

Baim, S. B. (2015). Digital Storytelling: Conveying the Essence of a Face-to-Face Lecture in an Online Learning Environment. *Journal Of Effective Teaching*, 15(1), 47-58.

The author of this article discusses the selection and preparation of video-based digital storytelling learning modules in the context of meeting the self-directed learning preferences of students enrolled in a senior-level undergraduate leadership course. An example video produced on the topic of mentorship illustrates how the gap between personalized face-to-face storytelling in a lecture-based course and the less personal asynchronous learning in an online section of the same course may be bridged to maintain student comprehension of the key concepts involved. This source provides excellent information on the use of the digital method, how it can increase a listener's comprehension of complex concepts and ideas, and how students that are enrolled in online courses can benefit greatly from instructional approaches that include digital storytelling processes

Ceja Alcalá, J., Austin, M., Granroth, M., & Hewitt, B. (2016). Online inclusive pedagogy: A call-and-response dialogue on digital storytelling. *Education For Information*, 32(1), 71-85. doi:10.3233/EFI-150963

The authors of this article propose digital storytelling as a pedagogical tool for online Library and Information Science education that recognizes diversity and fosters reflection among students and teacher. The authors discuss how digital stories have the power to display cultural and social differences as well as shared experiences. The research and article clearly support the idea that, if thoughtfully designed as part of online courses,

digital storytelling can be a powerful tool to transcend personal experience and engagement in what can easily become a detached online learning experience.

Gogela, M. M., & Ntwasa, S. S. (2015). Students' Digital Story Reflections and its Implications for Higher Education Pedagogy. *Proceedings Of The European Conference On E-Learning*, 109-115.

The authors of this article discuss how, as part of blended learning program at Walter Sisulu University in East London, South Africa, digital storytelling was piloted as a teaching and learning tool in some of the Extended Curricular Programmes (ECP) with the view to address gaps in students' academic skills. The authors share students' experiences of using digital storytelling, demonstrate how the practice can be utilized to advance learning in higher education, and reflect on the effectiveness of digital storytelling as a teaching and learning tool. This source argues strongly for the application of digital storytelling as a teaching and learning tool. The authors clearly articulate the challenges that can exist with its use and the time- consuming nature of the learning tool.

Grant, N. S., & Bolin, B. L. (2016). Digital Storytelling: A Method for Engaging Students and Increasing Cultural Competency. *Journal Of Effective Teaching*, 16(3), 44.

The authors of this article examine digital storytelling as a method of engaging students in the development of media literacy and cultural competency. The research describes the perceptions and experiences of 96 undergraduate students at a large Midwestern

university, after completing a digital storytelling project in a semester-long diversity course. Results found that the use of digital storytelling enhanced the learning environment through greater student engagement around technology and diversity issues. The source and the data collected provides key evidence on how digital storytelling has the ability to produce connections. Not only between the student and their topic, but also between students and faculty. The source also recognizes the gaps that exist between perceptions of barriers related to technology integration and resource allocations within university systems to prepare/promote technology as pedagogy for faculty development.

Ribeiro, S., Moreira, A., & da Silva, C. P. (2014). DIGITAL STORYTELLING: EMOTIONS IN HIGHER EDUCATION. *Proceedings Of The IADIS International Conference On Cognition & Exploratory Learning In Digital Age*, 180-186.

This source eloquently discusses literature related to the role of emotions and interpersonal relationships in the learning process, and how Digital Storytelling is capable of challenging Higher Education contexts, namely the emotional realm, where the private vs. public dichotomy is more pronounced. The authors propose Digital Storytelling as a pedagogical tool that is capable of personalizing Higher Education while developing essential skills and competences. The source provides an interesting perspective on how the shift to a more personal perspective from which emotion stems, via digital storytelling, is associated with higher-order cognition, positive student development and personalized, closer and less formal learning.

Suwardy, T., Pan, G., & Seow, P. (2013). Using Digital Storytelling to Engage Student Learning.

*Accounting Education*, 22(2), 109-124.

The authors of this article argue that a digital story can engage students' visual and auditory senses in a way that the written word alone cannot. The article describes the Movie-Door-2Door.com (MD2D), a digital story spanning 12 episodes. The story revolves around three young business graduates who started their own business and discovered the role of financial information in managing a business along the way. Additional research in the article discusses an independent survey by the University's teaching unit showed that the use of such digital stories can be an appropriate pedagogy to help student contextualize accounting and its role in helping management make decisions. The source concludes that stories provide the contextual, real-life scenarios of how things may work in real life, however, the research is limited to the context of financial accounting.