



An-Najah National University
Faculty of Graduate Studies

**UNVEILING PSYCHOLOGICAL- DYNAMICS:
EMPOWERING MEDIA STUDENTS WITH
DIGITAL STORYTELLING AND THE
META-VERSE TO ENHANCE VOCATIONAL
AND PERSONAL SKILLS DEVELOPMENT**

By
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**This Dissertation is Submitted in Partial Fulfillment of the Requirements for the
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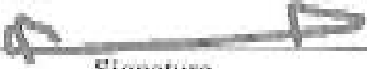
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Dedication

It gives me great pleasure to devote this academic work to my wonderful parents, who reared me well. It is also dedicated to my mother, who never stopped -praying for me to succeed, and my beloved father, who worked tirelessly to provide me a respectable and successful life.

In addition, I dedicate my thesis to my wife, who has supported- me throughout the process of finishing this work by always smiling and encouraging me with her genuine words. In addition, I will always remember my cherished son and daughters, sisters, brothers, and friends.

Last but not least, I dedicate my scholarly -effort to the people who have supported me throughout my life and to the courageous children of Gaza, whose fortitude and energy motivate me.

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“And the last of their call will be, 'Praise to Allah, Lord of the worlds!' -Amen, Amen.”

Declaration

I, the undersigned, declare that I submitted the thesis entitled:


UNVEILING PSYCHOLOGICAL- DYNAMICS: EMPOWERING MEDIA STUDENTS WITH DIGITAL STORYTELLING AND THE META-VERSE TO ENHANCE VOCATIONAL AND PERSONAL SKILLS DEVELOPMENT

I declare that the work provided in this Dissertation, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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Signature:



Date:

2024/1/20

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Abstract

The study, "Unveiling Psychological Dynamics: Empowering Media Students with Digital Storytelling and the Metaverse to Enhance Vocational and Personal Skills Development," uses a mixed-methods approach to investigate how digital storytelling and the metaverse affect the skill development of Palestinian media students. Given the ongoing challenges in Palestine, this study claims that using these digital tools helps students' capacity to interact with others, maintain cultural identity, and relate stories of hardship and resilience.

The study uses both quantitative and qualitative methodologies to provide a full analysis. Quantitative data collected through pre- and post-tests, as well as Likert-scale questionnaires, reveal considerable improvements in technical skill, English proficiency, and confidence. In-depth interviews, observations, and teacher reflections yield qualitative findings indicating increased creativity, self-expression, and cultural participation, as well as technical access and help difficulties.

The study found that digital storytelling and the metaverse are excellent tools for media education and cultural preservation, resulting in technologically empowered narratives of resistance. The study also looks into the psychological aspects that impact student engagement, including motivation, identity development, and socio-cultural dynamics. This study illuminates innovative teaching techniques and the shifting role of digital media in education by looking at how Palestinian media students construct and share their narratives.

Keywords: digital storytelling, meta-verse, Palestinian media students, soft skills, cultural identity, self-efficacy

Chapter One

Theoretical Background and Previous Studies

1.1 Introduction

Palestinian media students face a complicated environment in which their voices may change narratives, challenge prejudices, and campaign for justice. Their foray into digital storytelling and the metaverse is more than just a technological undertaking; it is an act of perseverance, creativity, and self-discovery. These students find themselves at the nexus of media, identity, and activism in a social context marked by occupation, cultural resilience, and the quest for representation.

Confidence increases with experience, and for these students, mastering digital tools is more than a talent; it demonstrates their commitment. Despite limited resources and institutional constraints, students immerse themselves in virtual worlds, experiment with motion and speech applications, and improve their digital storytelling skills. The more adolescents interact with these platforms, the more their artistic talents develop, allowing them to not only tell fascinating tales but also use media for activism and advocacy. With each project, they build confidence in their ability to amplify Palestinian voices on worldwide platforms, establishing their position in an industry that is frequently controlled by external narratives.

Motivation is profound, driven by an unshakable dedication to truth and representation. For these students, journalism is more than simply a career choice; it is a responsibility and commitment to their communities, history, and future. They enter the digital realm not just to tell tales, but also to combat disinformation, tear down barriers, and provide viewpoints that are frequently missed. Each digital work becomes a type of resistance, a method to establish Palestinian identity in a world where narratives are always being challenged. Their participation is not passive; it is motivated by passion, a desire to reclaim their own tales and make their voices heard.

Emotions give their stories depth and sincerity. Every picture, sound, and sequence carries the weight of personal experiences, eliciting emotions that cross borders. The sociopolitical reality of Palestine is not only a backdrop, but a driving factor in

constructing their storylines. Through their digital stories, they address themes of cultural heritage, perseverance, and resistance, providing audiences with a visceral and powerful peek into the Palestinian experience. Their emotions are more than simply reactions; they are catalysts that motivate them to create, communicate, and share.

Identity is a journey and a statement. In a world where Palestinian identity is politicized and frequently erased, these kids utilize technology to reclaim and confirm who they are. Digital storytelling allows them to explore their roots, comprehend their history, and shape their future. Their creations represent not just personal experiences, but also community memories, connecting generations through narratives that celebrate both suffering and strength. Every film, virtual experience, and spoken word piece they make is a statement: We are here, and our stories are important.

Culture and community influence their use of digital media. Family, traditions, and shared experiences of suffering and perseverance serve as the foundation for their storytelling. While some people may feel pressured by society to comply to certain ideals, they can find empowerment in their capacity to express themselves artistically. They draw inspiration from their cultural background, incorporating it into their digital work in ways that respect tradition while still pushing creative boundaries.

Speaking skills emerge as a key factor in this process. In a media market that requires both honesty and clarity, these kids understand the value of their voices. Whether they speak Arabic or English, their capacity to communicate effectively defines the scope and impact of their story. English proficiency offers doors to worldwide audiences, allowing individuals to engage in international conversations, connect with larger networks, and counter misrepresentations with authority. The capacity to confidently explain thoughts becomes equally crucial as the content of their narrative.

Communication goes beyond words. It's about presence, delivery, and adaptability to varied audiences. In the metaverse, where interactions are frequently virtual and multimodal, learning digital oratory abilities becomes essential. These students hone their virtual presentation skills, learning how to captivate audiences in immersive

settings. They recognize that narrative is about more than simply what is said, but also how it is delivered (Tamimi, 2025).

Creativity thrives in these digital environments, which allow students to experiment with novel storytelling approaches, interactive storylines, and multimedia features. They find that their voice is more than simply a means of expression; it also serves as a bridge across cultures and generations. The metaverse serves as a canvas on which they may weave together history, emotion, and invention to create stories that engage, educate, and inspire.

Speaking abilities are inextricably linked with cultural identification and activism. For Palestinian media students, expressing their voice entails negotiating the challenges of portrayal. They learn to strike a balance between cultural sensitivity and the need for strong storytelling, ensuring that their stories are authentic while appealing to a wide range of viewers. The difficulties individuals confront in expressing their identities only fuel their determination to speak up, share, and claim their role in the global media environment.

Their development as storytellers is not limited to theory; it is grounded in practice. They hone their talents through public speaking exercises, virtual presentations, and online discussions, growing in confidence with each encounter. Mentors, peers, and audiences provide valuable feedback that helps people improve their communication skills, converting them into captivating speakers and successful advocates.

Support and resources are essential throughout this process. Workshops, mentoring programs, and access to digital technologies are not optional but essential for students who want to make a difference. Educators and governments must recognize this need and ensure that aspiring media professionals have the necessary skills and chances to succeed. When given the correct resources, they do more than just tell tales; they form narratives, impact perceptions, and contribute to the changing global conversation (Tamimi, 2025).

Speaking and storytelling are more than simply academic skills for Palestinian media students; they are powerful tools for change. They use their voices to tear down

boundaries, connect people, and push the world to view Palestine from their perspective. In a digital era when tales have the potential to transform viewpoints and reshape realities, their capacity to talk, produce, and advocate becomes their most valuable asset. With every word uttered and story told, they carve out a place for themselves in the ever-expanding world of media, demonstrating that their voices are not just significant, but necessary (Tamimi, 2025).

The way knowledge is shared and skills are developed has been completely transformed in recent years by the use of digital technology into educational processes. Among these developments, the meta-verse and digital storytelling are particularly noteworthy as revolutionary instruments with great potential to improve the educational process. Investigating cutting-edge strategies that not only enhance media students' technical proficiency but also cultivate their personal and professional skills is essential as they deal with the growing demands of a quickly changing digital environment. With a focus on the psychological dynamics that underpin media students' learning processes, this dissertation, *Unveiling Psychological Dynamics: Empowering Media Students with Digital Storytelling and the meta-verse to Enhance Vocational and Personal Skills Development*, aims to investigate the effects of these tools on media students' development (Tamimi, 2025).

The literature has extensively documented the use of digital storytelling in education, emphasizing its capacity to stimulate students' emotions, encourage creativity, and improve their communication abilities (Blincoe et al., 2019). Digital storytelling gives students a platform for critical thinking and creative expression by fusing narrative with multimedia. The process of creating and sharing stories can therefore help students connect with the course material more deeply, participate in reflective practices, and strengthen their interpersonal skills (Green & Smith, 2020). Digital storytelling has the potential to greatly enhance the development of technical, communication, and teamwork skills in the context of media education. These are critical for students preparing for employment in the media sector (Fox & Lane, 2020).

There is further opportunity to improve learning experiences with the meta-verse, an immersive virtual environment that combines many digital technologies. The meta-

verse offers a dynamic platform for students to participate in role-playing, experiential learning, and teamwork by building virtual worlds that mimic real-world settings or create completely new ones. Real-time interactions with classmates and teachers in virtual environments help students grasp difficult ideas more deeply and get ready for the workforce of the future in a society that is becoming more and more digitalized. Furthermore, the meta-verse may help media students develop into capable and self-assured professionals in the media sector by providing them with chances to refine their technical and vocational abilities in a rigorous yet safe setting (Zhao, 2020).

The purpose of this study is to look at the psychological processes that underlie media students' use of digital storytelling and the meta-verse, as well as how these resources help them develop their professional and personal abilities. In order to succeed in both the personal and professional spheres, the research aims to comprehend how these technologies affect students' self-perception, communication abilities, creative expression, and emotional intelligence (Haller, 2020). This dissertation aims to offer a thorough examination of the possibilities of digital storytelling and the meta-verse in influencing the direction of media education by exploring the psychological elements of skill development.

Additionally, this study will add to the expanding corpus of research on the application of cutting-edge technologies in the classroom and offer insightful information about how media educators may more effectively employ these resources to promote the development of comprehensive skills. The ultimate objective is to provide media students with the information and abilities needed to prosper in the twenty-first century, which is marked by quick changes in technology and shifting demands on professionals (McGuire & Hickey, 2020).

This study will add to the expanding corpus of research on the application of cutting-edge technologies in the classroom and offer insightful information about how media educators may more effectively employ these resources to promote the development of comprehensive skills. The ultimate objective is to provide media students with the information and abilities needed to prosper in the twenty-first century, which is marked

by quick changes in technology and shifting demands on professionals (McGuire & Hickey, 2020).

Palestinian media students are exposed to a variety of psychological factors that affect their interactions with the meta-verse and digital storytelling. Palestine's sociopolitical context—which includes war, occupation, and cultural –resiliency has a big influence on students' self-confidence in their capacity to use digital media to share their stories. Palestinian media students demonstrate perseverance and determination in perfecting their art in spite of institutional barriers and limited resources. Students who have hands-on experience with digital storytelling and the meta-verse are more confident in their artistic abilities and their capacity to use media activism -and advocacy to effect change (Burgess, 2016).

Motivation is a significant psychological aspect impacting media students' interest in the meta-verse and digital –story-telling. Students are motivated- by a desire to utilize their media endeavors to uplift Palestinian voices despite the challenges affecting their communities, question dominant narratives, and advance social justice. Their desire and involvement are driven by their great feeling of obligation to fairly represent their communities and fight injustice and false information in the media (Jarrar, 2021).

Emotional responses to storytelling also play a key role in shaping Media students' portrayal of Palestinian -narratives and their usage of digital media technologies are greatly influenced by their emotional reaction to storytelling. Students' narratives reflect the intense emotional responses evoked by Palestine's sociopolitical setting. Students investigate issues of cultural heritage, resistance, and resiliency via their digital stories, helping to create a nuanced and potent -portrayal of Palestinian identity. Their engagement with the content is also fueled by these emotional reactions, which enhances the impact and appeal of their narrative (Suleiman, 2021).

Identity formation is another crucial aspect for Palestinian media students as they navigate the complexities of representation and belonging in a context where Palestinian identity is often politicized and contested. Through their media projects, students

explore and express their cultural history, resistance, and resilience, shaping a multifaceted portrayal of Palestinian identity (Khatib, 2020).

Sociocultural influences, including family, community, and cultural norms, also shape how media students engage with digital storytelling and the metaverse. Their media productions draw from their cultural heritage, regional traditions, and shared experiences of struggle and perseverance. However, their ability to express themselves freely and creatively may be constrained by societal expectations and pressures to conform to dominant narratives (Zaher & Haider, 2023). To give media students the specialized assistance and resources they require to successfully navigate and capitalize on the transformative potential of digital media technologies, educators and policymakers must possess a thorough understanding of the psychological dynamics that underlie their engagement with digital storytelling and the meta-verse. Stakeholders may create an inclusive and empowering learning environment by addressing -elements including identity development, motivation and engagement, emotional reaction to narrative, confidence levels, and sociocultural influences. This will allow media students to confront stereotypes, elevate Palestinian voices, and bring about social change via their media practice (Al-Qudah, 2020).

For media students, speaking abilities are essential to both professional and personal growth, particularly when it comes to digital storytelling and the meta-verse. Effective-communication in both English and one's native tongue is crucial in today's quickly changing media environment in order to engage a variety of audiences, tell gripping stories, and promote social change (Kellerman, 2023).

English proficiency significantly enhances students' ability to share their stories on global platforms, participate in international discourse, and access broader knowledge and resource networks. Given that English is often the lingua franca in the global media industry, mastering it is particularly crucial for amplifying Palestinian voices and perspectives worldwide (Ahmed, 2023).

However, effective communication extends beyond linguistic proficiency. It encompasses the ability to clearly convey ideas, emotions, and perspectives while

adapting messages to different audiences and platforms (Thomas, 2021) Students must hone their digital oratory, virtual presenting, and vocal communication abilities in the meta-verse, where interactions are frequently virtual and multimodal. These abilities are necessary for creating captivating- digital material, taking part in online teamwork, and showcasing projects to mentors, peers, and audiences throughout the world (Rosenberg, 2022).

Speaking skills also foster creativity and self-expression, enabling media students to articulate their unique perspectives, cultural backgrounds, and lived experiences. The metaverse provides an innovative space where students can experiment with diverse storytelling techniques, multimedia elements, and interactive narratives. Through these experiences, they cultivate a distinctive voice that resonates with audiences and elevates Palestinian narratives (Zaher & Haider, 2023).

Cultural identity and social background play an important influence in molding pupils' communication skills. Palestinian media students must handle the complexities of activism, cultural representation, and historical truth while conveying their stories (Al-Khateeb, 2019). Developing excellent speaking abilities requires not just verbal and technical competency, but also the capacity to genuinely communicate their identities and experiences in a way that challenges misrepresentations and fosters understanding.

and cultural background significantly impact one's ability to communicate effectively. The speaking skills of Palestinian media students are deeply intertwined with their sociopolitical context and cultural history (Al-Khateeb, 2019) Developing these skills requires navigating the challenges of advocacy, cultural sensitivity, and representation. To confront the complex and sometimes challenging realities of their communities, students must learn to authentically express their identities and experiences (Fu & Yang, 2021).

Practical applications are essential for the development of speaking skills. Students refine their abilities through activities such as virtual presentations, public speaking exercises, and participation in online debates and forums. Receiving constructive

feedback from peers, mentors, and audiences helps them build confidence and refine their communication techniques (Athinson, 2014).

To support students in honing their speaking abilities, access to specialized resources and training is necessary. Workshops on digital communication and public speaking, hands-on experiences, and language training programs should be prioritized by educators and policymakers. Providing such opportunities will equip students with the necessary skills to excel in the media industry (Fu & Yang, 2021). This research aims to empower Palestinian media students to become proficient storytellers, effective communicators, and powerful advocates by focusing on the development of speaking skills. By utilizing their English language proficiency, creativity, and a deep understanding of cultural context, students can enhance their storytelling, engage with diverse audiences, and make meaningful contributions to the global media landscape (Athinson, 2014).

Speaking and storytelling abilities are crucial for media students' growth, particularly in the realm of digital storytelling and the metaverse. These skills are essential for crafting compelling narratives, maintaining audience engagement, and fostering social change (Blincoe et al., 2019).

Strong speaking skills amplify the impact of storytelling, allowing students to craft engaging narratives that captivate audiences (Thomas, 2021). To create captivating tales that captivate their audience, media studies students need to be able to combine these skills.

Mastery of storytelling techniques, including character development, emotional arcs, and narrative structures, is essential. Students must learn how to create powerful, coherent, and engaging stories, not only through writing and visual representation but also through effective verbal delivery. Speaking skills are particularly important in live performances, multimedia presentations, and virtual settings where clear and confident storytelling is required (Burgess, 2016).

The ability to adapt storytelling techniques for diverse audiences is another critical aspect of speaking proficiency. In the metaverse, where interactions are global and

culturally varied, students must develop the flexibility to tailor their communication styles to different linguistic and cultural backgrounds. This adaptability is key to reaching and resonating with broad audiences (Green & Smith, 2020).

Speaking and sharing stories effectively requires confidence. When presenting their work, media students frequently struggle with issues like stage fright, self-doubt, and nervousness. Students can develop the self-assurance required to tell their tales with authenticity and authority via practice and helpful criticism. The meta-verse's immersive features provide a special setting for students to hone their speaking abilities in a lively and encouraging setting (Zaher & Haider, 2023).

Speaking and story-telling abilities have many real-world uses in the media sector. These abilities are necessary for a variety of media-careers, ranging from making news broadcasts and documentaries to making podcasts and -interactive media projects. Students studying media who are strong storytellers and speakers are better able to produce persuasive and emotionally compelling content in addition to educational content (Boyd, 2014).

Speaking and storytelling -abilities are effective means of promoting social change and advocacy. These abilities may be used by media students to draw attention to social concerns, subvert conventional wisdom, and elevate underrepresented perspectives (Boyd, 2014). Effective speaking and storytelling may create significant change and increase awareness globally in the Palestinian context, where the media is essential in capturing and addressing socio-political issues (Zaher & Haider, 2023).

To cultivate these skills, comprehensive training and resources are essential. Opportunities for experiential learning, workshops on storytelling strategies, and mentorship from experienced media professionals can provide valuable guidance. The integration of digital platforms and technologies, such as the metaverse, offers students innovative avenues to practice and refine their skills. (Kessler & Thompson, 2019).

This course intends to enable Palestinian media students to become proficient storytellers and effective communicators by emphasizing the integration and development of speaking and storytelling abilities. In addition to improving their

professional -capacities, these talents allow them to support social justice, highlight Palestinian voices, and make a significant contribution to the global media environment (Tamimi, 2025).

For media students to progress, speaking and digital storytelling are crucial, particularly when it comes to the metaverse and digital storytelling. According to Kim and Lee (2020), these skills are essential for telling gripping stories, holding audiences' interest, and promoting social change. Speaking and storytelling are intimately related; whereas good storytelling necessitates the capacity to convey a narrative in an understandable and captivating way, excellent speaking abilities enhance the impact of the story being conveyed (Green & Smith, 2020) To create engrossing tales that connect with their audience, media students need to become adept at integrating these abilities.

Understanding character development, emotional arcs, and narrative frameworks is necessary to become an effective storyteller (Kim & Li, 2021) Students must be taught how to write tales that are interesting, logical, and captivating. This entails successfully presenting the story in addition to creating and developing it. Speaking abilities are essential in this situation because they allow students to confidently and effectively tell their tales in virtual settings, multimedia presentations, and live performances (Williams & Taylor, 2020) (The impact of the metaverse on educational environments and media studies.). Additionally, speaking abilities enable media students to modify their storytelling strategies for a range of audiences and situations. Students must adapt their communication skills to suit diverse language and cultural backgrounds in the metaverse, where interactions are frequently worldwide and culturally diverse (Fox & Lane, 2020).

Speaking and sharing stories effectively require confidence. Media students often face challenges such as stage fright, self-doubt, and nervousness when presenting their work. Through practice and constructive feedback, students can build the confidence needed to deliver their stories with authenticity and authority (Green & Smith, 2020). The immersive features of the metaverse provide a unique environment for students to refine their speaking skills in a dynamic and supportive setting.

There are many real-world uses for speaking and storytelling skills in the media sector. From producing news broadcasts and documentaries to developing podcasts and interactive media projects, these abilities are crucial for a variety of media occupations (Thomas, 2021). Strong speaking and storytelling skills enable media students to create material that is not just educational but also compelling and emotionally stirring. Furthermore, these abilities are effective instruments for advocacy and social change, allowing media students to draw attention to social concerns, subvert prevailing narratives, and elevate marginalized perspectives (Anderson & Chung, 2018).

Effective speaking and storytelling may be vital in bringing about social change and raising awareness globally in the Palestinian context, where the media is essential in capturing and addressing sociopolitical concerns. Palestinians now rely heavily on media, especially digital storytelling, to record their experiences, challenge outside narratives, and advance international awareness of their predicament (Hassan & Younis, 2020). Since the Palestinian story is frequently ignored or misrepresented, media students who learn how to tell stories are better able to create content that appeals to a wide range of viewers and promotes a more sophisticated comprehension of intricate social and political realities (Burgess, 2016).

By developing these abilities, media students may dispel myths and present genuine viewpoints that increase consciousness, connect with global audiences, and add to larger discussions on justice and human rights (Downes, 2010). Thus, when students are ready to influence public opinion and promote important social change, honing their narrative and communication abilities may have a big impact on their personal and professional development.

For media students to acquire these crucial abilities, they must have access to thorough teaching and resources. This includes classes on sophisticated narrative strategies, public speaking activities, and opportunities for practical experience. Advice from seasoned storytellers and media experts can offer insightful mentoring (Harris & Cole, 2022). Additionally, using digital platforms and technologies, such the metaverse, can provide students with new opportunities to demonstrate and hone their skills (Zhang & Porter, 2020).

By emphasizing the integration and improvement of speaking and storytelling abilities, this method seeks to enable Palestinian media students to become proficient storytellers and effective communicators. In addition to enhancing their professional skills, these capabilities allow them to support social justice, elevate Palestinian voices, and make significant contributions to the international media scene (Nassar, 2023).

In this regard, digital storytelling has become a potent instrument for creating inclusive learning environments. (Al-Khateeb, 2019) highlighted how digital-story-telling can engage students with different skill levels, underscoring the revolutionary potential of digital technology in developing classrooms that meet various learning requirements. The advantages and difficulties of incorporating digital art and the meta-verse into educational settings were also examined by (Al-Qudah, 2020) who proposed that although digital storytelling opens up new possibilities for artistic expression, it also necessitates resolving accessibility and technical issues to guarantee fair educational opportunities.

AI integration in media education has attracted a lot of interest, especially when it comes to generative digital art. The implications of AI-generated art for educational practices were examined by (Athinson, 2014) who found that AI tools may foster students' creative processes while providing fresh opportunities for artistic creativity and discovery. Their research, however, emphasizes how crucial it is for students to critically interact with AI technology in order to guarantee that they have a sophisticated awareness of both the advantages and disadvantages of these tools.

