Digital Storytelling as a Strategy to Prepare Students for 21st Century Learning: A Systematic Review of Qualitative Evidence

**AIM**

To systematically review the qualitative evidence about the association between the 21st Century Skills and digital storytelling practices in compulsory education.

**BACKGROUND**

21st Century Skills Framework

Voogt & Pareja (2012)

21st Century Skills

Those skills and competencies that individuals will need to actively participate as workers and citizens of the knowledge society of the 21st century (Ananiadou & Claro, 2009)

**WHY ARE THEY RELEVANT?**

- To develop inquiry and knowledge-creation skills.
- To develop the capacity to work independently, increasingly, and collaboratively.
- To take advantage of the learning opportunities that increased access to technology, new ways of communication and information. (Niemi & Multitsila, 2016).

Digital Storytelling

- Educational strategy that uses ICT to tell stories focusing on a specific topic with a particular point of view (Meadows, 2003).
- Creating videos, users become storytellers through the processes of selecting a topic, researching, writing scripts, and developing an interesting story (Robin, 2006).

**WHY IS USEFUL?**

- Students work on connecting concepts and reflecting on the subject matter, involving critical examinations and drawing parallels between controversial issues. (Burke & Hardware, 2015).

**CONCLUSION**

Digital Storytelling promotes the development of 21st century skills and abilities that otherwise is challenging to achieve.

Students are willingly to be creative when the learning opportunity is given.

The process of creating the digital storytelling promotes in the students deep reflection and stimulates critical thought while-sharing with their peers ideas from a personal perspective.

There has been a strong focus in recent years on the promotion of citizenship education, and digital storytelling emerges as an efficient pedagogical strategy to achieve that goal.

**METHODOLOGY**

**RESULTS**

8 studies included

**21ST CENTURY SKILLS PRESENT IN EACH STUDY**

Evidence:

- "He asked if he could take the digital camera with him to swim practice, and returned the next day with the image pleased because he felt it captured the image in his mind in a way that his verbal description could not." (Meadows 2003)
- "His multifaceted presentation of self, combined with how he negotiated this sharing, reflects the complex approach Malcolm continued to take when constructing his subjectivities in relation to his varying audiences." (Blacher & Seglem, 2006)
- "When they completed their recordings, they negotiated: Do we want this clip, or do we want this one or which ones of these key sequences do we like better. The students exhibited a shared evaluation of each other's ideas for purposes that mattered to them, a practice that improved their comprehension." (Kaiser, Gasson & Turansky, 2001)
- "Since the students made comments on each other, their communication skills improved. In other words, they improved their communication skills as they commented on each other's scenarios." (Kanekoyon & Kuzu, 2011)
- "While Vebere engaged a socially critical discourse in his digital media project wherein he implied his understanding that his struggle was shared and endured by many black men in the United States." (Blacher & Seglem, 2002)

**Why are these learning experience so challenging to implement in the classroom?**

Is there a specific 21st century skill that you consider especially relevant to address?

How can we adjust these type of pedagogical experiences into the standard curricula?