

SLA PhD Students' Perceptions of a Collaborative Digital Storytelling Project

JALTCALL Conference 2021

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Patrick Mannion

Introduction

- Descriptive qualitative case study on experiences and perceptions of PhD students who had collaboratively created DS in a course focusing on use of ET in L2 education.
- 17 PhD students in a SLA & ET Program in the US
- Thematic analysis
- Findings:
 - Found project enjoyable, motivational, and rewarding.
 - Increased knowledge of ET and DS as teaching-learning activity.
 - Challenges related to using unfamiliar ET.
- Implications:
 - DS can improve teacher knowledge.
 - Facilitating students' participation can improve effectiveness of DS projects.

Rationale

- DS is a popular teaching-learning activity across the curriculum.
- Teacher educators and researchers have employed DS in a variety of disciplines, including L2 Education.
- Uses of of DS include
 - +teacher knowledge
 - ET
 - Disciplinary Knowlege
 - Pedagogy
 - TPACK
 - exploration and expression of
 - experiences
 - identity
 - social issues
 - Relatively few DS studies involving SLA doctoral students
 - Knowledge of education majors' DS experiences may assist the design of following DS projects.

Definitions of DS

“Digital Storytelling”

(Lambert, 2009, 2013; Story Center, n.d.)

- Community art work in San Francisco area in 1990s
- *seven components*
 - Brief (2–3 minute) videos of personal stories that authors narrate with their own voices. Lambert emphasizes the use of still over moving images and recommends the inclusion of background music “to add meaning and impact to the story” (Lambert, 2009, p. 38)

Educational Uses of DS

Robin (2016):

“1) personal narratives - stories that contain accounts of significant incidents in one’s life; 2) historical documentaries – stories that examine dramatic events that help us understand the past, and 3) stories that inform or instruct the viewer on a particular concept or practice (ROBIN, 2006).”

(p. 18)

Operational Definition of DS

Synthesis of several authors' definitions:

Brief videos (approximately 2–10 minute) videos in which the authors narrate personally relevant experiences or share knowledge or viewpoints. DS consist of still or moving images and may feature background music and/or onscreen text.

(Bran, 2010; Lambert, 2013; Robin, 2016)

Some Uses of DS in Teacher Education

Teacher Knowledge

Ed. Tech

Røkenes (2016)

Pedagogy

Alcantud Diaz (2016)

Disciplinary

Soler-Pardo (2014)

TPACK

Asik (2016)
Clarke (2017)

Identity

Class & Shame

Van Galen (2017)

Community of Practice

Chigona (2013)
Mannion & Lontas
(Under Review)

Experiences: Reflection & Expression

Practica Experiences

Ng & Nicholas (2015)

Intercultural Experiences

Dell Jones (2018)

Exploring Issues

Racism

Matias & Grosland
(2016)

Other Research Rationales

Engagement within Communities

Communities of Practice

- Chigona (2013)
- Mannion & Liontas (Under Review)

Contents of DS

Bozdogan (2012)
Davis et al. (2017)
Ng & Nicholas (2015)

Experiences with DS

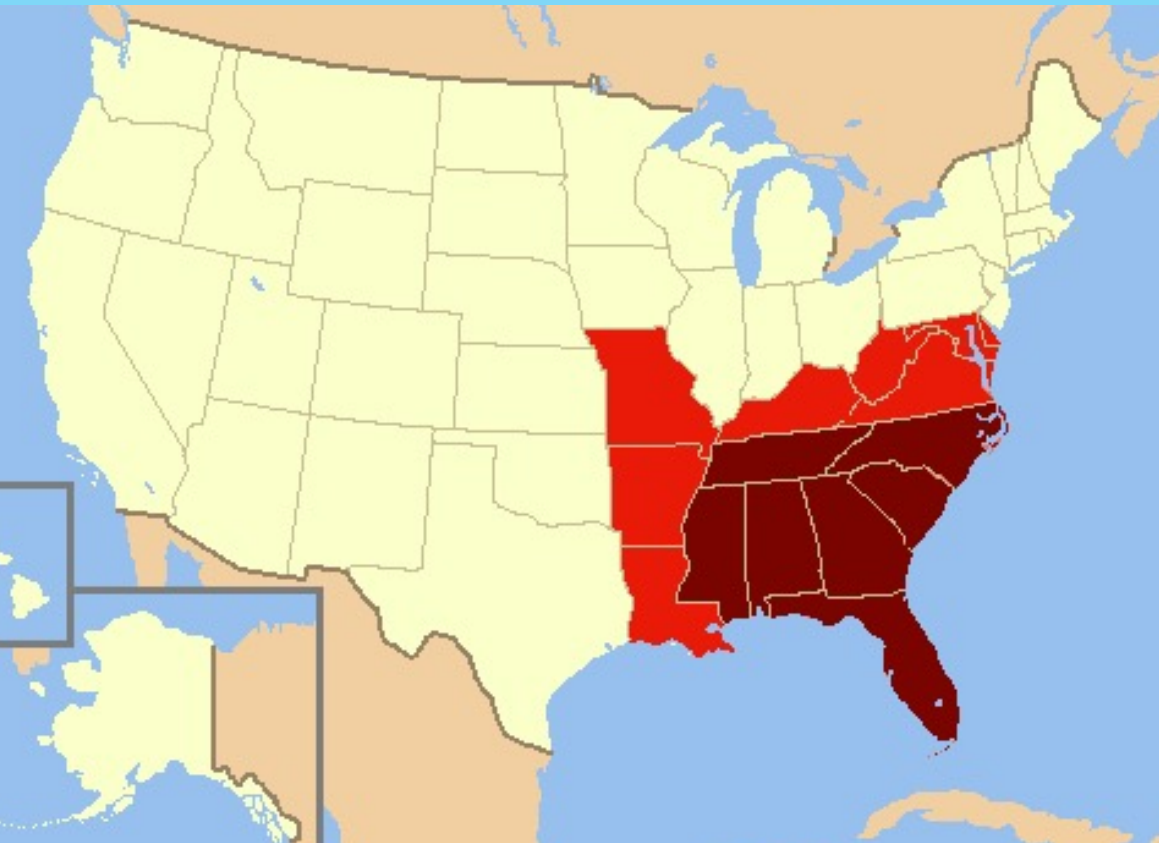
Özüdoğru & Çakır (2020a)
Park (2019)
Yigit (2020)

