



StoryLand



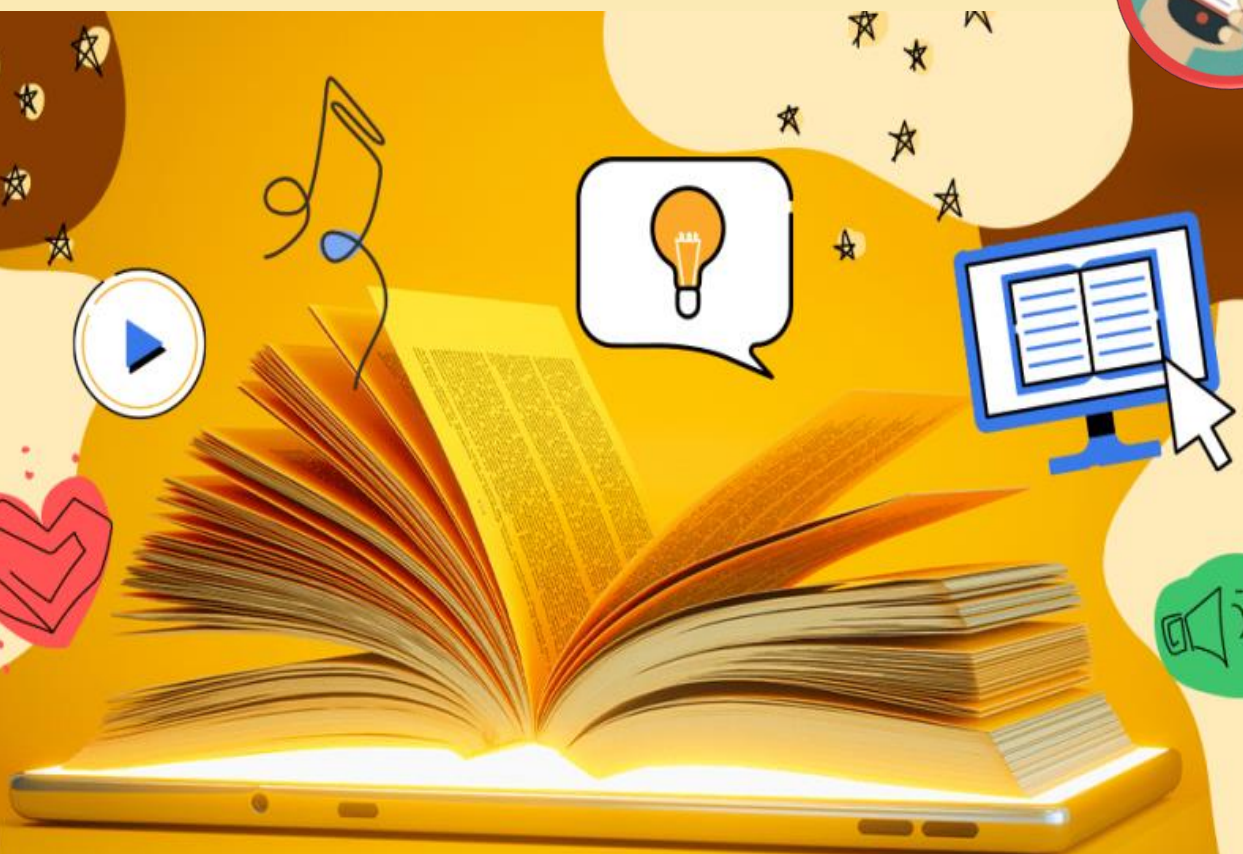
DIGITAL STORYTELLING



TOOLKIT



Everything You Need To Know To Prepare Your Own Digital Story





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Project Name:

- ✓ New E-Artistic English Learning Approach For Adults

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- ✓ Van Provincial Education Directorate – Turkey

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Chapter 1

Basic Digital Skills For Using Digital Tools



Communicating

a) Formal and Informal Communication

For effective communication it is essential to know how you deliver your message to its intended audience. First you have to figure out what you need to say in your message. There are steps you can take to help you decide how to send your message in the most productive way. Depending on the nature of the interaction, users should choose the most appropriate communication channel. Identify what kind of message you're sending. You should ask yourself

- Is your message formal or informal?
- Does this information need to be referenceable?
- Is this information urgent or time sensitive?
- Are you relaying confidential or sensitive information?
- Is this information general or specific?
- Are you communicating with an individual or a group?
- Is the individual a peer, a higher-up, or someone you lead?
- Do you need to deliver a message to your team or the whole company?
- Is this one-way or two-way communication (i.e., does it require a response)?

The choice of medium depends mainly on the situation in which we find ourselves. Here are some examples:

Table 1. Tasks and Mediums for Online Communication

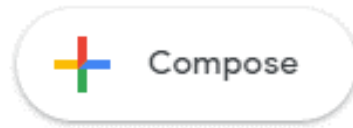
Task	Medium
1. You must explain to the employee a broad topic related to the work	Organize a Zoom / Google Meet meeting
2. Request a document from public authorities	Use business communication platforms / applications (email, Skype)
3. You have to arrange an online meeting with potential client	Send an official email to the department and make an appointment.
4. Organize a lunch	Call or email and provide details of your request.
5. An in-depth discussion with a friend about non-work-related topic	Send a message to Messenger, Instagram, Viber, Telegram or send a text message
6. Request a formal meeting with the HR department	Get in touch with a person in private



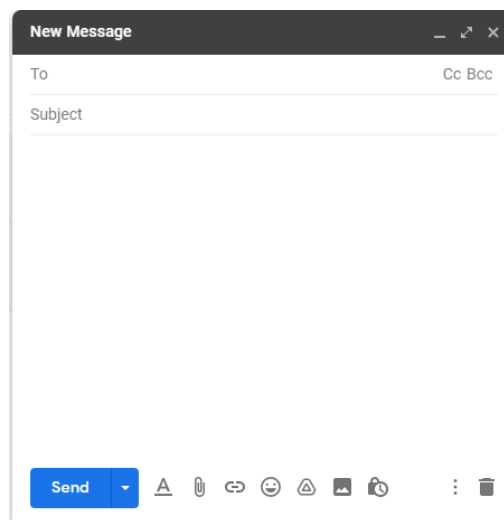
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b) How to send an email

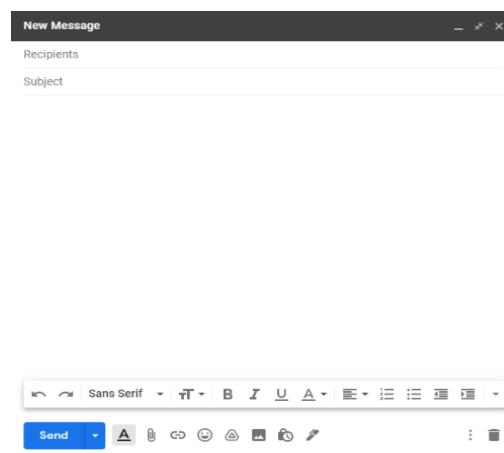
Email comes naturally for most people. But there's more inside the email than just compose and send. There's a lot of extra formatting you can do. In case this is your first-time using Gmail and have already created account, click the “Compose” button on the upper left side.



This opens up the new message window.



Click the arrow next to the X in the upper left corner. That makes the message larger; click it again to return to normal size.



By default, all you see is the “To” field. Enter someone's email here. You can send the same email to multiple persons, if you want to. Just type in their email address. If you want to send a



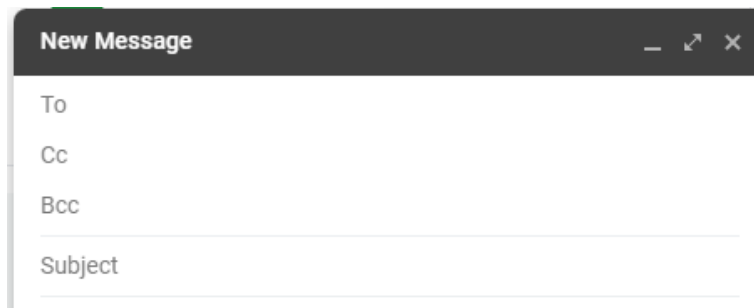
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CC or BCC, then click the button that says CC or BCC. These options appear when you click on “To” area.



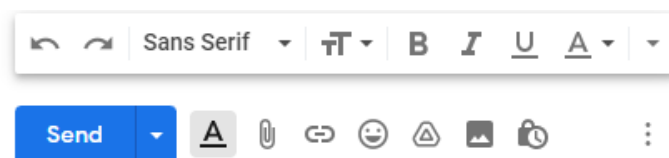
CC is a carbon copy—a copy of the email that will go to a person that you think needs to see the email, but does not necessarily need to reply.

A **BCC** is a blind carbon copy. This means other people cannot see who you sent it to. If you are sending a huge list, one hack is to send it to yourself and BCC everyone else. This way everyone gets what you are sending, but they can’t see everyone else on the list.



Below the recipient(s) line you can find a subject line. Subject line is the first text recipients see after your sender name when an email reaches their inbox. It is important to keep an email subject line informative, catchy, and brief.

When you start typing in the body, you’ll see the format bar. If you don’t see it hit the A next to Send. You can add emojis to the subject, but you can’t change the formatting here—for example, you can’t Bold the subject.



The non-format menu is at the bottom of the message. The paperclip attaches a file, the one next to that inserts a link into the message, the face inserts an emoji, the triangle is Google Drive (if



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you have a file you want to attach that's in Google Drive versus your computer), next to that is to insert a picture.

Draft saved

Recipients

Subject

Send

Icons: Text formatting, Attachments, Links, Emojis, Google Drive, Images, Lock, More options, Delete

The little button with the clock puts the email in confidential mode. Confidential mode takes away the ability for the person to forward, print, or copy the message. You can also set limits on when it expires, and require a code.

Confidential mode

Recipients won't have the option to forward, copy, print or download this email. [Learn more](#)

SET EXPIRY

Expires in 1 week Thu, 3 Mar 2022

REQUIRE PASSCODE

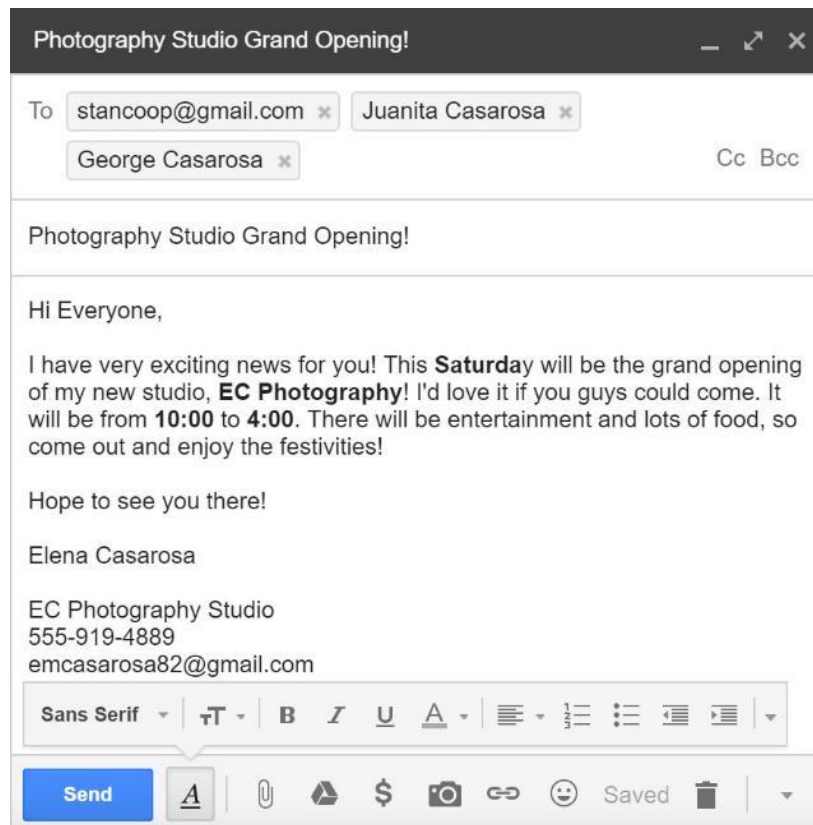
All passcodes will be generated by Google. ?

☒ No SMS passcode ☐ SMS passcode

Cancel Save

The body of an email message is essentially the letter inside of the envelope. Consider how you read a letter you receive in the postal mail. You open the envelope and unfold the paper to view the contents of the message.



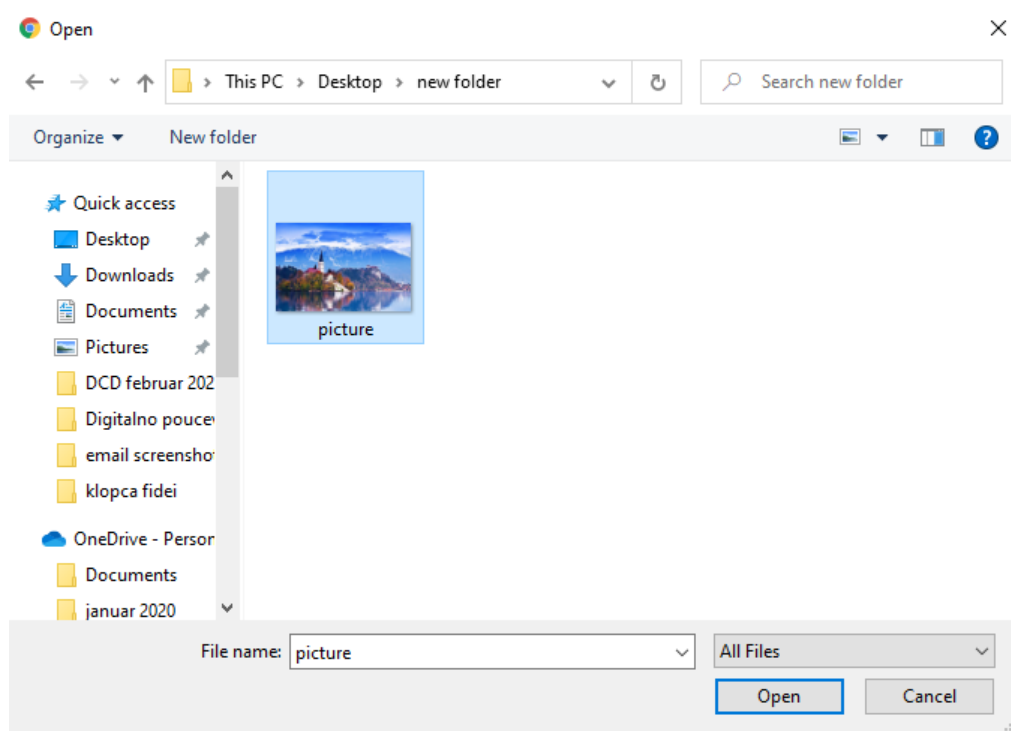


1) E-Mail attachments

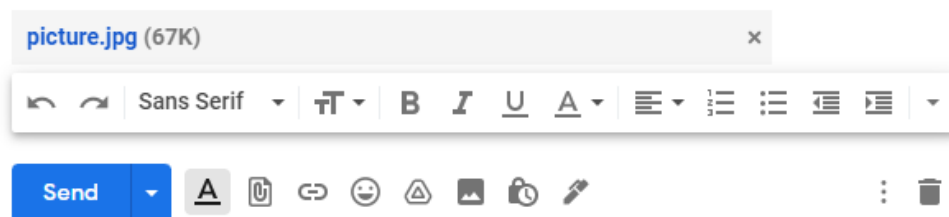
A popular use of e-mail is to distribute computer files (text files, documents, spreadsheets, PDF's). This is accomplished by "attaching" a file to an e-mail message and then sending the file with the message, to a recipient. Almost any type of data file can be attached to an e-mail message for transport. The attachment can have different formats and sizes. It can be a text file, scanned files, forms, pictures and videos.

2) How to attach a file to your message

At the bottom of your message window click Attach. It is paperclip button. This opens up the new message window. Choose the files you want to upload. Double-click on a file or click "upload". You can upload multiple files at once.



Click Open. File is now attached. It is recommended that you mention the attached file somewhere in the email's body before sending it, in both formal and informal situations. Give it a few seconds to upload the file. Attached file will appear at the bottom of the message window. Your message with an attachment is prepared.

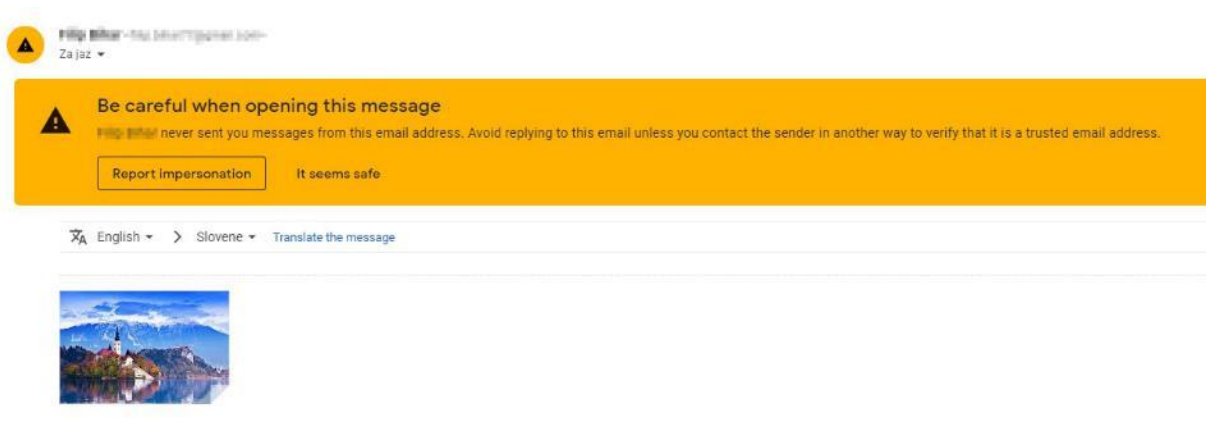


3) *Receiving emails with attachments and protection*

Gmail might warn you the received message might contain malicious files. If you know the sender, you have nothing to worry about. Although it is worth checking the sender is really the person you think he/she is.



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When you hover a cursor over the attached file, three buttons appear over the thumbnail. You can download the file on your computer, save it on your Drive (Google's storage where you can save files), or, if attached file is a photo, save it into your photo storage.



4) How to Tell if Email Attachments are Safe to Download?

Sending attachments unfortunately creates an opportunity for distribution of malware. E-mail programs don't normally open attachments automatically, so other methods have been employed to convince the recipient to open attachments manually. This is called "social engineering", an attack designed to make you take an action – to click on the attachment. Attackers are constantly coming up with new social engineering tactics to trick users into installing (opening the attachment) malicious programs.

How do we know if an attachment is safe to download?

Some recent social engineering tactics using e-mail are:

- customized personal message text ("Dear John, ..." or "please review the attached invoice for...")
- spoof (forge) the sender's name so it appears to be from someone you know ("some-name@uiowa.edu")
- make the message threatening ("your account will be closed unless you ...")
- make the message look official from ("support@microsoft.com")
- make the attachment look harmless ("my_vacation pictures.php")



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c) Social Media and Social Engagement

A social network is a website community that enables users to connect with and share their thoughts, activities, pictures, videos and other media with one another. It as an online network of friends and family, including former schoolmates, co-workers, and neighbours. Different social media platforms are used for specific purposes. For example, expressing creativity is most common on Tok-tok or Instagram; or promoting one's career is common on LinkedIn.

You can use each type of social media in different ways. Here are four major types of social media along with strategies for how to get the most from using them with your contact center:

- Blogs spread your voice and create discussions with an audience.
- Forums provide help for customers and allow customers to help others.
- Microblogs highlight conversations and share quick bits of information — can also be used to monitor for important discussions.
- Social Networks serve as the social media hub of everything a member of the network wants to share from news, events, videos, surveys, polls, and creating community around discussions.

Social media represents in large part the landscape where you, your friends (or even your customers) can interact. Everybody can step in contact with you. Unfortunately, this creates an opportunity for distribution of malware....

Here are a few tips to keep your personal data safe on social media:

- Be careful what you share
- Keep personal info personal
- Verify friend requests and block fake accounts
- Log off to your accounts when used.
- Use a strong password and use a password manager
- Add two-factor authentication for every social account
- Setup security answers and update your privacy settings
- Regular check your mailbox to check suspicious login attempts





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Keep in mind that even links that look they come from friends can sometimes contain harmful software or be part of a phishing attack. If you are at all suspicious, don't click it. Contact your friend to verify the validity of the link first. Also, make sure you know how to access and use privacy settings of social media you are using. If you're a user of Facebook, Twitter or LinkedIn and want to know how to manage Social Media Privacy settings, you can read more here: <https://www.socialpilot.co/blog/ultimate-guide-manage-social-media-privacy-settings>

Transacting

Shopping Online

You might have heard the term "e-commerce" or "Electronic commerce". The refers to online business transactions. It is defined as "purchasing products or services over the internet". Shopping online is especially practical for shoppers for whom real-world shopping can be inconvenient. Almost every major retailer today has an online storefront, offering a similar, if not expanded, selection to what you find on their physical store shelves.

Shopping over the Internet is actually easy; all you need is your computer and a credit card—and an Internet connection. The online shopping experience is similar from retailer to retailer. You typically go through a multiple-step process that proceeds from discovery to ordering to checkout and payment.

1) Registering

Some websites ask that you create an account in order to make a purchase. Most websites let you checkout as a guest. If you intend using a site regularly, signing up for an account you should consider registering, as the process of ordering/paying is much quicker.

Customers save their personal details (email, full name, address) to create a password-protected profile. You want to make sure your passwords are strong, long, and different for every site you shop with. This will make it harder for your account to be hacked, further protecting your privacy.

User usually have to respond to a "Confirm Registration" email sent after successful registration to verify his email address and activate their account. The user does this by clicking a unique activation link sent to them over email.





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Create account

Your name

Email

Password

i Passwords must be at least 6 characters.

Re-enter password

Create your Amazon account

By creating an account, you agree to Amazon's [Conditions of Use and Privacy Notice](#).

Already have an account? [Sign-In](#)



Add mobile number

To enhance your account security, add and verify your mobile number.

SI +386

031220680

By enrolling your mobile phone number, you consent to receiving automated security notifications via text message from Amazon. You can opt out by removing your mobile number on the Login & Security page located in Your Account settings. Message and data rates may apply.

Add mobile number

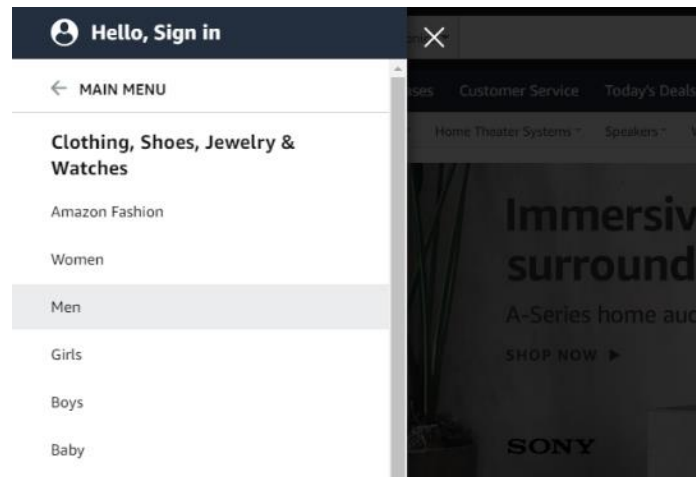
[Not now](#)

By continuing, you agree to Amazon's [Conditions of Use and Privacy Notice](#).

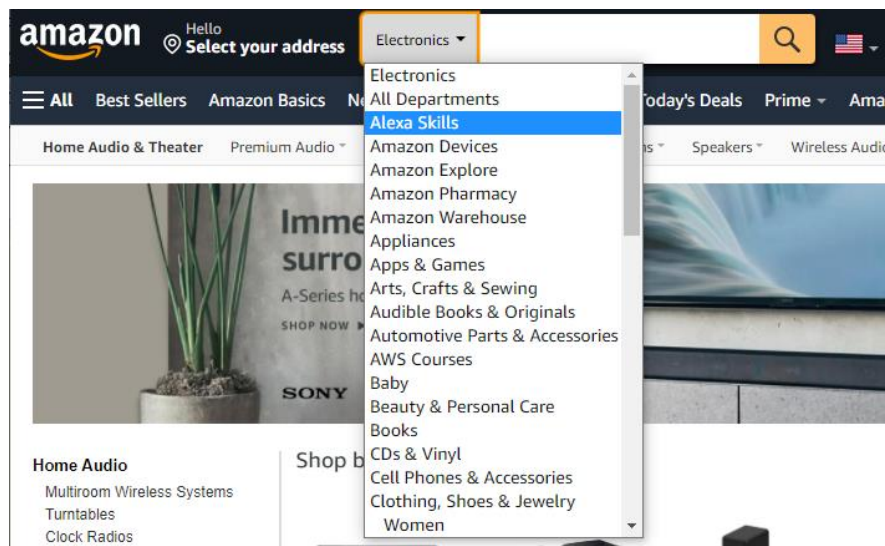
2) Search or Browse for Merchandise

After you've determined where to shop, you need to browse through different product categories on that site or use the site's search feature to find a specific product.

Browsing product categories online is similar to browsing through the departments of a retail store. You typically click a link to access a major product category and then click further links to view subcategories within the main category. For example, the main category might be Clothing; the subcategories might be Men's, Women's, and Children's clothing. If you click the Men's link, you might see a list of further subcategories: Outerwear, Shirts, Pants, and the like.



If you're looking for a specific item, you can enter the words into the site's search box and get a list of specific items that match your criteria.



Sites often let you sort and filter the results in different ways. Usually by ticking preferred characteristics about the item (type, brand, reviews, price, etc.)

3) *Making a purchase online*

When you pay for goods or services with your debit card, you have an option for the payment to be processed in two different ways. It can be:

- an offline transaction via a credit card processing network
- an online transaction via an EFT system, which requires a personal identification number (PIN) to complete the process.



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Somewhere on each product description page should be a button labelled Purchase, Buy Now, Add to Cart, or something similar. You have to manually click that button to place your order.

PCs For Dummies 13th Edition
by Dan Gookin (Author)
★★★★★ 310 ratings

[Look inside](#)

Reference

Kindle \$15.00

Paperback \$15.67 - \$16.49

Other Sellers
See all 2 versions

Buy new:
\$16.49

In Stock.

Ships from and sold by Amazon.com.

Available at a lower price from other sellers that may not offer free Prime shipping.

List Price: \$24.99 Details
Save: \$8.50 (34%)
Get Fast, Free Shipping with Amazon Prime

FREE delivery Sunday, March 6 if you spend \$25 on items shipped by Amazon

Or fastest delivery **Wednesday, March 2.** Order within 20 hrs 9 mins

Select delivery location

Qty: 1

prime
Enjoy fast, FREE delivery, exclusive deals and award-winning movies & TV shows with Prime
Try Prime and start saving today with Fast, FREE Delivery

Add to Cart

Buy Now

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ISBN-10: 1119041775
Why is ISBN important?

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amazon book clubs
early access

[Add to book club](#)

Not in a club? [Learn more](#)

When you click the “buy” button, that particular item is added to your virtual shopping cart. You may see an icon of a trolley with a number of items in the top right corner. Thus depends on the retailer.

Subtotal
\$16.49

Add \$8.51 of eligible items to your order to qualify for FREE Shipping.
[See details](#)

[Go to Cart](#)

PCs For Dummies
\$16.49

1

Page 1 of 2

4.5 - New Formulas in Excel 2019 & Office 365
Longtail Text Charts Lookups Math & More



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After placing products (or services) in a shopping cart, you haven't actually completed the purchase yet. You can even decide to abandon your shopping cart and not purchase anything at this time.

After you've ordered a product and placed it in your shopping cart, you can choose to shop for other products on that site or proceed to the site's checkout.

In the next step you can review your purchase. The checkout provides one last opportunity for you to change your order. It typically consists of one or more web pages with forms you have to fill out. Make sure that you have ordered the items you want and the right quantity. If you decide not to buy any item, you can remove it. You might also have the option of selecting different types of shipping for your order. Many merchants offer both regular and expedited shipping. Some may also offer you to group all items for reduced shipping cost. Keep in mind that changing type of shipping can affect shipping costs.

The screenshot displays the Amazon.com shopping cart interface. At the top, there's a navigation bar with the Amazon logo, a search bar, and links for account and orders. Below this is a promotional banner for a \$60 Amazon Gift Card. The main section is titled 'Shopping Cart' and shows a single item: 'PCs For Dummies' by Dan Gookin, a paperback book, priced at \$16.49. The item is in stock and eligible for free shipping and returns. There are options to adjust the quantity, delete the item, or save it for later. The subtotal for the cart is \$16.49. On the right side, there's a 'Proceed to checkout' button and a section for 'Frequently bought with' recommendations, including 'Computers for Dummies' and 'Windows 10 For Dummies'.



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Add a new address

Country/Region

United States

Full name (First and Last name)

Phone number

[Why?](#)

Address

Street address or P.O. Box

Apt, suite, unit, building, floor, etc.

City

State

ZIP Code

Select

☐ Make this my default address

Delivery instructions (optional)

[Add preferences, notes, access codes and more](#)

Use this address

The site might remember some of your personal information from your previous visit or if you entered your information in the registration process. You just have to confirm it.

