

# Back to Basics

Facilitating Human Connection Through Digital Stories



Shivaani Selvaraj + Heather Hughes

Instructional Designers | Penn State University

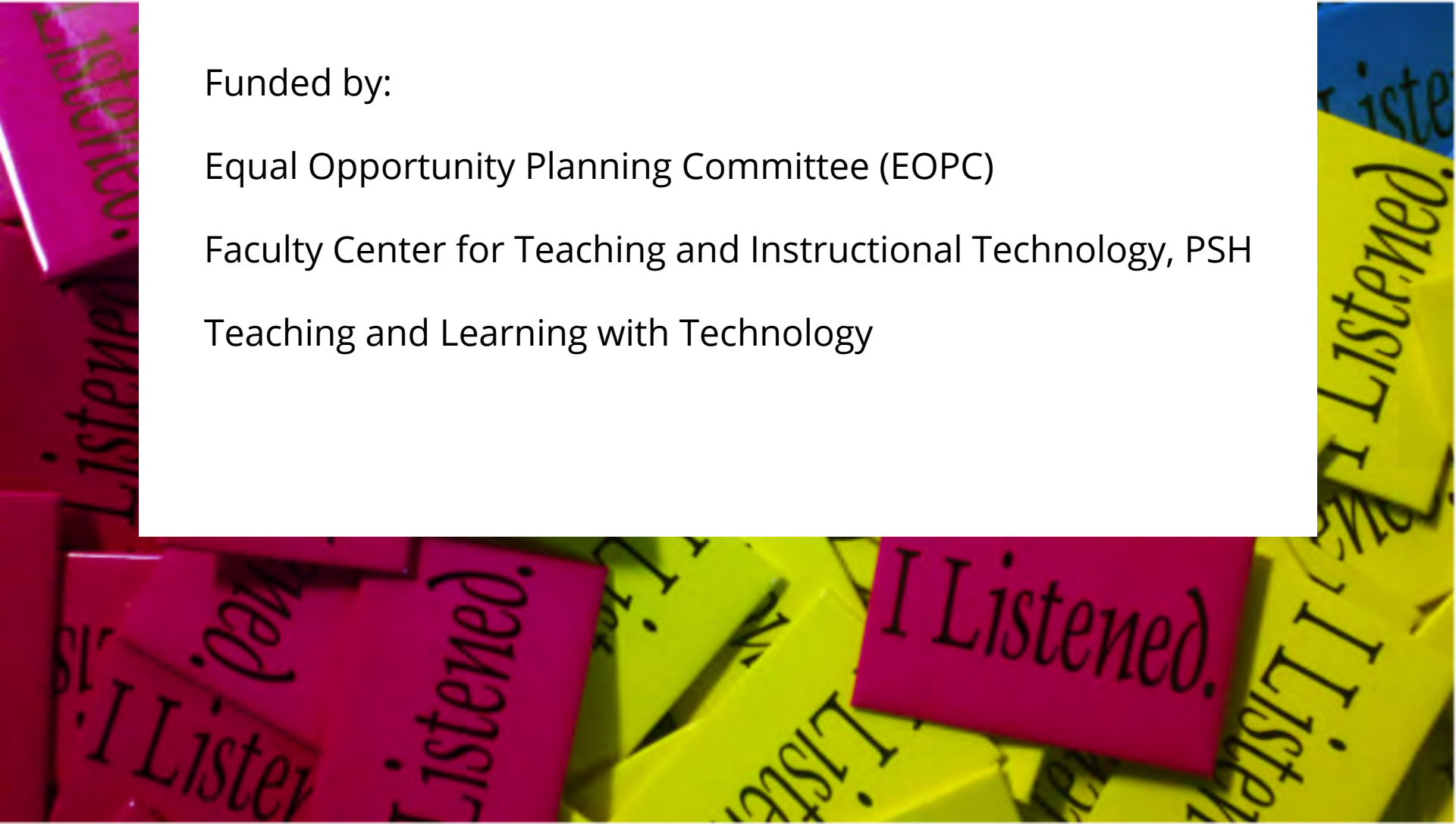
# World Wide Narratives

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# Background

PSH Diversity Climate Survey, 2009

Penn State Harrisburg: ***Progress in recruiting, enrolling, and retaining students and faculty of color from within and outside the United States.***

