Continuing Professional Development in Vocational Education and Training

Storyboard

Inspiration for online teaching

COVET

COVET

In the COVET project, we have collected many great examples of teaching that have been transformed from the classic off-line version into a modern online learning method.

These sample lessons have been created by VET teachers from different EU countries. We present them to you as inspiration for your work.

The lessons are particularly suitable for vocational teachers, but can also serve as a training tool for teachers, trainers and lecturers in other educational settings.

All sample lessons, training materials as well as all information about the project are available at:
https://www.covet-project.eu/

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How to Create a Storyboard

In this lesson, the student learns what a storyboard is, when it is useful and how it is realized. The storyboard is an outline of a process, illustrating its beginning, development and end. It can be used in different contexts, for example the storyboard is the drawn version of the slides of a presentation or the scenes of a video.

Offline version of the lesson

- The teacher gives a general introduction on what a storyboard is through a Powerpoint presentation projected in class.
- The teacher provides some examples of different types of storyboards
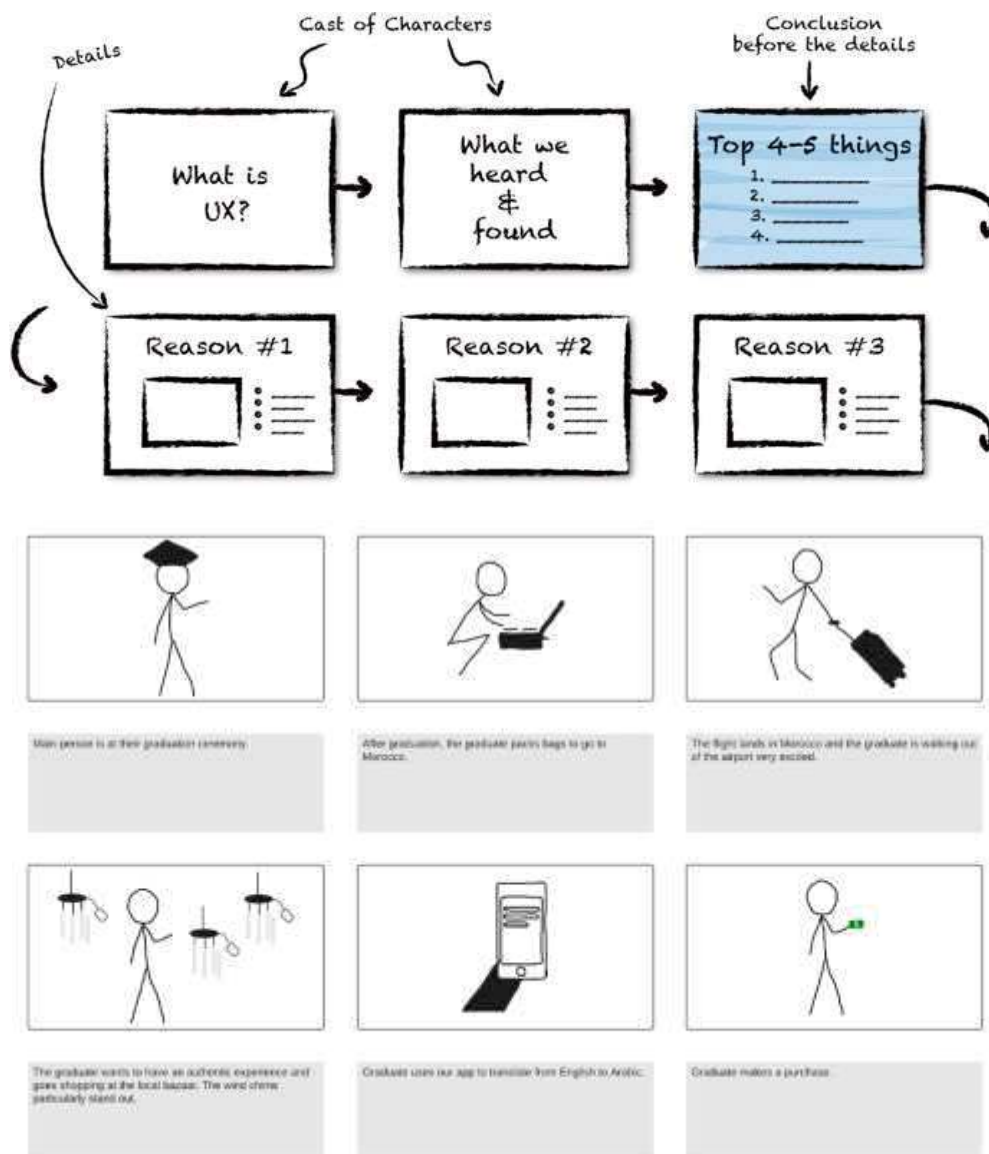
- The learners receive a blank copy of the storyboard printed on A3.

