Spolufinancováno z programu Evropské unie Erasmus+

Co-funded by the Erasmus+ Programme of the European Union

Národní agentura udělila organizaci Základní škola a mateřská škola Ostrava-Hrabůvka, Krestova 36A, příspěvková organizace, Krestova 1387/36A, 700 30 Ostrava-Hrabůvka grant z finančních prostředků rozpočtu Evropské unie na projekt s názvem „Škola pro život“ v rámci programu Erasmus+, KA 1: Vzdělávací mobilita jednotlivců. Na základě inspirace z mobility AI & Creativity in the Classroom , která byla uskutečněna na základě tohoto projektu, byla vytvořena příprava pro výuku nejazykových předmětů v anglickém jazyce a také pro samotnou výuku anglického jazyka.

How to create a digital story / eBook

Lesson 1, 2, 3, 4

Written by: Věra Rymiecová

Age: ages 10-18

Time: 2 lessons

Time allocation: 4 lessons

Learning Objectives:

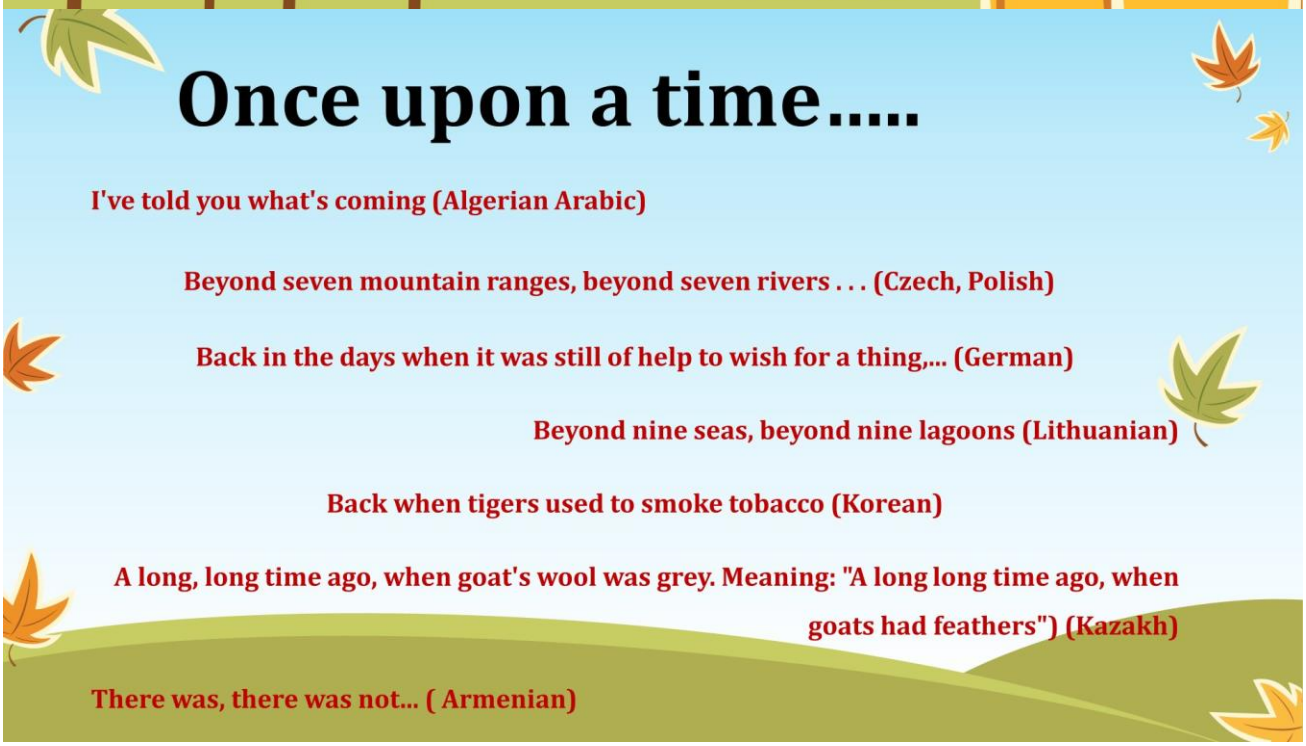
- Get acquainted with applications for creating digital stories.
- Learn how to create and write one's own story.
- Learn how to search for and edit images for the story.
- Learn how to download sounds and incorporate them into the story.
- Learn how to record an audio track with personal narration.
- Learn how to publish the finished eBook online.
- Learn how to share created books within the class library.

Language Preparation: Students work with dictionaries, searching for vocabulary necessary for their story and thus expanding their language skills.

