

Assessment 2: A College-level Course Proposal Incorporating Global Issues:
Digital Storytelling Across Cultures

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1. **Abbreviated Course Title:** Digital Storytelling Across Cultures
2. **Full Course Title:** Comparison of Chinese and American Culture, Society, Economy, Geography, and Educational Practices through Digital Storytelling
3. **Credits:** 1 credit course, 1 week (5 days)
4. **Course Components:** This class platform is online. Students will use Blackboard discussion boards; access the NJCU library, a virtual tour of the NJCU campus and classroom. The technology capstone project will include online video, multimedia presentations, readings, and interactive multimedia projects.
5. **Course Level:** 300 level course will be taught at the Confucius Institute in China.
6. **Catalog Description:** This course will explore influences on identity through the examination of Chinese and American cultures. Students will be partnered with a peer to work with as they examine the cultural, educational, economic geography, political and religious traits of each country. Students will synthesize their learning into a digital story.
7. **Course Prerequisites:** Technology 101, Global Sociology 205
8. **Rationale:** The value proposition for offering this new course is that two institutional initiatives will be supported. First, the course's online delivery mode and globally-focused content are consistent with the NJCU College of Education's direction for its distance learning education programs. Built into the course are innovative, class activities requiring students to more deeply collaborate in virtual and digital environments. Also, the course's collaboration between U.S. and Chinese students serves as a week-long exercise to help students develop in-demand, 21st century skills (such as, global awareness, multicultural literacy, ICT literacy, facility in using virtual workspaces, etc.). Second, Digital Storytelling Across Cultures contributes to NJCU's ongoing efforts to create engaging and sustainable programming abroad and with other institutions. Digital storytelling has the potential to transcend language barriers through its visualizations and imagery, allowing for cross-cultural communication. The new course also supports existing, internationalized educational efforts at NJCU. For example, since 2015, in concert NJCU and the Confucius Institute support and build intercultural communication by facilitating opportunities for students in both countries to learn about the other's traditions and culture.

9. **Student Learning Outcomes:** By the end of this course students will be able to:
- Compare/Contrast Chinese and American Cultural connections
 - Design and generate a concisely written digital story to relate American and Chinese global relations expressing findings of the research
 - Give examples of similarities and differences between American and Chinese Culture, Society, Economy, Geography, and Educational Practices
 - Explore similarities and differences between Chinese and American political and religious ideology
 - Prepare online questions, related to research that explore what influences identity in each culture
 - Explain how geography affects the economy within different regions
 - Demonstrate how cultural and historical influences affect identity

10. Instructional Procedures:

- Required reading assignments
- Online video lectures
- Daily posts and interaction on discussion board
- Watch (and respond to question related to) videos
- Online collaboration between groups
- Creation of interview questions for group
- *Group (2 or 3 students) presentation of Digital Story “book” using innovative technology

11. Course Content:

Week	Topics	Readings/ Assessments	SLO
Before Day 1	Preparation for the weeklong course: <ul style="list-style-type: none"> ● Review Resources ● Post introduction to Discussion Board ● Connect with assigned peer 	-Review Country Watch Database profiles of China and the United States :(Access the CountryWatch Database via the NJCU Library Website) -Review Reading List of Articles and eBooks -View Common Craft YouTube Video: Digital Storytelling in Plain English -Review Blog	a,d,4,5

		-View Application of Digital Storytelling	
Day 1	Video Lecture: Overview American & Chinese: <ul style="list-style-type: none"> ● Economic geography ● Education ● Culture ● Political/religious 	*Post First Discussion Board: (View other posts after posting) -Prepare to discuss the CountryWatch Database statistics -Open Forum of questions about United States education, culture, society, etc. Assignment 1: Create a visual or infographic to highlight cultural similarities and differences Assessment 1: Prepare 10 interview questions related to readings, videos and discussions	a, d, 3, 6 a,c,d,g,5 c,d,
		*Assessment 3 Explore final project format: Flipboard, Book Creator, Prezi, Google Slides, Layar, ThingLink, interactive website or other multimedia project (easily shared on any platform)	b,5
Day 2	Video lecture: How does geography affect economics within a country	-Post (& submit) visual and respond to peer visualizations -Practice using ProQuest Central Database for articles related to the video lecture -Post and submit student questions and respond online to questions via Blackboard	a,c,e,5,6
		Assessment 2: Create an interactive map of the US and China indicating important economic geography and the influence of each region	c,e,f,g,1,4,5
Day 3	Video lecture: Compare and Contrast of the Educational	-Respond to post related to video lecture -Experiment with one or as many	a,c,f,g,1,4