- After the templates have been distributed, the learners can move anywhere in the room to work on their storyboards.
- The teacher asks the students to identify the story they would like to illustrate in the storyboard. To do this, the students must
  - Analysing their context (who they are, what they do)
  - Choose an objective (what do they want to say? what is the aim of their story?)
  - List important plot points (where they want to start from and why, where they want to go and how the story develops)
- The teacher can also offer suggestions, e.g.
  - What I learnt this summer
  - my first day at school
  - how I met my best friend.
- Students should focus on an event that does not last too long, otherwise the storyboard would be too long.
- With the help of the spaces and lines of the model, students can structure their stories and explain them with key words. It is also possible to work only with pictures. There is no demand on the quality of the pictures (stick figures).
- Start from the top left-hand box and proceed in sequence illustrating in sketch form what is to take place in the various scenes.
- At this point, students have to write a description for each illustration, giving details of the setting, any background music, dialogue between the characters and their moods.
- Depending on the class level and size, this step takes 60 minutes or more.

- During this activity the teacher should go around the tables to help and answer questions.
- Once the time available to complete the storyboards is over, those who have finished can present their work to the class.
- It is recommended to allow extra time (a few days) to add something and finally save all the material

Shift to online version of the lesson

Things to be considered

- All class participants must have adequate technology and internet connection.
- It is more complicated to follow the students in their personal projects, especially to keep them focused on the objective and not produce a too long and unusable storyboard.

Reasons for the decission

- Online approach allows several classes to be mixed
- Students do not have to be all together at the same time
- Teachers can conduct classes the way they did in a real classroom, but they can also share the contents of their screen, draw over a whiteboard to explain things better, mute participants for a seamless teaching session

Tools and apps used

- Google Calendar and Google Meet for the virtual lesson
- PowerPoint gives an introduction of the concept and provides some examples and good practice on the topic.
- Storyboarder (wonderunit.com/storyboarder) or Canva to create a virtual storyboard
- Photoshop to add colours or edit backgrounds

Competencies needed to be newly acquired

- Create a lesson on **Google Calendar** and Google **Meet**
- Create a simple but engaging presentation with **PowerPoint**

Some examples

- One idea, one slide. Don't fill slides with text
- Two colours, two fonts. maximum
- Keep rhythm and movement by inserting videos.
- Use icons or pictograms
- Let quotes do the talking
- Use images to emphasise important concepts
- Simplify through visual associations
- Offer simple content

- With **Storyboarder,** students can digitally draw their storyboard scenes.

Within the programme there is the Shot Generator function that opens a kind of 3D environment in which characters, elements, environment, etc. can be inserted. Several preset action templates can be selected or modified. Once the image has been created in the frame and placed in the timeline, the software allows it to be opened for editing in Photoshop, where it is more convenient to add

