



Stories4All

Digital Storytelling For Inclusion

Report on Greek Survey Results

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Abstract

This study explores the application and impact of digital storytelling in educational settings, focusing on students in the Early Childhood Education and Care Department at a Greek University. An online survey was conducted to gather data on students' experiences, confidence levels, and perceptions of digital storytelling. The findings reveal that while students recognize the potential of digital storytelling to enhance engagement, promote empathy, and address social justice issues, several challenges remain. These include the need for comprehensive training, accessibility to digital tools, and concerns about increased screen time. The survey highlights the importance of representing diverse characters and perspectives in digital stories, and the role of digital storytelling in giving voice to marginalized groups such as refugees, ethnic minorities, and individuals with disabilities. Additionally, digital storytelling was seen as a valuable tool for developing intercultural competence and enhancing STEAM education. Despite some reservations, the overall sentiment towards digital storytelling was positive, emphasizing its potential as an educational tool. The study underscores the necessity of supporting educators through training and resources to effectively integrate digital storytelling into their teaching practices, thereby maximizing its benefits in promoting social justice and inclusion.

Executive Summary

This report explores the application and impact of digital storytelling in educational settings, drawing on survey data from students in the Early Childhood Education and Care Department at a Greek University. The survey aimed to understand students' experiences, confidence levels, and perceptions of digital storytelling, particularly its potential to promote empathy, inclusion, and social justice.

Key Findings

Student Demographics and Experience: The majority of survey respondents were in their second year of study, with most pursuing their first degree. A small number had

professional experience, though not in digital storytelling. Notably, 99% of students had not received formal training in digital storytelling, highlighting a significant gap in their educational experience.

Confidence and training needs: Students generally reported moderate confidence in their ability to create and implement digital storytelling activities. They expressed a need for training in digital skills such as photo and audio editing, and guidance on integrating digital storytelling into educational practice. Open-access platforms and libraries of digital resources were identified as valuable tools to support their learning.

Perceived effectiveness for education and learning: A majority of students agreed that digital storytelling could be an effective educational tool, including its ability to promote engagement, entertainment, and motivation among students. However, there were varied opinions, with some students expressing uncertainty about its overall impact and effectiveness and they were less confident on how to use digital storytelling to support STEAM.

Perspectives on inclusion, empathy, social justice and diversity: Students highlighted several advantages of digital storytelling and it was also seen as a powerful tool for fostering empathy and inclusion. The survey revealed strong support for digital storytelling as a tool to promote diversity, give voice to marginalized groups and develop intercultural competence. Respondents emphasized the importance of representing diverse characters and perspectives in digital stories and provided examples of how digital storytelling can raise awareness about social justice and human rights issues.

Challenges and concerns: Several challenges were identified, including the need for comprehensive training and support for educators, accessibility to digital tools and resources, and concerns about screen time and the risk of over-reliance on technology. Creating and designing digital stories was noted to be challenging and time-consuming for teachers by a small number of students. Respondents also stressed the importance of balancing digital storytelling with traditional teaching

methods to cater to different learning preferences.

Conclusion

Digital storytelling holds significant potential as an educational tool, particularly in promoting empathy and addressing social justice issues. While students recognize its effectiveness, there are challenges that need to be addressed, including technical difficulties and the need for proper professional development. Supporting educators (in-service and pre-service) in the implementation of digital storytelling is crucial to maximize its impact in educational settings. Addressing the concerns raised by students and providing comprehensive training and resources for educators are essential steps towards realizing the full potential of digital storytelling in education.

Introduction

Digital storytelling has emerged as a powerful tool in education, offering a dynamic way to engage students and enhance learning experiences. By integrating multimedia elements such as images, audio, and video, digital storytelling transforms traditional narratives into interactive and immersive experiences. This approach not only captures students' attention but also enhances their understanding and retention of information (Robin, 2008).

