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Handbook of Digital Storytelling



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A Glasgow 2014 Legacy Project

Digital Commonwealth: Handbook of Digital Storytelling

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Published in September 2014

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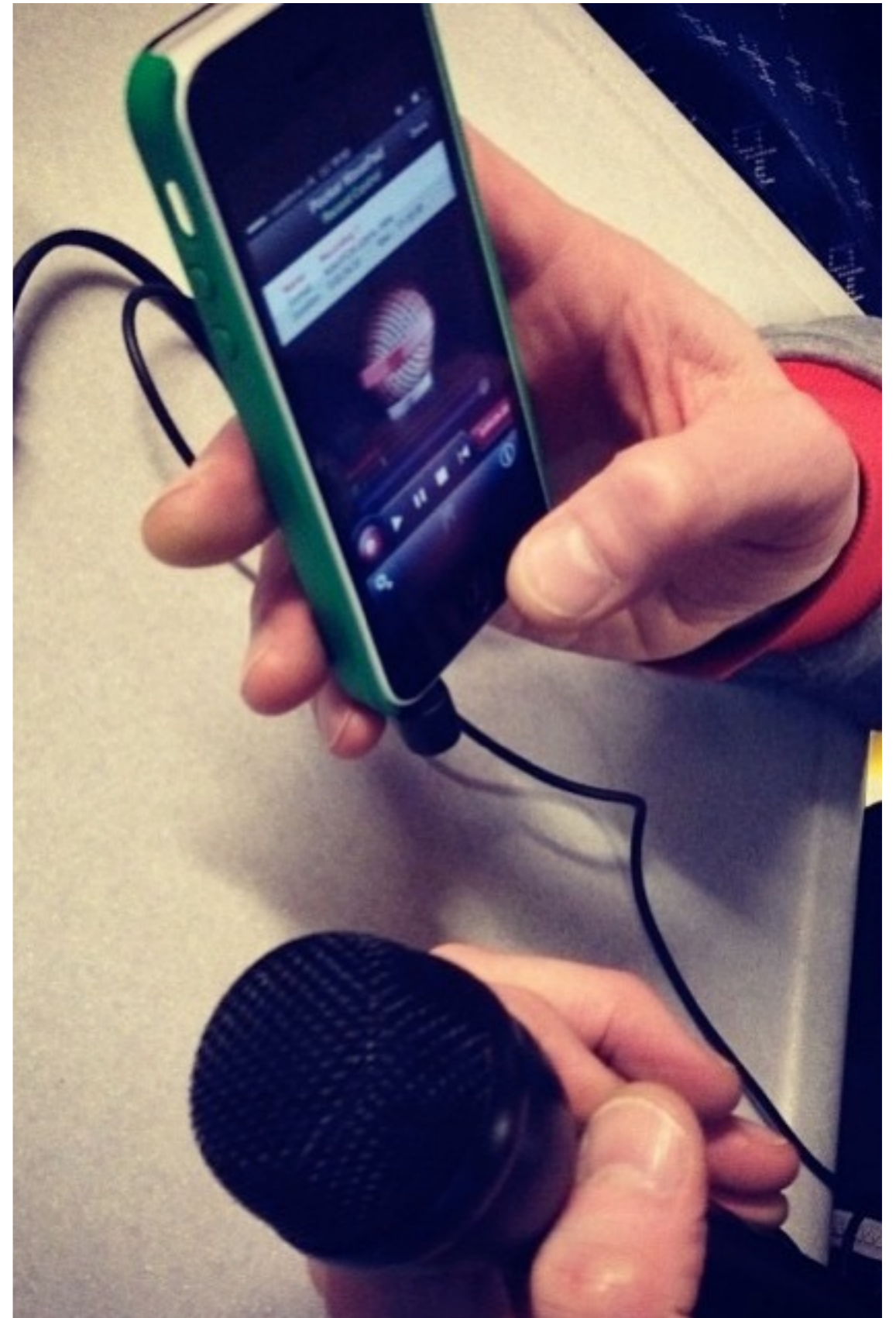
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Introduction to the Handbook

This digital storytelling handbook has been produced as part of the Digital Commonwealth project, and covers blogging, audio, video and social media introductory skills.



The handbook is intended for use by the participants of the project, as well as anyone who has an interest in using digital media literacy skills for storytelling. It contains themes and examples of work created during the project, and suggested exercises to help develop digital storytelling skills which can be used for any context, not just the Glasgow 2014 Commonwealth Games.

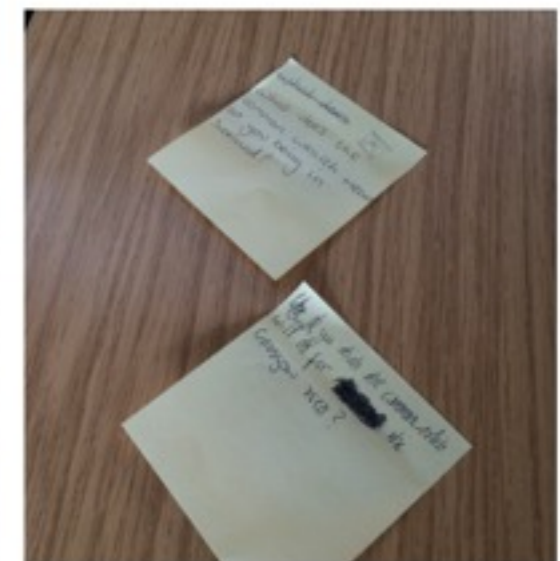
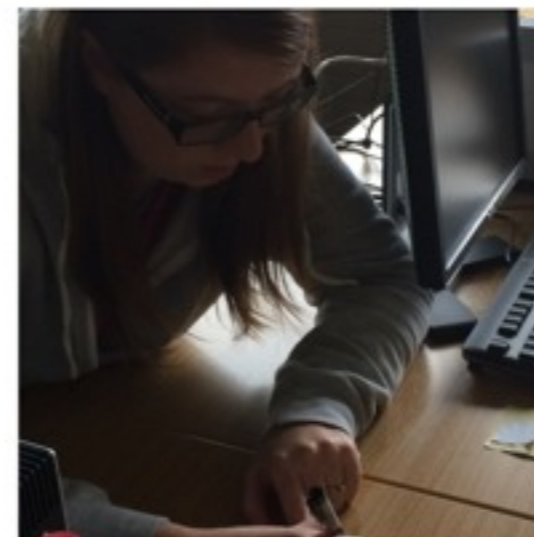
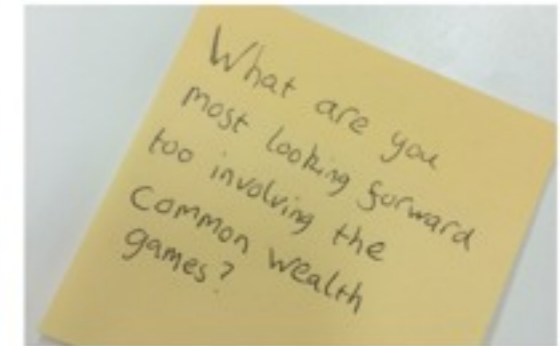
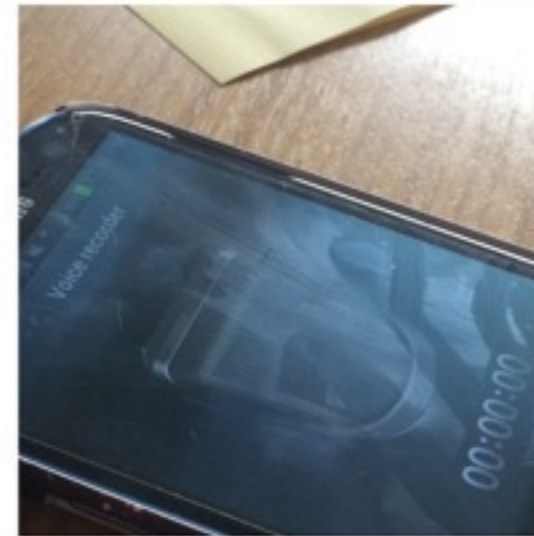
If you would like to share the results with us please get in touch, we would really like to see how you use this handbook.

The handbook is structured around exploring a theme (in this case the Commonwealth) and then ideas for using blogging, audio, social media and video for digital storytelling.

