# E-Stories

*Digital Storytelling in Supporting Immigrant University Students Language and Technology Use Skills*

Higher Education
ERASMUS+

KA220-HED -
Cooperation partnerships in higher education

***Reference Number:***
2023-1-TR01-KA220-HED-000167303
**Duration:**
**31.12.2023 to 30.12.2026 (36 months)**

## WP3

## Module 7: Producing and Editing Digital Stories

## *Technical Resources for Digital Storytelling*

## For teachers

**University of Málaga**

Dr. María Rubio-Gragera, Dr. Julio Ruiz-Palmero, Giovanny Durán-Eyzaguirre

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

CC BY SA

# Producing and Editing Digital Stories
## *Technical Resources for Digital Storytelling*

**Table of content**



1. Introduction
2. Overview: Production and Editing Process
3. Step-by-step Production Guide (from a pedagogical perspective)
4. Step-by-Step Editing Guide
5. Selecting Right Tools for Your Learners
6. Supporting Students through the Production Process
7. How to Help Students to Avoid Common Mistakes to Avoid
8. Summary and Recommendations

## 1. Introduction



Digital storytelling is not only a creative exercise but a powerful pedagogical tool. As educators, developing basic technical skills in story production and editing helps you guide your students effectively. This module will equip you to support learners in crafting digital stories that enhance both language competence and digital literacy.

## 2. Overview: Production and Editing Process



The digital storytelling process involves two key stages:

1. **Production** – preparing the story, recording narration, gathering visuals
2. **Editing** – assembling elements using digital tools to craft a coherent and engaging story

Understanding each phase will help you scaffold learning and anticipate student needs.

## 3. Step-by-Step Production Guide: A pedagogical perspective



From a teaching perspective, guiding production includes:

- Helping students brainstorm and script personal or meaningful stories
- Assisting with storyboarding for clarity and structure
- Supporting audio recording in quiet environments
- Encouraging the ethical use of visuals (e.g., copyright-free images)

Your role is to facilitate each step while fostering creativity and ownership.

## 4. Step-by-Step Editing Guide

Once production materials are ready, help students:

- Choose accessible editing tools (e.g., Canva Video, iMovie, CapCut)
- Add and time visuals with narration
- Use simple transitions and background music effectively
- Review and revise for clarity, pacing, and technical quality

Focus on helping students build editing fluency, not perfection.

# Producing and Editing Digital Stories
## *Technical Resources for Digital Storytelling*



### 5. Selecting the Right Tools for Your Learners

Different students may benefit from different tools based on age, device access, and digital skills.

- **CapCut:** great for mobile and short-form stories
- **Canva Video**: easy drag-and-drop editor, ideal for beginners
- **Powtoon**: animated storytelling, perfect for creative projects
- **iMovie**: solid choice for Mac/iOS users

Choose tools that match your learners' context and learning goals.



## 6. Supporting Students through the Production Process



Scaffold the storytelling process by:

- Providing templates or example stories
- Breaking down tasks into manageable steps
- Giving feedback early (script/storyboard stage)
- Creating a collaborative classroom environment where students share progress and challenges

Guidance during production builds both confidence and competence.

## 7. Helping Students Avoid Common Mistakes



Common technical issues to address proactively:

- Recording in noisy settings → Teach simple audio recording practices
- Overuse of effects → Emphasize clarity over flashiness
- Too much text or too many visuals → Encourage visual simplicity
- Not saving work regularly → Model and remind digital habits

By anticipating these problems, you support smoother student experiences.

## 8. Summary and Recommendations



As educators, your goal is not to become video editors—but to empower your students with tools and guidance.

- Support storytelling as a process
- Keep tools simple and accessible
- Focus on clarity, creativity, and learning outcomes
- Reflect on how digital storytelling can enhance your teaching practice

# Contact

**Universidad de Málaga**
**Facultad de Ciencias de la Educación**
**Boulevard Louis Pasteur s/n Campus de Teatinos**
**29071 Málaga (Spain)**

**https://www.uma.es/innoeduca/**

**Dr. María Rubio-Gragera**
**mrubiogr@innoeduca.es**

**Dr. Julio Ruiz-Palmero**
**julio@innoeduca.eu**

**Giovanny Durán-Eyzaguirre**
**giovannny.dur@innoeduca.es**

Co-funded by the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

CC BY SA