



UDC 316.4.063.3:378.016:811.111:004:82-36(045)=111

[https://doi.org/10.52058/2786-5274-2025-4\(44\)-1057-1067](https://doi.org/10.52058/2786-5274-2025-4(44)-1057-1067)

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SOCIAL INVOLVEMENT AND STUDENTS' ENGAGEMENT THROUGH DIGITAL STORYTELLING

Abstract. This article aims to examine digital storytelling as a participatory media technique centred on co-creation, specifically highlighting its role in fostering social engagement and building community capacity. Digital storytelling has emerged as a significant and transformational method that enables individuals to convey their tales via digital media, promoting inclusivity and engagement in digital dialogue. This study examines the role of digital storytelling as a workshop-based methodology, allowing participants to create personal narratives through digital technology while taking into account the overarching institutional frameworks that influence these storytelling projects. Using academic viewpoints, the convergence of digital storytelling and participatory action research was examined, highlighting their capacity to close the participation gap in digital media production.

This study examines the transformative potential of digital storytelling, particularly in addressing disparities in media participation. By exploring various institutional applications and the role of researcher-facilitators, the paper highlights how digital storytelling fosters both inclusion and creative agency within different socio-economic and cultural contexts. Digital storytelling has become a vital medium for cultural expression, social interaction, and creative involvement. It offers a platform for individuals, especially marginalized groups, to express their



lived experiences in an organized yet adaptable style. The participatory aspect of digital storytelling allows for diverse voices to be expressed, promoting an atmosphere of collaborative learning and communal creativity. The institutional frameworks that affect the transmission and acceptance of digital storytelling were analyzed, highlighting the pivotal role of researchers and facilitators in helping participants through the process while preserving the authenticity of their narratives. Facilitators must maintain a careful equilibrium between institutional goals and the personal narrative ambitions of participants, ensuring the process is both inclusive and powerful. Digital storytelling is a collaborative art form that needs a process where facilitators and participants keep talking and making stories better so they accurately reflect personal experiences while still working within the limits of digital production. This collaborative method amplifies the authenticity and efficacy of digital narratives, rendering them potent instruments for advocacy, education, and community involvement.

Moreover, digital storytelling has evolved as a powerful framework for social participation, providing individuals with the means to engage in digital media production and share their personal experiences. It is characterized as a form of cultural participation that enables “vernacular creativity” [3] and empowers individuals to contribute meaningfully to digital discourse. Originating in the mid-1990s in California, digital storytelling employs workshop-based methodologies to train participants—including students and elderly individuals with varying degrees of technological proficiency—in creating personal video narratives [5].

This paper employs the concept of “co-creative media” to examine how researcher-facilitators navigate the balance between institutional requirements and the interests of storytellers. The co-creative process entails an iterative approach, in which facilitators support participants while accommodating the constraints of digital production environments, including resource limitations, project objectives, and audience considerations. The influence of digital storytelling on youths' involvement is one of its most appealing applications. Young individuals frequently have obstacles to engaging in conventional media creation owing to financial limitations, insufficient access to professional training, and inadequate representation in mainstream narratives. These initiatives demonstrate that digital literacy among students is inconsistent; formal coaching and mentorship are frequently essential for cultivating their creative and critical storytelling abilities. Integrating digital storytelling into youth programs allows educators and community leaders to cultivate digital agency in young individuals, empowering them to be active participants in the digital world rather than mere consumers.

Notwithstanding its myriad benefits, digital storytelling encounters obstacles that require resolution to enhance its efficacy. Institutional constraints, including financing limitations, technological access, and organisational priorities, can influence the breadth and longevity of storytelling efforts. The swift advancement of digital media platforms presents novel opportunities and intricacies for digital



storytelling. The commercialisation of user-generated content on social media platforms presents ethical issues about ownership, representation, and digital labour. Future research needs to investigate methodologies for addressing these issues, guaranteeing that digital storytelling continues to be an accessible and empowering practice for various cultures.

The future of digital storytelling is contingent upon its amalgamation with developing technologies, including artificial intelligence (AI), virtual reality (VR), and augmented reality (AR). These technologies provide novel avenues for immersive storytelling, augmenting narrative engagement and audience interactivity. AI-powered storytelling tools can assist individuals in organising their narratives, while virtual and augmented reality experiences can offer immersive storytelling environments that surpass conventional screen-based formats. The implementation of these technologies requires critical awareness to prevent the exacerbation of existing digital gaps and to promote accessibility and inclusivity.

