

DIGITAL STORYTELLING IN TEACHING: Lessons Learned at West University of Timisoara

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Advanced Design of e-Learning Applications

Personalizing Teaching to Improve Virtual Education

Programme Erasmus+

Key Action KA2 - Cooperation for innovation and the exchange of good practices

Action Type KA203 - Strategic Partnerships for higher education

Start of Project: 01/09/2017

End of Project: 31/08/2020

Project Duration: 36 months

Project Status: Processing

Project Main Objective: Innovation

Grant Agreement No. 2017-1-ES01-KA203-038266



<https://www.adeaptive.com/>

TALENT OF THE FUTURE

"Today's educators are preparing students for jobs that don't yet exist using technologies not yet invented to solve problems not yet identified."

— Rick Stephens, Senior Vice President, HR, Boeing 2008



Criteria of talents in the future
(learn, unlearn, re-learn, co-learn and co-create)

From jobs to roles
Job seekers to Job creators



IMPROVING THE STATE
OF THE WORLD

Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Săptămânal, din 14 martie 2019,
ora 18:00, Aula Magna „Ioan Curea” UVT

CURS



„Revoluția de la Timișoara din 1989”

<https://dct.uvt.ro>

Înscrie-te până pe **11 martie**, prin completarea formularului:



DESPRE CURS

În anul în care se împlinesc 30 de ani de la Revoluția Română din 1989, Universitatea de Vest din Timișoara, prin programul „*Timișoara, trei decenii de libertate*”, oferă studenților săi, dar și **elevilor timișoreni, studenților celorlalte universități din oraș, precum și întregii comunități timișorene**, tuturor celor interesați, un curs unic în țară, ce tratează tematica revoluției din decembrie 1989 de la Timișoara.

Transversal competences by completing complementary disciplines (**DCT**)



Discipline complementare 2018-2019 (care generează competențe transversale)

Procedura
operțională DCT

Câte discipline
aleg

Oferta
disciplinelor

Alegere discipline

Rapoarte și
statistici

Contact

[Programare EXAMENE, ORARE, Liste cu REPARTIZAREA studenților la discipline, informații generale și de la facultăți](#)

[curs Revoluția de la Timișoara din 1989 \(descriere, fișa disciplinei și înscriere la curs\)](#)

Pe acest site găsiți informațiile necesare pentru a putea alege disciplinele complementare care generează competențe transversale (referite simplu prin DCT).
Aici găsiți procedura operațională care gestionează DCT, lista disciplinelor și informații despre ele.
Începând din 16 mai veți putea alege disciplinele pe care le veți studia în anul universitar 2018-2019.

Distribution of DCT within WUT during 2014-2019

	May 2018 performed 2018-2019	April 2017 performed 2017-2018	May 2016 performed 2016-2017	April 2015 performed 2015-2016	April 2014 performed 2014-2015
# of total disciplines proposed*	161	158	175	160	78

