

## Digital Storytelling: Promoting Literacy through Technology

<http://kentuckycouncilofteachersofenglish.wikispaces.com/Digital+Storytelling>

*The Common Core Standards are bursting with requirements for teachers to incorporate technology into their instruction—an overwhelming task for some. Join us as we explore Digital Storytelling, one avenue to covering our standards while inspiring student writers. We'll share research supporting digital storytelling, examples of student work (from elementary to high school), and review the standards that digital storytelling addresses.*



***Brandie Elizabeth Trent***

*Instructor of English, Fleming County High School  
Co-Director, Morehead Writing Project, Morehead State University*

[brandie.trent@fleming.kyschools.us](mailto:brandie.trent@fleming.kyschools.us)

# Standards and Learning Targets Addressed

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Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)

*Tell me a fact and I'll learn.  
Tell me a truth and I'll believe.  
Tell me a story and I'll remember it forever.*

### **Evidence Supporting the Educational Use of Digital Storytelling:**

- Stories help build connections with prior knowledge and improve memory. Good stories are remembered longer by students than lessons that lack them.
- DST motivates, engages, and captivates students, as it allows them to use multimedia and language of their generation.
- DST provides students access to a global audience because DS can be shown online, reaching more people than previous storytelling forms, enabling students to tell their stories time and time again.
- DST gives previously unheard (or unseen) students and reluctant/struggling readers and writers a voice in ways that were not possible without this use of technology.
- DST allows students to use multiple strands of literary: reading and writing (of course), as well as speaking and listening, and observing. This increases the meaning-making potential of a text and a different kind of knowing.
- DST has been shown to give voice to, space for, and validation of student emotion. When students tell stories about themselves or their lives, DST can be a tool for self-agency.
- DST increases student reflection, creativity, technology skills, communication skills, and critical thinking skills.
- DST asks students to manage a project of large scope, as well as a good deal of materials (digital images, sound effects, narration, etc.).

### *Works Consulted*

Barrett, Helen C. "Researching and Evaluating Digital Storytelling as a Deep Learning Tool." 2005. Web. 17 May 2011.

<<http://electronicportfolios.com/portfolios/SITESTorytelling2006.pdf>>.

Lowenthal, Patrick. "Digital Storytelling: An Emerging Institutional Technology?" Web. 17 May 2011. <[http://patricklowenthal.com/publications/DigitalStorytelling\\_%20preprint.pdf](http://patricklowenthal.com/publications/DigitalStorytelling_%20preprint.pdf)>.

Robin, Bernard R. "The Educational Uses of Digital Storytelling." University of Houston. Web. 17 May 2011. <<http://digitalliteracyintheclassroom.pbworks.com/f/Educ-Uses-DS.pdf>>.

