Research Paper

DIGITAL STORY TELLING – AN ALTERNATIVE TOOL FOR STUDENTS ENGAGEMENT: AN ASSESSMENT

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Abstract: The present study is undertaken to find out the impact of digital story telling on the students' engagement. It also attempts to find out the difference of perception between the teachers based on gender and locality. Normative survey method has been followed for the present study. Population for the present study comprises of the teachers of early childhood working in Paschim Medinipur district of west Bengal. Out of the existing population a sample of 75 teachers have been selected randomly for the present study. A self structured questionnaire has been used for data collection. The questionnaire consists of 15 statements with the response of Strongly Agree, Agree, Disagree and Strongly Disagree. Descriptive Statistics and t test have been used for data analysis. Findings of the study indicate that the teachers are highly agree with the fact that the digital story telling can be used as an alternative tool for students engagement. There exists no significant difference between Male and Female; rural and urban teachers in regard to the use of digital story telling as an alternative tool for students' engagement.
Keywords: *Teachers, Students' Engagement, Digital Storytelling, Creativity, Inspiration, Motivation.*

Introduction:

Because it allows students and instructors to relate to the task's material on a more personal level, digital storytelling is a tactic that promotes high-quality reflections (Hamilton et al., 2019). "Digital storytelling enables teachers to present new content in a unique way while maximizing the benefits of collaborative learning. Students can be given tasks related to researching a topic, looking for significant images, recording their voice, and then expressing their own point of view towards specific characters, situations, life experiences, etc. This creates a constructivist digital learning environment where imagination, creativity, inspiration, motivation, and the narrative component can offer many benefits to students. How can students learn to create their own digital stories?" (Benmayor, (2008)

The art of storytelling is combined with a variety of digital media, such as text, images, music, video, recorded audio narration, and photos, to create digital storytelling. Using computer software, these multimedia components are combined to create a narrative that often centres on a single theme or subject and frequently includes a point of view. The majority of digital tales are somewhat brief, lasting anywhere from two to ten minutes, and they are stored in a digital format that can be seen on a computer or other device that can play video files. Furthermore, digital tales are usually posted online so that everyone with a popular web browser may access them. Digital tales come in a wide variety of forms, however the author suggests dividing them into the following three groups: Personal narratives are tales that recount noteworthy occurrences in a person's life; historical documentaries are stories that explore dramatic events to shed light on historical events; and third-person narratives educate or teach the audience on a certain idea or method. "Digital storytelling is presently being used in many different settings, such as schools, libraries, community centres, museums, medical and nursing

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schools, corporations, and more. Its popularity has been continuously rising. Digital tales are being created in educational settings by instructors and students ranging from kindergarten to graduate school on a wide range of topics, from biology to art, and everything in between". (Boase, 2008) The creation of digital tales by professionals all over the world to enhance language acquisition, promote social presence, encourage conversation, incorporate technology into the classroom, and other goals, has also made digital storytelling a global phenomenon.

Problem Statement:

Narrating a story is the act of providing a history or a development of anything. It is also the art of revealing the details and imagery of a tale to a particular live audience via the use of language, vocalization, and/or physical movement and gesture. "Furthermore, the National Storytelling Network (USA) asserts that audience participation plays a role in the storytelling process and that the tale is shaped by their reactions".(Briasouli, 2010) The contact, collaboration, and coordinated efforts of the storyteller and the audience result in the telling of stories. It has been shown that telling tales to students in the classroom is crucial to their academic development. One of the most crucial tools for helping students progress in the classroom is the utilization of oral histories. Children's imaginations are developed and expanded when they hear tales. Therefore the problem stated is **"Digital Story Telling – An Alternative Tool for Students Engagement: An Assessment"**

Significance of the study:

Since the primary goal of this study is to examine how digital storytelling affects student engagement, the findings will provide instructors and students with new tools to harness the potential of digital storytelling and improve student engagement in the classroom. This research advances our knowledge of how to design constructivist and genuine learning environments that work in a variety of educational situations. As a result, it is anticipated that the fresh information this study produces will influence practise and policy in education.

