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Conference Theme Two: Development of Curriculum and Course Content in Social Work.

Abstract Title: Digital Storytelling as an innovative pedagogical tool in a Collaborative International Classroom

Key Words: international classroom, interactive learning, digital storytelling, social work ethics, human rights

Theoretical Overview
This workshop prepares participants to use digital storytelling as a pedagogy that integrates students' social work knowledge, skills, personal and professional identity. Workshop content and activities are based on a digital storytelling project with students from two social work programs who were citizens in 21 different countries. Building on narrative theory, empowerment and strengths perspectives, we discuss the transformation that students experience when they use digital storytelling as a way to make connections between themselves and the globalized world.

Storytelling has many purposes challenging us to examine our contributions to the world we know. Stories expand our perspectives, inviting us to worlds we have not yet imagined. Stories help us identify problems and implement solutions, learning what is productive and possible.

Digital storytelling is a new language, a democratic literacy that our students use to demonstrate mastery as emerging social work professionals. Digital storytelling allows students, particularly those with marginal status, to exhibit knowledge and skills that can be suppressed in traditional pedagogical methods. Digital storytelling liberates both the story-teller and the listener, reclaiming the ancient practice of oral storytelling, often lost in colonized populations that reflect some of our students' own cultural histories.

Curriculum Outline and Lessons Learned
In May 2016, nineteen students from social work schools from Whittier College, Whittier, CA and eighteen European students at Metropolitan University College in Copenhagen, Denmark joined together for two class days in Copenhagen to create ten digital stories that examined the connections between social work ethics and the Articles of the UN Declaration of Human Rights (1948). In small groups, students evaluated how their respective country's national welfare systems enhanced and/or impaired the human right to education, health services, gender identity, marriage, childcare, and leisure. Students evaluated nine countries and narrated the text in fifteen languages. Their stories display the power and intersectionality of ethnicity, social class, and political identities that shape access and denial to human rights and well-being.

This experience taught us to balance learning assignments and preparation more evenly between the two student groups, so that all students feel equally prepared to complete the assignment. We also learned that students were open not only to the assignment, but to each other, expanding social and professional networks.

Workshop Activities for Participants
Workshop participants will create a one-minute digital story addressing an article from The UN Declaration of Human Rights (1948). They will review prompts, timelines, a rubric, pedagogical rationale and resources for continued theoretical and technical development. We will practice the phases of creating a digital story, including the pitch (main idea), story circle (a support circle from your peers), and storyboard (a visual organization). Participants will apply a rubric to evaluate existing digital stories. We allocate fifteen minutes to review supporting theories, fifteen minutes to view and discuss students' digital stories, and plan 65 minutes for participants to develop their digital story plan on an Article of the UN Declaration of Human Rights (1948.)Participants have the option to form an online workgroup to continue sharing ideas and experiences in digital storytelling in the classroom.