



# **STORY WRITING ONLINE COURSE DESIGN DOCUMENT**

**Liezl van Wyk**

**WALDEN UNIVERSITY  
INSTRUCTIONAL DESIGN  
AND TECHNOLOGY  
MIDT6120**

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# COURSE INFORMATION

## COURSE INFORMATION

### Course Title

#### **Roll to Write: The Digital Story Adventure!**

Plan it. Write it. Record it. Publish it.

### Course Topic

Digital storytelling for upper primary learners using narrative structure, planning tools, and multimedia publishing (text, visuals, and audio)

### Course Subtopics

- Narrative structure using Story Mountain (beginning, build-up, turning point, resolution)
- Story planning (character, setting, problem) using Story Dice and planning templates
- Descriptive writing using an adjective bank to strengthen word choice
- Expressive narration (voice, emotion, pace, and clarity) through audio recording practice
- Safe and responsible digital tool use (including AI-supported brainstorming when appropriate)
- Digital publishing: combining text, visuals, and audio to create a final digital story

### LMS Platform

#### **TalentLMS**

TalentLMS was selected because it supports structured, easy-to-navigate online learning with embedded multimedia, downloadable resources, and clear assessment organisation, which aligns with the needs of upper primary learners and the module's blended text-visual-audio storytelling outcomes.

### Link for Course

<https://clickcreateeducate.talentlms.com/plus/catalog/courses/126>

Here are the **login details**:

Username: [clickguest525@gmail.com](mailto:clickguest525@gmail.com)

Password: Guest2025

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## LEARNING THEORY AS A FOUNDATION FOR THE COURSE

# CONSTRUCTIVISM & ADDIE MODEL

Turning ideas into stories

## CONSTRUCTIVISM

Learners build knowledge actively by creating, exploring, and reflecting (Bruner, 1996).

### Key Principles

- Creation:** Learners build characters, plots, and settings.
- Exploration:** Hands-on tasks like story dice & choices.
- Scaffolding:** Models, examples, story-mountain (McDonald & West, 2021).
- Social Learning:** Share stories, give feedback.
- Reflection:** Revise and improve ideas (Reynolds, 2018).

## ADDIE MODEL

A systematic design model used to plan and deliver instruction (Molenda, 2003).

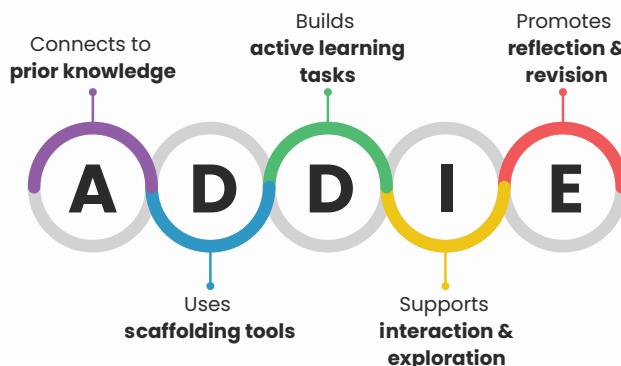
### Key Principles

- Analysis:** Identify learner needs & prior knowledge.
- Design:** Plan activities, templates, story tools.
- Development:** Create videos, worksheets, AI prompts.
- Implementation:** Deliver learning online.
- Evaluation:** Gather feedback & refine.

## HOW DO THEY WORK TOGETHER?

**Constructivism** guides what learners do.

**ADDIE** guides how the module is built (Kurt, 2021).

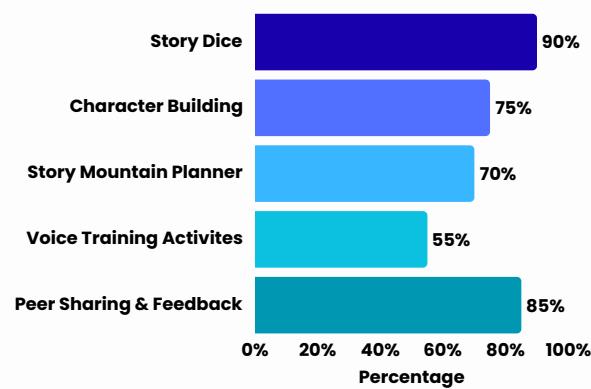


## STORYTELLING MODULE CONNECTION

This framework supports the Course Project module by ensuring children:

- Explore ideas:**  
Creatively
- Build stories:**  
Step-by-step
- Use scaffolds:**  
Such as story dice & character templates
- Reflect and revise:**  
To improve their writing

## LEARNER ENGAGEMENT IN STORYTELLING ACTIVITIES



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# COURSE MAP

**Course Title: The Digital Story Adventure**

In this course, students create one digital story that includes story writing, visuals, and voice narration. Students learn the shape of a story using Story Mountain, plan their own story, and then build their story in Canva using simple, guided steps. Along the way, students practice using digital tools safely and respectfully. The course uses short lessons, interactive practice, and clear checklists to help students stay focused and confident.

**Orientation Outcome (Not Numbered)**

Students will be able to navigate the course, understand expectations, follow digital and AI safety rules, and use the correct steps to contact the teacher and submit work.

**Learning Outcomes (LO1 to LO5)**

- LO1: Students will be able to explain the parts of a story using Story Mountain terminology (exposition, conflict, rising action, climax, falling action/resolution) in order to identify story structure accurately by the end of Chapter 2.
- LO2: Students will be able to plan a story by creating a character, setting, and conflict in order to complete a Story Mountain plan before writing by the end of Chapter 3.
- LO3: Students will be able to record a short narration using an expressive storyteller voice in order to communicate meaning clearly by the end of Chapter 6.
- LO4: Students will be able to use digital tools safely and responsibly in order to create and share coursework appropriately throughout the course.
- LO5: Students will be able to publish a digital story that includes writing, visuals, and narration in order to submit a complete final project by the end of Chapter 7.

**Course Structure**

The course is organized into chapters. Students complete chapters in order. Each chapter includes a short overview, clear section labels (Watch, Read, Try, Do, Submit), and a Looking Ahead page to preview what comes next.

### Chapter 1: Mission Launch (Start Here)

Welcome to the course. In this chapter, students learn how the course works, what they will create, how to use Canva for the project, how to stay safe online, and how to submit work in TalentLMS.

#### Sections

- **1.1 Watch: Welcome (Start Here)**
  - Includes a Short welcome video that explains the course goal and encourages students to start, even if they feel unsure.
  - Students do: Watch the video, then click Next.
- **1.2 Read: Your Course Map**
  - Includes a simple course map showing the chapters in order and what happens in each.
  - Students do: Read the map, then click Next.
- **1.3 Read: How to Use This Course**
  - Includes: Clear instructions for how to move through pages and what the labels mean (Watch, Read, Try, Do, Submit).
  - Students do: Read and follow the steps once to practice.
- **1.4 Try: Canva Setup and Access**
  - Includes: Link to Canva login/account setup and a reminder that a trusted adult can help if needed.
  - Students do: Log in or create an account with adult support if needed.
- **1.5 Read: What You Will Make**
  - Includes: A clear finish line description. Students submit one digital story with writing, visuals, and voice narration.
  - Students do: Read, then answer a quick check question about the three parts of the final story.
- **1.6 Read: Your I Can Goals**
  - Includes: Student-friendly I Can statements aligned to LO1 to LO5.
  - Students do: Read and choose one goal to focus on.
- **1.7 Watch: Safety Shield (Digital and AI Rules)**
  - Includes: A short safety video or audio plus a simple rules list.
  - Students do: Watch and complete a quick confirmation checklist.
- **1.8 Read: How to Submit Your Work in TalentLMS**
  - Includes: Step-by-step instructions for uploading files and submitting assignments inside TalentLMS.
  - Students do: Practice uploading a test file if available, or confirm understanding of the steps.

- **1.9 Read: How Your Work Will Be Checked (Rubric Overview)**
  - Includes: A student-friendly explanation of the rubric and how feedback works.
  - Students do: Read and identify one thing that makes a project strong.
- **1.10 Read: Contact the Teacher and Response Time**
  - Includes: How to ask questions, where to post, and expected response time.
  - Students do: Write one practice question you might ask during the course.
- **1.11 Check: Ready to Begin (Quick Checklist)**
  - Includes: A short readiness checklist (device, internet, Canva login, knows where to click, knows the safety rule).
  - Students do: Complete the checklist.
- **1.12 Do: Chat Corner (Introductions)**
  - Includes: A guided discussion prompt and clear rules for replying kindly.
  - Students do: Post an introduction and reply to one classmate.
- **Looking Ahead: Chapter 2**
  - Next, students learn Story Mountain. They will watch a lesson, explore examples, and take a short quiz to check understanding.

### Chapter 2: The Story Mountain

In this chapter, students learn the shape of a story using Story Mountain terminology. Students practice identifying where story moments belong on the mountain and build confidence before planning their own story.

#### Sections

- **2.1 Start Here: Welcome to Story Mountain**
  - Includes: A short introduction explaining that Story Mountain is a map for stories.
  - Students do: Read or listen, then click Next.
- **2.2 Learn: What Is a Story Mountain**
  - Includes: A Nearpod lesson with video modeling, visuals, and guided examples using the terminology: exposition, conflict, rising action, climax, falling action/resolution.
  - Students do: Complete the lesson in order.
- **2.3 Try: Mini Games Practice**
  - Includes: Interactive practice activities embedded in Nearpod (match, dice, review games).
  - Students do: Play the activities and repeat if needed.
- **2.4 Quiz: Story Mountain Check (Formative)**
  - Includes: A TalentLMS quiz with Bloom's aligned questions and positive feedback.
  - Students do: Take the quiz.
- **2.5 Do: Chat Corner (Story Mountain Share)**
  - Includes: A prompt such as: Which part of Story Mountain is your favorite and why?
  - Students do: Post and reply once.
- **Looking Ahead: Chapter 3**
  - Next, students generate story ideas and create a full Story Mountain plan that becomes the guide for their final story.

### Chapter 3: Developing Your Story

In this chapter, students plan their story using Story Mountain. They roll story dice to generate ideas, choose a favorite combination, and complete a Story Mountain plan that they submit in TalentLMS.

