Abstract
Project-based learning is a dynamic approach of active and creative learning in which students explore real-world problems and challenges. With this type of learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.

The subject of our project which we choose together with the students was the safe use of internet. Students need to create their story and need to correct it. Computers can help the situation at the teaching of written expression, through their multimedia applications. In addition, Web 2.0 educational applications (online software Zooburst), are offering user interaction with the software interface. Digital storytelling is a technology application that is well-positioned to take advantage of user-contributed content and to help teachers overcome some of the obstacles to productively using technology in their classrooms.

Keywords: safe internet, zooburst, digital storytelling

1. Creating a digital story for safe internet

1.1 Creative writing

Aristotle was early proponent of learning by doing. Socrates modeled how to learn through questioning, inquiry, and critical thinking.

When any project approach takes hold in the classroom, students gain opportunities to engage in real-world problem solving, too (Retrieved from https://www.edutopia.org/project-based-learning).

On the basic skills of literary literacy of a student, nowadays, has been included the development of creativity of students through familiarity with literary practices such as creative writing.

The aim of writing our digital story with the title ‘The pirate of Internet” was to develop our students’: a) to learn advantages and disadvantages using internet, b) to develop their creativity by writing a story based on their personal interests, c) to prove their digital skills by digitizing it. Several studies have described the implementation of using computer assisted software as a tool for acquiring language as Skinner & Hagood have pointed out [8].

Directly associated with creativity, creative writing means one’s putting his or her ideas and feelings about a particular topic on paper by using his or her imagination freely as Oral has pointed out [5]. Creative writing requires organization, planning, and discovery of thoughts and it rejects restrained thinking as Temizkan has pointed out [11].

Teaching creative writing begins with the admission that making a great story (credible voice, living characters), depends on an ineffable quality, as Vakil has pointed out [12].
“In our methodology, we start showing the students how they are able to write any text when they face up to the writing process with no fear. We teach them how to allow the text to go outside them and how to let the words find their own way” as Soukup has pointed out [9]. Students as writers need to create and need to correct; in order to create, they need freedom and in order to correct, they need technique and knowledge.

Soukup [9] also believe that students learn to deal with this double mechanism through practice.

Creative writing also offers students many opportunities for self-expression. It allows them to get words to express their emotions, their fears and hopes and explore human interactions.

Computers can help the situation at this original teaching of written expression, through their multimedia applications that can make a valuable contribution to create an effective learning environment as Spandidakis has pointed out [10]. Texts, images, movies and sounds are so powerful authoring tools, which can enhance both development of mechanistic skills of the written word, as well as development and knowledge and post-knowledge skills, as Spandidakis continues [10].

1.2 Constructivism and ICT

Constructivism theory views learning as a process in which individuals construct meaning basing on prior knowledge and experience.

A range of ICT based learning activities are underpinned by constructivist learning theory. Seymour Papert has argued that by learning computer programming, students learn how to think and learn for themselves (Retrieved from http://www.tcd.ie/Education/ICT/unit02/explanation04.htm).

Kharade and Thakkar [2] have pointed out that according to constructivism, knowledge is considered to be socially as well as individually constructed; learning is the acquisition of meaningful competences in a realistic context; learning is advanced through interactive and authentic experiences that match with the interests of the student. In such an environment the use of ICT will help the students to “learn how to learn”. Students will be able to seek solutions to real world problems. On the other hand, the teacher is going to play a major role as a facilitator of the student into a learner–centered discovering environment.

1.3 The implementation of the project

The occasion for the creation of the three-dimensional web tale appeared when the school took part in a competition for safe internet organized by the Ministry of Education. Extensive presentations and various activities were made at school, which aimed to highlight the risks in cyberspace, as well as the importance of safe navigation on the Internet and the rational use of the latter. In the final phase of teaching students were asked to create a project in order to transmit the knowledge gained in the rest of the school community and the wider local community.

