

Digital Story-Telling: A Methodology of Web Based Learning of Teaching of Folklore Studies

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Abstract—Digital storytelling or DST is a technique which refers to the process by which digital technology is used to combine the conventional tradition of storytelling. Multimedia narratives and presentations can also be produced by the use of accessible media and software. This methodology of web based learning could also be conceptualized through digital documentaries, narratives that are computer based, digital essays, storytelling that are interactive. However a wide range of multimedia is combined along with the art of storytelling like different types of graphics, audio, video, and Web publishing. History has it that it was not devised to use it for education, but off late this methodology of Digital Story Telling is motivating an increased number of teachers and educators of different streams which includes second language learning as well as foreign language learning due to its potentials for stimulating an atmosphere of excited and collective learning. Digital Story Telling could be one of the most effective and efficient learning pedagogy to students of Humanities and Social Sciences. Digital Storytelling could be utilized in a wide number of ways as educational practice. The learners understand the concept of cultural differences, and get acquainted with the concept of the term review of peers and enhance their own knowledge. Therefore the objective of this paper is to understand the concept of Digital Storytelling and the various methodologies to implement it in a class of Folklore studies.

Keywords—Web based learning, Digital storytelling, Methodology.

I. INTRODUCTION

Web-based learning is a type of learning process which utilises the system of Internet as a mode of delivery method of instruction for accomplishing different types of activities of learning. It is an online learning process where the learning methodology is carried out and conducted without face to face interaction between the instructor and the learners, Or it could also be put in this way where the instructor interacts with the students either by being physically present in the classroom or imparts education through virtual medium depending on the need of the syllabus. Web-based learning can be integrated into a curriculum that turns into a full-blown course or as a supplement to traditional courses. It is a form of education where the resources are imparted between student faculty and

student-student interactions which take place on the World Wide Web. There are various online courses which are taken as primary sources of learning and have successfully caught attention of faculties as well as learners. Sometimes when it becomes difficult to be physically present in various conferences and present their paper, then a scholar can present his or her paper through video conferencing or sending the recorded video of the presentation by the presenter. At the same time a scholar can directly watch the proceeding of the conference through various social networking sites. Web-based learning includes every intervention related to education which uses digital mode which is also known as local intranet. Web Based learning is broadly classified and configured into three types namely tutorials, online discussion groups, and virtual patients. This difference between the aforesaid configurations may not be very much clear and it may be that Web based learning could utilize not one or two but multiple combination of Medias and its implications in teaching generate a conceptual and arbitrary outcome.

"Web teaching is nothing but building network. It helps to build strong bonding with one's students and help them identify and utilize the resources all over the world irrespective of distance, combining different materials – music, motion, text, narration – into one presentation; collecting related information from multiple sources, enable students to make their own connections by offering materials for download and use in their scholarship or by having them construct web documents as part of their coursework. And this process of making meaningful connections is at the core of all learning." [1] Web based learning is conceptualized as a mode of online learning process or e-learning because all the online course content are included in the database. Discussion forums can be created online through formation of various groups, pages etc on various social networking. Web based courses also has facility of accessing various printed course materials in pdf form and they also provide http link which can direct a learner to the course. After clicking on the link, the learner visits the page in the web and the reader can easily access the course materials and then again the reader may find hyperlink which can easily be opened thereby leading to various other linked documents. There are two types of learning

environment which are VLE, virtual learning environment and MLE, managed learning environment. The VLE is a combination of functions operated by discussion boards, chat rooms, online assessment, tracking of students' use of the web, and course administration. VLEs are like a general learning environment which provides information to learners. VLEs have the ability to share information and collaborate on different academic assignments. A managed learning environment is a learning system of the electronic management which support teaching and learning. The learners of MLE could be tutors, students or mentors. Sometimes it is very common to interchange Management Learning Environment with Virtual Learning Environment. However, the basic objective of both of these courses is to benefit the learners.

Rest of the paper is divided in following section. Section II, discuss literature review, Section III explain methodology to implement digitations story telling in engineering class. Section IV explains the limitation in digital story telling. In Section V, is about our recommendation and finally in Section VI, we conclude our paper with conclusion with future work overview.

