

The Digital Art of Story Telling

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Abstract - Learning is most effective when it takes place in social environments that provide authentic social cues about how knowledge is to be applied. Our existing system provides simple story visualization, some animations, no multiple language support, some attractive images etc. But our proposed system is having addition to this existing system like downloadable PDFs, Pitch modulation, Visual representation etc. By using this proposed system, we can read all stories, listen to the stories, we can share stories with others, save stories as PDF format. This system supports stories in different languages. Each and every story has its visual representation.

Key Words: Story Reading, Story Downloading, Pitch modulation, Visual representation, Multi Language Support.

2. LITERATURE REVIEW:

2.1 Definition of Storytelling:

This paper present different ways of art of storytelling with the educational benefits along with a very interactive way for both the parents and the children to spent some fun time together. The first section begins with a definition of what storytelling is and how it differs from other types of videos found online.[3] The next section focuses on how storytelling is being used to support school syllabus for learning, as well as in other areas such as museums, community organizations and healthcare institutions.[3]

Today teachers employ storytelling in their classrooms by following guidelines brought forth by storytellers who conduct workshops for just this purpose. A storytelling community has emerged including both performers and educators who collectively have encouraged the art of storytelling. Even so, there are still many teachers and schools that do not recognize the value of storytelling and its use within the classroom. There are four reasons for this.[2] First, teachers do not have a conscious awareness that they already tell stories within their classroom. Second, there are teachers and administrators who do not have an awareness of the extent of storytelling and, thus, have no window into the applications of it as an effective teaching strategy [5].

Third, storytelling is still suspect and considered as mere entertainment, incompatible with the educational process of transmitting knowledge. Fourth, teachers may feel

a lack of confidence in their abilities to tell a story.[3] The purpose of this qualitative research study is to identify what teachers are doing naturally with storytelling to develop their lessons at the Nantahala School. It is to discover what kinds of stories they use, how they introduce the stories, and how they fit them into the context of what they are teaching.[2]

2.2 Storytelling Pathways:

The purpose is to determine whether young elementary school children learn differently when they are told stories by a storyteller than when they are read stories from a picture book. In addition to its entertainment value, some proponents of storytelling believe that storytelling may have considerable potential as an educational tool. There is oral presentation of a story from memory by an individual to a person or group. In this case, storytelling specifically refers to the presentation of a story without the presence of a picture book. Movements, sound effects, and the use of props often accompany the oral elements of the story presentation. Story reading: The oral presentation of a story by an individual to a person or group from the text of a picture book. In this case the pictures printed on the pages of the book were made visible to the students at least periodically during the reading movements, sound effects. It is hoped that as a result of this study and of other studies, practitioners of storytelling will be welcome in schools not only as entertainers, but as partners in the educational process.

This similarity is hardly surprising. Story reading and storytelling are comparable in many ways. In many cases the same stories that others choose to read to children, storytellers might choose to tell.

However, at the same time there are also important differences between the two media. Reading aloud involves spoken language, but at the same time a printed text is present. This means that during story reading both oral and written language are modeled at once. On the other hand, storytelling does not require the presence of a printed text. It may at first appear that without the presence of the printed text, storytelling may not offer as wide a variety of educational benefits as story reading.

2.3 Qualitative Nature of Storytelling:

One reason for this reputation may be that much of the evidence that indicates storytelling is beneficial to children is either qualitative or anecdotal [4]. in the current environment of research-based practices, many educators may be skeptical about allowing the use of "new" education tool until the effects of that tool have been clearly documented quantitative research.[4]

2.4 Engagement in Creative and Imaginative Learning:

Stories can be used in teaching ideas as they provide a way for children and teachers to engage in creative and imaginative learning [5]. It is readily accepted by the young children and they will find it easier to assimilate new ideas when they are presented within the framework of the storyline.[5]

