



# Syllabus

**Course Name: Digital Story Design Telling**

**Instructor Name:** Abigail Rudner  
Instructor's email: arudner@berkeley.edu

**Participants:** High School and/or Middle School Students

**Language of Instruction:** English  
**Number of Participants:** Approx 28 per group

**Tools and Materials Required:**

Photoshop or other image editing application such as GIMP  
Premiere or other video editing application such as Microsoft  
Phone or camera phone  
Video camera or mobile phone with video ability  
Paper, pencils, internet, library

**Introduction:**

Studies show that students who participate in the creation of digital stories develop enhanced communications skills by learning to organize their ideas, ask questions, express opinions, and construct narratives. It also can help students as they learn to create stories for an audience, and present their ideas and knowledge in an individual and meaningful way.

Developing a thoughtful approach to how and why new media technologies are being used in the service of creative work is essential.

This activity generates interest, attention and motivation for the "digital generation" students in today's classrooms. The process capitalizes on the creative talents of students as they begin to research and tell stories of their own as they learn to use the library and the Internet to research rich, deep content while analyzing and synthesizing a wide range of content.

Students may be given assignments or may be asked to choose a topic.  
Students research the topic and choose a particular point of view.

Personal narratives in digital media format can touch viewers deeply, moving them to reflect on their own experiences, modify their behavior, treat others with greater compassion, speak out about injustice, and become involved in civic and political life. Whether online, in local communities, or at the institutional/policy level, the sharing of stories has the power to make a real difference.

**Course Description:**

In this class, students will use a hands-on, project-based approach, to learn the terminology, basic concepts, as well as planning and design techniques necessary to create unique and relevant Digital Stories.

The class will cover key thinking, photography and video creation skills and practices. Students will have the opportunity to research, write, storyboard, act, narrate, take



digital photographs, capture video, learn and practice digital storytelling to investigate a possible array of topics.

**[http://creativeeducator.tech4learning.com/digital-storytelling?  
utm\\_campaign=ce\\_footers](http://creativeeducator.tech4learning.com/digital-storytelling?utm_campaign=ce_footers)**

**Course Learning Objectives:**

Upon successful completion of this course, students will:

- Know how to plan and create a variety of graphic design projects from start to finish.
- Know how to research an idea and choose appropriate images from appropriate sources.
- Understand how to plan and animate a short motion graphics work (digital story) with sound.
- Be proficient in Adobe Photoshop.
- Have a foundation understanding of Video Editing.
- Have a strong foundation in the use of digital cameras for still and video uses.

**Essential Questions:**

- What is the meaning and differences of digital photography and traditional film photography?
- What is depth of field?
- What are some of the important features and tools of Adobe Photoshop?
- How can Adobe Photoshop be used to create original art and design images?
- What are file formats and why are they important to understand?
- What is Digital Storytelling?
- What are the different types of "shots" used in video?
- Why plan a project?

**Intended Audience:**

Students from all disciplines are the intended audiences for this course. A wide range of students will benefit from the conversations generated in this course and will have the ability to contribute their own ideas and understandings of the course materials.

**Prerequisites:**

None required. It is recommended that students have some knowledge of or experience with creating works of art, using visual techniques such as drawing, collage, painting, design or printing prior to enrolling in this course.

**Methods of Instruction:**

Classroom lectures and demonstrations, student's participation, collaborative assignments and Reading of selected articles provided by instructor.

**Weekly Reading and reflective writing questions:**

Relevant articles will be assigned for weekly reading to prepare students for upcoming week's work. **(ARTICLES are still in selection process).**



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**COURSE PROJECTS and GRADE BREAKDOWN**  
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Participation in Class Discussions and critiques . . . . .	15%
Research and Collection of Digital Photos . . . . .	10%
Project #1: Poster Design and related homework: . . . . .	20%
Project #2: Triptych and related homework: . . . . .	20%
Project #3: Digital Story and related homework: . . . . .	25%
Final Presentation . . . . .	10%

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**This Week-by-Week break-down is subject to change.**

This uses an 8 week model allowing for approx 5.6 hours of instruction per week. Four classes per week at with each class length being approx 1 hour and 40 minutes per class.

