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1/ Introduction

2/ What is Digital Storytelling?

According to the Digital Storytelling Association (2002), «Digital Storytelling is the modern expression of the ancient art of storytelling by using digital media to create media-rich stories to tell, to share, and to preserve».

Digital storytelling is a modern form of narrative expression that combines traditional storytelling techniques with digital media tools and technologies. It involves using digital tools such as images, videos, audio recordings, graphics, and interactive elements to tell a story in a compelling and engaging manner.

Digital storytelling often involves a combination of different media elements to create a coherent narrative. It allows storytellers to incorporate visual and auditory elements to enhance the storytelling experience and captivate the audience. This form of storytelling can be used for various purposes, including entertainment, education, marketing, advocacy, and personal expression.

Based on these definitions, it is understood that a digital story is a media artefact that consists of multimedia elements such as text, music, picture and video. How does it work? Students, as computer users, select their topics, perform some research, write a script, develop an interesting story, and become creative storytellers or producers by making use of various multimedia (Robin, 2008). Additionally, the story is recorded and shared through digital media (Boase, 2013; Garrety, 2008). Digital storytelling is not merely an important tool for teaching school subjects such as maths, history or science, it also helps improve visual skills, technology use skills, and develop identity and empathy through narrative (Hibbin, 2016).

Garrety (2008) distinguishes five kinds of digital storytelling employed and employable in school, from primary to higher education:

— Traditional digital storytelling, the students tell a story about personal events and experiences of their lives. In this sense, Meadows (2003) describes digital stories like: «Short, personal multimedia tales told from the heart».

— Digital stories of learning: the student describes a content-knowledge. Digital storytelling becomes a tool that supports learning, because it forces students to deal in non-superficial content: to synthesise it, to turn it into a story, to tell not only with words but



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also with pictures and sounds. The product of this process can be understood as the story of an individual's learning (Garrety, 2008).

— Digital stories of project-based learning: in this peculiar type of digital storytelling the focus regards the process related to the construction of the story. Both project-based learning and digital storytelling adventures call for complex learning environments that focus on meaningful engagement with real-life problems (Season 2005, Garrety 2008 p. 19).

— Digital stories of social justice and culture: where the student builds and tells stories on issues concerning justice, community development and culture.

— Digital stories of personal reflection: in this case, the digital storytelling is to be intended as a tool to support reflective practice.

2.1/ How to learn through stories?

Some narrative theorists state that there is a universal story structure. These scholars claim every engaging story has this structure, called the dramatic arc. It starts with something new and surprising, and increases tension with difficulties that the characters must overcome, often because of some failure or crisis in their past, and then leads to a climax where the characters must look deep inside themselves to overcome the looming crisis, and once this transformation occurs, the story resolves itself (Zak, 2013).

The 7 elements recommended by Joe Lambert:

1. Point of view. Stories should be personal and authentic.
2. Dramatic Question. Telling something that is worth it.
3. Emotional Content. An emotionally valid content to be engaging.
4. The Gift of Your Voice. Your voice is an important element, many students only want to use images and music, but the effect is not the same.
5. The power of the soundtrack. It anticipates what will happen.
6. Economy. Every ingredient (voice, music, image / photo) must be used just enough to give them a chance to interact with each other. People usually don't realize that things to say can be said with few images, little text and little music. Let the implicit speak, the metaphors.
7. Rhythm. Rhythm is the secret of storytelling together with vitality. (Lambert J., Digital storytelling book and travelling companion (version 4.0), may 2003).



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3/ How to use Digital Storytelling in the university context?