Research has shown that digital storytelling can significantly enhance student engagement, promote critical thinking, and foster empathy (Robin, 2008; Sadik, 2008). It provides a platform for students to express their creativity and share their personal stories, which can lead to a deeper connection with the learning material. Moreover, digital storytelling allows for the inclusion of diverse voices and perspectives, making it a valuable tool for addressing social justice issues (Hull & Katz, 2006).

This report examines the application of digital storytelling in educational settings, drawing on survey data from students of a Greek University (Early Childhood Education and Care Department) to understand their experiences, confidence levels, and perceptions. The survey aimed to explore how students perceive the effectiveness

of digital storytelling in promoting empathy, inclusion, and social justice. Additionally, the report investigates the challenges faced by students and educators in implementing digital storytelling and provides recommendations for overcoming these barriers.

The potential of digital storytelling to promote empathy and address social justice issues is well-documented in the literature. For instance, Lambert (2013) emphasizes that digital storytelling can give voice to marginalized groups, allowing them to share their experiences and perspectives. This can foster a greater understanding and appreciation of diversity among students. Similarly, Ohler (2013) highlights the role of digital storytelling in developing students' emotional intelligence and empathy by encouraging them to step into the shoes of others.

Furthermore, the integration of digital storytelling into the curriculum can support the development of 21st-century skills, such as digital literacy, collaboration, and communication (Jenkins & Gravestock, 2013). By engaging with digital storytelling projects, students can enhance their technical skills and learn to work effectively in teams, preparing them for the demands of the modern workforce.

In summary, this report explores the multifaceted benefits of digital storytelling in education, particularly its potential to enhance student engagement, promote empathy, and address social justice issues. By connecting the survey findings with existing literature, the report underscores the importance of supporting educators in the implementation of digital storytelling to maximize its impact in educational settings.

Methodology

The data for this report was collected through an online survey administered to students in a Greek University, specifically in the Early Childhood Education and Care Department. These students are studying to become early childhood educators for children under 4 years of age. The study took place during the winter semester of

2024. The survey, which was completed in Greek, was open for two months. Students were informed about the survey by their lecturers. Participation (N=103) in the survey was voluntary and anonymous, with the average time required to complete the 29 questions (including 4 open-ended questions) being 12.16 minutes. Upon opening the survey, students could read all the necessary information about the study and provide (or withhold) their consent. The study was approved by the Ethics Committee of the University prior to administration. The online survey included questions (see Appendix A) about their year of study, previous degrees, professional experience, and training in digital storytelling. It also assessed their confidence in using digital storytelling tools, the types of training they found most useful, and their perceptions of the effectiveness of digital storytelling in various educational contexts.

The analysis was performed in Excel and percentages were automatically derived from Microsoft Forms. AI tool (Copilot, Microsoft) was utilised for the coding of the open-ended questions.

Findings

Student Demographics and Experience

The survey respondents were primarily in their second year of study (63%). The majority of students (n = 95) were pursuing their first degree at the time of the survey. A small number of respondents had some professional experience (22%), though not necessarily in digital storytelling. Most students had not received formal training in digital storytelling (99%), highlighting a gap in their educational experience.

Confidence and Training Needs

Students generally reported moderate confidence (54.4%) in their ability to create and implement digital storytelling activities. Only 3.9% of students declared very high confidence in their ability to create and use digital storytelling. They expressed a need for training in digital skills such as photo and audio editing, as well as guidance on how to integrate digital storytelling into educational practice. Open-access

platforms and libraries of digital resources were identified as valuable tools to support their learning (42%).

Perceived effectiveness for education and learning

Students largely agreed that digital storytelling could be an effective tool in education (56%), particularly in promoting empathy and addressing social justice issues. The responses highlighted a range of opinions. The majority view it as a highly beneficial method, while a significant portion (22%) saw it as moderately useful or were not sure (17%). A very small group (4%) was less convinced of its effectiveness. This indicates a general optimism about the potential of digital storytelling as an educational tool, though some reservations remain.

