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Effects of Digital Stories on Children: What Do Parents Think?

Dijital Hikâyelerin Çocuklar Üzerindeki Etkileri: Ebeveynler Ne Düşünüyor?

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Abstract

The research aims to investigate the effects of digital stories on children. Additionaly, the problems experienced by parents when using digital story platforms and solutions for these problems were also examined. Phenomenology, one of the qualitative research designs, was used in the study. The study group of the research consisted of 14 parents selected by criterion sampling method. A semi-structured interview form was used as a data collection tool. Content analysis was used in the analysis of the data. In the study, parents expressed the positive effects of digital stories on children as gaining reading habits, increasing motivation, improving reading skills, improving vocabulary, facilitating listening comprehension, and improving imagination. Parents stated that the negative effects of using digital story platforms on children are postural disorders, problems with eye health, and score collection anxiety. Parental views on the problems children experience while using digital story platforms are grouped under the categories of system and hardware-related problems and user-related problems. In addition, parents offered solutions for the system and the child regarding the problems encountered in digital story platforms.

Keywords: Digital story, digital story platform, primary school students, parents.

Öz

Araştırmada, dijital hikâyelerin çocuklar üzerindeki etkilerini araştırmayı amaçlamıştır. Ayrıca ebeveynlerin dijital hikâye platformlarını kullanırken yaşadıkları sorunlar ve bu sorunlara yönelik çözüm önerileri de incelenmiştir. Araştırmada nitel araştırma desenlerinden fenomenoloji kullanılmıştır. Araştırmanın çalışma grubunu ölçüt örnekleme yöntemiyle seçilen 14 ebeveyn oluşturmuştur. Veri toplama aracı olarak yarı yapılandırılmış görüşme formu kullanılmıştır. Verilerinin analizinde içerik analizi kullanılmıştır. Araştırmada; ebeveynler dijital hikâyelerin çocuklar üzerindeki olumlu etkilerini en fazla okuma alışkanlığı kazandırma, motivasyonu artırma, okuma yeteneğini geliştirme, kelime hazinesini geliştirme, dinlediğini anlamayı kolaylaştırma, hayal gücünü geliştirme olarak ifade etmişlerdir. Ebeveynler dijital hikâye platformlarını kullanmanın çocuklar üzerindeki olumsuz etkilerini ise duruş bozuklukları, göz sağlığını ile ilgili sorunlar ve puan toplama kaygısı şeklinde belirtmişlerdir. Çocukların dijital hikâye platformlarını kullanırken yaşadıkları sorunlara ilişkin ebeveyn görüşleri, sistem ve donanım kaynaklı sorunlar ve kullanıcı kaynaklı sorunlar

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kategorileri altında toplanmıştır. Ayrıca ebeveynler, dijital hikâye platformlarında karşılaşılan sorunlara ilişkin sisteme ve çocuğa yönelik çözüm önerileri sunmuşlardır.

Anahtar kelimeler: Dijital hikâye, dijital hikâye platformu, ilkokul öğrencileri, ebeveynler.

Introduction

In the modern world we live in, many contents have been digitized through various changes. This digitalization occurs in the field of education as well as in every field. One of the important changes in the digitalization process in the field of education is that the traditional storytelling process can be carried out using digital tools.

Digital storytelling is a teaching tool that blends digital media with cutting-edge teaching and learning methods and makes it easier to use the constructivist method (Smeda, Dakich, & Sharda, 2014). Digital storytelling content is made up of text, slide shows, audio, various graphics, and short movies that are uploaded to web 2.0 sites (Daskolia, Kynigos, & Makri, 2015). With the proliferation of blogs and web-based tools, digital storytelling has grown in popularity in a wide range of countries and age groups (Yuksel, Robin, & McNeil, 2011).

Digital stories are a combination of storytelling with digital media to tell and share rich stories. Snow (2002) defines a digital story as a short video clip that combines a succession of still images with spoken or written content. Porter (2005) describes the digital story as a technical tool that creates personal stories using - sound, music, graphics, and pictures to attract students' attention, activate them and teach them. They are shots with strong emotional content, in which still pictures, short videos, audio or written expressions, and music are narrated together (Kearney, 2011; Lambert & Hessler, 2018). Digital stories are a modern variation in the genre of traditional storytelling. They are accepted as an effective learning tool for all ages and grade levels (Clarke & Adam, 2012; Robin, 2008). In addition to primary, secondary, and higher education levels, digital stories can be widely used in both social and cultural education types (Rossiter & Garcia, 2010). Digital storytelling differs from other visual media because it is sincere, more participatory, and less ostentatious (McLellan, 2007).

