

Relevance of the GDL for Teacher Training

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Why Use Story Books?

- It is learnt that children become highly motivated learners with the story book strategy.

More specifically, as Claudia Connolly, argues:

- Working with illustrations provides a creative and artistic learning environment which children respond to.
- A story book provides a child-centered universe where abstract concepts are symbolized within the text and images.
- It provides an ideal context for literacy practice as well as linguistic acquisition.
- Supporting visual literacy is important in order to help children take meaning from text as well as develop aesthetic understanding.
- Providing information through pictures is an important and fast developing method of communication in the global world.

Why?

Traditional approaches usually dominate the cognitive aspect of learning outcomes, if at all they succeed for meaningful learning in that domain.

A story-based outcome in terms of **affective levels** shows that the **socially situated child literature** accommodates affectivity and contributes to the child's holistic development:

- Self-confidence as a learner
- Enjoyment of learning
- Creative thinking
- Metacognition

Why?

- Both the learner and the teacher are involved with the material (it is important to stress that teachers more involved as facilitators than when they serve as information providers).
- A teacher needs to invest time in preparing the lessons but by appropriating the material they become more engaged.
- It is a satisfying way of teaching not only for language objectives but also for the socio-cultural and cross-curricular input.

Digital Storytelling

According to the READ IT project, the use of digital storytelling has proven to be a powerful and effective learning tool for both teachers and students in stimulating creativity and critical thinking.

- Nowadays students learn differently from those of previous generations as they are equipped with a diverse array of skills and different attitudes toward education.
- They need more than traditional lectures, they are seeking out more interactive and creative educational experiences.
- The pedagogical use of digital tools can give alternatives to traditional education and offer the chance to use different communication codes at the same time.

Digital Storytelling

- In addition to engaging themselves in using available digital story books, **teachers** can be capacitated in **digital story creation and development** through collaborative engagement with their students.
- IICBA has been building the capacities of teacher educators of all subject areas in Africa in
 - ❖ E-learning content development and e-assessment
 - ❖ Digital book development
 - **Both based on the Instructional Design approach**
 - **Teachers and students can contextualize content to their own situations**