

**TAT2 Task 3: Technology Integration Product**

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## TAT2 Task 3: Technology Integration Product

Digital storytelling (DS) is a dynamic process that is focused on empowering the learners to share and create their own DS on a topic that is important to them and/or their community. As such, the manual on the following pages are written in a more conversational tone than in an academic one. This is to help new facilitators understand that DS is a community-based tool, a media tool, and as such, a visually-rich medium. The DS Facilitator's manual is the instructor's manual for TAT Task 3, and is targeted towards community members, Tribal health workers, and not academia.

Learners will be able to develop a first-person story using computer-based technology to create a short movie, known as digital storytelling (DS), and is aimed at adult learners who work in tribal public health and tribal mental health organizations. DS learners are adult professionals who work with Indigenous populations and are motivated to help their communities to understand and/or address some community or health issue. DS learners have experience in presenting; working with groups to address certain issues, and are usually experienced advocates, counselors, healthcare providers, or leaders for their chosen discipline. They see digital storytelling as a viable tool to work with their communities or targeted populations. They are generally self-assured, involved with their communities and families, and have some college-education. I would consider most DS learners highly motivated, with basic to intermediate computer skills, entry-level image and video-editing skills, and high people skills. Most learners will be participating in the DS course through their Tribal health or mental health organization's videoconferencing system and using their work computers and internet connection.

DS is taught either in a 3-day workshop format or in an online format, up to 21 hours total. The 21 hours can be be scheduled in three 7-hour days, or in 3.5-hour online format for 6 weeks or in a

pre-arranged training format determined with the community/organization the training is being done with. There are seven lesson plans total for the 21-hour training. This paper will address the 3-day in-person workshop format with three of the lesson plans for a total of 8 hours of instruction, which is only a part of what is needed for learners to successfully develop their own media messages for health or wellness in a DS workshop. The three lesson plans covered in this paper, and are in the appendices, are:

1. Lesson Plan #3: Story Circle (2.5 to 3 hours)
2. Lesson Plan #4: Audio Recording Using Sound Recorder or Voice Recorder (2.5 hours)
3. Lesson Plan #5: Image Editing using Paint.net and Storyboarding (3 hours)

Learners are not expected to become an expert in the storytelling techniques or in the technology tools that are used, but will gain a basic understanding of the tools to construct and publish a DS.

### **Materials and Resources**

Materials provided for this class will include presentations, demonstrations, online tutorials, and a printed resource manual provided by the instructor. These materials will be provided to each learner on a jump drive as well as posted on the course website.

The following resources that will be needed for the learners will be shared with them before enrolling.

- Computers with internet access are required for this workshop: learners will need their own or access to, computers with internet access.
- The capability to install VideoPad, an NCH Software, on their computers.

Following is a complete list of materials needed for the instructor to effectively teach the whole course:

1. A computer with internet access.
2. Videoconferencing Program.
3. Speakers, and microphone or headset with audio and speaker capabilities.
4. Digital Storytelling Resource Manual.
5. VideoPad – a video editing program.
6. Photoshop and Paint.net (a free image editing program).
7. Learning Management system.
8. Articulate Storyline.
9. PowerPoint.
10. MS Office Suite.
11. Pen and paper for note-taking.
12. Adobe Creative Suite.
13. A course website with links to online tutorials, resources, and to the websites referenced throughout the manual and presentations.

Following is a complete list of materials that the learners will need for the whole course to effectively create a DS:

1. A computer with internet access.

2. Speakers, and microphone or headset with audio and speaker capabilities.
3. Digital Storytelling Resource Manual.
4. Audio recording app, either Sound Recorder on their computer or Voice Recorder on their smartphone.
5. VideoPad – a video editing program.
6. Paint.net (free image editing program).
7. PowerPoint.
8. Document editing program.
9. Pen and paper for note-taking.
10. Access to a printer.

### **Instructional Strategies**

Cognitivism is one of the theories used as the “the information/teaching is organized by the teacher/instructor in a meaningful way to the learner and builds upon previous knowledge” (Ertmer & Newby, 1993). How it is applied throughout the learning, the instructor explains and demonstrates throughout the whole process of learning how to construct a DS. The information is clearly chunked up into small segments that all build upon the previous information presented to help the learners take their story idea to a published video. This will be demonstrated in the three technologies chosen for this training and taught in this order as the tools build upon one another:

Image editing with Paint.net: The information will be demonstrated in a step-by-step process by the instructor. First an overview of the program will be discussed then each tool in Paint.net will be demonstrated so learners can see how to use the program.

Audio recording with Sound Recorder or Voice Recorder: the information will be demonstrated in a step-by-step process by the instructor.

Video-editing: the information will be presented in a step-by-step process by the instructor starting with an overview of VideoPad, what it is used for and then a demonstration will be presented, introducing each tool, and how they are used to complete a DS.

By presenting these tools in this order, the images and audio will need to be completed before video-editing can begin.

Constructivism theory is also applied. DS is a dynamic process of learning, where the instructor acts more of a guide and the learning materials are structured in a way that is meaningful to the learners (Jackson, 2008). In constructing their story, the learner is the one who sets the context, and what message they are trying to get across. The facilitator/instructor guides the story process to help the learner to be able to write, focus, and create their story.

The instructional design is based upon the Constructivist theory, but I would also add the Social Learning theory to the lesson plan. Each lesson will be broken down into pre-instruction activities, content presentation, including demonstration of the software tools, learner participation, individual learner's experiences, and peer-to-peer feedback. To help the learners help each other learn the DS process, I would add these activities:

- Deep listening: each learner would talk for 3 minutes with a partner about who they are, and the partner is silent, then you switch roles. At the end each student will introduce

their partner to the group. This will enhance learning about one another, including their cultural background, and sharing back with the group.

- Each learner will share a story of one of their photos with the group of what happened before, during, and after the photo was taken to help each other understand, practice, and model storytelling.
- Story Circle: learners would share their story in a talking circle format. Learners learn how to provide feedback that would help with their story development, and to help one another solve the problem if they are stuck as to what story to share or how to share their story and this is where the Social Learning theory is most dominant in the story process.
- Image sharing: learners would share one image in the Image lesson class, explaining how that image represents a part of their story. This will enhance learner's understanding of how to choose and use images in their story.

