

Digital Storytelling in the Humanities

By Ethnic Layers of Detroit

May 11, 2016

CALICO/IALLT Conference

Michigan State University

Introduction

(Alina Klin)

What is ELD?

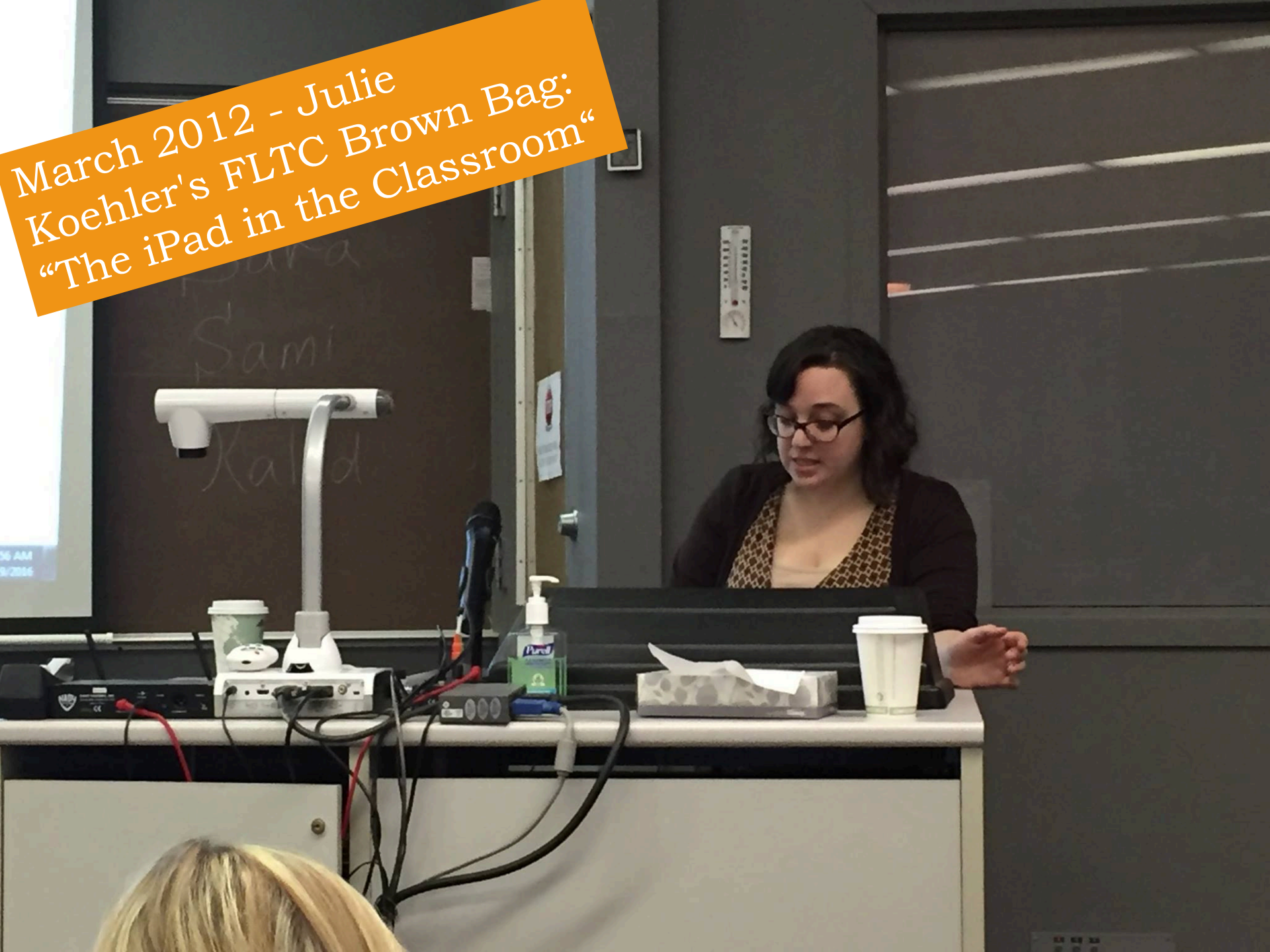




Ethnic Layers of Detroit Members

L → R: Felecia Lucht, Krysta Ryzewski,
Julie Koehler, Sangeetha Gopalakrishnan,
Alina Klin, Laura Kline

March 2012 - Julie
Koehler's FLTC Brown Bag:
"The iPad in the Classroom"



Our Inspiration!

