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Music Teachers' Views on the Use of Digital Stories in Musical Literacy

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ABSTRACT

Digital story is an instructional technology material created by blending elements such as audio, image, video related to the subject to be told with the help of digital tools. This study aimed to determine music teachers' views on digital story. Qualitative research design was utilized in the study. The sample of the study consisted of volunteer music teachers in Turkey. In order to collect the data, the interview form prepared by the researcher was completed by taking expert opinion and delivered to the teachers via Google Forms. The data of the study were analyzed by content analysis method. In line with the information provided, positive results were obtained regarding the use of digital story; music teachers were open to the use of digital story in lessons. It was seen as a very useful, entertaining and motivating material for students, and important results were obtained such as their desire to receive training on digital story and their need for this training.

Key words: Music Education, Digital Storytelling, Music Teacher, Musical Literacy

INTRODUCTION

Technology has become an indispensable element for daily life and is frequently used in all areas of life. According to the results of the research on the use of information technologies for the year 2022, which Tuik (Turkish Statistical Institute) regularly conducts in August every year, 94.1% have access to the internet from home, while the rate of individuals who use the internet regularly is 82.7%. The rate of individuals using the Internet for personal, professional and educational purposes in the last 3 months was 15.9% (TUIK, 2022). Technology is widely used in all fields, especially in the field of education. Constantly updated, changing and developing technology has become an indispensable part of educational technology.

Music, which is one of the fields of education most affected by the development of technology, is frequently used in music education in terms of recording technology and computer-aided. For this reason, the use of technology in music education and teaching should not be ignored. At the same time, music teachers should be able to create a teaching model that can use the possibilities of technology in the best way by keeping up with this developing technology (Bayraktar, 1989, as cited in Say, 2001).

Teachers' familiarity, confidence and skill in selecting software and integrating technology into the curriculum depends on teacher training and time for self-exploration and learning. Because computer technology is relatively new, many teachers have not received adequate training to select appropriate technologies and lack the support to use them. It appears that rapidly increasing investments in computer hardware and software are not always matched by the support and training needed by teachers who are expected to improve the educational experiences of young children. Therefore, the mere presence of computers does not guarantee appropriate or effective use (Judge et al., 2004, pp. 386-387).

A teacher's ability to follow technology and utilize technology in his/her lessons is one of the characteristics that a teacher should have. For this reason, courses that blend music and technology are included in the curricula of music education departments. Even in the postgraduate education process, music technology courses have become necessary for teachers or prospective teachers to develop and specialize themselves in this sense (Köksal, 2019). Today, it is considered necessary for teachers to follow current approaches and to be closely interested in technology.

With the use of technology in music education, digital materials have emerged and developed. Digital tools such as computers, MIDI, software programs, note writing programs, recording technology are used as educational technology tools in music education. One of the tools that have been frequently used in educational technology in recent years is the digital story (narration).

Digital storytelling was first developed in the late 1980s by Joe Lambert and Dana Atchley, who founded the digital storytelling movement of the Center for Digital Storytelling (CDS), a non-profit community arts organization in Berkeley, California. Since 1990, CDS has provided training and

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assistance to people interested in creating and sharing their personal narratives (Center for Digital Storytelling, 2005). There is another organization founded at the same time. The Educational Uses of Digital Storytelling, led by Bernard Robin, is located at the University of Houston (Ciğerci, 2015).

There are many different definitions of digital storytelling. Robin (2008) defines digital storytelling as a combination of traditional storytelling and digital tools such as audio, visual and video; İnceleli (2005) defines digital stories as a short movie of 2-6 minutes; Rossiter and Garcia (2010) define digital storytelling as a tool that can be used by teachers of different branches and students of different ages, cultures or educational status. In addition, digital story contributes to digital literacy, storytelling format and content distribution (Hartley & McWilliam, 2009).

Digital story is defined as the idea of combining various digital tools such as images, audio and video. Almost all digital stories combine a mix of digital graphics, text, recorded audio narration, video and music to present information about a particular topic. Digital stories revolve around a chosen theme. Stories are several minutes long and have a variety of uses, such as telling personal stories, recounting historical events or providing information on a specific topic (Robin, 2006).

Digital storytelling is a technology material designed to leverage user-generated content and help teachers overcome some of the barriers to using technology effectively in their classrooms. In fact, digital storytelling also enables computer users to become creative storytellers through the traditional processes of choosing a topic, conducting research, writing a script and developing an interesting story. These are then combined with a variety of digital tools, including computer-based graphics, recorded sound, computer-generated text, video clips and music, and played on a computer, uploaded to a website or printed (Robin, 2008).