Select a shipping address

Is the address you'd like to use displayed below? If so, click the corresponding "Deliver to this address" button. Or you can [enter a new shipping address](#).

Or ship to an Amazon Pickup location



Amazon Pickup locations offer package pickup at self-service Amazon Lockers and at staffed locations. [Search for an Amazon Pickup location near you](#)



Deliver to this address

Edit

Remove





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4) *Finalising checking out and paying*

To proceed to the next step, you might have to click on “Place Your Order” or something similar. Recipient also need to complete all the boxes marked with an asterisk such as email, name and address. Ideally, you should also enter your phone number, in case the carrier needs to call to make delivery arrangements. Some websites need your confirmation that you have read their terms and conditions, so don’t forget et to tick this box too and then click on continue to next step.

☒ I have read and agree to the [Terms and conditions](#) *

CONTINUE TO NEXT STEP

or

GO BACK

Finally, enter your credit or debit card details and any other information required. Click Confirm Card Details if you’re happy to make the payment.

Select a payment method

Get \$50 off Covfele, your cost could be \$470.81 instead of \$520.81! Get a \$50 Amazon.com Gift Card instantly upon approval for the Amazon Rewards Visa Card

Enter how you'd like to pay below, and we'll save it as an option.

Continue
You can review this order before it's final.

Add a Payment Method

Credit or Debit Cards
Amazon accepts all major credit and debit cards:

✚ Add a Card
Enter your card information:

Name on card Card number Expiration date

01 2017 Add your card

Gift Cards & Promotional Codes
✚ Enter a gift card or promotional code

Enter card name, card number (without spaces or dashes) and select the expiration date. Seller and customer service agent is unable to see the full card number without authorization from your bank.

In the next step a message from your bank appears and asks for the password. At the same time, a one-time password is sent to their mobile phone via text message, which is used to verify the identity. With One Time Passwords it's easy authenticate new users, secure account logins, and safeguard transactions.



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That's all there is to it. You shop, examine the product, place an order, proceed to checkout, and pay. Most online merchants also send you a confirmation message, including this same information, via email.

After you make a transaction, print or save your record of the transaction. Keeping a paper trail of your purchase will be valuable in the event that you have to dispute anything later.

Remember to never send cash through the mail, use a money wiring service, give out your social security number, or send credit card information over email. Legitimate retailers will never ask for this. If one does, it's a sure-fire indication that you're about to be scammed.

Climate Pledge Friendly

☐ Climate Pledge Friendly

Department

Audio Headphones

Earbud & In-Ear Headphones

▼ See All 12 Departments

Customer Reviews

★★★★★ & Up
★★★★☆ & Up
★★★☆☆ & Up
★★☆☆☆ & Up

Brand

☐ JBL
☐ Apple
☐ Sony
☐ LUDOS
☐ Panasonic
☐ JVC
☐ Philips

▼ See more

Price

Under \$25
\$25 to \$50
\$50 to \$100
\$100 to \$200
\$200 & Above

\$ Min

\$ Max

Go

Headphone Noise Control

☐ Active Noise Cancellation
☐ Sound Isolation



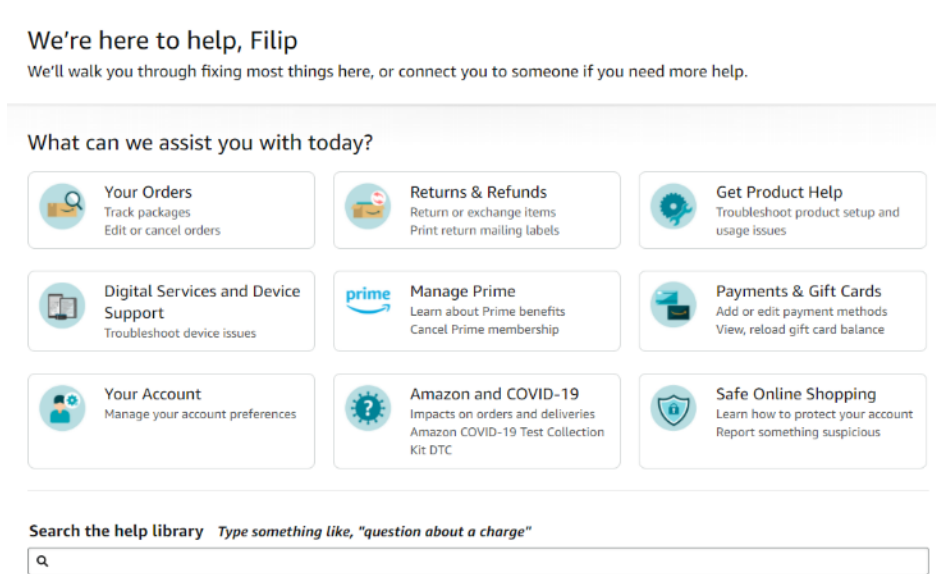
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5) How to Shop Safely

You're maybe asking yourself: "What general precautions should be taken while carrying out online transactions?" It's a good idea to do some research on what you're buying and who you're buying from. To protect sensitive information like credit card numbers, avoid using public WIFI or public PCs, like library computers. If you find yourself shopping on an unfamiliar site, make sure to look for "https://" in the address bar and the padlock symbol in the address bar. These things indicate that the site is SSL encrypted, which means it provides the security necessary to better protect your personal information.



Make sure the online retailer prominently displays its contact information and offers multiple ways to connect. You want to be able to call the retailer if something goes wrong—and not rely solely on email communication.









Look for the site's return policy and satisfaction guarantee. You want to be assured that you'll be taken care of if you don't like what you ordered.



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Quick solutions

-  **Your Orders**
Track or cancel orders
-  **Returns & Refunds**
Exchange or return items
-  **Manage Prime**
Cancel or view benefits
-  **Payment Settings**
Add or edit payment methods
-  **Carrier Info**
Shipping carrier information
-  **Account Settings**
Change email or password

Returns and Refunds > Returns >

About Our Returns Policies

Amazon.com and most sellers on Amazon.com offer returns for items within 30 days of receipt of shipment.

Take Action

Need to return an item? Go to the

Returns Center

Amazon.com Returns Policy

Items shipped from Amazon.com, including Amazon Warehouse, can be returned within 30 days of receipt of shipment in most cases. Some products have different policies or requirements associated with them.

Mistaken Returns

Ensure you enclose the correct and complete item when making a return. The correct item must be returned to receive a refund.

Amazon does not store items mistakenly sent

Table of Contents

- Amazon.com Return Policy
- Mistaken Returns
- Amazon Global Store Return Policy
- Amazon Alexa Voice Shopping
- Seller Return Policy
- Delivery with Services
- Amazon Devices
- Amazon Fresh and Grocery Items
- Amazon Handmade
- Amazon Photos
- Amazon Pharmacy
- Amazon Renewed
- Amazon Warehouse

A reputable site should tell you whether an item is in stock and how long it will take to ship

Buy used:

\$15.67

Used: Good | Details

Sold by Kalebbooks

Fulfilled by Amazon

Access codes and supplements are not guaranteed with used items.

Delivery **March 14 - 16**

Or fastest delivery **March 3 - 14**

📍 Deliver to  

Add to Cart

Many retailers also let you use PayPal to pay via credit or debit card, or electronic funds transfer from your bank. It is recommended that your debit/credit card details shouldn't be saved while making any kind of purchase online. This will help to avoid any risk of the card information being stolen. Although it seems a little inconvenient to enter your data every time you want to purchase something.

Credit or debit cards

Amazon accepts major credit and debit cards.

Add a credit or debit card



Some possible payment methods are:

- PayPal
- Amazon Pay
- Google Pay
- American Express
- Apple Pay
- Stripe
- Square
- Masterpass

Online payment service like PayPal keeps your credit card information stored on a secure server, allowing you to make purchases through them, without revealing sensitive information to retailers.

Being Safe and Legal Online

The Internet, or in other words the Internet (international term for "inter-network"), is generally a computer network that connects several networks. As its own name, the Internet is a publicly available internationally connected computer system along with information and services for users. The system uses the packet-switchable TCP / IP communication protocol mode. Thus, the largest Internet is simply called the Internet. The skill of connecting networks in this way is called internet operation. In common terms, the Internet often refers to services such as the World Wide Web (WWW), e-mail, and online chat.





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a) Privacy Settings and Measures

Here's what you should consider when it comes to online safety:

- Set up your browser so that you can browse the web without leaving a trace.
- Make sure you have smart privacy settings on social media. In no way and in no case does he share the password with friends, boyfriend / girlfriend, etc. Even the closest ties can break, but if someone has our password, they can do many things on your behalf (identity theft) and do you a lot of harm.
- Read the terms of use of the online or mobile services you use and find out to whom everyone can pass on the information we enter on their site. - Be careful when filling out online forms. You can also calmly think of some information. Think about why they even need this information about you.
- In addition to your personal email address, create another address from which it will not be obvious who you are (e.g., planar (@) moymail.com). Use it for entries on websites, forums, surveys, etc. This gives you more anonymity.
- In chat rooms, online games, forums, maybe even a blog, gather a clever nickname that doesn't reveal anything about who you are. The use of cookies in some way also encroaches on our privacy, so it is advisable to turn off or at least regularly delete cookies, especially ad network cookies.
- Do not respond to emails requesting personal and financial information from you. Legitimate companies will never send such requests by e-mail or online.
- Protect content on your blog, website, profile, image gallery, etc. that is not for the entire universal public with a password known only to those you want to be able to view your content. Do not publish your email address publicly. Spammers check websites and search everything that looks like a valid email address.
- Never reply to unsolicited emails (i.e. spam), nor attempt to unsubscribe via links in such messages. By doing so, you only confirm to the senders that it is an active e-mail address and consequently receive even more such messages.
- Don't send chain letters - they generate lists of e-mail addresses collected by spammers.

b) With a Grain of Salt to Protect Privacy

Let's consider what photos of ourselves, our children, etc. we publish online. What is once published is difficult to delete, as we do not know where it has spread ... Every now and then we "google" - we enter our name and surname in the web search engine and check what is published about us on the web from the results. We check your website, blog, or online community profile to see if it may contain your personal information, which we do not want to share with everyone. Let's be aware that it is accessible to everyone through search engines! We do not freely publish online our contact details, name, surname, telephone number, residence address, e-mail address, messenger and other personal data, such as date of birth, credit card number, tax number, etc. We do not disclose our privacy and information to strangers online,



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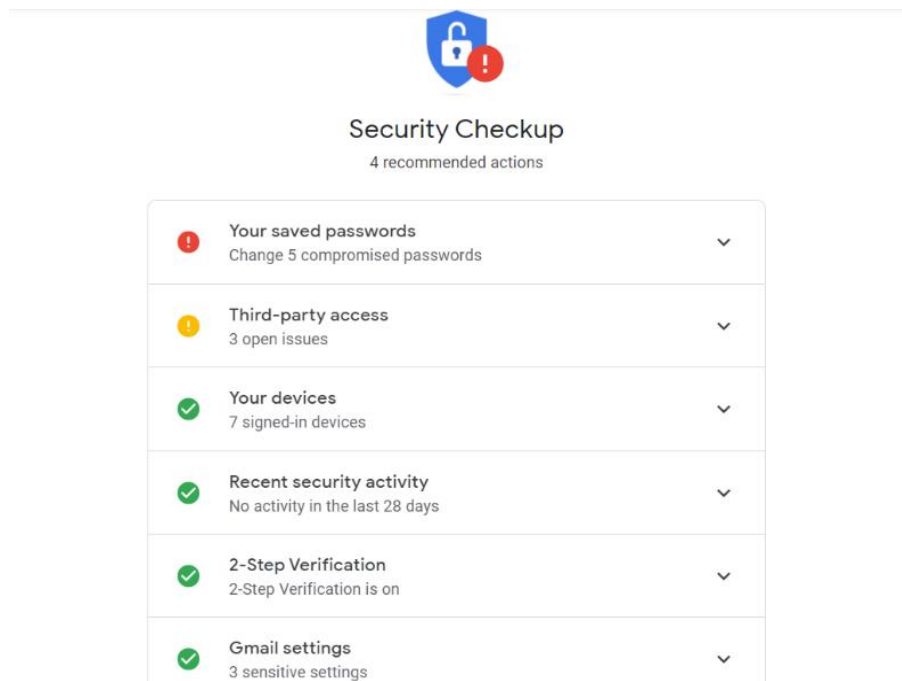
even though we seem to know them well. We don't really know who they are. Also be careful when using the webcam: keep it off when not in use. Let us be aware that it represents a window through which even the uninvited can peek into our privacy, apartment and family life.

c) Avoid Spam

We do not publish our email address publicly. Spammers check websites and search everything that looks like a valid email address. We should never respond to unsolicited e-mails (i.e. spam), nor attempt to unsubscribe via links in such messages. This only confirms to senders that it is an active email address and we receive even more spam. We do not send chain letters - they generate lists of e-mail addresses collected by spammers.

d) Update Regularly Your Email

When registering on various applications and social networks, we almost always have to provide some contact information. This is usually at least an email address, but often also a phone number. While it makes sense to share as little personal information as possible on social media, both your email address and phone number are the most important contact information when you forget your password. On them, the social network will send us instructions or code with which we can reset the password. When we change the e-mail address and no longer use the old one, or think of a new phone number, we correct this information in the social network settings. If we do not have access to the email address or phone number entered, we will not be able to reset the password and in most cases the account will be lost along with access to all posts.



It is advisable to have two different options so that the social network can contact us. These can be two working email addresses or an email address and a phone number. For example, if we forget the password from the e-mail, then we will be able to receive a confirmation code on the phone number if we want to change the e-mail address. Some social networks and applications offer other forms of help in case of forgotten passwords. If at all possible, we take advantage of them. Facebook has the option to mark some friends as "trusted" and in case we want to reset the password, it sends the code to one of these friends. If at all possible, we take advantage of them. Facebook has the option to mark some friends as "trusted" and in case we want to reset the password, it sends the code to one of these friends.

e) Smart and Hidden Passwords



By no means and under no circumstances do we share the password with friends, partners. Even the closest ties can be broken, but if someone has our password, they can do many things on our behalf (identity theft) and do us a lot of harm. We use secure passwords for our online activities (emails, chat rooms, forums, blogs ...). We often change these passwords. We do not use our personal information for passwords. We protect content on our blog, website, profile, image gallery, etc. that is not for the general public with a password that is known only to those for whom we want to be able to view our content.

f) How to Choose Smart Passwords?



Do not use personal data such as your name, surname, date of birth ... Think about what other information a wide circle of people knows about you:

the name of your dog / cat / hamster, your favourite group, etc. - These are not smart passwords either. In general, the words you find in the dictionary are not good passwords, a combination of at least eight characters is better, which should contain uppercase and lowercase letters, as well as some number or punctuation. The easiest way to remember a complicated password is to connect it with a sentence that means something to us, e.g. "Once upon a time." This can be written with initials, which are also replaced by numbers and characters: 1-xn0-x. It's good to have different passwords for different accounts.

If someone steals or guesses one password from you, they will not have access to all other accounts. You can take the same base and add letters depending on which account it is. For example, Facebook: 1-xn0-x # FB, Twitter: 1-xn0-x # TW, Gmail: 1-xn0-x # GM, etc.

g) How to Protect Our Password



Don't trust passwords to anyone! Change your password every now and then. It is not the wisest thing to write it down, because someone can find it. It's also better not to let the browser store your password, but rather always type it in yourself. This also strengthens your memory centres in the brain. If you really can't remember your password, keep the following in mind when writing it down: don't mark your password as a password, never write it down along with other information required for a particular registration, encrypt your password, for example: change letters.

Don't forget to unsubscribe every time you visit your mailbox, profile, etc. Especially if you entered them via a public computer! Make sure no one is watching you enter your password. The above is especially true for smartphone lock passwords. However, if you use a pattern on the lock, delete the fingerprint on the screen.

h) What to Do If Someone Stole Your Password



At the slightest suspicion that someone has stolen your password, change it immediately. Before he does that and you will no longer have access to your account. Report password theft and thus identity theft to the web service administrator where it happened to you. If you can no longer get your account back, inform your friends as soon as possible not to open any more messages from your address, as you are not sending them.

i) Use of Cookies and Privacy



Most cookies are necessary for the normal operation of websites. Nevertheless, it is a good idea to pay attention to those whose sole purpose is to track you or install malicious software on your computer. Also, keep in mind that some sites may not work if you block all cookies. Some browsers allow you to accept or block cookies on each page separately. This way, you can

specify that you only allow cookies on sites that you really trust. Use anti-spyware programs that scan tracking cookies.

j) How Can I Control Cookies?



In your browser (e.g., Internet Explorer) you can: delete all cookies; you block all cookies; you allow all cookies; you block an individual cookie; delete all cookies when you close your browser; turn on "private browsing" (video guide for Internet Explorer and Firefox); you install add-ons and plug-ins to extend browser functionality.

Digital Foundation Skills

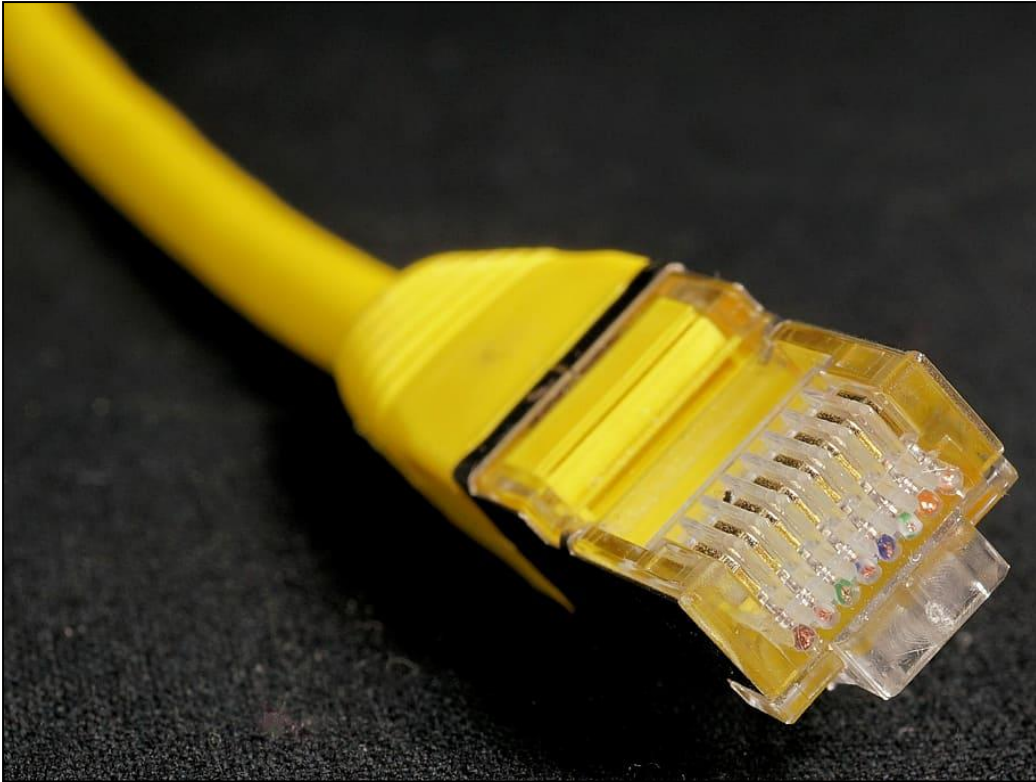
In this chapter, you will be led through the process of going online. The Internet is an inexhaustible source of useful information which can help you improve your work skills and can provide you with general knowledge of almost every topic in the world. You can read articles and books, watch videos, listen to radio, podcasts or interviews.

The Internet is also used to connect people with each other via social networks, most popular being Facebook and Instagram. You can also use instant messaging apps like WhatsApp or Viber to chat or call your friends. For your work purposes, you will mostly use email as it is most used type of communication in business.

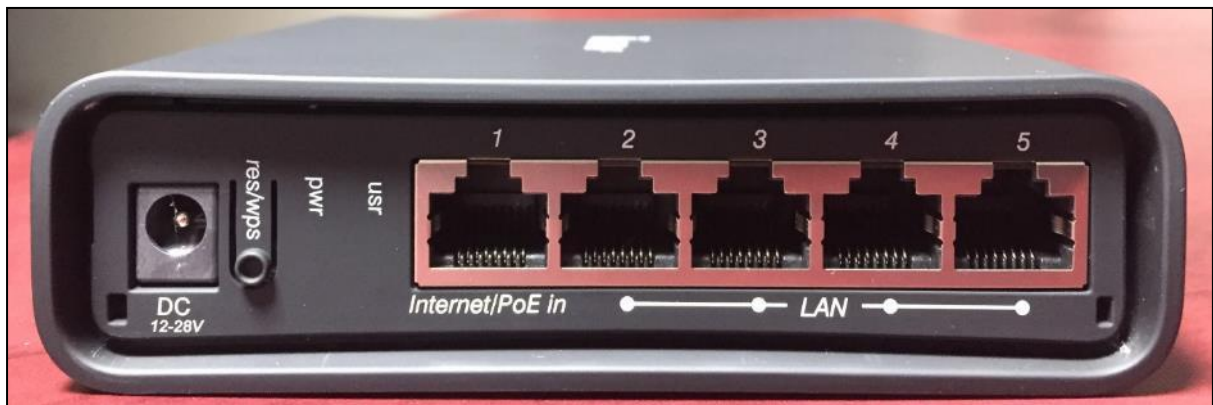
a) Connecting To the Internet

The first thing you need to do in order to connect to the Internet is to connect your cell phone or your computer to the router. There are two ways to connect your computer to the Internet. You can connect your computer to a router with a LAN cable or via Wi-Fi (wireless connection).

LAN cables are often yellow or blue and have to be connected to a 'LAN' port at the back of your router.



Usually, there is more than one LAN port on a single router, which are often yellow and marked as 'LAN 1', 'LAN 2' and so on. You can connect the cable to any of these ports.



The other side of the cable has to be connected to your computer which usually has only one LAN port. It is usually located on the left or right side of a laptop or on the rear side of a desktop computer. Once the cable is connected both to the router and the computer, a LAN connection icon will show up in the bottom right corner of your screen.



Laptops also provide a possibility to connect to the Internet using Wi-Fi. First you need to open the Wi-Fi menu by left-clicking on the Wi-Fi symbol in the bottom right corner of the screen. A drop-down list of all available Wi-Fi networks in your vicinity will show up. You need to find your Wi-Fi network and connect to it by entering a password that was provided with the router.



Cell phones can be connected to the Internet by Wi-Fi connection only. You can find Wi-Fi settings in 'Settings' where a similar drop-down list will show all available Wi-Fi networks. You need to find yours and connect to it using your password. If you are not sure what is the name or the password of your router, check your router for a sticker with that information or contact your Internet provider's customer care service.

b) Using a Browser

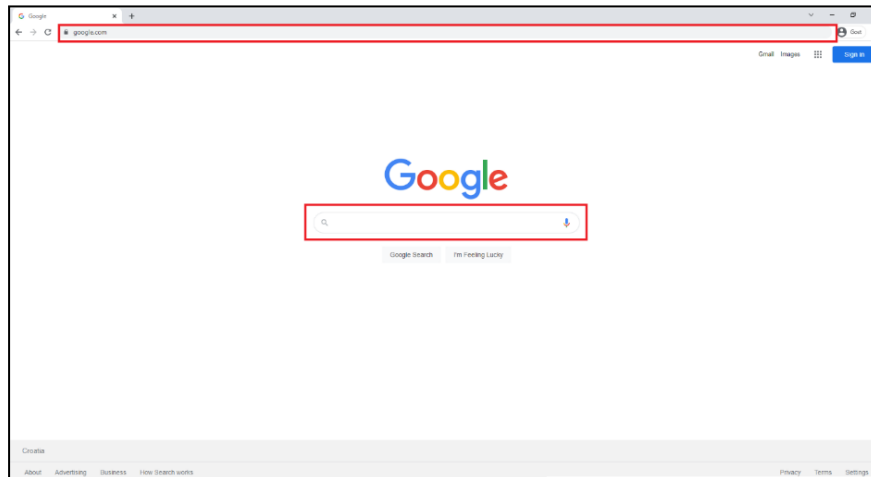
A browser is a program used for accessing web pages. There are many different browsers available, Google Chrome and Mozilla Firefox being the most popular ones. To open Google Chrome, double-click on its icon on the desktop.



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A new window will open on your screen. There is a long bar on the top of the screen where you can write the exact webpage you want to visit (www.mail.google.com or similar) and then press Enter which will open wanted webpage. You can also use this bar as a Google search engine. You can write 'how to write a good CV?' in it and press Enter which will then show most popular Google searches for this question. You can also use a Google bar in the middle of the screen.



c) Keeping Passwords Secure

Once you start off to make an online account for a certain webpage, you will need to create a password that you will use in future to access your account. It is advised to keep your password to yourself to maximize the security of your online accounts. To keep safe from online identity thefts and similar attacks, it is advised to include various symbols in your password like uppercase and lowercase letters, digits or punctuation symbols. It is also advised not to use any personal information in your account like your name, ID number, phone number, birthdate or address. An example of a bad password is 'johnsmith1995', especially if this is the person's name and birth year. A much better password example would be 'RedCar456!' because it includes both uppercase and lowercase letters, digits and punctuation symbols and doesn't include any personal information.



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Once you have created your account, you will need to log in to the wanted webpage. There is usually two bars, one where you need to enter your email address or a username, and the other where you need to enter your password. Be very careful to check if there is an option to keep you logged in. This option means that you would stay logged in even if you close the browser or even if you turn off the computer or mobile phone. Make sure that this option is not ticked if you are logged in on someone else's device. If you are logging in on your own device, staying logged in is very convenient because you don't have to repeat the process every time you enter the website or turn on the app.

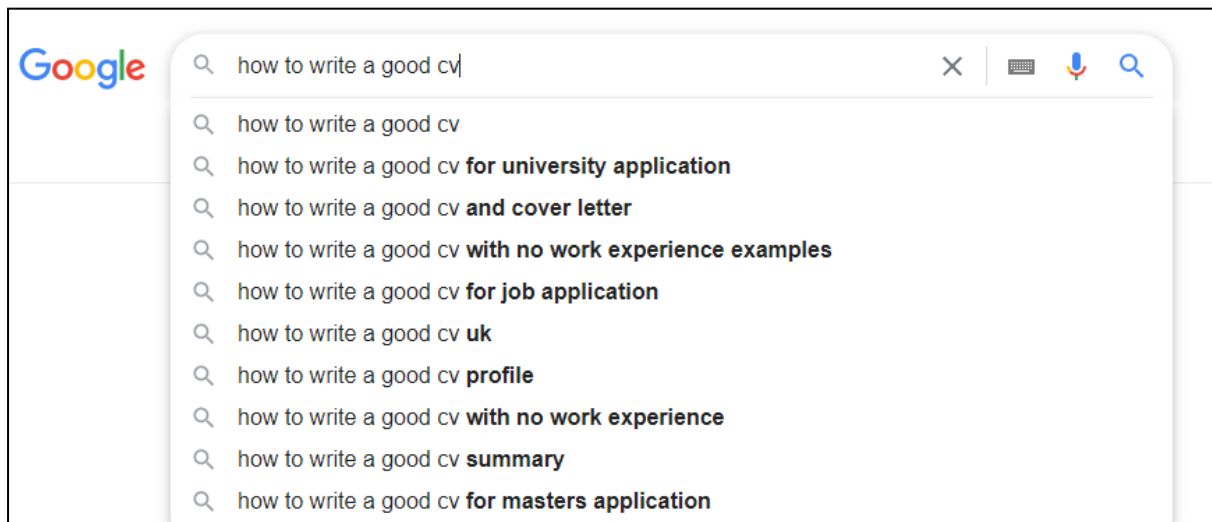
It can happen that people forget their passwords. In these cases, it is possible to recover your password by answering a secret question. The secret question is chosen by the user when an account is made. It is something simple that you cannot forget like your birthplace or the name of a close family member.

Handling Information and Content

a) Using Search Engines

Some of most popular search engines are Yahoo and Google. To use a browser, you will need to enter keywords in the search bar and press Enter. A list of relevant websites to your keywords will show up. If you see a website you would like to open, left-click on the clickable title of the page (blue letters).

Once you start writing in your keywords, a search engine will give you suggestions in a form of a drop-down menu. These suggestions are endings of keywords or key phrases that are being searched often by other people. It is a good thing to check these suggestions because they can give you a good idea of what to search.

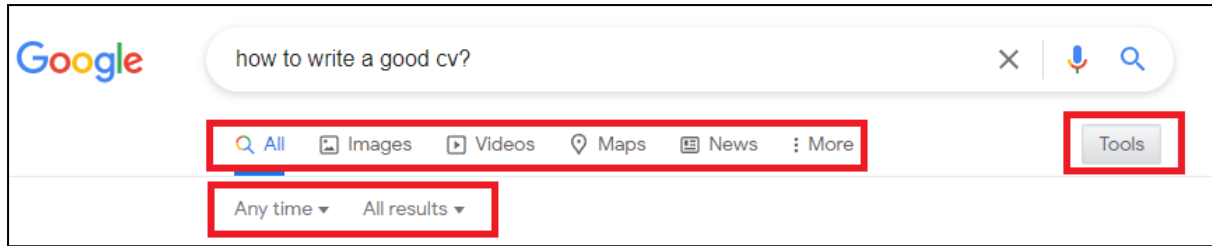


After pressing Enter, you can raise the quality of your search by using search engine tools. Under the search bar you can choose type of your search results. You can search images or videos exclusively, or even try to find a location in the world by clicking on 'Maps'. This will lead you to Google Maps where you can explore the world and find user friendly navigation which can be helpful if you are planning a trip. You can also click on 'News' and only recent webpages containing articles will be listed.

