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Improving Language Skills Through Digital Storytelling For Primary Students

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IMPROVING LANGUAGE SKILLS THROUGH DIGITAL STORYTELLING FOR

PRIMARY STUDENTS

By

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A capstone submitted in partial fulfillment of the requirements for the degree of
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PROJECT DESCRIPTION

This project was based on my research of the literature, and observations within my classroom that I designed for a presentation during a teacher's professional development workshops on specific days throughout the school year. These workshops adhere to the needs of educators who feel like social studies and science curriculums have little focus during many educational years. These workshops are focused on the development and implementation of digital storytelling and its technological features with adaptations for K-12 classrooms. During these workshop days, teachers are given an introduction to the background of storytelling and digital storytelling history in the public-school system. Teachers are provided with samples of digital tools they can use, per the district's expense to include in their classroom curriculum. These tools include picture cameras, iPad devices, VR headsets (used in the upper grades as they are more developmentally appropriate for those age groups) and a concentration on PrimaryAccess (Ferster, Hammond, & Bull, 2006).

This workshop presentation is designed for a rural setting with a K-12 staff. These particular lessons would be primarily used for social studies and science curriculum development as it has features for students to create and present documentaries based on past events and nature. Even though these are social studies and science examples, not all teachers have to teach these contents, they are examples that teachers can use to adapt to their own teaching specialty. During the showcase of this feature to teachers during the workshop, PrimaryAccess will introduce the steps involved when creating a digital documentary. The purpose is to guide teachers through the items of selecting sources, setting a timeline, writing a narrative, setting motion, and finally, showing the movie. Each step will be explained briefly to give time for

educators to play around with the presented technology features on their own computers or iPads, provided by the school district.

From the examples of these workshop day layouts, teachers can use assessments for students, so they can use digital documents to collect, create, and then present information to teachers according to curriculum standards and a preset rubric assessment. To break up the time periods throughout the year-long workshop, a selection of sessions is offered regarding ICT (information and communication technology) class lessons. During the back to school workshop, session 1 is an introduction of QuickTime Pro Player, session 2 can be presented in October as a video revision of workprint clips, session 3 can be presented in January for adding text, session 4 can be presented in March for creating the oral 'voice over' or subtitles and session 5 is the presentation to teachers, parents, or peers in May. Each session within the presentation takes about 40 minutes (Valkanova & Watts, 2007).

During this technology integration of digital storytelling within the social studies and science curriculums, Valkanova and Watts (2007) suggest using CHAT (cultural-historical activity theory) to self-reflect on their own experiences and apply them to a project throughout the school year. As teachers tie their regular curriculum into the framework of this final project of either social studies or science, it is mainly student-driven, and they are the ones who investigate, research, develop, and process. Teachers are the ones who are aiding in project development, assessing, progress monitoring, and helping to apply details with information while working one on one with devices.

For digital storytelling in a science classroom, students will begin with self-reflecting on pieces or topics they are interested in. As they brainstorm and organize their research, the video observation, visual self-narrative, and oral self-narrative all sequences into the overall learning of

language development within the content area of what they are studying (Valkanova & Watts, 2007). For digital storytelling in social studies, students are researching based on credible information from sites such as primaryaccess.org and storycenter.org (Ferster, Hammond & Bull, 2006). These lead into setting a timeline (depending on the topic), writing the personal narrative, getting slides, information, titles, and subtitles set up, and then presenting the final product.

Detailed Project Description

Implementing Digital Storytelling into the K-12 Classroom

A Professional Development Plan

To be implemented August-May of any given school year.

Goal: To provide background knowledge and learning for implementing digital storytelling into the K-12 classroom with a focus on lessons and objectives in the content areas of science/social studies.

Targeted Audience: Kindergarten through 12th-grade regular education classroom teachers.

Session #1 – Introduction of QuickTime Pro Player

Date/Time	Goal/Objective	Participants	Main Concepts	Meeting Place
Back to school workshop.	Background knowledge and visual mapping of how digital storytelling would be set up in each classroom.	All regular education teachers, Title 1, Special Ed. and Specials teachers.	*QuickTime Pro Player *Digital devices *Digital storytelling	K-12 school building with tables and chairs, library/lunchroom.
Materials Needed	*Monitoring Change*	*Ongoing Learning*	*Evaluating the Course*	*Celebrating Successes*
*PowerPoint presentation *Paper copies of PowerPoint presentation front/back (1 copy per teacher) *Copy of Teacher Notes	*Have teachers discuss what they know about digital storytelling *Does anyone use it in their classroom? For what?	*Provide visuals for how QuickTime will be set up in classrooms as a way students can create visuals and add sounds	Exit ticket for take-aways learned during the presentation.	Have teachers share aloud or write down one or two things they found interesting or will use in their classroom before the next session.

