INTED 2017

11th **International Technology, Education** and **Development Conference**

6-8 March, 2017
Valencia (Spain)

CONFERENCE PROCEEDINGS

Sharing the Passion for Learning

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STORYTELLING IN HIGH EDUCATION INSTITUTIONS: HOW TO ENRICH THE LEARNING EXPERIENCE IN MULTIDISCIPLINE AREAS?

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Abstract

This study was aimed at:

1   investigating the implementation of storytelling in 11 study program with multidiscipline area,

2   investigating the impact of storytelling based on students' perspective towards their learning process, and

3   determining the sustainability of storytelling learning method into further research.

21 teachers were involved in this study that has been running from 19 September to 23 December 2016 in the Faculty of Languages and Arts, Yogyakarta State University (YSU). 13 teachers implemented the storytelling in languages classes and 8 teachers conducted the study in arts classes. There were 545 students registered in this piloting project. All the subjects were mandatory subject of the running semester based on the Indonesia National Curriculum of Qualification 2014. This learning method of storytelling was a part of Indonesian Innovative Pedagogy (INDOPED) project, initiated by University of Seville, Spain and funded by the Erasmus and Program of the European Union 2016. To initiate the storytelling piloting in higher education institution, teachers were deliberately registered to the project. This, followed by the intern meeting in the faculty level to inform about the INDOPED project and make acknowledgment that those certain teachers would conducting 1 of 3 methods which YSU plan to implement in the academic year of 2016-2017.

There were steps in storytelling's learning process such a:

1   workshop for the teacher,

2   teaching practice for the teacher, monitored by the European partner from Seville University,

3   Implementing the method by the teachers,

4   students' turn become the storyteller,

5   evaluation,

6   findings, and

7   sustainability of the storytelling method in the coming semester.

21 teachers implemented the storytelling method in 21 different subjects.

During the implementation, teachers inserted storytelling in 15 minutes in each period. This can be seen from their teaching plan. Twice meetings were held to monitor the running progress of piloting. The implementing of storytelling was documented in the form of video. There were middle and post evaluation during the implementation of storytelling. All the evaluation's item was provide by INDOPED team from European partners.

The study showed that:

1) The 21 teachers implemented the storytelling in 21 different subjects towards 11 study programs. Teachers first applied the method. Since there is no single pattern on storytelling implementation then the students performed their storytelling's learning in various model based on their study program. Some product of this implementation can be seen in the mind map of literature review, comic online, dance movement, and music composition.

The in code barometer was divided into 3 categories of:

1   individual,

2   interpersonal, and

3   networking.

The sustainability of storytelling method will be applied into a classroom action research (CAR). The further studies mainly focus on reducing or eliminating the 3 aspects that still found very poor during the piloting program.

Those 3 aspects were:

    1   respect different opinions, perspectives and values,

    2   presentation skills

    3   ability to generate creative ideas

Keywords: Storytelling, learning method, INDOPED, learning experience.

1   INTRODUCTION

People has been using story telling as a powerful media in communication for centuries. A story is constructed by a sequence of events, characters, and what the characters say and do, in a different place and/ or a different time [1]. Storytelling is believed as one method in learning in every level of education. Student will learn through storytelling when there emerges a process in which learning is constructed with story or narrative as a means of sense making. Moreover, McDrury and Alterio [2] and Harrison [3] said that there is recognition that stories are useful within higher education, particularly in reflection and personal developments' areas. In storytelling students involve their personal story and anecdote to engage peers students and share their knowledge. Stories can be found everywhere in human life and can be termed narrative, case study, life history, myth, anecdote, legend, scenario, illustration or example, storytelling and / or critical incident, etc. Stories can be delivered in many ways namely spoken, written, filmed, mimed, acted, presented as cartoons and/ or as ne new formats in medias [4].

Funded by Erasmus and European Union in the framework of INDOPED 2016 the storytelling as a learning method has been successfully piloted in the Faculty of Languages and Arts. Seville University in Spain as the university partner in Europe   shares, helps, and mentors the YSU during the piloting and even more will contribute in the next term of implementation. This learning experience will continue in the next semester in the form of classroom action research (CAR).

Based on the explanation at the first paragraph, it is potential that storytelling can be implemented in the Faculty of Languages and Arts, Yogyakarta State University. The faculty has 11 (eleven) study programs that major in languages and arts. It is hoped that the piloting of storytelling method in higher education will be fruitfulness, both for the teachers and the students. This paper will tell about 1) the investigation of the implementation of storytelling in 11 study program with multidiscipline area, 2) the investigation on the impact of storytelling based on students' perspective towards their learning process, and 3) the determination of the sustainability of storytelling learning method into further research.

