**Erasmus+ KA220-SCH Strategic Partnership in School Education**

**-DIGITAL STORIES-**

Reducing Early School Leaving by Increasing Academic Achievement with Digital Applications in Storytelling Techniques

[2022-1-TR01-KA220-SCH-000087898]

# WP2 –PILOT TRAININGS

# COMMON REPORT

# INTRODUCTION

This report covers the evaluations of the "Pilot Training" activities carried out in the project partner countries between May and September 2024. Following the Trainers' Training program held in Ljubljana, Slovenia in April 2024, the trainers who participated in this training carried out Pilot Training activities in their own countries. After the Pilot Training activities carried out in the partner countries, each country prepared its own evaluation report. This report was created by combining the reports from 6 partner institutions in 4 countries.

This activity of the project was the first step training of teachers/trainers in partners' countries. In this activity of the project, we provided trainings to the teachers/trainers as piloting and dissemination. This was the second face-to-face training activity for the project but the partnership continued to provide face-to-face trainings to their trainers. This gave us the chance to directly reach and train teachers/trainers as piloting and gather feedbacks on training content from teachers/trainers.

The main idea of the pilot training was to present the developed learning materials and didactic recommendations to the trainers/teachers in partners' countries, evaluate the materials and didactic approach and take into account the evaluation results in order to prepare possible improvements of the learning materials and teaching methods after the training for the final version of the modules.

The participants also  introduced to the  portal and we looked for chances to update it according to their feedback Teachers who have completed their training of trainers conducted practical training at schools under the control of project partners' institutions. As a result of these pilot applications, necessary arrangements were made in the learning module in line with the opinions of the teachers and students.

The country reports of the institutions in the project partner countries can be accessed in the annexes (Annex 1).

## TARGET GROUP DESCRIPTION

We tried to reach the teachers/trainers in primary and secondary schools. It was planned as each partner country would reach at least 10 participants during the Pilot Training process. At least 40 participants in total were supposed to be reached. However, much more participants than planned were included in the Pilot Training activities. 99 participants benefited from the pilot applications. Preschool teachers, primary school teachers and secondary school teachers participated in Pilot Training activities.

## PILOTING DESCRIPTION

Digital Stories modules were first prepared in English within the scope of WP2-A1. Translation of modules into common country languages continues. After the preparation of the English modules, a trainers training program was held in Ljubljana, Slovenia. Representatives from partner countries attended this training. Participants participating in the Trainers Training program carried out pilot training with primary and secondary teachers in their own countries.

In the Pilot Training program, they provided training on the following 10 module titles and additional topics. Project partner institutions provided trainings with the modules translated into their own language.

Trainers' Training Training Booklet and presentations were used in the Pilot Training program. The training content, a short summary of which is in the list below, were used in the trainings in this activity.

Module -1-  Fears

Module -2- Honesty

Module -3- School is my second home

Module -4- Prejudices

Module -5- Friendship

Module -6- Share and Care

Module -7- Everything has an end

Module -8- Ignorance is not bliss

Module -9- Green Skills

Module -10- Flex Your Boundary

Additional Topics :

- Early school leaving and school climate, friendship, bullying, socialising

- Game-based learning

- Digital Storytelling

- Character strengths of students – a hidden treasure

- Stories and Storytelling

- Digital Competences for educators

- Presentation of online interactive learning platform

- Workshops

The trainer from the project teams provided the training to the teachers/trainers for around 40 hours. Thus, a total of 240 hours of training was given to 99 participants in 6 institutions in 4 countries. The number of training hours and days were planned by the partner institution. Below is a sample implementation schedule and programme. The target time was to reach 40 hours in total, regardless of the number of days.

| Day 1 | |
|---|---|
| 08.30 – 10.30 | Introduction of Digital Stories Project |
| 10.30 – 10.45 | Coffee Break |
| 10.45 – 12.15 | Early school leaving and school climate, friendship, bullying, socializing |
| 12.15 – 13.15 | Lunch |
| 13.15 – 14.45 | Presentation of modules (1,2) |
| 14.45 – 15.00 | Coffee Break |
| 15.00 – 16.30 | Presentation of modules (3) |
| Day 2 | |
| 08.30 – 10.30 | Game-based learning |
| 10.30 – 10.45 | Coffee Break |
| 10.45 – 12.15 | Digital Storytelling |
| 12.15 – 13.15 | Lunch |
| 13.15 – 14.45 | Presentation of modules (4) |
| 14.45 – 15.00 | Coffee Break |
| 15.00 – 16.30 | Presentation of modules (5) |
| Day 3 | |
| 08.30 – 10.30 | Character strengths of students – a hidden treasure |
| 10.30 – 10.45 | Coffee Break |

| | | |
|---|---|---|
| 10.45 – 12.15 | | Stories and Storytelling |
| 12.15 – 13.15 | | Lunch |
| 13.15 – 14.45 | | Presentation of modules (6,7) |
| 14.45 – 15.00 | | Coffee Break |
| 15.00 – 16.30 | | Workshop (Modules' Activities) |
| **Day 4** | | |
| 08.30 – 10.30 | | Presentation of modules (8) |
| 10.30 – 10.45 | | Coffee Break |
| 10.45 – 12.15 | | Presentation of modules (9) |
| 12.15 – 13.15 | | Lunch |
| 13.15 – 14.45 | | Presentation of modules (10) |
| 14.45 – 15.00 | | Coffee Break |
| 15.00 – 16.30 | | Workshop 2 (Module Activities) |
| **Day 5** | | |
| 08.30 – 10.30 | | Digital Competences for educators |
| 10.30 – 10.45 | | Coffee Break |
| 10.45 – 12.15 | | Presentation of online interactive learning platform |
| 12.15 – 13.15 | | Lunch |
| 13.15 – 14.45 | | Workshop on Digital storytelling |
| 14.45 – 15.00 | | Coffee Break |
| 15.00 – 16.30 | | Conclusion |

The following section of the report includes country-based data from partner institutions.

# PILOT TRAINING REPORT

# EU-Track

# ITALY

## Introduction

This report is a part of the WP2 "Digital Storytelling Techniques" Training Programme  - A5 Piloti implementation of modules with users in Italy.
In particular, the piloting training on the Digital Stories Modules was organised by EU-Track at the Institute Comprehensivo "Maria Montessori" in Italy.

## 1. Target Group Description

As shown in the following Figure, the target group involved was n. 11 teachers who worked with students at different stages.
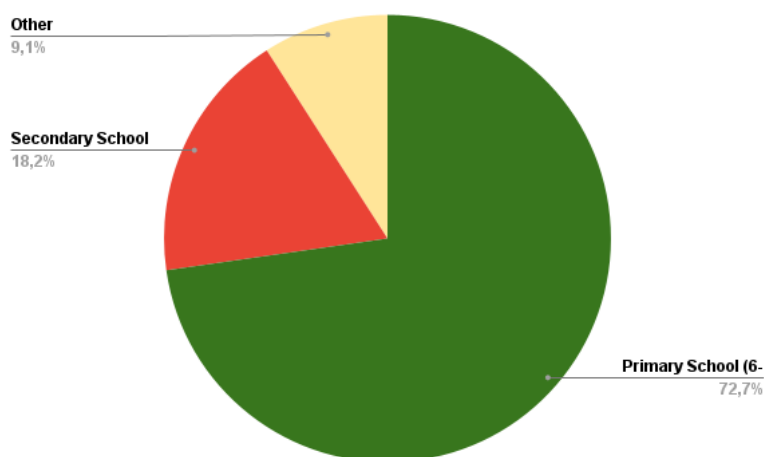


**Figure 1 – The different educational grades of the target group involved.**

Most participants came from primary school (working with 6-12-year-old students). However, there was a small percentage (18,2%) came from Secondary school (working with 13-18 years-old students), and 9,1% came from a different educational sector (working with 5 -18 years-old students).The gender distribution (Figure 2) of the participants is significantly skewed towards females, with 9 out of 11 respondents (approximately 82%) being female. Only 2 respondents (approximately 18%) are male. This imbalance suggests that the feedback predominantly reflects the perspectives and experiences of female educators.
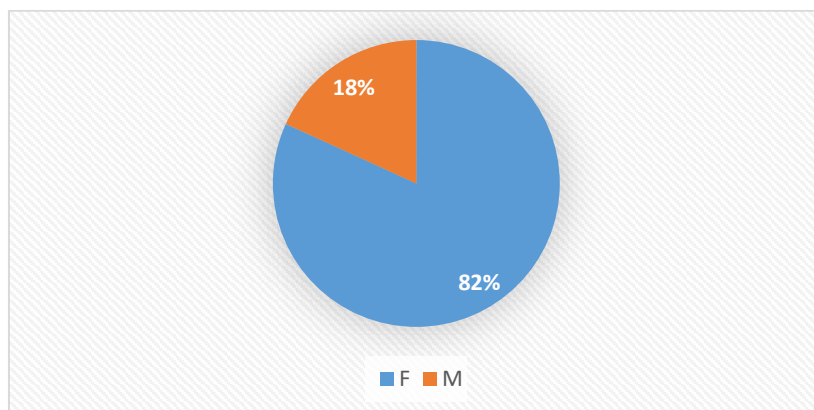


**Figure 2 – The different educational grades of the target group involved**

They were invited to participate voluntarily through a publication and dissemination of a call (Annex 1) prepared in collaboration with Headmaster Mrs Barbara Marini, who participated in the Piloting Training In Slovenia.

The difficulties in getting the participants were because in May and June, according to the school calendar, the Italian schools are engaged in the students' examinations and the last teachers' councils. Therefore, the teachers are overloaded. However, n. 11 participants were initially involved, K

## 1. Piloting Description

The piloting training was structured in five full days (27th and 30th May, 3rd, 5th and 6th June) as shown in Annex 2.

The training was organised in a Room at Instituto Comprehensive "Maria Montessori" – Via dei Volsci, 12 – Terracina Italy.

Firstly, in every meeting, the signatures were collected as shown in the following Figure:



**Figure 3 – Two moments during the signatures collections**

In addition, on the first day, a folder including the Trainers' Training Booklet (translated into Italian), the project brochure (Italian version) and a pen were distributed (Figure 4).
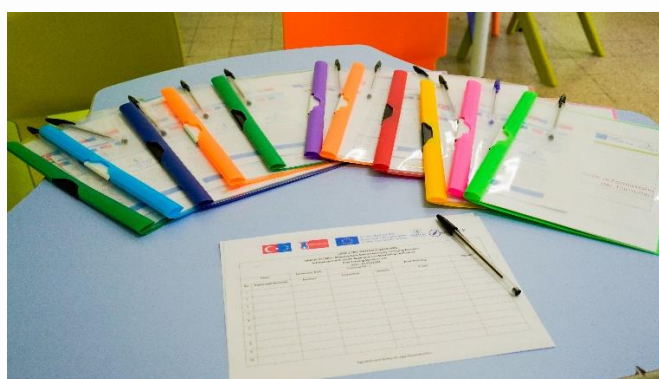


**Figure 4 – The folder distributed to the participants**

The training content was based on the content delivered during the training in Slovenia. Therefore, it used the same schema (Annex 2) by readapting to the Italian Class.

For example, it was decided not to organise it with sequential days but to provide the participants some time between one training day and another.

After a welcome, Dr Alden M. Dochshanov started to present the Digital Stories project (Figure 5).



Figure 5 – The welcome part and the project presentation moment.

Afterwards, Dr Michela Tramonti presented the Early School Leaving and managed, together with Dr Alden M. Dochshanov, the presentation of the ten modules, including the methodology of 5E (Engage, Explore, Explain, Elaborate, Evaluate) (Figure 6 -7).



Figure 6 – Two moments during the presentation of the Early School Leaving



Figure 7 – Two moments during the presentation of the modules and the E5 model used in the project content structure.

Per each module, a practical workshop was organised to engage and show the participants how to implement the Digital Stories modules into their classes (Figure 8 - 9).

**Figure 8 – Two moments during the practical workshop of Module 5 – Friendship.**



**Figure 9 – Some moments during the practical workshop of Module 8 – Ignorance is not bliss.**

Afterwards, the Digital Stories platform was shown and described to test it during the summertime (Figure 10).



**Figure 10 – Digital Stories Platform Presentation.**

The participants wrote their stories using the project methodology, tasks, and tools suggested (Figure 11).

Figure 11 – Part of the work done by the participants during the piloting training

During piloting training, several moments were dedicated to the discussion and practice sharing (Figure 12).



Figure 12 – Some moments during the discussion and sharing among and with the participants.

In the end, the attendance certificates were delivered to all the participants, as shown in the following Figure.
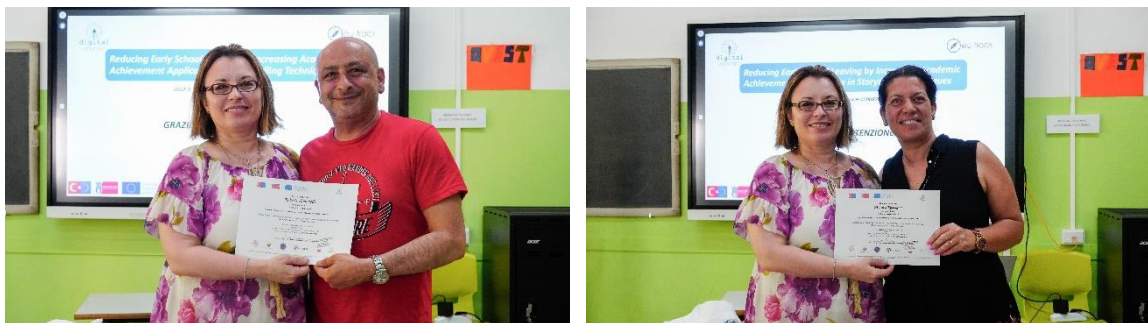


Figure 13 – Some moments during the delivery of the attendance certificates to the participants.

# 1. Promotional Activities

The following are all the publications and the materials used to promote the Digital Stories piloting training and its follow-up on institutional social network profiles (e.g. Facebook, Instagram, Twitter, and Linkedin).
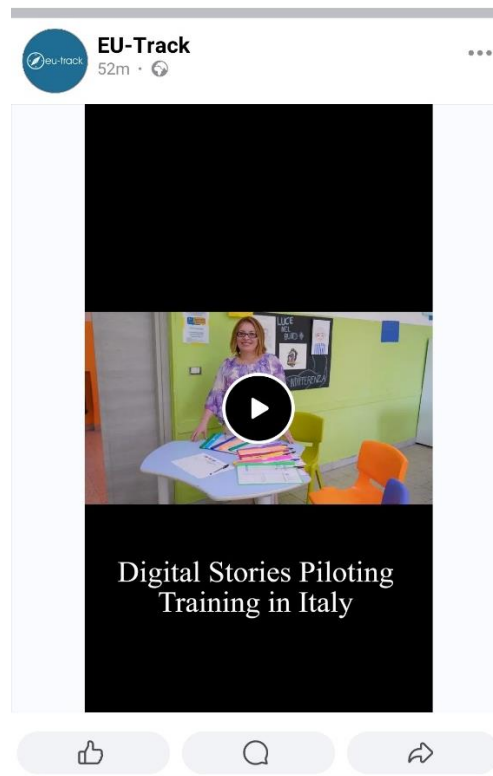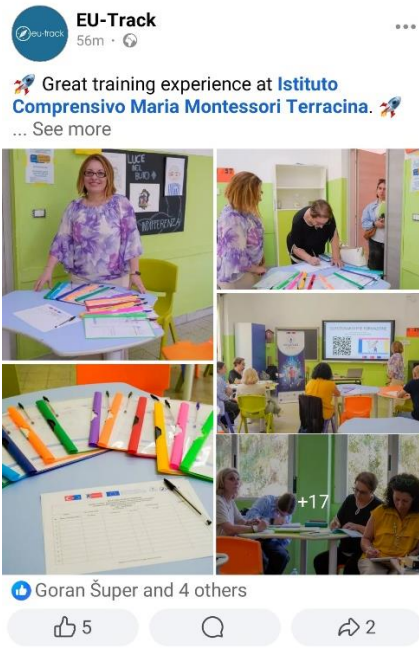
**Figure 14 – Some promotional activities done via social networks and in presence.**

## 2. Analysis of the teachers' pre-piloting questionnaire

The pre-piloting questionnaire was submitted to the participants at the beginning of the piloting training implementation. The questionnaire, initially in English, was translated into Italian (Annex 3) to facilitate their understanding.

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digital
stories

Here are the results achieved.

## 2.1 Pre-Piloting Questionnaire Results

Most respondents (55%) find Digital Stories' teaching materials and tips to be very highly useful for their teaching. An additional 27% consider them highly useful, while only 18% feel neutral about their usefulness. This indicates a strong positive reception among educators regarding the potential benefits of incorporating Digital Stories into their teaching practices.
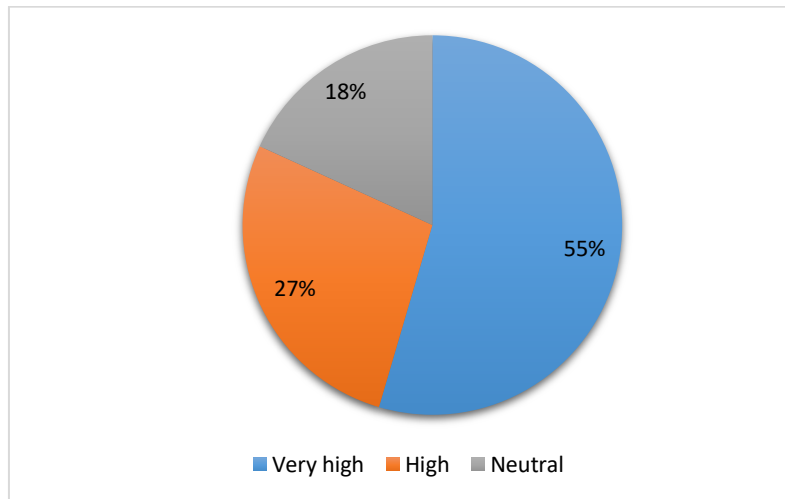


**Figure 15 – How Digital Stories' teaching materials and tips could be useful for the participants teaching before the training.**

In explaining the reasons behind their responses, the teachers' feedback falls into the following categories:

1. **Adaptation and Innovation**

   • **Innovative support for teaching methodologies suited to a constantly changing school context:** The materials provided by the Digital Stories project could potentially be tools that would allow teachers to adapt their methodologies to the needs of an ever-evolving school environment.

   • **Educational innovation:** The project promotes new teaching methods, encouraging the adoption of innovative techniques that can better engage students and enhance their participation.

   • **Designing new learning strategies:** The provided materials could be useful for designing new learning strategies that better meet the needs of contemporary students.

**Diversifying the teaching approach:** Using Digital Stories could diversify teaching methods, offering students a variety of learning experiences.

2. **Student Engagement and Motivation**

- **Combating post-COVID school dropout:** Many students tend to drop out of school following the pandemic. Digital Stories can be used to re-engage these students and reduce dropout rates.

- **Motivating students to learn:** Digital Stories can create more engaging and stimulating lessons, improving students' motivation towards learning.

3. **Support and Inclusivity**

- **Support for disadvantaged minors:** The project's materials provide valuable resources for teachers working with minors facing challenging situations to develop inclusive and supportive educational activities.

- **Use with children:** The project's materials could also be suitable for teaching young children, providing specific activities and resources for this age group.

4. **Collaboration and Resource Sharing**

- **Sharing strategies and motivations:** The project can facilitate the sharing of ideas and practices among teachers, allowing the development and dissemination of effective and motivating educational strategies.

- **New ideas and educational activities:** Teachers can draw inspiration from the project's materials to introduce new ideas and activities into their lessons.

5. **Lesson Renewal**

- **Renewing lessons:** The Digital Stories project allows teachers to renew their lessons, making them more current and interesting for students.

Digital storytelling is widely perceived as a valuable tool for developing various student skills (Figure 16), particularly creativity and communication, where it received the highest positive ratings. While there is strong support for its effectiveness in enhancing analytical thinking and collaboration, perceptions are more varied regarding its impact on problem-solving, with a substantial proportion of neutral responses. This indicates potential areas for further exploration or emphasis in integrating digital storytelling into teaching practices to realise its benefits across all skill areas fully.
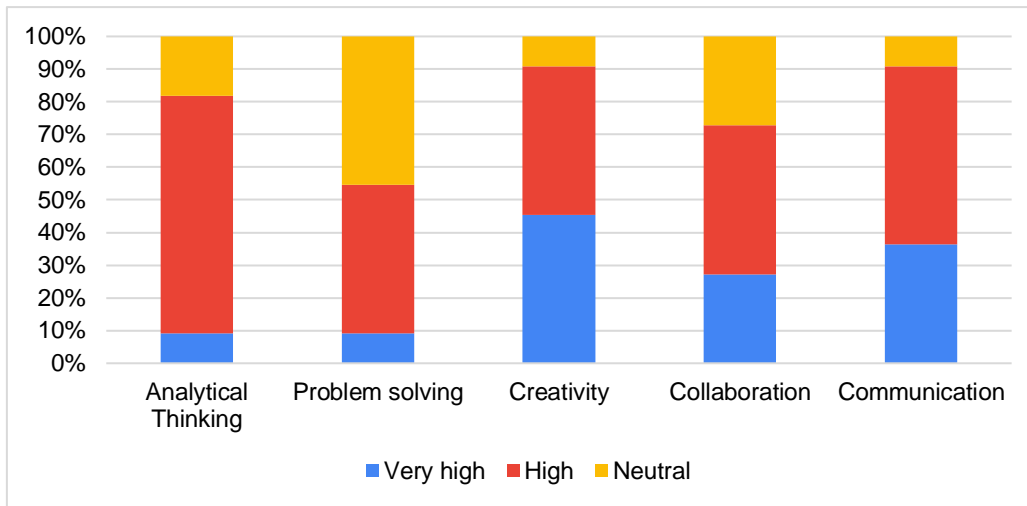
**Figure 16 – The students' skills developed by using digital storytelling before the training.**

In particular, for analytical thinking, 81.8% rated its impact as high or very high, indicating strong support for its effectiveness in this area. Problem-solving received a more balanced view, with 54.5% rating it positively and 45.5% remaining neutral, suggesting a need for further exploration in this domain. Creativity was highly rated, with 90.9% of respondents believing digital storytelling significantly enhances this skill, showing a clear consensus on its value for fostering innovation. Collaboration also garnered positive feedback, with 72.7% rating its impact as high or very high, though 27.3% were neutral. Communication skills saw strong support, similar to creativity, with 90.9% of respondents rating its impact as high or very high, underscoring its effectiveness in improving students' communicative abilities.

As to the feedback gathered regarding the respondents' opinion on the digital storytelling methodology (Figure 17), the results indicate a unanimous belief in the effectiveness of storytelling and digital tools in the classroom, with strong agreement on their utility and potential to enhance social bonds.
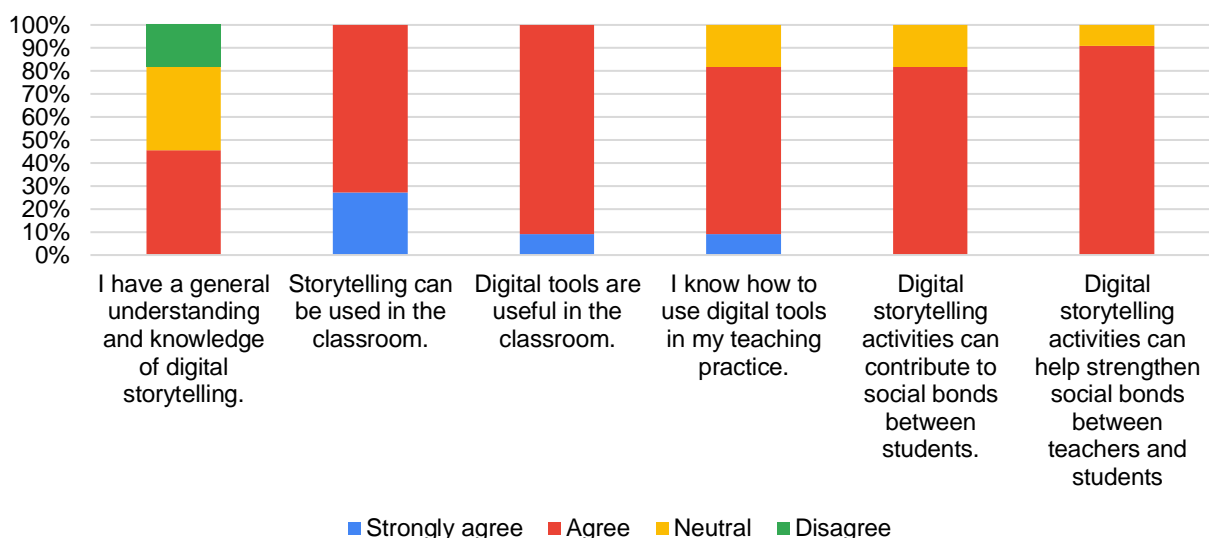


**Figure 17 – The participants' feedback on digital storytelling methodology before the training.**

However, there is variability in respondents' self-assessed understanding of digital storytelling and their ability to use digital tools, suggesting a need for further training or support in these areas. Specifically, 100% of respondents agree that storytelling can be effectively used in the classroom, and all believe digital tools are useful in education. However, while 45.5% feel they have a general understanding of digital storytelling, 36.4% are neutral, and 18.2% disagree, suggesting a need for further education in this area. Most respondents feel confident in their ability to use digital tools in teaching (81.8%), though some remain neutral, indicating a need for additional training. The use of digital storytelling is also seen as beneficial for social bonding, with 81.8% agreeing it enhances bonds between students and 90.9% agreeing it strengthens bonds between teachers and students. A minority remains neutral, suggesting varied experiences or levels of implementation.

