ED 677; Digital Storytelling
3 Credits
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Catalog Description

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

Prerequisites

Students must either be admitted to the School of Education M.Ed program or obtain instructor permission to enroll in this course.

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 a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF 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.

Increase the number of qualified educators for Alaska's schools.
Enhance the professional skills of Alaska's K-12 educators.
Develop and support ongoing systemic educational collaborations with Alaska schools and communities.
Conduct collaborative research on cross-cultural and multicultural education.

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

Plagiarism and Academic Honesty

Plagiarism. Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another 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 distinguish personal ideas and language from information derived from sources. Sources include published primary and

secondary materials, electronic media, and information and opinions gained directly from other people. Students are required to use the plagiarism programs available on Blackboard for each assignment. The UAF Student Code of Conduct is adhered to in this course.

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. Your instructor will work with the Office of Disability Services (203 WHIT, 907-474-5655) to provide reasonable accommodation to students with disabilities.

UAF Disability Services for Distance Students

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCD) campuses and UAF Center for Distance Education (CDE). Disability Services, a part of UAF Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit the Office of Disability Services on the web or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655, fydso@uaf.edu.

Student 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.

Course Goals

1. investigate the history of storytelling
2. understand the storytelling process from initial idea to final presentation
3. research the forms and elements of digital storytelling
4. understand the impact and purpose of digital storytelling as manifested in education, business, entertainment, and other social institutions
5. critically examine digital stories for audience, subtext, 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

Instructional Methods

A variety of instructional methods will be used, including asynchronous delivery through podcasts and videos, backchannel communication using Twitter, Diigo and Google Reader, Internet research, reading assignments, asynchronous discussion, reflection, peer review and evaluation, occasional synchronous discussions using ELive, and hands-on practice. There will be 3 required check-ins though-out the semester to assist students inbeing successful 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 new media are transforming storytelling in four minutes [Web log message].Retrieved from http://henryjenkins.org/2010/08/how_new_media_is_transforming.html

Iwancio, P. (2010,June). Seven elements of digital storytelling in four minutes. [Video FIle]. Retrieved from http://vimeo.com/12672069

Additional Required Readings

Benard, C.,& Summers, S. (2010). *Dynamic prototyping with sketchflow in expression blend: sketch your ideas…and bring them to life!* Indianapolis, Indiana: Pearson Education.

Burstein, J. (2008). *Web Video: Making it great, getting it noticed.* Berkeley, CA: Peachpit Press.

Dieken, C. (2009). *Talk less, say more: 3 Habits to influence others and make things happen.* Hoboken, New Jersey: John Wiley & Sons.

DuChemin, D. (2009). *Within the frame: The journey of photographic vision.* Berkeley, CA: Peachpit Press.

Hollyn, N. (2008). *The lean forward moment: Create compelling stories for film, TV, and the web.* Berkeley, CA: New Riders.

Lastufka, A.,& Dean, M. (2008). *Youtube: An insider's guide to climbing the charts.* Sebastapol, CA: O'Reilly Media

Reynolds, G. (2010). *Presentation zen design: Simple design principles and techniques to enhance your presentations.* Berkeley, CA: New Rider.

Schreiber, I. ,& Brathewaite, B. (2008). *Challenges for game designers.* Boston, MA: Cenage Learning.

Strizver, I. (2010). *Type rules!: The designer's guide to professional typography* (3rd ed.). Hoboken, New Jersey: John Wiley & Sons.

Weinshenk, S. (2008). *Neuro web design: What makes them click: Using Pictures and stories-The best way to talk to our unconscious minds.* Berkeley, CA: New Riders.

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

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 ED 651 Web 2.0 Fundamentals: Participate, Produce, Publish and should already be in place by this time.) We recommend Google for this. Cost to acquire and renew a Google domain is $10/yr. If you already own a personal domain and prefer to use that for this course, please contact the instructor.

There are no other fees related to this course.

Writing Standards

Citations and references should adhere to the American Psychological Association (APA) Formatting and Style Guide. Additionally, all of your blog and portfolio submissions (but not necessarily your tweets and comments) will be evaluated for proper spelling and grammatical usage.

