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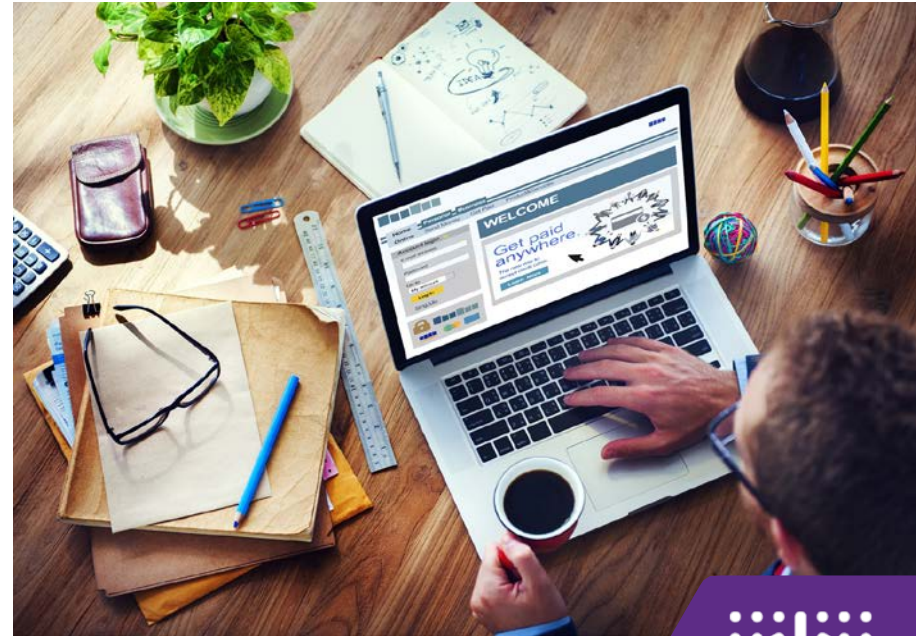
What's a Storyboard? Walking Faculty New to Online Education Through the Course Design Process

Laura Dicht, Instructional Designer
Stephanie Jasmin, Instructional Designer
November 16, 2016
#NYUOnline



By the end of this session participants will be able to:

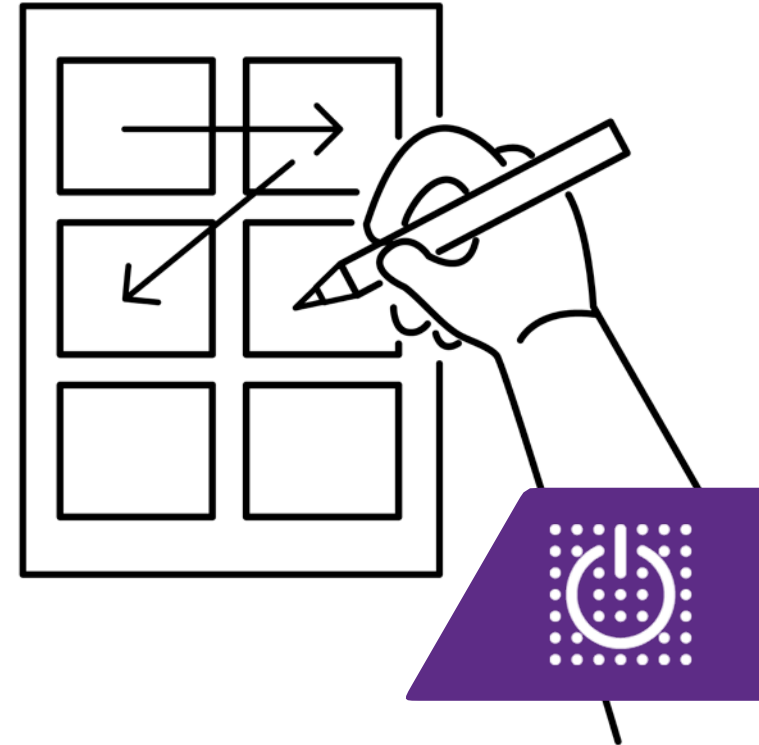
- **Explain the different phases of the ADDIE Model and how each phase relates to the Storyboarding process**
- **Describe why the creation of a storyboard is important in online course development**
- **Identify strategies to faculty who may be resistant to storyboard their online courses**





Reflection Questions:

- Do you (your home institution) use a storyboard in the development of online classes?
- What do you (your home institution) define as a “storyboard”?
- What do you think is the purpose of a *storyboard document*?





