11th International Digital Storytelling Conference

RADICAL LISTENING

Story Work for a Just Future

June 20th, 21st, 22nd and 23rd, 2023

University of Maryland, Baltimore County

Montgomery College

Smithsonian Institution

StoryCenter

DST 2023 PROGRAM

Welcome Letter

Welcome to the 11th International Digital Storytelling conference, *Radical Listening: Story Work for a Just Future*! On behalf of the entire DST 2023 conference organizing committee, we want to warmly welcome you to the Washington, DC-Baltimore metropolitan region and to each of the individual institutions that are hosting elements of this year's conference: University of Maryland, Baltimore County (UMBC), Montgomery College, the Smithsonian Institution, and StoryCenter. We are so excited you have joined us for this wild multi-day, multi-site, and multi-modal conference! Our schedule is filled with a diverse offering of experiences, and we thank you for the expertise, presentations, conversations, and spirit that will surely cultivate a rich, rewarding time for all.

Let us begin with a story—the origin story of this conference. The idea was sparked at the 2018 DST conference in Zakynthos, Greece. A core group then gathered in summer of 2019 at the Smithsonian Office of Educational Technology. United by shared friendship, a passion for storywork, and the incomparable Antonia Liguori, the vision took shape: Story Work for a Just Future, a multiyear conference journey intended to begin in Loughborough and then continue in the Washington DC-Baltimore region. When the world changed in 2020, we postponed it. When travel was not yet safe in 2021, we held a 24-hour virtual marathon conference. In 2022, we were finally able to gather in person at Loughborough University in the UK. What a productive and joyful conference it was! Now, in 2023, we proudly host the final leg of "Story Work for a Just Future".

This year's conference theme is all about listening, something that we do continuously and as a matter of being human. It is all too easy, however, to let our brains shift to autopilot, allowing our ears to hear passively instead of listen actively. As storytellers, story collectors, and story workers, we must always challenge ourselves to dig deeper into the act of listening. Stories, after all, are a record of our shared humanity, and when we listen, we find there is more in common than what divides us. In his book *A Way of Being Free*, Poet Ben Okri challenges us to think about storytelling as an opportunity to listen and be changed. He shares,

> *'Storytelling is always quietly subversive. It is a double-headed axe. You think it faces only one way, but it also faces you. You think it cuts only in one direction, but also cuts you. You think it applies to others only, when it mainly applies to you. When you think it is harmless, that is when it springs its hidden truths, its uncomfortable truths, on you. It startles your complacency. The subversion in storytelling is an important part of the transformation of human beings into higher possibilities.'*

During these four days together, we encourage you to lean into the radical act of listening and allow yourself to be changed. The projects, initiatives, and innovations highlighted throughout the DST2023 conference honor and value collective community knowledge tied to a shared goal: a just future for all.

Sincerely,

Your DST2023 Conference Chairs

Jamie Gillan, Charlotte Keniston, Joe Lambert, and Philippa Rappoport

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National Museum of the American Latino
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The Experience

This year's conference will be the third in a series of multi-institutional, multinational collaborations organized by Loughborough University (UK), Montgomery College (US), Patient Voices (UK), Smithsonian Office of Educational Technology (US), StoryCenter (US), and UMBC – University of Maryland Baltimore County (US).

The four day-long conference features four uniquely different experiences of engaging talks, inspiring presenters, receptions, and storytelling tours in the Washington-Baltimore metropolitan area, USA. Network with an amazing gathering of digital storytelling professionals, academics, museum educators, practitioners, students, community partners, and activists.

The conference will host events (both in person and online) in its structure for inclusion of diverse perspectives and voices. In addition to academic papers, Pecha Kucha presentations, workshops, and panel discussions, we encourage practitioners from community settings, artists, museums, and students to contribute and express their creativity through various formats.

Get excited for a robust schedule designed to carry our theme of "Radical Listening!" Stories are a record of our shared humanity, and when we listen, we find there is more in common than what divides us. Digital Storytelling honors and values collective community knowledge by accessing the greater wisdom in the whole and fosters community-designed solutions and shared vision.
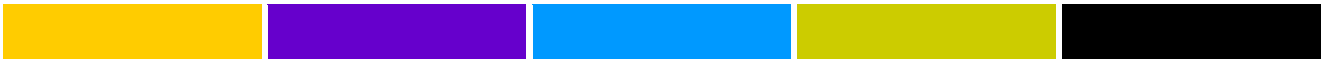
Day one, Tuesday, June 20th, opens on the University of Maryland, Baltimore County's campus (UMBC) with a morning plenary and conference sessions followed by an afternoon in Baltimore City with site visits, storytelling tours, and community project exploration.

Day two, Wednesday, June 21st, opens on the Montgomery College Takoma Park Silver Spring Campus (MC) and honors the traditional conference framework, providing opportunities for participants to present their scholarship and story work, enjoy local story art, and reflect on the day's learning. The programming culminates with a celebration of digital storytelling.

Day three, Thursday, June 22nd, begins in Washington, D.C., and offers special gallery tours and workshops within several of the Smithsonian Institution's spectacular museums. The day ends with a reception at President Lincoln's Cottage in D.C.

Day three, Thursday, June 22nd, reception, to be held at President Lincoln's Cottage. Catch-up with colleagues, make connections and discuss the days sessions, testing ideas and finding new insights with a great community of digital storytellers.

DAY four, Friday, June 23rd, is virtually hosted by StoryCenter on zoom as an online conference in the same format as days one and two - offering a mix of research papers, panels, pechakucha presentations, and workshops in 1 hour 15-minute-long sessions. *All virtual sessions occur on this date.*

All sessions will take place in the Performing Arts and Humanities Building.

Buses will arrive from the conference hotel to UMBC between 9 and 9:30 a.m.

UMBC WIFI: UMBC Visitor (no password)

June 20, 2023 at University of Maryland, Baltimore County (UMBC)

Opening Welcome by Provost Philip Rous & Keynote Panel: Storytelling for Community-Led Change

Moderated by Marc Steiner, the keynote panel will invite Curtis Eaddy, community fellow, Baltimore Field School; Denise Kumani Gantt, director of education, Lyric Baltimore; Nancy Goldring, president of the Historic East Towson Improvement Association; and Yesenia Mejia-Herrera, Director of CIELO at The Creative Alliance to share out about their initiatives in community change.

The Poetry Party Performance

Baltimore Community Site Visits

Option 1: Creative Alliance/Highlandtown (maximum 35 people)

On the Creative Alliance/Highlandtown tour, conference participants will learn about the nationally designated arts district of Highlandtown through its local art center, The Creative Alliance.

We will listen to community members speak about their storytelling work and have an opportunity to visit murals and shops unique to the neighborhood. The afternoon begins with a tour of Creative Alliance—home to numerous artistic events year around—where conference participants will be introduced to the work of Creative Immigrant Educators of Latin American Origin (CIELO).

Afterward, community members will present their work and research they've conducted specific to the Latine community and discuss in a panel-like style what follows after for them and their work. The tour will conclude with conference participants searching for specific murals and shops in the area. Throughout the tour, conference participants may notice the numerous cultures present and language spoken in Highlandtown which speaks to the growing and thriving immigrant community of Highlandtown.

Option 2: Poppleton (maximum 35 people)

We will meet at the Lion Brother Building classroom for a site visit and walking tour of the historic West Baltimore neighborhood of Poppleton with Curtis Eaddy, Baltimore Field School fellow and Dr. Nicole King.

The story of redevelopment in Poppleton illustrates how Baltimore City and private developers failed to see and hear the people of this historically Black neighborhood along the Highway to Nowhere. UMBC professors and students worked with community partners on research, public programming, and digital storytelling to amplify the powerful voices of residents fighting for development without displacement. The A Place Called Poppleton project uses the power of stories and narrative to call on politicians to repair and make amends for the damage done to Black neighborhoods and people in Baltimore.

Before the tour you can look over the Poppleton StoryMap, a digital walking tour, and the Poppleton timeline. These digital projects were part of cultural documentation projects produced by American Studies and Media & Communication Studies students in 2021-2022. You can visit the Baltimore Traces website for more information on the project: https://baltimoretraces.umbc.edu/poppleton/.

Option 3: East Towson Freedom Trail (maximum 35 people)

In September 1853, Daniel Harris, a man once enslaved by Governor Charles Ridgely of nearby Hampton Plantation (now Hampton National Historic Site), paid $187.50 for a plot of land in eastern Towsontown, Baltimore County, Maryland. This was the beginning of what would become Historic East Towson, a tightly knit African American descendant community that has managed to survive and flourish in the face of generations of systemic racism, including both public neglect and removal of people and their homes and private development.

In 2020 a group of local citizens, spearheaded by the Northeast Towson Improvement Association and its president, Nancy Goldring, came together to propose the Road to Freedom Trail, a public art, cycling, and pedestrian trail animated by stories that connect the community back in time to Hampton and, as a site of education, recreation, and contemplation, towards a more just and inclusive future.

At the heart of this Freedom Trail tour is an approximately 75-minute, 1-mile walking tour of East Towson with visits to the Carver Community Center, previously the Carver Colored Grade School; The Pride of Towson Elks Lodge #842, a local affiliate of The Improved Benevolent and Protective Order of Elks of the World established in

1928; two historic churches, St. James AUMP Church and Mt. Calvary AME Church; and several architecturally interesting historic homes. Along the way we will listen to and engage with stories about the community's history, culture, and activism over several generations.

A bus will take participants for shorter stops at Hampton NHS, where we will visit still extant dwellings of what was once among the largest labor forces of enslaved workers in the U.S; the nearby Mt. Olive Baptist Church and Pleasant Rest Cemetery in what was formerly known as Sandy Bottom, a community also with ties to Hampton and eradicated by the racism embedded in Towson's "development."

We will also visit the historic marker commemorating the 1885 lynching of 15-year-old Howard Cooper on the grounds of Towson's Old Jail, less than a mile from East Towson. Throughout we will reflect together about two communities, black and white, enslaved and enslavers, privileged and marginalized enmeshed in Baltimore County's - and our nation's - complicated history of inclusion and exclusion and learn about current efforts at truth, reconciliation, and restitution.

Session 1

Session Chair: Brooke Hessler

Listening with the Whole Body
Marie Lovejoy (StoryCorps, USA)

Abstract: Listening is a full body experience. As facilitators of personal narrative and story work, we cultivate a space in which listeners and tellers open themselves to their intuition. As listeners, from the moment participants walk into a room and all the way through a screening, we engage the intelligence of both our minds and our bodies, noticing what is said and what is not said. As tellers, some stories we access through writing prompts. Some we access through imagery. And some we access through physicality. As a practitioner of theatre, oral history and digital storytelling, Marie Lovejoy will lead attendees through a process of physical movement and story circling, modeling how to foster an environment of full presence, deep listening and discovery with the whole body. Come in comfortable clothing prepared to move.

Session Chair: Ariel Barbosa

What Digital Storytelling Means to the New Generation of Researchers
Antonia Liguori (Loughborough University, UK), Karen Sung, Jenny Stuttle and Lucy McLaughlin

Abstract: How do we define Digital Storytelling? What are the mechanisms behind the meaning-making process when we work on a practice-led approach that is participatory in its own nature? Who are those that can validate an "appropriate" attribution of meaning to a practice that has got in its original ethos the ambition to be able to democratise access to knowledge and technology? Would a definition obvious to today's researchers and practitioners be still valid in a few years? Reflections emerging from current digital storytelling projects that have been expanded and somehow hybridised through the applications of different creative approaches will be the

starting point of this panel. It will be facilitated as a conversation with a new generation of researchers coming from different disciplinary backgrounds such as illustration, animation and theatre in education.

UMBC Campus Tour: (Atrium)

Session Chair: Bill Shewbridge

Stop 1: Gallery Talk: Imaging Research Center Tour with Lee Boot, Director.

Stop 2: "I've Endured: Ola Belle Reed" with curator Emily Hauver.

Academic Papers: Participation, Representation, and the Democratic Voice

Session Chair: Ariel Barbosa

Completing the Turn: Utilizing Portraiture in Participatory Digital Storytelling Research

Kati Lebioda (University of Michigan, USA),

Abstract: Portraiture is a qualitative research method that combines principles and techniques from ethnography, phenomenology, and narrative inquiry, yet it distinctively attends to the aesthetic dimension of research in addition to the empirical and ethical. My research draws on participatory methodologies to work with racially/ethnically minoritized college students in a digital storytelling project, yet portraiture guides my analysis of the digital storytelling project as a process. This presentation meditates on the conceptual alignment between portraiture and digital storytelling as research methodologies, including how they complement and support one another from data collection through dissemination of findings.

Power and Precarity: First-Generation College Students Compose Digital Stories of Social Class Mobility

Jane A. Van Galen (University of Washington Bothell, USA)

Abstract: In the First In our Families project, 78 current and former college students whose parents did not complete college created digital stories across the U.S. as counter-stories to relentlessly optimistic tales of success through "grit" that campuses tell about them. Even as they seek social class mobility, first-generation students in the U.S. attended under-resourced schools in communities increasingly segregated by race and class. They are less likely than peers to graduate from college. Yet as bell hooks wrote, campuses sustain cultures of silence about class differences to instead sustain myths of meritocracy. These digital stories are complex and nuanced stories of failing social safety nets, parents broken in the workplace, and casual campus classism. Few storytellers had spoken of these experiences before on their campuses. In follow-up interviews they spoke of beginning to share their stories as part of advocacy for more equitable campuses.

The Lead Story: Listening to How the Community Wants to Hear About its Lead Poisoning Problem

Brian Kokensparger (Creighton University, USA)

Abstract: Data Storytelling is a new field that inspires data scientists to use creativity in telling the story that is generated by the data in an accessible way to the target audience. The Lead Story project is a collaboration between Creighton University's Data of/by/for the People course and the City of Omaha's Lead Information Office to use Data Storytelling to get the word out about the dangers of and safeguards against lead poisoning in the Omaha metropolitan area. Students in the course used lead poisoning data and listened to the local Karenni refugee community (whose members generally live where blood lead testing shows the highest bloodstream levels of lead among children) to develop ways to tell an effective data story culturally appropriate for them. This paper presents the methodology of using a Data Storytelling lens, as well as best practices for working with community members to collaborate in this storytelling effort.

Panels

Session Chair: Tricia Jenkins

The Living Cultures Initiative: Indigenous Communities Using Participatory Video to Celebrate, Foster and Protect their Cultures

Tricia Jenkins, facilitator (InsightShare, DigiTales and Goldsmiths, University of London, UK), Amos Leuka (Pan African Living Cultures Alliance, PALCA), Scolastica Kukutia (Oltoilo le Maa), Elias Kimaiyo (Sengwer Indigenous Community Trust, SICT), Albina Cheboi Sengwer (SICT), and Kennedy k kipsigei (OPDP, Nakuru Ogiek, Pv hub Mentor),

Abstract: Video and storytelling communicate compelling stories and powerful actions of grassroots activists, increasing the agency, capacity, confidence and motivation of indigenous people to take control of the factors influencing their lives. The result of online distribution and local screening events is to strengthen community protection through building allies and audiences across the globe. With the support of the Bertha Foundation and the Staples Trust, InsightShare and local partner the Pan African Living Cultures Alliance, 38 young indigenous leaders based in 6 hubs across Africa were trained in 2021 and in 2022-23 a further 10 from the Ogiek and Sengwer communities in Kenya. A panel presentation with fellows, mentors and community leaders live streamed from Kenya will discuss the importance of story-based participatory media for their communities.

Digital Storytelling for Linguistic Justice

Heather A. Linville (University of Wisconsin, La Crosse, USA), Dr. Polina Vinogradova (American University, USA); Debora Amidani, (The Family Place, Washington, DC), Carlye Stevens (The Family Place, Washington, DC), and Dr. Doaa Rashed, (Rutgers, the State University of New Jersey, USA),

Abstract: In spite of great linguistic diversity in the U.S., most education is monolingual and English-focused, harmful to multilingual individuals who often develop English language skills at the expense of "home" languages. Society also suffers when language loss, rather than language maintenance, is the norm. In this panel, educators discuss how they use digital storytelling to fight monolingualism and excavate and value the richness of language present in our communities. Each shares their digital storytelling project--1) a week-long workshop with multilingual youth and adults, 2) a beginning level adult English language class, and 3) an honors course with undergraduates. While implemented differently, the focus of each is using digital storytelling to empower multilingual individuals to tell their stories their way in the language(s) they chose. Each panelist will share highlights from and stories produced in their individual projects to illustrate the ways linguistic justice can be achieved through digital storytelling.

UMBC Campus Tour: (Atrium)

Session Chair: Bill Shewbridge

Stop 1: Gallery Talk: Imaging Research Center Tour with Lee Boot, Director

Stop 2: "I've Endured: Ola Belle Reed" with curator Emily Hauver

Film Screening: "I've Endured: The Music & Legacy of Ola Belle Reed"
olabellefilm.org

Reception (Atrium)

Montgomery College Cultural Arts Center (CU Building) | 7995 Georgia Avenue, Silver Spring, Maryland Note: Use this address: 930 King Street, Silver Spring, MD 20910 to guide you to the Cultural Arts Center (CU) building on the Montgomery College campus. The West Garage (WG) is located at 901 Jessup Blair Drive.

All sessions will take place in the Cultural Arts Center of the Takoma Park/Silver Spring campus.

Wi-Fi: MCPA, no password

An end of day social gathering will be hosted on the lower level of Denizens Brewing Co., a local beer garden with indoor and outdoor space specially reserved for all Radical Listeners. This event is self-pay.

