

ENGAGING HMONG LEARNERS WITH ORAL STORYTELLING AND FLIPGRID

By

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Introduction

Many K-12 schools have come to the decision of instructing online learning for health safety reasons during the covid-19 pandemic. K-12 teachers were not trained to be online educators and students have not ever had to attend school remotely. The many changes that people had to adapt to came with challenges. 7th grade Hmong learners also had a hard time adapting to these changes, especially when cultural expectations are part of the obstacle for online learning. However, there still is a way to use cultural traditions, such as storytelling, to introduce in an online learning environment for Hmong learners. The curriculum designed for English Language Arts teachers to use will explore the question, *how can middle school Hmong students use storytelling as a way to encourage active engagement in the classroom through the use of Flipgrid?* Students are to create a Flipgrid video and interacting with peers through commentary and video feedback would provide evidence that the goal has been achieved.

The curriculum is designed for seventh grade Hmong learners that all have access to complete tasks and assessments through use of a Chromebook. In addition, the curriculum will be used in an English online classroom. All lessons and activities will be accessed through online learning platforms such as Schoology, Google Meets, Zoom, and Flipgrid. Students will receive many opportunities to practice using oral storytelling elements through the use of Flipgrid and learning about the importance of its history.

The practice Flipgrid recordings, practice video peer feedback, and outlines, are the planned formative assessments. It will be easy to see improvement over the duration of time and compare their first video to their final one. The final summative assessment is the revised version of one of the practice Flipgrid videos. In this last performance video, students will have the opportunity to use the feedback that was given from peers to improve from the previous practice Flipgrid videos. There are two rubrics (Appendix B) that will assess for oral preparation and

story preparation. The criteria that the oral preparation rubric includes: voice, body language, audience engagement, characters, and pacing. These are most demonstrated when students use oral storytelling elements in their Flipgrid videos. Furthermore, the story preparation rubric has the following criteria: story selection, plot, and dynamics. Students are given a plot diagram during the lessons (Appendix A) that will ensure that these expectations are met.

Finally, in order to show how effective the curriculum worked for students overall, the post survey results should indicate that students rated their comfort level of engagement higher than the original responses in the pre survey.

Appendix A

Unit Lessons

Unit at a Glance

	Objectives and Activities
Day 1	<ul style="list-style-type: none">● SWBAT define what is storytelling and explain its purpose on Flipgrid● Activity - Students record themselves re-teaching the lesson on Flipgrid
Day 2	<ul style="list-style-type: none">● SWBAT identify the elements of oral storytelling● Activity - Reflection post
Day 3	<ul style="list-style-type: none">● SWBAT write and refine an outline for story #1 using storytelling elements● Activity - Write an outline for a story about (chosen topic)
Day 4	<ul style="list-style-type: none">● SWBAT perform storytelling on Flipgrid using oral storytelling elements● SWBAT provide verbal feedback to classmates using Flipgrid● Activity - Flipgrid Story #1
Day 5	<ul style="list-style-type: none">● SWBAT write and refine an outline for story #2 using storytelling elements● Activity - Write an outline for a story about (chosen topic)
Day 6	<ul style="list-style-type: none">● SWBAT perform storytelling on Flipgrid using oral storytelling elements● SWBAT provide verbal feedback to classmates using Flipgrid● Activity - Flipgrid Story #2
Day 7	<ul style="list-style-type: none">● SWBAT write and refine an outline for story #1 or 2 using storytelling elements● Activity - Reflection post
Day 8	<ul style="list-style-type: none">● SWBAT perform storytelling on Flipgrid using oral storytelling elements● SWBAT provide verbal feedback to classmates using Flipgrid● Activity - Flipgrid Story #1 or 2 revised

Objectives

The objectives will follow the goals, guiding questions, enduring understandings, standards, and lesson objectives:

- **Long-term:** Students will be able to achieve engagement in all other areas of academic discourse rather than just during storytelling time. Moreover, skills will transfer over to real world experiences, so that students are always engaged and involved in important and relevant subjects.
- **Short-term:** Students will be able to achieve engagement during storytelling time when they perform their stories, listen to other peers' stories, and provide video feedback.

