

Digital Storytelling. ED 677

3 Credits

Online Learning: Web-based

Meeting Times: TBA

Instructor: Skip Via, skip.via@ednet.edu

Office Hours: by appointment

Contacts: Office Phone 909.271.5771; skip.via@ednet.edu

Prerequisites

Students must be admitted to the School of Education by 5th grade or higher in this district with permission to enroll in this course.

Required Texts/Viewing

Miller, C. (2008). *Digital storytelling: A creator's guide to interactive entertainment*. Burlington, MA: Elsevier Publications.

Jenkins, H. (2010, August 23). How the way media are created is changing in 4 minutes [Web log message]. Retrieved from http://henryjenkins.org/2010/08/23/how_the_way_media_are_created_is_changing_in_4_minutes.html

Iwancio, P. (2010, June 1). How to create a digital story in four minutes of video [E!]. Retrieved from <http://www.espn.com/2010/06/01/1276218>

Additional Required Readings

Benard, C., & Summers, S. (2010). *Dynamic: The creative genius that will revolutionize the way you work...and bring them to life!* Indianapolis, Indiana: Pearson Education.

Burstein, J. (2000). *Web 2.0: The power of the people*. Berkeley, CA: No Starch Press.

Dieken, C. (2009). *Talk less, say more: 9 habits that influence others and make things happen*. Hoboken, New Jersey: John Wiley & Sons.

DuChemin, D. (2009). *Within the frame: The art of the photograph*. Berkeley, CA: No Starch Press.

Hollnagel, E. (2009). *The lean, to the point: A concise, comprehensive, and...fun! TV and the web*. Berkeley, CA: No Starch Press.

Lastufka, A., & Egan, M. (2010). *How to climb the charts*. Sebastopol, CA: O'Reilly Media.

Reynolds, G. (2010). *Presentation zen: Simple design principles that will help you enhance your presentations*. Berkeley, CA: No Starch Press.

Schreiber, J., & Bratton, R. (2008). *Challenges for young designers*. Boston, MA: Cengage Learning.

Strizver, I. (2010). *Type & layout: The visual design of books, magazines, newspapers, and other printed matter*. New York, NY: Wiley & Sons.

Weinshenk, S. (2009). *Native web design: What makes them click: Using Web 2.0 techniques to reach the heart of the user's unconscious minds*. Berkeley, CA: New Riders.

White, T. (2009). *How to be an animator and make animated films*. Amherst, MA: Amherst Press.

Catalog Description

This course examines the principles of storytelling in general and digital storytelling and digital storytelling in particular. It focuses on the use of digital storytelling to inform, persuade, and entertain across a variety of social and cultural institutions. Elements of digital storytelling will be explored and used to create original digital stories in a variety of media.

Alignment with School of Education Mission

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with particular focus on Alaska Native languages and cultures. We are committed to providing the best education opportunities for Alaska's rural and Native populations. Through the IAE rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

1. Increase the number of qualified educators in rural Alaska's schools.

- o Enhance the professional skills of Alaska's educators.
- o Develop and support ongoing professional development activities with Alaska's schools and communities.
- o Conduct collaborative research on rural Alaska's educational needs.

This course supports the UAF School of Education's mission by providing students with the necessary to design thoughtful individualized instructional environments utilizing technologies and strategies appropriate to all learners. It will also provide skills in the management and implementation of technology that will enhance the professional qualifications based on AECT and Alaska teacher standards for technology and instructional design.

Course Goals:

1. investigate the history of storytelling
2. understand the story arc and its application in various media
3. research the elements and structure of digital storytelling
4. understand the role and purpose of digital storytelling in education, business, entertainment, and other contexts
5. critically examine digital stories for audience, subject, and effect
6. understand and apply copyright law with regard to digital storytelling, including publishing under a Creative Commons license
7. create and publish digital stories in a variety of media formats

Learning Outcomes

Students will be to:

- ✓ detail various aspects of the history of storytelling.
- ✓ utilize the storytelling process to clarify ideas and develop an industry and create a finished product.
- ✓ apply the aspects of storytelling as a means for applications.
- ✓ examine and discuss the impact of digital storytelling on various aspects of the industry.
- ✓ utilize the storytelling process in a variety of media, forms, and genres.

