

# Handbook to create digital stories

Technical Manual for  
teachers



*think* **Digital**  
*be* **Human**

The handbook

The framework

Steps for the  
implementation

Tools

# INDEX

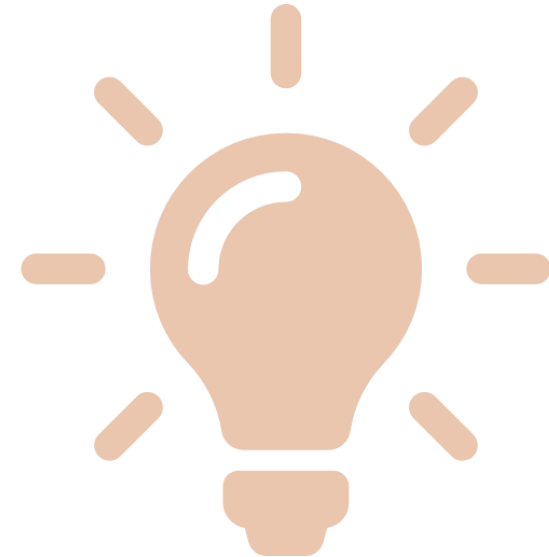
## The habdbook

The Handbook is a manual that will guide the students in representing, through stories, the cultural assets of a territory to increase engagement and land brand awareness with visual marketing techniques that through a story creates a widespread sentiment.



## The habdbook

- \* Practical **advice, critical issues to manage and precautions** to take
- \* **Cases to emulate** and advantages in the choice of the individual medium to use and combine to give life to transmedia and serial digital, cultural communication using digital
- \* **Operational procedures** to develop integrated actions to plan, guide and control the digital cultural communication strategy
- \* **Check-lists** to guarantee the correspondence of the digital cultural storytelling products created to the quality standard expected



## The framework

1

Lectures

OERs

DIGIT – The  
educational TV  
Programme

2

Digital Story  
Laboratories  
applying the  
handbook

3

Digital Story  
made by  
students

4

Evaluation  
Assessment test

## Steps for the implementation



Steps for the implementation

Handbook  
Storytelling

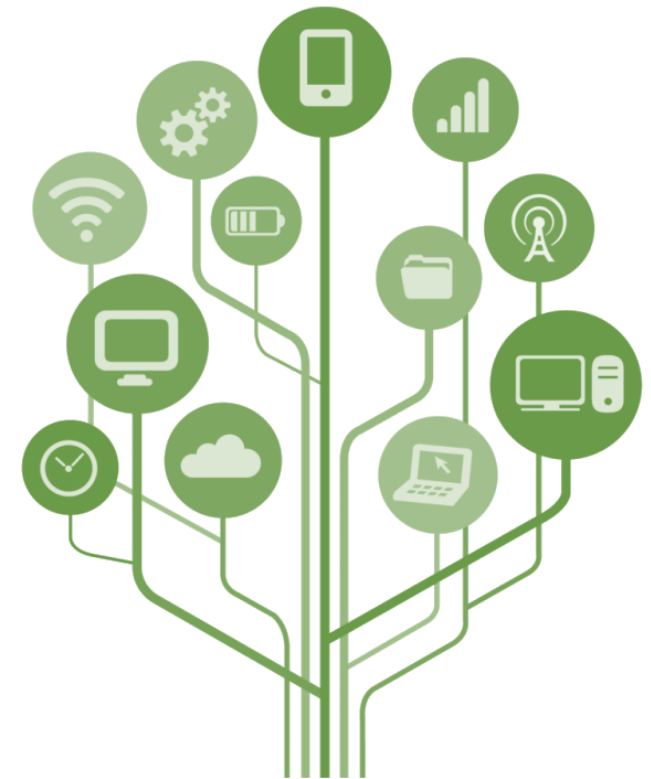
- \* **Method:** direct
- \* **Number of attendance** (suggested): from 10 to 50
- \* **Topic:** Storytelling (see the PPT «STORYTELLING»)
- \* **Time:** from 2 to 4 hours



Steps for the  
implementation

Digital Story  
Lab

- \* **Method:** group activity
- \* **Number of attendance** (suggested): max 6-8 people each group, one leader per group, you could have a moderator for 1-3 groups (teacher)
- \* **Topic:** follow the 9 points of the lab (see the next chart)
- \* **Time:** from 4 to 6 hours





# Steps for the implementation

## Digital Story Lab

1

Introduction to  
Storytelling and  
Laboratory

3

Presentation  
of the tool

5

Short discussion  
on the topic

7

Description of  
the main steps  
in the story

2

Definition of  
the general  
theme

4

Creation of the  
groups (6-8  
students) with  
a leader and a  
moderator

6

Choose a title  
and the  
technology

8

The story in  
short  
(3 acts  
structure)

# THE IDEA: take inspiration from ...



Steps for the implementation

Developing storyboard

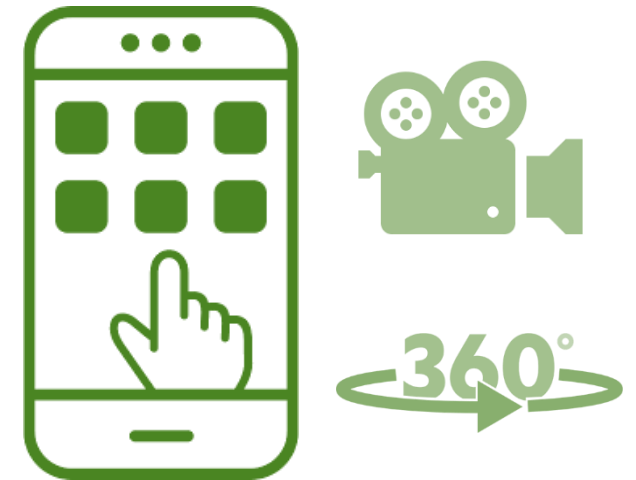
- \* **Method:** group activity/individual studies (personal work)
- \* **Number of attendance** (suggested): max 6-8 each group
- \* **Topic:** follow the storyboard «Templates for Digital Story»
- \* **Time:** from 4 to 6 ours



