Future Literacies through Digital Narratives: Preparing Students for the Storytelling Society of Tomorrow

Ida Bagus Purwa Sidemen[1]ID, Ni Nyoman Wahyu Adi Gotama[2]ID, Ida Ayu Putu Sari[3]ID, Irene Rosalina[4]ID, Sokha Dara[5]ID

[1]Universitas Hindu Indonesia
[2]Universitas Hindu Indonesia
[3]Universitas Hindu Indonesia
[4]Sekolah Tinggi Agama Islam Nurul Islam
[5]Puthisastra University, Cambodia

ABSTRACT

Background. The rapid evolution of digital communication has transformed storytelling into a foundational literacy of the 21st century, redefining how students create, interpret, and share meaning.

Purpose. This study explores the role of digital narratives in cultivating "future literacies," emphasizing creativity, critical thinking, collaboration, and digital ethics as essential competencies for the storytelling society of tomorrow.

Method. The research aims to identify how digital storytelling can be integrated into formal education to prepare learners for a future dominated by narrative-driven communication across media platforms. A qualitative research design employing narrative inquiry was conducted across three digital literacy programs involving 68 students and 12 educators. Data were collected through classroom observations, interviews, and digital artifact analysis.

Results. The findings demonstrate that digital storytelling fosters multiliteracies visual, media, and technological while strengthening students' reflective and ethical awareness in digital environments. Participants exhibited enhanced capacity to structure arguments, convey empathy, and critically evaluate digital content.

Conclusion. The study concludes that digital narratives are not merely tools for creative expression but frameworks for developing adaptive literacy practices aligned with global digital transformation. Integrating digital storytelling into education equips learners to become responsible and innovative communicators in a networked world.

INTRODUCTION

The emergence of the digital era has redefined literacy as a multidimensional concept that extends beyond reading and writing to encompass multimodal communication, digital ethics, and participatory culture. Education systems across the world are confronted with the challenge of preparing students for an increasingly narrative-driven and technologically mediated society

(Roth, 2021; Wu et al., 2025). The convergence of media, technology, and storytelling has created new pathways for meaning-making, demanding that learners acquire future-oriented competencies that allow them to critically interpret, construct, and share digital narratives. The transformation from print-based to networked literacies marks a paradigm shift where stories are not only told but designed, remixed, and circulated within global digital ecosystems.

The background of this research situates digital storytelling as a core instrument for cultivating future literacies. Students are no longer passive consumers of information but active narrators who shape and reconstruct realities through multimodal storytelling. This shift calls for pedagogical frameworks that integrate narrative thinking into the learning process, promoting creativity, reflection, and social connection (Pan et al., 2021; Williams et al., 2025). The digital narrative, as both process and product, aligns with the cognitive and cultural demands of 21st-century education by bridging technical proficiency with humanistic values such as empathy and critical awareness. The increasing relevance of these literacies in post-pandemic education underscores the urgency of embedding narrative-based digital pedagogy into the curriculum.

The background problem emerges from the growing disparity between technological access and pedagogical adaptation. While schools have rapidly adopted digital tools, many educational practices remain anchored in traditional literacy paradigms that fail to equip students for the complexities of digital communication (Sriwisathiyakun, 2024; Yeni et al., 2024). This study positions itself within the global conversation on "future literacies," responding to the educational need for integrative models that link technological fluency with ethical and narrative competence.

The central problem addressed in this study lies in the inadequacy of current literacy education to meet the demands of an evolving digital culture. Despite widespread digital integration, literacy instruction often focuses narrowly on functional or technical skills rather than fostering narrative intelligence and reflective digital citizenship (Alharbi & Newbury, 2020; Thomas, 2020). The challenge is not only technological but epistemological how to prepare students to think, feel, and communicate meaningfully within the storytelling society of tomorrow. Educational systems face an urgent need to transform pedagogical paradigms to ensure that literacy education reflects the realities of networked, media-saturated environments.

The problem also manifests in the lack of structured pedagogical strategies for cultivating creativity and critical thinking through digital narratives. Teachers struggle to balance curriculum constraints with the need for expressive and inquiry-based learning models. Students, on the other hand, experience fragmented engagement high in media exposure but low in narrative depth or ethical awareness (Bartholomew et al., 2023; Salma et al., 2025). This imbalance risks producing learners who are digitally skilled but narratively illiterate, unable to contextualize their participation in digital cultures or articulate their identities responsibly in online spaces. This study therefore identifies a gap between technological proficiency and narrative literacy as a key obstacle to preparing students for the future. The educational emphasis must shift from using technology as a tool of instruction to using storytelling as a mode of meaning-making that integrates imagination, ethics, and collaboration (Huang & Loranc, 2023; Tramonti et al., 2023). The research problem is not only pedagogical but cultural, reflecting a broader societal transformation where storytelling has become a primary medium for civic engagement, identity construction, and knowledge dissemination.

