Evolving Narratives: Digital Storytelling Collaborations in the Classroom

Best Practices Exchange: New Digital Directions
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#BPE2019
□ Joined Kenyon in 2015

□ Inherited orphaned oral histories

□ Supported projects beyond oral histories
  ▪ The Community Within (https://digital.kenyon.edu/thecommunitywithin/)
  ▪ Latinos in Rural America (https://digital.kenyon.edu/lkca/)

□ CIP’s Digital Storytelling workshop (2017)

□ Complexity of the technology training and rights issues to support these types of projects was overwhelming
Ashley’s Introduction

- Hired in 2017 to support a three-year, $300k digital storytelling grant from Andrew W. Mellon Foundation
- Inheriting works-in-progress and excited faculty wanting to incorporate digital storytelling
- Bridging the gap between faculty and student support
- Linking technology, narrative, research, and art through pedagogy & digital sustainability
- Assuring continued support and interest through practices, partnerships, training, lectures, and equipment
Kenyon Digital Storytelling Includes

- Podcasts
- Short videos
- Interactive fiction (games)
- Some nonfiction websites, when focused on telling a story
- Some maps, when focused on telling a story
INITIATIVE TIMELINE

YEAR 1 - FORMING A SUPPORT STRUCTURE (Ashley)
- Summer faculty workshop
- Meeting basic needs for projects already happening
- Interest gathering
- Developing new levels of support, negotiating tasks and workflow
- Qualitative data collection on pedagogical experience
- Creating documentation that can be used from class to class

YEAR 2 - STRENGTHENING SUPPORT & IMPLEMENTING BEST PRACTICES (Ashley and Jenna)
- Collating best practices/lessons learned and building them into project planning
- Bringing together Ashley’s documentation with Jenna’s work on oral histories
- Creating new documentation addressing ethical and archival concerns, enhancing existing documentation
- Regular meetings between Ashley and Jenna to consistently encourage best practices through the process

YEAR 3 (PROJECTED) - DOCUMENTING BEST PRACTICES & ENABLING SUSTAINABILITY (Ashley, Jenna, and Sarah)
- Creation of toolkit that includes asynchronous learning objects (video training/activities) that can be used in future classes
- Bringing in User Services Librarian on copyright issues (Sarah)
- Reinforcing existing support structures by sharing responsibilities and oversight
- Building an archive of examples and sample assignments that can be used in classes
- Expanding collaboration to the Five Colleges of Ohio through CodeX (Jenna co-chairing working group)
Lifecycle

Pedagogical & Technology Concerns

Preservation & Ethical Concerns

Faculty Project Idea

Pedagogical & Technology Concerns
Support Provided

- Course & Project Consultations
  - Course & project design, scaffolding
  - Digital presence, public access, digital ethics and preservation
  - Copyright
- Hardware and software for recording, processing, and editing
- Expertise & Training
  - Tailored class sessions
  - Individual consultations (faculty and students)
  - Extracurricular technical training offerings
  - Faculty development opportunities
  - Toolkits
  - Library of sample syllabi and implementation examples
- Student Workers
  - After-hours project support
  - Data processing, uploading
- Money
Digital Storytelling in Digital Kenyon

- Digital Storytelling & Community Engaged Learning: [https://digital.kenyon.edu/cel/](https://digital.kenyon.edu/cel/)

- Digital Storytelling as a way of sharing powerful narratives with a broad audience
  - Example - First Generation: [https://digital.kenyon.edu/celspan381videos/4/](https://digital.kenyon.edu/celspan381videos/4/)

  Scout Crowell's account of growing up, belonging, isolation, and identity as a first-generation college student.
The Student Journal That Couldn’t: Initiatives without “results”

- “How much class time do you need? Is a half hour enough?”
- “What do you mean who owns these projects and where will these projects live?”
- “What are the goals of this project?”
  - Ethical issues
  - Copyright issues
  - Authorship & ownership
  - Faculty investment
  - Number of moving parts
  - Balancing content + tech skills + design
Projects Supported

- Courses Enhanced: 24*
- Departments Represented: 16
- Students Reached: 368

*That we know of! Some professors take the reins and we don’t have to directly support them after the first time.
Courses Supported Since Fall 2017

- ANTH 327: Narrative Lives (Fall 2017 - 12 students)
- BIOL 116: Information in Living Systems (Spring 2019 - 2 sections - 67 students)
- CHEM 401: Chemistry and Biochemistry Seminar (Spring 2018 - 14 students)
  - https://kenyonbioluminescence.kenyoncip.org/
- CHEM 401: Drug Interactions in the Body (Fall 2017 - 10 students)
  - https://digital.kenyon.edu/celchem401/
- CLAS 225: Ends of the Earth (Spring 2018 - 23 students)
  - http://mappingancienttexts.net/
- ENGL 205: Multi-Genre Workshop (Spring 2019 - 32 students)
- ENGL 291: Culture Work - American Modernism (Fall 2018 - 11 students)
- ENGL 391: Culture Work: Creating with New Media (Spring 2018 - 16 students)
  - http://www.scriptohio.kenyoncip.org/
- ENGL 491/LGLS 491: Law & Narrative (Spring 2018 - 21 students)
- FREN 321: Advanced Composition & Conversation (Fall 2017 - 14 students)
- HIST 258: Ottoman Empire (Spring 2019 - 24 students)
- HIST 337: Socialism at the Movies (Spring 2018 - 6 students)
  - https://socialismatthemovies.weebly.com/
- JAPN 322: Japanese Culture & Society (Fall 2018 - 10 students)
- LGLS 410 - Law and Narrative (Spring 2019 - 9 students)
- MATH 128: History of Math in the Islamic World (Fall ’17 & ’18 - 8 students)
  - https://digital.kenyon.edu/celmath128/
- MLL 291: Exploring the Japanese Diaspora in Latin America (Fall 2018 - 4 students)
- PSYC 475: Senior Seminar (Fall 2017 - 13 students)
- RLST 228: Christianity in the Global South (Spring 2019 - 12 students)
- RLST 481: Religion and Nature (Spring 2019 - 19 students)
- SOCY 255: Women, Crime, and the Law (Fall 2017 - 10 students)
- SOCY: 491: Queer Theory (Spring 2018 - 6 students)
- SPAN 213 - Spanish Language & Culture (Fall 2018 - 8 students)
- SPAN 381: Resisting Borders - Contemporary Latino/a Literature and Film (Fall 2018 - 12 students)
  - https://digital.kenyon.edu/celspan381/
- WGS 491: Health Equity (Spring 2018 - 7 students)
Some Keys For Successful Scaffolding

- Early and frequent contact with students or total faculty ownership over the process
  - Class sessions
  - Using a class period for consulting and conferencing with students about their individual projects
  - Reaching out proactively to students here and there as a reminder that you’re a resource
- Make it a central part of the course
  - Drafting Deadlines
  - Smaller assignments throughout the semester to get the students used to the nuances of working in digital media
  - Peer Review
- Public showcase (creating a meaningful audience)
Keys for Successful Sustainability

- Building a team *from the beginning*
- Clarifying expectations and team member roles
- Metadata!
- Documentation
Resources

To support the hands-on process:

https://digital.kenyon.edu/librarydocs/