Research Article

Education Through Story Creation: An Analysis Of Its Effectiveness And Expression Forms

Mr. Kalpeshbhai B. Patel* Dr. Chiragbhai M. Darji

[1]*Ph.D. Scholar, The Charutar Vidya Mandal University, Vallabh Vidyanagar.
[2]Ph.D. Guide, Associate Professor, Children's Research University, Gandhinagar.

*Corresponding Authors: Mr. Kalpeshbhai B. Patel
Ph.D. Scholar, The Charutar Vidya Mandal University, Vallabh Vidyanagar.

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ARTICLE INFO	ABSTRACT
	In recent years, there has been a substantial growth in the use of modern technology in classrooms all around the world. This improvement may be attributed to the availability of digital cameras, personal computers, scanners, and software that is simple to use for teachers. Educators now have the opportunity to improve the quality of student learning as a result of the availability of new tools for professional development. Because of this, the introduction of new technology has, for the most part, had a favourable influence on the surroundings in which educational activities take place. Studies have shown that the incorporation of these technologies into educational settings leads to increased levels of student engagement, achievement, and motivation. Nevertheless, education systems are confronted with additional issues that they are obligated to address, and one of these challenges is the enhancement of educational results through the encouragement of more student participation. It is becoming increasingly important to have creative educational techniques that successfully involve students in the learning process. The use of "digital storytelling" as a method of instruction is a contemporary tool that has the potential to captivate pupils and foster profound learning. The fundamental purpose of this project was to develop a constructivist learning environment in the classroom through the utilisation of "digital storytelling" as a way of accomplishing these objectives. This research investigates the possible applications of "digital storytelling" in educational settings, as well as the influence that it has on the learning outcomes of students. A single Australian school provided the participants for a multi-site case study. The participants included students from both the elementary and secondary levels of education. Through participation in certain initiatives, both students and instructors were given the opportunity to participate in new learning experiences that were based around "digital storytelling". For the purpose of data collection and interpretation, scientists employed a wide variety of approaches, which contributed to the study's increased credibility and validity. The collection of our findings was accomplished through the use of both qualitative and quantitative research approaches. An assessment rubric was utilised in order to conduct the analysis of the quantitative data, whilst interviews and observation were utilised in order to conduct the analysis of the qualitative data. Through the usage of a mixed-methods research technique to collect data, the purpose of this study was to evaluate the potential benefits that "digital storytelling" may have on educational outcomes. The findings of this research provide persuasive evidence that "digital storytelling" has the potential to be an extremely effective tool for enhancing learning environments through the incorporation of instructional messages and learning activities. It is a significant strategy for establishing a

constructivist learning environment since it makes use of innovative instructional strategies. This strategy has the potential to increase the level of involvement that students have in the learning process, which in turn will lead to improved learning outcomes.

Keywords: Students Participation, Digital Storytelling, Modern Technology, Effective Tool, Learning Environments.

INTRODUCTION

There has been a widespread practice of passing on information and experiences from one generation to the next since ancient times, and that practice is known as storytelling. Over the past several years, there have been significant shifts in the manner in which tales are crafted, the many mediums that are utilised to transmit the message, and the audience that is intended to hear them. According to Sharda (2007), storytelling has the potential to be an effective instructional tool with regard to general, scientific, and technical education. Throughout the course of human history, people have relied largely on the art of storytelling as a method of transmitting all of their historical happenings, cultural practices, and customs to subsequent generations. Despite the fact that we live in modern times, stories are still being told through a variety of digital media. It is said by Normann (2011) that digital stories combine elements of both conventional narrative and multimedia storytelling. As a result of advancements in areas such as digital photography, editing software, and authoring tools, the use of technology in educational settings has become increasingly widespread in recent years.

