Digital Storybooks: Where Stories Come to Life!

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Abstract: Western forms of literacy and formalized education have increased throughout the Pacific. Many Micronesian Islanders now reside in Guam, Hawaii, and the continental United States in search of better healthcare, employment and education, myself included. Our children attend U.S. public schools. Traditionally, we learned through our native languages from oral stories and hands-on learning. “Book learning” is relatively new for us. The University of Hawaii’s College of Education (COE) prepares novice teachers to serve in these diverse communities. This project considered that a storytelling approach using Digital Storybooks would provide opportunities for Pacific Island students to learn in culturally congruent and successful ways. The interactive audio and visual features of digital stories would be inviting to indigenous peoples of the Pacific, including my Kosraean community. This instructional design project exposed novice teachers to the values and techniques of digital storytelling to contribute to this lofty endeavor of promoting inclusion and access for Pacific Island children through the digital arts.

Introduction

The art of teaching and learning varies throughout the world. Each developing nation in the Pacific has its own distinct culture and language. Many share a common learning style, however, which may be described as “kinesthetic learning” (Zapalska & Dapp, 2002). Simply put, Pacific Islanders, including myself learn by doing -- by physically engaging the world. We are hardworking fishers and farmers -- accustomed to real-world, hands-on, listening, observing, modeling and physically engaging the world.

I am from the Micronesian island of Kosrae. It is an island-community in the Federated States of Micronesia (FSM) with an “oral history” that has survived across a thousand years through stories, chants and traditional practices. In Kosrae, as elsewhere, the natural environment functions as our “classroom without walls.” Children learn practical, functional daily living skills from their parents and they embrace wisdom and knowledge imparted from elders. A canoe carver shares the history of our dugout canoe as he models, or demonstrates, to his apprentice (see Appendix A).
Beginning in the nineteenth century, Kosrae’s system of governance, social structure and schooling changed radically after encountering waves of colonial influence by such powers as Spain, Germany, Japan and now, since World War II, the United States of America. Many of us have now become “distanced” from our traditional sustainable lifestyle (see Appendix B), falling in love instead with money, materialism and convenience. This change has put our “endangered” Kosraean population of 9,000 at risk for such chronic diseases as diabetes, high blood pressure and heart disease.

Kosrae does not have the economic wherewithal to meet our people’s needs, so we have turned to our neighboring Pacific Island communities for support. Many of us have left our homeland and now reside in Guam, Hawaii, and the continental United States in search of better education, healthcare and employment.

As a crossroad for many Pacific Islanders and as a marketplace for many Asian immigrants to the United States, Hawaii faces challenges within its increasingly multicultural classrooms. Teachers endeavor to provide culturally responsive instruction. The University of Hawaii’s College of Education (COE) prepares novice teachers to serve our diverse and changing communities.

As a student of botany at the University of Hawaii, this researcher/author became a member of the Pacific Voices Team, an informal network of college students who are natives of islands from across the Pacific. The team was led by Dr. James Skouge, an associate professor who teaches assistive technology within COE. Our team’s mission was to employ “new media” to give “voice” to Pacific Island children, youth and elders living in Hawaii. From my experiences with Pacific Voices I became inspired to weave together the Pacific Islander’s art of storytelling with the 21st century tools of digital communications – which culminates in the project described below.

The purpose of this study was to develop and evaluate the effectiveness of an interactive multimedia instructional module that teaches basic photography and interactive media skills to develop digital storybooks appropriate for literacy instruction in elementary school classrooms.

Background

Bonnema (2009) stressed that the role of a teacher is to ensure student learning. Teachers must create and deliver instruction using approaches that address a breadth of learning styles. Au (2004) contended that teachers must teach in culturally responsive manners – sensitive to students of diverse backgrounds so that they may participate and become engaged in motivating, meaningful learning experiences. She concluded that a culturally responsive instruction requires a deep understanding of both culture and instruction.

