



DIGITAL STORYTELLING

Instructional Treatment Plan

Prepared by The After School Specials (Team A)

28 October 2018

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Table of Contents

Table of Contents	1
Unit Descriptors:	2
Unit 4 Instructional Strategy	3
Media Selection Rationale	5
Unit 4 Assessment Alignment Table	6
Appendices: Sample Assessment Instruments	8
Appendix A: Sample Pre-Assessment	8
Appendix B: Sample End of Unit Storyboard Evaluation Checklist	9
Appendix C: Sample Midpoint Assessment of Key Terms	10
Appendix D: Sample Unit Post Test Checklists	11
Checklist 1	11
Checklist 2	11
Checklist 3	11
References	12

Unit Descriptors:

The objective of this Instructional Treatment Plan is based on a Subordinate Skills Analysis of the fourth step of the course goal. This unit has one terminal objective accompanied by enabling objectives comprised of condensed subordinate skills to manage the unit of instruction. This terminal objective is a prerequisite necessary in the preparation of students for the other objectives relative to the completion of a Digital Book Trailer. Two assessment methods will be used, one of which will measure achievement of the terminal objectives. Prerequisite skills were identified and will be evaluated by a multiple choice entry test at the start of the unit.

Course Title:

Digital Storytelling (grades 5-12)

Unit Title:

Unit 4.0 - Develop a Storyboard

Terminal Objective 1.0

T.O 1.0 Given instruction on the creation of a storyboard, students will be able to develop a storyboard draft for a digital book trailer that includes images and narration relative to the plot.

Enabling Objectives 1.0

E.O 1.1 Students will use reliable resources to locate necessary information about royalty signs.

E.O 1.2 Students will select royalty-free pictures from a Google Image search.

E.O 1.3 Students will organize the pictures onto a storyboard Google Slides template.

E.O 1.4 Students will draft a narrative that connects each picture in a logical sequence.

E.O 1.5 Students will properly cite visual works used on their storyboard using MLA or APA format.

Prerequisites

Students should have access to a personal computer with an internet connection, Google Slides software, photo editing software (such as Canva), and should have a basic understanding of computer operating skills. Students should have already come up with a draft of a story summary, and participated in a story sharing circle to obtain peer feedback. Students should be able to distinguish copyright indicators such as watermark, trademark, and rights reserved symbols.

Unit 4 Instructional Strategy

For this instructional unit, the design team decided that the best strategy model given the tasks and expectations of the course was the BSCS 5E Model (BSCS, 2005; Bybee, 2002). This approach utilizes inquiry and problem-solving skills to follow a pattern of engagement, exploration, explanation, elaboration, and evaluation. This strategy lends itself well to experiences individuals would have to utilize in order to efficiently work independently towards the completion of their own digital book trailer. Students will be provided with tutorial videos of varying nature. These examples can be utilized during the planning of their book trailer, or as a reference throughout their project. Additional video tutorials will also be given for students to review video and photo editing software.

The instructional strategy decisions are based on the following:

This model focuses on a learner-centered approach.

The learning objectives for this lesson are procedural using intellectual skills and cognitive strategies.

Learners are primarily engaging with information through internet resources.

Table 1: Unit 4 Instructional Strategy

Event	Description	Interaction(s)	Tools
Engage	F2F: Present a sample of a digital book trailer that engages the audience, evokes emotion, leaves them with a sense of wonderment. Ask students to describe the elements of the video that were most memorable or appealing. Online: Discussion post on what aspects of the video made the most impact, with emphasis on lighting, mood, tone, images, and audio.	-Learner-Content -Learner-Instructor -Learner-Learner -Learner-Interface	-F2F -Web page (text, video) -Online discussion
Explore	F2F: Present search methods, including embedded tutorial videos, for different elements of a digital book trailer, including images, sound, video, and graphics. Online: Students participate in an online discussion post about their favorite book and post links to images, videos, and audio that could be used in the construction of a digital book trailer. Students respond to one another with feedback regarding the efficacy of the content that was selected.	-Learner-Instructor -Learner-Content -Learner-Interface	-F2F -Web page -Online discussion

