



What's YOUR Story? The Art of Digital Storytelling

EDUO 9130 2 Semester Credits/Units

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Note: This is a Public syllabus of the course. For a full detailed syllabus please email the instructor.

Introduction

Digital Storytelling is the practice of using technology tools to help tell a meaningful and often heartfelt story. Digital stories are planned. They have a beginning, a middle and an end. The story itself is the most important ingredient. Technology tools add visual and auditory enhancements but the story itself is the key ingredient. Without a good story what you see and hear is fleeting. Merging a good story with even simple tech enhancements creates a memorable product.

As with traditional storytelling, most digital stories focus on a specific topic and contain a particular point of view. However, as the name implies, digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips, and/or music. Digital stories can vary in length, but most of the stories used in education typically last between 2 and 10 minutes. The topics used in digital storytelling range from personal tales to the recounting of historical events, from exploring life in one's own community to the search for life in other corners of the universe, and literally, everything in between.

Digital Storytelling content has many categories.

- a. Biographical (Ken Burns type) Informational/Explanatory, Narrative
- b. Student-Created Tutorials - Informational/Explanatory
- c. Public Service Announcements - Informational/Explanatory & Argument
- d. Focus on Research and Informational Text
- e. Historical Docudramas - Informational/Explanatory, Narrative

Remember: Digital Stories are “told”. They are not fact-filled reports. They don't have bullet-points, fancy bells and whistles or links to anywhere. They are told in first-person or second-person voices. *They are after all, stories.*

Course Objectives:

1. In this course you will have opportunity to:
 - a. Understand Storytelling and its place in all curriculums and in specific Common Core curriculum areas and use of [Critical Thinking](#)
 - b. Learn about available digital tools that can be used to create Storytelling projects
 - c. Plan, create and publish a Digital Storytelling project
 - d. Create plans for students to develop curriculum-based Digital Storytelling projects

Course Relation to ISTE and CCSS

- **ISTE (International Society for Technology in Education)**
“As technology integration continues to increase in our society, it is paramount that teachers possess the skills and behaviors of digital age professionals. Moving forward, teachers must become comfortable being co-learners with their students and colleagues around the world.”

ISTE Advanced Digital Age Teaching standards and performance indicators:

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital Age Learning Experiences and Assessments
3. Model Digital Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

CCSS put a heavy emphasis on how to take advantage of the affordances provided by technology. Students are going to need to know how to use presentation software in their oral presentations.

- **CCSS: English Language Arts Standards; English Speaking and Listening**
The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
“An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs...”
Source: (<http://www.corestandards.org/resources/key-points-in-english-language-arts>)
- **CCSS: English Language Arts – Anchor Standards/College and Career Readiness Anchor Standard for Speaking and Listening**
 - [CCSS.ELA-Literacy.CCRA.SL.2](#) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - [CCSS.ELA-Literacy.CCRA.SL.4](#) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
 - [CCSS.ELA-Literacy.CCRA.SL.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Example: ELA-Literacy.SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

- **CCSS: English Language Arts – Anchor Standards/College and Career Readiness Anchor Standard for Writing**
 - [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- **CCSS: English Language Arts – Anchor Standards/College and Career Readiness Anchor Standard for Reading**
 - [CCSS.ELA-Literacy.RH.6-8.7](#): "Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts."
 - [CCSS.ELA-Literacy.CCRA.R.6](#): "Assess how point of view or purpose shapes the content and style of a text."
 - [CCSS.ELA-Literacy.CCRA.SL.1](#): "Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively."
 - [CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words

Course Assignments and Assessment

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and in which Moodle Dropbox to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 2-5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading rubrics for written projects and for presentation projects are found at the end of this document.

Course Assignments (full assignment details found in non-public course syllabus)

1. After reading and viewing media about the art of telling a story and the concepts of Digital Storytelling, create a document describing the purpose, structure, styles, methods and most importantly the value of communicating stories to an audience. Post a 2-3 page reflection to the **Assignment 1 Dropbox**
2. Write and post a 2 page document on the use of Digital Storytelling to support:
 - a. Common Core Standards
 - b. Teaching and Learning with Technology
 - c. Your specific educational area. Refer to your curriculums standards or outcomes if they do not fall within Common Core Standards.

The document should be refer to the creative, [Critical Thinking](#) side of learning as well as the value in using technology to assist learning.

3. From the *Addendum A* list of digital tools found at the bottom of this document (or select tools from your own research) select four tools that would be useful to you or your students for the creation of digital stories. Each of the four should be unique in structure and resulting product. Post a document to the **Assignment 3 Dropbox** that explains the rationale for your choices based on your curricular needs, available technology, level of experience and value as a story telling platform. In order to be successful in this assignments you will want to view and discuss examples made from each tool, learning curve, the cost of using the tool (i.e. free, fee) and most importantly will you or students be excited to create and enjoy the results.
4. Evaluate 3 digital stories. Start with searching through these resources
 - a. Educational Uses of Digital Storytelling – Featured Stories
http://digitalstorytelling.coe.uh.edu/example_stories.cfm
 - b. Center for Digital Storytelling
<http://storycenter.org/>
 - c. *Digital Storytelling*
<http://www.schrockguide.net/digital-storytelling.html>

AND review 3 you have located on your own. (you can combine any resources as long as 6 stories are reviewed)

Use the following A-C guidelines as you write your evaluations. **The guidelines put emphasis on the telling of the story more than the mechanics.** Mechanics are very important, especially when they distract from the story. But, focus on the story itself. Is the project actually telling a story? When writing up your evaluations keep in mind the age of the creators. Young student have their teacher to guide them while older students may be more or completely independent. Be critical but be fair. Evaluate the projects as “stories” and not reports although that line, depending upon the content, may blur somewhat. As you watch think, “Is this story **telling me** about something or just reporting the subject”. Give each section the following % weights.

