Family Digital Storytelling: A Culturally Relevant Approach to Familial Outreach

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Please:

Take out phone & turn it on.

Log into Google.

Have Google Drive ready!
Presentation Objectives

In this presentation, participants will actively learn:

❖ Theoretical premises for digital storytelling as means for parent outreach, culturally relevant pedagogy, and heritage language learning.

❖ Framework & activities of one family digital storytelling program in Los Angeles, CA.

❖ Findings from recent program implementation.

In this presentation, participants will actively learn:
Introduction/Hook

Use your phone to select a photo that captures something interesting about your life. Talk about your photo.

➢ Who is in the photo?
➢ What is happening?
➢ Why is this photo important to you?
Why family digital storytelling?
Mobile Technology

Mobile technology is ubiquitous in families’ lives (Zhang et al., 2015).

Educational and societal demands require technological literacies at all levels (Johnson, 2016; NAEYC, 2012; Zhang et al., 2015).

Latino adults use smart devices at a higher rate than the average adult in the U.S. (Pew, 2013).

Oral Storytelling

Oral, narrative storytelling is a part of families’ daily lives (Dickinson & Tabors, 2001).

Oral language is a strong precursor to print literacy skills (Burns et al., 1999).

Oral storytelling is reflective of culturally relevant pedagogy that is congruent with home practices (Auerbach, 1995; Moll et al., 1992).

Oral storytelling is reflective of culturally relevant pedagogy that is congruent with home practices (Goodrich et al., 2013).

HLL programs are essential for preventing language-loss in communities (Bills, 2005).

A firm foundation in a child’s first language positions parents as experts, thus drawing on their expertise (Auerbach, 1995; Moll et al., 1992).

Heritage Language

A heritage language provides a basis for bilingualism & biliteracy (Bums et al., 1999). A heritage language is a strong foundation in a child’s first language (Dickinson & Tabors, 2001).

HLL programs are essential for preventing language-loss in communities (Bills, 2005).

A firm foundation in a child’s first language provides a basis for bilingualism & biliteracy (Bums et al., 1999).
Literature Review

Culturally Relevant Pedagogy

Teachers get to create a space within their classroom that allows students to develop curiously among different areas of academic that they find meaningful and important. By doing so, students are more likely to acquire a personal connection to their work while achieving academic excellence. (Ladson-Billings, 1995)

Educators that are well prepared in the areas of digital literacies are carefully and successfully able to incorporate interactive media among their educational environments regardless of the students' age, technology skills and developmental levels. (NAEYC, 2012)

Storytelling & Technology

2012 skills and developmental levels. Teachers get to create a space within their classroom that allows students to develop curiosity among different aspects of academics that they find meaningful and important. By doing so, students are more likely to acquire a personal connection to their work while achieving academic excellence. (Ladson-Billings, 1995)

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We posit that utilizing oral language skills in families’ first language to create digital stories will enrich children’s language experiences and positively influence their literacy and language development.
Family digital storytelling in East LA
Established partnership with Mexican American Opportunity Foundation (MAOF), whose mission is to:

- Provide for the socio-economic betterment of the Greater Latino community of California, while preserving the pride, values and heritage of the Mexican American culture.

Implemented 2 programs:

- Pico Rivera, CA - Fall 2016 (Head Start)
- Bell Gardens, CA - Spring 2016 (State Childcare)
Implementation Process

❖ Meet once a week, in the evenings (6:00 - 8:00 PM)

➢ Dinner provided.
➢ All ages welcome.
➢ Open to teachers & staff.
➢ Use of smart phones, iPads, and Chromebooks
➢ Cal State Dominguez Hills provided iPads and Chromebooks
➢ Opportunity to increase technological infrastructure of preschool (Internet)
Implementation Process

Each session guided by:

- Digital Storytelling
- Interests
- Needs
- Pace

Learning Outcomes

See DSLO document

Session Structure

Joint Sharing/Debriefing

Session

Children

Adult

(G similar learning outcomes)

Greeting/Dinner/Warm-Up

Each session guided by:

Implementation Process
General Session Structure (Adults)

❖ Reflect on home storytelling practices and generate stories of interest.
❖ Model oral stories and reflect on techniques and structure.
❖ Develop own story using digital artifacts and app.
❖ Audio record story.
❖ Share with peers, receive feedback, and revise.
❖ Share with children.
❖ Reflect on home storytelling practices and generate stories of interest.