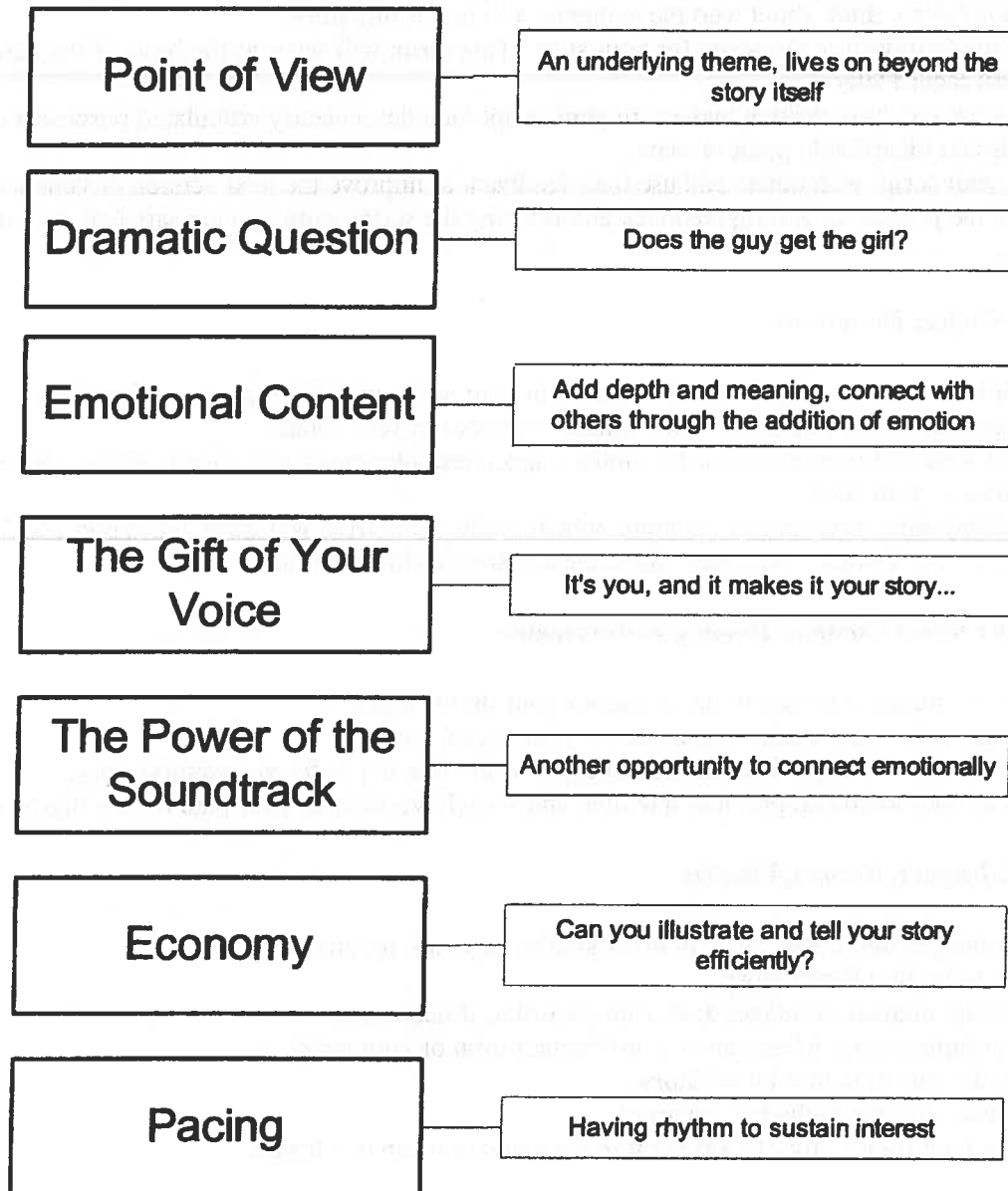


Center for Digital Storytelling • 1803 Martin Luther King Jr. Way • Berkeley, CA 94709 USA  
510.548.2065 • [info@storycenter.org](mailto:info@storycenter.org) • 510.548.1345 fax <http://www.storycenter.org/>

## **Values & Principles**

1. Everyone has many powerful stories to tell. The ritual of sharing insights and experiences about life can be immensely valuable both to those speak and those who bear witness. People who believe they are mundane, uninteresting, or unmemorable possess beneath this mask a vivid, complex, and rich body of stories just waiting to be told.
2. Listening is hard. Most people are either too distracted, or too impatient, to be really good listeners. In some parts of the world, this has resulted in a profusion of individuals who get paid to do the emotional labor of listening – researchers, therapists, social workers, etc.). And yet anyone can be reminded to listen deeply. When they do, they create space for the storyteller to journey into the heart of the matter at hand.
3. People see, hear, and perceive the world in different ways. This means that the forms and approaches they take to telling stories are also very different. There is no formula for making a great story -- no prescription or template. Providing a map, illuminating the possibilities, outlining a framework – these are better metaphors for how one can assist others in crafting a narrative.
4. Creative activity is human activity. From birth, people around the world make music, draw, dance, and tell stories. As they grow to adulthood, they often internalize the message that producing art requires a special and innate gift, tendency, or skill. Sadly, most people simply give up and never return to creative practice. Confronting this sense of inadequacy and encouraging people in artistic self-expression can inspire individual and community transformation.
5. Technology is a powerful instrument of creativity. Many people blame themselves for their lack of technological savvy, instead of recognizing the complexity of the tools and acknowledging that access and training are often in short supply. But new media and digital video technologies will not in and of themselves make a better world. Developing a thoughtful approach to how and why these technologies are being used in the service of creative work is essential.
6. Sharing stories can lead to positive change. The process of supporting groups of people in making media is just the first step. Personal narratives in digital media format can touch viewers deeply, moving them to reflect on their own experiences, modify their behavior, treat others with greater compassion, speak out about injustice, and become involved in civic in civic and political life. Whether online, in local communities, or at the institutional/policy level, the sharing of stories has the power to make a real difference.

