

Building Confidence and Competency: The Effects of Digital Storytelling

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FURTHER INFORMATION
This poster and further information is available at <http://www.theibsc.org/>
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INTRODUCTION

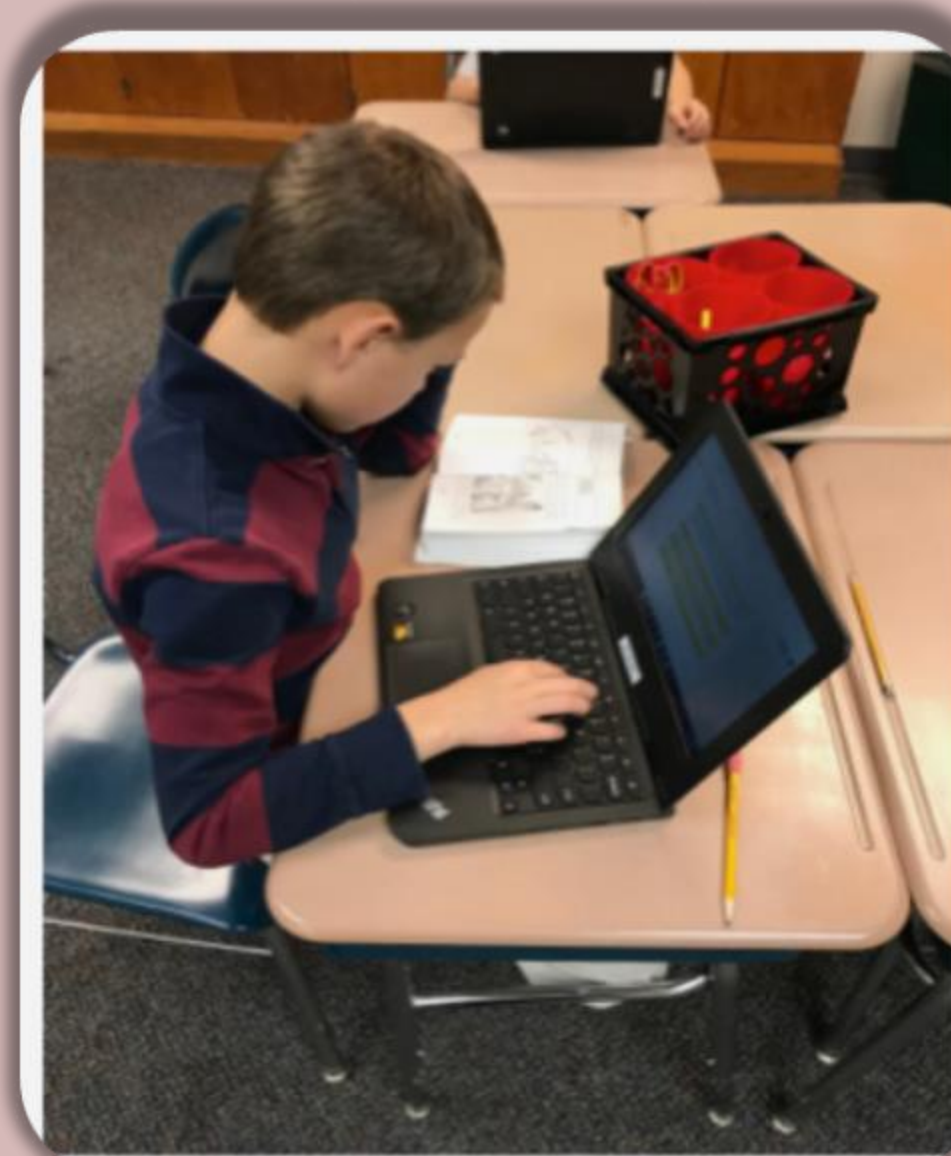
As Lower School boys transition from learning to read to reading to learn, student skill acquisition and self-confidence can often falter, especially for those with a distinct learning profile. Recognizing an identified and direct correlation between student achievement and self-confidence, I focused my action research on the impact that the integration of digital storytelling tools might have on boys in my Grade 3 reading group. The boys explored use of a variety of digital tools, allowing for a more creative approach to storytelling, while also alleviating the stressors often present with traditional pencil to paper writing.

"I thought it was better because I learned how to use new words to add detail."

"I enjoy improving my old work and seeing how I can do better with my work."

"You can take lots of their ideas. You can get more ideas because you're reading from an actual writer."

"Sometimes if you're trying to write something down you forget. It's actually easier to read my story instead of putting it down on paper."



THE RESEARCH ACTION

Assess & Plan

Surveys, Questionnaires, Interviews

Instruct & Integrate

Elements of Writing & Digital Tools

Evaluate & Reflect

Effectiveness of Digital Tools

RESEARCH CONTEXT

St. Christopher's School, Richmond, VA, USA

Approximately 970 students in Grades JK-12th

9 Grade 3 boys
Differentiated Reading Group

How might incorporating digital storytelling build self-confidence and enhance literacy skills in Grade 3 boys?

The boys recognized the need for more detail in their writing.

The boys requested more time for targeted feedback and reflection.

The boys expressed a desire for more independent reading and read-alouds.

The boys acknowledged the benefits of a digital tool.

DATA COLLECTION & ANALYSIS October 2018 to January 2019

Students & Parents

- Surveys
- Writer's Self-Perception Scale
- Interviews

Teacher

- Observations
- Field Notes
- Formative/Summative Assessments

Digital Products

- Wixie
- Storyboard That
- Green Screen
- iFunFace
- We Video

KEY READINGS

Groce, R. (2004). An experiential study of elementary teachers with the storytelling process: Interdisciplinary benefits associated with teacher training and classroom integration. *Reading Improvement, 41*(2), 122-128. Retrieved from <https://eric.ed.gov/?id=EJ705144>.

Hung, C., Hwang, G., & Huang, I. (2012). A project-based digital storytelling approach for improving students' learning motivation, problem-solving competence and learning achievement. *Educational Technology & Society, 15*(4), 368-379. Retrieved from <https://eric.ed.gov/?id=EJ992969>.

Menezes, H. (2012). Using digital storytelling to improve literacy skills. In *IADIS International Conference on Cognition and Exploratory Learning in Digital Age*. Retrieved from <https://files.eric.ed.gov/fulltext/ED542821.pdf>

CONCLUSION

While every storytelling lesson and digital tool implemented may not have suited the desires of every boy, in the end, all but one student pronounced that not only did he feel that his writing was better now than it used to be, but that he was also more comfortable writing in general. Classroom instruction is far from one size fits all and managing the perfect balance of content instruction and technology can be challenging. Acknowledging learning profiles while remaining flexible in instructional practice and in thought, however, allows student opportunity for academic and emotional growth.