## 1. *Analysis of the teachers' post-piloting questionnaire*

The post-piloting questionnaire was submitted to the participants after the piloting training implementation. Also, this questionnaire was initially in English and translated into Italian (Annex 4) to facilitate their understanding.

Here are the results achieved.

## *1.1 Post-Piloting Questionnaire Results*

The inquiry on the usefulness of Digital Stories' teaching materials and tips for teaching practice reveals overwhelmingly positive feedback (Figure 18). Specifically, 70% of respondents rated the usefulness as "Very high," indicating strong approval and perceived value. Additionally, 10% rated it as "High," while 20% remained "Neutral." This feedback suggests that most educators find Digital Stories' resources extremely beneficial for their teaching practices. The high level of approval underscores the effectiveness of these materials in meeting educators' needs and enhancing their instructional methods. However, neutral responses indicate that there may still be room for improvement or a need to address specific concerns or gaps perceived by a minority of educators.
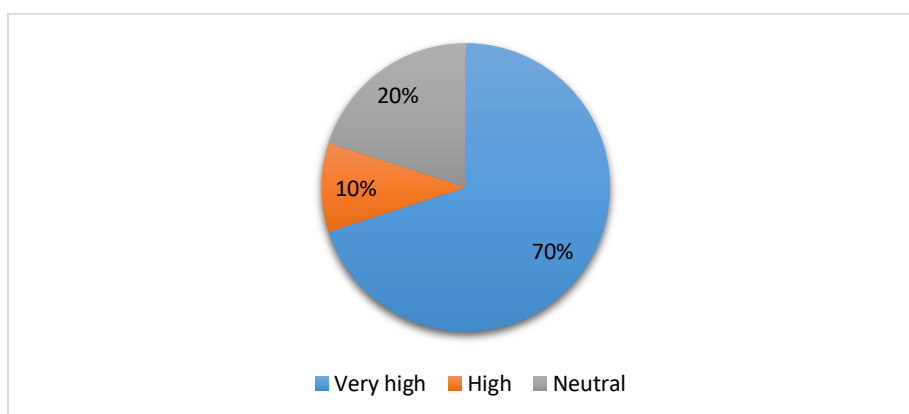


**Figure 18 – How useful could be Digital Stories' teaching materials and tips the participants teaching after the training.**

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In explaining their choice regarding the inquiry, the feedback provided by the teachers can be categorised as follows:

1. **Authentic and digital material**: They value the ability to work with authentic and digital materials, enhancing the educational experience.
2. **Enhancement of traditional teaching**: Digital tools are seen as complementing and enhancing traditional teaching methods.
3. **Versatility in activities**: They facilitate various educational activities, providing flexibility in teaching approaches.
4. **Educational and formative value**: They are considered excellent tools, effectively supporting learning outcomes.
5. **Reliable support**: Digital tools offer reliable support to teachers in their instructional efforts.
6. **Increased engagement**: They can increase student engagement in the classroom, improving overall participation.
7. **Ease of use**: Teachers find them easy to use in classroom settings, making them accessible for educational purposes.
8. **Immersive and diverse**: These tools provide students with immersive and varied learning experiences.
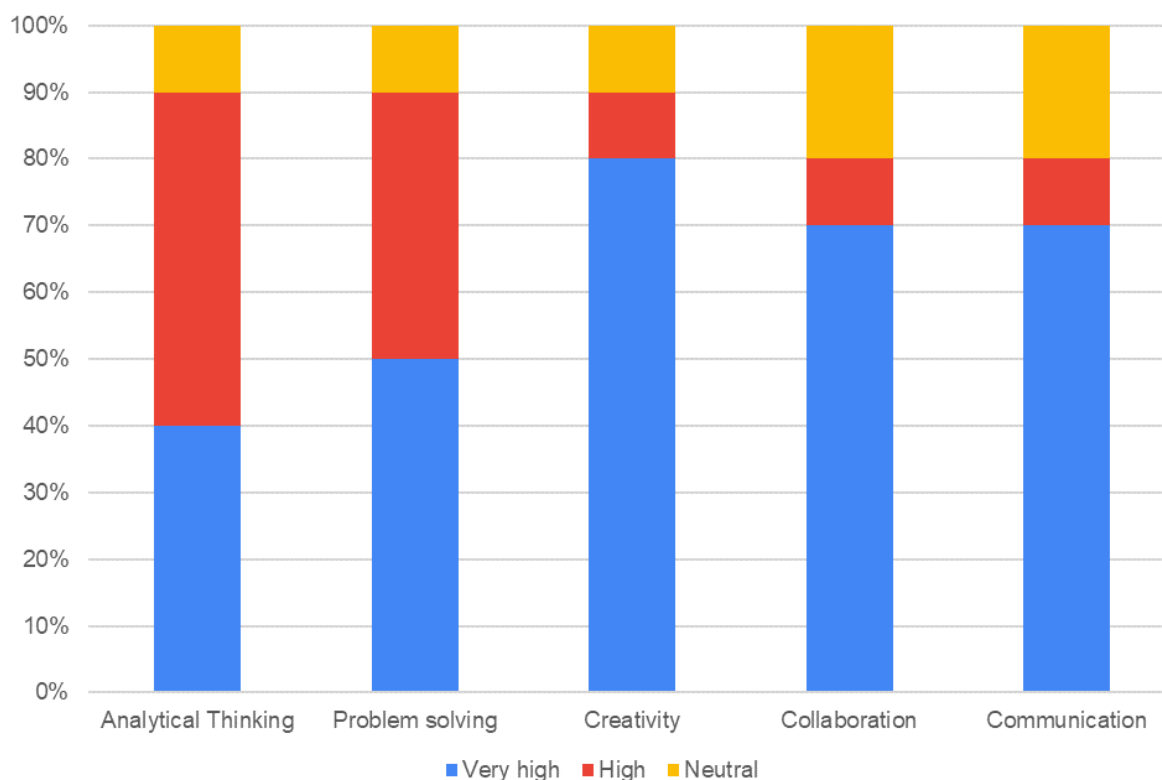


**Figure 19 – The students skills developed by the use of digital storytelling after the training.**

As can be seen from the Figure, 40% of respondents believe that digital storytelling has a very high impact on developing analytical thinking skills. This indicates that engaging with narratives and multimedia content prompts students to analyse story elements critically, enhancing their ability to interpret information and draw meaningful conclusions within the story's context. Additionally, 50% rated it high, reinforcing the consensus that digital storytelling effectively stimulates analytical thinking among students through narrative exploration and interpretation.

At the same time, 50% of respondents noted a very high impact of digital storytelling on problem-solving skills. This suggests that creating and resolving narrative challenges within digital stories encourages students to think creatively and strategically. The 36% high rating further underscores the effectiveness of digital storytelling in fostering adaptive problem-solving abilities, where students explore multiple solutions and engage in critical thinking to address story-based dilemmas.

Additionally, the overwhelming majority, 80%, indicated a very high impact of digital storytelling on creativity. This reflects the belief that digital storytelling empowers students to express their ideas imaginatively through multimedia. By creating narratives, designing characters, and experimenting with storytelling techniques, students develop a creative mindset and explore innovative approaches to storytelling, aligning with the varied and positive responses.

Moreover, digital storytelling is perceived to significantly enhance collaboration skills, with 70% highlighting a very high impact. This suggests collaborative storytelling projects encourage students to collaborate effectively, communicate ideas, and integrate diverse perspectives to create cohesive narratives. The 10% high rating and 20% neutral further suggest a generally positive outlook on its role in promoting teamwork and cooperation among students through shared storytelling experiences.

Finally, the feedback indicates that digital storytelling is crucial in improving communication skills, with 70% acknowledging a very high impact. This underscores the effectiveness of multimedia storytelling in helping students articulate their thoughts clearly, structure narratives effectively, and adapt their communication styles for different audiences. The 10% high rating and 20% neutral further highlight its positive influence on enhancing both verbal and non-verbal communication abilities through engaging narrative presentation.

In summary, digital storytelling emerges as a highly effective educational tool for developing students' analytical thinking, problem-solving, creativity, collaboration, and communication skills, with percentages indicating a significant impact across these skill areas as perceived by the respondents.

The feedback gathered from the participants (Figure 20) indicates a strong consensus among educators regarding the utility of digital storytelling and digital tools in educational settings. They perceive storytelling as a valuable pedagogical tool that enhances learning and fosters social bonds among students and between teachers and students, reflecting positive attitudes towards integrating digital technologies into teaching practices.
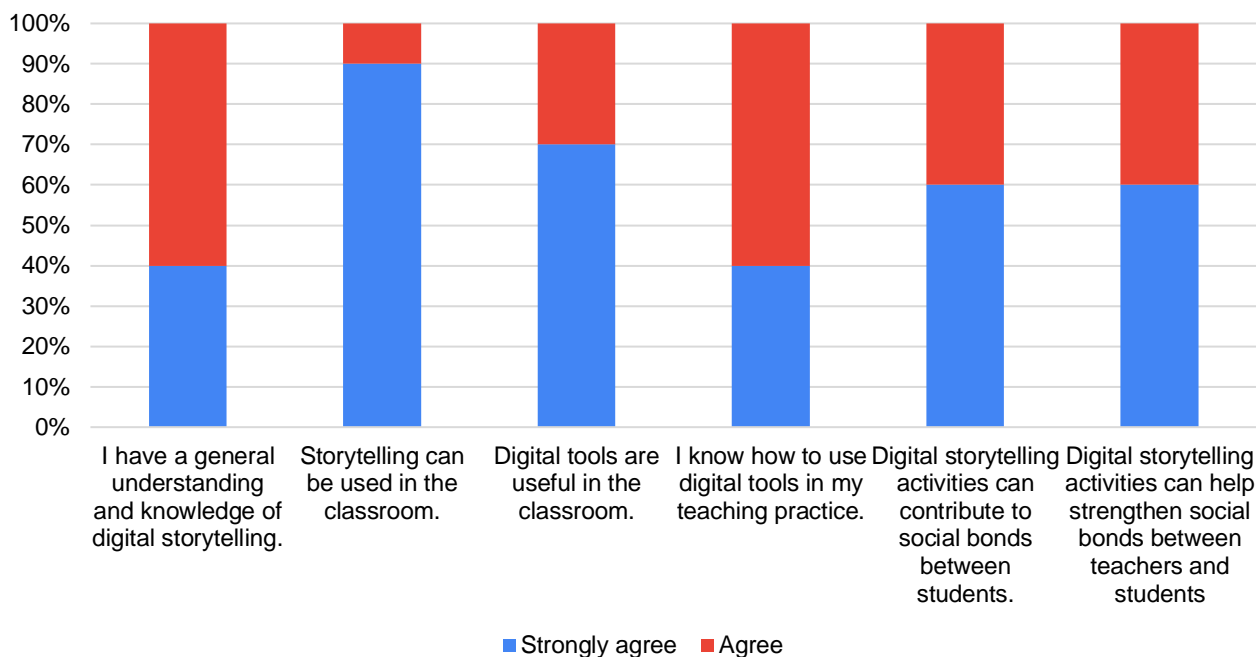
**Figure 20 – The participants' feedback on digital storytelling methodology after the training.**

In particular, Respondents generally feel they have a good understanding of digital storytelling, with unanimity (100%) either agreeing or strongly agreeing. This indicates a solid foundation in the concept and application of digital storytelling among the surveyed educators. Interestingly, there is an overwhelming consensus (90%) among respondents that storytelling is a valuable educational tool that can effectively be utilised in classroom settings. This reflects a strong belief in the pedagogical benefits of incorporating storytelling into educational practices.

Moreover, most respondents (70%) believe digital tools are highly useful for classroom activities. This underscores the perceived importance of digital tools in enhancing teaching and learning experiences supporting various educational tasks and objectives. Respondents generally feel confident in their ability to use digital tools effectively in their teaching practice, with 60% agreeing and 40% strongly agreeing. This indicates a positive self-assessment of their proficiency in integrating digital tools into educational activities.

Also, there is agreement (60%) that digital storytelling activities can foster social bonds among students. This suggests recognition of the collaborative and interactive nature of digital storytelling in promoting positive peer relationships and classroom cohesion.

Similarly, respondents (60%) believe that digital storytelling activities can enhance social bonds between teachers and students. This highlights the potential of digital storytelling to create a supportive and engaging learning environment where meaningful teacher-student relationships can thrive.

Also, the section related to the project evaluation was very positive (Figure 21).
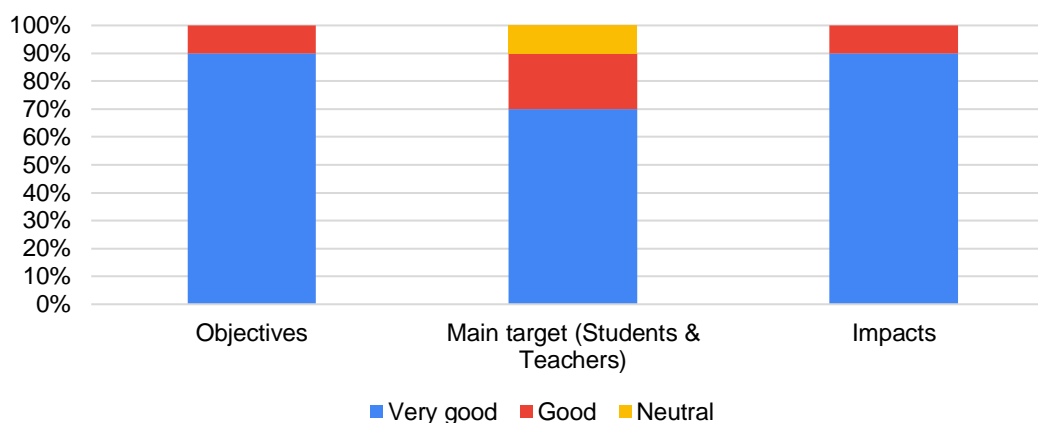
**Figure 21 – Feedback from the participants on the project objectives, main target groups and impacts.**

In fact, based on the feedback gathered for each dimension of the project evaluation, we have the following results.

The majority of respondents (90%) rated the project's objectives very positively, indicating strong alignment with their expectations and perceived effectiveness in meeting stated goals. This suggests a clear and well-defined project scope that resonates well with the respondents' understanding and assessment.

Both students and teachers are highly supportive of the project's focus on their respective needs and interests. Most respondents (70% of students and 70% of teachers) rated it very well, indicating that the project effectively addresses their concerns and priorities. A smaller percentage (20%) rated it as good, suggesting overall satisfaction but perhaps with some room for improvement noted by a minority.

Respondents overwhelmingly (90%) perceive the project as having a very positive impact. This suggests that they believe the project is making a significant difference or has the potential to make substantial contributions in its intended area. The high rating indicates strong confidence in the project's potential for meaningful outcomes.

The feedback paints a highly positive picture of the project across all evaluated dimensions. The unanimous very good ratings for objectives and impacts highlight a clear alignment between the project's goals and perceived effectiveness in achieving positive outcomes. This suggests that the project is well-designed and perceived by the respondents to have a strong potential for success.

Regarding the main target of students and teachers, the majority rating of very good underscores the project's ability to effectively cater to both groups' needs and interests. The few good ratings and one neutral response may indicate minor areas of improvement or differing perceptions among a small subset of respondents, but overall, the reception is overwhelmingly positive.

In conclusion, the feedback reflects a robust endorsement of the project's objectives, its alignment with the needs of students and teachers, and the anticipated positive impacts it is expected to generate. This positive reception bodes well for the project's continued

development and implementation, suggesting it is well-positioned to effectively achieve its intended goals and benefit its target audience.

Finally, regarding the perception of the modules, as shown in the following Figure, The feedback generally reflects positive perceptions of the modules' effectiveness in enhancing digital skills for both teachers and students, integrating new learning techniques, and supporting the application and design of digital storytelling activities. Strong agreement across several statements indicates that respondents view the modules as valuable professional development and educational enhancement tools.
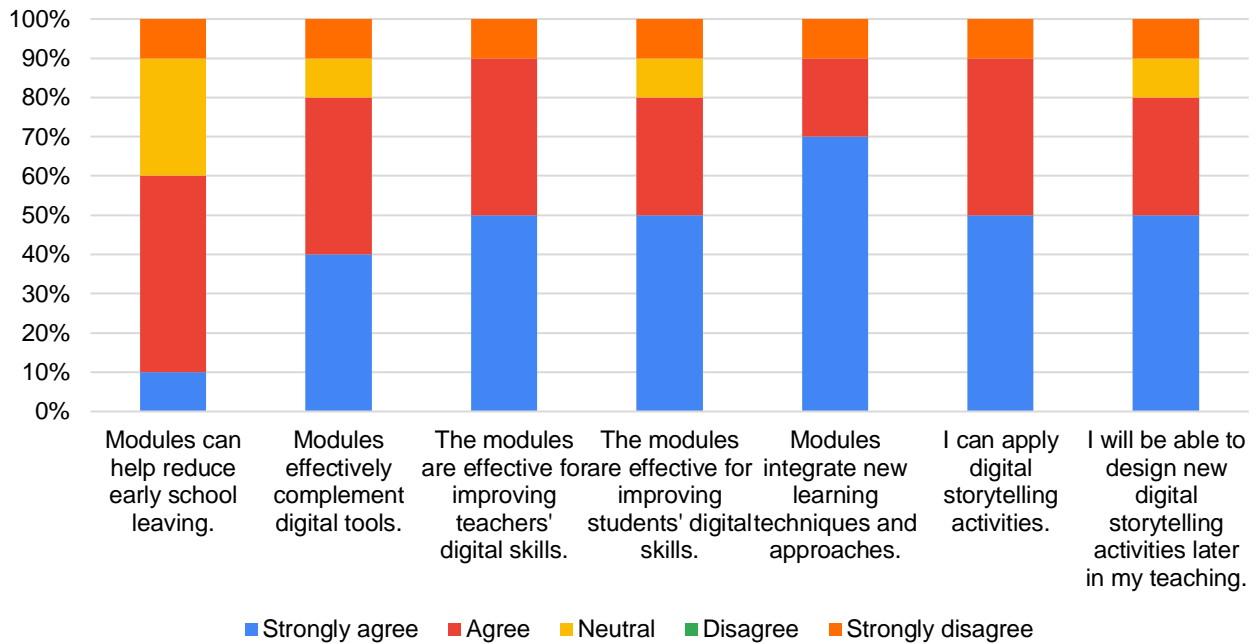


**Figure 22 – Feedback from the participants on the Digital Stories modules.**

The neutral responses suggest areas where further clarification or specific examples might be needed to assess impact fully. At the same time, minimal disagreement indicates overall alignment with the perceived benefits of the modules.The responses indicate a mixed perception regarding whether modules can help reduce early school leaving. While there is agreement from a majority (60%) that modules can contribute positively to reducing early school leaving, a notable number (30%) are neutral on this statement, suggesting uncertainty or the need for further evidence or context-specific implementation to endorse this impact fully. A respondent has chosen a strongly disagree option, suggesting that the dimension cannot be considered absolutely unanimous.There is general agreement (80%) that modules effectively complement digital tools, with a half portion strongly agreeing. This indicates that respondents perceive the modules as enhancing the use and effectiveness of digital tools in educational settings. However, a smaller neutral and strongly disagree response suggests some variability in perception. Again, similarly to the preceding dimension, a respondent had chosen a strongly negative option as well, in addition to a single neutral response.

The overwhelming majority (90%) believe that the modules effectively improve teachers' digital skills, with no disagreement expressed. This indicates a strong consensus among respondents regarding the modules' efficacy in enhancing educators' digital competencies, notwithstanding a single strongly disagree option checked. In addition, there is strong agreement (80%) that the modules effectively improve students' digital skills. This suggests that respondents perceive the modules as beneficial in equipping students with the necessary digital competencies. However, small neutral and strongly disagreeing responses indicate room for further evaluation or enhancement.Most (90%) strongly agree that the modules integrate new learning techniques and approaches. This highlights strongly endorsing the modules' innovative and progressive nature in educational practices.A majority (90%) strongly agree that they can apply digital storytelling activities, indicating confidence in their ability to utilise these techniques in educational contexts.Finally, a majority (70%) express confidence in their capability to design new digital storytelling activities in the future, suggesting a readiness to innovate and expand upon their current practices.Regarding the final part of the dimensions, the feedback indicates a generally positive perception of the modules across various dimensions (Figure 23).
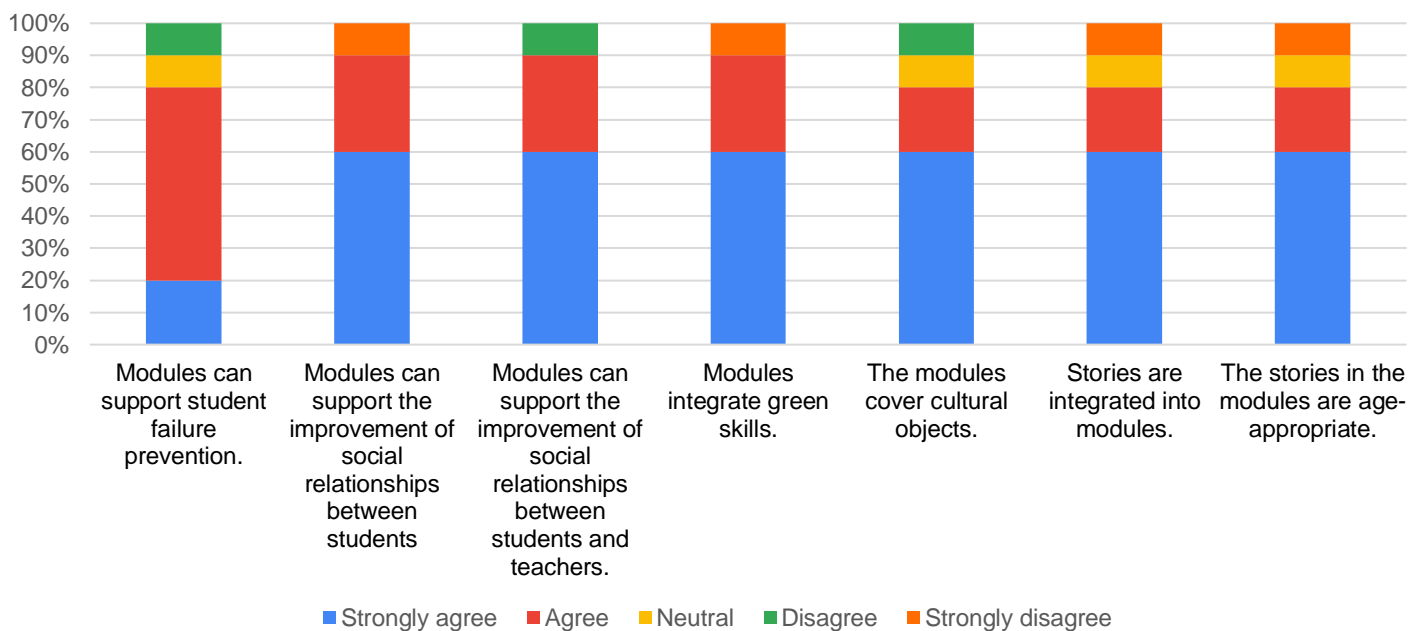


**Figure 23 – Feedback of the participants on the Digital Stories modules.**

The respondents generally agree that modules can support student failure prevention (80% agreement), suggesting a belief in their potential to provide additional academic support. There is also strong agreement (90%) that the modules can enhance social relationships among students, highlighting their perceived ability to foster positive interactions and

teamwork. Similarly, a majority (90%) believe that modules can strengthen social relationships between students and teachers, indicating recognition of their potential to improve communication and mutual understanding within educational settings. Important to note that in all the dimensions outlined, lastly, the presence of negative or strongly disagreeing options has been contributed by a single person only.