2   LITERATURE REVIEW

2.1   Story and Storytelling

This part will discuss about the definition of story and storytelling.

2.1.1   Story

Bruner [5] said that story usually refers to the timeless plight of human experience that commonly unfold in the form of plot. The plot itself often contains some references to time, place, events, and individual involved in that story. It often concerns with discordance and concordance, added Bruner [5] and Ricoeur [6]. Then, a relation emerges between the narrator or reader of a story and the listeners, neither are passive in the process. When the narrators share their interpretation of the story, then the listener will recreate the events for themselves through their own imagination [5], [7]. Sometime story often perceived as factual or as products of the author's imagination [8].

Neuhauser [9] explained that stories allow people to feel and see the information as well as factually understand it. That is because people hear the information factually, visually and emotionally. The story is more like imprinted on their brain in a way that sticks with them longer, involved with very little

effort on their part. Moreover story comes in many shapes and forms and also able to serve a variety of purposes, therefore it is important to choose a story very well. Ganz [10] added there are 5 (five) essential elements in a story, are: 1) character (s), 2) a plot, 3) a challenge, 4) a choice and 5) a resolution.

2.1.2 Storytelling

Societies have taught key principles through storytelling for years [11] and [12]. Egan [13] added that in some culture whose written language, storytelling was the only way to convey a society's culture, values and history. Storytelling has been used by great leader at almost all level of instruction as an instructional tool in the form of parables, legends, myths, fables and real life examples to convey important information [1] and [14]. Storytelling has always been an important part of human being. Storyteller often viewed as special member in their society who required to develop skill in the appropriate use of language, communicating with impacts, insight and sensitivity. He or she also needed to develop his/ her memory and visualization skill and use these skill to paint a picture in mind of their audience. Meanwhile, storytelling also viewed as a vocation [13].

2.2 Storytelling as Learning Method

Story takes valuable influence within the learning process. Learning can be achieved through deliberation [4]. Stories do not only capture people's attention through their narrative structure, but also give opportunity for people to get noticed and accommodated [5]. Therefore storytelling makes both intellectually and emotionally connections.

As one of an information medium, storytelling is heavily used in today education and training at any level of education [16].Labov [18] explains that narrative is a method of recapitulating past experience by matching a verbal sequences to the sequences events. Furthermore, story facilitates instruction directly through verbal or linguistics means. Learning through storytelling seen as a process in which learning is structured around those of narrative and story [4]. There are at least 15 (fifteen) ways to use stories in learning [1]. They are: 1) to introduce or wrap up a presentation/ learning period, 2) as a "pre-frame" or context builder, 3) to compose rapport, 4) to maintain a theme for an event, 5) to illustrate a teaching point, 6) to make learning multisensory, 7) to give examples, 8) to share knowledge, 9) to transmit values, 10) to respond to questions, 11) to evoke and influence states, 12) to elegantly resolve or reframe difficult group situations, 13) to commence discussion, 14) to teach and relate facts and sequences, 15) to communicates visions.

3 METHODOLOGY

This part will discuss about the design and approach for this study, the participant, data and the analysis.

3.1 The Design and Approach

There were 3 (three) objectives of this research. They are 1) investigating the implementation of storytelling in 11 study program with multidiscipline area, 2) investigating the impact of storytelling based on students' perspective towards their learning process and 3) determining the sustainability of storytelling learning method into further research. Qualitative approach was chosen for this study because the qualitative approach is explanatory in its nature and priority in depth understanding [15].

3.2 The Participants

21 teachers were registered to conduct the storytelling piloting during the fall semester started from 19 September to 23 December 2017. Those teacher taught in 11 different study program. They are 1) Children Literature in Indonesian Study Program, 2) Literature's Reading in Indonesian Study Program, 3) Teaching Methodology for Children in English Study Program, 4) Speaking in Professional Contexts in English Study Program, 5) Paragraph Writing in English Language, 6) Basic Reading in English Language, 7) German History, 8) Reading for Beginner in German Language, 9) Listening in French Study Program, 10) Media and IT in French Language Learning, 11) Media and IT in Javanese Language Learning, 12) Fiction Writing in Javanese Language, 13) Javanese for Beginner, 14) Project and Perspective in Fine Arts, 15) Ornament in Fine Arts, 16) *Batik* I, 17) Leather Craft I, 18) Teaching Plan in Music Study Program, 19) Analysis and Critics in Music Study Program, 20) Evaluation in Dance Study Program, and 21) *Tari Nusantara II* in Dance Study Program. All of

subject is mandatory subject according to the Indonesia National Curriculum of Qualification 2014. More than 250 were involved in storytelling piloting project.

