Welcome

Reimagine an On-Campus/Classroom Course With Digital Storytelling & Blended Learning!

Presented By:
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Introductions . . .

Sharon Stoerger, Ph.D. is the Director of the Information Technology and Informatics program and Asst. Teaching Professor in the School of Communication and Information (SC&I) at Rutgers University. She is also a member of the Curriculum Committee in the Library and Information Science Department and works closely with undergraduates.

Denise Kreiger, M.Ed. is the Senior Instructional Design and Technology Specialist in the School of Communication and Information (SC&I) at Rutgers University and is a QM-certified Peer-Reviewer. She provides instructional support to faculty to design, develop, and teach courses in a variety of delivery formats – classroom-based, web-enhanced, hybrid, and fully online.
Today’s Topics . . .

- In our session today, we’ll share our model for a “Hashtag Activism Digital Story Project” in a blended learning environment.

- By the end of the session, participants will be able to:
  - Consider new ways of integrating Quality Matters Standards #2-6 in blended and online learning environments.
  - Engage students in learning through inquiry, digital storytelling, peer-review, and reflection.
  - Consider incorporating an LMS with creative alternatives to student learning through a digital storytelling project and social technology tools that go beyond traditional assessments (papers and exams).

- We’ll share key outcomes of the project – qualitative & quantitative

- Audience Q & A
“Gateway” course for the undergraduate Information Technology and Informatics (ITI) major at Rutgers.

High-enrollment course - 450 students! - offered each semester.

Offered to SC&I students and Rutgers-wide students (course is part of the Rutgers Core Curriculum).

(2) scheduled Face-to-Face classes each week.

Large auditorium setting; lecture-based.

Traditional assessments (papers & exams)

Little opportunity for engaging, socially-connected learning that incorporates the use of technology.
Collaborative Partnership: Course Instructor & ID

Course Instructor/ITI Program Director (Sharon)

+ Sr. Instructional Designer/Technologist (Denise)

partnered to redesign the course in a new direction.
Course Redesign Goals . . .

- Continue to deliver the course in a large-lecture hall format to accommodate high student enrollment
- Move towards student-centered learning
- Add engaging, socially-connected, learning opportunities
- Provide ‘hands-on’ experience using social technologies
- Update “content” to maintain currency
- Actively engage students in learning and develop higher-order thinking/skills through a digital story project.
- Add a “blended” component in the Canvas LMS to extend the classroom
- Design/develop a quality course informed by Quality Matters course design standards
Redesigned Course Assessments...

Key Assessments include:

- In-Class Participation (iClickers)
- Google Gotcha! Activity/Online Discussion
- Midterm Exam (Scantron/traditional)
- Hashtag Activism Digital Story Project
- Emerging Technology Infographic Project

Our presentation will focus on the Hashtag Activism Digital Story Project and integrating QM standards 2-6...
Eight General Course Design Standards to assure quality of courses

- General Standard 1: Course Overview and Introduction
- General Standard 2: Learning Objectives
- General Standard 3: Assessment and Measurement
- General Standard 4: Instructional Materials
- General Standard 5: Course Activities & Learner Interaction
- General Standard 6: Course Technology
- General Standard 7: Learner Support
- General Standard 8: Accessibility and Usability

Our session today will offer new ways of integrating QM standards 2-6 in on-campus/classroom courses through a digital storytelling project in a blended learning environment.
ITI 103 Course Learning Objectives

By the end of the course, students will be able to:

4. Identify and analyze current and emerging information technologies and their implications to society in social, cultural, economic, and/or political environments.

5. Demonstrate digital fluency skills to effectively and ethically research and evaluate information, discover meaning, design content and construct knowledge using information technologies, and/or communicate ideas in a digitally connected world.

RU Core Curriculum Goal:

• 21st Century Challenges (21C-c): analyze the relationship that science and technology have to a contemporary social issue.

Course Learning Objectives #4 & 5 and an RU Core Goal are met through the Hashtag Activism Digital Story Project

(image source: https://www.qualitymatters.org/)
The Hashtag Activism Digital Story Project is a 3-stage project where students demonstrate meeting the learning objectives:

1. Research & prepare an Annotated Bibliography on the selected Hashtag Activism movement to identify 10+ relevant & reputable information sources.

2. Curate content to create a unique historical documentary-type digital story on the Hashtag Activism movement using the Storify “free” tool.

3. Peer-Review and discuss students’ completed Hashtag Activism digital stories in an online Discussion.

Students are graded on each stage based on Rubrics and are also provided with feedback in each stage.

(image source: Shutterstock, http://shutterstock.com/)
Instructional “scaffolding” is provided to assist students in completing each stage in the Hashtag Activism Story Project and to help them succeed:

- Assignment requirements
- Step-by-step instructions for the assignment and using technology (e.g., Storify)
- Examples and resources (e.g., sample Annotated Bibliography entry, APA style/format)
- Storify ‘prototype’ of a Hashtag Activism Movement (we’ll see this soon!)