In digital story platforms, content is created through digital technologies and participation in the system is provided over the network. According to Gregori-Signes (2008), the main difference between digital stories and traditional stories is the nature of the medium and tools used. It is possible to access digital stories in multimedia environments at any time. Digital stories are adaptable and versatile tools that may be utilized on nearly any topic (Qoura, 2016).

Digital stories are grouped by Robin (2008) into three types: historical documentaries, personal stories, and educational stories. Lambert & Hessler (2018), who has pioneered many digital story studies, focused on individuals while classifying digital stories and classified the stories according to different people and environments. Lambert & Hessler (2018) have determined categories as stories about important people, places that have a place in my life, stories of myself, turning points in my life, my dreams and wishes, community stories, and family stories. These categories also include sub-headings.

Digital stories can be linear or direct. Linear stories have a single path: an introduction, a body, and a conclusion (Liu, Liu, Chen, & Liu, 2010). The user cannot affect the story's outcome or intervene in the sequence. The user's only involvement with the story is to rewind, stop, forward, or pause it (Spaniol, Klamma, Sharda, & Jarke, 2006). Non-linear digital storytelling, on the other hand, uses non-linear scenarios (Prosser, 2014)

to build stories with several routes (Cao, Klamma, & Martini, 2008). Story consists of multiple paths, and different stories can be constructed based on the preferences of the users at the interaction points (Spaniol et al., 2006).

The literature of digital storytelling generally focuses on variables of academic achievement, attitude, and motivation (Hung, Hwang, & Huang, 2012; Kasami, 2018; Niemi, Niu, Vivitsou, & Li, 2018; Price, Strodtman, Brough, Lonn, & Luo, 2015; Smeda et al., 2014; Tour, Gindidis, & Newton, 2021; Yoon, 2013; Yousef & Aljaraideh, 2020). Additionally, studies on the development of listening comprehension skills by using digital stories (Mohamad Jafre, Pour-Mohammadi, Souriyavongsa, Tiang, & Kim, 2011; Ramirez Verdugo & Alonso Belmonte, 2007; Sadik, 2008), and the digital stories' effect on improving reading skills (Alkhlili, 2018; Qoura, 2016) are also conducted. However, no studies have been found in which the effects of digital stories on children are handled from a parent's perspective.

Digital stories offer children not only a narrator, but also the characters of the story and the environments in which they live. In these stories, the narrative becomes more interesting with the support of visuals and sounds, and more than one stimulus can be presented. This situation can have different effects on children. In the study, an investigation of the effects of digital stories on children in line with parental views is aimed. Parents' views on digital story platforms have also focused, along with problems experienced while using digital story platforms and solutions to these problems. It is believed that this study will shed light on families, teachers, educational institutions, and other researchers.

Within the scope of the research, answers to the following questions were sought:

1. Do parents accompany their children while their children are using digital story platforms?

2. What are the parent's views on the effects of digital stories on children?

3. What are the parent's views on the problems children experience while using digital story platforms?

4. What are the parents' proposed solutions to the problems encountered in digital story platforms?

Method

Pattern of the Research

This study was conducted by adopting a qualitative research method. Qualitative research is used to explore the concepts of belief, attitude, and normative behavior (Hammarberg, Kirkman, & de Lacey, 2016). It tries to expose how people interpret their lives, simplify the process of producing sense, and depict how people perceive their lives (Merriam & Tisdell, 2015).

The phenomenology pattern was used in this study, which is one of the qualitative research methods. Phenomenology enables participants to capture meaningful life experiences related to a phenomenon (vom Lehn & Heath, 2022). Phenomenological research reaches the essence of the lived experience by examining the experiences of people in the face of newly developing events and phenomena (Engelland, 2020) Sample selection and application strategies in phenomenology research are in a very narrow range, and all participants in the sample must have had contact with people who have experienced the phenomenon studied or have had experience with this phenomenon (Rolfe, 2006). In this study, the case was handled according to the opinions of the parents.

