



E-Stories
Digital Storytelling in Supporting
Immigrant University Students
Language and Technology Use Skill



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Digital Storytelling in Supporting Immigrant University Students
Language and Technology Use Skills

Higher Education ERASMUS+
KA220-HED - Cooperation partnerships in higher education

Teachers' Guidebook

Integrating Language Learning, Digital Literacy and Intercultural
Competence in Higher Education

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Chapter 1: Introduction

1.1 E-Stories Project

The [E-Stories Project](#) (*E-Stories - Digital Storytelling in Supporting Immigrant University Students' Language and Technology Use Skills*) is an Erasmus+ KA220-HED initiative that merges language acquisition, digital literacy, and intercultural communication within an innovative educational framework. It empowers international students to develop linguistic, digital, and intercultural skills through creative storytelling across media. The consortium, comprising five higher education institutions and one non-governmental organisation (NGO), integrates expertise in language teaching, technology, and intercultural education to ensure that resources are adaptable, inclusive, and sustainable across diverse contexts. Each institution contributes not only its subject-matter expertise but also local perspectives and practical experience, helping ensure that the course design, guidebook, and educational resources are relevant, adaptable, and sustainable across different countries and contexts.

The project officially began on 31 December 2023, with the main aim of addressing emerging needs in international higher education contexts: students who are non-native speakers often face challenges not only in mastering the target language but also in navigating diverse digital environments, tools, and expectations. Meanwhile, the higher education institutions involved recognize that digital literacy is no longer optional but central. Thus, E-Stories was conceived to respond to both the linguistic and technological needs of international students in a holistic manner.

Apply this in practice:

[Sample lesson plans](#)

1.1.1 The social and educational needs the E-Stories project covers

Modern higher education is increasingly internationalised. Students come from many countries, speak many languages, and bring diverse digital experiences. At the same time, the modes of communication, the learning environments, and the socio-cultural expectations have changed: digital tools, multimedia platforms, social media, creative production, and online collaboration are integral to both academic life and broader social participation. Language learning in such contexts needs to go beyond traditional emphasis on grammar, reading, writing, listening, and speaking. It ought to cultivate the ability to express ideas, stories, and identities across media, and to understand not only linguistic accuracy but communicative effectiveness in multilingual and multimedia settings.

Digital storytelling offers a rich vehicle for this. Through creating narratives—personal, cultural, imaginative—students engage not only with language but with digital design, media literacy (how to select images, sound, video; how to compose and edit), collaborative processes, reflective thinking about identity and culture, and their audience. For international students, the story can serve as a bridge between their backgrounds and the new cultural/linguistic

environment: it helps them to process, share, and integrate their experiences while sharpening both language and digital skills. This is a central idea of the E-Stories.

1.1.2 E-Stories goals and expected impact



1.1.3 The basic pedagogical principles on which the E-Stories project is based

The pedagogical design of E-Stories is grounded in constructivist and social-constructivist theories of learning, which regard knowledge as something learners actively build through experience, interaction, and reflection (see Chapter 2 for a detailed theoretical discussion). Within this framework, E-Stories promotes six interconnected principles that shape its teaching methodology, building on the integrated learning principles outlined in Section 1.2:

- Integrated Language and Digital Literacy:**
Students learn the target language through *digital creation*. Each storytelling project functions as both a linguistic and technological task, as learners compose, edit, and share multimodal narratives that combine language use with digital practice.
- Interactive and Collaborative Pedagogy:**
Learning takes place through workshops, group projects, and peer collaboration. Students exchange feedback, negotiate meaning, and refine their work, processes that simultaneously strengthen language development and digital communication skills.
- Student-Generated Content:**
Learners act as creators rather than recipients of instruction. They design their own digital stories in the target language, drawing on personal experiences and cultural perspectives while applying narrative structure, creativity, and audience awareness.

- 4 **Cultural and Identity Reflection:**
Storytelling encourages students to articulate and share their cultural identities and intercultural journeys. Through this reflective practice, they develop confidence, empathy, and mutual understanding, enhancing their intercultural competence.
- 5 **Authentic Language Use and Proficiency Development:**
Language growth arises from meaningful, context-based communication—writing scripts, narrating, and revising digital stories. This task-based approach links linguistic accuracy with purposeful expression.
- 6 **Technological and Language Production Skills:**
Students acquire practical experience with digital tools and storytelling software, learning to plan, design, and edit multimedia narratives that integrate text, sound, and visuals, thereby building confidence in both technological and communicative competence.



 **Apply these principles in teaching**
[Practical tips for educators](#)

1.1.4 E-Stories beneficiaries

The primary beneficiaries of E-Stories are international and immigrant university students who seek to strengthen their linguistic, digital, and intercultural competences. Educators also benefit from access to tested methodologies and materials that facilitate inclusive, technology-rich instruction. At an institutional level, universities gain frameworks for modernising curricula and supporting culturally diverse cohorts. As discussed in Sections 1.2 and 1.3, these impacts are interdependent: improving language and digital skills directly enhances students' academic participation and intercultural engagement.

1.2 Language educators' guidebook

The language educators' guidebook is a central intellectual output of the E-Stories project, designed to translate the project's pedagogical vision into a practical, accessible, and transferable resource for language educators across Europe and beyond. Its development responds directly to the needs identified during the "Needs and Situation Analysis", which highlighted the challenges faced by international, foreign, and immigrant students in acquiring a new language, particularly in the areas of storytelling, creative writing, and the effective use of digital technologies. The guidebook includes technical tools, lesson materials, and sample lesson plans. At the same time, it draws from a comprehensive review of best practices in DST for language teaching across the consortium countries, ensuring that it integrates both evidence-based methodologies and innovative practices.

1.2.1 Objectives of the language educators' guidebook

The primary objective of the guidebook is to support language teachers in enhancing their instructional methods to foster not only linguistic proficiency but also technological and professional competencies.

More specifically, the guidebook seeks to:

1. Integrate language and technology. To provide educators with concrete strategies, digital toolsets, and methodologies for incorporating DST into language teaching. This integration aims to make language learning more engaging, authentic, and relevant to learners' lived experiences.
2. Offer practical resources to language educators. To present a structured collection of course materials, technical resources, and sample lesson plans that can be directly applied in classrooms. These materials are designed to be flexible and adaptable, enabling teachers to modify them according to their students' age, proficiency level, cultural background, and learning context.
3. Promote inclusive and intercultural practices. To equip language educators with approaches that foster social inclusion and intercultural understanding among migrant and international learners. Storytelling is highlighted not only as a pedagogical technique but also as a means to value and share diverse cultural identities within the classroom.
4. Build language educators' professional competence. To encourage educators to develop their TPACK, thus enabling them to feel more confident and capable when integrating technology into their everyday teaching practices. By engaging with the guidebook, teachers strengthen their professional skills and increase their readiness to address the complexities of multicultural classrooms.
5. Ensure wide accessibility. To make the guidebook available as an OER in English and in all consortium national languages, thus ensuring that it can be used by teachers across Europe and beyond. By publishing it as an e-book on the project's website, the guidebook will be freely accessible and sustainable, reaching a much wider audience.
6. Support dissemination and capacity building. To complement the guidebook with training sessions and online opportunities, allowing at least 500 educators from the target audience to strengthen their competencies in digital pedagogy and innovative

language teaching practices. These activities reinforce the guidebook's objectives by turning theoretical insights into practice-based learning opportunities.