### **Limitations and Challenges**

Most learners will be participating on their work computers and this has caused challenges in other previously taught courses that the DS instructor has personally experienced. Challenges, and solutions used, include:

- Most work computers are locked down and users cannot access certain websites needed for the course. Once a student enrolls, the instructor asks for their IT contact and the instructor starts to work with their IT to get access to certain website for the learners during the length of the course.
- Learners do not have administrative rights to install the software programs: Paint.net and VideoPad. Once a student is enrolled, the instructor asks for their IT contact information,

and an email is sent to their IT stating the learner is in a DS class and needs to have VideoPad and Paint.net installed on their computers. The email also has the links to Paint.net and VideoPad software programs, with an explanation of how these software programs were already vetted by the Chief Security Officer of the largest Tribal health organization in Alaska and were deemed safe for hospital networks. To date, there has been no encounters of an organization not installing the software programs for the learners.

- Learning new technology: Sound Recorder/Voice Recorder, Paint.net and VideoPad. As with most learners in healthcare or mental health, the learner's knowledge or experience using these types of multimedia tools is limited. This will be addressed with tool demonstrations, a follow-along exercise during the video-editing lesson, and one-on-one session(s). Some learners may need more than one sessions during the video-editing lesson weeks, and during this time, the instructor blocks off her schedule during these two weeks to be available to learners. Links to online tutorials for these software programs are provided in the workshop's online learning area.

The manual itself, is not comprehensive for this paper as we will only be discussing Lessons 3, 4, and 5; however, since the lessons build upon one another, other lessons may be referenced or woven within Lessons 3, 4, and 5. Lesson 1 was included in the following manual to help set-up the manual, but other lessons were omitted for this paper. The Appendices will include the lessons plans for this assignment, the rubric, and assessment. Also, to reiterate, the following manual is developed in a conversational tone with friendly formatting, which is similar to the "Digital Storytelling Resource Guide for Participants."

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## Facilitator's Training Guide



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Alaskan Storyteller

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## Overview

Digital storytelling (DS) allows learners to create a personal and authentic story that combines storytelling traditions with modern technology (Cueva, et al, 2016), to address issues that are important to the individual. In order to make learning DS affordable without adding the cost of software as a barrier to learning and creating their personal stories the instructor has chosen free technologies to teach the online synchronous training workshop.



## Audience

DS is aimed at adult learners who work in tribal public health and tribal mental health organizations. DS learners are adult professionals who work with Indigenous populations and are motivated to help their communities to understand and/or address some community or health issue.

DS learners have experience in presenting; working with groups to address certain issues, and are usually experienced advocates, counselors, healthcare providers, or leaders for their chosen discipline. They see digital storytelling as a viable tool to work with their communities or targeted populations.

DS learners are generally self-assured, involved with their communities and families, and have some college-education. I would consider most DS learners highly motivated, with basic to intermediate computer skills, entry-level image and video-editing skills, and high people skills. Most learners will be participating in the DS course through their Tribal health or mental health organization's videoconferencing system and using their work computers and internet connection.

## Instructional Goal and Objectives

Learners will be able to develop a first-person story using computer-based technology to create a short movie, known as digital storytelling

## Instructional Strategies

Cognitivism is one of the theories used as the “the information/teaching is organized by the teacher/ instructor in a meaningful way to the learner and builds upon previous knowledge” (Ertmer & Newby, 1993).

How it is applied throughout the learning, the instructor explains and demonstrates throughout the whole process of learning how to construct a DS. The information is clearly chunked up into small segments that all build upon the previous information presented to help the learners take their story idea to a published video. This will be demonstrated in the three technologies chosen for this training and taught in this order as the tools build upon one another:

- Image editing with Paint.net: The information will be demonstrated in a step-by-step process by the instructor. First an overview of the program will be discussed then each tool in Paint.net will be demonstrated so learners can see how to use the program.
- Audio recording with Sound Recorder or Voice Recorder: the information will be demonstrated in a step-by-step process by the instructor.
- Video-editing: the information will be presented in a step-by-step process by the instructor starting with an overview of VideoPad, what it is used for and then a demonstration will be presented, introducing each tool, and how they are used to complete a DS.

By presenting these tools in this order, the images and audio will need to be completed before video-editing can begin.

Constructivism theory is also applied. DS is a dynamic process of learning, where the instructor acts more of a guide and the learning materials are structured in a way that is meaningful to the learners (Jackson, 2008). In constructing their story, the learner is the one who sets the context, and what message they are trying to get across. The facilitator/instructor guides the story process to help the learner to be able to write, focus, and create their story.

The instructional design is based upon the Constructivist theory, but I would also add the Social Learning theory to the lesson plan. Each lesson will be broken down into pre-instruction activities, content presentation, including demonstration of the software tools, learner participation, individual learner's experiences, and peer-to-peer feedback. To help the learners help each other learn the DS process, I would add these activities:

- Deep listening: each learner would talk for 3 minutes with a partner about who they are, and the partner is silent, then you switch roles. At the end each student will introduce their partner to the group. This will enhance learning

- about one another, including their cultural background, and sharing back with the group.
- Each learner will share a story of one of their photos with the group of what happened before, during, and after the photo was taken to help each other understand, practice, and model storytelling.
  - Story Circle: learners would share their story in a talking circle format. Learners learn how to provide feedback that would help with their story development, and to help one another solve the problem if they are stuck as to what story to share or how to share their story and this is where the Social Learning theory is most dominant in the story process.
  - Image sharing: learners would share one image in the Image lesson class, explaining how that image represents a part of their story. This will enhance learner's understanding of how to choose and use images in their story.