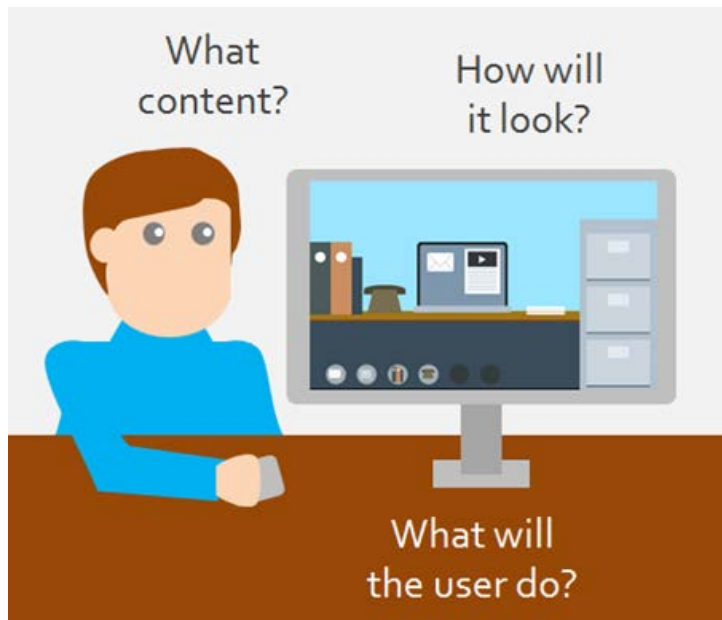
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- **Courses are fully online and asynchronous**
- **Face to Face courses need to be converted into online courses**
- **We (Instructional Designers) work with faculty to convert these courses**
- **The “Storyboard” serves as the blueprint for this process**



What is a Storyboard?

- Collaboration Tool
- Blueprint that directs the course development team about edits, on-screen branching, interactions, text, audio, and animations.
- Includes the script for the narrator as well as any media that should be included.



