



IDEA SECTION FOR BUILDING TPK

In this section you will find resources that provide full descriptions of the types of activities that are appropriate for this chapter topic. This section also contains an example lesson design that explains teacher thinking processes as the lesson design is developed, as well as how to write those ideas into a formal lesson plan. Additional concept maps of other lesson designs that are appropriate to the chapter topic are included. Feel free to skim through these ideas to familiarize yourself with what has been included, so you can refer back to this section as needed!

ACTIVITY TYPES FOR DGI AND DIGITAL STORYTELLING LESSONS

To teach multimedia skills and procedures, designers will be selecting appropriate activity types that have students practicing and doing—hands-on engagement! For these types of lessons, the designer is matching the activity to the specific technical skill or procedure to be learned through DGI instruction, in order to produce an end product. Digital storytelling provides designers with activities that promote the hands-on component needed within a lesson for development of technical skills and procedures, while learning content or concepts.

Successful designers of this type of lesson have a strong knowledge of how to ‘chunk’ procedures into small steps, including teaching only a few steps at a time or devising an acronym for sequencing procedures, which is an essential component of Technological Pedagogical Knowledge (TPK). Part of developing this type of knowledge is to have a strong understanding of the tools themselves (TK)—skills and knowledge about multimedia tools, such as digital cameras, digital video cameras, *PowerPoint* [3], *ComicLife* [4], *Inspiration* [5], *SMART Ideas* [6], and other presentation tools, word processing and print publishing tools, and digital image, video, or audio conversion tools. The overlapping of knowledge between how to design lessons with tech-enhanced activities (TPK) and how to use tech tools (TK) is a good example of why a designer needs to develop all three technological components of TPACK—one area of knowledge often informs the use of the other area of knowledge!

TPK: THE DIGITAL STORYTELLING CATEGORIES



The five categories of stories, with complete and in-depth explanations of each story type, are included here to serve as a resource for developing Technological Pedagogical Knowledge (TPK), which informs teaching choices about the selection and sequencing of activities to build content and procedural knowledge.

Category 1: Descriptive Stories

Description is used in all forms of writing to create an impression of a person, place, object, event, or idea. The goal of descriptive writing is to create for the reader a detailed, vivid picture of the item being described. The stories in the Descriptive category teach foundational writing and imagery skills, and should be introduced first. These stories use one, or maybe two or three, digital images to describe an object or

record an event. Writing skills include prewriting opportunities, such as recording information about a place, labeling a plant, or describing one event. Digital skills include those skills associated with taking a good picture: rule of thirds, proper subject placement, lighting, focus. At this point, the images drive the writing process, thereby making it simple for a young writer to be able to write purposefully. The story types for this category include the following types of stories:

Digital Records: A digital record is an image that records one event—much as a journal entry in a journal records one thought. The digital record consists of a picture that has been clipped from the web, taken with the digital camera, or scanned and then inserted into a document, slide, or blog. The author then composes a paragraph that describes what is in the picture, and how it relates to the author.

Digital Collections: Collecting samples of nature, such as insects, flowers, seeds, or tree samples, into a presentation collection, has long been a tool that scientists use to document natural phenomenon. A digital collection is a collection of related items in digital format. Each photo entry consists of a digital picture that has been taken with the digital camera, as well as information that describes that particular sample recorded in the notes, for that entry. Students are then able to analyze or compare the digital images, and notes of the images in the collection, to establish patterns or dissimilarities.

“Place” Stories: Tom Banaszewski (2002) describes place stories as a process of first writing a detailed description of place, where the writer feels comfortable, safe, or happy—places where authors can just be themselves (See Figure 6.6). Next, the writer writes answers to questions such as “What is your earliest memory of this place? What are your feelings when you are there? What difference does your place make in your life? What do you see in your place that no one else sees?” and selects ONE image that best represents the place. The image serves as an anchor for the story, and helps anyone coaching the story along to elicit more information from the author.

Figure 6.6: One slide from an example “Place” Story



Digital Story Starters: Story Starters have long been used to provide students with a general topic for writing—usually a first sentence or a phrase. Digital story starters are usually a single image, graphic, or icon that prompts the writing process. Then, the student writes a single paragraph, brief idea, or uses irony to develop a brief scenario based upon this one single digital image. The "punch line" is delivered by the digital image that is placed at the beginning (or for added impact, the end) of the story. Many times, the scenario is developed because the image is humorous, appealing, or catches the eye.

Rephotography: Using three points in one historical image to locate the exact spot where the historical photograph was taken, then re-taking a photo of the exact same spot as it now stands is called rephotography. Authors take the new photo and describe the changes that have taken place through time, either naturally or man-made. The historical depiction of the object or landscape simply fades into the current picture, leaving the viewer/reader/audience with an instant comparison of before and after. [The Third View \[7\]](#) web site depicts the rephotographic survey of the American West.