Guiding Questions:

- Thematic: What is the purpose and function storytelling?
- Skill: How can using oral storytelling engage online student interaction?

Enduring Understandings:

1. What is the purpose of storytelling?

- Definition of storytelling
 - Oxford definition
- Purpose (why)
 - To pass on knowledge
 - Communication
 - Build community
 - Enhance engagement
 - Connections
 - Entertainment

2. How can using storytelling promote online student engagement?

- Student topic choice
- Student utilizes oral storytelling elements to share stories with other peers.
- Peer video feedback
-

Common Core Standards and Benchmarks:

Speaking- 7.9.6.6 Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.

Writing- 7.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

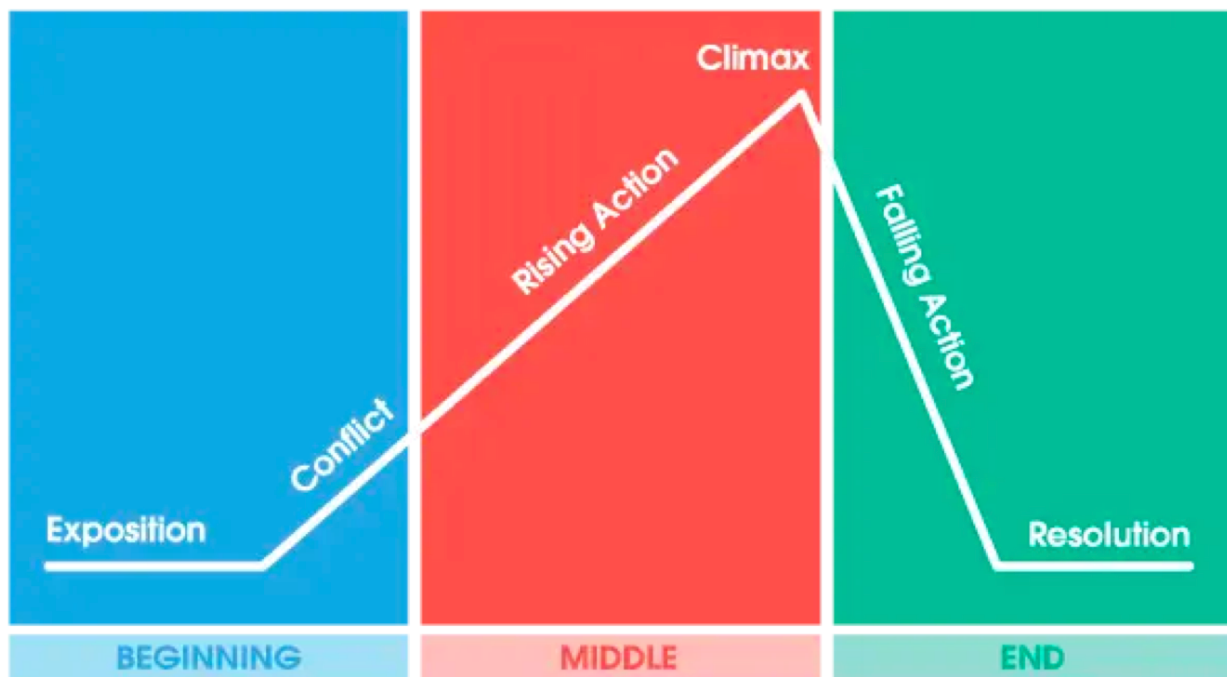
Objectives/SWBATS:

1. Define what is storytelling.
2. Explain the purpose of storytelling.
3. Identify the elements of oral storytelling.
4. Write and revise an outline for a story by labeling oral storytelling elements.
5. Perform a story on Flipgrid using oral storytelling elements.
6. Provide peer verbal feedback on Flipgrid.

