



## **HUMAN-CENTERED DESIGN & ENGAGED MEDIA**

**INFO 6940/ENGL 4705/INFO 4940/COML 4231**

**Wed & Fri RCK 102 12:25 – 2:20 and ZOOM for Partner Meetings**

**Prof. Jon McKenzie • [jvm62@cornell.edu](mailto:jvm62@cornell.edu) • Office: W 2:40-4:00**

**[ZOOM LINK](#) [GOOGLE FOLDER](#) [PROJECT SITE LINK](#)**

**This StudioLab course connects critical design teams with researchers, activists, and community stakeholders. Practicing methods of research translation, design thinking, and participatory action research, students collaborate on projects through Cornell Cooperative Extension and community organizations in the US and Africa:**

## Project 2 Create

*Working with your partner and class research, create 1) a set of **prototype designs** for your partner based on 2) a set of corresponding 3 or more written **user scenarios** and visual **journey maps** depicting the cascading series of desired interactions between players (users) and TK. Use Google docs, WordPress, Canva, and/or other platform to create a revised **1-page design brief** with design challenge, **2,000-word report** and **5-minute presentation** of your team's work for feedback.*

The second project focuses on the CREATE phase of design thinking, the prototyping of possible solutions and opportunities within the reframed design challenge, the specific wants statement of your partner. We are becoming-builders of collaborative platforms for making media, both formalizing and customizing your team's platform (workplay space) and connecting it to those of your partner and their stakeholders. You are building on Proj 1 toward Proj 3 partner deliverables and project site.

This project introduces you to two key UX genres of shared media: *user scenarios* or short written descriptions of idealized experiences of users in concrete situations interacting with the partner/media; and *user journey maps*, graphic depictions of the different sequences of interactive experiences over time and/or space. Scenarios give the overall XD, journey maps give the IA.

Based on your scenarios and maps, you'll be prototyping the types of media *and* stakeholder experiences we want to help our partners create, describing them in the report with media cascades but transmediating them in different genres to describe, evaluate, and make your prototypes. The number and variety of prototypes and their quality (concreteness/resolution) are determined by YYP (you and your partner!).

We're rehearsing strategic stories with our partners using different shared media and then archiving them on our site while delivering them in the final DELIVER phase of class. For your report, you can revise and build to your first report or create a new one. Continue demonstrating your teams' growing understanding and application of CAT, UX, DT, Strategic Storytelling and TAFs (thought-action figures—or just figures).

Your team should assign tasks to individual members and provide collective support and feedback.

### **Deadlines:**

**Prototypes, scenarios, journey maps 3/22**

**Report and presentation 3/29**

# Design Research

## STEP 1

### DEVELOP THE APPROACH

Creation is about developing deeper understanding and translating that understanding into new innovations. There are many ways to do this, but the two most common are participatory approaches and empathic approaches. Use one or both of these approaches, develop your own, or draw upon different techniques when appropriate.

#### Facilitator Notes

⌚ **Time:**  
Days-Weeks.

☆ **Difficulty:**  
★★★★☆

Step 1. Identify constituents who would be good design team members. The criteria will vary from place to place and from challenge to challenge. For example, do you need people who are successful, respected, and/or politically powerful? Or would it be more valuable to have people who are typical community members? Or perhaps a mix of the two.

Step 2. Schedule a co-design session or series of sessions that works for everyone, and explain the process and goals of the session in advance.

Step 3. Conduct co-design sessions with attentions to the needs, goals, and priorities of the community.

### METHOD: PARTICIPATORY CO-DESIGN

Having the team co-design solutions with people from the community and local value chain actors can be a great way to leverage local knowledge. It can also lead to innovations that may be better adapted to the context and be more likely to be adopted, since local people have invested resources in their creation.

Consider using participatory co-design when:

- » you need a lot of local expertise and knowledge
- » solutions from the “outside” will not be easily adopted
- » the politics of a community require it



TRY #1

Facilitate a co-design workshop. Bring 8-20 people from the community together to design solutions to a challenge. Introduce the challenge by telling a few stories of problems that led to the design challenge. Then generalize those stories to How Might We? statements. Ask people to add their own stories or How Might We? questions. Brainstorm solutions with the participants and make sure you have the appropriate materials on hand to prototype.

## Becoming Builder: Generating Collaborative Platforms

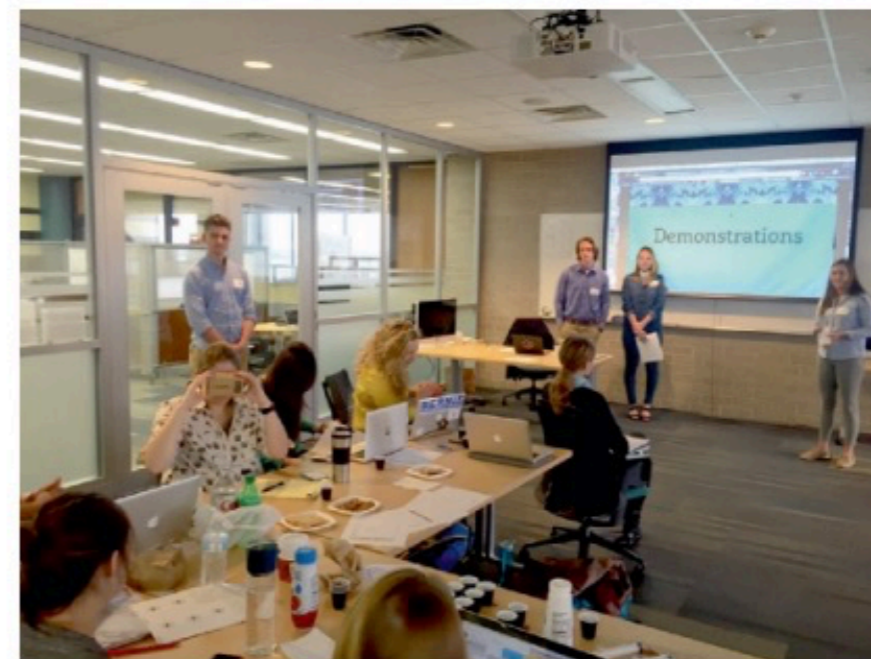


Fig. 3.1 KAMG group presentation of reCLAIM Café by Miranda Curry, Aaron Hathaway, Keegan Hasbrook, and Grace Vriezen. University of Wisconsin-Madison. 2016. (Photo by author)

