

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
Instructional Design and Technology (IDT) Program**

EDIT 572 DL2: Audio/Video Design and Applications: Educational Digital  
Storytelling  
2 credits, Spring 2015

**PROFESSOR(S):**

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Office hours: Day or evenings by appointment via phone, email, or web.  
Class dates: March 16, 2015 through May 10, 2015.

**COURSE DESCRIPTION:**

**A. Prerequisites/Corequisites**

None

**B. University Catalog Course Description**

Provides basic knowledge of the range of capabilities of available audio and video design applications. Students learn to cultivate effective audio and video design practices for creating instructional products.

**C. Expanded Course Description**

Welcome to Educational Digital Story Telling. This course is about the study of Digital Storytelling for learning, informing, and/or educating. It provides basic knowledge of the range of capabilities of available audio and video design applications. Students learn to cultivate effective audio and video design practices for creating instructional products.

Throughout history people have taught, learned, entertained and communicated with stories, and this has held constant across media. Stories transmit information and transfer experience in a very engaging way, offering perspective, personalization, and insight.

Our focus will be the intersection of technology, story and pedagogy. We will not be focusing on web development or video production, although that is important. We will not be focusing on the literature or the rhetorical aspects of storytelling, although that is important. We will be focusing specifically on the art of story telling using today's technology-enabled mediums as powerful tools for teaching and learning.

As educators, we know that it is not simply enough to take a traditional, face-to-face course and merely upload the course material to the web and call it a distance-learning course. A well web-designed course requires specific design changes and interactions in order for the course to be effective for teaching and learning via the web. Similarly, we know that effectively incorporating technology into education requires much more than putting a piece of software into a classroom. The same is true for technology-enabled storytelling, and that is where we will spend our time. We will be exploring that space for teaching and learning.

Emphasis is on the use of digital technology to explore various ways one can tell a story, and how to effectively leverage story to engage, inform and educate the learner. Emphasis is also on the exploration, exploitation, and limitation of words, images, sound, perspective, and personal creativity to create, edit and produce informative stories.

This is a fun, creative class! We will co-create the content and collaborate on our projects.

No prior experience with formal digital photography, audio or video editing is necessary. Yet since this is a course that incorporates technology, students are expected to have working knowledge of picture taking, video capturing, and audio recording. Students can choose any hardware and software to complete their assignments. Although our projects will be simple, it may require a lot of self-motivation and learning.

### **DELIVERY METHOD:**

This course is completely asynchronous and structured on weekly readings, video reviews, independent assignments, and products published on a personal blog site. Participation credit is based on peer feedback. The discussion forums on Blackboard will be open as a place to post questions and answers about coursework. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on [DATE/TIME.] The final summative project will be published to the class wiki site.

Each week's list of assignments will be posted at the course web site by noon Monday EST along with the material for the week. Assignments will be due on the following Sunday evening by 11:59pm. Assignments posted after 11:59pm will be considered late, and possible points will reflect the late submission.

### **TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are **not** compatible with Blackboard.
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Hardware: Digital video camera, computer, phone camera, or other device capable of capturing audio, images, and video.
- Software: Students will need access to software for editing images, software for editing audio (open source Audacity is a good option), and software for editing video (Windows Movie Maker Live or iMovie).

This course allows for student preference in selecting hardware and software choices. The focus is not on software mechanics, and calls for a discovery-based approach for learning how to achieve what is needed for the software being used.

### **EXPECTATIONS:**

- **Course Week:** Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Monday, and **finish** on Sunday.
- **Log-in Frequency:** Students must actively check the Blackboard course site and their GMU email for communications from the instructor. This should be **daily** given the short duration of this course.

- **Participation:** Students are expected to actively engage in all course activities throughout the course, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the course and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Although much of this course is self-paced, there are **specific deadlines** and **due dates** listed in the **COURSE SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the daily course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. Always re-read responses carefully before posting them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** The instructor will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

#### **LEARNER OUTCOMES:**

This course is designed to enable students to:

- Implement basic audio/video design strategies to an instructional design process;
- Use the main features and functions of the software application;
- Create a sample instructional design product using the range of features/functions of the software application.