Study Group

Criterion sampling was used to determine the study group. The criterion sampling includes the cases that meet the determined criteria to reach the best data sources suitable for the research (Patton, 2014). The criterion determined in the selection of the parents in the study group is that their children attend primary school and that they are actively using digital story platforms. The study group of the research consists of 14 parents whose children use the Okuvaryum digital story platform. The participants were coded from P1 to P14. Information about the study group is presented in Table 1.

Table 1. Information on the study group

Gender	Age	Educational Status	Occupation	Number of children
Male	43	Undergraduate	Engineer	2
Female	52	Associate deg.	Retired	3
Male	50	Undergraduate	Architect	1
Female	40	Undergraduate	Lawyer	3
Female	31	High school	Housewife	2
Female	32	Undergraduate	Teacher	3
Female	35	Undergraduate	Teacher	2
Female	43	Doctorate	Academician	1
Male	51	Graduate	Engineer	2
Male	48	Undergraduate	Police	2
Female	38	Undergraduate	Housewife	3
Male	42	Undergraduate	Police	2
Male	45	Undergraduate	Doctor	2
Female	37	Doctorate	Academician	1

Okuvaryum, the digital story platform used by the children of the parents who make up the working group, is an educational platform with hundreds of digital original stories created by expert educators, writers, illustrators, voice actors, and software engineers. The interface for the Okuvaryum digital story platform is given in Figure 1.

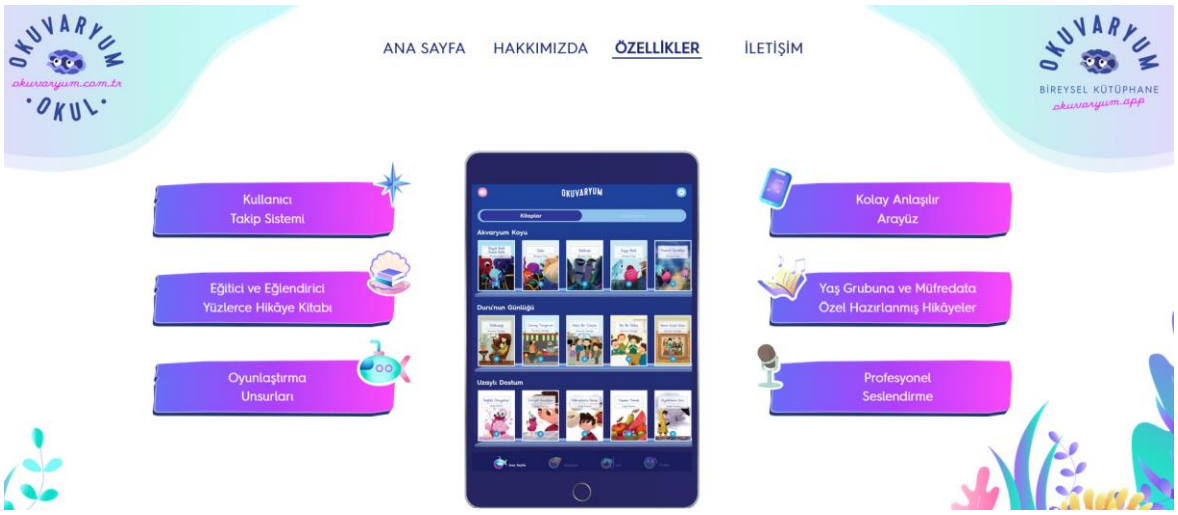

Figure 1. The interface for the Okuvaryum digital story platform

Data Collection Tool and Data Collection

To collect the research data, a semi-structured interview form was developed, consisting of two parts. In the first part of the interview form, there are instructions on how to fill in the interview form and questions to identify the personal information of the participants (gender, age, education level, occupation, etc.). In the second part of the interview form, parents' views on the effects of digital stories on children, the problems they encounter while using digital story platforms and solutions for these problems were asked.

