The Writer's Secret:

Storytelling as Metaphor and Model for Teaching and Learning

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Introduction

Do you believe that all knowledge is constructed?

Yes No Do you believe that knowledge connects like a story? Yes No

If so, then why do we often teach as if it doesn't?

(Boyer, 1987; Davidson, 2017; Foucault, 1981; Taylor, 2010)

?

Purpose

Storytelling is our original pedagogy, and it is fundamental to the process of meaningmaking for humans, according to many cognitive scientists. Narrative structures help us to shape the bits and pieces of our experiences into a whole (Campbell, 1988; Richardson, 2002). However, the pedagogical heritage passed down to us by storytellers has largely been ignored by educators, particularly those outside the Humanities. This might change as more scholars and professors recognize the benefits of using stories and storytelling for teaching and learning in a *hyperconnected* world (Gabriel, 2000; Lang, 2016; McDrury & Alterio, 2002; Moon, 2010; Rossiter, 2002).

This presentation will help us to tell a new story about teaching and learning in higher education, one where storytelling itself is the main character. Using narrative principles recognizable across academic disciplines, you will learn the instructional design strategies that promote creative thinking and the self-directed learning habits that are necessary for lifelong learning.

[&]quot;In my twenties and thirties and even on into my forties, James Joyce and Thomas Mann were my teachers."

Storytelling as a Metaphor for Constructivism

Constructivism views knowledge as a social creation. Vygotsky, a key proponent, claims that language plays a major role in how humans learn. Bakhtin, his contemporary, extends this view by describing the dialogic and interconnected nature of creativity as *authoring*. Similar ideas can be found across the disciplines.



Principles of Constructivism



Storytelling as a Model for Lesson Design

Beginning, middle, and end as a narrative structure can serve as a model for assignment creation and framing (*teaching*), its re-creation by students (*learning*), and its evaluation for proficiency by instructors (*assessment*). The structure promotes intertextuality and interdisciplinarity for lifelong learning.

Wiggins & McTighe Backward Design

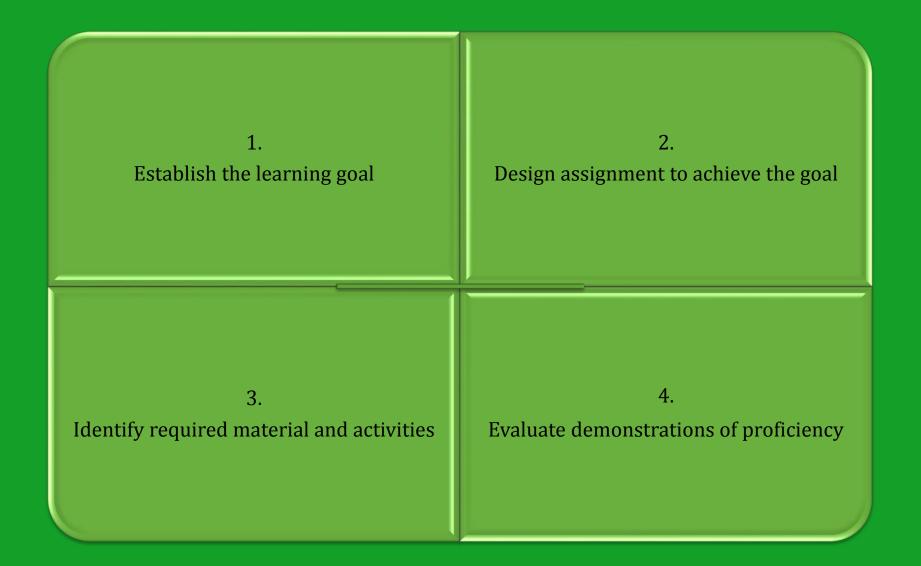
McDrury & Alterio Storytelling and Reflection **Lang** Small Teaching

Kristeva Intertextuality

Klein Interdisciplinarity Angelo & Cross Classroom Assessment Techniques

> **Rossiter** Stories in Adult Education

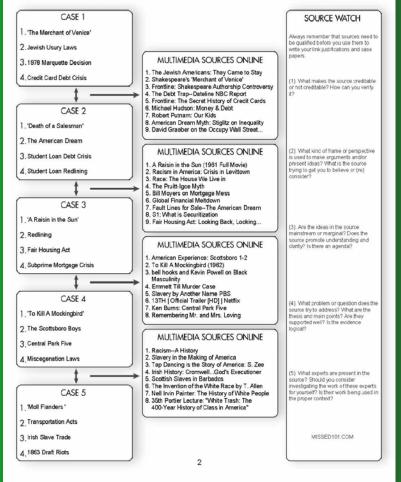
Principles for Design



Principles to Practice

A GUIDE TO MATRIX THINKING

Research the four terms in each case box to learn how they relate, then determine how one case relates to the next case. Review the multimedia sources on YouTube as needed for added depth and comprehension. Use the information for general knowledge or portfolio assignments.



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Summary

- 1. All knowledge is connected by language, the tool that allows us to make meaning.
- 2. Disciplines are the various ways that we have chosen to organize knowledge in academe.
- 3. Our institutional structures are incongruent with the interconnected nature of knowledge.
- 4. We must realign if we are to improve teaching and learning in a network economy.
- 5. As metaphor and model, storytelling moves us toward this goal.
- 6. Storytelling is how humans learn over a lifetime, and writers have always known this.

Resources

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