Megin van Herk
Reading guide

Introduction

This reading guide offers a concise overview of the projects featured on my portfolio website from this semester. It provides a brief description of each project and the corresponding evidence demonstrating the fulfillment of my learning outcomes. Join me in navigating through the practical aspects and achievements that underline my academic progress this semester.

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Dutch design week

Assignment Description

So, we had this cool project for Dutch Design Week (DDW). Our job was to make a 2-minute video inspired by the event. We noticed something interesting: artists who talk about saving the environment still use paper business cards. Our video wanted to shout about this contradiction. We made a tree from those cards, which represent creativity, and then threw them away—showing that these creative cards turn into waste.Our main aim? Get artists and viewers thinking about using eco-friendly stuff to show off their work.

Process and Results

Okay, the plan we started with had some twists as we explored DDW. We picked theme 9: Signature and collectible design because it vibes with artists expressing themselves. The events in Strijp-s gave us lots to work with.

On Day 2, we split up to cover more ground in Strijp. It worked out well, and our video became the real deal. It got people talking about how artists can do better for the environment.Thinking back, we learned how to turn a cool idea into a video story. Pro-wise, we got better at making videos and telling stories. In the tech and design world, we saw the power of visuals to make people think and act.

Proof of Learning Outcomes

Goal-Oriented Interaction:

During the Dutch Design Week project, effective communication was maintained with stakeholders and team members. Regular updates were provided to ensure everyone was on the same page. The consideration of an international context was evident in our planning and decision-making processes, reflecting a practical application of goal-oriented interaction in a diverse setting.

User Interaction (Analysis and Advice): In analyzing user behavior at Dutch Design Week, insights were gathered to inform our project. The selection of an appropriate design

process allowed for targeted UX interventions. This was visible in the refined user experience of our video, demonstrating responsiveness to user needs and effective application of validated UX design principles.

User Interaction (Execution & Validation): The development process of the Dutch Design Week video was meticulously documented, providing stakeholders with insights into decision-making. User experience was actively executed and evaluated, incorporating feedback loops for continuous improvement. This approach validated our design choices and showcased a commitment to user-centered design.

Software Development: While the Dutch Design Week project focused more on visual storytelling than traditional software development, the creation of the video involved utilizing existing components (recorded footage, editing software) with an emphasis on quality criteria. Adherence to version control was not as prominent but the project showcased practical software application within a specific context.

Future-Oriented Organization: The project involved a problem analysis related to eco-friendly promotion in the artistic community. Although not explicitly outlined in a formal project plan, the forward-looking approach was evident in our attempt to address the contradiction within the art world, encouraging a shift towards more sustainable practices.

Investigative Problem Solving: Formulating questions about eco-friendly promotion and addressing them through the DDW video represented investigative problem-solving. The project's approach showcased a systematic investigation of the problem at hand, informing design choices and contributing to a meaningful narrative.

Personal Leadership: The Dutch Design Week project provided opportunities for reflection on professional identity and personal development, especially in the context of visual storytelling. The adaptability and growth demonstrated throughout the project serve as proof of personal leadership skills in a creative and collaborative setting.

Planet (Common grounds)

Assignment Description

Our extraterrestrial adventure began at Fontys, where all media design classes gathered for an otherworldly project. Each group was assigned a planet, and I found myself leading the charge for KELT-9b, a scorching exoplanet losing its atmosphere due to intense radiation. As the Health & Recreation department, we envisioned the Keltarans—bioluminescent, self-sustaining beings living in floating colonies fueled by the planet's gasses. Our challenge was to create a prototype that would improve the well-being of "humans," and we opted for an unconventional solution: transforming everyone into Keltarans.

Process and Results

To convince Earth dwellers of our planet's allure, we crafted a travel poster showcasing the ethereal beauty of KELT-9b. With the background story in place, our focus shifted to addressing the UN Sustainable Development Goal of ensuring healthy lives and promoting well-being. Our prototype comprised a 3D model of transformation machines, drawings depicting the Keltarans, and a 3D model of our intergalactic ship.

The journey video encapsulated our project, emphasizing the idea of transforming humans into Keltarans. I, shamelessly, spliced together stock footage to narrate our storyline. This project stretched our creativity, forcing us to think about well-being in a way that challenged traditional norms.