As the definitions suggest, a digital story is a genre that is told using digital media such as text, audio, image and video. Digital stories can be created, shared and disseminated using a variety of platforms and tools. They can also provide students with the opportunity to develop a range of different skills such as thinking creatively, storytelling, using audio and video, technology skills and presentation skills.

Robin (2008) created steps for digital storytelling and stated that there are seven elements of digital storytelling. These are as follows: having a point of view, finding a striking question, designing an emotional content, reinforcing it with sound and music, using enough content to be economical, and determining the rhythm of the story.

Objectives and Research Questions

The aim of this study is to obtain music teachers' views on the use of digital stories. Within the scope of this purpose, research question was determined as "What are the opinions of music teachers about digital story?".

Importance of Research

Although the concept of digital story started to be used in the 80s, its use today is quite limited. In line with the information obtained from the literature review, it is seen that studies on the use of digital stories for education have increased in recent years. However, no study on the use of digital stories in the field of music education has been found. Due to this deficiency, it was determined that this study was needed to contribute to the field. The fact that there is no study on digital storytelling in the field of music education is also important for researchers who want to conduct studies on the use of digital stories for music teachers and music teacher candidates.

METHOD

Research Model

In this study, a qualitative research approach was adopted in order to determine the views and opinions of music teachers on the use of digital stories and a case study design was used. According to Arslanoğlu (2016), qualitative research is the collection of sources in books and articles and the qualitative evaluation of the data obtained through various information gathering techniques. With this method, information is collected, combined, classified and interpreted, and results are formed. Since the analysis technique is qualitative, statistical calculations are not made. A case study is an in-depth investigation of one or more situations. In case studies, factors such as environment, individuals, events, processes, etc. are investigated, focusing on how they affect the relevant situation and how they affect the relevant situation (Yıldırım & Şimşek, 2013).

Population and Sample

The population of the study consists of all music teachers in Turkey, and the sample consists of volunteer music teachers selected from these teachers according to the maximum diversity sampling method. The maximum diversity sampling method is to reflect the diversity of individuals related to the problem being studied to the maximum degree (Yıldırım & Şimşek, 2004).

In the current study, a total of 150 music teachers contributed to this study with the participation of volunteer music teachers.

Each of the music teachers was named as "P1, P2, P3…". In the findings and comments section, the answers of some music teachers are presented directly.

The demographic information of the participating music teachers is shown in Table 1 and Figure 1.

Table 1. Distribution of music teachers according to gender

Gender	n	%
Female	120	80
Male	30	20

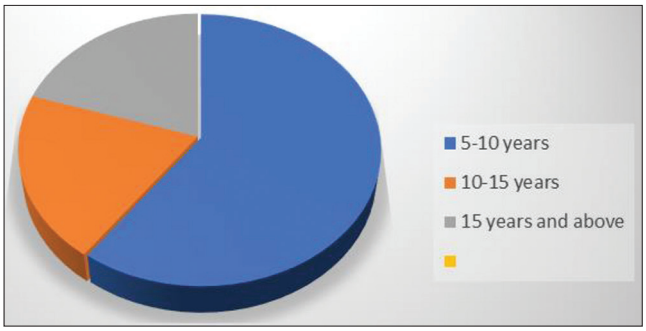

Figure 1. Distribution of music teachers according to professional experience

Data Collection Tool

As a data collection tool in the study, "Music Teachers' Interview Form on Digital Story/Storytelling" was prepared. The interview form was prepared by the researcher and expert opinions were taken. According to the results of the expert opinions, the interview form consists of a total of 12 questions. There are multiple choice and open-ended questions. The designed interview form was prepared through "Google forms" and sent to music teachers.

Data Analysis

Content analysis method was used to analyze the data. Content analysis is used to characterize and compare interview records. The data obtained are interpreted in line with the determined themes and concepts (Yıldırım and Şimşek 2008, p.227). The analysis of the collected data was carried out in two stages. In the first stage, pre-service teachers' data were collected and numbered and content analysis was used to create themes. In this study, an evaluation was made with experts in the field of music education and the process and results were shared. The common opinion of the experts was taken on the examination, analysis and categorization of the data.

FINDINGS

In this section, the questions asked to be answered in the form given to music teachers are discussed in separate items. The answers given by the music teachers were quoted, combined under a common theme, presented and illustrated with graphs.