June 21, 2023 at Montgomery College (MC)

Coffee and Light Breakfast/ Registration/Mingling (Lobby)

Opening Welcome (Main Theater)

Jamie Gillan, DST 2023 Conference Chair, Professor, Montgomery College

Brad Stewart, Vice President & Provost, Takoma Park/Silver Spring Campus, Montgomery College

Jermaine Williams, President, Montgomery College

Opening Welcome and Keynote (Main Theater)

Transforming Healthcare with Patient Voices
In their keynote address. Dr. Pip Hardy and Tony Sumner, co-founders of the Patient Voices Programme - celebrating their 20th anniversary, will talk about their mission to bring about greater humanity and compassion in healthcare through digital storytelling.

Session 3

Session Chair: Philippa Rappoport

Story Work for a Just Future: Exploring Diverse Experiences and Methods within an International Community of Practice

Antonia Liguori (Loughborough University, UK), Philippa Rappoport (Smithsonian, USA), Daniela Gachago (University of Cape Town, South Africa),

Abstract: The ambition of this panel is to share reflections developed within an international community of practice on how different storytelling approaches could blur boundaries and expand learning opportunities between both formal and informal contexts, and to propose mutual learning and co-creation of knowledge as a way forward to change society. The panel, which is linked to a soon to be published open access book, is structured around three themes, each of them explored by one of the three authors: Digital Storytelling as an Evolving Practice (by Antonia Liguori), the Complexities of Digital Storytelling in Informal Education (by Philippa Rappoport), and Expanding Formal Education (Daniela Gachago).

Reflecting on the Journey: Listening to Montgomery College's Digital Storytelling Alumni

Jamie Gillan, Matthew Decker, and Sarah Jewett (Montgomery College & UMBC, USA)

Abstract: In this panel presentation, Montgomery College (MC) Digital Storytelling Internship alumni will share their personal, educational, and professional experiences since participating in the internship, prompted by questions designed by the internship's leaders and panel moderators. Our interns have a wealth of experiences and come from all over the world. Their journeys are taking them to all types of fields where they employ storywork and other skills learned during the internship. They will share what has stayed with them as well as how the experience impacted their next steps academically and personally. They will share skills developed from engaging with storywork. Attendees will be encouraged to ask questions of the panelists. This is an opportunity to engage with students and early career individuals and to listen and learn how storywork enabled them to grow and ultimately influenced their prospects.

PechaKuchas: Art/Religion/Environment/Voice

Session Chair: Charlotte Keniston

Belonging: A Sacred Space of Healing

Monica Koller (Connecting Community, USA)

Abstract: My work in counseling combined with my passion for advocacy led me to seek out ways to create community and systemic change through digital storytelling. I have facilitated workshops that address race & health equity issues, perinatal mental health, and center Black and Indigenous experiences. Many of these stories have served as qualitative data for educational and policy change efforts in the Northwest WA area. The most beautiful part of this work is the connection, healing, and sense of belonging that comes from vulnerably sharing. And somewhere along the way- in the moments when people gather to share their stories, I've finally found a sense of belonging in a community where I've felt out of place. My process of telling my story will work backward- starting with the belonging I feel in the workshops that I facilitate and go back in time to examine the struggle I experienced

Mood Forest: An Application for Nurturing Connections in a New Community

Yuki Minamii (University of Illinois Urbana Champaign, USA/Japan)

Abstract: "Mood Forest: An Interactive Digital Application for Nurturing Connections in a New Community" was born from my personal struggle to connect during my first visit to the U.S. last year. Uncertain about the thoughts and feelings of others, I created a tool that would facilitate interaction and emotional exchange. "Mood Garden" is a digital application where users plant a tree in a terrain, exploring their current emotions through the metaphor of nurturing the tree with different weathers. It may seem quirky and unpolished, but its strength lies in its ability to illuminate the importance of human interaction, especially in our networked society. I will present the journey behind "Mood Forest," discussing its creation, its significance, and its potential in bridging emotional gaps within new communities in our digital age.

Their Voice, Their Journey: Stories From Africa

Susan Simon (Dartmouth, USA)

Abstract: Many of the fellows with the Young African Leadership Initiative said a highlight of their time at Dartmouth this summer was the opportunity to share their stories through the digital storytelling. Some 25 Mandela Washington fellows were at Dartmouth for two weeks, hosted by the John Sloan Dickey Center for International Understanding, to make new connections and gather cross-cultural insights. All of them began participating in digital storytelling workshops right after they arrived and shared their final digital stories with each other and the community at the end of their stay. The YALI participants, who lead nonprofits, government agencies, health clinics, and nongovernmental organizations across Africa, will use the digital media projects to promote and support their work when they return. In past years, the digital media project was an optional YALI offering, but it proved so popular that organizers this year integrated the workshops as a central component of the Dartmouth experience, thanks to financial and mentoring support from the Class of 1982.

It would be an honor to share my experience with the YALIs and how I continue to facilitate digital storytelling sessions with a YALI alum in Lagos, Nigeria. I will also be a session leader at the YALI Summit in August 2023. 700+ participants from across the continent of Africa will be introduced to the power of digital storytelling through exercises, discussion, examples and given resources to take with them.

Latino Roots in Washington: Stories of Identity and Place

Sonia De La Cruz (University of Washington, Tacoma, USA)

Abstract: This presentation addresses the pedagogical framework Critical Media Praxis (CMP) for storytelling. CMP offers the possibility to critically examine theory and practice as part of the social justice orientation to storytelling. CMP focuses on the work of counter-narratives to disrupt and challenge dominant ideologies; it considers the role of digital technologies in the construction of narratives aimed at social change, and centers on how practices for media production can become opportunities for personal and/or community liberation. I offer a case that focuses on the process of storytelling as it pertains to issues connected to race and racism to unpack CMP approaches to deep listening, reflection and an opportunity for action through the practice of storytelling. This presentation connects to the theme of the conference, especially with regards to radical listening for amplifying voices, cultivating hope, building communities and digital storytelling methodology and pedagogical approaches.

Academic Papers: Ethics and Engagement

Session Chair: Mark Dunford

Collaborative Digital Storytelling and the Ethics of Representation in Creative Writing

Mary Kate Coleman (University of Illinois at Chicago, USA)

Abstract: This article explores the use of digital storytelling as a practical tool for teaching creative writing students about the ethics of representation. I begin with a history of creative writing pedagogy, with focus on the deficiencies of workshop and the need to incorporate discussions of representation into creative writing education. Next, I introduce the concept of digital storytelling (DS) and offer my experience using collaborative digital storytelling in an undergraduate Intro to Nonfiction course, in which students made a video with a community partner. I end with a discussion of students' reflections on the difficulties experienced and value gleaned from doing storytelling field work. I argue that the collaborative digital storytelling process can complicate the idea of the writer as an independent agent, encouraging students to think critically about the ways in which we as creative writers are responsible to our communities for the choices we make in representing others.

What Can Place-Based Immersive Digital Storytelling Tell Us About the Experience of Losing One's Home?"

Holly Turpin (Loughborough University, UK)

Abstract: In my PhD research, as part of Loughborough University's transdisciplinary HOME centre for doctoral training https://meaningofhome.uk/, people with experiences of homelessness will map their stories on to the local area of Loughborough, England. The stories will be created through digital storytelling workshops, using codesign and immersive media. For individuals, homelessness is immediate and urgent, but as a social issue, it is ongoing and multi-layered. How therefore, do we conduct urgent storywork in this area? In this paper I will present findings of my initial feasibility studies with students, and how these findings will impact the approach taken in the main study with participants who have experienced homelessness. As my research uses immersive media, I will also consider the potential of these technologies as a storytelling tool but also as a representation of place and space.

Participatory Video and Most Significant Change: Participant-led storytelling in evaluation

Tricia Jenkins (InsightShare, DigiTales, and Goldsmiths, University of London, UK)

Abstract: It is not always easy to gauge and communicate what a programme or activity has meant to the lives of those it was meant to reach. Those best placed to explore and convey these messages are the project participants themselves, who can speak first-hand about it. The Most Significant Change technique, upon which Participatory Video and Most Significant Change (PVMSC) is built, is a form of participatory monitoring and evaluation, in which many project stakeholders are involved both in deciding the sorts of change to be recorded and in analysing the data. This paper explores the potential of Participatory Video and other digital storytelling approaches to evaluation through case studies of PVMSC evaluations of Opportunity International's Mainstreaming Disability Inclusion in the Ugandan Financial Services Sector programme and Refugees: Innovation, Self-Reliance & Empowerment (RISE) Programme.

Workshop: Using Digital Storytelling Projects to Foster Cultural Literacy

Session Chair: Serena Gould

Michael Hernandez (Mira Costa High School, USA),

Abstract: In this session, we'll discuss student-led projects that leverage digital storytelling to develop cultural literacy, establish an anti-racist mindset, and elevate underrepresented voices. This session will provide case studies and best practices for the many ways teachers can integrate cultural literacy into their existing curriculum in the K-12 and higher ed classroom. Being mindful of the current political landscape, the session will emphasize the

use of inquiry, project-based learning, and design thinking as a vehicle for students to successfully explore these topics.

Attendees will gain new insights on how to address cultural literacy, empathy and anti-racist teaching through project based learning experiences, and begin creating a new assignment or modify an existing assignment around these topics. Case studies of student projects will discuss assignment expectations, challenges, assessment, and community reaction. Best practices for integrating these projects will also be provided.

PechaKuchas: Health and Wellbeing

Session Chair: Chip Gladson

What's Your Story? Using Digital Storytelling as a Therapeutic Intervention with Traveller Men Affected by Suicide

Karolyn McDonnell (National Centre for Men's Health, South East Technological University, Ireland)

Abstract: Irish Travellers are an indigenous ethnic minority group comprising just 0.6% of the Irish population. Suicide accounts for 11% of all deaths in the Traveller community and rates of suicide are seven times higher amongst Traveller men compared to the general male population. Using a Traveller-led, strengths-based approach, this project used DST to challenge mental health stigma and to prompt discussions about suicide and mental ill-health with Traveller men. A series of workshops were designed and piloted cognisant of the cultural needs and preferences of Traveller men, and a framework of practice was developed for use with this hard to reach group. These workshops are intended to reduce stigmas associated with mental ill-health by providing a platform for Traveller men to talk and share stories about their lives in a supportive environment. Emancipatory and insightful digital stories emerged from this project which are culturally significant and unique to the Irish Traveller experience. This project celebrates the Irish Traveller tradition of storytelling by preserving these stories in a digital format for the first time.

#justB: Real People Sharing Their Hepatitis B Stories

Rhea Racho (Hepatitis B Foundation, USA)

Abstract: Since 2017, the Hepatitis B Foundation has been collaborating with StoryCenter on the #justB storytelling campaign, which aims to raise the profile of hepatitis B as an urgent public health priority and puts a human face on this serious but largely unknown disease. The goals of the campaign are to increase awareness and advocacy; decrease stigma and discrimination; and promote testing, vaccination, linkage to care, and treatment to help save lives. Since our initial digital storytelling workshop held in Berkeley California, we have coordinated annual sessions and produced more than 50 powerful digital stories reflecting the diverse communities affected by hepatitis B. We showcase the stories as part of lobbying events, on local media, and via social media, to reduce the stigma that continues to be associated with hepatitis and support education and advocacy towards a cure. In this presentation, we will discuss the reach of the campaign and the impact of our advocacy work.

(Re)flexibility of Digital Storytelling in Qualitative Health Research

Katherine Kortes-Miller and Keri-Lyn Durant (Lakehead University, Canada)

Abstract: Grief is inherently a normal part of the pandemic experience (Mayland et al, 2020; Wallace et al, 2020). When these losses are exacerbated by a death-related loss, the usual rites and rituals around dying and death are either unable to happen or need to occur in novel ways. What, then, could be useful as well as physically distanced

tools (Berry, 2017; Cuminskey & Hjorth, 2017; Sofka, Cupit, & Gilbert, 2012) to help meaning-making in grief and bereavement (Gilbert, 2001; Neimeyer, 1999)? I was busily exploring this when my beloved uncle died unexpectedly and I, too, became someone for whom I needed to contemplate safe and healthy ways to grieve within these new and uncertain parameters. I was left confused and anxious: If I, as a dying, death, and loss educator, was struggling to this extent negotiating my own pandemic-inspired grief, how was I going to be capable of holding space for others?

Where We All Stand: Using Story to Reach from Deep Time to Real Time

Beth Jones (Boston University, USA)

Abstract: We're all full of seemingly disparate stories. What connects Earth's most ancient fossilized forests to incarceration, attachment, health care, education, divorce and love? Where do we stand in our own stories, and in the stories we tell or hear? Hope is a connective across all boundaries, and largely inextinguishable. In this Pecha Kucha we'll look at places where hope seems less evident or easy to find - a corrections institute, large city hospital, fossil bed, subway train or divorce court - and discuss how we, and others, can make stories of hope no matter where we stand, no matter what we reach or fight for, no matter how big or small. As Pablo Neruda wrote, "You can cut all the flowers but you cannot stop spring from coming."

The Cost of My Education: A Digital Storytelling Workshop for Student Loan Borrowers

Michelle Dahlenburg (Texas State University, USA)

Abstract: "Debt shatters your ability to function" (Student loan borrower). Millions of people in the U.S. are drowning in student loan debt. Having student debt can be an isolating, exhausting burden that produces feelings of anger, shame, and grief. But telling your student debt story to others can be transformative! This presentation is a report back about the first online workshop and public sharing for The Cost of My Education, a digital storytelling project with student loan borrowers. Presenter Michelle Dahlenburg, Texas State University instructor, independent audio producer, and former student loan borrower, organized and co-facilitated the workshop. Michelle will share about the process and stories from the workshop, and discuss its effectiveness as a tool for hope, healing, and advocacy related to student debt.

Academic Papers: Pedagogy and Praxis

Session Chair: Emily Passera

Exploring Experiences of Black College-to-University Transfer Students in Ontario through Digital Storytelling and In-Depth Interviews

Selina Mudavanhu (McMaster University, Canada)

Abstract: Navigating university spaces in Canada as Black college-to-university transfer students with intersecting identities poses several challenges. Informed by Kimberlé Crenshaw's concept of intersectionality as well as critical race theory, this paper presents findings from a project on experiences of the aforementioned students. Participant narratives articulated through digital stories and in-depth interviews reveal that Black transfer students grapple with racist notions that construct Blackness as synonymous with low academic abilities. Students who self-identify as female discussed additional challenges that they face because of their gender. Students also noted the continued underrepresentation of Black individuals in the transfer ecosystem which students argued may be the reason the transfer system does not have supports that directly cater for the needs of Black students. This project was funded by the Ontario Council on Articulation and Transfer (ONCAT).

The Effect of the Transactional Leadership to Perpetuate Racism When Managing and Developing Learning in a Higher Education Institution in Wales: An Ethnographic Investigation

Laurence Bassingha (Royal College of Surgeons in Ireland), Jennifer Ballengee (Towson University, USA), Alitzah Parker (Student), "Digital Storytelling for the Inclusive Classroom"

Abstract: This presentation will consider how digital storytelling can foster diversity and encourage inclusive community in the classroom, re-investing education with relevance and inspiring student engagement by providing new paradigms for academic expression and its assessment. Producing original, unique responses, digital storytelling assignments also elide issues of A.I.-generated responses or plagiarism. The experiential process of making a digital story develops valuable skills: constructing a compelling narrative; combining research and insight; developing digital skills using video software; and synthesizing all the senses into a coherent and multimodal story. Assignments can be designed to prompt an engagement with ideas presented in discussion, course texts, or research; students then fold that information into their own original expression. In this manner, digital storytelling in the classroom becomes a form of empowerment. Moving away from the traditional paper and the uniform assignment, digital storytelling creates a fruitful and inclusive space for difference and uniquely human expression.

Cultural Heritage in the Classroom: Teaching Principles of the Digital Public Humanities through Storytelling
Lise Foket (Ghent University, Belgium)

Abstract: Digital Public Humanities (DPH) is an interdisciplinary field that leverages digital technologies to study, preserve, and share cultural heritage for and with communities (Noiret, 2022). Digital storytelling is an important pillar of DPH as it is often used to bring the humanities and heritage closer to particular audiences (Finsanick & Stakely, 2021). At the same time, digital storytelling has been employed as an educational tool to teach digital, media, and visual literacy skills to students (Wu & Chen, 2020). With the growing importance of DPH as an interconnected field, there is a need to explore how digital storytelling with heritage can be used in an educational setting. This presentation discusses how to implement digital storytelling to teach DPH by demonstrating a variety of educational use cases at Ghent University. We employed participatory models in the classroom, where students co-designed a joint storytelling project. This approach promoted a collaborative learning environment, breaking down the traditional hierarchy between students and instructors and fostering the integration of diverse skills into the project.

Session 4

Panels

Session Chair: Sherrie Carroll

Voices to End FGM/C: Using Personal Storytelling for Women's Rights Advocacy
Mariya Taher (Sahiyo, USA), Karen McDonnell (George Washington University, USA), Angela Peabody (Global Woman PEACE Foundation, USA), Sunshine Bayor (Student)

Abstract: For centuries, individuals around the world have been reluctant to talk openly about the women's rights violation of female genital mutilation/cutting (FGM/C), for fear of being ostracized by their communities, labeled as victims, or jeopardizing their relationships with loved ones implicated in the practice. Since 2018, Voices to End FGM/C, a collaboration of Sahiyo and StoryCenter's Silence Speaks initiative on human rights, has used a trauma-informed approach to engage survivors and activists in the U.S. and around the world in telling their personal stories of FGM/C. Voices supports storytellers in healing, connecting in solidarity, and growing as leaders in the movement calling for an end to FGM/C. In a panel moderated by Voices co-founder Mariya Taher, workshop participants will highlight the value of our work within health, criminal justice, and community support contexts.