Objectives: The present study is undertaken to find out the impact of digital story telling on the students' engagement. It also attempts to find out the difference of perception between the teachers based on gender and locality.

Methodology: Normative survey method has been followed for the present study.

Population and Sample:

Population for the present study comprises of the teachers of early childhood working in Paschim Medinipur district of west Bengal. Out of the existing population a sample of 75 teachers have been selected randomly for the present study.
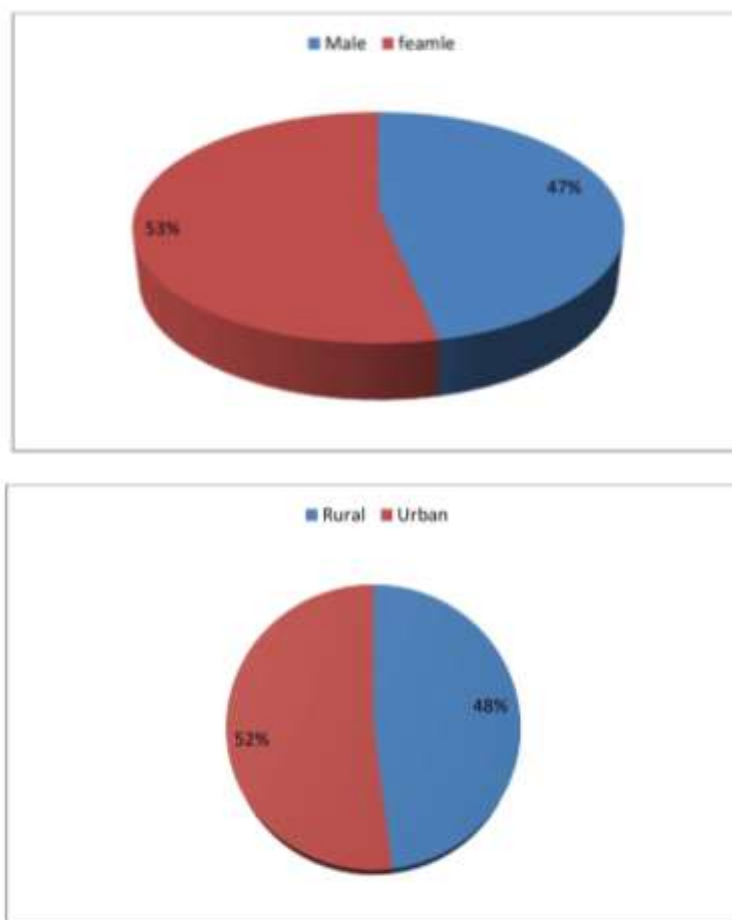
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Fig. Distribution of Samples

Tools:

A self structured questionnaire has been used for data collection. The questionnaire consists of 15 statements with the response of Strongly Agree, Agree, Disagree and Strongly Disagree.

Technique: Descriptive Statistics and t test have been used for data analysis.

Data Analysis and Interpretation:

Table 1: Descriptive Statistics of the teachers' perception towards the digital Story telling as an alternative tool for student's engagement.