Explore recommended tools

[Recommended technical tools](#)

1.2.2 Expected impact

The guidebook will:

- Produce a multilingual, high-quality educational resource integrating pedagogy, technology, and interculturality.
- Enable capacity building for at least 500 educators through workshops and online training.
- Strengthen a pan-European network of innovative language educators.

1.2.3 Structure of the guidebook

The present guidebook translates the E-Stories philosophy into a comprehensive resource for educators.

- Chapter 2 explores the theoretical background and the role of DST.
- Chapter 3 offers lesson plans and classroom strategies.
- Chapter 4 presents the e-learning platform.
- Chapter 5 provides some conclusions and links to resources.

Each chapter builds on the core principles outlined here, ensuring coherence across theory, practice, and impact.

1.2.4 How to use this guidebook

The language educators' guidebook is not intended to be read as a traditional textbook from beginning to end, but rather as a dynamic toolbox and a reservoir of creative ideas that educators can draw upon as needed, based on their teaching context and learners' profiles. Its design is deliberately flexible so that teachers can adapt, combine, and experiment with different approaches, without feeling bound to a single method.

Educators may approach the guidebook in multiple ways:

1. *As a practical toolkit.* Educators looking for immediate solutions can consult the sections on sample lesson plans, digital tool descriptions, and classroom activities. These can be lifted directly into classroom practice or modified to fit local conditions.
2. *As an idea repository.* The guidebook functions as a "reservoir of smart ideas", offering diverse strategies that encourage creativity, storytelling, and intercultural exchange. Educators can browse through examples of DST projects, innovative exercises, and assessment suggestions, selecting whichever resonates with their teaching goals.
3. *As a professional development resource.* Beyond practical tips, the guidebook provides theoretical grounding and pedagogical rationales. Educators may use it to deepen their understanding of how DST enhances language learning, motivates

students, and supports inclusion. This reflective layer can serve as a foundation for workshops, peer-learning sessions, or personal professional growth.

4. *As a flexible reference guide.* Since the guidebook is available in e-book format and translated into multiple languages (all national languages of the consortium), it can be accessed easily online, navigated through its internal structure, and searched for keywords. Educators may consult it selectively before planning a lesson, during curriculum design, or when exploring new digital tools.



Educators are encouraged to use the guidebook not only individually but also in team discussions and professional learning communities, where they can exchange experiences about applying the proposed activities, adapt them to new contexts, and even create new variations inspired by the ideas presented. In this way, the guidebook is envisioned less as a prescriptive manual and more as a creative, evolving resource, a living toolkit that invites experimentation, adaptation, and innovation. Each educator can decide how much or how little to take from it at any given time, ensuring that the material remains relevant across diverse classrooms, cultures, and student groups.

How would you like to use this guidebook?

-  Start with practical activities → [Chapter 3](#)
-  Explore theory → [Chapter 2](#)
-  Discover digital tools → [Chapter 5](#)
-  Use the online platform → [Chapter 4](#)

Chapter 2: Digital Storytelling (DST)

2.1 What is DST?

DST represents a modern evolution of traditional storytelling, merging narrative with multimedia tools such as video, audio, and digital text (Robin, 2006). It includes personal narratives, historical documentaries, and instructional stories, each serving unique educational purposes (Robin, 2016). DST engages learners creatively, fostering research, communication, and digital skills. By producing and sharing digital stories, students enhance self-expression, receive peer feedback, and participate in collaborative learning. This approach accommodates diverse learning styles and fosters a sense of achievement, while also promoting critical thinking, literacy, and cooperative competencies (Mello, 2001).

Historically, storytelling has played a key role in transmitting knowledge, values, and cultural heritage, supporting communication skills and empathy while cultivating unity and inclusion (Mello, 2001). With the technological advancements of the 1990s, Lambert and Atchley (2009) pioneered DST, combining traditional narrative techniques with digital tools. DST has been identified as particularly valuable in language learning, creative engagement, and arts-based education (Boydell et al., 2015, as cited in de Jager, 2017). Definitions of DST emphasize personal engagement, multimodality, and the integration of technology to communicate messages effectively (Brailas, 2021; Normann, 2011; Ohier, 2007).

Recent research, including systematic reviews conducted within the E-Stories project, highlights the pedagogical significance of DST, particularly in enhancing language skills, cultural awareness, and social integration (Castillo-Rodríguez & Rubio-Gragera, 2023; Sánchez-Rivas et al., 2023). In language education, DST improves vocabulary, grammar, listening, speaking, reading, and writing. By engaging learners in projects that involve planning, scripting, editing, and presenting, DST promotes both linguistic and digital competence. For instance, studies demonstrate significant gains in vocabulary (Sembiring & Simajuntak, 2023), listening comprehension (Basyoni et al., 2022; Hussain et al., 2021), speaking skills (Nair & Yunus, 2021), reading motivation (Ginting et al., 2021; Indriani & Suteja, 2023), and writing performance (Tanrikulu, 2022). Such activities also foster creativity, problem-solving, and critical thinking.

Beyond language, DST promotes cultural awareness. Learners reflect on their own cultural identities while exploring those of others, encouraging intercultural dialogue, sensitivity, and the preservation of intangible heritage (Humairoh, 2023; Karakuş et al., 2020). DST amplifies marginalized voices and challenges stereotypes related to gender, ethnicity, and race, fostering respect for cultural diversity and contributing to global citizenship (Rodriguez et al., 2021). It also helps bridge the digital divide, offering equitable opportunities for participation and expression.

Social integration and inclusion are further benefits of DST. By narrating personal experiences, students- especially migrants and minorities- enhance empathy, develop social cohesion, and

build a sense of belonging (Selçuk et al., 2023). Large-scale initiatives, such as the MEMX project funded by Horizon 2020, demonstrate how integrating national and migrant communities in DST fosters mutual understanding and cultural exchange (Bala et al., 2024). Additionally, DST supports interactive learning and greater engagement with cultural heritage (Katifori et al., 2020).

In conclusion, DST is not merely a technological adaptation of traditional storytelling but a robust educational innovation. It strengthens linguistic competence, nurtures cultural awareness, promotes social inclusion, and develops digital literacy. By linking language education with cultural and social dimensions, DST prepares learners to participate effectively in inclusive, diverse, and technologically advanced societies, offering a meaningful and engaging approach to 21st-century education.

2.2 Pedagogical value of digital stories in higher education and language learning

DST enhances motivation, engagement, and language proficiency by situating learning in authentic, personal contexts. Students gain vocabulary, fluency, and writing skills through narrative creation and multimedia production. Finally, it fosters creativity, critical thinking, and digital literacy, while strengthening social and emotional well-being through collaborative storytelling (Fokides, 2016; Kendrick et al., 2022).



See real classroom examples
[Good practices](#)

2.2.1 Enhancing student engagement and motivation

DST has been shown to significantly increase student engagement by integrating personal experiences and interests into curricular content. Kendrick et al. (2022) report that refugee students involved in DST projects maintained high levels of engagement and investment in learning. By fostering emotional awareness and personal agency, DST creates a stronger connection between students, their education, and the broader school community, thereby enhancing motivation and active participation.

2.2.2 Language development in authentic contexts

DST facilitates language development by situating learning within meaningful, authentic contexts. Kendrick et al. (2022) describe a high school programme for refugee students where DST enabled learners to express their narratives while developing proficiency in the host language. Similarly, Martinidou (2022) found that migrant-background students engaged in collaborative DST projects in a Greek primary school showed notable improvements in language-rich activities, thereby enhancing their communicative competence and linguistic skills.