Explain	F2F: In small groups, students discuss what they learned during exploration for these elements and what resources they found. Expert provides additional resources for locating royalty-free images and videos, and explains how to utilize these sources to best suit the requirements of the final product. Online: In a discussion post, students can share links to various resources they found helpful during their search, and provide a detailed overview for each listed source, identifying the purpose of the site or video tutorial.	Learner-Learner Learner-Instructor Learner-Interface	-F2F -Web page -Online discussion
Elaborate	F2F: Students explain why one image or video might be more useful than another in a book trailer. Students identify how tone and mood are affected by visual elements like color and lighting, and audio elements such as music tempo and pitch. Expert listens to students' explanations, corrects misconceptions, fills in blanks, enhances what was learned, and models specific procedures for image and video analysis. Online: Students participate in a discussion post that compares one image/video option to another, by identifying the visual and audio elements and how they contribute to the tone and/or mood. Based on a given plot line of a story, students determine which image or video is most effective to use.	Learner-Learner Learner-Instructor Learner-Interface	-F2F -Web page -Online discussion
Evaluate	F2F: Expert encourages peer feedback on sound effects, music options, image and video selection. Students evaluate each other's selections by identifying aspects of tone and mood that are recognizable in the content. Expert observes and listens to student discussions and corrects misconceptions. Online: Students will evaluate two predetermined peer digital book trailers using a rubric. Final student created digital book trailers and rubrics will be posted in a discussion forum for analysis and review.	Learner-Learner Learner-Instructor Learner-Interface	-F2F -Web page -Online discussion

Media Selection Rationale

Webpages and class discussions were chosen as the primary delivery method for the following reasons:

- Since this course is presented in mixed-mode delivery, some of the class interactions take place in a face-to-face traditional classroom setting where students have access to computers and internet. The rest of the content will be delivered online via a learning management system such as Canvas.
- Face to face instruction is provided to assist and discuss the skills students need to develop a digital storyboard.
- Web pages are selected because they can contain tutorial videos, graphics and texts to serve instructional needs at home or in class.
- The course learning objectives require learners to compile graphics and video, which are more effectively addressed through digital media versus paper-based approaches.

Canvas discussion boards will be used for learners' posting as a result of the following:

- The county provided all students with access to Canvas accounts that can be accessed from home to permit participation with the instructor in class discussions both inside and outside of the classroom.
- The discussion board allows for students to ask questions of the teacher directly, in a public forum so that all students can learn from the question.
- Discussion boards promote peer interactions and the sharing of ideas, peer support, and feedback.
- Student participation and progress can be monitored and measured.

Canva (photo editing software) and Google Slides were selected for the following reasons:

- These software programs can be downloaded for free, or as a free trial.
- These programs contain access to free tutorials that are accessible to all with an internet connection.
- Selected software is user friendly and does not require students to possess advanced technical skills or knowledge.

Unit 4 Assessment Alignment Table

Table 2: Assessment Alignment Table

Skill	Objective	Classification	Method	Assessment Item/Criteria
Locating reproducible images	T.O 1.0 Given instruction on the creation of a storyboard, students will be able to develop a storyboard draft for a digital book trailer that includes images and narration relative to the plot.	Cognitive Strategy	Entry Test Assessment End of Unit Storyboard Evaluation Checklist	Includes: Does the storyboard include images and narration related to the plot? ___yes ___no The pictures selected correspond to either the character, setting, or a specific event. ___yes ___no
Locate reliable resources and information	E.O 1.1 Given definitions and parameters of reliable resources, and search engine tools, students will be able to locate three reliable resources for reproducible images.	Intellectual Skill	Entry Test Conventional CRT Post Test Checklist #1	Includes: Is able to identify the difference between copyright and royalty-free images. ___yes ___no The location of three reliable resources for reproducible images ___yes ___no
Select images	E.O 1.2 Given access and instructions to Google Image search and examples of royalty signs compared to royalty-free signs, students will select	Intellectual Skill, Cognitive Strategy	Midpoint Assessment Conventional CRT	Includes: The creation of a folder for digital images on the computer. ___yes ___no The selection and saving of six royalty-free images to

