



WWJMRD 2020; 6(8): 6-13
www.wwjmr.com
International Journal
Peer Reviewed Journal
Refereed Journal
Indexed Journal
Impact Factor MJIF: 4.25
E-ISSN: 2454-6615

Alexandros Kapaniaris
Post Doc Researcher,
Department of History and
Ethnology Democritus
University of Thrace,
Komotini, Greece

Vasiladioti Angeliki
Preschool Teacher,
Department of Early
Childhood Education,
Postgraduate Student of the
Department of Creative
Writing of the Hellenic Open
University, Patras, Greece

Correspondence:
Alexandros Kapaniaris
Post Doc Researcher,
Department of History and
Ethnology Democritus
University of Thrace,
Komotini, Greece

Creative conversation with a narrative poem of the Cretan Renaissance: Utilization of Digital Storytelling in Education

Alexandros Kapaniaris, Vasiladioti Angeliki

Abstract

The present research explores the creative utilization of verse story of animal characters in the Cretan Renaissance (in its oral and written tradition), in the context of multiliteracy with the use of digital storytelling and ICT tools. In particular, it is investigated whether digital storytelling is an effective tool for utilizing the selected folk tale, in terms of its educational extensions in translanguaging, multiliteracy, the formation of personal and cultural identity, differentiated pedagogy, collaborative learning and creative expression. The present research seeks to contribute, through a guided project, to the emergence of the conjunction between digital storytelling and the teaching of folk culture, as a functional added value in the educational process. Moreover, the attitudes and perceptions of preschool teachers are explored, regarding the implementation of the guided educational scenario in the fields of interdisciplinary / collaborative teaching of the subjects of Language, Environmental Studies, Creation-Expression and Informatics with the use of Digital Storytelling and ICT tools.

Keywords: Folk Narrative, Cretan Renaissance, Digital Storytelling, Communication, Linear Narrative, Interdisciplinarity, Multiliteracy, Linguistic Diversity, Translanguaging, Guided Work Plan (Project), Learning Object, Educational Scenario.

Introduction:

The present research attempts to investigate whether the open reading and creative utilization of an idiomatic Cretan narrative poem with a rich folklore tradition can be ensured through the utilization of the tool of digital storytelling. The rich literary transition of Venetian-occupied Crete from the Middle Ages to the Renaissance, bears the stamp of the local patois (local dialect) as a recognized literary element, carrying valuable cultural material (Holton, 2016: 18). The main goal of the guided educational scenario is the proposal of the Cretan idiomatic language as a motivation for active learning, communication and acquaintance with the cultural identity of the text. Redefining the purpose of teaching literature through folk tradition, the baton is now given to the process of giving meaning to the text by the reader-student. According to N.Stein (1992: 113), storytelling primarily serves the function of communication and representation but also contributes to the understanding of social events (with empathy as the main tool). A necessary condition is the existence of the communication triangle (transmitter, receiver, message, reference reality), says P. Politis, explaining the narrative ways in the classroom. The teacher, for his part, is called upon to open a constructive dialogue with the respective narrative and stylistic forms, in order to utilize it in an interdisciplinary way. In designing a more efficient teaching, mutual verbal communication acquires a fundamental role in the classroom. According to Vygotsky's theory, language is a means of social contact while at the same time it integrates the meaning of words into an internal subjective system of thoughts (Sophos & Kron, 2010: 82). Reflective thinking is represented through narrative discourse and the student draws conclusions and gives meaning to the world, according to Bruner's theory, about the dual nature of knowledge (logical-scientific and narrative). According to the researcher, the symbols that emerge from the narrative structures of myths, stories, etc. give meaning to the

daily experiences of children, using language as a tool (Kotronidou, 2011: 19). Storytelling is one of the oldest methods of communication and learning. Following in the footsteps of the first narrative, according to Bolter & Grusin (1999), each new medium borrows elements from its predecessor without necessarily eliminating it. Ohler underlines that no matter how much technology changes, the need for storytelling remains the same. The stories will continue to clarify the controversial issues of each era, will organize and contribute to human survival (2013: 9).

