

Tales Transformed: Digital Environment Design

INTERACTION DESIGN FOR A MIDDLE SCHOOL UNIT

Tool selection mapped to interaction type — student-to-content, student-to-student, and student-to-teacher — across a ten-session unit.

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Tales Transformed Educational Unit

Digital Environment Design

By Yana Rulinsky



Interaction Question #1

(student-to-content)

How might you use a technology tool to teach your students what they need to learn as part of your CT/DT lesson or unit (student-to-content)?

Canva for Education is the tool students will use to actively engage with, organize, and transform the unit materials and content in Sessions 3–9. Students will use Canva to interact with the unit content by decomposing it, mapping it, comparing it, and re-instantiating it.

- Session 3 onward: students begin organizing unit content (theme work / Abstraction Map).
- Sessions 4–5: students build their myth Abstraction Map by separating myth details from the myth theme.
- Session 6: students build their cross-cultural myth comparison highlighting the same theme but different myth details.
- Session 7: students apply Algorithmic Thinking and a storyboard template to plan their modern, original myth remix.
- Sessions 8–9: using assets from Canva’s library, students design and finish their final modern myth product (comic book, video, audio narration, etc.)

Digital Tool Profile - Canva

Tool: Canva for Education.

Main interaction: Student-to-content (can also be used for student-teacher and student-student interaction).

When the tool is used: Sessions 3–9

Features that support it: Templates (Abstraction Map, storyboard, comic, video); large media library; real-time team co-design; duplicable teacher exemplars; accessibility supports.

How students will use it: Students will build the Abstraction Map, create the cross-cultural comparison, storyboard their original myth remix, and design the final modern myth using Canva.

Interaction Example #1 - Canva

During Tales Transformed Unit Session 5, students will interact with unit content by decomposing their chosen myth and completing their own Abstraction Map of the myth. Students will be provided a Canva template by the teacher and will work in small groups to complete and personalize their own Abstraction Map.

On the right, please see an example of a completed Icarus Greek Myth Abstraction Map.

ABSTRACTION MAP

Team: [your names] • Our myth: Icarus

STEP 1 — Decompose the Myth

- **Characters:** Daedalus (father, inventor) and Icarus (son)
- **Setting:** Ancient Greece; escaping the island of Crete by air
- **Conflict:** They must escape using wings made of feathers and wax
- **Key events:** Daedalus warns Icarus not to fly too high; Icarus, thrilled by flying, soars toward the sun anyway
- **Consequence:** The sun melts the wax, the wings fall apart, and Icarus falls into the sea

STEP 2 — Sort the Pieces

Surface details

(these CAN change)

- Wax-and-feather wings
- The sun melting the wax
- Ancient Greece / escaping Crete
- A father-and-son pair

Essential theme

(this MUST stay)

Ignoring a wise warning and overreaching leads to a downfall

(a clear warning → a choice to ignore the limit → a serious consequence)

STEP 3 — Theme in One Sentence

"This myth is really about ignoring wise limits and overreaching, which teaches that pushing past a sensible warning for the thrill or the win can cost you everything."

STEP 4 — Our Goal (theme to keep)

Keep the theme: ignoring a wise warning and overreaching leads to a downfall.

Self-check:

If we changed the setting and the characters, would our theme still be true?

YES ✓

A warning ignored and a costly consequence works in any time or place.

Interaction Example #2 - Canva

During Tales Transformed Unit Session 8 and 9, students will interact with unit content by building their own original, modern, remixed version of a Greek myth and showcasing it via their chosen format/medium (written, visual, audio, or a slide presentation).

This interaction aligns with the UDL Principle of “Action and Expression” and provides students with multiple ways to demonstrate their knowledge.

On the next slide, please see an example of a completed Icarus Remixed Greek Myth Comic Book student artifact.



Interaction Example #2 - Canva

ICARUS, REMIXED

Comic Book Story Theme: Ignoring a wise warning and overreaching leads to a downfall.



Interaction Question #2 (student-to-student)

How might you use a technology tool to allow your students to interact with each other in some way that supports the CT/DT lesson you are building? (student-to-student engagement)?

VoiceThread is a collaborative, feedback-rich tool students will use to interact with each other and respond to one another's work on a shared artifact (modern remixed myth). Students will use VoiceThread in Sessions 9-10.