General Session Structure (Adults)
Family Digital Storytelling: Children’s Curriculum

6:00pm-8:05pm: Welcome families with dinner and conversation.

7:00pm-7:10pm: Students walk over to room 1 for activity of the day.

7:15pm-7:35pm: Students collect their assigned IPad and begin with their individual stories based on theme/lesson generated from their interests.

7:35pm-8:00pm: Students get to share or present their work among peers, volunteers, and educators.

8:00pm-8:05pm: Students walk over to Parents room and share each other’s completed or developing stories.

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HOW TO: Using Google Slides to Create Digital Stories
Digital artifacts permit us to access funds of knowledge beyond surface level notions of culture.
Navigating Google: An Essential Literacy

We can now capture & share EVERYTHING!

Gateway Literacy.

Easy transmission of artifacts between family members, home countries, & even school.

FREE access to foundational technological tools:

Google Apps/Extensions

Google Drive

Google Photo

We can now capture & share EVERYTHING!
Find a photo from your beyond surface culture to share.
How To: Share via Google Drive
Step 1: Save a photo to Google Drive.
Step 2: Share a photo with a partner.
Storytelling
Integrating Storytelling

With a partner:

Look at the photo you shared. Tell a quick story about it.
Using Storyboards

Lay out different parts of the story:

- Typical narrative (characters, setting, plot, problem/solution)
- Other genres (nonfiction, biographies, etc.)

Determine the focus of participants' stories:
Using Storyboards

Google Slides is essentially a storyboard!

❖ Are there resources on the Internet?
❖ Could I interview someone about this?
❖ What videos could I capture?
❖ What photographs do I need? Are there artifacts in my home?

A way to organize primary sources
Google Slides as a Storyboard

- Aesthetics are clean, simple & can be manipulated!
- Each slide is one component of the story.
- Can change order and layout of slides.
- Can insert photos/videos from Google Drive, Google Photo, and the web.
- Use as app or on web. (Can also give paper support.)
Try it out!

Arrange your photos on a Google Slides storyboard.
A Google Chrome Extension that allows you to record the screen as a video.

Video screenshot will save as file in Google Drive.

This file can be shared w/ families at home (and vice versa)!

Promote fluency, early print literacy skills, and home language.

Students can record their oral story while clicking through completed slides.
Go to Google Chrome. (Download if you do not have it.)

Search: Screencastify

Chrome Web Store: Extensions

Go to: https://chrome.google.com/webstore/category/extensions

Click: Add to Chrome

Screencastify
Click on icon to set up and record!
Results

Family Digital Storytelling Program
Sample Student Story (Pico Rivera)
### Survey Data

<table>
<thead>
<tr>
<th>Comment</th>
<th>Parent A</th>
<th>Parent B</th>
<th>Parent F</th>
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<tr>
<td>We learn about technology and help my mom understand how to plot the story.</td>
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<td>What did you learn about technology in this class?</td>
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<td>What did you learn about storytelling in this class?</td>
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<td>You took the class: 100% more frequently than before.</td>
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<td>How comfortable you are using mobile technology?</td>
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<td>On a scale of 1 to 5, rate</td>
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<td>Very comfortable (5) = 100%</td>
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Working with Adults

Limitations

❖ Time
➢ Within sessions
➢ Across sessions
❖ Number of sessions

❖ Connecting & creating with children
➢ Capitalize on sharing feature
➢ Parents as experts

❖ School infrastructure

Recommendations

❖ Ongoing sessions that span an entire school year.

❖ Focus on process, not on product.

❖ Open lab availability for:
➢ Email
➢ Social Media
➢ Paying bills
➢ Text messages
➢ Etc.
Working with Children

Limitations

● Multi-Age Group

Recommendations

● Interview data
● Exportation of Digital Stories

Have a consistent number of volunteers.

Have a lead volunteer that is as well prepared for each session as the lead educator/facilitator.

Allot time for students to get familiar with a variety of apps and have them choose what medium will be the best possible tool to adequately represent their story.

(Story Creator App, Book Writer App)

(Lead Facilitator/Co-Facilitator)
Technology & Families

Final Poll: https://www.polleverywhere.com/
Gracias!

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¡Gracias!