German Traces NYC

A project of



Home

German Traces Map

About the Project

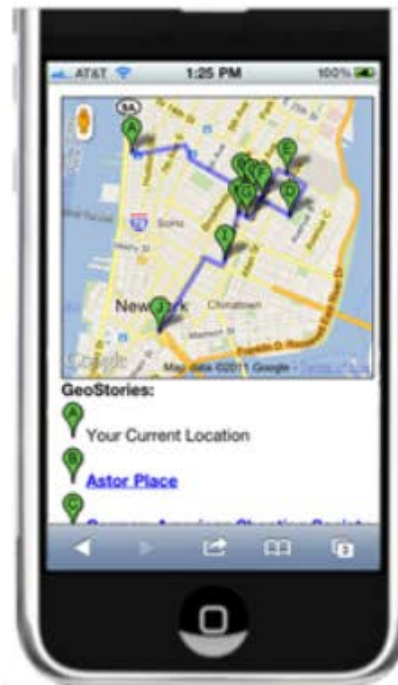
Recommended Resources

Select an interface for exploring German Traces in New York City...

Layar Augmented Reality



Mobile Web



Desktop Web



Have a story you would like to share? [Contribute to German Traces NYC >>](#)

Ethnic Layers of Detroit (ELD): Experiencing Place through Digital Storytelling

- Digital Humanities Project
- Digital Humanities Start-Up Grant



Sent: Tuesday, March 25, 2014 6:19 PM
To: Jessica Lucht; Sangeetha Gopalakrishnan
Subject: Update on NEH

Hi Everyone,
So I got a call from the NEH this afternoon

Guess who won the Digital Humanities

**HUGE CONGRATULATIONS TO ALL
ORDER! This is not a joke!**



Introduction

(Alina Klin)



Overview of Today's Workshop

(Julie Koehler)

- 9:00 Introduction of ELD group (AK)
- 9:10 What is Digital Storytelling?
 - View ELD Stories (LK & AK)
 - What is Digital Storytelling? (JK)
- 9:20 Instructional Design (Storyboarding) (SG)
- 9:30 Activity Part I: Writing a Narrative and Creating a Storyboard
- 9:55 Debrief of Narrative and Storyboard
- 10:00 Creating Your Story (Multimedia Development) (JK)
- 10:10 Activity Part II - Create & Record Digital Stories, Post to YouTube
- 10:55 Publishing Your Story (SG)
- 11:05 - Watch the Stories!
- 11:20 - Incorporating Digital Storytelling Into Your Classes
 - Timeline For Student Digital Story Creation (AK)
 - Things To Review With Students:
 - Choosing a Topic (LK)
 - Understanding Copyright (LK)
 - Writing a Narrative (AK)
 - Project And Time Management (SG)
 - Our Experience Creating Stories in the Classroom (AK)
- 11:50 Evaluation and Wrap-up (SG)

WHAT IS DIGITAL STORYTELLING?

Digital Storytelling

(Julie Koehler)

- What is digital storytelling?
 - “Digital storytelling is the practice of combining narrative with digital content, including images, sound, and video, to create a short movie, typically with a strong emotional component...Digital stories can be instructional, persuasive, historical, or reflective.”
 - Why should I watch/create digital stories?

Source: [7 things you should know about Digital Storytelling](#)

7 Elements of Effective Digital Stories (Julie Koehler)

Seven Elements of a Digital Story

Source: <http://www.digitalstoryteller.org/docs/languagearts.htm>

| During Writing | During Construction |
|----------------------|-----------------------|
| 1. A Point of View | 5. Pacing |
| 2. Dramatic Question | 6. Gift of Your Voice |
| 3. Emotional Content | 7. A Soundtrack |
| 4. Economy | |

Example of an ELD Digital Story (Laura Kline)



PuppetART: <https://www.youtube.com/watch?v=bHy-y7NtNcs&feature=youtu.be>

Example of a Student Story

(Alina Klin)

“Pope's Park”

<https://www.youtube.com/watch?v=UsDZFpmvAsU&feature=youtu.be>

Outlining The Steps For Students

(Sangeetha Gopalakrishnan)

- Choosing a Topic
- Conducting Research
 - Understanding Copyright
 - Keeping Track of Your Finds! (Bibliography Software)
- Writing a Narrative
- Create A Storyboard
- Multimedia Development
- Publishing and Publicizing Your Story
- Project and Time Management

INSTRUCTIONAL DESIGN

Sangeetha Gopalakrishnan

A.D.D.I.E

- Analysis
- Design
- Development
- Implementation
- Evaluation

Storyboard

• What is a storyboard?

