

Adoption of digital storytelling to enhance multi-literacies in teaching and learning. **Chapter** in book page 73-79 [Telling Stories Differently: Engaging 21st Century Students through Digital story telling](#)

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Background

A modified version of the Technology Acceptance Model (TAM) was embraced as a framework to examine the adoption issues among prospective teachers with regard to digital storytelling (DST) for teaching and learning. TAM was used to develop interview questions and to analyse factors that influence the uptake and use of the DST technique for teaching and learning by pre-service teachers. According to Davis (1989), who developed the framework, individuals would accept and use a new technology if they perceive it to be useful and easy to use, both of which determine the individual's intention to use the innovation. A qualitative research approach was used and data was collected through focus group discussions with pre-service, final year education student teachers, purposively selected from the faculty responsible for training teachers at Cape Peninsula University of Technology (CPUT). It has been found that the prospective teachers perceive the use of the DST technique to be very significant for 21st century classrooms. However, while they may be digitally literate, many feel that they do not have the confidence to integrate the technique into their classrooms. The students feel let down by the teacher education, which they feel underprepared them to adequately take advantage of the technologies available today in many South African public schools. This may mean that teacher education incorporates a mandate to ensure adequate preparation of the new teachers so that they can adequately handle diverse and digital native classrooms.