

# Digital Storytelling: A Model Program to Build Cultural Diversity and Content Knowledge

**Presenter:**

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# Teaching English Language Learners

- ◆ Educators are teaching more diverse populations in general education classrooms. With the diversity that exists in classrooms today, it is necessary for teachers to realize the pressures on the English Language Learners to perform at an acceptable level while learning the same district standards that all students are expected to meet.
- ◆ The goal of a model program would be to use digital storytelling to build schema of English Language Learners. Digital storytelling can be effective in activating schema to transmit knowledge to ELLs. Storytelling is one of the most basic ways of sharing cultural diversity and content knowledge, developing fluency and expression in oral language. Storytelling further empowers students with a sense of history, sense of community, elements of sequencing and story structure, and development of meaning that is introduced to the audience. By preparing and sharing digital stories, students can develop poise, self-esteem, meaning concepts, values, beliefs, vocabulary, technology skills, and critical thinking skills.

# What is Digital Storytelling?

- ◆ It is defined as the “modern expression of the ancient art of storytelling. Throughout history, storytelling has been used to share knowledge, wisdom, and values” (Digital Storytelling Association, Matthews-DeNatale, 2008, p. 2).
- ◆ It derives its power by weaving images, music, narrative and voice together, thereby giving deep dimension and vivid color to characters, situations, experiences, and insights (Rule, Digital Storytelling Association, 2002).



# What is Schema?

**A schema is a conception of what something or a group of things is like. Sometimes called concepts, a schema provides a niche, or a slot, for certain information.**



# Schema Theory

**A reader's schema is one's organized knowledge of the world that provides much of the basis for comprehending, learning, and remembering ideas in text (Anderson, 2004; Bransford, 2004).**



# Implication for Learners

**To the extent that readers have prior knowledge for a particular text, their comprehension task will be more or less difficult (Carrell & Eisterhold, 1988).**



# Three conditions that affect learning

**Schema (background knowledge) must be**

- ◆ **appropriate to the topic and accurate**
- ◆ **sufficient – more extensive schema about the topic facilitates comprehension**
- ◆ **activated – previous knowledge must be activated in order to facilitate ability to comprehend**



# **Digital Storytelling as a Tool for English Language Learners**

- ◆ **Since children have a natural ability to be captivated by stories, digital storytelling serves a powerful role of transmitting knowledge to English Language Learners.**

## **Digital Storytelling as a Tool to Jumpstart Comprehension**

- ◆ **It is useful in activating and providing prior knowledge as it engages students and provides an opportunity for transformative reflection (Lambert, 2000).**



# Digital Storytelling as an Assessment for English Language Learners

- ◆ The stories that the children create serve as an assessment of content area skills for English Language Learners. The projects created can be tailored to the specific academic skills you teach.

# Digital Storytelling as an Accountability Tool for English Language Learners

- ◆ The digital storytelling projects allow the English Language Learners to hold themselves accountable for their own learning. They possess ownership and critically think about the content (i.e. images, text, audio, etc.) that they select to create digital storybooks.

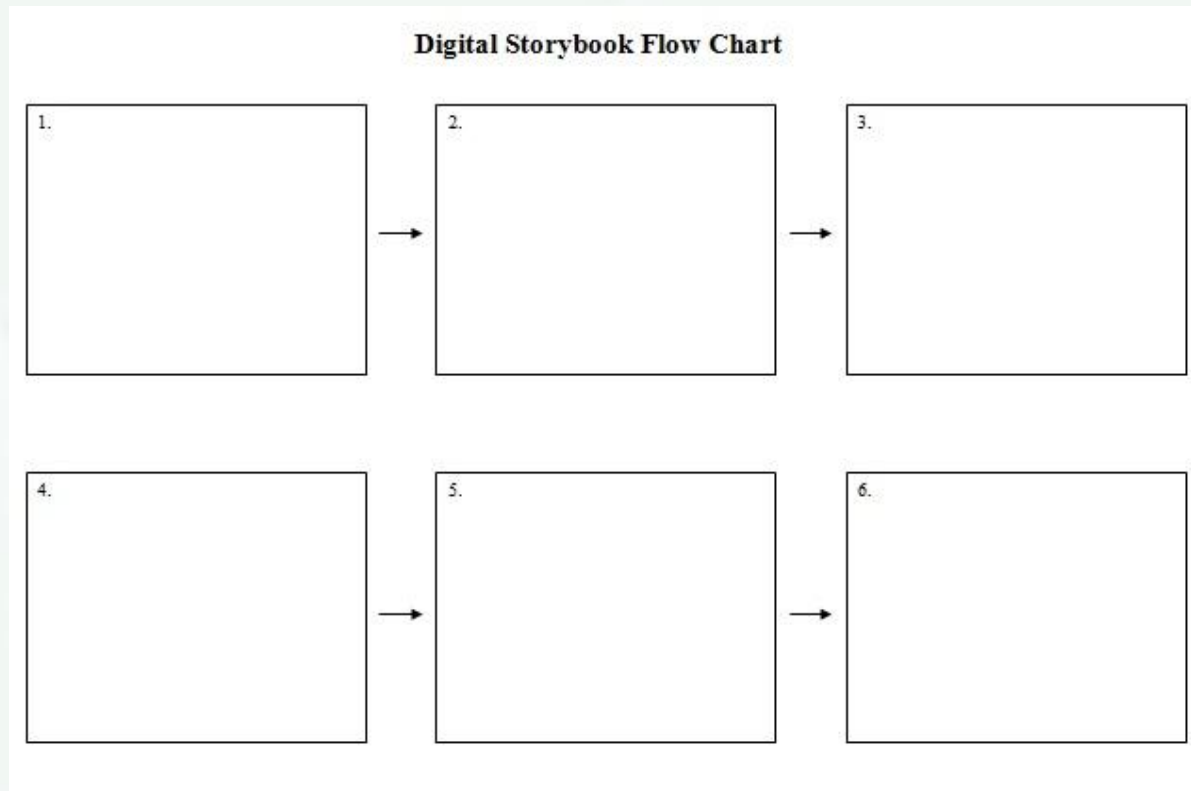
# Model Program Using Digital Storytelling to Build Schema of English Language Learners

