

Digital Story Telling in the Kindergarten Level-An Emerging Tool in 21st Century: A Detailed Study

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ABSTRACT

These days, technology improves instruction and learning in the classroom. “Concepts from the curriculum are rewritten as tales, backed by multimedia technology and integrated into visual, aural, and kina esthetic learning channels. When such tools are included, a tale becomes more digitalized and mediated, which enriches its content and applications. The action referred as to the delivery of the story is known as Digital Storytelling”. The present study has been undertaken to study the key elements of digital storytelling, to discuss the different types of storytelling. It also discusses the usefulness of digital story telling for both the teachers and the students. Basically this study is descriptive in nature. The methodology consists of a conceptual discussion on highlighting the key features of the Digital Story Telling Method. Basically, it is a documentary study. It is based on secondary data. The conclusion made in the study is based on Secondary sources. Digital tales combine voice and story to provide people, events, experiences, and insights rich depth and vibrant colour. The phrase "digital storytelling" is used in a variety of fields, including education and entertainment, although its meanings and explanations differ greatly.

KEYWORDS: learning, technology, storytelling, integrated into visual.

Introduction: With the advent of web-based tools and blogs, digital storytelling has become even more popular worldwide, reaching almost every age group in many different nations. While studies on the use of digital storytelling in education have been carried out in some nations, nothing is known about the state of the art when it comes to this practice globally. “Finding out how educators, students, and others worldwide are using digital storytelling to enhance the educational process was a primary goal of this research project. Furthermore, the research offers a broad overview of the worldwide educational applications of digital storytelling, explains how individuals from various cultural backgrounds see this technology, and investigates some of the advantages and difficulties that institutions have when integrating digital storytelling into their curricula”.(Meadows, 2003) People often utilise digital storytelling to convey their own tales, and it gives them the opportunity to build a social media following around these narratives. The simplicity of creating digital tales, the affordability of digital equipment, and the abundance of websites that allow for the sharing and exhibition of stories online have all contributed to the growth of this application

While the term "digital storytelling" has many diverse meanings, most of them centre on the notion of fusing digital multimedia—such as audio, video, and images—with the craft of storytelling. Almost all digital tales use a combination of text, digital graphics, audio narration that has been recorded, video, and music to provide information about a particular subject. Similar to traditional storytelling, digital tales often have a certain point of view and are centred on a specified topic. The stories, which are usually just a few minutes long, may be used for a number of purposes, such as sharing personal experiences, narrating historical events, or providing information or instruction on a certain subject.

Background of the Study:

According to Meadows (2003), digital storytelling is a kind of personal storytelling in which brief, multimedia tales are created using digital cameras, computers, and non-linear authoring tools. Robin (2008) further categorised digital tales into three groups: stories with a primary purpose of informing or instructing, stories that explore historical events, and personal narratives. By decomposing the creative process into seven parts, the Centre for Digital Storytelling (2010) has had a significant impact on identifying the essential elements of a digital tale. These steps are part of the procedure called "The Seven Elements of Digital Storytelling" and they are as follows: (1) A dramatic question piques the audience's interest and promises an answer at the conclusion of the tale; (2) Point of View conveys the narrative's aim and the author's point of view; (3) Emotional Content draws the listener into the narrative; (4) The Gift of Voice narrates the tale in a way that makes it easier for the audience to grasp; (5) The Power of Soundtrack provides the right music to complement the narrative; (6) Economy prevents the audience from being overloaded with images and/or sounds, and (7) Pacing gives the narrative a beat and controls the speed at which it is presented. In addition to providing an enlarged and altered version of the Seven Elements of Digital Storytelling, Robin and Pierson (2005) discussed several approaches to using digital storytelling in the classroom. The expanded elements, combined with the traditional seven elements are shown below-

1. "The Overall Purpose of the Story"	6. Pacing of the Narrative
2. "The Narrator's Point of View"	7. "Use of a Meaningful Audio Soundtrack".
3. "A Dramatic Question or Questions"	8. "Quality of the Images, Video & other Multimedia Elements".
4. The Choice of Content	9. "Economy of the Story Detail"
5. Clarity of Voice	10. "Good Grammar and Language Usage".