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**WEEK 1:**

Days 1 and 2

**Introductions and expectations**

**Basic foundation class in Photoshop**

- Welcome students and introduction
- Review of the projects that class will be doing
- Review class expectations
- Begin learning in Photoshop

**Weekly Reading and reflective writing questions**

Days 3 and 4

**Understanding the end game**

- Introduction to Digital-storytelling
- Overview of Digital-storytelling process
- What is style in Digital-storytelling
- Introduction to art movements

**Homework: Review Art Movements**

**Weekly Reading and reflective writing questions**

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**WEEK 2:**

Days 1 and 2

**Basic foundation class in Photoshop continues**

- Selection Tools
- Layers
- The main color adjustments
- Masking
- Cloning
- Saving for different formats
- Introduce Informational poster design project



**Homework: Select topic create 3 sketches of poster design  
Weekly Reading and reflective writing questions**

Days 3 and 4

**Create Informational Poster**

This project uses mostly images from Creative Commons sources but may also include original student images. Students will design an informational poster based on an approved topic of their choice.

- Class discussion: How is a poster a story?
- Understanding basic camera settings including F-stop and time exposure
- Introduction to lighting
- More Photoshop including:
  - Import from digital camera
  - Levels and contrast adjustments

**Homework: Weekly Reading and reflective writing questions**

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**WEEK 3:**

Days 1 and 2

**Create Informational Poster**

- Hue and Saturation settings
- Refining selections
- Text tools
- Copyright and fair use
- Research
- Reflexive writing: Short Essay including the pro's and cons of the selected topic
- Each student will be required to do a short presentation

**Homework:** Finish work on poster due on week 3 and or begin triptych sketches.

**Weekly Reading and reflective writing questions**

Days 1 and 2

**Assignment Due**

Poster is due.

- Poster presentations
- Introduce and Begin assignment 2 - A 3 panel triptych

This project uses original photos along with supplemental images from copyright free sources.

How do you see and think of yourself? How would you communicate this creatively with 3 images? Other topics will be considered by instructor.

1. Your word
2. Your dream
3. Your favorite person, place or thing

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**WEEK 4:**

Days 1 and 2

**Design**

- What is a triptych
- Portrait photography and lighting basics
- Studio photography basics
- Create 3 sketches of each panel of the self portrait triptych.
- Work on triptych in photoshop.



**Homework:** Work on triptych in Photoshop.

**Weekly Reading and reflective writing questions**

**Days 3 and 4**

**Design and Planning**

Work on and complete triptych.

- Special Effects
- Filters
- Duotone
- Introduction to Digital Storytelling and Motion Graphics using the triptych as a jumping off point. Students will use learn to create a motion graphics project using Adobe Premiere or other Video Editing Software
- Introduction to storyboards

**Weekly Reading and reflective writing questions**

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**WEEK 5:**

Days 1 and 2

**Planning**

- More about storyboards with examples
- About shooting video
- Use your triptych to start your video
- Importing video into Adobe Premiere or other video editing software

**Homework:** Create storyboard for motion graphics project

Days 3 and 4

**Begin building in Video Editing Application**

Storyboards are due.

Students will use their triptych projects to learn to create a motion graphics project using Adobe Premiere or other Video Editing software.

- Jumping from storyboard to script
- Introduction to script writing
- Video Editing Basics including
- Importing media and content

**Weekly Reading and reflective writing questions**

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**WEEK 6:**

Days 1 and 2

**Continue**

- Working with the score/timeline
- Making edits
- Basic effects
- Adding titles

**Homework:** Work on motion graphics project.

**Weekly Reading**

Days 3 and 4

**Continue**

- Working with the score/timeline
- Making edits
- Basic effects
- Adding titles



**Homework:** Work on motion graphics project.  
**Weekly Reading and reflective writing questions**

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**WEEK 7:**

Days 1 and 2

**Do Final Elements**

- Complete motion graphics
- Export work

Days 3 and 4

**Final changes and modifications**

- Complete motion graphics
- Export work

**Weekly Reading and reflective writing questions**

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**WEEK 8:**

Days 1 and 2

**Student Plan Presentations**

- Students Finalize all work
- Students prepare their presentations

**Final Critique**

Days 3 and 4

- Post privately on YouTube if allowed
- Present final work