

Experiencing Digital Storytelling: Students' Perception

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ABSTRACT

To foster global connections by promoting networking and collaboration through storytelling is the aim of this investigation, beginning with students in a classroom setting who will collaboratively write a story by merging their ideas and creativity. The primary activities involve reading, writing, and sharing, where participants read a paragraph, add to it, and share their contributions with others. The research focuses on understanding students' perceptions of their experiences with digital storytelling. Engaging students in meaningful learning experiences through digital storytelling is an effective strategy that enhances teamwork, creativity, and writing skills. The integration of technology makes the storytelling process more engaging and enjoyable for students. Findings indicate that students have a positive view of digital storytelling as it stimulates their imagination, encourages collaboration, and improves their writing abilities.

Key words: Digital Storytelling, student perception, creativity, writing ability

INTRODUCTION

Digital storytelling is an exciting instructional strategy that combines classic storytelling approaches with current technologies (Yan & Zhao, 2019). This strategy not only improves the learning experience, but it also encourages creativity (YAMAÇ & ULUSOY, 2016) and collaboration among students (Sabiescu & Rubegni, 2014). In today's interconnected world, strong communication skills are critical, making digital storytelling an important tool in the educational landscape (Sarma & Jubinarosa.S.S, 2024).

This study seeks to evaluate students' perceptions of their experiences using digital storytelling in the classroom. We learnt to get insight into how students use this medium and how it affects their creativity, teamwork, and writing skills (Robin & McNeil, 2012; Sabiescu & Rubegni, 2014). This study is especially significant as educational institutions increasingly incorporate technology into their teaching procedures.

Literature Review

Digital Storytelling

Digital storytelling is defined as the use of computer-based tools to convey stories. It entails creating brief multimedia narratives that use photos, music, video, and text to portray personal or collective experiences (Choo et al., 2020). This approach has its roots in oral traditions, but it has progressed greatly due to technology improvements (Clarke & Adam, 2012; Dr. Rajdeep K.Manwani, 2022; Liguori & Bakewell, 2019).

The Importance of Digital Storytelling in Education

Digital storytelling serves several educational purposes:

- **Literacy Skills Enhancement:** It encourages students to engage with texts in a creative manner, thereby improving reading and writing skills.
- **Critical thinking** is developed as students critically analyse tales and learn to produce cohesive stories.
- **Fostering Collaboration:** Group storytelling exercises improve cooperation and communication abilities (Ramalia, 2023).

According to research, pupils have a positive perception of digital storytelling. It encourages participation and creativity while increasing writing abilities (Cariño et al., 2024; Jiyanboyeva, 2024; Nuroh et al., 2021; Sabiescu & Rubegni, 2014). However, there has been little quantitative study concentrating on student perceptions in a variety of classroom environments.

Digital storytelling blends the art of storytelling and digital media. This means using resources such as computers, cameras, and smartphones to tell intriguing and compelling stories. Instead of simply writing a story, you may incorporate photos, music, and even voice recordings to make it more engaging.

Digital storytelling is unique in that it enables anyone to be a storyteller. Students don't have to be a professional filmmaker; all students need is a concept and a few digital tools. This type of storytelling allows people to easily share their stories and interact with others all around the world. Students may share your digital stories on channels like YouTube or social media, so friends and family can view them right away.

How does it Work?

Creating a digital story often comprises multiple steps:

- **Brainstorming ideas:** Think about the story students wish to tell. It could be a personal experience or an imaginary story.
- **Writing a Script:** Outline the essential points of student's story. This enables to organise student's thoughts.
- **Gathering Materials:** Gather images, movies, and sounds that are relevant to student's tale.
- **Creating the story:** Using tools like iMovie or WeVideo, merge student's script with the materials acquired.
- **Editing:** Make sure everything flows nicely and looks good.
- **Sharing:** Share students finished story with others online or in person.

Why use digital storytelling?

There are numerous reasons why digital storytelling is beneficial:

- Creativity allows students to express themselves in unique ways.
- Connection: students can share your experiences with others who may feel the same way.
- Learning enhances skills such as writing, organising thoughts, and using technology.
- Fun: Creating digital stories may be a very entertaining activity.