Digital storytelling can be effectively used in universities to enhance teaching and learning experiences, promote student engagement, and facilitate knowledge retention. Here are some ways to use digital storytelling in the university setting:

1. **Presentations and Reports:** Instead of traditional slide presentations or written reports, students can create digital stories to present their research findings, projects, or case studies. They can incorporate multimedia elements such as images, videos, and audio recordings to make their presentations more engaging and impactful.
2. **Reflective Journals and Portfolios:** Students can maintain digital storytelling journals or portfolios to document their learning experiences, reflections, and progress throughout a course or program. This allows for a more interactive and multimedia-rich representation of their learning journey.
3. **Collaborative Projects:** Digital storytelling can be used for collaborative projects, where students work together to create a cohesive narrative using various media elements. This encourages teamwork, creativity, and communication skills.
4. **Language Learning:** Digital storytelling can be a valuable tool in language learning classes. Students can create stories or dialogues in the target language, practice pronunciation and fluency, and enhance their language skills through the use of multimedia elements.
5. **Cultural and Historical Narratives:** Students can explore and share cultural or historical narratives through digital storytelling. They can research and create stories that highlight different aspects of a particular culture or historical event, using multimedia to provide a richer and more immersive experience.
6. **Digital Literacy Skills:** Incorporating digital storytelling into the curriculum can help develop students' digital literacy skills. They learn how to use various digital tools, software, and platforms to create and share their stories effectively.
7. **Social Issues and Advocacy:** Students can use digital storytelling to raise awareness about social issues, promote advocacy, or share personal narratives. They can create impactful stories that evoke empathy and inspire action.
8. **Virtual Field Trips:** Digital storytelling can be used to create virtual field trips, allowing students to explore different locations, cultures, or historical events without leaving the



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classroom. They can engage with multimedia content and interact with the story to enhance their understanding and immersion.

It's important to provide students with the necessary guidance, resources, and technical support when incorporating digital storytelling into the university curriculum. This may involve providing access to multimedia tools and software, offering workshops or training sessions, and evaluating the digital stories based on specific criteria or rubrics.

3.1/ How to incorporate Digital Storytelling into University Curricula?

Using digital storytelling in the university context can be an effective way to engage students, foster creativity, and enhance learning experiences. Here's a step-by-step guide on how to incorporate digital storytelling into the university curriculum:

1. **Define Learning Objectives:** Determine the specific learning objectives or outcomes you want to achieve through digital storytelling. Clarify the skills, knowledge, or competencies you want students to develop or demonstrate.
2. **Select Appropriate Tools:** Identify digital storytelling tools and platforms that align with your objectives and are accessible to your students. There are various options available, ranging from user-friendly tools like Adobe Spark and Microsoft PowerPoint to more advanced software like Adobe Premiere Pro or iMovie.
3. **Provide Guidance and Instruction:** Offer clear instructions and guidelines on how to create digital stories. Provide resources such as tutorials, examples, or templates to help students understand the storytelling process and the technical aspects of using the chosen tools.
4. **Choose Topics or Themes:** Assign or allow students to choose topics or themes for their digital stories based on the course content or learning objectives. Encourage them to select topics they are passionate about to foster engagement and motivation.
5. **Story Development:** Guide students through the process of story development, including creating a narrative structure, defining characters, plot, and themes, and identifying the main message or purpose of their story.
6. **Collect or Create Media Elements:** Instruct students on how to collect or create media elements to enhance their digital stories. This may include images, videos, audio recordings, music, graphics, or animations. Encourage them to use reliable sources and properly attribute any external media used.



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7. **Scriptwriting and Storyboarding:** Teach students the importance of scriptwriting and storyboarding. Help them develop a written script that includes dialogue, narration, and instructions for incorporating the media elements. Storyboarding can help plan the visual flow of the story and ensure coherence.

8. **Media Integration:** Guide students on how to integrate the media elements into their digital stories using the chosen tools. Provide assistance in editing, arranging, and synchronizing the media elements to align with the script and enhance the storytelling experience.

9. **Review and Feedback:** Establish a process for students to share their digital stories with peers and receive feedback. Encourage constructive feedback and facilitate discussions on storytelling techniques, effectiveness, and impact.

10. **Showcase and Evaluation:** Provide opportunities for students to showcase their digital stories. This can include presentations, exhibitions, or online sharing platforms. Evaluate the digital stories based on predetermined criteria or rubrics that assess storytelling techniques, creativity, coherence, and alignment with the learning objectives.

11. **Reflect and Learn:** Encourage students to reflect on their digital storytelling experience and the skills they have developed or improved. Discuss the impact of digital storytelling on their understanding of the subject matter and their overall learning experience.