Through the creative integration of Information and Communication Technologies (ICT) and Digital Storytelling, the teacher mediates the enrichment of learning experiences, the enhancement of basic skills along with the production of added value in educational practices (PS. N, 2011: 117). According to Handler & Miller (2004), the term Digital Storytelling means interactive storytelling, where the basic criteria for its recognition are the change in the traditional linear structure of the storytelling as well as the degree of user involvement in the formation of the story, either at reading level or at the level of creation (Meliadou, Nakou, Gouskos & Meimaris, 2011: 617). Potentially, through technology, digital storytelling is involved in all situations of formal, non-formal and informal education as it can be created by both teachers and children (Swap, 2001 in Bratitsis, 2014: 662). The utilization of digital storytelling is achieved when the plenary of the educational group, inhomogeneous in its composition, according to the theory of multiple types of intelligence of Gardner (1983), interacts synchronously, with the help of new educational tools. 21st century life skills are divided into computer, technology, global, optical and digital literacy skills (Robin, 2008: 224). Digital storytelling could potentially be supportive of their cultivation, in the service of education, (Nguyen, 2011 in Moutafidou & Bratitsis, 2013) as it attracts students to interact in the digital environment by analyzing, comparing, focusing on the context and building knowledge with the appropriate guiding questions of the teacher. An important element of effective communication is for students to express themselves in writing and orally, using technologies (Porter, 2006 in Bratitsis, 2015). By developing linguistic and critical literacy through a powerful tool such as digital storytelling, those involved in the educational process strengthen information literacy, using ICT. Finally, the integration of digital storytelling in educational programs also means the creation of personal digital storytelling, which is a stimulus for active participation and development of creative thinking (Franzel, 2010 in Meliadou, et al., 2011: 620). Specifically, digital stories are a cornerstone of constructivism, as students become heroes of their own learning adventures, giving meaning to the educational process (Ohler, 2013: 10). Through the collaborative method, they are called to use the new knowledge in combination, developing the literacies of the 21st century (Robin, 2008: 5). Semali (2003) aptly states that the production of their own technological and narrative products must be among objectives of the educational process, because when they are called to explore and exploit the potential of the media as producers, they also practice their critical skills as users. (Meliadou, et al., 2011: 620). The immediacy of the medium and the multimodal material are a pole of attraction for the "digital native" students (Prensky, 2001:

2) and therefore, the educational interaction acquires a playful character. Game is considered a dynamic framework for learning and development, as basic communication, interaction, creative and critical thinking skills as well as personal development skills are enhanced (PSN, 2011: 29). The main point, however, concerns the ability of students, to the whole, to "speak" in their own language, which, depending on the age of learning, is classified in a different part of the brain. Therefore, the students' perceptions of information differ, fact that must be taken into account in the organization of the teaching interventions. The main difference lays on the planning of actions from "digital immigrant" adults to "digital native" students, in an effort to formulate activities that will be selected on the basis of real interest and not passive automation (where concentrating appears to be difficult) (Prensky, 2001: 3).

In any case, it is underlined that the use of digital media is not an end in itself but a tool to use, ready to enhance the educational process and change its dynamic for the benefit of students. The key to its functional value concerns the enrichment of learning activities, aiming for the most effective approach and management of knowledge by the team. As a tool, it is at the service of the teacher who is called to integrate it in a creative process, in order to awaken the genuine interest of individuals (Fischer et al, 2005 in Meliadou, et al., 2011: 624). This point, according to Ohler (2013: 11), is a great educational challenge as it presupposes the combination of emotional connection (which a narrative has the power to achieve) with critical ability (which insightful estimation offers). The element of educational objectives is considered rather important, as the ideals that define the orientation of teaching are not fixed but change according to the dominant ideology of the time (Matsagouras, 2007: 193). The central purpose of the interdisciplinary approach of the Cretan narrative is the transformation of the teaching of folk literature into an experiential experience, through enriched analog and digital didactic interventions (Kapaniaris, 2020: 226-227) that cultivate multiliteracies.

The content of research questions

The design of the guided educational scenario of the teaching intervention was connected with the research questions, on the basis of which the teaching objectives were set. These questions were evaluated using the method of quantitative research (questionnaire for PE60 teachers) and are the following:

1. Are folk tales recognized, through the proposed educational scenario, as integrated cultural, cognitive and learning objects for educational use in the Kindergarten?
2. Can Digital Storytelling, through the guided project, be an effective educational tool that cultivates the concept of multiliteracy?
3. Does the proposed educational approach entitled "With Katis and the Mouse, I explore language step by step" contribute to the acquaintance and integration of different language repertoires, through Digital Storytelling and the use of ICT?
4. Does the proposed educational approach entitled "With Katis and the Mouse, I explore language step by step" with the use of Digital Storytelling and ICT, ensure the formation of personal interpretation and

communication based on the differentiated pedagogical approach?

