

**Digital storytelling
starts with good
stories !!**



00:00:00



What is the value of digital/new media based story making, in the academic and personal lives of students?



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What makes stories work? Why and how are they universal?



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How can teachers help students plan and execute new media narrative? Specifically what tools can they use?

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What is the value of digital/new media based story making, in the academic and personal lives of students?

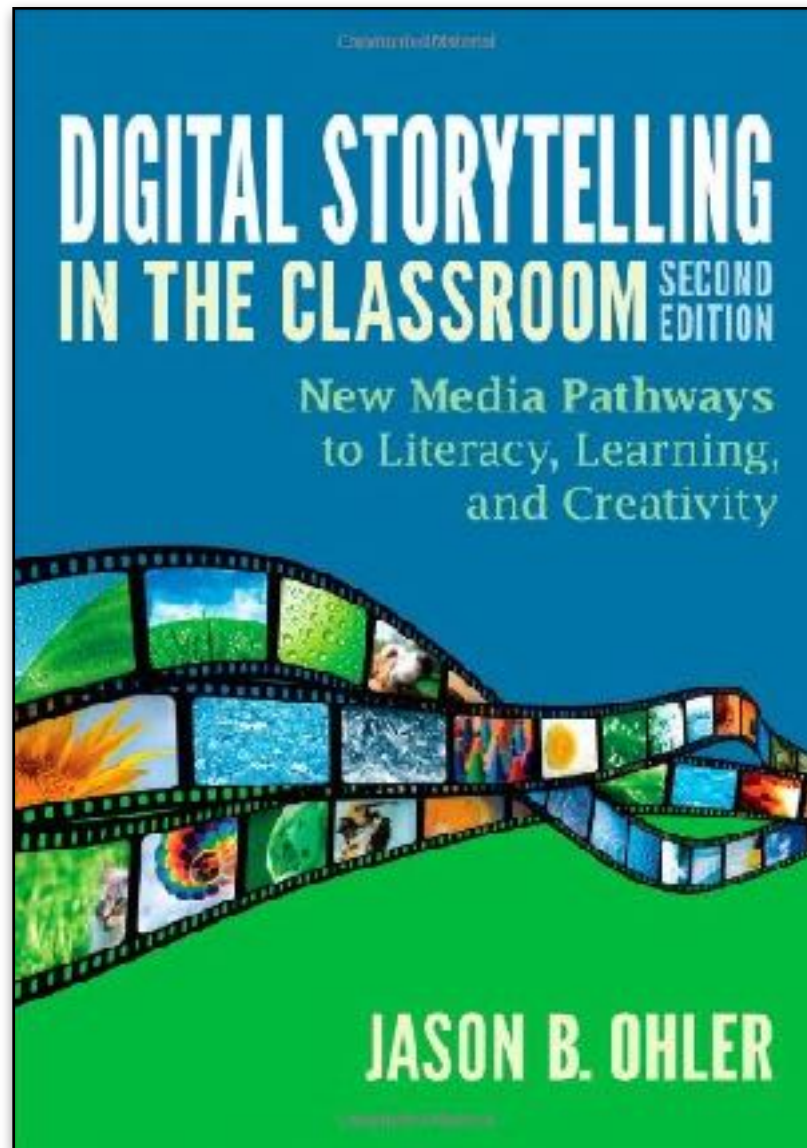
How can we use new media stories in education? How can we assess them?

How can teachers help students plan and execute new media narrative? Specifically what tools can they use?

What makes stories work? Why and how are they universal?



Some background/ahha moments



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What is the value of digital/new media based story making, in the academic and personal lives of students?



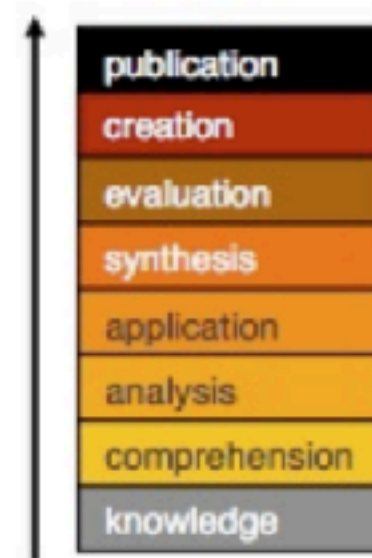
Digital storytelling in education



Bloom applied to making media

Bloom's Cognitive Taxonomy. Bloom developed a taxonomy of cognitive stages that also serve as learning objectives for teachers creating learning experiences. As the stages progress from knowledge to evaluation, they can be seen as going from basic to sophisticated, representing increasing levels of intellectual development and utility. The media development process draws upon this progression of cognitive steps and mirrors them closely.

Please note that I added two stages: creativity and publication. Bloom's taxonomy was developed during a time when the tools, pedagogy and social impetus for students to create original work were rather weak. Thus the highest rung in the Bloom ladder was evaluation. Fast forward to the digital age, when creativity tools are abundant, and the new ISTE standards promote innovation and creativity. The result is that the ability to create becomes an important high end cognitive function.



Part of creativity is contributing to the social mediasphere by publishing what we create. While publication venues were sparse in Bloom's day, now they are abundant. Thus students are always actively creating and updating a portfolio, whether formally or informally, that is often open to the public.

I also ask the question whether we need one more phase: cooperation, and further, if we do, where it should fit into the hierarchy. I believe what we are discovering is the limitations of a taxonomy. They are quite ordered and easy to follow, but don't embrace more lateral kinds of thinking in which a learner can be at more than one level at the same time.



Twenty Revelations

...digital storytelling,
new media literacy in
education



www.jasonOhler.com/storytelling

00:00:00





Revelation 1:

I know only one thing for certain about the technologies that await us in the future: we'll find ways to tell stories with them. Stories are universal, across time and technology.





Revelation 5:

Art is the 4th R.





Revelation 7:

It is the special responsibility of teachers to ensure that students use technology to serve the story and not the other way around.





Revelation 10:

Stories help us make sense out of the chaos of life.





Revelation 11:

Story provides a powerful metaphor, framework, and set of practical processes for resolving issues, educating ourselves, and pursuing our goals.





Revelation 12:

Students need to become heroes of their own learning stories as well as of the stories they tell with their own lives.





Revelation 14:

Combining creativity and critical thinking through storytelling, defines an important pedagogical frontier: *creatical thinking*.





Revelation 15:

Digital stories allow today's students to pursue academic content in their own language. Stories can be used to tell truth, fiction and everything in between.





Revelation 17:

Digital stories combine traditional and emerging literacies, engaging otherwise reluctant students in literacy development.





Revelation 18:

Digital story creation offers an effective means to teach media literacy, especially in an era of fake news. To create media, you have to deconstruct media.





Revelation 20:

Technology doesn't make teachers obsolete. Quite the opposite. Now more than ever, students need the guidance and wisdom that teachers offer to help them use technology with care and to tell their stories with clarity and humanity.



What is the value of digital/new media based story making, in the academic and personal lives of students?



What makes stories work? Why and how are they universal?

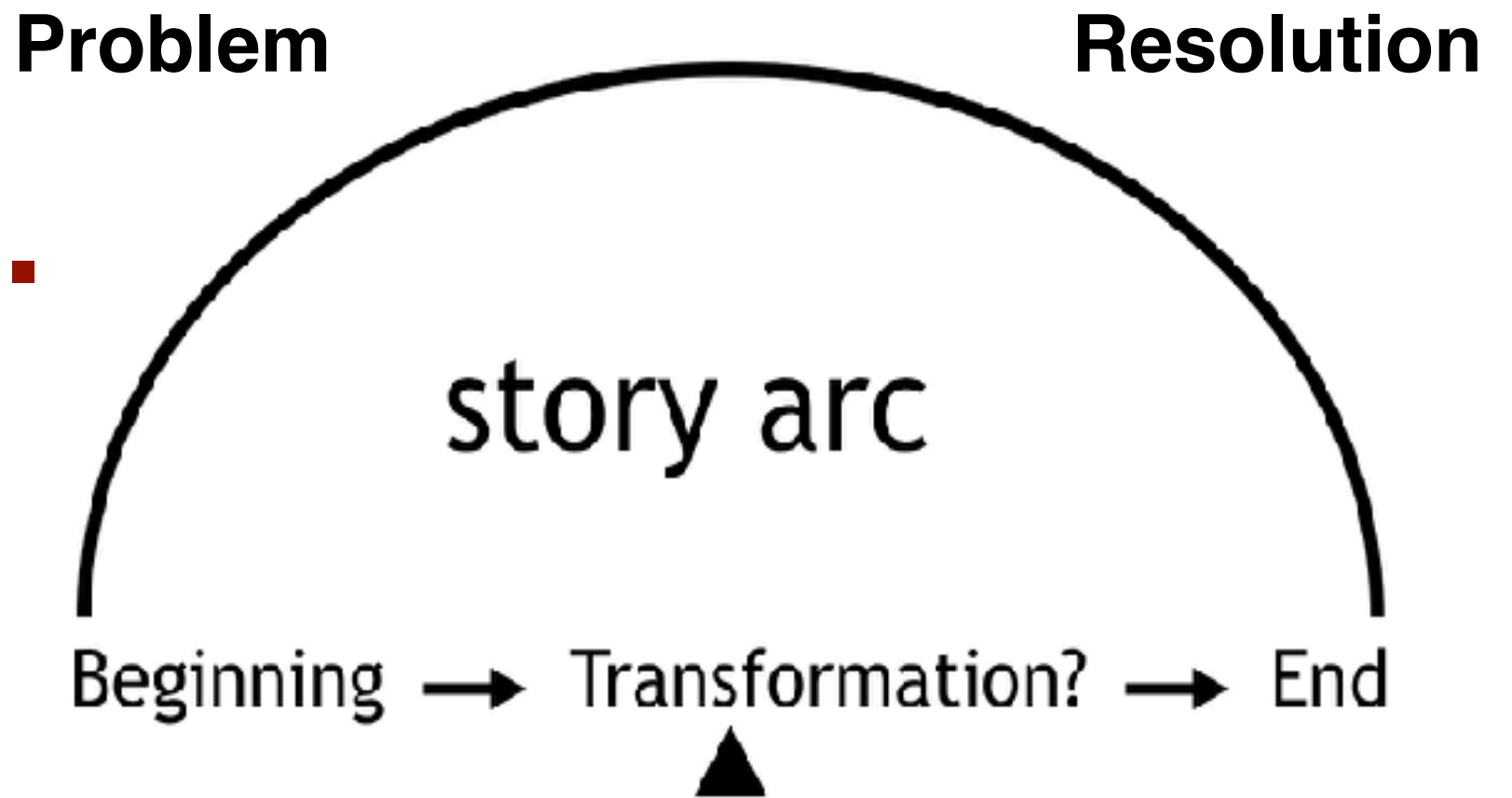


lists vs. stories

List:

- item 1
- item 2
- item 3
- item 4

VS.



why stories?

story core...

*Problem
(tension)*

*Solution
(resolution)*

Story

*Transformation
(growth)*



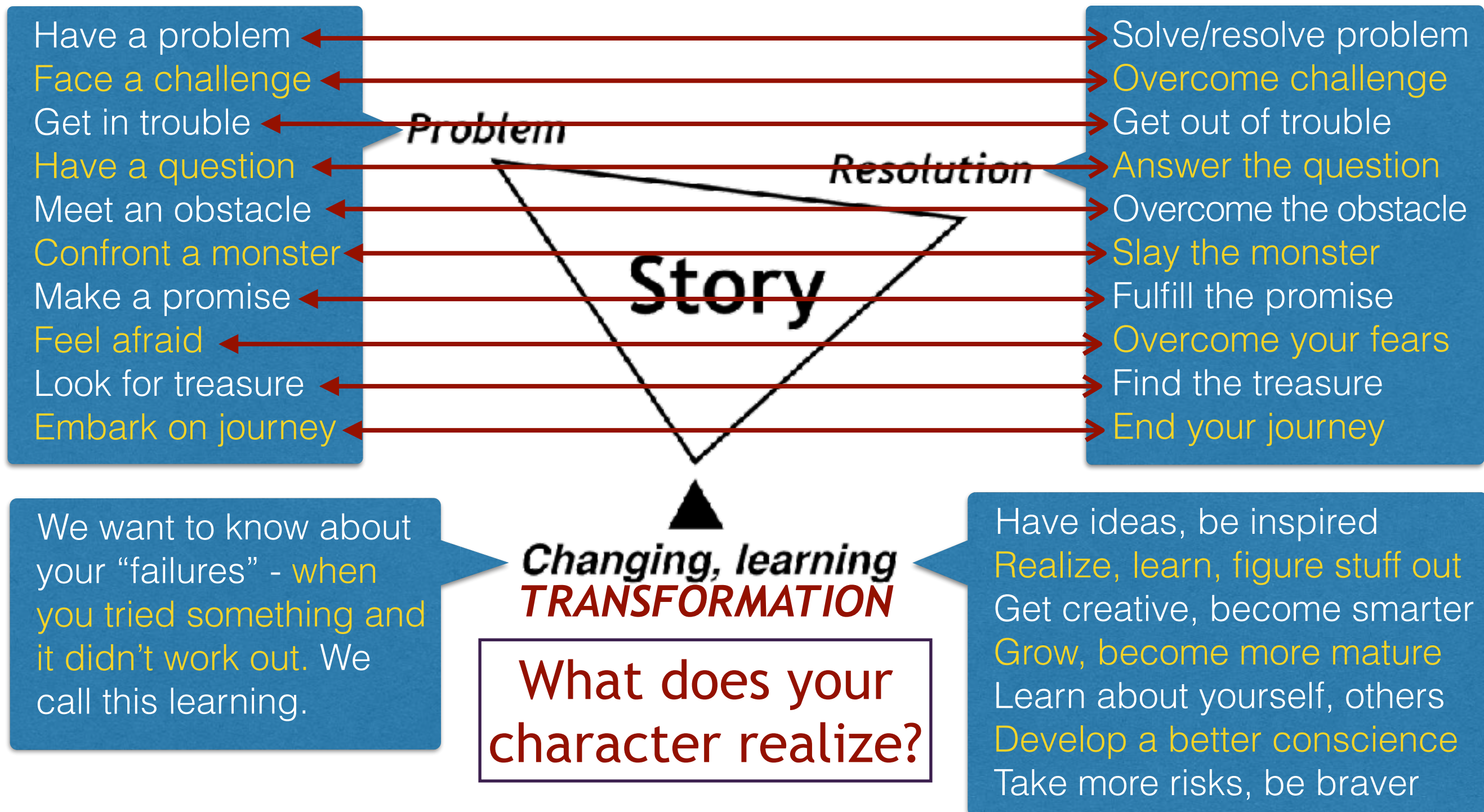
First, a story
with a beginning, middle and end



**Legend of the
lunch sandwiches**

Uncle Albert
Who has a voracious appetite

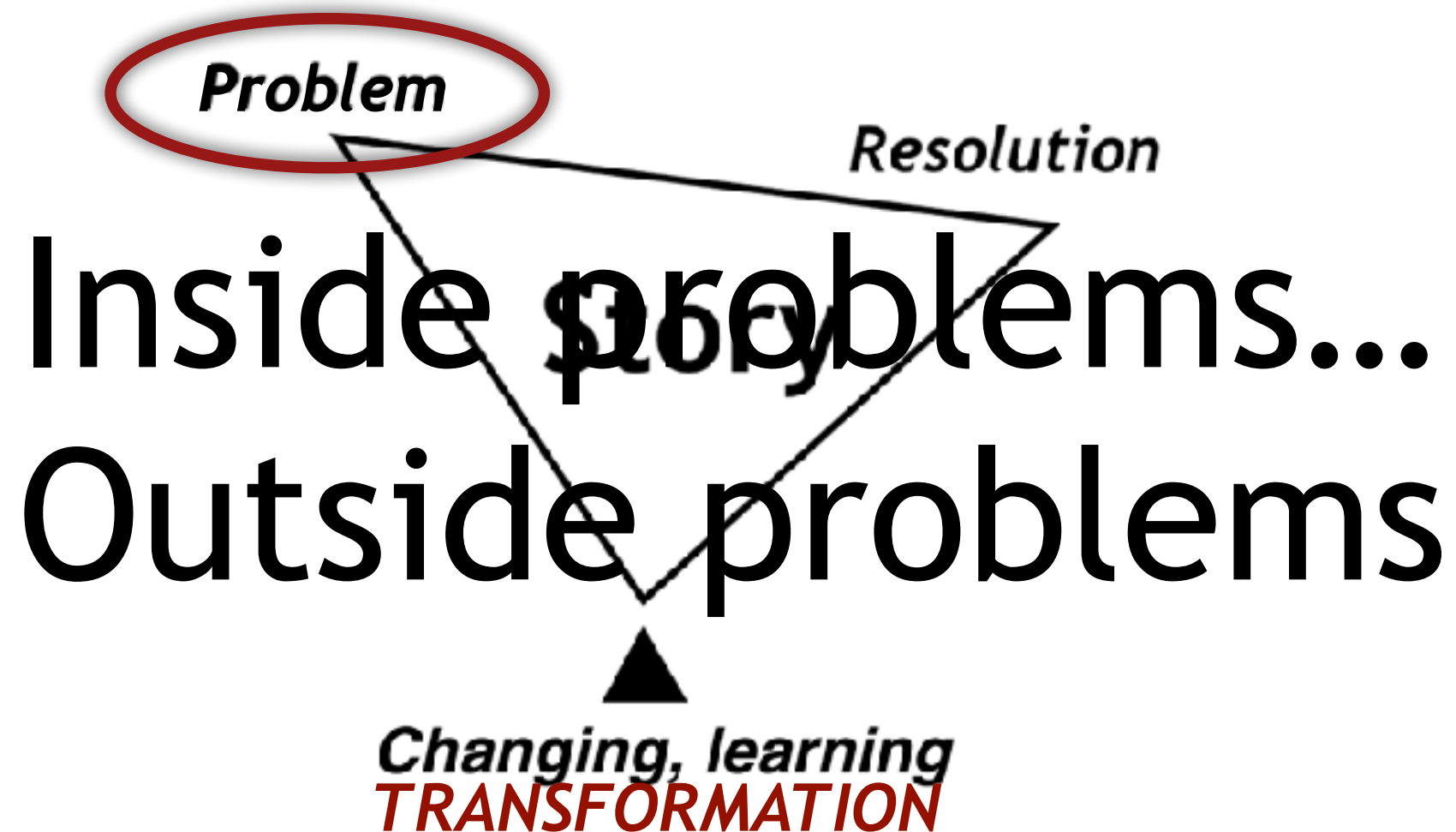
story core: components





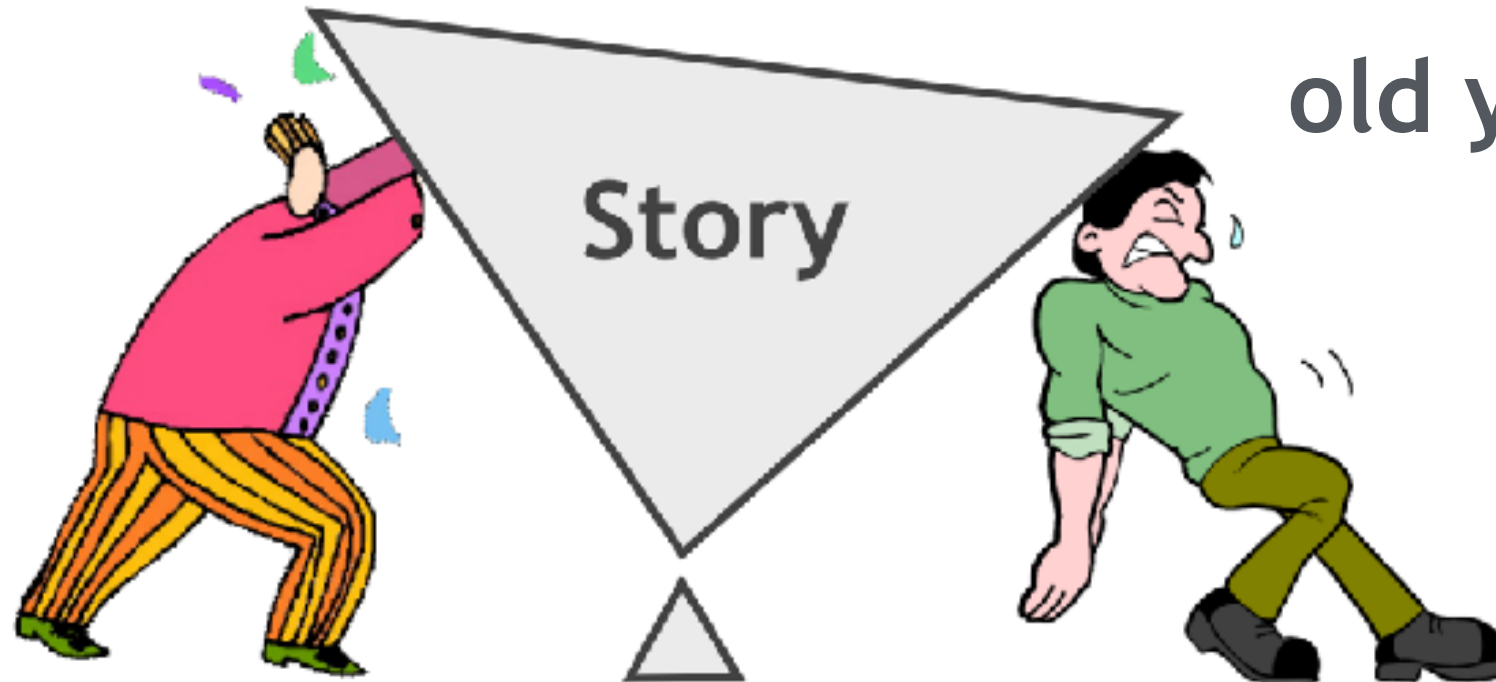
Reporter:
You've had a unique journey here.

story core: problems



story core: illustrated

new you...



old you...

