Creating Digital Multimedia Texts

Four Considerations
Ten Ideas
Two Projects

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C21 Literacies and Differentiation

• Digital literacy, information literacy
• Media literacy, visual literacy
• Cultural literacy, social literacy
• Cognitive challenge, IE & G&T
• Learning styles
• Intelligences
• Working environments, tool options
• Variety of mentors
• Ways to present and publish

• Meeting the needs of 21C learners
• Meeting standards for 21C teachers

The Four Ls and ICT Links

Learning: well-planned, engaging, evolving, informed
  • Include contemporary digital tools to achieve goals; students central

Language: structures and conventions
  • Skills/drills apps, interactives/manipulatives, word-processing, IWBs

Literature: interpretation and appreciation
  • Online listening, reading, viewing, sharing, collaboration, publishing

Literacy: using R W S L V for communication
  • Editing or creating documents, audio, video, images, animations, podcasts, slideshows; internet research, discussion and collaboration; e-pub creation, presentations

Cognitive Levels – Blooms & ICT

• Recall - Google-ing, bullet points, highlighting, note taking
• Comprehension - Categorising, tagging, annotating
• Application - Editing, playing, uploading, recording, transcribing, interviews
• Analysis - Mashing, mind-mapping, tables, databasing, graphing, spreadsheeting, discussion. wikis, storyboarding
• Evaluating - Commenting, reflecting, testing, posting, blogging
• Synthesis – high order thinking required for:
  Programming, animating, video and audio editing,
  CAD, interactive document creation, interactive multimedia slideshow editing, critical editing, image modification, collaborative texts, mashes, integrated projects

ENGLISH – Types of Texts

• oral tales
• literary alphabet books
• picture books
• rhyming verse
• chants
• personal recounts
• drama activities
• simple procedures
• descriptions
• road signs
• computer games
• e-books
• postcards
• television
• films
• digital animations
• concept charts
• greeting cards
• comics
• storyboards
• photograph albums
• invitations
• various types of stories; inc Dreaming

EVERY one of these can be constructed using digital technology, whether or not that’s listed in the Australian Curriculum links.
Two Projects focusing on ICT & Literacy

- Digital Narratives
- Mobile Technologies & Literacy

1. The Digital Narratives Project

- TP funded – literacy outcomes thru integrating ICTs
- About 80 classes have participated in the complete project
- Regional and metropolitan, any school, any year level thru EOI (as long as TP needs are the focus)
- Focus on History and embedding ICT
- Upskilling in digital media, rich tasks and digital texts

FULL participation included:

- Full day PL for teachers - digital multimedia
- Half day workshop incursion by author & illustrator
- Students creating a digital work, including the full rich process
- Debrief and sharing – experiences and student work

Teacher PL included a full day PL of choice from:

- Slideshows
- Video editing
- Audio editing, podcasting
- Animation and avatars
- Comic strips and graphic novel style
- Print publishing
- Collaborative writing
- Design issues, visual literacy skills,
- The rich creation process, from inception → publication

- Win, Mac, iPad – the platform of choice
- Software, web 2.0 sites, apps, resources for explicit teaching

2. UWA / AISWA
Mobile Hand-held Technology & Literacy Project

“Exploring the Pedagogical Applications of Mobile Technologies for Teaching Literacy”

Involved:

- A variety of schools and student cohorts (10)
- Joint UWA and AISWA project, research in Independent schools, 2011-12
  o A/P Mark Pegrum
  o A/P Grace Oakley
  o A/P Robert Faulkner
  o Dr Michelle Striepe
- Phase 1: uncovering elements current practice
- Phase 2: focus on case studies with new adopters, building a community of support (wiki)
- Australian Curriculum – Literacy, ICT as General Capabilities focus
- AITSL – addressing professional standards in ICT

FINDINGS by UWA
NINE “Binary” Principles for using hand-held devices

NB: DRAFT findings only. The final report is due for completion in August 2012. Thanks to UWA for allowing this draft content to be shared ahead of publication