Survey reveals: ***Ongoing discomfort, disconnection, and concern about a voice on campus for racially, ethnically, and culturally diverse students and faculty***

Penn State's Framework to Foster Diversity: ***“Promote an atmosphere where differing strengths can be recognized and valued” such as “initiating training for diversity skill building among faculty, staff, and students.”***

# Goals

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**Focus** on untold/unnoticed stories of students, faculty, and staff from marginalized communities

**Facilitate** new cross-cultural exchanges

**Foster** deeper reflection on one’s own position in the world

**Open** new possibilities for generating dialogue, awareness, and empathy



**“listen deeply, carefully, and with complicated ears”**

- Madeline Fox (2008), *Telling Stories to Change the World*



# Project Cycle

1

**Plan**

2

**Gather** Equipment

3

**Recruit** Participants

4

**Host** a Kick-Off Session with Participants

5

**Direct** Participants to Get Started

6

**Maintain** Progress-Oriented Communication with Participants

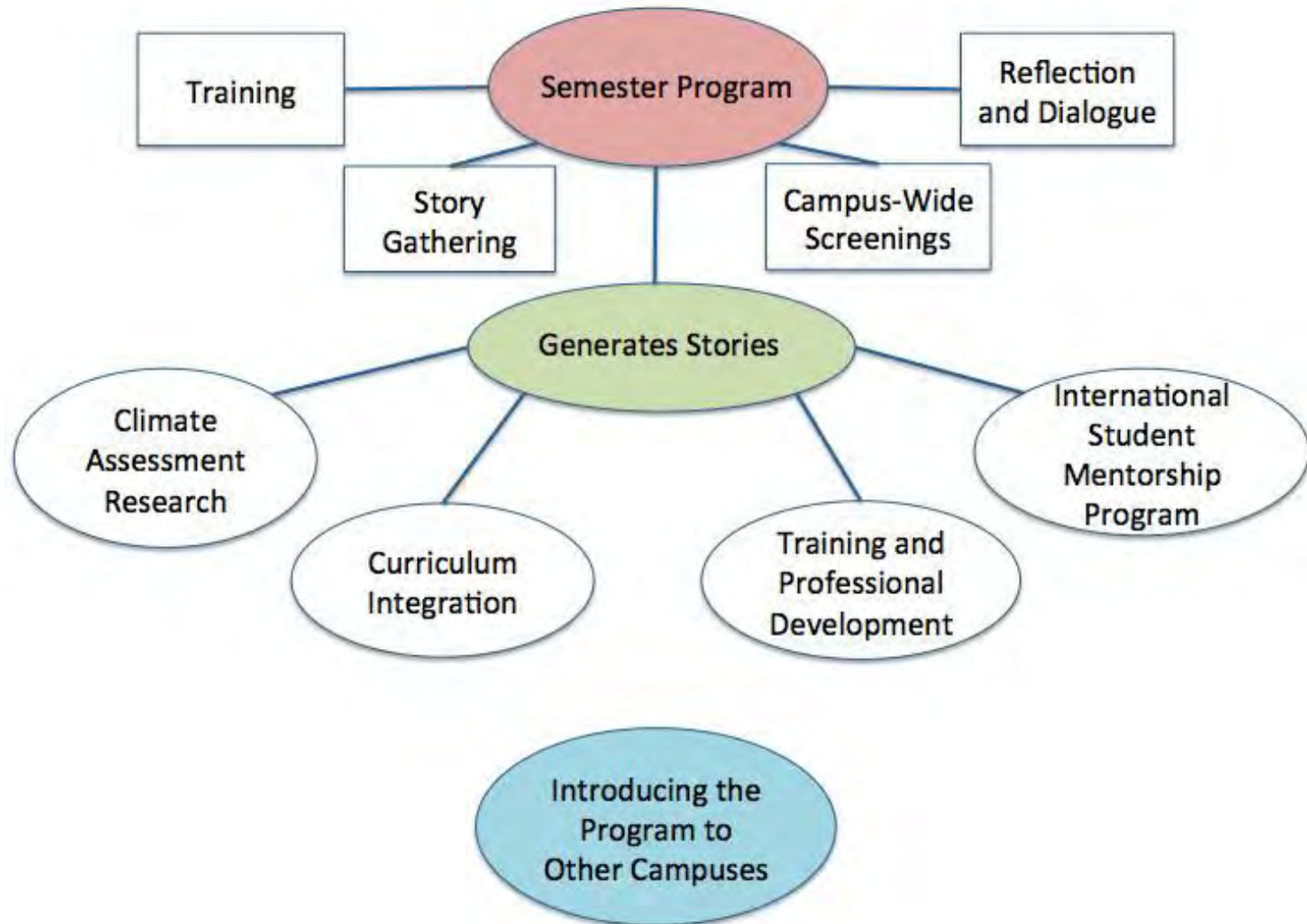
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**Facilitate** Screening Sessions