Many of our Pacific Island children are English Language Learners (ELL). Because of their “western” upbringings, they are also digital natives familiar with iPods, smartphones, Facebook and the like. They struggle, however, with the English forms of literacy, mainly reading and writing. Lapp (1994) posited that multimedia and digital
storytelling may serve as ideal tools to teach language and concepts to this particular population whose learning styles are mainly visual, aural and hands-on. Many of the “novice” teachers in the UH COE were also digital natives, enthusiastic to implement technology into their instruction -- using multimedia tools to promote communication and empowerment in their classrooms in support of their instructional objectives (Skouge & Rao, 2009).

“A digital story is a multimedia text consisting of images complemented by a narrated soundtrack to tell a story or present a documentary...” (Sylvester & Greenidge, 2009: p. 284). As a teaching and learning approach, digital storytelling may serve to enhance creativity, contribute to classroom community building, and provide platforms for communication (Condy et al., 2012). The development of digital storybooks to deliver content, and its use to promote active learning and collaboration (Sylvester & Greenidge, 2009) requires cognitive, affective and psychomotor skills that are valued in western education (Bloom, 1956; Gagne, 2005).

In summary, I speculated that digital storytelling could promote higher order learning skills including vocabulary development, comprehension and critical thinking. It represented a “holistic” approach to learning not unlike the traditional Pacific Islanders’ art of teaching and learning through storytelling, observation, modeling and collaboration. The interactive audio and visual features of digital storybooks might be congruent with our traditional hands-on learning styles. This project considered that a storytelling approach using Digital Storybooks could provide opportunities for Pacific Island students to learn in culturally congruent and successful ways.

Methods

The researcher employed an interactive instructional design module in the form of a digital book to teach the basic photography, book making and interactive media skills required for digital storybook creation. An example of a basic digital storybook was provided at the beginning of the module which included a short autobiography that celebrated my own Kosrae island community, including its people, and their art of teaching and learning. The module was rich with multimedia, including photos taken by children, videos of Kosraean dances and practices, audio narration, and simplified text captions. On select slides I included myself as the “first person” host, introducing the participants to my island culture and to the learning objectives of the module.

Content Development

Gagne’s Nine Events of Instruction (Gagne et al., 2005) were applied to the design and development of the instructional module. These “events” included: gaining attention, informing the learner of objectives, stimulating recall of prior knowledge, presenting stimulus, providing learning guidance, eliciting performance, providing feedback, assessing performance, and enhancing retention and transfer. Visual and aural media elements including videos, digital images and audio recordings were incorporated throughout to support learner engagement and comprehension.
The opening story was intended both to gain the learners’ attention (Gagne Event #1) and to model what the content that would be forthcoming (Gagne Event #4). The subsequent section of the module described the two main elements of a digital storybook: the concept of “story” itself and the digital elements and tools required to tell it. The multimedia served to communicate meaning to the written narrative. The framework organized all aspects of the story into a digital book format.

The processes and concepts associated with the development of a digital storybook were translated into a simplified non-technical language intended to make it easy for novice teachers to understand. For example a “slide” was called a “digital page” which served as a “platform” for the text to be enriched with media (see Figure 1).

![Figure 1. Example of a digital page or “slide.”](image)

Participants
Seventeen college students (F=14; M=3) enrolled in an introductory assistive technology course in the UH COE were selected to participate in the evaluation of the instructional design module. The students were undergraduate, dual certification majors (elementary education and special education). This group of future teachers was deemed appropriate for the evaluation process, because they were enrolled in an educational technology course, with the expectation of learning digital communications appropriate for diverse learners.

