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LRC 560

Annotated Bibliography #5

Title:
Effects of Writing for Digital Storytelling on Writing Self-Efficacy and Flow in Virtual Worlds.

Citation:
Xu, Y. & Ahn, J. (2010). Effects of Writing for Digital Storytelling on Writing Self-Efficacy and Flow in Virtual Worlds. In D. Gibson & B. Dodge (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2010* (pp. 2118-2125). Chesapeake, VA: AACE.

Summary of Topic:
The purpose of this research study is to explore the effects of creating a digital story on writing self-efficacy and on flow in the virtual world of Second Life. The emphasis was placed on the writing process and performance in virtual worlds.

Background:
This study was conducted on sixty-four undergraduate university students in South Korea. The researchers are interested in the process of writing for digital storytelling and if writing in a virtual world would be a more ideal location for motivation and getting students to write unconsciously.

Research Questions:
The question is to examine the effects of writing for digital storytelling on writing self-efficacy and on flow in the virtual world of Second Life.

Methods
There were two classes in the study, one was selected to perform digital storytelling in the virtual world of Second Life and the other group performed their digital storytelling offline using Windows Movie Maker. The students were given a pre-test and post-test on writing for self-efficacy and flow state. A quasi-experimental analysis was carried out in the two classes over a six-week period.

Findings
There was a significant difference in the mean change score of writing self-efficacy between the two groups. The researcher found the activity of writing for digital storytelling proved to be effective in improving students' writing self-efficacy and writing in Second Life was effective in enhancing students' flow level. The experiment shows that digital storytelling in more effective in Second Life than off line.

Conclusions/Implications
The conclusion is that digital storytelling is an effective tool as a means of teaching writing in the classroom. When digital storytelling is taken into the virtual world, students can trigger their imagination by visiting virtual places through teleporting without the constraint of time and space. With this visualization process students can unlock their creativity and create the structure of a whole clear story.