

DIGITAL STORYTELLING IN THE CONTEXT OF DIGITAL TECHNOLOGIES

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ABSTRACTS

In recent years, with the development of technology, the use of technological media and multimedia tools such as tablets, e-books, e-magazines, interactive smart boards and smart classrooms has increased in the field of education. However, it is not enough to include these and similar tools in the training program. The education system aims to provide students with skills such as exhibiting new and creative ideas, critical thinking and problem solving, taking part in collaborative studies, being responsible, information literacy, media literacy, information and communication technologies literacy. Digital story as a multimedia tool is seen as an educational technology and literacy learning tool that uses almost all the skills that students are expected to have in the 21st century. This research aims to examine digital storytelling in the context of digital technologies in education. In the context of the keywords determined in the research, the literature was examined and the findings were conveyed. As a result, it was determined that students' critical thinking dispositions, collaborative editing skills and story-making skills were positively affected by the digital storytelling process.

Keywords: Digital storytelling, digital technologies, education

Introduction

Rapid changes in information technologies have brought innovation and change in many fields. Undoubtedly, one of the areas where change has been experienced has been education. Looking at the process from the past to the present, it is seen that many innovations in technology have also found their way in education and various ways have been tried to integrate these technologies into learning environments due to their potential benefits.

It is known that the way of communication, interaction, processing and learning of today's students (Prensky, 2001), who grew up in an environment equipped with technology and are called digital natives, are also affected by the said change in education (Karaoglu et al., 2016). It is stated that young people not only have more opportunities to access technology, but also learn in different ways compared to previous generations (Malita & Martin, 2010).

With the technological explosion of communication and globalization, there is a shift from traditional understandings of literacy towards exploring different forms of meaning-making. Currently, students encounter and interact with new digital literacies, including blogs, wikis, digital texts and digital stories, in an effort to blend technology with education (Abdel-Hack & Helwa, 2014). These students, who grew up with digital technologies, prefer multimedia content that is rich in visual and audio terms to content consisting mainly of text, and they see technology as a tool for a purpose rather than an obstacle to learning (Dreon et. al., 2011).

When the tools, course materials, methods, strategies and techniques used in the education process are examined, it is observed that there is a change in all these, and it is seen that technological developments have made a significant contribution to this change. The fact that personal computers, mobile phones, digital cameras, scanners and easy-to-use software are more accessible to teachers who use the digital world has also increased the use of new technologies in education systems worldwide in recent years (Smeda et al., 2014). One of the areas where technology (Yang & Wu, 2012), which is today's transformative power, has shown its effect in education has been storytelling. When students in a classroom create a story with the tools of technology, they learn not only how to use these tools, but also how to be creative, how to organize, format and tailor a message to the target audience (France & Wakefield, 2011).

With the digital story method, which is a student-centered and constructivist approach, it is accepted as a very powerful teaching and learning tool since the information about how the subject to be conveyed is structured in the mind is concrete. The nature of creating digital stories, which requires students to be active and engaged in every step of the application, transforms student roles from passive information receivers to active information developers (Hill, & Grinnell, 2014; Balaman-Ucar, 2016).

The aim of this research is to define and examine the digital storytelling method in the context of digital technologies that are developing day by day and are integrated into education and to investigate how to adapt it to education.

Digital Storytelling

Although there are many definitions of digital storytelling, these definitions generally revolve around digital storytelling combining still images including sound and music. (Xu et. al., 2011). It can be said that digital storytelling is a short film creation process, but unlike a short film, digital storytelling can also be defined as a movie narrated by the creator's own voice and supported by various multimedia components such as music, images, and videos.

The digital story is a powerful learning and teaching tool that combines traditional storytelling with digital components such as text, images, sound recordings, music and video (Robin, 2008; Yuksel Arslan et al., 2016). Digital storytelling, which combines the power of technology and storytelling, is also called a modern expression of the old art of storytelling (Lambert, 2010). Like traditional storytelling, digital stories revolve around a chosen theme and often have a specific point of view. Multimedia components and subject content are blended through a software. Digital stories are relatively short and often between 2 and 10 minutes. It is in a format that can be viewed on computers and other video-playing digital devices, and can be shared on the internet and accessed from web browsers (Robin, 2016; Bull & Kajder 2004). As a multimedia tool, the digital story is seen as an educational technology and literacy learning tool that uses almost all the skills that students are expected to have in the 21st century (Dogan & Robin, 2009; Lantz et al., 2020).

Robin (2008) states that there are seven elements that digital storytelling should have. These items are;

- General purpose of the story
- Narrator's point of view
- Dramatic question or questions
- Quality of images, video and other multimedia elements
- Selection of music suitable for the content
- Selection of content
- Speed control.

Types of Digital Storytelling

Digital stories have given traditional storytelling a new impetus. It is a versatile education and research tool that contextualizes information in different disciplines related to 21st century skills with a post-modern approach (Robin, 2008; Sadık, 2008). It is emphasized that it can be useful in all disciplines and in different genres, as it includes storytelling, which is one of the oldest teaching styles (Hill & Grinnell, 2014). Although there are many different types in the literature (Emert, 2013; Garrety, 2008; Gregori-Signes, 2008), it is possible to divide the most common types into three categories in terms of their content: personal, historical and instructive stories.

Personal stories: These stories can revolve around important events in the lives of individuals, have emotional content and can be personally meaningful for both the author and the audience. Stories that tell about certain people or places and touch on adventures, successes and difficulties in life are also included in this group. In these stories, the personal point of view comes to the fore while the events, feelings and thoughts are told.

Historical stories: Digital stories about important events in history are included in this category. Students can use historical pictures, newspaper reports, historical speeches and other materials they can find to add depth to past events. The historical issues in question are narrated by being fictionalized within the story scenario.

Educational stories: These types of stories usually contain approaches and information about a subject. The subject content of the courses is presented in an appropriate fiction. It can be used to present information in many different disciplines, from mathematics and science to arts, technology and medical education.

Digital Storytelling in the Context of Digital Technologies

Digital storytelling allows teachers and students to be active participants in meaningful projects by using 21st century technological opportunities. The main purpose of digital storytelling projects is to encourage students to take responsibility for their own learning in the learning process (Bromberg, et. al., 2013). Thus, for digital storytelling as an active learning strategy, it can cause more information to be remembered than traditional teaching, even on subjects that allow limited or no experience.

It is inevitable that digital storytelling will not only act as a bridge for the integration of technology into the classroom, but also provide very positive gains for the students, since it is an approach that allows students to

express themselves. With digital storytelling, students have the chance to reveal their creativity while discovering themselves, share their creative aspects, contribute to their self-confidence, and create a demanding learning environment for students with its versatility (Hull, 2003).

Conclusion and Recommendations

Numerous research reports show that in recent years, the new skills necessary to prepare students for life in the digital age have become the focus of both education and business. Educational environments need to be significantly reorganized to develop 21st century skills to meet the demands of society and the global economy. In this context, the integration of educational technologies has become an area of great interest, especially in the last decade. In this context, digital storytelling can be described as an effective educational technology that can be used in today's classrooms that have almost all of the 21st century skills.

The advantage of students' individual differences in the teaching process is possible by creating movement areas where these differences can be put to work in the best way. At this point, digital storytelling as an environment includes multimedia interactions that allow individual differences to turn into an advantage in the teaching process. In addition, the digital storytelling process, which is created by fully matching individual differences with the technology to be used, also creates awareness for self-knowledge on behalf of the student. In other words, enabling different students to create an effective learning environment within the framework of their different competencies is among the most important advantages of digital storytelling in the process of developing techno-pedagogical content knowledge.

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