Tests
The effectiveness of the module was assessed both quantitatively and qualitatively. The quantitative data were collected using pre-, practice- and post-tests. All were in multiple choice formats. The pre-test was administered prior to introducing the module to measure and stimulate recall of the participants’ prior knowledge (Gagne Event #3). The practice test was identical to the pre-test. It was administered after presenting the materials in the module to measure whether or not initial learning had occurred. There were seventeen multiple choice questions per test. Each question was associated with a learning objective related to storyboarding, basic photography and/or bookmaking skills.
A practice test key was included to provide the participants with elaborated feedback on the erroneous examples and correct answers. The post-test, designed with learning objectives parallel to the previous two, was administered to assess outcome performance (Gagne Event #8) and enhance retention and transfer (Gagne Event #9).

Hands-on Practice Exercise
After completing the module (including the post-test), the participants were provided a digital storybook template, permitting them to apply their newly learned skills by producing a digital storybook of their own (including photos which were provided, text, and video of their own composing). After they had been exposed to the module (i.e., listening and observing), they practiced and applied what they had learned. This was consistent with the Pacific Islander learning style, as described earlier.

Technologies
The module was delivered in a Keynote format. Keynote is a user friendly Apple Inc. presentation software program that allows teachers to embed appealing animations, visual and aural media elements on slides or “digital pages.” The Keynote tools were ideal for interactive, digital storytelling. The entire module was narrated using QuickTime Player, an Apple Inc. recording software.

Delivery
The administration and evaluation process required a single 2-hour session held in a spacious classroom in WIST Hall at the University of Hawaii’s COE. The module was delivered in a digital format using Keynote on Macintosh laptops. Each participant was provided a set of earphones and a laptop that contained the module and the media resources for independent practice. The multiple choice tests and surveys were administered on paper. The participants went through the module independently and were given individual control over their pace of learning (by the simple power of a “click”).

Because I now reside in North Carolina, I greeted the students and guided the process via Skype. My image was projected onto the classroom presentation screen, with my voice amplified through the overhead speakers. Dr. Skouge, along with 2 assistants, handled the logistics of passing-out and collecting equipment, the paper and pencil, tests and survey.

Qualitative Data
A survey that utilized Likert Scale and open-ended questions was designed to gauge participants’ prior knowledge on the subject, some demographic information, and their attitude toward the module and its delivery. Participant reflections were also assessed from the videos that each created during the hands-on practice exercise.
Quantitative Results

Based on the survey, 8 out of 17 participants had developed a digital storybook before. The overall scores showed an average of 61% on the pre-test, with a 19% increase on the practice test, and a 17% increase on the post test.

Table 1 summarizes the overall group performance results for each question (with learning objectives indicated) when comparing all three tests. Question 11 had the lowest scores in all three tests. Questions 6 and 10 showed perfect scores for all 17 participants in the pre-test. Questions 6, 10 and 15 showed a slight decrease in scores in the practice test compared to the pre-test. Questions 1, 10 and 12 showed decrease in scores in the post test compared to the pre-test. Questions 3, 4, 7, 9, 16 and 17 showed low pre-test and increase in both practice and post tests. Questions 2, 5, 8, 11, and 13 through 15 showed post test results reflecting the highest scores of all three tests.

Table 1. Participants’ group overall performance based on all 17 learning objectives.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Overall Group Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>11: Storyboarding</td>
<td>lowest scores in all 3 tests (Pre-, Practice and Post)</td>
</tr>
<tr>
<td>6: Camera Shots 10: Slide Layout</td>
<td>all 17 participants showed perfect scores (100%) on the Pre-Test</td>
</tr>
<tr>
<td>6: Camera Shots 10: Slide Layout 15: Photo Production</td>
<td>slight decrease in scores on the Practice Test from the Pre-Test</td>
</tr>
<tr>
<td>1: Basic Story Elements 10: Slide Layout 12: Digitization</td>
<td>decrease in scores on the Post Test from the Pre-Test.</td>
</tr>
<tr>
<td>3: Font Size 4: Digital Storybook 7: File Formats 9: Slide “Digital Page” 16: File Organization 17: Order of Procedures</td>
<td>Pre-Test yielded the lowest score, an increase in the Practice Test scores, and Post Test scores higher than the Pre-Test scores and lower than the Practice Test scores.</td>
</tr>
<tr>
<td>2: Slide Dimensions 5: Media Elements 8: File Types 11: Storyboarding 13: Technology Ethics 14: Import 15: Photo Production</td>
<td>Post Test scores higher than Pre- and Practice Test scores</td>
</tr>
</tbody>
</table>
Figure 2 displays the overall participants' performance based on the 17 Questions. Note that Question 1 displays the largest discrepancy among all three tests. Question 11 shows the least amount of learning. Questions 10, 12 and 15 have lower pre-test scores compared to the practice and post tests.