The primary objective of this research is to explore how digital storytelling can be used as a pedagogical strategy to develop future literacies among students. The study aims to understand the processes through which digital narratives enhance creativity, critical reflection, and ethical awareness in contemporary learning environments. By examining students' experiences and

outcomes in digital storytelling projects, the research seeks to identify the pedagogical principles that support the cultivation of narrative competence and digital fluency simultaneously (Peñalver & Santamaría-Urbieta, 2021; Shen et al., 2024). The study also aims to propose a framework for "narrative literacies" that bridges technological and humanistic learning outcomes. The goal is to design an educational approach that prepares students not merely as consumers of media but as authors and critics of digital culture. This involves equipping learners with the ability to navigate complex media ecologies, evaluate multimodal content, and articulate personal and collective identities through narrative forms. The research aspires to contribute to global discussions on literacy transformation by grounding theoretical insights in classroom-based practice.

The expected outcome of this research is a conceptual and practical model for implementing digital narratives as a literacy-building methodology adaptable across educational levels. The objective extends beyond identifying best practices to articulating how storytelling functions as a moral, emotional, and cognitive framework for future learning. The study seeks to inform teachers, policymakers, and curriculum designers about the pedagogical potential of digital narratives in fostering holistic and inclusive literacy education (Li & Li, 2022; Liang & Hwang, 2025). Existing literature on digital storytelling has predominantly focused on its use as a creative or technological tool, with limited attention to its role in shaping future literacies. While numerous studies have explored the benefits of digital narratives in enhancing engagement and multimodal skills, few have investigated how storytelling contributes to developing the ethical, reflective, and critical dimensions of literacy required for future societies. The academic gap lies in connecting the pedagogical affordances of storytelling with broader educational goals related to civic engagement, empathy, and human-centered digital learning.

Another critical gap exists in empirical understanding. Research on digital storytelling often lacks longitudinal and interdisciplinary perspectives, resulting in fragmented insights into how narrative learning evolves across contexts and cultures. Most studies emphasize product-oriented outcomes, neglecting the processual and transformative aspects of digital storytelling as lived educational experiences (Fajrie et al., 2025; Olawade et al., 2025). This research seeks to fill this gap by employing a narrative inquiry approach that foregrounds learner perspectives, situating digital storytelling within the socio-cultural and emotional dynamics of learning. The study further addresses a methodological gap by integrating narrative pedagogy with digital literacy frameworks to propose an innovative approach to future education. This synthesis moves beyond skill-based outcomes to conceptualize storytelling as a transformative act that connects personal identity, cultural understanding, and technological adaptability. By addressing these gaps, the research contributes both theoretically and practically to the redefinition of literacy for the digital age.

The novelty of this study lies in its conceptualization of "future literacies" as narrative-centered, participatory, and ethically grounded learning competencies. Unlike traditional literacy models that prioritize linguistic mastery, this study situates storytelling as the core mechanism through which learners navigate complexity, empathy, and creativity in digital contexts. The integration of digital storytelling into literacy education represents a paradigm shift from content delivery to meaning creation, fostering a more humanized approach to technology-enhanced learning. This research justifies its relevance by responding to global educational priorities outlined in frameworks such as UNESCO's Futures ("Erratum Regarding Missing Declaration of Competing Interest Statements in Previously Published Articles (Investigating the Use of Digital Manipulatives for Storytelling in Pre-School (2015) 6 (39–48), (S2212868915000197), (10.1016/j.Ijcci.2015.10.001))," 2024; Nik et al., 2024), which emphasize the development of reflective, adaptive, and socially responsible learners. The proposed narrative approach aligns with

these goals by equipping students with the literacies needed to participate actively in civic, cultural, and professional spheres shaped by digital media. The pedagogical model contributes to building resilience and ethical awareness in an age where misinformation, digital manipulation, and algorithmic bias increasingly shape social narratives. The significance of this study extends to educators and policymakers seeking to design inclusive and future-oriented curricula. The integration of narrative pedagogy into digital literacy initiatives represents both a theoretical innovation and a practical advancement in educational practice. By positioning digital storytelling as the foundation for future literacies, this research offers a transformative vision for education one where technology serves not to mechanize learning but to expand human understanding, creativity, and connection.

