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KEY=STORYTELLING - ALESSANDRO GRIFFIN

Digital Storytelling, Applied Theatre, & Youth Performing Possibility Routledge Digital Storytelling, Applied Theatre, & Youth argues that theatre artists must re-imagine how and why they facilitate performance practices with young people. Rapid globalization and advances in media and technology continue to change the ways that people engage with and understand the world around them. Drawing on pedagogical, aesthetic, and theoretical threads of applied theatre and media practices, this book presents practitioners, scholars, and educators with innovative approaches to devising and performing digital stories. This book offers the first comprehensive examination of digital storytelling as an applied theatre practice. Alrutz explores how participatory and mediated performance practices can engage the wisdom and experience of youth; build knowledge about self, others and society; and invite dialogue and deliberation with audiences. In doing so, she theorizes digital storytelling as a site of possibility for critical and relational practices, feminist performance pedagogies, and alliance building with young people. **Digital Storytelling in the Classroom Corwin Press** Harness digital storytelling as a powerful tool to teach traditional and 21st-century literacy skills to help students reach deeper understandings in all areas of the curriculum! **The New Digital Storytelling Creating Narratives with New Media ABC-CLIO** This book surveys the many ways of telling stories with digital technology, including blogging, gaming, social media, podcasts, and Web video. * Provides a bibliography listing sources consulted * Contains an index of key words and concepts from the text **Curriculum 21 Essential Education for a Changing World ASCD** "What year are you preparing your students for? 1973? 1995? Can you honestly say that your school's curriculum and the program you use are preparing your students for 2015 or 2020? Are you even preparing them for today?" With those provocative questions, author and educator Heidi Hayes Jacobs launches a powerful case for overhauling, updating, and injecting life into the K-12 curriculum. Sharing her expertise as a world-renowned curriculum designer and calling upon the collective wisdom of 10 education thought leaders, Jacobs provides insight and inspiration in the following key areas: * Content and assessment--How to identify what to keep, what to cut, and what to create, and where portfolios and other new kinds of assessment fit into the picture. * Program structures--How to improve our use of time and space and groupings of students and staff. * Technology--How it's transforming teaching, and how to take advantage of students' natural facility with technology. * Media literacy--The essential issues to address, and the best resources for helping students become informed users of multiple forms of media. * Globalization--What steps to take to help students gain a global perspective. * Sustainability--How to instill enduring values and beliefs that will lead to healthier local, national, and global communities. * Habits of mind--The thinking habits that students, teachers, and administrators need to develop and practice to succeed in school, work, and life. The answers to these questions and many more make Curriculum 21 the ideal guide for transforming our schools into what they must become: learning organizations that match the times in which we live. **Digital Humanities in the Library Challenges and Opportunities for Subject Specialists** In the past decade there has been an intense growth in the number of library publishing services supporting faculty and students. Unified by a commitment to both access and service, library publishing programs have grown from an early focus on backlist digitization to encompass publication of student works, textbooks, research data, as well as books and journals. This growing engagement with publishing is a natural extensions of the academic library's commitment to support the creation of and access to scholarship. **The Library Screen Scene Film and Media Literacy in Schools, Colleges, and Communities Oxford University Press, USA** In the past two decades, several U.S. states have explored ways to mainstream media literacy in school curriculum. However one of the best and most accessible places to learn this necessary skill has not been the traditional classroom but rather the library. In an increasing number of school, public, and academic libraries, shared media experiences such as film screening, learning to computer animate, and video editing promote community and a sense of civic engagement. The Library Screen Scene reveals five core practices used by librarians who work with film and media: viewing, creating, learning, collecting, and connecting. With examples from more than 170 libraries throughout the United States, the book shows how film and media literacy education programs, library services, and media collections teach patrons to critically analyze moving image media, uniting generations, cultures, and communities in the process. **DigiTales The Art of Telling Digital Stories** Explains how to use digital images, graphics and music to tell stories. **Storytelling and Education in the Digital Age Experiences and Criticisms Peter Lang Gmbh, Internationaler Verlag Der Wissenschaften** This book is the second book-length publication of the programme Media and Education in the Digital Age-MEDA. The contributions discuss the risks of the digital turn in educational storytelling but also of the opportunities for critical engagements. They provide unique ideas, evidence and inspiration in support of critical education. **Learning in Virtual Worlds Research and Applications Athabasca University Press** Three-dimensional (3D) immersive virtual worlds have been touted as being capable of facilitating highly interactive, engaging, multimodal learning experiences. Much of the evidence

