

PRESCHOOL TEACHER CANDIDATES' DIGITAL STORY PREPARATION EXPERIENCES GIVEN IN VALUES EDUCATION

*EXPERIÊNCIAS DE PREPARAÇÃO DE HISTÓRIAS DIGITAIS DE CANDIDATOS
A PROFESSOR DE PRÉ-ESCOLAR FORNECIDAS NA EDUCAÇÃO DE VALORES*

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ABSTRACT

This study aims to investigate the experiences of pre-school teacher candidates in preparing Digital Stories in Values Education and the problems they encounter in this process. Qualitative research method was used for the research. Its design is a holistic single case study. As a data collection tool, a questionnaire consisting of five open-ended questions was prepared by the researchers. A semi-structured interview form was used. The study group of this research was determined using the purposeful sampling method, and snowball sampling technique was also used as long as different opinions continued to be obtained. Within the scope of the research, 26 participants were interviewed. In evaluating the data, it was analyzed with the content analysis method. The majority of the participants are women, between the ages of 21-24, and live in the village settlement. The mothers of the participants are primary school graduates and their profession is a housewife. The contestants' fathers are university graduates and their profession is a farmer. Positive evaluations emerge regarding the preparation of digital stories in the character and values education course. While in-service training for teachers and teacher candidates for undergraduate courses was combined with the use of digital story software by professionals, emphasis was placed on technology-related modern learning activities.

Keywords: Education, personality, Values, Digital Story.

RESUMO

Este estudo tem como objetivo investigar as experiências de candidatos a professores de pré-escola na preparação de Histórias Digitais em Educação em Valores e os problemas que eles encontram nesse processo. O método de pesquisa qualitativa foi usado para a pesquisa. Seu design é um estudo de caso único holístico. Como ferramenta de coleta de dados, um questionário composto por cinco perguntas abertas foi preparado pelos pesquisadores. Um formulário de entrevista semiestruturada foi usado. O grupo de estudo desta pesquisa foi determinado usando o método de amostragem proposital, e a técnica de amostragem de bola de neve também foi usada, desde que diferentes opiniões continuassem a ser obtidas. Dentro do escopo da pesquisa, 26 participantes foram entrevistados. Na avaliação dos dados, eles foram analisados com o método de análise de conteúdo. A maioria dos participantes são mulheres, entre 21 e 24 anos, e vivem no assentamento da aldeia. As mães dos participantes são formadas no ensino fundamental e sua profissão é dona de casa. Os pais dos concorrentes são formados na universidade e sua profissão é fazendeiro. Avaliações positivas surgem em relação à preparação de histórias digitais no curso de educação de caráter e valores. Embora o treinamento em serviço para professores e candidatos a professores para cursos de graduação tenha sido combinado com o uso de software de história digital por profissionais, a ênfase foi colocada em atividades de aprendizagem modernas relacionadas à tecnologia.

Palavras-chave: Educação, personalidade, valores, história digital.

Introduction

Education is a process that continues and develops throughout life. Education is the individual's living in a process compatible with his/her environment in the environment in which he/she develops (Sürmeli, 2015). A person's education life begins with the family environment, and then they continue their education with the influence of school life and the environment. Individuals continue to learn by encountering values in family, school, social and digital environments, and these environments where people live play an important role in learning values (Coombs-Richardson & Tolson, 2005). Value is the importance of objects or events in an individual's life for society, depending on the lived experiences. It is the positive or negative definition of material or spiritual things created and shared by the individuals who make up the society, taking into account their welfare (odtugvo, 2011). Values socialization process may change while transferring from one generation to another.

The fact that it can be acquired later shows that values can be acquired by the individual through education (Canatan, 2008). It is impossible to find human behavior devoid of value. In this respect, value is a set of principles and standards that shape and direct their behavior and shape their goals, selection, application,

ideals and thinking skills throughout their lives, and find meaning in the individual differences of people that distinguish them from others (Aktepe & Gündüz, 2009). Being in peace, respect, love, tolerance, honesty, humility, cooperation, happiness, responsibility, simplicity, freedom and solidarity in educational activities for 3-6 year olds within the scope of the Living Values Education program, which is accepted as a country by UNESCO and implemented by many countries all over the world. There are two universal values: (Tillman, 2000) (Yiğittir, 2010).

