

Moving Beyond “Once Upon a Time”: Storytelling and Course Design

Conversations that Matter

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Session Objectives

- Analyze story development steps and the course design process
- Discuss ways that storytelling can inform and enhance the ability to build quality online courses
- Identify applications of storytelling in K12 and Higher Education online classrooms



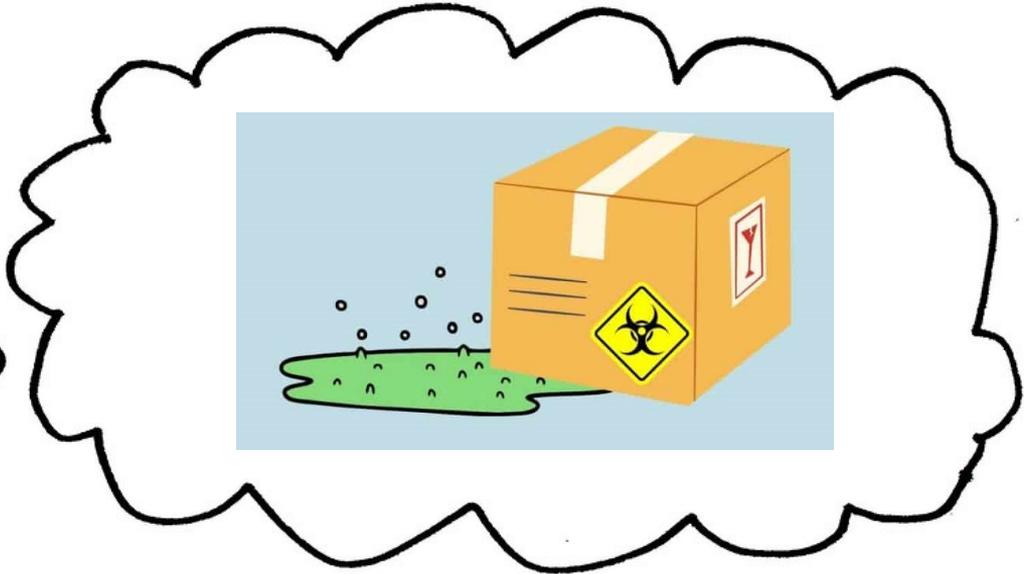
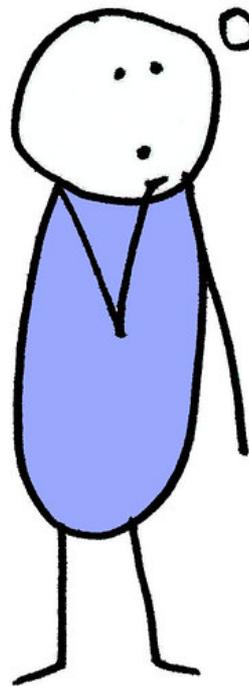
Discussion #1

Is storytelling an artform that can enhance an instructional designer's toolbox?

OR

Is storytelling a competency that can inform course design?







thank you!



You are a Storyteller

Analyze

Objectives	Students	Learning Environment	Tools
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Design

Design Matrix	Module Outlines	Assessment Strategy
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Develop; Implement; Evaluate

Create	Share with SME / Students	Edit and Improve
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You are a Storyteller

Analysis

Conflicts

Characters

Setting

Format

Design

Plot

Rising Action

Climax

Resolution

Develop; Implement; Evaluate

Write / Produce

Share with Editor

Edit and Improve



Course Design & Storytelling

Analyze

Objectives	Students	Learning Environment	Tools
Conflicts	Character	Setting	Format

Design

Design Matrix	Module Outlines	Assessment Strategy
Plot	Rising Action	Climax / Resolution

Develop; Implement; Evaluate

Create	Share with SME / Students	Edit & Improve
Produce	Share with Editor / Faculty	Edit & Improve



Discussion #2

Consider an objective in a course that you design or teach.
How could you re-state that objective as a conflict that
learners need to resolve?

Example objective:

Apply Social Determinants of Health to determine effects of a
health challenge to specific population.

String of Pearls

- String represents the story
- Pearls are the activities
 - Needed skills
 - Challenges / Obstacles
 - Mini Goals
- Pearls should be:
 - Concrete
 - Achievable
 - Related to the learning goal





Discussion #3

What skills or knowledge will the learner need to know in order to handle the “climax” moment when he or she works to resolve the conflict?

Example:

Definition of Social Determinants of Health

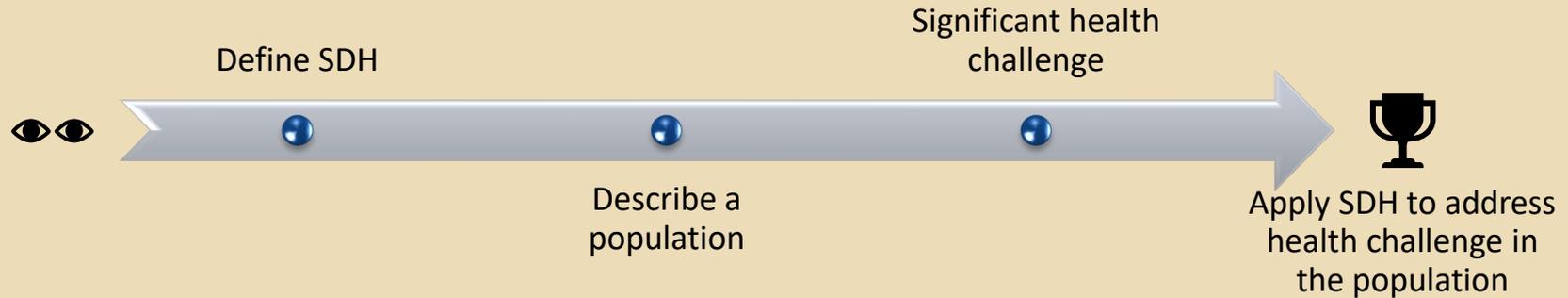
Characteristics of a specific population

Significant health challenges faced by the population



Discussion #4

How might you construct a string of pearls / storyline for the objective identified in question 2?





Discussion #5

What format or approach might you use in sharing this story with learners?

- Share discipline history through use of story
- Case Study approach
- Attention – Gaining stories as Session Overviews
- Choose Your Own Adventure story with looping options
- Student-generated stories: Life Narrative prompt
- Student-generated stories: PhotoVoice

A stack of several books is shown in the top left corner of the slide, slightly out of focus. The books have various colored spines and some text is visible on the pages, such as "total held an opo" and "407".

Storytelling Principles for Course Design

- Your **Tone** Matters: Tell your story (content/instructions) as if you are talking to a friend
- Action! Use **active** verbs
- “Hand over the Spark”: Identify what originally **captivated** you about this story (content) and simply hand it over to your audience (students).
- Bring **yourself**: A story is as much about you as anything else.
- **Let go**: Hand over your story (content). Leave the audience (students) wanting more.

Incorporate the **Hero’s Journey**:

1. Ordinary World (Hero is regular person)
2. Call to action
3. Refusal of the Call
4. Meeting with a Mentor
5. Crossing the threshold
6. Tests, Allies, Enemies
7. Approaching the Cave
8. The Ordeal
9. The Reward
10. The Road Block
11. The Resurrection (Greater Crisis – application in “real world”)
12. Returning with the Elixir



Applications & Questions

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