© The Author(s) 2019  
J. McKenzie, *Transmedia Knowledge for Liberal Arts and Community Engagement*, Digital Education and Learning, [https://doi.org/10.1007/978-3-030-20574-4\\_3](https://doi.org/10.1007/978-3-030-20574-4_3)

# UX (User Experience) Frame

- **Experience design:** cognitive, affective, and visceral **impact** on user (*tutor art: theater*)
- **Experiential architecture:** **structure** of information and experience (*tutor art: architecture*)
- **Information design:** **look and feel** of individual moments (*tutor art: graphic design*)

**DT(TK->YPP\*)**

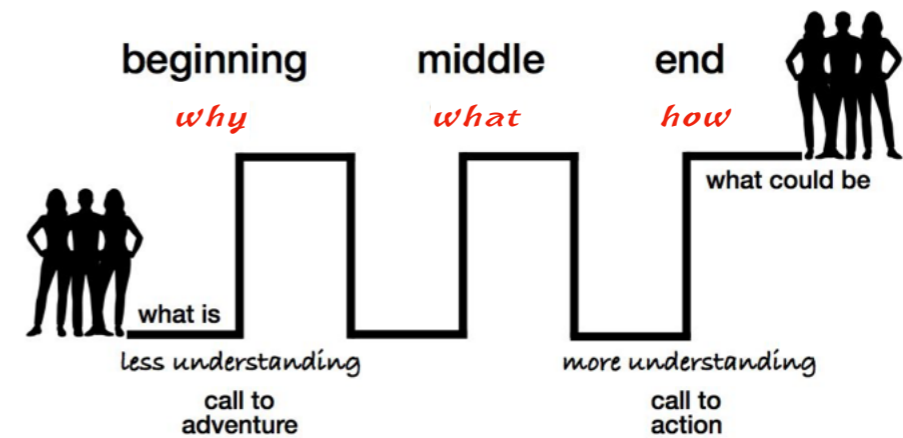
**\*Your Partner's Project**

# YPP

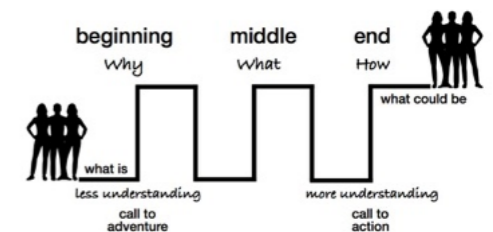
***A wants B  
in order to C***

Design Challenge

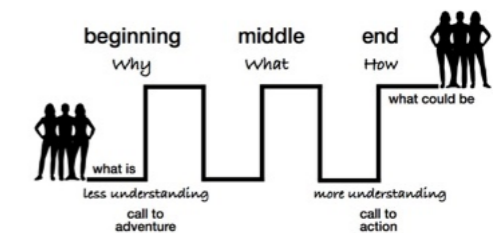
WhyWhatHow Sparkline



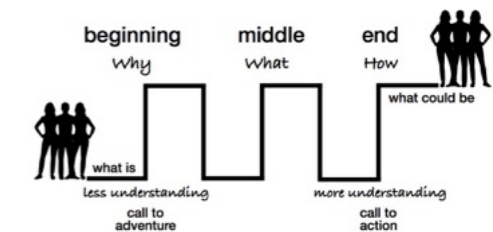
**Staff**



**Community**

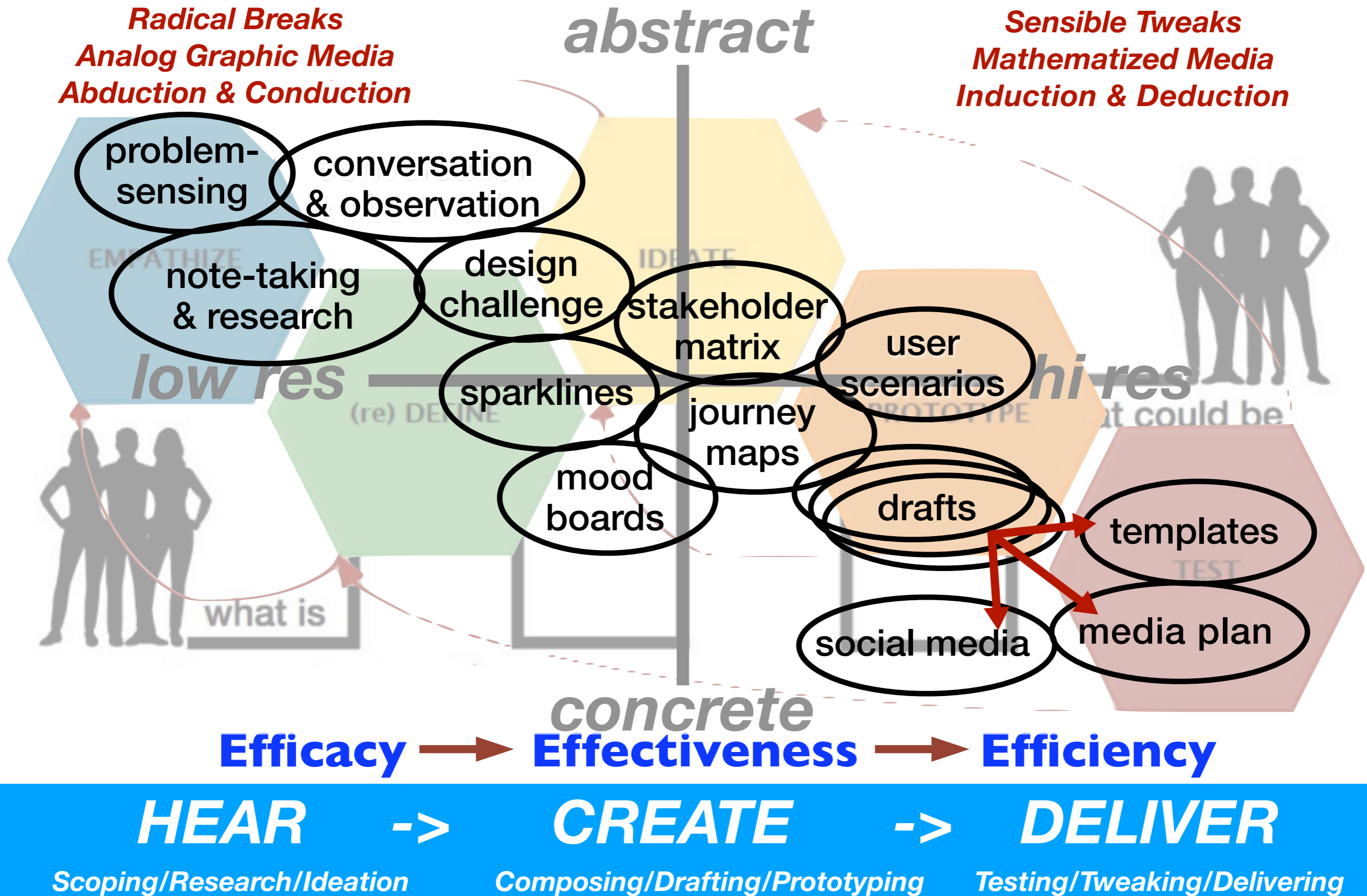


**Policy-makers**



Stakeholder Sparklines