Presentation from the course "AI & Creativity in the Classroom" created by Maria Prentaki

Source:
This methodological preparation was created based on the course **"AI & Creativity in the Classroom"**, delivered by the **eLearning Lab of the University of Crete (Edivea)**.





Structure of the Presentation

- **Part A: Definition / Elements of Digital Storytelling / Advantages of Digital Storytelling**
- **Part B: 7 Steps to Creating a Digital Story**
- **Part C: An eBook application**

A1. What is digital storytelling? Definition

- "***short, personal multimedia tales told from the heart***", Daniel Meadows
- It is a short story created by combining a recorded narrative with images (fixed or moving) and music or other sounds. The story usually lasts 2-3 minutes and is usually told in the first person, **about a person, event or issue that the narrator considers important**.
- [http://elab.athabascau.ca/workshop/digital-storytelling]

A2. The Elements of Digital Storytelling

- **Oral:** you listen to the story, you share personal experiences, oral tradition
- **Written:** the writing of the story / the script,
- **Visual:** the representation of the story, the background, the images
- **Digital:**The recordings of dialogues, the special effects, the photographs of the scenes, assembling parts of the story / digital editing, sharing the story

http://elab.athabascau.ca/workshop/digital-storytelling

A3. The Advantages of Digital Storytelling in the Educational Process

- The strongest advantage of storytelling is the ability to fragment complex topics into a simple and understandable level and the credibility and authenticity added to it through personal storytelling.
- [http://www.digitalstorytelling.info/about-digital-storytelling/what-is-digital-storytelling/]
- Encourages students with artistic inclinations
- Gives students a new way of communicating
- Turns students with knowledge of technology into teachers of their peers
- Creates a student-centered learning environment
- [https://education.cu-portland.edu/blog/classroom-resources/digital-storytelling/]

.....

Part B: The 6 Steps to Creating a Digital Story / ebook

Step 1

Get Ready to create a script.

- **Target audience:**
  - Who will you address your story to?
- **The purpose of your story:**
  - What **message** do you want to convey to the target audience?
  - **WHAT TO SAY:** Main idea, story (place, time, heroes)
  - **HOW to say it:** dialogues, narration, summary, illustrated script.

Step 2

The Summary

- The **summary** is a short text, no more than ten lines, in which all the elements of our story, such as the place, the problematic situation, the participants and the point of view of the main characters, should be identified.
- The **summary** of a story should answer the questions:
  - **Who** (did something) ___ HERO
  - **When** (did it happen) ___ TIME
  - **Where** (did it happen) ___ PLACE
  - **What** (happened) ___ ACTION
  - **Why** (did it happen) ___ CAUSE-PROBLEM

Step 3

The Illustrated Scenario

- The **illustrated script** is a kind of montage before filming. Students are given a template to work on. In each frame (out of six) they draw the main idea of each scene: heroes, background and then they write the dialogues, as well as the special effects that may be introduced in the film.
- **Template**



Step 4

Creating a Background

- The creation of the **background** and the formation of the **heroes** begin. Students imagine and create the background using the illustrated script as a compass.
- In the case of the e-book, the setting is the background of its pages, and the characters you will draw or insert as photos are considered heroes. You will use the photos:
- a. that you have taken by yourself or
- b. those provided to you by the software for free or
- c. those you have found from the Internet.

Step 5

Recording

- You will record the dialogue or narration you have planned in the synopsis and storyboard with the help of:
- a. of the recording tool provided to you by the software or
- b. of your mobile phone or
- c. other audio recording software (Audacity, Power Sound Editor, etc.)

Step 6

Composition

- The next step is the composition of the images (photos), sound and effects with the help of a special program. Book Creator is commonly used because it is free and relatively easy to be used by both the teacher and the student. Also, the digital stories can be easily shared with other people.

Tips!

- Soundtrack: https://www.mp3juices.cc/
- Snipping Tool / http://getgreenshot.org/
- Photo Editing: / https://www.paint.net/ or https://www.getpaint.net/download.html

* Always keep a record of all the references (photos, images, songs etc) that you have used from the Internet.

