



Digital Storytelling (DST) as an Innovative Pedagogy: A Relevant Teaching Method for 21st Century Educators

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ABSTRACT

21st century educators think that technology can be a useful tool for teaching the next generation and makes learning objectives easier to accomplish. Storytelling as a method has been used widely in teaching different subjects. In the era of digital education and catering to 21st century skills, information communication technologies are prominently used in the teaching-learning process. The transformation form of storytelling by using digital technology is the Digital Storytelling (DST). Digital storytelling is the process of using computer-based technologies to share the stories to others. It is similar to traditional storytelling where the stories used to be narrated to the audience and it is for the students in the teaching-learning process. The difference is that DST uses some images, audio narration, video clips, animations and transitions to create the story in a creative manner and share it with the audience digitally. The majority of stories used in education usually range from two and ten minutes, while digital stories can vary in duration. It has been widely used to teach the students in schools and also used as an innovative pedagogic method in different teacher preparation programmes. The present article critically articulates to understand the concept of DST, its processes to develop a digital story, and also exemplifies how to implement DST to address some exemplar topics from different subjects. The article also equally elaborates the implications of digital storytelling for the teachers and also to prepare the teacher educators.

Keywords: 21st century educators, digital storytelling, pedagogic method, information and communication technology, teacher education programmes

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A story can be as brief as describing the reasons behind the purchase of your first vehicle or home, or it can be as lengthy as war and peace. Your personal objectives, the kind of obstacles you have faced, and the amount and caliber of knowledge you have acquired from your experience all influence your natural ability to tell stories, but the issue is that we are overloaded with stories that are difficult for us to comprehend and practice. After participating in an event or hearing a narrative, our minds create a sense of memory right away. Unless we had a particular memorable experience or had a specific purpose of revisiting the experience repeatedly, the memory gradually fades. It can be understood from the retention curve of Ebbinghaus, that illustrates how memory retention decreases over time when no effort is made to retain information (Ebbinghaus, 1885).

Accordingly, it happens with meaningful learning like stories and digital stories. The more distant we are from the original story or incident, the harder it is to retrieve that particular story or experience. At earlier times, people used to remember the stories as epigrams, brief narratives with a profound proverb at the end, through oral culture. However, every time we pick up the phone, run into a friend, watch TV, listen to the radio, read a book or newspaper, or browse the internet these days, we are inundated with millions of indigestible and unmemorable story fragments. We are unable to analyze each of these experiences and transform them into epigrams, let alone recite and remember them. As a result, they become a collection of disparate pieces that actually make it more difficult for us to put together a cohesive narrative. Here comes the role of digital storytelling in our contemporary life situations. Videos, pictures, sounds, and other depictions of life events can aid in the reconstruction of more comprehensive memories through digital storytelling, hence increasing the number of stories we can utilize (Lambert, 2010).

The digital age has arrived. Technology now permeates every aspect of our life, including schooling. Additionally, India has evolved into a knowledge economy and society empowered by technology. Although education will play a major role in India's transition to a digital society, the National Education Policy 2020 states that technology itself will be critical in enhancing educational processes and outcomes. Because of this, technology and education at all levels are interconnected (MHRD, 2020). The 21st century's technological advancements have transformed storytelling also. It has developed into a method known as "digital storytelling" with the incorporation of digital resources like movies, audio files, and photographs.

In order to communicate narratives, stories, or messages, digital storytelling uses a variety of creative and narrative formats that all build upon traditional storytelling techniques. Digital storytelling (DST) can also be used for a wide range of objectives. For activism, marketing & advertising, entertainment, education, personal expression, or almost any kind of story communication, it typically includes multimedia components, text, pictures, audio, video, and interactive aspects come together to give viewers rich and captivating experiences. The proliferation of cell phones, laptops, and internet connectivity have made it possible for more people than ever before to tell their stories online. This has made it possible for people from a variety of backgrounds to take part and have their own stories heard, democratizing the process (Ball, 2023).

National Curriculum Framework for School Education 2023 also recommends teachers to use digital resources to enable effective pedagogy in the classroom. Students should explore different digital tools to make the learning more interesting and joyful. The teachers should engage the students through other mediums as well such as songs, movies and audio clips. They can use digital content available on the internet to supplement the material given in the textbooks. Stories in various languages in digital form are a very important source for school education. Both students and teachers can benefit from using digital content in the form of videos, animations, and audio to clarify subjects and ideas and provide “how to” demonstrations (NCERT, 2023), and digital storytelling is one of the examples of such digital content and videos to be integrated for the teaching-learning process. Thus, DST is an effective method of teaching for 21st century educators where they can integrate technology in education through creating and using innovative stories digitally.