Steps for the implementation

Production

- \* **Method:** group activity/individual studies (personal work)
- \* **Number of attendance** (suggested): max 6-8 each group
- \* **Topic:** follow the shooting and editing suggestions
- \* **Time:** from 12 to 14 hours



Steps for the  
implementation

Production

Choose the right technology



Video



Tour 360°/Virtual Tour



.... Other suggestions



Steps for the  
implementation

Production



Video

Shooting in national language  
with cameras / mobiles



Steps for the  
implementation

Production



Video

Please remind to include the ERASMUS+ disclaimer and logos:

Project developed within the ERASMUS+ Programme  
KA2 Strategic Partnerships for Higher Education  
«Digital Humanist»  
Agreement n. 2018-1-IT02-KA203-048291

*This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.*



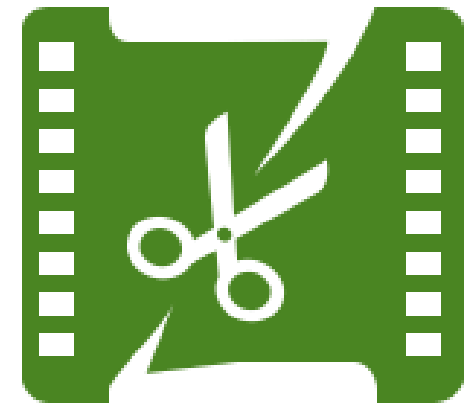
Steps for the  
implementation

Production

## Free tool for video production

### \* **Music:**

- ✓ Creative Commons on Youtube
- ✓ Studio Youtube ([studio.youtube.com](https://studio.youtube.com) - «audio library section»  
- you should create an account and your personal channel)
- ✓ Epidemicsound ([epidemicsound.com](https://epidemicsound.com) - you should create an account)
- ✓ Freesound ([freesound.org](https://freesound.org) - you should create an account)





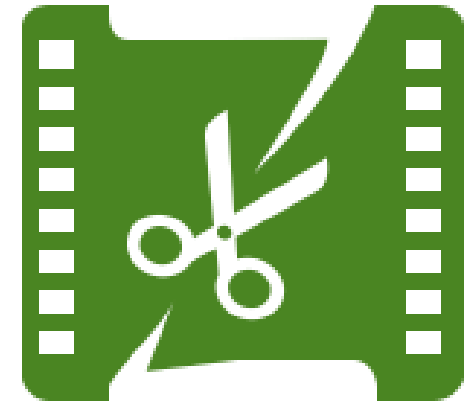
Steps for the  
implementation

Production

Free tool for video production

\* **Images:**

- ✓ Unsplash ([unsplash.com](https://unsplash.com))
- ✓ piXa bay ([pixabay.com/](https://pixabay.com/))
- ✓ Wikimedia ([commons.wikimedia.org/](https://commons.wikimedia.org/))
- ✓ Freepik ([freepik.com/](https://freepik.com/))
- ✓ Pexels ([pexels.com/](https://pexels.com/))






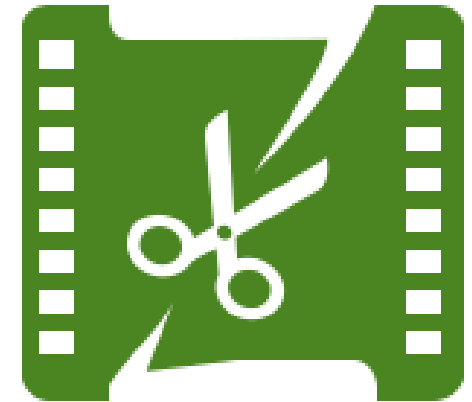
Steps for the  
implementation

Production

Free tool for video production

\* **Edit:**

-  Apple – Clips
-  Android - Youcut video editor
- ✓ Blender ([www.blender.org](http://www.blender.org))
- ✓ Video suite ([movavi.com/](http://movavi.com/))
-  Headliner (<https://www.headliner.app/>)



Steps for the  
implementation

Production

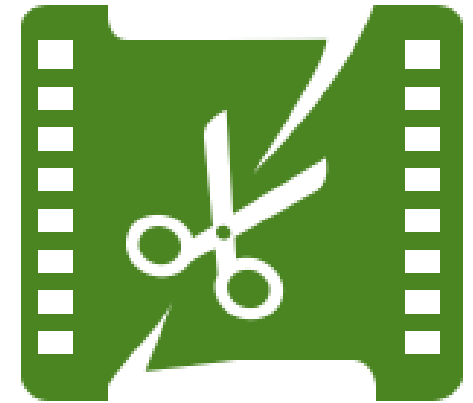
Free tool for video production

\* **Voice Over:**

Audacity: [audacityteam.org/](http://audacityteam.org/)

\* **Subtitles:**

Subtitle Edit ([subtitle-edit.it.uptodown.com/windows](http://subtitle-edit.it.uptodown.com/windows))





