Media Project 2: Digital Story-telling

Brainstorming for our second media project was more challenging than brainstorming for our first media project. Initially we thought we were going to expand and build on our first media project (hyperlinked poem) but decided we wanted to explore something different. We hope to incorporate alternative ways of storytelling into our teaching and thought this was a great opportunity to explore the world of digital storytelling.

We started with researching storytelling platforms that we could incorporate into our teaching. After researching for apps we came together to share our findings. To incorporate all of our interests (something we would strive for in our classrooms) we decided to each use a different app/site. We worked individually during class and after class on our individual projects.

Storify – Fatima

Before I decided on a story to cover, I played around with the various features of Storify. When I figured out the story I wanted to cover I browsed various social media sites in search of content that would support my vision for the way I wanted the story to be covered. I sifted through twitter, tumblr, facebook, youtube and flickr for content and images. For my coverage of the Brazil protests, I was cognizant of the pictures I chose, as I wanted some to be at the ground level and some at an aerial view to show the size of the crowds. I found the images quite powerful and wanted them to speak for themselves so I kept my text quite minimal. The narrative I created of the Brazil protests is through the lens of others and over it I have layered my perspective.

Six-Word Story – Lisa

I chose to rewrite a 6 word story, based on Hemingway's "For sale: baby shoes, never worn." I looked at storybird but did not want to use existing photos or art so I chose to take a photo and create hyperlinks from the story to inspire writing prompts and ideas for establishing connections with students.

It was an interesting idea to create a 6-word story and it was manageable for my children and quite fun. It would also be an interesting way to establish relationships and find out what interests students in an informal way. It is also a good back up plan if you are a TOC and need to create an activity.

I was inspired to create a bookshelf of kid literature and take a photo to create hyperlinks to author sites, but we encountered technical problems with using weebly and powerpoint to allow the hyperlinks. We had done extensive hyperlinking on our first media project, so I decided to concentrate on the storytelling aspect in 6 words.

What I really liked about using pixlr express was the ability to edit an existing photo and create a new image with modifications and it is very user friendly. I think students will have a lot of fun working on this type of project and it is also something that can be done on tablets, if the schools use them.

One of the valuable aspects of this project is that it allows students to use their own photos or download an image (observing copyright laws).

Storybird – Sarra

I worked with Storybird and I began by browsing the art available through this website. As I learned, through trial and error, about the way the website functioned, I chose the art I wanted to use to create a story and began writing. I really liked this process, as I think visuals can be an excellent writing prompt for students. Since I will be working at a K-12 school, I want to allow my students to create books and stories for younger students and I think Storybird would be an excellent platform for this.

As an Assignment & Assessment

The process that we used in our group could easily be replicated in a classroom. It would be engaging for students to be assigned a story-telling platform, becoming experts on this way of telling stories digitally, and then sharing their stories with the rest of the class. The teacher would need to have some basic information about each platform, but it would be most rewarding for students to troubleshoot and discover the answers to their questions and solutions to their problems on their own.

If students are not accustomed to PBL, it may be difficult for them to begin this project. However, with proper scaffolding and support, students will become experts and, in the process, learn important skills that could not be developed through a more structured, teacher-centered writing activity.

A challenge of facilitating an assignment like this is having enough time to assist students when they are 'stuck' with a technical aspect. Another challenge would be to have the ability to monitor each group as they worked along and to provide consistent direction through individual attention. This can be ameliorated by providing students with an ample amount of time to become familiar with the programs they are using and creating specific 'consultation times' with each group to discuss their project.

One of the advantages of using this type of project in a group setting is that everyone can learn different aspects of the program and share knowledge. Once they become experts in an area, they can peer tutor others and help trouble shoot. The learning opportunities are enhanced by providing students the chance to discover new creative tools and to be able to teach others how to use it and some interesting

features of whichever medium they use. This project would be quite onerous if it was individually completed, there are definite advantages to group work.

In assessing this type of activity one must consider if this assignment is to be graded on the technical aspect, the content created or a combination of both. Demonstrating an engagement with the technical is important so students consider the importance of composition. The process of engaging with creating content is the most important aspect to assess, rather than just the end product.

In assessing this activity, it would be important to have students write some form of reflection or explanation of their process; this learning is far more important the final product. In assessing the actual product, depending on the platform used, this is a draft of a rubric that could be used.