Changing, learning
TRANSFORMATION

What is the value of digital/new media based story making, in the academic and personal lives of students?



How do teachers help students plan and execute new media narrative? Specifically what tools can they use?

What makes stories work? Why and how are they universal?

Two rules...

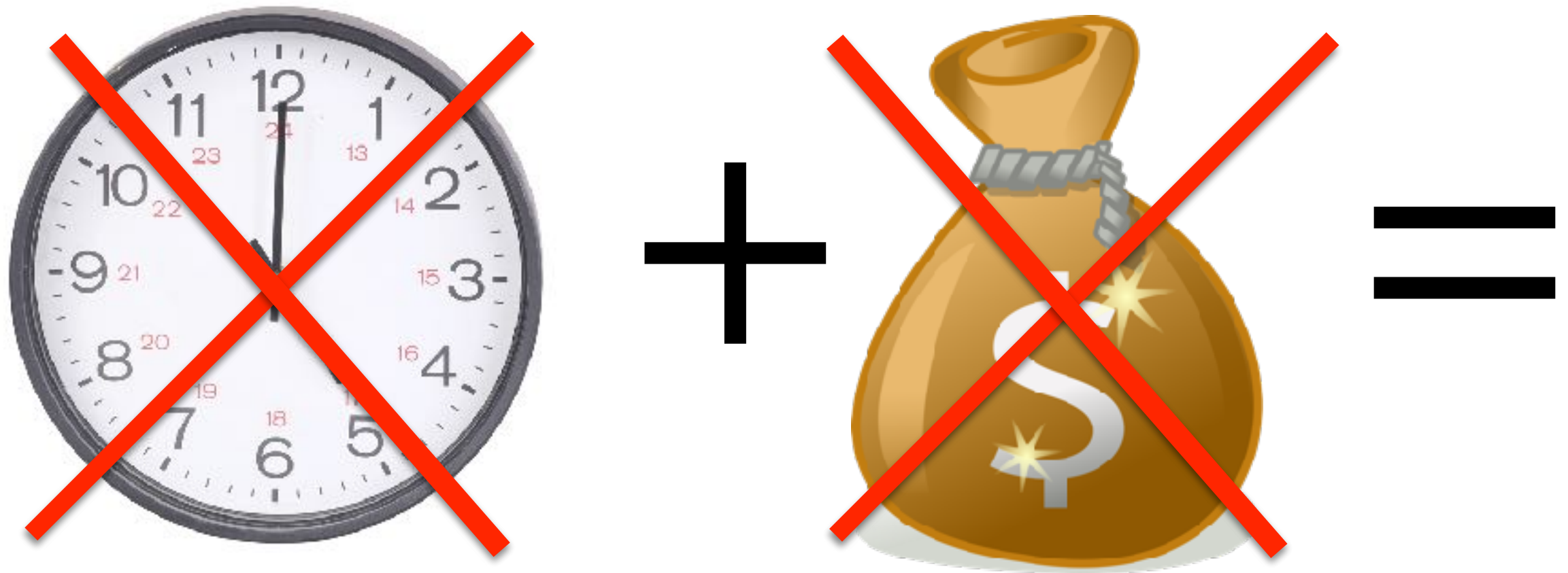
Rule #1

Story first

...digital 2nd

Rule #2

**No rules,
only guidelines**



Classroom reality

OCT

28

Story Making Tools

- [Return to jasonOhlerIdeas](#) -

How to Make a Story - Process Notes

In this blog post, I describe in the simplest possible terms, how to plan for and create a story that works as a story, regardless of the technology you use. My approach assumes you are busy and have no budget. It also assumes that if your story is solid, a lack of resources won't matter - a good story always shines.

Would you like the handout? If you would like a handout that you can modify for your

Story Concepts

jasonOhlerIdeas.com



Putting it all together...

story creation process...

1. **Plan**: draw story map

story map: arc

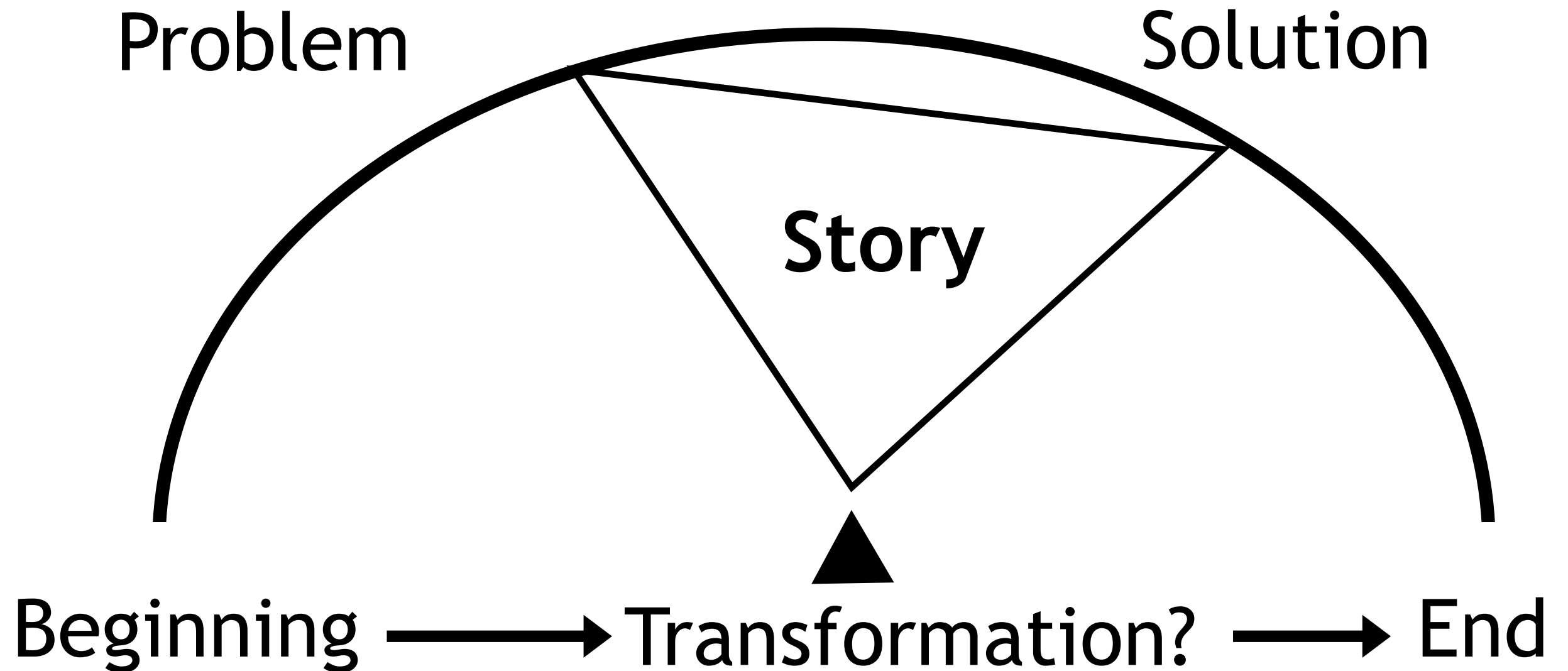
Problem

Solution

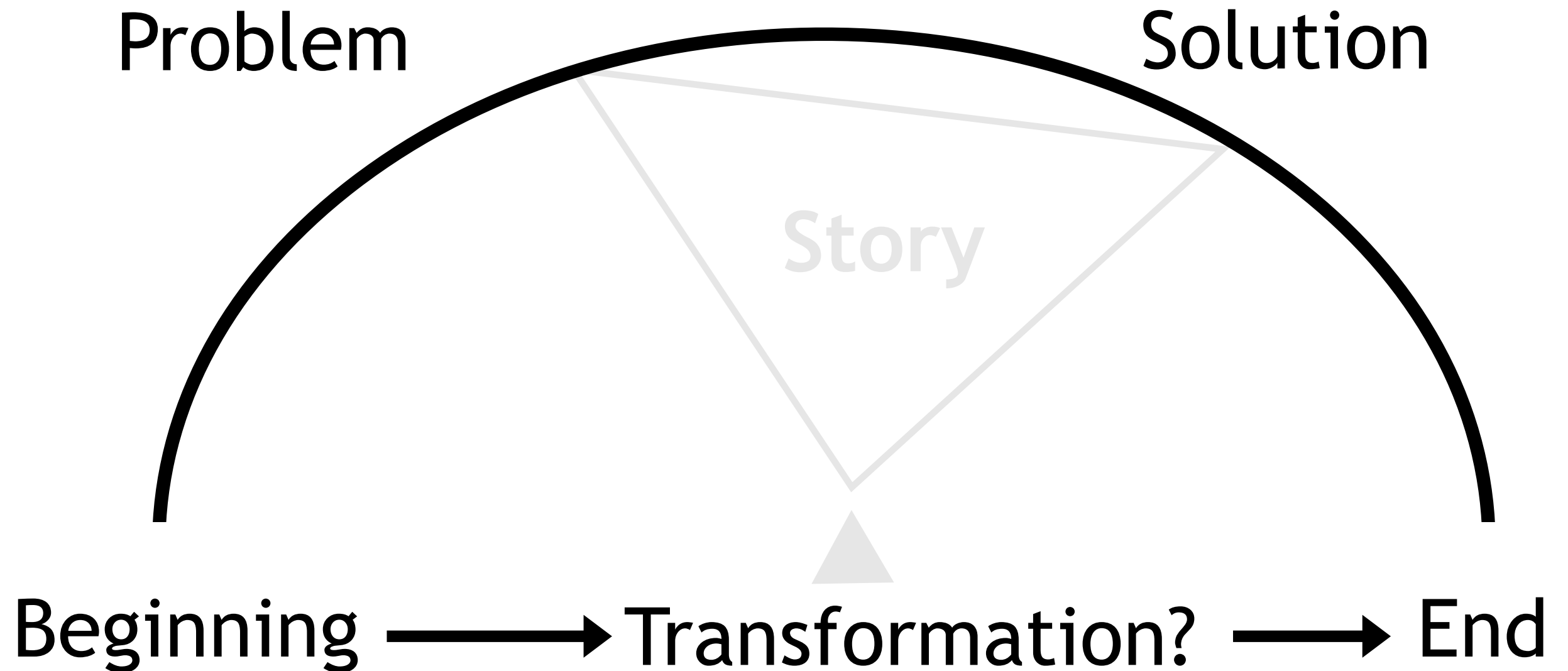
Beginning ———> Transformation? ———> End



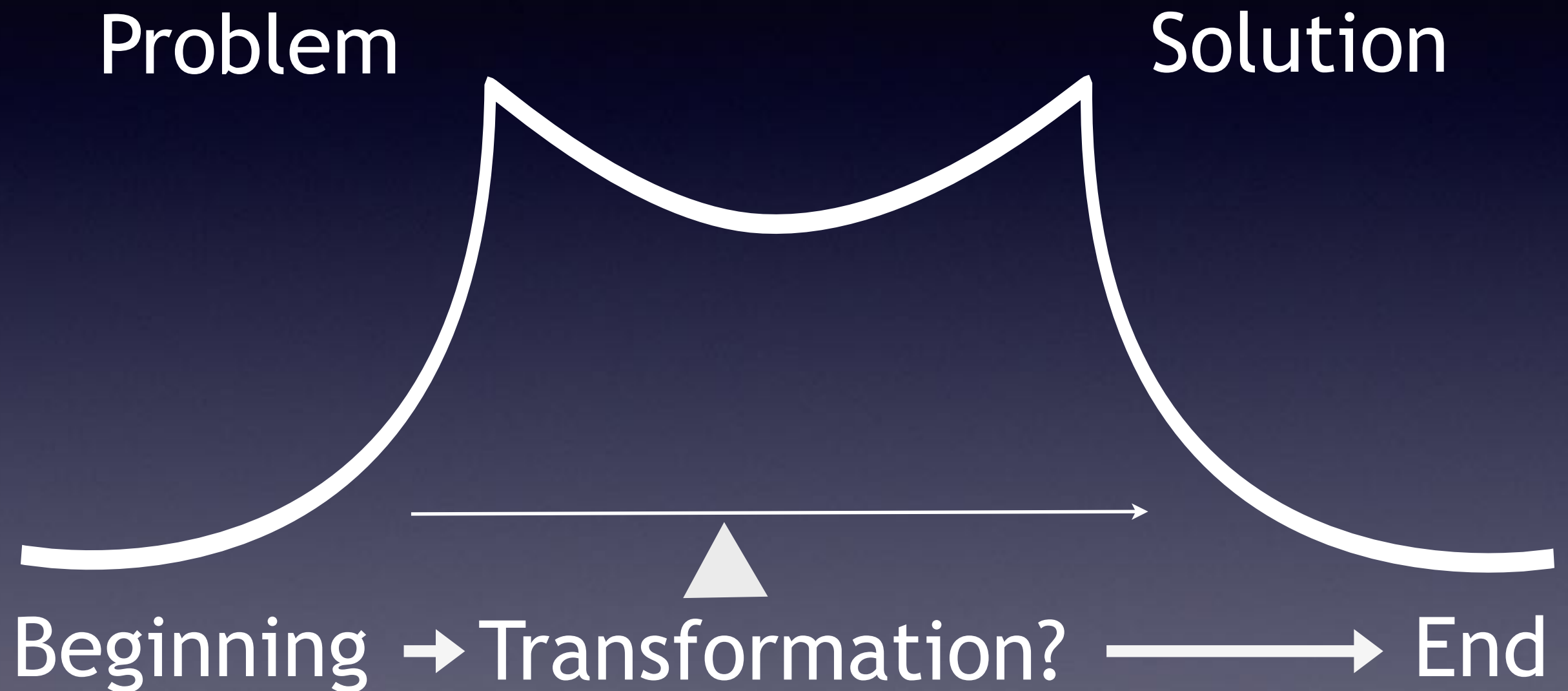
story map: arc



story map: arc



VPS, basic...



Dillingham, 2003, modified Ohler, 2005

story core...

*Problem
(tension)*

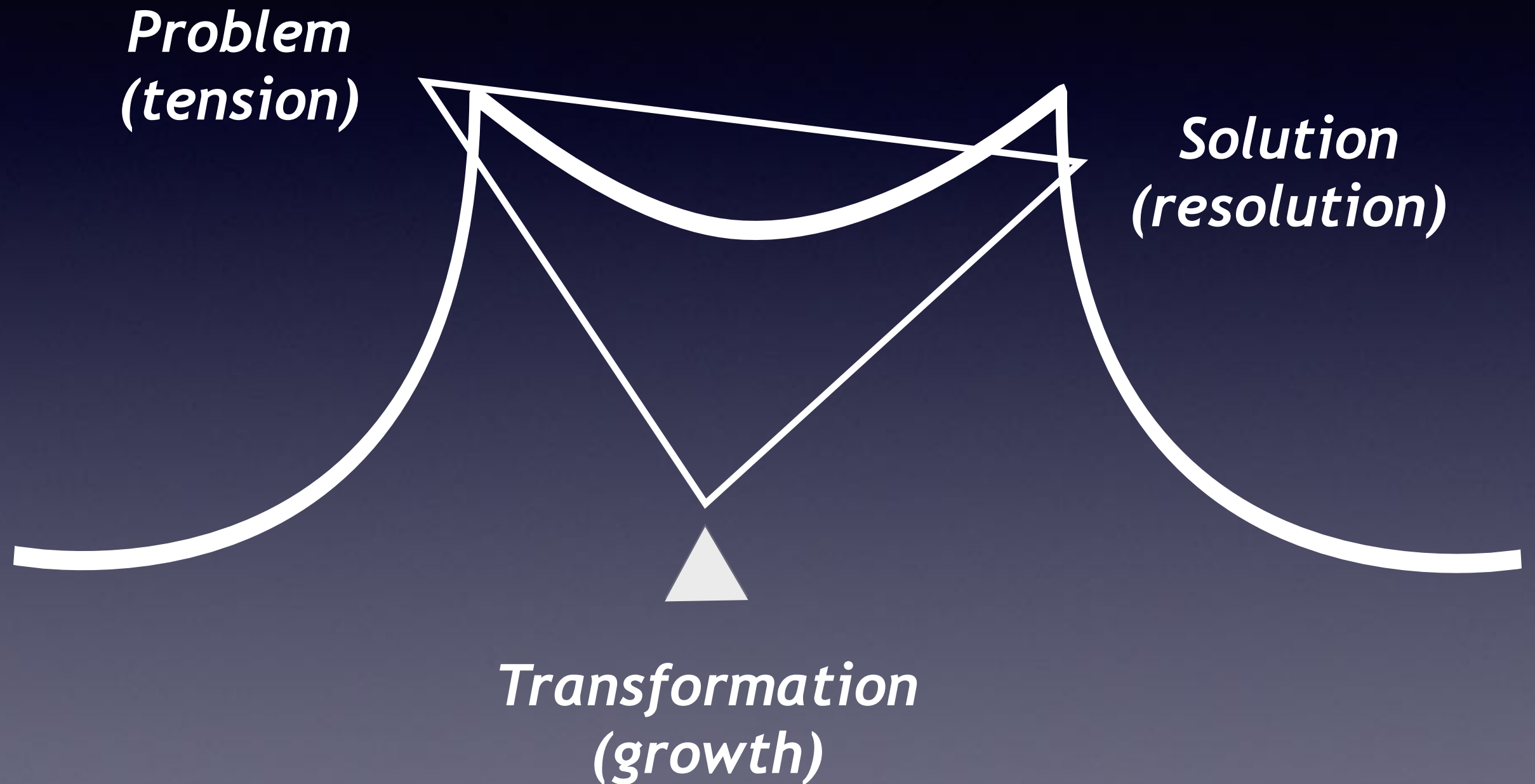
*Solution
(resolution)*

Story

*Transformation
(growth)*



On one sheet of paper...



On one sheet of paper...

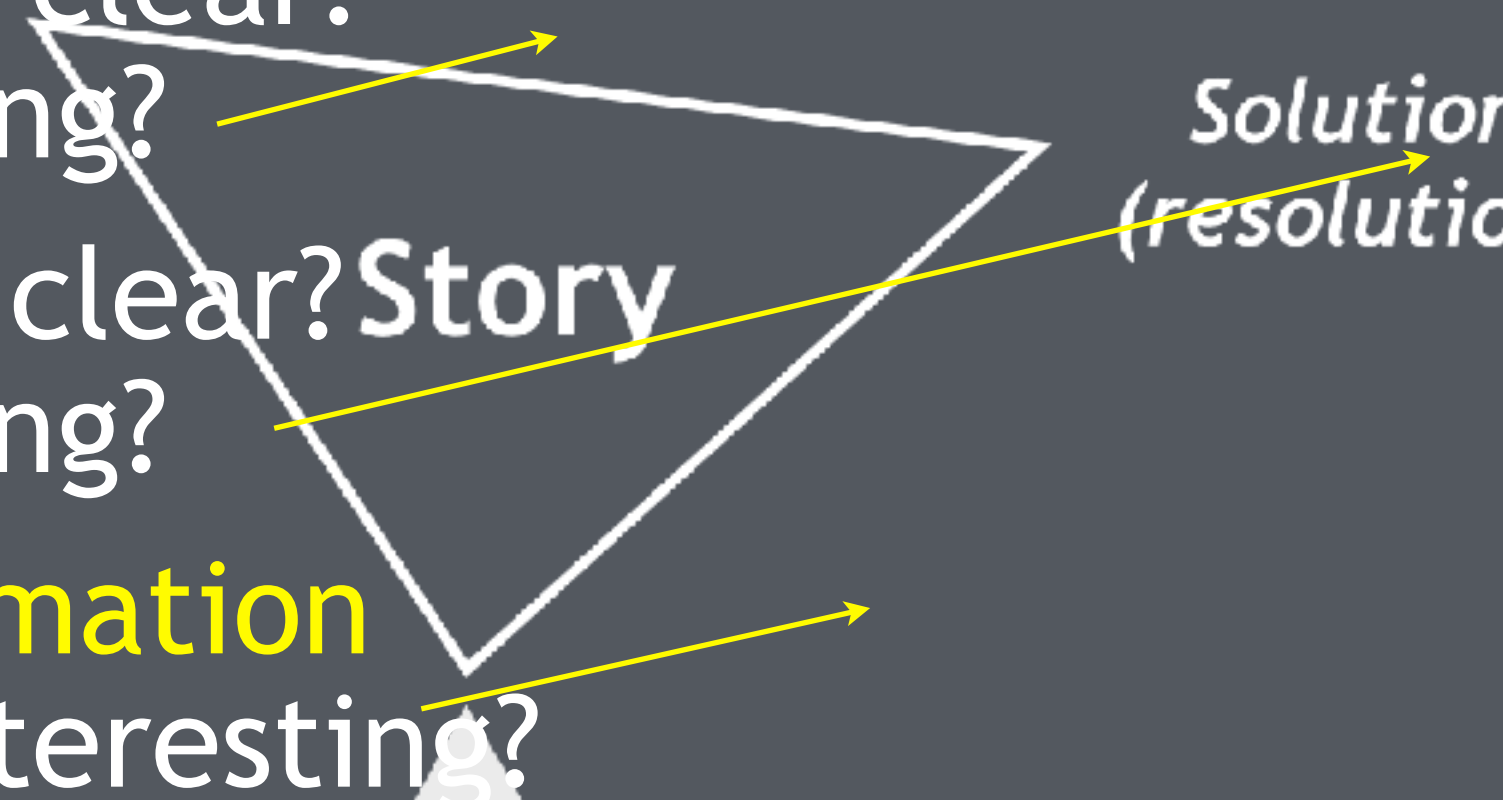


Dillingham, 2003, modified Ohler, 2005

story creation process...

