

What?



Research



Rough Draft



Revision

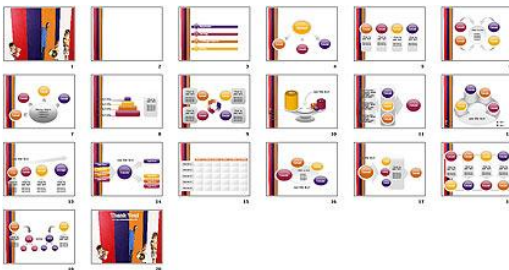


Citations



Finished product

Which Changed to.....



But Wait....
What
happened to
the CONTENT?

OMG....
I forgot the
content!!



So....

Digital Storytelling

*Bringing New Media Together with
Traditional Literacies*

Adapted from the original of
Peter Norvig (...he used one of those canned
templates to make his point even clearer)

Director of Research
Google

Gettysburg Address
in PPT

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

Gettysburg Cemetery Dedication

Abraham Lincoln

11/19/1863

Agenda

- Met on battlefield (great)
- Dedicate portion of field - fitting!
- Unfinished work (great tasks)

Rather than learning to write a report using sentences, children are being taught how to formulate client pitches and infomercials.

11/19/1863

Not on Agenda!

- Dedicate
- Consecrate
- Hallow
(in narrow sense)
- Add or detract
- Note or remember what we say

11/19/1863

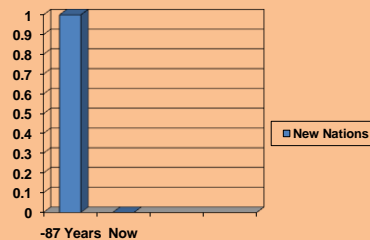
Review of Key Objectives & Critical Success Factors

- What makes nation unique
 - Conceived in Liberty
 - Men are equal
- Shared vision
 - New
 - Gov'

Elementary school PowerPoint exercises (as seen in teacher guides and in student work posted on the Internet) typically consist of 10 to 20 words and a piece of clip art on each slide

11/19/1863

Organizational Overview



11/19/1863

Summary

- New nation
- Civil war
- Dedicate field
- Dedicated to unfinished work
- New birth of freedom
- Government not perish

A presentation of three to six slides -a total of perhaps 80 words (15 seconds of silent reading) is the result for a week of work.

11/19/1863

Particularly disturbing is the adoption of the PowerPoint cognitive style in our schools.

Rather than learning to write a report using sentences, children are being taught how to formulate client pitches and infomercials. Elementary school PowerPoint exercises (as seen in teacher guides and in student work posted on the Internet) typically consist of 10 to 20 words and a piece of clip art on each slide in a presentation of three to six slides -a total of perhaps 80 words (15 seconds of silent reading) for a week of work. Students would be better off if the schools simply closed down on those days and everyone went to the Exploratorium or wrote an illustrated essay explaining something.

Edward Tufte, Yale University, <http://www.wired.com/wired/archive/11.09/ppt2.html>

21st Century Standards and technology integration in general have led librarians to look for content-related ways to connect with classrooms and to join with teachers in cooperative projects.

Digital Storytelling offers us a perfect vehicle. It's easy to use -- with a number of possible software/hardware interfaces -- can vary from a spontaneous set of comments to a carefully researched senior project and offers the deeply exciting new media that students respond to.

Return to standards for research, reporting and revision.

Utilize new media to present the results.

Standards Based Learning

[ISTE Standards for Technology Literate Students](#)

[NETS for Students](#)

Creativity and Innovation

a. apply existing knowledge to generate new ideas, products, or processes

Communication and Collaboration

c. develop cultural understanding and global awareness by engaging with learners of other cultures

Research and Information Fluency

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

Critical Thinking, Problem Solving, and Decision Making

a. identify and define authentic problems and significant questions for investigation

Digital Citizenship

b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity

Technology Operations and Concepts

d. transfer current knowledge to learning of new technologies

All images (or videos or sound files...) are **NOT** created equal



Typical Rubric Phrases

Includes 3...

Chooses 4...

Assess not the **USE** of media but the effect of the choices of media on communication, just as you would assess writing, not on the fact that there was some, but on what it said.

| Student Use of-- | Adds Information | Enriches | Enhances | Distracts |
|------------------------------------|------------------|----------|----------|-----------|
| Presentation Software Choice/Skill | | | | |
| Images | | | | |
| Sound | | | | |
| Motion | | | | |
| Video | | | | |
| Graphs or Charts | | | | |
| Animation | | | | |
| Links | | | | |

Oppenheimer and the Atomic Bomb

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| Images | http://www.atomicarchive.com/Movies/Movie8.shtml | | | |
| Sound | | | | |
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| Links | http://www.atomicarchive.com/Movies/Movie8.shtml | | | |

Topic: Oppenheimer and the Atomic Bomb

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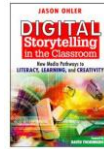
And that's just the beginning