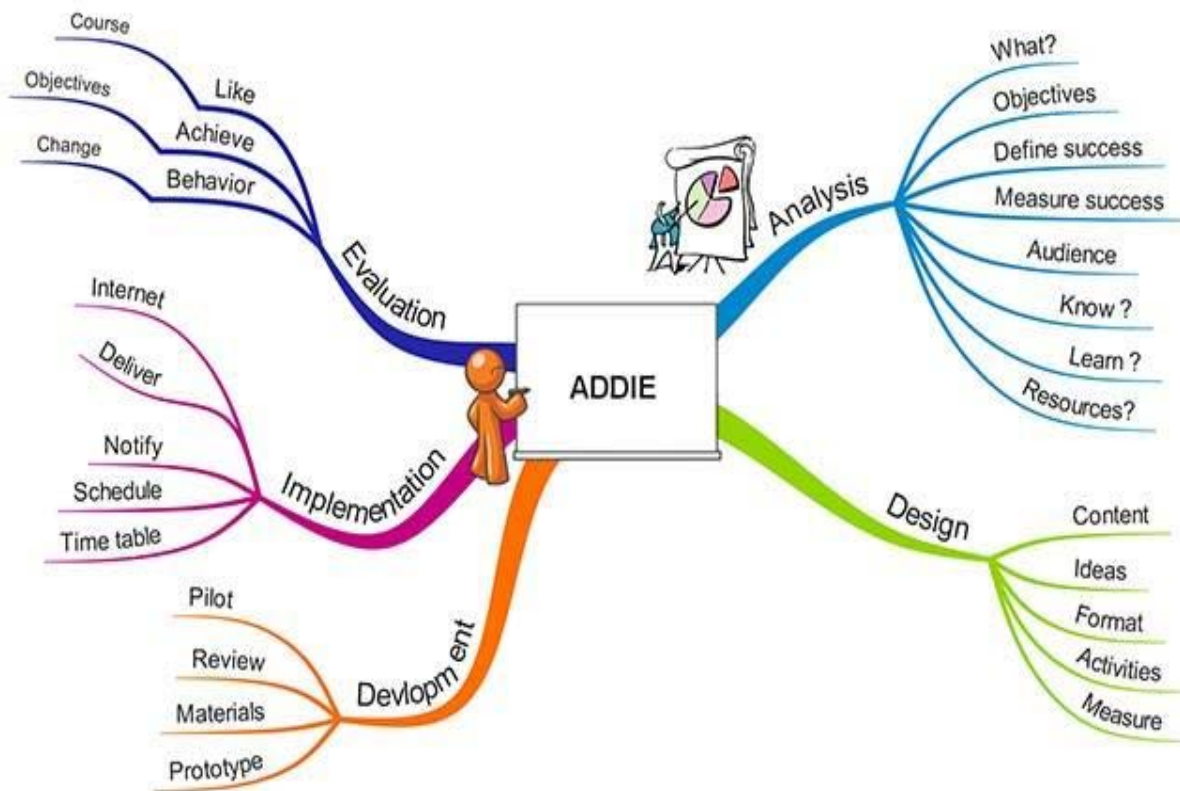
Get Familiar With ADDIE



ADDIE Model

NYU Tandon Online follows the ADDIE Model for our course design process, which directly relates to Storyboarding.

A nalysis
D esign
D evelopment
I mplementation
E valuation





Analysis

In the analysis phase, the instructional goals and objectives are established and the learning environment, learner's existing knowledge and skills are identified.

Below are some of the questions addressed during the ANALYSIS phase:

- Who is the audience?
- What are the learning outcomes?
- What are the learning constraints?
- What are the delivery options?
- What are the online pedagogical considerations?
- What is the course development timeline?



Design

The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific.

In the DESIGN phase, the following steps are used:

- Documentation of the project's instructional, visual and technical design strategy
- Apply instructional strategies according to intended behavioral outcomes by domain cognitive (think), affective (feel), psychomotor (do)).
- **Create storyboards**
- Design the user interface and user experience
- Prototype creation
- Apply visual design (graphic design)

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Development

The development phase is where the developers (Instructional Designers and Educational Technologists) create and assemble the content that was created in the design phase.

We take the storyboards and use them as a guideline to develop the modules.





Implementation

The implementation phase involves preparing the learning environment.

Evaluation

***These two steps are less important in the storyboarding process**





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NYU Tandon Online's Storyboard Process



Schedule Development Meeting

The Meeting Agenda Includes:

Key Roles : ID, ET, Instructor, Course Developers, and all stakeholders.

Analysis: Discussion of learner needs and objectives.

Timeline: Clear deadlines for each phases and submission dates for each stakeholder.

Introduction to Technologies: Project management tools, production room, screen capturing softwares etc.

Templates: Syllabus templates, storyboards, and powerpoints.



Elements of a Storyboard

- Title Area
- Screen Number Area
- On-Screen Area
- Audio
- Programming Notes

REMEMBER: Storyboards must be designed for change, so reordering needs to be effortless.