2.2.3 Creativity, critical thinking, digital literacy

Participation in DST projects cultivates creativity and critical thinking while developing digital literacy. Kendrick et al. (2022) observed that students gained proficiency in digital tools and multimedia platforms through the co-creation of digital stories. Fokides (2016) highlighted how

DST allowed an immigrant student to narrate her personal experiences digitally, simultaneously improving her digital skills, self-expression, emotional processing, and critical thinking. Such activities foster problem-solving abilities and encourage reflective, higher-order thinking.

2.2.4 Socio-emotional well-being & belonging

DST contributes to socio-emotional well-being by fostering resilience and a sense of belonging. Kendrick et al. (2022) report that refugee students used DST to establish their identities and express challenging emotions, which strengthened resilience. Martinidou (2022) similarly found that collaborative DST projects increased resilience among migrant-background students, while teamwork promoted a sense of accomplishment and emotional support. Additionally, Fokides (2016) demonstrated how DST served as a form of narrative therapy, helping immigrant students externalize emotions, develop self-awareness, and enhance how they were perceived by peers.

2.2.5 Conclusion

Overall, DST provides a comprehensive pedagogical approach that addresses the academic, emotional, and social needs of diverse learners. By engaging students in creating and reflecting on digital narratives, DST promotes language proficiency, digital literacy, creativity, and critical thinking. Moreover, it enhances socio-emotional skills such as resilience, self-expression, identity affirmation, and a sense of belonging. Through collaborative, meaningful projects, students acquire transferable skills while developing academically and personally, making DST a powerful tool for inclusive education in higher education and language-learning contexts.

2.3 Theoretical framework

2.3.1 Constructivist and social constructivist theories in foreign language learning

Constructivism and Social Constructivism have profoundly shaped education over the last fifty years. Constructivism, developed from the foundational ideas of Dewey (1929) and Piaget (1980) and further advanced by Bruner (1986), proposes that learners actively construct knowledge through experience, reflection, and interaction with their environment. Learning is understood not as the passive reception of facts but as an active, inquiry-based process that values hands-on engagement, exploration, and multiple perspectives (McKillop, 2005; Phillips, 1995).

Social Constructivism, rooted in Vygotsky's work, expands this view by emphasising that learning is a socially mediated process. Knowledge is co-constructed through collaboration, communication, and shared meaning-making within specific cultural and social contexts (Mohammed & Kinyo, 2020). This theoretical perspective highlights the importance of dialogue and cooperation as essential tools for intellectual development.

In constructivist classrooms, learners explore, experiment, and reflect, while teachers act as facilitators who support critical thinking and inquiry rather than rote memorization (Aljohani, 2017). In social constructivist environments, students engage in collaborative tasks such as

group discussions, debates, project work, and peer learning (Kapur, 2018; Kelly, 2012). These activities foster democratic participation, tolerance, and reflective thinking, building learners' capacity for empathy and communication.

Constructivist and social constructivist classrooms share key characteristics: knowledge is co-created rather than transmitted; authority is shared between educators and learners; multiple forms of representation are encouraged; and reflection and metacognition are central to learning (Tam, 2000). Learning is thus dynamic, contextualized, and transferable across real-life settings.

In foreign language education, these theories closely align with communicative and task-based approaches that emphasize authentic language use. Learners develop proficiency through meaningful communication and problem-solving, which connects classroom learning to real-world situations (Kaufman, 2004). Prior knowledge and life experiences form a foundation upon which new linguistic and cultural understanding is built (Cummins, 2007).

Scaffolding, as described by Donato (1994), is a crucial mechanism within this framework: learners progress from their current proficiency toward greater independence with the support of structured guidance, feedback, and peer interaction. Through such approaches, constructivist and social constructivist theories empower learners to become competent, autonomous, and culturally aware communicators.

Constructivism	Social Constructivism
 Learning through experience	 Learning through interaction
 Teacher as facilitator	 Knowledge co-construction
 Reflection	 Dialogue

2.3.2 DST within constructivist and social constructivist principles

DST represents a practical realisation of constructivist and social-constructivist principles in contemporary education. It transforms learners from passive recipients of information into active creators of knowledge.

From a constructivist perspective, DST allows learners to build understanding through authentic, experiential, and reflective learning. As students create digital narratives combining text, images, audio, and video, they integrate linguistic and cognitive processes with creativity and personal interpretation. This hands-on, multimodal engagement promotes critical thinking, inquiry, and problem-solving (Bruner, 1986; Dewey, 1929; Lambert, 2009; Piaget, 1980; Robin, 2006).

From a social constructivist standpoint, DST highlights the importance of collaboration and communication. Learners plan, design, and produce digital stories together, negotiating meaning, sharing perspectives, and co-constructing knowledge (Vygotsky, 1978, in Mohammed & Kinyo, 2020). In doing so, they develop both language proficiency and intercultural competence, while fostering empathy and mutual understanding.

Reflection and metacognition are central to both theories and to DST practice. Learners engage in cycles of planning, feedback, revision, and evaluation that enhance self-awareness and deepen understanding of both the process and the content. DST's personalised and contextualised nature enables learners to link new knowledge to prior experience, making learning meaningful, relevant, and sustainable (Aljohani, 2017; Cummins, 2007).

Furthermore, DST embodies the principles of student-centred learning and shared authority. Students select their own topics, themes, and modes of expression, while educators serve as facilitators, providing guidance, technical support, and critical feedback. This structure nurtures autonomy, responsibility, and self-directed learning.

By integrating constructivist and social constructivist principles, DST strengthens not only language proficiency but also digital literacy, creativity, critical thinking, and socio-emotional well-being. It builds inclusive learning communities where learners' identities and voices are valued.

In summary, DST operationalizes Constructivism and Social Constructivism by turning theoretical concepts into engaging classroom practice. It fosters meaningful, collaborative, and reflective learning experiences that prepare students for both academic achievement and active participation in diverse, technologically rich societies.

2.3.3 The importance of DST in language teaching and learning contexts

DST is increasingly recognized as a transformative approach in language education. By combining words, images, sound, and video, DST helps learners construct and share meaningful stories while simultaneously building linguistic, digital, and intercultural skills. Its value is evident across educational contexts, where it supports not just language learning but also creativity, motivation, and 21st-century competences.

2.3.3.1 Supporting language skills

One of the clearest benefits of DST is its ability to strengthen all four language skills (Sabari & Hashim, 2023). When learners draft scripts, narrate stories, and listen to peers' productions, they practice reading, writing, speaking, and listening in an integrated way. Research shows DST improves oral fluency, vocabulary, and pronunciation (Kallinikou & Nicolaidou, 2019; Nair & Yunus, 2021). It also enhances writing, as students produce more structured and creative texts (Munajah, Sumantri, & Yufiarti, 2023), and it fosters reading comprehension by engaging learners with multimodal texts (Radaideh, Al-Jamal, & Sa'di, 2020).

2.3.3.2 Increasing motivation and engagement

DST turns learners into creators, not just consumers of language. This active role boosts engagement and helps sustain attention. It has proven especially effective in maintaining motivation during challenging contexts, such as online learning in the COVID-19 pandemic (Adara et al., 2022). Because DST often involves teamwork, it also encourages collaboration, reflection, and peer support, making language learning a more social and enjoyable experience (Azliza et al., 2019).