Keywords: Digital storytelling, Co-creation, Social engagement. Cultural expression, Digital literacy, Youth engagement, Artificial intelligence (AI) in storytelling, Virtual reality (VR) storytelling, Augmented reality (AR) storytelling, Ethical considerations in digital media

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ЗАЛУЧЕНІСТЬ ТА СОЦІАЛЬНА ІНТЕГРАЦІЯ СТУДЕНТІВ НА ЗАНЯТТЯХ АНГЛІЙСЬКОЇ МОВИ ЧЕРЕЗ ЦИФРОВИЙ СТОРИТЕЛІНГ

Анотація. Ця стаття має на меті дослідити цифровий сторітелінг як активну медіапрактику, зосереджену на спільному творенні, зокрема підкреслюючи його роль у сприянні соціальній взаємодії та розвитку критичного мислення студентів. Цифровий сторітелінг став важливим і трансформаційним





методом, який дозволяє передавати свої історії за допомогою цифрових медіа, сприяючи інклюзивності та участі в цифровому дискурсі. У цьому дослідженні аналізується роль цифрового сторітелінгу як методології, що базується на воркшопах, і яка дозволяє учасникам створювати особисті розповіді за допомогою цифрових технологій.

У статті розглядається трансформаційний потенціал цифрового сторітелінгу, особливо у подоланні нерівності в медіаучасті. Сторітелінг став ключовим засобом культурного вираження, соціальної взаємодії та творчої діяльності, забезпечуючи платформу для висловлення власного досвіду, зокрема для маргіналізованих груп. Партисипативний характер цифрового сторітелінгу дозволяє висловлювати різноманітні думки, сприяючи атмосфері спільного навчання та колективної творчості. У статті також досліджуються інституційні рамки, які впливають на поширення та сприйняття цифрового сторітелінгу, підкреслюючи ключову роль дослідників і фасилітаторів у підтримці учасників, зберігаючи при цьому автентичність їхніх думок. Фасилітатори повинні підтримувати баланс між інституційними цілями та особистими амбіціями оповідачів, забезпечуючи, щоб процес був як інклюзивним, так і значущим.

Крім того, цифровий сторітелінг розвинувся як потужний інструмент соціальної участі, що надає людям можливість брати участь у цифровому медіавиробництві та ділитися своїм особистим досвідом. Його характеризують як форму культурної участі, що сприяє розвитку «народної творчості» та дає можливість особам зробити змістовний внесок у цифровий дискурс. Вперше цифровий сторітелінг з'явився у середині 1990-х років у Каліфорнії та використовує методології, засновані на воркшопах, для навчання учасників — від студентів до людей похилого віку з різним рівнем технологічної підготовки — у створенні особистих відеонаративів.

У статті розглядається концепція «спільно-творчих медіа» для аналізу того, як дослідники-фасилітатори балансують між інституційними вимогами та інтересами оповідачів. Процес спільного творення передбачає ітеративний підхід, коли фасилітатори підтримують учасників, враховуючи обмеження цифрового виробничого середовища, зокрема обмежені ресурси, цілі проєкту та аудиторські очікування. Одним із найбільш привабливих застосувань цифрового сторітелінгу є його вплив на залучення молоді. Молоді люди часто стикаються з труднощами у традиційному медіавиробництві через фінансові обмеження, недостатній доступ до професійного навчання та низьку представленість у масових наративах.

Дослідження показують, що рівень цифрової грамотності серед молоді є нерівномірним; формальне навчання та наставництво часто є необхідними для розвитку їхніх творчих та критичних навичок сторітелінгу. Інтеграція цифрового сторітелінгу у молодіжні програми дозволяє педагогам і громадським лідерам сприяти розвитку цифрової самостійності серед молоді, допомагаючи



їм стати активними учасниками цифрового простору, а не лише його споживачами.

Попри численні переваги, цифровий сторітелінг стикається з викликами, які необхідно вирішити для підвищення його ефективності. Інституційні обмеження, такі як брак фінансування, технологічний доступ і організаційні пріоритети, можуть впливати на масштаби та довговічність проєктів. Стрімкий розвиток цифрових медіаплатформ відкриває нові можливості та складнощі для цифрового сторітелінгу. Комерціалізація контенту, створеного користувачами, на соціальних медіаплатформах викликає етичні питання щодо власності, репрезентації та цифрової праці.

