It’s Not What You Teach, It’s How You Teach Them

A Story Driven Approach to Learning
Hello!

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1. Reimagining Online Education with Episodic Academic Content

Ever wondered what would happen if your learners binged course content like they binge content from streaming video services? Strayer University is blending the principles behind binge-watching with research-based instructional design practices to create episodic content that keeps online learners coming back for more!

[All] April 4  8:45 AM [45 minutes]  Cottonwood 2-3

2. It’s Not What You Teach, It’s HOW You Teach: A Story-Driven Approach to Course Design

Learning is more effective and organic when we teach through the art of storytelling. At Strayer University, we are blending the principles story-driven learning with research-based instructional design practices to create engaging learning experiences. This session will provide you with strategies to strategically infuse stories into any lesson, course, or curriculum.

[All] April 5  11:45 AM [45 minutes]  Cottonwood 2-3
The Challenge

• Online enrollments continue to grow; traditional, on-campus enrollments on the decline (Seaman, Allen, & Seaman, 2018)
• Generally, online courses have poorer academic performance and completion rates (Bettinger & Loeb, 2017)
• Curricula and instructional models have not kept pace with the digital space
Real Stories.
Real People.
Real Learning.

SEI Studios
What We Do

We create content that is **real, relevant** and **relatable**.

We create **modular, mobile-first** learning.

We deploy creative content to **drive engagement** for students and prospective students all along their journey.

We feature **real stories of real people** who serve as role models for our students.

We **teach skills** that students can use everyday, to grow at work and in life.

We employ **technology and design experiences** that deepen learning and make it fit easily into our students’ lives – AKA in the palm of their hands.
How We Do It

Generate
Ideas and find creative solutions to challenging problems.

Create
Bring those ideas to life.

Disseminate
We scale the learning we create across Strayer and Capella and beyond.
Session Objectives

Today, we will…

• Explain the **benefits of using a story-driven approach** to design online learning experiences.

• Describe the **key considerations** for designing a story-driven learning experience.

• Describe the **primary elements** of a story-driven learning experience.
“Storytelling is the oldest form of education and is fundamental to how we think, learn, and construct meaning in the world.” (Bruner, 1986)
Elements of a Great Story

Think…Does is RIME?

Relatable
Does it connect to your audience?

Inspiring
Does it inspire them to use this information in their personal lives?

Meaningful
Does it evoke any meaningful emotions?

Engaging
Does it provide some level of entertainment? Do students WANT to watch it?
This week’s story is about a Strayer student, just like you! Shelby Warlick used persuasive writing to drastically improve the way her business functioned. With her professor’s help, Shelby created positive change for herself and tens of thousands of coworkers.
So, Did it RIME?

**Relatable**  Did it connect to the audience?

**Inspiring**  Did it inspire them to use this information in their personal lives?

**Meaningful**  Did it evoke any meaningful emotions?

**Engaging**  Did it provide some level of entertainment? Did students WANT to watch it?
“Individuals understand what they read [learn] only as it relates to what they already know.”

-David Cooper
What is Story-Driven Learning?
Story-Driven Learning

Story is not the information, the content. Story is a way of *structuring* information...that engages receivers and enhances memory and the *creation of meaning*.

-Haven 2007
Why Use This Method?

- **Grabs** and **retains** learner **attention** throughout the course.
- Learning becomes **fun** as opposed to meeting a list of objectives.
- Establishes the **content flow** and engages learners at every juncture.
- Enables **high retention** of the concepts covered in the course “you always remember a good story.”
- Encourages students to **apply their learning** in a practical manner.
- Story **brings people together** by appreciating similar feelings or struggles.
Designing Lessons Around Story

“The human brain is hard-wired to think in terms of a beginning, middle, and end.” (Haven 2007)
Identify the Must-Haves

• Select **outcomes** or standards from the subject areas to be integrated

• Identify **questions** that can be asked about the outcomes that have been selected

• Identifying a **performance assessment** that incorporates the outcomes

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In this week’s Strayer Story, Shelby Warlick’s position was that her company should rely on more customer survey data to evaluate its call-center representatives. What research did she do to back up her position?