- “is simply a set of specifications detailing what happens on each screen” and
- Illustration of video presentation structure with thumbnail sketches of each scene.

• Why do you need a storyboard?

- “are the blueprints for the production that follows” (Cennamo & Kalk, 2005, p. 235).
- Production process efficient in time and resources

• How detailed must it be?

- “Storyboards need a great deal of attention” (p. 235).
- Since storyboards “are going to serve as a blueprint, they must be comprehensive and accurate” (p. 235).

Storyboard (cont.)

- What should it include?

- Notes of proposed transition, special effects, sound, and title tracks include: text, background color, placement & size of graphic, fonts - color, size, type for text and headings.
- Notes about proposed dialogue/narration text
- Sketches should be numbered and a logical sequence indicated

- When should you create a storyboard?

- Before MM development or the production phase!
- Get go ahead for storyboard BEFORE proceeding with MM development phase!

Source:

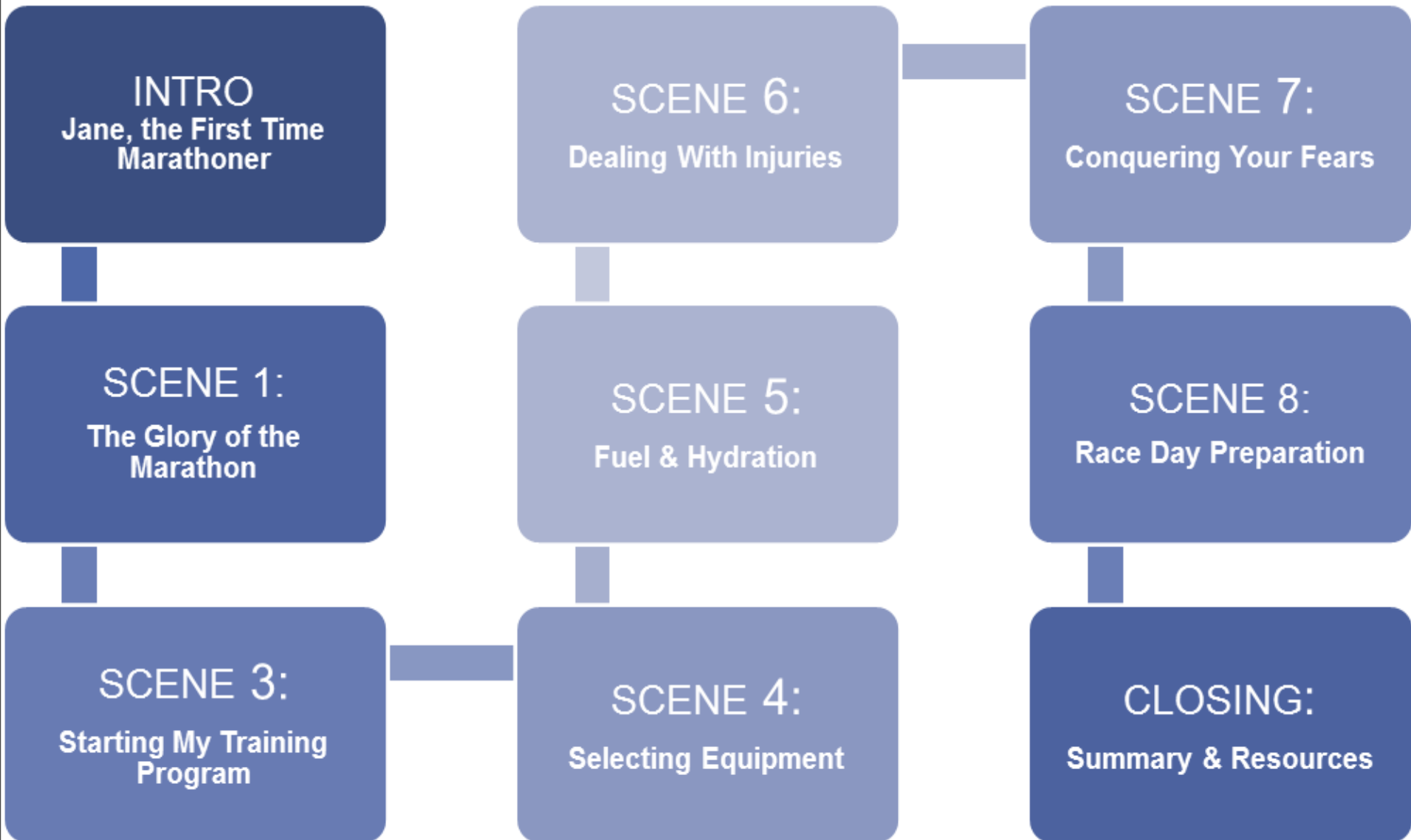
- Cennamo, K. (2005). Real world instructional design. Belmont, CA: Wadsworth/Thomson Learning.
- Jennifer Richardson, EDCI 566: Educational Applications of Multimedia, Learning Design & Technology program, Purdue University

