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Digital Story Telling Reflection

MAT Ed Tech

I chose to focus on the Klawock Lake sockeye salmon population for this project. This is a local subsistence resource that has provided the people of Klawock with their primary food source since the Tlingit first settled here. This project was meant to connect the cultural history of the resource to the ecological importance of the Klawock Lake watershed.

This project was not easy. While I found comfort in familiarity in working with iMovie software, I struggled to put a voice to my final product. As I jotted my script down I felt confident in my words. However when spoken, I found a distaste for my voice, my transitions, and even my script.

Throughout this project I struggled. This struggle was not due to lack of motivation or interest in the project, rather this struggle was due to lack of experience with the material and software. Online classes can be difficult and frustrating, and without any set online meetings, communication was limited.

In my classroom, I feel a digital story telling project can be a success. With added teacher-student communication and input, I feel that my students could excel at a project like this. With a detailed and informational rubric, paired with several examples of past student work, I feel that my students could greatly benefit from this alternate form of assessment.

At Klawock School, apple laptops are available to all students. With a simple tutorial of iMovie, my students will be ready to begin digital storytelling in no time. Students that find providing written answers to problems challenging could greatly benefit by showing content mastery in the form of digital storytelling. For projects of this caliber, class time will be optimized to increase teacher-student correspondence. Class periods will alternate between teaching and providing examples to individual work time. Students that are not comfortable working with iMovie can be paired with those that excel and tasked with providing their partners with constructive input.

In an upcoming unit on the scientific method, I plan on providing students with the optional assessment of creating a digital story in explaining the steps taken to complete a project. This will be used to provide an example for visual learners that struggle with reading instructions in years to come. One other idea for a project is to document patterns of Sitka black-tailed deer using trail cameras. Students will set the cameras during atmospheric events that they feel will trigger movement of deer. This study could grow from year to year, with students building upon the data, and making discoveries about population trends. Additionally, I plan on composing another Digital Story Telling project to present as an alternate source of directions for an upcoming science project. The video will detail my process as I build a model paper airplane. In the video I will take time to explain the directions as I read them, as well as detail any areas that I searched clarification for.