

APPENDIX A

IRL's Seven Principles of Learning

1. Learning is fundamentally social.
 2. Knowledge is integrated in the life of communities.
 3. Learning is an act of membership.
 4. Knowing depends on engagement in practice.
 5. Engagement is inseparable from empowerment.
 6. "Failure to Learn" is the normal result of exclusion from participation.
 7. We already have a society of lifelong learners.
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IRL's Core Capabilities

IRL saw its core capabilities to lie in these four areas:

- Learning to see Learning
- Design for Learning
- Learning and Work Design
- Learning, Identity and Diversity

IRL's project were grouped into

1. Research of Learning in the Classroom

- Funding from Education Grants. (NSF, Hearst Foundation and others)
- Researchers: Shelley Goldman, Jim Greeno, Jennifer Knudsen, Ray McDermott, Angela Booker, Karen Cole, Ralph Manak, Judit Moschkovich, Tina Sayer, and more.
- Partners and clients: NSF, Dep. of Education, Hearst Foundation Spencer Foundation, Stanford University, Middle Schools in the Bay Area and more.
- Research focused on Learning in the K 8- 12 classroom, with special emphasis on mathematics as the greatest hurdle to school success. Researchers developed alternatives to, and support of, traditional math modules by embedding mathematical topics in practical tasks (e.g. design of a building) executed in groups and with computers.

2. Research on Learning in the Workplace

- Financed through corporate sponsorship.
- Research projects for corporate clients. Research topics were co-developed with the corporate clients to have academic and corporate relevance. Results were shared with the client and a network of affiliates in the form of articles, reports and presentations.
- Researchers: Libby Bishop, Melissa Cefkin, Bill Clancey, Chris Darrouzet, Gitte Jordan, Ted Kahn, Charlotte Linde, Patricia Sachs, Susan Stucky, Eric Vinkhuyzen, Etienne Wenger, Marilyn and Jack Whalen, Helga Wild, and more.
- Partners and clients: e.g. Xerox Corporation, State Farm Insurance, Hewlett-Packard, Sun Microsystems, Nynex, Steelcase, Hermann Miller, IDEO, Stanford University, and more.

3) Research Initiative on Learning, Identity and Diversity.

- Researchers: Penny Eckert, Charlotte Linde, working on social identity and memory through sociolinguistic analysis and the analysis of an organization's (his)stories.

APPENDIX B

Cognitive Apprenticeship (CA)

Let's list the 4 elements, or *dimensions*, of every learning environment, and what they entail (1991:12-15):

1. **content:** knowledge and strategies
 - *Domain knowledge:* concepts, facts, and procedures explicitly identified with a particular subject matter
 - *Heuristic strategies:* effective techniques for accomplishing tasks, e.g., "tricks of the trade"
 - *Control strategies:* how and when to select among possible problem-solving strategies
 - *Learning strategies:* for learning any of the above; learning how to learn.
2. **method:** opportunities to observe, engage in, and invent or discover experts' strategies in context
 - *Modeling:* expert performs a task (verbalizing/illustrating their knowledge and thinking)
 - *Coaching:* expert observes and facilitates
 - *Scaffolding:* expert provides supports
 - *Articulation:* expert encourages learners to verbalize/illustrate their knowledge and thinking
 - *Reflection:* expert enables learners to compare their performance with others
 - *Exploration:* expert invites learners to pose and solve their own problems
3. **sequence:** tasks that structure learning yet preserve meaningfulness (i.e., "situate" the tasks)
4. **sociology:** social characteristics of learning environments (i.e., "situate" the learner)
 - *Situated learning:* the context of working on realistic tasks
 - *Community of practice:* communication with other practitioners
 - *Intrinsic motivation:* personal goals to seek skills and solutions
 - *Exploiting cooperation:* working together (cooperative problem solving) to accomplish these goals

There are three important distinctions between traditional and cognitive apprenticeship: in traditional apprenticeship the process is easily observable; in traditional apprenticeship the tasks arise and emerge in the workplace; in traditional apprenticeship the skills to be learned are inherent in the task itself. To translate the model of traditional apprenticeship to cognitive apprenticeship, experts need to:

- identify the processes of the task and make them visible to students;
- situate abstract tasks in authentic contexts, so that students understand the relevance of the work;
- vary the diversity of situations and articulate the common aspects so that students can transfer what they learn. (Collins, Brown and Holum, 1989a;1991:3)

APPENDIX C

“computers ... can make the invisible visible ... they can make tacit knowledge explicit ... to the degree that we can develop good process models of expert performance, we can embed these in technology, where they can be observed over and over for different details” (p. 125).

Allan Collins, (1991:125,) quoted in Ghefaili (2003).

Aziz Ghefaili (2003) suggests “various technologies that can be applied to the six instructional methods of cognitive apprenticeship.”

Applying Selected Technologies To Methods of Cognitive Apprenticeship

...the following table includes a number of various technologies that can be applied to the six instructional methods of cognitive apprenticeship suggested by the writer.

