

CRYSTAL QUILLEN
 “USING STORYBIRD IN THE
 CLASSROOM”
 NOV 2017 CELT

Learning Outcomes

1. Understand the basics of StoryBird
2. Introduce how StoryBird modifies and redefines original assignments (SAMR Model)
3. Find ways to adapt StoryBird to your classroom needs

Why storytelling?

- Facts or “truth” are not always interesting or exciting
- When presented factually, students have trouble understanding it
- Allow students to take data and fact that might not seem connected, and tie them together.

(Simmons, 2007; Green 2004)

Why storytelling?

- Stories can bring abstract principles to life by giving them concrete form:
 - ▣ Developing a math story problem
 - ▣ Retell a historical event
 - ▣ Explain a science concept
 - ▣ Introducing a psychological concept
 - ▣ Researching a literary figure

Why storytelling?

- Initial thought meant to be for the younger classrooms, more and more colleges have adopted digital storytelling.



Technology in the classroom

- Teaching is always being redefined
- Students are now referred to as digital natives
- Learning to incorporate other technology into the classroom
- SAMR model – you can start small!

Enhancement	S ubstitution	Technology acts as a direct tool substitute with no functional change.
	A ugmentation	Technology acts as a direct tool substitute with functional improvements.
Transformation	M odification	Technology allows for significant task redesign.
	R edefinition	Technology allows creation of new task, previously inconceivable.

Model by Ruben Puentedura

Substitution

- Stories can be presented using basic digital presentation tools:
 - PowerPoint
 - Prezi
 - Google Docs
 - Microsoft Word
- No real functional change

Augmentation

- Using the basic tools already mentioned
- Embedding other presentation digital tools:
 - Online dictionary
 - Audio for pronunciations
 - Thesaurus
- Tech acts as a direct tool, with improvement

But I was already doing this ☹️


- I was tired of PowerPoint slides
- I was tired of reading "research" assignments that students still didn't understand
- I was tired of work that lacked creativity
- I wanted to re-invent my project idea!

Introducing...StoryBird



StoryBird

- Used by more than 5 million students and 400,000 educators
- Published 15 million stories
- Free to use!



StoryBird

- Create visual stories in seconds
- Artwork is from illustrators and animators
- Types of books to create:
 - Longform book (multi-chapter)
 - Picture Book (multi-pages)
 - Poem (single image)



Modification in StoryBird

- Allows the students to organize and create their own stories using templates, drag-drop images, & artful illustration resources
- Allows students to have the change to experience navigating & trying a new digital tool

Redefinition in StoryBird

- Allows the students to create and publish their own ideas, share, and collaborate with others.
- Allows students to create their own stories with the appropriate technology

Implemented in Lifespan Development

- The Person Project
- 13 developmental characteristics
- Create a story about this "person"

The Good

- Everyone submitted a story on time!!
- A little more creative
- Use of artwork
- All 13 characteristics were used

The not so good

- 13 characteristics were not explained in all stories
- Some stories were no cohesive
- Some stories were very brief
- Some felt rushed

Grades

- Average: 85
- Lowest grade: 70
- Highest grade: 100

Examples

- Jhonny (high grade)
- Success through struggle (high grade)
- ...Time goes! (low grade)
- Sam's unexpected (low grade)

References

- Alterio, M. (2003) Using storytelling to enhance student learning. The Higher Education Academy.
- Green, M. (2004) Storytelling in Teaching. The Association for Psychological Science. 17:4
- Simmons, A. (2007) Whoever tells the best story wins: how to use your own stories to communicate with power and impact. New York: AMACOM.