Remember to adapt and tailor the digital storytelling process to fit the specific needs and goals of your university course or program. Continuously seek feedback from students and make improvements based on their experiences and suggestions.

3.2/ Why is it important to incorporate Digital Storytelling into the university curriculum?

Using digital storytelling in the university context offers several important benefits for students, researchers, and teachers. Here are some reasons why it is important to incorporate digital storytelling into the university curriculum:

1. **Engages Students:** Digital storytelling provides a dynamic and interactive learning experience that captures students' attention and engages them in the learning process. It allows them to actively participate in creating and sharing stories, which enhances their motivation, creativity, and critical thinking skills.

2. **Enhances Communication Skills:** Digital storytelling requires students to effectively communicate their ideas, thoughts, and messages using various media elements. It helps



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improve their written and oral communication skills, as they must carefully craft narratives, dialogue, and narration for their stories.

3. Promotes Collaboration and Teamwork: Digital storytelling often involves collaborative projects where students work together to create a coherent narrative. It fosters teamwork, communication, negotiation, and cooperation skills as students share responsibilities, brainstorm ideas, and integrate their contributions into a final story.

4. Supports Multimodal Learning: Digital storytelling integrates multiple modes of communication, such as visual, auditory, and textual elements. This accommodates different learning styles and preferences, making it easier for students to process and understand information. It also promotes digital literacy by exposing students to various media formats and tools.

5. Encourages Creativity and Self-expression: Digital storytelling provides a platform for students to unleash their creativity and express themselves in a variety of ways. They can experiment with different media elements, styles, and storytelling techniques to convey their ideas and perspectives. This fosters self-expression, originality, and innovation.

6. Deepens Understanding and Retention: Through the process of creating digital stories, students often gain a deeper understanding of the subject matter. They must analyse, synthesise, and interpret information to construct narratives, which enhances their critical thinking and knowledge retention. The visual and interactive nature of digital storytelling also aids in memory recall.

7. Develops Digital Literacy Skills: In an increasingly digital world, digital literacy is essential. Using digital storytelling tools and platforms helps students develop technological proficiency, media literacy, and information literacy skills. They learn how to navigate and use digital tools effectively, evaluate online sources, and ethically use media content.

8. Showcases Student Work: Digital storytelling allows students to showcase their work beyond the classroom. They can publish and share their digital stories online, providing opportunities for wider audiences to engage with their work. This builds confidence, pride, and a sense of accomplishment.

9. Connects to Real-world Applications: Digital storytelling mirrors the use of multimedia and digital media in various professional fields. By engaging in digital storytelling, students develop skills and competencies applicable to careers in marketing, media production, education, advocacy, and more. It prepares them for real-world scenarios where digital communication and storytelling are valued.



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Overall, digital storytelling in the university context goes beyond traditional forms of learning and encourages students to become active creators and communicators. It fosters critical thinking, creativity, collaboration, and digital literacy skills, preparing students for the challenges and opportunities of the digital age.

4/ How to organise Digital Storytelling activities?

Lectures can serve as a foundation for building digital storytelling activities in the following ways:

1. **Introduction and Inspiration:** Begin the lecture by introducing the concept of digital storytelling and its relevance to the subject matter. Share examples of impactful digital stories related to the topic to inspire students and demonstrate the potential of digital storytelling as a communication tool.
2. **Storytelling Techniques:** Dedicate a portion of the lecture to teaching storytelling techniques and principles. Discuss elements such as character development, plot structure, conflict, resolution, and theme. Explain how these elements can be applied to digital storytelling.
3. **Tools and Software:** Introduce students to the various digital storytelling tools and software available. Provide an overview of user-friendly tools that can be easily accessed and used by students without prior technical knowledge. Demonstrate the basics of using these tools and highlight their features and functionalities.
4. **Multimedia Integration:** Discuss the different types of multimedia elements that can be incorporated into digital stories, such as images, videos, audio clips, and graphics. Explain how to select and integrate these elements effectively to enhance the storytelling experience and convey messages.
5. **Copyright and Attribution:** Educate students on copyright laws and the importance of proper attribution when using external media elements in their digital stories. Explain how to find and use media content legally and ethically, providing resources for royalty-free or Creative Commons-licensed media.
6. **Story Development Workshop:** Allocate time during the lecture for a story development workshop. Guide students through the process of brainstorming ideas, creating story outlines, and developing narratives. Encourage discussion and collaboration among students to generate creative story concepts.
7. **Practical Exercises:** Incorporate hands-on exercises within the lecture to allow students to practise digital storytelling techniques. For example, students can create a short digital story based on a prompt or a specific theme discussed in the lecture. Provide time for



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students to work individually or in groups and encourage them to share and discuss their creations.

