

Title

Developing Understanding with Dynamic Media and Digital Storytelling

Target Audience

This course is intended for pre-service and in-service teachers of grades K-12.

Prerequisites

To successfully participate and complete the assignments in this course, the learner must:

- Have past experience using the classroom computer.
- Have past experience working with the Internet.
- Be familiar with taking an online course or have completed the PBS “Practice Learning Online with TeacherLine” course.
- Be familiar with elementary, middle, or high school educational content.
- Have access to a classroom or group of students in order to complete an implementation.

Course Description

Lights, Camera, Action! The phrases “dynamic media” and “digital storytelling” may conjure images of classroom Hollywood-style productions with students in the role of amateur filmmakers. However, designing elaborate sets and creating flashy, action-packed movies—while they may be a meaningful form of expression and learning for some—are activities that most classroom teachers and educators do not want to engage in, nor feel can be a part of the curriculum. However, having students tell their stories using images, sounds, and narrations, is a meaningful form of expression, a great source of deep learning, and a powerfully motivating activity. As an additional benefit, the complexity of the thinking involved allows teachers to help students develop higher-order thinking skills. This course will help educators guide students how to use readily available Web tools to create digital stories and presentations that help to develop and demonstrate understanding. Learners will explore digital stories, learn the steps in having students write and then create digital stories, explore tools and resources for all aspects of production and distribution, and understand how digital and media literacy are important to the school curriculum.

Instructor/Facilitator

See instructor/facilitator sheet.

Credits

To be determined by college or university

Goals



The overall goal of this course is for educators to study the development of understanding through dynamic media and digital storytelling. Learners will use a variety of Internet-based tools and resources that will facilitate the creation of digital stories – incorporating the use of images, narrations, music, and video. They will develop a start-to-finish process for having students work on developing digital stories, with an emphasis on the importance of the writing and thinking that takes place before the collection and assembly of the media begins.

By the end of this course, learners will:

- Understand how essential questions relate to the development of understanding.
- Identify the criteria that show evidence of higher-order thinking and understanding.
- Create a digital story that answers an essential question.
- Create a presentation on the development of understanding through the use of dynamic media and digital storytelling.
- Analyze what types of skills and concepts are important for educators to incorporate into the classroom curriculum.
- Understand how the use of digital storytelling and dynamic media can promote the development of understanding in the classroom.
- Understand how digital storytelling and dynamic media can be integrated into the classroom.

Outline of Content and Assignments

After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following six sessions, working through each session in order. Throughout the sessions, learners are asked to articulate their ideas in various forms: they are encouraged to reflect on their ideas and experiences in their online journal; the discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. As a course project, learners create a presentation on the development of understanding through the use of dynamic media and digital storytelling, which will also include an original digital story they create that answers an essential question within their own curriculum.

This course is designed to address ISTE's *Educational Technology Standards and Performance Indicators for All Teachers*. These standards define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.

This course specifically addresses the following ISTE NETS*T: 1a, b, c; 2a, b, c; 3a, b, c, d; 4a, c; and 5 c, d.

Visit

http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm for a full list of the ISTE's *National Educational Technology Standards (NETS*T) and Performance Indicators for Teachers* and more information about these standards.

Session 1: Creating Stories

In this session, learners will explore a digitally revised taxonomy of thinking skills and analyze assignments they currently implement in their classroom. They learn what digital storytelling is and explore examples of stories created by students of all age levels. Learners will examine the use of essential questions along with their meaning in their own curriculum. Learners will define their own professional goals and expectations, explain their prior knowledge on this topic, and introduce themselves to their fellow learners.



Learners will:

- Define their professional goals and expectations for this course.
- Explain their prior knowledge and experiences about the development of understanding in their students through the use of dynamic media and/or digital storytelling.
- Describe and analyze instructional activities using Bloom's taxonomy.
- Discuss the importance of finding one's voice in relation to the use of digital storytelling and the development of higher-level thinking skills.
- Develop a list of essential questions relevant to their curriculum.
- Develop two essential questions they have about dynamic media, digital storytelling, and the development of understanding.

