

Best Digital Storytelling Examples and Resources

A Free eBook from [Free Technology for Teachers](#) and Friends

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What is Digital Storytelling?

In short, digital storytelling refers to creating and distributing a story using digital tools. That's the obvious answer. Let's explore that answer a little more.

Depending upon who you ask, digital storytelling can refer a lot of things. In general you will find that when people talk about digital storytelling they're referring to videos and podcasts. But digital storytelling can also refer to creating interactive media in the forms of ebooks, maps, and timelines. And still to some teachers digital storytelling refers to the use of digital images to tell a story.

Keeping History Alive: Oral Tradition in the Digital Age

By Wayne Cherry, Jr.

When I devised this project, it was from a sense of profound loss and sadness. On July 3, 2011, my grandfather passed away unexpectedly. He was my last living grandparent, and when I lost him, I lost a treasure trove of stories, songs, and family history that I cannot ever recover. As I began to try to record some of these things, I thought about all of those who still have their grandparents and how they still have the opportunity to preserve what was lost to me. The idea for a digitally produced oral history came to me partially from a conference I had attended and also from my own preparation for a lesson covering the Lakota Sioux's Winter Counts.

The Winter Counts were kept by a member of the tribe whose sole job was to maintain the history of the tribe by interpreting a series of pictograms drawn on a tanned buffalo hide or muslin. The history of the entire tribe was distilled down to one major event and then recorded as a pictogram. Whenever one of the keepers would end his term, the successor was required to tell the story of the tribe and recopy the entire Winter Count by hand. My lesson began with looking at the Smithsonian's digital exhibit on Lakota Winter Counts (<http://wintercounts.si.edu>). As I was going through the exhibit, I began to consider both how I'd be able to condense a year of my life into one event as the Sioux had and also how to teach my students the concept of an oral history. In an effort to convey the difficulty of choosing events, I actually created my own winter count using actual events from my own life and asked the students to try and interpret what happened based on the images alone. The purpose was to show them that without the story, the pictures would be meaningless.

As I continued my research and study of the Winter Counts, I once again thought about the things I had lost back in July. It was at that moment I began to construct a project centered on a family's history. I asked students to interview a member of their family, preferably a grandparent or older relative, and then they would take that interview and convert it from a series of questions and answers into a narrative that told a story. Students were given the freedom to conduct and record the interview in whatever manner they desired. Some interviews were captured on paper, while others conducted their interviews by telephone using digital recorders. Once the interviews were handed in, the process of constructing the narrative began.

Once my students started work on their narratives, I asked them to begin gathering photographs, both personal family photos and ones available through

copyright free resources on the web. The photos, once gathered, were imported into Microsoft's Photostory program and were to help enhance the narrative. The students were to structure their narrative in small pieces so that each photograph matched up with at least one to two sentences. When played, the movie created by Photostory would cycle through each picture and play the recorded narration along with it.

One project, however, stood out from the rest. In this project, the student wanted to let her ninety-two year old great grandmother tell the story herself. My student had taken the time to record the telephone interview with her great grandmother and she really wanted to be able to include excerpts from the recorded interview in the project. I struggled with completing the project this way because it would require a different program than the one I had taught in class to produce the final project, as well as introducing two additional programs that other students would not have to use. My initial reaction was to see if there was another way for her to complete the project.

My student insisted that this was the project she wanted, and I finally relented because I wanted to see just what we could accomplish by weaving technology and history together. The student selected the pieces of her recorded interview that she wanted to include and we then imported it into Audacity, a freeware program for editing sound files. I showed her how to find the clips she wanted and then trim them out and export them as individual files. She then used Microsoft Sound Recorder (we are a Windows PC based school) to record her own narrative. Her personal narrative had been written in an episodic fashion, giving only the highlights. This format allowed her great grandmother's words to tell the real story.

Once all of the audio had been recorded, clipped, and organized, and all of the pictures gathered, scanned, and put in order, the real work on the project began. Using Windows Movie Maker, my student imported her photos and then had to work on timing the photographs so that the words matched the pictures. This proved to be the most difficult aspect for her because it meant that she had to decide which pictures to include and which would have end up on the virtual cutting room floor. In the end, my student exceeded all of my expectations and produced a project well beyond what I had visualized in when I put the project together. In the end, I learned the value of extending a challenge to my students and that I would be the benefactor as much as they when expectations are exceeded.

I believe this project was special to my students and to their families and I hope that they have a greater appreciation for the things that I used to take for granted. The whole story surrounding the project I described above has been extremely interesting to

me, especially as more and more details have emerged since it was handed in. My student told me that when she began her interview, her great grandmother asked her why she even wanted to talk to her because the great grandmother believed she didn't have anything important to say and that her story was nothing special. Since the completion of the project, the great grandmother has had an opportunity to see the project and to hear her own words used to tell the story. I was told that she was filled with joy at hearing her story and that she finally believed that she did have something important to say.

Wayne Cherry, Jr. is the Library Director and fifth grade U.S. History teacher at First Baptist Academy in Houston, Texas. His blog, The Tweed Coat Librarian, can be found at tweedcoatlibrarian.blogspot.com and he is on Twitter @WRCLibrarian.

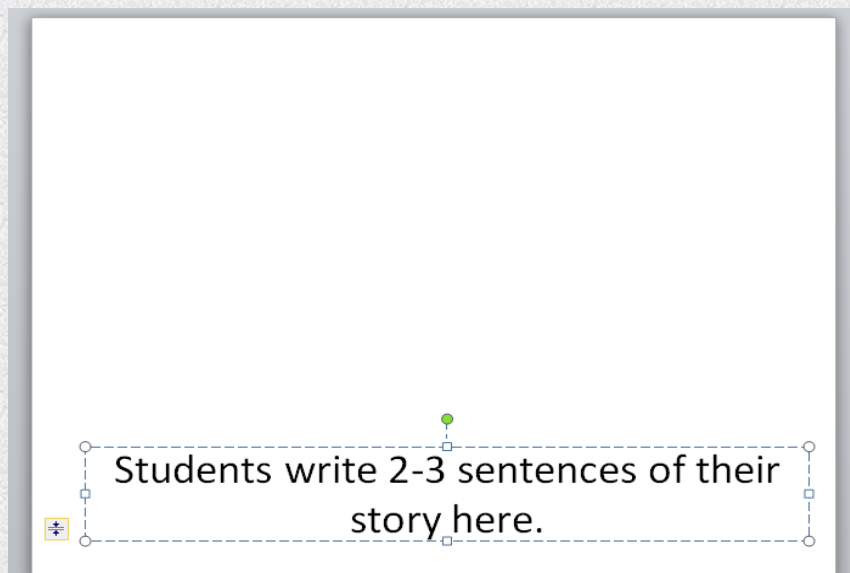
From Story Starter Roulette to Digital Story

By Rebecca Hersh

As any educator will tell you, keeping students actively engaged in a lesson can be a challenge. Thankfully, the use of technology tools has made it easier for teachers to provide students with authentic, hands-on learning experiences. For example, students can expand their literacy skills through digital storytelling activities. While there are a number of ways to approach digital storytelling, one method I have found effective utilizes Microsoft PowerPoint, along with several other computer skills, to bring students' original literature to life. The activity outlined below is one I have completed with eleven 6th-grade classes with increasingly positive results, and I am certain it could be easily modified for younger or older students.

To begin this digital storytelling activity, students use a Scholastic's story starter roulette (<http://teacher.scholastic.com/activities/storystarters/storystarter1.htm>) to identify a topic for their writing. Next, students write the text of their story in Microsoft Word. This allows them to easily proofread and edit their writing before creating a digital storybook. Depending on students' skill level, teachers can set a goal for the stories' length. In my experience with 6th graders, a ten sentence minimum leads to concise yet creative tales drafted within two thirty-minute periods.

After finalizing their story, students transfer the text to Microsoft PowerPoint. To leave enough space for illustrations, students format their slides with a single text-box at the bottom. Students then copy their story 2-3 sentences at a time into PowerPoint.



Once the text of their story is complete, students can begin creating illustrations. My students use a combination of clipart, autoshapes, and online graphics to put together full scenes.

By including multiple graphics on one slide, students are able to animate each component separately. I encourage students to get creative using motion paths and emphasis animations to truly tell their story visually. Students are also encouraged to add sound effects by using PowerPoint's sound catalog, downloading a sound online, or creating a new one with a microphone. In some cases, students who finish early are invited to record themselves telling their story and add it to the PowerPoint presentation.



Lizzie loves her new friends in the Amazon and she loves to live there. Even though she never saw the Niagara Falls, she still loves the Amazon.

Once students have added visual effects to their digital storybooks, they need to tie the entire project together with a creative “cover”. Rather than simply adding a title slide in PowerPoint, students use a graphic drawing program, such as Microsoft Paint or Paint.net, to create a unique design. Once complete, this image is copied into PowerPoint and included as the first slide in the digital storybook. Before they are ready to share their projects, students proof read their digital storybook and double-check their work with PowerPoint's spelling / grammar check tool.

When all students have completed their storybooks, they have the opportunity to share them with their peers. Students take turns presenting their PowerPoints at the front of the room. When it is not their turn to present, students in the audience fill out a short evaluation form about each of their classmates' projects. This would help students stay focused on the presenter and provide valuable feedback for each individual's

project.

While this project seems to be quite involved, it is actually very easy to execute if broken into its individual steps. To begin, students watch a demonstration of the online story starter and have some time to create different combinations with it before settling on a topic for their writing. Students then have one or two uninterrupted periods to focus on their writing with teacher support provided as needed.

Once the writing is complete, students move onto the PowerPoint component of the project. To facilitate this, a mini-lesson is held each day demonstrating a new step to the project. For example, the first day's lesson discusses setting up the slide layout and copying pieces of the story. The next lesson focuses on how to select appropriate images for the story's characters and setting. With a specific goal set each day, students should have little trouble moving through the project's components.

In some cases, I have found it helpful to let students work with a partner on this assignment. This is particularly useful in cases of struggling learners. Whether working alone or collaboratively, though, the project should take two to three weeks to complete if students are given a single 40-minute period each day. However, this length is quite subjective and depends upon students' literacy skills, and their experience with various computer programs.

Ultimately, this project is an ideal way to combine creativity, technology, and literacy into a fun, hands-on learning activity. Since it is very open-ended, this project can be easily modified to accommodate students of various ages and abilities. Furthermore, it relies upon resources most schools already have available; computers with internet access and Microsoft Office installed. Once complete, students' digital storybooks are ideal for sharing with peers, community members, and the world at large via the internet.

Rebecca Hersh graduated Summa Cum Laude from The College of New Jersey with dual degrees in History and Education. She is continuing her studies by pursuing a Master's in Educational Technology. Ms. Hersh currently teaches 6th through 8th grade social studies and computer classes in East Rutherford, New Jersey. In addition to her teaching duties, she leads the school's Computer Club and assists with the after-school tutoring program. When she is not teaching or studying, Ms. Hersh enjoys writing, hiking, and traveling.

Profile: <http://www.linkedin.com/in/rebeccahersh>

I Have a Dream

By Karen Orlando

It was that time in the school year that comes up every January. The holiday break is over, the winter weather is here and we look for refreshing ideas in how we celebrate and honor Dr. Martin Luther King, Jr. and his ideals. In the next unit in my 6th grade Computer Literacy class, I had planned on using the Storybird.com website where my students could write and publish an original story. All I needed was a topic.

For as long as I have been teaching Computer Literacy, I have made it my practice to incorporate a current topic of study from the grade level curriculum into *my* curriculum to create cross-curricular technology activities that my students find meaningful. This was my first year back in the middle school after a five-year assignment at the elementary level, and I needed to familiarize myself with the new 6th grade curriculum.

As I entered my computer lab early one January morning, a 6th grade Language Arts teacher was working on a presentation on The Wednesday Wars by Gary D. Schmidt. She shared with me the setting of the book, and suggested that I read it, or at least the first chapter, and so I did. The setting was perfect - 1960's Civil Rights Movement with references to Dr. Martin Luther King, Jr. - and the author's use of figurative language invited me to read more. If my students were going to write a digital story, I would hold them to the same high standards as their Language Arts teachers. Their writing goal would be to take compositional risks by using figurative language. It was all coming together - write, design and publish an original digital story filled with figurative language and based on the theme "I Have a Dream" with the Storybird.com website as the vehicle.

After reading the first few chapters of The Wednesday Wars, I put together an interactive presentation reviewing figurative language, using examples from the book. The project components, including links to a Compositional Risks examples website, were detailed in a note on my eBoard along with the rubric, which incorporated elements of the NJASK 6-Point Holistic Scoring Rubric. We listened to part of Dr. Martin Luther King Jr.'s "I Have a Dream" speech as inspiration and then visited the Storybird.com website, where students selected their story illustrations based on their dreams.

At the end of each class period (this was a 5-day unit), students chatted with me about what they learned through the "Today I Learned..." iNote feature on my eBoard.

This was the perfect vehicle for my students to express and share their dreams in a new way and it has inspired *me* to dream B - I - G - G - E - R!

*Karen M. Orlando
Educational Technologist
Copeland Middle School
Rockaway, NJ*

Began my teaching career in 1978 as a high school Business Education teacher and evolved into an Educational Technologist. My teaching experience includes grades K through 12 as well as a summer adjunct position at a community college. Although sharing exciting ways to incorporate the newest technology into the curriculum is a favorite part of my job, the recent death of Steve Jobs inspired me to reflect on my personal experiences with technology. I created a "Going Back in Time" area of my classroom with some old technology - my Royal manual typewriter, a Brother electric typewriter and my Macintosh Performa 5600 CD computer where students can "live" a short stint in the technology past, appreciate the technology we have here and now and become inspired to dream about the technology future.