2.3.3.3 Building intercultural competence and Identity

DST also serves as a powerful means of personal growth and development (Kendrick et al., 2022) while fostering identity formation and cultural awareness. It provides space for learners to tell stories rooted in personal experiences, folklore, or social issues, connecting language practice with cultural expression. This promotes intercultural awareness and empathy while giving students a voice to share their perspectives (Grigsby et al., 2015). In this way, DST enhances both linguistic proficiency and intercultural competence.

2.3.3.4 Developing digital literacy

DST equips learners with the digital and media skills essential in today's world. Creating digital stories requires learners to integrate text, sound, and visuals across different platforms, which develops technical competence and creativity. It also supports critical thinking as learners decide how best to structure and present their narratives (Alshaye, 2021; Dakich, 2008, cited in Yuliani & Hartanto, 2021). One of the most interesting aspects of DST is that it plays a dual role: presenting the subject technically while also encouraging learners to approach content critically (Shelby-Caffey et al., 2014). While students actively engage in researching, scripting, and producing content, their critical thinking and problem-solving skills are enhanced (Robin, 2006).

2.3.4 Conclusion

DST is more than an innovative teaching method. It is a holistic approach to language education. By combining skill development, motivation, intercultural learning, and digital literacy, DST transforms classrooms into creative and collaborative spaces. For educators, this means moving beyond traditional drills and grammar exercises toward practices that engage learners as active storytellers. In doing so, DST helps language learning become not just effective, but also personally meaningful and future-oriented.

 See how theory becomes practice
[Course modules](#)

 Apply this in classroom settings
[Teaching with DST](#)

2.4 Presentation of examples for good practices in teaching a foreign language through DST

Good practices in foreign language education through DST are characterized by structured pedagogical design, innovative use of digital tools, and demonstrated effectiveness. They combine clear educational objectives with language learning outcomes, foster creativity and collaboration, and are adaptable across diverse educational contexts. The following examples from Türkiye, Germany, Spain, Greece, and Serbia showcase impactful applications of DST in practice.

2.4.1 Türkiye

In Türkiye, the Erasmus+ project [Storyland](#) developed a digital toolkit to support adults in learning English while promoting intercultural competence and digital literacy. A [TÜBİTAK](#)-supported programme trained future English teachers to design stories across three stages—

creation, writing, and telling, using platforms such as Pixton and Scratch. This initiative embedded DST directly into teacher education. Other innovative practices include [Okuvaryum](#), a digital story library that helps children improve reading comprehension, and *VISI-Teaching*, which integrates visual and digital narratives to strengthen second language instruction.

2.4.2 Germany

In Germany, the [StoryTime](#) project showed how tablets can facilitate collaborative story creation in primary school English classrooms. The project demonstrated positive effects on motivation, fluency, and oral production. Similarly, the state of Baden-Württemberg created structured DST lesson units that enhanced vocabulary and pronunciation. Other projects broadened DST's impact: [MuxBooks](#) applied multimedia storytelling to support inclusive learning, while explanatory video initiatives developed job-related language competences and professional communication skills.

2.4.3 Spain

Spain offers a wide range of practices across education levels. At the University of Navarra, international students produced [autobiographical digital stories](#) about their study abroad experiences, fostering both linguistic growth and identity development. In primary education, [Storytelling Robots](#) combined robotics, audiovisual production, and service learning to motivate learners and strengthen English communication. At the University of Valencia, trainee teachers designed [multimedia stories](#) that improved their writing, pronunciation, and teamwork. Additional creative initiatives included [Create Your Own Adventure](#), which allowed students to design branching narratives, and the [Horror Tales Podcast](#), which built fluency and collaboration through scriptwriting and audio performance.

2.4.4 Greece

In Greece, a [DST-LMOOC](#) has been designed to strengthen speaking and writing skills at B1–B2 levels through structured, task-based storytelling modules. The programme [Let's Speak Greek](#) engages migrants in interactive digital stories that build oral competence, pronunciation, and confidence. For younger learners, platforms such as [Storybird](#) have been applied to create visually inspired narratives, enriching vocabulary, grammar, and cultural awareness while encouraging creativity through multimodal learning.

2.4.5 Serbia

Serbia illustrates particularly diverse and innovative applications of DST. The *PETALL* project produced a handbook of task-based DST activities adaptable for classroom use. The [Serbonika](#) podcast provides authentic Serbian-language input to foreign learners while also sharing cultural insights. The [application of robots as assistants in Foreign Language Teaching](#) demonstrates how robotics can serve as interactive storytelling mediators, supporting vocabulary development, oral production, and multimodal learning. At the primary school level, students retell fairy tales in English to practice pronunciation and vocabulary, while inclusive initiatives adapt DST for children with intellectual disabilities. Higher education projects

integrate multimedia story production into English and German studies. Finally, [*Faeries of Serbia – a digital story*](#) draws on folklore to link language learning with cultural heritage, enhancing both linguistic skills and intercultural competence.

2.4.6 Conclusion

Taken together, these examples show that DST strengthens language proficiency while cultivating creativity, digital literacy, and intercultural awareness. By combining technology, narrative, and collaboration, DST creates engaging, learner-centred environments that prepare students not only to master a foreign language but also to thrive in the interconnected, digital world of the 21st century.

2.5 Components of the E-Stories course

2.5.1 E-Stories course objectives

The *E-Stories Course* aimed to enhance the host-language proficiency of immigrant university students while simultaneously developing their DST competences. It integrated language learning with technology, enabling learners to strengthen their narrative writing, creative expression, and oral presentation skills. By applying storytelling principles and DST tools, students learned to design coherent stories, combine visual and audio elements, and produce multimodal projects that strengthened their writing, speaking, listening, and digital communication skills. The objectives were structured according to the SMART framework, ensuring they were specific, measurable, achievable, relevant, and time-bound.

Beyond language and technical skills, the course also sought to foster social inclusion and intercultural awareness. Students were encouraged to share personal narratives and cultural experiences, which promoted reflection, collaboration, and mutual understanding. Through projects and peer interactions, they gained confidence in navigating social contexts, developed an appreciation for cultural diversity, and critically examined stereotypes and biases. The programme additionally emphasized transferable competences such as critical thinking, teamwork in digital environments, and the ethical use of online resources. In this way, the course objectives ensured that learners acquired both the linguistic and digital competences needed for academic success and meaningful participation in their host societies.

2.5.2 E-Stories course modules

The eight-week *E-Stories* course has been designed to support immigrant university students in developing both language skills and digital competences through DST. The modules gradually guide learners from foundational concepts to the production and presentation of complete digital stories.



The course begins with an introduction that establishes objectives, applies pre-course surveys, and includes diagnostic writing tasks. In the second week, students are introduced to DST principles, exploring both traditional story elements (setting, characters, plot, conflict, resolution) and DST-specific elements (point of view, emotional content, sound, pacing, and voice). Learners also experiment with tools and phases of story creation, including brainstorming and idea generation.

Weeks three and four focus on developing narratives into scripts and storyboards. Students draft initial stories, receive teacher and peer feedback, and refine their work. They learn to structure scripts effectively and to translate them into visual storyboards that outline how multimedia elements will be combined.

In weeks five and six, attention shifts to multimodal production skills. Students select and edit images and videos, add music and sound effects, and practice voice recording techniques. They then combine these elements into initial story assemblies, editing and refining their projects with teacher feedback.

Week seven centres on finalisation and presentation. Students polish their digital stories, share them with peers, and engage in peer assessment and reflection activities that foster critical evaluation and collaborative learning.

