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Totally Online Digital Storytelling: A Workshop Developed By and For Grad Students

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Totally Online Digital Storytelling: A Workshop Developed by and for Grad Students

Erika Bailey, Gabi Dahlin, Dovi Patiño, Elliott Stevens, Perry Yee



Names & pronouns

Gabi starts introductions

The World's Fastest Workshop Planning

This is for a totally online, three week workshop

- > What is it?**
- > Who is it for?**
- > Why are you offering it?**

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Students- Icebreaker (10 min):

ERIKA: One of the activities we ask students to do is a totally-online workshop

DOVI: If you had to create a totally-online, 3-week workshop, what would it be about, who would it be for, and why would you be hosting it?

- Think about the prompt and answer the questions (1 min)
- Turn to someone next and each take a minute to you share your idea (2 min)

GABI: Group share-out: how did this feel? Did any interesting ideas come from this activity (4 min) - Gabi

Storytelling Fellows: Digital Storytelling

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PERRY

So you just brainstormed a three week, completely online workshop. You defined it, identified an audience for it, and provided the value you bring to the workshop as a host, facilitator, or contributor.

In a lot of ways, this is exactly what we did at the UW Libraries. We identified a need, brainstormed, defined, targeted an audience, and described the value that we brought to the table. And after we did all these things, we landed on Storytelling Fellows, a workshop for graduate students that focused on professional skill building in the form of digital storytelling.

is...



- > **A free, totally online, three week workshop**
- > **For graduate students (an underserved group)**
- > **Interdisciplinary**
- > **Useful for communicating research, the classroom, the job market**

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PERRY

This was the first iteration of our workshop and the idea was initially conceived over two years ago. Now there are many, many definitions of digital storytelling. For this workshop, we decided to focus on digital storytelling as creating narratives through video. The workshop originated as a collaboration between the team that I work on along with Dovi called the Libraries Instructional Design Team, or LibID - along with the team over at the Research Commons - this is where Elliott, Erika and Gabi come into the fold.

The Research Commons does amazing work and one event that they hold quarterly is called Scholars' Studio, a fun and informal event featuring up to 10 rapid-fire lightning talk presentations from graduate students and postdocs. The event always focuses on an interdisciplinary team and these students are able to share research informally, learn from other researchers, and make connections across departments. What a novel idea, right?

A lot of the benefits of Scholars' Studio are needs that were identified by LibID when we reached out to our students who are primarily in fee-based programs. Assessment revealed a lack of connection to the University and to peers outside of their programs. Fee-based students are rarely offered opportunities to work with interdisciplinary programs.

LibID knew that we could partner with the Research Commons to provide similar opportunities to underserved groups, namely graduate students and focus efforts on building out a similar type of platform for students in fee-based programs. But our students are often professional, full-time employed students who are unable to access Libraries

during normal working hours when we're fully staffed AND when events are typically held.

Based on previous models of online workshops offered through LibID, we decided to create a free, totally online three week workshop consisting of small cohorts of 10-20 students. Our audience was graduate students, primarily those in fee-based programs. It would focus on many of the same reasons that students participate in Scholars' Studio - to better communicate their research to interdisciplinary audiences.

However, by focusing on digital storytelling as a tool to deliver that message we were able to frame this as a professional development opportunity to bring narrative storytelling and research communication skills to these students while providing similar presentation-based experiences to an audience that may not have the time nor be in the same location as a physical library. Digital storytelling is useful for job market, communicating research (STEM!), teaching, marketing, self-promotion, and the list goes on.

Storytelling Fellows: Podcasting

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Program Changes

Have you thought about...?

Accessibility: Can all users use your content? Think about users who may want to listen to your content but who are hard of hearing or deaf. Provide a transcript so they can consume what you made.

Preservation: You've put time and effort into your team production. Think about filling out your metadata spreadsheet and where and how you will archive your podcast (multiple locations = good!).

