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## DIGITAL STORYTELLING AND TECHNOLOGIES

**Abstract.** Is it really different to teach in the 21<sup>st</sup> century than it was to teach in the 20<sup>th</sup> century or before? Many people saying, that the great evolution was in technologies, but teaching - is teaching and nothing more than that. Chinese says: "The history is like a crystal ball from which you can see the shadow of the future" (Fan Dainian, 2013, chapter 7). And if we look back to Aristotle and Socrates the method was "talk and talk". This was a beginning of a pedagogical approach. But, this thing was two thousands fifty hundred years ago. In the period of Renaissance new important to revolution appears. It was the blackboard and with the blackboard we have another revolution. And revolution was "talk with chalk", as a British says in a joke. But today in the 20<sup>th</sup> century, I'd say the last century, it was a new approach "talk and show" using slides, using presentations, using things like these and this was the way we used to do till the end of the 20<sup>th</sup> century. But today, in the 21<sup>st</sup> century we have in new challenge. And this challenge is talking from the cloud and digital communication. This is our challenge today: integrate all the methodologies, from Socrates up till today. And if we want to go deeper in the subject we can say that all this that happened in the seventy years, just seventy years we evolved from a room computer to tiny small computer like everyone has around. This is what is today, but as well in parallel another challenge was shown up. This was distant learning. But, distant learning did not start yesterday, didn't started one decade ago. Distant learning started more than one hundred years ago. The contents were delivered by post and people should read them and that was the way it was about hundred years ago. But during the Second World War new challenge appears. There was no teaches to teach young boys who go to the war and skinner presented a new method and new way of teaching and learning - the teaching machine, the new methodology. But there are three stages: Open Universities, TV, Schools and video cassettes. That was a big evolution, a big technological evolution up to 1990. In 1990 we started listening about computer distributed learning, distant learning, web-learning, online learning and finally a magic words – e-learning. But, very soon we start to see that this is not enough. It was necessary a new B, it was blended learning it was a mix of presence and distance. But rather back in two or one told us that the most radical evolution is the future, it wouldn't be E-learning. But it will be disappearing of the E and we will have only learning. This is challenge of today.

**Keywords:** digital storytelling; distance learning; e-learning; blended-learning; challenge; didactical communication; technologies

**The purpose of the current article paper** is to show the development and changes of the educational process, because of the world's changeability. To encourage teachers for personal growth and to equip them in using ICT tools during learning and teaching process, in particular start using digital storytelling.

### **E-learning is new challenge for today.**

Three stages of e-learning:

e-learning 1.0 - It was sending the content to the students, they should study and period 2000. The second stage was in about year 2004, by Stephan Dawns and O'Reily. It was called e-learning 2.0 - interactivity. But pay attention it was synchronous interactivity. It wasn't possible from the technology point of view to have synchronizes in which classroom was working. It was necessity in new revolution, a new revolution was a methodology revolution as well and it was called Connectivism (Gardner, 1981, chapter 1). And a new revolution was called Connectivism with George Siemens synchronize activity and we synchronize activity facing a new challenge and this new challenge is another B-learning, which means today a synchronizing on the man activities (Kolb, 2005, chapter 3). And synchronize activities can be like distance or when you are present, because we have distant type of technology

equipments and software, which is virtual classrooms from Behaviorism to Constructivism (Flemming, 2001, pp. 14–16).

Social learning and Collaborative and learning developed in one hundred years.

This is really enormous evolution comparing to 3000 years of evolution. But in today we propose ourselves to create knowledge and information society, connecting cultures, countries and civilizations in real time. This was our challenge. But in reality “what happened?”

We have really acknowledge and disinformation society. We have thousands of information. In fact learning and teaching today for the school of the future are present and distant learning. Traditional and newest, grades and long life learning, formal, and informal and self learning. This is the challenge for the 21<sup>st</sup> century. But our most important reflection should be about our students. They are our clients and today they read less than 2% of all the time they have available, they are using technological information, they are using TVs, they are using mobile phones, they are using video games, but not actually what they have (Daniel Goleman, 2013, Chapter 5-7).

