

Use of story-telling as a pedagogical tool in teaching learning process at under-graduate courses level.

Yuvraj Mahagaonkar

Assistant Professor, Tilak Maharashtra Vidyapeeth

ABSTRACT

The teaching learning process comprises of methodologies. Storytelling, as an educational tool helps in increasing the cognitive level of students, as it leads to formation of a bridge of understanding between speakers and listeners. The maxims of learning from the abstract to the concrete, easy to hard, analysis on synthesis and induction of deduction could be accomplished throughout the means of storytelling. Story telling helps in attaining relatability to subject. History as a medium of expression connects the individuals throughout the shared resonance of common experiences. Story telling as a tool, provides the framework and the context to allow people to better understand others, by making a comparison to their very own vast index of experiences. This permits the listener to associate in a meaningful way to the speaker's purpose of context. As a consequence of this more profound and lasting understanding of the listener takes place which will be relatively less incase of generalization of a concept. The speaker and the listener come together on an emotional level and have a strong sense of understanding from the practice of story narration. This research aims to study the use of the storytelling as a pedagogical tool in teaching learning process at Under-graduate level. The researcher is trying do it with the survey method, where the questionnaire will be distributed to facilitators in schools in Pune city.

1. Objective

To study the use of storytelling as a tool in teaching learning process at Undergraduate course level.

2. Introduction

A long time ago, in a land far, faraway, teachers told tantalizing, inventive stories that have piqued the interest of the newcomer mind into implementing and learning challenging concepts in a variety of domains. These stories sparked a mild that formed lasting memories that they might be implemented to solve everyday issues, ensure success, and to convey this wisdom to other generations. Stories aren't just for narratives, but could be utilized to illustrate the most abstract and complex concepts.

Stories engage our thinking, emotions, and creative thinking all at once. As listeners we take part in a story with both body and mind as we enter the narrative world and respond to it. Storytelling is an individual art form that teaches about the human experience. As such, even topics like mathematics and science, aren't outside the world of human experience or the art of storytelling. They're woven into the fabric of our lives in ways of which we might not be aware. Stories help educators reach novices in ways they can't with some other dry, rote, deductive strategies. They bring disparate information to life in a purposeful and connected way.

Teachers are experts in their area and, as a result, are accustomed to utilizing language that may intimidate and overload a newcomer. Storytelling breaks down the communication barriers between experts and novices and forms an available bridge for the two to meet intellectually.

3. Merits of story-telling are as follows

Grabs the attention of beginners:-

Stories are a way to settle the heads of students and concentrate their attention in the beginning of your string of instruction. They can logically connects one information to the next.

Helps in building stronger schema and memory:-

In a study by Banister and Ryan (2001), children remembered abstract science ideas more efficiently when taught in a story format. Remembering isolated, disconnected facts and concepts is more strenuous, than recalling a type of content, narrated in a story because, the information is presented in a coherent and connected way.

Assimilate new ideas and construct a route to understanding: -

Using stories as a way to provide students with their first exposure to complex or abstract concepts might help assimilate the new ideas leading to a strong route towards understanding.

Reduce resistance or anxiety to learning: -

Students can overcome intimidation of abstract concepts with the proper use of storytelling as a pedagogical tool. Stories could be a way of presenting the information to students.

Procedure of using storytelling as a pedagogical tool in UG level: -

Storytelling is just one tool in the instructional toolbox that may be a part of a larger sequence of instruction that uses diverse approaches inside the arrangement. They shouldn't be used as the only system of instruction but part of a larger ecology from the learning trajectory. Storytelling can provide variety in the learning experience and boost the "chalk and talk" strategy. They may be used at the very beginning of the order as a way to gain the attention of the learner. They may be used at the centre of the order when introducing a complex concept. They might be used towards the conclusion of a sequence as a way to summarize information.