Figures from [Rector's reports](#), carried out annually, 2014-2018

dct.uvt.ro

See DCT presentation clip at <https://www.youtube.com/watch?v=FjDYmopNpsw>



Digital Storytelling Roadmap

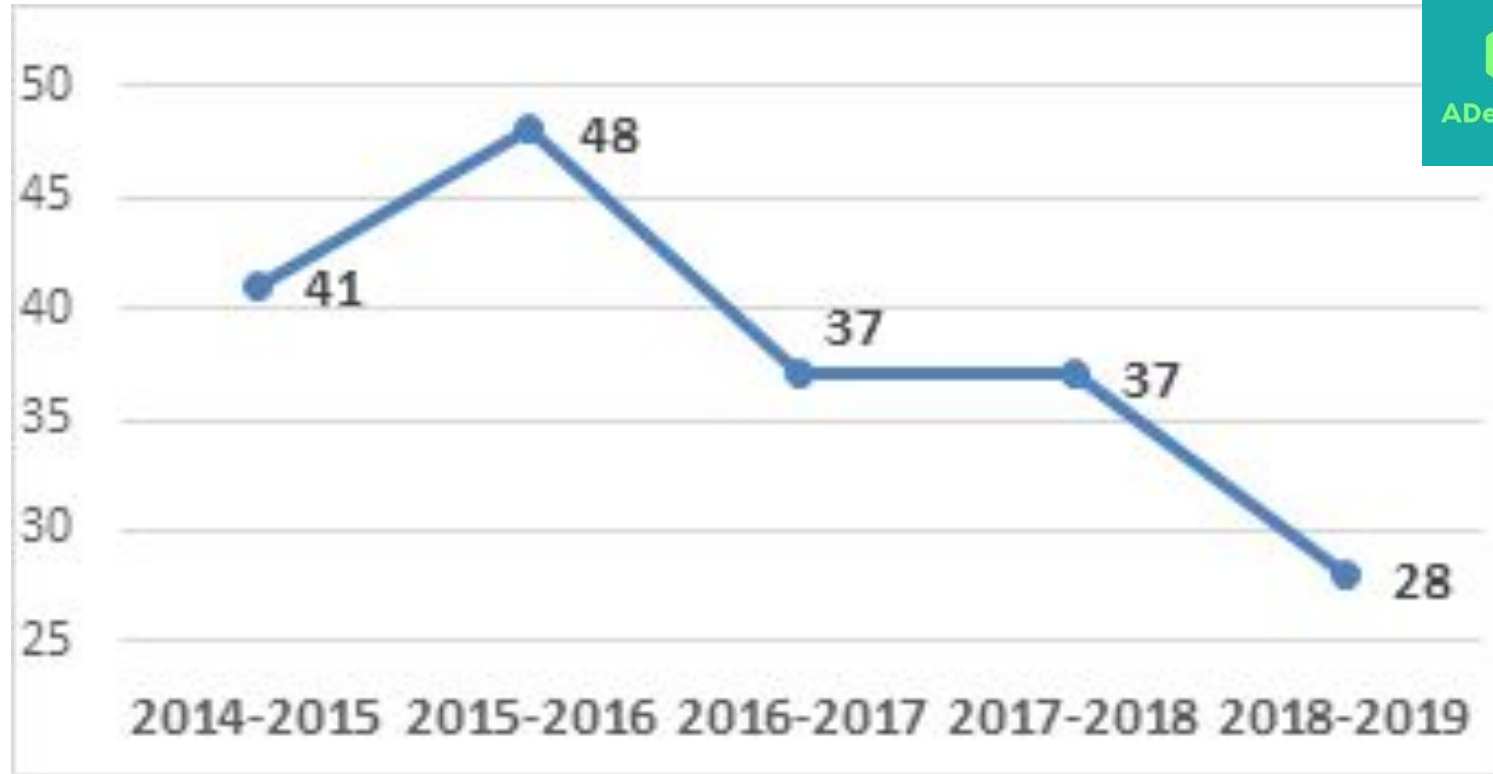
1 hour course / 1 hour seminar

2 ECTS

[syllabus](#)



<https://www.youtube.com/watch?v=aWfRUCmxnOs>



Distribution of students who have completed the „Digital Storytelling” course per academic years



- *If there were a **negative** review of a teacher and a **positive** review of the course taught by said teacher, **would the student enroll to the course?***
- *Would the student need an **additional opinion before enrolling** to the course?*
- *How can one determine whether the **next review** is positive or negative?*
- *And **how would that influence one?***

METHODOLOGY

- questionnaire-based survey ([GoogleForm](#))
- sentiment analysis ([MonkeyLearn](#))

*

questions about
evaluation of the course

- organization and resources, attitude, content, didactic methods, utility and suitability, positive aspects, perception of discipline

*

technical details

- June 2018 **after** the last course but **before** the final evaluation session
- 37 students (25 F / 12 M) out of 51 enrolled // **19 respondents**

more in the paper

Extracted
keywords -
positive
polarity

Positive	Neutral	Negative
nice course//	questions//	suggestions of
opportunities//	activities//	improvement//
many new things// great	imagination	comments//
help//	games//	silence//
long run// fine//	way//	room
many practical games//	next project	
interactive games//		
interactive story//		
interesting things//		
application// fact//		
creativity//		
determination//		
flourish idea// good luck//		
new experience//		



Strong points

- As positive aspects we point out: teachers' solid training, well-structured course material, coherent, good communication with students, **application of modern teaching methods**, current bibliography proposed to the students;
- Students are encouraged to participate in their **own training through motivation**, stimulation, encouragement of dialogue, team and individual activities, initiation in research, debates, study recommendations;
- The didactic framework makes **efficient use of the teaching materials** in the educational process.

Weaknesses

A close-up photograph of a green chain-link fence. Several padlocks of various colors (white, blue, red, black, and silver) are attached to the fence's links. The background is blurred, showing hints of trees and a building.

At the opposite end, there is a correlation between the teaching activities and the very diverse profile of the students – which is very difficult to achieve within a DCT.

The teacher-student relationship is based on mutual respect, empathic understanding, but although there is availability for dialogue and differentiated approach, consultancy, etc., the interest of the teacher for students' understanding is not very high, confirmed by the low feedback from the assessment made by the students.

Suggestions for improving the teaching activity

games and
interactive activities



Povestiri digitale

- curs de naratiuni digitale -

▶ Vizualizează clipul promoțional

🛒 Înscrie-te la curs GRATUIT



Povestiri Digitale este un curs care încearcă să ofere o altă dimensiune și culoare artei de a spune povești și care combină textul cu imagini, muzică, film, voce pentru a pune în valoare diferite experiențe de viață, situații și perspective, care urmărește a crește dezvoltarea de abilități și cunoștințe a tehnicilor de tip digital storytelling, în fapt a învăța digitalstorytelling prin

<https://west-university-timisoara.teachable.com/p/povedig>

Mereu cu un pas înainte!
Mereu mai buni!



Thank you for listening!

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