Technological Principles

1. Analogue vs digital tools
   - Use a blend, for different educational reasons

2. Free vs proprietary apps
   - Use a blend, balance pedagogy and budget
   - Web-based tools and apps; variety is very important
   - Share the workload of finding resources

3. Technology vs pedagogy
   - Pedagogy first, technology second
   - Integrate them in the “wider learning ecology”
   - Not just entertainment; purpose, goals

Pedagogical Principles

4. Traditional vs contemporary pedagogy
   - If, how and when they support either
   - Opportunities to support pedagogical change
5. Consumption vs production
   • Content transmission and drills as appropriate, but also...
     o Use for creative activities, not just content viewing
     o Use generic & production apps for rich, creative tasks
   “Production-based apps resonate strongly with contemporary pedagogical approaches”

6. Teachers as learners
   • A shift of mindset is required
   • Teachers must be learners
   • Technology complements their skills, does not make them redundant
   • Teachers don’t need to be technological experts, but need awareness of possibilities
   • Targeted and contextually relevant PL
   • Support at P of N
   • Provide bracketed time for PL
   • Encourage collaboration, sharing, a PLN

Organisational Principles

7. Collaboration vs personalisation
   • High value as collaborative tool for K-6
   • 1:1 in middle and secondary school
   • Medium to long term –BYOD personalise and customise

8. Formal vs informal learning spaces
   • Use outside regular classroom spaces for K-6
   • Continue in-class learning outside class setting 7-12
   • Explore seamless integrated F ←→ InF learning
   • Capitalise on the connectivity/networking capabilities

9. Lower vs higher grade levels
   • Encourage exploratory learning in K-9
   • Secondary – mobile devices complement laptops 9-12
   • E-textbooks as an alternative to hard-copy

Positives Noted
   • More student-centred
   • Empowering for learners
   • Generates discussion
   • Freedom from teacher-dependence
   • Sustained interest, engagement, concentration
   • Good access to tools for the “new literacies”
   • Enabler for “flipped classrooms”

Issues Noted
   • Researching apps – time consuming
   • Syncing apps on shared devices – painful
   • Slow speed of internet - frustrating
   • Restrictive institutional policies
   • Capacity of infrastructure and technical support
   • Potential ethical and safety issues; duty of care
   • Flash interactives won’t work on iPads – sad

AISWA KITS For trialling the use of hand-held technologies
Schools can borrow (and trial) iPads from AISWA to inform decisions about value for pedagogy.

2 x travel cases, each containing:
   • 13 x iPad 2.0
   • Chargers
   • Connector cables for AV equipment
   • Apple TV for remote connection
   • Camera kit connectors
   • Document cameras

Predominantly literacy-related apps:
   • skills/drills
   • research and fact finding
   • story reading apps
   • games for sight words, phonics
   • story creation apps
   • e-pub apps
   • image creation /modification apps
   • maths apps
   • planning and note-taking apps
   • utilities

#1 Trial School 1 – ALTA-1 (5 week trial)

ALTA 1 is a CARE school (curriculum re-engagement programme for students who respond better to learning outside traditional mainstream school structures)

Students given iPads 1:1
Allowed to take home and on work experience (if they chose to do so – a personal decision. Most did)
Positive outcomes for these students

- Personalisation and customisation
- Motivated reading by having class novel as an iBook (with related features)
- Multimedia capacity was appreciated
- Home-school link (seamless) - homework
- Choice for learning tasks (differentiation)

- Trust, respect, pastoral aspects were an unforeseen positive bonus

Trial school 2 – Punmu Community (1 term)

- remote WA school- Great Sandy Desert
- 600 km to the nearest service centre
- aboriginal K-10 students
- students had no knowledge/ experience with iPads

Major impacts:

- “ownership” thru exploration and discovery
- engagement
- concentration
- independence
- self-management

#2. Make writing documents interactive and MM

In documents:

- Text (common)
- Images (common)
- Video
- Audio
- Links to URLs
- Instructions
- Diagrams
- Charts for data

Open the DEVELOPER TAB (File→Options→Customise ribbon → tick “Developer”) in Word WIN to also create...