Components	Example of Technology Applications
Modelling	—Expert communicates with student via digitized video —Expert shows how things work and how things are done using animations —Watching and observing built-in movies and voice narration — Expert reifies cause-and-effect relationships; presents goals before actions —Online expert examples of case solutions —Online problem solving samples —web-cams —Simulation/Virtual reality software
Coaching	—Students work on programming/ multimedia/ hypermedia/ online tasks of increasing difficulty — Highly situated feedback is given in response to student errors and actions —Expert helps by e-mail and similar means —Computer conferencing with experts and peers —Online problem solving strategies —web-cams
Scaffolding "fading"	—Student-initiated help system available through specific button —Students can replay movies to review instructional materials —Help system provides a "Show Me" button as a last recourse — Feedback dialogs are generalized when errors of the same type are made —Recourse to more detailed information remains available —Online testing —Online diagnosis —Online instructions <i>Journal of Educational Computing, Design & Online learning</i> Volume 4, Fall, 2003 <i>Cognitive Apprenticeship, Technology, and the Contextualization of Learning Environments</i> 22 —Online coaching
Articulation	—System poses a conceptual questions to articulate the answers to the questions either to themselves or to a friend —Deeper conceptual significance posed to students —Online questioning and answering —Online discussion via e-mail, listservs, chat rooms, and forums —Hypermedia representations of problem solving solutions —Constructing Microworlds —Multimedia authoring tools —Web page design and construction
Reflection	—Play Movie button plays a digitized movie of an expert expressing his view on the reflection question posed —Multiple perspectives on shared workspace/issue/problem/artifact —Comparison of one’s own solutions with expert and/or peer solutions —Using evaluative judgment on web-based resources —Book-marking feature saves and retrieves entries for future reference —Developing computer-based portfolios —Online discussion via e-mail, listservs, chat rooms, and forums
Exploration	—Explore button so students can further explore the system/task on their own and pursue their own goals —Online exploration strategies —Multiple representations of a problem/Hypermedia representations —Constant availability of tools and instructional library —Multiple search options including browse —Using available technologies to represent data in new ways —"Go On-line" menu links users to Web-based resources <i>Table 4. Suggested technology tools to be applied to the six instructional methods of cognitive apprenticeship.</i>

Source: Aziz Ghefaili (2003) *Cognitive Apprenticeship, Technology, and the Contextualization of Learning Environments, Journal of Educational Computing, Design & Online learning* Volume 4, Fall, 2003.

Scaffolding Design Framework (Quintana et al. 2004:345)[†]

This research focused on software that supports Scaffolding in science enquiries and developed a **Scaffolding Design Framework** to focus its use. It features *Inquiry Components* each with major Guidelines, each guideline in turn containing Strategies to employ towards accomplishment. Such research can and should be extended into other subject areas and the software lists updated.

(a) Scaffolding Guidelines	Scaffolding Strategies
Science Inquiry Component: Sense Making	
1. Use Representations and Language that bridge learners' understanding	(a) Provide visual conceptual organizers to give access to functionality (b) Use descriptions off complex concepts that build on learners' intuitive ideas (c) Embed expert guidance to help learners use and apply science content
2. Organize Tools and Artifacts around the semantics of the discipline	(a) Make disciplinary strategies explicit in learner interactions with the tool (b) Make disciplinary strategies explicit in the artifacts learners create
3. Use representations that learners can inspect in different ways to reveal important properties of underlying data	(a) Provide representations that can be inspected to reveal underlying properties of data (b) Enable learners to inspect multiple views of the same object or data (c) Give learners "malleable representations" that allow them to directly manipulate representations
Science Inquiry Component: Process Management	
(d) Provide structure for complex tasks and functionality	(a) Restrict a complex task by setting useful boundaries for learners (b) Describe complex tasks by using ordered and unordered task decompositions (c) Constrain the space of activities by using functional modes
(e) Embed expert guidance about scientific practices	(a) Embed expert guidance to clarify characteristics of scientific practices (b) Embed expert guidance to indicate the rationales for scientific practices
(f) Automatically Handle non-salient routine tasks	(a) Automate non-salient portions of tasks to reduce cognitive demands (b) Facilitate the organization of work products (c) Facilitate navigation among tools and activities
Science Inquiry Component: Articulation and Reflection	
(g) Facilitate ongoing articulation and reflection during the investigation	(a) Provide reminders and guidance to facilitate productive planning (b) Provide reminders and guidance to facilitate productive monitoring (c) Provide reminders and guidance to facilitate articulation during sense-making (d) Highlight epistemic features of scientific practices and products

[†]Quintana, Chris; Reiser, Brian J.; Davis, Elizabeth A.; Krajcik, Joseph; Fretz, Eric; Duncan, Ravit Golan; Kyza, Eleni; Edelson, Daniel and Soloway, Elliot (2004), A Scaffolding Design Framework for Software to Support Science Inquiry, *The Journal of the Learning Sciences*, Vol. 13, No. 3, Scaffolding (2004), pp. 337-386.