8. **Peer Feedback and Reflection:** Incorporate a feedback session within the lecture where students can share their digital stories with their peers and provide constructive feedback. This promotes critical thinking, collaboration, and improvement in storytelling skills. Encourage students to reflect on their experiences and lessons learned throughout the process.

9. **Resources and Support:** Provide students with additional resources, tutorials, and support materials to assist them in their digital storytelling journey. Share online platforms, websites, or communities where they can find further inspiration, guidance, and feedback.

By integrating digital storytelling activities into lectures, educators can actively engage students, foster creativity and critical thinking, and provide practical experiences that deepen their understanding of the subject matter.

5/ Using Digital Storytelling as a motivational lever to change people's actions in the world

Digital storytelling can indeed be a powerful motivational lever to inspire and drive change in people's actions. Here's how digital storytelling can be utilized to motivate and influence individuals in the world:

1. **Emotional Connection:** Digital stories have the ability to evoke emotions and create a personal connection with the audience. By crafting narratives that resonate with people's experiences, challenges, and aspirations, digital storytelling can elicit empathy, compassion, and a sense of shared purpose. This emotional connection can motivate individuals to take action and make a difference.

2. **Authenticity and Relatability:** Digital storytelling allows for authentic and relatable narratives to be shared. By featuring real people, personal experiences, or stories from diverse perspectives, digital stories can inspire individuals by presenting relatable role models or highlighting issues that directly impact their lives. Authentic storytelling helps individuals see themselves as agents of change and motivates them to take action.

3. **Education and Awareness:** Digital stories can educate and raise awareness about pressing social, environmental, or humanitarian issues. By presenting facts, statistics, and personal stories, digital storytelling can inform and enlighten individuals about the challenges faced by communities or the planet. This increased awareness can motivate individuals to get involved, contribute, or support relevant causes.



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4. Inspiring Examples: Digital storytelling can showcase inspiring examples of individuals or organisations that have successfully made a positive impact. By highlighting their efforts, achievements, and the positive outcomes they have generated, digital stories can serve as powerful role models and sources of inspiration. People may be motivated to emulate the actions of those featured in the stories, leading to their own engagement and change-making.

5. Call to Action: Effective digital storytelling includes a clear call to action, urging the audience to take specific steps or participate in meaningful ways. Whether it's signing a petition, volunteering, donating, or adopting sustainable practices, a well-crafted call to action can motivate individuals to translate their inspiration into tangible actions that contribute to positive change.

6. Amplification and Engagement: Digital storytelling has the advantage of reaching a wide audience through online platforms and social media. By leveraging the power of social sharing, individuals can amplify impactful stories and inspire others to take action. Digital storytelling can also encourage engagement by providing opportunities for feedback, dialogue, and community building, fostering a sense of collective responsibility and motivation.

7. Long-term Narratives: Digital storytelling can be used to create ongoing narratives that unfold over time. By providing regular updates, progress reports, and stories of change, digital storytelling can maintain momentum, sustain interest, and inspire individuals to stay engaged in the long run. It helps individuals see the significance of their ongoing efforts and the cumulative impact they can have over time.

Digital storytelling has the potential to go beyond passive consumption and become a catalyst for action and change. By employing compelling narratives, authentic voices, and strategic calls to action, digital storytelling can motivate individuals to actively participate, contribute, and make a positive difference in the world.

6/ Sustainability Lifestyle

Education is a prerequisite to influence sustainable behaviour as it equips individuals with the knowledge, skills and attitudes required for sustainable development (Ramirez, 2007). Information and communication technology facilitates education for sustainable development through providing access to information.