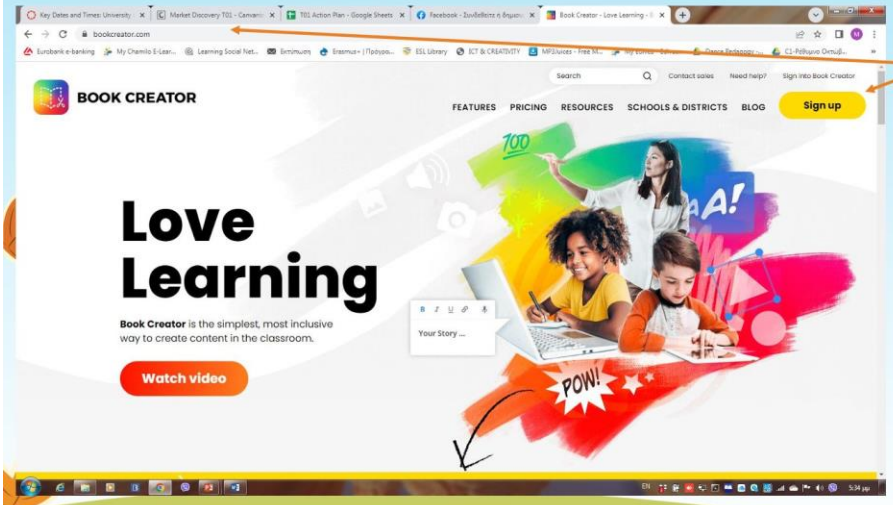
Examples!

- https://www.youtube.com/watch?v=MlSAfdYr8gQ
- https://www.youtube.com/watch?v=g16s5LExgaM
- https://www.youtube.com/watch?v=51er0T0jw88
- https://www.youtube.com/watch?v=QPtTcaKGHg0

C. eBooks software: Book Creator

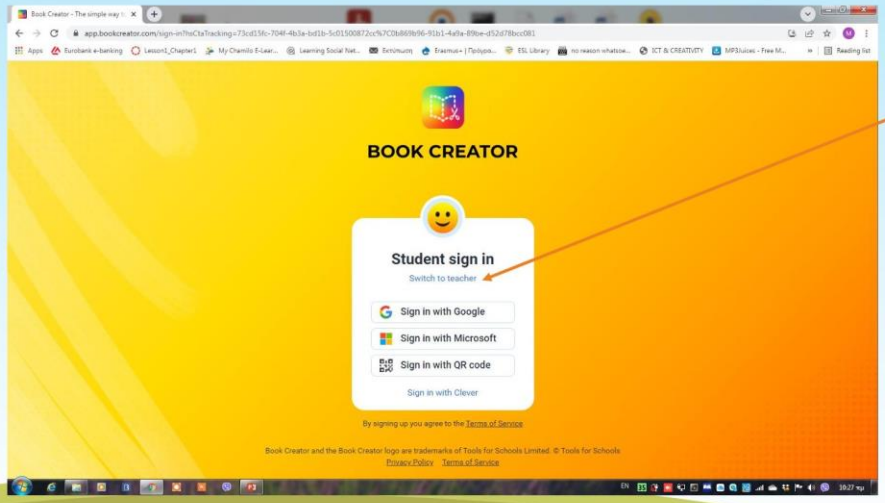
A: CREATE A FREE ACCOUNT

A1. SIGN IN



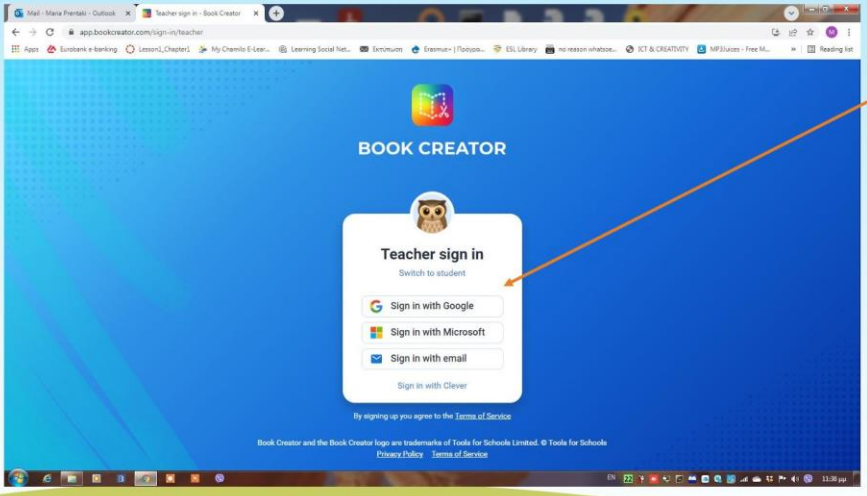
1. Go to :
www.bookcreator.com
And click Sign up.

