Week 13--Storytelling: Online/Multimedia

Topic of Lesson: Introduction of multimedia

Week/day: Week 13/Day 1

Lesson Title: Incorporating multimedia into your publication

Which Common Core standard(s) are addressed?

CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Supplies needed: Computer, projector, online resources will be linked within details below, any personal device students have they should bring to class

Time of lesson: 45-50mins

Brief, one-paragraph description of the session: Students will learn what multimedia storytelling is, why it is important in today's journalism, and view examples of different forms of media they can incorporate into stories.

Detailed, step-by-step lesson plan:
1. 5 minutes: Bellringer (journal): write about what you think multimedia is in terms of journalism? How do you prefer to get your news? What do you prefer to see in a news story?
2. 10 minutes: Introduction to what multimedia is:

http://multimedia.journalism.berkeley.edu/tutorials/taxonomy-digital-story-packages/: Online story packages usually contain multiple sections or formats and they take a variety of forms on

the Internet. Some borrow heavily from old media conventions, while others try to define what kinds of storytelling are native to a digital format:

- Some stories are presented in a linear fashion similar to narratives in traditional media like TV or radio. They may be divided into segments or chapters like a multi-part newspaper story, but the user is expected to go through the segments in a predetermined sequence. Alternatively, non-linear stories are sliced into topical segments and it's up to the user to decide how to navigate the package.
- Placing multimedia elements in a story is approached several different ways. Sometimes text drives the story and multimedia components like video, graphics or photo slideshows are placed put off to the side. In other cases multimedia is embedded inside a text story (or even embedded in a video story as interactive elements in the video) or are part of an immersive experience.
- In many stories one type of media is dominant, usually text or video or photo slideshows with audio, but sometimes data, graphics or games, and other media forms are secondary. Other story packages draw on many different media forms equally, with different parts of the story told in the type of media most appropriate to that kind of content.

3. 30 minutes (rest of period): What types of media would be used to tell a particular story?

http://multimedia.journalism.berkeley.edu/tutorials/picking-right-media-reporting-story/: One of the toughest decisions a multimedia reporter must make is what type of media would best be used to tell a particular story.

Should you shoot it in video? Would a photo camera and audio recorder to create a photo slideshow be better? Is this just a text story with a photo?

Understanding the strengths and weaknesses of these different types of media, and how to match those up with different kinds of stories, will help you sort this out.

This tutorial takes you through the different types of media - video, photos, audio, graphics/maps and text - and the kinds of stories or characteristics of stories that lend themselves to the different kinds of media.

These aren't hard and fast rules - just general guides to help you make intelligent choices about when to take a video camera, a photo camera, etc. on a story.

Note: this tutorial is an outline developed for an Intro Multimedia Bootcamp Class at the UC Berkeley Graduate School of Journalism.

1. **Video**: Here is an example of a story that is enhanced by using video:

Ernie's Market: Amazing sandwich, amazing man:
http://www.freep.com/section/VideoNetwork?bctid=71070358001#/News/Ernie%27s+Market%3B+amazing+sandwich%2C+amazing+man/47488751001/47089975001/71070358001

Wrecking the Spectrum - Philadelphia Inquirer (Laurence Kesterson, KDMC fellow): http://www.philly.com/philly/video/BC685830110001.html

2. **Photos**: Here is an example of a story that is enhanced by using photos:

The Basement - Cabel Sasser: http://cabel.me/2012/12/19/the-basement/

THE WAR WITHIN: http://www.sfgate.com/health/article/THE-WAR-WITHIN-2505577.php#photo-2678340

3. **Audio**: Here is an example of a story that is enhanced by using audio: **Golden Homeless Voice - Columbus Dispatch. This is a video clip, but it's the man's voice that makes the story. See also the Dispatch's follow-up story and Lost Remote's posts on how thevideo went viral on YouTube and the response of the Columbus Dispatch):** http://www.dispatch.com/content/stories/local/2011/01/05/a-voice-from-the-streets-has-the-sound-of-a-fairy-tale.html

4. **Audio w/photos (SoundSlides)**: "It's simple to create seamless audio slideshows with the Soundslides software application. Take a sound file & photos; add them together."