Scene #, Slide #	On-Screen	Audio	Programming Notes
	<i>[Media description or file reference and screen topics/text]</i>	<i>[Voiceover text or file reference]</i>	<i>[Interactivity, branching, or other notes]</i>

Example of Storyboard



MODULE 1: Title		
Module Topics	Topic	Format
1	Topic: Introduction/Review	Video
2	Topic: History of Cyber Security	Slides 1-4, audio overlay. Interactive element for Slide 2 and 3. Provide description of what you want for the interactive element. Example: Create clickable timeline showing evolution of Cyber Security. Include the resources uploaded through Bootcamp.
3	Topic:...	Slides 5-10. Audio overlay. Interactive element for slide 8. Provide description of what you want for the interactive element.
4	Topic: Video	Video (optional)
4	Quiz	Slide 11-13. Please allow for three attempts. If they get it wrong, they get the option of reviewing previous topic or moving ahead. Make graded part of the class.

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Outline



Color coding chart (for Kevin's organi...

Module 1: Introduction to the class

Module 2: Variables and data types / ...

Module 3: Looping, repetition

Module 4: Color

Module 5: Function

Module 6: Transformation

Module 7: Harmonic Motion and Ani...

Module 8: Arrays & Objects

Module 9: Generative text and typogr...

Module 10: The Document Object Mo...

Module 11: Data Visualization

Module 12: Image

Module 13: Video

Module 3: Looping, repetition

Notes:

https://docs.google.com/presentation/d/1bbWipFVe61LNR3L_IjBpFmZ8B63NptGgwG490ydWc6c/

Interactive examples:

https://cdn.rawgit.com/IDMNYU/DM-GY6063A-Creative-Coding/f5685e6b0479a742986648b39fe0f93e9f8fe391/week_03/index.html

Scene #, Slide #	On-Screen	Audio	Programming Notes
5-7	Before we start		Some helpful p5 functions to know: <code>random()</code> , <code>stroke()</code> , <code>fill()</code>
9	What we'll cover		Class intro, repetition and loops
10-11	(Split image of Magritte & MC Escher)		Examples of repetition in art and design
12	More resources on repetition in art & design		
13	Loops		Intro to looping
14	Structure of a while loop		
	Code example		Code walkthrough (screencap) https://dl.dropboxusercontent.com/u/882054/CC-online/week_03/simple_while_loop.mov
15	Structure of a for loop		
16	Code example		Code walkthrough (screencap) https://dl.dropboxusercontent.com/u/882054/CC-online/week_03/simple_for_loop.mov

Laura Nicole D...
10:53 AM Jul 18

Resolve

+ksiwoff@nyu.edu are there any visuals that can be incorporated into these slides?

Google Docs Example



Scene #, Slide #	On-Screen	Audio	Program Notes
	<p><i>[Media description or file reference and screen topics/text]</i></p> <p><u>PART I: INTRODUCTION</u></p> <p>1. We continue our lectures and our on-going inquiry into the relationship between literature and scientific inquiry and invention—particularly our examination of literature as a “lens” or refraction of the world around it, by discussing the emergence of “Humanism.”</p> <p>2. From Rumi’s poetry in the Middle East which was written against the back-drop of the Islamic Golden Age where developments of science and math were revolutionary and positioned Islamic scholars to observe the heavens, the movement of astrological bodies and use mathematic formulas to explain these phenomena, we now move to Europe and the work of the Italian monk and scholar, Francesco Petrarch.</p> <p><u>PART II: INTRODUCTION TO THE LIFE OF PETRARCH</u></p> <p><u>VISUAL SLIDE 1: PETRARCH</u> http://conundrum-press.com/wp-content/uploads/2013/11/Petrarch_1.jpg</p> <p>1. Francesco Petrarch has been referred to as Italy’s “greatest lyric poet.” During his lifetime from 1304 to 1374, he was a scholar, priest, political advisor, diplomat, and ultimately, came to be classified as a “humanist.”</p> <p>2. Petrarch had a rich history and was recognized widely in his lifetime. He born in 1304 and studied law and literary studies, preferring poetry to law particularly the verses of the classical Greek and Roman poets.</p> <p>3. In 1320, he went to Bologna to attend law school as his father intended but after his father’s death in 1326, he abandoned law. When the family was suffering from poverty and in need, he studied to become a priest, took his required vows, and became a private chaplain in the service of Cardinal Giovanni Colonna who respected</p>	<p><i>[Voiceover text or file reference]</i></p>	<p><i>[Interactivity, branching, or other notes]</i></p>

him as a great classical scholar.