A2. SIGN IN



2. Click on: Switch to Teacher.

A2. SIGN IN

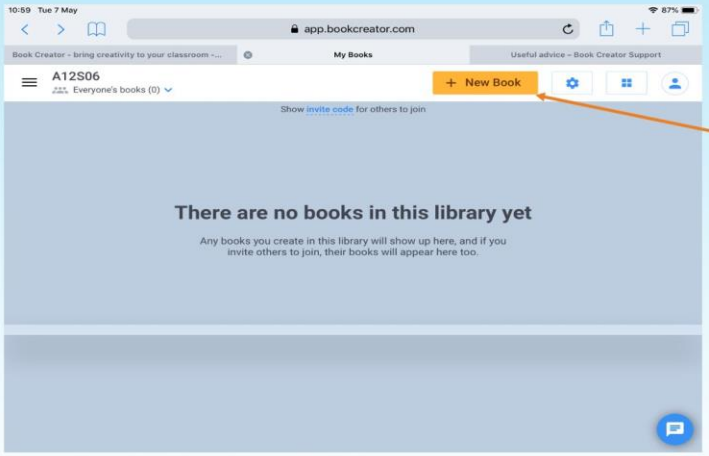


3. Sign up with your email. During the account creation process you will be asked to fill in some information, e.g. What school you teach at and what subjects you teach etc.

eBooks Software: Book Creator

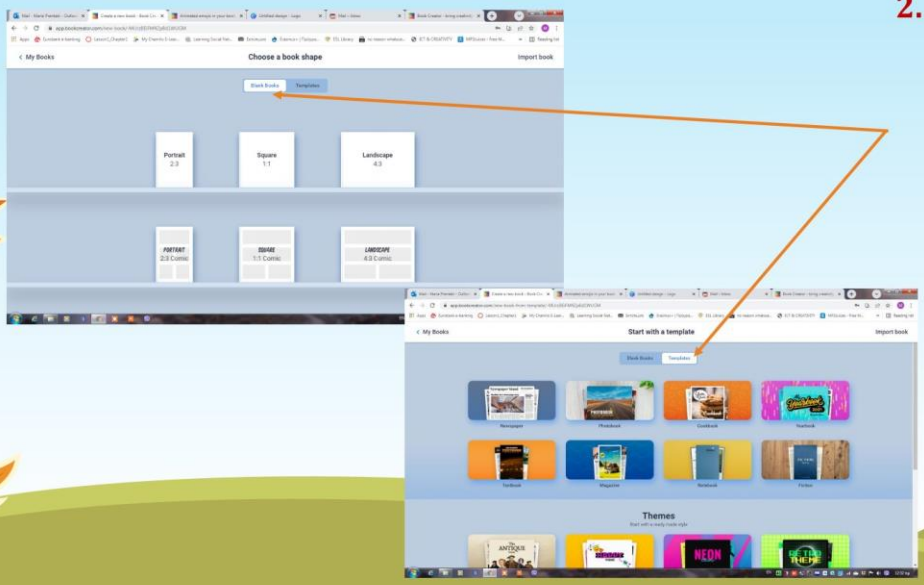
B: Book Creator Functionalities

B1. How to create a digital story/ eBook.



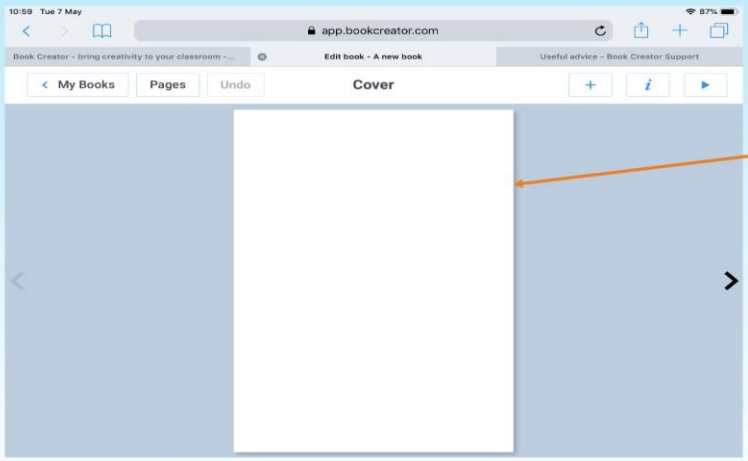
1. Choose
+ New Book

B2. How to create a digital story / eBook.