According to Standley (2003), these technologies provide students the ability to freely develop their own knowledge and ideas, which they may then demonstrate and express in a more effective manner. The proof that Armstrong provided indicates that a growing number of schools are now outfitted with various technical instruments such as computers, digital cameras, editing software, and other similar electronic devices. The development of digital tales by both students and teachers has been substantially facilitated as a result of this, making it more convenient than it has ever been before (Armstrong 2003). In addition, students might enhance their creative problem-solving abilities by participating in "digital storytelling", as stated by Ohler (2008). This instructional resource has a significant impact on the degree to which pupils are motivated to engage in academic pursuits. Through the provision of this setting, people are afforded the opportunity to engage in collaborative narrative construction, engage in reflection, and connect with one another. For the purpose of constructing digital narratives that are focused on mandated educational subjects, students can make use of the resources provided by multimedia software and their own technological abilities.

The application of "digital storytelling" as a kind of multimedia creation is becoming increasingly common in the sphere of education. As a result, technology is not only permeating our day-to-day lives, but it is also in a position to have a significant influence on the educational system of the future. The availability of digital cameras and scanners, in addition to software that is simple to use, is making it possible to accomplish these jobs. In recent years, a number of educational institutions have started investigating the potential benefits that may be gained by employing "digital storytelling" (Robin 2008). According to Neal (2001), ancient civilizations and those who have been actively involved in online education for a considerable amount of time have acknowledged the efficacy of stories as a methodology for instruction. The practice of oral storytelling has been supplanted by "digital storytelling", which enables anybody to utilise readily available technology and software to create their own narratives by using audio, images, and text, while also including the author's imagination and individuality.

This research aims to investigate the influence that "digital storytelling" has on the level of involvement from students as well as their academic success. The two primary goals of this research are to (1) analyse the influence that "digital storytelling" has on the learning of students and (2) evaluate the practicality of "digital storytelling" as an innovative educational strategy. The case study focused on a pupil who was enrolled in a school in Gujarat that was a standard 8 institution. The purpose of this study was to investigate the practicability of incorporating "digital storytelling" into the educational programmes of elementary and secondary schools. Through the utilisation of "digital storytelling", it was made feasible for both students and instructors in some classrooms to take part in creative learning activities. The fundamental purpose of this project is to provide teachers and students with the materials they need to effectively use "digital storytelling" in order to enrich the level of engagement and interaction that occurs in the classroom.

ABOUT STORYTELLING

Due to the potency and inherent straightforwardness of storytelling as a means of communicating and exchanging information and ideas, it has evolved into an indispensable instrument in the annals of human civilization. The use of stories in educational settings has had a significant amount of success. As stated by Behmer (2005), storytelling is a tool that allows students to personalise their educational experience and create their own understanding and knowledge based on the tales that they listen to and share with one

another. On the other hand, throughout the course of the last twenty years, there have been considerable advancements made in terms of the creation and production of narratives, as well as the use of multimedia for the transmission of stories. The rise of computer-based storytelling has resulted in a major improvement in the process of narrative generation and presentation (Van Gils 2005). This improvement has been brought about by the utilisation of a variety of software and hardware platforms. According to Normann, "Storytelling has been a human practice that has persisted throughout history." Storytelling over the campfire has been an essential part of our culture and history ever since it was first introduced to the family. Individuals continue to be the primary carriers of narratives at the present time, but they do so through a variety of communication channels. According to Normann (2011), the phenomenon known as a "digital story" is characterised by the combination of conventional storytelling techniques with modern technological tools. According to Banaszewski (2005), the use of digital resources in the classroom and the use of traditional storytelling have taken divergent courses up until this point. On account of this, it is of the utmost importance to argue for a greater combination of narrative instruction and digital media inside the classroom setting. It is considered that the most effective outcomes may be achieved by integrating technology into larger educational practices, as stated by Pitler (2006). "Digital storytelling equips students with essential skills known as 21st Century Skills" (Miller during 2009). The fact that the cost of computers and other associated technology is reducing and their capabilities are improving is a cause for optimism since it indicates that storytelling is becoming a more popular instructional tool. Storytelling is still underrated as a strategy for supporting students in acquiring skills that are relevant in the 21st century and improving their learning outcomes, despite the fact that the necessary technology are available.