<http://www.jasonohler.com/storytelling/assessment.cfm>

Green Screen and Moviemaker

http://www.youtube.com/watch?v=Bw4Edsd_fo

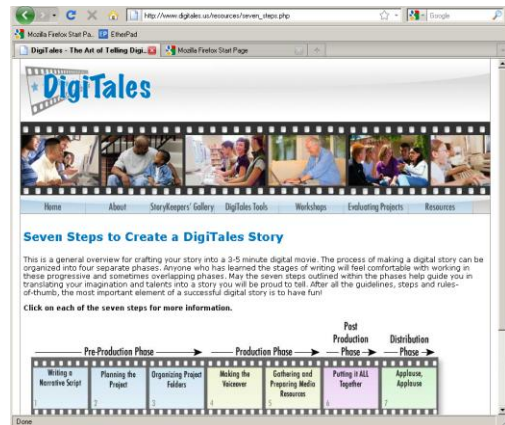
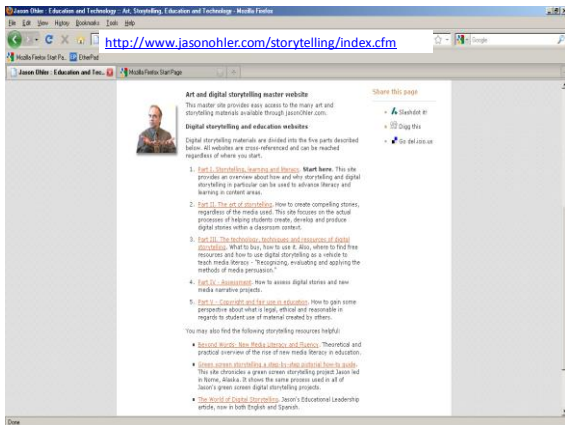
Stolen DIRECTLY from Jason Ohler



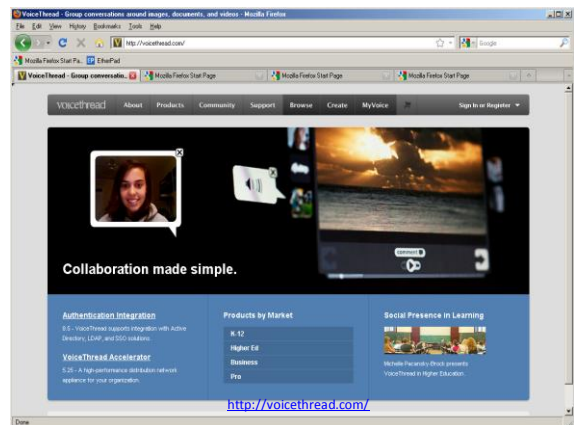
20 % of the effort accomplishes 80% of the project.

If you want perfection...that last 20%...you need to put in the other 80% of the work.

Big Idea



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



<http://voicethread4education.wikispaces.com/>

<http://voicethread4education.wikispaces.com/6-8>

<http://edu.glogster.com/>

<http://sjqdzxy.edu.glogster.com/the-secret-life-of-bees/>

<http://dylankins.edu.glogster.com/glog/>

<http://msmueller.edu.glogster.com/chapters/>

<http://spemaroboticsacademy.edu.glogster.com/scotlandville-pre-engineering-robotics-academy/?w1>

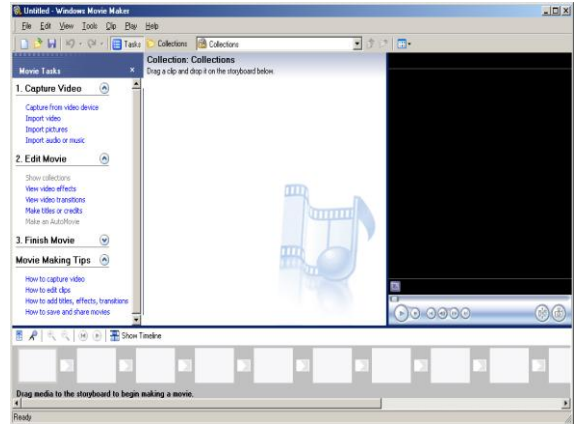
http://prezi.com/rj_b-gw3u8xl/playing-to-learn/

<http://prezi.com/2r4ylyr28aq3/grade-7-social-studies/>

<http://prezi.com/vr86v2lfmeuf/problem-solving-and-the-english-language-learner/>

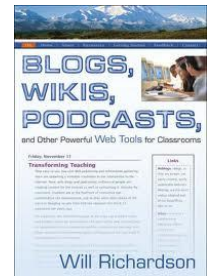
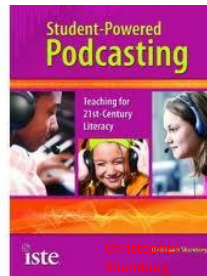
<http://www.youtube.com/watch?v=fgOCVAVOAO0&feature=related>

