

## National Literacy and Numeracy Week 2009 Project Report

**Project title:** Empowering Digital Literacy



**Project description:** Stage 1 classes will develop digital reading resources by combining a number of traditional and digital editing techniques. Through the use of digital photography, video editing, audio recording and storyboarding, the project aims to foster student engagement and improve literacy outcomes. The project will endeavour to incorporate the school's software licences for *Comic Life*, *Art Rage 2*, *Windows Movie Maker* and *Sound Recorder*, while harnessing Franklin's Interactive Whiteboards, digital cameras and mobile computer lab. The culmination of the project will be the production of class books and video stories that will be on show to parents and community members via the school's television network, and National Literacy and Numeracy Week celebrations, while being shared within the

school as literacy resources. Similarly, the class books will be transformed into *e-book* which will be shared with other schools across the 'emits' online community and the school's website.

**Person responsible for project:** Mr Jesse Wheaton

**School, region, diocese:** Franklin Public School, Tumut.

**Contact person's email:** [jesse.wheaton2@det.nsw.edu.au](mailto:jesse.wheaton2@det.nsw.edu.au)

**Number of students, teachers, parents, other community members directly involved:**

- Involvement of four Stage 1 classes and their teachers, and support staff, teacher's aide, STLA.
- Parent helpers.
- Broad involvement of other schools via the 'emits' online community and the school's website.
- Use as part of our kinder transition program, and Numeracy and Literacy Week celebrations.
- Comic Life consultant inservicing (Paul Gleeson).

**Intended literacy and/or numeracy outcomes:**

- Student engagement.
- Technological skill development.
- Improved reading, writing and talking and listening outcomes.
- Involvement of whole school and community.
- Development of confidence.
- Staff upskilling in the use of available technologies.
- Student centred learning environment focused on individual learning styles.
- Student significance and direction.

- Development of higher order thinking techniques.
- Incorporation of accelerated literacy modules fostering deep knowledge and understanding.
- Inclusion of multicultural diversity within the school and community.
- Development of public speaking skills and an awareness of audio editing applications.



**Evidence of achievement of intended literacy and/or numeracy outcomes:**

- Student engagement was apparent throughout the project, as the students themselves were directly responsible for their learning. This combined with the knowledge that their final products would be shared with the school, parents, and the wider community drove student focus and engagement.



- Students across stage one received training and skill development in: *Comic Life*; *Audacity*; *Photo Story 3*; *Windows Movie Maker*; and the use of digital cameras and their software.
- Using ICT throughout a modelled, guided, and independent literacy program designed to implement this project, students overall English outcomes were met and improved, as engagement levels were high and student ownership over the tasks was apparent.
- Although this was a stage one project the whole school was involved in different aspects. Year 6 students assisted with creating original musical pieces for the digital stories; Years 2 and 3 assisted with a numeracy component to our

kindergarten orientation open day; and Years 4 and 5 helped up skill Stage 1 student's in the use of digital cameras.

- Staff up skilling across the whole of Franklin's staff was made possible through the projects funding with 2 days being made available early in the project for staff in servicing. Here a PSP technology consultant and I were employed to train staff in the use of different applications and a variety of hardware.
- The core of the project saw the development of different Stage 1 digital stories. These developed stories



linked with the schools focus on accelerated literacy and incorporated significant higher-order thinking techniques. Students were involved in the production of both paper bound digital literacy, and *e-book* conversion and creation, which involved converting to the paper books to audio visual files and adding music, with overlaid narration.

- One digital story that was created was a retelling of the traditional Aboriginal Dreamtime story of “How the birds got their colours”, and as part of our literacy and numeracy week celebrations and our NAIDOC celebrations the students and local Indigenous community members recreated the story, and it was converted into an *e-book*. This was overlaid with Franklin students playing the didgeridoo and Stage 1 students narrating the story, thus drawing on the school and community’s strong Indigenous ties.

See materials below:

# Digital Literacy Inservice Program

Paul	Jesse	Casual
<p>9:15 – 11:15 Office Staff</p> <ul style="list-style-type: none"> <li>• Video camera</li> <li>• IWB/Smartnote</li> <li>• Comic Life into newsletters</li> </ul>	<p>9:15 – 11:15 Ms Pinnuck</p> <ul style="list-style-type: none"> <li>• Digital literacy How the birds got their colours. Scanning images to email, Photoshop image editing.</li> <li>• Comic Life</li> <li>• Photo Story 3</li> <li>• Movie Maker 2</li> </ul>	<p>9:15 – 11:15</p> <p style="text-align: center; font-size: 48pt;"><b>2P</b></p>
<p>11:40 – 13:10</p> <ul style="list-style-type: none"> <li>• Technology audit</li> <li>• Software focus.</li> <li>• Recommendations</li> <li>• Cineliteracy</li> </ul>	<p>11:40 – 13:10 Mrs Green</p> <ul style="list-style-type: none"> <li>• Digital photo editing and downloading.</li> <li>• Photo Story 3 Making simple photo movies, &amp; how to overlay students' narration.</li> <li>• Smartnote 10 Tools &amp; tricks Making a slide show</li> </ul>	<p>11:40 – 13:10</p> <p style="text-align: center; font-size: 48pt;"><b>KG</b></p>

<p>14:00 – 15:15 G &amp; T</p> <ul style="list-style-type: none"> <li>• Working with the year 5 G &amp; T media group, developing skills in Comic Life &amp; storyboarding.</li> </ul>	<p>14:00 – 15:15 G &amp; T</p> <ul style="list-style-type: none"> <li>• Developing Franklin school values posters.</li> <li>• Photoshop (how to use)</li> <li>• Comic Life &amp; Photo Story 3.</li> </ul>	<p>14:00 – 15:15</p> <p>RFF</p> <p>4A</p> <p>6A</p>
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