

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

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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.

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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.

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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.

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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).

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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.

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