

THE USE OF DIGITAL STORYTELLING ON TEACHING OF THE CONCEPT OF ARITHMETIC MEAN

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Abstract

With developing technology, students need more versatile audio and visual elements. The storytelling method with this need is updated and digital storytelling is introduced with the addition of sound, image and effects. The aim of the research is to evaluate the digital story prepared by the researcher according to context based learning approach about the arithmetic mean in terms of student views. The study group of the study consisted of students at the 6th grade level of a middle school of İzmir province. In this research, the mixed method approach, which uses qualitative and quantitative methods, was adopted and the data obtained from the digital storytelling subject evaluation form. The quantitative dimension of this evaluation form includes a five-point rating scale for students' impressions of the course and their self-assessment, and the qualitative dimension includes open-ended questions for conceptual learning and the content of the digital story. "Student opinion form about digital stories in the math lessons" was applied to only experimental group". It was concluded that the conceptual learning of the arithmetic mean concept and sampling skills were realized and the students had a positive impression against the teaching of digital story.

Keywords: Digital storytelling, arithmetic mean, math teaching, context based learning approach.