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PILOTING TRAINING REPORT

Virtual Campus Lda.

Portugal

*DIGITAL STORIES: Reducing Early School
Leaving by Increasing Academic Achievement
with Digital Applications in Storytelling
Techniques*

2022-1-TR01-KA220-SCH-000087898



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Introduction

The following report presents the results of the implementation of the pilot testing of the "Digital Storytelling Techniques" training programme in Portugal. The testing was organised by Virtual Campus, together with professors Adelina Moura, Ana Margarida Dias, and Cristina Gonçalves, who previously participated in the teacher training in Slovenia. The first piloting session was organised in their secondary school, *Escola Carlos Amarante*, with the additional collaboration of a teacher training centre, *Centro de Formação de Sá de Miranda*, who helped us in the dissemination of the training, contributed to the reach of a high number of participants coming from different schools of the region and was responsible for collecting the educators' enrolments (available [here](#)). The second piloting session was organised online on the 23rd of July of 2024, after a month of autonomous testing by the teachers, also with the collaboration of the teachers mentioned before and counting with the majority of those present in the first session.

This happened due to the availability and preferences of both the school and the teachers, and also due to the critical period, schools are now under - with final exams and evaluations - which didn't allow us to organise more than one day of face-to-face training. Therefore, we had to opt for a hybrid solution, which will be further explained in section 2, **Piloting Description**.

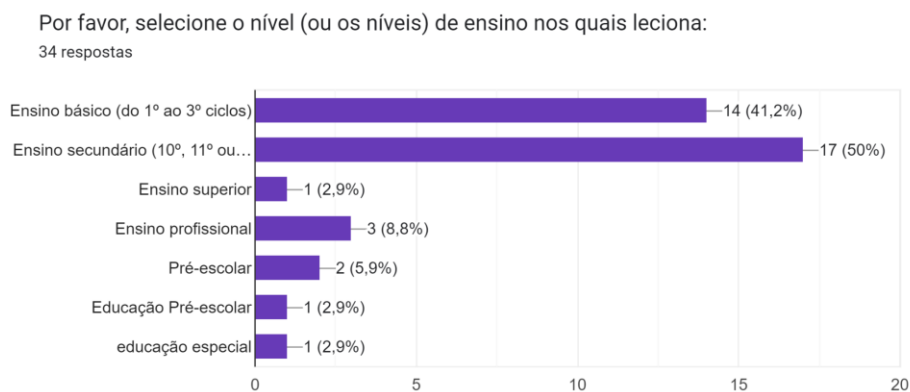


Target Group Description

The target group of the piloting consisted mainly of basic and secondary teachers, educators and trainers from different schools and teaching at different educational levels. However, we also counted with the participation of vocational centres' trainers, special education, university, and preschool teachers, which offered us a wide and very interesting diversity.



Nonetheless, as it can be seen below, the great majority of educators were teaching at the secondary level (ages 15 to 17/18) and basic level (divided into three cycles, encompassing students from 6 to 14 years old)



The participants of the second session, the one which occurred online, registered through a Google Forms so we could see the ones who were new to the project but wanted to join because they had heard it from their colleagues. They were also mainly basic and secondary



levels of educations, and came from all over the country, as it can be seen in the image below, which shows some of the variety of school groups represented:

Escola ou Agrupamento onde leciona. 76 responses	Externato das Escravas do Sagrado Coração de Jesus
Agrupamento de Escolas Carlos Amarante	AE D. Maria II
André Soares	AE Alcades de Faria
Agrupamento de Escolas Alberto Sampaio	AESEIA
Agrupamento de Escolas Vieira de Araújo	Agrupamento de escolas de Canelas
Agrupamento de Escolas Vale D'Este, Viatodos, Barcelos	Agrupamento Vale Tamel
Agrupamento de Escolas Trigoal de Santa Maria	AE Rosa Ramalho
Agrupamento de escolas Virgínia Moura	Agrupamento de escolas de Couto Mineiro do Pejão
Agrupamento de Escolas de São Pedro da Cova	de Carcavelos
Agrupamento Alberto Sampaio	AE D. António Taipa
AECA (Escola Secundária Carlos Amarante)	Carlos Amarante
Agrupamento de escolas de Ansião	Agrupamento de Escolas de Real
Agrupamento de escolas José Estêvão	Agrupamento 4 de outubro
Agrupamento de Escolas Camilo Castelo Branco - Vila Nova de Famalicão	Agrupamento de escolas Albufeira Poente
Camilo castelo Branco	Agrupamento de Escolas Alberto Sampaio
	Agrupamento de escolas D. Maria II-Braga
	AEPA
	Escola Portuguesa de Macau

Piloting Description

As aforementioned, the pilot testing period in Portugal was organised contemplating a hybrid solution, which consisted of:

- The first pilot training session, of approximately 3 hours, occurring on the 21st of June of 2024, at Escola Secundária Carlos Amarante (Carlos Amarante Secondary School), counted with 34 teachers, largely surpassing the minimum required number of 10;
- A period of asynchronous pilot testing, lasting for 4 weeks (from 21st June to the week of 20th July), where it was decided that teachers would autonomously assess the modules for approximately 8 hours/week. During this period, teachers were in close



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contact with the team at Virtual Campus and, at the end of each one of the week, they compromised in sending us their feedback, doubts and suggestions;

- A final pilot training session, taking place online, synchronously, occurred on the 23rd of July 2024, as a conclusion of the training. The aim of this session was to receive feedback from the autonomous testing that teachers had been conducting during the last month, going through all modules again, explaining what might still need further detailing, and hearing all participants' feedback and concluding thoughts. It should be noted that not all participants from the first two phases of the testing could be present, but the session was recorded for them. Additionally, we had new teachers participating, even though they haven't been present since the beginning, which indicates a good expansion and wider impact of the project. These teachers also compromised to register on the platform, and it was decided that a new training (40hours) will be held for them in September/October (even if it falls out of the testing period), given their enthusiasm. In this online session, we had 34 teachers (see Annex 6 for the Zoom participants list), even though not all of them have stayed until the end. Finalising the session, the teachers that had accompanied all the testing process, answered the post-training questionnaire (Annex 7) (the ones who weren't in this session received the link to do it) and received the certificates prepared by the consortium.

That said, this report will focus on these two sessions, the face-to-face and the online one, while considering, whenever possible, the feedback that participants gave us from their autonomous testing and application at their schools.



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The **first session** of the "Digital Storytelling Techniques" training programme followed the following agenda:

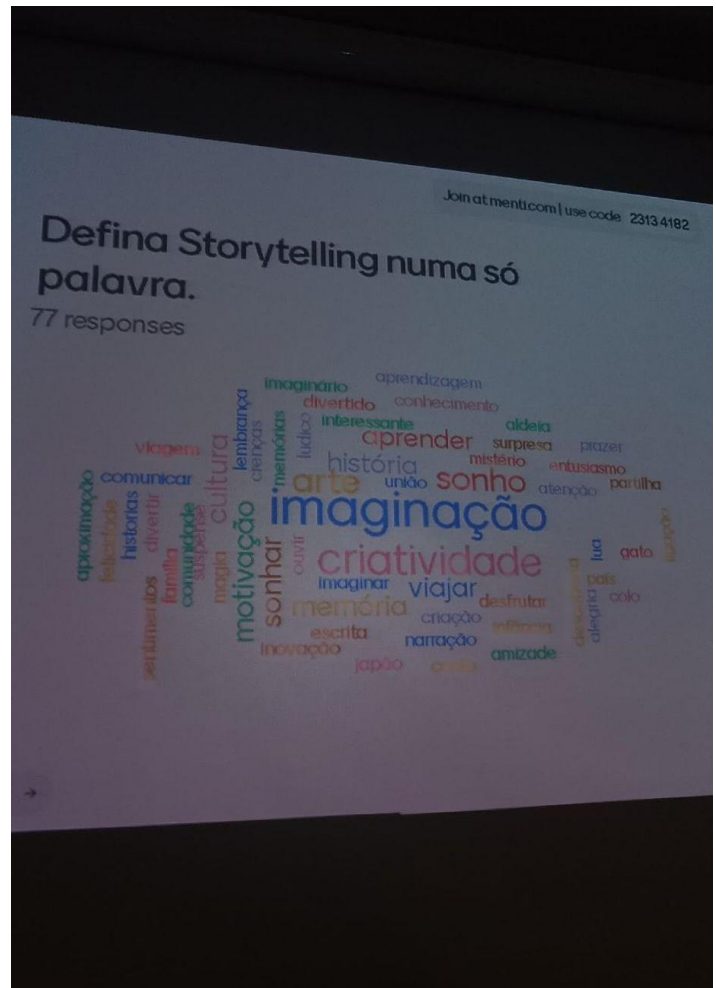
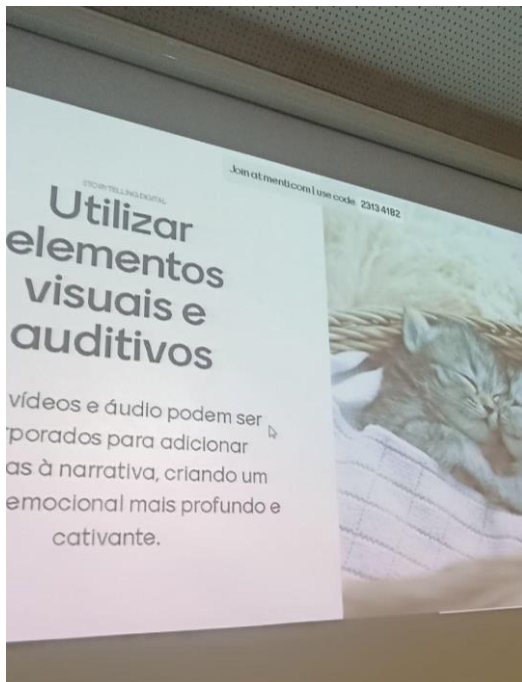
Storytelling na sala de aula (<i>Storytelling in the Classroom</i>) 21/06/2024 Auditório da Escola Secundária Carlos Amarante	
16h30 - 16h45	Welcoming of participants, clarifications about the training, and filling of the pre-piloting questionnaire
16h45 - 17h15	Presentation about early school leaving, negative feelings among students, and the power of storytelling and digital tools to improve school environment and performance
17h15 - 17h30	Presentation of the Digital Stories project, its objectives and educational programme
17h30 - 19h00	Presentation of modules 1, 2, 3, 4, 5, 6, 7, 8 and 10
19h00-19h30	Presentation and more detailed application of Module 9
19h30 - 19h45	Closing, clarification of doubts, and presentation of the next steps