#### **COURSE OBJECTIVES:**

The objective of the class is to prepare students on how to incorporate technology-enabled narrative (digital storytelling) as an effective pedagogical tool to support teaching and to effectively stimulate learning.

Students will learn about the contents and components of stories and the storytelling process; will learn how to compose short stories and will gain practice in creating such stories using different media; will form a community of learners and will interact and share ideas and arguments related

to the critical analysis of narrative and narrative-embedded media; and will find resources and leverage tools to utilize appropriate mediums, to enhance the educational digital story.

Upon completion of this course, students will:

- Develop critical skills to explore digital media, including understanding properties and characteristic differences among various digital media, storytelling methodology (point of view, emotional content, dramatic action, time, focal point);
- Choose digital media appropriately as a delivery option for story-based instruction;
- Formulate an effective strategy for design and creation, from conceptualization and planning to development and execution;
- Demonstrate a working knowledge of capturing and manipulating digital text, image, sound, and video;
- Integrate different media (text, images, sound, video) into a seamless online environment. This includes gathering, selecting, organizing and evaluating information and present in digital formats;
- Create narrative projects with digital media that reflect teaching practices;
- Offer critique and their own perspective in analyzing different works.

#### **REQUIRED TEXTS:**

This course has no required textbook. Weekly online readings, videos, and audio files will be assigned via the course Blackboard web site.

#### **PROFESSIONAL STANDARDS:**

The course is designed to meet many of the essential Instructional Design Competencies as specified by The International Board of Standards for Training, Performance and Instruction (ibstpi®):

- Communicate effectively in visual, oral and written form.
- Select and use a variety of techniques for determining instructional content.
- Analyze the characteristics of existing and emerging technologies and their use in an instructional environment.
- Select or modify existing instructional materials or develop original instructional materials.
- Provide for the effective implementation of instructional products and programs.
- Identify and resolve ethical and legal implications of design in the work place.

#### **COURSE ASSIGNMENTS AND DELIVERABLES:**

##### Content Creation / Collaboration (35 points)

Students will work together to answer weekly questions on the course wiki, cited with references and qualification, reflection, and justification. Students will work together to populate the course

wiki with content and reference links, articles, and supplemental information that will serve as resources for each other.

Mini-stories (20 points)

Students will create mini-stories based on a variety subjects, leveraging different media weekly. Mini-stories are intended to be short media-enabled stories, <5 minutes long, which inform or educate in some way. Students may work independently or with a partner to create mini-stories. Mini-stories will be evaluated on the ability to inform/educate, on narration of idea and storytelling elements, and on use of media and media execution.

Final Story (20 points)

The final story is a transmedia story creation. That is a story that contains 4 versions, with each version of the story incorporating new media while maintain the essence and message of the story. Students will work independently on their final story versions. Final story versions will be evaluated on the ability to inform/educate, on narration of idea, and storytelling elements, and on use of media and media execution.

Peer Reviews / Critiques (24 points)

Students will review and critique a peer's submission of mini-story and final story versions. Review / Critique should reflect learning content, as well as justification, and suggestions for improvement. Grade will reflect each student's ability to critically analyze and promote a critique, supported with references or evidence, vice offer a critique based on opinion.

Discussion / Q&A participation (1 point)

Students will participate, as necessary in supporting help to other students with questions or problems, posted to the Q&A Discussion board.

**GRADING POLICIES:**

Successful completion in this course is predicated on active participation. Grades are based on participation, mini-stories, and a final project. Student work is individual; yet we may consider collaboration in small groups for some mini-stories. It is important to complete each assignment on time.