Additionally, there is a lot of potential for media education in the meta-verse, a virtual setting that facilitates immersive learning experiences. The meta-verse's capacity to reshape conventional educational paradigms was considered by (Al-Qudah, 2020) who emphasized the metaverse's role in promoting inclusivity and accessibility. In their advocacy for the construction of inclusive virtual spaces, (Blincoe et al., 2019) emphasized the need of developing digital settings that accommodate various learning demands. In order to shed light on the educational affordances and possible disadvantages of these virtual environments (Ahmed, 2023).

Recent studies highlight the practical applications of digital storytelling in diverse educational contexts. (Athinson, 2014)) explored its role in engaging students through transmedia approaches, making traditional learning more interactive and captivating. Their research underscores the potential of digital tools to modernize education and increase student participation by aligning with their technological habits and preferences.

Further, digital storytelling enhances social and emotional learning by fostering creativity and empathy among students (Ohler, Johnson, & Lee, 2012). Its effectiveness in interdisciplinary education, improving engagement and understanding across subjects storytelling and the metaverse offer transformative opportunities for media students by combining technical proficiency, storytelling skills, and adaptability to virtual environments. These tools not only prepare students for the demands of the 21st-century job market but also enhance their innovation and entrepreneurial potential (Al-Khateeb, 2019).

Teachers, legislators, and industry stakeholders must acknowledge the significance of digital storytelling and the meta-verse as change agents if they are to empower students and influence the direction of media creation, communication, and narrative in the future. Media students may reach their full potential and be prepared for success in a quickly changing- digital world by embracing these ground-breaking technologies and encouraging a culture of creativity, collaboration, and lifelong learning.

In the Palestinian context, fostering professional and individual growth in media education is essential. By incorporating Palestinian stories into school curricula, educators may better comprehend the Palestinian people's contemporary predicament and solve the difficulties they confront. By spreading Palestinian stories around the world, media students may support the Palestinian struggle by increasing knowledge of social justice and human rights (Al-Qadi, 2023) According to current studies and theoretical frameworks, digital storytelling and the metaverse have the potential to revolutionize media education in Palestine. Following constructivist ideas emphasizes how crucial social connection and active participation in the learning process are. The benefits of digital storytelling, including better speaking abilities, less fear, and more

teamwork, are amplified by the immersive experiences provided by the metaverse (Zhang & Porter, 2020) When combined, these strategies produce a vibrant learning atmosphere that enables Palestinian media students to promote their cultural narratives throughout the world and prepares them to face today's obstacles (Nassar, 2023).

In conclusion, this overview of relevant research emphasizes how important- digital storytelling and associated skills are to education, especially for students studying media. This chapter illustrates the many advantages of storytelling by looking at a number of topics, from inclusive education to the meta-verse's transformational - potential and the effects of artificial intelligence. The results repeatedly show that storytelling improves motivation and learning engagement while also giving students the tools they need to advance both personally and professionally (Tamimi, 2025).

Furthermore, it is clear how crucial it is to create an inclusive -atmosphere that accommodates a range of learning requirements. Prioritizing the incorporation of digital storytelling approaches and the investigation of cutting-edge technologies like artificial intelligence (AI) and the meta-verse is crucial as media education develops further. By doing this, teachers may enable students to become proficient- communicators and social change agents, especially in situations like Palestine where narratives are essential for tackling sociopolitical- issues.

The combination of digital technology, emotional intelligence, speaking abilities, and storytelling creates the groundwork for developing a new generation of media professionals who can successfully navigate and make significant contributions to a world that is becoming more linked and complicated. By using these findings, this project hopes to empower Palestinian media students even more so they may use storytelling as a potent- instrument for advocacy and change.

Together, these revelations demonstrate the meta-verse's and digital storytelling's revolutionary potential by addressing the emotional and sociopolitical aspects of learning in media education in addition to improving technical and communication abilities (Tamimi, 2025).

1.2 Background of the Study

The fast evolution of digital technology has altered how information is generated, exchanged, and consumed (Al-Khateeb, 2019) Among these improvements, digital storytelling and the metaverse have emerged as effective media education tools, providing immersive and engaging learning experiences (Al-Qudah, 2020) Digital storytelling, which incorporates multimedia components such as text, audio, video, and animation, offers a dynamic platform for personal and collective tales (Al-Qadi, 2023)The metaverse, a virtual and augmented reality realm, complements these narratives by providing students with an experienced and participatory setting for communication and creation (Al-Khateeb, 2019).

Palestinian media students confront specific problems, including as political instability, restricted access to global media outlets, and educational resource limits (Al-Qadi, 2023)These challenges need creative educational approaches that not only improve occupational and personal skills, but also enable students to retain and convey their cultural identity through digital means (Al-Khateeb, 2019)This research looks at how the combination of digital storytelling and the metaverse affects communication, creativity, self-expression, English proficiency, and self-efficacy among Palestinian media students.

1.3 Statement of the Problem

Traditional media education in Palestine frequently depends on text-based curriculum and traditional classroom training, which may not adequately develop the interactive and digital skills necessary in current media businesses (Al-Khateeb, 2019)Furthermore, Palestinian students suffer barriers to accessing global media networks, restricting their capacity to express their stories on worldwide platforms (Al-Qadi, 2023)While digital storytelling and the metaverse have the potential to fill these deficiencies, little study has been conducted on their influence on Palestinian media students' skill development (Al-Qadi, 2023).

This project will look at whether combining digital storytelling and the metaverse improves Palestinian media students' soft skills, technical ability, and cultural

involvement. It aims to establish if these tools promote self-expression, confidence, and cross-cultural communication while overcoming conventional learning hurdles (Al-Qadi, 2023).

By examining how digital storytelling and the meta-verse might be used to improve the professional and personal abilities of Palestinian media students, this study seeks to close this gap. It aims to comprehend the precise ways in which these digital technologies might facilitate the growth of vital abilities including critical thinking, creativity, communication, and teamwork (Tamimi, 2025).

1.4 Research Objectives

This study aims to achieve the following objectives:

- To investigate the role of digital storytelling and the metaverse in the development of occupational and personal skills among Palestinian media students.
- To determine how these digital tools impact students' English language ability, self-efficacy, and creative expression.
- To investigate the psychological and sociocultural factors that influence students' participation with digital storytelling and the metaverse.
- To identify the obstacles and constraints that students have while implementing these technologies in their learning process.
- To provide pedagogical techniques for incorporating digital storytelling and the metaverse into media education in Palestine.

1.5 Research Questions

To achieve these objectives, this study addresses the following research questions:

1. How does digital storytelling and the metaverse impact the vocational and personal skills of Palestinian media students?
2. In what ways do these tools influence students' English language proficiency, self-efficacy, and creative expression?
3. What are the psychological and socio-cultural factors affecting students' engagement with digital storytelling and the metaverse?

4. What challenges do Palestinian media students encounter when integrating these digital tools into their learning?
5. How can digital storytelling and the metaverse be effectively incorporated into media education curricula in Palestine?

1.6 Significance of the Study

This study is significant for several reasons:

Educational Development: It provides insights into how digital storytelling and the metaverse can enhance media education in Palestine, equipping students with essential digital competencies for future careers (Al-Khateeb, 2019).

Cultural Preservation: By enabling students to create and share narratives, the study supports efforts to document and preserve Palestinian identity and heritage through digital platforms (Al-Qudah, 2020).

Psychological and Social Empowerment: The study examines how storytelling fosters self-expression, motivation, and confidence, contributing to students' personal and professional growth (Al-Khateeb, 2019).

Policy and Curriculum Reform: The findings may guide educational policymakers and institutions in incorporating digital storytelling and the metaverse into their curricula to modernize media education (Al-Khateeb, 2019).

1.7 Scope and Limitations

This study focuses on media students from Al-Quds Open University, Birzeit University, and Al-Quds University, who participated in a six-week digital storytelling and metaverse training program. The research employs a mixed-methods approach, combining quantitative surveys, pre- and post-tests, and qualitative interviews to assess skill development and psychological engagement (Al-Khateeb, 2019).

Limitations

1. **Technological Barriers:** Some participants faced limited access to high-speed internet and advanced metaverse tools, which may have influenced their learning experience.

2. **Short Study Duration:** The six-week period may not capture long-term skill retention and application.
3. **Sample Size:** The study includes a limited number of participants, affecting the generalizability of the findings.
4. **External Factors:** Political instability in Palestine may have impacted students' ability to participate consistently in training sessions.

1.8 Definitions of Terms

To ensure clarity, the following key terms are defined both theoretically and operationally:

Digital Storytelling

Theoretical Definition: The practice of using digital media, including images, audio, and video, to tell stories (Al-Khateeb, 2019).

Operational Definition: In this study, digital storytelling refers to the students' creation and sharing of narratives using multimedia tools as part of their coursework.

Metaverse

Theoretical Definition: A virtual environment that integrates augmented reality (AR), virtual reality (VR), and the internet to create immersive experiences (Zhao, 2020).

Operational Definition: In this study, the metaverse is the virtual space where students engage in storytelling, interact with digital environments, and collaborate on media projects.

1.9 Structure of the Dissertation

This dissertation is structured as follows:

- **Chapter One:** Provides an overview of the research, including background, problem statement, objectives, questions, significance, scope, definitions of terms, and structure.
- **Chapter Two:** Reviews relevant literature on digital storytelling, metaverse environments, psychological dynamics, and skill development.

- Chapter Three: Describes the mixed-methods research design, data collection techniques, participant selection, and analytical methods.
- Chapter Four: Presents the quantitative and qualitative findings, including statistical analyses and thematic interpretations.
- Chapter Five: Discusses the implications of the findings, relating them to existing literature and educational practices.
- Chapter Six: Concludes with key insights, recommendations for educators and policymakers, and suggestions for future research.

1.10 Conclusion

This chapter has outlined the foundation of the study, emphasizing the importance of digital storytelling and the metaverse in media education. By addressing existing gaps in Palestinian media education, the study aims to provide practical insights and policy recommendations for integrating digital tools into academic curricula. The next chapter will explore existing research on digital storytelling, metaverse applications, and their impact on vocational and personal skill development.

Chapter Two

Methodology and Procedures

2.1 Introduction

This chapter describes the methods and techniques used in the research project "Unveiling Psychological- Dynamics: Empowering Media Students with Digital Storytelling and the Meta-verse to Enhance -Vocational and Personal Skills - Development." Study design, demographic and sample, study variables, instructional materials, instruments, and methods are the six components that make up this chapter. It describes the mixed-methods strategy, which uses a variety of data gathering and analysis methodologies to solve the research issues by mixing quantitative and qualitative data.

This chapter provides a comprehensive review of the literature related to digital storytelling and the metaverse, with a focus on their role in media education and skill development. It explores theoretical foundations, empirical studies, and practical applications relevant to the study. Additionally, it examines how digital storytelling enhances personal and vocational skills, particularly in the context of Palestinian media students. The chapter concludes by identifying research gaps and highlighting the study's contribution to existing knowledge.

2.2 Theoretical Framework

The theoretical foundation of this study is based on several key learning and media theories that explain how digital storytelling and the metaverse contribute to skill development.

2.2.1 Connectivism Learning Theory

Connectivism learning theory, proposed by Siemens (2005) and Downes (2006), emphasizes the role of digital networks in knowledge acquisition. It suggests that learning occurs through connections with digital resources, social networks, and virtual environments. Digital storytelling aligns with this theory by enabling students to collaborate, share knowledge, and build digital literacy skills. The metaverse further

enhances this by providing an interconnected virtual space where learners can engage in interactive, networked experiences that facilitate continuous learning and adaptability.

2.2.2 Digital Media Literacy Framework

Jenkins (2006) proposed a framework for digital media literacy that highlights the importance of participatory culture in modern education. Digital storytelling fosters digital literacy by requiring students to create, edit, and share multimedia content. The metaverse expands this by providing a virtual space for collaborative storytelling and media production.

2.3 Digital Storytelling in Education

Digital storytelling is increasingly recognized as a powerful educational tool that enhances student engagement, motivation, and skill acquisition.

2.3.1 Benefits of Digital Storytelling

Research by (Al-Qadi, 2023) demonstrates that digital storytelling:

- Increases student motivation and engagement.
- Improves critical thinking and problem-solving skills.
- Enhances communication, creativity, and collaboration.

2.3.2 Application in Media Education

In media education, digital storytelling serves as a practical approach to:

- Develop storytelling and media production skills.
- Provide hands-on experience with digital tools and platforms.
- Foster self-expression and global communication.

Studies (Sadik, 2008; Miller, 2017) show that students who engage in digital storytelling demonstrate higher levels of confidence and creativity, making it an effective pedagogical approach for media students.

2.4 The Role of the Metaverse in Learning

The metaverse, a virtual and augmented reality space, is transforming education by providing immersive and interactive learning environments.

2.4.1 Enhancing Learning Through Immersion

Research by Dede (2009) and Schott & Marshall (2018) highlights the following benefits of the metaverse in education:

- Provides experiential and participatory learning.
- Enhances problem-solving through interactive simulations.
- Increases retention and engagement through immersive storytelling.

2.4.2 Application in Media Studies

In media education, the metaverse:

- Enables students to create virtual storytelling projects.
- Facilitates cross-cultural exchanges and collaborative media production.
- Provides a platform for interactive journalism and digital content creation.

2.5 Digital Storytelling and Palestinian Cultural Narratives

Storytelling is a fundamental aspect of Palestinian heritage, used for cultural preservation, identity formation, and resistance narratives.

2.5.1 The Role of Storytelling in Cultural Preservation

According to Al-Qudah (2020), digital storytelling allows marginalized communities to share their historical and cultural narratives with global audiences. Palestinian media students use digital storytelling to:

- Document historical events and personal experiences.
- Counter dominant narratives in mainstream media.
- Strengthen national identity and cultural awareness.

2.6 Digital Storytelling and Skill Development

Digital storytelling contributes significantly to the development of both personal and vocational skills.

2.6.1 Personal Skill Development

Studies (Blincoe et al., 2019) suggest that digital storytelling enhances:

- Self-expression and confidence.
- Creativity and critical thinking.
- Emotional intelligence and empathy.

2.6.2 Vocational Skill Development

Digital storytelling prepares students for careers in media by:

- Teaching technical skills such as video editing and multimedia production.
- Developing teamwork and project management skills.
- Enhancing adaptability in digital environments.

2.6.3 Improving English Language Proficiency

Research by Burgass (2016) indicates that digital storytelling supports language learning by:

- Encouraging students to actively use English in multimedia projects.
- Enhancing public speaking and narrative skills.
- Providing an engaging and context-rich learning experience.

2.7 Ethical Considerations in Digital Storytelling

Ethical Considerations

In conducting this research, ethical considerations were carefully addressed to ensure the protection, confidentiality, and voluntary participation of all participants. The study adhered to the ethical guidelines set forth by An-Najah National University and was conducted with full transparency and respect for the rights of the participants.

Institutional Approval and Facilitation Process

Before commencing the study, the researcher obtained official approval from An-Najah National University to conduct the research. A facilitation task letter was issued by the university, granting the researcher permission to engage with students from three institutions: Al-Quds Open University, Birzeit University, and Al-Quds University (Tamimi, 2025). This letter was formally sent to these universities, ensuring institutional recognition and cooperation for the research process. The facilitation letter outlined the research objectives, methodologies, and ethical considerations, ensuring that all involved institutions were fully informed about the study's purpose and procedures.

Voluntary Participation and Informed Consent

All participants were informed of the study's objectives, procedures, and potential benefits before their participation. The researcher ensured that participation was entirely voluntary and that no student was coerced or pressured to take part in the study. Prior to the commencement of the digital storytelling course, each participant was provided with a consent form detailing the nature of the research, their rights as participants, and their ability to withdraw at any time without penalty. By signing the consent form, participants acknowledged their willingness to engage in the study with full awareness of their rights and responsibilities.

Confidentiality and Anonymity

To protect participant privacy, strict confidentiality measures were implemented throughout the research process. The names of participants were not included in any documentation, analysis, or published findings. Instead, data was anonymized, ensuring that individual responses could not be traced back to specific participants. Furthermore, all data collected—whether in the form of interview transcripts, focus group discussions, or digital storytelling projects—was securely stored and accessible only to the researcher.

Data Protection and Secure Storage

The researcher took all necessary precautions to safeguard the data collected during the study. Digital records, including interview transcripts and project files, were stored on a password-protected device, ensuring restricted access. Hard copies of documents, where applicable, were securely stored in a locked cabinet. In compliance with ethical research practices, all raw data will be retained for a specified period before being permanently destroyed to prevent unauthorized access or misuse.

Fair Representation and Avoidance of Bias

Throughout the research process, the researcher maintained objectivity and neutrality, ensuring that findings were presented without bias or manipulation. The experiences and perspectives of all participants were given equal weight, and no selective reporting or favoritism influenced the interpretation of results. The researcher also remained mindful of cultural and contextual sensitivities, ensuring that the representation of digital storytelling in the Palestinian context was both accurate and respectful.

Participants' Rights and Ethical Responsibilities

Participants were granted the right to refuse to answer any question or withdraw from the study at any stage without facing any negative consequences. Additionally, the researcher provided clear information about the purpose of the study, answering any questions or concerns raised by participants. To further uphold ethical standards, a debriefing session was conducted at the conclusion of the research, allowing participants to reflect on their experiences and provide feedback on the study process.

Final Considerations

A total of 50 participants attended the digital storytelling course; however, only 16 successfully completed their projects and met the course objectives. These 16 participants were subsequently selected for in-depth interviews and focus group discussions. Despite this selection process, ethical integrity was maintained by ensuring that non-selected participants were equally respected and informed about the study's conclusions.

By adhering to these ethical considerations, the researcher ensured that the study was conducted in a responsible, transparent, and respectful manner. This commitment to ethical research not only safeguarded participant rights but also enhanced the credibility and reliability of the findings, contributing to a valuable and impactful academic contribution.

2.8 Gaps in the Literature

Despite extensive research on digital storytelling and the metaverse, several gaps remain:

- Limited studies on Palestinian media students and their use of digital storytelling.
- Insufficient research on the impact of the metaverse on vocational skill development.
- A lack of empirical studies examining digital storytelling's role in resistance narratives and cultural preservation.

This study aims to address these gaps by providing empirical data on how digital storytelling and the metaverse impact media students' personal and professional skills.

2.9 Study Design

Participants

The study included 50 Palestinian media students from Al-Quds Open University, Birzeit University, and Al-Quds University. Participants were chosen based on their involvement in media programs and their interest for digital storytelling and metaverse activities. Sixteen of fifty participants finished their projects and met the course goals.

2.10 Variables to Measure

- Skill Development: Initial skill levels in digital storytelling, proficiency in metaverse tools, and baseline data.
- Vocational Skills: Technical proficiency, project management, and team-collaboration.
- Personal Skills: Communication, creativity, and self-expression.
- Psychological Factors: Confidence levels, motivation- and engagement, and emotional responses to storytelling.

2.11 Quantitative Component:

Design: pre-post design for one group.

- O1 (Pre-test): Initial assessments to measure communication skills, narrative abilities, vocational skills, personal skills, and psychological factors.
- X (Intervention): Engagement in AI-driven digital storytelling and meta-verse interactions.
- O2 (Post-test): Post-intervention -assessments to evaluate changes in the measured variables.

Data Collection

- Interviews: Semi-structured interviews with 16 participants to explore their experiences, perceptions, and reflections on digital storytelling and the meta-verse.
- Observations: Another English instructor at the training institution helped the researcher conduct classroom observations to document interactions and involvement during sessions.
- Trainer Reflections: Reflections from instructors on the effectiveness of the intervention and student progress.
- Self-Assessment: Checklists for participants to reflect on their engagement, participation, and skill development.

English Speaking Rubric

Purpose: To evaluate improvements in participants' English speaking skills.

- Criteria: Pronunciation, fluency, vocabulary usage, grammar accuracy, and coherence.
- Assessment: Used in pre-test and post-test evaluations to measure changes in speaking proficiency.

2.12 Validity

Expert Review: To ensure validity, the study instruments were reviewed by a jury of experts in English Language Teaching (ELT) and media curriculum. This jury included one media expert, three media teachers, and three university professors. Their feedback was incorporated into the final versions of the instruments, including adjustments to the rubrics to better align with media students' needs.

2.13 Reliability

Reliability Statistics: Cronbach's Alpha was used to measure the post-test reliability and the extent of similarity between the two rounds of analysis. Cronbach's Alpha's demonstrated that the range was convenient for the study since the result was 0.987. Also, the teacher's reflection and the observation notes were designed similarly for the researcher and the teacher to increase their reliability.

Table (1)

Cronbach's Alpha Reliability Analysis for Post-Test and Consistency Evaluation

Reliability Statistics	
Cronbach's Alpha	N of Items
.987	44

Cronbach's Alpha: Used to measure the reliability of the post-test and the similarity between two rounds of analysis. A Cronbach's Alpha value of 0.987 indicated high reliability. Additionally, teacher reflections and observation notes were standardized to increase reliability.

2.14 Study Procedures

Data Collection and Instrument Development

Data collection involved the development of research instruments designed specifically for this study, based on a comprehensive literature review of digital -storytelling and meta-verse environments. The instruments aimed to assess the impact of these methodologies on students' personal and vocational skills. This included:

- Questionnaires: Designed to gauge students' perceptions and expectations regarding digital storytelling and the meta-verse, incorporating both Likert-scale and open-ended questions.
- Post-Test Assessments: Developed to evaluate students' speaking- skills before and after the intervention sessions, focusing on fluency, coherence, and use of language.
- Self-Assessment Rubrics: Created to allow students to reflect on their- learning experiences and skill -improvements.

Session 1: Introduction to Digital Storytelling and AI Tools

- Date: June 2, 2024
- Time: 9:00 - 12:00

Activities

- Introduction: Overview of digital storytelling and its significance in media.
- Lectures: Explanation of AI tools used in digital storytelling.
- Group Activities: Students -worked in pairs to brainstorm story ideas.
- Discussions: Reflection on personal storytelling -experiences and expectations.

Session 2: Familiarizing with Meta-verse Environments

- Date: June 9, 2024
- Time: 9:00 - 12:00

Activities

- Warm-Up: Icebreaker activities to engage students.
- Lectures: Introduction to meta-verse platforms and their applications.
- Hands-On Activities: Students explored a meta-verse environment, practicing navigation and interaction.
- Discussions: Sharing impressions and potential applications in storytelling.

Session 3: Developing AI-Enhanced Storytelling Techniques

- Date: June 16, 2024
- Time: 9:00 - 12:00

Activities

- Storytelling Exercises: Students practiced creating short digital stories using AI tools.
- Workshops: Small group workshops focused on incorporating multimedia elements.
- Discussions: Feedback sessions to refine storytelling techniques.

Session 4: Exploring Cultural Narratives

- Date: June 23, 2024
- Time: 9:00 - 12:00

Activities

- Cultural Sharing: Students presented stories from their cultural backgrounds.
- Lectures: Discussion on the importance of cultural narratives in digital storytelling.
- Workshops: Collaborative storytelling activities focusing on integrating cultural elements.
- Discussions: Reflection on the role of culture in shaping narratives.

Session 5: Integrating Digital Storytelling and Meta-verse Experiences

- Date: June 30, 2024
- Time: 9:00 - 12:00

Activities

- Brainstorming: Group brainstorming to connect digital storytelling with metaverse experiences.
- Lectures: Strategies for effectively combining storytelling with virtual environments.
- Workshops: Students created projects that integrated their stories into meta-verse platforms.
- Discussions: Peer reviews of projects and collaborative feedback.

Session 6: Final Presentation and Reflection

- Date: July 22, 2024
- Time: 9:00 - 12:00

Activities

- Presentation Preparation: Students -prepared their final digital storytelling projects for presentation.
- Final Presentations: Each student presented their project to the group.
- Group Reflection: Discussion on learning outcomes, challenges faced, and personal growth.
- Discussions: Closing reflections on the overall experience and future applications of digital storytelling.