Despite the lack of training, students identified key components of successful digital stories, including relevance to everyday life (n=39), clear and engaging narration (n=43), and the inclusion of multimedia elements such as photos (n=33), videos (n=34), and music (n=38). This diversity in responses suggests that while digital storytelling is largely seen as a valuable educational strategy, its implementation and impact may vary depending on specific characteristics and experiences.

Many participants highlighted that digital storytelling is highly effective in promoting engagement, entertainment, and motivation among students. In relation to learning, respondents also underlined the positive impact digital stories may have (question 26). Some respondents provided examples of how digital storytelling can enhance educational engagement by making learning more personalized and relatable. For instance, creating digital stories that reflect students' own experiences or those of their peers can make the learning process more meaningful and engaging. The use of multimedia elements, such as photos, videos, and music, was mentioned as a way to enhance the impact of digital stories. These elements can make stories more engaging and help convey complex social issues in an accessible and compelling manner.

In the context of advanced methodologies such as STEAM (science, technology,

engineering, arts, and mathematics), digital storytelling was recognized for its ability to make complex scientific and technological concepts more accessible and engaging (70% - question 27). By presenting these concepts in a narrative format, educators can demystify STEAM subjects, making them more relatable and interesting for students. This approach can significantly enhance student engagement and understanding in these fields. While students recognized the benefits of incorporating digital technologies in storytelling, a considerable number of them (n=30) were unsure about how it could be connected with STEAM methodology. This indicates a need for further education and clarification on the integration of digital storytelling within STEAM subjects to fully leverage its potential in enhancing student engagement and learning outcomes.

On the downside, respondents noted that creating and designing digital stories can be challenging and time-consuming for educators (n=48; n=40). The complexity of integrating various multimedia elements and ensuring the story is coherent and meaningful can be difficult. Some participants also expressed concerns about the potential for digital storytelling to be less effective in conveying certain academic content, such as mathematics or science, compared to traditional teaching methods. Additionally, there were worries about the over-reliance on technology, which might lead to reduced face-to-face interactions and the risk of students becoming too dependent on digital tools.

Overall, while digital storytelling offers numerous educational benefits, it also presents certain challenges that need to be addressed to maximize its effectiveness in the classroom.

Perspectives on inclusion, empathy, social justice and diversity

The findings revealed a strong endorsement of digital storytelling as a valuable educational tool, highlighting its potential to promote diversity, give voice to marginalized groups, develop intercultural competence, address social justice issues, and enhance STEAM education (questions 20-25). Digital storytelling was also seen

as a powerful tool for raising awareness about social justice and human rights issues (questions 21 and 26). Examples included stories that address gender equality, racial discrimination, and the rights of individuals with disabilities. These stories can educate audiences and inspire action towards achieving social justice.

A significant majority of respondents emphasized the importance of representing diverse characters and perspectives in digital stories (83%) and provided examples in the relevant open-ended question (question 26). This recognition underscores the value of inclusivity in educational materials, suggesting that digital stories should reflect a wide range of experiences and backgrounds. Educators can help students foster empathy and understanding. Several responses emphasized the role of digital storytelling in developing empathy and emotional understanding. In the examples students provided, they referred to the need to explain the emotions of others.

Moreover, the survey data indicated that digital storytelling was seen as an effective means of giving voice to marginalized groups (question 23 - 58%) but at the same time this question had the highest percentage of uncertainty (38%) indicating the need for more professional learning in this area.

Respondents provided a range of examples of marginalized groups that can be benefited by digital stories in the relevant open-ended question (question 24 – Yes answer), including refugees, individuals with disabilities, and ethnic minorities, noting that digital storytelling can highlight the challenges and triumphs of these groups. Digital storytelling can give these groups a platform to share their stories, thereby promoting their inclusion and representation in society. This approach not only raises awareness but also promotes social justice and equity, making it a powerful tool for advocacy and representation.

