

**Title:** Using storytelling in learning and teaching

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### Session Learning Outcomes

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

- Identify opportunities to incorporate storytelling into their educational practice
- Describe the indications for storytelling
- Reflect on storytelling in their educational practice
- Recognise the impact of storytelling on learners
- Articulate the impact of storytelling on their own identity as educators

### Session Outline

This session will build on learning from a project centred on a resource co-created by students to support lecturers in their use of storytelling; that is when lecturers use their own experiences to illustrate theoretical teaching, increase confidence and re-contextualise their experiences in their teaching. The resource contains illustrations of where lecturers have used their own experiences to promote resilience, ease transition and inspire students and staff.

Students provided their views, examples and top tips for using storytelling with the aim of lecturers gaining insight into the impact of storytelling on the student journey, especially through transitional phases. The project is a partnership between lecturers and students with the overall aim of raising awareness and increasing the meaningful use of storytelling in educational practice.

The practice of storytelling as recontextualisation or reworking knowledge plays an important part in the education of students. Sometimes described as *invisible* or *unplanned* and certainly unrecognised learning takes place when lecturers use their experience to illustrate theory and bring meaning to our educational practice (Evans et al 2010; Evans and Guile, 2012).

Building on this established work and informed by the findings of our evaluation, this session will disseminate guidance materials and give participants the opportunity to share their experiences, practice their storytelling, and reflect on and explore storytelling in their

own practice. The session will encourage participants to consider the context and effectiveness of storytelling in addition to its effect on the storyteller. Although originally conceived in the health disciplines, this practice has widespread application, which will be explored in the workshop, drawing on the work of the [Stanford University resilience project](#)

### Session Activities and Approximate Timings

Time		Materials	Participants	
0-7	Warm up and storytelling icebreaker	Storytelling cards	Whole group	
7-20	Introduction to storytelling	PowerPoint presentation	Whole group	
20-30	Learner-developed guidelines	'Top Tips for storytelling' cards	Whole group	
30-50	Assessing participants' practice against learner guidelines	Group work and feedback	Small groups	
50-70	Storytelling in my practice	Exploring in pairs with examples	Participants, in pairs prepare to share one story from their educational practice with the large group	
70-80	'I wish'	Video from Stanford University Resilience project	Large group: Participants watch video followed by discussion	
80-90	Wrap-up action points from participants	Participants identify two action points for on going educational practice. Action cards.	Large group and individual work	

### References

Evans, K., Guile, D., Harris, J., Allan, H. T. (2010). [Putting Knowledge To Work: A new approach](#). *Nurse Education Today*, 30, 245-51

Evans, K., & Guile, D. (2012). Putting Different Forms Of Knowledge To Work In Practice. In *Practice-Based Education: Perspectives And Strategies*, Eds Higgs, J., Billett, S., Hutchings, M., & Trede, F. 113 – 136. Rotterdam: Sense Publishers