Майбутнє цифрового сторітелінгу залежить від його інтеграції з новітніми технологіями, такими як штучний інтелект (ШІ), віртуальна реальність (VR) та доповнена реальність (AR). Ці технології відкривають нові можливості для створення захопливих історій, підвищуючи рівень взаємодії та залучення аудиторії. Інструменти, керовані штучним інтелектом, можуть допомогти авторам у структуризації їхніх наративів, тоді як VR та AR здатні створити імерсивне середовище, що виходить за межі традиційних екранних форматів. Однак використання цих технологій вимагає критичного підходу, щоб уникнути поглиблення цифрового розриву та забезпечити доступність і інклюзивність цифрового сторітелінгу для різних соціальних груп.

Ключові слова: Цифровий сторітелінг, спільне творення, соціальна взаємодія, партисипативні медіа, культурна участь, цифрова грамотність, молодіжна залученість, цифрове медіавиробництво, дослідники-фасилітатори, цифрова інклюзія, віртуальна реальність, доповнена реальність, штучний інтелект, народна творчість.

Introduction. Digital storytelling has emerged as a transformative tool, shaping the creation and consumption of stories in a society increasingly interconnected. This creative technique allows storytellers to involve different audiences across several channels, including social media, podcasts, and interactive websites by combining conventional storytelling aspects with modern digital tools. Digital storytelling provides a dynamic and engaging experience, unlike traditional storytelling, which sometimes depends on linear forms, thereby enabling nonlinear storylines that can fit the tastes of individual users. The spread of digital devices and the Internet has democratised the art of storytelling, enabling artists from many backgrounds to contribute their voices and viewpoints. Digital storytelling thus improves the availability of stories and creates a more inclusive environment for cultural expression, so reflecting the complex character of human experience in the twenty-first century.

Definition and significance of digital storytelling in contemporary media. In the evolving landscape of contemporary media, digital storytelling has emerged as a transformative narrative form that transcends traditional boundaries. This



innovation allows creators to weave intricate tales using various digital platforms that enhance user engagement and interaction. Significantly, the multiplication of screens—from televisions to mobile devices—has altered audience consumption patterns, enabling content to be accessible anytime and anywhere. As audiences gain control over their media experience, they actively participate in the storytelling process, fostering a shared cultural exchange that enriches narratives [4]. Furthermore, techniques adopted from diverse fields such as cinema and photo-journalism have expanded the scope of storytelling, transforming how stories about architecture and design are visualized and communicated [3]. Thus, digital storytelling not only redefines narrative structures but also emphasizes the importance of audience involvement, ultimately shaping the way stories are created and experienced in the digital age. The evolution of digital storytelling can be traced through the increasing sophistication of platforms and technologies that facilitate narrative creation and dissemination. Early iterations relied heavily on text-based formats, but the advent of multimedia elements—such as video, audio, and interactive graphics—heralded a shift toward more immersive experiences. This transformation is particularly evident in the luxury fashion sector, where brands have adopted storytelling as a core strategy to engage consumers in dynamic ways. By employing video marketing and social media narratives, these brands craft compelling stories that resonate with their audiences, ultimately fostering deeper connections [2]. Additionally, the integration of gamification techniques into sports media exemplifies how digital storytelling has expanded into realms traditionally dominated by linear narratives. This approach enhances engagement by utilizing game elements to contextualize and enrich the audiences understanding of events, thus exemplifying the versatility and adaptive nature of digital storytelling [2].

Relevance and Background of the Study on Digital Storytelling Historical context and technological advancements that shaped digital narratives The evolution of digital storytelling has been significantly influenced by historical contexts and technological advancements that reshaped narrative forms. Originally rooted in oral traditions, storytelling has transitioned through various mediums, notably with the advent of print and later film, which established a foundation for contemporary digital narratives. The integration of technology, particularly through the internet and multimedia platforms, has revolutionized how stories are told and consumed.

For instance, the rise of social media and mobile applications has allowed for interactive storytelling, where audiences can engage with narratives in real-time, thereby enhancing the storytelling experience. Moreover, the challenges faced by arts managers and producers within the adaptation process underscore the complexity of bringing literary characters to life, illuminating the collaborative nature of digital storytelling that merges creative vision with technological prowess [4]. As this medium continues to evolve, it reflects a dynamic interplay between innovation and tradition, shaping the narratives of the future.



