

There & back again

A Thesis Journey by Rachelle Milne
SVA MFA Interaction Design

Print Edition
26 June 2014

To my husband, Chris Milne, for New York.

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Introduction

Preface

Hello, I'm Rae Milne. I'm a graduate student at the School of Visual Arts in New York studying interaction design. This book documents more than a year of inquiry into education and learning.

Why Education?

My high school was a tough one. It had a staff of dedicated teachers, but like many California public schools, struggled with dropouts, teen pregnancy, and relatively few college-bound seniors. I was a nerdy, straight-A kid who never quite fit in.

After graduating as valedictorian, I went on to attend Stanford. The campus was a little over an hour and a world away from my hometown. Those four years of undergrad had a profound impact on my view of the world and of myself.

When I finished college, it was a shock to my system. I'd spent so much of my life working towards the singular goal of a college education that once I'd gotten what I wanted, I felt lost.

As a graduate student, I've come to value my love of learning for its own sake and not as a means to an end.

I believe wholeheartedly in the power of education to shape lives, as it has shaped my own. It is this good fortune that makes me passionate about learning and access to opportunity, and why I chose to focus on these topics for my graduate thesis.

Process Overview

My research can be grouped into three major stages. In the first stage, **Early Exploration**, I investigated large, systemic issues in public K through 12 education. Between the ever-widening achievement gap, high dropout rates and increasing teacher turnover, it's no wonder our school system is seen as broken.

Education policy and reform efforts tend to focus on preparing students to compete in a 21st century global economy. With this in mind, I started researching post-secondary opportunities. While the number of high school dropouts is large, the number of college dropouts shocked me. I became frustrated that rising costs were pushing students out of college. This led to the second stage of my thesis journey, **College & Career Readiness**.

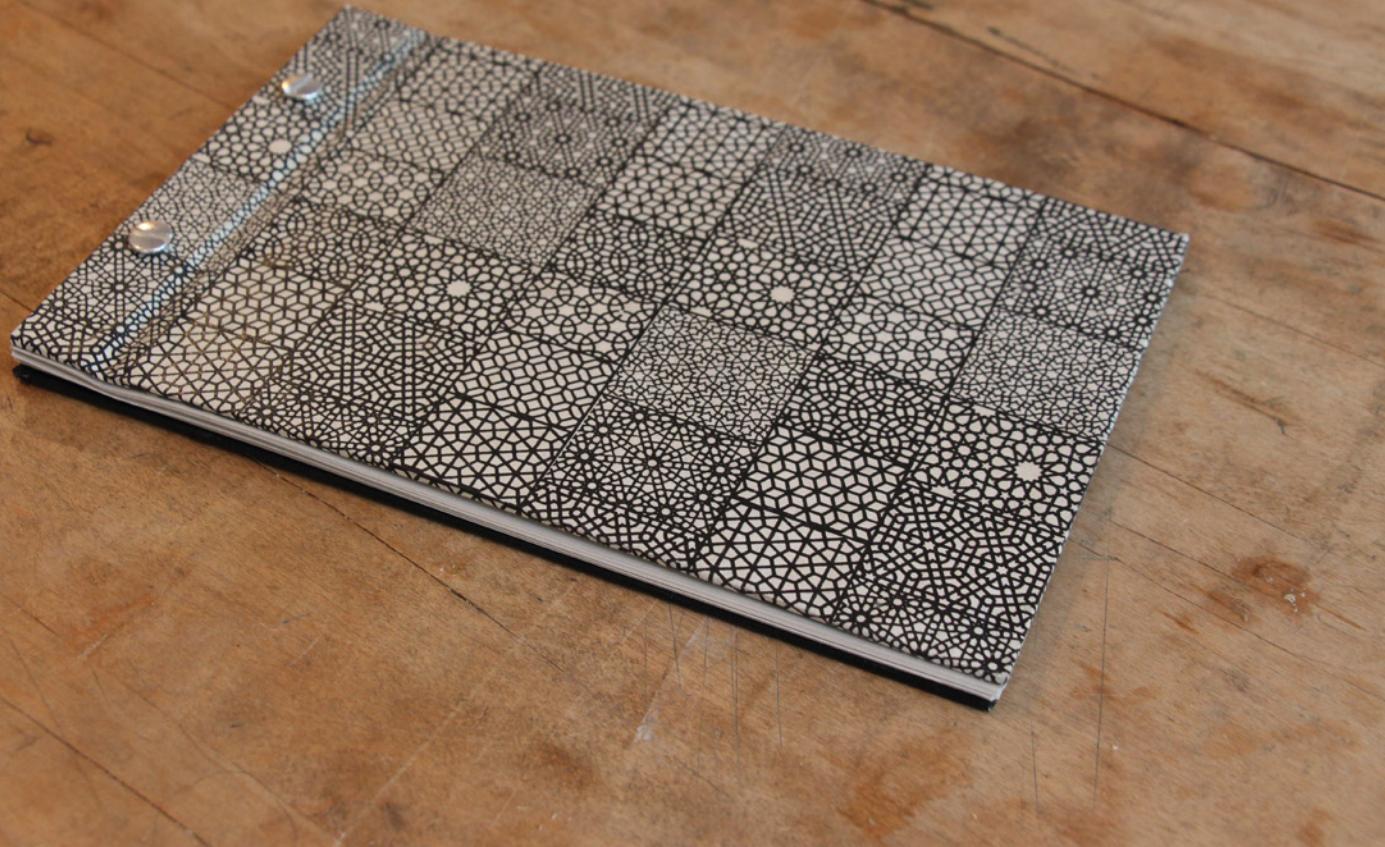
My experiences at two different high schools, DreamYard Prep, an arts-focused magnet school in the Bronx, and Avenues, a private K-12 institution in Chelsea, convinced me that the college application process and the need for financial aid reform were issues worth tackling. I looked at ways to educate college-bound seniors on student debt and to simplify the financial aid process.

After a soul-searching winter break, I started to think less about formal education and more about learning. The issues I researched in the first semester are wicked prob-

lems. They merit attention. But eventually I realized that while academic success is important, a love of lifelong learning is equally important.

My own love is deeply tied to my love of books. This shaped my final stage of inquiry, **Storytelling**, where I explored self-directed learning and literacy.

Early Explorations



LEFT: Thesis almanac, Spring 2013

A Beginning

.....

Writing the Thesis Almanac in Spring 2013 allowed me to reflect on my own motivations as a designer and on topics of interest.

In the almanac, I touch on several very broad topic areas: education, the social ramifications of technology, preserving family history, the changing role of the architect, and the future of the construction industry. Ultimately, I chose to focus on education in my introduction.

Looking back, my initial assumptions about education oversimplified the complexities of the issues, but my self-reflections still ring true:

I design because I am a maker. I could not be satisfied with my life's work if I wasn't making something tangible and putting it out into the world. Creating something and having other people use it makes me happy.

I design because I am a problem solver. Solving big, juicy puzzles is what I live for, & the world is full of wicked problems.

I design because I am an optimist. I hope to have my own children one day, and while I worry about the problems they will have to face, I genuinely believe design is our best hope for leaving the world a better place than we found it.

I design because I am a storyteller. I think stories are what make us fundamentally human. They are a vehicle for understanding ourselves and our place in this world. I look back on my adolescent self, and all the novels, and comic books, and cheesy sci fi flicks I immersed myself in played a big role in figuring out who I was.



ABOVE LEFT: Chris and Mini hard at work



LOWER LEFT: Initial sketches using Sticky Jots



LOWER RIGHT: Impromptu birthday cupcake from the event organizers

Weekend of Civic Hacking

In the summer of 2013, for the EDesign Labs K-12 Open Source Hackathon, I teamed up with fellow IxDer Mini Kim and my husband Chris.

The hackathon took place during the national weekend of Civic Hacking. It also happened to be the weekend of my birthday. The event was held at the Center for Social Innovation. There was a good mix of designers, coders, and educators at the event. Halfway through the hackathon, teachers were on-hand to provide feedback and suggestions.

Chris, Mini and I decided to create Mini Stories, a story-telling app for elementary school kids. [see page xxx for more information] We came away with the Youth Choice Award, a decision made by a committee of students. I didn't know it at the time, but Mini Stories would have a strong influence on my final thesis project.

Also, the hackathon was where I met my future thesis advisor, Hsing Wei, the director of EDesign Labs and one of the organizers of the event.

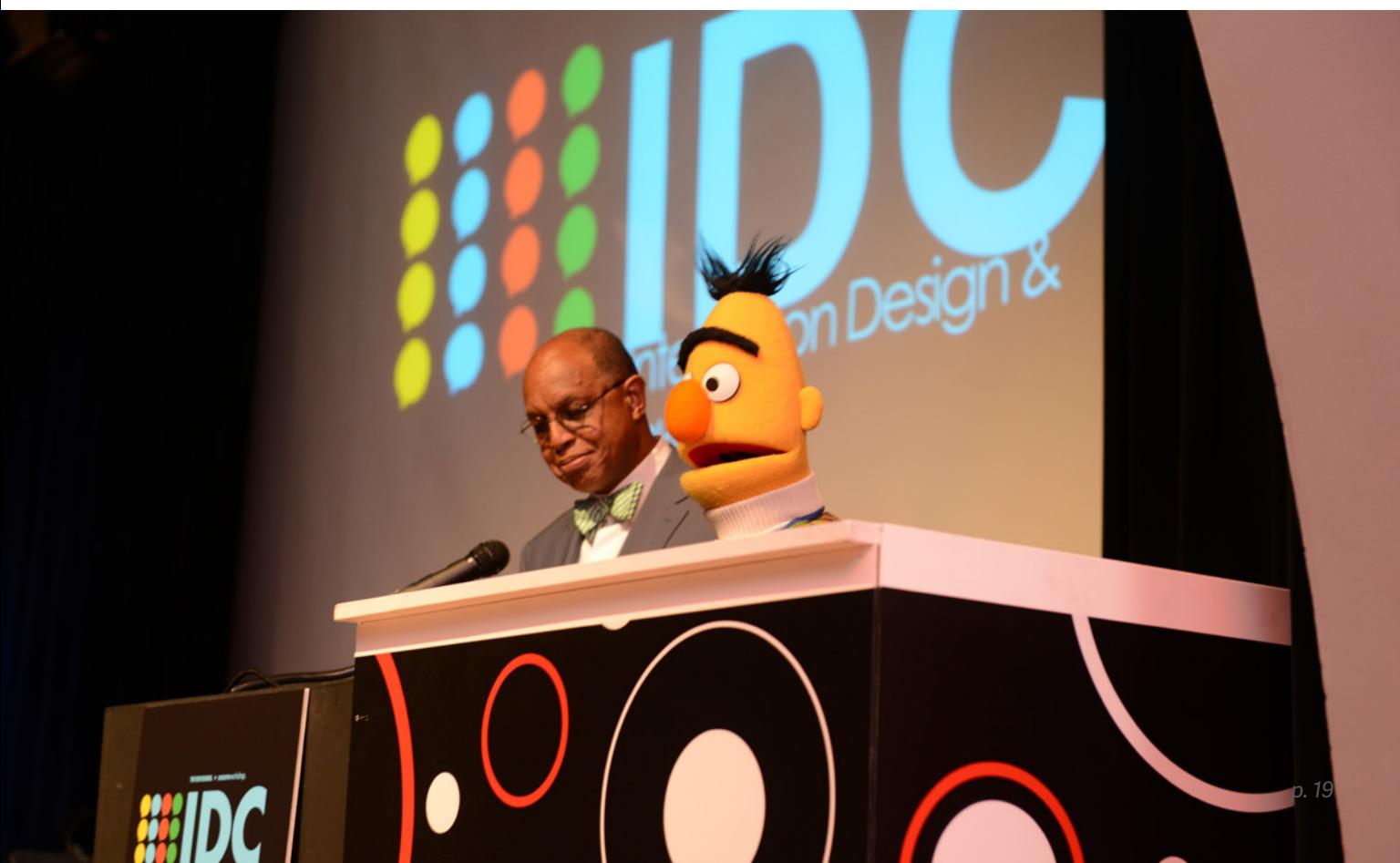
Interaction Design and Children

IDC2013 was a great week. It was refreshing to hear academics in vastly different fields discuss technology and education. The keynote by David Monina Sengeh was especially inspiring. Mr. Sengeh stated, "It is our responsibility to create the tools and platforms that enable young people to create." He was speaking about the power of young people, fueled by their optimism and ingenuity, to make real change.

Some other talks that stood out include *The Arcane Gallery of Gadgetry*, a transmedia ARG (alternate reality game) for middle schoolers developed and researched by graduate students at University of Maryland's HCI program, *Roberto*, an interactive picture book that teaches children about programming, and *moosikMasheens*, musical instruments especially designed for special learners..

ABOVE RIGHT: All of the day's talks took place in a single auditorium

BELOW RIGHT: Speech from a special guest



*It is our responsibility
to create the tools and
platforms that enable
young people to create.*

David Monina Sengeh

A Plan of Action

I am a planner, and planners love calendars. The following pages summarize major events and activities during Fall 2013, both thesis and non-thesis related.

I color-coded the calendar as follows:

Pink: Assigned tasks from Thesis II

Blue: Research and reading schedule

Yellow: Personal goals for thesis

Orange: Major non-thesis related events

Datum / Date: SEPTEMBER/OCTOBER 2013

Datum / Date:

| SUN | MON | TUES | WED | THURS | FRI | SAT | GOALS |
|---|----------------------------------|--|---|------------------------|--------------------------------|-----------------------------------|---|
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | |
| CONTACT KATIE KOCH | BLOG: CLASS EX. (Shelly) | BLOG: 1999 A.D. MTG w/ LIZ | | WATCH: BROOKLYN CASTLE | CHAT w/ KATIE KOCH | TALK TO STRANGERS | READ: B-sols to Poverty |
| 29 | 30 | | | | | | |
| READ: DEATH + LIFE OF GREAT AM. SCHOOL SYSTEM | HISTORICAL THINKING | RESEARCH PLAN MOCKUP | WATCH: MISS REPRESENTATION | | VISIT TO AVENUES ivan cestero. | READ: SMARTEST KIDS IN THE WORLD. | RESEARCH: -GAMES -Transmedia Storytelling |
| 6 | 7 | Comment on PLANS BLOG-MOCKUP I | READ: college dropout readiness studies | 10 | IT'L DAY = THE GIRL. | [9am] FEAST HACKATHON | RESEARCH: -Ed Non-Profits |
| 13 | 14 | WATCH: THE CRUISE | 15 | 16 | 17 | 18 | RESEARCH: -Alternative Schools |
| FEAST HACKATHON | READ: WORLD PEACE GAME. | MOCK UP! GAME. | FEAST CONFERENCE [30pm] | FEAST CONFERENCE | FEAST CONFERENCE | VISIT TO DREAMYARD PREP. | |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| PLAYTEST GAME | REVISE + PLAYTEST GAME | PRESENT → RESEARCH FINDINGS + PROTOTYPE PROPOSAL | SERVICE DESIGN-RUMBLE | SERVICE DESIGN-RUMBLE | 9AM) COFFEE w/ HSING | BLOG ABOUT -FEAST -READINGS | |
| 27 | 28 | 29 | 30 | 31 | 1 | 2 | |
| READ: Connected Learning | PRESENT (small groups) Prototype | 5pm Girls Write Now!! | | | | | |

Datum / Date: NOVEMBER 2013

Datum / Date:

| SUN | MON | TUES | WED | THURS | FRI | SAT | GOALS |
|--------------------|--|-------------------------------------|----------------------------|--------------------------------------|---------------------------------------|-----|--|
| | | | | | | | |
| 2 | 4 | 5 | 6 | | | | |
| HOME FR. BOSTON | MID TERM PROTOTYPE DUE | 11.30pm Decm. Sec. Do. | | | | | |
| 10 | 11 | 12 | 13 | | | | |
| 17 | 10a) Service | 10-2 P.I.) MAKE PRESENTATION. | DYPREP MT RUDY + Jen | 10am) Mtg Make and Test (P.I.) | BLOG: Thesis Prototype. | 14 | NET COST FINANCIAL MODEL. |
| 24 | 1pm) Mtg | | | DYPREP College Prep Day (12-3) | Mt for: PUBLIC (4-6) INTERFACES | 15 | NET COST PROTOTYPE - DATASET. |
| 26 | 27 | | | | DATAVIZ WORKSHOP w/ N. FELTON | 28 | FINISH NET COST CODE. |
| FAFSA Breakdown | COLLEGE App checklist + calendar | FIN. AID guidebook | | | | | DYPREP Sr. seminar [12.10-12.47] |

Datum / Date: DECEMBER 2013

| SUN | MON | TUES | WED | |
|---|---|-----------------------------------|-----|-------------------|
| 1 | 2 | 3 | 4 | |
| P.I.) org prez split work | | ALUMNI SCHOLARSHIP APP DUE. | | |
| 11AM) D.M. Finalize Proposals send to print. | THESES- PROTOTYPE PRES. (PUBLIC INTERFACES) | 1am) DM. Finalize Pres. | | |
| work (service) | FINAL (service d.) | FINAL (THESIS) | | |
| 22 | 23 | 24 | 25 | <u>CHRISTMAS!</u> |
| 29 | 30 | 31 | | |
| | | | | |

Datum / Date:

| THURS | FRI | SAT | GOALS |
|---------------------------|-------------------------------|-----|------------------------------|
| 5 | 6 | 7 | DESIGN BRIEF (D. mgmt) |
| THESIS DESIGN BRIEF | +9g) 9am Service design | | |
| 12 | 13 | 14 | |
| FINAL (D. Mgmt) | MOVIE + FINALIZE PRES. | | |
| 19 | 20 | 21 | |
| HOME TO CALI | | | |
| 26 | 27 | 28 | |
| | BACK TO NY | | |
| | | | |

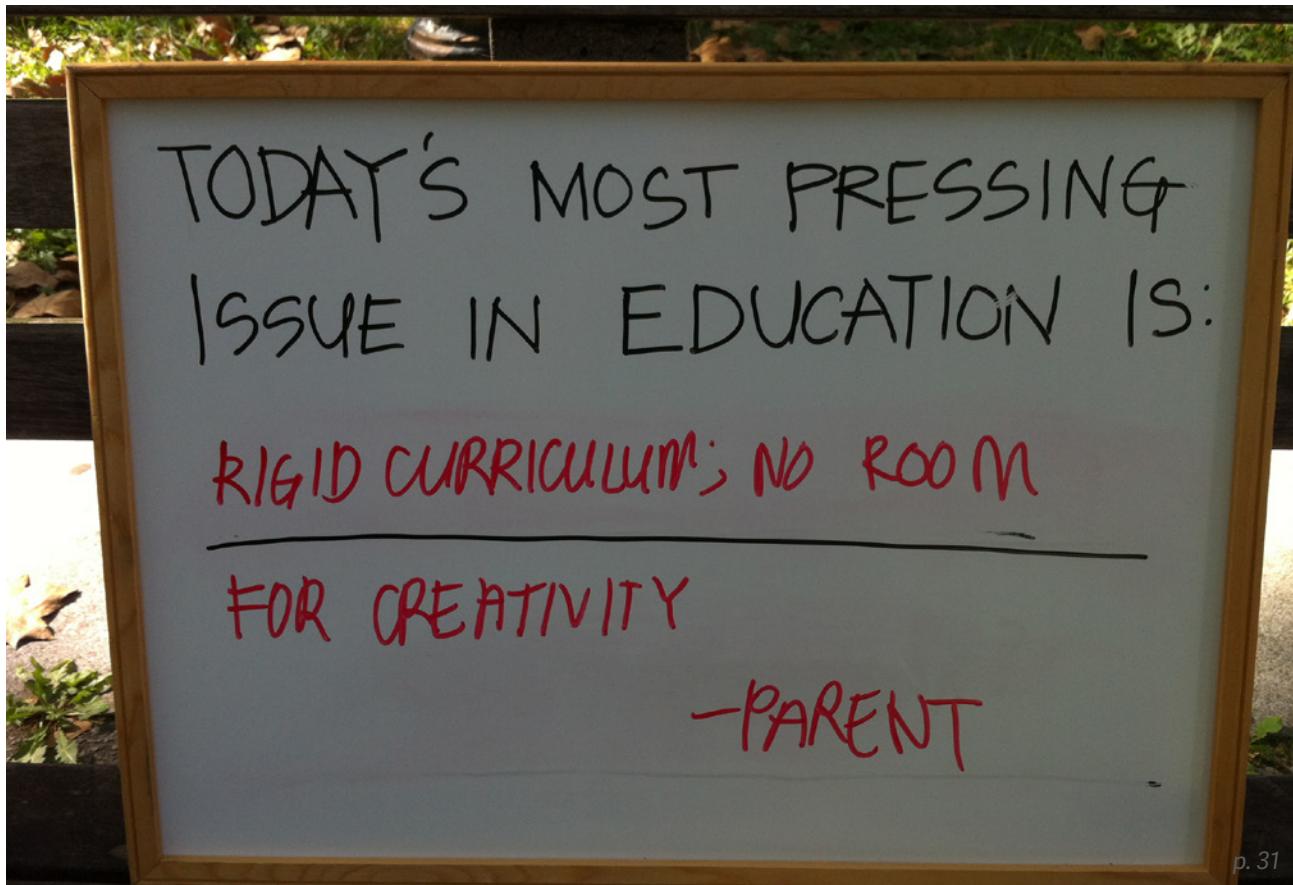
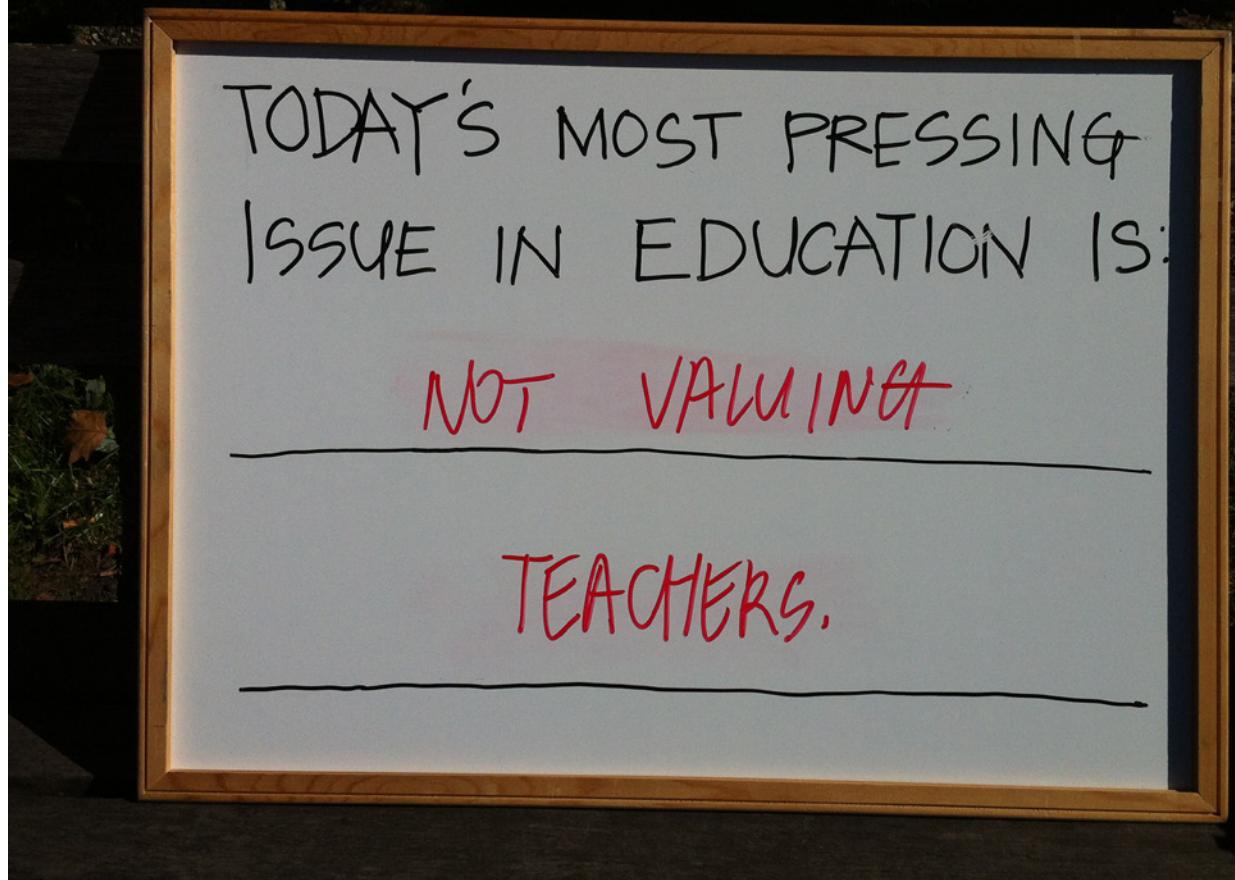
Initial Experiments

Pressing Needs In Education

(30 September 2013) Talking to people I don't know is not my strong point, so when Eric tasked us with going out into the wild and getting strangers to discuss our thesis topic, I decided I needed a prop. With a friend in tow, I hit up a local stationery store to pick up a whiteboard and a few markers. We then made our way to Riverside Park and stationed ourselves on a bench. I scribbled "TODAY'S MOST PRESSING ISSUE IN EDUCATION IS:" onto the board, propped the board up next to me, and waited.

After spending an afternoon in the park, I'd spoken to a former educator who'd taught art in Harlem, two parents with elementary school age children, and one student in the 4th grade. The pressing issues they cited include: not valuing teachers, too much homework, rigid curriculum that stifles creativity, and an overemphasis on standardized testing.

RIGHT: Sample responses from various parkgoers



Crowdsourcing Education

Early on in my research, I became inspired by The Independent Project, a school-within-a-school run by the students themselves. The experiment took place at Monument Mountain Regional High School.

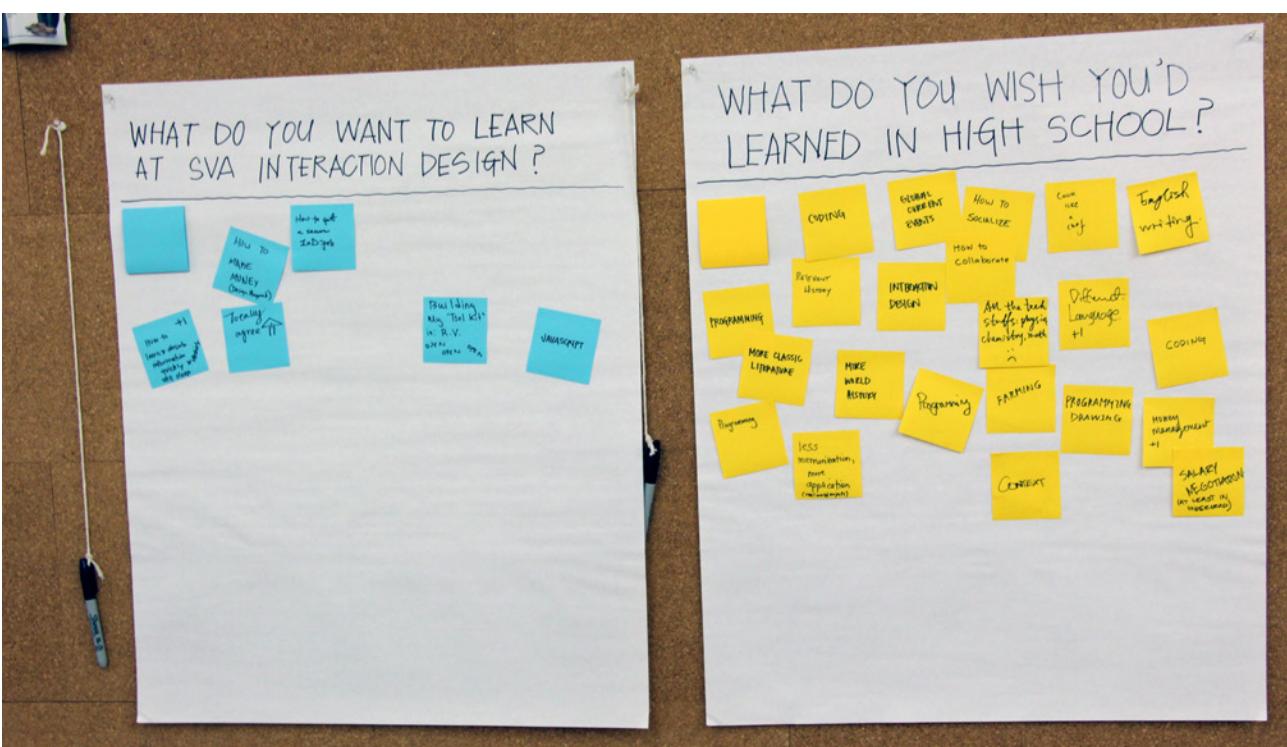
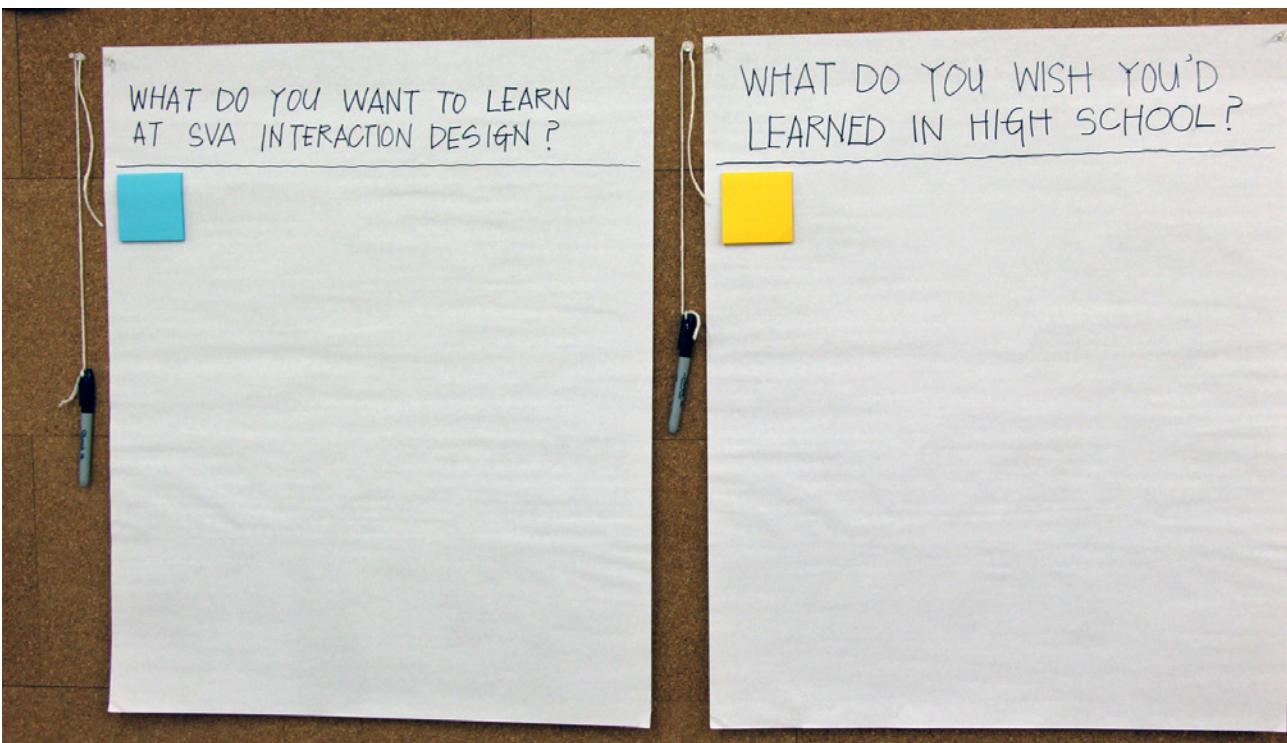
As a rough and dirty prototype, I decided to put up a couple of posters in studio to gather student opinion.

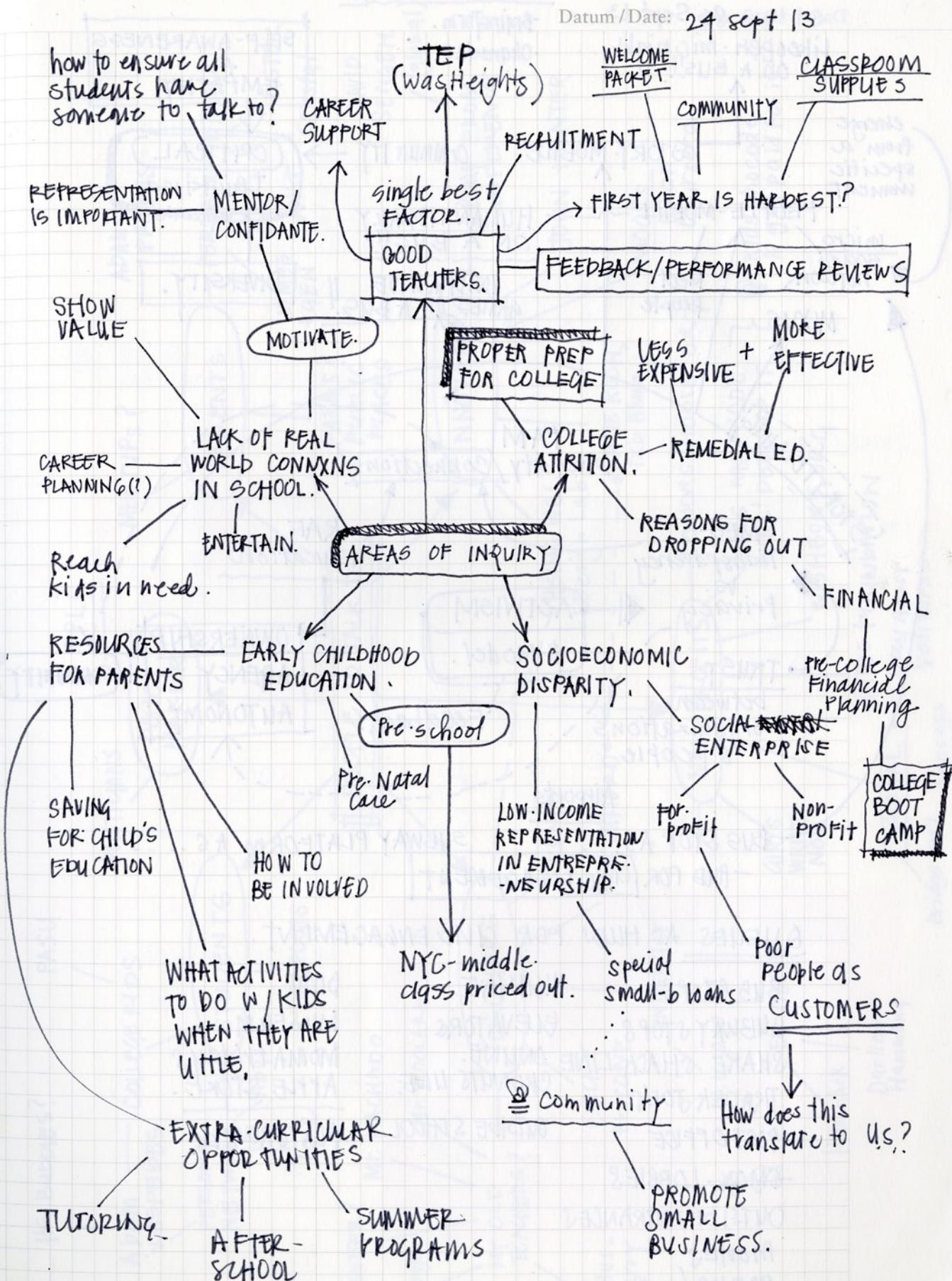
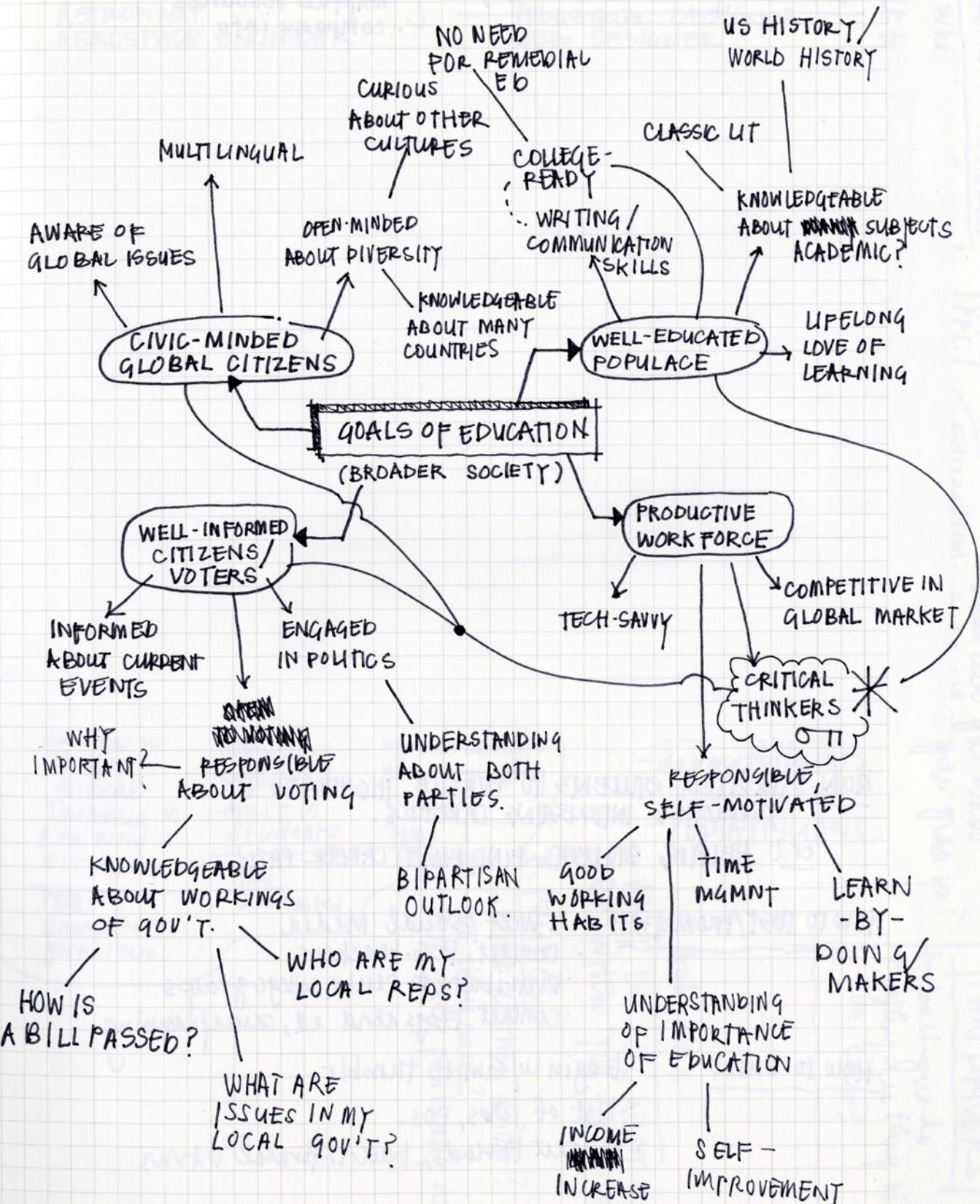
(08 October 2013) I asked two questions: "What do you want to learn at SVA Interaction Design?" and "What do you wish you'd learned in high school?"