5. Is the usefulness of ICT in terms of communication, cooperation and organization of educational activity recognized through the proposed activities?
6. Is the student placed in the center of the educational activity, taking an active role in building knowledge through the experiences they choose?
7. Does the organization of the guided project contribute to the creation of an effective "learning community", with active action and interaction between the recommendation groups?
8. To what extent is it possible for the educational unit to implement the proposed teaching intervention through Digital Storytelling and the use of ICT?

The research questions were recorded in tables and linked to the collection tools and the objectives of the educational scenario, as well as to the questions asked to the teachers.

Object of the research

In the proposed educational scenario, in the context of a conceptual approach of the narrative poem "Katis and the Mouse", Digital Storytelling was adopted, in parallel with the traditional one (with the narrative as delivered in Tiktópoulou, 2010 & Luciani, 2011), as a teaching tool of linguistic and structural approach. Simultaneously, the use of ICT tools has been integrated into teaching interventions for the development of skills of the 21st century, guided by communication and the cultivation of critical thinking. The absence of illustration of the text, the Cretan idiomatic character of the narrative, its oral tradition in the form of a folk song as well as the emotional management of the meaning imposed a challenge for the educational activity, which was later turned into an opportunity for learning through enriched teaching intervention. The moral of the story and its realistic environmental dimension, highlighted the need for a "satisfactory cleansing sediment" in the inner world of children (Kalogirou, 2004 in Vakali A, Zografou-Tsiantaki M., Kotopoulos T., 2013: 40) that will interact with the text in its entirety. Through an interactive learning environment, the Digital Storytelling of "Katis and the Mouse" is expected to serve as a model for a new digital story produced by students while practicing their critical skills at the same time (Semali, 2003 in Meliadou, etc. 2011: 620).

The innovation of the research

The research is based on the hypothesis that the critical and creative approach of the folk tale "Katis and the Mouse" with the contribution of digital narration and ICT tools will act as a motivator for communication and acquaintance with its linguistic and cultural identity. Understanding of folk culture will be achieved through an experiential experience of connection with the past, which according to Kapaniaris (2020: 233) is a key point of any teaching intervention as it is associated with usefulness (motivation for learning) and daily practice (learning benefit) of the cognitive object. The guided educational scenario intends to function as a systematic, detailed description of the process, approaching the teaching content with completeness and emphasis on the student-centered model. The activities included, will lead in particular to the conquest of the structure of a narrative and to the cultivation of teamwork. The research is based on the belief

that, through the knowledge approach, students will substantially interact and acquire elements of scientific methodology, combining them in a new "reading" through ICT. The playful and direct way of the applications is expected to attract the active interest of the students, which is a primary material for teaching interventions with meaning and creative extensions of connection with the folk culture. The Digital Storytelling of the educational script is expected to function as a model since with simple materials (paper, scissors, glue and pencil) the characters and space-time can be rendered clearly while the Stop Motion Studio app will be the appropriate means of embodying the roles with movement and speech (Lazarides, 2008: 17).

The research will show whether and to what extent this medium, based on the theory of constructivism and driven by the mental characteristics of the child such as egocentrism and animism, will lead to a new meaning of the story, with narrative as a vehicle. The present research attempts a feedback of the educational activity with elements of interdisciplinarity and differentiated pedagogy, through Digital Storytelling and ICT tools. The role of the idiomatic language of "Katis and the Mouse" is taken into account in terms of its communicative dimension. In the proposed educational scenario, it functions as a motivating trigger for students to decipher the meanings of Cretan words, connect with their place of origin and creatively process them in the manner of Cretan "poets" (connection with tradition). The children's research activity through the basic questions of the narrative approach is radiated in the learning areas of Language, Environmental Studies, Creation-Expression and Informatics. Are the interdisciplinary approach and the connection of the individual questions a key point of the teaching process in terms of the connection of the folk tales with the present? Is a realistic, experientially enriched teaching intervention achieved through the guided educational scenario? What is the contribution of Digital Storytelling to the teaching of folk culture?

