

Final Paper – Annotated Bibliography
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Web Annotated Bibliography

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Digital Storytelling: An Annotated Bibliography
(5 articles, summaries and reflections)

1) Digital Storytelling as Narrative Pedagogy

Garcia, P. & Rossiter, M. (2010). Digital Storytelling as Narrative Pedagogy. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 1091-1097). Chesapeake, VA: AACE. Retrieved April 20, 2010 from <http://www.editlib.org/p/33500>

Summary

The main premise of this article is to show that digital storytelling can be used more effectively when the teller uses a narrative lens. There is power in using personal stories or narratives to convey knowledge. We construct meaning of life and knowledge through the story telling process. Digital storytelling enables the teller to weave their narrative with a palette of various media. However, there is caution that the narrative should not be eclipsed by the gleam of technology.

The question proposed is, “Why does a narrative orientation matter to our educational applications of digital storytelling?” Three answers are considered:

- First, today’s students need to be able to express themselves with narrative knowing. Storytelling, meaning making, big picture thinking and pattern recognition are essential traits for today’s students.
- Second, students need interpreter space in which they can create their own

meaning. The students must take knowledge and make it their own through the constructive, interpretive and contextual nature of a narrative.

- Third, the learning outcomes for digital storytelling take in many 21st Century Skills including: five literacies- digital, global, technology, visual and information along with empathy, self-understanding and community building.

The main point of this article is for educators to effectively employ digital storytelling into teaching and learning they must have some appreciation of narrative orientation.

Reflection

I had not considered storytelling as a narrative, so this article enlightened me to a new approach. The emphases of learning outcomes based on 21st Century Skills makes this a great article to share with today's educators. Finally, the biggest zinger for me in this article was the statement, "Nor should narratives be eclipsed by the gleam of technology." As a technology expert, this is a principle I need to always keep in mind when I work with faculty and digital storytelling.

2) Crafting an Agentive Self: Case Studies of Digital Storytelling

Hull, G. & Katz, M.L. (2006). Crafting an Agentive Self: Case Studies of Digital Storytelling. *Research in Teaching of English*, 41(1), 43-81. Retrieved April 20, 2010 from http://www.uclinks.org/reference/research/hull_katz.pdf

Summary

The article looks at data based on a multiyear digital storytelling project that was part of a larger study on uses of technology and literacy to bridge a digital divide. The study was based in a community located in the San Francisco Bay area

of California. A community technology center called DUSTY (Digital Underground Storytelling for Youth) was the site where the case studies were conducted.

Participants in the study used digital storytelling to describe pivotal moment in their lives and to reflect upon their future. They used narrative digital storytelling to discover who they are, share their unique experiences and explore their possible future pathways in life.

This article focuses on two individuals, one is a young man, age 24 named Randy and the other is a 13-year-old girl named Dara. The use of technology in the form of digital storytelling helps to blur the age difference between adulthood and adolescence. This project crosses ages and generations to offer an opportunity to view how people grow and change through the course of a lifetime. This article reveals how the use of new literate space (digital storytelling) can be a powerful tool for helping all individual develop positive self-identities, reflect upon current circumstances and inspire thought on hopeful futures.

Reflection

This was a fascinating article to read. It dealt with digital storytelling on a very personal level. The story of the two individuals is very enlightening and power. It shows just how effective the process of narrative digital storytelling can be on the life of individuals. I want to share an example of how digital storytelling made an impact upon each of these individuals.

In Randy's narrative digital storytelling presentation he reveals some very deep feelings and creativity with this statement:

“Some rules are meant to be broken/some doors are meant to be opened/
and regardless of race/we all mostly come from the same place/Love. This is life
in rhyme.”

This during this statement Randy played a series of photographs he had taken in the digital storytelling workshop. This man had truly made a connection to the world through the digital storytelling process.

Dara was difference from Randy in that she was a shy girl who over time created several digital stories. The first was about the death of her grandfather, the next was about a cartoon character and the last one was about the death of Selena. The facilitators watched as Dara came out of her shell and became a self-assertive individual who developed into a competent and knowledgeable writer.