3.3 Data Collection

The qualitative approach was applied to associate the qualitative method. Preliminary research about the overall baseline of the participant, both teacher and students about storytelling, particularly in higher education. Semi structured interview was applied to get the data. During the piloting, the teaching and learning activity was documented by recording in video. Questionnaires sheets from INDOPED were distributed to get the final data about the storytelling implementation.

3.4 Analysis

Thematic analysis was used to establish the dominant themes appearing from the collected data. The data from semi-structured interviews were classified based on the research question [17]. Patterns of storytelling captured in the observation were also coded and categorized in relation to the research question. The sequences and the impact of the storytelling process were also analyzed.

4 RESULT

The study showed those 21 teachers implemented the storytelling in 21 different subjects towards 11 study programs. Teachers first applied the method. Since there is no single pattern on storytelling implementation then the students performed their storytelling's learning in various model based on their study program. Some product of this implementation can be seen in the mind map of literature review, the this mind map would be presented in front of the class; in French study program, students were created an online comic to present their learning media; in music study program story telling helped students to compose a song, then followed by writing the lyrics, the song were being presented in front of the class; in dance study program, storytelling implemented in the creation of dance movement. Therefore students were not only learnt the philosophy of the creation of dance movement but also the symbolic values of the dance; in fine art study program students profit some technic in delivering the storytelling as the foundation of painting and/ or other art crafts. The implementation of storytelling in each study program put the creativities and activities of the students as the outmost aspects. Students were actively engaged in delivering story through storytelling and in presenting their task in front of the class. The final assignment required student to provide a scientific video related to the theme of the subject. Scientific phases were conducted in providing the video, namely interview with an scientist or expert in the study area, conducting some literature review based on their subject. Reference were gathered from books, methods, reputed journals, website, etc; getting field data, write down the scenario script for the video, and finally prepare the video after having discussion with the teacher. The video then was presented by the students in front of the class. The best video which was the one with theme-related was declared as the best video.

Based on the students self-evaluation sheet which was classified into 3 parts, the students' perspective on storytelling were a) very strong respect different opinions, perspectives and values showed 43%, b) strong ability to work systematically of 66%, c) strong ability to continue to work despite of 67%, d) strong ability to lead a classroom discussion, e) strong motivation to acquire knowledge, f) strong ability to search information/ knowledge in various sources of 56%, g) strong ability to spot the innovative/ creative process of 61%, h) strong engagement in the learning process, i) strong motivation to acquire knowledge of 58%; j) often cooperate with peers of 59%, k) often have fun while studying of 41%, l) often respect different opinions, perspectives and values, often work well under pressure of 39%; m) good ability to generate creative ideas, o) good ability to the appropriate solution to a problem, n) good ability to evaluate peers work, o) good ability to self-evaluate, p) good ability to take responsibility for someone's education, q) good ability to use previously acquired knowledge in problem solving situation, r) strong ability to work independently of 52%, s) good analytical skill of 45%; t) good problem solving skill of 54%, u) good rreporting skill of 54%, v) good strategic thinking skill of 53%, and w) good team working skill of 59%. The incode barometer was divided into 3 categories of: 1) individual, 2) interpersonal, and 3) networking.

The sustainability of storytelling method will be continued into a classroom action research (CAR). The further studies mainly focus on reduce or eliminating the 3 aspect that still found very poor during the piloting program. Those 3 aspects were 1) respect different opinions, perspectives and values, 2) presentation skills, and 3) ability to generate creatives ideas

5   CONCLUSIONS

In storytelling, there are some aspects that have to exist such as story, plot, character, choice and resolution [5]. However, some teachers failed to conduct the storytelling as instructional method. They did not respect to the plot and characters, the two elements that must appear in story. And or the teachers were failed to apply the suggestion from Lickorish [1].

4 (four) major types of story-based instruction are mainly found during the piloting. Those 4 categories are case-based instruction, narrative-based instruction, scenario-based instruction and problem-based instruction. This finding highlight the study of Andrews et als [16].