Instructional Strategies

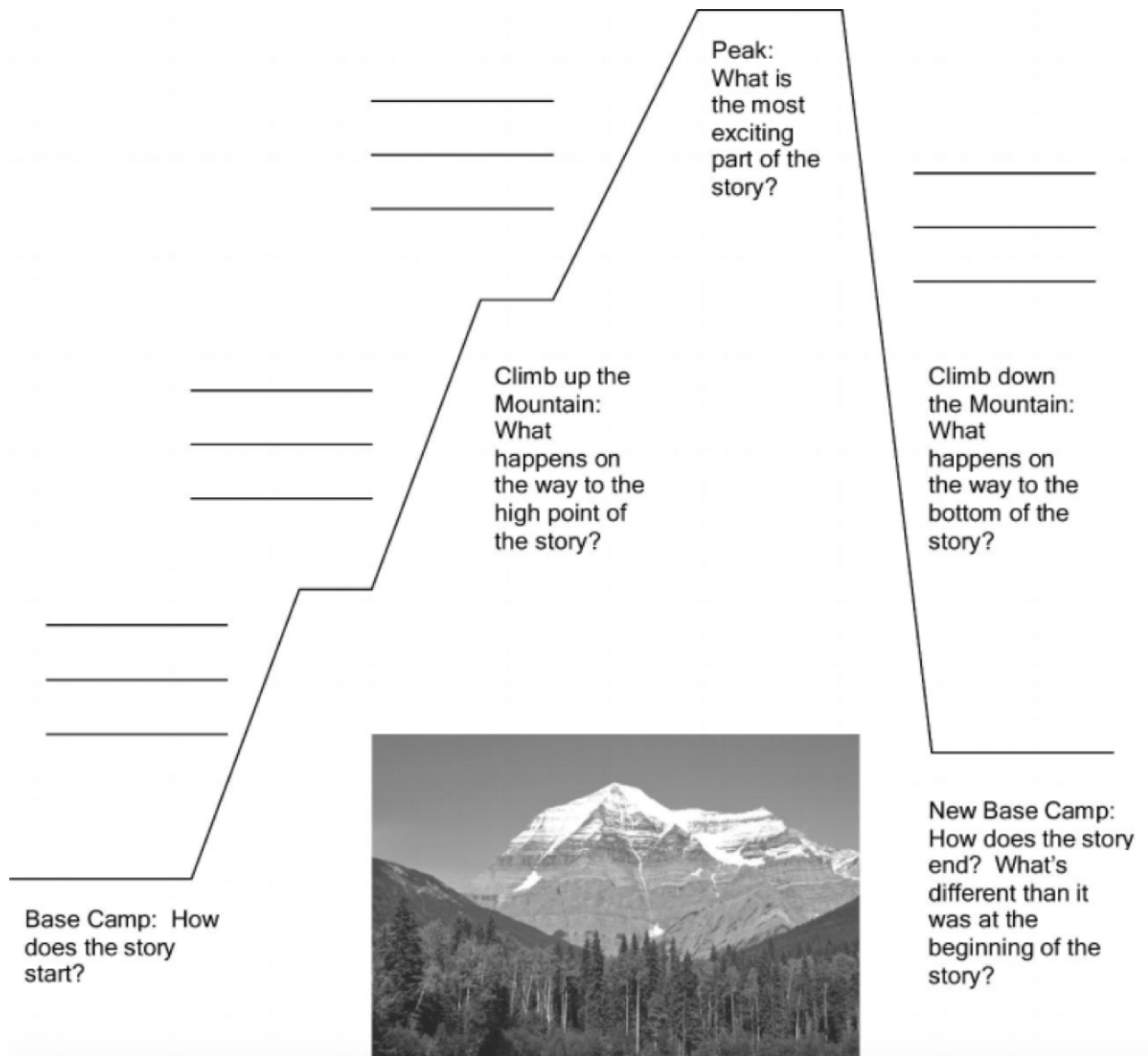
Prior to implementing the Flipgrid storytelling curriculum, students have already been exposed to the traditional storytelling elements from a plot diagram as illustrated in Figure 1 (Dociano & Lupiani, n.d.).

Figure 1



However, students will shift over to using Figure 2 plot diagram, called story mountain (“The Art of Storytelling”, n.d.), for the purpose of stories where conflicts do not always exist.

