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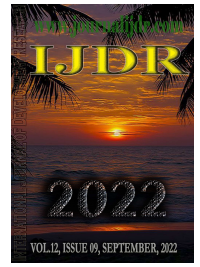
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## STORYTELLING AS A TEACHING STRATEGY AND ITS RELATIONSHIP WITH KNOWLEDGE MANAGEMENT

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### ABSTRACT

This article aims to analyze the literature on the relationship between storytelling and Knowledge Management and its application in education. As methodology, it examined articles and books published between 2018 and 2022 that discuss the importance of storytelling, as well as its challenges and benefits as a tool in the acquisition, assimilation, and understanding of information in the school environment. It was evidenced that storytelling is a very simple pedagogical tool to be applied, as long as the teacher has clear and well-defined objectives when implementing it, in addition to knowledge and mastery of storytelling techniques.

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## INTRODUCTION

This paper aims to study the relationship between storytelling technique and knowledge management. In fact, knowing the exact emergence of this technique has a profound correspondence with the human need to tell stories, a custom that has occurred since ancient times. For this reason, it is necessary to take a recent look at history, in which narratives have gained a different way of being explored. Let's go to 1968, in Brazil. In that period, the press was under total censorship. Television, newspapers, radio and everything else had to convey only pro-government opinions. Consequently, it is evident that this also had repercussions in the arts, in music, in cinema. In the following years, there was more censorship, indeed, after two years, through Garrastazu Médici, there was more control and torture in order to silence his opponents. However, the death of Journalist Vladimir Herzog brought important social mobilization, which would later culminate in the "DiretasJá" movement. (Palacios & Terenzzo, 2018). The following decade, the 70s, as a result of the circumstances that arose, introduced a revolution in the means of communication. In truth, this was a fundamental milestone in organizing the Brazilian territory, not to mention the arrival of globalization, which started at the same time and lasted until 1990. This episode forged, in the companies of the time, according to Palacios and Terenzzo (2018/2022, p. 225) great "competitive differentiation" and

highlighted "the need for competencies with systemic thinking" (Palacios & Terenzzo, 2018/2022, p. 29). Brazil was influenced by two trends called "Total Quality Management" and "Reengineering" that together brought the responsibility to communicate information through facts and data, thus influencing journalism as well as organizational communication. (Palacios & Terenzzo, 2018). In effect, people began to learn "to produce and consume" (Palacios & Terenzzo, 2018/2022, p. 29). In 2000, despite the belief that the world would end, the internet began to be distributed on a large scale, and there was a concern with the treatment of the data distributed on the Web. This moment became known as the "long tail", an expression employed by Chris Anderson. Five years later, more than half the population has broadband now. Even without a large part of them not having access to information, there was a change in the production of media content. And, consequently, hyperconsumerism of various items, from clothing, to industrialized products, to media. A new social paradigm reverberated and brought with it a certain scattered and fragmented perception and attention. In other words, although people were well connected, they were oblivious to true interaction. "And convergence did not happen." (Palacios & Terenzzo, 2018/2022, p. 29). In the meantime, storytelling emerged, which, as of 2006, became a business trend, even at the same time of broadband growth. The theme was so accepted by society that it soon became the title of literary works and even the object of neuroscience,

psychology, leadership, and innovation research (Palacios & Terenzo, 2018). In 2011, storytelling became well known at Cannes Lions, the event of the highest advertising magnitude. It even became the motto for leaders who now seek engagement, propagation of values and culture (Palacios & Terenzo, 2018). For brands, in turn, the construction of a creative and authorial system that mobilized resources was made possible, aiming at patrimonial and pecuniary gains. In 2014, storytelling became fully integrated into organizational culture and social media, as it gained specialized space in each economic and social sector, changing the demand of jobs for specialized and competent employees in this new subject, following the example of Google and Facebook companies. (Palacios & Terenzo, 2018). In fact, these events have, in the view of several authors, led to the adoption of storytelling as an educational tool, a topic that will be better expressed in another section.

