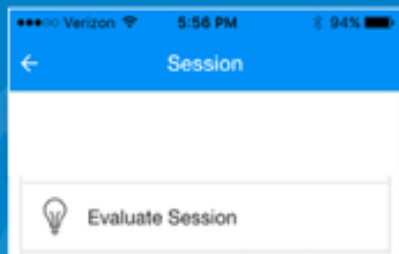




# Session Evaluations Contest



- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Click “Evaluate Session” at the bottom of session details screen
- Complete session evaluation\*

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

**Five (5) \$25 gift cards** will be awarded to five (5) individuals

Must submit evals using the OLC Conferences mobile app or website



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# Digital Storytelling: Telling the Same Stories in New Ways and with New Tools

Sharon Kay  
November 15, 2017



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# Introduction



*"Daddy works in a magical, faraway land called Academia."*





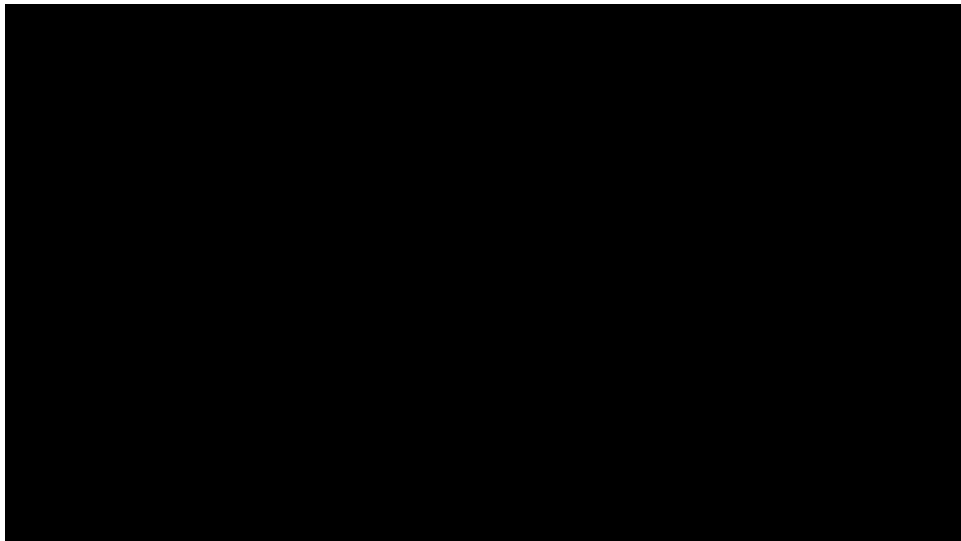
**When you view the next three videos, consider:**

- 1. Does the video help you understand the complexity of the topic?**
- 2. Are you engaged? Did you retain most, some, or very little of what you just heard/saw?**
- 3. If you stopped paying attention, why?**



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Example #1:

## Roman Army Structure

Source: <https://vimeo.com/31781946>

Designed and Produced by Blair Harrower at ISO



**Example #2**

**NYU graduate course:  
HIV/AIDS from a Global  
Perspective**

**Global History of HIV/AIDS -  
“1987 to 1989: A New Hope and a  
Movement Take Hold”**

**Perry Halkitis, PhD, College of Global Public Health**



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**Example #3:**

## **NYU graduate course: Bioethical Issues in Society**

**What is the Value of Personal Beliefs in  
Bioethics?**

**Arthur Caplan, PhD, NYU Langone Medical Center, Director of  
Division of Medical Ethics**





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## ACTIVE LEARNING EXERCISE





**What were the  
differences between  
each video?**

- **Complexity?**
- **Engagement?**
- **Comprehension?**
- **Loss of attention?**



	<b>Roman Army</b>	<b>Global HIV/AIDS: 1987-1989</b>	<b>Bioethics: Value of Personal Beliefs</b>
<b>Narrative value</b>	No real story, but a lot of facts	Clear, engaging storyline with personal connection	Clear and engaging storytelling that conjures imagery, Q&A format
<b>Production Value</b>	Fast, slick, entertaining	Slowly paced, interspersed historical imagery	Just talking (though with some editing)
<b>Instructor's role</b>	Just hit play	Factual information combined with storytelling	Story introduced by instructor with open ended questions to follow