The eight key themes identified from the analysis of responses in the two open-ended questions (24 and 26) are as follows:

a. *People and children with disabilities*

A significant number of respondents mentioned individuals and children with

disabilities, including those with physical, cognitive, neurodevelopmental, and sensory impairments. Examples included people with mobility issues, intellectual disabilities, and sensory impairments such as blindness and deafness. Respondents emphasized that digital storytelling could help these individuals share their experiences, challenges, and achievements, thereby promoting greater understanding and inclusion. Respondents believed that digital storytelling could help children express themselves and share their unique perspectives, and these views were also highlighted in the examples they provided in question 26. Being part of the stories can enhance a sense of belonging and help educators and peers better understand diverse needs and strengths.

b. *Refugees and immigrants*

Refugees and immigrants were frequently cited as groups that could benefit from digital storytelling. Respondents noted that these individuals often face significant challenges in their new environments, including language barriers, cultural differences, and social isolation. Digital storytelling can provide a platform for refugees and immigrants to share their stories, fostering empathy and support from the broader community. By highlighting their experiences, digital storytelling can help bridge cultural gaps and promote a more inclusive society.

c. *Ethnic and cultural minorities*

Several respondents highlighted the potential of digital storytelling to give voice to ethnic and cultural minorities, such as the Roma community. These groups often experience discrimination and marginalization, and digital storytelling can help raise awareness of their unique cultures, traditions, and struggles. Examples included stories that showcase different cultures, traditions, and ways of life, helping students appreciate and respect cultural differences. This theme underscores the potential of digital storytelling to foster a multicultural understanding and inclusivity in educational settings. By sharing their narratives, these communities can challenge stereotypes and promote cultural diversity.

d. *LGBTQ+ Individuals*

The LGBTQ+ community was also identified as a group that could benefit from digital storytelling. Respondents mentioned that digital stories could help highlight the experiences of LGBTQ+ individuals, including the challenges they face and their contributions to society. This can promote greater acceptance and understanding, as well as support efforts towards equality and inclusion. By providing a platform for LGBTQ+ voices, digital storytelling can help combat prejudice and foster a more inclusive environment.

e. *Socio-Economically disadvantaged groups*

Respondents pointed out that digital storytelling could be a powerful tool for individuals from lower socio-economic backgrounds. These stories can shed light on the struggles and resilience of people living in poverty, helping to raise awareness and drive social change. By sharing their experiences, these individuals can advocate for better resources and opportunities. Digital storytelling can thus serve as a means of empowerment, giving a voice to those who are often overlooked.

f. *Other marginalized groups*

Other groups mentioned included shy individuals, people with substance dependencies, and those who have experienced violence or trauma. Digital storytelling can provide a safe space for these individuals to share their stories, helping to reduce stigma and promote healing and support. By bringing these narratives to light, digital storytelling can foster a greater understanding and compassion within the community.

g. *Intercultural competence*

The potential of digital storytelling to develop students' intercultural competence was also highlighted (63%). By introducing students to different cultures, traditions, and ways of life, digital stories can enhance their ability to interact respectfully and effectively with people from diverse backgrounds. This is crucial for building the skills necessary for global citizenship and intercultural communication. Digital storytelling can thus play a significant role in preparing students for a multicultural world.

h. *Positive impact on social justice issues*

Respondents shared various examples of digital storytelling projects that had a positive impact on social justice issues (74%). These projects, which focus on topics such as gender equality, racial discrimination, and environmental justice, help raise awareness, educate audiences, and inspire action. This demonstrates the power of digital storytelling to engage with broader audiences and advocate for meaningful change. By addressing these critical issues, digital storytelling can contribute to a more just and equitable society.

