

AUDACITY / FLICKR / VIDEO EDITING (Windows Movie Maker, Animoto, iMovie)-BASED TASKS

A digital story – travelling

TARGET GROUP	Age: 14-15+ Language level : B2 +
CONTEXT (Ex: in class, online etc.)	Classroom use, individual or group work
LEARNING OUTCOMES	<ul style="list-style-type: none"> • Polishing up on oral skills, clarity of voice, coherency of the material presented etc. • Learning about some new and unknown places and/or cultures
TOOLS AND RESOURCES	<ol style="list-style-type: none"> 1) Audacity + corresponding hardware, 2) Photographs (Flickr), 3) Windows Movie Maker or some other similar tool (Animoto, iMovie for Mac users) for the creation of a video based on recorded voice and photographs, 4) A blogging tool (Blogger, WordPress) or a VLE like Moodle where the final product will be uploaded and published.
CONTENT	<p>Which place (a city, a historical site or an area of natural beauty) would you like to visit? Prepare a 3- to 5-minute digital story describing your choice and its significance for you (in pairs!!).</p> <p>In your story, you will have to:</p> <ol style="list-style-type: none"> a) Present your choice of the place you would like to visit, b) Support your choice with details or description, and c) Sum up your choice in a strong closure. <p>Steps:</p> <p>PART ONE : Define, Research, Collect</p> <ol style="list-style-type: none"> 1. Select a place for your digital story. 2. Create a folder on the desktop where you can store the materials you find. 3. Search for image resources for your story, including: pictures, drawings, photographs, maps, charts, etc. - Save these resources in your folder. Use images from the web that have a Creative Commons license. Flickr, Picasaweb, Google, Openstockphotography 4. Try to locate audio resources such as music, speeches, interviews, and sound effects. - Save these resources in your folder. ccMixer and Open Source Audio are two places where you can find large quantities of open music. Make sure that the track you select allows you to share and remix the original music. CCMixer, Community Audio 5. Try to find informational content, which might come from web sites, word processed documents, or PowerPoint slides. - Save these resources in your folder. <p>PART TWO : Decide, Select, Create, Write</p> <ol style="list-style-type: none"> 1. Select the images you would like to use for your digital story. 2. Select the audio you would like to use for your digital story. 3. Select the content and text you would like to use for your digital story. 4. Prepare a STORYBOARD for your digital story. 5. Write a SCRIPT that will be used as narration in your digital story.

PART THREE: Record, Finalize

1. Record the narration of your script using Audacity.
2. Import the narration into Windows Movie Maker.
3. Import your image and audio resources into Windows Movie Maker.
4. Use transitions between the slides in Windows Movie Maker.
5. Finalize your digital story by saving it as a Windows Media Video .wmv file.

PART FOUR: Demonstrate, Evaluate

1. Show your digital story to your classmates.
2. Gather feedback about how the story could be improved, expanded, and used in your classroom.

Congratulate yourself on a job well done!

ASSESSMENT**EVALUATION OF STUDENTS' WORK****TEACHER SELF-EVALUATION OF THE ACTIVITY****EVALUATION OF STUDENTS' WORK**

Criteria:

Purpose of story 1234

Point of view 1234

Dramatic Question 1234

Choice of Content 1234

Clarity of Voice 1234

Pacing of Narrative 1234

Meaningful Audio Soundtrack 1234

Quality of Images 1234

Economy of Story Detail 1234

Grammar and Language Usage 1234

TOTAL: /40

ADDED VALUE

(Increase in value created by the use of the ICT tool)

POTENTIAL CHALLENGES

Not enough time provided by a standard, public school curriculum.

- Project Structure / Lesson plan
- 2 hours in computer lab for Part One
- 2 hours in class writing script and preparing Storyboard
- 2 hours in computer lab recording on Audacity and preparing Movie on
- Movie Maker -- Movie finished at home if not during class time
- 2 hours in lab showing all students' movies and commenting on them