DIGITAL STORYTELLING

In the late 1980s, the Centre for "digital storytelling" in California was the pioneering institution that was responsible for the creation of "digital storytelling". According to Lambert (2009), community theatre workers employed it for the goal of documenting, developing, and spreading tales. Normann defines "digital storytelling" as a brief narrative that lasts between two and three minutes and in which the storyteller uses their own voice to convey their own personal story. According to Normann (2011), the primary focus is on the individual, who may be connected to other people, locations, interests, or any other component that plays a role in the narrative by contributing a human element. According to Normann (2011) and Clarke and Adam (2012), the development of recording and personal computer technology has been influenced by developments in technology as well as the use of technology in academic and non-academic settings. A contemporary expression of the time-honoured discipline of storytelling, "digital storytelling" is described as such by the "digital storytelling" Association (2011). In spite of the fact that there is no definition that is universally accepted, the majority of definitions of "digital storytelling" place an emphasis on the utilization of a broad variety of multimedia components in the process of narrative production. According to Benmayor (2008), "digital storytelling" is a condensed multimedia tale that incorporates voice, picture, and music incorporated into the narrative. According to Kajder, Bull, and Albaugh (2015), digital stories may be defined as a collection of still photographs that, when supplemented with a narrated audio, effectively communicate a story about the subject matter. An alternate explanation of the term "digital story" is provided by Alan Davis, who describes it as "a brief narrative, typically a personal narrative narrated in the first person, presented as a short film for viewing on a television or computer monitor or projected onto a screen" (Kajder et al. 2005). A cheap digital camera, non-linear authoring tools, and computers are the instruments that are utilized in the process of "digital storytelling", as described by Meadows. This process involves the development of brief multimedia tales for the purpose of achieving societal goals. It is said by Meadows (2003) that this technological tool gives teachers the ability to maximize the utilization of technology in the classroom by utilizing information that is provided by the students themselves.
Approach to learning based on "digital storytelling"

INTERACTIVE DIGITAL NARRATIVES: LEARNING STRATEGY BASED ON CONSTRUCTIVISM

There have been a number of different learning theories that have emerged over the past several decades. Some of these ideas include "constructivism, cognitivism, and behaviourism". Each of these theories provides a unique analysis of the learning process. In the first place, let us develop a very specific definition of the term "learning theory" in order to acquire a more profound understanding of the fundamental ideas that are included inside these numerous frameworks. Hill (2002) states that the objective of establishing a learning theory is to build a structure for comprehending the fundamental parts of learning and to illustrate the process by which humans and other animals acquire new knowledge. This is the purpose of the learning theory. B.F. Skinner (1974), Thorndike (1913), and Pavlov (1927) are the three individuals who established the school of thinking that is known as behaviourism. Under this school of thought, it was believed that learning had the capacity to alter behaviour and future reactions, regardless of the context in which they were experienced. Instances of behavioural inclinations include frequent practice and instructions that were intended to instruct. When there is a change in the observable learning features and the learning process, there is a corresponding change in conduct. The three essential elements - motivation, reactions, and the

