

DIGITAL STORYTELLING AS A MEANS OF ENHANCING STUDENTS' 21ST-CENTURY DIGITAL COMPETENCIES

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INTRODUCTION & BACKGROUND

- While contemporary generations are designated as "digital natives," empirical data reveal a structural deficit in advanced digital literacy required for critical content creation.
- Digital competency transcends basic device use; it fundamentally demands proficiency in data filtering, virtual network collaboration, and safety.
- **Digital Storytelling (DST)** blends traditional narrative frameworks with dynamic ICT multimedia (audio scripts, visual storyboards, and video composition).

THEORETICAL FRAMEWORK

- **Lambert's 7 Core Elements of DST:** Point of view, dramatic question, emotional content, gift of voice, soundtrack, economy, and pacing.
- **Ferrari's European DIGCOMP Index:** Defines student proficiency across 5 primary dimensions:
 - *Information:* Searching, filtering, and validating digital content.
 - *Communication:* Interacting and collaborating in teams.
 - *Content Creation:* Developing and editing multimedia media.

KEY FINDINGS & RESULTS

Educational fit & Motivation (1–5 Likert scale):

- Elevates active student engagement and participation ($M = 4.18$).
- Captures meaningful, authentic lived student experiences ($M = 4.16$).
- Facilitates multi-modal integration in the syllabus ($M = 4.12$).

Digital Competency Index Generation:

- Fosters peer-to-peer collaboration and interaction ($M = 4.58$).

PURPOSE OF THE STUDY

- To evaluate the specific impact of DST implementations on secondary school students' 21st-century digital competencies.
- To analyze educators' academic consensus regarding the pedagogical benefits and practical integration of DST within current curricula.

RESEARCH METHODOLOGY

- **Design:** Quantitative research design utilizing a validated academic survey.
- **Timeline:** Primary empirical fieldwork executed in May 2022.
- **Sample Size:** $N = 57$ secondary teachers (61.4% High School, 38.6% Junior High) in Ptolemaida, Greece, who integrated DST in the 2021-2022 cycle.
- **Demographics:** 57.9% male; 33.3% possessed 6–10 years of instruction experience.

CONCLUSION & REFERENCES

- DST functions as a transformative tool that shifts classrooms toward student-centered learning models, directly fulfilling DIGCOMP indices.

Ferrari, A. (2013). *DIGCOMP Framework*. Joint Research Centre.
Lambert, J. et al. (2011). Digital Storytelling. *Curator Journal*.
Ming, T. S. et al. (2014). 21st century learning. *Procedia SBS*.