(image source: http://iris.peabody.vanderbilt.edu/module/sca/cresource/q1/p01/)
In the final stage of the Hashtag Activism Project, students engage in a culminating activity in an Online Discussion to:

• Present and share their Hashtag Activism Digital Stories to the class
• Students’ peer-review 2+ students’ digital Storify stories & critique them
• Discuss what students have learned and reflect
QM General Standard 6: Course Technology

Course technologies support learners' achievement of course objectives.

Create a “blended” learning environment in the Canvas LMS to bridge the classroom and provide a framework for students to work independently on the Hashtag Activism Project.

In the Hashtag Activism Project, social technologies are integrated to:

- Support the learning objectives
- Promote learner engagement and active learning
- Foster collaborative, socially-connected learning experiences
- Provide hands-on opportunities using digital technologies

Social-media integrated digital storytelling tool

Online Discussions to share, peer-review, and discuss students’ Hashtag Activism digital stories
What is Digital Storytelling?

**Digital storytelling combines the art of telling stories with digital multimedia:**

- Text
- Images/photos
- Audio
- Video
- Music/sound
- Animation

**Technology tools are used to create and edit digital media to tell a story:** (Web 2.0 tools)

- Storify (we’ll discuss today)
- Storybird
- Voicethread, and other tools

**Story is viewable on digital devices and shareable across social networks**

(image sources: Shutterstock, https://www.shutterstock.com)
Types of Digital Stories in Higher Ed

- Fictional stories
- Personal narratives
- Documentaries
- Informational (e.g., biographies)
- Interviews
- *Historical narratives/events
- *Political/social activism to raise awareness about social issues

* Our “Hashtag Activism Digital Story Project” engages students in constructing historical narratives around social issues in today’s society.

(image sources: Shutterstock, https://www.shutterstock.com)
Digital Storytelling: Benefits to Students

• Project-based learning
• Engages students in active learning
• Reinforces critical thinking and communication skills
• Deep learning
• Develops informed, literate global citizens*

*Promotes 21st Century Skills:
• Digital literacy
• Global literacy
• Technology literacy
• Visual literacy
• Information literacy


Now let’s take a look at the blended course in the LMS . . .

(image source: http://www.lifelong-learner.com/ClassroomTech/DigitalStorytelling.php/)
The course is structured into **modules** in the Canvas LMS (each module is ~ week) and each module includes **in-class AND post-class** course materials, activities, & assignments, creating a seamless, blended learning environment.

For example, **Week 3** includes lectures, readings, activities, and assignments for in-class and post-class (homework).
The Hashtag Activism Project has its own “Module” with all stages of the project deconstructed in the Canvas LMS creating a seamless, blended learning environment.

Let’s look at this in the Canvas LMS . . .
Creating a “prototype” of a Hashtag Activism Digital Story in Storify was key in providing guidance for students! See the “Arab Spring” Prototype at: https://storify.com/dkreiger/arab-spring-hashtag-activism
Using **Storify**, students “curate content” to construct a digital story that includes **10 historical events** about their selected Hashtag Activism Movement:

1. Movement Description
2. Origin of Movement
3. Use of Social Media
4. Civil Disobedience
5. Commercial Disruption
6. Public Response
7. Human Impact
8. Current Status
9. Social Network Impact
10. Most Significant Event

**Project Reflection**
For each **historical event**, students included:

1. Heading for major historical event
2. Image representing the event
3. Summary/description of information source
4. Source: URL of article or video
5. Date of article or video
6. Icon/link to article or video source

Arab Spring refers to a revolution of demonstrations, protests, riots, and civil wars that began in Dec. 2010 with the Tunisian Revolution and spread across Arab countries in the Middle East (Egypt, Libya, Syria, Yemen, Bahrain, Saudi Arabia, and Jordan) in 2011 due to people’s dissatisfaction with political corruption in local governments, dictatorship rule, human rights violations, economic decline, unemployment, and extreme poverty and their longing for social justice and democratic systems. The term “Arab Spring” was popularized by Western media in early 2011 as a result of the successful uprising in Tunisia and overthrow of former leader Zine El Abidine Ben Ali. Read the article (below) for more information.

Source: [middleeast.about.com/od/hum](middleeast.about.com/od/hum)

Date of article: 12/2011
Students Use Storify’s Social Media “Search” Tools

- Search the “Web”
- Search YouTube
- Search Twitter

Students can also search:
- Instagram
- Facebook
- Embed URLs
- Images
- Google
- Tumblr
- RSS
Students Use Storify’s Social Media “Search” Tools

1. Major Historical Event: Movement Description

Arab Spring refers to a revolution of demonstrations, protests, riots, and civil wars that began in Dec. 2010 with the Tunisian Revolution and spread across Arab countries in the Middle East (Egypt, Libya, Syria, Yemen, Bahrain, Saudi Arabia, and Jordan) in 2011 due to people’s dissatisfaction with political corruption in local governments, dictatorship rule, human rights violations, economic decline, unemployment, and extreme poverty and their longing for social justice and democratic systems. The term “Arab Spring” was popularized by Western media in early 2011 as a result of the successful uprising in Tunisia and overthrow of former leader Zine El Abidine Ben Ali. Read the article (below) for more information.

