

The Effect of Digital Story Preparation on Technological Pedagogical Content Knowledge (TPCK) Self-confidence

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ABSTRACT The effect of the prospective pre-school teachers' digital story preparation on their technological pedagogical content knowledge self-confidence is proposed to be determined in mix method designed study. During the research, prospective pre-school teachers determined their objectives for a digital story, wrote scenarios, selected audio and visual materials, created and presented their digital stories. The qualitative and quantitative data were obtained through technological pedagogical content knowledge self-confidence scale and open-ended metaphorical question as pre- and post-tests. In quantitative and qualitative data analysis, t-test for the dependant samples and inductive content analysis were conducted. The findings demonstrated the prospective pre-school teachers' digital story preparation increased their self-confidence on TPCK. It was inferred from the metaphors that the prospective pre-school teachers perceived self-confidence on TPCK as a guide and a vital necessity. Data analysis results indicated digital story preparation had positive effect on the prospective pre-school teachers' self-confidence on TPCK.