#### Sections

- **3.1 Try: Roll the Dice (Story Idea Generator)**
  - Includes: Link to the story dice activity and simple instructions for choosing an idea.
  - Students do: Roll, choose a character, setting, and conflict, then write quick notes.
- **3.2 Read: How to Make a Copy in Canva (Planning Template)**
  - Includes: Steps for opening the Canva template link, making a copy, and editing.
  - Students do: Create your own copy.
- **3.3 Do: Complete Your Story Mountain Plan**
  - Includes: Students fill out exposition, conflict, rising action, climax, and falling action/resolution using their dice idea.
  - Students do: Complete the plan in full sentences or clear notes.
- **3.4 Submit: My Story Mountain Plan**
  - Includes: Clear instructions for exporting from Canva and uploading to TalentLMS.
  - Students do: Download from Canva, upload to TalentLMS, and submit.
- **3.5 Do: Chat Corner (Idea Swap)**
  - Includes: Prompt: Share your character, setting, and conflict in one short paragraph.
  - Students do: Post and reply once.
- **Looking Ahead: Chapter 4**
  - Next, students use Canva to build a story draft with words, pictures, and optional music.

### Chapter 4: Let's Use Canva

In this chapter, students learn the Canva skills they need to build their digital story. They complete a student-friendly Canva course, explore Canva AI tools safely, and create a draft version of their story.

#### Sections

- **4.1 Learn: Canva Skills for Students (Canva Design School)**
  - Includes: Link to the Canva student course and clear expectations for completing it.
  - Students do: Complete the tutorial activities.
- **4.2 Learn: Meet Canva AI**
  - Includes: Link and explanation of what AI tools do and when they are helpful.
  - Students do: Review examples and follow safety reminders.
- **4.3 Try: Magic Media and Image Creation**
  - Includes: Links and short guidance for generating visuals with safe prompts.
  - Students do: Create at least one visual idea for your story.
- **4.4 Try: Background Tools (Remover and Generator)**
  - Includes: Links and basic steps for using background tools.
  - Students do: Practice once, then decide if you want to use it in your story.
- **4.5 Create: Story Draft in Canva**
  - Includes: Task instructions. Students build a draft with text, visuals, and optional music, using their Story Mountain plan as the guide.
  - Students do: Create a draft, save it, and download when finished.
- **4.6 Submit: Canva Story Draft Checkpoint**
  - Includes: Upload instructions in TalentLMS.
  - Students do: Download and upload your draft.
- **4.7 Do: Chat Corner (Design Share)**
  - Includes: Prompt: Share one design choice you made and why.
  - Students do: Post and reply once.
- **Looking Ahead: Chapter 5**
  - Next, students practice character voices and storytelling expression before recording narration.

### Chapter 5: It's All About Your Voice

In this chapter, students practice voice skills that make stories fun to listen to. They warm up, try character voices, and choose voices for their characters.

#### Sections

- **5.1 Watch: Voice and Body Warm Up**
  - Includes: Short warm-up video to prepare for recording.
  - Students do: Follow along.
- **5.2 Watch: Voice Breakdown**
  - Includes: Short explanation of pace, volume, expression, and clarity.
  - Students do: Practice with one sample sentence.
- **5.3 Watch: Character Voice Practice**
  - Includes: Short practice videos or prompts to try different character voices.
  - Students do: Try at least two different voices.
- **5.4 Do: Voice Plan**
  - Includes: Students choose which voice fits each character.
  - Students do: Write your choices in a simple table.
- **5.5 Do: Chat Corner (Voice Lab)**
  - Includes: Prompt: Describe a voice you will use and what kind of character it matches.
  - Students do: Post and reply once.
- **Looking Ahead: Chapter 6**
  - Next, students complete a Canva recording tutorial and then record narration on top of their story draft.

### Chapter 6: Canva Recording Your Voice

In this chapter, students learn how to record narration in Canva. They complete the tutorial first, then open their story draft and start recording.

#### Sections

- **6.1 Learn: Recording Tutorial**
  - Includes: Link to the Canva recording tutorial with clear steps.
  - Students do: Complete the tutorial first.
- **6.2 Create: Record Narration on Your Story Draft**
  - Includes: Step-by-step checklist: find a quiet space, speak clearly, record page by page, listen back, and re-record if needed.
  - Students do: Record narration and save the updated story.
- **6.3 Submit: Narration Draft Checkpoint**
  - Includes: Upload instructions for submitting the narrated draft.
  - Students do: Download and submit the narrated draft.
- **6.4 Do: Chat Corner (Recording Tips Exchange)**
  - Includes: Prompt: Share one recording tip that helped you.
  - Students do: Post and reply once.
- **Looking Ahead: Chapter 7**
  - Next, students finalize their story and submit the final project using the rubric checklist.

## **Chapter 7: Final Project**

In this chapter, students complete their digital stories and submit their final projects. They check their work using the rubric and celebrate their finished stories.

### **Sections**

- **7.1 Complete: Final Checklist**
  - Includes a checklist aligned with the rubric categories.
  - Students do: Check off each item before submitting.
- **7.2 Submit: Final Digital Story Project (Summative)**
  - Includes: Final submission instructions for downloading from Canva and uploading to TalentLMS.
  - Students do: Submit the final project.
- **7.3 Do: Chat Corner (Showcase Celebration)**
  - Includes: Prompt: Share your story title and one thing you are proud of.
  - Students do: Post and reply kindly to others.
- **7.4 Read: References and Credits**
  - Includes a Reference list that credits videos, Canva resources, and any external tools.
  - Students do: Read if curious.
- **Course Wrap-Up**
  - You have completed the course. Take a moment to celebrate your progress and keep writing new stories.

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# INTENDED COURSE OUTCOMES

## INTENDED COURSE OUTCOMES

**The intended learning outcomes describe what students will be able to do by the end of the instructional module. These outcomes are written to be specific, measurable, aligned, realistic, and time-bound, and they guide the selection of instructional resources, learning activities, and assessments throughout the module.**

### Learning Outcome 1

Students will be able to create a fictional story using the Story Mountain structure by the end of the module in order to demonstrate understanding of narrative structure.

### Learning Outcome 2

Students will be able to design a character, setting, and problem using storytelling planning tools by the end of the module in order to develop the key elements of an engaging story.

### Learning Outcome 3

Students will be able to demonstrate expressive storytelling skills by the end of the module in order to communicate meaning and emotion effectively through a short recorded narration.

### Learning Outcome 4

Students will be able to apply safe and responsible use of digital tools, including AI-supported ideas when appropriate, by the end of the module in order to support the creative storytelling process.

### Learning Outcome 5

Students will be able to publish a digital story that integrates text, visual elements, and audio by the end of the module in order to communicate a complete story using multiple media formats.

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# MODULE-LEVEL LEARNING OBJECTIVES

## MODULE-LEVEL LEARNING OBJECTIVES

### **Module 0: Mission Launch: Start Here Expanded With Alignment**

The orientation module prepares learners to successfully participate in the online learning experience. It ensures students understand the purpose of the module, know where to find resources and assignments, and can follow expectations for safe and responsible participation. This module is designed to reduce confusion, support learner confidence, and establish clear routines before students begin the main learning activities in Module 1.

#### **By the end of this orientation module, students will be able to:**

- Locate and navigate key areas of the learning management system (LMS), as demonstrated by accessing the Module 1 page, opening the assignment links, and viewing the rubric.
  - Alignment: Start Here navigation page + course homepage links; confirmed through the Readiness Check (ungraded orientation confirmation).
- Describe the module's purpose and what they are expected to create, based on the module overview and the final product requirements (digital story with text, visuals, and audio)
  - Alignment: Course overview page + Digital Story Project preview; confirmed through the Readiness Check.
- Identify the Learning Outcomes and student-friendly "I can" statements by matching learning goals to the tasks they will complete in Module 1.
  - Alignment: Learning Outcomes page + "I can" statements page; confirmed through the Readiness Check.
- Demonstrate readiness to use required tools and resources, as demonstrated by confirming access to video playback, document viewing, and audio recording options on their device.
  - Alignment: Technology check directions + recording guidance page; confirmed through the Readiness Check.
- Follow safe and responsible participation expectations by reviewing the digital safety guidelines and acknowledging which information should not be shared when using digital tools.
  - Alignment: AI Safety Guide + safe participation guidelines; confirmed through the Readiness Check.

These orientation objectives support student success by establishing clear expectations and reducing barriers to participation, allowing learners to begin Module 1 with confidence and the required tools for learning.

## MODULE-LEVEL LEARNING OBJECTIVES

The module-level learning objectives break down the Learning Outcomes into smaller, achievable skills that guide instruction, practice, and assessment within the module. This module is designed for upper primary learners (ages 8–12) and supports students in planning, drafting, and publishing a short digital story by using structured storytelling tools, guided practice, and clear performance expectations. Each objective is taught through targeted resources and learning activities and is assessed through the Story Planning Pack, the Expressive Voice and AI Idea Check, and the Digital Story Project.

### **By the end of this module, students will be able to:**

- Identify and explain the key elements of narrative structure using the Story Mountain framework (beginning, build-up, turning point/climax, and resolution), as demonstrated by correctly labelling and outlining each part in a planning template.
  - Alignment: Instructional video on story structure + Story Mountain model; assessed through Assessment 1 (Story Planning Pack) and reinforced in Assessment 3 (Digital Story Project).
- Plan a story by developing a character, setting, and problem using structured planning tools, as demonstrated by completing the Story Planning Pack with clear, relevant details that support the storyline.
  - Alignment: Story Dice + planning sheets + sentence starters; assessed through Assessment 1 (Story Planning Pack) and applied in Assessment 3 (Digital Story Project).
- Practise and apply expressive storytelling techniques through guided voice activities, as demonstrated by recording a short narration that uses vocal choices (such as pace, pitch, volume, or emotion) to enhance meaning and engage the listener.
  - Alignment: Voice Prompt Cards + recording guidance + teacher model; assessed through Assessment 2 (Expressive Voice and AI Idea Check) and included in Assessment 3 (Digital Story Project).