1. **Plan**: draw story map, **peer pitch**, finalize

peer pitch story core...

- **problem** clear?
(tension) interesting?
 - **solution** clear?
Story interesting?
 - **transformation** clear? interesting?
- 
- The diagram consists of a white triangle on a dark background. The top-left vertex is labeled 'Problem (tension)', the top-right vertex is labeled 'Solution (resolution)', and the bottom vertex is labeled 'Transformation (growth)'. Three yellow arrows originate from the vertices and point towards the list items: one from the top-left to 'problem', one from the top-right to 'solution', and one from the bottom to 'transformation'.

Transformation
(growth)
clear? interesting?

story creation process...

1. **Plan:** map, peer pitch, finalize
2. **Write:** 1/2 to 1 1/2 pages (play time?)
3. **Put:** your writing into a “2-column” story table
4. **Describe media:** In “column 2” describe what we see, hear
5. **Speak/record:** record/listen/rewrite
6. **Get media:** collect citations as you go

story creation process...

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story creation process...

7. **Create/reserve:** title page

8. **Add:** pictures, video

9. **Add:** citations

If time:

9. **Add:** music

10. **Add:** transitions, effects

11. **Export:** final piece (Quicktime, WMV, ?)

12. **Perform:** for public, post ...*where?*

Got time?

**Peer review
rough drafts**

Choices

Story map choices

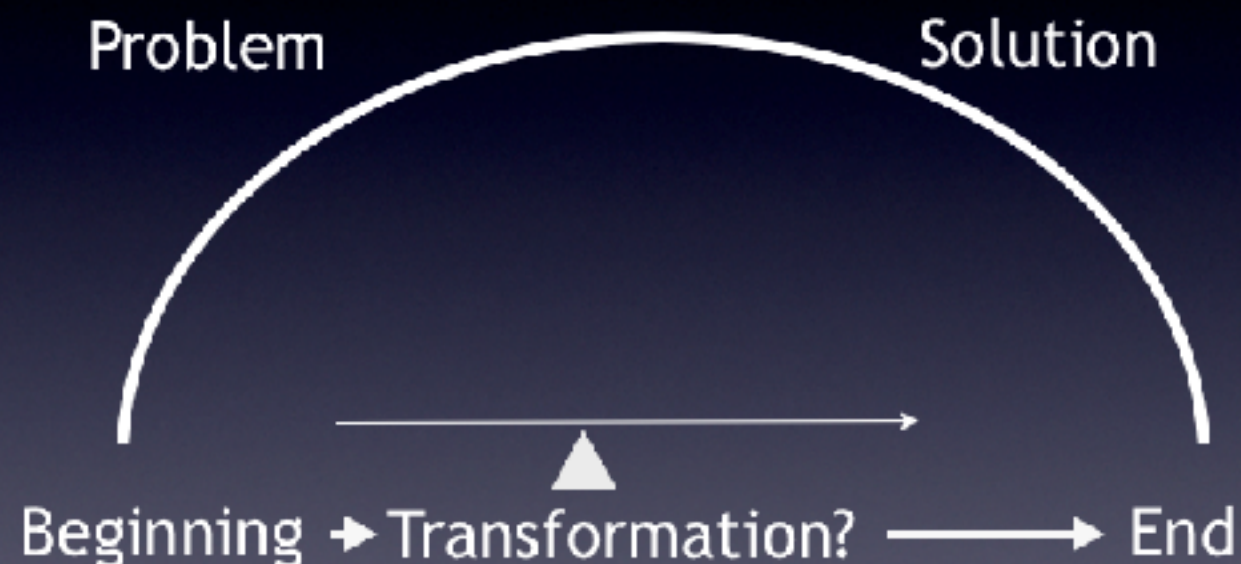
Aristotle simplified



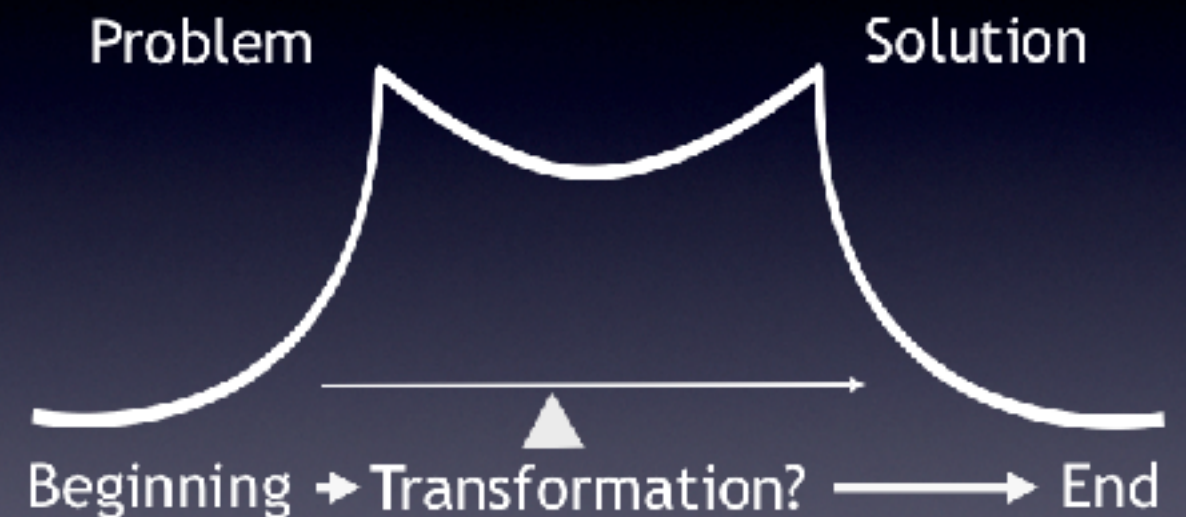
Kenn Adam's Story Spine

	Once upon a time...
	Every day...
	But one day...
	Because of that...
	Because of that...
	Because of that...
	Until finally...
	Ever since then...
	The moral of this story is...

arc, basic...



VPS, basic...



More detailed media
development process

media dev process...

Media planning	Pre-production	Production	Post-production	Performance, distribution
<ul style="list-style-type: none">• ideas• story storming• story map• peer pitching• research scripting writing• story-boarding• re/telling	<ul style="list-style-type: none">• make media list• gather raw media components• begin editing raw media components• begin creating new ones	<ul style="list-style-type: none">• finish creating, editing media components (voice-over, music, pics, video, scans, etc.)• assemble media into final product• formative review	<ul style="list-style-type: none">• mix, add transitions, titles• add credits & citations• final review• final editing• export final product to readable format	<ul style="list-style-type: none">• showing in class, community• Web posting• local TV?• local festival?• DVD?• notifying others

cake dev process...

Cake planning	Pre-production	Production	Post-production	Performance, distribution
<ul style="list-style-type: none">• ideas• brain storming• research• peer pitching• get recipe, advice	<ul style="list-style-type: none">• make ingredients list• gather, buy ingredients• begin preparing ingredients (dough, frosting, etc.)	<ul style="list-style-type: none">• finish ingredients• taste test• assemble cake• bake, let cool	<ul style="list-style-type: none">• frost• decorate• add candles• give credits to who all helped	<ul style="list-style-type: none">• cut back• notifying others• share, distribute• seconds anyone?• take leftovers to work• share recipe

media dev process...



The “how to do just about anything” process

media dev process...

Media planning	Pre-production	Production	Post-production	Performance, distribution
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documentary options...

1. 3rd person narrator
2. 1st person protagonist (Moore)
3. 1st person included (Burns)
4. 1st immersive (King John)

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What makes stories work? Why and how are they universal?

What does it
look like?



Digital story in
content area

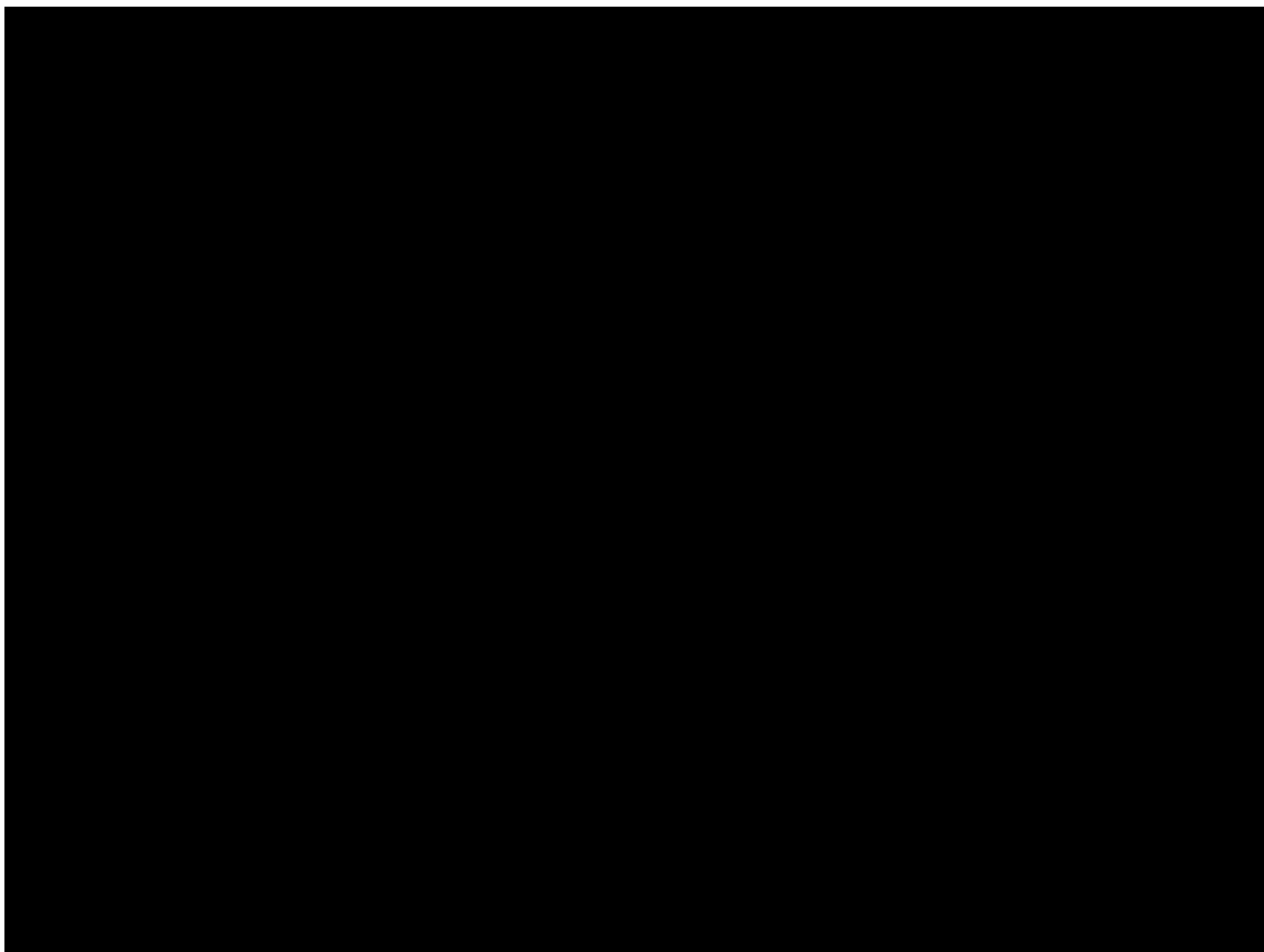
Media viewing advice

To keep students from zoning out, present a discussion question to follow viewing



Animating a Rolling Ball

Glen Bledsoe's students



Digital story
illuminating
personal growth
by Jess Giddings





—— Healing Through ——
DIGITAL STORYTELLING

The Reluctant writer

story vs. production



Media literacy
green screen,
music, fake news



NEW MEDIA
narrative



Digital
storytelling

NEW MEDIA
narrative



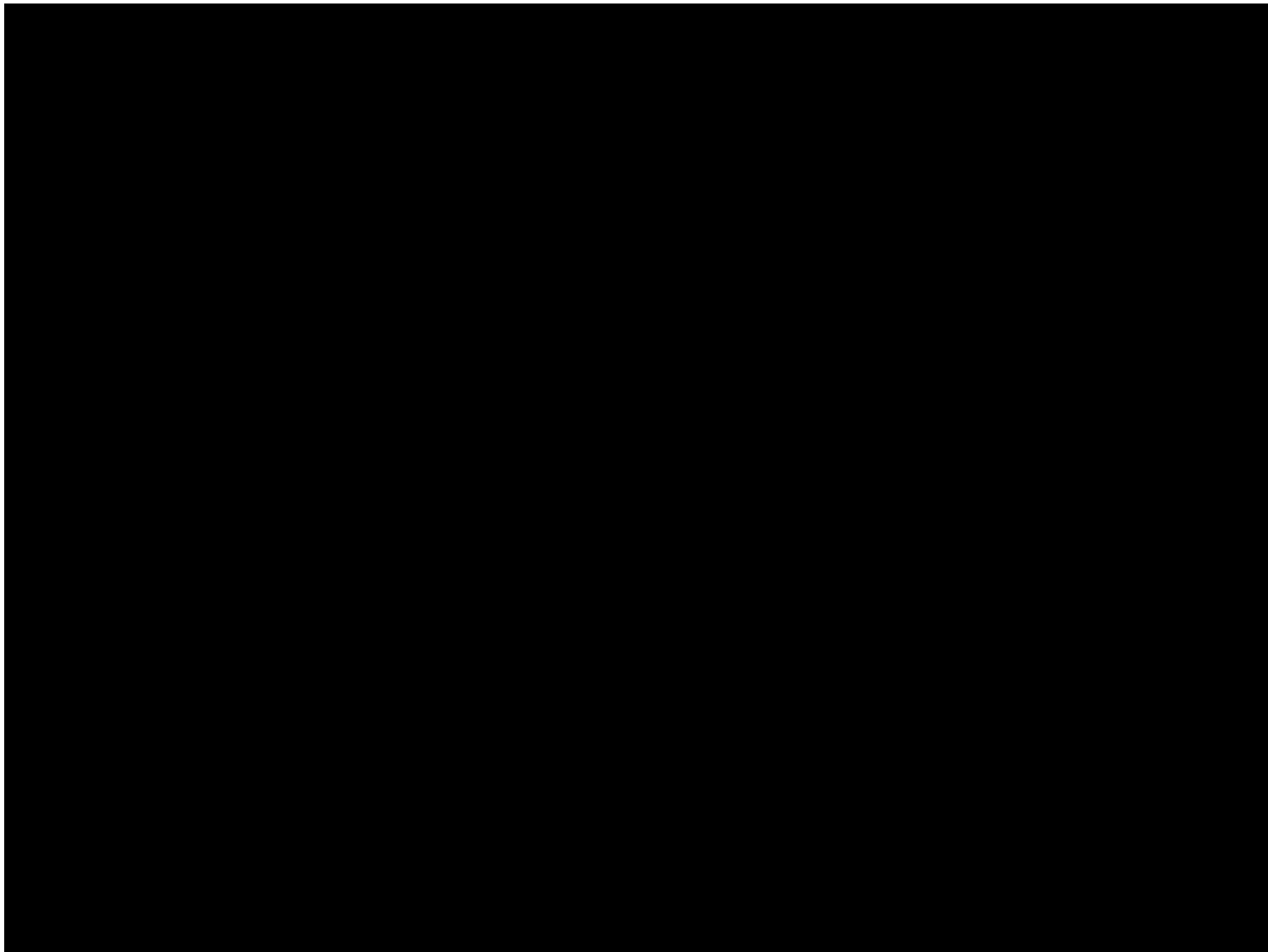
NEW MEDIA
narrative



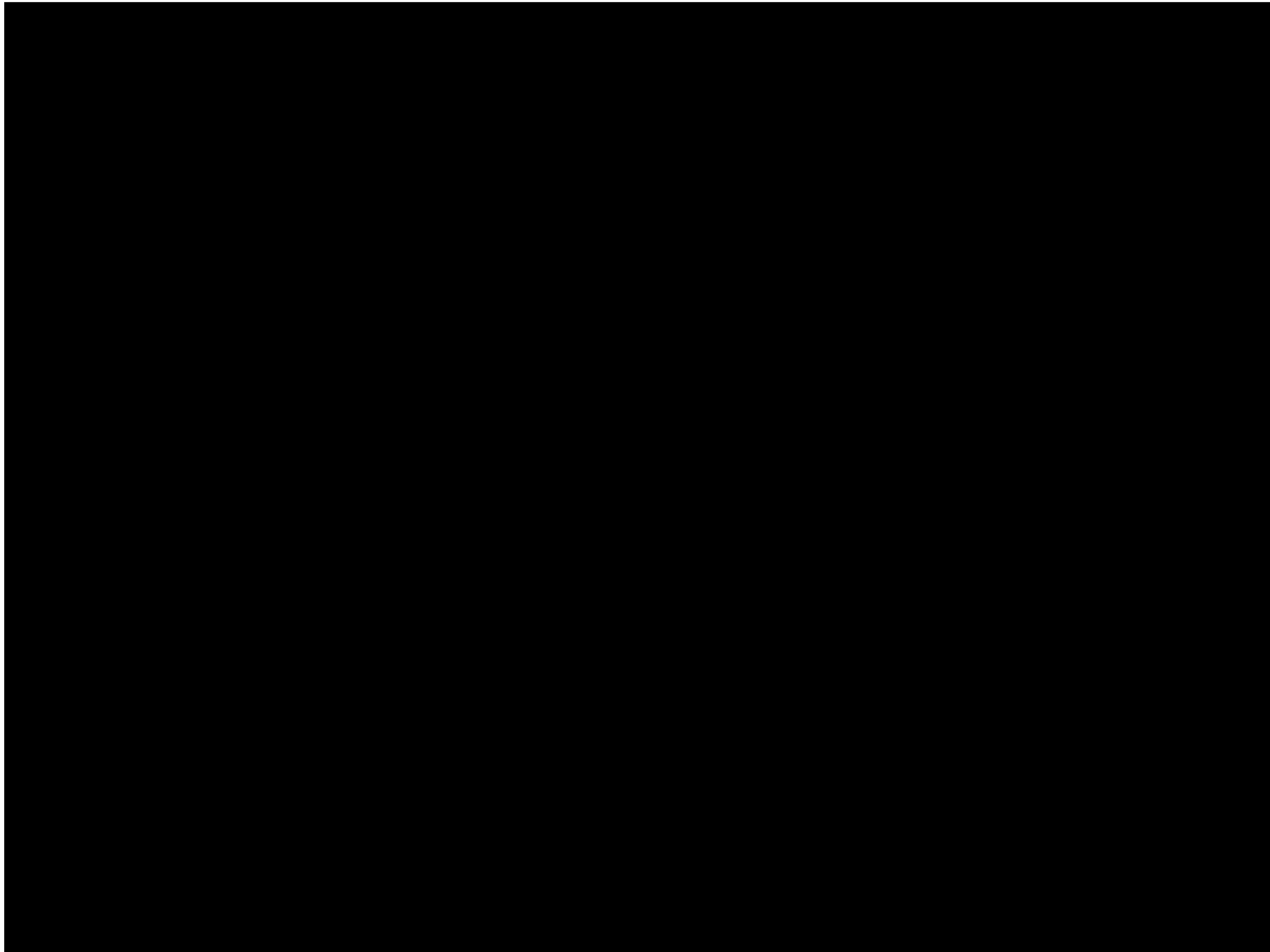
give me your
skodeen I need
it to get some more
at the lake