APPENDIX E

C21 Canada (2012), A 21st Century Vision Of Public Education for Canada

GUIDING PRINCIPLES

Canada has maintained a high standard of public education that has been respected and sought after worldwide. More recently, the pace of change in the world is now shifting at unprecedented levels, and Canadians appreciate that our youth must be positioned for success in their future and not our past. In this context, *Shifting Minds* is offered as a go-forward 21st Century learning framework for Canada's public education systems, and is founded on the following seven (7) Guiding Principles:

Principle 1

All Canadians have a universal right to reach their full learning potential and to have a voice in their learning needs.

Principle 2

The primary focus of Canadian education is to position learners for fulfillment and success in the modern world.

Principle 3

Literacy, numeracy, science, life skills and 21st Century competencies must now be the foundational learning outcomes of Canada's public education systems.

Principle 4

Instructional, assessment practices and learning environments must be modernized to personalize the learning experience and better engage Canadian students.

Principle 5

Personalized access to teachers highly skilled in 21st Century learning skills and research-based learning environments is a universal right of every Canadian learner.

Principle 6

Public education is a community and societal enterprise where all Canadians share both the responsibility for and benefits of providing high quality and modern learning opportunities.

Principle 7

Canadians must engage in and support their education leaders in offering today's students - creative, innovative, authentic, dynamic and modern learning experiences and environments.