gathered to support these claims has been anecdotal but the potential that these environments hold to solve traditional problems in online and technology-mediated education—primarily learner isolation and student disengagement—has resulted in considerable investments in virtual world platforms like Second Life, OpenSimulator, and Open Wonderland by both professors and institutions. To justify this ongoing and sustained investment, institutions and proponents of simulated learning environments must assemble a robust body of evidence that illustrates the most effective use of this powerful learning tool. In this authoritative collection, a team of international experts outline the emerging trends and developments in the use of 3D virtual worlds for teaching and learning. They explore aspec ts of learner interaction with virtual worlds, such as user wayfinding in Second Life, communication modes and perceived presence, and accessibility issues for elderly or disabled learners. They also examine advanced technologies that hold potential for the enhancement of learner immersion and discuss best practices in the design and implementation of virtual world-based learning interventions and tasks. By evaluating and documenting different methods, approaches, and strategies, the contributors to Learning in Virtual Worlds offer important information and insight to both scholars and practitioners in the field. **The End of Education Redefining the Value of School Vintage** In this comprehensive response to the education crisis, the author of Teaching as a Subversive Activity returns to the subject that established his reputation as one of our most insightful social critics. Postman presents useful models with which schools can restore a sense of purpose, tolerance, and a respect for learning. **Literacy in a Digital World Teaching and Learning in the Age of Information Routledge** Written for media education scholars and students, literacy educators, and anyone involved with integrating new technologies into the educational process, Literacy in a Digital World explores the changing relationship between literacy and schooling within the context of new communication technologies, and places literacy within the social and historical contexts that expand its potential to enrich teaching and learning in an information age. **Taming the Beast Choice & Control in the Electronic Jungle Agency for Instructional The Praeger Handbook of Education and Psychology Greenwood** Groundbreaking essays meet at the intersection of traditional educational psychology and the effects of culture and society to recast thinking about learning and teaching in today's schools. **Digital Storytelling in Higher Education International Perspectives Springer** This book broadens the scope and impact of digital storytelling in higher education. It outlines how to teach, research and build communities in tertiary institutions through the particular form of audio-visual communication known as digital storytelling by developing relationships across professions, workplaces and civil society. The book is framed within the context of 'The Four Scholarships' developed by the Carnegie Foundation for the advancement and redefining of teaching, including the scholarships of discovery, integration, application, and teaching and learning. Across four sections, this volume considers the potential of digital storytelling to improve, enhance and expand teaching, learning, research, and interactions with society. Written by an international range of academics, researchers and practitioners, from disciplines spanning medicine, anthropology, education, social work, film and media studies, rhetoric and the humanities, the book demonstrates the variety of ways in which digital storytelling offers solutions to key challenges within higher education for students, academics and citizens. It will be compelling reading for students and researchers working in education and sociology. **Digital Storytelling Guide for Educators International Society for Technology in educ** This book offers an overview of digital storytelling as well as its **The Role of Technology in Education BoD – Books on Demand** This book has three sections on the role of technology in education. The first section covers the merits of online learning and environment. The second section of the book gives insight on new technologies in learning and teaching. The third section of the book underlines the importance of new tendencies for the technology in education. I have a firm belief that readers can find great insights on the role of technology in education from different reflections and research. **Because Digital Writing Matters Improving Student Writing in Online and Multimedia Environments John Wiley & Sons** How to apply digital writing skills effectively in the classroom, from the prestigious National Writing Project As many teachers know, students