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Teacher Opinions on The Usability of Digital Stories in Pre-School Values Education

Fatih BALAMAN[1] Ümmü ATAMAN[2]

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Abstract
In this study, teacher opinions were taken about usability, which was a phenomenology from qualitative research patterns. A semi-structured interview form prepared by the researchers was used as a data collection tool. The data obtained from the interviews were analyzed by the content analysis method. At the end of the analysis the themes such as "Supportive material effect of digital storytelling", "Disadvantages in the use of digital storytelling" and "Comparison of digital storytelling with traditional education" were obtained. In addition, results such as “digital storytelling contribute positively to preschoolers gaining values”, “students are interested in the fact that digital stories are audio and video compared to traditional education”, “impossibility to use materials in case of lack of technological devices necessary for the preparation and presentation of materials” were reached.

Keywords: Digital storytelling, preschool, values education

INTRODUCTION

Value is a whole of a material and spiritual element that encompass the social, cultural, economic and scientific values of a nation (TDK, 2019) and is an important concept that ensures that the individuals who make up the society live in harmony and continuity. Values have characteristics that can guide the behavior of the individual while defining society and the individual on the one hand (Balaman, 2015). Values guide people in society about what behavior is good and true (Knafo, Roccas & Sagiv, 2011).

Values education is not only an education that can be given as information, but also a blend with various activities (Ulavere & Veisson, 2015). Generally, values should be included in whole the environment, events and activities surrounding the individual due to daily life, rules, social relations, traditions and customs and games. In the meantime, the individual may receive positive or negative feedbacks based on the result of his or her or someone else's behavior. It creates their own value system by assimilating the values they encounter in themselves. It is important for children to adapt to society, live a happier life and understand values judgements at an early age in order for society to develop healthier.

Each individual is born within the values of the environment in which he lives and over time adopts and internalizes the values accepted in society. The environment in which the child learns and discovers his first value judgments is the family environment. Following the family, the first period in which he socializes falls during the preschool period. In preschool, children tend to internalize information quickly. Since early learning leads to more permanent learning, the education of values at an early age may contribute to the formation of healthy societies in the future (Helstead, 1996).

[1] Asst. Prof. Dr., Hatay Mustafa Kemal University, Faculty of Education, Hatay-Turkey, fatihbalaman2010@gmail.com, orcid.org/0000-0003-2175-0778

[2] PhD Student, Ministry of National Education, Hatay-Turkey, ataman23ataman@gmail.com, orcid.org/0000 0003 1599 3714

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The preschool period provides the basis for the behaviors to be gained in the future and forms the basis of social and moral values. While values education covers community-specific values such as customs and traditions, the teaching of these values in schools is more accurate and effective (Halstead, 1996). Schools provide social and cultural values through educational programs (Sapsağlam, 2016). Among the basic principles of preschool education, expressions are found for the acquisition of behaviors such as love, respect, responsibility, tolerance and cooperation of children. As the literature suggests, preschool values education covers behaviors of responsibility, respect, solidarity, trust, love, tolerance, freedom, equality, justice, friendship, cooperation, cleanliness, peace, sensitivity and hospitality (Aral & Kadan, 2018; Türktürk, 2009). In this research, studies were carried out on the values of respect, responsibility, honesty, cooperation, sharing, friendship/fellowship of values education.

Respect: Relevance to a person or object because of its value, respect with a sense of attention, forms the basis of other values as well as a value alone (Türk, 2009).

Responsibility: The person's responsibility to undertake the behaviors under his authority, the sense of responsibility is defined as a sense of responsibility, in accordance with the age of the children, to fulfill their duties, to meet their own needs and to accept the consequences of the negativity that will arise (Başaran, 2005). At an early age, children should be encouraged and supported to take responsibility.

Honesty: Honesty is one of the most important values that provides trust among people. Honesty, like many values, is not an innate trait (Trust, 2014). The child can develop this value in a positive and negative way, primarily thanks to the family and then the social environment.

