Digital Narratives: learning stories for ECE professionals

Personal reflecting and e-portfolio narratives
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Abstract

- Learning Stories, the narrative assessment tool developed at Waikato University, privileges the child's and parents' voices over others'.
- This presentation is designed to bring together theory concerning narrative, digital multi-media technology and reflections on the decentred self.
- Theorists include Fairclough, Foucault and New Zealand writers McDury and Alterio

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Digital Narratives: learning stories for ECE professionals

- Introduction
- Rationale
- Setting the scene: modelling two digital narratives
- Theory behind digital narratives
- Story finding … and story telling

Why look at stories?

Foucault: 'Knowledge' is not <u>only</u> what is already known *(a priori)*. 'Discursive practices' provides richer, subjective knowledge.

Also, power is created and transferred throughout discourse/conversation.

Derrida: Knowledge is culturally and historically defined and can be 'deconstructed' to show these perspectives.

Fairclough: *Textually oriented discourse analysis*. Practice is shaped by discussion and can be analysed linguistically.

Five stage approach to learning:

- Noticing
- Making sense
- Making meaning
- Working with meaning
- Transformative learning

(Moon cited in McDrury & Alterio, 2002, p.43f)

Connection: learning to storytelling

Map of Learning
- Noticing
- Making sense
- Making meaning
- Working with meaning
- Transformative learning

(Moon 1999 cited in McDrury & Alterio, 2002)

Learning through Storytelling
- Story finding
- Story telling
- Story Expanding
- Story Processing
- Story Reconstructing

(McDrury & Alterio, 2002)

Learning through Storytelling

• **Story finding**

- Often high emotional content: excite, upset or intrigue
- Not often aware that we are thinking of a particular situation.
- A story "may find me!"

Learning through Storytelling

• **Story telling**

- Focus on organising and ordering content.
- Purpose to understand story itself.
- May be superficial linking of ideas.

Learning through Storytelling

• **Story Expanding**
- Meaning is made of shared events
- Forgotten aspects are recalled
- Feelings are clarified
- Past experiences are linked to existing knowledge
- Intense feelings may show unresolved emotions.
- Shift is made from surface to deep learning.
Successful presentation: It is crucial how the "why?" questions are addressed.

Learning through Storytelling

- **Story Processing**
- Deep learning with this reflection
- Focus shifts to working with meaning
- Develops multiple perspectives of events.
- Review raises awareness of personal knowledge
- Tellers' feelings are acknowledged & valued.
- Deeper understanding of relationships between meaning and context.

Learning through Storytelling

- **Story Reconstructing**
- More critical emphasis
- Tellers and listeners can interrogate and evaluate stories critically from many perspectives.
- Dialogue is reasoned, thoughtful and constructive.
- Practice may now be changed: the practice has been informed by theory (Praxis)

Some useful resources

Adams, P., Vossler, K., & Scrivens, C. (2005). *Teachers' work in Aotearoa New Zealand.* Southbank, Vic. : Thomson/Dunmore.

Barrett, H. (2004). *Electronic portfolios: Digital storytelling for reflection and deep learning: Standards-based electronic portfolio handbook for assessment and evaluation.* Version 4.0.3. November, 2004.

Hill, D. (2003). Theory as story: a framework for understanding and articulating the narrative of personal practice. *The first years: Nga tau tuatahi. New Zealand journal of infant and toddler education.* 5(2). 22-26.

Leibrich, J. (ed.) (1999). *A gift of stories.* Dunedin, N.Z. : University of Otago Press/Mental Health Commission.

McDrury, J., & Alterio, M. (2002). *Learning through storytelling: Using reflection and experiences in higher education contexts.* Palmerston North: Dunmore.

Selwyn, N., Gorard, S., & Furlong, J. (2005). *Adult learning in the digital age : information technology and the learning society.* New York : Routledge.

White, M. (2000). *Reflections on narrative practice : essays and interviews.* Adelaide, S. Aust. : Dulwich Centre Publications.