E-Stories

Digital Storytelling in Supporting Immigrant University Students Language and Technology Use Skills

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Module 8: Sharing and Reflecting on Digital Stories

Reflecting Stories and Providing Feedback

For teachers

University of Málaga

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Sharing and Reflecting on Digital Stories

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Sharing and Reflecting on Digital Stories

Reflecting Stories and Providing Feedback

1. Introduction

In this module, we'll explore how to support students in sharing their digital stories and engaging in meaningful peer reflection. You'll gain practical strategies for fostering constructive feedback and guiding students in becoming reflective storytellers.

By the end of this module, language educators will:

- Understand the pedagogical value of sharing and reflection in digital storytelling.
- Know how to implement safe sharing platforms and effective feedback techniques.
- Be able to support students in giving and receiving feedback constructively.
- Encourage learner autonomy through guided reflection practices.

Sharing and Reflecting on Digital Stories

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2.Why Sharing and Reflection Matter in Language Learning

Sharing digital stories goes beyond showcasing student work — it builds confidence, community, and motivation. When students present their creations, they take ownership of their learning and develop a stronger sense of audience.

Reflection helps learners process their experiences, connect language practice with personal meaning, and recognize their growth over time.

Key Benefits:

- Enhances language awareness through peer dialogue,
- Promotes deeper engagement with content,
- Builds critical thinking and self-assessment skills,
- Strengthens classroom community through shared narratives.

Sharing and Reflecting on Digital Stories

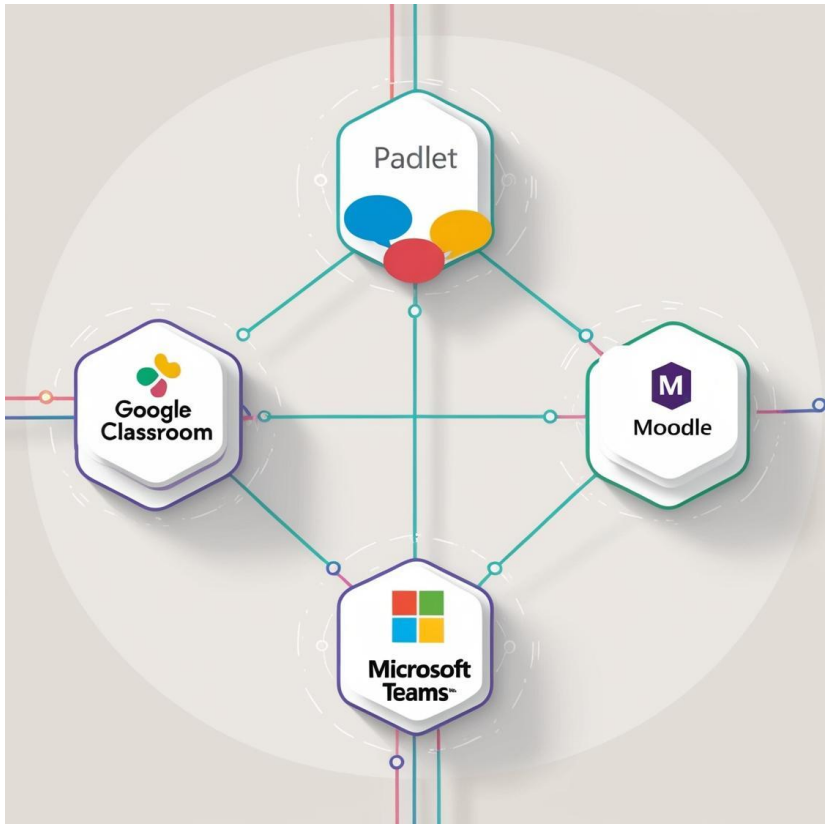
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3. Platforms to Share Student Work Safely and Effectively (1)

Educational platforms offer secure, structured environments to share and reflect on student work. These tools are designed with learning in mind and often include built-in options for feedback.

Examples:

- **Padlet**: Visual boards for uploading videos and commenting,
- **Google Drive / Classroom:** Organize, view, and respond to peer stories,
- **Moodle**, **Edmodo**: Safe spaces for class-only sharing and discussion,
- **School blogs or websites:** Teacher-moderated platforms for public display



Why use them?

- Controlled access and moderation
- Built-in commenting features
- Familiar digital environments for most students

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3. Platforms to Share Student Work Safely and Effectively (2)

Some students are eager to share their digital stories on platforms they already use socially. These tools can increase engagement, but must be used carefully and ethically.

Examples:

-**YouTube** (unlisted or private mode)
-**Instagram** (class accounts or private stories)
-**TikTok** (for short-form, creative storytelling)

Key Considerations:

-Ensure privacy settings are understood
-Establish clear rules for respectful commenting
-Emphasize digital citizenship and online safety



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4. Teaching Constructive Peer Feedback

Peer feedback builds critical thinking and collaboration — but students need guidance to do it well. Teaching clear structures and modeling respectful critique are key.

Introduce Feedback Frameworks:

- The Sandwich Method:
  → Positive comment – Constructive suggestion – Positive reinforcement

- TAG Method:
  → Tell something you liked – Ask a question – Give a suggestion

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4. Teaching Constructive Peer Feedback

Classroom Strategies:

- Model feedback with example stories
- Use sentence starters: “I liked how you…”, “Maybe you could try…”
- Role-play giving and receiving feedback
- Encourage specificity over vague praise

Goal:
Create a culture where feedback is a normal, helpful part of the learning process.

5. Supporting Students in Receiving and Using Feedback

Receiving feedback can be challenging for learners — especially when it's critical. Helping students process and apply feedback turns it into a tool for growth.

Teach These Strategies:

- Listen actively: Focus on the message, not the emotion,
- Stay open: Remember, feedback is about the work, not personal,
- Ask questions: Clarify unclear suggestions,
- Reflect before reacting: Pause and consider before responding,
- Decide what to apply: Choose feedback that strengthens the story.

6. Facilitating Reflection in the Classroom

Reflection helps students understand what they've learned and how they've grown as storytellers.

You can guide this process through simple prompts like: "**What was the hardest part?**" or "*What are you proud of?*"

Use quick methods like short journal entries or group discussions. The key is to make space for students to pause, think, and express their experience in a supportive environment.

7. Summary and Recommendations

Supporting learners in sharing and reflecting on their digital stories strengthens their communication skills and creative confidence. View storytelling not just as a creative task, but as a process for growth. Your role as a facilitator of feedback and reflection is key to making it meaningful.

Here you have some key points that you may find useful:

- Create a safe, inclusive space for story sharing
- Teach clear methods for giving and receiving feedback (e.g. sandwich method)
- Integrate regular reflection moments into the learning process
- Guide students to connect storytelling with personal and language development

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