![Participants' Overall Performance](image)

**Figure 2.** Group performance based on 17 learning objectives.

Every participant's scores on both practice and post test improved from their pre-test scores except for participants 5 and 10 (see Figure 3). Participant 5’s scores on both practice and post tests dropped lower than the pre-test score. Participant 10’s score dropped on the practice test then restored on the post test to its initial score.

![Overall Test Scores for Participants](image)

**Figure 3.** Individual performance based on pre-, practice and post tests.
Table 2 provides the results from a survey of the participants' attitude towards the digital storybook module and its delivery as follows: a majority (82%) of the participants strongly agreed that the use of digital storybooks in education can enhance student engagement and learning; close to 60% strongly agreed that the layout was clear and professional; 59% agreed that the duration of the process was reasonable; and over half of them strongly agreed that the contents were clear and easy to follow.

### Table 2. Survey Likert Scale (%).

<table>
<thead>
<tr>
<th>Participants' attitude toward the module and its delivery</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The use of digital storybooks in education can enhance student engagement and learning</td>
<td>82</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The layout of the Digital Storybook module was clear and professional</td>
<td>59</td>
<td>35</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The duration of the entire process was reasonable</td>
<td>6</td>
<td>59</td>
<td>23</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>The contents of the Digital Storybook module were clear and easy to follow</td>
<td>52</td>
<td>30</td>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Qualitative Results

The participants were given several different opportunities to express their feelings and observations regarding the module. They completed a written survey; they recorded their suggestions and feedback via web cam (as a part of their hands-on independent practice); and they wrote about their experience the subsequent week in a Laulima threaded discussion. All of these data were reviewed and summarized. The findings indicate the following:

- All of the students expressed appreciation for the learning experience.
- They found the module to be well-designed and welcoming.
- They appreciated the storytelling and “cultural” elements of the module.
- They indicated that digital storytelling could become an important classroom instructional tool.
- They appreciated the “welcoming” environment that I created, including my communication style via Skype (including humor); and the cultural food we served at intermission.
Discussion

The improvement on the test results and positive feedback on the surveys indicated that the interactive multimedia digital storybook module was an effective way to teach the basic photography, interactivity and bookmaking skills essential for developing a digital storybook. As shown in the attitudinal survey on Table 2, a majority (82%) of the participants agreed that the use of digital storybooks in education may serve to enhance student engagement and learning.

From the open-ended questions (see Appendix C), many participants expressed appreciation for the module as being simple and informative. Audio and visual supports incorporated to translate contents and processes into simple everyday language were also greatly appreciated. The layout was thought to be professionally appealing and easy-to-follow.

From their suggestions noted in the module survey (Appendix D), most of the participants voiced that the module was too long, suggesting that it be shortened or divided into two parts. Some suggested more animation in the narration. And one suggested I reference a more common picture-taking device; namely, the iPhone.

I was surprised by the unanimity of positive feedback regarding the cultural aspects of the digital story and the manner in which the evaluation was conducted (see Appendix E). Every participant volunteered and endured the entire 2-hour process with a positive attitude.

To promote long term learning (maintenance and generalization), I included an “emotional component.” The participants were asked during the final “hands-on” activity to identify and write about pictures extracted from my story with which they could identify. Many were reminded of their own childhood life experiences -- including the significance of food, learning from elders, and valuing nature.