Invisible Wounds: Stories of Survivorship
Rani Sanderson (StoryCentre, Canada), Tanya Sharpe (The Centre for Research & Innovation for Black Survivors of Homicide Victims "The CRIB" and University of Toronto Factor-Inwentash), Jheanelle Anderson (The CRIB Canada), Tito-Tae Sharpe (Community Worker & Storyteller, The CRIB), Denise Kumani-Gantt (StoryCenter, USA)

Abstract: Experiencing the murder of a loved one leaves family members and friends of homicide victim with "invisible wounds", not detectable to the naked eye but in the absence of culturally responsive interventions, are left to fester and often never heal. This presentation provides an overview of our digital storytelling project entitled Invisible Wounds. Our project brought together a group of young Black surviving family members and friends of murdered victims from Toronto, Canada to tell their stories of pain, survivorship, and transformation. The culmination of their stories helps to inform culturally responsive approaches to research, policy and victim services

for countless Black communities disproportionately impacted by chronic and cumulative Black death. A panel discussion will follow the viewing of our digital stories, highlighting our; process, impact on staff and participants, findings, and plans for dissemination to support Black communities to not simple survivor unthinkable tragedy but perhaps thrive thereafter it.

PechaKuchas: Transgenerational Learning and Global Citizenship

Session Chair: Mike Wilson

Transfer Stories: The Seams of Transition

Sarah Jewett, Emily Passera, and Amery Thompson (University of Maryland, Baltimore County, USA) Keiko Myers (Student, UMBC)

Abstract: Across the U.S., institutions seek a "seamless transfer" experience for students who transition to the university from community college. This important goal speaks to the ways that institutions seek to address the challenges that transfer students have often faced with credit loss and gateway classes, as well as misaligned coursework and advisement. Yet it is within the seams where we can see the stories of each student, and their unique transfer journey. In a weeklong winter term workshop (Jan 2023) at the University of Maryland, Baltimore County (UMBC), three campus colleagues from different units collaborated to pilot a small Transfer Stories program in which students reflected on their transfer experience and created a digital story to share with the group. It is through the storywork that each student sought to identify and grapple with their "seams," while also recognizing the strength and importance of their story. Collectively, we learned how the quest for belonging, in particular, shapes the transfer journey. This session will focus on the ways that we utilized the storywork process in our engagement with transfer students, and how digital storytelling can help transfer students make sense of their experience, and highlight for transfer advocates the nuanced ways that students leverage their identities and lived experiences in their search for belonging in higher education.

Sister Neighborhood Arts Program Digital Storytelling Project

Charlotte Keniston (University of Maryland, Baltimore County, USA) and Brian Francoise (Lakeland Community and STEAM Center, USA)

Abstract: Charlotte Keniston and Brian Francoise will share about a DS workshop in the Northwood Neighborhood of Baltimore City in collaboration with the Sister Neighborhood Arts Program. Sister Neighborhood Arts Program (SNAP!) is a neighborhood level cultural organizing project that manifests the creative power of arts as catalyst for action and transformation among Northwood neighbors. The Northwood Neighborhood, home to the first racially restrictive neighborhood covenant, is the site of decades of racial tension. Now the home of Morgan State University (an HBCU), Northwood is a neighborhood that is redefining who they are and what they stand for. The intergenerational DS project completed in Northwood explores this history with neighborhood residents from both sides of the historic race line. Brian and Charlotte will share lessons learned, stories, and one very powerful digital story from this vibrant workshop!

The Power of Place: The Digital Stories of Lakeland Middle Schoolers

Brian Francoise and Jameer Robinson (University of Maryland, Baltimore County, USA)

Abstract: As the pandemic waned, two Moms, two school leaders, a UMBC graduate student and one community-based educator – all connected to a multi-racial neighborhood in south Baltimore named Lakeland – explored a

"digital storytelling for community leadership" class together. Besides the therapeutic and empowering benefits for us adults, the group became resourced as a digital storytelling team that can now host and facilitate workshops in Lakeland. A middle school workshop explored themes of community and belonging within the inter-cultural dimensions of the neighborhood. With developing a responsive and adaptable curriculum for this group, we found that understanding the needs of the students really came from understanding them as young people. Forging these close interpersonal relationships with the students allowed us to collectively create a safe space where stories could be shared, sparked and developed from various realms. Looking ahead, this practice will be carried into an exciting intergenerational dialogue.

Stories from the Ground Up: Littleglobe's Community Storyteller's Program

Katy Gross (Littleglobe, USA)

Abstract: "Littleglobe's Community Storytellers project addresses the imperative need for community-centered storytelling, where the process is just as important as the stories being shared. In this program, we foster a sense of belonging and cultural agency among participants, providing a space for community members to share, create and hear stories. Community Storytellers are trained in digital storytelling and video production in order to create stories of personal relevance and personal history, and amplified in various ways. Community Storytellers learn the whole arc of creating a digital story/film, using both mobile phone technology and professional equipment. The program is open to applicants of all ages, backgrounds, and abilities to apply. We prioritize applicants who have little to no experience in video production and digital storytelling, and who have limited access to equipment and technology. Participants are given a stipend of $500 upon completion of the program because there has been a history of extractive storytelling, particularly in minority communities. By offering stipends, we are able to not only encourage people from underrepresented communities to participate, but we honor the value that is inherent to sharing personal stories. We believe that through stories we can co-create a rich living history that more accurately represents all the communities that call Santa Fe home, inclusive of one another's challenges, passions, triumphs, and pain, and ultimately leads to more community dialogue, connection, and healing.

Radical Listening to Craft Youth-Elder Connection: Digital Story that Matters

Patricia Liehr (Florida Atlantic University, USA) and Keely Cugini (High School Student, USA)

Abstract: The purpose of this presentation is to describe the potential of radical listening to craft connection between youth-elder dyads through digital story. COVID-19 launched an unprecedented reliance on technology to accomplish usual patterns of connection. For youth, the shift to technological connection was well-within their expertise, for elders, not so much. Youth-elder co-creation of digital stories capitalizes on a strength of each dyad member (youth - technological expertise; elders – in-person listening experience). This cross-generational engagement offers a platform with promise for mutual understanding and creating digital stories that promote well-being through connection. A cross-generational dyad will address qualities essential to radical listening and expression of these qualities in online engagement. The presentation is expected to encourage thinking about how cross-generational engagement to create digital stories may serve as a health promoting endeavor for both youth and elders.

K-12 Digital Storytelling: How Using Tech for Good can Lead to Active Global Citizenship

LeeAnne Lavender (Stories for Good)

Abstract: How can we harness the power of storytelling to create deep engagement and learning for K-12 learners? And what does it look like to engage in radical listening with our students to help them become the active global

citizens our world needs? How can stories create the mindsets, dispositions and skills that can equip our students to make positive, purposeful and sustainable change in our world? In this presentation we'll explore these questions (and more!), and explore ways to infuse storytelling into everything we do in our classrooms and schools.

Workshop: "Futureability: A Space to Test and Talk about New Tools to Teach Digital Storytelling Online in Higher Education"

Session Chair: Karen Sung

Mark Dunford and Tricia Jenkins (DigiTales, UK), Antonia Liguori (Loughborough University, UK)

Abstract: Higher Education faced multiple challenges during the pandemic but most pressing was the need to adopt and effectively implement blended and distance learning. Futureability brought together an international strategic partnership - universities, research centres and cultural enterprises - working with visual methods and digital learning tools, to investigate, produce and share Open Educational Resources to make online teaching more attractive and accessible. Our focus was to develop pedagogies and digital tools that enable academic content to be translated into participatory and engaging online forms through effective use of innovative solutions with a particular emphasis on visual methods, including Digital Storytelling. A bespoke DS module was developed as part of Futureability. Mark Dunford and Tricia Jenkins from DigiTales will present an overview of Futureability, talk about the project aims and provide access to the Digital Storytelling module so attendees can test it and feedback to support the development work.

Workshop: "Weaving Together Stories and Cultures for a World on the Move: Empowering Diverse Children through Collective Digital Storytelling"

Session Chair: Matthew Decker

Angela K. Salmon (Florida International University, USA), Veronica Boix Mansilla (Harvard University, USA) and Kiriaki Melliou (Early Childhood Education, Ministry of Education, Greece)

Abstract: Digital Collective Storytelling for Voice and Influence (DCSVI) is a developmentally appropriate approach for inclusive teaching and learning. DCSVI uses multiliteracies to help children make sense of the world, have a voice, and participate in society. Communities thrive when schools nurture children's social and emotional wellness by giving preschool-aged children the opportunity to express themselves through stories. DCSVI helps children acquire the capacity to understand, experience, express, manage emotions, and develop meaningful relationships with others. The workshop features teachers and children in two contexts receiving a high percentage of immigrant and asylum-seeking families (in Miami, USA, and Piraeus, Greece) who share, co-construct, and recreate their experiences of migration. They were engaged in a collaborative process that prepared them to become voiceful global citizens and cope with the challenges of the changing world around them. Through hands-on experiences, the participants will experience how DCSI offers time and space for inclusion, voice, and participation.

Workshop: "The Transmedia Journey of Transdisciplinary Tree Doctor Sylvanus"

Session Chair: Michalis Meimaris

Peter Whitehouse (Case Western Reserve University, USA) and Danny George (Penn State University School of Medicine, USA)

Abstract: Once upon a space-time probability field, Sylvanus the Tree Doctor was born for the first time. Specifically, it was in the Muir Woods in California on June 5, 2013 when his "alter eco", Peter Whitehouse MD PhD, an academic geriatric neurologist who frequently visited the woods to commune and capture in photographs the magnificent living creatures dwelling there, had an epiphany. As the trees and forests enchanted him, Dr. Whitehouse realized that, in the next phase of his life and career, he would become Sylvanus (nickname "Sily") a metaphorically embodied tree who asks human beings what they can learn about ecopsychosocial health from forests and their flora and fauna. Sylvanus was so-named because in antiquity he was the Roman god of forests and their boundaries with fields and pastures. We will share in an intergenerational conversation Peter/Sylvanus's journey through different forests (Amazon, Transylvania, Canada, Shaker Heights, Ohio).

PechaKuchas: Identities and Cultures

Session Chair: Jenny Stuttle

Voices of Young Tajik Women

Jode Brexa

Abstract: Post global pandemic, voices of youth facing challenges are more important than ever to hear. Digital Storytelling engages youth in telling their stories of resilience. As "story" functions as a symbolic tool for identity construction, the act of narration can shape a sense of self (Davis, 2005). Digital Storytelling provides youth with an authoritative role contributing to the establishment of their identity at a particular point in time" (Davis, 2005). Digital Storytelling creates engaged spaces for voices not often heard (Love, 2011). Through Digital Storytelling, Tajik young women created three-minute multimedia pieces and shared their stories of resilience with the community, enlightening parents and community members with insight into their own voices. In this PechaKucha presentation, one story will be showcased as an example of how Digital Storytelling shines light on youth voice.

Si Se Puede: Finding and Using Our Voices

Lois Mendez Catlin (Phoenix Family Health Center, Inc. & Duke University, USA), Sean Mendez Catlin (Esq)

Abstract: Hispanics have long been silenced in the US educational system and discouraged from full participation in the alleged American Dream. Students teachers (of all ethnicities) joined together to use their stories of privilege or discrimination to amplify the Hispanic experience in the US educational system. Their goal was to use their voice as a beacon for the upcoming generation(s) to effect radical and sustainable social change. As role models and mentors, their stories highlight both the negative impact of discrimination on the involvement and progress of our young students and the positive impact of affirmations, inclusion, self motivation, and radical listening. In these times of book banning and exclusionary practices, these students and their progeny refuse to be silenced.

Making History/Haciendo Historia: Latinxs in Mendocino

Diana Coryat and Loreto Rojas (Mendocino College and MendoLatino Radio, USA)

Abstract: Latinxs in Mendocino is a community-led, oral history and podcast project that records the stories, struggles, contributions, and perspectives of the Latinx community for its own history-making, and to share widely with diverse publics. It features intergenerational conversations among Latinxs who have made their homes in Mendocino, explores migration histories and reflects on how the community has evolved over time. While these

histories exist in the memories of many Latino families, they are unknown to younger generations, newly arrived immigrants, and the wider community. They are also absent in local historical societies, schools, museums and other civic spaces. The main goals of the project are to train community members to research and record oral narratives (testimonios); produce and air a podcast series that creatively presents the stories; and to create an accessible digital archive of the testimonies, podcasts, photos and other documents that are gathered during the process. This project is directed by Loreto Rojas and Diana Coryat, the co-founders and producers of MendoLatino, a social justice media organization that explores issues important to Latino and diverse communities in Mendocino County and beyond, including immigrant rights, education, health, gender and sexuality, ecology and Latino cultures and histories.

What's In Your Shoebox? Unpacking Study Abroad Experiences through Digital Storytelling

Susan Simon (Dartmouth, USA)

Abstract: Cultural anthropologist Bruce La Brack uses the term "shoeboxing" to describe what is often done with study abroad experiences: the entire experience is put in a mental "shoebox," tucked away in the closet of the mind, taken out only rarely for periodic show-and-tell reminiscing. When we want to share stories about the time away or how we've changed, it can be hard to find folk who really want to listen. A course at Dartmouth College, What's in Your Shoebox?, aims to rectify this. The class has two primary goals; 1) to provide students with the opportunity to revisit, unpack, and deeply reflect upon their recent study abroad experience, and 2) to identify creative, practical, and meaningful ways to apply this new knowledge and awareness. For their final projects, they put together a digital story using photographs, videos, and the power of their voice. This course continues to be taught at Dartmouth and is one of the few accredited courses in the country where students can reflect on their FSP experiences.

Empowering Communities through Social Memory Technology: Indigenous, Quilombos and Grassroots Communities' Experiences

Karen Worcman (Museu da Pessoa, Brazil) and Marcelo Larrea (MzilliDesign, Brazil)

Abstract: For the last 30 years, Museu da Pessoa (museudapessoa.org) in Brazil, a virtual and collaborative museum of life stories has developed different strategies to promote the use of life stories as a basis for social change. Actually, Museu da Pessoa has an archive of more then 20 thousand life stories and it's methods has been spread all over the country. In the last 15 years, we have developed a social technology for communities, social movements and institutions to record their stories. The idea was to develop a technology that can be applied on a large scale whilst cost-effectively generating social development. This presentation will bring some of our main and most innovative experiences, like the creation of Museum of the Person's around Brazil, the forest of stories in Indigenous communities in Maranhão (Brazil) and in Amazonia (Brazil) and in different communities' exhibitions like Fercal (DF, Brazil) and Paracatu (GO, Brazil).

Academic Papers: Creating Cohesive Communities and Leading Change

Session Chair: Brooke Hessler

The Contribution of Digital Storytelling to Community Cohesion in Makhanda

Thandiwe Matyobeni (Rhodes University, South Africa)

Abstract: Communities in postcolonial South Africa experience fragmentation at many levels – the individual and their community and amongst diverse communities (Lamb 2019). A key aspect of fragmentation involves being silenced and being heard is a necessary element for a cohesive community (Blake et. al. 2008). Ensuring individuals and communities are ensured autonomy and agency to share their voices is essential. Cohesive communities are communities in which individuals feel represented and empowered to share their experiences and subjectivities (Wetherell 2009). The Community Engagement division of Rhodes University uses digital storytelling as a means of creating cohesion among the university community, local organizations and residents of Makhanda where the university is located. The study presented here aims to explore what narratives emerge through the digital storytelling process, and how this speaks to the experiences of community cohesion among the Rhodes University community. The aim of this research is to create a network of stories describing the experience of community in Makhanda and to explore feelings of cohesion among members of the Makhanda community.

Digital Storytelling as Critical Media Praxis for Social Justice

Sonia De La Cruz (University of Washington, Tacoma, USA)

Abstract: This presentation will address the conceptual and pedagogical framework of Critical Media Praxis (CMP) for digital storytelling. Anchored in the work of storytelling for social justice where counter-narratives serve to disrupt and challenge dominant mainstream ideologies; critical media praxis expands on this work to consider the role digital technologies play in the construction of stories aimed at social change. Along with the process of developing narratives, CMP centers on how various practices for media production for storytelling can become opportunities for personal and/or community liberation. As such, CMP offers the possibility to critically examine theory and practice as part of the social justice orientation to storytelling. For this presentation, I offer a case that focuses on the process of creating stories that try to make sense of issues connected to race and racism, and will delineate CMP approaches for deep listening, reflection and action.

Academic Papers: Methodology and the Reflective Practitioner

Session Chair: Bill Shewbridge

'This is my truth, now tell me yours': Framing the Reflective Digital Storytelling Process as an Act of Autoethnography and Digital Stories as Valid and Useful Uber-Qualitative Data

Tony Sumner (Patient Voices / Pilgrim Projects Ltd. and Loughborough University, UK)

Abstract: It's just a story. It's an anecdote. It has no underpinnings as a research methodology. It's not real data. A what? These are many of the reactions to reflective first-person digital stories that we have heard over two decades of trying to make peoples' stories heard – and those stories valued as valuable contributions to research. This presentation will look at individual digital stories, groups of digital stories and sequences of digital stories created in the classical digital storytelling methodology (Lambert, 2006), or some variant of it, through the lens of the five autoethnographic criteria with which Richardson (2000) holds all to high standards and which Denzin (2014) includes in his sets of criteria for performative autoethnography. The aim is to explore and validate the reflective

digital storytelling process as a valid research methodology and hence to support the work of the citizen researchers who have created their reflective autoethnographic works through that process.

