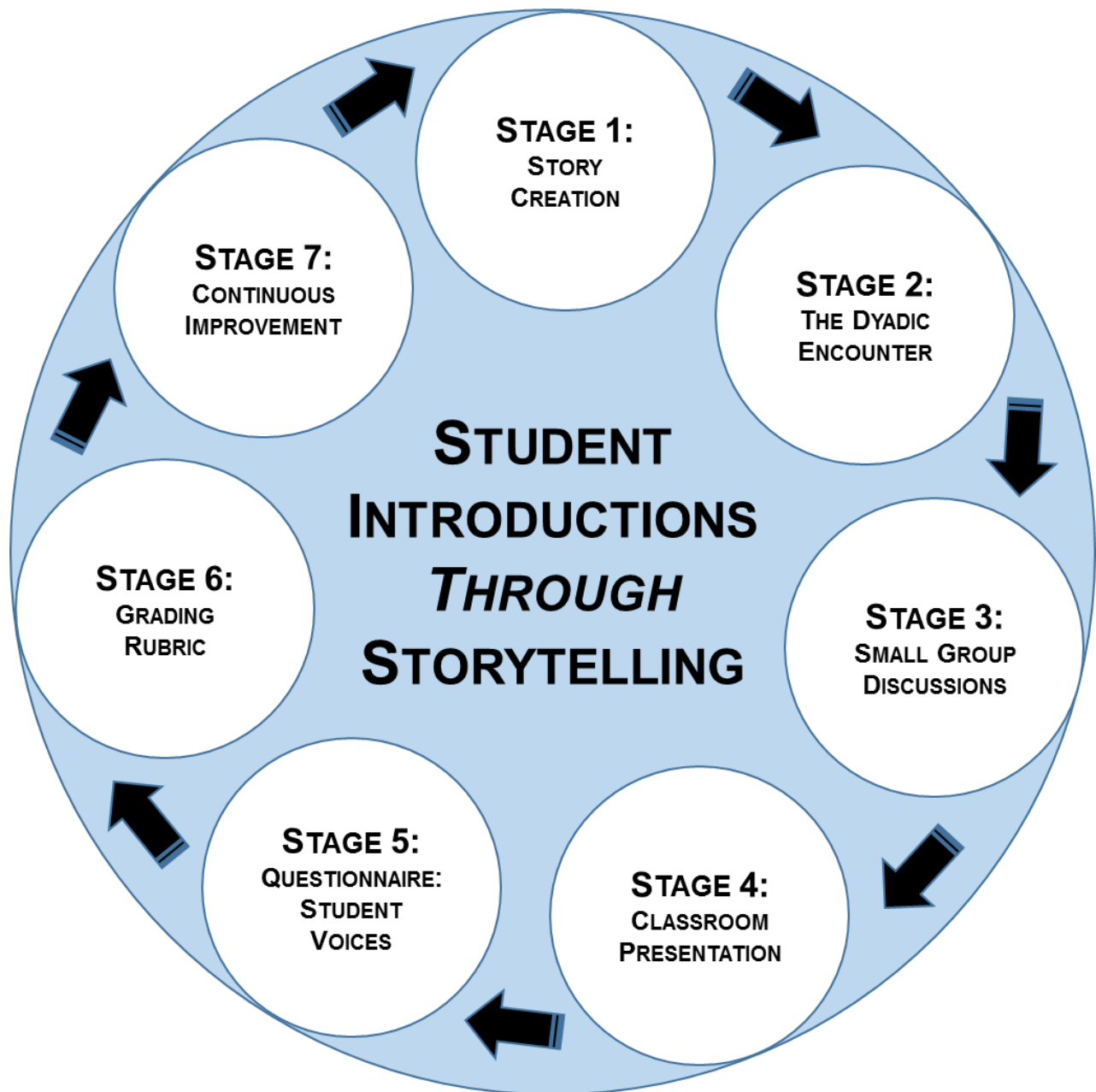


# STUDENT INTRODUCTIONS *THROUGH* STORYTELLING

## THE PROCESS

### Diagram of the Process

A process is a series of events or stages that occur over time and has a specific outcome. The Student Introductions *Through* Storytelling activity consists of seven stages.



## STAGE

### Stage 1: Story Creation

## DESCRIPTION

Each student creates one PowerPoint slide with text, images and pictures to represent specific aspects of himself/herself which will then be used for Student introductions. Students introductions will occur in three formats: 1) the dyadic (two-person) conversation; 2) small group discussions; and 3) in-class presentation.

Each story should consist of a variety and numerous aspects of one's life. For a two-minute presentation, the student's story should include approximately eight to ten content areas.

To help students think of content for one's story, the instructor can show an example of his/her story and provide a list of ideas.

Content Ideas for Student Introductions <i>Through</i> Storytelling		
Hometown	Family Information	Hero / Influential Leader
High School Attended	Hobbies / Interests	Military Experience
Current Goal in Life	Dreams	Pets
Accomplishments	Personal Motto to Life By	A Life Lesson
Motivational Quote	Favorite Movie / Art	Most Influential Book
Values	Culture	Best Skill / Talent

Additionally, after a student creates his/her story, the student prints the slide. The printed document will serve as a reference and visual resource during the dyadic encounter and small group discussions.