The interview form was created based on a survey of the literature and the comments of field specialists. Expert opinions were used to assess the content and face validity of the measurement tool to be deployed. A pilot study was conducted with two non-research participant parents to test the applicability and acceptability of the interview form. Following the pilot application, the interview questions were updated, and the interview form received its final design. Interviews were conducted with 14 parents who voluntarily agreed to participate in the study. Interviews were conducted face-to-face or online, depending on the parents' preference. Through in-depth interviews with participants that lasted between 45 and 60 min, their opinions were captured. The data collection process started in May 2022 and was completed in July 2022.

Analysis of Data

To analyze the data, the content analysis method was employed. Finding specific words or concepts in a text or collection of texts is performed using the content analysis method (Glesne, 2014). The categorization of the text gradually and systematically examines the text so that the text passes a good inspection (Mayring, 2021). Categories need to be created carefully when analyzing data (Kohlbacher, 2006). Within the scope of the study, the answers of the participants were carefully read, transcribed, and summarized. Responses were expressed in categories and codes. The forming of graphs and charts for the presentation of the obtained data is a factor that facilitates the visibility and conceptualization of the data (Miles & Huberman, 1994). Therefore, tables were used to present the research's findings.

A coding can be verified by the same coder 10-14 days later to guarantee the consistency of the results produced following the examination of qualitative data (Flick, 2014). Analysis were repeated after 10 days to ensure coding reliability. The coding consistency was found to be 91% by using the reliability coefficient formula (consensus/ consensus+ disagreement) (Miles & Huberman, 1994). The analyzes made in line with the results obtained were accepted as reliable. Credibility was also ensured by making direct quotations from the interview texts obtained in the study. Direct quotations from the participants in the study group were not identified within the framework of research ethics, and participant names were coded as " P+Number ".

Results

In this results section, the findings obtained by analyzing the research data are presented.

Do Parents Accompany Their Children While Their Children are Using Digital Story Platforms?

It is examined whether parents accompany their children while their children are using digital story platforms presented findings in Table 2.

Table 2. Parents' accompaniment of their children

Theme	Category	Code	f
Parents accompaniment of their children	Accompanying	Always	4
		Usually	3
		Sometimes	2
	Not Accompanying		5

When Table 2 is examined, it is seen that parents accompany their children under 2 different categories. Under the accompanying category, there are 3 different codes: "always (f=4)", "usually (f=3)" and "sometimes (f=2)". In addition, it was found that some parents did not accompany their children while using digital story platforms (f=5).

What are the Parents' Views on the Effects of Digital Stories on Children?

Parents' views on the effects of digital stories on children were examined and the findings are presented in Table 3.

Table 3. Parent views on the effects of digital stories on children

Theme	Category	Code	f
Effects on children	Positive	Developing reading habit	11
		Increasing motivation	10
		Developing reading ability	10
		Improving vocabulary	9
		Improving listening comprehension	8
		Improving imagination	6
		Gaining focusing skills	5
		Developing self-expression skills	5
		Improving writing skills	4
		Increase in academic achievement	3
		Increase in empathy ability	1
	Negative	Posture disorders	8
		Problems with eye health	7
		Scoring anxiety	3

When Table 3 is examined, it is seen that parents' views on the effects of digital stories on children are grouped under 2 different categories. Under the positive category, developing reading habit (f=11), increasing motivation (f=10), developing reading ability (f=10), improving vocabulary (f=9), improving listening comprehension (f=8), improving imagination (f=6), gaining focusing skills (f=5), developing self-expression skills (f=5), improving writing skills (f=4), increase in academic achievement (f=3), and increase in empathy ability (f= 1) codes are included. Under the negative category, posture disorders (f=8), problems with eye health (f=7), and scoring anxiety (f=3) codes are included. Some parents expressed their views on the effects of digital stories on children as follows:

P5: It attracts the attention of children as it provides various resources and is used through digital technologies such as tablets and computers. He/she wants to read digital stories without us having to tell him/her because he/she is interested. In this way, I can say that my child has gained

the habit of reading. As he/she reads a book, his/her ability to read improves and he/she reads more fluently.

P8: Increasing the number of books he/she has read, collecting points and sharing this with his/her teacher motivated my child 😊. Reading digital stories improved his/her vocabulary. I observed that he/she was able to express himself/herself better when he/she was speaking.

