

Digital Storytelling Institute Gresham Agenda, August 6-8, 2007

Workshop Objectives: Participants will

1. Understand the application of digital storytelling with students to develop communication skills
2. Gain skills in using iLife tools to construct digital stories and complete a two minute digital story

Day 1 – Monday	
Morning	Keynote Presentation: Purposes of Digital Stories – Adding Student Voice
<i>Part 1</i>	
1:00-1:30 PM	Overview of Institute, Expectations and Introductions
1:30-2:30 PM <i>Jigsaw*</i>	How does Digital Storytelling fit in the Curriculum? Working with students to develop communication skills through digital storytelling.
2:30-2:45	Break
2:45-4:30 PM	Story Circle – Sharing our stories with feedback
4:30 a.m.-5:00	How to Evaluate Digital Stories (Rubrics) Plan for next day-and-a-half
(Homework: by next morning finish script, prepare to record narration, select all images)	
Day 2 – Tuesday Parts 2 & 3	
8:00-12:00 noon <i>Hands-on time</i> <i>(Optional:</i> <i>Apple Keynote</i> <i>10 AM-Noon)</i>	Introduction to <i>iLife</i> Tools Preparing your images: iPhoto Tutorial, finding images online Preparing your narration: iPod Recording Tutorial Putting images and narration together: iMovie Tutorial Hands-on time: Creating Your Digital Story
1:00 PM-5:00 PM <i>Hands-on time</i>	Working on Your Digital Story Adding a Music Sound Track: Garage Band Tutorial
(Homework: Rough Edit due by next morning)	
Day 3 – Wednesday Part 4	
8:00-9:45 AM	Integrating Digital Storytelling in the Curriculum – Meeting Standards – <i>Small group discussion</i> Final Edit due by 10 AM
9:45-10:00 AM	Break - Copy movies to hard drive
10:00 – 12 Noon	Digital Story Showtime! Wrap-up and Institute Evaluation

*Readings for Jigsaw Activity

Making a Case for Digital Storytelling By David Jakes Dec 1, 2005

URL: <http://www.techlearning.com/story/showArticle.jhtml?articleID=174401140>

Standards-Proof Your Digital Storytelling Efforts By David Jakes Mar 1, 2006

URL: <http://www.techlearning.com/story/showArticle.jhtml?articleID=180204072>

Digital Storytelling Finds Its Place in the Classroom by Tom Banaszewski January/February 2002

URL: <http://www.infotoday.com/MMSchools/jan02/banaszewski.htm>

Web Resources:

David Brear's website on digital storytelling: <http://members.shaw.ca/dbrear/dst.html>

Educational Uses of Digital Storytelling: <http://www.coe.uh.edu/digital-storytelling/default.htm>

Dr. Barrett's website on digital storytelling: <http://electronicportfolios.com/digistory/>

Building Your Own Digital Story with iMovie – Pointers on the Process

There is a progress chart on the wall that represents the progress of each project for each step of the process below, *with suggested deadlines over the next day and a half*. As soon as you complete a task, “X” your progress on the chart.

- I. Script** – Look at examples of specific stories on the WWW. Use the Script template, answering these questions: Who is your audience? What is your dramatic question? You may want to go over your script with a facilitator before recording your voice-overs. *[Complete by beginning of Day 2.]*
- II. Record Voice Narration** – Refer to Sound Studio handout or workshop recording setup. Use a USB drive to transfer your audio clips to your computer. *[Complete by mid-afternoon break on Day 2.]*
- III. Images Scanned and Sized** – when searching Google images, select only the Large images – scanning from a book use 200 DPI. Import one image at a time, checking the settings in the Ken Burns effect BEFORE importing. The image will go to the shelf. To leave a copy on the shelf, hold down the **Option** key when dragging the image down the timeline. Once the project is complete, you should remove any images that still remain on the shelf (to reduce the overall size of the project folder...see ** below).
Using iPhoto: You can avoid this step by importing all of the images into iPhoto, where you can select the image, set the “Ken Burns” magnification and effect before the image is placed on the timeline.
- IV. Background Music** – Freeplaymusic.com is a good starting point. If you purchase any music from iTunes, it is protected to the computer where you downloaded it when you purchased it. You will need to burn any purchased song on a Music CD (with iTunes) and import the music directly from the CD. Music often overwhelms voiceovers. Edit volume on the low end under your narration (> 10%) but you could increase the volume when no voice is present. (or add with Garage Band)
- V. Rough edit** – Place your narration (II), sound track (IV) and images (III) on the timeline in approximate locations. Wait to apply very much of the “Ken Burns effect to images until the next step. Ask for feedback. *[Complete by beginning of Day 3.]*
- VI. “Ken Burns,” Titles, Transitions, and Effects.** Fine-tune as you have time (follow the order). Many transitions take time out of adjacent clips, so plan image durations to keep alignment with audio. *Fade Out/Fade In (to/from black screen) or Wash In/Wash Out (from/to white screen) will NOT shorten your clips*
- VII. Polish Edit** (Ask for final feedback) *[Complete by mid-morning break on Day 3.]*
- VIII. Publish:** save **two** versions of your file (File Menu -> Share):
QuickTime -> CD-ROM (and name it your “projectname”.mov) (which can be played from the CD)
QuickTime -> Expert Settings (and name it your “projectnamebig”.mov) (which creates a full size video that looks better in a presentation, but only plays well from a hard drive)
- IX. Showtime!** We will watch the “big” version of your movie. *[At approximately 10 AM on Day 3]*
- X. Back up to CD.** To burn a CD, insert a blank CD into the CD drive. If asked, select “Open in Finder”. A new CD icon will appear on the desktop. Drag the files over the new CD image. When ready, drag the CD into the trash and it will begin to burn.
Burn the following onto a CD: both of these movies and a folder with all of your project source files (voice overs and original images).
Burn a second CD with just the iMovie project folder (if it is under 650 MB, or DVD if it is over 650 MB).
**If the folder is over 650MB, delete unnecessary files from the “shelf” and empty trash (File Menu -> Empty Trash). Select the project folder in the Finder, and select File Menu-> Get Info to determine its size.