	Systems between the US and China Tech tools discovery	of the digital storytelling applications. -Apply information from the infographic, ebook or highlight your journey as a student. Assignment 2: Share your visuals /samples or “drafts”	
Day 4	Video lecture: Cultural and historical influences vs Political/Religious views	-Respond to post related to video lecture -Storyboard and story	a-g,1,2,3,5
Day 5	Share completed projects (Submit and Post) Course Evaluation Peer Assessment	Assessment 3: Digital Storytelling - Weaving Together Global Issues	a-g,5

12. **Undergraduate General Education:** Approval is sought for a *Digital Storytelling Across Cultures* to be approved as a General Education course as a) a Tier 2 course which continues to develop and reinforce skills in at least two of the University-wide student learning goals. b) This course will focus on more in-depth work in the (1) creative process and production, (4) social and historical perspectives. c) This course will be offered through the technology(TECH) and sociology(SOC) departments. *Digital Storytelling Across Cultures* will require a Signature Assignment that facilitates assessment of at least two learning goals.

13. **Graduate Course Status:** None

14. **Degree Requirements:** None

15. **Specialized Accreditation, Certification, and Licensure:** None

16. **Assessment/Evaluation of Student Outcomes and Determining Student Grades:**
Course Assessment:

Assessment	% of Grade	SLO
Assessment 1- Interview Questions (10) Day 1	20%	a,e
Assessment 2- Interactive Map - Economic Geography (day 2)	25%	a,b,f
*Assessment 3- Digital Storytelling - Weaving Together Global	35%	b,c,g

Issues and supporting bibliography (day 5)		
Assessment 4 -Class Participation (including Assignments 1-3)	20%	a,b,c,d, e,f,g

Assessment 1- Students create a 10 question interview

Assessment 2- Interactive Map-Economic Geography

Assessment 3-Students will create a multimedia presentation in the form of a digital story with a supporting bibliography. The story should encompass reflections from the reading and discussions on a global issue focused on in this course. Describe the cultural, political, social, religious, and historical issues in correlation with Chinese and US relations.

Assessment 4- Class Participation and Assignments 1-3

For each discussion board topic you must post and reply a minimum of 3 times—one initial post and at least two replies to your classmates.

0 points—no initial post, no responses OR post and replies that are off topic.

1 point—brief or no initial post, and replies

2 points—initial post and replies, done over one day and do not adhere to specific topic and directions well.

3 points-- post and replies that adhere to the specific topic and directions, two or more replies that address the points of the other posts, all done on same day.

4 points-- post and replies that do not adhere to the specific topic and directions, two or more replies that address the points of the other posts, all done over two different days.

5 points—post and replies that adhere to the specific topic and directions, two or more replies that address the points of the other posts, all done over two different days.

17. Bibliography (APA):

A. Required Textbook:

Lustig, M. W., & Koester, J. (2017). *Intercultural competence: Interpersonal communication across cultures*. New York, NY: Pearson.

Class Preparation:

Country Watch Database profiles of China and the United States:

Access the CountryWatch Database via the NJCU Library Website:

<http://draweb.njcu.edu:2048/login?url=http://www.countrywatch.com/ip/default.aspx>

[t.aspx](#)

Common Craft YouTube Video: Digital Storytelling in Plain English

<https://youtu.be/zP6CeGLPuOY>

Blog:

<http://www.schrockguide.net/digital-storytelling.html>

Application of Digital Storytelling

<https://www.peaceworkstravel.com/student-travel-programs/digital-storytelling/>

Tools and Apps

- ThingLink
- Flipboard
- BookCreator

B. Supporting Bibliography:

Print Books *NJCU Library Holding

*Bayor, R. H. (2011). *Multicultural America: An encyclopedia of the newest Americans*. Santa Barbara, CA: Greenwood.

*Dresser, N. (2005). *Multicultural manners: Essential rules of etiquette for the 21st Century*. Hoboken, N.J: John Wiley & Sons.

*Fischer, C. S. (2010). *Made in America: A social history of American culture and Character*. Chicago, IL: The University of Chicago Press.

Hartley, J., & McWilliam, K. (2009). *Story circle: Digital storytelling around the World*. Chichester, England: Wiley-Blackwell.

Kurtzberg, T. R. (2014). *Virtual teams: Mastering communication and collaboration in the digital age*. Santa Barbara, CA: Praeger, an imprint of ABC-CLIO, LLC.

Moe, M. (2017). *The global Silicon Valley handbook: The official entrepreneur's guide to the hottest startup scenes from around the globe*. New York, NY: Grand Central Publishing, Hachette Group.

