

# “YANGI ASR” - ILMIY-METODIK JURNALI

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# “YANGI ASR” – ILMİY-METODİK JURNALI

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## SUCCESS FACTORS OF A SUCCESSFUL DIGITAL STORYTELLING

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*Storytelling is the interactive art of using words and actions to represent the elements and images of a story in a way that stimulates the listener's imagination.*

**National Storytelling Network.**

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### Introduction

Because of the rapid pace at which technology is being incorporated into our everyday lives, education and training systems are unable to keep up with the resulting dynamic. The territory covered by the digital skills map is always expanding. In the context of the pandemic, in which social and digital disparities are expanding, institutions and initiatives are being tasked with developing targeted activities to minimize the digital divide by making use of the information and experience they already possess.

In the spring of the year 2020, the people of Europe and the rest of the world came to the realization that having digital skills is a resource that can help them keep their jobs, despite the fact that in the wake of the crisis, the social and digital divide widened even further in nations that already had greater levels of inequality. The European triad for dealing to the challenge of digital literacy includes the modernization of education, the use of digital technologies for learning and for the recognition and validation of skills, as well as the prediction and analysis of the necessary skills of the future. "The way to employment and prosperity is continuous empowerment with the acquisition of new skills. According to the website of the National Alliance, "as long as we have the appropriate skills, we are not only able to claim better jobs, but we are also able to fulfill our part more effectively as engaged citizens in a democratic society." [Citation needed]

Education and training systems are unable to keep up with the dynamic that is being created as a result of the rapid pace at which technology is being incorporated into our everyday lives. Unavoidably, educational establishments will lag behind the processes of learning by direct hands-on experience. In addition, there are talents that do not require certification because they are learned and ingrained via the manufacturing process, the practice of cultural traditions, and the routine exchange of information. This astonishing mismatch between education and technology raises problems that are called upon to be answered by policy makers and scientists working in the sector.

The labor market generates new requirements that go beyond the existing professional profiles, and this is the primary question that has been posed.

Structured education does not adequately prepare students to master the new literacies required in today's digital world. Students bring into the classroom abilities that they have already obtained in their lives outside of the formal educational system. In addition to this, one can acquire knowledge in a variety of ways, including through the internet itself, which is in and of itself a repository of information and a facilitator of educational opportunities. Is it sufficient for it to be the responsibility of the user to build his or her own digital skills? Are training opportunities in human resources and internships offered by large corporations in the workplace sufficient?

### **What exactly is "storytelling"?**

The art of telling tales to an audience with the intention of instilling values and lessons in them is referred to as storytelling.

This method has been around since the beginning of human history and is historically the earliest attempt to vocally compose a story. Its first appearance dates back to the dawn of humanity. According to Joseph Campbell, the earliest form of narration was in the form of myths. Myths were tales that were told by our ancestors to the younger generations in order to preserve and pass on significant events and happenings of the time. The purpose of the myths' narratives was, in most cases, to extol a heroic figure, to recount significant events, or to draw attention to recurring patterns of human behavior. Storytelling served as a mode of communication and an instructional strategy for people of all ages and cultures throughout human history. This occurred in many different time periods and cultural contexts. Yet, beyond the transfer of knowledge, cultural values, attitudes, and values, storytelling is utilized by humans as a tool in their endeavor to harmonize with the environment and better understand human existence. The primary purpose of narration is to serve as an entertaining medium that piques the interest of the audience member, satisfies them, and engages them on an audiovisual level. Nonetheless, despite the fact that she plays an amusing function, storytelling has been widely used in education as a key form of education in a variety of educational systems and has been a major focus of educational research.