Interesting to see how many more answers there were about the second question. The most popular answer was coding/programming which makes me think current schoolwork here at SVA had something to do with it ;)

The experiment never really went anywhere. The opportunity for students to craft their own curriculum is intriguing, but didn't fit into the larger topics I wanted to explore.

RIGHT: Experiment results



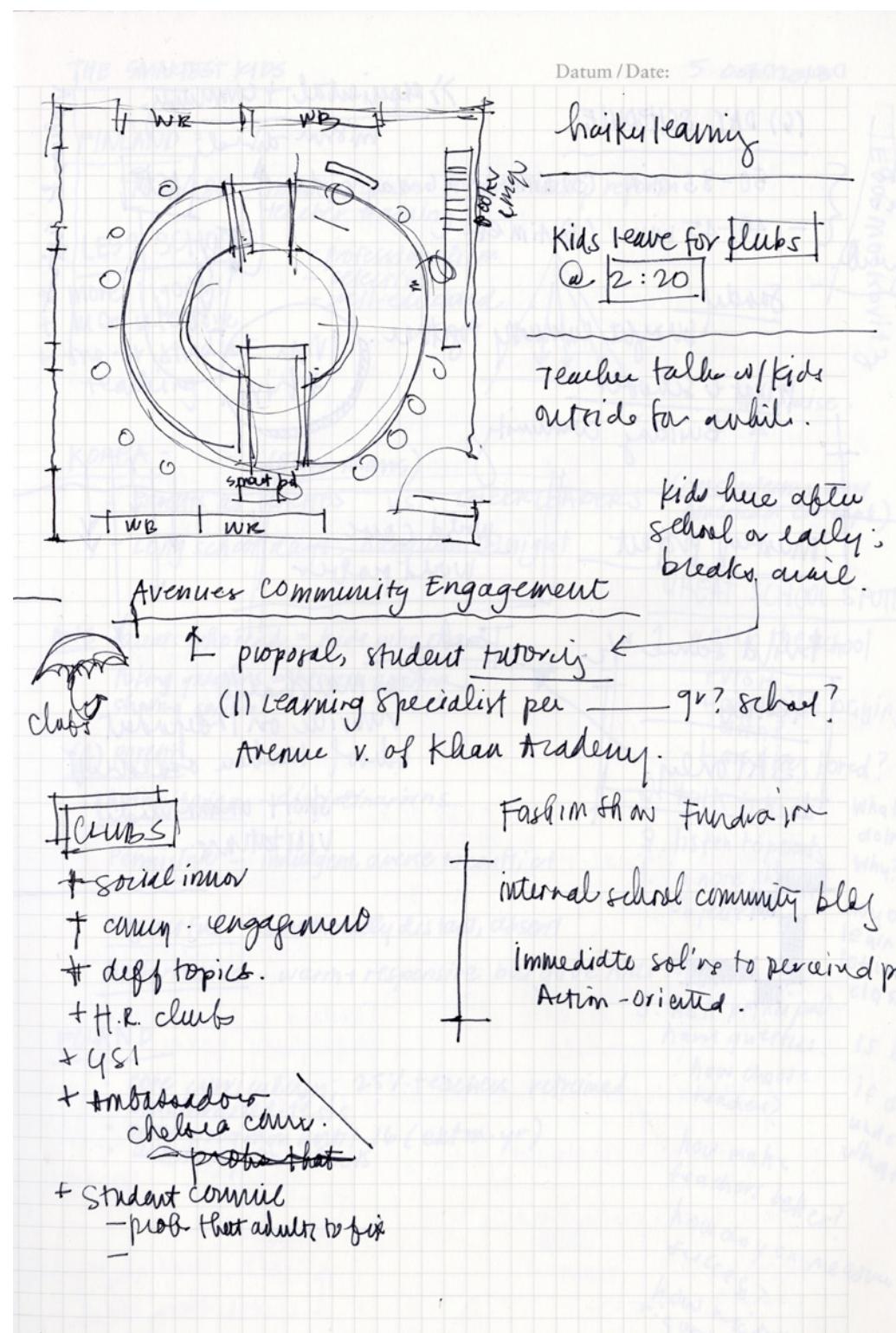


A Classroom Visit

Following a chat with Katie Koch, I was introduced to Ivan Cestero, an educator at Avenues World School. I sat in on one of Ivan's classes, called Global Social Innovation. Afterwards, I listened in on a club meeting.

GSI was more of a college seminar than the classes I remember from high school. They sat in a circle. The students brainstormed about a few topics, taking turns commanding the room.

Ivan's assessment of criteria was unique. He evaluated his students in 3 categories: Flexibility + Creativity, Patience + Grit, and Awareness + Empathy.





Feasting on Good

LEFT: Various snapshots from the week's events including the Hackathon and the day on the Do Good Bus

(12-13 Oct 2013) The Feast: Hackathon

The Feast hackathon took place the week before the conference. At the hackathon, the Dream Team was formed. We were complete strangers with similar interests in college and career readiness. In roughly 24 hours, we brainstormed a concept, did some rough wireframes, and implemented a design. Dream See Do ultimately won in the Learning category and we were invited to present our project at The Feast conference.

(17 Oct 2013) The Feast: Talks

The first day of the conference was packed with inspiring speakers. Robyn Chase spoke about her experience creating ZipCar and the building blocks of a collaborative economy: excess capacity, a platform for participation, and peer collaborators. S. Craig Watson discussed the current crisis in public education: schools are good at what they do, but they are outmoded. Anil Dash warned education innovators to remember what we've learned from other industries disrupted by technology: the cycle is always the same; it begins with big institutions underestimating the value of technology. They question whether people prefer the old way of doing things, and then the technology people mess everything up.

(18 Oct 2013) The Feast: A Day on the Do Good Bus

On Friday, after presenting our hackathon projects during the morning session of the conference, Pam and I boarded the Do Good Bus along with a handful of other Feast-goers, headed towards DreamYard Prep in the Bronx. DreamYard Prep is an We got the chance to sit down and chat with several students before getting down to work on upgrading software on DreamYard Prep's laptop inventory.

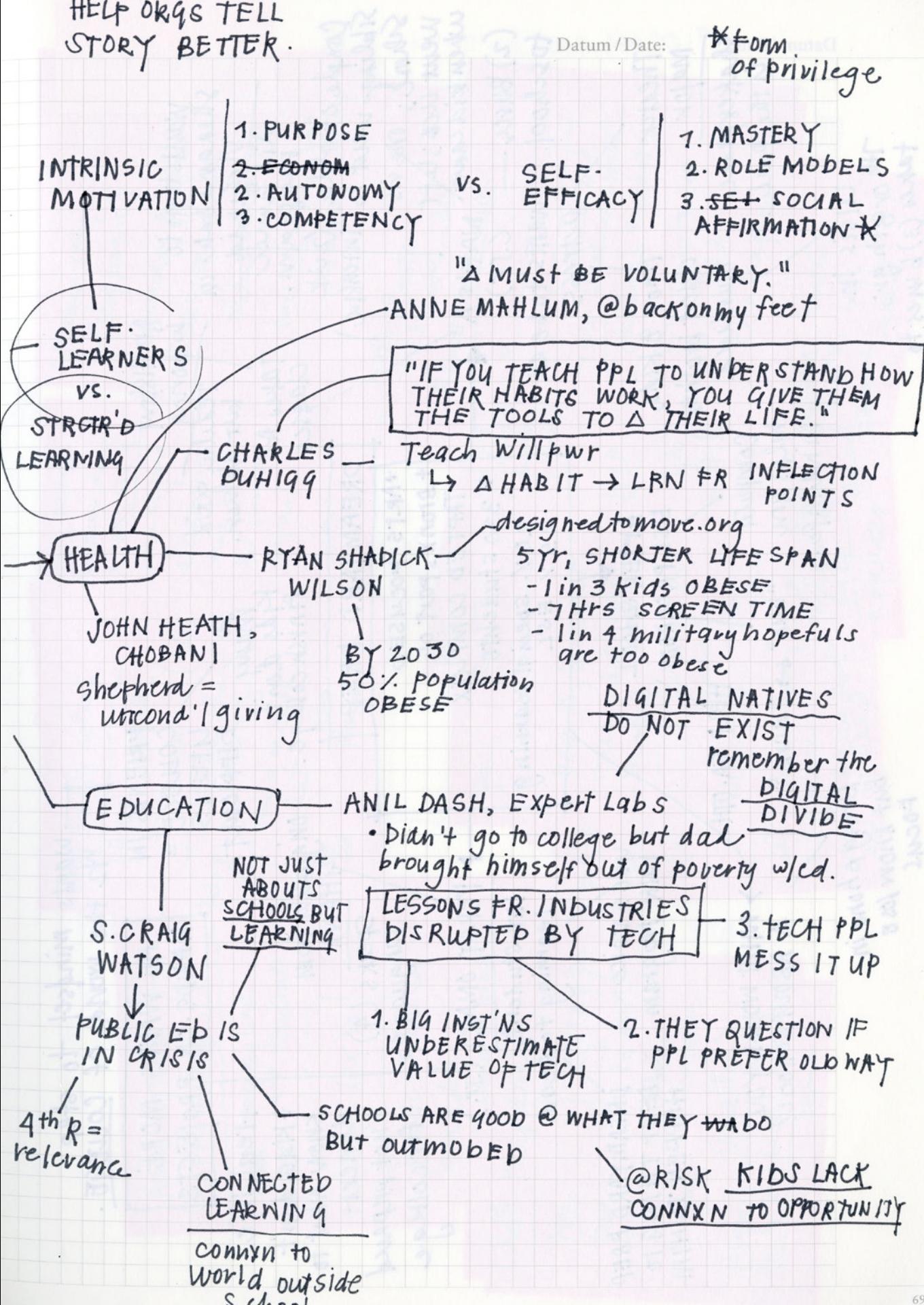
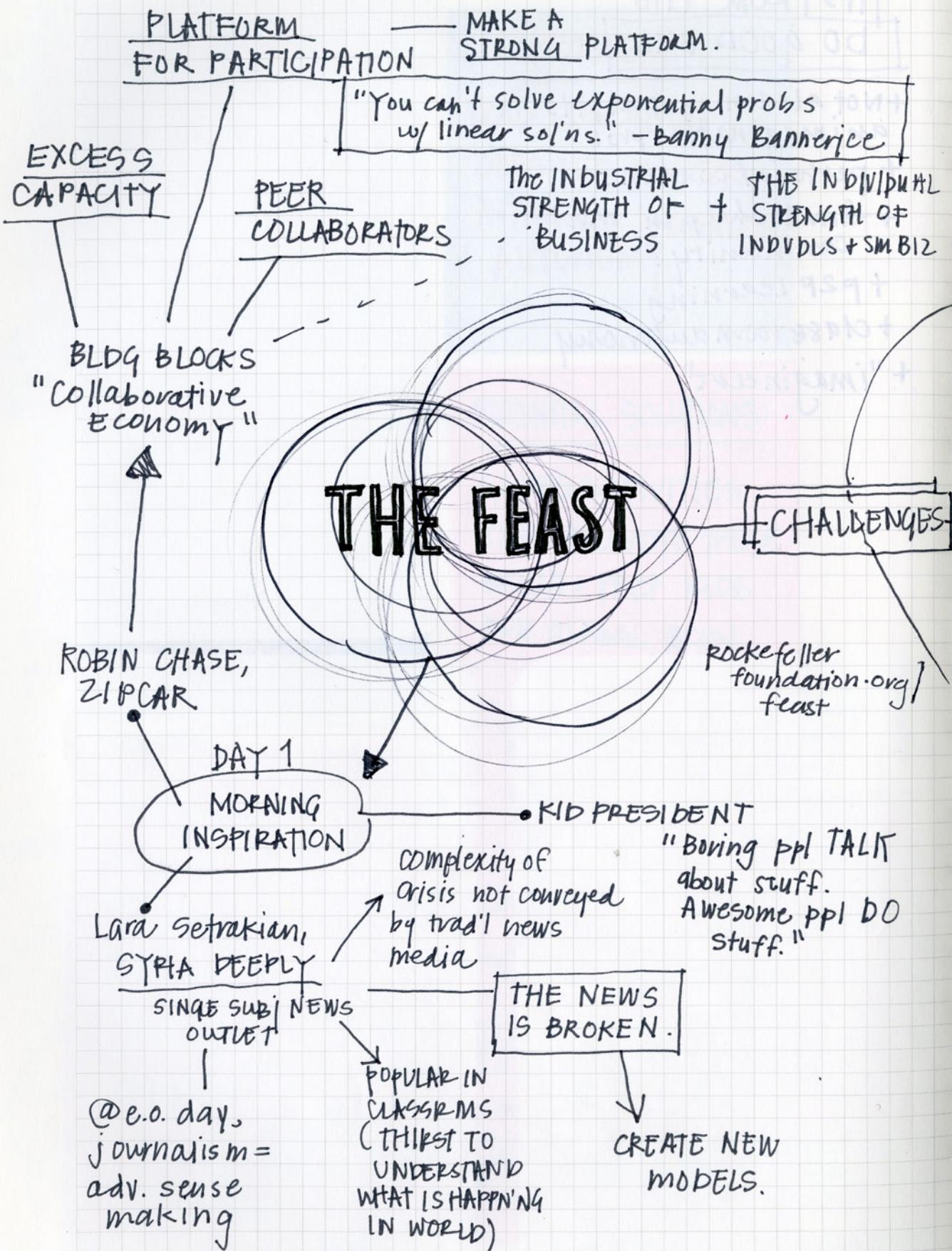
The students were all very open, sharing their individual experiences, struggles, and dreams and for the future.

I met one student who said that DreamYard is the best thing that's happened to him. Perry* comes from Ghana. He speaks four languages but is illiterate. Perry said he's eager for more real world, hands-on projects in high school. He has friends in college who feel they were ill-prepared for postsecondary academics.

I met another student, Neesa*, who wants to be an actress. Neesa's family is from New York. Neesa is the 7th of 8 kids in her family, none of whom graduated from college. She wants to be the first.

This first visit to DreamYard fueled my interest in improving the transition from high school to college.

**names have been changed*



College & Career Readiness

College Debt: The Game

For my first full-blown prototype, I created a card game about student debt. The first player to pay off their student loans won the game. It wasn't a complex game system and was easily defeated during a user testing session in class.

For future versions, I added more resistance and a series of scenarios to make the game more of a critical thinking exercise than a numbers game. Eventually, I dropped a game-based approach for a more narrative one.

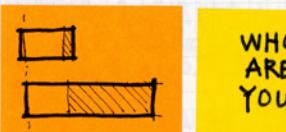
RIGHT: Testing various prototypes of the game



Datum / Date: 28 OCT 2013

STUDENT DEBT INFOGRAPHIC

① INTRODUCTION ② MAKE CHOICES ③ REVIEW OUTCOME



WHO ARE YOU?

+ SOCIOECON (FIN.AID + ETC) + SPECIAL COND'N

\$1.2 TRILLION vs.

ACCEPTANCE LETTERS; CHOOSE A SCHOOL.

+ TUITION + FIN. AID

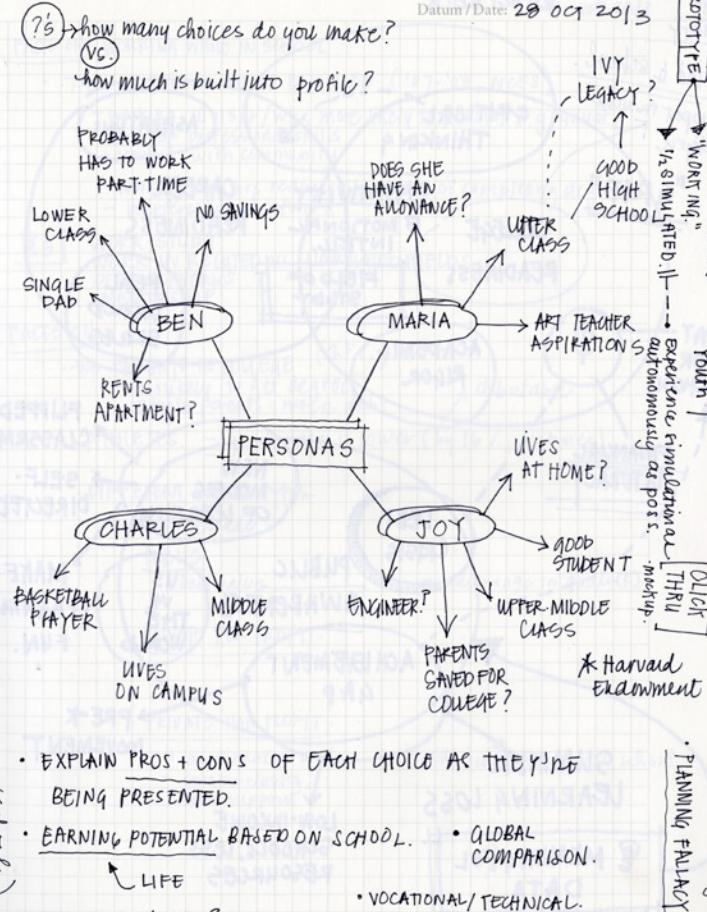
CHOOSE A MAJOR.

+ FUTURE SALARY

④ COMPARE TO OTHER CHOICES

YEARLY
\$XX,XXX
(\$XXX DEBT)

DEBT OVER ⑤
Monthly \$\$\$



Financial Aid Brainstorming

After I decided to drop the game, I experimented with various financial aid and college planning guides, college and FAFSA application worksheets, and a digital narrative featuring four prospective college students with differing financial situations.

Datum / Date: 10 Nov 13

FINANCIAL PLANNING

• WHY SO HARD TO DISCUSS?
• WHY SO COMPLICATED?

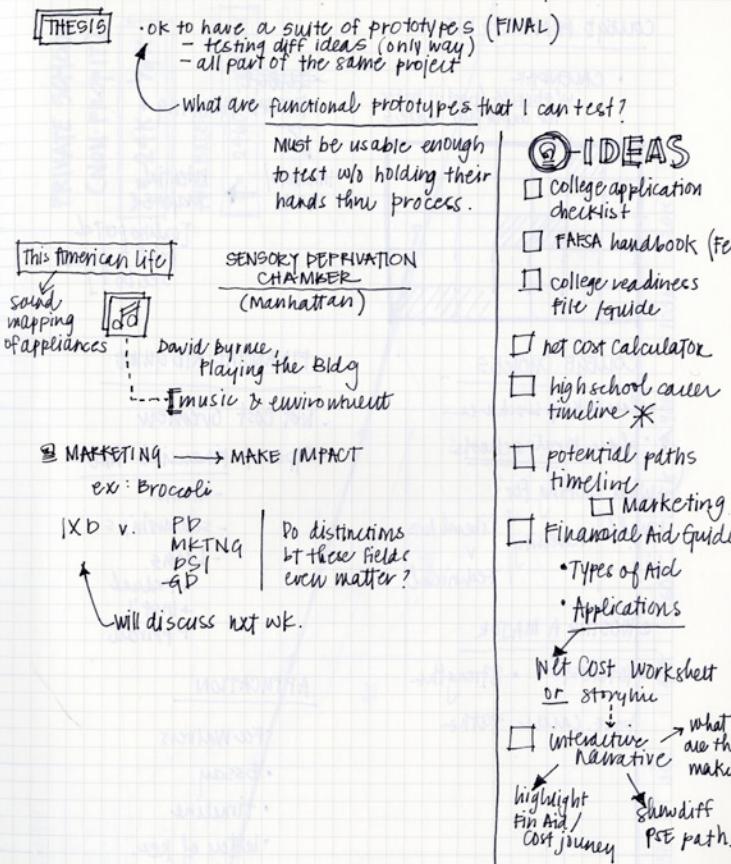
① Long Term Effects
Path choices → consequences
NO GOOD v. BAD BEHAVIOR

40-65 SOCIAL GAMES (recruit friends)
involves the community.

COMM. COLLEGE
2. YEAR
WORK
4. YEAR
GAP YR.

② IDEAS
③ PERSONALIZATION
④ ADAPTABILITY v. CONSISTENCY
⑤ VOICE PROJECT
PICK A CONCEPT.
⑥ weeks - touchpoints
⑦ Painpoints/Hq side maps

Datum / Date: 12 Nov 13



COLLEGE APPLICATION TOOLKIT

I. PERSONAL INFO

- * ADDRESS
- * SOCIAL SEC. NO.
- * PARENTS
 - Where born?
 - Socials
 - College Education
 - Work / Job titles
- * SIBLINGS
 - Ages
 - Colleges Attended
- * LIFE TIMELINE
 - Where born?
 - Where lived?
 - big events?
 - citizenship?

III. LETTERS OF REC

- * GATHER EARLY (if soph/jr)
- * GIVE DUNES!

digital

- net cost calculator
- manual
- info brochure?



infographic

- steps thru the FAFSA.

booklet

- comic

outcome expectations

II. ESSAY/APP

- * SCHOOL TIMELINE
 - Extracurriculars
 - summer activities
 - Academic accomplishments
 - Sports?
 - competition?
 - Favorite subjects and Why
 - job shadowing
 - Employment
 - Interests + why

IV. FINANCIAL AID

- * TYPES OF FIN AID
- * UNDERSTANDING NET COSTS
- * FAFSA BASICS

* W

outcomes

BRAINSTORM CARDS



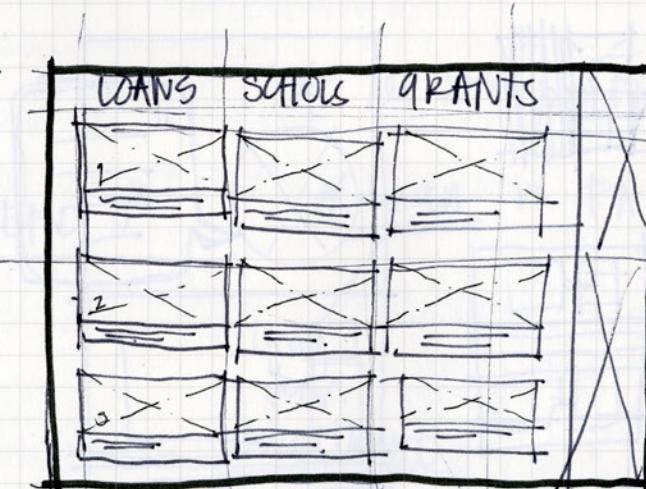
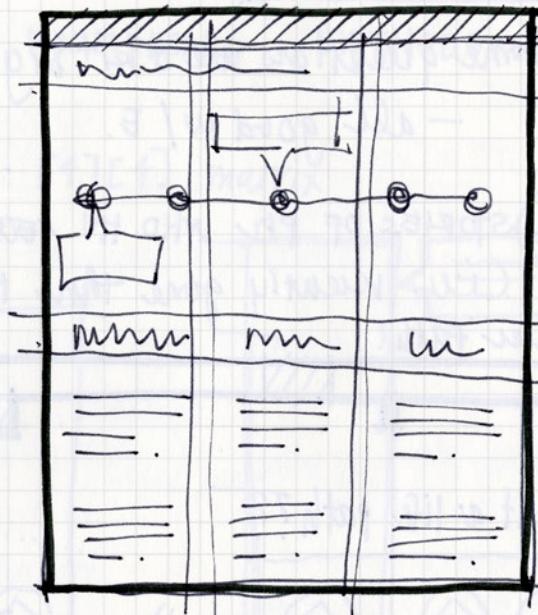
* PRESENTING
YOUR STORY

← TIMELINE →

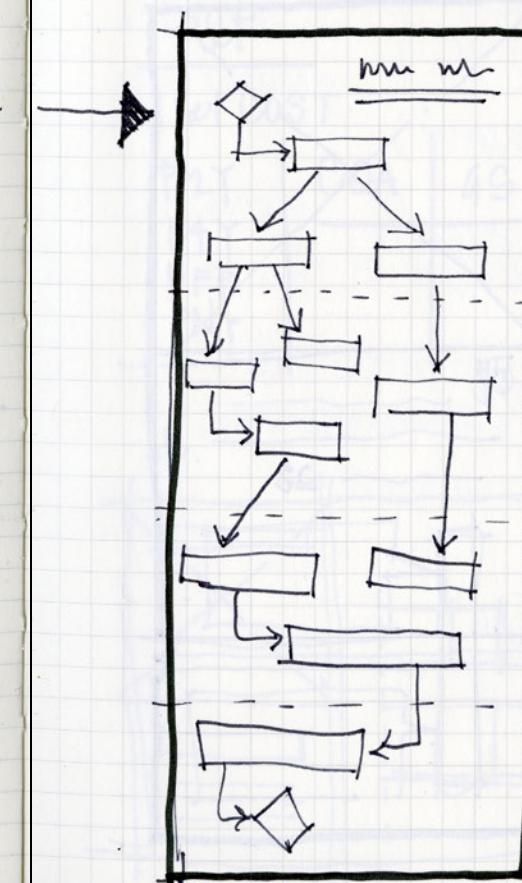
MANUAL

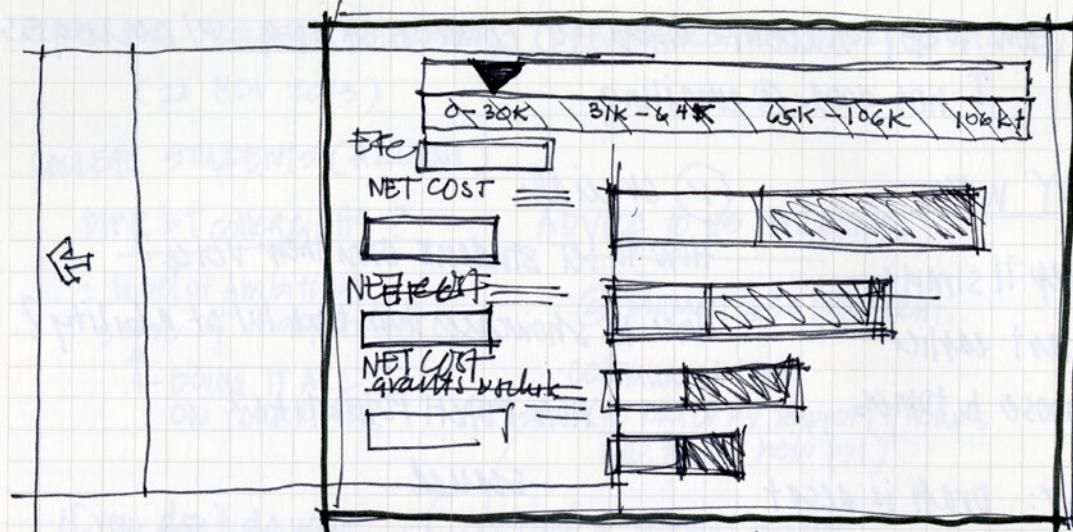
stickers

WORKSHEETS



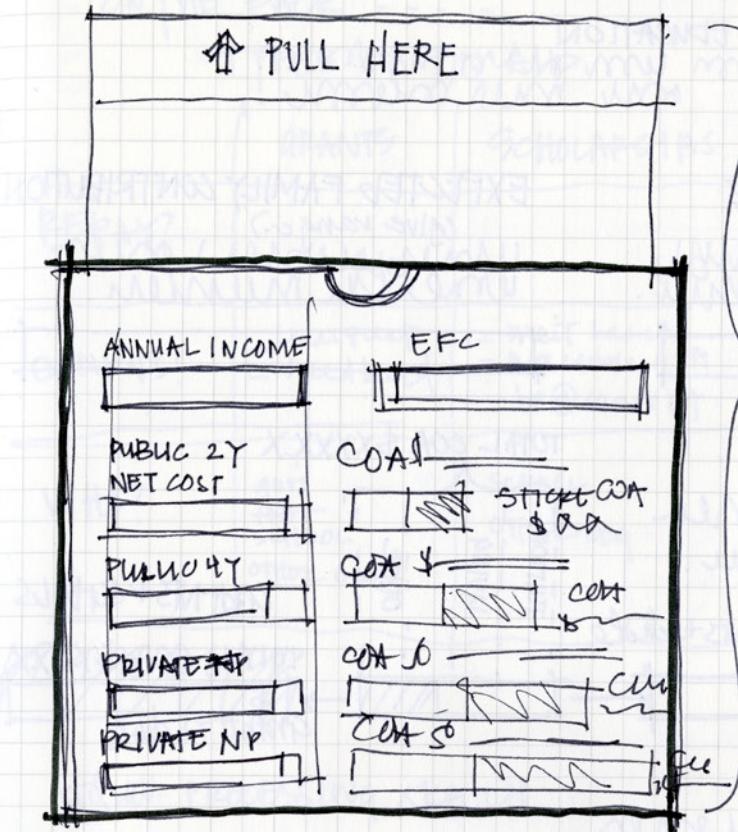
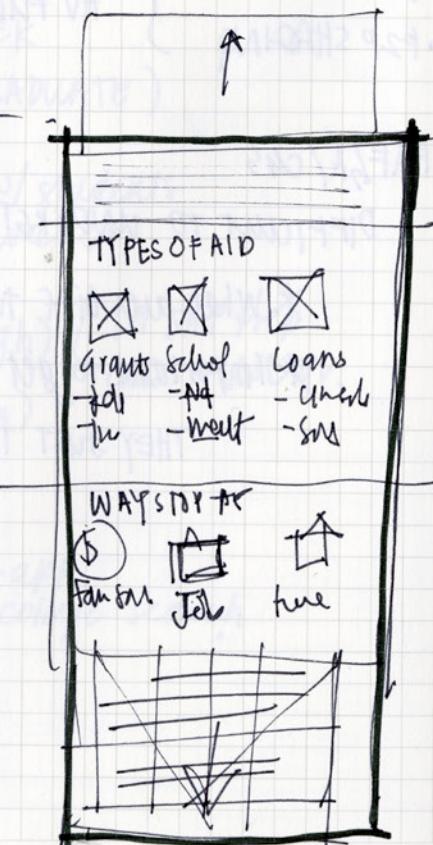
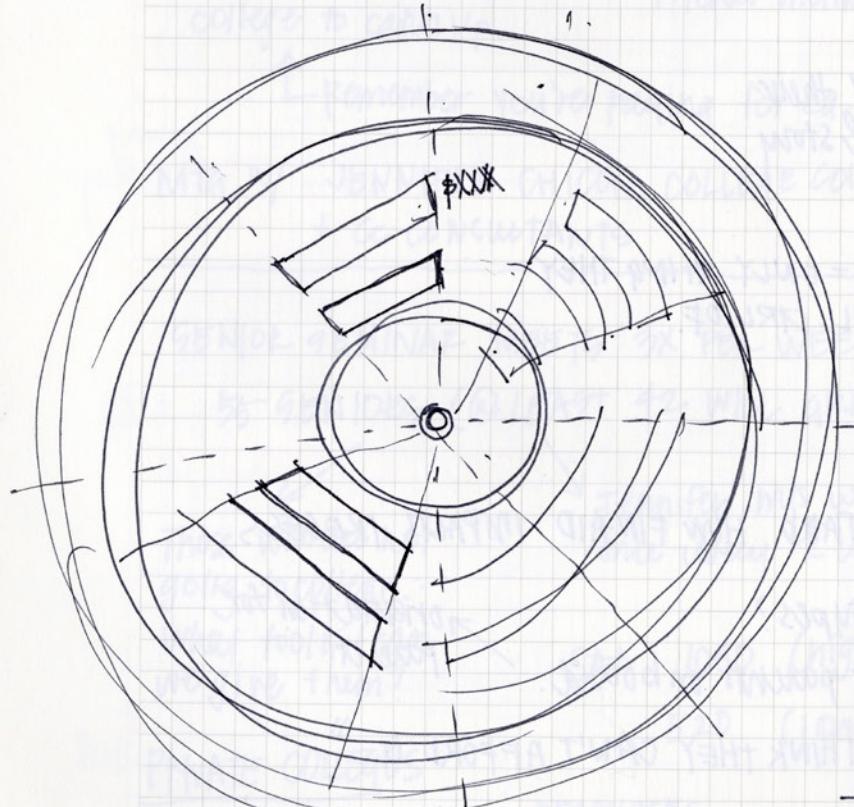
WAYS TO EARN MONEY OR SAVE \$





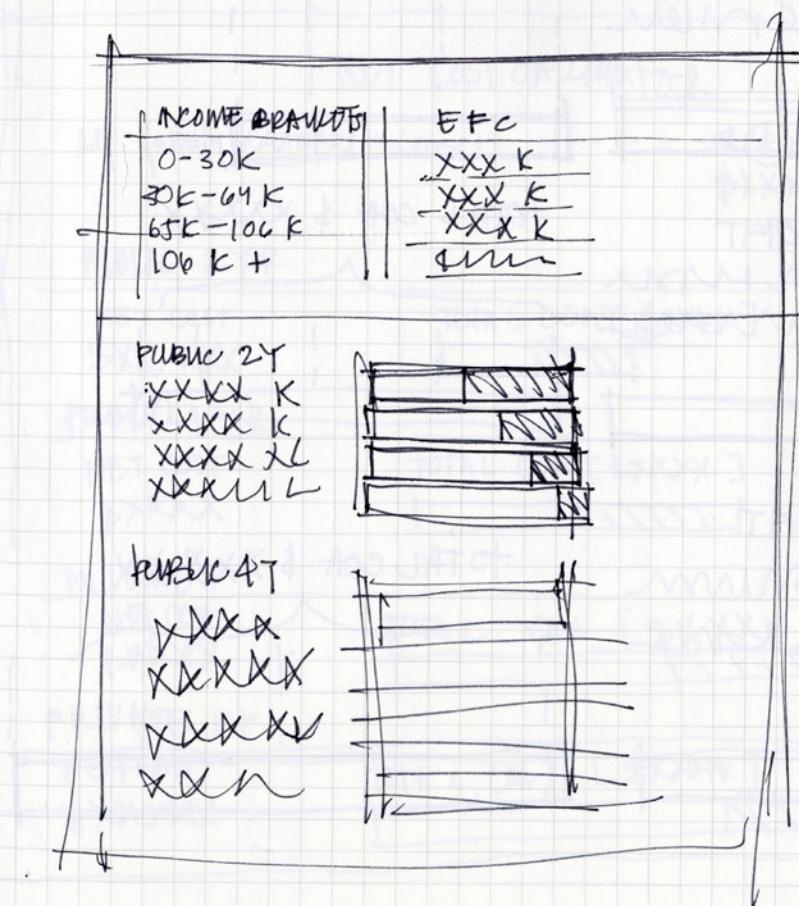
* nice b/c inset = chart.