Students of the third class (ten years old students) of our suburban primary school of Achaia have decided to create a digital story with symbolic characters and allegorical key actions in order to link the tale to reality and at the same time to combine the art
of literature, painting and storytelling with modern technology. So, internet hackers were transformed into tale pirates and with the help of a free digital storytelling software, like Zoo Burst, a literary high aesthetic project was produced, which aptly reflected both the creative mood of the students and the message of safe Internet use.

In particular, young students initially wrote and painted their story, which was strongly influenced by the heroes of their childhood tales. The story has been created by collaborative learning (Figure 1,2), which means that they all working together, so as to learn how to design activities and to help develop these skills.

Then, they narrated the story that they created and their narratives were digitized and stored in a portable computer.

In the final phase of the educational action, children with the support of their teacher, have created an account at the free online Zoo Burst software and they have hung their paintings, text, stories and were recording their voices while narrating the story, creating a three-dimensional book (http://www.zooburst.com/zb_books-viewer.php?book=zb01_524b387e99933).

1.4 The story

Trying, therefore, to bring the benefits of creative writing and the possibilities of digital storytelling we stimulate our students to write and illustrate a story theme with their own choice, which will be addressed in same-age children. Thus, it appeared ‘The pirate of the Internet’ (Figure 1), a story (fairytale) that aims to inform other kids through fictional characters and their actions on the importance of safeguarding their personal data in cyberspace and the rational use of passwords.

Our story begins as below: “Once upon a time, Jason and Venus, two happy children, were living in an exotic distant island. They were playing in the sand and swimming
in the sea all day long. However, they had another favorite habit! When not surfing
the sea waves, they used to surf on the Internet. It was so easy for them.

One day they found a wooden chest buried in sand while running on the beach. They
could not believe in their eyes when they opened it! There were countless gold coins
and jewelry inside. That was a wonderful opportunity for them to play! They wore
black costumes and started to pretend the angry and wild pirates. When they finished
their game they started to wonder what to do with the treasure.

"Venus", said Jason, "the treasure should be hidden somewhere because the real
pirates will return one day and they will try to steal it. With what treasure are we
going to play with then?"

"Oh, don't worry", replied Venus, "I have a great idea! We will hide the treasure in
the cave of Sinbad the Sailor. Nobody should be able to enter the cave without typing
the correct "Username" and "password" on the computer outside the cave first."
"What a wonderful idea, Venus!", screamed Jason with excitement. "You mean we
are going to keep our treasure safe in the same way we keep our personal data safe on
the Internet."

So every time the two children wanted to enter the cave they used the word "chest" as
a Username and the phrase "open sesame" as a password. That way they were sure
that their treasure was well kept.

Because Jason was afraid that he might forget the codes he wrote them down on a
piece of paper that kept in his room as he used to do with any other code.
Unfortunately, one day a strong wind blew in his room from the open window and the
little paper that was resting on his desk swept away. Jason soon realized that he had
lost that piece of paper but didn’t bother much. Why should he worry? He was able to
remember all his passwords by heart.

Somewhere far away the terrible pirate Blackbeard was on his pirate ship enjoying the
boat ride. Suddenly, he saw a strange little object flying among seagulls in the sky
above his head. He grabbed the white paper with his hooked hand.

"What kind of paper is this", he wondered. "Chest, open sesame ...I think that this
paper has something to do with a treasure! That’s it! I think I’m very lucky!!"
Blackbeard, smart as he was, waited for the night to come. Then he drove his boat
next to the island, found the cave, entered the codes on the computer before the
entrance and stole as many gold coins as he could when he found the chest. Before he
exited the cave he infected the children’s computer with viruses and evil worms.
Obviously, he was able to steal their personal data whenever he wanted.

The next day, when Jason and Venus returned to the cave to play their favorite game,
they could not believe in their eyes! Their favorite treasure had nearly disappeared!
"It was all my fault", cried Jason. "It is like I helped someone find the codes".
"Don’t worry", replied Venus. "We will do exactly as Ali Baba and the 40 thieves will
do! Next time that he dares come to the cave he will get a big surprise..."