	images to be used on a storyboard.			the image folder. ___yes ___no
Organize images	E.O 1.3 Given a lesson and a storyboard example, students will sequentially arrange the images on slides based on the plot of their book.	Cognitive Strategy	Post Test Checklist #2	Includes: The images have been formatted into a slideshow presentation. ___yes ___no The images are sequentially arrange according to the plotline. ___yes ___no
Draft narrative	E.O 1.4 Given a pictorial storyline, students will write 1-2 lines of narrative that logically connects each slide to the plot development.	Intellectual Skill	Post Test Checklist #3	Includes: The narration matches the image on each slide. ___yes ___no The narration connects each slide to logically develop the plot. ___yes ___no
Cite sources	E.O 1.5 Given examples of how to properly cite in MLA and/or APA format, students will cite their visual work using MLA/APA format on each slide as needed.	Intellectual Skill	End of Unit Storyboard Evaluation Checklist	Includes: Source information for each image has been provided. ___yes ___no Source information for each image has been properly cited. ___yes ___no

Appendices: Sample Assessment Instruments

Appendix A: Sample Pre-Assessment

Entry Level Assessment for Unit 4

Directions: Choose the answer option that best responds to the question.

1. What sort of scene should you use in your storyboard?
 - a. Scenes with plot twists
 - b. Scenes that show setting
 - c. Scenes that show character development
 - d. All of the above

2. What is composition
 - a. Camera location
 - b. The type of shot
 - c. The scene's lighting
 - d. Effects added in later

3. What question should you ask yourself between cuts to help with narrative?
 - a. Does my setting change?
 - b. What camera angles does this scene need?
 - c. Why are my characters making these choices?
 - d. What scene will follow this one

Answers: d, c, c

Appendix B: Sample End of Unit Storyboard Evaluation Checklist

Criteria	Meets Criteria		Comments
	YES	NO	
Selected images are royalty-free			
Each slide page includes an image that is relevant to the plot			
Each image is of quality (properly sized, cropped, and scaled)			
Each slide page reveals the plot in a logical, sequential manner			
Each slide page includes relevant narration			
Each slide page includes a description of audio and/or video content			
The selected audio and/or video content is relevant to the plot			
Storyboard includes a title slide (title of the adaptation, the author of the book, title of the book, and the author of the adaptation)			
Formatting is consistent and free of error (spelling, size, spacing, color are correct and consistent)			
All sources are cited in MLA or APA format.			

Appendix C: Sample Midpoint Assessment of Key Terms

Directions: Match the term to its correct definition by writing the letter of the definition that corresponds with the term in the Answer Option Column.

Term	Answer	Definitions
copyright		A. a symbol, word, or words legally registered or established by use as representing a company or product.
trademark		B. formality indicating that the copyright holder reserves, or holds for its own use, all the rights provided by copyright law.
watermark		C. a sum of money paid to a patentee for the use of a patent or to an author or composer for each copy of a book sold or for each public performance of a work.
rights reserved		D. the right to use copyright material or intellectual property without the need to pay license fees for each use, per each copy or volume sold or some time period of use or sales.
royalty		E. the exclusive legal right, given to an originator or an assignee to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same.
royalty free		F. a faint design made in some paper during manufacture, which is visible when held against the light and typically identifies the maker.

Answers: copyright (E), trademark (A), watermark (F), rights reserved (B), royalties (C), royalty free (D)

Appendix D: Sample Unit Post Test Checklists

Checklist 1

Criteria	Meets Criteria		Comments
	YES	NO	
Provided three resources for stock images that are copyright and royalty-free.			
Explained the difference between copyrights and stock images.			

Checklist 2

Criteria	Meets Criteria		Comments
	YES	NO	
Images are provided on all slides.			
Slides are arranged logically to reveal the plot.			

Checklist 3

Criteria	Meets Criteria		Comments
	YES	NO	
Each slide has 1-2 lines of narration.			
Narration matches the image on the slide.			
Narration connects each slide to develop the plot.			

References

BSCS Center for Professional Development (2005). Learning Theory and the BSCS 5E Instructional Model. Retrieved November 15, 2005 from <http://www.bscs.org/library/handoutlearningtheory5E.pdf>

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