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School of Communication and Information

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

ITI 189:103 Information Technology & Informatics Course

- "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.**

(image source: Shutterstock, http://shutterstock.com/)

Collaborative Partnership: Course Instructor & ID

(image source: Shutterstock, http://shutterstock.com/)

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 . . .

(image source: Shutterstock, http://shutterstock.com/)

Quality Matters: Higher Education Rubric

QUALITY MATTERS
P R O G R A M
QM

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**.

(image source: https://www.qualitymatters.org/)

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/)

QM General Standard 4: Instructional Materials
Instructional materials enable learners to achieve the learning objectives.

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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/)
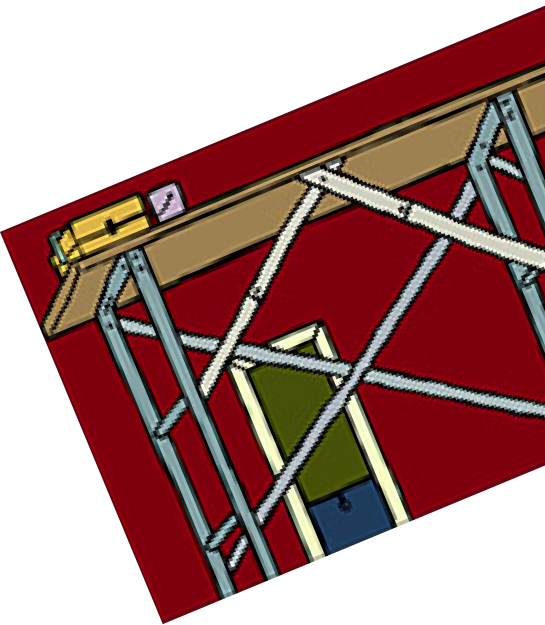
QM General Standard 5: Course Activities & Learner Interaction
Course Activities facilitate and support learner interaction and engagement.

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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

Social-media integrated digital storytelling tool

Online Discussions to share, peer-review, and discuss students' Hashtag Activism digital stories

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

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)

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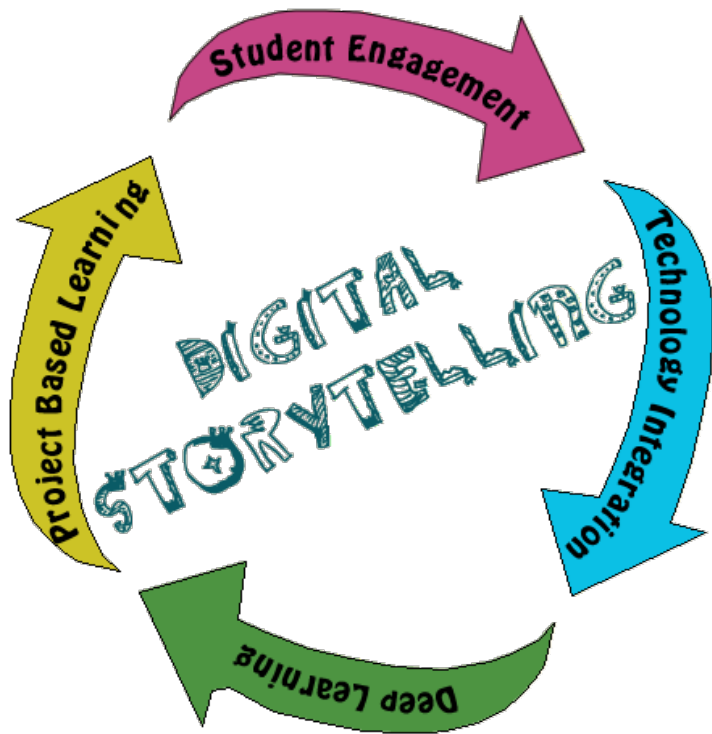
- Project-based learning
- Engages students in active learning
- Reinforces critical thinking and communication skills
- Deep learning
- Develops informed, literate global citizens*

*** Promotes 21st Century Skills:**

- Digital literacy
- Global literacy
- Technology literacy
- Visual literacy
- Information literacy

(Robin, B. R., 2008, p. 224).