## MODEL PROGRAM USING DIGITAL STORYTELLING TO BUILD SCHEMA OF ENGLISH LANGUAGE LEARNERS

1. Appropriately identify the unique needs of the English Language Learners and how the digital storytelling project will benefit the ELLs through meaningful collaboration with the Principal, ESL coordinator/teacher, and regular classroom teacher.
2. The ESL teacher conducting the digital storytelling project must have some knowledge on using the PowerPoint presentation software, so that the navigation of adding content, images, and hyperlinks is a smooth one.
3. Conduct pre-reading strategies (e.g. webbing, brainstorming, etc.) to activate schema of students. Consider reading a story or show a movie clip about a child they can relate to.
4. Ask questions that prompt them to build on their prior knowledge about themselves.
5. Pass out large index cards or use the Digital Storybook Flow Chart to be used as a way to organize the students' thoughts, before they transition to using the computer.
6. Allow the students to write and draw all about themselves, so that they can effectively create their personal narrative.
7. Communicate with parents about the digital storybook project, and allow them to help by providing ideas, pictures, etc.
8. Keep information you learn about the students confidential, unless permission is given.
9. After students have finalized their personal narrative on the index cards or Digital Storybook Flow Chart, review how to add images, content, hyperlinks, etc. Several reviews may be needed before the students can design their digital storybooks individually.
10. Afterward, transition to the computer station and allow them to transfer the content from their index cards or Digital Storybook Flow Chart to the PowerPoint slides. Each index card/storybook flow chart box would represent each PowerPoint slide.
11. Discuss and revise the personal narrative, so that it is a meaningful story. The students may decide to add special effects, soundtracks etc. depending on the meaning of the story.
12. Allow the students to finalize their PowerPoint slides, and then allow them to share their special personal narrative in class.
13. Culminate with a special Digital Storytelling Festival with family, friends, and popcorn!

# Digital Storytelling Components

- ◆ A story with objectives to share
- ◆ Digital storytelling flow chart/index cards



- ◆ Software to create digital storybooks  
(eg. PowerPoint, iMovie, Movie Maker)

# Digital Storytelling Components Continued

## ◆ Instructions for creating digital storybooks

### Inserting Pictures and Text for Your Digital Storybook

#### Beginning a New Book

1. Launch PowerPoint
2. Go to File and choose New Presentation → Blank Presentation
3. You will get a choice of slides. For your first slide, choose Title
4. Type in your Title and other information

#### Creating a New Slide

1. Go to Insert and choose New Slide
2. When you get a choice of slides, choose the blank slide

#### Adding a Picture to a Slide\*

1. Go to Insert and choose Picture → From File
2. Find the file on your computer
3. Click OK

\*To insert clip art do the following:

1. Go to Insert and choose Picture → Clip Art
2. Type the name of the picture you wish to search for in Search Text
3. Click Search
4. Click on the picture

You can resize a picture by clicking on the bottom left hand corner and dragging it.