Aim and objectives of the research

The aim of the research is to examine the attitudes and perceptions of the PE60 teachers (Kindergarten Teachers) of Primary Education, regarding the creative "conversation" of verse story with animal characters of the Cretan Renaissance (in its oral and written tradition), in the context of multiliteracy with the use of Digital Storytelling and ICT tools. In particular, it is investigated whether digital storytelling is an effective tool for utilizing the selected folk tale, in terms of its educational extensions in translanguaging, multiliteracy, the formation of personal and cultural identity, differentiated pedagogy, collaborative learning and creative expression. Finally, the research also explores whether teachers would choose a guided educational scenario that would negotiate the linguistic variety of a folk tale using Digital Storytelling and ICT tools.

The specific objectives of the research are:

- To designate Digital Storytelling as an innovative educational approach, which when combined with folklore narratives, can enhance the educational process.
- To utilize Information and Communication Technologies in terms of their useful elements, through

the completion of tasks with a graduated complexity.

- To combine the exploratory approach with the digitally enriched teaching intervention, through an interdisciplinary guided project, provoking the interest and active participation of the children.
- To promote the selection of texts of different linguistic repertoire and the natural acquaintance with the different cultural identities, cultivating multiliteracy.
- To highlight the development of students' social skills (communication skills, thinking skills, ability to construct and convey meaning), through the creation of a multifaceted story (creation of digital storytelling through the Stop Motion Studio method).

Methodology

An educational scenario consisted of twelve teaching hours was created with the respective activity sheets. For the implementation of the digital storytelling by the students, the installed tool Stop Motion Studio was chosen, which is simple to use and available free of charge. Simultaneously, it was also used in Digital Storytelling, as a teaching tool and a model of "apprenticeship". For a complete transition from oral to written speech, the Digital Storytelling was divided into two parts. The first part concerns the Cretan folk song while the second part is devoted to the narrative poem of "Katis and the Mouse". The survey on the attitudes and perceptions of the PE60 teachers, based on the guided educational scenario, was conducted through an electronic questionnaire. The research was quantitative with random sampling.

Implementation of the research: Investigation of attitudes and perceptions of PE60 teachers through an educational scenario of interdisciplinary approach "With Katis and Mpontikos along, let's inspect the way of words".

The investigation of attitudes and perceptions of PE60 teachers regarding the use of Digital Storytelling and ICT in education and the proposal of educational and creative use of a folklore narrative poem was carried out in June 2020, by the kindergarten teacher and researcher Vasiladioti Angeliki, under the scientific supervision of Dr. Alexandros Kapaniaris, Postdoctoral Researcher of the Department of History & Ethnology of the Democritus University of Thrace, Lecturer at the Hellenic Open University.

The educational scenario is based mainly on a combination of the learning theory of constructivism (Piaget-Papert) and socio-cultural theories (Vygotsky-Bruner), extending the construction of knowledge to social interaction (Dimitriadis, 2015). It involves elements of the theory of behaviorism, in the teaching activities of simple learning objects (learning assets) (Kapaniaris & Gasouka in Avdikos, 2016: 335) as well as of the theory of multiple types of intelligence by Gardner, through the approach of knowledge (differentiated pedagogy) (Sfiroera, 2004: 18, Gardner in Kinunja, 2015: 620). The three phases of teaching were developed as follows: **1.a Investigation** (the characters of the cat and the mouse in the lending library), **b. Introduction of the subject** (Monitoring Digital Storytelling, interdisciplinary research design and formation of action groups) **2.a. Editing** (presentation of the Aristotelian plot, the importance of the characters and the interactive parts of the story) **b. Conducting research**

per action group: 1st group (Who tells the story?), 2nd group (In which language does he narrate it? -Creation of a complex learning object through the multimedia application Thinkling), 3rd (What is being narrated?) **3. a. Completion** (Editing the story of the subgroups and gathering research material) **b. creating a new reading-digital story** (Presentation of Stop Motion Studio software, creation of digital stories and presentation of digital narratives in a collective format). The action of each of the three groups of students was designed so as for them to collect material based on personal choice and internal learning motivation, which in collaboration with the subgroups, will lead to the creation of digital stories and a complex learning object (glossary) triggered by oral and written tradition of the folk tale "Katis and the Mouse". It is speculated that the narrative and stylistic structure of the story with its cultural heritage will be approached in a playful way through Digital Storytelling and ICT tools, in a first systematic educational effort in kindergarten. In order to explore the attitudes and perceptions of the teachers regarding the creative utilization of a narrative poem in a Cretan idiom using the Digital Narration and the ICT tools, questionnaires offered through the Google forms tool were used for the evaluation of the educational scenario.

