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LRC 560

Annotated Bibliography #1

Title:

Digital storytelling: A meaningful technology-integrated approach for engaged student learning.

Citation:

Sadik, A. (2008). Digital storytelling: A meaningful technology-integrated approach for engaged student learning. *Educational Technology Research and Development*, 56(4), 487-506.

Summary of Topic

This study aims to understand the impact on student learning through the process of digital storytelling.

Background

This study takes place in with Egyptian teachers and students. The participants were assisted in developing teaching and learning through the process of digital storytelling.

Research Questions

1. To what extent can students be engaged in authentic learning tasks with digital storytelling?
2. How effective is a digital storytelling approach in supporting teachers to effectively integrate technology into learning?
3. What are the teachers' concerns and views regarding the implementation and integration of digital storytelling into learning?

Methods

The main tool used to produce the digital stories was MS Photo Story. The students learned how to use desktop production tools and editing tools to produce their digital stories. Upon completion the students presented and published their final product. Both quantitative and qualitative methods were used to evaluate the digital story, the integration of technology and the effectiveness of digital storytelling as an authentic learning tool.

Findings

The finds show that overall the student produced quality digital stories that met many of the pedagogical and technical attributes. The observation and interviews from the teachers reveal that even though there were some problems there was an increase in the students' understanding of the curricular content.

Conclusions/Implications

Some suggestions for further use of digital storytelling in the classroom are 1) more time for students to develop long term, problem solving opportunities and learning communities, 2) the development of appropriate assessment strategies to look for deeper understanding, 3) discovery of obstacles which prevent reflection in informal learning communities, 4) more professional development for teachers in the art of digital storytelling.