

Matteo Stocchetti (ed.)

**Storytelling
and Education
in the Digital Age**
Experiences and Criticisms

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While the importance of the role of storytelling can hardly be overestimated, the impact of digitalization on this role is more ambivalent. In this second book-length publication of the programme Media and Education in the Digital Age – MEDA, the authors take a critical stance towards the alleged emancipative affordances of digital storytelling in education. The collection is inspired by the effort of making professional educators aware of the risks of the digital turn in educational storytelling but also of the opportunities and the conditions for critical engagements. Based on their research and field experience, fifteen scholars discuss in nine chapters these risks and opportunities, providing ideas, evidence, references and inspiration to educators and researchers.

The Editor

Matteo Stocchetti is Docent in Political Communication at Åbo Academy, Docent in Media and Communication at the University of Helsinki and Principal Lecturer in Critical Media Analysis at Arcada University of Applied Sciences. He is the initiator and main coordinator of the programme Media and Education in the Digital Age (MEDA).



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PETER LANG




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Preface

This volume is the second book-length publication of the research programme Media and Education in the Digital Age – MEDA.

MEDA is an interdisciplinary programme whose main goal is to support the circulation of critical knowledge about the educational role of digital technology. It should be clear that MEDA does not promote the use or the rejection of digital technology. Rather, it promotes a critical attitude towards the values, goals and, ultimately, pedagogical projects that inspire its usages in education. In this endeavour, MEDA shares many of the assumptions, interests, intellectual goals and conceptual tools of the critical traditions that pay attention to the changes affecting education as part of a larger reflection on the nature and direction of social change.

The notion of ‘critical’ that inspires the work and ambitions of MEDA includes at least three features: First, an explicit attention to the relations of power implied, reproduced, challenged or otherwise associated with the uses of digital technologies in education. Second, sensitivity towards the idea that the study of social phenomena is not detached from but very much part of and actually influential upon the phenomena investigated. Finally, the normative commitment to the idea that improvement in education should be defined in relation to a notion of the ‘individual’ as a value in herself and independently from other configurations instrumentally associated with this notion in the economic, political or religious domains.

In this volume the focus is on the impact of the digitalisation of education (the ‘digital turn’) on the educational role of storytelling. While the importance of this role can hardly be overestimated, the impact of digitalisation is more ambivalent. The contributors take a critical stance towards the alleged emancipative affordances of digital storytelling in education. The collection is inspired by the effort of making professional educators aware of the risks of the digital turn in educational storytelling but also of the opportunities and the conditions for critical engagements. Based on research and field experience, fifteen scholars discuss in nine chapters these risks and opportunities, providing ideas, evidence, references and inspiration to educators and researchers.

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Swaziland), Raine Koskimaa (University of Jyväskylä), Paul Mihailidis (Emerson College and Salzburg Academy on Media & Global Change), Rebecca Renatus (Technische Universität Dresden). Thanks also to Sami Rouhento for his precious help. Last but not least, the publication of this volume has been made possible also thanks to funding provided by the Fonden för Teknisk Undervisning & Forskning.

Notes on the Contributors

Cristina Aliagas-Marín (PhD) is a Postdoctoral Researcher in the Faculty of Education at Universitat Autònoma de Barcelona. Her interests in research encompass Ethnography and Digital Literacies. She researches on matters of literacy, youth culture, identity and digital reading/writing practices. Within this broad area, her publications cover a variety of topics: digital literacies in children's and youth life, the interface between digital literacies and the curriculum, and the role of digital literacies in curriculum innovation and change. Among her publications, she has recently published, with her colleague Ana María Margallo, the study "iPads, Emergent Readers and Families" in M. Manresa and N. Real (Eds.), *Digital Literature for Children* (2015, Peter Lang).

Greg Curran (PhD) is an English as an Additional Language (EAL) Teacher, and a Lecturer in Education at Victoria University, in Melbourne, Australia. His academic expertise encompasses literacy, EAL methods, health promotion, e-learning and education philosophy. His most recent academic publication is 'Are you Married: Exploring the Boundaries of Sexual Taboos in the ESL Classroom' in the publication, *Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative Approaches*, edited by Julie Faulkner (2012). Greg's teaching interests include media production to build literacy skills, e-learning, and student voice and agency especially as it relates to social justice related issues. Greg regularly writes for his education-related blog at PushingTheEdge.org. He also hosts and produces a podcast titled 'Pushing The Edge with Greg Curran' that focuses on innovation and social justice in education. Greg can be contacted at gcurran@iname.com.

Vincenzo De Masi (vdemas@gmail.com) is currently a Lecturer and Assistant Professor in Art and Media Technology at New York Institute of Technology (Beijing Campus at Communication University of China). He obtained his PhD at the University of Zurich and Lugano with a dissertation on creative industries focused on Chinese animation. His interests focus on three areas of inquiry: analysis of creative industries policy and strategy in creative economy in Asia, Culture and Media Studies, and Conceptual Art and its relation to New Media. He has written several articles and papers about that, and a book focusing on the Chinese animation industries is going to be released. www.vincenzodemasi.com

Tracey Leigh Dowdeswell is an attorney and a PhD candidate at Osgoode Hall Law School. She studies the applicability of the laws of war to counter-terrorism and counterinsurgency operations, focusing mainly on the Middle East region. She has recently published a critique of American and British reconstruction efforts in Iraq with her colleague Patricia Hania, as “Regulating Water and War in Iraq: A Dangerous Dark Side of New Governance” (2014)21:2 *Indiana Journal of Global Legal Studies*, Vol. 21, No. 2: 453–482.

