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Librarians' Use of Digital Storytelling for students with Learning Disabilities: Results from Two Countries

Abstract

The study examined Librarians' use of digital storytelling for students with learning disabilities in Nigeria and the United Kingdom. Descriptive survey statistical analysis was adopted. Through an online survey, 130 professionals were studied in Nigeria and the United Kingdom. The findings revealed that the major approaches to storytelling were Television, WhatsApp conference video call, Zoom, etc. Respondents were found to have positive perception towards the use of digital storytelling. Challenges were identified. The study recommended that librarians and other professionals involved in assisting students with learning disabilities should be adequately trained so as to acquire the digital skills needed to effectively create digital story contents attractively.

Keywords: Digital storytelling, Learning disabilities, Librarians, Students, Nigeria, United Kingdom

Introduction

Storytelling has existed since the beginning of time as it is considered a great means of sharing information and valuable knowledge from person to person, person to group, and generation to generation. Our deepest feelings, understanding, yearnings, ambitions and goals are touched when stories are told in an exciting and convincing way. In this increasingly technological world, keeping students, most especially those with learning disabilities interested in both reading, writing, and the processes of storytelling can benefit from an upgrade.

With the introduction of modern technologies, storytelling could be accomplished through digital means**.** According to Robin (2016) Digital storytelling combines the art of telling stories with a mixture of digital media, including text, pictures, recorded audio narration, music and video. These multimedia elements are blended together using computer software, to tell a story that usually revolves around a specific theme or topic and often contains a particular point of view. Most digital stories are relatively short with a length between 2 and 10 minutes, and are saved in a digital format that can be viewed on a computer or other device capable of playing video files. In addition, digital stories are typically uploaded to the internet where they may be viewed through any popular web browser. Davis, Waycott, and Schleser (2019) state that digital storytelling denotes any narrative created and shared using digital tools involving a two- to five-minutes audio-visual clip combining photographs, voice-over narration, and other audio. According to Garrard (2011) digital storytelling is a contemporary technique of constructing and offering a story using technological devices. Robin (2008) opines that digital storytelling allows computer users to become creative storytellers through the traditional processes of choosing a topic, conducting research and developing an interesting story. The materials are combined with various forms of multimedia; including recorded audio, video clips, computer-generated text and music so that the story can be played on a computer, smartphone, uploaded and burned on DVD (Robin, 2008). Digital Storytelling could be used for students' improvement in reading and writing, for healing and artistic purposes, and most especially for students with learning disabilities.

Learning disabilities are a condition in the brain that causes difficulties comprehending or processing information and can be caused by several different factors. According to the Learning Disabilities Association of America (2021) learning disabilities are due to genetic and/or neurobiological factors that alter brain functioning in a manner which affects one or more cognitive processes related to learning. The Learning Disabilities Association of America (LDAA) argued that people with learning disabilities are of average or above average intelligence. Some examples of learning disabilities are; dyslexia (reading disorder), dysgraphia (writing disorder), dyscalculia (arithmetic disorder), dyspraxia (Gate and Mafuba, 2016; Wadsworth, 2008). Also, Learning Disabilities Association of America (2021) identified such

types of learning disabilities as; dyscalculia, dysgraphia, dyslexia, non-verbal learning disabilities, oral/written language disorder and specific reading comprehension deficit among others. Given the difficulty for learning disabled students to learn in a typical manner, it is possible that learning disabled students may learn better in a different manner. One possible way to learn could be through the use of digital storytelling.

Digital storytelling has steadily grown in popularity and is currently being practiced in a myriad of locations, including schools, libraries, community centers, museums, medical and nursing schools, businesses and more. In educational settings, teachers and students from kindergarten through graduate school are creating digital stories on every topic imaginable, from art to zoology, and numerous content areas in between. Digital storytelling has also become a worldwide phenomenon, with practitioners across the globe creating digital stories to integrate technology into the classroom, support language learning, facilitate discussion, increase social presence, and more (Robin, 2016). Since students with learning disabilities may learn better through a different approach; digital storytelling might be used as a method of assisting learning disabled students to learn with other students and develop their full potential, thus contributing to the socio-economic development of the society. Digital storytelling has the potential of stimulating the interest and intention of students, including those with disabilities. Thus, in the quest to include the excluded and support students with special needs with technologies, digital storytelling can be beneficial.