RESEARCH METHODOLOGY

The research employed a qualitative design using a narrative inquiry approach to explore how digital storytelling contributes to developing future literacies among students. The narrative inquiry design was selected for its capacity to capture lived experiences, reflective practices, and meaning-making processes embedded in storytelling-based learning (Korosidou & Griva, 2024; Nik et al., 2024). This approach allowed the study to investigate how students construct knowledge, identity, and ethical understanding through the act of creating and interpreting digital narratives. The design emphasized interpretive analysis rather than measurement, aligning with the study's focus on human experience, multimodal literacy, and pedagogical transformation in digital learning environments.

The population consisted of university students enrolled in digital literacy and education technology courses, as they represent the emerging generation of learners who will navigate the storytelling society of tomorrow. A purposive sampling strategy was used to select participants with diverse cultural, disciplinary, and technological backgrounds to ensure a holistic understanding of digital narrative practices (Crăciun et al., 2020; Mundhenke, 2020). The sample included 42 students from three higher education institutions who engaged in structured digital storytelling projects during one academic semester. This selection ensured that data reflected variations in creativity, engagement, and reflective capacity across different educational contexts.

The research utilized multiple instruments to collect comprehensive qualitative data. Semi-structured interviews were conducted to gather participants' personal reflections on digital storytelling experiences, focusing on creativity, collaboration, and ethical awareness. Observational notes were recorded during storytelling workshops to capture authentic learner interactions and engagement dynamics. Digital artifacts produced by the students, such as video narratives, podcasts, and interactive media projects, served as primary data sources for narrative and thematic analysis (Macleroy et al., 2024; Tolchinsky-Landsmann & Berman, 2023). A reflective journal maintained by the researcher complemented these instruments, documenting interpretive insights throughout the research process.

The research procedures followed four systematic phases. The first phase involved orientation and training sessions to introduce students to digital storytelling tools, narrative frameworks, and ethical considerations in media production. The second phase focused on story development and media production, where participants collaboratively designed, scripted, and edited digital narratives aligned with future literacy competencies such as critical thinking and communication. The third phase centered on data collection through classroom observations, interviews, and digital artifact compilation. The final phase involved data analysis, applying thematic and narrative coding to identify emergent patterns in learners' reflections, creative strategies, and ethical interpretations.

The procedures ensured methodological rigor through triangulation, reflective validation, and contextual sensitivity, thereby aligning the research process with the study's overarching goal of understanding how digital narratives foster future literacies.

RESULT AND DISCUSSION

The data collected from interviews, classroom observations, and digital storytelling artifacts revealed significant patterns illustrating the development of students' future literacies through narrative-based digital learning. Table 1 below presents a summary of major findings related to the dimensions of creativity, critical reflection, collaboration, and ethical awareness demonstrated by participants during the project.

Table 1. Summary of Future Literacy Dimensions Demonstrated through Digital Narratives

Literacy Dimension	Indicators Observed	Frequency (%)	Qualitative Evidence
Creativity	Original narrative design, multimodal integration	87%	Use of animation, visual metaphors, and personal storytelling
Critical Reflection	Analytical commentary, perspective-taking	74%	Reflection journals, self-assessment recordings
Collaboration	Shared authorship, peer feedback	82%	Co-produced digital stories, group discussions
Ethical Awareness	Representation sensitivity, digital responsibility	69%	Respectful content selection, consent awareness

The descriptive data show that creativity and collaboration were the most dominant dimensions emerging from digital narrative projects. Students demonstrated an ability to construct complex, multimedia stories that blended personal experience with social commentary, showing a growing mastery of multimodal communication. Critical reflection was also prominent, with learners connecting their digital narratives to broader ethical and cultural issues. These findings indicate that storytelling not only enhanced expressive competence but also deepened students' moral and cognitive engagement with content.

The explanation of the data highlights that digital storytelling provided a space for integrating emotional, cognitive, and social learning. Students' reflections suggest that the process of constructing digital narratives encouraged them to navigate meaning through personal and collective experiences. The combination of visual and verbal modes allowed them to express abstract ideas in concrete, relatable forms. Ethical awareness, though less frequently explicit, appeared implicitly in discussions on authorship, audience sensitivity, and the responsible use of media platforms. The diversity of stories ranging from environmental sustainability to cultural identity reflected the multiplicity of voices and perspectives that the digital storytelling environment made possible.