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

A Seamless, Blended Learning Environment in Canvas LMS
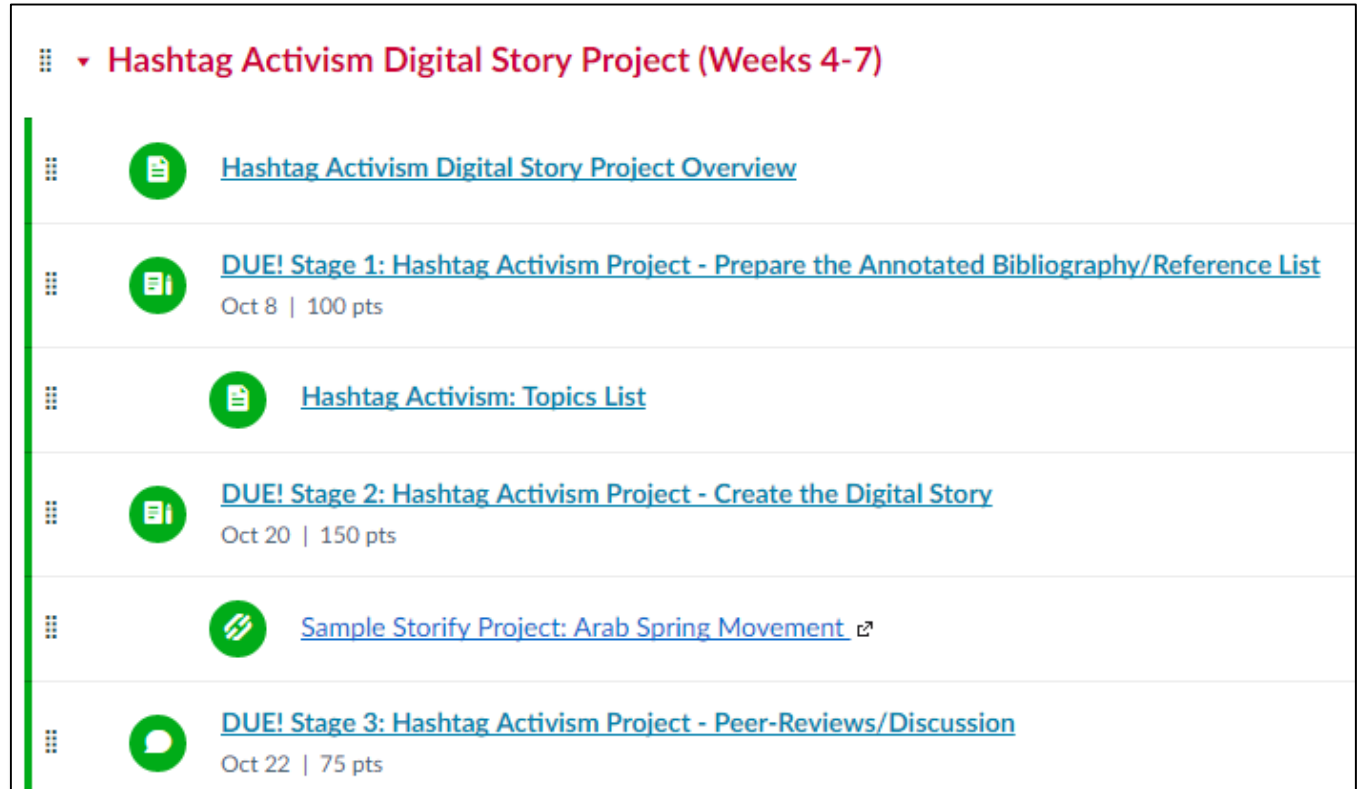
The course is structured into **modules** in the Canvas LMS (each module is ~ week) and each module includes **in-class AND post-class** course materials, activities, & assignments, creating a seamless, blended learning environment.

For example, **Week 3** includes lectures, readings, activities, and assignments for in-class and post-class (homework).

A Seamless, Blended Learning Environment in Canvas LMS

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.