Purpose of the study

The main purpose of the study is to examine Librarians' use of digital storytelling for students with learning disabilities in two countries, Nigeria and the United Kingdom. Specifically, the study seeks to:

1. Identify the available storytelling approaches used by librarians in assisting students with learning disabilities
2. Examine librarians' perceptions of digital storytelling
3. Ascertain the uses of digital storytelling in assisting students with learning disabilities
4. Identify the challenges faced by librarians in relation to use of digital storytelling

5. Proffer strategies for improving the use of digital storytelling in assisting students who have learning disabilities

Literature Review

Digital storytelling is a present-day practice of creating and presenting a story using technological devices. A digital story can be viewed as a merger between traditional storytelling and the use of multimedia technology (Normann 2011). Digital storytelling emerged at the Center for Digital Storytelling in California in the late 1980s as a method employed by community theatre workers to enable the recording, production, and dissemination of stories (Lambert 2009). Although storytelling as an instructional tool is not new in education, digital storytelling has become a new pedagogical endeavor that emerged from the proliferation of digital technologies including digital cameras, photo editing software, authoring tools, and Web 2.0 technologies such as Flickr and Myspace. According to Porter (2005) digital storytelling is the combination of the ancient art of oral storytelling with a palette of technical tools to weave personal stories using digital images, graphics, music, and sound mixed together with the author's own story voice. Normann defines digital storytelling as "a short story, only 2–3 minutes long, where the storyteller uses his own voice to tell his own story. The personal element is emphasized, and can be linked to other people, a place, an interest or to anything that will give the story a personal touch" (Normann 2011). This has developed in a number of ways, shaped by advances in personal computing and recording technology, and by its use in a range of academic and non-academic contexts (Normann 2011; Clarke & Adam 2012). Digital storytelling has also been used as a creative counseling tool (Bradley, et al., 2008; Pehrsson, 2005).

Many technological facilities are available for creating and presenting digital storytelling. Wawro (2012) listed Apple's Final Cut Express, Windows Movie Maker for PCs, iMovie for Macs, Audacity, Center for Digital Storytelling, Flickr Creative Commons, Henry the Superhero, Jamendo, and Windows Movie Maker 2.6 as some Digital Storytelling Resources available for creating and presenting digital storytelling. According to Smeda, Dakich and Sharda (2014): digital storytelling is one of the innovative pedagogical approaches that can engage students in deep and meaningful learning; digital storytelling is a powerful tool to integrate instructional

messages with learning activities to create more engaging and exciting learning environments. It is a meaningful approach for creating a constructivist learning environment based on novel principles of teaching and learning. Thus, this approach has the potential to enhance students' engagement and provide better educational outcomes for learners which include students with learning disabilities. According to Signes (2014) Digital storytelling is a good way to engage students in both traditional and innovative ways of telling a story.

Some challenges associated with the use of digital storytelling are inadequate skills, erratic electric power supply, and technophobia among librarians and inadequate technological resources among others. According to Robin (2006) Digital Storytelling does present some challenges for students and educators. First, it can be argued that bad storytelling using digital media will simply lead to bad digital storytelling. Many students have trouble learning to formulate an educationally sound argument and providing students with a library of digital images and computer-based authoring software will not be beneficial to students or educators. Katamba (2009) enumerated inadequate computers, lack of adequate system analysts/technicians in schools, Erratic power supply, inadequate computer laboratory and inadequate practical, poor infrastructure and absence of teaching and learning facilities among others. The researcher suggested that stand-by generators should be provided to solve the problem of erratic power supply, ICT facilities should be acquired, and telecommunication infrastructures should be made available.

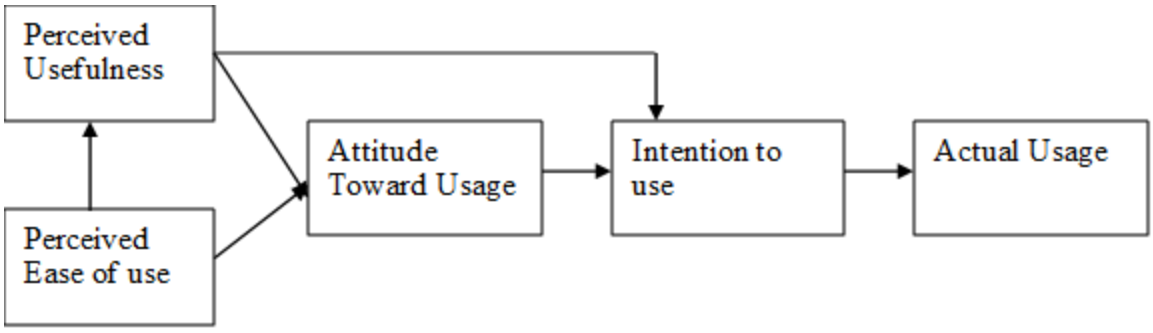
Theoretical Framework

Technology Adoption Model (TAM) by Devis (1978)

The theoretical baseline for this study is the Technological Acceptance Model (TAM) propounded by Davis (1989). The theory specifically addresses models of acceptance or rejection of an information technology system. The Technological Acceptance Model focuses on how people perceive a new or modified technology. It is of the view that people are usually skeptical about an innovative technology and its acceptance or rejection measures the peoples' attitude towards it (Davis, 1989). The founder of the theory carried out a study on a computerized software text editor in a bid to validate the Technological Acceptance Model.