Jackson (2009) also underlines that people's well-being and prosperity are usually connected to economic growth; gaining higher incomes means increasing choices in



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human lives, more luxury and better quality of life. The need to encourage sustainable lifestyle have been officially raised in the United Nation

Conference in Rio de Janeiro (1992). The report (1992) underlines that sustainable problems cannot be addressed by increasing efficiency, it requires a change in behaviour. Production systems have increased their efficiency and provide less negative impacts to the environment. But the invention cannot ensure that users will select environmentally friendly products and/or services (Jackson, 2005).

Sustainable lifestyle is defined as “patterns of action and consumption, used by people to affiliate and differentiate themselves from others, which: meet basic needs, provide a better quality of life, minimise the use of natural resources and emissions of waste and pollutants over the lifecycle, and do not jeopardise the needs of future generations” (Mawere, M. and Awuah-Nyamekye, 2015; p.285).

6.1/ Encouraging sustainable lifestyle: How do human behaviours evolve?

Promoting a sustainable lifestyle will be more effective when the behaviour is carefully selected. Along with the need to select the changes that reinforce sustainability, change agents are required to examine the feasibility of the new behaviour that can be promoted or inhibited through various factors (Steg and Viek, 2009). Michie et al (2011) divide factors that determine behaviour intervention into three components:

- Motivation includes all brain processes that lead individuals to perform behaviour; there are habitual

processes, emotional responding, and analytical decision making.

- Capability refers to knowledge and skills that facilitate individuals to involve in the selected activities

(Michie et al., 2011) and in the ways that contribute to sustainable development (Parkin et al., 2004).

- Opportunity is defined as external factors that affect individuals behaviour, they can be both supporting and inhibiting.

As shown in Figure 1, the single and double headed arrows refer to potential influence among the three components and behaviour (Michie et al., 2011).



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Researchers (Manning, 2009; Masicampo & Baumeister, 2008) agree that the process of decision making can be divided into two systems. The first one is a rule-based (reasoning) system that is associated with capability. The decision processes will be deliberately done based on facts and evidence (Manning, 2009). Individuals carefully analyse the details of persuasive discussions and evaluate their validity based on logic and knowledge (Chaiken & Trope, 1999). Secondly, the associative system is more related to motivation. It is unconscious and based on emotional reaction, familiarity and mental images (Manning, 2009). Sometimes, human decisions are completely controlled by an associative system and lead to unsustainable behaviour. For example, biking to work is good for health and saves money (rule-based system) but an individual decides not to do it as he does not want to have flat and greasy hair (associative system) (Manning, 2009).

6.3/ Education for sustainable Development

Education is an imperative element to influence sustainable lifestyle as it enables the world's residents to improve their ability for moving toward a sustainable future (UNESCO, 2012). Education for sustainable development (ESD) means more than teaching sustainability in school or university; it includes all educational activities and all levels (UNESCO, 2012).

This model has been built up from Bloom taxonomy (1956) that facilitates educators to classify learning outcomes.

The three domains are:

- Cognitive domain focuses on how learners acquire, process and utilise knowledge (Wiek and et al. 2012). Learning outcomes in this domain are related to human knowledge and the development of intellectual skills (Bloom, 1956).
- Psychomotor domain engages learners through practical skill development and physical work such as building, painting and planting (Sipos et al., 2008).
- Affective domain is related to feeling, emotion and attitude (Segalas et al., 2009). Many learning materials and strategies have been then developed and introduced in order to support the transformative learning and disseminate sustainable information.



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7/ Capability in influencing behaviour change

Digital stories could be considered as ESD learning materials and persuasive tools because they engage audiences through cognitive and affective domains (see Section 3.2). Firstly, the cognitive domain, sustainability, is complex as it involves various bodies of science (Ijatuyi Olufunto and Olatunde, 2013).

Researchers (Gray, 2009; Miller & Pennycuff, 2008) acknowledge the capability of narrative approach in explaining complex science.

