

The power of Digital Storytelling among diverse students: a case of pre-service teachers by Agnes Chigona

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Description	While the belief about digital technologies is that they have the potential to enhance the processes of teaching and learning, evidence shows that technologies also have the power to assist with the breaking of social-cultural barriers among diverse students in 21st century classrooms (Ben-David, 2009). In modern South Africa, urban multicultural classrooms are common. This is due to the transition from apartheid to a democratic society in the country when, after the first democratic, national election in 1994, the government promised to provide equal opportunities for education to all racial groups (Yamauchi, 2004: 1). This meant that a learner could enrol in any school or higher education institution regardless of race, religion or any cultural background. However, while different cultures and races can be found in the same environment today, our schools continue to be plagued with many other challenges. South Africans have been presented with not only unprecedented opportunities, but also challenges, as Carter (2010: 1530) argues:[...] globalization now necessitates that youth acquire not only requisite technical skills but also socio-cultural skills to participate in a broader society where permeable national boundaries open up doors to a myriad of cultural possibilities and economic opportunities. Thus, a realization of the social goals of mixed-race schooling—of integration, equity, fairness, and status equality, and not merely desegregation or physical proximity for racial and ethnic groups—remains critical. Moreover, schools continue to be major sites of socialization and promising conduits of