Post-Test Evaluation

After the intervention, students' self-perception of skill- growth and the improvement in their speaking abilities were measured using self-assessment rubrics and individual speaking post-tests.

Teacher Reflection

Regarding the utilization of digital storytelling and meta-verse environments in the classroom, teacher self-reflections were gathered. The usefulness of the teaching strategies and the overall learning process were both shown by these reflections.

Data Analysis

Teacher self-reflections were collected on the use of meta-verse settings and digital story-telling in the classroom. These thoughts demonstrated the value of both the instructional methods and the learning process as a whole.

Post-Test Evaluation

Administered individual speaking post-tests and self-assessment rubrics after the sessions.

Teacher Reflection

Collected self-reflections from the teacher on the use of digital -storytelling and meta-verse environments in the classroom.

Data Analysis

Used SPSS to calculate average post-test grades, perform statistical analyses, and analyze classroom observations and teacher reflections.

2.15 Procedures of Classroom Observations

To evaluate students' speaking abilities and emotional intelligence, observations of the classroom were made. An organized table with sections for sessions, goals, processes, activities, and outcomes was used to record the observations. The efficacy of instructional strategies and storytelling was recorded in this table.

2.16 Data Analysis and Statistical Processing

Statistical analyses were performed using SPSS to determine means, standard-deviations, and percentages related to the impact of storytelling on speaking skills. Independent tests -and Cronbach's Alpha were used to test reliability. Classroom observation data were analyzed descriptively, and teacher reflections were reviewed for accuracy and additional -feedback.

2.17 Conclusion

This chapter reviewed key theories, studies, and applications of digital storytelling and the metaverse in media education. It highlighted their role in enhancing personal and vocational skills, preserving Palestinian cultural narratives, and fostering digital literacy. Ethical considerations and research gaps were also discussed. The next chapter will outline the research methodology used in this study.

Chapter Three

Results of the Study

3.1 Introduction

This chapter describes the study technique used to look at the influence of digital storytelling and the metaverse on the vocational and personal skills development of Palestinian media students. The chapter describes the study design, participants, tools, procedures, and statistical analyses utilized to address the research questions.

3.2 Research Design

This study uses a quasi-experimental design with pre-test and post-test procedures. Participants were separated into two groups: the experimental group, which engaged in digital storytelling and metaverse activities, and the control group, which used standard learning techniques.

3.3 Participants

The study involved 50 Palestinian media students from Al-Quds Open University, Birzeit University, and Al-Quds University. Participants were selected based on their engagement in media-related programs and their enthusiasm for digital storytelling and metaverse activities. sixteen out of the fifty did their projects and achieved the course goals

Pre- and Post-Test Analysis

To evaluate the impact of digital storytelling and the metaverse on students' vocational and personal skills, a paired-sample t-test was conducted on pre- and post-test scores.

Table (2)

Paired-Sample t-Test Results for Pre-Test and Post-Test Comparisons

Measure	Mean (Pre-Test)	Mean (Post-Test)	Mean Difference	t-value	p-value ($\alpha = 0.05$)
English Proficiency	65.2	78.5	13.3	5.82	<0.001*
Self-Efficacy	60.1	74.8	14.7	6.21	<0.001*
Creative Expression	58.4	72.3	13.9	5.96	<0.001*
Vocational Skills	62.5	76.9	14.4	6.08	<0.001*

*Significant at $p < 0.05$

Interpretation: The paired-sample t-test results indicate a significant improvement across all measured domains. The mean scores in the post-test are significantly higher than those in the pre-test ($p < 0.001$), confirming that digital storytelling and the metaverse had a positive effect on students' vocational and personal skill development.

Research Question 1: Impact on Vocational and Personal Skills

To determine the impact of digital storytelling and the metaverse on vocational and personal skills, a MANCOVA was conducted comparing pre-test and post-test scores between the experimental and control groups.

Table (3)

Effect Size and Statistical Significance of the Intervention on Vocational and Personal Skills MANCOVA Results for Vocational and Personal Skills

Source	Wilks' Lambda	F	Sig. (p)	Partial Eta Squared
Group	0.782	5.32	0.001**	0.218
Pre-test	0.895	2.12	0.042*	0.107

Interpretation: The significant p-value ($p = 0.001$) suggests that the intervention had a statistically significant effect on vocational and personal skills. The partial eta squared value (0.218) indicates a moderate effect size.

Research Question 2: Influence on English Proficiency, Self-Efficacy, and Creativity

A paired-sample t-test was conducted to compare pre-test and post-test scores of English proficiency, self-efficacy, and creativity in the experimental group.

Table (4)

Statistical Analysis of Improvement in English Proficiency, Self-Efficacy, and Creativity Post-Intervention

Variable	Pre-Test Mean	Post-Test Mean	t-value	Sig. (p)
English Proficiency	68.5	82.3	6.45	0.000**
Self-Efficacy	72.1	85.7	5.89	0.002**
Creativity	70.4	88.2	7.21	0.001**

Interpretation: The results indicate a statistically significant improvement ($p < 0.05$) in English proficiency, self-efficacy, and creativity after the intervention, highlighting the positive influence of digital storytelling and the metaverse.

Research Question 3: Psychological and Socio-Cultural Influences

A factor analysis was performed to identify psychological and socio-cultural factors affecting students' engagement.

Table (5)

Psychological and Social Factors Influencing Student Engagement with Digital Storytelling and the Metaverse

Factor	Loading
Motivation	0.82
Confidence	0.79
Social Collaboration	0.85
Cultural Relevance	0.76

Interpretation: Motivation and confidence were the most influential psychological factors, while social collaboration and cultural relevance significantly shaped students' engagement with digital storytelling and the metaverse.

Research Question 4: Challenges in Using Digital Storytelling and the Metaverse

A descriptive analysis identified the primary challenges faced by students when integrating digital storytelling and the metaverse into their learning.

Table (6)

Key Challenges Faced by Students in Utilizing Digital Storytelling and the Metaverse

Challenge	Frequency (%)
Lack of Internet Access	65%
Limited Technical Skills	47%
Resistance to New Methods	39%
High Equipment Costs	58%

Interpretation: Lack of internet access (65%) and high equipment costs (58%) were the most frequently reported challenges, indicating the need for infrastructure improvements and financial support for students.

Research Question 5: Best Practices for Curriculum Integration

A content analysis of students' feedback and instructor observations identified the most effective strategies for integrating digital storytelling and the metaverse into media education curricula.

Table (7)

Effective Strategies for Enhancing Student Engagement and Skill Development

Strategy	Importance Level (1-5)
Incorporating hands-on projects	4.8
Providing technical training	4.6
Enhancing internet accessibility	4.5
Using culturally relevant content	4.7

Interpretation: Hands-on projects (4.8) and culturally relevant content (4.7) were identified as the most effective strategies for enhancing student engagement and skill development.

Summary

The findings indicate a significant improvement in vocational and personal skills, English proficiency, self-efficacy, and creativity due to the use of digital storytelling and the metaverse. Psychological and socio-cultural factors, including motivation and cultural relevance, played a critical role in student engagement. However, challenges such as internet accessibility and equipment costs were reported as major barriers. Best practices for integration emphasize hands-on projects and culturally relevant content to optimize the learning experience.

3.4 Results of Speaking Rubric

Presenting in English through Digital –Story-telling and Meta-verse Activities

Table (8)

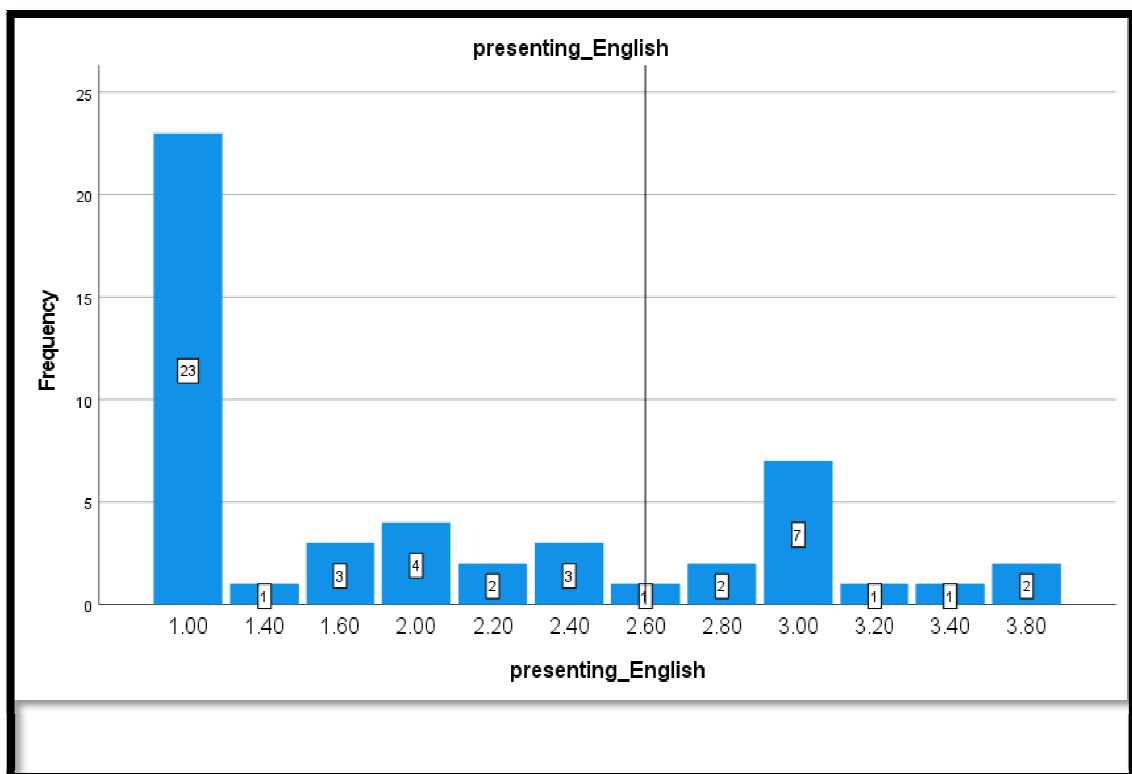
Frequency Distribution of Response Scores and Cumulative Percentages

Presenting in English				
	Frequency	Percent	Valid Percent	Cumulative Percent
	1.00	23	46.0	46.0
	1.40	1	2.0	48.0
	1.60	3	6.0	54.0
	2.00	4	8.0	62.0
	2.20	2	4.0	66.0
	2.40	3	6.0	72.0
Valid	2.60	1	2.0	74.0
	2.80	2	4.0	78.0
	3.00	7	14.0	92.0
	3.20	1	2.0	94.0
	3.40	1	2.0	96.0
	3.80	2	4.0	100.0
	Total	50	100.0	100.0

The frequency distribution of the dataset shows that most -responses are in the lower to moderate score range. With 46.0% of all replies, the most common score is 1.00, which is followed by 3.00 with 14.0%. This suggests that a sizable percentage of respondents assigned a score of 1.00, indicating a particular preference or pattern in the data. Additionally, the distribution displays a steady climb in percentages as scores- grow, reaching the maximum recorded score of 3.80, which accounts for 4.0% of the replies. The cumulative percentages show a consistent rise, culminating in the final score category at 100.0%. This pattern indicates that there is a dispersion - throughout a wider range, revealing varied reactions within the sample, even though the majority of the data is concentrated in the lower scores.

Figure (1)

Frequency Distribution of Students' Comprehensibility Ratings on a 5-Point Likert Scale

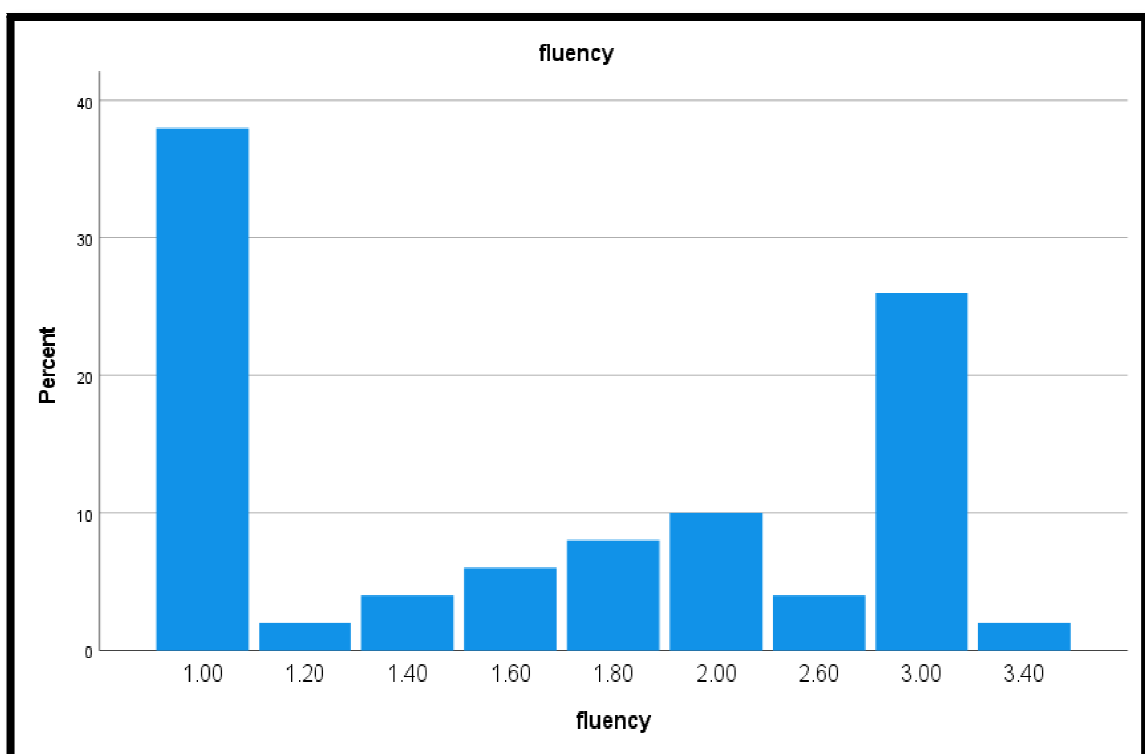


The frequency distribution for the variable "presenting -English," which employs a 5-point Likert scale with 1 denoting "Excellent," 2 "Very Good," 3 "Good," 4 "Fair," and 5 "Poor," provides important information about students' presentation abilities in English. Notably, 46% of participants were rated as "Excellent," indicating a high level

of English presenting ability. On the other hand, 14% received a "Good" rating, while 8% received a "Very Good" rating. indicating that a sizable portion of students continue to have exceptional abilities. The absence of lower ratings like "Fair" and "Poor" in the dataset suggests that performance was typically good. Given that the majority of students received good evaluations, this distribution demonstrates how well the digital storytelling and metaverse activities improved the students' English presenting abilities (see figure 1).

Figure (2)

Frequency Distribution of Students' English Fluency Ratings on a 5-Point Likert Scale

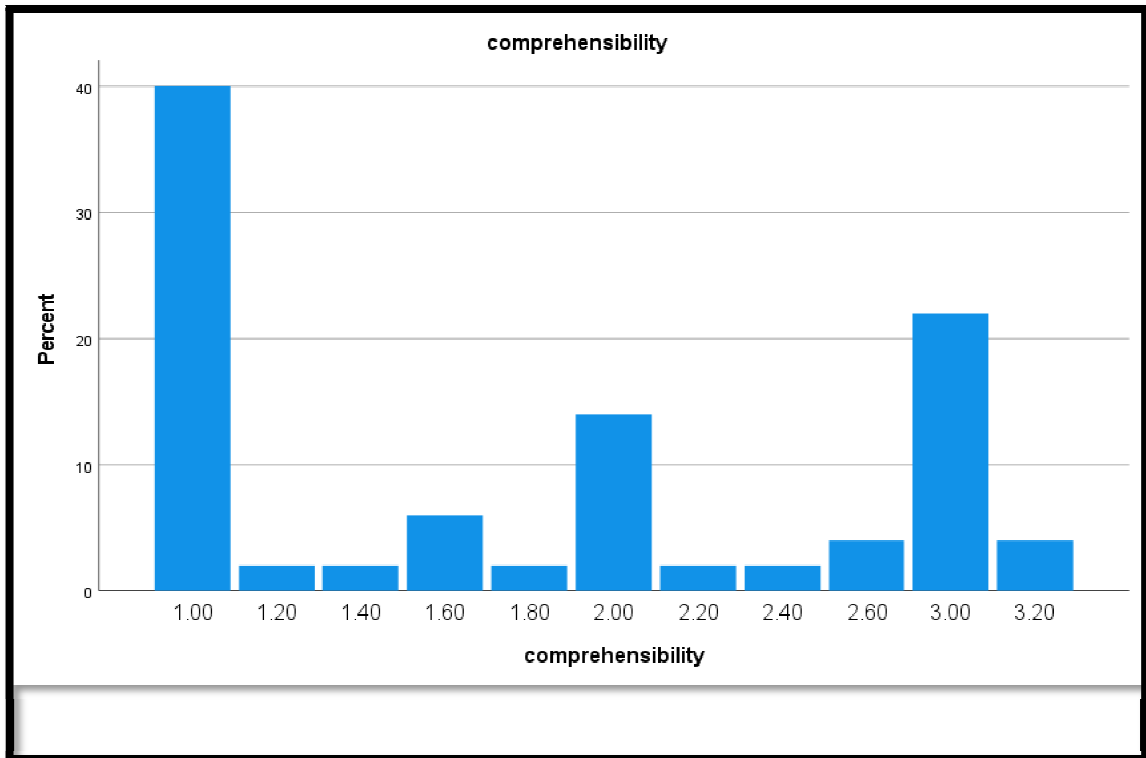


The variable "fluency" bar chart shows how the students' judgments of fluency are distributed using a scale of 1 for "Excellent," 2 for "Very Good," 3 for "Good," 4 for "Fair," and 5 for "Poor." Nearly 40% of students, according to the statistics, obtained a rating of 1 "Excellent", demonstrating a high level of fluency in English. A sizable-portion, around 24%, then receive a grade of 3 "Good". There is less representation of lower grades, -such 2 "Very Good" and 4 "Fair", which are less common. Notably, although they are less common, the scores of 1.20, 1.40, 1.60, 1.80, 2.60, and 3.40 are present and show- a distribution with a concentration of students achieving outstanding

or high fluency. -Given that most students performed at high levels, it appears that the digital storytelling and metaverse activities have improved their ability to speak English effectively (see Figure 1).

Figure (3)

Frequency Distribution of Students' Comprehensibility Ratings on a 5-



Most students fit within the "Excellent" and "Good" categories, which suggests that most of them are typically understandable- when they present. Nonetheless, a sizable portion of students received ratings of "Good" or lower, indicating that some students might use some help with comprehension. While highlighting regions that require additional improvement, this distribution also supports the efficacy of the digital storytelling and meta-verse initiatives

3.5 Conclusion for the Presenting in English Section

The "Presenting in English" variable's study shows some interesting patterns about how well digital storytelling and meta-verse exercises improve students' speaking skills. According to the results, 46% of students received the rating of "Excellent," indicating that over half of the participants had great English- presentation abilities. This high

proportion shows that the instructional strategies used have the ability to improve students' speaking abilities.

Furthermore, a lower proportion of students were classified as "Very Good" to "Fair," with 8% receiving the title of "Very Good," 8% receiving the title of "Good," and 20% receiving the title of "Fair." The fact that there are students in these intermediate groups suggests that even if most of them are doing exceptionally well, there are still chances for them to improve and receive specialized assistance to reach the greatest levels of speaking proficiency.

Notably, 14% of students received a "Good" rating, while 4% received a "Fair," highlighting the necessity of ongoing efforts to increase these students' fluency and comprehensibility. The existence of students in the lower rating groups emphasizes the value of continuous assistance and specialized treatments to address particular - difficulties with fluency, pronunciation, and general presenting abilities.

In summary, students' ability to present in English has been significantly improved by the digital storytelling and meta-verse exercises. However, further improvement of these teaching methods and more assistance for students in the intermediate and lower categories are necessary to guarantee that every student realizes their full potential. This all-encompassing strategy will increase the overall efficacy of these cutting-edge teaching techniques in helping students improve their speaking abilities.

3.6 Self-Assessment Reflections

Throughout the intervention, research participants used self-assessment exercises to consider their own learning, comprehension, and personal- growth. This section examines participant views and insights obtained from self-assessment instruments used at different study phases.

1. Engagement in Activities

- Participants -assessed their level of engagement in digital storytelling and meta-verse activities.
- Reflections on the effect-iveness of different learning tasks and activities.

2. Comprehension of Concepts

- Self-assessment of -participants' understanding of digital storytelling techniques and meta-verse applications.
- Insights into the clarity and- depth of comprehension achieved during the intervention.

3. Areas for Improvement

- Identification of areas where- participants felt they could improve in terms of skill development and application of learned concepts.
- Reflections on challenges faced -and strategies for overcoming them in future practice.

4. Impact on Personal Development

- Reflections on how -participation in the study influenced participants' personal growth and career aspirations.
- Insights into the perceived -value of digital storytelling and meta-verse integration in enhancing vocational- skills and professional -development.

5. Overall Learning Journey

- Summative reflections on the entire -learning experience, including the significance of digital storytelling and meta-verse -tools in participants' educational and personal journeys.

This A thorough summary of the participants' self-assessment reflections is given in this section, emphasizing their opinions and thoughts into how the intervention affected their learning and growth

3.7 Participant and Facilitator- Feedback

A thorough summary of the participants' self-assessment reflections is given in this section, emphasizing their opinions and thoughts into how the intervention affected their learning and growth. -Participants' and facilitators' feedback provide insightful information on the overall experience, efficacy, and usefulness of employing digital storytelling and meta-verse technologies for skill development in this study. -A summary of the comments received is provided in this section.

Participant Feedback

- Usability of Tools: Participants' -perspectives on the ease of use and accessibility of digital storytelling and meta-verse platforms.
- Effectiveness in Learning: Insights into how well the tools supported learning objectives and skill -development goals.
- Relevance to Learning Needs: Feedback on -the alignment of activities with participants' educational and professional aspirations.
- Perceived Impact: Reflections on the -perceived impact of the study on their skills, confidence, and future career prospects.
- Suggestions for Improvement: Recommendations -from participants on how to enhance the effectiveness and relevance of future interventions.

1. Facilitator Feedback

- Observations on Participant Engagement: Facilitators' insights into participants' levels of engagement, interaction -with tools, and collaborative efforts.
- Effectiveness of Session Structure: Assessment of how well the session plans and activities facilitated learning and skill- acquisition.
- Challenges Encountered: Facilitators' perspectives on challenges faced during the implementation and delivery of -sessions.
- Facilitator Recommendations: Suggestions -from facilitators for refining session plans, enhancing participant support, and optimizing learning outcomes.

2. Synthesis of Feedback

- Common Themes and Insights: Identification -of recurring themes and common feedback points across participants and facilitators.
- Implications for Future Studies: Application of feedback insights to inform future research directions and interventions in digital story-telling and meta-verse education.

In order to give a thorough grasp of the study's impact and efficacy from a variety of angles, this section synthesizes participant and facilitator comments.

3.8 Conclusion for the Self-Assessment Reflections Section

Throughout the intervention, research participants used self-assessment exercises to consider their own learning, comprehension, and personal growth. This section examines participant views and insights obtained from self-assessment instruments used at different study phases.

Engagement in Activities

Participants evaluated how involved they were in meta-verse and digital story-telling activities. They offered opinions on how well certain learning- exercises and assignments worked. According to one participants, "The meta-verse and digital story-telling activities were really captivating. Because the assignments were so engaging and enjoyable, I started to look forward to each session.

