Complementarity of Expository and Narrative Instruction

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Introduction

Overview

Today's educational setting has become increasingly polarized in terms of content being presented in a pedantic way that is void of beauty or an overly elegant way that is deprived of the fullest truth of knowledge. Much of this has to do with the common practice of instruction that has been lingering within classrooms for decades now. For generations elementary education, secondary education, and higher education across the nation have lend themselves to purely direct instruction that has brought a lack of purpose and emotional connection to students' learning experiences. Direct instruction is "teacher supervised classes with predominate use of lecture, demonstration, and feedback" where the teacher explicitly administers material, gives examples of the material or skill, and assesses the students' ability to demonstrate knowledge or mastery of the material or skill (Rikard and Boswell, 1993, p.1). Most would consider direct instruction to be a form of expository instruction which is defined as "patterns of instruction that convey an overall message" (Mcquillan, 1990, p.1). This type of instruction seeks to relay academic content, but lacks the transferring of beauty that can be portrayed behind knowledge as it leads to content being presented in a dull, lackluster manner. In fact, some would argue that this method is based on having students memorize information as it is presented, but the idea is forwarded then that "memorization of knowledge is likely to be educationally useless" and what is needed is for content to be personally meaningful (Egan, 1989, p.1). Therefore, expository content is able to relay content, but it does so in a way that is not long-lasting or engaging for students.

The solution for where expository styles of teaching are lacking can be found in a more narrative style of instruction. In a narrative style of teaching, information is presented like a story

which has a structure of story, episode, and event (Mcquillan, 1990, p.2). By presenting content as a story, or narrative, students are able to more fully engage material and learn it to its fullest since a story ensures learning by having the mind be able to diffuse "what is to be learned with the qualities that engage the imagination in the process of learning" which additionally makes "whatever is to be learned meaningful" (Egan, 1989, p.6). Narrative styles of teaching produce "emotional engagement or entertainment" as a "central purpose" of getting students involved with their education (Andrews, Hull, and Donahue, 2011, p.9). Therefore, narrative styles of teaching seek to relay content information while paying special attention to the engagement and emotional needs that students naturally have.

Additionally, some proponents of narrative instruction purport that storytelling is innate to the human learning experience since it can be traced back to the earliest methods of teaching and learning during times of antiquity (Abrahamson, 1998, p.440). Narrative instruction then is a useful method in getting students to engage with their education, and truly take part in the process of learning.

Rationale

In an article by Andrews, Hull, and Donahue in 2011, they outline the benefit that a narrative style of instruction brings to the field of education. In addition, they discuss four instructional strategies that center around storytelling as the medium for narrative instruction. Those strategies being "case-based, scenario-based, narrative-based, and problem-based instruction" in which all of these instructional strategies present information through a story style narrative instruction (Andrews et al., 2017, p.7). The article serves as an introductory piece on the four methods and how they relate to storytelling. It also highlights continuing research questions that the pairing of storytelling and instruction still have. Essentially, this piece offers

insight into a growing field of storytelling and narrative styles of instructions that bring forth a rationale to divulge deeper into the topic of narrative instruction.

The world today is flooded with vast amounts of information that is accessible through an array of technological advancements, and having students memorize information through direct, or expository, instruction alone seems to be a method that is setting future generations up for failure. An instructional strategy that is able to get students engaged in learning, and can foster critical thinking skills to be able to learn and adapt in their future endeavors seems to be a need in today's educational setting. Narrative instruction appears to be a promising instructional strategy that may be able to remedy an education system that is craving beauty, meaning, and purpose behind its instructional techniques.

Purpose

The purpose of this research analysis is to compare expository instruction and narrative instruction across multiple educational levels and academic disciplines. The reason for this is that education is viewed by students as being full of information and lacking any meaning, or purpose, behind learning. Narrative instruction then might be the new avenue teachers should structure their strategies around since the expository and direct methods have not been able to successfully engage students at all levels. At the very least, a narrative style of teaching warrants more research, and a deeper look into whether or not it is an effective strategy worthy of being implemented in classrooms across the nation.

Research Questions

There are several research questions that will be looked into. The first one is; are expository instruction and narrative instruction effective instructional strategies themselves? The second question is for what levels or subjects of education are expository or narrative instruction

more beneficial? The third question is which of the two methods of instruction are more effective in engaging students? Lastly, which of the two instructional strategies is more effective for the long-term?

Preview

This research analysis is going to analyze the questions above through the lens of multiple educational levels, subjects, and needs. The first topic that this paper will be exploring is the effectiveness the strategies have throughout general instructional design. Following this, narrative and expository methods will be more specified by looking into these instructional strategies at the elementary level. Then, the same topic will be discussed for the content areas of math, science, and social studies. This exploration will be followed by the comparison of expository and narrative instruction for higher education. The last of the themes for this paper will focus on narrative instruction as a means to achieve learning outcomes for students with diverse needs across all cultural backgrounds. Within each of these subsections, an analysis of cited research will be done. This analysis will then conclude with implications of the portrayed research within the field of education. This conclusion of implications will provide readers with recommendations for practical application and further suggestion of research related to the findings of this analysis.

Review of Literature

General Instructional Design

Narrative instruction as a general instructional design across all of education seems to have some promise in being able to forward an argument for its implementation at a broad level. Much of this comes from the fact that a narrative style is able to bring forth the practical

application of education for students, provide meaning behind the purpose of what is being learned, and imparts an emotional impact that allows for knowledge to be remembered long-term.

"Design as Storytelling" was written by Parrish in 2006. The article is written for a target audience of instructional designers, and it discusses the skills necessary to be an effective instructional designer. The article addresses the problem that many instructional designers face in that they focus on analysis and logical instruction based on the numbers, but they lack the ability to understand the practical comprehension and application of instructional design (Parrish, 2006, p.73). One of the remedies for such issues may lie in integrating more narrative instruction into the fabric of design.