Storytelling is the transfer of a person's desires to other people through an unusually different bacteria (Sawyer & Willis, 2011). Stories are a tool that can reveal a society's history and cultural values (Yussofa, Abas & Paris, 2012). With the developments in information and communication technology in the 21st century, it has been replaced by digital storytelling prepared virtually from television screens (10). Digital storytelling is the co-existence of different media elements (İnceelli, 2005). Sharing of stories among digital fatigues has also been made easier.

Digital storytelling is the combination of digital content such as images, audio and video with stories or it is the modern telling of storytelling, which used to only take place verbally (Malita, & Martin, 2010) (Ming et al, 2014). Electronic dressing with digital storytelling creating a new product by combining multiple multimedia tools (Song, 2012). In this way, the interest and attention levels of the listeners can be increased, as can the desired emotion and thought effectiveness of the desired message.

(Lowenthal, & Dunlap, 2010) (2010) also evaluate digital stories as an unconventional and effective method in comprehensive developments.

Adobe Photoshop, Gimp and Picasa etc. are used to edit visual content for digital stories. desktop software, Toon Doo or Ribbet etc. Web 2.0 tools or Mobile applications are used (Çıralı, 2014). Also, voice recorders on computers with this feature, appropriate sounds can be added to the story, and Microsoft Photo Story 3 software can be used to create a digital story by combining the created materials (Sadık, 2008). Microsoft Photo, where we can create digital stories with the Story 3 program, the pictures created within the scenario are transferred to the program in the specified order in the first stage, then the voice-overs and texts are transferred,

and in the next stage, the video is finalized by adding background music to the video. This program transition animations to the video can be provided with (Karakoyun, 2014).

When the literature on digital storytelling was scanned, it was assumed that digital stories had positive attitude effects on everything in education, such as literacy skills, course success, interest in the course and motivation (Yürük, 2015). The values of digital storytelling and its use in education have increased in recent years. It has been the subject of some research.

In his research, (Balaman, 2015) (2015) found that digital storytelling efforts did not have any effect on social value judgments. Similarly, in (Yakut, 2022), in the Comparative Analysis of Basic Universal Values Treated in Rafadan Tayfa and Teen Titans Go Cartoons, it was tested whether the 12 root values determined by UNESCO had an effect on the frequency and ranking of their processing. In the research titled "Examination of the contributions of Turkish lullabies to people's value education and vocabulary" conducted by (Duran, 2016), the values of 22 lullabies spoken in infancy and included in a book are included in the scope of education. According to the results of the research, the values of love, responsibility and patriotism are very common in lullabies; It was determined that the values of respect, truth-honesty, patience, cleanliness and freedom were less included in lullabies.

In recent years, it has been seen that many different studies have been carried out for Values Education in Digital Story. In this context, the purpose of this research is to reveal the experiences of Pre-School Teacher candidates in preparing Digital Stories in Values Education. For this purpose, answers to the following sub-problems were sought in the research:

1. What are the opinions of prospective teachers about the Digital story-based character and values education course?
2. What is the name of the story you created in the Digital story for teacher candidates in Values Education? What is the main message of the digital story?
3. What are the problems that prospective teachers encounter in the process of creating digital stories in Values Education?

4. What are the advantages and disadvantages of digital storytelling used in Values education of teacher candidates?

5. What are the suggestions of teacher candidates regarding the use of the digital story method used in Values education?

Methodology

Research Model

This study was designed as a qualitative study to determine and reveal in detail the experiences of Pre-School Teacher candidates in creating Digital Stories in Values Education, and the case study method was used. In this research, holistic single case design, one of the case study designs, was used. The holistic single case design is used in three ways by (Yıldırım, 2013) because it is a single unit of analysis (one person, one institution, one program, one method). First of all, if there is a theory or method whose methods are well formulated, it is possible to confirm or refute it. Secondly, a holistic single case design is available in the study of contradictory, contradictory or unique cases that are not generally separated. Finally, there is the holistic single case pattern that no one has studied or achieved before. It is important to study such situations, which may reveal a specific issue that was previously unknown to subsequent researchers, and that subsequent investigations may be important in laying the foundation or showing the way. Case study aims to take into account the in-depth, natural environment and complexity of the event and provides the opportunity to examine, understand, and obtain information about its relationship with the participant or society without intervening in an event.