Purpose of the Program

The purpose of the educational scenario is to highlight the contribution of folk tales in education and to link their cultural identity with Digital Storytelling and ICT tools. In particular, the idiomatic Cretan language was proposed as an element for exploring and cultivating the research, given the cultural wealth it contains. The personal and social identity of the students will be formed through the connection of the past with the present and its continuation with the new technological means, in an educational activity that connects multiple aspects of the learning areas.

Methodology of the Program

The teaching intervention, lasting 12 teaching hours, is suggested to be carried out in groups of three-four students in the kindergarten, in the context of collaborative learning. Its implementation concerns 10 one-hour and 2 two-hour teaching interventions in the school classroom and especially in the corners of Informatics, Creative Expression and Lending Library. It was included in the interdisciplinary context of the Language course, to which the subject matter "Katis and the Mouse" belongs, in collaboration with the learning area of Environmental Studies, Creation-Expression and Informatics. The researcher is the general education teacher of the classroom. The educational scenario, the worksheets and the Google forms research data collection questionnaire, were the main tools for the quantitative research. The completeness and effectiveness of the educational scenario was investigated through an electronic questionnaire consisted of three parts gathering information that can be recorded in combination, helping the validity of the research. The first part is looking into the demographic individual characteristics of the participants (Gender, age, education, foreign language, relationship with idioms or dialects, teaching experience, service status, school unit size) through eight (8) questions. The second part includes nineteen (19) questions based on the hypotheses and research questions expressed about the proposed

educational scenario. In the third part, the next eight (8) questions focus on outlining any needs of the teacher in the school unit he serves. The questions are closed-ended to facilitate data analysis. However, in the end, it was deemed necessary to have an open question regarding the concerns or comments of those participating in the research. The suggested learning scenario and the accompanying activity sheets for review and evaluation by the teachers were shared along with the questionnaire via the Google One Drive application. The answers the teachers were asked to choose from, follow the Likert five-point scale. For the purposes of statistical processing, these were coded as follows: Strongly disagree: 1, Disagree: 2, neither agree nor disagree: 3, Agree: 4, strongly agree: 5 and they were rendered via the corresponding graphs. In order for the privacy of the respondents to be ensured, the research tool (questionnaire) was completed anonymously while the questions on demographic-individual data were limited to the absolutely necessary information.

Evaluation of the program

For the evaluation of the educational scenario, a table with questions is included that the teacher is asked to fill in, on a scale from Below average to Excellent based on the planning and the course of learning. The questions focus on observing and recognizing students' responses based on their prior knowledge, group preparation, interdisciplinarity, teamwork, learning theories, cultural identity, translanguaging, use of ICT tools and the degree of active involvement in the story either as digital "readers" or as creators.

Simultaneously, the survey of the attitudes and perceptions of the PE60 teachers through an electronic questionnaire of Google forms was given a great and immediate response from those invited to participate. The research involved 51 people (50 women and 1 man) and the questionnaire was answered in the whole of its -non-obligatory participation- questions with omission of two (2) questions only, within a period of three days. The time of the research conduction included the attitudes and perceptions of the PE60 teachers who faced the special circumstances of Covid-19 and their consequences in the educational process (emergency interventions of modern / asynchronous education). An important element was the random dissemination of the questionnaire (in Athens, Crete, and Peloponnese), in order to avoid the unilateral participation of teachers positively approaching the integration of new technologies and acquire an authentic sample of diversity depicting the educational reality.

The rather positive response highlights the genuine interest of teachers in combining folk culture and digital storytelling in the educational activity while the variety of questions acquires a new research interest, if correlated with the educational activity in real time and place. In the educational activity, the students themselves designate the way they learn best but the teachers are prepared to take a step forward to open new roads, show directions, and tell stories. The interpretive and semiotic approach of folk tales in preschool has innumerable emotional and cognitive benefits and the different reception of "digital native" students to "digital immigrants" adults can be captured through the educational application.