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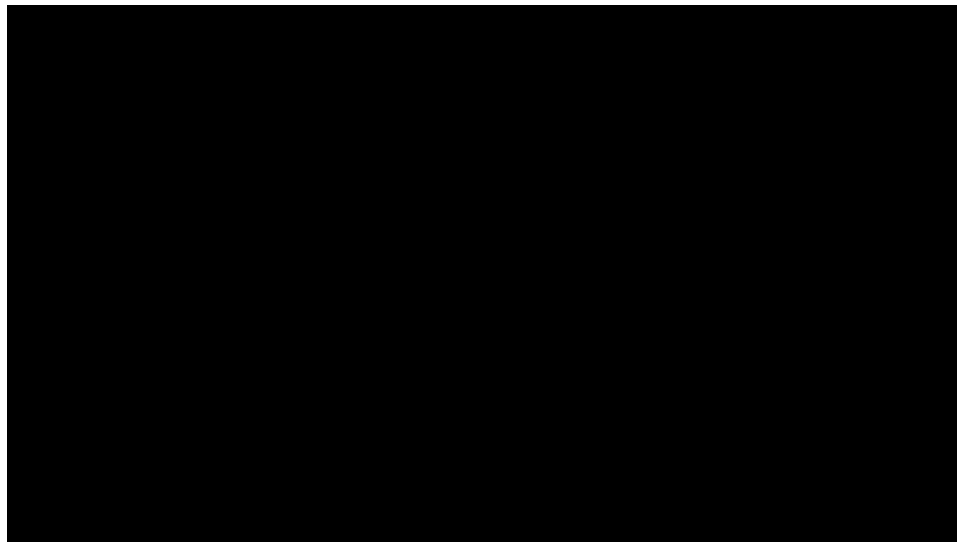
## STORYTELLING IN A Q&A FORMAT



## Bioethical Issues in Society

Created with Arthur Caplan, Professor of Bioethics, NYU Langone  
Medical Center Director of Division of Medical Ethics





## What is the value of Personal Beliefs in Bioethics?

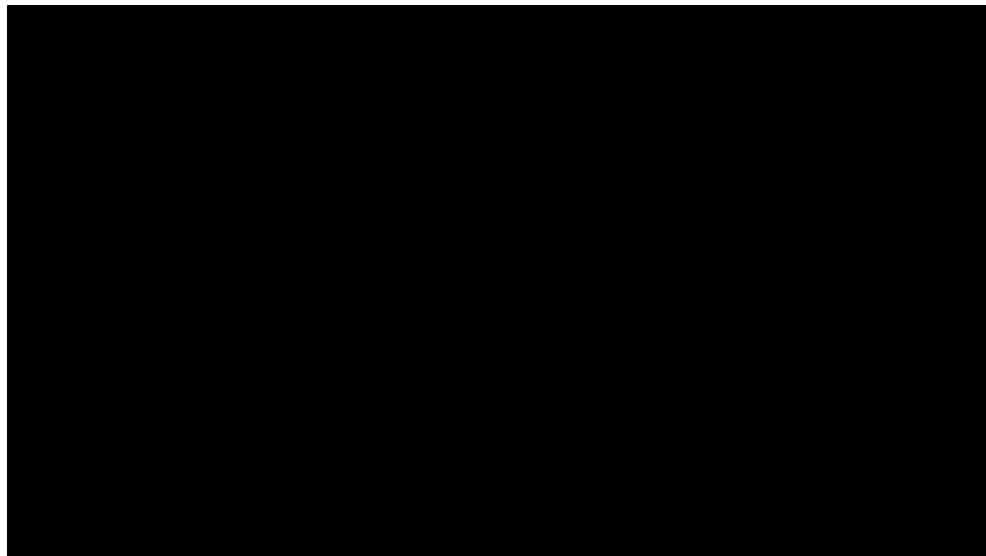
**Example of non-graded quiz question:**

\*

Explain whether it is ever ethical to offer an organ transplant to a prisoner.

