

Art Pedagogy in Motion: Digital Storytelling as a Transformative Pedagogy in Primary Education

Victoria Pavlou
Frederick University, Cyprus

Abstract

The emergence of new Information Technologies (ITs) provides new tools for promoting critical thinking and creativity in an environment that encourages collaboration, co-authoring and sharing of ideas and artworks with audiences. Embedding new ITs in art lessons promotes visual literacy and transversal skills necessary for the future lives of children. Despite the many benefits that this process entails, there is still no broad integration of ITs in art lessons in primary schools, as teachers are often oblivious of the new possibilities and ways of engaging students. This presentation discusses ways with which new ITs can provide an authentic framework to support the development of visual literacy. It embraces the theory of multiliteracy by using multimedia software and adopts its teaching approaches, particularly the approach of critical framing. It reports on a case study where sixth grade children (11-12 years old) engaged in a stop-motion-animation project to communicate messages that were important to them. The findings highlight the conditions for successful adoption of digital storytelling in schools in a way that promotes children's knowledge, skills and attitudes towards art education. In this project, children

shared powerful stories, anchored in real-life contexts. More importantly, the findings focus on important aspects of 21st century learning competences relating to ‘Learning and Innovation skills’, the 4Cs (critical thinking and problem solving, communication, collaboration, and creativity). The implications of the study move beyond the art subject itself and are connected with issues of transdisciplinarity and art integration and with ways of embracing art as a transformative pedagogy.

Keywords

Digital storytelling, Stop-motion-animation, 21st century learning, Multimodality, Transformative pedagogy.