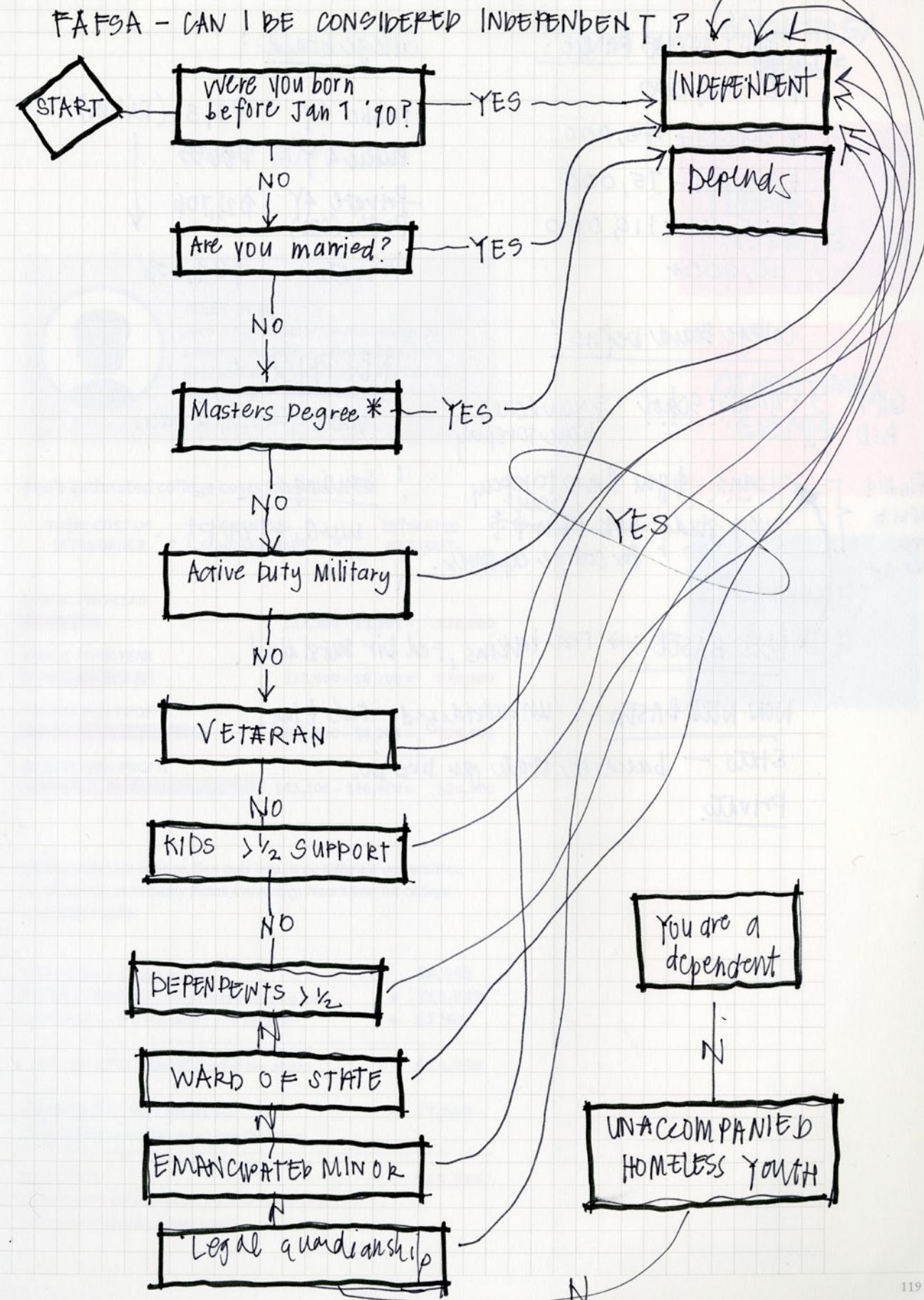
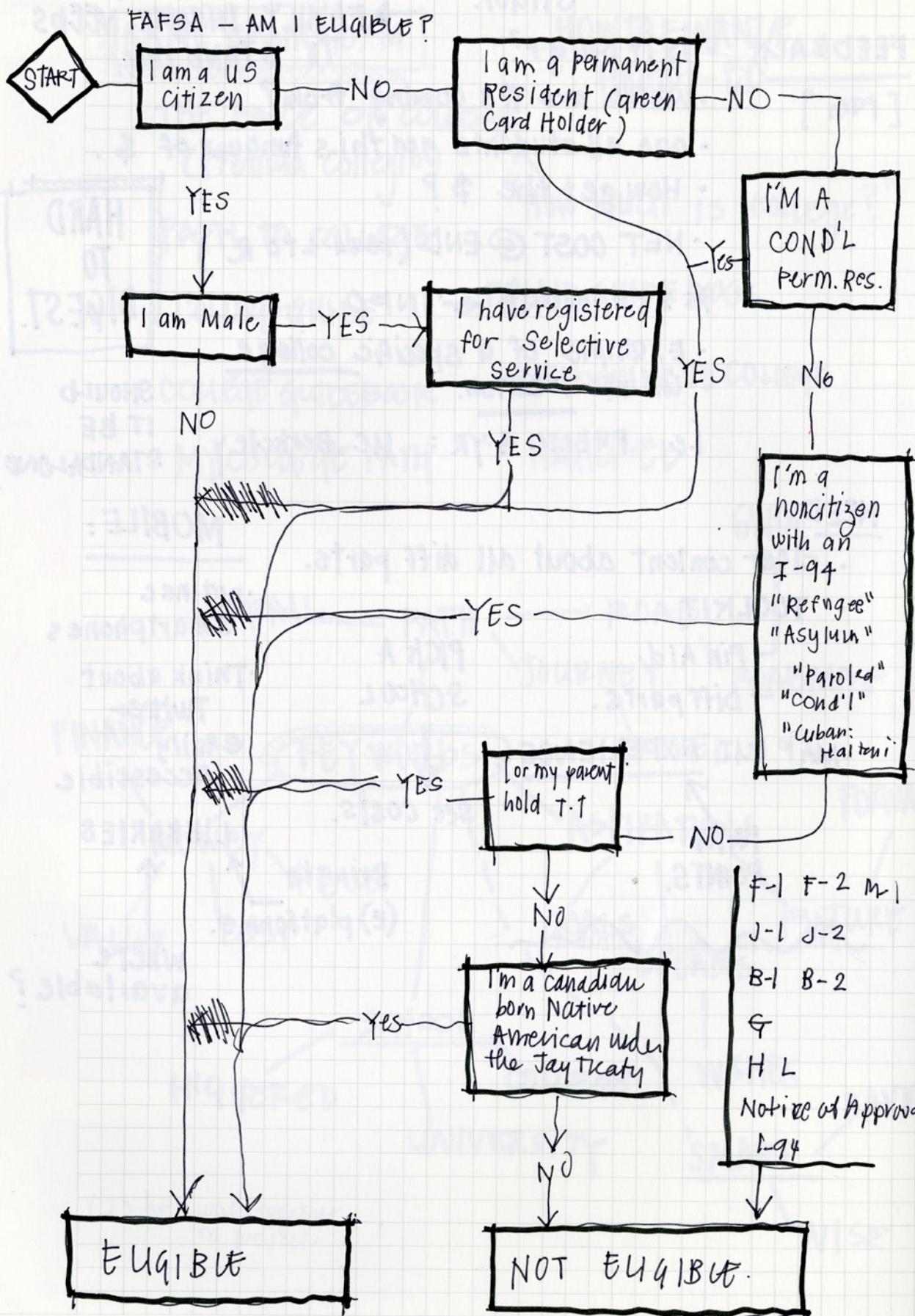
hard b/c
of this part



could be
color coded.

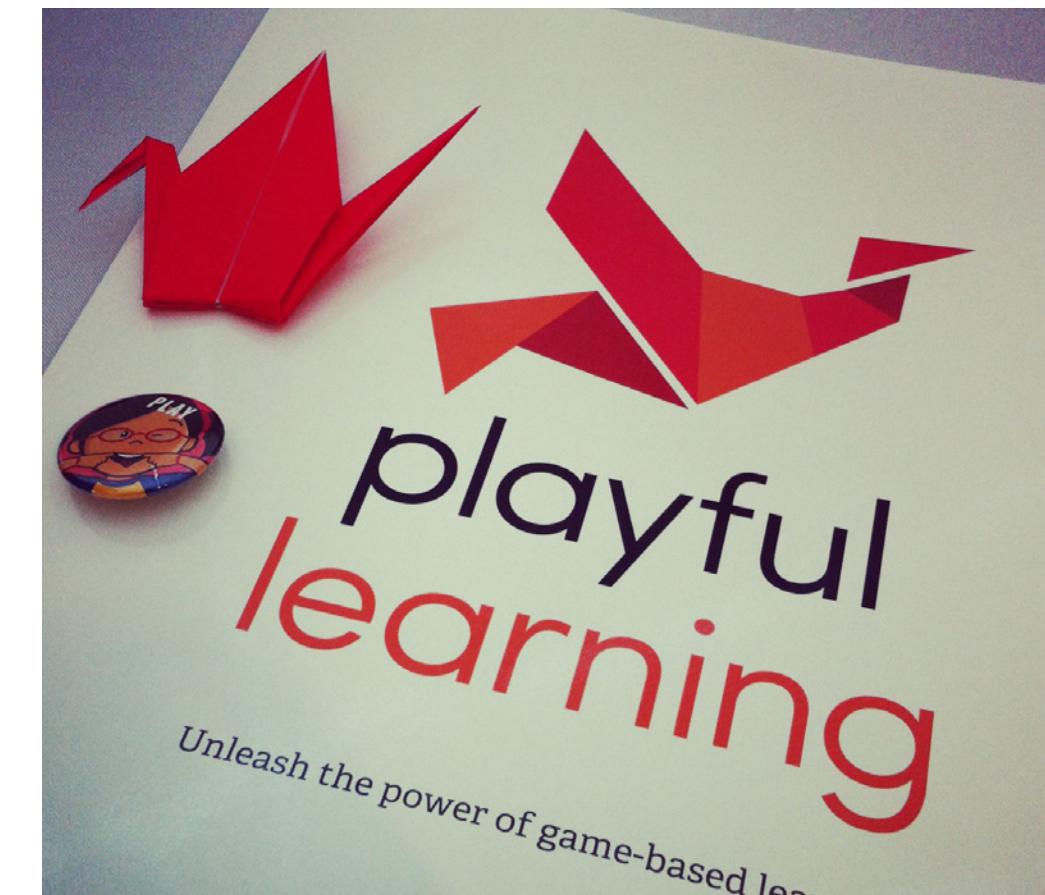
Is this best
rep. of data?







p. 56



Playful Learning

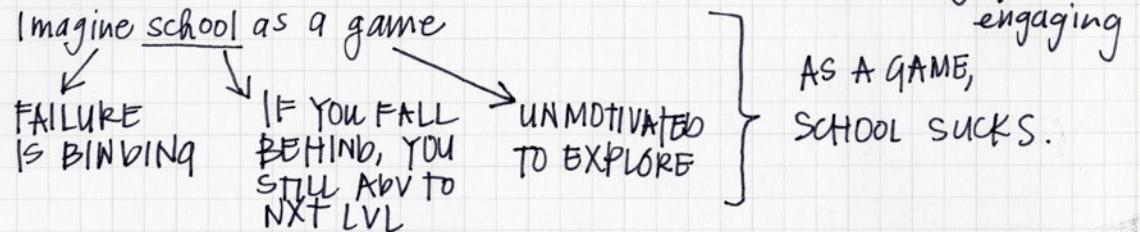
I'd been planning to attend the Playful Learning Conference in Boston for months. By the time it came around, it was an interlude to then-current explorations on college readiness. That said, the talks there had a significant influence on my ultimate focus.

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PLAYFUL LEARNING CONFERENCE

KEYNOTE: NICK FORTUGNO
(PLAYMATICS: PROF@PARSONS)

WHAT GAMES CAN DO FOR EDUCATION



WHAT ED. TECH GAMES DO WELL & NOW: ASSESSMENT

- + PROVIDE ISOLATED CHALLENGES
- + TARGETED FEEDBACK
- + GENERATE DATA
- + UNIVERSAL OVER DIFF LVLS

DATA = GAMES TRACK EVERYTHING

TESTS ARE TERRIBLE GAMES

- don't scale well
- often lack dynamic difficulty
- failure SUCKS.

Games are USER DRIVEN.
They promote repeated, graceful failure.

WHAT GAMES DO

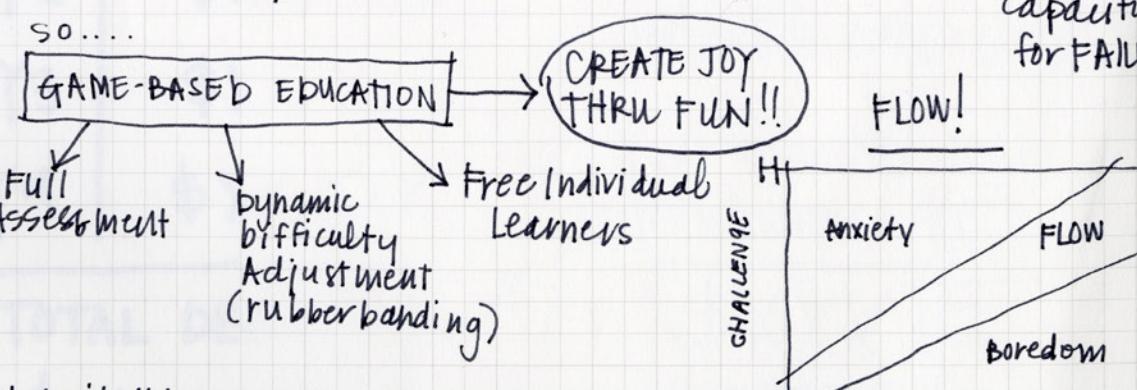
- + create DEDICATED players
- + inspire team LOYALTY.
- + encourage EXPLORATION and CURIOSITY
- + use competition to motivate (OPPORTUNITY TO WIN)
- + CREATE JOY.

A successful game is played 20-40hrs per week.

GAMES ALLOW REPEATED FAILURE W/O DISCOURAGING PLAYING (game player logic)

- Don't read rules
- Learn by doing
- High capacity for FAILURE

so...



"I don't think learning is anathema to people. I think inappropriate learning is anathema to ppl."

ENGAGEMENT GAME LAB (Emerson College)

Community Plan IT (Flagship game)

give stakeholders a VOICE

ADULTS

YOUTH

involving students in content creation
Δ's LVL OF engagement

BUY-IN & CIVIC ENGAGEMENT.

[shift in ownership]

LEARNING GAMES NETWORK

The Game Design Toolkit

EXPLORE → DISCOVER → CREATE → SHARE

(4) FREEDOMS OF PLAY

| FREEDOM OF IDENTITY | FREEDOM OF EFFORT |
|---------------------|-----------------------|
| FREEDOM TO FAIL | FREEDOM TO EXPERIMENT |

QUANDARY GAME = game for ethical reasoning

Linked to ELA / Social Studies COMMON CORE.

GOALS OF THE GAME

- Identification
- Perspectives
- critical thinking
- decision Making
- Prediction

Students are encouraged to play in pairs.

Game prompts DEBATE and DISCUSSION.

DESIGNING + ASSESSING GAME-BASED INTERVENTIONS TO COMBAT STEREOTYPES & BIASES < DARTMOUTH >

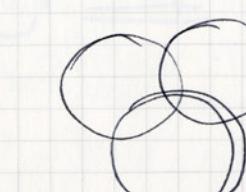
jordan@tiltfactor.org

geoff@tiltfactor.org

Looking esp @ risk + underrep groups in STEM
Addresses



LESS COMPLEX



MORE COMPLEX

SOCIAL IDENTITY COMPLEXITY

Midterm: College Debt Narrative

(14 November 2013) As a midterm prototype, my focus was paying for college. I mocked up an interactive narrative highlighting the rising costs of college and growing US student debt. Based on class feedback, while the mockup had a clear purpose and concept, it lacked immediate appeal.

How do I make a serious subject like finances more engaging?

Is there anything fun about figuring out how to pay for school?

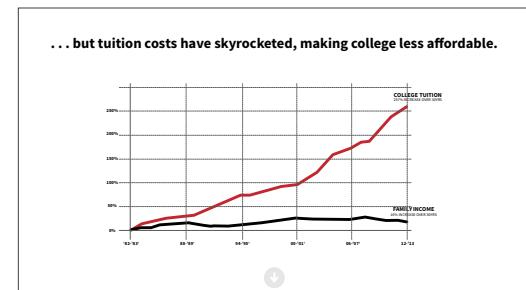
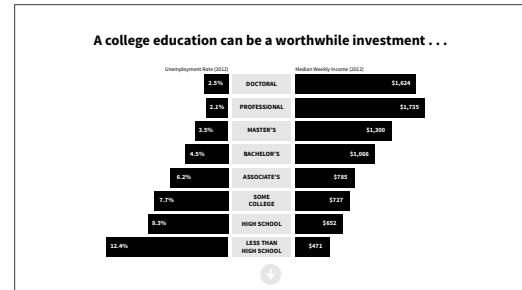
My main concern is that, while the narrative highlights important issues, it's geared more towards the general public than towards high school students. For students, it may make college feel like an even more unreachable and daunting goal instead of guiding them on their quest to pursue postsecondary education.

Since the midterm presentation, I've been looking into studies targeting underserved students already planning to pursue higher education, including the ECO-C Intervention project by Dr. Caroline Hoxby and team which has been studying the college paths of high-achieving, low-income students, and Pathways to Postsecondary Success, a multi-year study looking at postsecondary paths for low-income students in California.

Among the issues highlighted in these reports is the prevailing lack of reliable information and support for low-income students who wish to enter into postsecondary education. Certain-

ly, real lives are complicated, and outside of the information gap, a complex combination of personal challenges, life events and financial difficulties work against these students; however, it is clear that in spite of difficult backgrounds, when students are well-informed and well-supported, they have much higher chances of success.

Moving forward, I plan to focus on addressing this information gap. My intention is to develop a physical college application and financial aid guide, coupled with web resources such as a net college cost estimator, to help high students navigate their postsecondary options.



What does this mean for students?
Choose a student below and find out.

BEN
Ben is one of six kids from a low-income household. He wants to be the first in his family to go to college.

[View Ben's Story.](#)

CHARLES
Charles is a single dad. He wants to be the first in his family to go to school, working full-time and raising his young son.

[View Charles's Story.](#)

JOY
Joy comes from a middle-income household. She works part-time, going to school, working full-time and raising her young son. Joy gets good grades and excels at math and science.

[View Joy's Story.](#)

MARIA
Maria spent four years in the armed forces right after high school. Now that she's out of the military, she wants to go back to school.

[View Maria's Story.](#)

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Choose a student below and find out.

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[View Ben's Story.](#)

CHARLES
Charles is a single dad. He wants to be the first in his family to go to school, working full-time and raising his young son.

[View Charles's Story.](#)

JOY
Joy comes from a middle-income household. She gets good grades and excels at math and science.

[View Joy's Story.](#)

MARIA
Maria spent four years in the armed forces right after high school. Now that she's out of the military, she wants to go back to school.

[View Maria's Story.](#)

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Choose a student below and find out.

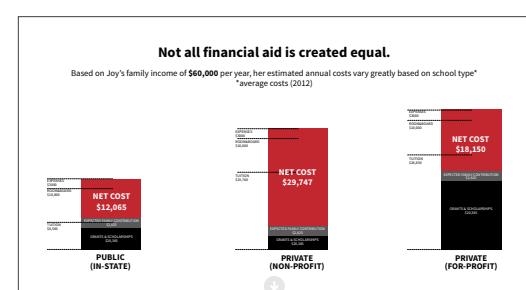
JOY
Joy comes from a middle-income household. She gets good grades and excels at math and science.

LOCATION: Oakland, California
ANNUAL FAMILY INCOME: \$60,000
FAVORITE SUBJECT: Math
HOBES/INTEREST: Music, Volleyball
POTENTIAL MAJORS: Computer Science, Computational Math

SELECT

MARIA
Maria spent four years in the armed forces right after high school. Now that she's out of the military, she wants to go back to school.

[View Ben's Story.](#) [View Charles's Story.](#) [View Joy's Story.](#) [View Maria's Story.](#)



Joy has been accepted to four universities.

Where should Joy go?

UNIVERSITY ONE
NET COST:
\$12,000
PUBLIC (IN-STATE)

PROS: Vivamus, ceteriorum in sentiam hils ellibus esolutus et vis Cat, corne consup burbit

CONS: Vivamus, ceteriorum in sentiam hils ellibus esolutus et vis Cat, corne consup burbit

[Choose this school.](#)

UNIVERSITY TWO
NET COST:
\$18,150
PRIVATE (NON-PROFIT)

PROS: Vivamus, ceteriorum in sentiam hils ellibus esolutus et vis Cat, corne consup burbit

CONS: Vivamus, ceteriorum in sentiam hils ellibus esolutus et vis Cat, corne consup burbit

[Choose this school.](#)

UNIVERSITY THREE
NET COST:
\$16,000
PRIVATE (NON-PROFIT)

PROS: Vivamus, ceteriorum in sentiam hils ellibus esolutus et vis Cat, corne consup burbit

CONS: Vivamus, ceteriorum in sentiam hils ellibus esolutus et vis Cat, corne consup burbit

[Choose this school.](#)

UNIVERSITY FOUR
NET COST:
\$27,000
PRIVATE (FOR-PROFIT)

PROS: Vivamus, ceteriorum in sentiam hils ellibus esolutus et vis Cat, corne consup burbit

CONS: Vivamus, ceteriorum in sentiam hils ellibus esolutus et vis Cat, corne consup burbit

[Choose this school.](#)

Where should Joy go to school?

UNIVERSITY ONE
NET COST:
\$12,000
PUBLIC (IN-STATE)

PROS: Vivamus, ceteriorum in sentiam hils ellibus esolutus et vis Cat, corne consup burbit

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[Choose this school.](#)

THE COST OF EDUCATION

. . . but tuition costs have skyrocketed, making college less affordable.

What does this mean for students?
Choose a student below and find out.

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Choose a student below and find out.

What does this mean for students?
Choose a student below and find out.

Not all financial aid is created equal.

Based on Joy's family income of \$60,000 per year, her estimated annual costs vary greatly based on school type*
*average costs (2012)

Joy has been accepted to four universities.

Where should Joy go?

Where should Joy go to school?

A college education can be a worthwhile investment . . .

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The Trough of Sorrow

Blogging My Pain

(26 Oct 2013) So here's a frustrated rant I wrote on 750words a couple of nights ago after listing out all the issues and problems and depressing statistics I've gathered on education:

It all comes down to money. Low-income schools struggle with lack of resources thanks to a financing strategy based on property taxes instead of need. Hard-working, motivated teachers can't make ends meet. College drop-outs are forced to leave university due to rising tuition costs and the huge financial burden of working to support oneself (and possibly one's family) and attending school. It isn't right and it's breaking my heart and I don't know what to do about it. Is there a trough of sorrow for thesis too?

I've been grappling with all these huge issues, trying to wrap my head around wicked problems and hone in on one that feels like the "right" one to try and solve. But take away the big issue and what am I after? Putting aside my futile desire to save the world with one project, what am I excited about doing and what kind of project will I be proud to put out into the world?

So here's my mini manifesto, my personal credo for thesis.

Create something meaningful.

Tell a compelling story.

Make something beautiful.

Address a real world problem.

Merge the digital and the tangible.

Enable young people to make.

What is nagging me is the last point, enabling young people to make. I've been cherishing this notion of the meta-designer ever since our cybernetics workshop with Paul Pangaro, so when David Sengeh spoke about empowering young people at IDC2013, I thought, "There's nothing better than that, than encouraging a young person to make something real and put it out into the world."

Yet here I am months into thesis, trying to create awareness but no actionable tools. As important as it is to understand the different issues going on in higher education, what I started out wanting to do is inspire kids and make learning fun, because I truly love to learn.

College Prep Day at DreamYard Prep

After my "Trough of Sorrow" entry, I eventually quelled my inner instincts and forged ahead with the college debt prototype, but doubts resurfaced when I visited DreamYard Prep again in November to volunteer again.

(22 November 2013) It was DreamYard Prep's College Prep Day, and an army of volunteers had been assembled to review college essay drafts and help the students practice interviewing. The day made me think about telling one's own story and how important it is to write eloquently about our own experiences.

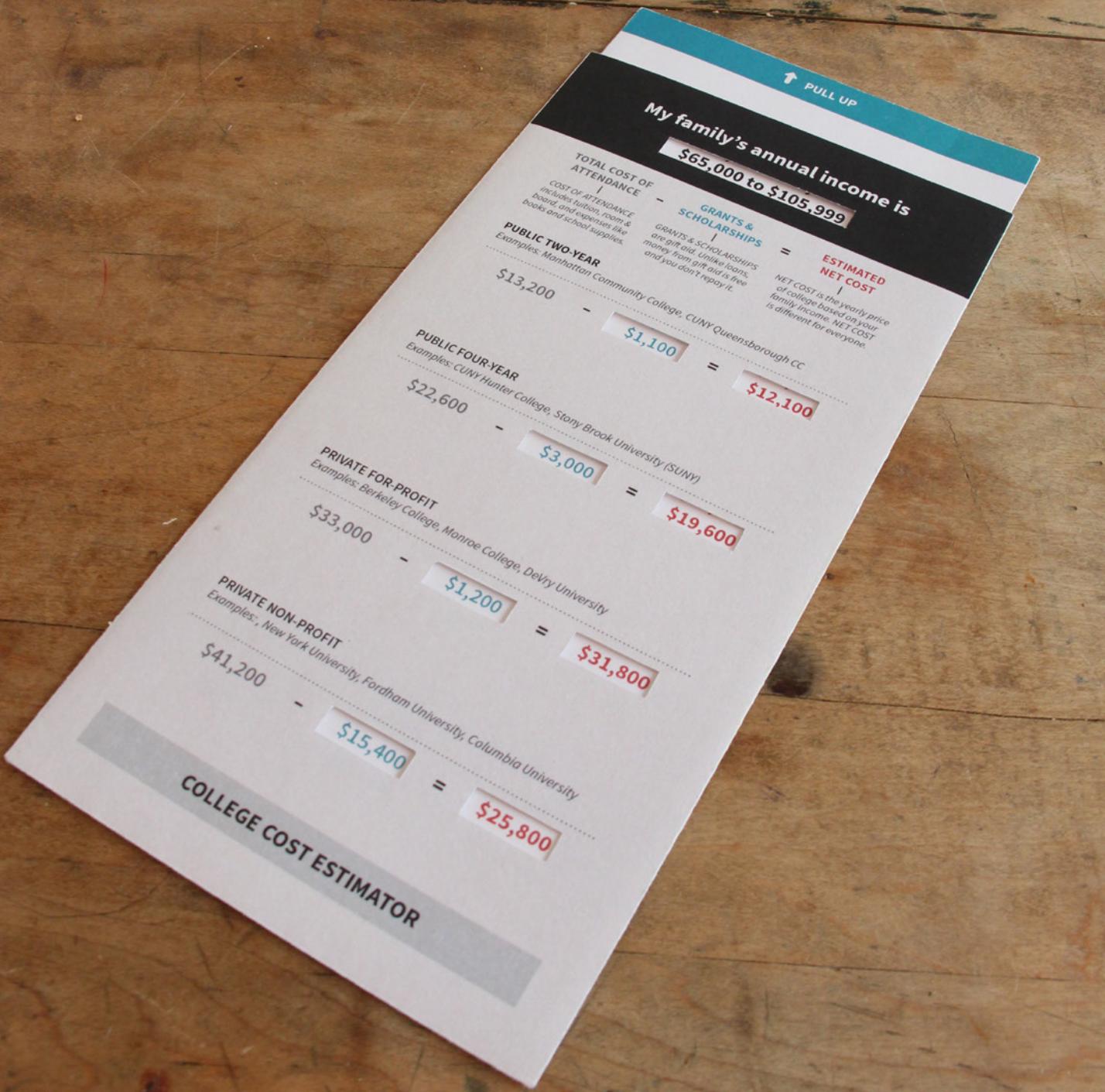
It struck me that the students were very self-aware. They could verbally express their strengths and goals with far more conviction than I had at that age. Where they needed help was in articulating this sense-of-self in written form. This was a particular challenge for many foreign students still learning English.

After helping out the students, I sat down with Jennifer Chicon, DreamYard's college counselor, and a couple of other volunteers. We talked about how nearly all students aspire to college but not all of them are qualified to attend. Sometimes, their grades and SAT scores just aren't up to snuff.

After the visit, I was torn. On the one hand, there was excitement and support for my college toolkit ideas. On the

other, I wondered if a college application guide would just be a bandaid for larger issues of college preparedness and socioeconomic disadvantage.

Again, I quieted my fears and chose to stay the course, but lessons from this day would surface in the third stage of my thesis journey.



LEFT: College Cost Estimator prototype

Final: College Savvy

College Savvy is a concept for an online and print-based platform that clarifies the complicated financial aid process for first time college students. Resources include a college cost estimator and an interactive narrative about prospective students, their college choices and their financial aid options.

Project Background

The US has the highest college dropout rate in the industrialized world. The majority of dropouts leave school due to financial reasons. It is often students who could most benefit from financial aid who, due to misinformation or confusion, don't submit the FAFSA. While numerous complex factors affect an individual's postsecondary opportunities, the prevailing lack of reliable college cost information and guidance for low-income students who wish to pursue higher education is one that we can readily address. While the federal government has recently made steps towards closing the information gap for prospective college students, the financial aid process remains complicated and overwhelming for many students.

Overview

The College Savvy platform would include a web-based financial aid information portal, including an interactive narrative and a series of data visualizations, to help high students navigate their education financing options

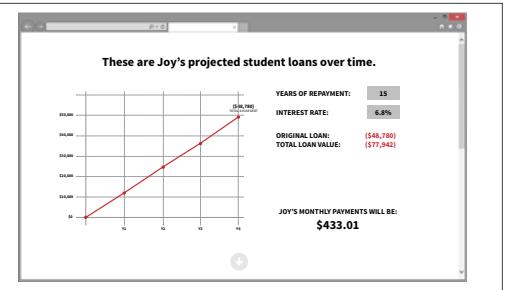
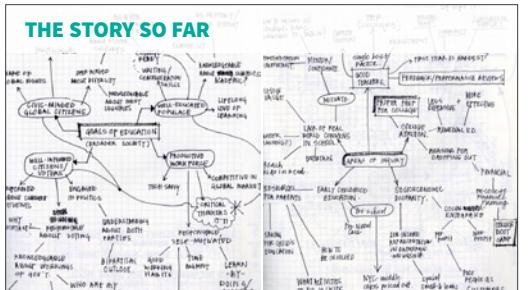
as well as understand their future student loan obligations. The narrative would follow the story of prospective students as they apply for financial aid and make college choices.

Other tools will include a college cost estimator that uses a student's annual family income to provide estimated college pricing. Because there are many families without computers at home, print versions of key information on the website would also be produced, including a financial aid guidebook and a printed college cost estimator. Initial prototypes of this cost estimator are in the form of a slide chart. The College Savvy financial aid guide is envisioned as the first part of a larger platform that provides easy-to-access college information to all students.

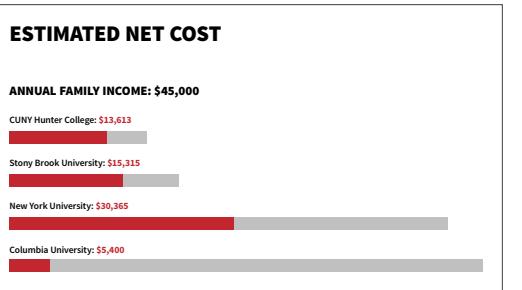
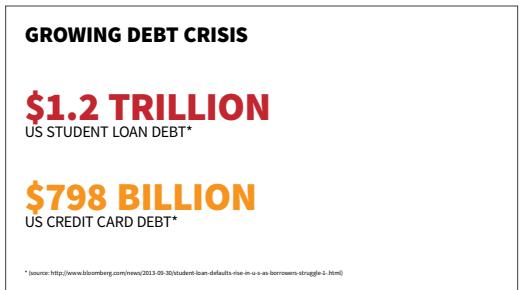
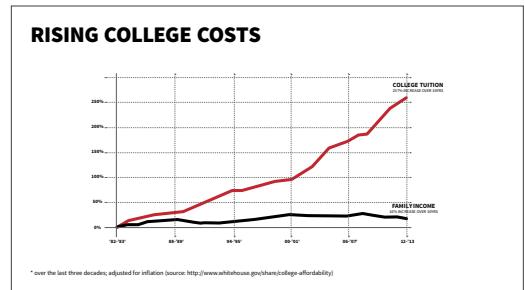
Initial Prototype

At the end of last semester, after mocking up the narrative aspect of College Savvy for the midterm, I concentrated on a prototype of a college cost estimator. Thanks to the Higher Education Opportunity Act of 2008, the federal government mandated that every college or university provide a net cost calculator on their website. Because there is a huge variety in terms of thoroughness and clarity, existing net cost calculators can often be cumbersome or overly complicated and are only accessible by the web.

I attempted to address these shortfalls by creating a simplified net cost calculator using average college costs. There was a single input: a rough estimate of one's family income. In addition to a digital version operated by a slider, I prototyped a paper slide chart that allowed a user to view average college costs for various income brackets.



TOTAL COST - GIFT AID = NET COST



HELPFUL INFORMATION

Please provide the following information about the student. (All questions are required. Any time a question starts "you" or "you're" it is referring to the student.) Then, click "Next".

What is your first name?

What year were you born?

What grade will you be in when you begin attending this?

What is your state of legal residence?

What is your ward?

Do you have any dependent children? Yes No

Where do you plan to live while you are in college? On my own In dormitory With parents Other

Are you an orphan or ward of the court? Yes No

What is your citizenship status? U.S. citizen Non-U.S. citizen

What is your high school GPA?

Do you expect to be the co-sponsor or the Parent Student

need help?

IDEA SYNOPSIS

Create an engaging platform or toolkit that helps young adults **bridge the gap** from high school to college and beyond.

