



## Media Studio

### DESIGN, MEDIA & COMMUNITY

FALL 2024 • ENGL 4705/COML 4281/INFO 4940/6940

Wed & Fri 12:20- 2:15 RCK 110 and ZOOM for Partner Meetings

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

**ZOOM LINK STUDENT SURVEY GOOGLE FOLDER**

**MAKE MEDIA!**

### TEAM PROJECT SITES

 DMC Spring 2024	 HCDEM Fall 2023	 DTMC Spring 2023	 HCDEM Fall 2022
 DTMC Spring 2022	 DTEM Fall 2021	 DTMC Spring 2021	 DTEM Fall 2020

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:

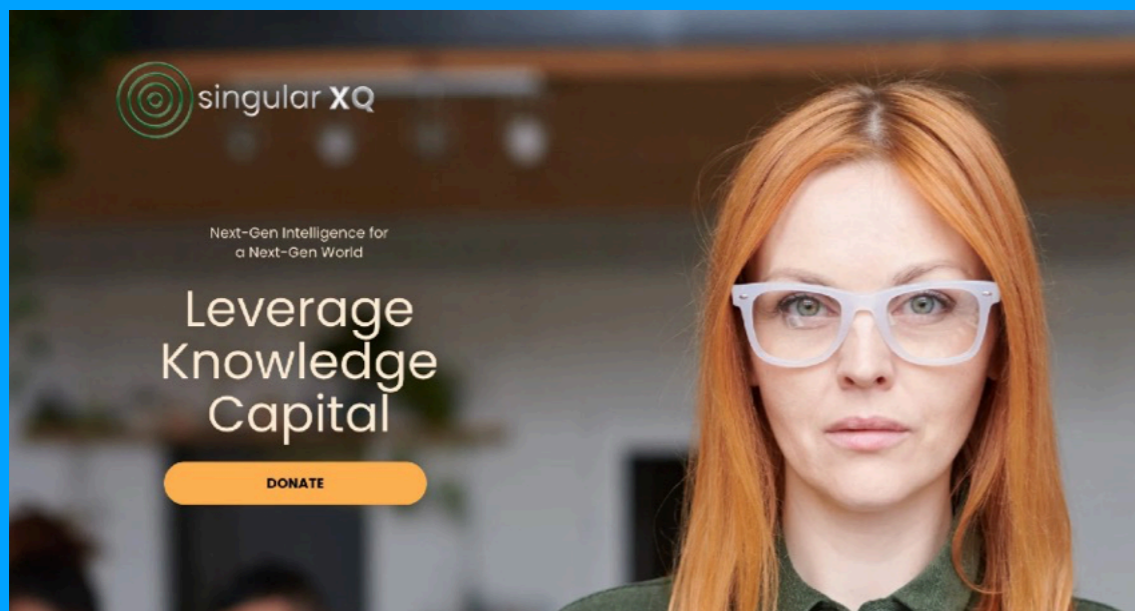


Health Access Connect



Newfield Central School District

# Community Partners



Singular XQ



A.J. Muste Foundation

## 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 **10-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 10/18**

