



DIGITAL STORYTELLING

Analysis Report

Prepared by The After School Specials

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Overview

Digital Storytelling is a mixed mode teacher training course designed to help teachers learn the process of creating a Digital Book Trailer (DBT) for use as an engagement tool in their classrooms. The Digital Book Trailer can be used as a tool to motivate students to read by revealing the plot of a book in an engaging, exciting way.

This mixed-mode course model consists of 2-3 days of direct, teacher led classroom instruction, and additional digitized self-paced, student-led tutorials. The coursework includes, but is not limited to the modeling of: storyboarding, video production, video editing, animation, and audio recording. Teachers will receive training in video editing software such as iMovie and WeVideo, and the audio editing software, Audacity.

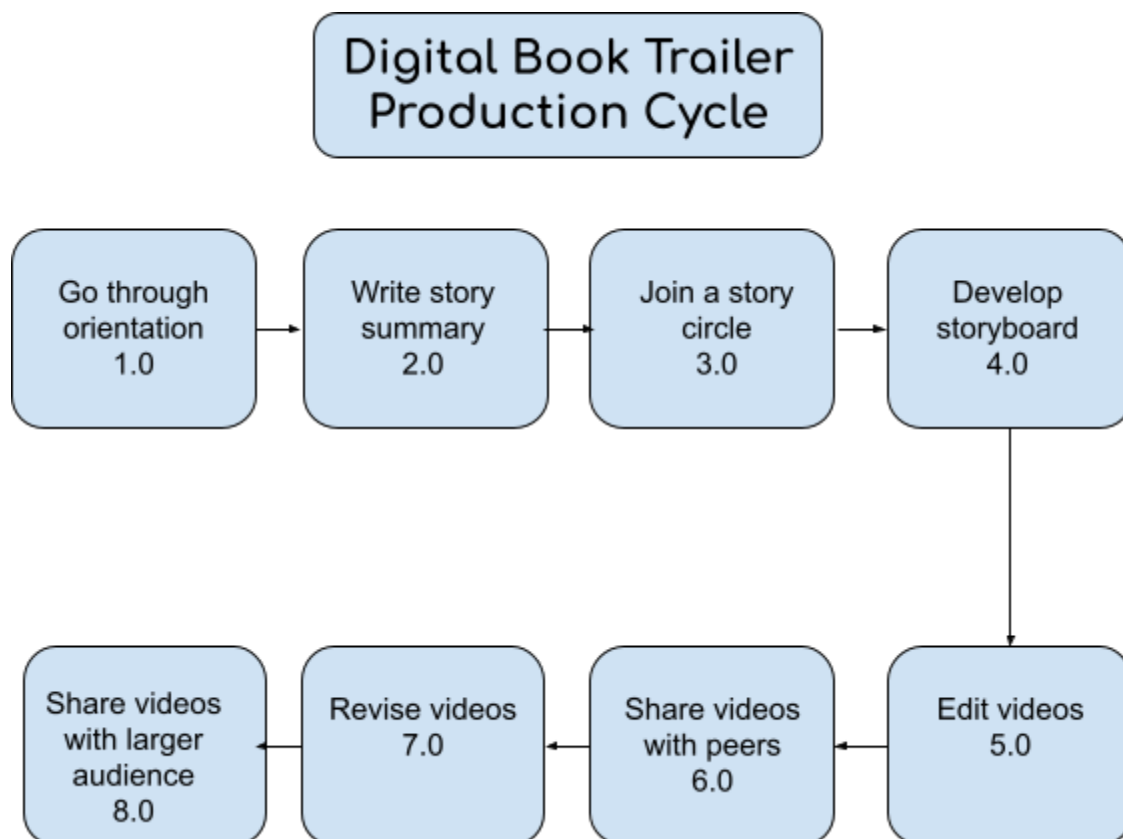
This analysis report will focus on the format of a DBT development course that will conclude with in-class viewings, class discussions, and peer reviews of the final product. This report contains the goal analysis for the course, a subordinate skills analysis for one unit of instruction, a learner analysis, a performance context analysis, and a learning context analysis.