Each section contains:

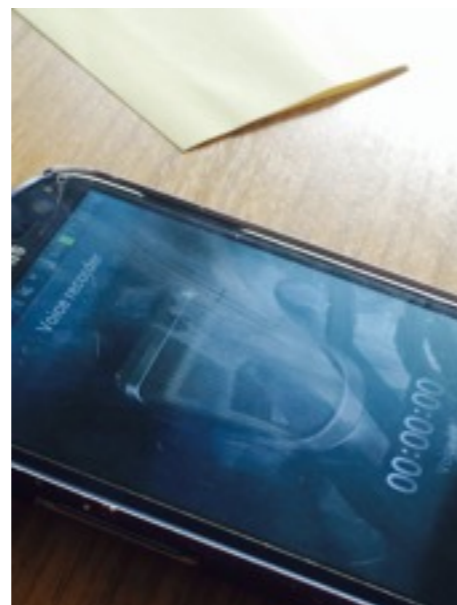
- An overview of the aims and learning for each skill
- An introduction to the skill
- Suggestions for how to use this skill for digital storytelling
- Examples of the skill in action (from Digital Commonwealth projects)

- Suggested exercises to complete and points for reflection.



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What is the Digital Commonwealth project?



The Digital Commonwealth project aimed to enhance the capacity of individuals and groups to use freely available mobile digital (and social) media tools and techniques to ensure their voices were heard in a saturated (and often commercially) motivated media landscape.

The Digital Commonwealth project focused on lowering the threshold for involvement for individuals and groups so that they could be empowered to exploit creative tools and technologies to tell their stories, digitally. The project

reached out to individuals and groups experiencing social, cultural or economic marginalization, whether related to age, ethnicity, poverty, disability or social isolation.

The Glasgow 2014 Commonwealth Games provided a unique opportunity to enable (and support) individuals and communities to explore and articulate their own stories. The Games brought attention to issues of global citizenship and identity as a focal point at this important point in Scotland's history and the project provided a space for a conversation to take place (and be recorded) that included individuals and communities less well represented in mainstream media narratives.

The project activities delivered sought to develop the foundational skills, capabilities and confidence in the 'unvoiced' to ensure they were able to make a digital media contribution in the lead up to, during, and after the Games.

What next?

This digital storytelling handbook showcases some of the fantastic work produced as part of the project and is designed to inform and inspire other projects. The handbook can be applied to any project or topic, not just the Glasgow 2014 Commonwealth Games. Digital media skills in audio, video, social media and blogging can be used for any project.

We didn't set out to create expert filmmakers or professional podcasters. Instead we wanted to provide a platform upon which people could explore the technologies available, play with the tools, make things on a Commonwealth theme and then share them; developing digital media literacy skills and learning skills which they could use on future projects.

How do I use the handbook with my class, community group or organisation?

The handbook is not intended to explain the exact detail of using every type of technology, there are a lot of internet tutorials on how to do that. It is designed to help inspire and empower learners of all levels to use digital technology in their work for projects on any theme or series of events.



Digital Commonwealth Themes

To help you think about what the Commonwealth meant to you or your community, the Digital Commonwealth project devised four themes: people, place, culture and exchange.

Aims

The Digital Commonwealth project had four themes, which were designed to help you learn more about the Commonwealth by exploring the themes in creative ways.

The aims were:

- Explore each of the four Digital Commonwealth themes of people, place, culture and exchange.
- Make your own creative content on the themes of people, place, culture and exchange.
- Publish your work online.

- Comment on and share your own and other's work.

Keywords

Experiment explore create co-operate connect
people place culture exchange

Equipment

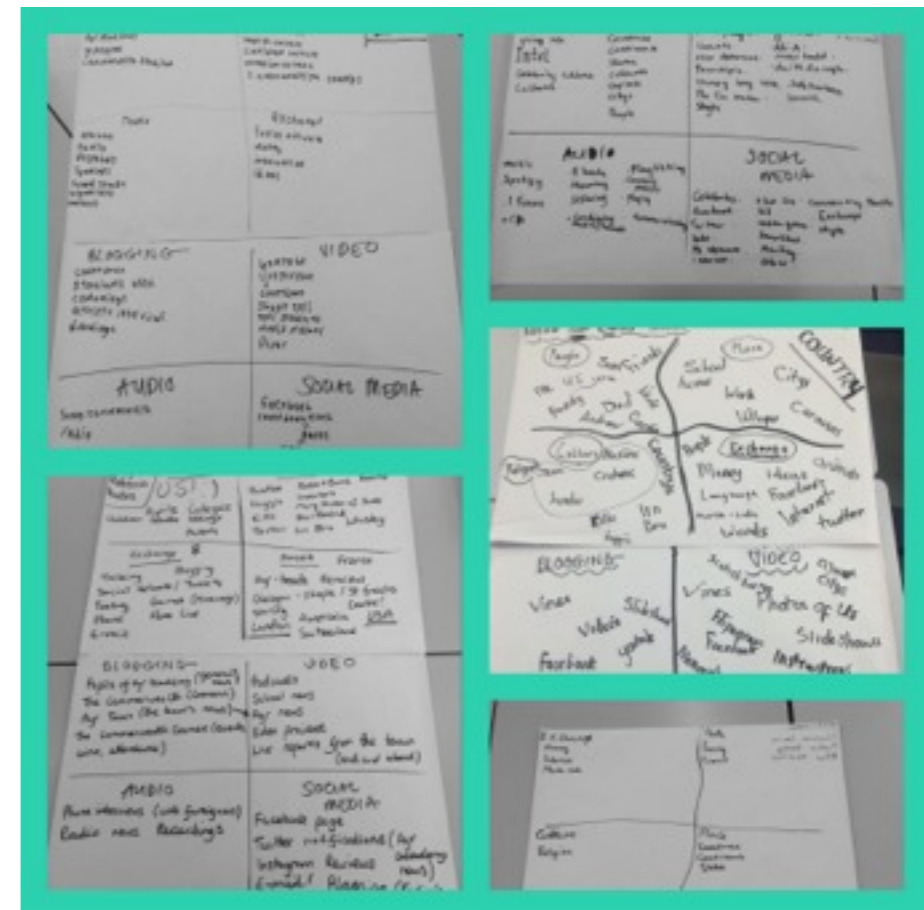
- Computer/ tablet/ mobile with internet access.
- Paper and coloured pens.
- Your choice of creative digital editing equipment and materials (e.g. camera, image editing apps, word processor, blog space, mind mapping, animation...)
- Ideas.

Exploring the themes of people, place, culture and exchange

We encouraged participants to try and explore the four topics in creative ways, in digital and on paper. Some of the possible ways people explored the themes included:

- **Mind mapping and visual note taking:** Working on pen and paper or computer to explore the topics, and with others online through collaborative tools like Coggle, Padlet or Google Docs. Drawing ideas on paper, on screen and capturing notes through photographs or screen shots.
- **Photography:** Taking photographs for the project to explore the themes, then changing, drawing on or writing on these photographs using editing tools (or printing out photos and drawing on them).
- **Audio:** Recording sounds about the themes or practicing interview skills.
- **Video:** Capturing scenes which respond to the themes using video recording tools or apps like Vine or YouTube Capture.

- **Blogging:** Blogging thoughts and researching other blogs about the themes. Remember you don't have to write big blogs, try one picture and a few words, 100 word challenges or even poetry.
- **Social media:** Summarising thoughts in 140 characters or less, using Twitter accounts, word processing tools or paper. Finding other social media accounts related to the project topics.



Whilst we did not wish to restrict the voices being heard or narrow the way in which individuals and groups might interpret the concept of Commonwealth, to ensure some coherence to the stories being told, four broad themes were created.

Explore Theme 1: People

The people of the Commonwealth are culturally diverse, with a shared inheritance in language, all speak English as a working language, bound together by a shared history and tradition, but also celebrate diversity, difference and cultural advocacy for change. 50% of the people in the Commonwealth are under 25.

Explore Theme 2: Place

The Commonwealth covers 70 different countries and so a sense of place, whether local, national or international seemed a good theme for schools. Sometimes, we are bound by the place we are born, other times our families move to new places. Identity can be bound to a specific place or created out of a new place. Think about places where people have stayed for a long time or where people have had to 'flee' from. The Commonwealth sees itself connected through 70 countries and as a united family.

Explore theme 3: Culture

The theme of Commonwealth Day in 2012 was Connecting Cultures and celebrated cultural expression as a means of expressing identity and exchange.

Explore theme 4: Exchange

Commonwealth Day is celebrated on the second Monday in March every year by 54 of the countries in the Commonwealth and this year's theme was "Team Commonwealth". It is generally aimed at promoting understanding on global issues and working together to share learning and improve the lives of those in the Commonwealth. This exchange or sharing of understanding and knowledge is what helps us grow and develop as nations, states and citizens.