Cooperation: In order to improve this behavior of children in cooperation, which is to ensure unity in the event of common interest, it is necessary to ensure or increase the participation of the child while doing a job, and to pay attention to teamwork (Atmaca, 2007).

Sharing: Within the means that individuals have, it provides material moral support to others in need and is a partner in their joy and sadness.

Friendship: The best definition of friendship for pre-schoolers is to share toys or activities, to mutually cooperate, to defend each other and to behave friendly to each other (Uysaler, 2015). In preschool, friendship relationships enable the child to socialize, while contributing to his emotional and cognitive development as well as his social development.

The aim of preschool education is to support the development of the child at all levels. To support the development of the child, it will make it easier to achieve the goal by following the developing technology in the field of education and using it in course activities. The developments experienced with the integration of information and communication technologies into education have led to changes in teaching methods and materials and increased diversity of these methods and materials. Traditional teaching methods and materials have been replaced by activities carried out digitally. Enabling pre-schoolers to participate in digital applications allows us to develop their creativity and discover their abilities, and facilitate children's learning of daily life (Preradovic, Lesin & Boras, 2016).

The use of digital stories in the teaching environment since preschool brings many advantages (Demirer, 2013; Foley, 2013; Gyabak & Godina, 2011; Kocaman Karoglu, 2015; Preradovic, Lesin & Boras, 2016; Yüksel, 2011). Although fears remain about the use of technology by parents in preschool, it is unlikely that children living in technology will be kept away from technology. It is better to use technology in the best way for useful purposes than to avoid technology. For teachers, the use of innovative teaching methods by incorporating technology into the learning process will contribute to their professional modernization.

The common feature of definitions of digital storytelling; combines storytelling with multimedia elements such as graphics, audio and video (Kajder & Swenson, 2004; Kılınç & Yüzer, 2015; Kocaman Karoğlu, 2015). Digital stories are a combination of traditional storytelling and multimedia tools (Normann, 2011). Digital stories have a specific subject and a purpose to be

given, like traditional stories. The average duration of the story prepared for the preschool period is between 2-3 minutes and it will be appropriate to consist of 20-25 frames (Jakes & Brennan, 2005).

Jakes & Brennan (2005) summarized the digital story creation process in six stages. These stages:

Writing process: It is the process of writing and rewriting the specified story and continuing through a specific draft. Stories should be composed of life and experiences and written open-ended. The viewer should be able to relate to the story.

Scenario creation process: A scenario development process after the narration is completed. The script forms the basis of digital stories, and multimedia elements serve to recreate the story.

Storyboard creation process: The process of associating a scenario with an image. Ready-made images or students' own drawings can be used. This is an important stage in terms of guiding which multimedia tool to use in the next stage.

The process of researching multimedia elements: At this stage, various links are used to access multimedia elements such as pictures or videos. It must be associated with the story created. It is ideal that the number of items to be used is between 20-25.

Creation of digital stories: This phase involves the process of creating the story using the software within the abilities of individuals. The scenario of the story is the process of combining elements such as pictures, sounds, music, etc. It is the combination of all components of the digital story.

Sharing of digital stories: Presenting digital stories in a classroom environment and revealing the educational aspect are the stages of using them as course material.

In the process of values education, the inclusion of different activities and activities in bringing values to children will facilitate the acquisition of target behaviors. For this reason, digital stories including respect, responsibility, honesty, cooperation, sharing and friendship/fellowship values have been prepared by the researchers. It was included in the curriculum by preschool teachers and used in the classroom environment as materials to support traditional education. At the end of the application, teachers were interviewed about the usability of digital storytelling in preschool education.

METHOD

Research Model

In this research; the phenomenology pattern from qualitative research patterns was used to determine the opinions of preschool teachers about their use of digital stories in values education. Phenomenology is useful in explaining the facts that we encounter that which are not unfamiliar to us and also that we do not fully understand the meaning of. It is used to describe and interpret the experiences of individuals to learn about a phenomenon (Yildirim & Şimşek, 2005). Phenomenology tries to reveal phenomena and common meanings by focusing on the experiences of individuals as a result of their lives (Jasper, 1994; Baker, Wuest, & Stern, 1992).