interconnection of these elements - are the basis upon which behavioural patterns are built. According to Jung (2008), the availability of rewards is a crucial component in the process of developing an enjoyable and productive learning environment. In contrast to behaviourism, which places an emphasis on the characteristics that can be observed in students, cognitive theories seek to gain an understanding of the principles that underlie student behaviour. In accordance with Jung (2008), it places an emphasis on the environment as a significant instrument for the purpose of fostering learning. When seen from a cognitivist point of view, instructional design, structure, and organisation were developed with the intention of improving students' capacity to effectively remember, store, and retrieve information. Furthermore, according to Anderson (2008), learning is regarded as a dynamic process that is impacted by the individuals who are now undergoing the learning process. In today's educational system, the educational paradigm known as constructivism has gained significant traction. Similarities may be seen between the cognitive learning school and other fields of study; however, the cognitive learning school places a particular emphasis on learning via practical experiences and recognises the significance of the social component in the educational process. According to Wilson (1996), a learning community is a place where students may work together and provide assistance to one another while making use of a variety of tools and information resources in order to accomplish their educational goals and participate in activities that include problem-solving. Additionally, Anderson (2008) contends that constructivists have a more nuanced viewpoint on learning in comparison to those who are sceptical about the subject. They acknowledge the fact that individuals, depending on their own perspectives, give interpretations and interpretations for both their own learning and the world around them. Creating learning settings that are conducive to learning that is constructive, purposeful, collaborative, complex, conversational, contextualised, and reflective is something that (Jonassen et al., 1999) recommends. Constructivists are of the opinion that pupils are able to attain the best possible learning results when they are given the freedom to create their own understanding of the world via personal experiences and collaborative efforts with other people. According to Duffy et al. (2012), they also have the ability to combine knowledge from a variety of sources in order to come up with new understandings.

There is more to teaching and learning than just interacting with students or passing on information, according to the educational theories that were prevalent in the 20th century (Daniels 2001; Dewey 2007; Vygotsky et al. 1978; Wells 1999). Teaching, according to these notions, is most successfully understood as a model of interaction between educators and their students, where the adult is best fit to play the position of a collaborator and/or co-constructor. This is the most effective way to view teaching. Bouman defines learning as the process of acquiring information and abilities through many means, including but not limited to instruction, observation, study, or experience. He divides education into a number of different categories, the most famous of which are courses that are led by teachers and those that are led by students. The term "student-led learning" refers to an educational strategy in which students are given the opportunity to collaborate with one another and ask questions of one another within an environment that is centred on the students. Other activities that students participate in include working together to find solutions to problems and having conversations on the things they have learned. At the moment, the most common method of instruction is learning that is directed by the instructor. By utilising this strategy, the instructor is able to remember all of the material and then progressively pass it on to the other pupils. The results of recent research suggest that learning that is led by students is more successful than learning that is led by teachers in terms of long-term retention. Taking into consideration the fact that children are able to develop more powerful connections to the subject matter when they actively engage in the learning process is an important feature to take into consideration (Bouman 2012). By highlighting the value of the learner's active engagement in the process of fostering abilities for lifelong learning, Verenikina (2008) highlights the importance of this. According to Vygotsky's definition, the zone of proximal development (ZPD) is the difference in a student's skills between when they are not receiving any support and when they are receiving assistance (Wells, 1999; Vygotsky et al., 1978). Students will be able to build the capacity to autonomously and continually pursue information through active participation in the learning process, which is the ultimate goal of the Zone of Proximal Development (ZPD) programme. When viewed from this angle, the act of teaching transforms into a collaborative activity that involves equal participation from both the instructor and the student. Furthermore, it assists students in digesting the material and incorporating it into their own learning process (Verenikina 2008; Dakich 2014). It is possible that the use of "digital storytelling" might make it easier to implement a constructivist approach to education. Due to the fact that it offers a structure for integrating digital information with more advanced instructional strategies, it has the potential to be a very useful educational tool. In his article from 2008, Dakich believes that "digital storytelling" not only helps students improve their technological abilities but also produces a multitude of beneficial educational outcomes. It enables teachers to create constructivist learning settings, which foster creative problem-solving through collaboration and communication amongst students. These environments inspire students to work together and communicate with one another. An additional benefit is that it boosts the learners' motivation. Furthermore, the usage of "digital storytelling" can allow the establishment of an integrated curriculum, hence increasing student participation in more deep learning experiences and promoting higher-order cognitive processes (Dakich 2008).