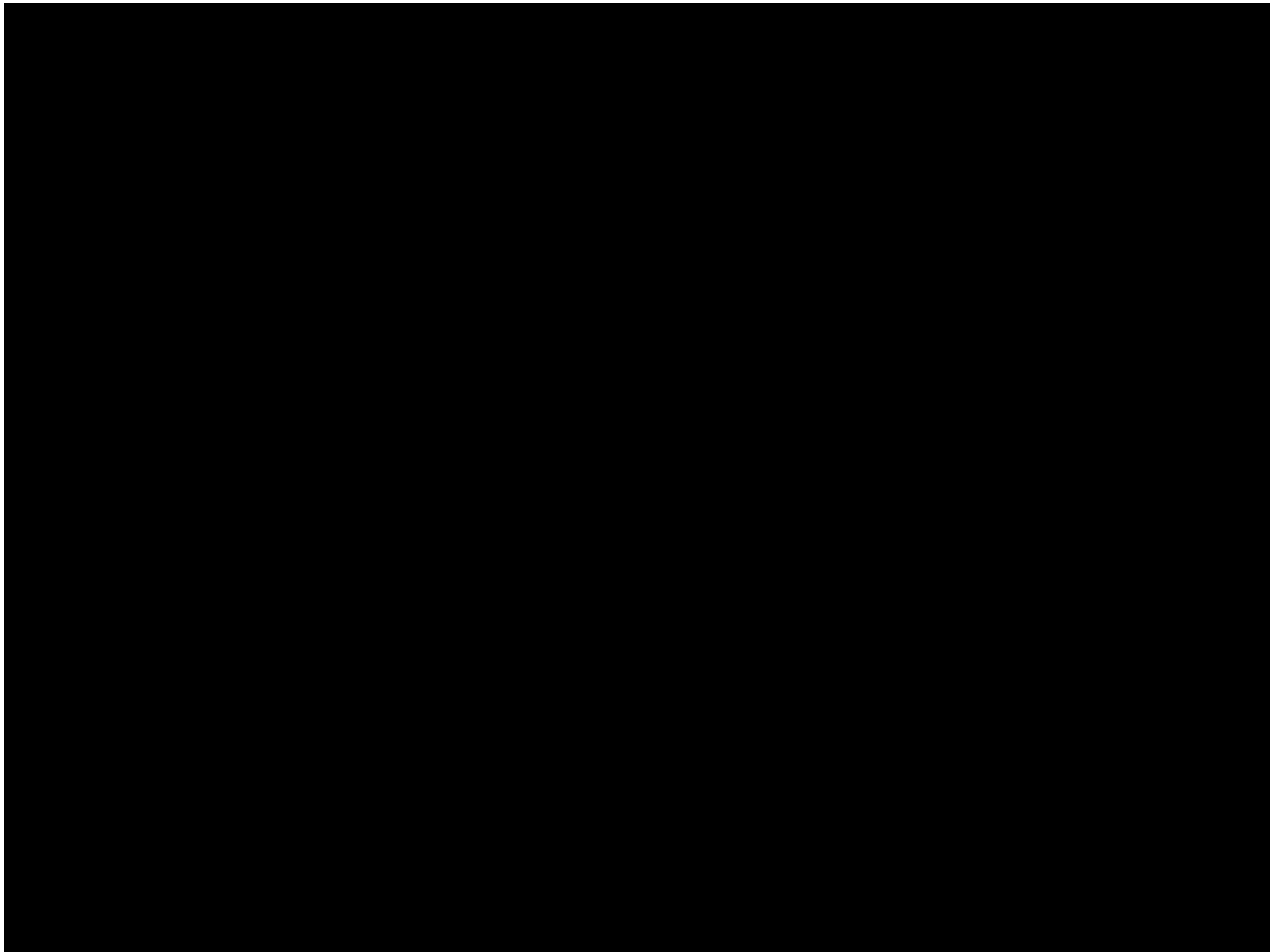
See the Steps @
jasonOhlerIdeas.com



Movie Music Sequence 1 - **without sound**



Movie Music Sequence 1 - **with sound**



Movie Music Sequence 2

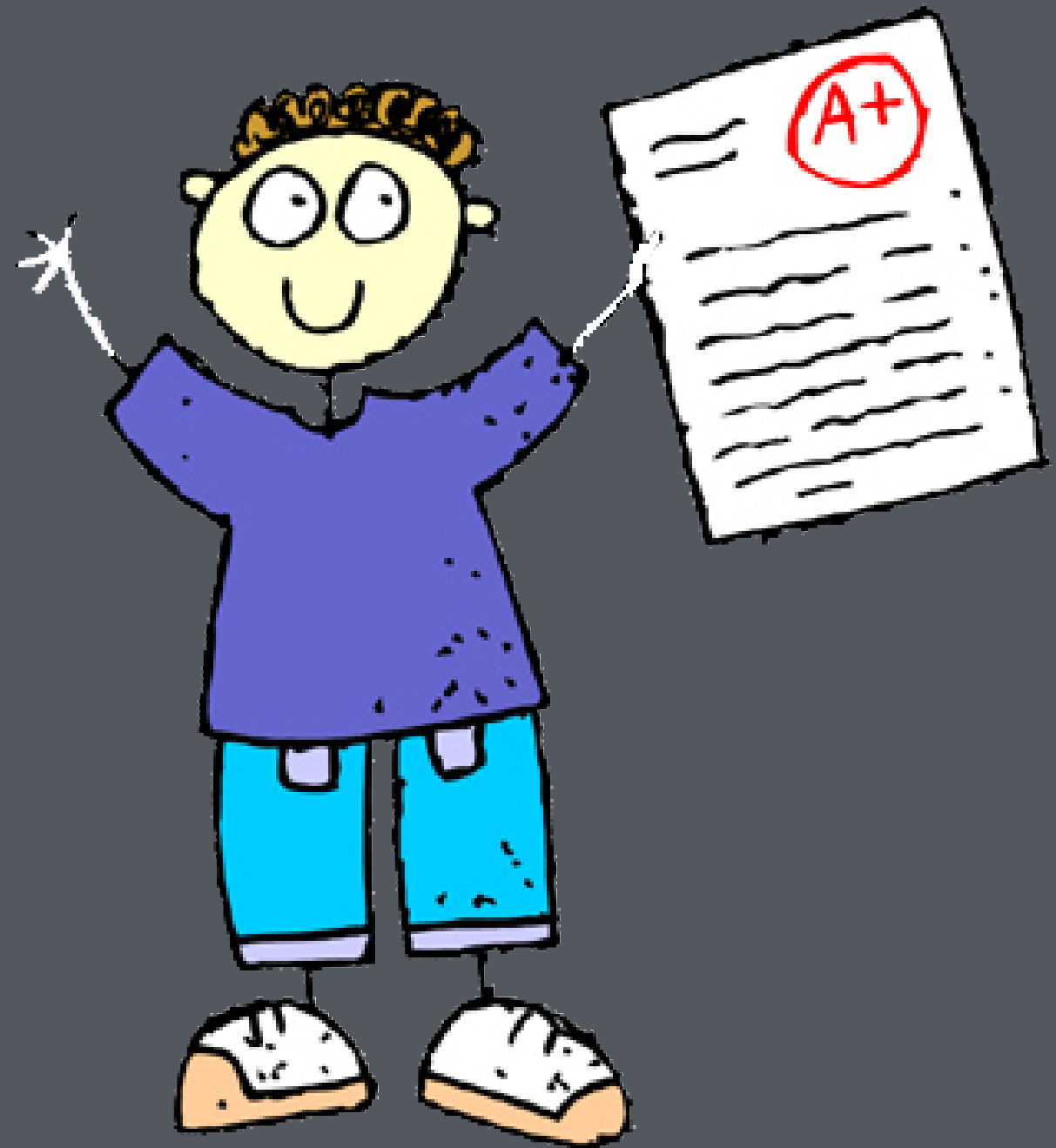


Movie Music Sequence 3

Assessment

assessment...

The “A for
anything that
moves”
syndrome...





Assessment

Reason teachers don't require more new media projects from students??

Not comfortable assessing new media...

So, let's help them...

Role of media grammar in new media...



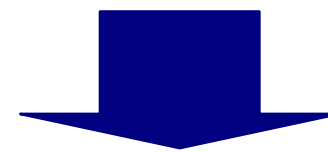


Assessment



A digital story is:

- Just tip of iceberg
- Portfolio unto itself



Beneath story: storyboards, story maps, scripts, photos, footage, music, logs, media lists, narratives, treatments...lots of writing “under the radar”...if it ain’t on the page...



**innotivity,
critique**

**literacy
blending**

**media
fluency**

research

**writing,
photos**

planning

Simple rubric...

- * **story**- story core?
- * **media use**- alignment?
- * **research**- well done?
- * **narrative production**- bumptless?
- * **writing**- meets your standards?
- * **planning**- process followed?
- * **voice/creativity**- present?

Simple rubric...

* story- story core?

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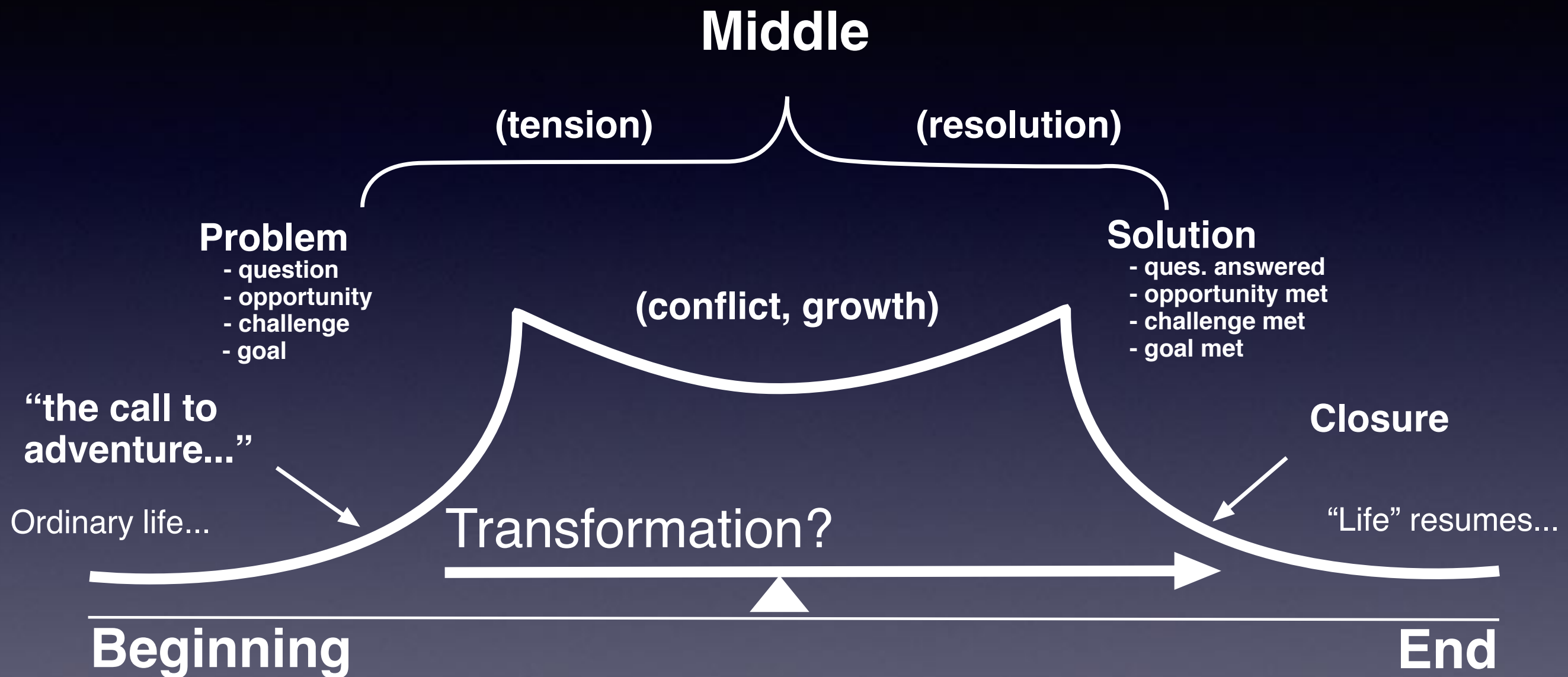
**Media
development
advice**

On one sheet of paper...



Dillingham, 2003, modified Ohler, 2005

VPS, detailed...



Dillingham, 2003, modified Ohler, 2005

start anywhere...

Problem

Opportunities, challenges, problem scenarios at school? Start here...

Solution

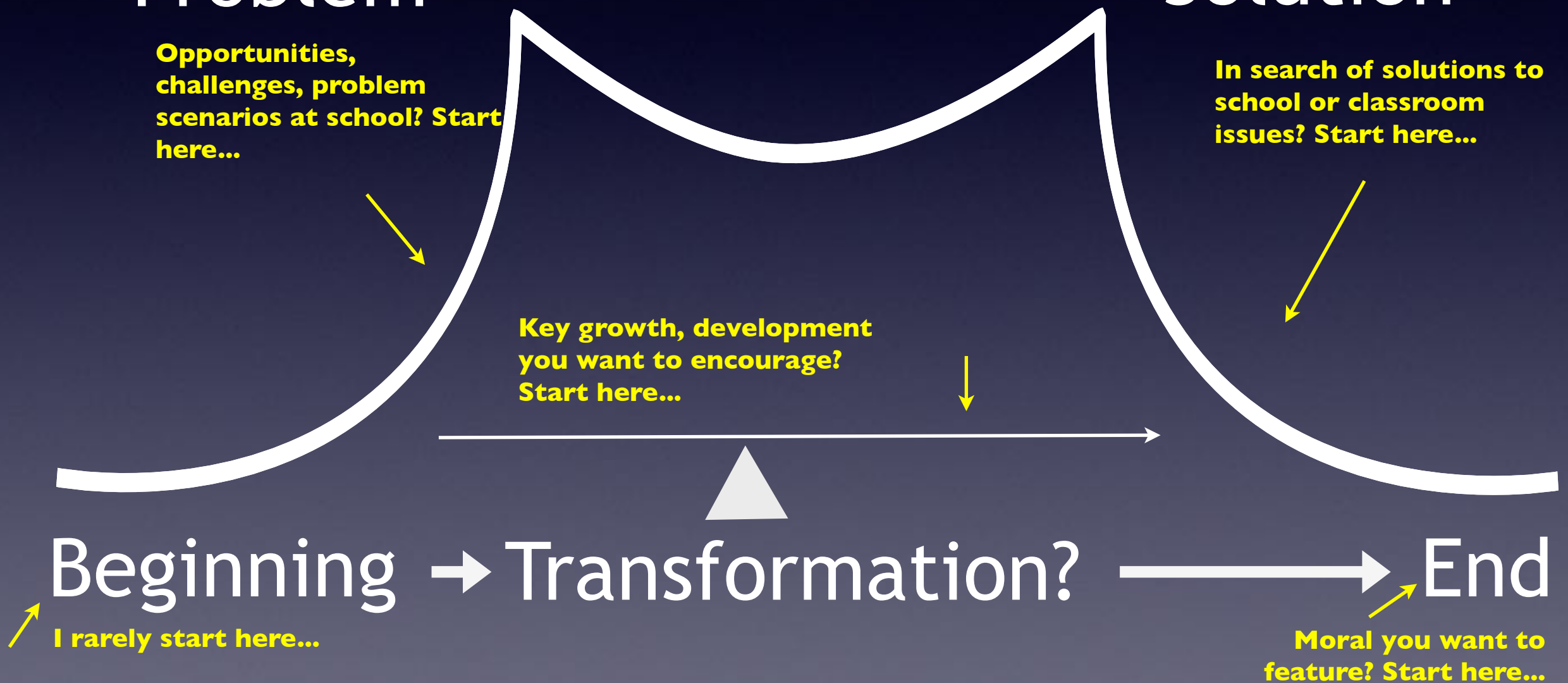
In search of solutions to school or classroom issues? Start here...

Key growth, development you want to encourage? Start here...

Beginning → Transformation? → End

I rarely start here...

Moral you want to feature? Start here...



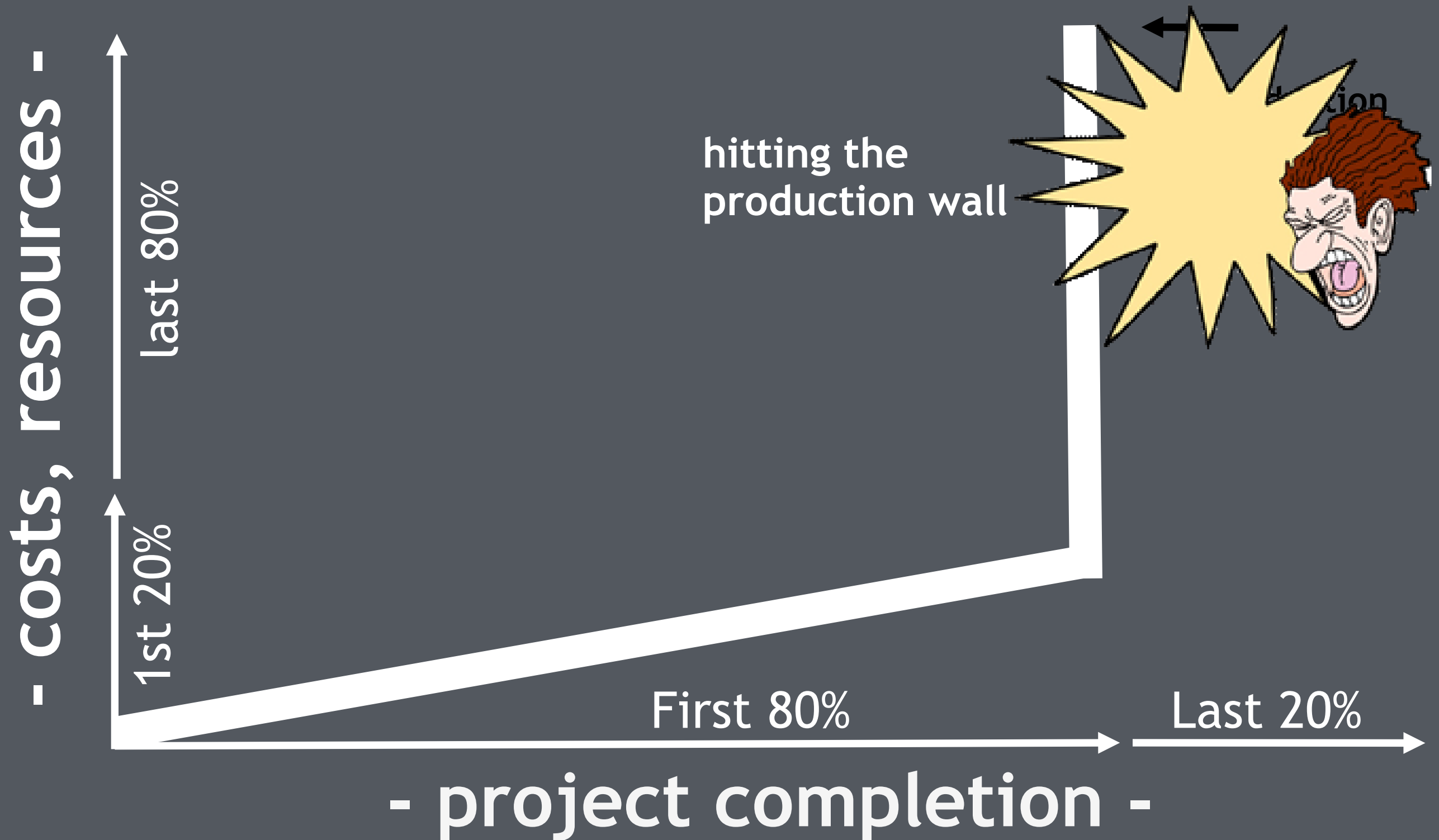
STOP!



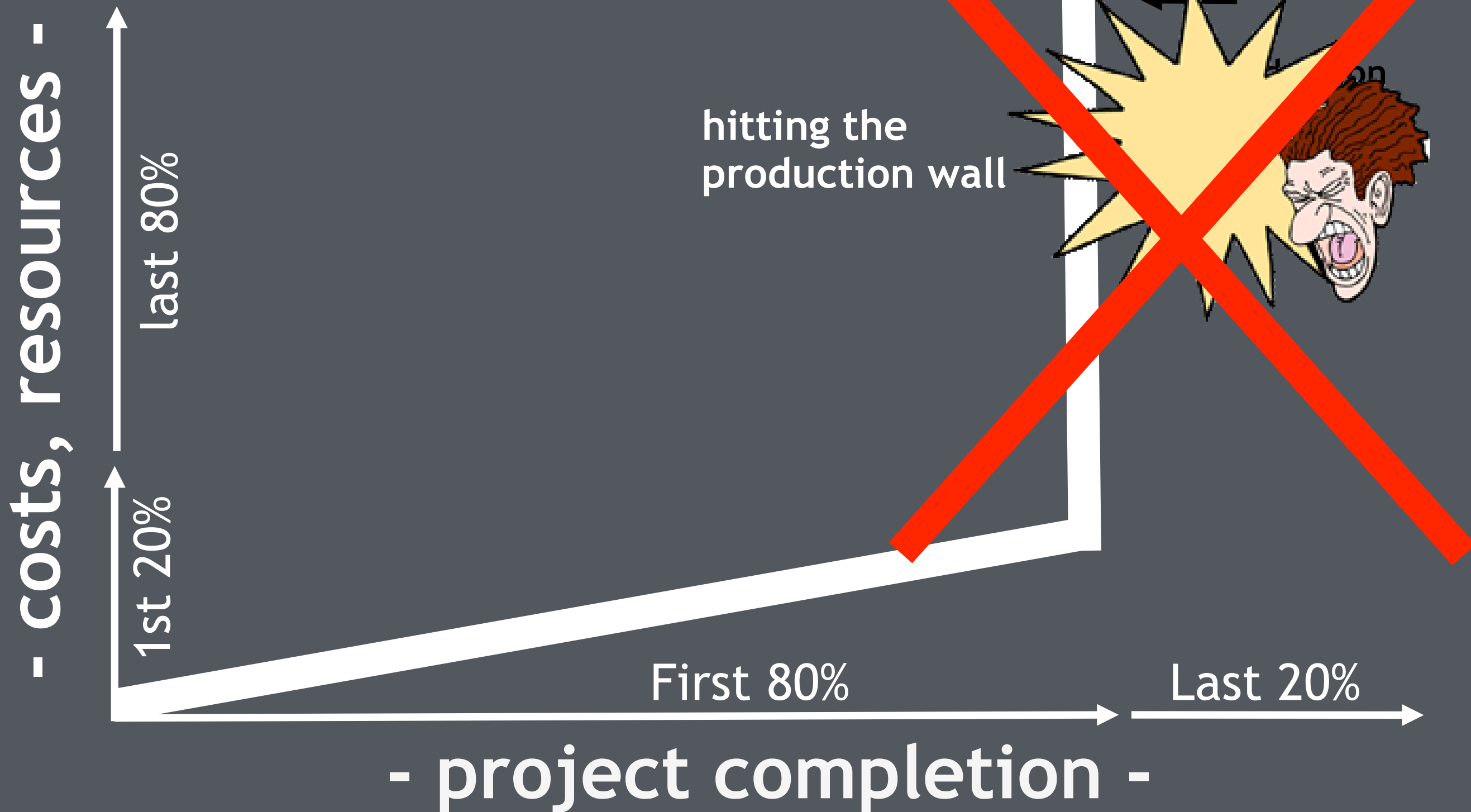
...work with
what you have

NEW MEDIA
narrative

rule of 80/20...



rule of 80/20...





