

## Digital Storytelling to Inspire Creativity in the K-12 Classroom

EDST 639: CRN 30291 (3 Units) Online

Summer 2011 – June 7 through July 15<sup>th</sup>

### Mission Statement of the College of Education, CSUSM

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

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#### Video Production in Education Certificate Program

This course is designed as part of the **Video in Education Certificate Program** at CSUSM, developed through a partnership with the *Picture This!* Project at the San Diego County Office of Education: <http://picturethis.sdcoe.net/>

**Computer Concepts and Applications Supplementary Authorization:** this course is one of the four courses that have been approved to satisfy the California Supplementary Authorization (CSA) in Computer Concepts and Applications requirement. All four courses are offered completely online! Regardless of where you live in the state, you may now fulfill CSA requirements by completing four, three-unit, graduate-level courses in Computer Concepts and Applications, offered collaboratively by the CSUSM College of Education and Extended Studies. Contact Extended Studies for more information.

#### Graduate Credit

This is a graduate level course, and successful completion can be applied toward elective requirements for some Masters Programs including the Masters in Education General Option. Note that students must receive an A or B in order to use the course as one of their masters program courses.

#### Course Description

This course prepares educators to apply principles of digital storytelling to create a variety of movie sequences applying project based learning elements emphasized in education today. Copyright issues and permissions will be addressed for the K-12 classroom. Web-based tools offer teachers and students frictionless access to digital images and materials that enable them to construct compelling personal narratives.

#### Learning Outcomes:

1. Understand how technology standards (NETS) can be integrated with content standards
2. Understand how Visual and Performing Arts (VAPA) can be integrated in projects
3. Understand how to effectively work with graphics in Digital Storytelling Projects
4. Understand Copyright and Intellectual guidelines and when Fair Use Applies

5. Plan and implement a digital storytelling project based that targets NETS, VAPA and specific K-12 academic standards.
6. Assess and reflect on the outcomes of implementing a technology-based project in a K-12 classroom.

### **Required Text and Materials:**

- Gura, M. (2008). *Visual Arts Units for All Levels*. Published by the International Society for Technology in Education. ISBN 978-1-56484-242-8
- Frazel, M. *Digital Storytelling Guide for Educators* (2009). Published by the International Society for Technology in Education. ISBN 978-1-56484-259-6
- Up to Date Computer and Operating System that provides software for digital editing, video editing and photo manipulation. Free tools are available online.
- Still Digital Camera that can be connected to a computer through USB port
  - Optional: digital video camera with cables for downloading to computer
- Access to K-12 classroom, or group of K-12 students, for field-testing a technology lesson.

### **Plagiarism and Cheating**

All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 6<sup>th</sup> edition. Failure to do so may result in failure of the course. Please be sure to read and understand the university policy on plagiarism and cheating, as it will be strictly enforced. Academic dishonesty will not be tolerated and will result in a failing grade for this course and will be reported to the University. APA online resources:

- CSUSM Library: <http://lib2.csusm.edu/subject-guide/55-APA-Style-Help?tab=332>

### **Attendance Policy**

In this online course, It is expected that all students will have an active presence in the online community, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. Organize each week so that you **visit the Cougar Course (CC) shell every 2-3 days**. This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use **Cougar Courses** and participate in activities, as well as play sound files and movie clips. **It is your responsibility to check these capabilities out as soon as you begin the course** and have a plan for completing and accessing these resources regularly. Note that assignment documents must be completed in Microsoft Office (Word, PowerPoint and/or Excel). *Modules begin on Tuesday each week and end on Monday the following week except when there is a holiday. Initial posts for each module are due on Friday after the module start date to allow for responses prior to the end of the course week (Monday).*

### **Grading Policy**

IT is expected that all required work will be submitted on time, and that students will proofread and edit their assignments prior to submission. Students will ensure that all text is error-free (grammar, spelling), and ideas are logically and concisely presented. Each assignment grade will be negatively affected as a result of proof reading oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 6<sup>th</sup> edition for citation guidance.

### **Late Assignments:**

Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day. Students must submit all assignments at an acceptable level to pass the course.

### **Discussion Forum Postings (Value Added Model)**

When replying to a posting in the discussion area (or through a Web Blog) by another student, instructor, or guest, you must **refer to the person by name and refer to their comments** within your posting. **To Add Value**, your response must do one of the following: **give an example** of what the prior post described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. Peers will also be asked to review how others conform to this aspect of the course discussions.