Expected results of the research

This educational scenario aims at the most effective teaching of folk culture and folk tales using an installed digital storytelling tool. More specifically, the Stop Motion Studio software is used for the creation of digital stories in combination with ICT tools (mainly Skype video conferencing software for the communication of the two collaborating kindergartens) and the Thinkling application for the creation of a complex learning object (multimedia glossary) Students are expected:

A. Regarding the Cognitive Object (Cognitive Objectives)

- To get in touch with the folklore literary tradition of Crete, as it is conveyed through the linguistic and cultural identity of the story of "Katis and the Mouse" throughout time.
- To get in touch with the Cretan idiom and learn to live attuned with the linguistic and non-linguistic diversity.
- To familiarize themselves with the basic structural features of folk tales (eg linear narration, fairy tale, animism, etc.).
- To realize that written speech is the representation of the oral and investigate historically their interaction.
- To utilize the context and the function of individual linguistic elements of the text for the overall comprehension of the text.
- To cultivate their critical thinking towards situations of concern, understanding the dangers and developing their reflective ability.
- To understand the meaning of respect, otherness and the special identity of man
- To create a new reading of the existing work, which will emerge from the non-linear flow of Digital Storytelling and their experiential involvement in the plot of the story.

B. Regarding the Learning Process (Pedagogical Objectives):

- To participate in discussions and decision-making processes actively.
- To develop their social skills (communication skills, thinking skills, ability to construct and convey meaning), expressing their personal views and resolving conflicts.
- To cultivate the ability to satisfactorily interact, working collaboratively, with mutual respect and responsibility.
- To recognize, express and manage their emotions, enduring difficulties.
- To gain empathy and accept diversity (empowerment of personal and social identity).

C. Regarding the Use of New Technologies (Technological Objectives):

- To understand the purpose and nature of digital technologies in everyday life and society.
- To get acquainted and gradually become autonomous in the use and methodology of ICT, expanding the possibilities provided to them (computer literacy).
- To search for information in various forms, process it and present it.

- To interact and collaborate for the production of a common multimodal project (creation of digital narrative).

Conclusions

The comparison and conjunction of the results from the questionnaire in relation to the research questions raised during the design of the proposed educational scenario enriched the general conclusions, leading to a series of suggestions.

In particular,

The vast majority (84%) recognize the contribution of folk tales in the educational process in terms of the construction of multimodal meaning of cultural elements and in terms of the transport and transformation of cultural products over time. The connection of the past with the present by tracing the course of the text and the oral tradition of "Katis and the Mouse", is recognized by the majority as the most effective approach, pointing it out as an enriched cognitive object. Thus, a connection of a database of folk tales in a digital environment with suggested educational scenarios for the Kindergarten is proposed. The reasons vary and possibly concern the modern way of life but also the reproduction of a stereotypical image of the past that does not allow the narratives to be integrated into the present.

A large percentage (71%) recognize Digital Storytelling as a teaching tool, and a means of active learning and understanding of individual elements, however the neutral attitude of the rest (19%) may be based on issues of training and technological management. Specifically, 77% have not been trained in Digital Storytelling (although 50% use it educationally) while 48% express their disagreement on the adequacy of the technological support of the educational unit.

The choice of idiomatic narrative as a cognitive object would concern only 45% while the added value of ICT in the acquaintance of different language repertoires is recognized by the 79%. Therefore, the use of ICT aspires to communicate to the students the narrative's place of origin, while the way it is processed indicates that it fulfills what the cognitive object was chosen for from the beginning that is, the connection with modern folk culture through realistic situations.

The differentiated pedagogical approach and the degree of management of classroom heterogeneity in combination with Digital Storytelling and ICT tools through the guided educational scenario, is recognized by a large part of the participants (69%) while 31% are neutral. In conclusion, the multimodality of the digital medium (image, sound, movement) seems to have an impact on the heterogeneous plenary, while the plenary that actively and interdisciplinary participates has a positive impact on the teaching intervention that is enriched (quality improvement).

A relatively positive attitude towards the use of ICT in matters of organization and search for information through digital sources was demonstrated by the participants (55%) while the 32% take a neutral stand. This fact leads to the conclusion that, in addition to the teaching intervention, a readjustment of the public digital repositories with proposed educational scenarios applicable to the preschool age is deemed necessary.