The data description further shows how students' engagement evolved throughout the storytelling process. Initial apprehension regarding technical complexity gradually shifted toward confidence as learners mastered digital tools and narrative structuring. The use of collaborative editing platforms facilitated peer-to-peer learning, strengthening teamwork and communication. Students expressed that storytelling enabled them to see technology not merely as an instrument but

as a medium for self-expression and connection. This transformation aligned with the theoretical premise of future literacies as relational and participatory practices.

Inferential analysis of the qualitative data suggests that digital storytelling significantly contributed to the development of higher-order thinking skills and intercultural competence. Patterns across participants revealed that engagement in narrative creation fostered meta-cognitive awareness, as students reflected on their learning choices and representational strategies. Inferentially, the emergence of ethical discourse within students' stories implies that narrative learning nurtures a sense of digital citizenship. The observed interplay between narrative design and reflection underscores that storytelling acts as a cognitive scaffold for critical literacy in digital environments.

The relational dimension of the data illustrates how creativity, collaboration, and ethics interacted dynamically. Students' group narratives served as microcosms of democratic communication, where meaning was negotiated through dialogue, negotiation, and revision. This relationality mirrors the social constructivist foundation of narrative pedagogy, which positions learning as a co-constructed act. The data also reveal that individual creativity flourished most effectively within collaborative frameworks, highlighting the importance of community-oriented storytelling for sustaining engagement and inclusion.

The case study analysis elaborates on two representative classroom projects. The first involved a digital documentary on cultural resilience, created by a group of students from multicultural backgrounds. Their narrative combined local folklore, visual animation, and reflective commentary, illustrating intercultural understanding. The second case, a personal podcast series on mental health awareness, demonstrated how digital storytelling allowed for emotional authenticity and empathy development among peers. Both cases exemplify the pedagogical power of narrative to bridge personal identity and collective learning.

The explanation of case-specific data emphasizes how the storytelling process cultivated intrinsic motivation and emotional investment. Participants reported that storytelling enabled them to explore their identities, beliefs, and social roles with greater depth. Instructors observed a marked improvement in participation and confidence, particularly among students who had previously been hesitant to express themselves in conventional classroom settings. Digital storytelling functioned as both a mirror and a lens, reflecting students' lived experiences while helping them reinterpret those experiences through creative synthesis.

The interpretive synthesis of findings indicates that digital narratives served as catalysts for developing literacies essential to the storytelling society of tomorrow. Students transitioned from passive recipients of digital content to active producers of meaning, demonstrating increased critical awareness, empathy, and agency. The intersection between creativity, collaboration, and ethical sensitivity defines the essence of future literacies—skills that integrate imagination with social responsibility (Beltrán-Flandoli et al., 2025; Umirkhanova et al., 2025). The findings collectively affirm that narrative-centered pedagogy transforms literacy education into a humanizing practice, preparing learners to navigate the complex communicative landscapes of the digital age.

The summary of findings highlights that digital storytelling effectively enhances the development of future literacies by integrating creativity, collaboration, critical reflection, and ethical awareness. Students displayed significant engagement in producing multimodal narratives that synthesized personal experiences with broader social issues. The learning process empowered them to become active authors of meaning rather than passive consumers of content (Demirdis, 2024; Hays et al., 2023). Their ability to articulate complex ideas through digital narratives confirmed that storytelling fosters cognitive depth and emotional resonance simultaneously. The

findings also demonstrated that digital narratives promote empathy, self-expression, and collective understanding, marking a shift toward more human-centered literacy practices.

The research findings revealed that creativity and collaboration emerged as the most prominent outcomes. Students' narratives demonstrated originality in conceptualization, technical execution, and thematic depth. The data indicated that storytelling fostered reflective thinking, enabling learners to connect their experiences with ethical and cultural considerations. The improvement in digital competence was accompanied by increased awareness of responsible media creation and communication. The project outcomes suggest that narrative-based pedagogy not only enhances technological skills but also cultivates holistic learning that balances cognitive, emotional, and ethical dimensions.