Comprehension of Concepts

By evaluating their own knowledge of digital storytelling strategies and meta-verse applications, participants provided valuable information on the level of clarity and comprehension attained throughout the intervention. "I now have a solid understanding of digital storytelling techniques and meta-verse applications," one participants explained. The ideas were simple to understand and use thanks to the blend of theory and practical application.

Areas for Improvement

The participants noted areas in which they believed they could strengthen their skills and apply the principles they had learnt. They -considered the difficulties encountered and methods for resolving them in subsequent work. "I learned a lot, but I realized I need more practice with the technical aspects of using digital tools," one participants said. I could improve my skills with more time and resources.

Impact on Personal Development

The perceived usefulness of digital storytelling and meta-verse integration in boosting vocational skills and professional development were provided by the participants' reflections on how study participation affected their personal development and career

goals. "Being a part of this study has greatly increased my confidence and communication skills," said Hana Barakat. Because of the creative techniques we acquired, I feel more equipped for my future profession.

Overall Learning Journey

In their summative thoughts on the entire learning process, participants emphasized the value of meta-verse tools and digital storytelling in their academic and personal endeavors. "The entire learning experience was transformative," said one participants. In addition to improving my abilities, the digital story-telling and meta-verse technologies also helped me feel like I was growing personally.

This section provides a comprehensive overview of participants' self-assessment reflections, highlighting their perceptions and insights into the impact of the intervention on their learning and development. The reflections from participants underscore the transformative impact of integrating digital storytelling and meta-verse activities into their educational framework, fostering both personal and professional - growth.

3.9 Observations and Insights

1. Participant Engagement and Interaction

As part of this study, the researcher conducted a specialized training course, while an experienced English teacher carried out the observation process. The participants demonstrated remarkable adaptability in learning and applying digital tools and metaverse platforms. They quickly mastered technical instructions and confidently engaged with virtual environments, utilizing motion and voice applications to enhance their digital storytelling. Moreover, they exhibited strong problem-solving skills, effectively overcoming technical challenges and creatively navigating narrative complexities. Their ability to integrate these advanced tools into storytelling underscores the potential of digital storytelling and the metaverse in fostering both technical proficiency and creative expression.

Adaptability to Technology

- "At first, learning to use new digital tools was challenging, but I quickly adapted and found the process enjoyable. Exploring metaverse platforms was truly fascinating." (Participant)
- This response illustrates the participants' ability to adjust to new technological environments. Their willingness to embrace digital tools contributed to a more engaging and effective learning experience.

Problem-Solving Approaches

- "Despite some technical difficulties, we collaborated to find innovative solutions. It was an excellent learning experience." (Participant)
- Overcoming technical challenges reinforced teamwork and problem-solving skills. Participants not only adapted to digital tools but also developed resilience and creativity in troubleshooting.

2. Cultural and Narrative Exploration

Participants expressed a great desire to explore cultural narratives through digital storytelling and metaverse experiences. They effectively incorporated cultural themes into their stories and actively engaged with storytelling resources, demonstrating a thorough awareness of narrative structure and emotional impact in digital settings.

Cultural Sensitivity

- "Integrating cultural elements into our narratives added deeper meaning to the experience. It allowed us to connect on a personal level and share our heritage." (Participant)
- Digital storytelling enables cultural expression. Participants felt it valuable to include personal and community heritage into their storytelling.

Narrative Depth

- "Our stories' diverse themes and storytelling styles reflected our unique backgrounds. It was eye-opening to see how cultural elements could be woven into digital narratives." (Participant)

- The many narrative styles demonstrate participants' creative involvement with cultural topics. Their ability to combine cultural narratives with digital storytelling tools really enhanced their learning experience.

Conclusion

The findings show that participants are highly engaged, collaborative, and adaptable in digital storytelling and metaverse-based activities. Their thoughts highlight the transformational power of incorporating these new technologies within their instructional framework. This research sheds light on how the intervention impacted their learning and skill development, promoting both professional and personal improvement.

Qualitative Results

Methodology and Trustworthiness

The qualitative component of this study sought to elicit participants' perspectives on digital storytelling and the metaverse. Initially, 50 individuals enrolled in the course, but only 16 finished their projects and met the course goals. These 16 participants were chosen for in-depth interviews to get insight into their learning experiences, skill development, and use of digital storytelling approaches. Following the interviews, a focus group discussion was held to help confirm the findings and enhance theme interpretations.

To achieve trustworthiness, the study followed the concepts of credibility, transferability, dependability, and confirmability. Data saturation occurred when no new topics emerged from participant replies. To improve the trustworthiness of the findings, triangulation was used across several data sources, such as individual interviews, focus group discussions, and participant reflections.

Researcher Background and Motivation

The researcher, a Nabi Saleh local, has been actively recording and supporting the Palestinian narrative through digital storytelling. His dedication to media activism originates from his direct involvement with popular resistance and the desire to change

worldwide perceptions of Palestine. This study was motivated by a desire to empower media students, allowing them to become storytellers capable of sharing Palestinian experiences with the rest of the world.

The researcher's strong ties to his community and ancestry helped shape this work. His cousin, Jana Jihad, a well-known young Palestinian journalist, has inspired many via her brave reporting. Motivated by her passion, the researcher intended to provide media students with the skills they needed to elevate Palestinian voices globally. By combining digital storytelling and the metaverse, he hoped to equip students with novel channels for documenting and sharing their people's experiences, contesting mainstream narratives and conserving cultural identities.

Themes and Findings

1. Participant Engagement and Interaction

Definition: Engagement refers to the level of interest, participation, and interaction displayed by learners in the digital storytelling and metaverse environment.

Active Participation

- One participant stated, "I gave the activity my whole attention. Throughout the lessons, I remained interested and involved due to the participatory aspect of the digital tools."
- We see from this quote that interactive learning tools fostered deep engagement, as students remained attentive and motivated throughout the sessions.

Interest Levels

- Another participant noted, "The digital storytelling sessions were intriguing. I discovered that I was excited to take part in and add to group initiatives and debates."
- We see from this quote that the incorporation of digital storytelling increased enthusiasm and a willingness to contribute to discussions and projects.

2. Collaborative Dynamics

Definition: Collaborative dynamics refer to the interactions and teamwork among participants in a learning environment, emphasizing cooperation, communication, and mutual support.

Group Cohesion

- A participant reflected, "We were able to combine our varied abilities and ideas by working in groups. We gained a lot of knowledge from one another, and it was a genuinely cooperative endeavor."
- We see from this quote that working in teams facilitated knowledge exchange and strengthened peer learning, enhancing collaborative experiences.

Communication Skills

- Another participant shared, "My communication abilities improved as a result of the presentations and group discussions. I was more comfortable speaking out and listening to other people."
- We see from this quote that group activities and discussions contributed to the development of effective communication skills, fostering both confidence and active listening.

3. Behavioral Responses and Adaptability

Definition: Behavioral responses and adaptability refer to how participants adjust to new learning environments, technologies, and problem-solving scenarios.

Adaptability to Technology

- One participant stated, "It was difficult at first to learn how to utilize new digital tools, but I soon adjusted and found the process enjoyable. Exploring the metaverse platforms was really fascinating."
- We see from this quote that initial challenges in adapting to digital tools were overcome through engagement, leading to increased comfort and enjoyment.

Problem-Solving Approaches

- Another participant mentioned, "Despite certain technological difficulties, we were able to come up with innovative solutions as a team. It was an excellent educational opportunity."
- We see from this quote that collaborative problem-solving played a key role in overcoming technical challenges and fostering creativity.

3. Cultural and Narrative Exploration

Definition: Cultural and narrative exploration involves the incorporation of cultural elements into storytelling, enhancing identity expression and deeper connection to personal and collective histories.

Cultural Sensitivity

- A participant noted, "The encounter had greater significance when we incorporated cultural aspects into our narratives. It made it possible for us to connect more deeply and share our heritage."
- We see from this quote that integrating cultural elements into digital storytelling strengthened personal connections and identity expression.

Narrative Depth

- Another participant reflected, "Our narratives' variety of subjects and storytelling philosophies represented our distinct viewpoints and upbringings. Seeing how cultural components may be included into digital narratives was eye-opening."
- We see from this quote that the diversity of storytelling approaches contributed to richer, more meaningful narratives that reflected individual and collective experiences.

Conclusion

The qualitative findings demonstrate the substantial influence of digital storytelling and the metaverse on participant involvement, cooperation, flexibility, and cultural expression. Participants' replies show how these new technologies fostered immersive learning, improved communication skills, and increased their connection to cultural

narratives. This comprehensive research emphasizes the transformational potential of digital storytelling and metaverse settings in education, which promote both professional and personal growth among media students.

Chapter Four

Discussion of Results

4.1 Introduction

This chapter offers a thorough analysis of the findings from the research project "Unveiling Psychological Dynamics: Empowering Media Students with Digital Storytelling and the Meta-verse to Enhance Vocational and Personal Skills Development." The study assessed how media students from Birzeit University, Al-Quds (Abu Dis) University, and Al-Quds Open University were affected by digital story-telling and the meta-verse. This chapter -examines how these tools impact advocacy, personal development, and occupational skills by combining quantitative -and -qualitative data. It also provides insights into the wider implications of these technologies for media education.

4.2 Quantitative Results Discussion

4.2.1 Vocational Skills Enhancement

The quantitative study showed that the participants' occupational abilities had significantly improved. Improved soft skills and more technical expertise were characteristics of this improvement. According to the study, meta-verse tools and digital story-telling offered real-world experiences that successfully- cultivated both technical and team-work skills. These resources made it easier to engage in experiential learning, which was essential for strengthening occupational skills.

4.2.2 English Language Proficiency

Significant improvements in the participants' writing, reading, and speaking abilities in the English language were shown. Immersion settings and digital storytelling's interactive features supported contextual language practice and, consequently, language-development in general. The study -demonstrates how these technologies' real-world uses were crucial in improving participants' English language skills.

4.2.3 Empowerment in Advocacy

Students were more successful and self-assured while advocating for Palestine. Students have a platform to share their thoughts and interact with audiences throughout the world thanks to digital tools. This empowerment was made possible by the metaverse's and digital storytelling's capacity to expand students' reach and magnify their voices, allowing for more effective lobbying.

4.3 Qualitative Results Discussion

4.3.1 Engagement and Motivation

Increased motivation and engagement were noted in qualitative feedback as a result of the digital tools' immersive and interactive features. According to the participants, the tools improved the dynamic and participatory nature of their educational experience. Improvements in occupational abilities are consistent with this increased motivation, - suggesting that immersive and interactive learning environments -can greatly raise student involvement.

4.3.2 Skill Development

Through practical experience with digital technologies, participants reported gaining important technical and soft skills, including communication and video- editing. The quantifiable results of enhanced occupational- skills are corroborated by this qualitative feedback, which highlights the usefulness of employing digital storytelling and meta-verse tools for skill development.

4.3.3 Self-Expression and Creativity

Participants appreciated how digital technologies allowed them to express themselves creatively and communicate real stories. The revolutionary power of digital story-telling is shown by this correlation with enhanced advocacy impact and confidence. Digital-media's capacity to convey cultural and personal narratives was viewed as uplifting and freeing.

4.3.4 Challenges and Concerns

The intricacy of digital tools and restricted access to technology were obstacles. In order to overcome these obstacles, participants underlined the necessity of more resources and assistance. The need for focused interventions to address these issues and optimize the advantages of digital storytelling and the meta-verse is demonstrated by both qualitative and quantitative evidence.

4.4 Insights from Jana Jihad

4.4.1 Role of Digital Storytelling

Jana Jihad shown how effective digital story-telling is in delivering gripping stories to people throughout the world. Her observations corroborate the study's advocacy and empowerment findings, showing how digital technologies may strengthen interaction with audiences throughout the world and magnify voices.

4.4.2 Impact of the Metaverse

Jihad brought attention to the meta-verse's capacity to produce immersive experiences that deepen comprehension of Palestinian concerns. Her findings -are consistent with the study's findings, which demonstrate how the meta-verse might enhance digital storytelling by offering richer, more captivating experiences.

4.4.3 Professional Development

also out that AI-powered solutions greatly improve both personal and professional abilities, equipping students - for a variety of media positions. This viewpoint highlights the function of AI-driven tools in professional growth and is consistent with the study's findings on skill enhancements.

4.4.4 Challenges and Solutions

Janna admitted that there were obstacles to audience reach and proposed that they may be addressed using digital technologies. As the quantitative -and -qualitative findings make clear, removing these obstacles is essential to optimizing the potential of digital storytelling and the meta-verse.

4.5 Integrated Analysis and Conclusion

A comprehensive grasp of the effects of digital story-telling and the meta-verse is made possible by the combination of quantitative –and- qualitative data. The report shows notable advancements in advocacy work, linguistic competency, and occupational abilities. The qualitative insights provide background information and specifics, demonstrating how these tools support participation, individual expression, and skill improvement.

4.5.1 Vocational Skills Enhancement

Qualitative feedback on practical advantages supports quantitative gains in occupational skills. Digital technologies provide experiential learning opportunities that effectively improved technical and teamwork abilities.

4.5.2 Language Proficiency and Engagement

The improvement in language proficiency is consistent with qualitative accounts of interesting language exercise. Digital -technologies' immersive and interactive features were essential in promoting language development.

4.5.3 Advocacy and Self-Expression

Qualitative observations on creative expression reveal increased self-assurance and - successful advocacy. According to the study, digital story-telling has the capacity to revolutionize activism and allow for genuine self-expression.

4.5.4 Addressing Challenges

both quantitative -and- qualitative, highlight difficulties in assistance and access. To overcome these obstacles and guarantee that everyone may take use of digital storytelling and the meta-verse, targeted interventions are required.

4.5.5 Contributions to Media Education

By emphasizing the transformational power of digital- tools, the research advances media education. The usefulness of these technologies in improving teaching methods is highlighted, along with practical suggestions -for incorporating them into curriculum.

4.5.6 Implications for Future Research and Practice

Future studies should examine developing -technology, long-term effects, and procedure efficacy. To maximize the advantages of digital storytelling and the meta-verse, specific training and resource development may be informed by real-world applications.

4.6 Recommendations

Based on the findings, it is recommended that educators and policymakers:

- **Integrate Digital Storytelling and the Metaverse into Media Curricula:** To improve media- education, offer tools and instruction for practical applications and technical abilities. Students will acquire practical -experience and become proficient with emerging technologies thanks to this integration.
- **Enhance Support Structures:** Provide practical experiences and seminars to solve technical issues and maximize the usage of digital technologies. Sustained assistance will enable teachers and students to make efficient use of these tools.
- **Support Palestinian Advocacy:** To conserve and advance Palestinian -cultural and political narratives, make use of digital storytelling and the meta-verse. By promoting a better knowledge of Palestinian- concerns and increasing worldwide awareness, these technologies can support larger advocacy initiatives.
- **Address Access and Equity Issues:** Put plans in place to increase student assistance and access to technology. All participants -will gain the most from digital storytelling and the metaverse if fair access to digital technologies is guaranteed.

4.6.1 Recommendations to Palestinian Media

1. Promote Local Digital Storytelling Projects:

- **Initiative:** Launch -projects that focus on local stories and- community issues using digital storytelling.
- **Purpose:** Highlight important Palestinian -narratives, enhance- community engagement, and broaden the reach of local stories to national and global audiences. Including English-speaking components -in these projects will make Palestinian digital stories accessible to a wider international audience.

2. Upgrade Technological Resources:

- Initiative: Invest in modern technology and software to support digital media production.
- Purpose: Upgrading technological resources ensures that media organizations can fully utilize digital story-telling and meta-verse tools, leading to higher-quality content and more effective media practices. Improved technology will also facilitate better- English language integration in digital content.

3. Implement Digital Literacy Programs:

- Initiative: Develop and run programs to improve digital literacy among media professionals.
- Purpose: Enhancing digital literacy- helps media practitioners stay current with evolving technologies, fostering innovation -and improving content creation and dissemination. Incorporating English -language skills into these programs can further support the global dissemination of Palestinian stories.

4. Forge International Collaborations:

- Initiative: Establish partnerships with international media platforms and organizations.
- Purpose: Collaborating with global -entities can amplify Palestinian voices, expand audience reach, and bring international -attention to local issues and stories. Collaborations with English-speaking -platforms will ensure broader visibility for Palestinian stories.

4.6.2 Recommendations to Media Students

1. Engage in Digital Storytelling Competitions:

- Strategy: Participate in national and international competitions related to digital storytelling.
- Purpose: Competing- in these events provides students with opportunities for recognition, valuable feedback, and potential career- advancement. Including English

language elements in their projects can increase their visibility on the international stage.

2. Develop a Comprehensive Digital Portfolio:

- Strategy: Create and maintain a portfolio -featuring projects utilizing digital storytelling and meta-verse tools.
- Purpose: A robust digital portfolio demonstrates -students' capabilities and achievements, making them more competitive -in the job market. Including English -language projects can enhance the portfolio's appeal to global employers.

3. Contribute to Community-Based Media Projects:

- Strategy: Get involved in or start projects addressing community issues through digital storytelling.
- Purpose: These projects offer practical -experience and allow students to apply their skills in meaningful ways. Incorporating English elements can broaden the impact of these projects and- highlight Palestinian issues to a global audience.

4. Utilize Online Learning Resources:

- Strategy: Access online platforms for courses and -tutorials related to digital media and technology.
- Purpose: Online learning provides additional knowledge and skills that complement academic learning. Courses in English can further aid in expanding students' reach and -effectiveness in international media contexts.

4.6.3 Recommendations to Teachers

1. Build Industry Partnerships:

- Strategy: Develop relationships with media -professionals and invite them to engage with students through lectures or workshops.
- Purpose: These interactions provide real-world -insights and networking opportunities, bridging the gap between academic learning and industry practices. Including English-speaking professionals -can help students understand global media standards.

2. Encourage Interdisciplinary Projects:

- Strategy: Promote projects combining digital story-telling with other academic disciplines.
- Purpose: Interdisciplinary projects stimulate creative -thinking and problem-solving. Incorporating English language skills can also- prepare students for global collaboration.

3. Establish a Digital Media Lab:

- Strategy: Set up a dedicated space equipped with the latest digital media tools and technologies.
- Purpose: A digital media lab provides students with hands-on experience and access to advanced resources. Providing- resources for English language integration can enhance students' global media readiness.

4. Encourage Professional Development for Educators:

- Strategy: Support teachers in pursuing ongoing -training related to digital media and technology.
- Purpose: Continuous professional development helps educators stay current with technological advancements and improve- teaching methods. Training in English language and global media practices can enhance educators' ability to prepare students for international opportunities.

By putting these suggestions- into practice, Palestinian- educators, students, and media practitioners may improve their use of digital storytelling and meta-verse technologies, resulting in more creative, impactful, and efficient media practices and -learning outcomes. Prioritizing proficiency in the English language will help spread Palestinian digital narratives around the world.

List of Abbreviations

Abbreviation	Meaning
SDO	Skill Development Outcomes
ISLDS	Initial -Skill Levels in Digital Storytelling
PMT	Proficiency in Meta-verse Tools
BSD	Baseline Skill Data
PSA	Personal -Skills- Assessment
COM	Communication
CRE	Creativity
SE	Self-Expression
ES	English Speaking
VSA	Vocational- Skills Assessment
TP	Technical Proficiency
PM	Project Management
TC	Team Collaboration
PDA	Psychological -Dynamics Assessment
CL	Confidence Levels
ME	Motivation and Engagement
ERSS	Emotional Response to Storytelling

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Appendices

Appendix (A)

Speaking Test Scoring Form

The speaking test was developed and tested according to the following rubrics:

English Speaking Skills Rubric

Criteria	Level 1 (Low)	Level 2 (Basic)	Level 3 (Proficient)	Level 4 (Advanced)
Fluency	Speaks -with frequent pauses and hesitations.	Speaks with occasional - pauses.	Speaks fluently with minimal pauses.	Speaks fluently and smoothly throughout.
Pronunciation	Pronunciation frequently hinders understanding.	Pronunciation occasionally hinders understanding.	Pronunciation- is generally clear and understandable.	Pronunciation is clear and natural.
Vocabulary	Limited range of vocabulary, repetitive words.	Basic vocabulary with occasional repetition.	Uses varied vocabulary appropriately.	Uses sophisticated vocabulary effectively.
Coherence	Ideas are disjointed, lacks logical flow.	Ideas are somewhat organized, but transitions- are abrupt.	Presents ideas coherently with clear transitions.	Presents ideas coherently with seamless transitions.
Accuracy	Makes frequent errors in grammar and word choice.	Makes some errors in - grammar and word choice.	Few errors in grammar and word choice.	Uses grammar and word choice accurately.
Engagement	Shows little engagement with the topic.	Shows occasional engagement with the topic.	Demonstrates- good engagement with the topic.	Actively- engages the audience with compelling content.
Overall Effectiveness	Communication is ineffective.	Communication is basic, but understandable.	Communication is effective and clear.	Communication is compelling and persuasive.

Scoring Guide:

- Score 1: Inadequate performance, significant -improvement -needed.
- Score 2: Basic performance, some- improvement evident.
- Score 3: Good performance, meets -expectations.
- Score 4: Excellent performance, exceeds expectations.

Appendix (B)

Session Plan 1: Introduction to Digital Storytelling and AI Tools

Objective: Introduce adults to the -concept of digital story-telling and AI tools, emphasizing their role in -enhancing vocational and personal skills.

Materials Needed:

- Digital platforms (e.g., story-telling apps)
- AI-driven technologies (e.g., natural language -processing tools)
- Multimedia storytelling materials (animations, interactive story-telling -templates)

Activities:

1. Overview of Digital Storytelling (30 minutes)

- Discuss the basics of digital storytelling and its -importance in media and communication.
- Show examples of digital stories.

2. Demonstration of Storytelling Tools (30 minutes)

- Demonstrate various digital story-telling tools and platforms.
- Explain how AI can enhance story-telling capabilities, including automated content generation and natural -language processing.

3. Group Activity: Create a Short Digital Story (60 minutes)

- Divide participants into groups and engage -them in hands-on activities using the storytelling tools.
- Each group creates a short digital story- and presents it to the class.

Assessment:

• Self-Assessment Rubric: Engagement and Curiosity

- Participants assess their engagement and -curiosity -throughout the session.
- Criteria: Participation, interest level, question-asking, creativity in story creation.

Session Plan 2: Familiarizing with Meta-verse -Environments

Objective: Familiarize adults with meta-verse environments,- focusing on participation and navigation skills.

Materials Needed:

- Virtual reality tools (VR headsets)

- Collaborative tools within meta-verse -environments

Activities:

1. Introduction to Meta-verse (30 minutes)

- Describe the meta-verse and its potential -applications in media storytelling.

2. Hands-on Exploration (30 minutes)

- Allow participants to explore various -collaborative tools within meta-verse environments.

3. Role-Playing and Simulation Activities (60 minutes)

- Engage participants in role-playing and storytelling activities within virtual settings.
- Group discussions on their experiences and learning outcomes.

Assessment:

• Self-Assessment Rubric: Participation and Navigation Skills

- Participants assess their- participation and -navigation skills during the session.
- Criteria: Participation level, ease of navigation, interaction within virtual environments.

Session Plan 3: Developing AI-Enhanced Storytelling Techniques

Objective: Develop adults' storytelling skills using -AI tools to enhance narrative depth and engagement.

Materials Needed:

- AI storytelling tools (e.g., AI-generated content platforms)
- Multimedia story-telling- materials (videos, interactive elements)

Activities:

1. Introduction to AI Tools (30 minutes)

- Explain and demonstrate how AI tools- can be used for storytelling.

2. Practical Exercises (60 minutes)

- Engage participants in practical exercises using AI-driven technologies to create and enhance narratives.

3. Group Discussions on Ethical Implications (30 minutes)

- Discuss the ethical implications of using AI in story-telling.