As it can be seen, the session started with the filling of the pre-piloting questionnaire (Annex 1), followed by a presentation on the most relevant topics for the Digital Stories project - early school leaving, negative feelings among students, and, in particular, the meaning, importance and potential of digital storytelling as an educational tool. This presentation included interactive elements prepared using Mentimeter, which invited the active engagement of the participants.





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Then, we proceeded with a presentation of the Digital Stories project, its objectives and training programme (as it can be seen in the presentation used - Annex 4).

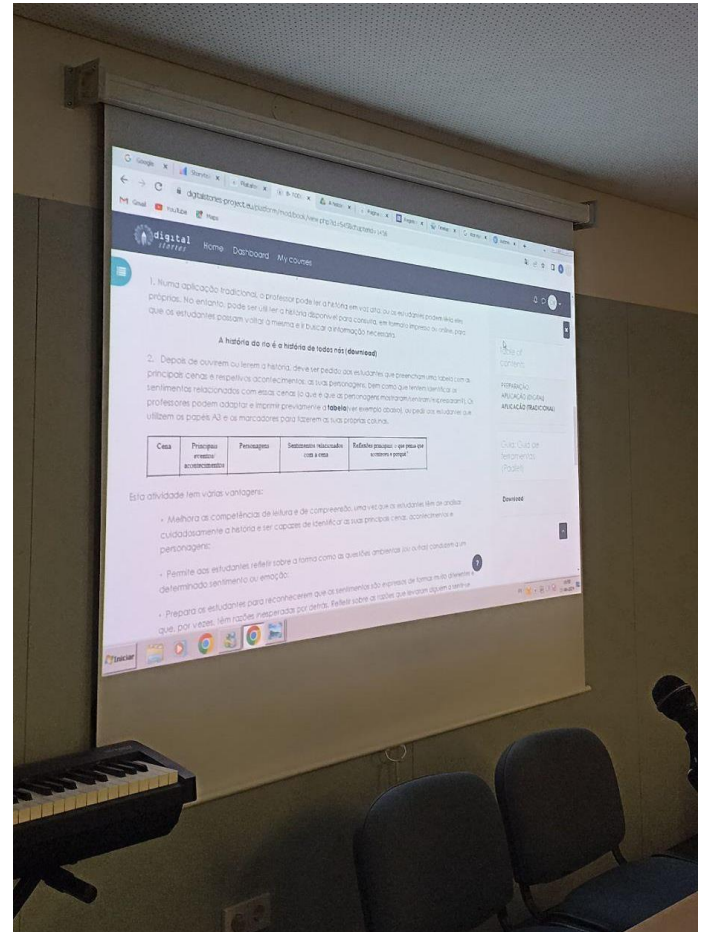
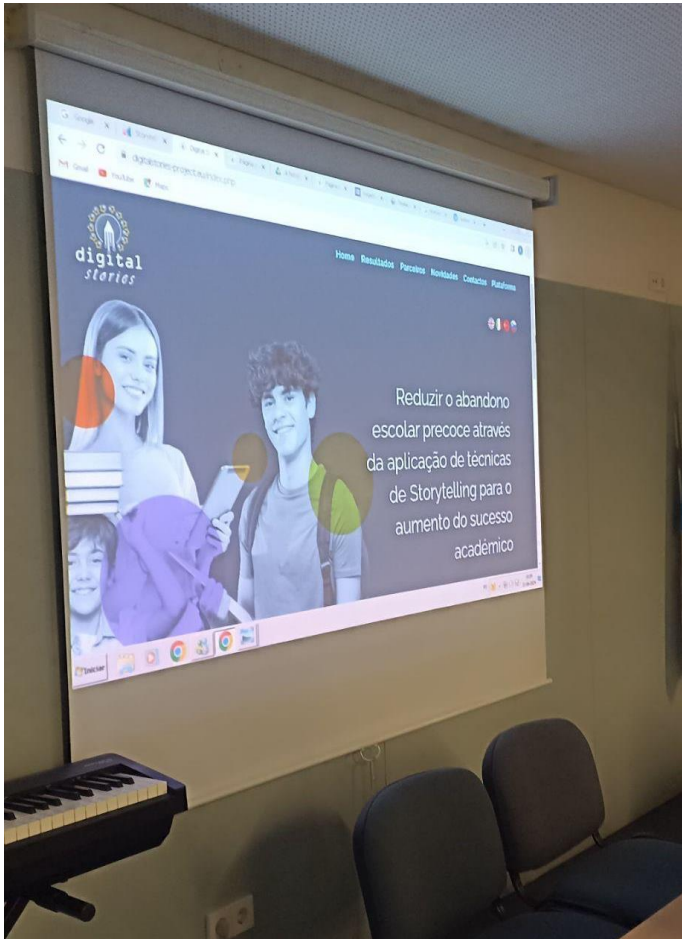
Then, we accessed the platform - the teachers who hadn't registered yet joined other colleagues or followed our presentation - and presented all modules except 9, always going through part A of each module more thoroughly, so they had a better idea of what was



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expecting them, and showing all the activities, tools and additional materials provided in each module. Also, taking into consideration the participants' preferences, they were left with some spare time for autonomous exploration. Even though the exploration and presentation were made through the platform, the teachers were informed that the focus was to evaluate the modules and not the digital environment, as this will only be assessed later.



Afterwards, Module 9, “Green Skills” was implemented in detail in the classroom. This was decided due to the preference of the teachers who participated in the Slovenia training in applying just one module in detail and exploring and implementing the others in the following weeks of asynchronous testing. Module 9 was chosen since it was prepared by Virtual Campus, so we could go more in-depth, and also because of the interest that the theme sparked when they first heard of it. Following each one of the 5E Model stages through the presentation (*Annex 4*), we implemented the module together, going through all activities and digital tools. The only one that remained to be finished was the creation of the story, which participants finished in the last session of the training. After clarifying some doubts, the session was



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concluded. It should be noted that teachers were not asked to fill out the post-piloting questionnaire at this point, as it was handled only after the last piloting session.

