

BEST-SELF STORIES: USE OF TECHNOLOGY AND STORYTELLING THROUGH THE CREATION OF STOP-MOTION VIDEOS TO PROMOTE POSITIVE EMOTIONS AND EMOTIONAL INTELLIGENCE THROUGH ANTICIPATION, SAVORING, AND REMINISCENCE

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Abstract: Adolescence is a marked period of many changes both physical and psychological and are generated in the high levels of anxiety and frustration which can affect their academic performance and well-being especially at this time of pandemic. There is evidence of the benefits of Storytelling in education, such as the development of critical thinking, resilience, among others the use of technology and storytelling through the creation of videos to work and promote emotional intelligence in adolescents. PrepaTec Morelia students developed videos My Best Story, to promote positive emotions and emotional intelligence through anticipation, savoring, and reminiscence using the application Stop Motion Studio, SilentFilm Studio and LEGO movie maker. Our population was 240 students of High School enrolled in the class of Tutoring and Well-being, semester August-December 2020. Our main goal was to create stop motion videos using different video applications to promote emotional intelligence and positive emotions through savoring "anticipated memory" and reminiscence in the students of PrepaTec Morelia. As a first step, the students made what we call Story_Emotion_Map which consists of two parts: in the first step, students decide on the composition of their video, the characters, the analysis of the feelings experienced as well as any obstacles they have faced. Later, with this information, they wrote the script that should include its beginning, development and end, to later proceed to make the video. After applying an emotional inventory made up of 20 items on a five-point Likert scale, whose responses ranges from 1 (It never happens to me) to 5 (It always happens to me) which assesses mood, joy and optimism, grades of 3.26 were obtained in the initial emotional inventory with standard deviation of 0.57; at the final emotional inventory grades of 4.53 were obtained with a standard deviation of 0.15.

Keywords: Reminiscing, Savoring, Storytelling, Emotional Intelligence, Educational Innovation, Higher Education, Adolescence, Stop-Motion Videos

Introduction

Adolescence is a time of changes both physical and psychological that can affect teen agers with high levels of anxiety and frustration, this can affect their academic achievement and limited their well-

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being, as teacher we are always looking for strategies to work with our students their emotional intelligence especially at this stage of life when they can be more vulnerable. Reading the literature it was found that there is sufficient evidence of the benefits of Storytelling in education for the development of emotional intelligence and resilience. Making videos to tell a story is a fun and didactic way, through which students can express themselves, their abilities, their growth and how they can visualize their future, and remember their past; helping students improve their emotional and social well-being. (EduTrends Storytelling, 2017). “Stories are a useful tool for learning, writing and telling stories can contribute to the emotional well-being of young people because in every account there are persons who with strategies and actions solve problems relating it to their personal life” Koreen Geres 2017.

Story telling was a part of positive psychology from the beginning, when Martin Seligman and Christopher Peterson (2012) began their first course, in this class each person was invited to tell a story about being their best self. Seligman prepared a story for this course, Nikki's Story that took place in a conversation with his five-year-old daughter that inspired him to become a better person and a better father. These stories, combined with appreciative listening, became an essential part in every course Seliman and Peterson taught. Psychologist Laura King in her 2001 publication took this idea of telling stories about being one's best self to another level with a writing exercise she called "The Best Possible Practice for Yourself" . Those stories prove to be a good practice to improve participants' well-being.

For the project it was decided to work on savoring and reminiscence. Savoring is certainly a broad concept, according to Kurtz in his 2017 publication, savoring has been related to the states of calm, pride, love, joy, gratification etc. Savoring happy moments that we have had or we want to experience, and reminiscing, remembering the good times in our past, are closely related to many desirable educational results such as higher rates, well-being, happiness among others. Kurts states that is very important to savor the future, in order to think about our plans and goals, dreams, wishes and fantasies, thinking that someday in the future these things will happen to ones, coming true and in that same moment we can imagine how we will feel in those situations we describe in our stories. We can also participate in the anticipated future when we have a great experience in the moment and think about how good it will feel to tell this story to a friend or family member in the future. Bryant and Veroff call it an anticipatory recall because we are thinking about what it will be like in the future to look back on what we are currently experiencing.

Reminiscence is one aspect of remembering that is really powerful in storytelling. We all tell stories about things that happened to us when we were children, things that happened to us last year, things that happened to us last week. And some of these stories have become a part of our Identity. This is who we are. Another aspect of memory that can be interesting is remembering the anticipation we had about a particular event. Perhaps, you are currently participating in something that you have been waiting for a long time and you can enhance the experience of that moment by remembering how long you have had this event on your wish list. (Pawelski 2016).

Reminiscence is really powerful when telling stories. In this way, we tell many stories about what happened to us when we were children, things that happened to us last year, or that we lived just a few days ago. Some of these stories have become deep-seated in our minds and hearts and have formed a part of our personality and identity. In the same way, the activity best-self stories seeks to encourage

students through the use of these memories for the creation of their video, that the students increase the intensity and appreciation of happy memories and experiences, highlighting positive emotions; savoring and promoting the appreciation of his present and near future. (Koukourikos, Karampiperis & Panagopoulos 2014).