may be adept at text messaging and communicating online but do not know how to craft a basic essay. In the classroom, students are increasingly required to create web-based or multi-media productions that also include writing. Since writing in and for the online realm often defies standard writing conventions, this book defines digital writing and examines how best to integrate new technologies into writing instruction. Shows how to integrate new technologies into classroom lessons Addresses the proliferation of writing in the digital age Offers a guide for improving students' online writing skills The book is an important manual for understanding this new frontier of writing for teachers, school leaders, university faculty, and teacher educators. **Learning Styles and Strategies for Management Students IGI Global** Today, globalization, advances in technology, greater access to information, and communication via social networks generate an explosion of knowledge and cause the working world to experience rapid change based on knowledge and continuous learning. The challenge for universities is to have a curriculum that prepares students for this digital world, but many characteristics of the school curriculum have been unchanged for decades. Consequently, student experiences can be very different from the experiences required by the labor market. In a learning environment, the desired results will not be achieved if several essential elements are not considered in the instructional teaching process, including learning style, age, and maturity level. Learning Styles and Strategies for Management Students is a critical scholarly resource that provides essential research on the growing recognition of the critical role of education through concepts and principles of styles and strategies of learning. Additionally, it explores key developments in the methodologies, strategies, and learning styles of students, mainly in management studies. Featuring an array of topics such as digital education, sustainability, and management, this book is ideal for academicians, researchers, administrators, curriculum designers, policymakers, practitioners, and students. **Teaching Youth Media A Critical Guide to Literacy, Video Production & Social Change Teachers College Press** This book explores the power of using media education to help urban teenagers develop their critical thinking and literacy skills. Drawing on his twenty years of experience working with inner-city youth at the acclaimed Educational Video Center (EVC) in New York City, Steven Goodman looks closely at both the problems and possibilities of this model of media education. Responding to our national concern about adolescents, literacy, media, and violence, Teaching Youth Media: Describes the changes schools and after-school programs need to make in order to create a media education that empowers students to change their world; Explores the intersection of literacy and culture as youth learn to analyze information from a variety of sources, including television, newspapers, books, films, school, church, and lives outside of school; Features case studies of students and teachers engaged in making video documentaries at EVC and in an alternative high school;

Illuminates the practical day-to-day challenges faced by professional developers and teachers working to change the way education is practiced in their classes and schools. **Because Writing Matters Improving Student Writing in Our Schools John Wiley & Sons** This updated edition of the best-selling book Because Writing Matters reflects the most recent research and reports on the need for teaching writing, and it includes new sections on writing and English language learners, technology, and the writing process. **Digital Storytelling Capturing Lives, Creating Community Routledge** Listen deeply. Tell stories. This is the mantra of the Center for Digital Storytelling (CDS) in Berkeley California, which, since 1998 has worked with nearly 1,000 organizations around the world and trained more than 15,000 people in the art of digital storytelling. In this revised and updated edition of the CDS's popular guide to digital storytelling, co-founder Joe Lambert details the history and methods of digital storytelling practices. Using a "7 Steps" approach, Lambert helps storytellers identify the fundamentals of dynamic digital storytelling--from seeing the story, assembling it, and sharing it. As in the last edition, readers of the fourth edition will also find new explorations of the applications of digital storytelling and updated appendices that provide resources for budding digital storytellers, including information about past and present CDS-affiliated projects and place-based storytelling, a narrative-based approach to understanding experience and landscape. A companion website further brings the entire storytelling process to life. Over the years, the CDS's work has transformed the way that community activists, educators, health and human services agencies, business professionals, and artists think about story, media, culture, and the power of personal voice in creating change. For those who yearn to tell multimedia stories, Digital Storytelling is the place to begin. **The Kind of Schools We Need Personal Essays Heinemann Educational Books** In a long and distinguished career, Eisner has given eloquent voice to the concerns of those who decry the marginalization of the arts in school