Davis (1989) surveyed a group of 112 used at the Canada IBM and a total of 40 post graduate students of Boston University. The validation of the software was high due to how easy the system works as suggested by 80% of the respondents. As noted by Silva (2006), the Technological Acceptance Model was developed to conceptualize the caused relationship between external variables affecting the acceptance of a computerized device and the actual use of it. The model integrates technological facts and organizational or consumer behaviour concepts by identifying various factors that are responsible for accepting or rejecting an information technology model (Shroff, Dendeen & Ngo, 2012).

Furthermore, the theoretical basis of the Technological Acceptance Model is anchored on three major factors that determine the adoption of technology by users. They are; perceived ease of use, perceived usefulness, and attitude towards usage. The perceived ease of use (PEOU) refers to the extent to which a user of a technology has the belief that using the system would be free from effort. In other words, this factor measures the degree to which technology users view the benefits of a technology to be better than other substitutes (Davis, 1989). The author went on to state that perceived usefulness (PU) is the degree of which a user perceives that by using a system there would be an enhanced performance. In addition, Chen, Li & Li (2011) incorporated the attitude factor into the model by arguing that both the PEOU and PU jointly influence and mold the users' attitude towards a technology. In other words, the attitude toward information technology is based on the extent to which users perceive the usefulness and ease of use of a system. The diagram below models the relationship between these three variables.



Source: Davis, Bagozzi, & Warshaw (1992)

In applying the tenets of the theory to the present study; we assume among other things that Librarians' use of digital storytelling for students with learning disabilities will depend on the perceived ease of use or perceived usefulness of digital storytelling in assisting students with learning disabilities as compared to other methods. Thus, librarians and other professionals working in different libraries to assist students with learning disabilities are likely to use digital storytelling to assist the students if digital storytelling is perceived to be useful and easy in terms of creating the contents and delivery.

Methodology

The study adopted descriptive survey research design. According to Nworgu (2015) it explains that studies which aim at collecting data, describing it in a systematic manner, the characteristics, features or facts about a given population is a descriptive survey research. The descriptive survey was considered appropriate because this study seeks to collect, describe and summarize data on Librarians' use of digital storytelling for students with learning disabilities in two countries. The population of the study consisted of those serving students with learning disabilities. Online survey was used to collect data for the study from professionals serving students with learning disabilities across Nigeria and the United Kingdom. The data collected was analyzed using frequency distribution tables, charts, percentages and mean. The decision rule for acceptance or rejection of the idea covered by an item, on the basis of the mean score of respondents was a benchmark of '2.50'. This implies that a respondents' mean score of 2.49 and below in an item, indicates disagreement/rejection of the view of an item, while a mean score of '2.50' and above implied acceptance of the said item.

Results:

Through an online survey, 130 professionals were studied in Nigeria and the United Kingdom. The responses were analyzed and presented for maximum understanding and clarity.