P3: Sitting in front of the computer too much causes posture disorders after a while. They also competed with their friends at school to see who would collect more points. This situation also caused anxiety in the child.

What are the Parents' Views on the Problems Children Experience While Using Digital Story Platforms?

Parents' views on the problems children experience while using digital story platforms were examined and findings are presented in Table 4.

Table 4. Parent views on the problems children experience while using digital story platforms

Theme	Category	Code	f
Problems experienced	System and hardware related problems	Voiceover problem	8
		Lack of hardware / hardware malfunction (microphone, headset, etc.)	7
		Internet connection problems	6
		Browser problems	6
		Systemic errors	3
		Problem with page transitions	3
	User related problems	Not reading carefully to collect points faster	9
		Problem focusing on screen	8
		The desire to switch to different platforms in the story reading process	6

When Table 4 is examined, it is seen that parental views on the problems children experience while using digital story platforms are grouped under 2 different categories. Under the category of system and hardware-related problems, voiceover problems (f=8), lack of hardware / hardware malfunction (microphone, headset, etc.) (f=7), internet connection problems (f=6), browser problems (f=6), systemic errors (f=4), and problem with page transitions (f=3) codes are included. Under the category of user-related problems, not reading carefully to collect points faster (f=9), problem focusing on screen (f=8) and the desire to switch to different platforms in the story reading process (f=6) codes are included. Some parents expressed their views on the problems children experience while using digital story platforms as follows:

P7: The fact that the voices used in the stories were in the same tone and the voiceovers were not in the form of mutual dialogues caused the child to be distracted while listening. I think that the voice-overs in the form of dialogues made by the characters in the stories will be more effective.

P2: One of the most important problems we encountered was that the system allowed to go to the next page without reading the page. My child was able to switch pages without reading in order to collect more points.

P13: When I was not accompanying my child, I saw that after a certain period of time, he left the digital story platform and started to spend time on different platforms. I guess they have a hard time controlling themselves when they are alone at the computer.

What are the Parents' Proposed Solutions to the Problems Encountered in Digital Story Platforms?

Parents' proposed solutions to the problems encountered in digital story platforms are examined and the findings are presented in Table 5.

Table 5. Parents' proposed solutions to the problems encountered in digital story platforms

Theme	Category	Code	f
Proposed solutions	Towards systems	Voiceovers should be made in the form of dialogues	10
		Content should be enriched	9
		Switching to different platforms without parental approval should be prevented	8
		Videos with different effects should be prepared	8
		Proceeding to the next story should be prevented before the evaluation questions are answered.	7
		System problems must be resolved	3
	Towards child	Children should be told the importance of effective reading, not scoring.	8
		Children should be encouraged to read printed books as well as digital stories	7
		Children should be accompanied	5

When Table 5 is examined, it is seen that the solution suggestions of the parents for the problems encountered in the digital story platforms are grouped under 2 different categories. Under the category of towards system, voiceovers should be made in the form of dialogues (f=10), content should be enriched (f=9), switching to different platforms without parental approval should be prevented (f=8), videos with different effects should be prepared (f=8), proceeding to the next story should be prevented before the evaluation questions are answered (f=7) and system problems must be resolved (f=3) codes are found. Under the category of towards children, children should be told the importance of effective reading, not scoring (f=8), children should be encouraged to read printed books as well as digital stories (f=7) and children should be accompanied (f=5) codes are found. Some parents expressed their suggestions for solutions to the problems encountered in digital story platforms as follows.

P1: In order to make the stories interesting, the voice-overs should be in the form of mutual dialogues, not one-way narration. The fact that the stories are voiced in the same tone causes the child's attention after a while.

P6: In order to make digital stories interesting, videos should not only be in the form of picture transitions, but remarkable videos with different effects should be prepared.

P12: After a certain period of time, the aim of the child is not to understand the book he reads, but to collect more points. In order to prevent this situation, it may be beneficial for families to guide and accompany their children.

Conclusion and Discussion

In this conclusion and discussion section, the qualitative research results obtained through interviews with parents in the light of the relevant literature is discussed.