# The Seven Elements of Digital Storytelling



Adapted from the Digital Storytelling Cookbook and Travelling Companion

Lambert, Joe. "Digital Storytelling Cookbook and Travelling Companion." May 2003. Center for Digital Storytelling. 04 Nov 2004 <<http://www.storycenter.org/cookbook.pdf>>.

## **A Step-By-Step Approach to Creating a Digital Story**

[http://digitalstorytelling.coe.uh.edu/getting\\_started.html](http://digitalstorytelling.coe.uh.edu/getting_started.html)

### **STEP ONE: Choose a Topic, Write a Script**

1. Create a folder on the desktop where you can store all of the materials related to your digital story. Select a topic for your digital story.
2. Begin thinking of the purpose of your story. Are you trying to inform, convince, provoke, question? Also, think about who the audience will be for this story.
3. Write the first draft of the script for your story. This script will serve as the basis of the narration you will record later.
4. Read what you have written make sure your script includes a clearly articulated purpose and includes an identifiable point of view.
5. Share your script with others and use their feedback to improve the next version of your script.
6. Repeat the process of getting feedback and revising the script, until you are satisfied with the results.

### **STEP TWO: Collect Resources**

1. Search for or create images that can be used in your story, including: pictures, drawings, photographs, maps, charts, etc. - Save these resources in your folder.
2. Try to locate audio resources such as music, speeches, interviews, and sound effects. - Save these resources in your folder.
3. Try to find other informational content, which might come from web sites, word processed documents, or PowerPoint slides - Save these resources in your folder.

### **STEP THREE: Select Content, Develop a Storyboard**

1. Select the images you would like to use for your digital story.
2. Select the audio you would like to use for your digital story.
3. Select the text and any additional content you would like to use for your digital story.
4. Create a storyboard that provides a textual and visual overview of your plan for the digital story.

