

Intercultural Awareness through Digital Storytelling

Sandra Ribeiro

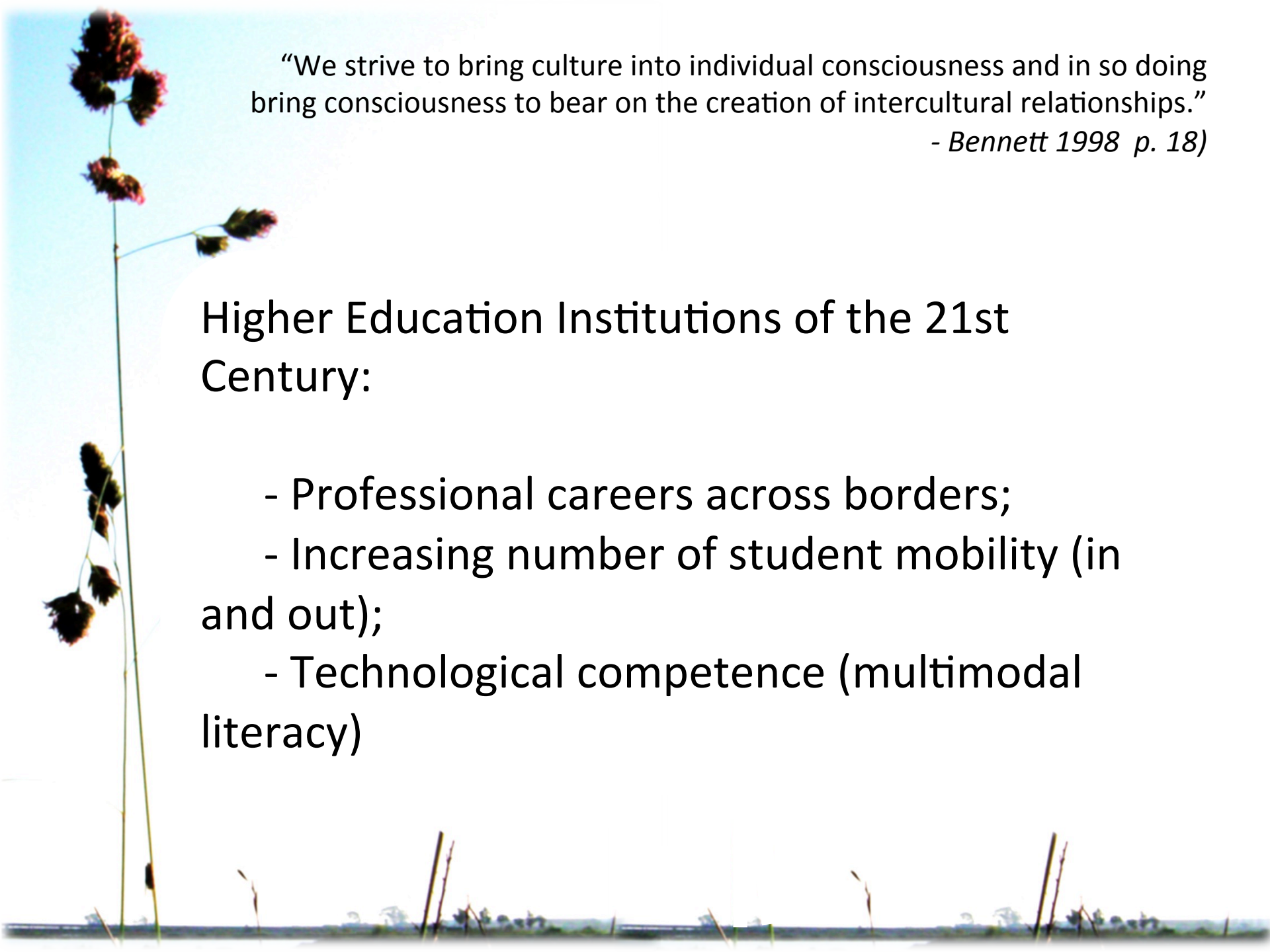
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The image shows a scenic view of a body of water with reeds in the foreground and a bridge in the distance under a clear blue sky. The text is overlaid on the left side of the image.

