

CONCEPTUAL MODEL OF DIGITAL STORYTELLING (DST)

TENH HOCK KUAN

**MSc. IT (By Research)
UNIVERSITI UTARA MALAYSIA
2013**

Permission to Use

In presenting this thesis in fulfilment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the Universiti Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to :

Dean of Awang Had Salleh Graduate School of Arts and Sciences

UUM College of Arts and Sciences

Universiti Utara Malaysia

06010 UUM Sintok

Abstrak

Penceritaan digital (DST) merupakan evolusi kepada penceritaan tradisional, dengan memperkuatkan lagi kesan penceritaan melalui teknologi terkini. Bagi seseorang pencerita digital untuk menghasilkan sebuah cerita digital, terdapat pelbagai elemen yang perlu diikuti. Walau bagaimanapun, elemen yang dicadangkan oleh berbilang pakar adalah berbeza; ada yang berulang dan ada yang tidak memenuhi keperluan interaktiviti. Oleh itu, matlamat utama kajian ini adalah untuk mengenal pasti persamaan elemen daripada pakar yang berlainan bagi mengelakkan sebarang pertindihan elemen. Dengan berbuat demikian, kajian ini dapat mengenal pasti elemen teras DST dan dipersembahkan dalam bentuk model konseptual. Bagi mencapai matlamat utama kajian ini, empat sub-objektif dibentuk; (1) mengenal pasti elemen teras penceritaan digital yang mewakili DST jenis interaktif dan tidak interaktif, (2) membina satu model konseptual elemen teras DST yang telah dikenalpasti, (3) menilai model konseptual yang dicadangkan oleh pakar DST dan pengguna potensi. Empat fasa metodologi telah disusuli: (1) kerja asas, (2) induksi, (3) lelaran, dan (4) rumusan. Model konseptual telah ditinjau oleh lima pakar antarabangsa dan dinilai oleh 62 pengguna potensi. Penilaian kualiti yang dilakukan terhadap model tersebut merangkumi konstruk: Persepsi Kemudahfahaman, Persepsi Kebergunaan, Kepuasan Pengguna, dan Persepsi Kualiti Semantik. Dapatkan penilaian menunjukkan bahawa responden beranggapan model konseptual tersebut berkualiti (skor purata 4.936 daripada skala 7.000). Ujian-T juga menunjukkan tiada perbezaan pendapat yang signifikan antara kumpulan yang berpengalaman membangunkan DST dengan yang tidak berpengalaman. Ini menunjukkan bahawa model konseptual yang terdiri daripada elemen teras DST, iaitu sumbangan utama kajian ini, mampu membimbing pencerita digital dalam membangunkan cerita digital.

Kata Kunci: Penceritaan digital, Model Konseptual, Persepsi Kemudahfahaman, Persepsi Kebergunaan, Kepuasan pengguna, Persepsi Kuantiti Semantik

Abstract

Digital storytelling (DST) is an evolution of the age-old traditional storytelling, by augmenting the power of storytelling via the latest technology. In order for a digital storyteller to construct a digital story, there are sets of guided elements to be followed. However, these experts-proposed elements vary; while some are repetitive others do not cater for interactivity. Therefore, the main aim of this study is to identify the commonality of the diverse elements used by the different experts to eliminate their redundancy. By doing so, this study can identify the DST core elements and present them in the form of a conceptual model. In achieving the main aim, three sub-objectives were constructed; (1) to identify the core elements of digital storytelling that represent interactive and non-interactive forms, (2) to construct a conceptual model of the identified DST core elements, (3) to evaluate the proposed conceptual model by DST experts and potential users. In ensuring that the study is guided and focused, four phases of methodology were followed through: (1) groundwork, (2) induction, (3) iteration, and (4) conclusion. Eventually, the conceptual model was reviewed by five international experts and evaluated by 62 potential users. The evaluation on the quality of the model encompassed the following constructs: Perceived Ease of Understanding, Perceived Usefulness, User Satisfaction, and Perceived Semantic Quality. The findings indicated that the respondents perceived the conceptual model as having quality (mean score of 4.936 over a scale of 7.000). T-Test also revealed that there is no significant difference between the perception of those with experience in developing DST and those without experience. This suggests that the conceptual model consisting of the DST core elements, which is the main contribution of the study, could guide digital storytellers in developing digital story.