It's recommended that you do some analysis before you settle on which aspect of your instruction to make into a story. If you notice in your class room, as you deliver your instruction that students start to look at you with glassy, tired eyes or pupils are browsing the Internet, you might like to consider altering this part of your sequence to a method such as storytelling. If you notice there are certain concepts that students routinely score incorrectly on your quizzes or exams, consider addressing these misconceptions with a method like storytelling.

4. Following are points to remember for using story telling as a tool at UG level: -**Concentrate on one major concept at a time: -**

Ensure that it remains easy! Whenever you start to write a storyline it's significant to concentrate on just one primary concept at a time. You don't have to convey all the details you'd in class or in a text, but you need to isolate the essential points you want the pupils to remember.

Plan with a script: -

It is recommend that you script, even if not word for word, then at the very least with an intensive and robust outline.

5. Some things to remember before you dive in are:**Accuracy –**

Check your facts. Even when you know your content intimately, double check dates, locations and facts normally. Is your information up-to-date? And if you do use info be aware that it shouldn't be too time really quite sensitive if you want your video to have a life span.

Length –

Research and my own anecdotal experiences shows that attention spans are short. In Tilak Maharashtra Vidyapeeth we attempt to keep our videos/animations under 7 minutes and much better under 4. You don't have to pack all the details into your video. It's one story. Your other content may be presented in the shape of readings, other kinds of videos, text & graphics, and student focused activities.

Audience –

Is your story for undergraduates? Graduates? Professional pupils? Do they've context for the story and is jargon recognizable to them? Are they global? Is that a town or place known by pupils in your class? Be sure when you're speaking globally.

6. Analyze the content and establish goals –

To begin, take a look at your very own content as it presently exists. Your lectures in person may be an hour and a half long, and they likely contain different methods of instruction. Many individuals begin with the assumption that they'll list all their lectures as they currently exists, but video or animation cannot replace lecture. It has real limits that have to be accounted for:

- It is linear in terms of narration
- It moves at its own pace and rhythm of the visual narration
- It discourages two way communication
- The video frame cannot freeze text, diagrams, or charts until it is paused manually.

Think about the structure of your lesson, and also the full toolset of technology you've available. Telling good stories means having great stories, and the majority of people have great stories within our lectures when the lecture as a whole can't fit that structure. Look for the following: Anecdotes, historical narratives, case studies, allegories, thought experiments-- these are great places to start. Don't underestimate the importance of personally relating to your story. If there's something in your work or research that moves you, it's the more likely that it will move your pupils.

Open with a novel beginning: -

It is significant to start your story with a out of the box idea, that catches the attention of your audience. An out of the box idea is an intriguing episode, question, or problem that encourages the student to keep listening. For instance, if you're teaching the concept positive correlations, start your story with an incident, puzzle, or difficulty that the story will solve.

Make your main characters relatable and likeable: -

Your main character/s need to be relatable to your pupils to the stage that your students care about the main character/s. In several cases, if you're scripting a fable or allegory, the characters don't have to be real individuals or human. They can be animals, aliens or inanimate objects. However they must feel real in the sense that they aren't perfect but have advantages and weaknesses like everybody else.

Develop a theme and a setting: -

What's the theme of your story? Where does it take place? And who is the main person or personality in the story and who're the supporting characters?

Start with the end and work backwards: -

Know where the end is from the start so which you resist going down rabbit holes which confuse or distract the listener out of understanding the fundamental theme or message. Produce a timeline by working backwards from the end to start. Then think about what comes right before the conclusion etc. Keep working backwards till you arrive at the start of your story.

Seamless transition to the middle and end: -

Develop the fundamental theme, characters, and setting which leads the listener/viewer down the path towards a resolution.

A memorable end moment: -

Make your decision the memorable moment that brings home the fundamental theme of your story. The end must allude to the fact, moral of the story, resolution, or large meaning.

Be comfortable with producing drafts and storyboards:

Start with a draft of your story to get all the points down which you need to cover. Whenever you pick up the story again read it. Rework the story to develop the theme, details, and stream. Make certain there's a beginning, middle, and end with a arc to the story.