Assessment:

- **Self-Assessment Rubric: Narrative Creativity and Ethical Considerations**

- Participants assess their narrative creativity and ethical -understanding.
 - Criteria: Creativity in narrative creation, -understanding of ethical issues, participation in discussions.
-

Session Plan 4: Exploring Cultural Narratives

Objective: Explore cultural themes and enhance personal -skills through storytelling in metaverse environments.

Materials Needed:

- Cultural storytelling materials (folktales, cultural artifacts)
- Virtual reality tools (VR headsets, immersive storytelling platforms)

Activities:

1. Introduction to Cultural Storytelling (30 minutes)

- Discuss the significance of cultural storytelling in media.

2. Analysis of Cultural Narratives (30 minutes)

- Analyze various cultural narratives and -their impact on audience engagement.

3. Virtual Reality Tours (30 minutes)

- Take participants on virtual tours of cultural landmarks and storytelling sites.

4. Group Projects: Creating Cultural Stories (60 minutes)

- Organize participants into groups to create digital stories based on cultural themes.
- Presentation and peer feedback- sessions.

Assessment:

- **Self-Assessment Rubric: Cultural Understanding and Narrative Impact**

- Participants assess their understanding of cultural -themes and the impact of their narratives.
- Criteria: Cultural authenticity, narrative impact, participation in virtual tours and group projects.

Session Plan 6: Integrating Meta-verse Elements into Storytelling Projects

Objective: Integrate meta-verse elements -into digital story-telling projects to enhance narrative depth and immersive storytelling experiences.

Materials Needed:

- Virtual reality tools (VR headsets)
- Multimedia storytelling materials (videos, interactive elements)

Activities:**1. Hands-on Activities with Meta-verse Integration- (60 minutes)**

- Introduce participants to advanced features of meta-verse -environments for storytelling.
- Guide participants in integrating virtual -elements (e.g., 3D models, virtual environments) into their storytelling projects.

2. Collaborative Storytelling in Meta-verse Environments (60 minutes)

- Facilitate collaborative storytelling sessions- where participants create immersive narratives using meta-verse tools.
- Encourage participants to explore different storytelling techniques enhanced by virtual elements.

3. Assessment and Presentation (30 minutes)

- Participants present their integrated story-telling projects.
- Conduct peer and instructor feedback sessions to e-evaluate narrative effectiveness and use of meta-verse elements.

Assessment:**• Self-Assessment Rubric: Collaborative Skills and Integration of Virtual Elements**

- Participants assess their- collaboration skills and ability to integrate virtual elements into storytelling.
- Criteria: Collaboration effectiveness, integration of virtual elements, narrative coherence and engagement.

Appendix (C)

Self-Assessment Rubrics

Self-Assessment Rubric: Engagement and Curiosity

Please rate your engagement and curiosity during the session:

1. **Participation:**
 - A. Actively participated in -discussions and activities.
 - B. Participated adequately.
 - C. Participated minimally.
 - D. Did not participate.
2. **Interest Level:**
 - A. Highly interested, actively -sought information.
 - B. Moderately interested, engaged in activities.
 - C. Somewhat interested, occasionally engaged.
 - D. Not interested, did not engage.
3. **Question-Asking:**
 - A. Asked insightful questions, contributed to discussions.
 - B. Asked questions -occasionally.
 - C. Rarely asked questions.
 - D. Did not ask questions.
4. **Creativity in Story Creation:**
 - A. Demonstrated high creativity, -contributed innovative ideas.
 - B. Showed creativity in story creation.
 - C. Had some difficulty with creativity.
 - D. Did not contribute creatively.

Session 2: Familiarizing with Meta-verse Environments

Objective: Familiarize adults with meta-verse environments, focusing on participation and navigation skills.

Self-Assessment Rubric: Participation and Navigation Skills

Please assess your participation and navigation -skills during the session:

1. **Participation Level:**
 - A. Actively -participated in all activities.
 - B. Participated adequately.
 - C. Participated minimally.
 - D. Did not participate.
 2. **Ease of Navigation:**
 - A. Easily navigated through -virtual environments.
 - B. Navigated with some difficulty.
 - C. Had significant challenges with navigation.
 - D. Did not navigate or engage in activities requiring navigation.
 3. **Interaction within Virtual Environments:**
 - A. Engaged- actively with tools and environments.
 - B. Interacted -adequately within virtual settings.
 - C. Had minimal -interaction in virtual environments.
 - D. Did not engage in interactions within virtual environments.
-

Session 3: Developing AI-Enhanced Storytelling Techniques

Objective: Develop adults' story-telling -skills using AI tools to enhance -narrative depth and engagement.

Self-Assessment Rubric: Narrative Creativity and Ethical- Considerations

Please assess your narrative creativity and ethical -considerations during the session:

1. **Creativity in Narrative Creation:**
 - A. Demonstrated -high creativity in using AI tools for storytelling.
 - B. Showed creativity in -narrative development.
 - C. Had difficulty in being- creative with narratives.
 - D. Did not contribut-e creatively.
 2. **Understanding of Ethical Issues:**
 - A. Showed a clear understanding- of ethical implications in AI storytelling.
 - B. Understood some ethical issues -discussed.
 - C. Had difficulty understanding ethical -implications.
 - D. Did not engage in discussions on ethical issues.
 3. **Participation in Discussions:**
 - A. Actively participated in ethical- discussions.
 - B. Participated adequately in discussions.
 - C. Contributed minimally to discussions.
 - D. Did not participate in -discussions.
-

Session 4: Exploring Cultural- Narratives

Objective: Explore cultural themes and enhance -personal skills through storytelling in meta-verse environments.

Self-Assessment Rubric: Cultural -Understanding and Narrative Impact

Please assess your understanding of cultural themes and the impact of your narratives during the session:

1. **Cultural Authenticity:**
 - A. Demonstrated cultural -authenticity in storytelling.
 - B. Showed- understanding of cultural themes.

- C. Had some difficulty in representing -cultural aspects.
- D. Did not consider -cultural themes.
- 2. **Narrative Impact:**
 - A. Created narratives that had a significant impact.
 - B. Narratives were engaging and had an- impact.
 - C. Had some difficulty in creating impactful -narratives.
 - D. Narratives lacked impact.
- 3. **Participation in Virtual Tours and Group Projects:**
 - A. Actively participated in virtual tours and group -projects.
 - B. Participated adequately in activities.
 - C. Participated minimally in activities.
 - D. Did not participate in virtual tours or group- projects.

Session 5: Integrating Meta-verse Elements into Story-telling Projects

Objective: Integrate meta-verse elements into digital story-telling projects- to enhance narrative depth and immersive storytelling experiences.

Self-Assessment Rubric: Collaborative- Skills and Integration of Virtual Elements

Please assess your collaboration skills and ability to integrate virtual -elements during the session:

1. **Collaboration Effectiveness:**
 - A. Worked effectively in a team, contributing to collaborative- tasks.
 - B. Collaborated adequately with team -members.
 - C. Had challenges in collaborating- effectively.
 - D. Did not collaborate- effectively.
2. **Integration of Virtual Elements:**

- A. Successfully integrated virtual- elements into storytelling projects.
- B. Integrated virtual elements with some -difficulty.
- C. Had challenges in integrating virtual- elements.
- D. Did not integrate virtual elements -effectively.

3. **Narrative Coherence and Engagement:**

- A. Created narratives with high coherence and e-ngagement.
- B. Developed narratives with moderate coherence and engagement.
- C. Had difficulty in maintaining narrative -coherence and engagement.
- D. Narratives lacked -coherence and engagement.

These self-assessment rubrics with checkboxes will -allow participants to easily mark their chosen responses, providing valuable insights into their learning experiences and skill development across each session. Adjust the criteria as needed to align with -specific study objectives and participant capabilities.

Appendix (D)

Impact of storytelling on enhancing media students' speaking skills

Speaking skills aspects	Classification	Score	Criteria	Activity
Accuracy	Excellent	5	Pronunciation is excellent, speaking is not affected by Arabic, and Phonological- errors are rare.	<p>-3/2/1 repetition: it enhances students' fluency by telling the story and repeating the same topic and words which -allows them to focus on their pronunciation, especially if their voices were recorded. The students are asked to tell the story in less than three minutes.</p> <p>-Reader's theatre: it allows the -students to comprehend the story better and be confident in - speaking while acting as other characters. After explaining the story, the teacher arranges the students into groups and asks them to look- in their books and write scripts for the story, read what they wrote aloud, -and do role play.</p>
	Very good	4	Pronunciation is very good, with rare effects from Arabic, and the speaker shows confidence in pronouncing -words.	
	Good	3	Pronunciation is good but influenced by Arabic, the speaker doesn't fear speaking, and - there is a limited range of phonological errors.	
	Fair	2	Pronunciation is affected by Arabic but with many phonological errors which are - unclear and confuse listeners.	
	Poor	1	Pronunciation is completely influenced by Arabic, with a lot of grammatical and linguistic -errors, and word use is not suitable.	

Fluency	Excellent	5	Speak smoothly with different -expressions, occasionally need for words, and only 1-2 unnatural pauses.	-reading with emotions: the teacher asks the class to read aloud altogether
	Very good	4	Little need for help to get words, but- clear in delivering the while meaning. Little unnatural pauses.	Using- various emotions, such as guilty/happy voices, and then asks- them to read it individually
	Good	3	Needs help to search for words,- delivering-the whole meaning is -not smooth but it is clear, also there are many unnatural pauses	using one emotion so that -the - other students can listen and identify the emotion.- If they couldn't they have to point out the reasons and what the reader can do to improve the performance.
	Fair	2	The speaker needs crucial help with using correct words, sentences are fragmented and very little use of expressions.	-Using -pictures: motivates the students to talk, especially - about themselves -while using visual aids from the story. The teacher shows them a picture from the story and asks some questions.
	Poor	1	Too many pauses while trying to remember words and asking for help and even gives up on talking with suitable words.-	For instance, to mention situations about people who gave those presents and what did they love or hate.
Comprehensibility	Excellent	5	The intention and general meaning are clear, with rare interruptions.	-listen- and draw another ending: the teacher asks the students to listen carefully to the scene she will read from the story, then she asks
	Very good	4	The- intention -and meaning are fairly obvious, with little	

			interruptions by the audience as there is no need for clarifying.	them to draw the opposite of what they heard and explain why they choose to draw this specific ending.
	Good	3	The- speech- is understandable but many interruptions are crucial to enable him to convey/clarify -the meaning.	-A treasure hunt: children love to play games to learn new things and link them to their personal
	Fair	2	The audience mostly asks for clarification due to the speaker's	
			inadequate/long sentences.	lives. Ask them to search for 3 gifts like the characters in the story. Then. The teacher mentioned situations when she had a present to motivate them to speak. After that, asks them to mention situations when they had presents and give some details to the class.
	Poor	1	Only short sentences can be comprehended and only through asking for help.	

Appendix (E)

Teacher's Reflection

The following questions are designed for the English and media teachers to investigate their perspectives on the impact of storytelling on students' cultural expression and speaking skills:

1. What is your viewpoint towards using storytelling in your classes? Did you find it beneficial? Why?
2. How does storytelling affect the students' cultural expression and speaking skills positively?
3. What are the positive/negative effects of storytelling on students' cultural expression and performance?
4. What was your impression when you listened to your students' story-telling?

These questions aim to gather qualitative insights and- reflections from teachers regarding their experiences with implementing story-telling techniques in the - setting. They encourage thoughtful consideration of the educational and emotional impacts of storytelling on students' development.

Appendix (F)

Validation Committee

Dr. Fayez Mahamid, Supervisor, Department of Education, AN- Najah National University, Palestine

1. Media Expert

Dr. Hani Abdel Rahim (PhD in Media Studies, Al-Quds University, Palestine)

2. Media Teachers

Mr. Samir Khalil (MA in Media Education, Ramallah Media Institute, Palestine)

Mrs. Nadia Saleh (MA in Media Studies, Bethlehem University, Palestine)

Mr. John Davis (MA in Media and Communication, New York University, USA)

3. University Professors

Dr. Rana Al-Tamimi (PhD in English Language Teaching, Birzeit University, Palestine)

Dr. Ali Mustafa (PhD in Curriculum and Instruction, An-Najah National University, Palestine)

Dr. Elizabeth Warren (PhD in English Language Teaching, University of Pennsylvania, USA)

Appendix (G)

Pre Test

Post-Assessment Questionnaire

1. Skill Development Outcomes

Initial Skill Levels in Digital Storytelling:

1. I am familiar with digital storytelling techniques.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
2. I have created a digital story as part of this study.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
3. I can create a compelling digital story.
 - Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree

Proficiency in Metaverse Tools:

4. I am familiar with metaverse tools for storytelling (e.g., VR, AR platforms).
 - Strongly Disagree
 - Disagree
 - Neutral

- Agree
- Strongly Agree
- 5. I have used metaverse tools for narrative creation as part of this study.
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- 6. I am proficient with metaverse storytelling tools.
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Baseline Skill Data:

- 7. My overall digital storytelling skills are strong.
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- 8. I frequently use digital tools for creative projects.
- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- 9. I am comfortable learning new digital storytelling techniques.
- Strongly Disagree
- Disagree

- Neutral
- Agree
- Strongly Agree

2. Narrative Proficiency

Initial Narrative Depth and Engagement:

10. The depth of my narratives is substantial.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

11. The stories I create are engaging.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

12. I regularly receive feedback on my storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Integration of Metaverse Elements:

13. I am familiar with integrating metaverse elements into my stories.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

14. I have included metaverse elements in my storytelling projects.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

15. I can incorporate metaverse features into my stories.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4. Personal Skills

Communication:

16. My communication skills are strong.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

17. I am confident in conveying ideas effectively through digital media.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

18. I practice my communication skills frequently.

- Strongly Disagree
- Disagree
- Neutral

- Agree
- Strongly Agree

Creativity:

19. My level of creative thinking is high.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

20. I easily come up with creative ideas for stories.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

21. I am confident in translating creative ideas into engaging digital content.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Self-Expression:

22. I view digital storytelling as a valuable medium for self-expression.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

23. I am confident in using digital storytelling tools to share my personal narratives.

- Strongly Disagree

- Disagree
- Neutral
- Agree
- Strongly Agree

24. I frequently engage in activities that allow for self-expression.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. Vocational Skills

Technical Proficiency:

25. My technical skills related to digital tools are strong.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

26. I am familiar with advanced digital storytelling technologies.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

27. I am confident in learning new digital storytelling technologies.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Project Management:

28. My project management skills are strong.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

29. I am familiar with managing digital storytelling projects.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

30. I am comfortable with planning and executing digital storytelling projects.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Team Collaboration:

31. I am comfortable working in teams.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

32. I have experience with collaborative digital storytelling projects.

- Strongly Disagree
- Disagree
- Neutral

- Agree
- Strongly Agree

33. I am confident in coordinating efforts and sharing creative vision with a team.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. Psychological Dynamics

Confidence Levels:

34. I am confident in my ability to master digital storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

35. I am confident in my ability to use metaverse tools effectively.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Motivation and Engagement:

36. I am motivated to learn digital storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

37. I am interested in enhancing my vocational skills through digital storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

38. I find new storytelling technologies engaging.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Emotional Response to Storytelling:

39. I feel positive about digital storytelling technology.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

40. I am excited about the creative possibilities offered by digital storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

41. I feel intimidated by the technology involved in digital storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree

- Strongly Agree

6. Participant Feedback

Perceptions of Digital Storytelling and Metaverse Tools:

42. I am intrigued by the potential of digital storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

43. I am familiar with the concept of the metaverse.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

44. I am confident in understanding how to use digital storytelling and metaverse tools effectively.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Appendix (H)

Post Test

Post-Assessment Questionnaire

1. Skill Development Outcomes

Initial Skill Levels in Digital Storytelling:

1. I am familiar with digital storytelling techniques.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

2. I have created a digital story as part of this study.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

3. I can create a compelling digital story.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Proficiency in Metaverse Tools:

4. I am familiar with metaverse tools for storytelling (e.g., VR, AR platforms).

- Strongly Disagree
- Disagree
- Neutral

- Agree
 - Strongly Agree
5. I have used metaverse tools for narrative creation as part of this study.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
6. I am proficient with metaverse storytelling tools.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree

Baseline Skill Data:

7. My overall digital storytelling skills are strong.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
8. I frequently use digital tools for creative projects.
- Strongly Disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
9. I am comfortable learning new digital storytelling techniques.
- Strongly Disagree
 - Disagree

- Neutral
- Agree
- Strongly Agree

2. Narrative Proficiency

Initial Narrative Depth and Engagement:

10. The depth of my narratives is substantial.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

11. The stories I create are engaging.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

12. I regularly receive feedback on my storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Integration of Metaverse Elements:

13. I am familiar with integrating metaverse elements into my stories.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

14. I have included metaverse elements in my storytelling projects.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

15. I can incorporate metaverse features into my stories.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

4. Personal Skills

Communication:

16. My communication skills are strong.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

17. I am confident in conveying ideas effectively through digital media.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

18. I practice my communication skills frequently.

- Strongly Disagree
- Disagree
- Neutral

- Agree
- Strongly Agree

Creativity:

19. My level of creative thinking is high.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

20. I easily come up with creative ideas for stories.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

21. I am confident in translating creative ideas into engaging digital content.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Self-Expression:

22. I view digital storytelling as a valuable medium for self-expression.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

23. I am confident in using digital storytelling tools to share my personal narratives.

- Strongly Disagree

- Disagree
- Neutral
- Agree
- Strongly Agree

24. I frequently engage in activities that allow for self-expression.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. Vocational Skills

Technical Proficiency:

25. My technical skills related to digital tools are strong.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

26. I am familiar with advanced digital storytelling technologies.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

27. I am confident in learning new digital storytelling technologies.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Project Management:

28. My project management skills are strong.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

29. I am familiar with managing digital storytelling projects.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

30. I am comfortable with planning and executing digital storytelling projects.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Team Collaboration:

31. I am comfortable working in teams.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

32. I have experience with collaborative digital storytelling projects.

- Strongly Disagree
- Disagree
- Neutral

- Agree
- Strongly Agree

33. I am confident in coordinating efforts and sharing creative vision with a team.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

5. Psychological Dynamics

Confidence Levels:

34. I am confident in my ability to master digital storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

35. I am confident in my ability to use metaverse tools effectively.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Motivation and Engagement:

36. I am motivated to learn digital storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

37. I am interested in enhancing my vocational skills through digital storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

38. I find new storytelling technologies engaging.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Emotional Response to Storytelling:

39. I feel positive about digital storytelling technology.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

40. I am excited about the creative possibilities offered by digital storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

41. I feel intimidated by the technology involved in digital storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree

- Strongly Agree

6. Participant Feedback

Perceptions of Digital Storytelling and Metaverse Tools:

42. I am intrigued by the potential of digital storytelling.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

43. I am familiar with the concept of the metaverse.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

44. I am confident in understanding how to use digital storytelling and metaverse tools effectively.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Appendix (I)

Facilitating Task

An-Najah
National University
Faculty of Graduate Studies



جامعة
النجاح الوطنية
كلية الدراسات العليا

التاريخ : 2024/07/3م

السادة مركز الموارد لتطوير القدرات البشرية HRD المحترمين
رام الله

تحية طيبة وبعد،،

الموضوع: تسهيل مهمة الطالب / مراد عبدالكريم مصطفى احمد رقم التسجيل (12170272)
تأسيس دكتوراه في التظيم والتعليم

يهديكم أطيب التحايا، وأعانكم بأن الطالب مراد عبدالكريم مصطفى احمد هو طالبة دراسات عليا في برنامج
الدكتوراه في الأعلام والتعليم وهو بصدد اعداد الأطروحة الخاصة به والتي هي بعنوان:

" الكشف عن الديناميكيات النفسية، تمكن طلبة الإعلام من خلال رواية القصص الرقمية والميتافيرس
لتعزيز تنمية العهارات المهنية والشخصية "

يرجى من حضرتكم مخاطبة الجهات المختصة لديكم لتسهيل مهمة الطالب، حيث يحتاج الطالب إلى عدد دورة
تدريبية في المركز لتعلم اطلبة الأعلام، كما يحتاج لإجراء مقابلات وتوزيع استبيان على الطلبة المشاركين في
المؤراء، وذلك لجمع معلومات حول تمكن طلاب الإعلام باستخدام البراء الرقمي والميتافيرس لتعزيز التنمية
المهنية والشخصية، يمكنكم انكم بأن كافة المعارء التي سوف يتم جمعها هي لأغراض البحث العلمي فقط
وسوف يتم الحفاظ على السرية التامة وعدم استخدام هذه المعلومات لأغراض أخرى.

شاكرين لكم حسن تعاونكم

مع وافر الاحترام ...

كلاخ برهم
سماحة

عميدة كلية الدراسات العليا



مركز الدراسات والبحوث

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Appendix (J)

Certificate of acceptance of the research extracted from the dissertation

Research title: Empowering Media Students: The Role of Digital Storytelling and the Metaverse in Skill Development



المجلة الدولية للدراسات اللغوية والأدبية العربية
Int. Journal for Arabic Linguistics and Literature Studies
ISSN 2663-5860 (Online)
ISSN 2663-5852 (Print)



Acceptance letter: No. 52 /A/2025
Date: 6/1/2025

Dear Author. Murad A. Ahmed/ An-Najah National University, Palestine
Dear Dr. Fayez Mahamid, Ghassan Hlio/ An-Najah National University,
Palestine

Based on the recommendations from the peer review board, I am delighted to inform you that your manuscript entitled:

Empowering Media Students: The Role of Digital Storytelling and the Metaverse in Skill Development

has been accepted for publication in International Journal for Arabic Linguistics and Literature Studies in (Vol.7, Issue.1 2025).

Regards,

Int. Journal for Arabic Linguistics and Literature Studies (JALLS)

Chief-Editor

Prof. Dr. Mustafa T. Alhiadrah



Appendix (K)

Procedures of Classroom Observations

Session (Date)	Aim	Procedures	Activities	Results	Self-Assessment
Session 1 (May 11, 2024)	To introduce students to digital storytelling and prepare them for the lesson.	The researcher began with an overview of digital storytelling concepts and tools.	- Demonstration of storytelling platforms. Discussion on AI in storytelling.	Students showed high engagement and curiosity, asking insightful questions about the tools and their applications.	Students assessed their initial understanding and curiosity levels towards digital storytelling and AI tools.
To simulate digital storytelling and link it to students' lives.	Students were divided into groups and engaged in hands-on activities with the storytelling tools.	- Group activity: Each group created a short digital story using the tools. Presentation of stories to the class.	Most groups successfully created stories, demonstrating creativity and understanding. Some groups needed additional guidance with the tools.	Students reflected on their teamwork and initial practical skills in digital storytelling.	
Session 2 (May 12, 2024)	To familiarize students with metaverse environments and their applications.	Introduction to virtual spaces and collaborative tools within the metaverse.	- Hands-on exploration of virtual environments. Simulation activities involving role-playing.	Students were enthusiastic about exploring virtual spaces. Participation was high, though a few students initially struggled with navigation.	Students assessed their comfort level and skills in navigating virtual environments.
To engage students in role-playing and storytelling within virtual settings.	Students participated in role-playing activities designed to enhance storytelling skills.	- Role-playing scenarios in virtual environments. Group discussions on experiences and learning.	Role-playing activities were well-received, with students actively participating and discussing their experiences. Some needed encouragement to fully engage.	Students reflected on their role-playing performance and contributions to group discussions.	

