



DIGITAL STORYTELLING AS SELF-REPRESENTATION AND 'SOCIAL/CIVIC' AGENCY

UNIVERSITY OF FLORENCE

IDENTIFICATION OF THE PARTNER

Name Maria Ranieri

Associate name Isabella Bruni

Country Italy

Status /Institution University of Florence

Participants Initial training

Comments about experimentation context

This learning scenario has been conceived within the context of a university course in Educational Technology at the Faculty of Primary School Teachers' Education. The course provides both critical theoretical contents on the relationship between education and technologies, and laboratory activities aimed at promoting trainees' multi-literacy skills. For two years the course has been involved in an experimental programme to implement blended learning approaches within the Faculty. Due to the involvement in the experimentation, the author of the learning scenario has already tested with positive feedback from trainees the use of Moodle as a learning environment for teaching and learning.





TRAINING MODULE DESCRIPTION

Original Title

Digital Storytelling as self-representation and 'social/civic' agency

Abstract

This TS aims at enabling trainees to understand and manage the whole process of Digital Storytelling (DS) in educational settings. Here DS is conceived as a potentially powerful means of self-representation, self-expression and civic/social agency. Hence, the TS is intended specifically to promote creative, media narrative and citizenship skills. The focus on media narrative skills is consistent with the National Indications for the Curriculum, particularly referring to the area of "Media and Languages", while the emphasis on self-representation and identity construction as citizens is linked to Citizenship Education.

Rationale

Critical understanding of – and practical familiarity with - multimedia production among teachers cannot be taken for granted whilst they are often a key to successfully managing classroom experience of Digital Storytelling, as well as other kinds of media productions. In addition, understanding and learning media production necessarily imply a practical engagement with media production processes. Starting from these considerations the TS strongly relies on a 'learning by doing' approach (or strategy) through which trainees are constantly engaged with individual media production exercises, as well as with group work to collaboratively produce a social/civic DS. Nevertheless, the TS combines this active pedagogy with a more informative approach to DS as the TS includes theoretical insights on visual literacy and how to create effective stories.



Keywords Storytelling, Digital Storytelling, Civic/Social agency, Media production, Creativity, Collaborative learning, Group work

PARTICIPANTS

Level of training Initial training

Teaching level Primary school, i.e. students aged 6-11

Ideal number of trainees About 100-200

AIMS

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- ME competences**
- A.01 Develop one's own responsible citizenship
 - A 2111 Mobilize methodological and didactic skills for the design, management delivery and evaluation of educational activities
 - A 2114 Conduct media production projects in classrooms
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ME (secondary)

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- ML competences**
- B 01 Develop one's own responsible citizenship
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- B 201 Design/produce media messages in a creative way (contents, forms, planning, budget, dissemination)
- B 21201 Develop expression skills when producing media content

ML (secondary)

- B 2212 Master technical processes (production, edition, publishing processes, etc.)
- B 21221 Develop visual expression skills (master the framing and composition to give a coherent meaning to an image)
- B 21301 Communicate ideas through a variety of expressive codes (photography, cinema, multimedia languages, internet, theatre)

Other objectives

ORGANISATION

Duration

Total of hours for the TS = 25h

Planning

Global Timeline

The course is organized in 4 thematic modules, which will become visible to trainees according to a specific scheduling.

Unit 0 – 1 week, 1h face-to-face trainer-trainees and independent work online





Unit 1 – ten days, independent work online
Unit 2 - ten days, independent work online
Unit 3 - ten days, independent work online
Unit 4 – one month, group work
1h 30min face-to-face to start group work
online and face-to-face group work
3h face-to-face trainer-trainees for DST presentation

Technical tools

An e-learning Moodle platform including lectures, forum, quiz, assignment activities and file, page and book resource.

CONTENT DEVELOPMENT

Description

The TS focuses on Digital Storytelling seen as a potentially powerful educational strategy to promote self-representational narrative and ‘social/civic’ agency. It starts with an introduction about DS and continues with a set of (individual and group) exercises of DS production (e.g. script writing, collection and creation of multimedia contents, online publishing of DS).

Practical activities are facilitated through the provision of guidelines, tips, rubric for self-evaluation, feedback form trainers and occasions of mutual learning among trainees.





