Digitise Your Dreams the Indigenous Way

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Dreamtime stories are the Indigenous way of understanding the world. These stories gave unity and purpose to Indigenous societies in the past and are important today in maintaining their identity and culture. They are seen to be the beginning of knowledge and thus make them good artefacts for capturing learning experiences. Research has shown that the sharing of stories from experience helps student see the purpose of learning hypothetical or conceptual content (Bittel & Bettoi, 2014). As such, the key to learning would lie with the choice and design of stories to make sure their connections with real world problems and prior knowledge are prominent.

A digital story strategy captures the entire enquiry process by acting as the channel for self-expression in a digital era, including students' information fluency towards constructing knowledge based on what they have observed and reflected on, to developing the ability to apply this new knowledge to a problem later (Kervin et. al., 2014). Riesland (2005) wrote that visual literacy education will empower the twenty-first century students with the skill to survive in a dynamic and fast revolving online world as they learn to decipher hypermedia information to develop critical thinking and analytical skills.

Keywords: Enabling course, Indigenous, dreamtime, digital story, visual literacy, learning style, traditional storyline, technology

Introduction

Indigenous Tertiary Enabling Course is designed to offer Indigenous students an alternate entry path way into mainstream university degree programs. Although there is no strong evidence of a specific Indigenous learning style, they do have recurrent styles for preferring to learn by observation over verbal instruction and reflective learning (Hughes & More, 1997).

Description

This presentation will showcase how we integrate traditional storytelling technique with technology to develop engaging multimedia-rich digital stories for use to capture the attention of students with information (resources), and also to facilitate discussion and reflection (activities). We will share students' feedback and address tutors' concerns. Through this poster presentation session, we hope to offer some suggestions to tutors with the intention to implement this strategy in their classes and also gather opinions from those who have had experience with digital stories.

References

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