—pp. 3-4

APPENDIX E *cont.*

Chart 1: 21st Century Competencies

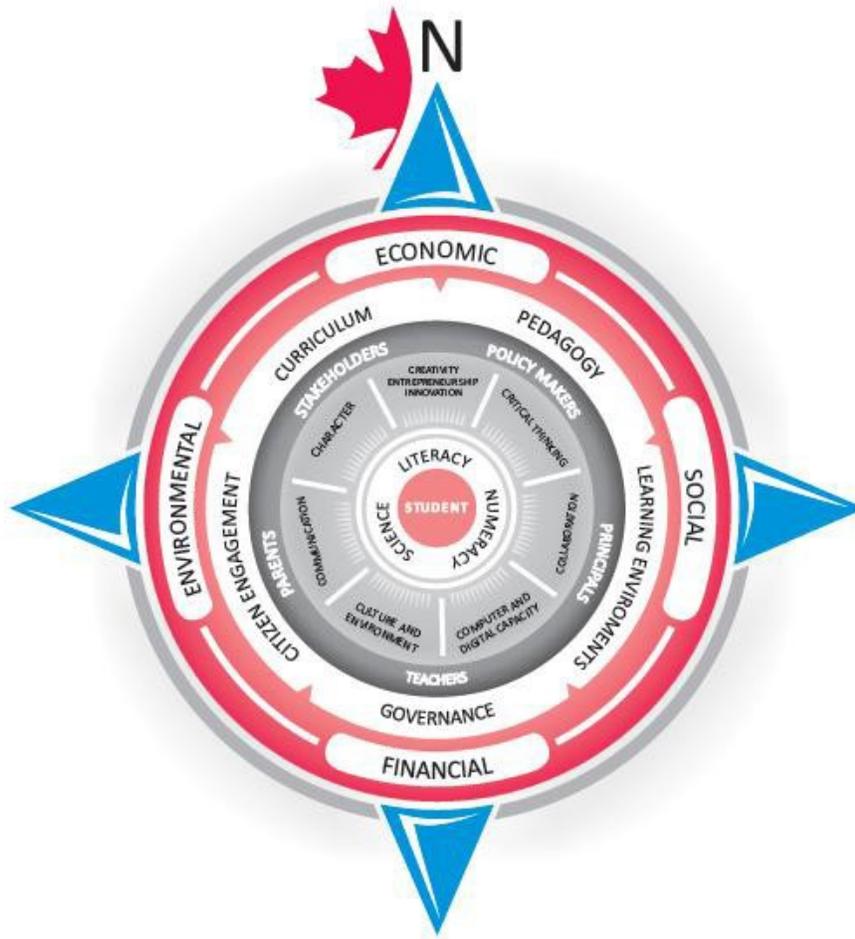
21 ST CENTURY COMPETENCIES		
21 ST CENTURY COMPETENCY	TARGETED OUTCOMES	RATIONALE
Creativity, Innovation and Entrepreneurship	<p><i>Creativity:</i> The ability to apply creative thought processes to create something of value.</p> <p><i>Innovation and Entrepreneurship:</i> The capacity to create and apply new knowledge in innovative and entrepreneurial ways to create new products or solve complex problems.</p> <p><i>The capacity to invent new problem-solving heuristics when all standard protocols have failed (Dede)</i></p>	<p>Today's economic, social, environmental and financial challenges are increasingly complex and require creative, innovative and entrepreneurial thinking to solve problems and keep pace of the ongoing and escalating demand for new and innovative solutions and products. For success in school, work and life, people must be able to use creativity in order to adapt, generate new ideas, theories, products and knowledge.</p>
Critical Thinking	<p>A deep understanding of and capacity to apply the elements and processes associated with critical thinking and problem solving.</p> <p>The ability to acquire, process, interpret, rationalize and critically analyze large volumes of often conflicting information to the point of making an informed decision and taking action in a timely fashion.</p>	<p>The knowledge and digital era is demanding people with higher order thinking skills; the ability to think logically and to solve ill-defined problems by identifying and describing the problem, critically analyzing the information available or creating the knowledge required, framing and testing various hypotheses, formulating creative solutions, and taking action.</p>
Collaboration	<p>The ability to interact positively and respectfully with others in creating new ideas and developing products.</p> <p>The ability to lead or work in a team and to relate to other people in varying contexts, including capacity to resolve and manage conflict.</p> <p>The capacity for sensitivity to the issues and processes associated with collaborating across cultures.</p> <p>The ability to collaborate across networks, using various information and communication technologies.</p>	<p>Importance of interpersonal capabilities is higher and the skills involved more sophisticated than in the industrial era. Social media has created a dominant impact on the collaboration dynamic which occurs outside schools.</p>
Communication	<p>High level literacy skills, including strength in a person's mother tongue with multi-lingual capacity a definite asset.</p> <p>The ability to use technology to develop 21st Century competencies in the context of core subjects.</p> <p>The capacity to communicate using a variety of media and technologies.</p> <p>The ability to access, analyze, integrate and managing large volumes of information.</p> <p>The capacity to effectively use social media to communicate and resolve challenges.</p> <p>The ability to critically interpret and evaluate ideas presented through a variety of media and technologies.</p> <p>Highly developed cooperative interpersonal capabilities.</p>	<p>Communication is more complex and sophisticated and work is often occurring with peers located half-way around the world. Learning science reinforces constructivist models of building understanding and making meaning which are built on human interactions.</p>
Character	<p>Learners will develop 21st Century <i>Life Skills</i>, such as:</p> <ul style="list-style-type: none"> ▪ Life-long and learner ▪ Leadership, responsibility and accountability ▪ Self-directed, adaptable and resilient ▪ Tolerant, ethical and fair ▪ Personal productivity ▪ Interpersonal (people) skills ▪ Mental and physical well being ▪ Proficiency in managing personal relationships. 	<p>The knowledge economy and social environment is highly complex, fast paced, multi-cultural and stressful in nature, demanding people with highly developed interpersonal traits and strength of character. Collaborating to learn requires social emotional learning skills including self-awareness, social awareness, self-regulation, relationship skills.</p>
Culture and Ethical Citizenship	<p>The capacity to comprehend Canada's political, social, economic and financial systems in a global context.</p> <p>The ability to appreciate cultural and societal diversity at the local, national and global levels.</p> <p>The ability to critically analyze the past and present and apply those understandings in planning for the future.</p> <p>The capacity to understand key ideas and concepts related to democracy, social justice and human rights.</p> <p>Disposition and skills necessary for effective civic engagement.</p> <p>The ability to understand the dynamic interactions of Earth's systems, the dependence of our social and economic systems on these natural systems, our fundamental connection to all living things, and the impact of humans upon the environment.</p> <p>The capacity to consider the impact of societal and environmental trends and issues.</p>	<p>Canadians place value on the history and culture which shapes our country and its people. Aboriginal communities in particular wish to see their culture reflected in Canadian education policy, programs and services. The increasingly global nature of the economic, social, environmental and financial sectors means cross-cultural interactions, creating both opportunities and challenges that require unique competencies and skill sets.</p> <p>Canadians must be global citizens, with a clear identity of their own history and culture along with sensitivity and respect for diverse identities and cultures as impacted upon our sustainability.</p>
Computer and Digital Technologies	<p>The capacity to use computers and digital resources to access information and create knowledge, solutions, products and services.</p> <p>The capacity to use social media for learning.</p>	<p>The 21st Century is a technology and media driven environment and digital literacy is an essential competency for both learners and teachers.</p>

C21 Canada (2012), A 21st Century Vision Of Public Education for Canada, www.c21canada.org, accessed 2012-06-21.

APPENDIX E *cont.*

Vision Graphic

The graphic below illustrates the various elements of the proposed 21st Century learning framework and how they inter-relate. It is important to note that the student is placed at the centre. This placement emphasizes the focus of 21st Century models of education on meeting the learning needs of each individual student.



C21 Canada (2012), A 21st Century Vision Of Public Education for Canada, www.c21canada.org, accessed 2012-06-21.

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APPENDIX F

Storytelling in Education? YES!

The Youth, Educators, and Storytellers Alliance (YES!)
A Special Interest Group of the National Storytelling Network
A Statement Concerning the Importance of Storytelling in Education
August 1, 2006

Since the human race began, people have told stories to each other, to pass on family lore, values and beliefs, common history and heritage, to teach factual and conceptual information, to entertain, and to form bonds of friendship. Amidst the bustle of our visually-oriented, technologically-enhanced, multitasking, competitive world where we share information through text messaging, sound bytes, cell phones, and disks that we burn, we need to be reminded of our humanity. We pride ourselves as a nation of doers, but more and more we find ourselves in the position of observers as we watch others perform in movies, in rock concerts, or on television.