Keywords: Digital storytelling, Conceptual Model, Perceived Ease of Understanding, Perceived Usefulness, User satisfaction, Perceived Semantic Quality

Acknowledgement

First of all, I am indebted to both of my supervisors, Mr. Harryizman Harun and Professor Dr. Norshuhada Shiratuddin for their insights and guidance in helping me complete this thesis.

I am thanking my parents and family members for all the supports they have given. Also, a great thank to my girlfriend who never lose faith in me.

I also would like to thank all other individuals who indirectly contribute to the findings and completion of this thesis. Without the help from the DST experts, SMMTC lectures and students, friends and colleagues, I might have troublesome days during the thesis completion.

So, thank you very much and may all be well and happy always.

Table of Contents

Permission to Use	i
Abstrak	ii
Abstract	iii
Acknowledgement	iv
Table of Contents	v
List of Tables	ix
List of Figures	x
List of Appendices	xi
List of Abbreviations.....	xii

CHAPTER ONE

INTRODUCTION	1
1.1 Background of Study.....	1
1.2 Problem Statement	3
1.3 Research Gap	7
1.4 Research Question.....	7
1.5 Research Aim and Objective	8
1.6 Theoretical Framework	8
1.7 Research Framework.....	10
1.8 Research Scope	13
1.9 Contributions of Study	13
1.9.1 Contribution to body of knowledge	14
1.9.2 Contribution in term of Practicality	14
1.9.3 Contribution in term of Theory	14
1.10 Definition of Terms.....	16
1.10.1 Digital Storytelling (DST)	16
1.10.2 Non-interactive DST	16
1.10.3 Interactive DST	16
1.10.4 Core elements.....	17
1.11 Report Structure	17

CHAPTER TWO

LITERATURE REVIEW.....	19
2.1 Chapter Overview	19
2.2 Background of DST	19
2.2.1 Storytelling and Technology Transition	20
2.2.2 Definition of DST.....	21
2.2.3 Implications of DST Background and Definition on Study	22
2.3 Categories and Genres of DST	22
2.3.1 Interactive DST and Non-Interactive DST	24
2.3.2 Implication of DST Categories and Genres on Study	26
2.4 Experts and Elements of DST.....	26
2.4.1 Lambert's Model.....	27
2.4.2 Robin's Model.....	30
2.4.3 Porter's Model.....	33
2.4.4 Salpeter's Model	36
2.4.5 Ohler's Model	38
2.4.6 Paul and Fiebich's model.....	43
2.4.7 Schafer's Model	49
2.4.8 Implications of the Different Elements on Study.....	53
2.5 Cognitive Load Theory	53
2.5.1 Implications of CLT on Study	54
2.6 Cognitive Theory of Multimedia Learning (CTML)	56
2.6.1 Implications of CTML on Study	58
2.7 Minimalism.....	58
2.7.1 Implications of Minimalism on Study	59
2.8 Aristotle's Theory	59
2.8.1 A neo-Aristotelian Theory of Interactive Drama	60
2.8.1.1 Material causal chain	61
2.8.1.2 Formal causal chain.....	61
2.8.2 Dramatic Structure	63
2.8.3 Implications of Aristotle's and Neo Aristotelian Theory to Study	64
2.9 Theoretical Model of Storylistening Trance.....	65