## Limitations and Challenges

Most learners will be participating on their work computers and Internet service at their Tribal health organization and this has caused challenges in other previously taught courses that the DS instructor has personally experienced. Challenges, and solutions used, include:

- Poor Internet connection. This is resolved by having low-bandwidth videos and images as part of the Content presentation, as well as having videos with transcripts available. Also, the videoconferencing program called Vidyo is used for the synchronous DS workshop as it is already installed and used in 178 of the Tribal health facilities throughout Alaska.
- Most work computers are locked down and users cannot access certain websites needed for the course. Once a student enrolls, the instructor asks for their IT contact and the instructor starts to work with their IT to get access to certain website for the learners during the length of the course.
- Learners do not have administrative rights to install the software programs: Paint.net and VideoPad. Once a student is enrolled, the instructor asks for their IT contact information, and an email is sent to their IT stating the learner is in a DS class and needs to have VideoPad and Paint.net installed on their computers. The email also has the links to Paint.net and VideoPad software programs, with an

explanation of how these software programs were already vetted by the Chief Security Officer of the largest Tribal health organization in Alaska and were deemed safe for hospital networks. To date, there has been no encounters of an organization not installing the software programs for the learners.

- Learning new technology: Sound Recorder/Voice Recorder, Paint.net and VideoPad. As with most learners in healthcare or mental health, the learner's knowledge or experience using these types of multimedia tools is limited. This will be addressed with tool demonstrations, a follow-along exercise during the video-editing lesson, and one-on-one session(s). Some learners may need more help and coaches will work with the learners one-on-one during the image and video-editing process. Links to online tutorials for these software programs are provided in the workshop's online learning area.

## Assessment

Assessment of DS is difficult due to the personal nature of the stories and the peer-to-peer interaction, which is not subject to grading or evaluation by the instructor. DS is a training that is used by Tribal public health or mental health employees as a community education and outreach tool and usually is used to meet a grant requirement for health education and/or community organizing.

However, learners will be assessed on their script, storyboard, how well their images complement their story, and their completed DS. A workshop rubric is in Appendix 3. Continuing education credits are awarded for CHAPs and Behavioral Health Aides, who are required to complete a minimum of six-credits of continuing education credits per year. The credits are awarded by their respective State board regulatory committees. Upon completion of the training, the learners would submit their Certificates of Completion via email to their committees and supervisors.

As for gauging how well, the learners are understanding the materials, within the Moodle training site, we will use a Questionnaire where learners will be required to fill-out after four weeks, and at the end of the course, and will be required to answer the following questions:

1. Did you learn anything help for you in your work? Please share more with us what you learned.
2. Your favorite part of the course was...
3. Have you shared the information you learned during DS training?

4. As a result of the DS training, how have you changed the ways you interact with your patients?
5. Have you shared your story or digital story with family, friends, patients, community members or others?

By asking these questions, in addition to sharing their stories, we are able to gauge whether we are helping the learners to be successful.

Although we do not grade for this training, we do have pass/no pass criteria with these minimum passing requirements:

- Complete the script/story and an audio recording of the story and share in class.
- Complete a DS and share in class.

For the minimum passing, learners will earn two continuing education credits by sharing their script and narration recording. To earn 3-credits, a DS movie must be published and shared. If the minimum is not completed, then learners will not receive a Certificate of Completion nor will they received the continuing education credits.

How we follow whether the learners are going to pass the training follows this DS process:

- Script is shared with the instructor and within Story Circle. Learners are not allowed to record their narration until the script has been signed off by the instructor.
- Same process for the audio recording, once the recording is complete it will be approved by the instructor before the story can be constructed in VideoPad.
- The same process above applies to the storyboard, the students will not be allowed to start the video-editing process until the storyboard has been approved by the instructor.
- The same process of sharing with the instructor, will be required during the video-editing. The instructor will sign-off on the draft of their video before it can be published into a movie format.

Successful completion of the course will be the completed two to three-minute DS that will be presented to the class during an online “movie premiere” of the stories. Learners will receive a Certificate of Completion and 3 continuing education after completing the evaluation and for their completed DS.

Let's now get into what is DS and how it is taught.

## What is Digital Storytelling? (Lesson 1)

Digital stories (DS) combine narration, images, sound, video, and technology to create a short movie. Participants give voice to their experiences as they exercise their power to write and create their own personal narrative. Through digital storytelling people are empowered to be the storyteller and the teacher. Additionally, DS provides an opportunity for participants to acquire and demonstrate technology skills, using multimedia tools that are often free and accessible via the internet. DS gives participants access to develop their own media messages for health or wellness, which are relevant to their community.



### How Is It Taught?

A 3-day workshop guides the participant through a process that combines storytelling, technology and digital media, and utilizes free software programs. During the three days, a video is created which is one to three minutes long, starting from the process of script development, to picture and music selection, and multimedia editing.



Digital stories are based on personal experiences and told through a first-person perspective. The story is recorded in the participant's voice and incorporated with their photographs, images, and home videos. When it's finished, a digital story can be viewed on CD, DVD, or on the internet. The ability to have the story distributed in so many formats makes it an effective way to distribute health and wellness information to rural communities.

### Who Is It For?

For anyone. Digital storytelling provides a culturally respectful method for people to tell their stories, in their own voice, using multimedia tools. Through the use of digital storytelling technology people are empowered to share a clear, focused message as a catalyst for conversation that may empower choice and healthy change. Participants move beyond being passive recipients of health messages to actively creating a way to have their voice enter the conversation to make a difference in the health and wellness of their community.

## What is a Story?

Stories are defined as a narrative or tale of true or fictitious events, but stories are so much more. Stories are a way to communicate, entertain, share knowledge and pass-on traditions. Stories share heartfelt knowledge that invites shifts in knowledge, attitudes, beliefs, and behavior (Cueva, 2006). Using story with multimedia technology forms a perfect harmony of storytelling and technology, to create new traditions and to pass on knowledge for future generations.