Prerequisites

Structure

Unit 0 – e-MEL Project (2h 15 min)

Sequence 1 – Introduction to the training (1h face to face)

Sequence 2 – Pre-test and survey (1h 15 min)

Unit 1 - Introducing Digital Storytelling (1h 30min)

Activity 1 – Digital Storytelling, Media Literacy and Citizenship Education (40 min online)

Activity 2 – Digital storytelling at school (30 min online)

Activity 3 – Self-assessment test (20 min online)

Unit 2 - Visual literacy (4h)

Sequence 1 - The grammar of the fixed and moving images (2h online)

Sequence 2 – Analysis exercises and self-assessment (2h online)

Unit 3 – Story writing (3h)

Sequence 1 – Types of personal story, story core and story mapping (40 min online, 1h individual work)

Sequence 2 – Script writing and story table (20 min online, 1h individual work)

Unit 4 - Creating a DS (13h)

Sequence 1 – Starting group work on ‘social/civic’ DS (1h 30min face to face)

Sequence 2 – From scripting to story table (2 h 30 min online/offline group work)

Sequence 3 – Digital Storytelling production (7h offline group work)

Sequence 4 – Peer evaluation and discussion of ‘social/civic’ Digital Storytelling 2 h (face to face)

Unit 0 – e-MEL Project (1h 15 min)

Sequence 1 – Post-test (1h online)

Sequence 2 – Post-survey about enjoyment and satisfaction (15 min)



UNIT N° 0 / TITLE - EMEL PROJECT CONTEXT	
Topic	This unit aims to present the specificities of the eMEL training process: context, actors, objectives, approaches etc.
Evaluation of the unit	

SEQUENCE NO. 1	INTRODUCTION TO THE TRAINING	
Specific objectives	To inform participants on the training context and to discuss their expectations of the training.	
Time and modalities	Duration: 1h Modality: face to face	
Pedagogical methodologies	Presentation Discussion	
Content	Activity no. 1 – Presentation of eMEL project and the Training Scenario. Using a power point presentation, the trainer provides information on the training context to the participants. Then, the trainer shows the platform and explains how to subscribe to the course, illustrating planned activities.	1h face-to-face
	Activity no. 2 – Power point presentation of the training scenario, published as PDF on the platform	online



Resources	eMEL project flyer, power point presentation
Technical support	eMEL site, e-Lab platform

SEQUENCE NO. 2	PRE-TEST AND SURVEY	
Specific objectives	Assessing students' media literacy/education competences and their expectations of the course	
Time and modalities	Duration: 1h 15 min Modality: online	
Pedagogical methodologies	Authentic assessment, assessment of expectations	
Content	Activity no. 1 – Pre-test Trainees have to complete the assignment, which is composed of one media analysis and one media production activity.	1 h online X e-learning sequence Moodle assignment
	Activity no. 2 – Pre-survey Trainees have to complete the questionnaire about their expectations of the course.	15 min online X e-learning sequence online-survey module
Resources	Two videos to compare for the analysis activity	
Technical support	e-Lab platform, online survey service	

UNIT NO. 1 / INTRODUCING DIGITAL STORYTELLING (1H 30MIN)	
Topic	This unit introduces Digital Storytelling (DS) by focusing on its origins, definitions, characteristics and examples. In particular, it sheds light on the connections between DS, Media Literacy and Citizenship Education. Moreover, it provides some insights and practical hints on how to develop a project of DS at school.
Evaluation of the unit	Self-assessment test

SEQUENCE NO. 1	INTRODUCING DIGITAL STORYTELLING (1H 30MIN)	
Specific objectives	To introduce Digital Storytelling as a methodology for Media Literacy and Citizenship Education. To reflect on possible uses of DST at school.	
Time and modalities	Duration: 1h Modality: face to face	
Pedagogical methodologies	Presentation, Self-assessment	
Content	Activity no. 1 – Webinar “Digital Storytelling, Media Literacy and Citizenship Education”	40 min online e-learning sequence
	Activity no. 2 – Webinar “Digital storytelling at school”	30 min online e-learning sequence



	Activity no. 3 – Self-assessment test	20 min online e-learning sequence
Resources	Webinar “Digital Storytelling, Media Literacy and Citizenship Education”, Webinar “Digital storytelling at school”	
Technical support	e-Lab platform, Moodle quiz activity	

UNIT NO. 2 / VISUAL LITERACY (4H ONLINE)	
Topic	This unit gives the basics of visual literacy, explaining how fixed images and videos could be used to produce different meaning. Topics covered are camera angles, scenes, editing, sound. The unit also involves students in analysis exercises.
Evaluation of the unit	Self-assessment through worked-examples

