

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: All Undergraduate Programmes
Programme QF Level	: 5
Course Title	: Developing Positive Values via Digital Storytelling
Course Code	: GEK1005
Department	: Mathematics and Information Technology
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 1

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

Promotion and development of wellbeing and good mental health for youth are becoming increasingly important in the digital age. Nowadays, young people are the avid users of new technologies, especially smartphones, which provide constant connectivity to peers via various social networks and media. The concern is that young people are missing opportunities to develop key positive social and relationship skills. The overuse of new technologies has brought about many ill effects on their wellbeing and positive value development.

This course aims at developing university students' positive values through digital storytelling. Digital storytelling is a form of social pedagogy, which invites youth to represent their lived experiences in the form of a digital story. In the course, students are given the opportunities to view digital stories related to positive value development as case studies, participate in and make digital stories themselves. Thus, the approach gives voice to youth experiences, and helps them define their identities in ways that emphasize positive aspects of their lives. In the meantime, the process of making stories with technologies can build up their capacity for using new media tools wisely to reflect on their own positive identifies and well-being.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁: Understand the framework and importance of positive values in study and daily life
- CILO₂: Make digital storytelling in different formats using various apps
- CILO₃: Present positive values via digital storytelling
- CILO₄: Grasp the knowledge and skills of developing positive values and using new technologies wisely that lead to a flourishing life.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Framework and importance of positive values <ul style="list-style-type: none">- Framework of positive values- Case studies related to positive values- Problems of negative values- Importance of developing positive values	CILO ₁	Lectures, case studies and group discussion
Digital storytelling <ul style="list-style-type: none">- Features and functions of digital storytelling- Apps for making digital storytelling- Strategies of making digital storytelling- Hands-on practice of making digital storytelling	CILO ₂	Lectures, demonstrations, group discussion and hands-on practice

<p>Positive values via digital storytelling</p> <ul style="list-style-type: none"> - Case studies related to the emerging phenomena caused by the use of new technologies - Cases studies related to the elements of positive values via digital storytelling - Presentation and sharing of group digital stories related to the development of positive values 	<p><i>CILO</i>_{3,4}</p>	<p>Lectures, demonstrations, case studies, and group discussion</p>
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>Group project: Create a digital story (10-15 minutes) for a group presentation to elaborate your critical understanding of how to develop positive values through case studies (with literature support, analysis and discussions). The digital story needs to be distributed evenly among group members.</p>	<p>35%</p>	<p><i>CILO</i>_{3,4}</p>
<p>a. Students are expected to actively participate in group discussions both face-to-face and online, and present learning process and outcomes on the learning management platform. (10%)</p>	<p>10%</p>	<p><i>CILO</i>_{3,4}</p>
<p>b. Individual Project: Create a digital story (5-8 minutes) to explain the importance of developing positive values through personal learning experience (with artefacts, analysis/discussions and reflections) (35%). The written report must include objectives, research, script, storyboard, analysis/ discussions and reflections (20%).</p>	<p>55%</p>	<p><i>CILO</i>_{1,2,3,4}</p>

5. Required Text(s)

Nil

6. Recommended Readings

- Ellis, L. A., Collin, P., Davenport, T. A., Hurley, P. J., Burns, J. M., & Hickie, I. B. (2012). Young men, mental health, and technology: implications for service design and delivery in the digital age. *Journal of medical Internet research*, 14(6).
- Gubrium, A. C., Hill, A. L., & Flicker, S. (2014). A situated practice of ethics for participatory visual and digital methods in public health research and practice: a focus on digital storytelling. *American journal of public health*, 104(9), 1606-1614.
- Hung, C. M., Hwang, G. J., & Huang, I. (2012). A project-based digital storytelling approach for improving students' learning motivation, problem-solving competence and learning achievement. *Journal of Educational Technology & Society*, 15(4), 368-379.
- Huppert, F. A., & So, T. T. (2013). Flourishing across Europe: Application of a new conceptual framework for defining well-being. *Social Indicators Research*, 110(3), 837-861.

- Lambert, J. (2012). *Digital storytelling: Capturing lives, creating community*. Routledge.
- Lambert, J. (2010). *Digital storytelling cookbook*. Berkeley, CA: Center for Digital Storytelling, Digital Diner Press. Retrieved from <http://www.storycenter.org/cookbook.pdf>
- Lowenthal, P. R., & Dunlap, J. C. (2010). From pixel on a screen to real person in your students' lives: Establishing social presence using digital storytelling. *The Internet and Higher Education*, 13(1), 70-72.
- McGee, P. (2014). *The Instructional Value of Digital Storytelling: Higher Education, Professional, and Adult Learning Settings*. Routledge.
- Seligman, M. E. (2012). *Flourish: A visionary new understanding of happiness and well-being*. Simon and Schuster.
- Toomey, R., & Clement, N. (Eds.). (2010). *International research handbook on values education and student wellbeing*. Dordrecht: Springer.
- Turkle, S. (2011). *Alone Together*. New York: Basic Books.
- Walsh, R. L., & Hoskisson, D. (2013, March). Toward a theory of story for digital storytelling. In *Society for Information Technology & Teacher Education International Conference* (Vol. 2013, No. 1, pp. 1788-1793). Retrieved from <http://www.editlib.org/p/48361/>
- Wexler, L., Gubrium, A., Griffin, M., & DiFulvio, G. (2013). Promoting positive youth development and highlighting reasons for living in Northwest Alaska through digital storytelling. *Health promotion practice*, 14(4), 617-623.
- Yang, Y. T. C., & Wu, W. C. I. (2012). Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study. *Computers & Education*, 59(2), 339-352.
- Yuksel, P., Robin, B. & McNeil, S. (2011). Educational Uses of Digital Storytelling all around the World. In M. Koehler & P. Mishra (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2011* (pp. 1264-1271). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/36461>.

7. Related Web Resources

- Educational use of digital storytelling: <http://digitalstorytelling.coe.uh.edu/index.cfm>
- Educreations: <https://www.educreations.com/>
- Explain everything: <http://explaineverything.com/>
- Office Mix, <https://mix.office.com/en-us/Home>
- PhotoStory, <http://microsoft-photo-story.en.softonic.com/>
- Prezi, <https://prezi.com/>
- Screencast-O-Matic: <https://screencast-o-matic.com/home>

8. Related Journals

- Computers in Human Behavior
- Computers & Education
- Educational Technology & Society
- Human-Computer Interaction
- The Internet and Higher Education

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students*

<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil

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