


Chapter 12

An Online Workshop–Based Digital Storytelling Course Experience in Higher Education: Tools, Opportunities, Challenges, and Suggestions

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ABSTRACT

This study aims to examine the experiences of pre-service teachers during an online workshop-based digital storytelling course and determine their preferred tools for creating digital stories. The study presents a model guided by the ADDIE instructional design approach and workshop-based digital storytelling methodologies proposed by the Story Center. A total of 31 pre-service teachers voluntarily participated in this study, utilizing a combination of asynchronous and synchronous modes of online learning. The findings indicate that this approach allowed pre-service teachers to be more effective and efficient in their work. They reported satisfaction with the tools used throughout the process as they facilitated communication and enhanced workflow. Additionally, engaging in collaboratively group-based workshops enabled them to express themselves more easily while fostering better mutual understanding among participants.

INTRODUCTION

Digital storytelling (DST) can be described as a workshop-based practice starting with a story circle and following certain steps where each individual digitalizes his/her own story on his/her life experiences based on a group process and with the use of digital tools and the cooperation of the facilitator and other participants in the group (Hartley & McWilliam, 2009; Lambert, 2013; Şimşek, 2012). Digital stories

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(DSs), an output of these digital storytelling workshops (DSTWs), are defined as short videos that combine visuals, music, videos, etc., which individuals choose to add their own voice to. In the educational context, DST serves as learning-teaching tool, method, and approach for students and teachers. DSTWs provide equal opportunities, enable interaction and collaboration, allow students and teachers to make their voices heard, share their experiences, support their professional development, and play a role in identity formation and development (Albano & Iacono, 2019; Arraiz Matute et al., 2020; Austen et al., 2021; Brushwood Rose, 2019; Van Galen, 2017; Yuksel-Arslan et al., 2016).

DST activities or courses can be designed and implemented through distance education (Karakoyun & Kuzu, 2016; Kotluk & Kocakaya, 2016), MOOCs (Robin, 2016; Robin & McNeil, 2015), online platforms (Nam, 2017), or blended learning approaches (Theodosiadou et al., 2017; Werdistira & Purnama, 2020) as alternatives to face-to-face practices. Interestingly, none of the aforementioned studies embraced a workshop-based DST approach or an instructional design process for online learning. However, in the literature, it is seen that DST in face-to-face education is guided by a process based on ADDIE. (Bugis, 2018; Diaz, 2016; Robin & McNeil, 2015; Robin, 2016). Thus, it appears necessary to conduct a study that will guide the planning, design, and implementation of a workshop-based DST practice or course guided by instructional design for online, distance, or blended learning.

Although there are various instructional design models discussed in the literature such as ASSURE and Dick & Carey, these models are based on the core components of ADDIE (Reiser & Dempsey, 2012). It should be noted that ADDIE is not an instructional design model per se but rather it is an approach used for product development (Branch, 2009). The ADDIE consists of five components or steps: Analysis, Design, Development, Implementation, and Evaluation. These components remain consistent across applications, but the sequence may vary depending on the specific setting and context where ADDIE is applied (Branch, 2009). In other words, ADDIE is flexible and informs instructional design decisions based on objectives and context thereby fitting into any teaching environment (Branch, 2009; Davis, 2013). From this standpoint, this study aims to examine the experiences of the pre-service teachers during an online workshop-based DST course and to determine preferred tools for creating DSs. The study also aims to present a model guided by the ADDIE instructional design approach and the workshop-based digital storytelling methodologies proposed by the Story Center.

METHODOLOGY

This study is structured as a case study. The case study allows examining the holistic and meaningful characteristics of real-life events such as small group behavior and individual life cycles by offering a versatile, systematic, and in-depth investigation (Yin, 2003).

Participants

The participants of this study are a total of 31 volunteer pre-service teachers (14 male and 17 female) who are also final-level university students attending the selective course of “Digital Storytelling in Teacher Education” in the department of Computer Education and Instructional Technology in a state university. For the conduct of this study, the written consent forms were collected from these pre-service teachers.

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