- Session 9: students post their original myth remix and record their justification of how it preserves the theme.
- Sessions 9-10: students watch peers' remixes and leave voice, video, or text comments naming the theme they heard and how well the theme was preserved in a new story.
- Session 10: students provide "Class Myth Gallery" feedback and record their personal learning reflection, questions, and appreciation of each other's work.

Digital Tool Profile - VoiceThread

Tool: VoiceThread

Main interaction: Student-to-student (can also do student-teacher and student-content).

When the tool is used: Sessions 9–10

Features that support it: A posted artifact; threaded voice, video, or text comments; a doodle pen to point at a spot on an artifact; students reply to each other; comment moderation.

How students will use it: Students will post their remix and record a justification, comment on classmates' remixes, provide myth gallery feedback, and record their reflection.

Interaction Example #1 & #2 - VoiceThread

During Unit Sessions 9 and 10, students will interact with each other as well as the teacher via VoiceThread video, audio, or text feedback messages. After completing their myth remix product in Canva and uploading it to VoiceThread, students will record their justification of the theme preservation, will review each other's final products and justification, and will comment on their peers' products via VoiceThread text, video, or audio. The teacher will also provide feedback via VoiceThread.

On the next two slides, please see a screenshot of a student-to-student video interaction and student-to-teacher interaction via VoiceThread.



Interaction Example #1 – Student-to-student VoiceThread Video Feedback

Search commenters

AB Jan 28, 2024 – 10:36 PM
1:23

YD Yvonne Dhaure
Aug 14, 2024 – 11:56 AM
1:42

JE Juliana Epes
Aug 21, 2025 – 1:28 PM
0:03 / 1:28

RJ Rhett Johnson
Sep 16, 2024 – 1:10 PM
2:02

AXS Aaron X. Smith
Jun 15, 2024 – 5:17 PM
1:58

ICARUS, REMIXED

Comic Book Story Theme: Ignoring a wise warning and overreaching leads to a downfall.

Doctor warns Mark to rest his injured wrist before an E-sports championship (the warning).

Mark ignores the warning. He wants to win and be in the spotlight (the choice).

Mark pushes through the pain during a match (consequence).

A permanent injury ends Mark's E-sports season (the fall).

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Interaction Example #2 – Teacher-to-Student VoiceThread Text Feedback

← Tales Transformed: Abstract and Remix Your Myth - Myth Justification

Search commenters

Comment management mode On

Hide

Unhide

☐ Select all comments

Comments by slide



Yana Rulinsky

Jul 9, 2026 – 4:02 PM

Teacher (Yana Rulinsky): Hey Group 5! Nice work on this one. The theme I saw illustrated was that ignoring a wise warning and overreaching leads to a downfall. I could really see it in your comic! One place it stayed strong was your last panel, where Mark fails the competition;

1x

0:00 / 0:38

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ICARUS, REMIXED



Doctor warns Mark to rest his injured wrist before an E-sports championship (the warning).



Mark ignores the warning. He wants to win and be in the spotlight (the choice).



Mark pushes through the pain during a match (consequence).



A permanent injury ends Mark's E-sports season (the fall).

+ Add page

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Pages 1 / 1

Interaction Question #3 (student-to-teacher)

How might you use a technology tool to allow your students to interact with you (student-to-teacher)?

The teacher will use Nearpod to teach content, to check what students understand in real-time, and to directly respond to students. The teacher will use Nearpod to present the interactive mini-lessons, conduct formative checks, and review post-session reports to follow up with specific students.

- Session 1: the teacher will introduce the King Midas myth and run an introduction poll to capture students' interest and increase engagement.
- Session 2: the teacher will model how to break a myth into its parts (decomposition).
- Session 4: the teacher will run an abstraction drag-and-drop activity (surface details vs. essential theme).
- Session 5: the teacher will conduct a quick formative checkpoint test.
- Sessions 1-7: the teacher will use quick, real-time checks to check for understanding and/or student engagement.

Digital Tool Profile - Nearpod

Tool: Nearpod

Main interaction: Student-to-teacher (can also do student-content and student-student, e.g., Collaborate Board).

