

EURASIAN EXPERIMENT JOURNAL OF SCIENTIFIC AND APPLIED RESEARCH	
(EEJSAR)	ISSN: 2992-4146
©EEJSAR Publications	Volume 5 Issue 2 2024

The Role of Digital Storytelling in Education: Enhancing Literacy and Communication Skills

Kakungulu Samuel J.

Faculty of Education, Kampala International University, Uganda

ABSTRACT

This paper explores the role of digital storytelling as an innovative educational tool for enhancing literacy and communication skills. By integrating text, images, audio, and video, digital storytelling provides a dynamic platform that supports multimodal learning and encourages students to express their ideas creatively. The study examines the theoretical frameworks supporting the use of digital storytelling in education, highlighting its impact on students' literacy and communication abilities. The benefits of digital storytelling, particularly for struggling students, are discussed alongside practical implementation strategies for classroom use. The paper concludes with an evaluation of digital storytelling projects, emphasizing the importance of structured assessment frameworks to measure the effectiveness of this educational approach.

Keywords: Digital Storytelling, Literacy Skills, Communication Skills, Multimodal Learning, Educational Technology.

INTRODUCTION

Digital storytelling is an emerging genre that incorporates text, images, audio, and video to create a non-linear narrative, which can be documented and disseminated using various technologies. Struggling students benefit more than higher performing students because it encourages students to find, organize, and express their ideas and knowledge in an individual and meaningful way. Students are given the chance to show who they are and how they understand the world. Because the emphasis is on personal expression, some students who would not consider publishing a traditional written draft become very involved in the digital storytelling process. In addition, the construction of a digital story builds these skills through the interplay of writing, speaking, and listening. Digital storytelling allows students to bring together the many modes of communication essential for a 21st-century education. The appeal of students' interests and technology encourages more students to participate fully in the writing process, especially students who are usually reluctant or struggling readers and writers. The inclusion of music and personal narration gives students more control over how they present themselves. Finally, striving for a final product of public consumption provides students with the motivation to devote the time to revising, editing, and writing that these skills require [1, 2, 3]. Digital storytelling is a new and powerful medium for storytelling. Digital storytelling blends the art of traditional storytelling with new technology. Moreover, it uses the computer as a tool for telling stories that connect personal stories to community stories and to stories of social and political change. In digital storytelling, computer and multimedia technologies are employed to disseminate the narrative content like beliefs, attitudes, emotions, opinions, events, and memories. Digital storytelling involves the adaptation of a story from an existing source, such as a book or a legend, and the creation of an original work that has not previously been documented. It is designed to be an entertaining or informative presentation without a political agenda. Digital storytelling also includes personal lives such as a journey, a record of memorable events, or a history of family. It may address political issues in a specific locale or community and express the storyteller's hopes for change concerning its impact on society. Political digital storytelling is a new form of activism that is emergent amongst activists, grassroots organizations, and non-governmental organizations (ngos) [4, 5].

THEORETICAL FRAMEWORKS FOR USING DIGITAL STORYTELLING IN EDUCATION

The theoretical framework for this study is grounded in the pedagogical and conceptual modern dispositions enabling the use of digital storytelling as a motivating and compelling argument for the pedagogical and conceptual demands of visual literacy in support of creating diverse teacher-created digital stories. Vignettes of teachers contextualized social, cultural, and material experiences working with pedagogical and conceptual dispositions enabled and constrained in creating digital stories set the scene of the study. Impacts on teachers' pedagogical and conceptual dispositions are analyzed from a sociocultural and multiliteracies perspective. Three residue categories about digital storytelling's powerful impact on teachers' modern pedagogies are identified as democratizing teachers' ownership, empowerment, and proficiency in the use of diverse digital resources. These insights inform future digital storytelling experiences in schools and teacher education and suggest further education and research focusing on the claim of visual literacy [6, 7]. At present there is a plethora of slogan regarding what is termed the "new media" or "the online world." Words like the digital divide, technological utopia and dystopia, high-tech, the knowledge society, globalization and concentrations of power, public and private spaces, and cyberspace, have become the focus of discussion on educators' and researchers' distribution and understanding of investments and implications of using "digital" in education. However, there might be a counter-movement challenging the conceptual discussions that seem to dominate the literacy debates. In-depth qualitative school and media studies investigating how schools make sense of, appropriate, and govern emerging media are needed, as well as analyses of the discursive, institutional, social, and ideological implications of policies undertaken by various actors on different educational levels governing young people's use of digital risks and opportunities [8, 9].