IPR: check the website <https://creativecommons.org/>

- \* When you choose a music you should check what kind of creative commons this music have
- \* Share and not modify
- \* Include a reference in the credits
- \* Here you can find an example [https://commons.wikimedia.org/wiki/File:White\\_Tower\\_of\\_Thessaloniki\\_\(2007-06-15\).jpg#mw-jump-to-license](https://commons.wikimedia.org/wiki/File:White_Tower_of_Thessaloniki_(2007-06-15).jpg#mw-jump-to-license)



Steps for the  
implementation

Production

## Suggestions for video production

- 1** Find a good camera.  
An 8 megapixel phone camera or better will get the job done well.
- 2** Pick a good location.  
Find a place with good lighting. Somewhere outside, a room with lots of windows, or a room with good lights. Avoid dark rooms or rooms with a single light source.
- 3** Get a good angle.  
You should probably place the camera at or above shoulder height. If you are filming a stationary video, a good shot typically has the character's shoulders near the middle and their waist or knees at the bottom. ALWAYS do a short test video before recording the content. If you want to get fancy add multiple cameras each recording from different sides.



Steps for the  
implementation

Production

## Suggestions for video production

- 4** **Speak clearly.**  
If you're speaking about a subject know what your talking about. If its an actual speech create a script with bullet points. Practice recording to get the hang of being loud and not stuttering. Unless you're a gifted speaker you're going to mess up.
- 5** **Be alive! Act like you're talking to someone.**  
Don't read of your script, just hit the main points. Don't stare at the camera, or any individual object. Even if you stay facing the camera, shift your weight, use limited hand gestures, speak with more than monotone, and use your face to reinforce your words. If possible add jokes, even if they are corny.
- 6** **Transfer for editing.**  
If it is on a phone, upload it to YouTube. You will need a Google or Gmail account to upload, but it is easy (and free) to sign up. You can make the videos private or public if you want to keep it to yourself or share. If your phone/camera isn't able to, then copy it to your computer and edit it.



Steps for the  
implementation

Production

## Suggestions for video production

- 7** Make short clips.  
Unless there is unbroken dialogue, or a scene that must be all one piece, chop it up. Change your shot every 1-10 seconds. This may sound extreme but is very important. Use this to cut out any errors or content-lacking spots in your video.
- 8** Use simple transitions.  
Do not use flipping, rotating, spinning, shattering, melting, zooming, or otherwise obnoxious animations. While they may look cool they will not make your video look cool.
- 9** Add effects and filters.  
Judge if your video needs to be brighter or dimmer, rotated, stabilized, or have muted audio for certain clips

Steps for the  
implementation

Production



## Tour 360°

- ✓ Search for a place or address in Google Maps.
- ✓ Drag Pegman to a place on the map
- ✓ Search for a place or address in Google search.

[https://support.google.com/maps/answer/3093484?hl=en&ref\\_topic=6275604](https://support.google.com/maps/answer/3093484?hl=en&ref_topic=6275604)

## Use Street View in Google Maps

With Street View, explore world landmarks, see natural wonders, and step inside places such as museums, arenas, restaurants, or small businesses. You can use Street View in Google Maps, the [Street View gallery](#), or the [Street View app](#).

**Note:** Street View images aren't available everywhere. [See where Street View is available](#).

### Get to Street View in Google Maps

[Computer](#) [Android](#) [iPhone & iPad](#)

Here's how you can see Street View photos:

- Search for a place or address in Google Maps.
- Drag Pegman to a place on the map.
- Search for a place or address in Google search.

[Search for a place or address in Google Maps](#) ▾

[Use Pegman](#) ▾

[Use Google Search](#) ▾

### See street-level imagery from the past

You can see old street-level imagery from the Street View's archives in the full version of Google Maps. For

- ▢ [Use Street View in Google Maps](#)
- ▢ [Explore photos in the Street View gallery](#)
- ▢ [View photos with the Street View app](#)
- ▢ [Set up and connect 360 cameras](#)
- ▢ [Capture and publish in Video mode with the Street View app](#)
- ▢ [Create or import 360 photos](#)
- ▢ [Publish and connect 360 photos with the Street View app](#)
- ▢ [Share, transfer, or embed 360 photos with the Street View app](#)
- ▢ [Blur or remove 360 photos with the Street View app](#)
- ▢ [Tips for capturing 360 videos for Street View](#)
- ▢ [Capture & publish Street View images with your phone](#)
- ▢ [Navigate the Street View app](#)
- ▢ [Troubleshoot Street View publishing issues](#)
- ▢ [Understand Street View photo symbols](#)