Chart 1

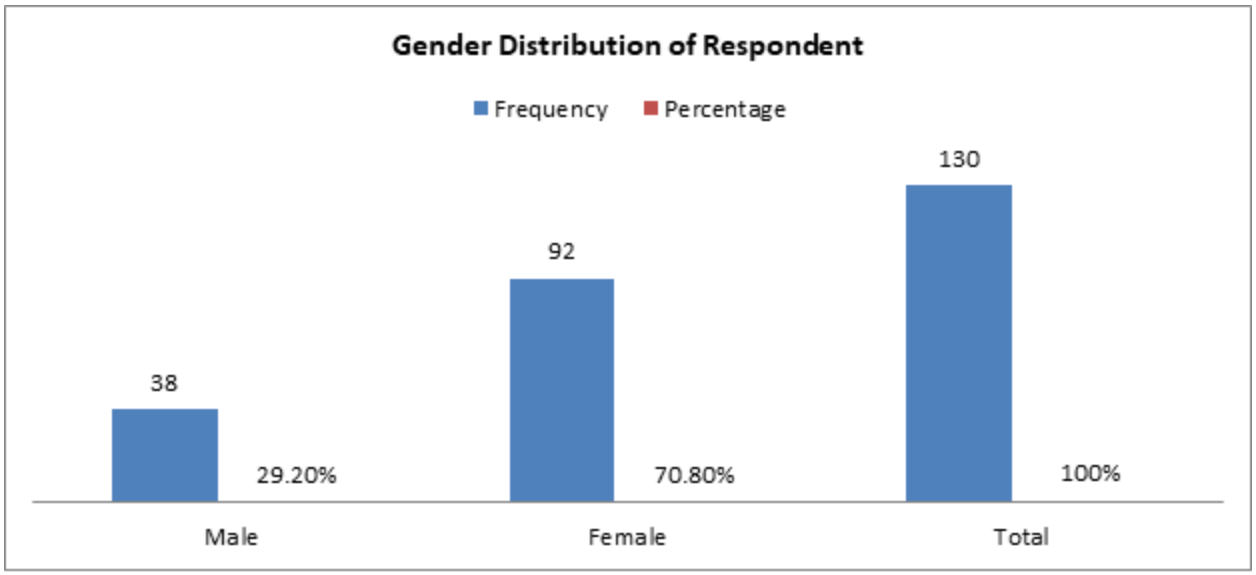
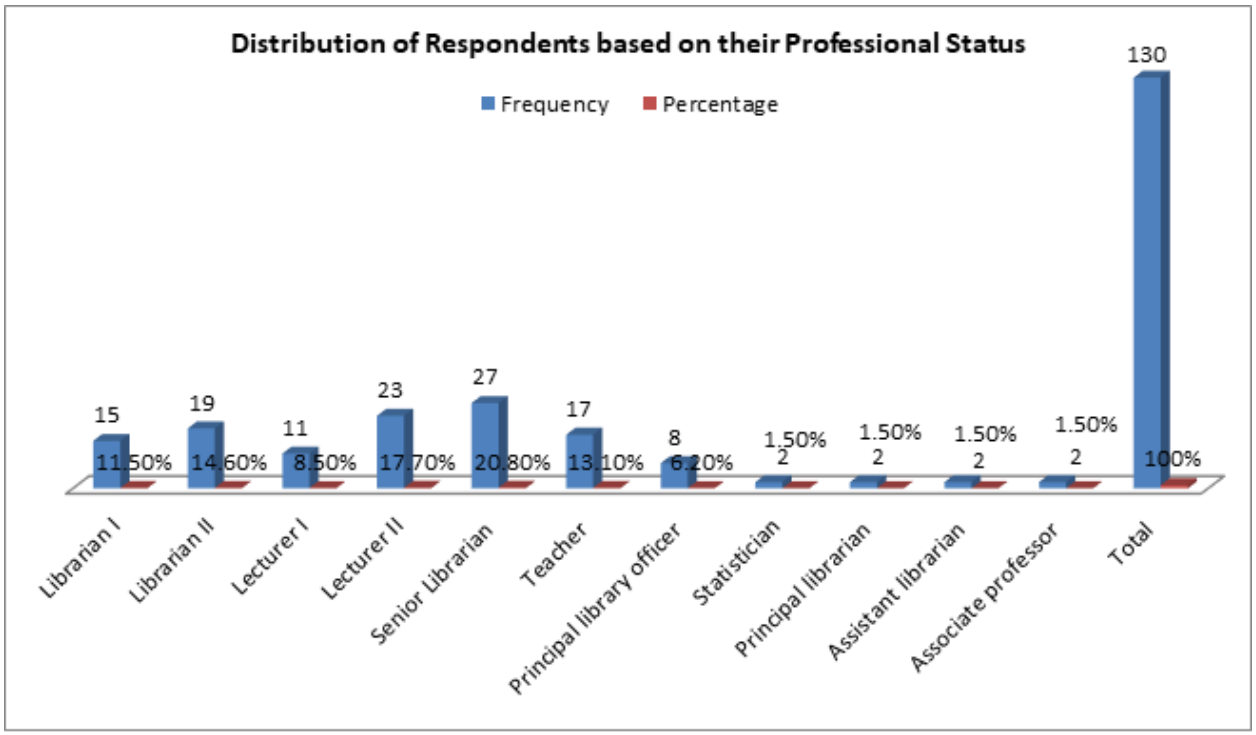


Chart 1 above shows that out of the 130 professionals serving students with disabilities that responded to the online survey; 38 (29.2%) were male while 92 (70.8%) are female.



From the chart 2 above, out of 130 respondent; 15 (11.5%) are librarian I, 19(14.6%) are Librarian II, 11(8.5%) are lecturer I, 23(17.7%)are lecturer II, 27(20.8%) are Senior Librarian, 17(13.1)are Teachers, 8(6.2%) are Principal library officer, 2(1.5%) are Statistician, 2(1.5%) are Principal librarian, 2(1.5%) are Assistant librarian and 2(1.5%) were Associate professor.