Course Fees

Students will be required to maintain a personal web domain for use in this course and throughout the duration of the MITI program. (This process will start when you enroll in [EN.651, Web 2.0 Fundamentals: Participate, Produce, Publish](#) and you will be asked to provide a domain name (e.g., [www.yourname.com](#)), where [www](#) is the protocol, [yourname](#) is the domain name, and [com](#) is the top-level domain. If you already own a personal domain, please contact the instructor.

Instructional Methods

A variety of instructional methods will be used, including asynchronous delivery through broadcasts and podcasts, data analysis and interpretation, interactive group and individual research, reading assignments, asynchronous discussion, reflection, peer review and evaluation, occasional synchronous discussions using [Blackboard](#) and [Canvas LMS](#). There will be required check-ins though-out the semester to assure successful completion of this course.

Writing Standards

Citations and formatting will be required. Additionally, all of your assignments (but not all assignments) will be required to be submitted through [Blackboard](#) or [Canvas LMS](#). Please refer to the [Writing Standards](#) page for more information.

Technology Requirements

This is an online course that will utilize several multimedia technologies. Additionally, there will be periodic online interaction with the instructor using [Blackboard](#) (BB) or [Canvas LMS](#). A computer with internet access and a computer mouse (or trackball) will be required. Students are expected to be active participants in online exchange with MITI classes and through a personal learning network.

Students will be expected to have the most current versions of [QuickTime](#), [Flash \(Mac/Windows\)](#), [iTunes](#) and [Java](#).

Before the first online class meeting, please visit the [LIVE](#) (Live Video) room and make sure that your system is capable of supporting the LIVE sessions.

Additionally, you will need to consider the following:

- A video camera that can be used for video conferencing.

- A non-linear video editor that is compatible with your camera. (Mac: iMovie, Final Cut Pro Express, iMovie - Windows: Windows Live Movie Maker, Adobe Premiere)
- Broadband Internet access (Cable Modem) and a high-speed connection

Course Calendar (Tentative)

- Weeks 1 - 2
 - Unit: Project, Blog and PLN
 - Complete all required readings
- Week 3
 - Unit: Elements of Digital Storytelling
- Week 5
 - Unit: Cultural Storytelling
- Week 6
 - Unit: Storytelling and Presentations
- Week 7
 - Unit: Instructional Storytelling
- Week 8
 - Unit: Collaborative Conversations
- Week 10
 - Unit: Storyboarding and Concept Mapping
- Weeks 11 - 12
 - Unit: Making the Pitch
- Weeks 13 - 14
 - Unit: Individual Project
- Weeks 15 - 16
 - Unit: Peer Review

Course Units

Unit: Project, Blog, and PLN

Twitter hashtag: #mitipln

Diigo tag: mitipln (also tag as miti677)

You will be expected to have a functioning blog and personal learning network in place at the outset of this course. Please take care of the following by the beginning date of the class:

- Make sure that members of your class can find you on social media. (The instructor will supply the names and e-mail addresses of your classes.)
- Make sure that you are following your class members with Google Reader and Diigo.

When using Twitter and any other communication and research related to this course include the designated tags and hashtags for each assignment. You will be expected to post questions, resources, observations, or retweets to Twitter at least weekly, and you will be responsible for course-related communication that occurs over Twitter.

After your blog entries have been peer reviewed and you are satisfied with your evaluation, you will move your projects to your project site. The project site will be a place where you can post your project and be completed by the last day of instruction.