## MODULE-LEVEL LEARNING OBJECTIVES

- Use digital tools safely and appropriately to support story planning and idea development, as demonstrated by following the digital safety guidelines and documenting one safe example of tool use that supports the storytelling process.
  - Alignment: AI Safety Guide + safe prompt list + documentation template; assessed through Assessment 2 (Expressive Voice and AI Idea Check) and referenced in Assessment 3 (Digital Story Project).
- Combine written text, visual elements, and audio to create a complete digital story, as demonstrated by submitting a final product that integrates story text, at least one visual, and an expressive narration, meeting the expectations outlined in the project rubric.
  - Alignment: Digital story example + rubric + adjective bank + publishing guidance; assessed through Assessment 3 (Digital Story Project).

These objectives align directly with the module Learning Outcomes and provide a clear progression from instruction and guided practice to assessment and final project submission.

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## **FINDINGS FROM LEARNER ANALYSIS**

## FINDINGS FROM LEARNER ANALYSIS

The target learners for this module are upper primary students aged 8–12 who are developing narrative writing and digital communication skills. Learners are expected to have foundational literacy skills, including the ability to write short paragraphs, follow guided instructions, and navigate basic digital tools in an online learning environment. Learners may access the module through a school-provided or home device and may complete tasks independently or with light adult support, depending on their learning context.

### Learner Characteristics

- Learners are motivated by creative tasks, storytelling activities, and opportunities to share work with an authentic audience.
- Learners benefit from structure, modelling, and visual organisers, particularly when online tasks involve multiple steps or tools.
- Learners have varied writing proficiency, including differences in vocabulary range, sentence fluency, and story organisation. Some learners may require additional language supports.
- Learners may include English language learners and students who benefit from guided prompts, examples, and chunked instructions to support comprehension and task completion.
- Learners generally have basic digital familiarity (watching videos, typing, opening documents) but often require explicit instruction and practice when using audio recording tools or creating multimedia products.

### Learning Needs

- Explicit instruction and examples of narrative structure using clear visuals and learner-friendly language.
- Guided planning opportunities before independent drafting to support organisation and reduce uncertainty.
- Scaffolds that reduce cognitive load, including templates, checklists, chunked steps, and exemplars of completed work.
- Vocabulary support to strengthen descriptive writing and improve clarity and engagement.
- Clear expectations for online submissions, including success criteria, how to upload work, and how the work will be evaluated.
- Safe and supported introduction to digital tools (including AI-supported brainstorming), with clear boundaries around privacy, ethical use, and what information should not be shared.

### Access and Learning Environment Considerations

- Learners may experience variation in internet reliability and device type (tablet, laptop, or desktop), requiring flexible formats and low-barrier submission options.
- Some learners may have limited quiet space or equipment for audio recording, requiring simple recording options and the opportunity to re-record without penalty.
- Learners benefit from consistent navigation and predictable module design to reduce online friction and support independence.

## FINDINGS FROM LEARNER ANALYSIS

### Implications for Instructional Design Based on This Analysis

- Instructional content is chunked into manageable steps with consistent “what to do next” directions, supporting independent navigation and reducing online cognitive overload.
- Visual planning tools, story dice, and structured templates are provided to scaffold idea generation and story organisation, reducing the barriers associated with open-ended tasks.
- Vocabulary supports (such as a descriptive adjective bank) are embedded to support learners with varied language proficiency and to strengthen descriptive writing.
- Assessments are streamlined and bundled to reduce learner overwhelm while still providing valid evidence of Learning Outcomes through clear performance-based criteria.
- Digital tools are introduced with explicit modelling, safety guidelines, and teacher-provided prompts to ensure ethical and responsible participation.
- Success criteria, rubrics, and exemplars are provided to support learner self-monitoring, increase transparency, and improve the quality of final products.

This learner analysis informed a design approach grounded in constructive alignment and learner variability. The module integrates scaffolding and modelling to support narrative skill development, uses cognitive load reduction strategies (chunking, templates, and clear sequencing) to maintain engagement in an online environment, and applies Universal Design for Learning principles by offering multiple means of representation (video, models, and organisers), action and expression (text, visuals, and audio), and engagement (choice-based tools such as story dice). Together, these design decisions increase accessibility, support independence, and ensure that assessments measure the intended outcomes rather than a learner’s ability to navigate the platform.

### Assessment Connection

These findings directly informed the decision to use three bundled assessments, including the Story Planning Pack (structure and story elements), the Expressive Voice and AI Idea Check (oral communication and safe tool use), and the Digital Story Project (multimodal storytelling), ensuring a manageable workload and clear evidence of progress across the module.

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# INSTRUCTIONAL TECHNOLOGIES

## INSTRUCTIONAL TECHNOLOGIES: EXISTING DIGITAL RESOURCE

### Digital Resource Used

- **Resource Title:**  
Story Structure Simplified (YouTube Educational Video)
- **Resource Type:**  
Existing digital instructional video
- **Web Address:**  
<https://www.youtube.com/watch?v=ZrlxLtSMMLo>

### Description of the Digital Resource

This video provides a clear, age-appropriate explanation of narrative structure, using engaging visuals and simple language to break down the key components of a story. Including the beginning, build-up, turning point, and resolution. The content is suitable for upper primary learners and supports comprehension of narrative organisation before students begin planning their own stories.

### Purpose of the Resource and Value to the Learner

The purpose of this resource is to introduce and reinforce understanding of story structure early in the module. It provides foundational knowledge that prepares learners for subsequent planning and creation tasks. This video is used at the start of Module 1 (Climb the Story Mountain) before learners complete the Story Mountain section of the Story Planning Pack (Assessment 1), building foundational understanding for the final Digital Story Project (Assessment 3). Captions are enabled and learners may rewatch as needed to support comprehension and independent review.”

### Learner Value:

- Offers visual modelling of narrative parts
- Uses accessible language for ages 8–12
- Supports learners before guided planning activities
- Prepares students for the Story Planning Pack and Digital Story Project

By engaging with this video, learners gain a conceptual foundation that makes later tasks more approachable and meaningful.

### Alignment With Learning Outcomes and Module Objectives

This digital resource aligns directly with:

#### Learning Outcomes:

- LO1: Students will be able to create a fictional story using the Story Mountain structure...
- LO5: Students will be able to publish a digital story that integrates text, visual elements, and audio...

#### Module Learning Objectives:

- Identify and explain narrative structure elements using Story Mountain
- Prepare learners for guided story planning
- By providing visual and auditory instruction on narrative structure, this video supports learners as they plan, revise, and produce their own stories.

## INSTRUCTIONAL TECHNOLOGIES: INSTRUCTOR-CREATED RESOURCES

The following instructional resources were created by the instructor to support learner engagement, reduce cognitive load, and scaffold the storytelling process within the online module. These resources were designed specifically for upper primary learners aged 8–12 and are embedded directly within the learning management system (LMS) to ensure ease of access and integration with instructional activities and assessments.

### **Story Planning Pack and Guided Storytelling Tools**

#### **Resource Type:**

Instructor-created instructional resource (digital and printable)

- Story Dice
- Descriptive Adjective Bank
- Voice Prompt Cards

#### **Hosting Location:**

Embedded within the course LMS

#### **Description of the Resource**

The Story Planning Pack is a structured instructional resource created to guide learners through the early stages of story development. The resource includes a Story Mountain planning template, character, setting, and problem planning sheets, and guided prompts that support idea organisation and narrative coherence.

This resource provides learners with a visual and step-by-step approach to planning a fictional story, allowing them to organise their ideas before beginning the drafting and digital storytelling process.

#### **Purpose and Value to the Learner**

The purpose of the Story Planning Pack is to support guided practice and prepare learners for both formative and summative assessments. By breaking the storytelling process into manageable components, the resource reduces cognitive overload and supports learners who may struggle with open-ended writing tasks in an online environment.

#### **The value to the learner includes:**

- Clear structure for organising story ideas
- Visual scaffolding to support narrative development
- Increased confidence during story planning
- Preparation for the Digital Story Project assessment

#### **Alignment With Learning Outcomes and Module Objectives**

The instructor-created instructional resources align directly with the module's Learning Outcomes and objectives. The Story Planning Pack and Story Dice support learners in designing characters, settings, and narrative structure (LO1, LO2). The Descriptive Adjective Bank supports written communication and story clarity (LO1, LO5). The Voice Prompt Cards support expressive storytelling skills (LO3). Collectively, these resources prepare learners for the successful completion of the Digital Story Project and support achievement of all Learning Outcomes.

## INSTRUCTIONAL TECHNOLOGIES: INSTRUCTOR-CREATED RESOURCES

### **Story Dice (Character, Setting, and Problem Dice)**

Resource Type: Instructor-created idea-generation tool (digital and printable)

Hosting Location: Embedded within the course LMS

#### **Description of the Resource**

Story Dice include character, setting, and problem prompts that learners roll or select to generate story ideas. The dice outcomes act as creative starting points while allowing learners to adapt and expand their ideas.

#### **Purpose and Value to the Learner**

The purpose of the Story Dice is to support idea generation and reduce the barrier of "not knowing where to start." This tool increases engagement by adding an element of play while maintaining structure for planning.

The value to the learner includes:

- Increased engagement through choice and play
- Support for reluctant writers and learners who need starting points
- Reduced anxiety with open-ended tasks
- Faster transition from idea to planning

### **Descriptive Adjective Bank**

Resource Type: Instructor-created vocabulary support tool (digital and printable)

Hosting Location: Embedded within the course LMS

#### **Description of the Resource**

The Descriptive Adjective Bank provides learners with alternatives to common adjectives such as happy, sad, scared, and angry. The resource supports learners in selecting more precise vocabulary to improve descriptive writing and emotional clarity.

#### **Purpose and Value to the Learner**

The purpose of this resource is to strengthen vocabulary development and improve the quality of story descriptions during drafting and revision. It supports learners who need language scaffolds and encourages stronger word choice across the module.