Read

- "Bloom's Taxonomy Blooms Digitally"
- "Digital Storytelling: Helping Students Find their Voice"
- "Making a Case for Digital Storytelling"
- Archive for the 'Digital Storytelling' Category from TeachOIT
- "7 Things You Should Know About...Digital Storytelling"
- "Asking the Essential Questions: Curriculum Development"
- "Basing Learning Experiences in Essential Questions"

View videos

- Choose several digital stories to view from the following:
 - "Practice Makes Perfect by Connor"
 - "Your Carbon Footprint"
 - "Las Juanas Trabajando (Young Working Girls)"
 - "My Mom's Escape: Vietnam to America"
 - "Love Is..."

Write in online journal

- Reflect on expectations for the course.
- Reflect on prior knowledge and experiences related to the development of understanding and the use of dynamic media and/or digital storytelling.
- Reflect on essential questions in the curriculum.

Participate in an online discussion

- Introduce themselves to other learners.
- Discuss digital storytelling, the discovery of one's voice, and the development of higher-order thinking skills.

Complete assignment

- Using Bloom's Taxonomy Assignment

Begin assignments

- Essential Questions Assignment
- Course Project: Understanding Through Dynamic Media and Digital Storytelling

Session 2: Dynamic Media for Learning

In this session, learners will explore the instructional uses of media; the ways that educators can use media sharing sites to both find and present materials; what dynamic media is; and how dynamic media has transformed multimedia. Then, as they continue to explore digital storytelling



in the classroom, they will look through various digital stories to identify ways they can develop understanding. Finally, they will assess the resources they have, both at home and school, for creating digital stories and determine what kind of support they will need.

Learners will:

- Develop two essential questions they have about dynamic media, digital storytelling, and the development of understanding.
- Analyze and evaluate the importance of using dynamic and participatory media in developing understanding in students.
- Analyze the elements incorporated in 3-5 selected digital stories and identify how they show (or do not show) the development of understanding.

Read

- "Communication and Collaboration 2.0"
- "Online Interactivity for Educators: A Teacher's Tour of YouTube"
- "Teachers Tap Video-Sharing in the Classroom"
- "Lights, Camera, Learning!"
- "Dynamic Media"
- "Developing Understanding with Multimedia"
- "P21 Framework Definitions Document"

Write in online journal

- Reflect on selected examples of digital storytelling to present to students.

Participate in an online discussion

- Discuss the importance of dynamic and participatory media for developing understanding.

Complete assignment and activity

- Essential Questions Assignment
- Digital Storytelling Activity

Session 3: Steps in the Process

In this session, learners will explore the importance of good writing and the steps involved in the entire digital story-making process. They will work on developing assessment criteria for evidence of higher-level thinking in digital stories, learn about educational copyright, and continue to collect resources, ideas, and information on creating their own digital story.

Learners will:

- Defend the use and process of digital storytelling in the classroom and describe the learning involved.
- Create and implement a rubric used to evaluate higher-order thinking skills in digital stories.
- Conduct a peer review of fellow learners' rubrics and analysis summaries.
- Identify ways to model and support students' appropriate use of Internet and Web-based resources.

Read

- "The World of Digital Storytelling"
- "Capturing Stories, Capturing Lives: An Introduction to Digital Storytelling"



- “Digital Storytelling: A Tradition Renewed for Classroom Use”
- “Designing Assessments for Student Multimedia Projects”
- Educational Uses of Digital Storytelling: Rubrics
- Ready Reference and Copyright Sources

Read/view

- “The Code of Best Practices in Fair Use for Media Literacy Education”

Write in online journal

- Reflect on using and modeling the proper use of resources.

Participate in an online discussion

- Discuss the learning involved in digital storytelling.