Conceptual Dictionary: Authors select one image to represent a concept or vocabulary term to be identified, and write a description or "definition" of the image. The Conceptual Dictionary is a collection of definitions that are defined, along with a representative digital image. At this level, the writing requirements are minimal—the student is simply describing the picture selected for illustrative purposes. There is no evidence of sequence or of story development. Great tool for vocabulary development!

Alphabet Books: The [Apple Learning Exchange \(2006\) \[8\]](#) explains that:

Learning the letters and their sounds provides the building blocks for beginning reading. Alphabet books are one way to introduce children to the letters and their sounds. Younger students love alphabet books, especially ones with wonderful pictures. Wouldn't pictures from their environment make a photo alphabet book even more special (n.p.)?

Students can create their own alphabet books, by taking pictures of their home, friends, school, and other familiar subjects, OR finding ClipArt, then inserting these pictures into *PowerPoint* or a slideshow tool such as *iPhoto [9]* or *Picasa [10]*, to write the alphabet letters and words to represent that letter.

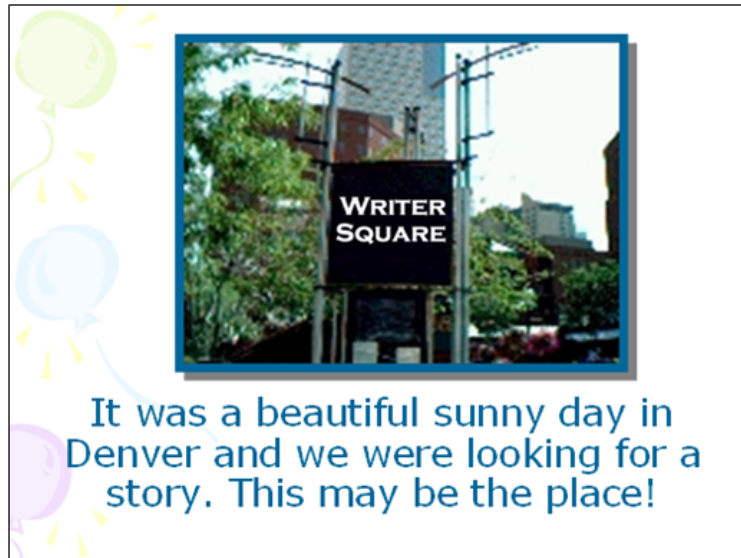
Category 2: Photo Essays

The next category of stories builds on the foundational skills established through Descriptive story-writing activities, with the introduction of Photo Essays, short essays that describe with one to three digital images. By creating these stories, students learn to elaborate on their recorded thoughts, or create a more complete explanation of what is happening in the image. In other words, students may begin to introduce elements of narrative writing into their writing, guided by the images chosen for the story. The digital imagery skills that are introduced at this time are skills relating to scene/image selection and visual discrimination of quality photography, and include the following story types:

Electronic Photo Albums: ePhoto Albums are digital stories that tell the story of the student's life story, by adapting the student's digital photos, scanned images, yearbooks, or old family movies. The student then either inserts an appropriate music background or records a narrative to explain how the images relate to the student. Students may compose one entry which can be compiled with other student journals to create a class album. The same type of product can be completed as a *PowerPoint* presentation or a video movie.

“Slice of Life”: "Slice of Life" stories are stories that simply describe events that happen within a designated time frame (See Figure 6.7). For example, stories with themes like “A day in the life of.....” or “My trip to.....” are common "slice of life" examples. Students create digital "slice of life" stories when they tell the stories using photo essays (a series of digital images) to depict the events. Images are collected and placed in a *PowerPoint* presentation or video editor, so that text or narration can be included to tell the story.

Figure 6.7: One slide from an example “Slice of Life” Story



ISpy Stories: I Spy books were originally created by Jean Marzollo as a means for helping students use visual cues for word play, and in the process, strengthen prediction and vocabulary skills. Each page includes a picture with a riddle ‘hint,’ as to what the reader should locate in the picture (See Figure 6.8). These riddle poems are created using four beats to a line and four lines, with the first two lines rhyming and the last two lines rhyming (an **aabb** poetry pattern). By using vocabulary or concepts related to their own students’ needs, teachers can create “I Spy” eBooks for students to use. The Scholastic web site [11] highlights *I Spy Riddle Books* and Jean Marzollo.

Figure 6.8: One slide from an example “I Spy” Story



VIP or Digital Biographies: Students select three to four pictures of a Very Important Person in their life, and then write a narrative describing that person, so that the narrative clearly describes what the pictures illustrate.

Oral Histories: The Oral History Society (2007) [12] defines an oral history as records of "the living memories and feelings of all kinds of people, many otherwise hidden from history" that create "a more vivid picture of our past." Oral histories take the stories and recollections of those who have lived through an event, historical time, or unique circumstance, and record that story to preserve the individual perspectives of those events. In the classroom, students must seek out people who have actually lived through events of interest, interview those people, and record the interviews as part of a story that the student later writes. The unique hallmark of the oral history is that the voice being recorded is kept in the final production, as much as possible. Students bring the recorded sound into the movie editor or *PowerPoint* presentation to accent and explain the digital images. In this way, students can study social history topics through the interviews and recollections of the individuals, who lived through the events. Students can develop their own research questions that make the study of history relevant to their community, their personal relationships, and develop new perspectives on historical events outside textbooks. The study of history using oral histories introduces students to the concepts of "primary sources," as a means of making meaning of historical events. In addition, the use of interviewing and questioning skills, as well as the construction of a "retelling" of the stories, support the acquisition of writing skills across the curriculum.

