

HONG KONG BAPTIST UNIVERSITY

COURSE OUTLINE

1. COURSE TITLE

Virtual Storytelling: Narration across Dimensions

2. COURSE CODE

ENGL2097

3. NO. OF UNITS

3 Units

4. OFFERING DEPARTMENT

Department of English Language and Literature

5. PREREQUISITES

Nil

6. MEDIUM OF INSTRUCTION

English

7. AIMS & OBJECTIVES

- 1) To consider how narrative concepts applied to stories told in print including plot, theme, and character are applied or transformed in newer, high-tech forms of storytelling;
- 2) To introduce virtual storytelling and its techniques as sites of process-based design, adjustment, modelling, and prototyping;
- 3) To redefine storytelling as the outcome of students acquiring digital literacy using specific digital tools and applications;
- 4) To enable effective student groups and project teams creating compelling virtually-conceived stories registering, assessing, and responding to the challenges faced by society, the nation, and the globe; and
- 5) To effect and deliver a finalized virtual-story project, coherent and scalable, for online delivery.

8. COURSE CONTENT

- I. The Tools: Introducing Digital Storytelling Tools
- II. Building Narrative to Scale: Blocks, Sequences, and Storyboarding
- III. Prototyping Narratives for Online Delivery

IV. Modelling the Basic User Experience/Interface for Virtual Storytelling

V. Finalizing Delivery of the Virtual Story at scale

9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Use working facility in a specific digital application, user interface, or software package designed for virtual storytelling and/or world-building
CILO 2	Apply working knowledge of story-concept development, story-boarding, worlded architecture and editing using everyday digital tools
CILO 3	Create the prototype for a virtual story subject to end-user assessment, beta, and necessary adjustments prior to launch
CILO 4	Produce an original, coherent, and scalable final-version story in virtual narrative form, whether working individually or in project teams, for wider online dissemination

10. TEACHING & LEARNING ACTIVITIES (TLAs)

CILO alignment	Type of TLA
CILO 1	- The Tools: handling digital storytelling tools (an introduction) - The Blocks: building narrative to scale (squares, sequences, and storyboarding) - The Exhibit: final product (virtual story) delivery, at scale, following upon successful resolution of issues introduced through the beta
CILO 2	The Blocks: building narrative to scale (squares, sequences, and storyboarding)
CILO 3	- The Build: prototyping basic graphic narratives for online delivery - The Beta: modelling, sizing, assessing, and tweaking basic user experience/interface
CILO 4	- The Beta: modelling, sizing, assessing, and tweaking basic user experience/interface - The Exhibit: final product (virtual story) delivery, at scale, following upon successful resolution of issues introduced through the beta

11. ASSESSMENT METHODS (AMs)

Type of Assessment Methods	Weighting	CILOs to be addressed	Description of Assessment Tasks
Digital Tool Inventory and Skills	20 %	1, 2	Portfolio-based: Individual students claim a specific digital tool, workbench, or assembly and document their developing facility over the

Development Portfolio (Individual Assessment)			course of the term.
Sandbox Discoveries and Constructive Failures (Individual Assessment)	20 %	1, 2	Digital exercises: Individual students submit selected sketchwork, exercises, and basic designs for instructor review and assessment.
Virtual Story Project Proposal (Group Assessment)	10 %	3, 4	Project proposal: Detailed Proposal (including feasible and executable virtual storyboard).
Prototype and Beta: Assessment, and Necessary Tweaks (Group Assessment)	30 %	3, 4	Prototype/beta: teams effect the achieved build (prototype) of the virtual story susceptible to testing and end-user assessment.
Virtual Story Delivery and Exhibition (Group Assessment)	20 %	1, 2, 3, 4	Virtual Story Exhibit: successful betas are launched and exhibited to all stakeholders.

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