Answer:

Submit Answer



*My Sister's Keeper*, 2009

## Students were asked:

**If you had a child who needed a kidney, would you try to have another child in order to increase the chances that a suitable organ would be available? Keep in mind that procreation for donation and embryo selection, while expensive, increases the chances of compatibility.**



## The Healer: A Role-play

The following role-play is based on a true story and real people who were affected by the Ebola epidemic of 2014.

For this lesson we are going to have you break into groups for a role-play activity. Role-plays can be very effective in resolving tense situations involving bioethics and are frequently used in teaching bioethics mediation. You will each be assigned a character, and the key to making this a successful role-play is for you to embrace your character and to advocate for his/her needs as if you were that person.

This specific role-play was created based on the actual events leading to the beginning of the Ebola outbreak in Africa in 2014 as described in the [New York Times article](#) referenced below.



Makoua, Congo on September 27, 2013: Signage informing visitors that this is an ebola infected area. Photo: Sergey Uryadnikov / Shutterstock.com



Freetown, Sierra Leone on December 24, 2014: The Sierra Leonean Red Cross Society is undertaking safe and dignified burials ensuring that those who have died



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## STORYTELLING WITH AN ONLINE-ROLE PLAY



### Students were:

1. Assigned a character and a narrative describing their character.
2. Asked to stay in character within their group.
3. Required to consider a few questions, as they worked through the role play.





Photo: UNMEER/Martine Perret

## Outcome of role-play:

- 1) **Students submitted their collective answers in a 500-word essay uploaded to the entire team's discussion forum section.**
- 2) **They were encouraged to read each other's essays.**
- 3) **They participated in a live video conference to discuss their experiences.**



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# ONLINE STORYTELLING EVOLVES:

## HIV/AIDS from a Global Perspective

1/11 What is HIV and AIDS? | Infectious...

**WHAT IS HIV AND AIDS?**

KHANACADEMY

**FEBRUARY 7 IS NATIONAL BLACK HIV/AIDS AWARENESS DAY**

**2001**

February: First National Black HIV/AIDS Awareness Day in U.S.

April: UN Secretary-General Kofi Annan calls for a global fund, a "war chest", to address AIDS, during African Summit on HIV/AIDS in Abuja, Nigeria.

June 5th marks 20 years since the first AIDS case reported.

June: UN General Assembly convenes the first ever special session (UNGASS) on HIV/AIDS.

November: World Trade Organization announces "DOHA Agreement" to allow developing countries to buy or manufacture generic medications to meet public health crises, such as HIV/AIDS.

**I'M PREPARED**

DO YOU KNOW?

**WOMEN DIAGNOSED WITH HIV IN**

RACE	Ratio
BLACK	1 in 32
HISPANIC	1 in 106
WHITE	1 in 526



**PEOPLE LIVING WITH HIV IS A WOMAN<sup>1</sup>**

African American women represent **62%** of all the women living with HIV in the U.S. despite accounting for only 13%

**YOUNG BLACK FEMALES AGE 15-24**

RACE	Percentage
BLACK	18%
WHITE	16%



## HIV/AIDS from a Global Perspective

### HIV Epidemiology Case Study: Ukraine

From an injection drug use-mediated epidemic to a generalized epidemic?