Setting a focus through questions

Whatever the nature of your project it is important to break down bigger tasks into smaller sets of questions to help with maintaining a focus for the project and giving some guidance to start creative discussions around your themes.

We encouraged people to ask questions under each of the themes, some of these questions are shown here as examples.

Some Digital Commonwealth Question Examples explored

People:

- Does your project celebrate people?
- Is your project inclusive?
- Has anyone in your family immigrated from or emigrated to another Commonwealth nation or territory?
- Are you creating or developing a network to share your ideas and content or stories?
- Does the project aim to create a force for good or social change?
- What does friendship mean to you? Remember the Commonwealth Games are known as the 'Friendly Games' - do you know why?
- Are you part of a team?





Place:

- What does place mean to you?
- Do you have any connections with other places (e.g. schools, twin towns) internationally?
- Have you ever visited another Commonwealth country and if so what did you like about this place?
- How many people you know have visited countries which the Queen's Baton Relay visited?
- Does the place you live have a distinctive identity? (e.g. is it associated with an industry, a poet, a sports star?)
- What excites you about where you live?
- Are you interacting with other places (locally or internationally), creating a network to share your ideas and content or stories?
- Where in the world is the place you would most like to live?
- Do you define your identity with the place you are from?
- Is your project connected to a place or places in the Commonwealth?

Culture:

- What does culture mean to you and your friends?
- What areas of culture are shared across the Commonwealth?
- Is sport a form of culture?
- Can cultural traditions be shared across borders and territories?
- Is your project teaching others about your culture or learning about another culture?
- How can you explain culture using digital storytelling?
- Do you think stories that have been passed down through communities are a good way to understand culture?
- Does understanding culture help us learn?
- How diverse is your community, school or organisation in terms of different cultures working together?
- How many languages are spoken in your community? How many do you speak?

Exchange:

- The *common-weal* means the well being of the people is common to us all – do you share ideas, thoughts, products for the good of others?
- Does your project aim to create good for others?
- Does your group or community have a set of shared values? Can you relate to them if so?
- Do you share knowledge with your friends and others? How do you pass this on to others? (e.g digitally or through other means)
- How do you learn with others? Do you comment on other people's content online?
- Do you work in teams? Have you ever worked together on a web based project?
- Do all Commonwealth countries have access to the internet to participate in the digital sphere?

Suggested creative activities relating to the Digital Commonwealth themes of People, Place, Culture and Exchange

From the questions explored we asked people to use their personal computer storage space or organisational resource to:

- Upload a photo or screenshot showing your work on the people theme and share your thoughts on how “people” could relate to your project.
- Upload a photo or screenshot showing your work on the place theme and write something about how “place” could relate to your project.
- Upload a photo or screenshot showing your work on the people theme and write something about how “culture” could relate to your project.
- Upload a photo or screenshot showing your work on the exchange theme and write something about how “exchange” could relate to your project.
- Explore Commonwealth countries: The Queen’s Baton Relay travelled all around the Commonwealth. You can follow highlights of this journey around the Commonwealth

on the Glasgow 2014 websites. Name a country in the Commonwealth which you have visited, or would like to visit.

- Share some feedback with a friend on their work, if it is online you could comment on their blog, or talk about it. Try and be positive (give constructive and friendly feedback).



Blogging for Digital Storytelling

Keywords:

explore

create

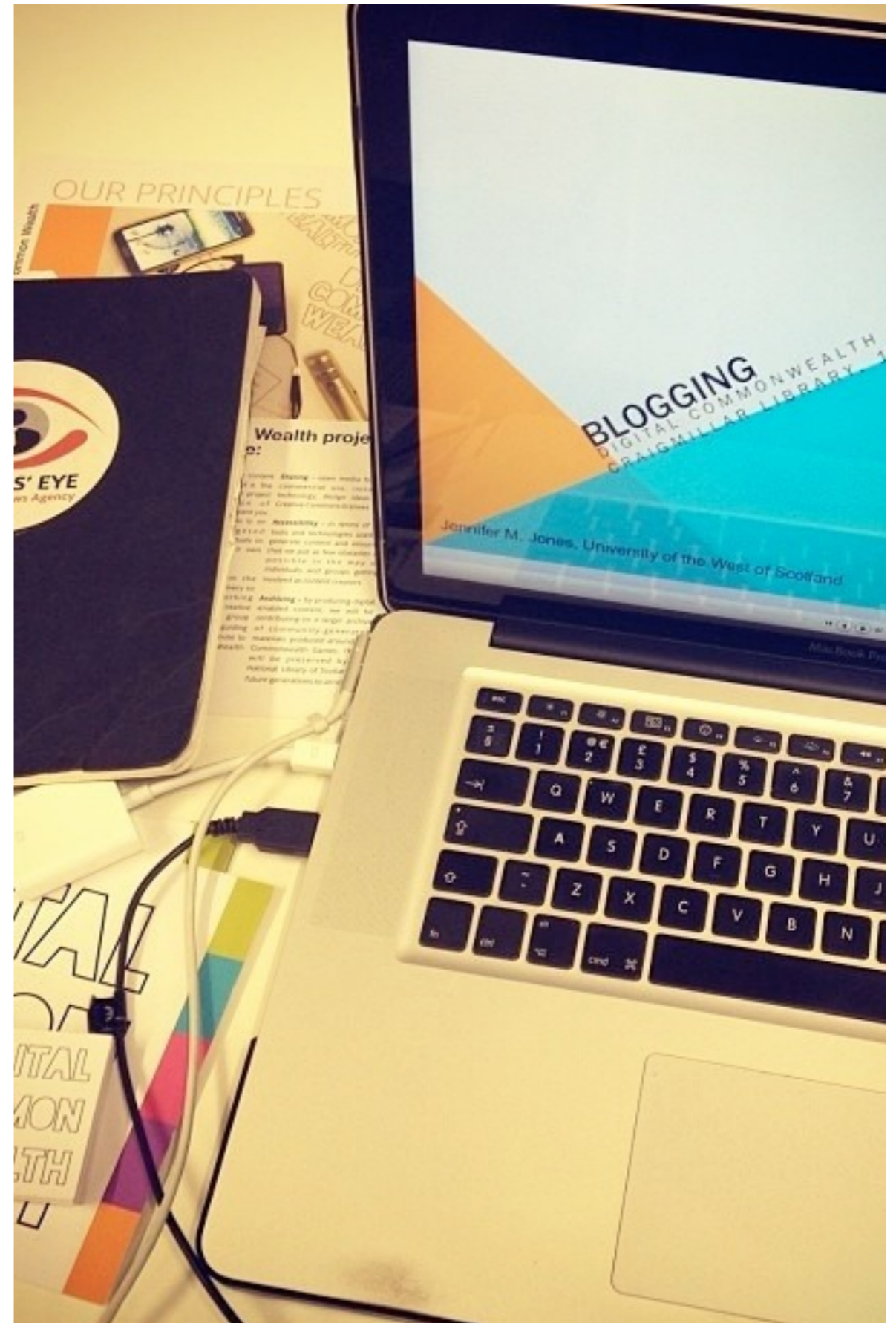
think

research

share

interact

reflect



Exploring blogging

AIMS

1. Understand what blogging is and how blogging can be used in digital storytelling.
2. Find examples of at least three blogs which you personally enjoy.
3. Create a blog post for your project including something which you have written, some pictures, some links to other webpages and content which you, your team or others create.
4. Explore what you like or dislike about blogging and how you might want to use it yourself or for your project.
5. Interact with other bloggers.

Equipment

- Computers or tablets with internet access.
- Group or individual blog portfolio space set up on chosen blog platform (e.g Wordpress, Glow, Tumblr, Blogger, Postachio, EduBlogs).
- A word processing tool for draft blog posts.
- Pens and paper.
- Optional: a camera to take photographs of 'work in progress'.
- Optional: tools or apps such as image editing and graphic design software for enhancing and editing any work captured.
- Optional: work to add into the blog from other multimedia and digital storytelling experiments.

Method

For each exercise, keep your work in one place (e.g. your personal computer storage space or portfolio) then it can be uploaded later to your own blog or your project blog.

Explore blogging

What is a blog, what might you find on one and why do you think people make them?

Collect at least three examples of blogs which you like and write something about this (for example you could say what you like about them, who writes them, what sort of things are on the blog). If your group or any of your friends have blogs already you could include these.