The value to the learner includes:

- Improved descriptive writing and clarity
- Expanded vocabulary and stronger word choice
- Increased confidence during drafting and revision
- Support for diverse language proficiency levels

## INSTRUCTIONAL TECHNOLOGIES: INSTRUCTOR-CREATED RESOURCE

### Optional Voice Prompt Cards (Expressive Storytelling Practice)

Resource Type: Instructor-created optional practice tool (digital and printable)

Hosting Location: Embedded within the course LMS

#### Description of the Resource

The Voice Prompt Cards provide emotion-based prompts paired with suggested vocal techniques (pace, pitch, volume, and emphasis). Learners use these prompts to practise expressive narration before recording their audio component.

#### Purpose and Value to the Learner

The purpose of this resource is to support expressive storytelling and prepare learners for audio recording tasks. It provides a low-risk way to practise oral communication skills in a guided and structured manner.

The value to the learner includes:

- Improved expressive speaking and storytelling skills
- Greater confidence with audio recording tasks
- Support for learners who benefit from oral rehearsal
- Preparation for the narration component of the final project

#### Alignment With Learning Outcomes and Module Objectives

These instructor-created resources align directly with the module Learning Outcomes and objectives. The Story Planning Pack and Story Dice support narrative structure and story element development (LO1, LO2). The Descriptive Adjective Bank supports written communication and improves story clarity for drafting and publishing (LO1, LO5). The Voice Prompt Cards support expressive storytelling skills through guided narration practice (LO3). Collectively, these resources prepare learners for successful completion of module assessments and support achievement of all Learning Outcomes.

# Active Learning Technologies for Story-Driven Online Courses

## Technology Comparison Chart

Comparison Criteria	Nearpod	Canva
Type of Technology	Interactive lesson delivery platform	Visual design and content creation platform
Primary Instructional Purpose	Deliver interactive lessons with embedded activities	Enable learners to create visual artefacts that demonstrate understanding
Storytelling Capability	High. Lessons follow a narrative flow with interactive checkpoints	Very high. Learners design storyboards, infographics, presentations, and visual narratives
Active Learning Strategies Supported	Polls, quizzes, collaborative boards, reflection prompts	Creation, application, analysis, synthesis, reflection, peer feedback
Learner Engagement	Learners actively respond during lessons to guide thinking and pacing	Learners actively construct meaning by designing and revising content
Feedback on Learning	Immediate formative feedback during lessons	Ongoing feedback through comments, peer review, and revision
Collaboration Opportunities	Collaborative boards and shared responses	Real-time co-editing and collaborative design
Flexibility for Distance Learning	Supports synchronous and asynchronous learning	Fully asynchronous with cloud-based access
Accessibility Considerations	Multimodal content supports diverse learners	Visual, text, and multimedia options support varied learning preferences
Example Use in an Online Course	Interactive story-based lesson with decision points and reflection questions	Learners create a visual story, infographic, or presentation to demonstrate learning
Alignment to Learning Outcomes	Supports understanding and application	Supports higher-order outcomes such as analysis, evaluation, and synthesis

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# ORIENTATION

## ORIENTATION

The orientation (Chapter 0) is designed to help learners ages 8–12 feel confident and excited before they begin the main learning in Chapter 1. It works like a friendly “storybook portal” that explains what the course is about, what learners will create, where to click, and what tools they need. The content is delivered in short, clear steps using a mix of formats (welcome video, infographic-style course map, short guides, and an ungraded readiness check). This reduces confusion, supports learner independence, and ensures learners are ready to begin the storytelling journey.

### Chapter 0 Sections and What Each Includes

#### 1. Watch Me First: Welcome and Supplies Check

- **Format:** Short **welcome video** with a **simple checklist**.
- **Includes:**
  - A friendly greeting from the course guide character (Zuko).
  - A clear explanation of what learners will create: a digital story with writing, visuals, and narration.
  - A “supplies check” list of what learners need (device, internet, microphone, optional headphones).
  - A brief note that Canva will be used to create AI visuals, record voice narration, and make a short video.
  - A reassuring reminder that it is okay to ask a trusted grown-up for help with online tools.



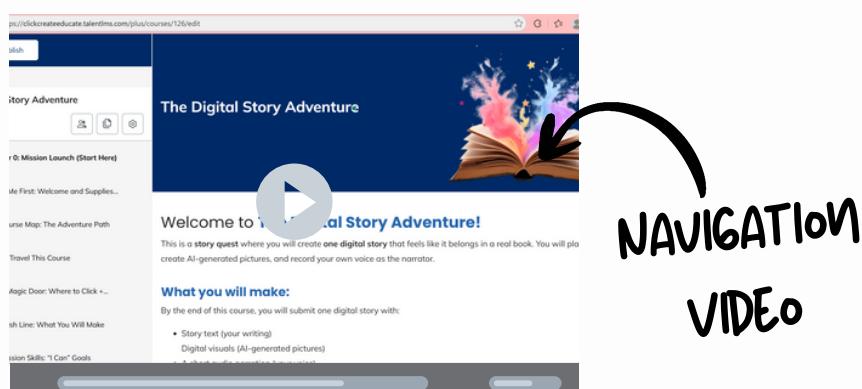
### 2. Your Course Map: The Adventure Path

- **Format:** Adventure Map infographic with simple labels.
- **Includes:**
  - A visual overview of the course journey from Chapter 0 to Chapter 1.
  - Clear “map points” showing what happens first, next, and last.
  - A simple explanation that learners should complete pages in order.
  - A reminder that learners can pause, rewatch, and return anytime.
  - A quick preview of the final goal so learners can picture what they are working toward.



### 3. How to Travel This Course (Where to Click in TalentLMS)

- **Format:** Short screen-recording video (or a step-by-step page with screenshots).
- **Includes:**
  - Where learners find Chapter 0 and Chapter 1 in the left menu.
  - Where to find videos, downloads, and assignments.
  - What “Assignment” means in this course (this is where learners submit work).
  - A simple “navigation routine” learners repeat each time: open, watch or read, complete the task, submit.



## ORIENTATION

### 4. Canva Magic Door: Account Setup + Where to Click + Tools You Will Use

- **Format:** Linked Canva login page + poster/graphic instructions + short guide.
- **Includes:**
  - A clear note that learners need a Canva account (with grown-up support if needed).
  - A short Canva introduction course or activity so learners learn basic navigation before creating. This introduction helps learners practice key Canva actions they will use later in the course, such as logging in, opening a design, adding text, adding images, and recording audio.
  - A simple explanation of the Canva tools learners will use in this course:
    - AI picture creation
    - Voice recording for narration
    - Optional video creation
  - A quick practice step so learners can build confidence before Chapter 1 (for example: open Canva, create a simple page, add one line of text, and save it).
  - Directions for returning to TalentLMS after Canva setup so learners can continue the course in the correct order.

The diagram illustrates the flow of the orientation process. It starts with a 'ACCOUNT SETUP' box on the left, which contains a 'Canva' logo, the title 'ACCOUNT SETUP', the subtitle 'CREATING AN ACCOUNT & LOGIN', and a 'Follow these quick steps to get started with Canva.' section. This section includes three steps: 'Step 1: Visit Canva', 'Step 2: Create an Account', and 'Step 3: Log in', each with a list of instructions. A large arrow points from this box to a central 'ACCOUNT SETUP' title. From this title, another arrow points to a 'CANVA STUDENT GUIDE (PDF)' box on the right. This box features a cartoon dragon, the title 'CANVA STUDENT GUIDE (PDF)', the subtitle 'ONLINE STORY PROJECT: THE DIGITAL STORY ADVENTURE', and the year '2025'.

**ACCOUNT SETUP**  
CREATING AN ACCOUNT & LOGIN

Follow these quick steps to get started with Canva.

**Step 1: Visit Canva**

- Go to [www.canva.com](http://www.canva.com) / [www.canva.cn](http://www.canva.cn) (if you are in China) or download the Canva app from your device's app store.
- If you're in China, the website may redirect to a localized version; that's normal.

**Step 2: Create an Account**

- Click "Sign Up" on the homepage. You'll see several sign-up options:
  - a. **Email:** Enter your email address and create a password.
  - b. **Google or Facebook:** Click to link your account for fast access.
  - c. **WeChat:** In China, you can sign up or log in directly with your WeChat account for quicker access.

**Step 3: Log in**

- If you already have a Canva account, click "Log In" and enter your details.
- You can also choose "Continue with WeChat" or your linked Google/Facebook account for quicker access.

**ACCOUNT SETUP**

**CANVA STUDENT GUIDE (PDF)**

**ONLINE STORY PROJECT: THE DIGITAL STORY ADVENTURE**

**STUDENT GUIDE**  
2025

### 5. The Finish Line: What You Will Make (With an Example)

- **Format:** Content page with a labeled example.
- **Includes:**
  - A clear description of the final product: writing + visuals + audio narration.
  - A labeled example so learners can see what “finished work” looks like, with each part clearly marked (writing, visual, and narration).
  - A reminder that the example is a guide, not something learners must copy.
  - A short checklist: “My story has words, pictures, and my voice.”



### 6. Your Mission Skills: “I Can” Goals

- **Format:** Video with a Simple list and then translate t to student-friendly language.
- **Includes:**
  - A short “By the end of this course, I can...” list aligned to the learning outcomes.
  - Story Mountain terminology aligned to the course video: exposition (beginning), conflict, rising action, climax, falling action (resolution/ending).
  - A reminder that these goals help learners understand what success looks like.



### 7. Safety Shield: Digital + AI Safety Rules

- **Format:** Content page with a short rules list.
- **Includes:**
  - Clear rules for safe online learning: no personal information and kind, respectful behavior.
  - AI visual safety rules in simple language: safe prompts, school-appropriate content, and asking for help if unsure.
  - A reminder that safety rules apply wherever learners work in this course, including both TalentLMS and Canva.
  - A reminder that grown-up support is welcome, especially for account setup and online tools.



### 8. Treasure Drop: How to Submit Your Work

- **Format:** Step-by-step submission guide (with screenshots if possible).
- **Includes:**
  - Where the Assignment pages are located.
  - What learners will submit (a link or a file, depending on the course setup).
  - How to check work before submitting (a quick checklist).
  - Clear “submit steps” written in simple language (for example: open the Assignment page, attach the file or paste the link, double-check it is the correct one, and click Submit).
  - What to do if something goes wrong: refresh the page, try again, check your internet, ask a trusted grown-up for help, and then contact the instructor if you still cannot submit.