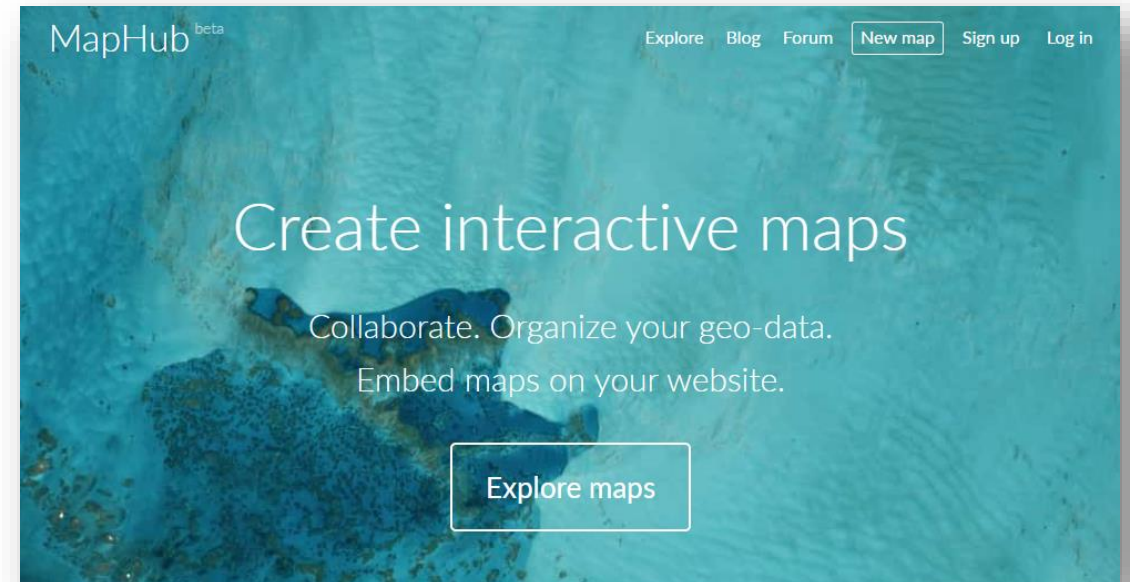
Steps for the implementation

Production

## \* Virtual maps

- ✓ You can easily make your own map by adding points, lines, polygons, or labels.
- ✓ Add photos, organize items into groups.
- ✓ Import and export data in GeoJSON, Shapefile, KML, GPX, or CSV formats.
- ✓ Embed interactive maps on your website.

<https://maphub.net/>



Steps for the implementation

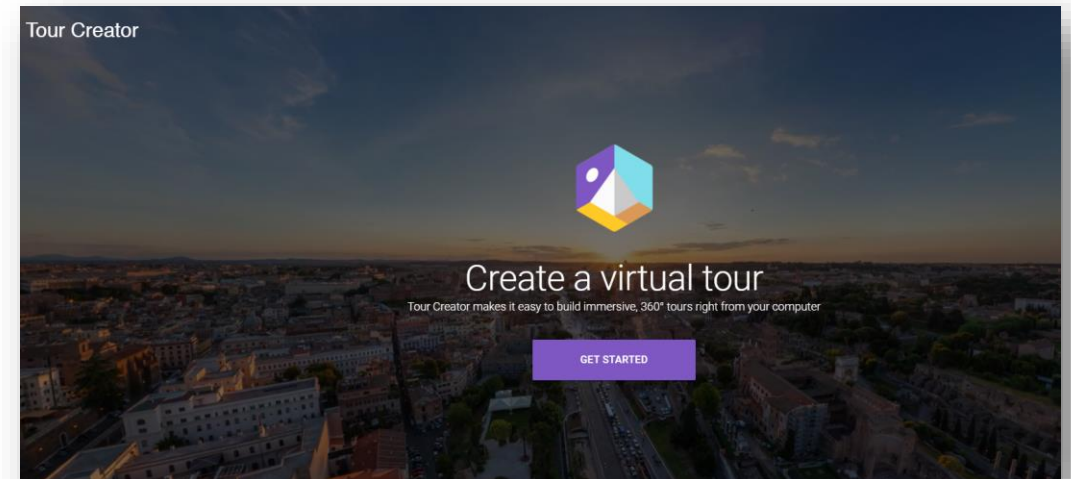
Production



## Tour Creator

- ✓ Use your own 360° photos or find one on Google Street View
- ✓ Highlight what viewers can explore
- ✓ Add rich 2D images so viewers can explore points of interest with more details
- ✓ Viewers can watch on mobile, desktop or Google Cardboard

<https://arvr.google.com/tourcreator/>



Steps for the  
implementation

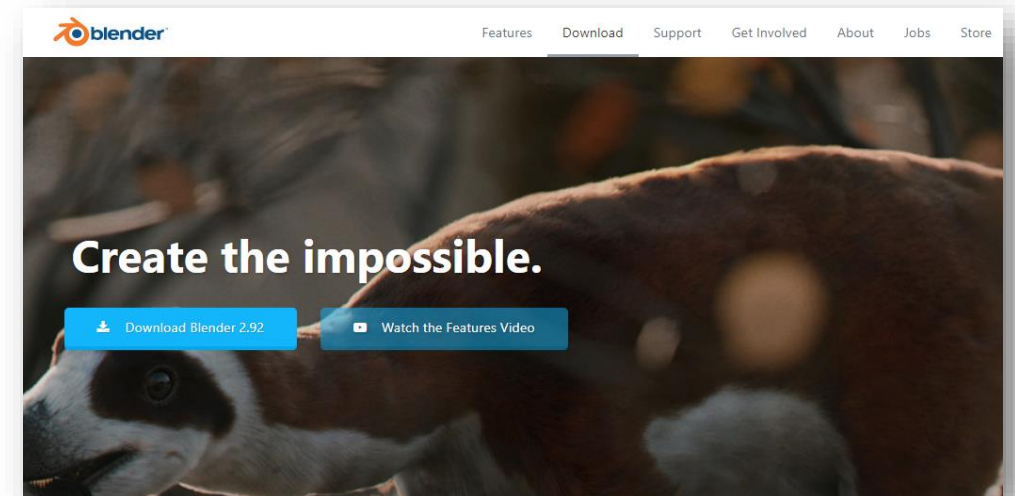
Production



## Blender

- ✓ 3D creation suite
- ✓ Covers every pipeline involved in CGI (Computer Generated Imagery): modeling, rigging, animation, simulation, rendering, compositing and motion tracking, video editing and 2D animation)
- ✓ Free and open source
- ✓ Multi-platform
- ✓ Large and constantly growing user community
- ✓ Requires basic initial training