If you want to search the news by its age (e.g., you want to find webpages that were created 7 days ago or less because you want most recent news), left-click 'Tools' and time frame drop down menu will show below the types of search results bar. There you can choose a time interval of when the webpage was created (in this case, 'Past week' would filter out all webpages older than a week).



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b) Understanding Content Reliability

Not all content on the Internet is real or true. The Internet is a powerful tool to share information as well as misinformation. Therefore, it is advised to avoid pages of unknown origin. Most reliable sources are science papers as they have all the information on their author and the publisher. If you come across an article with no author or sources, it is advised to double check the same information in other media.

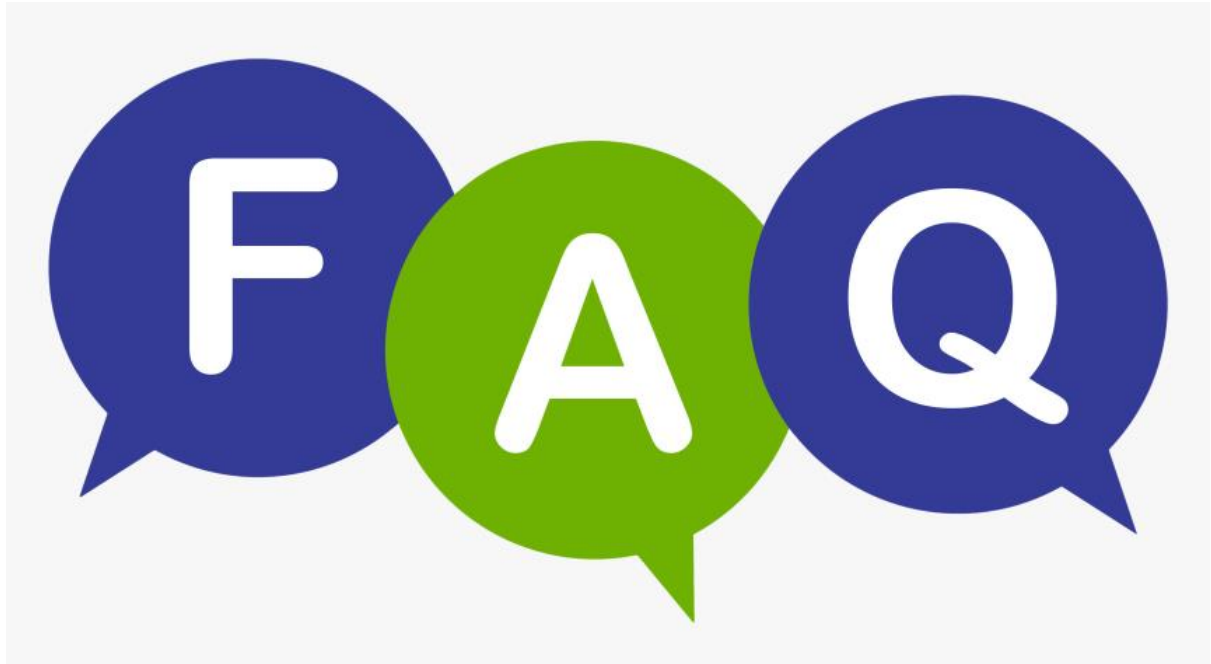
There are websites like Wikipedia which is an unofficial encyclopaedia, meaning that anyone can edit the information on it. That kind of information cannot be trusted if it is not supported by references. Private blogs are another source of unreliable information because nobody is checking the facts that are written on them and the author can be intentionally biased to the measure of spreading fake news. Also, websites run by companies that try to sell you their product may mislead you just so you buy a product that you may not need or it is too expensive or its quality isn't as good as it is advertised.

It is best to find professional articles on websites that provide names of the authors, like science papers or newspaper articles that were published by established institutions like government agencies, non-profit organisations or universities.

Problem-Solving

a) Introduction

Often in using the internet, situations occur where you simply don't know what to do to solve a current problem or situation. This is a short tutorial on what you can do when you feel stuck in a situation and don't know how to fix it.



The most important tool in this is the F.A.Q. (abbreviation for “frequently asked questions”).

FAQs are subsections of websites that help you find the solution to most common problems that are related to the topic. Most informative websites have a good FAQ section you can go through that can help you out. It is beneficial both to you, the user, and the company, because having common answers posted helps with saving time on customer support.

In this section, we will take a look at how to use the FAQ effectively.



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Q. How do I purchase a membership for Nintendo Switch Online?

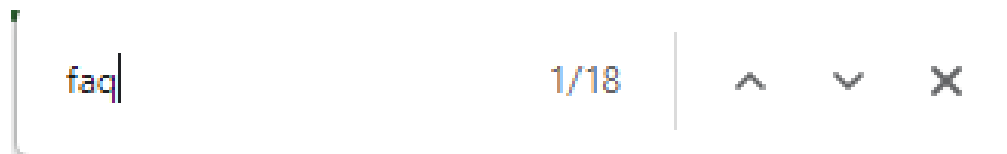
A. After the September 2018 launch, Nintendo Switch Online memberships will be available for purchase on Nintendo.com, in Nintendo eShop on your Nintendo Switch system, and through select retailers.

Q. Which games require a Nintendo Switch Online membership to access online play?

A. Nintendo Switch games such as Splatoon™ 2, ARMS™, Mario Kart™ 8 Deluxe, Mario Tennis™ Aces, and Sushi Striker™: The Way of Sushido, will require a Nintendo Switch Online membership, but other games will vary.

This graphic demonstrates the FAQ from the gaming company Nintendo. Most obvious thing here is that the FAQ section of the website is clearly visible. As we mentioned before, it is in the company's interest to make sure the FAQ section is easy to find.

Tip: if for some reason you cannot find the FAQ section, you can try searching in your web browser using Ctrl+F on pc and typing FAQ inside. This will open a box where you can type the search term and display how many times it is mentioned on a certain webpage:



Once you find the page subsection, you can go through questions concerning your problem. This is really straightforward and once you read the answer, you will know how to overcome the problem.

b) Using Online Tutorials

Aside from FAQ, you can also use online websites that host a lot of tutorials about different topics. If you know exactly what your problem is, it is best to go and look for them to your browser. That should look like this:

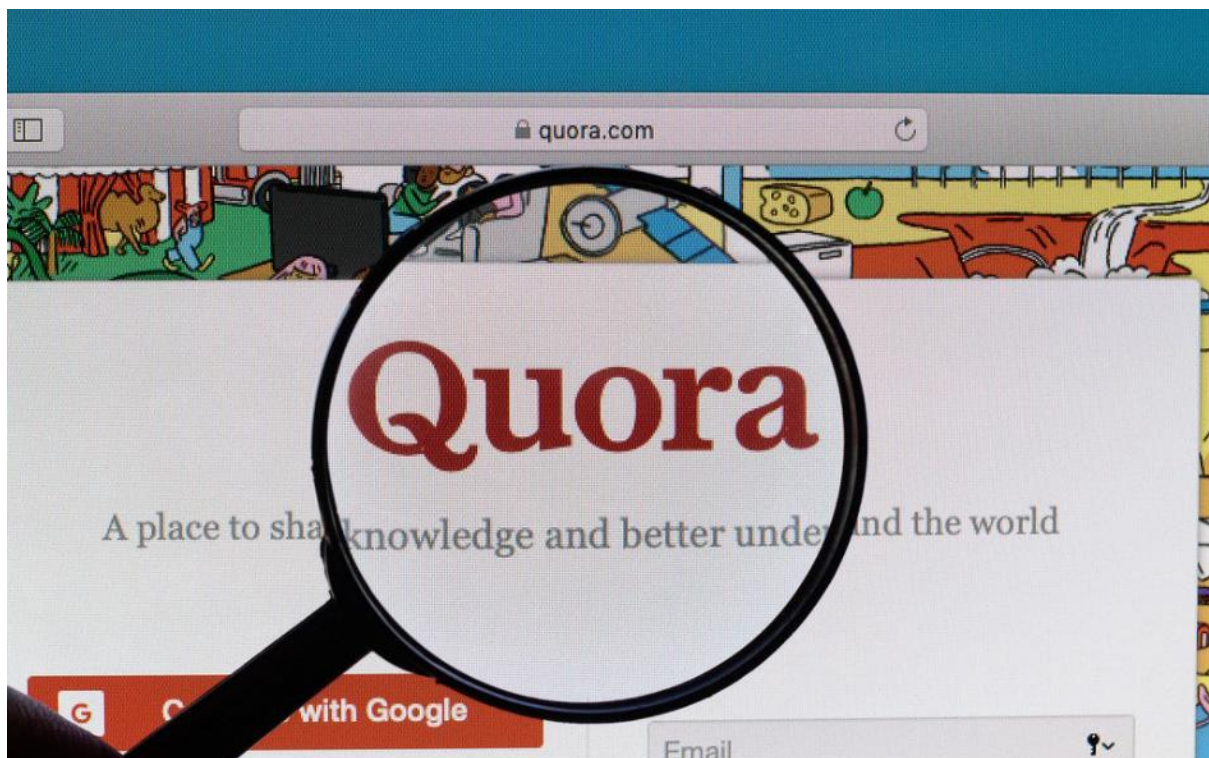


Once you do a search like this, you will find a plethora of websites explaining how to do something (in this case teaching you the basics of html).

This is a simple way to find multiple websites that host important information.

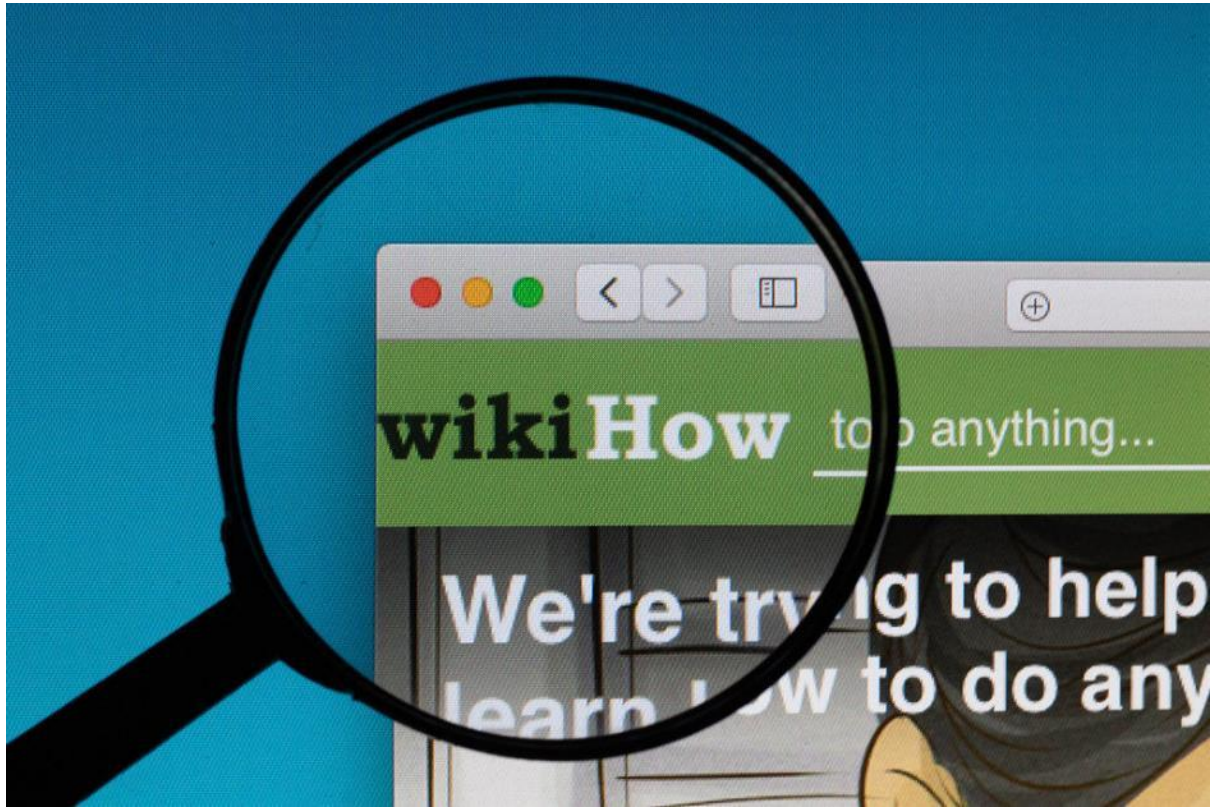
c) Notable Websites

Goof place to start asking about something could be Quora. **Quora** is a place to gain and share knowledge. It's a platform to ask questions and connect with people who contribute unique insights and quality answers.



Basically, it is an online forum where you can ask and answer questions about various topics, and is pretty reliable in terms of problem solving in general.

Another website worth mentioning is WikiHow.



WikiHow is an online wiki-style publication featuring how-to articles on a variety of topics. Founded in 2005 by Internet entrepreneur Jack Herrick, its aim is to create an extensive database of instructional content, using the wiki model of open collaboration to allow users to add, create, and modify content.

It is incredibly useful in finding tutorials on basically any topics, the possibilities are endless. You can find illustrated guides on anything, ranging from how to season food without salt, to accepting payments online.



If you are getting acquainted with online tutorials, this can be a really useful place to start learning about solving many different problems. WikiHow tutorials are known for being well-illustrated, making them easier to follow

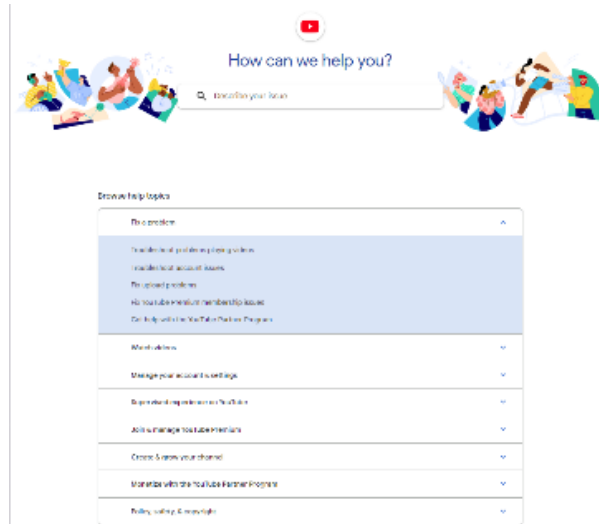
Also very useful: YouTube.

As you are probably aware, YouTube is an American online video sharing and social media platform owned by Google.



While YouTube is not strictly an educational website, it has hours upon hours of user-generated content that can help you in fixing basically anything.

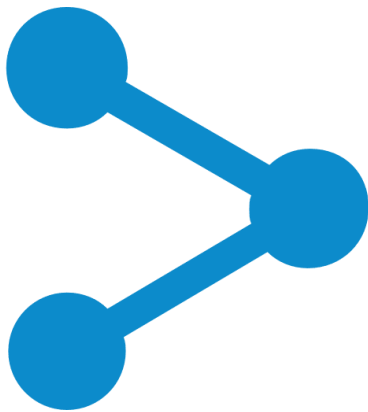
It can cover so much, that usually, it is a place where you can see the problem being solved on video and attempt to do so on your own. Aside from doing that, it also has a great comment section you can use to get in contact with the uploader or with people facing similar difficulties. If you just started to use digital tools and don't know about how to effectively use technology, YouTube might be a great place to learn the basics, and then some peculiarities while you're at it. And if you're interested in how it works, it has an extensive FAQ website of its own, with a lot of searchable topics



Sharing

a) Introduction

Why do people share content online? As easy as the question sounds, in itself it is pretty complex. Just thinking about it, there's no universal answer and depends on the person, however, content sharing has some peculiar commonalities we will think about.



These are commonly used share buttons. Both mean the content can be shared.

b) Most Common Forms of Content Sharing

1) Social media post

This is the basic post shared on social media that can be accessed by going to your personal profile. Usually contains an image related to the topic.

2) Story

This is similar to the post, but is visually in a different format and usually expires after 24 hours. It is best to update them daily.

3) Blogpost/article

These are larger bodies of text that explain something about a certain topic.



Instagram post



Instagram Story



Blogpost

c) Benefits of Sharing Content

People are social beings and tend to naturally interact. Online interactions are successful exactly because they help us build relationships with each other. With the era of social networks in full swing, we might look at a first few reasons that people are compelled to share content:

- It defines you in the eyes of others
- Exposes other to valuable content
- Makes people feel better about themselves
- Helps to make you aware of business products and services



This illustration portrays the process of defining the content to be shared.

d) Target Group

First off, when you think about sharing content, you should think about the target group you are appealing to. These are people following you, and you should think about posting content that will appeal to them the most. For private social media, it's usually friends and family. For business purposes, it's mostly customers of your business.



Visualisation of a target group. The people in the middle are the ones you want to reach.

e) Important Tips

First off, when you think about sharing content, you should think about the target group you are appealing to. It is necessary to approach people in the most appropriate way. Through this, you want to make sure people are motivated to connect to you. That is the most important factor,

even for business purposes. Unless you have a solid approach, people will not see your content as valuable and will pass on what's being offered. Therefore, you should focus on a few tips

- ✓ your content must be simple, clear and concise
- ✓ you should keep your content interesting and humorous



Creating content is the most important step in the process

f) Sharing Content on Social Media

Most important thing about sharing on social media is developing a true Cohesive strategy for online visibility.

It is highly advised to include external content and share it on a weekly basis, to keep the relevance of your profile in check. It is important to plan this, so you have a good balance between original and existing content.

g) Curating Content

Another interesting thing to do is to Curate content. What it means is that you can find some content that already exists and then share it with your audience. What it means is that rather than creating everything from scratch, you can start with already existing content and add your unique twist to it, increasing its further value. That is how you can easily find and publish content that will especially be relevant to your audience, and build good relationships with others that provide the content e.g., businesses.

h) Sharing Content Legally

Taking other people's content and sharing it comes with some responsibilities, especially if you want to. Sharing content legally is super important for this. To ensure you are sharing content legally, you should:



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1) Make sure you share the right content

The most important thing is to decide what exactly you want to accomplish by sharing content and that you are aware of your target groups.

2) Offer your perspective

There is not much point in sharing information without context. In your post, you will want to summarise the information and pinpoint the exact part of content you consider noteworthy.

3) Give credit to the author

Make sure you cite the author of the work you used to create your own. If possible, tag them while sharing.

i) Sharing Other People's Content

Sharing other people's content is good for networking, and can help your private and professional life. Depending on the type of content you are sharing, the advice is fairly simple:

1) For Blogs

When sharing written information, ALWAYS link to the blog you found the information at.

2) For Images

It is best to use your own images. If you don't have them, it's best to make sure the image has a "creative commons licence". This means the image is free to use for creation of content. For commercial use, it's important that its licencing covers

3) For social media

Tagging a person or a business sends them a notification. This is done by typing an "@" sign before their username. The person can express gratitude by resharing content, making you visible to their audience as well, which is also highly beneficial.

j) Getting Others to Share Your Content

1) Use good quality images

While posting images, make sure the image is of satisfying quality. Low quality images may be easier to find, but will not do justice to the post itself.

2) You can boost your social media shares

Most social networks offer an ability to pay for boosting posts. Generally, this is advised only for business users, considering there is money involved. However, it does help in getting followers and is highly regarded in online marketing.



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3) Share content with other people or businesses

Whenever possible, include others in your post, they will be able to recognise you shared content related to them, and will be able to express gratitude by sharing your own post.

4) Add sharing buttons (where applicable)

5) Share other people's content

6) Keep your content current

Make sure the content you are providing follows certain trends

7) If you want something to be shared significantly, what you can do is ask your followers to continue sharing

If you want your content to be shared, it's good to ask others to share





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Chapter 2

The Steps of Creating a Digital Storytelling





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In the second chapter, we discuss how you can get started, step by step, with developing your own digital story. Digital Storytelling is a process-based method using software or applications to tell stories.

Digital stories consist of a combination of digital images, text, recorded audio video and music fragments.

The length of digital stories can vary, but in an educational context they usually last between 2 and 4 minutes. The topics can range from personal stories to historical events, from life in one's own community to that in another country, etc.

In this chapter, the following topics are covered:

1. Selecting topic
2. Picking the correct message
3. Generating the script/ Organizing story
4. Selecting visual and audio material for story
5. An example of a digital storytelling (created by Powtoon)

Selecting a Topic

Digital storytelling means telling a story in a digital way. There are various forms of digital storytelling, but they all have one thing in common: the story is told from the narrator's point of view. Digital storytelling often involves the communication of a personal story, opinion or event. Other forms such as historical events, invitations, etc. are also used.¹

The more vividly you tell a story, the more engaged your listeners will be. But how do you make your idea memorable and tell about it in a way that you can infect others with it? The very first step is to select your topic. This can be a topic that is connected to an assignment or a topic that you choose yourself. If you can choose the topic yourself, we'll be happy to inspire and motivate you to choose a topic for your digital story. The next steps will build on the topic you choose in this subsection.

¹ <https://5dok.net/document/ky6el87z-leerkracht-digital-storytelling-gebruiken-schoolbuurt-beter-leren-kennen.html>



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To inspire, here is a list of possible concepts that can be used as a guideline in a digital story².

- A story
 - You can use digital storytelling to tell a story. This can be a personal story as well as fiction.
 - Some examples: introduction, a day in the life of a hero, fairy tale, maths story, ...
 - An example of a digital story about a super hero:
<https://www.youtube.com/watch?v=Kw2b6sDdPIk>
- An (historical) event
 - Digital storytelling can also be used to share a historical or personal event.
 - Some examples: world wars, inventions, new pets, school trips, etc.
 - An example of a digital story about the birth of Jesus:
<https://www.youtube.com/watch?v=TzE2QQ4trEQ>
- Expressing an opinion
 - Because digital storytelling is told from the point of view of the narrator, it is easy to incorporate one's own opinion.
 - Some examples: giving an opinion about a statement, arguing, ...
 - An example of a digital story about an opinion on death penalty:
<https://www.youtube.com/watch?v=bBTWhHTchsA>
- Instructions
 - Digital storytelling can also include an instruction. This can be created by a teacher as well as the pupils to replace the 'live' instruction or it can be an addition to it.
 - Some examples: step-by-step plan, instructions, parts of the flower, ...
 - An example of an instructionvideo about 'How to make an instruction video' 😊:
<https://www.youtube.com/watch?v=G5KdD1joFBU>
- Presentation
 - Digital storytelling can also replace or add to the 'live' presentation in class.

² <https://5dok.net/document/ky6el87z-leerkracht-digital-storytelling-gebruiken-schoolbuurt-beter-leren-kennen.html>



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- Some examples: book report, talk about personal growth, reflection, ...
- Example of a digital story in which a young person presents her passion for art:
https://www.youtube.com/watch?v=ykD_6dHYyFQ
- An invitation
 - Digital storytelling can be used to invite people to an event.
 - Some examples: school party, birthday, concert, movie night, ...
 - Example of a digital story inviting people to an event:
<https://www.youtube.com/watch?v=26ImjG6Hjms>
- Other
 - Digital storytelling can of course be used for many other purposes, let your creativity run free!

Picking the Correct Message

Now that you have selected your topic for your digital story, it is important to determine how you want to get your message across.

When defining your message, it is important to consider the power of storytelling. Here are 6 steps to successful storytelling that you can help you:

a) Know your target group

You can be very passionate about a subject, but if you don't adapt it to the target audience, the message can still be completely lost. So, tailor your story to your target audience, so they actually understand the point you want to make. This step is important: it determines how long your story will be, what language and words you should choose, what images you should use, and on what platform you want it to be distributed.

b) Connect with your target group

If you want to convince people of your ideas, services or products, you have to be able to connect with them. That is easier said than done anyway, especially if you cannot see your target group.

Even though your digital story will be online and not live, connecting is quite possible. Your reader, listener or viewer gives you his or her time, and they want something in return. Arouse their curiosity with a quote, statistics, images, something relevant that makes them think. Connecting can also mean entertaining your target group with light-hearted content, or gaining their trust.

So don't be like the university that doesn't even look at his target audience, try to make interaction.



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At the end of your digital story, a viewer has to get something out of it and preferably be interested in more from your content. Then you have built a connection with them.

c) Know what goal you want to achieve with your story

It has become a natural reflex to ask what the goal is before we determine concrete actions. Because what's the use of just setting up some marketing actions at random, if you don't have a goal in mind?

It's the same with storytelling. All the stories you tell can have a purpose, and those purposes can be very diverse. So determine the end of your story in advance, and build your storyline towards that goal. Know exactly in advance what point you want to make. Then you build up your story with a number of elements that help to make that point.

You can certainly work the other way round too. And sometimes that will work. But most of the time you will end up with a story that lacks coherence, has poor arguments and no clear message.

d) Support your story with images and facts

Just as you use body language, powerpoints or music in presentations, you can also use supporting material in your own stories.

For example, you can use graphs to illustrate evolutions or trends. The message you want to convey in your story will come across even stronger this way. Or you can use inspiring quotes or photos to reinforce your point.

If you want to use facts and figures in your story, make sure they are correct. Otherwise you will have exactly the opposite effect and lose your credibility. So a little research beforehand is certainly in order. Because after all, the internet is full of information, and a lot of it is contradictory. So check your sources too. It is a bit of work, but it definitely pays off in the form of a better and more accurate story that convinces people.

e) Make it relevant and specific

If you know your target group well enough, you know what keeps them awake and what doesn't. Then you know what content they prefer. Play on that. Make your story relevant to your viewer. That means not only what kind of story you are going to tell, but also via what channel, what punchline you want to deliver and what kind of visuals you need to support it. The more relevant you are to your target audience, the greater the impact of your content.

But also be specific enough. Even if you are hyper-relevant, if you remain too vague, your message will not land. Use details, frame your story well and give examples. This will ensure that your reader recognizes himself more easily in your story, and therefore feels more involved.



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f) Use tension in your storytelling

Don't let your story be boring. Your viewer is guaranteed not to get to the end, and thus not to learn that one point you were so eager to make. So make it captivating. And you don't just do that with some figures and a nice visual here and there.

Use tension throughout your story. You can do that by giving the hero of your story a mission, or by creating an opponent. You can also start your story with an unexpected, crazy or moving situation. Your reader wants to know how the hero of your story will get out of it.

You can also make your story more exciting by throwing some clichés overboard or by looking for controversy. Your reader will know that everything is not black and white, but by being controversial every now and then, you arouse emotions in your readers that they will want to solve.

You will never hear us say that storytelling is easy. But if you manage to tell your stories in the right way, they will have an immense impact. ³Good luck already, we can't wait to see all that storytelling in practice!

Generating The Script/Organizing The Story

The topic is fixed and you have already thought about how you want to get the message across. To make the digital story an enjoyable whole, it is important in this step to think about how best to structure the message. This can be done by drawing up a script.

- Start with some brainstorming and writing down some ideas. Discuss your ideas with family and friends. Play out a rough story in your head.
- Sketch out a script that you'll soon record with your own voice. Resist the temptation to take the easy way out and create a story with only images and music. People want to hear a personal voice. Don't be self-conscious about how your voice sounds; we all think we sound odd on tape.
- Draft a short script. That's where many people get bogged down. Get past the fear of committing words to paper. Some tips:
 - Get personal. Forget everything you've been taught about using a dispassionate, authoritative, essay-like voice. This isn't an essay contest. People want to hear your voice. The story must be told from your point of view.

³ <https://www.upperscore.be/6-stappen-naar-succesvolle-storytelling/>



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- Write lousy first drafts. Don't edit as you go. Editing and writing use different parts of the brain. Let it spill out. Get the main elements of your story down on paper, then go back and edit later.
- Write short. You'll be surprised at how much you can convey with a few words and some key images.
- Read your script aloud as you're fine-tuning it. Eschew big, fancy words (like "eschew"); use plain speech.
- Don't hold back. Be real. You need to reach an emotional depth, and sometimes that can only be achieved by revealing uncomfortable truths. Ultimately, however, it's up to you to make a profoundly personal decision about what material you want to share — and with whom.
- Look for a narrative arc for your story. **All stories — even 3-minute gems — have a beginning, middle and end.**
 - The beginning tells the premise of your story: it sets up the dramatic tension that should hold throughout the story.
 - The middle outlines conflicts along the way.
 - The end is the destination, revealing a small discovery, revelation, or insight. This is sometimes called the desire-action-realization model. (But not by anyone we know!) Will the guy get the girl? Will the hero prevail? Will the sleuth solve the mystery? With a 3-minute script, you don't have time to indulge detours. Get to the payoff.
- Work on the pace. Many consider pacing to be the true secret of successful storytelling. The rhythm and tempo of a story is what sustains an audience's interest.
- Trust your voice. All of us have our own distinctive style of storytelling. Trust yours.
- Read your script to a friend when you think you've finished. Very often, your confidant will point out glaring omissions, help firm up the language of a passage, or help you identify your true voice.⁴

The following questions can help you get started:

- What kind of images do you need?
- In what order do you put the images?
- What should be said about each image?
- What effects, animations, ... will you use?