When the tools is used: Sessions 1-7

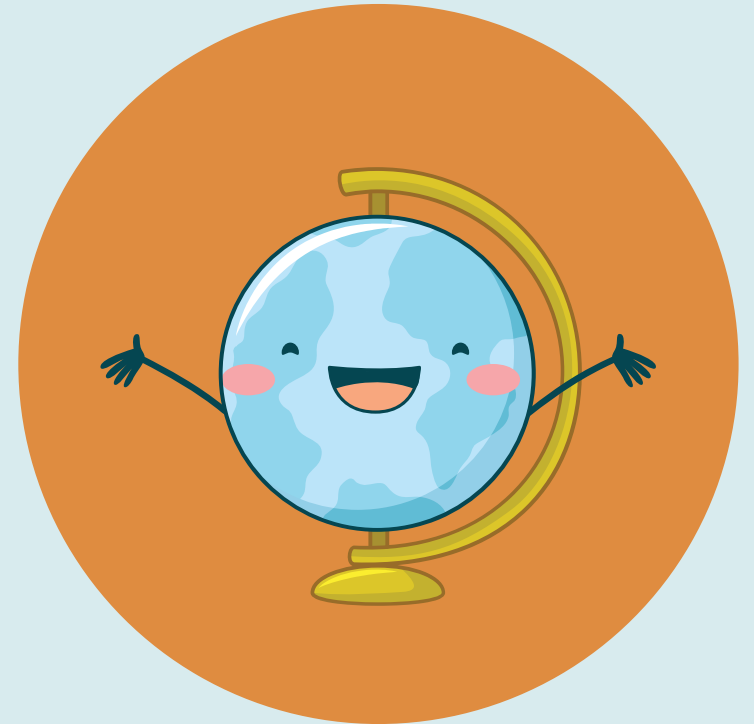
Features that support it: Live teacher dashboard of student answers; formative activities (poll, open-ended, drag-and-drop, Draw-It); interactive lesson delivery; reports; Student-Paced mode for home use.

How students use it: Students will respond to the Midas intro and poll, complete the decomposition activity, do the abstraction drag-and-drop, and submit their theme at the Session 5 formative checkpoint.

Interaction Example #1 & #2 – Nearpod Open-Ended Question and Poll

During Unit Sessions 1-7, students will interact with the teacher by completing unit activities, answering polls or open-ended questions, and completing formative unit checks.

On the next two slides, please see an example of a student answer to a Poll and an Open-Ended Question.



Interaction Example #1 – Open-ended Student Question



In **ONE** sentence, state the essential theme of a Greek Myth your group chose.

Use this sentence format and fill in the blank: "This myth is really about _____ which teaches me/us _____."

Ready? Enter your answer here

Our group chose the King Midas myth. This myth is really about one king's unchecked greed which teaches us that greed can turn a gift or blessing into ruin.



Record Audio

Interaction Example #2 – Live Student Poll

We just heard a myth that's about **3,000 years old!** Why do you think stories like this are still told today?

They teach a lesson or moral that still matters.

The characters and adventures are exciting!

They explain things people wondered about (like nature or right and wrong).

Honestly, I'm not sure yet. |

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Interaction Example #3 – Nearpod Formative Unit Check

During Tales Transformed Unit Sessions 4 & 5, students will learn about the concept of Abstraction. The teacher will conduct a real-time formative check via Nearpod to assess the students' understanding of the concept.

On the next slide, please see an example of an Abstraction Formative Check conducted real-time in the classroom via Nearpod.



Interaction Example #3 – Nearpod MC Formative Unit Check



Question 1 / 1

Which of these best describes myth ***abstraction***?



A. Retelling everything that happens in the myth



B. Keeping the big idea (the theme) and letting go of the details that can change



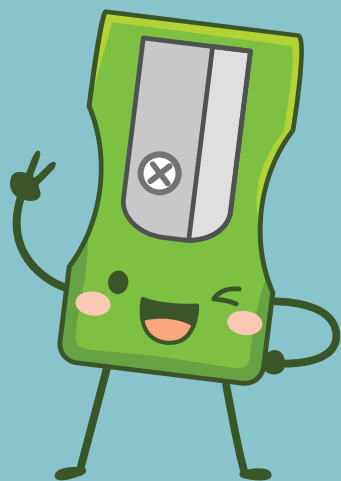
C. Making the story longer and more detailed



D. Drawing a picture of the myth



Thank You!



Thank you for watching this presentation and reviewing the three digital tools included in the

Tales Transformed: Abstract and Remix a Greek Myth Unit!