Grades will be determined based on the following percentages:

Content Creation / Collaboration	35%	35 points (5pts/wk for 7 weeks)
Mini-stories	20%	20 points (5pts/wk for 4 weeks)
Final Story	20%	20 points (5pts/wk for 4 weeks)
Peer Reviews / Critiques	25%	24 points (4pts/wk for 6 weeks)
Discussion / Q&A participation		1 point

Total Possible Points: 100

**Grading Scale**

The grading scale used in this course is the official George Mason University scale for graduate-level courses:

A+	97-100%
A	94-96%
A-	90-93%
B+	86-89%
B	83-85%

B-	80-82%
C	70-79%
F	69 or below

#### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

#### **PROFESSIONAL DISPOSITIONS:**

Students are expected to exhibit professional behaviors and dispositions at all times.

#### **CORE VALUES COMMITMENT:**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

## **PROPOSED COURSE SCHEDULE:**

This schedule is a basic outline and is subject to refinement and/or updates as the course may require.

### Week 1 (March 16 – March 22)

Week's topic: A look at Video-enabled storytelling.

What is storytelling, digital storytelling? What are the benefits of digital story telling as an educational vehicle? How are stories created? What are the basic elements of a story?

Students will have required readings, reference links to review, and content creation (via the wiki).

Mini-story: Introduction of self, work, school, interests, family. Format may include images, motion, text, links, and/or sound.

Deliverables: Mini-story; personal wiki page set up; and co-populating Week 1's wiki page; supporting peer Q&As on the Discussion board as necessary.

### Week 2 (March 23 – March 29)

Week's topic: A look at Audio-enabled storytelling.

How does limited sensory information change the way in which we design? How can we take advantage of audio in a unique way to convey meaning? What are some creative forms of incorporating audio to inform? What are some pedagogical elements that can be incorporated to help inform? What does the literature say?

Students will continue to customize / update their wiki page.

Students will have required readings, reference links to review, and content creation (via the wiki).

Mini-story: Topic will be Culture. Format will be limited to audio/sound only. Students may work alone or with a partner.

Deliverables: Mini-story; co-populating Week 2's wiki page; and review/critique of a peer's mini-story from Week 1; supporting peer Q&As on the Discussion board as necessary.

### Week 3 (March 30 – April 5)

Week's topic: A look at Image-enabled storytelling.

How can we take advantage of images or photos in a unique way to convey meaning? What are some creative forms of incorporating images or photos to inform? What are some pedagogical elements that can be incorporated to help inform? What does the literature indicate?

Students will continue to customize / update their wiki page.

Students will have required readings, reference links to review, and content creation (via the wiki).

Mini-story: Topic will be An Object. Format will be limited to image and/or photos only. Students may work alone or with a partner.

Deliverables: Mini-story; co-populating Week 3's wiki page; review/critique of a peer's mini-story from Week 2; supporting peer Q&As on the Discussion board as necessary.

### Week 4 (April 6 – April 12)

Week's topic: A look at Silent Video-enabled storytelling.

How can we take advantage of silent video in a unique way to convey meaning? What are some creative forms of incorporating silent video to inform? What are some design (re)considerations when audio is unavailable? What does the literature reveal?

Students will continue to customize / update their wiki page.

Students will have required readings, reference links to review, and content creation (via the wiki).

Mini-story: Topic will be a Process. Format will be limited to motion without sound. Students may work alone or with a partner.

Deliverables: Mini-story; co-populating Week 4's wiki page; review/critique of a peer's mini-story from Week 3; supporting peer Q&As on the Discussion board as necessary.

### Week 5 (April 13 – April 19)

Week's Topic: Incorporating grounded pedagogy methods into a story to inform.

How do the elements of story creation and pedagogical elements work together to inform or educate?

Students will continue to customize / update their wiki page.

Students will have required readings, reference links to review, and content creation (via the wiki).

Final Story: Version 1. Topic will be any topic the student chooses. Format will be limited to text; ~ 1500 words. Students will work alone on their final story.

Deliverables: Final Story - version 1; co-populating Week 5's wiki page; review/critique of a peer's mini-story from Week 4; supporting peer Q&As on the Discussion board as necessary.

#### Week 6 (April 20 – April 26)

Week's Topic: A look at transmedia story creation.