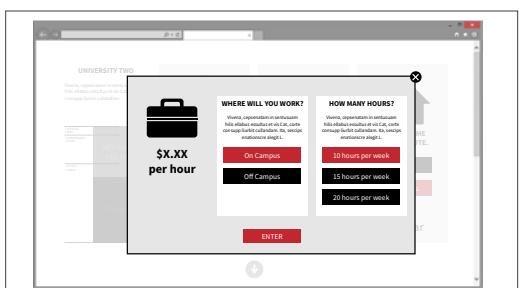
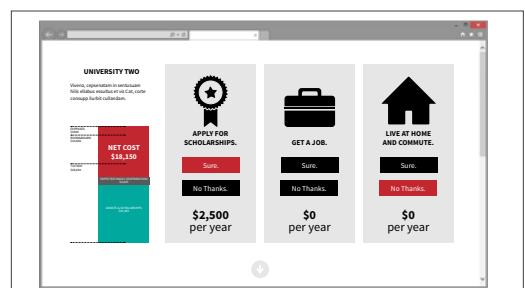
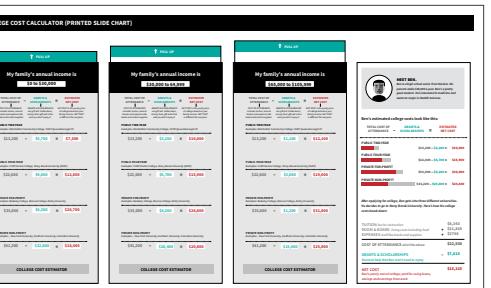
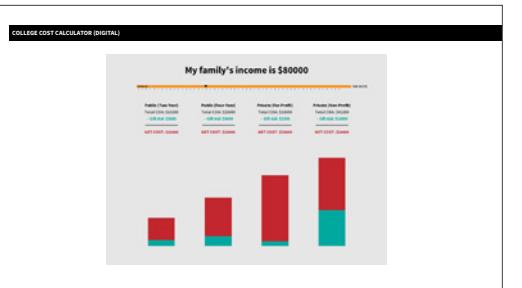
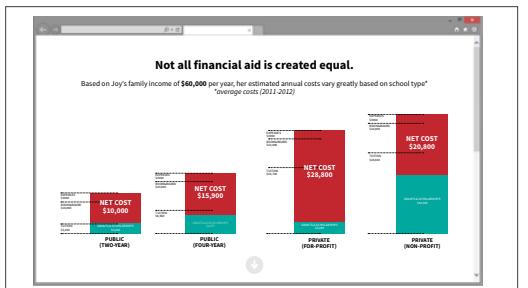
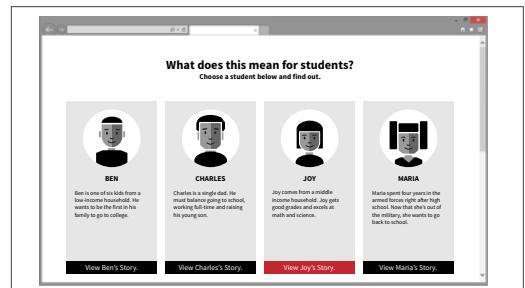
Increase **knowledge access** to information about **college costs**.

PREVIOUS PROTOTYPE

PROTOTYPE

GOAL

Create a simplified **college cost estimator** for prospective college students.



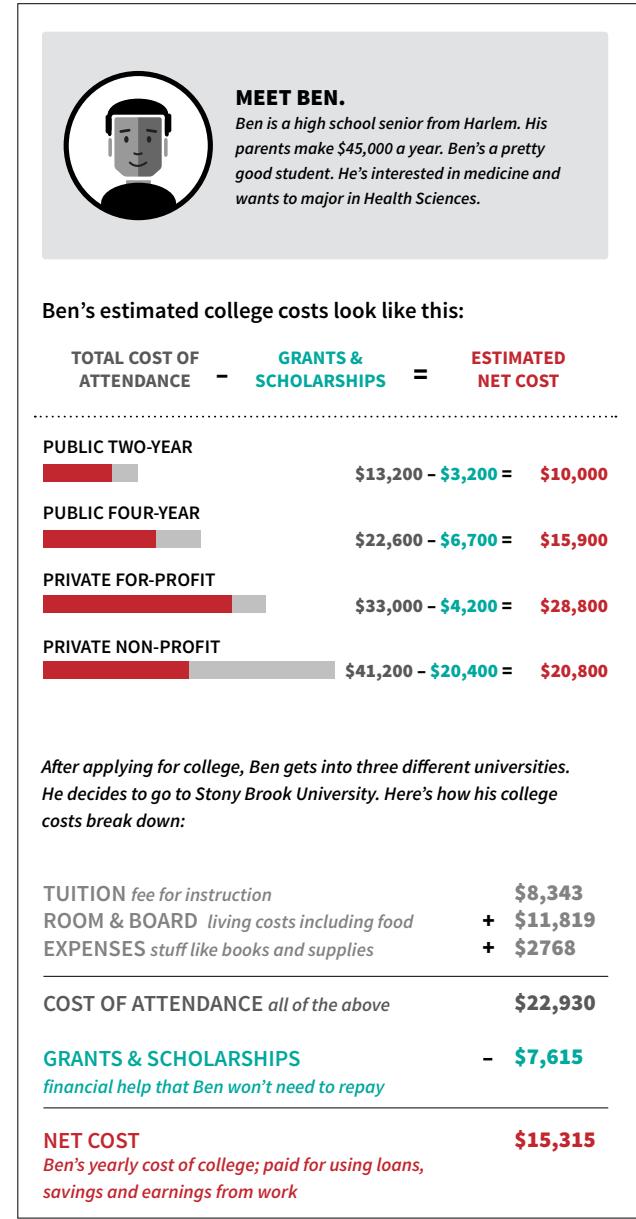
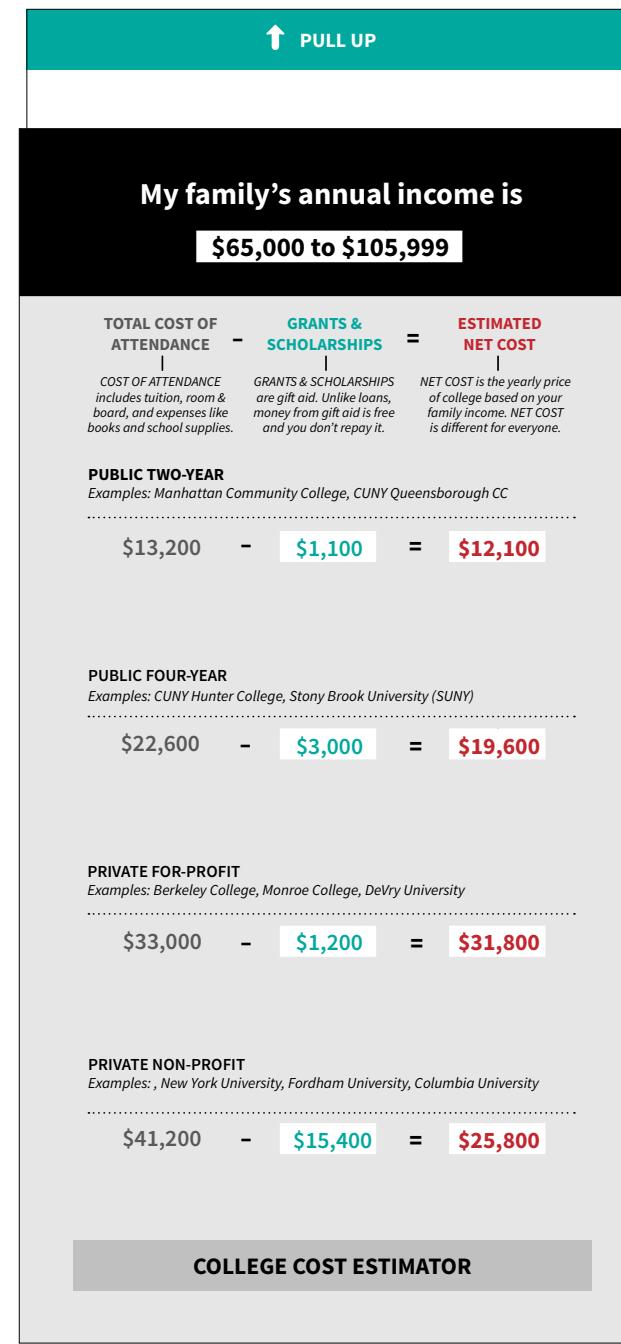
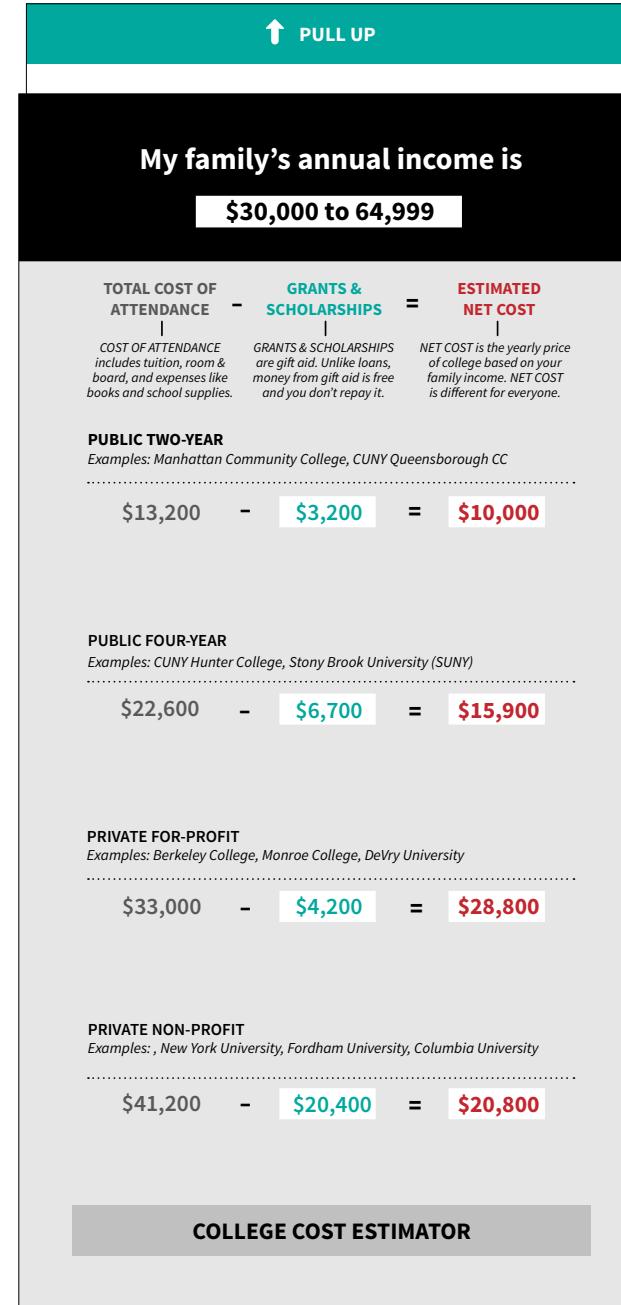
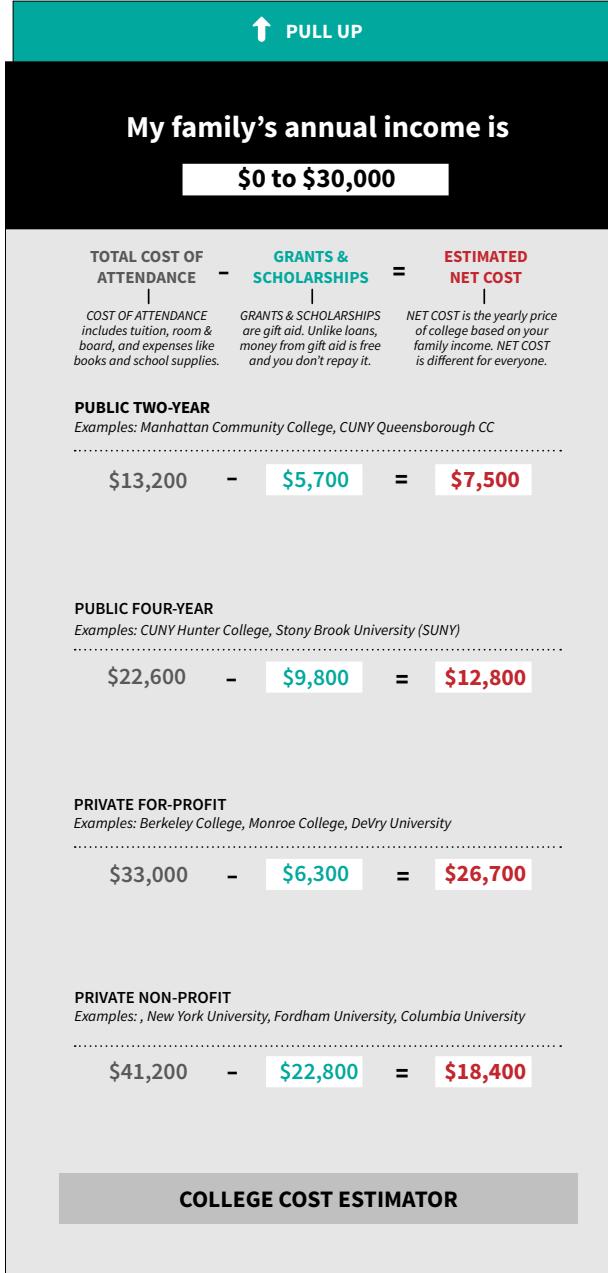
NEXT STEPS

TEST
Gather feedback from DreamYard

MAKE

- Prototype mobile calculator
- Firm up the financial model
- Scour the data and visualize
- Build out web narrative/toolkit

THANK YOU.



Interlude

Looking Back and Moving Forward

(20 January 2014) From my overview of my Semester 3 final prototype, College Savvy:

Reflecting on last term, the strength of College Savvy was that it addressed an immediate need and simplified an unnecessarily complicated process. Unfortunately, it looked at such a small, specific slice of the problem that it felt short-sighted.

The net cost calculator fails to address the underlying problems that higher education is becoming less and less affordable and that, even if a student is able to afford that education, they are not always prepared for the academic rigor of college.

Additionally, I prototyped a digital and print version of the college cost calculator without considering the more accessible medium of mobile. Should I continue on the financial aid track, I am interested in exploring mobile-based financial cost calculators as well as a mobile-friendly version of the FAFSA.

Other than fiddling around with the format, I haven't progressed that much farther with my thesis since the midterm. True, I've been strapped for time, but I know myself, and I know that when I'm passionate about something, I put in 110%. So, if I'm being completely honest with myself, the reason my progress has stagnated is because my heart just hasn't been it.

Here's the thing. Education is important to me. College access

is important to me. Unfortunately, looking at these problems systemically, any proposed solution is just a bandaid for much larger issues of inequality, rigid education policy, and an unnecessarily complex financial aid system.

Looking back at my trough of sorrow thesis entry, that rant is the most personal and genuine entry about thesis I've written so far. So. Even though I'm passionate about addressing these issues, I've beginning to realize that whatever I do for thesis, I should ENJOY myself. Making a difference CAN start with our own personal passions.

I spent winter break contemplating what it is I really love. Doodling lists, perusing other projects. I realized that if there is one thing I've done everyday since I was a child, and done with pleasure, it's read a book.

Books have been my lifelong friends. I can't even remember learning to read. I simply did it. I was four or five, and my mother was reading Madeline to me. She turned the page, and I cried out loud, "Madeline said 'Pooh-pooh!'"

"How do you know how to read that?" she asked me. I looked back at the page, and saw, clearly, that the letters formed words. "That's just what it says," I replied.

I love books, I love the books of my childhood especially. Growing up, I was the sort of shy, awkward kid, who never enjoyed playground games. I would spend recess huddling over a book on the lower level of a play structure tier. Oblivious to the world around me, characters like Anne Shirley inspired me to do well in school, to have bigger dreams, and to see myself as part of a larger world.

Last semester, I focused on access to traditional paths of education and providing specific information about financial aid. I do like the project, and staying the course felt like the right thing to do at the time, but now I know it was the cowardly thing to do. I've been playing it safe with thesis. My preoccupation with the immediate needs of my audience kept me from looking at the bigger picture.

This term, I plan to explore the self-directed learning that I reveled in as a child, starting with reading for pleasure, access to books, and literature. I'm excited about the contemporary discourse surrounding connected learning, as well as the opportunity for mobile technology to increase access to information.

A Plan of Action (The Second Act)

The following pages summarize major events and activities during Spring 2014, both thesis and non-thesis related.

I color-coded the calendar as follows:

Pink: Assigned tasks from Thesis II

Blue: Research and reading schedule

Yellow: Personal goals for thesis

Orange: Major non-thesis related events

| GOALS | MON | TUES | WED | THURS | FRI | SAT | SUN |
|---|-----|--|-----|--------------------------|---------------------------------|-----|--------------------|
| SURVEY · READING · LITERACY | | | 1 | | 2 | 3 | 4 |
| PROCESS BOOK (content) | 6 | EMAIL · Hsing · Karen · DreamYard | 7 | DREAMSEE DO WORK SESSION | CALENDAR ✓ | | 5 |
| 2P MEET HSING | 13 | 14 | 15 | 9PM MEET KAREN MCGRANE | DSD PROFILE, FAVORITING ✓ | 11 | 12 |
| 3.30P HIVE LEARNING NETWORK. | 16 | 17 | 18 | 19 | UPDATE PORTFOLIO ✓ | 20 | 21 |
| AVENUES/ DSD | 22 | 23 | 24 | 25 | BUILD and PROTOTYPE. ← series → | 26 | 27 |
| FINAL (SEM 3) DOCUMENTATION PROTOTYPES DUE | 28 | 29 | 30 | 31 | ISSUES in LITERACY. | | |
| Check in w/ Dream Yard. | | | | | 3pm HSING | | DSD : profile. x 2 |

FEBRUARY 2014

Datum / Date:

Datum / Date:

| GOALS | MON | TUES | WED | THURS | FRI | SAT | SUN |
|---|-----|------|-----|-------|-----|-----|-----|
| PROCESS BOOK - content. | | | | | | 1 | 2 |
| •ALT PROTOTYPE RECAP •(5)E's ROADMAP •DESIGN CRITERIA | 3 | 4 | 5 | | | | 9 |
| DO YOU NEED TECH ADVIS 5pm MEGAN. ✓ <u>PROTOTYPE PLAN.</u> | 10 | 11 | 12 | | | | 16 |
| USER TEST PLAN | 13 | 14 | | | | | 23 |
| PROTOTYPE DRAFT ✓ | 18 | 19 | | | | | |
| | 24 | 25 | 26 | | | | |
| | | | | | | | |
| | | | | | | | |

Handwritten notes and events:

- MONDAY: Alt Prototype Recap, (5)E's Roadmap, Design Criteria, Process Book - content.
- TUESDAY: 9am MEET with RYAN, DSD/Avenues visit 12p collective story.
- WEDNESDAY: STORY GENERATOR [V2.0]
- THURSDAY: 3pm HSING
- FRIDAY: END OF EXPLORATIONS.
- SATURDAY: NEW CULTURE OF LEARNING.
- SUNDAY: SITE ARCH + WIREFRAMES, 3pm HSING
- MANY DATES: 3pm HSING

Datum / Date:

MARCH 2014

Datum / Date:

| GOALS | MON | TUES | WED | THURS | FRI | SAT | SUN |
|-----------------------|-------------------------|------------------------------------|-------------------------------|-------------------|---------------------|--------------------------------------|-----|
| | | | | | | | |
| | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| —SPRING BREAK!! | | | | | | | |
| | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| CREATE ONE BOOK? | PROTOTYPE DUE [CONCEPT] | READING in a PARTICIPATORY CULTURE | 1am DSD +onboard +(3)profiles | 8pm 11:30 HSING | PROJECT REFINEMENT. | JULES VISITING. 8pm grape + grain | |
| | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| USER TESTING RESULTS. | | | | 8pm HSING (@ SVA) | FINAL DESIGN | | |
| | 31 | | | | | | |
| PRESENTATION DRAFT | | | | | | | |

Datum / Date:

APRIL 2014

Datum / Date:

| GOALS | MON | TUES | WED | THURS | FRI | SAT | SUN |
|---|-----|--|--|-------|---------------------------------|----------------------------|-----|
| | | AMEX VISIT. John Maeda: Tour studio. | AVENUES/ SI Live @ 12.30pm | | 3 | 4 | 5 |
| <u>in class</u> PUBLIC SPEAKING | 7 | 11am Tom 12pm HSING | 10.00am IBM Tour | | 10 | 11 | 13 |
| | 14 | 15 | 16 | | 17 | 18 | 19 |
| | | 1pm YANG | | | | 20 | |
| FINAL FUNCTIONAL PROTOTYPE | 21 | PROJECT BRANDING | content, Process Book PRES VISUAL OUTLINE | 24 | 12pm EXIT INTVW | WORK ON PROCESS BOOK | 27 |
| | 28 | 29 | 30 | | GATHER ASSETS + ORGANIZE. | | |
| | | VIDEO PRODUCT + EDITIN | * SUBMIT BOOK ORDER (?) | | DREAMYARD [DSD Testing] | | |

MAY 2014

Datum / Date:

Datum / Date:

| GOALS | MON | TUES | WED | THURS | FRI | SAT | SUN |
|----------------------|-------------------------------|---------------------|---------------------------------|---------------|--------------------|-----|-----|
| | | | PUT TOGETHER PRESENTATION | | | | |
| | 5 | 6 | 7 | | | | |
| TAKEAWAYS DUE | PROCESS BOOK DUE (phys) | FINALIZE DETAILS | | | DRESS REHEARSAL | | |
| | 12 | 13 | 14 | | | | |
| Family in NYC! | | THESIS FESTIVAL. | | COMMENCEMENT. | | | |
| | 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| | 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | | |
| | | | | | | | |

Storytelling

A Fresh Start

The year began with an idea reboot. I still had a lingering interest in financial aid, but my new concepts revolved around storytelling:

(22 January 2014) *Some ideas I plan to explore ...*

FAFSA. Considering the imperatives of mobile first, redo the FAFSA application but on a mobile device. Provide financial aid guide via mobile as well.

BOOK ACCESS / OPEN LIBRARY. Provide a simple, more user-friendly way for students to read classic books from the Gutenberg library online; try to think about cool search options and improving the mobile reading experience beyond existing ebook reader functions like built-in dictionaries and links to Wikipedia.

STORY REMIX. Take fan fiction to the next level, rewriting classic stories with a new spin. What if you switched the gender or race of the protagonist? Put them into a contemporary or futuristic location? Prototype using brainstorming cards or make it into a game.

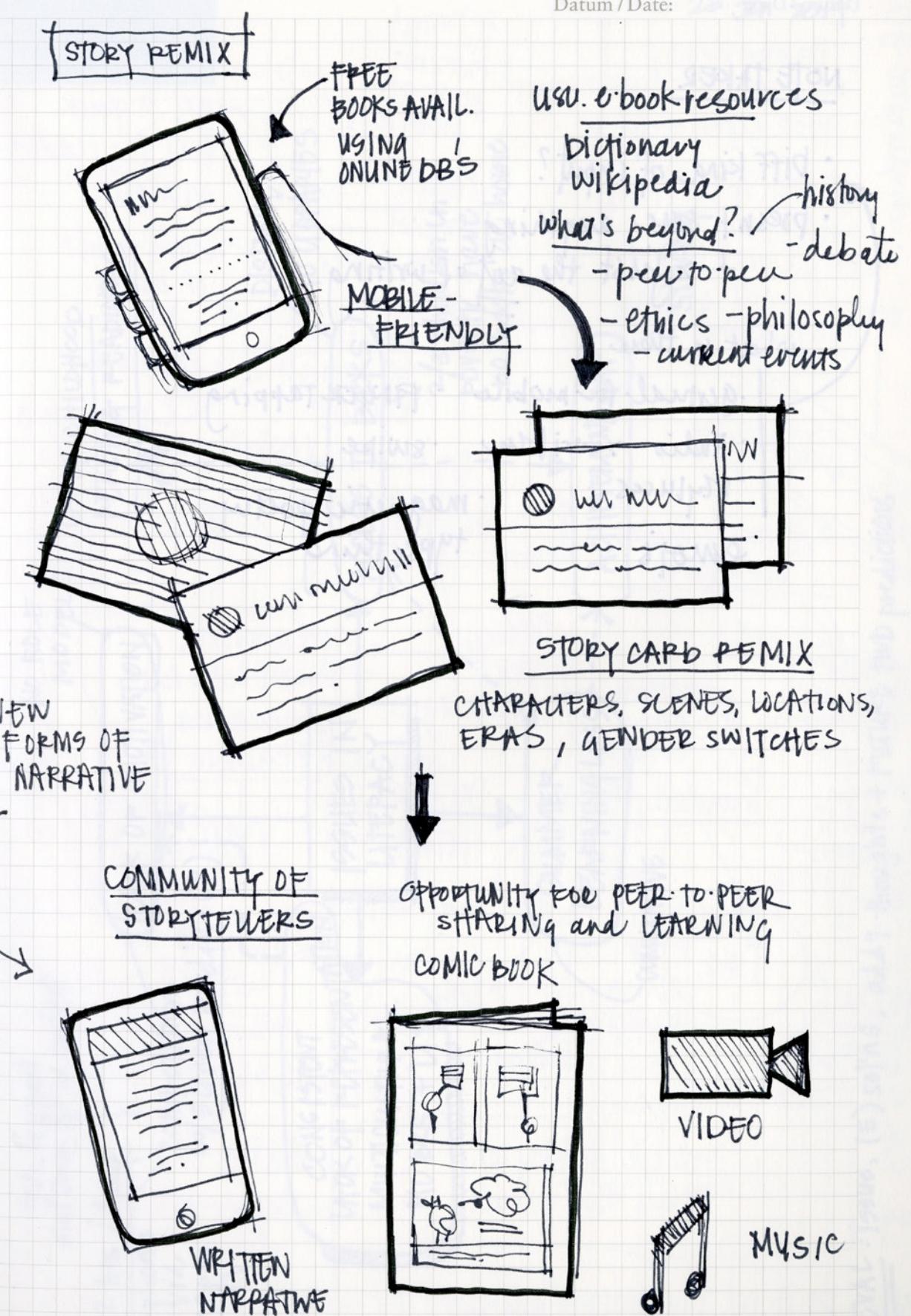
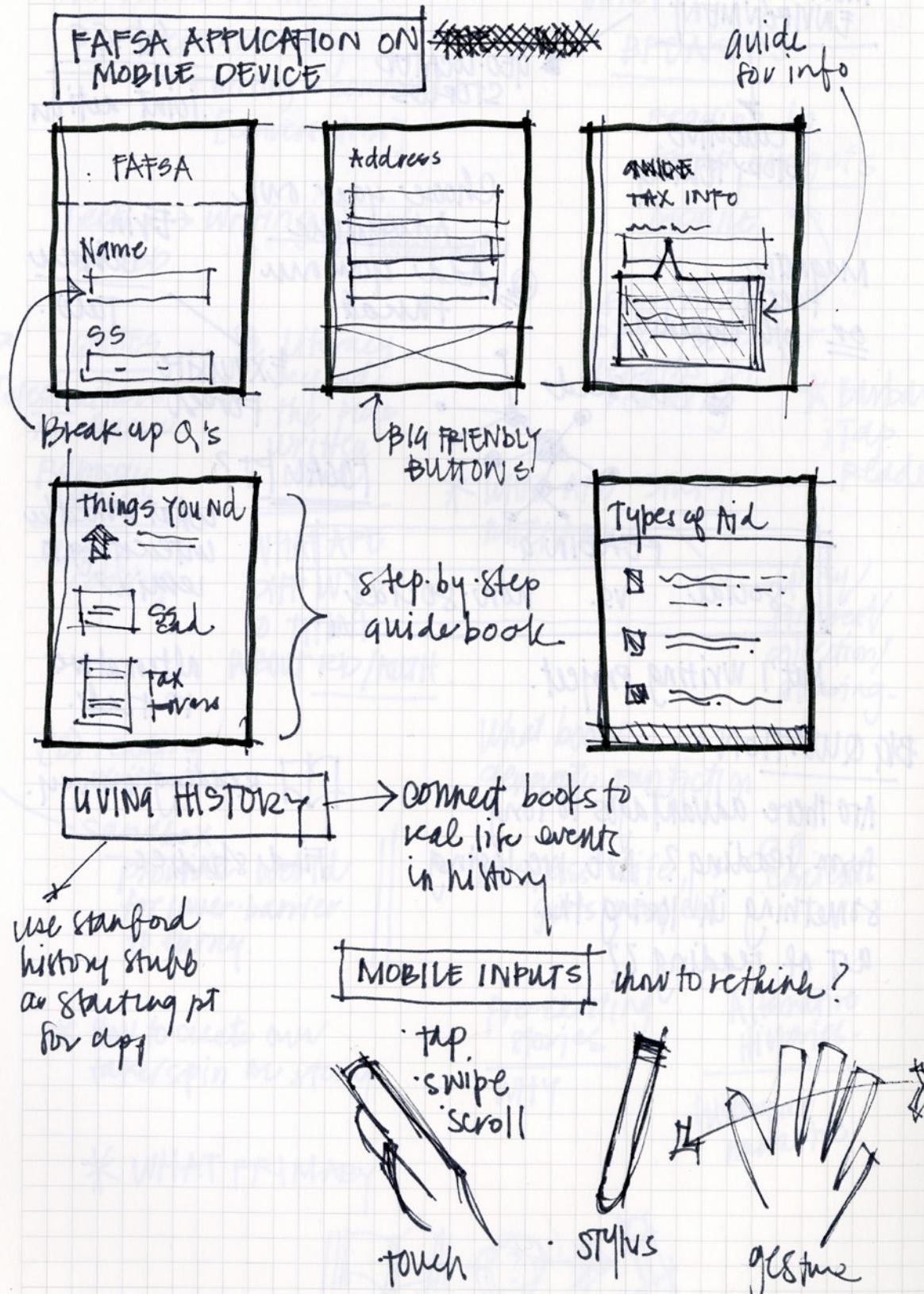
WRITING JOURNAL

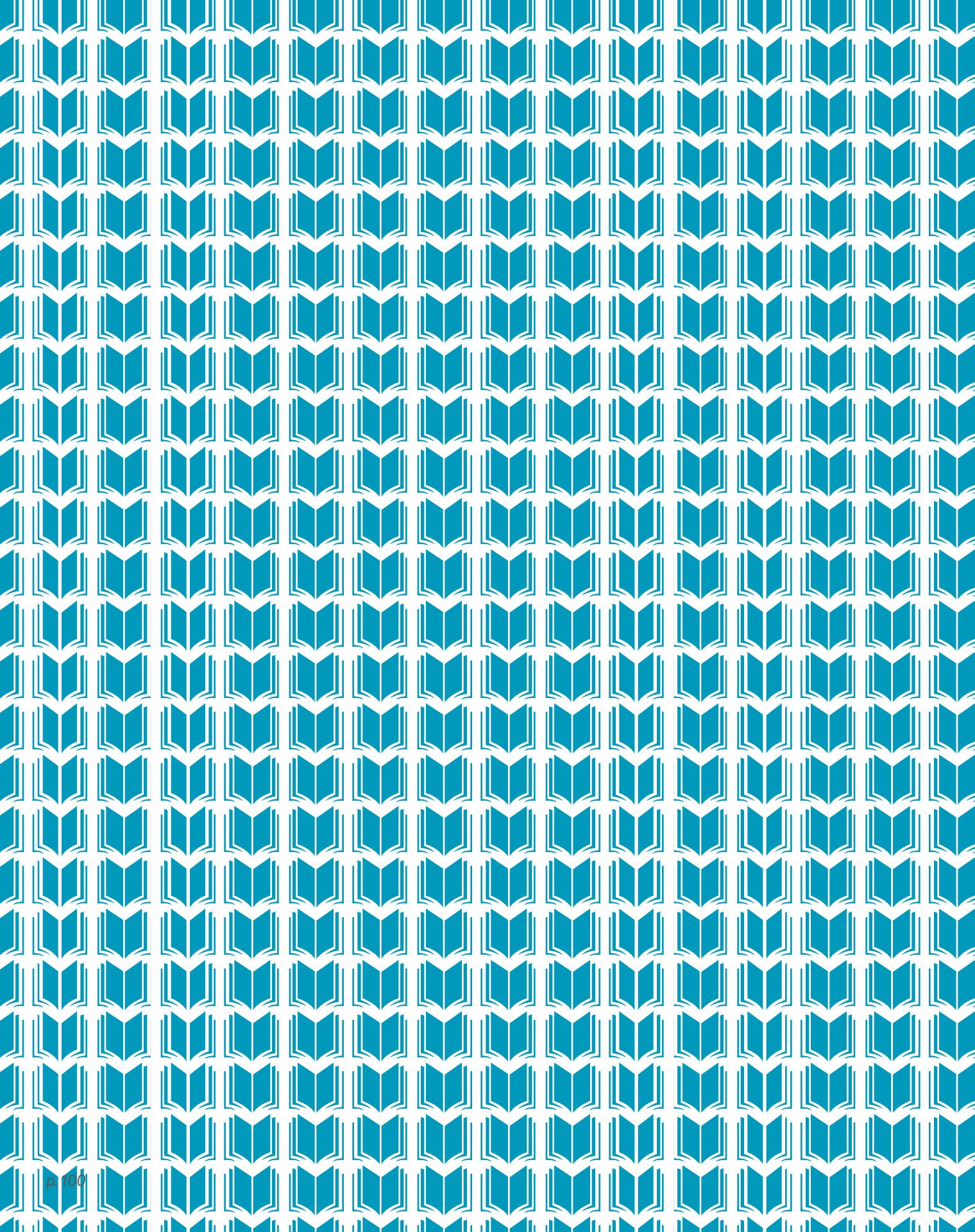
Think about new ways to input information into personal devices. Research existing mobile inputs; what are better and easier ways to write using a smartphone?

In the beginning, I viewed storytelling as a vehicle for getting kids excited about reading books. It was not until later in the semester, when I read *Reading in a Participatory Culture* and learned about the work of literary scholar Deborah Brandt that I began to appreciate the importance of writing itself. Through numerous and detailed interviews, Brandt has been studying changes in American literacy over generations.

While the first wave of mass literacy emphasized reading, we are entering a second wave, one in which writing dominates.

Q's FOR SEMESTER 4 EXPERIMENTS





Issues in Literacy Series

To kickoff my research around traditional literacy, I wrote a four-part blog series covering the following issues: Access to Books, Summer Learning Loss, Reading Motivation and Representation in Media. Below are a few excerpts from the series.

ACCESS TO BOOKS

Two thirds of children living in poverty have absolutely no books at home. In low income communities, there is a single book for every 300 children. Compare this to 13 books per child in an upper-middle income community ... Put another way, for every one book in a low income community, there are 3,900 books in an upper-middle income community.

...

Sometimes, the simple act of increasing a child's home library can have profound effects on their reading skills and enjoyment of reading, as Justin Minkel found in his 1,000 Books Project.

...

The sense of joy and autonomy that comes with owning a book of one's own simply cannot be substituted with borrowing opportunities. Programs like Reading is Fundamental recognize the power of choice and book ownership in motivating a child to read and love learning.

My own voracious love of books as a child was heavily supple-

mented by the local library, but it's the books I owned that I most cherished, that I read, and reread, and continue to reread into my adulthood.

SUMMER LEARNING LOSS

... Summer Learning Loss is the loss of academic skills and knowledge over summer vacation. As cited in an article by the New York Times,

Decades of research confirm that summer learning loss is real. According to a report released last month by the RAND Corporation, the average summer learning loss in math and reading for American students amounts to one month per year. More troubling is that it disproportionately affects low-income students: they lose two months of reading skills, while their higher-income peers whose parents can send them to enriching camps, take them on educational vacations and surround them with books during the summer make slight gains ...

READING MOTIVATION

Why don't kids read? What gets kids to read? Educators and employers throughout the US lament the decreasing literacy and reading comprehension skills of America's young people, closely tied to declining rates of reading for pleasure. In a 2010 article on the decline of reading, teacher Kelly Gallagher coins the term "readicide, meaning practices educators employ to raise reading scores that actually kill students' love of reading."

...

The Elon Academy, a college access and success program whose high school students, while technically proficient in reading, did little reading outside their academic requirements. To help motivate students to read more, they created Book Jam, "a book club style reading experience" that capitalizes on social engagement and personal interests.

Book Jams offered an informal setting for discussing and debating books, and exploring their historical contexts. College volunteers, acting as role models and discussion leaders, were able to encourage and motivate high schoolers to not only read but actively engage in their reading. Students also had a hand in curating the book club roster, allowing reading selections to be guided by their own interests. Students who were slow to finish their books were allowed to use Book Jam afternoons to finish reading. Book Jam created a culture of reading, and was met with overwhelming positive assessments from its students.