<https://www.blender.org/>



Steps for the  
implementation

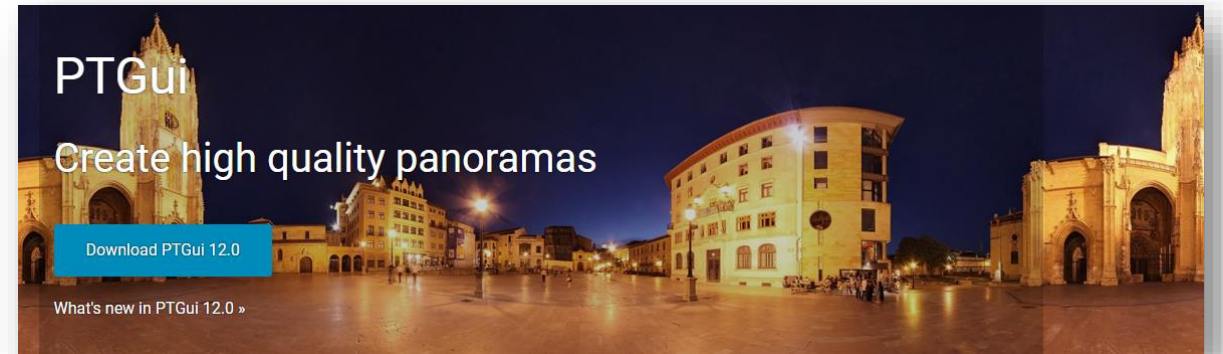
Production



PTgui is a software to create  
360° panoramas

- ✓ Panoramic image stitching software
- ✓ Multi-platform
- ✓ Fast, powerful and easy to learn and use
- ✓ Commercial software: the cost of the personal perpetual license is 151.25 €

<https://www.ptgui.com/>



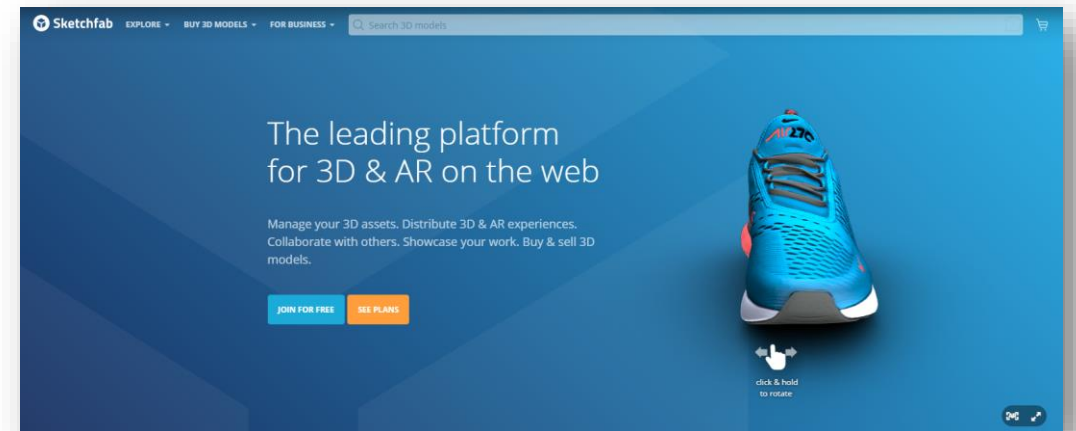
Steps for the implementation

Production

## \* Web 3D Repository

- ✓ 3D, VR and AR content web repository
- ✓ Widely used by cultural heritage institutions around the world
- ✓ Allows users to upload animated models
- ✓ Provides an ecosystem to browse, rate, upload, download or buy (marketplace) 3D content
- ✓ The assets can be viewed on a screen or through some of the most popular virtual reality devices (Google cardboard, Samsung Gear VR, HTC Vive and Oculus Rift).
- ✓ Is free to use and to explore the community uploads. It has also a pro and enterprise subscription plans (including the possibility to restrict your models visibility, upload more complex and heavy 3D models and marketing and collaborative advanced options)