Furthermore, there is strong agreement (90%) that the modules integrate green skills, reflecting a positive assessment of their inclusion of sustainability and environmental awareness. Most respondents (80%) also agree that the modules cover cultural objects, indicating acknowledgement of their value in promoting cultural diversity and inclusivity in education. Additionally, there is strong agreement (80%) that stories are effectively integrated into the modules, emphasising the perceived benefits of narrative-based learning approaches.

Similarly to the preceding dimensions, some variability in responses is noted regarding the age-appropriateness of the stories within the modules. While most respondents (80%) agree or strongly agree that the stories are age-appropriate, a minority expressed neutral or dissenting views (20%), suggesting differing perceptions or expectations regarding the suitability of content for targeted student audiences.

In summary, while the feedback generally underscores the modules' positive impact on educational practices, it also highlights areas where further clarification or adaptation may be beneficial to fully meet educators' and students' diverse needs and preferences.

## Conclusion

Based on the pre-and post-pilot training responses to the question "How useful could Digital Stories' teaching materials and tips be for your teaching?", there is a noticeable improvement in perception. In particular, before the training, respondents were focused on the potential benefits and broad applications of innovative teaching materials. They highlighted issues such as student disengagement, particularly exacerbated by the COVID-19 pandemic and the need for new strategies to address the changing educational contexts. There was a strong emphasis on the necessity for new ideas, diversity in teaching methods, and ways to motivate students.

Respondents became more specific about the benefits and practical applications they experienced compared to after-training opinions. They highlighted the digital tools' ease of use, versatility, and immersive nature. Concrete improvements were mentioned, such as better student engagement and the enhancement of traditional lessons, showcasing a direct positive impact of digital tools on their teaching practices.

Thus, one may conclude that the training has clearly shifted opinions. Initially, respondents were focused on the theoretical potential and broad applications of digital tools. Post-training, their explanations became more specific and practical, emphasising the ease of use, the ability to enhance traditional lessons, and the direct impact on student engagement.

The training has clearly changed perceptions regarding also the contribution of digital storytelling to skill development. Initially, the views on its impact on analytical thinking and

problem-solving were modest, with fewer respondents seeing very high benefits. Instead, after the post-training, there was a significant increase in recognition of very high benefits in these areas, indicating a stronger belief in digital storytelling's effectiveness in enhancing these skills.

There was already a notable appreciation of digital storytelling's impact before the training for creativity, collaboration, and communication, but this appreciation deepened considerably afterwards. More respondents perceived very high benefits in these areas post-training, reflecting increased confidence in the ability of digital storytelling to foster these skills effectively.

To sum up, the training shifted perceptions positively, leading to greater recognition of the value of digital storytelling across various skill areas, particularly enhancing the belief in its substantial benefits for analytical thinking, problem-solving, creativity, collaboration, and communication.

1. **Increased Confidence and Understanding:** The training appears to have enhanced participants' confidence and knowledge in digital storytelling. This is reflected in a higher level of agreement, particularly in general understanding and knowledge of digital storytelling.

2. **Classroom Application:** Post-training, there is a improved perspective on the applicability of storytelling in the classroom. Participants seem to have gained insights that have led to reconsidering how universally applicable storytelling techniques are in different educational contexts.

3. **Critical Evaluation of Digital Tools:** The training has encouraged a more critical evaluation of the usefulness of digital tools in the classroom. Participants now exhibit a more balanced viewpoint, reflecting a deeper understanding of these tools' benefits and limitations.

4. **Enhanced Practical Skills:** There is evidence that the training has equipped participants with practical skills in using digital tools for teaching. This has likely resulted in increased confidence in applying these tools effectively in educational settings.

5. **Realistic Expectations on Social Bonds:** according to the post-training inquiry, there is a shift towards more realistic expectations regarding the contribution of digital storytelling to social bonds among students and between teachers and students. Participants now seem to recognise both the potential and the challenges in using digital storytelling to foster classroom social connections.

6. **Improved Perspective on Impact:** Participants have developed a more improved perspective on the impact of digital storytelling on social relationships within educational settings. This includes a recognition of complexities and varying degrees of effectiveness in strengthening social bonds.

In summary, as evidenced by analysis, the training has enriched participants' understanding of digital storytelling and its implications in education, fostering a more informed and critical approach to its implementation and impact on social dynamics in classrooms.

Finally, based on the additional inquiries offered to participants at the end, the feedback received demonstrates that the training has significantly influenced participants' perceptions and capabilities in digital storytelling and module integration within educational contexts. Initially, participants demonstrated a foundational understanding that was further enriched through the training. They developed enhanced skills in using digital tools, designing activities, and integrating new learning techniques. This has empowered them to adopt a more holistic approach to education, incorporating diverse elements such as cultural objects, green skills, and age-appropriate storytelling within modules.

Moreover, the training facilitated a critical evaluation of digital tools' effectiveness and the impact of storytelling on social bonds in classrooms. Participants gained a wide perspective on these aspects, recognising the potential benefits and the complexities involved. They now approach digital storytelling as a tool for academic improvement and as a means to foster social relationships among students and between students and teachers.

Overall, the training has equipped participants with practical skills, a broader understanding of educational methodologies, and a strategic mindset in utilising digital storytelling and modules to enhance learning outcomes and social dynamics in educational settings. This holistic and adaptive approach reflects a forward-thinking educational framework that aims to address multifaceted needs and challenges in modern classrooms.

# PILOT TRAINING REPORT

# FATİH ATATÜRK ÇAĞDAŞ

# YAŞAM ÇOK PROGRAMLI

# ANADOLU LİSESİ

# TÜRKİYE

## Introduction

This report is a part of the WP2 "Digital Storytelling Techniques" Training Programme - A5 Pilot implementation of modules with users in İstanbul, TÜRKİYE.

In particular, the piloting training on the Digital Stories Modules was organised by Fatih Atatürk Çağdaş Yaşam Çok Programlı Anadolu Lisesi at its building in Istanbul.

### 1. Target Group Description

As shown in the following Figure, the target group involved was n. 12 teachers who worked with students at different stages.
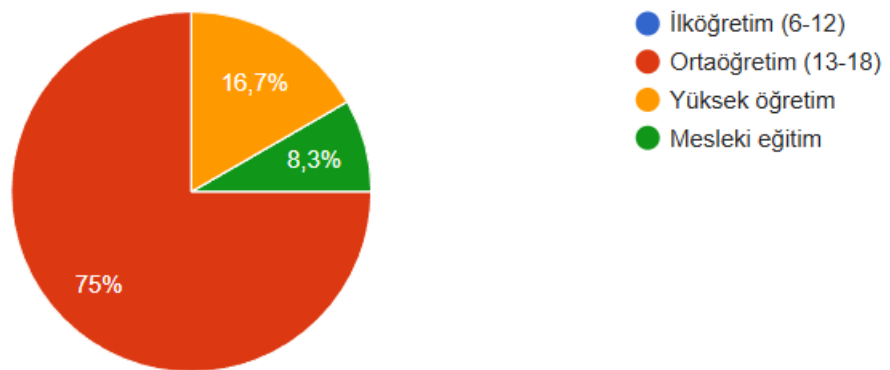
12 yanıt



**Figure 24 – The different educational grades of the target group involved.**

Most participants came from secondary school (working with 13-18-year-old students). However, there was a small percentage (16,7%) came from primary school (working with 13-18 years-old students), and 8,3 % came from vet schools (working with 13 -18 years-old students).

The gender distribution (Figure 2) of the participants is nearly equal (%58 of the participants are female and %42 of the participants are male.
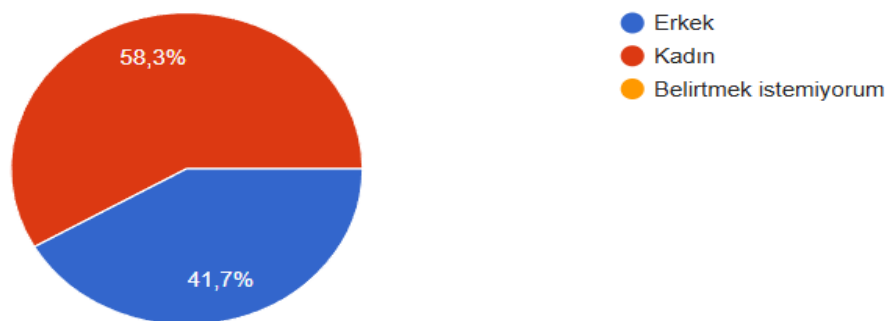
12 yanıt



**Figure 25 – The different educational grades of the target group involved**

## 1. Piloting Description

The piloting training was structured in five full days (3rd and 7th May, 2024).

The training was organised in technology lab of the institution.

General presentation of the piloting activities were presented by Tülay UĞUR (the project coordinator of the school) as shown in the following Figure:



**Figure 26 – Two moments during the signatures collections**

In addition, on the first day, a folder including the Trainers' Training Booklet (translated into Italian), the project brochure (Italian version) and a pen were distributed (Figure 4).



**Figure 27 – The folder distributed to the participants**

The training content was based on the content delivered during the training in Slovenia. Therefore, it used the same schema by readapting to the Turkish Class. For example, it was decided not to organise it with sequential days but to provide the participants some time between one training day and another.

After a welcome, Ms. Tülay UĞUR started to present the Digital Stories project (Figure 5).



Figure 28 – The welcome part and the project presentation moment.

Afterwards, Ms. Deniz YILMAZ presented the Early School Leaving and managed, together with Mr. Mehmet Bülent ÜNER , the presentation of the ten modules, including the methodology of 5E (Engage, Explore, Explain, Elaborate, Evaluate).



**Figure 29 – Two moments during the presentation of the Early School Leaving**

Per each module, a practical workshop was organised to engage and show the participants how to implement the Digital Stories modules into their classes (Figure 8 - 9).



**Figure 30 – Two moments during the practical workshop of Module 5 – Friendship.**

Afterwards, the Digital Stories platform was shown and described to test it during the summertime (Figure 10).
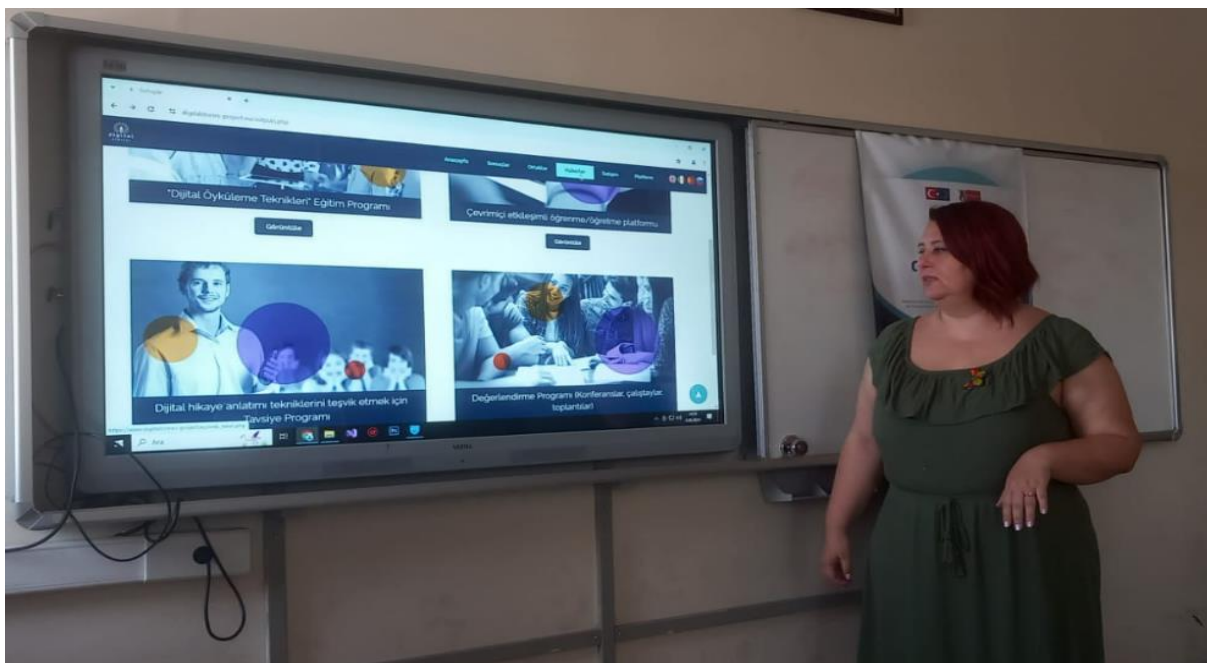


**Figure 31 – Digital Stories Platform Presentation.**

In the end, the attendance certificates were delivered to all the participants, as shown in the following Figure.



**Figure 32 – Some moments during the delivery of the attendance certificates to the participants.**

## 3. *Analysis of the teachers' piloting questionnaire*

For the Pilot Training evaluation, a pre-test and a post-test were administered to the participants before the training. The results of both tests are shared below..

Here are the results achieved.

### *3.1 Pre-Piloting Questionnaire Results*

To the question "How useful are the Digital Stories learning materials, case studies and teaching suggestions for your teaching practice?" 67% of the participants answered "definitely useful", 25% answered "useful", and 8% (1 participant) answered "definitely not useful". This indicates a strong positive reception among educators regarding the potential benefits of incorporating Digital Stories into their teaching practices.
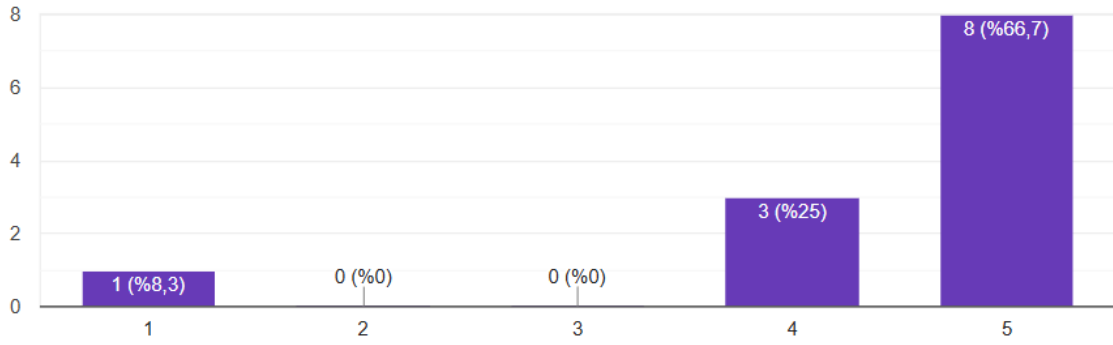
**Figure 33 – How Digital Stories' teaching materials and tips could be useful for the participants teaching before the training.**

1. The participants made the following comments to the question "Please explain the motivation of your choice", which is related to the first question.

- I think it is an innovative approach and a study that supports development.
- I think it will contribute to our students staying in the education process.
- It will be informative about EU projects.
- It will be useful as a creative activity.
- Because the trainers are knowledgeable,
- It is definitely useful in increasing the students' interest in the lesson.
- Because I think the training will contribute to my own development,
- I think it will contribute to my personal and professional development.
- It will contribute to the applications in education.
- I think critical thinking skills will increase.
- I think it will be beneficial in the stage of evaluating the system from different perspectives.
- I expect new tools to be useful.
- I am skeptical about new applications.

2. "To what extent do you think using the digital storytelling helps students develop the following skills?" the distribution of participants' answers is as follows:
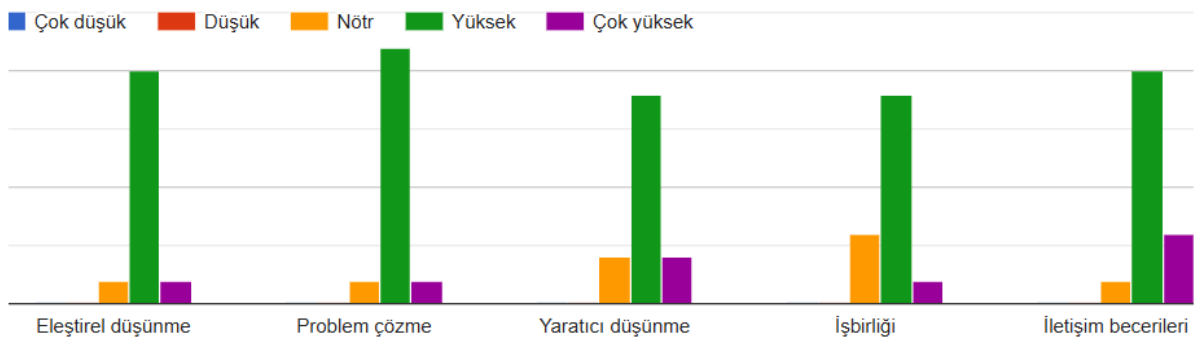


**Figure 34 – The students' skills developed by using digital storytelling before the training.**

- Analytical thinking : 84% of the participants answered "high", 8% of the participants (1 person) answered " very high" and 8% of the participants (1 person) answered "neutral".
- Problem solving : 92% of the participants answered "high" and 8% of the participants (1 person) answered "very high".
- Creative thinking : 75% of the participants answered "high", 17% of the participants answered "very high" and 8% of the participants answered "neutral".
- Collaboration : 75% of the participants answered "high", 8% of the participants answered "very high" and 17% of the participants answered "neutral".
- Communication skills : 84% of the participants answered "high", 8% of the participants (1 person) answered " very high" and 8% of the participants (1 person) answered "neutral".

When we look at the general average of the answers given to all areas in this question; 89% of the participants thought that digital storytelling helps students develop the following skills, while 9% thought it was neutral. These rates show that the participants' expectations of the training content are quite high in terms of positive aspects.

3. The percentage of responses to the question "Please select to what extent do you agree on the statements below."
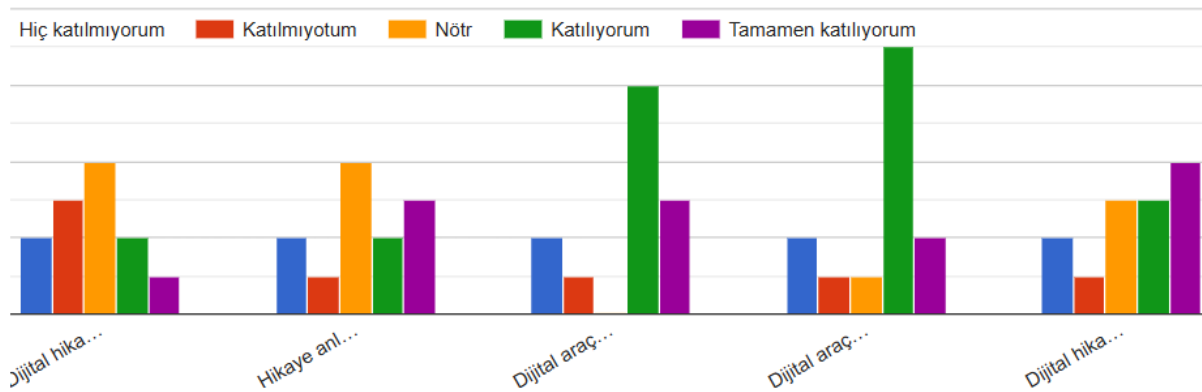


**Figure 35 – The participants' feedback on digital storytelling methodology before the training.**

- I have a general understanding and knowledge of digital storytelling : 8% of the participants answered "strongly agree", 17% of the participants answered "agree", 33% of the participants answered "neutral", 25% of the participants answered "disagree" and 17% of the participants answered "strongly disagree".
- Storytelling is feasible in the classroom: 25% of the participants answered "strongly agree", 17% of the participants answered "agree", 33% of the participants answered "neutral", 18% of the participants answered "disagree" and 17% of the participants answered "strongly disagree".
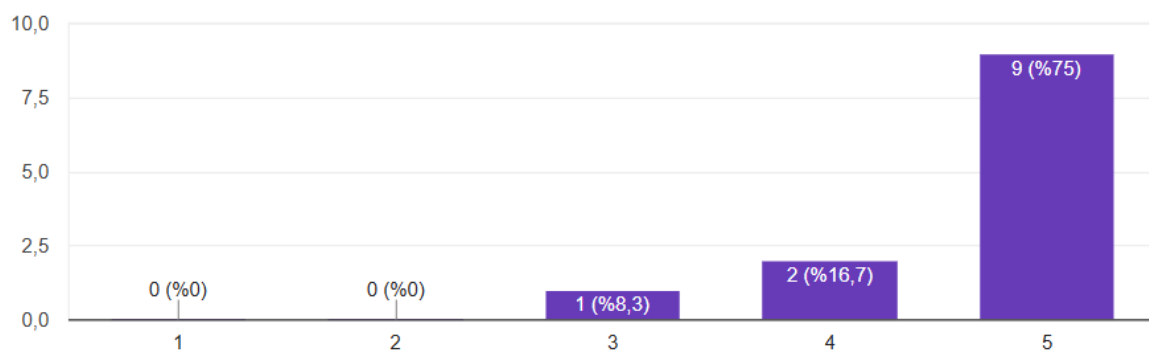
➤ Digital tools are useful in classrooms: 25% of the participants answered "strongly agree", 60% of the participants answered "agree", 10% of the participants answered "disagree" and 5% of the participants answered "strongly disagree".

➤ I can use digital tools in my teaching : 25% of the participants answered "strongly agree", 60% of the participants answered "agree", 15% of the participants answered "neutral", 5% of the participants answered "disagree" and 5% of the participants answered "strongly disagree".

➤ Digital storytelling activities can contribute to social bonds among students: 35% of the participants answered "strongly agree", 25% of the participants answered "agree", 25% of the participants answered "neutral", 5% of the participants answered "disagree" and 10% of the participants answered "strongly disagree".

➤ Digital storytelling activities can contribute to social bonds between teachers and students: 35% of the participants answered "strongly agree", 20% of the participants answered "agree", 20% of the participants answered "neutral", 5% of the participants answered "disagree" and 20% of the participants answered "strongly disagree".

## 3.2 Post-Piloting Questionnaire Results

The first question asked in the Post-Test section and the first 4 questions asked in the Pre-Test section are the same. In this way, changes can be observed before and after the test. The other questions cover other evaluations after the training.

1. To the question "How useful are the Digital Stories learning materials, case studies and teaching suggestions for your teaching practice?" 75% of the participants answered "definitely useful", 17% answered "useful", and 8% (1 participant) answered "neutral".
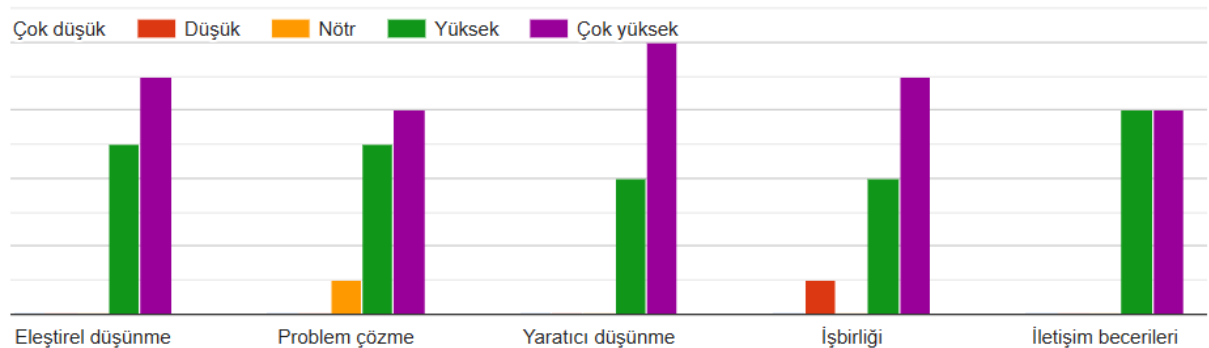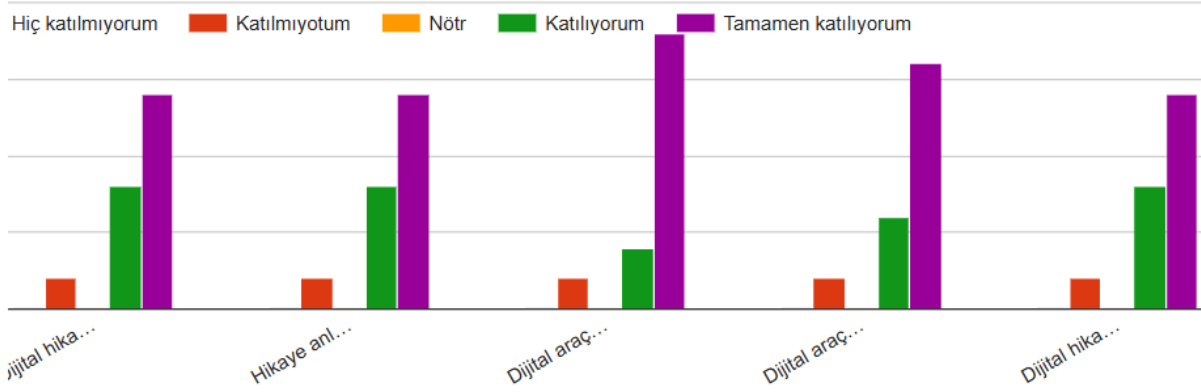
2. The participants made the following comments to the question "Please explain the motivation of your choice", which is related to the first question.