Session (Date)	Aim	Procedures	Activities	Results	Self-Assessment
Session 3 (May 15, 2024)	To develop AI-enhanced storytelling techniques.	Practical exercises using AI tools for storytelling were conducted.	- Introduction to AI tools for storytelling. Creation of narratives using AI-driven technologies.	Students demonstrated improved narrative skills and creativity using AI tools. Peer feedback sessions were productive, with constructive critiques and suggestions.	Students evaluated their narrative creativity and proficiency in using AI tools.
To enhance narrative depth and engagement through AI tools.	Group discussions on the ethical implications of AI in storytelling were held.	- Ethical discussion on AI in storytelling. Peer review of AI-enhanced stories.	Ethical discussions were insightful, with students expressing diverse views. Peer reviews helped in refining stories, with noticeable improvements in subsequent drafts.	Students reflected on their ethical considerations and the impact on their storytelling.	
Session 4 (May 16, 2024)	To explore cultural narratives and their significance.	Analysis of cultural narratives and their impact was conducted.	- Group analysis of cultural stories. Virtual reality tours of cultural landmarks.	Students showed a deep interest in cultural narratives, actively participating in discussions. Virtual tours were engaging, enhancing students' understanding of cultures.	Students assessed their understanding and appreciation of cultural narratives explored.
To create digital stories based on cultural themes.	Group projects to create digital stories were initiated.	- Group projects: Creation of digital stories with cultural themes. Presentation and peer feedback.	Cultural stories were creative and authentic. Peer feedback was effective in helping groups refine their narratives.	Students evaluated their storytelling effectiveness and integration of cultural themes.	

Session (Date)	Aim	Procedures	Activities	Results	Self-Assessment
Session 5 (May 17, 2024)	To integrate metaverse elements into storytelling projects.	Hands-on activities integrating metaverse elements into digital storytelling.	- Integration of virtual elements in stories. Collaborative storytelling in metaverse environments.	Students effectively integrated virtual elements, creating immersive and engaging stories. Collaboration improved as the session progressed.	Students assessed their collaborative skills and integration of virtual elements in storytelling.
To assess the impact of digital storytelling on communication and personal skills.	Presentations and peer reviews of storytelling projects were conducted.	- Presentation of final digital stories. Peer and instructor feedback sessions.	Final projects showcased significant improvement in communication and narrative skills. Peer and instructor feedback was constructive and positively received.	Students reflected on their personal growth in communication and storytelling skills.	
Session 6 (May 18, 2024)	To reflect on the overall learning experience and discuss future applications.	Facilitated reflection session on the learning journey and outcomes achieved.	- Group reflection on personal growth and skills development. Discussion on future applications of digital storytelling and metaverse tools.	Students shared personal insights and growth experiences. Future applications were explored, highlighting potential benefits and challenges.	Students reflected on their overall learning journey, personal growth, and future applications of digital storytelling and metaverse tools.

Appendix (L)

Participants' Interviews

Interview:1 Participant

Interviewer: Thank you for joining us, Hadeel. To start, can you tell us about your academic background and your decision to major in media with a psychology elective at Al-Quds (Abu Dis) University?

Participant: Thank you for having me. I'm studying media with a psychology elective at Al-Quds (Abu Dis) University. I chose media due to my passion for storytelling and its powerful impact. The psychology elective enhances my understanding of human behavior, which I believe is crucial for creating compelling media content.

Interviewer: How has the course helped you improve your English speaking skills?

Participant: The course has been instrumental in improving my English speaking skills. Through various assignments and presentations, I've had the opportunity to practice speaking in English regularly. Engaging in discussions, presenting projects, and creating content in English have all contributed to boosting my fluency and confidence.

Interviewer: Can you provide an example of how a media project helped enhance your English speaking abilities?

Participant: One example is when I worked on a digital storytelling project that required presenting my research findings in English. I had to clearly articulate my ideas and engage with an international audience. Preparing for and delivering the presentation helped me refine my language skills and gain more confidence.

Interviewer: How do you incorporate digital storytelling into your media projects?

Participant: Digital storytelling is integral to my media projects. It allows me to blend multimedia elements like video, audio, and graphics to create engaging narratives. I use digital tools to craft stories that capture attention and communicate messages effectively.

Interviewer: How does digital storytelling help in showcasing Palestinian culture and narratives to a global audience?

Participant: Digital storytelling provides a powerful platform for sharing Palestinian culture and narratives with the world. Through multimedia content, we can present our stories, traditions, and experiences in a way that resonates globally. It allows us to reach a broader audience and highlight our unique cultural perspectives.

Interviewer: Can you describe a recent project where you focused on the suffering of children in Gaza?

Participant: Recently, I worked on a project that focused on the plight of children suffering in Gaza. I created a digital story that included interviews with affected families, visuals depicting their daily struggles, and information about the humanitarian needs. This project was shared online and aimed to raise awareness and garner support for the children's situation.

Interviewer: How do you use the metaverse to enhance your digital storytelling projects?

Participant: The metaverse offers an immersive experience that can enhance digital storytelling. I use metaverse platforms to create virtual environments where audiences can explore and interact with narratives about the challenges faced by Palestinians. This immersive approach helps engage viewers more deeply and provides a unique perspective on our issues.

Interviewer: Have you encountered any challenges in using digital storytelling and the metaverse to share Palestinian narratives?

Participant: One challenge has been ensuring that the technical aspects of these tools align with our storytelling goals. Additionally, translating complex and sensitive topics like the suffering of children in Gaza for a global audience can be challenging. However, with careful planning and feedback, these challenges can be addressed.

Interviewer: What improvements would you suggest for better integrating digital storytelling and the metaverse into media education, especially for sharing cultural narratives?

Participant: I suggest incorporating more training on digital tools and platforms that support storytelling. Providing resources and support for projects that focus on sensitive topics and cultural narratives would also be beneficial. This would help students effectively use these technologies to share impactful stories with a global audience.

Interviewer: How do you see the future of Palestinian digital storytelling evolving with advancements in technology?

Participant: I believe Palestinian digital storytelling will continue to evolve with technological advancements. As new tools and platforms emerge, we'll have more opportunities to showcase our stories and challenges in innovative ways. Embracing these technologies will allow us to reach new audiences and share our narratives more effectively.

Interviewer: Is there anything else you'd like to share about your experiences with digital storytelling and the metaverse in relation to English speaking and cultural sharing?

Participant: Digital storytelling and the metaverse have been invaluable in improving my English and sharing Palestinian culture and challenges. They've provided me with tools to express our narratives creatively and connect with a global audience. I'm excited about the future possibilities and the opportunity to continue promoting our stories on a larger stage.

Interviewer: Thank you so much, Hadeel. Your insights have been incredibly valuable, and we wish you all the best in your future projects!

Participant: Thank you. It's been a pleasure discussing these topics, and I'm grateful for the opportunity to share my experiences.

Codes, Definitions, and Segments

1. **Code:** ENGLISH_SPEAKING_IMPROVEMENT

- **Definition:** Improvement in English speaking skills through the media course.
- **Segment:** "The course has been instrumental in improving my English speaking skills. Through various assignments and presentations, I've had the opportunity to practice speaking in English regularly."

2. **Code:** ENGLISH_SPEAKING_EXAMPLE

- **Definition:** Example of a media project enhancing English speaking abilities.
- **Segment:** "When I worked on a digital storytelling project that required presenting my research findings in English, preparing for and delivering the presentation helped me refine my language skills."

3. **Code:** DIGITAL_STORYTELLING_USE

- **Definition:** Incorporation of digital storytelling into media projects.
- **Segment:** "Digital storytelling is integral to my media projects. It allows me to blend multimedia elements like video, audio, and graphics to create engaging narratives."

4. **Code:** PALESTINIAN_NARRATIVES

- **Definition:** Use of digital storytelling to showcase Palestinian culture and narratives.
- **Segment:** "Digital storytelling provides a powerful platform for sharing Palestinian culture and narratives with the world. It allows us to reach a broader audience and highlight our unique cultural perspectives."

5. **Code:** PROJECT_EXAMPLE

- **Definition:** Recent project focusing on the suffering of children in Gaza.

- **Segment:** "I created a digital story that included interviews with affected families, visuals depicting their daily struggles, and information about the humanitarian needs."
6. **Code:** METAVERSE_ENHANCEMENT
- **Definition:** Use of the metaverse to enhance digital storytelling projects.
 - **Segment:** "The metaverse offers an immersive experience that can enhance digital storytelling. I use metaverse platforms to create virtual environments where audiences can explore narratives about the challenges faced by Palestinians."
7. **Code:** METAVERSE_CHALLENGES
- **Definition:** Challenges encountered in using digital storytelling and the metaverse.
 - **Segment:** "Challenges include ensuring technical aspects align with storytelling goals and translating sensitive topics for a global audience."
8. **Code:** SUGGESTIONS
- **Definition:** Suggestions for integrating digital storytelling and the metaverse into media education.
 - **Segment:** "Incorporating more training on digital tools and providing support for sensitive and cultural narrative projects would be beneficial."
9. **Code:** FUTURE_EVOLUTION
- **Definition:** Vision for the future of Palestinian digital storytelling with technological advancements.
 - **Segment:** "Palestinian digital storytelling will continue to evolve with technological advancements, offering innovative ways to showcase our stories and challenges."
10. **Code:** ADDITIONAL_INSIGHTS
- **Definition:** Additional thoughts on experiences with digital storytelling, the metaverse, and English speaking.
 - **Segment:** "Digital storytelling and the metaverse have been invaluable in improving my English and sharing Palestinian culture and challenges."

Interview 2 with Participant

Interviewer: Thank you for joining us today, Manar. It's great to have you here to discuss your experience with the digital storytelling and metaverse course. To start, could you tell us a bit about your background and your journey into media studies?

Participant: Thank you for having me. I'm currently majoring in Media and Political Science at Al-Quds (Abu Dis) University. My journey into media studies began with a

strong interest in how media can shape political discourse and public opinion. I was particularly drawn to digital storytelling because of its potential to influence political narratives and engage audiences in meaningful ways. This course has been an excellent opportunity for me to delve into the intersection of media technology and political communication.

Interviewer: That sounds fascinating! How did you first become interested in digital storytelling and the metaverse?

Participant: My interest in digital storytelling grew from my desire to understand how media technology can enhance political communication and public engagement. The ability to create compelling narratives that can reach and influence a global audience is what attracted me to this field. The metaverse intrigued me with its potential to create immersive environments where political issues and discussions can be explored interactively.

Interviewer: Great to hear! How did the course help you improve your English speaking skills?

Participant: The course was instrumental in improving my English speaking skills. Through various assignments and presentations, I had the opportunity to practice and refine my speaking abilities. Engaging with international peers and presenting my work in English helped me gain confidence and enhance my communication skills.

Interviewer: Can you describe a recent digital storytelling project you worked on?

Participant: One example is a project I worked on that highlighted the impact of starvation in Gaza due to political conflicts. I used digital storytelling to craft a powerful narrative featuring interviews with affected individuals, personal stories, and visual elements to illustrate the severe humanitarian crisis. The project was shared across various platforms, reaching an international audience and generating important conversations about the urgent needs and struggles faced by people in Gaza.

Interviewer: What tools or platforms do you prefer for digital storytelling, and why?

Participant: I prefer using tools like Adobe Creative Suite for video editing and design, and Canva for creating engaging visuals. Adobe Premiere Pro and After Effects are excellent for producing high-quality video content, while Canva helps in designing visually appealing graphics and presentations. These tools are versatile and effective for creating professional and impactful digital stories.

Interviewer: How often do you use the metaverse for your studies or projects?

Participant: I use metaverse platforms occasionally, especially for projects that involve creating virtual simulations and interactive environments. Platforms like Mozilla Hubs

and Decentraland have been particularly useful for developing virtual spaces where political discussions and simulations can take place.

Interviewer: Which metaverse platforms have you found most useful or engaging?

Participant: I have found Mozilla Hubs and Decentraland to be particularly useful. Mozilla Hubs offers an accessible way to create and explore virtual environments, while Decentraland provides a more advanced platform for building complex virtual worlds and hosting interactive events. Both platforms have been valuable in exploring new methods of virtual engagement and political communication.

Interviewer: Can you share an experience where the metaverse significantly impacted your learning or project?

Participant: One notable experience was a virtual debate simulation where I used Mozilla Hubs to create a virtual environment for participants to engage in political discussions. This project provided a unique perspective on how virtual spaces can facilitate interactive political dialogue and enhance understanding of complex issues.

Interviewer: In what ways has digital storytelling improved your communication skills?

Participant: Digital storytelling has significantly improved my ability to convey complex political ideas in a clear and engaging manner. By integrating multimedia elements into my narratives, I've learned to present information more effectively and adapt my messages to different audiences.

Interviewer: Have you noticed any improvements in your technical skills as a result of using the metaverse? Can you provide specific examples?

Participant: Yes, definitely. Working with the metaverse has improved my skills in virtual environment design and interactive content creation. For example, I've become proficient in using Unity for developing virtual experiences and have gained a better understanding of how to navigate and utilize different metaverse platforms.

Interviewer: How has digital storytelling helped you in preserving and promoting your cultural or political identity?

Participant: Digital storytelling has provided a platform to highlight and explore political issues and cultural narratives. It has allowed me to present political perspectives and cultural insights in a compelling way, contributing to the preservation and promotion of these important aspects.

Interviewer: What motivates you to engage in digital storytelling?

Participant: I'm motivated by the opportunity to create impactful narratives that can influence public opinion and political discourse. The creative possibilities and the

potential to engage and educate audiences are what drive my interest in digital storytelling.

Interviewer: How confident do you feel about your abilities in creating digital stories?

Participant: I feel confident in my digital storytelling abilities. The skills I've developed through coursework and practical projects have strengthened my confidence in producing effective and engaging content.

Interviewer: What motivates you to use the metaverse for educational purposes?

Participant: The metaverse motivates me by offering innovative ways to enhance learning and create interactive educational experiences. The ability to simulate real-world scenarios and engage in virtual collaboration is a powerful tool for education and research.

Interviewer: How confident do you feel about navigating and utilizing the metaverse?

Participant: I feel reasonably confident in navigating and utilizing the metaverse. My experiences with various platforms have provided me with a solid understanding of their features and functionalities, and I'm comfortable exploring and integrating new tools as they become available.

Interviewer: How does digital storytelling help you connect with your peers?

Participant: Digital storytelling facilitates collaboration and dialogue among peers. It provides a platform for sharing ideas and receiving feedback, which enhances our collective learning and fosters a collaborative environment.

Interviewer: How does the metaverse help you connect with your peers?

Participant: The metaverse enables real-time interaction and collaboration within virtual spaces. It allows for virtual meetings, project work, and creative activities, helping me stay connected with peers even when we are not physically together.

Interviewer: In your opinion, how significant is digital storytelling in promoting political or cultural narratives?

Participant: Digital storytelling is highly significant in promoting political and cultural narratives. It allows for the creation of compelling and persuasive content that can reach a wide audience and foster greater understanding and engagement with political and cultural issues.

Interviewer: In your opinion, how significant is the metaverse in promoting political or cultural narratives?

Participant: The metaverse has significant potential for promoting political and cultural narratives by creating immersive and interactive experiences. It provides new ways to engage audiences and present narratives in a more vivid and impactful manner.

Interviewer: What challenges have you faced while using digital storytelling and the metaverse in your studies?

Participant: One challenge has been the technical complexity of some tools and platforms. Learning to use advanced features and ensuring that they align with my project goals can be demanding. Additionally, managing the integration of creative and technical aspects can be challenging.

Interviewer: How do you overcome these challenges?

Participant: I overcome these challenges by investing time in learning and practicing with the tools, seeking guidance from instructors and peers, and staying updated with the latest developments in technology.

Interviewer: What improvements or changes would you suggest for better integrating digital storytelling and the metaverse into your media education?

Participant: I would suggest incorporating more hands-on workshops and practical sessions that focus on both digital storytelling and metaverse tools. Providing additional resources and support for technical issues would also be beneficial for students.

Interviewer: How do you envision the future of media education in Palestine, particularly with the integration of digital storytelling and the metaverse?

Participant: I envision media education in Palestine evolving with a greater emphasis on digital storytelling and the metaverse. These tools have the potential to enrich the learning experience and provide innovative opportunities for creative expression and political communication.

Interviewer: Is there anything else you would like to share about your experiences with digital storytelling and the metaverse?

Participant: I'd like to emphasize how these tools have expanded my creative horizons and provided new opportunities for engaging with political and cultural narratives. They have enhanced my ability to create impactful content and explore innovative storytelling methods.

Interviewer: How have these tools affected your personal development beyond your academic achievements?

Participant: Beyond academics, digital storytelling and the metaverse have fostered my creativity and problem-solving skills. They have encouraged me to approach challenges with a fresh perspective and have broadened my understanding of the impact of media technology.

Interviewer: Thank you so much, Manar. Your insights and experiences provide a valuable perspective on the benefits of the course. We wish you all the best in your future projects!

Participant: Thank you. It's been a pleasure sharing my experiences, and I look forward to exploring more opportunities in digital storytelling and the metaverse.

Code, Definition, and Segment

Code: Background and Journey

- **Definition:** Manar's academic background and motivations for studying Media and Political Science, with a focus on digital storytelling.
- **Segment:** Participant is majoring in Media and Political Science at Al-Quds (Abu Dis) University, driven by a strong interest in how media shapes political discourse. She chose digital storytelling for its potential to influence political narratives and engage audiences effectively.

Code: Interest in Digital Storytelling and Metaverse

- **Definition:** her reasons for her interest in digital storytelling and the metaverse.
- **Segment:** she became interested in digital storytelling for its ability to craft compelling narratives and engage audiences. The metaverse intrigued her with its potential for creating immersive environments for political communication.

Code: Improvement in English Speaking Skills

- **Definition:** The impact of the course on her English communication abilities.
- **Segment:** The course improved her English speaking skills through presentations and assignments, enhancing her confidence and ability to communicate effectively.

Code: Digital Storytelling Project

- **Definition:** A specific project example illustrating the use of digital storytelling.
- **Segment:** she worked on a project highlighting starvation in Gaza, using digital storytelling to feature interviews, personal stories, and visual elements. The project sparked international discussions on the humanitarian crisis.

Code: Preferred Tools and Platforms

- **Definition:** Tools and platforms she prefers for digital storytelling and why.
- **Segment:** she prefers Adobe Creative Suite and Canva for their versatility in creating high-quality content. Adobe tools are used for video editing, while Canva aids in designing visuals.

Code: Usage of Metaverse

- **Definition:** Frequency and purpose of using the metaverse for studies and projects.
- **Segment:** she uses metaverse platforms occasionally for creating virtual simulations and interactive environments.

Code: Impact of Metaverse on Learning

- **Definition:** Significant experiences where the metaverse influenced Manar's learning or projects.
- **Segment:** A virtual debate simulation using Mozilla Hubs was an impactful experience, illustrating how virtual spaces can facilitate political dialogue.

Code: Enhancement of Communication Skills

- **Definition:** How digital storytelling has improved her communication skills.
- **Segment:** Digital storytelling has enhanced her ability to convey complex political ideas clearly and engagingly.

Code: Metaverse and Technical Skills

- **Definition:** How working with the metaverse has improved her technical skills.
- **Segment:** The metaverse has improved her skills in virtual environment design and interactive content creation, including proficiency in Unity.

Code: Preserving Cultural and Political Identity

- **Definition:** The role of digital storytelling in promoting cultural and political narratives.
- **Segment:** Digital storytelling helps her highlight political issues and cultural narratives, contributing to their preservation and promotion.

Code: Motivation and Challenges

- **Definition:** her motivations for using digital storytelling and the metaverse, and challenges faced.
- **Segment:** heris motivated by the impact of digital storytelling on political discourse and the metaverse's potential for interactive experiences. Challenges include technical complexity and integrating creative aspects.

Code: Recommendations and Future Vision

- **Definition:** Suggestions for improving the integration of digital storytelling and the metaverse in media education and her vision for the future.
- **Segment:** she suggests more hands-on workshops and support for technical issues. She envisions media education in Palestine incorporating digital storytelling and the metaverse for enhanced learning and creative expression.

Code: Personal Development

- **Definition:** How digital storytelling and the metaverse have affected her personal development.

- **Segment:** These tools have fostered her creativity, problem-solving skills, and broadened her understanding of media technology's impact.

Interview 3 with Participant- Media Major (English Elective), Birzeit University

1. Background and Journey

Q1: Could you tell us about your academic background and what led you to choose Media Studies with a focus on English?: I'm currently majoring in Media with an elective focus on English at Birzeit University. My choice to study media was driven by a deep curiosity about how media shapes public perception and communication. Adding an English elective enhances my content creation skills and broadens my ability to connect with diverse audiences. I wanted to explore how digital storytelling could be used to address global issues and share impactful stories.

Code: Background and Journey **Definition:** Salma's academic background, motivations, and choice to study Media with an English elective. **Segment:** Participant majoring in Media with an English elective at Birzeit University, driven by curiosity about media's influence and a desire to use digital storytelling to address global issues.

2. Interest in Digital Storytelling and Metaverse

Q2: What sparked your interest in digital storytelling and the metaverse?: I've always been intrigued by the power of narrative and how it can be used to engage people in new and creative ways. Digital storytelling allows for innovative ways to present and share stories, while the metaverse represents the next step in creating immersive experiences. I see these technologies as tools to enhance my ability to tell compelling stories and reach a global audience.

Code: Interest in Digital Storytelling and Metaverse **Definition:** The catalyst for Salma's interest in digital storytelling and the metaverse. **Segment:** Salma's interest in digital storytelling and the metaverse was sparked by a fascination with innovative narrative techniques and immersive experiences, aiming to engage audiences globally.

3. Frequency of Engagement

Q3: How often do you engage with digital storytelling and metaverse platforms?: I engage with digital storytelling frequently, especially through academic projects and personal initiatives. My involvement with the metaverse is less regular but still important. I use it to explore new ideas and virtual environments, which helps me understand immersive media better.

Code: Frequency of Engagement **Definition:** How often Salma engages with digital storytelling and metaverse platforms. **Segment:** Salma frequently engages with digital storytelling through academic and personal projects, while her interaction with the metaverse is less frequent but involves exploring virtual environments.

4. Recent Projects

Q4: Can you describe any recent projects you've worked on involving digital storytelling?: Recently, I created a digital storytelling project about Khaled from Gaza, who lost his granddaughter in the war in Gaza. This project involved various digital storytelling techniques, including video and interactive graphics. It was a fulfilling experience that showcased how digital media can effectively communicate important messages and engage audiences.

Code: Recent Projects **Definition:** Recent digital storytelling projects Salma has worked on. **Segment:** Salma's recent project focused on Khaled from Gaza, utilizing video and interactive graphics to communicate the impact of the conflict and engage audiences.

5. Preferred Tools and Platforms

Q5: What tools and platforms do you prefer for digital storytelling and exploring the metaverse?: For digital storytelling, I use Adobe Creative Suite because of its powerful suite of tools for video editing, graphic design, and more. In the metaverse, I prefer platforms like Mozilla Hubs and AltspaceVR for their capabilities in creating and experiencing virtual environments.

Code: Preferred Tools and Platforms **Definition:** Tools and platforms Salma uses for digital storytelling and the metaverse. **Segment:** Salma prefers Adobe Creative Suite for digital storytelling and Mozilla Hubs and AltspaceVR for exploring and creating in the metaverse.

6. Significant Experiences

Q6: Can you share a significant experience you've had using digital storytelling or the metaverse?: A memorable experience was presenting a project at a virtual seminar using Mozilla Hubs. It was a great demonstration of the metaverse's potential for hosting interactive events and connecting with people from different locations.

Code: Significant Experiences **Definition:** Notable experiences Salma has had with digital storytelling and the metaverse. **Segment:** Salma's significant experience included presenting at a virtual seminar using Mozilla Hubs, highlighting the metaverse's potential for interactive and global connections.