## What Are Successful Elements of Digital Storytelling?

Like all good stories, it needs a beginning, middle and an end and flows from one section to another. Stories should directly relate to the participants and speaks to their heart. If it doesn't mean anything to them, it will not mean anything to their audience. Consider these points to ask and share with learners when teaching DS:

- **What is the point of your story?** This is both your point of view and your purpose. Your chance to convey a message from you and only you. Why are you telling this story? You only have a few minutes here, so your message needs to be clear and sharp. Remember, stories work best when they come from the heart not just from the head.
- **Is your “voice” in the story?** Or do you sound like an announcer? Our voice is like our fingerprint, it's ours, what makes us unique. Use your own language, your own rhythms. Let your voice carry the story. That's what makes it special. We write the story to practice and record it, but, in the end, digital storytelling is an oral form. Don't worry about spelling or grammar here, write the way you speak.
- **Who is your audience?** Do you have a specific audience in mind? What do you want people to get out of the story? Is there something you want your audience to feel, think, do differently after they see your story? The more specific your audience is, the more effective your story will be.
- **The sound of music; what does your soundtrack say about your movie?** The music you choose can set the tone and mood of your story. Consider it carefully. Music without lyrics often works best, unless you are choosing the lyrics to specifically make a point.
- **What do you see? What is your imagery?** Use images from your own life, consider color, tone, whatever you can scan can be an image. Not all imagery needs to be representational. Consider symbols, your own artwork, your own drawings, etc.

Do you want it all to be in color? Black and white? Muted colors? What kind of mood are you trying to create?

- **Be brief. Do you have a movie short or is it an extravaganza?** Remember, this is not Lord of the Rings. It's not a feature length documentary. Digital Stories are short - keep it focused and to the point. Your script should be about one and a half pages, double spaced. Encourage learners to think about what you can say with images rather than words. Pacing is essential; keep the story moving along.
- **Is there tension in your story?** All stories are ultimately about change. Without tension, without problems, there is no change. If you were sitting in a chair, and never got uncomfortable, would you ever move? Encourage learners to think about what changed in their story and why it did.



Help participants to Keep It Short and Simple (KISS). The more you can help them cut from their story, the better it will be. It's not about how many words are used, but what words are used and encourage learners to try to say parts of the story with images instead of words. The more specific and personal they can make the story, the better the story will be.

The participants' story will be the script for their DS, and **should be typed and no longer than 250 words and double-spaced** (makes it easier to follow their script). As participants are of their story idea and writing their story/script, help them by asking some of these questions to help to craft their story:

- Was there a moment when your life was touched by a serious health issue? How has your life changed as a result? What helped you during that time?
- Which story is most important for you to share with others who may have similar health concerns now?
- Why do you work in the field that you do?
- Why is this story important to you? Why is it important to tell it now?
- Who is the audience for this story?
- What message do you want to convey?

Remember, this is not a formal speech, presentation, or an essay. Participants should try to write a story that sounds natural when it is read out loud. Have them imagine that they are talking to a friend or someone else they care about. Encourage participants to be honest and creative, and most of all, to be themselves (Nowicki, 2008).

## Preparing for the Workshop

- Learn as much about the participants as you can beforehand; you can get some of this information beforehand with a “Welcome to the Workshop” email asking the questions below and/or in an orientation call two weeks before the workshop:
  - Who are they? What’s important to them? Why are they interested in digital storytelling? Do they know how they plan to use the stories?
  - Are they native English speakers? What language do they plan on using for the stories?
  - Group dynamics - Do they know each other? Work or volunteer together?
  - What level of computer skills do people have? Do they know how to save and organize files? Use a mouse? Download images from the internet?
  - Are they artists? Poets? Storytellers?
- Chose digital story samples to show during the workshop that applies to the group that is being trained, i.e., diabetes, cancer, program movies, etc.
- Familiarize yourself with the rooms that the training will be held ahead of time; check how many outlets there are in the room - do you need surge protectors?
- For the days of the workshops, give the IT department a list of the picture and music websites that will needed to be accessed for the workshop (in case there are Internet restrictions where you are holding the workshop). Test the day before that the sites are unblocked.
- Make sure food that food will be available. Hungry people are bad storytellers.
- Try to recruit one or two coaches to assist with you with the workshop. Coaches can help out with errands, photos and scanning, fresh eyes for feedback, etc.
- Keep a checklist of materials to take with you to the workshop.

### Timeline - Suggested

1. Two to three months before workshop
  - a. Secure space (Visit)
  - b. Begin recruiting participants
  - c. Recruit coaches
2. One month before workshop
  - a. Visit training area
  - b. Update materials
  - c. Secure participant list
  - d. Send out preparation materials to participants
3. Week before workshop
  - a. Confirm with participants
  - b. Prepare curriculum handouts for participants

- c. Order food (work with the organization who is sponsoring the workshop about providing food and drinks)

## Materials Needed to Teach

The hardware/materials needed:

- Computer speakers
- Projector
  - Microphone - a Snowball with a USB connector works great (<https://www.bluedesigns.com/products/snowball/>), if you cannot get a Snowball, a good pair of headphones with a microphone works well. A Ringer may also be needed if it is an old building with a loud office A/C unit running.
- Computer speakers
- Earphones and earphone splitter
- USB Universal card reader adapter (this is optional but is handy in case someone has their photos on their camera and forgot their cords)
- Digital camera (also optional but is nice to have in case someone needs to take a picture for their story)
- Printer/Scanner (color)
- Flipcharts

Provide websites that have royalty-free, copyright free music and images. One of the strong points of DS is the tools are free to make to the movies.

Software/Technology required:

- VideoPad
- Paint.net
- Sound Recorder (bundled free with most PCs) or Voice Memo on smartphones
  - Optional: Audacity (free audio recording software at <http://audacity.sourceforge.net/>)
- Internet with access to the following sites:
  - Copy-free, royal-free picture sites:
    - <http://www.pixabay.com>
    - <http://www.pics4learning.com>
    - <http://www.archive.org>
  - Copy-free, royal-free music sites:
    - <http://www.freeplaymusic.com/>
    - <http://www.soundclick.com>

## Testing Websites, Software, Computers, Recording Room and Equipment

Occasionally websites will change their website address; check the links that you provide for the pictures and music to ensure they are current, and familiarize yourself with the websites for some of your participants may not have any experience with downloading free images or music and you will need to be able to show how to do it.