- It offered a different perspective
- It seems more useful for culture lessons
- We learned very useful information
- The seminar was presented in a quality way thanks to the mastery of the subject by the trainers. I think I received a good education with the participation of expert guests in the field
- It is definitely useful in terms of increasing visuality in developing technology and digitalization
- It is not suitable for jobs that require practical skills
- I met activities and various materials that will make my job easier in my lessons and enable students to actively participate in lessons by having fun and cooperating.
- The education was very productive and enjoyable.
- I think it will be effective on mental development and creativity of thinking skills.
- I think it will contribute to the educational processes of students.
- It is important to follow the use of developments and innovations in the world in education
- An application that will attract the student's attention and enable them to focus.

3. "To what extent do you think using the digital storytelling helps students develop the following skills?" the distribution of participants' answers is as follows:
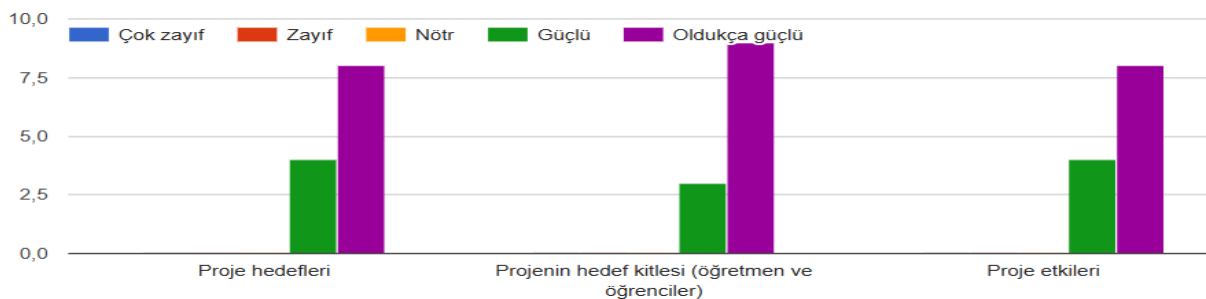


- ➢ Analytical thinking : 45% of the participants answered "high", and 55% of the participants answered " very high".
- ➢ Problem solving : 40% of the participants answered "high", 50% of the participants answered "very high" and %10 of the participants answered "neutral".
- ➢ Creative thinking : 30% of the participants answered "high" and 70% of the participants answered "very high".
- ➢ Collaboration : 40% of the participants answered "high", 50% of the participants answered "very high" and %10 of the participants answered "low".
- ➢ Communication skills : 50% of the participants answered "high" and 50% of the participants answered " very high".

4. The percentage of responses to the question "Please select to what extent do you agree on the statements below."

Funded by the Erasmus+ Program of the European Union. However,European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein

2. The participants made the following comments to the question "Please explain the motivation of your choice", which is related to the first question.

- It offered a different perspective
- It seems more useful for culture lessons
- We learned very useful information
- The seminar was presented in a quality way thanks to the mastery of the subject by the trainers. I think I received a good education with the participation of expert guests in the field
- It is definitely useful in terms of increasing visuality in developing technology and digitalization
- It is not suitable for jobs that require practical skills
- I met activities and various materials that will make my job easier in my lessons and enable students to actively participate in lessons by having fun and cooperating.
- The education was very productive and enjoyable.
- I think it will be effective on mental development and creativity of thinking skills.
- I think it will contribute to the educational processes of students.
- It is important to follow the use of developments and innovations in the world in education
- An application that will attract the student's attention and enable them to focus.

3. "To what extent do you think using the digital storytelling helps students develop the following skills?" the distribution of participants' answers is as follows:



- ➢ Analytical thinking : 45% of the participants answered "high", and 55% of the participants answered " very high".
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- ➢ Creative thinking : 30% of the participants answered "high" and 70% of the participants answered "very high".
- ➢ Collaboration : 40% of the participants answered "high", 50% of the participants answered "very high" and %10 of the participants answered "low".
- ➢ Communication skills : 50% of the participants answered "high" and 50% of the participants answered " very high".

4. The percentage of responses to the question "Please select to what extent do you agree on the statements below."

- Hiç katılmıyorum  - Katılmıyotum  - Nötr  - Katılıyorum  - Tamamen katılıyorum

- Dijital hika…
- Hikaye anl…
- Dijital araç…
- Dijital araç…
- Dijital hika…

> I have a general understanding and knowledge of digital storytelling : 50% of the participants answered "strongly agree", 40% of the participants answered "agree" and 10% of the participants answered "disagree".

> Storytelling is feasible in the classroom: 50% of the participants answered "strongly agree", 40% of the participants answered "agree" and 10% of the participants answered "disagree".

> Digital tools are useful in classrooms: 75% of the participants answered "strongly agree", 15% of the participants answered "agree" and 10% of the participants answered "disagree".

> I can use digital tools in my teaching : 60% of the participants answered "strongly agree", 30% of the participants answered "agree" and 10% of the participants answered "disagree".

> Digital storytelling activities can contribute to social bonds among students: 60% of the participants answered "strongly agree", 30% of the participants answered "agree" and 10% of the participants answered "disagree".

> Digital storytelling activities can contribute to social bonds between teachers and students: 75% of the participants answered "strongly agree", 15% of the participants answered "agree" and 10% of the participants answered "disagree".

5. The distribution of participants' answers to "What do you think about the project?" is as follows:



- Çok zayıf  - Zayıf  - Nötr  - Güçlü  - Oldukça güçlü

- Proje hedefleri
- Projenin hedef kitlesi (öğretmen ve öğrenciler)
- Proje etkileri

In terms of "Project objectives", 75% of the participants answered "very good" and 25% of the participants answered "good". In terms of "The target group of the project (teachers and students)", 80% of the participants answered "very good" and 20% of the participants answered "good".In terms of "The impacts of the project", 75% of the participants answered "very good" and 25% of the participants answered "good".

6. The distribution of participants' answers to "What do you think about the project website?" is as follows:



12 yanıt
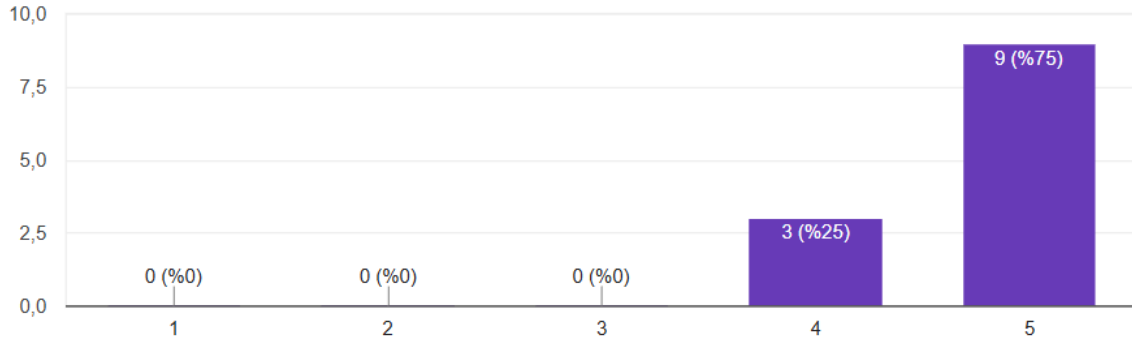
%85 of the participants answered "very good" and %15 of the participants answered "good".

7. The distribution of the participants' answers to "please indicate your reasons" related to the previous question is as follows :
   • Effectively prepared
   • I liked it very much
   • As a result of the reviews
   • it was prepared very professionally.
   • I think it is open to development
   • It is quite clear and easily accessible
   • Because it is an interactive website
   • I found it positive and helpful.
   • It is well designed in terms of visuality and content.
   • Effective
   • It provides sufficient content

8. Participants' responses to the question "In the training program, what did you learn about early school leaving and student failure?" are as follows:

   • Preventable
   • We Received Very Nice and Useful Information
   • Absence, lack of interest in school and lessons, school profile
   • I learned that the rate is very high in our country and can be reduced with various activities and visualization in course content
   • Web 2 tool usage, detailed information about Erasmus+
   • I learned that early school dropout is very high in our country, its reasons and solutions.
   • I learned a lot about the economic situation, education environment, student failure factors and process.
   • I learned information about the reasons why students drop out of school and what can be done.
   • I learned that early school dropouts are very common.

9. Participants' responses to the question "In the training program, what did you learn about digital teaching tools?" are as follows:

- Many things
- I think it is useful
- Connecting students to school with digital tools
- It should be for education
- I learned that it can definitely be very effective in the content of the course and increase students' interest in the course and how to use web tools.
- I learned how to integrate it into education
- Various materials, applications, creating forms, how to use applications
- I learned tools such as Padlet, storyjumper etc.
- I think it will contribute to education and training and Generation Z.
- I learned that different interactive lessons can be done with applications such as Padlet.
- Effectiveness
- Introduction and use of digital tools

10. Participants' responses to the question "In the training program, what did you learn about storytelling?" are as follows:

- I learned that it is useful and effective
- To make students love lessons with stories
- It should be among the educational tools
- I learned how to create stories and prepare materials with web tools
- To provide a critical thinking structure
- I learned the effects of stories on real life and learning.
- I learned that there are many different tools besides the classical method
- I think it will make applications more functional.
- I learned that more effective learning can be achieved with stories.
- It will create a difference
- The stages of the story and what it brings to the other party

11. Participants' responses to the question "In the training program, what did you learn about digital storytelling?" are as follows:

- It is effective
- I learned to make students love lessons with stories
- It should be in school education applications
- I learned to create stories and prepare materials with web tools
- I learned to tell stories using Web 2 tools
- I learned many things such as students' communication skills, cooperation, and critical thinking skills with stories using digital tools.
- A more effective narration can be made using digital Web tools in addition to classical storytelling

- I learned that it contributes to developmental and educational models.
- I learned that every student can reach it thanks to digital applications.
- It brings a different perspective
- The stages of digital storytelling, story creation, completion, evaluation, and the possible results...

12. Participants gave the following answers to the question "Please select to what extent do you agree on the statements below.":
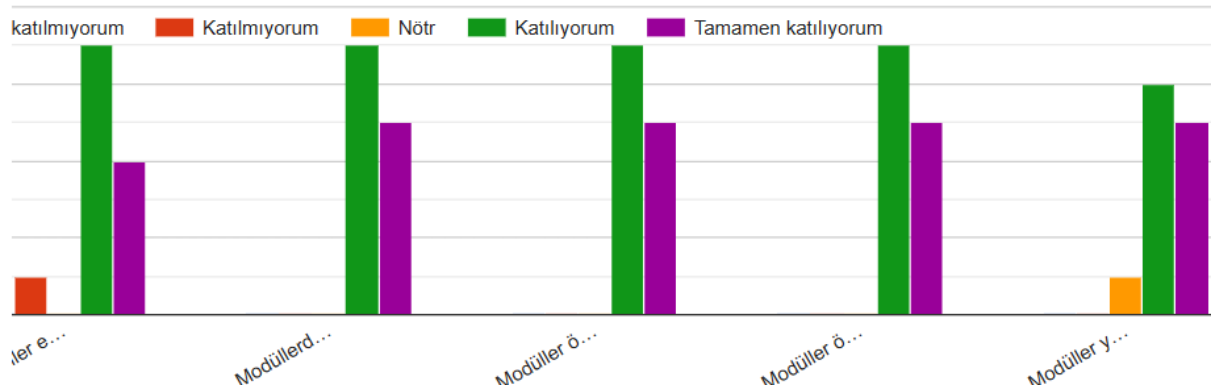


- ➢ The modules are effective for dropping off early school leaving : 33% of the participants chose "totally agree", 60% of the participants chose "agree" and 7% of the participants chose "disagree".
- ➢ The modules integrate digital tools effectively. : 40% of the participants chose "totally agree" and 60% of the participants chose "agree".
- ➢ The modules are effective for improving digital skills of teachers.: 40% of the participants chose "totally agree" and 60% of the participants chose "agree".
- ➢ The modules are effective for improving digital skills of students : 40% of the participants chose "totally agree" and 60% of the participants chose "agree".
- ➢ The modules integrate new learning techniques and approaches.: 40% of the participants chose "totally agree", 50% of the participants chose "agree" and %10 of the participants chose "neutral"
- ➢ I can apply digital storytelling activities in the modules.: 50% of the participants chose "totally agree", 35% of the participants chose "agree" and %15 of the participants chose "neutral"
- ➢ I can design new digital storytelling activities later in my professional life.: 40% of the participants chose "totally agree", 40% of the participants chose "agree" and %20 of the participants chose "neutral"
- ➢ The modules are effective in preventing student failure.: 42% of the participants chose "totally agree" and 58% of the participants chose "agree".
- ➢ The modules are effective in improving social relationships among students.: 42% of the participants chose "totally agree", 50% of the participants chose "agree" and %8 of the participants chose "neutral"
- ➢ The modules are effective in improving social relationships between students and teachers.: 50% of the participants chose "totally agree" and 50% of the participants chose "agree".
- ➢ The modules integrate green skills.: 50% of the participants chose "totally agree" and 50% of the participants chose "agree".

- ➢ The modules involve cultural objects.: 42% of the participants chose "totally agree", 50% of the participants chose "agree" and %8 of the participants chose "neutral"
- ➢ The stories in the modules are integrating.: 42% of the participants chose "totally agree", 50% of the participants chose "agree" and %8 of the participants chose "neutral"
- ➢ The stories in the modules are rich in language.: 40% of the participants chose "totally agree" and 60% of the participants chose "agree".
- ➢ The stories in the modules are age-appropriate.: 40% of the participants chose "totally agree" and 60% of the participants chose "agree".

## *Conclusion*

Based on the pre-and post-pilot training responses to the question "How useful could Digital Stories' teaching materials and tips be for your teaching?", there is a noticeable improvement in perception. In particular, before the training, respondents were focused on the potential benefits and broad applications of innovative teaching materials. They highlighted issues such as student disengagement, particularly exacerbated by the COVID-19 pandemic and the need for new strategies to address the changing educational contexts. There was a strong emphasis on the necessity for new ideas, diversity in teaching methods, and ways to motivate students.

Respondents became more specific about the benefits and practical applications they experienced compared to after-training opinions. They highlighted the digital tools' ease of use, versatility, and immersive nature. Concrete improvements were mentioned, such as better student engagement and the enhancement of traditional lessons, showcasing a direct positive impact of digital tools on their teaching practices.

Thus, one may conclude that the training has clearly shifted opinions. Initially, respondents were focused on the theoretical potential and broad applications of digital tools. Post-training, their explanations became more specific and practical, emphasising the ease of use, the ability to enhance traditional lessons, and the direct impact on student engagement.

The training has clearly changed perceptions regarding also the contribution of digital storytelling to skill development. Initially, the views on its impact on analytical thinking and problem-solving were modest, with fewer respondents seeing very high benefits. Instead, after the post-training, there was a significant increase in recognition of very high benefits in these areas, indicating a stronger belief in digital storytelling's effectiveness in enhancing these skills.

There was already a notable appreciation of digital storytelling's impact before the training for creativity, collaboration, and communication, but this appreciation deepened considerably afterwards. More respondents perceived very high benefits in these areas post-training, reflecting increased confidence in the ability of digital storytelling to foster these skills effectively.

# PILOT TRAINING REPORT
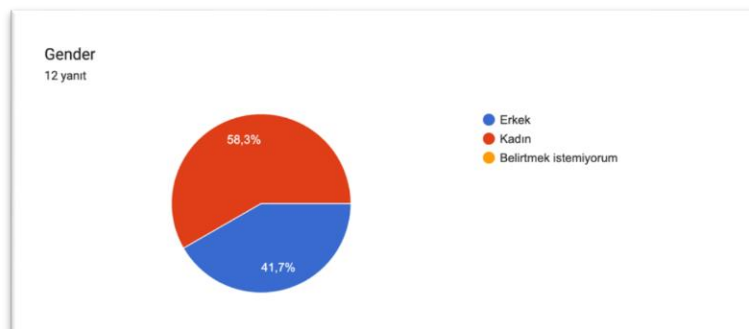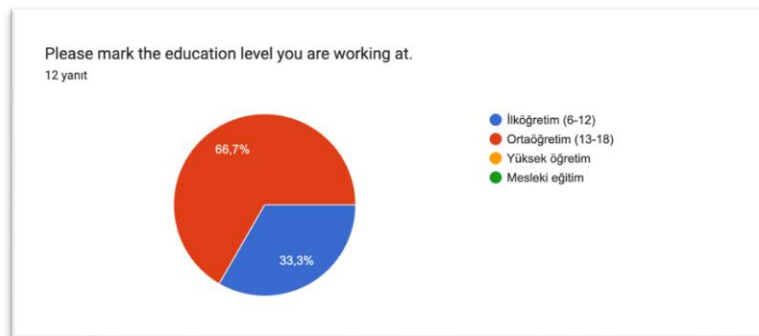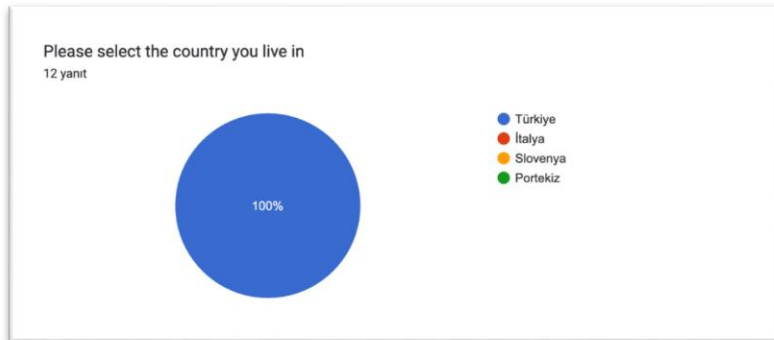# BAFRA İLÇE MİLLİ EĞİTİM MÜDÜRLÜĞÜ
# TÜRKİYE

*Introduction*

This report includes the necessary information about teacher training activites held in Bafra/ Samsun – Türkiye between the dates 13-16 May 2024.

## 4. Target Group Description

Data were collected from the participants in teacher training activity with the help of a Google form. According to the result 12 Turkish teachers participated the traning during four days. These teacher are from lower secondary (8 teachers) and upper secondary schools (4 teachers. Participants' main occupational branches are IT, Turkish language teaching. The selection of genders are mixed. 6 male and 4 female participants.

**Please select the country you live in**
12 yanıt

- Türkiye
- İtalya
- Slovenya
- Portekiz

100%

**Please mark the education level you are working at.**
12 yanıt

- İlköğretim (6-12)
- Ortaöğretim (13-18)
- Yüksek öğretim
- Mesleki eğitim

66,7%
33,3%

**Gender**
12 yanıt

- Erkek
- Kadın
- Belirtmek istemiyorum

58,3%
41,7%

## 1. Piloting Description

At the beginning of the piloting testing, the participants were expected to sign the signature list as shown below.



In order to provide the participants with enough information about the project, each participants were given a booklet. This helped them get more details about the project aims, methodology, and learning activities.The teacher training of the Digital Stories took in 10 hours and was divided into 4-day sessions. Each session was divided into two parts with learning - getting information and practicing – training. During the morning sessions, the participants were also involved in a practical session that would help them understand the mentality and the process of module applications.

The afternoon session was designed for the application of the participants. They tried to use the modules and prepared some sample lessons and mini acitivities. They were also trained about the applications which would be used during the assesment of the module in the project.



At the end of the training week, each participant was celebrated with a certificate for their successfull attendence to the training.

![Türkiye Ulusal Ajansı / Türkiye National Agency logos] Co-funded by the
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digital
stories

## 1. Analysis evaluation questionnaire

The evaluation questionnaire was divided into three parts: the first was addressed to collect general information regarding the target group, the second was the platform functionalities, and the third was the content organisation in the platform.

The following Figure represents participants' feedback on the Digital Stories platform, focusing on various functionalities related to access and navigation.

## 2. Conclusion

How useful do you think Digital Stories materials, examples and educational advice will be to you?

12 yanıt
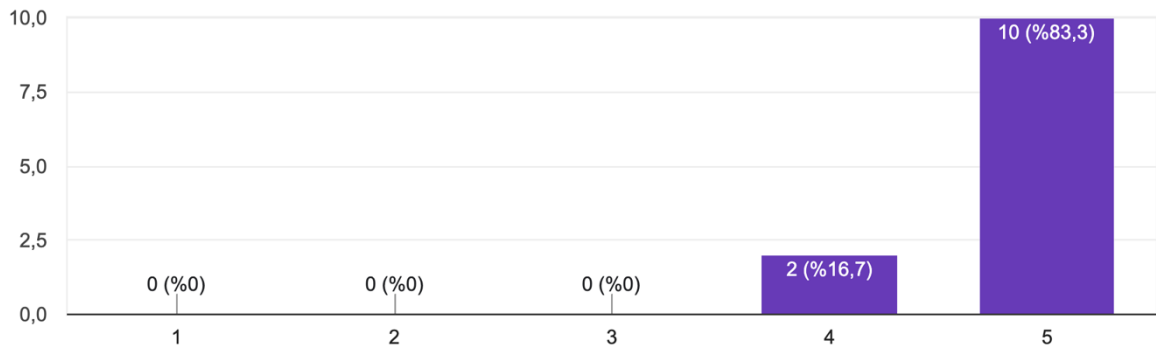


What do you think about the project?
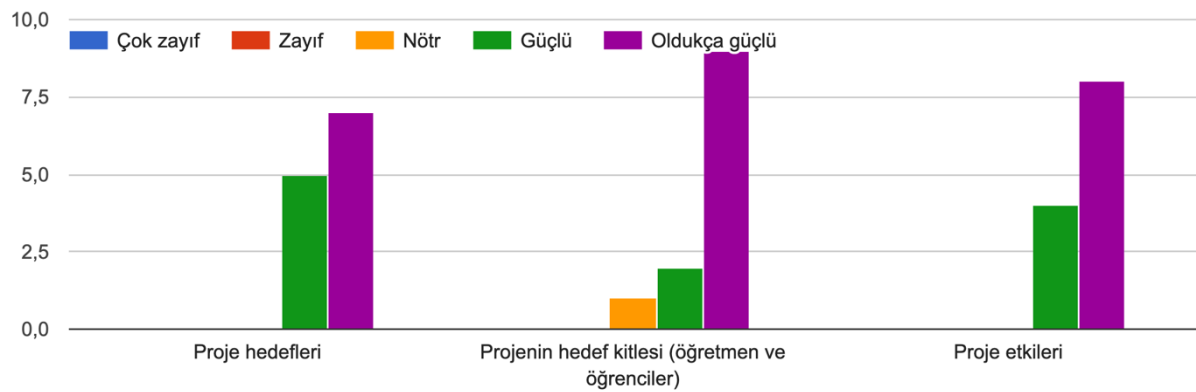


As a general result, the participants mostly believe the effectivenes and usefullnes of the training activity. Digital Stories and its modules will be helpful with their education careers. With the help of the questionannaire, we can clearly see that all the participants have positive attitude towards or Digital Storytelling project and they think it will help their academic career and education life.

# PILOTING TRAINING REPORT

# University of Ljubljana
# Faculty of Education
# Slovenia

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

## 2022-1-TR01-KA220-SCH-000087898

# Contents

# 1. Introduction

The pilot training took place at the Faculty of Education of the University of Ljubljana in five sessions between June 13 and 27, 2024. We followed the work plan agreed by the project partners at previous meetings and during the training of trainers in April 2024 in Ljubljana.

