THE COLOR PURPLE
Notes on Digital Storytelling

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COALITION FOR EXCELLENCE IN DIGITAL STORYTELLING (est. Aug 2010)

Mission: To foster and encourage through digital storytelling health and socio-ecological equity in teaching, research, and community partnerships

- Jaynes “Healthcare improvement”
- Davis “Identity formation”
- DST Certificate
- Short “Writing beyond limits” CU Boulder
- Harmon, UCCS

Other Models of Transdisciplinary Engagement
- Stanford University Persuasive Technology Lab: http://captology.stanford.edu
- Humanities, Arts, Science & Tech Advanced Collaboratory www.hastac.org
- Stony Brook University (NY) Center for the Study of Working Class Life www.stonybrook.edu/workingclass
OTANEZ’S Research And Advocacy Projects

- Health and Socio-Ecological Costs of Uranium Mining
- Alternative Livelihoods for Tobacco Farmers
- Hijras and Transgender People in India
- Immigrant Experience In CO Rocky Mountain Region
- DS, Latinos, And Tobacco and Cancer Control
- Coalition For Excellence In Digital Storytelling
- TTCs: Child Labor, Women’s Health & Deforestation
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DS SCHOLARSHIP

- Create 1st-person health videos to rethink wellness and health policymaking
- Increase health equity and justice
- Integrate DS theories and methods in university curricula, research activities, and community partnerships
- Improve CU tenure and promotion policies to ensure researchers are appropriately rewarded for DS scholarship
“betsy bug”
Design

• IRB
• Recruitment
• Develop/Administer Pre- and Post Surveys
• Workshop w photography and videography
• Community Screening w audience discussion
• Pre- and Post Surveys w audience members
• Internet survey w embedded digital stories
• Create study guide/policy brief
• Interpretive analysis and write up
• Policy making
Viral Hepatitis Digital Storytelling Project, 2011

https://vimeo.com/album/1623476
“DONOR”

“GOING THROUGH CHANGES”
If you have not been tested for viral hepatitis, do you think you are more inclined to be tested after seeing the video?

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>No</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>Yes</td>
<td>11</td>
<td>41%</td>
</tr>
<tr>
<td>Not applicable; I have been tested.</td>
<td>13</td>
<td>48%</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100%</td>
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<tr>
<td>Indicators of Narrative Quality</td>
<td>Elements of Health Message Strength</td>
<td>Measures of Participant Reactions to Digital Stories</td>
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<td>---------------------------------</td>
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<tr>
<td>Emotion</td>
<td>Message reception</td>
<td>Ways of knowing</td>
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<tr>
<td>Dramatic tension</td>
<td>Message centrality</td>
<td>Experience with hepatitis</td>
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<td>Character development</td>
<td>Explicit recommendation</td>
<td>treatment or prevention</td>
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<tr>
<td>Self-disclosure</td>
<td>Behavioral modeling</td>
<td>Level of engagement</td>
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<tr>
<td>Cultural appropriateness</td>
<td>Incentives</td>
<td>Positive thoughts about story</td>
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<tr>
<td>Imagery evoking language</td>
<td>Overcoming obstacles</td>
<td>Remembering key messages</td>
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<tr>
<td></td>
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<td>Identification with storyteller</td>
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## The Participatory Digital/Visual Research Process

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Research design</th>
<th>Data Collection</th>
<th>Data Analysis</th>
<th>Dissemination and Application</th>
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<tbody>
<tr>
<td>Partnership as starting point of research&lt;br&gt;Developing research questions together&lt;br&gt;Research as a practice, as collective action</td>
<td>Community-based teams or collaborative dyads&lt;br&gt;Involvement of wider group of participants</td>
<td>Team discussion of visual documentation&lt;br&gt;Opportunities to include wider group of participants&lt;br&gt;In-person and/or online</td>
<td>Multiple research products&lt;br&gt;Multiple authors&lt;br&gt;Discussion of audiences and outcomes&lt;br&gt;Exhibition as opportunity for further research</td>
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| Technology | Appropriate technology<br>Partners may value technology and research as "capacity building" | Training and use of digital or visual technologies: digital photography and video, multimedia archives and stories, GPS/GIS, blogging | Digital image circulation<br>"Opening the archive" through internet | Modular units versus "whole stories"<br>Challenges of presenting complex multimedia projects in journals |

| Ethics | Ethical principles after Said, Writing Culture, and feminist anthropology<br>Decision to pursue PAR<br>IRB process<br>Community IRBs | Training research teams<br>Consent in visual research<br>Learning the local ethical landscape<br>Despite efforts, some researcher/subject distinction persists<br>Ongoing reflection and response in situ | Who participates in PAR discussions?<br>How are these facilitated?<br>Discussion of how data will be presented and used in next phase of research<br>Role of the anthropologist? | Image ethics: attention to the context where images are consumed<br>"Circulatory regimes" (Ginsberg): hard to maintain control in digital environments<br>Internet: uneven access, may not be inclusive |

| Knowledge production | Research goals: intentions in tension<br>What is "interesting and important"?<br>Funding and planning, esp. in international | "Emic" perspectives in focus—participants choose where to point the lens<br>Meta-research: anthropologist’s participant observation of participants’ observation<br>Interplay of perspectives: inside/outside academic/activist anthro/interdisciplinary | Description-analysis-action<br>Visual documentation<br>Visual elicitation<br>A place for stories<br>Negotiated meaning<br>Member check for validity | Multi-pronged approach<br>Accessibility, language<br>New venues and forms<br>Room for affective and aesthetic elements<br>Informed action as a research outcome<br>Academic recognition |
THANK YOU

Colorado Clinical & Translational Sciences Institute
Latino/a Research & Policy Center
Undergraduate Research Opportunity Program, UCD
Center for Faculty Development, UCD
College of Liberal Arts and Sciences, UCD

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