The narration was initially presented in the form of spoken English, which was afterwards augmented by various body expressions and gestures. Nonetheless, one of the earliest stages of the story can also be found in the form of paintings engraved on the walls of caves. These drawings can be seen all over the world. With the passage of time, but also the progression of humankind, stories began to acquire an increasingly visualized form, in the form of photographs represented in materials such as the canvas, wood, or metal, and later recorded in the form of films in digital form. Short stories are the most well-known form of storytelling. Later, and with the advent of the written word, stories began to be recorded and transmitted from generation to generation.

### **The Use of the Storytelling Method in Educational Settings**

Because people are able to more easily memorize and recall information that is received through a story, particularly if that story is related to pre-existing knowledge and experiences of learners, storytelling has been a widely used educational strategy ever since its inception and continues to be so today. This is because it has been discovered that storytelling piques the interest of learners and helps them to consolidate the information that they have learned. According to Matthews (1977), the manner in which the learning object is codified and given, just like the manner in which any kind of knowledge is presented, has a substantial impact on the capacity of individuals to retain it and recall it at a later time. Students get narratives and information about events through the art of storytelling, which helps in effectively communicating the story's central theme and premise while also facilitating the development of genuine knowledge.

It has been demonstrated that students' oral and written language skills, in addition to their critical thinking, analytical, and information synthesis abilities, can all be improved through the use of storytelling as an instructional strategy at all educational levels. This makes storytelling a very important tool. To be more explicit, the process of storytelling (which includes the act of creating, listening to, and comprehending a narrative) provides the learner with an opportunity to practice sophisticated communication skills by means of content structure, information processing, and

making sense. The capacity of narratives to effectively support the transmission of perceptions, knowledge, values, and behaviors, as well as their capacity to assist people in making decisions about their lives based on the examples set by the protagonists of these stories, contributes further to the pedagogical nature of stories.

The following three aspects of human nature and behavior provide a concise summary of the contribution that storytelling makes to the educational process:

The social component consists of the narration, which is typically performed in front of a real audience. The narrator engages in conversation with the audience by posing questions and responding to those posed by the audience within the context of the natural setting (for example, a classroom). The reaction of the audience is frequently taken into consideration by the narrator, who then adjusts the course of the story in response to those adjustments. The audience follows the story and forms images in their heads based on the words of the listener, while the tone of voice and actions of the narrator can transform the narrative into an experiential communicative act. The narrator and the audience form bonds with one another since they are members of the same group and coexist in the same space during the narrative. The telling of one another's personal experiences and points of view in the form of stories helps to improve the connection between those involved.

Emotional component: Throughout the history of humanity, stories have been utilized extensively, with a focus placed on their instructional aspect. This is mostly due to the fact that stories have the power to elicit emotions and feelings in the listener. The narrator is able to externalize his feelings and express them to the audience through the composition of a story as well as the narration of the story. The manner in which a tale is related (the narrative) has the potential to generate a powerful emotional connection on the part of the listener in the story, who may find that they identify with one of the protagonists. Man gradually gains the ability to control and articulate his feelings through the art of storytelling.

Learners enhance their oral and writing communication skills, as well as high-order skills such as collecting and processing information on meaning and problem solving, through the act of telling stories. This is the cognitive dimension. Both the narrator, who blends real and/or fictitious scenarios in the context of an instructional objective, and the listeners, who, depending on the words, words, and style of the listener, build the images of the story, have their creativity and imagination enhanced by the process of storytelling.

Hence, according to Gersie, the story has the potential to contribute to the efficiency of the instructional process in the following ways:

1. as a helpful instrument for the construction of an educational atmosphere that is suitable, friendly, and pleasant; and
2. as a means to transfer information, knowledge, values, and attitudes.

The building blocks for a fruitful application of storytelling in educational settings

The In order to be successful, to pleasure the listener, and to successfully transmit their highlights, all stories that are going to be narrated should support each of the following principles, as stated by the model that was given by Larry Brooks. The prospective narrators of a story can utilize this model to properly build and create the narrative of the story. [Citation needed] The following are the recommended guiding principles:

1. The fundamental concept is the premise around which the remainder of the narrative is formed. Every narrative needs to have a central moral or idea that it's trying to get through to its audience. This concept needs to be acknowledged right from the beginning so that all of the historical details that will subsequently be included are congruent with one another and lend support to this purpose.

