**Others’ Using of Digital Storytelling**

Table 13: **Others’ Using of Digital Storytelling**

<table>
<thead>
<tr>
<th>Educators and students I work with or know about are currently using Digital Storytelling in their classes.</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some of them</td>
<td>92</td>
<td>65.7%</td>
</tr>
<tr>
<td>None of them</td>
<td>41</td>
<td>29.3%</td>
</tr>
<tr>
<td>All of them</td>
<td>4</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

**How Digital Storytelling is being used in different countries.**

**USA** I am using digital storytelling with second language high school students to help them with communication skills. Sometimes they tell their own stories and other times, they create digital stories to show an understanding of what they have read or learned.

**USA** I do not know of others using digital storytelling in dance in higher education. My field is dance education and I feel that it serves a very strategic purpose in having students examine their preconceptions of teaching and of teachers. This creates an effective foundation to begin the dance pedagogy course, where conceptions are expanded upon. I am currently submitting an article for publication on my experiences.

**Canada** We often use digital storytelling as a vehicle to bridge generational gaps (elders-youth) and cultural gaps. It has also been useful in researching scientific data on indigenous foods and medicines. We also use digital storytelling as a healing tool with children and youth.

**Canada** Not widely, but increasingly as an evaluation tool and for personal exploration, also in health care for training and communication purposes (I think!)

**Canada** a recent digital storytelling project: [http://vancouver.ca/parks/arts/artshealthseniors.html](http://vancouver.ca/parks/arts/artshealthseniors.html) also, I have worked with young parents, youth at risk, immigrant and refugee groups, the list is long

**Canada** Storytelling itself exists as a tradition in the area among the native population. In trades training stories have always been told to pass on skills and to teach the proper behaviors of a master in the trade. To an extent, "school" for me and many I've worked with was not our place to speak or be permitted residence in. The country of someone else.

**UK** Digital storytelling is now being used across the University in a range of disciplines including Accountancy, Sport, landscape design, Hospitality and Leisure Management, Business Management, Media and Education

**UK** The Patient Voices Programme ([www.patientvoices.org.uk](http://www.patientvoices.org.uk)) is a freely resource for use in healthcare education. It is widely used in the UK and throughout the English speaking world. The stories, made by patients, nurses, doctors, carers, managers, etc., are used to prompt reflection, discussion and debate and to consider the human effects of particular disease conditions on lives and families.

**Denmark** community building, narrative therapy, anthropology - user experience, history, politics, patient journal,

**England** In the Centre of Excellence in Interdisciplinary Mental Health at Birmingham University, England (ceimh) they ran a conference in 2008 and I was deeply impressed by the way they engaged ex mental health service users and carers in the production of digital stories to as an educational resource. Their website is superb. Please access the A-Z stories/resources [http://www.ceimh.bham.ac.uk/](http://www.ceimh.bham.ac.uk/). I am sure you will find it benificial. I am completely hooked and learn something new every week especially via the students.
Korea- My colleague's theme of dissertation is a digital storytelling. She created the digital storytelling with her students at Korea National University of Education. Her students made UCC using multimedia tools such as video, powerpoint, image, and so on.

South Africa- not very much. This is not a higher education system based on Liberal Arts, so every degree is discipline specific, which means that the curriculum is highly regulated and has little lee-way for 'extra things' or for 'extra time' on non-discipline specific activities.

Total answered question