Digital Storytelling for Agricultural Education

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Purpose: The purpose of our work is to identify how the agricultural education can be supported by the concepts and technology of digital storytelling. With the collaboration of ICT experts, farmers and university students, digital stories on agriculture will be designed, implemented and finally presented to the public. An editing tool for the creation and editing of stories will be made available.

Context description; problem domain; conceptual framework: Farmers would like to disseminate knowledge, educate and raise awareness on issues pertaining to agriculture. Digital storytelling is an appealing way of sharing knowledge; it enhances the educational process, through interaction with digital media and the usage of technology. Currently, the access of farmers to digital storytelling tools that provide for wide experience sharing and knowledge communication is limited.

Research questions and design; project approach: Our empirical research aims at addressing a several questions that arise in the context of digital storytelling for agricultural education. What content should be presented for the better understanding and perception of agricultural theory and practice? Which metadata information is essential? What are the functionalities that should be made available to the editors of the stories? Which presentation means serve best the field of agriculture?

Data collection and analysis; evidence: Two stories have been implemented so far. Students of Geo Media & Design from HAS University have investigated new storylines for virtual farm exhibitions using geo data and design. The students have presented their findings during the GeoConference and they have made the information available to other farmers through a manual. Students of KW1C (secondary vocational education) have filmed and animated both stories. New farmers have been approached to get involved. They will be trained in July.

Results: Based on the two stories that have already been designed, the presentation and editing tools are currently fine-tuned. Aspects involving the use of geo data as a part of the story line have been proven to be an essential part in the presentation of stories. Therefore, geo-location information needs to be integrated as part of the stories. In addition, special metadata and information related to the agricultural life need to be made available. A very important aspect of the tool is the ability to reuse parts of a story in other storylines.

Conclusion: From our progress so far, we conclude that digital storytelling can be used for agricultural educational purposes. Farmers and students have been showing great interest in gathering content and participating in the composition of stories. The tools provide user friendly functionalities, that allow farmers to easily upload their content and disseminate their stories.