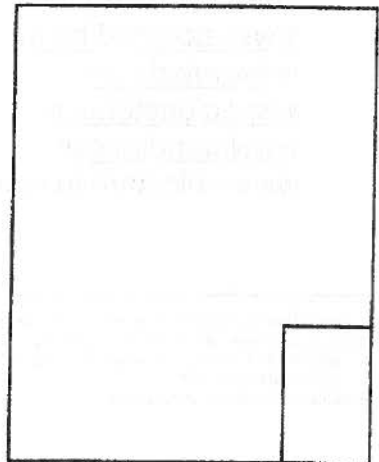
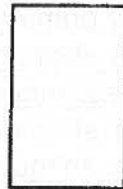
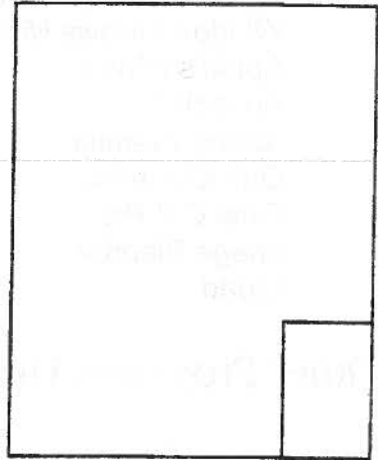
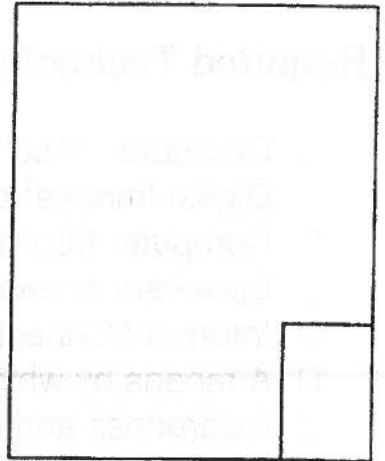
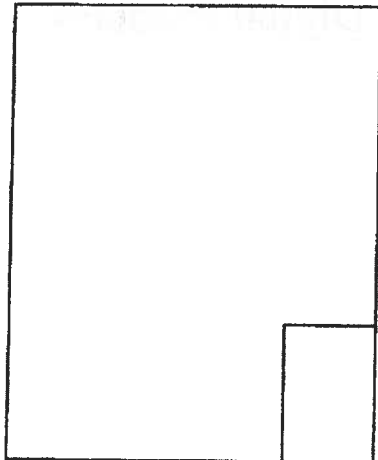
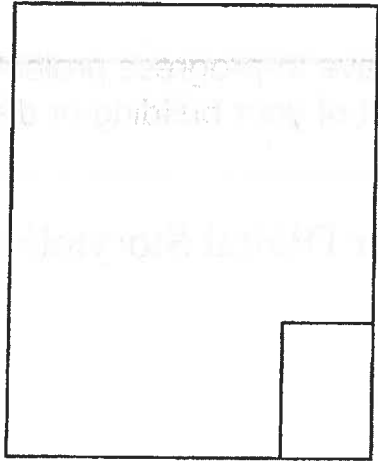
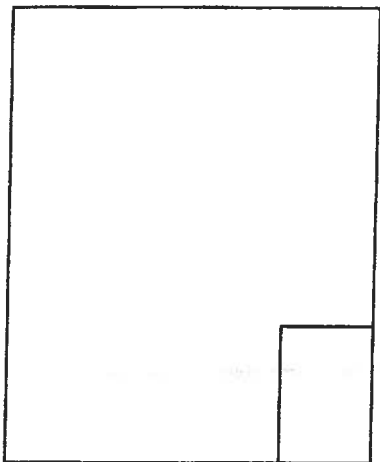
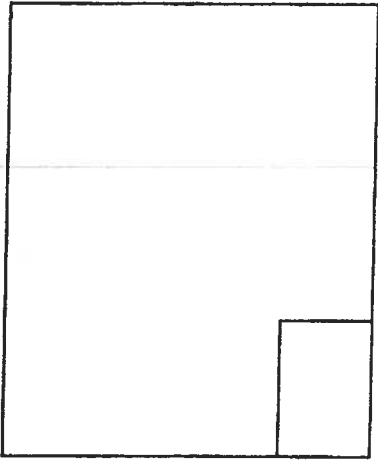
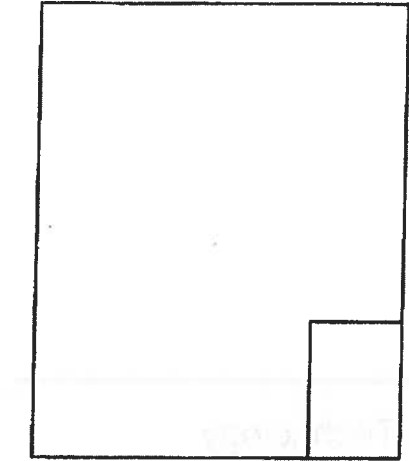
### **STEP FOUR: Import, Record, Finalize**

1. Import images into Photo Story or other similar software program.
2. Import audio into Photo Story.
3. Modify the number of images and/or image order, if necessary.
4. Use a computer microphone and record the narration of your script.
5. Import the narration into Photo Story.
6. Add music or other audio to your story.
7. Finalize your digital story by saving it in a version that can be viewed.

### **STEP FIVE: Demonstrate, Evaluate, Replicate**

1. Show your digital story to others.
2. Gather feedback about how the story could be improved, expanded, and used educationally.
3. Teach others how to create their own digital story.
4. Congratulate yourself for a job well done!

**Digital Storyboard**



## Required Technology/Materials Checklist:

- Computer, iPod Touch, iPhone, or iPad
- Digital Images<sup>1</sup> or Video
- Computer Microphone or Digital Voice Recorder
- Speakers or earphones
- Internet Connection<sup>2</sup>
- A means by which to save in-progress projects<sup>3</sup>
- Awareness and support of your building or district Technology Integration Specialist<sup>4</sup>

## Programs Well-Suited for Digital Storytelling

PowerPoint 2010  
Microsoft's Photo Story 3  
Windows Movie Maker Live  
Apple's iMovie  
Audacity<sup>5</sup>  
Adobe Premier  
QuickTime Pro  
Final Cut Pro  
Image Blender  
Ulead

## Other Programs Used for Digital Products

[www.aviary.com](http://www.aviary.com)  
[www.primaryaccess.org](http://www.primaryaccess.org)  
[www.xtranormal.com](http://www.xtranormal.com)  
[www.zimmertwins.com](http://www.zimmertwins.com)  
[www.stagedproject.com](http://www.stagedproject.com)  
[www.animoto.com](http://www.animoto.com)  
[www.stupeflix.com](http://www.stupeflix.com)  
[www.storybird.com](http://www.storybird.com)  
[www.prezi.com](http://www.prezi.com)  
[www.glogster.com](http://www.glogster.com)  
[www.popplet.com](http://www.popplet.com)  
[www.voicethread.com](http://www.voicethread.com)

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<sup>1</sup> Hard copies of photographs, text, maps, etc. may be scanned.