The main idea of the pilot training was to present the developed learning materials and didactic recommendations to the Slovenian teachers, evaluate the materials and didactic approach and take into account the evaluation results in order to prepare possible improvements of the learning materials and teaching methods after the training for the final version of the modules.

# 2. Target Group Description

The pilot training took place at the Faculty of Education of the University of Ljubljana in five non-consecutive sessions in June 2024. 17 teachers from three Slovenian elementary school (OŠ Majde Vrhovnik Ljubljana, OŠ Šmartno pri Slovenj Gradecu and OŠ Gabrovka-Dole) took part. The first school is located in the Slovenian capital, the second in a small town in the eastern part of Slovenia and the third in a village in a rural area in the southern part of Slovenia. The participating teachers were guided in the learning process by teacher trainers, their colleagues, who participated in a train-the-trainer course organised by the project partners in Ljubljana in April 2024. The majority of participating teachers were women, which is statistically significant for the population of Slovenian teachers.

# 3. Piloting Description

The Slovenian project team carefully prepared the pilot teacher training in cooperation with 4 participants of the trainer training.

In addition to the official website of the Erasmus+ Digital Stories project and the online learning platform, we have created a virtual classroom in Moodle where we have collected the Slovenian translation of all presentations of the trainers' training in Ljubljana (lectures in the morning and presentations of modules in the afternoon sessions), additional handouts of relevant presentations prepared by the project team (about UDL, multimedia learning, ...), video recordings of the presentations from trainers training and other relevant presentations (about game-based learning, ...).

The most important part of the Moodle virtual classroom were various activities that required the active participation of teachers. We wanted to increase the efficiency of learning and took into account some comments from the trainer training where participants suggested more active forms of learning. We therefore designed our pilot training according to the principle of "flipped learning". Participants had to work through the modules presented in the trainer training in pairs and then prepare their own presentations in pairs, taking into account the specific characteristics of their students, their cultural background and our national curriculum. All of these presentations were recorded and are available in the MOODLE virtual

classroom for massive use in the months and years to come. Each presentation, prepared by pairs of teachers in the pilot training, was followed by a discussion in which all participants actively participated and which was led by trainers and members of the national project team. All learning materials created are also collected in Moodle and are available to all teachers in SLovenia.

## *4.  Promotional Activities*

The Erasmus+ project "Digital Stories", its objectives, the developed learning materials and the original teaching and learning methods have been widely presented in Slovenia through various activities at the Faculty of Education of the University of Ljubljana, through various communication channels and publications relevant for teachers in Slovenia, as well as through the activities of the participants of the project's teacher training programme.

We expect that additional, even more efficient promotion will take place by the end of 2024, when the pilot teacher training participants will implement the modules for their students and present them and their experiences at a national Slovenian teachers' conference.

## *5.  Analysis of the teachers' questionnaires*
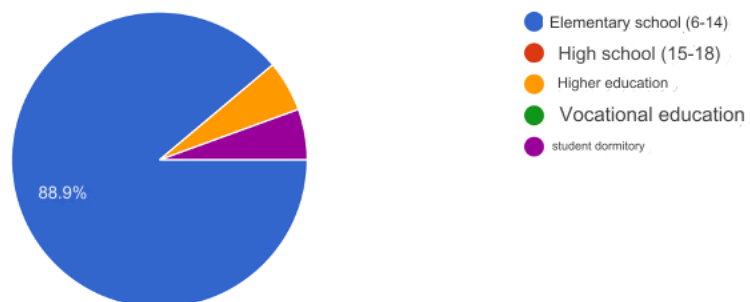
### A. Demographic Features of Participants

**Choose the country where you live:**
18 responses



- Turkey
- Italy
- Slovenia
- Portugal

100%
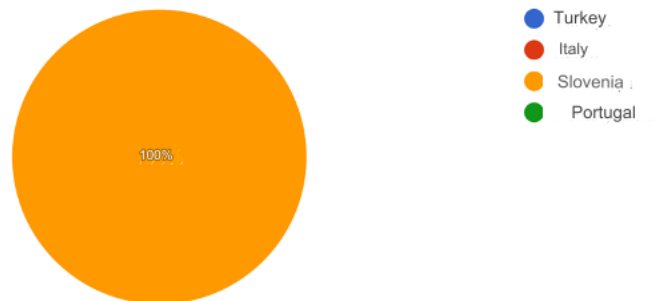
**Choose the type of institution you work at:**
18 responses



- Elementary school (6-14)
- High school (15-18)
- Higher education
- Vocational education
- student dormitory

88.9%
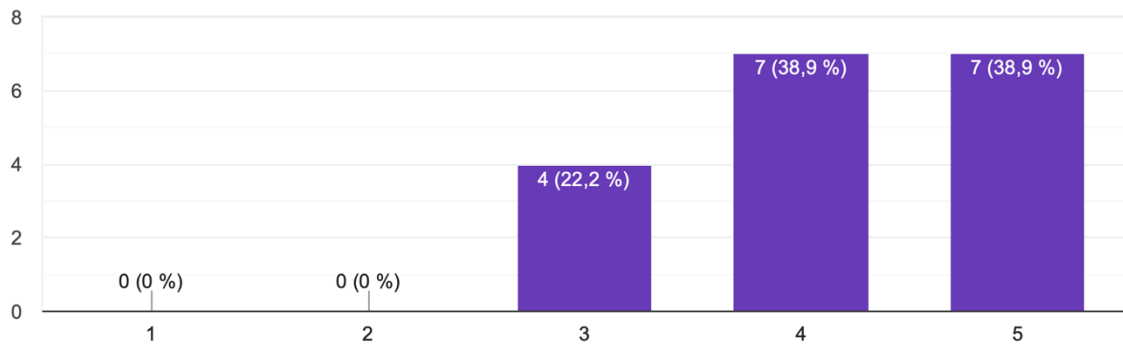
**Gender**
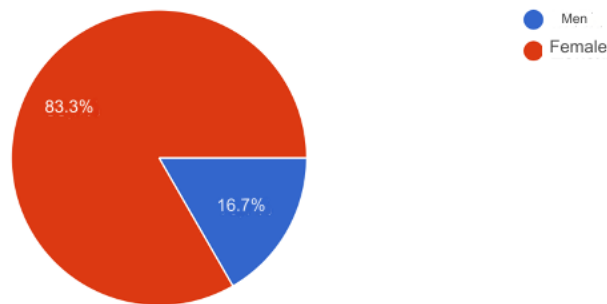
18 responses



## B. Comparisons of Pre- and Post-Test

**How useful are the learning modules and other materials produced by the Digital Stories project for your work with students?**
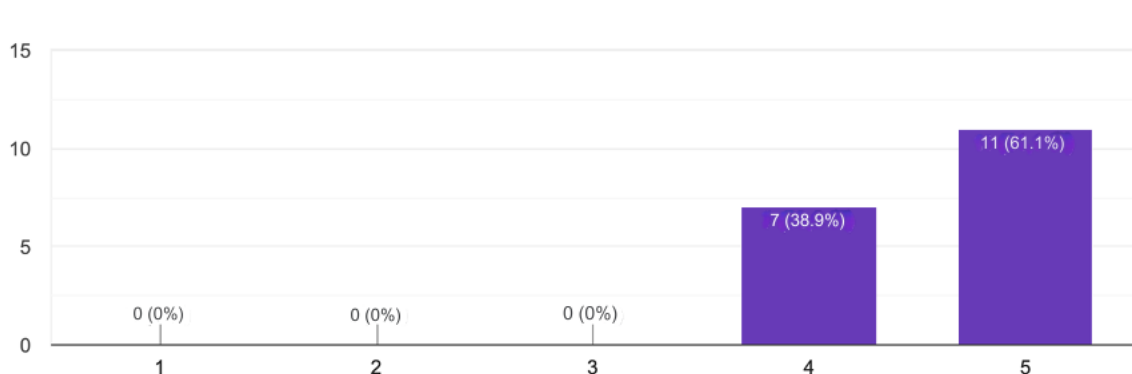
**Pre-test**
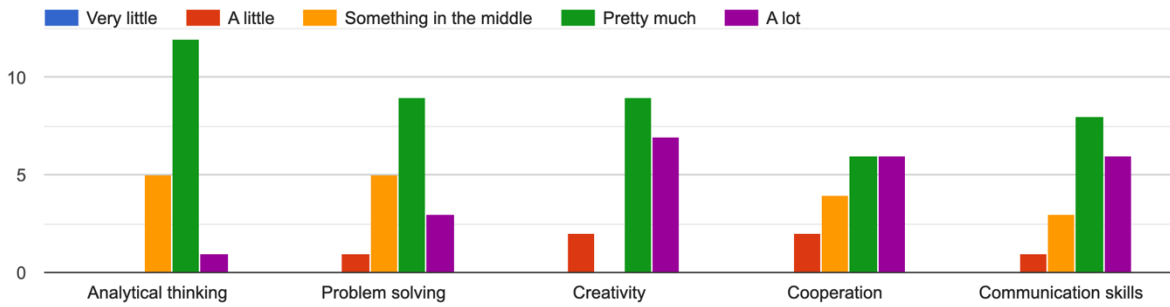
18 responses



**Post-test**

18 responses

**To what extent can using digital storytelling helps students to develop the following skills?**
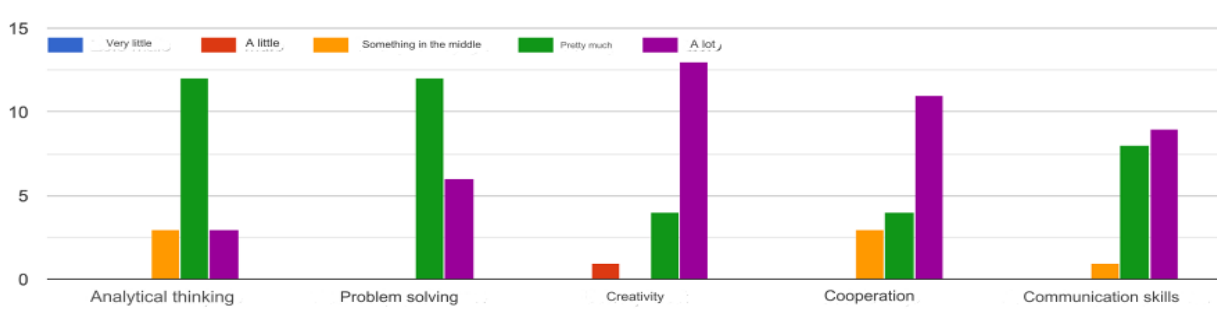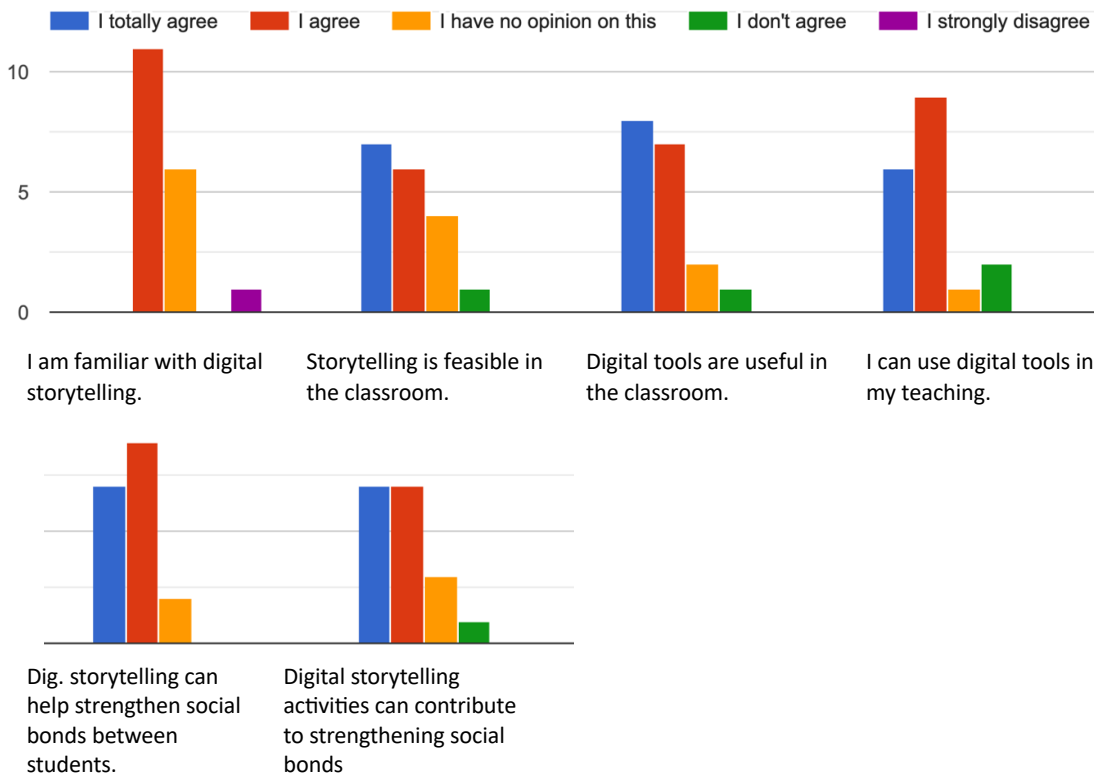
**Pre-test**

18 responses



**Post-test**

18 responses



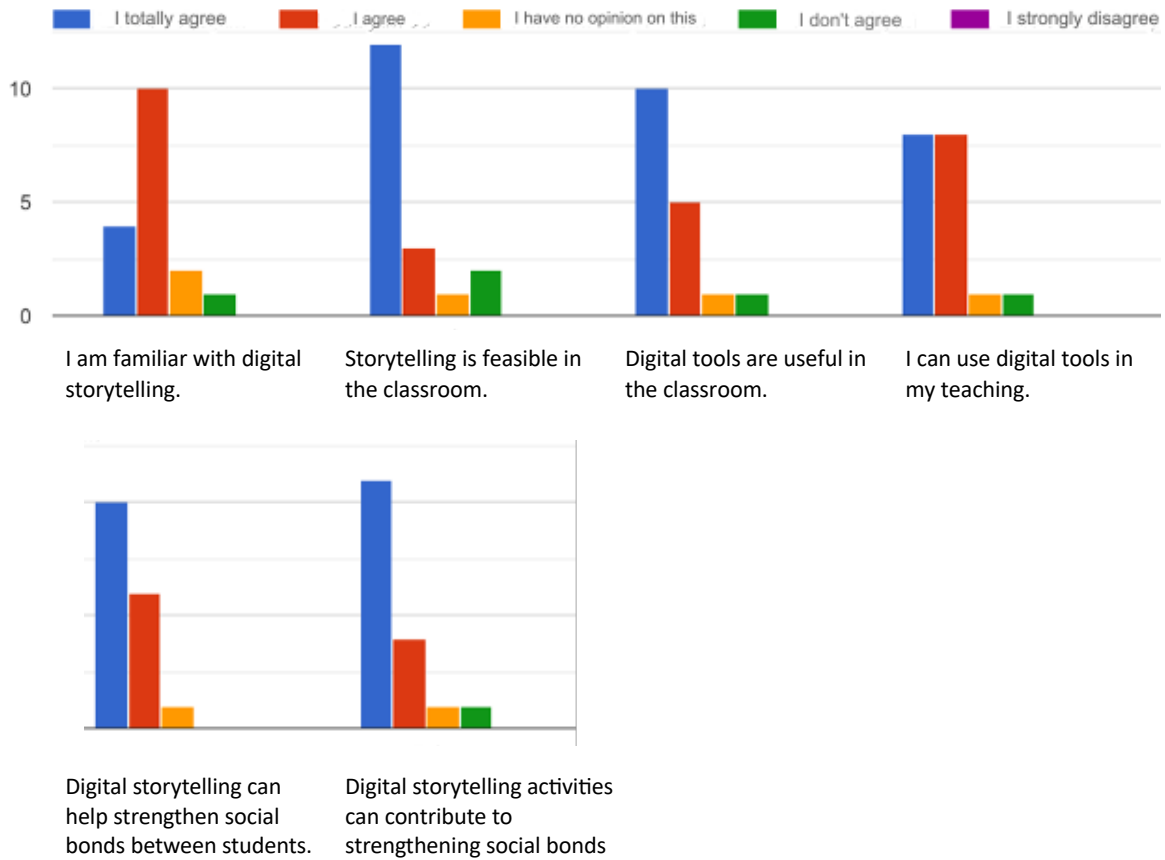**Please select the extent to which you agree with the statements below:**

**Pre-test**

18 responses

**Post-test**

18 responses



| I am familiar with digital storytelling. | Storytelling is feasible in the classroom. | Digital tools are useful in the classroom. | I can use digital tools in my teaching. |



Digital storytelling can help strengthen social bonds between students.

Digital storytelling activities can contribute to strengthening social bonds

## C. Results of Post Test

**Why did you decide to participate in the project?**

18 responses

- Because I'm interested :-)
- When my colleague showed me the modules, I was impressed and decided to take part.
- Useful examples/modules and the possibility of classroom implementation.
- New knowledge
- Acquiring new skills
- Use of ICT tools, cooperation with teachers from abroad
- I joined at the initiative of my colleague
- I was invited by a colleague.
- Inviting a colleague and sharing experiences
- and a desire for new knowledge.
- I keep up to date.
- Inviting a colleague
- I was invited by my colleagues
- Learning about new content that would be useful in school.
- Because it was an interesting topic for me.
- I liked the content of the modules - it would be good to discuss these topics with students

- For useful content.
- To bring digital storytelling methods into the leisure activities of the hostel when working with students.
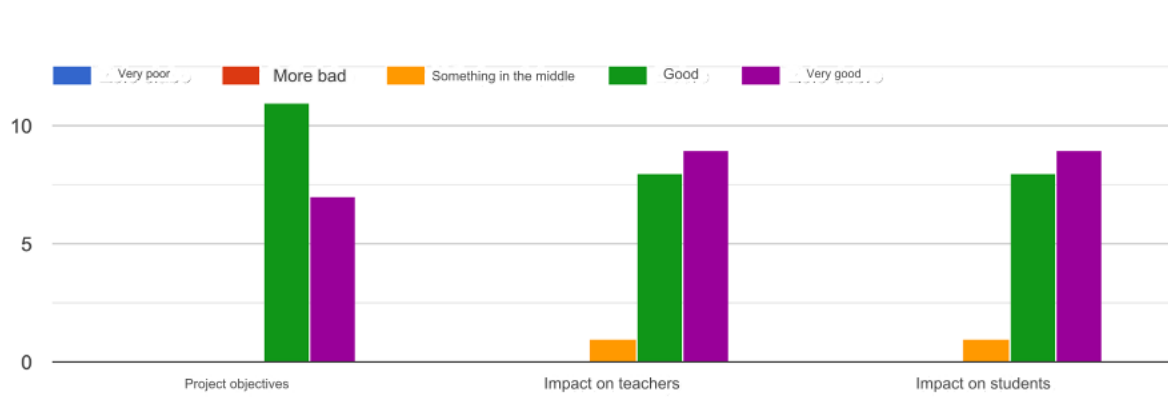
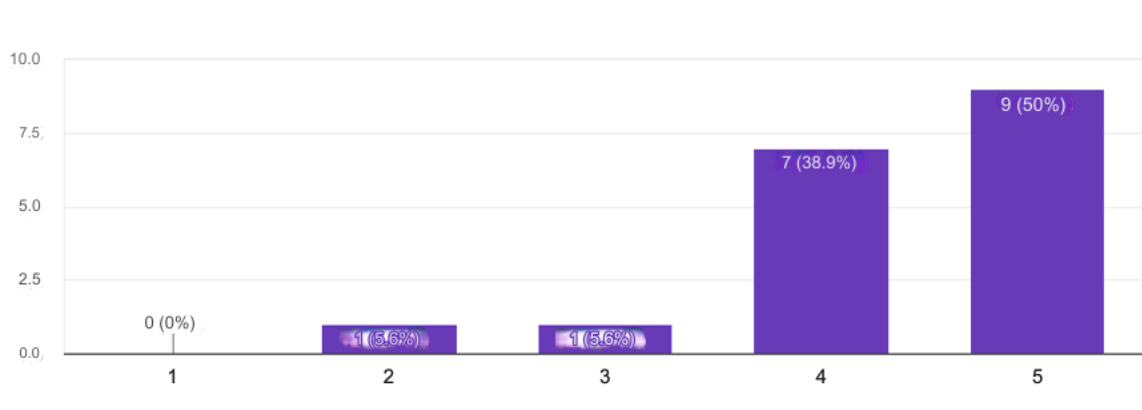## Was the Digital Stories learning environment and its content easy to use?

18 answers
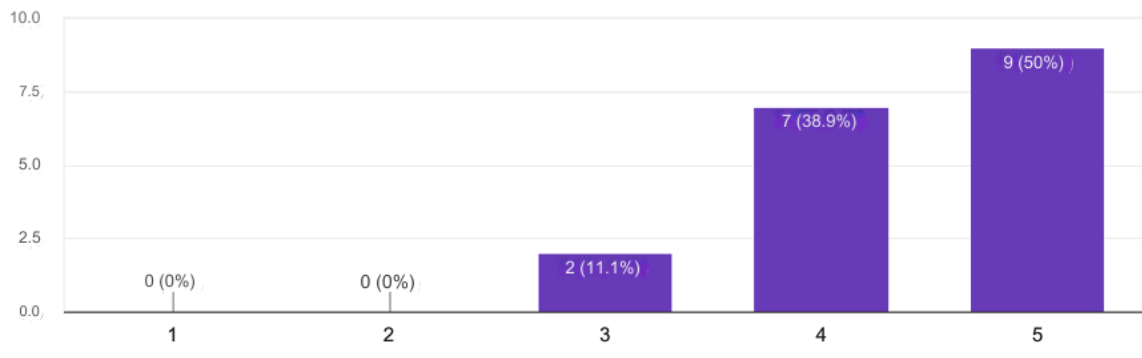


## What do you think of the Digital Stories project?

18 answers



## What do you think of the project website?

18 answers

**What have you learned about online tools?**
16 replies

- I have learnt about many different ones and how we use them.
- Useful gadgets and tools.
- They are useful.
- Using new apps
- How to use them with students
- Versatile usability
- Gain new knowledge and perspectives
- How can I use them in the classroom.
- Story Jumper
- What programmes exist and how to integrate the modules into your lessons.
- I learned about some new tools and how to use them.
- I was already familiar with some of the online tools, but it is interesting and useful to learn about new ones that can be used in different subjects (not only in this project).
- I have been introduced to new online tools and find them very useful. Many of them can be integrated into the classroom itself.
- Many - most of them I didn't know and I find them useful for an activity in the classroom (motivation, final evaluation, brainstorming, etc.).
- So that we can use them in original ways.
- Some new apps for editing and composing text and photos

**What did you learn about storytelling in the project?**
16 replies

- How stories can be used to address important issues for young people.
- How can I integrate specific topics into my teaching (cross-curricular teaching)
- They are a starting point for conversations
- To make linguistically rich stories have a greater impact on learners
- The importance of the tension of the story, the unexpected denouement, the humorous spots
- A good tool, a motivator...
- How to make better use of ICT technology
- How we can use it.
- According to the modules given in the online classroom.
- That we can change the world with a story.
- Stories can be told in different ways. It is not only the story that is important, but above all the interpretation, the recreation.
- Stories need to be age-appropriate and it is good to draw on real life. There are many possibilities.
- I learnt about new online tools and collaborative learning for storytelling
- To combine traditional and digital ways of teaching.
- That it is beneficial for children and adolescents and can help them to express themselves and take care of their psycho-physical state/health.