Send an email a week before the training to check that each computer that is being brought to workshop has VideoPad and Picture.net installed. Depending on your training site, the local IT department may have blocks against accessing music sites, if this is the case, provide a list of sites you need for DS and ask the IT department if you could have access to these sites only during the workshop dates (make sure you have their contact phone number available during the workshop for help). **DO THIS REQUEST TWO TO THREE WEEKS BEFORE THE WORKSHOP DATES.**



Check the room that you will be recording your narration in. Is there forced air? If so, turn it off and see if there is any other notable noise. Is there fluorescent lights? Do they hum? Turn them off and bring in a lamp to do the recording. If your recording room is in a high-traffic area you may have to move your recording station to where there is less traffic, the microphone picks up a lot of ambient noise and it will distract from a person's story and/or you'll end up re-recording several times, which will get stressful for the storyteller.

## Preparing the Participants

Mention in your registration that participants will need to do some things beforehand in order to prepare for the workshop and that a preparation packet will be sent out after registration closes.

Two weeks before the workshop, send out the Participant's Preparation Packet with instructions to start drafting their story, collecting their images and music; one week before the workshop, send out a little reminder notice:

- Story should only be 250 words (300 tops) but they can have a rough draft ready and we can work on fine-tuning the script during the workshop.
- Bring 15-20 images with them to the workshop that complements their story.

- Visit one of these websites to watch some digital stories:
  - <http://www.creativenarrations.net/gallery/>
  - <http://www.akchap.org/html/distance-learning/cancer-education/cancer-movies/digital-stories.html>
  - <https://www.storycenter.org/stories>
- Visit the free music sites and choose only instrumental music that may work with their story (instrumental works best because it doesn't compete with the narration).

Conclude your reminder stating that coming to the workshop prepared will help the participants to be able to successfully complete their movies within the 3-days.

## The Workshop

### Day 1

#### *Room Set-up*

If there is room, ideally you would have a table with story quotes on it with chairs, a table for the food and drinks, and you would have a circle of chairs set-up in the other half of the room for the story circle.

Have a welcoming on the white board or on post-its, make it fun and appealing:

#### *Setting the Tone*

Spend a few minutes greeting everyone as they come in the room. Welcome everyone and ask them to grab a quote, some coffee/snacks, and to have a seat.

#### *Welcome to Digital Storytelling*

##### Meet and Greet

Please take a quote that means something to you - we will be reading these during our introductions.



#### *Quotes and Introductions*

Have everyone choose a quote that means something to them and explain to the group that when everyone introduces themselves, say where they are from, read their quote and say why they chose it. Continue around the room until everyone has been introduced, including the facilitators and coaches. (Story quotes are included in the appendices.)

#### *Agenda*

After the introductions, discuss the agenda which should be already posted or written on the white board. The agenda will have what will be covered for the day, and the only times that will be listed is when the group will start, break for lunch and end.

Let everyone know that breaks are encouraged as they are needed and that there is no set time for breaks but are strongly encouraged because mood swings can happen because of the story and/or because of the technology. Your agenda will be similar for the following days.

### *Welcome to Digital Storytelling*

Today - Day 1

Welcome

- 9:00 am Introductions and Story Quotes
- Ground Rules
- Getting to Know Each Other Activity
- What is a Story - Showing of Digital Stories
- Story Sharing of Ideas



12:00 or 12:30 pm: Lunch - Group Decision

1 or 1:30 pm: Return from lunch

- Showing of More Digital Stories
- Story Circle
- Fine Tune of Scripts

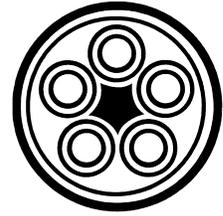
4:15 Close for the day, and what is expected for tomorrow

### *Ground Rules*

Have a few of your own ground rules set, but it will help if you have a few listed already, i.e., cell phones on vibrate, no side conversations during circle, take breaks, and let the group come up with the rest of the guidelines.

## Facilitating the Circle - Lesson 3 (3 hours)

The Story Circle is an important part of the script-building session - it is what makes digital storytelling, *Storytelling*. The Circle helps people shift from an informal socializing, hierarchical or opinionated discussion to a thoughtful and deep listening dialogue.



When facilitating a Circle, make your intentions and hopes for the group, and the fact that you will be using this format, clear to everyone. A good facilitator does not control the content of the group and is:

- Neutral, fair-minded, and keeps personal opinions to self.
- Puts the needs of the group first.
- Has no decision-making authority in the group; seeks answer/decision that is “owned” by the group.
- Works to balance individual participation from all members.
- Encourages creative and investigative thinking.

The length of the Circle can take from 2-3 hours and is dependent upon the stories and group interaction. Suggest that each participant gets 10 minutes to talk about their story and then allow time afterwards for feedback from the group.

The role of the Instructor/Circle facilitator is:

- Provide a safe environment.
- Set the Circle ground rules and check with the group if they would like to add or delete to the ground rules.
- Ensure ground rules are followed by group.
- Guide group interaction.
- Help with the pacing of the Circle by being the timekeeper and keeping the conversations on track.
- Encourage participation and discussion with questions and open communication style.
- Diffuse conflict through gentle confrontation and seek understanding.
- To actively listen.
- To help close the Circle: allow the space and time for participants to comment on what happened during the circle. If the Circle was intense, ask if someone would like to offer some words of inspiration or hold a few seconds of silence to formally end the Circle.

### ***What Are the Elements of a Circle?***

1. Intention
2. Welcome Starting point
3. Center and Check-in/Greeting
4. Agreements
5. Three Principles and Three Practices
6. Guardian of process
7. Check-out and Farewell

#### ***Intention***

Intention shapes the circle and determines who will come, how long the circle will meet, and what kinds of outcomes are to be expected. The workshop facilitator will be the caller of the circle and will need to spend some time discussing the intention of the story circle and inviting people to participate.

#### ***Welcome or Starting Point***

Once people have gathered, it is helpful to begin the circle with a gesture that shifts people's attention from social space to the storytelling space. You can do this by a moment of silence, prayer, reading a poem, or listening to a song - whatever will invite people into the circle.

#### ***Establish the Center***

The center of a circle is where all energies pass through. The center of a circle usually holds objects that represent the intention of the circle. Any symbol that fits this purpose or adds beauty will serve: flowers, a bowl or basket, a candle.