## ORIENTATION

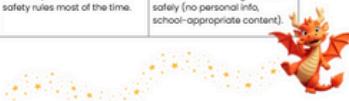
### 9. How Your Story Will Be Checked (Rubric)

- **Format:** Rubric page with student-friendly explanations.
- **Includes:**
  - A simple explanation of what a rubric is: “a checklist teachers use to check your work.”
  - The main focus areas written clearly: story structure, clear narration, visuals that match the story, and completeness.
  - Encouraging wording so learners see the rubric as a guide, not something scary.

#### FINAL PROJECT RUBRIC

Learning Outcome	Criteria	1 – Not There Yet	2 – Almost There	3 – Nailed It	4 – Super Star
LO 1: Explain story parts using Story Mountain (exposition, conflict, rising action, climax, falling action/resolution)	<b>Story Structure (Story Mountain)</b>	My story does not show the Story Mountain parts yet.	My story has some parts of Story Mountain, but parts are missing or confusing.	My story includes most of the Story Mountain parts, and it mostly makes sense.	My story clearly shows exposition, conflict, rising action, climax, and falling action (resolution/ending), it is easy to follow and makes sense.
LO 2: Plan a story using character, setting, and conflict	<b>Story Plan (Character, Setting, Conflict)</b>	I did not plan my character, setting, and conflict yet.	I planned some parts, but my plan is missing details or does not match my story very well.	I planned a character, setting, and conflict, and it mostly matches my finished story.	I planned a clear character, setting, and conflict, and my plan matches my finished story.
LO 3: Improve writing using stronger descriptive words and interesting vocabulary	<b>Strong Writing and Word Choice</b>	My writing needs more detail and descriptive words.	I used a few descriptive words, but my writing is sometimes basic or unclear.	I used some descriptive words, and my writing is mostly interesting and clear.	I used strong descriptive words and interesting vocabulary that helps the reader picture my story.
LO 4: Record narration using an expressive storyteller voice (clear speech, pace, emotion)	<b>Storyteller Voice (Audio Narration)</b>	I did not submit narration, or it is very hard to hear and follow.	My narration can be hard to hear or rushed, and expression is limited.	My narration is mostly clear, and I used some pace and expression.	My narration is clear, with good pace and expression that matches the story.
LO 5: Publish a digital story with writing, visuals, and audio narration using digital tools safely and responsibly	<b>Digital Publishing and Safe Tool Use (Writing + Visual + Audio)</b>	My submission is missing two or more parts, or safety rules were not followed.	I submitted a digital story, but one part is missing (writing, visual, or audio) or safety rules need reminders.	I submitted a digital story with all three parts, and I followed safety rules most of the time.	I submitted a complete digital story with writing, a visual, and audio, and I used digital tools safely (no personal info, school-appropriate content).

RUBRIC  
EXAMPLE



### 10. Ready to Begin? Quick Check (Ungraded)

- **Format:** Short survey or quiz (ungraded).
- **Includes:**
  - A five-question readiness check confirming learners can:
    - Find Chapter 1
    - explain what you will be making
    - locate assignments and the rubric
    - play a video and record audio
    - explain the safety rule about personal information
  - A final message: “You are ready for Chapter 1.”

## ORIENTATION

This orientation is designed to reduce confusion, build excitement, and prepare learners for success before they begin the main storytelling work. By using a welcoming video, an Adventure Map infographic, clear navigation support, Canva setup guidance with a short introduction activity, safety expectations, and an ungraded readiness check, learners receive the information they need in multiple accessible formats. Once Chapter 0 is complete, learners will be ready to begin Chapter 1 with confidence and a clear understanding of what they will create and how they will complete the course.

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# INTERACTIVE LEARNING ACTIVITIES

## INTERACTIVE LEARNING ACTIVITIES

To help learners ages 8–12 build confidence before they write their own digital stories, this course includes short, game-based practice activities. These are not graded; instead, they encourage exploration, replay, and skill-building through play.

Gamified activities increase motivation and engagement by allowing learners to “fail safely,” replay, and celebrate progress, which are core elements of effective interactive design (McCarthy, 2021).

### ACTIVITY OVERVIEW

- Activity Title: Story Mountain Mini Games
- Tools Used: TinyTap and Canva (assembled and embedded in Nearpod)
- Where Learners Access It: Within TalentLMS as an interactive Nearpod lesson inside Chapter 1 – Story Mountain Quest
- Estimated Time: 5–10 minutes per mini game (replay optional)

All individual game components (Story Mountain Match, Story Dice Game, and Story Mountain Puzzle) are being combined and embedded in a single Nearpod activity.

**Because this course is designed for younger learners, additional short activities will be added over time to sustain attention and reinforce understanding as the project develops.**

### LEARNING PURPOSE

These mini-games help learners identify and explain the parts of a story (exposition, conflict, rising action, climax, and resolution) using the Story Mountain framework.

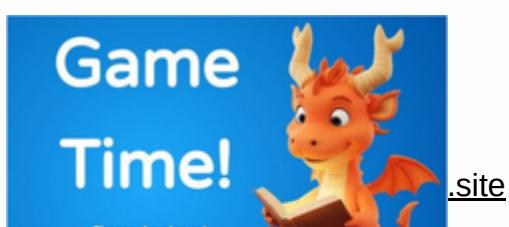
#### Aligned Learning Outcomes:

- LO 1: Explain the parts of a story using Story Mountain terms.
- LO 2: Plan a story by creating a character, setting, and conflict before writing.
- LO 3: Use digital tools safely and responsibly to support story creation.

### LINKS TO ACTIVITIES

<https://storymountain.my.canva.site/story-mountain-match>

<https://storymountain.my.canva.site/story-dice-game>

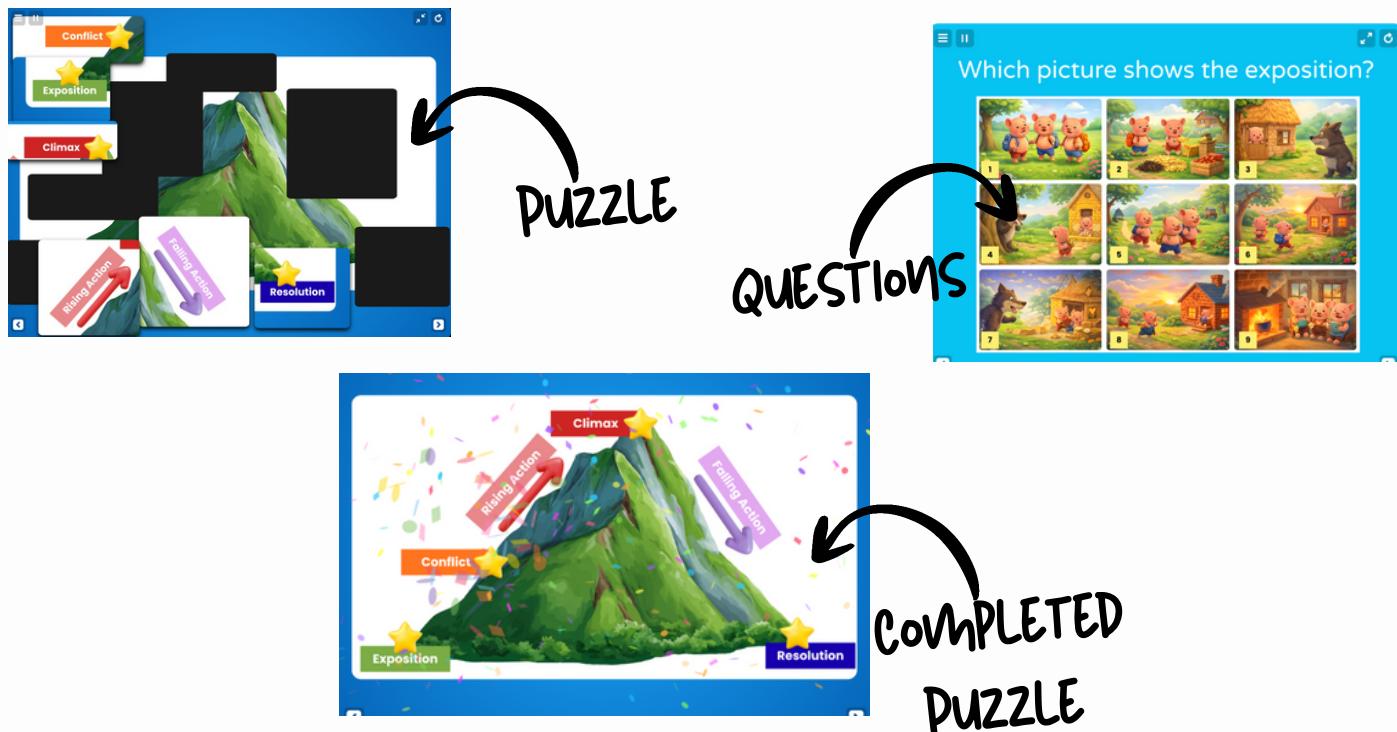


## WHAT LEARNERS WILL DO

### Game 1 – Story Mountain Puzzle (TinyTap → Nearpod)

Learners reassemble a visual puzzle of the story structure. Audio guidance from Zuko reminds them what each section means.

