earth created ditches

ditches created mud

mud created the worm

...

TRINITY
COLLEGE LONDON

Università
per Stranieri
di Perugia

AMBASCIATRICE DELL'ITALIA NEL MONDO

A comparative analysis: Traditional and Digital Storytelling

Traditional Storytelling

- Oral Tradition

- Imagination and Interaction

- Cultural Significance

- Limited Reach

Digital Storytelling

- Multimedia Elements

- Global Accessibility

- Interactivity and Participation

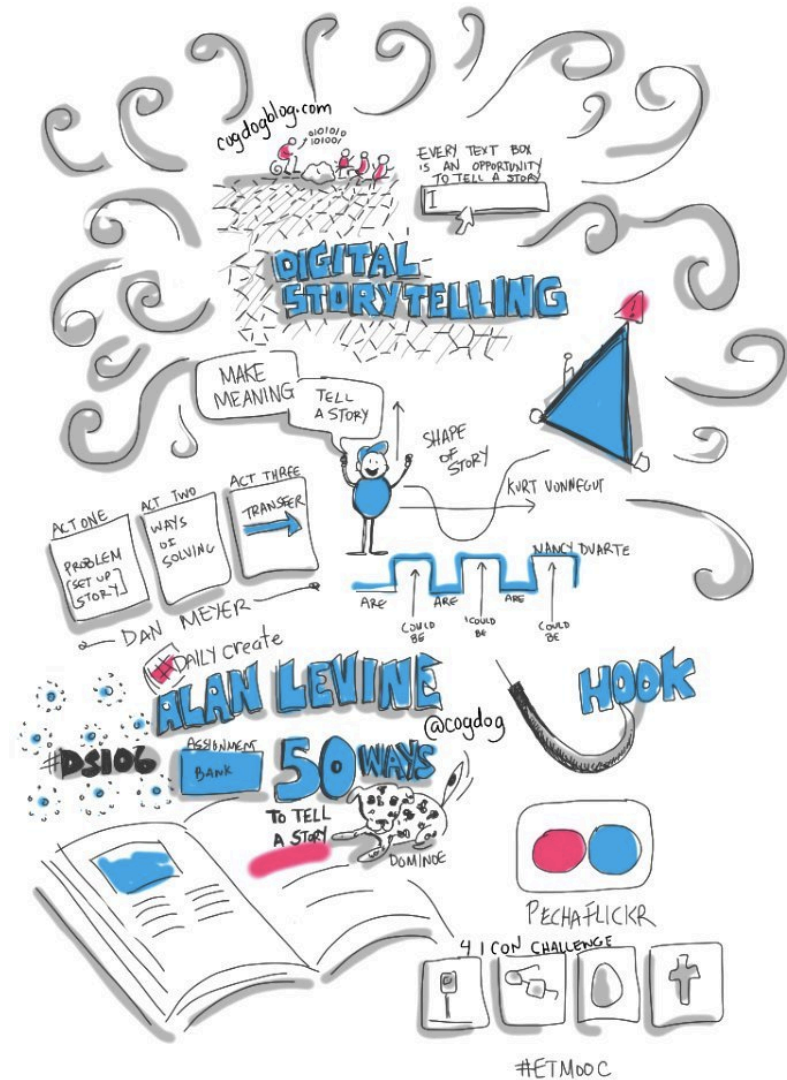- Flexible Formats

The Power of Digital Storytelling

Key Benefits of Digital Storytelling

1. Engagement and Motivation

2. Critical Thinking and Communication

3. Digital Literacy and Technical Skills

4. Personal Expression and Reflection

5. Preparation for the Digital Age

Some examples from the classroom

1. Frankenstein

2. The crazy fish

Everything was born in a castel...