Paulo Freire, Sense-Making Methodology, and Digital Storytelling: Framework and Practices for Reflective Voice, 'Radical Listening,' and Assessment

John W. Higgins (Retired, University of San Francisco, USA)

Abstract: Digital Storytelling (DS) shares theoretical frameworks and practices with Critical/Engaged Pedagogy (EP), a synthesis of critical and feminist pedagogies based on the work of Brazilian educator Paulo Freire. These pedagogies encourage life-long learning and involvement in the world for the purposes of personal and social transformation. Brenda Dervin's Sense-Making Methodology (SMM) provides a meta theory and means of implementing EP. In particular, DS's "Story Circle" reflects EP's and SMM's emphasis on empathy, radical listening, spaces for marginalized voices, and balance between group process and individual reflexivity, within and outside the educational setting. This presentation looks at parallels in frameworks and practices between Engaged Pedagogy, Sense-Making Methodology, and Digital Storytelling; shares the SMM-based instruments used to prompt reflection and assessment; and provides examples of participant responses. Data using the SMM qualitative questionnaires were gathered between 2004 and 2019 in university undergraduate classrooms and civil society workshops in the United States, Türkiye, and Cypriot communities across the island.

Stories that Matter: Digital Storytelling Based on Design for Change Methodology

Veronique de Leener

Abstract: Do you have a societal issue you want to tackle? The digital design for change methodology can help you. You have 4 phases: the Feel phase (creating empathy with your target audience), the imagine phase (where you think about possible solutions), the Do phase (in which you organize an action) and the Share phase (make a digital story as a call to action for your target audience). The workshop gives you information and brings you through the 4 phases and helps you to make a story about the societal issue you choose.

Session 5

Films and Discussions

Session Chair: Jeremy Lignelli

Tales of Home
Iragena Rodriguez (storyteller)

Abstract: Through photographs that were taken between 2010 And 2019 and captures the true Rwandan values of community and self-worth. As I reflect on the choice of shots, I can't help but still wonder how people can be all smiling and happy considering a life with very little financial means. Is it in our nature to conceal our pain, misfortunes behind a smile or are we masters of inhibition? Inspired by reflections from my childhood memory and rural areas as spaces that embrace reality in its entirety as opposed to the glamorous glasses of the city that reflect a lot of post-colonial values.

Bridging the Impossible: Using Collaborative Autoethnography in a Late Postwar German-Jewish Case Study
Serena Gould (Montgomery College)

Abstract: As we emerge into the post-COVID world, the immediately visible repercussions of this crisis have revealed multiple serious outcomes of the passage of traumatic affect and its early aftermath. Many of these are visible in growing dysfunctional manifestations of violence and anger on a macro- and micro-level, demonstrating and exacerbating latent but inherent social, political and economic disparities including mass migrations and cultural polarizations of identity, among them race, gender, religion. The obverse of these negative enormous conflicts and suffering also provides a turning point and a unique positive opportunity for transformation and change, most of all for educators. My recently defended doctoral dissertation built on these during more than a decade of interviews and narrative writing from my case study, a 96-year old former Waffen SS soldier now a converted practicing Orthodox Jew, who provided a goldmine of unique data.

Workshop: "Building Resilient Communities through Digital Storytelling"

Session Chair: Lucy McLaughlin

Brett Pierce (Meridian Stories and IREX, USA) and Theo Dolan (IREX)

Abstract: In this interactive workshop participants will work through a new pilot program in development at IREX and Meridian Stories that works inside of a narrative structure that juxtaposes strangers – characters unknown to each other - to allow for the exploration and excavation of hidden stories and connections. This pilot process is designed to showcase how human stories can connect people from divergent backgrounds, thereby helping to build social cohesion and prevent conflict. The genesis of this collaborative session is a program involving Iraqi youth in 2012 whereby digital storytelling was one of the vital tools to promote an understanding of the 'other' within Iraqi culture. Layered on that experience is Meridian Stories' 12 years of digital storytelling with youth in schools in the US, as well as IREX's globally successful Learn to Discern media literacy program. Participants will leave the workshop with materials to further enhance their digital storytelling work.

PechaKuchas: Communities

Session Chair: Bev Bickel

Older People's Voices: The United Nations Decade of Healthy Ageing

Tricia Jenkins (InsightShare, DigiTales, and Goldsmiths, University of London, UK)

Abstract: Whilst traditional gerontology focuses largely on the physical states associated with the chronology of aging, humanistic gerontologists have, over the last twenty years or so, shifted the focus to exploring what it feels like to grow old. It has been argued that time is 'a mere measurement that has been emptied of the narratives that were traditionally part of it' and that 'micro narratives are important for the empirical studies of aging as they articulate human experiences' (Baars 2012). Between 2020-2022, WHO Headquarters was awarded funding from the Public Health Agency of Canada, to implement the Project: "Starting the Decade of Healthy Ageing with the voices and engagement of older people". This presentation will showcase this pilot that enabled older people in Canada, Togo and Jordan to use participatory video to place their voices at the centre of what they consider to be the most important aspects of healthy aging.

Digital Storytelling: Developing Personal Agency and Influencing the Discourses and the Development of Rural Villages in Moldova

Rebecca Stuch (Arizona State University, USA),

Abstract: In my proposed research, I am seeking to demonstrate how individuals view their place identity and the future of Moldova using digital storytelling. Development interventions are designed by governments and international organizations to meet their definitions of development and rarely include the voices of the people that will be impacted. People have the right to participate and choose the future that they desire. Using a theoretical foundation of people centered development and the capabilities approach, this research will explore how digital storytelling provides a way for individuals to claim their space in development discourse and in development interventions connected to their communities. People from Moldova will be the co-creator populations for this research and social inclusion will be a guiding principle in sample selections. Through this exploration, a composite description of the place identity for Moldovans will be created.

More Than A Single Story: UM- Dearborn Speaks

Christopher Spilker (University of Michigan, Dearborn, USA), Holly Sorscher (Student, UM-Dearborn, USA), Natalie Hagopian (Student, UM-Dearborn, USA), Carlos Gonzolez (Student, UM-Dearborn, USA), Kelly Trudeau (Student, UM-Dearborn, USA), Colin Mulcahy (Student, UM-Dearborn, USA), Maxine Parham (Student, UM-Dearborn, USA), Sydney McKinney-Williams (Student, UM-Dearborn, USA), and Kylie Martin (Student, UM-Dearborn, USA)

Abstract: The University of Michigan-Dearborn, with funding through a grant from the Coalition for Life Transformative Education, undertook a project to explore the identity, agency, and purpose of our students with a focus on challenging stereotypes about our community and our region. The students learned to challenge their assumptions about themselves, their potential for creativity and to become comfortable giving and receiving feedback on their work through story circle sharing. During the project, the students learned the process of digital storytelling and were given the opportunity to work with university faculty. The first phase of the project concluded with a showcase where students' digital stories were shared with friends, family and university leadership. The second phase of the project saw the students stepping into a mentorship role with a new group of students. In this presentation, we will share our progress and reflections about the project while discussing the move to the third

phase where we will work with our students to create stories and resources for students and faculty who want to incorporate digital storytelling in the classroom.

A Story About Your Digital Wellbeing

Veronique de Leener

Abstract: In Belgium, 23 % of the youngsters have a problematic relationship with the smartphone. In the United States, 20 % of the 18-24 year old declare that they stop with sex when a message enters in the smartphone. We work with youngsters about digital wellbeing and ask them to make a story about their relationship with the phone.

Further Apart, Yet Closer Together: How Adapting to Remote Facilitation Enabled Us to Question and Reframe Our Digital Storytelling Practices

Tricia Jenkins (DigiTales and Goldsmiths, University of London UK)

Abstract: The DRIVE (Digital Reading for Inclusivity, Versatility and Engagement) network brought together academics, stakeholders and practitioners from Europe, the US and Africa. Led by Bournemouth University and DigiTales in the UK, it included a digital storytelling workshop for participants in the earlier research phases of the project. The COVID pandemic forced the project team to adapt existing digital storytelling methods. Instead of running one workshop in Nairobi, three local facilitators were trained remotely. One consequence of this was increased attention to the African context, to traditional storytelling models and practices, alternative literacies and the importance of indigenous material cultures. Local facilitators worked with their communities in three regions of Kenya. We also documented the process and produced case studies and a toolkit with the local facilitators, leaving a more sustainable legacy, as well as leaving iPads with each community.

Stories for Change: Unexpected Consequences

Jen Nowicki Clark (Creative Narrations, USA) and Laura Porfirio (Creative Narrations, USA)

Abstract: When Laura and Jen from Creative Narrations launched the "Stories for Change" project in Tucson, AZ last year, they knew that the process of training two new cohorts of community members in the process of multimedia storytelling about COVID was going to be powerful. They also knew that the end products- the videos, discussion questions and activities shared through storiesforchange.net - would be useful and content-rich tools for both adult learners and decision makers in our community. But there was so much more that happened throughout every step of the process. This presentation is a tribute to the behind-the-scenes magic that happens in these workshops: The unintended consequences of inviting strangers together to learn something new, say something important and make something beautiful. As facilitators, these are the moments that make us step back and say, "THIS is why we're doing this work."

Academic Papers: Agency, Health and Social Justice

Session Chair: Gayle Weisbaum

Documentary as Discourse: Cultivating Narrative Agency through Media Arts in Mental Health Practice with Youth

Cary Donaldson (Rhode Island College, USA)

Abstract: Today's adolescents, across demographics, subsist in environments that offer 24-hour access to the news cycle, one another, and the curation of their own metanarratives but a finger swipe away. Incredible potential rests in harnessing existing technologies, means of media production, and digital access, especially as they relate to societal shifts during the COVID-19 pandemic, within a more broadly defined therapeutic space to support youth reimagining stories, redirecting impulse, and resurrecting possibility. This paper explores a theoretical framework and practical application related to one such clinical approach through two interrelated parts. The first part positions the history and conventions of documentary work as a potent mechanism to engage narrative constructs, orienting these intersections toward child-welfare involved youth. This conceptual aspect is operationalized by a proposed application that further explores and demonstrates the power of documentary arts methods to animate discourse and facilitate post-traumatic growth and healing.

This Is My Story (TIMS): A Novel Audio Intervention Benefiting Patients and Clinicians

Elizabeth Tracey (Johns Hopkins Medical Institutions, USA)

Abstract: TIMS stands for This is My Story, an audio file two minutes or less in length featuring a patient or their loved one talking about who the patient is as a person. TIMS was created at the beginning of the COVID-19 pandemic on the medical intensive care unit (MICU) at Johns Hopkins Hospital in Baltimore, MD. An intensive care physician expressed his distress to a chaplain on the unit at treating patients who were all on ventilators, turned face down, and sedated, with loved ones prohibited from coming into the hospital. He lamented not knowing who his patients were. The chaplain, who is also a broadcast medical journalist at Johns Hopkins, immediately volunteered to find out a bit about the patients by reaching out to their loved one and recording an interview. The interview was open ended and focused on personal details. It was then edited to a final length of about two minutes and provided to the medical team, including doctors, nurses, respiratory therapists, administrators on the unit, and anyone who had contact with the patient.

An Investigation into the Transformative and Therapeutic Impacts of Digital Storytelling through the Dynamics of the Story Circle

Laura Mazzoli Smith (Durham University, UK), Kate Thompson and Pip Hardy (Patient Voices, UK)

Abstract: This presentation further explores a study designed by the authors to investigate the therapeutic and transformative impacts of digital storytelling on a group of 20 participants who had made more than one digital story over time. In this follow-up presentation we provide a more detailed analysis of what the findings, analysed through van Manen's (2016) lifeworlds existentials, can tell us about these two aspects and how research into the phenomenology of the digital storytelling process can help us to reflect on what are often overly-generalized references to therapeutic and transformative benefits in adult and lifelong learning and continuing professional development. We draw these experiences together through the ways in which participants reflected on the distinctive nature of the story-circle. This, we suggest, can be usefully analysed by drawing on group analytic

concepts such as dynamic administration and the matrix (Foulkes, 2018), the therapeutic factors of group psychotherapy (Yalom 2005), as well as by considering the story-circle facilitator in light of the group conductor.

Story-based Strategies for Advocacy and Change Using Digital Storytelling

Michelle C. Vasquez and Ciji Couvertier (University of the Incarnate Word, USA)

Abstract: This academic research-based paper will share how digital stories created by parents of children with autism in Phase I were used in Phase II—"Planning and Taking Action"—by using a community-based participatory action research approach to implement action planning cycles. Parents use their digital stories as a starting point in what would become action-oriented to expand advocacy opportunities within the community. Parents shared their stories with undergraduate students pursuing careers in healthcare with the understanding that medical professionals can assist parents with access to services. Parents shared their stories of caring for a child with ASD and described challenges they faced in the healthcare system. The research activities allowed the learning of various story-based methodologies using action research and art-based approaches offering rich dialogue and new perspectives from all participants.

Academic Papers: Business and Third Sector Applications

Session Chair: Fiona Glade

'Creating Actionable Human Insights': Digital Storytelling to Inform the Future of the Manufacturing Industry

Pip Hardy and Tony Sumner (Patient Voices / Pilgrim Projects Ltd. and Loughborough University, UK)

Abstract: As far as it is possible to ascertain, the practice of classical digital storytelling (Lambert, 2006) has never been employed in industry. This project sets out to explore the potential of digital storytelling to create 'actionable human insights' that may inform the future of the manufacturing industry as digitalisation becomes the norm. InterAct (https://interact-hub.org/) is a £4.4 million project funded by the UK Economic and Social Research Council, to bring together economic and social scientists, UK policy makers and manufacturers, and digital technology providers to address the human issues resulting from the diffusion of new technologies in industry. A Storytelling Fellowship programme was established in Loughborough University's Storytelling Academy to attract early career researchers in economics and social sciences, as well as policy makers and people working in industry, to learn to create 'personal professional' digital stories and then to recruit and support 'spread' storytellers to create more stories, addressing various themes such as Productivity, Resilience, Competitiveness, Sustainability, Levelling-up / Inclusion, Wellbeing. We will present some of the Fellows' stories, describe their experiences of creating digital stories and report on what has been learned about the potential use of digital storytelling in the manufacturing industry.

Understanding How an Entrepreneurial Identity is Shaped by Religious Beliefs and Storytelling in Family Businesses

Allan Discua Cruz (Lancaster University Management School, UK)

Abstract: A story is not just a narrative memory of an event. A story is a communicative form that has the power to change the lives of families in business (Hamilton et al., 2017). Intergenerational storytelling has been found to help individuals understand where they come from, how they got there and how they may move forward as entrepreneurs (Discua Cruz et al., 2021). That is because families in business live story-shaped lives going from one entrepreneurial event to another, surviving one business failure after another, celebrating one venture success after another (Rosa et al., 2014). Thus, theoretical perspectives that place a strong emphasis on storytelling suggest attention to how values and meanings are communicated as people tend to process information as a story form (Gabriel & Connell, 2010). We argue that one way to investigate how intergenerational storytelling, imbued by religious beliefs, shapes entrepreneurial identity across generations is to examine the approach of families in business to the entrepreneurial journey.

Panels

Session Chair: Sarah Jewett

Finding Voice and Learning to Lead with the Montgomery College Digital Storytelling Internship: A Student Intern Perspective

Megan Howard and Chip Gladson (Montgomery College, USA)

Abstract: Join us for an in-person panel discussion with current Montgomery College Digital Storytelling Interns about how the Digital Storytelling Internship program helps students find their voices and develop leadership skills. The panel will be made up of current and recent interns and moderated by current Digital Storytelling Internship Co-coordinators. Hear directly from student interns about their digital storytelling experiences and how being storytellers aids their development as leaders in their communities.

Illuminating Youth: Empowering Teen Voices through Multimodal Storytelling

Laura Shackelford (Rochester Institute of Technology, USA)

Abstract: Flickering across ephemeral screens, digital stories appear to relinquish their status as cultural heritage 'objects' that sustain and empower via their longevity and stability. Digital storytelling, instead, prioritizes real-time connections and story creation, contextual adaptability, multi-media expression, and accessibility. In this panel, we will discuss the unrecognized affordances and value of digital storytelling practices for teens negotiating precarious, (neo)colonial lifeworlds. Designing and leading Gathering Stories: A Digital Storytelling Workshop for Young Women; or Why We Explore: The Geography of Awe and Wonder; or translating stories for an online archive - Fantastic Folktales from the Ghanaian Savannah, these educators tap into the multidimensional power of story to engage tellers and listeners, alike, transformatively changing thought, feelings, and behavior, unlike abstract facts or data. Panelists will discuss how they co-realize spaces where teens' lived experience of gathering, feeling of awe, or the draw of story is the driving force for their storytelling, not the unspoken backdrop to self-discovery and learning and explore challenges of prioritizing the experiential and reflect on how to translate such methods to other (academic or professional) domains.

30 Years of Listening - Celebrating StoryCenter's Legacy (Main Theater)

In 1993, StoryCenter's founders began holding workshops in the process that became Digital Storytelling. We will celebrate the journey of this organization in a presentation by StoryCenter founder Joe Lambert and colleagues from StoryCenter's three decades of efforts around the world.

Reception at Denizens Brewing Co.

Denizens Brewing Co. is just a brief 5-minute walk away. Come socialize with new and old colleagues and friends as we celebrate the conclusion of the second day! (This event is self-pay.)

