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### Digital Storytelling as Community Practices by Early Childhood Teacher Candidates

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# Digital Storytelling as Community Practices by Early Childhood Teacher Candidates

## OER Course Unit

**By Ting Yuan, Ed.D.**

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**Course Description:** This OER course unit is designed as part of an undergraduate literacy methods course. The unit will highlight teacher candidates’ digital storytelling practices and their development of teachable lesson plans and tutorials for local primary grade classrooms.

Over two weeks, teacher candidates of the unit will be guided to focus on 1) researching and curating digital-storytelling tools for the purpose of elementary school teaching; 2) developing trial series of digital storytelling related to topics of social justice identified in Staten Island, NY; and 3) developing tutorials of how to teach digital storytelling tools in local classrooms as well as how such technological tools can help promote critical literacies and share community voices.

Digital story tools to be reviewed and curated by teacher candidates will include but not limited to movie making and public podcasting. Topics of social justice for candidates’ digital storytelling trials will be kept open-ended. Candidates may pursue topics in race, language, culture, and/or environment regarding their own community experiences. Teacher candidates’ social justice projects will add to the technological tutorials they will have developed toward the end of the unit.

An initial list of digital storytelling tools are provided in the form of slides as part of the OER-PIT unit. Course readings include how technologies can be used as “ethos” for change via digital literacies.

*How do we teach literacy in a changing multimodal, digital landscape? How do we design curriculum to address the needs of local schools and students amidst online teaching and learning as influenced by the COVID-19 Pandemic?*

This course unit first aims to strengthen teacher candidates’ understandings of children’s multiple ways of meaning making, and tap their digital literacy toolkits in everyday teaching. Through both theoretical exploration and rich hands-on experience (e.g., digital storytelling), this course will orient candidates to a variety of digital literacy tools and the pedagogical implications of using those tools in their own classrooms. This will involve: (1) exploring and re-imagining literacy-and-technology teaching practices; (2) expanding candidates’ literacy repertoires by learning to implement digital resources in their classrooms; and (3) connecting to local communities as literacy educators.

*This course requires the use of personal laptop or iPad for on-screen digital creations.*

**Course Readings (\*\*Required):**

**Multimodal (Digital) Literacy**

- \*\*Merchant, G. (2007). Writing the future in the digital age. *Literacy*, 41(3), 118-128.
- \*\*Siegel, M. (2006). Rereading the signs: Multimodal transformations in the field of literacy education. *Language Arts*, 84(1), 65-77.
- \*\*Siegel, M., Kontorourki, S., Schmier, S., & Enriquez, G. (2008). Literacy in motion: A case study of a shape-shifting kindergartener. *Language Arts*, 86(2), 89-98.

**Digital Comics**

- \*\* Chun, C. W. (2009). Critical literacies and graphic novels for English-language learners: Teaching *Maus*. *Journal of Adolescent & Adult Literacy*, 53(2), 144-153.
- \*\*Wissman, K., & Costello, S. (2014). Creating digital comics in response to literature: Aesthetics, aesthetic transactions, and meaning making. *Language Arts*, 92(2), 103-112.
- \*\*Yuan, T. (2011). From Ponyo to “my Garfield story”: Using digital comics as an alternative pathway to literary compositions. *Childhood Education*, 87(4), 297-301.

**Digital Gaming**

- Black, R. W., Korobkova, K., & Epler, A. (2014). Barbie Girls and Xtractaurs: Discourse and identity in virtual worlds for young children. *Journal of Early Childhood Literacy*, 14(2), 265-285.
- \*\*Burke, A. (2013). Children’s Construction of Identity in Virtual Play Worlds—A Classroom Perspective. *Language and Literacy*, 15(1), 58-73.
- Dezuanni, M., O’Mara, J., & Beavis, C. (2015) ‘Redstone is like electricity’: Children’s performative representations in and around Minecraft. *E-Learning and Digital Media*, retrieved on March 17, 2015 from:  
<http://ldm.sagepub.com/content/early/2015/02/27/2042753014568176.abstract>
- \*\*Marsh, J. (2014). Purposes for literacy in children’s use of the online virtual world Club Penguin. *Journal of Research in Reading*, 37(2), 179-195.
- Turkey, S., Hoffman, D., Kinzer, C. K., Chantes, P. & Vicari, C. (2014). Toward understanding the potential of games for learning: Learning theory, game design characteristics, and situating video games in classrooms. *Computers in the Schools: Interdisciplinary Journal of Practice, Theory, and Applied Research*, 31(1-2), 2-22.
- \*\*Wohlwend, K. E. (2010). A is for avatar: Young children in literacy 2.0 worlds and literacy 1.0 schools. *Language Arts*, 88(2), 144-152.