Study Group

The qualitative research process consisted of 26 preschool teachers studying at a private university in the Nicosia Region of the Turkish Republic of Northern Cyprus. The study group that will constitute the sample of this research will first be determined using the purposeful sampling method, and as long as different perspectives continue to be obtained, the snowball sampling technique will also be used.

According to (Balci, 2006), it is a group of people who are purposeful, the researcher uses his/her own judgment on who to choose and who is most suitable for the researcher's purpose. These contributions were selected through measurements (Yıldırım, 2013). In choosing the snowball example, the researcher starts with an initial set of small rights (Cohen, 2005) and leaves possible patterns that are different from those seen (Christensen, 2015).

Table 1 – Socio-demographic characteristics of teacher candidates

Tema	F	%
Gender		
Female	20	77
Male	6	23
Age		
21-25 years	23	88
26-31 years	2	8
32 -37 years	1	4
Your Place of Residence		
Village	22	85
City	4	15
Mother's Education Status		
Primary school	15	58
High school	5	19
University	4	15
Middle school	2	8
Father's Education Status		
University	9	35
High school	8	31
Primary school	6	23
Middle school	3	11
Annenizin Mesleği		
House wife	19	73
Teacher	2	7
Nurse	1	4
Officer	1	4
Kitchen attendant	1	4
She works in the pastry shop	1	4
Self-Employment	1	4
Babanızın mesleği		
Farmer	7	27
Retired Petty Officer	3	11
Machine technician	3	11
Officer	2	7
Wholesaler	2	7
Prison Warden	1	4
Small business	1	4
Retired police officer	1	4
Teacher	1	4
Carpenter	1	4
Chauffeur	1	4

Ahçı	1	4
Municipal Employee	1	4
Agricultural Technician	1	4

Table I gives the socio-demographic characteristics of teacher candidates. According to gender, the participants are 77% women and 23% men. It is seen that 88% of the participants are between the ages of 21-25, 8% are between the ages of 26-31, and 4% are between the ages of 32-37. 85% of the participants live in the village and 15% live in the city. 58% of the participants' mothers are primary school graduates and 35% of their fathers are university graduates. 73% of the participants' mothers are housewives and 27% of their fathers are farmers.

Data Collection Process

In the first stage of the research, the literature review on the subject under investigation showed the features available in this field. After the literature review, the socio-demographic information formula and semi-structured interview formula format "Interview Questions" were prepared by the researcher. The questions were designed to reveal Preschool Teacher Candidates' experiences and transcripts of creating Digital Stories in Values Education. Before starting the application, the participants were informed that it would be a personal and complex method in which private and professional information would be kept confidential in order to give sincere and sincere answers, and that quotes from important discussions or recommendations that they would not discuss would be coded and given. One-on-one face-to-face interviews were held at the time specified as appropriate. The settings of the programs with the contestants took between 35 minutes and 45 minutes. In addition, the answers given to the questions were avoided and the audio obtained was recorded and analyzed, and was made as an unaltered text in the computer and comparative section for this purpose. Notes were also taken by the researcher in order to prevent data loss during this process.

Analysis of Data

The records obtained after the interviews were deciphered and turned into a written document. Data loss and inaccuracy by researchers who have made transcription agreements are prevented. In the analysis of the data, the data were interpreted using the descriptive analysis technique. Descriptive analysis specialist predicts that the data obtained will be recorded, summarized and interpreted according to themes (Yıldırım, 2013).

A framework for data analysis was created based on the themes that emerged from the research and interview questions. Themes were determined according to this framework. The data obtained was cleaned under the recorded themes, direct quotations were made from the images and the findings were supported and interpreted. It is presented in code to protect the confidentiality of direct copies. Direct quotations were included in order to increase the reliability of the research. In addition, the data obtained was coded by a second local researcher in qualitative research from the field. (Miles, 1994)'s (1994) formula ($\text{Reliability} = \frac{\text{Consensus}}{\text{Consensus} + \text{Disagreement}}$) was developed based on what was done by two researchers. The agreement between the coders was calculated as 82%. It is sufficient for reliability calculations to be 70% or more. Features describing the research process in detail in order to layer the external details of the research.

Results

In this section, the findings and interpretations of the results of the research are included. Mathematical information is included in this section.