The issue of analysis of data and synthesis of strategies can be remedied through the use of narrative instruction. For Parrish (2006), this is best put by saying that a "process that bridges analysis and synthesis is storytelling. Stories are always drawn from life, from both the general qualities we distill from experience and the particular qualities we discern in careful observation, but they get their power from going beyond this basis in fact" (p.73). Essentially, storytelling as a narrative instructional strategy allows for the drawing of real-life experiences that can be grounded in content knowledge. If instructional design interprets learners' experiences as an abstract concept, to also be addressed with abstract concepts across content disciplines, it struggles to achieve what its aim is. Importantly, "using logical reasoning in an attempt to fit together, puzzle-like, what is known through analysis will often miss critical aspects of user experience, and even the value of that experience" thus narrative instructional design aims to "cultivate empathy" in an attempt to keep in mind the actual humanity of the learner (Parrish, 2006, p.79). In essence, learners have diverse needs that need to be addressed, and the positing of

numbers and data to logically arrive at a conclusion of how to teach leads to an inauthentic attempt at aiding the learner with what those diverse needs are. It reasons then that expository instruction cannot achieve what narrative instruction alone can in comprehending learners as intricate beings.

Bowman produced “Teaching and Learning in a Storytelling Culture” in 2018. Within this work, Bowman discusses how narration is able to provide for students things that an expository style of writing cannot. Examples of those things that narrative instruction provides that expository does not include empathy, engagement, motivation, and purpose. In essence, “non-stories provide information while resonant narratives teach, inspire, and motivate students by engaging them emotionally and intellectually” (Bowman, 2018, p.98). While Bowman acknowledges that expository styles can provide information, it is narrative styles that draw the learners’ emotional side, which is paramount to the success of learning, since “learning is a fundamentally emotional process” and “using stories to impart information in classroom settings stimulates the social brain by activating learners’ emotions, thereby increasing their receptiveness to information” (Bowman, 2018, p.97). Additionally, it is important that educators use narrative styles since education is not simply about transferring knowledge, but rather it is multi-faceted since “the advancement of human knowledge, the development of learning capabilities, the creation of meaning and significance in life, and contributions to the common good focused on a purpose that matters to the world” are all intricate and equally important parts of the teaching and learning process (Bowman, 2018, p.100). Thus, narrative styles of instruction are able to provide a depth to learning that many young minds are craving throughout all of education at every level.

McDonald authored a survey about filmmaking and its implications for instructional design in “Imaginative instruction: what master storytellers can teach instructional designers” which was published in 2009. In McDonald’s work, he highlights that effective and creative instructional techniques can engage students and provide for effective learning outcomes. He suggests that instructional designers can learn something from the field of filmmaking since this field has proven to be able to “motivate, inspire, and educate” through the medium of visual arts (McDonald, 2009, p.111). These three aspects that have been successful in filmmaking are all desirable characteristics that instructional designers seek to provide within the breadth of their curriculum since the aim is to produce lifelong learners who truly remember, and understand, the content knowledge that has been presented to them. Additionally, producing a more narrative style of instruction is easily attainable when using the field of filmmaking as a guide since both instructional design and filmmaking use blaringly similar methodologies to construct their material. Thus, McDonald asserts that storytelling as we have understood it in the past is not the only means of narrative instruction for the classroom.

A large portion of why McDonald seeks out narrative instruction within instructional design is due to its nature of being able to stir a sensual response that then motivates students to change their attitude toward educational content. In other words, “stories can motivate people to make significant and lasting behavioral changes, help them meaningfully interpret other experiences, and give them context to use learned information in real-world environments” (McDonald, 2009, p.112). Through general human experience, we know that it is motivation and emotional intrigue that eventually spurs within us a desire to cognitively pursue the academic world.

Throughout the scope of the survey, there were three major portions of filmmaking that are similar strategies to how instructional designers operate with their work too. Those three aspects being that filmmakers first produce a target audience, and they analyze that target audience with data, much like an instructional designer will use pre-assessments or formative assessments before constructing instructional material. The second method being that producers have "goals or objectives to guide individual design decisions" much like how instructional designers will create learning goals and objectives to ensure that students learning is taking place throughout the process (McDonald, 2009, p.115). Thirdly, film design ends with a critical evaluation taking place on how well the film achieved the set goals and standards in the same way that curriculum design also uses summative assessments to measure the success of students meeting learning goals and objectives. With these three points being laid out, the obstacle of incorporating new methodologies of narrative instruction into educational practice can be aided by the guidance that the field of filmmaking brings to narration. This leads to the summation of the purpose of storytelling McDonald states. That is, implementing these strategies garners effective learning in the educational setting.

Overall, instructional design that incorporates narrative instruction proves to be a universally effective method of drawing in student engagement while being able to produce both immediate and distant results. As McDonald puts it, instructional "designers who use rich instructional stories, or who more broadly apply the principles of storytelling in other instructional situations, are likely to engage students' attention and cognitive abilities to the end of more effective learning" (McDonald, 2009, p.120). Thus, narrative instruction is a creative way to develop instructional design across school curriculum.

"Memory, Imagination, and Learning: Connected by the Story" was written by Egan in 1989. Throughout the work, Egan offers insight into how storytelling as a narrative instructional tool allows for further integration and long-lasting skills that allow students to use their education for a practical purpose. He offers the idea that throughout the course of human history, man has learned through oral stories being passed down, and thus narrative learning is something that has been proven to be effective over time (Egan, 1989, p.3). The benefit of the story form for Egan is that there is emotional importance, and stories give the practical skills of knowing what to do with knowledge rather than just having knowledge (Egan, 1989, p.9). With the combination of these things, narrative instruction at the very least seems to be something worth looking into at a practical level.