<https://sketchfab.com/>



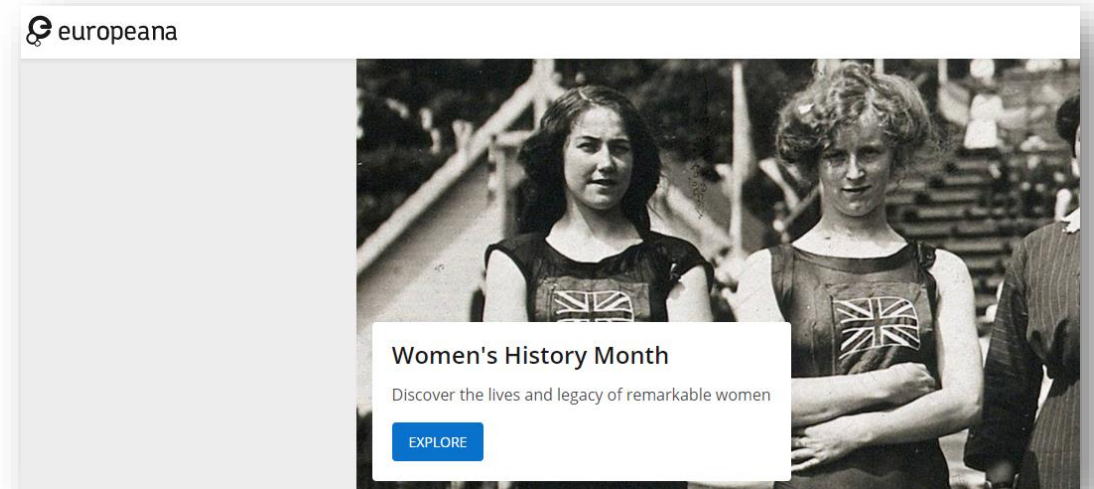
Steps for the  
implementation

Production

## \* Web 3D Repository: EUROPEANA

- ✓ Europeana is the european open-access digital cultural heritage content library that contains digitised collections from museums and cultural institutions across Europe.
- ✓ 3dicons.ceti.gr is the portal -within Europeana- specifically dedicated to 3D contents.
- ✓ Content uploading is not centralized. Therefore, it is not carried out through Europeana itself, but through any of the European cultural institutions, which will be responsible for the content uploaded and its maintenance.
- ✓ Instructions to become a Europeana content provider: [pro.europeana.eu/share-your-data/process](https://pro.europeana.eu/share-your-data/process)

<https://www.europeana.eu/it>



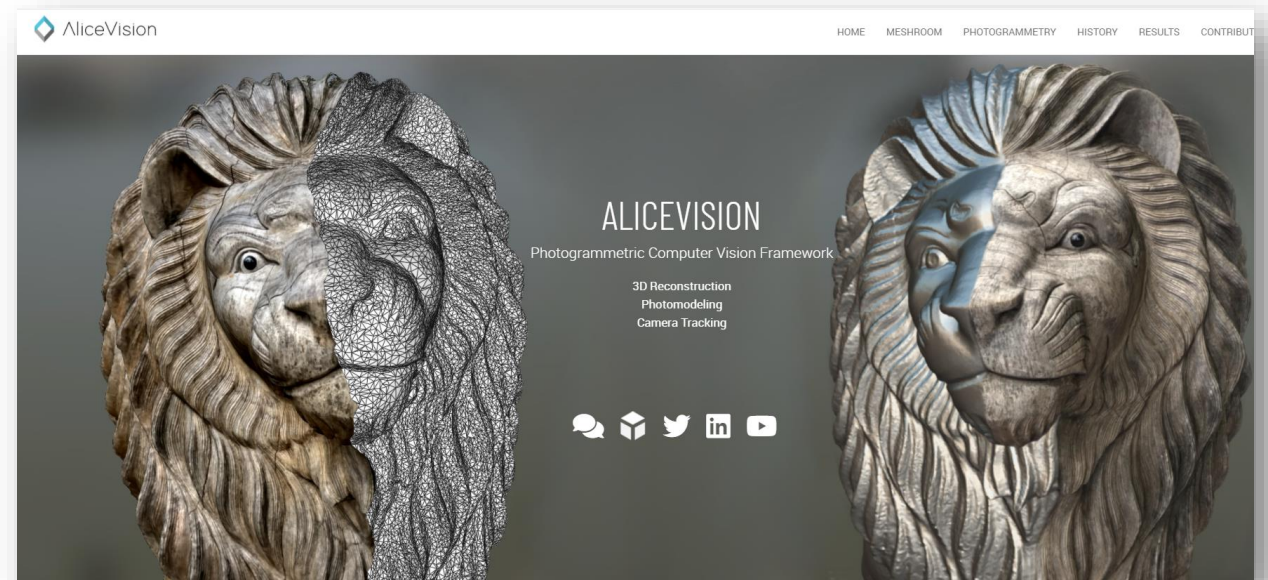
Steps for the  
implementation

Production

## \* Digital photogrammetry (Meshroom)

- ✓ Digital photogrammetry software to create 3D models from images
- ✓ Part of the Alice Vision Photogrammetric Computer Vision framework
- ✓ Free and open source
- ✓ Multi-platform
- ✓ Node-based UI and workflow
- ✓ Requires basic initial training
- ✓ Alicevision.org

<https://alicevision.org/>



Steps for the  
implementation

Digital Story  
Presentation

- \* **Method:** direct
- \* **Number of attendance** (suggested): from 10 to 50 and more
- \* **Topic:** introduction of the video in classroom from one of the actors, video sharing, video evaluation
- \* **Time:** from 1 to 2 hours



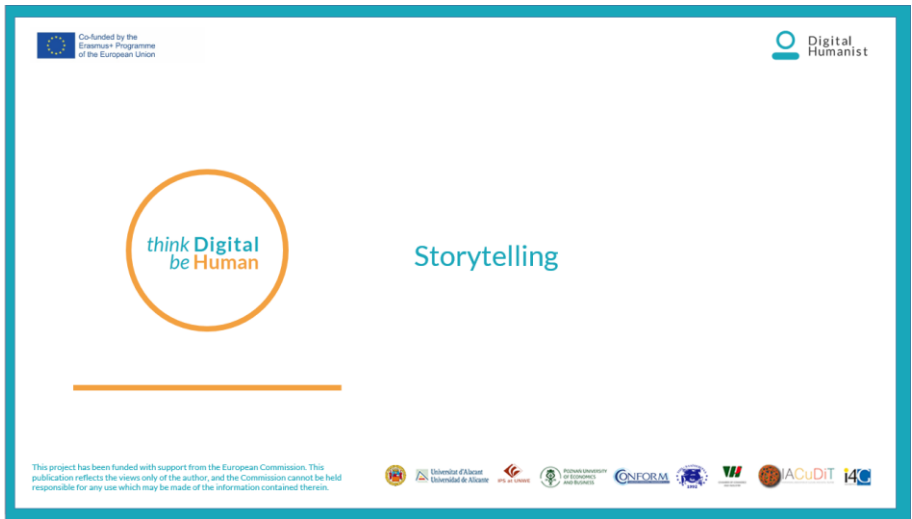


## Steps for the implementation





1



This is the ppt presentation that the «edutator» should use in classroom



Tools

Idea  
generation template

2

Co-funded by the  
Erasmus+ Programme  
of the European Union

Digital  
Humanist

IDEA GENERATION TEMPLATE

**1) GOAL**  
(choose the objective pursued from the two options. NB- if you choose option a) you should continue with option c) for the desk and primary research, likewise for option b))