Chart 3

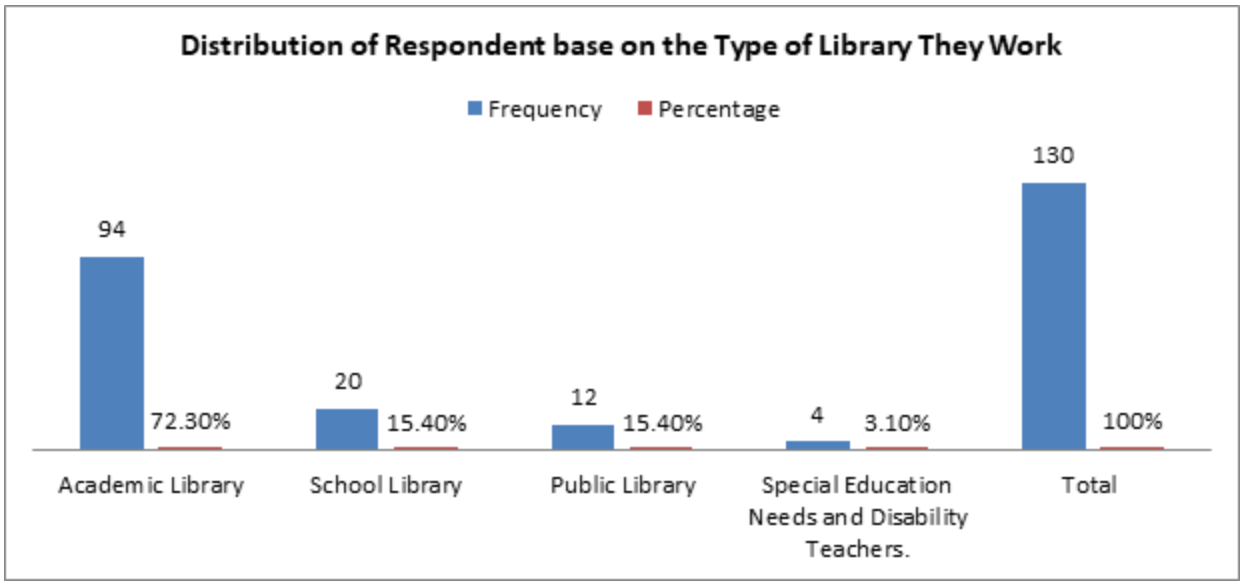
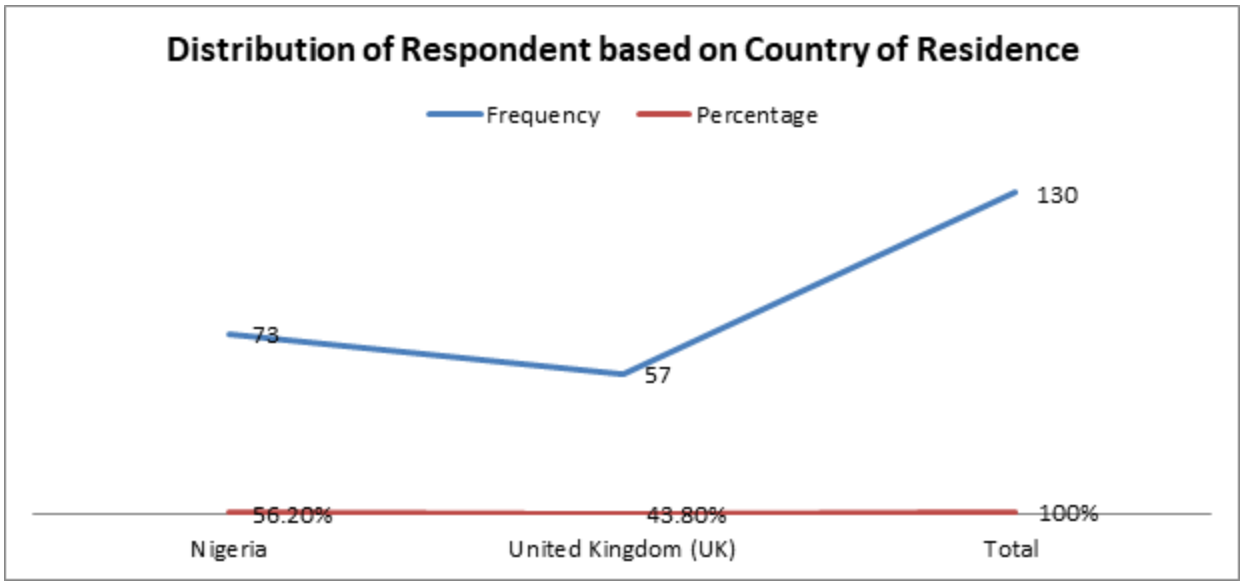


Chart 3 above presents the Distribution of respondents based on the Type of Library They Work in; out of 130 respondents, the majority 94(72.3%) work in Academic Library, 20 (15.4%) work in School Library. 12 (15.4%) work in the Public Library, and 4(3.1%) are Special Education Needs and Disability Teachers.