Reflecting on our odyssey, we discovered the intricacies of telling an engaging story. Professionally, we honed our skills in 3D modeling, storytelling, and video editing. In the realm of ICT & Media Design, the project opened our eyes to the potential of using narrative and visuals to provoke thought and action.

The KELT-9b project was an extraterrestrial journey that pushed the boundaries of traditional problem-solving, encouraging us to explore unconventional avenues for societal improvement.

Proof of Learning Outcomes

Goal-Oriented Interaction:

In leading the KELT-9b project, I engaged in effective communication with diverse stakeholders, including team members and Earthly beings. The project's international context required a strategic approach to goal-oriented interaction, ensuring alignment with the project's objectives and the understanding of a global audience.

User Interaction (Analysis and Advice):

Analyzing the needs of Earthlings and creating a compelling narrative for the Keltarans on KELT-9b showcased a practical application of user interaction analysis and advice. The project required an understanding of both human and extraterrestrial perspectives, emphasizing the importance of empathetic design.

User Interaction (Execution & Validation):

The execution of the project involved translating the Keltarans' story into visual elements like the travel poster, prototype drawings, and transformation machines. The user experience was actively validated through feedback loops, emphasizing a commitment to user-centered design principles.

Software Development:

While the KELT-9b project was not focused on traditional software development, it involved creating visual elements and prototypes. The use of 3D modeling software and the development of transformation machines showcased the application of software skills in a unique and imaginative context.

Future-Oriented Organization:

The forward-looking approach taken in addressing the challenges of KELT-9b and proposing unconventional solutions demonstrates competence in future-oriented

organization. The project's problem analysis and innovative solutions align with the ability to anticipate and address future challenges in a creative manner.

Investigative Problem Solving:

Formulating a background story, creating prototypes, and crafting a journey video required systematic problem-solving. The project addressed challenges such as the well-being of Earthlings and the sustainability of life on KELT-9b. Investigative problem-solving skills were showcased in finding creative solutions to complex issues.

Personal Leadership:

Leading the KELT-9b project demanded personal leadership, fostering reflection on professional identity and personal development. The project served as a platform for adaptability, growth, and resilience, showcasing the ability to lead in an unconventional and challenging context.

Goal-Oriented Interaction:

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Portfolio website

Assignment Description

The assignment involved the meticulous creation of a personal portfolio, strategically blending style with substance to stand out in the digital landscape. The journey began with a comprehensive competitive analysis, exploring the portfolios of industry leaders for inspiration and identifying key trends. A user-centric philosophy drove the design process, emphasizing personal style preferences and creating a unique visual representation.

To ensure the portfolio's distinctiveness, an exhaustive analysis of available products within the same domain was conducted. This involved dissecting various portfolio styles, noting strengths and weaknesses, and extracting valuable insights to inform an individualized approach. The assignment aimed at not only presenting a collection of works but crafting a digital experience that engages, explores, and connects with the audience on a personal and professional level.

Process and Results

The design phase commenced with the development of a prototype, channeling creativity into a tangible visual representation. The evolution of the portfolio's aesthetic took an unexpected turn during the search for free-to-use images, stumbling upon captivating black and white visuals. This discovery sparked a significant shift in the website's theme, transforming it into a timeless and elegant digital space.

The journey didn't stop at the prototype; it extended into A/B testing to gauge audience preferences, interactions, and overall user experience. This iterative process was instrumental in refining the design, prioritizing user satisfaction, and fine-tuning elements for optimal engagement. Real-world users provided invaluable feedback during the testing phase, leading to a portfolio that not only mirrored personal style but also catered to the preferences and expectations of the target audience.

The distinctive feature of a non-scrolling website was a deliberate design choice, breaking away from the conventional scrolling experience. This created an immersive, story-like navigation, eliminating the need for lengthy scrolls through monotonous text. The non-scrolling design aimed to invite users to explore different sections effortlessly, each unveiling a unique facet of skills, projects, and personality.

The website layout underwent a series of explorations, from a magazine vibe to sideways scrolling resembling a book. Learning from experiments, the final design emerged with a mix of parallax scrolling and a regular newspaper layout, ensuring a visually appealing and user-friendly digital space. The portfolio became not just a static collection of works but a thoughtfully curated digital experience.