Study Group

The sample group of the study consists of 7 teachers working in a preschool institution in Hatay city center. The teachers who participated in the study were selected from non-random sampling methods through purposeful sampling. Purpose-based sampling allows for and in-depth study of situations thought to have rich knowledge and to discover and explain facts and events (Büyüköztürk, Erkan-Akgün, Demirel, Karadeniz & Kılıç-Çakmak, 2017).

All the teachers in the study group are women. There are 2 teachers between the ages of 31-40, 4 teachers between the ages of 41 and 50, and 1 teacher between the ages of 51 and 60. There is 1 teacher with 6-10 years of experience in terms of professional experience, 3 teachers with 11-15 years of experience, 2 teachers with 16-20 years of experience, 1 teacher with more than 20

years of experience. It was understood that the majority of the study group, which did not include a male teacher, was between the ages of 41 and 50 and had 11-15 years of experience.

Data Collection Tool and Analysis of Data

In this research; a semi-structured interview form was used to determine the views of preschool teachers regarding values education given through digital storytelling. Semi-structured interviews include questions prepared by the researcher through certain stages in advance. Semi-structured interview forms allow for quick coding and analysis of these questions, ease of measurement and then extensive research (Büyüköztürk, et al., 2017).

While preparing interview questions; as a result of the relevant literature review, the questions were determined in a general framework and a pool of 8 open-ended questions was created. The question pool was reassessed by the researchers, 2 questions were removed from the pool, and 1 question was combined with another question. The prepared questions were examined by two faculty members who are experts in preschool education and a faculty member who specializes in computer technologies in order to get expert opinions. The experts did not foresee adding/subtracting on the questions, they reported that it would be more understandable with the change of expression on 3 questions. As a result of expert opinions, the interview form has been finalized.

The interview form consists of 5 open-ended questions following gender, age group and professional experience demographic information. Open-ended questions include questions about the usability of digital storytelling in achieving target behaviors, in order to determine what the advantages and disadvantages of digital storytelling compared to traditional education, whether it can be used in other subjects/acquisitions other than values education, comparing digital stories with traditional stories, whether teachers have opinions in making digital story materials more effective.

The content analysis method was used to analyze the data. When analyzing content, similar data are put together within the framework of specific concepts and themes and these concepts are organized and themes are created and shown to the reader using tables or charts with frequency values (Yıldırım & Şimşek, 2005).

Preparation and Implementation of Digital Stories

The preparation phase of digital stories and their characteristics:

When preparing digital stories, the age group and development levels of preschoolers who are the target audience to benefit from the stories were taken into account. In addition, digital stories were created in accordance with storytelling, not with the language of storytelling. The stories cover the values of respect, responsibility, honesty, cooperation, sharing and friendship/fellowship, which are the target behaviors that are intended to be given to preschoolers. A story has been created for each value. It is aimed to use the digital stories created as teaching materials that support the subjects in the courses.

The following stages have been followed in the creation of digital stories;

Literature review on topics, pre-school eligibility study: Pre-school resources were examined about respect, responsibility, honesty, cooperation, sharing and friendship/fellowship issues, knowledge was obtained about the subjects, and research was carried out on preparing appropriate material for students.

Writing the story about the targeted behavior: A story has been written to cover each subject. Attention has been paid to the writing of texts in accordance with student age and development levels and in story language. The story is divided into sections and sections are created by planning to correspond to one picture for each section.

Creation of paper drawings of story-appropriate visuals: Drawings with colored pencils are made depending on the stories. Each part of the story is visualized separately, and a story section is associated with a picture. Drawings were supported by an art teacher.