Elementary Education

Within the educational level of elementary education, there has been a rather clear distinction between the effectiveness of narrative styles of instruction when compared to expository styles of instruction. That distinction has shown that narrative styles of teaching in elementary education are more effective than expository strategies. Much of this is due to the entertainment and engagement factor that narration has. This medium of instruction draws younger minds in, and helps them to better understand and relate to the content that is being taught. Where the narrative style does fall short though with this group is through its inability to go in-depth on content information. Essentially, storytelling is prone to leave out important contextual aspects of instruction.

Expository styles of teaching though are able to go more in-depth. Due to this, the two styles of narrative and expository teaching work well when coupled together. When one or the

other is present though, narrative works better for younger ages, and expository works better for older elementary aged students.

Hung, Hwang, and Huang (2012) conducted a study and presented the findings in their written work "A Project-based Digital Storytelling Approach for Improving Students' Learning Motivation, Problem-Solving Competence and Learning Achievement" where they outline the effectiveness of digital storytelling paired with project-based learning juxtaposed to standard project-based learning. The study was done by four groups of fifth grade students in which two groups did a scientific project-based learning assignment while the other two groups did a scientific project based-learning assignment blended with the presentation of materials in a digital storytelling medium. This medium being an example of a strategy of narrative instruction.

The findings put forth suggest that the narrative style of digital storytelling produced a larger amount of growth in the groups from pre-test to post-test. In essence, the study confirms the effectiveness of narrative styles of instruction by saying the following:

> it is reasonable to owe the success of this project-based learning activity to the digital storytelling approach since it provides not only an interesting way for the students to present their findings, but also an opportunity for them to conduct active learning and organize their knowledge. The process of collecting, abstracting, and organizing data has been recognized by researchers as being an effective way of engaging students in higher order thinking, which is helpful in fostering students' problem-solving competence (Huang et al., 2012, p.376).

Appendix A, Appendix B, and Appendix C present the findings of the research below. All in all, the study suggests that narrative instruction paired with other instructional strategies produces better results than that of standard expository instructional strategies.

"The effects of storytelling and pretend play on cognitive processes, short-term and long-term narrative recall" was written by Kim in 1999. This article examined the long-term and short-term narrative recall abilities of 4- and 5-year-old children who took part in instructional storytelling and pretend play. Both storytelling and pretend play have been identified as a method of narrative instruction (Kim, 1999, p.1). The study found that narrative styles were not effective at helping these children to have a long-term narrative recall effect, but it was helpful short-term.

In order to compare storytelling and pretend play as narrative instructional strategies, the children were divided in four groups. All groups were read a story, and then measured on their ability to recall the story. Groups one and three were given additional aid after reading the story by having them view pictures related to the story and asked to recall what the story was about. This was the storytelling style of instruction. Groups two and four were given seven dolls representing characters in the story and asked to play with them. This was the pretend play style of instruction. Both groups were then asked a series of eight questions to measure their narrative recall ability of the original story. Students were then asked to recall the story again a week later.

The study found that the students who partook in pretend play as a form of narrative instruction were better able to recall the story short-term than those who partook in the picture method of storytelling. Neither group however was more effective than the other at recalling information at the one-week mark.

The implications for this study then are that narrative instruction is effective for short-term engagement, but not for long-term cognitive recall. This may very well be due to the fact that children are engaged in the short-term through narrative styles, but narrative styles are not

able to engrain information long-term. This would mean that another method of instruction would need to be implemented after narrative instruction in order to ingrain information.

"Teaching for writing expository responses to narrative texts" was written by Cummins and Quiroa in 2012. This academic piece is a case study of how a narrative text was read as a story and then scaffolded through various narrative strategies to get a third grade class to be able to answer written questions in an expository format. The case study is presented by illustrating a problem of students scoring low on expository writing test due to an inability on the students' part to explain deeper content from the given text rather than not understanding the content of the text as a whole. In essence, these third grade students understood the content when presented in a narrative style, but needed narrative scaffolding to identify pieces of the story that only expository instructional writing could present. The narrative was read as a story, then an expository question was asked of "How did the girl's feelings about the thunderstorm change throughout the story? Use information from the story and your own ideas to answer the question" which the students were unable to answer as they answered in a narrative way (Cummins and Quiroa, 2012, p.382). The case study shows how narrative and expository styles work to benefit each other at the elementary level.

This case study highlights how at the elementary reading level, "the problem was not textual comprehension" but rather it is a lack of ability to relay textual comprehension in an expository way (Cummins and Quiroa, 2012, p.382). This shows that students at the elementary level are able to understand material when it is presented in a narrative fashion. This material though is only understood for the story that it is. A deeper contextual understanding is not achieved by students through a narrative style of instruction. Expository instruction though is able to get students to a substantial understanding of content.

The methodology for this third grade class was to present information in a scaffolded narrative format that got students engaged in the "big ideas" of a subject matter (Cummins and Quiroa, 2012, p.382). After the big ideas were understood, "lessons designed to foster conceptual understanding" were presented in order to help students write in an expository, in-depth manner (Cummins and Quiroa, 2012, p.383). This example shows that "if children do not understand the structural facets of the genre," then "their ability to communicate understanding" of content will not be exemplified (Cummins and Quiroa, 2012, p.385). With this being said, this case study illustrates that at the elementary level; narrative styles of instruction are able to engage students and aid in initial understanding of text, whereas expository styles of instruction are helpful in critical thinking and furthering content knowledge of a given topic or reading.

Math

Mathematics is a content field in which the use of narrative styles of instruction have not seen much attention. What has been shown to be effective in the field of mathematics are expository and experiential learning methods. While these strategies are able to relay content knowledge well to students, the problem of engagement and practical understanding of math concepts is still an issue at the heart of the subject of math. Essentially, students are able to understand what to do with mathematics, but they fail to recognize how math is important or practical for the real-world. With this said, there may be some who claim mathematics does not need narrative instruction since current instructional strategies such as experiential learning are statistically effective. The rebuttal to this claim though is that the implementation of a narrative instruction paired with existing effective instruction can help students understand the why and the how that is within the field of mathematics, thus producing lifelong math learners.