<http://twitter.com/karenorlando>

<http://orlando.rocktwp.site.eboard.com/>

Forever Grateful...Veteran Interview Project

By: Alisa Wright

Capturing the experiences, reflections, and heartfelt memories of veterans through digital storytelling has provided authentic learning that encompasses a wide range of 21 Century Teaching Skills. That in itself is a beautiful thing. But, something equally as important, perhaps even more so, was revealed. You see, for most of the veterans interviewed, it was the first time their story was recorded. Being that several of the veterans served during WWII or Korea, their stories may never have had the opportunity to become documented history . For one veteran, he rarely spoke about his service during Vietnam even to his immediate family. But when being interviewed, he fluently and graciously imparted his story to the students. This project developed into a way to honor veterans that reached beyond our expectations.

For the past several years, the fifth graders of Warren School have hosted a Veteran's Luncheon inviting area veterans to share lunch and conversation with students. The event has always been special and the veterans very appreciative for the chance to connect with students and other veterans. This year, however, through the use of digital storytelling, our veterans and students connected in a way that surpassed all other years. Collaboration, Communication, Creativity, and Critical Thinking were woven together throughout this digital storytelling project. Students collaboratively generated the letter communicating an invitation to veterans to take part in the project. They worked together to produce the questions that would guide the interview, and as teams, they coordinated how the interview would be conducted. Each team member had a specific role: an interviewer, a videographer, a photographer. Students needed to communicate effectively not only with each other, but with veterans who were many times their own age. Which, by the way, the students handled with poise and maturity. Students understood the importance of what they were accomplishing and took each task very seriously. When creating the 1.5 minute mini-story using PhotoStory3, students carefully and diligently listened to the full interview recorded in Audacity and trimmed the audio with precision. They expressed how difficult it was to trim the interviews so full of passion and history, but understood that the final project combining all interviews would be shown during the Luncheon and there were time constraints. They were relieved that they would also be creating a full length digital story, complete with all the photos and audio for each veteran.

The day of the Veteran's Luncheon came. Each of the veterans interviewed were now greeted by the students with deeper understanding and appreciation than years

past. After the combined digital story, created using Windows Movie Maker, was shown, the response from the veterans was overwhelming. They felt honored, felt appreciated, and felt secure that their stories are captured forever.

Grade: 5th (15 students)

Teachers: 5th grade teacher (Beth Ulrichsen), Educational Technologist (Alisa Wright)

Time Requirements: 1 month-- ½ hour/day

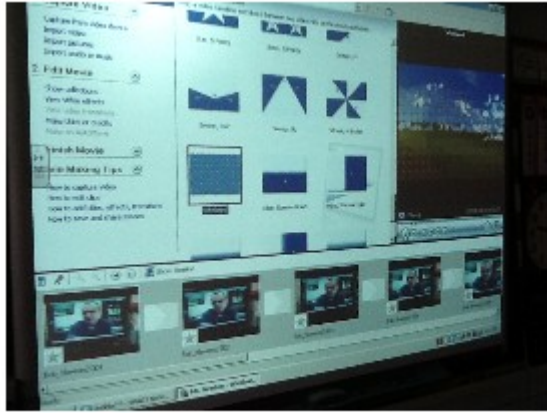
Project Overview/Outcome: Students work in collaborative teams of 3 to research, interview and create a multimedia project. Interviewed 11 community veterans and created digital stories full of history, reflections and words of wisdom.

Procedure:

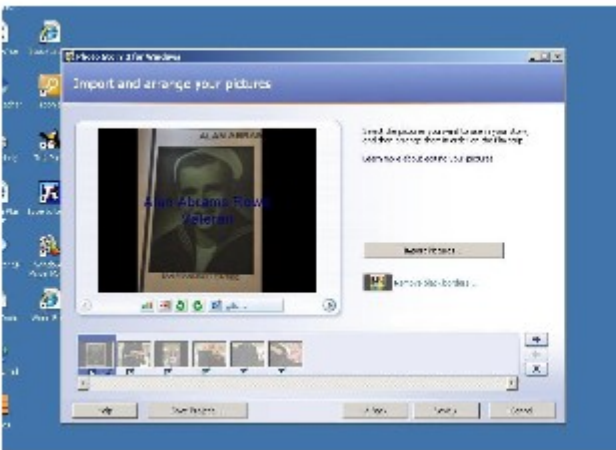
- Explained expected outcome using Video-Last US Veteran of WWI (<http://vimeo.com/5966300>) as springboard.
- Class generated interview questions (<http://bit.ly/t2VtCh>)
- Wrote invitations to arrange 30 minute interview
- Researched history of wars/military
- Conducted team interview
 - a. Photographer- digital camera
 - b. Videographer- Flip camera
 - c. Interviewer (used Audacity to record audio)

Digital Stories

- a. Used Windows Movie Maker to create full version video (25 minutes) of each interview using video, stills, audio
- b. View (<http://www.youtube.com/watch?v=wDrKkySpaEc>)



- c. Used PhotoStory3 to create 2 minute video of each interview using stills and portion of audio. Each veteran received a copy of his full interview and culmination video.



Culmination: Created a combined video in Windows Movie Maker using PhotoStories (<http://www.youtube.com/watch?v=pdwgOOq8YAw>). This 16.5 minutes video was shown during the annual Veteran's Luncheon. Extremely well received! (<http://bit.ly/sgGJtA>)

The screenshot shows a YouTube video player interface. At the top, there are browser tabs for 'Forever Grateful...Veteran...', 'WorldClient', and 'Forever Grateful - YouTube'. The YouTube logo is prominent, followed by a search bar and navigation links like 'Edit info', 'Edit video', etc. The video title is 'Forever Grateful' by user 'mrswmrsb', with 21 videos and a 'Subscribe' button. The video thumbnail shows a man in a military uniform and a young boy in a classroom. Below the video, a yellow banner states 'This video is unlisted. Only those with the link can see it. Learn more'. Interaction buttons for 'Like', 'Add to', and 'Share' are visible, along with '30 views' and '0 likes, 0 dislikes'. A description at the bottom reads: 'Dedicated to the service of our veterans. This digital story was created by the 5th grade class of Warren School. It was an honor to have the opportunity to interview veterans from our community.'

Technology/Programs Used:

- Flip Camera
- Digital Camera
- Audacity
- Windows Movie Maker
- PhotoStory3
- Free play music (<http://freeplaymusic.com>)

Helpful Hints:

- Create individual interview folders for photos, videos, audio--use 'Shared Drive'
- Copy original audio prior to editing
- Upload video to YouTube to easily share

Bio: Alisa Wright is the Educational Technologist for Warren School in Region 6, CT. She co-teaches with classroom teachers to engage students in 21 Century Learning. She sees the benefits of this approach first hand and feels fortunate that her district continually strives to move forward. Ed-Tech-Wiki (<http://bit.ly/eDf22o>) and RSD6 Tech Blog (<http://rsd6techshowcase.blogspot.com>). Please feel free to contact her for any additional information about this project at awright@rsd6.org

The Grandparents Project

By Kurt Gosdeck

Creating digital stories may sound challenging at a lower elementary level, but given the right tools and training; teachers can direct students to construct a powerful digital assignment. Every year our school has a Grandparent's Day on the first Friday of October. This year I wanted to showcase the start of our one to one computing program by creating a project. My students would use their netbooks and software to produce a video about one of their grandparents.

Before the start of school I meet with each student's family. This meeting provided me the opportunity to share the Grandparent's Project and have the students begin the project before school began. Remarkably, most students were eager to begin and parents were happy to have a constructive assignment to replace the end of summer boredom.

The first step for students was to question their grandparents. Students could call, email, or visit their grandparents to ask the questions. The questions (<http://bit.ly/sVPMNX>) were divided into four categories: early years, school years, adult years, and the present. The students had to answer at least three questions from each category, but some students chose to answer more. Since this project began in summer, students were given the choice of writing their answers on paper or typing their answers in the text writer program found in Open Office. One student used his family's video camera to record the interview between himself and his grandma.

The second step was to obtain pictures. Students were required to have six to twenty pictures. One problem is that not all grandparents may have pictures from their youth. Accordingly, in that case, an adjustment has to be made. Since many of pictures were not digital, and many were not due to the era of their grandparents, then the student had to scan the images into a jpeg format. Because not all families own a scanner the student had to use a friend's scanner, the teacher's scanner, or one at the public library (many public libraries offer this service). The students learned how pictures were taken before digital cameras were invented. They also learned that colored pictures were not available when their grandparents were young. This amazed them.

Next, each student created a folder on their desktop. The student saved the images into that folder. Students who typed out the answers to their questions also

saved the document into this folder. Creating this folder on the desktop gave them a convenient place to locate their work and an easy method for me to check on their progress. Of course, third and fourth graders don't always listen and save their work as directed so students also learned an important lesson concerning digital organization.

Then the student inserted the images into Windows Live Movie Maker. The student netbooks have the Windows Starter 7 Operating system installed on them. Since my students are too young to have email addresses; Windows Live Movie Maker was the natural option. The students imported the images from their desktop folder and arranged them in sequential order. Once the images were in order, the students got to experiment with what they considered the "awesome" part - animations. Students will get carried away with animations so limitations must be set. I explained that since too many animations would detract from the final product, a student's project would best be served by 1-3 animations.

The fourth step took the most time and provided the greatest challenge. Students had to record the answers from their grandparents using the open source software Audacity. The recording part was easy for the students and tons of laughs were had while practicing how to record. The trick was to make the recording sound as if the student were telling a story and not a reading an answer. I went through the process of explaining how to write their grandparents' responses as a story and then to tie that story to the images of their grandparents.

Students understood how to write their grandparent's story, but writing to tell a story and recording it presented numerous challenges. Some students failed to connect the information to the images, some students wrote far too much to successfully record, and others recorded their stories in a monotone, too loud, too soft, or without much voice inflection. I addressed these issues by demonstrating to students how to create short sections of recordings to fit their images and by letting them listen to examples of well-done recordings. This provided students with the background knowledge. I will add that not all the projects turned out perfect and this concept that will improve with practice. The students then inserted each audio file into their presentation. Windows Live Movie Maker enables the user to insert the audio at different points so students could take their recordings and insert them at the point where the pictures for that life phase started. If a recording was too long, the students were able to adjust the timing of the pictures to coincide with the timing of the recording.

The Grandparent's Project (<http://bit.ly/sVPMNX>) was very moving. The classroom was packed and I observed a good number of grandparents with a tear in their eye. Overall the project included a number of technology integrations. Students learned how to create a movie for the first time in Windows Live Movie Maker. They learned that writing a script for a movie is a challenge. They also learned that oral recording is not as easy as radio and television make it out to be. Students found out a great deal about history: what a party line was, that milk was delivered to your house, and of course, how fashion and dress have changed over the years. I believe that the bonding and learning between student and grandparent is what makes this project priceless

Kurt Gosdeck, third and fourth grade teacher at St. Lucas Lutheran School (<http://www.stlucaswels.org>) in Kewaskum, Wisconsin, has loved technology since 7th grade when his teacher purchased and brought his own Apple 2E into the classroom. He has educated students for the past 19 years, and during his eleven years at St. Lucas; Kurt has been blessed to be the Director of Technology. As such the Lord enabled him to lead St. Lucas into implementing a 21st Century Education Program (<http://bit.ly/ucdiNL>) this school year which focuses on one to one computing. This program was recently featured in the West Bend Daily News (<http://bit.ly/s4YExg>) and the September 28 WELS TECH Podcast (<http://welstech.wels.net/2011/09/>).

Kurt is happily married and is fortunate to have two daughters and wife who understand his passion and love for technology. They are equally engaged in technology themselves. In his free time Kurt loves to play basketball, officiate, run, fish, and keep up with house projects. You will also find Kurt working on his first blog, Pushing Ahead on the 21st Century Technology Path (<http://bit.ly/t5aTlB>) and learning how to use and implement his wiki in his classroom.

The Haiku Project

By Gayle Spinell-Gellers and MaryEllen Sargiotto

The Haiku Project is one example of a recent collaboration between teacher and media specialist. It was undertaken with a class of 6th graders that presented a wide range of learning challenges including performing below grade level, language deficiency and limited experience with computers. Taking the aforementioned into account, the project was revealed to the students one step at a time instead of all at once so as to not overwhelm them.

The essential question was: How do we communicate about nature?

The goals were to:

1. cover state standards on poetry
2. support the school's environmental science theme
3. celebrate Poetry Month in a meaningful way
4. provide the students with an opportunity to express themselves
5. provide students with the opportunity to work with technology and experience success

Tools & software used:

1. Microsoft Powerpoint
2. Internet Explorer
3. Windows Moviemaker
4. Soundzabound (<http://www.soundzabound.com>)
5. USB microphone

Evaluative tool:

1. Customized rubric

Haiku Multimedia Project Rubric						
Assignment: How do we communicate about nature? Create a slide of a haiku about an aspect of nature that interests you. complete with an image and audio track						
	Beginner: 1 point	Novice: 2 Points	Intermediate: 3 points	Expert: 4 points	Self Evaluation	Teacher Evaluation
Text	Haiku is not about nature and does not follow the 5-7-5 syllable structure	Haiku is either about nature or follows the 5-7-5 syllable structure, but not both	Haiku is about nature and follows the 5-7-5 structure	Haiku is about nature, follows the 5-7-5 syllable structure and is particularly well written		
Image	Image chosen does not reflect the topic of the haiku ; little effort made to find a good image	Image chosen reflects the topic of the haiku but does not really enhance the text; some effort shown	Image chosen nicely reflects the topic of the haiku; good effort made to find an image	Image chosen is an excellent choice for the topic of the haiku; shows serious effort in finding a good image		
Mechanics	Work not saved properly and has numerous spelling or grammatical errors	Work not saved properly and Includes a few spelling or grammatical errors	Work saved properly with a few errors in spelling or grammar	Work saved properly with no errors in spelling or grammar		
Class Behavior	Cannot work along side other students and disrupts the learning process	Works successfully along side others most of the time	Works well along side other students at all times	Works well with others and helps others to do their best.		
Audio track	Shows little preparation or practice; not does speak clearly or with expression	Shows some preparation and practice but speaks without much expression	Shows good preparation and practice; speaks clearly and with feeling	Shows excellent preparation and practice; speaks clearly and with enthusiasm		
Scale: 5 – 9 = Beginner 10 – 14 = Novice 15 – 17 = Intermediate 18 – 20 = Expert				Total Points		

As part of an overall unit on poetry, MaryEllen taught her students the purpose and structure of a haiku. Each student then wrote a poem about a nature topic of interest to them. Gayle taught the students how to access and use PowerPoint to create one text slide as well as how to save their file using the school’s standard file naming convention. Students then searched the web to find the best picture to reflect the content of their poem (search.creativecommons.org). After combining the two elements, students then recorded the audio for their poem using Windows MovieMaker. Gayle subsequently used the same program to assemble the poems into one movie

presentation with music from the Soundboard website (<http://soundzabound.com>) which the school has access to via subscription. The finished presentation was showcased during a class celebration.

