

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

EDIT 572 DL1: Audio/Video Design and Applications: Digital Storytelling for Learning
2 credits, Spring 2018
January 22, 2018 through March 11, 2018; Asynchronous

FACULTY

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PREREQUISITES/COREQUISITES

None

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.

COURSE OVERVIEW

Welcome to Digital Storytelling for Learning. This course is about the study of digital storytelling to support learning, informing, and/or educating. 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. This course will provide basic knowledge of the range of capabilities of available audio and video design applications.

Our focus will be the intersection of technology, story and pedagogy. The primary focus will not be web development or video production, although that is important. The primary focus will not be on literature or rhetorical aspects of storytelling, although that is important. The focus specifically will be on the art of storytelling using today's technology-enabled mediums as powerful tools for teaching and learning. The course's aim is to inform on cultivating effective audio and video design practices for creating instructional products.

As educators, it is understood that it is simply not 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-designed web course requires specific design changes and interactions in order for the course to be effective for teaching and learning online. Similarly, it is understood that effectively incorporating technology into education requires much more than employing hardware or software in a classroom. The same is true for technology-enabled storytelling, and that is where the focus will be - 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, image, sound, perspective, and personal creativity to create, edit and produce informative stories.

This is a fun, creative class but serious work. This course calls for a discovery-based approach for learning.

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 student projects will be simple, it may require a lot of self-motivation and self-directed learning.

COURSE 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.

Our Blackboard course site will be open the Monday before class begins.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

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).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

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 **CLASS 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.

- **Instructor Support:** 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:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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 software applications;
- 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 transmediated story using 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.

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®):

Upon completion of this course, students will have met the following professional standards:

- 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.

REQUIRED TEXTS

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

COURSE ASSIGNMENTS AND DELIVERABLES

Mini-stories (40 Points)

Students will create mini-stories based on a variety of 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 leverage different media weekly. Mini-stories are intended to be short media-enabled stories, <5 minutes long, which inform or educate. Mini-stories will be evaluated on the ability to inform or educate, on narration of idea and storytelling elements, and on use of media and media execution.

Students will also be graded on process for idea and development. Students will be documenting process and submitting stories each week via an individual Blackboard Blog.

Final Story (30 Points)

The final story is a transmediated story creation. The story will contain 3 versions, with each version of the story incorporating new media while maintaining the essence and message of the story.

Final story versions will be evaluated on the ability to inform or educate, on narration of idea and storytelling elements, and on use of media and media execution. Students will also be graded on process for idea and development.

Peer Reviews / Critiques (15 Points)

Students will review and critique a peer's submission of mini-story and final story versions. Each critique should reflect the learning content, as well as suggestions for improvement and rationale for those suggestions.

Critiques will be evaluated on the ability to critically analyze, suggest, and explain - supported with references or evidence, vice opinion.

Active Participation (15 Points)

Students will participate in class discussion offering ideas, suggestions, and comments, as well as support of classmates' work. Students will participate, as necessary in supporting help to other students with questions or problems, posted to the Q&A Discussion board. Students will participate in supporting help to other students with tools and resources, posted to the Tools and Resources wiki.

Note: Class participation will be used in determining final grades if student points are borderline between two grades.

WEEKLY COMMITMENT TIME

Learning assignments should take approximately 1 hour to complete each week.

Each mini-story should take approximately 1.5 - 2 hours to create / complete after you have mentally processed and planned it.

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 successful completion of mini-stories, documenting process, reviews/critiques, a final project and active participation. Active

participation consists of supporting fellow student work, supporting the Q&A discussion board as necessary, and participating in the Tools and Resource Wiki. Student work is individual. It is important to complete each assignment on time.

Grades will be determined based on the following percentages:

Mini-Stories	40%	(40 points total) (10 points each for 4 wks)
Final Stories	30%	(30 points total) (10 points each for 3 wks)
Peer Reviews / Critiques	20%	(20 points total) (5 points each for 4 wks)
Participation	10%	(10 points total)

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

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*

- Examine: How are stories created? What are the basic elements of a story?
- Learn: Required readings, videos, examples.
- Create: Video mini-story. Format should include images, motion, text, and audio; topic to follow.
- Deliver: Mini-story; blog entry; active participation.

Week 2: *A Look at Media and Digital Storytelling; A Look at Image-Enabled Storytelling*

- Examine: How can media enhance story? Can it hinder? What is 'digital' storytelling?
- Learn: Required readings, videos, examples.
- Create: Cartoon mini-story. Format will be images and/or photos; topic to follow.
- Deliver: Mini-story; blog entry; critique; active participation.

Week 3: *A Look at Educational Storytelling; A Look at Audio-Enabled Storytelling*

Examine: How does pedagogy and narrative come together? What makes an effective oral story?
Learn: Required readings, videos, examples.
Create: Podcast mini-story. Format will be audio; topic to follow.
Deliver: Mini-story; blog entry; critique; active participation.

Week 4: *A Look at the Digital Story Creation Process; A Look at Silent Video Storytelling*

Examine: 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?
Learn: Required readings, videos, examples.
Create: Silent video mini-story. Format will be to motion without sound or text.
Deliver: Mini-story; blog entry; critique; active participation.

Week 5: *A Look at Transmedia Story Creation*

Examine: What is transmedia story creation? How do the process of media-enhancement to inform change a story's design?
Learn: Required readings, videos, examples.
Create: Final story, version 1. Format will be limited to text; ~2000 words.
Deliver: Blog entry; critique; active participation.

Week 6: *A Look at Public Digital Content and Copyright*

Examine: What considerations need to be made when downloading and using public media? How do you know what is protected and what is not?
Learn: Required readings, videos, examples.
Create: Final story, version 2. Format will be limited to text; ~1250 words plus the incorporation of one media format.
Deliver: Blog entry; active participation.

Week 7: *A Look at Assessment; Conclusion and Wrap-up*

Examine: What considerations need to be made when assessing digital stories? What three main developmental areas are in consideration?
Learn: Required readings, videos, examples.
Create: Final story, version 3. Format will be limited to text; ~500 words plus the incorporation of a second media format.
Deliver: Final story; blog entry; active participation.

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 encouraged to respond to classmate's questions posted as applicable. This is a peer-centric class with a collaborative learning focus.

PROFESSIONAL DISPOSITIONS

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

CORE VALUES COMMITMENT

The College of Education and 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/>.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

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 process well - 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.