Types of digital storytelling

- Personal narratives are stories about significant life events or experiences told from the perspective of the storyteller. These are typically emotive and significant. Characteristics: typically written in the first person, employ conversational style, and may incorporate humour or personal ideas. For example, a video diary about a memorable family vacation or a blog article about a difficult period in life.
- Informative/Instructional Stories strive to educate and inform audiences about a given topic, product, or procedure. Characteristics: Its can employ both formal and informal language, and they frequently include subject-specific technical jargon. Visual aids such as infographics and instructional films improve comprehension. Examples include a tutorial film on how to bake a cake and an animated presentation on climate change.
- Historical stories offer context and insights into the past. Characteristics: frequently employ formal language and precise details, such as dates and numbers. Photographs and documents are common sources used to support the narrative. Consider a documentary-style video about the history of a local landmark or an interactive timeline of major historical events.
- Fictional stories are fanciful narratives with actual or made-up people and events, intended for amusement. Characteristics include the use of inventive vocabulary and narrative tactics, as well as tones ranging from playful to serious. An animated short film telling a fantasy adventure story, or an interactive game in which players make decisions that influence the plot.

Exploring Digital Storytelling.

Consider the following methods for properly exploring digital storytelling:

- Identify student's purpose. Determine the message students want to express and who your target audience is. This will help students plan their storytelling approach.
- Choose the type: Choose the type of digital storytelling that best suits your message: personal, informational, historical, or fictional.
- Select the format: Various forms can improve your story.
 - Videos: Excellent for dynamic storytelling with graphics and sound.
 - Blogs/Articles: Ideal for written tales that may contain images.

- Podcasts are ideal for audio narrative in which voice and sound are important.
 - Interactive media engages consumers with clickable features or animations.
- Gather resources. Collect photographs, movies, audio snippets, and any other things that can help you communicate your tale more effectively.
- Use Technological Tools: Investigate tools such as Adobe Spark, WeVideo, g-doc and Canva, which offer templates for generating digital tales without requiring considerable technical knowledge.
- Experiment with tactics such as scrollytelling, animations, and interactive components to enhance student's story's engagement. To reach students target audience, share the completed digital tale on social media, blogs, or video-sharing sites.

METHOD

This investigation uses a quantitative research approach to acquire information about students' perceptions of digital storytelling. A standardised questionnaire was created to evaluate the various components of their experiences. This study included students from various academic backgrounds who were enrolled in a university's digital storytelling course. This small sample size allows for a thorough examination of individual perceptions while also providing useful insights into the general experience.

Data Collection

Data were gathered through an online questionnaire given via gform. Questions intertwined to Questionnaires: RQ1 connects directly to the questionnaire items that explore emotional responses (Question 1) and the use of imagination (Question 2), as well as the generation of new ideas (Question 5). RQ2 specifically looking at students' interest in writing (Question 3), their experiences with collaboration (Question 4), and their self-assessment of writing improvement (Question 6). This allows for a comprehensive evaluation of how these activities contribute to various aspects of students' learning experiences. The questionnaire consisted of closed-ended questions assessed on a 3-point Likert scale (1 = Disagree, 2 = Neutral, and 3 = Agree). The survey contained sections on:

- Engagement: Determining how engaging participants found the digital storytelling process.
- Collaboration: Assessing the efficiency of teamwork in storytelling activities.
- Creativity: Assessing participants' impressions of how digital storytelling enhanced their creativity.

- **Writing Skills:** Understanding how participants felt about improving their writing talents using this strategy.

The acquired data were summarised using descriptive statistics. Because of the small sample size, qualitative insights were extracted from open-ended responses to contextualise the quantitative results.

RESULT AND DISCUSSION

Result

The results showed that all participants regarded digital storytelling to be an engaging learning experience. They remarked that the inclusion of multimedia components made the process more enjoyable and stimulating. The respondents felt that their writing skills improved as a result of participating in digital storytelling. All participants felt that digital storytelling improved their ability to work collaboratively with peers, and they valued the opportunity to share ideas and build on each other's contributions.

Discussion

Digital storytelling has a positive impact on students' learning shown in this investigation. The participants' overwhelming agreement on participation implies that combining technology into conventional storytelling approaches results in a dynamic classroom atmosphere.

The collaborative feature encourages students to work together and learn from one another while developing important communication skills. This is consistent with prior studies showing that collaborative learning spaces improve student results. Digital storytelling stimulates creativity, which is extremely remarkable. As students interact with diverse media formats, they are pushed to think beyond the box and consider other narrative possibilities. This creative interaction is vital for developing the critical thinking abilities required for success in both academic and professional settings. Respondents claimed improved writing skills, it is important to consider individual variances in learning methods and histories, which may influence these impressions. Future research could investigate these differences further by integrating a bigger sample size from a variety of educational situations.

CONCLUSION

Digital storytelling is an innovative way to improve student learning experiences in the classroom. This strategy improves the educational landscape by stimulating participation, cooperation, creativity, and enhanced writing abilities, preparing students for future problems in an increasingly interconnected world.

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