REPRESENTATION IN MEDIA

...

When our movies, our television shows, and of course, our books, predominantly portray one race, they limit our world view of different identities, including our own. They encourage us to define ourselves and others by stereotypes of someone else's making, robbing us of the chance to understand not only our differences, but also our sameness.



Remixing the Classics

The Story of Ura is inspired by [Sleeping Beauty](#). Ura's story takes place in the moon colony of Tugidax in medieval times. Ura has honey brown skin, medium brown eyes, and curly copper hair. She eats marmalade toast and likes to swim.

ONCE UPON A TIME, there lived a young woman named Ura. When Ura was just a baby, an evil moon goblin put a death curse on her. A good spirit counteracted the curse, and changed the sentence from death to a deep sleep that only magic could reverse. One day, while heading home, Ura met a mysterious old woman who offered her a beautiful platinum ring. When Ura reached for it, she pricked her finger, and fell into her predestined sleep. All around her, the citizens of Tugidax fell asleep too. They slept for days, weeks, months, years, until one day ...

What's next? Finish this story, start your own or mix another.

[**Mix me a story.**](#)

Learn More

Made by [Rae Milne](#) to generate fresh twists on classic heroines, heroes, and stories.

Get Inspired

See how people are reimagining traditional narratives on the [Story Remix blog](#).

Share Stories

Join me by sending your own ideas, illustrations, and stories to storyremix@gmail.com.

Experiment: Remixing the Classics

LEFT: Screenshot of my Remixing the Classics web prototype

(02 February 2014) This past week, I created a small idea generator, which encourages creators to remix classic fairy tales. My larger goal is to motivate kids to read more, fostering a love of story through authorship. An online platform would provide a story prompt, then allow kids to create and share their own narratives. It would encourage them to think about traditional stories in new ways, featuring a more diverse cast of characters with whom they could self-identify.

I used the idea generator as a starting point, and shared the experiment with friends with high hopes of gathering a collection of creative stories as inspiration. So far, I've received only a handful of submissions, but a lot of positive feedback and some great suggestions.

One friend had the excellent idea to suggest general time-frames in history (dynasties, eras) rather than years. Lessons learned include the fact that my audience didn't always recognize or remember the original fairy tale, so including a link to original text would be helpful. Also, some people were expecting or hoping for an actual story to be produced rather than just an idea for one. Most importantly, asking users to create their own fairy tale, even with a general plot to start from, was a high barrier to entry, particularly for busy friends.

Interestingly, I'd envisioned the story-making as an activity that lived outside the classroom; however, a few educators thought it could be a good starter for an in-class exercise for students. To that end, perhaps physical story cards or a printable template would be a better format. I wonder if it would be a good tool for nonprofit writing programs to use, as an activity between mentors and mentees?

That said, ideally, I'd like make the activity more appealing outside of a formal educational or institutional setting. How can I make reading and writing on your own activities that can compete with all of the other media choices kids have these days?

While the story generator is one tiny piece of a larger idea, I think the it served to start some conversations for me around new topics I'm exploring. It's forced me to consider what my ultimate goals are, and also sparked a host of other ideas, including new forms of transmedia storytelling to engage users.

User Testing

From my first round of testing storytelling ideas, I learned that including elements of classic tales, or prompting writers with story starters helped jumpstart fresh ideas.

Also, people enjoy writing together. Writing is often seen as a solo activity, but it doesn't have to be. Writers can learn from each other and like seeing their characters used in other writer's stories.

The Story of Ura is inspired by Sleeping Beauty. Ura's story takes place in the moon colony of Tugidax in the far future. Ura has cocoa brown skin, medium brown eyes, and curly copper hair. She reads poetry and owns a pet chicken.

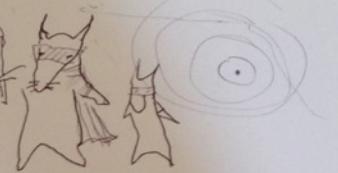


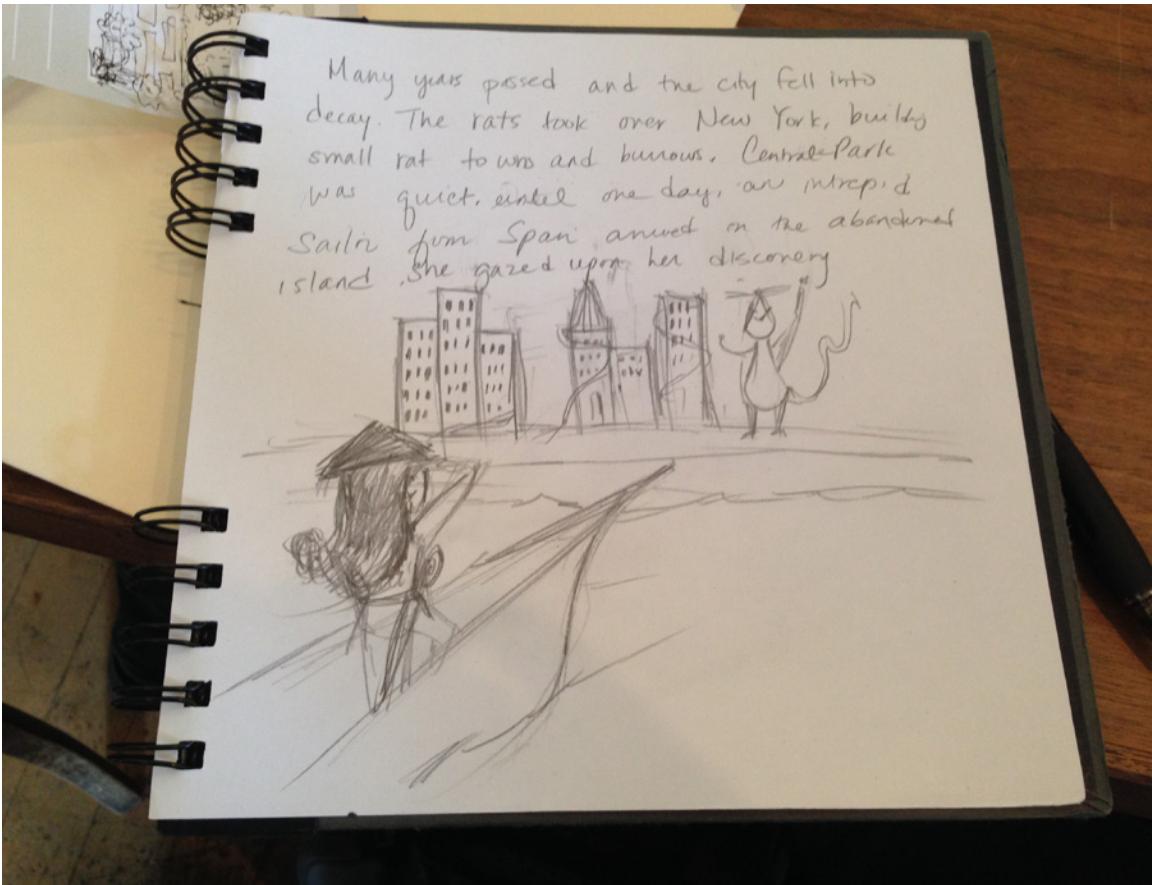
ONCE UPON A TIME, there lived a young woman named Ura. When Ura was just a baby, an evil moon goblin put a death curse on her. A good spirit counteracted the curse, and changed the sentence from death to a deep sleep that only magic could reverse. One day, while heading home, Ura met a mysterious old woman who offered her a beautiful diamond statuette. When Ura reached for it, she pricked her finger, and fell into her predestined sleep. All around her, the citizens of Tugidax fell asleep too. They slept for days, weeks, months, years, until one day ...

What's next?

Until one day the same fairy came with her sister to the kingdom. She and her sister tried to undo the spell on Ura. But the evil moon goblin did black magic so he could stop the fairies. Now, when good and dark magic collide in a Surfin way they creat disaster. That's what happened. There was an explosion, and then everybody in the world went to sleep (even the goblin and the fairys) ~~Everybody~~ except the little girl Ura, who eventually died of old age.

Until one day, a visitor from a distant land, named Saturn, landed on the desert plains of Texas. The Saturnians found many tired humans roaming about in the hot sun. The saturnians discovered that everybody there was tired. They haven't been sleeping for 3 years! It was because a curse on NYC was placed where anyone went to sleep. But in order to balance the energy between the country, Texas a constellation calculation was made and the entire state of Texas was to stay awake to offset the balance of waking energy. The saturnian found this very troubling as the tired souls of Texas would eventually lead to cosmic breakdown, reaching into the far ends of the galaxy, including Saturn.



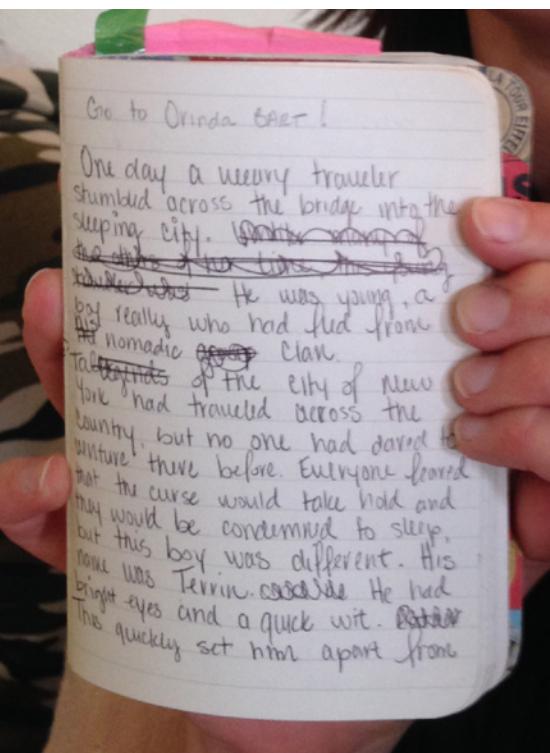


Many years passed and the city fell into decay. The rats took over New York, building small rat towns and burrows. Central Park was quiet, until one day, an intrepid sailor from Spain arrived on the abandoned island. She gazed upon her discovery.

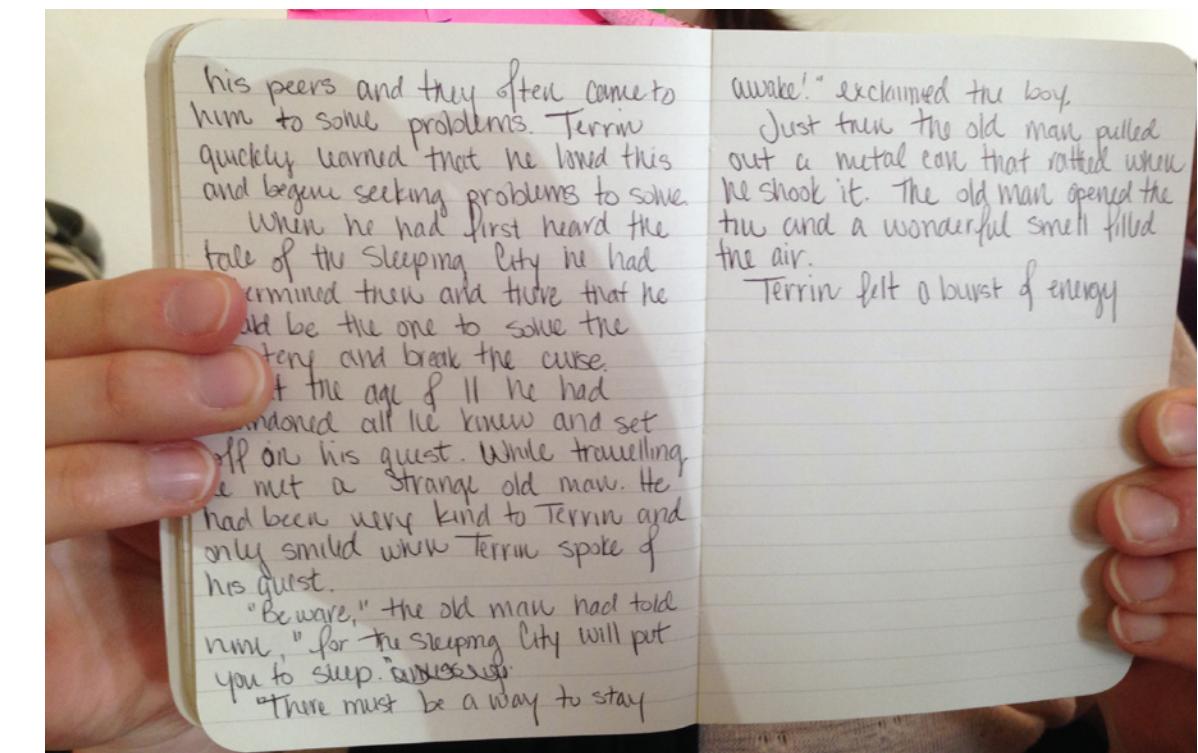


Go to Orinda BART!

One day a weary traveler stumbled across the bridge into the sleeping city. ~~With a stamp of the city her like no other~~ He was young, a boy really, who had fled from his nomadic ~~clan~~ clan. Tales of the city of New York had traveled across the country, but no one had dared to venture there before. Everyone feared that the curse would take hold and they would be condemned to sleep, but this boy was different. His name was Terrin. ~~He had~~ He had bright eyes and a quick wit. ~~Both~~ This quickly set him apart from



Zeki, a curious cat, aren't all cats wrong wandered into New York. He'd heard of this city of sleeping people where only rats roamed and it made him hungry. ~~The~~ The rats were ~~mostly~~ ^{more try to chase} evil but that only made them ~~stronger~~ ^{more}. ~~stronger~~ Zeki ate and ate and grew fatter and fatter. The Kitchens in N.Y were full of bread while the bread was a bit stale and the milk was more than a bit sour, Zeki was in heaven. One day chasing an especially mutant and evil rat, Zeki stumbled into an apartment filled with the most beautiful art and the most deliciously stale cookies. In the apartment, he saw a beautiful dressed person holding a branch and sleeping soundly in her pretty. He smelled the cookies. It apparently, looked out, and licked his lips.



his peers and they often came to him to solve problems. Terrin quickly learned that he loved this and began seeking problems to solve. When he had first heard the tale of the Sleeping City he had examined them and knew that he would be the one to solve the mystery and break the curse. At the age of 11 he had abandoned all he knew and set off on his quest. While travelling he met a strange old man. He had been very kind to Terrin and only smiled when Terrin spoke of his quest.

"Be wary," the old man had told him, "for the Sleeping City will put you to sleep." ~~and never wake you up.~~
"There must be a way to stay

"awake!" exclaimed the boy.
Just then the old man pulled out a metal can that rattled when he shook it. The old man opened the can and a wonderful smell filled the air.

Terrin felt a burst of energy

Datum/Date (30 JAN 2014)

5 E's

ENTICE

ENTER

ENGAGE

Datum / Date:

EXTEND
EXIT

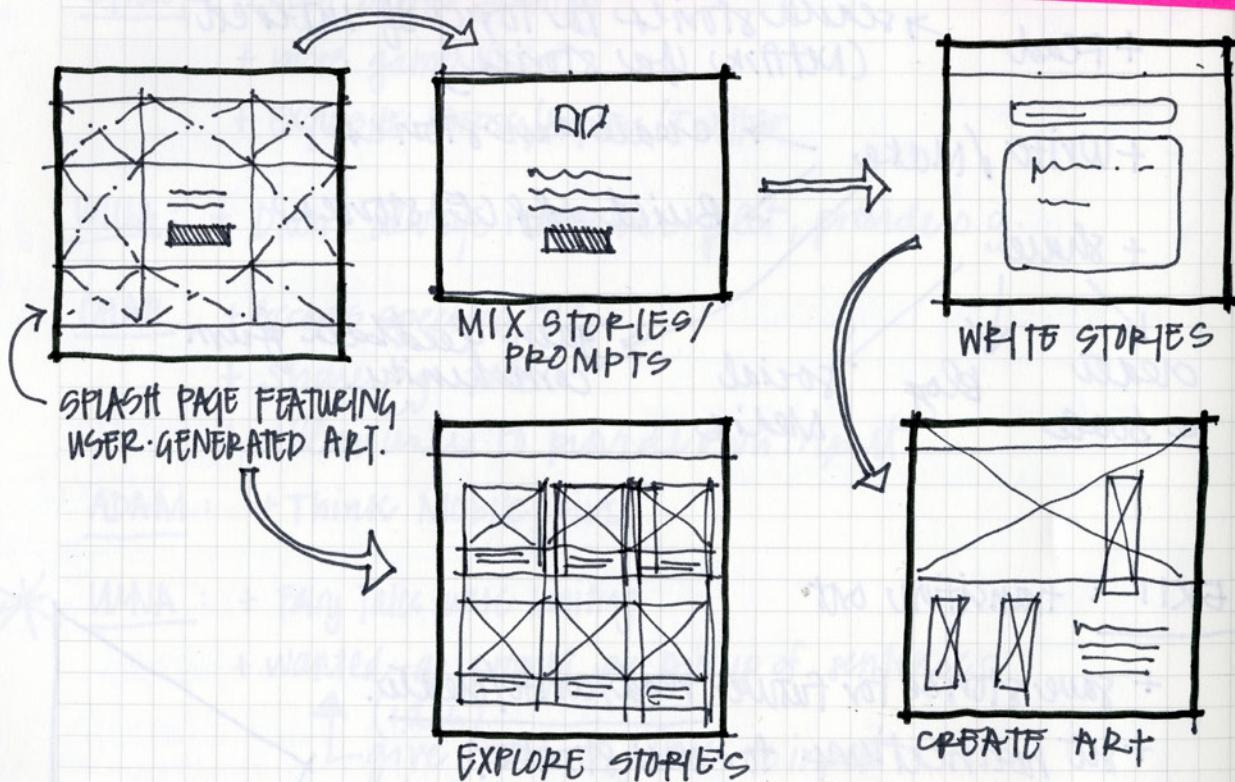
SPLASH PAGE

SIGN IN OR EXPLORE
GENERATE PROMPT

ALT:
GENERATE STORY

CREATE OWN STORY FROM PROMPT

CREATE OR CHOOSE ART



CONTEMPORARY COVER ART

SOUND EFFECTS;
DIE DOWN TO AMBIENT ♫

beg. of CHAPTER
ILLUSTRATIONS
MAPS, DEEP READING
w/ SUBTLE INTERACTIONS

EXPLORE ADDED CONTENT
(outside of text)

CLOSE E-BOOK

EXPLORE FAN? SIDE STORIES.

SHARE / SAVE

GENERATE REAL BOOK.

READ OTHER STORIES

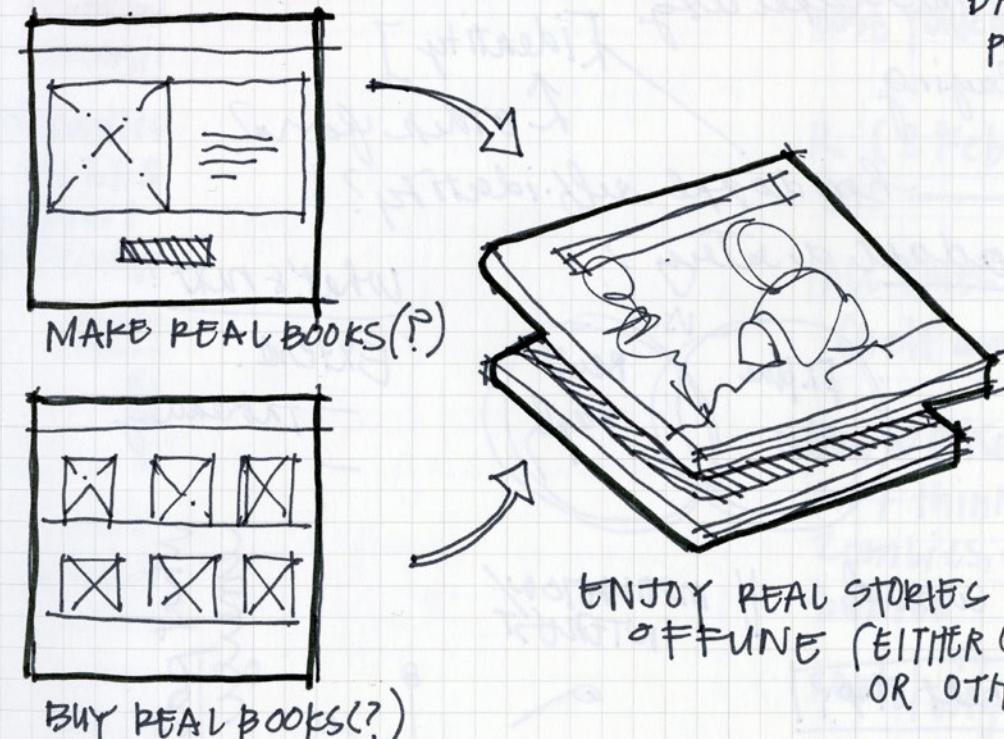
SIGN OUT.

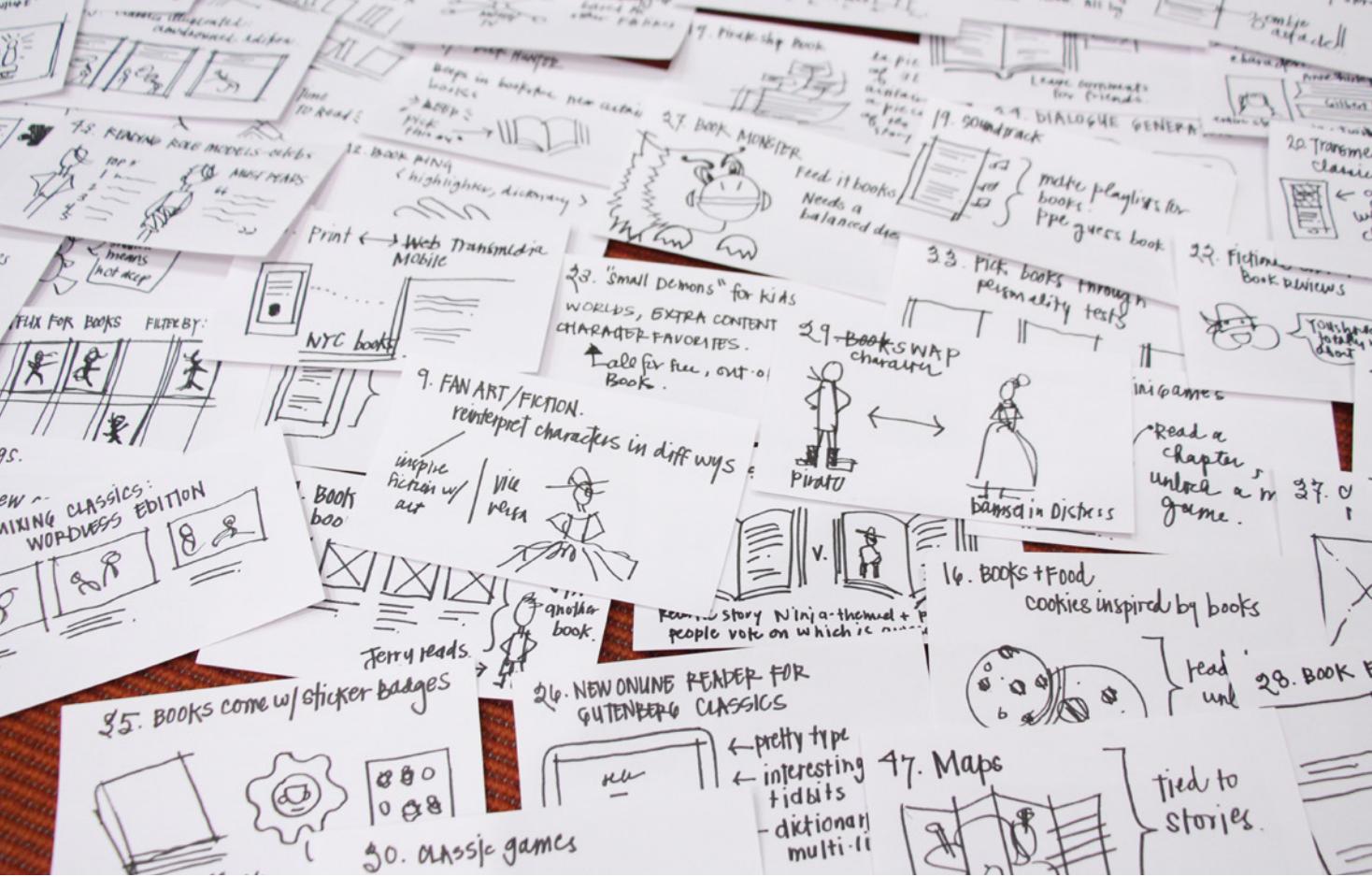
CREATE MORE CONTENT.

READ REAL BOOKS.

SHARE FEEDBACK

BACK STORIES?
PUT THEM IN A GAME WORLD?
HOW TO EXTEND BEYOND READING TO CONT. ENGAGEMENT?





LEFT: Storytelling ideation exercises

Brainstorming

(10 February 2014) After releasing my Remixed the Classics experiment, I took a step back and started looking at the experience more holistically. I decided to generate 50 ideas about storytelling to help open up my thinking

INSIGHTS

- WORLDS YOU CAN EXPLORE = STICKY.
- KIDS LIKE TO PUT OWN STAMP ON THINGS.
- BUILT IN FRAMEWORK TO LOWER BARRIER TO ENTRY.

① ENTICE

- SPLASH PAGE w/ ART, STORY SNIPPETS

③ ENGAGE

- MAD LIB *
- visual
- Text
- Detail/ List

④ EXIT

SIGN OUT

② ENTER

- SIGN IN/EXPLORE STORIES

- ADD TO STORIES
- alt: BOOK COVER CUSTOMIZATION

⑤ EXTEND

- EXPLORE STORIES
- GENERATE PHYSICAL BOOKS

- DRY?
- FINISHED BOOKS?

- *WHAT IS NEW/DIFF ABOUT MY APPROACH?

- *WHAT COULD PHYSICAL OBJECT/IMAGE ADD TO THE EXPERIENCE?

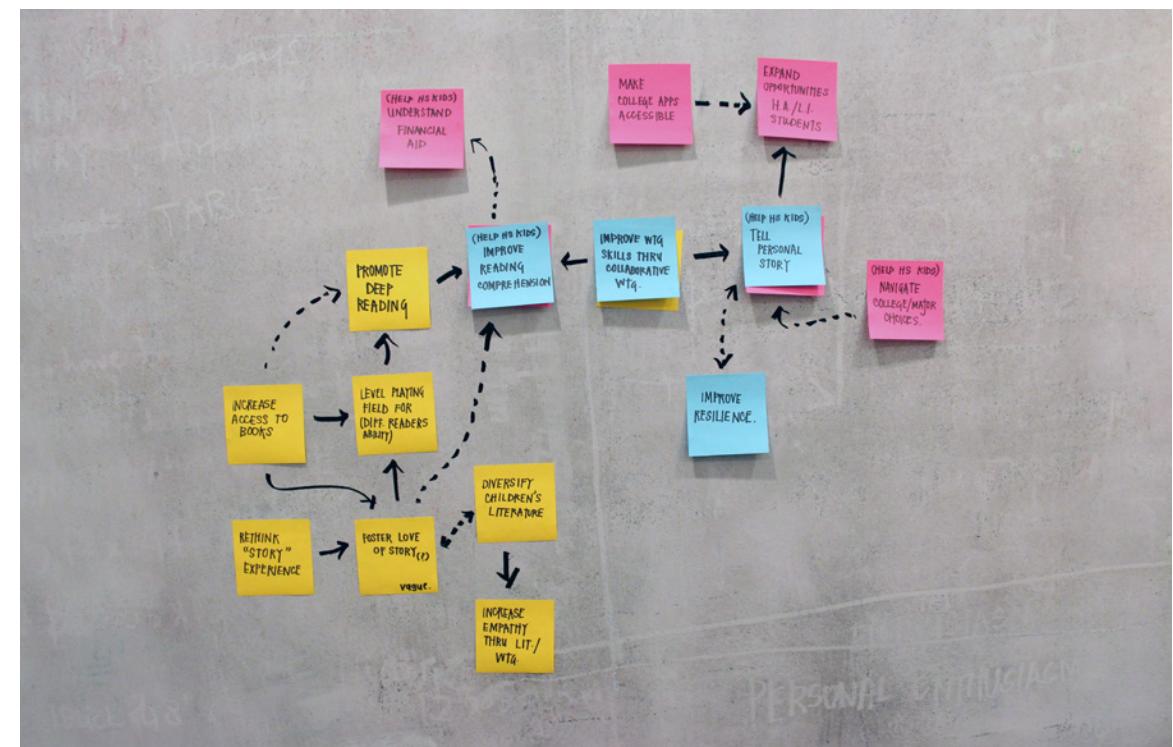
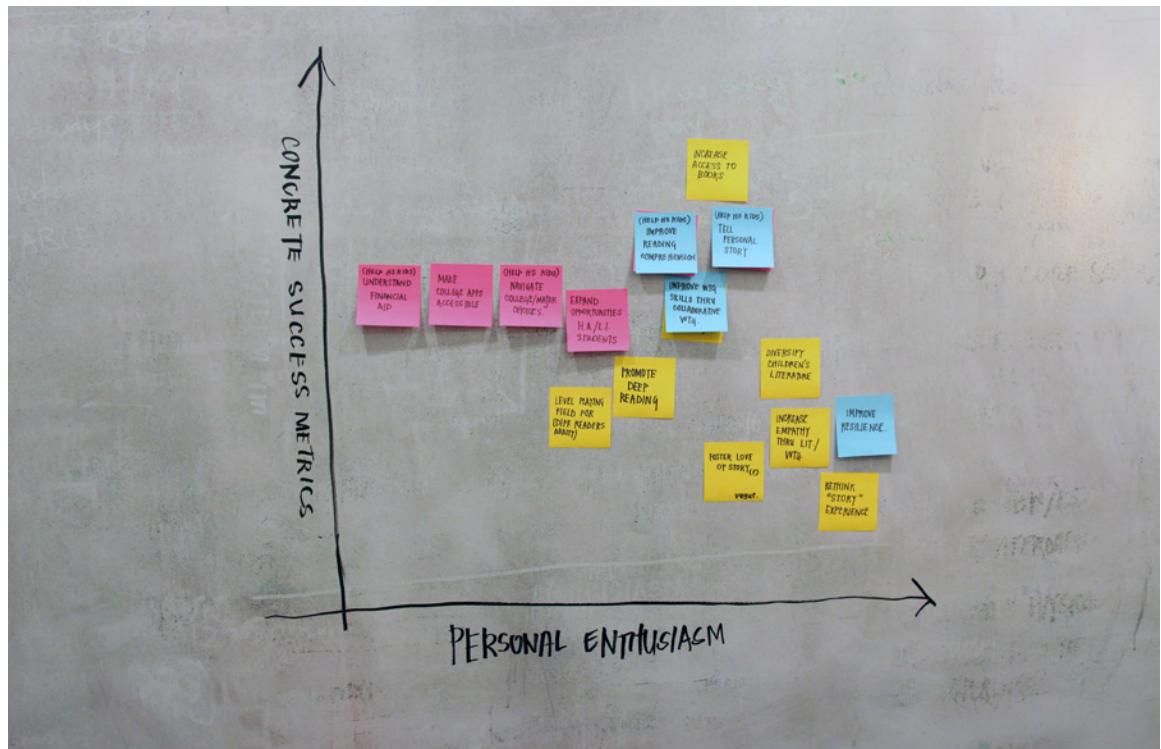
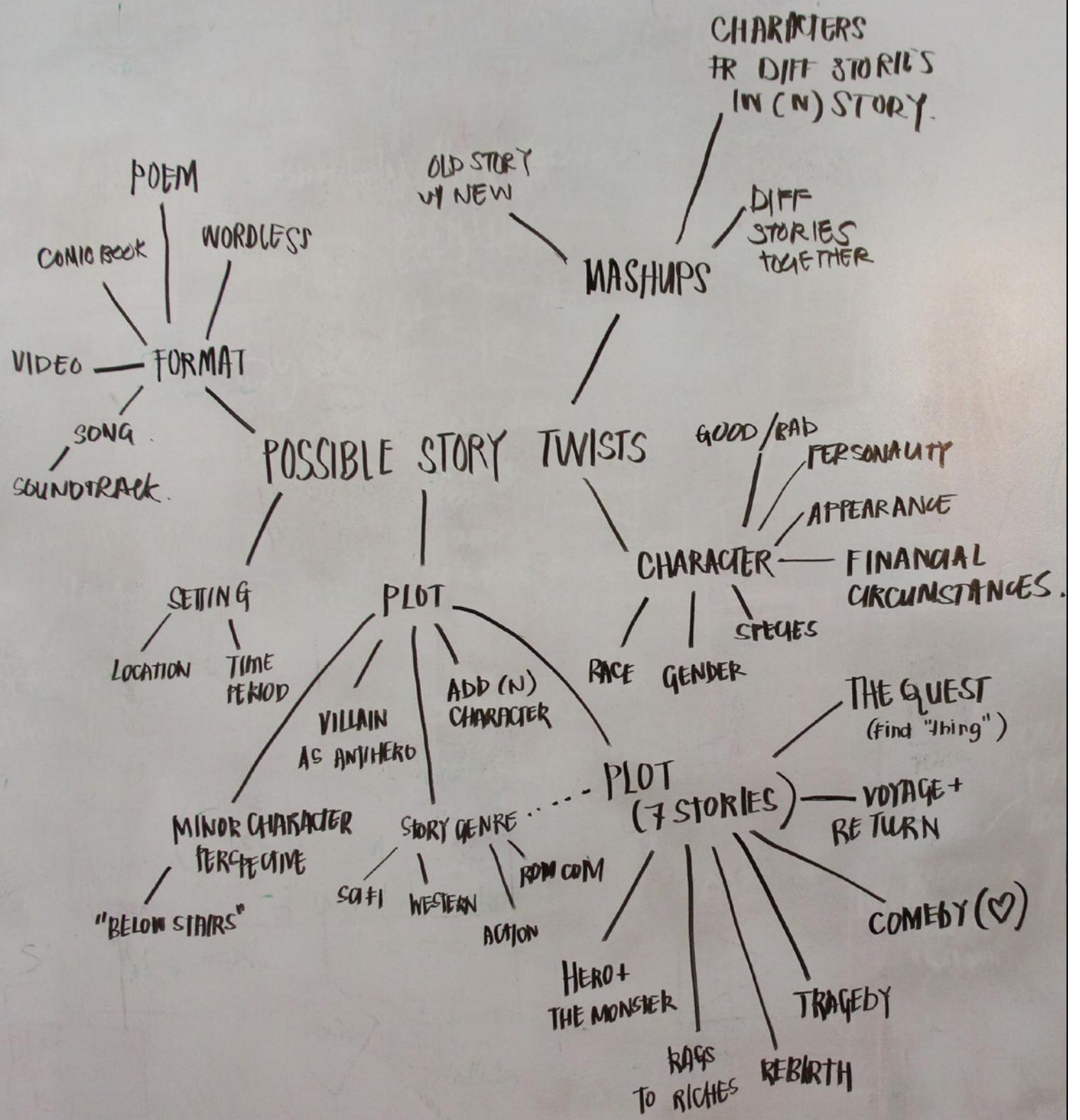
- can this be done over text?
→ If yes, what is my target age group?

QUESTIONS

- WHAT VARIABLES MAKE INTERESTING TWISTS?

- HOW TO INCORP. SCALE?

- WHAT CONTENT DO I BUILD VS HOW MUCH DO I LEAVE TO THE USER?



Adventures of Antimony

Adventures of Antimony is a book by Brian Mearns, an engineer and father. The book is an adventure novel about a young girl named Antimony who ventures into a magical land to save her parents.

Mr. Mearns self-published and released *Adventures of Antimony* under a Creative Commons remix license. While the license allows for free reign editing of the text, I wrote to Mr. Mearns and asked permission to modify his story, which he kindly gave.

I mocked up a version of the first chapter of Antimony as an interactive novel with puzzles built in.

