

PRDV 71227

Let Me Show You What I Know/ Putting Technology into the Hands of Students

Framingham State University

1 Semester Hour

Dates (4 weeks)

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**Course Description:**

This course will support you as you integrate 21st Century Digital Storytelling pedagogy into a curriculum unit of study. While digital storytelling is often thought of as a literacy activity, it should also be seen as a way to demonstrate understanding in any content area. As the Common Core focuses more on informational texts, digital storytelling allows students an accessible means to present their learning.

*“..students who participate in the creation of digital stories may develop enhanced communications skills by learning to organize their ideas, ask questions, express opinions, and construct narratives. It also can help students as they learn to create stories for an audience, and present their ideas and knowledge in an individual and meaningful way.”*

*(<http://digitalstorytelling.coe.uh.edu/page.cfm?id=27&cid=27&sublinkid=30>)*

This course is designed to introduce different ways students can share their learning through technology. Participants will reshape an existing lesson, or build a new one, to include these tools to enhance your teaching and/or your students’ learning. Activities include readings and/or videos, with periods for discussion and reflection. Using Backwards Design theory and a Constructivist approach, you will design a lesson that supports the curriculum by creating a digital storytelling project experience for your students. Many resources discussed in this course integrate with Google Apps for Education and/or Chrome.

**Standards:**

This course supports the following national standards (on which MA standards are based):

NETS Standards for Students 2016 (National Educational Technology Standards) - Educational Technology Standards for All Students:

<http://www.iste.org/standards/standards/for-students-2016>

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

#### 6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Common Core Standards: (<http://www.corestandards.org/>) K-5 Standards: Production and Distribution of Writing

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

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Course Information: Semester:

Location: Online One graduate credit

**Course Objectives:** Upon completion of this course, participants will be able to:

1. integrate digital storytelling as a tool for students to demonstrate understanding
2. use technology in a way that helps students organize ideas as they learn to create and publish for an audience
3. integrate digital storytelling as a vehicle to deliver and differentiate content
4. enhance student knowledge of 21st Century skills

#### **Course Expectations:**

Participants are expected to complete all readings and assignments as well as post reflections in the weekly online discussions. Postings should be made early in each Module to foster deep and ongoing conversation. Rubrics for the Discussion forums and the final project are provided in Module 1. You must have access to the Internet and/or

chosen application(s) for the final project lesson plan and must complete assignments by their due dates. Final project is due within one week after the final class session. Grading is outlined below.

Course materials are available on the course site:

### **Final Course Project:**

For your final project, you will submit one lesson incorporating a digital storytelling tool, designed to help students create, communicate, retell, and/or demonstrate understanding. You will state why you think this lesson makes effective use of technology and which content standards are addressed in the lesson.

### **Prerequisite Skills:**

Participants are expected to have a basic knowledge of how to use a Web browser (Safari, Chrome, for example), navigate a computer system (saving files, attaching files), and a fundamental knowledge of basic applications such as word processing. The use of digital cameras or personal device with camera will be helpful.

### **Course Content/Outline:**

Pertinent Materials: Syllabus

Online Discussion Rubric

### **Module One: Who Are We? Why Are We Here? What is Digital Storytelling?**

In this session, you will introduce yourselves to each other and state the reasons why you are taking this course. An overview of 'digital storytelling' is presented. Daniel Pink's "A Whole New Mind" will be discussed and reflected upon.

### **Module Two: A New Way to Show What I Know**

In this session participants will explore digital storytelling in the classroom, its connection to the Common Core, and how it can impact a student's ability to show what they know and understand.

### **Module Three: Digging Deeper**

This session will have participants digging deeper into digital storytelling in the classroom, providing tips for creating a successful lesson that integrates digital storytelling, and exploring digital comic tools for demonstrating understanding.

### **Module 4 Digital Tools: Apps and More Apps and Final Lesson Plan!**

In this Module you will learn about a few more ‘digital storytelling’ apps and will select an application or two that you plan to infuse into your lesson.

How will you modify it to include digital storytelling, and more importantly, why? If you are creating a new lesson, what prompted you to create this new lesson, and more importantly, why? How did you teach this content in the past? How will this be different and why?

Upload your final projects and all accompanying documents for grading.

### **Course Requirements:**

It is expected that you comply with the Course Expectations and Rubrics. You must participate and complete activities as outlined in each module and as outlined in the course rubrics.

Grading will be based on the projects and activities completed, active and timely participation in classroom discussions and activities, and demonstration understanding of class material.

Grading as follows:

Welcome/Introductions Forum 10%

Discussion Forum Contributions 50%

◇ Reflection/comprehension of readings

◇ Original contributions

◇ Responses to others

Digital Storytelling Lesson Plan 40%

Academic Honesty Policy:

“Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published policies and procedures regarding academic honesty. Academic honesty requires but is not limited to the following practices: appropriately citing all published and unpublished sources, whether quoted, paraphrased, or otherwise expressed, in all of the student’s oral and written, technical and artistic work.”

<i>Category</i>	<i>Exceeding</i>	<i>Meeting</i>	<i>Approaching</i>	<i>Not Meeting</i>
<b>Participation in Discussion</b>	Consistently responds to postings early in the session; demonstrates good self initiative	Responds to most postings midway through session; requires occasional prompting to post	Responds to most postings toward the end of the session, after initial discussion; limited initiative	Does not respond to most postings; rarely participates freely
<b>Relevance of Post</b>	Consistently posts topics related to discussion topic; cites additional references related to topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks
<b>Contribution to the Learning Community</b>	Aware of need of community; frequently attempts to motivate the group discussion; presents creative approaches to topic	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Does not make effort to participate in learning community as it develops; seems indifferent