Goal Analysis

Figure 1.0 depicts the goal statement and goal analysis diagram for the Digital Book Trailer development course, and was classified under 'Create' according to Bloom's Revised Taxonomy. In total, this diagram represents the eight major steps in order for students to successfully complete the course goal in addition to the completion of a performance checklist. This document was created in order to determine both the scope and sequence of the training.

The goal statement for this course is defined as: *Given lesson plans, instructional manuals, YouTube tutorials, necessary equipment, software, and technical support, teachers of grades 5-12 will be able to meet a performance checklist to instruct and guide students to produce a digital book trailer.*

Figure 1.0 - Stepwise Analysis



Subordinate Skills Analysis

A hierarchical subordinate skills analysis was conducted for the instructional unit “Digital Book Trailer Production.” This unit covers a task that is procedural in nature. The diagram below will depict the subordinate skills necessary to complete the storyboarding process.

Figure 2.0 - Develop Storyboard

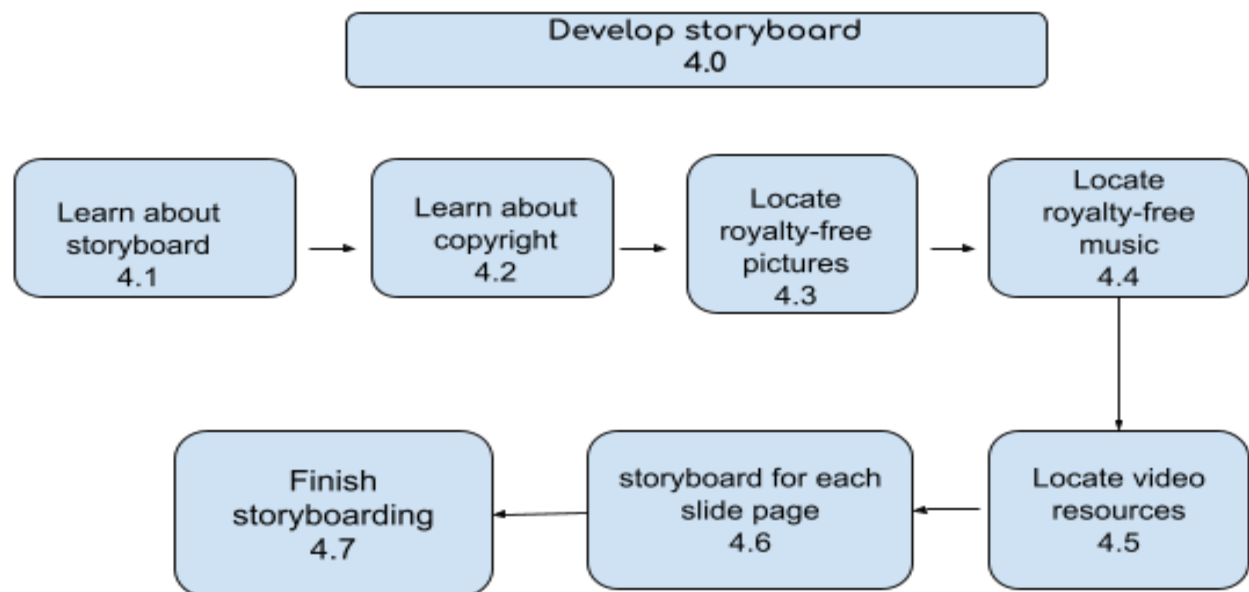


Figure 3.0 - Locate Royalty-free Picture

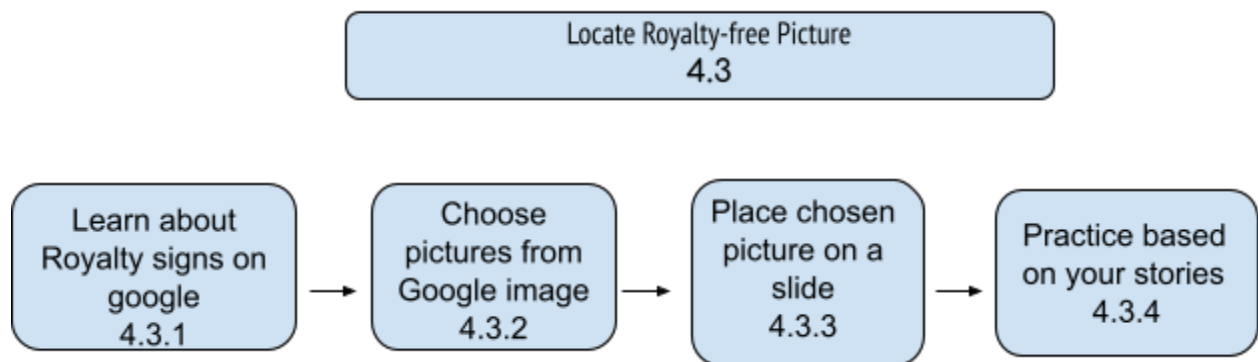
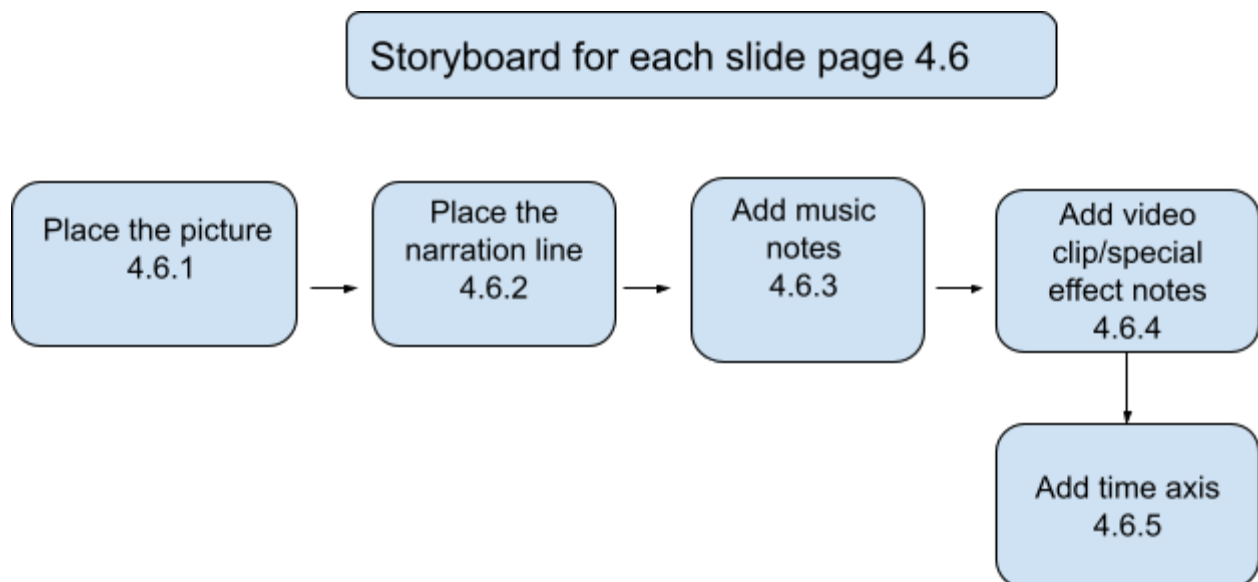


Figure 4.0 - Storyboard for Each Slide Page



Learner Analysis

The following analysis will detail the characteristics of the learners for this training program, along with the implications to consider for the designers of the course.

Table 1.1 Analysis of Learners for the Digital Storytelling Course