ACKNOWLEDGEMENTS

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APPENDIX. STUDENTS SELF EVALUATION FORM 1

This form is for the "INDOPED" Project pilot evaluation purpose only. It won't be used in any other way. Your personal data are collected only for the statistical analyses. We are asking about your name to be able to match this questionnaire with the one that you will be asked to fill at the end of the INDOPED pilot. If you attend more than one INDOPED Project subject, please submit only ONE evaluation form. Don't leave any blank answers. Fill all the 6 pages!

Thank you for your time! :)

1. **Name:**...

2. **FEMALE / MALE**   3. **Age:** ....

4. **Your university:**

BINUS   UIN   UNSYIAH   WM   YSU

5. **What is your major (i.e. political sciences)?**   **7. Year of studies**

....

6. **Which classes do you undertake? Is it a mandatory or a voluntary subject?**
Tick (✓) the appropriate box to indicate your answer.

SUBJECT NAME	I do attend this class and it's a MANDATORY subject	I do attend this class and it's a VOLUNTARY subject	I ———— attend this class don't
Gamification			
Innovation Camp			
Learning by Case Method			
Learning by Teaching			
Learn to Learn			
Project Hatchery			
Project Market Research			
Project Module			
Storytelling			

6a. **(Only if you have chosen the option "I do attend this class and it's a VOLUNTARY subject".) Why did you start to attend this class (name 3 reasons)**

SUBJECT NAME	Reason 1	Reason 2	Reason 3
Gamification			
Innovation Camp			
Learning by Case Method			
Learning by Teaching			
Learn to Learn			
Project Hatchery			
Project Market Research			
Project Module			
Storytelling			

7. **Please answer all of the following questions to the best of your abilities and don't leave any blanks. Tick (✓) the appropriate box to indicate your answer.**

PART I

Please rate your usual:	Very strong	Strong	Fair	Weak	Very weak
1. ability to work systematically					
2. ability to continue to work despite a previous failure					
3. ability to lead a classroom discussion					
4. ability to search for information/knowledge in various sources					
5. ability to spot the innovative/creative solutions					
6. engagement in the learning process					
7. motivation to acquire knowledge					

PART 2

Do you:	All of the Time	Often	Sometimes	Rarely	Never
1. cooperate with a teacher?					
2. cooperate with your peers?					
3. have fun while studying?					
4. respect different opinions, perspectives and values?					
5. work well under the pressure?					

PART 3

Please rate your:	Very good	Good	Fair	Poor	Very Poor
1. ability to generate creative ideas					
2. ability to choose the appropriate solution to a problem					
3. ability to evaluate others' (your peers) work					
4. ability to self-evaluate					
5. ability to take responsibility for someones' education					
6. ability to use previously acquired knowledge in problem solving situations					
7. ability to work independently					
8. analytical skills					
9. communication skills					
10. interdisciplinary problem solving skills					
11. interdisciplinary teamworking skills					
12. learning skills					
13. networking skills					
14. organizing skills					
15. planning skills					
16. presentation skills					
17. problem solving skills					
18. project management skill					
19. reporting skills					
20. strategic thinking skills					
21. teaching skills					
22. teaworking skills					
23. time management skills					

8. Please don't leave any blanks. Tick (P) the appropriate box to indicate your answer. Not all assessment tasks and situations are conducive to demonstrating all of the capacities and skills to which the items refer; in such cases "0" is the appropriate response.

The INCODE Barometer

Self-assessment of innovation competence performance.

In the activities in class:		Not observed / not demonstrated	Very Poor	Needs to improve	Pass	Good	Excellent
		0	1	2	3	4	5
	INDIVIDUAL						
1	I present ideas that are suitable for the task						
2	I present creative ideas						
3	I present new ways to implement ideas						
4	I evaluate the advantages and disadvantages of actions						
5	I identify relationships among different components of the task						
6	I face the task from different points of view						
7	I use available resources ingeniously						
8	I foresee how events will develop						
9	I show enthusiasm						
10	I persistently pursue the goals						
11	I take daring yet reasonable risks						
12	I orient the task towards the target						
	INTERPERSONAL						
13	I transmit ideas effectively						
14	I listen to teammates						
15	I establish constructive group relationships through dialogue						
16	I collaborate actively						
17	I contribute to group functioning						
18	I take initiative						
19	I drive others to act						
20	I face conflicts with flexibility to reach agreements						
	NETWORKING						
21	I apply ethical values						
22	I take into account the implications of the task for society						
23	I am able to work in multidisciplinary environments						
24	I am able to work in multicultural environments						
25	I use networking contacts to reach goals						

9. Follow the instructions. They are different for every part of the Adjective Checklist Test. PART 1

Underline all the terms in the following list which, in your opinion, best describe **you as a student**.

