

The Effect of the Digital Storytelling Method on Pre-Service Teachers' Creative Writing Skills

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ABSTRACT The purpose of the current paper is to investigate the effect of the digital storytelling method on students' creative writing skills. In this paper, experimental and control groups were randomly assigned and a pretest-posttest control group design was used. The paper's research group consisted of second-year students from the Classroom Teacher Education Department of Mugla Sitki Kocman University in the 2013-2014 academic year. As a result of the analyses conducted between the posttest scores of the experimental and control groups, a significant difference favoring the experimental group was found. In the present paper, it was found that the digital storytelling method improved the students' creative writing skills. At the same time, the digital storytelling method contributed to students developing original ideas in their writings, thinking fluently and flexibly, using words accurately, developing their sentence structures, providing organization, and using styles and grammar correctly.