Challenges and Concerns

Despite the positive perceptions, students also noted several challenges associated with digital storytelling. These included the difficulty of creating and designing digital stories, the time required for educators to develop these resources, and potential technical issues. There were also concerns about the accessibility of digital tools and the need for proper training to ensure effective implementation. More specifically, the concerns and challenges are categorized into the following themes:

a. *Teacher preparedness and professional learning*

A significant number of respondents emphasized the importance of training and professional development. They suggested that educators should participate in workshops, seminars, and educational programs focused on digital storytelling, social justice, and the use of digital tools. Continuous education and staying updated with technological advancements were also highlighted as crucial for effective integration. Many responses pointed to the value of practical experience and application. Educators should practice creating digital stories, receive feedback, and refine their skills. This hands-on approach helps in understanding the nuances of digital storytelling and how to effectively convey messages of social justice and inclusion. Apart from digital training, respondents noted the need for educators to engage in thorough research and knowledge acquisition. This includes studying current events, understanding diverse cultures and social issues, and staying informed about the

latest developments in digital storytelling. By doing so, educators can create relevant and impactful digital stories that resonate with their students.

Respondents also stressed the need for professional learning in recognizing and addressing biases, ensuring representation of diverse groups, and creating stories that promote empathy and respect for all individuals. Collaboration with colleagues, students, and the community was highlighted as a key factor in professional development. Engaging with parents, community members, and other educators can provide valuable perspectives and resources. Collaborative efforts can enhance the quality and impact of digital stories, making them more inclusive and socially relevant. Integrating digital storytelling into the curriculum was another common theme for promoting teachers' knowledge around digital storytelling. Respondents suggested that digital storytelling should be woven into various subjects and not treated as an isolated activity. This approach can help students see the relevance of digital stories in different contexts and enhance their overall learning experience.

Finally, reflective practice was mentioned as a way for educators to continually improve their digital storytelling skills. By reflecting on their experiences, educators can identify areas for improvement, learn from their mistakes, and develop more effective strategies for integrating digital stories into their teaching.

b. Accessibility, resources, and content quality

The issue of accessibility to digital tools and resources was another common concern. Respondents noted that not all schools might have the necessary technological infrastructure to support digital storytelling. This could lead to disparities in educational experiences and outcomes, particularly in underfunded schools.

There were also concerns about the quality and organization of digital storytelling content. Respondents emphasized the need for well-structured and engaging materials to ensure that students do not find the lessons confusing or boring. Properly curated content is essential to maximize the educational benefits of digital storytelling.

c. *Reliability and value*

A small number of respondents expressed doubts about the reliability and value of digital storytelling. Concerns were raised about how well digital storytelling can meet the diverse needs of all students and whether it can actually maintain student engagement and understanding.

d. *Screen time and technology use*

Concerns about the increased screen time associated with digital storytelling were prevalent among respondents. Many worried about the potential negative effects of prolonged screen exposure, especially for young children. Additionally, there were apprehensions about the rapid integration of technology into education and its impact on traditional teaching methods. A few respondents mentioned the importance of balancing digital storytelling with traditional teaching methods. They argued that while digital storytelling can be a valuable tool, it should not completely replace conventional approaches. Maintaining a balance can help cater to different learning preferences and ensure a comprehensive educational experience.

e. *Student-teacher interactions*

Some respondents were concerned that digital storytelling might lead to a reduction in face-to-face interaction between students and teachers. They feared that over-reliance on digital tools could make lessons monotonous and hinder the development of personal connections and interactive learning experiences.

Discussion

The findings from the survey are aligned with existing literature on the benefits of digital storytelling in education. Research has shown that digital storytelling can enhance student engagement, promote critical thinking, and foster empathy (Robin, 2008; Sadik, 2008). By allowing students to create and share their own stories, digital storytelling provides a platform for diverse voices and perspectives, which is crucial

for addressing social justice issues (Hull & Katz, 2006). This study reinforces these findings, highlighting the potential of digital storytelling to amplify the voices of marginalized groups and promote cultural awareness, empathy, and inclusion.