One point that really stood out to me in this article is that sometimes individuals who may have a difficult time in a traditional environment can soar in other types of learning environments. Digital storytelling is one avenue that can help open up a world of self- expression for those who may have not found their voice.

3) Digital Storytelling: Self-Efficacy and Digital Literacy

Li, L. (2006). **Digital Storytelling: Self-Efficacy and Digital Literacy**. In T. Reeves & S. Yamashita (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2006* (pp. 2159-2164). Chesapeake, VA: AACE. Retrieved April 26, 2010 from <http://www.editlib.org/p/24031>

Summary

This study was conducted on students in a teacher preparation program at a mid-western American university. These students used digital storytelling as one approach to building an e-portfolio through reflection and self-assessment. The study focuses on digital storytelling and if it can enhance self-efficacy and improve digital literacy skills. Other effects on education addressed in the study are: traditional methods and new teaching approaches, new learning objects for e-

portfolios, enhanced language, visual, and media literacy, and meeting technology standards.

A mixed method of quantitative and qualitative methods was used to collect and analyze data. Pre- and post- questionnaires/surveys were used to collect data on student's knowledge and skills in areas of education knowledge, general technology skills, and educational technology integration and student perspective on multimedia applications. The results of the study show that students gained knowledge and improved skills in all areas throughout the digital storytelling project.

This study shows digital storytelling to be an effective approach in the enhancement of teaching and learning new literacies. It is especially important in today's technology enriched environments.

Reflection

This study impressed upon me the importance of having pre-service teachers implement the technology, to learn the technology. By producing a digital storytelling piece for their own e-portfolio they are engaged in a series of cognitive learning processes. They learn the technology, reflect upon their educational knowledge base and discover how to integrate educational technology in future educational environments. In the future, this study could be a model of how to implement digital storytelling into teaching others about technology as literacy.

In a class I took last semester on Teaching Technology, one student implemented digital storytelling with her class of first graders. Her presentation to our class was impressive and demonstrated how much she learned in the creative process. I was also amazed by the student's digital storytelling pieces!

4) The Educational Uses of Digital Storytelling

Robin, B. (2006). **The Educational Uses of Digital Storytelling**. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2006* (pp. 709-716). Chesapeake, VA: AACE. Retrieved April 20, 2010 from <http://www.editlib.org/p/22129>

Summary

This article is a good base for learning about digital storytelling. It covers the seven elements of digital storytelling: 1) Point of view – the teller’s perspective, 2) Dramatic question – what will be answered, 3) Emotional content – issues that affect us, 4) Gift of your voice - personalize, 5) Soundtrack – music or sound effects, 6) Economy – keep it simple, 7) Pacing – story progression.

The article also defines the types of digital stories: 1) Personal narratives – one’s own story, 2) Historical documentaries – stories helping us to understand the past, 3) Informative or Instruction – stories designed on a particular concept or practice.

The article goes on to discuss uses of digital storytelling for teachers and students. Digital storytelling creates a strong foundation for many 21st Century literacies including: 1) digital – ability to discuss issues, gather information and seek help, 2) global – create messages from a global perspective, 3) technology – ability to use computers and other technologies, 4) visual – communicate through visual images, 5) information – ability to find, evaluate and synthesize information.

When a student participates in digital storytelling the following skills can be developed: research, writing, organization, technology, presentation, interview, interpersonal, problem solving and assessment. However, there are some challenges when creating digital stories. Some of these include: 1) trouble formulating an educationally sound story, 2) access to technology tools necessary to create a digital story, 3) issues of copyright and intellectual property of others, 4) Time consuming

to learn all the element that go into digital storytelling.

Finally, the article discusses that more research needs to be conducted on digital storytelling as a teaching and learning tool. As educators integrate this powerful educational tool into the classroom much more research is necessary, in order to provide greater insight and understanding of how digital storytelling can engage, inform and enlighten a new generation of students.

Reflection

I would highly recommend this article for someone who is new to the concept of digital storytelling. The article covers all of the basics in simple language that is easy to digest. They give a very useful website called the Educational Uses of Digital Storytelling at <http://digitalstorytelling.coe.uh.edu/>. The examples on the website are worth a thousand words. I will definitely use this source as I teach others about digital storytelling in education.