Storytelling helps students be active not only in presenting but also in focused listening and reacting, enhancing the vital skills of communication. Storytelling is an ancient art that strengthens and enhances skills that children need to acquire to function in today's world. As adults, we work in groups, sharing ideas and building upon them. Students practice the same skills, often working collaboratively in cooperative groups. In all academic areas, storytelling enlivens the delivery of curriculum, accelerates and enhances curriculum learning, and engages learners. It encourages students to think about issues, and it can also deliver emotional and factual content beyond a child's vocabulary or reading ability. Storytelling helps students stretch and expand their thinking. Each state has learning standards that are supported by storytelling and storylistening. We know that storytelling produces enthusiastic and engaged learners; furthermore, qualitative and quantitative research studies show that storytelling can improve academic performance. Through storytelling:

- Connections and understandings are formed about and between the past, present, and future.
- Horizons are broadened.
- Understanding of and empathy towards other races and cultures is increased.
- Auditory processing skills and listening skills are supported and practiced.
- Visualization skills are expanded as children form pictures in their minds.
- Sensory imaging is heightened as all senses are elicited: tasting, touching, smelling, hearing, and feeling.
- Order is brought to students' worlds through use of thinking skills.
- Decision-making skills are discerned.
- Memory is enhanced and attention spans are stretched.
- Fear of public speaking is reduced.
- Writing skills are strengthened as students examine the structure of a story.
- Characters, events, and settings are brought to life.
- New vocabulary emerges.
- Cultural literacy is conveyed.
- Difficult scientific or mathematical concepts are introduced, explained and explored.
- Students learn core academic skills including math and science as well as language arts skills.
- Factual and conceptual curriculum material is effectively and efficiently taught.

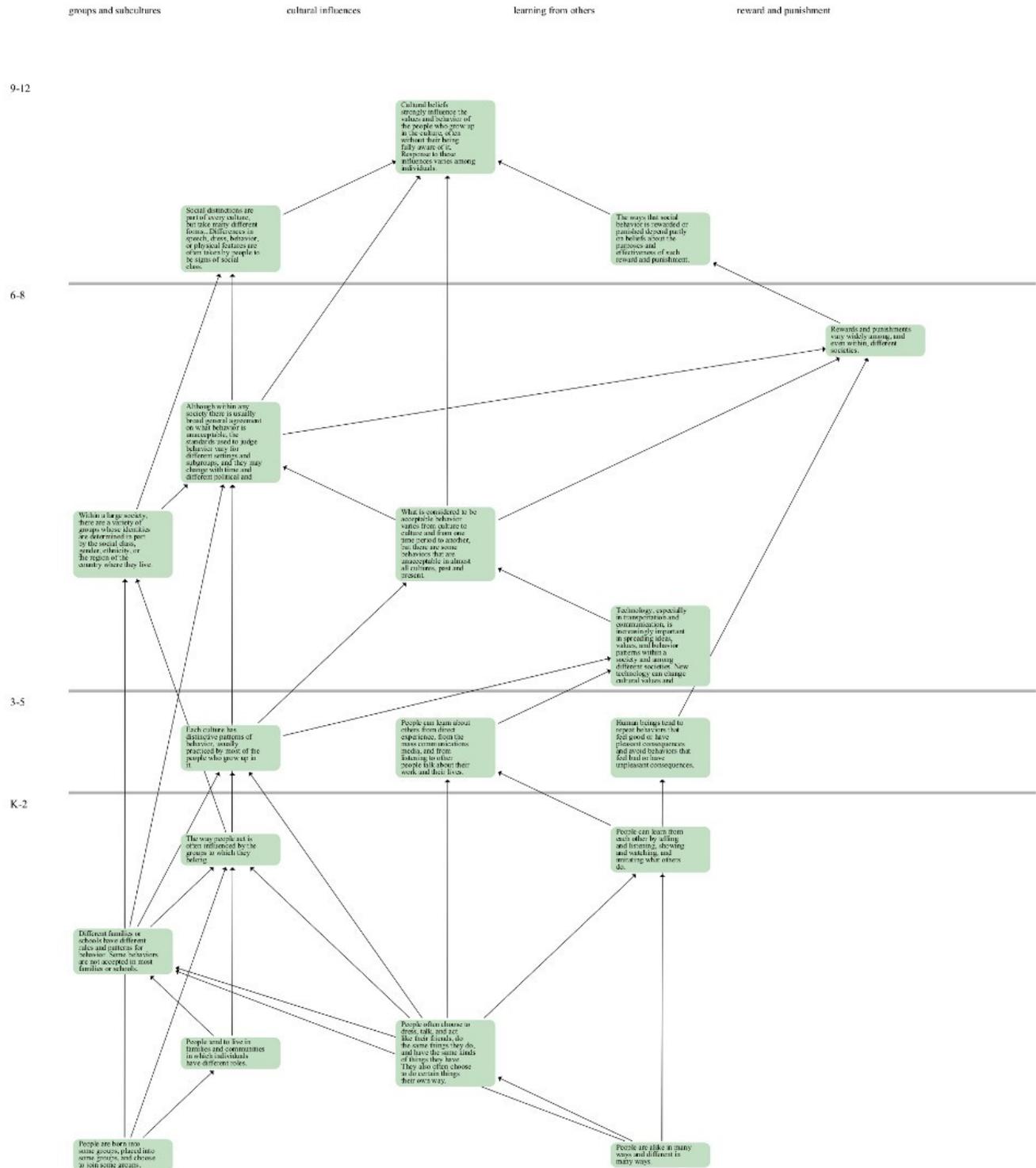
Storytelling is an art, a tool, a device, a gateway to the past and a portal to the future that supports the present. Our true voices come alive when we share stories. Members of the YES! Alliance, along with other members of our parent organization, the National Storytelling Network, will continue to bring love of story, the excitement of storytelling and the practicalities of using storytelling in education, in classrooms and in community work, to our fellow educators.