RESEARCH METHOD

This research was conducted with the intention of determining the extent to which "digital storytelling" influences the level of engagement and academic accomplishment among students. Through its novel approach to teaching and learning, the primary objective of the project was to investigate the ways in which "digital storytelling" has the potential to improve learning outcomes and increase educational engagement among students. The eighth grade students in Gujarati schools are the subjects of this research project, which investigates the incorporation of "digital storytelling" into the curriculum of primary schools. Through the use of "digital storytelling", students and instructors in the classes that were chosen were given the opportunity to take part in creative learning experiences. For the purpose of ensuring the reliability and validity of the research, the study used both qualitative and quantitative methods. The utilisation of a rubric was utilised in order to accomplish the gathering of quantitative data, while interviews and observation were utilised in order to acquire qualitative data. For the purpose of conducting an accurate evaluation of the advantages of "digital storytelling" in the field of education, a mixed-methods approach was utilised to gather and analyse data, with the majority of the data being derived from the contributions of teachers.

RESEARCH QUESTIONS

Investigating the potential educational advantages of "digital storytelling" is the driving force behind this endeavour. The overarching question that guides this study is, "How can "digital storytelling" improve educational results for learners by increasing student engagement?" The following questions can be posed in response to this main inquiry:
- How can we increase student engagement through the use of "digital storytelling"?
- What are some ways that "digital storytelling" might be applied to enhance educational results?
- In your opinion, how effective is "digital storytelling" as a teaching tool for students?

RESEARCH SIGNIFICANCE

Through the use of "digital storytelling", the purpose of this research is to provide assistance to both teachers and students in order to improve the quality of their classes and their ability to comprehend complex concepts. This aim will be contributed to by the outcomes of this study, which will contribute to its achievement. The findings of this research contribute to our knowledge of how to design learning environments that are authentic, flexible, and adaptive, and that also foster constructivism when they are implemented. In this study, a comprehensive analysis of the use of "digital storytelling" in educational settings is provided. More specifically, the workshop on "digital storytelling" is described, the responsibilities of teachers are outlined, and the tasks that students are required to do as part of the project are specified. Based on the findings of this research, it is anticipated that educational policy and practice would be improved as a consequence of the provision of new information.

RESEARCH METHODOLOGY

Mello (2001) found that this particular study utilised a case study design that was influenced by the findings of other case studies. According to Yin (2009) and Creswell et al. (2007), case study research is a qualitative method that involves the investigation of one or more occurrences over an extended period of time and the collection of information from a variety of sources, such as interviews, documents, observations, and reports. A combination of qualitative and quantitative research approaches is utilised in the development of the research procedure. This study will focus on measuring the degree of student involvement and academic outcomes in the classroom when "digital storytelling" is employed. Additionally, the study will have the purpose of studying the educational advantages that may be gained from using this technique. It was essential to collect both quantitative and qualitative data in order to have a comprehensive understanding of these occurrences.

PARTICIPANTS
A total of five Hindi teachers participated in a research study that was conducted towards the end of the school year. The purpose of the experiment was to investigate the possibility of incorporating "digital storytelling" into the curriculum of primary schools. The following information is included in Table 1: the number of students who used "digital storytelling"; the length of time spent watching the progress of the study, which included seeing the digital narrative; and the number of students who used "digital storytelling".

TEACHER INTERVIEWS
Subsequently, after the evaluation of the level of engagement, the second phase consisted of determining the educational benefit that "digital storytelling" offers. Conducting interviews with teachers was the method that was utilised to collect qualitative data for this particular stage. In the aftermath of conducting interviews with

educators, we analysed their responses to ascertain their feelings on the use of "digital storytelling" in the classroom as well as their perspectives on the incorporation of new technology into their respective courses. Consequently, data was gathered through the use of three distinct approaches, including observation, a teacher evaluation rubric, and informal interviews. The approach that was utilised for observation consisted of systematically timing observations and making field notes. On the other hand, the tool that was utilised for grading teachers was a scoring rubric. Interviews were conducted with the educators who had participated in the study using a method that had been created beforehand. It is possible for us to arrive at generalisations by combining the results of all of the approaches (Creswell 2008).

