

# Authentic Assessment

## Digital Storytelling



### DEFINITION

Digital storytelling (DTS) is a straightforward and creative process. It involves creating digital content to tell a personal story, combining narration and multimedia. It is accessible to even those who do not have much experience in computer film-making. Created digital stories can also be shared and streamed online, or broadcasted.

### HOW DOES IT WORK?

To design an assessment task that uses DTS, teachers should do the following:

1. Decide on a topic for the DTS. Have students brainstorm ideas for creating the story.
2. Help students recognize the importance of an outline for creating digital stories. Have them develop one before moving on to making storyboards.
3. Introduce the marking criteria for the DTS assessment.
4. Provide students with feedback on their storyboards.
5. Provide training and resources for students to film, record, and edit their stories.
6. Ensure students are aware of copyright issues and that they adhere to the appropriate guidelines.
7. Instruct students to publish their DTS on a selected platform. Have an open discussion about confidentiality and allow students to raise any concerns so that adjustments can be made to the accessibility of the digital stories.
8. Grade with the set marking criteria.



## BENEFITS & CHALLENGES

### Benefits

- Improve students' understanding in the subject area that is presented in the digital story.
- Improve students' writing, presentation, and research skills, as well as their digital literacy.
- Develop students' creativity.

### Challenges

- As digital stories created can be personal, students may not want to share sensitive and private information, especially if the story is to be made public.
- Creating digital stories involves using various technological tools to edit images, music, and videos. Students who are not familiar with these editing tools may require additional support.

## CASE SAMPLE

### Digital storytelling learning activity in a teacher education program in a public university in Turkey

#### Design of the assessment:

In a DTS learning activity, which took place over the span of four weeks, students are guided to create a personal digital story that illustrates their future career plans either individually or in pairs. Before using the tool, Microsoft Photo Story, to create their digital stories, students were given DST examples created by others as a reference. While working on their own digital stories, students were required to share their progress for gaining peer feedback. After completing the task, students also needed to present their stories and share them through online platforms such as Facebook.

#### How are students assessed?

Each submitted digital story was peer assessed based on the "Digital Storytelling Rubric" proposed by Helen Barrett.

The scoring rubric has 11 categories, including:

1. Point of view - Purpose
2. Point of View - Awareness of Audience
3. Dramatic Question
4. Voice - Consistency
5. Voice - Conversational Style
6. Voice - Pacing

7. Soundtrack - Originality
8. Soundtrack - Emotion
9. Images
10. Economy
11. Duration of Presentation

For each category, students are scored on a 4-level scale ("Needs Improvement", "Satisfactory", "Good", "Excellent").

#### Reference

Kocaman-Karoglu, A. (2016). Personal voices in higher education: A digital storytelling experience for pre-service teachers. *Education and Information Technologies*, 21(5), 1153-1168.

## TIPS FOR DESIGNING

- Teachers should provide students with a structured checklist of the different elements that should be included in the digital story.
- Specific guidelines on ethical considerations and source referencing should be clearly and explicitly explained to students.
- Identify the different parts in the process of creating a digital story (e.g., storyboard development, selection of visual effects, preparation of narration and sound). Provide formative feedback throughout the stages. This way, issues can be identified early on and students won't have to redo their stories should issues only be pointed out in the final stages.