

DS workshop 1 Agenda FINAL

1:30-1:45: Quick intros by team leading workshop, roles, agenda overview, PC introduction to how DS projects relate to SeaGrant project and transformation at UW/JSIS, reminder about 3 proposed storylines.

1) A high-level social and ecological assessment of the impacts of the TM pipeline on the Salish Sea and nearby communities (~3 students). Target audience: Public.

2) A strategic analysis of social movements best practices with focus on roles of non-indigenous allies and fostering diverse coalitions considering: Trans Mountain, Line 3, Standing Rock, Cherry Point, and other cases (~3 students). Target audience: Movement leaders.

3) An action plan to mobilize North American university students in climate justice and oil pipeline resistance movements and recommendations for the reformation of educational practices and priorities at UW and JSIS to include climate justice (~3 students). Target audience: JSIS, UW, other universities, students.

1:45-2:10: Introduction to digital storytelling – Weller, slideshow (focus on RajaAmpat)
– overview on how DS can affect policy

2:10- 2:30: Warren, Christie, Hillery touching on some key DS themes related to above stories

Hillery – how to approach people in Native communities, what are the protocols, trust, bigger picture – how communications are important for strengthening tribal rights and supporting Salish Sea recovery

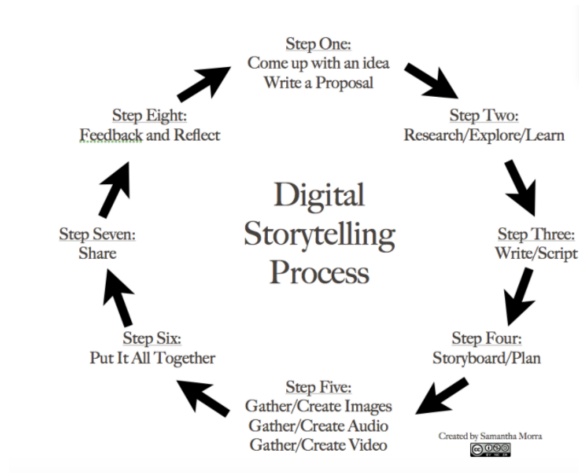
Christie – best practices for interviewing, inductive and deductive approach, being open minded

Warren – counter narratives, working to address settler-Indigenous histories and injustices

Break – 5 min

2:35-2:50:

Christie: Presents the circle figure from the library Canvas site: ID where are we in this iterative process



From:

https://canvas.uw.edu/courses/1271259/pages/starting-the-process?module_item_id=8878344

Weller presents: Narrator/Commentator info [See Word doc “Task Force Workshop Final Comments before Assignment”]

[Weller overviews Google Sheets while Christie starts creating break out groups]

2:50-3:15: Begin storyboarding/brainstorming -- Break out groups, 1 note taker/group, start to fill out excel spreadsheet that has various columns to organize brainstorm/planning

[Students will bring questions/topics that they need to learn about – What are remaining research tasks? Role of the library/library research. Announce that Emily available to support students. Required to meet with Emily.]

3 Break Out Groups:

1) A high-level social and ecological assessment of the impacts of the TM pipeline on the Salish Sea and nearby communities (~3 students). Tentative target audience: Public.

Break out group leads: John and Francesca

Each group assigns a scribe to enter notes into:

<https://docs.google.com/spreadsheets/d/1DRZUo2yLFGnUjX7r1cs7c0fkrpwr-dGB7I-IDIFqpAc/edit#gid=0>

2) A strategic analysis of social movements best practices with focus on roles of non-indigenous allies and fostering diverse coalitions considering: Trans Mountain, Line 3, Standing Rock, Cherry Point, and other cases (~3 students). Tentative target audience: Movement leaders.

Break out group leads: Patrick and Elliott

Each group assigns a scribe to enter notes into:

https://docs.google.com/spreadsheets/d/1arE9zRlk3EI8Y_d7a4Ik97mVgRlXlylcKsJHNeJFz8M/edit#gid=0

3) An action plan to mobilize North American university students in climate justice and oil pipeline resistance movements and recommendations for the reformation of educational practices and priorities at UW and JSIS to include climate justice (~3 students). Tentative target audience: JSIS, UW, other universities, students.

Break out group leads: Jonathan and Jessica

Each group assigns a scribe to enter notes into:

<https://docs.google.com/spreadsheets/d/1AEGjIJqsmRJ7-aqaG0-UO4C2nL6RbtQ2tIrAVNhJxgo/edit#gid=0>

Keep in back of mind: What are questions remaining about the situation?

Post their notes to TF google drive

[Note: No time for feedback of small groups to plenary.]

3:15 Wrap up and next steps:

- The google sheets are a living document
- Assigning students to one of three DS/reporting writing group by January 20th
- Students come to January 25th panel with draft storyboard and questions for panelists based on info gap analysis
- Project PIs/teachers review storyboards and provide feedback by January 27th
- Finalize DS storyboard and report planning for each of three groups in January 27th class
- Will follow up with DS workshop(s) focused on: techniques in video/audio, interview practice (role play), editing (WeVideo?, etc), DS platform hosting (ArcGIS StoryBoard)