Digital Storytelling in Teaching and Research

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Why digital storytelling?
 - Narrative: Process of turning KNOWING into TELLING
 - Difference between EVENT and TELLING, Story and Discourse:
Selection and plotting become so evident in the process
 - Create opportunities for collaboration among student, faculty, staff - teamwork

ACRL (Assoc Colleges and Research Libraries) Visual Literacy Defined (2011):
Visual literacy is a set of abilities that enables an individual to effectively find, interpret, evaluate, use, and create images and visual media. Visual literacy skills equip a learner to understand and analyze the contextual, cultural, ethical, aesthetic, intellectual, and technical components involved in the production and use of visual materials. A visually literate individual is both a critical consumer of visual media and a competent contributor to a body of shared knowledge and culture.

In an interdisciplinary, higher education environment, a visually literate individual is able to: • Determine the nature and extent of the visual materials needed
        • Find and access needed images and visual media effectively and efficiently
        • Interpret and analyze the meanings of images and visual media
        • Evaluate images and their sources
        • Use images and visual media effectively
        • Design and create meaningful images and visual media
        • Understand many of the ethical, legal, social, and economic issues surrounding the creation and use of images and visual media, and access and use visual materials ethically

ACM Digital Storytelling workshop at Macalester 2015-16
(run by Katie Pratt, Daniel Trudeau, Brad Belbas)
Participants created a 1 minute introduction film – excellent discovery method
Webinar in October: Digital Storytelling resources, ideas
2 day January workshop: brought 150 word script and images
At workshop: Day 1: workshopped scripts; got excellent feedback; revised scripts
Day 2: learned the technology (WeVideo, recording sound [voiceover])
Created 2 minute films in lab space with help, feedback if needed (approx. 5 hours)
Showed and critiqued films

Digital storytelling forms – argument, documentary, personal.
My goal: combine them so it shows a process of discovery.
Consider: why this visual form, why this story, why this narrator?

Life's Work

Feedback: Studio Art Critique process: viewers discuss What do I see?
What did I learn?
Maker listens to their responses as way to understand if goals were met: are they visible to a viewer?

Digital Storytelling Assignment (draft)
Students work in teams to create a 2-3 minute narrative – fictional or non-fictional – that demonstrates the intersection of event, story, and narrative discourse.
Learning goals: Demonstrate theoretical concepts in practice; navigate and experience the difference between event and telling; practice collaborative work and brainstorming.
Assignment directions: Working in teams (ideally each team includes a student with some experience in digital technology, students with diverse skills and backgrounds to share), the students script, storyboard, and film a short video (3-5 minutes). They will propose their topic to me in advance. Given the range of students in the course, I want wide options (documentary, personal story, adaptation of a literary text, journalistic piece).
Assessment strategy: The staged process of creating the film (script, feedback, revision, storyboard, sources, teamwork [shared and divided tasks]; the team's stated goals; the class critique of the films (team listens, takes notes); the team's short evaluative essay on how the resulting film fulfills their goals and assignment goals.

Timeline: 2 weeks from start to finish, after midterm but before the crunch of the end of the term so what they learn will be useful to them in their final projects for the course (which could include their own or someone else's video).

Goals and challenges:
Images and videos from the internet: How to design an understanding of ethical use and ownership.
Balance skill with technologies and "professional" appearance versus content