



**Communities
In Motion**



Digital Storytelling Toolkit Module 5 – Sharing Your Story



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Sharing Your Story

Storytelling is an act that has two parts – telling the story and hearing the story. Storytelling implies a listener (and, in the case of digital stories, a viewer), so it is always a good idea to think about your audience. Who would you like to see your story? What benefit would they get from seeing your story? What should be the main insight they should take away from your story?

This module asks you to think about an element that is really not part of creating the story. It's about thinking through how you share your story. Think about who you might want to see your story. Often, if you can figure out who you hope will see your story and what they will get out of it, it can help you figure out the reflection part of your story (see Module 1).

Knowledge Mobilization/Translation and Experiential Education/Learning

Because digital storytelling comes from a popular education practice, the notion of experiential learning and knowledge mobilization/translation are extremely important as tools for understanding the value of a digital story.

The Communities in Motion initiative defines knowledge mobilization (KMb) as:

... activities and processes that put knowledge into action. KmB is more than just publicizing research within research circles. Rather KmB is centrally about connecting research/expertise and policy/practice in order to advance common understanding and positive change in our daily social lives. When we keep KmB a focal part of the research process from the beginning (i.e., when we are conceptualizing the design of our study) through to the end (i.e., when we are focused on disseminating our findings), we enrich the entire research process. KmB requires us to always question who benefits from research and what are the best ways to communicate between research-producers and research-users?

Digital storytelling is an accessible medium with which to translate knowledge from an academic institution to a community, and vice versa. Because digital stories are short, use plain language, and engage the audience on an emotional level, they are excellent tools for sharing knowledge.

Posting Your Story Online

Posting your story online is an easy way to share your story. Probably the easiest way to share your story is to post in on YouTube, which will create an embeddable link to your story. You can then embed that video to your own blog or website, or share on social media. When you post on YouTube, you can also create private links and password protected links, if you want to share your story with only a select audience. You can also limit others' ability to download your

video on YouTube. Vimeo is also a good video hosting site, but there's a limit to the amount of video you can load at a time. You can also upload your video directly to Facebook.

Tips for Profs:

Screening the Stories and Reflection

You may want to consider offering an in-class screening of all the digital stories produced in the course as a way to celebrate the work your students have done. The **KHS Communities in Motion** web platform has its own dedicated YouTube channel; this could be yet another way with which you could post and showcase your students' digital stories. You may also want to consider a community screening as a component of the assignment in order to engage the knowledge mobilization element of a digital story assignment for students.

Reflection is a critical component of the experiential education/learning process. The screening of the digital stories could be a prime opportunity to get students to reflect on both the content of the digital stories they are viewing, as well as the process of creating a digital story in the context of the course or in relation to course content. In so doing, students will be tapping into a range of important skills including those in the areas of: critical thinking; verbal, visual and written communication; creativity; the research process; knowledge translation; and, to a certain degree, digital literacy.

Here are some considerations for evaluating a digital story. In addition to evaluating the script and/or storyboard, you can evaluate a digital story on the key principles of digital storytelling and on the elements involved in its development. Guidelines for assessment might therefore include the following:

1. *Reflection*: Was the storyteller reflective? Was the story successful at translating knowledge? Was there insight? Was the story relevant?
2. *Action*: Was there a moment?
3. *Emotion*: Was there emotion in the story?
4. *Images*: Did the images in the digital support the story being told? Were there implicit and explicit images?
5. *Sound*: Was the audio quality good?
6. *Video Editing*: Did the manipulation of the images and sound contribute to the telling of the story? Was the digital story more than a slideshow?

Because digital storytelling thrives in universities, there are many rubrics available to help with assessing a digital story in an academic context. For example, check out the webpage created by Nicole Kaffel and colleagues from the University of Illinois at Urbana-Champaign:

<http://courseweb.ischool.illinois.edu/~jevogel2/lis506/evaluation.html>