**Assignment Questions:** There is a **Questions** Forum in the Moodle course shell. This section is included to allow everyone the benefit of having access to instructor responses to questions about the course, activities, and/or assignments. Please review the posted questions before posting your question(s). Instructor will respond to posts within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email or phone. Students may also respond to questions when they have information that will help other students.

**Cougar Courses Help:** Cougar Courses uses a Moodle interface. Contact the CSUSM help desk for support if needed. Their location and hours are listed on the web: <http://www.csusm.edu/iits/support/studenthd/index.html> Be sure to leave a phone number and/or email if you leave a message at the help desk regarding a problem you are having. They can help with all technical aspects of the Cougar Courses environment including problems with accessing files, uploading assignments, and using Cougar Courses tools. **If you write to the instructor about a problem with Cougar Courses**, please confirm that you have communicated with the Help Desk first and refer to who replied to your question. Student resources and login for Cougar Courses: <http://cc.csusm.edu/>

### **Important Considerations:**

- Assignments are due when noted in the module and/or assignment link.
- **All assignments should be based on thoughtful reflection**, and submitted only after final edits, proof-read and word-processed. The university has a 2500-word writing requirement for each course that is met through the course reflections, assignments and discussions in the forum. Use Microsoft Word for any Word Processed documents, but post directly to the forum discussions instead of posting a file.
- **Contact instructor in advance** of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.
- **Grading of coursework** will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.
- **Remember to cite** all information obtained from others completely in APA 5<sup>th</sup> Edition format. References are required.

### **Course Modules**

There are 8 modules in the course. The Modules are called:

1. Incorporating Technology and Visual Arts in the Classroom

2. Working with Graphics Files
3. Copyright and Intellectual Property Rights in the Classroom and Beyond
4. Planning Digital Arts Projects
5. Assessing Digital Arts Projects
6. Design an Instructional Unit
7. Publishing and Sharing Projects
8. Reflection and Next Steps in the Classroom

**Resources:**

Digital Storytelling: <http://electronicportfolios.org/digistory/>  
 Center for Digital Storytelling at Berkeley: <http://www.storycenter.org/index1.html>  
 Digitaes: Bernajeon Porter: <http://www.digitales.us/>  
 Dr. Helen Barrett: <http://electronicportfolios.org/digistory/>  
 Daniel Meadows and the digital documentary model: <http://www.photobus.co.uk/>  
 Ken Burns Photo Technique with iMovie Software:  
<http://multimedia.journalism.berkeley.edu/tutorials/video/imovie/photos-kenburns/>  
 50 Web 2.0 tools for creating stories: <http://cogdogroo.wikispaces.com/50+Ways>  
 Digital Video in the Classroom  
<http://edtech.guhsd.net/video/videoideas.html>  
 Free Audio stories for kids: <http://storynory.com/>  
 Digital Storytelling Site from University of Houston: <http://digitalstorytelling.coe.uh.edu>

Convert text to movie for fun: <http://www.xtranormal.com/watch/6120843>

**Course Assignments:**

Weekly Forum and Journal Postings (Participation)	20 points
Graphic Activity (Module 2)	5 points
Copyright Activity (Module 3)	5 points
Digital Storytelling Project Planning (Module 4-5)	10 points
Lesson (Module 6)	20 points
Management Plan (Module 6)	10 points
Pilot Lesson Reflection (Module 7)	5 points
Technology - Self Assessment Module 7)	5 points
Readings and Quizzes	20 points
<b>Total</b>	<b>100 points</b>

**Grading Scale**

A = 93-100	A -= 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- =70-72
D = 60-69	F = 59 or lower		

**Course Schedule**

There are 9 modules in the course counting Module 0. The Modules are called:

0	Getting Started	Week 1
1	Incorporating Technology and Visual Arts in the Classroom	Week 1
2	Working with Graphics Files	Week 2

3	Copyright and Intellectual Property Rights in the Classroom and Beyond	Week 2
4	Planning Digital Arts Projects	Week 3
5	Assessing Digital Arts Projects	Week 3
6	Design an Instructional Unit	Week 4
7	Publishing and Sharing Projects	Week 5
8	Reflection and Next Steps in the Classroom	Week 5