

Digital Story Telling - CI 6163 Module 7 Assignment

Learning Objective:

Students will modify and revise their study plan based upon the analysis of PSAT error log to create a new 1week study plan

ISTE Standard:

[1.1.b Customized Learning Environments](#)

Students build networks and customize their learning environments in ways that support the learning process (Crompton, 2023).

A: 10th grade students with the potential to earn National Merit Recognition

B: will create a digital story

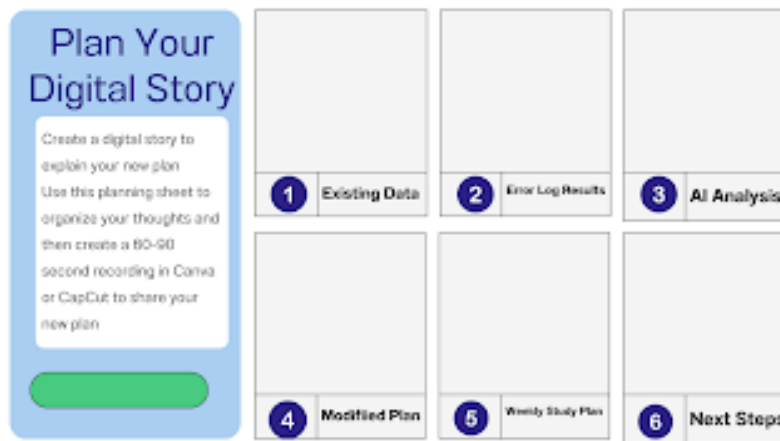
C: using [Canva](#) or [CapCut](#) video recording tools

D: to share an updated weekly PSAT study plan that they modified using feedback from PSAT error logs analyzed with the assistance of artificial intelligence

3 Ways to Engage Students:

1. Weekly PSAT Planning Sheet (Blog Post 1)
2. Digital Story Telling Planning Sheet (Blog Post 2)
3. Sharing link to digital story (Blog post 3)

Blog Post 1:



You can use [this planning guide](#) to organize your thoughts. After you have a plan in place, you will create a short (60-90 second) video about your updated study plan. You may use [Canva](#) or [CapCut](#) video recording tools to record your video. Please create a link to the video and then share that link as a comment on this blog post. Make sure that you take time to think about privacy concerns before you post a video and look at the options available for having an unlisted video or making it accessible only to those who have a link.

Here is a summary of YouTube privacy settings from Chat GPT:

1. Video Visibility Settings

When uploading a video, you can choose:

- **Public**
Anyone can search for and watch the video.
- **Unlisted**
Only people with the link can watch it. It will not appear in search results or on your channel page.
- **Private**
Only specific people you invite can watch it using their Google accounts.
- **Scheduled**
The video stays private until a future publish date.

These settings can be changed anytime after upload.

Blog Post 2:

Now that you have three parts of your PSAT study plan in place, it is time to revise and improve that plan based upon new data.

1. Collect one week of PSAT data using your [PSAT error log](#)
2. Use AI to analyze that data and revise and improve your plan
3. Make a plan for next week based upon the results of your practice problems from last week. You can use the PSAT weekly planner linked below to help you organize your plan.



The image shows a 'PSAT Weekly Planner' form. At the top, the title 'PSAT Weekly Planner' is displayed in green and black text. To the right of the title are two input fields labeled 'Goal' and 'Date'. Below the title, the form is organized into a grid. The first column contains five rows, each representing a day of the week: Monday, Tuesday, Wednesday, Thursday, and Friday. Each day is listed in a blue box on the left. To the right of each day is a large white box for planning. To the right of these boxes are two sections: 'Questions' and 'Reflection'. The 'Questions' section is a large white box, and the 'Reflection' section is a smaller white box. The form is designed to help students organize their study plan for the week.

Blog Post 3

A video blog or digital story is a great way to organize and explain your thinking to share your ideas with other people. Now that you have some data, it is time to evaluate that information and use it to update your study plan.

AI is a great tool to evaluate data, but it only knows what you tell it. If you use the same AI tool that you used to develop your initial plan, it will remember your previous conversation.

Things you need to tell your AI tool

1. Where, when and how often you studied
2. What questions you answered and the results (you can upload the results from your digital error log)
3. Then ask it to make a new plan for you

Think of this script as a conversation with your AI study companion, remember that the more specific you are with your data, the more specific it can be with feedback. Here are some sample prompts:

"This week I want to review my updated PSAT practice data, timing results, study habits, and error log patterns. I will use this information to improve my study plan for next week."

"I studied on Monday, Wednesday, and Friday after dinner for 30 minutes each day, please create a similar plan for next week"

"I need a 1 week study plan based upon the results of my error log" (upload error log to your AI tool).

"What is an achievable goal for my PSAT study plan next week?"

Here is a [rubric](#) to help you create a strong, organized video with a clear message

Sample Rubric for Digital Story (Created Using help from Chat GPT)

 Digital Story Rubric			
	1	2	3
Content & Message	The story idea is unclear or incomplete. Supporting details are limited or unrelated.	The story communicates a clear message with relevant supporting details	The story communicates a strong, engaging message with thoughtful and well-developed supporting details.
Organization & Flow	The story lacks clear organization. Transitions may be confusing or missing.	The story is logically organized with an identifiable beginning, middle, and end. Most transitions support understanding.	The story is exceptionally well organized with smooth transitions that enhance the overall flow and engagement.
Use of Digital Media	Images, audio, or video are limited, unclear, or distract from the story.	Digital media elements support the story and are mostly clear and appropriate.	Digital media elements are creative, polished, and strongly enhance the storytelling experience.

Reflection for Module 7

Our state has recently banned cell phones for student use during the school day for all students in elementary and middle school. My district has extended that ban to include students in high

school as well. Though the digital device ban initially included tablets and lap tops, that ban has been narrowed to cell phones. As a result of this ban, our school has moved to implement a 1-1 device policy that is scheduled to take effect next school year. This will make sure that all students have access to a device at home and at school. Because this course is self-paced, the students will be completing most components outside of the regular school day where they will have access to their own devices. If they need to complete some assignments during the school day, specific areas of the school have been designated as cell phone safe zones. These include the attendance office as well as the college and career planning office where students have direct supervision. Students may find smart phones a quick and easy way to keep track of progress, update their error log and set regular alarms and reminders. They can also access practice questions and youtube videos using this tool. Both Canva and Cap-Cut are available as smartphone apps, but students could also film themselves directly on their cell phone. This allows students to be creative in using tools YouTube that they are familiar with. Students can generate a link to their videos by posting it to youtube or by generating a direct link in the video recording app that they choose to use. Digital story telling forces students to organize and explain their thinking in a short format that helps them focus on the key parts of their study plan. By setting limits on the format and providing planning and organization tools, this lesson helps students to reflect and plan as they continue their PSAT study journey. When asked to create video stories, students showed increased interest and engagement, improved communication, and stronger connections to the subject (Seigel et al., 2025). Video blogging, tic tocs and youtube videos are a way to encourage sharing ideas while showing students that tools used for entertainment also have educational value.

References

Crompton, H. (2023). Evidence of the ISTE Standards for Educators leading to learning gains.

Journal of Digital Learning in Teacher Education, 39(4), 201–219.

<https://doi.org/10.1080/21532974.2023.2244089>

Dena Seidel, Marissa Staffen, Lamia Abdallah, & Xenia Morin. (2025). Outcomes of a 4-H

STEM Learning Enrichment Program Using Video Storytelling. *Journal of Extension*, 63(1).