- Text entry
- Checkbox
- Drop down menus

Animated MM stories in PPT and Keynote

- Create simple talking books
- A great “buddy” activity – authentic audience and feedback
- Students draw separate components of a scene
- Apply “custom animation”
- Supplement with recorded voice and/or text boxes.

10+ Ideas for using digital multimedia & digital narrative to support Literacy

#1: Pedagogy First!!

Any classroom technology should be:

- An adaptable, creative classroom tool
- A fantastic motivator and an engaging medium
- A brilliant way to publish and share
- A boost to creative and critical thinking
  ** NOT a digital babysitter **

#1 pedagogical and curriculum goals THEN
#2 how technologies can help achieve them
Pick-Your-Own-Pathway Story

- Plan the story text for every possibility and create the screens in Powerpoint or Keynote
- Use “action buttons” to hyperlink screens
- An incredibly rich problem-solving task!
- D=Dilemma (choice)
- C=Conclusion (resolution)

#3. Use Australian Resources

- **Australian content** – suits History Curriculum
- Text, images, video, audio, “interactives”
- Access to downloadable media
- Teaching notes and curriculum links
- **Activities/discussions on IWBs**
- Individual or partner work

My Place

Australian Screen
www.aso.gov.au

National Film and Sound Archive

National Library Database
www.trove.nla.gov.au

Dust Echoes (Aboriginal & TSI content)
http://www.abc.net.au/dustechoes/

Asia education Foundation resources
http://www.asiaeducation.edu.au

TLF Materials (via Scootle for some jurisdictions)
www.scootle.edu.au

Search by: Curriculum area, topic, keywords, resource type or resource code, AUSTRALIAN CURRICULUM elaborations

Examples of TLF materials (links in Scootle)

Dragons Dream (sequencing/LOTE, also on app store)

Procedure – make a Kite (procedural text)

Lights camera action series (several in the series)

Other Australian commercial resources:

- Stories and activities for various genres
- Matched to Australian Curriculum
- Reading and comprehension
- Multimedia support for reading
- Also speaking, listening, discussion, writing
- Include assessment activities to monitor progress

Examples:

Ziptales online series (Web-based, Flash)
www.ziptales.com

My Prep Year (foundation year) iPad apps “The Trip”
www.appsbypaulhamilton.com

Dreamtime and Beyond series
www.sunshineonline.com.au

Difference Differently (inclusive multiculturalism) TBA
www.differencedifferently.gov.au

#4 : The Value of Digital Narrative Texts

Get your students to READ digital texts. The use of interactivity and multimedia supports pedagogy and often promotes interest and engagement with texts...

E-pubs (digital books) also have features for defining words, personalising format to be more user-friendly, highlighting & copy/pasting key points of text, bookmarking.

Jan Clarke, ICT Integration Support, AIS WA – ALEA Conference, Sydney 2012
But it’s so much richer to get them to CREATE their own works

Digital “Story” Telling

- Potentially a VERY rich process
- Integrates all aspects of literacy – R, W, S, L, V
- Integration, differentiation boosts engagement
- Creates discerning viewers – explores the meta-language of media
- Assists reluctant or less productive readers to tell stories
- Creative relevance for a media-centric generation
- Acknowledges various “literacies” & “intelligences”
- Deconstruction, reconstruction, experimentation – high order thinking skills
- Suitable for K-12 English; application across all Learning Areas
- General Capabilities: Literacy, ICT, Critical & Creative Thinking

Editing – A Value-Adding Process

- Problem-solving
- Social intelligence
- Proficiency
- Teamwork
- Collaboration
- Experimentation with texts (written or visual)
- Opportunity to start small and evolve improvements
- More effective processing of ideas through manipulation
- Greater understanding and awareness thru active engagement
- Encompasses General capabilities