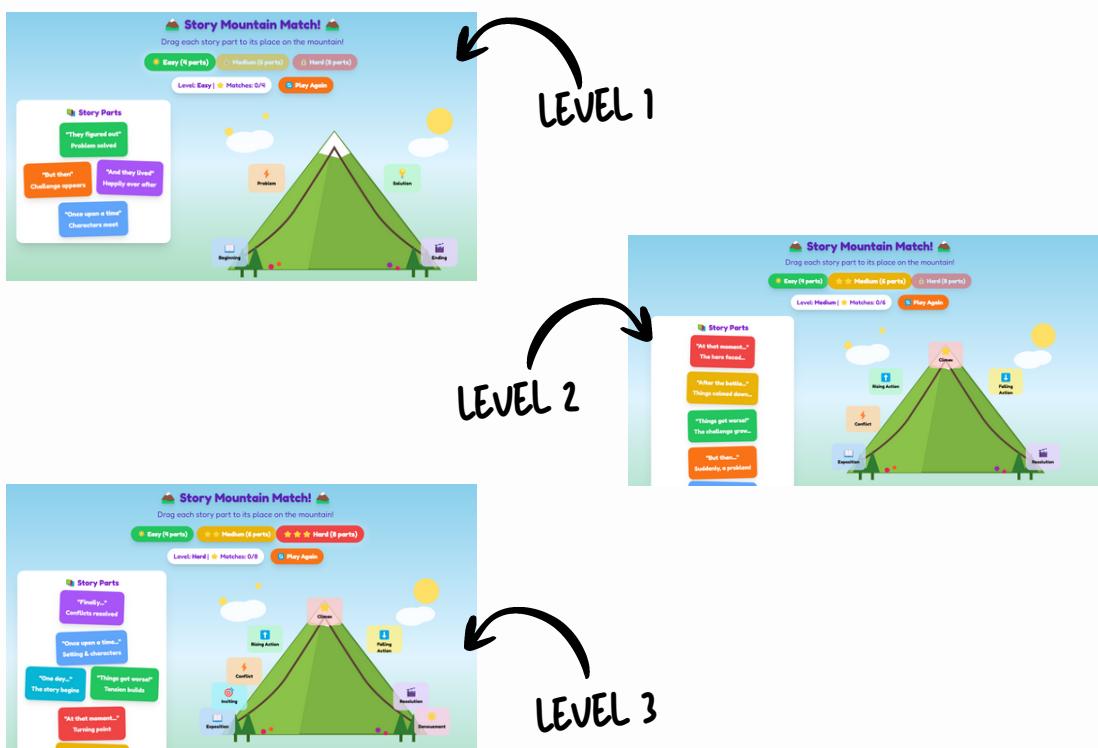
- Interaction: Drag-and-drop pieces into place.
- Feedback: Positive audio and visual cues reinforce correct answers.



### Game 2 – Story Mountain Match (Canva → Nearpod)

Learners read short scenes and decide where each fits on the Story Mountain.

- Interaction: Click to match phrases to story stages.
- Feedback: Immediate “Correct/Try Again” with contextual clues.



## WHAT LEARNERS WILL DO

### Game 3: Story Dice Quest

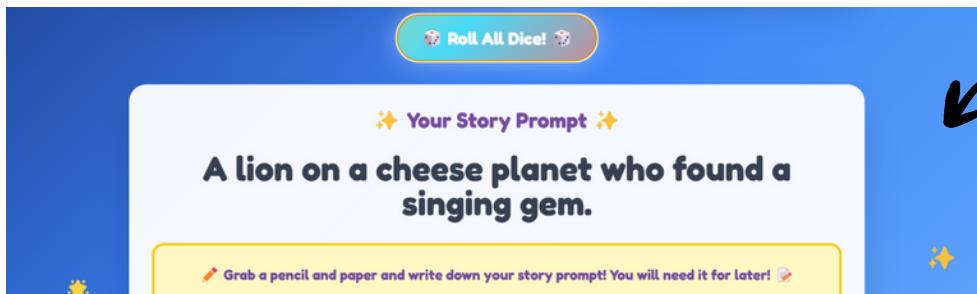
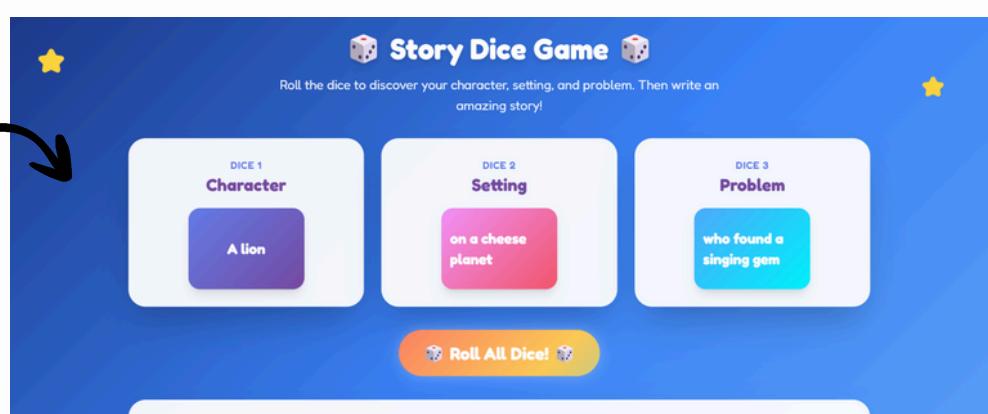
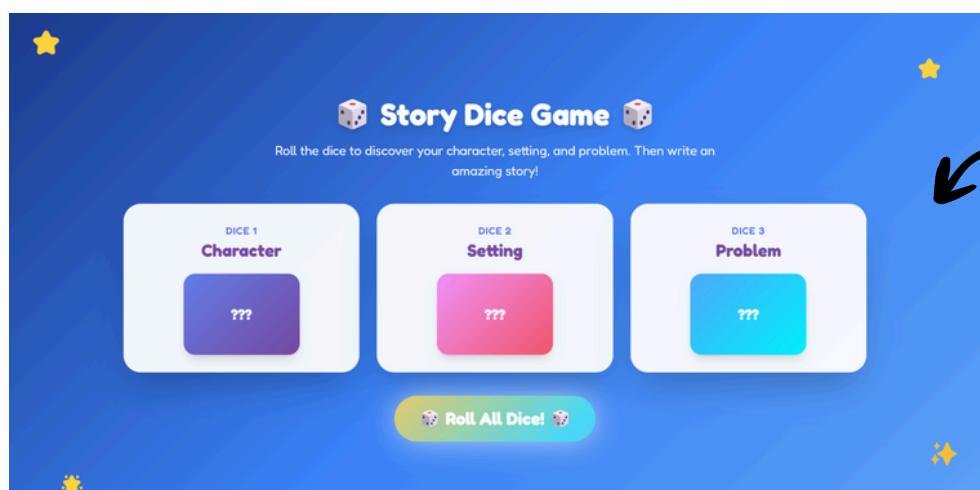
Description: Learners roll digital dice to generate a story character, setting, and problem. They can roll again or combine results to create a unique story idea.

Interaction:

Simple click or tap to roll, then record their favorite combination.

Feedback: Positive reinforcement that emphasizes creativity, not correctness (e.g., "Great choice, your story is ready to begin!").

Purpose: Encourages creative thinking and prewriting through guided choice-making.



## INTERACTIVE LEARNING ACTIVITIES

These mini games support the module learning objectives by giving learners active practice with immediate feedback before they begin independent story writing. Matching story moments to Story Mountain stages strengthens understanding of narrative structure, while the dice activity reduces “blank page” stress by guiding learners to generate a character, setting, and conflict. Gamified learning elements such as quick wins, replay, and clear goals help increase engagement and persistence, which is particularly important for younger learners (McCarthy, 2021). Research also supports that retrieval-style practice and interactive multimedia experiences can improve learning and retention when used as low-stakes skill-building (Roediger & Karpicke, 2006; Mayer, 2009).

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# FORMATIVE ASSESSMENT

### Assessment Plan for Module 1: Story Mountain

#### Formative Assessment

##### Link:

<https://clickcreateeducate.talentlms.com/plus/courses/126/units/2091/edit>

The formative assessment for Module One is an interactive Story Mountain Quiz delivered through TalentLMS. The quiz includes multiple-choice, fill-in-the-blank, matching, sequencing, and short-response questions. These question types are aligned with Bloom's Taxonomy and progress from remembering and understanding to analyzing and creating. Learners identify story elements, sequence narrative events, justify their reasoning, and generate original sentences mapped to the Story Mountain structure. Immediate feedback is provided to support understanding and self-correction.

This formative assessment supports the module learning objectives by allowing learners to practice identifying and explaining story structure in a low-stakes environment. Formative assessment is effective when it provides timely feedback that informs learning and instructional decisions (Eberly Center, n.d.). Online formative assessments with varied question types increase learner engagement and motivation (Colman, 2024), while fast, interactive activities encourage repeated practice and active participation (Future Focused Learning, n.d.). Structured questioning techniques further support learner reflection and understanding during the learning process (K. Patricia Cross Academy, n.d.).

#### Summative Assessment

##### Link:

<https://clickcreateeducate.talentlms.com/plus/courses/126/units/2094/edit>

The summative assessment for Module One is a Story Mountain Story Plan, in which learners create a short narrative outline that includes exposition, conflict, rising action, climax, and resolution. Learners submit their completed plan through TalentLMS for instructor review. This assessment requires learners to apply their understanding of story structure by organizing original ideas into a coherent story structure.

This summative task aligns directly with the module learning objectives by measuring learners' ability to apply and create using the Story Mountain model. Summative assessments are most effective when they require learners to demonstrate cumulative understanding through authentic application of skills (Eberly Center, n.d.).

Performance-based assessments, such as story planning tasks, allow learners to demonstrate practical skill development rather than isolated knowledge recall (Pappas, 2020). Clearly structured assessment tasks also support meaningful evaluation of learning outcomes and deeper cognitive processing (K. Patricia Cross Academy, n.d.; Colman, 2024).

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# ASSIGNMENT

## FINAL PROJECT ASSIGNMENT

**A graded summative assignment** was developed and embedded within the module of instruction. The assignment requires learners to create and publish an original digital story structured using the Story Mountain framework. The task aligns with multiple learning objectives and assesses story structure, planning, writing quality, narration, and responsible digital publishing. An analytic rubric was designed and added to the module to evaluate student performance across all learning outcomes.

### ASSIGNMENT OVERVIEW

#### 08. Final Project – My Own Story Mountain

**You made it, storyteller! This is your final mission in The Digital Story Adventure. Now it is your turn to create your very own story using everything you have learned about the Story Mountain. You will plan, write, record, and publish a digital story that shows your ideas, your creativity, and your voice. Take your time, follow the steps, and most of all, enjoy telling your story. I cannot wait to see what you have created!**

##### **What Is This Project?**

This is your final project for The Digital Story Adventure.

