

Pre-Service Science Teacher' Perspectives on Their Digital Storytelling Experiences

Fatma Taşkin Ekici

University of Pamukkale, Faculty of Education, Science Education Dept. Denizli, Turkey

Fatih Dereli

Pamukkale University, Institute of Educational Sciences, Science Education PhD Graduate

Abstract:

This study aims to explore the perceptions of pre-service science teachers regarding their experiences with digital storytelling, a recently popularized and innovative approach, in both face-to-face and distance learning environments. A design-based case study, one of the qualitative research designs, was employed. The research was conducted with 73 pre-service teachers enrolled in the science teacher education program at a university in Turkey. However, data were collected from 20 participants selected randomly through interview forms to capture their views. The collected data were analyzed using a combination of descriptive analysis and content analysis, applying the constant comparative method. The findings from the descriptive analysis revealed that pre-service science teachers held positive opinions about the use of digital storytelling in educational settings and their experiences in creating digital stories. Participants described the digital storytelling process as engaging, instructive, and enjoyable. Based on the analysis of their perspectives, it is suggested that digital storytelling offers innovative contributions to both face-to-face and distance learning environments, potentially fostering a new and progressive outlook in these settings.

Keywords:

Science Education, Digital Storytelling.