

LiDA eModule – [High-Leverage Teaching Practices for Remote Teaching](#)

Online Teaching Practices in Action:

Annotated Summary of the “Creating Digital Stories” Classroom Video

The video vignette entitled “Creating Digital Stories” available on the Teaching Channel provides a great visual illustration of high-leverage teaching practices in the context of a digitally-rich secondary school classroom. While this is not an example of remote teaching, the technology leveraged by this teacher could easily be used to support synchronous and asynchronous online learning experiences. To help viewers recognize the specific high-leverage teaching practices implemented by this teacher, in this document we provide a time-stamped summary of the key experience experiences shown in the video, along with the identification of the specific practices used in that experience.

Information about how to access and use the video vignette

The 10-minute “Creating Digital Stories” video of this teaching experience can be found on the Teaching Channel using this link:

<https://learn.teachingchannel.com/video/create-digital-story-ypp>

Please note that now the Teaching Channel allows to view for free only the first 3 videos, after which you need to sign up for a fee. Also remember to click on the “back arrow” when you want to come back to this document (as the video will not open in a separate window).

We recommend you view this vignette a first time in its entirety, then read our annotated summary below. After having read our summary, you should then view the vide again, this time referring to our summary and stopping as needed to appreciate more details about the implementation of specific practices of interest to you.

Annotated summary of the video

Time	Brief description	Practice used
0:00	<i>Teacher’s explanation of her goals for the unit and its rationale – that is, having students create a “digital story” to convey what the American Creek is and what it means for them to be an American, as a way for them to reflect on their cultural identity in preparation for potential civic engagement.</i>	
1:08	The unit started with providing students online, prior to class, with a set of readings about the topic, with the intent to help them find quotes that would resonate with their identify as Americans. Another goal of this initial task was to build vocabulary they could use later on when asked to produce writings of their own.	Conveying Content

	<p>Students were asked to select images as well as create short poems, “borrowing words” as needed by selecting quotes from the readings, that would resonate with what being an American meant for them. Then they were instructed to create a short “digital story” to communicate what it meant for them to be an American, by combining their own narration with the images and texts they had selected.</p> <p>This draft was posted online so that both the teacher and other students could review the work and provide written feedback.</p>	<p><i>Eliciting prior knowledge</i></p> <p><i>Sharing student work</i></p> <p><i>Giving feedback</i></p>
1:52	<p>The following class started with students watching the video of a contemporary song video addressing cultural identity issues. The teacher had also linked the lyrics of the song on the class agenda online.</p> <p>After watching the video, the teacher asked the students to analyze this song as a poem and discuss in small groups its connections with “why it is important to understand who we are as Americans”. After the group work, she asked each group to share a key insight with the entire class.</p>	<p><i>Conveying Content</i></p> <p><i>Eliciting prior knowledge</i></p> <p><i>Sharing student work</i></p>
4:00	<p>The teacher then provided oral directions about how to work for the next 20 minutes on revising the draft of their digital story, using the feedback previously received in writing as well as what learned from the previous discussion, while the teacher went around providing additional feedback and support. Students also worked in pairs for part of this session, receiving additional peer feedback.</p>	<p><i>Giving directions</i></p> <p><i>Giving feedback</i></p>
7:27	<p>Since the students seemed to have worked well at their revisions and to be ready for some reflection, the teacher concluded the lesson by asking them to think about two questions (“What was the most helpful piece of feedback?” and “What was the most significant part of learning today and why?”). She also asked them to post a Tweet about their response to one of these questions, encouraging them to use multi-media content to strengthen their message. After students completed this task, the teacher also asked a few students to share and elaborate on their Tweets.</p>	<p><i>Giving directions</i></p> <p><i>Synthesizing learning</i></p> <p><i>Sharing student work</i></p>
8:49	<p>As a conclusion to this activity, the teacher provided some summary comments about the significance of this activity and key elements she hoped the students to take from it.</p>	<p><i>Synthesizing learning</i></p>