Findings underscored the wide-ranging potential of digital storytelling to amplify the voices of various marginalized groups. By providing a platform for these individuals to share their experiences, digital storytelling can foster empathy, understanding, and social change. The range of diverse examples provided by respondents highlight the importance of using digital storytelling as a tool for inclusion and advocacy in educational contexts. This aligns with the findings of Hull and Katz (2006), who emphasize the role of digital storytelling in giving voice to underrepresented communities.

Responses also illustrated the multiple ways in which digital storytelling can be used to address social justice issues. By promoting cultural awareness, empathy, inclusion, and engagement, digital storytelling can play a crucial role in fostering a more just and inclusive society. The use of multimedia elements further enhances the effectiveness of digital stories in conveying important social messages. This is consistent with the literature, which suggests that digital storytelling can be a powerful medium for raising awareness and inspiring action on social justice issues (Lambert, 2013).

Finally, findings highlighted several key areas for preparing prospective educators to integrate socially just and inclusive digital stories into their classrooms. These include training and professional development, research and knowledge acquisition, practical experience, inclusivity and sensitivity, collaboration, curriculum integration (e.g., STEAM), technological proficiency, and reflective practice. Addressing these areas can help educators effectively use digital storytelling to promote social justice and inclusion in education. This is supported by the work of Robin (2008) and Sadik (2008), who emphasize the importance of educator preparation in the successful implementation of digital storytelling.

Findings also revealed a range of concerns regarding the use of digital storytelling in education. These include doubts about its reliability and effectiveness, the need for

adequate teacher training, concerns about increased screen time, potential reductions in student-teacher interaction, issues of accessibility and resources, the quality of content, and the importance of balancing digital and traditional teaching methods. These concerns highlight the necessity of providing educators with the necessary resources and professional development to overcome these barriers and maximize the benefits of digital storytelling. As noted by Lambert (2013), effective digital storytelling requires not only technical skills but also an understanding of narrative structure and pedagogical strategies. The survey responses indicate that students recognize the effectiveness of digital storytelling but also point to significant concerns, such as technical difficulties, increased screen time, and the need for proper training. Addressing these concerns is crucial for the successful integration of digital storytelling into educational practices.

Conclusion

Digital storytelling holds significant potential as an educational tool, particularly in promoting empathy and addressing social justice issues. The survey data indicated that while students recognize its effectiveness, there are challenges that need to be addressed, including technical difficulties and the need for continuous, dynamic training. By connecting these findings with existing literature, this report underscores the importance of supporting educators in the implementation of digital storytelling to enhance its impact in educational settings. Addressing the concerns raised by students and providing comprehensive training and resources for educators are crucial steps towards realizing the full potential of digital storytelling in education.

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Appendix A

Survey Questions

ΣΥΝΑΙΝΕΣΗ: Αν κάνετε κλικ στο πεδίο ""Συμφωνώ"", σημαίνει ότι:

- Έχετε διαβάσει όλες τις παραπάνω πληροφορίες
- Έχετε διαβάσει και κατανοήσει όλες τις παραπάνω πληροφορίες και έχετε συμφωνήσει ελεύθερα να συμμετάσχετε.
- Έχετε διαβάσει και κατανοήσει όλες τις πληροφορίες που έχετε διαβάσει και έχετε συμφωνήσει να διαβάσετε και συμφωνήσετε με τους όρους και τις προϋποθέσεις της παρούσας συμφωνίας.