Table 2 – Teacher candidates' in-depth training on Digital story personal characters and values

Theme	Category	Participan's topinions	F
Useful	informative	TC1	1
	Fun	TC2, TC20, TC24	3
	Interesting	TC 4, TC 20, TC25	3
	Comprehensive	TC5	1
	Instructive	TC10	1
	Beautiful	TC15	1
	Effective	TC2, TC21, 26	3
	He contributed	TC8, TC23	2
	Compulsory subject	TC22	1
	The transfer of values in early childhood is effective in children's personality development.	TCD26	1
	Experience	Use of digital stories	TC9, TC11, TC14
Digital story writing Supporting Different Learning Styles			
Communication and Internalization of Values	Character development	TC18, TC22	2
Time 21st century skills	Effort	TC24	1
	keeping up with the times	TC7, TC17, TC19	3
	Opportunity to Use Current Technology		
Value	Earnings	TC 5, TC26	2

When Table 2 is examined, teacher candidates' opinions about the Digital story-based character and values education course are useful within the theme: It is more informative, Fun, Interesting, Comprehensive, Instructive, Beautiful, Effective, It should be a compulsory course, and The transfer of values in early childhood is important in the personality development of children. It can be said that it contributes. It is seen that they stated that they should gain experience in using digital stories, writing digital stories, supporting different learning styles, communication and internalization of values, keeping up with the times within the

21st century skills, opportunities to use current technology and values education within the scope of character and values education course.

The representation of the participants is indicated.

“It was a very productive lesson.” TC-1

“The lesson was fun and the classmates were actively teaching the lesson. It was a nice and fun lesson for me.” TC-11

“We blended our values with digital, copied them and made an exemplary story.” TA-17

“What the course teaches is very valuable. It is very useful for us about the impact on values and how to transfer them.”TC-12

Table 3 – Distribution of teacher candidates regarding the name of the story you created in the Digital story in Values Education

Theme	Category	Participan's topinions	F	
Name of the story	Honesty makes people happy	TC1, TC 17, TC 20	3	
	chirp forest	TC 2, TC 8, TC 19	3	
	traveler man	TC 3, TC 13, TC 17	2	
	Beyza and her friends	TC 4, TC 15, TC 26	3	
	Apple-tree	TC 5, TC 23	2	
	Dream of the North	TC 6, TC 21	2	
	Let's share happiness	TC 7, TC 9	2	
	grandma fatma	TC 8, TC 14	2	
	The love that comes with eggs	TC 10, TC 16	2	
	Little mouse	TC 11, TC 18, TC 21	3	
	The Sea	TC 12, TC 25	2	
	Seeking Freedom			
	Value	Responsibility	TC 10, TC 16	2
		Unity	TC 3, TC 13, TC 17	3
Happiness		TC 7, TC 9	3	
Freedom		TC 12, TC 25	3	
Solidarity		TC 11, TC 18, TC 21	3	
Respect		TC 8, TC 14	3	
Simplicity		TC 6, TC 21	3	
Honesty		TC 11, TC 18, TC 21	3	
Tolerance		TC 5, TC 23	2	
Humility		TC 4, TC 15, TC 26	3	
Love	TC 2, TC 8, TC 19	2		

Table 3: Among the digital story titles given in the Values Education of the teacher candidates: Honesty makes people happy, Chirping forest, Traveler man, Beyza and her friends, Apple tree, The Dream of the North, Shall we share the happiness, Grandma Fatma, The love that comes with the egg, Little Mouse and It can be stated that the names of the Sea Seeking Freedom are included. They also

reported the details they developed for digital stories about the concepts of responsibility, unity, happiness, freedom, cooperation, respect, simplicity, honesty, tolerance, humility and love.

The representation of the participants is indicated.

“Dream of the North” TC-5

“Responsibility” TC-26

Table 4 – Distribution of problems encountered by teacher candidates in the process of creating digital stories in Values Education

Theme	Category	Participan's topinions	F
Forced	Creating a Digital Story	TC2, TC6, TC9, TC15	4
	writing a story	TC1, TC 13, TC 21	3
	Choosing a venue.	TC 24	1
	Character	TC 23	1
	to unknown technology	TC 3, TC 5, TC 14	3
	Use of computer	TC 8, TC 11, TC 22	3
	Animation	TC 10	1
	Voice recorder	TC 20	1
	Partnership	TC 4, TC 7	2
	Time	TC 18, TC 25	2
	Integration of Visual and Audio Elements	TC 12, TC 16	2
	Finding a problem solution	TC 13, TC 26	2
	Content production	TC 17	1

Table 4: Strong teacher candidates' digital story creation process in Values Education, Digital Story creation, story writing, use of unknown technology, computer use, animation, collaboration with friends while creating the story, time, finding a way to solve the problem, character, voice recording, content production

Visual and the potential forces that arise when they meet in the direction of the Integration of Auditory Elements.

