What Is Storyboarding and How Can It Help Me FLIP My Class?

Presented by:
Sarah Egan Warren
**Presenter Bio:**
Sarah Egan Warren is a Flip It Associate and the Education & Training Director of Reify Media, LLC, a Raleigh-based online media company. Sarah also serves as the Assistant Director for the Professional Writing Program at NC State University. Her dedication to student-centered learning inspires her to keep up to date on instructional technology and trends. A dynamic and versatile teacher, speaker, and advisor, Sarah combines her experiences inside and outside the classroom to provide clear, concise, and comprehensive workshops, presentations, lectures, and learning resources.

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“It’s not the technology.
It’s not the way something looks.
It’s the story.”

~John Lasseter, PIXAR

What Is Storyboarding and How Can It Help You FLIP Your Class?

Sarah Egan Warren
Agenda

• Big picture
• Structure
• Example
Learning Outcomes

1. Define storyboarding

2. Describe structure of a storyboard
“Good stories have interesting, clear beginnings, provocative, engaging content in the middle, and a clear, logical conclusion.”

~Garr Reynolds, garreynolds.com
“Good stories have *interesting*, clear beginnings, provocative, engaging content in the middle, and a clear, logical conclusion.”

~Garr Reynolds, garreynolds.com
“Good stories have interesting, clear beginnings, provocative, engaging content in the middle, and a clear, logical conclusion.”

~Garr Reynolds, garreynolds.com
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cillum dolore eu fugiat nulla pariatur.
- Excepteur sint occaecat cupidatat non proident, sunt in culpa
qui officia deserunt mollit anim id est laborum."
Strategy #1

Organize your story by focusing on:

INTRODUCTION
BODY
CONCLUSION

INTRODUCTION
Get your audience’s attention
Strategy #1

BODY

Organize logically

Specific

General

Specific

General

Specific

General
Strategy #1

CONCLUSION
Call to action

Wrap Up

• Find 2 examples and bring to class
  ~OR~
• Be prepared to defend your opinion
  ~OR~
• Use this information to prepare for the next assignment

Strategy #2

JUST START WRITING
Strategy #3

Follow your storyboard, but be open to change.

<table>
<thead>
<tr>
<th>Title</th>
<th>Toast on Screen</th>
<th>Image(s) on Screen</th>
<th>Summary</th>
</tr>
</thead>
</table>
| 1. | Make a storyboard. It’s not the way something looks. |  | It is the technology. It is the way something looks. |}
|       |       |       | Other ways |}
|       |       |       | of legacies, fields, stories, or messages. |}
| 2. | Flipchart/Flowchart | Maple leaves and icons | Storyboarding. Make a storyboard and have a flip chart. |}
|       |       |       | The division. |}
|       |       |       | The division. |}
| 3. | South Region, Nurse | Image of flip chart | Storyboarding. More is not board is up a problem. |}
|       |       |       | The division. |}
|       |       |       | The division. |}
|       |       |       | The division. |}
| 4. | Storyboarding and flip chart | Storyboard image | This 20-hour review simulation for does of using |}
|       |       |       | storyboarding to highlight your majors |}
|       |       |       | makes it easier to demonstrate what needs to be incorporated. |}
|       |       |       | Students are asked to identify the major or minor |}
|       |       |       | in their course, and list their main points |}

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Storyboard Example

• Resume

Planning for a Resume Video

Intro      Body      Conclusion
Planning for a Resume Video

Intro       Body       Conclusion

Get attention!
Reason to focus
State outcomes

---

Get attention!
Example resumes
Reason to focus
Positive/Negative
State outcomes
Interview of HR Rep

---

Get attention!
Example resumes
Checklist
Reason to focus
Positive/Negative
Rough draft
State outcomes
Interview of HR Rep

---
Notes for Introduction

- Get attention
  - Use a quote
  - 11-30 seconds for review

Reason to focus
- Use the information in the video to prepare draft

State outcomes
- Video prepares for next assignment
Notes for Body

• Example Resumes
  – Show document design
  – Show content/wording

• Positive/Negative
  – Mark good examples (design, wording, organization)
  – Mark bad examples

• HR Interview
  – Share interview with HR rep discussing good/bad resumes
Notes for Conclusion

• Checklist
  – Explain items in checklist

• Rough Draft
  – Tell students to use lessons from video to create rough draft
<table>
<thead>
<tr>
<th>Slide</th>
<th>Text on Screen</th>
<th>Images on Screen</th>
<th>Narration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11-30 seconds is all you get!</td>
<td>Overwhelmed man with stacks of resumes.</td>
<td>Resumes: Hiring managers report spending about 11-30 seconds reviewing a resume. Be sure to follow the guidelines in this video to make those first few seconds count.</td>
</tr>
</tbody>
</table>
Use the checklist to create a rough draft of your own resume.
Conclusion

Use the checklist to create a rough draft of your own resume.

Bring your rough draft to class and be prepared to do peer review.
It's all about the *STORY*!
Sarah Egan Warren

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https://www.surveymonkey.com/s/FlipStoryboarding