RIGHT: Mockups for an interactive version of the novel

The Adventures of Antimony

The Girl who Lost her Parents, Ventured to a Distant Land, Defeated the Evil Fairy Princess, and Saved her Family.

Chapter 1
The Clever Baby with the Metal Voice

When Antimony was born, her mother called her "Antimony," which sounded nice and pleasant to her name. Of course, her mother didn't know her name was Antimony at the time. She had been named after the metal she was born of, and the sound of the metal, which was the sound of two pieces of metal, which shone when they rubbed [1].

Her mother was a clever girl, and her father, and anyone else who happened to be in the room, Antimony did not care for, and even less so when she was a bit older and learned to express her needs with words.

But babies and small children, even those with cracs like drinking metal, are generally rather dull creatures that don't have much of a brain, and they can't think for themselves. For the sake of the story, we'll skip ahead to when Antimony is old enough to be able to think for herself.

Antimony practiced being clever in other ways than walking without saying anything she'd planned this little pondeoment. As her mother approached the fruit stand—with the little fat Italian man with the big black mustache and the wrinkly nose who sold apples and cherries—she threw her hands interplayfully and shouted "Tando," which is what her mother had taught her for when she has a sudden notion.

The sudden gesture took the little Italian man by

surprised, and he dropped the arm load of apples he was carrying. The one from whom she'd stolen apples was the ground and Antimony had to knock down to help him collect them. Antimony had to crawl under the tree to get away before he could say "What are you doing?"

Later on, he refused the problem on the basis that we were going to switch for the wolf to eat us, or for the cabbage to float, and Antimony had to work out another way to get the animals and the vegetables across the river. He was very grateful when we did after working on it for a few hours.

How does the farmer get all three items across?

Test your ideas.

Share your idea and see other solutions

Read about Antimony's solution

How would you divide this brownie recipe by a third?

| | |
|------------|---------|
| 1/2 tsp. | salt |
| 1 tsp. | vanilla |
| 1 stick | butter |
| 2 | eggs |
| 1 1/2 cups | flour |
| 3/4 cup | cocoa |

How would you divide this brownie recipe by a third?

| | |
|------------|---------|
| 1/2 tsp. | salt |
| 1 tsp. | vanilla |
| 1 stick | butter |
| 2 | eggs |
| 1 1/2 cups | flour |
| 3/4 cup | cocoa |

See how the lock works.

How does the farmer get all three items across?

Test your ideas.

Write your solution.

Share your idea and see other solutions

Read about Antimony's solution

How would you divide this brownie recipe by a third?

| | |
|------------|---------|
| 1/2 tsp. | salt |
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| 1 stick | butter |
| 2 | eggs |
| 1 1/2 cups | flour |
| 3/4 cup | cocoa |

See how the lock works.

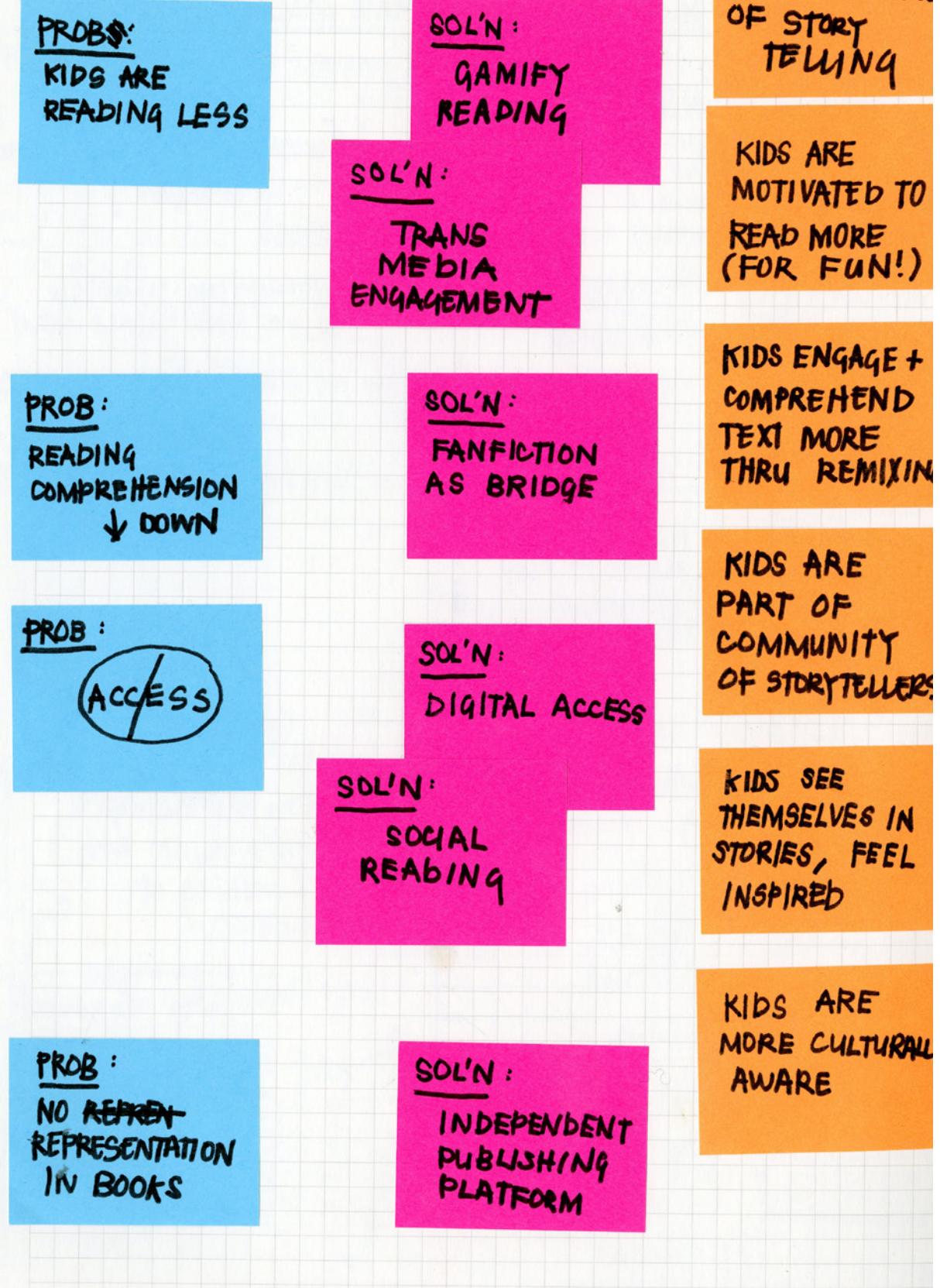
How does the farmer get all three items across?

Test your ideas.

Write your solution.

Share your idea and see other solutions

Read about Antimony's solution

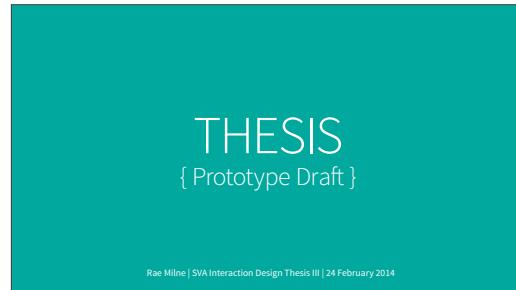


Prototype Iterations

After going broad, I narrowed my focus again, looking at storytelling and remix.

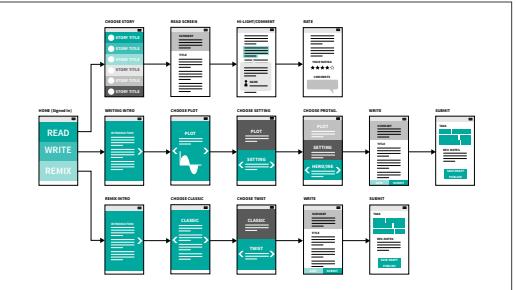
DRAFT: REPRESENT

Represent was a mobile storytelling app that focused on character development. Represent had a lofty goal of diversifying literature through self-publishing.



"The combined effect on children's progress of reading books often, going to the library regularly and reading newspapers at 16 was four times greater than the advantage children gained from having a parent with a degree."

VERSION ONE offers writing space for original stories and another for remixing classic stories. Writing is done individually but work is open to comments from the community.



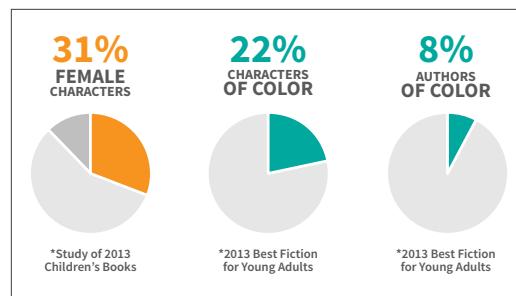
"... individuals who often read fiction appear to be better able to understand other people, empathize with them and view the world from their perspective."

PLOTS

| | |
|------------------------|-------------------|
| Overcoming the Monster | Rags to Riches |
| Tragedy | Comedy |
| The Quest | Voyage and Return |
| Rebirth | Choose Your Own |

SETTINGS

| | |
|-----------------------------------|----------------------------|
| The faraway galaxy Montmartreau | The moon colony Tugidax |
| The underground kingdom Bhumigata | The small village Dorp |
| The bustling city of New York | Postapocalyptic New Brazil |
| The tropical island Kaulana | Choose Your Own |



HERO/INES

| | |
|-------------------|------------------------|
| Wacky Genius | Antihero |
| Secret Blue Blood | Action Star |
| Super Kid | Inconspicuous Bookworm |
| Plucky Go Getter | Choose Your Own |

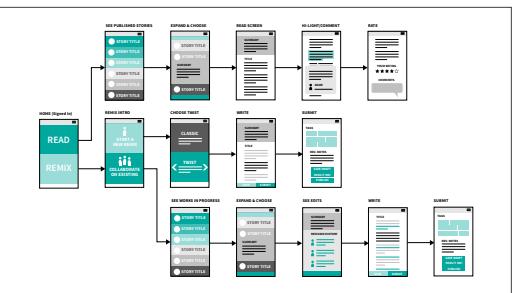
VERSION TWO offers writing space for remixing classic stories, with the original text as an editable base. Writing is done individually or collaboratively in a GIT-inspired environment.

REPRESENT

{ Prototype Draft }

Keeping Lit Real

A community of storytellers crafting and sharing stories that reflect the diverse world we live in.



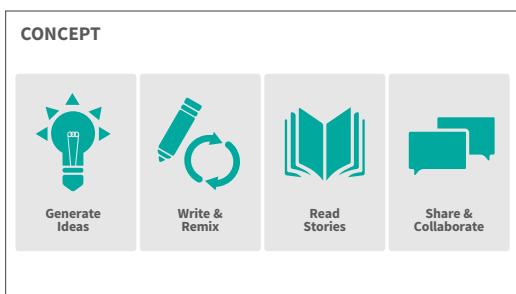
CLASSICS

| | |
|---------------------------------|-------------------------------|
| Pride & Prejudice | Treasure Island |
| 20,000 Leagues Under the Sea | Adventures of Sherlock Holmes |
| Alice in Wonderland | Moby Dick |
| Around the World in Eighty Days | Choose Your Own |

TARGET AUDIENCE

MS/HS students who are aliterate*, especially young women and students of color

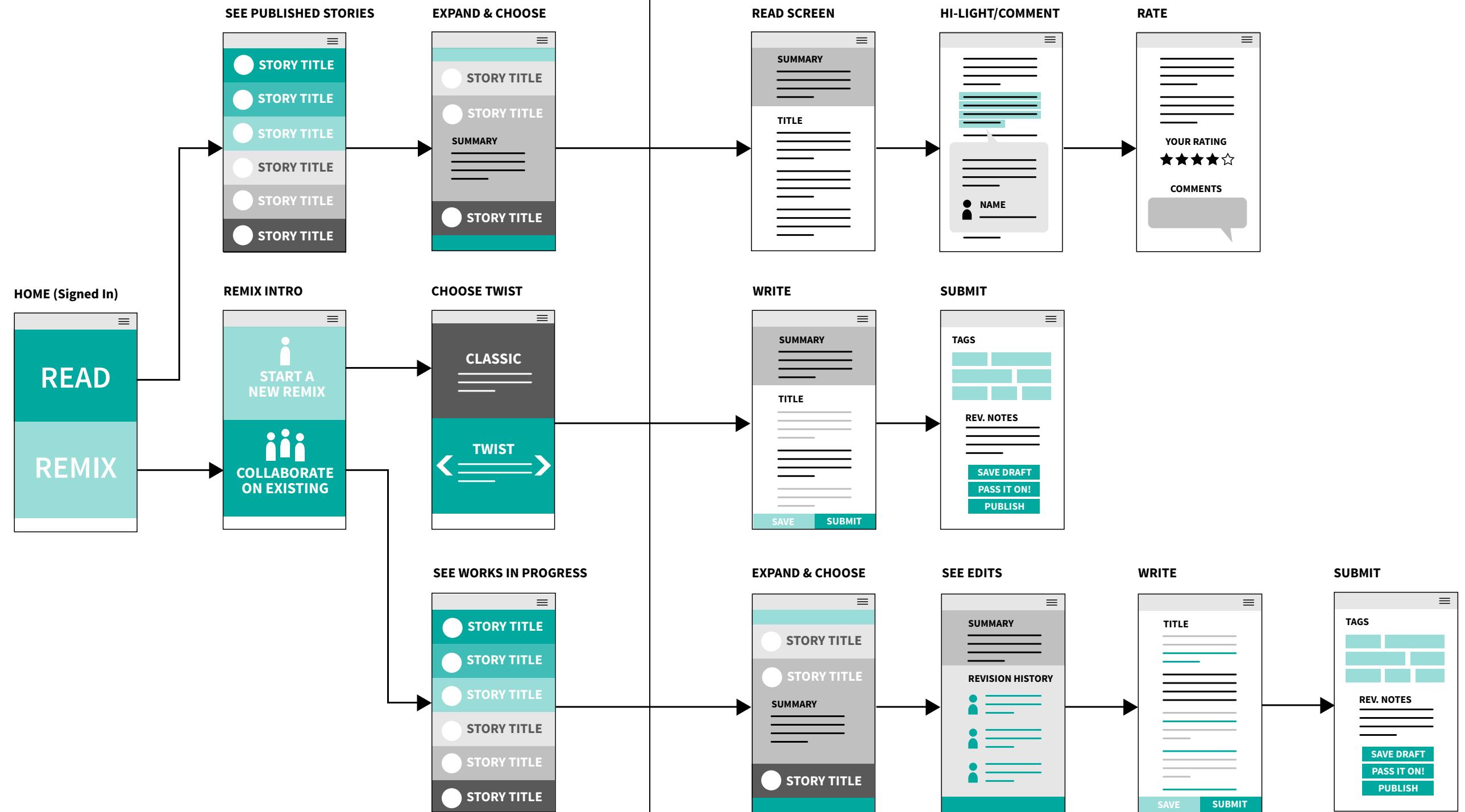
*those who are functionally literate but choose not to read for pleasure



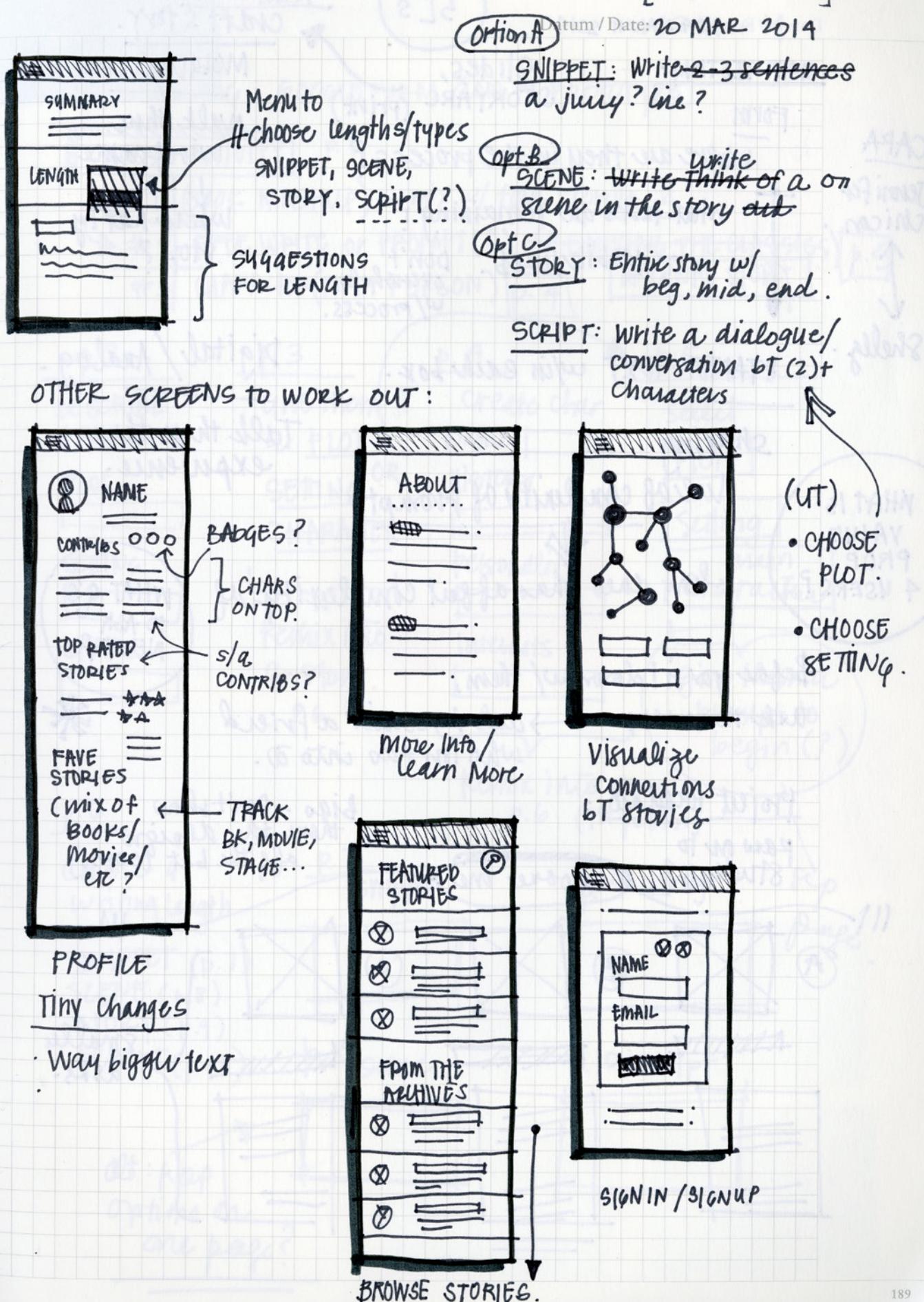
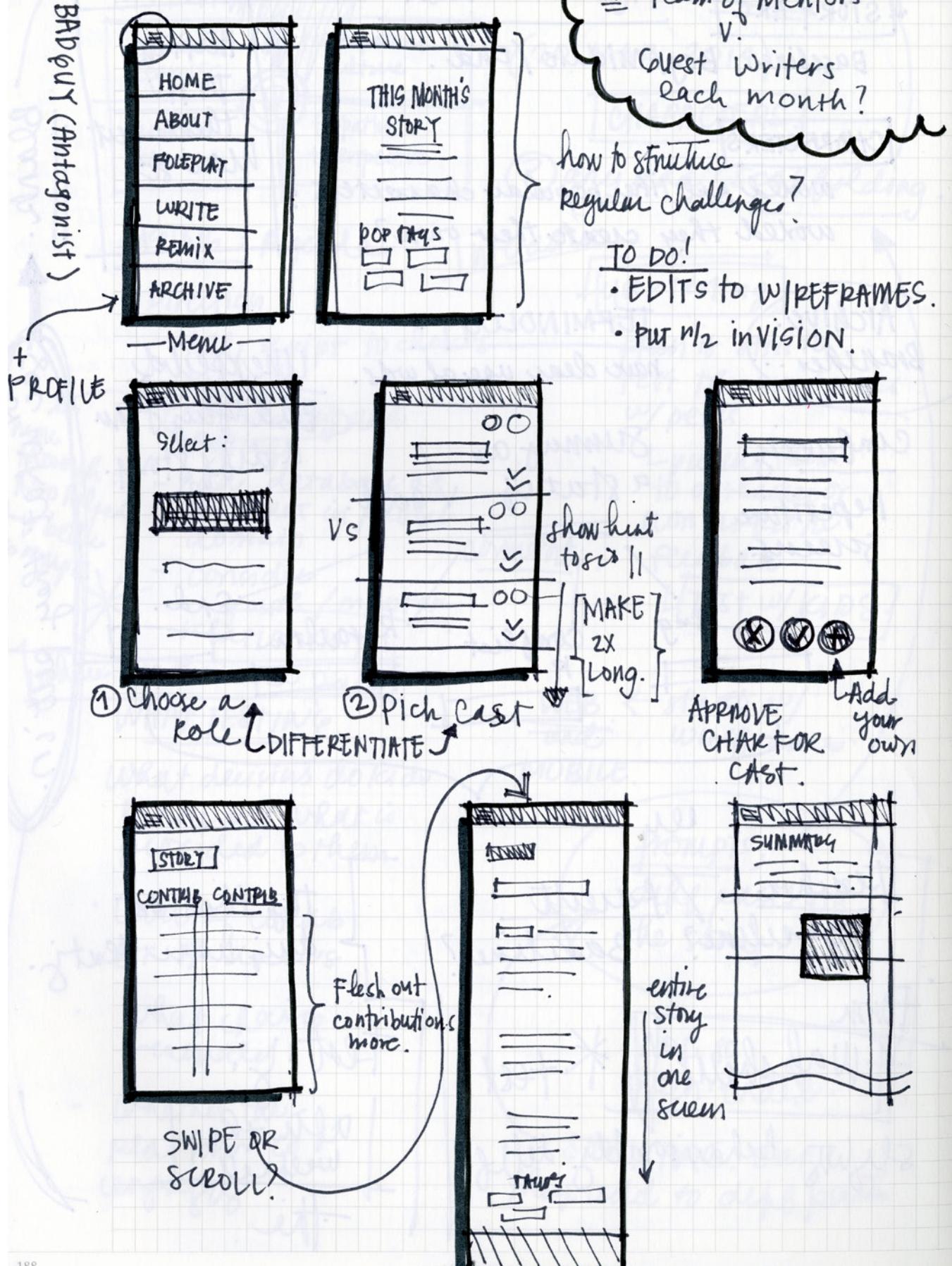
TWISTS

| | |
|--|---------------------------|
| Gender swap the story | Race swap the story |
| Write a mashup with your favorite TV show or movie | Zombify the story |
| Mix two classics together | Write the story as a play |
| Add a surprise plot twist like an unexpected death | Choose Your Own |

THANK YOU.



Datum / Date: 20 MAR 2014



FIRST PERSON
164 Active Stories

FIRST PERSON

One Story, Multiple Perspectives.

FIRST PERSON
164 Active Stories

THIS MONTH'S STORY is a Rags to Riches tale set in Metropolis, a bustling modern city.

Popular Tags

FUNNY ROMANCE
FAN FICTION GEEK LOVE

[Join the Party](#)
[Learn More...](#)

FIRST PERSON
164 Active Stories

Pick a Perspective:

THE PROTAGONIST
Hero or heroine; the traditional main subject of the story's plotline. Is there more to their story than meets the eye?

THE SIDEKICK
A companion or best friend to the protagonist. Do they have an intriguing story of their own?

THE BAD GUY
The antagonist or foil to the protagonist. Are they really evil or just misunderstood?

THE LOVE INTEREST
The romantic interest of the protagonist. Just a pretty face or a hero/heroin themselves?

FIRST PERSON
164 Active Stories

EDIT NAME

CHARACTER TYPE: Sidekick

GENDER: Select

HISTORY
Where is your character from? What was their childhood like? Edit history here.

PERSONALITY
What is your character like? What are their unique characteristics or qualities? Edit personality here.

INTERESTS
What does your character like to do? What are their hobbies? Edit interests here.

SUBMIT

FIRST PERSON
164 Active Stories

THIS MONTH'S STORY is a Rags to Riches tale set in Metropolis, a bustling modern city.

The protagonist is poor and has a tough life. Through various trials and tribulations, he or she grows into a mature person and is rewarded with riches and the perfect mate.

FUNNY ROMANCE
FAN FICTION GEEK LOVE

[Join the Party](#)
[Learn More...](#)

FIRST PERSON
164 Active Stories

ROLEPLAY
Create a character and see them come to life in your own stories and the stories of others.

WRITE
Choose a cast of characters and create snippets, scenes or entire stories about their lives.

REMIX
Read what others are writing, provide feedback and snatch content to stitch together one epic narrative.

FIRST PERSON
164 Active Stories

GIGI

CHARACTER TYPE: Sidekick

GENDER: Female

HISTORY
Gigi was raised by her mom. She's an only child which has made her very independent.

PERSONALITY
Gigi loves to laugh. She's always breaking the ice with a corny joke.

INTERESTS
Gigi likes reading books and riding her bicycle.

SUBMIT

FIRST PERSON
164 Active Stories

Choose Your Cast:

NINA, THE PROTAGONIST
AUTHOR: Poet137
"Nina likes to skateboard and bake cakes . . ."
6 Appearances

GIGI, THE SIDEKICK
AUTHOR: You!.
"Gigi loves to laugh. She's always breaking . . ."
0 Appearances

DARTAGNAN, THE BAD GUY
AUTHOR: ILuvBks
"Everyone thinks Dartagnan is cold, but . . ."
2 Appearances

BOB, THE LOVE INTEREST
AUTHOR: LisaKGJoe
"Bob is a prince who hates his royal life . . ."
4 Appearances

FIRST PERSON
164 Active Stories

Choose Your Cast:

NINA, THE PROTAGONIST
AUTHOR: Poet137
“Nina likes to read poetry and bake cookies.”
6 Appearances

HISTORY
Nina’s parents were welders and so is she.
Nina is now an orphan. She takes care of eight brothers and sisters.

PERSONALITY
Nina is a pretty chill girl. She doesn’t like to see people get hurt and stands up for them.

INTERESTS
Nina likes to skateboard and bake cakes.

FIRST PERSON
164 Active Stories

Choose Your Cast:

NINA, THE PROTAGONIST
AUTHOR: Poet137
“Nina likes to skateboard and bake cakes . . .”
6 Appearances

GIGI, THE SIDEKICK
AUTHOR: You!
“Gigi loves to laugh. She’s always breaking . . .”
0 Appearances

DARTAGNAN, THE BAD GUY
AUTHOR: ILuvBks
“Everyone thinks Dartagnan is cold, but . . .”
2 Appearances

BOB, THE LOVE INTEREST
AUTHOR: LisaKGJoe
“Bob is a prince who hates his royal life . . .”
4 Appearances

FIRST PERSON
164 Active Stories

SNIPPET: MAKING MAGIC
You!
4 Contributors

STORY: BEYOND THE WALLS
BadooWadoo
7 Contributors provided 4 characters, 5 snippets, and 2 entire scenes to this story.

GEEK LOVE **ROMANCE**

DRAMA **MONEY**

STORY: THE GIANT BUG EATER
ILuvBks
2 Contributors

SNIPPET: THE MET BALL
MsSaigon
1 Contributor

FIRST PERSON
164 Active Stories

STORY

BEYOND THE WALLS

BadooWadoo

CONTRIBUTIONS
4 characters, 5 snippets and 2 entire scenes

| | |
|-------------|-----------------------------|
| BadooWadoo | Xavier (Love Interest) |
| LilMissMo | Jordan (Sidekick) |
| | Mischief (scene) |
| | Mayhem (snippet) |
| Marcy Darcy | Linh Mei (Heroine) |
| | The Ball (scene) |
| ILuvBks | Joolie (Bad Guy) |
| | Because I Said So (snippet) |
| MiniMe | Purple Rain (snippet) |
| Jamie1 | Great Day (snippet) |
| FrankaP | The End (snippet) |

126 READS

FIRST PERSON
164 Active Stories

SUMMARY
A Rags to Riches story told by Gigi. Gigi’s friend Nina falls in love with Bob but their love is thwarted by Dartagnan. The story is set in the bustling city of Metropolis.

WRITING LENGTH: Choose length

EDIT TITLE
Write your story here.

FIRST PERSON
164 Active Stories

SUMMARY
A Rags to Riches story told by Gigi. Gigi’s friend Nina falls in love with Bob but their love is thwarted by Dartagnan. The story is set in the bustling city of Metropolis.

WRITING LENGTH: SNIPPET

Making Magic

As much as I love my best friend, Nina, sometimes she can be a pushover. She’s too nice for her own good! Anyway, I knew she wanted to go to the prince’s annual birthday ball but she wasn’t taking any initiative to make it happen. I decided I had to take matters into my own hands.

FIRST PERSON
164 Active Stories

THIS IS THE STORY of how I met my best friend, Linh Mei and how she changed my life forever.

Linh Mei and I grew up in very different households. My father was the head of a huge corporation making billions of dollars a year. When both of my parents passed away in a freak helicopter accident, I was left holding the reins of my father’s company and raising my little sister Jordan. Jordan and I lived on the 150th floor of an apartment building owned by my family on the Upper East Side. I had everything money could buy but I was terribly unhappy COMMENT my parents everyday.

HIGHLIGHT Linh Mei is one of two hardworking middle-class parents who immigrated to Queens to make a better life for themselves. Her parents owned a dry cleaning store and raised their three daughters in the upstairs

COPY TO DRAFT

FIRST PERSON
164 Active Stories

TAGS

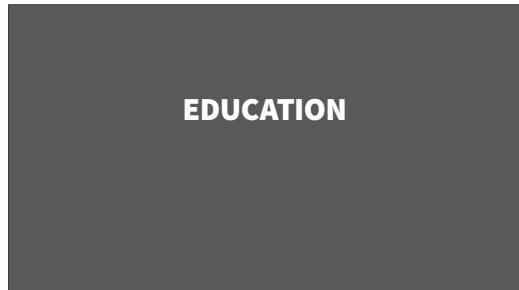
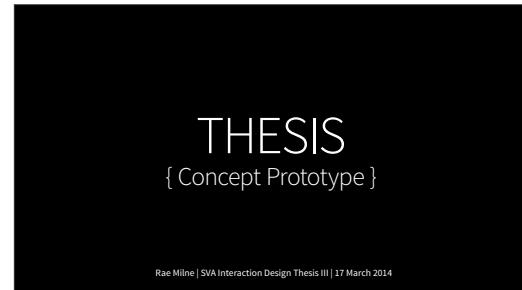
GEEK LOVE **ROMANCE**

DRAMA **MONEY**

YOUR RATING

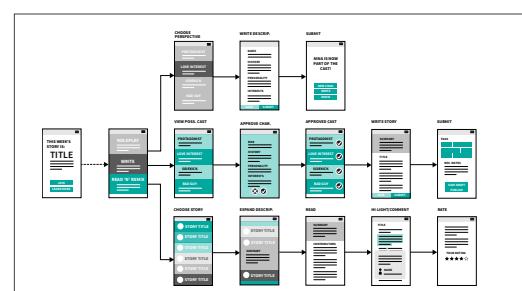
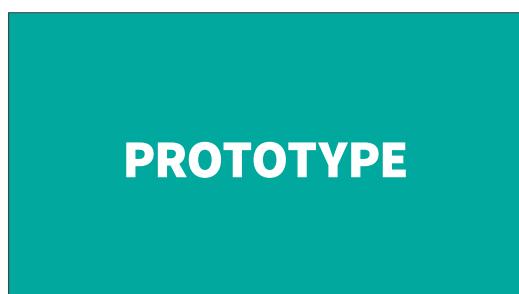
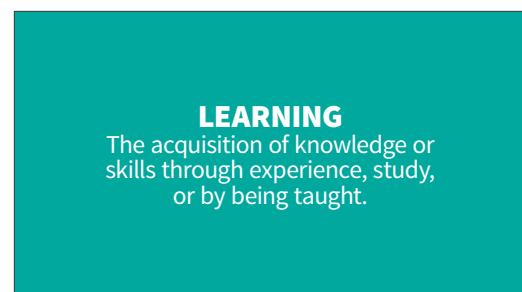
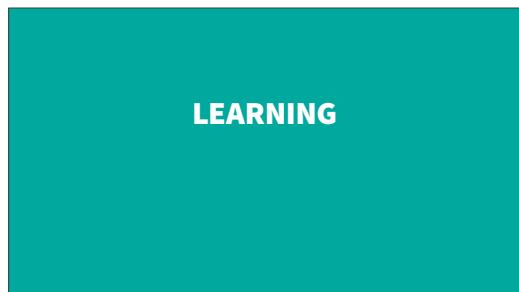
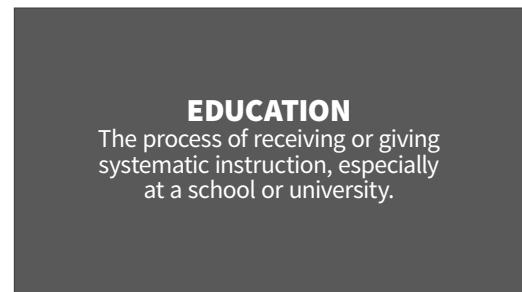
COMMENTS

NAME Something Else
This is a comment about the story.



CONCEPT: FIRST PERSON

With First Person, I took the overall ideas from Represent, narrowed the focus and features, and expanded on the learning outcomes..



User Interviews

I had the opportunity to interview several educators and gain their feedback on my prototypes and ideas. Here are some of the insights shared by the educators I interviewed:

Rudy Blanco is the Digital Learning Coordinator at DreamYard Prep. He and his colleagues are especially passionate about preparing their students for college and career opportunities and instilling them with important real world skills.

Ivan Cestero is an educator at Avenues World School. Visiting his classes centered on Social Innovation were very inspiring. While Ivan doesn't teach language arts, he thought some of the scaffolding techniques used in Wordplay could be useful for other types of writing, including nonfiction social studies essays.

Charlotte Cheng is a Resource Specialist Aid and curriculum designer. Charlotte works with elementary school kids and finds that storytelling activities are a great way to engage students. Many of Charlotte's students are still struggling with the basic mechanics of reading and writing. Storytelling makes learning fun for them; they love writing stories and sharing their work with each other.

Gabrielle Gayagoy is an English Language Arts teacher at the Academy of Software Engineers. Because she teaches at a tech-focused high school, Gab's students are drawn to interacting with digital platforms.

Sam Saltz teaches at an international school for young adults whose native language is not English. Like Gab, Sam asked to see more teacher control over the Wordplay interface, and an ability to create private groups, characters and stories.

User Testing

In addition to the user testing I did with the Remixing the Classics prototype, I created a set of story cards to test the mechanics of the site using the cards and paper worksheets. I also released a rough, low-fidelity digital prototype using a simple Google survey form.

RIGHT: Testing storytelling mechanics with friends





STORYTELLING EXPERIMENT: FIRST PERSON

Name of Character: GRU

Role of Character: SIDEKICK

HISTORY (Where is your character from? What are their circumstances? What is their family like?)



GRU is the first mate of a ragtag pirate ship. He was adopted ~~abandoned~~ by the ship steward when he was just a kit, found on the doorstep during a stop over in the West Indies. He lost vision in one eye while trying to navigate the ship in a bad storm. He is a weasel.

STORYTELLING EXPERIMENT: FIRST PERSON

Name of Character: HAROLD MEYER

Role of Character: THE BISCUITER

HISTORY (Where is your character from? What are their circumstances? What is their family like?)

HAROLD IS A BANK TELLER AT THE COMMUNITY BANK, WHERE HE'S WORKED FOR 20 YEARS, EVER SINCE LEAVING HIGH SCHOOL. HE HAS A WIFE + 2 BOYS. THE OLDEST, JOHN, IS IN THE MARINES & HAS JUST LEFT FOR BASIC TRAINING. THE YOUNGER ONE, TIM, HAS BEEN TROUBLE, SKIPPING SCHOOL, ALWAYS SULLEN OR COMBATIVE. HAROLD & HIS WIFE ARE GOING THROUGH A ROUGH PATCH. THEY BARELY SPEAK ANYMORE, EXCEPT TO FIGHT.

PERSONALITY (What is your character like? What are their unique qualities?)