In Cooperation with Beach Elementary co-ed School "C"

TRINITY
COLLEGE LONDON

Università per Stranieri di Perugia

AMBASCIATRICE DELL'ITALIA NEL MONDO

Developing Employability Skills Through Digital Storytelling

TRINITY
COLLEGE LONDON

Università per Stranieri di Perugia

AMBASCIATRICE DELL'ITALIA NEL MONDO

Developing Employability Skills

7. Technological Competence

1. Critical Thinking

6. Adaptability

2. Collaboration

Digital Storytelling

5. Communication & Presentation Skills

3. Creativity & Innovation

4. Research & Information Literacy

TRINITY
COLLEGE LONDON

Università per Stranieri di Perugia

AMBASCIATRICE DELL'ITALIA NEL MONDO

www.trinitycollege.it

Best Practices for Digital Storytelling

TRINITY
COLLEGE LONDON

UNIVERSITÀ PER STRANIERI · PERUGIA
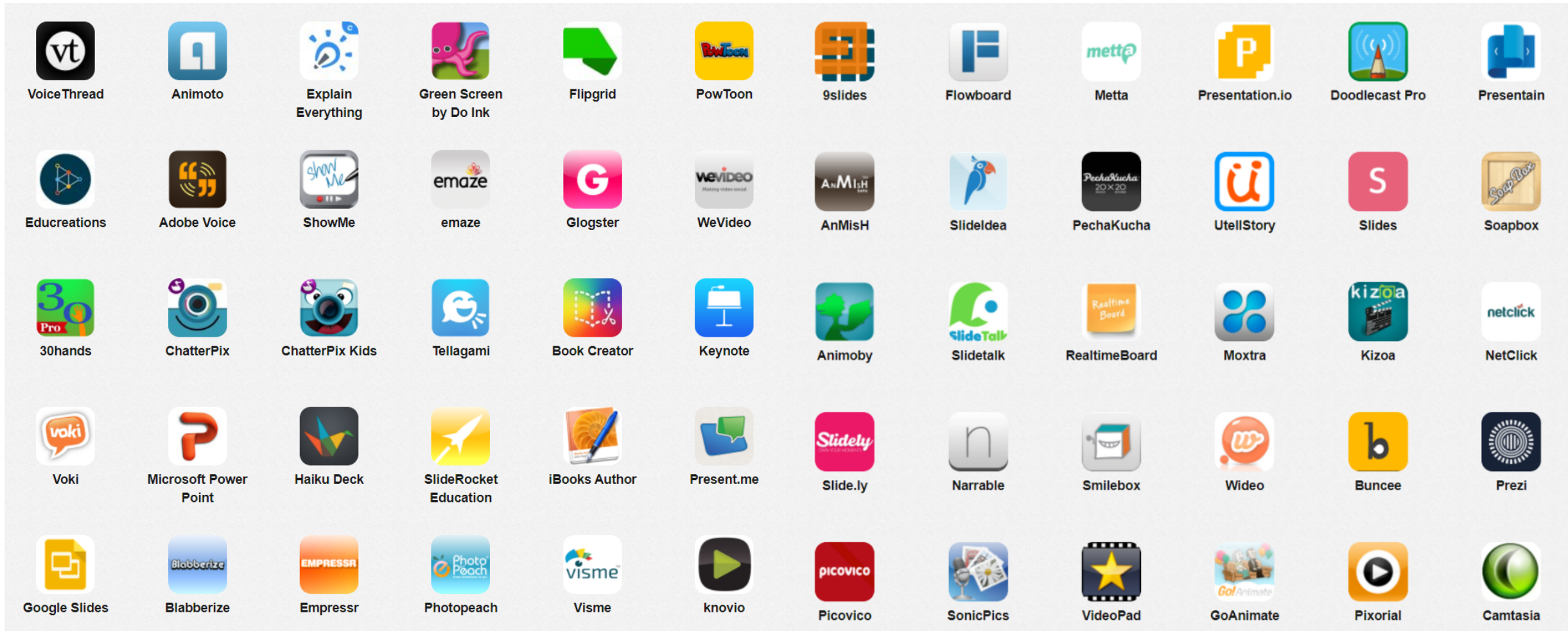Università per Stranieri di Perugia

AMBASCIATRICE DELL'ITALIA NEL MONDO

Creating an effective digital story comprises:

- Multimedia Elements

- Narrative Structure

- Interactive Elements

- Visual Design

- Audience Considerations

TRINITY COLLEGE LONDON

Università per Stranieri di Perugia

UNIVERSITÀ PER STRANIERI · PERUGIA ·

AMBASCIATRICE DELL'ITALIA NEL MONDO

Digital Storytelling Tools

132 different tools

VoiceThread	Animoto	Explain Everything	Green Screen by Do Ink	Flipgrid	PowToon	9slides	Flowboard	Metta	Presentation.io	Doodlecast Pro	Presentain
Educreations	Adobe Voice	ShowMe	emaze	Glogster	WeVideo	AnMisH	SlideIdea	PechaKucha	UtellStory	Slides	Soapbox
30hands	ChatterPix	ChatterPix Kids	Tellagami	Book Creator	Keynote	Animoby	Slidetalk	RealtimeBoard	Moxtra	Kizoa	NetClick
Voki	Microsoft Power Point	Haiku Deck	SlideRocket Education	iBooks Author	Present.me	Slide.ly	Narrable	Smilebox	Wideo	Buncee	Prezi
Google Slides	Blabberize	Empressr	Photopeach	Visme	knovio	Picovico	SonicPics	VideoPad	GoAnimate	Pixorial	Camtasia

TRINITY
COLLEGE LONDON

Università
per Stranieri
di Perugia

AMBASCIATRICE DELL'ITALIA NEL MONDO

www.trinitycollege.it

Digital Storytelling and AI

The new era of storytelling.

Tome is the AI-powered format for your work & ideas.

Try Tome

Once upon a time...

Type something

Education & Training

A Girl's Journey to Success

Once upon a time, there was a girl who had a dream of becoming a successful freelancer. She started her journey with determination and hard work. She learned new skills and improved her existing ones. She faced many challenges but never gave up. She kept pushing herself and never lost hope. Her dedication paid off when she started getting more clients and her business began to grow.

Today, that girl is a successful freelancer and has achieved her dream. She continues to learn and improve every day and is an inspiration to many who want to follow in her footsteps.