Chart 4



From the Chart 4 above, out of 130 respondents, 73(56.2%) are from Nigeria while 57(43.8%) are from the United Kingdom (UK).

Table 5: Mean Responses on the Available Storytelling Approaches used by Librarians in Assisting Students with Learning Disabilities.

S/N	Storytelling Approaches	SA	A	D	SD	Mean	Rank	Remark
1	Television	58	70	2	0	3.43	1st	Accepted
2	Face to Face Storytelling Approach	62	56	10	2	3.37	2nd	Accepted
3	WhatsApp Conference Video Call	38	56	24	12	3.15	3rd	Accepted
4	Zoom	40	66	20	4	3.09	4th	Accepted

5	Use of Center for Digital Storytelling approach	32	66	26	6	2.95	5th	Accepted
6	Use of Windows Movie Maker 2.6	32	68	22	8	2.95	5th	Accepted
7	Use of Cinema	30	58	36	6	2.86	7th	Accepted
8	Use of Audacity for Storytelling Approach	14	82	30	4	2.82	8th	Accepted
9	Use of Henry the Superhero	22	50	42	16	2.63	9th	Accepted
10	Use of Jamendo	16	52	44	18	2.51	10th	Accepted

Table 5 above shows that there are diverse approaches employed in using digital storytelling to assist students with disabilities; the major approaches are television with a 3.43 mean score, ranked 1st. followed a face to face storytelling approach with 3.37 mean score, ranked 2nd. WhatsApp conference video call with 3.15 mean score, ranked 3rd. while Zoom ranked 4th with 3.09 mean score. The least approaches employed among the respondents are Use of Henry the Superhero with 2.63 mean score, ranking 9th. Followed by Use of Jamendo with 2.51 mean score, ranking 10th and the least.

Table 6: Mean Response on Librarians' Perceptions of Digital Storytelling

S/N	Librarians' perceptions of Digital Storytelling	SA	A	D	SD	Mean	Rank	Remark
1	Digital storytelling exposes children to the uses of technologies around them	88	42	0	0	3.68	1st	Accepted
2	Digital storytelling helps to improve media literacy	80	48	4	0	3.63	2nd	Accepted
3	Digital storytelling is innovative	78	52	0	0	3.60	3rd	Accepted

4	Digital storytelling help to engage children	84	44	0	0	3.60	3rd	Accepted
5	It helps them consider the elements of stories as well as increasing their awareness of the elements of the media they see around them.	82	44	4	0	3.60	3rd	Accepted
6	Digital storytelling can be viewed and heard again at convenience	78	50	2	0	3.58	6th	Accepted
7	Digital storytelling helps to ignite children's creative thinking	78	46	6	0	3.55	7th	Accepted
8	It stimulates children's interest in storytelling	76	48	4	0	3.51	8th	Accepted
9	It encourages active learning	74	52	4	0	3.51	9th	Accepted
10	I It makes learning permanent	62	60	8	0	3.42	10th	Accepted
11	Digital storytelling develops curiosity	62	62	6	0	3.38	11th	Accepted
12	I It helps those with language disabilities	64	56	8	0	3.32	12th	Accepted
13	Digital storytelling increases motivation	60	60	10	0	3.31	13th	Accepted
14	It is children-centered	50	68	6	4	3.23	14th	Accepted

Table 6 above shows that Librarians and Special Education Teachers have positive Perceptions in the use of Digital Storytelling in assisting students with disabilities. From the results; Digital storytelling exposes children to the uses of technologies around them with a 3.68 mean score, ranked 1st. followed by Digital storytelling helps to improve media literacy, with 3.63 mean score. other perceptions are; Digital storytelling is innovative with a 3.60 mean score, ranked together with Digital storytelling helps to engage children, and It helps them consider the elements of stories as well as increasing their awareness of the elements of the media they see around them. On the other hand, the least perceptions are; it helps those with language

disabilities with a 3.32 mean score, it increases motivation with a mean score of 3.31 and it is children-centered with a 3.23 mean score.