"Teaching for Understanding: Attaining Higher Order Learning and Increased Achievement through Experiential Instruction" was written by McDavitt in 1994. This study seeks to compare "traditional expository methods" of teaching mathematics with that of experiential instruction (McDavitt, 1994, p.2). Experiential learning in this case refers to hands-on small group and whole-class instruction strategies. The study does conclude that expository methods of instruction are less effective than that of experiential learning.

This study's findings suggest that mathematics is most effective when students engage in hands-on activities and instructional strategies. In essence, it is not direct instruction, or oral explanation that proves to be the most effective method of teaching math, Rather, it is students' constant practicing of math problems that produces results. Practical experiences of many students of the modern educational experience are examples of how common instructional practice within mathematics involves practicing math problems in order to foster the ability to effectively do math. This would suggest then that since the current method is yielding positive results, so other non-hands-on strategies would not be applicable to the field of mathematics. What other findings suggest though is that the issue is not knowing how to do math, but rather the engagement and purpose behind math being lost. This may be where narrative instruction being implemented into math curriculum gives students a purpose to their number crunching.

"Teachers' perceptions of teaching mathematics at the senior secondary level in Fiji" was constructed by Dayal in 2013. This survey served to gather feedback on high school teacher's perceptions of teaching mathematics in the current day. The survey points out many interesting findings, but for the sake of this research the finding that is most valuable is in regards to student interest in mathematics. The survey shows that a large obstacle that high school math teachers struggle to overcome is that students simply have a "dislike of mathematics" and this leads to:

students having a “lack of basics” needed for the teaching of math, a “lack of interest in mathematics” as a whole, and a “preconceived idea that mathematics is too hard” (Dayal, 2013, p.32). These findings within this survey are undoubtedly important to point out as they show that while math is being learned, it still has blaring issues to overcome.

The issue at hand within the subject matter of mathematics is one that involves student engagement. Students are not presently engaged in the subject as Dayal points out. This need for engagement then must need to be remedied by a different form of instruction than what is currently present today. The answer may lie in narrative instruction being able to draw more student engagement into the field of mathematics.

Goral and Gnadinger wrote “Using storytelling to teach mathematics concepts” in 2006. In this article, the authors illustrate how there is a problem for students to grasp abstract mathematical concepts (Goral and Gnadinger, 2006, p.4). They lend this to the fact that students do not find math to be meaningful or practical. The solution that is put forth is that “storytelling is a powerful tool that can bring rich, vibrant, meaningful and lasting images” since it is able to “help our students connect to the mathematics they need to learn” (Goral and Gnadinger, 2006, p.8). Essentially, using a narrative style of instruction can help to bring engagement through meaning to math students.

The implications of these three academic pieces highlight how narrative instruction can work in tandem with current effective instructional strategies to bring about full engagement and learning of mathematics for students today. The narrative style of instruction helps students to grasp an understanding of why math is important, what mathematical concepts are, and how math is practical in our world. The existing expository and experiential methods can then serve to truly teach math at a deeper level by diving into application of theories, formulas, and other

content related concepts of math. Thus, narrative instruction when paired with other forms of instruction serves to fulfill mathematics in the educational setting.

Science

Much like the field of mathematics, the issue that lies at the heart of science in education is one that involves student engagement and purposeful learning. Present day scientific instruction has a tendency to depict scientific discoveries and content throughout the entire scope of the field as a vastly randomized assemblage. This is largely due to the expository styles of instruction being the primary mode of operation for science teachers today. This is not to say that expository styles of instruction within the discipline are ineffective though. On the contrary, they are effective, but not complete in sustaining student interest and engagement.

With this being said, narrative styles of writing then have been shown to be able an antidote to the issue of student engagement with science. A narrative style can bring to light a purpose, meaning, and cohesive story to humanity's scientific discoveries across multiple millennia. Narrative instruction though has not proven to be effective in cultivating deep contextual learning. This means that narrative, storytelling style, instruction partnered with expository instruction can complement one another where the other fails to meet expectations.

"Effects of interactive discussion and text type on learning counterintuitive science concepts" is a study done by Alvermann, Hynd, and Qian in 1995. This study looks to compare high school students' ability to learn scientific concepts through either a narrative or expository style of writing. Subjects read about the same scientific concepts, but they were randomized on whether their passage was presented narratively or in an expository fashion. Before the reading, students took part in a pre-assessment. After the reading, students were given a post-assessment about the given scientific concepts. The study found that expository reading brought positive

results from students scoring better on their assessments. Additionally, much of this was due to students who read the narrative style focused on the story structure, and answered their questions accordingly (Alvermann et al., 1995, p.153). Whereas students who read the expository text focused on the factual content and answered the post-assessment questions accordingly (Alvermann et al., 1995, p.153). The research then undoubtedly proves that expository styles of learning within the field of science education are more effective at relaying content information than a narrative style of instruction.

While the research by Alvermann, Hynd, and Qian (1995) points out that "high school students stand a better chance of learning counterintuitive science concepts...if those concepts are embedded in expository rather than narrative text structure" what this research fails to provide is other lingering rationale that could be present in this study (p.153). First of all, students were not aware that they were being measured on how well they learned new scientific concepts, but rather that they were being measured on "how high schoolers make sense of difficult science concepts" (Alvermann et al., 1995, p.149). This presentation of the material can be misleading since it is biased towards how the material is presented in the text students were to be reading. Those reading the expository text were able to dissect the text for information in order to "make sense of difficult science concepts" (Alvermann et al., 1995, p.149). Those reading the narrative style would see the science concepts being presented as a storyline, and thus they would naturally hyper-focus on the narrative storyline in order to "make sense of difficult science concepts" (Alvermann et al., 1995, p.149). For example, if I am to show two people the movie Finding Nemo for the first time, and I give them each a different lens by which to analyze the movie, they are assuredly going to have differing takeaways from the movie. If one person is told to focus on the storyline then they will fixate on that throughout the story. If one person is told to

focus on the different animals in the movie then they will be attentive to all the different kinds of animals. If I then have each of them take part in assessment about the story, one is likely to do better than the other. This is because what they were presented with created a bias in their mind. One person knows the story well, and the other knows the animals well. The same is with the research study by Alvermann, Hynd, and Qian where one knows the story behind the concepts well, and the other knows the actual concepts well.

