BOOK REVIEW

Digital Storytelling in Higher Education: International Perspectives

Dr Kevin Stelfox, kevin.stelfox@abdn.ac.uk
University of Aberdeen, Scotland

www.abdn.ac.uk/eitn

This book offers an insightful exploration of the role of digital storytelling within higher education today from an international perspective. The book is usefully structured into four areas in which it provides a theoretical underpinning and case studies that illustrate digital story telling. The four main themes are: teaching and learning; engaged collaboration; integration; and discovery.

As an introduction to the concept and the application of digital storytelling within a higher education setting this is a very good book to begin with. There are numerous examples drawn from an international perspective which provide a good grounding in the theoretical approach and then provide its practical application. These case studies will be of interest to both teaching professionals and students alike. The practices and processes, particularly in the teaching and learning section, provided a good description of the need for authenticity in pedagogical approaches. Furthermore, the examples of practices and processes in all the sections provide insight into areas beyond the higher education sector that would be relevant to learning and teaching, research and inclusive practices in a range of other areas such as social work, school education etc.

The theoretical perspective underpinning the case studies challenges the reader to reflect on their own teaching and learning practices and what is considered to be knowledge and how and who creates it. The scholarship of integration section explores how students, in particular, may be able to use the processes and practices of digital storytelling to integrate knowledge from a wide range of sources such as scholarly and personal.

As a researcher I found the section on the scholarship of discovery offered thought-provoking illustrations of methodological and practical methods that could be used in addressing a range of research questions. The section on engagement and collaboration suggests that the use of digital storytelling offers the possibility of blurring the boundaries between universities and communities by the ability to create multiple sources of knowledge and thus contributing to social justice. Although at certain points throughout the book the interplay between power and knowledge is discussed, there could have been more problematising of how digital storytelling does or does not address what is considered as 'privileged knowledge'.

Although there are summaries at the start of each section, the book may have benefited from a concluding chapter to draw out some of the main themes from the case studies. However, the book is thought-provoking and challenges the reader to think about our own practices in higher education and beyond.