colours or modify backgrounds to achieve a more personal style.A set of tools facilitates the compilation of the textual parts and the layout of the storyboard, or the import of an audio and subsequent export of a video animation of the storyboard just created (the processing is called *Animatic*).
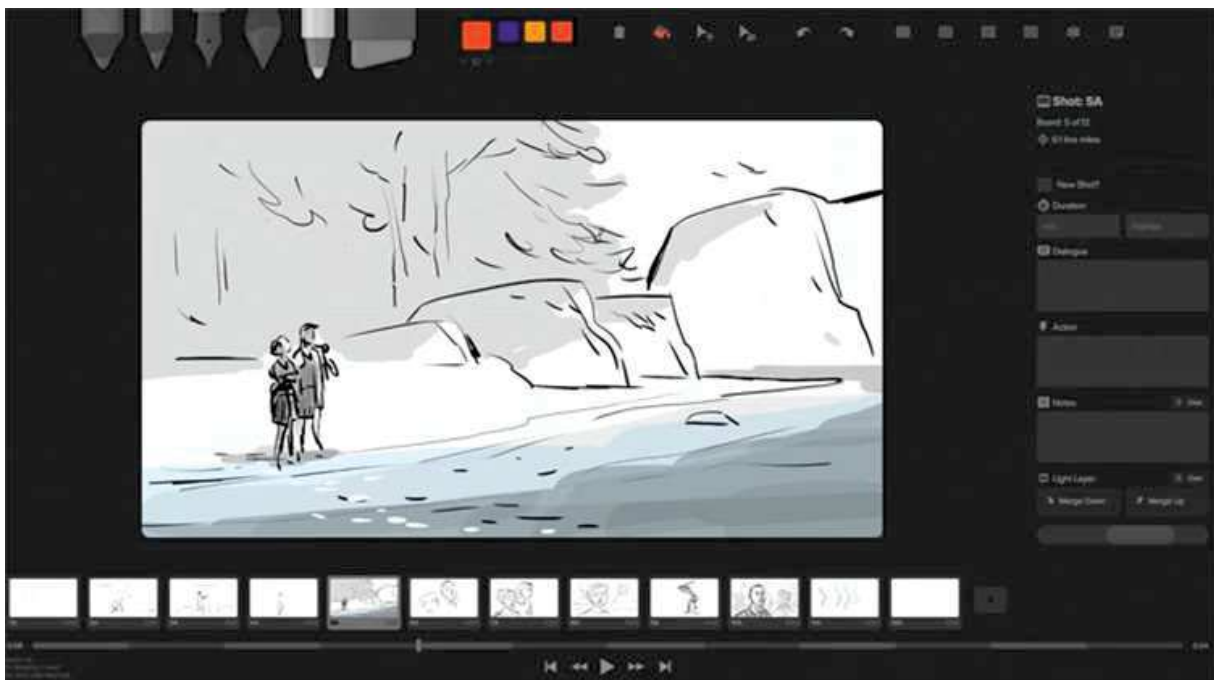
- A much simpler tool for preparing digital storyboards is **Canva**. Canva offers dozens of preset templates but also the possibility of creating your own template from a blank project.
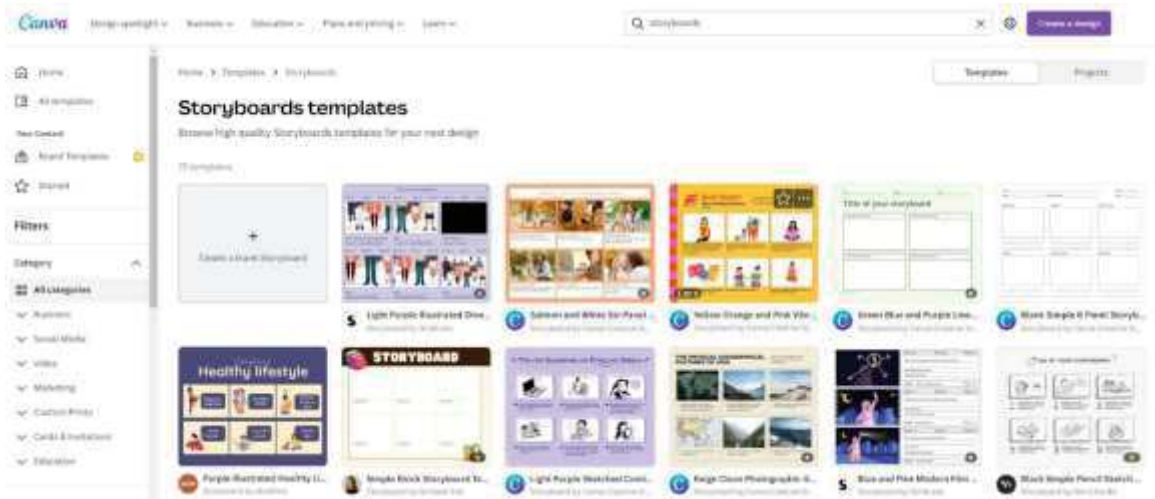
Feedback from the lessson

Strengths:

- Students can also access the work later or another day according to their needs. A time of 2-3 days could be given to add something that one did not have in mind at that time.
- At home, on their own computer rather than in the classroom, students have access to more material such as photos, music, personal videos to insert in the map

Weaknesses:

- Not all students respond well to this type of lesson because they need to be present to feel accompanied in their learning process.
- It is more difficult to moderate online groups.

Online version of the lesson

- The teacher plans the lesson and shares the link with the class via **Google Classroom**
- The teacher gives a general introduction on what a storyboard is and provides some examples of different types of storyboards through a Powerpoint presentation projected in class.
- The teacher asks the students to identify the story they would like to illustrate in the storyboard. To do this, the students must
  - Analysing their context (who they are, what they do)
  - Choose an objective (what do they want to say? what is the aim of their story?)
  - List important plot points (where they want to start from and why, where they want to go and how the story develops)
- The teacher can also offer suggestions, e.g.
  - What I learnt this summer
  - my first day at school
  - how I met my best friend.
- Students should focus on an event that does not last too long, otherwise the storyboard would be too long.
- Depending on the age and their technical skills of the students, the teacher shows **Storyboarder or Canva** and explains how login and start the work on the storyboard
- With the help of the spaces and lines of the model, students can structure their stories and explain them with key words. It is also possible to work only with pictures. There is no demand on the quality of the pictures (stick figures).
- Start from the top left-hand box and proceed in sequence illustrating in sketch form what is to take place in the various scenes.
- At this point, students have to write a description for each illustration, giving details of the setting, any background music, dialogue between the characters and their moods.
- Depending on the class level and size, this step takes 60 minutes or more.
- Once the time available to complete the storyboards is over, those who have finished can present their work to the class.
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