In this way then too, the presentation of material through an expository lens is something that students are more used to in a discipline such as science. Science tends to be expository and present information as it would appear in a textbook. This leads to students subconsciously learning the material as they would normally by memorizing new concepts and then regurgitating them for an assessment. A student who reads information in a narrative style would be used to doing such a thing in a discipline such as English Literature where they are asked to know a story. In this way then, they are conditioned to memorize a story structure rather than the concepts behind the story. This leads to a similar method when science is constructed as a story. Essentially, what this study fails to point out is that students are conditioned to memorize material based on its presentation, not based on the content information that is present.

Lastly, this study only shows the short-term effectiveness of expository versus narrative instruction. As mentioned prior, students are keen on being able to memorize information for a test. This is often short-lived and the content is forgotten once the assessment is passed. What we do not know from this study is how long the new scientific concepts were memorized. Expository styles of instruction no doubt relay content well. The worry though is whether or not they are able to engage students in a meaningful way that warrants the integration of knowledge and interest in a subject.

"Teaching Science through story" was written by Horton, and it forwards the argument that storytelling as a narrative instructional method within the field of science helps to engage students and provide meaning to the discipline. She puts forth the issue that "scientific knowledge has been communicated by teachers in a dry, objective, fact telling sort of manner" (Horton, 2013, p.38). This leads to the inability to "address content in a deep meaningful way" (Horton, 2013, p.38). Her solution to the problem is that scientific instruction should take on narrative storytelling since this type of instruction can provide more than just "factual information for students" (Horton, 2013, p.38). In this article, science stories are beneficial since they bring history to the field which leads to a connection of scientific ideas and a liveliness and practicality to being a scientist.

This article excels in providing the meaning behind what narrative instruction can do for science as a discipline, but it fails to give practical research as to how effective narrative instruction is in relaying content information. Essentially, Horton has presented that stories are important since they give a purpose. That purpose is only one half of teaching and learning. The other half is actually relaying content. Narrative instruction then within science has not been proven to be a standalone effective strategy.

While neither of the given academic works warrant the theory that expository or narrative styles of instruction are effective on their own for science education, they do shed light on how the two instructional processes are supplemental to one another since they are able to do what the other can. Narrative presentation as shown by Horton gives meaning and purpose to science, but it is not proven to do well at relaying new content as Alvermann, Hyde and Qian point out. Expository is clearly the better of the two at relaying scientific concepts, but it is not proven to be a lasting form of instruction that engages students to want to learn. When paired together,

storytelling and expository direction could be the key for the ailments present within the discipline of science education.

Social Studies

Social studies seems to be a natural fit for narrative instruction since many of the subjects within the discipline literally tell of the evolution and story of humanity. Yet, despite the obvious pairing much of the social sciences are presented in a purely expository fashion that uses textbooks and direct lectures to highlight the richness of the human narrative. The issue here is not so much that expository instruction in the social sciences is ineffective at relaying content. Rather the issue is that students do not seem to be interested in the multitudes of subjects encompassed in social studies. The issue of engagement and relaying of content is a fine line, especially within the social sciences, and yet the two need to be able to work together within the discipline.

"Bringing the Story Back Into History: Teaching Social Studies to Children With Learning Disabilities" by Dull and Garderen (2005) tells of the pros and cons of both narrative and expository instruction within the social sciences. The piece begins by highlighting how the current educational climate in social studies does not teach the students since "U.S. textbooks lack compelling and engaging stories, which may make it difficult for students to comprehend texts" (Dull and Garderen, 2005, p.27). The article compares the United States method of social studies instruction with that of Ghanaian methods of social studies instruction. This is done by comparing the way that material in each country's textbooks is written.

American textbook writers have taken "efforts to make U.S. textbooks more 'objective' and to prepare children for high-stakes tests have robbed many books of the elements that make stories interesting: different perspectives and opinions, mystery and intrigue, and characters to

which readers can relate" (Dull and Garderen, 2005, p.28). In essence, American textbooks are informational and lacking the presentation of a meaningful story. Ghanaian textbooks are quite the opposite as they keep at their root ancestral storytelling by presenting social studies in a way where "topics are presented in the context of engaging conversations between elders and children, reflecting pre-colonial educational practices in which children learn history through storytelling" (Dull and Garderen, 2005, p.28). While this portrayal seems enlightening and desirable, it is also noted that the Ghanaian method of narration leads to content being given as a "simplistic portrayal" and fails to always include the surrounding context behind some historical phenomena (Dull and Garderen, 2005, p.29). The conclusion then is that a narrative style engages where the expository style does not, but the Ghanaian's texts are not as encompassing as the United States' texts.

While these points are well noted by the authors, where this work is worthy of criticism is in the fact that it only briefly mentions how some textbooks in the United States "have adopted narrative styles" (Dull and Garderen, 2005, p.29). What would help further the argument that narrative styles work within the social sciences would be to show that narrative texts work in America too. There may be cultural implications as to why narrative styles work in Ghanaian schools, and this may not translate to the American student's experience. If narrative styles are effective though within this discipline at relaying content and engaging students, then it may shed light not only on this discipline, but others as well.

Harris wrote "Blending narratives: A storytelling strategy for social studies" in 2007 to show a unique narrative strategy that has been implemented within social studies, particularly those social studies that deal with history. The strategy of "blending narratives allows students to combine their personal experiences with specific social studies content to tell a story" (Harris,

2007, p.111). Essentially, this narrative instructional strategy has students use their personal experiences to prove they have learned content. The example given by Harris is where a student compares and explains how her agricultural upbringing in Mississippi is like that of the changes of the Industrial Revolution in Great Britain (Harris, 2007, p.115). The student places her experience as if it were happening in the Industrial Revolution by telling a blending of a fictitious story with the real context of a historical time.