## MATERIAL AND METHODS

As methodology, it examined articles and books published between 2018 and 2022 that discuss the importance of storytelling, as well as its challenges and benefits as a tool in the acquisition, assimilation, and understanding of information in the school environment.

## FINDINGS AND DISCUSSION

Storytelling is a custom that has existed since ancient times, however, with the changes in society, this act has always undergone redefinition, while today's storytelling can have a much broader connotation, if it takes into account the storytelling techniques, even in a space where this habit is part of the culture, as is common in schools. Through this tool, according to Tenório, Forno, Faccin&Gozzi (2021/2022, p. 7), it is possible to transmit and transform a simple class in a great scenario of propagation and acquisition of knowledge, because the storytelling has as purpose the "acquisition, structuring and sharing of knowledge" of these stories, becoming an important tool in Knowledge Management (KM) in the classroom (Tenório *et al.*, 2021/2022, p. 2), since it establishes a relationship between the speaker and the interlocutor, aiming at the transfer of knowledge, as well as the construction, expansion, discussion and sharing of experiences and learning among other things. Although storytelling has been seen as a relevant didactic tool in recent years, it has emerged, in the educational scenario, from the need for innovation in teaching, that is, from the exigency of including new narrative forms in the teaching and learning process in order to meet a new profile of students who do not make a rigid distinction between formal and informal education, due to social media and forms of entertainment that this public consumes. (Souza & Costa, 2021/2022, p. 215). In fact, this is due to globalization and the evolution of cyberspace, which have brought unprecedented possibilities to the teacher, by giving classes a certain dynamism and flexibility. In other words, both have brought changes, among them the very way of learning at school or out of it, because as the media transform and evolve continuously, they bring new needs to people, and storytelling gains amplitude for being related to the way society starts to consume information in each context, be it technological, historical, personal, economic, or educational.

Therefore, Souza and Costa (2021) see storytelling not only as a tool, but also as a process of social interaction and communication between people, in which the construction of narratives aims to capture the attention of the interlocutor from beginning to end, making him think, reflect, awakening in him the memory, creativity, imagination, empathy, etc. And since the field of education always receives numerous influences from others, convergent media have especially influenced educational culture. With this, teachers began to produce content, as it happened, at first, with influencers, who, using the audiovisual narrative in a more informal way, gained many views and followers by teaching about various subjects. As these content producers began to modify the way of learning, the students' profile became more diverse and, thus, the convergence between media and the educational environment occurred, revealing the need for new

content methods and culminating in the educational media culture. (Palacios & Terenzo, 2018). These new technological tools also point to new paths, but also challenges in relation to the educator's craft (Moran & Bacich, 2018). Improving the quality of the teaching-learning experience is one of the characteristics of this new production of content and that also affects education, because the goal of education is to provide students with intellectual capital, a resource that is intangible, in addition to the need to prepare for the world, for the labor market, for social life, for citizenship, etc. It is a fact that these new media have given man a greater interlocution, or rather, brought greater communication and interaction in cyberspace, however, according to Palacios and Terenzo (2018), people are, in a way, increasingly apathetic or, and not all are really learning. What happens is that not everything depends on the teacher's methodology, since not all educational aspects run into the teacher's methods, since, according to a report by ABRINQ (2021), a considerable number do not have mobile devices, such as cell phones, and not every classroom has the same resources, whether technological, such as computers, or even the basic structure to effectively exercise education. In this context, the storytelling tool can help, conferring isonomy and socioeconomic equality, as well as not requiring major investments. However, another essential aspect must be considered: in education, there is little training and few resources for teachers. Few teachers are aware of these new knowledge management tools, even in the era of the network society, as Tenório *et al.* (2021) point out. This will therefore turn to this subject in the next section.