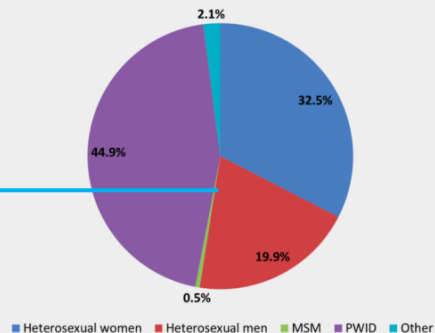
### HIV Epidemiological Case Study: Ukraine

1. **Why is this case of interest to her?**
2. **Why should it be of interest to you?**
3. **Brief historical context.**
4. **Combined data and storytelling**
5. **Video preceded and followed by text and images.**



## HIV/AIDS from a Global Perspective

14. Reported HIV cases in Ukraine from 2005-2012, by transmission risk<sup>30</sup>



"Euromaidan in Lviv..." by Helgi. Licensed under CC BY-SA 3.0 via [Wikimedia](#). \*



Relevant  
Data

Photos/images

For our final HIV/AIDS epidemiology case study, we will travel to Ukraine. Ukraine is in Eastern Europe and is bordered by the Black Sea to the south, Russia to the east, Belarus and Poland to the north, and Slovakia, Hungary, Romania, and Moldova to the west. Ukraine became part of the Soviet Union in 1922 and independent again when the Soviet Union broke up in 1991. More recently, Ukraine has experienced political unrest with a revolution in 2014, where Ukrainians protested closer ties with Russia and advocated for EU membership. Russia annexed the Crimea region in March 2014 and separatist movements emerged in the Donbas region (Eastern Ukraine, adjacent to Russia). It is within this political and social context that the HIV/AIDS epidemic evolved in Ukraine. Now, let's explore the Ukraine HIV/AIDS epidemic with respect to people, place, and time. This time, we have a brief video for you to view:

Explanatory text



# HIV/AIDS from a Global Perspective



## Interactive Timeline:

- 1. Synopsis of lesson content with more facts and images.**
- 2. Students navigate history reinforced by visuals.**
- 3. Details and images reinforce larger themes explored in the lesson.**



Philippe Kestelyn/Community Eye Health  
Lesbian, Gay, Bisexual and Transgender Community Center



1982

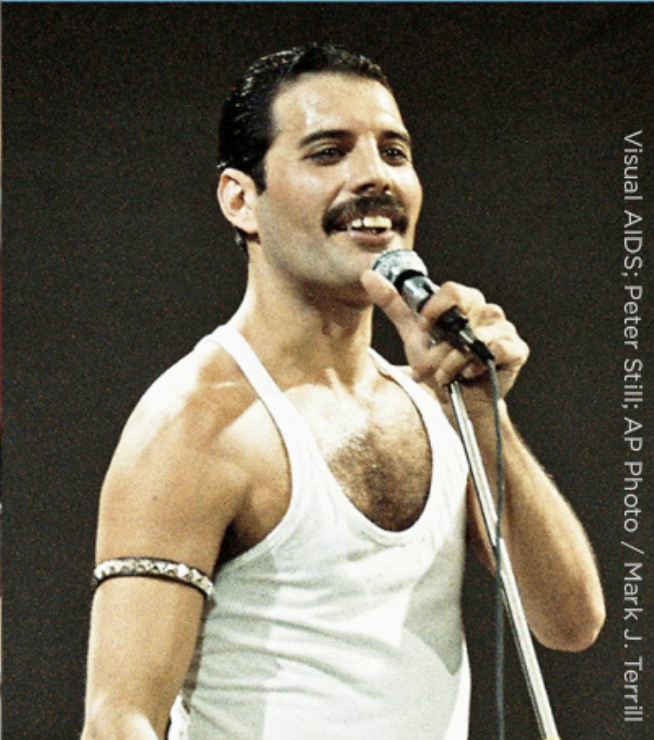
January: Gay Men's Health Crisis (GMHC) is founded in New York City. GMHC is the first community-based AIDS service provider in the US.

June and July: Research demonstrates that heterosexuals and blood product recipients can also get the disease.

September 3: An MMWR article changed the name of the disease to AIDS – acquired immune deficiency syndrome.

October: First cases reported on the African continent in Uganda as Slim Disease.

1981 1982 1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016



Visual AIDS; Peter Still; AP Photo / Mark J. Terrill

1991

April-May: The Red Ribbon Campaign is launched by the Visual AIDS Artists Caucus and the red ribbon becomes symbol of HIV/AIDS awareness globally.