Figure 2



First couple of lessons will begin with introducing the topic of oral storytelling and how that differs from writing. Students are to fully understand the new requirements of oral storytelling before beginning to perform their own stories by looking at examples

through lesson slides. Afterwards, students will begin writing their own stories by outlining which oral storytelling elements they are planning to use in their performance on Flipgrid. Then, the performance will come the week after with performance practice occurring outside of class time. Each student will be assigned a partner to provide video feedback so that no student is left without feedback or comments. There will be two rotations of writing and performing different stories, occurring on a weekly basis. The final performance will involve a revision of one the two stories that were performed previously. By doing so, students can implement their improvements from listening to the feedback of their peers and teacher, as well as learning different techniques from viewing their peers' Flipgrid videos.

Formative and Summative Assessments

The following assessments are outlined below:

1. Practice Flipgrid recordings

- Standard: Speaking 7.9.6.6
- Purpose: In order to see that students truly understand storytelling (definition, purpose, and function) students will record their responses to reteach the lessons by explaining in their own words. Students will also be required to provide verbal feedback to other peers to engage learning amongst one another. This is the beginning of where students are practicing getting comfortable being in front of the camera to talk and have their peers be their primary audience.
- Evaluation: Students will be informally evaluated by their peers through video response. Students will formally self-evaluate with a rubric, with teacher feedback given.
- SWBAT: 1, 2, 3, 5

2. Story Outline

- Standard: Writing 7.7.10.10
- Purpose: Students will practice outlining multiple stories to become familiar with a speech outline. By doing this, it will help prepare students to not rely on reading a script to narrate their stories. Moreover, it will also guide students to navigate through their stories and by making sure that they are meeting all the elements of storytelling.

- Evaluation: Students will submit their outline as a comment under each Flipgrid video.
- SWBAT: 4

3. Storytelling time

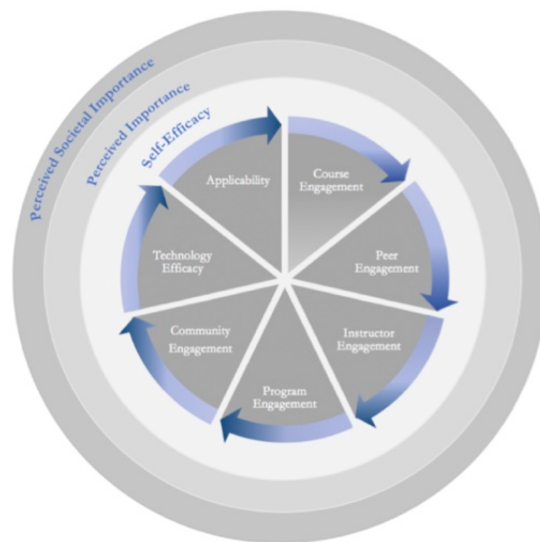
- Standard: Speaking 7.9.6.6
- Purpose: Students will demonstrate and apply their knowledge in this final assessment by telling a story that incorporates the elements of oral storytelling and engaging with their peers. Peers are to provide verbal feedback and comments to promote a learning community.
- Evaluation: Students will formally self-evaluate with a rubric. Teacher will formally assess students with the same rubric.
- SWBAT: 5, 6

Additional Evidence of Learning:

- Discussion Board Posts
- Student notes
- Observation of student participation in class

Before beginning any part of the curriculum lessons, students will answer a pre-survey that follows Bartlett's Model for the Engaging Online Learner (2018) as illustrated in Figure 3 below.

Figure 3



Model for Engaging the Online Learner

The pre-survey will assess how connected students feel currently about each of the seven variables that are required in order to be engaged in a classroom on a scale of 1-5. Moreover, the pre-survey will include students answering open-ended questions about the three outside factors that also affect engagement learning. All responses will be recorded through the Schoology quiz format. Below are the survey questions that will also be used at the end of the unit to compare any areas of improvements.

Appendix B

Pre/Post Survey

Student Engagement Pre/Post Survey

Please respond to the following questions on a scale of 1-5.