The students learned to:

1. construct a poem about nature using the three line 5-7-5 syllable structure of the haiku
2. access PowerPoint and create a slide
3. save their work on the school server with a standard file naming convention
(lastname first initial_ haiku_1 example: sargiottom_haiku_1)
4. search online for appropriate images (emphasis on images with Creative Commons licensing)
5. make an audio track with free, readily available software
6. support each other, learn and have fun doing so
7. celebrate their learning

The teachers collaborating on this project learned to:

1. break the project down into small components giving the students only one part of the project at a time
2. keep the scope small.
3. give the students plenty of time to practice before creating the audio track. If it took four tries to get the audio right, it took four tries.
4. celebrate the completion with a private showing of the assembled project. Students in this particular class did not want guests at the celebration and their wishes were respected. The project was later showcased at teacher in-service at school and in the district.

This project was very successful and it was accomplished in a reasonable amount of time (3 class periods) which is particularly important given limited access to computers and other mandates teachers have to address. Gayle used the same procedures and methods on other grade levels for projects about the biomes, Ancient Egypt, and diseases.

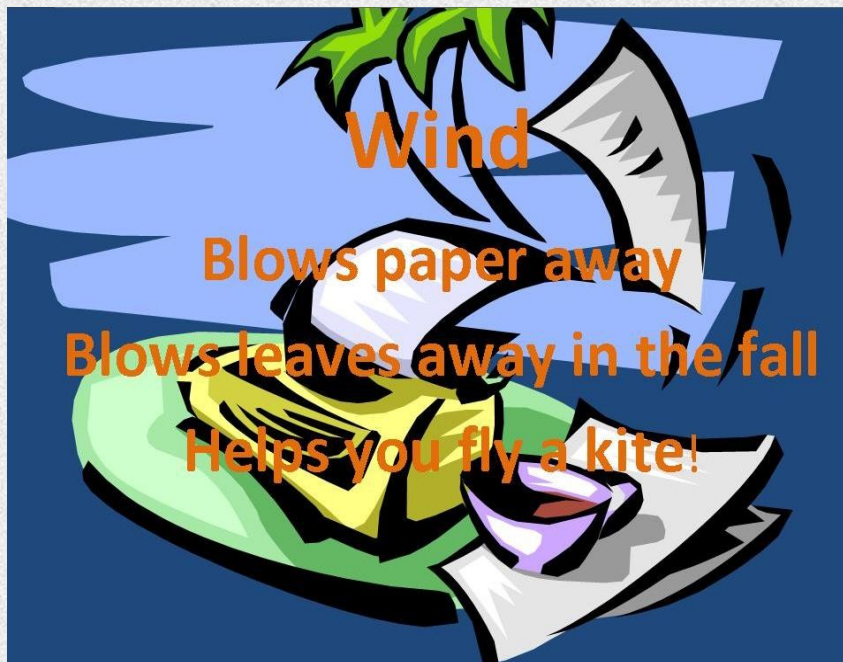
It is not necessary to use the specific programs mentioned. In lieu of Soundzabound, Incometech.com or Loop Labs (<http://looplabs.com>) would also work. Whatever slide creation program a teacher chooses to use, they just need to be sure to have the students create their individual slides in landscape layout. This will facilitate

creation of the final slide show or movie later on.

Two examples of slides are included below.



Missymo90. *Seashells.jpg*. Photograph. *Photobucket*. Photobucket Corporation. Web. 4 Apr. 2009.
<<http://i294.photobucket.com/albums/mm99/Missymo90/Seashells.jpg>>.



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Gayle Spinell-Gellers, MA, NBCT is a veteran middle school media specialist from Broward County, FL. Her love for integrating technology and project based learning began when she served as coordinator for the natural disaster thread of Dan Buettner's online / real life Mayaquest Expedition, an adventure her students and teachers followed closely with USGS support. In the years since, Gayle has managed her school's participation in Broward's Project Glides initiative and has presented at local and state conferences. Her favorite Web 2.0 apps are Animoto, Fotoflexr, Museum Box, Myths & Legends, Obsurvey and Prezi. Comic Life is her favorite program.

MaryEllen Sargiotto is a Language Arts teacher at Sawgrass Springs Middle and Gayle's frequent collaborator on designing manageable, meaningful research activities built around mandated curriculum.

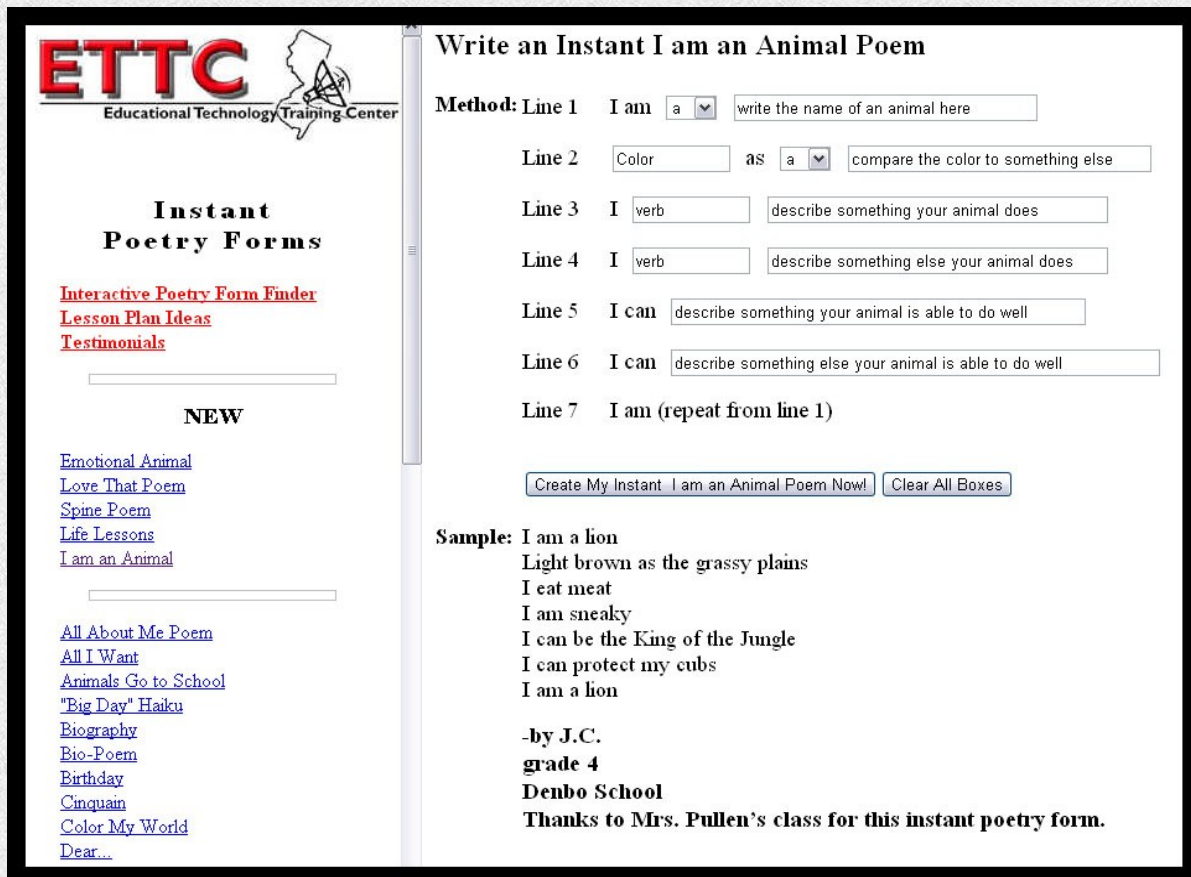
(http://ssm.browardschools.com/teachers/ssm_Gayle_SpinellGeller)

Animal Poems as Digital Stories

By Brad Bahns

Digital Storytelling is a perfect way to incorporate a variety of technology skills with my 4th graders and using Photo Story 3 helps bring it all together in a step-by-step manner. The project typically takes about 7-8 class sessions of 30 minutes each. You can see student examples of this project at <http://www.sherwood.k12.or.us/?q=node/3231>

The project begins with the students choosing an animal to feature in an animal poem. Direct your class to the Instant Poetry Forms website by ETTC (<http://ettcweb.lr.k12.nj.us/forms/newpoem.htm>) and select the "I am an Animal" form. Have students complete the form to create an animal poem.



The screenshot shows the ETTC (Educational Technology Training Center) website interface. On the left is a navigation menu with links like 'Interactive Poetry Form Finder', 'Lesson Plan Ideas', and 'Testimonials'. The main content area is titled 'Write an Instant I am an Animal Poem' and contains a form with seven lines for input. Line 1: 'I am' followed by a dropdown menu set to 'a' and a text box 'write the name of an animal here'. Line 2: 'Color' followed by a text box, 'as' followed by a dropdown menu set to 'a', and a text box 'compare the color to something else'. Line 3: 'I' followed by a dropdown menu set to 'verb' and a text box 'describe something your animal does'. Line 4: 'I' followed by a dropdown menu set to 'verb' and a text box 'describe something else your animal does'. Line 5: 'I can' followed by a text box 'describe something your animal is able to do well'. Line 6: 'I can' followed by a text box 'describe something else your animal is able to do well'. Line 7: 'I am (repeat from line 1)'. Below the form are two buttons: 'Create My Instant I am an Animal Poem Now!' and 'Clear All Boxes'. A sample poem is provided: 'I am a lion / Light brown as the grassy plains / I eat meat / I am sneaky / I can be the King of the Jungle / I can protect my cubs / I am a lion / -by J.C. / grade 4 / Denbo School / Thanks to Mrs. Pullen's class for this instant poetry form.'

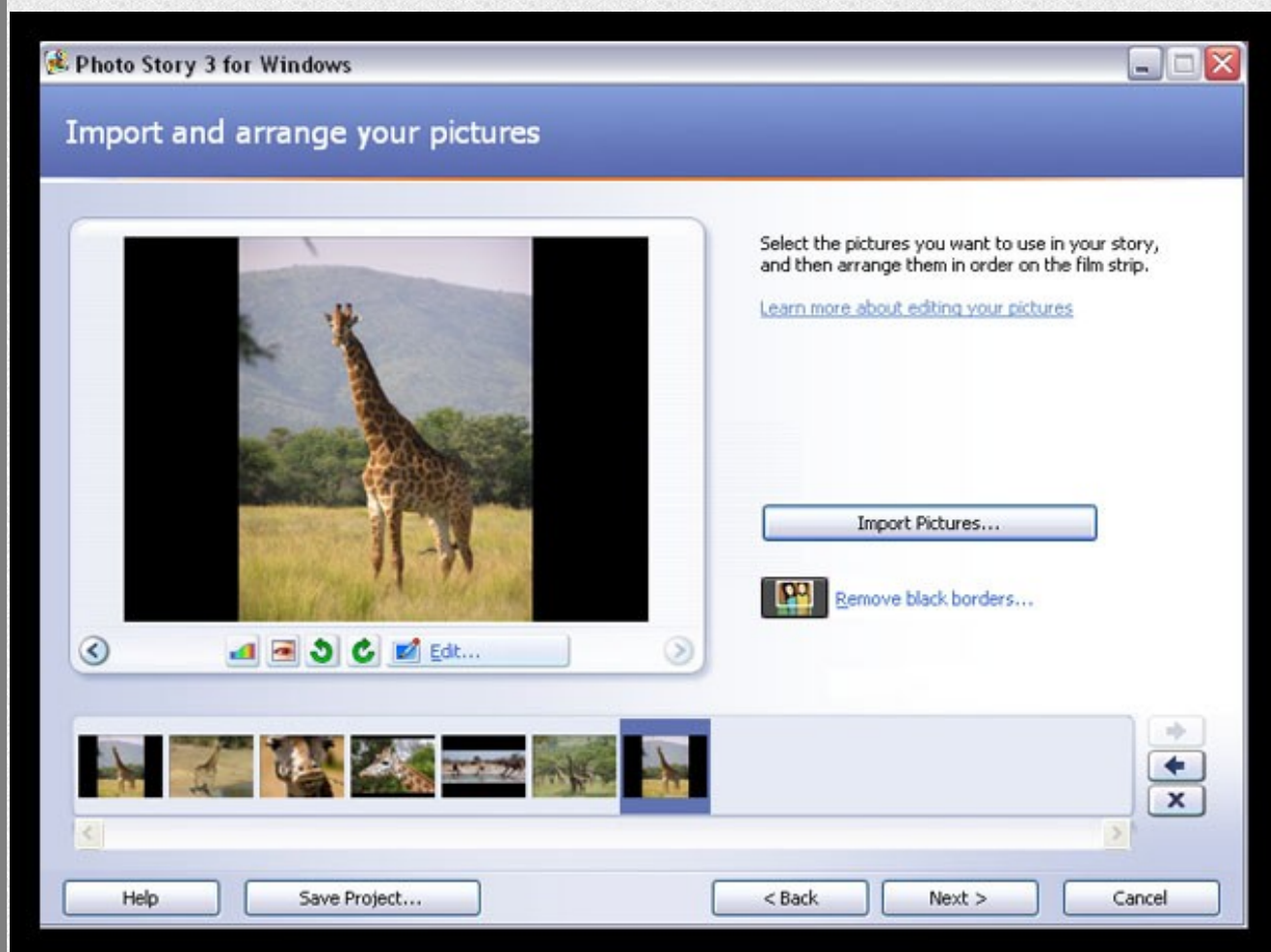
After students have completed the form have them click “Create My Instant I am an Animal Poem Now.” For safekeeping and further editing, copy and paste the poem into a document.

