

Module: Digital Storytelling for fundraising

PDF-1b: Storification

Liew et al (2020) look at participatory cultural heritage and audience engagement in terms of their objectives and motivations, the varying levels of involvement and the technology-mediated participatory activities. Their findings suggest that when projects are designed with a human-centred computing focus and a community-oriented foundation, there is evidence of deeper engagement and sustained participation.

Storification practices have focused on the motivational use of stories across different contexts, using different methods like playful approaches, serious and educational games, gamification, simulations and roleplay. A recurring and significant feature of these approaches is their extensive use of narratives.

Research by Barber (2016) explored how the creative practice of digital storytelling promotes critical thinking, communication, digital literacy, and civic engagement. Other studies have shown positive outcomes such as reinforcing an understanding of the content, facilitating discussion, comprehending difficult material and the development of skills like research, writing, technology and teamwork. Also noted as being of importance was the ease with which digital stories can now be created using StoryMaps and distributed to a broad audience.

When people create their own digital stories, the learning experience they have results in strengthening of their 21st century skills. These can be described in terms of five literacies – digital, global, technological, visual, and informational.

There are additional outcomes for those creating digital stories, including empathy and perspective-taking, self-understanding, and community-building. This increases the accessibility of content and enhances its potential to encourage engagement.

Research by Jenkins et al. (2017) has shown that storytelling encourages deeper engagement levels that foster the development of critical thinking skills.

References

Barber, J.F., 2016. Digital storytelling: New opportunities for humanities scholarship and pedagogy. *Cogent Arts & Humanities*, 3(1), p.1181037.

Jenkins, T., 2017. Ageing narratives: Embedding digital storytelling within the higher education curriculum of health and social care with older people. In *Digital Storytelling in Higher Education* (pp. 261-277). Palgrave Macmillan, Cham.

Liew, C.L., Goulding, A. and Nichol, M., 2020. From shoeboxes to shared spaces: participatory cultural heritage via digital platforms. *Information, Communication & Society*, pp.1-18.



SYNOPSIS

Storytelling and Fundraising for
Cultural Heritage professionals