

**Title:** **Tales from the digital classroom: engaging staff with digital stories to enhance learning and teaching**

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### **Abstract:**

#### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- LO1 Understand the value of digital stories in enhancing the student's understanding / learning experience
- LO2 Understand some of the issues involved in making a digital story
- LO3 Gain some of the practical skills of storyboarding

#### **Session Outline**

Key issues to be addressed are:

Digital storytelling is a powerful medium which can enhance student learning by presenting real life stories using audio and video. The stories complement the involvement of patients in the classroom, enabling their authentic voice to be heard and bridging the gap between theory and practice. Greenhalgh and Hurwitz quoted in Stacey and Hardy (2010) state "Patient stories are ..memorable ..grounded in experience, encourage reflection".

Evaluation of the use of digital stories in the classroom has shown that they enable students to gain a deeper understanding of a patient's condition. Students commented that hearing the story made the theory they study make sense. They found the experience more interesting and thought provoking than reading a case study in a text book.

Although developed within the School of Health Studies (SoHS) the technique of digital storytelling has application across any profession requiring a deep understanding of the patient/client.

The aim was for lecturers to create and produce video and audio clips which could then be accessed anytime, anywhere, on any device. Digital stories enable students to take control of their learning and are flexible, reusable resources.

The project aimed to produce a number of stories quickly, easily and cheaply. We used an agile approach which gave us the flexibility to adapt to different working practices.

There were several technical and practical challenges. Lecturers recorded the patient's experience which was used to create a movie. The creation process was time consuming and different methods were tried to speed this up. We now use a blended production process whereby the learning technologists collaborate with the lecturers.

The presentation will include reflections in digital story format from the lecturers and learning technologists about the production process and the value of using the digital stories.

### Session Activities and Approximate Timings

Time	Activity	LO Ref
05	Introductions	-
15	Presentation: Including video clips of digital stories and interviews	LO1 LO2
10	Discussion: <i>For discussion papers please include a few indicative questions which will focus the discussion element.</i>  What is the added value of adding images to an audio file for the learner? What is the value of digital storytelling to the learner? Can digital storytelling be used to support learning in other subjects? What other approaches / techniques have been used to bring the service user / patient / client voice into the classroom? How does digital storytelling complement or support these approaches?	LO1 LO2
10	Activity: Create a storyboard from a short transcript (work in pairs) How would you illustrate this?	LO3
05	Plenary: Post-it wall Suggest one way in which you could use digital storytelling in your area	LO1

### References

Stacey, G., and Hardy, P., (2010) Addressing the Shock of Reality for Newly Qualified Mental Health Nurses through Digital Storytelling in: *Living and Learning, Learning and Teaching: mental health in higher education*: 30th -31st March 2010 Lancaster University