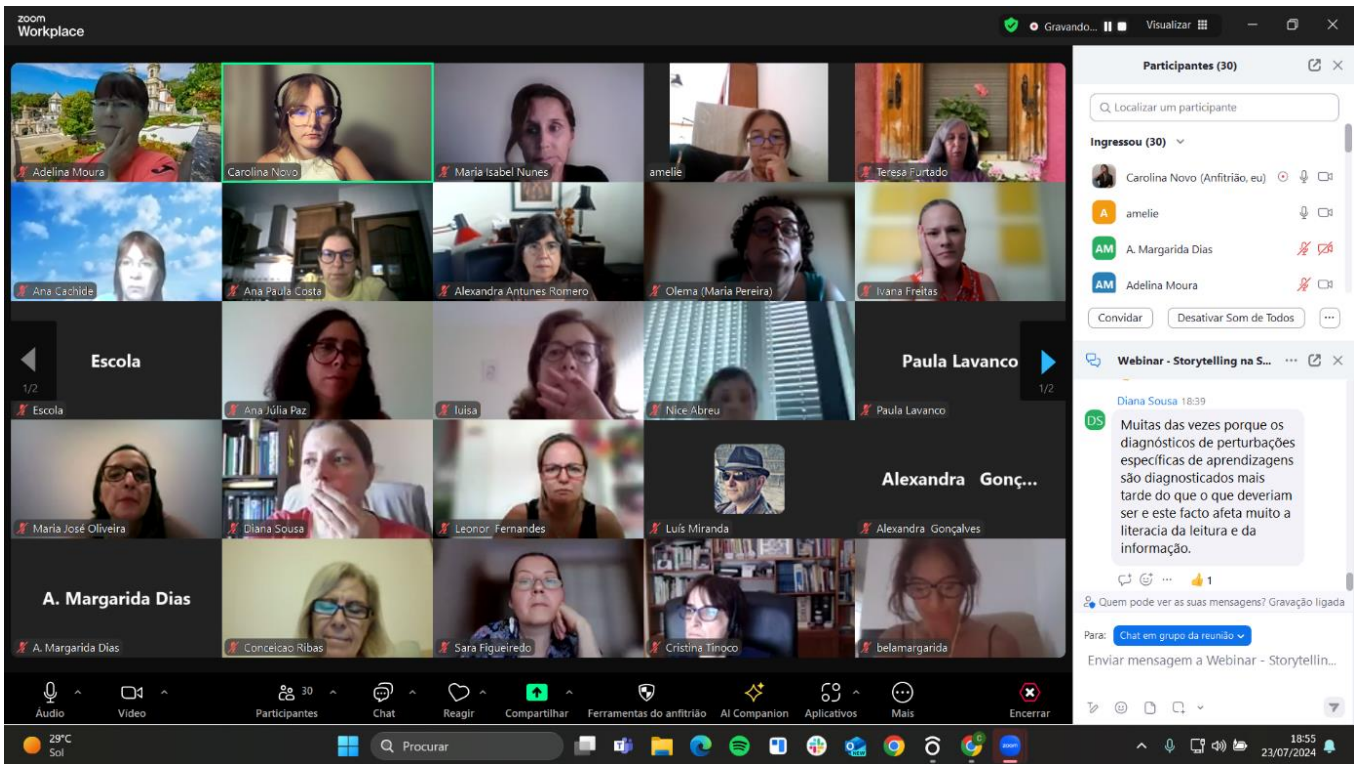
The **second session** of the "Digital Storytelling Techniques" programme followed a similar agenda, but since this online training counted with a lot of participants who were already very familiar to the project and were already testing and implementing the course, and with others who were attending for the first time, we tried to combine an expository with a practical approach:

Storytelling na sala de aula (<i>Storytelling in the Classroom</i>) 24/07/2024 Online (Zoom)	
18h00-18h20	Welcoming of participants, clarifications about the training and sharing of experiences from those who had been exploring the training autonomously
18h20 - 18h45	Learning difficulties in Portugal and how Storytelling can help
18h45 - 19h00	Presentation of the Digital Stories project, its objectives and educational programme
19h00 - 19h30	Practical Storytelling Workshop
19h30 - 20h	Presentation of the stories created clarification of doubts and closing

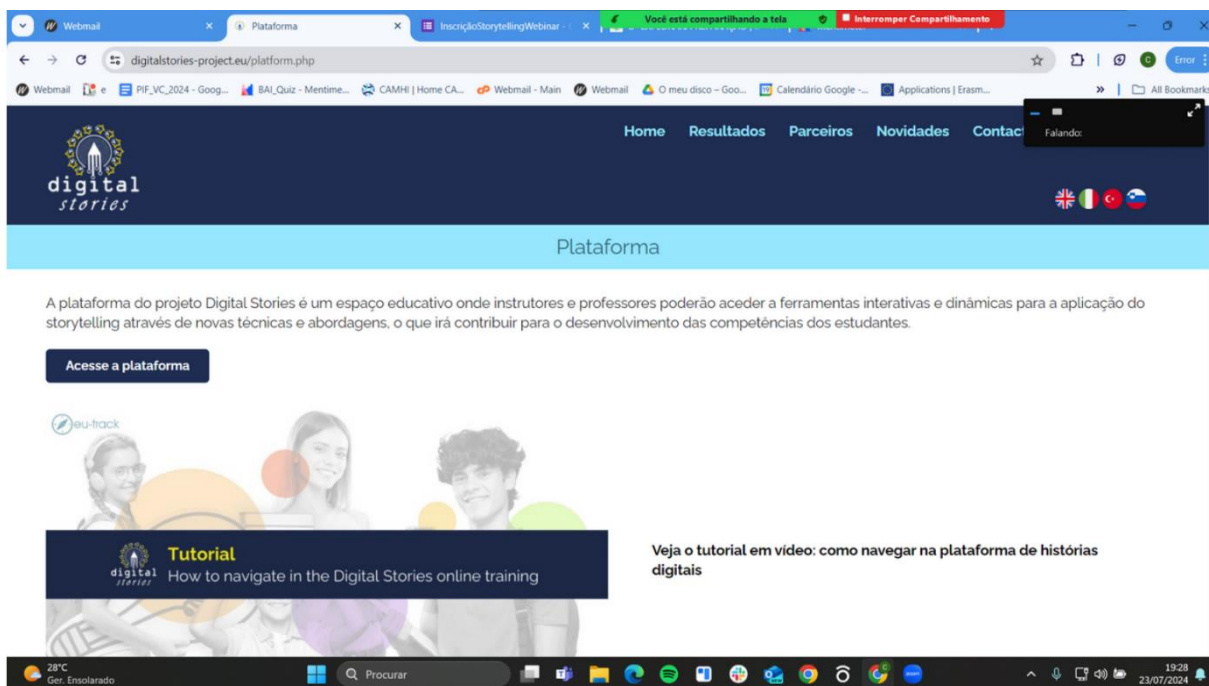
We began the session by warmly welcoming all participants. This was followed by a brief introduction and an overview of the training session, ensuring everyone was clear on the agenda. We then invited participants who had been independently exploring the training materials to share their experiences and insights. Then, we thought it would be interesting to go a bit further into the necessities of Portuguese students and how storytelling could help. To that purpose, we had previously prepared a Mentimeter (see Anex 7), with several questions and pieces of information about the major difficulties faced by learners in Portugal, some information about the benefits of using digital storytelling and its potential as a teaching tool.



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Following this, we introduced the Digital Stories project, outlining its objectives and educational programme. This provided a comprehensive understanding of the project's scope and its relevance to our training.

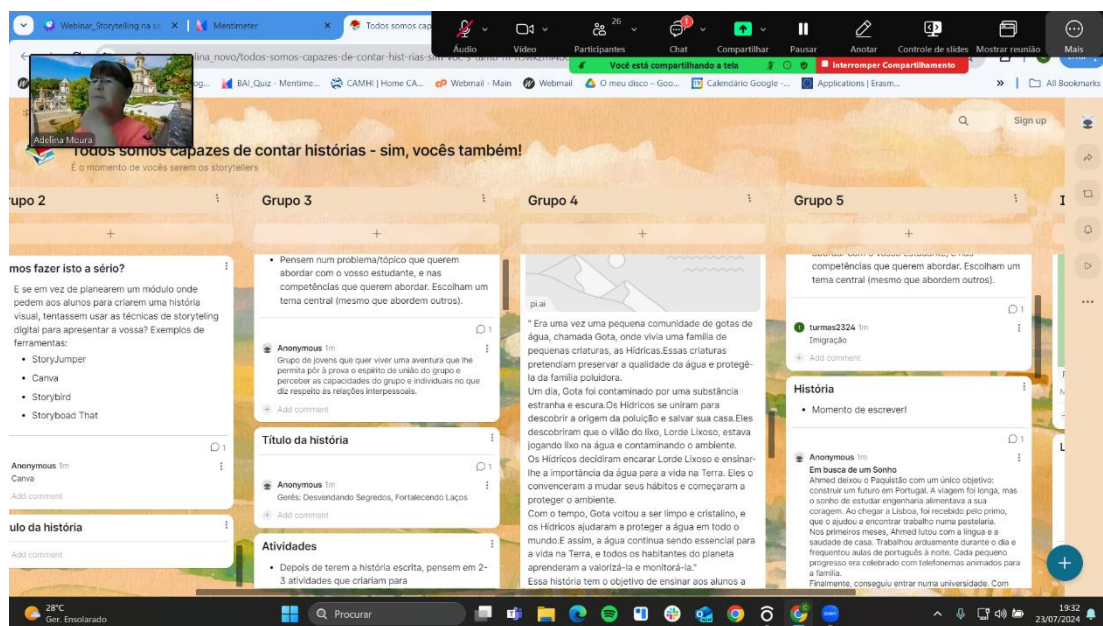




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Then, a practical workshop followed. Teachers were divided into five groups (in separate Zoom rooms), and they were asked to follow the modules' ideas and what they have been learning to start thinking about a lesson plan similar to the Digital Stories' modules. They were all directed to Padlet (see Annex 7) where they had pre-prepared boards so they could choose the topic they wanted to approach with their students and the title of the story. They were asked to write stories and encouraged to use digital storytelling tools (e.g. StoryJumper, Canva, etc.) if they wanted. They were also asked to design the lesson's correspondent activities. Even though the time was not long enough for them to advance a lot, the idea was to get them started, show them how to do it and give them the incentive to continue later and apply the lesson in their classrooms (after improving it according to Digital Stories' template). All teachers were very enthusiastic with this part.



We concluded the session by summarizing the key takeaways and addressing any final questions. Participants were thanked for their active involvement and contributions throughout the session.