Learning objective 1 (Basic Elements of a Story), had the largest discrepancy in all three tests (pre-, practice & post). I assumed that the “elements of a story” would be common knowledge among teacher interns. This was not the case. The group’s performance rose to an average of 94% on the practice test, however, after they were presented the materials in the module. This improvement indicated learning. However, the group’s average dropped to 24% on the post test probably as a result of unclear test construction (inappropriate stem structure and poor choice of distracters).

Of all 17 participants, 12 chose the wrong answer C (plot); one chose the wrong answer A (characters); and only 4 chose the correct answer D (theme). The participants could have easily confused “theme” (what the story is about) with “plot” (what events took place in the story) in the post-test.

Learning Objective 11 (Storyboarding) showed the least amount of learning in all three tests. Perhaps providing more information and emphasis on the concept of a “story”
itself and its development processes would have helped with this important component of a digital storybook.

All 17 participants scored 100% on learning objectives 6 (camera shots) and 10 (slide layout). The participants were technology users (familiar with digital camera and computer application software) and were familiar with the different types of camera shots and the appropriate aspects of a presentation slide. The group’s overall drop on learning objective 6 (camera shots) in the practice test is unclear. Perhaps this error would have been prevented if the distracters had come verbatim from the module. The verbiage used as distracters on learning objectives 10 (slide layout) and 15 (photo production) might have confused the participants – tricking them to employ guesswork.

As anticipated, there was a consistent score distribution across all three tests regarding most of the learning objectives (13 out of 17). The pre-test yielded the lowest scores. After presented the content materials, participants' performance improved as indicated in the higher practice test scores. After the materials were taken away, scores were still higher in the post tests. Based on the groups’ overall improvement on both the practice and post tests, I am able to conclude that the digital storybook module was successful in helping the participants learn and retain the information.

**Conclusion**

It is my hope that this digital storybook instructional design module serves to promote inclusion and access for our Pacific Island children through promoting the digital arts of storytelling. I strongly believe that digital storybooks represent culturally responsive instruction that promotes early learning. This knowledge may empower teachers, especially novice teachers who are also digital natives, to create their own materials using fun, creative and engaging approaches and to teach their students to do the same.

As with any instructional tool, the effectiveness of digital storytelling depends on planning and design through which appropriate “relational” instructional strategies are applied. It is important for teachers who are considering implementing the digital storybook approach in their instruction to remember that digital storybooks are not limited to promoting entertainment – their fundamental purpose is to support children to think critically, work collaboratively, construct their own knowledge of the world, and communicate. It is an awesome endeavor for which we now have “tools of engagement.”
References


Appendix A
Learn By Listening, Observing & Doing

Appendix B
Kosraean Heritage
Appendix C
Digital Storybook Module, Survey Open-ended Questions

1. Comments on what the participants found most useful about the module:
   Learning all the definitions of the vocabulary.
   Clear tables, photos, and audio.
   How it broke down the basic elements of a digital storybook.
   The audio, it read everything for me.
   The examples and visuals on each page made it helpful to follow along.
   Showing us an example before explaining what a digital storybook is.
   The different formats to save different file types of media. I also appreciated you explaining the JPEG and TIFF differences.
   It was very educational and a good way to learn the basics to storybooks.
   I liked to learn the proper vocabulary how to organize and the sequence of the process of making a digital storybook.
   I think it is an excellent tutorial!
   Camera settings! I have been struggling with these for a long time!
   It was very helpful and taught me more about the language that Dr. Skouge uses in class.
   The voice along with the words.
   It is informative.
   I really liked this module. There were easy ways to control and start/stoping the audio.
   It felt I learned so much! It gave a great refined overview of the common mistakes that people make such as giving head room or the amount of pixels for a wide screen.
   The breakdown of what was what.
   The slow moving directions and being able to do it and move through at your own pace.
   Yes. There’s so much information here! I learned so much about importing media and how to make a digital storybook. You helped me see that it is so easy.
   I think everything is perfect. Thanks for sharing this new knowledge.
   I think this is the best learning process and sharing knowledge with others will help others.
   Information about storyboarding.
   It’s very informative and different from what I’m used to.
Appendix D
Module Modification Survey