Significance of the study:

"Digital storytelling" is a relatively new teaching approach that blends traditional storytelling methods with the use of digital technology. Research on the use of digital storytelling as a teaching and learning tool in the classroom has been conducted, however it has mostly concentrated on adult education, higher education, and K-12 education (Butler, 2007; Dogan, 2007; Li, 2007). (Banaszewski, 2005). There is a dearth of research on people's perceptions of the instructional uses of digital storytelling in kindergartens around the globe. Furthermore, "not much study has been done on the use of digital storytelling in the classroom. Understanding the results of this study is necessary for researchers to understand how digital storytelling is used in kindergarten instruction".

Objectives: The present study has been undertaken with the following objectives-

1. To study the key elements of digital story telling.
2. To discuss the different types of storytelling.
3. To discuss the usefulness of digital story telling for both the teachers and the students.

Method:

Basically this study is descriptive in nature. The methodology consists of a conceptual discussion on highlighting the key features of the Digital Story Telling Method. Basically, it is a documentary study. It is based on secondary data. The conclusion made in the study is based on Secondary sources.

DISCUSSION:

Elements of Digital Story Telling:

Center for Digital Story telling’s Seven Elements of Digital Storytelling

- 1. Opinion What is the story's central idea, and what is the author's point of view?
2. An intense inquiry crucial query that holds the interest of the audience and is resolved at the conclusion of the narrative.
3. Strong emotional content that relates the tale to the viewer by bringing important subjects to life in a compelling manner.
4. You may use your voice as a gift to add a personal touch to the narrative and make the audience more aware of the setting.
5. The audio track's power Sound effects or music that enhance and bolster the narrative.
6. Finance The tale is told with exactly the right amount of material to avoid overwhelming the audience.
7. Pacing The story's beat and the rate at which it develops.

Types of Digital Stories:

Although digital tales come in a wide variety of forms, the three main categories into which they may be divided are as follows: 1) Personal narratives: these are tales of noteworthy occurrences in a person's life; 2) historical documentaries: these are tales that explore dramatic events to shed light on historical events; and 3) tales intended to educate or enlighten the audience about a certain idea or method.

Table with 4 columns: Narrative, Information/Expository, Persuasive, Environment(s). Lists various types of digital stories such as Personal Expression, Summary Reports, Advertisements, and Participatory Environment.



Fig. The convergence of digital storytelling in education.

Personal Narratives:

Creating a personal story is one of the most common motivations for creating digital tales. Almost Paradise is a fantastic illustration of a digital tale that makes use of a personal narrative. This narrative tells the tale of a woman who left South Korea to bring her kids to the United States in hopes of a better life. It describes the challenges of moving to a new nation and the arguments that arise between a mother and daughter over their divergent perspectives on life and culture. There are several advantages to using stories of this kind in an instructional context. First, by reading the tale, other kids get to know individuals from other backgrounds than their own and develop an understanding of the struggles that peers who have immigrant families confront encounter. A narrative like this one may be used to start conversations on contemporary topics like racism, diversity, and the globalisation of the modern world. A student who writes such a tale may also gain by telling it to others, which is another way that knowledge can be used to help bridge the gap that some foreign-born students feel between themselves and their classmates. This kind of personal narrative may also be a helpful tool for resolving some of the emotional family problems that were mentioned in the tale.

Digital Stories that Examine Historical Events: While historical details are often included into personal tales to provide context, historical materials that students can study in the classroom might be used to create a new sort of digital story. To demonstrate a well-known American address, an audio recording of US President Abraham Lincoln's Gettysburg Address is used. Several online resources and historical images from the American Civil War were used to build the digital narrative.

