Digitalis

Enterprise Project – Case Study in the Use of Digital Storytelling for Reflection

PECI3107: Enterprise Project is an optional level 3 module available for all undergraduate programmes in the School of Performance and Cultural Industries.   The objective of the module is: *To develop, practice and demonstrate skills of creative enterprise in the context of a problem-solving scenario*. The module combines theoretical approaches to entrepreneurial skill and knowledge development with application to a specific individually negotiated situation in which students develop an entrepreneurial solution to an identified problem or opportunity.

The module enables students to develop knowledge of entrepreneurship as it applies within the cultural and creative domains, including, for example notions of intrapreneurship, and its application to possible contexts beyond. The relevant context for this module is normally outside the School and may be outside the University. Working with the tutor, students will identify a context within which they will have the opportunity to practice their entrepreneurial skills and apply their entrepreneurial knowledge. Examples might include managing and marketing creative events, developing creative projects for in community and educational contexts and using creative/performance skills and understanding to meet needs of external partners.

The module is assessed via written project proposal (20%), project report (30%), and oral presentation (50%).

Digital Reflection

During 2011/2012, students were invited to use digital reflection as a way of documenting and evidencing their learning from the project. They could use video, audio or stills to capture work-in-progress, which they could reflect upon and narrate over later to produce digital story videos. They could then use these in their assessed group presentations and on their blog progress updates.

In their presentations, students were encouraged to show evidence of their learning, referring to this extract from the module handbook:

Assessment evidence and criteria: You should begin to document your learning and planning process right away, using images (photos and videos), sound recordings, a reflective log, diary, etc., as individuals and as teams. You will be required in all assignments to evidence your learning through these techniques of documentation and reflection. You can choose the medium and mix media as you wish

Benefits of digital reflection

- Gathering documentation as you go along gives you material to use in your presentation
- Documenting and presenting your learning in this way may suit your preferences and skill sets, rather than relying solely on writing and stand-up presentation skills.
- You could create your own website and show your video on this to share your work.
- You will develop your digital skills, useful for employability.
- You may also wish to use your digital stories as part of an e-portfolio or online CV.

Support available

- Students received two sessions delivered by the Digitalis Project Assistant, including a presentation on digital reflection (similar to this one - http://www.digitalis.leeds.ac.uk/resources/resources-new-page/digital-storytelling/using-digital-stories-to-reflect-upon-and-present-your-learning/) and the location of training resources and video tutorials.
- Resources on VLE: http://www.digitalis.leeds.ac.uk/resources/bespoke-resources/enterprise-project-video-and-digital-story-resources/
- Equipment was made available to borrow, including PC microphones and flip cameras

General observations

Ways in which video was used in the final presentations:-
- Photostory of stills with narration of their learning, and 'theory' quotes overlaid in text
- Video of pupil feedback which was then referred to in presentation
- Video of pupils dancing in a school as introduction to the presentation
- Video of feedback from an external partner as part of reflection section of presentation
- Montage of films (from Film Festival) used in introduction to presentation
- Video of an external collaborator reflecting on what he'd got out of the collaboration
- Video of panel of judges discussing the value of film festivals
- Photostory used to show stills from the process with music overlaid (but no reflection)
- Slideshow of stills playing, whilst the group spoke over it in their presentation, summing up their project and their learning
- Images shown included screen shots of posters, facebook pages, and photos

One student (James Millington) had developed his entire presentation as a digital story which he'd created using iMovie (which he already knew how to use). James introduced his video by saying that he had been excited about the opportunity to document his progress digitally, and to do the whole presentation on video. He said this suited his way of working, as he had digital skills but didn't particularly like standing up and presenting. The digital documentation option gave him a way of delivering on the assessment criteria by playing to his strengths. He said the most important learning for him was during the process of creating the digital story, which gave him an idea for a new venture. When asked how the process of digital reflection contributed to his learning, he said that he noticed things when he watched the footage again, and it helped him to remember things. It also enabled him to see his events from a different perspective, depending on the point of view he was recording footage from. As evidence of his project development and learning for assessment purposes, it was very effective.

This was his digital story:-

'Submerged Presents' by James Millington (Music mixed by Laska and Joust http://soundcloud.com/laska-joust)