

# “Down and Dirty” With Digital Storytelling

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## Essential Question:

I know something about DST,  
but how do I structure tasks for  
students to actually create a  
story?

# Digital Storytelling (Lambert)

- Point (of View)
- Dramatic Question
- Economy
- Emotional Content
- Soundtrack
- Gift of your Voice
- Pacing

# Show many examples

*Have students identify and comment on the 7 elements.*

- Other students
- Samples on line
- Some TV Commercials
- YOURS

# Tech checklist to begin:

- Paper
- Pen

“It’s all about the story.”

# Developing Your Story

*“You DO have something to say.”*

- Promote confidence with sharing ideas
- Suggest prompts
  - Growing up
  - A tribute
  - Friendship
  - Sports story\*
- 4x6 card (Lambert)

# Writing Your Story

- One page
- “Show, don’t tell” (sensory details)
- Economy: less is more
- Focus on a single incident or event
- Peer revision. Look for:
  - Point
  - Dramatic question
  - Economy
  - Emotional content

# Collecting Images (USE STILL)

- 10-15 images: “Quality, not quantity”
- Family photo album
- Google, [altavista](#), [flickr.com](#) (Copyrights)
- Image size: 640x480 pixels
- Consider symbolic representations

# Create Storyboard

## “Movie Outline”

- Visually organizes words, images, transitions, effects
- Encourages editing
- Reveals “holes”

Template

# Digital Editing Software

- Adobe Premier (\$\$\$)
- Pinnacle Studio 9+
- iMovie (Mac)
- Moviemaker (XP...1 soundtrack)
- Photostory 3 (FREE Download)

# Create Movie

(Digital editing software)

- Drop images
- Record voice over
- Synchronize images to audio
- Add effects
- Add soundtrack
- Titles, text, and transitions
- Polish and burn

# Drop images

- Begin with black, title, black
- Place in order from story board
- Conclude with black,title, black

# Voice over

- Record in segments
- Pacing:
  - Sloooow Dooowwn!
  - Pauses
- Articulation, pronunciation
- Perform instead of read

