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# Camera to Classroom: Transforming STEM Learning through Digital Storytelling

Sivaranjini Sinniah<sup>1</sup>, Bala Murali Tanimale<sup>2</sup> & Shamimah Parveen Binti Abd Rahim<sup>3</sup>

<sup>1,2,3</sup>Southeast Asian Ministers of Education Organization Regional Centre for Education in Science and Mathematics (SEAMEO RECSAM, Malaysia)

<sup>1</sup>Corresponding author: sivaranjini6211@gmail.com

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## Abstract

This study explores educators' perceptions of digital storytelling as a pedagogical innovation for transforming Science, Technology, Engineering and Mathematics (STEM) learning following their participation in the Digital Storytelling Contest (DISCONT) 2025. As digital technologies reform educational practices, educators require professional learning opportunities that support meaningful pedagogical integration beyond technical exposure. Using an exploratory qualitative research design, data were collected from 19 educators through an open-ended online survey and analysed using thematic analysis. The findings revealed five key themes: pedagogical innovation, enhanced student engagement, professional skill development, implementation challenges and future classroom integration. Educators reported a shift from traditional content delivery to more innovative, student-centred STEM teaching approaches, describing the experience as transformative. Overall, the study highlights digital storytelling as a powerful strategy for bridging technology integration with effective STEM pedagogy and supporting teacher professional development.

*Keywords: digital storytelling, pedagogical innovation, STEM education, student engagement, teacher professional development*

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