TRAINING TO RUN YOUR FIRST MARATHON



Source: Kirsten Barrera, Learning Design & Technology program,
Purdue University

STORYBOARD OVERVIEW



INTRO:

JANE, THE FIRST TIME MARATHONER

| Images / Video | Transition / Special Effects | Narration | Audio / Soundtrack | Estimated Time |
|---|---------------------------------|--|---|-------------------|
| <p>GRAPHIC:</p> <p>Show photograph of woman runner, fit, in running clothes, age 30 to illustrate our marathoner "Jane"</p> | <p>Fade in from title slide</p> | <p>Introduce Jane, the first time marathoner.</p> <p>"Hi, my name is Jane and I've just successfully completed my first marathon. I'm going to tell you about my journey..."</p> | <p>Running footsteps, marathon cheers in the background continuing from title slide, soft audio behind narration voice.</p> | <p>30 seconds</p> |

SCENE 1:

THE GLORY OF THE MARATHON

| Images / Video | Transition / Special Effects | Narration | Audio / Soundtrack | Estimated Time |
|---|--|---|---|-------------------|
| <p>VIDEO:</p> <p>Show snippet of the start of the LA Marathon, elite runners crossing the start line]</p> | <p>Cross dissolve transition from previous scene</p> | <p>Reference number of runners who race every year, most popular races around the world.</p> <p>“Runners from all over the world come together with a single purpose – to run 26.2 miles. From New York to San Francisco, Paris to London...”</p> | <p>Video audio track playing softly behind narration, hear the sound of the starter gun go off.</p> | <p>30 seconds</p> |

Storyboard Templates

- *StoryboardThat, Digital Storytelling, Powerful Visual Communication, Made Easy*, <http://www.storyboardthat.com/>
- Ultimate List of Free Storyboard Templates for eLearning - <http://elearningindustry.com/free-storyboard-templates-for-elearning>
- StoryBoard Pro software, "Atomic Learning's FREE Video StoryBoard Pro is designed to give teachers, students, and home movie makers a tool to plan ahead when creating video projects"
<https://www.atomiclearning.com/storyboardpro>
- Australian center for the moving image, Storyboard Generator, <http://generator.acmi.net.au/storyboard>
- Storytelling tips:
- Pixar's 22 Rules of Storytelling - <http://aerogrammestudio.com/2013/03/07/pixars-22-rules-of-storytelling/>

5 MM Principles

1. Coherence Principle:

People learn better when extraneous words, pictures, and sounds are excluded rather than included

2. Signaling Principle:

People learn better when cues are added that highlight the organization of the essential material

3. Redundancy Principle:

People learn better from animation and narration than from animation, narration, and on-screen text

4. Spatial Contiguity Principle:

People learn better when corresponding words and pictures are presented near rather than far from each other on the page or screen

5. Temporal Contiguity Principle:

People learn better when corresponding words and pictures are presented simultaneously rather than successively

Source: Mayer, R. E. (2011). Applying the Science of Learning to Multimedia Instruction. *Psychology of Learning and Motivation*, 55, 77-108. doi: 10.1016/b978-0-12-387691-1.00003-x