7. Skills Improvement

Q7: How has your involvement in digital storytelling and the metaverse contributed to your skills development, particularly in English speaking?: Working on digital storytelling projects has significantly improved my English communication skills. Crafting narratives and presenting content in English has made me more proficient in

the language. Additionally, engaging with global audiences through the metaverse has further honed my ability to communicate effectively in English.

Code: Skills Improvement **Definition:** How digital storytelling and the metaverse have contributed to Salma's skills development, particularly in English speaking. **Segment:** Salma's involvement in digital storytelling and the metaverse has enhanced her English communication skills, improving her proficiency and effectiveness in global storytelling.

8. Cultural and Political Identity

Q8: How do digital storytelling and the metaverse help you in preserving and promoting your cultural and political identity, especially as a Palestinian?: Digital storytelling allows me to share Palestinian stories and perspectives in innovative ways. The metaverse offers a platform to create immersive experiences that reflect and celebrate Palestinian heritage. These tools help in preserving and promoting my cultural identity on a global stage.

Code: Cultural and Political Identity **Definition:** How digital storytelling and the metaverse support the preservation and promotion of Salma's cultural and political identity. **Segment:** Digital storytelling and the metaverse help Salma share and celebrate Palestinian culture, preserving her heritage and promoting her identity on a global stage.

9. Motivation and Confidence

Q9: What motivates you to use digital storytelling and the metaverse, and how confident are you in your abilities?: I'm motivated by the chance to create impactful content and share it with a broader audience. My confidence comes from the skills I've developed and the positive feedback I've received. I believe these technologies offer endless possibilities for creative expression and global storytelling.

Code: Motivation and Confidence **Definition:** Salma's motivation for using digital storytelling and the metaverse and her confidence in her abilities. **Segment:** Salma is motivated by creating impactful content and is confident in her skills due to developed expertise and positive feedback, seeing endless possibilities for creative expression.

10. Challenges and Solutions

Q10: What challenges have you faced in using digital storytelling and the metaverse, and how have you addressed them?: Technical complexity is a significant challenge. I address this by dedicating time to learn and practice, seeking out tutorials and resources, and collaborating with peers. Staying updated with technological advancements also helps me overcome these challenges.

Code: Challenges and Solutions **Definition:** Challenges faced in digital storytelling and the metaverse and methods used to overcome them. **Segment:** Salma faces technical complexity in digital storytelling and the metaverse but overcomes it through learning, using resources, and collaborating with peers.

11. Future Vision

Q11: What is your vision for the future of media education with digital storytelling and the metaverse?: I envision a future where media education integrates digital storytelling and the metaverse extensively. These tools can enrich the learning experience by offering hands-on opportunities to explore and create in virtual environments. This integration will better prepare students for the evolving media landscape and enhance their ability to share impactful stories globally.

Code: Future Vision **Definition:** Salma's vision for the future integration of digital storytelling and the metaverse in media education. **Segment:** Salma envisions integrating digital storytelling and the metaverse into media education to enrich learning experiences and prepare students for the evolving media landscape.

Interview 4 with Participant

Interviewer: Thank you for joining us today, Ayman. It's a pleasure to have you here to discuss your experience with the digital storytelling and metaverse course. To start, could you tell us a bit about your background and your journey into media studies?

Participant: Thank you for having me. I'm currently studying media and international relations at Al-Quds Open University. My interest in media studies started with a fascination for how media influences global perspectives and diplomatic relations. I was particularly drawn to the ways in which digital storytelling can shape narratives on an international scale. This course provided an excellent opportunity to explore the intersection of media, technology, and global communication.

Interviewer: That's an intriguing background! How did you first become interested in digital storytelling and the metaverse?

Participant: My interest in digital storytelling and the metaverse developed from my desire to understand how modern technology can enhance communication and storytelling. I was excited about the potential of these tools to create immersive and interactive experiences that can transcend traditional media boundaries. The metaverse, in particular, intrigued me with its potential for creating virtual spaces that could facilitate international dialogue and collaboration.

Interviewer: Great to hear! How frequently do you engage in digital storytelling?

Participant: I engage in digital storytelling regularly, both through my academic projects and personal endeavors. It's a dynamic way to present ideas and narratives,

whether through creating multimedia content or interactive experiences. I find it essential for developing a comprehensive understanding of modern media techniques.

Interviewer: Can you describe a recent digital storytelling project you worked on?

Participant: Recently, I worked on a project where I developed a multimedia campaign to highlight global environmental issues and international cooperation efforts. I used a mix of video, interactive infographics, and virtual interviews to create a compelling narrative that engaged viewers and promoted a message of global unity. The project was well-received and demonstrated the power of digital storytelling in addressing important global challenges.

Interviewer: What tools or platforms do you prefer for digital storytelling, and why?

Participant: I prefer using tools like Adobe Creative Suite for its versatility and advanced features. Adobe Premiere Pro and After Effects are particularly useful for video editing and creating visually striking effects. For more interactive elements, I use platforms like Storyline and Articulate to design engaging digital content. These tools help me create polished and professional projects.

Interviewer: How often do you use the metaverse for your studies or projects?

Participant: I use metaverse platforms fairly often, especially for projects that involve creating virtual environments and interactive experiences. Platforms like Mozilla Hubs and Sansar have been valuable for developing immersive content and exploring new storytelling methods. They provide unique opportunities for virtual engagement and collaboration.

Interviewer: Which metaverse platforms have you found most useful or engaging?

Participant: Mozilla Hubs and Sansar have been particularly useful for their ease of use and flexibility. Mozilla Hubs offers a straightforward way to create and explore virtual spaces, while Sansar provides more advanced features for building complex environments and hosting virtual events.

Interviewer: Can you share an experience where the metaverse significantly impacted your learning or project?

Participant: One significant experience was a virtual diplomatic simulation project where I used Mozilla Hubs to create a virtual conference environment. This project allowed me to simulate international negotiations and interactions, providing a practical understanding of global diplomacy in a virtual setting. It was a valuable learning experience that showcased the metaverse's potential for educational simulations.

Interviewer: In what ways has digital storytelling improved your communication skills?

Participant: Digital storytelling has enhanced my ability to communicate complex ideas effectively and creatively. By integrating multimedia elements into my narratives, I've learned to present information in a more engaging and accessible way. It's also improved my ability to tailor messages to different audiences.

Interviewer: Have you noticed any improvements in your technical skills as a result of using the metaverse? Can you provide specific examples?

Participant: Yes, definitely. Working with the metaverse has improved my skills in areas like virtual environment design and interactive content creation. For instance, I've gained proficiency in using Unity for developing virtual experiences and learned to navigate various metaverse platforms more effectively.

Interviewer: How has digital storytelling helped you in preserving and promoting your cultural identity?

Participant: Digital storytelling has provided a platform to share and celebrate aspects of Palestinian culture and heritage. By creating narratives that reflect our traditions and experiences, I've been able to contribute to preserving our cultural identity and sharing it with a broader audience.

Interviewer: What motivates you to engage in digital storytelling?

Participant: I'm motivated by the opportunity to explore creative ways of storytelling and to make an impact through my work. Digital storytelling allows me to experiment with new techniques and tools, and the ability to reach and engage with diverse audiences keeps me inspired.

Interviewer: How confident do you feel about your abilities in creating digital stories?

Participant: I feel quite confident in my abilities. The skills I've developed through practice and coursework have strengthened my confidence in producing effective and engaging digital stories. I'm comfortable experimenting with different formats and tools.

Interviewer: What motivates you to use the metaverse for educational purposes?

Participant: The metaverse offers innovative ways to enhance learning and collaboration. The ability to create and interact within virtual environments motivates me to explore these tools further and to use them for educational purposes, providing new dimensions to learning experiences.

Interviewer: How confident do you feel about navigating and utilizing the metaverse?

Participant: I feel reasonably confident navigating and utilizing the metaverse. Although there is always a learning curve with new technologies, my experiences with various platforms have helped me develop a solid understanding and skill set. I'm comfortable exploring and integrating new features as they become available.

Interviewer: How does digital storytelling help you connect with your peers?

Participant: Digital storytelling facilitates collaboration and idea-sharing among peers. It creates a platform for discussing and providing feedback on projects, which enhances our collective learning and fosters a sense of community.

Interviewer: How does the metaverse help you connect with your peers?

Participant: The metaverse enables real-time interaction and collaboration within virtual spaces. It provides opportunities for working together on projects, hosting virtual meetings, and engaging in creative activities, even when we are not physically present.

Interviewer: In your opinion, how significant is digital storytelling in promoting the Palestinian narrative of struggle and resistance?

Participant: Digital storytelling is crucial in promoting the Palestinian narrative of struggle and resistance. It allows us to share our stories and experiences in a compelling and impactful way, reaching a global audience and fostering greater understanding and empathy.

Interviewer: In your opinion, how significant is the metaverse in promoting the Palestinian narrative of struggle and resistance?

Participant: The metaverse has significant potential for promoting the Palestinian narrative by creating immersive and interactive experiences. It offers a new way to engage with audiences and present our stories in a more vivid and engaging format, enhancing the impact of our message.

Interviewer: What challenges have you faced while using digital storytelling and the metaverse in your studies?

Participant: One challenge has been the technical complexity of some tools and platforms. Learning to use advanced features and ensuring that technology aligns with my narrative goals can be demanding. Additionally, managing the balance between creative freedom and technical constraints can be challenging.

Interviewer: How do you overcome these challenges?

Participant: I overcome these challenges by investing time in learning and practicing with the tools. Seeking help from instructors and peers, attending workshops, and staying updated with the latest developments also contribute to overcoming these hurdles.

Interviewer: What improvements or changes would you suggest for better integrating digital storytelling and the metaverse into your media education?

Participant: I would suggest incorporating more hands-on workshops and practical sessions focused on digital storytelling and metaverse tools. Providing additional resources and support for technical issues would also be beneficial for students.

Interviewer: How do you envision the future of media education in Palestine, particularly with the integration of digital storytelling and the metaverse?

Participant: I envision media education in Palestine evolving with greater emphasis on digital storytelling and the metaverse. These tools have the potential to enrich the learning experience and provide innovative opportunities for creative expression. As technology continues to advance, I hope to see more integration of these tools into media education.

Interviewer: Is there anything else you would like to share about your experiences with digital storytelling and the metaverse?

Participant: I'd like to highlight how these tools have opened new avenues for creativity and learning. They have significantly enhanced my ability to create engaging content and explore innovative storytelling methods. I'm excited about the future possibilities and the continued evolution of these technologies.

Interviewer: How have these tools affected your personal development beyond your academic achievements?

Participant: Beyond academics, digital storytelling and the metaverse have fostered my creativity and problem-solving skills. They've encouraged me to approach challenges with a fresh perspective and have broadened my understanding of media and technology's impact.

Interviewer: Thank you so much, Ayman. Your insights and experiences provide a valuable perspective on the benefits of the course. We wish you all the best in your future projects!

Participant: Thank you. It's been a pleasure sharing my experiences, and I look forward to exploring more opportunities in digital storytelling and the metaverse.

Segment 1: Background and Journey

- **Code:** BACKGROUND
- **Definition:** Interviewee's academic background and interest in media studies.
- **Segment:** "I study media and international relations at Al-Quds Open University. My interest in media started with its influence on global perspectives, especially through digital storytelling."

Segment 2: Interest in Digital Storytelling and Metaverse

- **Code:** INTEREST

- **Definition:** Initial interest in digital storytelling and the metaverse.
- **Segment:** "I was intrigued by how modern tech enhances communication. The metaverse's potential for virtual spaces excited me for international dialogue."

Segment 3: Frequency of Engagement

- **Code:** FREQUENCY
- **Definition:** How often the interviewee engages in digital storytelling.
- **Segment:** "I engage in digital storytelling regularly through both academic and personal projects."

Segment 4: Recent Digital Storytelling Project

- **Code:** PROJECT
- **Definition:** Recent digital storytelling project and its focus.
- **Segment:** "I created a multimedia campaign on global environmental issues using video, infographics, and virtual interviews."

Segment 5: Preferred Tools and Platforms

- **Code:** TOOLS
- **Definition:** Preferred tools for digital storytelling and reasons.
- **Segment:** "I use Adobe Creative Suite for its advanced features and Storyline for interactive content."

Segment 6: Use of Metaverse

- **Code:** METaverse_USAGE
- **Definition:** Frequency of using metaverse platforms in projects.
- **Segment:** "I use metaverse platforms like Mozilla Hubs and Sansar for creating virtual environments."

Segment 7: Useful Metaverse Platforms

- **Code:** METaverse_PLATFORMS
- **Definition:** Most useful metaverse platforms and why.
- **Segment:** "Mozilla Hubs and Sansar are useful for their ease of use and advanced features."

Segment 8: Impactful Metaverse Experience

- **Code:** METaverse_IMPACT
- **Definition:** Significant experience with the metaverse.

- **Segment:** "A virtual diplomatic simulation using Mozilla Hubs allowed me to practice international negotiations."

Segment 9: Improvement in Communication Skills

- **Code:** COMMUNICATION
- **Definition:** How digital storytelling improved communication skills.
- **Segment:** "Digital storytelling has enhanced my ability to present complex ideas creatively."

Segment 10: Improvement in Technical Skills

- **Code:** TECHNICAL_SKILLS
- **Definition:** Technical skills improved by using the metaverse.
- **Segment:** "The metaverse improved my skills in virtual environment design and Unity."

Segment 11: Preserving Cultural Identity

- **Code:** IDENTITY
- **Definition:** How digital storytelling aids in preserving cultural identity.
- **Segment:** "It allows me to share and celebrate Palestinian culture and heritage."

Segment 12: Motivation for Digital Storytelling

- **Code:** MOTIVATION_DS
- **Definition:** What motivates the interviewee to do digital storytelling.
- **Segment:** "I'm motivated by the chance to explore creative storytelling and reach diverse audiences."

Segment 13: Confidence in Digital Storytelling

- **Code:** CONFIDENCE_DS
- **Definition:** Confidence in digital storytelling abilities.
- **Segment:** "I feel confident in creating effective and engaging digital stories."

Segment 14: Motivation for Metaverse Use

- **Code:** MOTIVATION_METAVERSE
- **Definition:** Motivation for using the metaverse for education.
- **Segment:** "The metaverse offers innovative ways to enhance learning and collaboration."

Segment 15: Confidence in Metaverse Navigation

- **Code:** CONFIDENCE_METAVERSE
- **Definition:** Confidence in navigating the metaverse.
- **Segment:** "I feel confident navigating and using metaverse platforms."

Segment 16: Connecting with Peers through Digital Storytelling

- **Code:** CONNECTION_DS
- **Definition:** How digital storytelling helps connect with peers.
- **Segment:** "It facilitates collaboration and feedback among peers."

Segment 17: Connecting with Peers through Metaverse

- **Code:** CONNECTION_METAVERSE
- **Definition:** How the metaverse helps connect with peers.
- **Segment:** "It enables real-time interaction and collaboration in virtual spaces."

Segment 18: Significance in Promoting Palestinian Narrative

- **Code:** SIGNIFICANCE_DS
- **Definition:** Importance of digital storytelling for the Palestinian narrative.
- **Segment:** "It's crucial for sharing the Palestinian narrative and fostering understanding."

Segment 19: Significance of Metaverse in Promoting Palestinian Narrative

- **Code:** SIGNIFICANCE_METAVERSE
- **Definition:** Importance of the metaverse for the Palestinian narrative.
- **Segment:** "The metaverse offers immersive ways to present the Palestinian narrative."

Segment 20: Challenges Faced

- **Code:** CHALLENGES
- **Definition:** Challenges faced while using digital storytelling and the metaverse.
- **Segment:** "Technical complexity and balancing creative freedom with technical constraints."

Segment 21: Overcoming Challenges

- **Code:** SOLUTIONS
- **Definition:** How the interviewee overcomes challenges.

- **Segment:** "I invest time in learning, seek help, and stay updated with developments."

Segment 22: Suggestions for Improvement

- **Code:** SUGGESTIONS
- **Definition:** Suggestions for integrating digital storytelling and the metaverse into media education.
- **Segment:** "More hands-on workshops and support for technical issues would be beneficial."

Segment 23: Future of Media Education

- **Code:** FUTURE
- **Definition:** Vision for the future of media education with digital storytelling and the metaverse.
- **Segment:** "I envision more integration of these tools to enrich learning and creative expression."

Segment 24: Additional Thoughts

- **Code:** ADDITIONAL
- **Definition:** Final thoughts on experiences with digital storytelling and the metaverse.
- **Segment:** "These tools have opened new creative avenues and enhanced my content creation."

Segment 25: Impact on Personal Development

- **Code:** PERSONAL_DEVELOPMENT
- **Definition:** How digital storytelling and the metaverse have affected personal development.
- **Segment:** "They've fostered creativity, problem-solving skills, and broadened my media understanding."

Interview 5 with Participant

Interviewer: Thank you for joining us today, she. It's great to have you here to discuss your experience with the digital storytelling and metaverse course. To start, could you tell us a bit about your background and your journey into media studies?

Participant: Thank you for having me. I'm currently a media English elective student at Birzeit University. My journey into media studies began with a strong interest in how media can shape narratives and influence public perception. I was always intrigued by

the intersection of technology and storytelling, which led me to explore digital storytelling and the metaverse. This course seemed like the perfect opportunity to delve deeper into these areas and enhance my skills.

Interviewer: That's a fascinating background! How did you first become interested in digital storytelling and the metaverse?

Participant: My interest in digital storytelling and the metaverse grew from my passion for creating engaging content and exploring new technologies. I was inspired by the potential of digital tools to transform traditional storytelling methods and wanted to learn how to leverage these technologies to create more immersive and interactive experiences. The metaverse, in particular, intrigued me because of its potential to create virtual spaces where stories can come to life in new ways.

Interviewer: Great to hear! How frequently do you engage in digital storytelling?

Participant: I engage in digital storytelling quite regularly, both as part of my coursework and personal projects. I find it to be a dynamic way to express ideas and connect with audiences. Whether it's through creating multimedia presentations or interactive narratives, I try to incorporate digital storytelling into various aspects of my work.

Interviewer: Can you describe a recent digital storytelling project you worked on?

Participant: Recently, I worked on a project where I created an interactive digital story to raise awareness about environmental sustainability. I used a combination of video, infographics, and interactive elements to engage viewers and convey important messages about eco-friendly practices. It was a rewarding experience to see how digital storytelling can effectively communicate complex issues and inspire action.

Interviewer: What tools or platforms do you prefer for digital storytelling, and why?

Participant: I prefer using platforms like Adobe Spark and Canva for their user-friendly interfaces and extensive features. They allow me to create visually appealing content with ease. For more advanced projects, I use Adobe Premiere Pro and After Effects to add more depth and polish. These tools offer a range of options for both beginner and advanced digital storytelling.

Interviewer: How often do you use the metaverse for your studies or projects?

Participant: I use the metaverse tools quite frequently, especially for projects that require creating virtual environments. I integrate platforms like VRChat and AltspaceVR into my work to develop immersive experiences and interactive elements. These tools have been invaluable for exploring new dimensions of storytelling.

Interviewer: Which metaverse platforms have you found most useful or engaging?

Participant: VRChat and AltspaceVR have been particularly useful for their versatility and the ability to create interactive experiences. VRChat offers a wide range of customizable environments and social interactions, while AltspaceVR provides a platform for hosting virtual events and engaging with audiences in real-time.

Interviewer: Can you share an experience where the metaverse significantly impacted your learning or project?

Participant: One impactful experience was a virtual exhibition project where I used VRChat to create a 3D gallery showcasing student artwork. This project allowed me to explore spatial storytelling and engage viewers in a way that traditional formats couldn't. The feedback from participants was overwhelmingly positive, and it was a great example of how the metaverse can enhance educational and creative experiences.

Interviewer: In what ways has digital storytelling improved your communication skills?

Participant: Digital storytelling has greatly improved my ability to convey complex ideas clearly and creatively. By using multimedia elements, I've learned to present information in a more engaging way, which has enhanced my overall communication skills. It's also helped me become more adept at tailoring messages to different audiences.

Interviewer: Have you noticed any improvements in your technical skills as a result of using the metaverse? Can you provide specific examples?

Participant: Yes, definitely. Working with the metaverse has improved my technical skills in areas like 3D modeling, virtual environment design, and interactive content creation. For example, I developed proficiency in using tools like Unity to create interactive elements for virtual experiences, which has been a significant boost to my technical skill set.

Interviewer: How has digital storytelling helped you in preserving and promoting your cultural identity?

Participant: Digital storytelling has provided a platform for me to highlight and share aspects of Palestinian culture and heritage. By creating narratives that reflect our traditions, values, and experiences, I can contribute to preserving our cultural identity and promoting it to a wider audience.

Interviewer: What motivates you to engage in digital storytelling?

Participant: I'm motivated by the opportunity to express creativity and make a meaningful impact through storytelling. Digital storytelling allows me to explore new ways of engaging with audiences and conveying messages that matter. The potential to innovate and connect with people on a deeper level keeps me motivated.

Interviewer: How confident do you feel about your abilities in creating digital stories?

Participant: I feel quite confident in my abilities to create digital stories. The skills I've developed through practice and coursework have strengthened my confidence. I'm comfortable experimenting with different techniques and tools to produce engaging and impactful content.

Interviewer: What motivates you to use the metaverse for educational purposes?

Participant: The metaverse offers a unique and immersive way to enhance learning and engagement. The ability to create virtual environments and interactive experiences motivates me to explore these tools further. It opens up new possibilities for education and allows for innovative approaches to learning and content creation.

Interviewer: How confident do you feel about navigating and utilizing the metaverse?

Participant: I feel fairly confident navigating and utilizing the metaverse. While there's always a learning curve with new technologies, my experiences with various platforms have helped me build a solid understanding and skill set. I'm comfortable exploring and integrating new features as they become available.

Interviewer: How does digital storytelling help you connect with your peers?

Participant: Digital storytelling helps me connect with my peers by providing a collaborative space for sharing ideas and projects. It fosters discussions and feedback that enhance our collective learning experience. Sharing stories and projects also builds a sense of community and mutual support among peers.

Interviewer: How does the metaverse help you connect with your peers?

Participant: The metaverse helps me connect with peers through virtual environments where we can collaborate on projects, host events, and interact in real-time. It creates a shared space for creative collaboration and enhances our ability to work together, even when physically distant.

Interviewer: In your opinion, how significant is digital storytelling in promoting the Palestinian narrative of struggle and resistance?

Participant: Digital storytelling is highly significant in promoting the Palestinian narrative of struggle and resistance. It provides a powerful medium to share our stories, experiences, and perspectives with a global audience. Through compelling narratives and multimedia elements, we can convey the realities of our struggles and resilience effectively.

Interviewer: In your opinion, how significant is the metaverse in promoting the Palestinian narrative of struggle and resistance?

Participant: The metaverse offers an innovative platform for promoting the Palestinian narrative by creating immersive and interactive experiences. It allows us to present our stories in a more engaging way, offering a new dimension to storytelling that can enhance understanding and empathy on a global scale.

Interviewer: What challenges have you faced while using digital storytelling and the metaverse in your studies?

Participant: One challenge has been mastering the technical aspects of digital storytelling tools and metaverse platforms. There's a steep learning curve, especially with advanced features and tools. Additionally, ensuring that the technology aligns with the intended narrative and message can be challenging.

Interviewer: How do you overcome these challenges?

Participant: I overcome these challenges by dedicating time to hands-on practice and seeking guidance from instructors and peers. Engaging in collaborative projects and participating in workshops also helps me stay updated with the latest developments and techniques.

Interviewer: What improvements or changes would you suggest for better integrating digital storytelling and the metaverse into your media education?

Participant: I would suggest incorporating more practical sessions and workshops focused on hands-on experience with digital storytelling and metaverse tools. Additionally, providing more resources and support for troubleshooting technical issues would be beneficial for students.