Concept of Digital Storytelling (DST)

Digital storytelling is the process of using computer-based technologies to share the stories with others. It is similar to traditional storytelling where the story used to be narrated to the audience. The difference is that DST used some images, audio narration, video clips, animations and transitions to create the story in a creative manner and share it with the audience digitally. The majority of stories used in education usually range between two and ten minutes, while digital stories can vary in duration. Digital storytelling covers anything from historical events to personal stories, from looking for life in other parts of the world to examining life in one’s local community, and absolutely everything in between. So, digital stories are of three types: Personal narratives, Historical events and Stories that inform or instruct. StoryCenter, formerly the Center for Digital Storytelling, is a Berkeley, California-based nonprofit that advocates for the use of storytelling to improve individuals, communities, and society (Ball, 2023).

The Center for Digital Storytelling prescribed seven elements of a good digital story. They are as follows (University of Houston, 2025):

1. **Point of View:** What is the story’s primary theme and the author’s point of view?
2. **Dramatic Question:** An important query that holds the audience’s interest and is resolved at the conclusion of the narrative.
3. **Emotional Content:** Important topics that are powerfully and personally brought to life, drawing the viewer into the narrative.
4. **Gift of Your Voice:** A technique to make the story more relatable and aid the audience in understanding the background.
5. **Power of the Soundtrack:** Sounds that enhance and bolster the narrative, such as music.
6. **Economy:** Telling the story with just enough information without overwhelming the audience.
7. **Pacing:** The story’s tempo and the rate at which it moves along.

To create a digital story, we need to follow some steps in sequence. Samantha Morra (2014) provided an overview of 8 steps to follow to process a great DST. She said that Great digital stories are individualized and brief, that start with a script, use universal story themes, employ easily accessible source materials, and require multi-level collaboration. These steps are described below:

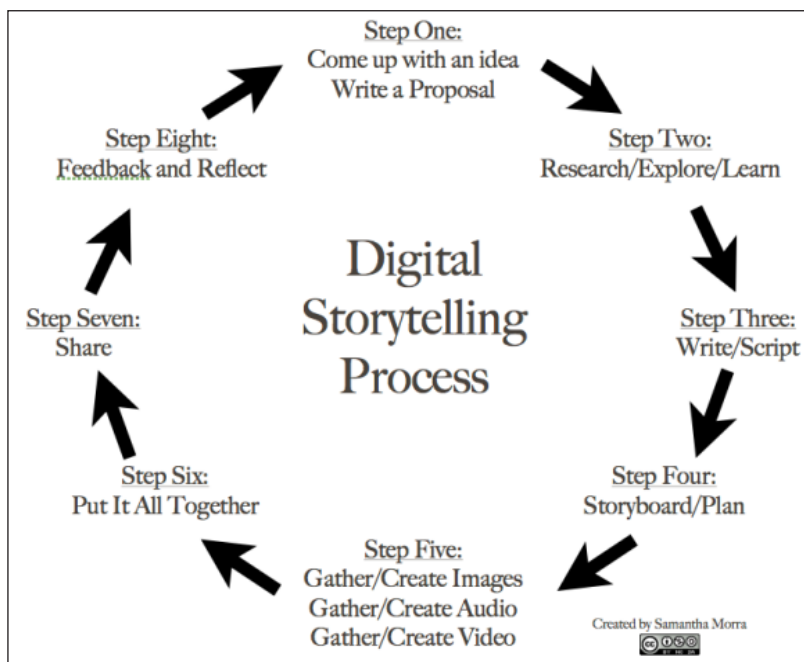


Fig. 1: Process of Digital Story Telling (*Source:* Morra (2014))

1. **Start with an Idea:** Digital stories start with an idea, whether it's a lesson topic, textbook chapter heading, or class question. Create a concrete idea using pre-writing tools like proposal writing or mind-maps.
2. **Research/Explore/Learn:** Research and explore topics for digital stories, learning about validating information and information bias. Organization is crucial, using mind mapping, outlines, index cards, or online note-taking tools.
3. **Write Script:** The above two pre-writing steps are important for successful writing. Students should have a proposal for the introduction, research well, and make literary decisions like using first, second, or third person, and expanding word choices.
4. **Storyboard/Plan:** Storyboarding is the initial step in visual media literacies, guiding decision-making about sound, images, video, and sound, starting from a good script. It is like a blueprint or roadmap for further steps.

5. **Gather and Create Images, Audio and Video:** Students will collect, or produce, photos, audio, and video using their storyboard as a guide, and record themselves reading their scripts. Every decision they make will influence and establish the tone of their digital narrative.
6. **Put it all Together:** Students refine their storyboard, explore technology beyond expectations, and create masterpieces by blending images, transitioning video clips, and incorporating music or sound effects.
7. **Share:** Online sharing is deeply ingrained in our culture, so educators should embrace it by reviewing school policies and promoting student motivation to create the best possible work.
8. **Reflection and Feedback:** In order to enhance their performance, students should be taught to evaluate their own work and offer helpful criticism using resources like blogs, wikis, discussion boards, and polling tools.