Consider the use of artwork and movement: -

Occasionally you may carry your story without any visuals whatsoever and rely entirely on the audience to utilize their creative thinking. In other cases, visuals are essential to understanding and driving home the concept. Visuals can be few photographs, drawings, or animations. Visuals with animation, might help bring the story to life. This may assist keep their attention focused on the message you're communicating.

You don't have to be an artist to make visuals to accompany your story, but if you don't feel comfortable doing the visuals, then see if you can discover a motion graphic artist or graphic artist to assist you storyboard and build out your story. Pupils in the visual arts can be really useful in this area plus they're eager to build out their portfolio with real work. Place your story into 3-column script and develop the visuals or work with your visual artist. The storyboard process will assist enhance the story further.

7. Invite interaction & align with your learning objectives: -**Here are a couple of tips:**

- Follow up with questions and discussion prompts following your story.
- Ask students retell the story in a one minute paper.
- Ask pupils to address new problems (demonstrate learning and transference).
- Have your students make their very own stories about the concepts they're learning. Good fundamentals of media design
- Don't add too much detail which confuses the student.
- Keep a pace with visuals and sound that permits the student to process the message.
- Don't use music and sound narration in the same time.
- Don't use text and narration in the same time.
- Use techniques such as zooms and pans.
- Edit, edit, edit.

Feedback and revisions

After you've finished a draft of your script and you're pleased with this, show it to a colleague - somebody who's familiar with the content or better yet, somebody who's a novice and could be more apt to read it as one of your students would. Find out whether there are any regions of confusion, and whether the story is conveying what you intend. Be mindful of the voice wherein you're writing, as well again the screen requires a more conversational tone than the page. Don't assume each of terminology is clear to your audience. How will you know that the strategy of storytelling worked? It is important to gather both qualitative and quantitative data to assist you determine the successful usage of the strategy. Did the story reach your instructional goals? (e.g., Did it gain the attention of your students? Did your students enjoy the story? Was it apparent to them? Could they remember facts about the story? Did they know the concept? Could they employ the concept?)

8. Ways to Evaluate your Story

1. Survey
2. 1minute paper
3. Quiz
4. Think, Pair, Share Problem

9. Research Methodology: -**Online Survey:**

Possibly the most widely used survey procedures, an online survey is the systematic gathering of data from the target audience characterized by the invitation of the respondents as well as the completion of the questionnaire within the World Wide Web. This poll has been completed inside the reach of Pune city. The facilitators who participated in the process had been from different educational backgrounds.

10. Merits of the Online Survey conducted are as follows:

1. Ease of Information Gathering –

The web is a vast virtual world that connects all sorts of individuals from around the city of Pune. While conducting an online survey link was forwarded to facilitators from colleges like: Tilak Maharashtra Vidyapeeth

- S.P College
- B.M.C.C
- M.M.C.C
- C.O.E.P
- Wadia College
- V.I.T College

2. Minimal Expenses –

As it's a self funded research effort, an online survey method was being chosen. Traditional survey methods require you to spend tens of thousands of rupees to achieve the optimal results. And on the other hand, researches show that conducting an online survey facilitates low cost and fast data collection from the target population. Sending email questionnaires along with other online questionnaires are more affordable than the face to face method.

3. Automation in Handling and Data Input - With online surveys, the respondents are able to answer the questionnaire by way of inputting their answers while connected to the web. Then, the responses have been automatically stored in a survey database, supplying hassle free management of data and also a smaller chance of data errors

4. Increase in number of responses - Online survey provides the maximum level of convenience for the respondents because they can answer the questionnaire based on their own pace, chosen time, and personal personal tastes. Around 60 facilitators around Pune city participated in the process by taking the online survey.