For each blog you could:

- Copy and paste their web address (URL).
- Take a screenshot of the blog.
- Draw a picture of the blog to show what it looks like, then take a picture (or scan) your drawing.
- Look at it on different computers (for example, does it look different on a phone rather than on a computer monitor?).
- What does the blog include? How would you explain what this blog was about to someone who had never seen it before?

Keep these notes as you will be able to upload them to your own blog later.



Make a “blogging manifesto”: part 1

List some of the things which you could put on the blog, this creates your own “blogging manifesto” of things which you would like to do and you can refer back to if you get stuck for ideas for example:

- What would you like write about?
- What could you create and then share on your blog?
- Would you like to put pictures in?
- Who might you like to work with in the group?
- Who else has created online content about the same thing as your project? (these are your inspirations)
- How often would you like to put things on your blog?
- Who do you think would like to read your blog? (who do you think your audience might be, for example other people in your area, just those within your group, or anyone sharing your project interests?)
- Do different people in the group have different roles in the blog (for example does someone act as a photographer, designer or editor or do you all take turns?)

Make your blogging manifesto digital; if you have any paper notes about this you could take a photograph of these and upload them to the new blog when it is set up.

Make a “blogging manifesto”: part 2

Some things should not be shared online. What do you think should or should not be included in a blog post, and why? Can you give an example of why you should “think before you post” and what would happen if you do not do this. Add this to your blogging manifesto.

Experiment with blogging: Show off your first blog post

Write something for your first project blog post and share the link with someone else in the group.

Show off your multimedia blogging

Have you learnt to upload content to your blog as well as just writing? Adding pictures, sound or video makes the posts more interesting and lets you show off your work or explain things in a different way.

Share the link to a blog post which you have written which includes content which you have made yourself, something which your group has made or something which you find interesting with someone else.



Think about a place which is relevant to your blog entry, include a link to a map showing this place and then add it to your blog post (or embed a map in your blog post), include the link in this post.

Show off your blog entry which has links to other webpages.

Copy and paste two web addresses from other people who create online content about the subject of your project (e.g. if you are writing about buildings in your community find another blog which does this in another area). Add the link to your own blog entry.

Reflect on what you like and dislike about blogging and when you might use it yourself

Write about what you like and dislike about blogging and how you might want to use it yourself or for other projects you are involved in.

Try:

- Writing a blog post on this.
- Experimenting with video about making blogs (make a funny Vine or talk to the web camera on your laptop).
- Interviewing your friends about blogging.
- Drawing or mind mapping blogging likes, dislikes and inspirations

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DIGITAL COMMON WEALTH

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Published on July 2nd, 2014 | by Jennifer Jones

Creative Voices in Dumfries: Place, Walking and Home

Below is the second in a series of guest posts from creative writing tutor **Andrea McNicol** who has been facilitating a series of workshops with community groups in Rutherglen, Dumfries, Paisley and Kilmarnock as part of the Digital Commonwealth Creative Voices project.

The second round of creative writing workshops started in Dumfries on the 8th of February. My colleague, David Manderson, and I spent the day with members of the Dumfries and Galloway Multicultural Association. Nine participants came to the first workshop – eight women and one man – from India, Pakistan, Bulgaria, Iceland and the UK. Dave started the session with a creative exercise based around the concept of 'walking' – which he explains here:

Over the last year or so I've developed research around the theme of walking and creative writing along with my colleague Louise Bennett at the University of the West of Scotland. It's a piece of work that's gone down well at conferences, festivals and other

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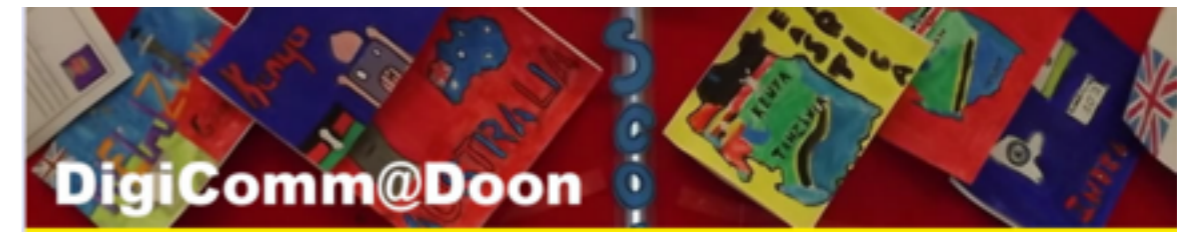
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search go!

Commonwealth Games Board Game



VID00425

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Commonwealth Games Links

- BigBigSing Commonwealth Songbook
- Commonwealth - Wikipedia
- Digital Commonwealth Projects
- Glasgow 2014
- Queen's Baton Relay

Our Projects

- Baton Relay news report
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- Commonwealth Games Board Game
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- Top Trumps

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- September 2014
- August 2014

CATEGORIES

- Blogging
- Culture
- Exchange
- Glasgow 2014
- People
- Photo



GLASGOW 2014 PHOTO

CLOSE UP COLOURS OF CLYDE

© AUGUST 27, 2014 ADMIN LEAVE A COMMENT

Our **photo challenge** asked us to take a close up of something in the school which has a colour from Clyde the mascot. We used the zoom on the cameras to do this and had to find the right colours.



Yell Digital Commonwealth 2014 First Workshop

Published on May 16, 2014 in DigCW2014, Shetland, Yell and podcast. 0 Comments

Tags: digital commonwealth 2014, yelldigow2014.

We worked in groups and made these podcasts about Yell using audioboo.

<http://audioboo.fm/YellDigCW2014>

Welcome to the Yell Digital Commonwealth 2014 blog

Published on April 21, 2014 in Uncategorized. 0 Comments

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Latest

- Yell Digital Commonwealth 2014 First Workshop
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Top tips

Top 10 blogging tips:

1. Read other blogs... get tips and inspiration from looking at other blogs you like (or even one's you don't!).
2. Remember there are lots of different types of blogs, on all sorts of subjects and all sorts of web platforms; there is not really a 'right' blogging platform, you can use any one you wish for your projects.
3. Try and set out some ideas for how you would like your blog to be (try writing a 'blogging manifesto' to look back at if you ever get stuck for ideas).
4. Blogging is not just writing and does not have to be long, sometimes pictures say things better than words.
5. Try different sorts of blogging posts (themed photo galleries, 100 word challenges, diary entries or poetry).
6. Think before you post; some things should not be put on a blog and should be kept private.
7. Tag your blog posts and give them interesting titles to help other people find what you have published.

8. Make sure you only include images which you are allowed to use; you can easily make your own wonderful content (and find non copyrighted materials) so don't steal other peoples!
9. Embed content which you have made such as videos, maps, photographs and audio work, it is a good way to show off your work and you can also add some words about what you have created.
10. Blogging is not just about your work, it is a community. Connect with other people (leave nice comments on their blogs and like their posts), they might like your work too.



Video for Digital Storytelling

Keywords:

explore

explain

plan

create

edit

communicate

interact



Exploring video

AIMS

1. Understand why you might want to use video to tell your own project story.
2. Explore the different types of video which you can make and choose the best one to use for your projects.
3. Make at least one video for your project.
4. Know how to use video safely and what to do if you have a problem.
5. Upload and share your own video content online.
6. Interact with other video users.

Equipment

- Computers, tablets or phones with internet access.
- Functions on these devices (or digital camera or small video camera) which have video functions with sound recording available, and all required cables and memory cards for these.
- Project or individual online video site profile (e.g. YouTube, Vimeo).
- Pens and paper or Word/ notepad digital tools for planning work.
- Basic editing software or apps (with functions to trim clips and join clips together).
- Optional: a camera to take photographs of 'work in progress'.
- Optional: tools or apps such as image editing and graphic design software for enhancing and editing any work captured.
- Optional: tripod or other small adaptable device for holding video recorders (Gorillapod/ Octostand/ Grip).
- Optional: photographs or other multimedia to add into the video before publishing.



Suggested exercises

Explore the idea of using video for digital storytelling

Why do you think using video for for telling stories is a good idea; for example why do you like watching video? Why is video a good way to tell a story online?

Find videos about your project topic

There are millions of videos on YouTube and Vimeo, how do you find what is useful and inspirational to you?

Try and create a playlist of videos which are about your project topic and think about why you like them, you can save the playlist in a Word/ Open Office/ Pages document, bookmark the videos on your browser or copy them into Google Docs or Evernote for later.

