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

EDIT 572 6T1: Audio/Video Design and Applications: Digital Storytelling
2 credits, Fall 2015

PROFESSOR(S):

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Office hours: Day or evenings by appointment via phone, email, or web.
Class dates: August 31, 2015 through October 18, 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 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 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:

- Utilize the storytelling process to clarify the idea, develop the story, and create solid finished product;

- Use the main features and functions of the software application;

- Research the forms and elements of digital storytelling;

- Critically examine and critique digital stories for audience, subtext, and effect;

- Apply the aspects of storytelling to a myriad of applications;

- Create a transmedia story creation the storytelling process in a variety of media, formats, and communications.

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:

Group Weekly Chapter Presentations (42%)
Pedagogically, we will be shifting from Students as Consumers to Students as Creators. Students will work together to co-create chapter material on the week's topic. Students will post their material to the course wiki, cited with references and qualification, reflection, and justification. Students will be graded weekly on both their individual contributions and the group's presentation as a whole.
Individual contribution = 21% of Grade (42 points; 6 points each for 7 wks).
Group integration = 21% of Grade   (42 points; 6 points each for 7 wks)

Mini-stories (20%)
Students will create mini-stories based on a variety subjects, in which they experiment with audio, text, image, and video and computer software. These mini-assignments familiarize the student with multimedia options, their strengths, their weaknesses and how/when to compensate with media limitations. Students will leveraging different media weekly. Mini-stories are intended to be short media-enabled stories, <5 minutes long, which inform or educate in some way. 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.
Mini-Stories = 20% of grade   (40 points total) (10 points each for 4 wks)

Final Story (20%)
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.
Final Story in 4 versions = 20% of Grade   (40 points total) (10 points each for 4 wks)

Peer Reviews / Critiques (12%)
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.
Peer Reviews / Critiques = 12% of Grade (24 points total) (4 points each week for 6 wks)

Discussion – Q&A (3%)
Students will participate, as necessary in supporting help to other students with questions or problems, posted to the Q&A Discussion board.
Q&A = 3% of Grade   (6 points total)

<u>Tools and Resource Center </u>(3%)
Students will participate in supporting help to other students with tools and resources, posted to the Tools and Resources wiki.
Resource Center = 3% of Grade (6 points total)

WEEKLY COMMITMENT TIME:

The video and reading assignments should take between 30 minutes to an hour to complete each week.
Each mini-story should take approximately one hour to create / complete after you have mentally processed and planned it.
Weekly presentations should take approximately 1 hour as long as well, after you have planned and reflected.
Reviewing / critiquing classmates' mini-stories should take approximately half an hour.

In total, this class should take no more than 3-3½ hours weekly. That is appropriate for a two-credit class at the graduate level.

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:

Group Weekly Chapter Presentations
  Individual Contributions   21%   (42 points; 6 points each for 7 wks)
Group Weekly Chapter Presentations
  Group integration   21%   (42 points; 6 points each for 7 wks)
Mini-Stories   20%   (40 points total) (10 points each for 4 wks)
Final Stories   20%   (40 points total) (10 points each for 4 wks)
Peer Reviews / Critiques   12%   (24 points total) (4 points each week for 6 wks)
Q&A   3%   (6 points total)
Resource Center   3%   (6 points total)

Total Possible Points: 200

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

BLACKBOARD REQUIREMENTS

Every student registered for any Instructional Design and Technology (IDT) course <u>with a required performance-based assessment</u> is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). For **EDIT 572**, the performance-based assessment is the **Mini – Stories Series**. Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

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: *A Look at Story and Storytelling*
How are stories created? What are the basic elements of a story?

Students will have required readings, a wiki group assignment, and a mini-story to create.
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; Weekly Presentation page; supporting peer Q&As on the Discussion board as necessary.

Week 2: *A Look at Media and Digital Storytelling; A Look at Image-Enabled Storytelling*
How can media enhance story? Can it hinder? What is 'digital' storytelling?

Students will have required readings, a wiki group assignment, a mini-story to create, and a mini-story to review/critique.
Mini-story: Topic will be A Process on How to Do or Make Something (like make toast). Format will be limited to image and/or photos only.
Deliverables: Mini-story; Weekly Presentation 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: *A Look at Educational Storytelling; A Look at Audio*
How does pedagogy and narrative come together? What makes an effective oral story?