Storytelling is also the basic interaction that individuals utilise to acquire knowledge and communicate with others in daily life (Hinyard & Kreuter, 2007; Kreuter et al., 2007). Secondly, affective domain, changing individuals' attitudes is challenging as they usually avoid information that is incongruent with their belief (Dal Cin et al., 2004). The narrative approach can overcome this resistance because stories are considered as entertainments rather than direct persuasive messages; the level of resistance will be increased when individuals notice that they are directly persuaded (Dal Cin et al., 2004). Individuals commonly employ narrative to present their arguments or opinions and to encourage others to agree with the viewpoints without eliciting mental resistance (Fisher, 1984 cited in Lee & Leets, 2002). In addition, the learning processes can occur in both directions: composing and listening to stories (Clark & Rossiter, 2008).

7.1/Personalised Approach

Identifying specific target audiences can increase the performance of storytelling in encouraging sustainable lifestyles. A precise target group is required for successful communication because different types of audience have widely different minds and personality (UNDP, 2005). "The more defined the audience, the greater the opportunity to customise capability development to their particular needs and situation" (UNICEF, 2013).

Individuals will feel related to sustainable development when the term is translated to their personal life (Oopen, 2006). Everyone has different experience and background knowledge thus it is important to educate them through the language or situations that they are familiar with.

7.2/Persuasive Strategy

As mentioned in Section 3, behaviour can be supported and inhibited based on the three components: capability, motivation and opportunity. Storytelling can be utilised to increase



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capability (knowledge) and motivation (values and attitudes) through cognitive and affective domains respectively. Although the narratives can raise awareness (or knowledge) of sustainable lifestyle, it cannot guarantee the change in attitude and behaviour.

STORYTELLING has a potential in influencing sustainable behaviour. It is also considered as a solution to address the lack of appropriate learning resources because of the two advantages.

The first advantage is a capability in influencing behaviour change. Storytelling can engage audiences through both cognitive and affective domains which facilitate the development of capability and motivation required for the decision-making processes. Secondly, the stories can be widely disseminated through the Internet. Along with the understanding of human behaviour ecology (Section 3), storytellers are required to consider the two suggestions (presented in Section 5) while constructing the storyline. The use of personalised approach and completed persuasive strategy could increase the performance in influencing behaviour change.

8/ Tools for Digital Storytelling

There are several tools available for digital storytelling in the university context. Here are some popular and versatile options:

1. Adobe Spark: Adobe Spark is a user-friendly web-based tool that allows students to create engaging digital stories using images, videos, and text. It offers templates, customization options, and intuitive editing features.
2. Microsoft PowerPoint: PowerPoint is a widely used presentation software that can be adapted for digital storytelling. It provides features for incorporating multimedia elements, animations, and transitions to create visually appealing narratives.
3. iMovie: iMovie is a video editing software available on Mac devices. It offers a range of editing tools, effects, and transitions, allowing students to create professional-looking video stories with ease.
4. WeVideo: WeVideo is a cloud-based video editing platform that enables collaborative video creation. It offers a user-friendly interface, various editing features, and the ability to work on projects from different devices.
5. Storybird: Storybird is an online platform that focuses on visual storytelling using artwork and illustrations. Students can create stories by selecting and arranging artwork, which can be a great option for creative writing or language learning classes.



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6. Animoto: Animoto is a web-based tool that allows users to create visually stunning video stories. It provides ready-made templates, music tracks, and customization options to help students produce compelling narratives.

7. Canva: Canva is a versatile graphic design tool that offers templates, images, and design elements for creating visually appealing digital stories. It allows students to combine text, images, and other design elements to craft engaging narratives.

8. Soundtrap: Soundtrap is an online audio recording and editing tool that can be used for storytelling through audio narratives, podcasts, or radio plays. It offers collaboration features and a variety of sound effects and music loops.

9. Prezi: Prezi is a presentation software that provides a dynamic and non-linear approach to storytelling. It enables students to create zooming presentations that navigate through different visual elements and paths, creating an engaging and interactive narrative experience.

10. Twine: Twine is an open-source tool for creating interactive, text-based stories. It allows students to develop branching narratives where choices made by the audience affect the outcome of the story.

These tools offer different features, interfaces, and levels of complexity. The choice of tool should depend on the specific needs, preferences, and technical capabilities of the students and the learning objectives of the course. It's recommended to explore and experiment with these tools to find the one that best suits your teaching and storytelling goals.



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