absent-minded	disagreeable	leader	self-confident
adventurous	dreamy	loud	selfish
ambitious	dull	lovable	sensitive
awkward	energetic	loving	sentimental
boastful	fearful	loyal	serious
bold	fierce	mannerly	sharp-witted
bossy	fighter	mean	shiftless
brave	forgetful	messy	shrewd
busy	forgiving	mischievous	shy
calm	friendly	nagging	sneaky
carefree	fun-loving	neat	soft-hearted
careless	funny	obedient	spunky
caring	fussy	organized	stern
cautious	generous	outspoken	stingy
changeable	gentle	patient	stubborn
charming	gloomy	patriotic	studious
cheerful	greedy	playful	successful
clever	gullible	pleasant	superstitious
conceited	handsome	polite	suspicious
confused	happy	proud	talkative
considerate	hard-working	quarrelsome	thoughtful
contented	helpful	quick-tempered	timid
cooperative	honest	quiet	tough
courageous	humble	reasonable	trusting
cowardly	humorous	reckless	understanding
creative	imaginative	relaxed	unfriendly
cruel	independent	resourceful	unkind
curious	intelligent	respectful	unselfish
dainty	inventive	responsible	wild
daring	jolly	restless	wise
demanding	joyful	rude	witty
dependable	kind	sad	zany
determined	lazy	self-centered	

PART 2

Check <u>all</u> the terms in the following list which best describe **your <u>typical</u> teacher (lecturer).**

absent-minded	disagreeable	leader	self-confident
adventurous	dreamy	loud	selfish
ambitious	dull	lovable	sensitive
awkward	energetic	loving	sentimental
boastful	fearful	loyal	serious
bold	fierce	mannerly	sharp-witted
bossy	fighter	mean	shiftless
brave	forgetful	messy	shrewd
busy	forgiving	mischievous	shy
calm	friendly	nagging	sneaky
carefree	fun-loving	neat	soft-hearted
careless	funny	obedient	spunky
caring	fussy	organized	stern
cautious	generous	outspoken	stingy
changeable	gentle	patient	stubborn
charming	gloomy	patriotic	studious
cheerful	greedy	playful	successful
clever	gullible	pleasant	superstitious
conceited	handsome	polite	suspicious
confused	happy	proud	talkative
considerate	hard-working	quarrelsome	thoughtful
contented	helpful	quick-tempered	timid
cooperative	honest	quiet	tough
courageous	humble	reasonable	trusting
cowardly	humorous	reckless	understanding
creative	imaginative	relaxed	unfriendly
cruel	independent	resourceful	unkind
curious	intelligent	respectful	unselfish
dainty	inventive	responsible	wild
daring	jolly	restless	wise
demanding	joyful	rude	witty
dependable	kind	sad	zany
determined	lazy	self-centered	

PART 3

Check all the terms in the following list which best describe your ideal teacher (lecturer).

absent-minded	disagreeable	leader	self-confident
adventurous	dreamy	loud	selfish
ambitious	dull	lovable	sensitive
awkward	energetic	loving	sentimental
boastful	fearful	loyal	serious
bold	fierce	mannerly	sharp-witted
bossy	fighter	mean	shiftless
brave	forgetful	messy	shrewd
busy	forgiving	mischievous	shy
calm	friendly	nagging	sneaky
carefree	fun-loving	neat	soft-hearted
careless	funny	obedient	spunky
caring	fussy	organized	stern
cautious	generous	outspoken	stingy
changeable	gentle	patient	stubborn
charming	gloomy	patriotic	studious
cheerful	greedy	playful	successful
clever	gullible	pleasant	superstitious
conceited	handsome	polite	suspicious
confused	happy	proud	talkative
considerate	hard-working	quarrelsome	thoughtful
contented	helpful	quick-tempered	timid
cooperative	honest	quiet	tough
courageous	humble	reasonable	trusting
cowardly	humorous	reckless	understanding
creative	imaginative	relaxed	unfriendly
cruel	independent	resourceful	unkind
curious	intelligent	respectful	unselfish
dainty	inventive	responsible	wild
daring	jolly	restless	wise
demanding	joyful	rude	witty
dependable	kind	sad	zany
determined	lazy	self-centered	

PART 4

Underline the right answer to the following questions:

1. Do you have a teacher who meets the above (PART 3) criteria?

6   YES   NO

2. Have you had, in the past, a teacher who met the above (PART 3) criteria?

7   YES   NO