#### ***Check-in/Greeting***

Check-in helps people into a frame of mind for the story circle and reminds every one of their commitment to the expressed intention. It ensures that people are truly present. The verbal sharing of story weaves the interpersonal net. Check-in usually starts with someone volunteering and then proceeds around the circle. Sometimes people will place objects in the center as a way of signifying their presence and relationship to the intention.

*May your circles be great teachers and places to rest on the journey.*

In Talking Circles, “the focus is on deepening, exploring and learning together, not getting things done or completing an agenda.”

~ The National Coalition for Dialogue & Deliberation

Story Circle is an adaptation from the Talking Circle process.

## *How to Offer Feedback*

### *If this was my story...*

The length of the Circle can take from 1-3 hours and is dependent upon the stories and group interaction. Each person in the Circle will get 10 minutes to talk about their story and then allow time afterwards for feedback from the group.

Share with the learners that everyone participates in the Story Circle and provides feedback. Feedback is to be thoughtful and help the storyteller fine-tune their story. Sometimes when you hear another story you want to share yours instead of offering feedback, ask learners to save the sharing of their story until it is their turn and to only offer feedback to the storyteller who is sharing. Tips for offering feedback:

- Start your feedback with what you liked.
- If you have a suggestion about the story, start with “If this was my story, I might”.
- Feedback includes asking questions. If something was not clear to you, please ask your question about what was not clear to you. Please do not ask “why did you do that” or “why did that happen”. In the Story Circle we are listening and helping the storyteller with making their story clear; we’re not here to grill them or find out why something may have happened.
- Wait for the storyteller to finish their story before offering feedback.
- In the interest of time, if you agree with what someone else has said, you are asked to use “jazzy hands” to show that you are in agreement.

To help close the Circle, the facilitator may ask the storytellers to comment on what happened during the Circle. If the Circle was intense, someone may be asked if they would like to offer some words of inspiration or hold a few seconds of silence to formally end the Circle.

Also let the learners know before the Circle starts that the facilitators may take notes during the Circle; it helps them to remember when they are working one on one with you on your story.

When in the Storytelling Circle, please remain respectful to those who are speaking and be neutral and fair-minded. When sharing feedback, please save sharing a story or your story until it's your turn.

## Day 2

**Welcome everyone, discuss the day's agenda, and jump right in!**

### *Welcome to Digital Storytelling*

Today - Day 2

Welcome

9:00 am Check in and View Digital Stories

- Script Review
- Preparing images - Picture manager tutorial
- Recording voice

12:00 or 12:30 pm: Lunch - group decision

1 or 1:30 pm - Return from lunch and continue preparing images and recording voice

- VideoPad Tutorial

4:15 Come back together to close for the day, and what is expected for tomorrow

4:45 End

## **Audio Recording - Lesson 4 (2.5 - 3 hours)**

### *Before You Record*

Things to check for before recording the participants' narration, is the recording room quiet? Is there an air conditioner/heater running? Do the fluorescent lights hum? Is the computer/laptop's fan loud? Is there any background noise from outside?

If the room has forced air, see if you can turn it off during your recording so that you do not pick up background noise while recording. Same with the fluorescent lights, if they hum, turn them off and bring in a lamp to record by. Cell phones should be completely silent or off; if the vibration is on, the microphone could pick the vibration noise.

Create an audio folder on the recording laptop's desktop, and once you have your microphone plugged in, go to Start, Sound Recorder to open it. Run a test recording, save to your audio folder, and play back. Did it sound clear? Do you need to adjust the levels

of the recording? Move the microphone? Once the recording station is set-up, return to the workshop's training room.

Have two jump drives available so once recording starts, a learner can immediately take a copy back to their computer, and have them hand the jump drive to the next learner ready to record. This will help keep the recording of the stories moving as this process can take 2 to 3 hours if people are nervous in recording.

Next return to the main workshop room to share a presentation with a showing two different digital stories and ask the learners what did they hear? What did they notice about the pacing? The tone of the storyteller? Were there any sounds they picked up? How did the storyteller sound? Was their voice in it?

After a discussion of the digital stories, share a presentation on how to record both with Sound Recorder on a computer and with their smartphone's Voice Recorder. Both methods are important to demonstrate and have learners demonstrate by recording on their smartphones and share with a fellow learner next to them. The learners will provide feedback to one another on their practice recording.

### ***Recording the Stories***

It is recommended to use a Snowball Microphone with a USB port to connect to your computer that has Audacity (instructor) and Sound Recorder installed on it. Students only need Sound Recorder (pc-based) or Voice Recorder (smartphone-based). If you do not have access to purchasing one of these microphones, a computer headset with an attached microphone works well also. If you go this route, it is best to purchase one that is made for gaming or online communications, such as a Logitech Clear Chat Pro USB or the Logitech Gaming Headset G330. As long it has noise cancelling capabilities with a microphone and USB connection.

You want to do what you can to make the person who is recording their story as comfortable as possible so that they will speak in their natural voices and voice their emotions - you do not want your recordings to sound as if someone is reading so anything you can do to make the reader comfortable will help with the recording.

Ask the learners to turn off their cell phones, then do a test recording run with the participant and notice if they fidget, emphasize their p's, or move their paper around. You'll need to remind folks not to fidget during recording, talk normal, and to breathe. Also let them know that the recording sounds better if they slow down instead of speaking so fast, and if they talk in their conversational voice and not their "presentation" voice - to talk like they would to a friend or a loved one.

As the recorder, besides helping the participants relax, also let them know what you are doing. Let them know if they make a mistake, pause and either have them record their whole story again or only record the section they did not like and it can be edited in VideoPad later on.

## **Image-editing Using Paint.net and PowerPoint for Image-editing - Lesson 5 (2.5 to 3 hours)**

Start the presentation with showing two different digital stories and ask the learners to watch in order to answer these questions after viewing the stories:

- What did they notice about the images?
- How many images did they see?
- Did they complement the story? How?

