Digital Storytelling: an Efficient and Engaging Learning Activity

Digital Storytelling Helps Students Practice Essential Skills

This technique is a combination of the old storytelling tradition and new technology
A digital story is essentially any

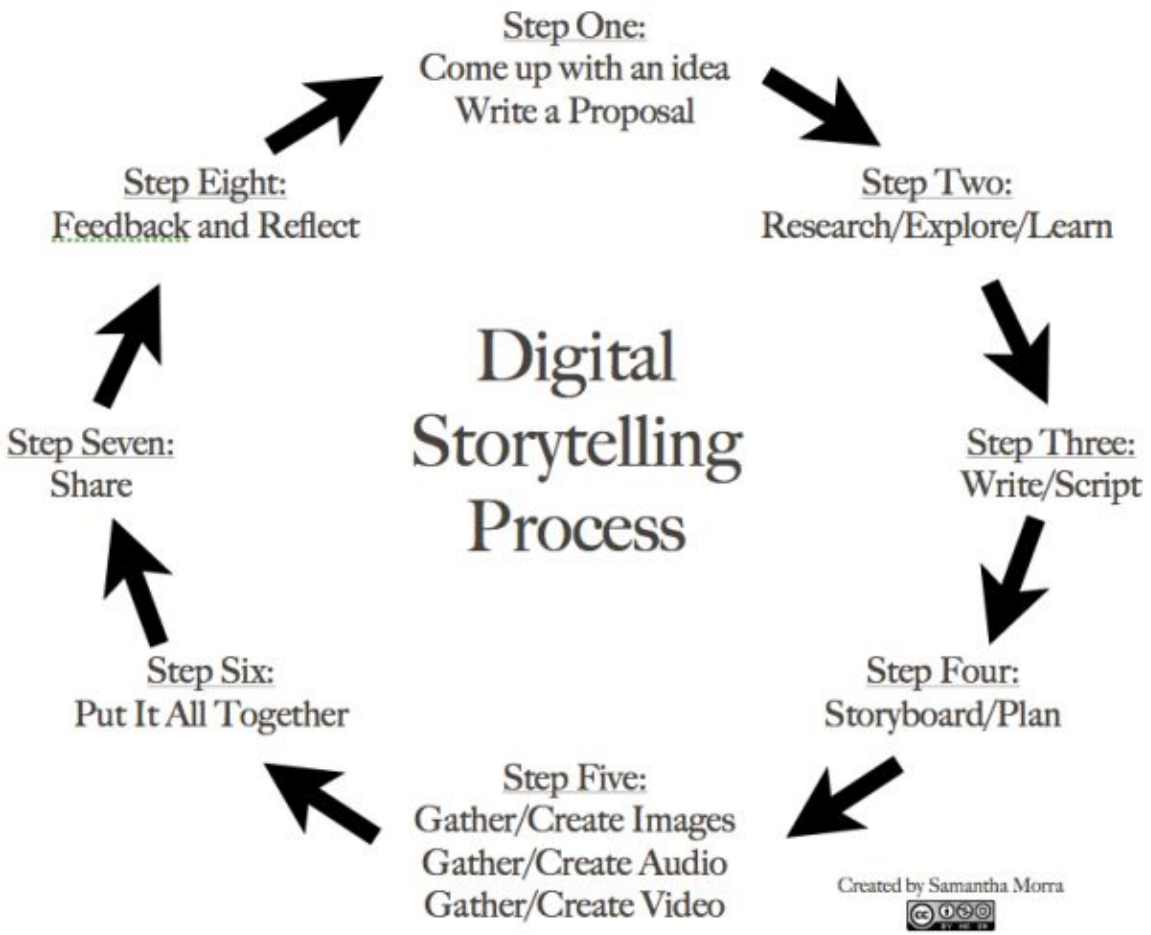
combination of a spoken narrative and a number of visuals, perhaps with a

soundtrack - along with new technologies to edit and share the story.

8 Digital Storytelling Benefits For Students

- **Research**
  Resource Selection
- **Script Writing**
  Voice-Overs
  Technical Skill Development
  Presentation
  Creativity Expression