In essence, the assignment led to the creation of a personal portfolio that goes beyond traditional expectations, offering a dynamic and engaging narrative of the professional journey. The fusion of interactive and aesthetic elements, resulted in a digital adventure for visitors to connect with on a deeper level.

Proof of Learning Outcomes

Goal-Oriented Interaction:

In crafting my portfolio, I embraced a goal-oriented interaction approach. [The competitive analysis](#) provided insights into industry trends, while the exhaustive analysis of available products informed a strategy aimed at standing out in the digital landscape. This showcases a keen understanding of user expectations and effective communication of personal branding goals.

User Interaction (Analysis and Advice):

The user-centric philosophy adopted in the [design phase](#), starting with a [prototype](#) that embodied personal style preferences, reflects a practical application of user interaction analysis and advice. This approach ensures that the portfolio not only appeals aesthetically but also aligns with user preferences and expectations.

User Interaction (Execution & Validation):

The journey from prototype to [A/B testing](#) and real-world user feedback demonstrates a commitment to refining the user experience. The iterative process prioritized user satisfaction and fine-tuned elements for optimal engagement, showcasing a hands-on execution of user interaction principles.

Software Development:

While not a traditional software development project, the portfolio creation involved leveraging web design tools and technologies. The adaptation of the website's aesthetic to black and white visuals reflects the application of design software skills to enhance the overall look and feel.

Future-Oriented Organization:

The portfolio creation journey exhibits a forward-looking approach, incorporating trends and learning from experiments to [adapt the design](#). This reflects an ability to anticipate and embrace changes, ensuring the portfolio remains relevant and user-friendly in a dynamic digital environment.

Investigative Problem Solving:

The exploration of different styles, the experimentation with magazine and book-like layouts, and the eventual evolution into a parallax scrolling and newspaper-inspired design showcase investigative problem-solving. Learning from mistakes and user feedback guided the problem-solving process, leading to a visually captivating yet practical solution.

Personal Leadership:

Taking the initiative to meticulously design and evolve the portfolio layout, incorporating [user feedback](#), reflects personal leadership. The ability to listen, learn, and adapt based on real-world user insights demonstrates a proactive approach to personal and professional growth.

Goal-Oriented Interaction:

In wrapping up my portfolio creation journey, the emphasis on combining interactive and aesthetic elements, showcases a goal-oriented interaction approach. The portfolio is not just a collection of works; it's a digital adventure designed for user engagement, exploration, and connection.

Social sphere

Assignment Description

Garage2020 and the municipality of Eindhoven are teaming up to tackle the digital challenges faced by youth workers in a world where Dutch youth spend around 6 to 7 hours daily online. The municipality has tasked Garage2020 with creating an innovation to boost the impact of youth work in the digital realm.

Enter the 'social sphere,' a project aiming to build a platform where youth workers can connect and support young people in Eindhoven through social media channels. The goal is to bridge the gap between traditional youth work and the digital spaces where young individuals are most active.

Collaboration with key stakeholders, including Fenna Dam and Fontys, is essential to propel the 'social sphere' to its next phase. Together, we're working to create an effective solution that enhances the digital footprint of youth work in Eindhoven.

Process and Results

Our journey began with a deep dive into understanding the challenges faced by youth workers in the digital landscape. Research helped us grasp the dynamics of online engagement, the preferences of Dutch youth, and the gaps in the current youth work approach.

The 'social sphere' concept emerged as a response to these challenges. It envisions a platform where youth workers can connect and support young people using social media.

This approach aligns with the digital habits of the target audience, providing a dynamic space for meaningful interactions.

Collaboration with stakeholders, including Fenna Dam and Fontys, played a crucial role in refining the initiative. Their insights contributed to shaping the project, ensuring it meets the needs of both youth workers and young people in Eindhoven. Fontys, as an academic partner, brought valuable perspectives to the table.

Ongoing collaboration involves iterative development and testing phases, actively incorporating feedback from youth workers and stakeholders. The aim is to create a flexible platform that adapts to the evolving digital landscape while meeting the immediate needs of youth workers.

The 'social sphere' project is our proactive response to the challenges posed by the digital shift in youth culture. With input from stakeholders and a blend of innovative technology, Garage2020 and the municipality of Eindhoven are working towards a digital platform that enhances the effectiveness of youth work, fostering meaningful connections and support in the online space.

Proof of Learning Outcomes