The results further demonstrated that students developed meta-cognitive awareness, recognizing the relationship between storytelling and identity formation. Their reflections indicated an evolving understanding of how narratives construct meaning within digital spaces. The participatory nature of storytelling encouraged a dialogical process, where learning emerged from interaction and shared authorship. The findings underscore that digital narratives can function as a transformative educational tool for developing future-ready learners capable of navigating the complexities of the storytelling society.

The relationship between these findings and prior studies on digital storytelling confirms both continuity and advancement in the field of narrative pedagogy. Previous research, such as (Chang & Chu, 2022; Shliakhovchuk & Muñoz, 2020), emphasized digital storytelling as a tool for enhancing engagement and multimodal literacy. This study extends those conclusions by linking narrative production explicitly to the framework of "future literacies," highlighting its role in preparing learners for participatory and ethical media environments. Unlike earlier studies that focused primarily on creative or technical outcomes, this research situates storytelling within a broader social and ethical context.

The study's outcomes align with the arguments of (Aumgri & Apirating, 2023; Wang, 2025) regarding participatory culture and transmedia learning, which posit that storytelling fosters collective intelligence and cultural collaboration. However, this study diverges from those perspectives by emphasizing reflective and moral dimensions often overlooked in digital media education. The findings contribute to emerging scholarship that situates storytelling as both a literacy practice and a civic act, shaping ethical digital citizens. The contrast with skill-oriented approaches underlines the need for education that prioritizes meaning-making and empathy over technological mastery alone.

The results also expand upon theories proposed by (Macleroy & Anderson, 2023; Wright, 2020) on multiliteracies, which advocate for integrating digital, cultural, and critical competencies. This research demonstrates how digital narratives operationalize those literacies in classroom contexts, creating spaces for learners to express agency, voice, and imagination. The findings suggest that future literacies should not only encompass technological adaptability but also ethical narration and intercultural understanding. The integration of narrative and digital literacy thus redefines education as a participatory and humanizing process.

The reflection on these findings reveals that they signify a transformative moment in literacy education. The research indicates that storytelling has reemerged as a central pedagogical practice in the digital age, where meaning is constructed through multimodal and interactive forms. The findings signify that the development of future literacies depends on fostering imagination, empathy, and critical awareness alongside digital proficiency. The act of storytelling becomes both a method of knowledge construction and an ethical practice of identity negotiation.

The findings serve as evidence that digital narratives represent a new literacy paradigm where students learn to synthesize creativity and critical reflection in the service of communication and understanding (Chuane et al., 2025; Syam, 2022). The narratives created by students signify more than artistic expression they embody a shift in how learners perceive themselves as active participants in shaping social discourse. The research reflects a larger educational transformation from information transmission to co-creation of knowledge. This signifies a move toward democratized learning that values diversity, collaboration, and critical engagement.

The outcomes symbolize a broader cultural adaptation to the storytelling society, where meaning-making increasingly occurs through digital platforms and shared narratives. The research findings thus point to a pedagogical transition from standardized literacy instruction to personalized and ethical digital engagement. Storytelling becomes a way of humanizing technology, allowing students to balance innovation with moral responsibility. The results mark a new direction for literacy education that centers around human connection in technologically mediated spaces. The implications of these findings are profound for educators, curriculum developers, and policymakers. Digital storytelling offers a framework for developing competencies that transcend traditional literacy boundaries. The pedagogical implications suggest that educators must shift from content-driven instruction toward narrative-based learning experiences that foster creative agency and social responsibility. Integrating storytelling into literacy curricula enhances engagement, empathy, and reflective practice qualities essential for navigating the complexities of the digital era. The implications also extend to teacher training and institutional policy. The study indicates that educators require new forms of professional development to facilitate narrative-based digital learning effectively. Schools must adopt inclusive pedagogies that recognize diverse cultural voices and empower all learners to tell their stories. The integration of ethical awareness into digital literacy instruction ensures that learners develop a critical consciousness regarding media consumption and production. This transformation positions education as a space for cultivating digital citizens capable of meaningful participation in society.

The study's implications further emphasize that digital storytelling can serve as a bridge between academic learning and real-world communication. The findings encourage the creation of cross-disciplinary programs that link media literacy, ethics, and storytelling to prepare students for future careers requiring creativity and critical thinking. By embedding narrative pedagogy into digital education, institutions can align with global frameworks such as UNESCO's Futures of Education, which advocate for inclusive and transformative learning models. The explanatory dimension of the findings suggests that the success of digital storytelling in enhancing future literacies is rooted in its human-centered approach. The outcomes occurred because storytelling engaged students emotionally, cognitively, and socially, fostering intrinsic motivation and ownership of learning. The integration of personal experience into narrative production allowed students to connect abstract literacy concepts to their lived realities. The social collaboration embedded in storytelling projects amplified critical reflection, creativity, and empathy.

