CLASS SESSIONS
This one-credit workshop consists of two, hour-long webinar sessions and two, in-class (full-day) sessions. The in-class sessions will take place over the MSPH Spring Break on Thursday, March 19th and Friday, March 20th from 10:00am – 6:00pm in Hess Commons. Lunch will be provided. The webinars will take place on Friday, February 21st and Friday, March 6th from 4:00pm – 5:00pm.

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WORKSHOP FACILITATORS
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WORKSHOP DESCRIPTION
This interactive two-day workshop will teach students the fundamental concepts and skills of digital storytelling. Digital stories are multimedia movies that combine photographs, video, animation, sound, music, text, and often a narrative voice. Digital storytelling can be a powerful, multi-dimensional tool for community-based public health program enhancement, strategic communication, and advocacy (Hinyard & Kreuter, 2007). Students will share first-person narratives about public health passions and/or experiences and turn them into videos that can be used for training, community mobilization, advocacy, and more.

The workshop will be led by facilitators from and curriculum designed by StoryCenter. StoryCenter is an international non-profit organization that assists people with the use of digital media tools to craft and share stories that lead to learning, action, and positive change. For the past 20 years, StoryCenter has been supporting researchers, educators, social justice organizers, and advocates in understanding how first-person narrative and participatory digital media production can advance a broad range of social justice and public health goals.
PREREQUISITES
Students registering for this course must have completed: P6775-Health Communication, P8776-Advancing Health Literacy and P8901-Seminar in Health Communication I.

REQUIRED TEXTBOOK
None. Readings will be provided on Canvas.

WORKSHOP LEARNING OBJECTIVES
Students who successfully complete this workshop will be able to:

- Demonstrate how to tell and frame a first-person, personal story as a tool to influence, engage and inspire with public health (e.g. a story from your own experience -- not someone else’s story)
- Translate scientific facts and data into compelling narratives
- Develop a storyboard that incorporates mixed media (photography, videography, audio)
- Provide productive feedback to other storytellers (analyze different narrative works)
- Incorporate a mixture of images, text, sound, audio narration, video and/or music to produce a 2 to 4-minute public health digital story
- Use WeVideo (video editing software) to assemble and enhance the video (transitions, effects, music, titles, sound)

ASSESSMENT AND GRADING POLICY
Students will receive a Pass or a Fail grade based on substantive participation and completion of the below assignments and activities.

To receive a “pass,” students must complete the following:

1. **Substantive workshop participation**
2. **Complete the Digital Story Outline** -- due March 2nd via email
3. **Complete the Digital Story Script**
   a. First draft due: March 13th via email
   b. Second draft due: March 19th in class
4. **Create Storytelling Visuals** – due March 19th in class
5. **Create Storyboard** – due March 19th in class
6. **Produce Final Video** – due March 20th in class

1. **Substantive Participation:** Participation during webinars and in-person workshops is a critical component of this interactive workshop. Students will be expected to share their story ideas, scripts, visuals, audio recordings and final videos. During the “Story Circle” it is essential that students trust each other and feel comfortable sharing their stories. After each student shares his/her script, the group will provide constructive feedback. The voice-recording tutorial and video-editing tutorial will require hands-on participation. Students must attend both of the two workshop sessions and actively participate, or they will likely be unable to complete the final video.

   - **Webinar #1:** February 21, 2020 from 4:00 – 5:00
   - **Webinar #2:** March 6, 2020 from 4:00 – 5:00
   - **Workshop #1:** March 19, 2020 from 10:00 – 6:00
   - **Workshop #2:** March 20, 2020 from 10:00 – 6:00
**Note:** Both webinars are interactive and require student participation. The webinars are scheduled at a preset time to allow students and facilitators to interact via group-chat and document share in real-time. If a student is unable to join the webinar at the designated time because of a different class/work, the student should contact Azure Nowara at aen2129@cumc.columbia.edu.