Activity Part I: Write a Narrative and Create a Storyboard

CREATING YOUR DIGITAL STORY

Julie Koehler

Multimedia Development

- Cinematography Tips:
 - Be aware of your surroundings (light, sound, safety)
 - Visit location at an earlier date and take a sample footage
- Audio Editing
 - Recording Studio
 - Audacity sample
- Video Editing
 - iMovie (available on Macs), Moviemaker (available on PCs), Final Cut Pro
 - Recreate your storyboard for images, video, text
 - Integrate sound
 - Adding titles, credits, effects (Ken Burns)

Activity Part II: Create and Record Your Digital Stories

Publishing Your Story

(Sangeetha Gopalakrishnan)

Where to publish?

- Website such as Geostoryteller.org
- Cloud: YouTube
- YouTube: Public, private, unlisted

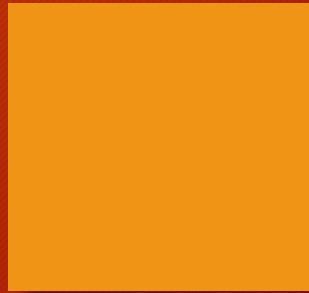
WATCH THE STORIES!

INCORPORATING DIGITAL STORYTELLING INTO YOUR CLASSES

Sample Timeline for Student Digital Story Creation (Alina Klin)

| Course Period | What you should be working on | Assignment due at end of period |
|---------------|---|--|
| Week 1 – 2 | <ul style="list-style-type: none"> • Attend digital storytelling workshop • Select your topic and envision your point of view for it; • Familiarize yourself with the steps involved in creating a digital story • Look into technology tools available for storyboarding, recording audio/video, and editing; and sharing video online | Submit topic and short description of your story |
| Week 3 | Do archival research; identify photos, audio and video elements for your story; maintain a bibliography | |
| Week 4 – 5 | Write your script/narrative | Submit script & bibliography & receive feedback from instructor |
| Week 6 | Storyboard | Submit storyboard (Do not proceed further until storyboard is approved) |
| Week 7 – 9 | Multimedia production and editing of your video | Submit rough cut of your digital story (you will receive feedback from instructors/peers). |
| Week 10 – 11 | Finish working on your final video | Present final digital story in class |