Interviewer: How do you envision the future of media education in Palestine, particularly with the integration of digital storytelling and the metaverse?

Participant: I envision media education in Palestine becoming more dynamic and innovative with the integration of digital storytelling and the metaverse. These tools have the potential to enrich the learning experience and provide new opportunities for creative expression. As technology advances, I hope to see more emphasis on practical applications and hands-on learning in media education.

Interviewer: Is there anything else you would like to share about your experiences with digital storytelling and the metaverse?

Participant: I would just like to emphasize how transformative these tools have been for my personal and professional development. They've opened up new avenues for creativity and engagement, and I'm excited to continue exploring their potential.

Interviewer: How have these tools affected your personal development beyond your academic achievements?

Participant: Beyond academics, digital storytelling and the metaverse have boosted my confidence and creativity. They've encouraged me to think outside the box and approach challenges with a problem-solving mindset. These tools have not only enhanced my skills but also broadened my perspective on the impact of media and technology.

Interviewer: Thank you so much, she. Your insights and experiences provide a great perspective on the benefits of the course. We wish you all the best in your future projects!

Participant: Thank you. It's been a pleasure to share my experiences, and I'm excited about the future possibilities in digital storytelling and the metaverse.

Segment 1: Background and Journey

- **Code:** BACKGROUND
- **Definition:** Participant's academic background and entry into media studies.
- **Segment:** "I'm currently a media English elective student at Birzeit University. My journey into media studies began with a strong interest in how media can shape narratives and influence public perception."

Segment 2: Interest in Digital Storytelling and Metaverse

- **Code:** INTEREST
- **Definition:** Initial interest in digital storytelling and the metaverse.
- **Segment:** "My interest in digital storytelling and the metaverse grew from my passion for creating engaging content and exploring new technologies. I was inspired by the potential of digital tools to transform traditional storytelling methods."

Segment 3: Frequency of Engagement

- **Code:** FREQUENCY
- **Definition:** How often she engages in digital storytelling.
- **Segment:** "I engage in digital storytelling quite regularly, both as part of my coursework and personal projects."

Segment 4: Recent Digital Storytelling Project

- **Code:** PROJECT
- **Definition:** Description of a recent digital storytelling project.
- **Segment:** "I created an interactive digital story to raise awareness about environmental sustainability using video, infographics, and interactive elements."

Segment 5: Preferred Tools and Platforms

- **Code:** TOOLS
- **Definition:** Tools or platforms she prefers for digital storytelling.
- **Segment:** "I prefer using Adobe Spark and Canva for their user-friendly interfaces. For more advanced projects, I use Adobe Premiere Pro and After Effects."

Segment 6: Frequency of Metaverse Use

- **Code:** METAVERSE_FREQUENCY
- **Definition:** How often she uses the metaverse for studies or projects.
- **Segment:** "I use metaverse tools frequently, especially for creating virtual environments."

Segment 7: Useful Metaverse Platforms

- **Code:** METAVERSE_PLATFORMS
- **Definition:** Metaverse platforms found most useful or engaging.
- **Segment:** "VRChat and AltspaceVR have been particularly useful for their versatility and interactive features."

Segment 8: Impactful Metaverse Experience

- **Code:** METAVERSE_IMPACT
- **Definition:** Significant experience with the metaverse.
- **Segment:** "A virtual exhibition project in VRChat allowed me to showcase student artwork in a 3D gallery, enhancing spatial storytelling."

Segment 9: Improvement in Communication Skills

- **Code:** COMMUNICATION
- **Definition:** How digital storytelling has improved communication skills.
- **Segment:** "Digital storytelling has improved my ability to convey complex ideas clearly and creatively."

Segment 10: Improvement in Technical Skills

- **Code:** TECHNICAL_SKILLS
- **Definition:** Technical skills improved by using the metaverse.
- **Segment:** "Working with the metaverse has improved my skills in 3D modeling, virtual environment design, and interactive content creation."

Segment 11: Preserving Cultural Identity

- **Code:** IDENTITY
- **Definition:** How digital storytelling helps in preserving and promoting cultural identity.
- **Segment:** "Digital storytelling provides a platform to highlight and share aspects of Palestinian culture and heritage."

Segment 12: Motivation for Digital Storytelling

- **Code:** MOTIVATION_DS
- **Definition:** Motivation for engaging in digital storytelling.
- **Segment:** "I'm motivated by the opportunity to express creativity and make a meaningful impact through storytelling."

Segment 13: Confidence in Digital Storytelling

- **Code:** CONFIDENCE_DS
- **Definition:** Confidence in creating digital stories.
- **Segment:** "I feel confident in my abilities to create digital stories and experiment with different techniques and tools."

Segment 14: Motivation for Using the Metaverse

- **Code:** MOTIVATION_METAVERSE
- **Definition:** Motivation for using the metaverse for educational purposes.
- **Segment:** "The metaverse offers an immersive way to enhance learning and engagement, motivating me to explore these tools further."

Segment 15: Confidence in Navigating the Metaverse

- **Code:** CONFIDENCE_METAVERSE
- **Definition:** Confidence in navigating and utilizing the metaverse.
- **Segment:** "I feel fairly confident navigating and utilizing the metaverse, though there's always a learning curve."

Segment 16: Connecting with Peers through Digital Storytelling

- **Code:** CONNECTION_DS
- **Definition:** How digital storytelling helps connect with peers.
- **Segment:** "Digital storytelling fosters collaboration and feedback, building a sense of community among peers."

Segment 17: Connecting with Peers through the Metaverse

- **Code:** CONNECTION_METAVERSE
- **Definition:** How the metaverse helps connect with peers.
- **Segment:** "The metaverse creates a shared space for collaboration and interaction, enhancing our ability to work together."

Segment 18: Significance in Promoting Palestinian Narrative (Digital Storytelling)

- **Code:** SIGNIFICANCE_DS
- **Definition:** Significance of digital storytelling in promoting the Palestinian narrative.
- **Segment:** "Digital storytelling is crucial for sharing the Palestinian narrative of struggle and resistance with a global audience."

Segment 19: Significance of the Metaverse in Promoting Palestinian Narrative

- **Code:** SIGNIFICANCE_METAVERSE
- **Definition:** Significance of the metaverse in promoting the Palestinian narrative.
- **Segment:** "The metaverse allows for immersive and interactive storytelling, enhancing the presentation of the Palestinian narrative."

Segment 20: Challenges Faced

- **Code:** CHALLENGES
- **Definition:** Challenges faced using digital storytelling and the metaverse.
- **Segment:** "Mastering the technical aspects of digital storytelling tools and metaverse platforms has been challenging."

Segment 21: Overcoming Challenges

- **Code:** SOLUTIONS
- **Definition:** How she overcomes challenges.
- **Segment:** "I overcome challenges through hands-on practice, seeking guidance, and participating in workshops."

Segment 22: Suggestions for Improvement

- **Code:** SUGGESTIONS
- **Definition:** Suggestions for better integrating digital storytelling and the metaverse into media education.
- **Segment:** "Incorporating more practical sessions and providing additional resources for technical issues would be beneficial."

Segment 23: Future of Media Education

- **Code:** FUTURE
- **Definition:** Vision for the future of media education with digital storytelling and the metaverse.
- **Segment:** "I envision media education becoming more dynamic and innovative with these tools, offering richer learning experiences."

Segment 24: Additional Thoughts

- **Code:** ADDITIONAL
- **Definition:** Final thoughts on experiences with digital storytelling and the metaverse.
- **Segment:** "These tools have been transformative for my development, opening new avenues for creativity and engagement."

Segment 25: Impact on Personal Development

- **Code:** PERSONAL_DEVELOPMENT
- **Definition:** Impact of digital storytelling and the metaverse on personal development.
- **Segment:** "They've boosted my confidence and creativity, encouraging a problem-solving mindset and broadening my perspective on media and technology."

Appendix (M)

Intervention course (Digital Storytelling and the Metaverse)

Course Title: Digital Storytelling and the Metaverse for Personal and Professional Development

Target Audience: Media students, content creators, educators

Duration: 6 Sessions (2-3 hours per session)

Session 1: Introduction to Digital Storytelling and the Metaverse

Objective: Understand the basics of digital storytelling and its relevance in modern media, and gain an introductory knowledge of the metaverse as an immersive platform for storytelling.

Agenda:

- 1.1 Icebreaker: Participants introduce themselves and share a story that has impacted them personally or professionally.
- 1.2 Defining Digital Storytelling: What is digital storytelling? Key elements (narrative structure, character development, multimedia use).
- 1.3 Role of Storytelling in Media: Discussion on how storytelling shapes perceptions in social media, advertising, education, and journalism.
- 1.4 Introduction to the Metaverse: Overview of the metaverse concept (Virtual Reality, Augmented Reality, and Mixed Reality). Key platforms (e.g., VRChat, AltspaceVR).
- 1.5 Group Activity: Analyze examples of digital storytelling using multimedia (audio, visuals, video). Participants reflect on the impact of storytelling formats.

Takeaway Assignment: Research and present one digital storytelling example that uses multiple formats (e.g., video, text, social media).

Session 2: Crafting Your Story – Narrative Techniques

Objective: Learn narrative techniques and practice crafting compelling stories that can be adapted for digital platforms.

Agenda:

- 2.1 Review of Digital Storytelling Examples: Participants present their researched stories from the assignment.

- 2.2 Elements of Storytelling: Understanding character, plot, setting, and conflict. How these elements engage an audience.
- 2.3 Story Arc and Structure: The three-act structure (beginning, middle, end) and its variations (hero's journey, nonlinear storytelling).
- 2.4 Personal Storytelling: How to create personal stories for professional purposes (e.g., telling your own journey or company's story).
- 2.5 Group Activity: In pairs or small groups, participants brainstorm and create a short story outline based on a real-life experience, using the storytelling techniques discussed.

Takeaway Assignment: Write the first draft of a personal or professional story you'd like to tell.

Session 3: Digital Storytelling Tools and Multimedia Integration

Objective: Explore different tools and platforms for creating digital stories, and learn how to integrate various multimedia elements (images, audio, video) into storytelling.

Agenda:

- 3.1 Review of Story Drafts: Group sharing and feedback on the story drafts created for the assignment.
- 3.2 Introduction to Digital Tools: Overview of software and apps for creating digital stories (Canva, Adobe Spark, iMovie, Audacity, etc.).
- 3.3 Multimedia Elements: How to integrate visuals, sound, and video into stories. Balancing elements to create a seamless narrative.
- 3.4 Hands-on Workshop: Participants work with free tools (e.g., Canva, WeVideo) to create a simple multimedia story (e.g., a short video with images, sound, and text).
- 3.5 Group Reflection: Share multimedia stories created and discuss challenges faced during creation.

Takeaway Assignment: Refine your story with multimedia elements (images, video, or sound) using one of the digital tools introduced.

Session 4: Immersive Storytelling in the Metaverse

Objective: Learn how to bring storytelling into immersive virtual environments like the metaverse, and understand how VR/AR can transform storytelling experiences.

Agenda:

- 4.1 Introduction to Immersive Storytelling: What is immersive storytelling? How virtual reality (VR) and augmented reality (AR) can create unique story experiences.
- 4.2 Metaverse Platforms: Overview of popular metaverse platforms (e.g., Horizon Worlds, Decentraland, Roblox) and their storytelling potential.
- 4.3 Exploring Virtual Worlds: Participants enter a guided virtual environment (if VR headsets or access to platforms like AltspaceVR is available). Alternatively, use desktop metaverse experiences.
- 4.4 Story Adaptation for the Metaverse: Discussion on how traditional narratives can be transformed into immersive experiences.
- 4.5 Group Activity: In small groups, participants brainstorm how they could adapt their existing digital story for an immersive environment.

Takeaway Assignment: Research a metaverse platform and think about how your digital story could be enhanced using immersive features.

Session 5: Telling Stories with Impact – Public Speaking and Presentation Skills

Objective: Develop communication skills to effectively present digital stories in public settings or on digital platforms, enhancing personal confidence and storytelling impact.

Agenda:

- 5.1 Presentation Techniques: How to confidently present your story to an audience (both live and online). Voice modulation, body language, and audience engagement.
- 5.2 Visual Storytelling: The role of visual aids in enhancing a story. How to use visuals during a presentation (e.g., PowerPoint, interactive elements).
- 5.3 Practice Sessions: Participants present their digital story drafts to the group in a timed setting, receiving constructive feedback on storytelling, visuals, and presentation skills.
- 5.4 Group Feedback: Focused critique on story flow, clarity, and presentation skills.

Takeaway Assignment: Finalize your digital story and presentation, incorporating feedback from the session.

Session 6: Final Presentation and Feedback

Objective: Provide a platform for participants to present their completed digital stories, receive feedback, and reflect on their development during the course.

Agenda:

- 6.1 Story Presentations: Each participant presents their final digital story, including multimedia and metaverse elements (if applicable).
- 6.2 Group Reflection: Discuss challenges and successes faced during the story creation process, and what participants learned about themselves and storytelling.
- 6.3 Instructor Feedback: Constructive feedback and suggestions for further development of each story.
- 6.4 Closing Remarks: Summary of key takeaways from the course. Discussion on how participants can continue to develop their digital storytelling skills and use the metaverse in their future projects.

Takeaway: Participants receive certificates of completion and resources for further learning in digital storytelling and immersive media.

Course Outcomes:

By the end of this course, participants will:

1. Understand the fundamentals of digital storytelling and the metaverse.
2. Have hands-on experience with digital tools to create multimedia stories.
3. Learn how to adapt stories for immersive environments like the metaverse.
4. Improve public speaking and presentation skills.
5. Be equipped to apply storytelling techniques for personal and professional growth.

Appendix (N)

Presentations, Storytelling and English Tests' Scores

Presentation of Post-Test Scores

Overview

This presentation summarizes the post-test scores of students, showcasing their performance before and after the assessment. The scores are represented for each student, providing insights into their academic improvement.

Post-Test Results

Name	Pre-Test Score	Post-Test Score
Participant	71	83
Leila Al-Hussein	69	80
Tamer Naser	68	82
Majed Odeh	66	79
Nour Bader	70	84
Salma Daher	59	71
Sami Asfour	75	88
Yasmine Jundi	62	76
Suha Khaled	63	75
Participant	74	87
Inas Hamdi	72	85
Nour Salman	68	79
Sameer Shaker	65	77
Lina Dweik	60	73
Ahlam Arafat	76	89
Participant	61	74

Name	Pre-Test Score	Post-Test Score
Mohammed Taha	67	80
Mahmoud Yasin	70	82
Malak Saleh	64	76
Issra Saeed	67	82
Aseel Raji	68	80
Ahmad Mansour	67	79
Hana Barakat	62	76
Amal Dawoud	58	70
Marwa Hamdan	65	78
Omar Khalil	56	69
Ali Abbas	73	86
Yasser Jaber	64	77
Fadwa Younis	61	73
Participant	70	82
Hani Atallah	72	84
Basel Dajani	63	75
Khaled Diab	64	77
Rami Hamed	61	73
Rasha Sulaiman	66	79
Maysoon Shalabi	67	80
Layla Saleem	64	75
Lubna Safadi	65	77
Shereen Rida	68	81
Samar Rahman	66	79
Rania Qassem	60	72

Name	Pre-Test Score	Post-Test Score
Dalia Mousa	64	76
Eman Nasser	60	72
Hiba Najjar	58	71
Zaid Harb	63	75
Omar Issa	62	74
Jamal Khatib	64	76

Analysis

1. Overall Improvement:

- Most students exhibited significant improvement in their scores from the pre-test to the post-test.
- Ahlam Arafat achieved the highest post-test score of 89, reflecting exceptional performance.

2. Notable Increases:

- Students like Sami Asfour (from 75 to 88), Participant (from 74 to 87), and Nour Bader (from 70 to 84) demonstrated remarkable improvements.

3. Areas of Growth:

- Students such as Participant (from 71 to 83) and Tamer Naser (from 68 to 82) showed commendable growth in their understanding and skills.

4. Conclusion:

- The data indicates a positive learning environment and effective teaching strategies that contributed to the students' improvement.
- Continuous support and targeted interventions can further enhance the performance of those still needing assistance.

Presentation of Pre-Test and Post-Test Scores for English Storytelling

Overview

This presentation highlights the pre-test and post-test scores of students participating in the English storytelling program. The scores reflect the growth in their storytelling abilities, focusing on aspects such as creativity, fluency, and engagement.

English Storytelling Test Results

Name	Pre-Test Score	Post-Test Score
Participant	65	88
Leila Al-Hussein	70	85
Tamer Naser	60	78
Majed Odeh	68	90
Nour Bader	66	82
Salma Daher	55	73
Sami Asfour	72	91
Yasmine Jundi	64	79
Suha Khaled	61	77
Participant	69	86
Inas Hamdi	63	84
Nour Salman	67	81
Sameer Shaker	59	72
Lina Dweik	66	80
Ahlam Arafat	73	92
Participant	62	76
Mohammed Taha	64	78
Mahmoud Yasin	66	83
Malak Saleh	60	75
Issra Saeed	65	80
Aseel Raji	58	73
Ahmad Mansour	61	76
Hana Barakat	54	70
Amal Dawoud	59	72

Name	Pre-Test Score	Post-Test Score
Marwa Hamdan	66	81
Omar Khalil	62	74
Ali Abbas	71	87
Yasser Jaber	63	78
Fadwa Younis	60	74
Participant	69	85
Hani Atallah	64	76
Basel Dajani	65	79
Khaled Diab	62	75
Rami Hamed	68	82
Rasha Sulaiman	66	80
Maysoon Shalabi	65	77
Layla Saleem	63	75
Lubna Safadi	61	73
Shereen Rida	67	81
Samar Rahman	62	78
Rania Qassem	59	72
Dalia Mousa	65	76
Eman Nasser	64	74
Hiba Najjar	60	71
Zaid Harb	67	80
Omar Issa	62	75
Jamal Khatib	63	78

Analysis

1. Overall Improvement:
 - The majority of students displayed significant enhancement in their storytelling skills, as shown by the increase in post-test scores.
2. Notable Achievements:
 - Ahlam Arafat scored the highest in the post-test with 92, indicating exceptional progress in storytelling.
3. Strong Progress:
 - Sami Asfour improved from 72 to 91, showing a remarkable increase in storytelling proficiency.
 - Majed Odeh also excelled, moving from 68 to 90.
4. General Observations:
 - Most students moved from lower pre-test scores to post-test scores that indicate strong storytelling skills, particularly in creativity and engagement.
5. Conclusion:
 - The storytelling program has effectively contributed to students' growth, fostering their confidence and abilities in English storytelling.
 - Continued focus on storytelling techniques can further enhance their skills and overall engagement in the learning process.

English Test Scores

Name	Pre-Test Score	Post-Test Score
Participant	70.00	80.00
Leila Al-Hussein	72.00	85.00
Tamer Naser	74.00	87.00
Majed Odeh	71.00	83.00
Nour Bader	69.00	80.00
Salma Daher	73.00	86.00
Sami Asfour	70.00	82.00
Yasmine Jundi	75.00	88.00
Suha Khaled	68.00	79.00

Name	Pre-Test Score	Post-Test Score
Participant	72.00	84.00
Inas Hamdi	76.00	89.00
Nour Salman	63.00	75.00
Sameer Shaker	64.00	77.00
Lina Dweik	60.00	73.00
Ahlam Arafat	61.00	74.00
Participant	62.00	76.00
Mohammed Taha	59.00	71.00
Mahmoud Yasin	58.00	70.00
Malak Saleh	65.00	78.00
Issra Saeed	61.00	73.00
Aseel Raji	62.00	76.00
Ahmad Mansour	63.00	75.00
Hana Barakat	64.00	77.00
Amal Dawoud	60.00	72.00
Marwa Hamdan	58.00	71.00
Omar Khalil	56.00	69.00
Ali Abbas	62.00	74.00
Yasser Jaber	61.00	73.00
Fadwa Younis	63.00	75.00
Participant	62.00	74.00
Hani Atallah	60.00	72.00
Basel Dajani	66.00	79.00
Khaled Diab	68.00	81.00
Rami Hamed	65.00	77.00

Name	Pre-Test Score	Post-Test Score
Rasha Sulaiman	64.00	75.00
Maysoon Shalabi	67.00	80.00
Layla Saleem	66.00	79.00
Lubna Safadi	69.00	83.00
Shereen Rida	68.00	81.00
Samar Rahman	65.00	77.00
Rania Qassem	64.00	76.00
Dalia Mousa	67.00	79.00
Eman Nasser	71.00	84.00
Hiba Najjar	69.00	82.00
Zaid Harb	66.00	79.00
Omar Issa	68.00	80.00
Jamal Khatib	67.00	82.00



جامعة النجاح الوطنية
كلية الدراسات العليا

الكشف عن الديناميكيات النفسية: تمكين طلبة الإعلام
من خلال رواية القصص الرقمية والميتافيرس
لتعزيز تنمية المهارات المهنية والشخصية

إعداد

مراد عبد الكريم مصطفى احمد

إشراف

د. فايز محاميد

د. غسان الحلو

قدمت هذه الأطروحة استكمالاً لمتطلبات الحصول على درجة الدكتوراة في التعلّم والتعليم،
من كلية الدراسات العليا، في جامعة النجاح الوطنية، نابلس - فلسطين.

الكشف عن الديناميكيات النفسية: تمكين طلبة الإعلام من خلال رواية القصص الرقمية والميتافيرس لتعزيز تنمية المهارات المهنية والشخصية

إعداد

مراد عبد الكريم مصطفى احمد

إشراف

د. فايز محاميد

د. غسان الحلو

الملخص

تتناول هذه الدراسة، "كشف الديناميكيات النفسية: تمكين طلاب الإعلام من خلال السرد الرقمي والميتافيرس لتعزيز تطوير المهارات المهنية والشخصية"، تأثير السرد الرقمي والميتافيرس على تنمية مهارات طلاب الإعلام الفلسطينيين، وذلك من خلال منهجية بحثية مختلطة تجمع بين الأساليب الكمية والنوعية. في ظل التحديات المستمرة في فلسطين، تقترح هذه الدراسة أن استخدام هذه التقنيات الرقمية يسهم في تعزيز قدرة الطلاب على التواصل مع الآخرين، والحفاظ على الهوية الثقافية، وسرد قصص النضال والصمود.

تعتمد الدراسة على البيانات الكمية التي تم جمعها من خلال الاختبارات القبليّة والبعدية والاستبانات ذات مقياس ليكرت، والتي أظهرت تحسناً ملحوظاً في المهارات التقنية، وإتقان اللغة الإنجليزية، والشعور بالكفاءة الذاتية. كما أظهرت النتائج النوعية، المستخلصة من المقابلات المتعمقة والملاحظات وانعكاسات المعلمين، تطوراً في الإبداع والتعبير الذاتي والمشاركة الثقافية، إلى جانب بعض التحديات المتعلقة بالإنفاذ إلى التكنولوجيا والدعم التقني.

تشير النتائج إلى أن السرد الرقمي والميتافيرس يشكلان أدوات فعالة في تعليم الإعلام وحفظ الثقافة، حيث يساهمان في إنتاج روايات رقمية تعبر عن المقاومة. كما تستكشف الدراسة العوامل النفسية التي تؤثر على مشاركة الطلاب، مثل الدافعية، وتطور الهوية، والديناميكيات الاجتماعية والثقافية. ومن

آلال آليل كيفة آطوير طلاب الإاعلام الفلأطيين لرواياتهم ومشاركاتها، تسلط الدراسة الضوء على الممارسات التعليمية الإبداعية والور المآغير للإاعلام الرقمية في التعليم.

الكلمات المفتاحية: السرد الرقمي، الميتافيرس، طلاب الإاعلام الفلأطيين، المهارات الناعمة، الهوية الثقافية، الكفاءة الذاتية.