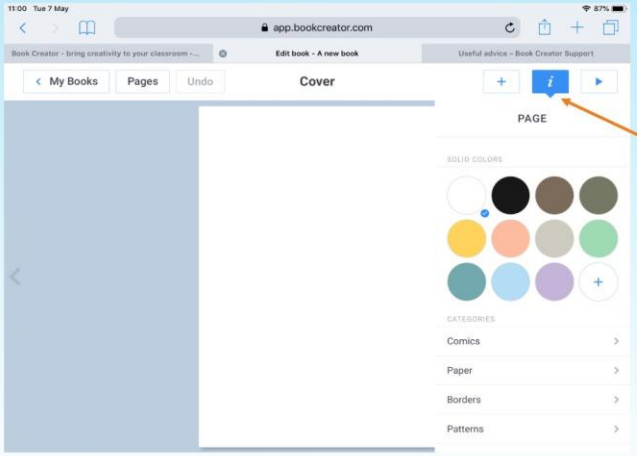
2. **Choose the desired format of your eBook, either a blank page or a ready-made Template. Be careful!!! You cannot change your choice afterwards.**

B3. How to create a digital story / eBook.



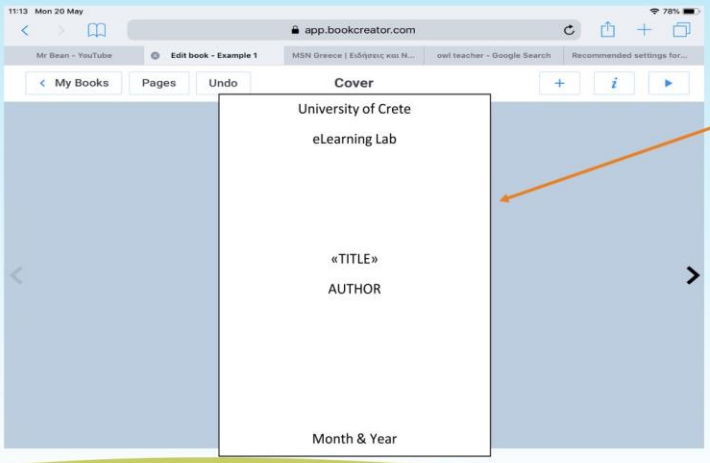
3. **As soon as you select the format of the eBook, its cover appears.**

B4. How to create a digital story / eBook.



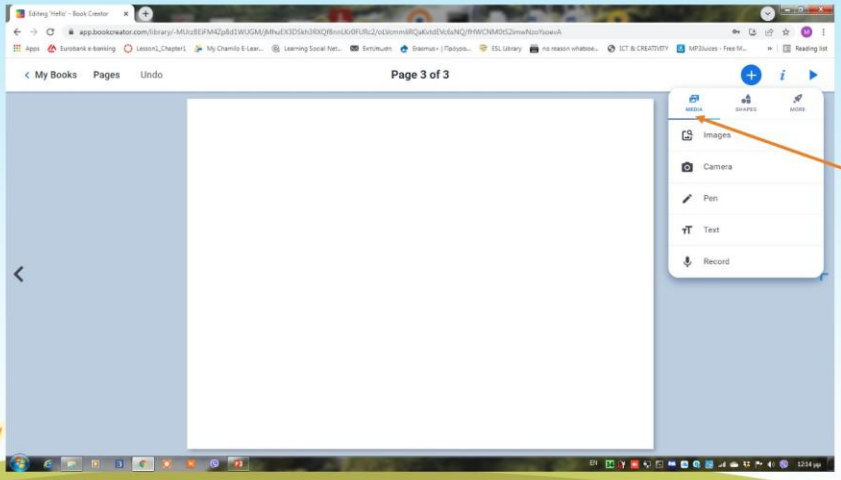
4. Page formatting: background ...

B5. How to create a digital story / eBook.



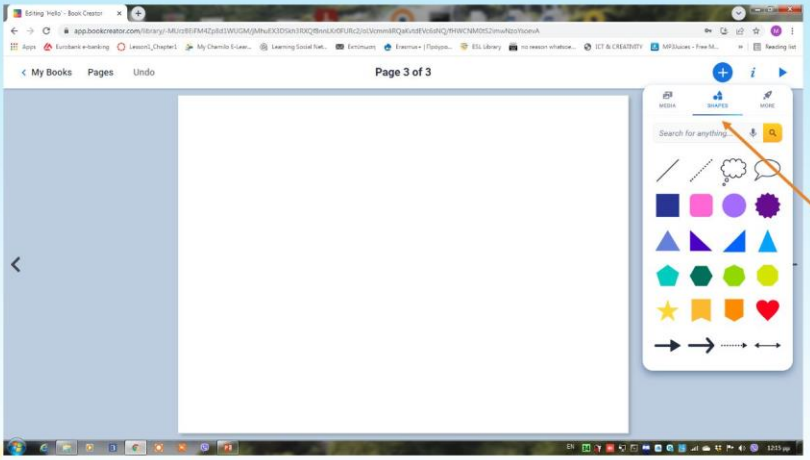
5. Template Cover. You will edit it to suit your taste (colors, background, font ....).