DANGER

Don't let the
perfect be the
enemy of the good

Make the first
story personal

Personal museum



Personal museum

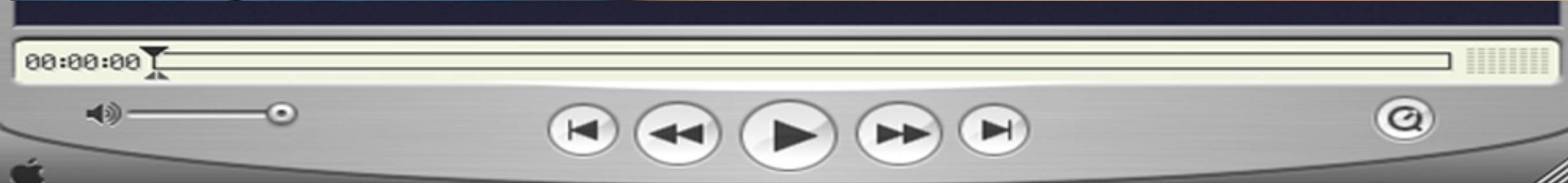


“My Room” by Lady
Orlando, on Flickr



For my mother - Dr. Lisa Swain

**Go tell
your story!**



www.jasonOhlerIdeas.com

**Go tell
your story!**



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extra material

Trend 5
transmedia

Trend 5

Trend 5 transmedia

Storytelling



Trend 5 transmedia



Trend 5 transmedia



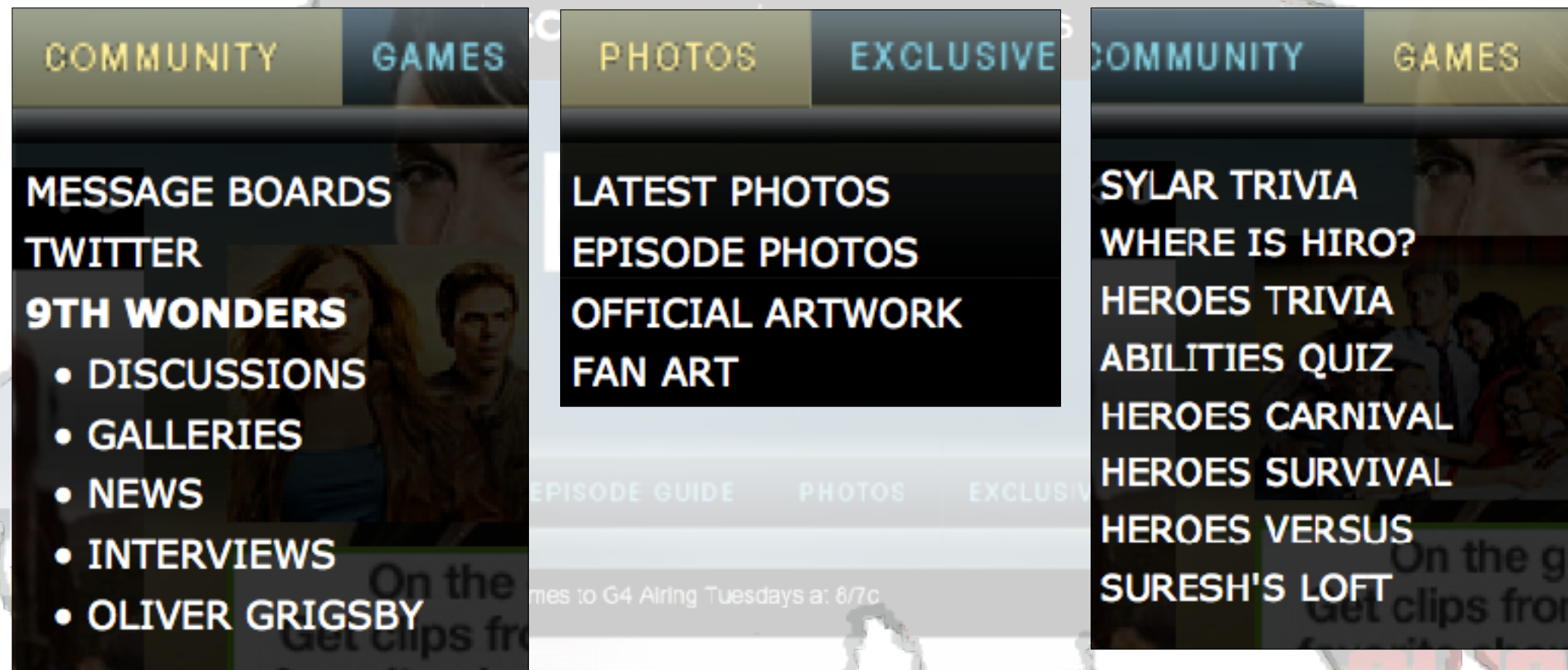
The whole buffalo...

Kring

Trend 5 transmedia



Trend 5 transmedia



Trend 5 transmedia



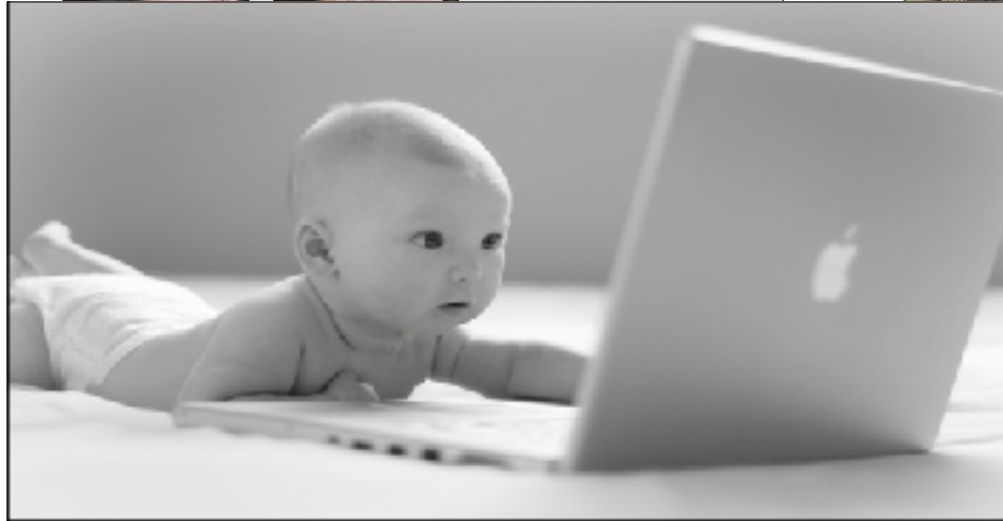
Trend 5 transmedia



Trend 5 transmedia



Trend 5 transmedia



**Impacts on
Education?**

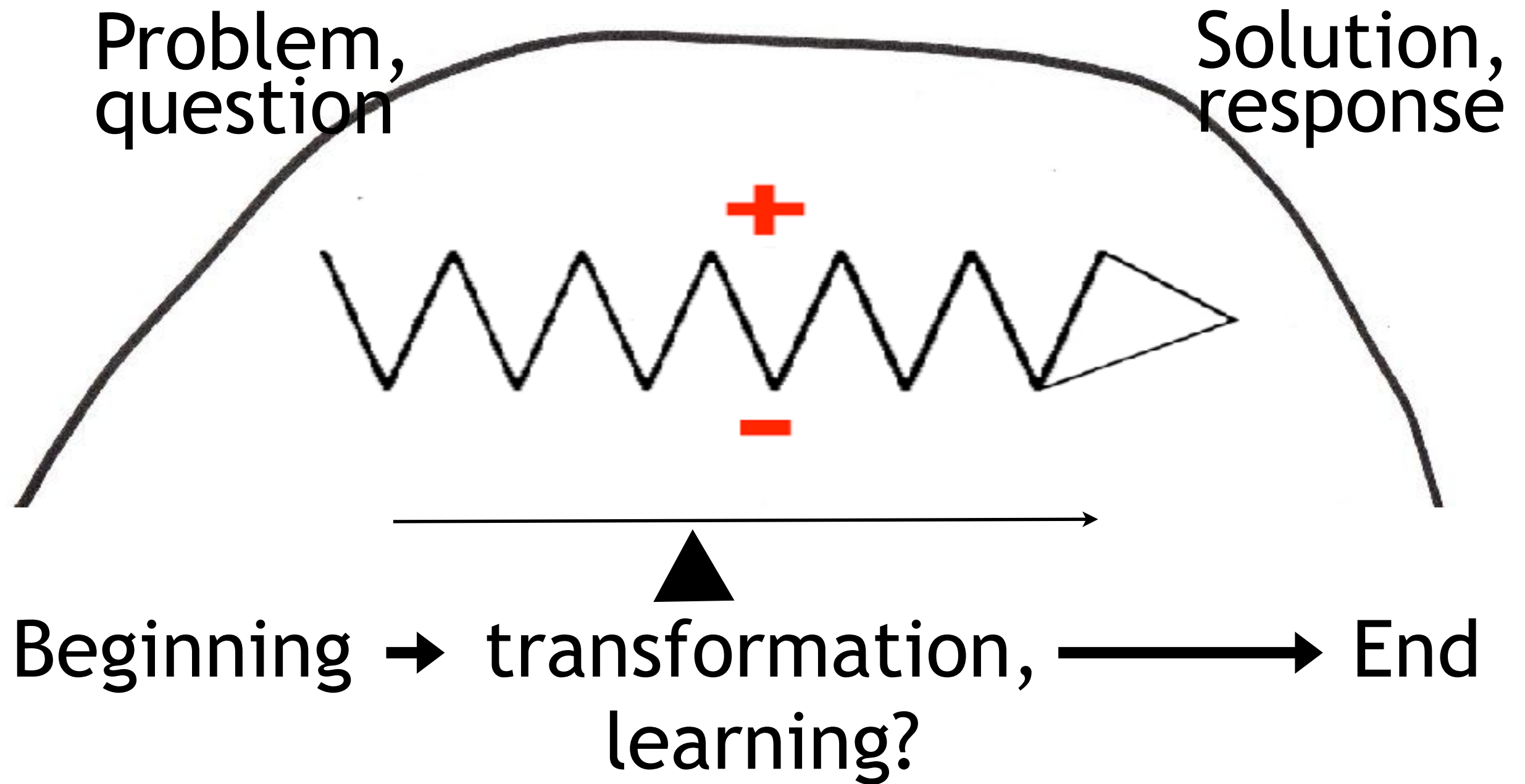


channel coordination

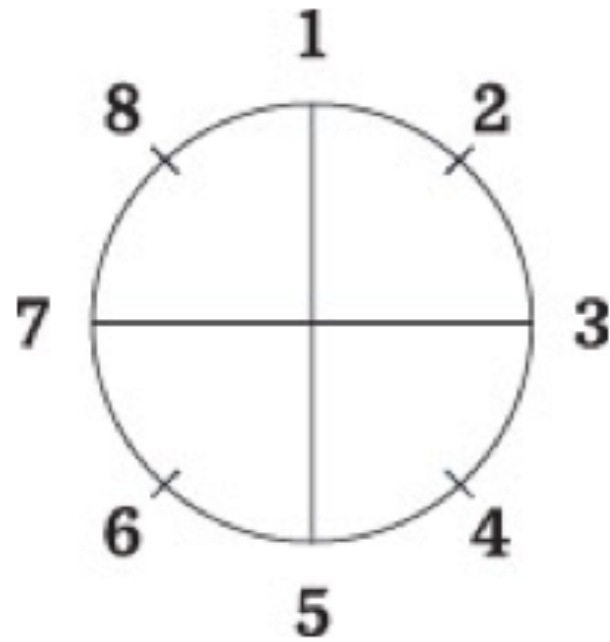
Multi
intelligences *media*

more maps

arc, basic...



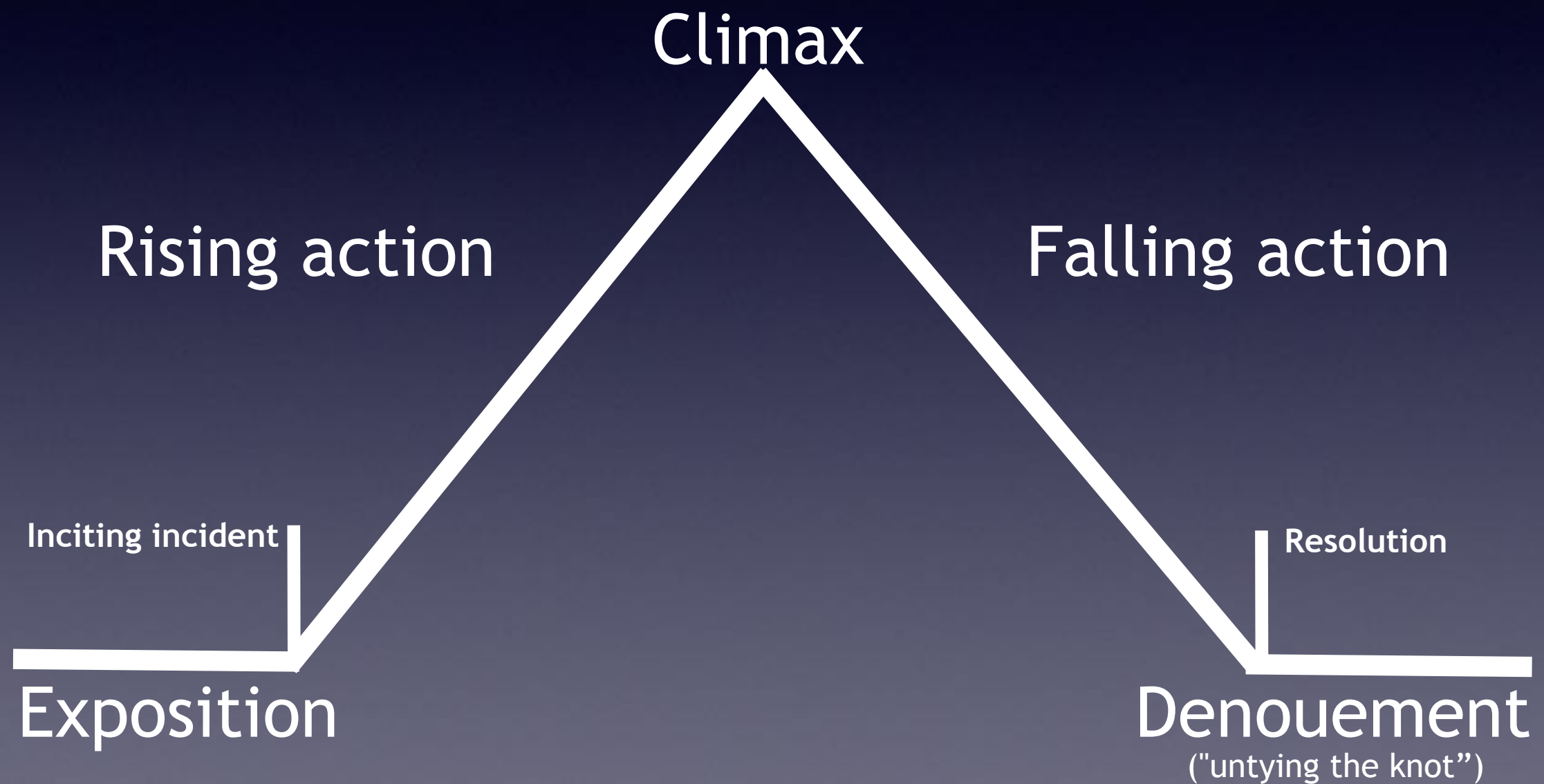
Dan Harmon, “Community” and The Hero’s Journey



1. A character is in a zone of comfort
2. But they want something
3. They enter an unfamiliar situation
4. Adapt to it
5. Get what they wanted
6. Pay a heavy price for it
7. Then return to their familiar situation
8. Having changed

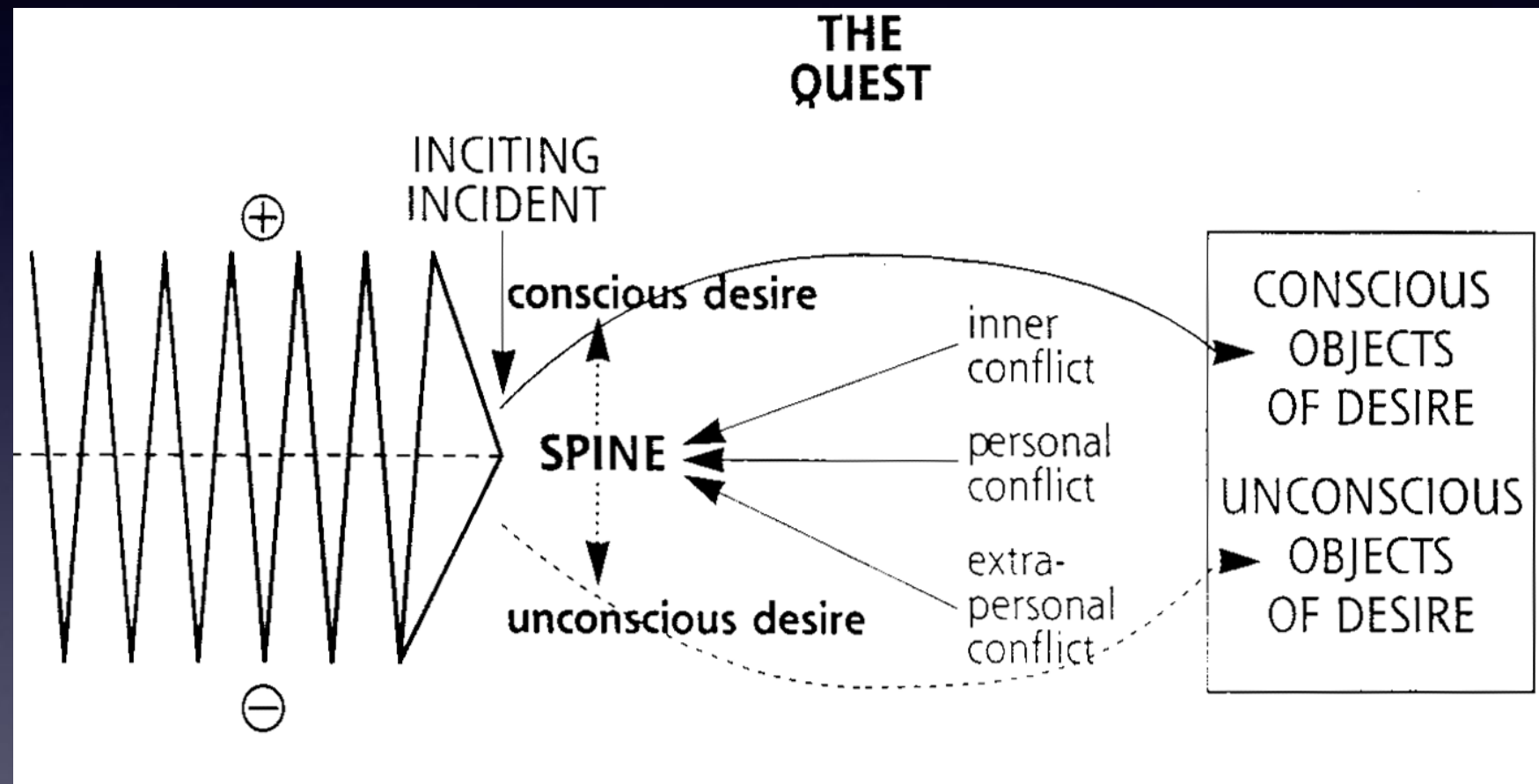
More maps...

Freytag's story pyramid



More maps...

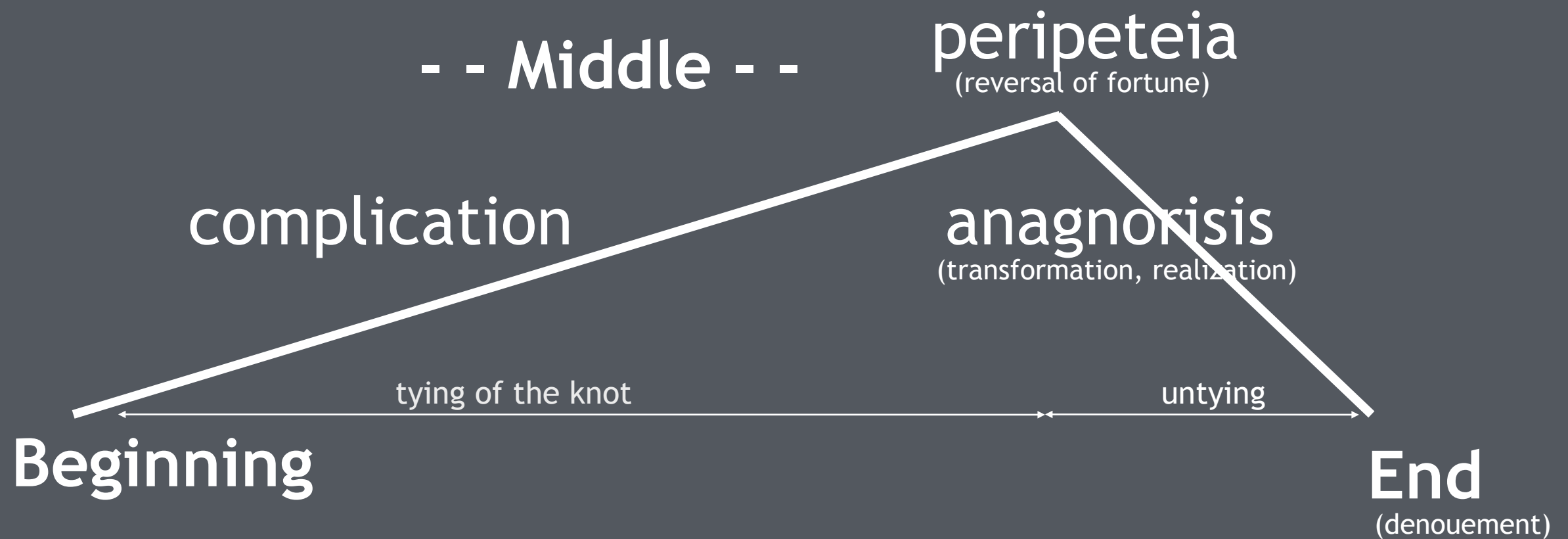
McKee



Bringing life back into balance...
watch “Adaptation”...