Parameters	Values
N	75
Minimum	18
Maximum	55
Mean	34.26
Median	33
SD	8.98

Research Paper

SEM	1.03
Skewness	0.51
Kurtosis	2.58

The above table shows that the mean value for the use of digital story telling as an alternative tool for student engagement is 34.26 with the minimum value of 18 and the maximum value of 55. The mead value is 33 and the calculated SD is 8.98 with the SEM of 1.03. The skewness value is 0.51 and the kurtosis value is 2.58. For the above obtained data it is evident that the mean value is higher than the mid value which indicates that the teachers are highly agree with the fact that the digital story telling can be used as an alternative tool for students engagement.
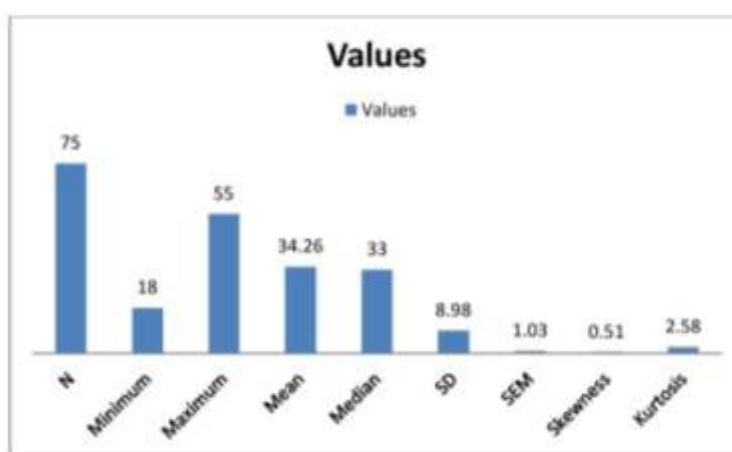

Fig.1 showing Descriptive Statistics of the teachers' perception towards the digital Story telling as an alternative tool for student's engagement

Table 2- Difference between male and female teachers in respect of their perception towards the use of digital story telling can be used as an alternative tool for students' engagement.

Gender	N	Mean	S.D.	Df	t-value
Male	35	32.64	9.21	**73**	1.0301
Female	40	34.73	8.36		

From the above table it is clear that the mean value for the male teacher's perception towards the use of digital story telling as an alternative tool is 32.64 and for female teacher it is 34.73. The obtained SD values are 9.21 and 8.36 respectively. The calculated t value is 1.03 which is much lower than the critical value. Therefore the formulated hypothesis "There is no significant difference between the male and female teachers in respect of their perception towards the use of digital story telling as an alternative tool for students engagement" is retained. Hence it can be concluded that the male and female teachers are of similar view in regard to the use of digital story telling as an alternative tool for student's engagement.

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Table 3- Difference between Rural and urban teachers in respect of their perception towards the use of digital story telling can be used as an alternative tool for students engagement.

Locality	N	Mean	S.D.	Df	t-value
Rural	36	33.48	10.34	73	0.7454
Urban	39	35.21	9.76		

From the above table it is clear that the mean value for the rural teachers' perception towards the use of digital story telling as an alternative tool is 33.48 and for urban teacher it is 35.21. The obtained SD values are 10.34 and 9.76 respectively. The calculated t value is 0.74 which is much lower than the critical value. Therefore the formulated hypothesis "There is no significant difference between the rural and urban teachers in respect of their perception towards the use of digital story telling as an alternative tool for students engagement" is retained. Hence it can be concluded that the rural and urban teachers are of similar view in regard to the use of digital story telling as an alternative tool for student's engagement.

Findings:

- The teachers are highly agree with the fact that the digital story telling can be used as an alternative tool for students engagement
- Male and female teachers are of similar view in regard to the use of digital story telling as an alternative tool for students' engagement.
- There exists no significant difference between rural and urban teachers in regard to the use of digital story telling as an alternative tool for students' engagement.

Recommendation:

• Using digital storytelling as a feasible approach to teach topics in kindergarten courses is a good idea. Students will be able to accomplish better in moral education as a result of this.

• All educational levels should improve their pre-primary teacher training curricula to include teaching that is relevant to real-world situations by implementing activities that include new pedagogical strategies that serve as the foundation for instruction, including digital storytelling method.

• Digital storytelling techniques that, according to this study, lessen gender disparities in kindergarten classrooms may be employed as instructional tools to help both male and female children with learning anxiety.

• The government and other labour employers should make sure that pre-primary teachers with the necessary training are hired to teach moral education in lower basic schools. (Foley, L. 2013)

Conclusion:

By fusing the age-old craft of storytelling with a variety of digital technologies, digital storytelling has shown to be a potent and successful teaching tool for educators as well as students, fostering creativity and critical thinking. (O'Byrne, et.al, 2018) In the classroom, the process of producing a digital tale offers active role-play, collaborative social engagement, immersive learning activities, and hands-on, exploratory learning that extend beyond the standard classroom environment.

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Research Paper

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