Open: Have you provided attribution for works other than your own? Think about how you are incorporating content and how you intend others to use your work in the future.

Digital Identity, Safety & Privacy: Did you mention someone in your recording by name? Think about how what you do and say can be linked back to you or someone else's identity.

Workshop themes

Diversity and Inclusion

Our workshop is a safe space for open discussions. We embrace and support diversity and inclusion within this workshop and at the UW Libraries. We hope to foster unique representations of ideas and experiences. This online workshop and its synchronous meeting sessions will remain welcoming and supportive to allow participants to thrive creatively as a researcher and online learner.

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ELLIOTT

--Similar to the digital storytelling program in many ways. It's for grad students, it's totally online, we spend three weeks working on a digital project--this time, a podcast.

--But there are differences we chose to make. This workshop is based on Open Materials. The website is open to use (as opposed to Canvas). The website is open to be copied and changed (because of Github). We use free and Open tools, like Audacity.

--We have called out the value of diversity and inclusion in the workshop. That is not stated in the digital storytelling workshop. We are more focused on the accessibility of the website and that of the podcasts (transcripts). We are more concerned with preservation.

Graduate Student Labor Value

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ELLIOTT Segue....

We've given you a history of what we do and how we do it, and now we want to talk about the value of graduate student labor because Elliott and Perry are full-time library staff who rely on graduate student contributions...

Recruitment & Promotion



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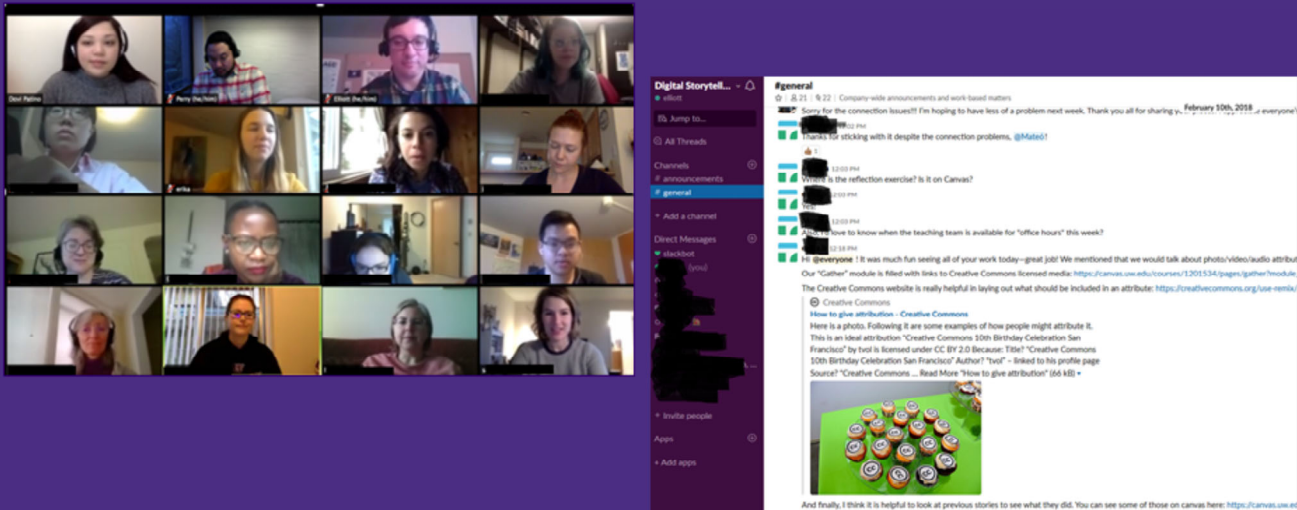
GABI

- What my role is:
- Value I gain doing this
 - Exploring new ways of promotion to reach a harder-to-reach population
 - Expanding my personal design portfolio and skills
 - Creative collaboration helps me think of new methods of recruitment and promotion
- Value I give doing this
 - Design expertise!
 - Time!

