Note regarding Final Report:

Kristin made a report to PRAC at the November 13, 2014 meeting. Trudy said we will consider the report complete even though we did not receive a written report.

Kristin Norris:

- Digital Storytelling: An Effective Strategy for Providing Evidence of Student Learning
    - Highlighting evidence and research conducted by Center for Service and Learning
    - Funded from a PRAC grant
    - Authentic evidence of student learning in a co-curricular environment

- Overview of Digital Storytelling
    - Provides evidence of learning in a way that is appealing to employers (beyond text)
    - Enables demonstration of skills otherwise hard to learn (civic skills)
    - Allows for creativity and personality; powerful form of communication
    - Increases technological capabilities or demonstrates some you may already have
    - Builds capacity to create something of value to future employers
    - Practice your response to interview questions ("elevator speech" – what did you learn?)

- Sharing who you are
    - Highlight academic projects, interests, and initiatives; how they are shaped by stories we live and how in turn share our diverse identities

- Storyboarding
    - Purpose is to identify/highlight important concepts/ideas
    - Another means that helps with editing/proofreading
    - Assists with timing and pace of story
    - Provides direction in what images to gather
    - Aids in the recording process

- PRAC Grant on Digital Storytelling
    - How do digital stories provide evidence of student civic learning/civic mindedness?
    - Further test the civic-minded graduate rubric for validity (using AAC&U Value Rubric for Civic Engagement for comparison)
    - Through reflection activities, trainings, researching social issues, retreats, and dialogue with community partners, civic mentors, and peers on civic matters, etc…
        - Reviewed 39 digital stories and initially categorized them as low, medium, and high
        - Selected 5 from each category for further examination
        - Research team of 4 people were trained and participated in a structured review process
        - Evaluate the digital stories using the CMG Rubric and AAC&U rubric

- Why Civic Identity?
    - The purpose and reflection through the creation of a digital story fosters creativity and expression of self more than traditional reflection strategies
    - Co-curricular context tends to focus on identity development
    - Easier to talk about passions and desires than it is to articulate KSAs they have that serve as evidence of civic-mindedness

- Actions Taken
    - Expand the use of digital storytelling in co-curricular programs
    - Narrow the focus of the digital story – edit the reflection prompt
    - Re-evaluate digital stories next year to see if narrowing the focus of the reflection prompt results in strong evidence of civic identity again
    - Recommended enhancements to the CMG rubric

- Digital stories
    - Facilitate critical thinking and promote cultivation of skills and attitudes essential to professional practice
    - Stimulate empathy while assisting in the development of compassion, accountability, and cultural sensitivity
    - Foster transformational learning

- Recommendations
    - Artifacts within ePortfolios
    - Award applications
    - College applications

- Discussion
    - How much time to train students?
        - 1 hour and 15 minutes is allotted in class to train students

        - 5 software programs are suggested to students; IU supports each of these programs; there are countless other programs/software solutions to support digital stories

        - School of Philanthropy uses digital storytelling in the capstone project
            - Philanthropic autobiography is bookended in their curriculum (from freshman to senior year)

        - SHRS
            - Capstone project; implement artifacts in eportfolio; focused around seven core values of what a physical therapist should be and look like; students reflect on various artifacts and create a digital story; students can verbally articulate some of the accreditation standards/program objectives

    - What does/doesn't work in digital storytelling?
        - Group projects – better suited for individuals

- Need to meet with faculty ahead of time; need to scaffold reflection into the class
- Works best as end-of-semester/meta-level reflection
- Integration of knowledge; critical thinking; communication skills
- Any time students are spending a significant amount of time in the community
- Internships; practicum
- Need to focus on evidence of learning that you are seeking
- Faculty/students need to be coached to focus on rubric; not 'seduced' by story or technology
- Explain/articulate the learning outcome of the course; here's how the assignment connects to the digital storytelling
- People who are trained in qualitative research are more likely to remove biases and can potentially be better equipped than someone who may not be as knowledgeable of this approach
- Real value in working to improve our ability to assess the deeper meaning of writing or communication
- IUPUI ePortfolios have tended to be text-focused; some of this may be because of the historic platform; the new platform is more receptive and compatible for inclusion of a variety of media; upcoming workshops on Task Stream are available