

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

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I. Introduction

Purpose

- The paper is to create a course unit that can help students improve digital literacy competencies. This Korean reading/writing course unit follows a synchronous learning format by reinforcing instructional and learning challenges that need to be supplemented.

Objectives

- The use of digital storytelling technology has been adopted in a content-based Korean course at the upper level. The course unit combines the skills of effective reading/written storytelling with open-source technologies to understand Korean culture and current affairs using various genres and formats of writings. Based on students' surveys and interviews, the unit is designed by following a learner-led curriculum that incorporates communicative and collaborative class activities.

III. Digital Storytelling Design Model



Digital Storytelling Pie

The learners utilize each strategies and tools for various topics and themes when creating their digital stories.

V. Enhancement of Digital Literacy

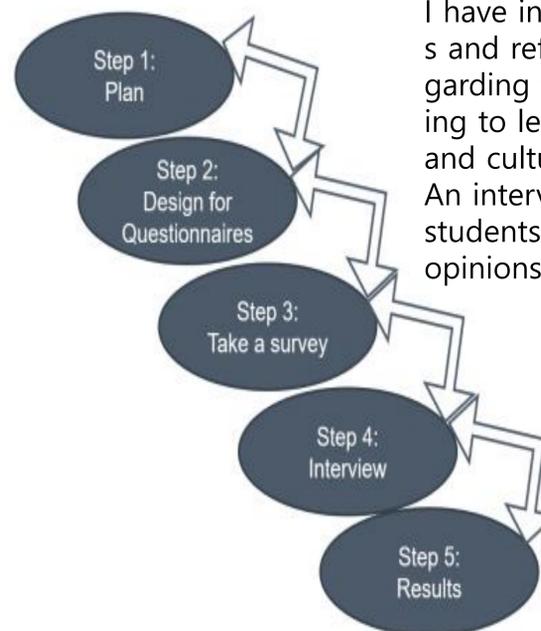


Pottery Model for Digital Literacy

Learners can cultivate digital literacy while continuing to retain them through collaborative work with technology and creativity. With this, they will be able to connect to your community as a digital citizen and take a role, and it will also be aligned with the goals of 21st-Century Learning Skills.

The pottery Model can be shaped and accumulated to achieve the development of digital literacy, just as ceramics are made.

II. Learning Challenges and Needs Analysis



Process of Needs Analysis

I have investigated the perceptions and reflections of the groups regarding the use of digital storytelling to learn the Korean language and culture. An interview was also conducted, students can share their individual opinions.

IV. Implementation and Facilitation



Digital Storytelling Implementation and Facilitation

Based on 3Ts (Themes, Tasks, and Tools), digital storytelling is implemented and facilitated in class for digital literacy.

VI. Conclusion and Perspective

In conclusion, I expect that Korean learners will be able to deepen their cultural understanding, develop a social presence and digital citizenship in a learning community, and promote their digital literacy competencies for the 21st Century Learning Skills through digital storytelling strategies in the course unit. In the study, I tried to explore the educational effects of the digital storytelling methods and apply them to the virtual class environments to enhance learners' digital literacy.