Screenshot from the newsletter, image from flyers

Bring a lot of skill and experience - where was I stretched or had the opportunity to grow?

Online Community-Building



DOVI

WHAT

- 3 live sessions are conducted in Zoom for an hour and a half, as much as possible we ask participants to have cameras on and to use microphones for when they're speaking
 - However, we understand that sometimes students are in spaces where these things are not possible, so there's always the option of the chat box. There's a lot going on in these live sessions, so the Team tries to designate and rotate roles for ourselves when coming up with our lesson plans. These include welcome and closing facilitators, chat monitor, and activity leader(s).
- Community agreement - a set of norms we create together and adopt to help facilitate a respectful learning space. We believe this is a critical component of these totally online workshops because they might be unfamiliar and sometimes uncomfortable environments for students. We try our best to acknowledge discomfort & awkwardness and work with it! Additionally, our community agreement is a living document that we encourage folks to add to or edit throughout the course of the workshop

A totally online, 3-week workshop with only 3 live sessions means that a lot of the work and community building happens outside of the sessions. We've utilized Slack as our main platform for communication and engagement

- Slack tip of the day - we post content daily to our general channel to promote

- conversation and learning
- Individual channels for participants & one for the teaching team

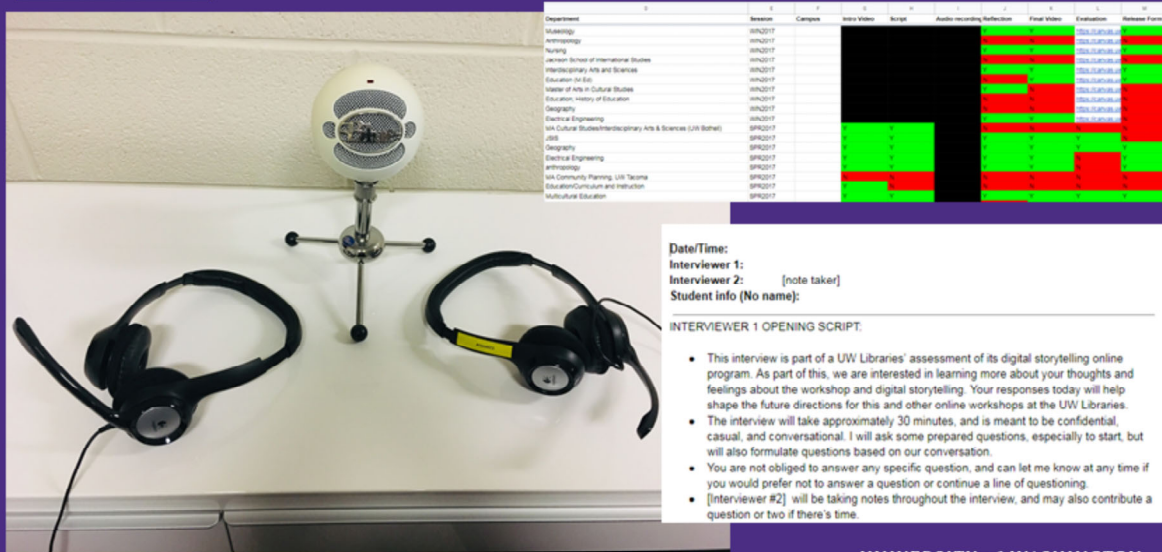
Value I gain doing this

- As someone who is passionate about community engagement and lifelong learning, the value that I gain by working in these open and accessible environments means that I get to work with folks who otherwise wouldn't be able to participate because of busy schedules and distance from the UW Libraries because a considerable chunk of our participants come from professional and continuing education programs, which means they are primarily adult learners and may not be located in Seattle. I get to bring a critical lens to the work that I do by challenging traditional notions of community-building and rethink ways that academic libraries can serve their users

Value I give doing this:

- By leveraging my skills as an online learning engagement specialist I help facilitate online spaces that meet the the unique information and research needs of UW's diverse students. And in addition to helping them build community outside of their respective programs and I get teach them how to use creative technologies to highlight their research and work in new and exciting ways and ultimately contribute to advancing digital scholarship.