Address: 1115 East-West Highway Silver Spring, MD

Smithsonian Institution, Washington, D.C.

National Portrait Gallery at 8th and G Streets NW; National Museum of African American History and Culture at 1400 Constitution Avenue, NW; National Museum of American History and National Museum of the American Latino at Constitution Avenue, NW Between 12th and 14th Streets; and Center for Folklife and Cultural Heritage/Capital Gallery at 600 Maryland Avenue, SW.

Smithsonian WIFI: SI-Visitor (no password)

June 22, 2023 at the Smithsonian Institution

Participants will register in person for Smithsonian breakout sessions during conference check-in. The breakout sessions will take place at the following museums and meeting spaces across the Smithsonian Institution:

The Donald W. Reynolds Center for American Art and Portraiture (DWRC) (8th and G Streets, NW) (The DWRC houses both the National Portrait Gallery (NPG) and the Smithsonian American Art Museum (SAAM).)

The National Museum of African American History and Culture (NMAAHC) (14th Street and Constitution Avenue, NW),

The National Museum of the American Latino (NMAL) (inside the National Museum of American History, 13th Street and Constitution Avenue, NW), and

The Smithsonian Center for Folklife and Cultural Heritage (CFCH) (Capital Gallery Building, 600 Maryland Avenue, SW, 2nd Floor West, Suite 2001).

Participants should eat lunch on their own.

Travel for Day 3: Participants will take the metro to the DWRC for the opening session. Participants will be responsible for getting themselves to their various sessions. The DWRC is about a half-hour walk or metro ride from the other three locations. Maps and accessibility information will be provided. We will all take buses in the late afternoon from Smithsonian sites to the end-of-day reception at President Lincoln's Cottage.

Opening Welcome by Dr. Monique M. Chism, Under Secretary for Education

Keynote Presentation by Dr. Richard Kurin, Distinguished Scholar, Ambassador-at-Large: Recovering the Cultural Narrative

(Nan Tucker McEvoy Auditorium, DWRC, Lower Level)

Dr. Monique M. Chism is the Smithsonian's Under Secretary for Education, responsible for defining the Institution's educational priorities. She oversees the Smithsonian's collective initiatives, communication strategies and funding for programs that benefit learners of all ages. Prior to joining the Smithsonian, Dr. Chism was the vice president for education policy and strategic initiatives at the American Institutes for Research (AIR), working to bridge the divide between education research and practice at the local, state and federal levels. Before AIR, Dr. Chism was a member of the Senior Executive Service at the U.S. Department of Education. She is committed to the expansion of academic access and equity to ensure that every learner has a well-rounded education.

Dr. Richard Kurin is the Smithsonian Distinguished Scholar and Ambassador-at-Large. He served as Under Secretary for a decade, overseeing all the Smithsonian's national museums, scientific research institutes, cultural and educational centers. For decades he directed the Center for Folklife and Cultural Heritage with its acclaimed Smithsonian Folklife Festival and Smithsonian Folkways Recordings. A U.S. National Commissioner for UNESCO, he drafted an international treaty to safeguard cultural heritage, now ratified by 180 nations. He's led cultural recovery efforts in Haiti, Iraq, Ukraine and elsewhere, is a founding member of the U.S. Cultural Heritage Coordinating Committee, joined with the U.S. Army to reconstitute the "monuments men and women," co-chairs with FEMA the Heritage Emergency National Task Force, and serves on the Federal Interagency Panel for World Heritage. Earning his PhD in anthropology from the University of Chicago, Kurin taught at Johns Hopkins University School of Advanced International Studies and authored six books. He has written and hosted two Great Courses' series, oversees Smithsonian Channel content, and Grammy, Emmy and Academy award winning productions. He is a fellow of the American Academy of the Arts and Sciences, and a senior fellow at the Atlantic Council. He serves on the boards of the Aliph Foundation and National History Day, and has served as liaison to the White House Historical Association and the President's Committee on the Arts and Humanities. Dr. Kurin will give a keynote address titled, "Recovering the Cultural Narrative."

Unveiling Stories in American Art

Works of art can tell stories that illuminate the past, inform the present, and help us imagine the future. Join Carol Wilson, the Lunder Education Chair at the Smithsonian American Art Museum, to discover the personal, global, and hidden stories held within artworks as we interrogate visual narratives, make personal connections, and consider a diverse range of perspectives.

Kinship

Join educator Beth Evans of the National Portrait Gallery for a tour of the special exhibition Kinship, which explores ideas of family and connection through the artwork of eight contemporary artists. Njideka Akunyili Crosby, Ruth Leonela Buentello, Jess T. Dugan, LaToya Ruby Frazier, Jessica Todd Harper, Thomas Holton, Sedrick Huckaby, and Anna Tsouhlarakis poignantly visualize the nuances of this theme within and outside of family units. Through painting, photography, sculpture, and performance, the artists reveal how kinship, by its very nature, embraces contradictions. They also highlight the crucial role that storytelling and memories have in connecting different generations, encompassing both the living and the dead.

A New Dimension of Storytelling: The Smithsonian's Use of 3-D Technologies

(NPG Education Center, DWRC)

Jamie Cope, Meg Dattoria, and Vince Rossi of the Digitization Program Office will present Voyager, the Smithsonian's platform for 3-D viewing on the web. Voyager provides a rich experience for users to interactively explore Smithsonian collection 3-D models and associated content. In this presentation, they will discuss and demonstrate:

- How museums can leverage Voyager for object-based storytelling

- How the Smithsonian is using Voyager's webXR/ Augmented Reality tools to reach new audiences

- Demonstrate new formats for storytelling including 'scroll to interact modalities'

- Demonstrate how Voyager can be customized or 're-skinned' via API

- Describe the accessibility tools we've built into Voyager

- New features we've built into Voyager such as audio narration and more...

Info: Voyager is the Smithsonian's open-source 3D storytelling platform and can be used by anyone: https://smithsonian.github.io/dpo-voyager/

Storytelling: Sidedoor Style

(SAAM's MacMillan Education Center, DWRC)

The Smithsonian's flagship podcast brings listeners behind the scenes for stories of history, science, art, and culture that can't be found anywhere else. Launched in 2016 and currently in its 9th season, the show is the most successful museum podcast in the world, using tried-and-true storytelling strategies to bring the collections to life through sound. This interactive workshop with Lizzie Peabody and James Morrison will cover the Sidedoor process for creating sound-rich audio stories for museums from conception to final execution, including story selection, narrative structure, interviewing, and editorial process.

Oral History Initiative at the National Museum of African American History and Culture: Many Voices, Many Stories

Kelly E. Navies, Coordinator of the Oral History Initiative, will give a brief presentation on the role and significance of oral history at NMAAHC and then a walking tour of exhibitions that feature oral history. The mission of the Museum's Oral History Initiative is to document, preserve, and interpret African American stories through the art and practice of oral history. OHI collects and preserves oral histories from iconic elders of African Americana and others who have shaped the culture in significant ways, and also develops oral history projects that support the research and exhibition goals of the Museum.

¡Presente!: A Latino History of the United States

(Molina Gallery at the National Museum of the American Latino, housed in the National Museum of American History)

The Molina Family Latino Gallery is the first physical presence of the new National Museum of the American Latino (NMAL). Join Melissa Perez of NMAL to explore the Molina Family Latino Gallery's inaugural exhibition, ¡Presente! A Latino History of the United States, an introduction to critical concepts, moments, and biographies that shine a light on the historical and cultural legacy of U.S. Latinas and Latinos. All exhibitions in the Latino Gallery will present bilingual stories for multigenerational and cross-cultural audiences featuring multimedia, physical objects, and first-person voices.

Amplifying Voices: Digital Storytelling at Smithsonian Folkways Recordings

(Center for Folklife and Cultural Heritage, Capital Gallery)

Smithsonian Folkways Recordings, the nonprofit record label of the Smithsonian Institution, continues the legacy of Folkways Records, which Moses Asch founded in 1948 to document people's music, stories, and sounds from around the world. Curator Jim Deutsch will discuss how Smithsonian Folkways uses its online catalog of more than 4,000 albums and 60,000 tracks to amplify the voices of diverse cultures, communities, and practices that commercial record labels often ignore.

Telling Multimedia Stories of Women

(NPG Education Center, DWRC)

Decades in the making, the Smithsonian Institution is building an American Women's History Museum in our nation's capital. Women have contributed to America's most defining moments—times that shaped constitutional rights, yielded scientific breakthroughs, created the symbols of our nation. Yet a diversity of women's stories has not been widely told. The Smithsonian wants the role of women in American history to be well-known, accurate, acknowledged, and empowering. Join Ashleigh Coren, Head of Education for the Smithsonian American Women's History Initiative, a part of the new Smithsonian American Women's History Museum, for an interactive workshop exploring intersectional histories. How can we tell stories about women and girls that cross ethnic, racial, and socioeconomic boundaries?

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Storied Voices from the Smithsonian Folklife Festival

(Center for Folklife and Cultural Heritage, Capital Gallery)

Join Betty Belanus, Marjorie Hunt, and Erin Younger, curators from the Smithsonian Center for Folklife and Cultural Heritage, for a workshop and discussion of their work conducting field interviews with tradition bearers

in diverse communities across the United States and the world and the ways they provide a platform for community members to share their own stories and cultural traditions with a wide public audience at the annual Smithsonian Folklife Festival on the National Mall, now in its 56th year. In addition to the workshop, there will be a tour of selected "storied objects" from the Center's material culture collection that embody the experiences and expertise of diverse Festival participants over the years.

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Buses will leave from two locations to transport participants and SI presenters to the close-of-day reception at President Lincoln's Cottage.

Reception and Gallery Experience at President Lincoln's Cottage

(140 Rock Creek Church Rd NW, Washington, DC)

Network with an amazing gathering of International digital storytelling professionals! Reception to be held at President Lincoln's Cottage from 5 to 7 p.m. Drinks and hors d'oeuvres will be served.

President Lincoln's Cottage is a historic site and museum located on a 250-acre campus in Northwest Washington, D.C. Here Abraham Lincoln made some of his most nation-changing decisions and developed the Emancipation Proclamation. Each day, we see how the significance of what happened here more than 150 years ago ignites courageous new ideas, encourages respectful dialogue, and promotes thoughtful compromise.

Virtual Conference Hosted by StoryCenter

Zoom Invitation and In-Person at Montgomery College Cultural Arts Center (CU Building) | 7995 Georgia Avenue, Silver Spring, Maryland Note: Use this address: 930 King Street, Silver Spring, MD 20910 to guide you to the Cultural Arts Center (CU) building on the Montgomery College campus.

June 23, 2023 Virtual Conference hosted online by StoryCenter

Virtual Day is scheduled in [Eastern Daylight Time (US)](#).

All sessions will take place in Zoom in the following six concurrent channels. Zoom links for Virtual Day will be emailed directly to registered conference attendees.

Channel 1: Welcome, Opening Keynote, and Panels

Channel 2: Panels

Channel 3: PechaKuchas & Academic Papers

Channel 4: Academic Papers

Channel 5: Mixed Formats

Channel 6: Workshops

Additionally, for questions and informal gathering throughout the day, you are welcome to click into the following support channel:

Channel Zero: Your Friendly Information Desk and Virtual Lounge

Conference participants who are in the Washington DC area and would like the option of viewing the virtual sessions together are invited to gather in the following viewing rooms in the Cultural Arts Center of the Montgomery College Takoma Park/ Silver Spring campus:

Viewing Room (1): 201; (2) 202; (3) 203; (4) 204; (5) Mac Lab; (6) 105.

Information Desk and Virtual Lounge open (Zoom Channel Zero)

Welcome and Keynote (Zoom Channel 1)

Lisa Nelson-Haynes, StoryCorps

Preserving Shared Humanity

Lisa Nelson Haynes, the Interim Chief of Programming at StoryCorps, will share her thoughts on the bridges between her role as a community arts professional, her decade of collaborations with StoryCenter as a facilitator, and her work with StoryCorps, the New York-based national story-gathering organization.

Virtual Session 1

Panel

How Storytelling is Transforming Service within the National Health Service
Kate Woods (Touch Network, CIC, UK), Debs Carter (Touch CIC, UK), Sarah Balchin (Solent NHS)

Abstract: Speaking from lived experience, we know that our NHS and Social Care systems are not always structured to provide adequate support to the people that need it the most. Implementing storytelling within an organisation can be the catalyst to bring about much-needed change. The story of Touch Network is grounded in Debs's personal journey of mental ill health and treatment in the NHS. Touch was born when Debs realised the power of sharing her story to support her local community and implement change within the NHS. Now, Touch Network run courses within the NHS to improve patient experience, improve leadership and team motivation, and develop compassion capabilities in staff through the power of storytelling. Consisting of a panel of storytelling champions, commissioners, and programme facilitators, this discussion will consider the power of storytelling to implement change in a healthcare setting and will linchpin on lived experience and personal stories.

Panel

Access Denied: Lifting Voices to Achieve Health Equity
Tomica Smith (American Cancer Society Action Network, USA), Fenika Miller (Black Voters Matter Fund, USA), K. Jason Coker (Together for Hope, USA), Kasey Penfield (American Cancer Society Cancer Action Network, USA)

Abstract: The American Cancer Society Cancer Action Network (ACS CAN) has a rich history of storytelling around the impacts of cancer. Stories shared by cancer patients and their families underscore the vital role access to health care plays in cancer prevention, detection, treatment, and survivorship. ACS CAN's project, Medicaid Covers US (MCU), highlights the value of Medicaid and urgent need for Medicaid expansion as both create a lifeline for low-

income, often marginalized, individuals. Through storytelling ACS CAN seeks to explicitly name the way that health disparities are exacerbated by systemic health and racial inequalities, and the failures of the health system to adequately grapple with that historic and contemporary context. Partnerships with Black Voters Matter, Together for Hope, and Indigenous communities have proven critical in our effort to elevate lived experiences in communities with disproportionately higher levels of negative health outcomes and limited, to no, access to health care.

PechaKuchas

Embedding Digital Data Storytelling in Introductory Data Science Course: a Multi-institute Multi-disciplinary Experiment

Lujie Karen Chen (University of Maryland Baltimore County), Egan Eteffa (University of Maryland College Park), Anjelica Marzan (Montgomery College)

Abstract: With the emergence of data science as an inherently multidisciplinary subject, there is increasing demand for graduates with well-rounded competence in computing, analytics, and communication skills. However, in conventional education systems, computing & quantitative, and communication skills are often taught in different disciplines. Data storytelling is constructing and presenting data stories to highlight the analytical insights to achieve the communication goals to a specific audience. Digital data storytelling leverages digital storytelling techniques and best practices in communication to deliver stories that can be shared in digital formats to a wide audience. In this presentation, we describe and reflect on a semester-long project-based learning pilot using Digital Storytelling as a framework to allow students to explore topics themed around human flourishing and sustainability with the end goal of constructing data stories delivered in digital or video format (i.e., Digital Data Storytelling).

How to Show the Real Self: Digital Storytelling for Professional Empowerment

Federica Pesce (Melting Pro, Italy)

Abstract: The recent pandemic has changed the way we work. Many people found themselves rethinking their role. Starting from defining work as an opportunity to put our skills at the disposal of others, Melting Pro developed projects for people who wanted to enhance their skills through a path of collective empowerment, based on the practice of participatory digital storytelling. We started from the personal sphere focused on identity and, through processes of participation and sharing, expanded to the development of a common sense of belonging. The result is a short individual video narrated in an authentic, first-person manner that can be published on CV's and LinkedIn profiles. The stories offer a way to reflect on competencies and to communicate them in an original and creative way.

'Being Seen - Unconditionally': Embodied Sensemaking Through Silent Video Witnessing Portraits

John Oliver

Abstract: Filming from a place of unconditional silence, no questions and no expectations, creates the opportunity for a unique spontaneity and embodied sense of the narrative when something is expressed. My method includes meditating initially together, creating an intimate "2nd person" connection - I connect to you. This drops the energy levels to a rare space of 'being' in the presence of another. The film subject is reassured that there are no questions, no expectations, and that they can express themselves in any way, in any order, wandering with their thoughts and feelings. The collection of these videos can contribute to a whole new paradigm in how we see 'social media', along the lines of the American artist and programmer Jonathan Harris's vision of the future of social media, where these

videos are content that are moving from Disposability to Timelessness, from Compression to Deepening, from Curation to Creation, from Self-Promotion to Self-Awareness.

Building the Storytelling Capacity of People Who Use Drugs

Brooke Nolan (The International Network on Health and Hepatitis in Substance Users, Australia)

Abstract: Due to criminalisation, this sector of society faces entrenched, systematic stigma, which makes it difficult to speak up and advocate for their needs. A Storytelling for Advocacy Mentoring Program was launched to help provide people with lived experience of drug use and/or Hepatitis C the skills and confidence needed to tell their stories, challenge perceptions, and drive change for their communities. We followed the hybrid pilot programs in South Africa and Kenya. Local storytelling consultants were employed and onboarded, and local stakeholders engaged to ensure cultural relevance and the safety of the nine participants. Given the potentially traumatic topics covered, and the vulnerability required to discuss illegal activities, a participant-centred curriculum was deployed. This saw participants collaborating closely with the consultants to set their own goals, story angles, and themes. I will present the feedback and assessment of the program as part of my presentation.