More maps...

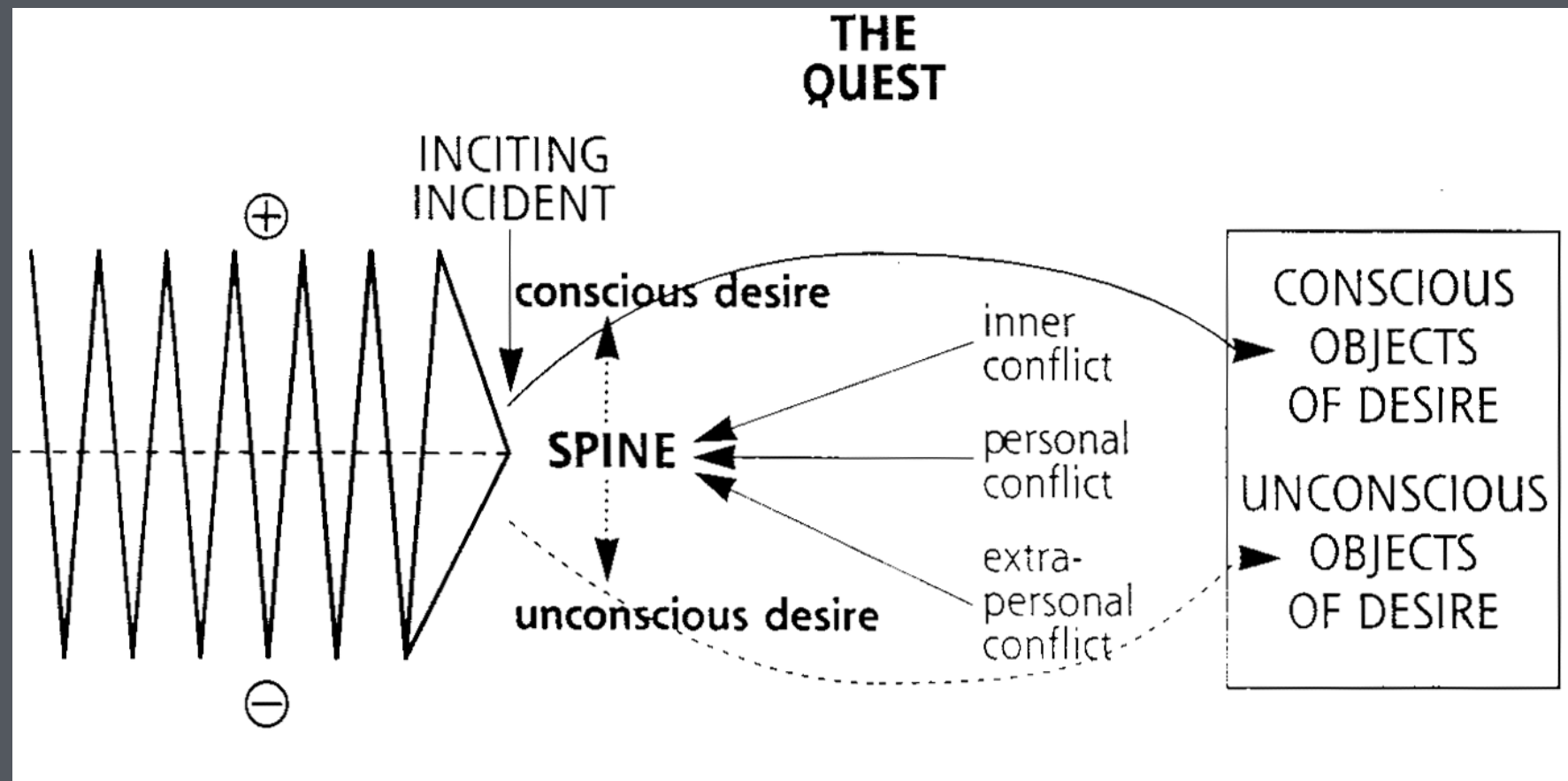
Aristotle



Aristotle - Story Map/Diagram

More maps...

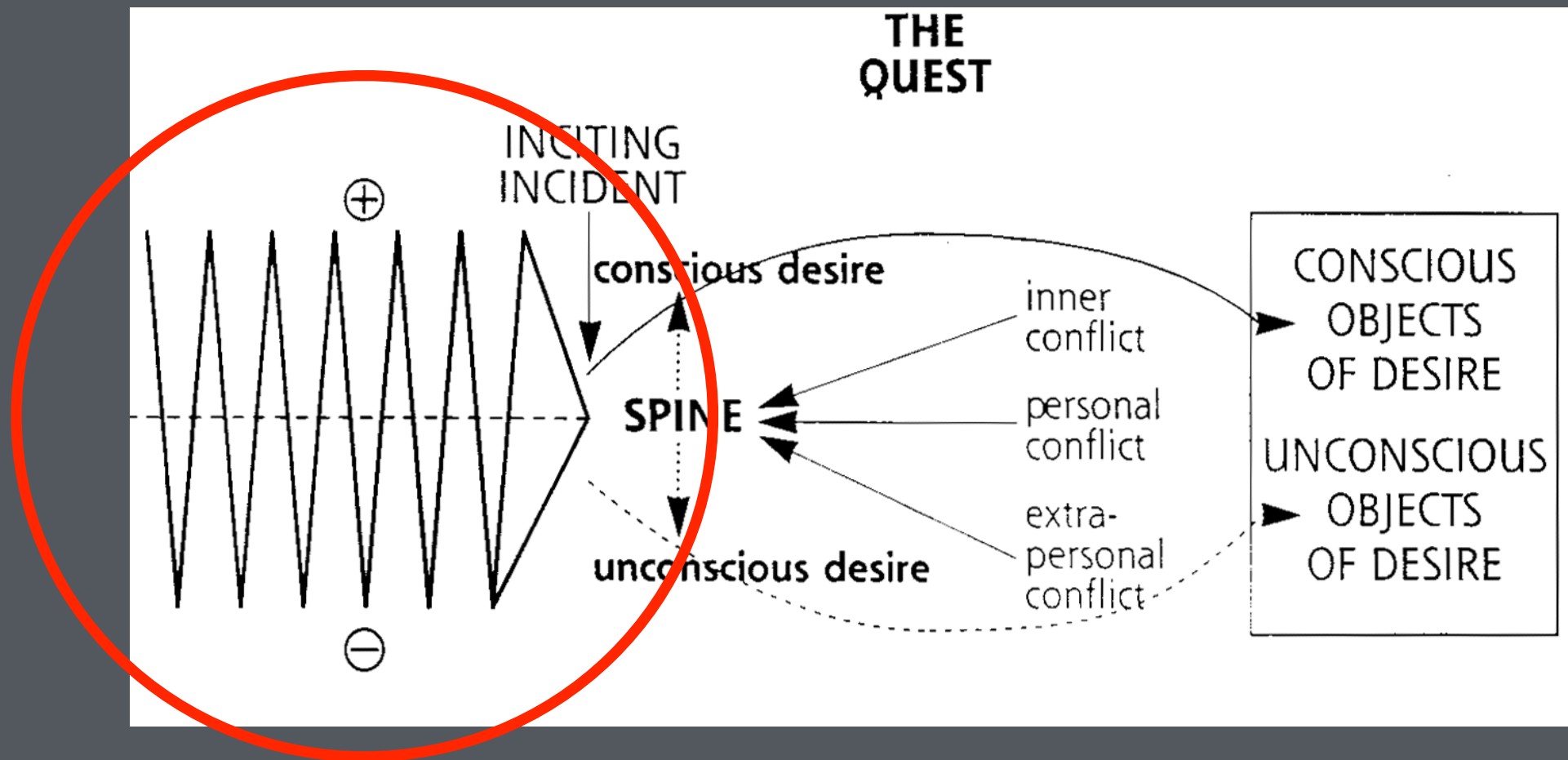
McKee



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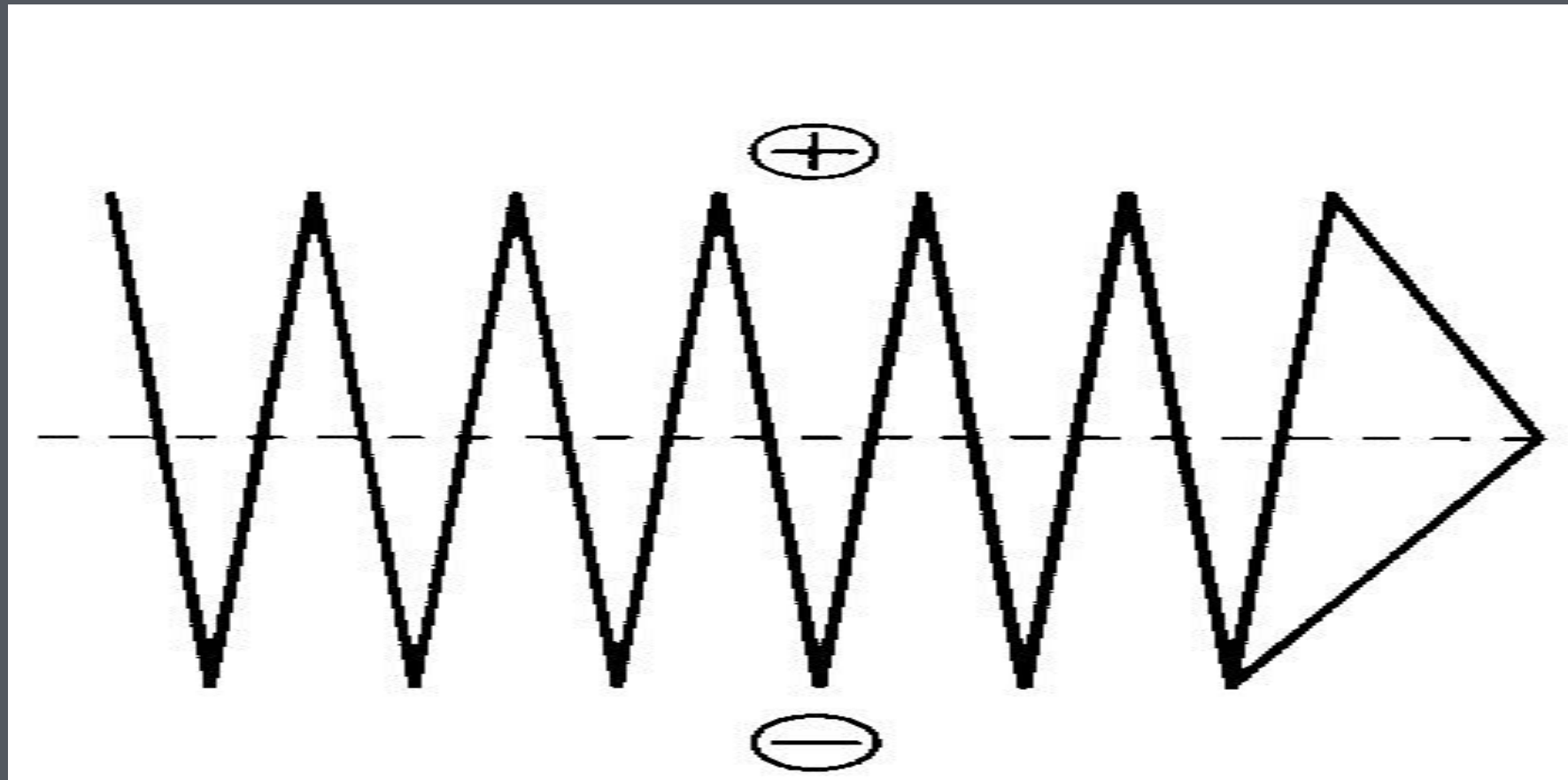
McKee



Bringing life back into balance...
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More maps...

McKee

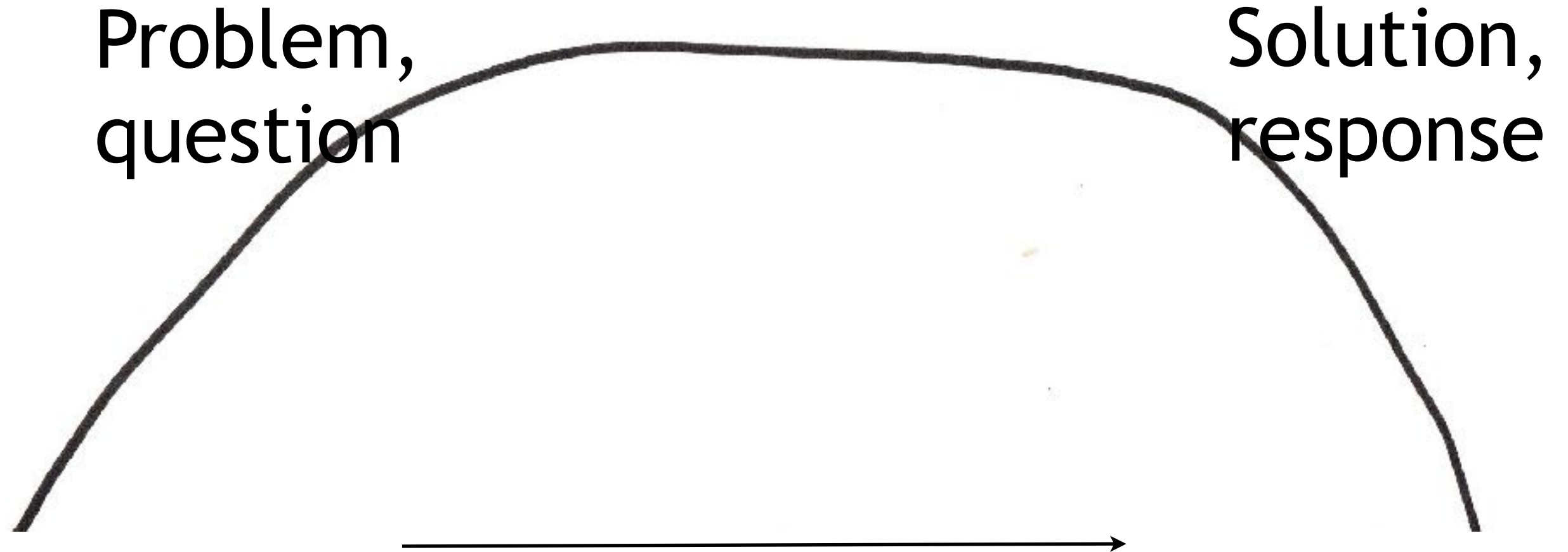


Bringing life back into balance...
watch “Adaptation”...

arc, basic...

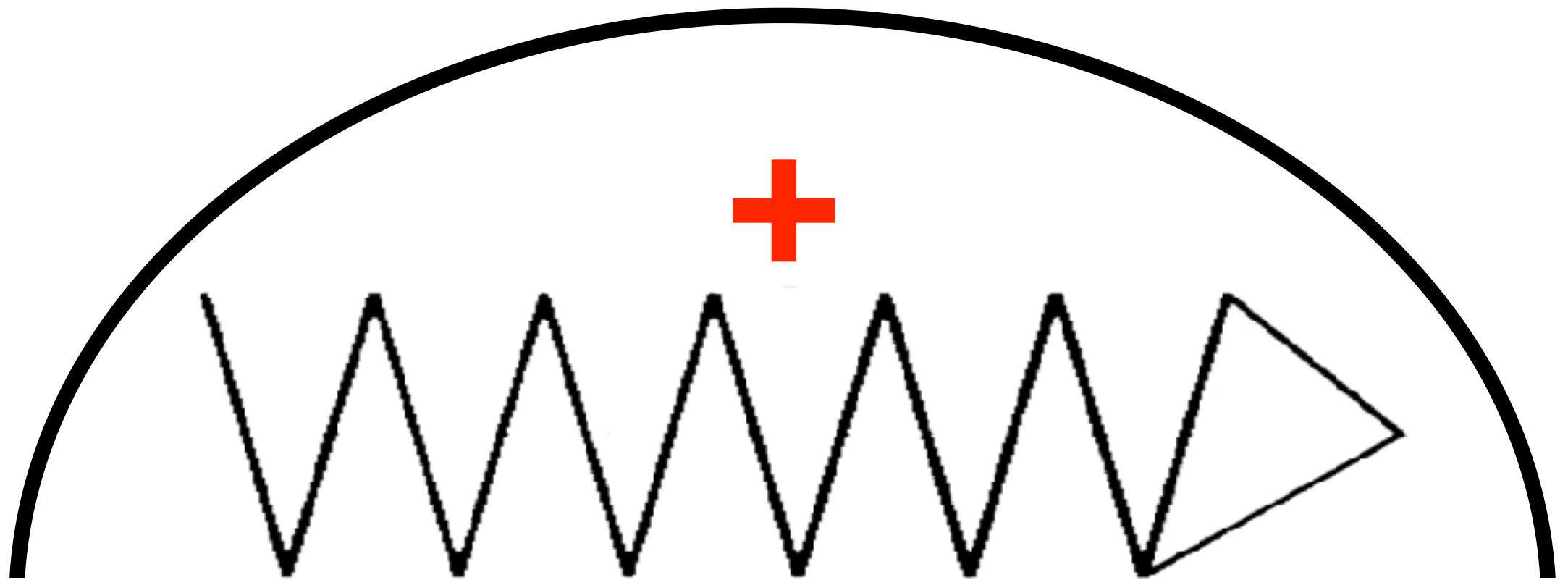
Problem,
question

Solution,
response



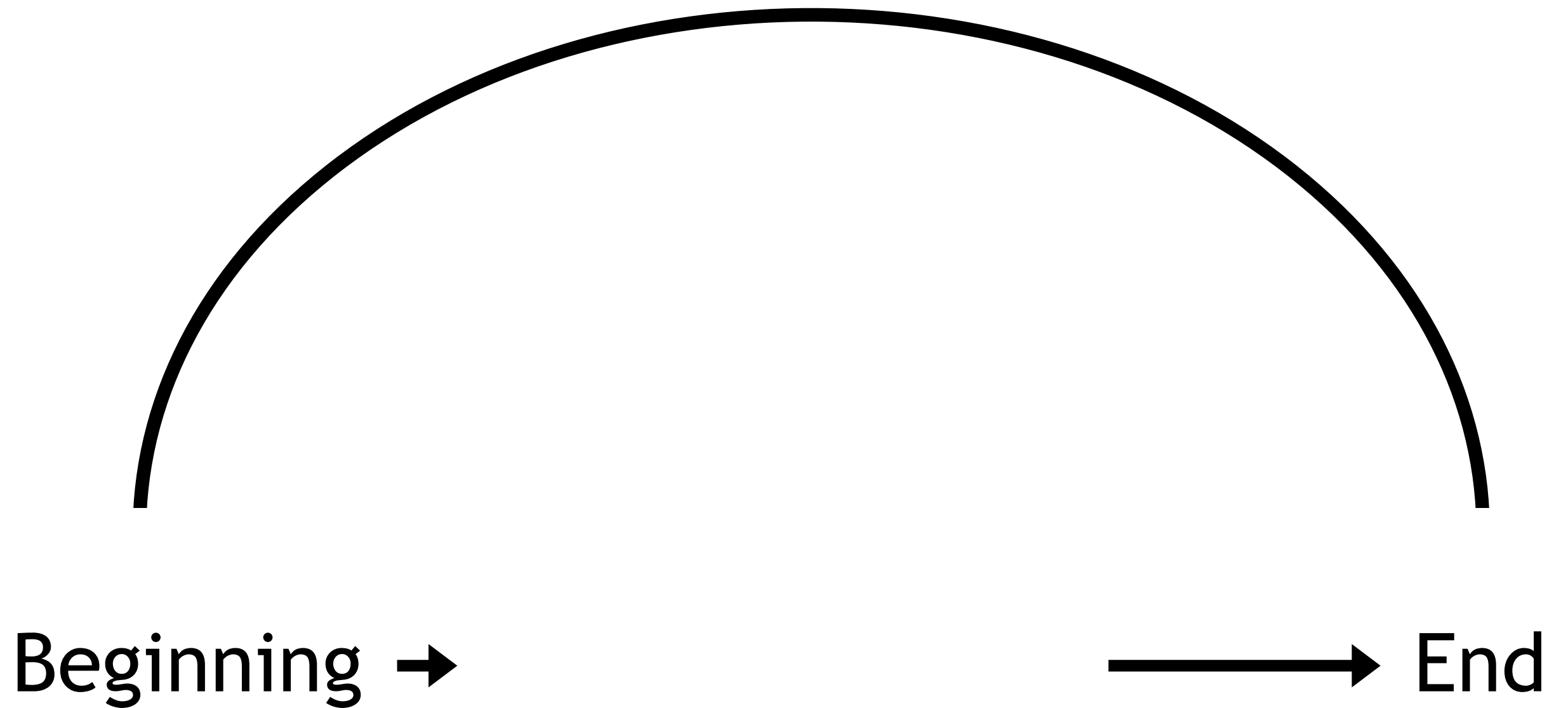
Beginning → transformation, —————→ End
learning?

