

TYPE OF CONTRIBUTION			
Research Paper	Multimodal Communication	Workshop	Symposium

DIGITAL STORYTELLING IN THE FOREIGN LANGUAGE CLASSROOM

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Abstract

Digital storytelling (DS) has become a popular methodology for prompting teaching and learning in educational settings as it provides the opportunity of giving students a voice in the learning process. DS involves the narrating of a story in the form of a short multimedia piece which includes pictures, spoken and/or written text including sound/music (Lund 2008).

This workshop deals with personal narratives (see Robin 2016 for a categorization of DSs) on the topics of family, food, festivals with the aim of promoting intercultural competence and awareness of cultural diversity in Europe. A second aim of the project was to improve the digital competences of teachers and students. In this workshop we will first discuss the concept and theoretical aspects of DS with a focus on its potential for researching diversity on many levels and then describe the project from the point of view of a practitioner in a secondary school in Austria.

The digital storytelling project *Mysty* (My story) was developed as part of an Erasmus+ project in cooperation with schools, universities and NGOs across Europe. In this project digital storytelling was used as a tool for intercultural learning in the foreign language classroom. We will present a step-by-step approach to digital storytelling in secondary school, including the materials and methods that were used to help the learners find, develop and produce their digital stories. This section comprises the individual tasks, teachers' observations of learners' reactions, and teachers' reflections on the teaching goals concerning the areas of intercultural learning and digital skills.

In the last part of the workshop the participants will have the chance to explore the digital stories produced in this workshop. We will also present the learners' feedback, their reflections about the project and discuss how diversity is reflected and/or constructed in the stories.

The project has been carried out in a variety of socio-economic and political contexts and with different age-groups (elementary to upper secondary), both in the learners' first language and in the foreign language classroom. In each of the cases, the students have felt a sense of achievement and empowerment by seeing their personal stories published online.

References:

Lundby, Knut, ed. (2008). *Digital Storytelling, Mediatized Stories. Self-representation in New Media.* New York, etc.: Peter Lang.

Robin, Bernhard R. (2016). "The Power of Digital Storytelling to Support Teaching and Learning." *Digital Education Review* 30 (December 2016). <http://greav.ub.edu/der/>