<http://www.youtube.com/watch?v=veRw9HISJaY>



<http://edtech.kennesaw.edu/nisa/gmavideo/world%20peace.mov>

iMovie is the equivalent (or maybe better program) for the Mac



Podcasts

<http://www.themoth.org/podcast>

<http://storycorps.org/listen/podcast/>

<http://vimeo.com/5027906> personal stories

Within these walls

<http://americanhistory.si.edu/house/default.asp>

Simmons

http://my.simmons.edu/services/technology/ptrc/pdf/digital_storytelling.pdf

10 lessons learned

<http://www.isteconnects.org/2009/06/07/digital-storytelling-my-top-10-lessons-learned/>

Storytelling

Fiction ?
 Concept for
 narrative



Links

50 ways to tell a story

<http://cogdogroo.wikispaces.com/50+Ways>

50 examples

<http://cogdogroo.wikispaces.com/Dominoe+50+Ways>

We mustn't allow technology to overwhelm our focus on what constitutes higher level thinking, clear writing and in-depth research.

Links

<http://math247.pbworks.com/1st+Grade+Number+Sense>

<http://blabberize.com/view?id=73272>

<http://electronicportfolios.com/digistory/purposes.html>
Helen C. Barrett, PhD

Introduction of Self

- Voice & Personality
- Legacy
- Biography
- Memoir

Reflection

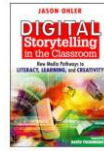
- Transition
- Decision & Direction
- Benchmarking
- Development
- Change over Time

Artifacts

- Evidence of Collaboration
- Documentary
- Record of Experience
- Oral Language

<http://www.scilearn.com/k-12-educators/ell/#listen>

Stolen DIRECTLY from Jason Ohler



Citation is just the first step in acknowledgement of other's work.

The next step is permission

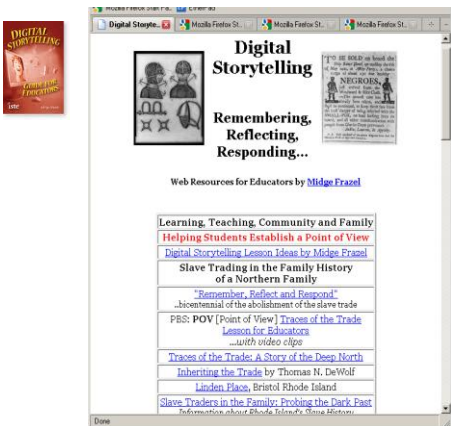
The third step is payment

Big Idea

Stolen Directly from Midge Frazel



<http://midgefrazel.net/digitalstory.html>



Step One: Study the Issues

- Using the film and teacher selected sections of the book, have students learn about the slavery issues in the North and then:
- Brainstorm with students the words "remember, reflect and respond"
- Create a word wall for discussion, discussion, and digital storytelling with words and phrases
- Compare and contrast other events in history where there has been injustice, racial issues and sexism to the slave trade. (Native Americans and the Pilgrims, Holocaust, Salem Witch Trials, September 11th, Workplace Sexual Harassment) **Slavery Today** Have student develop a search term that will lead them to Web sites about the chocolate trade and slavery. Each Web site should be examined, evaluated and properly cited for accurate information and bias. Students can develop a digital story about what they learned and how they feel about this world situation. These stories should teach others about the countries where slavery exists



Step 2 Develop the Projects

Student Reaction Interviews

After viewing the film or reading the book, students should develop a list of phrases (based on the Word Wall) in order to develop questions. When the questions have been approved by the teacher, students can create video clip interviews with selected students' reactions to these questions.

Photo Essay

Have the students locate, evaluate and cite the photos from the Library of Congress to create a photo essay to promote visual literacy. Have students work with music and learn which type of music expresses the mood of the photo selection.

Slavery and Sugar: Molasses to Rum to Slaves

Using Jean West's lesson as a guide, have students create a story about how the Sugar trade economically impacted the lives of all of the people in this time.

Slavery and Sugar: Molasses to Rum to Slaves

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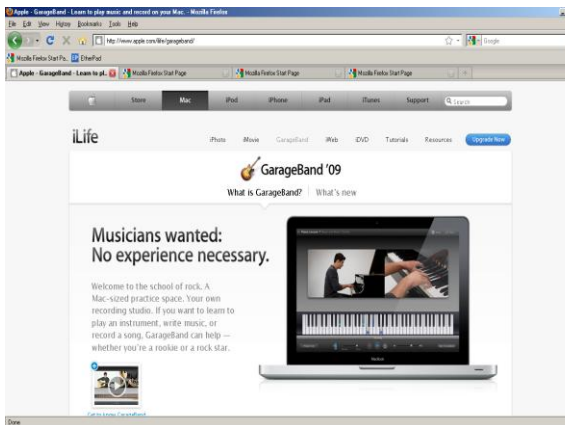
Slavery Today

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Math

http://digitalstorytelling.coe.uh.edu/movie_mathematics_02.html



Using new technology
to teach in the same old
ways....

(an old Apple saying)

or

Teaching the
most important
traditional skills
using new
technology