Page created
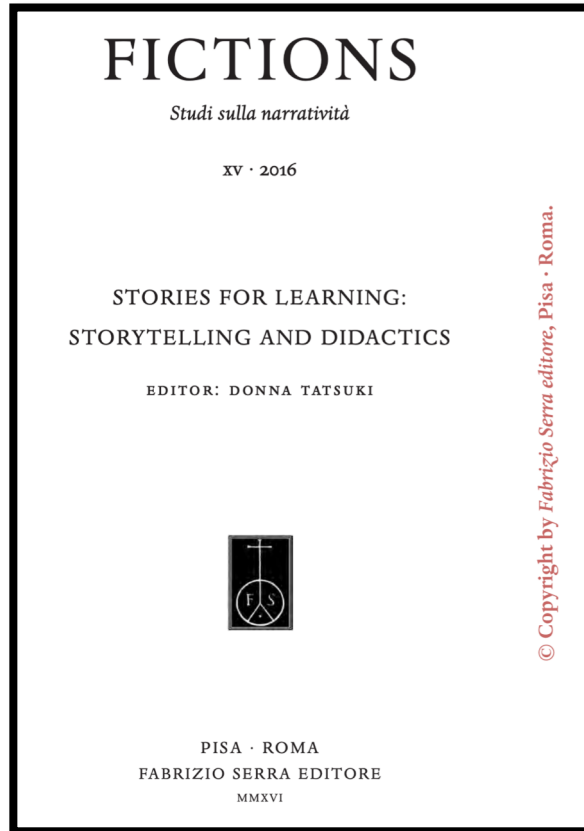
475 AI CREDITS

Try Again   Keep

Integrating Digital Storytelling

Integrating digital storytelling goes beyond knowing the tools. It's about implementing a well-paced plan that outlines objectives and expectations, empowering students to learn through this creative process.
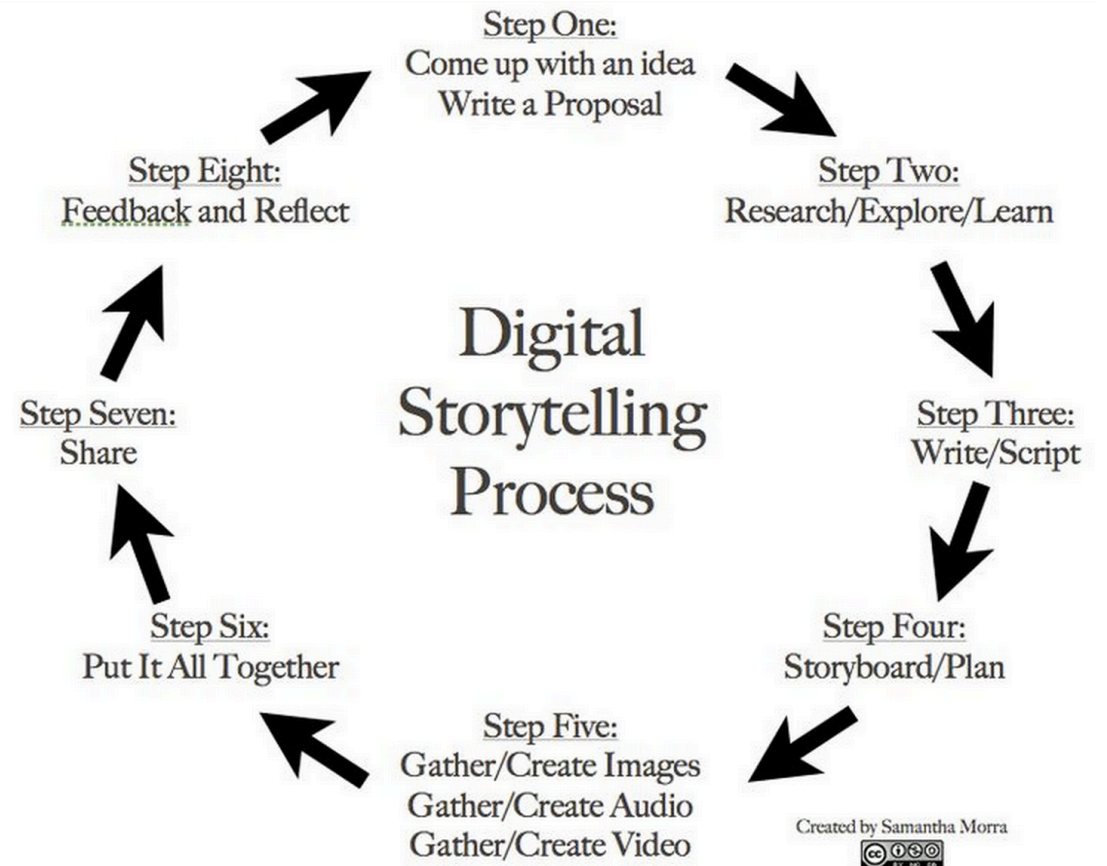
Morra, S. (8). Steps to great digital storytelling. *Edtechteacher. Access mode: http://edtechteacher. org/8-stepsto-great-digitalstorytelling-from-samantha-on-edudemic/(11.11. 2017). In English.*

TRINITY
COLLEGE LONDON

Università
per Stranieri
di Perugia

AMBASCIATRICE DELL'ITALIA NEL MONDO

www.trinitycollege.it

Digital Storytelling for CLIL

FICTIONS

Studi sulla narratività

XV · 2016

STORIES FOR LEARNING:
STORYTELLING AND DIDACTICS

EDITOR: DONNA TATSUKI

PISA · ROMA
FABRIZIO SERRA EDITORE
MMXVI

DIGITAL STORYTELLING FOR CLIL

LETIZIA CINGANOTTO · DANIELA CUCCURULLO[1]

> If history were taught in the form of stories, it would never be forgotten.
> RUDYARD KIPLING

STORYTELLING is innate in the human species and the oral tradition of telling stories has served as the basis for education for centuries. Digital stories stem from this model and move a step forward, incorporating rich, dynamic media. In fact, a digital story typically begins with a script. Then you have to assemble rich media to support the ideas and emotions in that script, including music, video, audio effects so that the final product is a short movie, usually about two to four minutes long. It can be simple with basic functions, but also sophisticated and interactive and can have instructional, persuasive, historical or reflective purposes.