2.9.1 Implications of the Storylistening Trance theoretical model on study.....	77
2.10 Iterative Triangulation Methodology	77
2.10.1 Groundwork Phase	78
2.10.2 Induction Phase	79
2.10.3 Iteration Phase.....	79
2.10.4 Conclusion Phase	80
2.10.5 Implications of ITM on study	80
2.11 Expert Review.....	81
2.11.1 Implications of expert review on study	82
2.12 Evaluation of conceptual model quality	82
2.12.1 Implication of Conceptual Model Quality Evaluation on Study.....	84
2.13 Literature Overview Diagram.....	85
2.14 Summary.....	86

CHAPTER THREE

METHODOLOGY	88
3.1 Chapter Overview	88
3.2 Groundwork.....	90
3.2.1 Unit of Analysis	92
3.3 Induction.....	92
3.4 Iteration	94
3.5 Conclusion	97
3.5.1 Expert Review	97
3.5.2 Reaching Closure	97
3.5.3 Conceptual Model Quality Evaluation	98
3.5.4 Future Research Direction Suggestion	100
3.6 Pre-Testing.....	100
3.6.1 Pre-Test for Expert Review Questionnaire	100
3.6.2 Pre-Test for User Evaluation Questionnaire	101
3.6.2.1 Questionnaire Pre-Testing Outcome	101
3.6.2.2 Pilot Test.....	102
3.7 Summary.....	103

CHAPTER FOUR

CONCEPTUAL MODEL CONSTRUCTION	104
4.1 Chapter Overview	104
4.2 Conceptual model of DST Core Elements	104
4.2.1 Clusters in Conceptual Model.....	107
4.2.2 Core Elements in Conceptual Model.....	108
4.3 Theories supporting core elements	115
4.4 Summary.....	118

CHAPTER FIVE

EXPERT REVIEW AND USER EVALUATION RESULTS.....	119
5.1 Chapter Overview	119
5.2 Expert Review Process.....	119
5.2.1 Expert Review on non interactive DST core elements.....	121
5.2.2 Expert Review on interactive DST core elements	124
5.2.3 Conclusion of Expert Review Result	127
5.2.4 Final Form of the Conceptual Model of DST Core Elements	127
5.3 Users Evaluation Process	130
5.3.1 Analysis and Findings	132
5.4 Summary.....	136

CHAPTER SIX

CONCLUSIONS	137
6.1 Chapter Overview	137
6.2 Research Question 1.....	138
6.3 Research Question 2.....	139
6.4 Research Question 3.....	139
6.5 Meeting the Objectives of Research	141
6.6 Limitation and Future Works	142
6.7 Conclusion	144

List of Tables

Table 1.1: List of Experts and Elements of DST	6
Table 2.1: The differences of Non-interactive DST and Interactive DST	25
Table 2.2: Seven Elements of DST by Lambert (2006)	28
Table 2.3: Ten Elements of DST by Robin (2008)	31
Table 2.4: Six Elements of DST by Porter (2004).....	34
Table 2.5: Six Elements of DST by Salpeter (2005).....	37
Table 2.6: Eight Elements of DST by Ohler (2008)	39
Table 2.7: Five Elements of DST by Paul and Fiebich (2005)	44
Table 2.8: Twelve Elements of DST by Schafer (2008)	50
Table 2.9: Major Principles of CTML (Mayer, 2005a).....	57
Table 2.10: CTML Principle based on social cues (Mayer, 2005c).....	58
Table 2.11 Measurement instrument for the PEOU, PU, US and PSQ constructs	83
Table 2.12 Construct and Measurement for conceptual model quality evaluation	85
Table 3.1: Outcome of Questionnaire Pre-Testing	102
Table 3.2: Reliability Analysis on PEOU, PU, PSQ, and US.....	103
Table 4.1: Categories of digital storytelling	106
Table 4.2: Division of Cores Element to Cluster	108
Table 4.3: Core Elements of Digital Storytelling Clustering.....	114
Table 4.4: Supporting Theories and Model of Core Elements	116
Table 5.1: Experts Profile	120
Table 5.2: Summary of Respondents' Demography	131
Table 5.3 Respond Anchors and Values.....	133
Table 5.4 Summary of the evaluation of conceptual model quality.....	134
Table 5.5 Mean value by Users Experience Level.....	135
Table 5.6 Independent Sample Test	135