1. Module modification suggestions collected from the survey

Establish a table of content of the whole module at the first slide.
Add a little animation to the audio to create attention/engagement.
Somehow make it shorter, I was falling asleep.
I would definitely make the module shorter. It was really long but I know there was a lot
of information to cover.
It was a little long and repetitive I felt. I would improve the length of the slides, kids lose
attention fast if things are too long.
I thought the module was a little too long. My attention was lost a little half way through.
Maybe a little less information per slide.
Maybe add setting info for iPhones since so many people use them now.
Have the words automatically play (not have to click again).
I would probably make the module a little shorter.
It was great but a little long. Although that was probably necessary as there was a lot of
info.
Like before, make it a little shorter.
There were a few slides that were automatic with audio and some that were not. The
ones that were automatic I accidentally skipped over and had to redo because It was
unaware of it being automatic.
I would also like to see a more detailed of how to import and such for those that don’t
use Keynote.
I would add some more information about color blindness, because it is my
understanding that color blindness works in various ways, not only not being able to, not
see or distinguish red and green.
Maybe a slide with a brief overview of what they will learn.
Appendix E
Laulima Threaded Discussion in the Subsequent Week

1. Participant reflections collected from the class Laumlima discussion thread.

Participating in the module yesterday was interesting. The module was very informative and it was nice to see a story connected to the information. I liked to see part of Micronesia and it reminded me of Hawaii from the scenery to weaving the leaves. When I was in middle school we had the opportunity to weave our own tea leaf leis and skirts for May Day. Through the module I did learn about digital storytelling and its elements. Also the soup was really good. It reminded me of tuna casserole and I love tuna casserole.

The storybook experience in class on Monday was really interesting. I have never heard of the Kosrae island in Micronesia or their culture. I really appreciated having Roxina Skype with us and walk us through her module. She has some really great pictures and I found her tutorial to be really helpful and user friendly. As a teacher digital storybooks are a very useful tool to get out a lot of content. The digital storybook takes you on a virtual tour of the Kosrae island and the culture that surrounds it.

I thought it was really kind of Roxina and her sister to make for us their special 'banana' soup. It was interesting to experience the food from Kosrae. I learned a lot of different ways to create a digital storybook like picking a specific pixel for images, saving files in a particular name etc. Kosrae looks a lot similar to Hawaii with beautiful lush trees and sandy beaches.

It was a pleasure to meet Roxina, her sister and her nephew and to learn about their homeland Kosrae and experience their food. Learning about Kosrae's traditions, particularly of the natural medicine, all in a non-commercial way gave more meaning and somehow left a deep impression. Maybe also because I too believe that the ingredients provided by nature have great healing power.

Roxina's module on making presentation slides was rich in details and had a great structure, and I liked that she inserted some recap slides from time to time. The whole process of learning through a Keynote presentation, taking the pre and post tests, and the survey, was a great way to learn the proper way of making a digital storybook and what a masters program's research looks like.
Our class with Roxina was such a delight, because we were able to learn about Pacific Islands or Oceanic cultures through Roxina's interactions with her sister and in her digital story book. There was so much going on in terms of family dynamics and social hierarchy of family going on between Roxina and Roxianna. Derek was commenting on how delicious the soup was and thanked Roxina via Skype. Roxina said that she wished she could have some too. Jim chimed in that it was Roxianna that Derek should thank since Roxianna was the one that made it. Roxina overheard this and said, "Yes, and she is my younger sister."