# Design Research Cascade



# USER SCENARIO

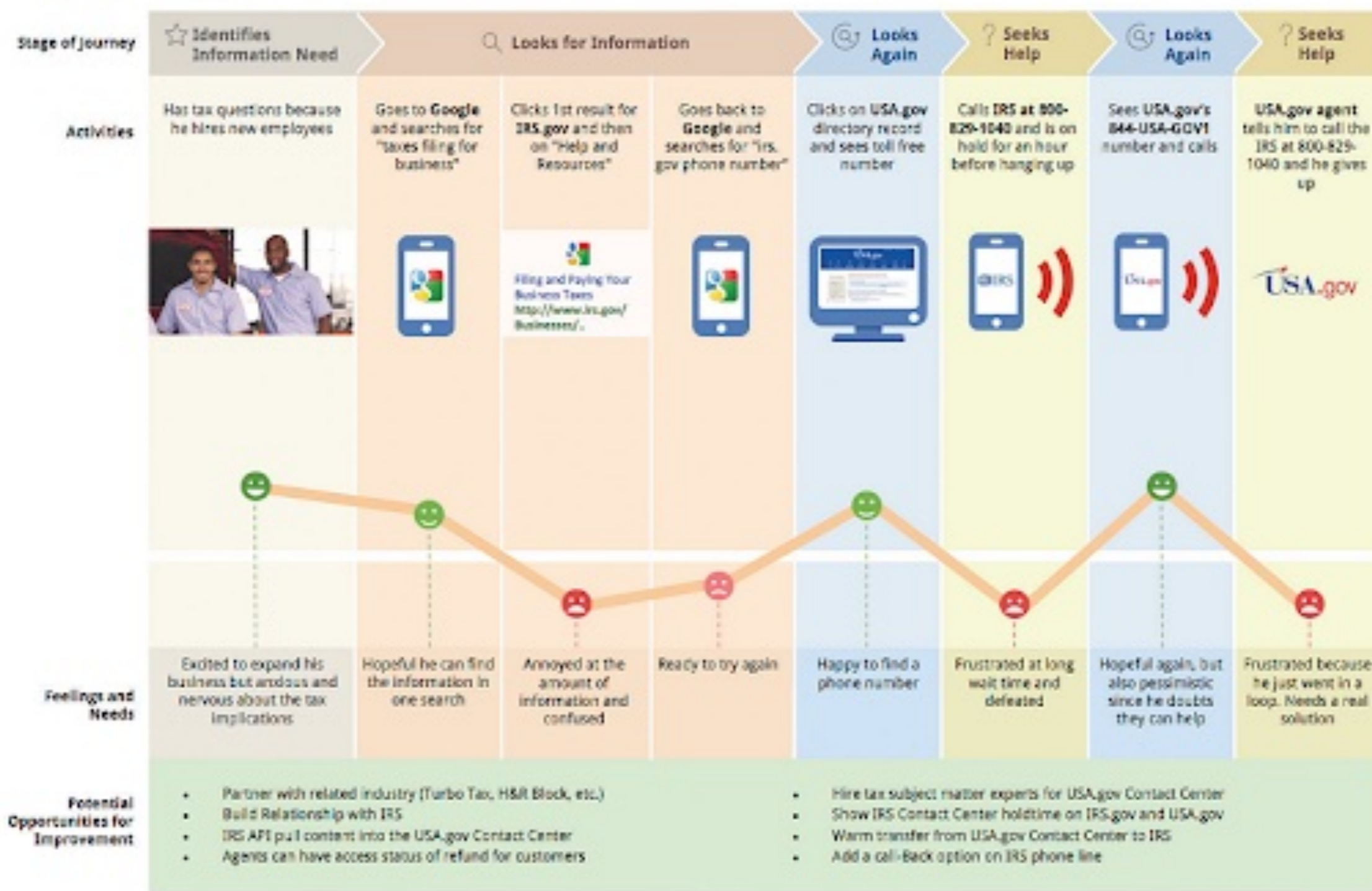
“Vanessa is a 30-year old nature lover who wants to quit smoking. She’s tried patches and pills and lollipops but is frustrated that these different methods have failed, and lately she has wondered which “quit smoking” product she’ll try next. Scrolling on her phone, Vanessa just happens to see an online ad about The Great American Smokeout, first misreading it as “The Great American Outdoors.” Her love of nature and her desire to quit smoking cause Vanessa to click on the ad, which takes her to the CDC’s website “Quitting Can Make You a Winner.” There she reads a story about Tiffany, a woman about her age who successfully quit smoking. Inspired by Tiffany’s story, Vanessa decides to take part in the upcoming event. She bookmarks the site, puts the date in her calendar, and starts a countdown. She then smiles, thinking to herself, ‘maybe I’ll go on a nice hike that day.’”