story map: arc



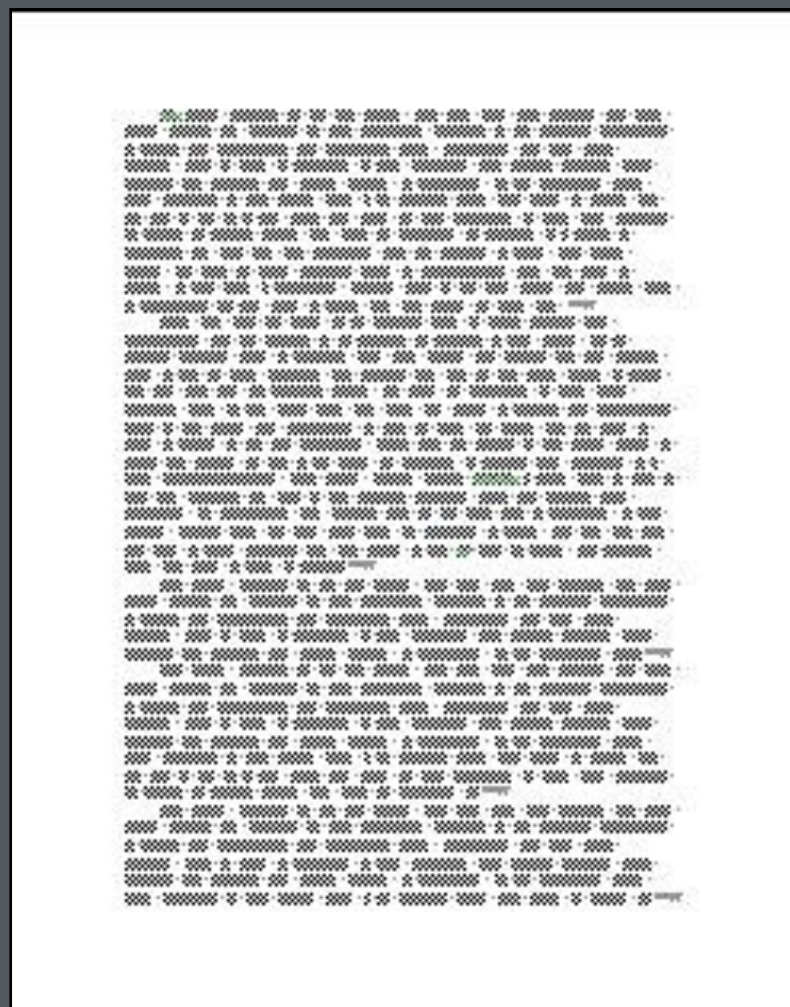
Beginning → transformation
change, learning? → End

story map: arc



script stuff

Script






Table

script	media
Narrative (voice)	Images, Media
<i>The Sharing of the Cheese</i> From <i>Cinema Explanations</i> E.C. Hills & Mathura Dondk	
In a house there lived two cats and a monkey. One of the cats was black as coal, and the other was white as snow.	Image of a house. Black cat, white cat and monkey appear as introduced.
One day the black cat said to the white cat, "I'm quite hungry. I haven't eaten anything all day. Let's go look for food in the kitchen. The cook has just gone out."	Image of white cat rubbing belly (or with food in an thought bubble abovehead).
The white cat told him, "Yes, I'm very thirsty. I have not had anything to drink all day. Let's go look for some milk."	Image of black cat rubbing throat (or with milk in an thought bubble abovehead).
The two cats entered the kitchen. They found milk and they drank it right away. They also found a piece of cheese.	Stop motion of cats drinking milk.
Right at that moment the cook came back into the kitchen. She chased the two cats with her broom saying: "Get out of here you horrid cats! Go! Go!"	Image of cook's angry face, feet big feet chasing the cats away.
The two cats managed to escape with the cheese. When they were alone, the black cat said to his companion, "What a nice piece of cheese. Let's eat it right away." The white cat said, "But first we need to divide it into two equal parts."	Image of two cats alone with a piece of cheese in between them. Black cat move closer to cheese (with cheese in his eyes). Stop motion of white cat moving between black cat and cheese.
"Yes, yes, let's share it equally and eat it right away. I'm starving!"	Image of black cat (with cheese in eyes) from behind white cat.
But the two cats, like all this was, did not trust each other to be honest.	Image of cat face-off. White cat still between black cat and cheese. Both cats

Two-column story table

Narrative (voice)	<i>Images, media</i>
Once upon a time there was a student who wanted to tell a digital story, but she just didn't know what to talk about. She wondered a lot- what would be most interesting to her? To her audience?	<i>Image of me, wondering</i>
That night at dinner she asked her parents if they had any good stories. They told her about her grandparents, and her early days as a baby (very embarrassing), and on and on. Still, it wasn't what she was looking for.	<i>Image of family dinner</i> <i>Me, embarrassed =</i>
So, she went to see a psychic...	<i>Psychic, myself huddled around crystal ball, spooky music playing.</i>

Two-column story table, with pics

Narrative (voice)	<i>Images, media</i>
<p>Once upon a time there was a student who wanted to tell a digital story, but she just didn't know what to talk about. She wondered a lot- what would be most interesting to her? To her audience?</p>	 <p>Image of me, wondering (http://www.clipart.com/en/close-up?o=2837683&a=p&q=girl%20thinking&k_mode=all&s=22&e=42&show=&c=&cid=&findincat=&g=&c=55:0:119:1:4:10:24&page=2&k_exc=&pubid=&color=&b=k&date=)</p>
<p>That night at dinner she asked her parents if they had any good stories. They told her about her grandparents, and her early days as a baby</p> <p>(very embarrassing), and on and on. Still, it wasn't what she was looking for.</p>	 <p>Image of family dinner (http://www.flickr.com/photos/avlxyz/485917364/)</p>  <p>Me embarrassed http://downloads.clipart.com/34918371.jpg?t=1277307335&h=a7b2d5c6effabf18a4f962fa3eaa9cc8&u</p>

my
eportfolio

old Story Overview

On one sheet of paper...



Dillingham, 2003, modified Ohler, 2005

start anywhere...

Problem

**Opportunities,
challenges, problem
scenarios at school? Start
here...**

Solution

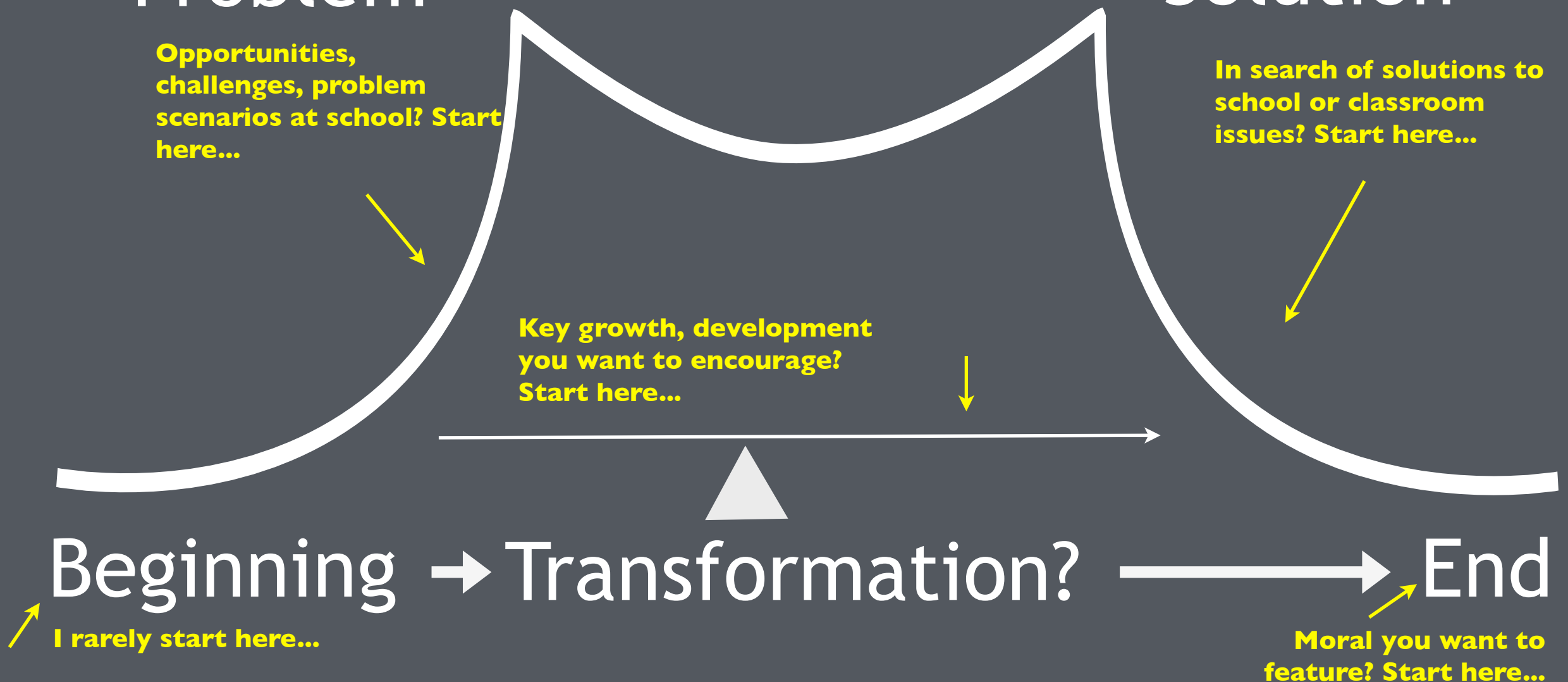
**In search of solutions to
school or classroom
issues? Start here...**

**Key growth, development
you want to encourage?
Start here...**

Beginning → Transformation? → End

I rarely start here...

**Moral you want to
feature? Start here...**



story process

1. ideas, goals
2. story mapping
3. research
4. writing

story process

1. ideas, goals
2. story mapping
3. research
4. writing

story process

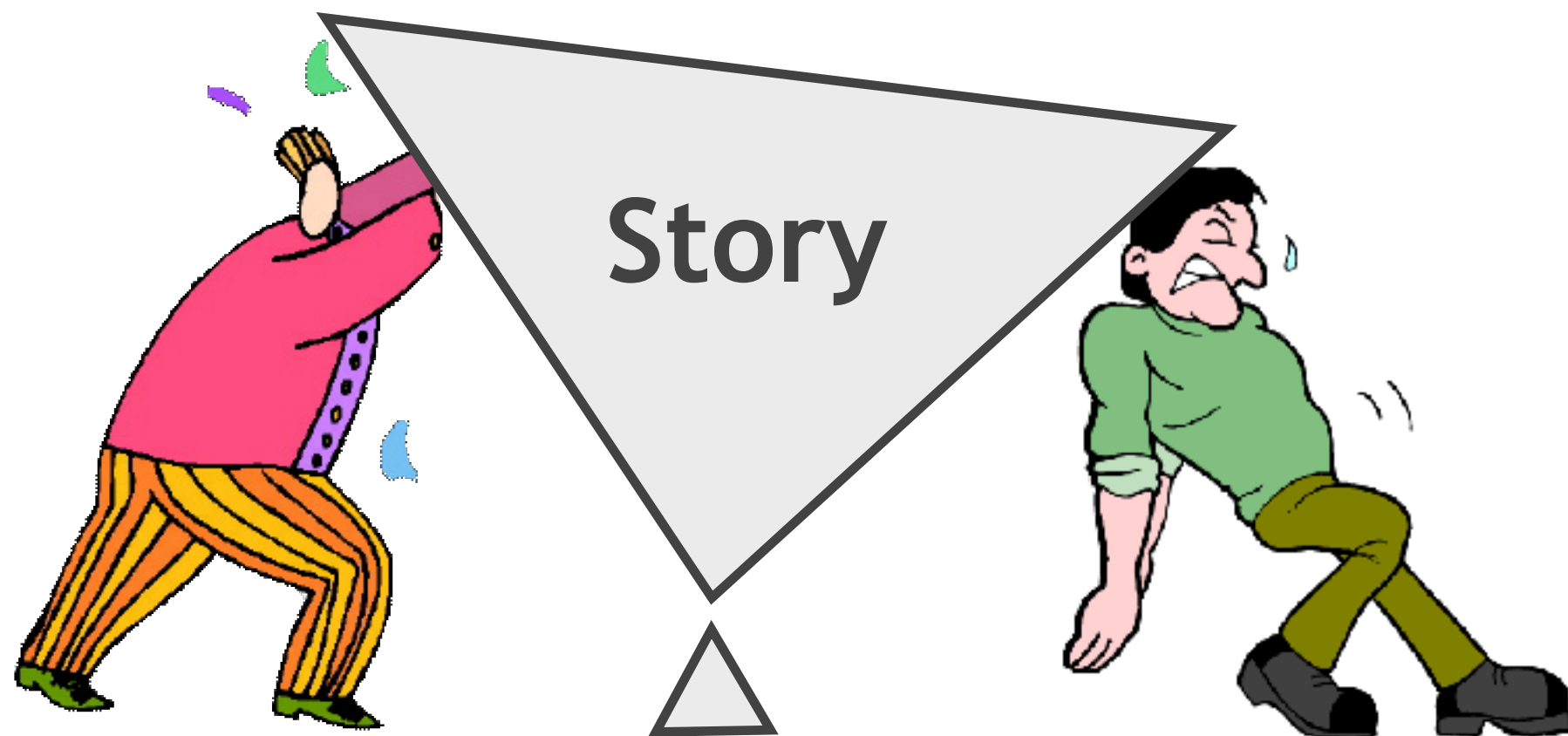
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story process

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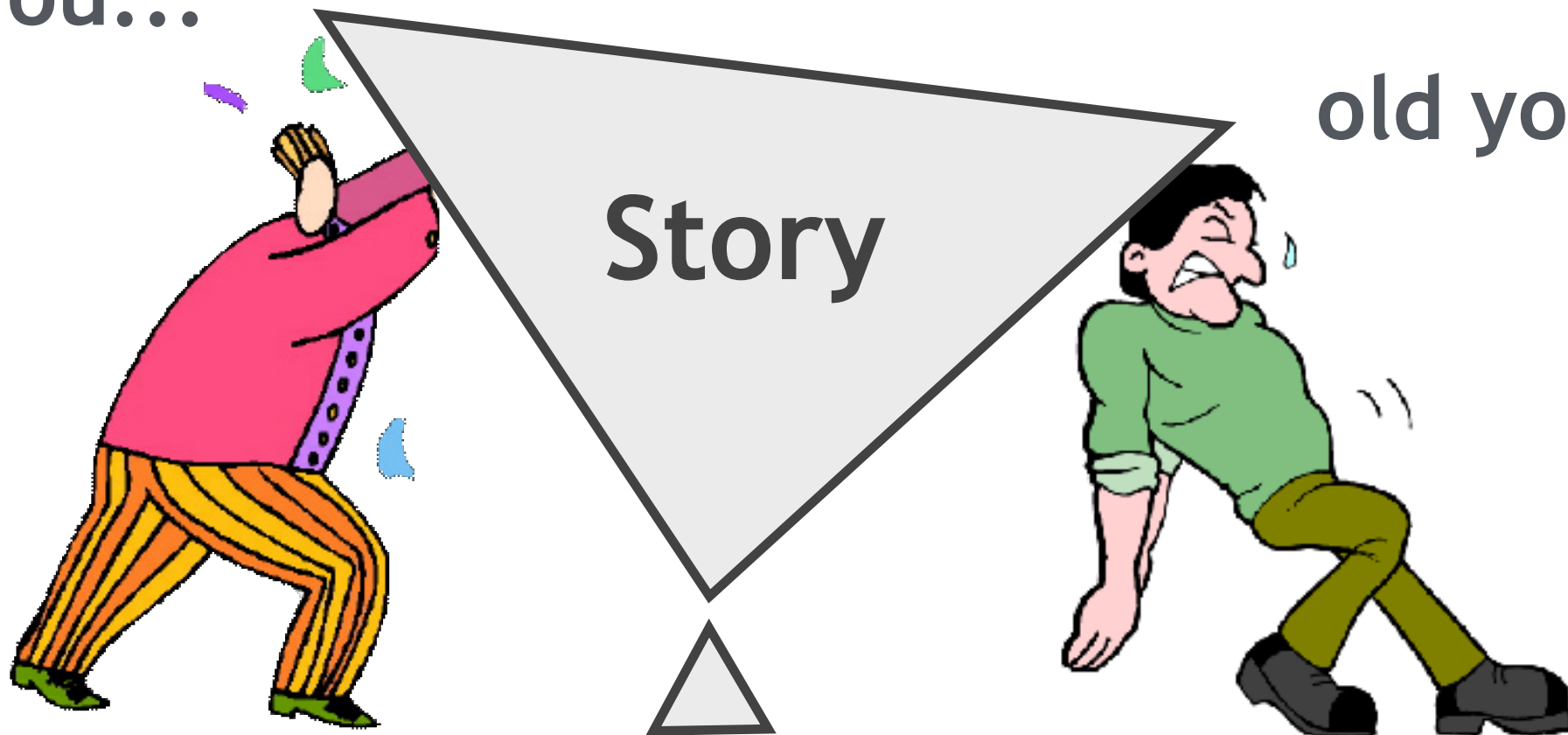
story process

1. ideas, goals
2. story mapping
3. research
4. writing
5. *then tech stuff*



story core illustrated...

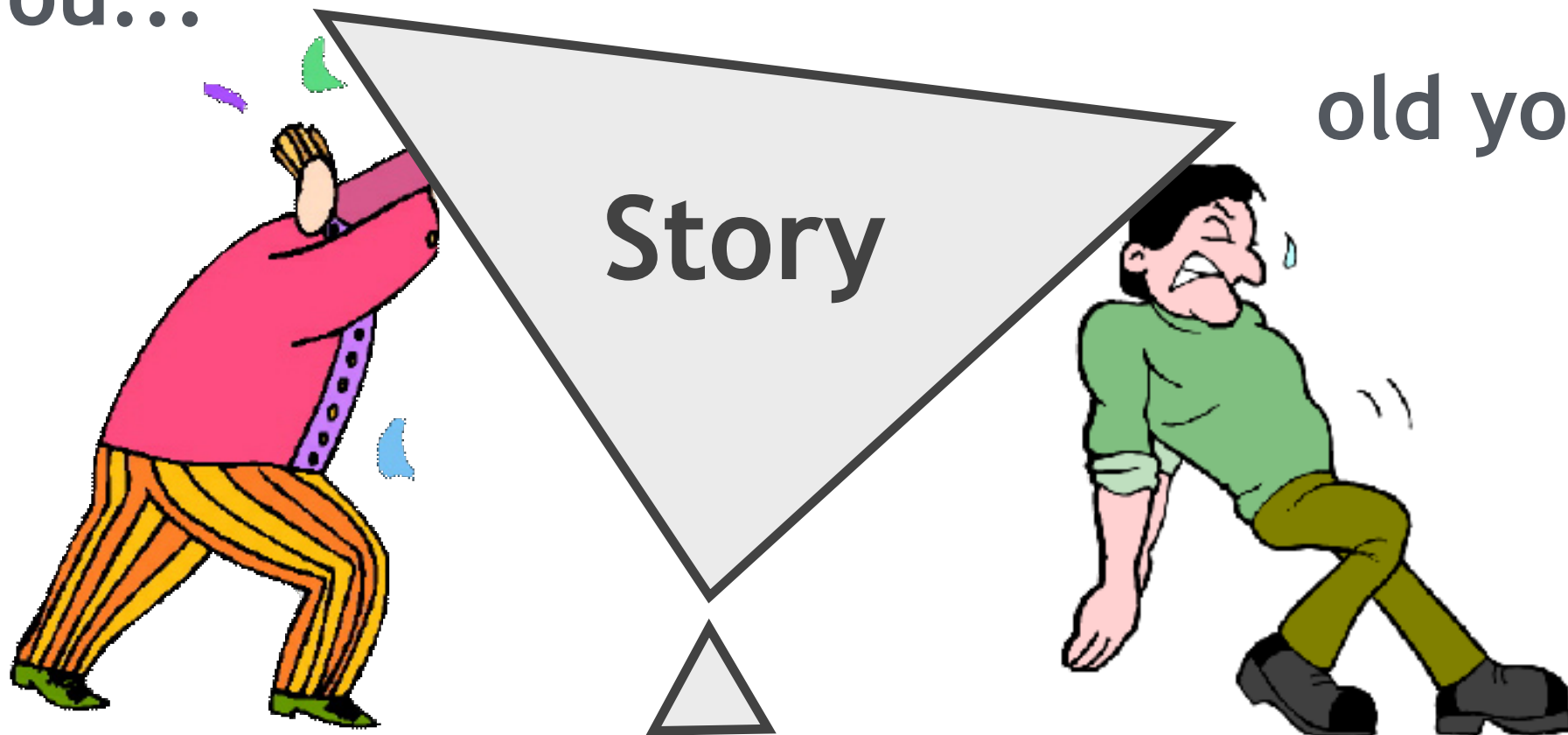
new you...



*Transformation
(emergence, rebalancing)*

story core illustrated...