You will **create one complete digital story** that shows everything you have learned about:

- Story Mountain
- Planning a story
- Writing with descriptive words
- Using your storyteller voice
- Publishing safely with digital tools

**This project counts toward the end of your course.**

## ASSIGNMENT OVERVIEW

### Step 1: Plan Your Story

Before you create your final story, make sure you know:

- Who is your main character?
- Where does your story take place (setting)?
- What is the problem (conflict)?
- Your plan should help your story make sense from beginning to end.

### Step 2: Follow the Story Mountain

Your story must include all parts of the Story Mountain:

- Exposition – Introduce your character and setting
- Conflict – The problem begins
- Rising Action – Events build toward the big moment
- Climax – The most exciting part of the story
- Resolution – The ending or solution

### Step 3: Write Your Story

Write in full sentences:

- Use descriptive words
- Help your reader imagine what is happening
- Make sure your story flows and makes sense

### Step 4: Record Your Voice

Record yourself reading your story:

- Speak clearly
- Use expression and emotion
- Read at a comfortable pace
- Your voice should match what is happening in your story.

### Step 5: Create Your Digital Story

Your final digital story must include:

- Writing
- Pictures
- Audio narration (your voice)
- Use the digital tools you learned in this course.

### Step 6: Stay Safe Online

Remember:

- Do not include personal information
- Use appropriate images and words
- Follow digital safety rules

## ASSIGNMENT OVERVIEW

### Step 7: Submit Your Final Project

When your story is complete:

- Check your work using the rubric
- Make sure all parts are included
- Upload your video or link to your video of your digital story here
- Click Submit

### How Your Project Will Be Assessed

Your teacher will use the Final Project Rubric to assess:

- Story structure (Story Mountain)
- Story planning
- Writing quality
- Voice narration
- Safe and complete digital publishing

## ASSIGNMENT OVERVIEW

**The assignment clearly aligns with multiple learning objectives:**

- LO1: Explain story parts using Story Mountain
- LO2: Plan a story using character, setting, and conflict
- LO3: Improve writing using descriptive words
- LO4: Record narration using an expressive voice
- LO5: Publish a digital story safely and responsibly

**Students are required to:**

- Create an original story
- Apply Story Mountain structure
- Plan before writing
- Use descriptive language
- Record narration
- Publish digitally using tools safely

The assignment for this module provides learners with an authentic opportunity to demonstrate their understanding of narrative structure and digital storytelling skills by creating an original digital story. By aligning the assignment with the module learning objectives, the task supports learners in applying the Story Mountain framework, planning a coherent narrative, strengthening descriptive writing, and using digital tools responsibly.

The assignment builds upon the formative assessments embedded throughout the module, allowing learners to transfer their knowledge from guided practice to independent creation. Overall, this graded assignment serves as an effective assessment that measures both conceptual understanding and practical application, while maintaining age-appropriate scaffolding and clear expectations for success.

# ASSIGNMENT OVERVIEW

## FINAL PROJECT INSTRUCTIONS

The screenshot shows a digital interface for a story adventure. At the top, there are buttons for 'Publish' and 'Back'. Below that, the title 'The Digital Story Adventure' is displayed. A large blue button labeled 'Build' is highlighted with a black arrow. A list of numbered steps follows: 02. What is Story Mountain?, 03. Story Mountain Quiz, 04. Roll the dice!, 05. Assignment - My Story Mountain (Draft), 06. Voice Training, 07. Voice practice, and 08. Final Project - My Own Story Mountain. The 'Build' button is positioned above the first step.

This project counts toward the end of your course.

### Step 1: Plan Your Story

Before you create your final story, make sure you know:

- Who is your **main character**?
- Where does your story take place (**setting**)?
- What is the **problem (conflict)**?

Your plan should help your story make sense from beginning to end.

### Step 2: Follow the Story Mountain

Your story must include **all parts**:

1. **Exposition** – Introduce your story.
2. **Conflict** – The problem begins.
3. **Rising Action** – Events build the problem.

### Step 5: Create Your Digital Story

Your final digital story must include:

- Writing
- Pictures
- Audio narration (your voice)

Use the digital tools you learned in this course.

### Step 6: Stay Safe Online

Remember:

- Do not include personal information
- Use school-appropriate images and words
- Follow digital safety rules

### Step 3: Write Your Story

- Write in **full sentences**
- Use **descriptive words**
- Help your reader imagine what is happening
- Make sure your story flows and makes sense

### Step 4: Record Your Voice

- Record yourself reading your story
- Speak **clearly**
- Use expression and emotion
- Read at a **comfortable pace**

### Step 7: Submit Your Final Project

When your story is complete:

1. Check your work using the rubric
2. Make sure all parts are included
3. Upload your video or link your video of your digital story here
4. Click **Submit**

## STEP BY STEP INSTRUCTIONS

### How Your Project Will Be Assessed

Your teacher will use the **Final Project Rubric** to assess:

- Story structure (Story Mountain)
- Story planning
- Writing quality
- Voice narration
- Safe and complete digital publishing

### FINAL PROJECT RUBRIC

Learning Outcome	Criteria	1 – Not There Yet	2 – Almost There	3 – Nailed It	4 – Super Star
SLT 1: Plan Many parts using Story Mountain (Exposition, conflict, rising action, climax, falling action/ resolution).	Story Structure (Story Mountain)	My story does not show the Story Mountain parts yet.	My story has some parts of Story Mountain, but some parts are missing or confused.	My story includes most of the Story Mountain parts, and it mostly makes sense.	My story clearly shows exposition, conflict, rising action, climax, falling action, and resolution. It is easy to follow and makes sense.
SLT 2: Plan a story using characters, setting, and conflict.	Story Plan (Characters, Setting, Conflict)	I did not plan my characters, setting, and conflict yet.	I planned some parts, but my plan is missing details or does not match my story very well.	I planned a character, setting, and conflict, and it mostly matches my finished story.	I planned a clear character, setting, and conflict, and my plan matches my finished story.
SLT 3: Improve writing using stronger descriptive words and presenting vocabulary.	Strong Writing and Word Choice	My writing needs more detail and descriptive words.	I used a few descriptive words, but my writing is sometimes basic or unclear.	I used some descriptive words, and my writing is mostly interesting and clear.	I used strong descriptive words and sentence structures that help the reader picture my story.
SLT 4: Record narration using an appropriate digital tool (clear speech, pace, emotion).	Storyteller Voice (Audio Narration)	I did not submit narration, or it was very hard to hear and follow.	My narration can be heard to some extent, and it expresses me.	My narration is mostly clear, and it expresses me well.	My narration is clear, with good expression that matches the story.
SLT 5: Publish a digital story with writing, images, and audio narration using digital tools (safety and responsibility).	Digital Publishing and Safe Tools (Writing + Visual + Audio)	My submission is missing two or more parts, or safety rules were not followed.	I submitted in digital story, but one part is missing (writing, visual, audio) or safety rules were not followed.	I submitted a digital story with all parts, and I followed all the safety rules most of the time.	I submitted a complete digital story with writing, a visual, and audio narration. I followed all the safety rules (no personal info, school-appropriate content).

## FINAL PROJECT ASSESSMENT RUBRIC

You have climbed the Story Mountain.  
You have practiced.

You are ready!

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## RUBRIC

## RUBRIC INTRODUCTION

To support transparent and consistent evaluation of the summative assignment, a rubric was developed and embedded within the module of instruction. The rubric clearly communicates performance expectations to learners while aligning assessment criteria directly with the module learning objectives. By outlining progressive levels of mastery, the rubric provides learners with clear guidance on how their digital stories will be evaluated, promoting understanding of quality work before submission.

## RUBRIC INTRODUCTION

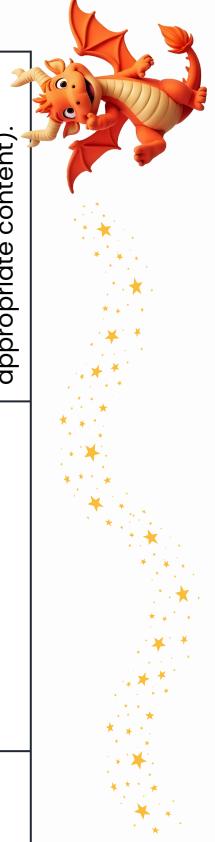
The rubric is organized around five criteria, each aligned to a corresponding learning objective for the module. These criteria include story structure using the Story Mountain framework, story planning (character, setting, and conflict), strength of writing and word choice, expressive audio narration, and responsible digital publishing. Each criterion is assessed on a four-point scale from “Not There Yet” to “Super Star,” enabling differentiated performance evaluation while maintaining age-appropriate language and expectations.

This rubric supports learning by serving both evaluative and instructional purposes. Learners are encouraged to use the rubric as a self-assessment tool during the creation process, reinforcing goal-setting and reflection. Additionally, the rubric ensures consistency in grading while providing meaningful feedback that highlights strengths and areas for improvement. The use of clear descriptors helps learners understand how their creative choices contribute to the overall quality of the story and the effectiveness of digital storytelling.

Overall, the rubric enhances the effectiveness of the summative assignment by aligning instructional goals, learning activities, and evaluation criteria. It supports learners in demonstrating mastery of narrative structure, creative writing, and digital storytelling skills while fostering clarity, fairness, and learner confidence. By integrating the rubric into the module, the assessment process becomes transparent, purposeful, and supportive of both learning and performance outcomes.