At the same time, a satisfactory percentage (75%) confirms the compatibility of the proposed educational scenario with the learning theories mainly that of constructivism, as well

as the approach of folk culture in a cross-curricular manner. Consequently, the educational community expresses interest in the scientific theoretical framework and in building the knowledge of students using "objects to think with" (Papert, 1980 in PSN, 2011: 115) through suggested educational scenarios, designed based on revised curricula and linked to the cultural heritage of the past (PSN, 2011: 259). Training in new technologies is a key suggestion for teachers to become familiar with the various tools, choosing the appropriate tools and techniques for the needs that arise in each program.

While the interaction between students and teachers shows positive participation rates (71%), as it is a familiar process in educational activities, it is observed that this percentages is significantly decreased in terms of the relationships formed between cooperating kindergartens (55.8% in total). We conclude that there is an "uncharted" area of kindergarten fraternization, which can be approached more easily with the use of ICT and the appropriate teaching intervention. The cultivation of relationships through technological tools presupposes a functional and regular use of them, in order to counterbalance any possible difficulties arisen. Regarding the technical infrastructure of the school units, the lack of availability of appropriate means and support spaces is pointed out, while the resolution of technical issues is deemed necessary. We infer that teachers, aware of the rapid developments of modern culture and willing to use them in the classroom for the benefit of students, are faced with cognitive fields that need to be reviewed and thus teachers should be retrained. Family, as part of the school community, emerges from the data of the research as a positively and slightly satisfactory factor that encourages computer literacy, and therefore the need to inform the members of each household about the functionality of these tools, is clearly demonstrated.

Epilogue

The educational activity through the steps of "Katis and the Mouse" combined learning areas, highlighting on the one hand the folklore wealth of the text and on the other, the narrative thread that composes it. The ways of expression vary and teachers are called upon to manage this fluidity and transform it into a cultural asset of the present. The usefulness of Digital Storytelling lays on the fact that man needs to create it. Its benefits are innumerable, when the interactive narration has the teacher as a companion in order to use it. The research proved that teachers are ready to be taught its functions both as a teaching intervention tool and as a means of creation. Besides, creative writing, along with the love of reading, are two main "pillars" of cultivating literary reading as they serve the three basic functions of the reader i.e. decoding the symbols of a work, understanding how to design it and emotional response (Poslaniek in Vakali, et al., 2013: 38). In addition, as Foulidi characteristically points out (Kapaniaris, 2017: 29), the relationship between folklore and the internet is not competitive. On the contrary, their harmonious and constructive conjunction creates a new branch, Digital Folklore, where its content is diffused, enriched and renewed through interaction. The multimodality of education is the means for this fruitful connection and Digital Storytelling and new technologies are the tools, the ways that will ensure active learning and understanding with all the senses working together through enriched experiential experiences.

