Digital Storytelling

To Improve Written and Oral Communication Skills

The Story Teller’s Creed

I believe that imagination is stronger than knowledge.
That myth is more potent than history.
That dreams are more powerful than facts.
That hope always triumphs over experience.
That laughter is the only cure for grief.
And I believe that love is stronger than death.

Anonymous

Digital Storytelling
Overview:

Looking at Digital Stories:
- Elementary stories - http://edweb.fdu.edu/folio/FrancoE/ST/MyExamples.html
- Examples - http://www.coe.uh.edu/digital-storytelling/examples.htm

What is a Digital Story:
- http://www.eldrbarry.net/roos/st_defn.htm
- http://edweb.fdu.edu/folio/FrancoE/ST

Ordinary people tell their own stories in a “compelling and emotionally-engaging form”. The story is created using a variety of digital tools such as video, photos, sound files, and music. These stories can vary in length but are often no more than eight minuets.

Benefits of Storytelling:
- http://edweb.fdu.edu/folio/FrancoE/ST/benefits.html
- Encourages collaborative learning
- Engages students in collaborative problem solving
- Allows students to learn and present in their individual learning style
- Motivates students because it relates to their personal experiences or interests
- Enhances writing by requiring students to consider a wider audience, not just their teacher, and utilizes technology to be more prolific and elaborate more
- Allows students to engage in authentic learning by utilizing tools of the real world to share meaningful work with a large audience that can reach outside the classroom
- Provides an atmosphere that builds success because even students with reading disabilities can express their thoughts and feelings using a different medium
- Focuses on learning and places technology in the role of making learning fun, exciting, engaging, and interesting.
- Increases "digital literacy"

Standards and Gifted:

Standards and Skills:
- Writing process
  - Brainstorming
  - Graphical outlining – Storyboard
  - Script Writing
  - Drafting
  - Editing
  - Publishing in video format
- Writing skills
  - Spelling & grammar
  - Voice
  - Writing styles
  - Writing for an audience
  - Writing for a visual medium
o Character development
o Plot and conflict
o Dialog

- Project process
  o Video editing
  o Audio
  o Video

- Collaborative work

**Gifted Connection:**
- The Creative Educator: http://www.thecreativeeducator.com/
- Develop higher-order thinking skills with creative tools http://www.thecreativeeducator.com/0507/stories/blooms.html
  - Just because the story being told uses digital tools does not automatically make it gifted.
  - Check the level of the lesson by answering two questions.
    1. What will the students (not the teacher) be doing in this lesson, recalling and showing understanding (lower) or analyzing and evaluating to create a product (higher)?
    2. Will students be expected to respond with specific, known answers (lower) or will they be asked to generate original thought (higher)?

  o stimulate divergent thinking
  o visually display information
  o organize judgmental problem solving
  o develop team consensus
  o generate a plan of action

**Evaluating the Product:**
The teacher’s role is that of executive producer. ALL are accountable to the executive producer. http://www.edutopia.org/how-use-digital-storytelling-your-classroom

Movie making is often a collaborative project and is best evaluated for product and process using a rubric. A rubric will bring clarity to the project and structure the expectations so successful learning can occur.
Create a Rubric


- Based on:
  - Content
  - Craftsmanship
  - Teamwork
- What Makes a “Good Story” http://www.creativekeys.net/StorytellingPower/article1004.html

Part I: Content Communication

- Preparation: Process Approach
  - Brainstorm
  - Script Draft
  - Storyboard
  - Assemble Media
  - Proof & Edit
  - Publish
- Accuracy of Content Knowledge
- Accuracy of Grammar and Spelling
- Complies with Copyright Laws
  - Copyright and Fair Use Guidelines for Teachers Chart (PDF) from Technology & Learning Magazine
  - The Educator's Guide to Copyright and Fair Use (Article) from Education World
- Format / Organization
- Seven Elements of a Digital Story -
  http://www.storycenter.org/memvoice/pages/cookbook.html
  - Point of View
  - Dramatic Question
    - inform, educate, entertain, scare, etc.
  - Emotional Content – Emotionally engages the audience.
  - Voice - Stories are told from a specific perspective(s) and uses the teller’s voice to enrich the story.
  - Economy - Stories tell enough to get the point across and no more.
  - The Power of the Soundtrack and Media
    - Quality and effectiveness of media
  - Pacing