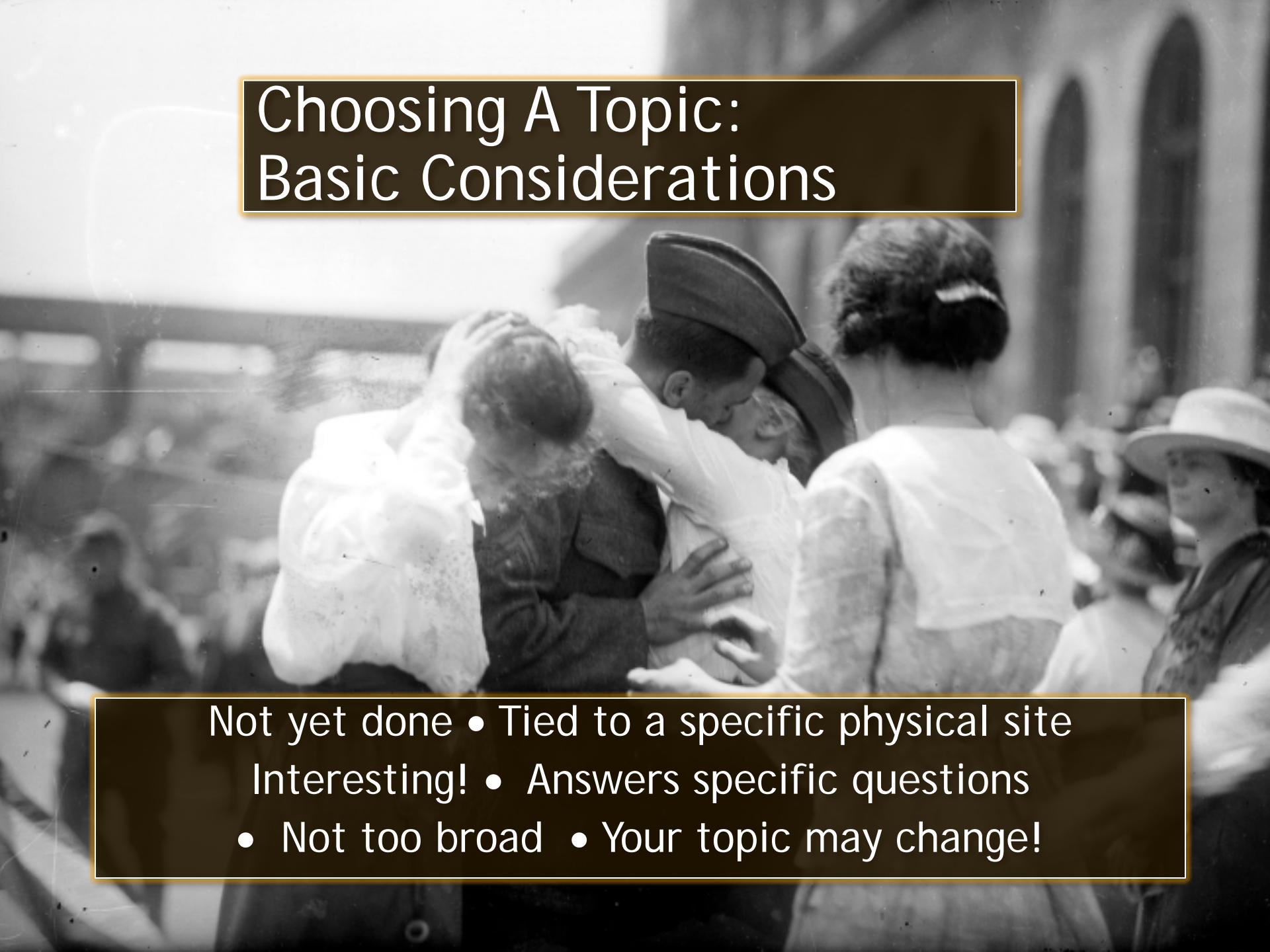
THINGS TO HIGHLIGHT FOR STUDENTS



Outlining The Steps For Students

- Choosing a Topic (LK)
- Conducting Research (LK)
 - Understanding Copyright
- Writing a Narrative (AK)
- Create A Storyboard
- Multimedia Development
- Publishing and Publicizing Your Story
- Project and Time Management (SG)

Choosing A Topic: Basic Considerations

- 
- Not yet done
 - Tied to a specific physical site
 - Interesting!
 - Answers specific questions
 - Not too broad
 - Your topic may change!

Understanding Copyright

(Laura Kline)

- Keeping Track of Your Finds!
- Bibliography Software - Zotero
- Citing Text:
 - Style Guides (APA, MLA, Chicago Style)
<https://owl.english.purdue.edu/owl/section/2/>
- Citing Images, Audio, Music, Video
 - You still need to cite these items, even if you do not need permission to use them
 - Original location (Wikipedia, Library of Congress)
- Public Domain
 - Most works published before January 1st, 1923
 - For Exceptions see here:
<https://copyright.cornell.edu/resources/publicdomain.cfm>
 - Fair Use: Copyrighted material may be used in certain circumstances including: research, teaching, and reporting
<http://www.law.cornell.edu/uscode/text/17/107>
 - Fair use is decided on a case by case basis.

- Creative Commons

- Flexible internet copyright which explains which rights a creator maintains and which he or she waives (e.g. [Free Music Archive](#), [Pixabay](#)). Sample:



This file is licensed under the [Creative Commons Attribution-Share Alike 2.0 Generic](#) license.

You are free:

- **to share** – to copy, distribute and transmit the work
- **to remix** – to adapt the work

Under the following conditions:

- **attribution** – You must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work).
- **share alike** – If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

Google Search:
Google images,
Settings, Advanced
Search, Usage
Rights

- Requesting Permission

- First check the date! If it's before 1923 and doesn't fall under the exceptions, then your ok!
- After 1923: Look around. Is there a form? Or a statement? (See for different kinds of forms: [Burton](#), [VMC](#), [Wikipedia](#), [FMA](#), [Prelinger](#), [Benson](#))
- If not, find a contact person and send an email.
- Email again after a month
- Moving forward without permission . . .

