### Learner-generated Digital Stories: Learning Design Sequence


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| • Exemplary DS’s (DVD / web-based) from external sources / previous students  
• Key DS websites (eg. Centre for Digital Storytelling: http://www.storycenter.org/index1.html) | **1. PRE-PRODUCTION STAGE**  
**1.1 Development of ideas**  
• Define purpose and target audience  
• Intro. / revise elements of DS genre (eg. see Lambert, 2007); types of DS’s (eg. personal* instructional, historical etc. – see Robin, 2006)  
• Students explore possible content | • Teacher displays model DS’s in relevant DS type and context (eg. personal DS in Teacher Ed. context)  
• Teacher prompts: suggestions for purpose, focus question(s) to guide, ideas for content  
☞ If a main purpose of DS project is to support student reflection (eg. part of portfolio): emphasise emotional connection (Lambert, 2007); encourage positive affective state (Boud et al., 1985); & encourage a supportive environment where learners can safely express themselves (Boud & Walker, 1998). |
| • Mind-mapping software | **1.2 Creation of storyboard / script**  
• Use of mind maps to inform storyboard & script creation  
• Students share perspectives; ‘sell’ storyboard / script to teacher or peers in small group meeting, mini-conference  
• If advised, re-edit | • (Optional) Peer collaboration  
• Teacher advises on storyboard / script writing  
• Teacher facilitates meetings to assess progress  
☞ If a main purpose of DS project is to support student reflection (eg. part of portfolio): establish sense of trust amongst group members, especially for personal DS topics |
| • Preparation for filming | **1.3 Preparation of media**  
• Preparation for audio recording, photography & filming (optional)  
• Select appropriate copyright - free externally created media (e.g. images, music). | • Teacher advises on use of creative commons media, correct attribution procedures.  
• Teacher facilitates preparation of props, lighting etc. (if photographing /filming-optional). |
| • Voice recorder; Still / video cameras (optional)  
• Class LMS (web) | **2. PRODUCTION STAGE**  
**2.1 Audio - recording of Narration (& photography / filming – optional)**  
• Record voice - over (narration) & display for feedback | • Teacher advises on audio recording (& photography / filming – optional) techniques  
• Peer tutoring / 'expert' system for skills support  
• Teacher / peer feedback on audio (& possibly photo / film) quality |
### Resources
- Video - editing software Eg. Desktop - based software such as iMovie, Moviemaker, Photostory; web - based applications such as Jaycut
- Video tagging (and deep tagging), captioning & annotation software. Eg. see Johnson, Levine & Smith, 2008; Rich & Hannafin, 2009.

### Tasks

#### 2. PRODUCTION STAGE (Cont.)

##### 2.2 Editing
- Use of visual & audio editing techniques & special effects to enhance communication of DS eg. use of ‘echo’, for ‘other’ voices (or ‘inner voice’).
- (optional) collaboration with other students using web-based video editing software
- (optional) tagging, captioning & annotation of video (eg. for linking with other documents)

#### 3. POST-PRODUCTION STAGE

##### 3.1 Small group viewing
- Display DS for feedback (Small group and teacher as main audience.)
- Discuss and share perspectives

#### 4. DISTRIBUTION STAGE

##### 4.1 Internal presentation
- Present DS to Class / Faculty (Class peers and staff as main audience.)
- Discuss and share perspectives. Use of DS’s as conversational artifacts in f2f and/or online (class) communities

##### 4.2 Wider dissemination
- Display DS in online space to promote further exposure & dialogue with wider audience (eg. staff from other Faculties / institutions; international peers & staff; local or international community, outside experts)
- Discuss and share perspectives. Use of DS’s as stimulus for learning conversations online (external) communities.
- (Optional) use of DV - based ‘reactionary posts’ to reply to original DS’s e.g. in YouTube or TeacherTube communities

### Support
- Teacher advises on visual & audio techniques & special effects
- Peer tutoring / ‘expert’ system for skills support
- Formative teacher assessment (including informal observations) and advise on re-editing or re-recording.

- Formative teacher assessment and if needed, advice on further revisions
- Mediate small group discussions of DS content or DS-making process.
- Peer review
- Possible collaboration with OR expert feedback from online communities (eg. partner Faculties / film communities.)

- Facilitate ‘celebration’ of products via facilitation of:
  a. f2f presentations eg. Faculty presentation; (internal) gala night, film festival, DS competition.
  b. web - based (internal) presentations (eg. via Class LMS )
- Peer feedback
- Mediate discussions of DS content to facilitate learning conversations (eg. tease out critical relations); prompt and elicit further reflections.
- Encourage students to revisit and refine their DS e.g. as part of an ongoing learning portfolio.