Having this in mind it was decided to work on this project through which PrepaTec Morelia students developed videos about My Best Self Story, to promote positive emotions and emotional intelligence through anticipation, savoring, and reminiscence. The use of technology and storytelling through the creation of videos to work and promote emotional intelligence and positive emotions in PrepaTec students.

Methodology

Participants

The project took place during the semester August-December 2020 with a total of 240 students (51.2% girls; 48.8% boys) age between 14 and 18 years old; 43,75% were enrolled in the first year; 33.75% in the second year and 22.5% in the third year of high school (Bachillerato) at PrepaTec Morelia, México.

Steps My Best Self Story

1. Creation of the Story_Emotion_Map
2. Filming and editing the video
3. Appreciative listening: Present the video to peers

Video Creation

The applications that we used were StopMotion Studio, SilentFilm Studio and LEGO®Movie Maker; after testing several applications, these seemed more complete because they have the editor, both photo and sound, integrated into the same application.

As a first step, the students made what we call Story_Emotion_Map (Image 1) which consists of two parts: in the first step, each student decides the composition of their video, the characters, the analysis of the feelings experienced as well as any obstacles they have faced. . Later, with this information, they wrote the script that should include its beginning, development and end; to later proceed to the elaboration of your video by using the above mentioned applications.

Story_Emotion_Map

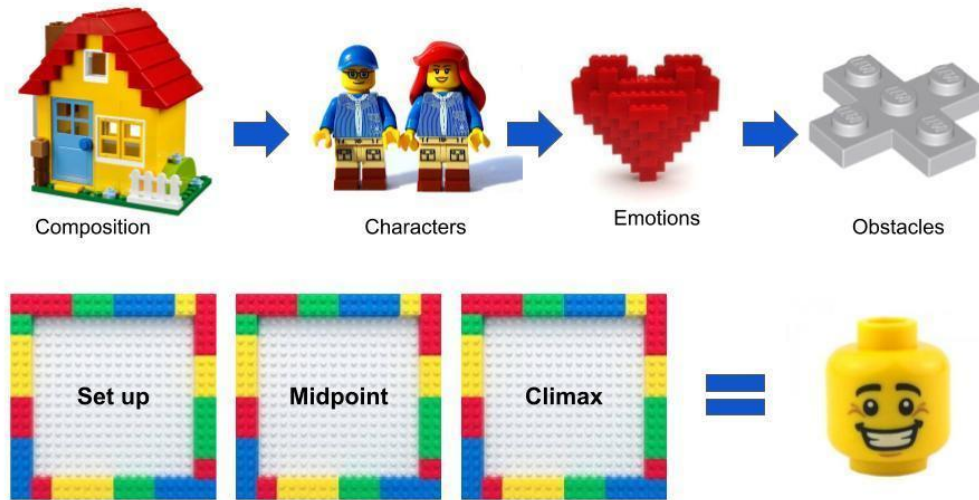


Image 1: Story_Emotion_Map that was used to create the script of the video

At first it was thought to work only with LEGO® blocks, but the students were given the freedom to use action figures, toys, other assemblies, modeling clay or whatever. they were at home and it was suitable for the video. This freedom in choosing the material to be used also allowed them to reinforce the reminiscence part, since many of them used toys from their childhood to recreate their history, which made it easier for them to move to pleasant moments from their past.

Finally, and during a class session, some of the videos were reviewed because at the time of the session it was not possible to reproduce them all. The selection of those that were screened was voluntary, the student gave a brief introduction to the video, played it and closed it, commenting on how it made him feel to remember that stage of his life, working with this strategy savoring. As a closing, and in plenary, all the students had the opportunity to share how they felt when doing the activity. Finally, they gave an individual reflection in which they included the explanation of why they selected that moment, what it made them feel to remember it and their opinion about the activity as a whole.

Research procedure

1. Survey: The students will take an Emotional Intelligence Inventory
2. Analysis of the data produced by the emotional intelligence inventory
3. Resurvey: The students will take again the Emotional Intelligence Inventory once the school semester is finished
4. Analysis of data produce by survey and resurvey

The inventory created contains 20 items with a 5 point Likert Scale 1 (It never happens to me) to 5 (It always happens to me)