- 1 = I **do not** feel connected
- 2 = **Rarely** do I feel connected
- 3 = I **sometimes** feel connected
- 4 = **Most days** I feel connected
- 5 = I **always** feel connected

1. (Course) How well do you feel connected to this class?
2. (Peer) How well do you feel connected to your peers?
3. (Instructor) How well do you feel connected to the teacher?
4. (Program) How well do you feel connected to learning the topics in this class?
5. (Community) How well do you feel connected to the community of this school?
6. (Technology) How well do you feel connected to using technology in this class?
7. (Apply) How well do you feel connected to using the skills that you learned and using it outside of school?

Please answer in complete sentences to the following questions:

8. (Perceived Societal Importance) Do you believe that what you learn in this class is important to society, family, and your friends. Explain why or why not, or if you are unsure.
9. (Perceived Importance) Do you believe that the work and skills you learn in this class is important for you? Explain why or why not, or if you are unsure.

10. (Self-Efficacy) Do you believe that you can be successful in this course (completing assignments, maintaining passing grades, attending class, etc.). Explain why or why not, or if you are unsure.

Along with the pre/post survey, all students will be self-assessing their final oral storytelling through the use of these rubrics from *The Art of Storytelling* (mensakids.org, n.d.) in Figures 4 and 5:

Figure 4

ORAL PREPARATION				
	Mastery	Intermediate	Beginner	Emerging
Voice: Easily heard; strong and effective tone inflection; clear enunciation				
Body language: Moves body and hands to improve telling of story				
Audience engagement: Makes eye contact with audience; holds attention; full concentration on audience				
Characters: Uses different voices for different characters; turns body to indicate different characters				
Pacing: Effective pacing; strong beginning and ending				

Figure 5

STORY PREPARATION				
	Mastery	Intermediate	Beginner	Emerging
Story selection: Chooses appropriate story for oral telling				
Plot: Correctly identifies plot sequence in Story Mountain				
Dynamics: Thoroughly notates story in preparation for telling				

Checkmarks will be used to indicate at which level students are at along with video feedback in Flipgrid. Furthermore, students will only be assessing other peers through the Oral Presentation rubric after watching video performances as a formative assessment. The teacher will also assess all students formally on a final revised student performance using the Oral and Story Preparation rubric as a summative assessment. Additionally, a pilot assignment showed indication that there should be improvement in areas of engagement from the pre-survey to the post-survey.

Outcomes

The curriculum will be an 8-10 week curriculum that occurs once a week, 40 minutes for each lesson. The outcomes that are to be expected after implementing the curriculum is described in Table 2.

Table 2

Unit Topic: Storytelling through Flipgrid

Subject: English

Grade: 7

Time Frame: Once a week, 8 weeks

Stage 1 – Desired Results

Students will prepare and perform a story in Flipgrid. They will also provide video feedback to other peers.

Long-term: Students will be able to achieve engagement in all other areas of academic discourse rather than just during storytelling time. Moreover, skills will transfer over to real world experiences, so that students are always engaged and involved in important and relevant subjects.

Short-term: Students will be able to achieve engagement during storytelling time when they perform their stories, listen to other peers' stories, and provide video feedback.

Stage 2 - Evidence

- Students will be surveyed to indicate that they feel more engaged when storytelling.
- Students will be assessed from their Flipgrid videos, following the required oral storytelling elements needed for completion.
- Students will provide video comments to engage with their peers with feedback, comments, and questions.

Stage 3 – Learning Plan

The following lessons below are planned to allow students to continue practicing the elements of oral storytelling. Depending on how fast it takes for students to become familiar with the schedule or if review is needed for traditional story elements, the lesson plan is set for 8 weeks. Some lessons will be a continuation of previous activities to ensure that students are getting multiple chances to practice their skills.