**Report and presentation 10/30**

# 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



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\*)**

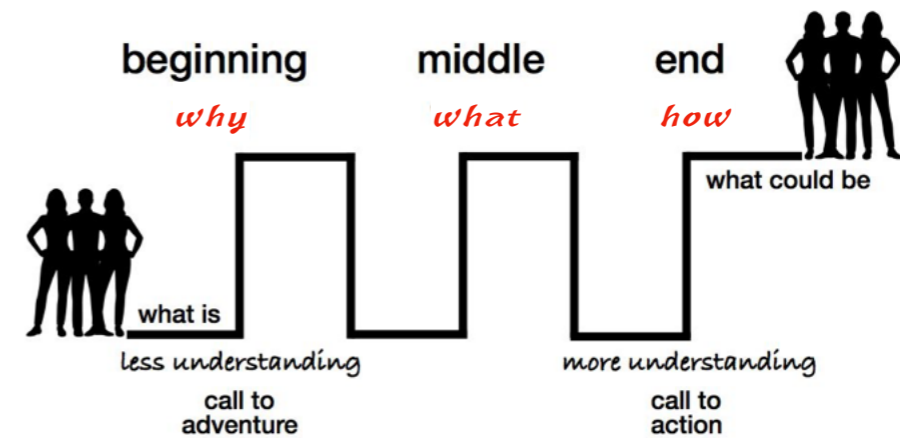
**\*Your Partner's Project**

# YPP

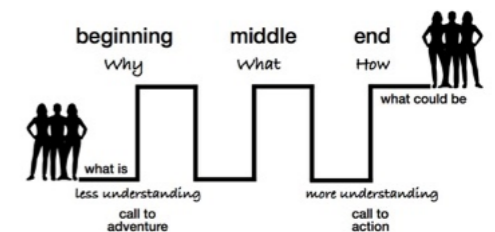
*A wants B  
in order to C*

Design Challenge

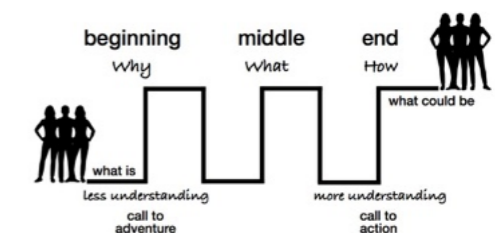
WhyWhatHow Sparkline



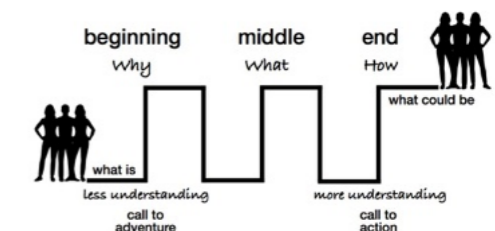
Staff



