

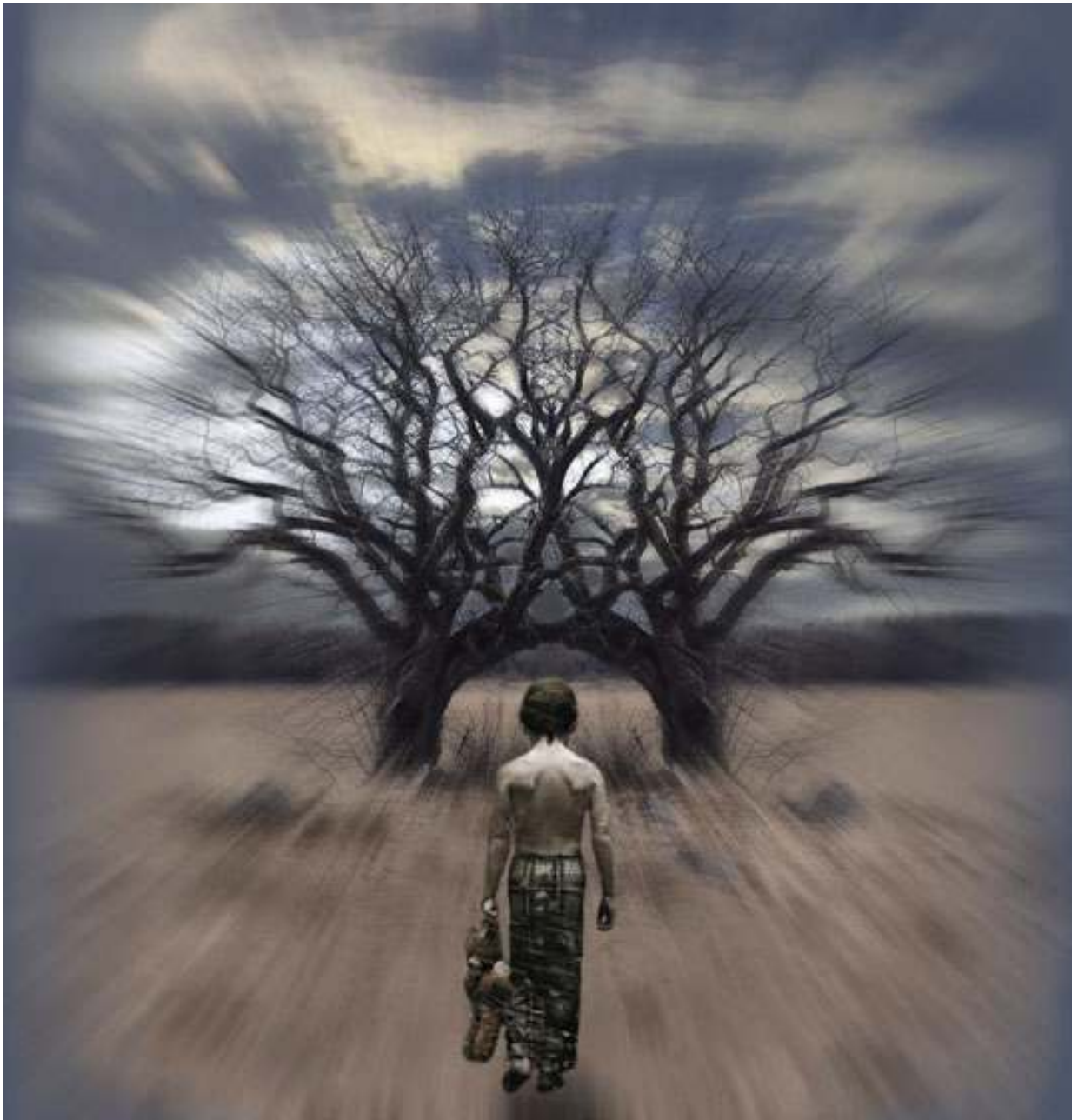


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Young storytellers' pedagogical digital stories: what are they like?

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What
If?



Research
phase 1 & 2:

FINNABLE &
SAVI

Boundless
classroom &
MoviSTEM

Mobile Video
Experience



What is the digital story like?