Implications of DST for Teaching and Learning Process

Digital storytelling has a wide range of applications in the classroom. Whether a teacher would produce the digital stories or assign the task to their pupils are two ways to incorporate this method in the teaching-learning process. As a means of introducing new content to their students, some teachers may choose to create and execute their own stories. An interesting, multimedia-rich digital story can act as a hook or anticipation to draw students in, motivate them to explore novel concepts, assist in involving them in the learning process, and act as a link between previously learned content and new information. Such stories can also be used to improve existing courses by promoting discussion about the subjects included in the narrative by simplifying abstract or conceptual material (Alismail, 2015; Robin, 2011).

Students may engage in meaningful listening and learn in a variety of ways through digital storytelling. It allows educators to fully engage children in the story's lesson. Through the use of digital storytelling, the students improve their speaking, writing, listening, and reading abilities while also making learning interesting, appealing, and creative for them. Because the digital stories are narrative-based, they appeal to most senses. It affects the pupils' hearts as much as their intellect (Anilan, Berber & Anilan, 2018; Bouchrika, 2025). In other words, digital storytelling affects students' socioemotional as well as cognitive development. NEP 2020 also places a strong emphasis on a child's total development, stating that the purpose of education is to develop students' character and cognitive capacities and to produce complete, well-rounded individuals with the necessary 21st century skills. It emphasizes a shift towards competency-based, experiential, and holistic learning, moving away from rote memorization (MHRD, 2020). And digital storytelling provides an opportunity for holistic learning of the students.

Additionally, students can also be trained to create their own stories. They may be assigned to construct their own digital narrative after seeing examples of digital stories made by their teachers or other story developers. For the "digital generation" of children in today's schools, this kind of activity can spark curiosity, focus, and motivation. The approach can leverage kids' creative abilities as they learn how to use the Internet and library to research rich, in-depth content while analyzing and synthesizing a variety

of content, leading them to start conducting their own research and telling stories. By organizing their thoughts, posing queries, voicing their viewpoints, and crafting narratives, students who take part in the creation of digital stories may improve their communication abilities and learn how to tell stories for an audience and convey their information and thoughts in a unique and impactful way (Goel, 2023; Robin, 2011).

Furthermore, students can share their work with their peers and acquire useful experience in evaluating both their own and other students' work when digital stories are posted online. This can foster improvements in social learning and emotional intelligence. When students may work in groups, DST can promote cooperation and appeal to a variety of learning styles. It also adds value to the student experience by allowing them to take pride in their work and feel a sense of success (Robin, 2011).

DST can help adult learners advance their careers in real-world settings, especially in industries that need effective leadership and communication abilities. Making digital stories helps people improve their capacity to communicate ideas clearly, which is a skill that employers are looking for more and more in today's workforce. A culture of continuous skill-sharing is promoted by the collaborative character of this medium, which also creates chances for peer-to-peer learning and mentoring. DST also promotes inclusion and accessibility in the classroom. Online platforms that hold and distribute digital narratives offer flexibility to those who are balancing job, family, or other obligations. This is particularly advantageous for students enrolling in courses that allow them to achieve recognized credentials at their own speed. Additionally, because digital storytelling is reflective, students can relate their own experiences to learning goals or personal development objectives. This combination of organized knowledge-building and self-expression increases emotional involvement, which helps students absorb lessons more fully and cultivate a growth mindset (Bouchrika, 2025).

Review of Empirical Studies

Numerous studies talk about the effectiveness of digital storytelling and its use in education at all levels. Some of them are described below:

Over the course of four weeks, Gakhar's (2007) action research study looked at the attitudes and intentions of pre-service teachers about digital storytelling. There were no notable variations between the pre- and post-survey, according to the study. The necessity of information beyond textbooks, research, software learning, experience sharing, interpersonal connections, storyboarding, and course experience were among the major themes. Positive feedback was given by pre-service teachers, who intend to use DST in the classroom.

The study by Chigona *et al.* (2012) examined the adoption of digital storytelling by pre-service teachers at a South African university. Despite its usefulness in various educational contexts, participants were hesitant to incorporate it into their teaching. The study recommends providing necessary training to enable DST integration in various classrooms.

Foley (2013) explored the use of interactive digital storytelling to teach writing in first and second

grade classrooms. Field notes, teacher journals, student writing samples, and interviews were among the data sources used in the study. The results demonstrated how digital storytelling can assist educators in implementing new literacies, aid students in comprehending meta-language, and enhance their writing skills. Additionally, it impacted students' academic writing and strengthened their identities as writers. The study offered helpful recommendations for educators using DST in elementary school settings.

Smeda, Dakich, and Sharda (2014) looked at how digital storytelling affected learning results and student engagement in a P–12 Australian school. They used workshops, interviews, and observations as part of a multi-site case study. According to the results, DST is an effective technique for fusing educational contents with learning activities and producing captivating and adventurous settings. Both student involvement and academic results can be improved with this strategy.