- 1. Introduction and History of Storytelling** – SWBAT define storytelling and explain its purpose using Flipgrid.
- 2. Elements of Oral Storytelling versus Traditional Written Storytelling** – SWBAT identify the elements of storytelling in examples.
- 3. Change written stories into an outline for story #1** – SWBAT write and revise an outline for a story by labeling oral storytelling elements.
- 4. Performance of story #1 on Flipgrid** – SWBAT perform oral storytelling on Flipgrid using the main elements. SWBAT provide verbal feedback to classmates using Flipgrid.
- 5. Change written stories into an outline for story #2** – SWBAT write and revise an outline for a story by labeling oral storytelling elements.
- 6. Performance of story #2 on Flipgrid**– SWBAT perform oral storytelling on Flipgrid using the main elements. SWBAT provide verbal feedback to classmates using Flipgrid.
- 7. Revise an outline for a second performance** – SWBAT write and revise an outline for a story by labeling oral storytelling elements.
- 8. Performance of revised story #1 or #2** – SWBAT perform oral storytelling on Flipgrid using the main elements. SWBAT provide verbal feedback to classmates using Flipgrid.

Appendix C

Assessments

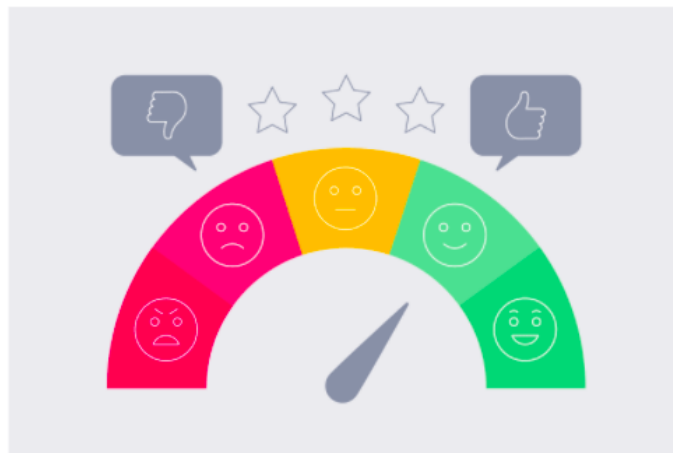
Lesson Slides with Assessments

https://docs.google.com/presentation/d/1Bd5sBI453ZJThy7hmhYMg9pCIOEsH_ny6Qf279JLkGE/edit?usp=sharing



Pre-Survey

Complete Pre-Survey



Unit Guiding Questions:

1. What is the purpose storytelling?
2. How can using oral storytelling engage online student interaction?



Unit SWBATs:

1. Define what is storytelling.
2. Explain the purpose of storytelling.
3. Identify the elements of oral storytelling.
4. Write and refine an outline for a story using storytelling elements.
5. Perform a story on Flipgrid using oral storytelling elements.
6. Provide peer verbal feedback on Flipgrid.

Day 1: SWBAT to define what is storytelling and explain its purpose on Flipgrid.

When was the last time you heard someone tell you an interesting story?



Storytelling definition



(noun)

the activity of telling or writing stories.
"the power of cinematic storytelling"

(adjective)

relating to the telling or writing of stories.
"the oral storytelling tradition"

History of Oral Storytelling

In the beginning of human communication, oral stories were told aloud to inform others.

How has oral storytelling evolved since then?



The Power of Storytelling

<https://vimeo.com/125383660>

How has storytelling changed the lives of humans?

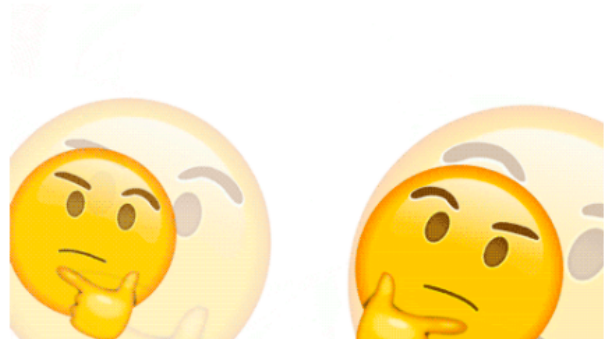


Why do we have storytelling?

Purpose:

- Encourages engagement
- Builds community
- Passes on knowledge
- Communicate with others
- Learn lessons
- Make connections to ourselves
- So many more..

What other purposes are there?