After the discussion of the stories, share a presentation that covers the following:

1. Using personal images work best, but if you have family member's photos, do you have permissions for their image to be shared?
2. What is copyright?
  - a. Use only copyright-free or personal images.
3. Minimize size images to use in their stories: cannot be smaller than 720px 480px - demonstrate how to view the size of photos on the Internet.
  - a. Cover what is "pixels" and how you cannot enlarge a small image without it becoming pixelated.
4. How can images complement a story and not distract?
5. If using images from the internet, demonstrate how to download and save to their movie folder on their computer.
  - a. Have learners start a word document of where they got the image from and the name of the photographer if required.
6. How to use PowerPoint to make a collage of images if more than one is needed for a small section of the story.
7. How to use Paint.net, a free software program. bundled with most computers, it is a basic editing tool and the facilitator/instructor will demonstrate:
  - a. How to do basic image editing where you'll learn to resize, crop, adjust colors and contrast of your images.
  - b. How do these can be used to change/emphasize a part of your story.

**This ends an excerpt of an  
Instructor's/Facilitator's Guide to Digital  
Storytelling.**

## Appendices

- A. Example of a Workshop Agenda (Syllabus) with Assessment (Workshop Rubric)
- B. Lesson Plans 3, 4, and 5
- C. Assessment

## A. Syllabus

### Instructor Contact Information

Laura J Revels, BA,

E-mail: lrevels@alaskanstoryteller.com

Phone number: 907-929-000 - evenings after 5:30pm

Office Hours: By appointment

Skype: By appointment, Skype user name: ak\_laura.

*Communication:* I will be checking e-mail on a daily basis during the length of the course and when you send a message, you can expect a response from me within 24 hours unless I am traveling. If that does not happen, please feel free to send another message. I also appreciate responses from messages I send within 48 hours. If you are struggling or have questions about class material, please let me know.

*Learning Environment:* Alaskan Storyteller website will house the workshop resources, lecture notes, and additional material. Physical environment will be conference-room style.

*Description:* Digital storytelling (DS) blends storytelling traditions with technology as a way for communities to be able to tell their own stories of learning, wellness, health and/or prevention. Digital stories combine narration, images, sound, video, and technology to create a short movie. Participants give voice to their experiences as they exercise their power to write and create their own personal narrative and are empowered to be the storyteller and the teacher. Additionally, DS provides an opportunity for participants to acquire and demonstrate technology skills using multimedia tools that are often free and accessible via the internet.

### Learning Objectives

- What is a Story
  - Explore the role of storytelling in our cultures
  - Review the history and background of the digital storytelling movement
  - What are the elements of story
- What Are Successful Elements Of Digital Storytelling (DS)
  - Identifying your audience
  - Use of storyboarding to plan out your project
  - Learn to write a first-person short script

- Learn how to use of free multimedia software programs to produce a digital story
- What are contextual images
  - Image manipulation
- Choosing a soundtrack
- Producing and publishing movie
- How to distribute the stories

### Required Texts and Materials

- VideoPad, the free version installed:  
<https://www.nchsoftware.com/videopad/index.html>
- Paint.net installed: <https://paint-net.en.softonic.com/>
- Access to Alaskan Storyteller Workshop Resource site:  
<https://alaskanstoryteller.com/>
- A maintained e-mail account

### Technical Requirements

- You must read your email before and during the workshop.
- Your computer needs to have an input for a microphone and an audio output for speakers or headphones.
- Your computer must have reliable access to the Internet and a basic suite of software. Software should include a word processor; a spreadsheet; picture-manager and a presentation program. The most common supplier is Microsoft Office. MS Office can sometimes be found at a reduced price for students. Other open source or free programs are available (Open, Star, and Neo Office), but may not have all the support offered in MS Office.

### Attendance

This is only a 3-day workshop and it is expected and strongly encouraged that you attend all 3-days.

### Participation

Participation in the workshop should include not only your physical presence, but also a level of engagement in discussions and activities. This engagement may come in the form of questions, statements, or your experiences with the material. I welcome questions

from students at any time, and I expect that we will be supportive of one another throughout the course.

### Notice to Participants with Special Needs

Students who have a special need that requires accommodation should contact the instructor before enrolling to help with an accommodation plan. I do not need to know the nature of your special need, but I do need to know my role in facilitating your learning and participation.

### Graded Activities and Assignments

There will be two different types of graded assignments in this course: weekly homework assignments, and a presentation. Additionally, you will earn points for attendance and participation.

*Homework:* the first day of the workshop, you will be expected to complete your typewritten script/story in order to record your narration the morning of the second day.

*Presentation:* The goal of this workshop is to have you produce and publish a 2-3 minute digital story. Our final class sessions will be devoted to student presentations, and we will cover in class how and where to upload your digital story.

### Grading/Assessment

This is a pass/no pass workshop with the following Continuing Education units awarded:

No Pass	Pass - 2 CE's	Pass - 3 CE's
No story script, audio narration, or movie completed or shared.	Story script and audio narration completed.	Full digital story movie published.

## B. Lesson Plans

### Lesson Plan #3 Title: Story Circle

**Performance Objective:** The Story Circle is an important part of the script-building session - it is what makes digital storytelling, Storytelling. The whole group will convene in the Story Circle to share their scripts and provide guided feedback.

**Resources or Materials Needed:** For this lesson, learners will need the draft of their story to share; this can either be hand-written or typed.

**Time:** 2.5 to 3 hours: 1-hour interactive instructor-led - students will be encouraged to ask questions during the presentation, with two-hours of instructor led Story Circle/discussion.

**Step 1: Pre-Instructional Activities:** Learners will watch one assigned digital story and bring a typed draft of their story.

**Step 2: Content Presentation:** This class requires learner interaction and only a brief presentation will be shared that will cover:

- What makes a DS successful
- What is Story Circle
- How to provide Feedback

**Step 3: Learner Participation:** Learners will share their story draft in a 10 to 12-minute presentation, which includes feedback from the other learners. All learners will provide one another feedback on each other's story.

**Step 4: Assessment:** The assessment is the sharing of their story; no other assessment is required.

**Step 5: Follow-Through Activities:** Learners will finalize their script and post to the discussion board for feedback from the instructor.