This statement was prepared by the Youth, Educators and Storytellers Alliance of the National Storytelling Network. To learn more about the activities and resources of the YES! Alliance, please visit our website at www.yesalliance.com.

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Source: [www.yesalliance.com](http://www.yesalliance.com)

# APPENDICES

## APPENDIX G



Source: The Strand Map Service (SMS) <http://strandmaps.nsd.org/cms1-2/docs/index.jsp>

## A Webography of Digital Storytelling

Source: Matthews-DeNatale (2008) *Digital Storytelling, Tips and Resources* (pp. 16-22), <http://net.educause.edu/ir/library/pdf/eli08167b.pdf>, retrieved 2013-01-27.

### *Story: Portals and Centers*

#### **BBC Digital Storytelling Projects**

Capture Wales | <http://www.bbc.co.uk/wales/capturewales>

Devon | [http://www.bbc.co.uk/devon/community\\_life/digital\\_storytelling](http://www.bbc.co.uk/devon/community_life/digital_storytelling)

Inside Lives | <http://www.bbc.co.uk/stoke/insidelives/stories>

Islam Stories | [http://www.bbc.co.uk/leicester/content/articles/2006/02/07/islam\\_stories\\_feature.shtml](http://www.bbc.co.uk/leicester/content/articles/2006/02/07/islam_stories_feature.shtml)

Telling Lives | <http://www.bbc.co.uk/tellinglives>

**The Center for Digital Storytelling** | <http://www.storycenter.org>

Site includes case studies and articles – including a PDF of the 43 page *Digital Storytelling Cookbook* (<http://www.storycenter.org/cookbook.pdf>) that the Center uses in conducting digital storytelling workshops. See also the Center for Digital Storytelling Blog at | <http://web.mac.com/storyplace> (username=storyteller, password=cdsguest)

**Center for Documentary Studies** (Duke University) | <http://cds.aas.duke.edu/exhibits/multimedia.html>

Site includes an online multimedia gallery that links to project sites

**Center for the Study of Human Lives** (University of Southern Maine) |

<http://www.usm.maine.edu/cehd/csl/excerpts.htm>

Archive of life stories – some of which are available over the web

**Creative Narrations** | <http://www.creativenarrations.net/site/storybook>

**The Digital Storytelling Association** | <http://www.dsaweb.org>

An international organization sponsored by The Center for Digital Storytelling

#### **Digitales**

Living Memories | [http://www.digitales.us/gallery/gallery\\_living\\_memories.php](http://www.digitales.us/gallery/gallery_living_memories.php)

Beyond Words | [http://www.digitales.us/gallery/gallery\\_beyond\\_words.php](http://www.digitales.us/gallery/gallery_beyond_words.php)

**Fray** | <http://www.fray.com>

Founded by Derek Powazek, The Fray is a blog-like online publication devoted to the art of the personal story – real people telling true stories in real time. A new feature story is posted approximately once a month, and each one ends with a posting area where you can respond to the piece with your story.

**KQED Digital Storytelling Initiative** | <http://dsi.kqed.org/index.php/projects>

**Sound Portraits** | <http://soundportraits.org>

Site is dedicated to telling stories that bring neglected American voices to a national audience.

**StoryCorps** | <http://storycorps.net>

A collection of stories recorded in “Story Booths,” at first in New York City’s Grand Central Station and subsequently in booths located in mobile units at sites across the nation. As opposed to “professional” interviews, StoryCorps stories are usually excerpts from interviews between family members or close friends, lending a warmth and intimacy to the narratives.

### *Story as a Tool for Social Justice and Change*

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**Silence Speaks: Digital Storytelling in Support of Healing and Violence Prevention** | <http://www.silencespeaks.org/stories.html>

**Stories for Change** | <http://storiesforchange.net>

This site, which includes social networking tools to foster the development of online community, includes a rich collection of stories and curricular materials. The site places particular emphasis on digital storytelling as a vehicle for social change, justice, and diversity.

**Third World Majority** | <http://www.cultureisaweapon.org/cdsm/mainframe.php>

### ***Story: Family and Community***

**The Best of Hard Times** | <http://www.secc.kctcs.edu/AppalachianCenter/AppStudies/2003/hardtimes>  
Stories of life in Southeastern Kentucky

**Bubbe's Back Porch** | <http://www.bubbe.com>

Web site by Abbe Don that is a collection of stories about grandmothers.

**California Stories** (CA Council for the Humanities) | <http://www.calhum.org>

Projects for this storytelling initiative include:

*"Living on the Dime" (Inland Mexican Heritage)* | <http://www.mexicanheritage.org/dime.htm>

Stories associated with life along highway I-10

*From Generation to Generation: Making a Life in South Los Angeles, 1940-2005* |

<http://www.socallib.org/generations>

**Community Arts Network: Connecting Californians** | <http://www.communityarts.net/concal/concal.php>

Connecting Californians is the report of a research project exploring "story as a powerful means of building community." The report was developed out of a tenmonth public conversation at the intersection of the arts, the humanities, grassroots narrative and community organizing. This report presents the findings of that inquiry, some questions for the future and a potential program design. NOTE: Community Arts Network sponsors a range of other projects related to storytelling.

**Indivisible: Stories of American Community** | <http://www.indivisible.org>

Through photographs and recorded voices, *Indivisible* focuses on the real-life stories of struggle and change in twelve communities—from Delray Beach, Florida, to Ithaca, New York; from the North Pacific Coast of Alaska to Chicago's Southwest side; from the Rio Grande Valley in Texas to the Yaak Valley, Montana.

**Montana Heritage Project** | <http://www.edheritage.org>

MHP is dedicated to teaching young people to think clearly and deeply about the world they face. Students are asked to explore their community – its place in national and world events, its relationship to the natural environment, and its cultural heritage as expressed in traditions and celebrations, literature and arts, economic practices, responses to crises, and everyday life.

**The Telling Takes Us Home: A Celebration of American Family Stories** |

<http://americanfamilystories.org/stories>

Joe and Paula McHugh have been doing work with stories and identity – especially connected with social issues. The site includes a range of audio recordings of stories about critical life experiences: becoming a mail order bride, surviving the holocaust, caring for sick and dying relatives, etc.

**Swapping Stories** | [http://www.arlington.k12.va.us/instruct/swapping\\_stories](http://www.arlington.k12.va.us/instruct/swapping_stories)

This site outlines a process by which intergenerational gatherings of people pair off, discuss, then come back to the group and tell each others' stories. For example, an older Jewish man may tell the story of a Salvadoran youth, and then the Salvadoran youth tells the story of the Jewish man's experience as a child in a concentration camp.

**Wisconsin Weather Stories**

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[http://cimss.ssec.wisc.edu/wi\\_weather\\_stories](http://cimss.ssec.wisc.edu/wi_weather_stories)

The site includes MP3s and transcripts of people telling stories about their severe weather experiences in snowstorms, flooding, and storms on the Great Lakes. Most of these were recorded by 7<sup>th</sup> and 8<sup>th</sup> graders who live in towns on the southern shore of Lake Superior. As they continue to pull the site together, more about regional identities reflected through weather stories will emerge.

### ***Story: Language and Literature***

**Echota Tsalagi Language Revitalization Project** (Auburn University) | <http://php.auburn.edu/outreach/dl/echota/index.php>

**English Matters** | <http://chnm.gmu.edu/ematters>

**Ghost story** | [http://chnm.gmu.edu/ematters/issue4/body\\_current.html](http://chnm.gmu.edu/ematters/issue4/body_current.html)

A "digital storytelling" of the Walney Road ghost story – presented as audio, text, and ethnopoetic transcription

**Ethnologue** (lesser-known languages of the world) | <http://www.ethnologue.com>

**Journal of Ordinary Thought (Anything but Ordinary)** | <http://www.jot.org/jot.html>

Every person is a philosopher. JOT is founded on this basic idea and is dedicated to bringing out the unheard voices and stories of Chicago. Many of the writers in JOT groups are marginalized from traditional, mainstream literary circles, because of class, race, physical isolation, or other issues.

**Katha** | <http://www.katha.org/Academics/index%20storytellers%20unlimited.html>

Started in 1988 by Geeta Dharmarajan, Katha is a nonprofit organization working in the areas of story, storytelling and story in education. They also publish and distribute children's books.

**The Oneida Indian Nation** (Culture and History Section) | <http://www.oneida-nation.net/historical.html>

**The People's Poetry Gathering** | <http://www.peoplespoetry.org>

In the spirit of Brazilian *cordel* (string) poets who hold forth in marketplaces with their poetry chapbooks strung across stalls, the People's Poetry Gathering stretches a clothesline of poems from around the world across the streets of Lower Manhattan. Includes a "virtual" gathering of storytellers

**Points of Entry: Crosscurrents in Storytelling Journal** | <http://www.pointsofentry.org>

This journal "encourages narrative writing in journalism by exploring crosscurrents in storytelling in reporting, fiction, and oral tradition."

### ***Story and Ethnicity***

**Beyond the Fire** | <http://www.itvs.org/beyondthefire>

This site (and corresponding video) portrays teen refugees in the United States telling their stories. "Beyond the Fire" is a resource-rich new site which conveys the real-life experiences of teenage refugees from seven war zones. Aimed at teen audiences, the site creates an innovative forum on issues of war, geography, history and human rights.

**The California Indian Storytelling Association** | <http://www.cistory.org/index2.html>

**The Cape Verdean Web Page** (Connecting Cape Verdeans worldwide) | <http://www.umassd.edu/specialprograms/caboverde>

**City Lives: Stories from Lowell** | <http://www.uml.edu/citylives/viewexhibition.html>

Stories of people who immigrated to Lowell, MA

**Stories Produced by First Year Simmons Students** (Based on Service Learning Experiences) | [http://at.simmons.edu/digital\\_stories](http://at.simmons.edu/digital_stories)

## APPENDICES

**Iowa Roots** | [http://www.iowaartscouncil.org/folklife/iowa\\_roots/index.htm](http://www.iowaartscouncil.org/folklife/iowa_roots/index.htm)

This site contains interviews with 13 Iowans, including: a Lao storyteller, Italian ironworker, Bosnian dancer, Aman tinsmith, Greek Orthodox priest, Meskwaki tribal elder, etc.

**Keepsakes and Dreams** | <http://www.gailonline.org/keepsakes>

Developed in 1996, this site contains stories written by recent immigrants (adult ESL learners) about the aspects of their cultures they hope to retain and their dreams for the future. The authors are from Bolivia, Argentina, Panama, Indonesia, Cambodia, Somalia, Pakistan, Korea, Guatemala, Mexico, and Hungary.

**The Khmer Connection** | <http://www.khmer.cc/home>

A portal site for Cambodian people who immigrated elsewhere (often as refugees) – includes online discussions, interviews, and stories written by Cambodian immigrants.

**Masters of Ceremony** | <http://www.ohs.org/exhibitions/moc/shell.htm>

Stories about rites of passage among people from Oregon (represents a range of cultures, including: Latina, Native American, and Palestinian)

**Swapping Stories: Folktales from Louisiana** | <http://www.lpb.org/programs/swappingstories/stories.html>

Includes transcripts, translations from Creole to English, and clips from recorded storytelling sessions with people from Louisiana.

## *Story and History*

**African Americans tell of life in the Jim Crow south** | <http://cda.aas.duke.edu/btv/mmsplash.html>

Text, photos, and audio excerpts from oral histories

**Ann Arbor, 1900-1975: A Woman's Town** | <http://www.si.umich.edu/CHICO/aawomen/index.html>

Clips from interviews and storytelling sessions with African American women in Ann Arbor, including stories of civil rights struggles

**Civil Rights in Mississippi: Digital Archive of Oral Histories** | <http://avatar.lib.usm.edu/~spscol/crda/oh>

**Center for History and New Media** | <http://echo.gmu.edu/memory>

This site has compiled a set of tools that can be useful to those involved in collecting and telling stories. Tools include an online scrapbook maker.

**ECHO (Exploring and Collecting History Online): Memory Bank** | <http://echo.gmu.edu/memory>

Includes a collection of stories about women in science and engineering, computer day trading, and stories about the Washington, DC Metro

**GI with a Camera** | [http://achs.category4.com/GIwithaCamera/Home\\_Page/McClymonds\\_Home.html](http://achs.category4.com/GIwithaCamera/Home_Page/McClymonds_Home.html)

Online exhibit of a GI's WWII photo album and the story it tells.

**History Matters: Making Sense of Oral History** | <http://historymatters.gmu.edu/mse/oral>

This site includes guidelines for assessing and evaluating oral history narratives – including online sites.

**Private Art** | <http://www.private-art.com>

This site is a collection of letters to and from Private Arthur Pranger during WWII – the letters are juxtaposed with historic memorabilia to tell the soldier's story.

**September 11<sup>th</sup> Digital Archive: Stories Section (Library of Congress)** |

<http://911digitalarchive.org/lc/911-browse-story/0/6>

**The Veterans' Oral History Project (Library of Congress)** | <http://www.loc.gov/folklife/vets/sights.html>

**Within these Walls** | <http://americanhistory.si.edu/house/default.asp>

This Smithsonian exhibit site tells the stories of five families who lived (sequentially)

## APPENDICES

in a house over 200 years

**What did you do in the war, Grandma?** | [http://www.stg.brown.edu/projects/WWII\\_Women/tocCS.html](http://www.stg.brown.edu/projects/WWII_Women/tocCS.html)  
An oral history of Rhode Island Women during World War II

**Without Sanctuary: Photographs and Postcards of Lynching in America** |  
<http://www.musarium.com/withoutsanctuary>

**What was Told** | [http://www-cds.aas.duke.edu/hine/what\\_was\\_told](http://www-cds.aas.duke.edu/hine/what_was_told)  
Photos and interviews with people living on the Cape Flats in South Africa

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**SOURCE:** Matthews-DeNatale (2008) Digital Storytelling, Tips and Resources (pp. 16-22),  
<http://net.educause.edu/ir/library/pdf/eli08167b.pdf>, retrieved 2013-01-27.