4. Petrarch remained connected with Colonna and his family until 1348 when he went to Paris, Flanders, and Germany.

5. Returning to Avignon in France after his travels through Europe, he met Dionigi da Borgo San Sepolcro who stressed the importance of Christian literature—uniting Petrarch’s love for Christianity, his own devout faith, personal spiritualism, and ultimately, his love for literature.

6. Dionigi became his friend and confessor and in 1336, when Petrarch climbed the 2000 metre high Mount Ventoux in Provence, France, northeast of where he lived in Avignon, he wrote a letter and his famous essay, “The Ascent of Mount Ventoux” to Dionigi.

PART III: IMPORTANCE OF PETRARCH’S WORK IN CONTEXT OF HUMANISM AND THE EMERGENCE OF THE RENAISSANCE:

1. Petrarch’s poems, diary notations, and essays are too numerous for us to study in detail. Instead, we will focus on one of his most important essays, “The Ascent of Mount Ventoux” and how this masterful and lyrical account of his climb up the steep mountain, forged Petrarch’s reputation as a Humanist.

2. Before we look at the actual text in detail, I’d like you to see some of Petrarch’s other works:

PART II VISUAL SLIDES OF CANZONE AND WRITTEN WORKS:)

3. Take a look at some of these manuscripts of his poetry, essays, and texts, notice the careful calligraphy and illustrations:

<https://s-media-cache-ak0.pinimg.com/originals/83/1a/26/831a26b4e526e957083e04a29303c25a.jpg>

http://www.poetryintranslation.com/pics/Italian/interior_petrarch_canzoniere_frontis.jpg

http://www.manoscritt lombardia.it/upload/MI0327_Trivulziano_Triv_1079_0001r_particolare.jpg
<https://s-media-cache-ak0.pinimg.com/564x/87/b7/30/87b7301c814421df4b13e9df50c75d1c.jpg>

Another Example



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But why should I use the Storyboard?

- Planning
- Communication
- Engagement and Interactivity
- Revisions





***But why should I use the
Storyboard?***

Planning
***Do it for the
Learners!***

Expectations of Next Generation Learners:

- Designed to meet individual learning needs
 - Flexible
 - Accessible
 - Engaging and Interactive
-
- Use of the Storyboard as a planning tool can ensure these needs are met



*But why should I use the
Storyboard?*

Communication Tool

1. The document puts on “paper” the course developer’s vision for the course.
2. It allows for notes, annotations, updates and a script for all involved.



*But why should I use the
Storyboard?*

Engagement and Interactivity

The Storyboard serves as the “blueprint” of the course and provides space for course developers to document their creative ideas for interactivity and engagement.

The Storyboard allows for the transformation of static slides into dynamic modules.



*But why should I use the
Storyboard?*

Revisions

As fields evolve, so do our courses. A clear storyboard makes the revision process much easier for all involved.



E-learning

Online education
electronically support
Web-based learning
virtual classroom or
digital collaboration

Breakout Session

Participants will be given their own storyboard and (a printed and/or digital example of a slide where they can add modification/suggestions for change.) At the end of this session we will take a look at one example of a finished product.



Activity: With the definition below, fill in the storyboard provided. Provide at least one on-screen, one audio, and one interaction.

Purpose of this activity: Plan a slide that will teach the user about the analysis phase of the ADDIE model.

Definition:

The analysis phase is where course objectives are established; it is also the phase where learning environments, and student's existing knowledge and skills are identified.