11. Demerits of the Online Survey conducted:

1. Absence of Interviewer - An online survey is not appropriate for surveys which ask open ended questions because there's no aide to explore the answers of the respondents. I received more than 10 mails saying that the last question in the questionnaire required to have multiple answer option. However it wasn't possible for me, as such kind of answering facility wasn't available on the web site by which I conducted my online survey.

This also restrained me from having learnt the non verbal communication that would have taken place while answering a question.

2. Inability to reach the people who are not familiar with technological advancement: -

I couldn't reach out to the facilitators who weren't able to use smart phones and computers efficiently.

3. Restricted to Pune City -

This on-line survey was being conducted at the periphery of Pune town only. The range of the survey might have been increased by keeping it available to answer for a longer period of time. Due to lack of time and financial help I wasn't able to promote the survey internationally, inorder to increase the number of respondents.

Lack of open ended questions -

The survey conducted had multiple choice questions. If the position of an open ended question would have been part of questionnaire, I would have received the subjective answers of facilitators.

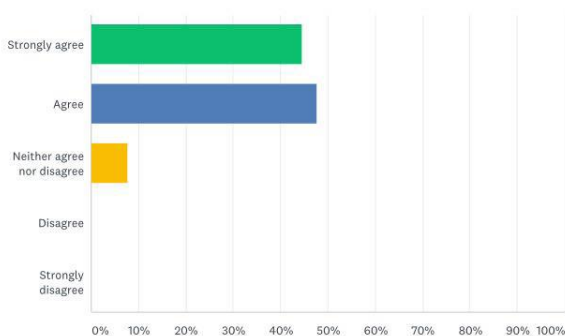
12. Findings & Analysis: -

Q1



Do you believe that story telling as a pedagogical tool can be incorporated at UG level in the teaching learning process?

Answered: 65 Skipped: 0

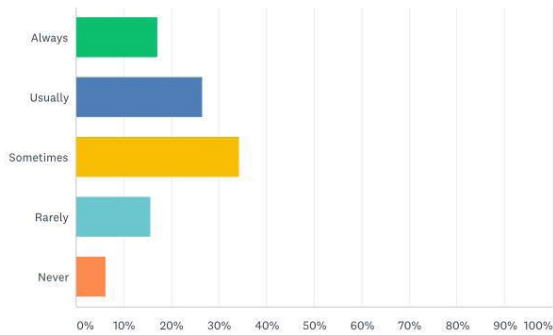


ANSWER CHOICES	RESPONSES	
Strongly agree	44.62%	29
Agree	47.69%	31
Neither agree nor disagree	7.69%	5
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		65

Q2

Have you attempted the use of storytelling, as pedagogical tool, to the subject(s) you teach?

Answered: 64 Skipped: 1

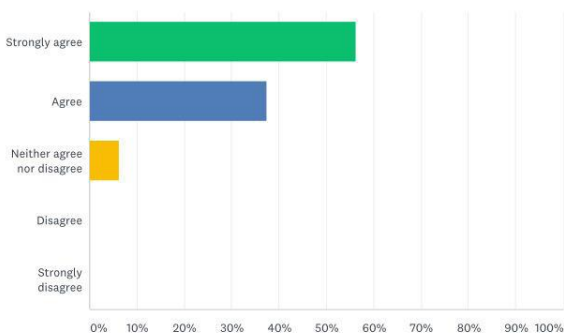


ANSWER CHOICES	RESPONSES	
Always	17.19%	11
Usually	26.56%	17
Sometimes	34.38%	22
Rarely	15.63%	10
Never	6.25%	4
TOTAL		64

Q3

Do you agree that there should be a change in the methodology of teaching learning process at UG level?