### **Digital Storytelling**

- Ranker, J. (2006). "There's Fire Magic, Electric Magic, Ice Magic, or Poison Magic": The world of video games and Adrian's compositions about Gauntlet Legends. *Language Arts*, 84(1), 21-33.
- \*\*Ranker, J. (2007). A new perspective on Inquiry: A case study of digital video production. *English Journal*, 97(1), 77-82.
- \*\*Shelby-Caffey, C., ÚbEDA, E., & Jenkins, B. (2014). Digital storytelling revisited: An educator's use of an innovative literacy practice. *The Reading Teacher*, 68(3), 191-199.
- \*\*Yuan, T., & Bakian-Aaker, L. (incoming). "Writers make a movie for the reader!": Classroom digital storytelling in grades K-2. *Childhood Education*.

### **Podcasting**

- \*\*Vasquez, V. (2010). A podcast is born: Critical literacy and new technologies. In V. Vasquez et al. (Eds.), *Getting beyond "I Like the Book": Creating space for critical literacy in K-6 classrooms* (2nd ed., pp. 105-124). Newark, DE: International Reading Association.

### **Social Network**

- Lammers, Jayne C. (2014). Fan girls as teachers: Examining pedagogic discourse in an online fan site. *Learning, Media and Technology*, 38(4), 368-386.

### **Digital Divide**

- van Deursen, A. J., & Van Dijk, J. A. (2014). The digital divide shifts to differences in usage. *New Media & Society*, 16(3), 507-526.

### **Children's Mobile Learning**

- Flewitt, R., Messer, D., & Kucirkova, N. (2014). New directions for early literacy in a digital age: The iPad. *Journal of Early Childhood Literacy*, 14(3), 1-22.
- Hutchison, A., & Beschorner, B. (2014). Using the iPad as a tool to support literacy instruction. *Technology, Pedagogy and Education*, first published online: 10.1080/1475939X.2014.918561

### **Common Core State Standards and Digital Literacy**

- Hutchison, A. C., & Woodward, L. (2014). An examination of how a teacher's use of digital tools empowers and constrains language arts instruction. *Computers in the Schools*, 31(4), 316-338.

- Hutchison, A., & Woodward, L. (2014). A planning cycle for integrating digital technology into literacy instruction. *The Reading Teacher*, 67(6), 455-464.
- Pandya, J. Z., & Aukerman, M. (2014). A four resources analysis of technology in the CCSS. *Language Arts*, 91(6), 429.

## **Course Requirements:**

### **1. Class Preparation and Participation:**

**Digital trials** —This unit will involve multiple digital trials by trying various digital tools regarding digital storytelling, digital comics, blogging, etc. According to our course themes, you will experiment with several tools individually and/or collaboratively. Your digital “prototypes” don’t have to be complex and extensive. For example, you can focus on some elements (e.g., music, audio and/or color) of a particular tool. Everyone will be given opportunities to share their trials with the class throughout the course.

### **2. Individual Project -Multimodal Lesson Plan:**

You will be introduced to several digital possibilities in class, including digital storytelling, digital comics, and coding. In addition to those that will be introduced, based on identified topics of social justice in your local neighborhood, you can choose a tool from the list attached. You can also begin with your own explorations of a digital literacy tool and design a lesson/unit that connects to your community stories.

