Chapter 4
Efficacy of the Flipped Classroom to Teach the Digital Storytelling Process

Hafidi Mohamed
LRS Laboratory, University of Badji Moktar, Annaba, Algeria

Mahnane Lamia
LRS Laboratory, University of Badji Moktar, Annaba, Algeria

ABSTRACT

The flipped classroom can be used to encourage teachers to prepare their own stories for their students and connect with peers to build their own collaborative learning spaces. Teachers can create digital storytelling from the content or have their students do it to demonstrate their understanding of the content. The greatest benefit in the flipped classroom may be found when students may be given assignments in which they are asked to research a topic, look for pictures, record their voice, and then choose a particular point of view. This chapter explores storytellers’ experiences of digital storytelling (DST) through a flipped classroom approach. A mixed research method was employed, using multiple sources of data collection, including pre-and post-tests, perception of flipped learning experience questionnaire, the teachers’ in-class observations, and semi-structured focus-group interviews. The results revealed that the flipped classroom not only enhanced the participants’ motivation, making them more active, but also significantly improved their ability.

INTRODUCTION

Digital storytelling (DST) as a combination of the art of storytelling and digital tools such as images, audio and video has been used for language learning (Thang, Lin, Mahmud, Ismail, & Zabidi, 2014). Digital Storytelling (DST) can be a powerful educational tool for students at all ages and grade levels who are tasked with creating their own stories (Dreon, Kerper, & Landis, 2011). This use of digital storytelling capitalizes on the creative talents of students as they begin to research and tell stories of their
own, learn to use the library and the internet to research rich, deep content while analyzing and synthesizing a wide range of information and opinions. In addition, students who participate in the creation of digital stories develop enhanced communication skills by learning to organize their ideas, ask questions, express opinions, and construct narratives. Students who have the opportunity to share their work with their peers may also gain valuable experience in critiquing their own and other students’ work, which can promote gains in emotional intelligence, collaboration and social learning.

However, the DST process has some challenges. Kent (2015) states that these challenges may be related to creators’ low multimedia literacy, or their limited access to hardware/software to create digital stories. Moreover, Robin (2006) points out other challenges: students’ difficulty formulating storytelling for educational purposes, and copyright / intellectual property problems involving the creation and dissemination of digital content. English Education pre-service teachers had difficulty creating digital stories, especially in writing stories step. Furthermore, the digital stories do not seem to have learning outcomes besides being able to develop the stories. All these challenges may be tackled by giving more space for the DST process itself, rather than its theoretical aspects, as formulated in this study through flipped classroom (Bechter, & Swierczek, 2017).

THEORETICAL BACKGROUND OF THE STUDY

Flipped Classroom

The flipped classroom is usually described as events that have traditionally taken place inside the classroom and are now taking place outside the classroom and vice versa (Sohrabi & Iraj, 2016) (Betihavas, Bridgman, Kornhaber, & Cross, 2016). In flipped classrooms, video lectures (lecture materials) are given to the students and they follow these videos at their home, and homework or any exercises are supposed to be done in the classroom environment (Abeysekera & Dawson, 2015; Chen, Wang, Kinshuk & Chen, 2014). A number of research studies in various disciplines have considered how to use a flipped course design, and its effectiveness in producing better learning experiences (Bergman & Sams, 2012; Chen et al., 2014; Missildine, Fountain, Summers & Gosselin, 2013).

The benefits of the flipped teaching method in the current literature are listed as follows:

1. learners move at their own pace,
2. doing ‘homework’ in class gives teachers better insight into learner difficulties and learning styles,
3. teachers can more easily customize and update the curriculum and provide it to learners 24/7,
4. classroom time can be used more effectively and creatively,
5. teachers using the method report seeing increased levels of learner achievement, interest, and engagement,
6. learning theory supports the new approaches, and
7. the use of technology is flexible and appropriate for 21st century learning
   (Chao, Chen, & Chuang, 2015; Chen, 2016; Snyder, Paska, & Besozzi, 2014; Tsai, Shen, & Lu, 2015).

Furthermore, while several prior studies have investigated students’ use or acceptance of flipped classroom tools for learning in higher education (Butt, 2012; Baepler, Walker & Driessen, 2014), very