Catharyn, Leanna, and Annie (2017) looked at how pre-service teachers used digital storytelling in elementary school classes. According to the study, which involved a seven-week learning experience, all teachers created relevant digital story videos, recognized the educational benefits of DST, and expressed a greater desire to use it with students in the future. This underscores the potential of digital storytelling for multidisciplinary interaction.

Using postgraduates and research students from Punjab University's English and Cultural Studies Department, Tajeri (2017) examined the use of digital storytelling in teaching English as a second language in higher education. The findings demonstrated that digital storytelling fosters critical thinking, offers interesting learning opportunities, and encourages reflection while providing a range of viewpoints.

The study by Anilan, Berber, and Anilan (2018) examined the experiences of science teacher candidates using digital storytelling in third and fourth-class science lessons. The researchers used interview and descriptive analysis to gather data. The study found that the candidates found digital stories engaging, enjoyable, and effective in teaching science, and understood the importance of technology in science courses.

According to a qualitative study conducted by Bugis (2018), pre-service teachers in Saudi Arabia learned how to create lesson plans using the ADDIE paradigm and Digital Storytelling through a workshop provided by the researcher. The data collected through the workshop revealed that the pre-service teachers had limited classroom experience with DST but they were keen to integrate the technology into their classes and address common problems following the workshop.

In the multicultural state of Sikkim, Ahmed (2020) explored the use of digital storytelling in bilingual classrooms. The goal of the study was to bridge the gap between the theory and practice of digital education in these classes. Using DST, online blogs, personal experiences, and local news articles, the study gathered information from middle school pupils. The results demonstrated that by integrating contextual and local knowledge, DST improves formal education. Students are able to work both independently and cooperatively since it encourages self-learning and teamwork. Additionally, Sikkim pupils' digital stories showed potential for cultural learning.

Digital storytelling in scientific education has a beneficial influence on pre-service teachers' 21st-century abilities, according to Gursoy (2020). He gathered both quantitative and qualitative data from the pre-service teachers using a mixed methods technique. The study revealed that DST takes time and technological know-how, but it provides inspiration, enjoyment, and long-lasting learning. In order to assist teachers to build 21st-century abilities, the study suggests incorporating digital storytelling into a variety of courses and preparing students for it.

A case study on pre-service teachers' experiences utilizing the ADDIE Model to produce digital stories during the COVID-19 epidemic was carried out by Nuryadin, Lidinillah, and Muharram (2021). Participants in the study came from UPI Tasikmalaya Campus' pre-service teacher education program. They had five weeks to use the ADDIE framework to develop digital learning designs. But unfamiliarity with the model, trouble selecting the best learning design or digital platform, lesson planning complexity, technological difficulties, and low engagement were among the difficulties faced by the pre-service teachers identified by the study.

Shinas and Wen (2022) looked at how digital storytelling could be incorporated into a required teacher education course on technology and literacy. After working on DST projects, the teacher candidates produced digital narratives and considered their experiences. The findings demonstrated how their experiences creating digital stories shaped their opinions on the benefits of teaching digital composition in literacy classes and aided in the formation of their professional identities. They were ready to think about how digital storytelling may enhance learning and student engagement because of this experience.

Sujarwo (2022) examined how digital storytelling may be used in the classroom to improve students' motivation and speaking skills. The researcher created digital stories for 10th graders using the ADDIE paradigm and used them in the classroom. Through questionnaires, interviews, observations, and rubrics, the study gathered both quantitative and qualitative data. According to the results, digital storytelling is a useful teaching method that may significantly enhance students' motivation and speaking skills.

Analysis of Literature Review

From the above discussion of various literature, it can be seen that by offering local and contextual knowledge, digital storytelling is a teaching method that improves students' motivation, speaking skills, and formal education. It is appropriate for scientific classes since it encourages independent study and collaboration. DST presents a variety of viewpoints, fosters critical thinking, and gives interactive learning possibilities. Its disadvantages, however, include laborious method and a need for technological know-how. Nevertheless, DST is a constructivist method that enhances learning outcomes and student involvement. The experiences of pre-service teachers have a beneficial effect on how they view digital composition in literacy classes. Additionally, they show how DST can be used to engage students in multidisciplinary courses through suitable technical means. Nevertheless, they encounter obstacles like a lack of confidence and experience in DST integration, which causes problems with IT, administration, video editing, voiceover recording, and security settings. In addition, DST can be used as an effective teaching method as well as a means to assess student understanding and critical thinking skills. Digital

stories can captivate students' attention and make learning more enjoyable. Either the teachers use their constructed digital stories with students or ask them to create their own, DST allows students to process information at a deeper level by synthesizing and analyzing content. They practice their communication skills by writing, narrating, and visually representing their ideas. DST not only touches the cognitive aspect of the students but also the socio-emotional development of the students.

Examples of Digital Storytelling

Let's discuss the steps and elements of digital storytelling through an example.

Suppose, we want to inform or convince young children to eat green leafy vegetables and fruits daily and inform them about the side effects of fast food on their body. For this purpose, we can think about a story which informs the children about healthy food.