Findings Related to Music Teachers' Interest in Technology

As seen in Figure 2, it was determined that most of the music teachers were very interested in technology. Only 10% stated that they were not interested in technology. As can be understood from figure 2 135 of the music teachers who participated in the study were interested in technology and 15 of them were not interested in technology.

Findings Related to Music Teachers' Ability to Follow Current Technological Developments

Figure 3 shows the current technological developments of music teachers. While 70% of music teachers follow current technological developments, 30% do not. In line with the answers given, it was observed that 105 music teachers follow the current developments in technology.

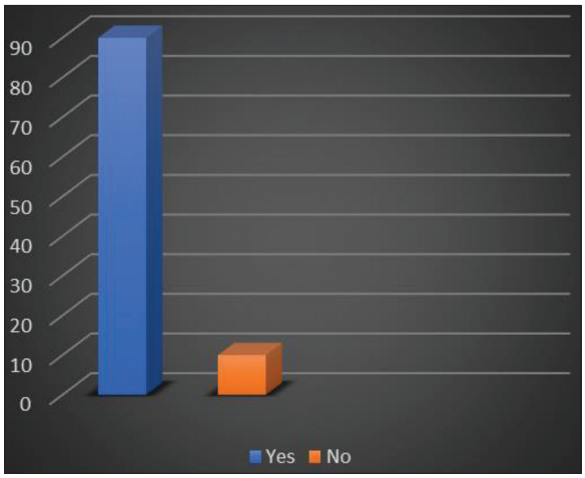

Figure 2. Music teachers' views on their interest in technology

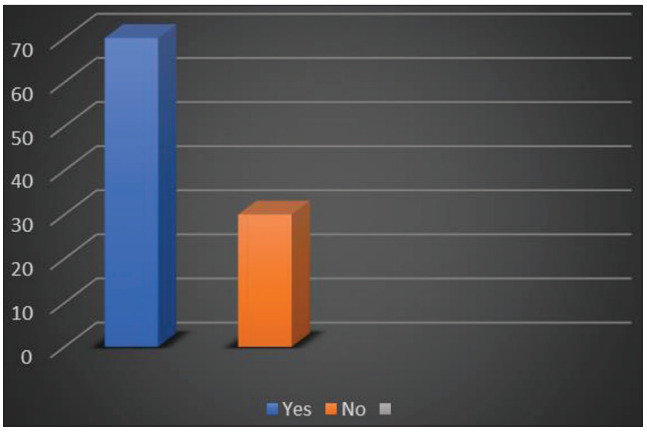

Figure 3. Music teachers' views on their ability to follow current technological developments

Findings Related to Music Teachers' Following Developments in Educational Technology

All of the music teachers stated that they follow the developments in educational technology, while only 15 (10%) stated that they partially follow them. It was observed that music teachers frequently use the smart board in their classrooms.

Examples of the opinions transformed into themes in Table 2 are;

> *"In general, I try to follow technological developments and apply them with my students in the classroom. If there is a smart board, I make sure to make use of it."(P 137)*
>
> *"Yes, I try to follow technological developments in my field as much as possible. I try to follow sound recording technologies that can benefit me in my lessons and innovations in note writing programs." (P11)*

When the answers of the music teachers are examined, it is understood that the teachers generally benefit from educational technology.

Findings on the Effect of Technology Use on Music Lessons

The opinions of music teachers on the use of technology in music lessons were found to emphasize the concepts of "motivation, effective learning, fun, sampling and time" as stated in Table 3.

The opinions of a few music teachers in line with the themes in Table 3 are as follows:

"The use of technology is inevitable and indispensable in the digital age. When smart boards are used in a planned way, they can keep children's interest and excitement in the lesson high without boring them. However, the teacher should have watched the content that he/she will prepare meticulously beforehand and prepared the lesson in a good way. Inappropriate or inadequate content that is not well planned can reduce the lesson environment and interest."(P 42)

"In music lessons, first of all, learning by doing and experiencing is necessary, but in other flat schools that are not music schools, I take care to provide information on all subjects such as students seeing and recognizing instruments and musical diversity with the help of smart boards."(P65)

"The use of technology makes music lessons more interesting for the students and provides the opportunity to catch up with the level of young people and children who have the digital world as an important part of their lives."(P71)

Looking at the answers of the participating music teachers, they stated that technology should be used in the lessons, that it makes the lesson more fun and enjoyable, and that it is very useful for them to see musical elements and instruments.