TEACHING THROUGH DIGITAL STORYTELLING

The objective of this study was to evaluate the influence that "digital storytelling" has on the learning process of students when it is utilised by education professionals as well as students themselves. In addition, the purpose of the research was to determine whether or not the use of "digital storytelling" may improve educational results and encourage increased student involvement. In order for technology to be useful in the development of stories, teachers need to be equipped with the knowledge and skills necessary to tailor its application to the particular needs of their students. When it comes to gaining the benefits that it offers in the classroom, the efficiency with which teachers implement it is absolutely necessary. In light of this, the researcher decided to commence an introductory session, which was then followed by a series of workshops that took place over the course of the first two weeks. The purpose of these workshops was to empower and include the instructors in the study. Through the use of these procedures, educators were able to seamlessly incorporate "digital storytelling" into their classes. This technique offers useful instructions for teachers and students who are new to utilising "digital storytelling" in the classroom. Although it is not the sole option, it is one of the strategies that are available.

Sr. No.	Grade	Subject	Student numbers	Groups	Observation days
Sec. 1	8th Standard	Hindi	28	7 (4 students per Group)	7 Days
Sec. 2	8th Standard	Hindi	28	7 (4 students per Group)	6 Days
Sec. 3	8th Standard	Hindi	28	7 (4 students per Group)	5 Days
Sec. 4	8th Standard	Hindi	28	7 (4 students per Group)	4 Days
Sec. 5	8th Standard	Hindi	28	7 (4 students per Group)	3 Days
Sec. 6	8th Standard	Hindi	28	7 (4 students per Group)	2 Days

Section 1: Brainstorming

Within the context of this course, the major focus is on the generation of ideas for tales. 7 days is the normal time span that is available. Pupils are divided into 7 groups and given themes to investigate during this lesson. The teachers are responsible for organising the pupils. Following this, they discuss their ideas and notions with one another, and then they come up with strategies to tell the story by relying on the material that they have acquired. The process of taking notes and writing the first portion of a book, which is based around a topic that the instructor has selected, is something that the students in the class are engaged in.

Section 2: Storyboard

At the end of this section, students had the opportunity to design the storyboard. The period that is anticipated is 6 days. Students receive assistance from their teachers in the process of producing a storyboard that outlines the most important events and settings of their tale. In addition to this, they help pupils better understand the fundamental ideas presented in the document. The students, on the other hand, are the ones who are responsible for constructing the story and choosing the appropriate components. There is also the possibility of taking an alternate initial step, which is to create a storyboard draft. This is helpful for organising the visual components in a manner that is consistent with one another and for considering how to synchronise the music and the story with the images and videos.

Section 3: Material Gathering

In order to develop the digital story, students went through the process of gathering the essential material over the course of 5 days. Students are guided by their teachers through the process of gaining access to pictures from a variety of sources, including the internet, books, and journals. Also included in this category are copyright and digital rights, which pertain to the content that are utilised. The usage of the digital camera is also shown to the students by the instructors when it is necessary with the students. For the purpose of accompanying their digital story, the students are required to pick acceptable materials, which may include photographs, videos, and music.

Section 4: Creation of Digital Story

The purpose of this endeavour was to use Moviemaker to create a digital story structure. Considering the significant amount of effort that is put into this course, it is the most time-consuming of all the stages that are included in the process of creating digital tales. The duration of this course is 4 days. The usage of

Moviemaker for the goal of constructing digital tales and the process of importing media assets are both topics that will be covered in this lesson plan, which is intended for teachers who desire to advise their students on how to use Moviemaker. For children who wish to include their own voices into the tale by recording them, teachers are an invaluable resource to have at their disposal. All of the components of the storyboard were imported into Moviemaker by the students, who used the storyboard as a guide. Following that, they continued to record their own voices in order to enhance the narrative and evaluate how well it integrated with the digital plot. In addition, they have the power to bring about impacts and alter the duration of each and every graphical element's existence. In order to do this, various special effects, like as music and transitions, are carefully selected and included into the story in order to enhance its quality. Adjustments are made to the duration of each visual element in order to bring it into harmony with the narrative, and this process is repeated for the entirety of the digital story.