II. REVIEW OF LITERATURE

There have been many definitions about digital storytelling in related literature Porter defined storytelling as combining authentic stories with image, music, graphs and voice over [14] while Dupain and Magure described it as creating a story by integrating multimedia elements such as visuals, audio, video and animation [13]. Chung highlighted it as a harmonious multimedia presentation composed of digital components such as text, visuals, video and audio. [3] However, digital storytelling are overall considered as generating a story about a subject by using multimedia tools and software and sharing this story in multimedia environment. [7] Nearly all digital stories are originated via combining components (text, voice-over, video, music, and visuals) with an authentic story on a particular subject. Digital stories, altogether, are short videos created by integrating image, video, background music and audible or written narration via some basic hardware and software (Microsoft Photo Story, Windows Movie Maker, Wevideo, Web 2.0 etc.) with authentic story. Nevertheless, digital storytelling is not just a plain power point presentation Dreon, Kerper, and Landis, Robin and Pierson noted that digital storytelling is the activity of producing meaningful stories that reflect individuals' imagination. [8]. Digital stories can have aim of informative, instructive and personal narration. Digital stories can rise up in different types ranging from personal narratives or instructional stories to narratives that recount historical events and in many different fields ranging from social science to science Coutinho, and Banaszewski pointed out that educational technologies have progressively taken place in education and instruction environment, accordingly, digital story have become widespread in classroom setting and in various fields of study as stated by many academicians, researchers and educators. [12] Though the term "digital storytelling" is, generally familiar to educators, many still

don't know what it is or how it works.

"Digital storytelling is a process where the narration is usually done through first person. It is usually done by showing visuals like videos, and other multi-media and music played at the background".[3] The main aspects of storytelling are, it should have a basic idea or viewpoint which addresses a question which is important from the point of view of the story teller as well as to the listener. Two other key features are the economical use of words in the written script and appropriate pacing and rhythm in the oral narration. [4]. Secondly, Creativity of the story teller too is an important aspect of storytelling. Thirdly the fluctuations in the tone of the speaker, because if the narration is monotonous, it will fail to generate interests among the audience. In case of narrating it through multimedia, if shocking images or a laughing icon is shown, then listeners would find it interesting. While choosing the topic, the story teller could choose from a wide range of biographical, anecdotal, historical, cultural theme depending upon the audience.

There is no specific discipline of Digital storytelling. It could be chosen from a wide range of topics and could be even incorporated as the basic syllabus of language and literacy courses and its application. Storytelling can be relevant in all streams of education like humanities, culture, management, and engineering at all levels like school, college and professional degrees. The benefit of using narrative writing at college level is that it can part of a curriculum development or sometimes it may also be used in order to motivate those students who need moral support. In a situation where the instructors find biggest challenges to provide moral support, narrative story telling will come to their rescue.. Hung, Hwang, and Huang have shown that digital storytelling projects can improve student motivation and problem-solving abilities. Gunter opines that digital storytelling could be beneficial in motivational aspects, distinguishing between "extrinsic" and "intrinsic" motivation. Gunter further says that students could be motivated externally by giving those prizes or some marks. Whereas intrinsic motivation could be an "authentic artifact" in order to establish a "personal investment". Thus it could be said that digital storytelling techniques is reliable and beneficial to impart external as well as intrinsic motivation which is very much beneficial in the long run for the students as well as the teachers.

III. METHODOLOGY TO IMPLEMENT DIGITAL STORYTELLING IN AN ENGINEERING CLASS

Digital storytelling is one of the innovative approaches of giving instructions, learning, planning and result oriented approach yielding positive outcome. Iannotti pacifies, "digital storytelling can be overwhelming if it's not well thought out". [11] At the same time, Robin and McNeil opine for implementation of an instructional design framework by using ADDIE (analyze, design, develop, implement, and evaluate). Another important aspect of teaching through DST is the instructor does not need to be formal while taking the class. However one needs to understand various critical issues while using this story telling technique. The issues are appropriate technology must be used, there should be support services

availability, and the students as well as the instructors should be interested in technology based learning. At the same time the educators must caution the students regarding technical considerations like how to save files, how to get backup and other sophisticated features. Robin and McNeil Digital Storytelling Cookbook guide the students on this technical sophistication of computer and multi media. [7] The software which could be used is Adobe Premiere Elements, MS MovieMaker, Photostory, and WeVideo which are available for free versions. WeVideo does not require to be downloaded because it is cloud based. It is just that the user has to sign up for a free account. MovieMaker and Adobe Premiere have a built-in recording feature, while Moviemaker does not have a built-in recording feature so the students can do so through their phones or any other device after which they can upload it. All the Adobe Reader needs to be brought but it is very essential because it has so many features that it has the ability to generate much advanced quality video. The instructor can experiment with the free options for those classes with more number of students. There are many advanced quality videos that are available which does not have fancy features and are expensive which might not be needed for the purpose of teaching students.

A Digital Storytelling Pilot Technique was implemented by some teachers in their classes at a community college in New York City in 2013 after getting enriched by the workshop that was organized on Digital Story Telling. The technique that is discussed was organised one of the participants of the workshop who intended to make an assessment regarding the technical practicability and pedagogical implications of this process of digital storytelling in an ESL class.