Technology Requirements

This is an online course that will utilize several multimedia technologies. Additionally, there will be periodic online interaction with the instructor using Elluminate (ELive). Consistent Internet access and a computer with the ability to record and broadcast sound via a built-in or external mic or a headset (recommended) will be required. Students are expected to be active participants in online exchanges with MITI cohorts and with other colleagues and mentors 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 ELive Qualification Room and make sure that your system is capable of supporting ELive sessions.

Additionally, you will need consistent access to the following:
        A video camera, preferably capable of shooting in HD
        A non-linear video editor that is compatible with your camera (Mac: iMovie, Final Cut
        Pro/Express - Windows: Windows Live Movie Maker, Adobe Premiere)
        Broadband Internet access (Cable/DSL/LAN) is highly recommended

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
Portfolio, Blog, and PLN: 10
Elements of Digital Storytelling: 10
Cultural Storytelling: 5
Storytelling in Presentations: 5
Instructional Storytelling: 5
Collaborative Conversations: 5
Storyboarding and Concept Mapping: 10
Making the Pitch: 10
Individual Project: 20
Peer Review: 20

Grading scale
90 - 100 : A
80 - 89: B
70 - 79: C

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

Assignments are due no later than midnight Alaska 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 reevaluation. Assignments that are turned in on time may be revised and resubmitted for reevaluation once based on peer and instructor review as long as the revision is turned in within two weeks of the date on which the evaluation was given, or by the last scheduled instructional day if there are fewer than two weeks left in the instructional schedule. No work will be accepted after the last scheduled day of instruction.

Course Calendar (Tentative)

- Weeks 1 - 2
    - Unit: Portfolio, Blog and PLN
    - Complete all required readings
- Weeks 3 - 4
    - Unit: Elements of Digital Storytelling
- Week 5
    - Unit: Cultural Storytelling
- Week 6
    - Unit: Storytelling in 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/Learning Outcomes

Unit: Portfolio, Blog, and PLN

Twitter hashtag: #mitipln
Diigo tag: mitipln (also tag as miti677)

You will be expected to have a functioning portfolio, 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:
a. Create a page in your portfolio's Navigation section titled Digital Storytelling. All of your portfolio entries for this course will be subpages under this page.
b. Make sure that members of your cohort and your instructor have been invited to your blog. (The instructor will supply the names and e-mail addresses of your cohort.)
c. Make sure that you are following your cohort members with Google Reader and Diigo.

When using Twitter and Diigo for 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 portfolio onto pages titled the same as your blog entries. Your portfolio must be complete by the last scheduled day of instruction.

Unit: Elements of Digital Storytelling

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

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:

a. What elements are common to all forms (digital and traditional) of storytelling?
b. What elements of digital storytelling are unique to digital storytelling? What elements set it apart from traditional storytelling?

    c.   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) or linked (if you can't embed) images, videos, or other source material to support your answers.

Unit: Cultural Storytelling

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

Locate examples of digital storytelling in advertisements, political campaigns or causes, corporate training, game design, or other social or cultural institutions or movements. Keep a record of the sources you encounter in Diigo using the designated tags (including miti677), 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 that interests you. On your blog, create a new post titled Cultural Storytelling. In that post, create a narrative that critiques the process of digital storytelling that you observed in your selected sources. Embed (preferred) or link to (if you can't embed) your sources as you develop your narrative and make specific reference to specific elements of these sources. Address questions such as:
    a.   What purpose did digital storytelling play in these sources?
    b.   Was there a discernible subtext to the story? Did it address or allude to specific cultural references or biases?
    c.   What elements of digital storytelling were used to convey the message?
    d.   Was the use of digital storytelling an effective device in the context of its use? Why or why not?

Unit: Storytelling in Presentations

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

References: Prezi for Dummies (online at Rasmuson); A Collection of Prezi References

Most traditional slide presentation tools (e.g., PowerPoint, SlideShare) tell stories in linear and generally predictable ways. In this unit, you will learn to use Prezi (free accounts for students 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 or 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. (While 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 called Storytelling in Presentations. Embed your Prezi story into this page. On your page, include your Creative Commons license information and credit any images or other resources that you have used with permission.