Source: middleeast.about.com/od/hum_

Date of article: 12/2011

Definition of the Arab Spring
Anti-government uprisings broke out across the Middle East in 2011. Why do we call them the Arab Spring? What was the aim of the protests, and how successful were they?

Students “drag-and-drop” content from the search tool (right) to construct their story (left) for each historical event.

Let’s look at the social media search tools now in Storify.
STAGE 3: PEER-REVIEW HASHTAG ACTIVISM DIGITAL STORIES IN THE ONLINE DISCUSSION

In Stage 3 of the Hashtag Activism Digital Story Project, students will share, peer-review, and discuss their Storify stories with classmates in this online Discussion.

The "initial post" is due in the Discussion by **Friday, 10/20, 11:59PM**: 2+ responses/comments where students will "Peer-Review" 2 students' Storify digital stories are due by **Sunday, 10/22, 11:59PM**. Students' "peer-reviews" will be graded based on the **Discussion Rubric**.

**IMPORTANT**: As an initial posting, students will post a **URL link** to their Digital Story in Storify (on the Storify site) so students may access each student's Storify digital story.

Do the following postings for the "peer-reviews":

- **Initial Post**: In the **Subject line** put the **Title** of your hashtag activism movement. In the post, **copy/paste the URL link to your completed Storify Digital Story** (on the Storify site) + include a **brief description** of your selected hashtag activism movement.

  - 2+ replies (to 2 students' Initial post): **Peer-review at least (2) digital stories** of your choosing within your group (see questions below for the peer-review).

**Note**: To post your initial response to the discussion topic, click the **Reply** bar below the topic, respond to the questions, and then click the **Post Reply** button at the bottom right to save it. To reply to a student's posting, click the "Reply" link at the bottom left of the comment you are responding to and then click the **Post Reply** button at the bottom right to save it. Use the toolbar to check for spelling (highly recommended), format your text, or add a link. Students must make their **initial posting** before they will be able to view other students' postings.

**PEER REVIEW**: Please respond to the following questions in ONE posting and NUMBER your responses:

1. Is the digital story substantially covered as per the requirements? Is anything missing?

2. What is one thing you really liked about the design of the digital story? Was there anything you might suggest to improve the digital story?

3. What was surprising about this hashtag activism movement that you learned about? (i.e., an "Aha!" moment)

4. What questions do you have for the student that are unanswered about the activism movement?
Learning Outcomes

The Hashtag Activism Digital Story Project provides students with an *engaging, QM-informed, inquiry-based authentic learning experience* that can be delivered in any delivery format:

- Face-to-face/web-enhanced
- Hybrid/blended
- Fully online

*How did students’ do?*

*Let’s take a look!*

(image source: https://www.pinterest.com/LisaVaro/slp-concussion-and-tbi-information/)
Final projects exceeded expectations!

Sample students’ digital stories in Storify:

- #BlackLivesMatter
  https://storify.com/michellec322/black-lives-matter

- #LoveWins
  https://storify.com/ktran/1-major-historical-event-description-of-movement

- #UmbrellaRevolution
  https://storify.com/kzhang111/hong-kong
“What was most valuable to me about the Hashtag Activism Project was the fact that, through the Annotated Bibliography and using Storify, I was challenged to turn a large amount of research into concise, blocks of information presented in a visually appealing manner. I was forced to read and analyze my research in a very careful, and critical manner so that I present my information in a very informative manner for readers.”

“The most meaningful thing about this project was that it opened my mind on how big of an impact social media and the internet has on the world we live in.”

“Analyzing the data and presenting it was very valuable because we learn new information everyday but actually presenting something you learned doesn't happen too often. This form of presentation on Storify was a different experience and I learned how to use a new technology tool.”
Student Outcomes – Quantitative (40-question Survey at end-of-course using Qualtrics - anonymous)

80% of students responded – Strongly Agree or Agree

83% of students responded – Strongly Agree or Agree

In the Hashtag Activism Project, I learned to analyze social networks and their implications to...

In the Hashtag Activism Project, I learned to use digital storytelling technologies to research a...
Student Outcomes – Quantitative (40-question Survey at end-of-course using Qualtrics - anonymous)

79% of students responded – Strongly Agree or Agree

84% of students responded – Strongly Agree or Agree

74% of students responded – Strongly Agree or Agree
For More Information . . .

**Research-based journal article:**


See RUcore Rutgers University Community Repository: [https://rucore.libraries.rutgers.edu/rutgers-lib/49037/](https://rucore.libraries.rutgers.edu/rutgers-lib/49037/)
Any Questions? . . .
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