## Michael's Journey Map

Find contact information for an agency or elected official



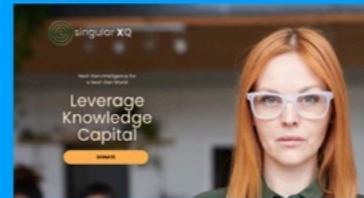
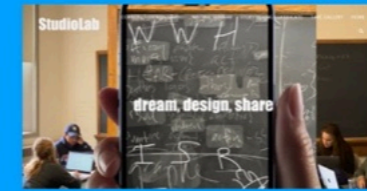
# Partner Prototypes



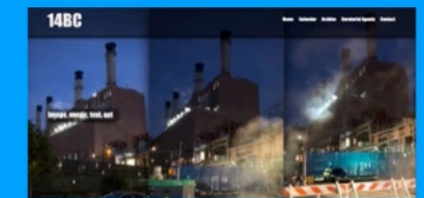
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14BC Gallery

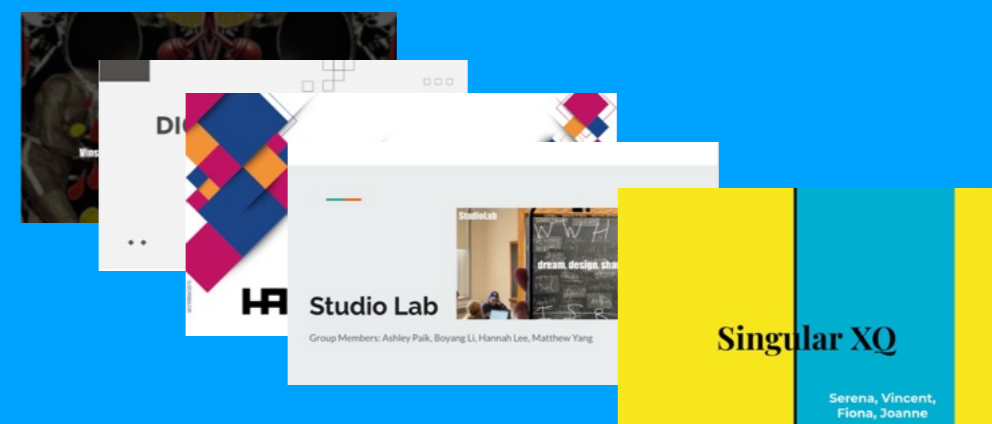
# Scenarios and Journey Maps

**USER SCENARIO**  
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# Report and presentation



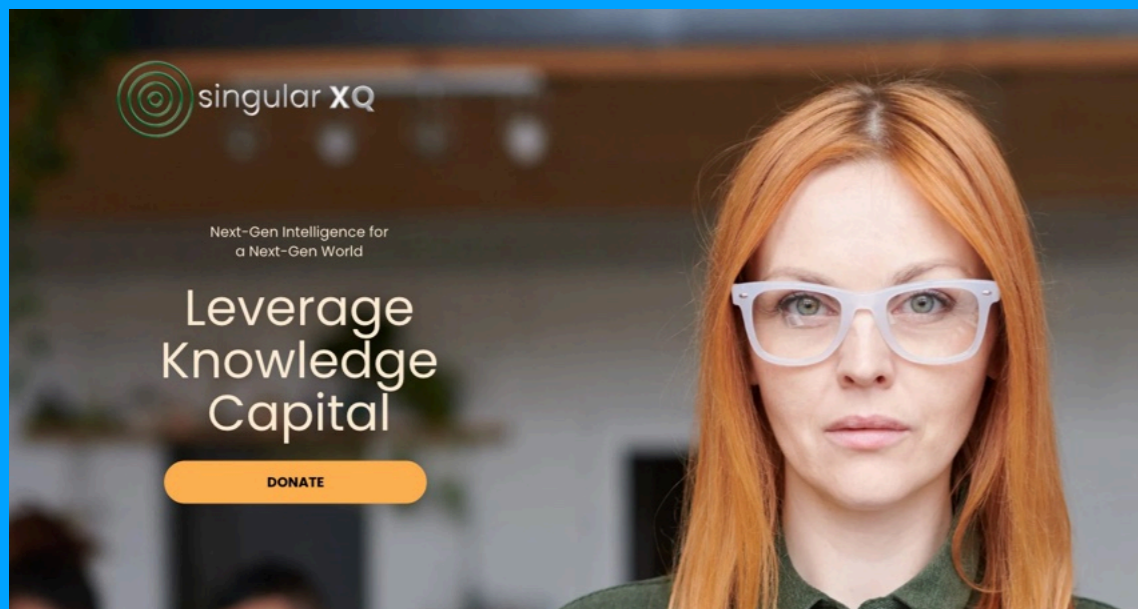
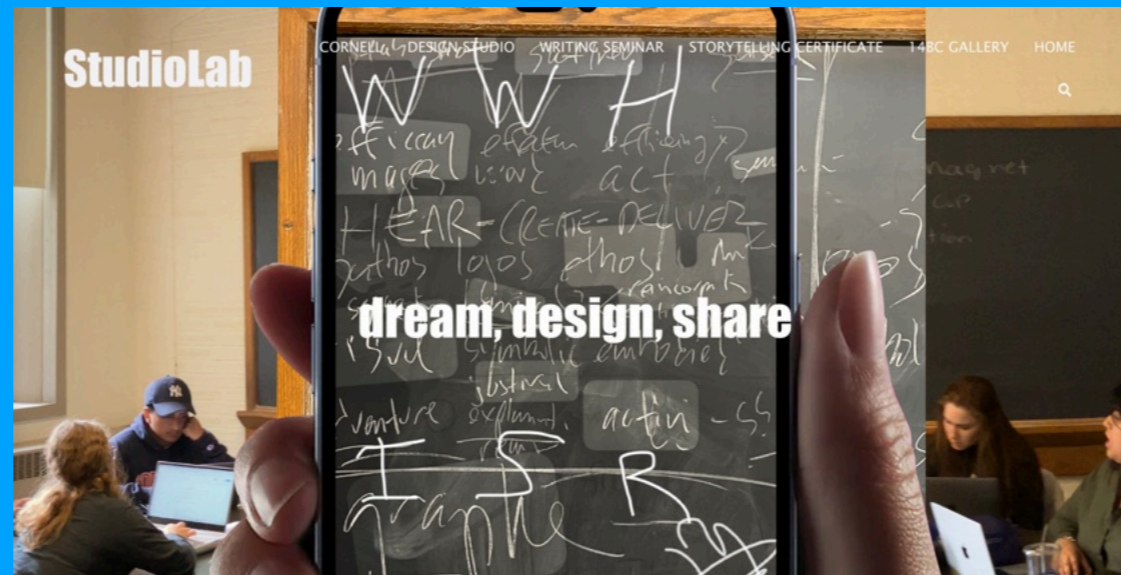