SEQUENCE NO. 1	THE GRAMMAR OF FIXED AND MOVING IMAGES (2H ONLINE)	
Specific objectives	Giving basic knowledge of visual literacy, also providing examples on how to analyse and deconstruct images and videos	
Time and modalities	Duration: 2h Modality: online	
Pedagogical methodologies	Presentation, self-assessment	
Content	Activity no.1 – Moodle book resource about the grammar of fixed and moving images. Theoretical information are provided with examples of images and movie extracts.	2h online, individual work e-learning sequence
Resources	Theoretical handouts on visual literacy, sample photos and videos	
Technical support	e-Lab platform, Moodle book resource	

SEQUENCE NO. 2	ANALYSIS EXERCISES (2H ONLINE)	
Specific objectives	To improve trainees' analysis competences	
Time and modalities	Duration: 2h Modality: online	
Pedagogical methodologies	Presentation, self-assessment	
Content	<p>Activity no. 1 – Analysis exercise on images.</p> <p>Trainees can choose between an advertisement and a photo in a newspaper and have to analyse it answering these questions: 1) What catches your attention? What is the message of the image? 2) How was the image built? 3) Who created the image and why (to inform, persuade, entertain)?</p> <p>When the trainee submits his/her test, he/she can compare his/her answers with a good worked example.</p>	1h online, individual work e-learning sequence
	<p>Activity no. 2 – Analysis exercise of a video.</p> <p>Trainees can choose between an advertisement and a Digital story and have to analyse it answering these questions: 1) What catches your attention? What is the message of the video? 2)</p>	1h online, individual work e-learning sequence



	<p>How was the audio-visual language used? 3) Who created the video and why (to inform, persuade, entertain)?</p> <p>When the trainee submits his/her test, he/she can compare his/her answers with a good worked example.</p>	
Resources	eMEL project flyer, power point presentation	
Technical support	e-Lab platform, Moodle quiz activity	



UNIT NO. 3 / STORY WRITING (3H)	
Topic	This unit focuses on writing a story as the first step in the process of Digital Storytelling production. It presents essential writing/drawing tools and techniques (story core, story mapping and story table) that can be used to support the creation of an effective Digital Storytelling. It also emphasises the potential power of human voices in making a (Digital) Storytelling compelling, as well as providing practical tips on how to read and record a story.
Evaluation of the unit	Self-evaluation test and rubrics

SEQUENCE NO. 1	TYPES OF PERSONAL STORY, STORY CORE AND STORY MAPPING (40 MIN ONLINE, 1H INDIVIDUAL WORK)	
Specific objectives	To provide participants with basic skills to produce an effective story	
Time and modalities	Duration: 1h 40 min Modality: online	
Pedagogical methodologies	Presentation, self-assessment	
Content	Activity no. 1 – Webinar “The art of storytelling” The webinar presents the storytelling process and gives insights on tools to create an effective story as story mapping	40 min online e-learning sequence
	Activity no. 2 – Exercise “From the idea to the story map”	40 min online, individual work e-learning sequence

	Trainees are asked to conceive a story and create a map of the events described to verify that all the elements of story core are present	
	Activity no. 3 – Self-assessment A worked example and a rubric are provided to allow trainees to evaluate their level of performance	20 min online, individual work e-learning sequence
Resources	Power point presentation, rubric and worked example of story map	
Technical support	e-Lab platform, Moodle assignment activity	

SEQUENCE NO. 2	SCRIPT WRITING AND STORY TABLE (20 MIN ONLINE, 1H INDIVIDUAL WORK)	
Specific objectives	To explain how to write a good script and how to use the story-table to plan multimedia materials	
Time and modalities	Duration: 1h 20 min Modality: online	
Pedagogical methodologies	Presentation, self-assessment	
Content	Activity no. 1 – Webinar “Script writing and story table” The webinar explains what the script of the story is and gives hints on how to write it. The story-table is presented as an effective tool to design the multimedia version of the story	20 min online e-learning sequence



	<p>Activity no. 2 – Exercise “Write and re-write your story”</p> <p>The exercise asks trainees to write their story and record it with their voice in order to verify how interesting it is (narrative tension, development of the story, voice rhythm)</p>	<p>40 min online, individual work</p> <p>e-learning sequence</p>
	<p>Activity no. 3 – Self-assessment</p> <p>A worked example and a rubric are provided to allow trainees to evaluate their level of performance</p>	<p>20 min online, individual work</p> <p>e-learning sequence</p>
Resources	Power point presentation, rubric and worked example of script	
Technical support	e-Lab platform, Moodle assignment activity	