- A BIT MEEK AND UNCONFRONTATIONAL. BULLIED BY HIS BOSS @ THE BANK.
- TENDS TO SHUT DOWN WHEN HIS WIFE GETS ANGRY WITH HIM - JUST GOES SILENT.
- PEOPLE IN TOWN KNOW HIM AS A GOOD MAN - THOUGH THEY MOSTLY DON'T THINK OF HIM AT ALL.
- WATCH GOLF ON TV
- MODEL TRAINS
- APPRECIATES A GOOD STEAK.
- USED TO TAKE HIS BOYS TO THE LOCAL MAJOR LEAGUE BASEBALL GAMES - BUT HASN'T BEEN IN YEARS. THEY DON'T MUCH LIKE TO HANG OUT WITH HIM ANYMORE.

| | |
|-------------------|---|
| PLOT The Guest | SETTING Montmartre Paraway galaxy in distant future |
|-------------------|---|

Choose a Length: SNIPPET (few lines) SCRIPT (one page) SCENE STORY

WRITE HERE
(Read the character description on the back. Using the story cards, write a true.)
Today Harold at work Harold is experiencing another especially difficult day. He's fed up with the way his wife treats him at work. He left the house this morning with his wife screaming at him for something minor. He gets up from his desk to go to the bathroom but finds himself walking to the elevator to exit out of his office and finds himself outside his building. Across the street he can see the bullet train will arrive in 2 minutes. without thinking, he runs to the stop and arrives just as the bullet train comes. But he sees this particular train is stopping on Mars. This is the opposite direction of his home but he decides to get on it. He has no idea where he's going or what he's going to do when he gets there. All he knows is there's something else waiting for him.

PERSONALITY (What is your character like? What are their unique qualities?)

A fast talker quick with a joke doesn't often show his private feelings

No one knows it, but he likes navigating b/c he likes watching the sunset from the crows nest.

He's got a mind for figures. He can persuade anyone into doing anything

He's bad at thinking about the future - long-term planning

INTERESTS (What does your character like to do? What are their hobbies?)

Play dice
Balance on things

Eat the sour core of apples
No one else likes

He always loses games of chess to the 2nd rate, but plays every other day during breaks.

He never starts fights or bar brawls but is always the 2nd one to join in.

He is terrible at dancing
He's a great fiddle player p.1
He likes collecting old postcards/ letters
He has never met another weasel, in all his sea travels

CARAJennifer
chicon.

Shelly.

WHAT IS
VALUE
PROP
4 USERS?

5E's

Next week
craft story.USER TESTING:FormSlides,
STORYARC (print)MOBILE/WEB

walk thru

wireframe

↓

where nat'lly
stop?

where are they in the process?

what tasks are remaining?

- Mobile/web. Don't
overwhelm
w/process.STARTER TEXT w/in each box.

sharing

level of complexity of prompts

how does that affect complexity of

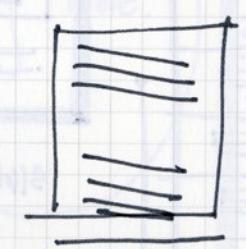
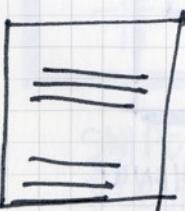
Before you sit down w/ them,

ask them resp. → ask to recruit a friend
who isn't as into it.Project Handout:Pass on to
students?

choose one

bias - Don't show
them the design
off the bat (oops.)

(1)

smaller
asks.USER TESTING : GOOGLE FORM (LOW-FI PROTOTYPE)CHOOSE ACTIVITY

p. 1

#1 (BOOK MASHUP) - mix w/ fav story p. 2

#2 FREE WRITE OR PROMPT (?) (REMIXING THE CLASSICS) p. 5

#3 CHARACTER (FIRST PERSON) p. 4 ORIGINAL STORY

p. 2

DESCRIBE
FAVE BOOK

PLOT

SETTING

CHARS

*

p. 3

give them
a PLOT
OR
SETTING
OR
CHARACTERRemix into
a story.
p. 6

p. 4

create char
Name

History

Personality

Interests

*

p. 5

select
PLOT

Setting

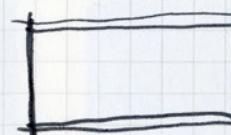
main
Character

*

p. 6

Remix into story
p. 6 (1st person)

p. 7 snippet



p. 9 story

8p
page.

p. 6

choose a
writing length

SNIPPET (p. 7)

SCENE (p. 8)

STORY (p. 9)

SCRIPT (p. 10)

p. 7 snippet

p. 8 scene

*

p. 10 script

alt: keep
options on
one page?

Let's Tell A Story

Share your story thoughts and ideas! This is an experiment in storytelling for a grad school project. I'm interested in fostering connections between writers, illustrators and students.

With your permission, you'll see your content published on my blog at storyremix.tumblr.com. Also, a few select stories and characters will be illustrated or remixed with other narratives.

Choose A Storytelling Activity

- BOOK MASHUP: Choose your favorite book and remix it with a fresh twist.
- CHARACTER CREATOR: Make up a character and an original story.
- STORY STARTER: Decide on a plot, setting, and main character to craft your story.

[Continue >](#)



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Let's Tell A Story

CHARACTER CREATOR

Create a character who will be your narrator. When you write your story, write in the first person from the point of view of the character you've created. Include any other characters you choose below.

Character Role

Choose a role for your character. This character will be the voice of your story.

- The Protagonist: The hero/heroin or traditional main subject of the plot.
- The Sidekick: A companion or best friend of the protagonist.
- The Love Interest: The romantic interest of the protagonist.
- The Antagonist: The foil to the protagonist (usually a bad guy but doesn't have to be).
- Other:

Character Name

What's your character's name?



Character Gender

What's your character's gender?

- Female
- Male

Character's History

Where is your character from? What was their childhood like? Do they have any brothers or sisters?

Character's Personality and Interests

What is your character like? What are their unique characteristics or qualities? What are their hobbies?

Character's Appearance

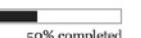
What does your character look like? Do they have any distinguishing features? How do they dress?

Secondary Characters

Choose at least one other character to include in your story.

- Gigi, a girl who loves to laugh and tell stories.
- Dartagnan, a boy who comes off as cold and reserved but is really just shy.
- Christofer, a royal prince who hates his boring, perfect life.
- Nina, a skateboarder who always says what's on her mind.
- Elisabeth, a soft spoken doctor who loves dogs.
- George, the typical boy next door, friendly and reliable.
- Miriam, a grandmother who loves to bake cookies.
- Dona, a fierce warrior.
- Other:

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Let's Tell A Story

WRITE: CHOOSE ONE OPTION

It's time to create your story!

Choose one option below (snippet, scene, story or script).

Title

Option 1: Snippet

Write the first or last few sentences of your story or a few lines of juicy dialogue.

Option 2: Scene

Think of one important scene in your character's story and write it out.

Option 3: Story

Write an entire story: introduce us to the characters, develop a conflict, and have your characters overcome that conflict.

Option 4: Script

Write a dialogue between one (or more) characters.

[« Back](#) [Continue >](#)

83% completed

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Let's Tell A Story

* Required

FEEDBACK

Thank you for trying out this activity! This is an experiment on storytelling by Rae Milne, an interaction design grad student at School of Visual Arts in New York, NY. Learn more about Rae or see her other work at [raemilne.com](#)

If you're willing to answer more questions about this experiment, please provide your email info.

Your Name

Your Email

Your Age *

Your Gender *

- Female
- Male
- Prefer not to say

Creative Remix Permission *

Would you like to see your story posted to my blog, illustrated, or remixed with others? These remixes will be published at [storyremix.tumblr.com](#). I promise none of your content will be used for commercial purposes.

- Sure!
- No thanks.

Credit *

If your writing is posted to my blog, would you like me to credit you?

- Yes, please, tell the world who I am!
- No thanks, I'd like to remain anonymous.

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*S: ‘Nindoji, never
sneer at a black
knight.’*

*N: ‘Never fight a
moonwalker.’*

Luna, Age 9

*Chandria is bubbly and
friendly. Giving up is not
in her dictionary.*

Anonymous, Age 16

*Esperonto was born on a
small rural farm on the
border town of Colorado.*

Chris, Age 35

Final Concept

DESIGN GOALS

Communication

Encourage different points-of-view

Critical Thinking

Guide the writing process

Creativity

Foster creative remix

Collaboration

Share work & attribute co-authors

Executive Summary

As mass literacy shifts from an emphasis on reading to writing, young people need ways to learn about the rights and responsibilities of authorship. Wordplay is a place for young people to make, share and remix stories. The site targets young people ages 13 to 18, and can be used both inside and outside the classroom.

Un-met Needs and User Benefits

An online community of peers is an ideal place to share writing. Unfortunately, existing online communities give young people a voice but provide limited guidance for young writers. Furthermore, they don't deal well with sticky issues of appropriation and fair use.

Tweens and teens need to express themselves creatively. They also need to practice and improve writing and communication skills. They gain additional benefits of being part of a participatory culture, becoming published authors, gaining empathy and perspective, and engaging more deeply with traditional literary practices.

Audience

Wordplay can be used both inside and outside the classroom. Wordplay's primary audience consists of tweens and teens. Wordplay is also geared towards the educators who use Wordplay in a formal educational setting. Some of the key users of Wordplay include:

The Budding Author. The Budding Author loves to read and write. Writing is a self-driven activity often done solo. Budding Authors tend to create original worlds and characters. Despite this, stories are often influenced by favorite books. Budding Authors love seeing their work published and read by a wide audience.

The Casual Scribe. The Casual Scribe enjoys crafting the occasional story. Casual writers like writing but need a boost to get started. Because of this, they're often drawn to fan fiction where they're able to extend worlds and characters in existing books or movies. Some Casual Scribes also enjoy making up scenarios about their favorite celebrities. The Casual Scribe often writes socially with friends or family members.

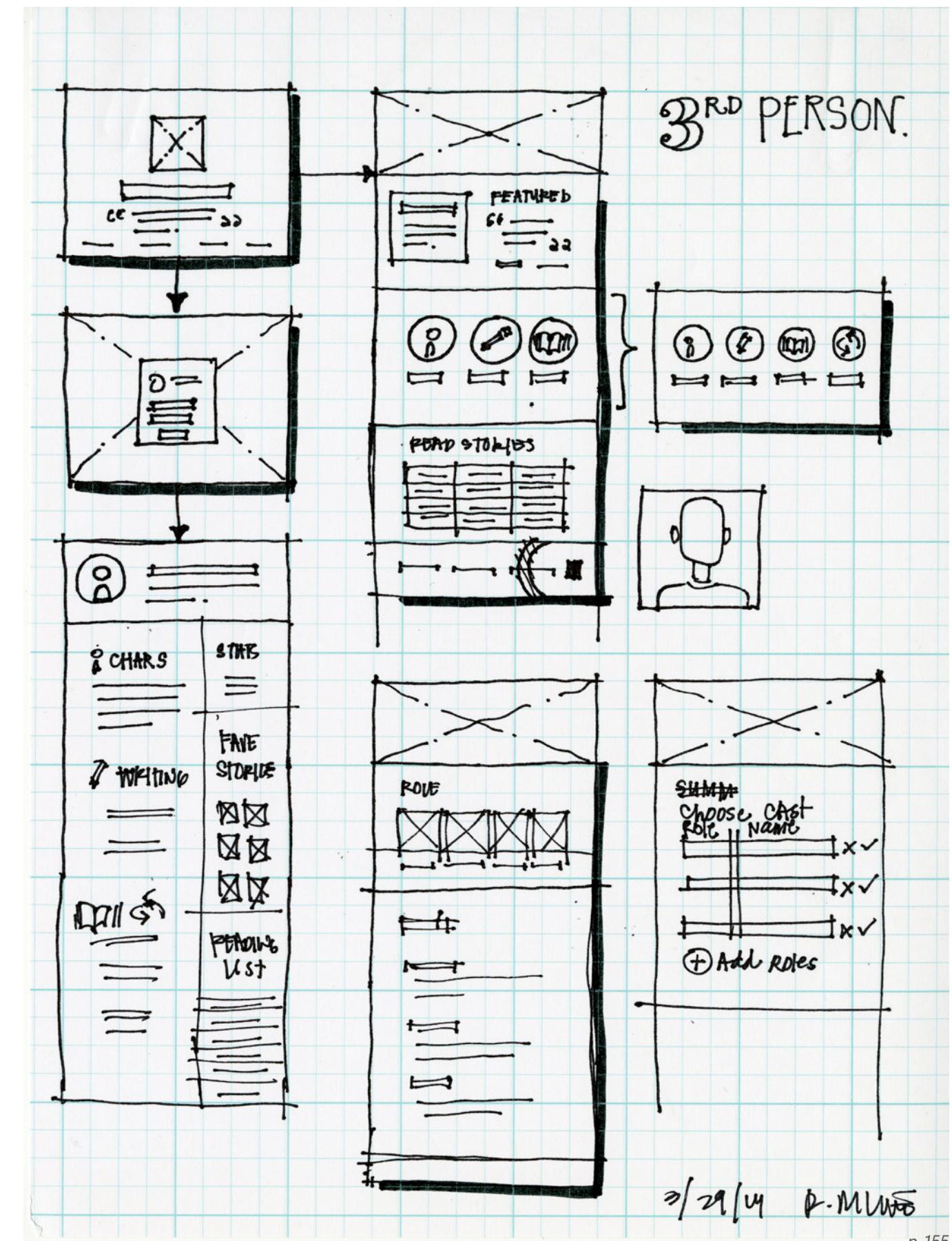
The Tech-Savvy Teacher. The Tech-Savvy Teacher wants to introduce digital literacies into more traditional lessons about literature and writing. She prefers online platforms that she can control, one with a closed community and options to personalize activities and assignments.

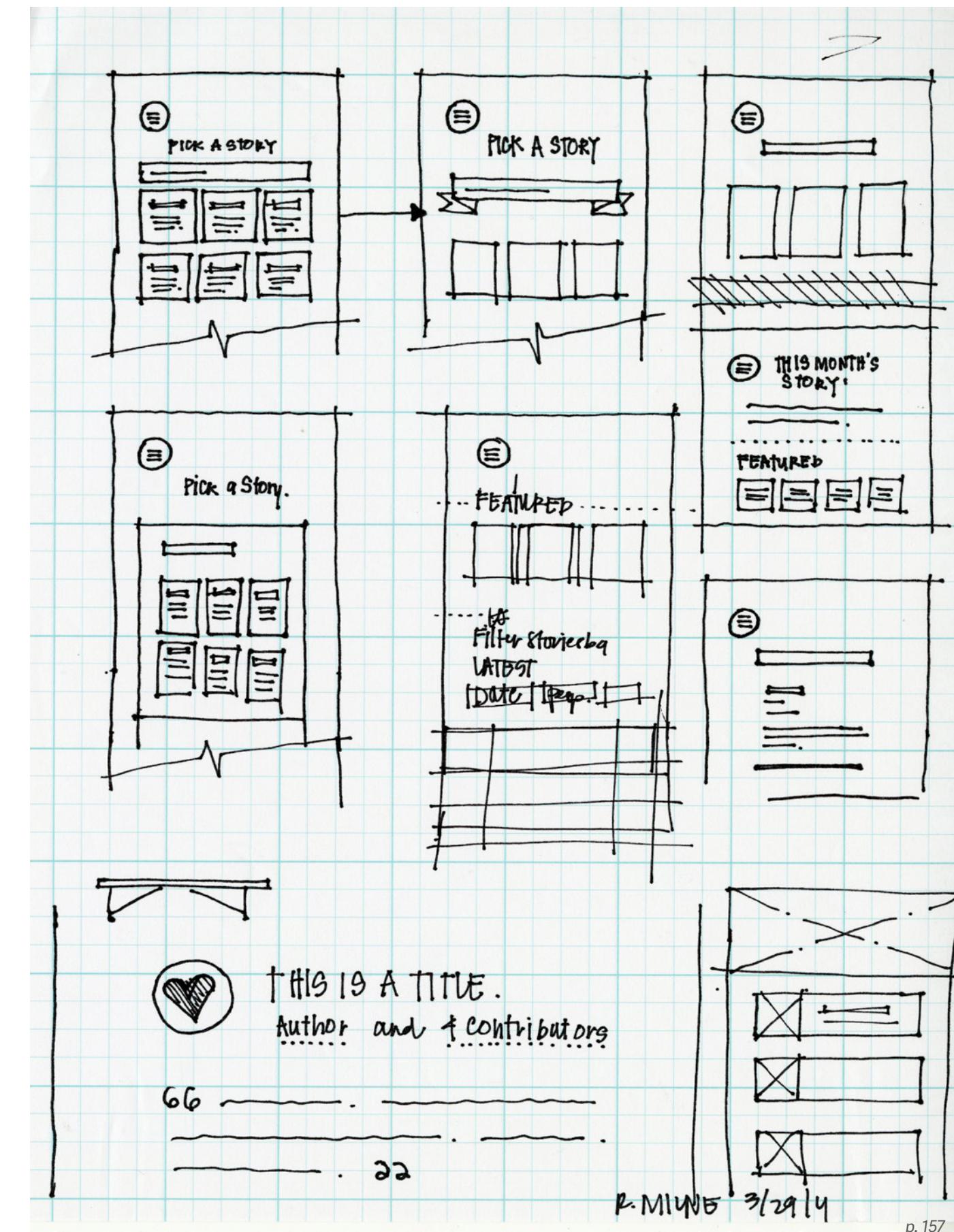
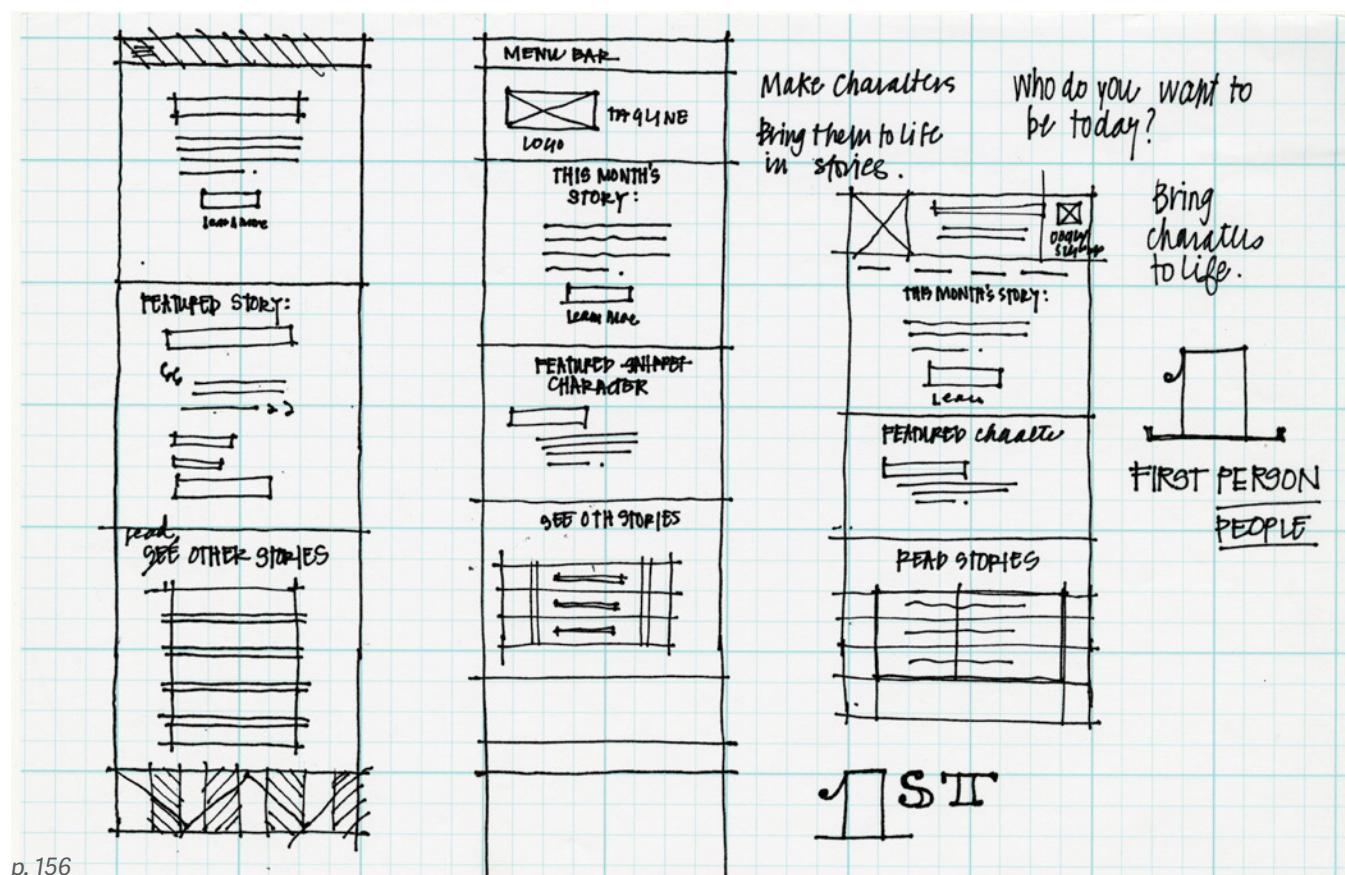
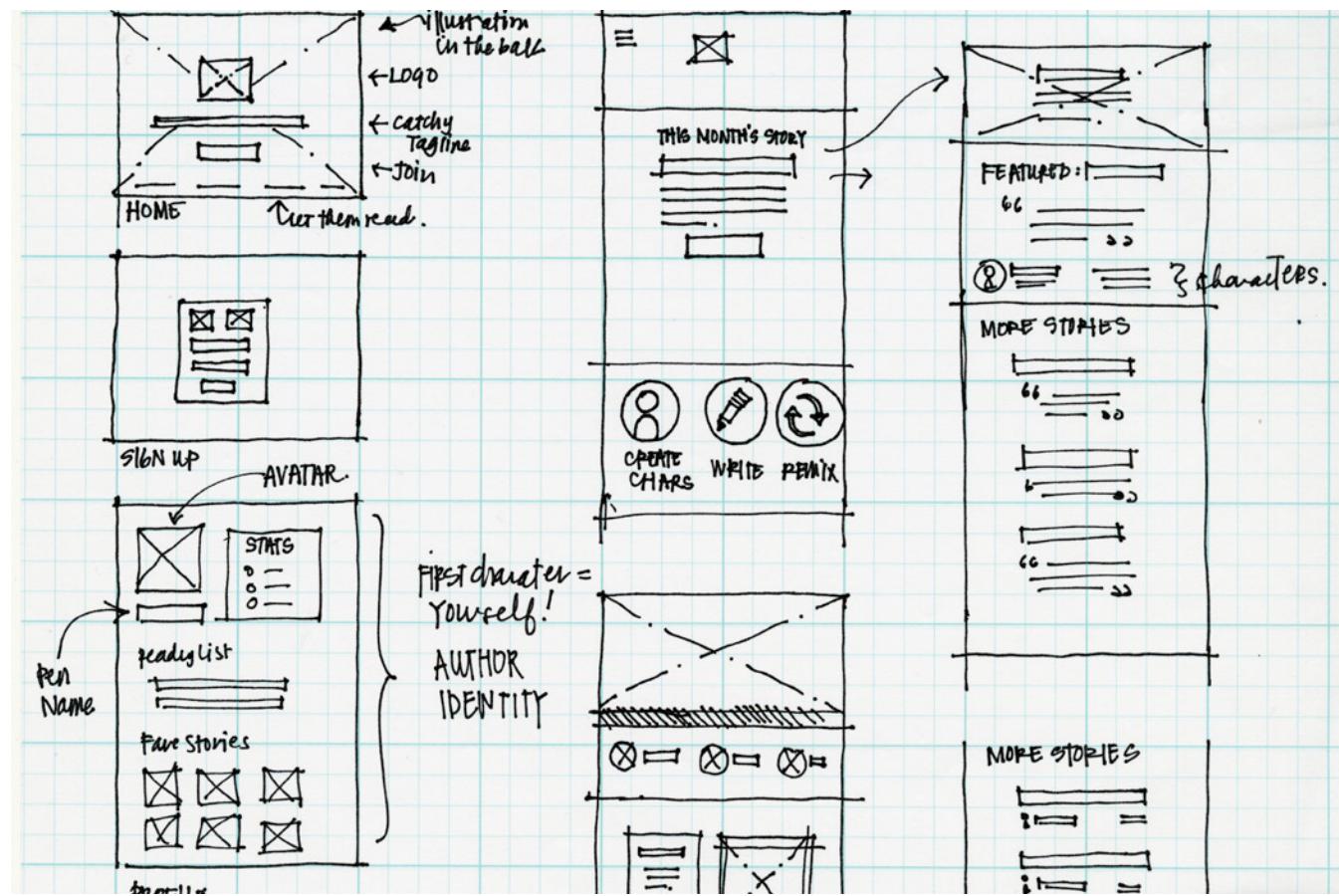
Competitive Audit

I looked at several major competitors, the primary ones being Figment, Wattpad, and Protagonize. Open writing sites do a lot of things right. They create community, and promote self-publishing. They provide a place for reading and sharing fan fiction. What they don't do is deal with sticky issues of attribution and fair use. Collaboration is limited to commenting or back-and-forth exchanges. Finally, existing sites are big, blank slates. This can be freeing but also intimidating, especially to young writers.

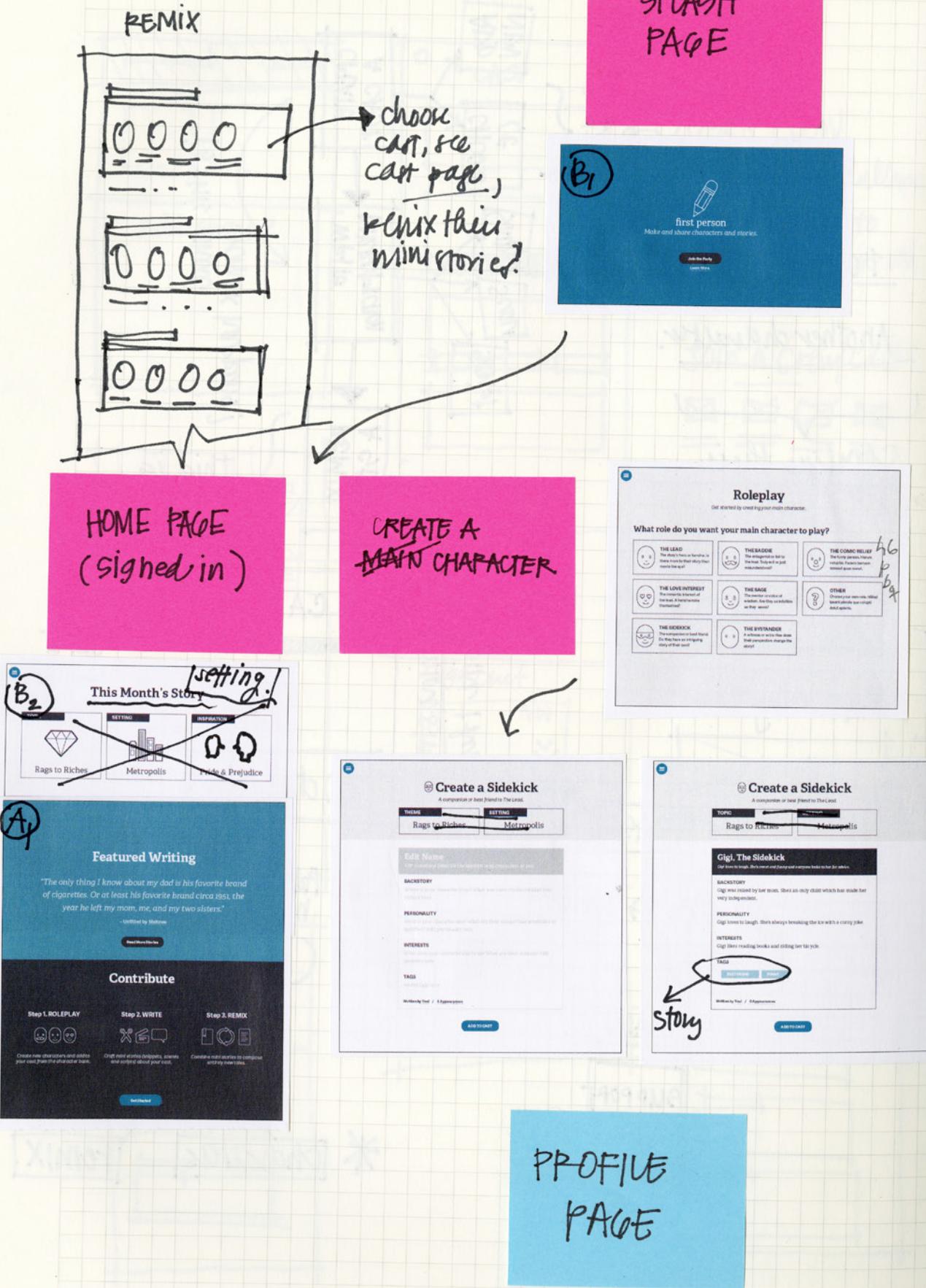
Design Development

Wherein I refine the user interface of my final concept through a series of sketches, wireframes, and design iterations.

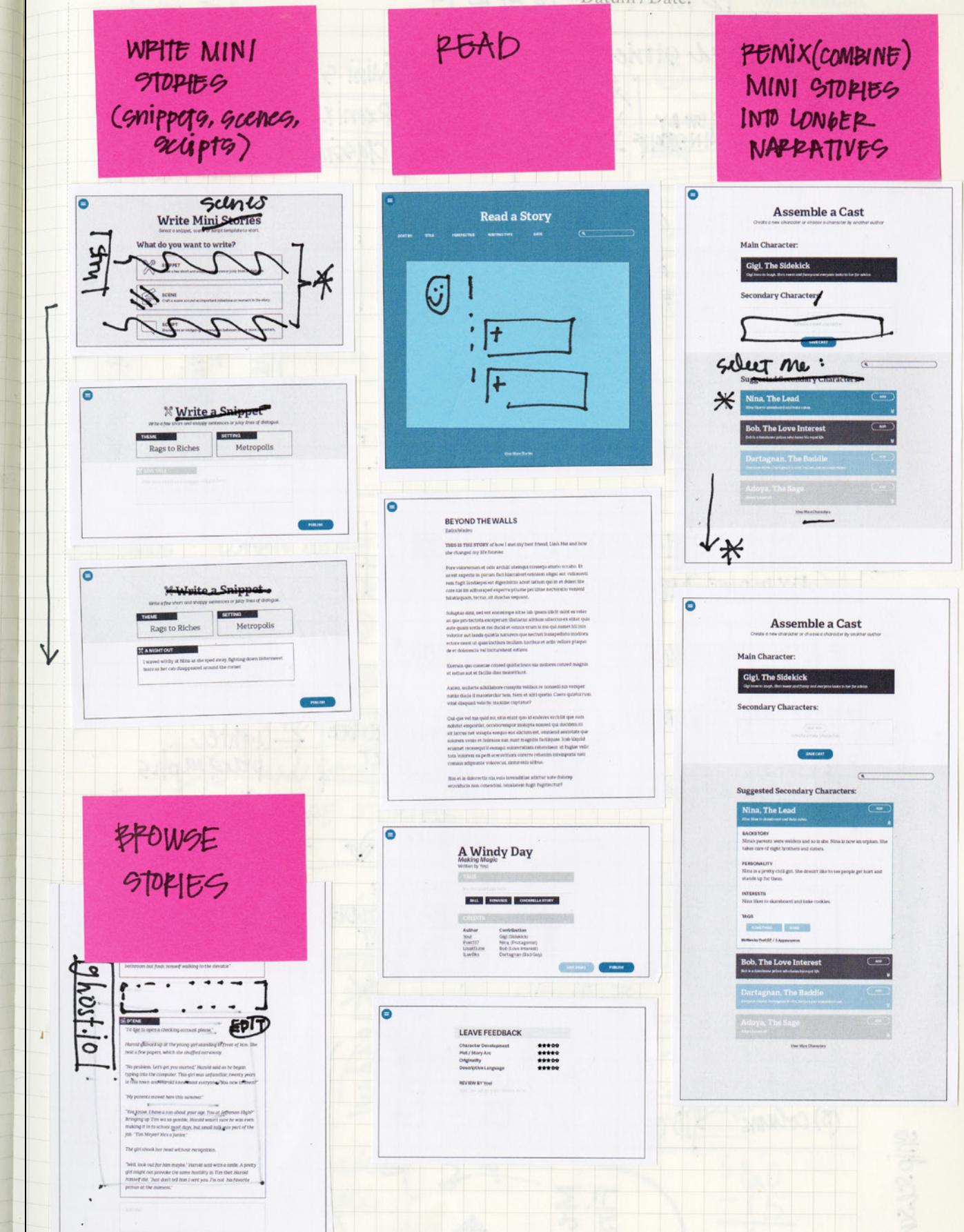




Datum / Date: .. 10 Apr 2014 ..



Datum / Date:



00 SPLASH

01 HOME

index.html

02 MENU

roleplay.html

story-select.html

story-write.html

story-confirm.html

character-confirm.html

03 CREATE MINI STORIES

04 EXPLORE STORIES

05 BROWSE CHARS

06 REMIX STORIES

07 FULL STORY.

08 OUTLINE

09 SLIDE-IN MENU!

10 WRITE a COMPLETE STORY(?)

11 REVISION HISTORY

12 FEEDBACK PAGE

13 PLOT SUGG. PAGE

14 HAROLD PROFILE.

15 ONE FINISHED

16 MAIN // SECOND APP

17 FUNCTIONAL (?)

18 WOOHOO!

19 STORY-EXPLORE.HTML

20 STORY-CONFIRM.HTML

21 CHARACTERS

22 INDEX

23 PROFILE

24 APPEARENCE

25 GIGI THE SIDEKICK

26 EXPLORE

27 EDIT AS OPTION

28 EXPLORE

29 INDEX

30 PROFILE

31 APPEARENCE

32 GIGI THE SIDEKICK

33 EXPLORE

34 INDEX

35 PROFILE

36 APPEARENCE

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725 PROFILE

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Sample Code

With the help of my awesome technical advisor, Yang Yang, I prototyped an interactive prototype using HTML, CSS, JavaScript, jQuery, and jQuery UI. The following is sample code for a Character Profile page.

This code queries a link that has been clicked. Based on the character ID indicated in the query, it brings up a character profile from a JSON database.

```
<!--char_profile.html-->

<!DOCTYPE html>
<html lang="en">
<head>
    <script type="text/javascript" src="//use.typekit.net/ogj3tif.js"></script>
    <script type="text/javascript">try{Typekit.load();}catch(e){}</script>

    <!-- Basic Page Needs -->
    <meta charset="utf-8">
    <title>First Person</title>
    <meta name="description" content="">
    <meta name="author" content="">

    <!-- Mobile Specific Metas -->
    <meta name="viewport" content="width=device-width, initial-scale=1, maximum-scale=1">

    <!-- CSS-->
    <link rel="stylesheet" href="stylesheets/base.css">
    <link rel="stylesheet" href="stylesheets/skeleton.css">
    <link rel="stylesheet" href="stylesheets/layout.css">

</head>

<body>
    <div id="wrapper">

        <section class="explore_head">
            <div class="container">
                <h1>Character Profile</h1>
            </div>
        </section>

        <section class="char_profile">
            <div class="container">
                <div id="char_profile_box"></div>
            </div>
        </section>

        <div id="slide_menu"></div>

    </div>
    <script src=".js/vendor/jquery-1.11.0.min.js"></script>
    <script src=".js/char_profile.js"></script>
    <script src=".js/menu.js"></script>

</body>
</html>
```

```

/* char_profile.js */

(function ($) {
    function getFile(filename, callback) {
        $.getJSON(filename, function (data) {
            var results = data.results;
            callback(results);
        });
    }

    function getQueryVariable(variable) {
        var query = window.location.search.substring(1);
        var vars = query.split("&");
        for (var i=0;i<vars.length;++) {
            var pair = vars[i].split("=");
            if(pair[0] == variable){return pair[1];}
        }
        return(false);
    }

    function displayProfile(results) {
        var charID = getQueryVariable("id");
        var numResults = results.characters.length;

        var charNum;
        var htmlString;

        for (var i = 0; i < numResults; i++) {
            if (results.characters[i].char_id === charID) {
                charNum = i;
            } else {
            }
        }

        var profile =
            "<div class='titles'><h2>" + results.characters[charNum].char_name
            + "</h2></div>"
            +"<h5>CURRENT LOCATION</h5>"
            +"<p>" + results.characters[charNum].setting_place + " "
            + results.characters[charNum].setting_time + "</p>"
            +"<p></p>"
            +"<h5>BACKSTORY</h5>"
            +"<p>" + results.characters[charNum].backstory + "</p>"
            +"<p></p>"
            +"<h5>PERSONALITY</h5>"

            + "<p>" + results.characters[charNum].personality + "</p>"
            + "<p></p>"
            + "<h5>INTERESTS</h5>"
            + "<p>" + results.characters[charNum].interests + "</p>";

        htmlString = profile;
        $('#char_profile_box').html(htmlString);
    }

    getFile("data/master_file.json", displayProfile);
})(window.jQuery);

```

Final Design

Wordplay is a place for young people to make, share and remix stories. The site targets young people ages 13 to 18. Wordplay can be used both inside and outside the classroom.