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Promotional Activities

In order to promote the pilot testing session, we engaged in several dissemination activities, conducting both email and social media campaigns, with several publications until the day of the event. In addition, the teachers who participated in the Slovenia training, were also very active in the dissemination of the piloting, as well as the training centre. From our side, these were the main promotion actions conducted:

- The creation of a poster to be sent by email and shared on social media, by us and our collaborators:

Storytelling na sala de aula

Formação de Curta Duração

Educadores de Infância e Professores dos Ensinos Básico e Secundário

21 JUNHO 2024 | **16h30 - 19h30** | **Escola Secundária Carlos Amarante (Braga)**

com **Adelina Moura e Cristina Gonçalves (AECA)**
e **Carolina Novo (Virtual Campus, Porto)**

Nesta formação, no âmbito do projeto **Digital Stories**, serão apresentadas aos professores técnicas de storytelling que podem aplicar em sala de aula, de forma a fomentar o desenvolvimento de competências cruciais dos alunos, como interpretação, expressão oral e escrita, comunicação, inteligência emocional, entre outras. A formação, também integrada numa plataforma online, irá fornecer conhecimentos teórico-práticos sobre competências de storytelling, integração de meios digitais na educação, o uso da criatividade para fins de aprendizagem, entre outras.

Com o apoio de:

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LER+ PLANO NACIONAL DE LEITURA

Grupo de Escolas CARLOS AMARANTE

virtualcampus

digital stories

Image 1: Poster for the first piloting session



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STORYTELLING NA SALA DE AULA WEBINAR



digital
stories



Neste webinar, falaremos sobre storytelling, exploraremos os recursos do projeto *Digital Stories* e veremos como os aplicar na sala de aula, de forma a fomentar o desenvolvimento de competências cruciais dos estudantes e a melhorar o seu desenvolvimento pessoal e escolar.

com:

Adelina Moura, Ana Margarida Dias e Cristina Gonçalves (AECA)
Carolina Novo (Virtual Campus, Porto)

23 de Julho, 2024

18h00 - 19h30, via Zoom

- * Introdução ao Storytelling
- * Apresentação do projeto *Digital Stories*
- * Atividade prática/workshop
- * Discussão e reflexão finais

INSCREVA-SE ATRAVÉS DO [LINK](#)
(TAMBÉM NA DESCRIÇÃO) OU DO
QR CODE ABAIXO



Cofinanciado pela
União Europeia



Image 2: Poster for the second piloting session



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- The delivery of several email campaigns, contemplating different target groups and interested parties belonging to our educators and schools' network:

- 7 June 2024: Email campaign sent to 30 teachers and educators

Storytelling Na Sala De Aula: Formação Presencial E Gratuita

[View Report](#)

Campaign Preview	HTML Source	Plain-Text Email	Details
Campaign URL		https://mailchi.mp/1ff83c4b25f3/junte-se-a-ns-para-conhecer-o-econsumer-16814024 Edit	
Delivery date & time		Fri, Jun 7, 2024 7:42 am	
From name		Carolina Novo	
From email		projects@virtual-campus.eu	
Subject line		Formação de Curta Duração: Storytelling na sala de aula (21 de junho, presen...	
Preview text			
Recipients		Sent to a segment of audience: Virtual Campus Contatos that match any of the following conditions: 1. Tags contact is tagged ME_Arin/DTS/Digiteach (profs) For a total of 30 emails sent.	

- 7 June 2024: Email campaign sent to other 19 relevant stakeholders, like trainers, training centres or associations

Storytelling Na Sala De Aula: Formação Presencial E Gratuita

[View Report](#)

Campaign Preview	HTML Source	Plain-Text Email	Details
Campaign URL		https://mailchi.mp/fe0f060e6386/junte-se-a-ns-para-conhecer-o-econsumer-16814044 Edit	
Delivery date & time		Fri, Jun 7, 2024 10:52 am	
From name		Carolina Novo	
From email		projects@virtual-campus.eu	
Subject line		Formação de Curta Duração: Storytelling na sala de aula (21 de junho, presen...	
Preview text			
Recipients		Sent to a segment of audience: Virtual Campus Contatos that match any of the following conditions: 1. Tags contact is tagged a Deleted Static Segment For a total of 19 emails sent.	



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- 18th June 2024: Email campaign sent to 30 teachers and educators:

Storytelling Na Sala De Aula: Formação Presencial E Gratuita (2º Envio)

[View Report](#)

[Campaign Preview](#) [HTML Source](#) [Plain-Text Email](#) [Details](#)

Campaign URL	https://mailchi.mp/98d26dcfd76b/junte-se-a-ns-para-conhecer-o-econsumer-17209166 Edit
Delivery date & time	Tue, Jun 18, 2024 11:55 am
From name	Carolina Novo
From email	projects@virtual-campus.eu
Subject line	Lembrete: Formação sobre Storytelling na sala de aula (21 de junho, presenci...
Preview text	
Recipients	Sent to a segment of audience: Virtual Campus Contatos that match any of the following conditions: 1. Tags contact is tagged ArIn/DTS/Digiteach For a total of 30 emails sent.

- 18th June 2024: Email campaign sent to 6 teachers/educators in the field of sustainability, who had great interest, particularly, in Module 9:

Storytelling Na Sala De Aula: Formação Presencial E Gratuita (2º Envio)

[View Report](#)

[Campaign Preview](#) [HTML Source](#) [Plain-Text Email](#) [Details](#)

Campaign URL	https://mailchi.mp/2a109573243e/junte-se-a-ns-para-conhecer-o-econsumer-17209170 Edit
Delivery date & time	Tue, Jun 18, 2024 12:13 pm
From name	Carolina Novo
From email	projects@virtual-campus.eu
Subject line	Lembrete: Formação sobre Storytelling na sala de aula (21 de junho, presenci...
Preview text	
Recipients	Sent to a segment of audience: Virtual Campus Contatos that match any of the following conditions: 1. Tags contact is tagged ECONsumer - stakeholders For a total of 6 emails sent.



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For **the second session**, the teachers who had been in the training process were contacted directly, but we also prepared some campaigns in order to attract more people who, even though weren't following the programme, had interest in starting to. Therefore, we organised two email campaigns:

- *19th July 2024: Email campaign sent to 25 teachers/educators*

URL do e-mail

<https://mailchi.mp/9f84186e8a84/junte-se-a-ns-para-conhecer-o-econsumer-17221892>

Data e hora de entrega

Fri, Jul 19, 2024 12:25 pm

Nome do remetente

Carolina Novo

E-mail do remetente

projects@virtual-campus.eu

Linha de assunto

Webinar: Storytelling na sala de aula (23 de Julho, 18h00)

Texto de prévia

Destinatários

Enviado a um segmento do público: **Virtual Campus**

Contatos that match **any** of the following conditions:
Tags contact is tagged **ME_ArIn/DTS/Digiteach (profs)**
For a total of **25** emails sent.

- *19th July 2024: Email campaign sent to 6 relevant stakeholders*

URL do e-mail

<https://mailchi.mp/c08c17bbd877/junte-se-a-ns-para-conhecer-o-econsumer-17221896>

Data e hora de entrega

Fri, Jul 19, 2024 12:45 pm

Nome do remetente

Carolina Novo

E-mail do remetente

projects@virtual-campus.eu

Linha de assunto

Webinar: Storytelling na sala de aula (23 de Julho, 18h00)

Texto de prévia

Destinatários

Enviado a um segmento do público: **Virtual Campus**

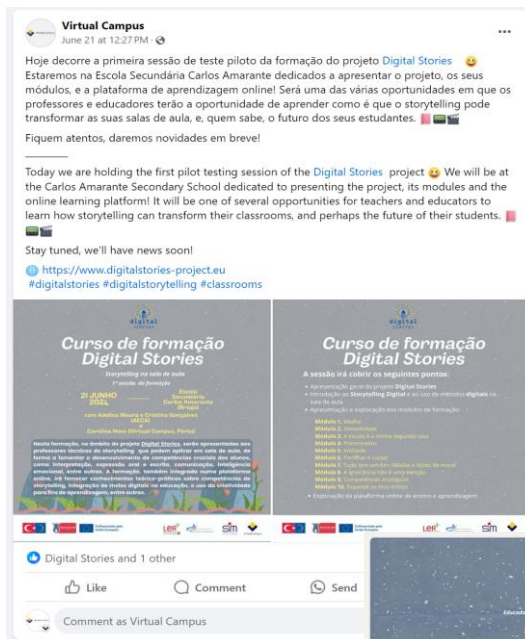
Contatos that match **any** of the following conditions:
Tags contact is tagged **EConsumer - stakeholders**
For a total of **6** emails sent.