Findings Related to Digital Story

In Figure 4, it was determined that the opinions of music teachers about digital story were answered half and half. While 50% of the music teachers stated that they had information about digital story, the other 50% stated that they did not have information.

Table 2. Music teachers' views on their ability to follow developments in educational technology

Theme	*f*	%
Yes	135	90
No	-	-
Partially	15	10

Table 3. Opinions of music teachers on their ability to follow developments in educational technology

Theme	*f*	%
Increase motivation and interest	58	38.6
Enabling effective learning	32	21.3
Making it fun	30	20
Sampling diversity	17	11.3
Using time effectively	13	8.6

In addition, some of the answers to the question "What does digital story mean to you?" in the same question are as follows:

"It means using technology as a program, according to the levels of children, producing content for the appropriate subjects, preparing moving, entertaining videos and audio-visual presentations" (P 4)

"As far as I know, a digital story is the creation of a topic in an online environment and presenting it to the target audience."(P 36)

"I took the training because I was interested in in-service training. I think it is very necessary in today's age." (P 11)

"The facilitation of technology." (P 2)

When looking at the answers given by "P4", "P36", P11" and "P2", music teachers expressed various views on digital stories, such as using technology easily, producing appropriate content, and preparing video, visual and auditory presentations.

Findings on the Use of Digital Story in Music Lessons

Table 4 presents the data and written expressions of music teachers regarding their use of digital stories in their lessons.

"Of course it should be used. I think it would be very useful in telling the story of a song, the whole adventure of an instrument, the historical musical development of countries.etc..." (P8)

"Yes, it will make the lesson more efficient."(P63)

"It makes the lesson more fluent, attracts students' attention more and makes the lesson enjoyable."P(95)

"I think that it is a method that music teachers can enrich their lectures. Thus, it will contribute by making the acquisitions in the music lesson permanent."(P141)

"It will facilitate the teacher's work in sampling and enriching the lesson content."(P162)

Most music teachers answered that the digital story should be used in music lessons. In particular, they stated that they would make the "P 63" course given, enrich the " P141" course and achieve a more permanent learning.

Findings Related to Digital Storytelling in Music Lessons

One of the questions was whether or not to use digital stories to teach a subject in music lessons. In line with the answers given, most of the music teachers answered "yes", while 10 music

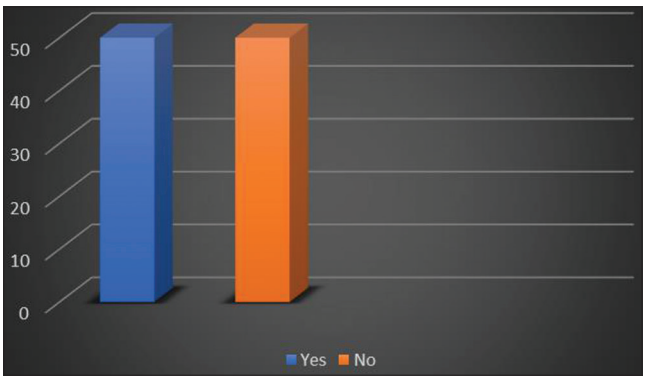

Figure 4. Music teachers' views on digital story

Table 4. Music teachers' views on the use of digital stories in lessons

Theme	*f*	%
Should be used	125	83.4
Could be	20	13.3
No opinion	5	3.3

teachers gave answers as "sometimes" and "maybe". The common theme expression of these answers is shown in Table 5.

The opinions of music teachers who also made explanations about the question are given below as answered.

"Yes, digital storytelling can be used according to the targeted acquisitions and units. For example, I can explain the periods of Classical Western Music and the composers of the period with digital storytelling." (P28)

"I usually try to use it about the works and lives of composers" (P13)

"Yes, I would use it to make the theoretical subjects interesting."(P39)

"Yes, it will be effective in learning since sound and visual will be together"(P122)

"It can be used especially when conveying theoretical subjects." (P47)

"Giving information, sampling, using photographs of the period, presenting examples,"(P89)

"Especially visuals can be used in instrument promotion, direct access to the works and examples of music history can be given." (P53)

"A plot can be established on the connection between the history of music, music works and the instruments on which these music works are performed, and the subjects can be narrated in a chained way."(119)

"Very good examples can be prepared with appropriate scenarios and by learning the program and developing the skills of using the program.(137)

When looking at the answers given, they expressed their opinion that it can be used in many subjects such as instrument presentation, music history, theoretical subjects, the life and works of composers for narration.

