



GOING DIGITAL



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March 13, 2021



- *To identify the reasons for using digital stories in language teaching*
- *To recognize the main elements of the digital stories project*

M Milena Danilovic + 3 + 8h

What is PBL (Project Based Learning)?

Please share ideas using padlet link:
<https://padlet.com/danilovicmilena4/uc68vu3mxjb54xxk>





PBL is “an instructional approach that contextualizes learning by presenting learners with problems to solve or products to develop”

“Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects.”

5 main ingredients to PBL

- 1. Problems or questions of personal importance***
- 2. Authentic investigation finds answers to real questions***
- 3. Multidimensional
(language skills + content knowledge + social skills)***
- 4. Collaboration
(with classmates + with outside sources)***
- 5. Real-world product***



EDUCATIONAL USES OF
Digital Storytelling

"We tell stories to continue ourselves."

- Ken Burns

Featured Digital Stories

About this Site

News & Announcements

Digital Storytelling MOOC

Featured Digital Stories



Urban Art vs.
Vandalism



The Path of Exile



Following in the
Footsteps of My
Ancestors



Faeries of Serbia



How Did I Become
Asian American



<https://digitalstorytelling.coe.uh.edu/>



What are the main steps when creating a digital story?

What do you think are the main steps when creating a digital story?



Please share your ideas in the chatbox 😊



Steps & process



The 8 steps Morra describes:

1. Start with an Idea
2. Research/Explore/Learn
3. Write/Script (story circle!)
4. Storyboard/Plan (budget!)
5. Gather and Create Images, Audio, and Video
6. Put It All Together
7. Share (as a class & camp)
8. Reflection and Feedback

Each of the steps is described in more detail in the article.
<https://samanthamorra.com/2013/06/05/educademic-article-on-digital-storytelling/>

ACCESS NIKSIC PBL PROCEDURE



- Introducing the Digital Storytelling project (brainstorming ideas and topics, watching the example videos, using background music)
- Evaluation rubrics (Students got copies of the evaluation rubric to identify the criteria for the evaluation of their project.)

MY DIGITAL STORY

- **one interesting object from their homes they really like and which is very important for them**
- **a photo with a beautiful memory**
- **their favorite, crazy piece of clothes that they have**
- **something old, that belongs to their family**
- **physical Access reminder**
- **3 top fascinations/passions from Art (topics that they are into, plays, albums, things they do, objects, poetry, literature, comics, movies, music, etc.)**

Digital stories procedure

- **Writing scripts (checking spelling mistakes, giving feedback)**
- **Recording audio (checking pronunciation mistakes)**
- **Gathering images**
- **Putting all together (images and audio) using video editors (YouCut, Film Maker, Video editor...)**
- **Sharing stories via Zoom classes**
- **Assessment using rubrics established at the beginning of the project**
- **Peer reflection and feedback (via Google form – video content and organization, grammar and spelling mistakes, production)**

Evaluation Rubric for Video Project



Student's name:				
Performance Level	Needs Improvement	Satisfactory	Excellent	Number of points
Storyboard	Student did not complete a storyboard or storyboard did not match the video. 0-2 points	Student completed the storyboard on time, but some items are not thoroughly described. Storyboard matches the video. 3-5 points	Student completed storyboard on time. Storyboard is thorough and matches the video. 6-10 points	
Video content and organization	The video lacks logical sequence of information. Much of the information is irrelevant to the overall message. 0-2 points	Information is connected to a theme. Details are logical and information is relevant throughout most of the video. 3-5 points	Video includes a clear statement of purpose. Events and messages are presented in a logical order, with relevant information that supports the video's main ideas. 6-10 points	
Mechanics	The text and audio have 4 or more grammar or spelling errors. 0-2	The text and audio have 1-2 grammar or spelling errors. 3-5	The text and audio have no grammar or spelling errors. 6-10 points	
Production	Video is of poor quality. The pace of speech does not match the transition of slides. 0-2	Video is of average quality. Most of the video has good pacing and timing. 3-5 points	Video is of good quality. Shots and scenes work well together. 6-10 points	
Total				
Project Grade				



ABOUT ME

By: Maša Kilibarda

<https://www.facebook.com/Access-Niksic-435375389997979>



Film Maker

DIGITAL ST

by:

Boris Golubović

Feedback

PLEASE SHARE YOUR THOUGHTS
REGARDING THE STORIES AND THIS
WORKSHOP 😊

YOU CAN RAISE YOUR HANDS OR
WRITE IN THE CHAT BOX.



EMPOWERED LEARNERS
ARE ENGAGED LEARNERS



References:

1. Evaluation Rubric for Video Project [Word doc]. (n.d.). Retrieved from https://www.niu.edu/facdev/doc/evaluation_rubric_for_videoproject.docx
2. Morra, S. (2013). 8 Steps To Great Digital Storytelling. Transform Learning. <https://samanthamorra.com/2013/06/05/edudemic-article-on-digital-storytelling/>
3. University of Houston Education. (n.d.). Educational uses of Digital Storytelling. <https://digitalstorytelling.coe.uh.edu/index.cfm>

Thank you!



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