<sup>2</sup> Optional. Students may use the Internet for audio clips and images, or they may import their own from CDs, MP3, etc.

<sup>3</sup> Encourage students to use the same computer throughout the project's progress. Images and audio do not transport easily from machine to machine. Save to hard drive or school server.

<sup>4</sup> Or other technical support staff

<sup>5</sup> <http://audacity.sourceforge.net/download/>



# **Sound Effects, Music, Speeches**

<http://www.soungle.com/>

<http://creativecommons.org/legalmusicforvideos/>

<http://www.soundzabound.com/>

[www.sounddogs.com](http://www.sounddogs.com)

<http://www.findsounds.com/>

<http://www.partnersinrhyme.com/>

<http://magnatune.com/>

<http://www.archive.org/><sup>6</sup>

<http://streaming.discoveryeducation.com/><sup>7</sup>

<http://freeplaymusic.com/>

<http://freekidsmusic.com/>

<http://www.americanrhetoric.com/>

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<sup>6</sup> This source contains all forms of media for DST, even moving images.

<sup>7</sup> Advance Search: Include only editable titles

***These sites contain material that is generally free to use, uncopyrighted, whose copyright has expired, or is uncopyrightable. The last includes resources from US government agencies, educational organizations and companies that provide materials for students and teachers<sup>8</sup>.***

American Memory from the Library of Congress

American Memory provides "free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience." Although the Library of Congress provides some copyright information about the items in this collection, "it is the researcher's obligation to determine and satisfy copyright or other use restrictions when publishing or otherwise distributing materials found in the Library's collections."

Digital History

"The materials included in the Digital History website are original works of authorship, government records, works for which copyright permission has expired, works reprinted with permission, or works that we believe are within the fair use protection of the copyright laws."

Library of Congress Learning Page

"The Learning Page is designed to help educators use the American Memory Collections to teach history and culture. It offers tips and tricks, definitions and rationale for using primary sources, activities, discussions, lesson plans and suggestions for using the collections in classroom curriculum."

NASA/Hubble Telescope

This site contains teaching resources and information for educators. It also contains many images and video galleries.

National Oceanic and Atmospheric Administration Photo Library

is site holds Albums and Catalogs containing over 20,000 images! Most NOAA photos and slides are in the public domain and **cannot** be copyrighted.

The NYPL Picture Collection Online

"The digital collection of images presented here is taken from the in-print collection of images that New York Public Library has been collecting since 1915."

Picture History

Picture History is "an on-line archive of images and film footage illuminating more than 200 years of American history."

FreeFoto.com

FreeFoto.com describes its site as "the largest collection of free photographs for **private non-commercial use** on the Internet."

Pics4Learning.com

Pics4Learning promotes its site as "a copyright-friendly image library for teachers and students." Their collection includes "thousands of images that have been donated by students, teachers, and amateur photographers. Unlike many Internet sites, permission has been granted for teachers and students to use all of the images donated to the Pics4Learning collection."

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<sup>8</sup> <http://digitalstorytelling.coe.uh.edu/>