8

**Curate** the Collection of Participant Videos

# Project Map



# Quick Start Guide

## **Semester Prior to Desired Program Launch Date**

- Begin thinking about recruitment for next semester
- Create the program schedule for next semester
- Book rooms for next semester's Day of Listening, training, 2 participant screenings, 1 additional screening for participants/friends/supporters
- Get the Day of Listening listed with other FYS programs
- Schedule screenings with classes and clubs (MAEP, Community Psych & Communications faculty)
- Target a week before the Supporter screening to have some check-in meetings with students (in a format they request)
- Optional: design a banner, flyers, buttons to market the program

# Quick Start Guide

## Recruitment for the Semester

- Brainstorm faculty/staff who are in contact with students who are likely to be interested in WWN, given its mission and that it is a volunteer program (staff/faculty working with honors students, multicultural clubs, faculty who teach related topics and are likely to be supportive of WWN themselves- could be Communications, Sociology, Community Psychology). These staff and faculty can disseminate an email you draft and/or recommend specific students you can individually contact.
- Think specifically about a few faculty and staff who you want to participate in the program. We try to recruit participants that roughly represent the proportion of faculty, staff, grad and undergrad students on campus.
- If WWN has been implemented, think about anyone who might stand out who may be recruited- engaged audience members at screenings, people who were interviewed. Sometimes the semester's participants can help to recruit people they interviewed.
- Draft a recruitment email that can be tweaked for different audiences and disseminated through various channels.
- Create a recruitment flyer/handout to disseminate the first week of classes

# Quick Start Guide

## Preparation for the Training

- Write multiple emails informing participants about the dates, times, location, food to be provided, etc.
- Create a Project Schedule handout
- Decide when students must return iPod Touches and create a 1/2 sheet agreement that students must sign and return
- Create a sign-in form for basic contact info and other information that you want to collect
- If you or faculty/staff you are partnering with are conducting research, create the permissions, forms, surveys that you want participants to fill out
- Print media release forms for participants to fill out and return and take with them
- Print color coded sheets with 1) talking points to explain the project, 2) the prompt and talking points to prepare the storyteller, and 3) tips on what to do/not do
- Gather iPod Touches (or other mobile devices that you are providing) and create handouts for recording/uploading to YouTube
- Create an ANGEL group with all the handouts available
- Create a Facebook page for the campus program or directions for commenting in YouTube
- Recruit 1-2 others who will help to deliver the training