Findings Related to the Desire for Training on the Use of Digital Stories

The purpose of this question is to measure the interest of music teachers. Data on whether music teachers would like to receive training on the use of digital stories are shown in Table 6. As seen in Table 6, 150 music teachers who participated in the study stated that they wanted to receive training.

"Yes, I don't have a good command of the subject, but I would like to receive training because it is a method I would like to use in my lessons."(P5)

"Maybe. I think it refreshes the teaching profession to improve oneself and learn new things." (P12)

"Yes. To attract student interest in lessons, to make them productive."(P 130)

"Yes. I think it is a method that music teachers can enrich their lectures. Thus, it will contribute by making the acquisitions in the music lesson permanent." (P 19)

Table 5. Music teachers' opinions on the use of digital stories in lessons

Theme	*f*	%
Yes	140	93.4
Sometimes	10	6.6

Table 6. Opinions of music teachers about receiving training on the use of digital stories

Theme	*f*	%
Yes	150	100
No	-	-

All of the music teachers stated that they wanted to receive training on the use of digital stories. While the teachers wanted to improve themselves and obtain up-to-date information, some teachers stated that they wanted to receive this training because they believed that the gains in the music lesson would be more permanent.

DISCUSSION

As with traditional storytelling, most digital stories focus on a specific topic and include a particular point of view. However, as the name suggests, digital stories often contain a mixture of computer-based images, text, recorded audio narration, video clips or music.

In this study, music teachers' views on the use of digital stories were examined. When we look at the data obtained from the study; positive results were reached such as digital stories increase motivation, make the lesson fun, improve communication in children, and provide effective and permanent learning. The listener is passive in the use of stories in education. Despite this, the listener can learn at the level of understanding and comprehension of information. However, the writer of the story learns the information embedded in the story in a more permanent way (Turgut & Kışla, 2015).

Digital stories can vary in length, but most stories used in education typically last between 2 and 10 minutes. The topics used in digital storytelling can range from personal stories to historical events. In line with the responses of music teachers, they stated that they can use digital stories to teach topics such as music history, theoretical knowledge, instruments, composers and important works. In addition, Walzer (2016) stated in his study that teachers can use digital stories to determine topics and prepare content according to the interests of students, and that they can choose topics such as lyric analysis, comparison of different and similar music.

Digital stories increase students' interest in attracting attention and exploring new ideas. Teacher-created digital stories are also used to enhance existing lessons in a larger unit, as a way to make abstract or conceptual content more understandable, as a way to facilitate discussion about the topics presented in a story. Bran (2010) mentions the benefits of using digital stories in his study as follows:

Through the use of digital stories, students explore and connect with the outside world.

- It is very entertaining and interesting for both the audience and the maker.

- It enables students to develop their knowledge of the field while keeping up with 21st century skills.
- It allows students to develop their skills and knowledge in an original way.
- It enables students to establish coherence between subjects in the process of creating a story.

Another noteworthy aspect of the data obtained is that many music teachers use smart boards or computers. Thus, it was concluded that they discovered ways to engage their students by including pictures, audio and video elements. Doğan (2010) stated in his study that there are free tools such as adding sound, music and advanced interface to create digital stories, while Karataş et al. (2016) emphasized that teachers who will use digital stories should be careful when choosing digital story creation tools. Some participants stated that they had problems with the tools they used in the scenario creation process.

As a result, it was determined that music teachers have a demand for training on the use of digital stories. In order to respond to this need and interest, trainings and studies on the use of digital stories for teachers and prospective teachers and the process of digital story creation in music education are among the future goals.

CONCLUSION

Digital stories can be used as a creative approach in music education and can enrich students' musical experiences. The use of digital stories in music education can offer students a different musical experience. Digital stories support visual and auditory learning styles. Students can strengthen their musical understanding by using the visual and auditory elements of the story. It can provide students with a tangible experience.

Research has shown that the use of multimedia in teaching not only helps students to understand difficult topics but also helps them to retain information. Students can be given the task of creating a digital story about a given topic based on sample digital stories created by teachers. Such activities can create interest, attention and motivation in the "digital generation" students in today's classrooms.

Digital stories are contents in which more than one, that is, multimedia is used; different media types such as text, audio, image and video are used together. Digital stories in music education offer students the opportunity to use different types of media. Students can express music not only through notes and lyrics, but also through visual and audio media. This can help students understand music in a more comprehensive way and experience music using their different senses.

Organizing trainings and workshops on digital storytelling can improve the digital literacy levels of the participants and make digital literacy widespread in different segments.

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