Storytelling as a Pedagogical Approach for Development Education
THE ROLE OF STORIES IN THE EVERYDAY

What's your Story?
The Role of Stories in the Everyday

“Stories are a fundamental part of life used on a daily basis as a means of self expression and as a way to make sense of life.”

Weick (1995)
Storytelling makes meaning, linking one stepping stone of experience with another across the gap of the unknown.

Josephs (2008)
Storytelling is reflection on an aspect of experience to make a leap of meaning.

Josephs (2008)
Storytelling presents a particular way of knowing, as process – verb, not noun – active, not passive.

Josephs (2008)
THE VALUE OF REFLECTIVE STORYTELLING

“When we tell stories and process them, using reflective dialogue, we create the possibility for changes in ourselves and others.”

McDrury and Alterio (2003)
The value of reflective storytelling not only enables us to reshape, reassess and reconstruct particular events. It also allows us to learn from discussing our experiences with individuals who may raise alternative views, suggest imaginative possibilities, and ask stimulating questions.
The value of reflective storytelling

“Through dialogue shaped to explore experiences in depth, multiple perspectives can emerge.”

McDrury and Alterio (2003)
McDrury and Alterio (2003) present a model of reflective learning through storytelling that represents how individuals identify, tell and build on a story through collaborative processes...
Stages of Learning Through Storytelling

Stage 1: Story finding
Stage 2: Story telling
Stage 3: Story expanding
Stage 4: Story processing
Stage 5: Story reconstructing
Stage 1: Story finding
(noticing, tuning into)

Present a story that raises development issues, e.g. video clip, poem, short story, or photo on issues of poverty or another injustice...

OR

Have students find and present a story on a specified topic, or on any social justice topic that interests them.
Using McDrury and Alterio's Model of Reflective Learning for Development Education

Stage 2: Story telling
(describing, deconstructing)

Help students to make initial sense of the story...

What is this video/poem/photo about?

How does it make you feel?

What questions does it raise for you?
Using McDrury and Alterio’s Model of Reflective Learning for Development Education

Stage 3: Story expanding
(reflecting on, making meaning)

Help students to reflect on deeper meanings of the story...

Why is the person in the story living this way?

How is this different from how you live?

How is this similar to how you live?

How would you feel in their position?

Imagine yourself as this person...
Using McDrury and Alterio's Model of Reflective Learning for Development Education

**Stage 4: Story processing**
(questioning taken-for-granted knowledge)

- Help students to interrogate the issues relevant to the story...
- Research facts and figures about the issue addressed in the story
- Investigate and debate the causes of the injustice highlighted in the story
- Find out more about people living in a similar situation and what that means for people
- Critique information sources - challenge negative stereotypes and implicit biases
Stage 5: Story reconstructing
(imagining alternatives)

- Help students to explore how they might be activist and take a stance to do something “to change the story”...
- Reflect on the ways in which our society’s lifestyle and consumption patterns might act to perpetuate injustices
- Question the assumptions behind and implications of individualised charity solutions, e.g. fasting or fund-raising
- Investigate options for collective social action/activism for a more socially just world
Some Examples of Stories for Development Education

Story 1: fast fashion

Some Examples of Stories for Development Education

Story 2: coltan

Conflict in the Congo: More than 5.4 million people have died - the biggest death toll since WWII
REFERENCES