* Shearer, B. F. (2008). *Culture and customs of the United States*. Westport, CT: Greenwood Press.

EBooks available via NJCU eBook Academic Collection Database

Bryan, W. V. (2014). *Multicultural aspects of human behavior: A guide to understanding human cultural development*. Springfield, IL: Charles C. Thomas.

Crothers, L. (2013). *Globalization and American popular culture*. Lanham, MD: Rowman & Littlefield Publishers.

Curtis, T. (2014). *Science, technology, engineering, and mathematics education: Trends and alignment with workforce needs*. New York, NY: Nova Science Publishers, Inc.

Dai, X., & Chen, G. (2014). *Intercultural communication competence: Conceptualization and its development in cultural contexts and interactions* (1st ed.). Newcastle-upon-Tyne: Cambridge Scholars Publishing.

Fishwick, M. W. (2014). *Popular culture in a new age*. New York, NY: Routledge.

Frazel, M. (2010). *Digital storytelling guide for educators*. Eugene, OR: International Society for Technology in Education [ISTE].

Gronstedt, A., & Ramos, M. (2014). *Learning through transmedia storytelling*.

- Alexandria, VA: American Society for Training & Development.
- Hoffmann, F., Manning, M. J., & Rielly, E. J. (2014). *Baseball and American culture: Across the diamond*. Hoboken, NJ: Routledge.
- Huang, J. (2013). *East meets west: Chinese ESL students in North American higher education*. New York, NY: Nova Science Publishers, Inc.
- Ingemark, C. A. (2013). *Therapeutic uses of storytelling: An interdisciplinary approach to narration as therapy*. Lund, Sweden: Nordic Academic Press.
- Joshee, R., & Johnson, L. (2007). *Multicultural education policies in Canada and the United States*: University of British Columbia Press.
- Labov, J. B., Olson, S., & National Research Council. (2014). *STEM Learning is everywhere: summary of a convocation on building learning systems*. Washington, D.C.: National Academies Press.
- Ma, W., & Wang, C. (2014). *Literacy, language and learning: Learner's privilege and responsibility: A critical examination of the experiences and perspectives of Learners from Chinese backgrounds in the United States*: Information Age Publishing.
- Martin, J. R. (2011). *Create documentary films, videos, and multimedia: A comprehensive guide to using documentary storytelling techniques for film, video, the Internet and digital media projects*. Orlando, FL: Real Deal Press.
- Rhoads, E. J. M. (2011). *Stepping forth into the world: The Chinese educational mission to the United States, 1872-81* (1st ed.). Hong Kong: Hong Kong University Press.

Spaulding, A. E. (2011). *The art of storytelling: Telling truths through telling stories*. Lanham, MD: Scarecrow Press.

Suárez-Orozco, C., Suárez-Orozco, M. M., & Todorova, I. (2010). *Learning a new land: Immigrant students in American society* (1st Harvard Univ. Press paperback ed.). Cambridge, MA: Belknap Press of Harvard University Press.

Walker, W. S. (2013). *A living exhibition: The Smithsonian and the transformation of The universal museum*. Amherst, MA: University of Massachusetts Press.

Wankel, L. A., Blessinger, P., & Wankel, C. (2013). *Increasing student engagement and retention using multimedia technologies: Video annotation, multimedia Applications, videoconferencing and transmedia storytelling*. Bradford, England: Emerald Group Publishing Limited.

Yook, E. L. (2013). *Culture Shock for Asians in U.S. academia: Breaking the model Minority myth*. Lanham, MD: Lexington Books.

Journal Articles (all retrieved from the NJCU databases)

Brushwood Rose, C., & Granger, C. A. (2013). Unexpected self-expression and the limits of narrative inquiry: exploring unconscious dynamics in a community-based digital storytelling workshop. *International Journal of Qualitative Studies in Education (QSE)*, 26(2), 216-237.

Ceja Alcalá, J., Austin, M., Granroth, M., & Hewitt, B. (2016). Online inclusive pedagogy: A call-and-response dialogue on digital storytelling. *Education for Information*, 32(1), 71-85.