B6. How to create a digital story / eBook.



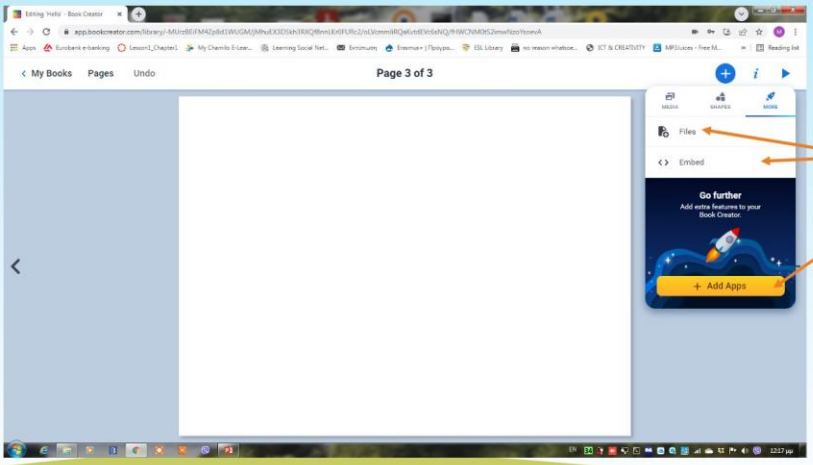
6i. You can enter digital elements: MEDIA...

B6. How to create a digital story / eBook.



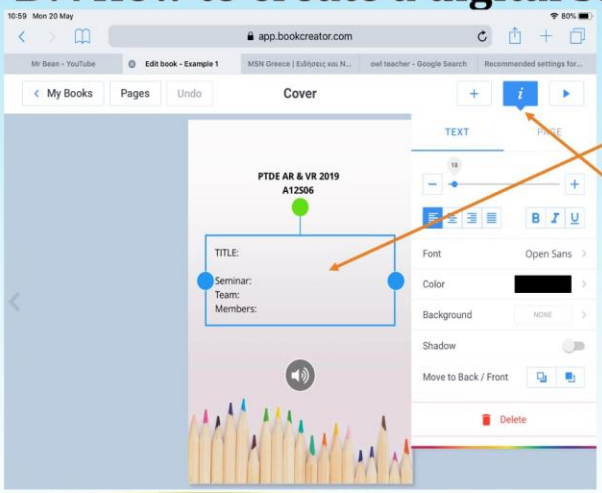
6ii. You can insert elements: SHAPES...

B6. How to create a digital story / eBook.



6iii. You can insert items: files / embed code / Add Apps...

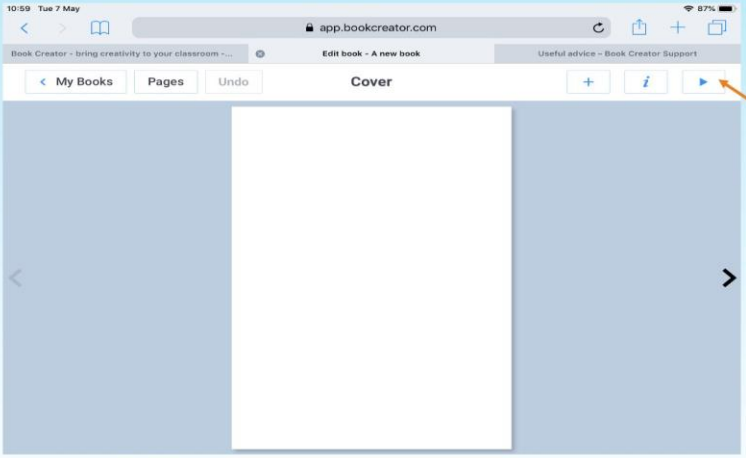
B7. How to create a digital story / eBook.