Unit: Elements of Digital Storytelling

Twitter hashtag for this assignment: #mit1677

Diigo tag: mit1677 (also tag as mit1677)

Over the first two weeks of the class, you will complete the readings listed under Required Texts.

It is expected that you will visit some of the web sites that you encounter in your readings. From your readings and observations, develop answers to these questions:

- What elements are common to all forms (oral, written and transitional or hybrid)?
- What elements of digital storytelling are missing from traditional storytelling? What elements are added to it apart from traditional storytelling?
- What is the essential definition of digital storytelling from your point of view?

Post an entry to your blog called Elements of Digital Storytelling. In this post, address these questions citing specific examples from your reading. Include embedded (preferred, if you can't embed) images, videos, or other source material to support your answers.

Unit: Cultural Storytelling

Twitter hashtag for this assignment: #mit1677

Diigo tag: mit1677 (also tag as mit1677)

Locate or examine digital stories in each of the following categories: political campaigns, social causes, corporate training, education, journalism, or other. Keep a record of the sources, whether or not you use these sources in your final product. Your sources may be from any of the above categories or from another category of your choosing.

Once you have compiled your resources, select a category of the stories that interests you. On your blog, create a new post titled Cultural Storytelling. In that post, create a narrative that traces the process of digital storytelling that you observed in your selected sources. Embed (preferred) or link to (if you can't embed) your sources and your key observations and provide a reference to specific elements of these sources. Address the questions:

- What purpose did digital storytelling serve in these sources?
- Was there a discernible subtext to the story? Did it address a specific cultural reference or theme?
- What elements of digital storytelling were used to convey the message?
- Was the use of digital storytelling an effective vehicle for the content or its use? Why or why not?

Unit: Storytelling in Presentations

Twitter hashtag for this assignment: #mit1677

Diigo tag: mit1677 (also tag as mit1677)

References: [Prezi for Dummies](#) (online article); [Google in Education](#)

Most traditional slide presentation tools (e.g., PowerPoint, SlideShare) tell stories in a fairly predictable way. In this unit, you will learn to use Prezi (free accounts, but available with .edu email accounts) as an alternative to traditional programs and to explore its use as a digital storytelling tool.

Choose a familiar story—a fable, nursery rhyme, poem, or anecdote and illustrate it with Prezi. Make use of Prezi's zooming and panning tools to emphasize important words and phrases and to visually pace the story. Add illustrations (or short videos, although this is not necessarily recommended) to add interest and variety to your story. This story will not be narrated or have background music or sounds. The entire story will be told in text. (If the narration cannot be added to Prezi directly, you can easily use a screen capture program such as ScreenFlow or Camtasia to add narration and music later.)

Create a new blog entry titled "Storytelling in Prezi." Cite the Prezi you created in your entry. On your blog, include your Creative Commons license information and credit any images or other resources that you have used with permission.

Add a paragraph or two to your entry expressing your impression of Prezi as a presentation and storytelling tool, including potential classroom uses.

Unit: Instructional Storytelling

Twitter hashtag for this assignment: #mitiinst
Diigo tag: mitiinst (also tag as miti677)

Read the study [Imaginative Instruction: What Master Storytellers Can Teach Instructional Designers](#) (Jason V. Bourdieu).

Locate examples of instructional storytelling that is digital media (videos, screencasts, etc.) that have been created specifically to instruct the viewer. Keep a record of the sources you discover. Design using the designated tags including http://, whether or not they are embedded in your review.

Create a new blog post titled "Instructional Storytelling." In that post, review three examples of instructional storytelling based on the three examples cited by Bourdieu in the study and enter your assessment.

- Was the research presented?
- Did they create a feedback story?
- If they were not present or were poorly incorporated, how could the story have been improved or these elements to make the instruction more effective?

Unit: Collaborative Conversations

Twitter hashtag for this assignment: #miticol
Diigo tag: miticol (also tag as miti677)

Establish a free account on VoiceThread and join the ED 6XX VoiceThread group, when invited by the instructor. (If you are not familiar with VoiceThread, please refer to the VoiceThread Learning tutorials. The instructor can provide you with login information.)