Digital Storytelling Rubric

from Scott County Schools, Kentucky as published on RubiStar

Student Name _____

CATEGORY	Excellent	Good	Satisfactory	Needs Improvement
Point of View - Purpose	Establishes a purpose early on and maintains a clear focus throughout.	Establishes a purpose early on and maintains focus for most of the story.	There are a few lapses in focus, but the purpose is fairly clear.	It is difficult to figure out the purpose of the story.
Point of View - Awareness of Audience	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
Dramatic Question	Realization is dramatically different from expectation.	Realization differs noticeably from expectation.	Realization barely differs from the expectation.	Realization and expectation do not differ.
Emotional Content	Audience is deeply and emotionally engaged.	Audience is emotionally engaged.	Audience lapses in emotional engagement.	Audience has little to no emotional engagement
Voice - Consistency	Voice quality is clear and consistently audible throughout the story.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the story.	Voice quality is clear and consistently audible through some (70-84%) of the story.	Voice quality needs more attention.
Voice - Conversational Style	Uses a conversational style throughout.	Uses a conversational style the majority (85-95%) of the time	Uses a conversational style most (70-84%) of the time.	Presentation style is primarily monologue.
Voice - Pacing	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.
Pacing	Engaging rhythm; use of punctuation; suggestions of emotions via sound effects; use of "white space"; enhanced vitality	Engaging rhythm; use of punctuation; some suggestions of emotions via sound effects; use of "white space"; evidence of vitality.	Some rhythm; some use of punctuation; limited suggestions of emotion via sound effects; lapses in vitality.	Mechanical rhythm; limited use of punctuation; limited vitality.
Soundtrack - Originality	All of the music is original.	Most (over half) of the music is original.	Some of the music is original.	None of the music is original.
Soundtrack - Emotion	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/ tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/ tone.
Economy	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.
Duration of Story	Length of story was 3 to 4 minutes.	Length of story was 2-3 minutes.	Length of story was 1-2 minutes.	Story was less than one minute long or more than 4 minutes long.

Digital Story Telling Project Name: _____
Due Date: Monday, April 30th., 2007 Block : _____

Important Notes :

1. Use Windows Movie Maker for this project.
2. Make sure you **SAVE** your Project to your folder on the Centennial "S" Server.
3. You can use the digital still camera, have your pictures scanned, record your own voice and music. Ask if you need anything else.
4. Check out the Digital Story Telling site on the Student Portal for more information and ideas.
5. As well you can check out the link to the Windows Movie Maker tutorial for more information about the program.

Plan your Digital Story around a story you want to tell.

Step 1 : Write out your script. Use the script template provided on the back of this sheet. Show it to Mr. Brear before you start.

30 Marks _____

Step 2: Become familiar with Windows Movie Maker. Bring in your photos to be scanned. Record your voice. Record your music.

Step 3: Create Your Digital Story to include:

Voice (Your own voice)	10 marks _____
Digital Imagery (digital or scanned)	10 marks _____
Music	5 marks _____
Sound	5 marks _____
Video	5 marks _____
Added :	
Titling (Text)	5 marks _____
Transitions	5 marks _____
Effects	5 marks _____
Spelling, Originality, Attitude, Cooperation	10 marks _____
Finished Product	10 marks _____
Total 100 marks	Your Mark _____