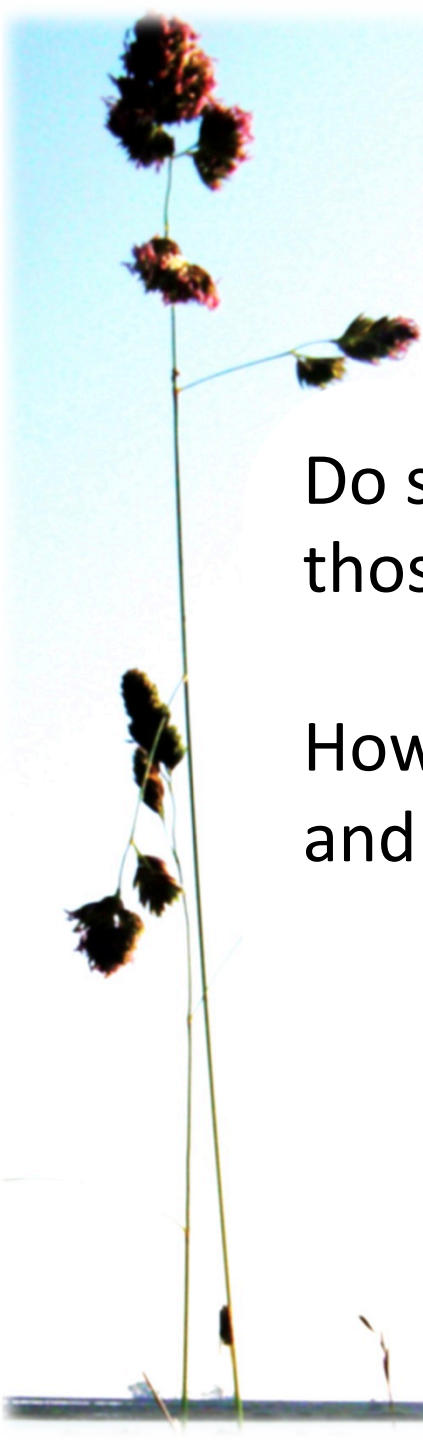


“We strive to bring culture into individual consciousness and in so doing bring consciousness to bear on the creation of intercultural relationships.”

- *Bennett 1998 p. 18*)

Higher Education Institutions of the 21st Century:

- Professional careers across borders;
- Increasing number of student mobility (in and out);
- Technological competence (multimodal literacy)



Do students have the skills needed to deal with those differences and issues?

How can teachers increase cultural awareness and prepare students for today's challenges?

Preparing students to live and work in plural societies as socially responsible and interculturally knowledgeable citizens implies:

- knowledge of others;
- knowledge of self;
- skills to interpret and relate;
- skills to discover and/or interact;
- valuing others' values, beliefs and behaviours;
- and relativising one's self.

From Storytelling to...

The narrative is the primary form of human understanding.

Storytelling is recognized as being essential to comprehend oneself and the world.

Stories shift perspectives on experience, constructing and deconstructing knowledge.

= teaching and learning

... Digital Storytelling as a deep learning tool

DS is capable of integrating different literacies and language skills, as it combines multimedia researching, production and presentation skills with more traditional activities like writing and oral production skills.

... Digital Storytelling as a deep learning tool

-implies a 2–3-minute personal story

-the use of graphics, audio, and video

-with many if not all of the following elements:

Point (of View);

Emotional Content;

Soundtrack;

Pacing.

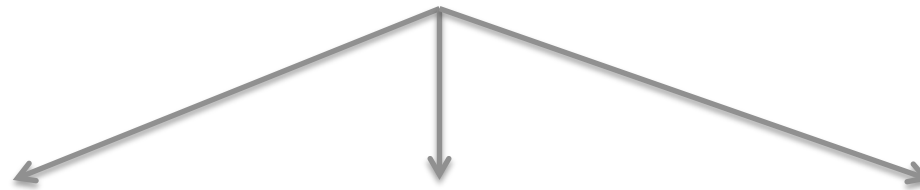
Dramatic Question;

Voice;

Economy;



... Digital Storytelling as a deep learning tool



Story Circle

writing/narrative
creativity
reflection/self-reflection
higher levels of learning

Story Creation

technology
visual competence
media/Multimodal literacy
critical view of media

Story Show

social process
formative feedback
prompt for future

Methods and Procedures

-Aim: understand DS as a means to foster intercultural awareness

24 participated in the study: 19 (79%) local and 5 (21%) international students

(2014 | 2015: 67 daytime + 42 night students + 19 mobility)

Findings

- Activity difficult and were uncertain of what it entailed;
- Overall feeling was positive: (55%) “interesting challenge” to develop creativity and have fun;
- The concept of DS was new (50%);
- Students were not aware of copyright issues;
- Relevance for their future professional lives;

Findings

- Group discussion on each member's intercultural experiences was important;
- Students revealed some anxiousness about sharing their story in class;

"We are always building bridges of knowledge, using what we already know to construct our identity. It's about using all the tools to enrich knowledge in areas that would be helpful in our lives."

Conclusion

Students were encouraged to think deeply about intercultural issues and personalize their experience and also clarify what they knew about the topic before and during the process of developing and communicating their stories. The well-chosen points of view, unconventional content and varied resources suggest that students did not just report facts and concepts connected to cultural and intercultural issues, but reflected on their own thoughts and engagement with these issues.

Thank-you!

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