**Knowledge Management at School:** It is common sense that obtaining knowledge but not mobilizing it is counterproductive. With this in mind, Knowledge Management can corroborate not only that any institution sees knowledge, but also helps in the identification of potentials, besides facilitating the control and access of people from the same organization to relevant information (Carvalho, 2018). Knowledge Management is about "a systematic, articulated and intentional process, supported in the generation, codification, dissemination and appropriation of knowledge, with the purpose of achieving organizational excellence." (Carvalho, 2018/2022, p. 1). Thus, intellectual capital is the largest intangible investment in Knowledge Management. Effectively, "the domain of a clear strategic focus, supported by an accurate management of intellectual capital, has become the new organizational discipline of the third wave, also known as the knowledge economy. The main factor of production of this new connected and unstable context is, in this way, knowledge itself." (Carvalho, 2018/2022, p. 1).

In this way, tacit knowledge, which is the one personally built, starts to corroborate the systematized and institutional knowledge, that is, everyone learns together and contributes to a collective development by means of the KM tools, which come to add efforts in the learning process that aims to transform data and information into knowledge. Therefore, it is through KM that the organization mobilizes its intangible assets and corroborates the best way for people to dispose of knowledge in the realization of the processes they develop. It is from it still that, with efficiency and quality, the sharing of knowledge becomes more natural, potentiating "the sharing of knowledge among those involved" and ensuring "the progress of the organization as a whole." (CALVI *et al.*, 2020/2022, p. 110). In this context, knowledge management has been gaining space in society in general and, due to its influence and dissemination, it has been guiding some school practices. It is understood that this still occurs in an incipient way, however: "More and more attention has been given to Knowledge Management in the last decades". (Carvalho, 2018/2022, p. 2). In this way, it is understood that there is a relationship between KM and storytelling, because both provide for the organization and communication of information that, in school, is better named content. Through digital narratives loaded with epistemological content, both corroborate the assimilation and understanding of information that can become wisdom, considering that a linear class no longer provokes interest in the student for the most part, since the student's profile nowadays is also influenced by cultural and social

convergence, even initiated and fostered by areas other than education. And, in the globalized world, in which the labor market highlights its needs for skilled labor, this certainly reverberates in education. Thus, according to Calvi *et al.* (2020), by means of well-planned and articulated storytelling according to storytelling and KM, one can awaken in each student feelings, experiences, and reflections that, when well guided and with pre-defined purposes, can transform their tacit knowledge and dispose them to a learning format. And as the knowledge propagated by society has schools as one of the favorable environments for reflection, analysis, and study, it is there that people learn together, generating, codifying, disseminating, and appropriating knowledge, in order to achieve excellence not only in the school environment, but beyond its borders, whether in social, academic, professional, or even civil life, as a full citizen. It is, consequently, at school that the student takes his previous, empirical knowledge and transforms it into scientific knowledge, into intellectual capital that will serve society, later, in the formation of a more critical, conscious and engaged citizen, professional and human being. (CALVI *et al.*, 2020). And just as it already occurs in companies, in school institutions, "collaborative work and knowledge sharing happen simultaneously and continuously" (CALVI *et al.*, 2020/2022, p. 4). For this, tools are adopted, because one thing is certain: people learn through people. Recognizing this principle is perhaps the first pillar for successful storytelling. (Calvi *et al.*, 2020)

**Storytelling in knowledge management in the classroom:** As it became evident, storytelling is not only an entertainment resource, but also a pedagogical tool that can engage students in the assimilation of content and the construction of knowledge, if well planned. But why? Well-articulated and planned storytelling can, according to researchers (Calvi *et al.*, 2020; Souza & Costa, 2021; Tenório *et al.*, 2021), captivate students' attention and still retain it. (Gallo, 2019). Furthermore, storytelling has the ability to amplify the results of brain activity (Storr, 2020), because it creates connections with the student's reality and instigates a sense of search for information that is incomplete in storytelling. In other words, "Brains, concluded the researchers, seem to become spontaneously curious when presented with an 'information set' they realize is incomplete. 'There is a natural inclination to resolve information gaps,' wrote Loewenstein, 'even for questions of no importance.'" (Storr, 2020, p. 241, emphasis added)