Take some video first steps

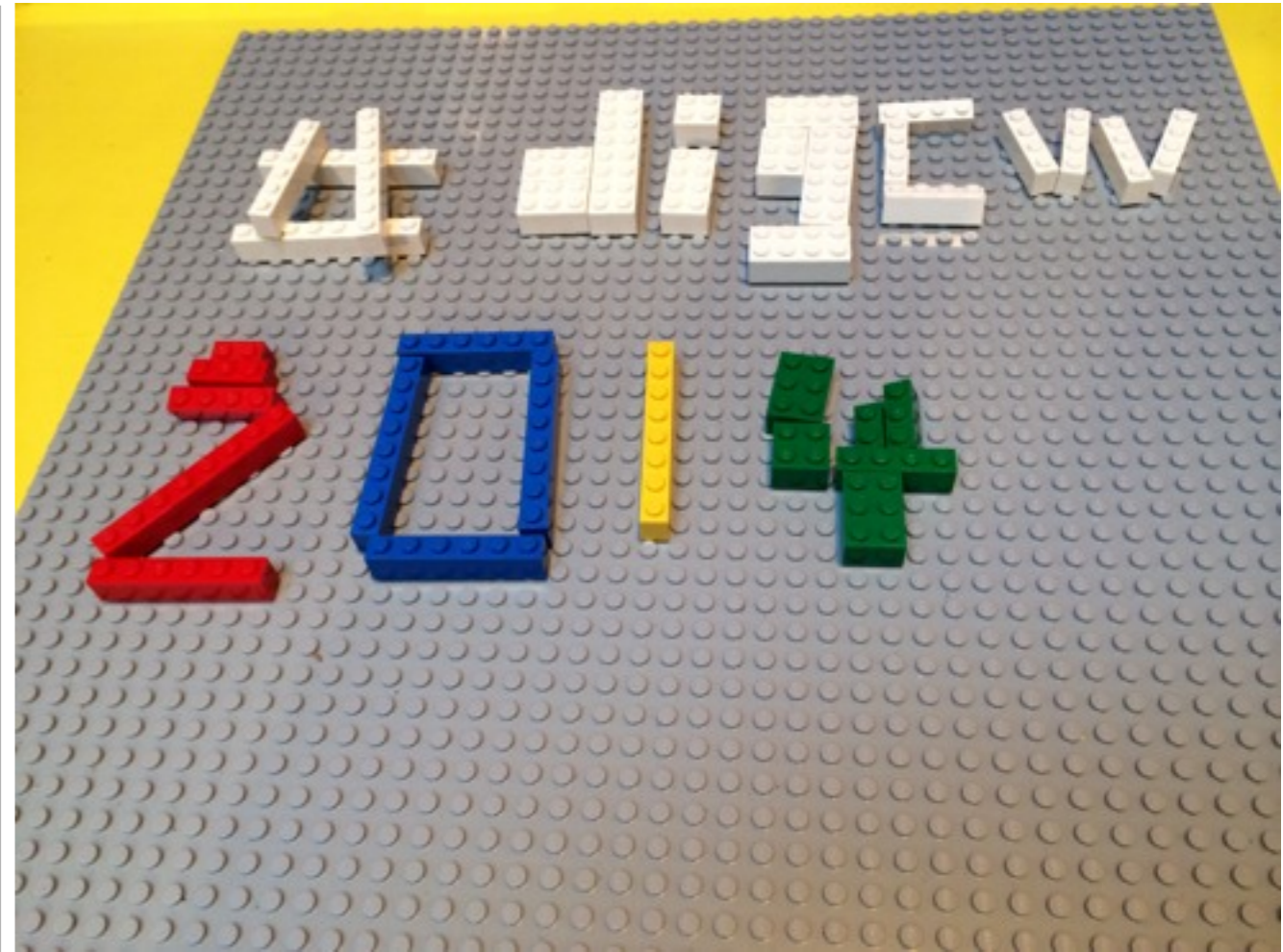
Try using the video camera; whichever video camera or video app you have, learning how to make video by playing with the camera is often the best way! Do you find it easy to use? If you have tried different video apps or cameras and can you set them up, turn them on and off, record sounds and move around with them? Do you prefer being in front of the camera or behind? What is it like to see yourself on film?

Experiment with different styles of video

Try and make video like the ones which you liked in your playlist. You could try:

- Holding the camera yourself and talking to camera.

- One person in front of the camera and one person behind.
- Moving around to make an action video.
- Sitting behind a desk to make a news broadcast.
- Filming in bright light.
- Filming outside.
- Put the camera in different places (up high, on the ground, in among some leaves, on top of a table).
- Filming in a busy place like a corridor or where you have lunch.
- Make the same video but frame it differently (stand in the middle of the shot, at the side or near the edge and see which you think looks best).
- Writing a script to plan out exactly what you want to say, then reading this out to camera.
- Filming work then editing it with a template in your movie editing software.
- Making a stop motion video with paper, Lego or models.



You can make lots of small pieces of video, or try capturing everything in one go.

Cut!

Sometimes you might need several tries at getting the video the way you want, and sometimes you might only get one chance.

Make sure you know how to get the video from your camera or app into an editing programme, sometimes you need to import files to do this.

Try cutting a video clip (trim off a small part of the start or the end) and joining two or more clips together.

Try out and share your favourite video making tools.

There are lots of different programmes and apps for capturing video and creating a piece of video which you want to share. Which have you tried and what do you like about them? Name your favourite online video site or video making programme (e.g Vine, Instagram video, PicPlayPost, YouTube Capture, Windows Movie Maker, iMovie, I-Can Animate) and say why you like it. You could write about the programme or app which you use, even make a review to share.

Many apps and programmes have tools which allow you to add sounds, titles, special effects and colours. You can even add photographs and audio files into your video.

Experiment with your own editing tools and see what you can create.

Exploring sound and music on video

If you would like to have music or sounds on your video, what could you include without breaking the law?

1. Only your own music or sounds?
2. Only your own music or creative commons/ copyright free music and sounds?
3. Anyone's music or sounds?



Show off your wonderful work!

We would like to see your brilliant video work, and so would others sharing your interests! Upload your work to a video site and add a short description with your video to explain what it is in the video information box. Use your description to think about keywords; these become your tags and make sure that others can find your work, hashtags (#) and tags are used in Vine, YouTube, Instagram and Vimeo.

Discuss tags and keywords with your group, for example what sort of tags might you include in:

- A video about hockey in your community?
- A video of your friend's band performing a song which they wrote?
- A Vine showing the process creating your favourite meal?
- A video about a holiday to Wales?

You can explore the content created for Digital Commonwealth by using the #DigCW2014. Consider creating your own project hashtag if you think this might be helpful, and make sure that you publicise this so everyone can use it.

Explore video safety

What would you do if someone was bullying you or making you feel uncomfortable or unsafe online when using video sites (or other social sites); do you know what to do if you have a problem? What should you *not* post or download?

Discuss what you would do if you felt uncomfortable or unsafe when using video sites online. Who would you speak to and who could you contact online? You could use this information as a blog post or make your own video about this yourself to share with your friends so they would know what to do as well.

Show your appreciation of other people's work

Posting a video is only one part of the online storytelling community. Many Digital Commonwealth project groups shared each others content. You could share work on social media and tell your friends about it. Why not like, comment on or share the videos which you created in your playlist earlier, or other videos which people from the group or class have made? Vine says "say something nice" when you are commenting on something... this is a lovely way to think about comments, always be nice!



Top tips

Top 10 video tips:

1. You can use digital cameras, webcams, smartphones and tablets to capture video, you don't need to have a special expensive video camera- use what is in your pocket!
2. Use your camera in landscape mode- this looks much better when you play back a video on the web or TV. Imagine you are watching TV when you create a video, and hold the camera this way.
3. Video is excellent for capturing stories of people, places and events 'in real time'. For quick 'one take' videos you can upload directly to video sharing sites really easily and quickly from a phone or tablet using apps like YouTube Capture.
4. Check permissions; don't use copyrighted material. If you choose to add music or a sound track to your video make sure that the music is not copyright. Most video sites have sample music which you can use without restrictions for personal use if you wish and lots of editing programmes and apps also include music and sound tracks. Sometimes

you may need to get permission from people to make video; don't go on to private land or secretly record people.

5. If you are needing to record sound you could try out the sound levels on a sample video first (take some video, play it back and see if you're happy with it).
6. Experimenting with scripts and storyboards can be useful to help you plan out videos; try drawing or writing out your ideas before you start filming so that you can work out what you would like to film and how. Sometimes the best videos can be unplanned and natural; see what works for your project, sometimes quickly made and quickly filmed is best.