Participants:

Twenty one students participated in this pilot technique who had enrolled in ESL writing class of a community college in the city of New York out of which Sixteen students were able to finish up the task.. Eighteen students who were from linguistics class studying in the same college played the role of mentor

IV. LIMITATIONS

A) Technical problems: Web based learning is no doubt advantageous to the students, yet it is not free from drawbacks. As it is media based, therefore it is evitable that all instructional media failure can occur. For example, while planning to teach the students through power-point presentation and it may so happen that there is a power failure without any power backup. The traditional method of teaching through chalk board might be less lucrative but it is free from these hassles. The students as well the teachers might face problems if they are not net savvy and a small problem could lead to everlasting consequences.

B) Poor instructional design: There is a variance in the pattern of quality of all the teaching process. But in case of Web based learning, it has to be explicitly planned and executed because once it is uploaded; it is seen as well as evaluated by others. And if an instructor is very much

efficient, he/ she can take a class with minimum preparation which is not possible in case of Web based learning. It is also seen that WBL course structure has inferior. For instance, shoomp.com, spark notes etc ‘ which publishes notes and critical analysis of various text books in literature which cannot be considered as scholarly. These types of courses are less advantageous and are not suitable for the learners and the instructors. WBL also pose challenges of implementing online with unknown users.

Inculcating proper religious, moral, spiritual, cultural and conventional values among the students of elementary level who keep rapid pace with the world of diverse manifestations of artificial intelligence and materialistic dynamics is seen as a competing priority today. Folklore being an interdisciplinary entity of conventional knowledge, art, literature and practice, transmitted largely through oral communication and now technically through digitisation can serve the purpose in a culturally responsive vision being a network of diverse cultural expression and as the basis of common human behavior. [18] Further these conceptual attentions are associated with some pedagogical connections between language learning and daily dealings of hopes, fears, dreams, aspirations and other details of the children.

Education, in its versatile multidimensional form, becomes the basis for the culture of a civilized society. [19] Classroom transactions through the enchanting source of entertainment like digital storytelling based upon the individual interest and experience in today's multi cultural and diversified classroom situation, constructs the teaching effective and practical. Education and moral behavior mean apparently the same thing. Every time we are encountering the battle of criticality between the best and the worst. Our moral sense is yet to keep pace with the materialistic attitude and outlook. The focus of education is yet to shelter today's learners in the establishments of religious, moral, spiritual, cultural, conventional values for a while, along with the runs of miles of external developments.[20] Hence teaching moral values through folklore by technical DST has its own significance today.

The classroom scenario today is featured with ethnically and culturally diverse students. Today's diverse learners need a pedagogy that responds to fundamentals of all cultures and offers a balanced access to education which is known as culturally responsive teaching. [21]The basic features of this concept are positive perspective on parents and families, communication of high expectations, learning within the context of culture, student centered instruction, culturally mediated instruction, reshaping the curriculum, teacher as facilitator etc being very beneficial to a multicultural class. Personal and cultural beliefs and stories embedded in folklore fashioned through technological manifestations can shape instructional behavior [22].

V. CLASSROOM ACTIVITIES THROUGH DIGITAL STORIES BASED ON FOLKLORE

Teachers of philosophy and language often use folklores for their scholars not only to discuss the moral of the story but

also to practice style and the roots of the grammar by making new versions of their own. While companies promote their goods and services through digitised stories and victims express their agony through it by using images and music to raise awareness and support advocacy, teachers use it for the performance of various classroom activities, such as doing composition, precis writing, dialogue writing, vocabulary games, story poem, matching, use of preposition, story development, role play, picture reading and many other activities. Being a skill subject language needs more involvement of the learners, which gets its easy way through the varied art forms, content and motivational values of the folklore. It provides the children with opportunities for wholesome social experiences making them aware of the universalities of human thought and activity through ample scope of language practice.

Students in elementary level are more fascinated about multimedia being stimulated by more than one senses at a time. Teaching grammar by theoretical abstract rules has less impression on them than by presenting things through mixture of digital graphics, text, recorded audio narration, video and music. Different digital stories can be framed on any personal or universal material having some grammatical instructional objectives which the students explore in the classroom through entertainment. DST can make the beginning of a lesson more interesting and impactive with much involvement of the students in the learning process (Burmark, 2004; Ormrod, 2004) and work as a bridge between existing knowledge and new material (Ausbel, 1978).

DST is a useful way in both ways; whether it is made by the teachers or students; it keeps the learners engaged in image, audio or video yielding language learning as by product. The integration of multimedia into education reveals many abstract concepts intelligible and comprehensive retaining longer in their minds. Digitised folklores organised for a specific grammar parsing gives a scope of organising their ideas, ask questions, interact with peers, analyse and synthesise the sentences and express creatively through traditional elements.