When you need consent for your photos and recordings:

- Generally not for your photos and videos of places and things
- Your photos, videos & audio recordings of people
 - "Release And Consent Form"
 - Includes "public" events inside private establishments
- IRB

Writing a Narrative: Helena Modjeska Story (Alina Klin)



- Helena Modrzejewska/Modjeska (1840-1909) performed in Detroit in the Old Detroit Opera House in the 1890s
- The reasons for doing this story ("Ethnic pride")

Looking At A Story With A Fresh Eye...

In the very last edit
this sentence:

- People of all ethnicities could enjoy the Opera House, but Helena Modjeska of Poland often stole the show.

Was replaced with:

- Famous actors and opera singers from all over the nation and Europe performed at the Opera House. One such actress was Helena Modjeska of Poland.

Project & Time Management

(Sangeetha Gopalakrishnan)

Keep in mind:

- Measure TWICE cut ONCE!
- FRONT LOAD
- Never jump into multimedia production right away!
- Storyboard
- Get approval for storyboard BEFORE proceeding with MM development
- Budget time for each step
- Submit storyboard to instructor, peers, clients
- Remember MM projects take WAY WAY WAY more TIME! START EARLY!

Our Experience Having Students Create Digital Stories

(Alina Klin)

Getting them involved:

- They are afraid of the amount of work it will take
- They get more excited when they realize their work will be published on YouTube

What they DIDN'T need:

- Input on choosing a topic
- Help with technology (undergrads)

What they DID need:

- Help with professional audio recording
- Help connecting with the community
- Encouragement to stick to the timetable
- Encouragement to cite sources properly

Digital Storytelling and its Impact on Student Learning and Engagement

Thursday, May 12, 2016, 3:15pm

Digital storytelling, the + via multimedia, is a valuable pedagogical tool that enables students to engage in interdisciplinary investigation and multimodal learning through as well as creating, digital stories. Using our National Endowment for the Humanities grant for the Ethnic Layers of Detroit project, "Experience through Digital Storytelling", we demonstrate how digital stories can be used to enhance the learning of language, literature and culture, as well as discuss the role of digital stories in student engagement.

DON'T MISS IT!

WRAP-UP AND EVALUATION

Sangeetha Gopalakrishnan

WORKSHOP EVALUATION

To access the evaluation form go to:

<http://tinyurl.com/ds-winter2016>

Bibliography & Resources

STORYBOARD TEMPLATES

- *StoryboardThat, Digital Storytelling, Powerful Visual Communication, Made Easy*, <http://www.storyboardthat.com/>
- Ultimate List of Free Storyboard Templates for eLearning - <http://elearningindustry.com/free-storyboard-templates-for-elearning>
- StoryBoard Pro software, "Atomic Learning's FREE Video StoryBoard Pro is designed to give teachers, students, and home movie makers a tool to plan ahead when creating video projects" <https://www.atomiclearning.com/storyboardpro>
- Australian center for the moving image, Storyboard Generator, <http://generator.acmi.net.au/storyboard>
- Storytelling tips: Pixar's 22 Rules of Storytelling - <http://aerogrammestudio.com/2013/03/07/pixars-22-rules-of-storytelling/>

Bibliography & Resources (cont.)

RESOURCES ON DIGITAL STORYTELLING

- 7 THINGS YOU SHOULD KNOW ABOUT DIGITAL STORYTELLING
- [Educational Uses of Digital Storytelling](#) by the College of Education, University of Houston
- [Digital Storytelling in Language Arts](#)
- Digital Storytelling Cookbook by [Center for Digital Storytelling, Berkeley, CA](#)
- A Workshop on the Art of Digital Storytelling, Dr. Jennifer C. Richardson & Nikki Kim, Purdue University
- *“Powerful Tools for Teaching and Learning: Digital Storytelling*, a MOOC (Massive Open Online Course) on digital storytelling. A free five-week fully online course. It “introduces educators to digital storytelling and explores ways to use digital stories to enhance students’ learning experience.” To read more: <https://www.coursera.org/course/digitalstorytelling>

Bibliography

- Cennamo, K., & Kalk, D. (2005). *Real world instructional design*. Belmont, CA: Wadsworth/Thomson Learning.
- Mayer, R. E. (2011). Applying the Science of Learning to Multimedia Instruction. *Psychology of Learning and Motivation*, 55, 77-108. doi: 10.1016/b978-0-12-387691-1.00003-x