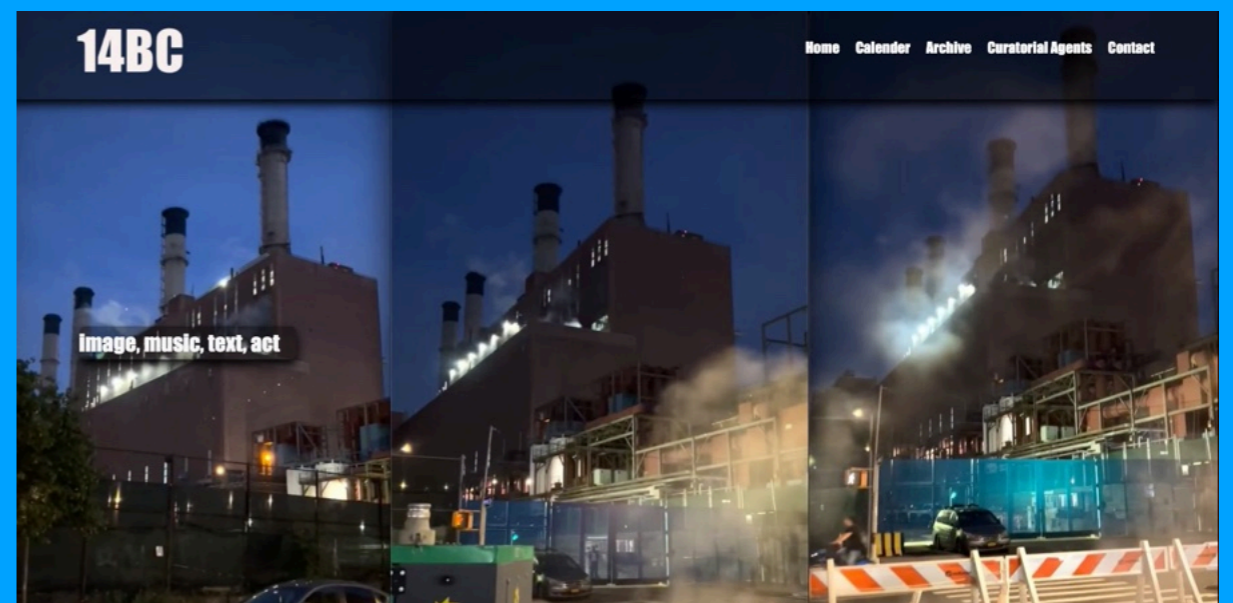
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Investigations PROGRAMME ABOUT

All BY CATEGORY BY METHODOLOGY BY LOCATION MAP

I.98 THE MURDER OF JUNE KNIGHTLY

I.97 DESTRUCTION OF MEDICAL INFRASTRUCTURE IN GAZA



### Eyal Weizman, Professor of Spatial and Visual Cultures, Goldsmiths, University of London

Title: Forensic Architecture Eyal Weizman is Professor of Spatial and Visual Cultures and founding director of the Centre for Research Architecture at Goldsmiths, University of London. In 2010 he founded the research agency Forensic Architecture and directs it ever since. The work of the agency is documented in the exhibition and book FORENSIS (Sternberg, 2014), as well as in Forensic Architecture: Violence at the Threshold of Detectability

[events.cornell.edu](https://events.cornell.edu)

DATE OF INCIDENT 19.02.2022	LOCATION Normandale Park, Portland, Oregon	FORUMS Exhibition, Media
COMMISSIONED BY Self-Initiated	June 'T-Rex' Knightly was murdered while preparing to protect a racial justice protest, by a perpetrator inspired by toxic rhetoric from right-wing influencers and politicians. Four others were seriously wounded. False statements by Portland's police after the attack implied the victims provoked the mass shooting. We worked with survivors to reconstruct the event, and challenge the police account.	