⁴ <https://www.socialbrite.org/2010/07/15/digital-storytelling-a-tutorial-in-10-easy-steps/>



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Selecting Visual and Audio Material for the Story

Before you can start creating audiovisual content, it is important to think about the material you need. Depending on what you want to use, you get or borrow devices such as cameras, film cameras, computers, iPads, microphones, projectors, sound boxes, This can be very extensive, but keep in mind that with a smartphone these days, you can already create an endless amount of digital stories.

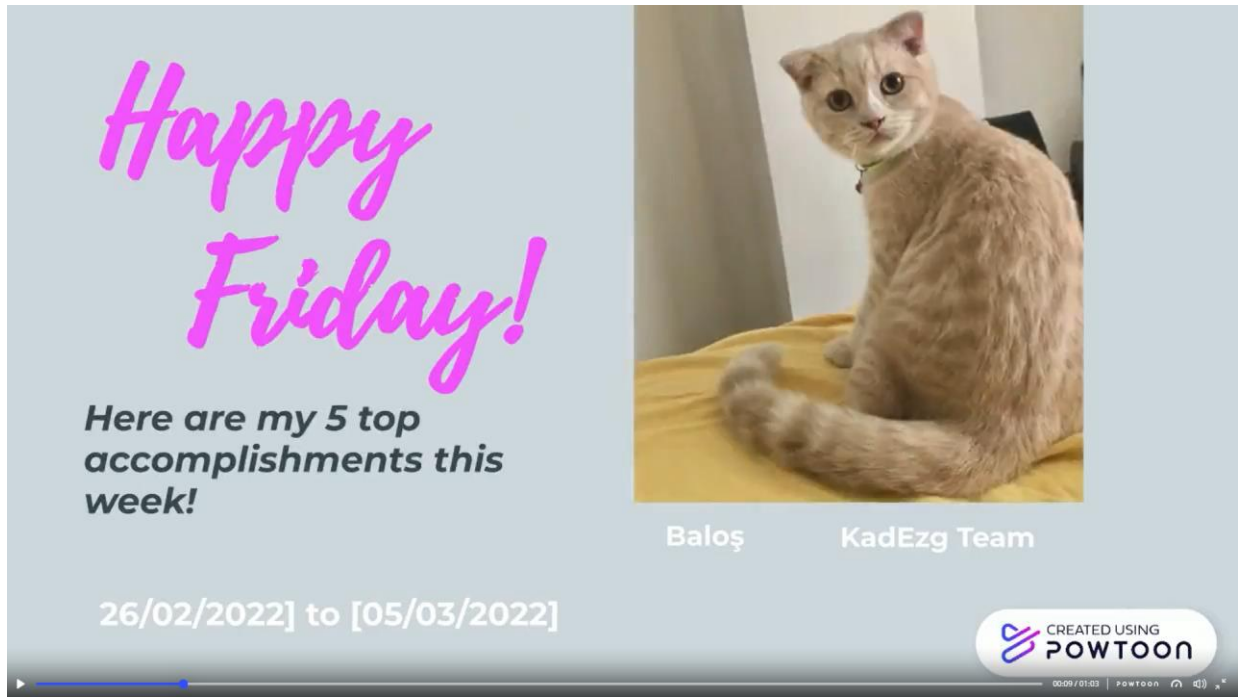
Create or collect images, sound, music, ... Make sure they are royalty free!

- Collect your content
 - Be aware that the production work involved in creating a short personal story can take many hours. Set aside enough time to do it right.
 - If you're using old photos, you'll need a flatbed scanner. Scan them and save them to a single folder on your computer. If you're using digital photos, make sure they're in JPEG format. If you have old 16-mm film footage, you'll probably need to send it to a shop that specializes in converting analog film to digital video.
 - If you're using more recent photos, chances are they're already in digital form — great!
 - **Keep in mind that your video will be horizontal in form**, so crop accordingly. Don't distort vertical photos into horizontal ones, but realize that strong vertical shapes will appear with lots of black on both sides. Don't reduce the size of the image to the size your movie will appear: You generally want them in the 720×540-pixel range; the details will be lost if you reduce them much further. But don't sweat the dimensions too much: Today all video-editing programs will shrink images down to their proper dimensions.
- Record a voice-over
 - You may decide that the microphone built into your laptop or desktop computer will suffice for recording your narration (at least, that's what I do). Above all, speak slowly in a conversational voice. Don't make it sound like you're reading from a script!
- Add music
 - Very often, you'll want to include music. (Think of the background music in Ken Burns' PBS specials.) Choose music that evokes the rhythm and pace of your story. For many people, this is the easiest part of the process. Most of us have soundtracks running in our heads that reflect the mood of the story we want to convey. The most effective tracks are often instrumental: classical, ambient, folk or jazz, with no vocals.
 - Next, go out and grab the music in digital form: Use a high-quality mp3 file or rip a track from a favorite CD with one of the dozens of free CD-ripper programs on the market. If you're recording a friend performing original music, even better. Next, import the track into your video-editing program. If you're working in iMovie, when you import the mp3, you'll see it as an audio clip at the bottom of your timeline.

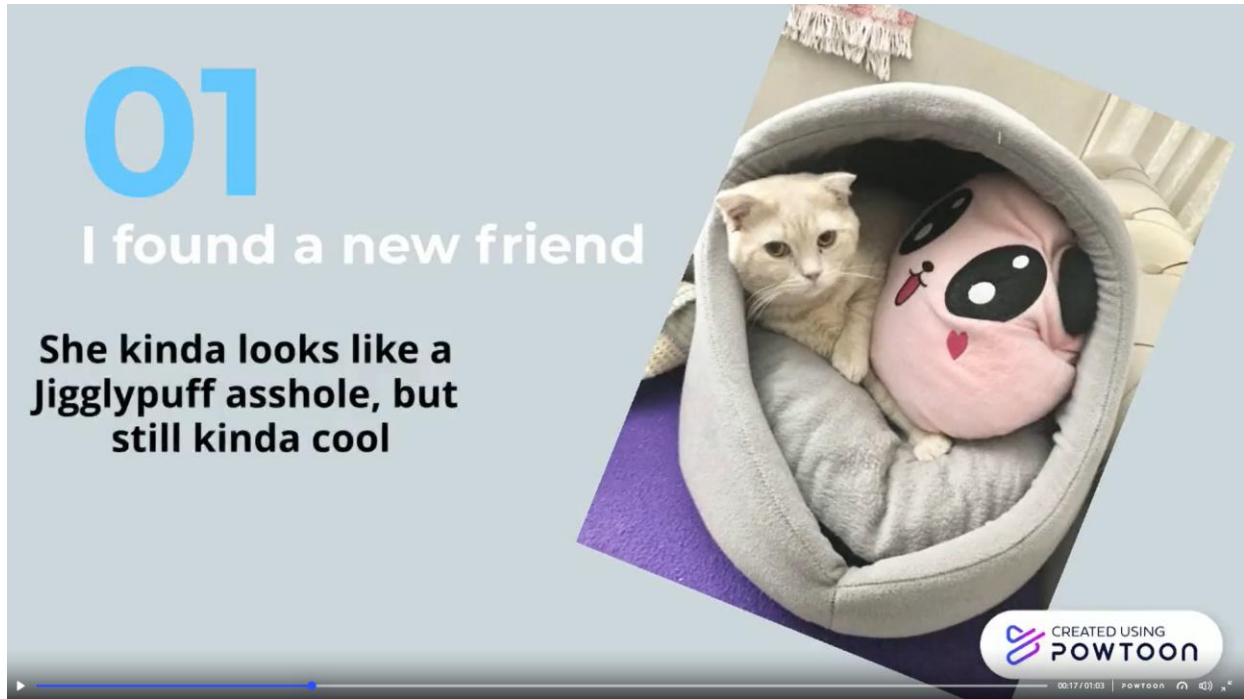
- **Consider copyright!** If you plan on publishing your work to the Web, you may not want to include the entire track of a song in your story. You may want to use podsafes music (and, no, the fact that you're not making money from your story makes no difference under copyright laws) — see Socialbrite's Free Music Directory for a wide selection of music that won't get you into trouble with the copyright cops.

A Digital Story Example – created by Powtoon

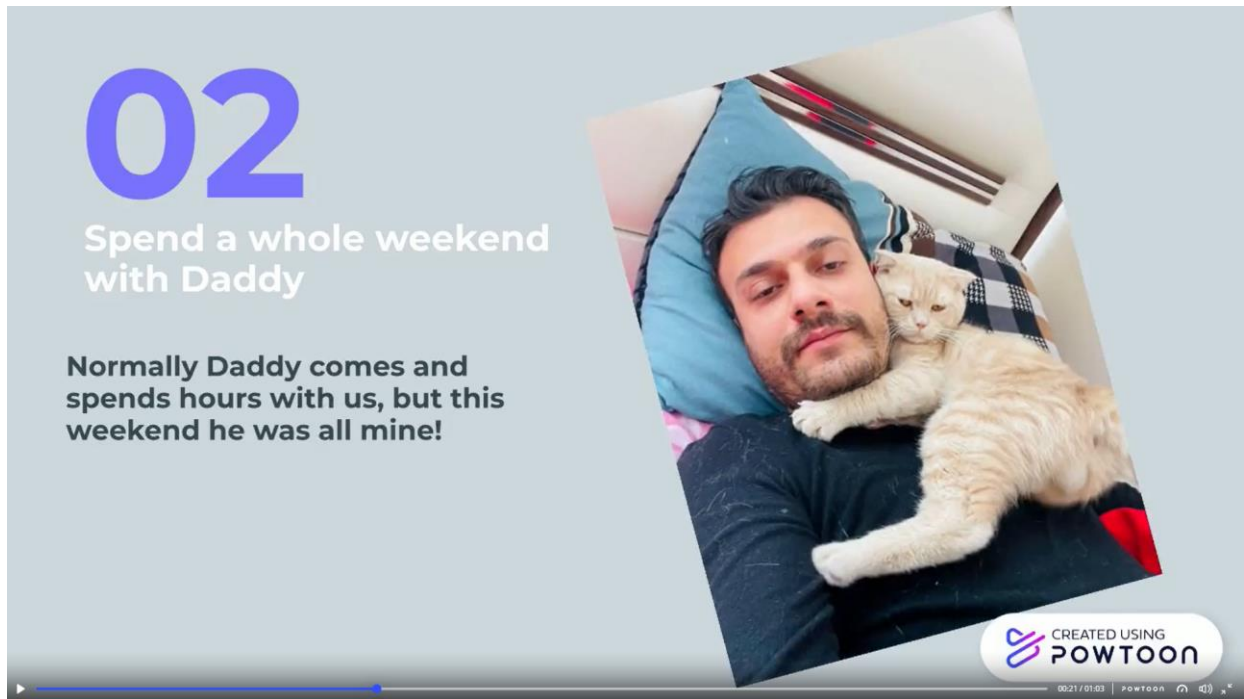
This digital story has been created by a secondary school student – named Çınar. In this story, Çınar's cat Baloş is telling us about his successes in one week. This Powtoon format can be transformed into different context such as 'My 5 Accomplishment about Language Learning in This Week'.



First page of the story includes the title, topic, the dates, cat's name and team's name that created this story. You can write your name, institution, the name of your of team (if you team) here in this first page. You can also upload funny photos, videos of yourself, your accomplishments to take the attention of your audiences here. The more colorful cover page, the more people will enjoy it.



The second page shows us the first success of this lovely cat, Baloş. He says he found a new friend. The first success of us in language learning could be to meet with a new friend using basic meeting dialogues.

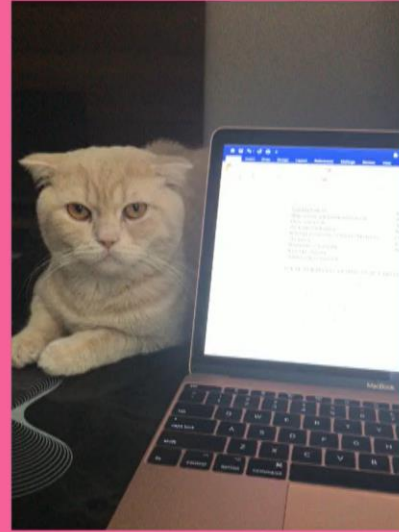


The third page shows us the second achievement of Baloş. He says he spent all the weekend with his daddy. Our second success in language learning could be to spend a certain amount of time studying English at weekend.

03

Scared stupid PhD people

Mommy is a doctorate student so she spends thousands of times for her lessons. I showed myself and meowed like a psycho killer and they all pooped on their pants.



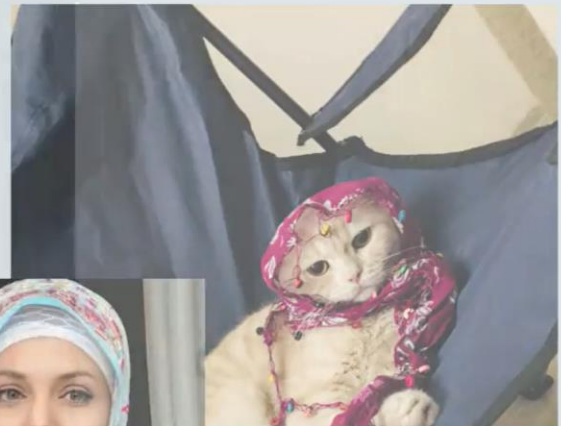
CREATED USING
POWTOON

The third page shows us the third success of Baloş. He says he scared the people in the online meeting that her mother attended. Our third success in the language learning could be speaking with a foreign friend on Zoom for at least 15 minute

04

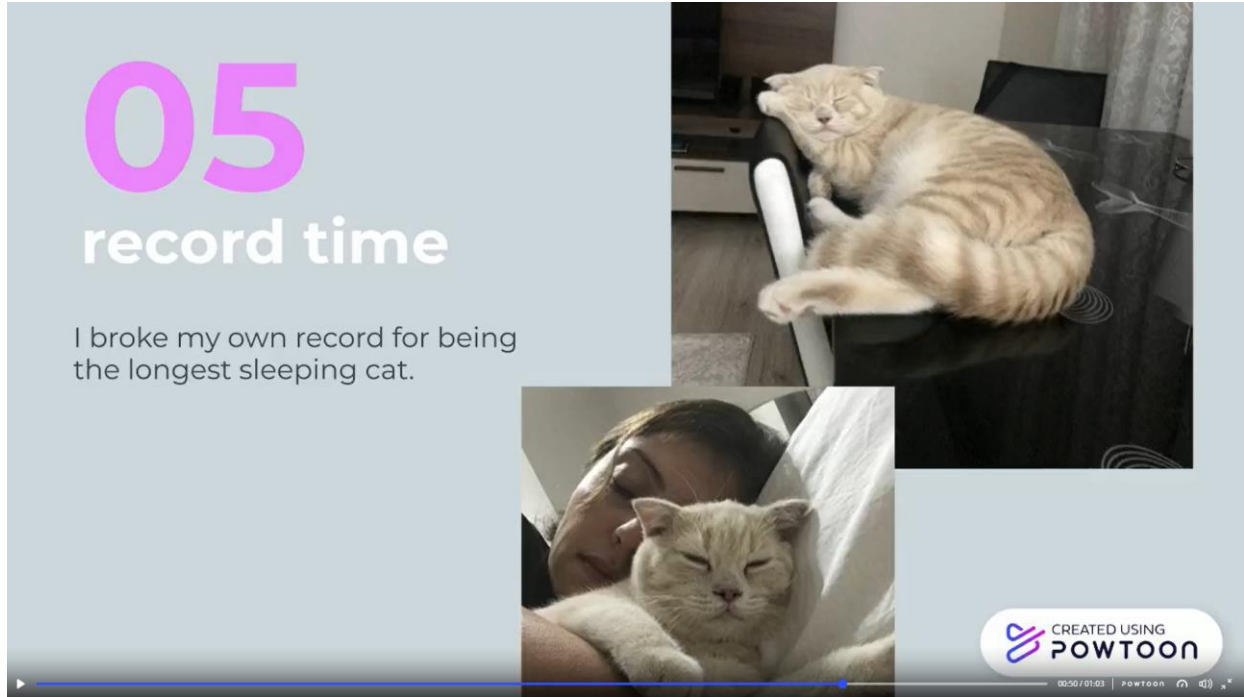
Look like Jolie

I tried to seen like Angelina Jolie with hijab, however, I looked prettier

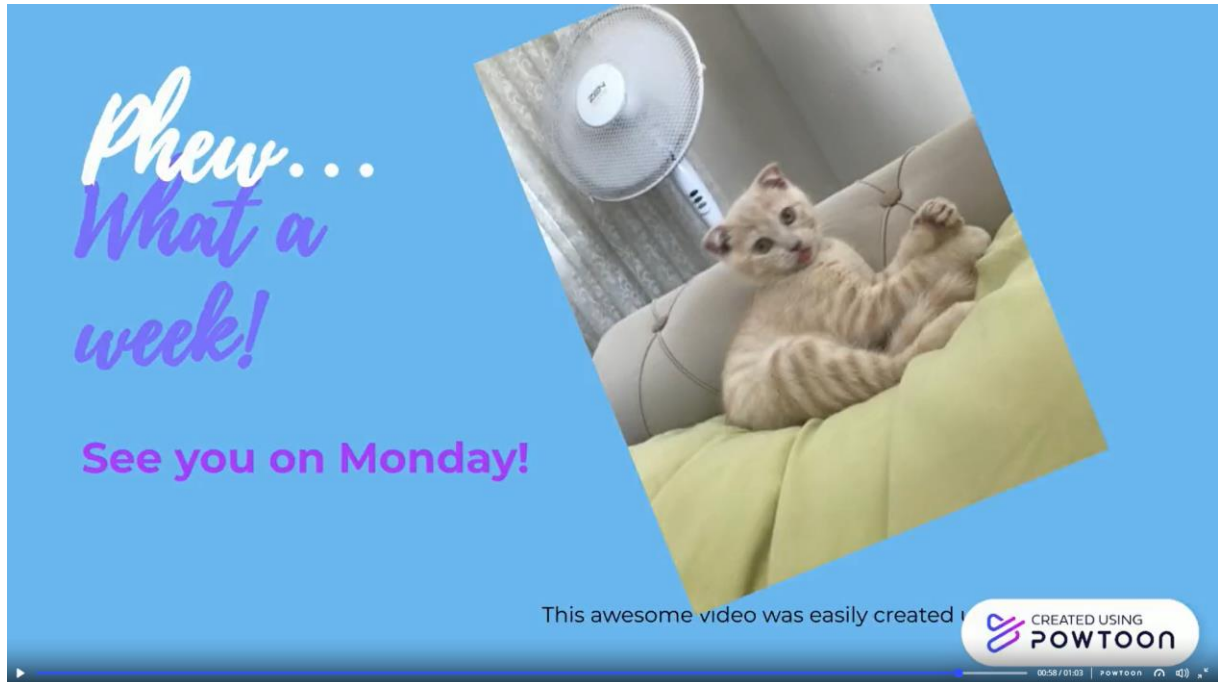


CREATED USING
POWTOON

The fourth page shows us the fourth success of Baloş. He says he tried to look like Angelina Jolie by wearing a hijab. Our fourth success in the language can be comparing two photographs by highlighting similarities and differences between them.



The fifth page shows us the fifth success of Baloş. He says he broke his own record of sleeping. Our fifth accomplishment in language learning can be breaking our own record using phrasal words while speaking.



The last page shows us the final words of Baloş. He says it was an exhausting week and supports it with a convenient picture of himself. You can add farewell words or phrases here and add a 'to be continued' part, if you want to continue on your digital stories.



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Chapter 3

Literature Research on Digital Storytelling





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Digital Storytelling

Digital storytelling is a modern expression of the ancient art of storytelling. Throughout history, storytelling has been used to share knowledge, wisdom, and values. Stories have taken many different forms. Stories have been adapted to each successive medium that has emerged, from the circle of the campfire to the silver screen, and now the computer screen (The Digital Storytelling Association, 2002).

a) Storytelling

Stories are manner of telling particular things about ideas, identities and approach to human condition and also, they express something to others (Wagner, 2014). Stories are the building blocks of knowledge, the foundation of memory and learning. Stories function as symbolic tools, ways of understanding experience unfolding in time and space (Bruner, 1987). Individuals discover their own thoughts while creating their stories during the writing process (Miller, 2010). People communicate everyday through stories (Tenh et al, 2012). Stories are told, heard, and responded to in order to convey and absorb messages or ideas (Grisham, 2006). As Umberto Eco mentioned, one of the first instrument that is used by humanity is story. He stated that “*man is a storytelling animal by nature*” According to this perspective it is meaningful to say that stories are giving meaning to earth and constructing link between organize community/society and humans (cited by Grishan, 2006).

History of storytelling is as old as human history. Since human understanding is largely related to storytelling -especially in relation to the concept of ‘relocation’, which means being able to refer to events belonging to a different time and place than ongoing communication- it will be the right approach to look at the first narrative examples (Yılmaz and Cığerci, 2018). Accordingly, storytelling has always been an important communication tool in sharing knowledge, experiences and values (Heo, 2009; Smeda, Dakich, & Sharda, 2014) with the next generation (Harrison, 2011), acting as a bridge between communities’ past and present (Hull & Katz, 2006). Throughout the social development history of humanity from ancient times to the present, it has been used as a natural, powerful technique and educational tool for the transfer and sharing of knowledge, experience and values from one generation to another (Lantz et al., 2020; Smeda et al., 2014). Storytelling evolved as prehistoric people shared information about the environment, wildlife movements, or sources of food. Such survival information, over generations, became codified, and was expanded to include history, tradition, and cultural mythology. The resulting narratives (the recounting of a sequence of events and their meanings) were entrusted to storytellers to preserve and share.

Storytelling (the addition of setting, plot, characters, logical unfolding of events, a climax) expanded to myth-based rituals, participatory re-enactments, or dramas. Stories explained the role(s) of people in the seen and unseen (magical) events in the surrounding world and inspired them to undertake great deeds, journeys, or battles. With the advent of writing, stories were



preserved and over time were recognized as literature (written works considered to possess lasting artistic merit).

It has been emphasized that storytelling has the power to support active participation in learning pedagogy, to use what they have learned, to encourage, enliven, energize and cheer up students (Halifeoğlu, 2021).

b) Digital Storytelling

Digital storytelling is a technology application that is well-positioned to take advantage of user-contributed content and to help teachers overcome some of the obstacles to productively using technology in their classrooms (Robin, 2008). At its basic core, digital storytelling is based on using digital tools to tell a story. There are lots of terms used to describe digital storytelling such as digital documentaries, computer-based storytelling, digital essays, interactive storytelling (Robin, 2008), multimedia storytelling (Smeda et al., 2014; Tsou et al., 2006), web-based stories (Smeda, 2014) or Web 2.0 storytelling (Alexander & Levine, 2008), but in general they all revolve around the idea of combining traditional storytelling with new media tools such as images, graphics, music, sound and the author's voice (Gregori-Signes, 2014) to tell and share a story which generally lasts for 2-5 minutes (Rance-Roney, 2008). Digital storytelling, which combines the power of technology and storytelling, is also called a modern expression of the old art of storytelling (Lambert, 2010). Like traditional storytelling, digital stories revolve around a chosen theme and often have a specific point of view (Bilici, 2021). Yoon (2013) compared verbal storytelling and digital storytelling in terms of various features:

Table 2. Comparison of verbal storytelling and digital storytelling

Items	Storytelling	Digital Storytelling
Arrival	Thousands of years ago	In 1994 by Atchley and Lambert in Digital Storytelling Center
Main Type	Human voice, mimes, gestures	Multiple environment components (videos, images, voice etc.)
Giving the content	Verbal communication	ICT Tools (computer, tablet etc.)
Data form	Generally coloured and printed paper	Electronically saved in digital form
Learning style	Verbal communication/ one way speaking/listening	Multiple communication Interaction and Cooperation
Main Character	Words combined primarily by gestures and expressions	Unveiling a very emotional experience with audio narration, images, sounds and music



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c) The Emergence and History of Digital Storytelling

Digital storytelling first emerged in California in the 1990s with the work of Joe Lambert and Dana Atchly (Bull and Kajder, 2004). Joe Lambert, with his wife Nina Mullen and colleague Dana Atchley, founded the Digital Media Center in San Francisco in 1994. Later, the same team . changed this center to the Center for Digital Storytelling in Berkeley in 1998 (Göçen, 2014) Lambert and his team have developed a unique computer education and arts program around the Digital Storytelling Workshop. Through the Center for Digital Storytelling, since 1993, around 1000 organizations have worked with around the world and more than 15,000 people have been trained in the art of digital storytelling (Lambert, 2003). In the early days of digital storytelling, Lambert was impressed by how easily average people were able to “capture their story in a really powerful way in a relatively short amount of time for a relatively small amount of money” (Tucker, 2006, p. 54).

Center for the Digital Storytelling used the CDS has provided training and assistance to people interested in creating and sharing their personal narratives. Fast forward to today and one can see that what is new is that the tools needed for digital storytelling—computers, scanners, digital cameras, and high-quality digital audio capture devices—have become increasingly more affordable and accessible (Robin, 2008).

d) Definitions

It is a creative process in which a traditional story is combined with proprietary digital technologies such as computers, video cameras and voice recorders (Ohler, 2008). Chung (2007) defines digital storytelling as a multimedia presentation application that includes digital text, images, video and audio in computer environment where Yüksel, Robin and McNeil (2011) define digital storytelling in general as information sharing and storytelling with multimedia tools and resources. Although there are many definitions of digital storytelling, the common idea in these definitions is that digital storytelling is formed by enriching traditional storytelling with multimedia elements such as image, sound and music (Göçen, 2014).

e) 21st Century and Digital Storytelling

It can be said that the tools needed for digital storytelling—computers, scanners, digital cameras, and high-quality digital audio capture devices—have become increasingly more affordable and accessible (Robin, 2008). The combination of powerful, yet affordable, technology hardware and software meshes perfectly with the needs of many of today’s classrooms, where the focus is on providing students with the skills they will need to “thrive in increasingly media-varied environments” (Riesland, 2005) Digital storytelling can be a potent learning experience that encompasses much of what society hopes that students will know and be able to perform in the 21st century (Jakes & Brennan, 2005). Here we need to highlight the 21st century skills.

- Critical thinking and problem solving;
- Collaboration and leadership;





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- Agility and adaptability;
- Initiative and entrepreneurialism;
- Effective oral and written communication;
- Accessing and analyzing information; and
- Curiosity and imagination (Wagner, 2008).

Moreover, The Assessment and Teaching of 21st-century Skills consortium (2012), organizes skills, knowledge, and attitudes into four categories: ways of thinking, ways of working, tools for working, and living in the world. Regardless of the skills included or the terms used to describe them, all 21st-century skills definitions are relevant to aspects of contemporary life in a complex world. Most focus on similar types of complex thinking, learning, and communication skills, and all are more demanding to teach and learn than rote skills. These abilities are also commonly referred to as higher-order thinking skills, deeper learning outcomes, and complex thinking and communication skills (Saavedra ve Opfer, 2012).

Considering the necessities and requirements of 21st century, globalization, economic necessity, and low civic engagement compound the urgency for students to develop the skills and knowledge they need for success. Today's students will be the architects of future world, accordingly, the world is changing rapidly, and educators must respond by preparing their students for the society in which they will work and live. Teaching 21st century skills is imperative and cannot be ignored or taken lightly (Larson and Miller, 2011).

Teachers should consider that in today's classroom, the integration of technology, pedagogy, and content leads to "a deeper understanding of the different and more powerful roles that digital media can play in both teaching and learning" (Robin 2008). Brenner's (2014) research and experience show that computer-assisted instruction and 21st-century communicative tools do play such roles and have a positive effect on student learning outcomes. Through digital storytelling (DST) students develop a plethora of skills, necessary to be effective in the 21st century as it is more than just using technology. It is a medium of expression, communication, integration, and imagination (Malita and Martin, 2010).

- **Thinking Critically:** Digital storytelling leads students to think critically about effective combinations among audio and visual components. Each story requires students to gather evidence to support their story and to assemble and organize them in a way to achieve a desired effect, being two of the hardest concepts for student writers to grasp when writing papers on their own. Through digital storytelling, students begin to comprehend how all the elements of writing a narrative work together and how to manipulate them for the best effects in readers and viewers (Jonassen et al., 2008).
- **Self-Expression and Tolerance:** Also, digital stories that are created and have had hard work put into them, could be shared. The sharing and evaluating of digital stories among peers is an excellent way to foster self-expression and tolerance, and to create an engaged community of learners.
- **Collaboration:** In a collaborative and somehow new learning environment, students are actively engaged in the exchange of ideas, the asking and receiving for feedback, the



learning in an informal and, concomitantly, in a familiar way about their topics of interest, from peers, (older) colleagues.

- **Communication:** Students develop communication skills, learn to ask questions, express opinions, construct narratives and write for an audience, improving also their language and computer skills by using software that combines a variety of multimedia: text, images, audio, video and web publishing. When digital stories are created, students not only become more technologically literate, but they also become designers, listeners, interpreters, readers, writers, communicators, artists, and thinkers (Kajder, 2004, cited by Malita and Martin, 2010)

f) The Types of Digital Storytelling

Robin (2006) stated that although there are many types of digital stories, the most important ones can be grouped into three groups and grouped digital stories as “personal stories”, “stories examining historical events” and “information or teaching stories”.