Part II: Craftsmanship of Communication

- Text Communication
- Image Communication
- Voice / Sound Communication
- Design of Communication
- Presentation Communication
- Interactivity of Communication

Part III: Team Work

- Met Individual Responsibilities
- Worked Well with Team
## Digital Storytelling Rubric

**Student Name:** ________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>20</th>
<th>15</th>
<th>10</th>
<th>5</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point of View - Purpose</strong></td>
<td>Establishes a purpose early on and maintains a clear focus throughout.</td>
<td>Establishes a purpose early on and maintains focus for most of the presentation.</td>
<td>There are a few lapses in focus, but the purpose is fairly clear.</td>
<td>It is difficult to figure out the purpose of the presentation.</td>
<td></td>
</tr>
<tr>
<td><strong>Voice - Pacing</strong></td>
<td>The pace (rhythm and voice punctuation) fits the story line and helps the audience really &quot;get into&quot; the story.</td>
<td>Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.</td>
<td>Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.</td>
<td>No attempt to match the pace of the storytelling to the story line or the audience.</td>
<td></td>
</tr>
<tr>
<td><strong>Images</strong></td>
<td>Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.</td>
<td>Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.</td>
<td>An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.</td>
<td>Little or no attempt to use images to create an appropriate atmosphere/tone.</td>
<td></td>
</tr>
<tr>
<td><strong>Economy</strong></td>
<td>The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.</td>
<td>The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.</td>
<td>The story seems to need more editing. It is noticeably too long or too short in more than one section.</td>
<td>The story needs extensive editing. It is too long or too short to be interesting.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.</td>
<td>Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.</td>
<td>Grammar and usage were typically correct but errors detracted from story.</td>
<td>Repeated errors in grammar and usage distracted greatly from the story.</td>
<td></td>
</tr>
</tbody>
</table>

**Final Score:**

http://www.umass.edu/wmwp/DigitalStorytelling/Rubric%20Assessment.htm
Building Storytelling Skills:

Activity 1: Brainstorming Movie Ideas
Brainstorm things that have happened to someone you know or to you
• Funniest
• Scariest
• Most thrilling
• Biggest problem

Activity 2: Storyboarding
The script calls for a teenage girl who has just left the principal’s office. She goes home and eventually to bed. She has avoided telling her parents about her visit to see the principal. The script does not go into detail on the events.

Since a movie is visual, the camera needs to have a series of shots to connect the events.

• Brainstorm several different scenarios of what might have happened between the time the girl left the principal’s office and went to bed.
• Take the storyboard planning template and draw, or explain in detail, the sequence of events occurring between the principal’s office and bed.

Other Activities with your Students:
• Have students story board a known story like the three little pigs
• Have students create a script from a fairytale (However, try it as a fractured fairytale)
• Work in pairs to create a storyboard template for http://www.leraconteur.scriptmania.com/april_fooltale.htm
  o See other tales at http://www.leraconteur.scriptmania.com/tales.htm

Gathering Digital Resources:
• Set up folder structure for organizing resources
  o Acquire images
  o Scan Images
  o Transfer from digital camera OR
    ▪ Use film camera and have a digital CD created when the film is developed
  o From computer files
  o Download from Internet photos, sound files, and video clips.
• Resources
  o Kay’s Multimedia Resources
    http://www.ikeepbookmarks.com/browse.asp?folder=402714
    ▪ Free Materials
      • Royalty free photos - http://www.pics4learning.com
      • Clip Art - http://www.ikeepbookmarks.com/browse.asp?folder=408124
  o Sound
    ▪ http://www.ikeepbookmarks.com/browse.asp?folder=1093165
  o Video
    ▪ http://esc11.unitedstreaming.com
Activity 3: A Blue Day
- Instructor reads the book “A Blue Day”
- Discuss how some movies can be as simple as this book
- Assignment in the next activities is to create a movie based on a similar theme

Activity 4: Downloading from the Internet:
- Go to http://www.pics4learning.com
- Search for a photo – duckling
- Go to full size
- Right click on photo and “save picture as” to your desktop file
- Now locate photos that will go into your first film
- Repeat the process until you have a minimum of 4 photos.