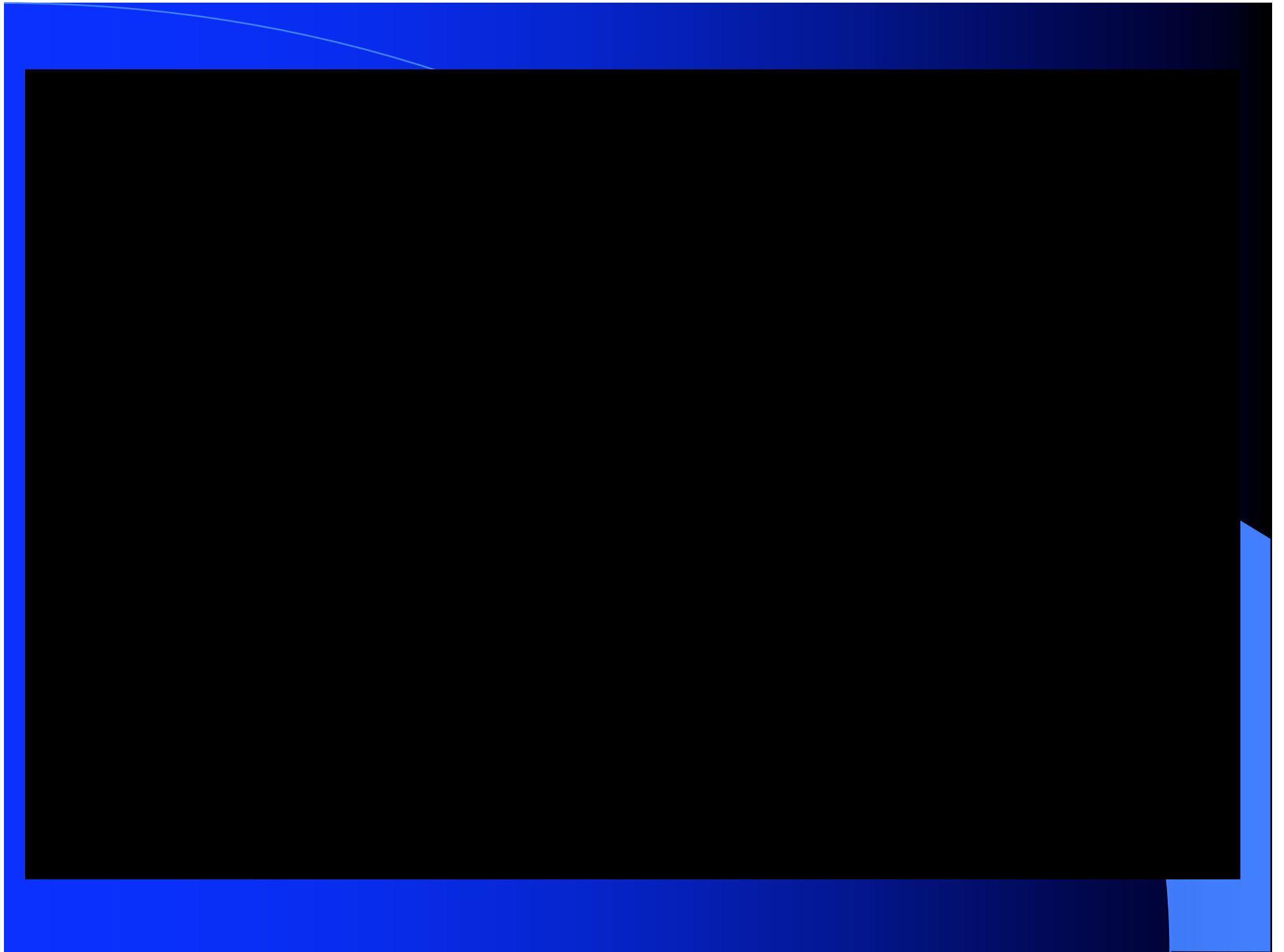
# Sync images to sound

- 1+1=3
- Image before words
- Give audience time to digest
- Coordinating audio with transitions
  - V.O. through cut
  - V.O. stop at dissolve
  - V.O. stop at fade

# Effects

“Less is more”

- Movement
  - Zoom
  - Pan
- Using text
- Color/lighting
- Black screen and/or silence



# Soundtrack

- Volume
- Mood/tone
- Instrumental vs. lyrics

# Titles and transitions

- Titles
  - Sans serif
  - Appropriate to topic
- Transitions: “less is more”
  - Cut
  - Dissolve
  - Fade
  - Other...

A “cut” = no punctuation or

The background is a dark blue gradient. A thin, light blue curved line starts from the left edge and curves downwards towards the bottom right. A larger, light blue triangular shape is positioned in the lower right quadrant, with its hypotenuse following the curve of the thin line.

A comma.

Think of a dissolve as a  
period.

After the dissolve, we start another, related thought.

A fade is like an “enter” that implies a new topic of thought.

# Rendering and saving

DVD

S-VCD

Windows Media File

# Presentation

*“A story must be told”*

- In class
  - Student intro
  - Presentation
  - Immediate feedback
- School-wide
- Published on line
  - [Digitalstories.org](http://Digitalstories.org)

# Why Digital Storytelling?

- Adaptable to student ability and subject
- Performance assessment (P.B.L.)
- Wide variety of assessment possibilities
- Multiple intelligences
- Student ownership
- Student motivation

# What are the obstacles?

- Time
- Technology
- Training
- “Selectively abandon”
- Studio 9, iMovie, Premier (\$),
- CALL ME!

# I am available for workshops, in-service for:

- Digital storytelling: art and craft
- Software training: *Pinnacle Studio 9™*
- Digital inquiry
- Adapting DST/ DI to low-achieving students