7. Tag your video posts and give them interesting titles to help other people find what you have published and capture their imagination; make them watch!

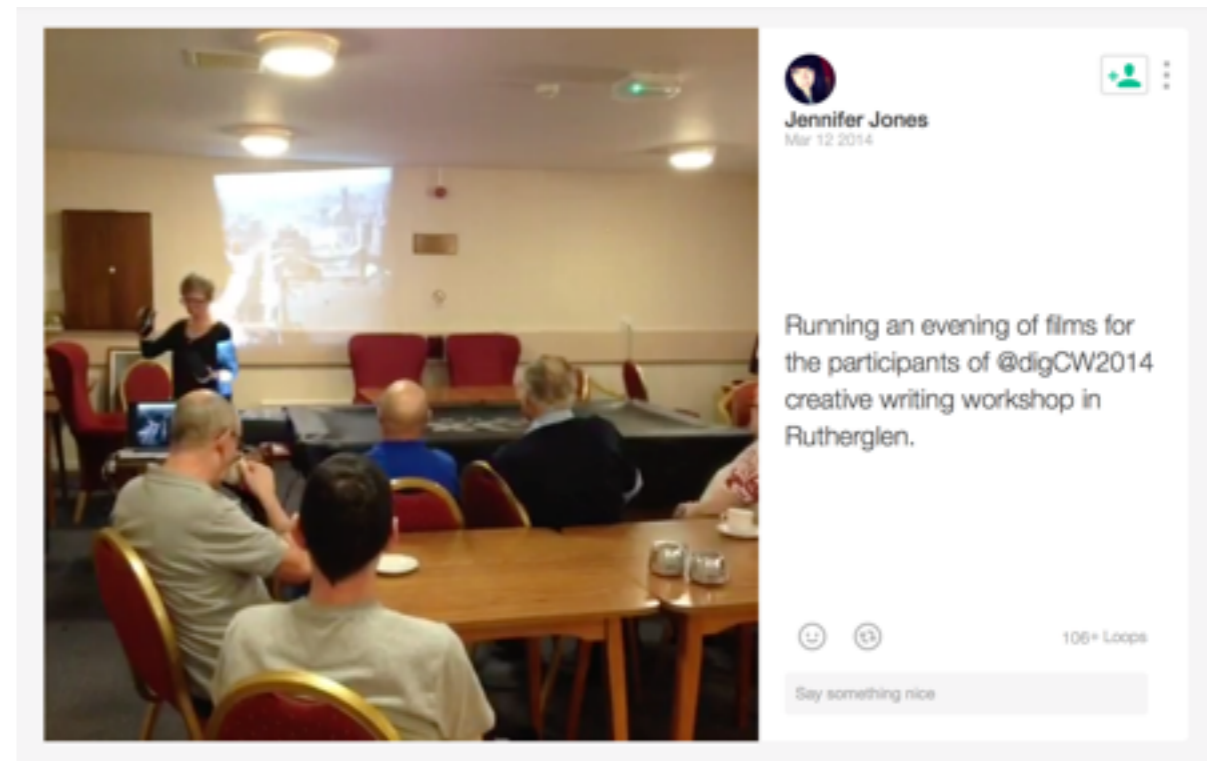
8. Video is social. Look at other people's work and connect with other people who make video. Leave nice comments on their videos and like their posts, they might like your work too! Share your video to show off your work- share it appropriately on social media and embed it on your blog... let people know about your great work.



9. Have fun with video.. try out slow motion or stop motion, try using the camera from different viewpoints (such as on the ground or held high), try different lighting or shadows, draw or animate something, talk to camera or interview people, use editing programmes to add creative

titles, colour effects, speed up and slow down video clips and join photos and video together.

10. How long is a video? Think what you want to watch and make it that length. A five second Vine can be just as interesting and fun as a 3 minute video, also you don't have to make 30 minute epic documentaries for digital storytelling as soundbites can be just as good to tell your story.



Audio for Digital Storytelling

Keywords

explore

create

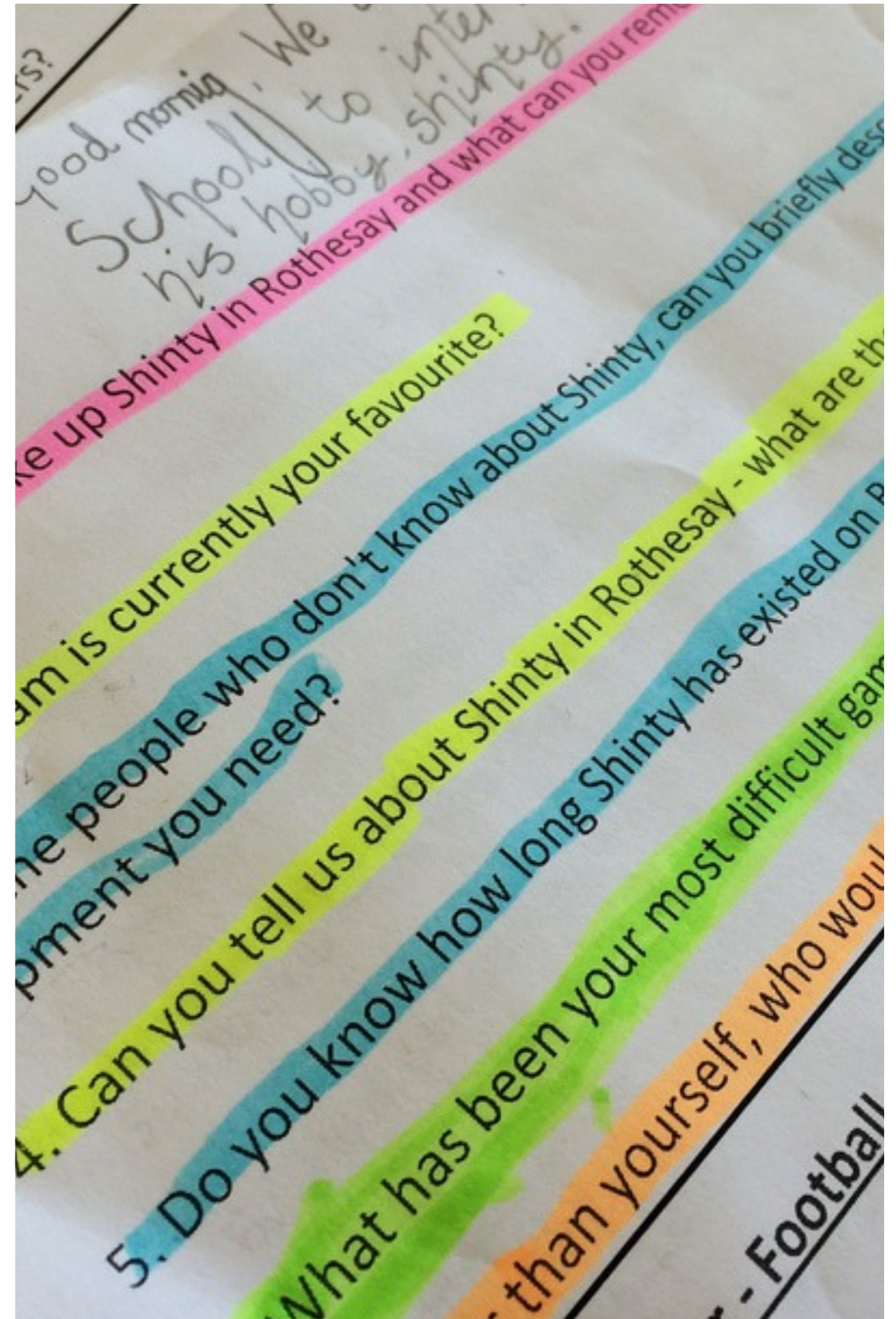
think

research

share

interact

reflect



Exploring audio

AIMS

1. Understand why audio is a good tool for digital storytelling.
2. Understand the different uses of audio in digital storytelling and the different types of audio which you can record.
3. Create at least one piece of audio which can be used for your project.
4. Understand how to find audio recordings online.
5. Upload and share your audio content online.
6. Interact with other audio users.

Materials/ equipment

- Computers, tablets or phones with internet access.
- Audio functions on these devices (or a dedicated audio recorder) and all required cables, batteries and memory cards for these.
- Class or individual online audio site profile (e.g Audioboo, Soundcloud, iTunes).
- Pens and paper, or word / notepad digital tools for planning work.
- Basic editing software or apps (with functions to trim clips and join clips together).
- Optional: a camera to take photographs of 'work in progress' (such as storyboards, mind maps and scripts) and add profile images to your audio uploads.
- Optional: additional tools or apps such as image editing, sound editing, animation and graphic design software for further enhancing and editing any work capture.
- Optional: additional external microphones.
- Optional: a 'pre defined' list of audio online which the group could listen to which may save time during the

workshop or class session, and can form a ‘curated playlist’ of suitable audio files.



