A modern take on an ancient art

Flora Debora Floris and **Willy A. Renandya** describe how students can use technology to help tell stories.

Introduction: digital storytelling & the TPACK framework

In recent years, with the rapid growth of computer applications and online resources, the digital story has found itself entering the language classroom. At the same time, many teachers feel that they are not ready to bring such a story into their classrooms, as they do not know how to use the recent technologies and how best to integrate a digital story project within their teaching context. In this article, we will discuss how we applied the Technological Pedagogical Content Knowledge (TPACK) framework to facilitate the process of integrating digital tools with pedagogy and content as we assigned our students to work on a digital story project.

The Digital Storytelling Association (2002, para. 1–2) describes digital the following ten elements: (1) overall purposes of the story (2) narrator's point of view (3) a dramatic question(s) or the key question(s) (4) choice of content (5) clarity of voice (6) pacing of the narrative (7) use of audio soundtrack (8) quality of the images, video and other multimedia elements (9) economy of the story detail (10) good grammar and language use. And an effective

(2008) also believes that digital storytelling facilitates the development of students' 21st-century literacy which includes the digital, global, technological, visual and information literacies. In general, numerous studies have shown that digital storytelling can be an effective way to engage students in their learning as they experience 'learning by doing' while creating a

to help the students read their text correctly, PowToon was for developing animated videos, and YouTube was for reaching a real and wider audience.

All of these tools also catered to the needs of diverse students including those who were initially too shy to take an active part in class activities. In our class, students were also asked to work in pairs/groups to do their assignments using these four digital tools. This somehow fostered the spirit of cooperative learning in finishing all of the assignments.

Technological Content Knowledge (TCK)

Technological Content Knowledge (TCK) is the knowledge about the application of technology to teach specific content (Mishra & Koehler, 2006), such as simulation to teach gases in chemistry or allowing students to figure out the factors affecting chemical reactions via data logging. In our context, all tools (MS Word, NaturalReader, PowToon and YouTube) were used to support the teaching and learning process as well as to achieve the aim of the lesson.

MS Word was used in the writing stage because this application has some useful features such as a grammar

our lesson. One of the videos produced by our students can be found at: http://goo.gl/PYnpEU.

Conclusion

This article illustrates the implementation of TPACK in our classroom. We hope that it will encourage teachers to incorporate some of our ideas into their own lesson planning and to explore more resources for the effective integration of technology into their teaching and learning process.

References

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Flora Debora Floris is a lecturer at Petra Christian University, Surabaya, Indonesia where she teaches general/business English and language teaching methodology courses. She has published and given talks on the integration of technology in English language teaching, teachers' professional development and the teaching of English as an International language. Some of her published papers are available on http://petra.academia.edu/FloraDebora.

Dr Willy A Renandya is a language teacher educator with an extensive teaching experience in Asia. He currently teaches applied linguistic courses at the National Institute of Education, Singapore. His latest books include *Simple, Powerful Strategies for Student Centered Learning* with G M Jacobs and M Power (Springer, 2016) and *English Language Teaching Today: Linking Theory and Practice* with H P Widodo (Springer,