The final week concludes with a post-implementation assessment and celebration. Learners complete final writing tasks and surveys to measure progress, reflect on their learning journey, and celebrate their achievements.

Overall, the modules are carefully sequenced to scaffold linguistic, technical, and creative skills. By the end of the course, students have not only produced and presented digital stories but also enhanced their confidence, collaboration, and intercultural communication in authentic ways. Next, we provide lesson plans to operationalise these ideas.

 **Access and use these modules online**
[Moodle platform](#)

Chapter 3: Sample lesson plans and teaching tips

3.1 Introduction to teaching with digital storytelling (DST)

Teaching with Digital Storytelling involves more than introducing students to a creative task; it requires designing learning experiences in which narrative becomes a vehicle for communication, inquiry, and interpretation. In this approach, stories function as structured learning pathways that guide students toward purposeful language use while encouraging them to connect ideas, experiences, and perspectives.

For educators, adopting DST often means shifting instructional emphasis from delivering content to orchestrating meaningful learning processes. Rather than positioning themselves primarily as knowledge transmitters, teachers take on the role of learning designers who curate prompts, facilitate dialogue, and support iterative development. Students benefit from clear guidance during each phase of storytelling, from conceptualization to presentation, yet retain ownership over their narratives.

Effective teaching with DST begins with planning. Educators should consider how storytelling aligns with course outcomes, linguistic objectives, and assessment strategies. Establishing realistic timelines is equally important, as digital story creation involves drafting, revising, experimenting with media, and refining the final product. Breaking the process into manageable stages helps prevent cognitive overload and allows learners to focus on both language accuracy and expressive clarity.

Equally essential is preparing students for the reflective dimension of storytelling. Encouraging learners to think about audience, purpose, and message promotes deeper engagement and supports more thoughtful communication. Short reflective prompts, peer discussions, and progress check-ins can help students articulate their choices and recognize their development.

Finally, teaching with DST thrives in environments where exploration is encouraged, and mistakes are treated as part of the learning journey. When educators cultivate a classroom culture that values experimentation, students are more willing to test ideas, revise their work, and approach language as a flexible tool for expression rather than a rigid system to master.

 **Review key concepts:** [What is DST](#)

 **Back to theoretical background:** [Chapter 2: Digital Storytelling](#)

3.2 Sample Lesson Plans

The sample lesson plans presented in this chapter are drawn from the implementation phase of the E-Stories project (WP 3) and have been successfully applied by project partners in real higher-education classroom settings. They represent a curated selection of the teaching practices developed and tested throughout the project, reflecting authentic instructional experiences rather than hypothetical models.

Building on the pedagogical foundations discussed in earlier chapters, these lesson plans demonstrate how Digital Storytelling (DST) can be integrated into language education in practical and meaningful ways. Each plan illustrates approaches that have supported student engagement, creative expression, collaboration, and purposeful language use within diverse academic contexts.

Rather than prescribing fixed procedures, the lesson plans are intended as adaptable resources that educators can modify according to their learners' linguistic levels, course objectives, and institutional environments. Their classroom-based origins make them particularly valuable as examples of feasible and transferable practice.

The selection also highlights the collaborative nature of the project, bringing together contributions from all partner institutions. As such, the lesson plans reflect a variety of teaching styles, learner profiles, and educational settings, offering educators a broad range of ideas for integrating digital storytelling into their own courses.

By presenting practices that have already been implemented and refined, this chapter aims to support educators in confidently adopting DST and adapting it to their specific teaching contexts.

You can find the lesson plans here:

-  [Module 1](#)
-  [Module 2](#)
-  [Module 3](#)
-  [Module 4](#)
-  [Module 5](#)
-  [Module 6](#)
-  [Module 7](#)
-  [Module 8](#)



Find tools to support these activities: [Recommended technical tools](#)



Back to pedagogical foundations: [2.2 Pedagogical value of DST](#)

3.3 Practical tips for educators

3.3.1 Classroom management in multicultural settings

Classrooms that bring together learners from diverse linguistic and cultural backgrounds offer rich opportunities for exchange, but they also require thoughtful facilitation. Establishing shared expectations early in the course helps create a stable environment in which all students feel respected and able to contribute.

One effective strategy is the co-creation of classroom agreements. Inviting students to collaboratively define norms, such as active listening, openness to different viewpoints, and constructive feedback, encourages collective responsibility and reduces the likelihood of misunderstandings. These agreements should remain visible and revisited throughout the course.

Clarity in communication is particularly important. Instructions should be structured, concise, and supported by examples whenever possible. Visual aids, checklists, and step-by-step task descriptions can reduce uncertainty, especially for learners who may still be developing confidence in the target language.

Educators should also remain attentive to participation patterns. Some students may be accustomed to highly interactive learning environments, while others may come from educational cultures that prioritize observation before contribution. Offering varied modes of participation, such as small-group discussions, written reflections, or asynchronous contributions, helps ensure that every learner has an accessible entry point.

When differences in interpretation arise, they can be approached as learning opportunities rather than disruptions. Guiding students to ask clarifying questions and explore multiple perspectives reinforces respectful dialogue and strengthens the collaborative ethos essential for storytelling projects.

3.3.2 Encouraging creativity and collaboration

Creativity flourishes when learners perceive that originality is welcomed rather than evaluated against a single “correct” model. Educators can support this mindset by presenting storytelling as an open framework that accommodates multiple genres, tones, and narrative structures.

Providing choice is a powerful motivator. Allowing students to select topics that resonate with their interests often results in greater investment and persistence. At the same time, gentle scaffolding, such as brainstorming sessions, concept maps, or narrative prompts, can help learners move beyond initial uncertainty.

Collaboration benefits from intentional structuring. Assigning clear roles within groups (for example, coordinator, editor, media specialist, or narrator) promotes accountability and helps balance contributions. Rotating these roles across projects ensures that students experience different responsibilities and develop a broader skill set.

Feedback practices also shape the creative climate. Emphasizing formative feedback over purely evaluative comments encourages students to refine their work without fear of failure. Structured peer-review activities, guided by specific questions, can help learners offer actionable suggestions while deepening their analytical skills.

Importantly, educators should model curiosity and flexibility. Demonstrating openness to unexpected ideas signals that innovation is valued, reinforcing the message that creativity emerges through exploration rather than perfection.

3.3.3 Integrating storytelling with technology

The integration of storytelling and technology is most effective when digital tools serve pedagogical intentions rather than dictate them. Educators are therefore encouraged to begin with the learning objective, that is, what students should communicate or demonstrate, before selecting the technological medium.

A gradual approach to tool adoption is often beneficial. Introducing a limited number of platforms and allowing time for familiarization reduces technical frustration and enables learners to focus on narrative quality. Short demonstrations or tutorial resources can further support autonomy.

Flexibility is equally important. Students may differ significantly in their prior experience with digital environments; offering alternative formats or tool options can help accommodate these differences without compromising learning goals.

Attention should also be given to the ethical and responsible use of digital materials. Discussing topics such as attribution, copyright, and respectful representation fosters digital awareness while preparing students for broader academic practices.

Finally, integrating opportunities for sharing, whether through classroom screenings, online galleries, or small-group showcases, enhances the sense of purpose behind digital production. Knowing that their work will reach an audience often motivates learners to refine both language and presentation, transforming storytelling into a meaningful communicative act.