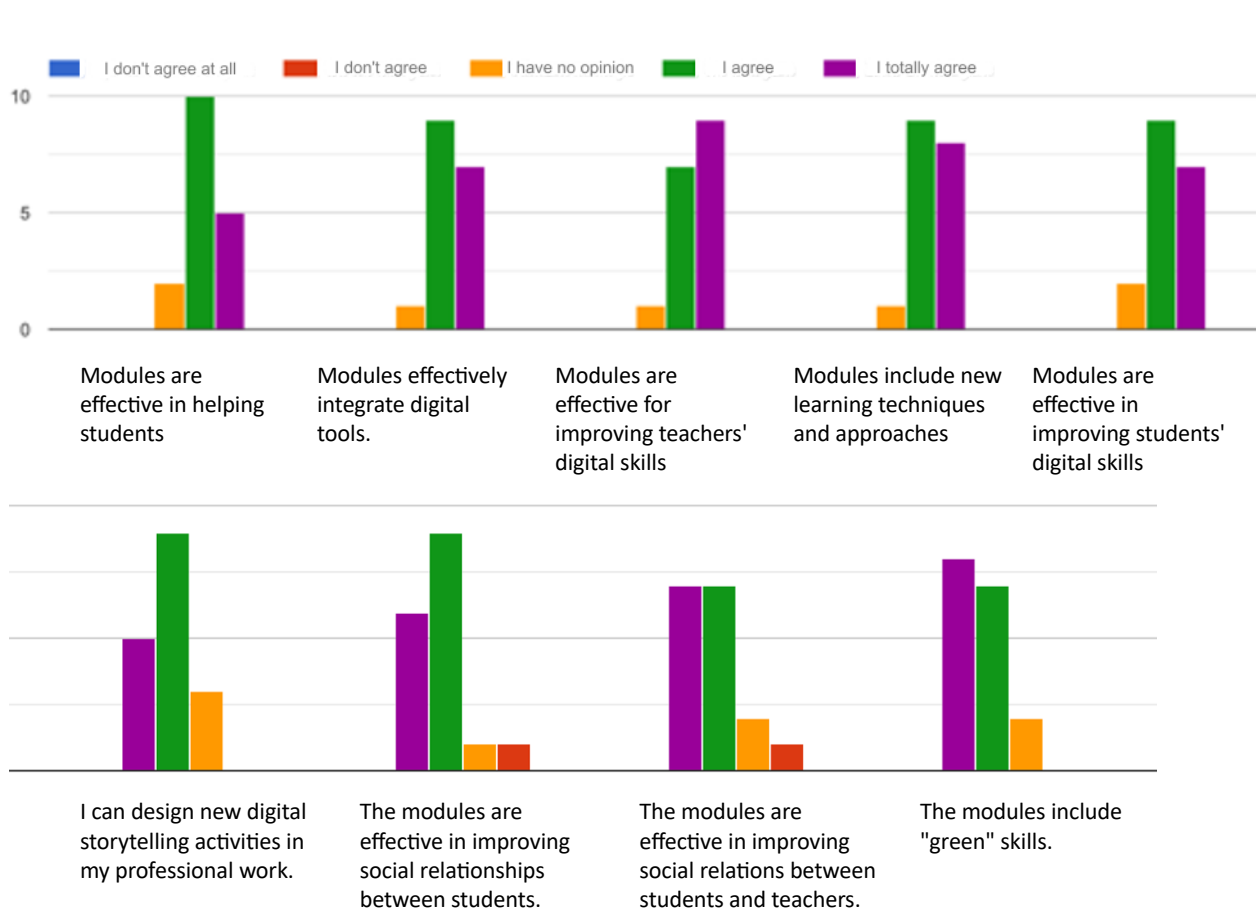**What have you learned about digital storytelling in the project?**
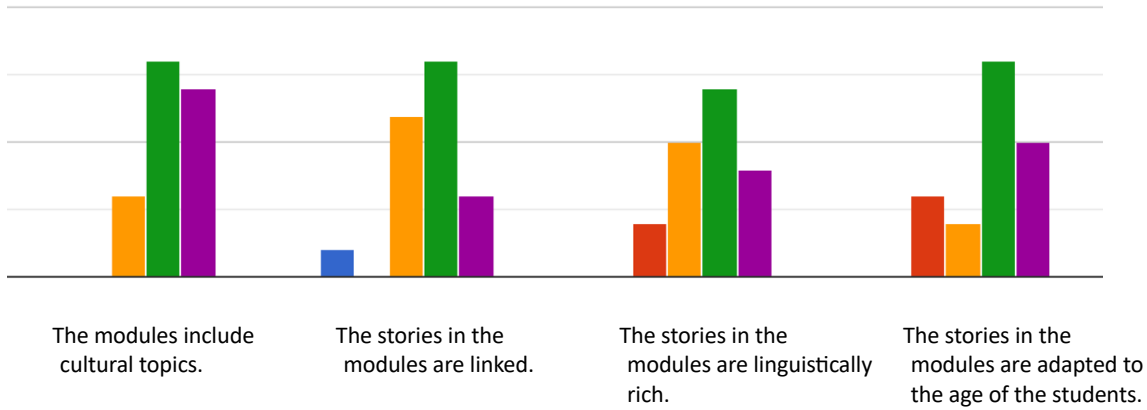16 replies

- So that we can link it well.
- Using specific tools and aids for classroom work.

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digital
stories

- They are a useful form
- To make them more interesting for students
- The need to plan your work well, to be familiar with digital tools
- An interesting and modern approach to teaching
- New experiences
- To make lessons more interesting
- Making.
- How to integrate them into class lessons.
- I've been introduced to the Story Jumper tool.
- Different tools for storytelling or demonstration.
- So that students can be very actively involved and learn a lot from it.
- Storyjumper is an interesting tool that guides students to create a story. I think it's good for them to process a theme through a story - to be creative, active and collaborative.
- They can also be used digitally to integrate a wide range of topics into the classroom.
- The digital environment allows for creative expression through the use of digital technologies, which is more appealing to adolescents and children and therefore easier to engage them in.

**To what extent do you agree with the statements below?**

| The modules include cultural topics. | The stories in the modules are linked. | The stories in the modules are linguistically rich. | The stories in the modules are adapted to the age of the students. |

## D. Evaluation Overall

If we compare the results of the pre- and post-tests, we can see that there has been a clear improvement in all comparable features.

Teachers rated the usefulness of the teaching materials that we developed as part of the project significantly better; the rating in the post-test (from 1 to 5) is 0.45 higher. At the end of the training, participants also rated the impact of digital storytelling on skills in the areas of analytical thinking, problem solving, creativity and collaboration as well as communication skills much better. The greatest impact was achieved in the areas of creativity, problem solving and cooperation at work. When the participants of the pilot training were informed about the aim of the project and decided to participate in our digital storytelling course, most of them stated that they find digital stories useful. However, at the end of the training, all participants stated that they find digital stories useful in their teaching practice. Although the majority of participants before training believed in the effectiveness of digital storytelling in promoting 21st century skills in students, their opinions improved as the training progressed.

Teachers' self-assessment of their knowledge of storytelling with digital technology, their ability to use it in the classroom, the usefulness of this pedagogical approach and the usefulness of this area for improving collaboration between students and between students and teachers improved significantly.

The main reasons for participating in the training are the teachers' desire to improve the quality of their teaching, to get to know modern pedagogical approaches through active learning and the use of digital technology, the relevance of the topics in today's school practice and the desire for professional cooperation with teachers at home and abroad.

The results of the post-test clearly showed that the participants found the project's training platform useful. They also indicated that they found the modules developed for the project useful for students to develop a positive attitude towards the courses in which they have a negative attitude due to various prejudices and fears that students have and also due to learning difficulties. In addition, teachers can use the multisensory learning model to appeal to the senses of the target group on topics that they find difficult to teach in class.

Participants also found out they modules promote green skills, which is another objective of the project and one of them is explicitly designed for the topic of "green skills". Participating teachers found the modules age-appropriate for the original target group, but in our

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interviews, teachers teaching younger students agreed that they could adapt the modules to the age group they were teaching. They commented on the linguistic diversity of the learning material, which is probably due to the double translation (original - English - mother tongue) and the differences between the various cultural backgrounds.

In the open-ended questions about new online tools, teachers were enthusiastic about learning about new tools, but also about new ways to use familiar tools for more active learning, to support collaboration and for new multimedia learning opportunities. All of this is also closely related to the digital competencies for teachers, which are gathered and conceptualised in the DIGCOMPEDU model that we presented to the participants in the introductory lectures.

When asked about the importance of storytelling, teachers pointed out, among other things, that stories can be used to address important issues for young people, that they serve as a starting point for conversations, that they are motivating, and that they are useful and applicable for young people to express themselves and take care of their psychophysical health.

In addition to all the benefits of the S, the DS further increases students' motivation, trains them in the use of digital technologies, improves creativity and expression with the right tools and offers new opportunities for teamwork and collaboration. All of these opportunities are best summarised in the response of one participant who wrote: "The digital environment allows for creative expression through the use of digital technologies, which is more appealing to adolescents and children and therefore easier to engage them."

## 6. Conclusions

Although we had to conduct the pilot training at a very inconvenient time at the end of the school year, when teachers are very busy with various school commitments, we are extremely satisfied with the training and its results.

The evaluation of the questionnaires on the implementation of the training shows that we achieved our objectives to a high degree and that the teachers learned a lot and were satisfied with the implementation.

A particular success was the implementation of active forms of learning for the participants using the flipped learning method, in which they studied the teaching materials and all 10 modules that we developed as part of the project in advance. In our meetings, we then delved deeper into the topics studied and clarified any ambiguities that arose during the study. We were particularly pleased with the presentations of the modules that the teachers prepared as lesson plans for their students, who represent a special target group, taking into account the specific context, the adaptation to the level of the subject and the integration into the curriculum.

In this context, I would also like to emphasise the important role of the teacher- trainers, who had previously been trained in trainers training and then acted as a link between the members of the project team and the teachers.

It is also important that all materials prepared jointly by the project team members and the teacher trainers, and then by the participants in the form of lesson preparations and recorded presentations and discussions, are subsequently accessible to all teachers in a special online classroom.

Also important are some suggestions for improving the teaching materials and, above all, ideas on how the lessons developed in the project can be integrated into the curriculum of Slovenian primary and secondary schools, which is very rigid and does not leave much room for such activities. On the advice of the teachers, the planned training courses could be carried out as "activity days", which are planned and are the only ones that allow the necessary flexibility.

The participating teachers also suggested that the project activities could be continued in the new school year when the prepared activities and games could be used in the school and the results could then be presented to a wider audience at one of the regular annual national vocational teachers' conferences.

# 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

# Content

## 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*.
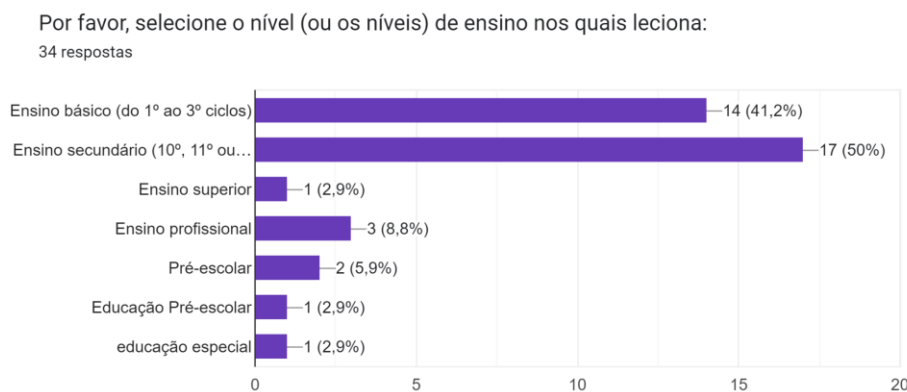
## Target Group Description

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)



Por favor, selecione o nível (ou os níveis) de ensino nos quais leciona:
34 respostas

| Nível | Valor |
| --- | --- |
| Ensino básico (do 1º ao 3º ciclos) | 14 (41,2%) |
| Ensino secundário (10º, 11º ou… | 17 (50%) |
| Ensino superior | 1 (2,9%) |
| Ensino profissional | 3 (8,8%) |
| Pré-escolar | 2 (5,9%) |
| Educação Pré-escolar | 1 (2,9%) |
| educação especial | 1 (2,9%) |

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

| | |
|---|---|
| Agrupamento de Escolas Carlos Amarante | Externato das Escravas do Sagrado Coração de Jesus |
| André Soares | AE D. Maria II |
| Agrupamento de Escolas Alberto Sampaio | AE Alcaides de Faria |
| Agrupamento de Escolas Vieira de Araújo | AESEIA |
| Agrupamento de Escolas Vale D´Este, Viatodos, Barcelos | Agrupamento de escolas de Canelas |
| Agrupamento de Escolas Trigal de Santa Maria | Agrupamento Vale Tamel |
| Agrupamento de escolas Virginia Moura | AE Rosa Ramalho |
| Agrupamento de Escolas de São Pedro da Cova | Agrupamento de escolas de Couto Mineiro do Pejão |
| Agrupamento Alberto Sampaio | de Carcavelos |
| AECA (Escola Secundária Carlos Amarante) | AE D. António Taipa |
| Agrupamento de escolas de Ansião | Carlos Amarante |
| Agrupamento de escolas José Estêvão | Agrupamento de Escolas de Real |
| Agrupamento de Escolas Camilo Castelo Branco - Vila Nova de Famalicão | Agrupamento 4 de outubro |
| Camilo castelo Branco | Agrupamento de escolas Albufeira Poente |
| | 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

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.

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

| Storytelling na sala de aula (*Storytelling in the Classroom*) 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.
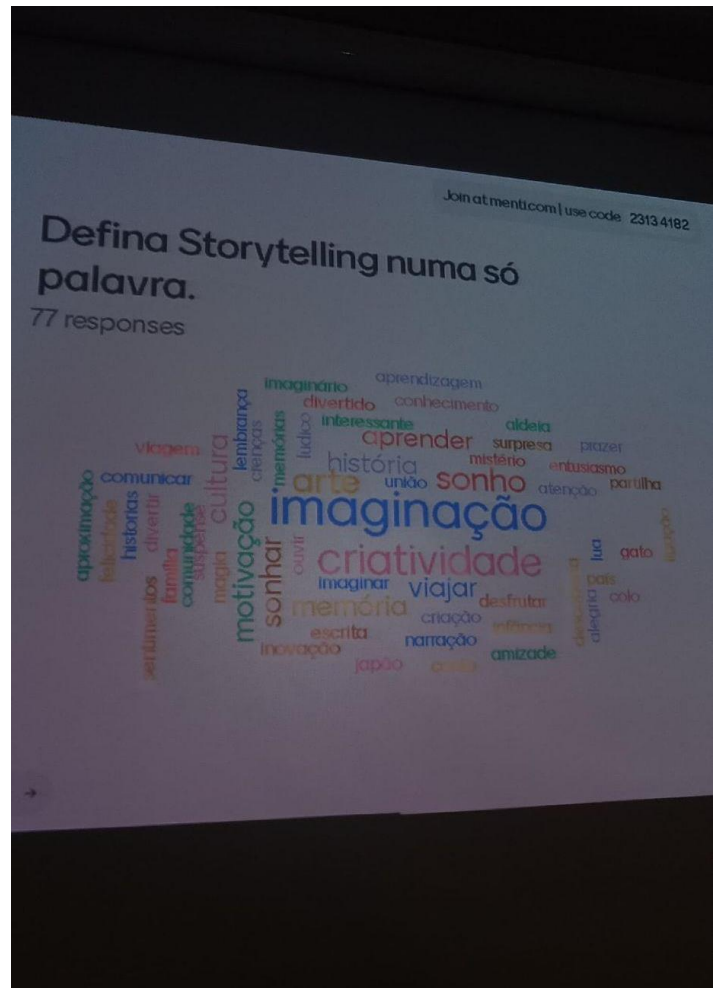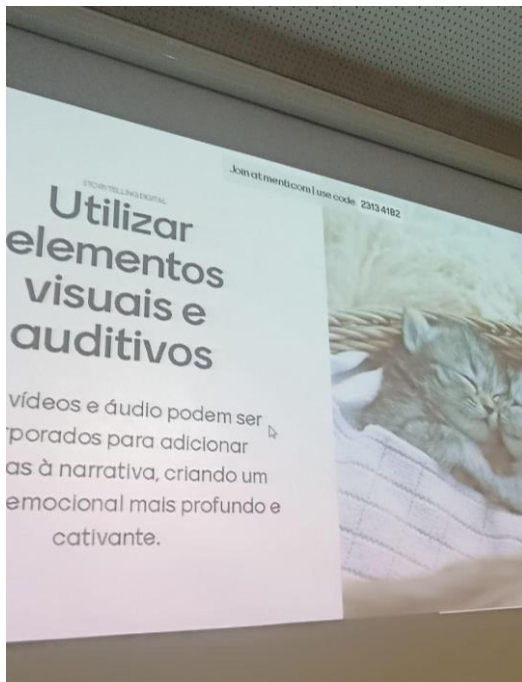
Then, we proceeded with a presentation of the Digital Stories project, its objectives and training programme (as it can be seen in the presentation used - *Annex 4*).

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.
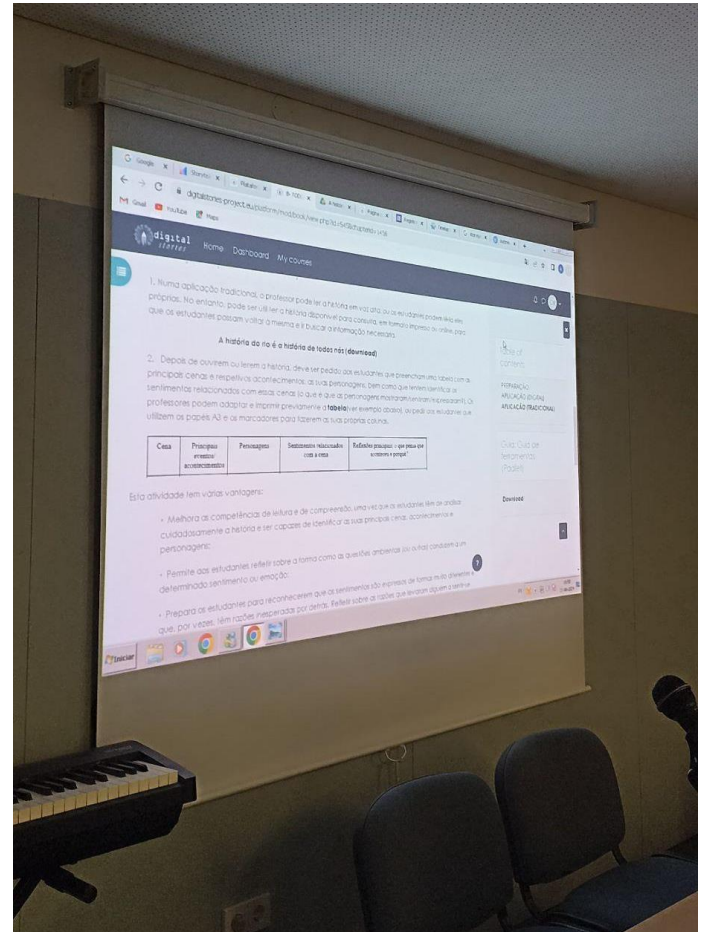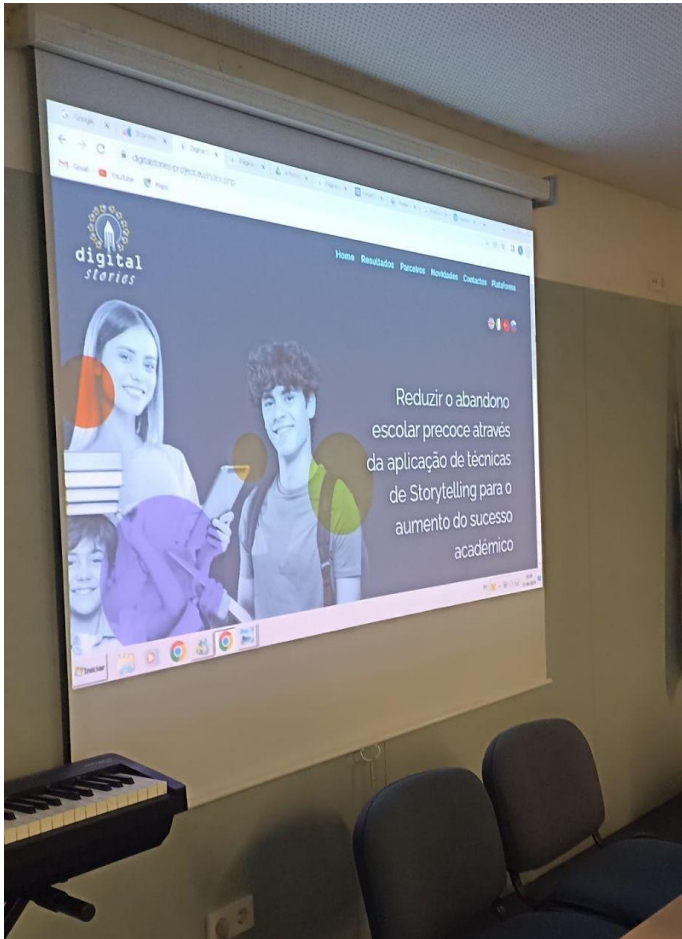


Afterwards, Module 9, "Green Skills" was implemented in detail in the classroom. This was decided due to the preference of the teachers who participated in the Slovenia training in applying just one module in detail and exploring and implementing the others in the following weeks of asynchronous testing. 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

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 am expositive with a practical approach:

| Storytelling na sala de aula (*Storytelling in the Classroom*)<br>24/07/2024<br>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.
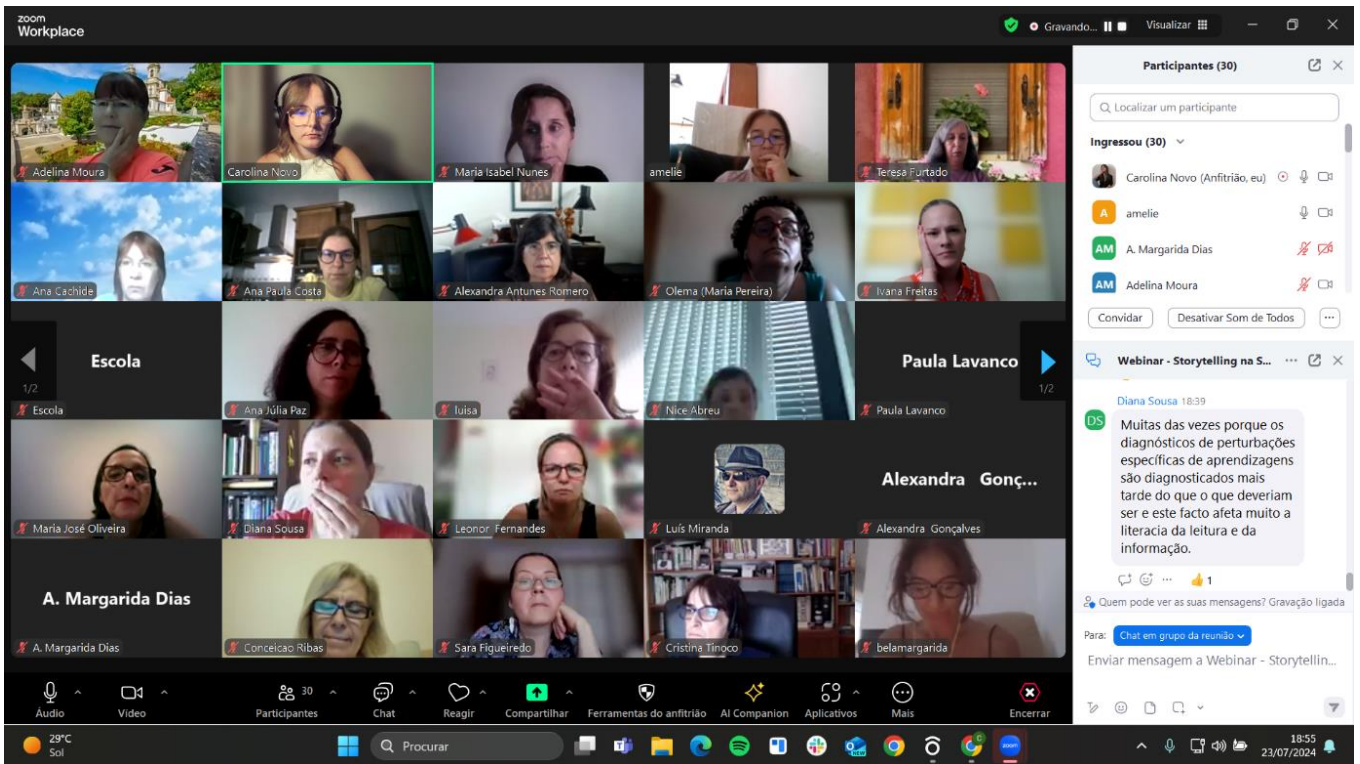
Following this, we introduced the Digital Stories project, outlining its objectives and educational programme. This provided a comprehensive understanding of the project's scope and its relevance to our training.
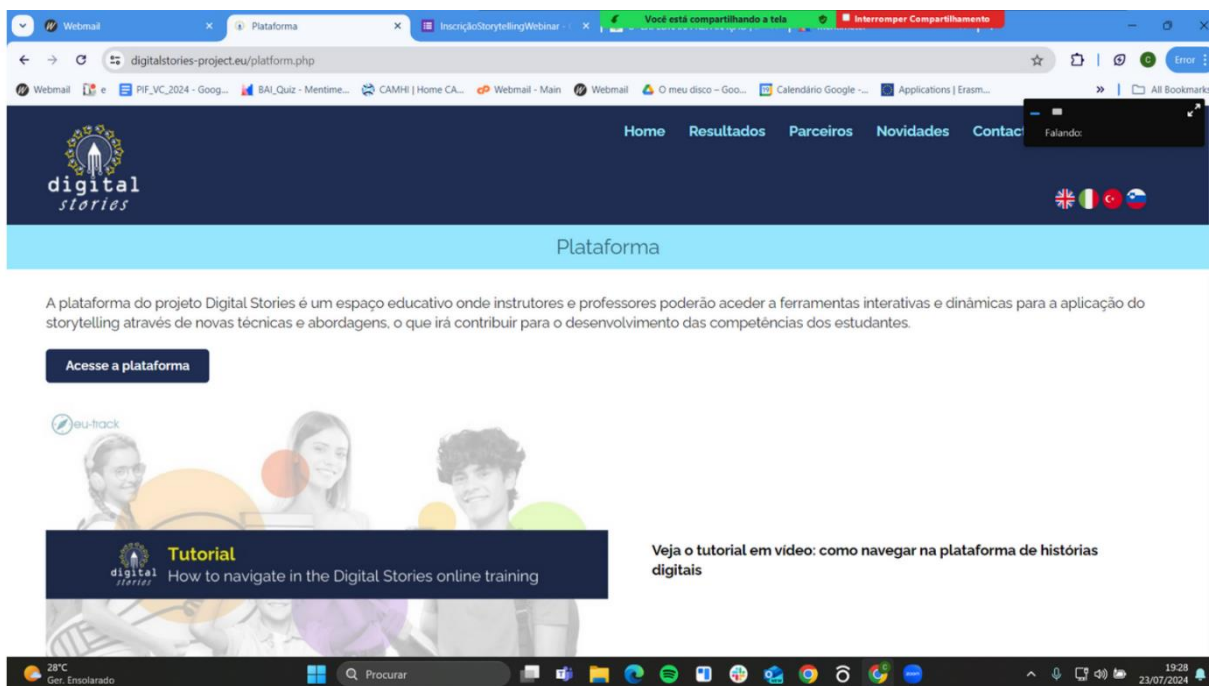
Then, a practical workshop followed. Teachers were divided into five groups (in separate Zoom rooms), and they were asked to follow the modules' ideas and what they have been learning to start thinking about a lesson plan similar to the Digital Stories' modules. They were all directed to Padlet (see 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.
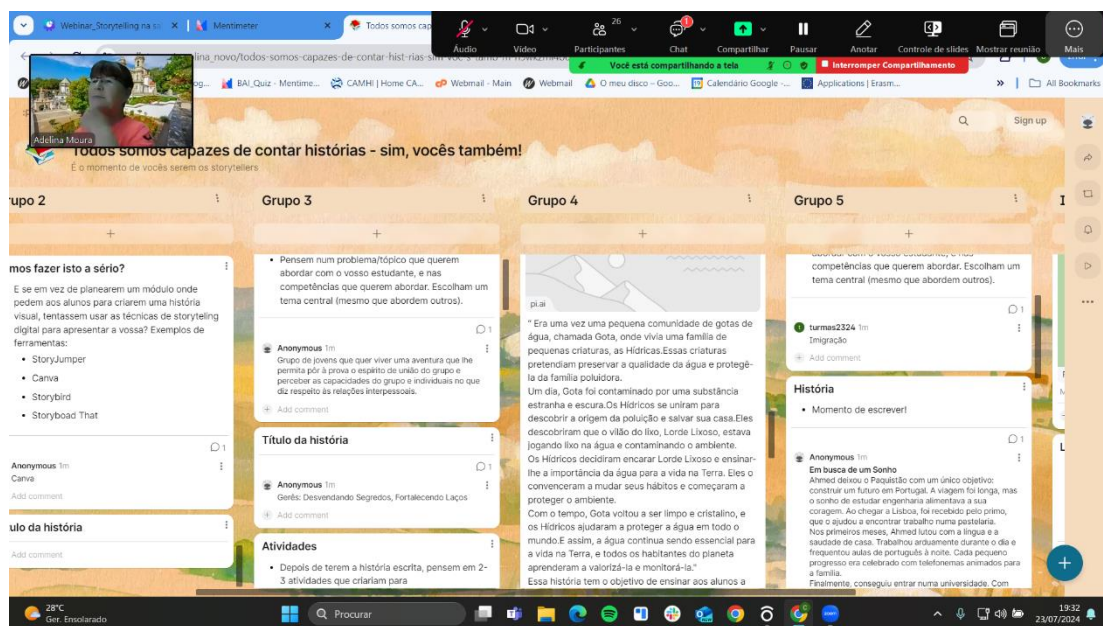


We concluded the session by summarizing the key takeaways and addressing any final questions. Participants were thanked for their active involvement and contributions throughout the session.

## 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:



*Image 1: Poster for the first piloting session*

*Image 2: Poster for the second piloting session*

- 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 <br> 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** <br> Contatos that match **any** of the following conditions: <br> 1. Tags contact is tagged **ME_ArIn/DTS/Digiteach (profs)** <br> 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 <br> 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** <br> Contatos that match **any** of the following conditions: <br> 1. Tags contact is tagged a **Deleted Static Segment** <br> For a total of **19** emails sent. |

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



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

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**

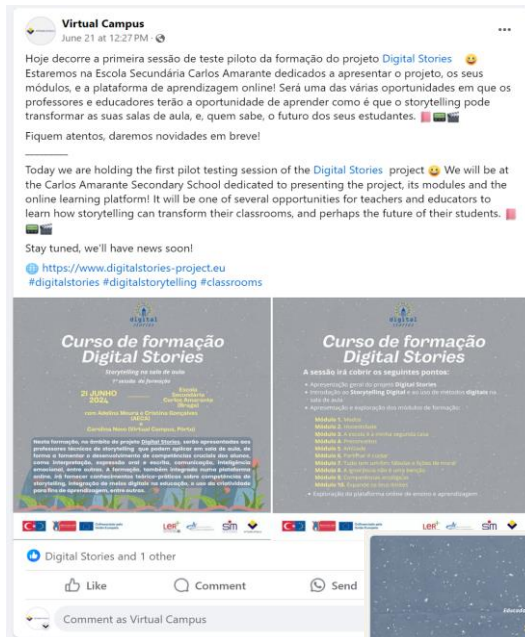Contatos that match **any** of the following conditions:
Tags contact is tagged **ECOnsumer - stakeholders**
For a total of **6** emails sent.

17

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*

**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 📙

**STORYTELLING NA SALA DE AULA** *WEBINAR*

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 ABAIXO OU DO QR CODE

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

Webinar: Storytelling na sala de aula

🎥 Online

3 attendees

1 repost

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**STORYTELLING NA SALA DE AULA** *WEBINAR*

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:
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* Discussão e reflexão finais

INSCREVA-SE ATRAVÉS DO LINK ABAIXO OU DO QR CODE

🔲 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

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**virtual_campus_pt** · Follow

virtual_campus_pt Amanhã (23 de julho) decorre a última sessão do teste piloto da formação do projeto Digital Stories 😊 Desta vez estaremos online, para voltar a falar sobre storytelling na sala de aula, apresentar o projeto, os seus módulos, e a plataforma de aprendizagem online! Quer já conheça ou não, será uma boa oportunidade para troca de experiências e para ver, na prática, como aplicar os resultados do projeto à sua prática profissional!

Juntem-se a nós para aprender como é que o storytelling pode transformar as suas salas de aula, e, quem sabe, o futuro dos seus estudantes!
Inscrições através do link: https://forms.gle/YbkqgW4Vdcf89s3P9

Tomorrow (23rd July) we'll hold the last session of the Digital Stories training pilot test 😊 This time we'll be online, talking again about storytelling in the classroom, presenting the project, its modules and the online learning platform! Whether you already know it or not, it will be a good opportunity to exchange experiences and to see, in practice, how to apply the results of the project to your professional life!

Join us to learn how storytelling can transform your classrooms, and perhaps the future of your students!

2 likes
2 days ago

Add a comment...                    Post

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**Virtual Campus**
July 22 at 11:00 AM · 🌐

Amanhã (23 de julho) decorre a última sessão do teste piloto da formação do projeto Digital Stories 😊 Desta vez estaremos online, para voltar a falar sobre storytelling na sala de aula, apresentar o projeto, os seus módulos, e a plataforma de aprendizagem online! Quer já conheça ou não, será uma boa oportunidade para troca de experiências e para ver, na prática, como aplicar os resultados do projeto à sua prática profissional!

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_____
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Join us to learn how storytelling can transform your classrooms, and perhaps the future of your students!
🎯 Registration via the link: https://forms.gle/YbkqgW4Vdcf89s3P9

🌐 https://www.digitalstories-project.eu
#digitalstories #digitalstorytelling #classrooms

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*Images 3-7: Social Media Publications about the second piloting session*
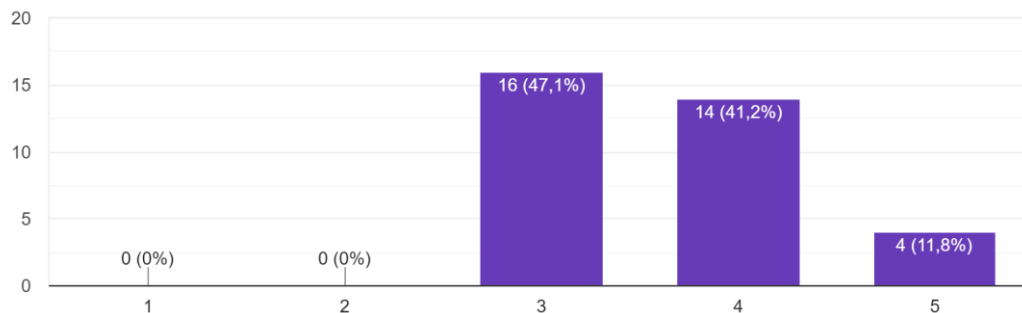
19

**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.

● 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)**

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 poderá contribuir para o desenvolvimento de cada destas competências dos estudantes?
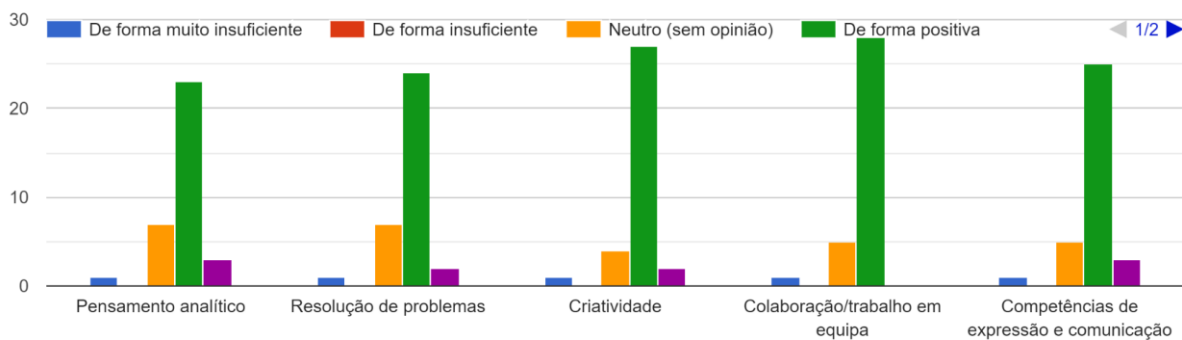


*Note: The questions are in Portuguese in the image, but they follow the same order as presented above. Also, the colours in the caption of the graphic are in order from Very Low to Very High).*

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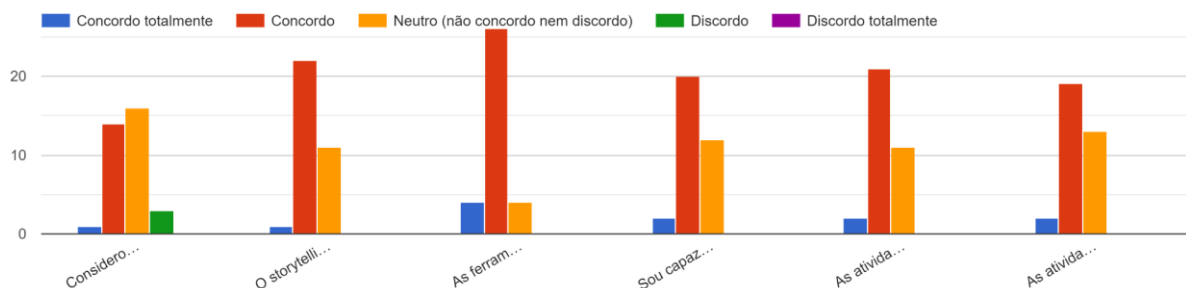
When it comes to creative thinking, most respondents see a positive impact, indicating that they believe storytelling encourages students to think freely and engage in imaginative processes. Neutral responses in this area may indicate that some participants need more evidence or examples to see the connection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

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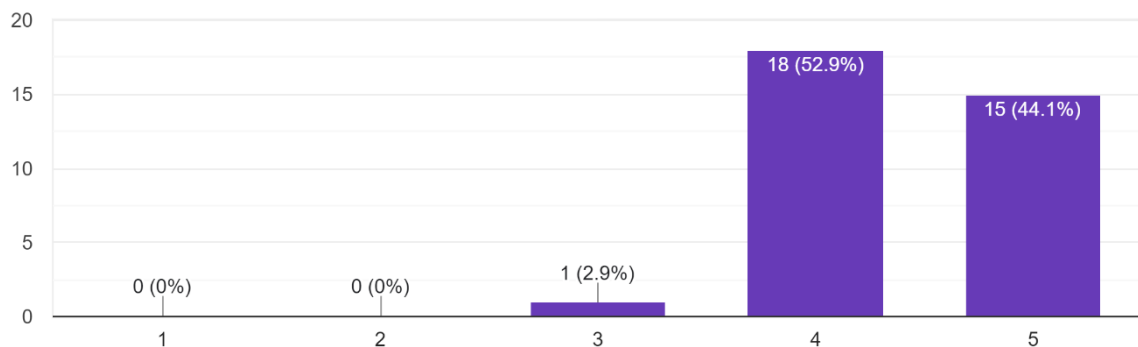
**How useful are the Digital Stories learning materials, case studies and teaching suggestions for your teaching practice? (from 1 - Absolutely not useful - to 5 - extremely useful)**

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

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 na 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
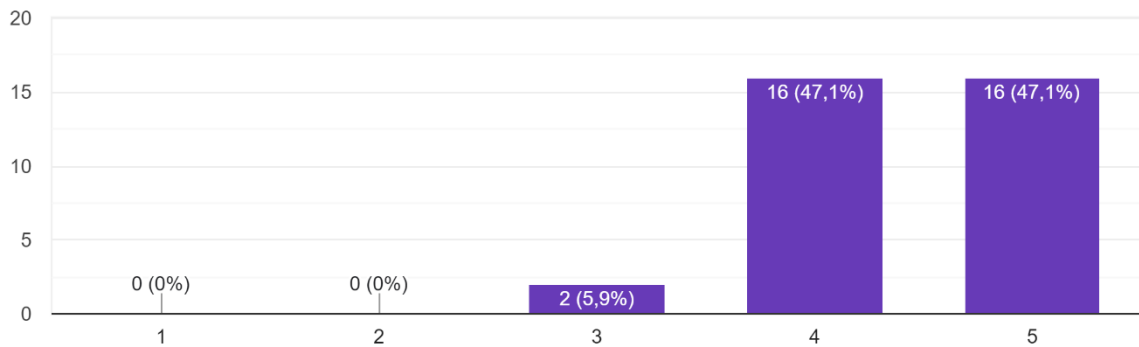


A significant majority of respondents found the platform and its content to be easy to use. Specifically, 47.1% rated it as a 4 and another 47.1% rated it as a 5. This means that 94.2% of the respondents found the platform to be on the easier side of the usability spectrum. Although a small percentage (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?
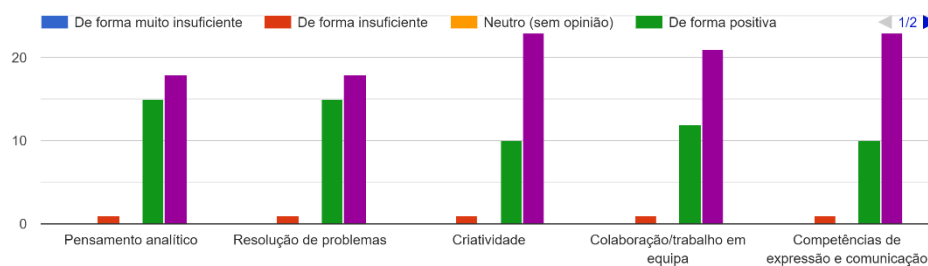


*Note: The questions are in Portuguese in the image, but they follow the same order as presented above. Also, the colours in the caption of the graphic are in order from Very Low to Very High).*
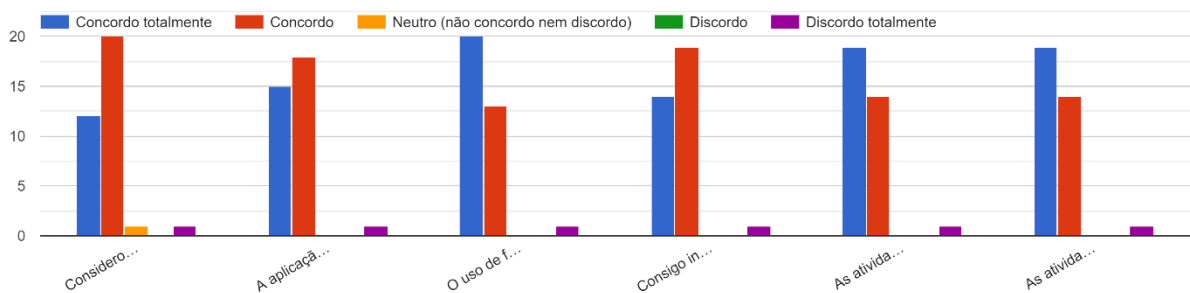
Looking at the responses, it becomes clear that digital storytelling is widely regarded as an effective tool for enhancing various student skills. The survey results show a strong positive impact across all five assessed skills: analytical thinking, problem-solving, creative thinking, collaboration, 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?
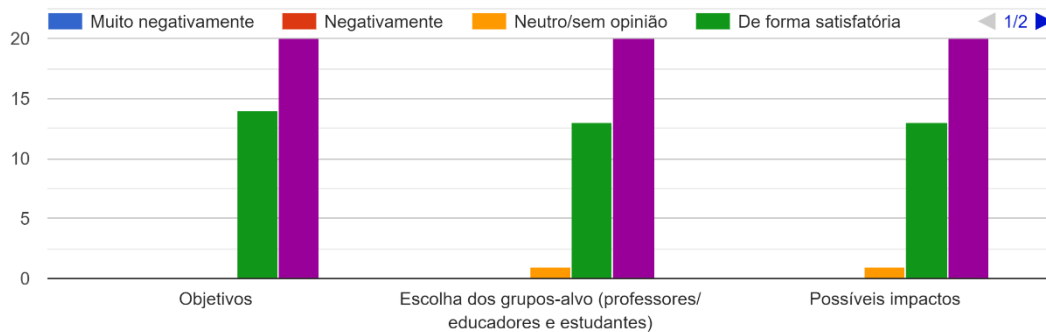


The objectives of the Digital Stories project are highly regarded, with all respondents rating them positively. A significant majority, 20 respondents, rated the objectives as very good, while 14 rated them as good. This unanimous positive feedback highlights the clarity and relevance of the project's 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
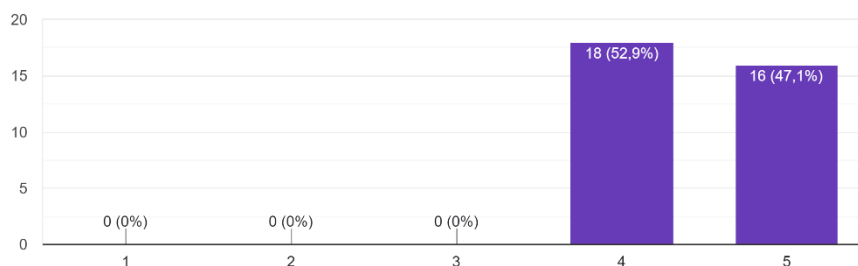
All teachers rated the website/educational platform positively, dividing their answers between "Effective" and "Very Effective." They were also asked to explain their answers, and the main points raised as the strong characteristics of the platform were:

- 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

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?***

The 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.