Stories that Inform or Instruct: The difference here is that, while it is possible to claim that all digital tales educate (and maybe even teach), there is potential to establish a different category for stories that represent educational content in subjects like science, arithmetic, health education, and instructional technology.

Digital Storytelling as an Effective Instructional Tool for Teachers: Digital storytelling may be used in education in a variety of ways. Choosing whether to have a teacher develop the Digital Stories or assign them to their pupils is one of the first choices to be made when integrating this technology into the curriculum. In order to introduce new content to their pupils, some instructors may choose to write and perform original tales. An interesting, multimedia-rich digital story might act as a preemptive set or hook to draw students in and pique their curiosity in novel concepts. Several scholars endorse the use of anticipatory sets at the start of a lesson as a means of fostering student engagement in the process of learning (Burmark, 2004; Ormrod, 2004) and serving as a link between previously acquired information and new content (Ausbel, 1978).

Digital tales developed by teachers may also be used to improve lessons that are already being taught within a bigger unit. They can help to make abstract or conceptual information more intelligible and can also help to stimulate debate about the issues covered in the stories. "A rising number of instructors are interested in investigating methods to engage their students by using pictures, audio, and video aspects in their education, even though many still lack a coherent strategy for incorporating multimedia into their lessons. Studies by Hibbing and Rankin-Erikson (2003) and Boster, Meyer, Toberto, & Inge (2002) have shown the benefits of using multimedia in the classroom for both understanding of challenging content and improve retention of new knowledge". Additionally, digital storytelling may provide teachers a useful tool for the classroom.

Digital Storytelling as an Effective Learning Tool for Student: Additionally, kids who are taught to write their own tales might benefit greatly from the use of digital storytelling. "Students may receive assignments that require them to conduct background research on a subject, select a point of view, and formulate a dramatic question—all of which are outlined in the Seven Elements of Digital Storytelling—after seeing examples of digital stories written by their teachers or other story developers". (Robin, 2005) For the children of the "digital generation" in today's schools, this kind of activity may spark their curiosity, attention, and motivation. As students start doing their own research and creating original tales, the process

may make the most of their creative abilities. They will learn how to utilize the Internet and libraries to find rich, in-depth information while also evaluating and synthesizing a variety of sources.

Additionally, by organizing their thoughts, asking queries, voicing views, and creating narratives, students who take part in the development of digital tales may improve their communication abilities. Additionally, it may support students as they develop their storytelling skills and learn how to individually and meaningfully convey their information and thoughts to an audience. Additionally, kids may share their work with their classmates and get invaluable experience analysing their own and other students' work when digital tales are published online. This can help children develop their social and emotional intelligence. When students may work in groups, digital storytelling can encourage cooperation and appeal to a variety of learning styles. It also adds value to the student experience by allowing students to take ownership of their learning and feel a sense of success.

Recommendation: Although they may work alone on a digital storytelling lesson, instructors are more likely to collaborate with another educator on this kind of assignment, especially if they are uncomfortable with the technology. Digital storytelling is a valuable and significant tool that school library media professionals may provide to teachers as a cooperative effort since it can be used to many academic areas.

(1) The use of digital storytelling techniques in kindergarten classrooms should be used as an effective way to teach topics. Students will be able to accomplish better in moral education as a result of this.

(2) All educational levels' pre-primary teacher training curricula should be updated to include teaching that is relevant to real-world situations by introducing activities that use new pedagogical strategies as the foundation for instruction, such digital storytelling strategies.

(3) Methods of instruction It may be possible to lessen learning anxiety in children of both sexes (male and female) by using digital storytelling strategies that, according to this research study, diminish gender differences in kindergarten courses.

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

Conclusion: Art, acting, writing, reading, and technological proficiency are all included into digital storytelling. Digital storytelling may be used to show problem solving in numeracy, to tell the tale of cleanliness, or just to tell a story in children's language to improve fluency, however it is typically discussed in context of language arts curricula. Students learn how to adapt a tale into a visual medium by collaborating with media professionals from the school library, art instructors, and other subject teachers.

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