Cho, J., & Lee, S. (2016). International students' proactive behaviors in the United

- States: Effects of information-seeking behaviors on school life. *Journal of College Student Development*, 57(5), 590.
- Duranti, C. M., & Carvalho de Almeida, F. (2012). Is more technology better for communication in international virtual teams? *International Journal of e-Collaboration (IJeC)*, 8(1), 36-52.
- Garcia, A. (2017). Transmedia: Redefining where and how stories are told. *Journal of Adolescent & Adult Literacy*, 60(6), 715-717.
- Huff, D. (2017). Telling the story of America: Digital storytelling projects in American literature. *English Journal*, 106(3), 32-37.
- Johnson, L., & Kendrick, M. (2017). 'Impossible Is Nothing': Expressing difficult knowledge through digital storytelling. *Journal of Adolescent & Adult Literacy*, 60(6), 667-675.
- Kang, M., & Bruna, K. R. (2013). University ESL learners cross-cultural transitions through web-based project work. *I-Manager's Journal of Educational Technology*, 10(1), 22.
- Kieler, L. (2010). A Reflection: Trials in using digital storytelling effectively with the gifted. *Gifted Child Today*, 33(3), 48-52.
- Kobayashi, M. (2012). A digital storytelling project in a multicultural education class for pre-service teachers. *Journal of Education for Teaching*, 38(2), 215-219.
- Lee, L. (2011). Blogging: Promoting learner autonomy and intercultural competence through study abroad. *Language Learning & Technology*, 15(3), 87.
- Lewis Ellison, T. (2017). Digital participation, agency, and choice: An African

- American youth's digital storytelling about Minecraft. *Journal of Adolescent & Adult Literacy*, 61(1), 25-35.
- Pappamihel, N. E., & Knight, J. H. (2016). Using digital storytelling as a language experience approach activity: Integrating English language learners into a museum field trip. *Childhood Education*, 92(4), 276-280.
- Robin, B. R. (2008). Digital Storytelling: A powerful technology tool for the 21st century classroom. *Theory into Practice*, 47(3), 220-228.
- Sandars, J., Murray, C., & Pellow, A. (2008). Twelve tips for using digital storytelling to promote reflective learning by medical students. *Medical Teacher*, 30(8), 774-777.
- Sheng Kuan, C. (2007). Art education technology: digital storytelling. *Art Education*, 60(2), 17-22.
- Sylvester, R., & Greenidge, W. (2009). Digital storytelling: Extending the potential for struggling writers. *Reading Teacher*, 63(4), 384-395.
- Thompson, L. W., Bagby, J. H., Sulak, T. N., Sheets, J., & Trepinski, T. M. (2017). The cultural elements of academic honesty. *Journal of International Students*, 7(1), 136.
- Yakunina, E. S., Weigold, I. K., Weigold, A., Hercegovac, S., & Elsayed, N. (2013). International students' personal and multicultural strengths: Reducing acculturative stress and promoting adjustment. *Journal of Counseling and Development*, 91(2), 216-223.

C. Relevant Periodical Sources:

- *International Journal of e-Collaboration*
- *Journal of College Student Development*
- *Journal of International Students*
- *Perspectives on Global Development and Technology*
- *Theory into Practice*

D. Relevant Online Materials:

EducationPlanner.org:

<http://www.educationplanner.org/students/self-assessments/index.shtml>

NJCU Bloom's Classification Scheme for questions. (adapted). New Jersey City University. (n.d.). Retrieved from

http://www.njcu.edu/sites/default/files/bloomtaxonomy_cas.pdf

NJCU New Jersey LibGuide:

<http://njcu.libguides.com/newjersey>

NJCU Library Resources and Tutorials:

<http://www.njcu.edu/guarini/Home.htm>

NJCU Library Tutorial (Chinese)

<https://youtu.be/b2J2MPVebMQ>

NJCU Virtual Tour:

<http://www.youvisit.com/njcu?pl=v>

NJCU Metro Area

<http://www.njcu.edu/metro-area>

US Higher Education: A "Local" Introduction:

<https://owl.english.purdue.edu/owl/resource/684/01/>

U.S. Higher Education Glossary

<https://www.usnews.com/education/best-colleges/articles/2011/08/15/us-higher-education-glossary>

Most difficult problems for Chinese students in American Universities

(Written by a Chinese student at Ohio State University)

<https://u.osu.edu/zhang.4921/most-difficult-problems-for-chinese-students-getting-a-higher-education-in-american-universities/>

Visit NJ.com

<http://www.visitnj.org/>

General Information about U.S. Customs and Culture

[Learn About the United States of America](#)

<https://www.usa.gov/about-the-us>

[Fast Facts: United States Census Bureau](#)

https://www.census.gov/history/www/through_the_decades/fast_facts/

U.S. Culture

<http://isso.ucsf.edu/resources/living-in-the-us/us-culture>

USA - Language, Culture, Customs and Etiquette

(From a UK company)

<http://www.kwintessential.co.uk/resources/guides/guide-to-the-usa-etiquette-customsculture-business/>

[Countries and their Cultures: United States of America](#)

An overview of American history, geography and culture.