The representation of the participants is indicated.

“Experiencing problems in creating digital stories” TC-1.

“Computer use”TC17.

“I think the most difficult part is to create the digital story, that is, to translate it into digital form. The process of writing a story remains easier.”TC8.

Table 5 – Advantages and results of digital storytelling used in Values education of teacher candidates

Theme	Category	Participan's topinions	F	
Advantage	Creative thinking skills	TC1,TC17	2	
	Attracting the child's interest and attention	TC 2	1	
	Giving children value related to technology	TC 3	1	
	Supports All Development Areas	TC 3	1	
	They arrive easily and are economical.	TC 4, TC 14	2	
	writing a story	TC 6	1	
	Support attention and coordination	TC 7	1	
	Saving time, space and materials	TC 8	1	
	Arouses curiosity	TC 9	1	
	Increasing course processing techniques and knowledge skills	TC 11	1	
	Efficient learning can be achieved	TC 12	1	
	to be permanent	TC 13	1	
	Visual and Auditory Richness	TC 19	2	
	Dezavantaj	lack of information	TC 1, TC 4	2
		Tiring	TC 2	1
Not ergonomic		TC 3, TC 11	2	
Time		TC 7	1	
The preparation process is long		TC 10	1	
It is costly		TC 7, TC 11	2	
We don't have the equipment		TC 16	1	
Technological Problems		TC 18	1	
Lack of Collaboration and Social Interaction		TC 19	2	

Table 5 shows the distribution of the advantages and results of digital storytelling used in Values education for teacher candidates. Creative thinking skills, Convenient transportation and economical, Understanding and attracting attention, Valuing children based on technology, Supporting all Developmental Areas, Story writing, Benefiting from time and space, saving money, Lesson processing and knowledge development, Efficient learning data, Visual and Auditory Richness and self-reported retention. A consensus can be reached on the increase in lack of information, tiring, non-ergonomic, time, long preparation process, cost, technological problems, lack of cooperation and social interaction.

Representation of participants is indicated.

“The child's interest and attracting attention” TC-1.

“It allows us to think creatively, but since we did not receive training, we had difficulty in the creation part” TC-15.

“They experience ergonomic problems while working with children” TC-18.

Table 6 – Suggestions for teacher candidates to use the digital story method used in Values education

Theme	Category	Participan's topinions	F
Story and value	Revival	ÖA1	1
	Easy	ÖA2, ÖA8, ÖA15	3
	Permanent learning book habit	ÖA3, OA16	2
	family relationship	ÖA4	1
	Language development	ÖA5	1
	Reflects on Children	ÖA6	1
	Should be kept on the agenda	ÖA7	1
	Animation /canva training	ÖA9	1
	Visual richness support	ÖA10, ÖA13	2
	Evaluation questions	ÖA11	1
	Efficient teaching environment	ÖA12	1
	school support	ÖA14	1
	interactive content	ÖA17	1
	Student-Centered Approach	ÖA18, ÖA19	2
	Emphasizing Values	ÖA20	1
	Technology use	ÖA21, ÖA26	2
	Sustainable	ÖA22	1
	Free platform	ÖA23	1
		ÖA24, ÖA25	2

Table 6 shows the current recommendations for the use of the digital story method in the Values education processes of prospective teachers. According to this distribution, they reported measurements regarding easy, permanent learning, receiving Animation/Canva training, preparing a communicative content, emphasizing values, and providing efficient teaching environments with visual richness centered on digital stories created in the training of support pricing values from a free platform.

The representation of the participants is indicated.

“We can teach children our values more easily through stories” TC-2.

“Opportunities that can be easily obtained, but are a little difficult for technology use” TC -8.

“I think the market continues, but I think it should be more of a free platform” TC -24.

“I don't think it has to be a versatile animation process, it can also be done with Canva, it doesn't have to be of high quality like a cartoon” TC -18.