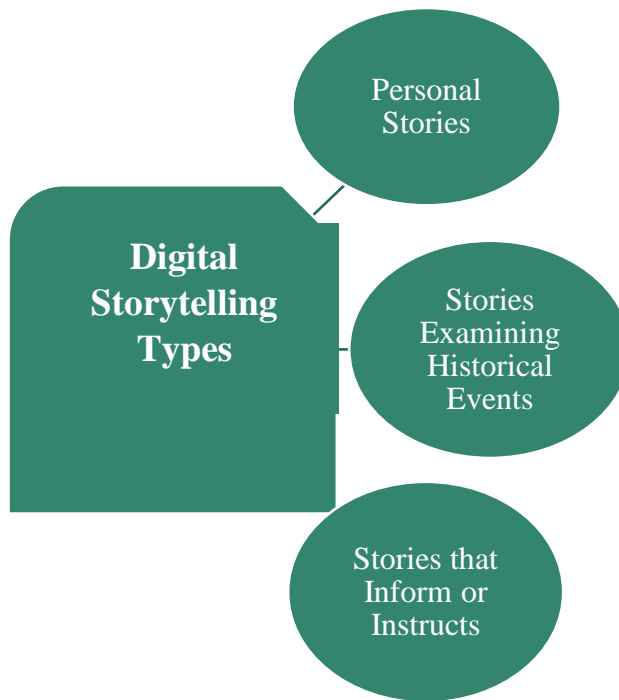


Figure 1. The types of digital storytelling

1) Personal stories

Perhaps the most popular type of digital story is one in which the author tells of personal experiences. These stories can revolve around significant events in life and can be emotionally charged and personally meaningful to both the author and the viewer. Robin (2006) emphasized the importance of the desire to create personal stories as the reason for creating digital stories. It is a type of digital story that contains the memories and experiences of the narrator. In this type of story, the content is the events that happened in the person's own life. It is a type of digital story obtained by writing the story of this content and converting it into digital form with multimedia tools (Göçen, 2014).

2) Stories examining historical events

It is a type of digital story in which historical events are taken as the subject. The visuals and vocalizations used in the creation of this digital story should reflect that historical event. The impressive combination of the story part of the digital story and the digital elements makes the listeners feel as if they are living a historical event and the time of the event (Göçen, 2014). In a classroom environment, students might use historical photographs, newspaper headlines, speeches, and other available materials to craft a story that adds depth and meaning to events from the past (Robin, 2008).

3) Stories that Inform or Instructs

This type of digital story is used primarily to convey instructional material in many different content areas. Teachers can use this type of digital story to present information to their students on subjects ranging from math and science, to art, technology, and medical education (Robin, 2008). It is a type of digital story that aims to teach the audience a certain subject. The content to be taught is narrated, combined with appropriate images, sounds and music, and presented to the target audience. In this type of digital story, the subject to be informed or taught becomes more concrete for the audience as it is enriched with visual and auditory (Göçen, 2014).

g) The Core Elements of Digital Storytelling

Ohler (2008) explains in his book *Digital Storytelling in the Classroom* that digital story elements play an important role in digital story construction. The elements provide the storytellers consideration in the construction process towards producing what is called a good digital story (Lambert, 2006). There are several experts who proposed their own sets of elements, however, here we will use Robin's elements as it is the most updated and based on Center for Digital Storytelling.

Table 3. The seven elements of Digital Storytelling

Center for Digital Storytelling's Seven Elements of Digital Storytelling	
1. Point of view	What is the main point of the story and what is the perspective of the author?
2. A dramatic question	A key question that keeps the viewer's attention and will be answered by the end of the story.
3. Emotional content	Serious issues that come alive in a personal and powerful way and connects the story to the audience.
4. The gift of your voice	A way to personalize the story to help the audience understand the context
5. The power of the soundtrack	Music or other sounds that support and embellish the storyline
6. Economy	Using just enough content to tell the story without overloading the viewer.
7. Pacing	The rhythm of the story and how slowly or quickly it progresses.



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1) Point of view

It is the element that contains the main point of the story and the point of view of the author. In order for the digital story to be effective, the purpose of the story should be clear and the author should prepare the story from a perspective suitable for its purpose. Lambert (2003) stated that stories can be forgotten, but perspectives are remembered. For this reason, the author must present a product according to the purpose of the story and guide the listener within the framework of the story's point of view. For this, the author asks himself, “Why did I choose this topic?”, “What message do I want to give to the audience?” and “What is the purpose of me writing this story?” should ask such questions. In this way, the author will focus on the point he wants to tell in the story and will reveal a product suitable for his purpose (Göçen, 2014). Arslan (2013) stated that the point of view establishes the relationship between the narrator and the listener, and it is the stage where the narrator decides what to tell.

2) A dramatic question

At the end of the story, the attention of the audience is held and is the key question to be answered. Those who watch the digital story watch the story more carefully, wondering the answer to this question throughout the story, and expect to find the answer to this question at the end of the story (Göçen, 2014). Bull and Kajder (2004) stated that the dramatic question element is what distinguishes a digital story from a movie about travel. Lambert (2003) stated that well-crafted stories increase the excitement from the beginning to the end of the story. The solution to the striking problem is actually the center of a story. For this reason, the writers of the story should structure this question from the perspective of the story and keep the listener's attention on the story until the story ends (Göçen, 2014).

3) Emotional content

Emotional content is an element that affects the bond between a story and its audience. The most effective digital stories are those that evoke emotion with their audience (Bull & Kajder, 2004). Laughing, crying, anger, excitement, fear, sadness and surprise are the reactions experienced and shown with the activation of emotions. Such reactions of the audience of a digital story show that an emotional bond has been established between the story and the audience (Göçen, 2014). Lambert (2003) stated that it is always important for the audience to think through the degree of emotional sensitivity in shaping the perspective of the story.

4) The gift of your voice

After the writing process of a digital story, it is voiced before meeting the audience. This element is one of the features that distinguishes a digital story from a traditional story. The audio element is a feature that can increase the effectiveness of a digital story. Instead of reading the story straight, the narrator needs to vocalize it, paying attention to intonation and emphasis. Bull and Kajder (2004) stated that the narrator's adjustment of the pitch of his voice,





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changing the tone of voice, and tone of voice are a personal way of conveying the meaning and purpose of the story. They also emphasized that sound is one of the most important elements that contribute to the effectiveness of the digital story.

5) The power of the soundtrack

Music is an important element of the digital dimension of the story. In order for the narrator to prepare an effective digital story, he must choose a suitable music for the story. The music added to the prepared story is the element that supports and decorates the story (Göçen, 2014). Arslan (2013) stated that the meaningful and harmonious music chosen in the digital story increases the narrative power of the story. Appropriately used music or sounds can add depth to the story and make it more emotional and emphatic (Karakoyun, 2014).

6) Economy

This element is about making efficient use of other elements in a digital story. Lambert (2003) stated that the economy is generally the biggest problem in a story. The excessive use of words, visual and auditory in a digital story can cause the audience to become bored, have difficulty following the story, become distracted and drift away from the point of view of the story (Göçen, 2014). The effectiveness of a digital story is achieved by synthesizing the story and digital elements in a meaningful and efficient way. Therefore, excessive and unnecessary use of these elements will not only make the story effective, but may also cause the story to deviate from its purpose. Bull and Kajder (2004) stated that the digital story consists of short stories of two to three minutes, as practiced in the Center for Digital Storytelling.

7) Pacing

This element is about the fast or slow progress of a story. The secret to a successful story is thought to be rhythm. The rhythm of the story also affects the audience or listener to follow the story. The rhythm should be in accordance with the prepared story. Lambert (2003) stated that a fast pace will give a feeling of urgency, action, nervousness, anger and excitement, whereas a slow pace will give a feeling of contemplation, romance, relaxation or simple pleasures. In this case, the narrator should avoid using a rhythm that is too fast for the audience to follow and so monotonous that they get bored. The rhythm should be shaped according to the content and flow of the story. Just as the pace of sad and joyful stories should be different, the chapters with different flow in a story should progress at different speeds (Göçen, 2014).

h) The Process of Creating a Digital Storytelling

It is seen that the steps followed in the digital storytelling process are discussed in different numbers and stages in the literature. Wang and Zhan (2010) stated that the digital story creation process consists of two basic steps: story composition and technology integration. Story composition follows the same process as any composition. This step includes audience analysis, purpose, voice and tone, generating draft ideas for the story, combining the content with the script, revising and editing the story. When the story is completed, it takes its digital form using

appropriate technology tools. Robin (2016) recommends that students follow the 12 steps shown in Figure 2 while creating digital stories.

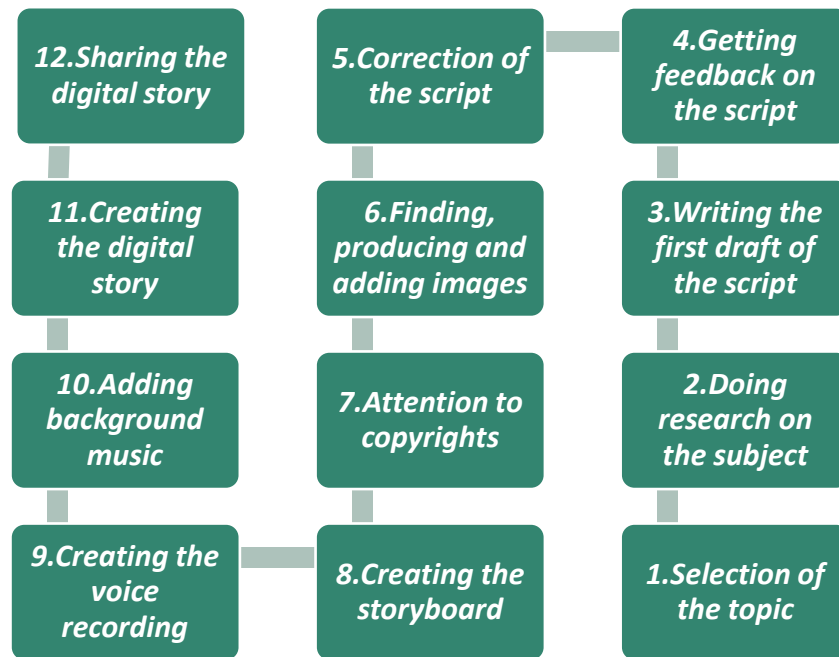


Figure 2. Digital Story Creation Steps

1) Selection of the topic

In a sense, determining the topic is a starting point for the digital story (Yavuz-Konokman, 2015). Students who will work together can come together and decide on the topic by using their brainstorming and cooperation skills (Chung, 2006; Kieler, 2010). It is also important who the target audience is in choosing the topic and for what purpose the story will be prepared such as informing, persuading, questioning (Robin, 2016).

2) Doing research on the subject

If the digital stories that students will create will be of a personal (reflective) type, it is important to create a plan that includes the adventure of the main character, the events he experienced, his problems, problem solutions and the conclusion before writing the script (Jakes & Brennan, 2005). If the digital story to be created will be of an educative (informative) or historical type, it is recommended that the students proceed to the planning stage after they do research on the main theme of the topic from online and printed sources before proceeding to drafting the scenario (Lambert, 2010; Robin, 2016). Students also benefit from the visual and auditory elements they reach over the internet to make their story scenarios more meaningful.



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While conducting the research, care should be taken to ensure that such multimedia materials are compatible with the scenario setup and are interesting (Yavuz-Konokman, 2015)

3) Writing the first draft of the script

It is known that writing the story script is the main element of the digital story creation process (Robin & McNeil, 2012). It is also stated that the screenwriting process is the most time-consuming phase (Robin, 2006). The process often begins with traditional writing. Scenario drafting is the process of transferring the author's thoughts or edited information to paper according to the type of personal, didactic or historical story (Robin & McNeil, 2012). It is recommended that students be able to write something without hesitation and reflect their own feelings, excitement and point of view while drafting the story (Demirer, 2013). It is helpful to read the first draft of the story aloud to ensure that the purpose of the story is clearly stated and includes perspective. In addition, as it will be a digital story that is only a few minutes long, focusing on a specific problem or issue will help create a higher quality digital story (Robin, 2016).

4) Getting feedback on the scenario

In this step, the story scenario is shared with others and feedback is received. After the students create the draft of the scenario, they share their stories with others and get feedback. During the writing process of the draft script, revisions are made continuously (Bilici, 2021). At the stage of reviewing the content, the draft of the story is evaluated in terms of spelling rules, punctuation marks and semantic integrity. Feedback and corrections for the scenario can be made in line with self-evaluation, peer evaluation and teacher evaluation (Baki, 2015).

5) Correction of the scenario

Corrections and improvements are made in the scenario by using the feedback received in the scenario draft. Since screenwriting is an iterative process, several trials may be required to obtain good results (Robin, 2016). For the fluency of the story, it is important for students to receive feedback by reading aloud on their own or to their classmates (Demirer, 2013). Feedback and corrections are continued until the draft scenario of the story takes its final form. When the draft script takes its final form, the next stages are passed after the writing process (Bull & Kajder, 2004).

6) Finding, producing and adding images

In digital stories, visualization is used to increase the effect of the scenario and make it more meaningful. Online search tools are available for photos, drawings, clip art, maps, charts and more. In addition, students can also use their own photos taken with a camera (Robin, 2016; Robin & McNeil, 2012)





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7) Attention to copyrights

When searching for online materials, it is recommended to choose materials with Creative Commons licenses (Robin, 2016). In addition, for other written or visual materials taken from online or printed sources, it is necessary to indicate the source by respecting personal rights.

8) Creating the storyboard

A storyboard is a written or visual summary of all the elements that are planned to be included in the digital story. It is also considered as a mind organization or storyboard in which the scenario fiction is brought together with digital elements (Jakes & Brennan, 2005; Kearney, 2009; Robin, 2016). The storyboard makes it easy to modify and add content to the digital story video before finalizing it. It can be created on a large piece of paper, or it can be created on a computer with some software (Karakoyun, 2014). In the digital story design process, a storyboard is created in order to visualize how the story will look and to display the flowchart of the video (Lambert, 2010; Yavuz-Konokman, 2015). Although the storyboard creation step is often seen as an unnecessary and boring step that students want to skip, it is accepted as a necessary element for digital storytelling (Jakes & Brennan, 2005).

9) Creating the sound recording

In order to add meaning and depth to the content and increase the emotional value in the digital story, it has an important place to be vocalized by paying attention to emphasis and intonation (Kajder & Swenson, 2004). An effective vocalization by students with their own voices ensures that the story is internalized by the students and adds originality and emotionality to the story (Chung, 2006; Ohler, 2006). An external microphone connected to the computer or an internal microphone in mobile phones and laptop computers can be used to record sound. Apart from the hardware component, software such as Audacity, which enables sound recording and editing on audio files, is also needed. Some digital story creation software, such as MS Photo Story 3, has a built-in audio recording option. In order to obtain a quality recording during sound recording, it is important that the environment is quiet and the required number of repetitions is made (Bilici, 2021).

10) Adding background music

By adding background music suitable for the theme of the story, richness can be added. For this, the existing music in the software used can be used or downloaded from online addresses such as "Jamendo.com" (Robin, 2016). An important consideration when adding music to a digital story is that background music should not overwhelm the voiceovers.

11) Creating the digital story

At this stage, components such as the story scenario, visuals, sound recordings and background music are brought together in a suitable software environment to create a digital story. For this, software such as MS Photo Story 3, Movie Maker, iMovie or web-based video editing software such as Wevideo can be used (Robin & McNeil, 2012). The sequence followed while creating a



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digital story in these softwares is mostly similar. First, the images are transferred to the storyboard in the program. If the voiceover will be done on the software, it is done by following the scene order in the flow chart. If the voiceovers are made externally, they are transferred to the software from the outside in the order of the scene. Operations such as adding a title to the digital story, adding background music, giving effects to the images, overwriting, adjusting the font and color are performed in an appropriate order (Bilici, 2021).

12) Sharing the digital story

The final stage of the digital story brought to playable video format is its sharing. For this, Youtube, Google Drive, MS OneDrive, Dropbox or other social media environments can be used (Robin, 2016). Apart from this, it can also be shared with peers in the classroom environment. As a result of sharing, appropriate feedback and corrections can be provided to the digital story by making self-assessment, peer assessment, and assessment by the teacher with a tool such as rubrics (Robin & McNeil, 2012). It has been stated that sharing digital stories on the web or in the classroom makes it easier for students to understand each other (Jakes & Brennan, 2005).

i) Digital Storytelling Tools

The digital storytelling process is a gradual process that requires using technological hardware and software together. Most of the programs applied for creating digital stories are designed to require very little technical knowledge and infrastructure so that anyone can create digital stories (Wang & Zhan, 2010). Rapid changes in technology also increase the diversity of software used to create digital stories. Alismail (2015) focuses on such tools as Multimedia Builder, Hyperstudio, Movie Maker ve iMovie. In addition to video, picture and sound editing software, hardware such as camera, scanner, sound recorder and microphone are also needed (Bilici, 2021). The tools that can be used are generally divided into three categories: software installed on desktop and laptop computers, tools accessed over the web, and applications accessed from mobile devices (Baki, 2015; Robin, 2016; Robin & McNeil, 2012). These most frequently used tools are presented in Table 3.

Table 4. Digital storytelling tools

Medium	Software
Computer programmes	MS Photo Story 3, Windows Movie Maker, Adobe Premiere Elements, Ulead, MS PowerPoint, Imovie
Mobile applications	StoryKit, Storyrobe, iTalk, Fotobabble, iMovie for Ipad, Reel Director
Web tools	Wevideo, Animoto, StoryBoardThat, Creaza, Prezi, VoiceThread, Meograph, StoryJumper, StoryBird, Toondoo, Slide.ly, Powtoon



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The paid/free software provided by the school, the class levels of the study group and the students' computer skills are effective in choosing the software to be used. For example, MS Photo Story 3 software stands out because it is easy to use and available free of charge. MS Photo Story 3 is specially designed for creating stories from still digital images and has a simple interface that can be easily used by students of all levels. In this software, students can import and edit their photos one by one, add captions, record narration, add background music, set positions for zooming and panning, and add visual and transition effects, in a few simple steps. Once the digital story is complete, it can save it in Windows Media Video (WMV) format and use any program that plays WMV files, such as Windows Media Player, to play it (Bilici, 2021).

j) Education and Digital Storytelling

Digital Storytelling can be a powerful educational tool for students at all ages and grade levels who are tasked with creating their own stories. This use of digital storytelling capitalizes on the creative talents of students as they begin to research and tell stories of their own, learn to use the library and the internet to research rich, deep content while analyzing and synthesizing a wide range of information and opinions (Robin, 2006). Using the digital storytelling method for this generation allows students who already use technology and computers to become creative storytellers (Boase, 2008; Robin, 2008) as they are already 'digital natives' (Prensky, 2001).

1) For Teachers

There are numerous ways that Digital Storytelling can be used in education. One of the first decisions to be made when deciding to use this tool in the curriculum is whether an instructor will create the Digital Stories or have their students do it. Some educators may decide to create their own stories and show them to their students as a way to present new material. An engaging, multimedia-rich digital story can serve as an anticipatory set or hook to capture the attention of students and increasing their interest in exploring new ideas.

Teacher-created digital stories may also be used to enhance current lessons within a larger unit, as a way to facilitate discussion about the topics presented a story and as a way of making abstract or conceptual content more understandable. While many educators still lack a cohesive plan for integrating multimedia into their instruction, a growing number of teachers are interested in exploring ways to engage their students by including images, audio and video elements in their instruction. Research has shown that the use of multimedia in teaching helps students retain new information as well as aids in the comprehension of difficult material. And Digital Storytelling can provide educators with a powerful tool to use in their classrooms. Robin (2016) provides a guideline for educators who would like to begin teaching digital storytelling, a 12-step process.



Table 5. Digital Storytelling Guidelines for Educators (Robin, 2016)

Steps	Suggestions
Step 1 Choose a Topic	Begin by thinking of the purpose of the story. Are you trying to inform, convince, provoke, question? Who is the audience?
Step 2 Conduct Research on the Topic	You can use online search engines, but don't forget that the library can also be a useful research tool
Step 3 Write the First Draft of the Script	This will serve as the audio narration for your story. Read aloud what you have written. Make sure that the purpose of the story is clearly articulated and includes an identifiable point of view
Tip 1 Keep Your Script Small and Focused	<i>You are writing a script for a digital story which is typically only a few minutes long. Focusing on a specific problem or topic will help you create a better digital story</i>
Tip 2 Make it Personal	<i>Your digital story is unique. It is your story, and the audience will want to hear it from your perspective. You may even need to reveal personal details in the story to reach an emotional depth, although it is up to you to decide what details you wish to share with others</i>
Tip 3 Understand the Story Arc	<i>Most stories consist of three parts: a beginning, middle, and end. The beginning is where you set the scene and begin the plot. The middle is where you provide more details about the topic or problem you are trying to explain. The story should be building towards a climax or resolution. The end is where the questions are resolved. Will new knowledge make you stronger? Will you now be able to accomplish greater things? What happens next in your life? These questions will be answered and new insight will be revealed. The conclusion of your story should connect back to the beginning to form a thematic arc.</i>
Step 4 Receive Feedback on the Script	Share your script with others and ask them to give you feedback on what they thought might make your story clearer or more useful
Step 5 Revise the Script	Use the feedback you received to improve the next version of your script. Script writing is an iterative process and it takes several attempts to get good results.



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Step 6 Find, Create and Add Image	Use an online search tool specifically for images, such as Google Image Search . You can search for photographs, drawings, clip art, maps, charts, and more. Don't forget that you can use photos you take yourself with a digital camera.
Step 7 Respect Copyrights	Look for material that is in the public domain or has a Creative Commons license.
Step 8 Create a Storyboard	The storyboard is a written or a graphical overview of all of the elements you plan to include in the digital story. It serves as a blueprint or an advanced organizer as you plan to construct your digital story. Storyboards can help you visualize your story before it is created when it is easier to make changes or add new content.
Step 9 Record Audio Narration	Try to use a high-quality microphone or a voice recording app on a smartphone.
Step 10 Add Background Music (optional)	Music that is appropriate to the theme of the story can add richness by complementing the narration. There are many great sites online, such as Jamendo.com that provide copyright-free music at no cost.
Step 11 Build the Digital Story	Select the software tool you will use to create your digital story
Step 12 Publish the Digital Story	Share your digital story online at locations such as YouTube , Google Drive , Microsoft OneDrive , Dropbox , etc.

2) For Students

Digital Storytelling can also be a potent tool for students who are taught to create their own stories. After viewing example digital stories created by their teachers or other story developers, students may be given assignments in which they are first asked to research a topic and then choose a particular point of view. This type of activity can generate interest, attention and motivation for the "digital generation" students in today's classrooms. The process can capitalize on the creative talents of students as they begin to research and tell stories of their own as they learn to use the library and the Internet to research rich, deep content while analyzing and synthesizing a wide range of content. In addition, students who participate in the creation of digital stories may develop enhanced communications skills by learning to organize their ideas, ask questions, express opinions, and construct narratives. It also can help students as



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they learn to create stories for an audience, and present their ideas and knowledge in an individual and meaningful way.

In addition, when digital stories are published online, students have the opportunity to share their work with their peers and gain valuable experience in critiquing their own and other students' work, which can promote gains in emotional intelligence and social learning. Digital Storytelling appeals to students with diverse learning styles and can also foster collaboration when students are able to work in groups, and provides value in enhancing the student experience through personal ownership and accomplishment (University of Houston, 2022).

Early Childhood Education

Young people today are becoming more technologically savvy and they are increasingly engaged by activities that take place on a computer screen. Even very young students respond to and are motivated by creating computer-based materials, such as digital stories (Robin, 2016). For good examples of using digital storytelling with younger students; you can review the studies of Shelby-Caffey, Úbédá, and Jenkins (2014) and Foley (2013). Both these researches prove that students who participated in a digital storytelling activity behaved better in class, had an increase in self confidence and displayed greater interest in the subjects they were learning.

Secondary and Post- Secondary Education

For older students, digital storytelling is particularly well suited to the constructivist classroom where these students are able to construct their own meaning through the multi-faceted experience of selecting a story topic, conducting research on the topic, writing a script, collecting

images, recording audio narration and using computer-based tools to construct the final story. The result is a multimedia artifact that richly illustrates not only what the student has researched and brought to life, but also what they have learned from the experience (Robin, 2016). Digital storytelling empowers students in a variety of ways, including intellectually, culturally and creatively (Benmayor, 2008); evaluating the reality that surrounds them and produce their own interpretation of it (Gregori-Signs, 2014); improving students' confidence and enhancing their social and psychological skills (Berk, 2009) and combining content area knowledge with social awareness (Fletcher and Cambre, 2009). Also in secondary and post-secondary education, Teacher-created digital stories may also be used to enhance current lessons within a larger unit, as a way to facilitate discussion about the topics presented in a story and as a way to make abstract or conceptual content more understandable (Robin, 2008). Below, the figure 2 demonstrates the convergence of digital storytelling in education.



Figure 3. The convergence of digital storytelling in education.

Robin (2008) offers an insight into what kind of capacities that use of digital storytelling strengthen in education for the students.

- Digital literacy—the ability to communicate with an ever-expanding community to discuss issues, gather information, and seek help;
- Global literacy—the capacity to read, interpret, respond, and contextualize messages from a global perspective
- Technology literacy—the ability to use computers and other technology to improve learning, productivity, and performance;
- Visual literacy—the ability to understand, produce, and communicate through visual images;
- Information literacy—the ability to find, evaluate, and synthesize information.

k) Digital Storytelling in Adult Education

Previous research on digital storytelling (DST) has focused chiefly on children and youth, but we know little about how it is used in adult education (Prins, 2016). Rossiter and Garcia (2010) states that conceptual framework begins to emerge at the confluence of key concepts from adult learning, narrative learning, and digital storytelling. They believe that just as narrative learning is one perspective within adult education, digital storytelling is one method within narrative education that incorporates educational technology. Accordingly, lived experience, narration and voice are core elements both in adult education and digital story telling. Intentional and adequate application of flipped learning, digital storytelling and blockchain, depending on the



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established operational goals, provides a chance to change the dynamics of the learning process while basing on the proven principles of adult education (Tomczyk et al., 2016).

Prins (2017) illuminates the potential and uses of DST in adult basic education and literacy (ABEL) programs such as GED® (General Educational Development) classes, ESL (English as a Second Language), adult literacy, and family literacy, while it is mostly approached with children and youth. In adult education, DST is linked to Freire's (and Boal's) problem-posing education, which used drawings and photos to facilitate sociopolitical analysis and literacy learning. Prins (2017) explains why DST is well suited to ABEL learners; it is accessible, activates multiple forms of knowledge, provides new avenues for developing voice and taking social action, and fosters intergenerational learning and interaction.

Due to its potential for reflective, active, liberating and enjoyable learning, digital storytelling is known to be used in the classroom with many innovative aspects, both as a teaching tool and as a learning tool (Wang & Zhan, 2010). While creating their own digital stories, students encounter an integrated teaching activity that requires them to utilize a range of cognitive, interpersonal, organizational and technical skills (Dreon et al., 2011). It is emphasized that the constructivist learning tasks it includes can improve a wide range of learning outcomes, from the development of traditional and new literacy skills to emotional benefits (Kearney, 2009). It was stated that various skills in Table 4. showed improvement in students who participated in the digital storytelling process (Robin, 2006).

Table 6. Skills Enhanced by the Digital Storytelling Process

Skills	Process
Research Skills	Finding and analyzing relevant information for the story
Writing Skills	Building a perspective and developing a scenario
Organizational Skills	Managing the scope of the project, the materials used, and the time required to complete the task
Technological Skills	Learning to use various tools such as digital cameras, scanners, microphones, and multimedia enhancement software
Presentation Skills	Deciding how best to present the story to the audience
Interview Skills	Finding resources for the interview and determining questions to ask
Interpersonal Skills	Working within a group and determining individual paths for group members
Problem Solving Skills	Learning to make decisions and overcome obstacles at all stages of the project from start to finish
Evaluation Skills	be able to criticize your own and others' work

Clark and Rositer (2008) states that learner's experiences are reflected in their creation when learners are creators of their creation. We learn through our stories' creation. In this way, we can "make meaning of our experience". This is because DST creation is based on the existence of an appropriate learning environment. The pedagogical approach of DST has elements of behaviorism too because behavioral patterns are based on motivation for learning and the





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existence of an appropriate learning environment. In addition, “Discovery Learning” models that present the importance of learning through action in order to rearrange and transform the learning object are related to DST creation (Bruner, 1961). Thus, DST is a great learning tool that enhances learning motivation and improves collaboration. Students can develop their creativity through digital stories construction (Ohler, 2008). Furthermore, DST is a suitable pedagogical approach to trigger the development of additional skills such as research skills, through the process of collection and analysis of information, writing skills through script construction, organization skills through the need of project management. Problem-solving, presentation and assessment skills can also be improved (Robin, 2011). Last but not least, creators of Digital Stories, develop technological skills through the use of respective tools. In conclusion, while people create stories, they can build new knowledge, through interaction between them and the learning object. All the above support our hypothesis that Digital Stories’ construction can be an enhancing learning factor in adult education (Knowles, 1980).