Activity 5: Watch demo of How to Convert PowerPoint to JPEG Files
- Open a PowerPoint with 4 slides
- Do Save As and change type to jpeg

Activity 6: Learning the Tool - PhotoStory:
- Open the attachments and select PhotoStory Tutorial
- Based upon the book “A Blue Day”, create a movie with text and sound. Your movie should have a singular emotional theme that is reflected in the sound track (happy, sad, etc.),

*Major Video Project with Movie Maker*

Activity 7: Make A Movie
- Take a two hour lunch and gather photos for your movie
- The movie could be a tour of the Stockyards or any topic reflecting the theme of CHANGE
- When you return from lunch, transfer photos to your desktop file
- Find and download one movie clip from United Streaming

How to use MovieMaker
- Video Editing and Recording Tutorial http://www.saskschools.ca/resources/techref/moviemaker/movie.html
Creating the Story:

Three Phases

- [http://www.digitales.us/resources/seven_steps.php#](http://www.digitales.us/resources/seven_steps.php#)
- [http://www.teachingteachers.com/plan.htm](http://www.teachingteachers.com/plan.htm)

- Pre-Production
  - Brainstorm an idea for story. Consider the audience and purpose
  - Write a narrative script
  - Plan the project
  - Create a storyboard or graphical outline to sequence the story
    - Storyboarding is used in this application to:
      - stimulate divergent thinking
      - visually display information
      - organize judgmental problem solving
      - develop team consensus
      - generate a plan of action
  - Organize project folders
  - Assign Task

- Production
  - Making the voiceover
  - Collect or create images
  - Collect, create, or identify music for soundtrack
  - Create voice-over

- Post Production
  - Putting it ALL together
  - Edit
  - Preview to a small group for evaluation
  - Edit and Revise

- Distribution
  - Celebrate the SUCCESS! – Applause Please

Sample Lesson: A WebQuest

- Directions for students - [http://aam.waynesburg.edu/webquests/Williams_WebQuest/](http://aam.waynesburg.edu/webquests/Williams_WebQuest/)
- Teacher’s Page [http://aam.waynesburg.edu/webquests/Williams_WebQuest/indexT.html](http://aam.waynesburg.edu/webquests/Williams_WebQuest/indexT.html)
  - Possible roles in making a movie project:
    - Teacher is Executive Producer
    - Director –
      - Makes everything happen and has a vision for the movie
      - Creates storyboard
    - Cinematographer
    - Video and sound editor
    - Script Writer
    - Set design
Resources

Sample Lesson:
- Directions for students - http://aam.waynesburg.edu/webquests/Williams_WebQuest/
- Teacher’s Page http://aam.waynesburg.edu/webquests/Williams_WebQuest/indexT.html

For this workshop – http://www.ikeepbookmarks.com/kaybass
- Go to the folder entitled “workshops”

Web Sites for Teaching & Learning
- The Creative Educator http://www.thecreativeeducator.com/

Web Sites for How-To and Technology Tools
- Inspiration - http://www.inspiration.com/
- Rubric Maker for Digital Stories –
  http://rubistar.4teachers.org/index.php?screen=NewRubric&section_id=2&PHPSESSID=6bf82563097ce1b6966eea20dae64942#02

Books
- Director in the Classroom http://www.thedirectorinthe classroom.com/book.php

Media Resources
- Pics4Learning – Royalty free photos http://www.pics4learning.net
- Resource Toolbox at ESC Region XI
  - Contact Kayla Steiner at ksteiner@esc11.net
    - Blog http://esc11blogs.net/communities/ksteiner
    - Web http://www.esc11.net/edtech/kayla
  - United Streaming – Free video and photos http://esc11.unitedstreaming.com
  - Facts on File Database on-line http://www.fofweb.com
  - PowerMedia Plus http://www.powermediaplus.com
- Adobe http://www.adobe.com/education/digkids
- PhotoStory 3
  http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/tips/create.mspx
- MovieMaker
  - Tammy Motheral http://www.ikeepbookmarks.com/tmotheral
  - Kay Bass http://www.ikeepbookmarks.com/kaybass
    - Media and Sound http://www.ikeepbookmarks.com/browse.asp?folder=402714

Templates
- My Talk (practice exercise for developing a topic)
  http://www.leraconteur.scriptmania.com/My%20Talk.doc
- Story Writing Templates and Pre-Writing Exercises - http://www.leraconteur.scriptmania.com/
- Inspiration Templates - http://www.techteachers.com/inspirationtemplate.htm