Complete assignments

- Assessment of Digital Stories Assignment
- Peer review of Assessment of Digital Stories Assignment

Session 4: Tools and Web Technologies

In this session, learners will explore the tools that can support digital storytelling projects and them as professional educators. They will learn about ways to combine tools to create mashups and then have the opportunity to take the time to review and identify a new tool they would like to possibly use in their classroom. Finally, they will learn about ways to share and connect their digital stories.

Learners will:

- Discuss how Web 2.0 can be supportive of educators as professionals.
- Explore a Web 2.0 tool that could be used for a digital storytelling project and identify the benefits and challenges to using the tool.

Read

- “One Story, 50 Tools, Infinite Possibilities”
- “Learning with Blogs and Wikis”
- “Using Digital Place-Based Storytelling To Teach Geographical Thinking”
- “Power of the Mashup”

Explore

- “Find a Story...Map a Story...Tell a Story...”

Write in online journal

- Reflect on the use of a selected Web 2.0 tool for digital storytelling.

Participate in an online discussion

- Discuss how Web 2.0 is supportive of educators as professionals.

Complete activity

- Tools for Digital Storytelling Activity

Session 5: Classroom Transformations



In this session, learners will complete their course project, a presentation on how to develop understanding through the use of dynamic media and digital storytelling. Learners will then reflect how they can use their project for professional growth. They will also read about and discuss student skills that are considered important by others, and the debate surrounding which skills, concepts, and subjects are most important to teach.

Learners will:

- Create a presentation on developing understanding through the use of dynamic media and digital storytelling.
- Create a digital story that answers an essential question related to their curriculum.
- Reflect on how they will use their presentations in their own professional growth as an educator.
- Discuss how educators can identify the skills, subjects, and concepts that are critical to include in today's classroom curriculum.

Read

- "Successful EdTech: First the Verbs, then the Nouns"

Review

- Common Core Web site

View

- "A Conversation with Martin Scorsese: The Importance of Visual Literacy"

Write in online journal

- Reflect on how the presentation created for this course may be used for professional growth as a teacher and educator.

Participate in an online discussion

- Debate the learning that needs to take place within the classroom and the identification of the "critical" subjects and issues to include in today's classroom curriculum.

Complete assignment

- Course Project: Understanding Through Dynamic Media and Digital Storytelling

Begin activity

- Classroom Implementation Activity

Session 6: Moving Forward

In this session, learners will read about and discuss the "media collage", i.e., the integration and development of skills in media literacy. They will also complete their Classroom Implementation Activities. As they complete the assignments for the last session of this course, they will have the opportunity to reflect on the experience they had in taking this course, including the knowledge gained and whether or not the course has met their professional goals and expectations.

Learners will:

- Reflect on the implementation of an activity designed to develop understanding using a dynamic media or digital storytelling tool in the classroom or with a group of students.



- Discuss the possible outcomes and benefits to students in integrating visual and digital literacies into the classroom curriculum.
- Assess their learning in this course by comparing their prior knowledge and acquired knowledge.
- Analyze the learning experience in this course by reflecting on their professional goals and expectations.

Read

- "Orchestrating the Media Collage"

Write in online journal

- Reflect on the Classroom Implementation Activity.
- Reflect on acquired knowledge.
- Reflect on professional goals and expectations

Participate in an online discussion

- Discuss literacy—now and in the future.

Complete activity

- Classroom Implementation Activity
- Post-Course Evaluation Survey

Schedule

This course is scheduled to take approximately 30 hours to complete readings, activities, video, assignments, reflections, and a course project.

Requirements

Learners are expected to:

- Complete all assignments.
- Maintain an online journal.
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Be self-directed and self-motivated.
- Ask for assistance when they need it.

Materials (hardware, software, plug-ins)

Technical Requirements

- Word processor
- Internet service provider
- E-mail

Academic Dishonesty Policy

To be inserted by university institution only



Evaluation

This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

Last Update: January 25, 2012



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