Table 1: Emotional Inventory

Inventory	
1	I am surprised by my emotional reactions to situations I encounter in my life
2	When I'm feeling down, I remind myself to focus on the good things, no matter how minor
3	When I am feeling negative emotions, like anger or sadness, I tried to remember good things that happened in my life
4	I engage in activities that allow me to get in touch with my emotions
5	Remembering happy memories from my past help me to get in touch with my emotions and feelings
6	I spend time thinking about all the good time i had have with my friends and family
7	I am grateful for my life and for all the happy moments I had nave
8	When I feel positive emotions starting to crop up, I stop and take a moment to ask myself what I am feeling, and why.
9	Sharing with other the stories that I experiences make me feel happy
10	Creating a video is a good outlet to express my emotions and savor them
11	I find myself feeling happy about situations or events that happened in the past
12	In most situations and events, I am able to enjoy myself and have a good time for example, at a birthday party or a wedding where I do not know anyone else.
13	No matter what life throws at me, I believe I can deal with it. And be my best self
14	I feel that with my friends or family, life is better, happier and more enjoyable
15	I have good memories with my friends and family
16	I look for ways to improve my performance in my work, school work or hobbies.
17	I will do whatever I can to be my best self in any given situation
18	I feel happy
19	I am good at describing my feelings
20	When I feel good, I can easily tell whether it is due to being proud of myself, happy or relaxed

Results

Survey

At the beginning of the school year After applying an emotional inventory made up of 20 items on a five-point Likert scale, whose responses ranges from 1 (It never happens to me) to 5 (It always happens to me) which assesses mood, joy and optimism, grades of 3.26 were obtained with a standard deviation of 0.57

Table 2: Survey Results

Item	Mean	Standard deviation
1	4.32	0.45
2	3.05	0.16
3	3.45	0.27
4	2.8	0.98
5	3.25	0.76
6	2.78	1.02
7	2.37	0.21
8	3.97	0.66
9	4.01	1.15
10	1.25	1.05
11	3.01	0.51
12	2.56	0.89
13	2.73	0.64
14	4.78	0.88
15	3.95	0.92
16	4.29	0.04
17	2.71	0.24
18	2.62	0.13
19	3.87	0.39
20	3.48	0.09
	3.2625	0.572

Resurvey

After applying an emotional inventory made up of 20 items on a five-point Likert scale, whose responses range from 1 (It never happens to me) to 5 (It always happens to me) which assesses mood, joy and optimism, grades of 4.53 were obtained with a standard deviation of 0.15.

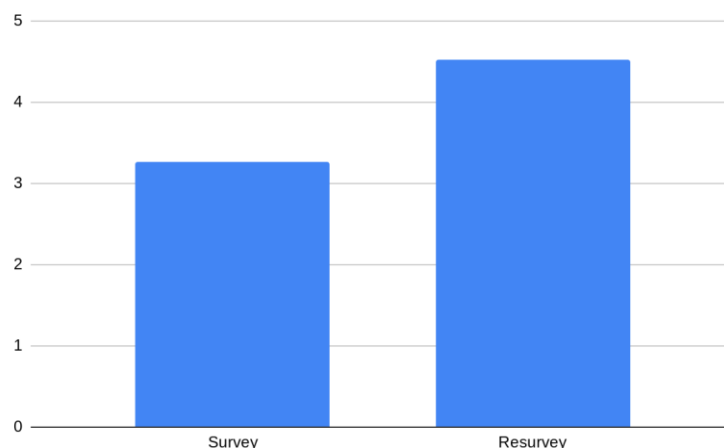
Table 3: Resurvey

Item	Mean	Standard deviation
1	4.32	0.12
2	4.55	0.07
3	4.58	0.02
4	4.27	0.18
5	4.87	0.15
6	4.86	0.14
7	3.72	0.13
8	4.92	0.17
9	4.19	0.22
10	4.97	0.35
11	4.54	0.05
12	4.88	0.19
13	4.11	0.11
14	4.78	0.23
15	4.63	0.08
16	4.29	0.01
17	4.09	0.15
18	4.45	0.2
19	4.77	0.39
20	4.92	0.09
	4.5355	0.1525

By comparing the results from the survey and resurvey having a differentiation between the first time the students took the survey and the second time after creating their video and presenting it to their peers.

Table 4: Results of Survey and Resurvey

Survey	3.26
Resurvey	4.53



Graph 1: Results of Survey and Resurvey

Conclusion

Students really enjoy the activity, thinking about happy moments in their lives or moments they wish to experience in the future. They also like the opportunity to share their videos with other peers.

After analyzing the result, there was a difference of 1.27 between the survey total grade and the total grade of the resurvey. This indicates that after the students make and share their video they seem to be feeling more confident and more happy than before.

This results to be a good exercise for the students that due to the amount of work at school and everyday activities do not take a tale to savor and to reminiscence, to have a time to calm and be at peace to remember that not everything is bad in our lives and there is a lot to be grateful about.

“Positive people with a life purpose and the competencies to achieve it”. Héctor Escamilla, rector of the Tecmilenio University

Through this project we seek to support the efforts that are already being carried out at PrepaTec to promote the emotional intelligence of students. Also to encourage students to work on savoring and remembering positive emotions so that students feel happier creating a better relational climate in class and a positive community. We are convinced that among the new skills required in the education of the future is emotional intelligence for students to be ready to face life challenges .

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