List of Figures

Figure 1.1: Theoretical Framework.....	9
Figure 1.2: Research framework.....	11
Figure 2.1 Categories and Genres of Digital Storytelling	24
Figure 2.2: Abstract layer model (Schafer, 2008).....	51
Figure 2.3: Neo-Aristotelian theory of interactive drama (Mateas, 2002)	60
Figure 2.4: Freytag's pyramid (adapted from Wheeler, 2004)	63
Figure 2.5: The Storylistening Trance Theoretical Model. (Sturm, 2000)	66
Figure 2.6: Iterative Triangulation Methodology (adapted from Lewis (1998))	78
Figure 2.7: Overview of literature study	86
Figure 3.1: Methodology Processes	89
Figure 3.2: Initial Conceptual Model of DST Core Elements	94
Figure 3.3: First Iteration of the Conceptual Model.....	95
Figure 3.4: Second Iteration of the Conceptual Model	96
Figure 4.1: Preliminary Model of Core Elements of Digital Storytelling	105
Figure 5.1: Result for Non Interactive DST Core Elements	122
Figure 5.2: Result for Interactive DST Core Elements	125
Figure 5.3: Final Form of the Conceptual Model of DST Core Elements	128
Figure 5.4: Core Elements for Non-interactive DST	129
Figure 5.5: Core Elements for Interactive DST	130

List of Appendices

Appendix A Analysis of Digital Storytelling Elements	151
Appendix B Expert Review Questionnaire.....	154
Appendix C User Evaluation Questionnaire.....	158

List of Abbreviations

CDS	Center for Digital Storytelling
CLT	Cognitive Load Theory
CTML	Cognitive Theory of Multimedia Learning
DST	Digital Storytelling
ITM	Iterative Triangulation Methodology
PEOU	Perceived Ease of Understanding
PSQ	Perceived Semantic Quality
PU	Perceived Usefulness
SMS	Short Message Service
US	User Satisfaction

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Story is an important element in human's life. It is learning and teaching tool used to communicate, stir emotions, engage and entertain people to read to the end. According to Dudley (1997), storytelling is the art of storytellers to achieve the aforementioned purposes. Stories are told, heard, and responded to in order to convey and absorb messages or ideas (Grisham, 2006). For generations, stories are utilized as a tool to pass down knowledge and wisdom from parents to children. It started a long time ago informally as pictures on stone walls and has much evolved throughout history (Behmer, 2005).

In this modern day, stories have gone through a major makeover. Moreover, with the intervention of new technology and the appearance of multimedia with its rich media elements such as audio, video, animation, and graphic, stories have diversified from its traditional root without leaving its genuine purpose which is to educate and convey messages. Amalgamated with technology, storytelling has taken a new form with deeper impact in communicating ideas and knowledge sharing. The popular term coined for it is digital storytelling (DST), which has been affected by the technology fast pace evolution (Banaszewski, 2005; Lambert, 2006; Ohler, 2008; Robin, 2008). Long before the birth of technology, traditional storytelling is expressed in its most basic forms, which is oral, or written. However, the introduction of multimedia has changed the perspective of storytelling in a new way. DST combines the art of traditional storytelling with multimedia elements such as