Answered: 64 Skipped: 1



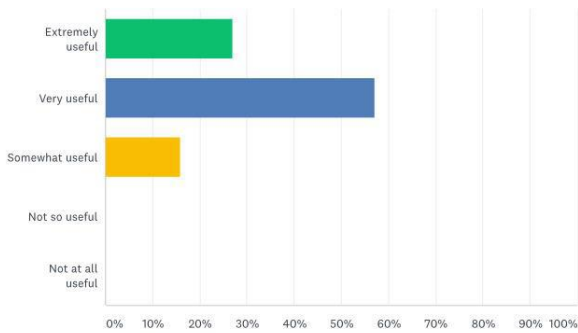
ANSWER CHOICES	RESPONSES	
Strongly agree	56.25%	36
Agree	37.50%	24
Neither agree nor disagree	6.25%	4
Disagree	0.00%	0
Strongly disagree	0.00%	0
TOTAL		64



Q4

Do you agree to the fact that incorporation of story telling in teaching learning process can change the learning experience of students?

Answered: 63 Skipped: 2

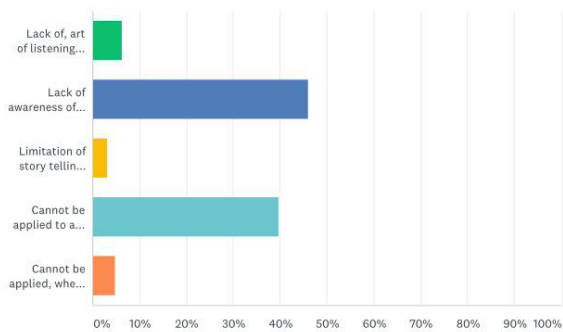


ANSWER CHOICES	RESPONSES
Extremely useful	26.98% 17
Very useful	57.14% 36
Somewhat useful	15.87% 10
Not so useful	0.00% 0
Not at all useful	0.00% 0
TOTAL	63

Q5

What according to you are the limitations, of story telling, as a pedagogical tool at UG level?

Answered: 63 Skipped: 2



ANSWER CHOICES	RESPONSES
Lack of, art of listening, imbibed by the students.	6.35% 4
Lack of awareness of the facilitator, about the use of story telling, as a pedagogical tool.	46.03% 29
Limitation of story telling being a time consuming pedagogical tool.	3.17% 2
Cannot be applied to all the subjects in curriculum.	39.68% 25
Cannot be applied, when individual difference, of the students is taken into consideration.	4.76% 3
TOTAL	63

13. Observation: -

Using stories as a vehicle to provide content with a high load might help in learning, comprehension, and, ultimately, at the development of schema by building on existing ones. Though the use of stories in education has been limited to supplemental instruction, it's been observed and told by the facilitators that students have the ability to learn new facts from stories without prior exposure with a comparable degree of achievement as learning through traditional lecture. This suggests that stories could possibly be utilized as the primary way of instruction instead of just as supplemental instructional material methods. The purpose of this study was to examine how storytelling can be utilized as a way to convey new instructional material in undergraduate education. Since storytelling traditionally has elevated levels of listener involvement, robust audience analysis, and relatable presentation of information, it has been observed that storytelling will be capable to convey information more efficiently than traditional lecture approaches as well as improve critical thinking in physics, maths, chemistry, biology etc classes.

Subjects taught in UG courses are presented in isolation of one another, leaving students to connect the pieces to form the possible advantages of storytelling might lie with pupils spending additional time with the material when creating stories themselves. This would encourage the findings of studies which has researched subjects taught in UG courses are presented in isolation of one another, leaving students to connect the pieces to form the classes.

14. Conclusion.

The study evidences and promotes the use of storytelling for undergraduate courses. Because of its ability to increase the cognitive abilities of the students, the use of storytelling is a pedagogical tool is an alternative solution to traditional teaching methods with the objective of enhancing learning experience. The purpose of this research was to provide evidence supporting the use of storytelling and promote the use of storytelling in undergraduate education classrooms. This analysis sought to address the inability and lack of awareness of the facilitators about the use of storytelling as a pedagogical tool. However it is also evident that the facilitators agree to the fact of having alternative teaching methodology to have enriching learning experience for students.

15. References

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