Eurospectives 2.0

Policy Recommendations for Using Digital Storytelling in Formal Education Settings

ABOUT EUROSPECTIVES 2.0

Co-funded by the Erasmus+ Programme of the European Union, EUROSPECTIVES 2.0 tested out practices and methods on digital storytelling in formal and informal education environments as well as in citizen participation and community development fields. This policy briefing is based on learnings from the research, curriculum design and practical testing that have taken place during the project.

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Digital storytelling in school education

The significance of Digital Storytelling as an approach to school education has been recognised across the field. Aside from the obvious benefits as a methodological approach and a tool, Digital Storytelling has the potential of enhancing the national and the European Commission's drive for Open Education, a major educational strategy in the past years.

Since 2013 Europe has been committed to an 'opening up' of education through the use of digital tools and appropriate policies. Eurospectives 2.0 has developed this further by exploring Digital Storytelling methods and approaches and concluded that Digital Storytelling is a key component that allows this 'open education' not just to continue but to flourish.

Key findings from the Formal Education practices have concluded that there are 2 main roles; the teacher's role and the student's role, and from that an action plan has been developed with guidelines. The guidelines include key principles that should be adhered to when delivering Digital Storytelling.

Roles

Firstly, teachers must identify their own role and the students' role in the processes of learning.

1. **The Teacher's role:** the teacher should be a facilitator and design Digital Storytelling learning activities, ensuring that the curriculum standards are redelivered and assessed in order to boost the acquisition of key competences according to EU recommendations. These key competences will foster active European citizenship in line with the students' socio-cultural environment to promote positive social change. Teaching assessment will be formal and centred in self-evaluation and peer evaluation using a variety of tools for each step of the process of learning (checklist, portfolio, etc.).

2. **The Student's role:** The student will be the creator of the storytelling project and will assume the role of a positive social change activist. At the end of the project, the student will be a critical impact evaluator and will check if a positive change has been made in the target audience.

The Action Plan

A Digital Storytelling Action Plan should be designed that is embedded into the formal curriculum and becomes the foundation for all activity. The Digital Storytelling Action Plan should include:

- social awareness activities
- empathy activities to connect with the target audience
- digital activities for multimedia content creation
- dissemination and assessment activities

As these activities take place in a formal educational setting, consideration should be given to how the activities are delivered in relation with the formal curriculum standards and with the EU recommendations on key competences.

The Day-by-Day Methodology

Spend some lesson time developing personal skills; teamwork, critical thinking activities (ethics and values) and metacognition activities to promote the students' collaborative skills that will be useful for the rest of their lives (lifelong learning development).

Digital Skills Enrichment

Students are the key protagonists of their learning and teachers must facilitate and offer the best teaching environment to support their role as critical thinkers and valuable content creators. Digital Storytelling capitalises on the creative talents of learners to research and tell stories of their own, developing their communication skills by learning to organise their ideas, ask questions, express opinions, and to de-construct pre-existing narratives and create new narratives. It appeals to learners with diverse learning styles and fosters collaboration, enhancing the learning experience through ownership and accomplishment.

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Policy Recommendation

1. Teachers need to be trained in digital skills, technology and methods to a level where they are confident in teaching students' digital skills, tools and methods.

2. A Digital Storytelling Action Plan should be embedded into the formal curriculum to become the foundation for all activity.

3. Social awareness activities need to be embedded into the curriculum that connects the student with the world around them.