Activity

[Click to access
storyboard template](#)



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Comparison of Modules done with and without storyboarding



The analysis phase is where course objectives are established; it is also the phase where learning environments, and student's existing knowledge and skills are identified.

Here are some of the questions addressed during the **analysis** phase:

- Who is the audience and what are their characteristics?
- What behaviors or skills should students master by the end of the course?
- What type of learning constraints exist?
- What are the delivery options?
- What are the online pedagogical considerations?
- What is the timeline for project completion?

[Text]: Remain on screen; Left side of screen

- Establish
 - Goals
 - Objectives
- Identify
 - Learning environment
 - Students' existing knowledge and skills

Questions:

- Who is the audience and what are their characteristics?
- What behaviors or skills should students master by the end of the course?
- What type of learning constraints exist?
- What are the delivery options?
- What are the online pedagogical considerations?
- What is the timeline for project completion?

[Images]: Flash during specific reference; Right side of screen

- Learning Environment [Image of NYU Classes Screenshot, Google Apps, VoiceThread]
- Student's Existing knowledge (Prerequisites)
- Behaviors [Image of students creating apps, and blueprint creation]
- Learning Constraints: [Images of mobile devices, user schedule, computer access]
- Delivery options [NYU Stream, NYU Classes, WEBEX]

A

Storyboard



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**Video
Clip of
Finished
Product**



Faculty Feedback

“The “storyboarding” activity is helpful—in that instructors can picture their lecture in a “unit” or “module” format which mimics that of a classroom lecture at the onset of a class. I particularly am impressed with both the audio component that can be added and the visual component as well as the fact that I can embed links for students to accompany my discourse. The storyboarding template also allowed all of us—lecturer and technological experts—to be literarily on the same “page” so that we can all see the plan and format of the learning material.”

- Rachael Stark
Adjunct Professor - New York University



Faculty Feedback

“Our use of Google docs greatly helped the storyboarding activity, since Laura and I were able to have a conversation directly inline with the content. Any remaining To Dos were outlined in comments, and with the "marked as resolved" commenting feature, it was easy to go back in the document and see which items needed more work. I greatly appreciated Laura's organization and help keeping a constant pace throughout this process. Later on in the course development, we used Basecamp more often to communicate outstanding items, but as far as course outlining and planning went, working in Docs was very helpful.”

- Kevin Siwoff
Adjunct Professor - New York University



Faculty Feedback

“I found the storyboard concept immensely valuable. In attempting the exercise within a compressed timeframe it allowed a free flow of ideas between what I thought of doing and feedback on how well my approach would work especially since it was my first time working in that kind of environment. It was invaluable in helping me to organize my "story" and its contents in a manner that flowed consistently. It provided the opportunity for immediate feedback from the team and proved to be a great visual communication tool.”

- Dr. Vaughan Coleman,
Adjunct Professor - New York University
Director - NYC Department of Education



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Resources:

[12 Tips To Create Effective eLearning Storyboards](#)

[A Simple Guide to Creating Your First eLearning Storyboard](#)

[Instructional Design Essentials: Storyboarding - Lynda.com](#)

[Tools for Storyboarding Branched Scenarios in eLearning](#)





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Q & A





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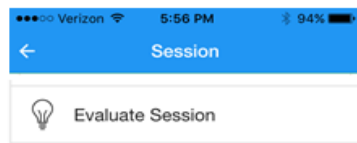
**THANK
YOU**

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Session Evaluations Contest



- **Download and open OLC Conferences mobile app**
- **Navigate to specific session to evaluate**
- **Click “Evaluate Session” at the bottom of session details screen**
- **Complete session evaluation***

Each session evaluation completed (limited to one per session) = one contest entry

Five (5) \$25 gift cards will be awarded to five (5) individuals

Must submit evals using the OLC Conferences mobile app or website

(As part of our "green" initiatives, OLC is no longer using paper forms for session evaluations.)

**Contact information required for contest entry but will not be shared with the presenters. Winners will be contacted post-conference.*