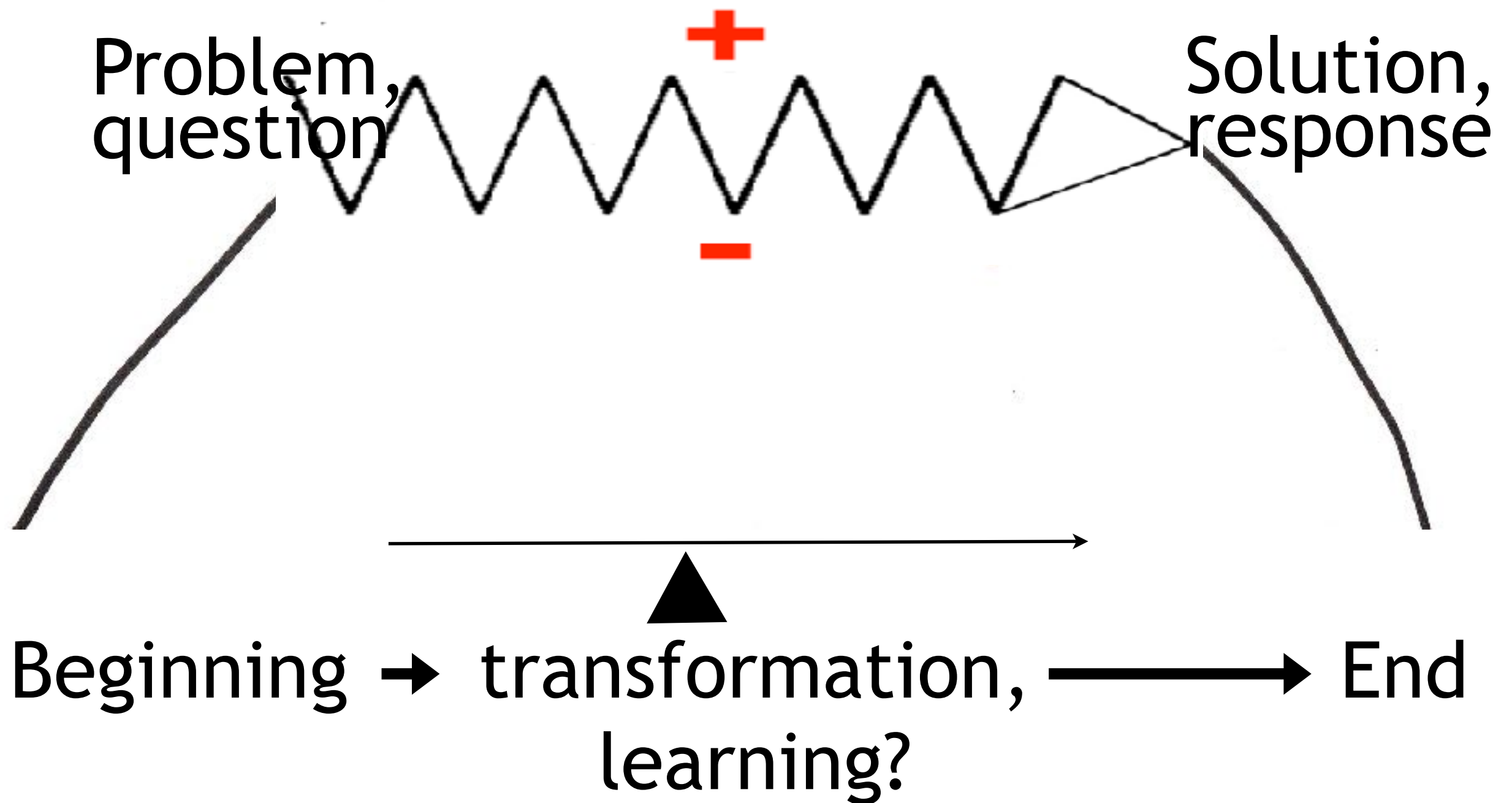
new you...

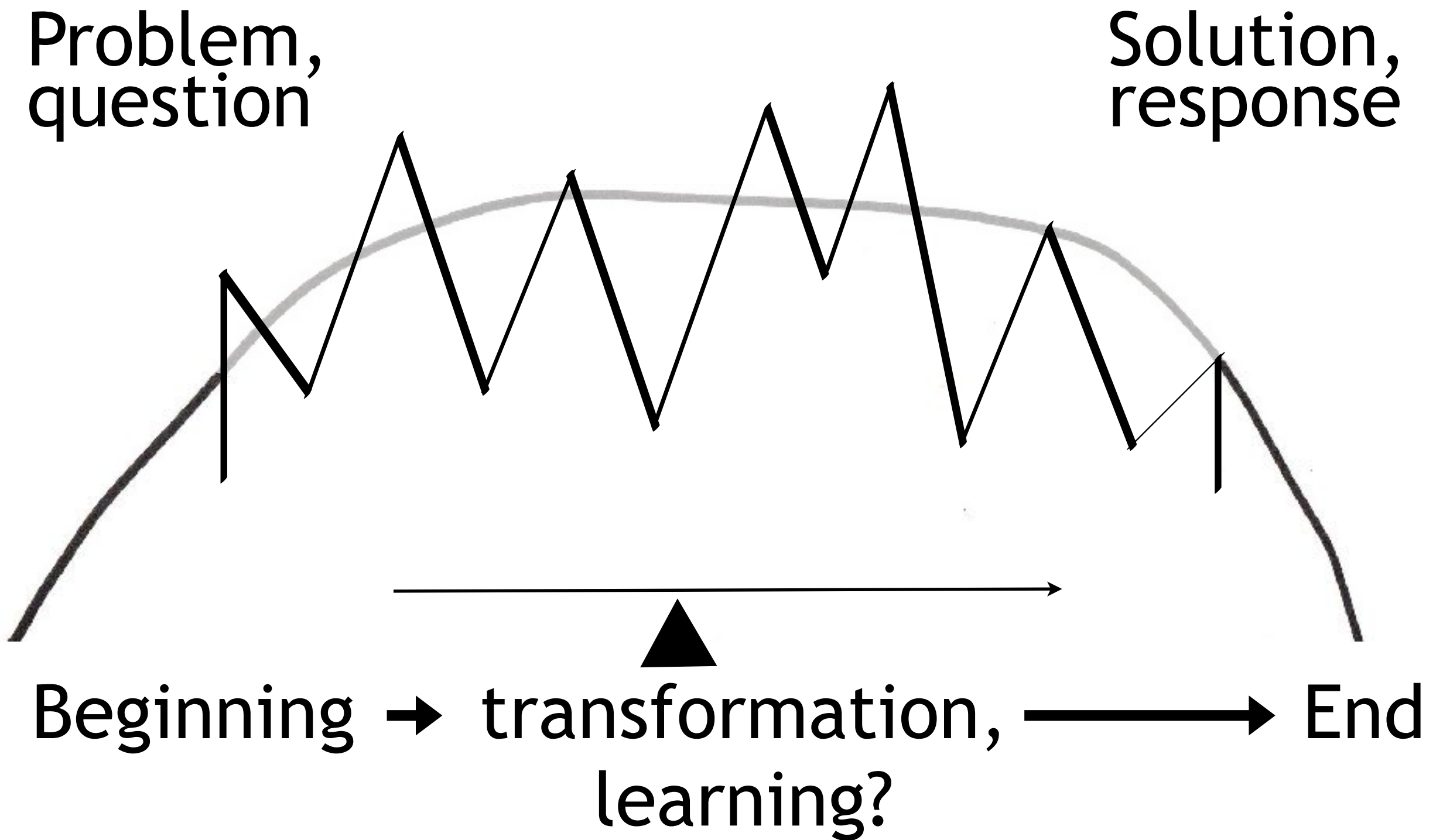


old you...

*Transformation
(emergence, rebalancing)*

arc, basic...





Transformation overview

8 levels...

1. Physical/kinesthetic - strength, dexterity, realizing potential
2. Inner strength - courage, realizing potential
3. Emotional - maturity realization
4. Moral - conscience, realizing “right”
5. Psychological - insight, self-awareness, realization, revelation
6. Social - realizing responsibility
7. Intellectual/creative - learning, problem solving, critical thinking, realizing new understandings
8. Spiritual - awakening, revelation

8 levels...

1. Physical/kinesthetic - strength, dexterity, realizing potential
2. Intuitive - feeling, sensing, potential
3. Emotional - feeling, sensing, potential
4. Mental - thinking, understanding, realizing
5. Personal - realizing, understanding, realizing
6. Social - realizing responsibility
7. Intellectual/creative - learning, problem solving, critical thinking, realizing new understandings
8. Spiritual - awakening, revelation

Unhappy → happy

Confused → clear

Naive → mature

Works cited

- Works, pictures, diagrams and web resources referenced in presentations are identified in the following slides.
- Those referenced in black are those more often used in the “Digital Storytelling” presentation. Those referenced in red are those more often used in the “Then What?” presentation. Those referenced in green are those more often used in the “Teachies are from Venus, Techies are from Mars” presentation. However, presentations are always in a state of evolution, and any resource may appear in any presentation.
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Resources cited

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- Looking For: 21031472lookingFor.jpg.
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- Mr. Big's lawn chair: 1943880.lawn.chair.jpg.
- Ouch: Ouch-22029918.jpgstairs.jpg.
- Puppet stage: punchnjudy-22091633.gif.
- School bus: 21071624-schoolBus.jpg.
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- Savoonga kids (with permission from parents), 1997.
- Sticking tongue out (baby)- source unknown.
- Then What? cover, by Jeri Smith, 2001.



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- Truck video screen: http://img.alibaba.com/photo/I1004472/Truck_LED_Video_Screen.jpg
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Director, Pew Internet & American Life Project
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Speech to SOCAP Symposium
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Washington, DC

Web sources cited

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- Picture, quote of Toffler. Reverse image search reveals this as perhaps the original photo, to which someone probably added the quote: http://en.wikipedia.org/w/index.php?title=Alvin_Toffler&oldid=52326112. The top of the reverse look list for the photo with the quote is: <http://www.esotericonline.net/profiles/blogs/the-new-illetterates>, though there are many sources listed. (11/22/2012)

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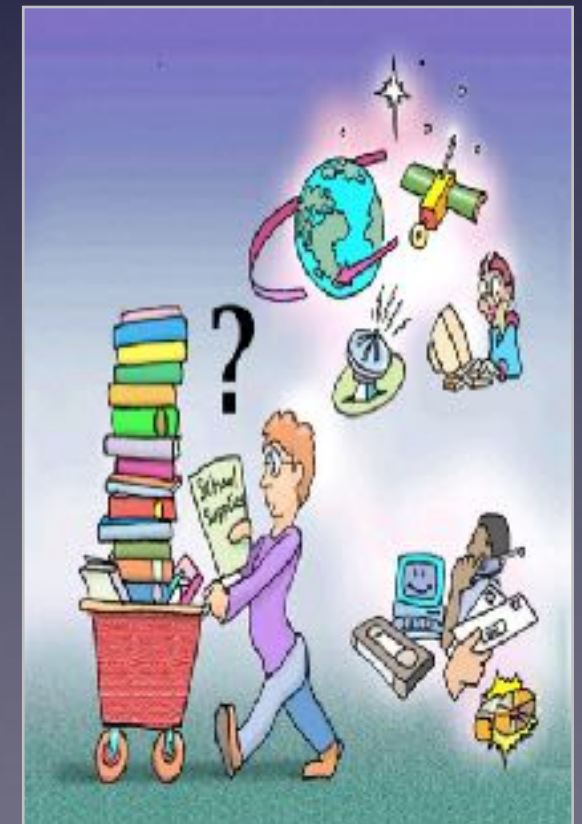
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Works cited, cont.

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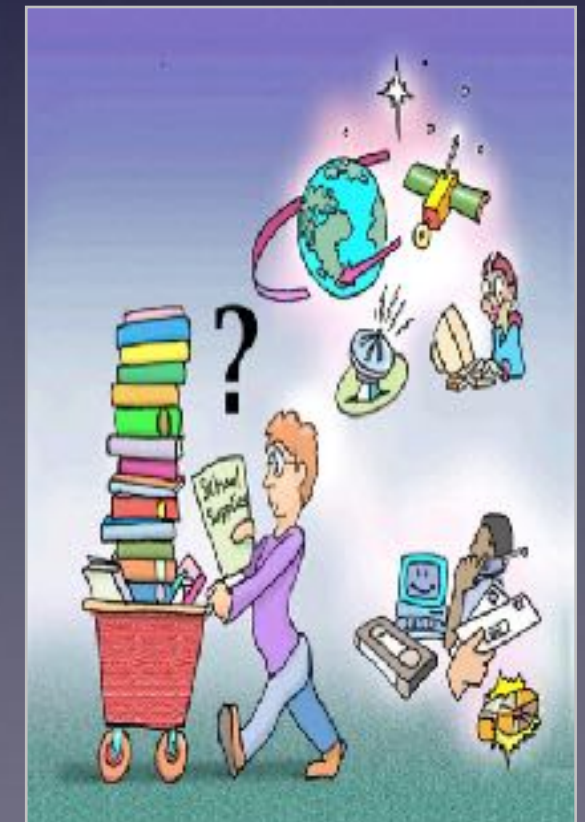
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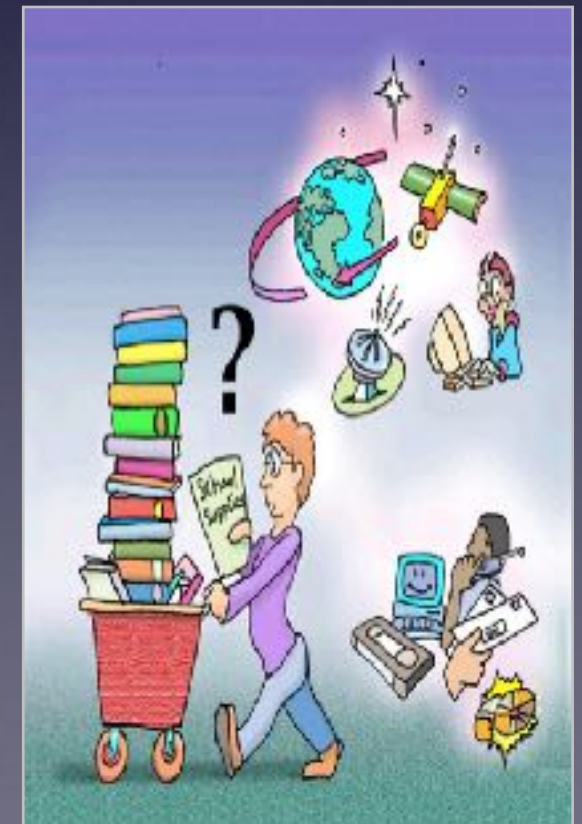
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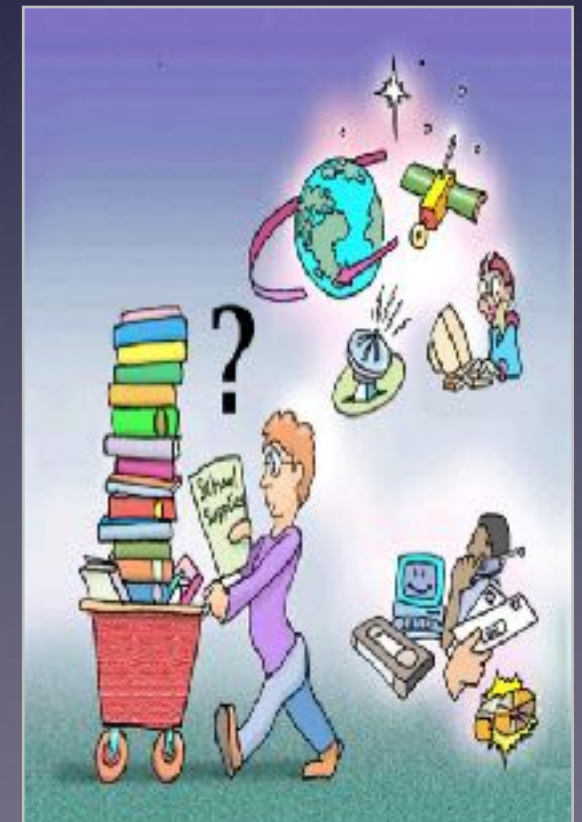
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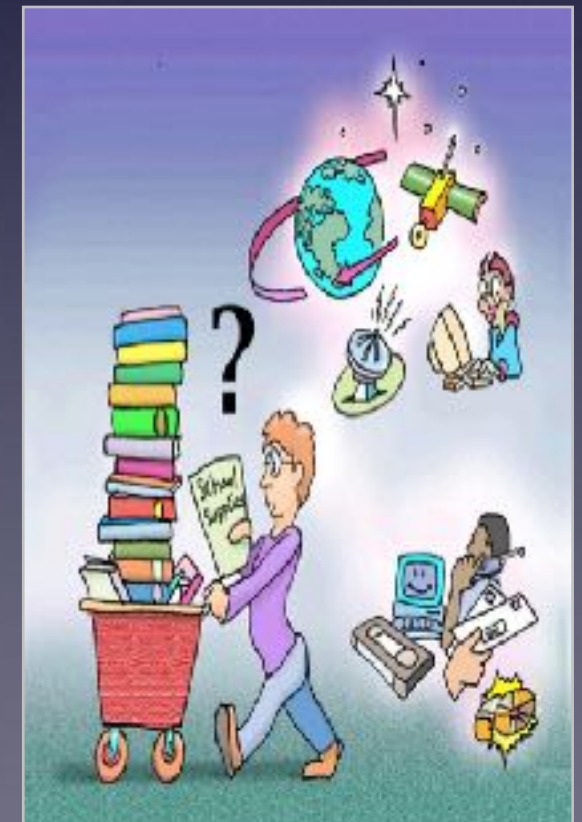
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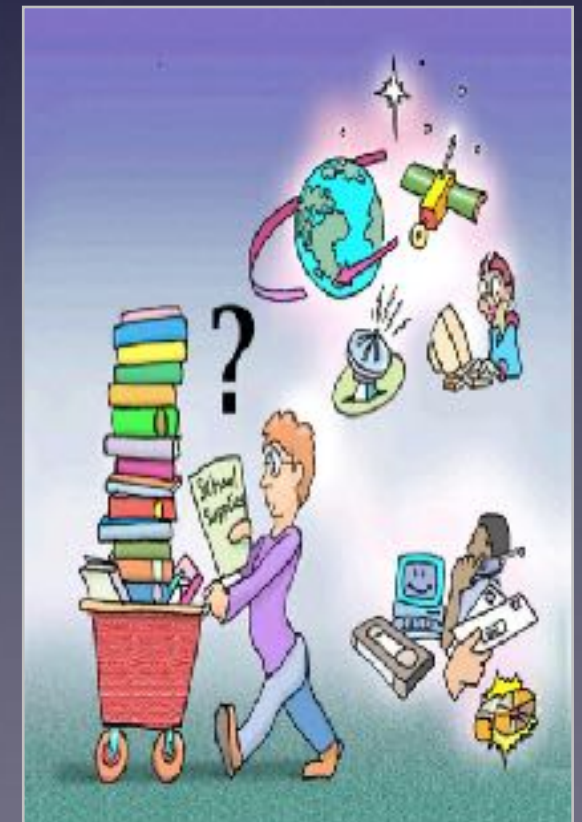
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- Savoonga kids (with permission from parents), 1997.
- Sticking tongue out (baby)- source unknown.
- Then What? cover, by Jeri Smith, 2001.
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- The picture of the baby holding the cell phone was licensed through Corbis images.
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- * How to Animate a Rolling Ball, shown and posted online via teacher Glen Bledsoe, who obtained all parent permissions necessary to do so
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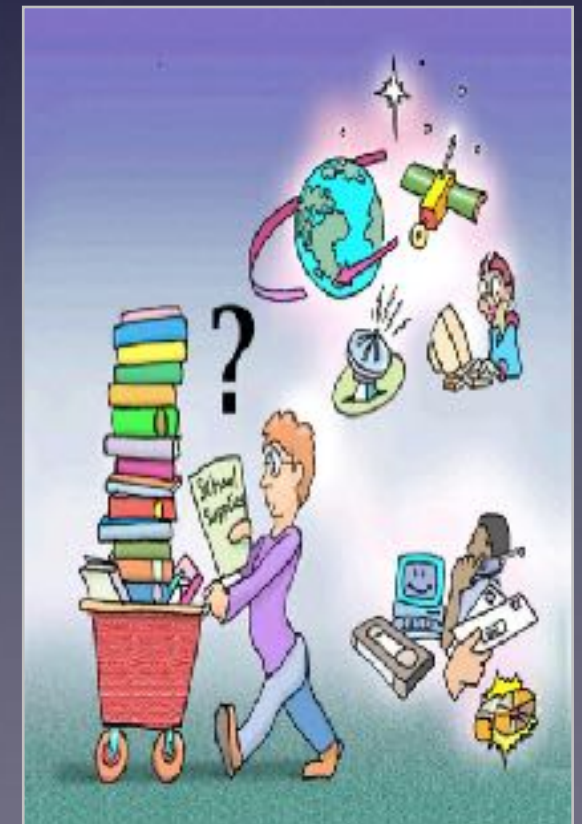
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- Wearing computer: Proceedings of the IEEE, Vol. 86, No. 11, November, 1998
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1998 (found at <http://images.google.com/imgres?imgurl=http://wearcam.org/wearcomp4small.jpg&imgrefurl=http://wearcam.org/hi/&h=1024&w=700&sz=68&tbnid=vX8sgpcVWZtccM:&tbnh=150&tbnw=102&hl=en&start=1&prev=/images%3Fq%3Dwearcomp%26svnum%3D10%26hl%3Den%26lr%3D%26safe%3Doff%26sa%3DG>).
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- Off track betting pic:
- Subway pic: http://torontoist.com/attachments/toronto_jonathang/2007_4_30Onestop.jpg
- Truck video screen: http://img.alibaba.com/photo/I1004472/Truck_LED_Video_Screen.jpg
- Rear view mirror: <http://www.carbuyersnotebook.com/archives/GENTEX.jpg>
- Emerald city: <http://www.timelineuniverse.net/images/Emerald%20City.jpg>
- Yellow brick road (modified and used in the emerald city "path to digital storytelling" slide), found on Dave Alpert's blog site.
- Portfolio (modified and used in the emerald city "path to digital storytelling" slide), used with permission by lucas simões
- Pew graphs about tEcosystem:

By Lee Rainie
Director, Pew Internet & American Life Project
5.9.06

How the Internet is Changing Consumer Behavior and Expectations

Speech to SOCAP Symposium
(Society of Consumer Affairs Professionals in Business)
Washington, DC

Web sources cited

Copyright source info from web

- Lemonade stand - <http://www.flickr.com/photos/stevendepolo/5939055612/> Creativecommons 2.0 - photographer: stevendepolo
- Heroes logo - from Wikipedia (http://en.wikipedia.org/wiki/Heroes_%28TV_series%29); the following appears on the wikipedia logo website (http://en.wikipedia.org/wiki/File:Heroes_logo.png): **Fair use rationale for use in *Heroes* (TV series)**

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JeffyP ([talk](#) | [contribs](#))

Shrunk down the same logo by about a third. == Summary == Logo for the NBC television series *Heroes*. == Fair use rationale for use in *Heroes* (TV series)== I, yukichigai, hitherto and forthwith posit