Information Categories	Data Categories	Learner Characteristics	Design Implications
Entry Skills	Interviewed: SME, Digital Storytelling Trainer for Digital Book Trailer Production Course Surveyed: 10 incoming students to the Fall 2018 course. Observed: 25 students enrolled in the Fall 2018/Spring 2019 course	The required entry behavior for teachers relating to the course content is accessing the internet to obtain the necessary materials, as well as utilizing given physical materials. Teachers also need to have a basic knowledge of video recording and editing equipment/software.	Tutorial resources should be made available for learners that do not possess the basic knowledge of video recording and editing equipment/ software.
Prior Knowledge of Topic Area	Interviewed: Same as above Surveyed: Same as above Observed: Same as above	All teachers have the experience of teaching a classroom of students on the topic of reading. Teachers have an idea of story structure, elements of plot, and how a digital book trailer may be created. Teachers will need a background on video editing software tools and programs.	Because a large percentage of learners have had previous teaching experience, instruction should be geared to intermediates who are unfamiliar with creating a digital book trailer.
Attitudes Towards Content and Potential Delivery Systems (ARCS)	Interviewed: Same as above Surveyed: Same as above Observed:	Attention: Teachers are interested in using digital tools to engage students within their classroom. Relevance: These tools	Because their motivation is driven by meaning and because the online/mobile portion is self-directed, the course content should embody information and