curriculums. Now, for the first time ever, readers will have access to his best essays in one concise volume. **Prepare to Board! Creating Story and Characters for Animated Features and Shorts Taylor & Francis** Packed with illustrations that illuminate and a text that entertains and informs, this book explains the methods and techniques of animation preproduction with a focus on story development and character design. Story is the most important part of an animated film-and this book delivers clear direction on how animators can create characters and stories that have originality and appeal. Learn how the animation storyboard differs from live action boards and how characters must be developed simultaneously with the story. Positive and negative examples of storyboard and character design are presente. **Swapping Stories Folktales from Louisiana Univ. Press of Mississippi** Here are more than two hundred oral tales from some of Louisiana's finest storytellers. In this comprehensive volume of great range are transcriptions of narratives in many genres, from diverse voices, and from all regions of the state. Told in settings ranging from the front porch to the festival stage, these tales proclaim the great vitality and variety of Louisiana's oral narrative traditions. Given special focus are Harold Talbert, Lonnie Gray, Bel Abbey, Ben Guiné, and Enola Matthews--whose wealth of imagination, memory, and artistry demonstrates the depth as well as the breadth of the storyteller's craft. For tales told in Cajun and Creole French, Koasati, and Spanish, the editors have supplied both the original language and English translation. To the volume Maida Owens has contributed an overview of Louisiana's folk culture and a survey of folklife studies of various regions of the state. Car Lindahl's introduction and notes discuss the various genres and styles of storytelling common in Louisiana and link them with the worldwide are of the folktale. **Teaching as Story Telling An Alternative Approach to Teaching and Curriculum in the Elementary School University of Chicago Press** An eminently practical guide, Teaching as Story Telling shows teachers how to integrate imagination and reason into the curriculum when planning classes in social studies, language arts, mathematics, and science. In his innovative book, Kieran Egan refashions the ancient function of the storyteller with such clarity that any teacher can step into the role with confidence. Not only does Egan's book make the reader look anew at what is too often taken for granted about the ways in which children learn, it opens up a range of critical questions about our orientation to "objectives" and to either/ors when it comes to the affective and the cognitive. - Back cover. **A Synthesis of Research on Second Language Writing in English Routledge** 'I applaud the authors for this sizeable undertaking, as well as the care exercised in selecting and sequencing topics and subtopics. A major strength and salient feature of this volume is its range: It will serve as a key reference tool for researchers working in L2 composition and in allied fields.' – John Hedgcock, Monterey Institute for International Studies Synthesizing twenty-five years of the most significant and influential findings of published research on second language writing in English, this volume promotes understanding and provides access to research developments in the field. Overall, it distinguishes the major contexts of English L2 learning in North America, synthesizes the research themes, issues, and findings that span these contexts, and interprets the methodological progression and substantive findings of this body of knowledge. Of particular interest is the extensive bibliography, which makes this volume an essential reference tool for libraries and serious writing professionals, both researchers and practitioners, both L1 and L2. This book is designed to allow researchers to become familiar with the most important research on this topic, to promote understanding of pedagogical needs of L2 writing students, and to introduce graduate students to L2 writing research findings. **Open World Learning Research, Innovation and the Challenges of High-Quality Education Routledge** This book provides state-of-the-art contemporary research insights into key applications and processes in open world learning. Open world learning seeks to understand access to education, structures, and the presence of dialogue and support systems. It explores how the application of open world and educational technologies can be used to create opportunities for open and high-quality education. Presenting ground-breaking research from an award winning Leverhulme doctoral training programme, the book provides several integrated and cohesive perspectives of the affordances and limitations of open world learning. The chapters feature a wide range of open world learning topics, ranging from theoretical and methodological discussions to empirical demonstrations of how open world learning can be effectively implemented, evaluated, and used to inform theory and practice. The book brings together a range of innovative uses of technology and practice in open world learning from 387,134 learners and educators learning and working in 136 unique learning contexts across the globe and considers the enablers and disablers of openness in learning, ethical and privacy implications, and how open world learning can be used to foster inclusive approaches to learning across educational sectors, disciplines and countries. The book is unique in exploring the complex, contradictory and multi-disciplinary nature of open world learning at an international level and will be of great interest to academics, researchers, professionals, and policy makers in the field of education technology, e-learning and digital education. **Design, User Experience, and Usability: Design Thinking and Methods 5th International Conference, DUXU 2016,**