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In parallel, as mentioned, several social media publications were made to share the piloting event. Although all of them will be mentioned in the Dissemination Report, here are some examples:



Images 3-7: Social Media Publications about the first piloting session



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Virtual Campus Lda.
356 followers
4d • 🌐

Depois da nossa sessão presencial da formação Digital Stories em junho, estamos de volta no dia 23, das 18h às 19h30, para um webinar sobre Storytelling Digital. Junte-se a nós, quer já conheça ou não - haverá sempre algo novo a contar 🍷



Tue, Jul 23, 6:00 PM - 7:30 PM WEST

Webinar: Storytelling na sala de aula

📺 Online

👤 3 attendees

View event

1 repost



📅 Event ended

Webinar: Storytelling na sala de aula

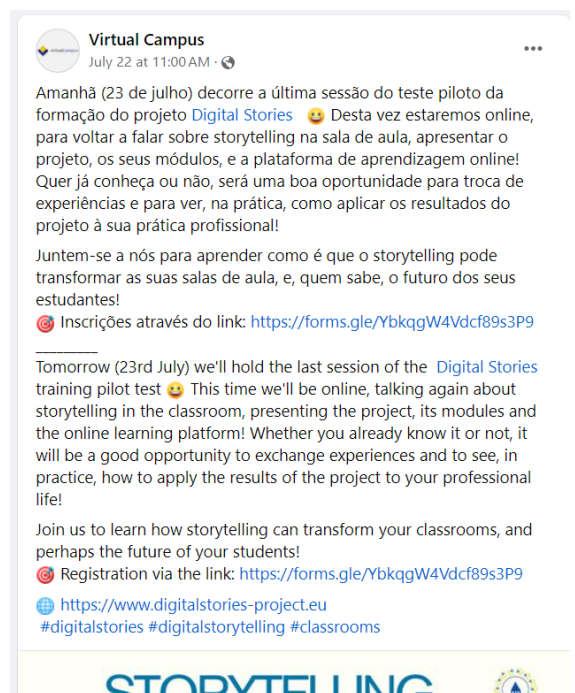
Event by Virtual Campus Lda.

📅 Tue, Jul 23, 2024, 6:00 PM - 7:30 PM (your local time)

📺 Online

🔗 Event link - <https://us06web.zoom.us/j/84428661287?pwd=AEaspS7pLJKDzqdm6Obz9U04MQyAb4.1>

Images 3-7: Social Media Publications about the second piloting session



STORYTELLING

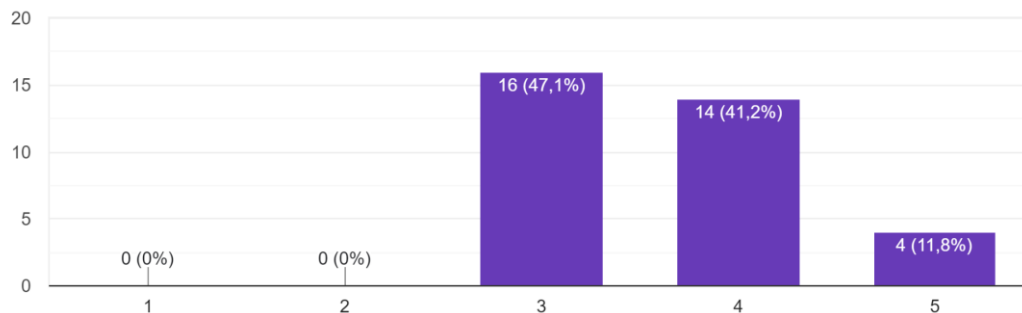


Analysis of the teachers' pre-piloting questionnaire

How useful are the Digital Stories learning materials, case studies and teaching suggestions for your teaching practice? (from 1 - Absolutely not useful - to 5 - extremely useful)

Quão úteis considera que serão os materiais e recursos do Digital Stories para a sua prática profissional?

34 respostas



Most respondents rated the usefulness of the materials as 4, indicating a positive reception. A considerable number of respondents gave a rating of 3, suggesting room for improvement or uncertainty about the materials' full potential. When asked to explain their answers, the responses were very similar, with participants being mostly divided into “I don't know the resources well enough”/ “I'm not familiar with the project yet”/I don't know the materials yet, and some others with the same line of thought, while others added comments such as:

- From what I know of the project so far, its resources will be very useful, as they allow students to develop various types of skills related to communication and teamwork. I don't yet have much knowledge about how to apply storytelling in my classes, so the Digital Stories resources will be very valuable in this regard.
- From what I explored about the project, its resources seemed very useful and fundamental, as we increasingly have to adapt to change and adopt new innovative (and digital) teaching strategies.
- I haven't had a chance to explore all the materials yet, but the platform seemed quite simple to use.



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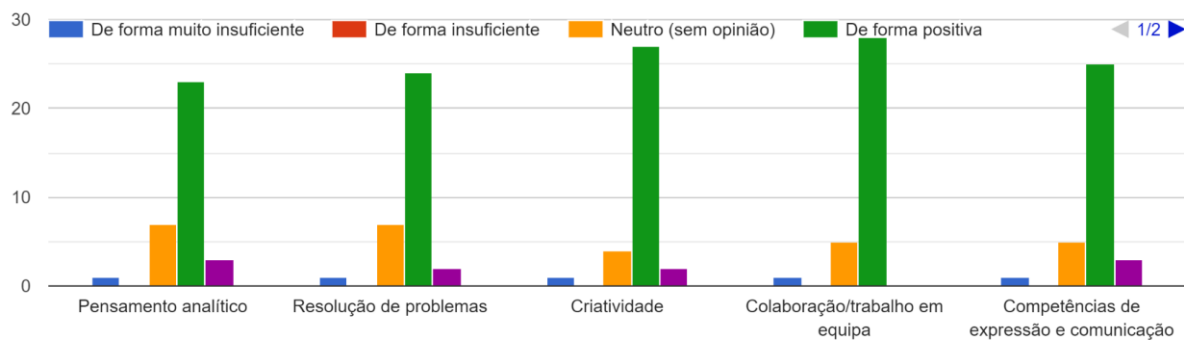


- The materials can then be adapted and used according to my teaching needs.

To what extent do you think using digital storytelling helps students develop the following skills? (Very Low, Low, Neutral, High, Very High)

- Analytical thinking**
- Problem-solving**
- Creative thinking**
- Collaboration**
- Communication skills**

Em que medida considera que a aplicação do storytelling (digital ou não) na sala de aula poderá contribuir para o desenvolvimento de cada destas competências dos estudantes?



Note: The questions are in Portuguese in the image, but they follow the same order as presented above. Also, the colours in the caption of the graphic are in order from Very Low to Very High).

A majority of respondents believe that the application of storytelling, whether digital or not, positively contributes to the development of analytical thinking in students. This suggests that they see storytelling as a method to enhance critical thinking and analytical skills. However, some respondents are neutral, possibly due to limited experience or uncertainty about its effectiveness.

Regarding the potential for developing problem-solving skills, responses are mixed. Some respondents view storytelling as highly beneficial for problem-solving, while others are neutral or less convinced. This variation suggests that the perceived impact on problem-solving may depend on how storytelling is integrated into the curriculum or the specific context in which it is used.



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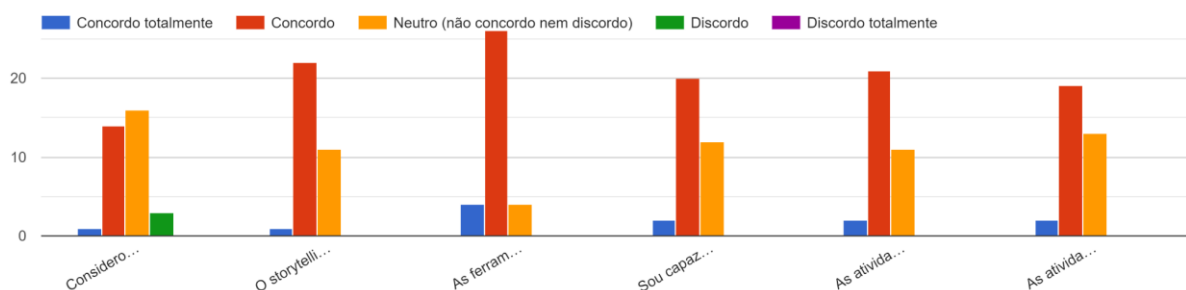
When it comes to creative thinking, most respondents see a positive impact, indicating that they believe storytelling encourages students to think freely and engage in imaginative processes. Neutral responses in this area may indicate that some participants need more evidence or examples to see the connection between storytelling and creative thinking.

Similarly, most respondents agree that storytelling can positively influence collaboration among students. There is also a strong belief that storytelling positively affects communication skills. Respondents likely see storytelling as a way to enhance students' abilities to express ideas, narrate experiences, and engage in meaningful dialogue. Neutral responses may indicate a need for more structured storytelling exercises to fully realize the potential benefits for communication skills.

Please select to what extent do you agree the statements below (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree):

- a) I have a general understanding and knowledge of digital storytelling.**
- b) Storytelling is feasible in the classroom.**
- c) Digital tools are useful in classrooms.**
- d) I can use digital tools in my teaching.**
- e) Digital storytelling activities can contribute to social bonds among students.**
- f) Digital storytelling activities can contribute to social bonds between teachers and students.**

Por favor, indique até que ponto concorda com as afirmações abaixo:



Note: The questions are incomplete in the image, but they follow the same order as presented above. Also, the colours in the caption of the graphic are in order from Strongly Agree to Strongly Disagree).



