

Digital Storytelling/Documentary Assignment

Study Abroad Focus Groups

The Focus Group assignment embedded into the course requirements for everyone attending the study abroad group, regardless of your course enrolments, is steeped within a type of learning that is authentic. Although it incorporates lots of technology, it is largely in keeping with Project Based Learning, better known as PBL. What is PBL?

Project-based learning characteristics: Students **collaborate** within a project framework. A problem or challenge is presented without a predetermined solution. Students **design** the procedure for solving the problem through their own **voice and choice**. Students are responsible for accessing, documenting, analyzing, evaluating and managing all the research necessary to find the solution to their problem. This requires planning, implementing, reviewing and revising throughout the research process. Students are asked to regularly reflect on their work and personal progress - metacognition. Anyone encountered on the study abroad trip is invited to contribute their expertise by responding to research questions during the project. A final product is **produced, presented and evaluated** by members of the education community and your fellow classmates.

Your group is involved in this project through the following process:

1. Small collaborative groups will construct a driving question for research focused on your group topic. A driving question that addresses your group topic should drive the actual story of your video project. For example, if your focus group is entitled "The Cuisine of Spain", appropriate driving questions would include, *What is the cuisine of Spain? Why are these food items popular? What had the cuisine been historically and how has that played a part in what people eat today?*
2. Collaborative groups construct additional questions that correlate to their driving question. Such questions are used to interview fellow study abroad members, local people restaurant owners and in general, people within the community. Additional information may be obtained from community members (include children, young and old people, business men and women) essentially, interview anyone that you may think may address driving questions.
3. Interviews are analyzed and evaluated as the responses relate the collaborative groups' driving question.
4. 10- 15 minute or longer documentary videos are constructed denoting the groups' journey and final conclusions concerning their driving question.
5. The documentary videos will be evaluated and graded by your lead faculty members and your peers through peer evaluations.
6. The final videos may be shared with the people that have been interviewed and others via the internet or in person.
7. Students are asked at the end of the semester to reflect on their PBL experience (developing the video and using project based learning). The main reflection questions is: *What were your feelings during the transition from how you have been taught, expected to be taught, and your project-based learning experience in this*

course? Do you think this is a good way to learn about a certain topic? Is this a process that you will now bring into your own future teaching practice?

Objective: Student analyze relevant and meaningful course content through authentic learning.

Goal: The goal of a documentary is to tell a realistic and true story by presenting facts and interviews.

Purpose: to inform, teach, or entertain.

Video Documentary Content Overview:

1. The students answer to a student selected driving question or questions.
2. Course content objectives found in the assigned readings and individual research and opinions on the topic – interviews with teachers and students,
3. Specific messages concerning the topic – analysis of interviews and course content
4. Presentation: entertaining, interesting, informational, factual, relevant, in focus, educational
5. Minimum 5 research-based journal articles from 2000 to 2014 or outside resource references. Include in reference portion.

Documentary Examples:

BBC World, Develop or Die: India, series title sequence & intro

<http://www.youtube.com/watch?v=UrN6zEZxD8k&list=PLBE0C555F59DE072C>

The Truth about Supermarket Price Wars (BBC Documentary)

<http://www.youtube.com/watch?v=hIs9nqF2qgk>

In Debt We Trust Documentary - English Documentary -How Money

<http://www.youtube.com/watch?v=Cltc4Og6HKO>

Youtube videos that demonstrate video construction:

How to make a storyboard:

<http://www.youtube.com/watch?v=KfBsmy2dP40>

Make a video with power point slides and windows movie maker.

