

Accepted Manuscript

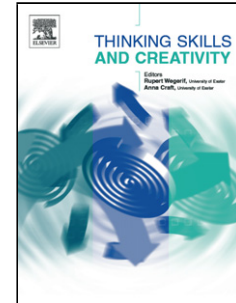
Title: Enabling co-creativity through digital storytelling in education

Author: Alexander Schmoelz

PII: S1871-1871(17)30301-2
DOI: <https://doi.org/10.1016/j.tsc.2018.02.002>
Reference: TSC 478

To appear in: *Thinking Skills and Creativity*

Received date: 27-10-2017
Revised date: 12-1-2018
Accepted date: 3-2-2018



Please cite this article as: & Schmoelz, Alexander., Enabling co-creativity through digital storytelling in education. *Thinking Skills and Creativity* <https://doi.org/10.1016/j.tsc.2018.02.002>

This is a PDF file of an unedited manuscript that has been accepted for publication. As a service to our customers we are providing this early version of the manuscript. The manuscript will undergo copyediting, typesetting, and review of the resulting proof before it is published in its final form. Please note that during the production process errors may be discovered which could affect the content, and all legal disclaimers that apply to the journal pertain.

ENABLING CO-CREATIVITY THROUGH DIGITAL STORYELLING IN EDUCATION

Alexander Schmoelz¹

¹Corresponding Author, Alexander Schmoelz, alexander.schmoelz@univie.ac.at, Address: University of Vienna, Department of Education, Sensengasse 3a, A-1090 Vienna, Austria

Highlights

- Digital storytelling can enable co-creative flow and engaged actions.
- Digital story-writing tools can support digital storytelling in classroom.
- Students experienced co-creative flow in producing a digital story.
- Control is a modus to change forms and densities of engaged action.
- The Documentary Method is applied in educational research.

ABSTRACT: This article asks how students interact in classroom activities that use digital storytelling to enable co-creativity. The study is guided by a qualitative methodology and builds on five case studies in classes at lower and upper secondary level. Each case study consists of classroom activities that encompass one week, and 25 students; culminating at 119 lessons and 125 students. Classroom activities were facilitated by teachers or pre-service teachers. Digital tools were used to engage students in digital storytelling. Data collection involved interviews and group discussions with students and teachers as well as field notes and videography of classroom activities. The Documentary Method was utilized to interpret research material and construct knowledge regarding students' interactions in classroom activities that aim for co-creativity. Based on a constant comparison of the different case studies, common themes are established regarding how students interact in classroom activities that use digital storytelling to enable co-creativity. Findings show two relevant phases of digital storytelling. In the digital story-writing phase, students manifested two categories of co-creativity – engaged action and control. Students change different forms of engagement and immersive densities of engaged action through giving, taking, sharing or limiting control in the digital story-writing activities. In the digital story-producing phase, students experienced co-creative flow as shared enjoyment and fun that emerged through full immersion in the digital story producing activities, in which control and rationality were absent.

KEYWORDS: Creativity, Education, Digital Storytelling, Documentary Method, Educational Technology, Flow

1. Introduction

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات