

Placing digital storytelling in the professional education curriculum

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While there has been much excitement in recent years about digital storytelling as educational resource for developing reflective professionals (Sandars & Murray, 2009; Jenkins & Lonsdale, 2007; Barrett, 2006), the way in which such autobiographical video materials made by others might be listened to by learners has rarely been addressed. This paper reports on the pedagogical use of a digital storytelling collection, *Visual Stories*, made by people with dementia and their carers, and developed, distributed and deployed by the SA and NT Dementia Training Study Centre as part of their mission to “to develop the dementia care skills of existing and future health professionals.” This paper will draw on semi-structured interviews with trainers using the digital storytelling to train undergraduates, and responses to a qualitative online survey distributed to students attending training and a broader audience who ordered one of the 6,000 copies of the DVD, to start to explore the way listening to other peoples’ stories might be scaffolded in educational contexts. Both work-related learning and the use of digital media as part of the curriculum seem to be strategies for expanding and making more permeable the boundaries of the university. Yet trainers emphasise that contextualising and locating such digital stories is critical to their most powerful use. The challenge of effectively scaffolding “displaced” educational resources – such as the *Visual Stories* collection or online video resources - will be discussed in the paper.