<http://www.youtube.com/watch?v=vCBaMd7pcq0>

How to use Windows Live Movie Maker

<http://www.youtube.com/watch?v=sLTnsWV2tjE>

Movie Maker Video Editing Tutorial

<http://www.youtube.com/watch?v=JZXK68NS7gU>

Assignment phases:

PHASE I
<p>1. Create a group and develop a group contract./agreement and google doc account .Contract construction information posted on Blackboard</p> <p>How to create a Google doc account:</p> <p>https://www.youtube.com/watch?v=Qnoj68pYzv8</p> <p>How to create and share documents with Google doc:</p> <p>https://www.youtube.com/watch?v=ZI0iS_xWjrU</p> <p>Google Docs in Plain English</p> <p>http://www.youtube.com/watch?v=eRqUE6IHTEA</p>

Google Docs: Working offline http://www.youtube.com/watch?v=7cyHYEfpRVA
<ol style="list-style-type: none"> The group develops the project's driving question.. For example: <i>What is the cuisine of Spain? Why are these food items popular? What had the cuisine been historically and how has that played a part in what people eat today?</i> Decide what the group wants to find out regarding the driving question. Construct higher-order thinking, open-ended questions based on key concepts that the group wishes to find answers to for their documentary. Decide who will be interviewed Construct a plan of action to accomplish the project due on Monday, July 20, 2015. Develop a timeline for completing the documentary. Set up a group google doc account (include Drs. Eidson, Brown and Taube) and begin a reflective journal on google doc of your journey while working on this assignment. These can be short entries, but will be critical to keep tabs on the pulse of your group. Feel free to be honest about progress, etc.
PHASE II
<ol style="list-style-type: none"> Develop a questionnaire for the people to be interviewed. Group members answer the questions based on the groups research <ol style="list-style-type: none"> Research and answer the questions – this is ongoing. Add research information under each question in the group google doc account Reflective journal your personal thought Contact or send out the questionnaires <ol style="list-style-type: none"> 10 interviews in all if there are 5 people in a group. Each person in the group will interview two people from your pre-determined list of potential interviewees. Transcribe any face-to-face interviews. Provide everyone in your group a copy after each interview. Accuracy and authenticity of the transcription is extremely important – Paraphrasing and interpretation of interviewee statements taint the validity of the interview. When the person grants permission, videotape their response to the interview and the whole interview. Weave portions of each interview into the final documentary.
PHASE III
Collect and organize the interview transcript and class/textbook/research notes
Analyze the interviews to determine commonalities and differences among the interviewees' responses and the content in this course and student research. **Graphic Organizer #1 for analysis is located on Blackboard
Compare the interview analysis with research and course content including textbook **Graphic Organizer #2 for analysis is located on Blackboard
Develop additional questions and re-interview based on your analysis
Write a tentative script that outlines your thesis, questions you will be examining, and supporting information from research related to course objectives
Decide on primary source images, interview and course content objectives analysis , and interview or course content quotes
Review and revise including additional information for the final analysis
Develop a draft script and storyboard for the presentation including images, music, interviews, and analysis
Develop pictures, sound track, voice-overs
Include additional information in the analysis
Record script (may include music and sound effects)
Synchronize script with music, visuals, and voice-overs
Write and record the documentary final script.

Hand in a DVD or thumb drive copy of the final documentary video and professionally constructed notebook with all the information used to construct the documentary: completed plan of action, group contract, reflective journals, questions, script, storyboard, group meeting notes and meeting forms, video documentary, final script, individual qualitative analysis, individual work, group qualitative analysis, coded interview transcripts including personal notes, and bibliography

Analysis forms found on Blackboard

Individual Group Member Qualitative Analysis Form for Interviews

Question	<u>Key Phrases</u> from Questionnaire Responses that Address the Question	# of similar responses	# of different responses	How does this information connect with the course content?	Why is this significant?

Group Qualitative Analysis after the Individual Analysis Forms are completed

Question	<u>Course Content</u> – research based on your response to the question.	Analysis of Teacher Responses	Analysis of Student Responses	Conclusion	Why is this significant?

Digital Storytelling Rubric -Study Abroad Focus Groups

Student Name/Date/Course: _____

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CATEGORY	Excellent max 20	Good: max 15	Fair: max 10 points	Poor (1 point)
Point of View - Awareness of Audience	Strong awareness of audience in the design. Students can clearly explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students can partially explain why they felt the vocabulary, audio and graphics chosen fit the target audience.	Some awareness of audience in the design. Students find it difficult to explain how the vocabulary, audio and graphics chosen fit the target audience.	Limited awareness of the needs and interests of the target audience.
Voice - Pacing	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.
Grammar	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style and character development.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
Soundtrack - Emotion	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
Images	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.