### Lesson Plan #4 Title: Audio Recording using Sound Recorder or Voice Recorder

**Performance Objective:** After a content presentation and demonstration, learners will record their story narration using sound recorder on their computers or the Voice Recorder on their smart phones. Learners will also save their recorded narration to their project folder.

**Resources or Materials Needed:** For this lesson, learners will need a completed script of their story to share; this can either be hand-written or typed, in order to record their narration. They will need either a smart phone with voice recording capabilities or have a computer with the app called Sound Recorder installed (a computer recording program free on most PCS with the Microsoft Office Suite) and either a headset with a microphone or a standalone microphone to record their narration.

**Time:** 2.5 hours: 2-hour interactive instructor-led presentation and demonstration of recording both on a smart phone and with Sound Recorder with a microphone. Students will be encouraged to ask questions during the presentation, .5 minutes of instructor-led discussion.

**Step 1: Pre-Instructional Activities:** Learners will select, and watch, one digital story from previous digital story classes and be asked to pay attention to tone and pace of the story. Learners will be asked to share their impression of the tone and pace during the discussion phase of the class.

**Step 2: Content Presentation:** This class requires learner discussion after a presentation and demonstration of tools. Topics to be covered:

- How to record your narration
- What makes a successful recording
- Recording the narration and saving to your project folder

**Step 3: Learner Participation:** Learners will verbally share again who their intended audience is, what do they want their audience to walk away with after hearing their story, and how would they normally talk to this person and/or group. Learners will also share in class their impression of the tone and pacing of the DS they chose to watch before class.

**Step 4: Assessment:** The assessment is the sharing of their story; no other assessment is required.

**Step 5: Follow-Though Activities:** Learners will record their narration and email it to the instructor to review.

## **Lesson Plan #5 Title: Image Editing using Paint.net and Storyboarding**

**Performance Objective:** After content presentation and demonstration, learners will be able to use Paint.net to apply basic image manipulation to edit their images to use in their DS. Learners will also be able to use their script as a simple storyboard.

**Resources or Materials Needed:** Learners need 16-20 images from their own personal photo collection to choose from; internet connection with access to assigned websites from the instructor, and Paint.net on their computers.

**Time: 3 hours:** 2.5-hour interactive instructor-led presentation and demonstration of image manipulation and creating collages using Paint.net. Students will be encouraged to ask questions during the presentation, .5 minutes of instructor-led discussion on how the Paint.net can be used to enhance or distract from the story. Feedback will be asked from students of their own experience of when they saw a movie or DS and an image distracted from the story.

**Step 1: Pre-Instructional Activities:** Learners will find 16-20 images from their own personal collection that may want to use to complement their DS.

**Step 2: Content Presentation:** This class requires learner discussion after a presentation and demonstration of tools. Topics to be covered:

- What is copyright.
- What is contextual graphics.
- How to download copyright-free images from the internet and save to their project folder.
- How to use Paint.net to do basic image editing such as crop, change hue/saturation of their images, and create a picture collage.
- How to save their image collection to their project file.
- How to use their script as a part of a Simple Storyboard.

**Step 3: Learner Participation:** Learners will share one photo that they will be using in their DS and what is its importance to their DS.

**Step 4: Assessment:** The assessment is the sharing of their story; no other assessment is required.

**Step 5: Follow-Though Activities:** Learners will choose the best images from their personal collection and from copyright-free sites, that complement their story and put what images will be used in a simple storyboard format.

- Storyboard will be posted to the discussion board for instructor-review.
- Learners will use Paint.net to do basic image editing such as crop, change hue/saturation of their images, and create a picture collage.
- Learners will save their image collection to their project file.

## C. Assessment

Assessment of DS is difficult due to the personal nature of the stories and the peer-to-peer interaction, which is not subject to grading or evaluation by the instructor. DS is a training that is used by Tribal public health or mental health employees as a community education and outreach tool and usually is used to meet a grant requirement for health education and/or community organizing.

However, learners will be assessed on their script with narration and their completed DS. Continuing education credits are awarded for CHAPs and Behavioral Health Aides, who are required to complete a minimum of six-credits of continuing education credits per year. The credits are awarded by their respective State board regulatory committees. Upon completion of the training, the learners would submit their Certificates of Completion via email to their committees and supervisors.

As for gauging how well, the learners are understanding the materials, within the Moodle training site, we will use a Questionnaire where learners will be required to fill-out after four weeks, and at the end of the course, and will be required to answer the following questions:

1. Did you learn anything help for you in your work? Please share more with us what you learned.
2. Your favorite part of the course was...
3. Have you shared the information you learned during DS training?
4. As a result of the DS training, how have you changed the ways you interact with your patients?
5. Have you shared your story or digital story with family, friends, patients, community members or others?

By asking these questions, in addition to sharing their stories, we are able to gauge whether we are helping the learners to be successful.

Although we do not grade for this training, we do have pass/no pass criteria with these minimum passing requirements:

- Complete the script/story and an audio recording of the story and share in class.
- Complete a DS and share in class.

For the minimum passing, learners will earn two continuing education credits by sharing their script and narration recording. To earn 3-credits, a DS movie must be published and shared. If the minimum is not completed, then learners will not receive a Certificate of Completion nor will they received the continuing education credits.

How we follow whether the learners are going to pass the training follows this DS process:

- Script is shared with the instructor and within Story Circle. Learners are not allowed to record their narration until the script has been signed off by the instructor.
- Same process for the audio recording, once the recording is complete it will be approved by the instructor before the story can be constructed in VideoPad.
- The same process above applies to the storyboard, the students will not be allowed to start the video-editing process until the storyboard has been approved by the instructor.
- The same process of sharing with the instructor, will be required during the video-editing. The instructor will sign-off on the draft of their video before it can be published into a movie format.

Successful completion of the course will be the completed two to three-minute DS that will be presented to the class during an online “movie premiere” of the stories. Learners will receive a Certificate of Completion and 3 continuing education after completing the evaluation and for their completed DS.

This is pass/no pass workshop with the following Continuing Education units awarded:

No Pass	Pass - 2 CEs	Pass - 3 CE's
No story script, audio narration, or movie completed or shared.	Story script and audio narration completed.	Full digital story movie published.