**Our students are digital multi-learning students.** They have different learning style. They record in short term memory and transforms in long term memory by reflection. Students are searching multimedia, digital answers and they want more multimedia content. Today we are really living in spontaneous times. Everything is changing in permanent high speed evolution. And this is what we have in front of us. But for students started four years technical degree this means, that what they have learned in their first year will be outdated by their third year of study. This is really what we have in front of us. But we are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented yet. Another problem that we have, we don't recognize that there is problem. Big challenge is in front of us. The only thing we can say is that there is an introduction of 40 years live learning (McQueen, 2009, chapter 3).

**New ways of teaching in the 21<sup>st</sup> century.** And as You can see it is different for us than it was hundreds years ago. Let's reflect about that today learners have all contents available. We have all this information available in video format, we go to the internet, we can find them in text format and we have everything. No doubt we need technological tools. But we need as well appropriated methodologies, other way it will be technological noise. More teacher skills for the 21<sup>st</sup> century should be some kind of blended again. It is impossible to teach if you don't use computer, if you don't use internet, if you don't use technology. Teacher need to have blended skills to be a teacher in the 21<sup>st</sup> century.

Teachers should be: know how to teach with all methods and ICT tools; teach how to learn and teach how to manage the large quantities of information. Because today one of very important problem is that we have too much information. And some of that information is not really good at all. What kind of methodologies, what kind of tools should we use to be a teacher in the 21<sup>st</sup> century, besides to be an expert in specific area (History, Math and others)?

We need to define a teaching model base on new methodologies and ICT:

- Know how to prepare contents,
- Know how to present it which is two complementary sides of the coin.
- Tutoring in presence and online
- Formative continuous assessment
- Know how to use alarms not only know that alarms out of there and know how to use them and know how to use virtual classrooms

This is the basic, but there are some other.

**The importance of the Didactic Communication.** Why is didactic communication so important? Didactic communication is extremely important, because we are in the presence to

present contents in a digital multimedia. We know how to narrate, because if you narrating like this, your voice will be similar to this than second after word nobody will listen to you.

None verbal communication is as well very important. Because if you just static in front of your student or in front of your camera, it doesn't work at all. It should become several type of tools. When we are communicating, we are not just showing slides, we are communicating brain to brain. And our brains, we know today, our brain learn and understand from different channels - what is the earring channel. All of us know, that we listen or we hear much faster when our brain understand. So, if I will ask so fast, it's difficult that our brain has time enough to understand those sound received. PDF is something very good for texts, if you want to send text and so on but, if you want to make a presentation. Presentation, as I mentioned before, must have didactical communication ingredients. And PDF is not this ingredient for presentation. 200 000 ears of mankind we always told stories. It doesn't matter, if that stories were in the caves or around burn fires, doesn't matter, if they were on the facades of the temples. The message the stories were there for instance when Ramses II build Abu Simbel temple. He said "here is Egypt and from here please take care, because we are there not only outside as well inside in the walls of the temples. Message is there in the vases, message permanently everywhere - in manuscript medieval illuminations. Inside the cathedrals, main important histories of the bible just briefly in there" (Driscoll, 2005, pp. 14-16).

But today we have a new renaissance. This renaissance is question to find new global culture in the planet. To find new way of writing, which is digital writing. To find the new way of publish which is the web.

This is our new renaissance but we almost communicate using mobile phones today and we lose capacity to communicate we lose capacity of making beautiful stories. Everywhere doesn't matter if You are in seaside, doesn't matter, if You are at the railway station, if You are in diner -family diner. But even when everybody arrives at home we don't tell stories, they just watch only television, and we don't teach to our children the way of telling stories. Mainly, if we look a conference normally what we see.

**Digital Storytelling.** We see lots of texts, lots of stop images, doesn't matter if it will in Portuguese, like my language or it will be all over in all languages, we will see the same in English, in Spanish in all the languages, we see the same error of communication. And even in some presentations, we see presentations supported by PDF documents, which are static documents, made to support text not support presentations. It is lost of know, how to make digital story document. It's imported that we recreating, it's imported that we put questions to our students. Digital story telling is the way of implementing of our ideas, our contents, our service or our products in access. Full digital input video format, but I can't say this stories will be in three aspects: personal story, descriptive contents, creative contents.