Assessment & Evaluation



Department	Assess	Compas	Notes	Script	Audio recording	Reflection	Final notes	Assessment	Assess Form
Marketing	01/20/17								
Anthropology	01/20/17								
History	01/20/17								
Jackson School of International Studies	01/20/17								
Interdisciplinary Arts and Sciences	01/20/17								
Education 01 Ed	01/20/17								
Master of Arts in Cultural Studies	01/20/17								
Education History of Education	01/20/17								
Geography	01/20/17								
Electrical Engineering	01/20/17								
UW Cultural Studies/Interdisciplinary Arts & Sciences (LIS School)	01/20/17								
JOS	01/20/17								
Geography	01/20/17								
Electrical Engineering	01/20/17								
Anthropology	01/20/17								
UW Community Planning, LIS Tacoma	01/20/17								
Education Curriculum and Instruction	01/20/17								
Multicultural Education	01/20/17								

Date/Time:
Interviewer 1: [note taker]
Interviewer 2: [note taker]
Student info (No name):

INTERVIEWER 1 OPENING SCRIPT:

- This interview is part of a UW Libraries' assessment of its digital storytelling online program. As part of this, we are interested in learning more about your thoughts and feelings about the workshop and digital storytelling. Your responses today will help shape the future directions for this and other online workshops at the UW Libraries.
- The interview will take approximately 30 minutes, and is meant to be confidential, casual, and conversational. I will ask some prepared questions, especially to start, but will also formulate questions based on our conversation.
- You are not obliged to answer any specific question, and can let me know at any time if you would prefer not to answer a question or continue a line of questioning.
- [Interviewer #2] will be taking notes throughout the interview, and may also contribute a question or two if there's time.

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ERIKA:

What:

- We conduct a short assessment after every workshop, but I am going to focus on a larger assessment effort that we conducted last spring. This was prompted after completing a full year of workshops and because Perry and Elliott were working on a chapter for a book on digital scholarship.
- Reached out to folks who had done the digital storytelling workshop. Asked if they could schedule a 30 min interview. Compensated with amazon gift cards.
- 2 GAs working together. One reading the script/facilitating questions, one taking notes and recording. All through Zoom.
- Learn about value weeks, months, or a year after finishing the workshop (usually: found it super valuable!).

Value I give doing this

- Camaraderie, creating a sense of community.
- Demonstrating care and follow-up
- Time!

Value I gain doing this

- Learning about program assessment, which is under taught in LIS program.
- Shaping the iterative process.
- Building community with GAs and grad students: this work was without staff.

Graduate Student Labor Critiques

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ELLIOTT

Graduate Student Labor - Critiques

- > Labor and professionalization
- > Labor and compensation
- > Labor and credit
- > Labor and timing

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ELLIOTT

Presenting on the work? (The process to have students here to present these findings was cumbersome. Securing funding for graduate student participation at conferences is not a common process. Asking permission for hours here being paid even though they are representing our organization.)

Impact of labor? (Looking at the value-add and the challenges when tasking graduate students to develop content and teach other graduate students. What do grad students bring that full-time salaried absolutely cannot? Power dynamics between “Libraries staff” and “fellow graduate student”)

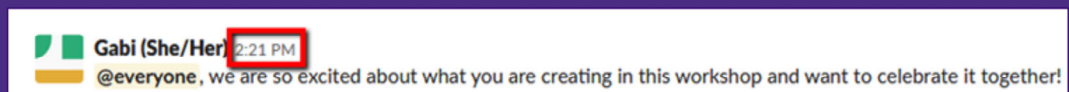
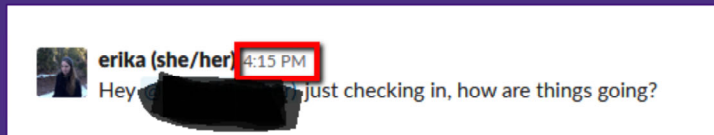
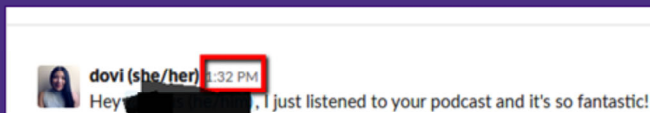
PERRY