# Quick Start Guide

**The Training Itself (we usually spent 1.5 hours at noon, and another 1.5 hours at 4pm)**

Time should be allotted for:

Introductions and Project Overview

- Questions that came up after watching Getting Started Tutorial(s)
- IRB requirements, sign research and media consent forms, equipment sign out forms
- Watch a story (perhaps 1 that you or another facilitator recorded for training purposes)
- Distribute iPod Touches, hardware/YouTube Upload overview
- Questions, form pairs, and disperse for story exchange
- Story Exchange (approximately 10 minutes for each teller)
- Students should return devices before dispersing



# Quick Start Guide

**The Training Itself (we usually spent 1.5 hours at noon, and another 1.5 hours at 4pm)**

Time should be allotted for:

Afternoon session

- PIZZA
- Watch 2-3 stories that demonstrate specific points (audio/visual quality, whether the teller told a story, what are useful follow up questions to encourage the teller)
- Technology questions/issues, review of how-to's
- Debrief experience (group)
- Structured Reflection
- Moving forward: preparing to record additional stories and recruiting/preparing listeners. Discuss various strategies to approach people to ask them to tell a story.
- Remind them of when to return devices or give you the raw files for archiving purposes
- Final questions, important dates, times that you are available for them, thanks for participating

# Quick Start Guide

## Screenings

### #1 (Participants)

- Should take place in the week following the training. If possible it would be good to schedule two screenings to accommodate schedules (one during the day, one in the evening)
- Screen ~10 of the participants' stories
- The purpose of this screening is to create a sense of connection among this group of participants- see themselves as change agents.
- Allow time for participants to discuss more in depth what attracted them to the program
- Allow time for discussion about the content in the stories, the process for recording the stories, etc.
- Provide snacks or pizza

# Quick Start Guide

## Screenings

#2 (Friends, family, allies, storytellers)

- Should take place a month and a half after the training when many stories have been recorded.
- Curate a screening of 9-10 stories grouped into three's
- Facilitate a reflection exercise with index cards after each group of three stories
- After the screening, facilitate an open discussion about the program to get feedback (Take notes)
- Schedule during lunch or dinner time and provide a catered lunch.

# Quick Start Guide

## Screenings

#3 (Campus-wide, FYS students)

- Should take place towards the end of the semester. We choose the last possible date for FYS programs. This ensures a critical mass of students and the opportunity to preach to the non-choir.
- Schedule for 5 hours
- Create a handout about the program
- Show 5 curated 50 minute long screenings
- Ask audience members to write anonymous reflections on sticky notes
- Create a “Wall of Listening” where audience members can stick their reflections
- Provide pizza

# Stories

1. **Vince** (4:16)- <https://www.youtube.com/watch?v=UZY7V0BT-88>
2. **Xihan** (3:57)- <http://www.youtube.com/watch?v=IUPJJRPQzao>
3. **Tierra** (3:49)- [https://www.youtube.com/watch?v=f\\_Z8i-ZggOA](https://www.youtube.com/watch?v=f_Z8i-ZggOA)
4. **Boris** (5:15)- <https://www.youtube.com/watch?v=bPjfk20xsHU>

# Reference

Selvaraj, S., & Hughes, H. (2013). *Back to basics: Facilitating human connection through digital stories* [Google presentation]. Retrieved from [https://docs.google.com/presentation/d/1eIDprtOkGBF\\_uVAdVvrVUhwMhDGG1\\_gIQjhuw--Bcao/edit?usp=sharing](https://docs.google.com/presentation/d/1eIDprtOkGBF_uVAdVvrVUhwMhDGG1_gIQjhuw--Bcao/edit?usp=sharing)

# Project Developers

Shivaani Selvaraj

Penn State Harrisburg Faculty Center for Teaching and  
Instructional Technology

<http://hbg.psu.edu/facultycenter/>

Heather Hughes

Teaching and Learning with Technology at Penn State

<http://tlt.its.psu.edu/>