**Sequence and Description of Activities**

**Timeline of Assignments:**

* *Module One: Welcome/Introduction-* During this module, students will also be introduced to the Global Environment Facility website, and will be assigned video storytelling topics related to global environmental issues.
* *Module Two: Independent Cultural Connections-* Students are assigned to complete three exchanges with their partner/group. They will log their exchanges in the Canvas discussion forum with specific instructions.
* *Module Three: Video Storytelling and Impact-* Students will either research or be assigned an environmental video that explains and creates engagement on an issue that aligns with their video projects. Students will post a short analysis to the video on Canvas discussions.
* *Module Four: Project Feedback and Reflection-* Final module is to have students peer review their completed videos. In their assigned partnerships, students will share a link to their published video and then post their feedback in the Canvas discussion forum.

\*\*Please note, our students will NOT be collaborating on a video project together as is often assumed at first glance of this project. Our video courses cover completely different digital media genres (fiction/filmmaking/scriptwriting; nonfiction/journalistic/informational).

Therefore, students will be producing their actual, physical video assignments as part of our separate, respective courses as we always have done: Juan Pablo’s in groups, Colleen’s as individual video assignments.

The VE module encompasses the development of the videos and most importantly, FEEDBACK on the eventual finished projects. Students will receive ample instruction in their respective courses on the required elements of their videos and will be shooting and editing with guidance from their respective professors as always. Therefore, you will not see those specifics addressed in the VE.

We feel the different genres and approaches represented in the video projects only enhance the elements of seeing things differently, learning about other cultures and ways of storytelling, and different approaches creatively to the art and science of telling stories with visuals. A qualitative feedback rubric will guide the peer-to-peer feedback module at the end of the VE.

One unifying thread: Both groups of students will be assigned an issue of global environmental import as identified by the Global Environment Facility ( <https://www.thegef.org/>)

**Module One:** Welcome/Introduction Jan. 24-Jan. 30

Ice Breaker (Canvas/Padlet). Students will choose a film character with whom they identify and use Padlet to creatively express and post why (introduces them as well as some elements of storytelling such as characterization). They will post links to their Padlets in Canvas discussion.

During this module, students will also be introduced to the Global Environment Facility website, and will be assigned video storytelling topics related to global environmental issues.

We will pair the students here as well: groups of two are likely with perhaps a group or two of three depending on the numbers. A master list of the groups and contact information will be posted in Canvas for easy reference.

**Module Two:** Independent Cultural Connections (Jan. 31-Feb. 27)

Students are assigned to complete three exchanges with their partner/group. They will log their exchanges in the Canvas discussion forum with specific instructions.  They will communicate three times on the platforms of their choice (WhatsApp, email, Zoom, text message etc.)   Suggested discussion prompts:

1. What is your perspective on sustainability?

2. What is your relationship with recycling?

3. What is your opinion on global warming?

4. Thoughts on the "The Danger of a Single Story:” a video they will watch independently.

Juan Pablo and Colleen are posting an example of this type of exchange in the Canvas discussion forum to help guide. Instructors will also be in the forum after the deadline to add our own comments and to be present and engaged.

**Module Three:** Video Storytelling and Impact Feb. 14-Feb. 20

This is a shared text analysis type of discussion exercise; however, in our case, the text will be videos. (Likely in Canvas discussion forum, though students may be linking videos in the forum rather than text, or a combination). By now, students in their separate courses will be well into their separate video production on their home turf. This is a good time for them to examine the work of others for inspiration and for technical analysis on what works and what doesn’t (and why).

Students will either research or be assigned an environmental video that explains and creates engagement on an issue that aligns with their video projects.

Here, we are looking for different types of storytelling around environmental issues-- and ways to create *impact.*

Students will post a link to the video and their short analysis in Canvas discussions (500-800 words) and/or a short video summary/analysis posted to canvas examining the perspective of the story, elements of characterization, plot, emotion, facts etc. and its effectiveness in terms of impact or a call to action.

Students will be instructed in the forum to reply to one of their colleagues (and watch that video as well). We are sticking with the CJC’s typical discussion deadlines of a Friday night posting deadline, with substantive replies due by Sunday night.

**Module Four:** Project Feedback and Reflection April 11- April 20

Then Final module is to have students peer review their completed videos. In their assigned partnerships, students will share a link to their published video and then post their feedback in the Canvas discussion forum.

We are developing a qualitative rubric with elements of Juan Pablo’s typical rubric and Colleen’s (and with the help of instructional design to make the form look great and embed well in Canvas).

And finally, students will post their reflections—likely in the form of a short video in Canvas using FlipGrid as exemplified in this training course. Suggested prompts for the reflections:

* What did you learn from your partner during this Virtual Experience?
* What did you learn from other cultures during this experience?
* What did you learn from environmental issues during this experience?
* What did you learn about other perspectives on environmental issues during this experience?

We would love to hear more suggestions and thoughts from the group!