Another critique we identified is providing credit for the labor put into this workshop and how to properly identify the specifics of the labor. We like to say that the “teaching team” developed the workshop, the “teaming team” facilitates our live meetings, and “the teaching team” provides feedback. But when our work is mentioned in our Libraries, it’s often the case that only Elliott and I are credited with the work. On our course websites, we mention our students by name but we don’t identify exactly how they’ve contributed. We’ve done a disservice to ourselves by not calling this work out and we’ve done a disservice to our graduate student employees by not providing enough highlighting of the crucial work they contribute, especially when it’s in equal or oftentimes more of a time commitment that our own work. Their contributions are also monetarily undervalued by our institutions where

graduate students are doing work alongside librarians. While this is great experience and feels like lots of professional respect, it's disappointing that we we only pay them in respect earned instead of dollars earned. I think it's pretty telling that if not for our graduate students this workshop would not exist. This is an area for improvement, and we definitely want to thank Gabi, Dovi and Erika for their contributions to today's discussion and also want to highlight that their predecessors, Nicky Andrews and Alex Pantazes, should also be credit for the important contributions that they've done for this workshop.

Our last critique is one of labor and timing. We often go through our schedules and pick times that we think will work best for graduate student **participants** but not good times for grad student teaching team members. I mean, we're from a library so it would make sense that we're 100% user-centered. But sometimes it can be to a fault, and unfortunately our graduate student employees often pay a bigger price than they should because of it. Especially for an online program where we are using a 24/7 chat tool where we're always connected to our students. We've never really talked about what it means to be always "on" or identify yourself as "online". We build in workshop themes of digital safety and privacy, but we aren't providing similar protections for labor and time spent within this learning environment. There's no bigger example of this than our use of Slack.

Slack example



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PERRY

For us, we use Slack as a way to communicate with our students. But make no mistake about it, Slack is a labor creep. We often find ourselves jumping into Slack because we feel compelled to provide immediate responses to our student questions or comments. But think through the logistics in that as an hourly employee. How do you actively track hours to say, “I spend 15 minutes in Slack at 1:32 on a Saturday afternoon to chat with a students” then represent that work in a timesheet? The ugly fact is, oftentimes...you don’t. You take it as part of the learning environment that you agreed to, which from a labor perspective is completely unfair.

Slack is an extractor of labor. And unfortunately, we never checked in about this, discussed limitations, or set boundaries. It didn’t even occur to us that this would be an unfair environment or way of working, for anyone on the teaching team but ESPECIALLY for graduate students. On screen you’ll see examples of each of our colleagues here today responding at various hours on various days including their days off and on the weekend. It’s not uncommon to find us responding to students during evening hours when assignments are being completed, or hours before or after our live sessions complete because we feel an inherent obligation to our workshop participants.

So moving forward, I think boundary setting is key. And Elliott will talk about one institution who is doing just that.

Graduate Labor - At Other Institutions



- > Acknowledgement
- > Fair pay
- > Publications
- > Presentations

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ELLIOTT

<https://humtech.ucla.edu/news/a-student-collaborators-bill-of-rights/>

We are doing some of this. We aren't doing some of this. We should have our own bill of rights. This is something we should talk about earlier on.

Mention other grad students who helped. Past graduate student employees - who are they? Nicky, Alex

Q & A

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GABI

Thank you!

For more info:

Digital Storytelling Resources

<http://bit.ly/storyonlinenw>



Contact:

Storytelling Fellows Teaching Team: libstory@uw.edu

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