The implications from this article are that narrative instruction coupled with expository learning does not need to only be didactic. Rather, the two can work together to create new assessment strategies that help students create content that is more meaningful.

Higher Education

Within higher education, the implications between narrative and expository instruction begin to differ. Research shows that while narrative styles are able to outline content within higher education, it has not proven to be effective in being able to have information be remembered. Expository styles on the other hand, particularly lectures, have proven to be effective. With this being said, it is worth noting that this generalization about effective instructional styles does not paint the entirety of successful instructional techniques. Importantly, abstract ideas being related through expository teaching are made concrete through narrative styles even at the level of higher education.

Wolfe and Mienko offer insight into higher educational instruction through their study in "Learning and memory of factual content from narrative and expository text" written in 2007. This work had two groups of university students read content presented in either a narrative style or an expository style. The study also notes how much prior knowledge students had on the given topic. The group that read the expository text outperformed the narrative group overall.

Students who had prior knowledge of the content were better able to recall information when reading the expository text rather than the narrative text (Wolfe and Mienko, 2007, p.351). Additionally, students who read the expository text did better learning new material as well (Wolfe and Mienko, 2007, p.351).

This study suggests that for older students, a narrative representation of information does not garner noteworthy results when juxtaposed to expository instructional methods. The issue still exists though of whether expository representation does enough to foster student interest in a subject. However, expository is the clear victor in being able to truly teach content.

Abrahamson outlines how narrative instruction presented as storytelling is a practical and effective method within higher education in the article "Storytelling as a pedagogical tool in higher education" written in 1998. Abrahamson forwards this argument by pointing to storytelling being an innate aspect of the human historical experience, then positing that expository instruction may give information, but storytelling ingrains the information. Lastly, Abrahamson discusses practical application and examples of storytelling being effective within higher education. In addition, an important aspect of the argument is the idea that "storytelling is the foundation of the teaching profession" (Abrahamson, 1998, p.446). This would imply that narrative instruction, at least the medium of stories as narrative instruction, is both helpful and essential.

This article suggests that within a formal educational setting, as well as practical everyday life, storytelling is able to bring abstract academic ideas and ground them in concrete, feasible, situations. This is largely because "storytelling develops a context for active learning" and brings knowledge to life (Abrahamson, 1998, p.450). For example, within a math class an instructor could be discussing the aspects of the Pythagorean Theorem by discussing the formula,

its history, etc. The idea of the Pythagorean Theorem remains as an abstract until it is grounded in something that is a real-life story of the Theorem's application. For example, this instructor then continues with the idea of the Pythagorean Theorem by explaining how he built a tree house for his daughter over the summer, and had to use the formula when using a triangular support for the roof. This story brings an experience that allows for students to understand the material.

The last reason that Abrahamson defines storytelling as being an integral aspect of the field of education is due to its emotional nature. Stories invoke an emotion when they are told, and the greater that emotion, the more likely the knowledge is able to stick. When expository instruction is flavored with the emotional evocation of narrative instruction, lasting results are sure to occur. In other words, "there is a true need for didactic instruction in education, integrated with inspiration, satisfaction, and fascination, for people often remember information the longest that has had an emotional impact on them. Storytelling can have a moving experience on the content that is being covered" (Abrahamson, 1998, p.449). Essentially, the author is not downplaying the role of expository styles of teaching, but rather is asserting that it is more effective in producing engaged, lifelong, learners when coupled with narrative styles.

A method of narrative instruction known as case-based scenario instruction may be a way to meld the abstract expository with the practicality of narrative styles. Diamantes and Ovington put forth this idea within graduate level preparation for aspiring administrators in their article from 2003, "Storytelling: Using a Case Method Approach in Administrator Preparation Programs", where ideas are grounded in a method similar to using case study scenarios. The authors identify the effectiveness of being able to use "modified case method" in order "to teach concepts of school administration to educators entering public school administration" (Diamantes and Ovington, 2003, p.465). The author is sure to describe that case studies and case-

based scenarios are not identical since the former is used as “a general description of a situation” while case-based instruction uses a “case study as a teaching paradigm” (Diamantes and Ovington, 2003, p.465). This meaning that the narrative style of case-based scenario is able to be used as a method of teaching multiple hypothetical perspectives and concepts with a story line rather than simply learning from a specific case study for what it is and nothing more. Strategies that can be added to a case-based scenario are having discussions about hypotheticals in order to promote critical thinking, problem-solving, reflective practice, promotion of students’ own learning, and practicality of real-life scenarios.

Most notably though is that the implementation of a case-based instructional design cannot take place without the expository teaching of concepts and ideas integrated within it. There is an “importance of theoretical knowledge about teaching when defining, selecting, designing, and classifying cases; ‘only with this theoretical knowledge can an instance be designated a case of something’” (Diamantes and Ovington, 2003, p.466). Ultimately, the narrative needs the expository just as the expository needs the narrative. For example, if I am to learn on how to implement curricular change as an administrator, the expository side of the learning happens by defining steps and terms needed to implement curricular change. This idea stays abstract until I am given a case-based scenario where I am asked in an assignment to describe how I would implement interdisciplinary writing throughout a private school. I need the expository teaching to know what to do, but the narrative case-based instruction to be able to apply the concepts. Visa Versa, I need the narrative to understand the practicality and purpose of the concepts as well. Thus, the two styles of instruction, through case-based instructional design can blend the abstract with the grounding of the concrete.