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The responses to the statements about the potential impact of digital storytelling activities reveal a generally positive perception among the participants. A significant number of respondents agree that these activities can improve relationships between students and teachers. This high level of agreement suggests strong support for the relational benefits of digital storytelling, which likely helps in building a more engaging and interactive classroom environment.

Moreover, respondents believe that digital storytelling can foster collaboration among students. The majority view storytelling as an effective tool for promoting teamwork and cooperative learning, indicating that these activities are seen as conducive to developing students' collaborative skills.

When it comes to communication skills, there is a strong belief that digital storytelling has a positive effect. Many respondents likely see storytelling as a way to enhance students' abilities to express ideas, narrate experiences, and engage in meaningful dialogue. This indicates a recognition of storytelling's potential to improve both verbal and written communication skills.

However, it is notable that a considerable number of respondents remain neutral regarding these statements. This neutrality may stem from a lack of direct experience or insufficient evidence to fully appreciate the benefits of digital storytelling. It suggests that while there is overall positivity, some educators may need more exposure to or examples of successful storytelling activities to be fully convinced of their efficacy.

In summary, the analysis of the statements in question 4 indicates that digital storytelling is perceived positively in terms of improving relationships, fostering collaboration, and enhancing communication skills. The neutral responses highlight an opportunity for further demonstration and evidence to fully realize and appreciate the potential benefits of digital storytelling in educational settings.

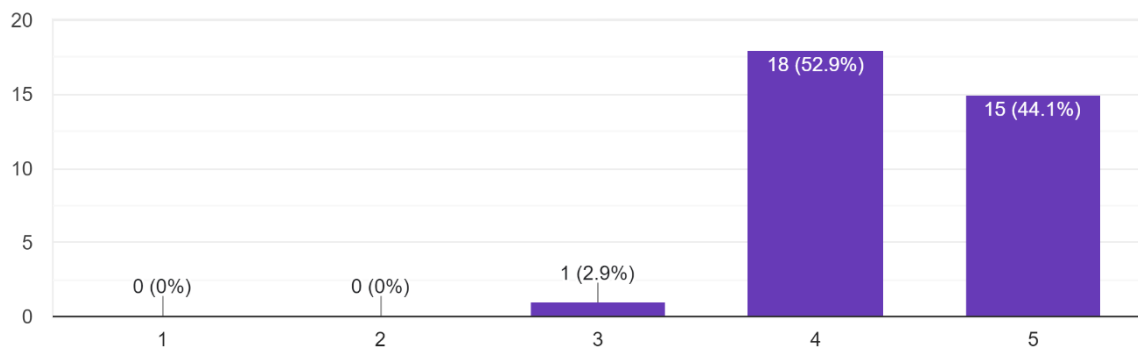


Analysis of the teachers' post piloting questionnaire

How useful are the Digital Stories learning materials, case studies and teaching suggestions for your teaching practice? (from 1 - Absolutely not useful - to 5 - extremely useful)

Quão úteis considera serem os materiais e recursos do Digital Stories para a sua prática profissional?

34 responses



As it had already happened before, the participants considered the Digital Stories materials very positively. The overwhelming majority rated them as very useful (5), indicating that these resources are highly valued and considered beneficial for professional practice. This suggests that the materials provided by Digital Stories meet the needs and expectations of educators effectively, and shows a positive evolution from the pre-testing questionnaire, where the majority had chosen “4” (Useful) and not 5 (Extremely Useful). Also, before, a high number of people had answered “3”, and here, this number drops to one person only. When asked to explain their answers, the teachers left very positive perceptions about the value and relevance of Digital Stories and the topics and strategies it approaches. In order to facilitate the interpretation of results, we grouped the answers into categories, depending on the benefits/feedback they highlighted. That said, these were the advantages and benefits raised by the participants:

Improvement of Expression, Communication, and Creativity:

- As a Citizenship and Development teacher, the pedagogical exploration of values is very important. This platform responds to the demands of the pupils' compulsory



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education, namely by fostering skills related to expression and communication, increasing creativity and collaborative work.

- Storytelling allows for very interesting pedagogical approaches.
- They make it possible to diversify strategies, add motivation and awaken creativity.
- Learning narratives are important and have an impact on how students learn.
- They help to motivate and develop students' reading skills, written/oral expression, and creativity.
- Useful, creative, attractive, and emotionally engaging and interactive tool.
- The method is attractive in terms of motivation and activation of memory mechanisms.
- I'm an English teacher. Training that enables me to develop motivating activities and methodologies that promote communicative skills, through storytelling for example, and which consequently enable students to overcome their resistance, develop their critical thinking and increase their empathy with other worldviews is fundamental.
- It's an important motivational and creative tool for the classroom.

Increase of Student Engagement and Motivation:

- Transposing learning into digital stories enhances students' involvement in the acquisition of learning.
- They help to diversify the classroom and motivate students.
- It's a way of involving students in the learning process.
- Motivating students.
- They can serve as excellent starting points for approaching content, making it more intelligible and emotionally closer to the students and tending to strengthen relationships between students and between them and the teacher. It also serves as an assessment tool when the proposal is given to the students as an assessment task (e.g. the story of a field trip, a dialogue between scientists, etc).
- The diversity of possibilities for students and teachers to work with, monitor and evaluate.

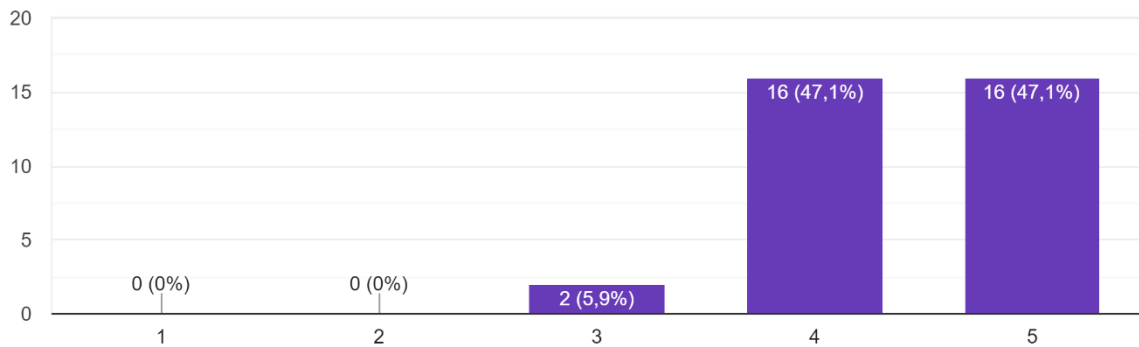
Regarding the **practicality and usability of the Digital Stories resources**, the answers were all around the same idea: “very practical and easy to use,” “very versatile and appealing,” “very intuitive”. Similarly, they considered that the resources are a good way of allowing them to



diversify their teaching methods and considered that “some materials are an excellent starting point for producing other materials that are more specific to the subject I teach.” Overall, the major benefit that teachers seem to see in all the resources – apart from the pedagogical advantages for students – is the way they are ready-to-use and easily accessible to them as teachers, which facilitates their work and allows them to innovate and create new approaches without having to start from scratch.

Were the Digital Stories platform and its content easy to use? (from 1-Very difficult to 5 – Very easy)

Considera que a plataforma Digital Stories, assim como o seu conteúdo, são de fácil acesso e uso?
34 respostas



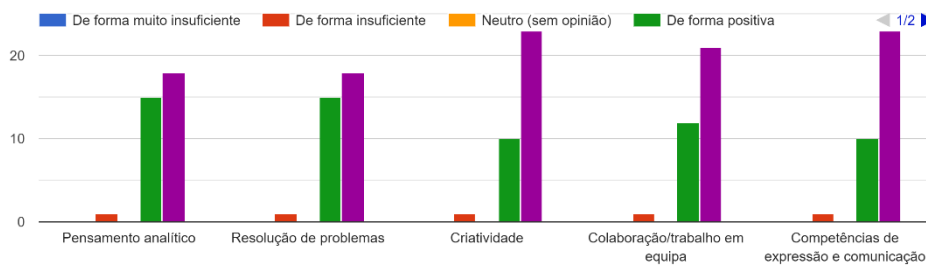
A significant majority of respondents found the platform and its content to be easy to use. Specifically, 47.1% rated it as a 4 and another 47.1% rated it as a 5. This means that 94.2% of the respondents found the platform to be on the easier side of the usability spectrum. Although a small percentage (5.9%) rated the platform with a 3, suggesting a moderate experience in terms of ease of use, no respondents rated the platform with a 1 or 2.



To what extent do you think using digital storytelling helps students develop the following skills? (Very Low, Low, Neutral, High, Very High)

a) Analytical thinking; b) Problem-solving; c) Creative thinking; d) Collaboration; e) Communication skills

Em que medida considera que a aplicação do storytelling (digital ou não) na sala de aula pode contribuir para o desenvolvimento de cada destas competências dos estudantes?



Note: The questions are in Portuguese in the image, but they follow the same order as presented above. Also, the colours in the caption of the graphic are in order from Very Low to Very High).