November: Magic Johnson - a star player for the Los Angeles Lakers basketball team - announces that he is HIV positive and immediately retires from basketball.

November: Freddie Mercury - the lead singer and songwriter for Queen - announces he has AIDS and dies the next day.

1981 1982 1983 1984 1985 1986 1987 1988 1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016





1970

Requirements regarding prescribing controlled substances initially emerged in 1970 with the enactment of the Federal Controlled Substances Act (CSA) by the United States Drug Enforcement Administration (DEA), and signed by then President of the United States, Richard Nixon. This act combined over 200 drug laws into one single statute, and provided a framework within which all existing and new substances could be regulated on their abuse potential, safety, and medical utility.

The act classifies all substances, previously regulated under existing federal law, into one of five schedules based on the substance's medical use, potential for abuse, and safety or dependence liability<sup>2</sup>. The law has been amended and updated several times since coming into existence.

Data sources: (1) <http://criminal.lawlaw.com/criminal-charges/controlled-substances-act-csa-overview.html> (2) <https://www.dea.gov/druginfo/csa.shtml>

1970

1973

2013

2014

2015

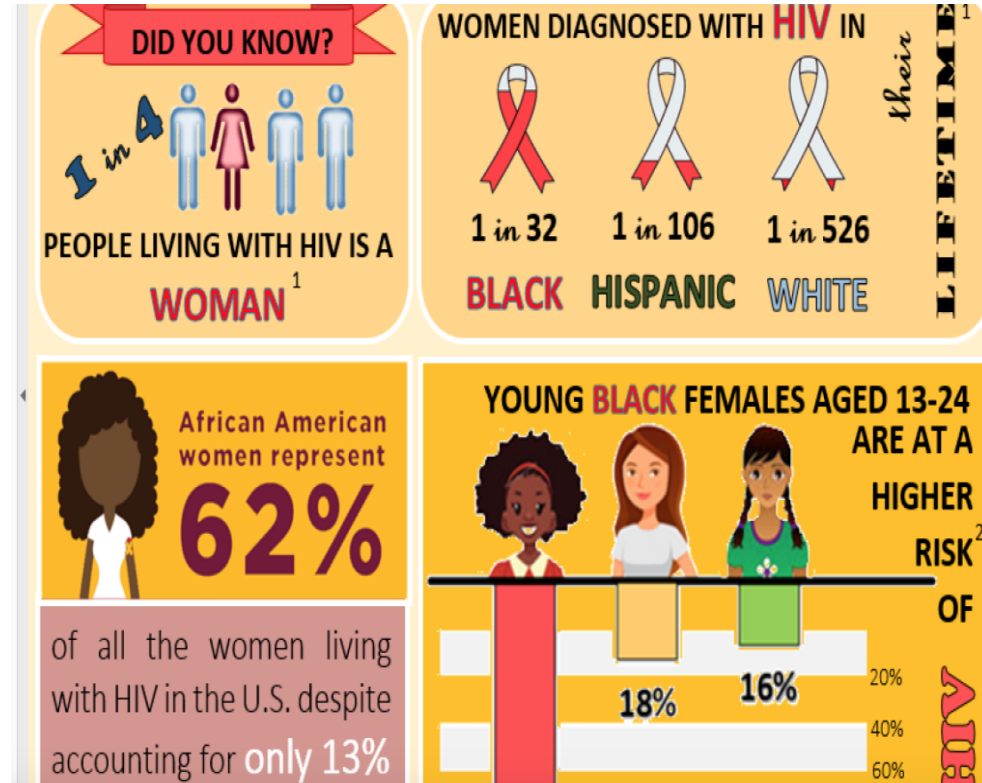
2016

May 2016

July 2016



## PSA and Infographic Assignment





- 1) Think about your “stories” this week.
- 2) Try them out in the classroom when you return.
- 3) Explore how to create videos and other storytelling tools on your campus, and on your own.
- 4) Consider a hybrid form of teaching.

**Questions?**  
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