1) Researches on Digital Storytelling and Adult Education

Kallinikou and Nicolaidou (2019) examined the relation between adults’ engagement in digital storytelling (scaffolded by an interactive learning environment) and their speaking skills and motivation when learning a foreign language. They studied with two groups of 20 Russians who were beginners in learning Greek as a foreign language ($n = 40$), one group was control group while the other was experiment group. The analysis of results showed a statistically significant increase in the motivation of the experimental group only. Findings provide an indication that digital storytelling, scaffolded by an interactive learning environment, supports the development of adults’ speaking skills in a foreign language and increases their motivation.

Karanasiou and others’ (2021) study is an attempt to examine the impact of the method in adult education, providing that the learners are the creators of digital stories. In addition, the current research is an attempt to examine the relationship between learners’ Working Memory and the impact of DST on their learning performance. The research has been conducted in a public vocational training institute. The findings revealed that DST is an effective learning tool in adult education that can improve learners’ performance. In addition, the findings suggest that the method is more effective in learners which have higher working memory rates than others.

Prins’s (2016) article analyzes a DST class in rural Ireland, which was organized by a family literacy program and offered for parents at an elementary school. Data sources included fieldnotes, interviews, and digital stories by the parents who finished the class ($n = 3$). Janks’s interdependence model of critical literacy is used to analyze how the class incorporated power, access, diversity, and design. The class did not engage in ideology critique or analyze the origins or consequences of dominant technologies, languages, and literacies (i.e., investigate power as domination). However, the class did provide access to technology knowledge and skills; affirm parents’ diverse knowledge, languages, life experiences, and identities; and equip participants to design and disseminate their digital stories. The study highlights possibilities for using multimodal composition in family learning and adult education.



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Hewson and others (2015) provided a five day Digital Storytelling course was offered to Social Work students, integrating a three day workshop with older adult storytellers who shared stories related to the theme stories of home. A course evaluation was conducted exploring the Digital Storytelling experience and learning in an intergenerational setting. Findings from surveys distributed at the end of the course to students and storytellers revealed that students' knowledge of and interest in Digital Storytelling and its application was enhanced. This innovative course enhanced students' learning experiences, meriting consideration for the incorporation of intergenerational learning opportunities and Digital Storytelling into future social service and aging related courses to better prepare students for gerontological practice.

The next research belongs to medical field (Wieland et al., 2017); however, it is quite interesting as digital storytelling technique was used. The purpose of this pilot feasibility project was to examine the potential effectiveness of a digital storytelling intervention designed through a community-based participatory research (CBPR) approach for immigrants and refugees with type 2 diabetes mellitus (T2DM). The intervention was a 12-minute culturally and linguistically tailored video consisting of an introduction, 4 stories, and a concluding educational message. A structured interview was used to assess the intervention for acceptability, interest level, and usefulness among 25 participants with T2DM (15 Latino, 10 Somali) across 5 primary care clinical sites. After watching the video, participants rated their confidence and motivation about managing T2DM as a result of the intervention. Baseline A1C and follow-up values (up to 6 months) were abstracted from medical records. All participants reported that the intervention got their attention, was interesting, and was useful; 96% reported that they were more confident about managing their T2DM than before they watched the video, and 92% reported that the video motivated them to change a specific behavior related to T2DM self-management. Implementation of a digital storytelling intervention for T2DM among immigrant populations in primary care settings is feasible and resulted in self-rated improvement in psychosocial constructs that are associated with healthy T2DM self-management behaviors, and there was some evidence of improvement in glycemic control. A largescale efficacy trial of the intervention is warranted.

Şahin-Konaş's (2021) master thesis research aimed to reveal digital parenting competence and raise awareness by examining the effects of digital story activities on digital parenting on parents' digital parenting attitudes. The study group of the research consists of 40 parents who live in a city in the Western Black Sea Region and have different socio-demographic characteristics and whose children are educated in primary and secondary school in the Science and Art Center. The digital parenting attitudes of the parents in the experimental group increased after the process with digital story activities. According to the results of this research, design-based teaching activities such as story development contribute to the development of digital parenting awareness of parents.



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Chapter 4

More Technical Details for Digital Storytelling Materials





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To enhance your digital story, your technical choices are important. In this fourth chapter, we will discuss these technical details for images, audio and video to be used in a digital story:

1. How to improve your photograph skills?
2. Photo editing programmes
3. How to take a screenshot
4. Programmes on arranging a video
5. Adding audio to videos

How to improve your photograph skills?

Photographs are much more than a simple still image. They capture special or everyday events and feelings and remind you of them every time you look at the picture. Flip through an old photo album and you are immediately transported back to wonderful holidays, cosy days with friends and family and other special moments that you might have forgotten. It doesn't take long to take a picture and then you can enjoy it for years to come. Take a few photos during an outdoor walk or bike ride to capture the beauty of nature forever.

As a digital storyteller, the camera is of course your best friend. In addition to making moving pictures, you can also use photos you take yourself. This subchapter will help you on your way to becoming an even better photographer with some simple tips and tricks.

a) How to make a photo with your smartphone, step by step

1) Clean your lens

Wipe all the dirt and fingerprints off your lens before you start using your mobile phone. Without dust on your camera lens, you'll take much sharper pictures. The first step in the right direction.

2) Tap the screen to focus the image

Your phone's camera will usually focus on the closest object, but sometimes you may want to focus on a different point. Tap the screen where you want to focus, and the image adjusts automatically.

3) Don't zoom with digital zoom

Most phones have a digital zoom, but it's best not to use it to zoom in. They only enlarge the image instead of actually zooming in on the subject. This makes the photo grainy and that makes a photo much less beautiful. Choose to move closer to the subject yourself instead of zooming in.



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4) *Keep your phone straight*

Make sure the horizon is always straight in your photo. A crooked photo can sometimes have a nice effect, but only do this for photos that do not have the horizon. Otherwise the photo will be too restless.

5) *Make sure you have good lighting*

Light is very important if you want to take good pictures. It's almost impossible to take great photos with a mobile phone in the dark and you can forget about great photos on grey winter days. So make use of sunny, bright days. When the sun has just risen in the morning or just before sunset, you can take the best photos. If you take photos indoors, it is important to take photos with the light in your back. That gives the best effect. If you are outside, it can sometimes be nice to take pictures while looking at the sun. Just experiment with that.

6) *Get to know the functions of your camera*

Some phones have special functions with their cameras. For example, some phones allow you to adjust the camera's white balance. Explore all the features of your camera by looking for information online, reading the manual or just trying some. Once you know all the features, it is much easier to get great results.

7) *Turn off the flash*

If you want to take a nice picture, it is better to turn off the flash of your camera. Photos in the dark don't turn out so bright, even when you use the flash. Rather, take photos in a light environment during the day without flash.

8) *Use a photo editing app*

(VSCO cam, instagram, afterlight)

Experiment with different photo editing apps. Free apps like VSCO cam, Instagram and Afterlight are perfect for playing around with. Try out different effects and make your photos even more beautiful than they already were.

9) *Hold your phone steady*

It seems so simple, but many photos are ruined by shaking. Try to hold your phone as still as possible when taking a picture. Hold your phone with two hands and keep your arms close to your body. This way you can hold the phone steady.

10) *Practice, practice, practice*

The most important tip is to keep practising. After all, that is the way to become good at something. Take photos on your walks and bike rides, record everything in your house, take photos of your family and friends and so on.



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b) Compositions in your photo

A good composition need not be difficult. For most photographs, composition is far more important than the technique behind it. Whatever setting you use (leave the camera on automatic if necessary), the right composition will make your photo more interesting.

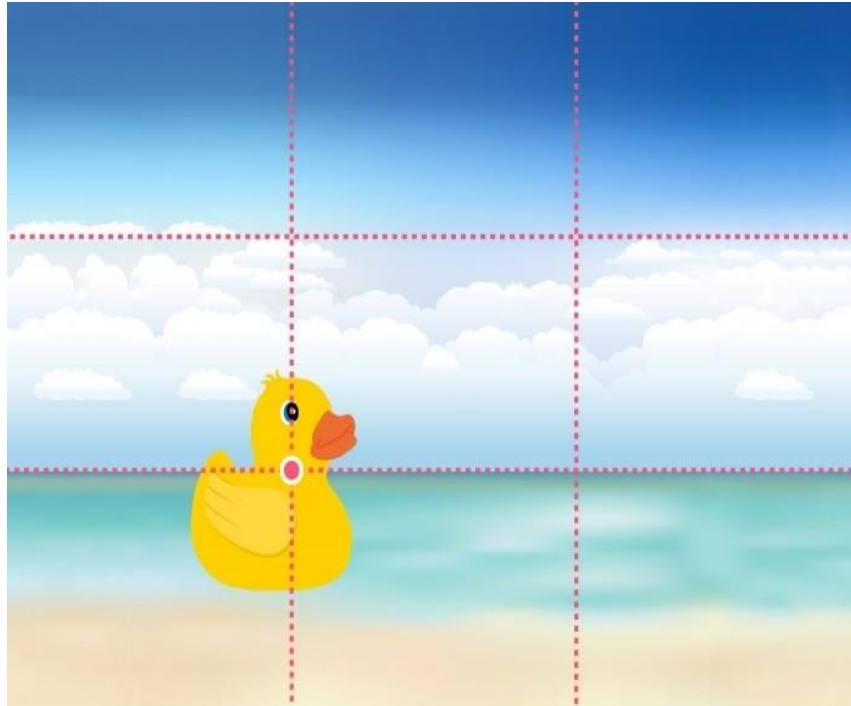
Composition is the way you choose the image. It sounds more complicated than it is. Just look through the viewfinder of your camera (or on the screen) and make sure that what you see is pleasing to the eye. You can do this by paying attention to simple things.

For example, **do not place your subject in the middle of the frame. Pay attention to the background;** make sure that there are no trees, people or other disturbing elements 'sticking out' of your subject.

Another useful tip is to **keep the same height as your subject.** This is an important rule if you are photographing children or pets. Lie down on the ground and your photo will be much better. It is really not as complicated as it looks.

The rule of thirds is also a useful starting point for successful composition. Divide the image both horizontally and vertically into three areas (two lines). When creating your composition, make sure that your subject lands on an intersection of these lines.





It is important to know that you can often greatly improve the composition of a photo by moving the camera just a few centimetres. So try this; move back and forth a bit and see how your movement affects the background.⁵

Oh, and rules are there to be broken. You can always deviate from the rules, this can often result in special photos! Experiment!

Point of view

The point of view of your photo is something that you don't always think about, but it has a huge impact on the final result. We are often tempted to take a photo while standing, but you end up with the same kind of photos. How can you avoid this? We will simply explain to you what effect varying your viewpoints can have on your photos.

⁵ https://www.photofacts.nl/fotografie/rubriek/tips_en_truiks/10_tips_voor_beginnende_fotografen.asp

c) What do viewpoint and perspective mean exactly?

The point of view of your photo means, in simple terms, 'The place from which the photo was taken'. So it is the physical position from which the photo was taken. The chosen point of view of a photo can say a lot about you as a photographer. It reflects how you see a certain situation and how you want to reflect this in your images. Do not confuse the term "viewpoint" with the term "perspective". By perspective, we mean the degree of depth in a photo, which emphasises certain visual elements. The chosen perspective leads viewers through the image towards the main subject. The terms do not differ much from each other and are actually an extension of each other. Both terms reflect how you as a photographer look at the world and how you want to distinguish yourself in your photos. The point of view in your photo is a major determinant of the atmosphere in your images. A different viewpoint for the same subject can create a completely different atmosphere.



Photo: MaxterBurg.

Frog perspective vs. bird perspective

The two perspectives that are often used in photography are frog perspective and bird perspective. You can see these perspectives as counterparts of each other, because they actually produce opposite images.

When we photograph something from below, we call it the frog perspective, because from this vantage point you see the world, as it were, from a frog's point of view. By photographing something from below, you can make the image appear more powerful, larger and more impressive. When you photograph from a frog's point of view, it is as if you are looking up at your subject. The horizon in your photo will be quite low at this point of view or, in an extreme

case, even below your photo, so that there is no horizon to be seen. You will often find this perspective in landscape photography and architectural photography. In landscape photography, it works very well when you want to enlarge a small subject in the foreground. It also works well with architecture photography, when you want to make buildings appear even bigger and more impressive. The closer you stand to the subject and the lower the viewpoint, the more extreme the effect of perspective becomes.



Photo: ronab.



Photo: renewolf.

This perspective is not only useful for landscape and architecture photography, but it can also have a great effect on portraits or animal photography. When you look at photographs of great leaders in the past, they were often portrayed from a low vantage point. This is because the low viewpoint has the effect of authority, dominance and leadership. In the case of animals, this perspective has a particularly funny effect, because the snout of your animal is often large in the picture, making it seem as if your animal is coming right out of the picture to you.

The opposite of the frog perspective is the bird perspective. It is called bird's perspective because you see the world from the point of view of a bird in the sky. As a photographer, you are now looking down on your subject. If you want to convey clarity, spaciousness and a sense of freedom in your photo, this perspective is an appropriate choice.



Photo: mycreativity.

As a photographer, you are now looking down on your subject. If you want to convey clarity, spaciousness and a sense of freedom in your photo, this perspective is an appropriate choice. The bird's eye view has an alienated but beautiful effect on photos. We don't often see the world from this point of view, so it can produce some extraordinary images. With this high vantage point, your horizon will be at the top of your photo or, in an extreme case, completely above it. Your subjects will seem smaller than they really are with this viewpoint, unlike the frog perspective which makes everything seem bigger. What is often thought about bird's eye view is that you should always take the photo from a high position. However, this is not the case. You get the same effect if you stand up straight and you photograph, for example, the small flowers at your feet. If the subject is of such a size that you can photograph it from above while just standing on the ground, then this is also covered by bird's eye view. This perspective is often used in landscape and reportage photography.

Want to enhance the bird's eye view? Try pointing your camera perpendicularly downwards. Do this, for example, from a hot-air balloon, from a bridge or from a high balcony. This creates a flat and unreal image of the world. You can also set up your camera on a tripod and use a remote control. This allows you to tilt your camera perpendicularly and you don't have to hang far from the edge. It's also handy when you want to shoot over a crowd or a fence. Want to enhance the perpendicular effect? Add shadows or elementary shapes like circles, squares or triangles prominently to your photos. If you want to use bird's eye view in a less extreme way, stand on a high dune top or hill or climb a tree to create a more spatial effect in your photos.



Photo: Pdreuning

Eye level

When you are at the same height as the subject you are photographing, you are shooting at eye level. This perspective is between the frog perspective and the bird perspective. If you want to do this well, you have to make sure that all subjects above eye level are above the horizon and everything below eye level is below the horizon. You will see that the horizon is quite central in these photos. This perspective is most often seen in landscape photography, but can also be very beautiful in portraits and animal photography. This point of view gives an involved, warm and intimate effect, making it seem as if you are really connecting with the subject in the photo. Your portrait photos of people or pets may be disappointing if you use a viewpoint that is too high or too low. Try shooting from eye level. You will see an immediate positive change in the results.



Photo: patrickbrinksmma.

Choice of equipment

Besides the different viewpoints, your choice of equipment can also increase the effect of the perspective. For example, make a conscious choice in the lens you use. A 50mm 'standard lens' approaches the field of view of the human eye reasonably well. Press photographers often use these lenses, as they make the viewers more engaged with the news. A wide-angle lens, on the other hand, widens the field of vision. It increases the space and vastness of your images and your subject is distorted or made smaller in your photo. In this video you can see a clear difference between a wide-angle lens and a 'normal' kit lens. Using a telephoto lens means zooming in on reality. With a telephoto lens you narrow down reality and focus on a specific element in the big picture. This allows you to highlight a particular subject in your photo and make it more prominent. Your choice of lens can therefore enhance the frog or bird perspective even more. Do you want more overview and space in your photos? Use a wide-angle lens. Want to create an intimate image? Then use a short telephoto lens to get closer to your subject.



Photo: EdwinMooijaart.

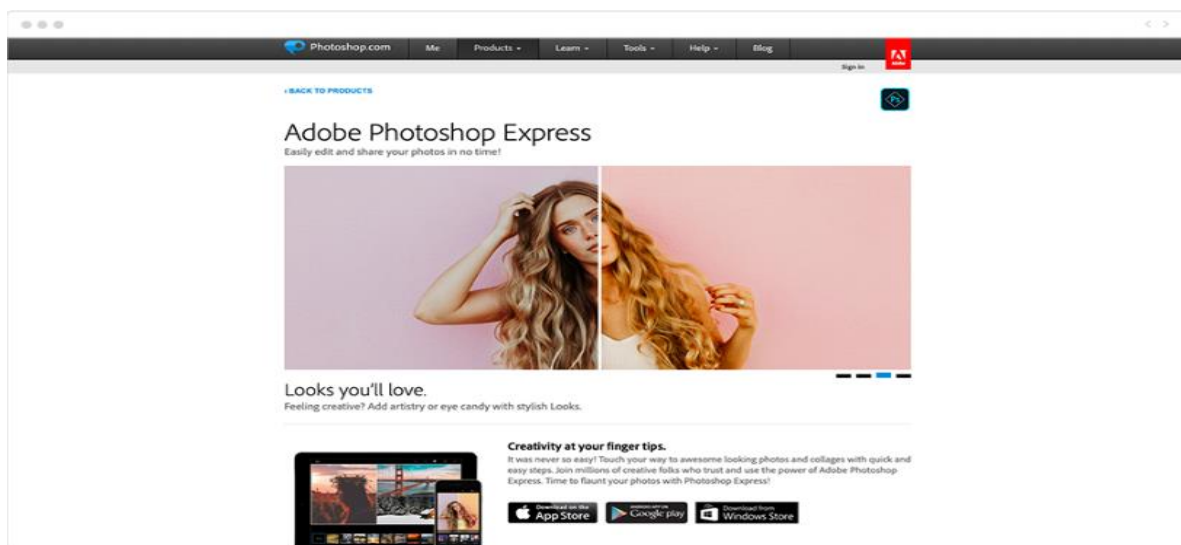
Of course there are no rules for using certain positions or equipment. Experiment with what works best for you and dare to work with different viewpoints. So try out the effect of a portrait taken with a wide-angle lens and how a vast landscape looks through a telephoto lens. Different viewpoints in your photos can produce surprising images, which in turn make you stand out in photography. So don't be afraid to try something new, it will only make you better!

Photo Editing Programmes

A good photo stands or falls with the editing process. Often there is still a lot of room to improve a photo, even though it may seem perfect at first glance. Think for example of the lighting, red eyes, unwanted details, etc. Editing a photo into a beautiful end product is a talent in itself and is often skipped.

With the use of a free photo-editing programme, however, this is a piece of cake, and in no time at all you will be lifting your photo to a higher level. Whether you are a beginner or an advanced photographer, editing your photo online has never been easier. Before you know it, you'll be a pro and building your own photography website. Here are 5 examples:

a) *Adobe Photoshop Express*



Best for: mobile photo editing.

Adobe Photoshop Express is an easy way to edit photos on your phone, tablet or PC. This free photo editing program is aimed at beginners or people who are looking for a quality software for quick edits.

The app is very accessible and offers many options. Most of the standard tools for photo editing are present. You can improve contrast and brightness, rotate photos, add perspective, and add all kinds of effects. Want to adjust a photo later? You can undo all the adjustments made in Adobe Photoshop Express at any time. The Express version of Adobe's photo editing software also includes a 'decorate' category. This allows you to add text and create customizable collages.

Adobe Photoshop Express is thus ideal for people who are looking for a simple app to edit photos. If you are looking for more professional software such as Photoshop online, you should look further.

Advantages of Adobe Photoshop Express:



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Advanced filters, minimalist interface, professional results.

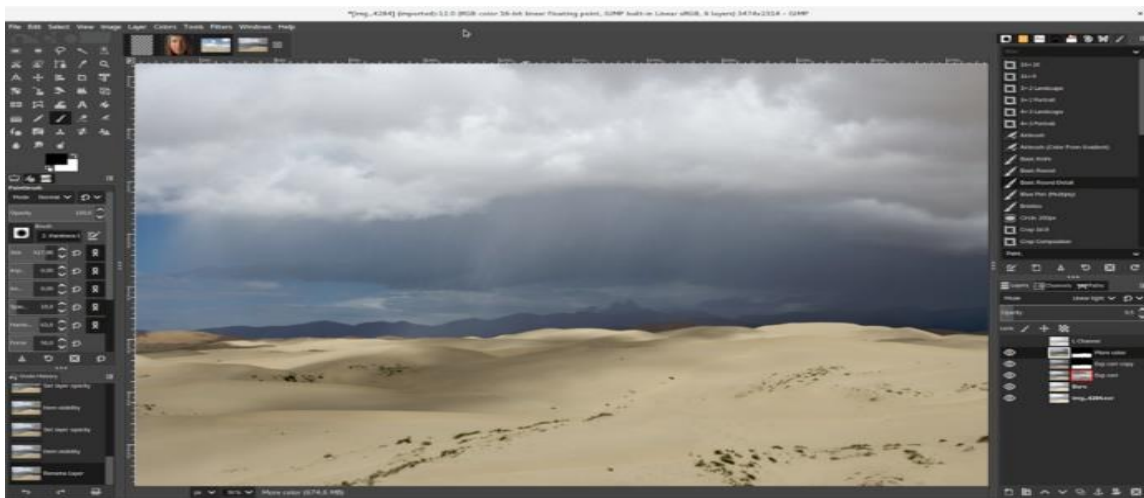
Drawbacks of Adobe Photoshop Express:

Can only be output as JPG, works on Flash, limited tools.

Use with:

Web and mobile (iOS, Android, Windows).

b) GIMP



Best for: Advanced users.

GIMP is often regarded as the best free photo editing program available. The software contains a wide range of tools, from basic actions to professional functions. Although it is best suited for advanced users, it can also be very useful for beginners. These include selection and editing tools, cropping, colour adjustment and automatic image enhancement. More experienced users will enjoy tools such as resize, face-swap, animated gifs, layer masks and curves.

With all these extensive features, GIMP is a good free alternative to, for example, Photoshop online. Furthermore, the interface is fully customisable and there are numerous plug-ins that can be added for free. Start your search for the perfect free photo editing program by looking at these professional photography portfolio examples for the necessary inspiration.

Advantages of GIMP:

Professional tools and features, open source program, support for developers.

Disadvantages of GIMP:



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Steep learning curve, no mobile version, cluttered interface.

Use with:

Desktop only (Linux, OS X, Windows).

c) *Paint.NET*



Best for: beginners and limited devices.

Paint.NET was created by an American student as a replacement for Microsoft Paint. This was to introduce people to an easy-to-use free photo editing program with high results.

The programme has a clear interface and is perfect for beginning users, who don't want to spend a lot of time figuring out how everything works. In addition, Paint.NET is easy to use on less powerful devices. Nevertheless, it offers numerous photo-editing tools, such as brightness, contrast, tint, curves, levels, layers, gradients and unlimited undo. In addition, you can access more advanced features. Think of the 3D rotation/zoom tool for recomposing images. So editing a photo online is a piece of cake with Paint.Net.

Advantages of Paint.Net:

Intuitive interface, ideal for slow devices, full access to history.

Drawbacks of Paint.Net:

Limited tools, less powerful than other alternatives, no advanced features.

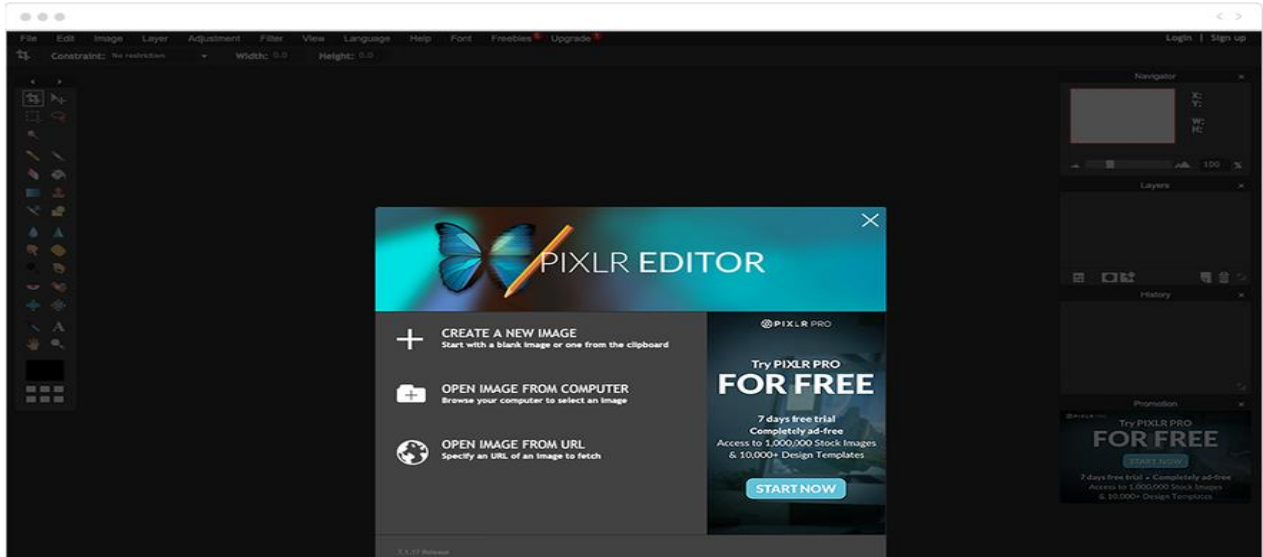
Use with:



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Desktop only (Windows).

d) *Pixlr Editor*



Best for: Online photo editing on a professional level.

The Pixlr Editor is very popular as a free photo editing programme and not without reason. The many possibilities begin the moment you open an image. With Pixlr Editor you can open an image from your device, from a URL or even directly from Facebook. This allows you to edit your existing photos/photos for new purposes even when you are not taking photographs.

The interface of this software is similar to Adobe's Editor and has many professional features. Exposure, levels, automatic enhancement tools, advanced colour pickers, customisable brushes, layers and masks; you will find it all there. A disadvantage of the Pixlr Editor, is that it requires Flash; a plug-in that Adobe will soon stop supporting. Pixlr has therefore developed a paid version with advanced editing tools. If you don't want to pay, you can choose for the Pixlr X (described below).

Advantages of Pixlr Editor:

Powerful features, requires no downloads, numerous upload options.

Disadvantages of Pixlr Editor:

No batch editing options, displays ads, Flash required.

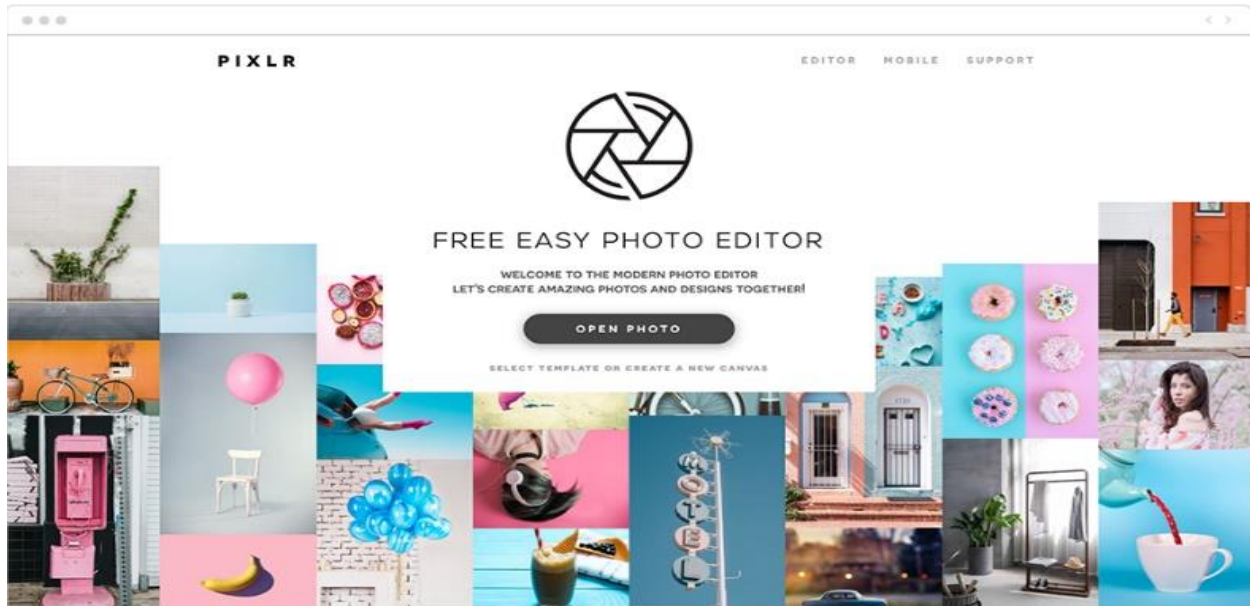
Use with:



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Web and mobile (iOS, Android)

e) *Pixlr X*



Best for: fast online editing.

As you can read above, this software was developed as a successor to Pixlr Editor. It has switched from a Flash platform to an HTML platform. The photo-editing programme has the same design as its predecessor and focuses on tools that meet all your basic editing needs. Among other things, Pixlr X lets you edit, crop and resize colours. It also allows you to remove unwanted elements and adjust the white balance. Furthermore, you can take your portrait photography to the next level with additional tools.

Overall, Pixlr X is a good programme for beginners and non-professional photographers. Those who are looking for more advanced tools, better stay with Pixlr Editor until Pixlr X evolves with these features.

Benefits of Pixlr X:

One-click edits, simple interface, requires no downloads.