The instructor will post three examples of video content created by students. Each student will leave a voice comment that highlights one strong element of the story and one element that needs improvement.

Create a new blog post titled Collaborative Conversations. Embed the VoiceThread in that post and reflect on the potential of VoiceThread as a storytelling tool. Create at least three thoughtful uses of VoiceThread in your preferred environment.

Unit: Storyboarding and Concept Mapping

Twitter hashtag for this assignment: #mitimind
Diigo tag: mitimind (also tag as miti677)

Research and test a variety of storyboarding software and document your findings. Either online or machine-based. Keep a record of the tools you review in Diigo using the designated tags (include #miti677).

Create a new blog post titled Concept Mapping Tools. In that post, review at least three storyboarding and/or concept mapping tools with the following considerations:

- Ease of use
- Technical requirements (including online access if applicable),
- Cost
- Flexibility
- Age appropriateness
- Availability of collaborative elements
- Your overall evaluation of the tool

Unit: Making the Pitch

Twitter hashtag for this assignment: #mitipitch
Diigo tag: mitipitch (also tag as miti677)

Develop and publish a series of three original 30- to 60-second advertising spots on a topic of your choice. This could be a political issue or cause, a product or service, a place-based topic, or some type of event that captures your imagination. Your spots will use a variety of elements, including characters, phrases, themes, images, and titles. Use the "Creative Commons Attribution-NonCommercial" and employ standard digital storytelling theory and techniques to create an episodic feel to your series. Your spots will include:

- original video footage shot for this purpose, found footage (used with permission), still images, or any combination of these
- an original voice-over track (you may have someone else read your script if you prefer),
- incidental music and/or sounds (e.g., surf at Freedom and Sea Drive or "Howl" or "Ambient" or "ambient" or commercial-style music with a variety of audio, edited or original music, created or other sound resource(s) of your choice),
- an introductory screen before your spots begin with your Creative Commons license information

You will pose a dramatic question that sets up a conflict, dramatic question, or other...
...series of action to the first of the three...
...assignment, reading... For example, a series on living in Fairbanks might include the question "Is there anything to do in Fairbanks?" Similarly, a series of spots on drilling in Alaska might include the question "Is there anything to do in Alaska?"

For each spot in the series and for the series as a whole, choose a storyboarding or concept

mapping, a storyboard, or a script. You do not need to generate a script or highly specific shot list. You should develop your storyboard or script that shows how each of the three stories fits into the overall theme of the assignment.

Create a storyboard or concept map in your entry.

Unit: Summarizing Project

Twitter hashtag for this assignment: #mitidsip

Disc tag: mitidsip (class as mit157)

For your summarizing project, you will develop and publish a digital story on the topic of your choice. Length is somewhat flexible with the topic, but you should aim for a 4-5 minute time frame. You may choose to document a process or procedure, provide a description of an area of study, or highlight an event or cause, etc.

Your project will begin with a storyboard or concept map that you develop using the tool of your choice. This storyboard/concept map should be specific as to what and where you will film and video, characters, angles, camera shots, music, sound, and transitions. If, during the course of creating your story, you deviate from your storyboard/concept map, you should adjust your storyboard/concept map to reflect the new direction of your story.

Your story should include at least one of the following elements of digital storytelling and theme (video reference):

Your digital story should include:

- original video taken by you or footage you've used and do not tag it as a digital story; your original video should be tagged with the appropriate tags and hashtags (e.g., #documentary)
- an original voiceover soundtrack that provides an alternative to the story, this may be narration that is narration may appear only at certain points in the story and not as a continual narration; if narration, you may choose someone else to narrate your script if you so wish.
- a soundtrack that includes at least two of the following: music, sound effects, or intentional sound effects that are not used to reflect a character's emotion.
- an introductory screen before your story begins with your relative to copyright information.
- a title screen.
- a credits screen that includes your name and the names of those that you produced yourself.