What interaction does it generate?



group	age	digistories	commented	no of comments	no of students-users	Active in comments	out-of-grp comments-no	
Ca-Sch1	8-9	17	6	67	27	0	39	
Fi-Sch1	9-10	6	6	39	16	14	39	
Gr-Sch1	8-9	4	3	26	18	0	26	
Ca-Sch 2	12-13	10	4	8	21	1	7	
Gr-Sch 2	11-12	8	3	3	19	3	3	
Gr-Sch 3	11-12	5	2	17	21	1	8	
Fi-Sch 2	12-13	7	6	21	21	10	7	
Fi-Sch 3-1	11-12	24	18	63	25	14	0	
Fi-Sch 3-2	11-12	29	28	299	25	21	0	
Ca-Sch 3	17-18	22	7	19	38	33 (to Fi)	0	
Total		132	83	562	262	97	129	

Digital story as...

- Student work
 - Rather than one piece, a collage of text, technique and labor with technologies performing in concert in order to convey a message
- Interaction in the form of comments
 - Out-of-group
 - Group 1: 104 of the 132 (78.8 %) comments were posted by non-members in the yellow group. Non-members come from diverse learning environments (California= 8, Greece= 9, Finland= 24).
 - Group 2: 26 out of 49 comments are posted by non-members
 - 20.3 % of registered users-group members post a comment
 - Within-group
 - 81 % of registered users post a comment.
 - Average amount of comments per digital story was 6.83. Out of the commented videos (n=46), 37 (80.4%) included comments from both peers from own classroom and connected peers from abroad.

Meaning patterns underlying the interaction

- Offering compliments on the quality of production (from full sentences to exclamations with or without emoticons)
- Offering suggestions for improvement from the point of view of language
- Views or inquiries about the content (e.g., through asking questions)
- Suggestions for improvement from the point of filming practice
- Socializing (with jokes) by addressing mainly the intimate audience (across classroom but same country using, e.g., Finnish, Greek or Greek-lish)

Student purposes

Examples

To validate the storytellers' choices

Your movie was very loud and clear, good job!

Van Gogh is awesome, nice work

Great editing and nice subtitles!

very good video

nice=3

Thank you for adding subtitles so I can understand what you are saying also very good video! 😊

To challenge the storytellers' decisions

Nice try, but google translation messed it up!:D Unfortunately Greek is a very difficult language! I suppose as difficult as Finnish is to us!

You needed to write in English...

.... They should say that everyone needs to talk English in these comments.

What interaction evolves around the story?

- Students-as-storytellers address their digital stories to a wider audience.
- The audience can be:
 - Actual (teacher, peers, face2face, synchronous interaction)
 - Imagined (connected peers, online, a-synchronous interaction)
 - Intimate, targeted & random

Reasons underlying the act of commenting

- The story itself provides a strong reason for students to offer comments. However, the story needs to fulfill certain criteria:
 - the language of the story
 - familiarity of content
 - But: some storytellers (as is the case of the Finnish students in the science experiment) seem to put an effort in kicking off a discussion around their video stories
- Stories that received a lot of comments mostly draw from student everydayness (e.g., the jump: Ca-Sch 1)
- Stories that received a lot of views but very few comments for bio-bag (302 views) and myth of Europe (150 views) (average: 70 views in both group 1 & 2)

Purposes underlying the logic of production

- to display an awareness of the variety of audience
- to present own perspective of an issue
- to build bridges for communication
- to present aspects of themselves as peers-friends and as peers-students
- to present a phenomenon (e.g., a chemical reaction) for peer learning

The pedagogical digital story as act of communication

Student purposes	Genre
to display an awareness of the variety of audience	by presenting themes of personal interest, hobbies; by portraying a picture of school life by telling short stories about everyday out-of-class time in school; spending break time in the school yard
to present own perspective of an issue	by showing awareness of universal issues (e.g., environmental pollution and the need for recycling); by telling a story about human relationships (mother and daughter relationship) by presenting their view of what being a student in Finnish school is like

what are digital stories like?

- a collage made with multiple technologies by multiple agents
- the expression of students' pedagogical purposes
- Therefore, with pedagogical digital storytelling activity on pedagogical social network can feed into popular network activity so that the latter develop into **informed** networking as it can
 - increase the degree of student authorship
 - lead to more autonomous learning and possibly
 - more meaningful networking experiences for young people in the future

In the age of digital storytelling... thank you for your attention!

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