Digitalization of drawings: Hand-drawn images have been scanned and converted to digital .jpg format. Thus, images of the stories were made ready to voice in Photostory 3 software.

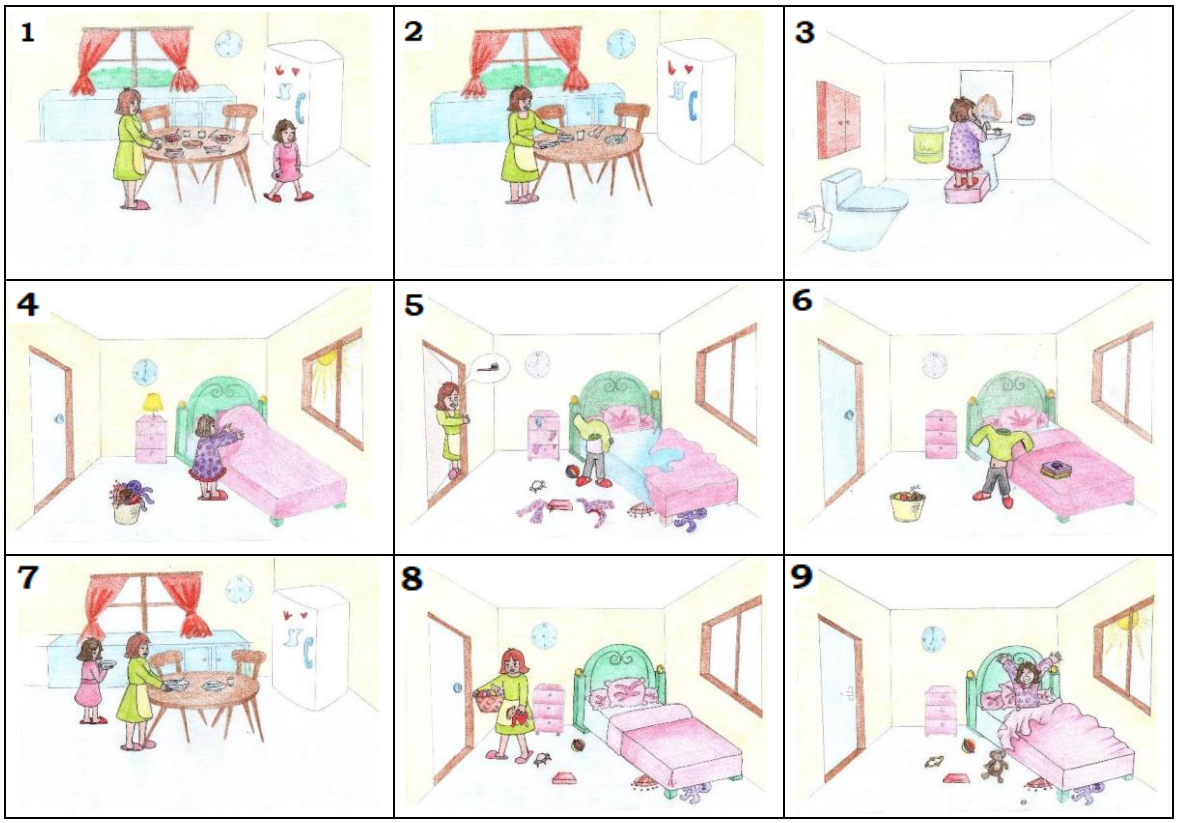
Voice visuals in the digital environment: Each frame is selected and the story section associated with that frame is voiced. Photostory 3 software was used in the voiceover. When performing, an isolated environment from external sounds was preferred and attention was paid to the voiceover in a story atmosphere and close to the microphone.

Obtaining output in video format: After the completion of the voiceover process, the output of the work in the video format was created through the Photostory 3 software. Videos have .wmv extension. In addition, the software creates a .wp3 file, allowing for changes that can be made to the work later.

Teachers were interviewed before the application and informed about the purpose, scope, duration, how the teacher will practice and the evaluation with the students at the end of the application.