ΕΡΩΤΗΣΕΙΣ

- 1) Συναίνεση
- 2) Σε ποιο έτος σπουδών βρίσκεστε την ώρα που συμπληρώνετε το ερωτηματολόγιο; (επιλέξτε μία απάντηση από τις παρακάτω: 1 0 έτος/2 ο έτος/3 ο έτος/4 ο έτος/5 ο ή μεγαλύτερο έτος σπουδών).
- 3) Είναι αυτό το πρώτο σας Πανεπιστημιακό πτυχίο;
- 4) Παρακαλούμε γράψτε μας το τίτλο του άλλου πτυχίου που έχετε ολοκληρώσει.
- 5) Διαθέτετε επαγγελματική εργασιακή εμπειρία στο χώρο σας; (Παρακαλούμε μην αναφερθείτε σε Πρακτικές ασκήσεις)
- 6) Έχετε ποτέ επίσημα επιμορφωθεί στη χρήση της ψηφιακής αφήγησης ;
- 7) Παρακαλούμε εξηγήστε τι είδους επιμόρφωση σχετικά με την ψηφιακή αφήγηση έχετε παρακολουθήσει;
- 8) Έχετε χρησιμοποιήσει ψηφιακά εργαλεία ή πλατφόρμες ψηφιακής αφήγησης; (π.χ., Book Creator; Story Jumper; e-Shadow etc)
- 9) Παρακαλούμε γράψτε μας ποιο ψηφιακό εργαλείο/πλατφόρμα έχετε χρησιμοποιήσει.
- 10) Πόσο σίγουροι αισθάνεστε για την ικανότητά σας να δημιουργείτε και να

εφαρμόζετε δραστηριότητες ψηφιακής αφήγησης;

Επιλέξτε το βαθμό που καλύτερα αποκρίνεται στο επίπεδο της αυτοπεποίθησής σας.

11) Τι είδους εκπαίδευση/επιμόρφωση ή υποστήριξη θα θεωρούσατε πιο χρήσιμη για την ενίσχυση των δεξιοτήτων σας σχετικά με την ψηφιακή αφήγηση;

(εκπαίδευση σε ψηφιακές δεξιότητες όπως επεξεργασία

φωτογραφίας/ήχου/βίντεο; Ενημέρωση/κατάρτιση σχετικά με την

ιστορία/κουλτούρα/έρευνα γύρω από την ψηφιακή αφήγηση;

Ενημέρωση/κατάρτιση σχετικά με το πώς μπορεί να εφαρμοστεί η ψηφιακή

αφήγηση; Ενημέρωση/κατάρτιση σχετικά με τον τρόπο που μπορεί η ψηφιακή

αφήγηση να; Ενημέρωση/κατάρτιση σχετικά με τον τρόπο που μπορεί η

ψηφιακή αφήγηση να; Ενημέρωση/κατάρτιση σχετικά με το πώς μπορούν να

αξιολογηθούν οι ψηφιακές ιστορίες; Άλλο).

12) Ποιοι πόροι θα μπορούσαν να σας βοηθήσουν να αναπτύξετε περαιτέρω τις

δεξιότητές σας στην ψηφιακή αφήγηση; (Ανοιχτές/ελεύθερες πλατφόρμες

ψηφιακής αφήγησης π.χ. eShadow; ανοιχτές βιβλιοθήκες με

εικόνες/φωτογραφίες/ηχητικά αρχεία; Πρόσβαση σε αξιόπιστα μηχανήματα (π.χ.

υπολογιστές) και γρήγορη σύνδεση στο διαδίκτυο; Άλλο).

13) Πόσο αποτελεσματική πιστεύετε ότι θα μπορούσε να είναι η ψηφιακή αφήγηση

στη διαδικασία διδασκαλίας-μάθησης; (Πολύ αποτελεσματική; Μέτρια ούτε

αποτελεσματική – ούτε μη αποτελεσματική; Λίγο ως καθόλου αποτελεσματική; Δεν

ξέρω/Δεν είμαι σίγουρος/η)

14) Ποια πιστεύετε ότι θα μπορούσαν να είναι τα βασικά συστατικά μιας επιτυχημένης

ψηφιακής ιστορίας για τη διδασκαλία παιδιών κάθε ηλικίας;

15) Παρακαλώ επιλέξτε τα πλεονεκτήματα που πιστεύετε ότι θα μπορούσαν να

συνδεθούν με την ψηφιακή αφήγηση ως εργαλείο διδασκαλίας/μάθησης.