2. **Digital Story Outline:** After the “Introduction to Digital Storytelling” Webinar (webinar #1), students will be asked to brainstorm ideas and create an outline for their own short, digital story. Students will be provided with several prompts to help the development of their digital story outlines. Prompts may include:

1) Fork in the Road: Write about a decisive moment in your life — a time when your life could’ve gone in one of two (or many) directions.
2) Choosing: Write about a time you felt you chose exactly the right path in your life; or a time you wish you’d chosen a different path.
3) The Listener: Write about a time when listening to someone changed something for you.
4) The Stand: Tell about an important time you stood up for yourself or for someone else.
5) Scar Story: Tell about a scar — either one you can see or one that can’t be seen.

To develop an idea for your script: brainstorm or draw your ideas; listen and read about specific topics; think about your personal knowledge, experiences and/or journey; and read stories that inspire you. Once you have a few topics in mind, consider: What is my connection to this topic? Is it motivating to an audience? Is it relatable? Can I tell this story in just a few minutes? What sort of work do I need to do to tell this story? Is there supporting material (e.g. visuals or audio) to help me tell this story? What do I want to achieve by telling this story? Your outline should touch on questions like these. Please read StoryCenter’s, “Digital Storytelling Cookbook” and “Seven Steps to Digital Storytelling” to assist you with this process.

3. **Digital Story Script:** After receiving feedback on their outlines, students will be asked to write a first draft of their digital story script. The first draft will be due on March 8th via email to the StoryCenter facilitators. This will allow facilitators to provide feedback and students to make revisions before workshop #1. Students will revise their scripts and be ready to share a second draft during the Story Circle on March 19th.

4. **Storytelling Visuals and Audio:** Students will be asked to collect visual materials that can be used in their videos. Visuals may include: photographs, video clips, drawings/artwork, text, and graphics. Students may also want to include specific audio (other than their voice recordings) in their video (e.g. background music or soundbites). Types of visuals and how to choose visuals will be discussed in the second webinar. Students should choose their storytelling visuals and audio before the first workshop session.

5. **Storyboard:** A storyboard is a sketch of how to organize a story and a list of its contents. A storyboard helps to: 1) Define the parameters of a story within available resources and time; 2) Organize and focus a story; 3) Figure out what medium to use for each part of the story. Because we are creating multimedia stories (a combination of video, text, still photos, audio, and graphics), your storyboard must be put together with all of these elements in mind. To do this, break down your story into its key elements (both in terms of its content and the different media you could use) and then reassemble it into a logical order. Use the following questions to guide your storyboard:
• What pieces of the story work best in video?
• What pieces of the story work best in still photos?
• Does the audio work best with video, or will it be combined with still photos?
• What part of the story works best in graphics?
• Does the story need a map?
• What part of the story belongs in text?
• Is the information in each medium complementary and not redundant?
• Does your story encourage interactivity? Interactivity means giving the reader both input and control in a story.

6. Final Video: The final product of this workshop is a 2 to 4-minute multi-media video. Students will work on developing their videos throughout the two-day workshop. StoryCenter facilitators will work one-on-one with students to ensure that they have properly recorded audio and are confident in their video editing skills on WeVideo (a cloud-based editing platform to produce digital stories as short videos). All students will be expected to share their videos in the group screening of the final digital stories.

About WeVideo: WeVideo is an online video editor that allows you to create, view and share movies anywhere. Students will have access to WeVideo through StoryCenter for 3 months. Access will begin after the second webinar (March 6th). This will allow students to become familiar with the WeVideo platform before the in-class workshops.

WORKSHOP REQUIREMENTS
All students are expected to attend and to make thoughtful and productive contributions to class. Students should inform the instructor and facilitators in advance in the case of an absence or a late assignment. All work should be the student’s own work.

COURSE STRUCTURE
This course is structured as an intimate and intensive workshop. It is very interactive and requires full participation from all students. There will be two facilitators and ten students; This will allow for one-on-one support and progress updates. Students will be expected to work closely with the facilitators and also provide feedback/assistance to other students throughout the storytelling process.