Community

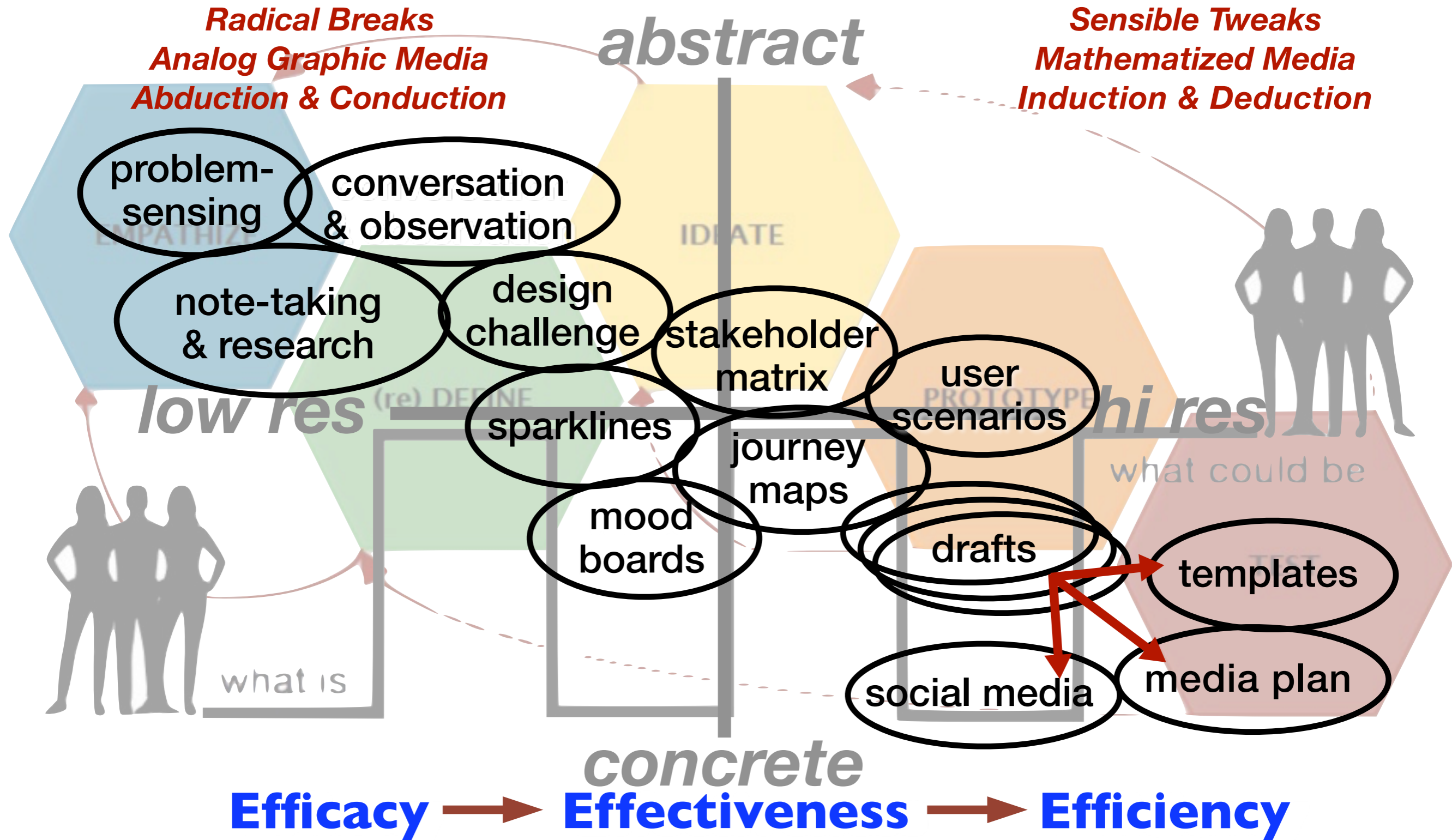


Policy-makers



Stakeholder Sparklines

# Design Research Cascade



**HEAR**



**CREATE**



**DELIVER**

Scoping/Research/Ideation

Composing/Drafting/Prototyping

Testing/Tweaking/Delivering



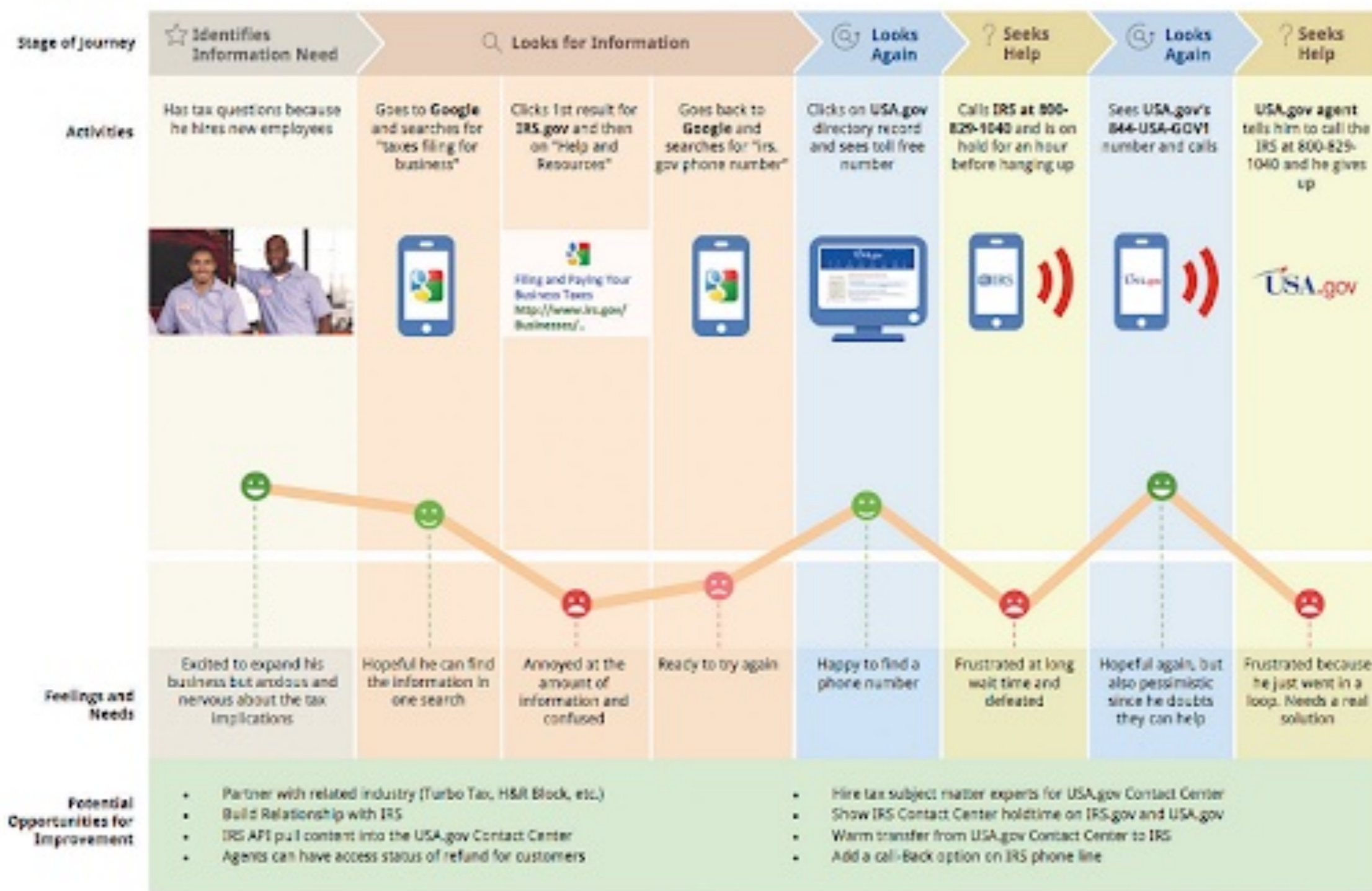
# USER SCENARIO

“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

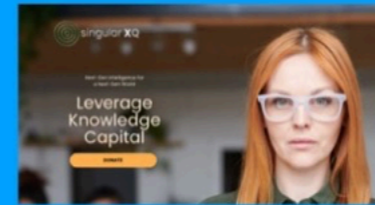