The aim of the article to explore the implementation of Digital storytelling has emerged as a key participatory media practice that facilitates social engagement, cultural expression, and personal narrative creation. This paper examines digital storytelling as a framework for fostering co-creative media through participatory action research. By analyzing institutional influences, expert participation, and youth engagement, this study highlights how digital storytelling serves as a medium for empowerment and cultural dialogue

Outlining the Key Research Findings. Digital storytelling operates as both an aesthetic form and a social practice that fosters vernacular creativity [3]. Unlike user-generated content platforms such as YouTube and MySpace, digital storytelling workshops prioritize the process of content creation over mass dissemination [5]. The co-creative nature of this practice highlights the significance of expert facilitation in bridging participation gaps.

As participatory culture evolves, the role of "professional" storytellers and facilitators adapts to meet the demands of collaborative content creation [1]. The intersection of expert guidance and participant agency defines co-creative media, wherein facilitators play a crucial role in shaping narratives while ensuring authentic self-expression. [5]. Digital storytelling initiatives typically align with four institutional categories: educational, community, cultural, and corporate entities. The most prevalent applications involve collecting public histories, instructional training, and aspirational storytelling for personal empowerment [5]. The institutional setting determines the degree of creative freedom and the extent to which digital storytelling serves as a tool for social advocacy.

The role of "experts" in digital storytelling raises critical questions regarding the participation gap in media production. Researcher-facilitators play a crucial role in mediating this shift, guiding participants in harnessing digital storytelling tools while ensuring that their narratives remain authentic and representative of their lived experiences.

The key benefits of digital storytelling include:

Storytelling can improve intercultural communication and understanding in several different ways. Let students investigate their own cultural background as well as experience many civilisations. Help pupils to relate to strange people, locations, or experiences. Provide a comprehensive analysis of various customs and values. Help students recognise that wisdom is shared by all people and all civilisations; also, provide understanding of universal life events.

Encourage students' sense of well-being and leisure; also, raise their readiness to express ideas and emotions. Promote active involvement; improve verbal and written abilities; inspire use of imagination and creativity; encourage student cooperation; improve listening and reading comprehension.

Stories expose the universal reality about the planet. Stories allow us to see how very diverse people share the same life events and how human nature may cut beyond society. Students can foster a good attitude towards individuals from all



countries, races, and religions by means of storytelling, which is a special approach to acquire an understanding, respect, and appreciation for various civilisations.

Practical Strategies for implementing Digital Storytelling into ESL classrooms Using digital storytelling in English language teaching can be a powerful tool for engaging students and enhancing their language skills. Here are some comprehensive tips on how to effectively incorporate digital storytelling into your teaching, along with details of free software tools that children can use:

1. Choose relevant and engaging topics: Start by selecting topics that are interesting and relevant to your students' lives and experiences. Consider themes like personal narratives, cultural celebrations, or environmental issues. This will help to capture their attention and motivate them to participate in the storytelling process.

2. Provide clear guidelines and objectives: Clearly outline the objectives of the digital storytelling project and provide students with clear guidelines and instructions for completing their stories. Include details such as story length, required elements (e.g., characters, setting, conflict), and deadlines. This will help them stay focused and on track throughout the process.

3. Encourage creativity and imagination: Foster a creative environment where students feel free to express themselves and explore their imagination. Encourage them to develop unique story ideas and consider different formats for their stories, such as animations, videos, or audio recordings.

4. Use a variety of multimedia tools: Incorporate a variety of multimedia tools and resources into the storytelling process. There are several free software tools available that students can use to create digital stories, such as:

- Storybird: A platform that allows students to create visual stories using a library of images and artwork.

- Buncee: An interactive multimedia tool that enables students to create digital stories with images, videos, and audio recordings.

- Powtoon: An animation software that allows students to create animated presentations and videos to tell their stories.

- Audacity: A free audio editing software that students can use to record and edit audio narration for their stories.

- iMovie (for Mac) or Windows Movie Maker (for PC): Basic video editing software that students can use to create video stories using images, video clips, and audio recordings.

5. Provide opportunities for collaboration: Encourage collaboration and teamwork by assigning group storytelling projects or providing opportunities for students to work together on creating and sharing their stories. This will help them develop their communication and collaboration skills while also learning from one another.