The contents of
the thesis is for
internal user
only

REFERENCES

- Banaszewski, T. M. (2005). *Digital storytelling: Supporting digital literacy in grades 4-2*. Master of Science in Information Design and Technology Thesis, Georgia Institute of Technology, Atlanta, Georgia.
- Behmer, S. (2005). Digital storytelling: Examining the process with middle school students. Retrieved from <http://ctlt.iastate.edu/~ds/Behmer/LitReview.pdf>
- Brinkman, W.-P. (2009). Design of a Questionnaire Instrument. In S. Love (Ed.), *Handbook of Mobile Technology Research Methods* (pp. 31-57): Nova Publisher
- Carroll, J. M. (1998). Reconstructing Minimalism. In J. M. Carroll (Ed.), *Minimalism beyond the Nurnberg funnel*. Cambridge: The MIT Press.
- Cavana, R. Y., Delahaye, B. L., & Sekaran, U. (2001). *Applied business research: Qualitative and quantitative methods*. NY: Wiley.
- Center for Digital Storytelling. (n.d.) Retrieved July 21, 2009, from <http://www.storycenter.org/>
- Collins, R., & Cooper, P. J. (1997). *The power of story: Teaching through storytelling* (2nd ed.). IL: Waveland Press.
- Culatta, R. (2012). Minimalism (J. Carroll) Retrieved 24 March, 2012, from <http://www.instructionaldesign.org/theories/minimalism.html>
- DeMaio, T. J., Rothgeb, J., & Hess, J. (1998). *Improving survey quality through pretesting*. Paper presented at the Proceedings of the Survey Research Methods Section, American Statistical Association.
- Dudley, B. (1997). What is storytelling Retrieved 21 July 2008, from <http://www.australianstorytelling.org.au/txt/d-what2.php>
- Figg, C., & Burson, J. (2010). *Chapter Six: Multimedia and DGI: more Project Creation*. Raleigh, NC: Lulu Enterprises, Inc.
- Figl, K., Mendling, J., & Strembeck, M. (2009). *Towards a Usability Assessment of Process Modeling Languages*. Paper presented at the Proc. of the 8th Workshop Geschäftsprozessmanagement mit Ereignisgesteuerten Prozessketten (EPK 2009). CEUR Workshop Proceedings Berlin, Germany.
- Frazel, M. (2010). *Digital storytelling guide for educators*. Washington, DC: ISTE.
- Fu, L., Salvendy, G., & Turley, L. (2002). Effectiveness of user testing and heuristic evaluation as a function of performance classification. *Behaviour & Information Technology*, 21(2), 137-143.

- Gartstein, M., Shiang, J., & Bogumill, S. (2000). Psychometric properties of a scale to measure adaptation for immigrant populations: The Cultural Beliefs, Behaviors and Adaptation Profile. Retrieved from www.anvin.org/~suzi/questionnaires/CBBAP_psychometrics.pdf
- George, D., & Mallery, P. (2003). *SPSS for Windows step by step: A simple guide and reference. 11.0 update* (4th ed.). Boston: Allyn & Bacon.
- Gliem, J. A., & Gliem, R. R. (2003). *Calculating, interpreting, and reporting Cronbach's alpha reliability coefficient for Likert-type scales*. Paper presented at the Midwest Research to Practice Conference in Adult, Continuing, and Community Education, Columbus, OH.
- Grisham, T. (2006). Metaphor, poetry, storytelling and cross-cultural leadership. [Research paper]. *Management Decision*, 44(4), 486-503.
- Hamill, J. S. (2010). *Your Family, Your Story: A Guide to Digital Storytelling*. Lexington, KY: Createspace.
- Hough, D., & Bryde, S. (1996). *The effects of full-day kindergarten on student achievement and affect*. Paper presented at the American Educational Research Association Annual Meeting, New York.
- Kalyuga, S. (2010). Schema acquisition and source of cognitive load. In J. L. Plass, R. Moreno & R. Brünken (Eds.), *Cognitive Load Theory* (pp. 48-64). NY: Cambridge University Press.
- Korhonen, H., Paavilainen, J., & Saarenpää, H. (2009). *Expert review method in game evaluations: comparison of two playability heuristic sets*. Paper presented at the Proceedings of the 13th International MindTrek Conference.
- Krosnick, J. A. (1999). Maximizing questionnaire quality. In J. P. Robinson, P. R. Shaver & L. S. Wrightsman (Eds.), *Measures of political attitudes* (Vol. 2, pp. 37-58). New York: Academic Press.
- Lambert, J. (2006). *Digital storytelling: Capturing lives, creating community* (2nd ed.). Berkely, CA: Digital Diner Press.
- Lewis, M. W. (1998). Iterative triangulation: a theory development process using existing case studies. *Journal of Operations Management*, 16(4), 455-469.
- Lowenthal, P. (2009). Digital storytelling in education: An emerging institutional technology. In J. Hartley & K. McWilliam (Eds.), *Story circle: Digital storytelling around the world* (First ed., pp. 252-259). West Sussex: Wiley-Blackwell.
- Luthans, F., Norman, S. M., Avolio, B. J., & Avey, J. B. (2008). The mediating role of psychological capital in the supportive organizational climate—employee