The application lasted 6 weeks. In addition to its activity to gain a target behavior every week, the tutor also benefited from the relevant digital story video. Thus, digital stories were used as additional teaching material to support learning in the process of gaining target behaviors.

At the end of each video, students are asked "what would you do if you were ...?", "do you think who is right..." was expected to empathize with the students and reinforce the behavior in the story, and digital storytellers were evaluated by the students under the guidance of the teacher.



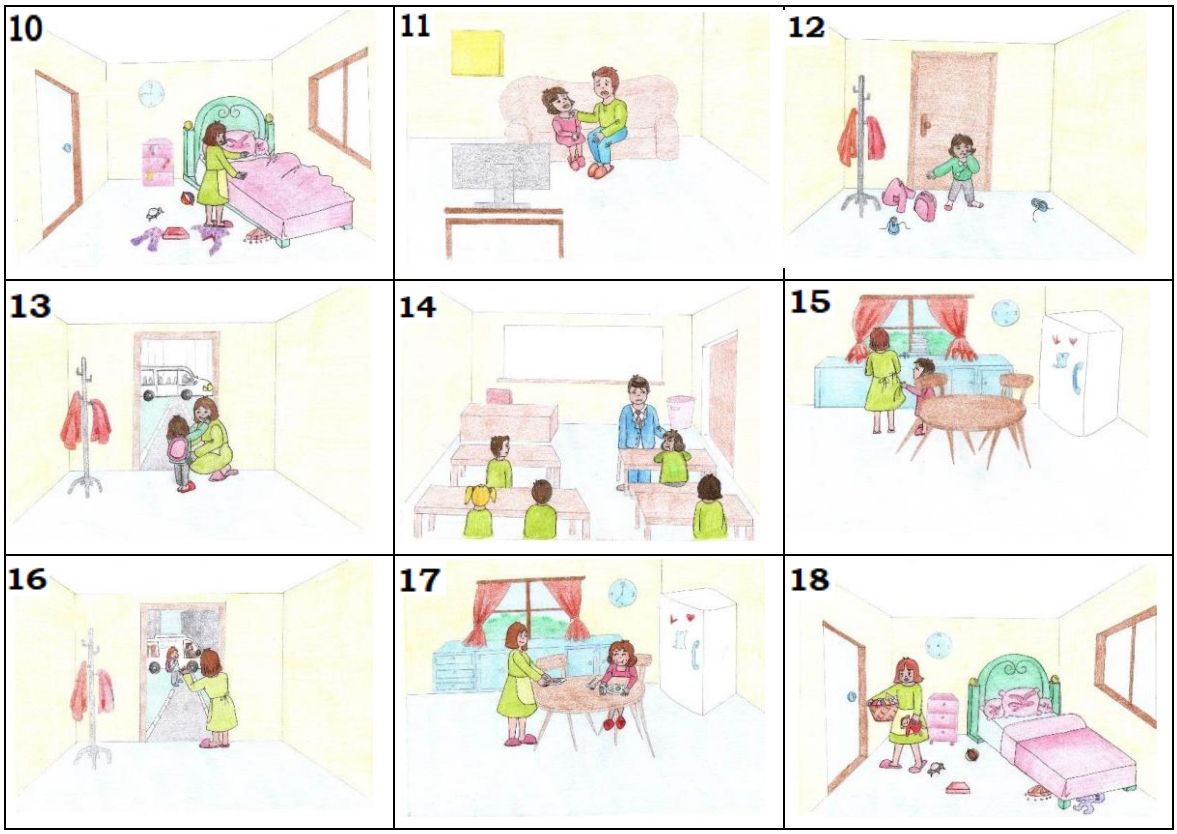


Figure 1. Images from a sample digital story

FINDINGS

The data obtained from the interviews with the teachers who practiced using the data collection form were analyzed and the themes such as "Supportive material effect of digital storytelling", "Disadvantages in the use of digital storytelling" and "Comparison of digital storytelling with traditional education" were reached. The sub-themes associated with the themes and the frequency values for these sub-themes are expressed in the tables.