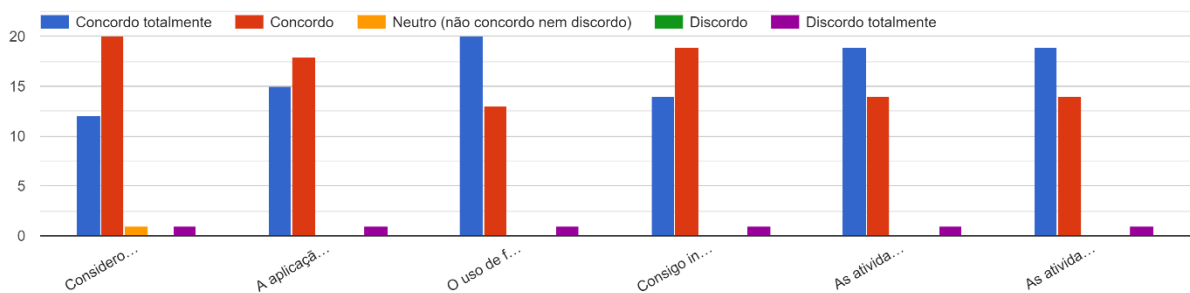
Looking at the responses, it becomes clear that digital storytelling is widely regarded as an effective tool for enhancing various student skills. The survey results show a strong positive impact across all five assessed skills: analytical thinking, problem-solving, creative thinking, collaboration, and communication skills. Specifically, none of the skills were rated as "Very Low" by any respondent, and the "Low" rating was minimal across all categories. The teachers involved highlighted, in particular the role of storytelling in improving analytical thinking and problem solving (with 91.2% of respondents rating both as high or very high), but they were also extremely confident in the effectiveness of storytelling to improve creative thinking and collaboration/teamwork (88.2% rating it high or very high) and communication Skills (85.3% rated it high or very high).



Please select to what extent do you agree the statements below (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree):

- a) I have a general understanding and knowledge of digital storytelling.
- b) Storytelling is feasible in the classroom
- c) Digital tools are useful in classrooms
- d) I can use digital tools in my teaching
- e) Digital storytelling activities can contribute to social bonds among students
- f) Digital storytelling activities can contribute to social bonds between teachers and students

Por favor, indique até que ponto concorda com as afirmações abaixo:



Note: The questions are incomplete in the image, but they follow the same order as presented above. Also, the colours in the caption of the graphic are in order from Strongly Agree to Strongly Disagree).

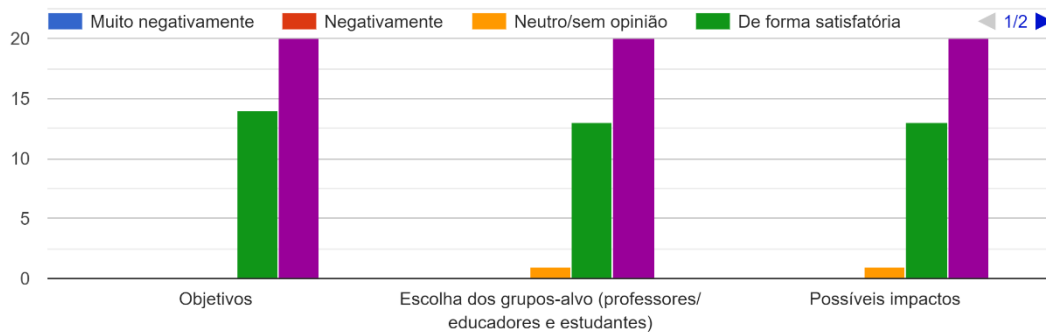
As expressed in the graphic, the results indicate a strong positive perception of the use of digital storytelling and digital tools in education. Most educators have a good understanding of digital storytelling and believe it is feasible and beneficial in the classroom. They recognize the usefulness of digital tools and feel confident in their ability to integrate them into their teaching practices. Additionally, there is a strong belief in the social benefits of digital storytelling, both among students and between students and teachers. However, there is a small fraction of educators who feel less confident or neutral, suggesting a need for additional support or training to ensure all educators can effectively utilize digital storytelling in their teaching.



What do you think about the project? (Very Poor, Poor, Neutral, Good, Very Good)

- a) Objectives
- b) Main target (students and teachers)
- c) Impacts

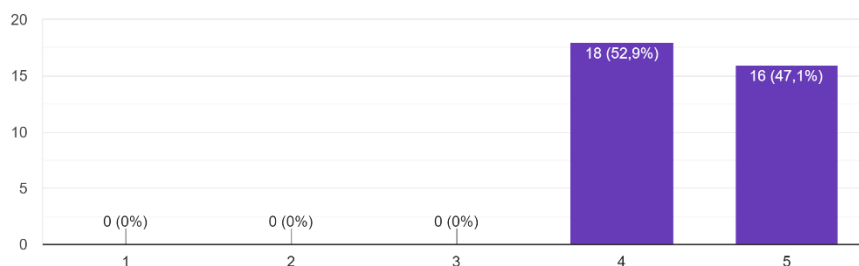
De que forma avaliaria cada uma das dimensões do projeto Digital Stories?



The objectives of the Digital Stories project are highly regarded, with all respondents rating them positively. A significant majority, 20 respondents, rated the objectives as very good, while 14 rated them as good. This unanimous positive feedback highlights the clarity and relevance of the project's goals, which is in line with all the positive answers in the previous answers – the project causes no doubts in terms of its effectiveness, and storytelling has faced by all as a very important and useful technique/approach. In the same line, the great majority of the teachers involved agrees that Digital Stories targets the appropriate groups and is likely to achieve significant positive impacts (both these statements received the same rating – 20 teachers marking them as “Very Good” and 13 as “Good”).

What do you think of the project website/platform? (1- Very Poor; 5 – Very effective)

Qual a sua opinião geral sobre o nosso website/plataforma?
34 respostas





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All teachers rated the website/educational platform positively, dividing their answers between “Effective” and “Very Effective.” They were also asked to explain their answers, and the main points raised as the strong characteristics of the platform were:

- The usability and easy navigation;
- The practicality and intuitiveness;
- The resources available and their interest;
- Easiness in understanding the structure and content of the modules;
- Very comprehensive, containing all the necessary information to use it;
- The organisation of the information;
- The variety of materials;
- The offer of the modules, and, in particular, the fact that the platform also includes the tutorials, guides, and plans to facilitate the teaching process;

Some respondents also mentioned that it takes time to see its full potential, and that they still need to continue testing it in a real environment to see the benefits, but highlighted that, so far, the impressions were incredibly positive.

Next, teachers were asked to answer four open-ended questions to explain what they considered to have learned in the training programme. The responses per question, organised to highlight the most referred points, are below:

In the training program, what did you learn about early school leaving and student failure?

It was clear that most participants gained valuable insights and strategies related to early school leaving and student failure through the training program. Some teachers just answered “yes,” and confirmed that they had learnt something, others said they confirmed that they already knew, but some were more explicit, saying that:

- Yes. Early school leaving and students' academic failure are worrying issues that can have significant impacts on young people's educational development and professional future. Storytelling can play a fundamental role in reversing this scenario, as it allows for a more engaging and personalised approach to transmitting knowledge and values. Through captivating narratives, students can identify with characters and situations, developing empathy and understanding. Storytelling can inspire students to overcome



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challenges, believe in their potential and find motivation to continue their studies. By interlinking academic concepts with stories that are meaningful and relevant to their lives, it is possible to stimulate interest in learning and promote greater permanence in school, thus contributing to the reduction of early school leaving and academic failure.

- Yes. This platform can help students not to become discouraged about learning, enjoy learning experiences, gain emotional attachment to the school, make them more involved in the learning process, increases their creativity and makes them feel empowered, therefore improving their performance and reducing drop-out rates.

In the training program, what did you learn about digital teaching tools?

There were a great number of teachers stating that they already knew and used a lot of the digital tools included in the modules. Nevertheless, they still pointed their usefulness for educational practice, how they can help to support and diversify lesson planning, and that they have become increasingly relevant and interesting. A common benefit mentioned was, of course, the increase of students' motivation and engagement. Other teachers highlighted that they found it very useful to know the potential of these tools and to see concrete examples of work that can be produced using them, and quite a few mentioned Mentimeter, StoryJumper and Google Earth as the most captivating/or the ones that surprised them, for example:

- I would highlight: Mentimeter, as it allows you to create interactive presentations with surveys, open questions, word clouds, among other resources; it facilitates audience participation in real-time, making the narrative more dynamic and engaging.
- Story Jumper, as it is an online platform for creating interactive digital books; ideal for stimulating students' creativity and imagination, making it possible to build personalized narratives.
- Using digital tools like Mentimeter and Story Jumper to approach storytelling can enrich the student experience, making stories more captivating, interactive, and memorable.
- I learnt about new tools like Google Earth and Story Jumper.



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In the training program, what did you learn about storytelling?