Chapter 4: Using the e-learning platform (Moodle)

4.1 Purpose of the E-Stories Moodle platform

The [E-Stories e-learning platform](#) was developed to support the pedagogical framework described in the previous chapters of this guidebook. It provides an online environment where DST can be applied systematically to language learning, enabling both students and educators to engage with structured, multimodal learning materials.

As outlined in Chapters 1 and 2, the platform operationalises the project's core principles by combining language practice, digital production, collaboration, and reflection. It serves as a practical extension of the constructivist and social-constructivist approach underpinning the E-Stories methodology, allowing learners to actively create, share, and reflect on digital narratives.

The platform is designed for both independent and guided use. Educators can integrate it into face-to-face, blended, or fully online teaching contexts, while students can use the materials autonomously to support language development and digital competence.

4.2 Overview of the E-Stories Moodle platform

The E-Stories platform is freely accessible and does not require users to create an account. This open-access design ensures inclusivity and broad usability across different educational contexts and geographical locations. It is available at: <https://lms.e-stories.com.tr/>

Courses are organised according to:

- Target group (students or educators)
- Language (English, Turkish, German, Greek, Serbian, and Spanish)

This structure allows educators to select courses that best suit their teaching context and learners' linguistic needs. As discussed earlier in this guidebook, multilingual availability supports inclusive and intercultural learning by enabling access in both host-country and lingua franca languages.

4.3 Course structure and modules

The platform hosts an eight-module online course focused on DST as a method for developing language and technology-use skills. While the modules follow logical progression, they are designed to be flexible and can be used independently or selectively, depending on pedagogical goals.

The modular structure supports the task-based and project-oriented approach presented in Chapter 3, allowing educators to adapt the sequence to their curriculum design.

4.4 Overview of modules

Each module contributes to the gradual development of linguistic, digital, and reflective skills, as discussed in Chapters 2 and 3.



4.5 Learning materials and activities

All modules follow a consistent material structure, which supports clarity and ease of use for both students and educators. Each module typically includes:

- *Introductory Video*: An overview of the module's focus. Videos are in English and include subtitles in the available course languages, supporting accessibility.
- *Presentation (PDF)*: Downloadable slides summarising key concepts and instructional content.
- *Quiz*: Short multiple-choice quizzes that allow learners to check their understanding of the module content.
- *Assignment*: Practical tasks encouraging learners to apply theoretical input to their own DST projects.
- *Further Resources*: Optional links to videos, tools, or readings that extend learning beyond the core materials.

This structure aligns with the pedagogical emphasis on reflection, practice, and learner autonomy discussed earlier in the guidebook.

4.6 Using the platform for teaching

Educators can integrate the E-Stories platform into their teaching in multiple ways:

- As a supplementary resource supporting classroom-based instruction
- As part of a blended-learning model combining online and face-to-face activities
- As a stand-alone online course for autonomous or guided learning

Teachers may assign specific modules to match lesson objectives, use videos and presentations as preparatory material, or incorporate assignments into broader DST projects. The platform supports collaborative learning by encouraging peer feedback, discussion, and reflection, consistent with the interactive pedagogy outlined in Chapter 1.

 **Combine with classroom activities**
[Chapter 3: Lesson plans](#)

4.7 Monitoring progress and assessment

Assessment within the platform is primarily formative and supports learning through reflection rather than summative evaluation alone. Quizzes help learners monitor understanding, while assignments encourage deeper engagement with language and digital production.

Educators are encouraged to:

- Use assignments as evidence of progress in language and digital skills
- Facilitate peer feedback activities aligned with Module 8
- Connect platform-based tasks with the assessment rubrics presented in Chapter 3

Reflection on both process and outcome reinforces the constructivist learning cycle discussed in Chapter 2.

4.8 Technical support and troubleshooting

The E-Stories platform is designed to be intuitive and user-friendly. As no login is required, access barriers are minimised. Users experiencing technical difficulties or wishing to provide feedback can contact the project coordinator via the project website.

Additional information about the project, updates, and related resources is available at:
<https://e-stories.com.tr/>

A detailed technical user manual remains available as a separate document for users who require step-by-step navigation guidance.

Chapter 5: Conclusions and resources

5.1 Key reflections and project impact

The E-Stories project demonstrates how DST can function as a powerful pedagogical approach for supporting foreign and immigrant university students in developing language proficiency, digital competence, and intercultural awareness. Throughout the guidebook, DST has been presented not merely as a technical activity, but as a student-centred learning process grounded in constructivist and social-constructivist principles.

A central insight of the project is that language learning becomes more meaningful when learners are actively engaged in authentic communication tasks that allow them to express personal experiences, cultural identities, and perspectives. By combining linguistic practice with digital creation, DST transforms learners from passive recipients of knowledge into active meaning-makers, fostering autonomy, motivation, and confidence.

Another key finding is the importance of collaboration and reflection. Peer interaction, feedback, and shared storytelling processes support both language development and social inclusion, particularly in multilingual and multicultural classrooms. DST also creates spaces where learners' voices are valued, contributing to more inclusive educational practices.

For educators, the project highlights the value of integrating pedagogy, content, and technology. Rather than introducing digital tools as add-ons, E-Stories demonstrates how technology can meaningfully support pedagogical aims when aligned with language-learning objectives. This approach supports teachers' professional development and readiness to address the challenges of contemporary higher education.

Overall, the E-Stories project confirms that DST can act as a bridge between language learning, digital literacy, and intercultural education, offering sustainable and adaptable models for teaching in diverse academic contexts.

In Summary

What E-Stories Demonstrates

- Digital storytelling creates meaningful opportunities for authentic language use.
- Narrative-based tasks strengthen intercultural awareness and learner identity.
- Integrating technology enhances engagement when guided by clear pedagogical goals.
- Structured, project-based approaches support collaboration and creativity.
- Sustainable open resources ensure long-term impact beyond the project lifespan.

5.2 Linking pedagogy to practice: WP2 and WP3

The E-Stories project is structured around complementary work packages that ensure the translation of pedagogical theory into structured learning experiences and digital infrastructure. While this guidebook provides the conceptual and methodological framework, Work Package 2 (WP2) and WP3 operationalise these principles through structured course modules and a dedicated e-learning environment. Together, these components function as

the operational backbone of the project, transforming theoretical insights into concrete teaching and learning practices.

5.2.1 WP2 - course modules: Structured pedagogical implementation

WP2 provides the structured curriculum framework of the E-Stories project. The eight-week course modules systematically guide learners from foundational storytelling concepts to the production and presentation of complete digital narratives (see Section [2.5.2](#) for detailed description).

Pedagogically, WP2 operationalises:

- Constructivist and social-constructivist principles
- Task-based and project-based language learning
- Integrated development of linguistic, digital, and intercultural competences

The modules offer a scaffolded learning trajectory that supports gradual skill development while maintaining creative autonomy.

Educators can use the modules:

- Sequentially, as a complete course supporting progressive skill development,
- Selectively, by integrating individual modules into existing language courses or project-based activities

The modular design allows flexibility and adaptation to different language levels, institutional contexts, and learning objectives, while maintaining alignment with the pedagogical principles discussed in Chapters 1–3.

5.2.2 WP3 - e-learning platform: Digital learning infrastructure

WP3 provides the digital learning environment that sustains and extends the pedagogical framework introduced in this guidebook. The [Moodle-based platform](#) serves as a structured space for resource access, assignment submission, peer interaction, and formative assessment.