Hashtag Activism Digital Story Project (Weeks 4-7)

Hashtag Activism Digital Story Project Overview

DUE! Stage 1: Hashtag Activism Project - Prepare the Annotated Bibliography/Reference List
Oct 8 | 100 pts

Hashtag Activism: Topics List

DUE! Stage 2: Hashtag Activism Project - Create the Digital Story
Oct 20 | 150 pts

Sample Storify Project: Arab Spring Movement

DUE! Stage 3: Hashtag Activism Project - Peer-Reviews/Discussion
Oct 22 | 75 pts

Let's look at this in the Canvas LMS . . .

Arab Spring

A Digital Story of the Arab Spring Hashtag Activism Movement
by Sharon Stoerger and Denise Kreiger

by dkreiger 5 months ago 1,207 Views

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

Curating Content for the Hashtag Activism Digital Story

*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

1 Major Historical Event: Movement Description

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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. **3**

Source: middleeast.about.com/od/hum... **4**

Date of article: 12/2011 **5**

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?
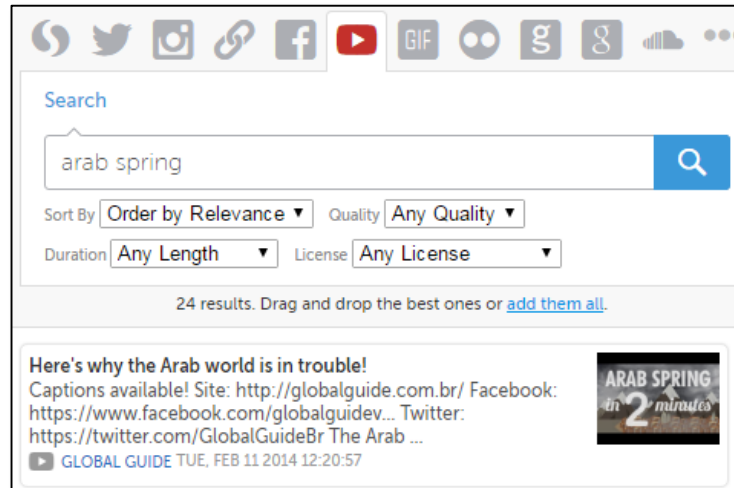PRIMOZ MANFREDA **6**

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

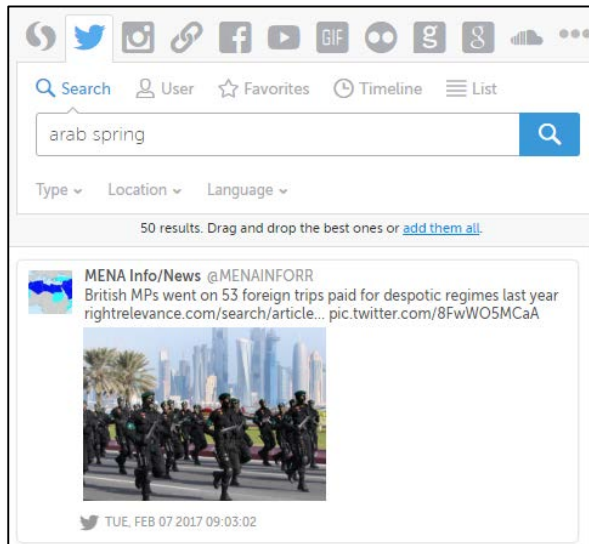6. Icon/link to article or video source

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Students Use Storify's Social Media "Search" Tools
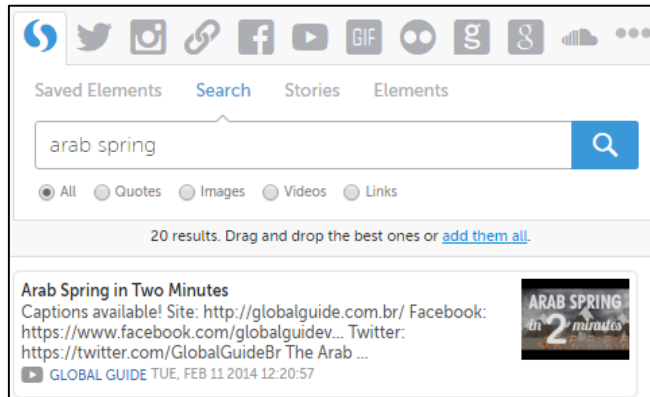
Search the "Web"

Search YouTube

Search Twitter

Students can also search:
- Instagram
- Facebook
- Embed URLs
- Images
- Google
- Tumblr
- RSS

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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.