5) Effects of Writing for Digital Storytelling on Writing Self-Efficacy and Flow in Virtual Worlds

Xu, Y. & Ahn, J. (2010). **Effects of Writing for Digital Storytelling on Writing Self-Efficacy and Flow in Virtual Worlds**. In C. Crawford et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 2118-2125). Chesapeake, VA: AACE. Retrieved April 20, 2010 from <http://www.editlib.org/p/33675>

Summary

This study examined the effects of writing self-efficacy and the flow state in creating digital storytelling in Second Life, a 3D virtual world. The participants in the study were undergraduate university students in South Korea studying “Media Production for Teaching and Learning.” One group designed a digital story in video

editing software, while the other group use Second Life for digital storytelling. Pre- and post-test were conducted on the students to measure writing self-efficacy and flow state.

The first group used Windows Movie Maker and general digital storytelling instructions. The second group designing in Second Life followed these seven steps: 1) Introduction to Second Life, 2) Introduction to Digital Storytelling, 3) Create a story topic by exploring Second Life, 4) Imagination of the story from the travel through Second Life, 5) Writing the story in a word file, 6) Create the environment of the story in Second Life through objects, and 7) Share the story and have peer reviews.

The results from the test were quite significant. The writing activity for digital storytelling was much more effective in improving students' writing self-efficacy in the Second Life group. The flow level for enhancing writing in digital storytelling was also significantly higher in the Second Life group. Concluding that the experiment demonstrates Second Life to be a more effective means of increasing writing self-efficacy and flow than the traditional method of digital storytelling.

Reflection

This article was a bit of a surprise to me. I found it interesting that the scores were significantly higher for the Second Life group. I wonder if the results would be the same for an American group of students. I work in Second Life and understand the challenges of creating learning objectives that flow in a virtual environment. I would really like to see what these students created and in turn try this experiment out in an American university. This may be an excellent research experiment for me to duplicate someday!

Virtual Worlds: An Annotated Bibliography **(5 articles, summaries and reflections)**

1) Uses of Second Life in Higher Education: Three Successful Cases

Wongtangswad, J. (2008). Uses of Second Life in Higher Education: Three Successful Cases. In C. Bonk et al. (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2008* (pp. 1389-1391). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/29825>

Summary

This article discusses the limitless possibilities and criticisms of using Second Life, a 3D virtual world for educational purposes. The article describes three cases of how universities are using Second Life with students. The first case is Western Reserve University. They are using Second Life as a marketing tool complete with a virtual tour of the campus. The second case is State University of New York at Ononta. A professor at this university did not receive monetary support, so he became a "homeless professor" who found a home at the Pantheon Concert Hall. He is now using this venture to teach students about the real life music business. The third case is at the Massachusetts Institute of Technology (MIT). This virtual campus is mainly devoted to projects created by students.

There are some criticisms of Second Life that must be addressed if higher education is going to utilize this venue. The first issue is that Second Life requires a powerful graphics card and a fast computer processor to run effectively. The next issue is that Second Life does not accommodate for users with disabilities such as visual or mobility impairment. The last issue discussed is the large amount of unregulated sexual content and harassment found in Second Life.

The possibilities of utilizing a 3D virtual environment like Second Life for

educational purposes are limitless, however there are some challenges that need to be address to protect and accommodate student who are asked to go to this to this unique environment.

Reflection

This article is a good beginning for educators who are interested in using Second Life. It has some good examples and points out the possibilities along with the criticism of using Second Life. I could distribute this article to faculty who know nothing about Second Life, and are interested in exploring this 3D virtual environment for instruction.

2) Making learning fun: Quest Atlantis, a game without guns.

Barab, S. A., Thomas, M., Dodge, T., Carteaux, R., & Tuzun, H. (2005). Making learning fun: Quest Atlantis, a game without guns. *Educational Technology Research and Development*, 53(1), 86-107. Retrieved April 24, 2010, from the EBSCO Academic Search Premier database.

