

## Digital Storytelling in Interpreter Training

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### Abstract

Digital Storytelling (DS) allows people to construct narratives by combining multiple media including images (e.g. photos, graphics), voice, music, video, transitions, titles, and movement.

In educational settings, the type of digital stories that prevails is the personal narrative. In fact, the reflection involved in the crafting process, whether it is writing, the selection of images, photographs, music or video clips, transpires the storyteller's personal perspective, enriching and creating depth to the final story, as each layer mirrors the creator's own self – a story with personal meaning.

We propose to present a case study that describes how DS was implemented in interpreter training course at ISCAP-IPP in Portugal.

Our study demonstrate that DS is capable of integrating different literacies and language skills, as it combines multimedia researching, production and presentation skills with more traditional activities like writing and oral production skills, thus ideal to integrate interpreter training courses. Furthermore, the creation process, which implies the search for and selection of material, such as images, photos and soundtrack, also confronts students with copyright issues on the Web. The narrative function allows students to tell a story with their own voice, in a controlled environment. They are able to record and edit their stories as often as they want before finally presenting them to their teachers and colleagues, thus being able to improve their work until it is to their liking. Moreover, as digital stories may be uploaded onto the Web, students may be confronted with positive or negative feedback to their final stories. In sum, the creation process of digital stories encourages students to engage in deeper reflection on their learning, their identities and, consequently on their own behavior on various levels.