Table 7: Mean Response on the Uses of digital storytelling to assist students with learning disabilities

S/N	Uses of digital storytelling	SA	A	D	SD	Mean	Rank	Remark
1	To assist learning disabled students to learn at ease	68	58	4	0	3.49	1st	Accepted
2	Digital storytelling is used to increase retention among learning disabled students	68	58	4	0	3.49	1st	Accepted
3	Digital storytelling is used to motivate learning disabled students to have interest in storytelling	68	56	6	0	3 .48	3rd	Accepted
4	Digital storytelling is used to individualize and personalize learning for learning disabled students	62	62	6	0	3.43	4th	Accepted
5	Digital storytelling is used to stimulate the interest of learning disabled students through the use of more than one sense organs	64	58	8	0	3.43	4th	Accepted

Table 7 shows that the respondents uses digital storytelling majorly to assist learning disabled students to learn at ease, which was ranked 1st with 3.49 mean score together with digital storytelling is used to increase retention among learning disabled students. Followed by digital storytelling is used to motivate learning disabled students to have interest in storytelling with 3.48 mean score, ranking 3rd. Other uses of digital storytelling are Digital storytelling is used to individualize and personalize learning for learning disabled students, with 3.43 mean score,

which ranked 4th together with Digital storytelling is used to stimulate the interest of learning disabled students through the use of more than one sense organs.

Table 8: Mean Response on the Challenges faced by Librarians in Relation to Use of Digital Storytelling

S/N	Challenges	SA	A	D	SD	Mean	Rank	Remark
1	Inadequate funding	78	40	6	0	3.41	1st	Accepted
2	Inadequate digital skills among librarians	60	60	8	2	3.37	2nd	Accepted
3	Erratic power supply	76	32	18	0	3.35	3rd	Accepted
4	Lack of motivation among librarians	54	66	10	0	3.34	4th	Accepted
5	Non-challant attitude of librarians towards the adoption of digital technologies	46	68	14	2	3.21	5th	Accepted
6	Technophobia	46	60	14	10	3.09	6th	Accepted
7	Heavy workload among librarians	38	54	38	0	3.0	7th	Accepted

Table 8 shows that inadequate funding, with 3.41 mean score, ranked 1st as the major challenge faced by Librarians in Relation to Use of Digital Storytelling, followed by inadequate digital skills among librarians, with 3.37 mean score and erratic power supply, with 3.35 mean score. Other challenges are: Lack of motivation among librarians with 3.34 mean score, ranked 4th while Non-challant attitude of librarians towards the adoption of digital technologies, with 3.21 mean score, ranked 5th. The least challenge is Heavy workload among librarians, with 3.0 mean score, as it ranked 7th.

Table 9: Mean Response on the Strategies for Improving the Use of Digital Storytelling in Assisting Students who have Learning Disabilities.

S/N	Strategies	VA	A	FA	NA	Mean	Rank	Remark
1	Training librarians to acquire adequate digital skills needed to effectively create digital story contents	112	14	4	0	3.83	1st	Accepted
2	Provision of constant power supply	104	18	8	0	3.74	2nd	Accepted
3	Librarians should cultivate proactive approach towards the use of digital storytelling for assisting students with learning disabilities	100	24	6	0	3.73	3rd	Accepted
4	Provision of adequate funding	102	20	8	0	3.72	4th	Accepted
5	Librarians should cultivate positive perception towards adopting digital technologies for effective service delivery	100	26	4	0	3.71	5th	Accepted
6	Adequate motivation should be provided for librarians in terms of attractive salary, promotion etc.	86	36	4	4	3.57	6th	Accepted
7	Employment of enough librarians to reduce heavy workload	76	42	6	6	3.45	7th	Accepted

Table 9 shows the strategies for improving the use of digital storytelling in assisting students who have learning disabilities. From the result; Training Librarians to acquire adequate digital skills needed to effectively create digital story contents is the major strategy with a 3.83 mean

score, as it ranked 1st, followed by provision of constant power supply, with a 3.74 mean score, ranking 2nd. Librarians should cultivate a proactive approach towards the use of digital storytelling for assisting students with learning disabilities, with a 3.73 mean score, ranked 3rd. Provision of adequate funding, with 3.72 mean score, ranked 4th. The least strategies for improving the use of digital storytelling in assisting students who have learning disabilities are Adequate motivation should be provided for librarians in terms of attractive salary, promotion etc. with 3.71 mean score, ranking 6th, followed by employment of enough librarians to reduce heavy workload, with 3.45 mean score, ranking 7th.