Summary

This article discusses a 3D multiuser virtual environment by the name of Quest Atlantis (QA). This environment has been created to immerse students 9 to 12 into completing educational tasks. The environment sits in a crossroad or on a triadic foundation between education, entertainment and social commitment. It focuses on engaging classroom culture and aspects of student life so as to inspire students to make social commitments and achieve educational goals that are interpreted locally. The local part of this project deals with the distribution of QA. Students engage in QA at local centers such as The Boys and Girls Clubs, after school programs or the library. At the center there are mentors who help guide the students through QA.

The article goes into great detail about the design of the environment and what

students do to complete quest. The overlying principles that are to be learned in QA include: 1) Creative expression, 2) Diversity Affirmation, 3) Personal Agency, 4) Social Responsibility, 5) Environmental Awareness, 6) Healthy Communities and 7) Compassionate Wisdom. The mission is for students to develop their own sense of purpose as an individual, as a member of a community and as a knowledgeable citizen of the world.

One fact interesting fact is that students regard QA as a form of play, even though there is a significant amount of academic work in the environment. Students are willing to complete considerably more work and enjoy the activities in QA.

Some other ideas to note is that the game is sensitive to multiculturalism, including male/female characters with features associated with African American, Asian, Hispanic and Anglo populations. QA also allows the local centers to adapt the environment to their particular need. This is called flexibly adaptive curriculum. Finally, there is a multidisciplinary focus within QA, which includes multiple domains for science, math, reading, social studies and language arts.

Reflection

The concept and the deep thought process that went into the creation of Quest Atlantis blew me away. In the world of Multi User Virtual Environments (MUVE), there is not too much action taken about social responsible guidance for students at this age. I love that QA is administered at centers where mentors guide students with their quests. The overall principles and lessons are outstanding. I have downloaded Quest Atlantis to my computer and want to find out if there are any centers in the Tucson area. If there is not one in our area, it might be a great project for a group to explore.

3) Utilizing virtual worlds in education: The implications for practice

Coffman, T., & Klinger, M. B. (2008). Utilizing virtual worlds in education: The implications for practice. *International Journal of Social Sciences*, 2(1), 29-33. Retrieved April 24, 2010, from the EBSCO Academic Search Premier database.

Summary

The article explores virtual worlds and identifies meaningful educational strategies that can be used to engage students to learning inside of these environments. The 3D Multi User Virtual Environments (MUVE) referred to in this article include Second Life and Quest Atlantis. They state that these environments have the potential to enhance a constructivist learning approach by engaging students in learning opportunities that challenge them to learn by experimentation rather than through direct instruction and passive involvement.

By utilizing these MUVE, the students can take control of their own instructional process thus creating a learner-centered model where the instructor is a facilitator rather than a lecturer. Technology becomes a place to apply constructive approach to learning, however it is important to understand that technology by itself should not be the sole learning tool. Integration of technology, personal communication and collaboration will ensure the students have a rich dynamic learning experience.

Transfer of knowledge from the virtual world to the real worlds is a goal that must be considered with creating learning objectives. Experiences should revolve around and enhance student's proficiency in these areas: information literacy, information technology, problem solving, collaboration, flexibility and creativity. As educators, we need to realize that the world is changing and we must break away from the model 'to teach as we were taught'. However, it is important for educators

to evaluate if the use of MUSE will satisfy the needs of the learning objectives of the course.

Reflection

This was a very informative article that listed strategies others have not addressed. There was a section that I did not summarize about theory that I found interesting. The theorist cited included: Csikszentmihalyi's flow theory, Vygotsky's Zone of Proximal Development and Bangert-Drowns and Pyke Characteristics of Seven Levels of Taxonomy of Student Engagement. It gave me an awareness of how these theories are intertwined into the learning process of 3D MUSE. This article will be a good resource to pass on to faculty interested in the survey of research on virtual worlds.