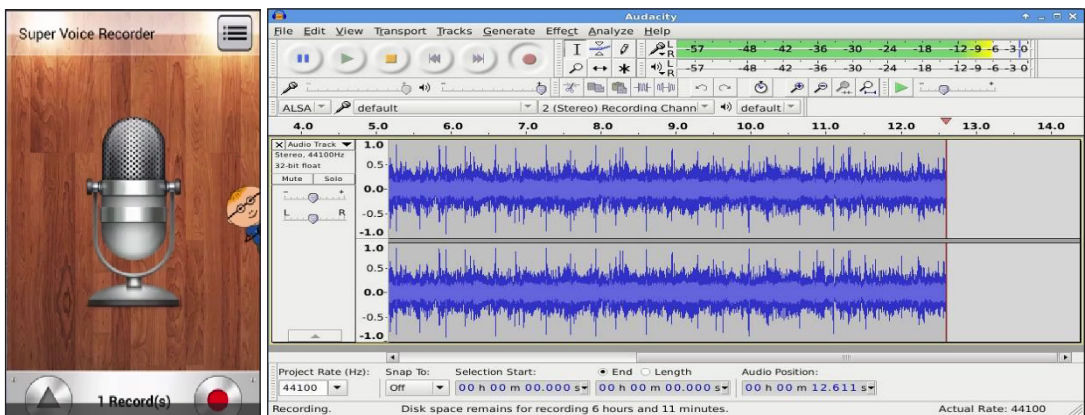
Let's discuss an example with one-by-one steps of digital storytelling.

1. **Start with an Idea:** Children should eat green vegetables and fruits daily.
2. **Research/Explore/Learn:** We have explored available resources and information related to it on the internet and thought about writing a story on the topic 'Healthy Food'. We can decide to create a story for the young children of the age group 3 years to 10 years old around and third type of digital story, i.e., story that informs or instructs or we can say content area story, can be used.
3. **Write Script:** Here you should write the complete story with exact dialogues. But I am giving an example in the form of brief summary of the story:

Two siblings, Himanshu and Himani, were spoiled by their preference for pizza and burgers. Their mother encouraged them to eat green vegetables and fruits daily, as they were believed to improve vision. Himani agreed to eat these fruits daily, while Himanshu remained a pizza and burger eater. One day, Himanshu's teacher asked him a question, but he couldn't answer it. His mother reprimanded him for not knowing the answer, and he promised to eat green vegetables and fruits daily. His father suggested that if he ate green vegetables and fruits, it might restore his vision. Himanshu agreed, and his father provided him with glasses for vision. This led Himani to have good vision, while Himanshu had to wear glasses for not eating green vegetables and fruits. Thus, it is essential to consume green vegetables and fruits daily.

4. **Storyboard/Plan:** Here is some glimpses of sample storyboard made in MS word:
5. **Gather and Create Images, Audio and Video:** The images shown in the storyboard above were downloaded from the copyright-free OER websites like Pixabay, Freepik, Unsplash, Flickr, etc. Similarly, we can download audio music for background from copyright-free websites like Jamendo. Also, record your story narrative in your voice using any voice recorder applications or software like Super Voice Recorder, Audacity, etc. You can merge the music with your narration using the Audacity software.

S.No.	Picture	Text to Narrate
1.		Once, there were two siblings, 8-year-old Himanshu and 7-year-old <u>Himani</u> , who lived with their parents.
2.		Both children loved eating burger and pizza. <u>So</u> they used to eat this food daily. Their mother used to ask them to eat green vegetables and fruits but they always denied and said that they like pizza and burgers. They never obeyed their mother.
3.		One day, their mother took them aside and lovingly persuaded them. She said, "if you don't have fruits and vegetables, your vision will be impaired. And at this young age, you have to wear glasses all the time. Our vision is only good when we eat green vegetables and fruits". After hearing her mother's loving words, <u>Himani</u> understood the importance of green vegetables
5.		One day Himanshu's teacher asked him to answer the question on the blackboard.
6.		But when Himanshu saw the board, it was appearing blurred. He rolled his eyes and tried to look again. But still, everything was blurred. Not getting Himanshu's answer, the teacher got angry, scolded him and called his parents to school.
7.		Himanshu's parents visited the school. The teacher told his parents, "I asked Himanshu a very simple monastery question. But Himanshu doesn't even know how much $2 + 2$ is".
8.		His mother asked Himanshu, "Is it Himanshu? You do not know the answer to such a simple question? Looks like you're not paying attention to your studies". Himanshu cried and replied, "No mom, I know the answer, $2 + 2$ is 4". Then his mother asked him the reason for not giving the answer in the classroom and



6. Put it all Together: Now create the digital story video by uploading all images, music, audio narration and required transition effects in the software such as WeVideo. Some glimpses are below:





7. **Share:** Such kinds of digital stories can be uploaded on your personal YouTube channel or school's official channel or any other social media platform where children can watch such videos whenever they want and learn good habits.
8. **Reflection and Feedback:** In this example, children can give their opinion on such stories and a healthy discussion can be generated for group learning.

