

Digital Storytelling Project as a Way to Engage Students in Twenty-First Century Skills Learning

- Lazareva A.^a,
- Cruz-Martinez G.^b

Abstract

This paper is focused on the implications of a collaborative digital storytelling project on student engagement in the higher education context. The empirical study is conducted with an interdisciplinary group of bachelor students in a Nordic University (N = 22) and a university in Southern Europe (N = 21), and the data are collected through an online student survey. The results demonstrate that the digital storytelling project supported students' behavioral, emotional, and cognitive engagement. In general, the students had positive emotional experiences with the project. This assignment format was found less stressful than a frontal presentation in the classroom, allowing the students to express their perspectives more freely and confidently. The digital storytelling format also opened up for more creative ways to approach the task. It was important for the participants to have the project assignment split up in several checkpoints with feedback from the instructor. At the same time, the students suggested several areas for further improvement. Those are mainly related to the guidance on the use of technology and scripting the learning process within the small groups. Based on the results of the study, a range of practical implications for teaching practice is formulated. © 2020 The Author(s) (2020). Published by Oxford University Press on behalf of the International Studies Association.

Author keywords

collaboration script; computer-supported collaborative learning (CSCL); digital storytelling; student engagement; WeVideo