

Appendix 1: Stages of Digital Story Production

A: Schedule for Digital Story Development in Relation to the Writing Tasks. (Reprinted from Oskoz and Eloia 2014, 185)

Phase	Schedule	Pedagogical task
Phase 1	Weeks 3-10	Learners and instructor briefly discussed the topic of the upcoming writing activities in class
		In the discussion board, learners: <ul style="list-style-type: none"> · discussed the topics of the compositions in bulletin boards · uploaded one image relevant to their topic (one image each).
Phase 2		In class, learners discussed the <ul style="list-style-type: none"> · topic, organization and structure of the essays monitored by teacher · images and their relation with the topic.
Phase 3		Learners <ul style="list-style-type: none"> · thought of topics for their final projects · searched for images (and music) to accompany their script.
Phase 4	Week 10	Learners <ul style="list-style-type: none"> · turned in Draft 1 of the DS · received further DS training at the language lab.
	Week 11	Online, the instructor provided comments regarding content, structure, and form.
		In class, using selected, anonymous learners' scripts, learners and the instructor discussed teacher feedback and practiced how to revise for improvement of content, structure, and accuracy.
Phase 5	Weeks 11-15	Learners continued working on their scripts (together with music and images).
Phase 6	Week 16	Learners finalized their DS, presented it to the class, and published it on the web.

B: Steps of digital story production in an advanced ESL class.

Phases	Steps	Digital Story Production	Types of Activities	Types of Feedback
Pre-planning	Step 1	Discussion of what digital stories are; watching and analyzing examples; discussing the structure of digital stories	In class: whole class and small group activities	Student-student Student-instructor
	Step 2	Watching and analyzing examples with worksheets; thinking about themes and content	At home: individual	Student-instructor
Planning	Step 3	Story circle – discussion of ideas and possible themes of digital stories	Whole class or large groups	Student-student Student-instructor upon students' request
	Step 4	Drafting verbal narratives Thinking and collecting visual imagers Thinking about possible music	Individual	Student-instructor Student-student upon students' request
	Step 5	Peer-review of verbal narratives	Pair/small group	Student-student Student-instructor upon students' request
	Step 6	Completion of the final draft of verbal narratives	Individual	Student-instructor Student-student upon students' request
	Step 7	Collecting images and visuals for digital stories	Individual	No formal feedback at this stage; students can request feedback if desired
	Step 8	Storyboarding – creating explicit outlines; combining verbal narrative with images Making notes on possible music	Individual	Student-instructor

	Step 9 Optional	Discussion and peer-review of storyboards	Small groups	Student-student Student-instructor upon students' request
Production	Step 10	Audio recording of verbal narratives Getting visual and music components ready	Individual	Student-student or student-instructor upon students' request
	Step 11	Digital story production using available tools and materials	Individual	Continuous feedback from peers and instructor upon students' request
Post-production	Step 12	Presentations of digital stories and class discussion	Whole class	Student-student or student-instructor
	Step 13	Assessment	Individual	Student-instructor