* Note Cards * Snacks				

Notes:

Session #2 – Video Revision of Workprint Clips

Date/Time	*Goal/Objective*	*Participants*	*Main Concepts*	*Meeting Place*
September/ October	Teachers will be able to present various tools for their students to use in the classroom in order to add video footage or clips. Teachers will observe one another using at least one concept of video revision or QuickTime Pro planned before session 3.	All regular education teachers, Title 1, Special Ed. and Specials teachers.	*Video clips *Adding/editing clips *Resources for social studies/science videos *MovieMaker	K-12 school building with tables and chairs, library/lunchroom
Materials Needed	*Monitoring Change*	*Ongoing Learning*	*Evaluating the Course*	*Celebrating Successes*
*PowerPoint presentation *Paper copies of PowerPoint presentation front/back (1 copy per teacher) *Copy of Teacher Notes * Note Cards * Snacks	Have teachers to finish the sentence on their Teacher Notes: "In my next lesson I will add or integrate…"	Plan for each classroom to observe or help incorporate new learning.	Exit ticket for take-aways learned during the presentation.	Have teachers share aloud or write down one or two things they will use in their classrooms with digital storytelling when others come to observe mini-lesson.

Notes:

Session #3 – Adding Text

Date/Time	Goal/Objective	Participants	Main Concepts	Meeting Place
December/ January	Learn how to aid students in the building process of the digital storytelling sequence.	All regular education teachers, Title 1, Special Ed. and Specials teachers.	*Adding/editing text *Voice-overs *Vocabulary	K-12 school building with tables and chairs, library/lunchroom
Materials Needed	*Monitoring Change*	*Ongoing Learning*	*Evaluating the Course*	*Celebrating Successes*
*PowerPoint presentation *Paper copies of PowerPoint presentation front/back (1 copy per teacher) *Copy of Teacher Notes * Note Cards * Snacks	Ask teachers to finish the sentence on their Teacher Notes: "How can my students get a better idea of the writing process using added text to the digital storytelling sequence?"	Plan for each classroom to observe or help incorporate new learning.	Exit ticket for take-aways learned during the presentation.	Have teachers share what they found beneficial from observing other teachers in their classrooms using digital storytelling mini-lessons.

Notes:

Session #4 – Creating Subtitles

Date/Time	Goal/Objective	Participants	Main Concepts	Meeting Place
February/March	Learn about and apply the importance of writing/editing instruction and modifying	All regular education teachers, Title 1, Special Ed. and Specials teachers.	*Subtitles *Adding/editing text	K-12 school building with tables and chairs, library/lunchroom

Materials Needed	Monitoring Change	Ongoing Learning	Evaluating the Course	Celebrating Successes
	language content.			

Materials Needed	Monitoring Change	Ongoing Learning	Evaluating the Course	Celebrating Successes
*PowerPoint presentation *Paper copies of PowerPoint presentation front/back (1 copy per teacher) *Copy of Teacher Notes * Note Cards * Snacks	Have teachers to finish the sentence on their Teacher Notes: "In my next lesson I will add or integrate…"	Ask why subtitles are important when making a storytelling lesson. How does it help guide the reader?	Exit ticket for take-aways learned during the presentation.	Have teachers share aloud or write down one or two things they found interesting or will use in their classroom before the next session.

Notes:

Session #5 – Presentation

Date/Time	Goal/Objective	Participants	Main Concepts	Meeting Place
April/May	Demonstrate knowledge of some/most of the main points of digital storytelling in order to successfully implement it into the classroom in a specific content area.	All regular education teachers, Title 1, Special Ed. and Specials teachers.	*Digital storytelling board *Implementing all concepts into one project *Readers theater, comics, narrative stories, etc.	K-12 school building with tables and chairs, library/lunchroom
Materials Needed	**Monitoring Change**	**Ongoing Learning**	**Evaluating the Course**	**Celebrating Successes**
*PowerPoint presentation	Have teachers map out a	* Whole group discussion/exit	*Where do we go from here?	Have teachers share something or

*Paper copies of PowerPoint presentation front/back (1 copy per teacher) *Copy of Teacher Notes * Note Cards * Snacks	tentative plan for the next upcoming school year with how they will integrate features from the digital storytelling workshop sessions into their lesson(s).	ticket: What 2 things will you apply from this year-long training going forward?	*What will happen in the coming years when it becomes fully implemented? *What can we add/alter in order for this to become successful for our students?	someone who helped to encourage them in the digital storytelling process and how they will continue to add/revise features in their classroom.

Notes:
Adapted from Hartokolis, 2018

PowerPoint Presentation:

https://www.slideshare.net/cliotech/digital-storytelling-26161

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