Digital Storytelling

Digital storytelling combines video, images, music, and spoken word to tell a story in a short video. You will work with a classmate and then a community member to facilitate their storytelling process and create a digital story reflecting life experience at a particular stage of life.

The Storytelling Process
We will go into greater depth about each of the steps of developing a digital story in class, but here is a basic walk through:

Step 1: Choose a Story and Develop an Ethical Framework
Choose storytellers, listen preliminarily to their stories, develop a working proposal or plan for the story, and set up clear terms for the ethical treatment of the storyteller and the resulting story.

Step 2: Storytelling Facilitation
Test and choose the best recording equipment and curate a space for storytelling that will meet sound requirements and be comfortable for the storyteller. Develop a set of questions that relate to what you know about the storyteller, but also prepare yourself to allow stories to develop more naturally by asking thoughtful follow-up questions.

Step 3: Research/Explore/Learn
After the facilitation process, do follow-up research to find out what other contextual framing you might need for the story, what images might be useful, etc.

Step 4: Storyboard/Plan/Get Images and Video
Now that you have many of the story elements, create a storyboard that imagines the visual, aural, and narrative elements of the story in tandem. Share the storyboard with the class and also with the storyteller for commentary and feedback.

Step 5: Scripting
Whereas the storyboard might have a note saying transition, the script will actually write out intros, outros, and other parts of the story that need framing, in addition to the audio you'll pull and piece together from the interview.

Step 6: Assemblage and Editing
With video, image, and audio software, assemble the digital story into a crafted narrative.

Step 7: Share
Share the story according to the terms developed by you and your storyteller, make sure they have their own copy of the story and be sure to provide room for additional feedback.

Step 8: Feedback/Reflect
Take what you've learned from the process to reflect on the digital story, consider its strengths and weaknesses, how true it was to the storyteller, what story it tells, and how it would have been different if you'd made different choices (for both stories submit a one-page reflection to Blackboard on the day you submit your digital story).

Storytelling Details and Timelines

Story 1: Personal Story (already completed-10 pts.)
Write three poems about your own childhood told from the perspective of yourself and two other people modeled after the poems in Jacqueline Woodson's *Brown Girl Dreaming*.

Story 2: Story of a Classmate
You will help a classmate tell a 5-minute digital story about a memory they have related to intergenerational communication that they generate from completing a life history calendar.

October 1	Complete LHC	Bring your LHC to class and discuss with your partner.	5 pts.
October 8	Interviews	Time during the last 45 minutes of class to conduct and record interviews with your partner. You should have questions ready and approved ahead of time.	5 pts.
October 10	Storyboarding Workshop*	Bring storyboard to share with your partner and workshopping group.	20 pts.
October 15	Script Workshop	Bring your script and storyboard to share with your partner and workshopping group.	20 pts.
October 22	Assemblage and editing	In-class time to assemble and edit stories with opportunities to share with workshopping groups.	0 pts.
October 26	Stories Due	Share your final story per the terms agreed to with your storyteller. Upload images of all preparatory materials, consent forms, and reflection to Blackboard about what you learned from the creation and assemblage of Story 2 that you plan to take into your work on Story 3	100 pts.

*Points for interview questions, storyboarding, and story workshops listed here are for the effort it takes to draft materials and the level of care you give to others during workshopping; the storyboarding and script points in the rubric below relate to the process materials uploaded on Blackboard as well as the final product.

Story 3-Community Story
For this culminating five-minute story, you will sign up to be a part of a team in which each member is developing a digital story related to a particular life stage by interviewing a member of your community. The team will be your sounding board for research, storyboarding, scripting, and story design.

I have been cultivating relationships with community groups who may have members willing to share their stories with us, but you may also choose a storyteller on your own as long as you discuss it with me in advance.

October 29	Stage of Life Bibliography and Story 3 Proposal Due	1) Bring an annotated bibliography of at least five sources related to the stage of life you are assigned. In your annotations, consider how the source might help you frame the facilitation process and your interview questions. 2) Bring a one-paragraph explanation of the person or people you will interview for the story and why.	30 pts.
November 5	Interview Questions Due	Time to practice interviewing and revising questions in class.	10 pts.
November 7		No-class: extra time to conduct interviews off-site.	0 pts.
November 12	Storyboard/Script Workshop	Bring your storyboard and script to class for workshopping.*	10 pts.
November 14	Story Workshop	Workshop stories in class and have time to continue editing.	10 pts.
November 16	Final Story Due	Share your final story per the terms agreed to with your storyteller. Upload images of all preparatory materials, consent forms, and reflection to Blackboard.	200 pt.
November 15-tentative	Gallery of stories for Going Lecture	Please mark date on your calendar and plan to attend the gallery event and share your stories.	40 pts

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Additional Resources
Story Center (http://storycenter.org)
The group at Story Center is largely responsible for the ethical practices common to digital storytelling. We will talk about this at length in class, I will share consent forms with you, and we will discuss best practices, but you can read up on it in advance here.

Educational Uses of Digital Storytelling
(http://digitalstorytelling.coe.uh.edu/page.cfm?id=23&cid=23&sublinkid=97)
This site, hosted by the University of Houston, has useful how-to guides about the storyboarding process, scripting, and editing. It is a good site to review what we will go over in class.

IRIS (https://iris.siue.edu/methods/)
This page from the IRIS Website has several tutorials for audio and video editing software.