

How can Digital Writing and Storytelling be used to Boost Korean Learners' Digital Literacy in Virtual Learning Environments?

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The purpose of this paper is to explore students' digital literacy competencies by creating a course unit in a virtual setting that can help them improve. This Korean writing course follows an asynchronous learning format by reinforcing instructional and learning challenges that need to be supplemented. The use of digital storytelling technology has been adopted in a content-based Korean course at the upper level. The course combines the skills of effective reading/written storytelling with open source technology to understand Korean culture and current affairs using various genres and formats of writings. Based on students' surveys and interviews from working professionals at the King Sejong Institute in Washington, D.C., the unit will be designed following a learner-led curriculum that incorporates communicative and interactive class activities. The aim of this unit design is to make the writing and reading class activities more participatory to reinforce students' use of advanced Korean reading and writing skills in virtual environments using various digital tools and applications.

Digital storytelling is used as an educational tool that enhances learning trends by necessitating innovative teaching strategies to influence language education, especially Korean language and culture. This paper covers the procedures for creating a course unit on constructing communicative, and collaborative reading/writing activities for visual and sound literacy. It also helps develop a range of digital communication styles necessary to function in a knowledge society. The paper also encourages to cultivate learners' literacy and increase the participation rate through Kakaotalk, which is a free mobile instant messaging application for smartphones with free text and free call features. Students can reinforce learning through the process of finding topical articles or information on the media using various digital tools such as StoryboardThat, Padlet, Powtoon, Linoit, Canva, etc.

The effect of digital storytelling is further magnified when the story is distributed and related meaningfully to the community through an asynchronous class environment. The digital stories will be featured during the class sessions in relation to genres of writing style using various media resources. The author plans to collect data and suggestions about more communicative activities and active online discussion participation with peers and try to integrate them into the class design by conducting a needs analysis on the participatory activities of the class to current students in the King Sejong Institute in Washington, D.C..

With careful consideration of the educational value of the tools, the study will illustrate the application of digital storytelling methods in an advanced course. The incorporation of digital stories from various genres of writings allows the researcher to develop a deep understanding of multimodal designers' thinking process in constructing their digital storytelling. In conclusion, the author expects that students will be able to deepen their cultural understanding, develop a social presence in a learning community, and promote their digital literacy competencies for the 21st Century Learning Skills through digital storytelling methods in the course unit.

key word : Digital Storytelling, Digital literacy, asynchronous, unit design, curriculum