2. Characters/heroes: The main characters in a story are called the protagonists. It is important that the story's primary protagonists and their functions within it be brought into sharp focus.

3. Subject: Every story ought to have a topic, also known as a script, that has been thoughtfully chosen to emphasize the fundamental concept of the story.

4. Organization: It is essential that the events in the narrative take place in the order and sequence that they did (i.e. which part comes first, which part comes first, which second, etc.)

5. Visualization: When presenting a story in the traditional manner, the narrator is responsible for emphasizing how the tale will be presented, the expressiveness of his body and face, his movements in space, and his connection with the audience or other items that may be engaged in the tale.

6. Sound: Lastly, the timbre and expressiveness of the narrator's words and voice are a particularly essential aspect in catching the interest of the audience and making successful use of a narrative. This is one of the many ways in which a story can be used. Each narrative ought to be "dressed" with the suitable sound/tone and tone of voice in order to pique the audience's interest, maximize the effective transfer of ideas and feelings to the audience, and establish a climate conducive to communication.

### **Digital Storytelling**

The discipline of storytelling has not been left undisturbed by the development that has been made in the realm of technology over the past few years. The development that has taken place on the Internet over the past several years has brought about a significant shift in the way that a vast amount of information is structured and organized. This is a fact that has ramifications on both the social and scientific levels. In this day and age of Web 2.0, users are more than just consumers of the information that is readily available; they also have the ability to publish content on the internet, participate in the processing of the information that is readily available, and contribute to its commentary and transmission. When it is effectively implemented, technological advancement has the potential to dramatically increase the educational effectiveness of the storytelling technique.

Conditions necessary for the effective implementation of digital storytelling as a method of instruction

According to Robin and Pierson's research, the use of digital storytelling as a teaching method is possible across the board in the educational system. Having the ability to make digital narratives does require, however, an adequately didactic method in order to develop that skill.

The following criteria need to be satisfied by digital storytelling before it can be successfully implemented into educational settings and be considered successful.

1. Perspective: When delivering a tale using digital means, it is important to clearly describe both the main point of the story and the perspective from which it is delivered.

2. The story should end with a solution to the main question, which should be included in the story as a key question in the first place to attract the attention and interest of the listener in the story.

3. Emotion: Digital storytelling should "awaken" emotions in the listener and express such emotions to them. The audience becomes more engaged in the tale as a result of their feelings, such as love or hate.

4. Audio: The words that accompany the visualization of the digital tale need to be carefully picked in order to facilitate an easy comprehension of the story for the listener.

5. Music: The music that is selected to accompany the episodes of a digital tale should be designed to improve the emotional charge of the audience towards the desired result.

6. Content preservation: the structure of digital stories needs to be carefully considered in order to provide an appropriate balance between the use of audio and visual components in the communication of ideas.

7. The rate at which the plot advances is one of the most important factors in maintaining the audience's attention in the narrative. When events in a story happen too quickly, it can be exhausting for the listener, who finds it difficult to follow the plot and make connections between the information heard. On the other hand, listeners tend to lose interest in a story that develops over time. The rate of change in digital narratives should vary according to the messages that are communicated through them at each and every time. In order for the messages to be properly conveyed, the tempo of the story should vary based on the choice of imagery and aural assistance that is utilized in each episode.

It is possible to employ digital storytelling at any level of education, including adult education and learning that continues throughout one's life, in any area of the sciences, and it can be integrated with a wide variety of other instructional methods, such as role-playing (Tsilimenei 2007). In conclusion, in order for this method to be properly applied, it should begin with the response of

learners to an engaging experience, and it should conclude with the sharing of digital tales among learners, along with their feedback on those narratives.