UNIT NO. 4/ CREATING A DS (13H)	
Topic	This unit deals with the whole process of Digital Storytelling production with group work.
Evaluation of the unit	Self-assessment rubric for the DST Evaluation of products by trainers

SEQUENCE NO. 1	STARTING GROUP WORK ON 'SOCIAL/CIVIC' DS (1H 30MIN FACE TO FACE)	
Specific objectives	Face-to-face meeting to start group work and brainstorm ideas about the DST topic	
*Time and modalities	Duration: 1h 30 min Modality: face to face	
*Pedagogical methodologies	Brainstorming, Discussion	
Content	Activity no. 1 – Brainstorming of ideas on DST topic Each group can discuss the topic of its production and receive feedback from the trainer.	1h 30 min face-to-face
Resources		
Technical support		

SEQUENCE NO. 2	FROM SCRIPTING TO STORY TABLE (2 H 30 MIN ONLINE/OFFLINE GROUP WORK)	
Specific objectives	To design the multimedia materials to use for editing the DST	
Time and modalities	Duration: 2h 30 min Modality: face to face/online	
Pedagogical methodologies	Discussion, collaborative work	
Content	Activity no. 1 – Script writing Groups have to use forum and wiki to define their DST project and collaboratively write the script of the story.	1h face-to-face/online
	Activity no. 2 – Story table Groups have to create the story-table of their work, deciding images to produce it.	1h face-to-face/online
	Activity no. 3 – Story table self-evaluation Groups have to self-evaluate their work using rubric provided.	30 min face-to-face/online
Resources	-	
Technical support	e-Lab platform, group forum and wiki	

SEQUENCE NO. 3	DIGITAL STORYTELLING PRODUCTION (7H OFFLINE GROUP WORK)	
Specific objectives	To produce a multimedia Digital Storytelling	
Time and modalities	Duration: 7h Modality: face to face/online	
Pedagogical methodologies	Discussion, collaborative work	
Content	Activity no. 1 – DST production Trainees should collect or produce images and music for their DS, edit the final video and upload it to YouTube.	6h 30 min face-to-face/online
	Activity no. 2 – DST self-evaluation Groups have to self-evaluate their work using rubric provided.	30 min face-to-face/online
Resources	Rubric for self-assessment, File “resources and examples of DST”, Guidelines “Tools to produce a DST”	
Technical support	e-Lab platform, group forum and wiki	

SEQUENCE NO. 4	PEER EVALUATION AND DISCUSSION OF ‘SOCIAL/CIVIC’ DIGITAL STORYTELLING 2 H (FACE TO FACE)	
Specific objectives	Face-to-face meeting to present DST and evaluate them	
Time and modalities	Duration: 2h	



	Modality: face to face	
Pedagogical methodologies	Presentation, Discussion	
Content	Activity no. 1 – Presentation of final products Each group has the opportunity to present and show its work, commenting on the production process.	2h face-to-face
Resources		
Technical support		



UNIT NO. 0 / TITLE - EMEL PROJECT	
Topic	This unit aims to evaluate trainees' satisfaction and level of media literacy competences
Evaluation of the unit	

SEQUENCE NO. 1	POST-TEST AND SURVEY	
Specific objectives	Assessing students' media literacy/education competences and their satisfaction with the course	
Time and modalities	Duration: 1h 15 min Modality: online	
Pedagogical methodologies	Authentic assessment, assessment of expectations	
Content	Activity no. 1 – Post-test Trainees have to complete the assignment, which is composed of one media analysis and one media production activity.	1 h online X e-learning sequence Moodle assignment
	Activity no. 2 – Post-survey Trainees have to complete the satisfaction questionnaire	15 min online X e-learning sequence online-survey module
Resources	Two videos to compare for the analysis activity	
Technical support	e-Lab platform, online survey service	

RESOURCES & OUTPUTS

Internal resources

Webinars

- Webinar ‘Digital Storytelling between Media Literacy Education and Citizenship Education’
- Webinar “Digital storytelling at school”,
- Webinar “The art of storytelling”
- Webinar “Script writing and story table”

Rubrics

- Rubric on script
- Rubric on story table
- Rubric on DST

Sheets

- Guidelines sheet on resources and examples of DST
- Guidelines sheet on tools to create DST

External resources

References

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Outputs

- Increased level of media literacy, especially visual literacy and storytelling
 - Increased awareness about the potentials of Digital Storytelling as means for self-representation and 'social/civic' agency
 - Group production of social/civic' DS
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