Another method of narrative instruction being tried in higher education is that of digital storytelling to prompt students to connect abstract concepts to their own experiences. Kortegast and Davis discuss this exact concept in their article "Theorizing the Self: Digital Storytelling, Applying Theory, and Multimodal Learning" written in 2017. In this article, the issue of "applying abstract theories to practice can be difficult for graduate students in professional programs" is announced with a cure to the issue lying in narrative instruction for the grounding of abstract theories in reality (Kortegast and Davis, 2017, p.106). The particular narrative instructional strategy being digital storytelling, which is when students virtually narrate their own life story and experiences. This allows for students to reflect on their experiences and essentially causes the avenue of "students' own bodies, experiences, and realties" being "recognized and validated as sites for meaning-making and theorizing. That is, theories become the lenses through which experiences are analyzed, made meaning of, and shared" (Kortegast and Davis, 2017, p.107). Essentially, this method allows for the knowledge of abstract concepts to become empirically and concretely understood through a narrative instruction where the story is told and applied by the student.

Diverse Learning Needs

Another aspect of instructional strategies that must be considered is whether the implemented strategies are able to care for diverse student needs across all demographics and social groups. Expository instruction alone does not provide a framework for being able to speak to all cultural aspects on multiple levels since its emphasis is purely on informational transfer alone. Narrative instruction on the other hand has multiple layers of teaching outcomes that are met since it takes into account a more holistic view of the person.

An additional necessity that is needed within schools is that instructional design should be able to tend to diverse needs of students across multiple cultural and demographic backgrounds. The article "Teaching Cultural Competence: An Innovative Strategy Grounded in the Universality of Storytelling as Depicted in African and African American Storytelling Traditions" written in 2007 by Carter-Black sheds light on how narrative instruction is well equipped to be able to broadly reach diverse learning needs. The reason for this is that storytelling as an instructional strategy is innately universal, meaning that the narrative method is something that is cross-cultural. In short, "storytelling is a universal experience shared by every social group" (Carter-Black, 2007, p.32). Not only is storytelling something that can be universally used for enculturating individual needs, but more principally it allows for one to understand another's culture as "those interested in understanding diverse cultural contexts" should look no further than trying to understand a social group's own stories (Carter-Black, 2007, p.47). With this said, narrative instruction, especially through the channel of storytelling, seems to be a way to bridge the gap between helping diverse student needs, and knowing what those needs may be.

"Connecting Children's Stories to Children's Literature: Meeting Diversity Needs" was written by St. Amour in 2003. In this article, St. Amour discusses the positive implications that result from the presentation of multicultural stories to children at an early age. Essentially, using narrative instruction within schools to highlight multiple cultural backgrounds and perspectives equips young minds to be cultivated as culturally appreciative, culturally competent, and have better language skills. The author argues that children enjoy stories and that "children are natural storytellers" (St. Amour, 2003, p.47). Knowing this, if there is an emphasis to produce narrative instruction that involves stories with "a multicultural focus" then students will be prepared to be

able to appreciate and engage with the diverse world that they are sure to encounter at a later age. Moreover, using individual stories to tell of a students' own multicultural experiences can enhance a reflective understanding of themselves which allows for personal growth and communal growth. Essentially, the mixing of outside multicultural texts and personal narrative allows for growth since "combining student's original stories with trade book literature contributes to children's narrative abilities and promotes multicultural concepts" (St. Amour, 2003, p.50). Thus, narrative instruction allows for a broader cultural view for students of multiple backgrounds to be recognized by their peers. Ultimately narrative instruction in this manner is able to produce citizens that are well-equipped to understand and engage with multiple perspectives while still appreciating their own uniqueness.

Conclusion

The exploration of the expository and narrative instructional strategies throughout multiple disciplines, educational levels, and learning needs has been expounded on throughout the entirety of this work. The main emphasis was in trying to remedy the issue that education today seems to be full of information, but void of any beauty, meaning, or purpose. There has been a host of literature used to review the questions related to narrative and expository instruction including, are expository instruction and narrative instruction effective instructional strategies themselves? For what levels or subjects of education are expository or narrative instruction more beneficial? Which of the two methods of instruction are more effective in engaging students? Lastly, which of the two instructional strategies is more effective for the long-term? The areas of general instructional design, elementary education, mathematics, science, social studies, higher education, and diverse learning needs were all incorporated to give a plethora of knowledge on the topic across all of education.

Within general instructional design, it has been shown that narrative instruction is beneficial in being able to bring forth the practical application of education for students, provide meaning behind the purpose of what is being learned, and impart an emotional impact that allows for knowledge to be remembered long-term. Across all curricular design then, it would behoove instructional designers to implement narrative styles of instruction. Most effectively though, narrative instruction paired with expository instruction allows for both the purpose and the effectiveness of education.

Elementary education seems to be the place best suited for allowing the broad integration of narrative instruction since children have proven to be keener in engaging with stories. Narrative instruction then at the younger level allows for students to create an interest in learning, but research shows that expository methods foster deeper learning. Thus, narrative, and expository, instruction together allow for the most complete education at the elementary level.

Mathematics at the secondary level has been proven to be effective when expository styles of instruction take place. The argument then is that if learning is taking place, there is no need to add or change any curriculum at a broad level. This includes narrative instruction. The issue within the field of mathematics though is not a matter of learning, but rather an issue of interest and purpose. Students do not find math enjoyable, engaging, or meaningful. Narrative styles of instruction infused with existing successful methods may be able to aid in the present issue for math education.

Science too, much like math, has seen success through the pure implementation of expository styles of instruction. Also like the related math field, academia in science for high school students seems to be a random conglomerate of information that is learned purely because they need to learn it to pass through school. Science has been ripped of the richness and purpose

that is intricately and naturally interwoven into its subject matter. Narrative styles blended with pre-existing expository styles then can bring life and knowledge to the field of science.