Create a new blog entry titled **Individuals**. Upload a screenshot of your storyboard concept map in this page. Include a reflection in which you address each of the seven elements of digital storytelling and how you incorporated these elements and the effect that you intended these elements to have on your audience.

Unit: Peer Review

Twitter hashtag: #iitp
Diigo tag: iitp (also tag as iitp/77)

For this assignment, you will be expected to provide thoughtful and constructive feedback on content and mechanics. This is a peer review of your work and the work of your classmates in the MITI project. Reviews should be thoughtful, respectful, and constructive and not simply general comments about the the post. Follow these guidelines:

Clarity of message

Cite at least one passage from each post that is the best example of clarity and/or insight, both in terms of relevance for content and strength of writing. Use an example that supports your comments.

Improvement of message

Cite at least one passage from each post that needs improvement. In each case explain what needs clarification or minor editing, and provide a suggestion for how to improve it.

Writing Standards

Comment on any examples for errors of misspellings, grammar or usage, or lack of adherence to APA styles for references and citations.

As an author, you are free to make the suggested changes, discuss the changes with the critic, or ignore their suggestions.

Plagiarism and Academic Honesty

Plagiarism... Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying text verbatim, but also paraphrasing the ideas of another author without properly acknowledging the source. As work is prepared and submitted to meet course requirements, whether a draft or a final version of a paper or project, take care to directly cite sources and use language to minimize information derived from sources. Sources include published primary and secondary materials; electronic media; and interviews with individuals and groups of people. Students are required to use the plagiarism programs available on Blackboard for each assignment. The UAE Student Code of Conduct is adhered to in this course.

Evaluation

Each of the 10 units in this course will be evaluated via a specific rubric. Points for each project are awarded as follows:

Unit: Points Possible

Project, Blog, and PLN:	100 Points
Elements of Digital Storytelling:	100 Points
Cultural Storytelling:	50 Points
Storytelling in Presentations:	50 Points
Instructional Storytelling:	50 Points
Collaborative Competencies:	50 Points
Storyboarding and Concept Mapping:	100 Points
Making the Pitch:	100 Points
Summarizing Project:	200 Points
Peer Reviews:	200 Points
Total Points:	1000 Points

Grading scale

90% - 100% : A

80% - 89%: B

70% - 79%: C

69% - 60%: D

59% or below: F

According to University of Alaska Fairbanks grading policy for graduate coursework, any grade below a C is considered failing and will not count toward degree credits.

Assignments are due no later than midnight Alaska Standard Time on the designated date unless prior arrangements have been made with the instructor.

Late assignments will be penalized 10% per day and you will not have an option to resubmit the assignment for recalculation.

No work will be accepted after the end of the standard day of instruction.

Support Services

The Division of Student Services provides student-centered programs and services designed to assist students in achieving their personal, academic, and career goals. In collaboration with the academic deans, we lead the university in recruiting a diverse student body. With the use of ongoing assessment, we support and develop programs and communities that contribute to the retention, success and leadership development of students.

Disability Services

The UAF Office of Disability Services implements the Americans with Disabilities Act (ADA) and insures that UAF students have equal access to the campus and course materials. I am committed

working with the [Office of Disability Services](#) at (907) 474-5655 to receive reasonable accommodations to students with disabilities.

UAF Disability Services on the Fairbanks Campus

UAF has a [Disability Services Office](#) that operates in conjunction with the [UAF Rural and Community Development \(CRCD\) campus](#). Disability Services, a part of our Office for Inclusive Learning, provides academic accommodations to enrolled students who are eligible for those services. If you believe you are eligible, please visit the [Office of Disability Services](#) on the web or contact a student affairs staff member nearest to your campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655, fyus@uaf.edu.