- a) Valorise a location, a place, a monument, a tradition (also something that people don't know)
- b) Add value to the cultural assets that CCis already valorise

**2) DESK RESEARCH**  
(on the basis of the objective, answer one of the two points)

- a) Collect information on history, archaeological assets, etc.
- b) Collect information on the CCis, customers
- c) Investigate good practices

**3) PRIMARY RESEARCH**  
(with focus group research methodology - (based on the objective, answer one of two points):

- a) Collect information on history, archaeological assets from people that lives in these places
- b) Collect information on the CCis/their customers making interviews or sending e-mails to clarify information you have found in your desk research (send questions before the interview)

**4) LOGISTICS**  
Arrange and organise the shooting days as regards travelling issues, costs,  
Avoid days with a lot of people – check if you have the permissions to shoot in a place you have chosen  
(Use waivers for images/videos provided)

**5) THEME:**

**6) KEYWORDS:**

**7) LOCATION**

**8) TIME:**  
Epoch – realistic, unrealistic or indefinite

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This is the template that  
students should follow  
to generate the idea  
*A completed version  
will be provided as  
example*



Tools

Storyboard  
template

3



### Templates for Digital Stories

Place  
Date

<b>Institution/University:</b>
<b>GROUP MEMBERS (specify roles)</b> . . .
<b>Video Maker</b> A camera operator is a professional operator of a film or video camera. In filmmaking, the person designing the lighting is the cinematographer or director of photography.
<b>Screenwriter</b> A screenplay writer (also called screenwriter for short), scriptwriter or <b>scenarioist</b> , is a writer of <b>scripts</b> , writing screenplays on which mass media, such as films, television programmes and video games, are based.
<b>Producer - Leader</b> A person responsible for the financial and managerial aspects of the making of a film or broadcast or for staging a play, opera, etc. quality control of the final product
<b>Actor</b> An actor is a person who portrays a character in a performance
<b>Researcher</b> He/she is a person that undertakes the desk or primary research
<b>Game-designer</b> A person who invents a game's concept, its central mechanisms, and its rules.
<b>Editor</b> A person responsible for the technical development of the digital product
<b>THEME (Please see the IDEA GENERATION TEMPLATE)</b>
<b>KEYWORDS (Please see the IDEA GENERATION TEMPLATE)</b>



This is the template that students should follow to create a storyboard.  
*A completed version will be provided as example*





Here some tools students could use to create a  
STORYBOARD ONLINE

\* <https://www.storyboardthat.com/it/storyboard-creatore>

\* [https://www.canva.com/it\\_it/creare/storyboard/](https://www.canva.com/it_it/creare/storyboard/)

\* <https://theplot.io>



Tools

Release for images/videos



RELEASE FOR TAKING AND PUBLICATION OF IMAGES AND VIDEO

I the undersigned \_\_\_\_\_, born in \_\_\_\_\_ on the \_\_\_\_\_ and resident in \_\_\_\_\_, Town \_\_\_\_\_ at \_\_\_\_\_ (address), Tax code \_\_\_\_\_ hereby AUTHORISE

- pursuant to EU Regulation 2016/679, permission to process personal data provided directly or through third parties, in paper and electronic form, to comply with the obligations foreseen in laws and/or regulations in relation to the obligations strictly connected and instrumental to filming/photos in question, also in accordance with the principles of correctness, lawfulness, transparency and confidentiality.
- the taking and publication of images taken in the scope of the "Digital Humanist" Erasmus+ Programme in the Field of Higher Education, Key Action 2 - Strategic Partnerships, Agreement n. 2018-1-IT02-KA203-048201

The shots taken as part of the planned actions related to the use of teaching materials, also developed in e-learning, and company check-ups, will be published on the project website in the appropriate section, in the social area and also published in the main social channels for promotional purposes.

It also prohibits use in contexts that damage personal dignity and decorum. The application and use of images are free of charge.

Place, date \_\_\_\_\_ The person filmed/photographed (legible signature) \_\_\_\_\_

Applicants are informed that the personal and business data provided to the Università di Salerno will be processed, both manually and electronically, exclusively for the purposes of this project, in order to fulfil all legal obligations established by law, Community regulations and regulations, as well as provisions issued by legitimate authorities. The personal data will be processed by Università di Salerno for the pursuit of the aforementioned purposes in a lawful and correct manner, in compliance with Legislative Decree 30 June 2003, n. 196 "Code regarding the protection of personal data", of Legislative Decree 10/1/2018, of the GDPR Reg. (EU) 2016/679 and subsequent amendments.