Held as Part of HCI International 2016, Toronto, Canada, July 17-22, 2016, Proceedings, Part I Springer The three-volume set LNCS 9746, 9747, and 9748 constitutes the proceedings of the 5th International Conference on Design, User Experience, and Usability, DUXU 2016, held as part of the 18th International Conference on Human-Computer Interaction, HCII 2016, in Toronto, Canada, in July 2016, jointly with 13 other thematically similar conferences. The total of 1287 papers presented at the HCII 2016 conferences were carefully reviewed and selected from 4354 submissions. These papers address the latest research and development efforts and highlight the human aspects of design and use of computing systems. The papers accepted for presentation thoroughly cover the entire field of Human-Computer Interaction, addressing major advances in knowledge and effective use of computers in a variety of application areas. The total of 157 contributions included in the DUXU proceedings were carefully reviewed and selected for inclusion in this three-volume set. The 49 papers included in this volume are organized in topical sections on design thinking; user experience design methods and tools; usability and user experience evaluation methods and tools. **Playing with Media Simple Ideas for Powerful Sharing Speed of Creativity Learning** We need to play with media to become more effective communicators. This book was written to inspire and empower you, as a creative person, to expand your personal senses of digital literacy and digital agency as a multimedia communicator. As you learn to play with digital text, images, audio and video, you will communicate more creatively and flexibly with a wider variety of options. Although written primarily for educators, anyone who is interested in learning more about digital communication will learn something new from this book. As children, we learn to progressively make sense of our confusing world through play. The same dynamics apply to us as adults communicating with new and different media forms. **Airborne Antarctic Ozone Experiment Digital Storytelling, Mediatized Stories Self-representations in New Media Peter Lang** Recent years have seen amateur personal stories, focusing on «me», flourish on social networking sites and in digital storytelling workshops. The resulting digital stories could be called «mediatized stories». This book deals with these self-representational stories, aiming to understand the transformations in the age-old practice of storytelling that have become possible with the new, digital media. Its approach is interdisciplinary, exploring how the mediation or mediatization processes of digital storytelling can be grasped and offering a sociological perspective of media studies and a socio-cultural take of the educational sciences. Aesthetic and literary perspectives on narration as well as questioning from an informatics perspective are also included. **Tell Me a Story Narrative and Intelligence Northwestern University Press** How are our memories, our narratives, and our intelligence interrelated? What can artificial intelligence and narratology say to each other? In this pathbreaking study by an expert on learning and computers, Roger C. Schank argues that artificial intelligence must be based on real human intelligence, which consists largely of applying old situations - and our narratives of them - to new situations in less than obvious ways. To design smart machines, Schank therefore investigated how people use narratives and stories, the nature and function of those narratives, and the connection of intelligence to both telling and listening. As Schank explains, "We need to tell someone else a story that describes our experiences because the process of creating the story also creates the memory structure that will contain the gist of the story for the rest of our lives. Talking is remembering." This first paperback edition includes an illuminating foreword by Gary Saul Morson. **Multilingual Digital Storytelling Engaging creatively and critically with literacy Routledge** Classrooms are increasingly multicultural in their social composition, and students are increasingly connected, through digital media, to local and global networks. However, pedagogy has failed to take full advantage of the opportunities these resources represent. Multilingual Digital Storytelling draws attention to the interfaces between learner engagement, creativity and critical digital literacy, as well as addressing the multilingual within the multiliteracies framework. Addressing a significant gap in the field of multiliteracies by focusing on multilingualism, this book explores new digital spaces for language learning and methods of extending understandings of youth literacy in an increasingly interconnected world. Drawing on innovative and multi-site research projects based in mainstream and community schools in London and overseas, this book discusses how young people become