	Same as above Records: Student course evaluations from Fall 2018	include recording equipment and software, such as Audacity. Other tools include video editing and recording software such as iMovie and WeMovie. Teachers will have attended a professional development course or have attend virtually through the use of live-streaming the presentation. This way, teachers have the ability to attend even if not living in the same area of the class or attend while travelling. Supplemental materials should be uploaded to an online shared server for teachers to view at their convenience. Confidence: Most teachers are confident in their ability to learn through web/mobile based learning, although there is some hesitation with those not as familiar with technology. Satisfaction: The majority of the teachers feel that the web/mobile delivery of content would be very beneficial in allowing for video presentations and simulations of creating a digital book trailer.	activities/assessments that are valuable to the content.
Academic Motivation	Interviewed:	All teachers are interested	There is little need for

	Same as above Surveyed: Same as above Observed: Same as above Records: Student course evaluations from Fall 2018	in teaching the elements of plot and story structure through digital means, and the attending students are interested in the incorporation of digital tools into the content. The students' passing grade is also considered to be a motivational factor.	interventions to improve initial motivation of the participants, as they are already intrinsically motivated.
Educational and Ability Levels	Interviewed: Same as above Surveyed: Same as above Observed: Same as above Performance Data: Student work samples and grades from Spring 2018	All teachers have the academic knowledge of the reading process, and the structure and elements of storytelling. All teachers have a general understanding of how to use audio and video recording and editing equipment and software.	Since all trainees have college experience, they do not need further guidance in learning in an academic environment. The course design should include instruction related to the task of creating a digital book trailer.
General Learning Preferences	Interviewed: Same as above Surveyed: Same as above Observed: Same as above	The general learning preference is mixed-mode as it is difficult to create a digital book trailer without physically collaborating.	The instruction should appeal to the varied learning preferences of the trainees. The instruction should include audio, visual, text, and hand-on strategies such as videos, simulations, and presentations.
Attitudes Toward Training Organization	Interviewed: Same as above Surveyed: Same as above Observed: Same as above	Teachers have a positive attitude towards their school, otherwise the skills learned in the workshop may not be put to use within the classroom.	Because the learners generally have a positive attitude toward teaching, no design intervention is necessary.
Group Characteristics	Interviewed: Same as above Surveyed: Same as above Observed:	The majority of the learners are similar in age and educational level, but vary in gender and reading interest.	Because the learners are mostly a heterogeneous group, training should be culturally inclusive and non-discriminant of age.



	Same as above		
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Context Analysis

In a training environment, secondary educators are expected to learn these skills to bring back and perform in the classroom. The majority of trainees will access and complete course materials in class, however what is not completed in class will can be completed through instructional videos and online coursework. Students will be taught with a blend of trainer-led direct instruction in the training environment with video tutorials, and peer feedback. For this course, the training classroom is considered the primary performance context for the majority of students and the online tools are considered a secondary resource.

Table 1.2 Analysis of Performance Setting for Digital Book Trailer

Information Categories	Data Sources	Performance Context	Implications for Design, Delivery and/or Evaluation
Managerial/ supervisory support	Interviewed: Project SME	Supervision of trainees is minimal as they are typically employed as 5-12 grade teachers. Most are required to earn a requisite number of recertification points per year and attend in-service trainings as part of their contracts with the school boards. Additionally, the knowledge and skills they learn in the training will be transferable to the students they teach, which in turn will enrich student experiences, a goal of all teachers.	As there are teachers coming in from all different grade levels and with different years of experience, the training needs to be designed to include steps for teachers of grades 5-12, and those who may not have as much comfort with technology. Trainers need to also ensure training meets criteria for recertification points.
Physical aspects of site	Interviewed: Project SME	<i>Facilities:</i> The space can be onsite in an school environment or offsite, at a conference or professional development training. These are generally held in hotel	As training will most likely be off-site, resources need to be available for those that need additional assistance with parking, food allergies, maps, etc. Additional time should be