Using Creative Commons sources such as Wikipedia or Creative Commons Search on Flickr have students find and download six different pictures of their animals. If they can find pictures of the animals depicting the actions they wrote about in them poem, that is ideal. Download the pictures to a designated folder. Have students record picture attributions for each file as they save each picture.

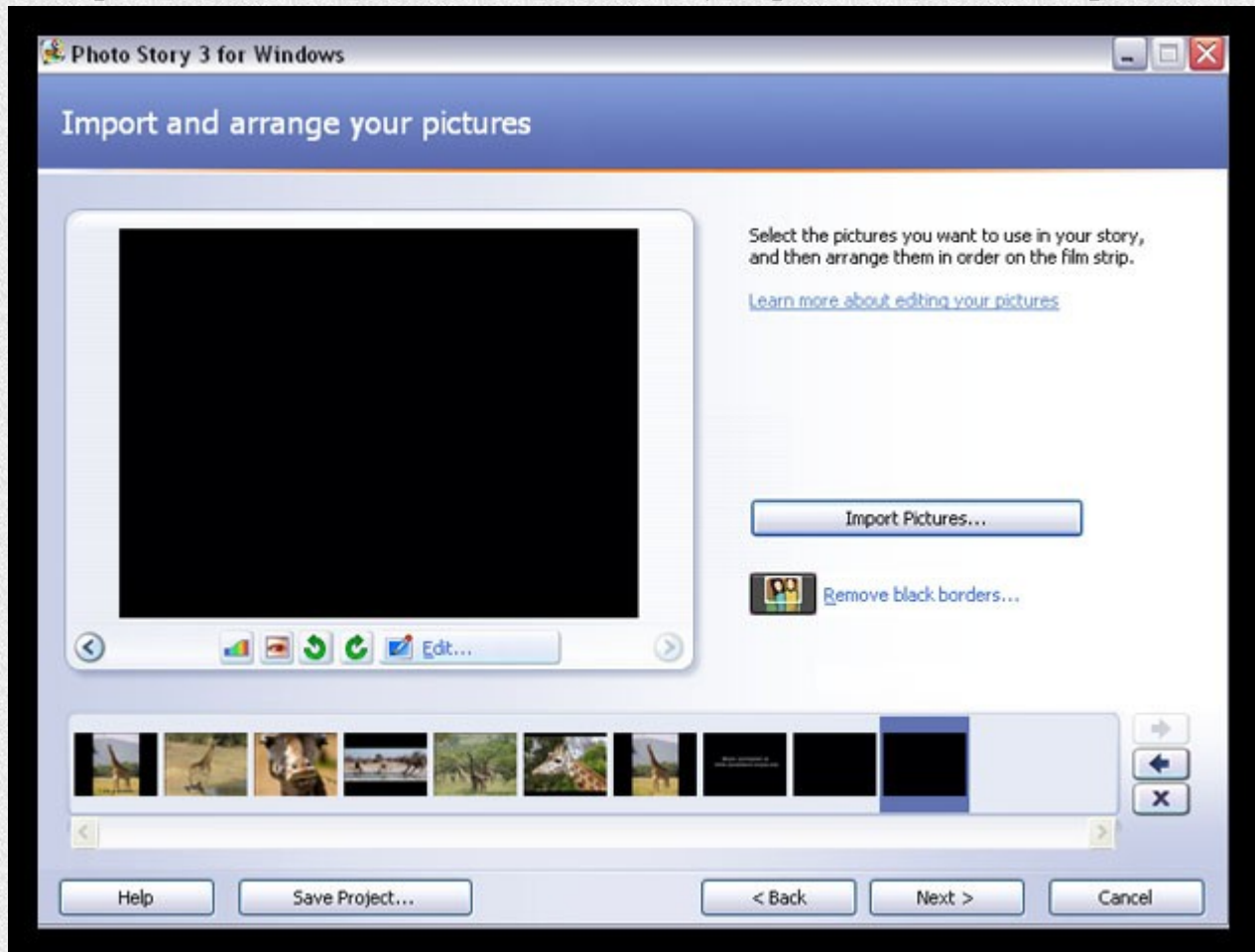
Have students open Photostory 3, a free program from Microsoft. Then begin a new story.



Import your pictures from the folder to which you downloaded them. Import your favorite picture again so that you have two of that picture. Arrange the pictures by dragging and dropping them where you want them. Use the duplicate picture in the first and last positions.



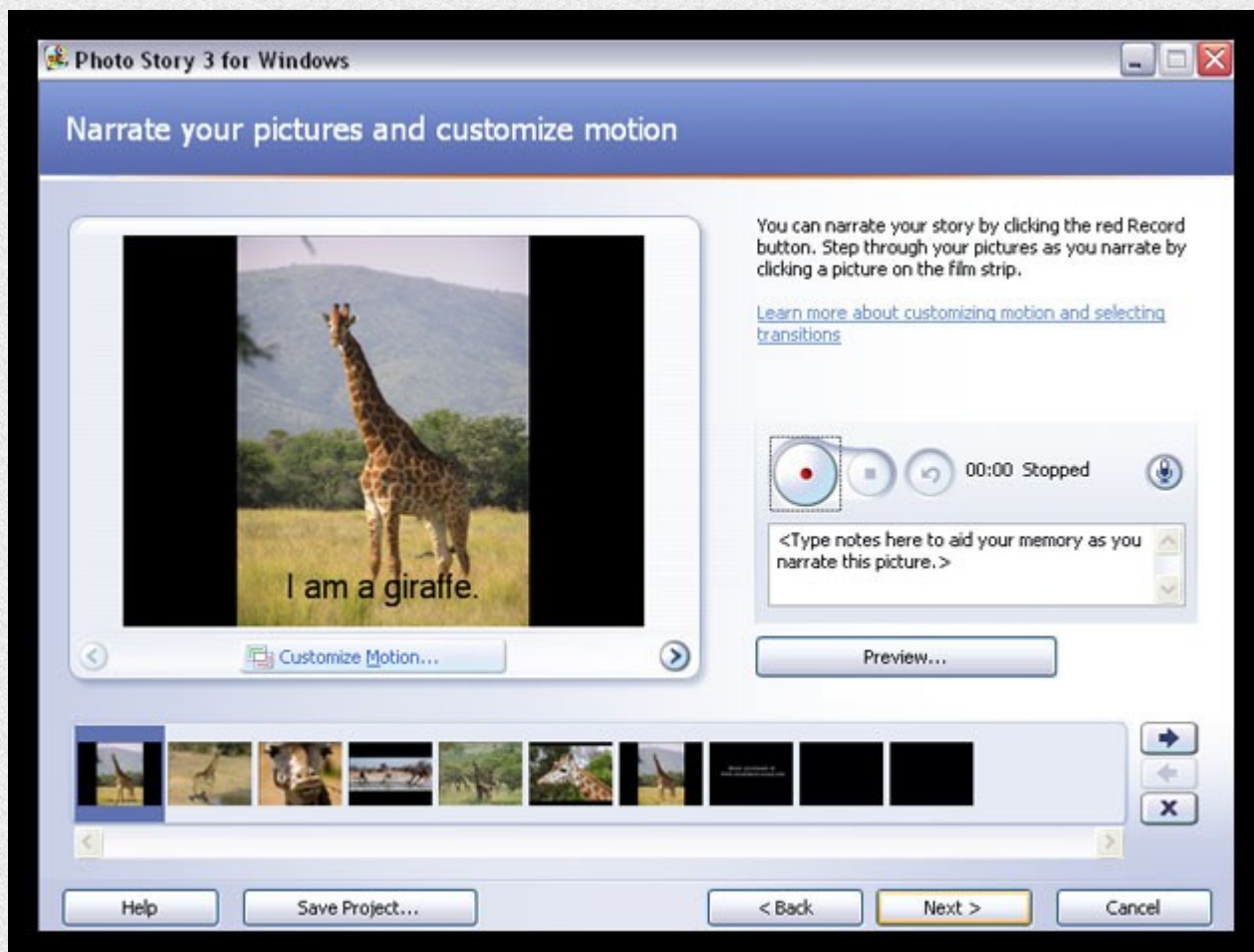
For the “credits” page it is a good idea to have a jpeg with a black background. Place the jpeg in a location that your students can easily access. Students then import them in the same manner that they imported their animal photos.



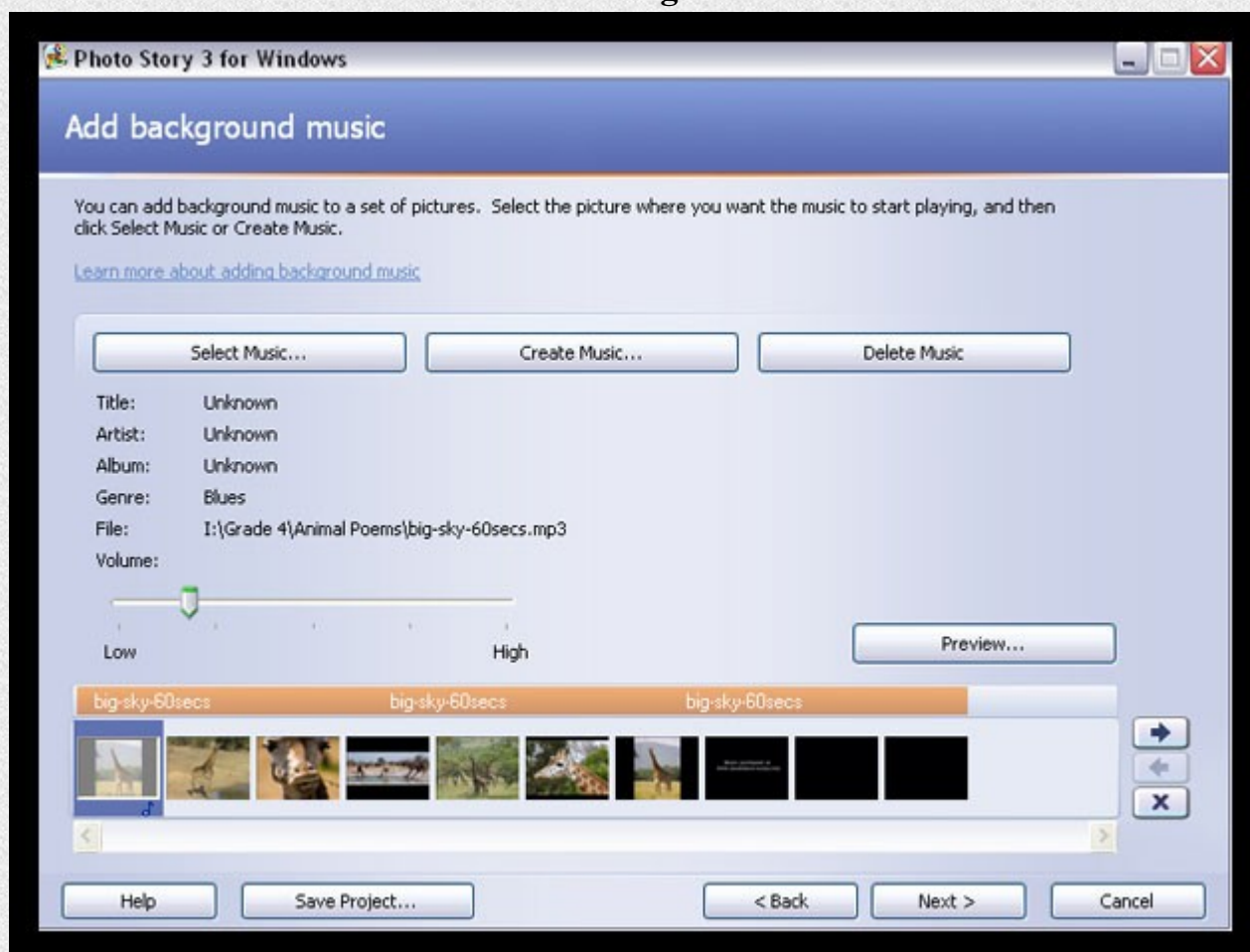
Add the text of your poem as titles for each picture. One line of the poem for each picture. Change the text color if necessary to make it more visible. Copy and paste your music and photo citations on the black jpegs at the end.



