

Latino/a Students and the Power of Digital Storytelling

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Explanations of Latino/a Education

- Cultural Deficit
- Funds of Knowledge: knowledge Latino/a students have accumulated from their families and communities (Moll, 1992).

Research Questions

- 1) How can various media sources be used as a teaching tool for young Latinos/as?
- 2) In what ways do media sources contribute to enhance the educational funds of knowledge of young Latinos/as?

Background

- Cultural role of stories
 - Create cultural membership
 - Inform identity (Cook-Gumperz, 1993; Miller *et al.*, 1990)
 - Stories are transformational and empowering (Dyson & Genishi, 1994).
- Role of stories in culturally relevant education
 - Respect and honor different literacies (Nichols 1989)
 - Allow students to voice their ways of knowing (Knight *et al.*, 2004; Yosso, 2006) (Knight *et al.*, 2004; Ladson-Billings, 1999)
 - Challenge practices informed by deficit based explanations (Dyson & Genishi, 1994; Yosso, 2006)

El Proyecto: Description of the Project

- Chicano/a Latino/a Oral History Project (CLAHP)
- Center for Digital Storytelling (CDS) core values:
 - 1) everyone has a story to tell
 - 2) listening is hard to do and students are challenged to “listen deeply”
 - 3) because we see, hear, and perceive the world in different ways the approaches we take to tell our stories are also different,
 - 4) human activity is creative
 - 5) while computers are often poorly designed, technology can be a powerful instrument for creativity
- The workshop:
 - 3 days-May 18-20, 2007
 - Day one: introductions, elements of storytelling, story circle
 - Day two: writing scripts, photoshop and adobe premiere, voiceover
 - Day three: edits and celebration
 - Participants: recruited 2 Latina college students, 1 Latino high school student, 1 Latina high school student

Methods

- Ethnography
 - Oral history
- Digital Storytelling
- Participant observation and field notes
- Open ended interviews

Digital Stories



Findings - "We had to use every part of ourselves"

- The emotional and physical work makes digital storytelling a culturally relevant tool
 - Dialogic method
- Latino/a students learned about themselves, about technology, and about sharing experiences.

Implications for Educational Research and Practice

- **Digital storytelling praxis:**
 - the use of media technology and stories to reflect (research) and change (act upon) the educational lives of Latino/a students.
- Digital storytelling can be used to imbue educational and research practices with the funds of knowledge of Latino/a communities.
- As a form of pedagogy digital storytelling can be used to enhance teaching practices.
- Digital storytelling can also be used as a research tool that incorporates youth

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