#### Adding Text to a Slide

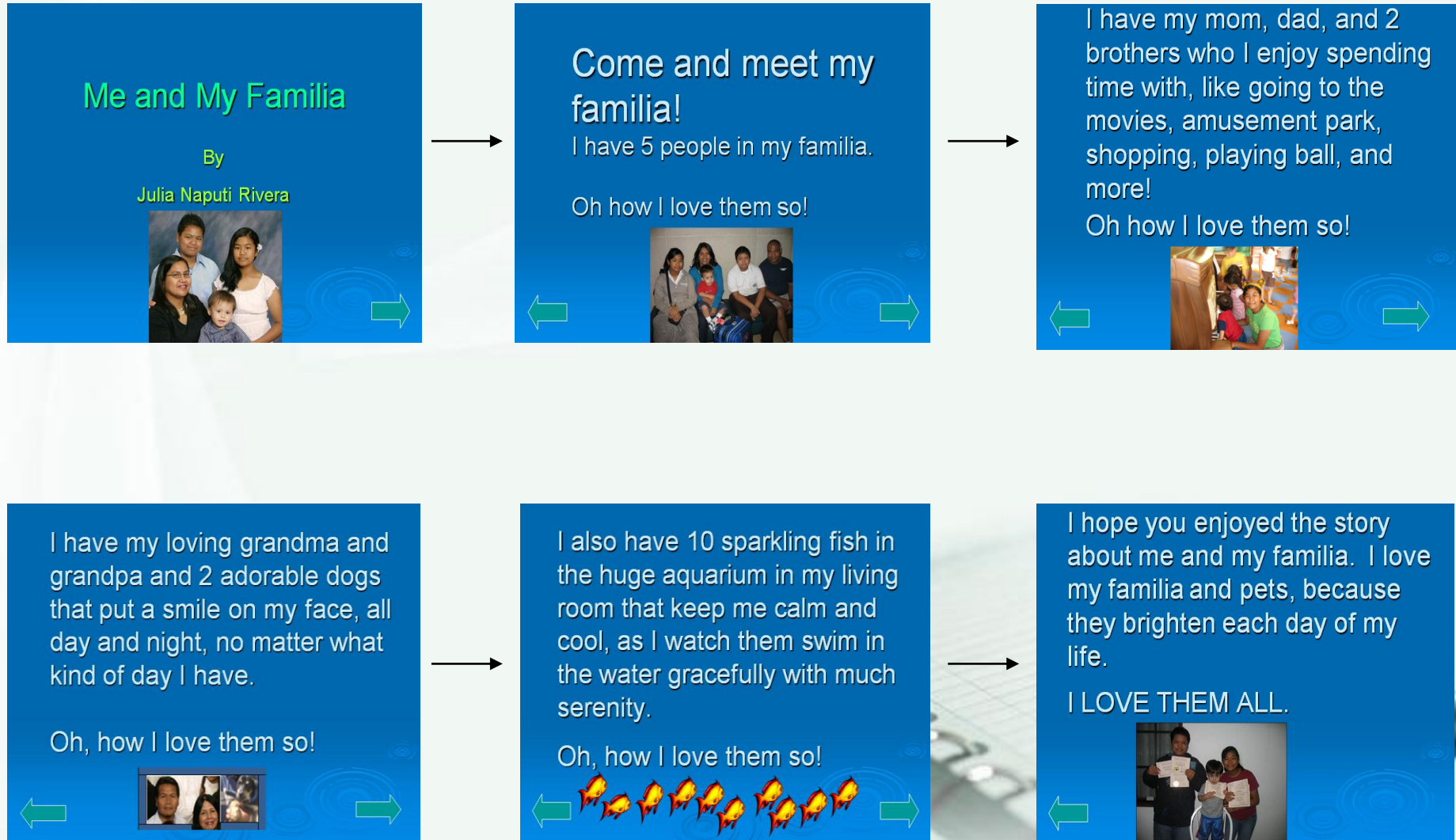
1. Go to Insert → Text Box
2. Click on the box and begin typing
3. You can change fonts, colors, and sizes of text by highlighting it and choosing different font options.

#### Adding Audio Clips to a Slide:

1. Go to Insert
2. Choose Movies and Sounds
3. Choose Record Sound

## ◆ Computer to create digital storybook

# Digital Storytelling Flow Chart Sample



# Creating Digital Storybooks: Hands-On Exploration

## All About Us and Our Favorite Pictures



# Conclusion

Storytelling is one of the greatest human universals. It creates a common bond that links the past to the present, present to the future, and person to person. It serves as glasses through which we see and interpret the world.

Good luck as you empower your English Language Learners  
with digital storytelling!

**SI YU'OS MA'ASE'! THANK YOU!**

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