- She looked at historical data from her company to see whether customer satisfaction had improved or declined.
- She explored ways of measuring customer satisfaction that don’t require asking people to take surveys.
- She conducted her own survey of other employees in the call center where she works.
- She investigated the survey data requirements of J.D. Power, a leading consumer-ratings organization.

Correct. Shelby looked at how J.D. Power determines customer ratings, and found that the company bases ratings on many more surveys than the 15 or so used by her company.
The Story Lab – Where the Magic Happens!
Making it Happen

• Determine the **main idea/topic**

• Find **local** talent

• Research **impactful stories** in your university or local community.

• Adhere to **ADA/Accessibility** of multimedia
Identify the Intent

Introduce new units and subjects with stories that frame the subject and create context. The stories you use may either be fiction or nonfiction – as long as:

• They are **audience appropriate**.

• They **introduce** the unit theme.

• They are **memorable enough** to carry students through the unit.

• They **create context** for students to use while absorbing information in a topic unfamiliar to them.
Production on a Shoestring Budget

To reduce production cost:

• Have students from the university create the video. For example, students enrolled in a digital filmmaking/production program.
• Create a podcast
• Have students write stories as an assignment
• Use basic tools: iMovie, Camtasia, Storyline Articulate/Rise
ICAP Model

Explain
ICAP Building Blocks Model

**Intent**  
What do I want the story to do?

**Context**  
Where am I taking them?

**Action**  
What are the leading, key and consequential events?

**Point**  
How will learners gain from this story?

*Story Training: Setting and Shaping Stories That Connect*, Nuriddin
**Does the Story Measure Up?**

<table>
<thead>
<tr>
<th>Intent</th>
<th>What do I want the story to do?</th>
<th>Use research to write a persuasive essay. Empower students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>Where am I taking them?</td>
<td>On a journey with their peer in her everyday life.</td>
</tr>
<tr>
<td>Action</td>
<td>What are the leading, key and consequential events?</td>
<td>Shelby identifies a problem, conducts research, proposes a solution, and persuades change in her community.</td>
</tr>
<tr>
<td>Point</td>
<td>How will learners gain from this story?</td>
<td>Students learn the importance of using research in persuasive writing and be inspired to effect change.</td>
</tr>
</tbody>
</table>
Repurposing a Story

If at all possible, create stories that can be used in more than one type of course.

- **English** – persuasive writing
- **Teacher Ed** – How to provide feedback to students
- **Statistics** – creating valid surveys
Connect to Your Environment
Learners of all ages are more motivated when they can see usefulness (relevance) of what they learn and its impact on their own lives and on others. In story terms this simply means to create context and relevance in order to make new information useful. McCombs (1996) and Schunk (1996)

Create your own story!

Link: https://goo.gl/FBcFNe
ICAP Model Reflections
Student Feedback

“I wish I could continue to be in this class. I still have all my notes and knowledge from this class and will apply it to my life forever.”

“Actually the Strayer Story was amazing. It restores some faith in humanity.”

“This course has changed my view of the world.”

“This is by far the best class I have ever taken”

“I thoroughly enjoyed this entire course.”

“I loved the Strayer story because it gives you hope in being able to make great change.”

“I love Sociology!! I feel like I am taking away such a great perspective and outlook on life and society.”

“The most challenging part this week was actually ending this class. I love that it has changed a part of me.”

“Honestly, this week’s Strayer Story hit the nail on the head for me. By the end of the short video I had tears in my eyes.”

“My world has opened up and I feel more well rounded by taking this class.”

“I really loved the videos.”
Wrap Up

Can you…

• Explain the **benefits of using a story-driven approach** to design online learning experiences?

• Describe the **key considerations** for designing a story-driven learning experience?

• Describe the **primary elements** of a story-driven learning experience?

Q&A Parking Lot: [https://goo.gl/vPVxes](https://goo.gl/vPVxes)
Questions...?
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded

Must submit evals using the OLC Conferences mobile app or website
References


• Haven, Kendall (2007). *story proof: the science behind the startling power of story*: Westport, CT: Greenwood Publishing