4) Developing a Second Life Academy: Bridging the Implementers' Learning Gap

Lesko, C. & Hollingsworth, Y. (2009). Developing a Second Life Academy: Bridging the Implementers' Learning Gap. In I. Gibson et al. (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2009* (pp. 2581-2588). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/31023>

Summary

This article describes the development of a Second Life Academy (SLA) and how they facilitated bridging a learning gap for faculty. The strategy for SLA was engagement. They addressed four key areas: 1) Synchronous and Asynchronous Instruction, where a process of assessment is conducted on the course to evaluate the appropriateness of using Second Life, 2) Multimedia Formats for Presentation and Instruction, comes into play as an instructional plan is developed, 3) Library presence and involvement of faculty and students, communication between these

groups is a must to facilitate success, 4) Social Discourse and Networking, developing a feeling of connectedness among distance students.

After the engagement strategy was outlined, the outcomes of SLA were identified. Participates were expected to gain knowledge of the following: 1) how to use Second Life (SL) as a medium for communication, 2) ability to access guides, tutorials and other materials in SL, 3) ability to access an additional Internet resources, 4) ability to congregate virtually for group study or social and professional networking, 5) how to build learning spaces and link academic resources.

The academy was divided into two weeks. During the first week, participates learned about building avatars, basic interaction skills, building office and lab space and basic objectives. In the second week, participates focused on student centered learning, integration of SL with physical world, student perspective and SL is different from gaming.

There was a major discussion on developing and incorporating a code of conduct for classroom setting in Second Life. Several points were address: 1) SL maintains its own community standards, 2) each university has a code of conduct, 3) if students feels uncomfortable for any reason they are under no obligation to remain in the situation, 4) SL is an open environment with adult content.

There were plans to move forward with the SLA by offering one every year, planning a SL conference and open house, continuing to build in SL, and extending existing course activities.

Reflection

This paper was an inspiration to me. We are starting a network group on campus

for Second Life. I would like everyone to read this article and perhaps implement some of the ideas that were carried out in the Second Life Academy. Maybe we can even find some grant funding to support an academy of our own for UA faculty to explore ways to integrate Second Life into instruction or research.

5) 3D Virtual Learning in Counselor Education: Using Second Life in Counselor Skill Development

Walker, V. (2009). 3D Virtual Learning in Counselor Education: Using Second Life in Counselor Skill Development. *Journal of Virtual Worlds Research, Pedagogy, Education and Innovation in 3-D Virtual Worlds*, 2(1), 3-12. Retrieved April 15, 2010 from <http://journals.tdl.org/jvwr/article/view/639/470>

Summary

This article describes the process of setting up a 3D virtual learning environment for an online master's counseling program. There is a comprehensive literature review of distance education, counselor education and 3D virtual learning environments. The 3D virtual learning environment chosen for this program was Second Life by Linden Labs, because there are many institutions of higher education that are currently using this tool for educational purposes.

The article goes on to discuss that the students in this online counselor education program had a basic need to access an environment that enables them to meet, discuss, role-play, practice and complete activities in a synchronous fashion. Instructors needed to have an environment to present didactic examples and to supervise students without interference. To fulfill this need a 3D virtual counselor training facility was designed to provide a simulated environment for students to practice skills and receive feedback from their peers and instructor.

The question posed in this article is, "Do students perceive the use of 3D virtual

environments for role-playing as an effective tool to use to develop their counseling skills?" The results of this question are that students who reported the best overall learning were those students who reported the highest degree of affective learning. This points to the psychosocial aspects of a virtual environment. The impact of the learning experience was more relational than it was cognitive.

The student's perceptions and comments were very insightful. The most difficult part of the experience was some technical issues with Second Life. Despite these issues student still wanted to use the technology and access the virtual environment. Most of the comments were positive stating that seeing a counseling room and being able to practice counseling techniques was the most beneficial part of the experience.

Reflection

This was an interesting article for me to read, because a counseling faculty and I worked with the author this past semester in her counseling center. Her research and dedication to this form of education has inspired us to build our own counseling center here on the Second Life University of Arizona Island.

The insight I gained from this article will benefit me as I build the counseling center. The research information will be especially helpful in assisting our counseling faculty to facilitate her class in future semesters. The various comments from the students also give me some indication of the strengths and weaknesses of conducting learning in a 3D virtual environment.