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PRIMOZ MANFREDA

Web   Images

arab spring

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.

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Students Peer-Review Digital Stories in a Discussion

30 students groups - 15 students/per group

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?

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/)

Sample Student Hashtag Activism Digital Stories . . .

Black Lives Matter

A Digital Story of the Black Lives Matter Hashtag Activism
Movement by Michelle Ciepiela

by michellec322 4 months ago 6 Views

1. Major Historical Event: Description of Movement

Black Lives Matter is both a movement of social media and of the streets. The
social media movement began after the #BlackLivesMatter hashtag was
created after the shooting of Trayvon Martin in 2012. The movement in the
streets consists of riots, protests, and awareness. It stands for the
empowerment of African Americans in the eyes of politics, economy, social
standing, and simply to change the negative view on them by many, including
the police of the United States. This article gives a good basis on how the Black
Lives Matter is organized and the basis of its beliefs. Read the article (below) for
more information).

Source: usatoday.com/story/news/nat...

Date of Article: 8/8/2016

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
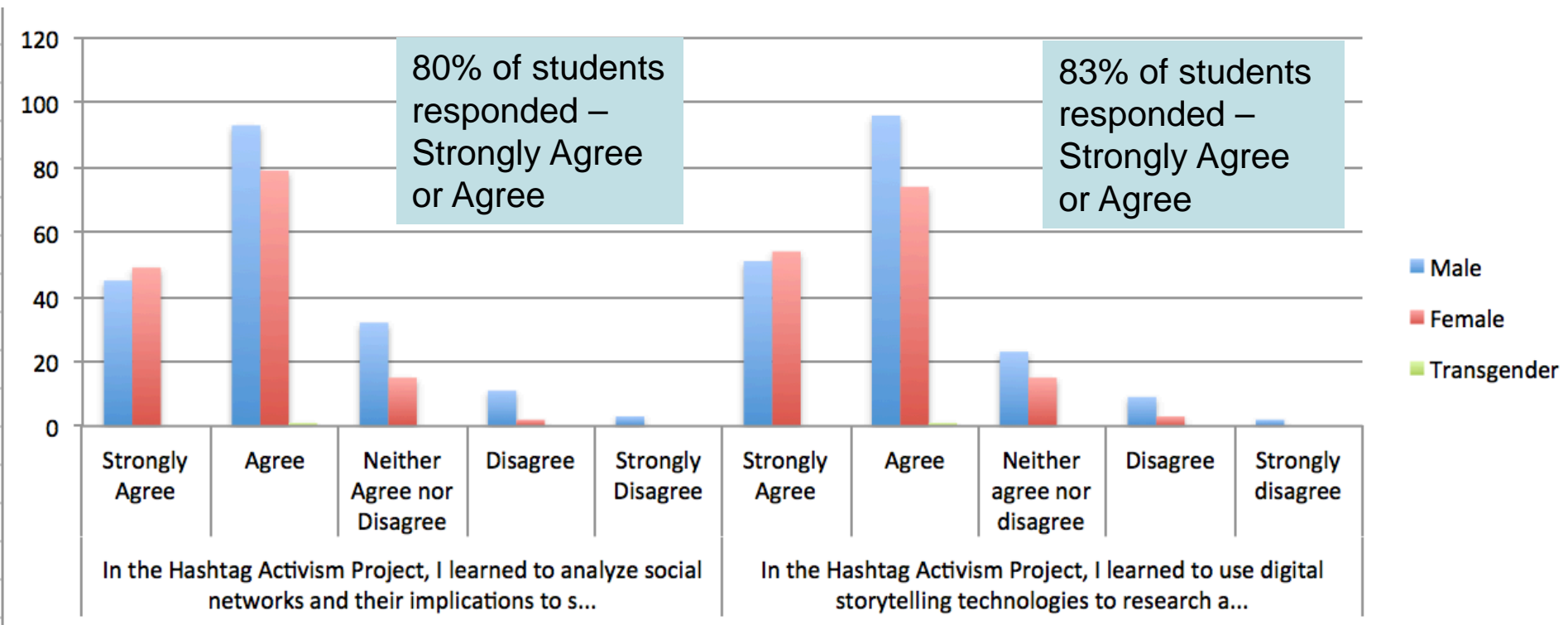
Student Outcomes - Qualitative . . .