DATE OF INCIDENT 07.10.2023 - Ongoing	LOCATION Gaza, Palestine	FORUMS Legal Process, United Nations, Human Rights Report, Media, Web Platform
COMMISSIONED BY Self-Initiated	Since 7 October 2023, we have aggregated news reports of Israeli military attacks on medical infrastructure in Gaza. Our analysis suggests that hospitals in Gaza have been subjected to a pattern of intimidation, direct targeting, siege, and occupation by the Israeli military over the course of the 2023 invasion.	

# The Great American Smokeout

Take That Quit Step

Learn More

CDC Centers for Disease Control and Prevention  
CDC 24/7: Saving Lives, Protecting People™

  
[Advanced Search](#)

## Smoking & Tobacco Use

Home > State and Community Resources > Tobacco Control Programs > Smoking & Tobacco Use Features

Home

- Office on Smoking and Health (OSH)
- Quit Smoking
- Basic Information
- Tobacco-Related Disparities
- Data and Statistics
- State and Community Resources
- Tobacco Control Programs
  - National Tobacco Control Program
  - Program Development Resources
  - Surveillance and Evaluation Resources
- Smoking & Tobacco Use Features
- Best Practices for Comprehensive Tobacco Control Programs

## Smokefree Through Generations

The CDC's (Tips From Former Smokers) campaign is the most powerful anti-tobacco campaign in history. The campaign has helped more than 10 million people quit smoking. The campaign has also helped more than 10 million people quit smoking. The campaign has also helped more than 10 million people quit smoking.

CDC Centers for Disease Control and Prevention  
CDC 24/7: Saving Lives, Protecting People™

  
[Advanced Search](#)

## Tips From Former Smokers®

Tips From Former Smokers® > Real Stories > By Name

Home > Tips From Former Smokers®

- About the Campaign
- How to Quit Smoking
- Real Stories
  - By Disease/Condition
  - By Specific Group
  - By Name

- Amanda B.'s Story
- Annette S.'s Story
- Asaad M. and Leah M.'s Story
- Beatrice R.'s Story
- Becky H.'s Story
- Bill B.'s Story
- Brandon C.'s Story

## Tiffany R.'s Story

[Español \(Spanish\)](#)



### Meet Tiffany R.

Tiffany smoked cigarettes, even though her mother, a smoker, died of lung cancer when Tiffany was 16. "Watching her suffer was awful," she says. "I felt alone and scared." But still, Tiffany started smoking in her late teens. "A lot of kids I went to school with were smoking, and I wanted to fit in," she remembers. She quit smoking in 2012, when her daughter turned 16.

As part of her plan to quit, Tiffany changed her morning ritual. Instead of getting up early to drink coffee and smoke, she enjoyed an extra hour of sleep. She reached out to family and friends for support. They sent cards of praise and called and reminded her of all the reasons to never smoke again.

## Tiffany R.'s Videos

### Tiffany R. and Sharon A.'s "Ways to Quit" Tips Commercial



[Audio Description](#) [Low Resolution Video](#)

In this commercial, Tiffany encourages smokers get help to quit for good, using proven methods like smoking cessation counseling and nicotine replacement therapy, before they need to have their voice box removed like Sharon.

### Tiffany R.'s Ad: Smoking and Family



[Low Resolution Video](#)

When Tiffany was 16, her mother—a cigarette smoker—died of lung cancer. Despite her loss, Tiffany started smoking 3 years later. In this TV commercial from CDC's *Tips From Former Smokers* campaign, Tiffany says she quit smoking at 34 because she could not bear the thought of missing out on any part of her own daughter's life.

### Tiffany R.: How I Quit Smoking



[Low Resolution Video](#)

Tiffany had an emotional reason to quit smoking: as a teen, she lost her mother to lung cancer. She knew that restroom breaks and car trips would tempt her, so she carefully planned to quit by using nicotine patches, walking, and friends' support. In this video, Tiffany talks about how she quit smoking for good.

### Tiffany R.: Surprising Things About Quitting



[Low Resolution Video](#)

Tiffany didn't think about all the ways smoking hurt her daily life until she quit. Then life quickly started getting better. Food tasted better. She had more energy and more confidence. And there was one big surprise. In this video she says, "The money I save from not smoking is absolutely great!"

### Tiffany R.: You Don't Quit Just for Yourself



[Low Resolution Video](#)

Tiffany talks about losing her mother, a smoker, to lung cancer when she was 16. Despite this, Tiffany smoked for years before realizing what she might miss in her own daughter's life. In this video from CDC's *Tips From Former Smokers* campaign, Tiffany's daughter's, Jaelin, says she cannot imagine living without her mother. Jaelin goes on to tell her mom how proud she is of her for quitting smoking for good.

### Tiffany R.'s Decision



[Low Resolution Video](#)

Like many smokers, Tiffany had seen an older family member harmed by smoking, yet she kept buying cigarettes for herself. In this emotional TV ad, Tiffany talks about the "aha" moment that sent her on a different, healthier path for her own life.