Find some thing to listen to online

Which type of audio do you like best? Radio shows? Podcasts? Music? Documentaries? Interviews? Soundscapes?

Try finding content online which relates to your project topic. You might like to look on Audioboo and Soundcloud for examples of podcasts and audio playlists. We have a Digital Commonwealth Audioboo account playlist featuring all the content created so far.

Keep a note of the web addresses of the audio which you like and try to work out why you like them. Did you learn anything new from listening to audio about your topic?

Explore audio for digital storytelling

Why do you think using audio for telling stories is a good idea? How is it useful for your project? You could make some notes on this to add to a blog post or audio recording later.

Experiment with your audio equipment

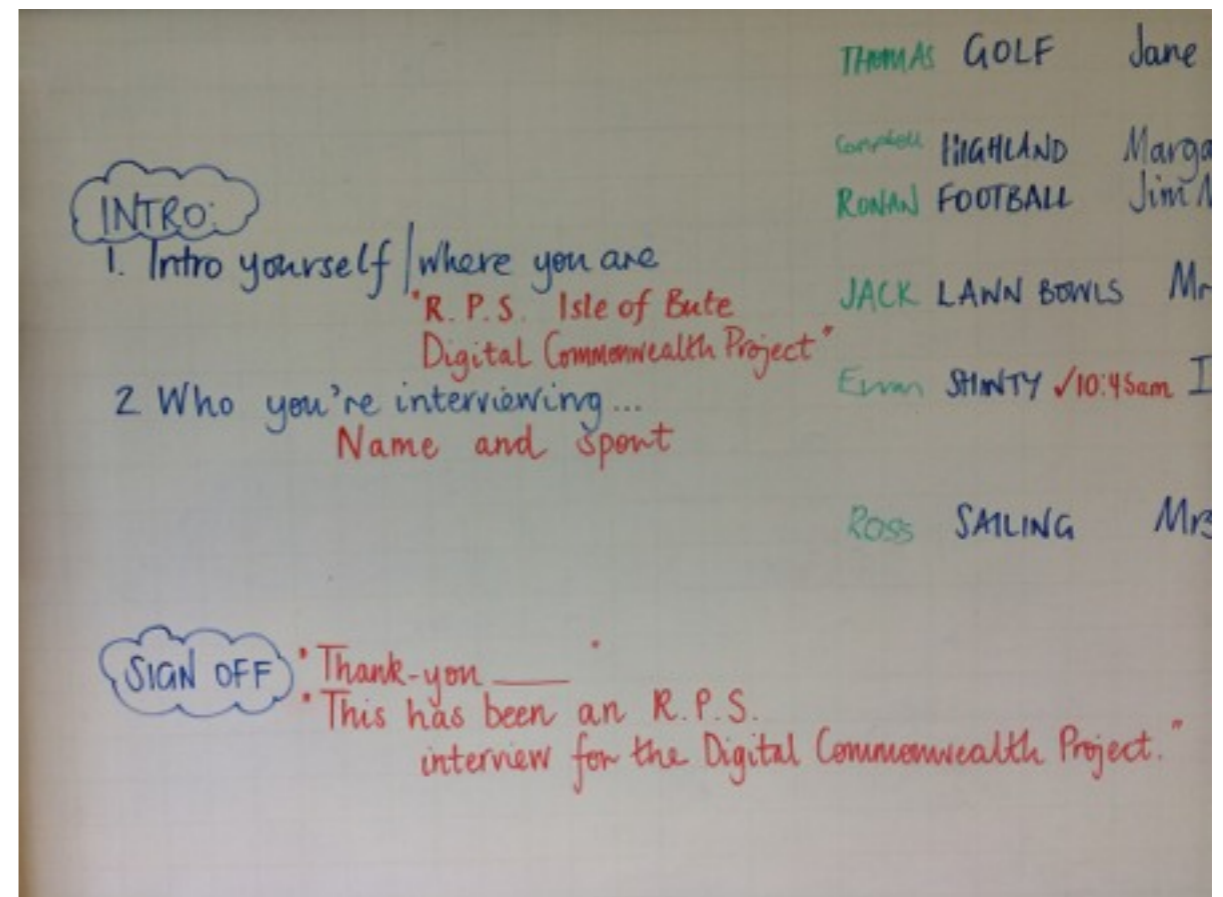
Try using the audio recorders– whichever recorder or app you have, learning how to make audio by playing with it is often the best way! Do you find it easy to use? If you have tried different apps or recorders can you set them up, turn them on and off and move around with them? Do you prefer asking questions or being asked questions? What is it like to hear a recording which you have made?

Experiment with different ways of recording sound

You could try:

- Holding the microphone close to your mouth or further away.
- Recording your favourite sound.
- Having a rap battle.
- Interviewing friends, teachers, community group leaders or family members.
- Reading a poem which you have written.
- Reading a story or a chapter of a short book.
- Writing and recording a song.
- Creating an audio diary.
- Recording outside.
- Recording in the rain or snow.
- Recording in a busy place.
- Recording in the wind (stand facing the wind then with your back to the wind; which sounds better when you listen back?)

- Get together as a group and shouting a word really loudly.
- Stand further away from the microphone and move around with the microphone.
- Experimenting with a mixture of open and closed questions.
- Writing a script to plan out exactly what you want to say, then reading this out and recording it.



- If you are using an external microphone, does it have different settings? Why not try these and compare the results?

You can make lots of small pieces of audio, or try capturing everything in one go.

Cut!

Sometimes you might need several tries at getting the audio the way you want, and sometimes you might only get one chance (for example you might be interviewing someone who is really busy, or even someone famous who can only be with you for a short space of time). How could you make sure you got the best interview you could?

Make sure you know how to get the audio files into an editing programme, sometimes you need to import files to do this.

Try cutting an audio clip (trim off a small part of the start or the end) and joining two or more clips together.

Try out and share your favourite audio making tools

There are lots of different programmes and apps for capturing audio and creating a piece of audio which you want to share. Which have you tried and what do you like (or not like) about them? You could write about this for your blog or even make a review to share.

Many apps and programmes have things which allow you to add sound effects, change the sounds to slow them down or speed them up and also layer sounds so that you hear lots of separate sounds all at the same time.

Experiment with the editing tools and see what you can create. Editing programmes include Audacity, Garage Band, and Audition whilst Audioboo and Soundcloud allow you to trim clips you have uploaded within the app or browser.

Share your tips for making great audio recordings

Write about what you think someone else in your group should know about using audio for digital storytelling? What do you think makes a good piece of online audio work and do you have any technical tips to share? You could make your own 'top tips' podcast, video or blog about this, or even tweet one tip at a time?

Share your work!

We would like to hear your brilliant audio work, and so would others who share your interests.

You can create playlists of your work using sites like Audioboo and Soundcloud and (as for video) tag posts to

let others find your work. Why not listen to a Digital Commonwealth playlist and create a playlist of ones which you like?

Other ways to share your work includes:

- Embedding the audioboo or soundcloud file on your blog.
- Posting a link to Facebook, Twitter or other social media sites.
- Having a listening party to showcase your work.
- Emailing the file to a friend or colleague.
- Emailing the link to the file to a friend or colleague.
- Having a public event to listen to the posts.

Be sound social

Posting a piece of audio is only one part of the online storytelling community. We encouraged participants to share, like and offer kind comments on others work, why not follow other users which you like or make playlists with their work in?



AUDIOBOO

More 'play me I'm yours' piano fun fro...
Alisonmccandish

0:00

audioBoo

- 1 More 'play me I'm yours' piano fun fro...
- 2 Glasgow City Heritage Trust and the a...
- 3 Singing in the air
- 4 What does a Glasgow sport support c...

Top Tips

Top 10 audio tips:

1. You can use smartphones and tablets to capture record audio, you don't need to have a special expensive audio recorders.
2. Get creative; audio is about much more than just voice recordings, it can be sound snippets, music, spoken word poetry, interviews, storytelling, raps, the sound of a football being kicked or birds singing.
3. Get permission; don't use copyrighted material and always ask permission to record people.
4. Watch out for the wind! Turn away from the wind so that the background noise isn't quite so loud when recording.
5. Try using your headphones for a microphone.
6. Planning out your interview questions in advance can help you remember what to ask, and also help the person being interviewed.