7. Edit Elements: Select an element within a page (eg Text or Sound in a blue box),

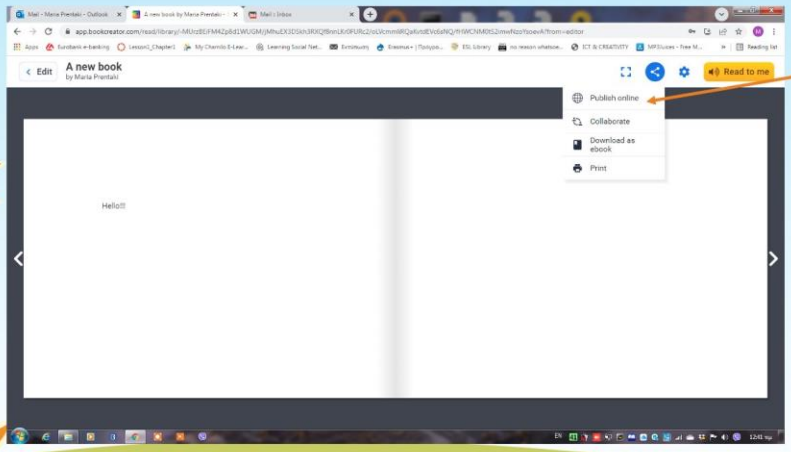
then press the *i* in the upper right corner and a drop down menu of editing options will pop up.

B8. How to create a digital story / eBook.



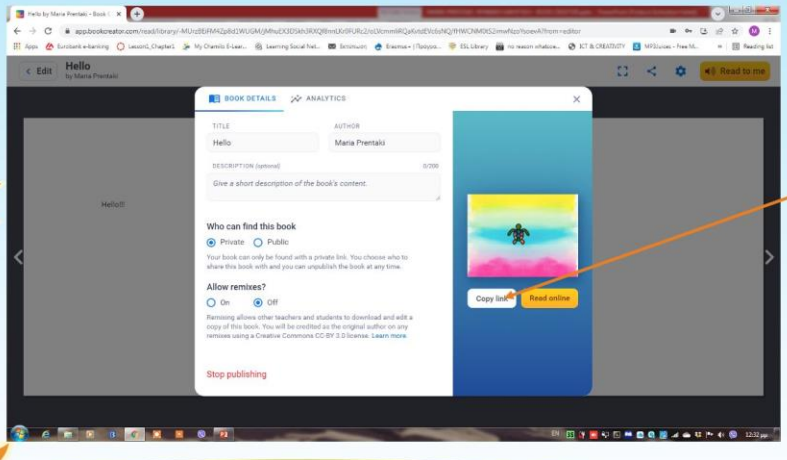
8. Publish: Allows you to preview and publish the eBook.

B9. How to create a digital story / eBook.



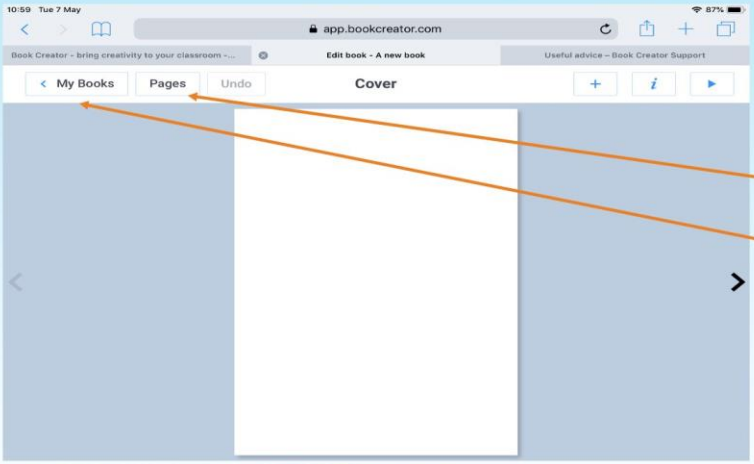
9i. Publish: When you choose to Publish your eBook, you need to give it a title.

B9. How to create a digital story / eBook.



9ii. Sharing: you can send your story link to anyone by Copy / Paste the link.

B10. How to create a digital story / eBook.



10. Manage Pages.
Manage Books.

C1.
Book Creator



- **Examples**:
- https://read.bookcreator.com/gTjEd7l72peOJCmPh0MAvPrxP0r1/O7PJPHvJQpCqmYnpLdiINw/QErddR_5Rnu8oihtsqr4Fw
- https://read.bookcreator.com/H00Gc9XoVggl4NqvuVze4VuXgU72/mQkfDnd5TOyrHDR07PswGg/f9GHXJ4TTTK_9ml6IjGevA