- performance relationship. *Journal of Organizational Behavior*, 29(2), 219-238.
- Maes, A., & Poels, G. (2006). *Evaluating quality of conceptual models based on user perceptions*. Paper presented at the Conceptual Modeling-ER 2006.
- Maes, A., & Poels, G. (2007). Evaluating quality of conceptual modelling scripts based on user perceptions. *Data & Knowledge Engineering*, 63(3), 701-724.
- Mateas, M. (2000). A neo-aristotelian theory of interactive drama. *Working notes of the AI and Interactive Entertainment Symposium, AAAI Spring Symposium Series*. Menlo Park, CA: AAAI Press.
- Mateas, M. (2002). *Interactive Drama, Art and Artificial Intelligence*. University of California.
- Mayer, R. E. (2005a). *The Cambridge handbook of multimedia learning*: New York: Cambridge University.
- Mayer, R. E. (2005b). Cognitive theory of multimedia learning. *The Cambridge handbook of multimedia learning* (pp. 31–48). New York: Cambridge University.
- Mayer, R. E. (2005c). Principles of multimedia learning based on social cues: personalization, voice and image principles. *The Cambridge handbook of multimedia learning* (pp. 31–48). New York: Cambridge University.
- Mayer, R. E., Fennell, S., Farmer, L., & Campbell, J. (2004). A personalization effect in multimedia learning: Students learn better when words are in conversational style rather than formal style. *Journal of Educational Psychology*, 96(2), 389-395.
- McWilliams, B. (1997). What is Storytelling? Retrieved 27 Nov 2010, from http://www.eldrbarry.net/roos/st_defn.htm
- Miller, C. H. (2008). *Digital storytelling: a creator's guide to interactive entertainment* (2nd Ed.) Burlington, MA: Focal Press.
- Miller, L. C. (2010). *Make Me a Story: Teaching Writing Through Digital Storytelling*. Portland, Maine: Stenhouse Pub.
- Molich, R., & Jeffries, R. (2003). *Comparative expert reviews*. Paper presented at the CHI 2003, Extended Abstracts.
- Moody, D. L. (2005). Theoretical and practical issues in evaluating the quality of conceptual models: current state and future directions. *Data & Knowledge Engineering*, 55(3), 243-276.