This is 3 type of digital stories for adults and for children. This is digital story telling. Complexity it is base on recreating stories and recreating contents. The same we use one decade ago, but now we have another form, presenting traditional culture, or high technology information and the question - we are fed up of listen people, saying things and things and no one understand what are they saying but themselves.

We are not questioning what is possible, we are challenging the impossible. It is digital story telling. And I can say Hans Christian Andersen one of the best storytellers from the 19<sup>th</sup> century use to say: "Fairy-tails are good to make children sleep and to awake sleeping adults". So this is very important challenge for us, but more than that what I have to say about 20<sup>th</sup> century.

The best digital storyteller from 20<sup>th</sup> century was Steve Jobs. As an example there are some words from his "Goodbye Speech". I am very happy to be here today with You all. And some of You may know, that five month ago I had a liver transplant. So, now I have a liver of

the midst 20<sup>th</sup> years old person, who died in a car crash and was generous for us to donate his organs. And I wouldn't be here without such generosity. So, I hope, all can be such generous and become organ donors. So, I am back at Apple and I'm going to work in a very talented team, to come up for some new products for You in the future. So, it's wonderful. Thank You!

There is real **difference between theory and practice**. They are both are the sides of the same coin and this is very important, because sometimes people say theory is one thing practice is another. In fact, they both are complementing each other so let see a little bit more about story. They can be personal. I can present a lot of things: about family, about somebody, about imported moments of the life.

They can be descriptive. Teacher can make a beautiful story from that and it will be really interesting to students, and for him to present. Contents another thing are creative stories.

This stories can be made in two ways: for adults and for children.

About creative stories, we can say, it is net of action, situations. They are crossing activities, they are reflecting, they are message for children and for adults.

### **Methods of storytelling.**

There are 6 story stereotypes:

1. The way of the hero
2. Common enemy
3. The story of the clown
4. From the failure to a success
5. Hero, by accident
6. We have assign God

They are very important, mainly for teachers, that are education, that are working in preparing students to create they are stories. There are a lot of methods and a lot of technique.

What we can give to children when we are guide them – first of all methodology of making a story. Second, of cause, we creating a book of the story, we need images. You can guide them, how to make search in the web. After, we have steps of the story. We should have good and bad heroes in our story and final massage of the story: please help the forest, make this is clean, make things like that. It is very important to teach children in this type of things.

I have many of the stories, just to show You, but not now, because otherwise you got to sleep something like that.

So let's go to the next step and the next step about storytelling introduction to the methodology to create in the power point, because all is available in the power point.

Introduction searching in web and after, we can even teach our students to create youtube channel and publish them (stories) there. This is challenge for a future.

### **Important steps are:**

All the stories have heroes

They have always a mission

Heroes are living somewhere

All the stories are starting the same way

Mission are taking place somewhere

There is always the bad one to create problems

There are always good one to help

The good one have always something new to help

There is always happy end, and the beds are punished

And moralized conclusion

### **For a type 2**

Tools and technique

**Story type 3**

Presenting contents

1. *by subject*
2. *narrating parts of History*
3. *inform and describe*

In this stories you can have stories for presentations for adults and for children

**Conclusions.** To be teacher in the 21st century is great challenge and it needs a lot of preparation. A lot of things have been changed during the past 70 years. First huge computer (in 1943) incredibly changed to miniature pocket computers that are thousands of times smaller and thousands of times more effective in performance and productivity. E-learning 3.0 is based on synchronous interactivity, and it was only possible after 2004 due to a significant increase of Internet bandwidth available, the evolution in video compression, stream video and sophistication of virtual classroom platforms (Antonio dos Reis, 2012, p.5). It was another revolution. As a result, e-learning has transformed in a new form: b-learning - where students will never be alone and interactivity will become very important. Now, b-learning has a different format. Teachers must develop from a teacher to b-teacher or b-tutor, offering a mixed teaching experience. This is the challenge of story telling but we are facing today a revolution of sharing, revolution of multimedia, revolution of thinking – this is digital story telling. Revolution and in our revolution we are the similar in the way we say. We tell our stories, we say our poetry, we say our romanticism and we tell about our technologies. Are you prepared to be the best storyteller of 21<sup>st</sup> century?

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