**Defense of Innovation for Multimedia Presentation**

Heather Rogers

[heather.rogers2@waldenu.edu](mailto:heather.rogers2@waldenu.edu)

Walden University

Dr. Carol Watson

Ed. S. Educational Technology

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Introduction

Technological innovations like wikis, interactive whiteboards and digital storytelling all serve to provide positive impacts on education; however there is one innovation that, overall, would be easier and more quickly diffused into the educational community. Digital storytelling is a new technological innovation that has begun to emerge into classrooms, ranging from early elementary to upper post secondary education (Sadik, 2008). These stories are a new and innovative way for students to use video, images and sounds to better relate and connect with the given content (Sadik, 2008).

Defense of Innovation: Digital Storytelling

Original storytelling has been seen as the most original form of instructing and it is used to allow students to relate personally to an idea (Sadik, 2008). Over the past decade the use of videos, recording and the internet in education has changed the way we collect and utilize information. With digital storytelling, students and teachers incorporate traditional storytelling with new technologies to create meaningful stories that include student’s interests with the content area.

Digital storytelling would be beneficial to education because it not only incorporated technology into teaching, but it allows the learning to be student centered, and it given students the freedom to incorporate their creativity and personal experience into their projects (Sadik, 2008). Digital stories also allow students who may struggle with the traditional writing process to apply what skills they possess into building a digital story, weaker components of the writing process can be scaffolded and linked to traditional literacy skills (Sylvester & Greenidge, 2009). Through the incorporation of digital storytelling technology, student’s intrinsic motivation levels increase throughout the project as they are able to see their personal effort pay off as they complete and share their final product (Heo, 2009).

The selection of digital storytelling is apparent due to the nature of the technology. Digital technology is a tool that can be adopted into any grade level and in any content area. The psychology of the diffusion may be a concern, however with proper training and implementation of the technology it will be successful. With the vast digital storytelling program alternatives educators are able to choose what programs will best suit their student’s ability level. All projects involve student-centered learning, and allow students to branch out from traditional learning and create individual pieces of information. Digital stories also provide teachers with alternative methods for assessing students learning while promoting collaboration with peers.

Sadik (2008) conducted a study that would focus on the impact that digital storytelling would have on the learning process, did digital storytelling have an effect on the success of teachers incorporating technology into learning and how did the teachers perceive the overall incorporating of digital stories. The study focused on two private school classes that were given a task to create a digital story in small collaborative groups. It found that overall the students were encouraged to gain a deeper understanding of the material and realized the importance of creating a well developed storyboard to guide their project (Sdaik, 2008). Through developing these stories many students were able to develop technology skills they had no prior experience with and it was also noted that students motivation and engagement increased (Sadik, 2008).

Conclusion

Just like any new innovation, digital storytelling will take time and training to perfect the process with a given group of students. The positive outcomes of incorporating digital stories into the curriculum far outweigh the apprehension some educators may possess. Students are entering school with vast technological skills, and as our society and business world continues to progress further and further into the technology era, educators must make the effort to progress as well through the use of implementing technology, such as digital stories, into learning.

References

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