

Syllabus

Going Digital with Student Storytelling

National Labor College

[Instructor](#) | [Overview](#) | [Material](#) | [Agenda](#) | [Requirements](#) | [Policies](#)

Welcome to the Going Digital with Student Storytelling course. On the course start date, you may access the course on the NLC Blackboard system – <http://nlc.blackboard.com>. If you are a new student, a Blackboard username/password should be provided to you by the online start date. If you did not provide an e-mail address when you registered or you do not receive a username/password by the course start date, then email onlinesupport@nlc.edu. Check the Assignments section of the course for your first assignment and due dates.

Instructor

Instructor: Robert Morriss

Address: National Labor College
10000 New Hampshire Avenue
Silver Spring, MD 20903

Office Hours: 8:30 a.m. – 4:30 p.m.

Phone: 301-628-4851

E-mail: rmorriss@nlc.edu

[Return to Top](#)

Course Overview

Course Rationale

This course will help educators interested in using the tools of digital technology to communicate using creative and powerful storylines. The course will provide teachers with techniques to enhance the digital and media literacy of their students.

Delivery and Communication

The Going Digital with Student Storytelling course is part of the National Labor College's Computer Skills & Technology in Education Certificate and delivered completely online. There are assigned readings and/or exercises during each week of the class. Class discussions correspond to the weekly assignments. Students may correspond with the instructor and each other via e-mail, real-time chat and online conferencing. A discussion area is also available on Blackboard.

Description

Educators have long known the power of stories. Teach your students to incorporate storylines into their presentations and reports. The process will improve their writing and planning skills, as well as their digital literacy. Learn to use story maps and storyboarding techniques to help your

students develop their script. Consider your role, not as a technician, but as a manager of student time and productivity. A basic knowledge of PowerPoint is required.

Prerequisites

Students must have intermediate skills using a computer with Microsoft Windows, including browsing the Internet and downloading files from the Internet. A basic knowledge of PowerPoint is required.

Objectives

Upon the successful completion of this course, students should be able to:

- Define digital storytelling and describe its relation to media literacy.
- Explain the role of the instructor in promoting the use of digital stories.
- Describe important elements in a story and the different categories of stories.
- Teach the story organization and planning process, including the use of story maps.
- Describe the phases involved in the media production of digital stories.
- Describe the media creation software and hardware that can be used to create digital stories.
- Create a digital story with PowerPoint.
- Design assessment criteria for student planning and production of digital stories.

[Return to Top](#)

Course Material

Required Computer Equipment

Students are required to have the following computer equipment:

- Access to the Internet (high-speed connection highly recommended)
- An e-mail address
- Anti-virus software
- Microsoft PowerPoint

The college will provide access to Blackboard software over the Internet.

Text

Ohler, Jason. *Digital Storytelling in the Classroom, New Media Pathways to Literacy, Learning, and Creativity*. Corwin Press. Thousand Oaks, CA. 2008.
ISBN 13: 978-1412938501

[Return to Top](#)

Course Agenda

Agenda

Introduction

- What is a digital story?

- Value of storytelling
- Digital storytelling as an educational tool
- Examples of digital stories

Students Choose the Story

- Role of instructor
- Story type, purpose, or impact
- Story elements
- Story production

Digital Storytelling as an Educational Tool

- Digital storytelling and educational standards
- Instructional design

Assessing Digital Stories

- Assessment considerations
- Proposed set of traits

Thinking about the Story or What makes a good story

- Story core
- From story core to story map
- Story boarding vs. story mapping
- Story mapping
- Story elements
- Impact of story mapping

Applying Story Maps

- Mapping a story
- Mapping a longer, more detailed story

Story Planning Considerations

- Teaching story planning
- Story planning adaptations
- Finding stories
- Containing stories
- Mapping short stories versus long stories
- Working with younger kids
- Working in teams
- Telling stories from the end and the middle
- Telling personal stories
- Documentaries vs. fictional stories

Transformation Formations

- Eight levels of transformation
- Bloom's Cognitive Taxonomy
- Bloom's Affective Taxonomy

More Story Maps

- Aristotle
- Joseph Campbell
- Treasure Maps
- Kieran Egan
- Ken Adams

The Media Production Process, Phase I

- Prephase: Getting ready
- Phase I: Story Planning

Media Production Process, phases II – V

- Phase II. Preproduction: Preparing your story
- Phase III. Production: Assembling your story
- Phase IV: Postproduction: Finalizing your story
- Phase V: Performance and distribution
- Postphase. Final assessment and reflection
- How much time does digital storytelling take?
- Media Elements

Digital Storytelling Toolbox

- Finding and buying stuff
- Hardware
- Software

Media Grammar for Teachers

- Images
- Audio and music
- Media editing
- Organization

Copyright

- Commonsense copyright
- Creative Commons

Lessons and assignment details are posted online. You should become familiar with the assignment dates to determine when materials are due and adjust your study schedule accordingly.

[Return to Top](#)

Course Requirements

Participation

Participation in online assignments is a required part of this course. Participation for discussion activities is expected during the time frame designated. Your participation in discussion boards is

evident by the thoughtfully crafted responses and questions that you post. Not posting messages is the equivalent of being absent. Students are expected to respond to the posts of fellow students, as well as post their own direct answers to discussion questions.

Evaluation

Your evaluation will be based on completion of the following activities:

1. Evaluate and comment on sample digital stories
2. Prepare your vision of how digital stories will be used in your class
3. Select a story mapping technique appropriate for your audience
4. Prepare an outline of how you will instruct your students about story preparation
5. Construct a story map for you own digital story
6. Prepare your digital story on PowerPoint
7. Prepare a rubric to assess a digital story

See more on the criteria for the evaluation of each assignment in the online assignments section.

Deductions will be made for assignments that are not submitted when due. All assignments must be completed by the end of the semester.

Grading Scale

A	92 – 100 %
A-	90 – 91 %
B+	88-89%
B	82 – 87 %
B-	80-81 %
C+	78-79 %
C	72 – 77 %
C-	70-71 %
D	60 – 69 %
F	Below 60 %

[Return to Top](#)

Course Policies

Plagiarism

Plagiarism is not tolerated at the National Labor College. You are responsible for reading the rules on plagiarism and making sure that you properly cite all sources – including personal conversations with others – in your written work. You must give proper credit to any ideas that are not your own.

Late or Missed Assignments

Deductions will be made for assignments that are not submitted by a due date. All assignments must be completed by the end of the semester.

Discussion Group Guidelines

When participating in online discussions keep the following in mind:

- Review the discussion threads thoroughly before entering the discussion. Read, then discuss.
- When responding to others maintain threads by using the "Reply" button rather than starting a new topic.
- When starting a new topic choose a subject line that will identify the topic of your post to other students.
- Do not make insulting or inflammatory statements to other members of the discussion group. Be respectful of other's ideas.
- Be cooperative with group leaders/members in completing group tasks.
- Be positive and constructive in group discussions.
- Respond in a thoughtful and timely manner.

[Return to Top](#)