Chapter 11
Digital Storytelling as a Self–Regulated Learning Tool

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ABSTRACT

The purpose of this chapter is, as a self-regulated learning tool, to focus on digital storytelling by uncovering relationship between digital storytelling and self-regulated learning process/based on research findings made in the its field. Within this focus, firstly, concept of digital storytelling was theoretically addressed; researches made in learning-teaching for use have been presented; later, self-regulated learning processes and strategies have been defined and given examples. Finally, research findings on the use of digital stories as self-regulated learning tools have been shared.

INTRODUCTION

With the use of information and communication technologies in educational environments, there are various opportunities for individuals to express themselves better, to recognize their own potential and to develop themselves in different fields. In today's society, new skills and competences required students to prepare their work environment and life is the focal point of both the education and business world. Because in real life and business environments, using competencies such as communication, problem-solving and critical thinking, creativity and collaboration is an obligation. These skills and competences associated with knowledge management and technology, including selection, integration, analysis, sharing and achievement of knowledge, are also important in terms of 21st century skills. The 21st century skills of learning and innovation skills, knowledge, media and technology skills and life and professional skills require individuals to be critical thinkers, creative thinkers, individuals who use technology effectively and efficiently in these thinking processes and practices. In this context, different learning-teaching approaches, methods, techniques and technologies are used in the training of individuals who have these skills and competences. When the literature is examined, it is emphasized that self-regulated learning and digital storytelling process can be effective in bringing these skills and competences to the students (Jakes & Brennan, 2005a, Robin, 2008, Wolters, 2010, Yuksel, Robin, & McNeil, 2011, Lüftenegger,

Schober, de Schoot, Wagner, & Finsterwald, 2012, Yang & Wu, 2012, Karakoyun, 2014, Kotluk & Kocakaya, 2015, Niemi & Multisilta, 2016, Karlen, Compagnoni, Hirt, Suter, & Maag Merki, 2016).

Simple or complex, stories, used to describe real life or fantastic events and situations, both because they have a fun structure and because they make the emotions move it uses from communication to instruction in many area, are used in many area (Kearney, 2011; Kocaman Karoğlu, 2015, Turgut & Kışla, 2015, Yüksel Arslan, 2016, Bedir Erişti, 2016). Digital stories in terms of education have the possibility of using in different discipline such as technology integration, literacy studies, teacher education, creative writing and thinking, social and cultural studies, health education, language teaching, history teaching, science and technology (Meyer & Bogdan, 2001, McLellan, 2007, Gakhar, 2007, Oppermann, 2008, Robin, 2008, Kahraman, 2013, Turgut & Kışla, 2015). Despite the fact that storytelling is an old approach, digital storytelling is seen as a new form of this old approach that has been revised and adapted to the learning features of the 21st century (Jakes & Brennan, 2005a, Sadik, 2008). Digital storytelling differs from traditional storytelling not only keep listeners in the position of listeners, but also to shape their stories and interact with their stories, on the other hand as a storytelling tool, using of information and communication technologies (Dörner, Grimm & Abawi, 2002).

At the beginning of 1990's, work of digital storytelling was founded in the Digital Story Center, based in California (Centre for Digital Storytelling), under the leadership of Lambert and Atchley providing anyone who wants to improve their personal story will be provided with free support for topics such as presentation of software, preparation of scripts and gathering of multimedia items. With the increase in technology access and the use of Web 2.0 technologies, the individuals have begun to produce their own personal videos by moving from the position of the consumer to the position of the producer. This process is an important period in the development of digital stories. The use of digital stories in many academic and non-academic settings have begun to attract interest (Meadows, 2003, Robin, 2008, Hartley & McWilliam, 2009, Clarke & Adam, 2011, Baki, 2015, Kocaman Karoğlu, 2015, Haliloğlu Tatlı, 2016).

Digital stories are expressed as heartfelt, short and personal multimedia narratives. Digital storytelling, to provide in-depth information about a topic, to make reminders, to share feelings and thoughts, based on the presentation of multimedia such as text, pictures, audio and video with a story to be created (Meadows, 2003, Gils, 2005). Robin (2008) defines digital story as computer-based story telling application. Digital stories allow students and teachers to simply bring multimedia, video, painting, art, music and sound effects together and tell their stories. Digital stories are shoots with a strong emotional content, where videos, still images, voice or written expressions, music are used together and mixed with art and narrated (Kearney, 2011). Digital storytelling gives them a story configurator and storyteller role to motivate learners and provide meaningful learning realizations (Avraamidou & Osborne, 2009). In general, digital storytelling can be described as the sharing of information with multimedia tools or resources and the narration of stories (Lowenthal & Dunlap, 2010, Yüksel, 2011).

DIGITAL STORIES AS A LEARNING AND INSTRUCTION TOOL

When the literature is examined, it is emphasized that there is a "tool" for digital stories, an "effective teaching tool for teachers" or "an effective learning tool for students" (Clarke & Adam, 2011, Robin, 2006, Nilsson, 2008, Wang, He, & Dou, 2014, Haliloğlu Tatlı, 2016). It is supported in teaching environments as a teaching tool that supports learning, promotes cooperation, improves decision-making processes, brings together formal and informal learning processes, and provides students active participation in

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