Along with that, seven elements of a digital story should also be kept in mind when creating your own digital story. In this example:

1. **Point of View:** The author's point of view is reflected when he/she believes that eating fast food can have a negative impact on our health.
2. **Dramatic Question:** The dramatic question raised here is what will happen if Himanshu continues to eat fast food and doesn't change his eating habits. It is resolved at the conclusion that his vision got impacted adversely which needed to be treated.
3. **Emotional Content:** An emotional content is created which is directly related to the daily routine of the children.
4. **Gift of Your Voice:** A gift of the author's voice is used as the narrative was recorded in the voice of the author.
5. **Power of the Soundtrack:** The background music or soundtrack is optional which may be used to enhance the digital story. The author didn't require any background music for the digital story.
6. **Economy:** This story has a balanced economy by using just enough information.
7. **Pacing:** An average pacing was used in the story with balanced tempo.

Similarly, DST can be used in different subjects for different topics to teach. Some examples are as follows:

1. Subject: Social Science

Class: 6th grade

Topic: Different economic sectors

Brief Story:

Once upon a time, in the village of Sundarpur, there lived a boy named Ravi. His father, uncle Ramesh, was a farmer who grew potatoes on their land. One morning, Ravi went with his father to the fields. Papa, why do we grow potatoes, Ravi asked. His father smiled and said, this is the first step of economic activity. We grow food, this is called the primary sector, because we take things directly from nature. A few days later, a truck came and took the potatoes to a chips' factory in the nearby town. Ravi visited the factory with his uncle. In the factory, workers cleaned, cut, fried and packed the potatoes. Wow,

Ravi said. His uncle said, this is the secondary sector, where goods are made in the factories using raw materials. Later, they went to the market, where Ravi saw a shopkeeper selling those potatoes. Ravi asked, this is the tertiary sector; said his uncle. Ravi smiled. Now I understand, one small potato travels through all three sectors before it reaches us as chips.

Learning objectives: The students will be able to understand the concept of economic activities around us and differentiate between three main economic sectors, primary, secondary and tertiary, given in their textbook.

How to use: The digital story video made on this storyline can be used for introducing the concept of three economic sectors. It can also be used in the classroom after brainstorming about the various economic activities around the daily life of the students and then showing this video for introducing the sectors, and then discussion on more examples with the students for these sectors. In addition, this video can also be used for the recapitulation of the topic at the end for concluding the class. This video can also be used for recalling the three names of economic sectors for formative assessment of the students.

2. Subject: Science

Class: 7th grade

Topic: Components of Blood

Brief Story:

Once upon a time, in a magical place called Bodyland, there were millions of tiny houses called cells. These cells worked day and night to keep Bodyland alive and happy. But just like us, these houses needed food and air every single day. The kitchen, our stomach, made yummy food. The air station, our lungs, brought fresh oxygen. But there was a problem. The cells lived far away. How could they get their supplies? That's when the super delivery team came to the rescue. Heart, the boss of the transport system, pumping day and night without a break. Blood, the speedy delivery man, carrying food, oxygen, and water everywhere. Blood vessels, the long roads and pathways reaching every single house. The heart pumped the blood and blood vessels guided them to every home. Thanks to heart, blood, and blood vessels, every single cell got what it needed, every day, without fail. The cells stayed happy, healthy, and full of energy. Now tell me, who were the three heroes? What did each do?

Competencies/Learning objectives: The students will be able to understand the components of blood and the transportation of blood in our body given in the chapter of transportation in plants and animals in their textbook.

How to use: The digital story video made on this storyline can be used for introducing the concept of blood transportation. It can also be used in the classroom after brainstorming about the transportation concept and our body and then showing this video for introducing the blood transportation in our body. In addition, this video can also be used for the recapitulation of the topic at the end for concluding the class or for formative assessment of the students.

3. Subject: Mathematics

Class: 7th and 8th grades

Topic: Trading (Profit)

Brief Story:

Vicky was a shrewd businessman always on the lookout for ways to maximize his profits. He recently embarked on a simple venture, buying materials at low cost and selling them at a higher price. It all began on a crisp morning when Vicky decided to purchase 5 kilograms of newspapers and 10 kilograms of plastic household items. The newspapers were acquired at a modest rate of 6 per kilogram and the plastics at 15 per kilogram. In total, he spent 180 on these items. After securing the goods, Vicky's entrepreneurial spirit led him to devise a strategy for selling them. He knew that the key to making a profit lay in finding the right buyers. Fortunately, his hard work paid off quickly. Word spread of his available wares and buyers began to show interest. Vicky managed to sell the entire batch of 5 kilograms of newspapers at 8 per kilogram. The newspapers then generated 40 in revenue. Meanwhile, the 10 kilograms of plastics sold at a healthy 18 per kilogram, bringing in 180. Once all his sales were concluded, Vicky sat down to earnings. The newspapers and plastics together earned him 220. With initial spending of 180, Vicky calculated his total profit. Subtracting the cost from the revenue, he discovered he made a neat profit of 40. Content with his venture, Vicky smiled at his notebook. This simple transaction taught him invaluable lessons in buying, selling, and profit making. In this small story of trade, he realized that understanding market prices and striking deals smartly was the foundation of successful trading. Vicky's venture wasn't just about money. It was a testament to his ability to read the market and adapt his strategies accordingly. It was a small step, but each venture was a building block in his ever-growing ambition to scale greater heights in a business world. And with a profit of 40, his first exploratory trade was a success. He looked forward to future opportunities, equipped with new knowledge and eager to continue exploring the world of commerce.

Competencies/Learning objectives: The students will be able to understand the concepts of buying and selling goods, profit and loss and the trading strategies required in the market as given in their textbooks.

How to use: The digital story video made on this storyline can be used for introducing the concept of trading in real life market sectors. It can also be used in the classroom after brainstorming about the buying and selling exchange activities from the daily life of the students and then showing this video for introducing the trade, and then discussion on more examples with the students for profit and loss topics. In addition, this video can also be used for the recapitulation of the topic at the end for concluding the class.

4. Subject: English

Class: 7th and 8th grade

Topic: Reported speech

Brief Story:

It was a busy morning in class 8. Students were chatting happily before the English lesson began. Let's see what happens in this classroom when their teacher Miss Nisha enters the classroom. Good morning everyone. What are you all doing this morning? I am reading the new story book ma'am. I enjoy watching movies ma'am. All kids will follow me here. Oh that's wonderful Ravi. Stories are so exciting. That's great Neena. Movies are fun to watch. Football everyday. Impressive Aarav. I will see you in the next class. Bye. Miss Nisha smiled happily to hear what her students enjoyed doing. Later that same day Miss Nisha walked down the corridor and met a buddy. Hi Miss Nisha. How was your class today? It was lovely. Ravi said he was reading the new story book. Neena said she enjoyed watching movies. And Aarav said he played football everyday. Isn't that so nice? Wow! Sounds like a fun class. I wish I could see them too. Did you notice something? Something that changed. Words like I became he or she. Verbs changed too. She enjoyed. Enjoy changed to enjoyed. Why do you think that happened? Do you always feel the same way when telling someone what another person has said? Just like when Miss Nisha said the exact same words but in her own way. Words sometimes travel back in time. Let's find out why in today's class. So, let's get started.

Competencies/Learning objectives: The students will be able to understand the reported speech. They will be able to convert the direct speeches into indirect speeches using different examples from different contexts.

How to use: The digital story video made on this storyline can be used for introducing the concept of direct and indirect speech and apply it in our real life scenarios. It can also be used in the classroom before starting the topic for brainstorming it and then discussion on more examples can be done with the students to elaborate the concept. For assessment purposes, the students can be given a task to write a real life scenario as shown in the video using different examples to check their understanding of reported speech.

5. Subject: Social Science

Class: 6th grade

Topic: Economic and non-economic activities

Brief Story:

Good morning class, today I am going to tell you a story, a simple garden story that turned into a big learning movement. It was a bright afternoon and two friends Anu and Kabir were in the park, swinging back and forth, enjoying the breeze. They were in the middle of deciding who could swing higher when

Kabir suddenly pointed. Look Anu, that's Geeta aunty, coming from work. And what happened next? Well, that's where our story begins. And by the end of this video, you'll understand a very interesting concept and one that is all around us. So, let's get started. Hey Kabir, wasn't she Geeta aunty? She looks like she's about to fly a plane. That's because she actually does. She's a pilot in the Indian Air Force. The whole town is proud of her. Her uniform looks like the one I saw at your house yesterday, but the colors are different. Oh, that's my grandpa's. He was in the border security force. Now he's tired, but don't think he's just sitting in a rock chair. In the morning, he's teaching free geography to the neighborhood kids. In the afternoon, he's in our vegetable garden talking to tomatoes. And my parents? My parents run a uniform shop. Appa is the early bird, but joins him after sending us to school. She comes home before we return. And Amma, she still has the energy to teach knitting to the women group. And my brother Rohan, software engineer. He builds apps for work, then teaches computer skills for free on weekends. He basically lives on coffee. So some of these jobs are for money and some are not. Exactly. When you get money for work, like flying a plane, selling clothes or making apps, that's an economic activity. And when you do it for love, care, or community, like teaching for free, helping at home, or growing veggies, that's a non-economic activity. So economic activity is for the wallet and non-economic activity is for the heart. Perfect. And guess what? A good society needs both. This is my non-economic activity for the day. Giving you a free lesson in losing. Fine. But tomorrow, I'm charging for swing lessons. In today's story, we learned about economic activities, work that earns money, and non-economic activities, work done out of love, care, and responsibility. A good life isn't about choosing one over another. It's about knowing when to work for the wallet and when to work for the heart. So students, can you give an example of an economic activity and a non-economic activity? Please give your answer to your teacher.