. The school therefore, should consider making adequate and appropriate use of the resources related to folk heritage of the pupils and of their community. Pupils themselves may sponsor play parties and other celebrations where they get scope of digitising traditional songs, dances, costumes, tales, foods and other traditional folk ways which not only gives an understanding of the language but a realization that one's own culture is an integral part of the larger nation and world culture. While presenting their innovative ideas through a digital story for a target audience, they get wholesome social experiences and awareness of the universalities of human thought and activity along with a thorough idea of the construction of the language.

Today's kids of 'digital generation' and students of 'smart class' are quite competent with the technologies of story telling authoring programs; such as Microsoft Word, PowerPoint, Microsoft's Photo Story 3, Windows XP, Apple Computer's iMovie, A digital camera, video camcorder and scanner, computer microphones and digital voice recorders to make beautiful digital stories, only needing the proper

channelization of their potentialities. Making various audio narrations on a particular folklore may create a field for writing dialogues or a composition on the theme. Musical digital stories can induce the learners speak on that, prepare dialogues for a role play, can develop a story out of that expanding their thought horizon with larger insight and comprehension. Various vocabulary games can be conducted on target words to predict their meanings through display of a digitised story specially built on those words. In this way digital story telling can enlighten the upcoming generations with extensive learning outcomes.

VI. IMPLEMENTING WEB BASED LEARNING TO TEACH FEMINISM:

Web based modules very effectively enable feminist pedagogy as an educational practice which foster and promote critical thinking, based on gender roles. It can eventually be an instructional strategic tool within the curriculum, through the web based modules, bringing independence of thought and pragmatic approach on the social roles of both the genders. Feminism is defined as a set of theories and movements, which advances —social, political, and economic equality – but not the sameness- of men and women. In addition to this, feminism not only —actively rejects patterns of superiority of men but also it fosters the hypothesis that —women are people, it also supports —an ethical stance that positions gender concerns as central to culture and power”. The pursuit of autonomy for women. (The) critical awareness of a sex/gender system that relegates power and autonomy to men and dependence and subordination to women. Feminists start from an insistence on the importance women and women's experience, but a woman – centered perspective alone does not constitute feminism. Before a women centered perspective becomes a feminist perspective, it has to have been politicized by the experience of women in pursuit of self determination coming into conflict with sex/gender system of male dominance..... to examine and question self consciously the conditions of our own meaning making and to use it as the place from which to begin to work toward change. [16]

Thus web based learning on the feminist issues would not only serve the purpose of being a critical educational tool, but also a powerful philosophical teaching and learning tool that blends the traditional values and the modern approach. In this context the folklores from a feminist perspective, would provide values like experimental awareness, lifelong learning, political and social indulgence of both the sections of society by putting forth a literary analysis of the texts. It also serves to be a viable alternative to assist young learners in the current format and with greater introspection. Folklore would subtly bring out the progressive educational practices and critical theories as academic disciplines. Furthermore, with the modern approach of web based learning, the educational experience collaborative and collective in imparting knowledge that is truly grounded in reality. These democratic online classrooms instill flexible student teacher roles, awareness of issues and egalitarian power relationships among the students by empowering the students with values and skills

of personal reflection and critical thinking in their learning. [17] This approach in a feminist perspective would lead to equate an authentic teaching and learning of life skills that is of utmost value in understanding the gender roles and responsibilities.

VII. RECOMMENDATION

The issues that have been mentioned are connected with the use of technology. These issues could be easily sorted out when the students get used to computer and know how to handle it. In order to use the Digital Story telling methodology in the classroom, the instructors must prepare themselves and should be technology competent. It is true when Boase says, –the challenge the digital storytelling in education poses is how to harness the massive potential of the story form, with its possibilities to inspire, engage, transform, through a process that will endow it with opportunity for reflection, critical thinking, and problem solving” (15).

VIII. CONCLUSION

Technological expansion which is taking place at a very faster rate with increased software capacity has succeeded in motivating the learners and the educators. The rapid expansion of the Internet and increasing software capabilities are influencing the entire teaching process at different starts. The students learn how to learn, organize, build and relate. Their analytical skills develop. The students get to know about different culture along with their own. Their writing skills develop in a very constructive way. During presentation of the story, the student's oral skills also develop. The Students were advised to use Skype as an option, but it was not possible for some students to get an access to Skype..However, due to the collaborative efforts of the students with a positivity attitude appeared to enrich the projects quality in which they are involved. The students collaborated with their fellow students of different sections but sometimes it was difficult for those students to use computers who stay in the campus premises of a non commuter college. Therefore it is suggested to allow the students more time for such classes which can give peer feedback as well as teachers comments. The students could involve themselves in a group activity where a group of 7 to 8 students can form a story together thereby each student supporting other students in the group. It is definitely true when Iannotti (2005) states, "Having fewer projects to manage would make it more feasible for the instructor to provide substantial feedback to students. As with the implementation of any new tool, digital storytelling requires a high level of commitment and effort throughout the process". [11] As a whole, there are benefits of the process which involves teaching and learning.

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