How do the process of media- enhancement to inform change a story's design? What if any, are the benefits?

Students will continue to customize / update their wiki page.

Students will have required readings, reference links to review, and content creation (via the wiki).

Final Story: Version 1. Topic will be any topic the student chooses. Format will be limited to text; ~ 1000 words plus the incorporation of one media format (audio, image, video, links) to convey and maintain the original meaning and essence of their story. Students will work alone on their final story.

Deliverables: Final Story - version 2; co-populating Week 6's wiki page; review/critique of a peer's Final Story, version 2, from Week 5; supporting peer Q&As on the Discussion board as necessary.

#### Week 7 (April 27 – May 3)

Week's Topic: Incorporating and aligning multimedia together to inform or educate.

What are the limitations? How does creativity play into story redesign?

Students will continue to customize / update their wiki page.

Students will have required readings, reference links to review, and content creation (via the wiki).

Final Story: Version 1. Topic will be any topic the student chooses. Format will be limited to text; ~ 500 words plus the incorporation of more/different media to convey and maintain the original meaning and essence of their story. Students will work alone on their final story.

Deliverables: Final Story - version 3; co-populating Week 7's wiki page; review/critique of a peer's Final Story, version 3, from Week 6; supporting peer Q&As on the Discussion board as necessary.

#### Week 8 (May 4 – Saturday, May 9)

Students will continue to customize / update their wiki page.

Students will have required readings, and reference links to review.

Final Story: Version 1. Topic will be any topic the student chooses. Format will be limited to text; ~ 100 words plus the incorporation of more/different media to convey and maintain the original meaning and essence of their story. Students will work alone on their final story.

Deliverables: Final Story - version 4; co-populating Week 8's wiki page; supporting peer Q&As on the Discussion board as necessary.



**ASSESSMENT RUBRIC:**

Mini-stories and final stories Grading Rubric

Criteria	Exceeds Standards	Meets Standards	Does Not Meet Standards
Instruction	<p>Content is complete and clear in informing, explaining, or educating.                      Learning occurs easily and clearly.                      Pedagogical elements clearly present – scaffolding, formation, feedback, meaning, smooth information flow.                      Overall purpose (instructional goal) of story is clear.</p> <p style="text-align: right;">4 points</p>	<p>Content is somewhat complete and clear in informing, explaining, or educating.                      Some pedagogical elements present – scaffolding, formation, feedback, meaning, smooth information flow.                      Overall purpose (instructional goal) of story is somewhat clear.</p> <p style="text-align: right;">1-3 points</p>	<p>Content is incomplete for informing, explaining, or educating.                      Learning does not occur easily and clearly.                      Pedagogical elements not present. Overall purpose (instructional goal) of story is unclear.</p> <p style="text-align: right;">0 points</p>
Story/Narrative	<p>Engaging, intuitive; clear narrative.                      Story elements present; setting, characters, process are well integrated.                      Story has a logical progression.</p> <p style="text-align: right;">3 points</p>	<p>Somewhat engaging, intuitive; clear narrative.                      Story elements somewhat present; setting, characters, process are somewhat integrated.                      Story has a somewhat logical progression.</p> <p style="text-align: right;">1-2 points</p>	<p>Not very engaging, intuitive; clear narrative.                      Story elements present; setting, characters, process are not integrated.                      Story is missing logical progression.</p> <p style="text-align: right;">0 points</p>
Technical Quality	<p>Extremely Clear, with appropriate visual, audio, framing fidelity.                      Well-paced (speed); no sensory conflicts; free of any technical bugs.</p> <p style="text-align: right;">3 points</p>	<p>Clear, with sufficient visual, audio, framing fidelity.                      Appropriate speed; appropriate sensory experience.                      Free of technical bugs.</p> <p style="text-align: right;">1-2 points</p>	<p>Unclear, with inappropriate fidelity.                      Speed and/or sensory conflicts.                      Technical bugs present.</p> <p style="text-align: right;">0 points</p>