

Two sides to a story: a literature review of Digital Storytelling

Agnes Chigona & Chantyclaire Tiba,

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Authors	Chantyclaire Tiba, Agnes Chigona
Publication date	2015/9/1
Journal	Telling Stories Differently: Engaging 21st Century Students Through Digital Storytelling
Pages	17
Publisher	AFRICAN SUN MeDIA
Description	Today's learners use technological gadgets on a daily basis. According to Prensky (2001: 1), these learners spend their entire lives surrounded by and using computers, videogames, digital music players, cell phones, and all other tools of the digital age. Prensky further states that an average college graduate would have spent fewer than 5 000 hours of their lives reading but over 10.000 hours playing video games and 20.000 hours watching television. These learners have increased their exposure to digital technologies to the extent that they are more skilled than their teachers (Chigona, 2014: 1708). Hence, for teachers to be relevant in the classroom, they have to integrate digital technologies into their pedagogy. However, few teachers are willing to integrate DST into their teaching, due to the lack of time in the new curriculum, despite its importance in today's classroom. This study aims at discussing different views on the educational benefits of DST so that school stakeholders may have a better understanding of its benefits to learners. According to Dogan (2012), the more school stakeholders know about DST, the more they will tap into its benefits and use it in the classroom. Therefore, information presented in the literature review may guide teachers in their decision on whether to use DST as a pedagogical tool or not. Furthermore, challenges encountered by teachers when integrating DST into the classroom will be highlighted in order for school stakeholders to make informed decisions.