BENEFITS OF DIGITAL STORYTELLING IN ENHANCING LITERACY AND COMMUNICATION SKILLS

Digital storytelling strengthens literacy skills in both in-school and out-of-school settings by engaging individuals in multimodal storytelling experiences. Argue that storytelling in the classroom provides a powerful opportunity for pedagogical engagement through narrative, writing, and identity. Support for these beliefs is offered by various literacies scholars, including Goldman, Rosedale, Street, and Knobel, who contend that participation in a digital storytelling project guides students to engage with ideas about narrative and different narrative forms. Affirms that students must navigate different social environments and utilize particular sets of semiotic tools to co-construct intentional meaning and knowledge [10, 11]. Before being able to read and write, children furnish their understandings of the world through spoken stories. The sharp turn to visual storytelling depictions of Yoruba oral stories, as the children in the study exhibited, did not seem to be a loss in terms of their earlier oracy performance. Surprisingly, it enriched classroom social and language interactional spaces, where many children who were silent in 'traditional' pedagogical modes of storytelling became active contributors to a different practice. This finding suggests that different modes of storytelling offer diverse opportunities for children's language and social development. Technology-supported global engagement with storytelling enables children to intertwine their social experiences with international issues [12, 13].

PRACTICAL IMPLEMENTATION STRATEGIES FOR DIGITAL STORYTELLING IN THE CLASSROOM

This section will outline a variety of practical approaches and techniques for implementing digital storytelling in the classroom. Digital storytelling is a way for individuals to share their personal stories, experiences, or perspectives on a topic by combining digital images, voice narration, text, and music into a short movie. The opportunity to share personal stories and reflect on experiences draws on these thinking skills. Digital storytelling in education has the potential to address various standards in National Educational Technology, the International Society for Technology in Education, and literacy standards in English Language Arts, science, and mathematics. Within the context of these standards, there are multiple opportunities for students to engage in the skills necessary for creating a digital story. Each opportunity presents an educative moment, as students will quickly rise to the expectation of thoughtful, responsible engagement with technology. At the end, students will produce a rich text of personal and academic meaning [9, 14].

ASSESSMENT AND EVALUATION OF DIGITAL STORYTELLING PROJECTS

The assessment and evaluation of digital storytelling projects carried out in various educational settings is from the perspective of the educators and facilitators involved in the projects. When embarking on a large-scale digital storytelling initiative, or an integrated strategy of related projects, it is important to develop a framework for the evaluation of the projects, or, at minimum, a set of guidelines on the approaches to the assessment and evaluation process. The intention was to have these frameworks and guidelines used by the educators and facilitators of digital storytelling projects so that data collected

throughout the lifespan of each project could be consistently analyzed for impact. It is understandable that with a small-scale project in just one educational setting that one may feel no need for a framework/guideline; however larger-scale initiatives carried out across multiple educational settings do require structured frameworks and guidelines to help with assessment and evaluation of projects [9, 15]. In examining digital storytelling initiatives in an educational context, it is important to assess the projects that had been undertaken and also identify academic areas successfully impacted by these educational initiatives. Assessing the effectiveness and impact of digital storytelling initiatives can be complex, both with respect to the forms of data collected, and the analysis. It is important to have consistent analysis of data collected in these projects if one wants to identify trends and issues which may be of concern across the board. No matter the setting or project structures, progress can be made in developing a coherent understanding of the effectiveness or the pitfalls of the implementation of digital storytelling as an educational initiative. Since the initial focus was on large scale projects undertaken in many different contexts, frameworks were developed to guide the assessment and evaluation of projects. These were then piloted on a number of educational projects to evaluate their effectiveness and applicability [16, 17].