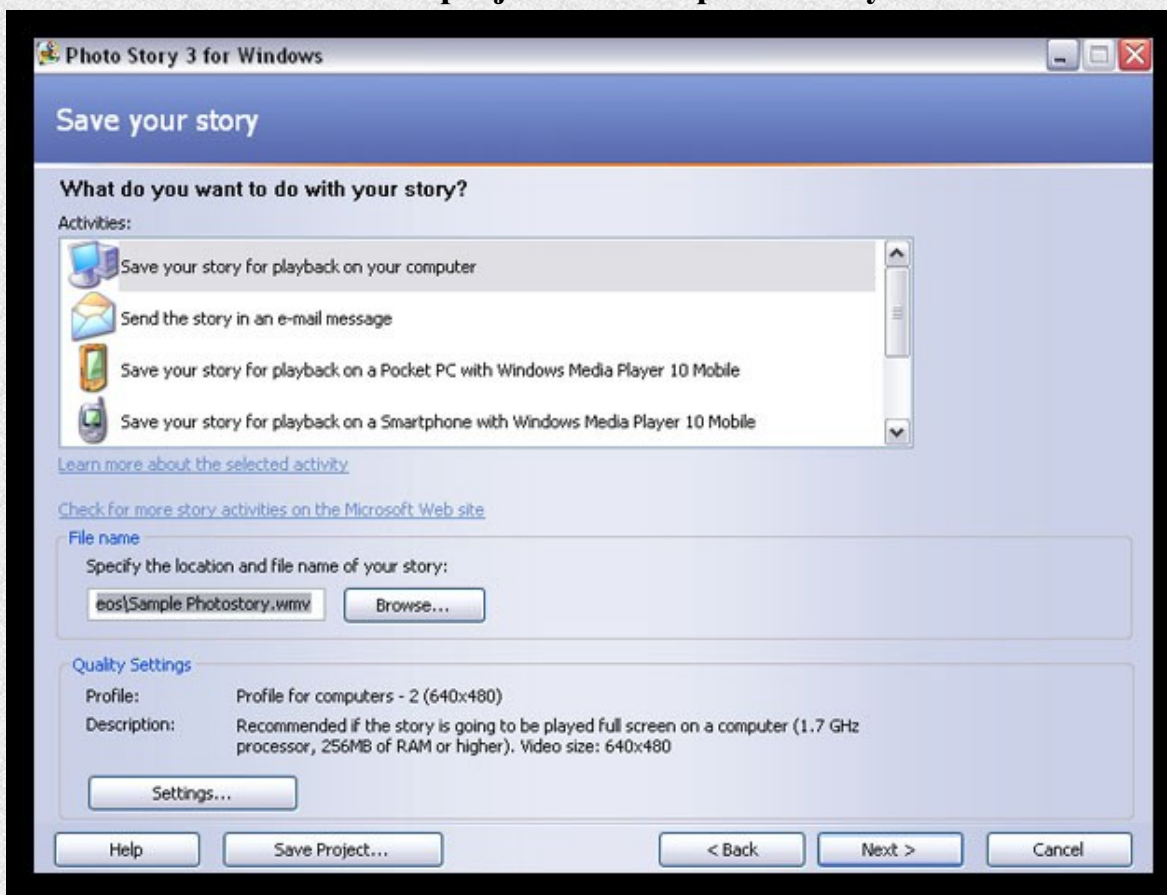
Using a microphone, record narration for each page. You can also apply customized motion to the pictures at this step in Photostory to create pan and zoom effects.



Choose your music. You may want to provide your students with a selection of royalty free music for your students in a centrally located file. You could also have students create their own sound files. Adjust the music volume so that the narration can be heard clearly and the music is in the background. Generally, you will want to set the background music closer to the lowest setting than the highest setting.



To save your project file as a .wmv file for playback, browse to a location to save the file, give it a file name, and click next. It is best to do this when the project is completed. Note: you should be saving the project along the way by clicking on the “save project” button periodically.



Brad Bahns is an elementary technology specialist and technology coach in the Sherwood School District in Sherwood, Oregon. He is currently in his 24th year of teaching--the last 10 years as a technology and media specialist. Visit his school web site at the Edy Ridge Elementary Media Center (<http://www.sherwood.k12.or.us/?q=node/326>). Follow him on Twitter @bbahns.

Sell the Government Back to the American People

By Jacquelyn Whiting

In the words of *Harper's Magazine* writer Thomas Frank, "One of the criticisms of Washington that you hear all the time is that if only the federal government was run more like a business, then it wouldn't be so awful and so dreadful. Well, we thought about it. One of the things that the federal government would do if it was run by, like a business, is it would advertise. It wouldn't let its brand get run down in the way that - I mean, the federal government is uniquely unpopular." This assessment of the government's image problem led Harper's to a unique proposition. As described in an NPR story (<http://n.pr/fKnRhX>), Harper's Magazine challenged four advertising agencies to create Superbowl commercials that would re-brand the American government. While these agencies engaged in the intellectual exercise posed by this challenge, they did not actually create the ads. My 10th Grade American Government (<http://jackiewhiting.net/AmGov/AmGov.html>) students accepted this challenge and made the super bowl commercials to sell the government back to the American people.

First the students had to learn that branding is really selling a Promise, more than a Product. Branding sells power, identity, purpose.

Students examined this familiar print ad:



I asked them:

- What do you think about this image?
- How does it make you feel?
- What associations do you have with it?
- What is “IT”?

A class of 25 students offered 25 different answers to that last question.

Next, to understand how television commercials work, they watched this series (http://www.youtube.com/watch?v=u5skuYPa_fY) and discussed:



Content:

- Who is the audience?
- What behavior is the ad trying to prompt? (What do they want the viewer to do?)
- What attitude are they trying to change or create? (What do they want the viewer to believe?)
- What do they want the viewer to repeat to other people? (tag line)
- What is the overall message?

Visual elements:

- Is the setting always be the same? If so, why? If it changes, why does it change?
- The color scheme: how does it work?
- The spokesperson: does the viewer like him/her? Why or why not?

Then they deconstructed ads the goal of which is to RE-brand something; what is being re-branded HERE (http://www.youtube.com/watch?v=SKL254Y_jtc) and HERE (http://www.dailymotion.com/video/x8w95y_eminem-detroit-final-four-commercial_music)?

- Who is the audience?
- What attitude is being changed or created? (What do they want the viewer to believe?)
- Who is the spokesperson? What impact does he have on the message? Does the ad work even if the viewer doesn't recognize the spokesperson? Explain.
- How does the soundtrack work? How does it work with the spokesperson?
- What is the overall message?

Now the students could move on to their own ad campaign. First they had to decide:

- What about the Government needs re-branding?
- What attributes have people forgotten?
- Why is the US system better than other governments?
- What benefits can people get from this system and not from others?
- What is the price of losing this government?

They worked collaboratively to compile audio, video, text and still image resources. They used Google Docs to write what we called a “treatment” in which the student team responded to the following prompts about their ads:

For Each Ad:

- What is the main goal and focus of this spot?
- Who is your audience?
- Will you use humor? Horror? Tug heart strings? Hit with facts? Explain why – what thoughts or emotion will each evoke from your audience?
- Will you use Metaphor? Symbols? To what end? What will they make your audience think or feel?
- Will there be music? What kind? What effect will it have on your audience?

- What will the visuals be? Still images (photos, posters, graphics, paintings)? Moving footage? In color? black and white? sepia? posterized? What will be the effect on the audience?
- Will you use actors? What type of characters will they play? What will they say? Do? How will the audience react?
- Who isn't going to like what you are doing? Is there a way to get those people to buy into your message? Is it worth changing your plan to capture any audience that might be put off by your approach?

Treatment Summation:

We're going to do THIS so the viewer feels THIS.

What commercial or movie scene are you picturing in your head that you are trying to make the scene you are creating look like?

At last, they were ready compile their ads. Some students cast people in roles and filmed commercials; others chose to use still images and musical soundtracks. All students compiled their commercials using MovieMaker or iMovie. You can see examples here (<http://www.youtube.com/user/MsJwhiting?feature=watch>).

The Rubric for Assessing the Completed Ads

	<i>The Way You Do the Things You Do</i> The Temptations	<i>Knockin' on Heaven's Door</i> Take your Pick	<i>Unchained Melody</i> The Righteous Brothers	<i>What's Goin On?</i> Marvin Gaye
General Appearance & Aesthetics	Strong aesthetic appeal; not cluttered, graphics enhance content; image selection is appropriate; makes you want to continue watching; enhancements enrich the viewing and learning experience and significantly contribute to conveying the content and meaning; Sustained and seamless use of technical devices and content relevant visuals establish a clear visual pattern that aids audience understanding	Multimedia elements adequately contribute to conveying the content and meaning; most graphics used appropriately to enrich the experience; although purpose may not be readily evident; Purposeful use of animations and devices; main points are evident on slides and expanded through presentation; good, relevant visuals	Lacking attention to aesthetic design. Graphics are random or insufficient and do not enhance content; Overuse of animations and technical animations/devices; too much text, needs to be condensed	Graphics interfere with or distract from content and communication of ideas; inappropriate or no use of animations, devices, images; a paper on the screen
Critical Thinking & Content Mastery	The presentation of ideas is thoughtful, insightful, clear and focused. You approach the topic from an unusual perspective, use your unique experiences or view of the world as a basis for communicating; you make interesting connections between ideas. It is implicit that this exploration matters. Explores the complexity of the issues; in-depth analysis; confrontation and discussion of	You attempt to develop all ideas; although some ideas may be developed more thoroughly and specifically than others; the overall development reflects some depth of thought, enabling the viewer to generally understand and appreciate the your ideas. Analysis accurate but lacking depth of understanding; may not demonstrate clear understanding of audience motivation; may lack thoroughness	Limited by superficial generalizations; unclear or simplistic; may be simply an account of a single incident instead of articulating a purpose; therefore the viewer cannot sustain interest in the ideas More descriptive than analytic; relies on summary of information and events rather than application of information to audience opinion; makes errors in interpreting research; ineffectively synthesizes the	Confusing and hard to follow; disorganized; develops no connections among ideas; Statements are convoluted and viewer is left questioning the ad itself and not the ideas presented in the ad Inadequate or inaccurate understanding of the information, events or audience; attempts at analysis or insight are confused or inappropriate; major errors in understanding.

	<p>conflicting information, motivations and ideas; critical research evident; interprets principles in accurate and insightful ways.</p> <p>Thoroughly researched; all points substantiated by evidence; no assumptions; sophisticated understanding of details, nuances and subtleties of the content</p> <p>Sufficient information to make the ad worth watching; information is conveyed; content effectively achieves its intended purpose; historical information is accurate and relevant.</p>	<p>in addressing purpose.</p> <p>Considerable evidence contributes to message development but lacks depth; assumptions cloud facts, some ideas are ambiguous.</p>	<p>information.</p> <p>Exhibits only sketchy or insufficient evidence; may have errors; some understanding of details, nuances and subtleties of the content; most subject knowledge is literal and does not enhance message development</p>	<p>Almost no use of evidence; attempts are confused or inappropriate; major errors; complete misunderstanding or no effort to understand the details, nuances and subtleties of the content</p>
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Jacquelyn Whiting is a social studies teacher at a regional high school in rural Connecticut. She has two children and three rescue dogs. She prefers PCs to MACs, outdoors to in, and Starbucks to Dunkin Donuts. But, coffee is coffee in a pinch. Teaching since 1993, Region 9 is the third district in which she has worked. She teaches AP US History, American Government and Art History. jwhiting@region9ps.org [tweet@MsJWhiting](https://twitter.com/MsJWhiting) <http://jackiewhiting.net>

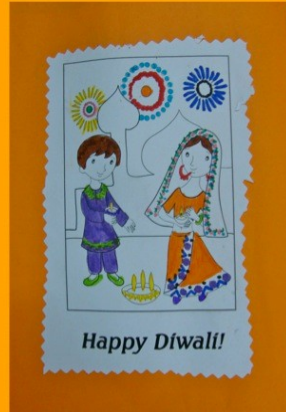
Digital Storytelling in the Early Years

By Shar Dean

As an early years teacher, it is absolutely essential to me that all the activities I plan for the children I teach provide rich educational learning opportunities. I love activities that offer multiple learning experiences, and digital storytelling certainly fits into this category. To illustrate, let me walk you through an easy to create digital storytelling project that my four year olds recently completed for their class assembly presentation. I would like to use this example to show you that creating digital stories with very young children can be fast and easy and achieved with a minimum of fuss by busy teachers with limited technical skills and basic software.

Our class assembly presentation was scheduled for the same day as our schools Diwali Social. Diwali is a rich and colourful celebration originating in India. The celebration centers around the story of Rama and his wife Sita. As we had been learning about Diwali in our class over the week, it seemed fitting that our presentation should cover this topic. I had a couple of concerns, however. This was the children's first assembly presentation and I wasn't sure how easily they would be understood when speaking. Furthermore, some of the craft we had decided to show at the assembly was quite small. Would the objects be seen by the children at the back of the assembly? Presenting the children's story digitally as a backdrop seemed the perfect solution.

"Diwali is a special time for brothers and sisters. They promise to look after each other for life". Niamh



The first step in creating our digital story was for the class to brainstorm. We needed to decide on what we wanted to talk about. The children decided they wanted to tell the story of Rama and Sita. They also wanted to show the things they had made for Diwali. Together we came up with an outline for our presentation and the children were divided up into small groups to develop mini projects. This process wasn't quite as cut and dry as it sounds as it required much negotiation, but the children eventually found their 'happy place' and the process in itself provided a valuable learning opportunity.

"One day a 10 headed monster [Ravana] took Sita away". Maddy



The next step was to create our graphics. The children assigned to talking about the craft we had made over the week took photos of their work. They had had some previous practice with using a digital camera and they were encouraged to take many shots so that we had a greater chance of getting a 'good one'. I regularly take photos of children as they work, this meant that we were able to include a photo to represent each child in the class as they worked on their Diwali activities.

"We made diyas from clay". Charles



Other children were assigned to the retelling of the story of Rama and Sita. First they created backgrounds. They were able to do this online and then we printed them off. Other children drew pictures of the characters in the story. We cut around these pictures and then placed them on the backgrounds and took photos. We used this technique to recreate the story of Rama and Sita. It would have been wonderful to have used some software that would enable us to animate our characters.

"That blue guy and the girl [Rama and Sita] were married. They had to live in the forest for 14 years."



Our photos were then organized into a PowerPoint. Children assigned to introducing our story helped choose a background theme and clip art to decorate our pages. Our PowerPoint digital story contained 20 frames altogether, one for each child in the class to talk about. Each slide contained a quote from a child.



Our class digital story was an assembly success. Essentially this was the children's retelling of the story of Diwali within a digital story of their week of learning about Diwali. The children stood in two rows either side of the projector screen. One by one they delivered their lines. A few of the children were barely audible but this was not really much of a problem as their lines could also be seen as quotes on the slide.

"Look at the patterns on my elephant". Lucy



After the assembly each child added a recorded quote to their slide. We made copies of the PowerPoint to distribute to parents. The parents were not only pleased to have received a memento of their child's first assembly presentation, but also to catch a glimpse of life at school. Because the project was meaningful to each child I have no doubt that the storytelling will continue at home with each replay.

The learning experiences for the children were many and varied and these experiences covered all the areas of the curriculum. The making of this project allowed them to consolidate and demonstrate what they had learned about Diwali and celebrations from other cultures. They had opportunities to work collaboratively as well as independently to create their own stories. They developed their own graphics and sequenced these graphics to create a meaningful story. They developed confidence in using technology such as the digital camera and tools such as recording their own voices. They practiced recall and sequencing for literacy. The children were given the opportunity to speak in front of and share information with, a large group of people including their peers.