Table 1: Findings on the theme of "Supporting material effect of digital storytelling"

Supporting material effect of digital storytelling	f
Contribute to acquiring target behaviors	7
Being interesting for students	4
Making learning easier	4
Applicability in the teaching process	3
Improving students' imagination	3
Be prepared for other topics	3

Teachers often see digital storytelling as a supporting and applicable material in teaching in the transfer of subjects and have stated that they use materials in teaching. In this process, they stated that the materials attracted students and contributed to the development of the imagination, and that other subjects could be adapted to digital stories in addition to the subject they applied. Teachers expressed the following opinions about the theme of "supporting material impact of digital storytelling".

T5: *"It will make our job easier when teaching in lessons."*

T2*: "It contributed to a level that kept students' attention and perception high."*

T4*: "In general, children watched the videos with interest."*

T6*: "I think it makes learning easier."*

T5: *"The materials were compatible with the curriculum. It can be used in lessons."*

T1: *"It provides lasting learning as it appeals to more senses."*

T2: *"With the development of technology, it develops the behavior by taking advantage of the possibilities digitally."*

T3: *"They can listen to stories with pleasure. It prolongs and attention span. They can answer questions more clearly after the story."*

T7: *"It can improve the imagination of students."*

T4: *"The children watched with interest because it was a different method. They liked watching videos anyway. These videos were also useful because they were educational."*

Table 2: Findings on the theme of "Disadvantages in the use of digital storytelling"

Disadvantages in the use of digital storytelling	f
Not attracting the attention of some students	4
Impossibility of using the material in the absence of projection or/and computer	3
Having people who can't hear the sound from the sound system (speaker)	2
Digital stories may not be prepared for all topics	2

Teachers also found disadvantages in the process of using digital storytelling. Although there are those who expressed that digital storytelling is interesting, there have been teachers who have stated that these materials are not remarkable for some students. In addition, certain hardware infrastructure such as computers and projectors are required for the display of digital stories. The teachers interviewed are equipped with this equipment, but there have been teachers who have stated that digital stories cannot be used in the absence of this equipment. Again, in the healthy display of digital stories, a sound system suitable for the physical dimension of the class is required. Sound systems must have wattage in accordance with the number of students and class size. In this respect, there have been teachers who have stated that they cannot use it effectively. Teachers have used the following statements about the theme of "Disadvantages in the use of digital storytelling".

T6: *"It was widely viewed in my class but it didn't catch the attention of some of my students, there were some who were not interested in the videos."*

T3: *"Learning becomes difficult for those with attention deficits. Maybe it's not the material, it's the need to try different applications."*

T1: *"We have had no problems with presentations, but those who do not have the equipment to show videos cannot apply."*

T5: *"With the FATİH project, technological opportunities have come to many schools, but there are schools in the countryside, in remote places, without projections. How should these teachers apply?"*

T4: *" I had them watch on the laptop because I had few students. If the classroom was crowded, the students in the back rows wouldn't be able to hear my voice.."*

T2: *"The level of the sound was low. Not all students could hear the sound because there was a constant buzzing in the classroom."*

Tablo 3. Findings on the theme of "Comparing digital storytelling with traditional education"

Comparing digital storytelling with traditional education	f
Saving time by making learning easier	6
Having audio and video teaching material	5
Requiring technological infrastructure	4
Integration of technology into the course	2

Various differences of digital storytelling have been revealed compared to traditional education. The majority of teachers said that the materials made it easier for students to gain, saving time. Another difference is that digital stories are audio and video material. Thus, it increases the effectiveness of the teaching process by appealing to more senses. There are some technological requirements in the preparation and presentation of digital storytelling. While the computer and Photostory software, which is free of charge, are sufficient in its preparation, teachers need computer-projection or smart board together with the sound system for presentation. With the development and spread of technology, it is considered that these equipments are not difficult to supply, but it can be considered that there are schools that do not have the relevant equipment. It is known that the use of technology for educational purposes contributes positively to the learning-teaching process. In the digital storytelling process, the integration of technology into education can be mentioned. Teachers have also pointed out this aspect of the process.