## Filmmaking Apps for the iPad & iPhone

Posted on July 12, 2010

<http://filmmakeriq.com/2010/07/22-filmmaking-apps-for-the-ipad-iphone/>

<b><u>iMovie</u></b>	Make beautiful HD movies anywhere with iMovie, the fun, feature-rich video editing app only for iPhone 4. Create a video postcard of your day at the beach and publish it to the web — without ever leaving your spot in the sand. Or make a movie of your child’s birthday party and send it to your parents — while the party is in full swing. With iMovie for iPhone, you can start several projects and finish them whenever you want and wherever you are. <b>Requirements:</b> <i>Compatible with iPhone 4. Requires iOS 4.0 or later.</i>
<b><u>ReelDirector</u></b>	Full-blown video editing for iPhone and iPad. Compatible with HD video on iPhone 4! Just set Quality to “High 640x480”, ReelDirector will NOT downsize if the first video added to project is HD. <b>Requirements:</b> <i>Compatible with iPhone, iPod touch, and iPad. Requires iOS 3.1 or later.</i>
<b><u>DSLR Slate</u></b>	DSLR Slate is the perfect companion for the DSLR Filmmaker. As a Universal App, DSLR Slate runs natively on iPad, iPhone, and iPod Touch. Designed for all needs from student to hollywood, DSLR Slate will be just as useful as the traditional film slate, if not more. “Slating” shots has become standard practice on set and helps streamline shot logging and post production. <b>Requirements:</b> <i>Compatible with iPhone, iPod touch, and iPad. Requires iOS 3.0 or later.</i>
<b><u>Movie Slate</u></b>	“Movie Slate is the the Rolls-Royce of iPad/iPhone clapboards” says HandHeldHollywood.com. Movie Slate a convenient, all-in-one digital slate, clapper board, shot log, and shot notepad— designed for use in film, television, documentaries, music videos, and interviews. This professional production tool is the easy way to log footage and take notes as you shoot— saving you valuable time later when capturing and editing footage. At a mere fraction of a bulky digital clapperboard’s cost, you’ll be saving money too. <b>Requirements:</b> <i>Compatible with iPhone, iPod touch, and iPad. Requires iOS 3.0 or later.</i>
<b><u>Storyboard Composer</u></b>	Cinemek Storyboard Composer for iPhone and iPod Touch is a mobile storyboard and pre-visualization composer designed for Directors, Directors of Photography, Producers, Writers, Animators, Art Directors, film students and anyone who wants to be able to visualize their story. <b>Requirements:</b> <i>Compatible with iPhone, iPod touch, and iPad. Requires iOS 3.0 or later.</i>
<b><u>ProPrompter</u></b>	Made by professional teleprompter manufacturer Bodelin Technologies, ProPrompter software allows you to use your iPhone or iPod touch as a smooth scrolling professional teleprompter. Scripts can be loaded via email copy/paste (OS3) or via the FREE ProPrompter Producer site for unlimited script management and greater security than email or local networks. Scripts can also be created directly in the application. You can also edit any script loaded in the ProPrompter software. <b>Requirements:</b> <i>Compatible with iPhone, iPod touch, and iPad. Requires iOS 3.0 or later.</i>

15 Sentence Paragraph  
A Place-Based Writing Model  
for Kentucky Voices Radio

1. Describes the setting in order to put the reader in this place
2. Contains a simile (comparison using *like* or *as*)
3. Has texture
4. Uses personification (giving human characteristics to something that is not alive)
5. Is 20 or more words
6. Is 6 or fewer words
7. Shows contrast (opposites)
8. Has a wish for the place
9. Use three strong verbs, preferably in a row
10. Contains alliteration (same consonant sounds: large leaping lizards)
11. Use the same punctuation three times, correctly
12. Contains metaphor (direct comparison of unlike things)
13. Included 3 + symbols (tangible items that represent or stand for something else)
14. Epithet or appositive (renaming, nickname, epitome)
15. Brings closure and becomes the title

Sample  
The Moon, the Tide, the Gull, and Me  
By Allison Movitz  
Mississippi Writing Project

I often imagine myself alone on the beach the way it was before Katrina, before casinos, before I moved to north Mississippi, and I am there: waiting for the moon to pull me like the tide--one way or the other. (2) White caps froth like iridescent clouds in a watery sky. (3) From high tide, I walk among the bumpy, brown silt twig hills that grow one on top of the other. (4) I hold a piece of driftwood the size of my palm onto which water and time have etched hieroglyphs of life at sea. (5) I place it in my sandy pocket along with the barnacled half of an oyster shell, the grey and white seagull feather, the empty conch shell. (6) All are offerings. (7) The moon lights my way and the water covers my tracks. (8) I wish the beach were still like this, but I know that time and progress will once again have its way. (9) A gull awakens, cries, and flies. (10) Something once silent and still awakens in me. (11) I flew here too, and now, after years away, I realize I have never really left; I am a non-migratory bird too. (12) The salt sea is my blood. (13/14) I am the shore, a child of the tide, pulled by the moon. (15) The moon, the tide, the gull, and me: here on the beach, we are home.