Add a paragraph or two that details 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 K McDonald).

Locate examples of instructional storytelling--that is, digital media (videos, VoiceThreads, screencasts, etc.) that have been created specifically to instruct the viewer. Keep a record of the sources you encounter in Diigo using the designated tags (including miti677), whether or not they are chosen for 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 McDonald--conflict, authenticity, and entertainment.
  a. Were these elements present?
  b. Did they create an effective story?
  c. If they were not present or were poorly incorporated, how could the storyteller have added or improved 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, you should review these Atomic Learning tutorials. The instructor can provide you with login information.)

The instructor will post three examples of K-12 student created video stories. For each video, 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. Cite at least three potential 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 options for storyboarding and concept mapping, either online or machine-based. Keep a record of the tools you review in Diigo using the designated tags (incuding 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:
   a. Ease of use
   b. Technical requirements (including online access if applicable)
   c. Cost
   d. Flexibility
   e. Age appropriateness
   f. Availability of collaborative elements
   g. 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 20- to 30-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 requires promotion. Your spots will use recurring elements (e.g., characters, phrases, themes, locations, images--think the "Geico caveman commercials") and employ standard digital storytelling techniques to create an episodic feel to your series. Your spots will include:

   a. original video footage shot for this purpose, found footage (used with permission), still images, or any combination of these
   b. an original voiceover track (you may have someone else read your script if you prefer)
   c. incidental music and or sounds (e.g., go to FreeSound and search for "news," "jingle," or "ambient" or compose your own music with GarageBand, Aviary Audio Editor or Music Creator, or other sound resource(s) of your choice)
   d. 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 unresolved question according to the first of McDonald's three principles (see Instructional Storytelling assignment reading). For example, a series on living in Fairbanks might start with the question "Is there anything to do in Fairbanks?" Similarly, a series of spots on drilling in ANWR might begin with the question "Can America live without the oil in ANWR?"

For each spot in the series and for the series as a whole, choose a storyboarding or concept mapping tool to create a map for your series that outlines the topics to be covered, scenes to be included, etc. For this project, all you need is a general outline. You do not need to generate a script or highly specific shot list. You should end up with a single storyboard or concept map that shows how each of the three spots fits into the overall theme of the series.

Create a new blog entry titled Making the Pitch. Embed each of your spots and your storyboard/concept map in your entry.

Unit: Individual Project

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

For your individual project, you will develop and publish a digital story on the topic of your choice. Length is somewhat flexible given the topic, but you should aim for a 4-6 minute time frame. You may tell a narrative story (fictional, historical, documentary, children's story, etc.), document a process or procedure, provide specific instruction, explain an idea or theory, 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 shot and scene sequence for stills and video, narration (including script), music or 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 intentionally incorporate the seven elements of digital storytelling ([video reference](#)).

Your digital story should include:
a. original video taken by you or featuring you; you may include found footage in addition to your original video as appropriate (for example, for an historical documentary)
b. an original voiceover soundtrack that provides a narrative for the story; this may be episodic--that is, narration may appear only at certain points in the story and not as a continual narration; you may choose someone else to narrate your script if you want;
c. a soundtrack that includes at least two of these elements: music, ambient, background, or intentional sounds from the video, or sound effects or other additional sounds;
d. an introductory screen before your story begins with your Creative Commons license information;
e. a title screen;
f. a credits screen that lists all sources of media used in your story, including those that you produced yourself.

Create a new blog entry titled Individual Project. Embed your digital story and your storyboard/concept map into this page. Include a reflection in which you address each of the seven elements of digital storytelling and how you incorporated these elements into your story and the effect that you intended these elements to have on your audience.

Unit: Peer Review

Twitter hashtag: #mitipr
Diigo tag: mitipr (also tag as miti677)

For this assignment, you will be expected to critically review each of your cohort's blog posts for content and mechanics. This is an important step in the final publication of assignments to the MITI portfolio. 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 of content and strength of writing. Cite 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, is misleading, needs additional development, is factually unsupported, etc.

Writing Standards
Comment on any examples of typos or 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.