Your community-based lesson plan (to be posted on class blog) may include but not limited to the following components:

Digital Example  
Grade Level  
Rationale  
Common Core Standards  
Learning Objective  
Resources/Materials  
Mini Lesson  
Teaching Procedures  
Assessment

## **List of Digital Literacy Tools**

### **1. DIGITAL STORYTELLING**

\*Computer-based software

**Windows Movie Maker** (Windows, PC, free)

**iMovie** (Mac, free)

\*iPad-based apps

**Puppet Pals** – a tool for creating puppet shows from puppet characters and photos.

**Sock Puppets** – another tool for making puppet shows.

**iMotion** – a tool for creating slow-motion videos.

\*Children's Digital Storytelling Examples:

<http://bridgerblogs.blogspot.com/2007/11/digital-storytelling-with-kindergarten.html>

## 2. DIGITAL COMICS

**Storybird** (web registration, free)

([storybird.com](http://storybird.com))

**ComicLife** (software, free for one month)

(<http://plasq.com/products/comiclif>)

**Toondoo** (web registration, free)

(<http://www.toondoo.com/>)

**Professor Garfield's Comics Lab** (web registration, free)

([http://www.professorgarfield.org/pgf\\_comics\\_lab.html](http://www.professorgarfield.org/pgf_comics_lab.html))

**Pixton** (web registration, free for one month)

([www.pixton.com](http://www.pixton.com))

\*Children's Digital Comics Examples:

<http://inverloch.seraph-inn.com/>

<http://www.earthsongsaga.com/>

## 3. BLOG, VIDEO BLOG, AND GLOGSTER

**Kidblog** (web registration, free) ([www.kidblog.org](http://www.kidblog.org))

**Edublogs** (web registration, free) ([edublogs.com](http://edublogs.com))

**Wordpress** (web registration, free) ([www.wordpress.com](http://www.wordpress.com))

**Blogger** (web registration, free) ([www.blogger.com](http://www.blogger.com))

**Tumblr** (web registration, free) ([www.tumblr.com](http://www.tumblr.com))

**SchoolTube** (web registration, free) ([www.schooltube.com](http://www.schooltube.com))

**Project Ed** (web registration, free) ([www.projected.com](http://www.projected.com))

**Vialogues** (web registration, free) ([vialogues.com](http://vialogues.com))

**Glogster** (web registration, free) (<http://www.glogster.com>)

## 4. VOICETHREAD

**VoiceThread** (web registration, free) (<http://voicethread.com/>)

\*A Voicethread wiki with helpful resources:

<http://digitallyspeaking.pbworks.com/w/page/17791585/Voicethread>

\*A Voicethread example that compares J.S. Bach & P. McCartney:

<http://voicethread.com/share/563090/>

\*The New York Public Library Voicethread demo:

<http://nypl.voicethread.com/?#q.b498440.i2652995>

## 5. IMAGE SEARCH

**Creative Commons** ([search.creativecommons.org](http://search.creativecommons.org)) – a site that combines the search on multiple websites including Flickr, Google Images, Open Clip Art Library, etc.

**Usplash** ([www.unplash.com](http://www.unplash.com)) - a collection of free high-resolution images.

## 6. E-BOOK CREATION

\*Web-based app

**MyStoryMaker** (<http://www.carnegielibrary.org/kids/storymaker/embed.cfm>) – an animated e-book writing tool for young children.

**ISSUU** (<http://issuu.com>) – a free book converter tool that helps to convert a PDF document to a 3D online book.

\*iPad-based app

**Book Creator** – a free book creating tool through embedding image and written text.

## 7. DIGITAL PROJECT MANAGEMENT

**iGoogle** ([www.google.com/ig](http://www.google.com/ig))

**My Yahoo** ([my.yahoo.com](http://my.yahoo.com))

**Netvibes** ([www.netvibes.com](http://www.netvibes.com))

## 8. E-PORTFOLIOS

**National Educational Technology Standards Electronic Portfolio Templates**

([electronicportfolios.org/nets.html](http://electronicportfolios.org/nets.html)) – a collection of free templates for teachers to create e-portfolio using Word, Excel, PowerPoint, and HTML.

**Teacher Tap** ([www.eduscapes.com/tap/topic82.htm](http://www.eduscapes.com/tap/topic82.htm))