This is the release for taking and publication of images and video







**DIGITAL STORY EVALUATION**

**PARTNER:**

**GROUP 1 (TEAM MEMBERS):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**INTRODUCTION:**  
(The story told briefly)

**SUMMARY**

SCORES	1	2	3	4	5
Topic is clearly addressed					
Topic is well developed					
Applying storytelling techniques					
Applying digital storytelling techniques (digital tool used)					
Critical and creative thinking					
Teamwork/ Organisation/ Time Management					
Participation/ Attitude					



Please the evaluation questionnaire for each group involved





## Who helps you

(Key Partners)  
Who helps you provide value to others? Who supports you in other ways, and how? Do any partners supply key resources or perform key activities on your behalf? Could they?

- Key Partners could include:
- Family
  - Family members
  - Suppliers
  - Mutual resource providers
  - Customers
  - Suppliers
  - Professional association members
  - Mentors or advisors, etc.

Colleagues

The **network** of partnership trainers aligned during the mobility

Partners who are experts on tourism, cultural heritage, finance and development of educational material



## What you do

- Engage the students by asking meaningful questions to motivate them
- Make students demonstrate their understanding on the theory and techniques developed
- Collaborative activities on the topic boost their participation and engagement in the learning process
- Favour the development of students' skills required to manage of territorial experiential and brand-land marketing processes and projects responding to the current and future needs of the territorial systems to develop the supply chain of new experiential, cultural tourism
- Guide students in creating digital stories by applying the handbook on the field
- Frame activities for self-assessment in the end to let them evaluate their understanding. This way, autonomy is offered and social comparison is reduced

## Who you are & what you have

A trainer/teacher/consultant/expert with a great experience in the training process design and evaluation, that has acquired the edutainment skills to engage, entertain and create contents more attractive for students and stimulate them to participate in their learning process as contributors/creator of knowledge and not just consumer

**Communication techniques** such as use of intriguing language and vocabulary are used. Semi-formal tone is adopted and direct reference to the trainees is achieved by the use of second person (e.g. you can target your audience by...)  
**Intellectual resources** are used. Data and information on the topic are presented and explained to the trainees.  
**Activities to apply knowledge** into practice are offered. The developers are experts on cultural heritage and branding and the material is developed accordingly



## How you help

(Value Propositions)  
What Value do you deliver to Customers? What problem do you solve or need do you satisfy? Describe specific benefits Customers enjoy as a result of your work.

- Consider whether your value provided:
- Reduces risk
  - Increases convenience or usability
  - Improves performance
  - Increases enjoyment or fun (e.g. less work)
  - Fulfills social needs (social, status, approval, etc.)
  - Saves time or creates need
  - etc.

- The value of the art of storytelling on the cultural heritage assets is delivered
- Specific techniques for the important features of a story (characters, place, script etc.) are introduced
- Multimedia features are shown and explained
- Practice on storytelling techniques is offered through activities at the end of each annex
- Providing a detailed plan with all the activities and timeline
- Constant guidance and support in the learning process
- Opportunities for extra development of their skills
- Opportunities to add achievements to their CVs
- Opportunities to learn by doing and implement their knowledge and skills in practice
- Empathetic and friendly/collaborative behavior



## How you interact

- Consultative approach oriented towards the search for shared solutions based heavily on listening but also a **"facilitator"** approach both in terms of content-methodology and technology, providing 360 ° support
- Supportive relationship among the participants should be built.
- Semi-formal style is adopted and the teacher should establish respect and cultivate a collaborative relationship at the same time
- Assistance and guidance from the teacher
- Encourage self-learning and self- motivation



## How they know you & how you deliver

- virtual laboratory activities
- constant support through digital channels (Internet, email, video conferences, telephone)
- **Awareness.** The theory and practice aim at raising trainees' awareness and get them engaged in developing their own authentic thoughts and stories.
- **Evaluation:** Self-assessment activities should be introduced in the handbook or asked directly by the teacher to let the trainees speculate on what insight they got from the theory and practice
- **Multimedia and ICTs** are used, as they are necessary for a lively and efficient learning process.



## Who you help

(Customer Segments)  
For whom do you create value? Who is your most important Customer? Who depends on your work in order to get their own jobs done? Who are your Customers' Customers?

- **Aspiring digital humanist students, trainees**
- Young graduates and professionals who want to gain transversal skills with the aim to start their own business in the creative and cultural sector
- **other trainers/teachers** ( that could join the network) interested in acquiring transversal skills that are decisive for their personal and professional future

**INDIRECT**

- **Local and Economic community** that will benefit from the promotion of cultural heritage through the digital stories created



## What you give

(Cost Structure)  
What do you give to your work? (Costs)  
What do you give up in order to do it? Which Key Activities are most "expensive"?

- Key costs and their sub-components:
- Key costs:
- Direct costs
  - Indirect costs
  - Overhead costs
  - Unintentional training activities, etc.

- Ideas, Professionalism, Flexibility, Passion
- Distribution of the handbook to create digital cultural stories
- Experiential techniques applied to training
- Storytelling design skills: motivating, rebalancing, supporting changes, raising problems and resolving conflicts
- Script writing tools to construct stories based on specific value
- Technical tools for editing
- Evaluation of the learning results



## What you get

(Revenue Streams)  
For what value are your Customers truly willing to pay? For what do they pay most? How do they get their jobs done? How might they prefer to pay?

- Describe your revenue and benefits:
- Hard losses might include:
- Salary
  - Wages or professional fees
  - In-kind payments or swaps
  - Health and disability insurance
- Soft losses might include:
- Satisfaction or enjoyment
  - Professional development
  - Recognition
  - The ability to learn
  - Health, safety or conditions

- Rewards: Satisfaction, Gratitude
- A continuous professional growth (becoming more competent)





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