		conference spaces designed to hold 25-100 people. Ideal class size is 25-50 people per session. <i>Resources:</i> Agendas, Handouts, Books, Computers with Internet Access and software (WeVideo, iMovie, Audacity). <i>Equipment:</i> Depending on class size, audio/visual to enable the class to see/hear trainers, tables/chairs to accommodate trainees, computers, cameras, phones with cameras. <i>Timing:</i> Two 8 hour days with online videos and community webspace to share and give feedback.	built in on day of training for trainees that may get lost trying to find the location. Training laptops and/or tablets may also need to be provided for those that do not have their own. The agenda must be clear and provide adequate breaks and lunch times. It must be considered that not all trainees have access to required software on their school computers.
Social aspects of site	Interviewed: Project SME	<i>Supervision:</i> One aide/helper per 8 trainees to assist head trainer <i>Interaction:</i> Trainees will work on solo projects but will interact with training team and other participants for feedback Others using skills effectively:	As the audience will be varied, it will be good to mix the groups up with trainees from different schools to vary the learner experiences.
Relevance of skills to workplace	Interviewed: Project SME	<i>Meet identified needs:</i> Skills learned will aide teachers in translating course to their students, also will help bring new technology ideas to their schools	Trainers will need to ensure language used in the training is transferable to students in grades 5-12 and includes several entry steps, to include learners starting at different stages of education.

Table 1.3. Analysis of Learning Context for Digital Book Trailer

Information Categories	Data Sources	Learning Context	Implications for Design, Delivery and/or Evaluation
Number/nature of sites	Interviewed: Project SME	Number: Multiple conference centers are available at local hotels or colleges Facilities: Face to face instruction will be in a conference room setting, online learning can be anywhere the trainee has access to wifi with an web enabled device Equipment: Typical conference centers can provide tables/chairs, audio/visual equipment, projection screens Resources: The Professional Development team at the County Department of Education has dedicated the funding to develop this program. Constraints: 1. The training needs to be developed within 90 days so it can be implemented within the next teacher in-service training week. 2. The training groups will consist of teachers from grade levels 5-12.	Conference room contracts need to be arranged in advance. All materials must be available online prior to the training in order to the trainees to have time to prepare in advance as necessary. Milestones need to be in place to make sure the creation of the training program is on track for the targeted completion date.
Site compatibility with instructional needs	Interviewed: Project SME	Instructional strategies: A variety of strategies will be used, including presentations and discussions, self study,	Trainers should ensure that training meets students at their level of learning and addresses all learning styles.

		brainstorming, small group discussions, peer feedback Delivery approaches: Primarily face to face with some online learning Time: The majority of time will be in the classroom environment using face to face learning with support from online tools and resources, including a community website for discussions after the training Personnel: Requires one lead trainer and one support trainer for every 8 trainees plus an IT support staff member on site, if the training is done at a hotel or a non-school site.	A pilot program of tryout learners should be used to test the program prior to going live.
Site compatibility with learner needs	Interviewed: Project SME	Location (distance): Ideally, the site should be centrally located for all trainees in the county, making it easily accessible for all. Conveniences: Most hotels are located within reasonable distance of many restaurants and many offer food service for conferences within the hotel. Space: Hotel space can be broken down to accommodate groups as small as 25 or as large as 20000+. Space for these trainings should be set up to accommodate no more than 50 at most, and seating should be in table settings to accommodate small groups. Equipment: Audio/visual equipment can be provided by	The training site should be accessed prior to the training day to ensure set-up and equipment are functioning as needed. Accommodations for disabilities need to be addressed in advance of the first day.

		the hotels for a fee. Trainees need to provide their own computers or tablets.	
Feasibility for simulating workplace	Interviewed: Project SME	Supervisory characteristics: This can be simulated as trainees will have support in the workplace from supervisors and will be able to give the necessary support to their students. Physical characteristics: The physical characteristics cannot be simulated but can be improved as the classroom is a more ideal setting for learning for students. Social characteristics: This can be simulated as teachers can enable students to use each other as resources just as the teachers relied on each other in the training environment.	Given that the trainees will be taking this back to their students, separate timelines should be available for students in different grade levels. Additionally, to help with simulating the training into the classroom, a community website, will be available as a resource for teachers to use for help and ideas as they implement the course.

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