This implied that perhaps in Kosraean society the family is structured so that elders wield a great deal of power, which is in alignment with many other Oceanic cultures. The devotion of Roxianna as the younger sister serving her older sister dutifully without complaint speaks volumes about the respect between family members. It's a beautiful interaction, because so many of the Oceanic cultures are considered to be so highly influenced by the West that many cultural norms of old have deteriorated.

Roxina's digital storybook was informative, interactive, and professional, and I was highly impressed by her organization and presentation of her work. The Kosraean people have a lot in common with other Oceanic peoples. They do not solely operate on traditional educational models of the classroom, because a tremendous amount of their learning occurs by learning cultural practices. The way Roxina described the island in terms of population makes the island sound small. However, Kosrae sounds rich in culture, tradition, and faith.

I'm glad you got a similar educational experience from Roxina's module like I did. It was really user friendly, which surprised me, because I thought technology was so complicated. It's wonderful that you found an appreciation for her culture and how it appears to be so similar to Hawaii, because the islands in Oceania share many underlying commonalities as well as nuance differences.

It was a pleasure to meet Roxina through Skype. I didn't know much about her culture, but after going through the module she created, I got to see a lot of excited pictures and videos of the things they value. I thought the module she created was very useful. I learned a lot more about creating a digital storybook, and understand why it would benefit me in the classroom one day. Just like the Avatars that were used, it grabbed my attention to focus on what was being presented. It contains a lot of visuals which will keep the students focused.
I was surprised to see that we would be using Skype again and was curious to see who we would be talking to this time. It was exciting to meet Roxina and learn more about her culture through her presentation. I also that it was really cool for her to break everything down for us and show how she created her digital story book. It embodied a lot of great information, pictures and videos on her culture.

I thought it was super sweet and awesome of her sister bring their traditional Kosraean soup, eaten on Sundays, for us to try. It definitely made me appreciate their culture more and feel like I could relate more by actually experiencing the food myself. Although it took some time to do the module and tests it was a good learning experience overall. I was happy I got to make her a personal video after about myself at the end and tell her what I thought about her modules/thank her for letting us be a part of it.

I felt very tired after this past class session. So much work! I enjoyed Roxina’s presentation and learning from her module. She did a great job of covering many of the issues people tend to have when creating presentations. One of my pet peeves is when people do not add “head room” to pictures and it is awkwardly cropped! Also, again using Skype never ceases to impress.

It is so interesting to me that we can have a conversation with someone so far away and have them teach the class. I realized that this can be a difficult challenge in trying to teach via Skype, because you are very dependent on people helping you in the classroom. I also felt very tired after the module because I think that the presentation was a little long. This is hard to trim because many of the things she went over were very important, but maybe it could be broken into two modules.

Christine, I also thought that Roxina's storybook was interactive and also visually appealing. I like how much she incorporated her culture into teaching about how to make a digital storybook. I learned not only about making digital storybooks, but also about Kosrae.

I think that it is great that we can communicate so many ways with people nowadays. I was glad that Roxina took the time, for almost 2 hours, to talk with us via Skype, it showed that she is really passionate about her work. I also thought it was great that her family was so supportive and helped with her presentation and with making the soup.

Roxina's storybook was a good guide for an introduction to making storybooks. I think that all students can benefit from storybooks, and this video is a good way to teach people how to do it.
This past class was fun because it was a change from the normal class that we have. It was fun to go through Roxina's module, and see things that we are learning in class. Now, I have a very clear understanding about how to properly make digital storybooks and how they can be useful in the classroom. I look forward to making more of them and using them in my classroom with my students.

I think it awesome that Roxina's sister was able to come in to help as well. It must be so hard to try to work on this project from so far away, and I am sure it is helpful to have some helpers here in Hawaii for when she needs to do something specific out here. It was a pleasure getting to meet them all. :) 

I also really enjoyed Roxina's part. It’s nice to be able to help somebody out and know that it was going towards something such as their Master’s degree. I also enjoyed having her sister and nephew in the class. They were both very nice and helpful with organizing the test and passing out the soup, which was delicious!!!