As the year progresses the focus of the digital stories we create will change slightly.

We can add more slides and the children's comments can be more detailed. We can add videos taken by me of the children, or by the children. As they become more confident in their writing they can also attempt to type in their own captions. Meanwhile the children are already independently beginning to make their own very simple stories with apps on the i-Pad such as 'ABC Play-school Art Maker'.

<http://itunes.apple.com/au/app/play-school-art-maker/id473900831?mt=8> I am most definitely looking forward to seeing what they create on story creating sites such as Little Bird Tales <http://littlebirdtales.com/>.

The possibilities for digital story telling in the early years are endless. I hope I have been able to demonstrate here, that digital stories can be created easily and with full collaboration with the children making them meaningful and child centered.

Shar Dean has facilitated learning from ages 2 up to 82 as an early years and English as an additional language teacher. She has taught in some interesting places around the world, such as Saudi Arabia, Vietnam and Brunei. Shar is currently living in Dubai, United Arab Emirates, teaching early years at the same international school that her 8 year old daughter Lilli, attends. She dreams of a full time job creating teaching resources but is hindered by full time work, studying towards a masters degree and failing at being a great parent and good wife. She also hopes to be able to keep at least a few steps ahead of her daughter in the areas of ICT. This is not looking promising.

<http://foundationteacherindubai.blogspot.com/>

Digital Storytelling with Wordless Words

By Leslie Cataldo Savage

Fourth grade students in my building had long been struggling with the skill of inferring. As it turns out, their difficulties reflect a time honored weakness among our upper elementary students in this area on the state exams, a phenomenon probably also felt nationwide. To hone their skills, a fourth grade teacher, Mrs. Danielle Nahorney, and I decided to design a unit around wordless books. These books force the reader to draw inferences at every page, gathering meaning from the visual clues and nuances. Instead of just studying the genre, however, we wanted our students to design their own digital wordless books and then draft (or narrate) the storyline to another student's book. The latter task would be a true test of their ability to infer.

We kicked off the unit by showing several wordless books to our students to familiarize them with the genre. Following this introduction, we chose to focus specifically on The Surprise by Sylvia van Ommen and gathered five objects that were representative of the book. Prior to reading it, we showed students first one object, and then a second from the book, and asked them to make predictions about the main idea of the story. We received some pretty wild predictions! Then students viewed the complete book and, as expected, predicted what the remaining three objects were with little difficulty.

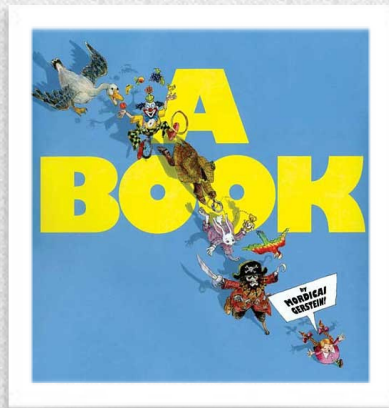
In the next class, we presented six groups of four students each with a mystery box that contained five hidden objects. As a team, the students had to create the basic framework of a story using those five objects. The framework included the main characters, goal, problem, and solution. The student groups were able to successfully piece together the bare skeleton of a story in this class. We felt this experience gave them the practice they needed to prepare a story on their own.

That is precisely what we asked them to do in the next class. When they arrived, students found new mystery boxes waiting for them at their tables. Five objects were hidden inside each box. Students removed the objects and immediately made a list of the contents on a graphic organizer. We then had them brainstorm how they would use their new objects in a story. This time they worked alone,



and began sketching out ideas for the basic story structure, including ideas for the characters, goal, problem and solution. Our school district uses graphic organizers created by Performance by

Design, Inc., for this purpose, but any simple organizer could be substituted in its place. It took our students two to three classes to complete this graphic organizer. We wanted them to have a clear vision of their storyline, and better yet have the stories be interesting! To help students with the latter criteria, we discussed "genre," following a reading of A Book by Mordicai Gerstein. We asked them to make sure they were writing within a certain genre, and used formative assessments to determine whether their chosen genre fit the story they had developed to date.

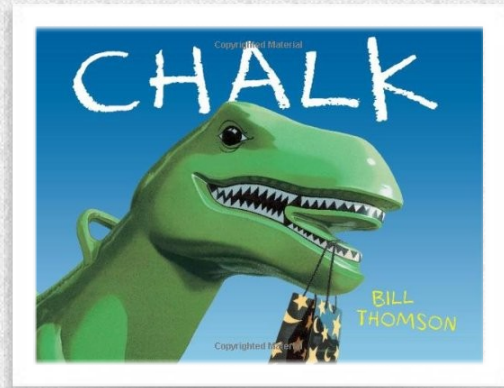


Once students had their framework in place, we began the process of story boarding. For the storyboard, we used a simple sheet a paper with four blank squares on one side. We had double sided copies made and students were given as many as they needed. Students numbered the storyboards in sequential order and drew rough sketches of their story lines in the empty boxes. When we began to see many of their sketches use the same perspective (i.e. no change in the depth of field), we stopped the students and showed them Chalk by Bill Thomson. This wordless book masterfully changes perspectives throughout, from close-ups to vistas, and inspired our students to actually go back and edit their work. They started drawing close-ups and perspectives using different angles.

After students completed the pencil sketches of their wordless book, we brought them into the computer lab to transform those drawings into digital pictures. Students used KidPix software to create their digital drawings. Most students' books were around 12-15 pages. They created a new KidPix drawing for each page of their book. This process took at least four lab sessions. Unfortunately, KidPix drawings do not save as .jpeg or other image files. Rather, they save as a .kpx file, which is not readily usable on most websites for digital storytelling. Therefore, we had to "export" or convert each drawing to an image file. This added an extra, but necessary step to the process.

While students worked on their digital drawings, we were busy setting up accounts for them on VoiceThread (<http://ed.voicethread.com>).

VoiceThread is an education friendly website that can be used for digital storytelling or many other collaborative projects. Students can upload almost any file type to the site and narrate or type commentary about the file and share it with others whom also have the ability to comment upon the work. Our school district annually purchases accounts for the entire student body. The costs for the service are very modest. It was approximately \$350 for 6,000 students. To their immense credit, VoiceThread also uses our local school login information to set up phantom email accounts, (which are a required part of the login) because our students do not have school email. Students did not have to learn additional login information when they used VoiceThread and it stored their information so that login only occurred once.



Our students also created avatars using the then free Nintendo Avatar Editor and used these to represent themselves on VoiceThread. Next, they uploaded their digital drawings to the site, and finally shared their wordless book with our fourth grade group.

To ultimately test their ability to draw inferences, we paired students and had them "read" each other's book. They then had the option to either type the storyline of their partner's book directly in VoiceThread or narrate a voice-over recording of what they thought was happening on each page. After the book "swap" occurred, students finally published their work on VoiceThread and invited parents and other stakeholders to view their tremendous pieces of art. The original artist also had the option to record or type their intended storyline if they felt their partner missed a beat. Many students took the opportunity to clarify their work. A sample can be found here (<http://voicethread.com/?#q.b1836955>).

Students were thrilled with their digital wordless books, and enjoyed the process of transforming their notes and sketches into a final product. Best of all, they had so much fun viewing their partner's book that they did not even realize their inferring skills were being put to the test. This is truly one of the greatest results an educator can hope for.

Leslie Cataldo Savage is an elementary school librarian at Palmer ES in Baldwinsville, New York. She has been published in Teacher Librarian and was a recent presenter at the AASL 2011 Conference regarding the implementation of Learning 4 Life at the elementary level. She is currently serving as co-president of the Central New York School Librarians organization. Leslie can be reached at lsavage@bville.org and @palmerlibrary. Palmer Library and Learning Commons (<http://www.bville.org/teacherpage.cfm?teacher=846>)

Copyright, Creative Commons, and Fair Use

Disclaimer: I am not a legal scholar by any stretch of the imagination. The advice offered below is based upon my own research and experience with copyright, Creative Commons, Fair Use in the United States. Use your own best judgment and consult with an intellectual property lawyer if you need legal clarifications.

Most of the projects in this ebook include some use of images, sounds, or videos that are found on the Internet. In these project descriptions you will find references to using Creative Commons licensed materials. You will also find that the projects ask students to keep track of the sources of the media that they find online. Just like in a research paper, in a digital storytelling project students should give proper attribution to the sources of all content that they did not create on their own. For example, in *Animal Poems as Digital Stories* Brad Bahms has his students create a citation slide at the end of the video.

I have always advised teachers that the best way to avoid any copyright issues when students are creating digital stories is to create their own images and sounds. Images can be created through drawing (either on paper or on a computer) or by taking pictures. Creating audio tracks to use in digital stories can be accomplished with a variety of free tools. My preferred free tool for creating sound tracks is Aviary's (aviary.-com) suite of online audio tools. You can find a list of eight other online tools for creating sounds here (<http://bit.ly/s3t7Nj>).

Sometimes creating your own images and sounds just isn't practical. In that case the next option to pursue is a search for Public Domain images and sounds. Should suitable Public Domain images and sounds not be available, we'll move on to looking for materials that have been labeled with Creative Commons licensing. Creative Commons licensing means that the creator(s) of an image, sound, document, or video has expressed permission for that work to be reused and redistributed provided that you follow the guidelines set forth by Creative Commons licenses. You can read about the differences between the Creative Commons licenses at the following URL, <http://creativecommons.org/licenses>. The next section of this guide offers directions for searching for Public Domain and Creative Commons licensed images and sounds.

There are many good resources, available online, for teaching students about copyright, Creative Commons, and Fair Use. One such example of this is the content available through Temple University's Media Education Lab. The Media Education Lab (<http://bit.ly/zAR5>) has created a number of great resources about fair use for

teachers and students. Visit the Media Education Lab's website to see videos explaining fair use, lesson plans for media education, and to download a copy of the Code of Best Practices in Fair Use (<http://bit.ly/9pAcNk>).

Another good set of lesson resources for teaching about Copyright, Creative Commons, and Fair Use comes from the Electronic Frontier Foundation. The Electronic Frontier Foundation has published a set of comprehensive lesson plans (<http://www.teachingcopyright.org/curriculum/hs>) about copyright simply titled Teaching Copyright. Teaching Copyright contains five lesson plans. Each lesson plan includes printable worksheets, readings, and suggested activities. For teachers looking for a little more information than is available in the lesson plans, the EFF has a good list of additional resources including videos on the topics of copyright and fair use. To stay up to date on new developments in copyright and fair use, you may want to subscribe to the EFF blog (<https://www.eff.org/deeplinks>).

Places to Find Creative Commons-licensed Images

Morgue File (<http://www.morguefile.com/archive/>) provides free photos with license to re-mix. The Morgue File photo collection contains thousands of images that anyone can use for free in academic or commercial presentations. The image collection can be searched by subject category, image size, color, or rating. Morgue File is more than just a source for free images. The Morgue File also features a "classroom" where visitors can learn photography techniques and get tips about image editing.

Wyllo (<http://www.wyllo.com/>) is an image search engine designed to help bloggers and others quickly find, cite, and use Creative Commons licensed images. Wyllo results only return images that are listed with a Creative Commons license. Wyllo makes it easy to give proper attribution to the creator of the image by providing you with html code that includes attribution. All you have to do is copy the code and paste it into your blog post or webpage.

William Vann's EduPic Graphical Resource (<http://edupic.net/>) provides free photographs and drawings for teachers and students to use in their classrooms. Mr. Vann is an amateur photographer (a good one at that) and a teacher. Mr. Vann gives permission to teachers and students to use the images in any manner needed for instructional and learning purposes.

The World Images Kiosk (<http://worldimages.sjsu.edu/>) hosted by San Jose State University offers more than 75,000 images that teachers and students can use in their academic projects. All of the images can be used under a Creative Commons license that requires you to give proper attribution when necessary. You can find images by using the search box or you can browse through more than 800 portfolios and groups organized by subject.

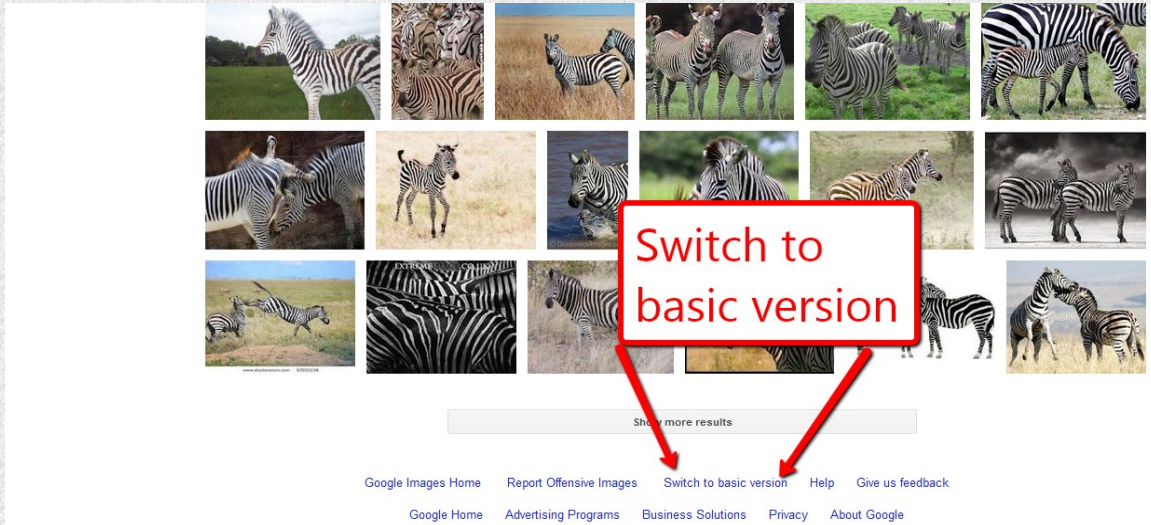
ImageBase (<http://imagebase.davidniblack.com/main.php>) is a personal project of professional photographer David Niblack. ImageBase contains more than one hundred pages of images that Mr. Niblack has released for free reuse and redistribution. In fact, the top of the ImageBase site says "treat like public domain." In addition to the hundreds of images that are available, ImageBase also offers nearly one hundred free Power-Point templates.