Beyond its technical function, the platform supports:

- Blended and online learning models
- Collaborative knowledge construction
- Continuous feedback and reflection
- Accessible and inclusive learning pathways

The platform enables educators to implement the E-Stories methodology in face-to-face, blended, or fully online teaching contexts. By bringing together structured content and flexible access, it ensures that the pedagogical concepts introduced earlier in the guidebook can be translated into everyday teaching practice.

Taken together, WP2 and WP3 form the practical implementation framework of the E-Stories methodology. They ensure that the pedagogical vision outlined in this guidebook is embedded within structured curriculum design and supported by sustainable digital infrastructure.

5.3 Recommended technical tools for DST

In addition to the tools introduced within the E-Stories course modules, educators may wish to explore a range of digital technologies that support different stages of the DST process. The tools listed below are grouped by pedagogical function and divided into free and subscription-based options to support informed selection.

When choosing tools, educators are encouraged to prioritise accessibility, ease of use, data protection, and alignment with learning objectives, rather than technical complexity.

5.3.1 Story planning and storyboarding tools

Supporting narrative structure, sequencing, and project organisation

Free tools:

- [Storyboard That](#) (Free version)
Visual storyboarding tool suitable for planning narratives, characters, and scenes.
- [Canva Storyboard Templates](#) (Free version)
Useful for planning story flow and visual elements using ready-made templates.
- [Google Docs/Google Slides](#)
Collaborative planning and scripting tools are ideal for early drafting and peer feedback.

Subscription-based tools:

- [Storyboard That – Educational Plans](#): Offers extended features for classroom use and assessment.
- [Milanote](#): Visual planning and brainstorming tool suitable for complex storytelling projects.

5.3.2 Audio recording and editing tools

Supporting narration, pronunciation practice, sound design, and reflection

Free tools:

- [Audacity](#)
Open-source audio editor suitable for recording, editing, and enhancing narration.
- [Vocaroo](#)
Simple browser-based voice recorder, ideal for quick narration tasks.
- [Online Voice Recorder](#)
Easy-to-use tool for recording and exporting audio files without installation.

Subscription-based tools:

- [Soundtrap for Education](#)
Cloud-based audio recording and collaboration platform designed for classroom use.
- [Adobe Audition](#)
Advanced audio editing software, suitable for higher-level projects.

5.3.3 Video creation and editing tools

Combining text, images, audio, and video into digital stories

Free tools:

- [Clipchamp](#) (Free version)
Browser-based video editor with basic storytelling features.
- [OpenShot](#)
Open-source video editor suitable for beginner and intermediate users.
- [iMovie](#) (macOS/iOS)
User-friendly video editing software for Apple devices.

Subscription-based tools:

- [WeVideo for Education](#)
Cloud-based collaborative video editing tool is widely used in schools.
- [Adobe Premiere Pro](#)
Professional video-editing software suitable for advanced storytelling projects.
- [Davinci Resolve](#)
Professional video-editing software suitable for advanced storytelling projects.

5.3.4 Presentation and animation tools

Supporting visual storytelling, multimodal expression, and narrative sequencing

Free tools:

- [Microsoft PowerPoint/Google Slides](#)
Widely accessible tools for simple animated or narrated digital stories.
- [Canva](#) (Free version)
Visual storytelling tool with templates suitable for beginners.
- [Genially](#) (Free version)
Interactive presentations and storytelling with visual elements.

Subscription-based tools:

- [Prezi](#)
Non-linear presentation tool suitable for dynamic storytelling.
- [Powtoon for Education](#)
Animated storytelling tool designed for educational contexts.

5.3.5 Collaborative platforms

Facilitating group work, peer feedback, and shared production

Free tools:

- [Google Workspace](#) (Docs, Slides, Drive)
Real-time collaboration for scripting, planning, and peer feedback.
- [Padlet](#) (Free version)
Digital wall for sharing stories, reflections, and feedback.

Subscription-based tools:

- [Microsoft Teams](#) (Education plans)
Collaboration platform for communication, file sharing, and feedback.
- [Moodle](#) (Hosted solutions)
Learning management system supporting collaborative DST workflows.

5.3.6 Pedagogical considerations for tool selection

The tools listed above should be selected in relation to learning goals, not as ends in themselves. As emphasised throughout this guidebook, effective DST depends on:

- meaningful language use,
- opportunities for reflection and collaboration, and
- alignment between pedagogy, content, and technology.

Educators are encouraged to introduce tools gradually and to allow students to focus on story, language, and meaning, rather than technical mastery alone.

In Summary

Recommended Tools for DST

- Select tools that align clearly with pedagogical objectives and narrative goals.
- Prioritise accessibility, simplicity, and cross-device compatibility.
- Introduce technology gradually to avoid cognitive overload.
- Use collaborative platforms to support peer feedback and co-construction of knowledge.
- Remember that effective digital storytelling depends on purposeful integration, not technical complexity.

Back to lesson implementation:  [Chapter 3: Lesson plans](#)

5.4 Continuing Professional Development

Educators wishing to deepen their engagement with DST and its pedagogical foundations may consult the following research literature, open resources, and professional networks. These materials support reflective practice and help teachers adapt DST approaches to diverse educational contexts.

5.4.1 DST: Theoretical foundations and pedagogical perspectives

These works explore DST as a pedagogical, cultural, and narrative practice, providing theoretical grounding for its use in education.

Brailas, A. (2021). Digital storytelling and the narrative turn in psychology: Creating spaces for collective empowerment. *Global Journal of Community Psychology Practice*, 12(4), 1–19.

Lambert, J. (2009). Where it all started: The centre for digital storytelling in California. In J. Hartley & K. McWilliam (Eds.), *Story Circle: Digital storytelling around the world* (pp. 79–90). Wiley-Blackwell.

Robin, B. R. (2016). The power of digital storytelling to support teaching and learning. *Digital Education Review*, 30(30), 17–29.

Ohier, J. (2007). Art, storytelling, and the digital economy. *SchoolArts*, 107(2), 58–59.

Mello, R. (2001). The power of storytelling: How oral narrative influences children's relationships in classrooms. *International Journal of Education & the Arts*, 2(1), 1–15.

5.4.2 DST in language learning and TESOL contexts

These studies focus specifically on the use of DST in foreign language, second language, and multilingual learning environments.

- Normann, A. (2011). *Digital storytelling in second language learning: A qualitative study on students' reflections on potentials for learning* (Master's thesis). NTNU.
- Shelby-Caffey, C., ÚbEDA, E., & Jenkins, B. (2014). Digital storytelling revisited: An educator's use of an innovative literacy practice. *The Reading Teacher*, 68(3), 191–199.
- Kendrick, M., Early, M., Michalovich, A., & Mangat, M. (2022). Digital storytelling with youth from refugee backgrounds. *TESOL Quarterly*, 56, 961–984.
- Fokides, E. (2016). Using autobiographical digital storytelling for the integration of a foreign student. *Journal of Information Technology Education*, 15(1), 99–115.
- Grisby, Y., Theard-Griggs, C., & Lilly, C. (2015). (Re)claiming voices: Digital storytelling and second language learners. *Acta Technologica Dubnicae*, 5(1), 60–67.
- Tyrou, I. (2022). Undergraduate students' perceptions and attitudes about foreign language-related digital storytelling. *International Journal of Education*, 10(1), 41–55.

5.4.3 DST and language skills development

This group highlights empirical research examining the effects of DST on specific language skills.