Flipgrid Video - Reteach lesson

In Flipgrid link, please re-teach today's lesson. Your video must answer these questions:

- In your own words, what is storytelling?
- How has oral storytelling evolved?
- What is the purpose of storytelling?
- Why should we continue storytelling?

Flipgrid Video - Re-teach lesson *Optional Script

Hello, I am _____, and I'm going to talk to you about what storytelling is and why we need it.

Storytelling is _____.

The purpose of storytelling is to _____.

We need to continue storytelling in order to _____.

Thank you for listening. That is all for today.

Day 2 - Identify the elements of oral storytelling.

For written stories, what are the main elements that are usually required in the stories?



Oral Storytelling Elements

- Help communicate what the storyteller feels about the story
- Storyteller communicates what the characters are feeling
- A lot emotions involved when using oral storytelling elements
 - We want the audience to feel what's going
- Relies on movement, voice, and use of space

Oral Storytelling Elements



- Tone
- Facial expression
- Gestures
- Body language
- Eye behavior
- Orientation in space

Tone - the voice

How can we make a story sound exciting, boring, hopeful, or frustrating?

Excited- high pitched and fast

Bored- slow and low pitched

Hopeful- calm and soft

Frustrating- loud and deep

Let's practice with this sentence:

"You think we can do this?"

Facial Expression - the face

What do each of the face expressions indicate how the character is feeling?



Gestures - hands, fingers, and arms

What do each of these gestures tell us about what is going on?



Body Language - what the body is communicating

Come up with a story for one of these body language examples?



Eye behavior - movement of the eyes

What is this character feeling?



Orientation in space - the space you use around you

- Close-up
 - Only upper body is showing
- Far-away
 - Whole body shows



Reflection Post

Which element do you feel might be your strength and weakness and why?



Day 3 Write and refine an outline for a story using oral storytelling elements.

Steps:

- 1) Write a short story that you already know. (max. 10 sentences)
- 2) Label the oral storytelling elements next to the sentences that you will be using: (use at least 4 elements)
 - a) Tone
 - b) Facial Expression
 - c) Gestures
 - d) Body Language
 - e) Eye Behavior
 - f) Orientation in space
- 3) Indicate what emotions do the characters feel.

Three Bears Story

The three bears had been out for a lovely walk in the forest. The sun was shining and the birds were singing. They returned home to their little house in the woods. Mother bear opened the front door and they all walked into the kitchen. The father bear stopped, looked at the bench and growled.

"Someone's been eating my porridge", he said.

"Someone's been eating my porridge", said the mother bear.

"Someone's been eating my porridge and it's all gone", said the baby bear and he began to cry.

Three Bears Story Outline

- The three bears had been out for a lovely walk in the forest. (*Tone - happy-go-lucky*)
- The sun was shining and the birds were singing. (*Gesture - arms wave up to the sky*)
- They returned home to their little house in the woods. (*Gesture - hand shows how little the house is*)
- Mother bear opened the front door and they all walked into the kitchen. (*Gesture - hand opens door*)
- The father bear stopped, looked at the bench and growled. "Someone's been eating my porridge", he said.
 - *Tone - deep and low*
 - *Facial expression - upset*
 - *Eye behavior - eyes are squinting*
- "Someone's been eating my porridge", said the mother bear. (*Gesture - hands to the middle of her chest*)
- "Someone's been eating my porridge and it's all gone", said the baby bear and he began to cry. (*Orientation in space - moves closer to the camera and then moves back*)

Three Bears Story Outline

Character's emotions:

Papa Bear - upset

Mama Bear - worried

Baby Bear - sad

Practice

Topics for your own story:

- Your first broken tooth
- Your scary dream
- Your favorite scene in a movie

Reflect

What are you struggling with and what are you doing well on?



Day 4 perform storytelling on Flipgrid using oral storytelling elements and provide verbal feedback to classmates using Flipgrid

Steps:

- 1) Practice performing your story through your outline
- 2) Record yourself in Flipgrid
- 3) Send a video feedback to one classmate stating which element they did the best on and provide an example.