References

- Alismail, H. A. (2015). Integrate digital storytelling in education. *Journal of Education and Practice, 6*(9), 126-130.
- Anastasiades, P., Philippousis, G., Karvunis, L., Siakas, S., Tomazinakis, A., Giza, P. & Mastoraki, H. (2010). Interactive Videoconferencing for collaborative learning at a distance in the school of 21st century: A case study in elementary schools in Greece. *Computers and Education, 54*(2), pp. 321-339. doi: 10.1016/j.compedu.2009.08.016
- Bandura, A. (1994). Self-efficacy. In V.S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press.
- Burgoon, M., Alvaro, E., Grandpre, J., & Voloudakis, M. (2002). Revisiting the theory of psychological reactance: Communicating threats to attitudinal freedom. In J. Dillard & M. Pfau (Eds.), *The persuasion handbook: Theory and practice* (pp. 213–232). Thousand Oaks, CA: Sage.
- Dahlstrom, M. F. & Ho, S. S. (2012). Ethical considerations of using narrative to communicate science. *Science Communication 34*(5), 592–617.
- Dorner, R., Grimm, P., & Abawi, D. (2002). Synergies between interactive training simulations and digital storytelling: a component-based framework. *Computers & Graphics,* 26, 45–55.
- Graesser, A. C., Olde, B. & Klettke, B. (2002). How does the mind construct and represent stories? In M. C. Green, J. J. Strange, & T. C. Brock (Eds.), *Narrative Impact: Social and Cognitive Foundations* (pp. 229-262). Mahwah, NJ : Lawrence Erlbaum.
- Malita, L., & Martin, C. (2010). Digital storytelling as web passport to success in the 21st century. *Procedia-Social and Behavioral Sciences, 2*(2), 3060–3064.
- Miller, C. H. (2004). *Digital Storytelling: A Creator's Guide to Interactive Entertainment.* Oxford: Focal Press/Elsevier.
- Moyer-Gusé, E. (2008). Toward a Theory of Entertainment Persuasion: Explaining the Persuasive Effects of Entertainment-Education Messages. *Communication Theory, 18*(3), (pp. 407–425). https://doi.org/10.1111/j.1468-2885.2008.00328.x
- Robin, B. (2006). The Educational Uses of Digital Storytelling. In C. Crawford, R. Carlsen, K. McFerrin, J. Price, R. Weber, & D. Willis (Eds.), *Proceedings of SITE 2006 – Society for Information Technology & Teacher Education International Conference* (pp. 709-716). Orlando, Florida, USA: Association for the Advancement of Computing in Education (AACE).
- Schank, R. C. & Abelson, R. P. (1995). Knowledge and memory: The real story. In R. S. Wyer, Jr. (Ed.), *Knowledge and memory: The real story* (pp. 1-86). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Slater, M. D. (2002). Entertainment Education and the Persuasive Impact of Narratives. In M. C. Green, J. J. Strange, & T. C. Brock (Eds.), *Narrative Impact: Social and Cognitive Foundations* (pp. 157-181). Mahwah, NJ : Lawrence Erlbaum.
- Van Gils, F. (2005). Potential applications of digital storytelling in education. In 3rd twente student conference on IT (Vol. 7). University of Twente, Faculty of Electrical Engineering, Mathematics and Computer Science Enschede.
- Zabrucky, K. M. & Moore, D. (1999). Influence of text genre on adults' monitoring of understanding and recall. *Educational Gerontology, 25*(8), 691–710.



You will need:

- Computers or laptops (ideally one per student, or one per two students).
- AI-supported application (recommended: Book Creator).

Lesson Plan:

Lesson 1:

- Introduction to digital storytelling: definition, elements, and benefits.
- Examples of digital stories for motivation and inspiration.
- Introduction and practice with Book Creator and other essential apps.

Lesson 2:

- Students select a topic and create a short script for their story (target audience, main idea, characters, setting, time, problem, and solution).
- Writing a brief summary of the story (who, when, where, what, why).
- Beginning work on illustrations or selecting photographs.

Lesson 3:

- Students complete illustrations, photographs, and create backgrounds.
- Learning and practicing downloading and editing sounds and effects.
- Recording narration and sound effects.

Lesson 4:

- Combining visual and audio elements using Book Creator.
- Publishing the digital story online.
- Sharing stories within the class library and providing feedback.

Tips and Recommendations:

- Recommended applications and resources: Book Creator, Audacity for audio tracks, Greenshot for screenshots, Paint.NET for image editing, Night Cafe for images, GPT Chat for text generation, LUMA Dream Machine App for animating images https://dream-machine.lumalabs.ai/
- Sources for sounds and effects: FreeSound.org, SoundBible.com, YouTube Audio Library.
- Always cite sources of materials used (images, music, sound effects).