Working with digital storytelling at school can be very effective and productive in terms of motivation and learning outcomes. As Gino Roncaglia states in a recent interview, «providing the students with the ability to produce, select, manage, evaluate and disseminate complex digital information should be among our fundamental teaching objectives».[2]

DIGITAL STORYTELLING FOR CLIL

FIG. 4. Voki.[1]

Digital Storytelling for CLIL in a primary school

Research on Integrating Language and Content in Diverse Contexts

Edited by
MaryAnn Christison, JoAnn (Jodi) Crandall and Donna Christian

GLOBAL RESEARCH ON TEACHING AND LEARNING ENGLISH

4

DIGITAL TECHNOLOGIES AND STORYTELLING FOR CLIL IN A PRIMARY SCHOOL IN ITALY

Letizia Cinganotto

Introduction

During the COVID-19 pandemic, most schools and universities in Italy, like many educational institutions around the world, were forced to switch to online teaching and to reshape their teaching methodologies and techniques to include digital technologies. This shift, of course, included schools that were providing instruction using content and language integrated learning (CLIL). It is important to consider the impact of the shift to online learning when instruction is given in a second or foreign language, as in CLIL, and to look for techniques that may prove effective in both remote and in-person instruction.

In this chapter, digital technologies will be addressed for use in CLIL. The focus is aimed at engaging primary school students in active and interactive tasks and projects. For the study reported here, a digital storytelling project was designed by one teacher for an online postgraduate course and implemented in her CLIL classroom. The example will be described and then discussed in terms of data that were collected from the teacher's action-research project and teaching diary, as well as from an interview with the teacher and informal discussions with learners during the implementation phase.

Miss, I learnt better [with digital learning technologies] in English. I had fun when I opened the many links in Genially and when you taught us about London, it was beautiful. No doubt at all! London! London calling module! I love the Queen and her role, and all around and about her, the guards, the jewels of the crown, the Prince who died when very old. And, thanks to your lesson now I'm looking forward to visiting London. I'm so curious right now. I know all the monuments by heart!

(Discussion, E. P.)

But, if I have to choose one story, I would say your version of the Three Little Pigs, especially for the fun storytelling you arranged. We loved all the stories because we loved the way you rearranged them. Just think about "the real story of the three little pigs." When we saw the salami and ham we rolled on the floor laughing! Or when you performed Snow White and pretended to faint onto the ground after biting the apple! We were in Year 1, and we laughed out loud seeing you on the floor."

(Discussion, A. T.)

Digital Storytelling develops employability skills

Trinity's Exam Suites
GESE (2-skills)
ISE (4-skills):
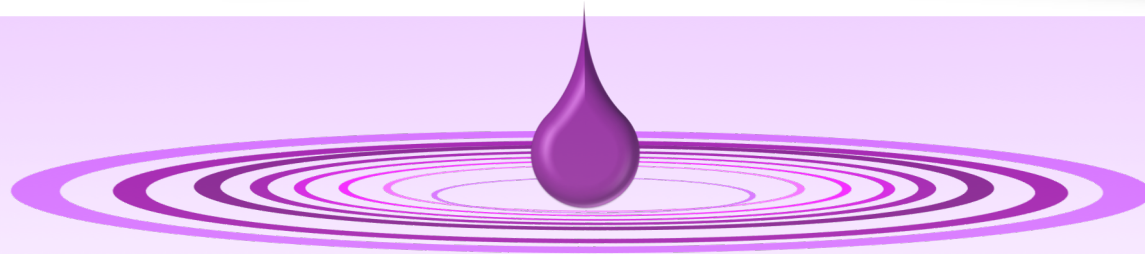
self-evaluation

personalisation

planning/organisation

practising English

**Tests
that assess
in the contexts of
Employability skills**

problem solving

engages thinking skills

self-management

presentation skills

Trinity Exams

English Language

Trinity Stars

Trinity GESE

Trinity ISE

TESOL

Music

Rock & Pop

Classica & Jazz

Music Theory

Music Diplomas

Music Certificates

Drama

Speech and Drama

Acting

Performance arts

Musical Theatre

TRINITY
COLLEGE LONDON

The power of digital storytelling in the contemporary classroom

"

One of the reasons that digital stories fit so well with today's students is that they incorporate the skills, tools, and practices that resonate with contemporary learners.

- Michael Searson

TRINITY
COLLEGE LONDON

www.trinitycollege.it

Q&A

TRINITY
COLLEGE LONDON

letizia.cinganotto@gmail.com

manuela.kelly.calzini@trinitycollege.it