E. Relevant Audiovisual Materials:

YouTube:

International Students about America

<https://youtu.be/OO1ecjEcrA>

Living in the U.S. - Formal Classroom Culture

<https://youtu.be/JzHEtFDBoks>

18. **Budget:** N/A department's current budget will be sufficient

Assessment #3---Digital Storytelling

CATEGORY	4	3	2	1	Subtotal
Point of View - Purpose	-Establishes purpose and maintains a clear focus throughout.	-Establishes a purpose and maintains for most.	-Few lapses in focus, but the purpose is fairly clear.	-Difficult to figure out the purpose.	
Voice - Pacing (rhythm and voice punctuation)	-Fits the storyline and helps the audience really "get into" the story.	-Occasionally speaks too fast or too slowly for the story line. Pace is engaging.	-Tries but pacing does not fit the story line. Audience not consistently engaged.	-No attempt to match the pace of the storytelling to the storyline or audience.	
Images	-Images create a distinct atmosphere or tone that matches different parts of the story. -Images may communicate symbolism and/or metaphors.	-Images create an atmosphere or tone that matches some parts of the story. -Images may communicate symbolism and/or metaphors.	-An attempt was made to use images to create an atmosphere/ tone but it needed more work. -Image choice is logical.	-Little or no attempt to use images to create an appropriate atmosphere/ tone.	
Story	-Told with exactly the right amount of detail throughout. -Does not seem too short nor too long.	Composition is typically good. -Seems to drag, needs slightly more detail in 1 or 2 sections.	-Needs more editing. -Noticeably too long or too short in more than 1 section.	-Needs extensive editing. -It too long or too short to be interesting.	
Grammar	-Grammar and usage were correct and contributed to clarity, style and character development.	-Grammar and usage were typically correct and errors did not detract from the story.	-Grammar and usage were typically correct but errors detracted from story.	-Repeated errors in grammar and usage distracted greatly from the story.	

Final Score:

Digital Storytelling Rubric adapted from: Spartanburg Community College. (n.d.). UMass Digital Storytelling Rubric. Retrieved from

<https://lor1.sccsc.edu/lr/classroom-models/digital-storytelling/digital-story-rubrics/>

Student Assessment Rubric

	Excellent	Average	Unacceptable
Research	<ul style="list-style-type: none"> -Effectively selects and cites appropriate external sources such as journals, books, newspapers, and Websites. -Develops and presents material with a thorough understanding of the data gathered. -Presents data in a clear and insightful manner. 	<ul style="list-style-type: none"> -References appropriate material from external sources most of the time. -Presents data and charts with an elementary level of understanding. 	<ul style="list-style-type: none"> -Outside resources are not well-organized, well-developed, or logical. -Contains lengthy or inappropriate citations. -Contains limited or poor use of outside resources. -Demonstrates poor decision-making about integrating external sources.
Content	<ul style="list-style-type: none"> -Meets the all of the criteria of the assignment. -Develops and presents material with a thorough understanding of the topic. -Contains well-chosen supporting evidence that is accurate, balanced, and varied. -Includes an original and compelling synthesis of the materials. -Contains a concise and appropriate level of detail. -Contains fully developed, valid conclusions. 	<ul style="list-style-type: none"> -Meets most of the criteria of the assignment. -Presents material at an elementary level of understanding. -Addresses the main points in a basic or cursory way. -Contains conclusions that somewhat support the assignment. 	<ul style="list-style-type: none"> -Meets some of the criteria of the assignment. -Lacks organization. -Lacks focus on the required elements of the project. -Does not integrate external sources. -Does not present valid conclusions. -Contains conclusions that do not support the assignment.

Writing and Mechanics	-Is well organized and demonstrates a compelling use of standard English. -Contains few to no grammar, spelling, and punctuation errors.	-Demonstrates a clear and effective use of standard English with occasional errors.	-Contains repeated errors in grammar, punctuation, usage and/or is not effectively organized.
Presentation	-Follows APA Guidelines and the Dept <i>Style Guide</i> all or almost all of the time.	-Generally follows APA Guidelines and the Dept. <i>Style Guide</i> .	-Inconsistently follows APA Guidelines and the Dept. <i>Style Guide</i> .

Student Assessment Rubric adapted from: NJCU

NJCU Academic Integrity Policy: Please be sure to review the University's Academic Integrity Policy, which can be found at:

http://njcu.edu/sites/default/files/academic_integrity_policy_final_2-04.pdf

Turn-It-In Statement: Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site. For further information about Turnitin, please visit www.turnitin.com.

Office of Specialized Services Syllabus Statement: If there is any student in this class who requires accommodations because of a diagnosed disability, please contact the Office of Specialized Services at 201-200-2091.