Section 5: Editing

After the student has produced the first draft of the digital story, the focus of this class was shift to altering and finishing the narrative. This work was of 3 days long, depending on the specifics. The instructors offered input during this session in order to include additional revisions prior to the development of the final version of the digital narrative. Following the receipt of feedback from their instructors, students begin to make alterations and adjustments to the papers that they have assigned. After that, the participants hand over their final versions to the instructor and share them with their classmates for feedback. In the process of developing the final edition of the narrative, these comments and recommendations are taken into consideration.

Section 6: Presentation & Evaluation

The last part of the creative process, which takes place over the course of 2 days, is when the digital tales that have been completed are presented and evaluated. The work of the students is evaluated by the professors during the presentation based on their presenting skills, the components of their story, and the overall quality of their story. For the duration of this session, the primary task that falls on the kids is to deliver the digital tale to their teachers, classmates, and parents.

DISCUSSION & RESULTS

The vast part of this investigation is comprised of several individual case studies that make use of a variety of research methodologies. The data for this study was gathered through interviews with teachers, observations, and the use of an assessment rubric with the participants. A case reports were created by the researcher. Research is connected to a one-of-a-kind cross-case matrix based on the different stories of Hindi subject of grade 8 students, and the case reports have been developed with the express purpose of addressing these queries. All 7 practice case studies were carried out inside the same school. On the other hand, the comparing of the all was not the objective of the study. Educators played a significant role in the methodology that was employed for the research. As a consequence of this, certain classes required students to complete their assignments on their own, while others required them to work together in groups. The purpose of the study was to analyse the educational effect of "digital storytelling", and this objective was given more priority than doing a comparison analysis. The purpose of this project was to document the potential advantages of using "digital storytelling" as a method for analysing the level of student involvement and the outcomes, as well as to record the experiences that teachers have had with "digital storytelling". In this part, we will concentrate on the most important findings that emerged from the conversation on the use of "digital storytelling" as a teaching tool. These findings include student involvement, educational accomplishments, and the viewpoints of teachers.

It seems from the data that the degrees of involvement exhibited by pupils might range anywhere from moderate to high. That is to say, the class continually exhibited active involvement during the whole lesson. There has been an unprecedented increase in the number of student presentations that make use of software and searches for digital content. Regardless of the conditions, the kids found that utilising technology, conducting online searches, and accessing other digital tales brought them a great deal of joy. There were some slight divergences in the methods that were utilised to carry them out. When the students sometimes saw their finished work, they consistently showed a high level of curiosity. Digital media, on the other hand, was shown to be more successful in effectively engaging them. Students have the opportunity to participate in "digital storytelling" because to advancements in technology that has been used in the classroom. This provides them with the opportunity to reflect on and articulate their own intellectual ideas.

Students are found to be actively participating in group projects and making active use of digital resources, according to the findings of the survey. Through the use of apps and digital resources, such as the internet and libraries, students were able to achieve greater levels of success than they would have been able to rely on conventional printed materials such as books. In addition, the findings of this study revealed that groups worked together, with members of various groups providing assistance to one another in order to resolve language or technological issues. Because of this, their levels of involvement grew to a greater extent.

The findings of this study demonstrate that "digital storytelling" is an effective method for fostering constructive learning because it gives students the opportunity to create their own stories based on the fundamental instructions that are supplied by the instructor. Each and every student brings a unique perspective to the table, which is shaped by the relationships and experiences they have had. When it comes to crafting their digital narrative, they make use of a wide variety of resources, which ultimately results in products that are continuously original and distinctive. According to these findings, "digital storytelling" is an efficient way of instruction that provides a number of benefits that teachers may take use of.