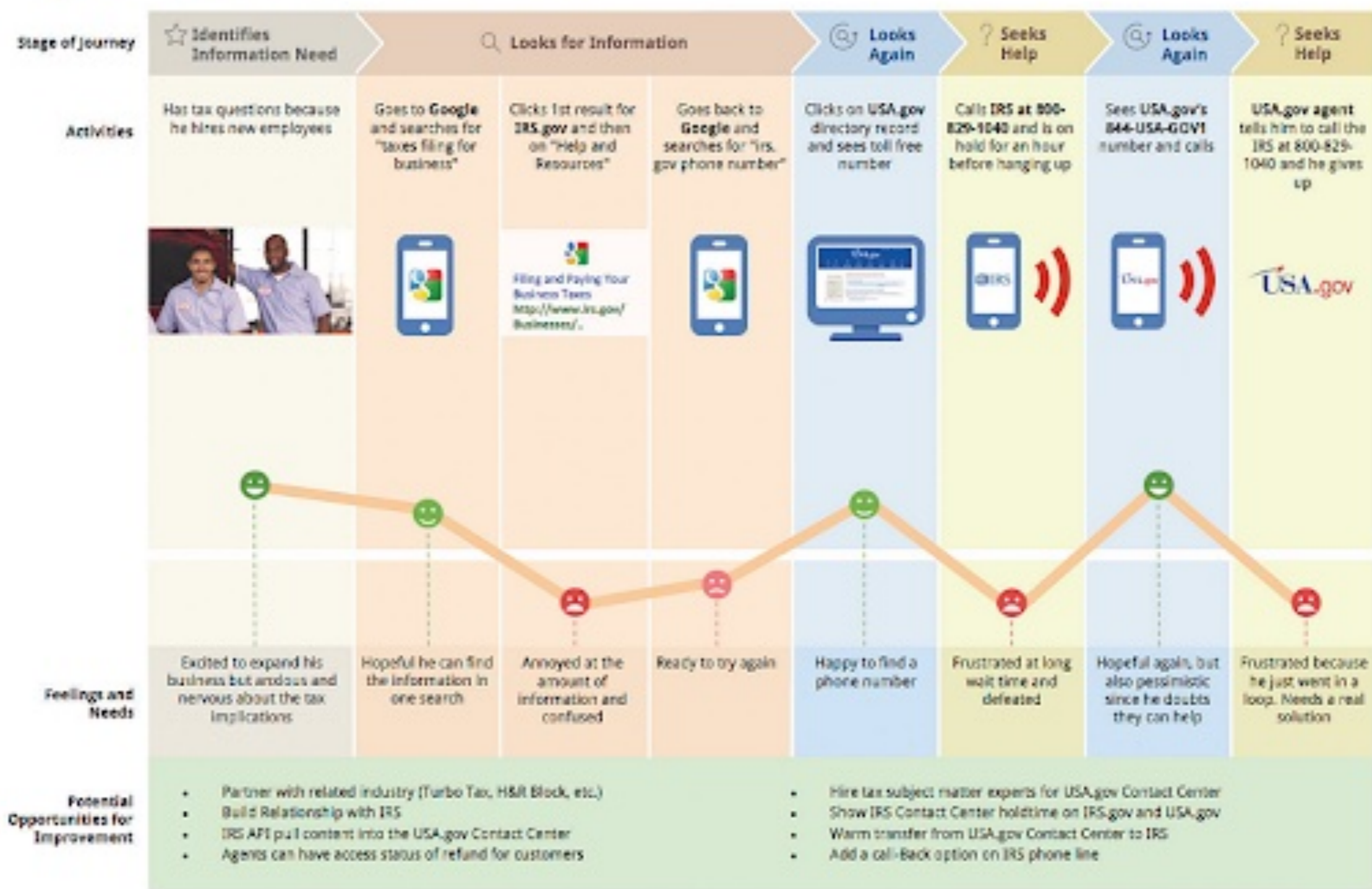
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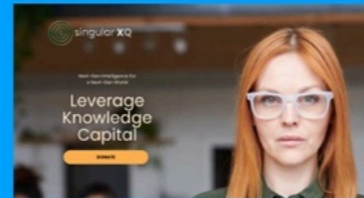
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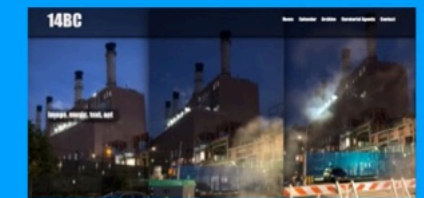
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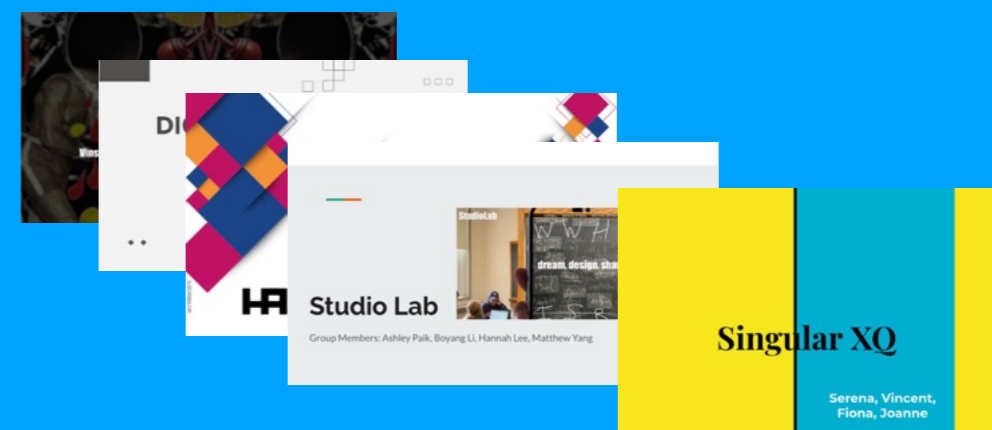
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# Report and presentation