***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.

***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.

**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:
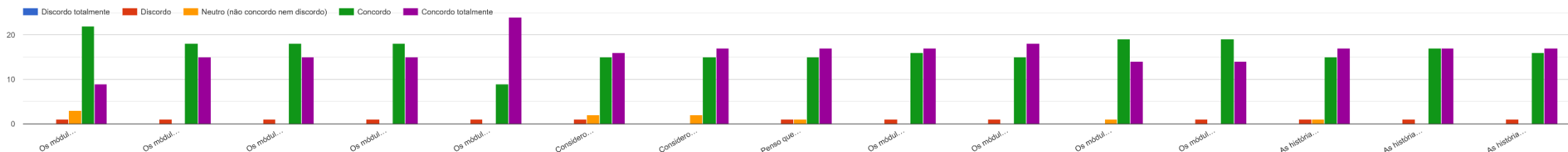


*Note: The questions are incomplete in the image, but they follow the same order as presented above. Also, the colours in the caption of the graphic are in order from Strongly Agree to Strongly Disagree).*

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, particularly, 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

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

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.
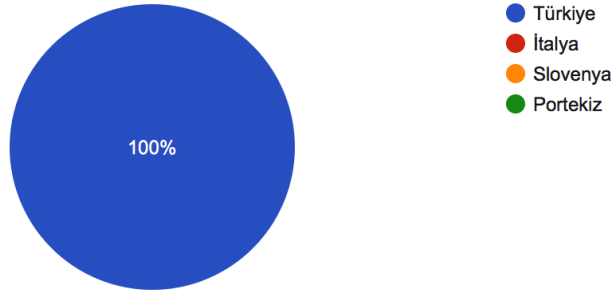
*Annexes*

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

**Digital Stories - Reducing Early School Leaving by Increasing Academic Achievement Applications in Storytelling Techniques**⌊SEP⌋
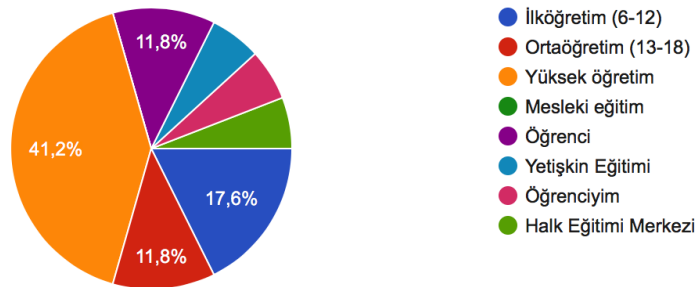Code: 2022-1-TR01-KA220-SCH-000087898

# Trainers' Training Pre and Post Test Results
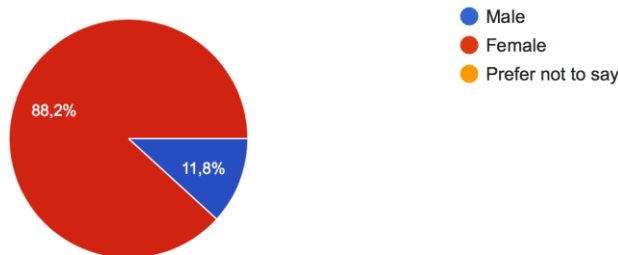
## A. Demographic Features of Participants

Please select the country you currently live in
17 yanıt



- Türkiye
- İtalya
- Slovenya
- Portekiz

100%

Please select the level of institution you are working at
17 yanıt



- İlköğretim (6-12)
- Ortaöğretim (13-18)
- Yüksek öğretim
- Mesleki eğitim
- Öğrenci
- Yetişkin Eğitimi
- Öğrenciyim
- Halk Eğitimi Merkezi

11,8%   17,6%
41,2%   11,8%

Gender
17 yanıt



- Male
- Female
- Prefer not to say

88,2%   11,8%

**Digital Stories - Reducing Early School Leaving by Increasing Academic Achievement Applications in Storytelling Techniques**⌷SEP⌷
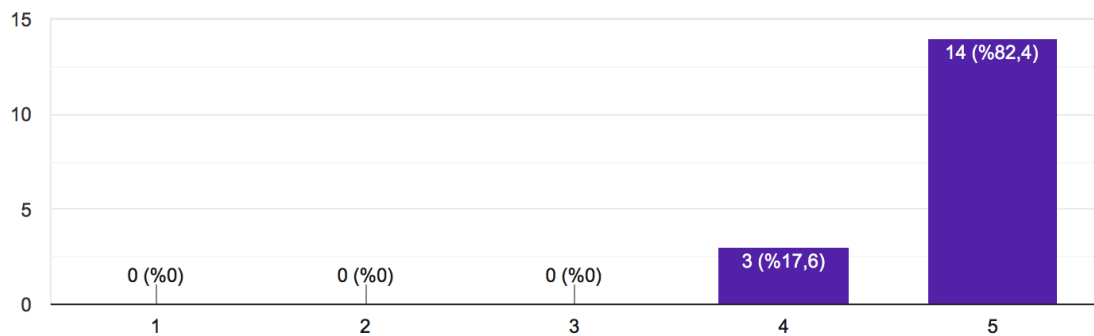Code: 2022-1-TR01-KA220-SCH-000087898

## B. Comparisons of Pre and Post Test

**1. How useful are the Digital Stories learning materials, case studies and teaching suggestions for your teaching practice?**
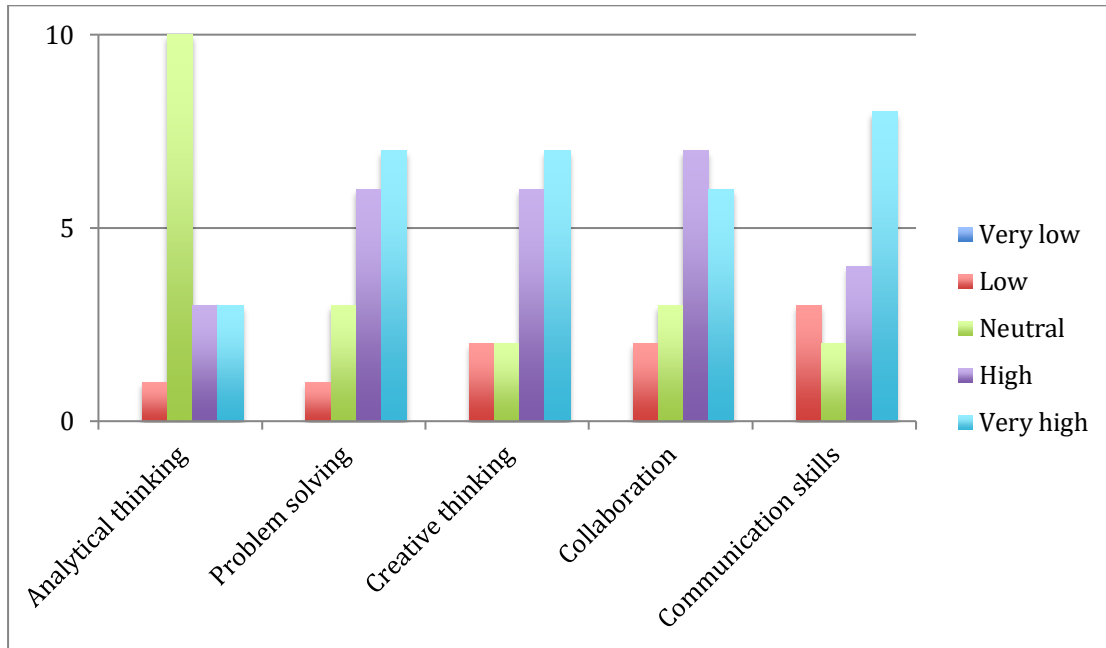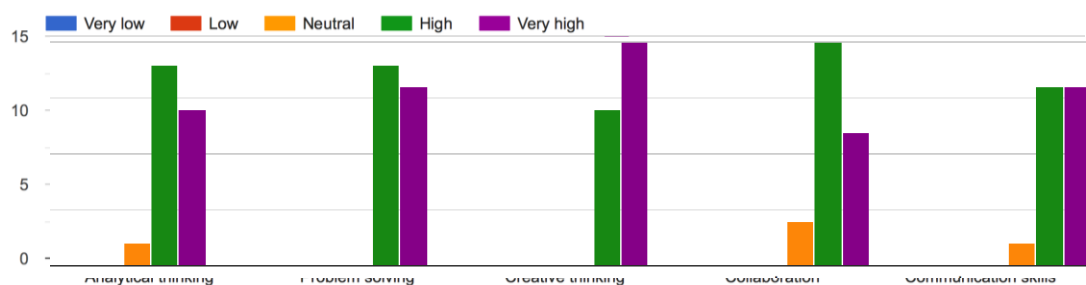
Pre-test:
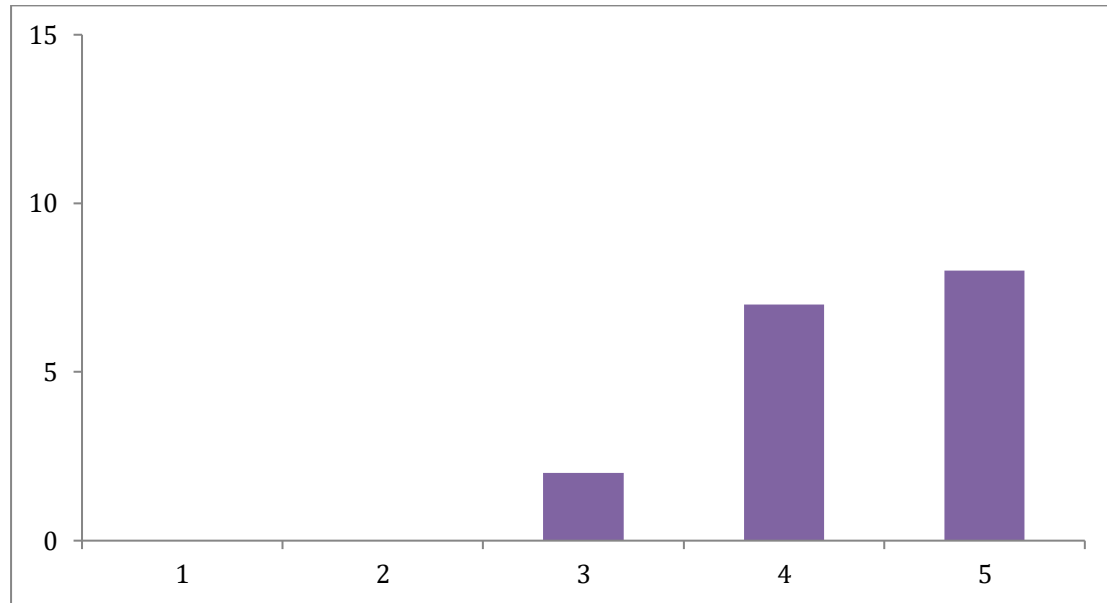


Post-test:

**2. To what extent do you think using digital storytelling helps students develop the following skills?**
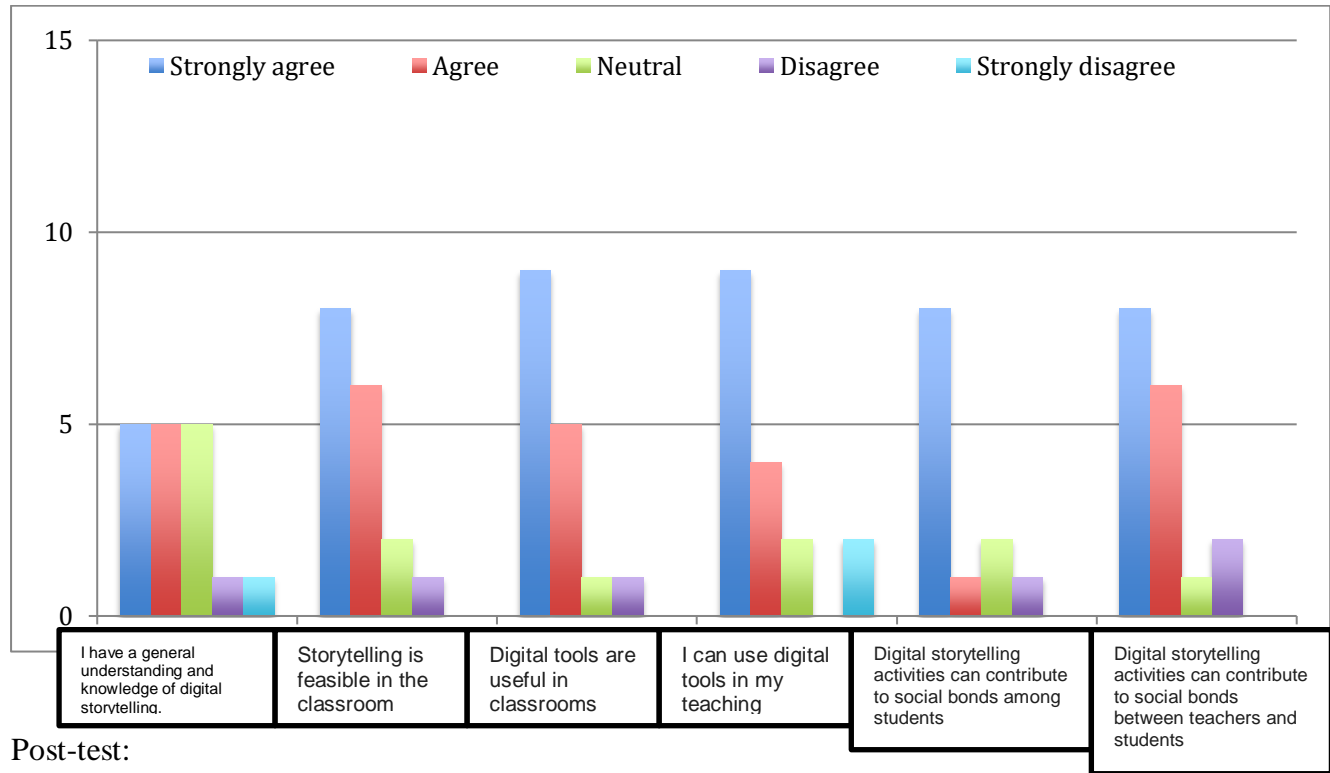
Pre-test:



Post-test:



**3. Please select to what extent do you agree the statements below**

Pre-test:
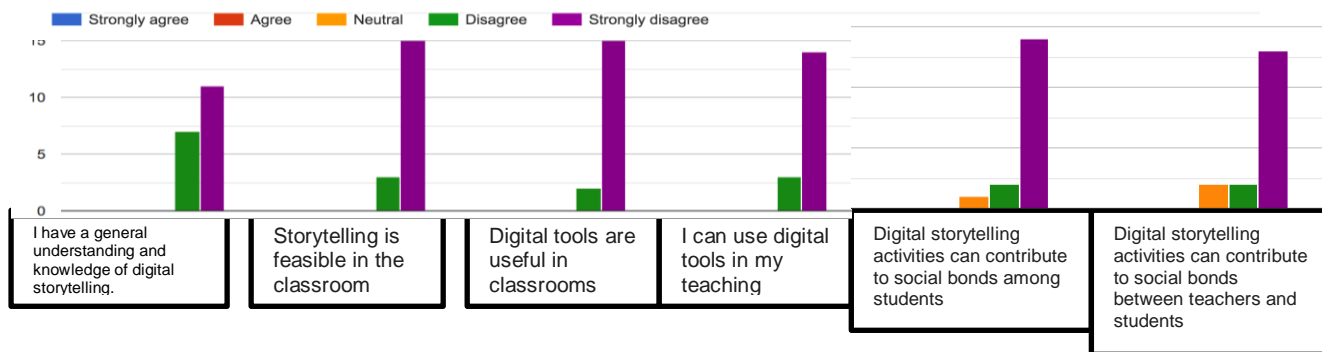


Post-test:



## C. Results of Post Test
### 1. What do you think of the project website?

**Digital Stories - Reducing Early School Leaving by Increasing Academic Achievement Applications in Storytelling Techniques**⌷SEP⌷
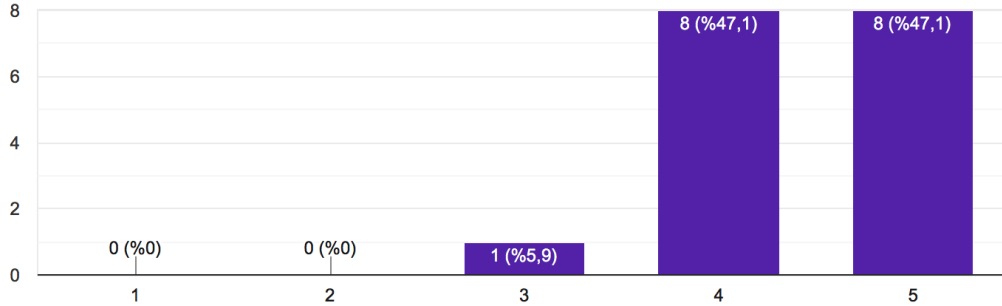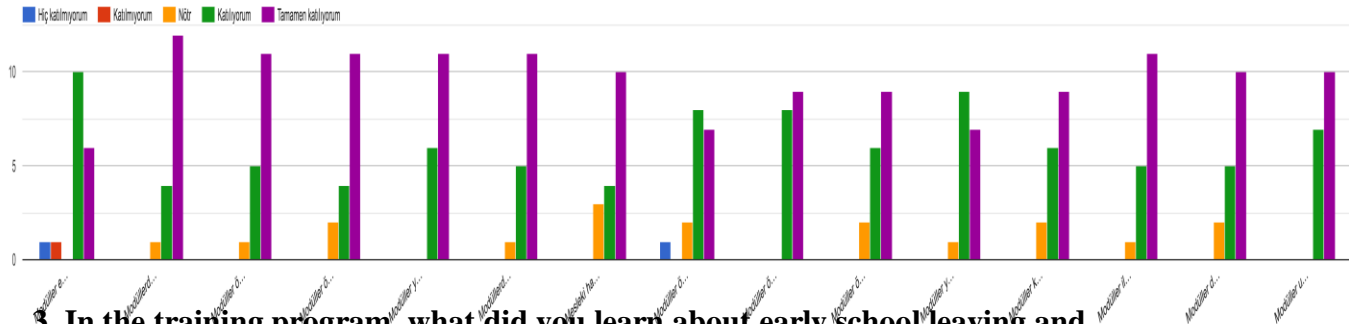
Code: 2022-1-TR01-KA220-SCH-000087898

17 yanıt



**2. Please select to what extent do you agree the statements below**

Aşağıdaki ifadelere ne kadar katıldığınızı işaretleyiniz.



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

| The modules are effective for dropping off early school leaving | The modules integrate digital tools effectively. | The modules are effective for improving digital skills of teachers. | The modules are effective for improving digital skills of students. | The modules integrate new learning techniques and approaches. | I can apply digital storytelling activities in the modules. | I can design new digital storytelling activities later in my professional life. | The modules are effective in preventing student failure. | The modules are effective in improving social relationships among students. | The modules are effective in improving social relationships between students and teachers. | The modules integrate green skills. | The modules involve cultural objects. | The stories in the modules are integrating. | The stories in the modules are rich in language. | The stories in the modules are age-appropriate. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|

The rates are very high. What the world is trying to do about it. Why this problem arises.

I learned the reasons for early abandonment and how to approach these reasons.

I will be able to understand what children are thinking in a fun way

Many factors are effective in early school leaving and student failure can be reduced with teacher-student cooperation.

I learned about the countries' rates of early school leaving and the reasons for this dropout. I learned the main factors (family, school, etc.) that are effective in student failure.

Things like the reasons for early school leaving, its statistics, and what we can do to understand and solve the factors that cause student failure.

I learned that early school leaving actually depends on many factors, not directly on the student. In this process, I realized that the student is actually the most innocent factor. Especially the family, the physical characteristics of the school, teachers and peers are also effective in a student's school dropout. Our duty as teachers is to maintain the balance between these factors. Digital education tools are a very good method to use when achieving this balance.

I learned that this is a multidimensional process, that education, sociology, environmental factors and all inputs to the education process have effects.

Perception of school affects early school leaving more than we expected.

I learned that teachers cannot reach students sufficiently during the lessons and this causes early school leaving and failure.

It is more common for boys to start life at an early age and drop out of school to earn money or for other reasons. In order to prevent this situation, which is valid not only for male students but also for female students, it is necessary to activate the factors that connect the student to the school. Many factors are effective, from the design of the walls of the school and classroom to the sound acoustics. The teacher's interest in the student, his fairness and how he approaches the student are also very important, and the better these situations are, the more the student is attached to the school.

I learned how influential family and environment, as well as people and situations at school, can be in success rates. I learned that boys have higher rates of early school leaving, and that enrollment rates, especially in primary education, may not reflect true rates.

I learned what early school leaving is and how to connect students with school by using digital stories to prevent it.

Low socioeconomic status, inadequate family support and negative school environment cause students to fail and drop out of school at an early age.

I learned that student failure has many sociological backgrounds and is affected by many factors.

Early school leaving is very common and has more negative consequences than meets the eye. We also need to turn children's negative thoughts towards schools into positive ones.

Student failure can lead to school dropout. However, the student is not the only factor in student failure. Teachers have a big job to do to reduce the rate of early school leaving. It is essential to raise awareness of families. Therefore, first of all, educators should be made aware; They need to know the correct methods.

**4. In the training program, what did you learn about digital teaching tools?**
We have the chance to do different activities with these tools. They can be used in different areas.

I learned many applications and how to use these applications.

I will be able to understand what children are thinking in a fun way

I learned how to use digital education tools and how to use them while teaching.

It will be easier to handle the activities that can be done in the classroom with digital education tools and the themes that are intended to be given to students through story-shaped videos that we can watch in class.

I saw that there were many digital tools that I did not know about that could be used for many different purposes and enable children to use their creativity, and I learned about their use.

I discovered very interesting digital tools to attract students' attention in lessons. I started researching applications that would be very successful, especially in courses such as "Woki, mentimeter, storyboard", as soon as I left the program.

I've been introduced to many Web 2 tools. I also had the opportunity to experience different usage techniques about the tools I know (Padlet Kahoot etc.).

I learned new tools that you didn't know about. Like Storyjumper being completely free.

I learned the existence and uses of many digital tools

The opportunities provided by digital tools, especially visually, offer us a great diversity. Thanks to these tools, the student's imagination can be expanded.

I realized they were more accessible than I thought.

I learned a lot of digital materials. Even though I can't remember exactly right now, we learned many different digital applications.

They all actually looked a little bit similar to each other. I realized that it is important to use these tools frequently, as they have content such as creating stories, enhancing learning by adding images, and contests.

I learned that visuals and videos in storytelling are important for the student's interest in the course and learning ability, and how I, as a teacher, can prepare these tools for my lessons and apply them in my lessons.

We can use many applications in lectures and improve students' skills by using these applications.

The presence of digital educational tools in education and the necessity of this presence are significant.

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

By using stories, there is an opportunity to say things that cannot actually be said, and at the same time, there is a chance to give a message to students with the story.

I learned how storytelling should be

I will be able to understand what children are thinking in a fun way

It can provide students with an effective lesson environment

It is possible to make students experience many emotions through stories and to develop their own creativity by having them write stories.

I saw how it can be a tool for what we want to say. This makes it easier to find things we want to learn from children indirectly rather than asking them directly.

Storytelling is one of the first applications that come to mind to attract children's attention. Stories are genres that attract the attention of even us adults. Therefore, it is very important for children to have this type of application.

I learned how we can touch children with stories and integrate different values with practices.

It is a wide area and all nations care about it.

I realized that it was an activity with a broader content rather than a simple and monotonous activity.

Storytelling contributes to the listener in many ways, such as the development of the imagination, being skillful in creating fiction and stories, etc. It is also important for learning and retaining information more easily. It is beyond rote understanding

I realized that I could tell stories digitally as well as classical narrative.
I realized how effective combining storytelling with technology is.
It makes learning fun by developing students' imagination.
I learned that storytelling is a very important method in student learning and that this method directs students to think about and express the subject taught.
Teaching storytelling by determining specific topics and supporting them with digital tools, while keeping the student active by processing those stories with these tools.
It is necessary to capture students with stories while they are in their imagination and make them learn or realize some values.

**6. In the training program, what did you learn about digital storytelling?**
By using stories, there is an opportunity to say things that cannot actually be said, and at the same time, there is a chance to give a message to students with the story.
I learned how we can transfer traditional methods to students digitally.
I will be able to understand what children are thinking in a fun way
It can increase students' critical thinking and creativity
In digital media, presenting these stories to students with animations and processing them visually and audibly will be more efficient in terms of their understanding of the subject.
I learned how to use digital storytelling for what purposes
Stories created using digital tools, along with visuals, are applications that will attract the attention of children who have been educated. Thanks to these, children can be introduced to school.
I was introduced to many different methods, techniques and new Web 2 tools that I did not know about.
To touch more students by bringing the healing power of stories to digital.
With the support of technological devices that are a part of modern life, storytelling will be more enjoyable and beneficial to children.
Thanks to digital materials, storytelling is more comfortable and effective.
I learned information about the applications I can use.
I discovered that digital storytelling is a method that will increase children's desire to love games.
It makes learning fun by developing students' imagination. On the other hand, I think supporting digital content with both images and sounds, compared to oral expression, further engages the student in the school.
I learned that digital visuals and videos make the student more interested in the lesson, increase their focus and make the learning process fun.
Using digital programs, keeping children active on topics that touch their problems, creating stories on that topic, and identifying problems with the stories created.
Digital storytelling is the process of telling stories using a variety of media and technologies such as text, graphics, audio, video and interactive elements. With these elements, the student's attention can be drawn to the lesson.

# D. Evaluation Overall

Pilot training sessions Yildiz Technical University between 17-21 May 2024 had 17 participants from Yildiz Technical University, Istanbul, Türkiye. Male and female

participants worked in various levels of education. They were volunteer student teachers and teachers at graduate level education. The participants were and about the objectives of the project, which could be summarized as "dropping off the rate of early school leaving by increasing academic achievement through digital storytelling".

As the participants to pilot training were informed about the objective of the project and volunteer to learn digital stories, most of them stated they found digital stories useful (76%). However, all participants stated they found digital stories useful in their teaching practices at the end of the training (100%). Also, the beliefs of participants in the effectiveness of digital storytelling develop the skills of analytical thinking, problem solving, creative thinking, collaboration and communication. Although participants mostly believed the effectiveness of digital storytelling in promoting 21st century skills of students, their opinions were upgraded with the training.

The results of post test explicitly outlines that the participants found the training platform of the project useful. Also, they have stated that they found the modules developed for the project useful for dropping off early school leaving, which is the main objective of the project. Another objective of the project, the integration of digital skills and promotion of digital skills, is also found effectively used in the modules. Participant teachers found the modules as the outcomes of the project useful in promoting digital skills of both students and teachers. The modules are found to be applicable in classrooms and most participants agreed to the statement that they can design new digital storytelling activities late in their professional lives.

Participants found the modules to be effective in improving teacher-student and student-student relationships, which is aimed to drop off early school leaving. As the modules are designed explicitly to improve school climate and improve school belonging through improving student-student and teacher-student relationships, the results of post-test seem promising in terms of project objectives. Also, teachers stated modules integrated green skills, which is another objective of the project. One module is explicitly designed for and under the theme of "green skills". Moreover, participants found the modules age-appropriate, rich in language and cultural items.

The open-ended questions in the post-test also show the effectiveness of the training and the prepared modules. One of the teachers stated *"Many factors are effective in early school leaving and student failure can be reduced with teacher-student cooperation"*. Also, other participants stated their awareness of the early school leaving problem with the effects of teachers, school and students after the training. Also, they have stated that they found storytelling an effective and powerful way of teaching and their desire to use storytelling in their future classes, which is a sign of achievement of the project objectives. Moreover, they stated that they learned new tools and ways to use digital storytelling in their classes.

In conclusion, the training sessions seem to be effective in reaching the project objectives as the participants found the project itself, the modules and the training sessions on early school leaving, academic success, storytelling, digital and green skills.