Steps in Digital Storytelling



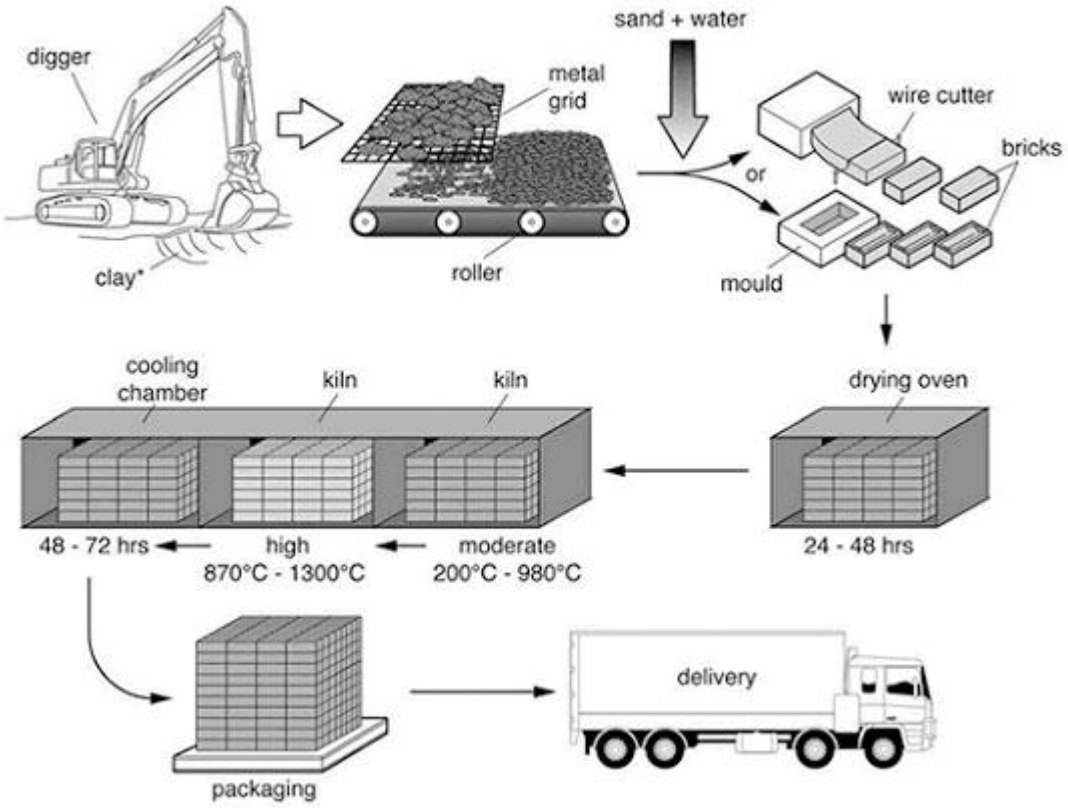
8 Steps in storytelling

1. Start with an Idea
2. Research/Explore/Learn
3. Write/Script
4. Storyboard/Plan
5. Gather and Create Images, Audio and Video
6. Put It All Together
7. Share
8. Reflection and Feedback

Useful links for creating a good digital story

- ***21 Free Digital Storytelling Tools For Teachers and Students*** http://elearningindustry.com/18-free-digital-storytelling-tools-for-teachers-and-students
- http://digitalstorytelling.coe.uh.edu/
- http://www.slideshare.net/PerpetualRevision/intro-todigitalstorytellingfor-pdf
- http://digitalstorytelling.coe.uh.edu/listpage.cfm?id=26&cid=26&sublinkid=53 http://digitalstorytelling.coe.uh.edu/view_story.cfm?vid=359&categoryid=13&d_title=Technology
- An example of a digital story board creation: http://digitalstorytelling.coe.uh.edu/related_files/ISS%20Journey%20Digital%20Storyboard.pdf

How to describe a process (example)



How to start

- you can make a comment on, for example,
- the **number of stages in the process** and
- how it **begins and ends**:
- *there are eight stages in the process,*
- *beginning with the digging up of clay and*
- *culminating in delivery.*
-
- A process is a **series of events**, one taking place after the other. Therefore, to connect your stages, you should use '**time connectors**'.

***To begin**, the clay used to make the bricks is dug up from the ground by a large digger.*
*This clay is **then** placed onto a metal grid, which is used to break up the clay into smaller pieces. A roller assists in this process.*
***Following this**, sand and water are added to the clay, and this mixture is turned into bricks by either placing it into a mould or using a wire cutter. **Next**, these bricks are placed in an oven to dry for 24 – 48 hours.*
***In the subsequent stage**, the bricks go through a heating and cooling process. They are heated in a kiln at a moderate and **then** a high temperature (ranging from 200c to 1300c), **followed by** a cooling process in a chamber for 2 – 3 days.*
***Finally**, the bricks are packed and delivered to their destinations.*

These are some common process diagram connectors:

- to begin
  Following this
  Next
  Then
  After
  After that
  Before**
  Subsequently
  Finally

Sequencing vocabulary (1)

