Chapter Three: Methodology

This chapter presents the methodology of designing the Secondary Digital Storytelling curriculum unit. The chapter describes the design, setting and participants, instruments, procedures, and a summary of the chapter.

**Design**

This curriculum project is for a 6-week unit on digital storytelling for secondary students. My project’s guiding question is: *How can a digital storytelling curriculum be designed for a diverse secondary population in southern California?* Each week-long lesson in the curriculum addresses both the content standards for California Career Technical Model Career and English Language Development. The curriculum has six lessons: Screening, Storyboarding, Video Production, Peer Review – Edit, and Student Choice Awards. Each lesson includes a description of materials needed, standards, objectives, assessment, differentiation strategies, instructional steps, ppt to guide instruction, graphic organizers and rubrics. The activities are designed with supports for English language development, such as vocabulary development, storyboards, peer review prompts, and differentiated rubrics.

**Setting and Participants**

The setting for this curriculum is a southern California alternative school, also referred to as a continuation school. Most students that attend have fallen behind in credit and are focused on meeting the graduation requirements. The demographics of my school are 86.7% Latino, 9.8 % White, 1.9% African American. Over seventy percent are English Learners. Four percent of students have a disability. In addition 87% are socioeconomically disadvantaged.

**Instruments**

The lesson plan was our primary instrument, adapted from CSUSM Single Subject Program Lesson Format, www.lessonstructions.weebly.com. The lesson plan includes a description of materials needed, standards, objectives, assessment, differentiation strategies, instructional steps, ppt to guide instruction, graphic organizers and rubrics.

**Procedures**

In creating a secondary school level video production lesson with best practices in mind, I had five curriculum development steps. First, I start by identifying the lessons that would benefit most from digital storytelling. Second, I identify the key standards in the California Career Technical Model Career and as well as the English Language Development area, since a large portion of my students are English Learners. Over 70% of my students are English Learners. Moreover, some of my students struggle to progress with language development and digital literacy combined with a meaningful approach to technology integrated approaches to engaging student learning, in addition to content academics (Sadik, 2008). Third, I reviewed the literature looking for best practices for adolescent digital storytelling, specifically how digital storytelling can be engaging (Sadak, 2008; Smeda, Dakich, & Sharda, 2014) and lead to academic growth (Mansbach, 2015; Sadak, 2008; Yang, 2012), as well as review the best practices for using digital storytelling with adolescents (Harris, 2016; Navor, 2017; Sadak 2008). Fourth, I created a best approach plan to implementing digital storytelling as well as a guide to help curriculum design. Fifth, I designed lessons based on the best practices, streamlined, and user friendly. Each lesson included English language development supports.

**Summary of Chapter Three**

The chapter described the design, setting and participants, instruments, and procedures. The next chapter presents the curriculum unit on digital storytelling.