Exploring the Third Space Through Digital Storytelling: Identity Formation and the Experience of Young Community Language Learners

Enya Gannon (Association of Community Language Schools, Australia)

Abstract: ACLS is an association of community run organizations that teach their community (aka heritage) languages to school aged children out of school hours. Young community language learners grow up in a culture different from that of their parents/grandparents, and find themselves in a "third space," - a space of cultural hybridity and the negotiation of identities. These youth may experience cultural dissonance as they try to navigate the complexities of multiple cultures and identities or feel pressure to conform to dominant cultural norms. This often leads to rejecting their community language and culture and withdrawing from community language schools. ACLS initiated a project to train teachers in digital storytelling in February 2023. Teachers supported youth to develop their language skills and cultural awareness through creating stories and actively listened to their students' perspectives and experiences gaining a deeper understanding of their needs to better support them in their language learning journey.

Academic Papers

Reflections on the Impact of an Intergenerational Digital Storytelling Program on Changing Attitudes and Fostering Dialogue and Understanding through Meaningful Conversations Across the Generations

Mark Silver (Swinburne University of Technology, Australia)

Abstract: This presentation offers a reflection on the "Positive Ageing Digital Storytelling Intergenerational Program (PADSIP)" which started in Melbourne Australia in 2007. The program has been delivered in several high schools with students from years 7-10 with older adults living in the community and in residential care, initially in person, but moving to online in recent years. The program has also been adapted to students with a disability, including students experiencing neurodiverse issues and students with intellectual challenges. The older adults also usually have a range of significant physical and cognitive disabilities. It has spread to other parts of Australia with a program involving 60 year 7 students and 35 older adults, supported by Xanthe Golenko. The programs are designed to build and strengthen bonds between the generations through activities that explore shared passions and lived experiences. We will try to examine how changes in attitude and understanding were fostered through this intergenerational DS approach.

Digital Storytelling on Podcasts and Radical Listening in the Context of Indian Youth

Dr. Swati Jaywant Rao Bute (Jagran Lakecity University, Bhopal, India)

Abstract: Podcasts first gained popularity in India in 2020, during the COVID-19 lockdown, engaging many young adults. Much of the content was mostly related to motivational talks and skill development. Also audio streaming apps for storytelling are now popular among the youth, with stories from old Hindi language novels by renowned authors narrated in the voices of film celebrities. These audio formats also provide a space for youngsters to share personal experiences and problems through storytelling. Young people are creating their own communities to openly speak about their everyday experiences and discuss ways to find solutions to their problems and difficulties. This qualitative study will use a content analysis approach to examine the non-news content of five podcasts from Indian publishing houses. The goal of this study is to examine the types of content and topics of the podcasts used in the study, as well as how the presentation format encourages radical listening in the audiences.

Podcasting as Research and Pedagogic Method for Active Listening and Reflexivity

Emanuele Fantini (IHE Delft Institute for Water Education, the Netherlands)

Abstract: "SI dice acqua" is a podcast as part of my research on the commons' movement in Italy, ten years after the victory of the national referendum against the privatization of water services. After that victory, many social movements framed their battles in terms of a struggle for the commons. How can the experience of the Italian water movement help us address other challenges, like the climate crisis? I will reflect on how audio and digital storytelling can be an instrument of research by focusing on three practices of listening: (a) actively listening to the voice of your interlocutor during interviews; (b) listening to your own voice as author in the editing process, and (c) listening to the voice of your audience and their feedback. I will conclude by sharing my experience of teaching such skills of active listening and reflexivity in the classroom, by asking the students to make a podcast as an assignment.

Introducing Societal Issues with Digital Stories to Facilitate Meaningful Learning

Tharenos Bratitsis (University of Western Macedonia, Greece)

Abstract: We will discuss three significant teaching approaches in facilitating Meaningful Learning. Having looked at the correlation between Digital Storytelling and Design Thinking as teaching approaches, I will extend the topic to include Project-based Learning. The overall goal is to design storytelling-based teaching activities which facilitate Meaningful Learning. Students grasp the meaning of what they learn by being able to understand how it is connected to their everyday life and why it is useful to them. In order to achieve that, societal issues can be chosen as learning triggers. Problems can be identified, solutions can be examined, meaning is being built, knowledge application is tested. Digital Storytelling is a fundamental element which brings together all of them, utilized either at the beginning of such an activity, providing context and ground for meaning making overall, or at the end as means of applying acquired knowledge in realistic contexts.

Mixed Presentation Formats

The Possibilities of Metaverse Storytelling

Bianca J. Jackson (BrickRose Exchange, UMGC'10, USA)

Abstract: The Metaverse is a cutting-edge space that blends aspects of virtual and augmented reality to create a shared and immersive environment for users to interact. As this technology develops, storytellers are increasingly interested in exploring its potential to grow their businesses and advance their professional development. This talk will explore the possibilities and hurdles of crafting narrative experiences within the Metaverse. We will examine how Metaverse storytelling can augment traditional storytelling techniques and create new user engagement and interaction avenues. Moreover, we will discuss the technical and creative challenges in designing these experiences, such as balancing user agency with world-building and interactivity. Finally, we will showcase some examples of Metaverse storytelling and reflect on how they may shape the future of narrative entertainment. Exploring the Metaverse's potential could be game-changing, whether you want to increase your clientele, advance your career, or expand your storytelling abilities.

Advances in Data Storytelling: Telling Interactive Data Stories with Open Ending

Natalia Grincheva (University of the Arts Singapore & University of Melbourne, Australia)

Abstract: How can cultural organizations and museums tap into the power of data storytelling - the creation of a compelling narrative based on complex data and analytics that can help deliver a targeted message to various audiences and stakeholders, and turn data insights into action. While it once required advanced expertise and human resources, it has become easier thanks to a new data mapping app, Data To Power. I will present the app developed in collaboration with the Digital Diplomacy Research Group at the University of Oxford, believing it can open new horizons for many organizations, allowing for more intelligent and data-informed communication based on data storytelling. I will present the app interface, functionality, and navigation, providing a mechanism for presenting data driven content related to museums' collections or digital audiences.

Virtual Session 2

Panel

Reckoning with Racism in Nursing

Joe Lambert (StoryCenter, USA)

Abstract: Representatives of the Reckoning with Racism in Nursing project, based currently at the University of Massachusetts - Amherst and produced in conjunction with Storycenter (see reckoningwithracisminnursing.org). The project is a collection of interviews of BIPOC nurses and nurse educators, and short documentaries addressing issues of racism and inclusion in the nursing profession. Three representatives of the project will present various aspects of the work and website, and how it is serving the larger conversation about these issues in the nursing profession.

Panel

Equity Stories to Elevate the Experiences of DeKalb, Fulton, and Clayton County Residents Who Had a Past or Present Experience of Homelessness

Carrie Oliver (Atlanta Regional Collaborative for Health Improvement, Georgia State University, USA), Daniel Enger (Global Dialogue), and Barry Dupree (Community Steward)

Abstract: In partnership with Global Dialogues, Partnership for Southern Equity, Partners for Home, and the Annie E. Casey Foundation, Atlanta Regional Collaborative for Health Improvements (ARCHI) completed a three-part Equity Stories process to listen, learn and elevate the lived expertise of DeKalb, Fulton, and Clayton County residents with an experience of homelessness. Story collection was rooted in principles that respect the storytellers' autonomy and valued their expertise. Cross-sector stakeholders were tasked to apply strategies of deep listening and intellectual humility to develop system-focused recommendations based on insights gained from the stories. These recommendations were shared with a larger audience who identified short- and long-term steps to move them into action.

PechaKuchas

Color Carne ('flesh-colored') is Not Just One Color

Giuditta Rossi (Bold Stories, Italy) and Cristina Maurelli (Storyteller and Bold Stories, Italy)

Abstract: What color is flesh color? In Italy "color carne" is used to indicate a pink/beige color. But is the color of human flesh just pink? The Color Carne advocacy campaign (colorcarne.it) aims to demonstrate how concepts that seem harmless, in language and visual representations, can hide bias and discrimination. The campaign has found great consensus from associations, organizations, and people who have expressed their support with thousands of shares on social media. The campaign also gained huge national and international media coverage and won the Highly Commended Award at the European Diversity Awards. Tangible results: (1) Five main Italian dictionaries changed their definition by inserting a disclaimer and making this expression discriminatory and not representative of all skin colors of each person, (2) The campaign cards with all the colors of humanity have flooded Google Images, (3) Now in Italy, and online, Color Carne is not (anymore) just one color!

The Orange Shirt Story: A Case Study in Right-Sized Approaches to Storytelling

Marlene Wurfel (MacEwan University, Canada)

Abstract: The orange shirt is a widely adopted symbol signifying the legacy of residential schools in Canada, a desire for Truth and Reconciliation, and the "Every Child Matters" movement. The symbol comes from an instance of personal storytelling by speaker, author, and residential school survivor Phyllis Webstad. What makes "The Orange Shirt" such a powerful and galvanizing story and symbol? Digital storyteller Marlene Wurfel examines the origins of "The Orange Shirt Story," as well as its growth, spread, and impact. How important is the "size" of a story in its ability to help and to heal? What obligations do Canadians have in receiving the stories of residential school survivors? What is the relationship between story size and story work?

CAKE: A Digital Resource that Supports Team Wellbeing and Effectiveness through Storytelling

Kathleen MacDonald (ListenUpStorytelling CiC, UK)

Abstract: CAKE is a digital resource that supports team wellbeing and effectiveness through the use of storytelling and creative participatory methods. CAKE was developed with a group of nurses experiencing secondary psychological trauma and has been developed from a physical resource and piloted with 17 health care teams around the UK before being digitised. Pilot results report new practices being embedded in teams, such as regular check-ins and having challenging conversations. Teams report more connectedness and better relationships. Feedback suggests CAKE is generalisable to other teams outside Health and Social care. Facilitation days are offered to support teams to self- sustain CAKE rather than rely on external facilitators. CAKE is an effective tool to shine lights on cultures, give voice to actors within these cultures, and promote team wellbeing.

Amplifying Second Language Voice through Metaphor: Digital Storytelling during Study Abroad

Iranzu Peña Pascual (Universidad de Navarra, Spain)

Abstract: Studying Abroad presents a unique opportunity for learners to engage in a transformative life experience that encompasses more than second language acquisition and cultural immersion. However, certain tourism and social media trends may hinder students from fully benefiting. This action-research study explores the potential for studying abroad to foster creativity and agency development. It proposes the integration of DST and a place-based metaphorical awareness intervention, and encourages students to establish personal metaphorical connections

with their surroundings. I will show how two students with limited confidence in their creative writing abilities amplified their creative voices in the target language.

Explore the Integration of Mechanic and Narrative In Digital Stories

Zitao Zhou (Loughborough University, UK)

Abstract: The end product of digital storytelling can also be digital games, which allow the viewer to be the protagonist of the story and engage in the story. This research emphasizes that mechanics and narrative are unifying rather than conflicting elements and aims to find new methods for combining mechanics and narrative in digital stories. Based on the theoretical framework built by game mechanics, narrative, genre, environmental storytelling, and abusive game design, the researcher investigates the problem through practice-based research. As part of the research, a point-and-clickroom escape game named *Help* was developed, based on interviews with women who experienced domestic violence and the real news. Environmental storytelling provides a space for the player to explore and construct the story by themselves. Furthermore, abusive game design can create communication between player and designer, which can be considered a kind of narrative and explore the extremes of gameplay experiences.

Academic Papers

Bound: Stories from Mothers Restricted by Relocation Statutes

Kristine Mary Crane (University of Florida, USA)

Abstract: In 2020, I joined a Facebook group called View from My Window, in which people from around the world posted pictures with an accompanying narrative. In 2021, a woman posted a snowy scene from Ann Arbor, Michigan, stating that she had finally returned home--after two decades of being trapped in California due to joint custody laws. I'd been doing research on relocation statutes since before the pandemic--specifically their effects on mothers and their children. I contacted and then interviewed the woman who shared that her post had received thousands of comments --many by people in a similar situation. I then interviewed a dozen mothers and asked them to send me a picture representative of "home" to them, with a caption as to why. I followed up my research with online DS workshops where the mothers told their relocation struggle stories as a way to help them connect, heal, and hope in better futures.

Street Storytelling and Social Media: the 'Humans of New York' Story Model

George Metaxiotis (University of Western Macedonia, Greece)

Abstract: Photographer Brandon Stanton's "Humans of New York", remains one of the most popular social media sites dedicated to personal mini stories and has led to many media artists creating projects under the title "humans of ['x' city]." The concepts of "humanity" or "manhood" have been under a lot of scrutiny and skepticism since the exhibition "the Family of Man" raised questions about the use of photographic universalism as an ideological and propaganda technique. A closer study of this genre indicates that its practices of listening to stories, even in the context of mainstream social media, contributes to grassroot movements, community journalism, alternative democratic media development, contrary to mainstream exploitation of the personal mini story format. My paper focuses on (a) understanding the common structural elements as well as the differences and the conflicts that bring this genre to life and (b) comparing these "humans of my city" projects to other projects like Dana Atchley's Road Show, or Daniel Meadow's Omnibus road stories.

Digital Storytelling with Alcohol and Drug-Addicted Men in Turkey

Canan Dural Tasouji and Nermin Alkan (Mersin University, Turkey)

Abstract: The study examines the relationship between digital storytelling and alcohol and drug-addicted men, and the role it can play in the process of accepting and understanding their addiction and overcoming it. We believe the opportunity for addicts to tell their own stories and lived experiences plays an essential role in developing a sense of self-understanding and acceptance of their situation. Stories reflect acceptance, the most important step in the recovery process. Digital storytelling workshops were conducted in June 2022 with six men in treatment at Amatem (Research, Treatment and Education Centre for Alcohol and Drug Addiction in Turkey). The workshops took place in the time frame and to the extent that hospital management and conditions allowed. Care was taken to ensure that the addicts were mentored by psychologists in writing their stories, that a psychodrama trainer was included in the workshops, and that facilitation and technical assistance were used in completing the stories.

Lost (and Found) in Translation: A Methodological Discussion about Digital Storytelling in (Mathematics) Educational Research

Andreas Moutsios-Rentzos (National and Kapodistrian University of Athens, Greece), Michalis Meimaris (National and Kapodistrian University of Athens, Greece), Fragkiskos Kalavasis (University of the Aegean, Greece)

Abstract: The last few years are characterised by the steep change in communication technological means and practices, allowing the populations of relatively economically advanced countries to access free/cheap technological tools and, thus, to be content-creators and not just the audience. These practices have altered the spatiotemporal characteristics of educational communication, crucially affecting the teaching and learning phenomena in an expanded hybrid classroom. Within this transformed reality, DST gains the growing interest of diverse research communities posing qualitatively different research questions, and employing various methodologies. In this paper, we consider aspects of this variety situated in (mathematics) educational research to identify the convergences/divergences amongst different approaches and to elucidate their particular relevance with this research area. We posit that the complexity of the DST process and product (including technological means, multimodality, ethics, copyrights, ownership, etc.) and of the employed research paradigms may blur the borders between practice and research, thus rendering it crucial to identify their distinct relationship with DST.

Mixed Presentation Formats

Never Only a Coffee Cup: Stories Told with an Object

Şengül Ince (Hacettepe University, Turkey)

Abstract: This study focuses on the digital storytelling workshop held within the scope of the "History of Everyday Life" and "Material Culture and Communication" courses in Hacettepe University Communication Sciences PhD and Cultural Studies and Media MA Programs. As a common component of both courses, the workshop tries to understand the importance of ordinary objects in creating meaning and emotion. In this workshop, seven stories were told on the theme of Turkish coffee cups. Through these digital stories, the act of storytelling through objects and commonly used story elements are explored. Emotions in stories and the way they are expressed, rituals, the role of objects in reviving the memory of a moment and understanding social and cultural life, and how a moment is remembered through storytelling are the focus of this discussion.

Voices on the Frontlines: Writing Through the Pandemic with Nurstory and Nurse-Family Partnership

Daniel Weinshenker (StoryCenter, USA)

Abstract: Nurstory began offering a series of weekly reflective storytelling webinars along with regular digital storytelling workshops, to assist nurses facing the pandemic and issues of racism in home healthcare. Over 2000 NFP nurses and nurse supervisors from around the country came weekly to share stories and listen to themselves and each other respond to writing prompts designed to help process the trauma of their work and lives. We adapted our in person model to online to support nurses and nurse-supervisors (and even admin staff) through this time. "I hadn't held a baby in over a year," wrote one of the nurses. Trying to do this work without touch was just one of the many traumas and changes these nurses were processing along with their clients and colleagues. This reckoning was profound, as was the support needed to keep them going.

Storytelling as a Pedagogy of Care

Brandi Reissenweber (Illinois Wesleyan University, USA)

Abstract: In *Teaching to Transgress*, bell hooks asserts that necessary conditions for meaningful and deep learning occur only when we teach "in a manner that respects and cares for the souls of our students." In this PechaKucha-style presentation, I will offer a case study of a creative writing course that deliberately centers the pedagogy of care through the use of a collaborative storytelling activities that encourage inclusion and empathy and, at the same time, meet course objectives to help writers more deeply understand both nuanced elements of the craft of storytelling and a broader base of the creative process. The presentation will situate the particulars of this case study in the larger context of the role and purpose of participatory storytelling as a means of developing empathetic imagination and examining the nature, craft, and outcomes of the experience of story.