This research provides evidence that "digital storytelling" may be an effective way for boosting abilities in the classroom. The findings of this study are found in the following sentence. There have been reports from educators that children have benefited from "digital storytelling", which is a form of storytelling that incorporates the use of technology. This has enabled the children to effectively overcome their challenges. Several academics believe that "digital storytelling" has the potential to stimulate students' creative thinking by providing them with different approaches to resolving issues that have persisted for a long time. In addition, instructors saw "digital storytelling" as a highly effective method for enhancing the research abilities of their pupils. There are a number of traits that may be enhanced, including but not limited to spelling, writing, cooperation, and collaboration with both teachers and students. The use of innovative technology inevitably leads to an increase in one's level of technical skill.

EFFECTS OF DIGITAL NARRATIVES ON LEARNING OUTCOMES

A growing body of evidence suggests that "digital storytelling" has the potential to improve students' abilities in a variety of fields, including writing, design, library science, technology, and communication. The outcomes of this study contribute to this growing body of evidence. Through the use of "digital storytelling", which incorporates technology, students who struggled with spelling, sentence construction, and the composition of entire texts were able to overcome the challenges they had in the realm of writing. Certain criteria, such as age and aptitude for technical courses, have an impact on the findings, but to a smaller degree than other factors. When compared to elementary school kids, secondary school students may be able to take in a bigger quantity of material in a shorter length of time. Comparatively, elementary school students used computers and the internet less frequently than they did. Throughout the course of the research, this was made very clear, particularly when contrasting the situations in which students in elementary school worked only on their tales during class time, as opposed to students in secondary school who worked on their stories both inside and outside of the classroom. It was also seen by teachers that their kids were absorbing new information without making any conscious attempt to do so. When students are provided with the necessary direction, "digital storytelling" has the potential to be an effective instrument for strengthening a wide range of extra abilities, leading to the development of a wide variety of talents.

CONCLUSION

Specifically, the purpose of this research was to evaluate the influence that "digital storytelling" has on the learning process of students. The findings of this research will make it easier to create lessons that are more interesting to students and will improve the communication that takes place between professors and students. The findings of this research contribute to our knowledge of how to design learning environments that are genuine, flexible, and adaptable, and that also promote constructivism. The purpose of this study is to provide a full knowledge of the incorporation of "digital storytelling" into educational institutions. In particular, it investigates the procedure of incorporating "digital storytelling" into classrooms, describes the framework of a digital story workshop, and specifies the roles and duties of both teachers and students in the process. As a consequence, the new information that was uncovered by this research has the potential to affect educational policy. Educators have used "digital storytelling" in the past, and a number of different techniques to narrative construction have been proposed as potential ways to make this process easier. All of these models, however, do not offer a comprehensive pedagogical framework that can be utilised to effectively employ "digital storytelling" with students at different phases of their educational growth. Through the use of "digital storytelling", this research introduced a new framework that is referred to as "e-Learning through digital storytelling (eLDiSt)". This framework is designed to improve constructivist pedagogy in online learning. Furthermore, despite the significance of this study and the potential influence it may have on policy, practice, and theory, it is not viable to make broad generalisations based on the findings contained within it. This study includes limitations that are associated with its participant sample and its exclusive emphasis on primary level pupils from a single school. These limitations are caused by the proportion of children from other primary schools that were included in the study being uneven. In further study, it may be possible to circumvent this constraint by employing a number of different locations rather than a single school and, ideally, by collecting data from the same set of participants. While the children were working on their digital stories, they experienced a number of technical difficulties. These difficulties were made worse by the restricted number of computers that were available in the laboratories, which further hampered the school's capacity to use technology. According to the findings of this study, students who have particular

requirements, such as those who are learning English as a second language or who are doing vocational and technical courses, may discover that "digital storytelling" is beneficial to them. Storytelling using digital platforms has the potential to boost students' self-esteem while also improving their social and psychological abilities.

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