16) "Επιλέξτε τυχόν μειονεκτήματα που πιστεύετε ότι θα μπορούσαν να σχετίζονται με

την ψηφιακή αφήγηση ως εργαλείο διδασκαλίας/μάθησης.

17) Πιστεύετε ότι οι ψηφιακές τεχνολογίες θα μπορούσαν να κάνουν την αφήγηση ιστοριών πιο:

18) Υπάρχουν ανησυχίες ή επιφυλάξεις που έχετε σχετικά με τη χρήση της ψηφιακής αφήγησης σε ένα εκπαιδευτικό πλαίσιο;

19) Πιστεύετε ότι η ψηφιακή αφήγηση θα μπορούσε να χρησιμοποιηθεί από τους εκπαιδευτικούς σε οποιοδήποτε γνωστικό αντικείμενο; (π.χ. τέχνες, μαθηματικά, επιστήμη, ιστορία);

20) Πιστεύετε ότι η ψηφιακή αφήγηση θα μπορούσε να χρησιμοποιηθεί από τους εκπαιδευτικούς ως εργαλείο για την ενίσχυση της ενσυναίσθησης μεταξύ των μαθητών;

21) Πιστεύετε ότι η ψηφιακή αφήγηση θα μπορούσε να χρησιμοποιηθεί από τους εκπαιδευτικούς για την αντιμετώπιση θεμάτων κοινωνικής δικαιοσύνης (π.χ., ανθρώπινα δικαιώματα, ισότητα, δικαιώματα των παιδιών

22) Πόσο σημαντικό είναι για τις ψηφιακές ιστορίες να αντιπροσωπεύουν διαφορετικούς χαρακτήρες και οπτικές;

23) Μπορεί η ψηφιακή αφήγηση να χρησιμοποιηθεί για να δώσει φωνή σε οποιεσδήποτε περιθωριοποιημένες ομάδες;

"Απαντήσατε ""Ναι"" στην προηγούμενη ερώτηση, δώστε ένα παράδειγμα μιας

περιθωριοποιημένης ομάδας που πιστεύετε ότι θα μπορούσε να αποκτήσει φωνή μέσω της ψηφιακής αφήγησης.

24) Πιστεύετε ότι η ψηφιακή αφήγηση θα μπορούσε να είναι αποτελεσματική στην ανάπτυξη της διαπολιτισμικής ικανότητας των μαθητών; (π.χ., σεβασμός και θαυμασμός άλλων πολιτισμών/γλωσσών/παραδόσεων κ.λ.π.)

- Θα μπορούσατε να δώσετε κάποιο παράδειγμα εμπειριών/έργων ψηφιακής αφήγησης που μπορεί να έχουν θετικό αντίκτυπο σε οποιοδήποτε ζήτημα κοινωνικής δικαιοσύνης; (π.χ., ένταξη/διαφορετικότητα/ενσυναίσθηση)
- 25) Πιστεύετε ότι η ψηφιακή αφήγηση θα μπορούσε να χρησιμοποιηθεί ως εργαλείο από τους εκπαιδευτικούς για την ενεργή εμπλοκή των μαθητών σε ένα πρότζεκτ STEAM (επιστήμη, τεχνολογία, μηχανική, τέχνες, μαθηματικά);
- 26) Με ποιους τρόπους πιστεύετε ότι οι υποψήφιοι εκπαιδευτικοί/παιδαγωγοί θα μπορούσαν να προετοιμαστούν καλύτερα για να ενσωματώσουν κοινωνικά δίκαιες και χωρίς αποκλεισμούς ψηφιακές ιστορίες στο μέλλον
- 27) Θα θέλατε να αυξήσετε τις γνώσεις και τις δεξιότητές σας στην ψηφιακή αφήγηση;