Initially, parents' accompaniment of their children while using digital story platforms was investigated. In the light of the findings obtained, it is observed that some of the parents accompanied their children with different frequencies as "always (f=4)", "usually (f=3)" and "sometimes (f=2)". It is also found that some of the parents did not accompany their children while their children are using digital story platforms (f=5). Parents' accompaniment of their children during the use of digital story platforms will enable children to spend this process productively. Accompanying parents will be able to recognize the disruptions or negativities experienced in the process and will be able to provide their children with the guidance they need.

Parents participated in the study expressed the positive effects of digital stories on children as developing reading habit (f=11), increasing motivation (f=10), developing reading ability (f=10), improving vocabulary (f=9), improving listening comprehension (f=8), improving imagination (f=6), gaining focusing skills (f=5), developing self-expression skills (f=5), improving writing skills (f=4), increase in academic achievement (f=3) and increase in empathy ability (f= 1).

Similar findings of this study, the literature reveals that digital storytelling increases students' language skills, academic achievement, technological skills, attitudes, motivations, problem-solving skills and class participation (Baki & Feyzioglu, 2017; Del-Moral-Pérez, Villalustre-Martínez, & Neira-Piñeiro, 2019; Niemi et al., 2018; Smeda et al., 2014; Yoon, 2013). Several research have found that digital storytelling increases creative thinking and active listening skills (Anderson, Chung, & Macleroy, 2018; Tabieh, Al-Hileh, Afifa, & Abuzagha, 2021).

Digital stories can be created for purposes such as giving information about a specific subject, motivating or organizing a show (Robin, 2006). Digital stories have positive effects on learning as they contain visual and auditory elements together. It provides a learning environment where students can develop motivation, reflective thinking, cooperation, technical skills, and communication (Smeda et al., 2014). Considering all these features of digital stories, the observance of positive effects on the children, stated by the parents, was expected.

Digital stories, in interactive digital environments, enable the process to be more effective and efficient with elements such as image, sound, and music, and allows students to discover and construct knowledge (Chung, 2007; Dupain & Maguire, 2005). Digital storytelling enables individuals to focus by listening and watching. After seeing and hearing the story, youngsters learn to chronologically arrange their ideas, make coherent sentences, and tell stories through digital storytelling (Lisenbee & Ford, 2018). For these reasons, it could be said that, it makes it easier for students to understand what they are listening to. As a matter of fact, one of the important results obtained in this study is that parents stated that digital stories increase students' listening comprehension skills. According to related research in the literature, the use of digital storytelling has a considerable impact on students' listening comprehension skills (Hamdy, 2017; Ramirez Verdugo & Alonso Belmonte, 2007; Sandaran & Kia, 2013). Considering the difficulties experienced by students with reading comprehension in PISA exams, it is believed that the result obtained can contribute significantly to the literature.

In addition to these positive effects, digital story platforms can cause some adverse effects on their users. In individuals who spend time in front of the screen,

musculoskeletal pain and posture disorders may occur in the neck, shoulders, arms and hands due to the fixed posture taken in the upper quadrant of the body (Lee, 2016). In addition, inappropriate screen use can impair children's eye health (Goodwin, 2016). For this reason, when using digital story platforms, attention should be paid to posture disorders and screen time. Participants of this study stated that using digital story platforms can have adverse effects on children, such as problems with eye health and posture a.

When digital story platforms are used in the educational environment, they can create a competitive environment among students. In these platforms, different reinforcers such as stars and points can be used to motivate users. Children's desire to collect more stars or points can cause anxiety in individuals. In the study, parents stated that their children were worried about scoring points on digital story platforms.

Parents' views are grouped on the problems children experience while using digital story platforms under two categories. Under the category of system and hardware-related problems, voiceover problems (f=8), lack of hardware / hardware malfunction (microphone, headset, etc.) (f=7), internet connection problems (f=6), browser problems (f=6), systemic errors (f=4), and problem with page transitions (f=3) codes are included. Similar to our study, other studies in the literature indicates that technical problems may arise in digital platforms (Ng, 2007; Öztaş & Kılıç, 2017; Türker & Dündar, 2020). Though, system and hardware problems were encountered in our study, but when parents' opinions were examined, it is seen that this situation is not at a level to prevent children from benefiting from digital story platforms.