Reference

1. Avdikos, E. (Ed). (2006). *Cultures of the Internet*, Athens: Pedio.
2. Bolter D., Grusin R., (1999), Remediation: Understanding New Media, *Corporate Communications: An International Journal* 4 (4), pp. 208-209, Available at: <https://quod.lib.umich.edu/j/jahc/3310410.0005.111/--jay-david-bolter->, Retrieved on 17/6/2020.
3. Bratitsis, Th. (2014). Experiences from Digital Storytelling Seminars for Teachers, the Case of Greece. In the *9th Panhellenic Conference on Information & Communication Technologies in Education, 3-5 October 2014*. University of Crete, Rethymnon.
4. Bratitsis, Th. (2015). Digital Storytelling, Creative Writing and Literacy of the 21st century. In: *Bulletin of Educational Reflection and Communication*, vol.55, November 2015, Available at: http://impschool.gr/deltio-site/?page_id=182 Retrieved on 13/6/2020
5. Dimitriadis, St. (2015). *Learning Theories & Educational Software, E-book*. Zografou: Hellenic Academic Libraries Association, Available at <https://repository.kallipos.gr/bitstream/11419/3397/2/finalpdf.pdf/6/> Retrieved on 13/6/2020.
6. Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basics Books.
7. Holton, D. (2016). *Literature and society in Renaissance Crete*. Heraklion: University Publications of Crete.
8. Kapaniaris, A. (2017), *Folk Culture and Education: the Role of Informatics and Information and Communication Technologies in the Production of Digital Educational Material*. (Doctoral Thesis). University of the Aegean, Rhodes, Available at: <http://thesis.ekt.gr/thesisBookReader/id/40778#page/4/mode/2up> Retrieved on: 22/6/2020.
9. Kapaniaris, A. (2020). *Digital Folklore and Education: Enriched Media and Innovative Approaches to the Teaching of Folk Culture*. Athens: Pedio.
10. Kindergarten Curriculum (2011), part 1, 2nd, 3rd in the context of the action "*NEW SCHOOL (21st Century School) - New curriculum, in Priority Axes 1, 2, 3 - Horizontal Action*", under the code MIS 295450 and in particular in the context of project 1: "*Preparation of Primary and Secondary Education Curricula and guides for the teacher*" *Tools of Teaching Approaches*", Available at: <http://ebooks.edu.gr/new/ps.php> Retrieved on 26/6/2019.
11. Kinunja, Ch. (2015). *Creative Engagement of Digital Learners with Gardner's Bodily-Kinesthetic Intelligence to Enhance Their Critical Thinking, Creative Education*. (6), 612-622, Available at: <https://www.scirp.org/journal/paperinformation.aspx?paperid>, Retrieved on 16/6/2020.
12. Kotronidou I., Toziou T. (2011). *Digital Storytelling in School: The Use of ICT in the Cultivation of Students' Multiliteracy and Communication Skills*. Thessaloniki: Ziti.
13. Lazarides, S. (2008). *Project Development with the Stop Motion Animation Technique, New Technologies and Collaborative Learning in Environmental Education*, Drama: Directorate of Secondary Education of Drama., Drama-Office of Environmental Education, Available at: <https://edtech.gr/wp-content/uploads/2016/11/-stop-motion-animation.x13575.pdf>, Retrieved on 13/6/2020.
14. Luciani, C. (2011). *Katis and the Mouse*. Thessaloniki: Institute of Modern Greek Studies.
15. Matsagouras, H. (2007). *Theory and Practice of Teaching, Teaching Strategies, Critical Thinking in Teaching Practice*, vol. II, Athens: Gutenberg.
16. Meliadou E., Nakou A., Gouskos D., & Meimaris M. (2011). Digital Storytelling, Learning and Education. In the *International Conference on Open & Distance Education, November 6, 2011*. Loutraki (pp. 615-627).
17. Moutafidou, A., Bratitsis, Th. (2013), Digital Storytelling and Creative Writing: Two Parallel Worlds with a Common Place. In the *Proceedings of the 1st International Conference on Creative Writing, Athens 4-6 October 2013*.
18. Ohler, J.B. (2013), *Digital Storytelling in the Classroom, New Media Pathways to Literacy, Learning and Creativity, second edition*, USA: Corwin.
19. Politis, P. (2006). *The Main Factors of the "Communication Triangle" (Transmitter, Receiver, Message, Reference Reality)*. Available at http://www.greek-language.gr/greekLang/studies/discourse/2_2_1/index.html, Retrieved on 23/7/2020.
20. Prensky, M. (2001). Digital Natives, Digital Immigrants in On the Horizon. *MCB University Press*. 9 (5), October 2011, Available at: <https://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives>, Retrieved on 17/6/2020.
21. Robin, B.R. (2008) *Digital storytelling: A powerful technology tool for the 21st century classroom, Theory into Practice*, 220-228, Available at <http://digitalstorytellingclass.pbworks.com/f/Digital+Storytelling+A+Powerful.pdf>, retrieved on 20/6/2020.
22. Sifroera, M. (2004). *Differentiated Pedagogy: Keys and Skeleton Keys, Teaching Methodology*, Measure. Measure 1.1 Operational Program for Education and Initial Vocational Training (O.P. "Education) II Education of Muslims 2002-2004. Athens: Ministry of Education-University of Athens. Available at <http://repository.edulll.gr/edulll/retrieve/3099/903> Retrieved on 13/6/2020
23. Sofos A., Kron F., (2010). *More Efficient Teaching Using Media, From Primary and Personal to Quaternary and Digital Media*. Athens: Grigoris.
24. Stein, N. (1992). The development of the capacity of others to make demands. In S. Vosiadoudou (Ed.) *Texts of Evolutionary Psychology*. (1st volume. pp.113-136,) Athens: Gutenberg. Available at <http://www.greek-language.gr/greekLang/studies>, Retrieved on 19/6/2020.
25. Tiktopoulou, K. (2010). *Katis and the Mouse*. Heraklion: Society of Cretan Historical Studies.
26. Vakali A., Zografou-Tsantaki M., Kotopoulos T. (2013). *Creative Writing in Kindergarten*. Thessaloniki: Epikentro.