Flipgrid Intro and Outro Script

Hello, I am _____, and I will be telling you a story about _____.

(Tell your story)

Thank you for listening!

Video recording feedback

Sentence Starters

Hi, (name of storyteller),

- The oral storytelling element that I liked the best from you is _____.
For example, you did it well when you _____.
- I noticed when you _____. That was the best oral storytelling element that you demonstrated.

Day 5 Write and refine an outline for a story using oral storytelling elements.

Steps:

- 1) Write a short story that you already know. (max. 10 sentences)
- 2) Label the oral storytelling elements next to the sentences that you will be using: (use at least 4 elements)
 - a) Tone
 - b) Facial Expression
 - c) Gestures
 - d) Body Language
 - e) Eye Behavior
 - f) Orientation in space
- 3) Indicate what emotions do the characters feel.
- 4) Rehearse

Practice

Topics for your own story:

- Your first broken tooth
- Your scary dream
- Your favorite scene in a movie

Reflect

What did you learn from your last story outline that has helped you improved your outline today?



Day 6 perform storytelling on Flipgrid using oral storytelling elements and provide verbal feedback to classmates using Flipgrid

Steps:

- 1) Practice performing your story through your outline
- 2) Record yourself in Flipgrid
- 3) Send a video feedback to one classmate stating which element they did the best on and provide an example.

Flipgrid Intro and Outro Script

Hello, I am _____, and I will be telling you a story about _____.

(Tell your story)

Thank you for listening!

Video recording feedback Sentence Starters

Hi, (name of storyteller),

- The oral storytelling element that I liked the best from you is _____.
For example, you did it well when you _____.
- I noticed when you _____. That was the best oral storytelling element that you demonstrated.

Reflect

How did you provide verbal feedback to your peers?



Day 7 Write and refine an outline for a story using oral storytelling elements.

Steps:

- 1) Choose which outline that you have written before to refine. You may even have to edit your story if needed.
- 2) Make changes to your outline improve your performance. You will mostly have to add in more elements. Be as detailed as possible.
- 3) Rehearse
- 4) Challenge: find props or costumes to perform with your story

Three Bears Story Outline Revision (in blue)

- The three bears had been out for a lovely walk in the forest.
 - *(Tone - happy-go-lucky)*
 - *(Facial expression - smiling)*
- The sun was shining and the birds were singing. *(Gesture - arms wave up to the sky)*
- They returned home to their little house in the woods.
 - *(Gesture - hand shows how little the house is)*
 - *(Tone - high pitch voice when I say little)*
- Mother bear opened the front door and they all walked into the kitchen.
 - *(Gesture - hand opens door)*

- The father bear stopped, looked at the bench and growled. "Someone's been eating my porridge", he said.
 - *Tone - deep and low*
 - *Facial expression - upset*
 - *Eye behavior - eyes are squinting*
 - *Gesture - pointing towards the ground*
- "Someone's been eating my porridge", said the mother bear.
 - *(Gesture - hands to the middle of her chest)*
 - *Eye behavior - eyes are wide open*
 - *Facial Expression - surprised*
- "Someone's been eating my porridge and it's all gone", said the baby bear and he began to cry.
 - *(Orientation in space - moves closer to the camera and then moves back)*
 - *Tone - sad, and sounds like a child*

Reflect

Which previous story did you choose to revise and why?



Day 8 perform storytelling on Flipgrid using oral storytelling elements and provide verbal feedback to classmates using Flipgrid

Steps:

- 1) Practice performing your story through your outline
- 2) Record yourself in Flipgrid
- 3) Send a video feedback to one classmate stating which element they did the best on and provide an example.

Flipgrid Intro and Outro Script

Hello, I am _____, and I will be telling you a story about _____.

(Tell your story)

Thank you for listening!

Video recording feedback

Sentence Starters

Hi, (name of storyteller),

- The oral storytelling element that I liked the best from you is _____.
For example, you did it well when you _____.
- I noticed when you _____. That was the best oral storytelling element that you demonstrated.

Reflect

Which elements do you feel that you improved in your second performance and why?



Post-Survey

Complete Post-Survey



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