MAILMAN SCHOOL POLICIES AND EXPECTATIONS
Students and faculty have a shared commitment to the School’s mission, values and oath. mailman.columbia.edu/about/mission-history

Academic Integrity
Students are required to adhere to the Mailman School Honor Code in the student handbook. The handbook is available online at: https://www.mailman.columbia.edu/people/current-students/community-standards/student-honor-code

Classroom Climate
Diversity of knowledge, perspective, and opinion is welcome and all students are called upon to foster and maintain an environment of mutual respect and open-mindedness. An inclusive classroom environment is undermined by microaggressions. We believe that responding to microaggressions in the classroom is a critical part of educational growth. If you have observed or
been the target of a microaggression, please contact the instructors, or another faculty member with whom you feel comfortable. Also available, is Raygine DiAquòi, Director of the Office of Diversity, Culture, & Inclusion (ODCI) - rcd60@cumc.columbia.edu.

Disability Access
In order to receive disability-related academic accommodations, students must first be registered with the Office of Disability Services (ODS). Students who have, or think they may have a disability are invited to contact ODS for a confidential discussion at 212.854.2388 (V) 212.854.2378 (TTY), or by email at disability@columbia.edu. If you have already registered with ODS, please speak to your instructor to ensure proper notification of your recommended accommodations by Sarah Tooley(st3146@cumc.columbia.edu), Associate Director for Student Support and the School’s liaison to the Office of Disability Services.

WORKSHOP SCHEDULE

**Webinar 1 – Introduction to Digital Storytelling**

2/21/20  
**Learning Objectives:**

- Define digital storytelling and explain why it is a useful tool for public health professionals.
- List the Seven Steps of Digital Storytelling.
- Explain what it means to be a “story-teller;” Discuss the steps to finding and clarifying stories.
- Engage in “self-reflection.” Reflecting on personal insights and emotions allows you to find the moments of change in your life; Explain how to use these moments in digital storytelling.

**Required Readings:**

- Our Approach to Storytelling in Brief
- Seven Steps to Digital Storytelling (Summary)
- StoryCenter's Ethical Guidelines to Digital Storytelling

**Suggested:**

- View short videos created via StoryCenter and affiliates: [https://www.storycenter.org/](https://www.storycenter.org/)
- View short video (public health narratives) created by students at UCLA: [https://tinyurl.com/y7yuf2qa](https://tinyurl.com/y7yuf2qa)
- Review prompts found under “Digital Story Outline” assignment
**Webinar 2 – Seeing Your Story: From Word to Image**

*3/6/20 Learning Objectives:*

- List different types of visuals that can be used in your digital story.
- Discuss how you will choose visuals for your digital story.
- Explain the difference between explicit images and implicit images.
- Define: “sequencing,” “montage” and “compositing.”
- Demonstrate how you will use the above concepts within your story.

**Required Reading:**

- Thoughts about Visuals
- Designing in Digital
- Walter Murch’s Rule of Six

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**Session 1 – Digital Storytelling Workshop**

*3/19/20 Learning Objectives:*

- Describe the impacts of sharing stories; Give examples of individual-level change, community-change and policy change.
- Explain the importance of a Story Circle.
- Provide other storytellers with productive feedback.
- Demonstrate skills learned from the Video Editing Tutorial.
- Describe the process of voice over recording.

**Please bring your laptop and headphones to class.**

**Agenda:**

- Group Check-in and Webinar Review
- Story Circle
- Script Revision
- Video Editing Tutorial #1
- Voice Over Recording

**Required Reading:**

**Session 2 – Digital Storytelling Workshop**

**3/20/20**

**Learning Objectives:**
- List and discuss the steps of digital story production.
- Utilize video editing software to create a short video.

**Please bring your laptop and headphones to class.**

**Agenda:**
- Group Check-in
- Video Editing Tutorial #2
- Digital Story Production
- Group Screening of Final Digital Stories

**Required Reading:**