Esin-Orhun Simge, is continuing her academic career as an Assistant Professor in the Communication Design Program at Özyeğine University. She obtained her Bachelor’s Degree in 1995, Master’s Degree in 1998 and PhD in 2007 in Architecture. She is running research projects, courses and publications relating to spatial communication, information architecture and design education. Her research interests focus on interactive exhibiting, design education, spatial communication in public spaces and interaction design ergonomics. Her academic work and achievements can be accessed at <http://simgeesin.com>

Julie Faulkner is a senior lecturer in the Faculty of Education at Monash University, Melbourne. She writes on matters of literacy, popular culture, identity, and digital reading and writing practices. Her research supervision includes intercultural communication pedagogies, critical reading practices, curriculum design and video games, such as *Minecraft*, as powerful learning environments. She has edited *Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative Approaches* (IGI Global), and has jointly authored *Learning to Teach: New Time, New Practices* (Oxford University Press), currently in second edition.

Nachshon Goltz is an academic, entrepreneur and lawyer. Nachshon teaches law at York University, he is the co-founder and editor in chief of Global-Regulation.com, the world’s largest search engine of legislation and related regulatory documents, and is licensed to practise law in Israel and Canada. Nachshon is completing his PhD at Osgoode Hall Law School, York University (Canada), and earned his LLM in law and technology from Haifa University (Israel), LLB from the Academic Center (Israel) and a BA (Psyc.) from Haifa University (Israel). With Tracey Dowdeswell, he is currently writing a book, “The Imaginationless Generation” (forthcoming).

Gloria Gomez-Diago (PhD) has a postgraduate degree in Pedagogy from the University of Vigo. Her research combines theoretical and practical perspectives on research methodologies in communication research, virtual communication,

and the uses and applications of online platforms such as virtual worlds. Among her latest publications are “Communication in crowdfunding online platforms” (2015) in Nelson Zagalo and Pedro Branco (eds.): *Creative Technologies: Create and Engage Using Art and Play*. London: Springer Verlag, and “The role of shared emotions in the construction of the cyberculture. From cultural industries to cultural actions. The case of crowdfunding” (2016) in Sharon Tettegah (ed.): *Emotions, Technology and Social Media*. Elsevier.

Yan Han is currently a PhD candidate in Animation and Digital Arts at the Communication University of China. She holds a Master in Animatronics from the Communication University of China. She published *The Key Points of Developing Innovative Talent in Animation Education* in China Animation Yearbook 2013 and *The Study on Creativity Loss of Chinese Cartoon Industry Basing on the History of Shanghai Animation Film Studio* in an essay collection of China Doctoral Forum of Digital Innovation Art in the New International Media Age in 2014. Her research interest is in original Chinese animation films. She has developed a great passion for animation and also made an animated short film.

Ana M. Margallo (PhD) is a lecturer in the Faculty of Education at Universitat Autònoma de Barcelona. Her research focuses on the teaching/learning of literature. Her publications follow several lines of inquiry: the ways through which the school project approach affords children and young people to become competent readers, how to choose literary works for pedagogic purposes and the integration of literature in classrooms for supporting the learning of new-coming immigrant students. More recently, she has been interested in media literacy, social practices and school practices in digital environments, resulting in publications such as the following one, co-authored with her colleague Cristina Aliagas, currently in press in the Wiley journal *Literacy*: “Children’s responses to the interactivity of storybook apps in family shared reading events involving the iPad”.

Nathalie Hyde-Clarke (PhD) is Head of the Department of Culture and Communication at Arcada University of Applied Sciences, and a Docent in Media and Communication at the University of Helsinki. She has a strong interest in representation in news media, particularly as it pertains to African communities in the global media. She has also published a number of academic articles based on her teaching and learning experiences at the tertiary level. Her most recent publication on this topic is: Hyde-Clarke, N. 2013. Facebook and Public Debate: an Informal Learning Tool for the Youth. *Journal of African Media Studies* 5(2): 131–148.

Anne Katrine Nørgaard Isholdt is employed at VUC Storstroem, an adult educational centre in Denmark. She works as a pedagogical IT consultant, supporting the teachers' use of ICT and working with strategic development involving ICT. Her areas of special interest are learning games, game development for students, video-based teaching and virtual learning environments. She is collaborating with a researcher in the areas of blended learning, innovative teacher development and game-based learning, but personally, she is not currently conducting research. Furthermore, she participates in networks and projects involving scenario-based e-learning and game-based learning in the adult educational sector.

Susana Tosca is Associate Professor of Digital Aesthetics at the IT University of Copenhagen. Her PhD dissertation, a poetics of hypertext literature, was awarded the summa cum laude distinction in 2001. She has worked on electronic literature for many years, the storytelling potential of computer games, and complex reception processes, with a side interest in fan activity and the distributed aesthetic formats of the Web 2 era. She is the author of *Understanding Videogames*, third edition (Routledge, 2016).

Matteo Stocchetti is a Docent in Political Communication at Åbo Academy, Docent in Media and Communication at the University of Helsinki and Principal Lecturer in Critical Media Analysis at Arcada University of Applied Sciences in Helsinki, Finland. He is the main coordinator of the programme Media and Education in the Digital Age – MEDA. His research and teaching work is inspired by critical approaches to communication, education and media. Among his recent publications is Stocchetti Matteo, (2015) 'Making Futures: The Politics of Media Education'. In Kotilainen S. and Kupiainen R. (eds.): *Media Education Futures*. Nordicom: Clearing House Göteborg, pp. 183–193.

Niklas Tarp-Petzke is a graduate from the IT University of Copenhagen and Goldsmiths University London. He is currently employed as a communications consultant at HOFOR (Greater Copenhagen Utility), working with strategic communications and social media. His areas of special interest are digital network structures, surveillance society, remediation as a translator within critical media studies, and social media. He is part of a research network called Open System Association (<http://opensystem.org.uk/about/>).