1. after (happening at a time subsequent to a reference time)
2. subsequently (happening at a time later than another time)
3. before (at or in the front)
4. prior (earlier in time)
5. firstly (before anything else)
6. secondly (in the second place)
7. finally (as the end result of a succession or process)
8. lastly (the item at the end)
9. afterwards (happening at a time subsequent to a reference time)
10. then (at that time)
11. later (happening at a time subsequent to a reference time)

Sequencing vocabulary (2)

1. in the end (as the end result of a succession or process)
2. once (as soon as)
3. step (any maneuver made as part of progress toward a goal)
4. stage (any distinct time period in a sequence of events)
5. phase (a particular point in the time of a cycle)
6. while (a period of indeterminate length marked by some action)
7. meanwhile (at the same time but in another place)
8. earlier (more early than; most early)
9. begin (set in motion, cause to start)
10. end (the concluding parts of an event or occurrence)
11. following (immediately after in time or order)
12. subsequent (following in time or order)

The Passive

- Passive = **To be** + **Past Participle**
- Examples
  - Active: *First, **put** the water in a cup*.
  - Passive: *First, the water **is put** in a cup*.
- *Example:*
- **Making Paper**
- First, the tree is cut down. Then, the branches are removed. After that, the trunk is taken to the sawmill. Here, the bark is removed from the trunk and the trunks are sawn into logs. The logs are taken to the paper mill and placed in the shredder. Here they are cut into small strips and mixed with water. After that, they are heated and crushed.

describing a process we use **the passive voice**, not the active

- Most sentences use this structure:

- *Subject + Verb + Object*

***(S)** A large digger **(V)** digs up **(O)** the clay in the ground.*

- In the active voice (as above), the digger
- is doing the verb i.e. the digger is doing
- the digging.

describing a process we use **the passive voice**, not the active (2)

When we use the passive voice, we make

the object (the clay) the subject, and make the subject (the digger) the object.

We also add in the verb ‘to be’ and the past participle (or Verb 3).

(S) *The clay in the ground* ***(V)*** *is dug up* ***(O)*** *by the digger.*

some verbs cannot take the passive
For example, 'to go' cannot be passive, so it is kept in the active voice:

...the bricks go through a heating and cooling process.
Also, as you will see from the description, it is more usual to comment on who or what is doing the action so the '*by....*" phrase is excluded.

example description with uses of the passive highlighted

- *To begin, the clay (which **is) used** to make*
- *the bricks **is dug up** from the ground by a*
- *large digger. This clay **is** then **placed** onto a*
- *metal grid, which **is used** to break up the*
- *clay into smaller pieces. A roller assists in this*
- *process.*
- *Following this, sand and water **are added** to the clay,*
- *and this mixture **is turned** into bricks by either*
- *placing it into a mould or using a wire cutter. Next,*
- *these bricks **are placed** in an oven to dry for 24 – 48 hours.*
- *In the subsequent stage, the bricks go through a heating*
- *and cooling process. They **are heated** in a kiln at a*
- *moderate and then a high temperature (ranging from 200c to*
- *1300c), followed by a cooling process in a chamber for 2 – 3 days.*
- *Finally, the bricks **are packed** and **delivered** to their*
- *destinations.*

Useful links for mining processes description (vocabulary)

- **Describing a process vocabulary and grammar**
- http://www.multitran.ru/c/m.exe?a=1&SHL=2 –
- on-line dictionary
- http://downloads.bbc.co.uk/worldservice/learningenglish/howto/how_to_080723_process.pdf
- https://www.vocabulary.com/lists/19070#view=notes – **Earth science vocabulary**
- http://www.bbc.co.uk/worldservice/learningenglish/grammar/vocabulary/science.shtml#scientists
- **verbs to describe processes**
- http://www.usingenglish.com/files/pdf/ielts-academic-writing-verbs-for-describing-processes.pdf

Useful links for mining processes description (video)

- https://www.youtube.com/watch?v=POqw0rlJe78
- https://www.youtube.com/watch?v=8uLuecS_PTk

- **http://science.howstuffworks.com/30194-discovery-channel-mining-iron-ore-video.htm**
- **https://www.youtube.com/watch?v=F0cuJKSQZ0k**
- **https://www.youtube.com/watch?v=Ea_7Rnd8BTM**
- **https://www.youtube.com/watch?v=9l7JqonyoKA**
- **https://www.youtube.com/watch?v=hBqhGHfzQFQ**

- **http://study.com/academy/lesson/iron-vs-bronze-history-of-metallurgy.html**
- **http://study.com/academy/lesson/what-is-ore-definition-types-uses-examples.html**

- **http://study.com/academy/lesson/what-is-ipat-factors-of-the-human-impact-on-the-environment.html**