When the brain understands that there is incomplete information, a trigger is triggered in the person's unconscious, causing him to want to solve or fill in that gap with more information. In this way, storytelling not only arouses curiosity, but also creates experiences and relates to the needs and emotional triggers of each individual, because each one can have a different experience when faced with the same story. By creating a unique experience, through its reflectivity, structure and creativity, in addition to its space and form of the narratives, all of this comes to reverberate in the interlocutor, promoting true content fixation (Rice, LaMarre, Changfoot & Douglas, 2018). In this process, which is quite intellectual and cognitive, storytelling ends up contributing to the memorization process, being, for these and other reasons already mentioned, increasingly adopted in classroom narratives as a teaching strategy in schools (Rice *et al.*, 2018). Storytelling is a fundamental part of communication. In a world where people are bombarded with choices, stories are constantly the decisive factor in why we decide to do business with someone. We are all storytellers. We tell stories to sell our ideas. We tell stories to convince investors to back a product. We tell stories to educate students. We tell stories to motivate teams. We tell stories to convince donors to make a check (Gallo, 2019/2022, p. 30). And, as the school is a reflection of society, there are also storytellers who educate in a community of temporary participants, such as in the school, in which everyone aims at the same goal: namely, to research and generate possibilities for collective intellectual growth. For this, it is first necessary to instigate the student, and time is an essential resource in this process by ensuring higher quality of the method (Rice *et al.* 2018), in addition to the adoption of techniques by the teacher, a subject that will be better explained in the next section.

**The teacher as storyteller:** The objective of KM is to make its adepts have high performance through the necessary elements. According to the authors, for this to occur, five disciplines are necessary: personal mastery, mental models, shared vision, team learning, and systemic thinking (Bagnolesi, Longo & Queiroz, 2018). The first aspect concerns the institution's appreciation of what is important to its group (Bagnolesi *et al.*, 2018) The second aspect, in turn, consists of analyzing the human behaviors present in the organization and what leads people to act the way they do (Bagnolesi *et al.*, 2018). Shared vision, consequently, has to do with the principle that one adopts of combining everyone's vision in order to work together with a tangible objective and desired goals. Team learning, on the other hand, is when everyone dialogues and renounces their own opinions and opinions for the collective good, that is, through a shared vision, in order to achieve the same goal (Bagnolesi *et al.*, 2018). Finally, there is systemic thinking, in which the relationship between all things is perceived, that is, each employee needs, in the face of the information acquired, to make connections between them in order to apply to their work what will contribute to institutional success (Bagnolesi *et al.*, 2018). In view of this, a parallel can be drawn between the teacher's attributions and the competencies to be developed by the student, where the former, by telling stories, can plan his classes and execute them according to the same principles mentioned above of CG, and both teacher and student can share their visions and learning objectives, building on them.

Thus, through systemic thinking and team learning, a shared vision of knowledge with the aim of forming more critical and autonomous students, as assumed by the guiding documents in education, such as the Base Nacional Comum Curricular (2018). To do so, the teacher must make use of techniques that influence their students and lead them to better development in the classroom (Bagnolesi *et al.*, 2018). Through storytelling, the teacher creates images in the mind of his "audience" and emotional gaps, which, according to him, are conflicts that attract the viewer to the continuity of the story, making him follow it until it is resolved. As the storyteller creates and delimits these gaps, as well as the moral dilemmas, conflicts, and the ecstasy (state of hypnosis and sleep of the audience for whom the story is intended) of the characters, according to Mcsill (2022), this stirs his audience and, in this respect, important concepts and structuring content can be explained and assimilated by the ease of a simple storytelling, because there is a lesson behind the story presented. Finally, "the character and the audience always learn something" (Mcsill, 2022/2022, p. 3).

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