"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."
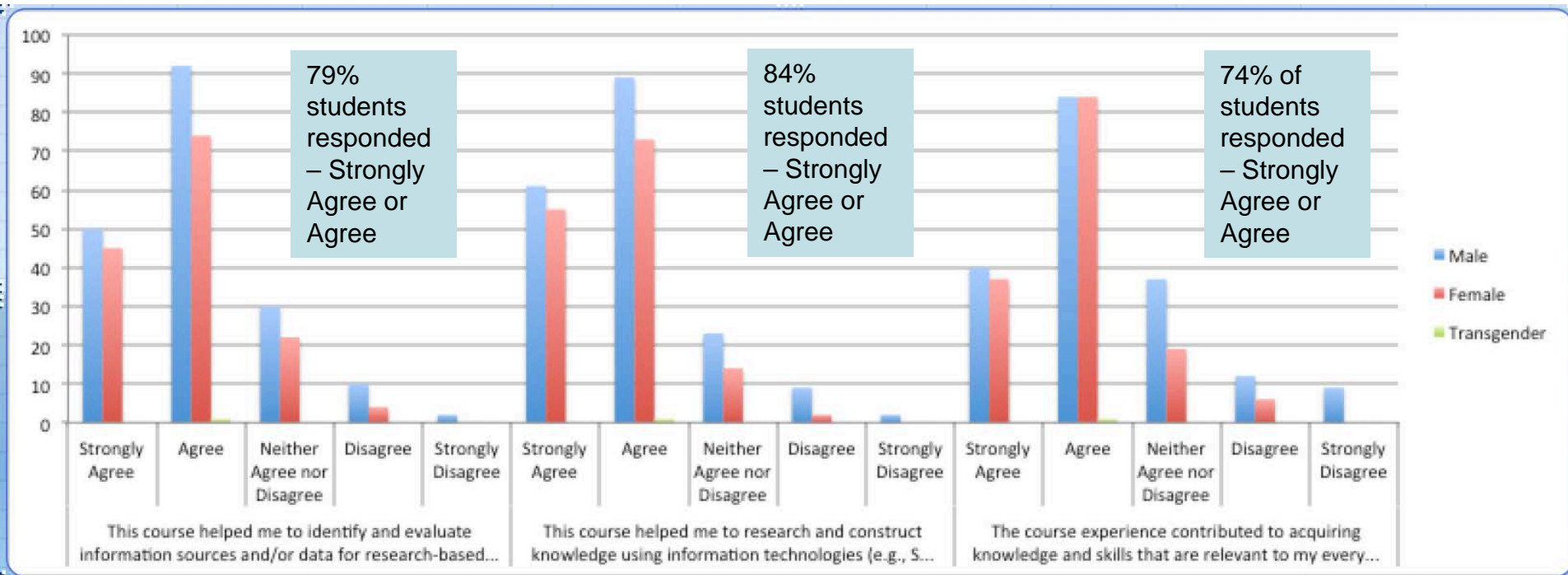

"The most meaningful thing about this project was that it opened my mind on how big of an impact social media and the internet has on the world we live in."

"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."

(image source: Shutterstock, http://shutterstock.com/)

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

79% students responded – Strongly Agree or Agree

84% students responded – Strongly Agree or Agree

74% of students responded – Strongly Agree or Agree

For More Information . . .

Research-based journal article:

Stoerger, Sharon & Kreiger, Denise. (2016). Transforming a large-lecture course into an active, engaging, and collaborative learning environment. *Education for Information 32*(1), 11-26. Retrieved from http://dx.doi.org/doi:10.7282/T32809M8

See RUcore Rutgers University Community Repository:

https://rucore.libraries.rutgers.edu/rutgers-lib/49037/

(image source: Shutterstock, http://shutterstock.com/)

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Thank You

Feel free to contact us at:

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