### **The Process Involved in Creating a Digital Narrative**

The following are the stages that need to be performed in order to develop digital narratives:

1. Writing entails coming up with a tale and continually finding ways to make it better. When writing, one should adhere to the fundamental guidelines that have been outlined above and should be present in every story. This stage is extremely important to the overall success of the digital storytelling project as a whole.

2. Script: After the story has been written, the narrators need to segment the many snapshots of the story in order to decide how, when, and for what reason to enrich their story utilizing various forms of multimedia.

3. The storyboard is the stage in the process where judgments are made regarding how the narrators visualize the story. That is to say, students should consider how to represent the story (the protagonists, the objects, and the settings), so that they may search for the appropriate multimedia content in the following phase in a straightforward manner.

4. Insert media at this point in the process, you will need to track for the relevant media in order to insert it into the narrative. The information utilized can either be gleaned via an online search or come from the user's own personal data.

5. Producing a digital story: The next step in the process of creating a digital story is when the narrator composes his digital narration using an appropriate tool (a list of available tools can be found later in the article).

6. Notification: At this point, the narrative will either be presented to the educational community or it will be published on the internet, depending on which option was chosen.

There are several educational benefits of using digital storytelling.

**Interactivity:** Digital stories offer the audience member a more flexible and less linear progression as they permit different browsing of the episodes, causing constant reversals in the audience's expectations. This is made possible by the fact that digital stories allow for different browsing of the episodes.

**Engaging and Authentic Learning Environment:** According to Coventry, digital storytelling provides an engaging and authentic learning environment. In this environment, both listeners and storytellers have the opportunity to develop their own personal and narrative discourse, visualize knowledge, present their story, and receive feedback. Digital storytelling also provides an educational environment in which both parties have the opportunity to receive feedback on their work. In addition, research conducted at Georgetown University found that information learned through the use of digital narratives is easier to memorize and is retained for a longer period of time in the memories of students as a result of the emotional component that is involved.

**Acquiring the Skills Need for the 21st Century:** It has been demonstrated that participating in the production of digital narratives can aid in the acquisition and development of skills that are important for the 21st century. These skills include, to be more explicit, the following:

- **Research and Information Literacy:** This ability pertains to the process of looking for, critically analyzing, and creatively synthesizing information pertaining to the subject matter that is being investigated or presented. Trainees are motivated to investigate more deeply the topic to be presented when they are asked to compose a digital story (also known as digital storytelling). They are also motivated to think in detail and critically evaluate the information that is available, as well as to compose it in a creative manner in order to effectively communicate their history. The participants in this process are given training in the selection of the sequencing and the structure of the information in order to create a tale with a coherent plot and convincing arguments. This training is intended to prepare them for future employment.

- **Skills in critical thinking, problem solving, and decision making:** Digital storytelling gives students the opportunity to reflect on the content that is available to them as well as the results they hope to achieve. In the context of this reflection, in addition to the critical selection and synthesis of this material, they are required to make decisions regarding the point of view under which they wish



to present the topic, and at the same time, they will be required to select appropriate multimedia material to accompany their story. This is in addition to the critical selection and synthesis of this material.

- **Working Together:** The participants in the training are able to improve their ability to work together by creating digital narratives in groups. To be more specific, the trainees in this class are being asked to make choices on the material, style, tone, and sound that they will use to compose their story.

- **Communication:** Trainees get familiar with the art of storytelling, which is the efficient conveyance of selected elements and messages, achieved through the careful use of and relationship between words and sentences. In addition, trainees are given an introduction to the concept of knowledge sharing through the use of digital storytelling. This is accomplished through the publication of these narratives online and the subsequent commentary that follows.

- **Initiative and self-guidance:** As learners go through the process of composing digital narratives, in contrast to more traditional educational strategies, they attempt to correct and improve the narrative that is produced, without the need for the guidance of the teacher. This encourages them to take responsibility for their own learning. They do this unconsciously, but as a result, they apply the process of self-assessment, which helps them build more self-confidence. At the same time, they work on continuously refining and growing their communication abilities.

