

Digital Storytelling

7.1 Module Overview									
Module Number		Module Title	Digital Storytelling						
Stage of Principal Programme			2	Semester	1	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2.3						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	28			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> Independent self- direct reading 					✓	57			
<ul style="list-style-type: none"> Research, preparation and completion of assessment 					✓	40			
Total						125 hours			

Pre-Requisite Module, if any. Module # and Title	N/A	
Co-Requisite Module, if any. Module # and Title	N/A	
Maximum number of learners per instance of the module	45	
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required	Staff - Learner Ratio X:Y
Lecturer	A minimum level 9 qualification in English literature/digital studies or closely cognate area	1:45
Tutor	A minimum level 9 qualification in English literature/digital studies or closely cognate area	1:20

Assessment Techniques – percentage contribution				
Continuous Assessment	100%	Proctored Exam – in person		Practical Skills Based
Project		Proctored Exam – online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. Critically analyse the various impacts of digital storytelling on contemporary media, cultural, social and political landscapes.	1, 3

2. Understand and identify narrative forms of digital storytelling on different platforms.	2, 4
3. Utilise digital technologies and multiple platforms such as YouTube, Twitter, Facebook, Instagram, Snapchat and/or appropriate others to create/write and curate content.	5, 6

7.3 Indicative Module Content, Organisation and Structure

This module combines both theories and practices of digital storytelling, and is designed to enhance learner creative skills, engagements and practices with digital platforms. It also advances learner skills, knowledge and competencies in creative storytelling and the use of social media platforms and provides a practical and theoretical platform for learners who wish to further their skills and competencies in media literacy, effective deployment of social media, narrative, and creative practices on new media platforms. The module provides a blend of theory and practice in digital storytelling in the 21st century and is designed to deepen learner understanding of the relationship between technology and storytelling.

Learners will explore how digital technology is used to tell stories and will analyse the cultural, media, political and social impacts of digital storytelling, and consider the inherent ideologies involved in the modes of production and reception of digital stories. Learners will also create and curate their own digital storytelling project through assessment. Learners will post their digital stories to a class webpage.

Learners on this module explore evolving forms of narrative practices and content creation that have proliferated through the profound transformations of digital technology and are encouraged to engage critically and creatively with storytelling through these technologies and to consider how these changes have altered our culture. Learners also examine digital storytelling as a new form of participatory media and will create their own digital stories, using platforms of their choice. As Digital Storytelling is an evolving field, the module content should be subject to year on year revisions. Indicative content explored in the module may include:

- Case Studies of Digital Storytelling
- Creating Digital Stories: strategies and practices
- Blogs and vlogs
- Social media storytelling: Facebook, Snapchat, Instagram, Twitter
- Storytelling in games
- Literature and the digital space: Joanna Walsh, *Seed*
- Video essays
- Storytelling in digital and mobile advertising
- Social, cultural and political impact of digital storytelling

Learners engage in both the theory and practice of digital storytelling to enable an advanced understanding of this emergent form of narrativisation of the human experience.

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The module is taught as a learner-led seminar, led by the module co-ordinator who provides key contextual and background information. Seminars include small group discussion, interactive presentations and in-class guided activities. Learners will be obliged to engage meaningfully and to contribute vocally where appropriate. Various different forms of media will be employed to vary the learning experience, such as PowerPoint, audio and visual clips (internet etc.) and Moodle.

Key to the teaching and learning strategy is that learners will work in groups to produce the digital storytelling assessments, and to also write a reflective essay on the impacts of digital storytelling. Formative assessment involves class discussion and peer-feedback about ideas for the summative digital storytelling assignments, as well as discussion about the effects of digital storytelling from a theoretical perspective.

Assessment on the module involves the creation of digital story assessments as well as a reflective essay that considers the impact of digital technologies on literary, cultural, and/or creative practices.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
2, 3	Digital Story. These assessments require learners to work in small groups (2-3 people) to create a digital story. Learners are required to research types of digital story and to agree their digital story with the course facilitator.	40%
1, 2	Essay. This essay requires learners to take a more reflective approach to digital storytelling by consider some of its literary, cultural and/or creative impacts.	50%
	Attendance	10%

7.8 Sample Assessment Materials

Digital story assignments (50%)

Work in a small group to (1) choose a suitable topic for a digital story and (b) create your short digital story on a suitable platform and post to the class webpage. 2 Digital Story Assignments to be submitted, worth 25% each.

Essay

Write a 1,000-word essay on one of the following topics:

- Compare and contrast narrative techniques and styles between two different digital stories on different platforms.
- Consider some of the ramifications of digital storytelling within a specific social, literary and/or cultural context.
- Consider how digital storytelling has transformed relations understandings of storytelling within contemporary culture.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

Alexander, Bryan, *The New Digital Storytelling: Creating Narratives with New Media*. (Basingstoke: Praeger, 2017).

Dunford, Mark and Tricia Jenkins, *Digital Storytelling: Form and Content*. (Basingstoke: Palgrave, 2017).

Gitner, Seth, *Multimedia Storytelling for Digital Communicators in a Multiplatform World*. (London: Routledge, 2015).

Knaflic, Cole Nussbaumer, *Storytelling with Data: A Data Visualization Guide for Business Professionals*. London: Wiley, 2015.

Penn, W.S., *Storytelling in the Digital Age*. (Basingstoke: Palgrave, 2013)