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# Scenarios and Journey Maps

**USER SCENARIO**

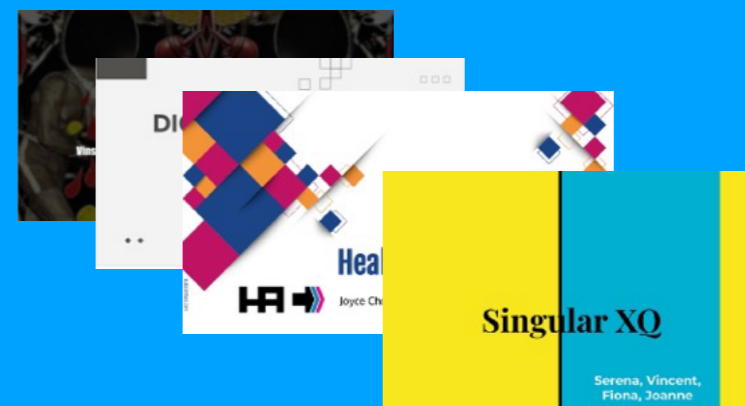
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# Report and presentation



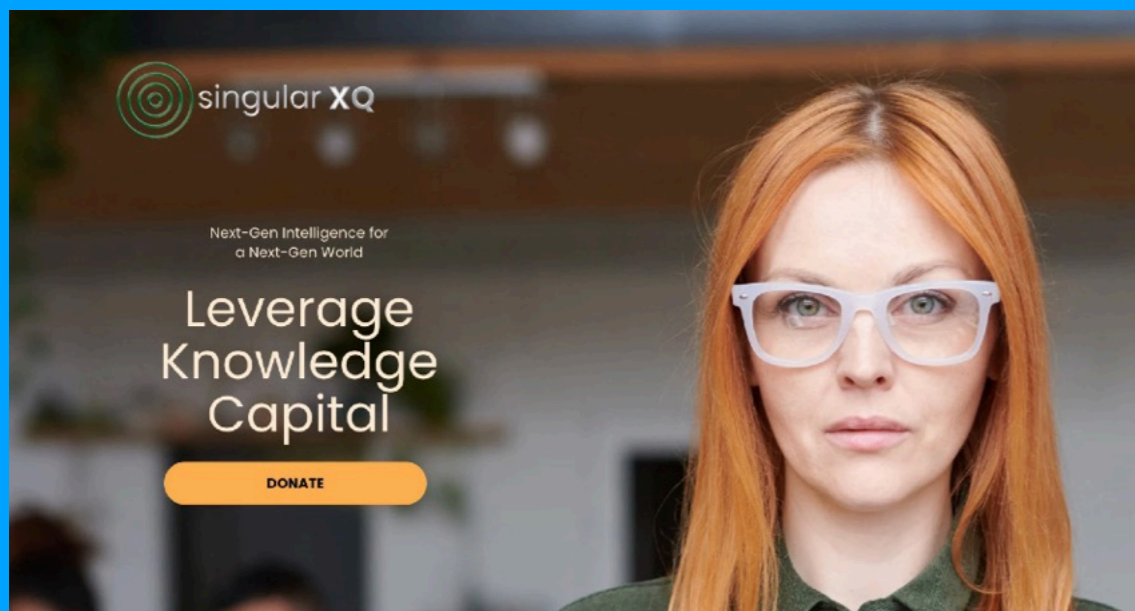


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# Homework

## Read

*Wurman, Information Architects 15-19*

*Bradford, Information Architects 62-74*

*Appelbaum, Information Architects 150-161*

