SLA PhD Students’ Perceptions of a Collaborative Digital Storytelling Project

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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 DS include
  o +teacher knowledge
    o ET
    o Disciplinary Knowledge
    o Pedagogy
    o TPACK
  o exploration and expression of
    o experiences
    o identity
    o social issues
  o Relatively few DS studies involving SLA doctoral students
  o Knowledge of education majors’ DS experiences may assist the design of following DS projects.
“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)
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)

**Identity**
- Class & Shame: Van Galen (2017)
- Community of Practice: Chigona (2013), Mannion & Liontas (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?
• SLA & Ed. Tech. PhD Program

• 6-week hybrid summer seminar on use of ET in L2 education

• large, public research university

• College of Education
Participants

16 doctoral students & 1 doctoral candidate

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

Thematic Analysis (Guest et al., 2012)

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


