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Digital Storytelling Approach for Environmental Challenges and the Early School Leaving Prevention

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WHO WE ARE

A Multidisciplinary Research and Development Center involved in several International, European and National projects.



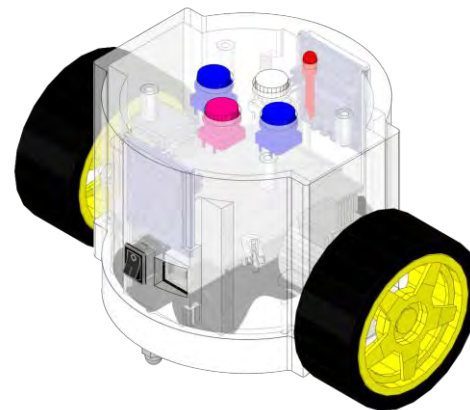
Geotechnical Engineering



Science Education



ICT



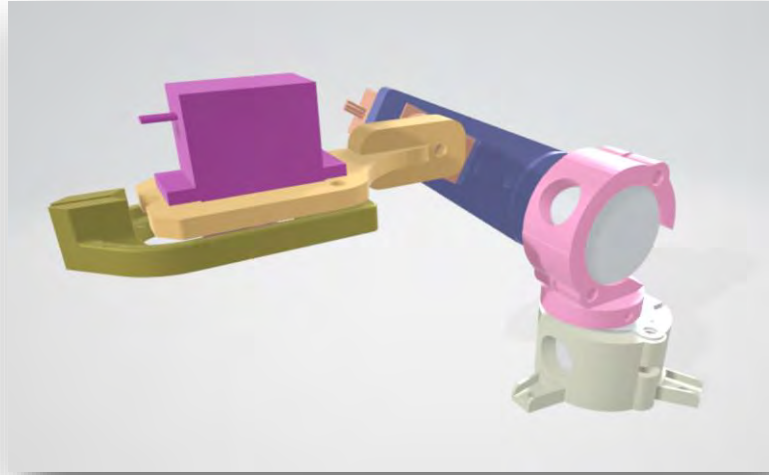
Educational robotics



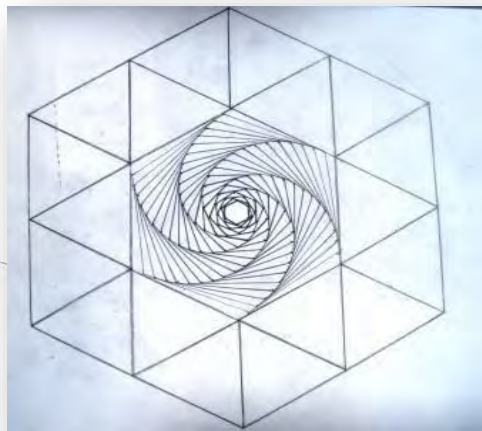
CURRENT RESEARCH ACTIVITIES



Educational Robotics



VR



Science/Arts
with/without the
use of technology



Geotechnical Engineering

CONTEXT

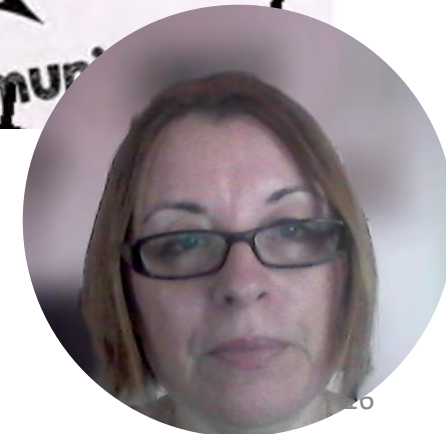
Due to the **rapid changing** in the **labour market**, **soft skills** development is **essential** to **support individuals** to **work** effectively.

Among these, **leadership**, **teamwork**, **communication**, **adaptability**, **problem-solving**, and **time management** are **highly valued** by **employers** and can **lead** to better job **opportunities** and **career** advancement.



TEACHING APPROACH CHANGING

One of these teaching approaches, which can support soft skills development, is **digital storytelling**, a **short form of digital media** production that allows **everyday people to create and share their stories online**.