- Moreno, R., & Park, B. (2010). Cognitive Load Theory : History Development and Relation to Other Theories. In J. L. Plass, R. Moreno & R. Brünken (Eds.), *Cognitive Load Theory* (pp. 9-28). NY: Cambridge University Press.
- Nielsen, J. (2003). How to conduct a heuristic evaluation. Retrieved 5 May 2011, from http://www.useit.com/papers/heuristic/heuristic_evaluation.html
- Nielsen, J., & Molich, R. (1990). *Heuristic evaluation of user interfaces*. Paper presented at the SIGCHI conference on Human factors in computing systems: Empowering people, Seattle, Washington, United States.
- Ogle, G. J. (2002). *Towards a formative evaluation tool*. Virginia Polytechnic Institute and State University.
- Ohler, J. (2008). *Digital storytelling in the classroom: New media pathways to literacy, learning, and creativity*. Thousand Oaks, CA: Corwin Press.
- Olson, K. (2010). An Examination of Questionnaire Evaluation by Expert Reviewers. *Field Methods*, 22(4), 295.
- Paul, N. (2004). The future of storytelling in the digital age : Strategic thinking for online journalism. Retrieved from http://www.kbi.re.kr/multi/download.jsp?ftbname=TBL_SEMINA&fseq=505&fcode?3031
- Paul, N., & Fiebich, C. (2005). The elements of digital storytelling. Retrieved June 28, 2008, from <http://www.inms.umn.edu/elements/>
- Pellowski, A. (1977). *The world of storytelling*. NY: R.R. Bowker.
- Pierotti, K. (2006). *Digital storytelling : An application of vichian theory*. Brigham Young University. Retrieved from <http://patriot.lib.byu.edu/ETD/image/etd1262.pdf>
- Plass, J. L., Moreno, R., & Brünken, R. (Eds.). (2010). *Cognitive Load Theory*. NY: Cambridge University Press.
- Porter, B. (2004). *Digitales: The art of telling digital stories*. Sedalia, CO: bjpconsulting.
- Robin, B. (2006). *The Educational Uses of Digital Storytelling*. Paper presented at the Society for Information Technology & Teacher Education International Conference 2006, Orlando, Florida, USA.
- Robin, B. (2008). The seven elements of storytelling. Retrieved 14 October 2008, from <http://digitalstorytelling.coe.uh.edu/7elements.html>
- Robson, C. (2011). *Real world research: a resource for users of social research methods in applied settings* (3rd ed.). Chichester, West Sussex: Wiley.

- Rothgeb, J., Willis, G., & Forsyth, B. (2007). Questionnaire Pretesting Methods: Do Different Techniques and Different Organizations Produce Similar Results? *Bulletin of Sociological Methodology*, 96(1), 5-31.
- Salpeter, J. (2005). Telling tales with technology. Retrieved from <http://www.techlearning.com/story/showArticle.php?articleID=60300276>
- Schafer, L. (2004). *Models for Digital Storytelling and Interactive Narratives*. http://www.cosignconference.org/downloads/papers/schafer_cosign_2004.pdf
- Schafer, L. (2008). *Investigations on digital storytelling: The development of a reference model*. Saarbrücken, Germany: VDM Verlag.
- Simmons, A. (2006). *The story factor: Inspiration, influence, and persuasion through the art of storytelling*. NY: Perseus Books Group.
- Sturm, B. (2000). The "Storylistening" Trance Experience. *The Journal of American Folklore*, 113(449), 287-304.
- Sweller, J. (2010). Cognitive Load Theory : Recent Theoretical Advances. In J. L. Plass, R. Moreno & R. Brünken (Eds.), *Cognitive Load Theory* (pp. 29-47). NY: Cambridge University Press.
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53-55.
- Tomaszewski, Z., & Binsted, K. (2006). A reconstructed neo-aristotelian theory of interactive drama. *Computational Aesthetics: Artificial Intelligence Approaches to Beauty and Happiness:Papers from the 2006 AAAI Workshop*. (pp. 103-106.). Menlo Park,CA: AAAI Press.
- Wheeler, L. K. (2004). Freytag's Pyramid Chart. Retrieved June 03, 2010, from <http://web.cn.edu/kwheeler/freytag.html>
- Wise, C. M. (1962). The Structure of Classic Tragedy. *Academic Annual*, 4, 39–46. Retrieved from <http://sunzi1.lib.hku.hk/hkjo/view/34/3400057.pdf>
- Zikmund, W. G. (2003). *Business Research Methods* (7th ed.). Ohio: Thompson.