Results And Discussion

Within the scope of this study, teacher candidates who prepared the digital story created with values education for the first time, reflected their experiences with the answers they gave to 5 open-ended questions asked to them at the end of the application. 5 questions in the form prepared by the researchers constitute the sub-problems of the research. Through this form, participants declared the ideas they gained during the process of preparing the digital story they created in values education.

It has been seen that the Digital Story experiences process prepared by the teacher candidates within the scope of Character and Values education, which has been modified by the findings, is a useful method, the details of the participants are stated below. The experiences of the teacher candidates who participated in the study were reported to be generally positive about preparing digital stories in values education. Digital story writing method in Values Education is Fun,

Interesting, Comprehensive, Instructive, Beautiful, Effective and the transfer of values in early childhood is available where cultural personality records contribute. Analyzes of previous studies on this initiative, in a similar study conducted in (Uslupehlivan, 2017), investigate whether teacher candidates can actively use the digital storytelling method in the learning-teaching process. In addition, the digital storytelling method is remarkable because it will enrich learning from a perspective with auditory and visual elements; Existing expressions of nutrition as well as obliquity aspects continue. Previous studies on these activities are in general view regarding digital stories. (Bedir, 2016) (Baki, 2015) (Göçen, 2014) (Kahraman, 2013).

He titles developed by the participants for the digital stories given in Values Education were as follows: Honesty makes people happy, Lively forest, Traveler man, Beyza and her friends, Apple tree, Dream of the North, Shall we share happiness, Grandma Fatma, Love that comes with an egg, Little Mouse and The Sea Seeking Freedom. opinions can be expressed. They also reported participants' expectations regarding the values of responsibility, unity, happiness, freedom, cooperation, respect, simplicity, honesty, tolerance, humility and love. Value education with rich content materials that appeal to more than one sense organ. Student-centered activities are expected to be held. Considering the characteristics of digital stories, it is thought that this method will meet the expectations (Yürük, 2015). He problems experienced by the participants in the digital story creation process given in the values education include creating a digital story, story writing, use of unknown technology, computer use, animation, cooperation with friends during the preparation of the story, time, finding a solution to the problem, character, voice recorder, content production, visual and They expressed their opinions regarding the Integration of Audio Elements. In his research conducted by (Dayan, 2017); It was determined that they experienced some difficulties in the digital storytelling process due to hardware, internet, application and students. In a similar study conducted by (Uslupehlivan, 2017), they stated that teacher candidates had difficulties in terms of technique, time and the writing process.

Mong the advantages of digital storytelling given in the Values education of the participants are: Creative thinking skills, Easily accessible and economical, Attracting the child's interest and attention, Giving children values based on technology, Supports all Developmental Areas, Story writing, Saving time, space and materials, Arousing curiosity, Lesson processing. They expressed their opinions that it increases techniques and knowledge skills, Efficient learning can be achieved, Visual and Auditory Richness and is permanent. In his research conducted in (Balaman, 2015), he had students prepare digital stories about social issues, and at the end of the study, the students stated that they used information technologies better and their interest in the topics discussed in the digital stories increased. It can be said that they agree on the disadvantages of Lack of Information, Tiring, Not Ergonomic, Time, Long Preparation Process, Cost, Technological Problems, Lack of Cooperation and Social Interaction. In a similar study conducted by (Uslupehlivan, 2017), their opinions on Technical difficulties, Time, Age suitability, Distracting visuals, Length and Reluctance of students were determined.

The participants' suggestions for the use of the digital story method in values education include easy, permanent learning, receiving Animation/Canva training, preparing an interactive content, emphasizing values, and supporting a free platform, and that they can create an efficient teaching environment with visual richness depending on the student-centered approach to the digital stories they create in values education. They stated.

Based on the research results, the following suggestions can be made:

1. Digital storytelling in values education improves listening, speaking, writing and reading skills.

It can be used as a rich learning-teaching technique to achieve learning outcomes.

2. Teachers and teacher candidates should be trained in digital story usage software by professionals in both their undergraduate and in-service training, and emphasis should be placed on technology-related modern learning activities.

3. At the higher education level, especially in education faculties, the use of this method in the learning-teaching process should be encouraged.

4. Studies can be carried out to increase the digital competence of teacher candidates.

5. Digital storytelling can be used as a project in the values education created by teacher candidates.

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