As a future teacher, I am always looking for new ways to help students learn. When I began this assignment, my goal was to create a video that gave a clear explanation of a scientific process. I chose the process of transcription because it is best described in 3-D, which allows students to visualize the rotating helix, the unzipping process, and the "reunited" helix at the end. Transcription creates instructions for the cell organelles to follow, so it is very important that the students understand this process before moving on to other more complex cell processes. My completed digital story can be found here.

This assignment helped me in several ways. As with every endeavor, this process involved a lot of trial and error. Through this project, I was able to become more familiar with the software needed to create a video. I must have shot at least 5 takes for each segment of the video, followed by cropping and sequencing to obtain the final product. The next step was to upload the video to YouTube, which I had only done once before. This part of the process involved a bit of troubleshooting on my part, but with the help of online resources I was able to configure the video in a way that includes both the audio and visual components. If at first you don't succeed, try, try again.

Creating a story map was possibly the most helpful part of the whole process. If a story map had not been assigned I would likely have constructed a flow diagram to put my ideas in order, but it was nice to have a ready-made graphic to work from. Another helpful element was the story table, which allowed me to plan out the video in detail, which I kept beside me when shooting the video. After creating the map, script, and table, I was able to film the story in a relatively short period of time.

If I were to ask my students to create an educational video, I would use it as a review project at the end of the term. There are a few ways I could approach this topic, and each has its benefits and drawbacks. The first option is to ask students to create a video that explains a topic they already know very well. The benefit of this method is that the students would be able to spend more time developing a creative interpretation of the topic that could help the other students remember the material. On the other hand, if students were assigned topics they knew less about, the project would encourage them to develop a deeper understanding of the topic. However, the extra time spent seeking a deeper understanding may leave little room for students to create a creative video that could improve their classmates' understanding. The third option I am considering is to place a variety of students in each group: one who has displays an understanding of the topic, one who displays a great deal of creativity, and one who is skilled in the art of storytelling. Though I prefer the group method, exceptions could be made for the more introverted students who perform better when working by themselves.

Overall, I enjoyed the process of creating this video. I can see myself using it in the future, whether as a student project or a personal endeavor to enhance student understanding. With the help of this and other technological projects, I will be able to encourage my students to embrace our changing world.