OurStory New Hampshire: Reflections from the Pandemic and Beyond

Kirsten Durzy and Sarah McPhee

Abstract: Reflections from the Pandemic and Beyond is a two-year COVID Story Project that captures stories across New Hampshire (NH) via multiple media formats and from multiple sectors of life and experience. Through this Project, steeped in an ethical framework that centers the storyteller and an implementation that focuses on equity, our project captures feelings, hopes and thoughts of life during, before and in anticipation of a post-pandemic reality. This PechaKucha project report will highlight the innovative practices, community achievements and lessons learned during the two-year project period. This report will also highlight the archival process, which will create a living historical record of this unique time in NH history. Lastly, this report will examine the role of equity as applied to participants' ability to participate in story workshop opportunities and the responsibility of organizations and story facilitators to meet people where they are and adjust storytelling methodologies to meet their capacity and needs.

Workshop

Feeling Stuck: Engaging Oppression and Social Justice through Story Work in Multiple Arts Modalities
Janet Ferguson and Brooke Hessler (StoryCenter, USA)

Abstract: How are stories shaped when they emerge from a process of sensing, listening, sharing, and responding to the ways our bodies hold metaphors, insights, and possibilities for agency? Join us to co-inquire into the significance of incorporating embodied practices into online and hybrid digital storytelling workshops. Inspired by somatics, theatre, and social arts practices we have been exploring approaches to story work in multiple modalities. For today's workshop, we will draw upon Arawana Hayashi's Social Presencing Theatre (SPT) "Stuck" practice as a starting point for composing narratives that begin as nonverbal, embodied awareness, and are transformed into sculptural metaphors, poetry, and other meaning-making artifacts. We will debrief the experience by reflecting on the co-creation of stories. To prepare for this Zoom-based session, we suggest wearing loose, comfortable clothing; you are also welcome to bring drawing and writing materials, but no special art supplies are required.

Virtual Session 3

Panel

Bias: Is It Conscious or Unconscious?
Lesley Goodburn (National Health Service, England)

Abstract: *A Legacy for Today* is a digital story about Mohammed Azam and his family's experience as he was admitted alone to an NHS hospital in February 2021 with the Omnicom variant of COVID. The film explores conscious and unconscious bias in his medical treatment. Sadly, in February 2021 Mohammed died. His daughters share this moving and poignant story to challenge assumptions about race and ethnicity and to open up conversations about trust in health services in the South Asian community. The panel will be made up of staff working locally, regionally and nationally in the English NHS along with members of the family to share how the story was used to open up community conversations, enact change to processes and procedures, and initiate training with staff covering inclusion, diversity, and race. The panel will share the challenges, enablers, and barriers encountered in sharing microaggressions highlighted within the story.

Panel

Examining 'What Teaching and Learning Can Be': Engaging Undergraduate Students in Digital Storytelling through Mapmaking and Narratives of Challenge and Change

Nancy Luke (Western Carolina University, USA), Troy Hicks, Jennifer Burton, and Joanna Thompson (Central Michigan University, USA)

Abstract: Educators based in Germany and the United States will describe ways in which they position digital storytelling in their teaching context. From the German context, one will describe a collaborative digital storytelling project with the University of Tel Aviv that relied on StoryCenter's "Stories in Motion" approach with the ArcGIS StoryMaps tool. Undergraduates were encouraged to create both maps and digital stories of place and identity, either in their current or projected future forms. Second, from the US, we'll present a personal narrative project designed to encourage pre-service teachers to examine moments of challenge and change focusing on assignment design and the complexities of assessing personal, multimodal compositions. A third panelist will briefly describe how watching and analyzing digital stories informed students' storytelling and promoted sharing. Additionally, panelists will describe the ways that they continue an informal professional learning network looking at DST in their practice.

PechaKuchas and Academic Papers

Mapping Responses to Exclusion: Digital Storytelling as a Research Methodology in Collaborative Theatre Research Practice

Jenny O'Connor (South East Technological University, Ireland)

Abstract: The Lyrical Bodies project at SETU in Ireland considers the oppression of Deaf women in Ireland, and their resistance to the usurping of power, status and human rights, through a never-before performed ballet by deafened Waterford playwright Teresa Deevy. During 2022 and 2023, performance artist Amanda Coogan and Dublin Theatre of the Deaf theatre makers, Lianne Quigley and Alvean Jones, joined South East Technological University researchers and students to workshop and perform excerpts from this ballet. The script comprises only three pages, yet explores feminist themes, the historical context of partition, and commentary on the ever-present reality of war. One non-traditional research output (NTRO) will be a series of six digital stories that employ photo and video footage to form a storymap that documents the collaboration at geographical points of interest in Waterford and Dublin. This paper will introduce and discuss the first digital story, which will also be screened.

Lessons Learned: Methodologies and Practices to Amplify Student Voice in Educational Digital Storytelling Facilitation and Evaluation

Amanda Hill (St. Mary's University, USA) and Michelle Casares Vasquez (University of the Incarnate Word, USA)

Abstract: We will look at the ethics of digital story facilitation within graduate education. Two case studies from a private, minority-majority university will be presented: an asynchronous online visual communication course and an in-person video production course. In each course, the presenters used digital storytelling to advance understandings of narrative composition and digital literacy and utilized prompts advocating for students to share personal stories about self, place, and culture. Their stories spotlighted cultures, voices, and practices not commonly represented in traditional collegiate narratives, including immigrant, non-traditional, and first-generation graduate student narratives. Education cultivates different needs, opportunities, and challenges for digital storytellers. We will address the questions of addressing trauma, the limitations of collaboration between teacher

and student in a creative process, ethical facilitation, grading, and assessment, in addition to lesson plans and curriculum development.

Hidden Treasure: Engaging Community Cultural Wealth in Digital Storytelling Workshops

Amanda Hill (St. Mary's University, USA)

Abstract: I will discuss the incorporation of cultural wealth into humanities-based classes in higher education through the use of digital storytelling, addressing lessons learned teaching undergraduate and graduate courses at a Hispanic-Serving Institution in Texas. We'll look at digital storytelling lesson plans and course assignments making use of Yosso's (2005) Community Cultural Wealth model, including the forms of capital: aspirational, linguistic, familial, social, navigational, and resistant. The students were invited to choose their assignment topics, bounded by guiding principles to ensure course-relevance, and give students a chance to assert their cultural wealth as valuable in ways that often disrupts dominant ideologies through counter-storytelling. The work produced by students often showcases unique familial, social, and resistant capitals. I'll share practices for incorporating culturally-sustaining, critical, and equity pedagogies in digital storytelling—showcasing how to incorporate cultural wealth into their educational models. We will see how student-choice and revision in DST builds greater capacity for cultural wealth and invites student engagement.

Shuffle, Understand, Remember, Forget: Tarot Readings on Jessica Dore's Twitter Account

Kalina Kukielko (University of Szczecin, Poland) and Krzysztof Tomanek (Jagiellonian University, Poland)

Abstract: For centuries tarot has been used as a "method" for structuring storytelling. Tarot cards themselves have developed over time, expanding the symbolism and depth of meaning associated with each card and relations between cards. This provides an "infinite" number of possible narrative outcomes, making this deck of cards an abundant, valuable story-generating tool. Many researchers recognize that the increased interest in tarot readings may be a measure of social concern or anxiety. We have been observing this phenomenon since the COVID-19 pandemic and then the war in Ukraine. Askers are usually looking for answers about love and professional fulfillment, but in moments of the crisis affecting entire communities, the issue of health and safety becomes the most important, seeking solace not in science but in these readings, providing a form of therapy. We will present the results of the analysis of Jessica Dore's weekly readings on her Twitter account, which she treats as a form of mental health support.

Technopartcipation: Humour as a Form of Storytelling, Expression and Subversion through Livestream Zoom Performances during the COVID-19 Pandemic and Beyond

Lee Campbell

Abstract: Since November 2020, I have been developing forms of livestream poetry performance practice that contribute to my ongoing critical digital pedagogy research project Technoparticipation. I use Zoom as an immersive autoethnographic storytelling prototype. I will theorize, articulate, and demonstrate how I have explored the possibilities of Zoom as a creative platform. From my spare bedroom in South London, I use innovative techniques to create a multi-layered multimedia socially-specific creative live performance. Through structured, organic, and disorientating collage, I narrate the experiences of many young queer people through my personal autobiography. Sharing these performances with other queer people and communities beyond, I generate what I refer to as techno-empathy. Queer existence itself is inherently performative, engaging the various roles that present themselves in a world of diversity. In the manner of bricolage I am building and constructing from what is at hand, piecing together images and visuals available on the internet and from my own personal archive of artworks.

Academic Papers

Radical Narratives, Multiperspectival Thinking and Community-Based Creative Practices: A Polyphonic Documentary Approach

Stefano Odorico (Technological University of the Shannon, Ireland) and Judith Aston (University of the West of England, UK)

Abstract: This paper will look at the factual digital storytelling practice of interactive documentary through the lens of polyphony. Working as practice-based researchers, we argue that self-reflexivity is a key requirement for decolonizing the mind and the way in which we construct and tell stories (Aston, Odorico 2021). Our interest here is in considering how the interactive documentary form can facilitate this process. Based on the 'Polyphonic Documentary' research project (www.polyphonicdocumentary.com) initiated by Aston and Odorico, which has developed into a working group composed of currently over 80 people across several continents, this paper aims to generate a discussion on the potential of i-docs to create non-linear means through which to promote interdisciplinary dialogue and exchange in an urgent context of climate emergency and increasing polarization. Bringing together a community of scholars and practitioners, this paper will use our latest co-creative interventions as case studies.

Building Learning Communities through Digital Storytelling

Venetia Apostolidou (Aristotle University of Thessaloniki, Greece) and Zisoula Gkoutsioukosta (Aristotle University of Thessaloniki, Greece)

Abstract: This paper shares the first insights of the research project Digital Storytelling Hubs held by the School of Primary Education of Aristotle University of Thessaloniki and funded by the Hellenic Foundation for Research and Innovation. It is an action-research study still in progress that is comprised of two action research cycles: a pilot, that started in 2021 and is already completed, and a main research cycle, which is planned to be completed by June 2023. The aim of the present paper is to outline the complex and dynamic role that digital storytelling could play in building learning communities. Data sources include students' and teachers' participation statistics, digital stories created by students so far, students' answers in questionnaires, and teachers' semi-structured interviews. The findings suggest that the dynamics of digital storytelling workshops create vivid and powerful learning communities that foster both classic and new literacies and enhance a creative and critical attitude towards modern media culture.

Combining Digital Storytelling and Discourse Analysis to Promote Social Change

Annalisa Raffone (University of Naples "L'Orientale", Italy)

Abstract: This paper presents an exploratory study founded on the integration of Digital Storytelling (DST) and Discourse Analysis (DA) conducted in a semester-long English Language and Linguistics undergraduate course for developing and enhancing students' 21st Century Skills, as well as assessing the role of these methodologies in promoting young learners' activist roles for social change. Descriptive statistics, Computer-Assisted Qualitative Content Analysis (CAQCAS), and Critical Discourse Analysis (CDA) were employed to gather and analyze qualitative and quantitative data (Fairclough, 1989; van Dijk, 1996, 2014). As a result, this research aims to shed light on the benefits and efficacy of integrating critical linguistics methodologies like DA with cutting-edge pedagogies like DST to develop 21st-century students' social agency and competencies.

Digital Storytelling as Authentic Assessment: A Case from an Undergraduate Education Module

Teti Dragas (Durham University, UK)

Abstract: Digital storytelling's capacity as a reflective tool has been widely noted. However, in Higher Education contexts, there seems to be a gap in research terms and in pedagogical guidance on why and how digital storytelling can be integrated into assessment effectively that supports student learning. I will present a case study of an undergraduate module in Education Studies where DS was designed as a summative assessment that combined a Digital story with a reflective component and a more 'traditional' academic essay. Digital storytelling assessment supports current approaches in higher education that foreground 'assessment for learning' where DS here functions an example of 'authentic assessment'. However, we extend this approach pedagogically and theoretically proposing a pedagogical framework where DS is a key component that fosters deep learning or, more usefully, epistemic development, through increasing relevance, meaning, and engagement. I will argue the concept of voice extends the concept of deep learning into this more socially situated space.

Panel

Storytelling and Mental Health: What You Need to Know

Christal Smith and Sarah Rose Eisenbud (Denver Narrative Therapy, USA)

Abstract: We all know how emotional the storytelling process can be for both story tellers and story gatherers. Quite simply, storytelling can have profound effects on one's mental well being. What are the three key things to keep in mind in relation to narrating trauma? How do we become better listeners, and how do we deal with the fallout from the digging and soul searching that often accompanies storytelling? How do we make sure we don't re-traumatize storytellers in culling their stories? And how do we take care of ourselves? I've led multiple workshops on active listening and the uses of psychological first aid during the interview process. In my presentation, I will also include someone who has shared a story of trauma to share the good and the bad that came from it. We will discuss the dos and do not's for the storytelling process and offer tips for self care and holding space for our storytellers.

Workshop

The Broken Mishkan: Performance and Community Conversation

Sara Nesson (Alliance for Jewish Theatre, USA)

Abstract: Mishkan is Hebrew for "sacred space." The Broken Mishkan is a 23-minute performance piece that follows one woman's compelling journey toward wholeness after being diagnosed with a chronic illness. From swimming New Hampshire lakes to praying with nuns in a California forest, in a story spiced with humor and Jewish mysticism, Sara celebrates the poignant connections between art, healing, wilderness, and blessing. Come to hear a story, share a story, and reflect on the intersection between digital storytelling and disability justice. Sara Nesson is a playwright, actress, and disability arts advocate who learned to draw after losing her good health. She has also worked with A Traveling Jewish Theatre, mentored Jewish teens, led interfaith worship, and traversed the United States as a travel writer. She lives on a sleepy hillside in Northern California with her husband and two high-personality cats. Learn more about Sara and see a show trailer at saranesson.com.

Virtual Session 4

Panel

Stories of Home: Refugees and Immigrants Speak on Their Own Terms

Amy Hill (StoryCenter, USA), Fiore Bran Aragón (Encuentro), Parul Wadhwa (StoryCenter, USA)

Abstract: Recognizing the need to support immigrants and refugees in the midst of the fear and xenophobia that have gained political currency in the U.S. over the past decade, StoryCenter has partnered with multiple East Bay Area (California) organizations on Stories of Home. We are refining new models for decolonizing storytelling and participatory media by engaging immigrants in exploring their own unique narratives of "home" located in places, experiences, material objects, and feelings. Through storytelling, art-making, and video production workshops, we are creating safe spaces for participants to claim agency in sharing what is true for them, rather than sharing what they've come to believe audiences want to hear. Since the summer of 2017, we have held seven workshops and collaborated with immigrant and refugee storytellers on more than 25 amazing short videos. Working with thematic prompts, some storytellers have collaborated on story creation with local visual artists and art students.

Panel

Sickness and Survival in the City: Stories from the Army of Lovers

James Lowry (City University of New York, USA), Brianna Caszatt (Student, City University of New York, USA), Kristy Leonardatos (Student, City University of New York, USA), Randip Parhar (Student, City University of New York, USA), Elliot Suhr (Digital Storyteller, City University of New York, USA), Lisa Kofod (Fun & Profits, LLC, USA)

Abstract: Dying, fighting and loving in New York - the epicenter of the COVID 19 pandemic in the US, and earlier a central site of crisis and resistance during the AIDS epidemic. Taking K.M. Soehnlein's fictionalized memoir of the ACT UP movement, *Army of Lovers* (2022) as a starting point, students of digital storytelling in CUNY's Digital Humanities program used a range of techniques and technologies to tell their own stories of sickness and survival in this and other cities. This panel will present and explore these stories, and the questions they prompt: How did our experiences in recent years invoke the hopes and losses of the past? How does the past speak to us through story, and how does story connect us in the present? What was (any) city to us in this moment, and how to make our cities a monument to our losses and loves for the future? When we are distant, how can digital storytelling help connect us in love?

Academic Papers

From Presentation to Process: Voice, Choice and Power in Humanitarian Storytelling

Jess Crombie (University of the Arts London, UK)

Abstract: The harmful representations produced by the humanitarian sector have long been critiqued for imprisoning those depicted in stereotypes. The road to freedom and power lies in a shift: from finished representation to the process of story gathering. From the prioritization of 'expert' voices to a process where editorial decisions about what story is told and how are owned by the story 'subject'. The act of documenting is a key moment to enact power for the person sharing their story. I will share primary research conducted in 'The People in the Pictures' and 'Who Owns the Story?" As a teenage Syrian refugee in Jordan reflected "I want to take the photos, not be an object" (Warrington & Crombie). I'll speak to the correlation between voice, choice, and power from 'Can the Subaltern Speak?' (Spivak) as a foundational idea, that it is not representation that creates freedom, but instead being listened to and enacting our own choices in what story is told about us, and how.

Digital Storytelling as Liberatory Literacy: Critical Pedagogy in the Composition Classroom

Leigh Bennett (Bunker Hill Community College and University of Massachusetts Boston, USA)

Abstract: While DS has been hailed as an effective learning tool since the 90s, little research has been done on its efficacy in the college writing classroom and its alignment with the key principles of Critical Pedagogy and Praxis. This paper will address that gap by demonstrating StoryCenter's philosophical alignment with the key tenets of Critical Pedagogy as well as how 21st writing in the form of digital storytelling has the potential to advance Critical Writing Pedagogy. The paper also addresses how Critical Writing Pedagogy through digital storytelling addresses looming curricular concerns of progressive compositionists. By creating a space for meaningful listening, DS fosters critical thinking, decision-making skills, and collaboration. Through the scaffolding of a six-week narrative unit on literacy and language, I will show the benefit of DS for students of varying linguistic backgrounds and epistemological standpoints - a useful guide for bringing critical pedagogies, multimodalities, and emerging literacies to the college composition classroom.