CONCLUSION

Digital storytelling represents a powerful tool in modern education, offering a unique approach to enhancing literacy and communication skills through multimodal learning experiences. By engaging students in the creation and sharing of personal narratives, digital storytelling not only fosters creativity and self-expression but also motivates students, particularly those who struggle with traditional literacy tasks. The successful integration of digital storytelling into educational curricula requires careful planning and assessment, ensuring that both educators and students can fully realize its potential. As educational technologies continue to evolve, digital storytelling will remain a valuable resource for developing essential skills in a 21st-century learning environment.

REFERENCES

1. Özüdoğru G, Çakır H. Non-linear digital storytelling: Effect on technology utilization and writing self-efficacy. *Technology in Society*. 2021. Ahievran.edu.tr
2. Ferreira AI, Ferreira S. The Potential of Interactive Digital Narratives Towards Literary Linear Texts. *Inperspectives on Design and Digital Communication II: Research, Innovations and Best Practices 2021 May 30* (pp. 81-98). Cham: Springer International Publishing. [HTML]
3. HAIMES-KORN KI. THE STORIES WE COULD TELL: DIGITAL AND VISUAL STORYTELLING IN THE COMPOSITION CLASSROOM. *Beyond the Frontier, Volume III: Innovations in First-Year Composition*. 2021 Jan 7:120. [HTML]
4. Palioura M, Dimoulas C. Digital storytelling in education: A transmedia integration approach for the non-developers. *Education Sciences*. 2022. Mdpi.com
5. Quah CY, Ng KH. A systematic literature review on digital storytelling authoring tool in education: January 2010 to January 2020. *International Journal of Human-Computer Interaction*. 2022 May 28;38(9):851-67. [HTML]
6. Kim D, Li M. Digital storytelling: Facilitating learning and identity development. *Journal of Computers in Education*. 2021. [HTML]
7. Chubko N, Morris JE, mckinnon DH, Slater EV, Lummis GW. Digital storytelling as a disciplinary literacy enhancement tool for EFL students. *Educational Technology Research and Development*. 2020 Dec; 68:3587-604. Springer.com
8. Rizvic S, Okanovic V, Boskovic D. Digital storytelling. *Visual computing for cultural heritage*. 2020. [HTML]
9. Wu J, Chen DTV. A systematic review of educational digital storytelling. *Computers & Education*. 2020. [HTML]
10. Schmier SA. Using digital storytelling as a turn-around pedagogy. *Literacy*. 2021. [HTML]
11. Towndrow PA, Kogut G. Digital Storytelling for Educative Purposes. 2020. Academia.edu
12. Fitzgerald S. Public speaking in primary school: policy, practice, perceptions of parents and teachers and the potential to empower learning. 2022. Lincoln.ac.uk
13. Porter A. An early start to foreign language literacy in English primary school classrooms. *The Language Learning Journal*. 2020. [HTML]
14. Olszewski B, Crompton H. Educational technology conditions to support the development of digital age skills. *Computers & Education*. 2020. [HTML]
15. Purnama S, Ulfah M, Ramadani L, Rahmatullah B, Ahmad IF. Digital storytelling trends in early childhood education in Indonesia: A systematic literature review. *Jurnal Pendidikan Usia Dini*. 2022 Apr 30;16(1):17-31. Core.ac.uk

16. Tanrikulu F. Students' perceptions about the effects of collaborative digital storytelling on writing skills. *Computer Assisted Language Learning*. 2022. [[HTML](#)]
17. Zimmer WK, Matthews SD. A virtual coaching model of professional development to increase teachers' digital learning competencies. *Teaching and Teacher Education*. 2022. [Researchgate.net](#)