- A. **(60%) Creativity/originality:** Were there elements of [critical thinking](#) that went into the production? Was the product original? Would the age appropriate audience enjoy and learn from the project?
- B. **(20%) Understanding how to use the Production tool:** Look for visual and audio issues that take away from the flow of the story.
- C. **(20%) Effort:** Technical Qualities: Clarity of images, transitions, sound. Any copyright issues?
- D. **Summary:** Wrap up A-C in a few sentences.

Post a document of your 6 evaluations to the **Assignment 4 Dropbox**

5. Create and submit your own Digital Storytelling project. It will be evaluated using the same guidelines found in Assignment 4 using the percentages in A-C. Your project has to be viewed by the course instructor. You may want to communicate by email prior to beginning the project to discuss how it will be shared.

Digital Storytelling Creation Guidelines

- Storytelling Types. Your project must fall into one of the following categories:
 - a. Biographical (Ken Burns type) Informational/Explanatory, Narrative
 - b. Student-Created Tutorials - Informational/Explanatory
 - c. Public Service Announcements - Informational/Explanatory & Argument
 - d. Focus on Research and Informational Text

e. Historical Docudramas - Informational/Explanatory, Narrative

- Storytelling Tools. The digital tool you use must have the following capabilities:
 - a. The tools allow control of animation, audio, text and object (drawing or image) placement
 - b. The tools allow control of timing
 - c. The tools allow the final project to be exported in a file type that others can view

6. Create a Digital Storytelling lesson plan for use with students OR a plan that has students creating their own project. Place the completed document in the **Assignment 6 Dropbox**. The lesson plan must contain the following elements:

Lesson title, grade level, standards covered (CCSS or other), learning objective(s)
expected product outcome, lesson procedure (detailed chronology), assessment of student project.

7. Write a 2-3 page final summation on the use of Digital Storytelling in education. The summation should be general in nature covering K-12 education AND should include specific on how you see Digital Storytelling being used in your curriculum. Your summation can refer to any work done in Assignments 1-6. This will be shared with other course enrollees.

Course Assessment Rubric

Exemplary: Above and beyond acceptable performance: A to A-	Acceptable: Meets expectations: B+ to B-	Unacceptable: Needs considerable improvement: Resubmit Work
<p>Assignments have been accurately completed according to directions and meet learning objectives. Requested revisions were made.</p>	<p>Most assignments have been accurately completed according to directions and meet learning objectives. Requested revisions were made.</p>	<p>Assignments have not been accurately completed according to directions and meet learning objectives. Requested revisions were not made. Work clearly exhibits a lack of time. Directions were not followed.</p>
<p>All work is very well organized</p>	<p>Most work is generally well organized</p>	<p>Work shows little or no organization</p>
<p>Assignment content and projects are original.</p> <p>Projects fall under one of the Digital Storytelling Guidelines, Storytelling Types</p> <p>Projects utilize many features listed in the Digital Storytelling Guidelines, Storytelling Tools.</p> <p>Projects are supported by learning objectives and by recognized standards geared specifically to the intended student participant.</p>	<p>Assignment content and projects are original.</p> <p>Projects fall under one of the Digital Storytelling Guidelines, Storytelling Types</p> <p>Projects utilize some features listed in the Digital Storytelling Guidelines, Storytelling Tools.</p> <p>Projects are supported by learning objectives and by recognized standards geared specifically to the intended student participant.</p>	<p>Assignment content and projects may not be original.</p> <p>Projects fall under one of the Digital Storytelling Guidelines, Storytelling Types</p> <p>Projects utilize very few features listed in the Digital Storytelling Guidelines, Storytelling Tools.</p> <p>Projects are not supported by learning objectives and by recognized standards geared specifically to the intended student participant.</p>
<p>Work is free of spelling and/or grammatical errors</p>	<p>Work has a few spelling and/or grammatical errors</p>	<p>Work has numerous spelling and/or grammatical errors</p>

Addendum A: Suggested Digital Storytelling Creation Tools (You can use any program capable of creating a digital story.)

1. StoryMap <https://storymap.knightlab.com/>
2. Tools for Creating/Hosting (Digital Stories) <http://www.schrockguide.net/digital-storytelling.html>
3. Powerpoint (part of Office software)
 - a. PowerPoint Examples: <http://digital-stories.wikispaces.com/01+Ppt+into+Photostory+Examples>
4. iMovie <https://www.apple.com/mac/imovie/>
5. Adobe Creative Suite
6. MovieMaker <http://windows.microsoft.com/en-us/windows-live/movie-maker>
7. Pictello the Story Maker (iphone, iPad) <http://www.assistiveware.com/product/pictello>
8. Digital Storytelling with an iPad <http://www.slideshare.net/kbosch/digital-storytelling-with-an-ipad>
9. SlideStory <http://www.slidestory.com/?page=index>
10. Animoto (subscription) http://animoto.com/p/pricing?return_to=/account/education/apply
11. Slides <http://www.powtoon.com/slides/>
12. WeVideo <https://www.wevideo.com/>
13. Google Presentation
14. Frames <http://www.tech4learning.com/frames>
 - a. Frames Samples: <http://www.tech4learning.com/frames/digital-storytelling-samples>

End of Course