User-related problems is another category for the problems children experience while using digital story platforms. Parents stated these problems as not reading carefully to collect points faster (f=9), problem focusing on screen (f=8) and the desire to switch to different platforms in the story reading process (f=6). All of the user-related problems stated by the parents may be related to the lack of self-control skills of the children. The ability to manage one's activities in order to attain a specified goal is referred to as self-control. It entails the ability to achieve goals through managing one's unwanted actions (Tangney, Baumeister, & Boone, 2004; Vohs & Baumeister, 2004). The ability to suppress impulsive behaviors, resist distractions, and sensory pursuits in order to achieve goals is strongly tied to a high level of self-control (Hofmann, Friese, & Strack, 2009). As a matter of fact, the children of the parents in the group in which the study was conducted continue to the second grade of primary school. Therefore, they may not have sufficient self-control skills. This situation can be expressed as the reason for experiencing the problems stated by the parents.

Parents' proposed solutions to the problems encountered in digital story platforms were grouped under two categories. Under the category of towards system, voiceovers should be made in the form of dialogues (f=10), content should be enriched (f=9), switching to different platforms without parental approval should be prevented (f=8), videos with different effects should be prepared (f=8), proceeding to the next story should be prevented before the evaluation questions are answered (f=7) and system problems must be resolved (f=3) codes are found. The suggestion that parents emphasized most in the research is the use of dialogue-based voice-overs rather than monotonous voice-overs in digital stories. In this way, the stories will attract more attention of the students and make it easier for them to focus on the subject. There are numerous ways to portray digital stories. Digital stories can be written as text, voiced, animated, videotaped, and digital stories can use drawings and photographs (Kucirkova, 2018). However, in order for digital stories to provide the expected benefit to individuals, it is necessary to have an

interesting storytelling, to present a meaningful plot to understand the story told, to use audio-visual elements to capture or increase the emotions in the narrative, and to use sound channels such as music effectively to strengthen the idea (Alexander, 2011). In addition, the solution proposals of some parents such as "transferring to different platforms without parental approval" and "transition to the next story without answering the evaluation questions should be prevented" show that children do not have sufficient self-control skills in the digital story reading processes, and parents should provide the solution of this situation with systemic barriers. shows what they expect.

Parents have developed suggestions for children to solve the problems encountered in digital story platforms. These suggestions were expressed as children should be told the importance of effective reading, not scoring (f=8), children should be encouraged to read printed books as well as digital stories (f=7) and children should be accompanied (f=5). In child development, the quality of the time children spend with technological tools and the appropriateness of technological content are important (Christakis & Garrison, 2009). Parents have important responsibilities in this regard. In order to raise socially, emotionally and psychologically healthy individuals, parents need to be aware of the risks their children may face on digital platforms, have the competencies to protect them against these risks, and ensure that they can benefit from the opportunities offered by digital platforms (Hark Söylemez, 2021). In order to prevent the negative effects of children's long and uncontrolled use of digital technologies, especially in daily life, necessary guidance and controls should be made by parents. The suggestions made by the parents clearly show that primary school students need guidance in their digital story reading process.

Recommendations

The following suggestions were presented in the light of the data obtained from the study:

- Considering the parents' views, it is seen that digital stories contribute positively to children in many ways. For this reason, active use of digital stories in the education process is recommended.
- Using the digital story method to strengthen the listening teaching approach can help students develop the listening skills necessary for success in school and in life. Using digital stories to develop reading skills is recommended.
- While reading digital stories, the scores given by the system should be removed from the focus of attention of children and guidance should be given to enable them to focus on their reading comprehension.
- Considering that the children of the parents in the study group are the 2nd grade students of primary school, it is recommended that the parents should accompany their children more so that the children can get the maximum benefit from the use of digital story platforms.
- It is recommended to not create a competitive environment among children when using digital story platforms at school. This situation will reduce the pleasure that children get while reading and will create anxiety for them to lose the race.
- Comparative similar studies can be conducted by taking the views of the parents of the children in different sample groups.

Author Contribution Rates

The author declares that no other author has contributed to the study and that she has read and approved the final version of the study.

Ethics Committee Statement

All guidelines outlined in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" that were to be followed in this study were adhered to.

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Conflict of Interest Statement

The author declares that there is no conflict of interest with any institution or person within the scope of the study.

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