Disadvantages of Pixlr X:



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Limited tools, no advanced features, less powerful than the Pixlr Editor.

Use on:

Web and Mobile (iOS, Android)⁶

How to make a screenshot

During the process of creating your own digital story, it can be useful to take screenshots. That way you can share the information you see on your own screen directly into your digital story. Here we help you on your way:

First decide what your screenshot should look like. Do you want a screenshot of your entire screen? Do you need a screenshot of one window or program? Or do you want to select a part of your screen and take a screenshot of that?

a) Taking a Screenshot with the Print Screen key

Do you want to take a screenshot of your entire screen or part of the window? Then follow these 3 steps.

Step 1: Find the Print Screen key

Print Screen key on keyboard highlighted.

On the keyboard, find the key that says PrtScn (short for Print Screen) or Print Screen. Often this is one of the keys above the arrow keys on the keyboard. To take a screenshot of the screen, simply press the Print Screen key. Is Print Screen in blue? Then press the Fn and Print Screen keys simultaneously. You will not see anything happen, but the screenshot has now been taken.

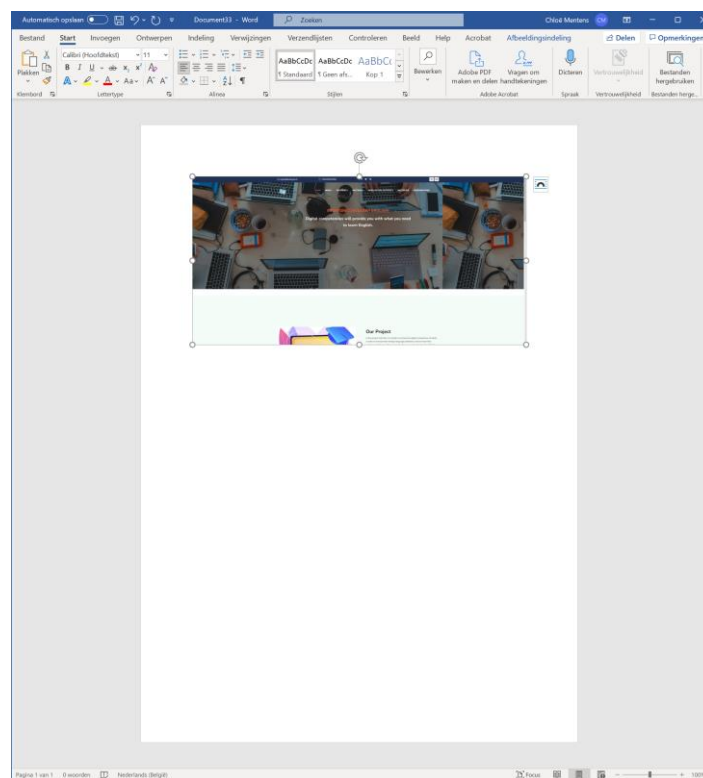
⁶ <https://nl.wix.com/blog/post/de-10-beste-gratis-fotobewerkingsprogramma-s-2021>



Step 2: Using the screenshot in a text file

Paste the screenshot into a text file.

Is your screenshot meant to be used in a text file? Then open the file and click on the location where you want the screenshot to be taken. Now press and hold the Control key on the bottom left of your keyboard and then press the 'V' key. Your screenshot will now appear in your file.



Step 3: Save the screenshot

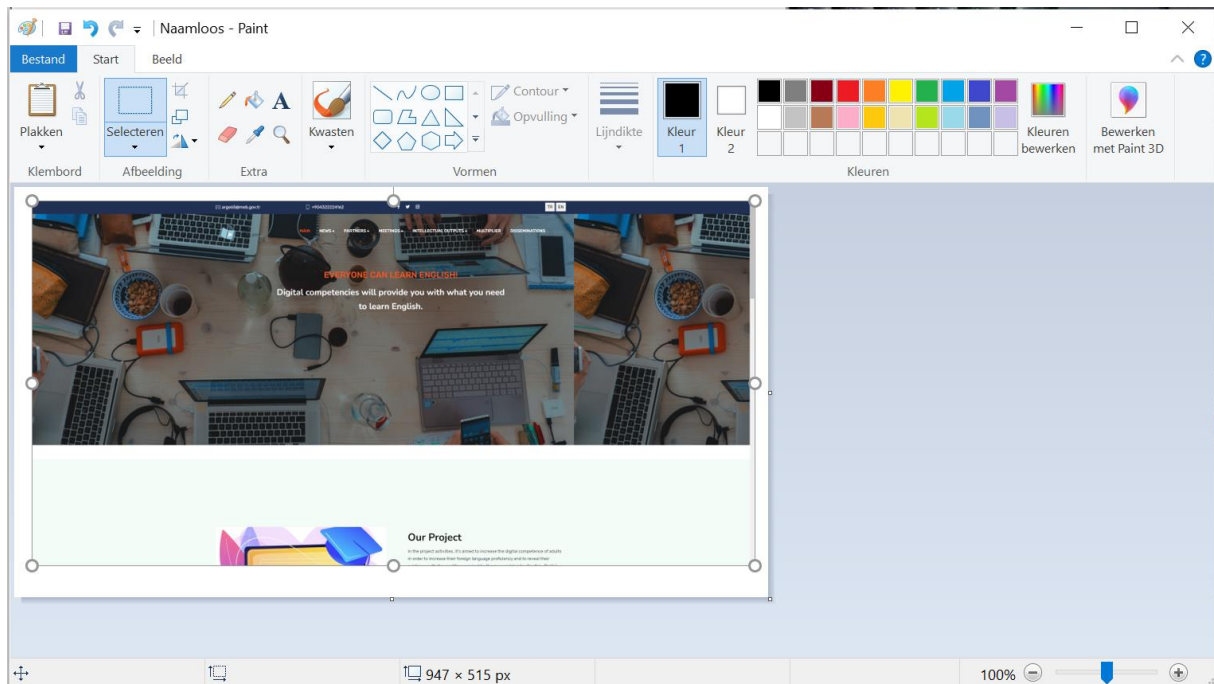
Save the screenshot.

Do you want to save the screenshot to your hard disk? Then open a photo editing programme like Paint. Once the programme is open, hold down the Control key on the bottom left of your keyboard and then press the 'V' key. Here you can choose whether you want to crop the photo or



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not. Is the image good? Then click on 'File', then 'Save as' and choose the name and folder for saving the image. The picture is now in the chosen folder, so you can close Paint.⁷



b) Taking a screenshot with the snipping tool

Do you want to quickly select a part of the screen and make a screenshot of it? Then use the Snipping Tool, which comes standard on Windows.

Step 1: Open the Snipping Tool

Open the Snipping Tool.

Click on the Windows start button at the bottom left of your screen. In the menu that now opens, there is a search bar at the bottom. Enter 'Clipping programme' into the search bar. Click on the search result 'Clipping programme'. You can see the logo of that programme in the image alongside.

⁷ <https://www.coolblue.be/nl/advies/hoe-maak-ik-een-screenshot-in-windows.html>



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Step 2: Selecting the right part of your screen

Selecting the right amount of screen for a screenshot.

Your cursor changes into a cross. With that cross you select the part of the screen of which you want to make a screenshot. To select, hold down the left mouse button and move the mouse. As soon as you release the left mouse button, the screenshot is taken.

Step 3: save the screenshot

Saving your captured screenshot.

Your screenshot will appear in a new window. You can save it by clicking on the 'floppy disk' button. This is the purple icon as you can see in the picture. Then choose a name and the location where you want to save the screenshot.

Programmes on editing a video

a) *MoviePlus Starter Edition*

MoviePlus Starter Edition is a pretty powerful video editor. What's nice is that you can create a so-called picture-in-picture, which means you can actually watch two movies at the same time. For example, to show a scene simultaneously from two angles. Useful for those who work with several actioncams, or if you also include videos of friends in the montage. In order to download, you need to leave an e-mail address, after which you will receive a licence code. Make sure that you do not install any unwanted programmes. The programme does not recognise many file formats, unless you buy a codec pack with it. Fortunately, you can convert videos for free with the programmes from tips 10 and 11.

MoviePlus: A great video editor that supports picture-in-picture.

b) *ShotCut*

This open-source program is available for several platforms, including, of course, Windows. ShotCut is easy to use, yet it has a lot of functionality. It can enhance footage, apply digital image stabilisation to make shaky movies quieter and supports almost any film format you can think of. Even when saving the final film, there are many knobs to turn so that you can generate films for any device or medium.

ShortCut has very extensive possibilities and a professional appearance.

c) *Avidemux*

A small but nice open-source video editor that allows you to cut videos or divide them into smaller fragments. The good thing is that they are not re-encoded when saved. Therefore there is no loss of quality at all. You can also perform a number of operations, such as cropping, rotating, sharpening, reducing noise and adjusting exposure and colours. In that case, you modify the footage and, of course, coding is required.





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You can shorten films with Avidemux without losing quality.

d) Free Video Editor

This programme enables you to cut unwanted parts out of a film and save the new film without recoding it. The program allows you to save the new movie without re-encoding. You can cut out parts of the middle of the film and are not limited to only the beginning or the end. It is also possible to convert to a different format. This program used to be called Free Video Dub. Again, beware of unnecessary extra software during installation.

Cut out all the parts you want with Free Video Editor.

e) iMovie

For several years now, you have been getting the video editor iMovie for free when you buy an iPhone or iPad. This is good news, because this app is very comprehensive, allowing you to edit and edit the most beautiful films. Choose a few clips, put them in order on the timeline, set the start and end points for each one and add a cool filter if you want. You can also cut a film into shorter fragments, duplicate them and adjust the playback speed. So there are lots of possibilities, all on your Apple mobile device.

iMovie is a comprehensive video editor for your iPhone or iPad.

f) Video Toolbox

You can use the Video Toolbox website, among other things, to convert videos to a different format, to watermark them, or to separate audio, video and subtitles. Furthermore, you can crop the image, shorten films, or glue them together. The website looks rather spartan. You first upload one or more films, or indicate online films, and then you select the action you want to perform. You get 600 MB storage space for source material and 1400 MB for edited films.

The site of Video Toolbox is a bit old-fashioned but works fine.

g) Magisto

Magisto is an online video service that makes it easy to create short films. Don't expect an extensive video editor, this is purely about ease and simplicity. You choose your videos, select a theme you like and add a fitting music. Magisto then searches for a number of beautiful scenes and edits them into a flashy film. Instead of working through the website, you can also use an app for this on your iOS or Android device, or install Magisto as a program on your PC.

Magisto can be used via the website, an app on your phone or tablet, or a local program on your PC.



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h) WeVideo

With an online video editor, you have to upload your films first. So the shorter the films, the faster you can get started. The free version of WeVideo only allows you to publish five minutes of material per month anyway, so that's a relief. After signing up, you will see a simple video editor with a timeline. You can rotate, mirror and scale the videos. Various effects are also possible and you can add music. You can upload your films directly to Vimeo, YouTube, Twitter, Facebook and Dropbox, among others. Do you like the service? There are various subscriptions that allow you to buy more time.

Edit your films and publish them directly to the video service of your choice with WeVideo.

i) Looper

The online editor Loopster gives you three gigabytes of space to store your films. Upload your films and you're ready to start editing. You can add titles, transitions and audio and decide where the material starts and stops per film. You can share the end result on YouTube or Facebook or save it locally. The free version has some limitations. For example, a watermark is added and you cannot generate films in HD quality.

Runner looks like a simple local video editor, but you really work online.

j) YouTube

Usually you edit a video before you share it online. However, it is also possible to do this afterwards. On YouTube, for example, you can always add music or a subtitle. To do this, log into Youtube Studio and select Content from the left menu. Click on the video you want to edit and then on Editor. Here you can add subtitles and music to your videos.

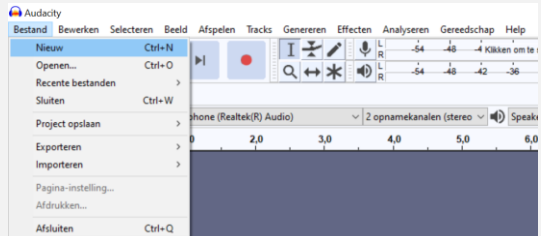
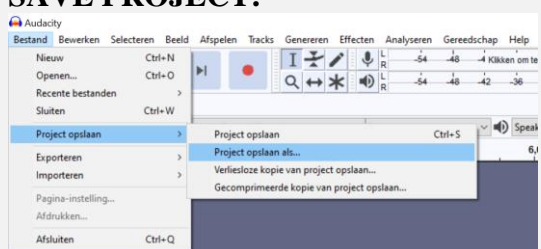
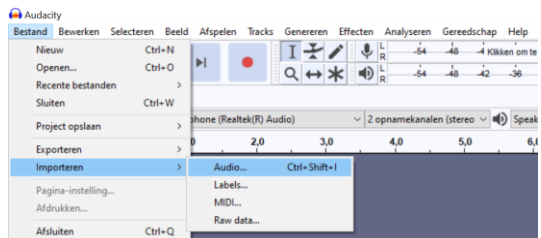

You can also optimise the image quality, such as exposure, contrast, saturation and colour temperature. And it's easy to see the original and the edited video at the same time during playback. Other smart options include stabilising shaky footage, playing back in slow motion, speeding up a slow timelapse and cropping. Combine multiple films and add transitions and titles.

To find out more about how YouTube Studio works, visit this page.

Adding audio to your video

Audacity is an open-source sound editing program that allows you to create, edit and save WAV, AIFF, Ogg Vorbis and MP3 files. Audacity is available for Windows, Mac, Unix and Linux. The programme can also be used in Dutch. Audacity has filters for editing sound.

Table 7. Steps of Adding Audio

Steps	Theory	Implementation	Screenshots
1	<p>CREATING AND SAVING A PROJECT</p> <p>When you open the programme, you automatically create a new project. You can also create a new project in the programme. When you start a new project, it is best to save it immediately with the desired title. Save the file several times while you are working. That way you will avoid losing your project.</p>	<p>CREATE PROJECT:</p> <p>In the ribbon, click 'File' and then 'New'.</p> <p>SAVE PROJECT:</p> <p>In the ribbon, click 'File' and then 'Save project'. You can then choose 'Save project' or 'Save project as...'. When you click on 'Save project as...', choose the file name for your project. The extension of your project is '.aup'. Then click on 'Save'.</p>	<p>CREATE PROJECT:</p>  <p>SAVE PROJECT:</p> 
2	<p>ADDING A SOUND CLIP</p> <p>To be able to edit a sound clip, you first need to add a sound clip to your project.</p>	<p>ADD A SOUND CLIP:</p> <p>In the ribbon, click 'File' and then 'Import'. Then choose 'Audio...'. In the window that opens, select the desired sound fragment. Delete: Click in the ribbon on 'Edit' and then on 'Undo'.</p>	<p>ADD A SOUND CLIP:</p> 
3	<p>CUTTING, DELETING, COPYING, PASTING AND DUPLICATING A SOUND CLIP</p> <p>When you <i>cut</i> a fragment, the selected fragment is removed from the</p>	<p>SELECT A SOUND CLIP:</p> <p>Click on the starting point of the sound fragment to be selected. Drag the cursor to the end of the sound clip to be selected.</p>	<p>SELECT A SOUND CLIP:</p> 

whole sound file and the fragment is temporarily saved. The fragment can then be pasted in another place.

When you *copy* a fragment, the whole sound file remains unchanged, but the fragment is temporarily saved. You can then paste the fragment in another place.

You can also *delete* a fragment or *duplicate* it. Duplication means allowing the same fragment to appear twice in the same sound file.

CUT A SOUND CLIP:

Click on 'Edit' and then on 'Cut' in the ribbon.

DELETE A SOUND CLIP:

Click on 'Edit' and then on 'Delete' in the ribbon.

COPY A SOUND CLIP:

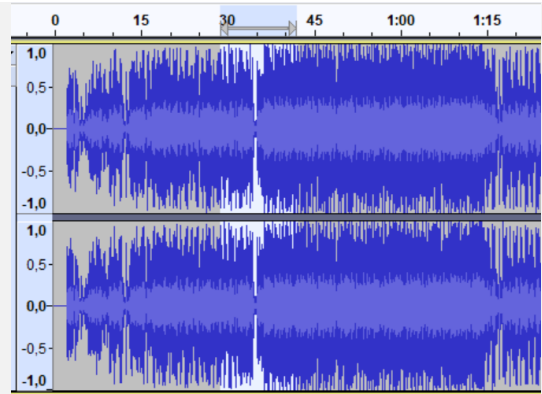
Click on 'Edit' and then on 'Copy' in the ribbon.

PASTE A SOUND CLIP:

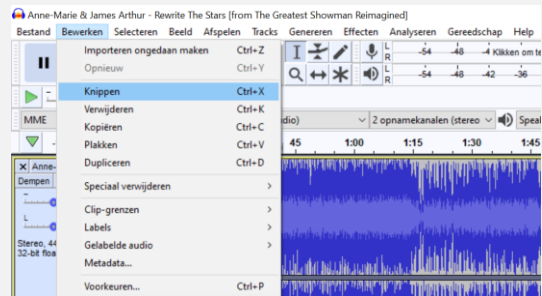
Click on 'Edit' and then on 'Paste' in the ribbon.

DUPLICATE A SOUND CLIP:

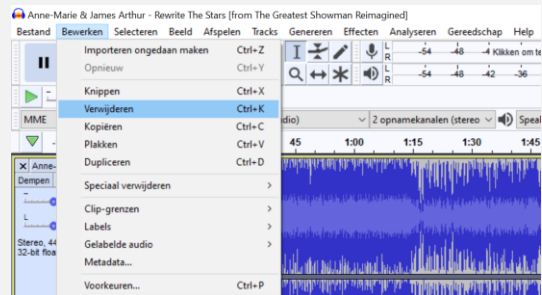
Click on 'Edit' and then on 'Duplicate' in the ribbon.



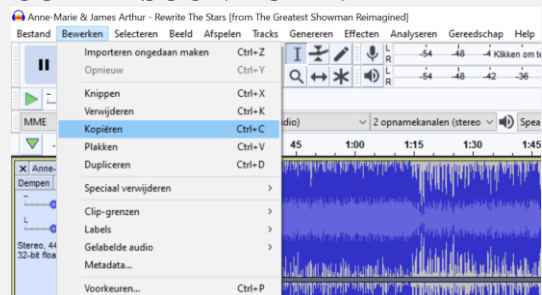
CUT A SOUND CLIP:



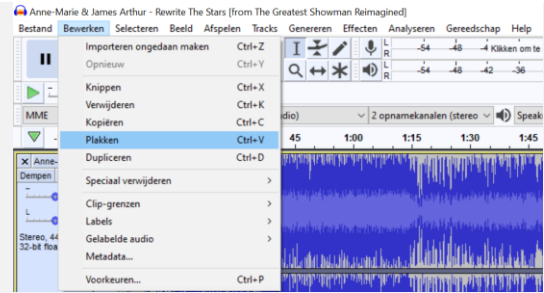
DELETE A SOUND CLIP:



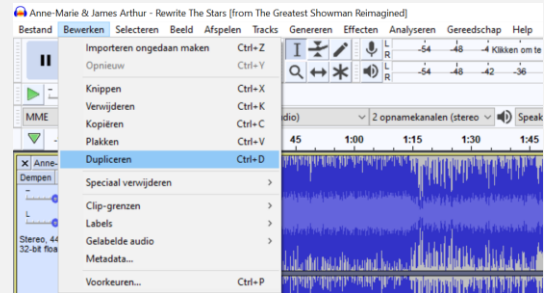
COPY A SOUND CLIP:



PASTE A SOUND CLIP:



DUPLICATE A SOUND CLIP:



APPLY EFFECTS

You can apply different effects to sound clips.

Examples:

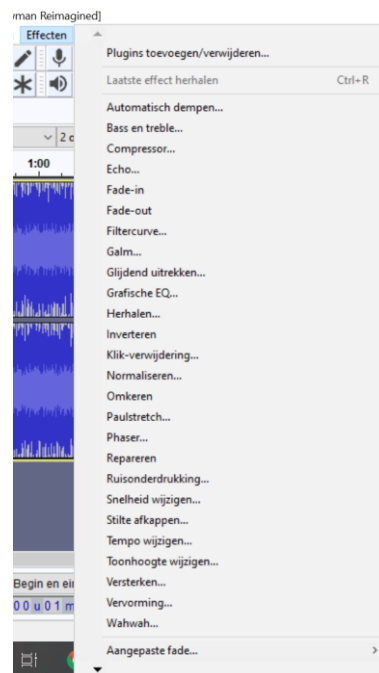
You can apply 'fade-in' or 'fade-out' to a sound clip to make the sound clip slowly become louder at the beginning or slowly become softer at the end.

You can use an *echo* to simulate a sound phenomenon that arises from repeated reflections of sound after the sound source has stopped playing.

APPLY EFFECTS:

Select the clip to which you want to apply the effect. Click on 'Effect' in the ribbon and choose the desired effect from the selection menu.

APPLY EFFECTS:



4

PUBLISH PROJECT

You can only open the project in the program Audacity if

PUBLISH PROJECT:

In the ribbon, click 'File' and then 'Export'. Then

PUBLISH PROJECT:

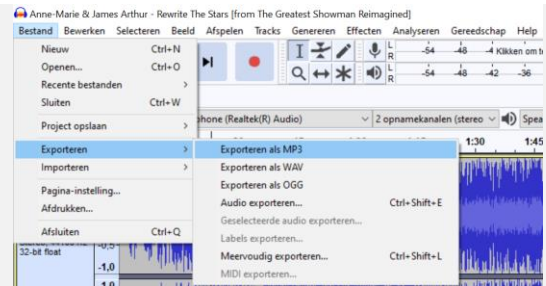
5



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it has the extension '.aup'. To ensure that you can open the edited sound fragment on any computer, you must convert the project to another file type. We prefer to use MP3 here.

choose 'Export as MP3'. Change the file name to the desired title and leave the extension at '.mp3'.





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Chapter 5

Teamwork in Digital Storytelling





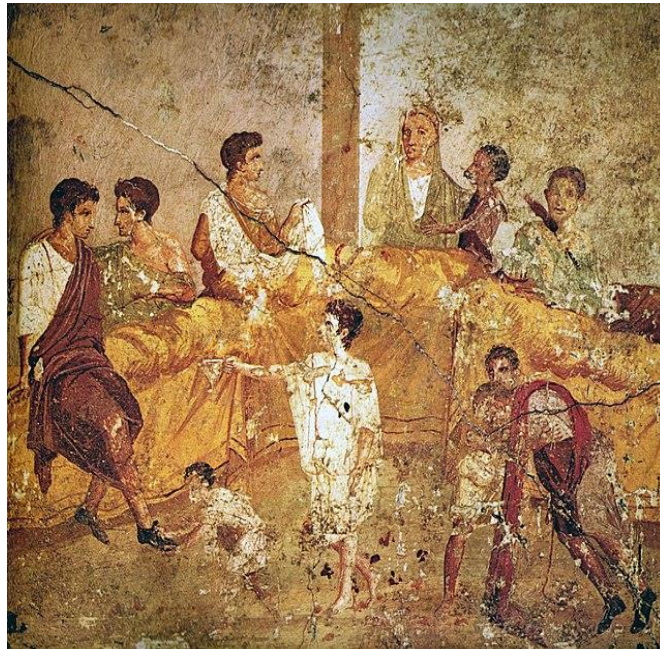
21st century has brought a shift to the mainstream pedagogy, from a predominant instructivism to the constructivist pedagogy. Richardson (1998) summarizes the main characteristics of the constructivist pedagogy:

1. Attention to the individual and respect for students' background and developing understandings of and beliefs about elements of the domain (this could also be described as student-centered);
2. Facilitation of group dialogue that explores an element of the domain with the purpose of leading to the creation and shared understanding of a topic;
3. Planned and often unplanned introduction of formal domain knowledge into the conversation through direct instruction, reference to text, exploration of a Web site, or some other means.
4. Provision of opportunities for students to determine, challenge, change or add to existing beliefs and understandings through engagement in tasks that are structured for this purpose; and
5. Development of students' metawareness of their own understandings and learning processes.

In constructivist pedagogy, learning designs need to incorporate student-centred team based learning pedagogy such as project-based, case-based, inquiry-based and problem-based scenarios (Oliver, 2001). Students need to be immersed in learning environments that promote

real learning in real contexts. Teams and teamwork help to promote deep learning that occurs through interaction, problem solving, dialogue, cooperation and collaboration (Johnson & Johnson, 1995). These learning designs promote the construction of knowledge as they are embedded in a social experience with a team environment (Vygotsky, 1978). Effective teamwork can affect the successful delivery and implementation of these learning designs. Tertiary educators cannot assume students will have the knowledge, understanding and skills needed to create and contribute to a synergistic team environment.

The key skills of the 21st century are digital literacy, the ability to communicate with the community, debate, and knowledge acquisition innovation, and the development of collaboration skills or teamwork (Chujitarom, 2020). Teamwork can make a group of people successful, and is considered one of the keys to success in every profession. Therefore, teamwork can be used to help drive computer art innovation, as well.



People Working Together in Ancient Times

People have formed a group from the ancient times in order to carry out their jobs or tasks in a more simple and effective way. Teamwork refers to the activities through which team inputs translate into team outputs such as team effectiveness and satisfaction. At a broad level, teamwork is the process through which team members collaborate to achieve task goals (Driskell et al., 2018). In teamwork there are interactions among people which can bring swapping of information and knowledge into action. To get information we have a lot of possibilities. The most important of these: own experiences, studying, coaching, mentor, informal nets, good communication etc. They can be in the front of teamwork. For common aims team members have to work not only close to each other but together. It means they need to use knowledge and experiences of each other. In this situation the requirement of knowledge sharing arises and individual knowledge should be lifted to a group level (Bencsik, 2009). Teamwork has 6 components which are shown in Figure 1.



Figure 4. Components of teamwork

Commitment to Team Success and Shared Goals, With Team Members Having Common Goals

Team members need to strive for team success, to be motivated, participate and be determined to achieve the highest level. The team should highly be focused on delivering a quality product, and not pre-occupied by personal issues that might have interrupted this objective. They facilitate and nurture positive, cooperative-working relationships based upon the focus of developing a quality final product that would impress their client tutor, peers and end users.

The whole team is strongly motivated to out-perform other teams and shared a strong common goal of wanting to develop a product that would support their chances of gaining employment at the end of the course.

Key attributors ;

- ✓ Participants understand their purpose and share their goals – the combination achieves mission
- ✓ Members must share a strong common goal
- ✓ Groups provide each member of the team with prestige and recognition
- ✓ Successful teams are motivated to succeed
- ✓ There is strong team commitment to succeed
- ✓ Members have strong shared values and beliefs
- ✓ Engaged in and satisfied with their work

- ✓ Creation of a team atmosphere that is informal, relaxed, comfortable and non-judgemental
- ✓ Promote group cohesion
- ✓ People enjoy regular interaction with individuals who have similar interests and goals



Successful teamwork relies upon synergism existing between all team members creating an environment where they are all willing to contribute and participate in order to promote and nurture a positive, effective team environment. Team members must be flexible enough to adapt to cooperative working environments where goals are achieved through collaboration and social interdependence rather than individualised, competitive goals (Luca & Tarricone, 2001).

Interdependence

Team members have to participate. Working interdependently as opposed to independently is the best thing for each individual, allowing the team to achieve its goals at a high level. The team members feel that they had a responsibility towards the other members of the team and that the success of the project is based upon each team member's contribution. Team members are always happy to help peers when they are experiencing difficulties. The team would proactively brainstorm problems that individual team members are having and offer assistance if needed.