6. Focus on language skills development: Use digital storytelling as a means to enhance students' language skills, including speaking, listening, reading, and writing. Encourage them to use a variety of language structures and vocabulary in their stories and provide feedback on their language use.



7. Incorporate reflection and feedback: Build in opportunities for students to reflect on their storytelling process and receive feedback from their peers and teachers. Encourage them to think critically about their stories and consider how they can improve them based on feedback received.

8. Showcase and celebrate student work: Provide opportunities for students to share their digital stories with their classmates, school community, or even a wider audience online. Celebrate their achievements and recognize their efforts in creating meaningful and impactful stories.

By following these comprehensive tips and utilizing free software tools, we can effectively use digital storytelling in English language teaching to engage students, enhance their language skills, and foster creativity and collaboration in the classroom.

The Impact of Digital Storytelling on Communication The advent of digital storytelling has profoundly transformed how brands communicate with their audiences, particularly with millennials. As businesses grapple with the challenge of engaging this tech-savvy generation, the effectiveness of digital storytelling as a communication tool has become increasingly evident. Research indicates that storytelling techniques foster stronger emotional connections with millennials, enhancing trust and commitment to brands, which are essential for long-term engagement [5]. Moreover, digital storytelling enables co-creative media experiences, allowing audiences to participate actively in the narrative process, thus fostering a sense of inclusion and agency [1]. This participatory approach not only amplifies brand messages but also encourages positive feedback and word-of-mouth, reinforcing brand loyalty. As such, integrating digital storytelling into communication strategies can significantly enhance customer engagement and foster valuable relationships, ultimately contributing to a brand's success in a competitive marketplace.

How digital storytelling enhances engagement and emotional connection in audiences Digital storytelling serves as a powerful tool for enhancing audience engagement and fostering emotional connections through its unique combination of narrative and interactive elements. By utilizing technology to weave compelling narratives, digital storytelling immerses audiences in experiences that resonate with their emotions and values. This approach allows for more profound participation, as audiences often see themselves reflected in the stories being told, thus promoting a sense of belonging and empathy. For instance, projects like the Cosmos initiative illustrate how narrative techniques can make complex topics accessible, enabling young learners to connect on an emotional level with science [4]. Furthermore, non-profit organizations effectively use social media platforms to engage their audiences emotionally, employing strategies based on compliance-gaining theories to bolster their outreach [3]. Ultimately, digital storytelling not only captivates but also cultivates lasting emotional bonds between storytellers and their audiences, enhancing overall engagement. Directions While digital storytelling holds



significant potential for community engagement and cultural participation, several challenges persist. Institutional constraints, such as funding limitations and technological disparities, can hinder the scalability and accessibility of digital storytelling initiatives. Additionally, the evolving nature of social media platforms presents new opportunities and challenges for digital storytellers, as user-generated content becomes increasingly commodified within commercial digital ecosystems.

Future research should explore how digital storytelling can be further integrated into educational curricula, community development projects, and policy frameworks aimed at promoting digital inclusion. Additionally, the role of emerging technologies, such as artificial intelligence and virtual reality, in enhancing participatory storytelling warrants further investigation.

Challenges and Future Directions

While digital storytelling holds significant potential for community engagement and cultural participation, several challenges persist. Institutional constraints, such as funding limitations and technological disparities, can hinder the scalability and accessibility of digital storytelling initiatives. Additionally, the evolving nature of social media platforms presents new opportunities and challenges for digital storytellers, as user-generated content becomes increasingly commodified within commercial digital ecosystems.

Future research should explore how digital storytelling can be further integrated into educational curricula, community development projects, and policy frameworks aimed at promoting digital inclusion. Additionally, the role of emerging technologies, such as artificial intelligence and virtual reality, in enhancing participatory storytelling warrants further investigation.

Conclusion. In conclusion, digital storytelling emerges as a transformative medium that not only redefines traditional narrative forms but also fosters inclusivity and collaboration among diverse voices. Its ability to facilitate social participation and highlight marginalized perspectives underscores its importance in contemporary society, reflecting the tenets of co-creative media [2]. Digital storytelling does not only serve as a platform for individuals to narrate their stories but also enriches understanding through shared experiences, enhancing collective memory and identity. Furthermore, the synthesis of personal data into actionable insights through lifelogs exemplifies how digital storytelling can unveil unique interpretations of individual significance, thereby promoting learning and discovery in various contexts [5].

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