The complete “Rich Process” - Critical for Quality

- Explicit teaching of media concepts
- Researching
- Writing the text/script – explicit literacy teaching
- Planning the production process (flowchart)
- Negotiation – who will do what? When? How?
- Storyboarding
- Creation of a draft, using technology
- Critical review, feedback from peers
- Editing
- Final performance/presentation & sharing

Explicit Teaching

Teach the Meta-language of media to generate a Better quality product, deeper personal understanding. Create activities that help students explore the concepts

- Camera angles - meanings
- Camera distances - meanings
- 1st person, 2nd person, 3rd person perspective
- Lighting
- Music
- Transitions
- Durations, timing

Storyboarding – Visual Texts

- Articulation of ideas and how they will be presented
- Justification of choices and decisions
- Concepts of meta-language used

#5. Audio Recording and Editing

- Interviews
- Create a voiceover for a slideshow, animation or video
- Practise reading/speaking - listen and improve fluency, expression, confidence (objective listening)
- Read and record stories for/with younger students
- Create a documentary podcast series
- Create a soundtrack or effects for a drama activity
- Teacher records lessons for student access
- Teacher creates interactive documents, including audio

Software

- Audacity – Win/ Mac
- http://audacity.sourceforge.net/
- GarageBand – podcast mode
- QuickVoice, Recorder HD, WavePad – iPad apps
- Voice Memos - iPhone

Student podcasts

Listening to audio

- Listen to children’s podcast stories online
- [http://storynory.com/](http://storynory.com/)
- Many podcasts for older students on [iTunesU](https://itunes.apple.com)

Speaking Thru and Avatar

- Eg: Voki [www.voki.com](http://www.voki.com)
- Free, requires registration
- Create an avatar and record your voice
- Create a file that could be hyperlinked or embedded in other documents
- Email Vokis to the teacher to view
- Classroom version available

#6. Rewriting and Re-rapping History

Parody a famous work, using humour in writing & video, animation audio skills

- History for Music Lovers - many great examples! [http://www.youtube.com/user/historyteachers](http://www.youtube.com/user/historyteachers)
- Store Wars [http://www.youtube.com/watch?v=hVrlyEu6h_E](http://www.youtube.com/watch?v=hVrlyEu6h_E) Star Wars vegetables

Video Re-mixing

- Remix (re-edit) video clips to create narratives with new meaning from a new script
- Remix stills or clips from video games (interesting angles can be selected from virtual 3D worlds)

Re-script a visual story

- Script and record a voiceover to retell a story
- Script and record a voiceover to retell a story
- [http://www.youtube.com/watch?v=_j5UtoGWDLs&feature=related](http://www.youtube.com/watch?v=_j5UtoGWDLs&feature=related) Japanese animation
- Beautiful cut-out animations- search for “Cloud Bread” videos

#7. Skype-in-a-Grandy – Virtual Incursions

- Virtual incursions, interviews, storytelling
- Skype or similar to invite visitors to the classroom

#8. Video for Puppets & Plays (Stop Motion animation)

Create projected video backgrounds for:

- shadow puppet plays
- drama
- dance
- “green-screen” action

Make a video of a puppet play, well-framed and edited, with voices

Digital Puppetry (a version of stop motion animation)

- iPad apps, eg:
  - Toontastic (story planning facility)
  - Sock Puppets (record voice and they lip sync)
  - Puppet Pals (define movements, record voice)
  - Story Patch (use scenes, props, characters; add your own text)
- more sophisticated apps available for older students

![Stop Motion Animation](image)