engaged creatively and critically with literacy by demonstrating how digital storytelling can be used as a tool for language development. The book begins by considering linguistic, cultural, cognitive and social dimensions of language learning from a theoretical perspective, whilst the second part focuses on practical case studies that reflect and illustrate these theoretical principles. Offering a powerful new perspective on multiliteracies pedagogy, Multilingual Digital Storytelling will appeal to researchers and academics in the fields of education, applied linguistics, sociology and youth and community studies. It will also be an invaluable resource for teachers, teacher educators, curriculum planners and policymakers. **Adapting Historical Knowledge Production to the Classroom Springer Science & Business Media** The aims of this book are: • to contribute to professional development of those directly involved in science education (science teachers, elementary and secondary science teacher advisors, researchers in science education, etc), • to contribute to the improvement of the quality of science education at all levels of education with the exploitation of elements from History of Science incorporated in science teaching –it is argued that through such approaches the students' motivation can be raised, their romantic understanding can be developed and consequently their conceptual understanding of science concepts can be improved since these approaches make science more attractive to them– and • to contribute to the debate about science education at the international level in order to find new ways for further inquiry on the issues that the book is dealing with. The book is divided in two parts: The first expounds its philosophical and epistemological framework and the second combines theory and praxis, the theoretical insights with their practical applications. **Cultivating Compassion How Digital Storytelling is Transforming Healthcare Springer** This book explores how digital storytelling can catalyze change in healthcare. Edited by the co-founders of the award-winning Patient Voices Programme, the authors discuss various applications for this technique; from using digital storytelling as a reflective process, to the use of digital stories in augmenting quantitative data. Through six main sections this second edition covers areas including healthcare education, patient engagement, quality improvement and the use of digital storytelling research. The chapters illuminate how digital storytelling can lead to greater humanity, understanding and, ultimately, compassion. This collection will appeal to those involved in delivering, managing or receiving healthcare and healthcare education and research, as well as people interested in digital storytelling and participatory media. **Radical Change Books for Youth in a Digital Age Hw Wilson Company** Offers a conceptual framework for understanding and evaluating books that appeal to today's youth **Smart Learning Environments Springer** This book addresses main issues concerned with the future learning, learning and academic analytics, virtual world and smart user interface, and

mobile learning. This book gathers the newest research results of smart learning environments from the aspects of learning, pedagogies, and technologies in learning. It examines the advances in technology development and changes in the field of education that has been affecting and reshaping the learning environment. Then, it proposes that under the changed technological situations, smart learning systems, no matter what platforms (i.e., personal computers, smart phones, and tablets) they are running at, should be aware of the preferences and needs that their users (i.e., the learners and teachers) have, be capable of providing their users with the most appropriate services, helps to enhance the users' learning experiences, and to make the learning efficient. **UNESCO ICT Competency Framework for Teachers UNESCO Creativity and Learning National Education Assn** The pamphlet reviews research on creativity and applies it to the learning process. After discussing the definition and measurement of creativity, the components of creative performance are outlined, including domain-relevant skills, creativity-relevant skills, and intrinsic task motivation. Factors which destroy students' creativity are noted, such as having children work for an expected reward, setting up competitive situations, having children focus on expected evaluation, using plenty of surveillance, and setting up restricted-choice situations. Strategies for nurturing and encouraging intrinsic motivation and creativity in classroom settings are explored. A bibliography and a list of resources on thinking skills conclude the pamphlet. (PB) **Teaching Edith Wharton's Major Novels and Short Fiction Springer Nature** This book translates recent scholarship into pedagogy for teaching Edith Wharton's widely celebrated and less-known fiction to students in the twenty-first century. It comprises such themes as American and European cultures, material culture, identity, sexuality, class, gender, law, history, journalism, anarchism, war, addiction, disability, ecology, technology, and social media in historical, cultural, transcultural, international, and regional contexts. It includes Wharton's works compared to those of other authors, taught online, read in foreign universities, and studied in film adaptations.