

Course and Population	Technology	Class Hours	Activity and Time Frame
ESOL for Workers [ESL and Career Exploration]	Photo scanning software, Photo editing, digital audio recorder with microphone, sound editing, QuickTime Pro, Microsoft Word, PowerPoint	10 per week	4 hours per week for 15 weeks

Digital Stories Project

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Teaching Strategies

Students build confidence and self-expression through learning to use technology. Students develop a story describing their past lives in their country, present situation in the US, and their plans for the future. Students use this story as a basis for creating a career plan in future class work. The activity leads students to experiment with technology thereby developing confidence, teamwork, and leadership, while allowing for self-expression and communication through pictures and narration.

Course Description

This course is for working adults learning English as second language at the Center for Immigrant Education and Training at LaGuardia Community College. The course is designed to develop students' English language skills in the context of the workplace. Course content includes development of a career plan, which includes reflection on values, skills, interest, and work experience. Students develop communication and interview skills, along with basic computer skills.

Learning Objectives

- Students create narration using past, present, and future tenses;
- Students develop story telling techniques: transitional language, organization, storyboarding;
- Students do peer editing and revision;
- Students work individually and in teams to develop narration for their digital stories

Technology Integration

- Students develop experience and skill with their teammates for technology troubleshooting;
- Students scan pictures into the computer to create slides;
- Students practice and record narration;
- Students unite narration with pictures to create their digital story

Activity Overview

Preparation

1. Secure all software necessary for the project.
2. Create your own story as a demo for students.
3. Get a CD-RW for each student to save work on (format to save class time).
4. If you have low-level ESL with little/no computer experience:
 - Create step-by-step instructions for basic skills (opening, closing, saving files, editing in MS Word).
 - Create mini-projects for the first three weeks that incorporate practice on basic skills.
5. Create student teams and have students volunteer to be team leaders.
6. Work with team leaders for 15 min. at the beginning of each lab session to teach them what they will assist their team members with that day (how to open a file, how to save a file, etc).

Description

1. a. Students work in pairs at the scanner to scan in their picture or load their digital pictures from camera and save to their CD-RW. Try to have one or two students become the 'experts' at this task.

b. Other students work on typing narration into MS Word and save on CD-RW. This may take several classes. Instructor collects drafts of narration and assists with development of narration.
2. Students print pictures and narration and create a storyboard, matching picture(s) with selected narration and deciding on the sequence.
3. a. Students use MS PowerPoint program to create slides for each picture, and then convert back to .jpg files- this is to uniform picture sizes. (This step is not necessary if using pictures from a digital camera)

b. Students practice and record narration on Sound Forge or Sound Recorder with lab assistant and save on CD-RW (Sound Recorder is included in MS Office software on most computers)
4. Teacher edits sound files.
5. Students convert pictures and sound separately in QuickTime Pro in teams.
6. Students work with lab assistant or instructor to unite each picture file with its sound file to create a mini-movie file and unite all mini-movie files to create one digital story.

Assessment

Students were evaluated on the storytelling quality of their narration and the compatibility of the pictures, their group and individual class presentations of their project, and the clarity and accuracy of their pronunciation in their audio recordings.

Reflections and Suggestions

1. Familiarize yourself with the technology before starting the project and/or schedule time throughout the semester to work with someone who knows how to work with sound and image files.
2. Group students to make 1 story together.
3. Keep narrations short and limit the number of pictures. Reading one page of narration for 10 pictures is equal to about 2 minutes- Stories longer than 2-3 minutes tend to seem too lengthy.
4. Work with your students in a computer classroom at least once a week for the duration of the project.
5. Have students critique your demo story for what makes a good, interesting story so they can model. Encourage students to create narrations that go beyond the 'facts' of their lives and incorporate their emotion in their narration.
6. Use audio software that allows for editing to create sound files.
7. Require that students leave their CD-RWs with you at the end of each class with their work saved on it.
8. If possible- create a backup file for student work on your own CD-RW
9. Have a lab technician present at each class to assist you and the team leaders with troubleshooting.

Materials

- "Using Quicktime Pro for Digital Stories"
- "Basic Computer Operations"
- "How to Print your Pictures"
- "Using Microsoft Word"