Category 3: Sequential Stories

Sequential Storytelling involves the telling of stories that must be told in a sequence, in order for the object or event to be described! These stories present a beginning "event" first, followed by the next step, with remaining steps consecutively described. With sequential stories, we introduce the narrative skills of sequence and events. Young writers learn to use concept mapping tools to outline the order of events. This skill is carried even further as they begin to 'storyboard,' to decide which images would be appropriate to depict the story. For the first time, the story will dictate the selection of images. This is an appropriate time to introduce **5 second videos**—filming of short actions to depict the sequence of events.

“How To” story: The "How To" slideshow is a *PowerPoint* presentation that presents a sequence of steps, or explains how something happens. This is an excellent tool to order ideas into a sequential process, or learn "how to" do anything and share it.

Experimental stories: Experimental stories present an action in progress and follow the action through the beginning-to-end sequence. Demonstrating sequences, such as a plant growing, a flower blooming, a volcano erupting, a science experiment in progress, or a math sequence, fall into this type of story.

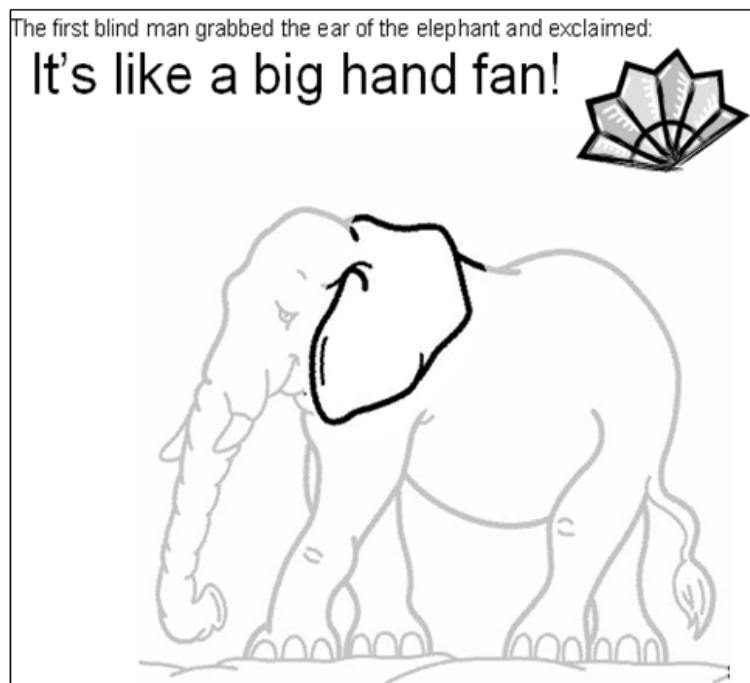
Point of view stories: Annenburg Media's web site, Literature: Exploring Points of View (2009), explains point of view in this manner:

An automobile accident occurs. Two drivers are involved. Witnesses include four sidewalk spectators, a policeman, a man with a video camera who happened to be shooting the scene, and the pilot of a helicopter that was flying overhead. Here we have nine different points of view and, most likely, nine different descriptions of the accident.

In short fiction, who tells the story and how it is told are critical issues for an author to decide. The tone and feel of the story, and even its meaning, can change radically depending on who is telling the story. Remember, someone is always between the reader and the action of the story. That someone is telling the story from his or her own point of view. This angle of vision, the point of view from which the people, events, and details of a story are viewed, is important to consider when reading a story. (n.p.)

In the classroom, point of view stories are created by having more than one person observe an event, then collect the re-telling of the recollections by these individuals into a PowerPoint presentation, or video editing program. For example, three students may be assigned to attend a parade, school event, or meeting, and then create a report about their observations from the event. A "point of view" story is then created from all three reports. In the example in Figure 6.9, the student is depicting the points of view of the elephant as described by the three blind men in the fable: *The Elephant and the Three Blind Men*.

Figure 6.9: One slide from an example "Point of View" Story



Time Lapse Stories: Time lapse stories are stories that are written to explain what happens during a sequence. The difference between this story and a "How To" or "Experimental" story is that a camera is set up to take pictures on a regular interval. The story is written to explain what is happening during each image. Time lapse photography is especially useful for studying events that occur over time, such as a butterfly emerging from a chrysalis, weather patterns changing over the continent, or even the stars moving across the winter sky.

Category 4: Narrative Stories

Narrative Storytelling is the art of telling a story—usually for entertainment purposes, sharing experiences, or giving examples! These stories progress from a beginning event to an ending event. The stories may be fantasy, fiction, realistic, or fictionalized reality—as long as there are characters in the story. This is an