7. Asking 'open' questions (rather than those where someone could answer yes or no) is a good way to find out information in an interview.
8. Making playlists of your work, and commenting on others work is a useful way to share what you have done and also connect with other users.
9. If you are uploading audio to a social platform like Audioboo, make sure you have an image to accompany it. People like to see who is talking.
10. If you produce interesting audio content and share it, other media organisations might want to use it. We can all be media makers.



Social Media for Digital Storytelling

Keywords

explore

create

think

research

share

interact

reflect



Exploring Social Media

AIMS

1. Understand the different forms of social media and how these tools can be used in digital storytelling.
2. Find examples of at least two different kinds of social media that you can follow and use.
3. Create your own content on a chosen network for your project including something you have written, some pictures, some links to other webpages and content which you created.
4. Understand how to use social media safely and what to do if you have any concerns or problems.
5. Reflect on what you like or dislike about using social media and how you might want to use it yourself or for your projects.
6. Interact with other social media users.

Materials/ equipment

- Computers, tablets or phones with internet access.
- Optional: Tweetdeck and Storify (for more advanced social media exploring and storytelling).



Explore two different forms of social media

What is social media, what forms of social media can you use and when might you use one of these tools? Give at least three examples of social media which you like and why (for example you could say what you like about them, who you follow and, what sort of things they discuss). If your

group or any of your friends have Twitter, Facebook or Instagram accounts already you could include these and discuss why and how they use them. If you do not have your own accounts, what do you know about the social media sites available?

Reflect on what you like and dislike about social media and when you might use it yourself

Write about what you like and dislike about social media and when you might use it yourself. Things you could write about might include:

- What do you like about using social media?
- What do you not like about using social media?
- Do you follow anyone famous on social media (or would you like to)?
- Do you have a preferred social media platform (e.g. do you like Instagram but not like Facebook?)
- Does your class, group or organisation have social media profiles and if not what would you put on them if you were in charge of them?

- Do you have more than one social media account and if so do you use them for different things?

Explore project related social media accounts

We suggested that Digital Commonwealth participants explored social media to find content about the Commonwealth, for example something by another project group, by an artist who makes work about the Commonwealth or perhaps an athlete or team Facebook page.

Try searching for content and accounts which are relevant to your own project and consider ways of interacting with them.

Explore ideas for social media content for your project- Twitter

When might you use Twitter for your project? List some of the things which you would use Twitter for, for example:

- What would you like tweet about?
- Are there good and bad times of the day to tweet?

- How do you interact on Twitter?
- Would you like to put pictures in?
- Who else has created online content about the same thing as your project?
- Who do you think would like to read your tweets?
- Do your tweets provide links and articles or do they just give information?

If you have any paper notes about this you could take a photograph of these and upload them to the answer to this question, and include them in your tweet (and perhaps a blog post).

Understand why you should “think before you post” – how to use social media safely and what to do if you have any concerns or problems

Using social media is a great way to find out information and connect with other people, but you need to know how to use it safely as well. What would you do if someone was bullying you or making you feel uncomfortable or unsafe online- do you know what to do if you have a problem?

Write about how you can stay safe online and what you would do if you felt uncomfortable or unsafe when using social media. Who would you speak to and who could you contact online?

Show off your social media posts with added multimedia such as photos, links to other sites etc.

Have you learnt to upload content to Twitter and/or Facebook? Is there a time that Instagram is better than other forms of social media? Adding pictures, sound or video makes the posts more interesting and lets you show off your work or explain things in a different way.

List the link to a tweet or blog posts which you have written which includes content which you have made yourself, something which your group has made or something which you find interesting and include this on a blog.



Top Tips

1. Always be a mindful social media user- would you mind if your friends, family, teachers, boss or a potential employer read your posts?
2. Don't post sensitive personal private information. This includes taking photos of items that could cause risk such as bank cards or telephone numbers.
3. Know what to do if you find something you are worried about. Most social media platforms have the ability to report inappropriate content.
4. Social media is not just about 'you' or 'your project', have conversations about things which interest you with other social media users and like/ retweet/ favourite other people's posts.
5. Use hashtags and tags when posting on Twitter, Flickr, Vine and YouTube- this lets you join in with conversations which interest you, and also find other people's work.
6. The number of friends and followers is not the aim- it is quality not quantity which counts overall. You do not have to follow people who follow you.
7. Be positive! Social media is brilliant for telling stories about your project. Your positivity will shine through.
8. Post little bits of information frequently. The more you share, the more you get back.
9. Connect with other people who you know or want to know. Follow people who you find interesting and relevant; social media is as useful as the network you curate.
10. If you are interested in more advanced uses of social media you could explore tools such as Tweetdeck and HootSuite. These allow you to search easily, manage more than one account, schedule posts and follow several hashtags at the same time. Storify lets you collect relevant social media and web posts to create a curated page about your event or project which anyone can read. Have fun telling your own digital story!

How to stay involved with digital storytelling

We would like you to stay involved with the project, and also continue to develop your digital storytelling skills long into the future. Please share your work with us via our social media profiles, or through the contacts listed in the front of the handbook.



Keep storytelling!

The Glasgow 2014 Commonwealth Games and all the cultural and community activities which happened provided an ideal opportunity for people to practice digital storytelling skills using a live event as a focus point.



We encouraged people to explore the events in a creative way and explore the Commonwealth themes, and devised the 'Citizen 2014' community run citizen media centre, reporting around the Games events (citizen2014.net, #citizen2014 and @citizen2014). This reported alternative and community led events using daily themes and organised workshops and drop in sessions.

Some suggestions for ways to explore your own project themes, community events or class topics include:

Photography: take your own photographs representing what your project means to you. Can you capture photographs of events in progress, or something representing the planning stages? Change and draw on or write on the photographs. You might use Photoshop, Picasa, Instagram, Over, Skitch or Paint for this, or print out photos and draw on top of them. Take photos of tickets for events, try selfies and group portraits, make your photos tell the story and upload these to your social media profiles.

Audio: Practice your interview or voiceover skills and interview people connected to your project. Try making a podcast diary of all the events which you explore and telling your own story. Record a soundscape which represents your project. Split longer audio clips into shorter tasters to

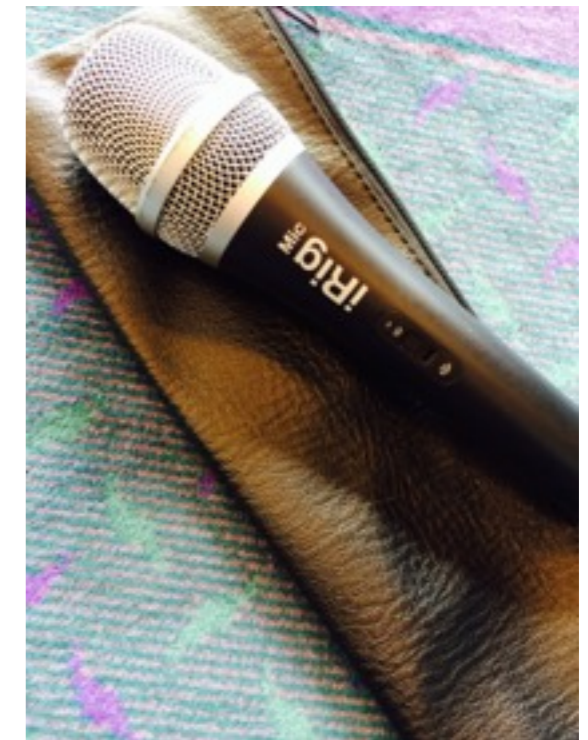
share. Make playlists of your work (and others which you find interesting).

Make your research visual: Capture your research and share it as ‘work in progress’ on a blog. Work on pen and paper or use online collaboration tools to explore the topics and themes. You could explore online sharing sites like Slideshare to share any group presentations (then embed posts on your blog).

Video: Try capturing your experiences using apps like Vine or YouTube Capture, or record video to edit later. This could include video diary style posts, interviews or newsdesk style reporting.

Blogging: Can you blog your thoughts? Are others blogging about the events which you attend or the same project topics? You don’t have to write big blogs, try one picture and a few words, 100 word challenges, photo galleries or even poetry. Interact with other bloggers and follow or comment on their work.

Social media: Share project updates. Can you summarise your thoughts in 140 characters or less (this can also be done on paper then made digital)? Who else uses social media to discuss similar events and projects? Find related social media accounts and join in the conversations.



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University of the West of Scotland

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