Research Questions

In what ways do SLA doctoral students experience a DS project?

In what ways do SLA doctoral students perceive DS?

Context



- large, public research university
- College of Education

- SLA & Ed. Tech. PhD Program
- 6-week hybrid summer seminar on use of ET in L2 education

Participants

16 doctoral students & 1 doctoral candidate



- China
- Cuba
- Indonesia
- Kuwait
- Libya
- Malaysia
- Saudi Arabia
- Turkey
- United States
- Venezuela

First Languages:

Arabic (5), Chinese (1) and Mandarin Chinese (2), English (3), Indonesian (1), Malaysian (1), Spanish (3), Tuareg (1), Turkish (1)

Digital Storytelling Project

- Group members self-select.
- 4 groups (4–5 members)
- Narrative Format
- Up to 10 minutes
- Promote use of CALL or MALL Tools in L2 education
- Imagined Audience & Context: L2 Teacher Professional Development

**Learning
Management
Systems (Canvas)**

**Google Apps
(Docs, Forms, Slides)**

**Augmented Reality
(AR)**

**Games &
Immersive
Technology
(AR & VR)**

Data Collection

Asynchronous Online Discussion Forum Posts

- 6 weekly discussions
- CALL & MALL Topics
- 1 Post & Responses to Classmates

Digital Surveys

- Google Forms
- 14 Responded

Semi-Structured Interviews

- 1 or 2 Participants from Each of the 4 DS Groups
- 7 Total Interviews

Data Exploration: Thematic Analysis

Qualitative Data Analysis Software: MaxQDA

The screenshot displays the MaxQDA 2020 Reader interface. The top menu bar includes 'Home', 'Variables', 'Analysis', and 'Reports'. Below the menu is a toolbar with icons for 'New Project', 'Open Project', 'Document System', 'Code System', 'Document Browser', 'Retrieved Segments', 'Logbook', 'Teamwork', 'Merge Projects', 'Save Project As', 'Save Anonymized Project As', 'Project from Activated Documents', 'External Files', and 'Archive Data'. The main window is titled 'Document Browser: FLE 7700 Discussion Blogs Summer 2018 (2618 Paragraphs)'. On the left, a 'Documents' tree shows a folder 'Discussion Blogs Summer 2...' with 3313 paragraphs. Below it, a 'Code System' tree shows a folder 'DS Group Project' with 18 paragraphs, and a sub-folder 'creating and editing DS' with 11 paragraphs. The main text area shows a paragraph of text with various codes applied, such as 'joy', 'gamification', 'VR', 'AR', 'IT - intere', 'overwhel', 'Digital Sto', 'classmates', 'sharing ideas', 'enjoyment', 'learning from classmat', 'assignments/activities', 'DS Group Project', 'creating and editing D!', 'future plans', 'Digital Storytelling', 'DS use in future', 'Digital Storytelling', 'IT - previous beliefs', 'annotated bibliography', 'AI', 'gamification', 'learned from readings', 'Liontas', and 'classmates'. The text area also shows line numbers 2282 and 2283.

Thematic Analysis (Guest et al., 2012)

- Carefully read text.
- Coded text and wrote memos.
- Identified code groups.
- Organized code groups into themes.

Discoveries: 3 Themes

Processes and Products of DS Project

Learning Outcomes

Challenges

Discovery: Processes and Products

enjoyable and motivational

proud of products (DS)

collaboration

Discovery: Outcomes/Takeaways

knowledge of ET

beliefs about ET

**teaching-learning activity to
employ with future students**

Discovery: Challenges

Unfamiliar ET

Poor-Quality Equipment

High Costs of Resources

Finding Copyright-Free Images

Citing Images

Coordinating Group Efforts

Implications

Motivating and Enjoyable

Multimodal Expression of Meaning

Develop Teacher Knowledge

Positive Changes in Beliefs

Challenges of ET

Collaborative vs. Individual DS

Limitations

Short Summer Course

Delay in Data Collection

Familiarity with Participants

Collaborative vs. Individual DS

Hermeneutic Considerations

Recommendations for Research & Practice

DS for Reflection on Experiences

Backward Design of DS Projects

Discussion Forums, Papers, etc. for Reflection on DS

Individual DS, Collaborative DS, or Combination

Consider Audience

Publish? Digital Portfolio?

Revision of DS?

Story Circle?

Examples of Resources for DS

Educational Uses of Digital Storytelling

College of Education–University of Houston

<https://digitalstorytelling.coe.uh.edu/>

StoryCenter

Lambert, Atchley, Mullen

<https://www.storycenter.org/>

Digital Storytelling

Dr. Helen Barrett

<http://electronicportfolios.org/digistory/index.html>

Digitales: The Art of Telling Digital Stories

Bernajean Porter

<http://www.digitales.us/>

**Thank you for watching
my presentation.**

Select References

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