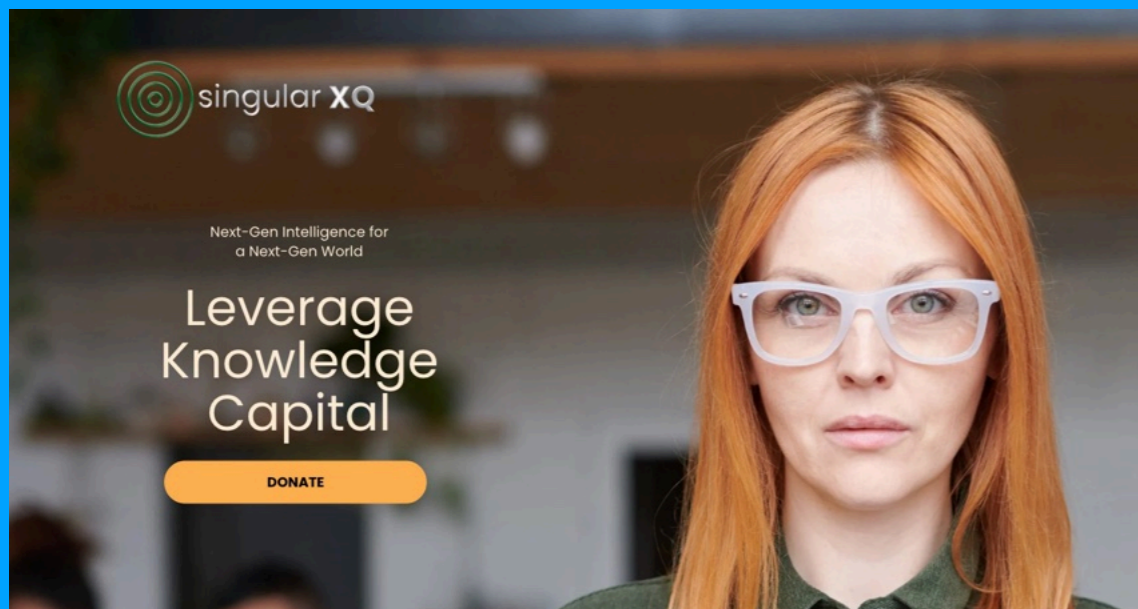
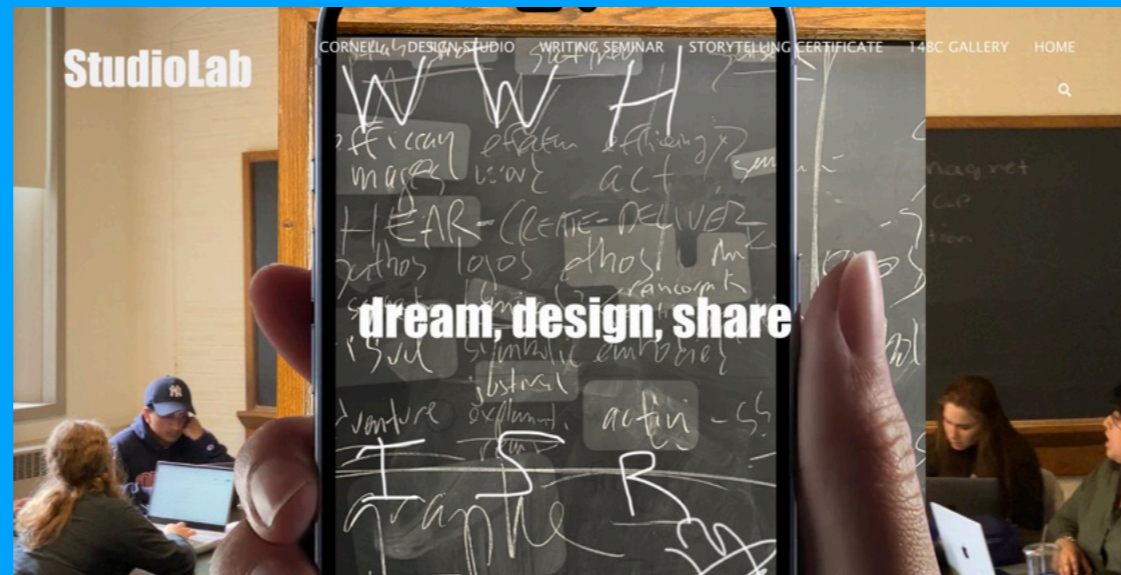




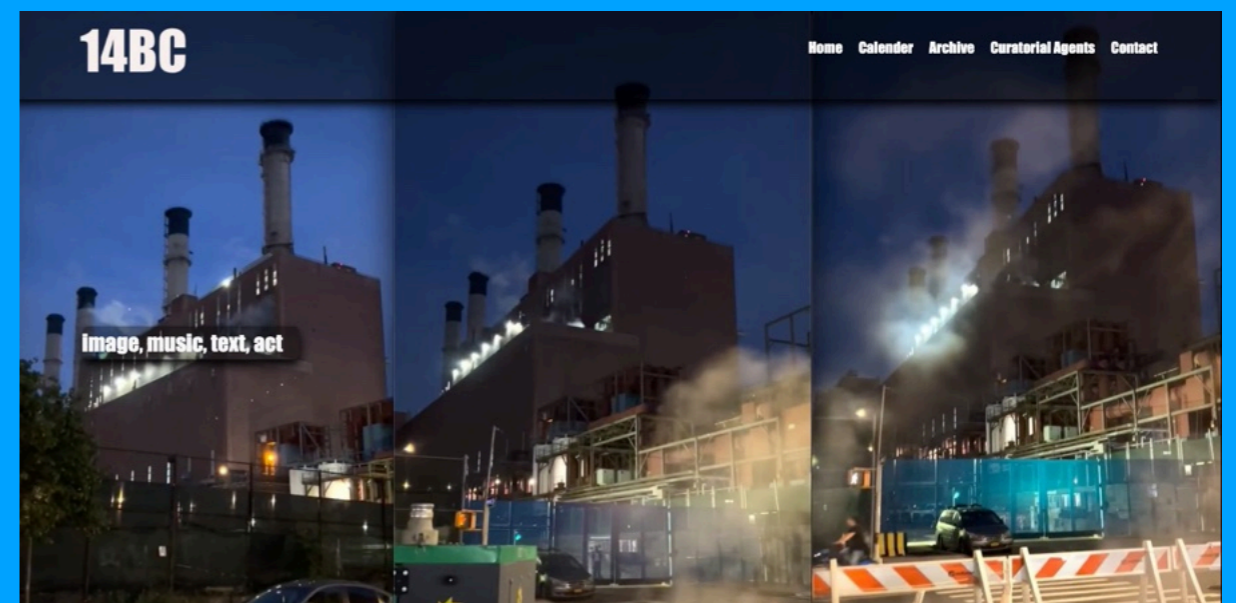
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