Students will have required readings, a wiki group assignment, a mini-story to create, and a mini-story to review/critique.
Mini-story: Topic will be Story Corps. Format will be limited to audio/sound only.
Deliverables: Mini-story; Weekly Presentation page; review/critique of a peer's mini-story from Week 2; supporting peer Q&As on the Discussion board as necessary.

Week 4: *A Look at the Digital Story Creation Process*
How can we take advantage of silent video in a unique way to convey meaning?
What are the core aspects? What is the process for creation?

Students will have required readings, a wiki group assignment, a mini-story to create, and a mini-story to review/critique.
Mini-story: Topic will be Culture. Format will be limited to motion without sound.
Deliverables: Mini-story; Weekly Presentation page; review/critique of a peer's mini-story from Week 3; supporting peer Q&As on the Discussion board as necessary.

Week 5: *A Look at Transmedia Story Creation*
What is transmedia story creation? How do the process of media- enhancement to inform change a story's design?

Students will have required readings, a wiki group assignment, their final project, and a mini-story to review/critique.
Final Story: Version 1. Topic will be any topic the student chooses. Format will be limited to text; ~ 2000 words. Students will work alone on their final story.
Deliverables: Final Story - version 1; Weekly Presentation page; review/critique of a peer's mini-story from Week 4; supporting peer Q&As on the Discussion board as necessary.

Week 6: *A Look at Public Digital Content and Copyright*
What considerations need to be made when downloading and using public media? How do you know what is protected and what is not?

Students will have required readings, a wiki group assignment, their final project, and a mini-story to review/critique.
Final Story: Version 2. Topic will be any topic the student chooses. Format will be limited to text; ~ 1500 words plus the incorporation of one media format (audio, image, video, links) to convey and maintain the original meaning and essence of their story.
Deliverables: Final Story - version 2; Weekly Presentation 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: *A Look at Assessment*
Students will have required readings, a wiki group assignment, their final project, and a mini-story to review/critique.

Final Story: Version 3. Topic will be any topic the student chooses. Format will be limited to text; ~ 1000 words plus the incorporation of more/different media to convey and maintain the original meaning and essence of their story.
Deliverables: Final Story - version 3; Weekly Presentation 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: *Conclusion and Wrap Up*
Students will have required readings, and their final project.

Final Story: Version 4. 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.
Deliverables: Final Story - version 4; supporting peer Q&As on the Discussion board as necessary.

QUESTIONS ABOUT MATERIAL OR ASSIGNMENTS:

If you have any questions, comments, concerns throughout the course, please either email me, or post them in the **Q&A** section of our Blackboard course. I do my best to answer questions within 24 hours. Students are also welcome and encouraged to respond to questions posted if applicable. This is a peer-centric class with a collaborative learning focus.

MINI-STORIES RUBRIC
10 Points total

Mini-stories for Weeks 1 - 4

Criteria	Exceeds Standards	Meets Standards	Does Not Meet Standards
Instructing/ Informing/ Educating (4 points)	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. There is a clear focus and purpose. 4 points	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. There is some attempt to create a focus and purpose. 1-3 points	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. There is limited attempt to create a focus and purpose 0 points
Story/ Narrative (2 points)	Engaging, intuitive; clear narrative. Story elements present; setting, characters, process are well integrated. Story has a logical progression. Story is told with exactly the right amount of detail. 2 points	Somewhat engaging, intuitive; clear narrative. Story elements somewhat present; setting, characters, process are somewhat integrated. Story has somewhat of a logical progression. Story requires more details in some sections. 1 points	Not very engaging, intuitive; clear narrative. Story elements present; setting, characters, process are not integrated. Story is missing logical progression. Story requires a lot more detail. 0 points
Technical Quality (2 points)	Extremely Clear, with appropriate visual, audio, framing fidelity. Well-paced (speed); no sensory conflicts; free of any technical bugs. The images and media create an atmosphere or tone that matches the story. 2 points	Clear, with sufficient visual, audio, framing fidelity. Appropriate speed; appropriate sensory experience. Free of technical bugs. The images and media create an atmosphere or tone for some points of the story. 1 points	Unclear, with inappropriate fidelity. Speed and/or sensory conflicts. Technical bugs present. There is limited use of images and media to create an atmosphere or tone. 0 points
Blog Summary (2 points)	Summary is present, clear, explains why medium was chosen and includes the thought process for development. 2 points	Summary is present, but does not sufficiently explain the medium or process. 1 points	Summary is missing. 0 points

2 points off for each day submitted late.