In general, the responses of the participants were very similar to what they had previously stated in other questions: that they were aware of the potential of the storytelling approach to improve teaching and learning, that it had numerous benefits for improving the competences of the students. However, some new insights came up, such as:

- I learnt about the theoretical part of storytelling and its applicability in different disciplines that I wouldn't have thought of at first, such as Geography, which was very important.
- Above all, I became more aware of its importance in the classroom. Constructing stories and telling stories can be a very creative process and can enhance students' critical thinking.
- Using storytelling with students in the English classroom has several advantages, especially in creating real contexts for using the English language naturally in dialogues or narratives. By introducing engaging and meaningful stories into the learning process, students are immersed in authentic situations that encourage them to practice English in a contextualized way. Storytelling allows students to become emotionally involved with the content, facilitating the internalization of vocabulary, grammatical structures, and idiomatic expressions. In addition, by experiencing the narratives, students have the opportunity to apply English in practical situations, developing their communication skills in a more fluid and spontaneous way. In this way, storytelling not only makes learning more engaging and relevant but also promotes a more natural and effective approach to using the English language.
- Digital stories can be used as an expressive medium within the classroom to integrate knowledge in a transdisciplinary way. It encourages students to work collaboratively to produce digital stories.



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In the training program, what did you learn about digital storytelling?

The responses to this question also repeated some of the information previous presented, as teachers recalled what they have learnt about storytelling in general and its benefits, but some answers, because they highlight some more specific points, should be mentioned:

- The enormous versatility of digital storytelling in educational terms and the best tools to use/The countless possibilities at our fingertips for involving people and passing on information/ What an asset it will be to make lessons less expository and more practical/ There are a number of simple and varied digital tools which, in addition to the motivation they add to the treatment of any subject, make it possible to work on a diverse set of skills.
- Digital storytelling offers a series of advantages that enrich the way stories are told and received by the public. By incorporating multimedia elements, interactivity and accessibility, digital narratives become more engaging and impactful. This approach allows for greater personalization of stories, making them more attractive and tailored to students. In addition, the possibility of including videos, images, audio, and animations helps to create an immersive and memorable experience for students. Examples of digital storytelling tools include Storybird, Story Jumper, which allows you to create personalized digital books with illustrations and text, and Adobe Spark, which allows you to create videos, web pages, and presentations with attractive visuals. These digital tools expand the creative possibilities of storytelling, offering new ways to captivate and engage audiences through innovative and interactive narratives.
- Above all, I learnt to see AI as a tool that we can and should know how to make the most of and, above all, that I need to deepen my knowledge of this subject.
- I realised that I need more training on the subject - I was extremely interested.



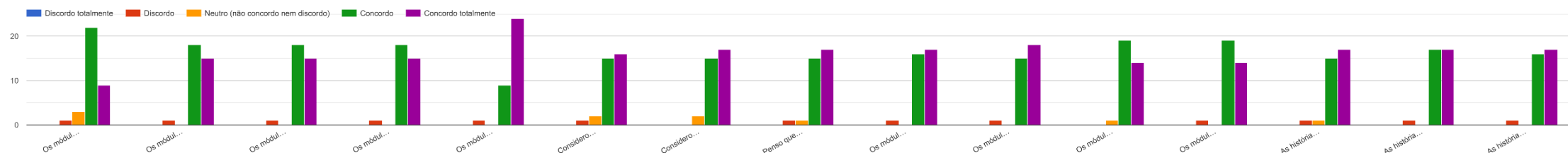
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Please select to what extent do you agree the statements below (Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree):

- a) The modules are effective for dropping off early school leaving
- b) The modules integrate digital tools effectively.
- c) The modules are effective for improving digital skills of teachers.
- d) The modules are effective for improving digital skills of students.
- e) The modules integrate new learning techniques and approaches.
- f) I can apply digital storytelling activities in the modules.
- g) I can design new digital storytelling activities later in my professional life.
- h) The modules are effective in preventing student failure.
- i) The modules are effective in improving social relationships among students.
- j) The modules are effective in improving social relationships between students and teachers.
- k) The modules integrate green skills.
- l) The modules involve cultural objects.
- m) The stories in the modules are integrating.
- n) The stories in the modules are rich in language.
- o) The stories in the modules are age-appropriate.

Por favor, indique até que ponto concorda com as afirmações abaixo:



Note: The questions are incomplete in the image, but they follow the same order as presented above. Also, the colours in the caption of the graphic are in order from Strongly Agree to Strongly Disagree).



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This final survey results provide a comprehensive evaluation of the modules' effectiveness and the impact of digital storytelling in an educational context. The feedback indicates strong positive perceptions across various aspects.

Firstly, and as it had been already indicated before, a significant majority of respondents believe that the modules are effective in addressing early school leaving (question a) and preventing student failure (question h). Specifically, 67.6% either strongly agree or agree that the modules help reduce early school leaving, and 70.6% feel the modules prevent student failure. Similarly, the modules are highly regarded for their integration of digital tools (question b) and the improvement of digital skills. A substantial 70.6% agree that the modules effectively incorporate digital tools, and 67.6% believe that this happens not only for students but also for teachers (questions c and d).

The modules are praised for integrating new learning techniques and approaches, with 73.5% of respondents acknowledging their effectiveness in this topic (question e), and, in particular, for the successful inclusion of techniques and approaches related to storytelling, as, when asked about applying and designing digital storytelling activities, teachers seemed also significantly positive about their competences - 85.3% feel they can apply digital storytelling activities within the modules, and 79.4% are confident in designing new activities for future use (questions f and g). This indicates that the training effectively equips educators with the skills to implement engaging and innovative storytelling techniques, which is one of the main focuses of the project.

We should not forget that one of the Digital Stories' purposes is to promote better relations within the school environment, fostering connections among students and teachers, as this is also crucial for helping to reduce demotivation and lack of interest about school. That said, we can infer that this goal has a high change of being met, as the modules are perceived as effective in fostering engagement and improving social relationships. A majority of respondents (67.6%) agree that the modules improve social relationships among students (question i), and 61.8% believe they enhance relationships between students and teachers (question j).

The content of the modules is also very well received. The teachers answering the questionnaire agreed, in their majority (73.5%) that the modules effectively integrate green



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skills (question k), and 64.7% state that they incorporate well cultural elements (question l), which promotes integration (question m) and are rich in the language used (question n). This all leads them considering that the content is also age-appropriate (question o).

Conclusion

The comparison between the pre-piloting and post-piloting questionnaire results for the "Digital Storytelling Techniques" training program reveals significant positive developments in teachers' perceptions and understanding of the project and its resources.

Before the training, teachers were somewhat uncertain about the usefulness of the Digital Stories materials, with many rating them as "4" and expressing a lack of familiarity with the resources. However, after the piloting, the overwhelming majority rated the materials as "5" (Extremely Useful), highlighting their value in teaching practice. This shift suggests that hands-on experience and further exploration during the training helped teachers appreciate the potential of the resources more fully. Similarly, as expected, the post-piloting results show a reinforced belief in the benefits of storytelling, with particularly high ratings for the improvement of analytical thinking (91.2%) and problem-solving skills (91.2%). Teachers also expressed increased confidence in the effectiveness of storytelling for enhancing creative thinking, collaboration, and communication skills. Although digital tools are not new to the majority of teachers, and many stated that they already used them in their daily practices, their confidence in integrating them in the classroom was raised during the training. The reference to learning about new tools, such as Mentimeter and StoryJumper also shows that the project is positively contributing to expand what teachers already knew.

If before the training, teachers already recognized the importance of storytelling in motivating students and enhancing engagement, they were maybe more doubtful about the relation with prevention of dropouts. However, the post-piloting results showed a deeper understanding of how digital storytelling could be used strategically to improve student involvement and prevent early school leaving, and, overall, better the school environment.

Regarding the Digital Stories educational platform and the content themselves, the feedback was increasingly positive; if in the first questionnaire some teachers still needed time to explore the training in order to state its usefulness and effectiveness, the post-testing survey showed that almost all respondents found the platform easy to use, with high ratings



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for its usability, organization, and the comprehensiveness of its resources. This indicates that the time dedicated to the training (both face-to-face, asynchronous, and synchronously) effectively familiarized teachers with the platform, enhancing their ability to navigate and utilize it efficiently.

Overall, the positive evolution in teachers' responses highlights the significant impact of the "Digital Storytelling Techniques" training program in promoting digital literacy, innovative teaching methods, and improved educational outcomes. Moreover, our particular experience in Portugal seems to reinforce the results to a greater extent: not only were we able to gather a significant number of teachers, and attract new ones, as we were able to expand the geographic limits and engage participants from all places over the country, and manage to instil such an enthusiasm and interest that an agreement has been made with the Carlos Amarante School in order to start a Storytelling Programme in the upcoming months of September/October, using, of course, the Digital Stories as its foundation.

Annexes

1. [Pre-piloting questionnaire](#)
2. [List of the enrolled participants \(provided by the training centre\)](#)
3. [Attendance list](#)
4. [Presentation used for the Digital Stories project and modules](#)
5. [Pictures](#)
6. [Participants List \(Zoom\)](#)
7. [Additional Materials of the 2nd session \(Padlet, Mentimeter, and other resources used\)](#)
8. [Post-piloting questionnaire](#)