Social studies seemingly is a subject matter that is well-equipped to take on narrative styles of instruction, and yet even the stories of human history and multi-faceted subjects matters are being addressed in a purely didactic way throughout classrooms across the nation. Due to this, the interest in social studies as a content area is dying in the minds of students and national curriculum simultaneously. The solution then seems to be that the necessity and interest of the social sciences can be elevated by using narrative styles of instruction. Narration coupled with expository styles seems to be the way to revive social studies and allow it to be the interdisciplinary giant that it is meant to be.

Higher education more than any other discipline lends its successes to expository styles of instruction. Research has shown that narrative styles of instruction do little to nothing on their own in providing for an effective learning experience. Expository styles though are proven to be effective in relaying information. The issue though is that a purely expository approach leads to abstract concepts being learned, but not being made practical, meaningful, or useful for future professionals within higher education. It has been shown that expository teaching followed by narrative instructional strategies integrates the abstract and the concrete. Essentially, for higher education to be fully successful, it needs to integration and cooperation of expository and narrative instruction.

Lastly, narrative instruction alone is the avenue of teaching that can produce diverse learning outcomes across students' multiple cultural needs. Narration and storytelling are a universal aspect of the human experience that is able to infuse cultures together. Additionally, it allows for empathy, other perspectives, and integration of diverse student needs to be considered.

Thus, for the diverse educational setting that is present in the modern day, narrative instruction is a necessity to ensure holistic student growth.

Recommendations for Educators

The aspects of this literature review that should be explicitly reflected on by educators are that education is more than just relaying content information, the issue of student engagement affects all aspects of education, and narrative and expository instruction are methods that can be paired together to solve overarching issues in education. If educators focus on, and address, these three issues present within the field today; then education can achieve its goal of fostering holistic and successful human beings. Essentially, we know how to teach information, but we have struggled to teach lifelong learners within our educational system.

If education was purely about teaching knowledge, then the issues that students say they have with the fields of mathematics and science would not exist. The two disciplines are statistically efficient. However, we lack scientists and mathematicians. There is lack of enjoyment within secondary education for both fields. Students are craving the beauty that is present behind the knowledge that is being given. If there can be more of an emphasis on the why and how rather than the what, then education will flourish. Narrative styles of instruction give that answer, and expository styles complete the answer.

Student engagement is an interdisciplinary issue that is affecting all aspects of education. Data has supported this, but moreover general human experience confirms the phenomena. All educators have been nagged by students with questions of why should I learn this? When will I ever use this in real life? What is the point of learning this? If purpose and meaning are brought to the surface within education, then the questions may cease to exist. Narrative instruction

seems to be a strategy that can be used to combat the ever-looming "why" that has been connected to education.

Once again, narrative, and expository, styles of instruction do not seem to be effective strategies to implement on their own. By effective, it is meant that lifelong learners are not being produced within our education system. Narrative instruction is able to give meaning to academia, but it lacks to ability to actually teach and relay information. Expository instruction has been statistically proven to teach but is ultimately dry in terms of producing a desire for students to want to learn. The two can, and do, complement one another. With this said, they should be implemented in order to produce true education that is aimed at the cultivation of lifelong learners.

Recommendations for Research

With the general outline of expository and narrative instruction both being deemed as a necessity to our educational system, there are still aspects of this topic that need further research to bolster the claims made throughout this analysis. If the claims and recommendations to current issues of education are to be solved, then three aspects need to be investigated at a further depth. Namely, what forms of narrative instruction other than storytelling can research prove to be beneficial, is the combination of narrative and expository teaching beneficial for learners with exceptional needs, and is there any place for expository instruction within multi-cultural education?

The information provided throughout the literature review has proven that expository and narrative styles can complement one another, but the majority of narrative styles used have only included traditional storytelling. While there have been some exceptions to this such as digital storytelling and case-based scenarios, the majority of narrative instruction has been presented as

typical stories. It should be further investigated then whether other methods are more effective, effective at all, or even practical for general application. Before curricular integration can occur, this point needs to be expounded deeper.

There is a lack of literature that provides information on if learners with exceptional needs would benefit from the co-integration of expository and narrative instruction. If learners with exceptional needs would not benefit, or would benefit from one more than the other, then a need arises to ensure that their education too is holistic. If education cannot incorporate meaning and knowledge, then ultimately it is not complete.

At the present, at least with the literature presented here, there does not seems to be a benefit of having expository instruction for the meeting of multicultural student needs. This is due to a lack of research and literature on the topic. Also, expository instruction does not on the surface seem to warrant the ability to take into account student agency and diverse needs other than differentiation of subject material. Further research and reflection is needed to address this issue.

Of the three dilemmas outlined here, the investigation of multiple styles of narrative instruction seems to be the most pressing to address. This is because it seems to be fundamental in understanding narrative instruction’s place within education, and yet it seems to be a budding aspect of the field of education. This is the area within this overarching topic that I intend to pursue at a deeper level. Overall, this is for the purpose of bringing about education that is rich in knowledge whilst bringing about beauty and purpose for all students.

Appendix A: Results of Study (Huang et al., 2012, p.374).

Post test results of science learning motivation and analysis of covariance.

Variable	Group	N	Mean	S.D.	Adjusted Mean	Std. Error	F
Post-test	Experimental	60	4.12	0.64	4.10	0.062	20.38***
	Control	57	3.66	0.77	3.69	0.064	

****p<.001*

Appendix B: Results of Study (Huang et al., 2012, p.374).

Post test results of the problem-solving capability and analysis of covariance.

Variable	Group	N	Mean	S.D.	Adjusted Mean	Std. Error	F
Post-test	Experimental	60	4.24	0.68	4.16	0.06	17.73***
	Control	57	3.68	0.81	3.77	0.07	

****p<.001*

Appendix C: Results of Study (Huang et al., 2012, p.375).

Post test results of science learning achievement and analysis of covariance.

Variable	Group	N	Mean	S.D.	Adjusted Mean	Std. Error	F
Post-test	Experimental	60	89.07	6.12	88.05	0.58	***9.32
	Control	57	84.42	6.81	85.49	0.59	

p<.001

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