

TALKING COMMUNITY PRESENTATION

DIGITAL STORYTELLING: CURRICULUM, BEST PRACTICES, BUILDING COMMUNITY

Monday, February 23th

INTRODUCTIONS (MARK)

Curtis P. Ho is an Associate Professor and Chair of the Educational Technology department at the University of Hawaii at Manoa. He is a co-principal investigator of Learning Enhancements through Innovation (LEI Aloha Project), a federally-funded Preparing Tomorrow's Teachers to use Technology grant project. He is also president of the Pan Pacific Distance Learning Association, a state chapter of the United States Distance Learning Association.

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John H. Southworth is Educational Associate with the Curriculum Research & Development Group, University of Hawai'i College of Education in Honolulu, Hawai'i, USA. He currently is Technology Director of the Student Ambassador Program of the UH College of Tropical Agriculture and Human Resources. He has been active for over three decades in classroom technology integration program research and development. He has taught science, math and telecommunications courses at the UH Education Laboratory School and University of Hawai'i College of Education.

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Dean Tomita is Instructional Technology Manager at Kamehameha Schools in Honolulu, Hawaii. Dean works closely with administrators from each of the three KS campuses, Extension, and Early Education programs. He is currently heading up an education technology task force tasked with overseeing the development of a system-wide technology plan that addresses the uniqueness of each campus and program. Dean started out as an elementary school teacher in the state school system and has been with Kamehameha Schools for the past 9 years.

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Mark Standley is the Associate Principal/Instruction at Highland Tech High, a standards-based, technology rich charter school, in Anchorage, Alaska. Mr. Standley has spent over 20 adventurous years in Alaska as a back-country archeologist, K-12 instructional leaders, University of Alaska assistant professor, and team player for Apple Computer, Inc.. Named "Father of the IDidaMovie" in Alaska, his presentation will draw from stories, writings, and experiences in digital storytelling in rural schools in Alaska, Hawaii, the Lower '48, and internationally.

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TEACHING POWERFUL STORYTELLING (MARK)

Students can learn to use technology to share ideas, experiences, and insights with audiences around the world. "Digital storytelling" allows students and teachers to talk about themselves, their community, and/or what they are learning. Storytelling is a powerful teaching tool because of the relationship between cognition and narrative. Storytellers use critical thinking, knowledge management, and information literacy to tell their story. Students engaged in storytelling become motivated by this work for worldwide audiences. Through this process they also learn collaboration, marketing, and mediation skills. In the end students learn how to teach, empower, and excite audiences to action through powerful storytelling.

BOOKS: [Digital Storytelling with PowerPoint](#), [Digital Storytelling with iMovie](#). Publisher: Visions Technology, 1-541-349-0905.

SHARING BEST PRACTICES (CURTIS)

The use of digital storytelling by the classroom teacher requires knowledge and skills about technology integration and pedagogy that may be acquired in a number of ways. The most direct way would be through a progression of professional development activities including: demonstrations, workshops, mentoring, implementation and sharing. Professional development should: be at the appropriate level of the audience, emphasize pedagogy and curriculum integration, address content standards, and should allow time for reflection. Access to technology and technical support for both students and teachers are critical. Teacher resources are readily available on the web. ETEC Connections is a web resource at the University of Hawaii that provides “best-practices” videos depicting teachers integrating technology into their classes to address content standards. Outcomes of projects such as digital storytelling should include the teacher as the role model, student-centered learning, and the fulfillment of content standards. The ultimate outcome is that students are excited, willing and motivated to learn in a way that enhances their future potential to live, work, and contribute to society.

DISTANCE LEARNING/STORYTELLING (JOHN)

Distance Learning – Enrichment (DL-E) is the concept of turning any classroom into a global village through the Internet. Rather than merely reaching out to teach students remotely, DL-E brings into a teacher’s classroom opportunities for enrichment of any curriculum being used. DL-E provides a valuable method to share and exchange ideas developed in digital storytelling projects. It involves a combination of “synchronous” and “asynchronous” modes of communication. The Electronic Field Trip (EFT) model uses both modes in providing for introductions of participants, information exchange, sharing of on-line digital storytelling feature, and discussion and collaborative activities. A current hypothesis relates to testing the concept of using DL-E and digital storytelling for developing the skills needed as stepping stones toward greater classroom technology integration. A proposed DL-E “tool kit” would include a portable technology resource that could be moved into any classroom for local or on-line multimedia and telecommunications programming. Does use of DL-E programming and digital storytelling lead toward greater use of effective multimedia teaching and more technology-skilled teachers with a more positive attitude toward the various options involved with classroom technology integration?

KAMEHAMEHA’S IMUAMOVIE FESTIVAL (DEAN)

Kamehameha Schools is committed to practicing and perpetuating ‘Ike Hawai’i (the knowledge of Hawai’i) to ensure Hawaiian culture, traditions, language and values are preserved. Kamehameha School’s iMuaMovie Festival will help to promote ‘Ike Hawai’i through the telling of stories which, in many ways, parallels the way information was passed down in Hawaiian culture from generation to generation. Middle school students from the Hawaii, Kapalama and Maui Campus are actively working on movies that focus on one of the following topics: Our Traditions, Hawaiian Values, and Ecology of Hawaii. These topics were specifically selected to encourage Kamehameha students to explore and discover aspects of their culture, history and traditions, and to preserve their newfound knowledge in the form of digital stories. iMuaMovie embodies the Hawaiian saying: ‘A’ole pau ka ‘ike i ka halau ho’okahi, which translated means “Not all learning takes place in one school.” Students who participate in this project have a wonderful opportunity to discover and learn about ecology, history and traditions unique to their islands, and to preserve this knowledge in the form of digital movies which can be shared with an authentic audience that extends beyond each campus.