Discussion of the Findings

The findings revealed that, the major approaches to storytelling are Television, Face to Face storytelling approach, WhatsApp conference video call, Zoom, Use of Center for Digital Storytelling approach, Use of Windows Movie Maker 2.6, and Use of Audacity for storytelling approach. This findings is in accordance with that of Wawro (2012) who in a study identified Apple's Final Cut Express, Windows Movie Maker for PCs, iMovie for Macs, Audacity, Center for Digital Storytelling, Flickr Creative Commons, Henry the Superhero, Jamendo, and Windows Movie Maker 2.6 as some Digital Storytelling Resources available for creating and presenting digital storytelling.

Also the findings revealed that professionals who assist students with learning disabilities have positive perception towards the use of digital storytelling for assisting students with disabilities. Some of these perceptions are; Digital storytelling exposes children to the uses of technologies around them, Digital storytelling helps to improve media literacy, Digital storytelling is innovative, Digital storytelling help to engage children, it helps them consider the elements of stories as well as increasing their awareness of the elements of the media they see around them, Digital storytelling can be viewed and heard again at convenience, Digital storytelling helps to ignite children's creative thinking, It stimulates children's interest in storytelling, and It encourages active learning. This positive perceptions is in total agreement with that of Smeda, Dakich and Sharda (2014) whose study found out that: digital storytelling is one of the innovative pedagogical approaches that can engage students in deep and meaningful learning;

digital storytelling is a powerful tool to integrate instructional messages with learning activities to create more engaging and exciting learning environments. It is a meaningful approach for creating a constructivist learning environment based on novel principles of teaching and learning. Thus, this approach has the potential to enhance students' engagement and provide better educational outcomes for learners which include students with learning disabilities

Furthermore, the findings revealed that digital storytelling is used among those serving students with learning disabilities To assist learning disabled students to learn at ease, Digital storytelling is used to increase retention among learning disabled students, Digital storytelling is used to motivate learning disabled students to have interest in storytelling, Digital storytelling is used to individualize and personalize learning for learning disabled students, and Digital storytelling is used to stimulate the interest of learning disabled students through the use of more than one sense organs. The findings above are in accordance with that of Signes (2014) whose study revealed that Digital storytelling is a good way to engage students in both traditional and innovative ways of telling a story.

Again, the findings revealed that inadequate funding, inadequate digital skills among librarians, erratic power supply, lack of motivation among librarians, nonchalant attitude of librarians towards the adoption of digital technologies, technophobia, and heavy workload among librarians are the major challenges faced by respondents in the use of digital storytelling for assisting students with learning disabilities. The findings are in accordance with that of Robin (2006) who found out that lack of skills is a major challenge associated with the use of digital storytelling for assisting students with learning disabilities.

Also the findings revealed that training librarians to acquire adequate digital skills needed to effectively create digital story contents, provision of constant power supply, librarians should cultivate proactive approach towards the use of digital storytelling for assisting students with learning disabilities, provision of adequate funding, librarians should cultivate positive perception towards adopting digital technologies for effective service delivery, adequate motivation should be provided for librarians in terms of attractive salary, promotion etc., and employment of enough librarians to reduce heavy workload are the major strategies for

improving the use of digital storytelling in assisting students with learning disabilities. The findings is in agreement with that of Katamba (2009) who suggested that stand-by generating plant should be provided to solve the problem of erratic power supply, ICT facilities should be acquired, telecommunication infrastructures should be made available among others

Conclusion

The study examined Librarians' use of digital storytelling for students with learning disabilities in Nigeria and the United Kingdom. It was concluded that professionals assisting students with learning disabilities adopt diverse approaches ranging from Television, Face to Face storytelling approach, WhatsApp conference video call, Zoom, Use of Center for Digital Storytelling approach, Use of Windows Movie Maker 2.6 etc. The study also concluded that librarians and other professional assisting students with learning disabilities have positive perception about the use of digital storytelling in serving them. This perception might be a consequence of the perceived ease of use and usefulness of digital storytelling. Finally, the study concluded that inadequate funding, Inadequate digital skills among librarians, Erratic power supply, lack of motivation among librarians, nonchalant attitude of librarians towards the adoption of digital technologies, technophobia, and heavy workload among librarians are the major challenges associated with the use of digital storytelling for assisting students with learning disabilities.

Recommendations

The following recommendations were suggested:

1. Librarians and other professionals involved in assisting students with learning disabilities should be adequately trained so as to acquire the digital skills needed to effectively create digital story contents and efficiently present it to stimulate the interest of students with learning disabilities.
2. Constant power supply should be provided as the technologies require electricity to operate. Alternatively, solar power should be installed.
3. Library management should formulate policies mandating librarians and other professionals assisting students with disabilities to always use digital technologies in presenting stories to the students

4. Adequate funds should be provided to acquire technological devices needed to effectively assist students with disabilities to participate in the digital storytelling programmes.

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