Stop Motion Animation Software

**Web 2.0 (free, online)**

- FlipBook
- Aniboom

**Free for Mac**

- FrameByFrame
- Use iMovie
- Load a series of images and add short transitions

**Free for Windows**

- Monkey Jam (has a simple but useful layers feature)
- Stop Motion Animator

**2D + 3D Stop Motion Examples**

- [http://www.youtube.com/watch?v=dHwWO3bqKDo](http://www.youtube.com/watch?v=dHwWO3bqKDo) - paper cut outs as video clip for a song (town scape)
- [http://www.youtube.com/watch?v=FKgw033xM5U&feature=related](http://www.youtube.com/watch?v=FKgw033xM5U&feature=related) - animation on real objects (toilet paper)
• [http://www.youtube.com/watch?v=C3Ue1AXSzwy](http://www.youtube.com/watch?v=C3Ue1AXSzwy) &feature=related - clever impression of movement (girl in bed)
• [http://www.youtube.com/watch?v=a5s5qGg01nE](http://www.youtube.com/watch?v=a5s5qGg01nE) &feature=related - claymation “Cows With Guns”
• [http://www.youtube.com/watch?v=6gvOVWKKxmo](http://www.youtube.com/watch?v=6gvOVWKKxmo) - stop motion via chalk and blackboard

#9. Lit Trips & Book Mapping

- Context of stories becomes real
- Assists visualisation, meaning, personal connection
- Helps organise thinking, increases understanding
- Global and cultural awareness
- Multi-discipline, multimodal, multimedia
- Rich group task
- Develops links between real and imaginary worlds

- Google Maps
- Google Earth
- Bing
- Planiglobe
- ArcExplorer

Google Lit Trips
[www.googlelittrips.com/GoogleLit/Home.html](http://www.googlelittrips.com/GoogleLit/Home.html)
Check for tutorials on [YouTube](http://www.youtube.com/) – many

**We Tell Stories** - Penguin Publishing prepared book mapping
[http://www.wetellstories.co.uk/](http://www.wetellstories.co.uk/)

**Australian Literature**
Eg: “Are We There Yet” by Alison Lester

Search “lit trip” on Google and YouTube

#10. Creating ePubs to showcase literacy

**Book Creator** – a user friendly student app
- Paid version (approx $5)
- Add text, images, audio
- Change layout
- Change background
- Choice of fonts, colours
- Layering of images
- Multiple export options
- Free version (text, images, limited flexibility to arrange elements)

Integrating apps – richer task by blending many apps. For example, create an epub using apps for:
- Photography
- Video
- Internet research
- Taking notes
- Concept mapping
- Graphic organiser
- Diagram
- Annotated photo
- Photo collage for title page
- Map
- Use a cloud app to share files
- Publish in iBooks

![Book or Story creation Apps](image)

**Publishing Online** (Print publishing also an option)

- **Mix Books** [www.mixbook.com](http://www.mixbook.com)
- **Text**
- **Images**
- **Backgrounds**
- **Add QR codes** [www.gettag.mobi](http://www.gettag.mobi)
#11. Comics + Graphic Novels

- Rationale for using graphic novels
  

- Engagement for reluctant readers and writers
- Differentiation
- Visual literacy; viewing outcomes
- Suits visual & kinaesthetic learners

Creating Comics + Graphic Novels

- **Comic Life** – Free 30 day trial download (most functionality but has watermark) [www.plasq.com](http://www.plasq.com)
- (App also available)

- **List of software for online Comics/Graphic Novels**

- **Reasons to use comic strips for education**
  [http://www.pixton.com/schools/overview](http://www.pixton.com/schools/overview)

- Comic creation apps - Comic Life, Strip designer

- Graphic Novel Resources
  
  This site has [links to the online graphic novels](http://digitaltoolsforteachers.blogspot.com.au/2011/04/online-comics-and-graphic-novels.html)

Comic style software and online sites

**Comic Creator**


**Pixton Software** (lite version)

- [www.pixton.com](http://www.pixton.com)

**Comic Master** (web 2.0, free)

- [http://www.comicmaster.org.uk/](http://www.comicmaster.org.uk/)
- Online Story Making

**Fractured fairy tale generator - Yr 3-12**


**Matching podcast of tales**


**Flip Book – Yr 3-12**


**Story Cube – Yr 6-12**


Comics with Audio Recording

**Story Creator Myths & Legends**  Web 2.0 (on-line)

- [http://myths.e2bn.org/story_creator/](http://myths.e2bn.org/story_creator/)

**Cartoon Story Maker**


  - Free but needs to be downloaded.
  - Windows OS only
  - Very popular with language teachers