Competencies/Learning objectives: The students will be able to understand the concept of economic activities and non-economic activities around us and differentiate between the two.

How to use: The digital story video made on this storyline can be used for introducing the concept of economic and non-economic activities and apply it in our real life scenarios. It can be used in the classroom after brainstorming the examples of different activities going on in our daily life, then showing the video to introduce the concept, and then discussion on more examples can be done with the students to differentiate between both types of activities. Also, this video can be used for the recapitulation of the concept at the end of the classroom.

Other than these subject topics, DST can also be used for project work or other activities which would help the students to develop their skills other than academics like creativity, critical thinking, problem solving, communication, cooperation, technical skills, etc. Such examples are as follows:

1. Creating a digital story to share the experience of a trip or field visit
2. A video tour of the school to upload on school online account
3. Sharing the experience of a festival celebration
4. Describing an event or news like an anchor or news channel reporter

5. Your autobiography
6. Introduce yourself through a video
7. Journey of your learning or completing a project given
8. Sharing your learning on a particular concept like a recapitulation
9. Building a video resume
10. What will you do after 5 or 10 years from now
11. Your dream that you want to fulfill
12. Your quest to search
13. Any imaginary story

Educational Implications of Digital Storytelling

Digital stories can be easily used in the classroom to educate students regarding the importance of green vegetables and fruits for our body and good health. This story can be used either by integrating it with a lesson of their textbook on the theme 'Healthy Food' or by using it as a filler activity when the students get free time so that they can be engaged in the classroom. Other than classroom situations, this digital story can be used by parents also to convince their children to eat green vegetables and fruits daily by showing it on their mobile phone or television.

Apart from the above examples, it can also be used to prepare teachers in different teacher education programmes. It can also be used as a method to teach students different areas like Social Science, Science, English, Mathematics and other related areas of study. Using DST makes the process of teaching-learning more interesting and permanent. It makes a permanent impact on the children who learn through DST. It also equally helps the teachers to make their teaching innovative, meaningful, and learner-centric.

Some Do's and Don'ts Regarding Digital Storytelling

DO's

1. Create an original narrative arc with a beginning, middle, and end.
2. Customize your content according to your audience's interests and degree of digital proficiency.
3. Use varied sounds, images, and other media to bolster and improve your storyline.
4. Make a storyboard outlining the important scenes, actions, and multimedia components you wish to include before using the software. This can assist you in visualizing the narrative's flow and guarantee that every component makes a significant contribution.

5. To create emotionally engaging and memorable content, use personal narratives and genuine feelings.
6. For short-form videos in particular, break up the story content into manageable bits and get right to the point.
7. To gain the audience's trust, share real experiences rather than merely polished or idealistic moments.
8. In the story script, use clear and easy-to-understand conversational language.
9. Your digital story's conclusion needs to make an impression. Make sure the conclusion strikes a chord with the audience, whether it's a call to action, an insightful query, or a striking image.
10. After sharing your digital story on the internet platform, respond to the audience's messages and comments to promote a feeling of community.

DON'Ts

1. Keep the story from being overshadowed by technology. Instead of taking over your story, let digital tools enhance it.
2. When writing the story script, steer clear of jargon, excessively formal language, and lengthy, repetitive passages.
3. Don't become too engrossed in the digital tools that you lose sight of how crucial a strong storyline is. Make adequate use of digital media in the narrative. Too much multimedia content can dilute your message.
4. Avoid using crude or offensive stuff in your digital story.
5. Avoid creating lengthy videos. Videos that are two to ten minutes long are sufficient for educational purposes.
6. Don't presume that every audience is the same. The needs and degrees of digital literacy vary among different demographics.
7. Don't be scared to have flaws. Sometimes a story that is more sympathetic and less polished strikes a deeper chord than one that is extremely flawless.

CONCLUSION

Today's teachers must be able to communicate effectively, work cooperatively and adaptably in teams, be literate in information-media and technology, think critically and creatively, solve problems, produce anything, develop their social and cultural skills, learn, and possess 21st century skills because of the effective integration of technology into the educational process. Students' learning spaces should be

designed with a wealth of technology tools and software to encourage collaboration and interaction (Anilan, Berber & Anilan, 2018). The use of digital storytelling is the best option for this purpose. Students today are surrounded by digital tools and texts in a technologically advanced culture. Because they utilize smartphones, laptops, and tablets for play, communication, and exploration, young kids want opportunities to use technology both inside and outside of the classroom. In order to engage their students and promote learning, teachers must be ready to employ technology in the classroom. As a result, the current study encourages educators to incorporate digital storytelling into their lessons and students to develop their ability to produce digital stories for their own learning.

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