

Storyboard Presentation - to be discussed during lab - **check schedule**

Introduction: What exactly is a storyboard?

A presentation without a storyboard is like a cart without a horse. What exactly is a storyboard? Is it a piece of paper or a part of your computer screen? Is it that part of your mind where you store the sequence of your creativity? Actually, its all of them - the 'storyboard' is both abstract and physical - in our thoughts and on papyrus. The abstract is its very existence, but it's the physical one which is a retrievable record of its brilliance. The central purpose of any presentation, written, oral or visual, is communication. To communicate effectively, you must state your facts in a simple, concise and interesting manner. The storyboard has got more to do with our imagination and visualization - it is also the source, inspiration and the very existence that channels the physical storyboard.

Why Use Storyboards?

There are many reasons for using storyboards: visually displaying an overview of information, stimulating divergent thinking, organizing judgmental problem solving, generating a plan of action, demonstrating functionality of elements, can be evaluated by others, building consensus among groups of developers, identifying common points of reference or focus. Perhaps most importantly, storyboards provide a simple means of understanding the relation of one element to the overall scheme, and how various knowledge elements can become interconnected.

Creating Storyboards

The first step is to understand what you are trying to communicate and what your intended message is. If you don't understand your message, no one will! Creating a storyboard will help ensure that you and your audience understand your intent. All good stories contain certain **elements**. When creating your story keep in mind the **5 W's; Who, What, When, Where, and Why**. This will help you fill in the main body of your story.

The focus of the storyboard assignment is to evaluate that you have understood certain basic concepts in Human Anatomy & Physiology including the basic organization of human body, the organ systems and organs therein; homeostatic balances and imbalance that leads to diseases or disorders; how the body defends itself fighting off the harmful microbes and toxins; growth and development etc.

The objective is based on the fact that you will come across "**real life scenario**" as a professional to explain what has happened to a patient under your care and what anatomical and / or physiological alterations have taken place. You need to explain in a story-telling manner that will not only make the clinical facts easy to understand but also inculcate some confidence in the patient about what is going on in his / her body and the treatment being provided.

A storyboard visually tells the story of an animation panel by panel, kind of like a comic book. A storyboard contains a rough sketch representation of scenes or events. A storyboard is essentially a timeline going from top to bottom, with the top occurring first.

Your storyboard will convey some of the following information

- What characters are in the frame?
- What are the characters saying to each other [conversation]?
- How much time has passed between the last frame of the storyboard and the current one?

Steps

Most commonly, storyboards are drawn in pen or pencil. If you don't like to draw you can also take photos, cut out pictures from magazines, or use a computer to make your storyboards. Your drawings don't have to be fancy! In fact, you want to spend just a few minutes drawing each frame. Use basic shapes, stick figures, and simple backgrounds. I need a hard copy for evaluation. **The required elements are:**

- A clear **title** indicating what the 'package' is. Where does the topic fit into the course / curriculum?
- Create a 15 to 20 - frame presentation that storyboards an episode of a **medical drama or documentary** assuming that the target audience who does not have technical knowledge about human body and diseases.
- This presentation should include detailed speaker's notes using complete sentences in each scene.

A set of verifiable learning outcomes: Use anatomy & physiology / medical vocabulary / language involving nervous system, cardiovascular system [including blood] and respiratory system in relation to the functioning [what the system does] to tell about human body and health to a target audience who are not experts in biology.

The episode must be your own creation. Any plagiarism will result in getting zero in the assignment and report to the Division Dean.

- **Activity Type:** Group [two students per group] presentation
 - **Mode of Presentation:** Powerpoint
 - **Time duration:** 10 - 12 minutes including discussion / questioning
 - **Credits [see rubric]:**
- 35 points maximum towards subject knowledge, storyboard content including fluidity and coherence of the storyline, storyboard organization, presentation skills [eye contact, enthusiasm, elocution] and adhering to the time limit
 - 10 points maximum towards peer reviewing the storyboard presentation by other groups [anonymous]

Check the example [partial] of a storyboard by a student in Bio 40 B

	Level 1 (1 point)	Level 2 (2 points)	Level 4 (4 points)	Level 5 (5 points)
Eye Contact	No eye contact with audience, entire presentation was read from the notes	Displayed minimum eye contact with audience, while reading mostly from the notes	Consistent use of direct eye contact with audience, but still looks at notes	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes
Body Language	No movement or descriptive gestures Tension and nervousness is obvious; has trouble recovering from mistakes	Very little movement or descriptive gestures Displays mild tension; has trouble recovering from mistakes	Made movements or gestures that enhance articulation Makes minor mistakes, but recovers quickly; displays little or no tension	Movements seem fluid and help the audience visualize Student displays relaxed, self-confident nature about self, with no mistakes
Elocution	Volume, pronunciation, or vocal variation need improvement, Student mumbles, incorrectly pronounces terms and speaks too quietly for a majority of students to hear	Voice and language are not adequate for the delivery of the presentation. Audience members have difficulty hearing presentation	Voice and language are skillful and effective. Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice, tone, inflection, timing and correct, precise pronunciation of terms that enhances the presentation and helps the audience to follow and understand the contents Volume, tone, inflection, timing
Visual Clarity	Visual aids not clear	Visual aids are marginally acceptable, complex; crowded	Visual aids are well organized and effective.	Visual aids and work organization create a unified and visually cohesive presentation.
Storyline, flow and Presentation	The storyline is not interesting, lack of a strong, positive understanding and feeling about the topic during entire presentation More practice and creativity are needed to keep audience interest. Project/team goals incomplete or inadequate	The storyline is not very interesting, not very well thought about Presentation is clear and adequate. Project/team goals accomplished	The storyline is well thought about, demonstrated positive understanding and feeling about the topic Presentation is skillful and creative. Project/team goals accomplished adequately	The story is very well thought about; connects well with the class and demonstrates very positive understanding and feeling about the topic during the entire presentation Presentation is highly creative, artistic, and project / team goals accomplished successfully.
Subject Knowledge	Not enough information is present to judge speaker's knowledge.	Adequate knowledge of subject is demonstrated.	In-depth knowledge of subject is demonstrated	Full subject knowledge (more than required) is demonstrated
Questions	More practice needed to answer questions	Questions answered or handled when unable to provide answers.	Skillful answers to questions and questions are linked to the presentation purpose.	Questions are used to extend the teaching of the presentation.