- **Creativity and innovation:** Digital storytelling helps learners develop their creativity and innovation by encouraging them to find new ways of organizing and synthesizing the data and information that is available to them. This is how digital storytelling contributes to the development of learners' creativity and innovation.

- **The development of digital and media literacy** According to Ohler, the employment of digital storytelling as a tool to enhance the development of critical thinking, writing, oral, and digital literacy in listeners is something that can be accomplished. Learners develop skills that are helpful in today's society, which is defined by rapidly advancing technology innovation, as a direct result of being familiar with the use of modern technical methods and tools. This is accomplished through the use of digital storytelling. As was just noted, recent advances in technology, specifically web 2.0 tools, make it possible for digital narratives to be published with relative ease. In this way, trainees acquire the abilities necessary for basic digital literacy, such as producing digital content and using multimedia as a means of communication. These are essential skills for people living in the 21st century.

- **The cultivation of effective visual framing** the significance of visual literacy, or the capacity to successfully image one's own thoughts, has been acknowledged by Regan as an essential ability for people living in the 21st century. The usage of digital storytelling by students in the context of the development of digital stories by those students considerably improves those students' ability to see what they are saying, which in turn contributes to the growth of those students' visual literacy.

### **In conclusion**

Little children naturally tell stories. In all human civilizations, the transmission of knowledge, attitudes, and values from one generation to the next through the telling of tales by family and friends is prevalent and widespread. Moreover, storytelling is utilized as a form of entertainment that stimulates the imagination of individuals of all ages. The majority of individuals acquire the ability to tell stories through "apprenticeships" in society, but its significance does not leave education and educational research unmoved. There are numerous theoretical perspectives and studies on the development of children's narrative skills (Applebees 1978, Stein & Glenn 1979, Stadler & Ward 2005, Nicolopoulou 1996). In addition to social practice, formal education institutions also utilize storytelling as a fundamental educational method. In addition to language, other subjects are also taught using narratives.

With the integration of multimedia elements, a new form of narrative, Digital Storytelling, was formed (DS). Digital also contributes to the instructional process in a manner similar to simple storytelling. It provides children with the opportunity to develop abilities beyond mere familiarity with Information and Communication Technologies (ICT). In particular, the creation of digital narratives is simultaneously a) an authentic motivation for familiarity with the design and production

of multimedia elements (ICT skills), b) a means of learning in the context of different knowledge subjects, and c) a means of developing contemporary skills such as collaboration, communication, creativity, and innovation. Internet with web2.0 services makes digital narratives simple to publish. Digital tales can be submitted to websites, blogs, repositories, forums, etc. and become the topic of discussion and analysis, so increasing their reach and longevity. There provides additional motivation for students who currently publish digital narratives with a range of themes in various mediums (such as YouTube). The generation and publication of digital material is becoming a fundamental skill (Peppler & Kafai, 2007), which includes digital storytelling.

The relevance of storytelling, particularly digital storytelling, in educational practice as a medium and a subject is made obvious by the preceding discussion. The emergence of digital storytelling also raises a number of questions, including: a) what tools are available for the development of digital storytelling; b) what digital storytelling methodologies are available and how are they approached didactically; c) in direct relation to the previous question, how can students and teachers be familiarized with the development of digital narratives; and d) which types of learning activities utilize digital storytelling.

In order for teachers and/or students to utilize digital storytelling, they must become familiar with the appropriate software tools and the process of creating narratives. In this study, we provide software tools for the creation of digital narratives in order to familiarize educators with the various options. The remainder of the paper consists of a conceptual definition of the term "digital storytelling" and a brief survey of pertinent educational research. Then, software for digital storytelling is introduced. Then, they are compared based on a set of shared qualities, followed by a summary-discussion.

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