Another way to find Creative Commons licensed media is through CC Search (<http://search.creativecommons.org/>). You can search for images, videos, and audio clips

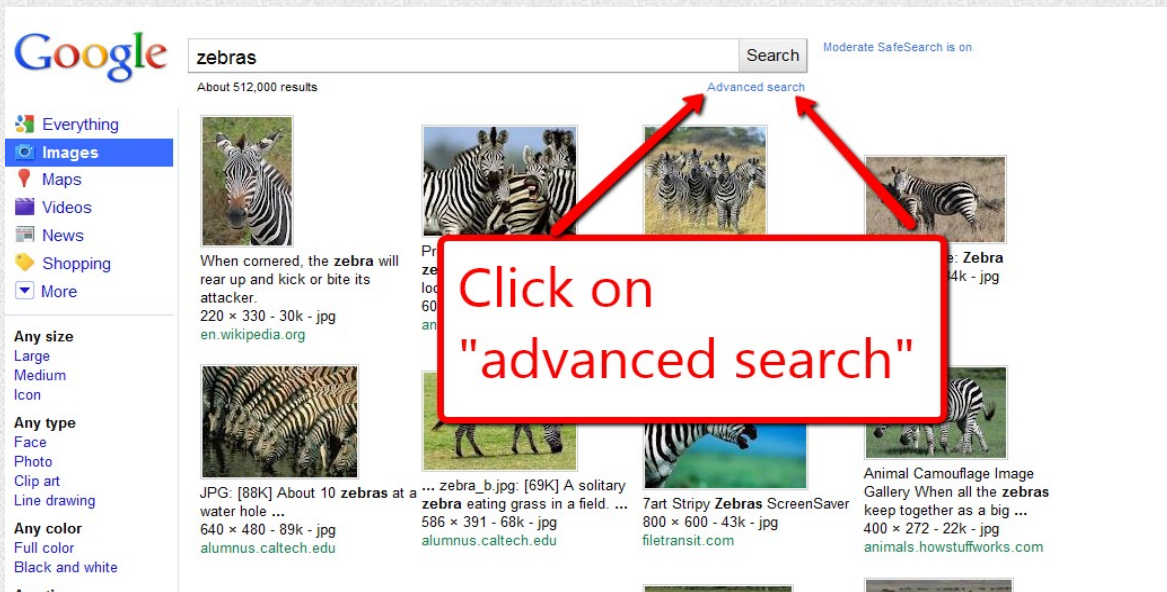
through CC Search. Your search can be refined by usage rights and by media host. CC Search gives you the option to search eight different media hosts for Creative Commons licensed materials. Those eight are: Flickr, Blip.tv, Google Images, Jamendo, Open Clip Art Library, Fotopedia, SpinXpress, and Wikimedia Commons.

Google, Flickr, and Yahoo offer search filters for finding images labeled for re-use. Directions for using those filters are provided in the screencaptures that follow.

Google Images 1



Google Images 2



Google Images 3

[+ More keyword options](#)

Image attributes

Image size:

Aspect ratio:

Type of image:

Any type Clip art
 Face Line drawing
 Photo


Source of image:

All sources
 Site or domain

Example: flickr.com

Color in image:

Any color Specific color
 Full color
 Black and white



Need more tools?

Usage rights:

All images, regardless of license labeling
 Only images labeled for reuse. Conditions might apply. [More info](#)
Also limit to images labeled for:

Commercial use
 Modification

File type:

Region:

[SafeSearch](#)

No filtering Use moderate filtering Use strict filtering

Select "only images labeled for reuse"

Flickr Images 1



Home The Tour Sign Up Explore Upload

You aren't signed in Sign In Help

Search

Search

Photos Groups People

Everyone's Uploads

SEARCH

Full Text | Tags Only
Advanced Search

Select advanced search

About Flickr
Who we are
Take the tour
Flickr blog
Jobs

Community
Community Guidelines
Report abuse

Help
Need help? Start here!
Help forum
FAQs
About Our Ads

Apps and the API
Flickr for mobile
App Garden
API documentation
Developer blog
Developer Guide

Follow us
Like us

Deutsch 中文 日本語 繁體中文 简体中文 中文 中文 中文 中文 Italiano Português Tiếng Việt Bahasa Indonesia

Terms of Use Your privacy Yahoo! Safety Copyright/IP Policy

Flickr Images 2

The Best Digital Storytelling Tools and Examples is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License.

Search by media type

Tip: Filter to only display either photos or videos in your search results.

- Photos & Videos
- Only Photos
- Only Videos
- HD

Select "only search within Creative Commons-licensed content."

Search by date

Tip: Use one or both dates to search for photos taken or posted within a certain time.

Photos



Tip: Find content with a Creative Commons license. [Learn more.](#)

- Only search within Creative Commons-licensed content
- Find content to use commercially
- Find content to modify, adapt, or build upon

SEARCH

Or, return to the [basic search without all the knobs and twiddly bits.](#)

Yahoo Images

Hi, Guest | [Sign In](#) | [Help](#)

[Mail](#) | [Yahoo!](#)



zebra

Search

Options

WEB IMAGES VIDEO MORE

Top Images

Latest (6)

Galleries (10)

Facebook (19)

FILTER

All Sizes

Wallpaper

Large

Medium

Icon

All Colors

Black & White

Color

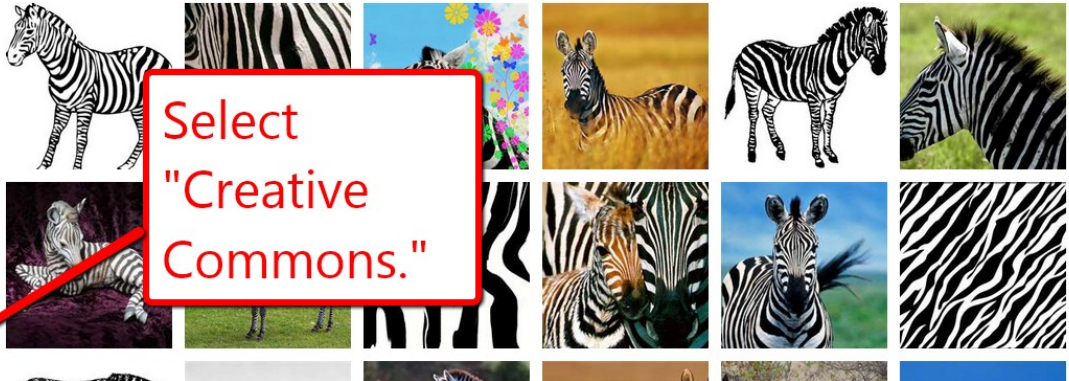
All Licenses [\(Learn more\)](#)

Creative Commons

[Zebra Printers & Labels](#)

[www.uline.com](#) - ULINE: Thermal Transfer & Direct Barcode Printers & Labels in Stock.

ADS

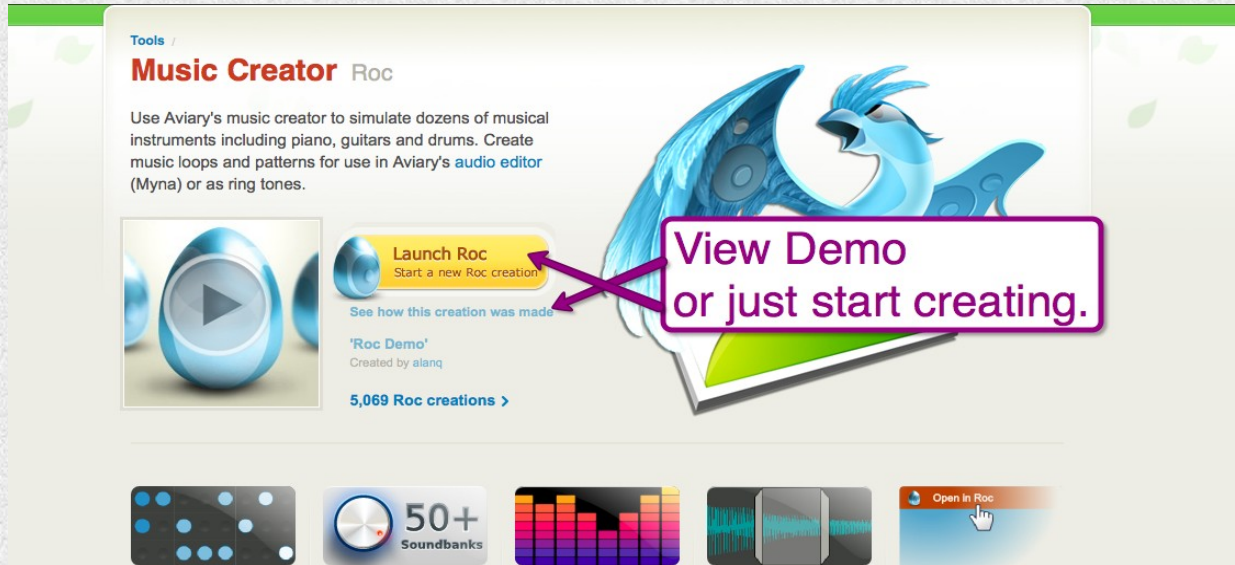


Select "Creative Commons."

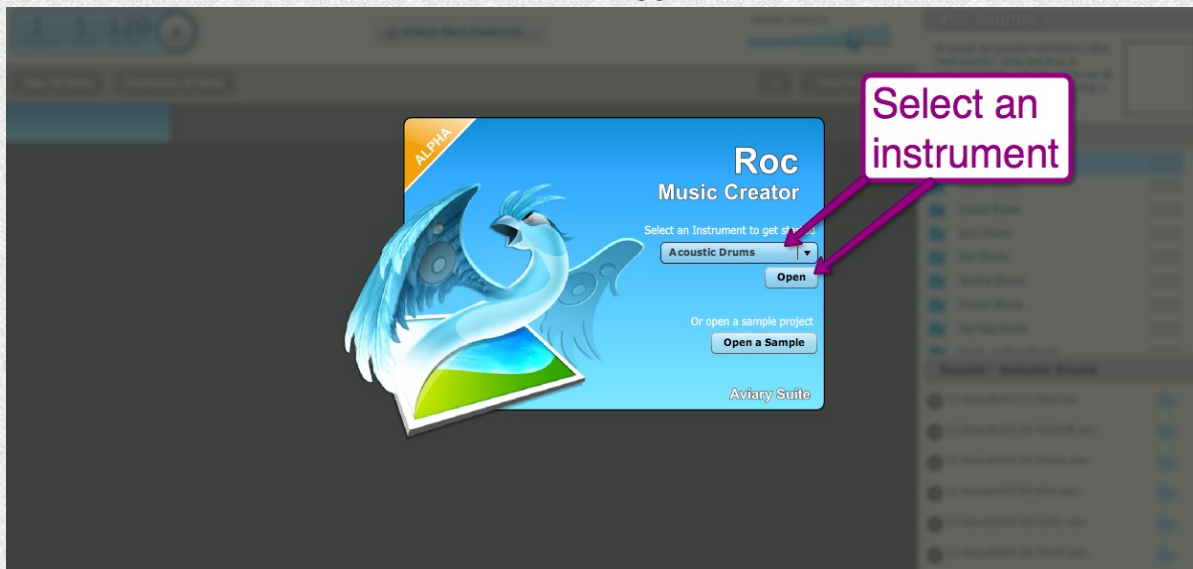
Creating Sounds & Music

Using Aviary's Roc service you can create your own music loops or samples. After you've created your music samples you can download them, reuse them in Myna, or embed them into your blog. Below you will find a brief tutorial on how to create sound loops using Aviary Roc (<http://advanced.aviary.com/tools/music-creator>).

Roc 1



Roc 2



Roc 3

The screenshot shows the Roc 3 software interface. At the top, it says "Untitled" and "You haven't saved yet" with a "Save as ..." button. Below that, there's a tempo control showing "2 1 120" and a play button. A "Master Volume" slider is also visible. The main area is a grid for "Acoustic Drums" with 12 rows of instrument kits. On the right, the "Roc Sounds" library is open, showing "Instruments" and "Sounds - Acoustic Drums".

Select an instrument set.

Then select sounds

Roc 4

The screenshot shows the Roc 4 software interface. The "Acoustic Drums" track now has blue dots placed on the grid, indicating that sounds have been selected for specific notes. The "Roc Sounds" library on the right is still open, showing the same "Instruments" and "Sounds - Acoustic Drums" sections.

Click and highlight each dot to have the sound played for that note.

Roc 5

Untitled You haven't saved yet Save as ...

1 1 120 measures beats tempo

Beats per Measure Edit Modes Master Volume Roc Sounds

2 3 4 6 8 Beat Mode Velocity Mode

Clear All Beats Randomize All Beats ? Send Feedback

Acoustic Drums

01-AcousticKit-12-...
01-AcousticKit-11-...
01-AcousticKit-10-...
01-AcousticKit-09-...
01-AcousticKit-08-...
01-AcousticKit-07-...
01-AcousticKit-06-T...
01-AcousticKit-05-T...
01-AcousticKit-04-...
01-AcousticKit-03-...
01-AcousticKit-02-...

The hidden features allow you to adjust beats per measure and tempo.

Roc Sounds

All sounds are grouped into folders called "Instruments". Drag and drop an Instrument folder onto the grid to use all the sounds in the Instrument. Or drag a single sound onto a specific track.

Techno Drums
Trance Drums
Hip Hop Drums
Drum - n Race Drums

Sounds - Acoustic Drums

01-AcousticKit-01-Kick.wav
01-AcousticKit-02-KickSoft.wav
01-AcousticKit-03-Snare.wav
01-AcousticKit-04-Rim.wav
01-AcousticKit-05-TomL.wav
01-AcousticKit-06-TomH.wav

Roc 6

Save to Aviary

Creation title Description Tags (comma-separated)

My Drum Solo Test

Permissions and license

Use defaults Customize

Save as a new creation or cancel

1 3 120 measures beats tempo

Unlock More Features! Master Volume

Clear All Beats Randomize All Beats ? Send Feedback

Acoustic Drums

01-AcousticKit-12-...
01-AcousticKit-11-...
01-AcousticKit-10-...
01-AcousticKit-09-...
01-AcousticKit-08-...
01-AcousticKit-07-...
01-AcousticKit-06-T...