Rubric: Digital Project - Storytelling	Exceeding	Good	Approaching	Not meeting	No mark
1. Purpose of the Project	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the project.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to understand the full purpose of the project.	No purpose is included or the project was not submitted.
	4 points	3 points	2 points	1 point	0 points
2. The Project is Well Written and Establishes a Meaningful Purpose Maintains a Clear Focus Throughout	The story is extremely well written and contains all of the required elements, including a meaningful purpose, clear focus and logical conclusion.	The script is well written and contains all of the required elements, including a meaningful purpose, clear focus and logical conclusion.	The script is written in an adequate manner and contains most of the required elements, including a meaningful purpose, clear focus and logical conclusion. However, with additional effort, it could be even better.	The script is poorly written lacks a meaningful purpose, clear focus and logical conclusion. Additional work on the script is definitely needed.	The script was poorly written and does not contain the required elements, or no final project was submitted.
	4 points	3 points	2 points	1 point	0 points

3. Audio Narration was of High Quality and Loud Enough to be Heard Clearly; and Music, if used, was Mixed at the Right Level and Appropriate for the Content of the Project	The project contains excellent high-quality audio narration that can be clearly heard and understood. In addition, if music was used, it was mixed at the correct level and perfectly complemented the content of the project.	The project contains good - quality audio narration that can be clearly heard and understood. In addition, the music was mixed at a good level and nicely complemented the content of the project.	The project contains fair - quality audio narration that could be improved with additional effort. The mixing of the music could also be improved so that it can adequately complement the content of the project.	The project contains poor - quality audio narration that need a significant amount of additional effort. In addition, the music was not mixed at the correct level so it did not complement the content of the project.	The audio narration was difficult to understand needs to be re-recorded. In addition, the music was not mixed at the proper level or was not appropriate for the project; or no final project was submitted.
	4 points	3 points	2 points	1 point	0 points
4. Project Includes Clear, Well Focused, Well Exposed Images Taken with a Digital Camera and/or Downloaded from the Web	The images used in the project demonstrate excellent proficiency using a digital camera and downloading images from the Web.	The images used in the project demonstrate good proficiency using a digital camera and downloading images from the Web.	The images used in the project demonstrate average proficiency using a digital camera and downloading images from the Web.	The images used in the project demonstrate poor proficiency using a digital camera and downloading images from the Web.	The images used in the project demonstrate no proficiency using a digital camera and downloading images from the Web, or the project was not submitted.
	4 points	3 points	2 points	1 point	0 points

5. Project Includes Some Digital Images that Were Created with or Clearly Improved through the Use of Digital Image Editing Software	The images used in the project demonstrate excellent proficiency using digital image editing software.	The images used in the project demonstrate good proficiency using digital image editing software.	The images used in the project demonstrate average proficiency using digital image editing software.	The images used in the project demonstrate poor proficiency using digital image editing software.	The images used in the project demonstrate no proficiency using digital image editing software, or the project was not submitted.
	4 points	3 points	2 points	1 point	0 points
6. Choice of Software Programs Used to Create the Final Project Were Used Effectively and Appropriate for the Content	The project demonstrates that the software used was appropriate and presented the content in an excellent manner.	The project demonstrates that the software used was appropriate and presented the content well.	The project demonstrates that the software used was mostly appropriate and presented the content adequately.	The project demonstrates that the software used was not really appropriate and the content was poorly presented. Additional work on the project is needed.	The software used was inappropriate for the project and the content was not adequately presented, or no final project was submitted.
	4 points	3 points	2 points	1 point	0 points

Websites and Resources:

Kaffel, Nicole. "Digital Storytelling- Evaluation Methods." *Digital Storytelling*. University of Illinois, Nov. 2007. Web. 4 July 2013.

Kharbach, Med. "Digital Storytelling Evaluation Rubrics for Teachers ~ Educational Technology and Mobile Learning." Web log post. *Educational Technology and Mobile Learning*. N.p., n.d. Web. 8 July 2013.

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Pixlr Express +. N.p., n.d. Web. 15 July 2013. www.pixlr.com/express/

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Websites for Kit Literature Project
www.amctv.com/shows/the-walking-dead
www.suzannecollinsbooks.com/the_hunger_games_69765.htm
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