Representing Cultural Heritage and Meaning of the Sea through Digital Storytelling

Joana Carlos Bezerra (Rhodes University, Argentina)

Abstract: The success of Marine Protected Areas (MPAs) depends on stakeholders and communities' support and acceptance. Despite being established by law, the human dimensions of an MPA shape not only its design but also its impact. Recognising the history and the cultural importance of MPAs is crucial in not only gathering support for conservation, but also for legitimising the value of an MPA as a cultural space. This speaks to epistemic justice. The Tsitsikamma region is well-known for its marine protected area in the Eastern Cape, South Africa, but along the years its cultural and historical importance have been neglected. From previous research it came to light that community members would like to find ways to represent their cultural heritage. This research paper analyzes the use of digital storytelling as a participatory method to do so, discussing the experience in the Tsitsikamma and the potential of such use. Four three-day digital storytelling workshops were conducted in 2021 with a total of 34 digital stories made by community members of 6 communities around the Tsitsikamma.

Uncovering Complex Narratives in Environmental Justice Communities

Jaime Lopez (University of Southern California, USA)

Abstract: Stories will often compete with each other, depending on a variety of factors, not least of which is who is doing the telling. A public dialogue that can reconcile conflicting stories, as well as create new inclusive stories offers the promise of a more powerful and representative democracy. Planning agencies should obtain a more comprehensive understanding of a crisis and then present a more inclusive and complex story to a wide range of audiences (Frick, 2016). Communicative planning has focused primarily on written and spoken communication, but there is significantly less work on storytelling via social media and how it might inform the planning practice. In an environmental crisis, cities may not share that storytelling power in any meaningful way (Afzalan & Muller, 2018). To explore the impact of social media and storytelling on planning, this research explores environmental crisis case studies in southeast Los Angeles that seek to highlight the need for more inclusive environmental narratives.

Academic Papers

Mediating Feminisms and Feminist Pedagogies Through Digital Storytelling

Patricia Jagger (University of Alberta, Canada)

Abstract: Anchored within a participatory arts-based inquiry paradigm, my research is situated in the wake of the #MeToo movement in 2017 and considers the ways in which the emergence of social media has engaged increasing numbers of girls and women in mediating identities through new forms of digital media. For educators, this is an important conversation as younger generations' views on feminism(s) and being feminist are informed by the ways in which conversations have materialized in contemporary media spaces. Increasingly there is a need for educators to acknowledge that "sexism is in the room" (Rohrer), calling for the formation of pedagogies which invite and mobilize diverse experiences and voices from the margins. I will share my findings, supported by visual and narrative analyses from both semi-structured interviews and participants' digital stories, highlighting the need for engaged pedagogies, cultivating empathy and ethic of care through which students can navigate differing perspectives and understandings of the world.

'Life is a Rollercoaster': Digital Storytelling as an Anthropological Tool to Illuminate the Experiences of Transgender Latinas Living in Los Angeles, California

Bárbara Navaza (Vanderbilt University, USA)

Abstract: From October 2022 until January 2023, I conducted participant observation, pláticas, and semi-structured interviews at a community-based organization in Downtown L.A. As part of my fieldwork, I also organized digital storytelling workshops with transgender Latinas. Six participants presented their digital stories in the L.A. LGBT center at a public event that included a round table with the protagonists at the end of the screening. The storytellers discussed themes interrelated to their migratory experiences, such as family, health, legality, discrimination, and resilience. In this paper, I analyze how the process of co-creating and disseminating digital stories with the research participants became paramount to better understanding the experiences of well-being and community among transgender migrants and their relationship with cultural understandings of the body, the family, and the nation. Furthermore, I discuss how digital storytelling contributed to amplifying the voices of transgender migrants, an urgent task to contest the persistence of anti-immigrant and anti-LBTQ rhetoric.

The Contribution of Digital Storytelling to Community Cohesion in Makhanda
Thandiwe Matyobeni (Rhodes University, South Africa)

Abstract: Communities in postcolonial South Africa experience fragmentation at many levels – the individual and their community and amongst diverse communities (Lamb 2019). A key aspect of fragmentation involves being silenced and being heard is a necessary element for a cohesive community (Blake et. al. 2008). Ensuring individuals and communities are ensured autonomy and agency to share their voices is essential. Cohesive communities are communities in which individuals feel represented and empowered to share their experiences and subjectivities (Wetherell 2009). The Community Engagement division of Rhodes University uses digital storytelling as a means of creating cohesion among the university community, local organizations and residents of Makhanda where the university is located. The study presented here aims to explore what narratives emerge through the digital storytelling process, and how this speaks to the experiences of community cohesion among the Rhodes University community. The aim of this research is to create a network of stories describing the experience of community in Makhanda and to explore feelings of cohesion among members of the Makhanda community.

Sounding Madness: The Ethics of Listening to Disability Justice and Mad Poetics for Livable Futures
Christina Foisy (Center for Addiction and Mental Health, Psychiatric Archives of Toronto, Canada)

Abstract: By engaging with contemporary disability justice and Mad poets, 'Sounding Madness' speculates how we might listen relationally, dialogically and radically with madness as our guide, to imagine mental health systems founded on principles of Mad epistemology and healing justice outside of "carceral sanism" (Ben-Moshe). In a growing global context of mental health 'crisis' and inequity "change both within and outside of the mental health care system is necessary" (Pilling). How might we listen towards accountability, justice and reparations within the mental health system? In the spirit of "healing justice" flowing from the intellectual labour and activism of Cara Page and the Kindred Southern Healing Justice Collective, which seeks to "remake ideas of healing away from being fixed, and towards being autonomously and beautifully imperfect" (Piepzna-Samarasinha), I explore both a sound art and po/ethics practice and radical listening process that resists diagnostic, goal-oriented, ableist, colonial listening.

Panel

Story Work at City Seminary of New York

Joe Lambert, Moderator (StoryCenter, USA); Maria Liu Wong (City Seminary of New York, USA)

Abstract: City Seminary in New York has a long tradition of community engagement through processes of listening, deliberation, and dialogue with students, faculty, and the larger community of ministerial training in New York and nationally. More recently they have been exploring ways to use digital storytelling, story circles, storymapping, and podcasting to engage their stakeholders and community members. In this pre-recorded panel, StoryCenter's Joe Lambert will talk with Provost Maria Liu Wong, and other members of CSNY about where they see story work in the context of contemporary theological education and community service.

Panel

Innovating Storytelling to Protect Cultural Heritage

Amy Hill (StoryCenter, USA), Kacey Hadick (CyArk), Erin Leckey (U.S. Department of State Cultural Heritage Center, USA)

Abstract: Since 2001, the U.S. Department of State's Cultural Heritage Center (CHC) has supported over 1,000 cultural preservation projects in more than 650 communities and 133 countries. StoryCenter is collaborating with the CHC and California-based CyArk on the Community Heritage Exchange Initiative (CHEI), which is building the capacity of selected communities to document and share their own stories. The focus of the CHEI is not on history or archaeology; rather, we're bringing to light the personal stories and lived experiences of people living and working adjacent to significant historic sites, and documenting how communities are ensuring that intangible aspects of cultural (music, tactile arts practices, cuisine, and more) are being protected, celebrated, and passed on to future generations. Through documentary films, virtual tours, and community storytelling workshops, CHEI is collaborating with U.S. embassies, local filmmakers, and community organizations to surface these unique stories.

Panel

Addressing the Impacts of Climate Change on Indigenous Farmworker Communities through Digital Storytelling

Andrea Spagat (StoryCenter, USA)

Abstract: Digital storytelling is an appealing methodology for community organizing. The values that underlie digital storytelling–centering the experience of the storyteller, meeting storytellers where they are at, providing space for storytellers to make meaning from their experiences–align with values of community organizing that are committed to building power through constituent education, relationship building, and narratives of strength and resilience. StoryCenter partnered with Tracking California, Mixteco Indigena Community Organizing Project, and Lideres Campesinas to create a group of stories addressing the impacts of climate change on farmworker communities in Central California. Storytellers were mostly Indigenous women and many of the stories were told in Spanish and Mixteco. The narratives described the physical and emotional toll of extreme heat and smoke from wildfires as well as strategies for addressing these conditions. During this session we will spend time exploring how to ensure that the stories are as useful as possible. We will review planning strategies, facilitation techniques, and models for distributing stories that reinforce their impact.

PechaKuchas

Indigenous DC

Elizabeth Rule (American University, USA)

Abstract: In this talk, Dr. Elizabeth Rule will present on her Guide to Indigenous DC, a digital map and mobile app featuring sites of importance to Native peoples across the US capital, and her affiliated full-length book, *Indigenous DC: Native Peoples and the Nation's Capital* (Georgetown University Press, 2023). Rule's research emphasizes Indigenous peoples' contributions to Washington, DC, highlights the historical and contemporary federal tribal policy developed in the city, and acknowledges the peoples whose homelands are where the District of Columbia was built. Together, the map, app, and book showcase the empowering stories of how Washington, DC is a place of tribal history, gathering, and advocacy with a long, rich history.

Intuitive Art in Collective Storytelling

Jennifer Hartzell

Abstract: This presentation focuses on using a mindfulness practice to produce highly-stylized, informative work, allowing the finished products and their subject matter to be used as exercises in reflection, meaning-making, and story-telling by viewers. This praxis requires a dismantling of expectations, intent, and judgment in creating art, distancing the act of creation from decision-making. Similar to Surrealist practices, this intuitive art technique yields an end product that can be interpreted as an act of the subconscious. The end products, therefore, can be used by the viewer to navigate the liminal space between subconscious and conscious, prompting the construction of personal narratives which may or may not have been previously conscious. As a communal exercise in meaning-making, this method of drawing can be used as an intuitive and highly creative launching point for the co-creation of stories. The images are identified differently between viewers and between viewpoints, encouraging negotiation and perspective-taking.

Geographic Interview Projects

Anne Winkler-Morey (Author/Historian, USA)

Abstract: I will discuss the Minneapolis Interview Project: life stories with a connection to Minneapolis, using a social justice lens, from 2016 to 2023. The interviewees and interviewer worked together to create narratives that best reflected the story the interviewee wanted to tell. The project is available worldwide and no money changed hands. Currently it is used in college and high school classrooms and is referenced heavily in obituaries. The interviewees range in age from 17 to 90, are known and unknown, and come from different parts of the city and different backgrounds. Each collaboration with the interviewer is different, and they are of widely varying lengths, reflecting the needs of the interviewee. I interviewed 123 people. Currently 92 interviews are published. I am a historian with a Ph.D. but I initiated this project on my own, without institutional involvement. Professional photographer Eric Mueller joined the project in 2019. Reflections on the murder of George Floyd were featured in turtleroad.org

Coexistence of Religions in Cuttack, Odisha

Annapurna Devi Pandey (University of California, Santa Cruz, USA)

Abstract: I had spent almost my entire life in Cuttack, the former capital of the state of Odisha, till I moved away in 1988. After living in Cambridge, UK, for a year, I have been living in California for the last 35 years. The city is surrounded by rivers Mahanadi and Kathajodi and their tributaries. The Barabati Fort, a majestic 10th-century monument, serves as the marker of the old city. Cuttack is known for its distinct neighborhoods and the fantastic fellow feeling among the people, unlike its neighboring city, Bhubaneswar, the modern capital of the state. I always wondered why! In 2022, I explored the most significant markers of the city that keep it culturally vibrant. Using the PechaKucha storytelling format in person, I will argue that the interconnectedness of today's world outweighs the pull of fragmentation and makes nonsense of the talk of a renewed world war. The coexistence of religions as the defining feature of India is part of our truth, part of the indelible Indian palimpsest.

Digital Storytelling for Sustainable Tourism

Joe Lambert (StoryCenter, USA)

Abstract: StoryCenter has supported Canadian-based Gros Morne Institute for Sustainable Tourism, in creating digital stories to support the small family owned tourism organizations in the Atlantic Coast region of Canada (Newfoundland, Labrador, Prince Edward Island). We will present an example and discuss why digital storytelling makes for a powerful way to reach audiences and build community.

Academic Papers

Health Justice and Social Change - Education in Activism and Digital Storytelling

Raeann G LeBlanc (University of Massachusetts Amherst, USA)

Abstract: This presentation will highlight an innovative undergraduate nursing course entitled: Nursing, Social Change and Health Justice that applies the medium of digital storytelling. This course applies theoretical frameworks of Emancipatory Nursing Praxis, Nursing Activism, and Health Equity with an emerging theory of Storied Justice. Students culminate their learning with an emergence of their values, a health justice issue they care about, personal storytelling activism, and radical listening. This presentation will highlight the thematic analysis from a cohort of students (n=91) participating in the elective course between 2021-2022 from three areas: (1) student generated values foundational to social change, (2) urgent health justice foci areas, (3) forms of storytelling (including digital storytelling) that focus their health justice activism. Attendees will gain an understanding of digital storytelling futures in advancing health justice.

A Model of One's Own: Digital Storytelling and Online Learning

M. Catherine Jonet and L. Anh Williams (New Mexico State University)

Abstract: The presence of high-quality online learning options at universities is now becoming a sign of institutional legitimacy. At the same time, the rise of online learning is also the rise of "edu tech," broad standardization, and what Jesse Stommel calls "cling[ing] to other people's models, because we have rarely been taught, encouraged, or given the support we need to create our own." This presentation explores how incorporating digital storytelling and other creative practices in online classrooms offers pathways toward creating our own models. These approaches can center skills-based or project learning; they can promote ethos and instructor presence in digital learning environments; as well as work in tandem with critical thinking, inclusive pedagogies, and metacognition. This paper

presents our use of such practices within the framework of online, asynchronous pedagogy and a transformative mode of learning—women's, gender, and sexuality studies—at New Mexico State University in the academic program for Gender & Sexuality Studies.

Reckoning with Workplace Experiences of LGBTQ+ Nurses through Digital Storytelling: A Protocol Design

Jordon Bosse (Northeastern University, USA) and Raeann G LeBlanc (University of Massachusetts Amherst, USA)

Abstract: Background: Transgender and nonbinary (TNB) individuals, whose gender is different than their assigned sex at birth, experience challenges in healthcare settings. Less is known, however, about the experiences of TNB nurses working in a health system that privileges being cisgender; that is the focus of our project. Methods: TNB nurses will create a digital story about a workplace experience at the intersection of their gender and complete an interview about workplace experiences more broadly. Digital stories will be analyzed for content and theme. Results: With permission from participants, digital stories will be incorporated as part of a larger intervention to facilitate inclusion in nursing. Interview data will inform components such as the discussion guide. Lessons learned from this work in progress and a sample digital story will be presented. Conclusions: Digital storytelling has a powerful role in disrupting discrimination and increasing visibility of the workplace experiences of TNB nurses.

Online Digital Storytelling in Research on Endometriosis and Pain: Therapeutic Potential and a Tool to Communicate Experiential Evidence

A. Fuchsia Howard (The University of British Columbia, Canada), Lauren Gelfer (British Columbia Women's Hospital & Health Centre, Canada)

Abstract: Endometriosis is a complex chronic illness affecting ~10% of reproductive-age women and an unknown number of gender-diverse people, with pain common, including sexual pain. We pilot-tested an online digital storytelling workshop focused on endometriosis and pain to assess the (1) emotional impact on workshop participants, (2) acceptability of the workshop, and (3) potential for sharing stories with wide-ranging audiences. Five women and one non-binary storyteller co-created individual digital stories during five workshop sessions facilitated by StoryCenter. Participant observations, storyteller weekly reflective journals, and focus group data were analyzed qualitatively. The workshop was an experience of; (1) opportunity, commitment, and connection; (2) complex emotions that were healing; and (3) a desire to share. Participants felt empowered by publicly sharing their digital stories through social media, a patient-education website, and a virtual public screening and panel discussion. Using digital storytelling as a therapeutic intervention and to communicate experiential research evidence shows promise.

Workshop

The Story of Power as the Power of Story – How Change Works!

Paul Costello (Center for Narrative Studies, USA)

Abstract: The story revolution has swept across the world–people understand its power. We all want to know how to tell better stories and contribute to making a better world. But there is a blind spot in our practice. How can we promote 'story' when it has become the favorite tool for dictators, for politicians, for unscrupulous media and marketers, for con men creating disinformation and Ponzi schemes. Something is rotten in the house of story. We have been seduced. This seminar will be a virtual "Call to Arms" and address the harm that stories are causing. It will offer a tougher and more critical view of the use of stories and offer ways to "disenthrall ourselves" as Lincoln

wrote in 1862. Back then, he intimated that stories were as much part of slavery as chains. A new birth of freedom is overdue.

Workshop

Every Picture Tells a Story (or Two, or Three, . . .)

Rob Kershaw (StoryCenter, USA) and Barbara Tien (Ponga, USA)

Abstract: We all have photos, in phones, on computers, in the cloud, or even in old albums - an archive of moments never to be repeated. We know these photographs offer more than answering the simple "who, what, when and where," but how do we explore and share their stories before memories fade? In the online media sharing space, Facebook, Instagram, Twitter, YouTube and TikTok dominate, offering instant uploads quickly reduced to likes and emoji's before being lost into algorithmic fog, an echo chamber of updates, recommendations and advertisements. We see so much potential, whether in memory care facilities, with ancestry and genealogy projects, community research, and library services that StoryCenter and Ponga are exploring partnership opportunities, including this conference. Robert Kershaw, StoryCenter's Director of Public Workshops and Ponga co-founder Barbara Tien will lead an interactive online hands-on demonstration where you will use your own photograph(s) to tell your own story (or two, or three).