T2: *"I think what is learned will be more permanent because the children both see and hear the events in the video."*

T3: *"I think they associate videos with cartoons. They feel like they're watching cartoons, but they're educational."*

T4: *"I think it's important that it appeals to all the senses of the child because it's audio and visual."*

T5: *"A supportive teaching technique."*

T1: *"Children love technology. Therefore, they watched such materials from technology with appreciation. Instead of harmful games of technology, they need to be widespread."*

T6: *"Like EBA, Zoom has a live lesson, and this app exemplifies the useful use of computers."*

DISCUSSION AND CONCLUSION

In the study, preschool teachers' views on values education given through digital storytelling were included. According to the findings obtained from the interviews, it can be said that digital storytelling contributes positively to the values of friendship/fellowship, cooperation, responsibility, respect and honesty within the scope of the values education of preschoolers. Walker (2015) achieved similar results by providing values education with digital storytelling in his research, and at the end of the application, he concluded that digital storytelling was effective in students' gaining values. Similarly, Kutlucan (2018) stated that digital storytelling is effective in correcting the negative behaviors of students and in the process of gaining the requested behaviors.

Teachers stated that they are interested in students in terms of audio and video digital stories compared to traditional education, and described digital stories as materials that can be used in the educational environment. There are many studies where multimedia elements such as digital stories are preferred and effective by teachers in the teaching process (Lungci, 2015; Demirer, 2013; Demirer & Baki, 2018; Uslupehlivan, Kurtoglu Erden, 2018). These environments facilitate the student's learning (Livery, 2015) and improve their listening skills and motivation (Lungci & Gültekin, 2017).

As a disadvantage of digital stories, it is stated that in the absence of technological devices necessary for the preparation and presentation of materials, materials are unavailable and have a complicating effect for students with distractions. Dayan (2016) similarly stated that the digital story process will be negatively affected due to the lack of technological equipment in schools. However, in many schools in our country, there are smart boards, computers and projectors necessary to make presentations in the classroom environment. Dayan (2016) states that situations such as short attention span resulting from the student and boring material for the student will negatively affect the learning process, and that short video duration may be the solution for these students.

Compared to traditional education, the education supported by digital stories is in a story mood, is more appealing to children due to its audio and video features, and is more usable for students. Integrating technology into courses using the advantages of technology increases the effectiveness of the teaching process. Demirer and Baki (2018) also state that education supported by digital stories is more remarkable in terms of appealing to more senses and more permanent learning can be achieved, and with this method the course will become more fun. In addition to values education, digital story usage may be preferred for other curriculum subjects. Yüksel (2011) says that teachers who are trained in digital storytelling prefer to use this method in their courses and this method contributes positively to the learning process.

Digital storytelling is an unusual method that is ideal for use as a support material in face-to-face education and does not go back much longer. Especially the interest of the younger generation of individuals in technology is known. As a result, these teaching materials are interesting for students.

The materials can be prepared by the student. For this purpose, the age group of the student and the presence of basic computer knowledge should be taken into account. The employment of the student during the preparation process will allow the student to learn the subject in this process. In the process of preparing digital stories, it is necessary to be informed about the subject and to investigate the subject thoroughly. While the presentation of digital stories to the student makes the materials effective, the active involvement of the student in both its preparation and presentation will purify the effectiveness of the method.

Digital storytelling is especially widely used in applied sciences or in the preparation of social and social issues. It may be inadequate in storytelling theoretical subjects and preparing digital stories, but it is not impossible because it also depends on the imagination of the creator.

Digital storytelling materials can be prepared by different teaching steps. However, this method can be used to gain targeted behavior by focusing on many issues.

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