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Titolo	Storytelling and education in the digital age : experiences and criticisms // Matteo Stocchetti (ed.)
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ISBN	3-653-06976-9 3-631-70126-8
Descrizione fisica	1 online resource (194 pages)
Disciplina	372.67/7
Soggetti	Digital storytelling Education - Effect of technological innovations on Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	The politics of education and the digital turn in storytelling : a critical introduction / Matteo Stocchetti -- Virtual worlds use and the harm to children's imagination development / Nachshon Goltz & Tracey Dowdeswell -- The digital turn in storytelling and creative industries in china : a report / Vincenzo De Masi and Han Yan -- Story-telling and narrative inquiry as a gateway to methodology / Nathalie Hyde-Clarke -- Digital storytelling, book trailers and literary competence in initial teacher education / Cristina Aliagas-Marin & Ana M. Margallo -- Storytelling in design education : an interdisciplinary approach for the digital media landscape of 21st century / Simge Esin-Orhun -- Personal stories and the visual turn : exploring digital stories as identity representation / Julie Faulkner and Greg Curran -- From storytelling to storymaking to create academic contents : creative industries through the perspective of students / Gloria Gomez-Diago -- Teaching literature through social media storytelling / Susana Tosca, Anne Katrine Nørgaard Isholdt & Niklas Tarp-Petzke.
Sommario/riassunto	While the importance of the role of storytelling can hardly be overestimated, the impact of digitalization on this role is more

ambivalent. In this second book-length publication of the programme Media and Education in the Digital Age MEDA, the authors take a critical stance towards the alleged emancipative affordances of digital storytelling in education. The collection is inspired by the effort of making professional educators aware of the risks of the digital turn in educational storytelling but also of the opportunities and the conditions for critical engagements. Based on their research and field experience, fifteen scholars discuss in nine chapters these risks and opportunities, providing ideas, evidence, references and inspiration to educators and researchers.