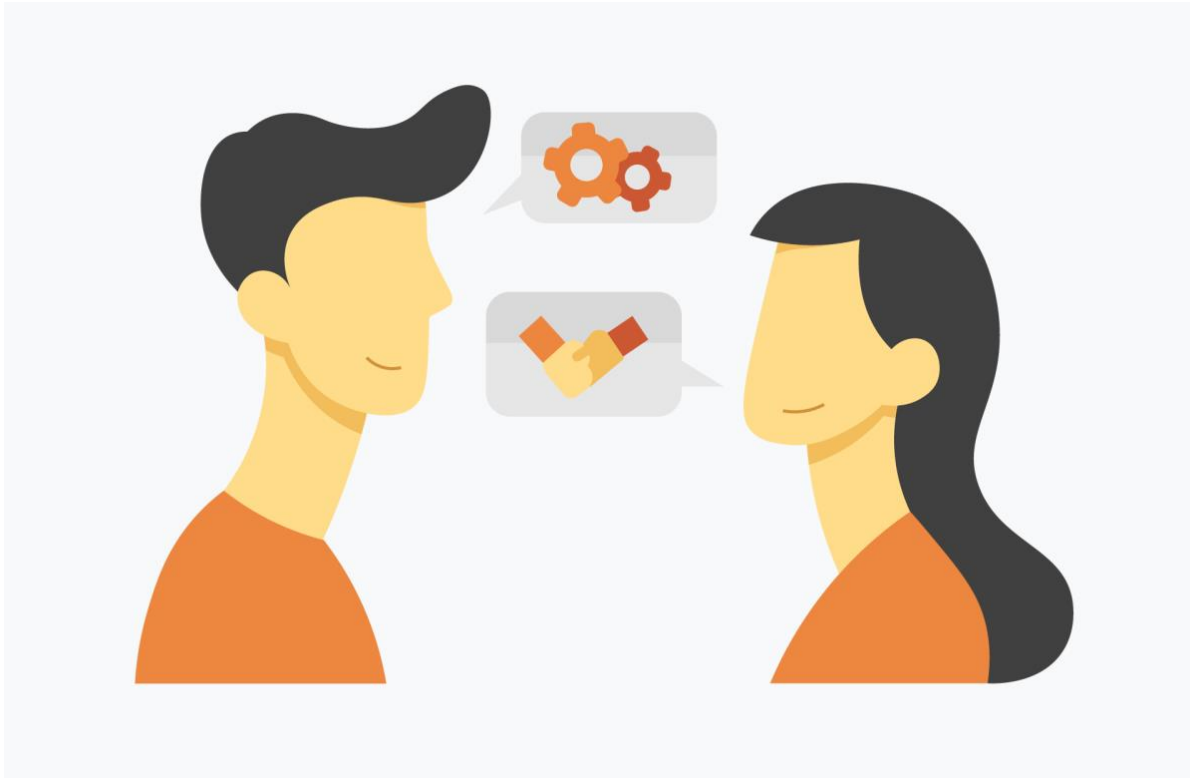


Key attributors

- ✓ One cannot succeed unless the other members of the group succeed
- ✓ Together the group can deliver more than the individuals who compromise it could do in isolation
- ✓ Team members must work together effectively to produce successful systems
- ✓ Team members interact to help each other accomplish the task and promote one another's success
- ✓ Team members build on the capabilities of their fellows – the combinations energized through synergy
- ✓ Team members must take an interest in both the group and each individuals achievement
- ✓ Team members must never be fully self-directed or completely independent
- ✓ Teams are often empowered to accomplish tasks not available to individuals
- ✓ Individuals experience a wide range of new ideas and skills when interacting with team members
- ✓ Team members learn together so that they can subsequently perform better as individuals

Interpersonal Skills

It is important to promote a caring work environment, to be able to honestly discuss issues, to provide mutual support, and to show respect and commitment to the team and to the individual. The team recognizes that team members had different personalities and experienced problems at different stages. They show consideration for each other, respected and supported others in difficult times.



Key attributors

- ✓ People must care for each other
- ✓ Members must protect and support each other
- ✓ Feelings can be expressed freely
- ✓ Members must be respectful and supportive of one another, and realistic in mutual expectations
- ✓ There is a high level of trust
- ✓ Members respect and trust each other
- ✓ Foster trust, confidence and commitment within the group

Open Communication and Positive Feedback

There is a need to listen to complaints and the needs of team members. Members must be willing to give and receive constructive criticism and offer real suggestions. The team recognises that it is a “healthy thing” to discuss problems or difficult issues and try to offer constructive help/criticism in trying to resolve these. They strongly value open dialogue that enabled team members to express their concerns in a non-defensive manner. They were open and truthful about all aspects of the Project.



Key attributors

- ✓ Give and accept feedback in an non-defensive manner
- ✓ Ideal team should be highly diversified in the talents and knowledge each member contributes, while maintaining open, non-threatening communication
- ✓ Value effective listening and communications that serves group needs
- ✓ Engage in open dialogue and communication
- ✓ Cultivate a team spirit of constructive criticism and authentic non-evaluative feedback
- ✓ Team members must be open and truthful
- ✓ Enable members to express group feelings
- ✓ Listen to all ideas and feelings
- ✓ Face up to conflict and work through it

Appropriate Team Composition

It is essential in the creation of a successful team. Team members have to all understand the role of teamwork. The team is proactive in selecting their team members well in advance for this unit. They are carefully considered the skills needed for each team member, and also the type of personality for each team member.



Key attributors

- ✓ Successful teams are a product of appropriate team composition
- ✓ Clarify member roles, relationships assignments and responsibilities
- ✓ Discuss differences in what each member has to contribute to the work

Commitment to team processes, leadership & accountability

Team members are responsible for participating in the team. Effective leadership is essential for team success, including joint decision-making and problem-solving. Team members are all aware of the importance of everyone's role within the team and the process used by the team to plan and track the timing and quality of required tasks. The project manager is well respected by the team, and always consults the team before making any major decisions. Also, the team has a number of quality assurance procedures which helped monitor activities as well as individual team members' accountabilities.



Key attributors

- ✓ Tolerate of ambiguity, uncertainty and seeming lack of structure
- ✓ Instil approaches that are goal-directed, divide labour fairly among members and synchronize efforts
- ✓ Accept individual accountability/personal responsibility
- ✓ Team members are accountable for their share of the work
- ✓ Members subscribe to distributed leadership
- ✓ Decisions are made by consensus
- ✓ effective leadership is needed
- ✓ Encourage group participants, consensus and decisions
- ✓ Experiment with new ways to work more effectively
- ✓ Seek best practice from other teams and other parts of the organizations;
- ✓ Be open to change, innovation and creative, joint problem solving
- ✓ Take action to solve problems without waiting for direction
- ✓ Monitor the team's progress
- ✓ Perform post-project analyses to find out what worked and what didn't

Teamwork and Digital Storytelling

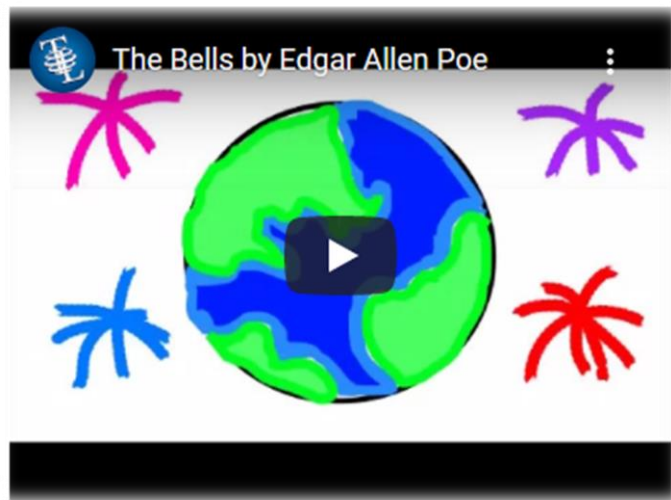
Digital storytelling provides students with a powerful 21st century learning experience that capitalizes on their interest in technology and their skills with it. Managing the process of crafting a powerful digital story provides opportunities for students to work on project management skills like organization, time management, leadership, initiative, persistence, and teamwork.

Successful teamwork relies upon synergism existing between all team members creating an environment where they are all willing to contribute and participate in order to promote and nurture a positive, effective team environment. Team members must be flexible enough to adapt to cooperative working environments where goals are achieved through collaboration and social interdependence rather than individualised, competitive goals (Luca & Tarricone, 2001). teamwork skills along with communication skills can be developed by using digital storytelling in the instruction of the courses (Yuksel, Robin & McNeil, 2011). Therefore, it has been named as a curriculum innovation due to enhancing students' curiosity and motivation (Hathorn, 2005) and as “an effective learning environment for fostering collaboration and co-construction of meaning” (Yang & Wu, 2012, p. 350) in education.

Storytelling can be thought of as the core of computer art. This is because it has the duty to coordinate the parts of a whole story in order to communicate effectively with viewers. It does this by seamlessly stitching stories together using digital techniques such as video clips, digital painting, comic illustrations and animation, etc. (Chujitarom, 2020). Teamwork and digital storytelling are closely related, because good stories have to arise from communication from the narrator to the audience, and as a result of feedback. Working as a team makes the digital storytelling process very successful (Cunsolo et al., 2013). Creative Educator data base offers 6 ways to implement digital storytelling to build literacy while encouraging deeper thinking about the content being studied. These ideas can be distributed as teamwork to the students.

a) Idea 1. Visual Poetry

Poetry's purposeful word choice encourages close, careful reading. Have students create digital storytelling versions of text poems to demonstrate their comprehension of the author's word choice and intent. As they create their visual poems, students "interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

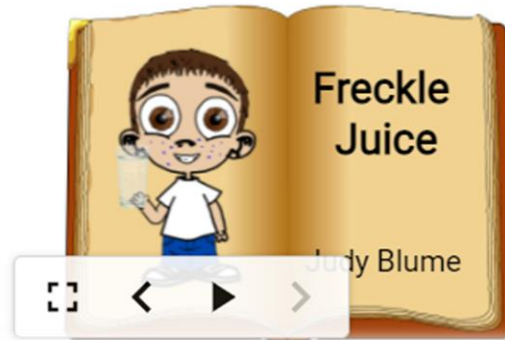


Ask students to carefully read each line or stanza of a poem and discuss the author's word choice. Students should then find or create images for each line or stanza to illustrate the author's intent. Students should also find or create music to reinforce the emotions the poem evokes. As they record the text of the poem, they practice fluency and intonation. The final product is a multimedia version of the poem... a digital story that helps a viewer better understand the poetry.

b) Idea 2: Book Trailers

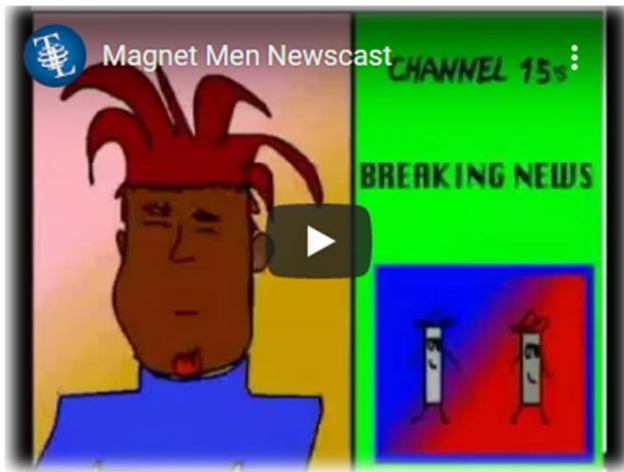
Student book reports, even digital ones, tend to be superficial information dumps: the title, the author, a summary, and an opinion. Instead of this sort of low-level book report, ask students to create a short, fast-paced book trailer. Much like the movie trailers students are familiar with, book trailers should be designed to hook the audience, showcasing the text in a way that motivates viewers to choose this particular book from the library.

Read Judy Blume's *Freckle Juice* to find out. *Freckle Juice* is a fun book with a valuable lesson. It's kind of silly at times but it is a must read from my list.



Ensure that students' book trailers go beyond basic information about a book. Students should use what they know about the characters and conflict to connect viewers with the story. They summarize the story, and employ persuasive techniques to entice others to read, they learn how to use media to change behavior and develop a better understanding of how the mass media uses those same techniques.

c) Idea 3: News Report



Our students have grown up watching television. Many students spend nearly as much time watching TV than they spend in school! One of the few television program types kids do not enjoy watching is, of course, the news. Challenge your students to come up with a news report they would actually want to watch based on the content they are learning.

Students crafting an interesting news report must organize and summarize information, helping them better understand and retain the

content. To be clear and concise, students need to focus on interesting, accurate vocabulary and terminology. As they rehearse and record the reports, they practice intonation and build fluency.

d) Idea 4: Video Biography

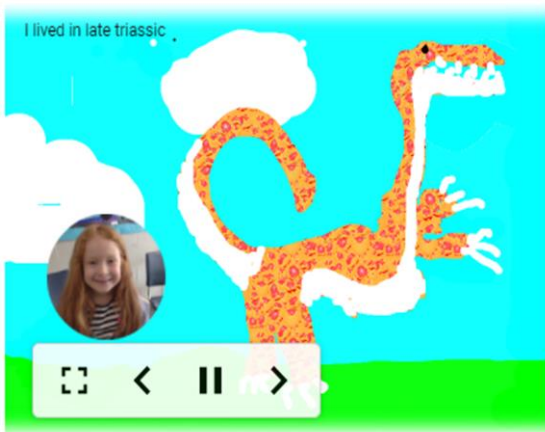
There are few tasks in school, students dread more than writing a biography. Motivating students to do their best work is sometimes difficult, especially when they realize that no one other than their teacher will see their work.

To give student writing additional importance, create an audience more expansive than the walls of your classroom. Remind students that biographies aren't always books...perhaps they have watched television shows about a favorite singer or musician or enjoyed an A&E biography about someone they admire.

Using a digital storytelling approach to biographies helps prevent their writing from becoming a list of unrelated facts. As students combine their research results with imagery, sound, and other media to create a compelling narrative, they learn that even biographies can be informational and powerful.



e) Idea 5: Interviews



Assignments that ask students to summarize and share information as a report or presentation are easily completed by copying and pasting from source materials. Asking students to present their research results as a first-person interview makes information dumping much more difficult.

A typical interview is a question-and-answer session between two people, but you can expand the definition to include animals, viruses, or even a historic artifact. Interviewing

non-human subjects, like the polio vaccine or the boat Washington used to cross the Delaware, provides awesome opportunities for student expression.

A first-person interview requires students to recode information into their own words. It helps them learn to arrange, combine, and prioritize facts and ideas. In a world awash with information, interviewing helps students realize that knowing which questions to ask — and how to ask them — is as important as knowing all the answers.

f) Idea 6: Public Service Announcements

Many of today's important issues, like climate change and public health, cross curricular boundaries between language, science, and social studies. Tap into student passions by asking them to create public service announcements (PSA) that inform viewers about these issues and encourage them to take action.

To craft an effective PSA, students must become powerful communicators who can use organization, voice, and word choice to raise awareness and change behavior. Developing a PSA also provides an authentic reason to consider audience and combine informational, narrative, and persuasive writing.



Case Examples

Digital Storytelling realization process can be a real support to the development of professional competence. It is a way to make explicit one's own reflection processes and those of others, and therefore to encourage metacognition, tacit knowledge elicitation and ultimately, to foster team building. Here, we will give different research examples focusing on digital storytelling and teamwork. These studies were conducted in an experimental design by professional academics and/or by qualified trainers in non-formal education formats. Even if the target audiences are different from each other, it will be possible to adapt and apply them to different target audiences. Our purpose in giving these examples is to inspire educators who want to use digital storytelling method in educational environments.

a) Case 1. Digital Storytelling for Effective Team Building and Competences Development

Corrado Petruco from Padua University in Italy conducted an experimental research in 2013 about the use of Digital Storytelling in a group of health safety professionals: physicians, veterinarians, biologists, chemists, nutritionists and prevention technicians, of the Veneto regional health system (North Italy). With this respect, it is a good example for digital storytelling in adult education.

First, the individuals in the research participated in a training course where they learned to use simple software tools to create small narrative videos about their professional everyday practice. During the short course they also had an introduction to narrative, learning for example how to write a simple storyboard following a "story grammar" identifying setting, main characters, conflict and resolution, events, start and ending. To realize their own digital stories they worked together in small team groups of 4-5 people and each group chose a specific work topic

which had been dealt with in their previous professional experiences. In order to select the “best story” to develop in a Digital Storytelling, they told "war stories" to each other; that is, as a figurative meaning suggest, they recount stories of challenges won in the workplace and of difficulties need to be overcome. For every story, they tried to identifying and discussing the most crucial topics and context. The story could be either directly related to real problems and possible solutions that they had either been involved in or that they had heard about from others directly involved in. They could also chose to write a “fictional story”, but maintaining all the elements present in the real contexts.

After the decision about what to speak about, the groups had to select a specific audience for the Digital Storytelling that they would have created. They identified four possible targets: 1) their peers in the community, 2) school/students, 3) institutions and food companies, 4) consumers and citizens. Of a total of 14 videos realized, as many as 8 was addressed to a target of colleagues: this was considered as a significant element, linked to the willingness to share experiences among members of the community about specific professional procedures which could be substantially different in diverse regional areas (for example procedures in water chemical control, in testing histamine in fish, in mushrooms edibility, seafood sampling and so on). All videos were also classified according to the way they expose the problem:

- most of them 11, (79%) propose a problem solved in a “reasonable” way,
- while 2 (14%) make explicit a problem solved but not in a completely satisfactory way,
- only 1 (7%) showed a problem which has not yet found an answer.



These findings support that community of professionals were greatly interested in using the Digital Storytelling in their workplace context as shared artifact as well as a generative process. It was evident in participants feedback and interviews that, allowing professionals to look into someone else's

peer narrative about a specific problem, created the possibility to reflect on their actions in similar situations and then on their professional practices.

Therefore digital storytelling realization process, can be a real support to the development of professional competences: the collaborative writing of the storyboard's narratives describing an actual problem and its possible solution, is a way to make explicit one's own reflection processes and those of others, and therefore to encourage metacognition, tacit knowledge elicitation and ultimately, to foster team building.

b) Case 2. The effect of digital storytelling project on teamwork skills



Öztürk and Tunç (2017) conducted a research with the aim of exploring the function of digital storytelling project in Fine Arts high school students' teamwork skills along with their communication skills. The participants contained 19 high school students. Two digital storytelling projects were realized. The first one was the pilot project and lasted approximately 12 weeks. After the first project, an evaluation was made and the second project was designed with a strict schedule and has continued for 10 weeks.

In both of the projects, the groups were divided into task divisions, these are; scenario, storyboard, design process including character design and background design, animation and montage including technical planning, generic (this group was formed only in the main project) and music design with storytelling and background music. Groups were formed and task sharing was done by students. Furthermore, some of the students were involved in different groups at the same time, since the collaborative nature of digital storytelling process does not have strict rules inside; it is flexible in terms of teams. In addition, they did not just interact within the group; there were also an interaction with other groups. Even though some groups had only 1 student, all of the decisions were made as a whole. Besides, due to task sharing instead of an individual work on the whole project, all of the students created one digital story altogether in each project. In addition, they met regularly once a week and in these meetings, students shared what they had done and for the next stages what they will do with all of the students. The one of

the researchers tried to guide them in their work and gave feedback about their works. She also gave a brief about what is due for the next week in these meetings.

Table 8. The application process (Öztürk and Tunç, 2017)

Weeks	Activities
1 st and 2 nd week	The digital storytelling was introduced to the students by showing examples. Furthermore, the project and its stages were explained comprehensively.
3 rd and 4 th week	The groups were formed according to the students' interest; the main theme was determined by brainstorming in the class and the scenario and the design process group started to work
5 th week	While scenarists were working, the research about visuals was presented.
6 th week	The scenarists presented the scenario to the class for their comments. According to the comments, changes were made and they reached the last version of the scenario. The storyboard designers were told to work on the scenario for the next week.
7 th week	The storyboard designers presented their works to the class and final versions of the storyboards were decided. Since the digital storytelling visual outline were made, the character designers were told to start working.
8 th week	The designs of the characters were started under the control of the scenarists. At that time, the students in the montage group tried to find programs that support digital storytelling technically. Furthermore, the students in the music group started to search for music.
9 th week	While the character designs were continuing, the animation group started to work. The programs related to montage were installed and they were tested by the technical planning group. The dialogues in digital storytelling were created by the scenarists
10 th week	The researches related to the programs and the design processes of the characters were continued. The character designers continuously took feedback from teammates and the project manager
11 th week	The character design and the animation process were finished and the information about the animation was given to the students who were in the montage group (including both technical planning and music). Therefore, the montage group started to work
12 th week	Visuals were edited in one of the computer program and the music was selected from the archives that students created. The recording for storytelling was made and the effect was applied to the recorded voice. At the end, all of the materials were imported to another computer program to compose the animation

After the pilot project, an evaluation was made according to students' feedback and researcher notes; and the researchers found out that more time was spent for scenario than expected and the schedule of the project could not be managed well due to students' other courses. Therefore, the main project which was realized in 2014-2015 spring semester was designed with a strict

schedule and continued for 10 weeks. The main project has followed almost the same steps of the pilot one, only addition was made to the last part for creating generic. Although these steps are not the only procedures to implement digital storytelling, they can be used by teachers in their classrooms to integrate or use technology for creating digital storytelling.

The findings indicated that in this project, implementing digital storytelling improved teamworking skills from many aspects. It developed mutual trust between team members and resulted in responsibility to the group members and project. It was also indicated that as a result of this project, students developed themselves by seeing their mistakes and learning from other members. Furthermore, this project assisted students in terms of reflecting their ideas to other members to reach a better solution. They felt free to express themselves and share their ideas; these increased their motivation. Additionally, due to being a contributor, they really enjoyed from the project and that caused more involvement in the process and more satisfaction from team working. Overall, team working enhanced students' skills and contributed to their educational life in a positive way in this sample.

According to the findings of this study, teamwork skills of the students increased with the aspects and abilities shown in the figure 2.

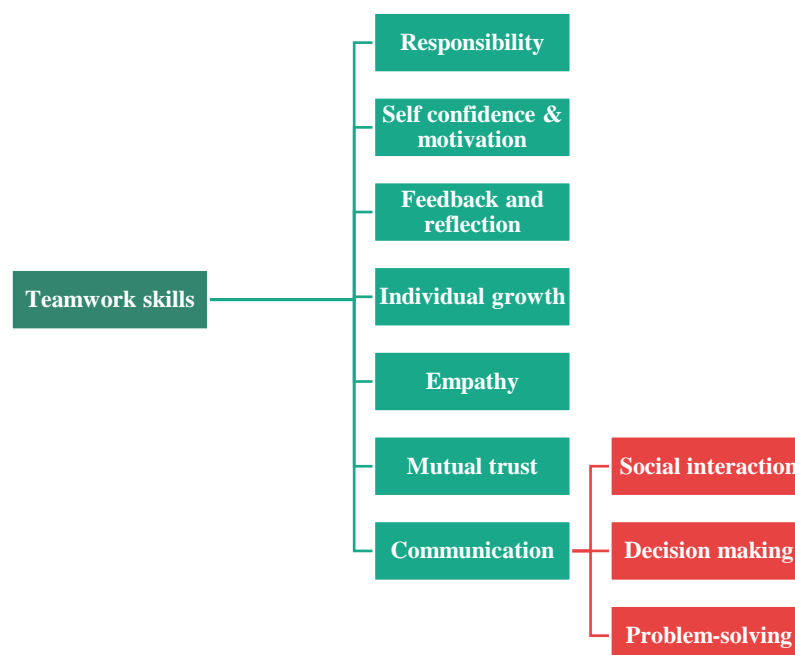


Figure 5. Teamwork and Related Skills (Öztürk and Tunç, 2017)



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c) Case 3. Digital storytelling through teamwork gamification model

This case is more recent compared to the previous ones. Chujitarom (2020) conducted a story in Thailand with the aim of develop digital storytelling through the use of teamwork gamification model to encourage innovative computer art. The sample group included 6 experts in related fields, and 35 undergraduate students. The research methodology can be divided into four phases:

Phase 1 is the development of a digital storytelling through teamwork gamification model to create computer art innovation. This included:

- The study of theories and related research,
- Analyzation and synthetization of a research framework,
- Design and development of a model, mainly focused on digital storytelling, teamwork, gamification, computer art, innovation and instructional design
- Establishing a measuring tool,

Phase 2 is the evaluation and certification of the digital storytelling through teamwork gamification model to encourage innovative computer art. This included:

- Submitting the model to 6 experts for evaluation in terms of its suitability.
- Developing the model according to the experts' suggestions
- Synthesizing the model in the form of a diagram.

Phase 3 involved the implementation of the model using a sample group consisting of 35 undergraduate students, academic year 2018, Faculty of Digital Art, Rangsit University. They were asked to tell a story to each other by interpreting the lyrics of a song. The same song was used for the whole group. Each person could tell their story in a creative way, involving any characters, according to their personal idea. Therefore, they all acted as a storyteller, and they were asked to create a story through the process of digital storytelling.

They were also determined to work as a team by having a commitment to team success and shared goals, being interdependent, demonstrating interpersonal skills, demonstrating open communications and giving and receiving positive feedback, understanding the appropriate team composition is essential in the creation of a successful team and having a being committed to team processes, showing leadership & accepting accountability. The assignment is that everyone has to write a story and start creating a short animation based on their own creative ideas, one sentence per song. Everyone then brought the short animation together and combine the whole song. The output is one long music animation video that everyone has participated in by thinking and creating one sentence each. This saves time when it comes to creating a long music animation video.

Phase 4 is the measurement of the computer art innovation. The 35 students who make up the sample will have an opportunity to watch the montage animation, which is the computer art innovation output from the developed model. After that, they will complete the questionnaire,

which has 2 options ‘Yes’ and ‘No’, consists of 3 questions about innovative computer art product outcome Originality, Economic or Social benefit and Knowledge and Creativity Idea.



Figure 6. The process of the research model (Chujitarom, 2020).

All 6 Experts agreed that the developed model is at highest appropriate level in terms of creating. computer art innovation. The 35 students in the sample agreed that output from the developed model is at the high appropriate level in terms of enhancing innovative computer art. From all findings, it can be concluded that the application of digital storytelling to gamification and to teamwork can lead to good quality innovative computer art. This can save production time, minimize the budget, increase productivity, encourage originality and be beneficial to today's economy. As a result, digital storytelling, gamification and teamwork can be used to create innovative computer art. This will help developing the digital economy in many ways.

d) Case 4. A collaborative digital video project in a technological learning environment

In this report, Hafner and Miller (2011) explained on the syllabus design and implementation of an English for Science and Technology (EST) course at an English-medium university in Hong Kong. A major component of the course was a student-centered digital video project, in which students created and shared a multimodal scientific documentary. A range of new technologies and Web 2.0 platforms (including YouTube and Edublogs) were integrated into the project process in order to create a technologically rich learning environment. The participants in this study were drawn from a cohort of 67 university science students participating in a course in EST.

The course was primarily organized around a student English for Science project. The students were provided with a project prompt, similar to the prompts for practical lab or project work in their own disciplines, which detailed the procedure of a simple experiment. In order to complete the project students worked in groups of three to:

1. do background research and develop a hypothesis for the experiment;
2. carry out the experiment, documenting the procedure and results;
3. present findings to classmates in the form of a multimodal scientific documentary (group work due in week 7 of the course) and a written scientific report (individual work due in week 14).

A number of measures were taken to facilitate collaborative learning on the digital video project. In order to assist students in forming their project teams we asked them to reflect on the roles that they would need to perform in completing the project: researcher, field-worker, script-writer, director, actor, camera operator, and editor. Students were advised to identify teammates with complementary interests and skills. In order to assist students with time management, we provided clear targets for different stages of the project and reviewed progress with students in class. For example, students were expected to have completed their data collection by week 4 of the course and have developed their script by week 5. Finally, in order to assist students in monitoring the group dynamics in their team, we asked them to evaluate the effectiveness of their team functioning, by completing a short questionnaire on possible problems. The main purpose of this last strategy was to raise students' awareness of potential problems and provide a platform for discussion of such problems if the need should arise.



In the planning stage, students learned to use a variety of Internet search engines and online databases in order to locate and evaluate information relevant to their experiment. This process was supported by an in-class reading workshop, which took the form of a Webquest (Dodge, 1995) and aimed to develop critical literacy skills. In the filming and editing stage, students learned to use DV cameras to capture images and movies, and editing software to add narration, music, text, and simple effects such as transitions. This process was supported by two in-class video workshops: The first workshop, in week 3, focused on creating a digital story using

Photostory 3 for Windows; the second, in week 6, was a troubleshooting session. In addition to the technological tools introduced in class, technical support for a range of other tools (e.g., Windows MovieMaker, iMovie) was provided through online guides and screencasts on a course Web site, and students were encouraged to explore and utilize these other tools. Finally, in the sharing stage, students uploaded their videos to the course YouTube channel. These were then embedded in the course Weblog, allowing students to post comments and feedback about the final products. This online sharing was supplemented by a face-to-face sharing session in class, in which students viewed each others' documentaries and provided feedback. The aim of this session was to allow students the opportunity to showcase their work and celebrate the creation of the documentaries.

Students' comments suggest that they found the digital video project to be novel, fun, challenging, and meaningful. Their comments also indicate that they invested heavily in the digital video project and were motivated to take control over many aspects of their learning: independently practising and using English in the preparation of their videos, independently exploring the Internet when searching for information, working as a team to monitor each other's learning, eliciting and providing peer support for issues of language and content, utilizing the course Weblog as an online space for reflection on learning. These reports show that the digital video project and associated technological learning environment provided students with opportunities to take control of their learning and that students took advantage of these to exercise their capacities as autonomous learners.

e) Case 5. IOGGA- Tell me your story



IOGGA (Inside Out: Growing Gender Awareness) was a training course granted by European Commission that involved 24 participants from 9 countries, taken place in Felsöors, Hungary



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managed and hosted by Anthropolis Association. In this non-formal learning environment, the aim of the training was to increase the gender awareness in activities with youth performing by social actors in Europe. One of the specific objectives was to reflect on personal stories and stereotypes in our social environments. In order to accomplish this specific objective, a two-hour session were designed and implemented. The participants were divided into 6 groups, so that each group had 4 members.

- Each member in each group shared a memory about their own life in their group
- Each group member began to tell the other's story on a flipchart (using text, drawings, symbols, etc.)
- Other group members added to each other's stories with their own perspectives and imaginations.
- Thus, each group member saw their own story through the eyes and imaginations of three different people.
- The stories on the flipcharts were collected, and their photos were taken and transferred to the digital media. Thus, everyone who attended the training had a digital story.

As can be seen, the digital story here was transferred to the digital environment after it was created with concrete materials such as paper and pencil, instead of being created directly in the digital environment. This is one of the methods that can be used in digital storytelling. At the end of this session, communication and cooperation between the participants increased; team spirit is formed; mutual trust and empathy increased and more efficiency was obtained from the next sessions.





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