2.5 Strategy for Education:

Educators will need to find method for putting "art " back into teaching in order to reach all students[6] .As many researchers are now recognizing story telling as an effective strategy for increasing Literacy. They examined prospective teachers knowledge of the impact of storytelling on literacy development and indentified what needs perspective having order to be prepared to use the strategy in the class room.[6]

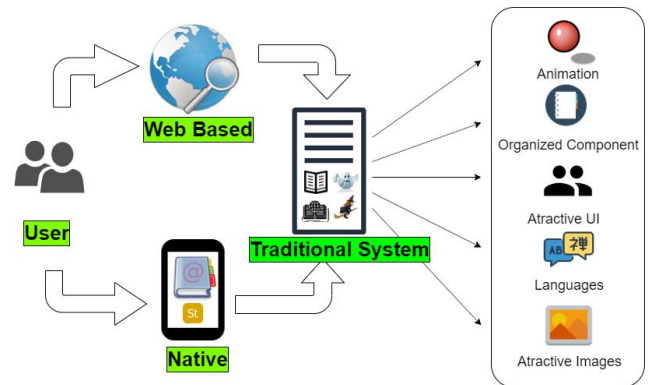


Fig-1 Existing System Architecture

4. PROPOSED SYSTEM:

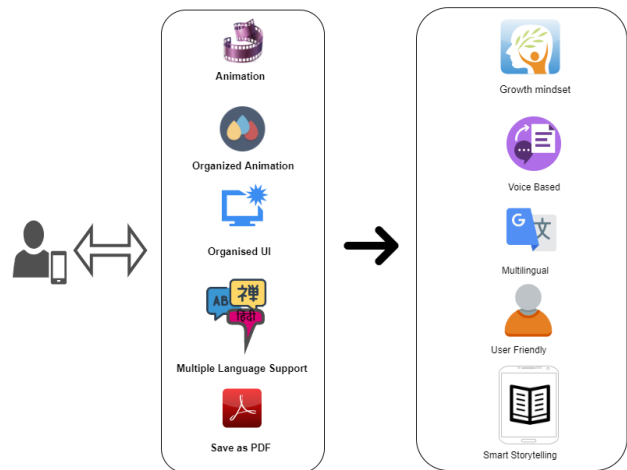


Fig-2 Proposed System Architecture

Parameters	Animation	Organized components	Atractive UI	Languages	Downloadable PDF	Pitch modulation	Atractive images	Visual representation
Resource App								
Story Telling App	√	√	√	√	X	X	X	X
Digital Story App	X	√	√	X	X	X	X	X
Fairy Tales	√	√	√	X	X	X	√	X
Story Time For Kids	X	X	√	√	X	X	√	X
Story Tellers Startup App	X	X	X	X	X	X	√	X
Kahani	√	√	√	X	X	X	√	X
Story Dice	√	√	X	X	X	X	√	X
Proposed System-Story Telling	√	√	√	√	√	√	√	√

Chart -1 Taxonomy Chart

1. EXISTING SYSTEM:

The existing system has a very easy to use UI and contains a number of stories in two different languages which are Hindi and English. The application reads out the stories to the user and presents the story to user in textual format for the user to read. The story is static and can be scrolled up and down irrespective of the speed of the story.

4.1 Animation:

This module contains all visual things like Pictures & Objects in Animation.

4.2 Organized Animation:

The objects and Pictures are well organized in animation for storytelling.

4.3 Organized UI:

In our proposed system we made User Interface more Atractive and in a well-organized way.

4.4 Multiple Language Support:

In our proposed system we are giving multiple language support like English, Hindi, Marathi to understand the story in more efficient way to the children.

4.5 Save as PDF:

In our proposed system we can save the stories in the PDF format.

5. CONCLUSION:

The proposed system is having features like downloadable PDFs, Pitch modulation, Visual representation etc. The proposed system, user can read all stories, listen to the stories, we can share stories with others, save stories as PDF format. This system supports stories in different languages.

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