Digital Storytelling in Instructional Design

Chelsea Mann

Trevecca Nazarene University

IDT 5020

Dr. Lametrius Daniels

January 19, 2025

Part 1: Understanding Digital Storytelling

Reflection

Digital storytelling, widely used in marketing, journalism, healthcare, and a wide array of other fields offers valuable lessons for instructional designers. In marketing, digital storytelling is used to create emotional connections with audiences, while in journalism, it turns complex issues into relatable stories. Implementing these techniques can be applied in education and instructional design to engage and motivate learners by presenting content through real world scenarios or personal narratives. Just as brands use stories to build relationships with customers, instructional designers can create narratives that make learning more relevant and engaging for learners. By using the emotional appeal of stories, instructional designers can help learners connect more deeply with the material which improves retention and comprehension.

Part 2: Story Concept Development

Topic

Helping students build creativity and confidence in the classroom

Objective

After watching this video, aspiring or current teachers will be able to demonstrate how to encourage creativity, build student confidence, and provide feedback that supports students' growth.

Storyboard Elements

Characters

- **Ms. Parker (Art Teacher)**: Ms. Parker is a dedicated art teacher with years of experience. She's passionate about creating a classroom environment where students feel confident enough to express themselves. Throughout the story, she helps her students work through struggles and find joy in their creative process.

- **Jamie (Student)**: Jamie is a high school student who loves art but struggles with self-doubt. They often second guess their abilities and worry that their work isn't good enough.

- **Other Students (in the background)**: These are the students who are actively working on their projects, each at different stages of the creative process. They're here to show that art is personal and everyone moves at their own pace.

Setting

The entire story takes place in a high school art classroom, filled with various art supplies, finished student projects displayed on the walls, and workstations. The classroom is bright, colorful, and designed to inspire creativity.

Challenge

Jamie's struggling to find the confidence to complete their artwork, feeling like it's not good enough. They're ready to give up. The challenge is for Ms. Parker to help Jamie break through their self doubt and guide them to a place where they feel proud of their work.

Resolution

Ms. Parker helps Jamie build self confidence by encouraging her creativity, offering constructive feedback, and positive reinforcement.

Media

Video Narrative/Live-Action: The video is primarily live-action, showing Ms. Parker working directly with Jamie and offering guidance. It will showcase key moments where Ms. Parker provides encouragement and feedback that helps Jamie regain their confidence.

Still Images: Close up shots of Jamie's artwork will be used to highlight their progress and how the artwork evolves with feedback.

Voice Over: A voiceover will give additional insights into teaching strategies, explaining what's happening in each scene and offering tips for fostering creativity and confidence in the classroom.

Script

Scene 1: Starting the Class
(The scene opens in the busy art classroom. Students are scattered around, working on various projects. Ms. Parker walks through, stopping by each student to give a little encouragement. Jamie is sitting at a desk, staring at their artwork, clearly frustrated.)

Ms. Parker *(approaching Jamie)*:
"Hey Jamie, how's it going with your project?"

Jamie *(sighing, looking at their canvas)*:
"I don't think it looks right. Maybe I should just start over."

Ms. Parker *(smiling and examining the artwork)*:

"Let's take a look together. Art isn't about getting it perfect on the first try. It's about the process, and you're doing great so far. Let's see where we can take it from here."

Scene 2: Positive Reinforcement

(The camera focuses on Ms. Parker guiding Jamie's hand to adjust the painting. Jamie's expression changes from frustration to curiosity.)

Ms. Parker:

"Look at that! That small change makes a huge difference. You're on the right track. Trust the process."

Voice Over:

"Building confidence is all about recognizing small wins. When students see how their work is improving, it encourages them to keep going. Celebrate the progress, even if it's just one small step."

Scene 3: Encouraging Creativity

(Jamie hesitates, staring at their canvas, unsure of what to do next. Ms. Parker encourages them to try something different with the paint.)

Ms. Parker:

"Why not experiment with a different technique here? It might turn out differently than you expect, and that's okay. It's about exploring and having fun with it."

Jamie *(nodding, a little more relaxed)*:

"Okay, I'll give it a try."

(Jamie begins to experiment with a new brushstroke, looking more engaged and open to the process.)

Voice Over:

"Creative risks are important in the classroom. Allowing students the freedom to try new things without fear of failure can unlock their full potential."

Scene 4: Constructive Feedback

(Ms. Parker looks at Jamie's updated work, nodding in approval.)

Ms. Parker:

"This looks fantastic! I love the way you've blended those colors. One thing you might try—blend this section a bit more, so it feels a little smoother."

Jamie *(enthusiastic)*:

"That sounds like it will work. I'll try it out!"

Voice Over:

"Constructive feedback is about helping students see where they can improve without discouraging them. Focus on what's working well and offer gentle suggestions to take the work to the next level."

Scene 5: Reflection and Growth

(Jamie steps back from their finished artwork, looking at it with newfound pride. Ms. Parker stands beside them, smiling.)

Ms. Parker:

"Look at what you've created! You pushed through, took some risks, and now you've got something to be proud of."

Jamie *(grinning, holding up the artwork)*:

"I never thought it would look this good. Thanks for helping me see it differently!"

Voice Over :

"As teachers, our job is to guide students through the creative process and help them build the confidence to keep going, even when things get tough. Every student's journey is different, and with the right guidance, they can achieve more than they thought possible."

(The video ends with Jamie proudly showing off their artwork, with Ms. Parker standing nearby, proud of their growth.)

Part 3: Digital Storyboard Creation

Storyboard

Chelsea Mann

Scene 1

Starting the Class
The classroom is filled with students working on their art. Jamie is frustrated with their incomplete artwork, and Ms. Parker approaches to offer guidance and reassurance. She helps Jamie realize that it's okay to not get everything perfect right away.

Scene 2

Positive Reinforcement
Ms. Parker offers constructive feedback on Jamie's artwork, showing them a technique that improves their piece. Jamie's frustration begins to ease as they see the progress and start to feel more confident in their abilities.

Scene 3

Encouraging Creativity
Ms. Parker encourages Jamie to try a different approach to their artwork by experimenting with new techniques, like blending colors and adding textures. Jamie begins to enjoy the process and embrace the freedom to be creative

Scene 4

Constructive Feedback
Ms. Parker gives Jamie feedback on the progress they've made, suggesting ways to refine their work. Jamie takes the advice, feeling more capable and motivated to improve further

Scene 5

Reflection and Growth
Jamie steps back to admire their finished artwork, proud of what they've accomplished. Ms. Parker recognizes Jamie's growth, and Jamie expresses gratitude for the support and guidance received throughout the process.