- Akdamar, N. S. (2021). *Effects of digital storytelling on listening skills of foreign language learners* (Master's thesis). Başkent University.
- Aydın, E. (2019). *The effect of digital storytelling on creative writing skills in teaching Turkish to foreigners* (Doctoral dissertation). İnönü University.
- Avcı, A., & Hol, D. (2023). DIGIFLYERS: A digital storytelling program to improve listening performance. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (66), 446–474.
- Esen, M. (2019). *Digital storytelling in the ELT classroom: Promoting speaking skills* (Master's thesis). Bilkent University.
- Ölmez, E. (2023). *The effect of digital storytelling on writing skills and foreign language anxiety* (Master's thesis). Hacettepe University.
- Yamac, A., & Ulusoy, M. (2016). The effect of digital storytelling on writing skills. *International Electronic Journal of Elementary Education*, 9(1), 59–86.
- Munajah, R., Sumantri, M. S., & Yufiarti, Y. (2022). Improving students' writing skills through digital storytelling. *Advances in Mobile Learning Educational Research*, 3(1), 579–585.
- Radaideh, E., Al-Jamal, D., & Sa'di, I. (2020). Digital storytelling in reading comprehension. *Universal Journal of Educational Research*, 8, 2621–2633.
- Nair, V., & Yunus, M. (2021). A systematic review of digital storytelling in improving speaking skills. *Sustainability*, 13, 9829.

5.4.4 DST, inclusion, and migrant/refugee education

These references address DST as a tool for inclusion, identity expression, and intercultural learning.

- Martinidou, E. (2022). *Digital storytelling in language learning activities with migrant children* (MA thesis). Hellenic Open University.
- Lambrou, L., Palaiologou, N., and Kassotaki, I. (2023). Digital Storytelling in Action Research: teachers' challenges in supporting refugee and migrant students for their inclusion. In Katsampoxaki-Hodgetts, K. (Ed.) (2023). *Developing Academics' Pedagogical Acuity*. Proceedings of the 1st International Conference on Higher Education Pedagogy and

Faculty Development, University of Crete, Rethymnon. Retrieved from
<https://tott.uoc.gr/conference/proceedings-2023/>

- Kendrick, M., Early, M., Michalovich, A., & Mangat, M. (2022). Digital Storytelling With Youth From Refugee Backgrounds: Possibilities for Language and Digital Literacy Learning. *TESOL Journal*, 56, 961-984. <https://doi.org/10.1002/tesq.3146>
- Fokides, E. (2016). Using autobiographical digital storytelling for the integration of a foreign student. *Journal of Information Technology Education*, 15(1), 99–115.

5.4.5 Task-based, project-based learning and DST

These works support the project-oriented and task-based foundations of DST.

- Hung, C.-M., Hwang, G.-J., & Huang, I. (2012). A project-based digital storytelling approach. *Educational Technology & Society*, 15(4), 368–379.
- Thomas, JW (2000). *A review of research on project-based learning*. San Rafael, CA: Autodesk Foundation.
- Kyrmanidou, E. (2020). Creative Writing, Digital Storytelling and the Arts in EFL: The Case of Storybird, *Multilingual Academic Journal of Education and Social Sciences*, 8(1), 136–145
- Tsigani, Ch. & Nikolakopoulou, A. (2018) Digital storytelling: a creative writing study in the foreign language classroom, *Educational Journal of the University of Patras UNESCO Chair*, 5(2), p. 67-80)

5.4.6 Teacher education, TPACK, and digital pedagogy

These references support teachers' professional development and technology integration.

- Cai, W. (2016). TPACK: A New Dimension to Chinese as a Second Language Teacher Training. <https://www.atlantis-pess.com/proceedings/icsshe-16/25859173>
- Dalim, S.F. & Azliza, N. & Ibrahim, N. & Zulkipli, Z. A. & Mohd Yusof, M.M. (2019). Digital Storytelling for 21st Century Learning: A Study on Pre-Service Teachers' Perception. *Asian Journal of University Education*, 15(3), 226-234. <https://discovery.researcher.life/article/digital-storytelling-for-21st-century-learning-a-study-on-pre-service-teachers-perception/7b78270e20cd310a85b1ceb3b3896faa>
- Belda-Medina, J. & Calvo-Ferrer, J.R. (2022). Preservice Teachers' Knowledge and Attitudes toward Digital-Game-Based Language Learning. *Education Sciences*, 12(3), 182-198. 10.3390/educsci12030182.
- Jantakoon, T. & Wannapiroon, P., & Nilsook, P. (2019). Synthesis of Framework of Virtual Immersive Learning Environments (VILEs) Based on Digital Storytelling to Enhance Deeper Learning for Undergraduate Students. *International Education Studies*, 12(4), 198-207. 10.5539/ies.v12n4p198.

5.4.7 Course design, planning, and educational frameworks

These works support curriculum design, goal-setting, and pedagogical planning.

- Graves, K. (2000). *Designing language courses*. Heinle & Heinle.
- Doran, G. T. (1981). There's a SMART way to write management goals and objectives. *Management Review*, 70(11), 35–45.

5.4.8 Reviews and meta-analyses on DST

These provide synthesis-level perspectives on DST research.

- Sabari, N. A. S., & Hashim, H. (2023). Sustaining Education with Digital Storytelling in the English Language Teaching and Learning: A Systematic Review. *International Journal of Academic Research in Business and Social Sciences*, 13(4), 208–224.
- Chen, H.L. & Chuang, Y.C. (2020). The effects of digital storytelling games on high school students' critical thinking skills. *Journal of Computer Assisted Learning*, 37(1), 265– 274. <https://doi.org/10.1111/jcal.12487>
- Adara, R. & Budiman, R. & Puspahaty, N., & Dhama, S. (2022). Using Digital Storytelling to Reduce Demotivation during Covid-19 Pandemic: A Conceptual Study. *SALEE: Study of Applied Linguistics and English Education*. 3. 230-243. 10.35961/salee.v3i2.506.
- Yuliani, S., & Hartanto, D. (2021). Designing Digital Storytelling In English Online Learning. *International Journal of Educational Management and Innovation*, 2(3), 309–321. <https://doi.org/10.12928/ijemi.v2i3.4139>

In Summary

Continuing Professional Development

- Engage with current research to inform reflective and evidence-based teaching practice.
- Adapt DST approaches to diverse linguistic, cultural, and institutional contexts.
- Participate in professional networks and communities of practice to exchange experiences and resources.
- Integrate task-based and project-based methodologies to sustain meaningful language learning.
- View DST as an evolving pedagogical practice open to innovation and adaptation.

Back to core concepts:  [Theoretical framework](#)

5.5 Looking ahead: Sustaining innovation

The resources included in this section offer teachers a range of perspectives on how DST can be used effectively in language education. They bring together theory, research, and classroom-based examples that reflect the diversity of learners, contexts, and teaching approaches addressed in this guidebook.

Rather than presenting fixed models to follow, these readings invite educators to explore ideas, reflect on their own practice, and adapt DST activities to suit their students' linguistic levels, cultural backgrounds, and learning environments. Teachers are encouraged to select the resources most relevant to their needs and to use them as inspiration for developing meaningful, inclusive, and creative learning experiences.

Engaging with these materials can also support ongoing professional development, helping educators build confidence in integrating DST into their teaching and respond thoughtfully to the evolving demands of language education in digital and multicultural settings.



Return to practical application

[Chapter 3: Sample Lesson plans and teaching tips](#)

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