Show example(s):
Croom (Boxing): https://vimeo.com/4605863

One in 8 Million (NY Times): http://www.nytimes.com/packages/html/nyregion/1-in-8-million/index.html

Telling stories through photos:
http://asnemissourian.com/soundslides/saltstadt_publish_to_web/

5. Interactive Graphics (ThingLink): Definition: Create rich images with music, video, sound, text & more. Share and discover deeper stories through images.
Detroit News: https://www.thinglink.com/scene/414772102604783617

Top 10 Design example: http://www.thinglink.com/scene/413842117358518272

****Cheat sheet for multimedia story decisions: http://mindymcadams.com/tojou/2008/cheat-sheet-for-multimedia-story-decisions/

****Multimedia decisions: Choosing the right medium for your message:
http://markgouldmedia.com/multimedia-decisions-choosing-the-right-medium-for-your-message/

****Interactive Multimedia Picker: Choose the right medium for your message:
http://www.mediabistro.com/10000words/multimedia-picker-chooe-right-medium_b314

Homework: Students should begin thinking about story topics for this project. If they are using previously taken video or photographs, they should bring their material to class tomorrow.

Evaluation tool: Participation and discussion

Topics of Lesson: How to do a SoundSlide and ThingLink

Week/day: Week 13/Day 2 (Tuesday)

Lesson Title: Producing multimedia

Which Common Core standard(s) are addressed?

CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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CCSS.ELA-Literacy.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Supplies needed: Internet, computers, personal devices, photos, links, etc.

Time of lesson: 45-50mins

Brief, one-paragraph description of the session: Introduce SoundSlide and ThingLink websites and tutorials. Have them pick a multimedia form and create a story/project using on of them. They will have 2 ½ days to complete. Some of them will present them on Friday.

Detailed, step-by-step lesson plan:
1. Show them the Soundslide web site: http://soundslides.com/
2. Show them a Soundslide tutorial: http://www.slideshare.net/adamperez/sound-slide-tutorial
3. Show them the ThingLink website: http://www.thinglink.com/
4. Show them a ThingLink tutorial: http://www.youtube.com/watch?v=eBWwzK7hKn0
5. Remind them they can use Final Cut Pro, iMovie, etc. to produce video, photo slideshows, etc.
6. Go to work!! Students may take video or photos or use previous shot footage or photos from previous assignments or personal use.

Evaluation tool: By the end of the period, each student needs to tell the teacher which form of media they are going to use to produce their project. Homework: write a one paragraph reflection in their journal on the experience of creating this project. What did you like and didn't like? What would you change given more time? How will you include multimedia into every story?

Topics of Lesson: Finding a story, video, images and putting it together in some form of media.

Week/day: Week 13/Days 3 -4 (Wednesday-Thursday)

Lesson Title: Producing multimedia

Which Common Core standard(s) are addressed?

CCSS.ELA-Literacy.W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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Supplies needed: Internet, computers, personal devices, photos, links, etc.

Time of lesson: 45-50mins

Brief, one-paragraph description of the session: Students will continue to work on their multimedia project.

Detailed, step-by-step lesson plan: This will be different for each student. They will be working on their projects.

Evaluation tool: Instructor will monitor student work by walking around, answering questions, assisting them on programs, etc.

Topics of Lesson: Presenting a variety of multimedia projects, asking questions, discussing what worked and didn't work for each story

Week/day: Week 13/Day 5 (Friday)

Lesson Title: Multimedia presentations

Which Common Core standard(s) are addressed?

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Supplies needed: Internet, computers, log-ons to websites, flash drives, etc.

Time of lesson: 45-50mins

Brief, one-paragraph description of the session: Students will present their projects (start with volunteers). The class will give feedback. What worked and what didn't work for each story? What would you have done differently given more time?

Detailed, step-by-step lesson plan: See above

Evaluation tool: Holistic grade based on effort put forth over the course of the week, creativity within final project, discussion and responses to question during presentation, and honest reflection in journal.