# STORY MOUNTAIN RUBRIC

Learning Outcome	Criteria	1 - Not There Yet	2 - Almost There	3 - Nailed It	4 – Super Star
<b>LO 1:</b> Explain story parts using Story Mountain (exposition, conflict, rising action, climax, falling action/resolution)	<b>Story Structure (Story Mountain)</b>	My story does not show the Story Mountain parts yet.	My story has some parts of Story Mountain, but parts are missing or confusing.	My story includes most of the Story Mountain parts, and it mostly makes sense.	My story clearly shows exposition, conflict, rising action, climax, and falling action (resolution/ending). It is easy to follow and makes sense.
<b>LO 2:</b> Plan a story using character, setting, and conflict	<b>Story Plan (Character, Setting, Conflict)</b>	I did not plan my character, setting, and conflict yet.	I planned some parts, but my plan is missing details or does not match my story very well.	I planned a character, setting, and conflict, and it mostly matches my finished story.	I planned a clear character, setting, and conflict, and my plan matches my finished story.
<b>LO 3:</b> Improve writing using stronger descriptive words and interesting vocabulary	<b>Strong Writing and Word Choice</b>	My writing needs more detail and descriptive words.	I used a few descriptive words, but my writing is sometimes basic or unclear.	I used some descriptive words, and my writing is mostly interesting and clear.	I used strong descriptive words and interesting vocabulary that helps the reader picture my story.
<b>LO 4:</b> Record narration using an expressive storyteller voice (clear speech, pace, emotion)	<b>Storyteller Voice (Audio Narration)</b>	I did not submit narration, or it is very hard to hear and follow.	My narration can be hard to hear or rushed, and expression is limited.	My narration is mostly clear, and I used some pace and expression.	My narration is clear, with good pace and expression that matches the story.
<b>LO 5:</b> Publish a digital story with writing, visuals, and audio narration using digital tools safely and responsibly	<b>Digital Publishing and Safe Tool Use (Writing + Visual + Audio)</b>	My submission is missing two or more parts, or safety rules were not followed.	I submitted a digital story, but one part is missing (writing, visual, or audio) or safety rules need reminders.	I submitted a digital story with all three parts, and I followed safety rules most of the time.	I submitted a complete digital story with writing, a visual, and audio, and I used digital tools safely (no personal info, school-appropriate content).



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# SYLLABUS

## COURSE SYLLABUS

### Course Syllabus

#### The Digital Story Adventure

- **Instructor Information**
- **Instructor:** Liezl van Wyk
- **Email:** Liezlvanyk.id@gmail.com
- **Platform:** TalentLMS
- **Course Format:** Online, self-paced with guided instruction

## COMMUNICATION POLICY & OFFICE HOURS

Students may contact the instructor via email or the TalentLMS messaging system for questions related to course content or technical support.

#### Office Hours:

- Responses will be provided within **24–48 hours** on school days.
- Urgent questions should be clearly marked in the subject line.

Clear communication and respectful interactions are expected at all times.

## TEACHING PHILOSOPHY

This course is grounded in the belief that learners thrive when creativity, structure, and voice are equally valued. Learning should be engaging, scaffolded, and meaningful, allowing students to build confidence while developing real-world skills. Through guided exploration, hands-on creation, and reflective practice, students are encouraged to take creative risks, think critically, and express themselves authentically using digital tools.

## PURPOSE OF THE COURSE

The purpose of The Digital Story Adventure is to guide students through the process of creating a complete digital story using Canva. Students will learn how to plan a story, design visuals, develop character voices, and record narration, culminating in a polished digital storytelling project that integrates text, images, sound, and voice.

## COURSE OUTCOMES / LEARNING OBJECTIVES

### By the end of this course, students will be able to:

- Plan and structure a story using a story mountain framework
- Use Canva tools to create visuals and backgrounds for storytelling
- Apply basic design principles to enhance visual storytelling
- Explore and experiment with character voices
- Record and edit voice narration using Canva
- Produce and submit a completed digital story project

### PURPOSE OF THE COURSE

- **Chapter 1: Introduction to Digital Storytelling**
  - What is a digital story?
  - Overview of tools and expectations
- **Chapter 2: Planning Your Story**
  - Story elements
  - Story Mountain planning activity
- **Chapter 3: Visual Storytelling with Canva**
  - Creating pages and layouts
  - Image generation and background design
  - Book cover design
- **Chapter 4: Drafting Your Story**
  - Adding text, images, and music
  - Drafting a complete story in Canva
- **Chapter 5: It's All About Your Voice!**
  - Voice and body warm-ups
  - Understanding how voices work
  - Character voice exploration
  - Voice cool-down techniques
- **Chapter 6: Recording Your Voice with Canva**
  - Canva recording tutorial
  - Preparing narration
  - Recording character voices
- **Chapter 7: Final Project**
  - Recording final narration
  - Submitting the completed digital story

## COURSE SCHEDULE (SUGGESTED FLOW)



Chapter	Focus	Estimated Time	What Students Do	Goal
Chapter 1	Feeling safe, excited, and ready	1 week	<ul style="list-style-type: none"> <li>Welcome video</li> <li>Supplies check</li> <li>How the course works</li> <li>“How to travel this course”</li> <li>Canva overview (no creating yet)</li> <li>Digital &amp; AI safety rules</li> <li>Chat Corner: Introduce yourself</li> </ul>	“I know what this course is about and how to use it.”
Chapter 2	Understanding the story structure	1 week	<ul style="list-style-type: none"> <li>What is Story Mountain?</li> <li>Examples and discussion</li> <li>Story Mountain quiz</li> <li>Chat Corner: Story Mountain Share</li> </ul>	“I can name the parts of a story.”
Chapter 3	Creating story ideas	1 week	<ul style="list-style-type: none"> <li>Roll the dice story inspiration</li> <li>Brainstorm characters, setting, problem</li> <li>Start Story Mountain draft</li> <li>Finish and submit Story Mountain assignment</li> <li>Chat Corner - Idea Swap</li> </ul>	“I have planned my story.”

## COURSE SCHEDULE (SUGGESTED FLOW)



Chapter	Focus	Estimated Time	What Students Do	Goal
Chapter 4	Exploring Canva Safely and confidently	1 Week	<ul style="list-style-type: none"> <li>Canva apps for storybooks</li> <li>Where to click</li> <li>What tools they will use</li> <li>Open a story template</li> <li>Explore without pressure to finish</li> </ul>	“I know how to use Canva.”
Chapter 4	Visual storytelling	1 Week	<ul style="list-style-type: none"> <li>Canva AI (Magic Media)</li> <li>Image creator</li> <li>Background removal</li> <li>Background generation</li> </ul>	“I can make pictures that match my story.”
Chapter 4	Book Cover & Story Draft	1 Week	<ul style="list-style-type: none"> <li>Book cover design</li> <li>Add text to pages</li> <li>Arrange pictures and words</li> <li>Save work (not final yet)</li> <li>Chat Corner: Design Share</li> </ul>	“I have planned my story.”
Chapter 5	Using our voices safely and creatively	1 week	<ul style="list-style-type: none"> <li>Voice &amp; body warm-up</li> <li>What makes a voice interesting?</li> <li>Mickey Mouse voice play</li> <li>Patrick Star voice play</li> <li>Voice cool-down</li> </ul>	“I can change my voice for characters.”

## COURSE SCHEDULE (SUGGESTED FLOW)



Chapter	Focus	Estimated Time	What Students Do	Goal
Chapter 5	Learning how to record (not recording yet)	1 Week	<ul style="list-style-type: none"> <li>Watch Canva recording tutorial</li> <li>Learn where the record button is</li> <li>Think about character voices</li> <li>Decide which voice matches each character</li> <li>Chat Corner: Voice Lab</li> </ul>	"I know how I will record my story."
Chapter 6	First narration attempt	1 Week	<ul style="list-style-type: none"> <li>Open completed Canva story</li> <li>Record narration page by page</li> <li>Re-record if needed</li> <li>Save draft version</li> <li>Chat Corner: Recording Tips</li> </ul>	"I have recorded my story."
Chapter 7	Pride and completion	2 Weeks	<ul style="list-style-type: none"> <li>Listen to recording</li> <li>Make small changes</li> <li>Download from Canva</li> <li>Upload to Talent LMS</li> <li>Celebrate!</li> <li>Chat Corner: Showcase Celebration</li> </ul>	"I finished my digital story!"

## GRADING METHOD & POLICY

**Assessment in this course is project-based.**

**Grades are determined by:**

- Completion of required tasks
- Participation in activities
- Submission of a final digital story project

**Rubrics focus on:**

- Story structure
- Creative effort
- Effective use of Canva tools
- Voice narration clarity and effort

**Late submissions may result in reduced feedback opportunities unless prior arrangements are made.**

## REQUIRED MATERIALS

**Technology:**

- Device with internet access (laptop or tablet recommended)
- Canva account (Education or free version)
- Microphone (built-in microphone is acceptable)
- Headphones (recommended)

**Software & Platforms:**

- Canva
- TalentLMS

## STUDENT RESOURCES

- Canva Design School tutorials
- Instructor-provided video tutorials
- TalentLMS help resources

**Additional support materials are embedded throughout the course.**

## STUDENT RESPONSIBILITIES

### **Students are expected to:**

- Complete all activities and tutorials before moving to the next lesson
- Follow instructions carefully and submit required work on TalentLMS
- Participate respectfully and responsibly
- Use digital tools ethically and appropriately

### **Attendance & Participation:**

- As this is a self-paced course, consistent engagement is required to stay on track.

### **Late Work Policy:**

- Students should submit work by the assigned deadlines. Extensions may be granted with prior communication.

### **Student Conduct:**

- Respectful behavior, responsible technology use, and academic honesty are expected at all times.

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# REFERENCE LIST

## REFERENCE LIST

- Carnegie Mellon University, Eberly Center for Teaching Excellence. (n.d.). *What is the difference between formative and summative assessment?* <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>
- Colman, H. (2024, January 16). *9 ways to assess student learning online.* iSpring Solutions. <https://www.ispringsolutions.com/blog/8-ways-to-assess-online-student-learning>
- Future Focused Learning. (n.d.). *15 assessment activities that are fast, fun, and formative.* <https://futurefocusedlearning.net/blog/assessment/15-assessmen>
- K. Patricia Cross Academy. (n.d.). *Teaching techniques for higher education.*
- Pappas, C. (2020, September). *7 creative ways to test practical skills in corporate eLearning.* eFront. <https://www.efrontlearning.com/blog/2020/09/creative-ways-test-practical-skills-corporate-elearning.html>