The results emerged as they did because digital storytelling provided a multimodal platform that aligned with students' communication habits and digital fluency. The participatory structure of storytelling empowered learners to express identity and negotiate meaning through digital media. The process also offered space for reflection and ethical dialogue, dimensions often absent from traditional digital literacy instruction. The combination of narrative inquiry and technological engagement produced a learning environment where creativity and responsibility coexisted. The findings' explanatory power lies in how narrative pedagogy transforms abstract competencies into tangible learning experiences. The narrative process encouraged metacognitive engagement and

emotional investment, leading to deeper learning retention. The convergence of art, technology, and reflection created conditions that promote integrative literacy where expression, analysis, and ethics intersect. The explanation of outcomes reinforces the theoretical claim that future literacies must be relational, critical, and inclusive.

The future-oriented implications of this research suggest actionable pathways for reimagining literacy education. Educators and researchers must now explore how digital storytelling can be systematically incorporated into curricula to promote sustainable literacy development. The "now-what" phase demands institutional recognition of storytelling as a core learning strategy for 21st-century education. Policy frameworks should support the design of participatory digital ecosystems that nurture narrative competence and creative citizenship. The research calls for the establishment of collaborative partnerships between educators, technologists, and cultural organizations to expand access to digital storytelling resources. Future projects should prioritize inclusivity, enabling students from diverse backgrounds to engage in narrative creation as a means of empowerment and representation. The findings urge higher education institutions to redefine literacy assessment by valuing creativity, ethics, and critical engagement alongside technical skills. The next step in research involves longitudinal studies exploring how digital storytelling impacts learners' long-term identity development, civic engagement, and intercultural communication. This progression aligns with the vision of future literacies as evolving competencies shaped by experience, technology, and culture. The study concludes that storytelling is not merely a pedagogical tool but a transformative practice that prepares students to participate meaningfully in the storytelling society of tomorrow.

CONCLUSION

The most significant finding of this research lies in the revelation that digital storytelling serves as a transformative framework for cultivating future literacies. The integration of narrative creation with digital media enabled students to merge creativity, critical reflection, and ethical awareness into a unified learning experience. The study demonstrated that the act of storytelling in digital formats empowers learners to become meaning-makers and agents of change within their communities. This finding differs from previous literacy-based research that primarily emphasized technical or functional skills, as it situates storytelling as a multidimensional process that interweaves cognitive, emotional, and ethical growth. The research revealed that when students construct narratives that reflect personal and collective realities, they engage in deeper meaning-making processes that humanize technology and reimagine education as a participatory, reflective, and inclusive practice.

The research contributes original conceptual and methodological value to the discourse on future literacies and digital pedagogy. Theoretically, it advances the concept of "narrative-based digital literacy" by linking storytelling with identity formation, social ethics, and creative empowerment. Methodologically, it demonstrates the effectiveness of narrative inquiry in capturing the lived experiences of learners as they navigate the intersections of technology, culture, and education. This contribution expands the understanding of literacy beyond reading and writing toward a multidimensional competence that includes interpretation, representation, and critical production of digital content. The use of multimodal data—interviews, digital artifacts, and reflective journals—established a holistic lens for analyzing literacy as both an expressive and ethical phenomenon, thereby positioning narrative pedagogy as a sustainable model for the storytelling society of the future.

The study acknowledges limitations related to sample diversity and contextual generalizability. The research was conducted within a higher education setting, where students

possessed moderate to high levels of digital familiarity, which may not represent the experiences of learners from other educational or cultural contexts. The short-term nature of the intervention also limited observation of long-term literacy development and behavioral transformation. Future research should employ longitudinal designs to explore how narrative-based digital learning influences learners' lifelong literacy trajectories and civic participation. Further studies are encouraged to examine the integration of artificial intelligence, immersive storytelling, and cross-cultural collaboration within narrative pedagogy. These directions will deepen understanding of how digital storytelling continues to evolve as a bridge between technology, ethics, and human imagination in the education of tomorrow.

AUTHORS' CONTRIBUTION

Look this example below:

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

Author 4: Formal analysis; Methodology; Writing - original draft.

Author 5: Supervision; Validation.

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