That is exactly what happened pretty soon. Blackbeard visited the cave the following
night to grasp more treasures.
"Oh, those children are very naive", he said. "They keep their treasures here without realizing that I am stealing them". And he stretched out his hands to open the chest.

"Ouch! Ouch! Ouch!", his loud voice was heard all over the island. Blackbeard ached all over his body. He felt like he was being bitten everywhere. Only when he got out of the cave he realized what had actually happened. The chest was filled with countless crabs instead of gold coins! However, what made him feel worse was the Internet Police that has been called by the parents of the two children, which put him in prison.

-Dear children be aware! Hacker Blackbeard your terrible enemy is always there. He is always hiding online and your treasures he will easily find. Your computer he will conquer and your gold will put in his pocket. Guess, how sorry you will feel after your data and your codes will be revealed”.

1.5 The digital tool

In addition, the Web 2.0 (term used to describe the second generation Internet services) educational applications which have been flooding the internet, offer user interaction with the software interface, constant renewal of the content, as well as, the possibility of cooperation and co-management.

Digital storytelling is a technology application that is well-positioned to take advantage of user-contributed content and to help teachers overcome some of the obstacles to productively using technology in their classrooms. The findings from classroom observations and interviews, as Sadik says [7] revealed that despite problems observed and reported by teachers, they believed that the digital storytelling projects could increase students’ understanding of curricular content and they were willing to transform their pedagogy and curriculum to include digital storytelling. At
its core, digital storytelling allows computer users to become creative storytellers through the traditional processes of selecting a topic, conducting some research, writing a script, and developing an interesting story, as Robin has pointed out [6]. This material is then combined with various types of multimedia, including computer-based graphics, recorded audio, computer-generated text, video clips and music so that it can be played on a computer, uploaded on a web site or burned on a DVD, says Robin, too [6].

In our project we are using the freeware online software Zoo Burst (Retrieved from http://www.zooburst.com/) by subscribing.

ZooBurst is a digital tool of stories creation which allows everyone to fix its own dimensional interactive pop-up book. Users can create dimensional fairy tales, stories and presentations, using either their own images and paintings or the more than 10,000 ready images available to the application, which has a painting program. User can create books of ten pages with text and offshore marine characters, to which may be added conversation in the form of a "bubble" and all these through the free version of the software. All the applications are required the upgrading of the account. Each story has its own URL, while can be incorporated into a web site (site) or blog (blog), besides the readers are able to speak - if they also want it! Every book has embodied an integrated forum of conversation so as to be able to accept comments from other readers, while it is possible to be exposed at the "gallery" of ZooBurst.

Once somebody begins helping students craft their stories into multimedia presentations, they will need guidance in such skills as photography, scanning, and working with photos digitally, as Ohler has pointed out [4]. Ohler [4] also believes that teachers who are less experienced with multimedia technology, whom writer Marc Prensky (2001) calls —digital immigrants—need not be intimidated.

Finally, from the experience of implementing the activities of the creative writing and digital storytelling in the classroom, came to the conclusion that students can liberate the creative forces factor effortlessly written word, cultivate the imagination, critical thinking, cooperative and communication skills, while at the same time acquire high level technological training, as Frantzi and Papanagopoulou have pointed out [1].

1.6 Added educational value of digital storytelling software

The digital storytelling software is the mean in order students to present their stories, increasing in this way their personal narrative discourse. In case of creative writing they are considered as ideal digital applications, as the user is able to visualize the story that has created, picking through a multitude of media, multimodal texts and multimedia applications. Furthermore, they enhance group cooperation teaching, development of creativity and innovation, as teachers are asked to organize their story data and synthesize them by combining them with digital resources as Meliadou et al have pointed out [3]. Through this process, students are involved in a permanent self-evaluation of their work, trying to improve the generated narration,
which develops critical thinking as it is a great exercise of problem solving and decision making.

Finally, students learn to surf with safety rules on the internet world. They are also becoming acquainted with the use of computer, through such pleasant playful projects.

References


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