EUROPEAN PROJECTS

THE BIG GAME: Immersive and Multidisciplinary STEM Learning through A Cooperative Story-Driven Digital Game



University of Turku
Joensuu lyseon peruskoulu



EU-Track
Pixel Association
I.C. Maria Montessori



FUNDATIA EUROED



Tallinn University
Tartu International
School MTÜ

Reducing Early School Leaving by Increasing Academic Achievement with Digital Applications in Storytelling Techniques



Bafra İlçe Milli Eğitim
Müdürlüğü,
Fatih Atatürk Çağdaş Yaşam,
Yildiz Technical University



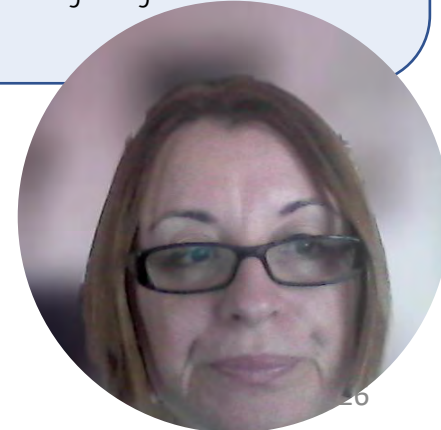
EU-Track



Virtual Campus LDA



Univerza V Ljubljani



PROJECT OBJECTIVES

1. **Promote STEM training** in secondary schools (11-16 y.o. students).
2. **Supporting digital transformation** in secondary schools.
3. **Encourage the combat** against **climate change**.



SUPPORTING DIGITAL TRANSFORMATION

Providing an **online** and **blended learning** model, **methodology** and **tools** based on the ***digital storytelling*** approach to foster **learning** and **cooperation** in digital environments.


Teachers will be supported in:

- Develop **scenarios** to be used as **game sessions** for realization **in class** or at a **distance**.
- **Didactic** and **technical tools** will be suggested to use **storytelling** and **evaluate** the **scenarios** developed by their students.



ENCOURAGE THE COMBAT AGAINST CLIMATE CHANGE

Raising awareness about **environmental issues** through immersive learning experiences.



Students will propose **possible solutions** to **environmental** problems that will be represented in a **learning scenario**, that will be transformed into a **game mission** in the developed digital gaming environment.





DIGITAL STORIES PROJECT

The Digital Stories project aims to **reduce students' early school leaving** by supporting **teachers professionally** who work with **learning difficulties** by using digital techniques based on a **multi-sensory learning model** and **storytelling technique**.

- Decreased **dropout rates** of students with **learning difficulties**.
- **Increasing** the **professional development** of **teachers** with new tools and methods.
- Active use of the "**Recommendation Program**", including the Digital Storytelling course.
- Developing the **professional capacity** of teachers thanks to the **online learning**.



PROJECT MAIN TASK

Instructors training through the digital story **creation workshops** focused on **how to create stories** with the digital. This will allow also **support students**, mainly language used, paying particular attention to those who are at **risk of learning difficulties**, to the **entertaining** and to **change** their **attitude** towards the **school educational side** of the **story environment**.



The image shows a screenshot of a website for 'digital stories'. The header includes a logo with a lightbulb and the text 'digital stories', a navigation menu with links for 'Home', 'Outputs', 'Partners', 'News', 'Contact', and 'Platform', and flags for Italy, Turkey, and the Philippines. The main content area features a photograph of three students (a girl, a boy, and a younger boy) with various educational icons overlaid, such as a stack of books, a lightbulb, and a graduation cap. To the right of the image, the text reads: 'Reducing Early School Leaving by Increasing Academic Achievement with Applications in Storytelling Techniques'. In the bottom right corner, there is a circular inset portrait of a woman with glasses.



CONCLUSION

Digital storytelling creates **engaging** and **informative narratives** that can help **students** understand **complex issues** and their **impacts** while incorporating **personal stories, images, and sound**.

The **digital storytelling** in both experiences can be used to **reach younger generations** who may be particularly **receptive** to **digital media**.

By leveraging the **power of technology and multimedia**, the **digital stories** engaging and motivating **develop essential skills** by building **self-esteem** and a **sense of belonging**.



Thank you for your attention!

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