NOTE: The instructor may need to provide assistance to students on how to create a slide in PowerPoint. Typically, students use the following features:

- Themes and Design
- Textboxes; Pictures, Images and Shapes
- Formatting: Group, Align, Shape Fill, Shape Outline, Font Style and Size
- Animations

### **Motivation:**

Through text, images and pictures students create a story which allows them to examine their life and connect with and value their own culture. This activity provides a venue for creative thoughts.

With this activity, an instructor establishes early in the semester that student participation is expected. "Early 'icebreaking' presentations should be fun and low-anxiety producing" (Thurneck, 2011, p. 17).

### **Estimated Time:**

50 Minutes.

## Stage 2: The Dyadic (two- person) Encounter

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Students are paired in groups of two. Each student brings his/her printed story. One student shares his/her story with another, who reciprocates. “The exchange results in a greater feeling of trust, understanding, and acceptance, and the relationship becomes closer” (Manning & Curtis, 2015, p. 225).

### **Motivation:**

The conversation between two students is intended to help students form connections, listen effectively, understandingly and skillfully to the ideas and feelings of others and enhance human relations. “Getting to know another person involves a learnable set of skills and attitudes – self-disclosure, trust, listening, acceptance, and nonpossessive caring” (Manning & Curtis, p. 225).

### **Estimated Time:**

10 – 15 Minutes.

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## Stage 3: Small Group Discussions

Students are paired in groups of four to five. Each student brings his/her printed story. Each student shares his/her story with other group members, who reciprocate.

### **Motivation:**

The conversations among several students are intended to continue to help students listen effectively, understandingly and skillfully to the ideas and feelings of others and enhance human relations. Deeper communication takes the form of stories, and through narrative thinking and the engaging art of storytelling, students gain self-confidence and self-worth. Stories have the potential to inspire oneself and others. “Perhaps the greatest genre to express oneself is through original or personal stories. This can give rise to personal wisdom and knowledge....Expressing one’s inner feelings opens the door to share human expression in a variety of ways” (Keaise, 2014 p. 53).

As each story is shared, students can learn to understand and respect others’ points of view, backgrounds and cultural differences and gain a broader perspective of diversity. “Today, diversity refers to more than race, religions, gender, and ethnicity. It is a broad term that encompasses many differences, including age, disability status, military experience, sexual orientation, economic class, educational level, personality characteristics, and lifestyle” (Manning & Curtis, 2015, p. 322).

### **Estimated Time:**

15 – 20 Minutes.

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#### Stage 4: In-class Presentation

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A classroom with a computer, projector and screen are required for the in-class presentations. Students present their story in front of their peers.

##### **Motivation:**

In-class presentations occur during one class period. By doing presentations, students learn how to speak in front of a group, a broadly applicable professional skills. "Incorporating student presentations in the college classroom helps students develop the ability to communicate both within the classroom and in the outside world. Presentations provide a sense of belonging, which enhances the motivation to learn. Presentations encourage students to have a mature outlook about their role in the classroom, and they present students with the opportunity to learn an art that will improve their lives outside of the classroom" (Thurneck, 2011, p. 24).

##### **Estimated Time:**

2-minute presentation per student.

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#### Stage 5: Questionnaire: Student Voices

Students complete a Questionnaire which is then used by the instructor for classroom assessment and continuous improvement.

##### **Motivation:**

The Questionnaire allows time for students to reflect upon their feelings about and the benefits associated with the Student Introductions *Through* Storytelling activity. Students can suggest changes for improvement.

The Questionnaire is one way for the instructor to assess the activity. "Assessment is a natural, scholarly act that can bring important benefits... Assessment is composed of three steps: goals, information, action ...Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning" (Walvoord, 2010, p. 2).

##### **Estimated Time:**

10 – 15 Minutes.

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## Stage 6: Grading Rubric

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The instructor grades the Student Introductions *Through* Storytelling activity.

### Motivation:

Grades serve many purposes. Barbara Walvoord and Virginia Anderson (as cited in the Center for Teaching, 2016) identified the multiple roles that grades serve:

- as an evaluation of student work;
- as a source of motivation to students for continued learning and improvement;
- as a feedback tool to students on their own learning, clarifying for them what they understand, what they don't understanding and where they can improve;
- as a feedback tool to instructors on their students' learning and information that can inform future teaching decisions.

## Stage 7: Continuous Improvement

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The results of the Questionnaire and student grades provide information to the instructor for informed decision making. With a goal of continuous improvement, an instructor can modify the Student Introductions *Through* Storytelling activity to better meet the intended goals.

### Motivation:

Continuous improvement is an ongoing effort to improve products, services or processes. A widely used tools for continuous improvement is a four-step quality model—the plan-do-check-act (PDCA) cycle (Manning & Curtis, 2015, p. 186):

- **Step 1: Plan.** Plan a desired change based on empirical data or an identified opportunity.
  - **Step 2: Do:** Do what you planned. Implement the change, or make a small-scale test.
  - **Step 3: Check.** Check what happened after the change occurred. Use data to analyze the results of the change and determine whether it made a difference.
  - **Step 4: Act.** Act on lessons learned after study of results. If the change was successful, implement it on a wider scale and continuously assess your results. If the change did not work, begin the cycle again.
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## WORKS CITED

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## RECOMMENDED READING

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