Digital Storytelling

Merging Literacy, Technology, and Multimodality
How does digital storytelling impact:

- Student print-based and digital literacies
- Student multi-modal meaning making
- Student engagement
### Transformative Classroom Practices Rooted in Theory and Research

<table>
<thead>
<tr>
<th>21st Century Literacies</th>
<th>• Kress, Gee, Jewitt, Evans, Marsh, Labbo &amp; Reinking, Lankshear &amp; Knobel, Vasquez, Pahl &amp; Rowsell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emergent Literacy</td>
<td>• Ferreiro, Vygotsky, Wells, Moll &amp; Whitmore, K. Goodman Y. Goodman, Genish &amp; Dyson, Teale &amp; Susby, Cambourne</td>
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<tr>
<td>Technology and Multimodality</td>
<td>• Labbo, Turbill, Hobbs, Lee &amp; O’Rourke, Cooper &amp; Brna, Merchant, Foulger &amp; Jimenez-Silva, Culatta, Frost &amp; Bussell, Kinzer, Coiro &amp; Cammack</td>
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…moving beyond the print-based concepts of literacy ......to a modern, broadened definition of literacy ....a communication system using images, symbols, artifacts ...

Gee, 2003, p.13

…litter their environments with enticing language opportunities and guarantee them the freedom to experiment with them.

"...used technology and multiple modalities of meaning making, not as language users, but as language makers, demonstrating the habits of innovation required in our new era of communication where the power of the image is ever present."

Kress, 2003

.....technology can provide a new landscape of communication.

Kress, 1997

The Digital Storytelling Process

- Photo Planning
- Snap the Shot
- The Line Up
- Write the Script
- Take the Mic
- Make the Music
- Movie Premiere
THE WRITING WORKSHOP GOES DIGITAL
Regularly Scheduled Time for Writing

**Traditional Writing Workshop**
Workshops were held for 30 minutes, with time for mini-lessons, writing and sharing.

**Digital Writing Workshop**
“Tech time” workshops were 40 minutes, three times per week with mini lessons, and time for writing, taking pictures, and recording voices.
Selecting Topics

Traditional Writing Workshop
Topics were self selected and reflected personal experiences, responses to literature, and curriculum themes.

Digital Writing Workshop
Topics were self-selected within the framework of the designated digital story theme.
Mini-lessons and Modeling

Traditional Writing Workshop
Teachers modeled selecting topics, drawing pictures, writing stories, spelling strategies, and using classroom resources.

Digital Writing Workshop
Teachers modeled selecting topics, drawing pictures, writing narrative scripts, spelling strategies, classroom resources, and the functions of the digital camera, the microphone, digital tools, and the Photo Story buttons.
Student Writing

**Traditional Writing Workshop**
Students wrote with paper and pencils with over the shoulder teacher assistance.

**Digital Writing Workshop**
Students planned and designed their digital images, snapped the photographs, participated in interactive writing to prepare scripts, recorded their oral narrations, and previewed and revised their images and oral narrations. This was done with teacher support and peer collaboration.
I would take Flat Stanley to the music room to play with the sticks and dance.
Teacher-Student Conferences

**Traditional Writing Workshop**
Five minute conferences with a few students each day, focusing on using letters and words to express ideas punctuation, spacing, sentence expansion, etc.

**Digital Writing Workshop**
Content and mechanics were addressed during Photo Planner and Write the Script phases. Fluency and revision were the focus of Take the Mic conferences.
Sharing

**Traditional Writing Workshop**
Students orally shared their writing during class meetings and displayed their work on bulletin boards in the classroom and in the hallway.

**Digital Writing Workshop**
The digital stories were displayed on a large classroom screen at the Movie Premiere and they were also posted online on the school website to share with a wide audience.
WHY
DIGITAL
STORYTELLING?
...digital literacy has not replaced, but rather has incorporated what we think of as traditional literacy skills...

Kinzer, 2010, p.57

Developing Print Based Literacy Skills
January

Katie

Dr. Art

Listening Center

June

I would take Flat Stanley to the principal's office.
Composing with Multiple Modes of Meaning
“My favorite place in the classroom is the activboard. We get to learn letters, sort, and play the ‘prove it’ game.”
Using New Technologies
Experiencing New Forms of Engagement
Our Snack Supermarket
Active participation in new literacy practices
By creating a multimedia production, each learner participated and showed initiative because they felt comfortable to take risks and capable of succeeding with tasks that they saw as relevant and purposeful.
Incorporating technology into 21st century classrooms

Common Core Standards

Students in Grades K-5 will be expected to make strategic use of digital media and use technology “thoughtfully to enhance their reading, writing, speaking, and language use” (p.22).
Are you ready?
You tube: How to pick your Holiday Card?

Describe the artwork/beauty on the cover of the card; what holiday message is conveyed?

How will your friends and family feel when they open this card?