Roc Sounds

All sounds are grouped into folders called "Instruments". Drag and drop an Instrument folder onto the grid to use all the sounds in the Instrument. Or drag a single sound onto a specific track.

Instruments

African Percussion
MidEast Percussion
North India Percussion
South India Percussion
Hammered Dulcimer
Balarimba
Metallophone
Crystallophone
Piano (L Hand).mp

Sounds - Acoustic Drums

01-AcousticKit-03-Snare.wav

Save work to Aviary account

Roc 7

Aviary's Music Creator - Roc

http://aviary.com/online/music-creator

Your Creation Continue working on your creation

My Drum Solo.egg
11 seconds 59 KB

Download: [mp3](#) [wav](#)

Aviary page URL (file comments & versions)
http://aviary.com/artists/richardbyrne/creations/my_dr [Copy it](#)

Aviary editor URL (edit this file directly)
<http://aviary.com/launch/Roc?fguid=6af8a894-c8fa-11> [Copy it](#)

MP3 player embed code
<div><object type="application/x-shockwave-flash" de [Copy it](#)

Forums embed code (forums using [img] bbcode)
[audio]http://rookeryiis2.viary.com/storage/workspace [Copy it](#)

This work is a draft

If you're finished, you can **publish** it to make it discoverable on Aviary.

[Publish Now!](#)

Share this creation!

[myspace](#)
[facebook](#)
[digg](#)
[twitter](#)
[stumbleupon](#)
[lumblr](#)

Continue working on your creation

My Drum Solo | Save Save as copy

1 3 120 Master Volume

measures beats tempo Unlock More Features! Send Feedback

Acoustic Drums

01-AcousticKit-12-...

Roc Sounds

All sounds are grouped into folders called "Instruments". Drag and drop an Instrument folder onto the grid to use all the sounds in the Instrument. Or drag a single sound onto a specific track.

Instruments

African Percussion

Download file.

Embed files.

Myna is another free product from Aviary. Myna allows you to mix up to ten tracks together. You can mix a combination of spoken words, music from your computer, and or sounds from the Aviary library. Below are the steps to take to get started using Myna.

Myna 1

Aviary

[Aviary Tools](#)
[Discover Creations](#)
[Learn More](#)
[Blog](#)
[About Us](#)
Log in or [Sign up!](#)

Myna Audio Editor

Use Myna to remix music tracks and audio clips. Apply sound effects and record your own voice or instruments!

[Launch Myna](#)
See how this was created

Start a new Myna creation

'Myna Demo'
Created by alanq

[70,391 Myna creations >](#)

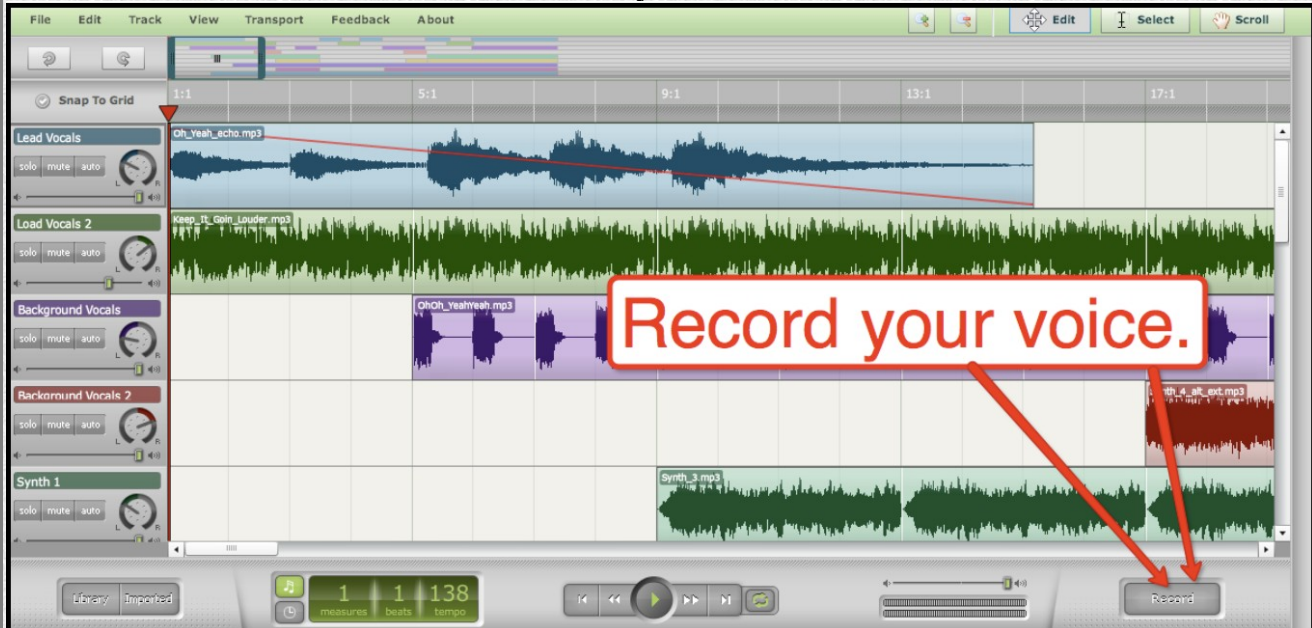
Myna Demo

[Create an account before launching Myna.](#)

YouTube

0:00 / 4:36

Myna 2



Myna 3



Myna 4

The screenshot displays the Myna 4 software interface. At the top, there is a menu bar with options: File, Edit, Track, View, Transport, Feedback, and About. Below the menu bar is a toolbar with icons for various functions. The main workspace shows a digital audio workstation (DAW) with several tracks. The top track is labeled "Lead Vocals" and contains an audio waveform for "Oh_Yeah_echo.mp3". Below it, there is another track labeled "Lead Vocals 2" with a waveform for "Keep It Cool Louder.mp3". A red callout box with a white background and a red border contains the text: "Click 'library' to access and use Aviary's library of sounds." Two red arrows point from this callout box to the "Library" button in the DAW interface and to the "Categories" column header in the library panel below. The library panel is titled "Quantum Tracks | Aviary | SoundCloud" and features a sidebar with a "More Info" button and a "Terms of Service" link. The main area of the library panel is a table with columns for "Categories", "CDs", "ACID ROCK GLORY", "Misty Mountain", and "Intros".

Categories	CDs	ACID ROCK GLORY	Misty Mountain	Intros
CDs	ACID ROCK GLORY	Misty Mountain	Intros	misty_mountain_intro01a.mp3
Styles	ADVENTURES BEYOND	Holy House	Loops	misty_mountain_intro02a.mp3
Keywords	ALL HIP-HOP 1	Ramblin	Ends	misty_mountain_intro03a.mp3
	ALL HIP-HOP 2	The Fool In Me		misty_mountain_intro04a.mp3
	ALL HIP-HOP 3	Outa Site Man		misty_mountain_intro05a.mp3
	ARSENAL	Outbound		misty_mountain_intro06a.mp3
	CLASSIC TRIUMPH	Groovy Dude		misty_mountain_intro07a.mp3
	DRAMA DRONES	South Bound		
	ELEKTRONIKA 1	Feelin No Pain		
	ELEKTRONIKA 2			
	ELEKTRONIKA 3			

Places to Find Free Music and Sounds

The Free Music Archive (<http://freemusicarchive.org>) provides free, high-quality, music in a wide range of genres. The content on Free Music Archive is used under various creative commons licenses. The New York State Music Fund provided initial funding for FMA. FMA seeks to maintain a high-quality resource through the use of selected curators who approve or deny all submissions to the collection. Anyone can download music from FMA for use in podcasts, videos, and other digital presentation formats. The music collections can be searched by genre or by curator.

Beat Lab (<http://www.beatlab.com>) is a free service through which you can experiment with thousands of sound and rhythm combinations. Using Beat Lab is easy. Beat Lab provides a grid on which you select the sounds you want to have played. You can specify how often you want each sound played and how quickly you want the sounds played. There are twelve default sounds provided in the Beat Lab grid. You can add more sounds by selecting "add more sounds" and choosing from the huge catalog of sounds. If the sound you want isn't available in the Beat Lab catalog you can upload your own sounds.

Sound Bible (<http://soundbible.com>) is a resource for finding and downloading free sound clips, sound effects, and sound bites. All of the sounds on Sound Bible are either public domain or labeled with a Creative Commons license. You can find sounds for use in podcasts, videos, slideshows, or other multimedia creations.

Jamendo (<http://www.jamendo.com/en/>) is a source of free and legal music downloads. The music on Jamendo comes from the artists who upload it themselves. While not all of the music is licensed for re-use, there is a substantial collection of music labeled with a Creative Commons license. As always, before re-using any of the music you download make sure it is labeled for re-use.

UJAM (<http://www.ujam.com>) is a service that aims to make everyone a singing sensation. Okay, so it might not make you a singing sensation, but it could help you create music tracks that you can share with friends and use in multimedia productions. Here's how UJAM works; you sing or play an instrument while recording to UJAM. When you're done recording, use UJAM to alter the sound quality of your voice, turn your voice into other sounds, adjust the tempo of your song, and or remix a song to include your recording. UJAM is essentially an online, light weight version, of Garage Band.

Soundation (<http://soundation.com>) is a free service that allows anyone to create and remix sound tracks online. If you have used Apple's Garage Band or Aviary's Myna, Soundation will look familiar to you. Soundation provides five tracks on which you can place music clips and sound effects to mix together. To create your original work you can select from Soundation's gallery of 400 free sounds, upload your own sounds, or record new sounds using the instruments and keyboard built into Soundation. When you've created a product you like, you can download it or share it in Soundation's gallery.

The Vimeo Music Store (<http://vimeo.com/musicstore>) offers more than 45,000 music tracks. Not all of the tracks are free or Creative Commons licensed, but roughly one-third or more of them are. In the Vimeo Music Store you can search for music by genre, license type, price, and length.

Web Tools for Creating eBooks

Storybird (<http://storybird.com>) provides templates and artwork for creating digital stories. To use Storybird you simply select a theme (layout) then drag and drop the drawings you like into your story. Once you've selected drawings for your story, you then write in the text of your story. Using Storybird, anyone can create great-looking digital picture book stories regardless of your drawing skills or lack thereof. Storybird provides an easy-to-use platform for elementary school students to create digital picture books. The hurdle of drawing is removed from the equation leaving your students to focus on the writing of their stories. The finished product is something that your students will want to show-off to their parents and friends.

Simple Booklet (<http://simplebooklet.com>) is a free service offering online multimedia booklet creation and publishing. To create a book using Simple Booklet just sign-up for a free account and click create. Select the layout template that suits your needs. To add content click anywhere on the blank canvas and a menu of options will appear. You can add text, images, audio files, videos, and links to each page of your booklet. Each page of your Simple Booklet can have multiple elements on it. To include videos you can upload your own files or select from a variety of provides including SchoolTube, TeacherTube, YouTube, and others. To add audio to your pages you can upload your own files or again select from the online hosts Last.fm, Sound Cloud, or Mix Cloud. When you're done building pages in your Simple Booklet you can share it online by embedding it into a webpage or you can share the unique link generated for your booklet.

Little Bird Tales (<http://littlebirdtales.com>) is a nice site intended for younger students to use to create digital stories. Little Bird Tales walks users through each step of creating a multimedia story. Users can upload images, draw images, or record from their webcams. Stories can be written with text or narrated by students using microphones connected to their computers.

Web Tools for Creating Videos

Animoto (<http://animoto.com>) makes it possible to quickly create a video using still images, music, video clips, and text. If you can make a slideshow presentation, you can make a video using Animoto. Animoto's free service limits you to 30 second videos. You can create longer videos if you apply for a free education account.

Stupeflix (<http://stupeflix.com>) is a service that allows user to quickly and easily create video montages using their favorite images and audio clips. In many ways Stupeflix is similar to Animoto, but there are a couple of differences that are worth noting. Adding text to the images is slightly easier in Stupeflix than it is on Animoto. Stupeflix offers only one default soundtrack so you have to upload your own audio clips. That said the advantage of Stupeflix is that you can use more than one audio clip within the same video.

Fliptime (<http://fliptime.com>) is a video creation service that is quite similar to Animoto and Stupeflix. Fliptime gives users the ability to create 60 second videos by mixing together images, video clips, and music tracks. You can use your own images, video clips, and music tracks or you can choose media from the Fliptime galleries. Fliptime also gives you the option to record voice-overs for your videos through their site.

Masher (<http://www.masher.com>) is a free tool for creating video mash-ups. Masher offers a large collection of video clips from the BBC's Motion Gallery and Rip Curl video. There is a large music library, an effects library, and a good selection of video player skins. If you don't find content that you like in Masher's library, you can add your own images, video clips, and music clips through the Masher uploader. Masher also gives you the option to insert text throughout your videos. Creating with Masher is a simple matter of dragging elements from the media gallery into the timeline editor. From there you can arrange the sequence of elements using the drag and drop interface. When you're happy with the sequence, publish and share your production.

WeVideo (<http://wevideo.com>) is a collaborative online video creation tool. In the video editor you can upload your own media clips or use stock media clips to produce your video. The video editor provides tools for trimming the length of display and or sound of each element you add to your video project. What makes WeVideo collaborative is that you can invite other people to create and edit with you. WeVideo offers four different user plans. The free plan allows you to upload your videos to YouTube and Vimeo but does not allow local downloads.

Muved (<http://cloud.muved.com>) is a place for creating collaborative private photo albums. As the creator of an album you can select the best images and create a video for the group. You can choose to share your videos privately so that only those you invite can see them or you can share your videos on Facebook, Twitter, or embed them into your blog.