Digital Storytelling Student Experience Feedback Sheet

The purpose of this feedback sheet is to improve the provision of digital humanities skills in future years, and to assess whether/how digital storytelling might be implemented as a form of assessment. Comments and suggestions will be discussed at staff meetings, within IATL, and at other university meetings. All thoughts valued and appreciated!!

Please circle the appropriate number as follows:

5 = strongly agree   3 = no strong feelings   1 = strongly disagree

Did you find that digital storytelling enhanced your understanding of the module?

5	4	3	2	1
1	7	4	9	6

Has digital storytelling helped you in other modules?

5	4	3	2	1
	4	5	4	14

Did the experience improve your confidence with computers and digital technology?

5	4	3	2	1
2	6	9	6	4

1x N/A

Did the experience improve your understanding of image use and image copyright?

5	4	3	2	1
9	10	3	2	2

1x N/A

Did you find the experience improved your ability to work within a group?

5	4	3	2	1
1	7	13	3	3

Did the experience improve your academic self-confidence overall?

5	4	3	2	1
1	7	10	7	2

Would you like to see digital storytelling (created by individuals, not groups) as a form of assessment in the future?

5	4	3	2	1
4	5	6	3	9

One suggested format is that students can choose to submit a digital story (created individually) instead of an essay in second term. How would you rank this option?

5	4	3	2	1
6	(7)	5	3	6

Do you think that creating a digital story (alone, not in groups) would be equivalent to an essay?

5	4	3	2	1
2	5	6	2	(12)

What was the most challenging aspect of the experience?

See attached.

What was the most rewarding part of the experience?

See attached.

Further thoughts:

See attached.

Student Comments:

- N/A response for third and fourth question: it would have, however personally I had already done similar work and also knew about image use from other work I have done.
- In response to the question about digital storytelling as a form of assessment: 'Essential. As students another string to your bow is always useful'.
- In response to the question about equivalence to an essay: 'Time is about equal taking into account research and creation. However, important to have a clear framework explaining specific marking points'.

What was the most challenging aspect of the experience?

- Condensing information into a clear 2-3 minute story. It really makes you think about what is important!
- Conveying many ideas quickly and eloquently
- Finding a time when all members of the group could meet and share ideas.
- Finding the image that you wanted but that was available on copyright was challenging at times and often the image you had would need changing.
- Co-ordinating the members of the group and getting all members to contribute equally.
- Trying to get the group together to work and co-ordinate what each of us was doing.
- Modifying the sound for the video.
- Dealing with group members. Fairly poor software.
- Finding enough images to match the narration
- Using the technology
- Dealing with copyrights / creating an appropriate script.
- Getting to grips with the technology.
- The initial introduction to the software.
- Finding copyright images suitable to the video, resulted in some images being inappropriate.
- Condensing the material and creating the narrative.
- Finding time together to work as a group.
- Balancing it alongside my assessed work.
- It was quite time consuming, especially when we had other things to do (essays) ☺
- Working with other people.
- Finding images you could use.
- Working out how to use the software and finding relevant media that we were allowed by copyright to use.
- Working the application, finding time to convene as a group.
- Finding the time to get together as a group as we all have different timetables.
- Getting to grips with the software.

What was the most rewarding part of the experience?

- Having a finished video.
- Seeing creations of other groups
- Being able to watch the various digital stories
- Seeing the finished project was rewarding after all the work that went into it.
- Getting initial and developed ideas to the completed video.
- Putting each piece of the story together.
- Creating something that others may be interested in in the future.
- Nothing.

- Seeing it completed.
- Seeing it altogether at the end.
- Seeing the final result!
- Getting to do something different.
- Seeing the finished product.
- It was fun, a more enjoyable way of engaging with a topic whilst still learning a lot of information.
- The prizes.
- The Hellies were nice, fun end to the process and it was a nice change to the usual.
- Finishing it.
- - X
- The final video.
- Seeing the completed project.
- Seeing the final result.
- Watching it be played.
- Seeing the finished project as then it was over and submitted.
- Actually getting the experience in digital humanities.

Further thoughts:

- Fun and interesting but would be better in addition to a range of more traditional seminars.
- I don't feel as if this goes in-depth enough to match an essay. Most of the knowledge used for ours did not require much background research. It was really just a single case study.
- As a replacement for an essay the digital story would need to be a longer one or perhaps require two short ones to be made.
- Digital stories could be equivalent to an essay if the individual was determined to put in the effort to create them.
- I do not think this method should be equated to an essay. It is an examination of technological ability than a demonstration of knowledge on the module. Nowhere near the same amount of research or analysis is required. Those who have experience with the technology will excel, unfairly leaving behind those who have the knowledge but cannot present it in a fancy enough manner.
- The amount of research needed for a digital story is not as extensive as for an essay. The script can potentially be written using only a Wikipedia paper. I still think this was an interesting experience and students should be given the opportunity to do this.
- It should definitely be optional because technology is not for everyone so it would be unfair to make it mandatory.
- None really.
- The digital story is not equivalent to an essay, it is different. Different marking criteria would have to be provided.
- In the current form it does not r4eally go into enough depth or analysis to warrant it being a replacement for an essay, its pretty much just a description of event/person. Even if done individually I don't think it would take half the effort, thinking or research of an essay.
- *always individual;*. Would've done better and enjoyed it more if it was individual.
- It didn't enhance my understanding of the module; it was more of a hindrance/distraction than doing any good.
- I don't have any strong feelings on digital storytelling but may be useful to show computer skills.