Wordplay introduces a new theme and setting every month. Writers use the common theme and setting to sketch stories in 3 different ways: roleplay, write, and remix. The activities take varying levels of time and effort.

Authors track accomplished activities on their profile. All activity over time is visible. Authors can see how much writing they've done for the current month. They can also revisit a history of published characters, stories, and recommended reading.

ROLEPLAY. Young writers begin with character development. They can create characters from a range of different perspectives. Their character could be the standard hero or heroine, or they could be the villain, the love interest, or even a mere bystander. What happens when a nefarious villain falls in love, or when an unassuming extra becomes the main attraction?

Using the chosen role as inspiration, writers create a profile for their character. They describe their backstory, personality and interests.

WRITE. Once they've created a character, authors write story sketches from their character's unique point-of-view. These sketches break down the storytelling experience into manageable chunks. Writers can choose to create a snippet, script or scene.

A *Snippet* is a short and snappy sentence or two, limited to 140 characters. The brevity of a snippet forces writers to be conscious of every word chosen.

A *Script* is a conversation between two characters. By freeing the dialogue from its supporting text, writers can focus on the conversation.

A *Scene* is a paragraph or two of a pivotal moment or event in the storyline. This gets writers thinking about the entire story and into writing a meatier piece of text.

Once a reader has written at least three story sketches, they unlock *Build Mode*, which allows them to create an entire narrative.

REMIX. Writers can continue to create characters or write story sketches. They can also choose to remix existing work, when they add to, subtract from, and edit this existing work, building on different pieces of writing to create fresh narratives.

In the remix stage, writers draw from several sources. They can use their own work, the work of their peers, work licensed under Creative Commons, and the public domain. This creates a unique model of collaboration.

Storytellers start by selecting existing story sketches by other authors. Once they've chosen a passage or two, they can rearrange these passages, edit them, and add new passages to create a new story.

Wordplay tracks all contributions to a remixed story. Like version control in code, a history of changes and collaborators is generated over time.

The stories are curated into a monthly digital magazine. Readers can explore characters and stories created within the Wordplay community. They can also read stories from the public domain, or view previous issues.

Every published story begins with a history of its authors and contributions. After they finish a story, a reader is invited to leave feedback. The feedback is structured into categories to help guide young writers in the development of their work.

THIS MONTH'S STORY THEME IS

Transformation

Our story is set in Montmartreau, a faraway galaxy in the distant future

[Learn More](#)

Featured Writing

"The only thing I know about my dad is his favorite brand of cigarettes. Or at least his favorite brand circa 1951, the year he left my mom, me, and my two sisters."

- Untitled by MsKnee

[Read More Stories](#)

Contribute



ROLEPLAY

Create a character with a unique point-of-view.



WRITE

Craft story sketches about your character.



REMIX

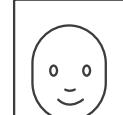
Combine and revise stories to compose entirely new tales.

[Get Started](#)



Roleplay

Get started by creating the narrator or voice of your story. What role do you want them to play?



THE HERO

Is there more to their story than meets the eye?



THE BADDIE

Truly evil or just misunderstood?



THE COMIC RELIEF

How do they keep things light?



THE LOVE INTEREST

Are they heroes themselves?



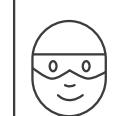
THE SAGE

The voice of wisdom. Are they really indestructible?



THE SUPERSTAR

A character who basks in the limelight.



THE SIDEKICK

Do they have an intriguing story of their own?



THE BYSTANDER

How does their perspective change the story?



OTHER

Choose your own role. Who do you want to imagine?

LEFT: Home page featuring a cycle of writing and a brief introduction on how to participate

ABOVE: Kids begin by creating a character, firstly selecting a specific role

The image shows a character creation interface titled "Create Character". At the top, there is a dark header bar with a menu icon and the title "Create Character". Below the header, a sub-header reads: "Keep in mind this month's theme (Transformation) and setting (Metropolis)". Two buttons are visible: "SAVE DRAFT" and "PUBLISH". A large white input box contains the following fields:

- THE SIDEKICK**
- Edit Name**: Gigi
- Edit summary! Describe the sidekick in 65 characters or less.*
- CURRENT LOCATION**: Metropolis, a bustling modern city in the near future.
- BACKSTORY**: Where is your character from? What was their childhood like? Edit history here.
- PERSONALITY**: What is your character like? What are their unique characteristics or qualities? Edit personality here.
- INTERESTS**: What does your character like to do? What are their hobbies? Edit interests here.

The image shows the same character creation interface as the left panel, but with the profile completed. The "Edit Name" field now displays "Gigi". The "Edit summary!" field contains the text: "Gigi loves to laugh. Everyone looks to her for advice." The other fields remain the same as in the left panel.

ABOVE LEFT AND RIGHT:
Character profile



Write Story Sketches

Select a snippet, scene, script or structure template to start.



SNIPPET

Write a few short and snappy sentences. [3-5 minutes]



SCRIPT

Brainstorm an intriguing conversation between two or more characters. [5-10 minutes]



SCENE

Craft a scene around an important milestone or moment in the story. [10-15 minutes]



STORY

Combine story sketches into an entire narrative. [25-30 minutes]



X Write a Snippet

Write a few short and snappy sentences or juicy lines of dialogue.

SAVE DRAFT

PUBLISH

Edit Title

Edit your short and snappy snippet here.

CHARACTER: Gigi (The Sidekick)

TAGS: #add hashtags

#TRANSFORMATION #METROPOLIS

ABOVE LEFT: Kids can pick from story sketches of varying lengths and focuses

RIGHT: The shortest story sketch is a snippet



X Write a Snippet

Write a few short and snappy sentences or juicy lines of dialogue.

SAVE DRAFT

PUBLISH

A Night Out

I waved wildly at Nina as she sped away, fighting down bittersweet tears as her cab disappeared around the corner.

CHARACTER: Gigi (The Sidekick)

TAGS: #add hashtags

#TRANSFORMATION #METROPOLIS

The screenshot shows a digital writing interface with a dark header bar. In the top left corner is a teal square icon with three horizontal white lines. To its right, the title "Write a Scene" is displayed in a large, bold, white sans-serif font. Below the title, a subtitle in a smaller white font reads: "Craft a scene around an important event or milestone in the story." Underneath the subtitle are two rounded rectangular buttons: a light gray one labeled "SAVE DRAFT" and a teal one labeled "PUBLISH". A large, empty white text area is centered below these buttons, enclosed in a thin gray border. At the bottom of this area, there are several input fields and buttons:

- A section labeled "CHARACTER:" followed by the text "Nindoji LeStrange (The Hero)".
- A section labeled "TAGS: #add hashtags" followed by two teal buttons: "#TRANSFORMATION" and "#MONTMARTREAU".
- A small button at the bottom labeled "+ ADD MORE CHARACTERS".

This screenshot shows the same digital writing interface as the first one, but with different content. The title "Write a Scene" and subtitle "Craft a scene around an important event or milestone in the story." are identical. The "SAVE DRAFT" and "PUBLISH" buttons are also present. The main text area contains a scene draft:

Edit Title
Craft a scene around an important milestone or moment in the story. Perhaps you can describe the setting in detail, or a dig a little deeper into your character's backstory.

CHARACTER: Nindoji LeStrange (The Hero)

TAGS: #add hashtags
#TRANSFORMATION #MONTMARTREAU

Untitled
The only thing I know about my dad is his favorite brand of cigarettes. Or, at least, his favorite brand circa 1951, the year he left my mom, me, and my two sisters.

I found all of the packs he never got to smoke in a neat cardboard box in a drawer in the garage. The one with all of the nails, assorted hammers, and one nested pair of shears. A little box with the word "November 24" scrawled on top in black marker in unrecognizable handwriting. Writing that's nothing like my mom's careful cursive, Vivian's efficient capitals, Annie's loops and curls. I've started smoking them.

They taste heavy and to the point—like his handwriting.

CHARACTER: Cynthia Wong (The Baddie)

TAGS: #add hashtags
#TRANSFORMATION #METROPOLIS

ABOVE LEFT AND RIGHT:
A scene is meatier than a snippet and lets kids dive more deeply into a story

The image shows a screenshot of the 'Build a Story' app. At the top, there's a dark header with a menu icon (three horizontal lines) and the title 'Build a Story' in large white letters. Below the title is a sub-instruction: 'Drag and drop passages to rearrange. Add new passages as needed.' Two buttons are at the top: 'SAVE DRAFT' in a grey rounded rectangle and 'PUBLISH' in a green rounded rectangle. The main content area has a light grey background with rounded rectangles representing story sections.

Edit Title

Act 1: INTRODUCTION

Who is your character? Introduce them, tell us about what they do and where they're from.

.....

Act 2: CONFLICT

What happens to your character? Tell us how they get into trouble ...

EDIT

Today, Harold is at work. Harold is experiencing an especially difficult day. He's fed up with the way he's let people treat him at work. He left the house this morning. Harold was walking down the street when he saw a woman. This girl was unfamiliar; she had been in town for twenty years and Harold knew most everyone. "You new in town?"

.....

Act 3: RESOLUTION

Tell us how they get out of trouble and why it happened.

CHARACTERS
Harold Meyer, Brooklyn

TAGS
#hashtags

#TRANSFORMATION #METROPOLIS #BANK HEIST

+ ADD STORY SKETCH + ADD A CHARACTER



The Glove

by Author123

AVERAGE RATING ★★★☆☆

126 READS

STORY HISTORY

2 characters, 5 snippets and 2 entire scenes

| Date | Author | Contributions |
|------------|-----------|-----------------------|
| 03.02.2015 | DubbTrac | Harold (Bystander) |
| 03.07.2015 | PamJoo | Brooklyn (The Baddie) |
| 03.07.2015 | PamJoo | Untitled (Scene) |
| 04.09.2015 | BeeDubb | Untitled (Script) |
| 04.12.2015 | Author123 | The Glove (Remix) |

HAROLD WALKED SULLENLY out of his home. It was a modest home on a modest street in Midwesternia, a small town on the outskirts of Metropolis. Harold was pensive. He'd forgotten to take the train out the night before and his bus Angie had...
g

 REMIX  FAVORITE  LEAVE FEEDBACK

ABOUT THE AUTHOR

Author123's favorite book is **Harry Potter and the Goblet of Fire**. Her favorite character is Hermione Granger. She likes to read, write and ride her bike.

CONTRIBUTORS

DubbTrac, BeeDubb, PamJoo

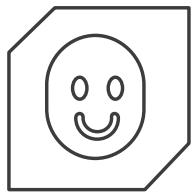
ABOVE LEFT: After enough story snippets are written, a story can be built

ABOVE: A finished story

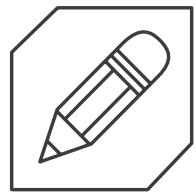


Author123

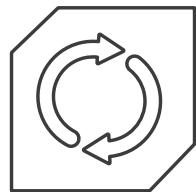
Author123's favorite book is **Harry Potter and the Goblet of Fire**. Her favorite character is Hermione Granger. She likes to read, write and ride her bike.



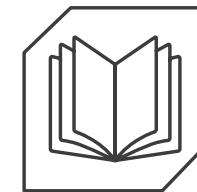
4 CHARACTERS



7 STORY SKETCHES



2 REMIXES



4 REVIEWS

This Month's Activity

April's theme is TRANSFORMATION. The story is set in METROPOLIS, a bustling city in the near future.

1



CHARACTER

2



STORY SKETCHES

0



REMIXES

0



REVIEWS

Published Characters



THE BADDIE Dartagnan

Dartagnan seems cold, but he's just misunderstood.



THE SAGE Adoya

Adoya knows all.

Adoya knows all.



THE LOVE INTEREST Esperonto

Bob is a handsome prince who hates his royal life.

[View More Characters by Author 123](#)

Published Stories

➥ The Quest by Author123

Together with her merry band of companions, Judith has set out in search of a mysterious, magic amulet.

➥ Tuesday Morning by Author123

Dora: Esperonto! Where are you going so suddenly?
Esperonto: Dora, I shall miss you, but there is something I must do for my family.

✗ Untitled by Author123

The rain poured down in a steady, relentless rhythm. John sighed, clutching at his already soaking coat. It was going to be a long night.

[View More Writing by Author 123](#)

Recommended Reading

○ Minefield by Rei

Jordan knew something was wrong as soon as she stepped through the door.

➥ First Day by Anonoo1

It was the first day of school and Chandria was really excited. She hopped out of the car.

➥ Untitled by MKhan

The crew was winding down from a joyful night of drinking, dancing, and feasting. Gru, of course, had been leading the musical efforts ...



WORDPLAY: THE APRIL 2015 ISSUE

Transformation

[VIEW CHARACTERS](#)

[EXPLORE STORIES](#)

[READ CLASSICS](#)

[BROWSE ARCHIVE](#)

View Characters

Check out the latest creations from the Wordplay community.



THE BADDIE
Dartagnan by [Author123](#)

Dartagnan seems cold, but he's just misunderstood.



THE SAGE
Mrs. Miller by [JudyB](#)

Mrs. Miller teaches chemistry by day and solves crime by night.



THE LOVE INTEREST
Donatella by [Marissa](#)

Donatella doesn't know what she wants out of life.

[View More Characters by Author 123](#)

Explore Stories

Check out the latest creations from the Wordplay community and provide feedback.



Minefield by [Rei](#)

Jordan knew something was wrong as soon as she stepped through the door. Her mother stood gripping the back of a chair, staring coldly at a mysterious ...

CONTRIBUTIONS BY [PamJoo](#), [MegKhan](#)



The Glove by [Author123](#)

Explore Classics

Get inspired by reading classic short stories, plays and novels about transformation.



Pride & Prejudice by [Jane Austen](#)

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.



The Picture of Dorian Gray by [Oscar Wilde](#)

The artist is the creator of beautiful things. To reveal art and conceal the artist is art's aim.



Cindirilla by [Charles Perrault](#)

Once there was a gentleman who married, for his second wife, the proudest and most haughty woman that was ever seen.

[View More Stories](#)

Browse Archive

Check out previous issues of Wordplay.

MARCH: Revenge

FEBRUARY: Lost and Found

JANUARY: Rivalry

[View More Issues](#)

Related Projects

careerdaydotcom

For our business pitch at the end of our Strategic Innovation class with John Zapolski, Adam Norbury and I dreamed up a startup called careerdaydotcom.

Careerdaydotcom was a place for students to explore career opportunities. It featured videos by working professionals and an opportunity to connect to mentors outside the classroom. Careerdaydotcom was the seed of an idea that would influence my later design work on the project Dream See Do.

RIGHT: A couple of pages from the careerdaydotcom pitch deck

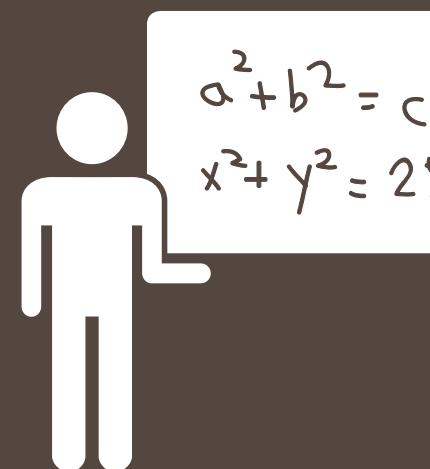
careerday.com

CAREER MOTIVATION FOR KIDS



Adam Norbury . Rachelle Milne
Strategic Innovation . Prof John Zapolski
SVA IXD . 18 December 2012

Problem



The Classroom

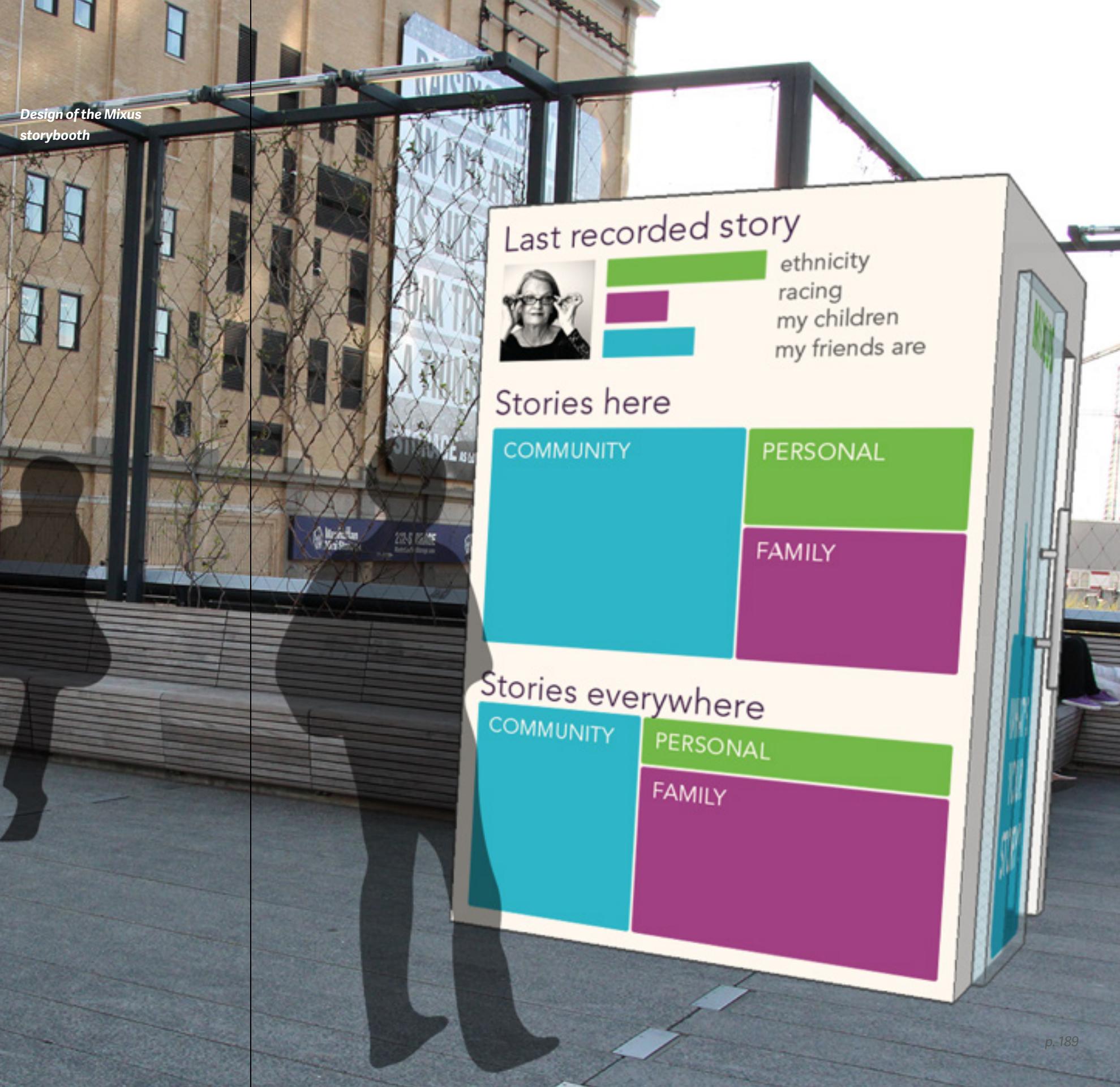


The Real World

Mixus

In a globalized world, identity has become increasingly complex, and people are self-identifying in multiple ways. MIXUS is an exploration of this complexity. We want to question people's assumptions and open their eyes to thinking about identity in new ways.

MIXUS gathers audio stories from around the world and visualizes these stories based on the words spoken in the story. Aggregated visualizations pooled together with audience responses tell a larger story about how people see themselves and their place in the world, and how the world views them back.



Mini Stories

A creative writing and storytelling application designed and developed over one weekend for the EDesignLab's K-12 Open Source Hackathon [see page xx for more information]. Mini Stories won the Youth Choice Award. Like Wordplay, Mini Stories began with character creation.

RIGHT: Screenshot from the Mini Stories app



DREAMSEEDO. Tagline here.

EXPLORE

SEARCH

ABOUT

LOGIN / SIGNUP

YOU CHOSE PROGRAMMING, TRAVEL AND BOARD GAMES.

Here are some career paths you may be interested in.

VIDEO GAME DESIGN

GAME DESIGNER

HEAD WRITER

PROGRAMMER

CREATIVE DIRECTOR

RELATED INTERESTS

CARL'S PATH

LISAS PATH

JUDY'S PATH

MACY'S PATH

RELATED INTERESTS

CREATIVE DIRECTOR at Electronic Arts

MFA English Literature at Vassar College

RELATED INTERESTS

CREATIVE DIRECTOR at Electronic Arts

MFA English Literature at Vassar College

RELATED INTERESTS

CREATIVE DIRECTOR at Electronic Arts

MFA English Literature at Vassar College

RELATED INTERESTS

CREATIVE DIRECTOR at Electronic Arts

MFA English Literature at Vassar College

Expand to see full paths.

DIGITAL PRODUCT DEVELOPMENT

WEB DESIGNER

CONTENT STRATEGIST

PROGRAMMER

CREATIVE DIRECTOR

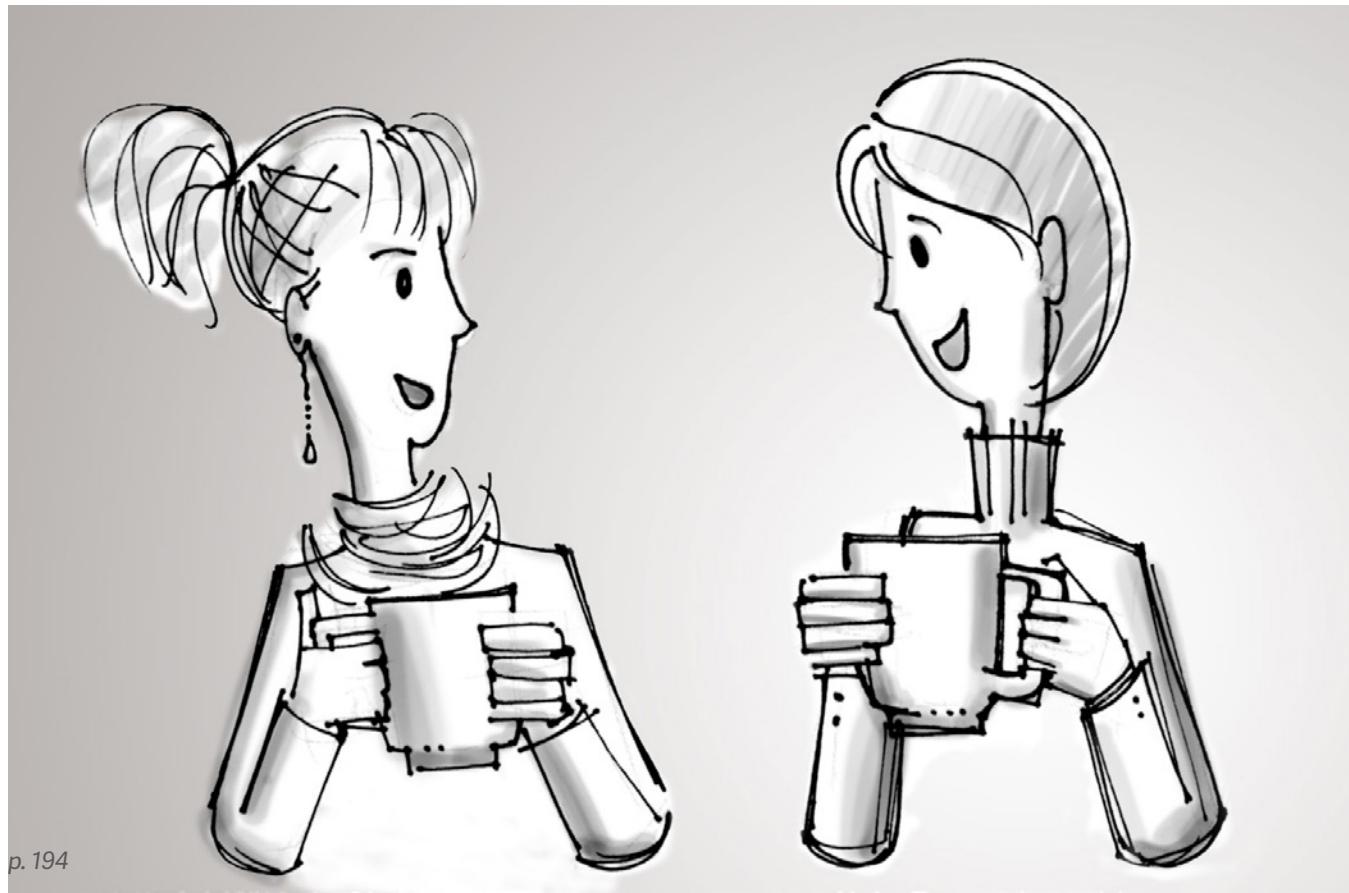
Dream See Do

LEFT: Mockup of the career exploration page

Dream See Do began its life as a weekend project for The Feast Hackathon. It's a college exploration and inspiration platform for young adults.

After winning in the Learning Category, three team members, Jeremy Berman, Josh Schwartzman and myself, continued developing Dream See Do as a side project. Jeremy and Josh have been leading the project while I've been chipping in with design as much as possible in between classes and thesis.

It's been exciting to see one of my digital designs come to life in the real world. At one point, I started to ask myself: is Dream See Do my thesis? Other classmates, my DSD partners, and friends asked the same thing. Ultimately, however, I decided to continue pursuing other interests for thesis.



Learning Circles

ABOVE LEFT: Learning Circles homepage

BELOW LEFT: Frame from the Learning Circles user journey

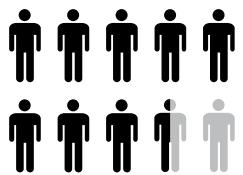
Learning Circles was the final project for our Design and the Service Experience class. Learning Circles is a framework that allows new teachers to reach out—across school and district lines—and share their experience, knowledge, and advice with one another.

RESEARCH

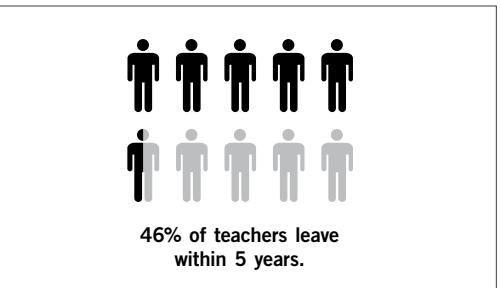
Working on another ed-based project in conjunction with my personal thesis allowed me to dive into more topics and do additional research.

Research Finding and Insights
in the education space: teacher retention

Design and the Service Experience
School of Visual Arts, Interaction Design
Stere Falets
Monica Wurdakar
Irene Mazzoni
Anja Stohmann
October 21, 2013



16% of teachers leave the profession each year.



| RESEARCH METHODS USED | |
|---|---|
| Primary | Secondary |
| <ul style="list-style-type: none"> Interviews with principals and teachers Survey on teacher experience | <ul style="list-style-type: none"> Books, documentaries, and talks on education Review of existing education-related services |

Education Statistics

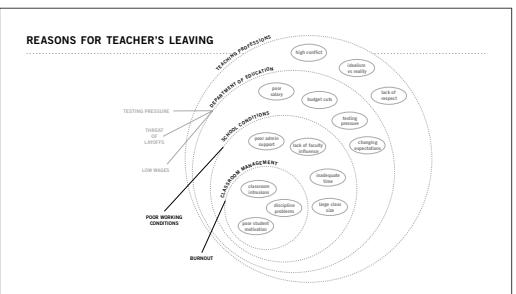
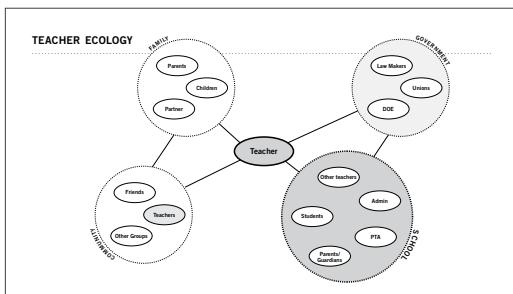
| EDUCATION STATISTICS (ATTRITION) | | |
|--|---------------|---------------------------------|
| 200,000 | 28,000 | 92,000 |
| new teachers hired in 2010 | left in 2011 | will leave in the first 5 years |
| SOURCE http://www.edutopia.org/sites/edutopia.org/files/courses/attrition.pdf | | |

| EDUCATION STATISTICS (US VS. OTHER COUNTRIES) | | |
|--|--|---|
| 16% | 12% | <1% |
| annual teacher turnover rate in US | annual turnover rate in other fields in US | annual teacher turnover rate in Finland and Korea |
| SOURCE http://beta.ngpcontent.s3.amazonaws.com/2012/03/Tom-Carroll-Kathleen-Fulton-Rise-Cost-of-Teacher-Turnover-graphic-ThresholdSpring-2004.pdf | | |

| EDUCATION STATISTICS (COST \$\$\$) | | |
|--|--|-------------------------------------|
| 16% | \$11,000 | \$6 billion |
| of K-12 teachers either switch schools or leave the profession every year | replacement cost to district per teacher | cost to school districts nationwide |
| SOURCE http://www.edutopia.org/sites/edutopia.org/files/courses/cost.pdf | | |

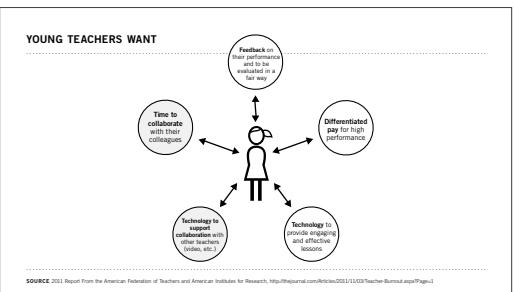
| EDUCATION STATISTICS (AVERAGE TEACHER) | | |
|---|--|--|
| 15 years | <1 year | |
| experience of the average teacher in 1998 , 65,000 new teachers started. | experience of the average teacher in 2008 , 200,000 new teachers started. | |

| CLIMATE OF EDUCATION | | |
|--|--|--|
| 69% | 59% | 44% |
| teachers satisfied with their job in 2008 | teachers satisfied with their job in 2009 | teachers satisfied with their job in 2011 |
| lowest level in 20 years | | |



“Teaching is a high-conflict job. But unlike social workers, teachers don’t have a support structure for conflict resolutions.”

The graph illustrates the probability of leaving the teaching profession over a 30-year period. The y-axis represents the likelihood of leaving, ranging from 0 to 1. The x-axis represents years of service, ranging from 0 to 30. The curve starts at approximately 0.15 at year 0, rises to about 0.25 by year 5, then drops sharply to around 0.05 between years 10 and 15. It remains low until year 25, where it begins to rise again, reaching nearly 1.0 by year 30. A shaded gray area under the curve represents the cumulative probability of leaving by year 30.



“One obstacle was that there was so much teacher turnover, we felt like we started from scratch each time.”

Survey

**"I adore teaching, I adore the students . . .
but teaching is just getting too hard to do as
well as I'd like to."**

- High School English Teacher on:
potentially transitioning to counselling

Insights and Opportunities

SURVEY DEMOGRAPHICS

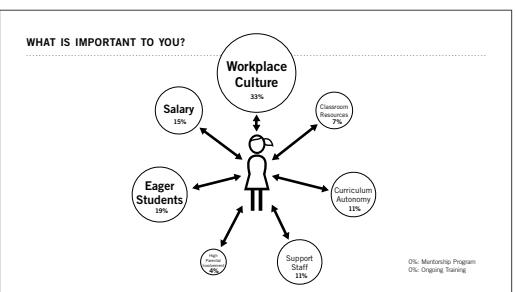
Charter
Private
Public
Magnet

K-5
6-8
9-12

College
Admission

English & Language Arts
Math
ESL & Special Ed
Sciences
General Ed / Classroom
Art
History & Social Sciences

WEST
MIDWEST
NORTHEAST
SOUTH



INSIGHTS AND OPPORTUNITIES

OTHER SURVEY HIGHLIGHTS

- Good feedback is important
- Poor feedback leads to unhappy teachers
- Mentorship programs exist but implementation varies
- Collaboration efforts are inconsistent school to school
- Inter-school collaboration is not common

Interviews

INSIGHTS AND OPPORTUNITIES

Insight: Administrative support can be ineffective or lacking
Opportunity: Ways to create effective support structures for teachers

TEACHING CAREER

A line graph titled "Likelihood of leaving the profession" shows the probability of leaving over 30 years of service. The y-axis ranges from 0 to 1. The x-axis shows years of service from 1 to 30. The curve starts at approximately 0.15, rises to 0.25 by year 5, dips to 0.15 by year 10, rises again to 0.25 by year 20, and then rises sharply to 1.0 by year 30. A vertical dashed line marks year 5, with a callout stating "A teacher is most likely to leave in the first five years."

YOUNG TEACHERS WANT

A diagram showing a central teacher figure surrounded by six circular icons representing desired conditions:

- Feedback on their teaching and to be supported in a fair way
- Time to collaborate with their colleagues
- Technology to support other teachers (laptops, etc.)
- Technology to provide timely and effective lessons
- Compensated pay for high performance
- Technology to support students (laptops, etc.)

SOURCE 2011 Report From the American Federation of Teachers and American Institutes for Research, <http://journal.aft.org/articles/2011/11/03/teacher-burnout.aspx#Page1>

INTERVIEWEES (OTHER)

Three icons represent different roles:

- Teacher**: A female teacher icon.
- Resource Specialist Ad**: An icon of a person sitting at a desk with a computer monitor.
- Guidance Counselor**: A male guidance counselor icon.

Interviewee Quotes

"One obstacle was that there was so much teacher turnover, we felt like we started from scratch each time."

- 9th Grade English Teacher on:
difficulties of maintaining a collaborative teacher support group

Mentorship is needed at beginning of teacher's career, but budget cuts cut program
More communication, collaboration & "weave of strengths" needed between schools
Principals are always putting out fires, so if you don't have a fire to put out, you're not a priority
When fellow teachers are equally engaged and motivated, it creates a teamwork mentality; the opposite can be isolating
Classroom management is not talked about enough, there's not enough training for this
Until you can grapple handling 30 kids, you can't do your job as a teacher

| INTERVIEWEES (OTHER) | | |
|--|--|--|
|  Teacher |  Resource Specialist Aide |  Guidance Counselor |
| <ul style="list-style-type: none">Mentorship is needed at beginning of teacher's career, but budget cuts cut programMore communication, collaboration & "wave of strengths" needed between schoolsPrincipals are always putting out fires, so if you don't have a fire to put out, you're not a priorityWhen fellow teachers are equally engaged and motivated, it creates a teamwork mentality; the opposite can be isolatingClassroom management is not talked about enough, there's not enough training for thisUntil you can grapple handling 30 kids, you can't do your job as a teacher | | |

INSIGHTS AND OPPORTUNITIES

INSIGHTS AND OPPORTUNITIES

MOVING FORWARD

- Examine present techniques for dealing with **conflict management**
- Explore **burnout patterns** among teaching disciplines, in localities, and over time
- Research **analogous** collaboration solutions in other industries and countries

Collective Story

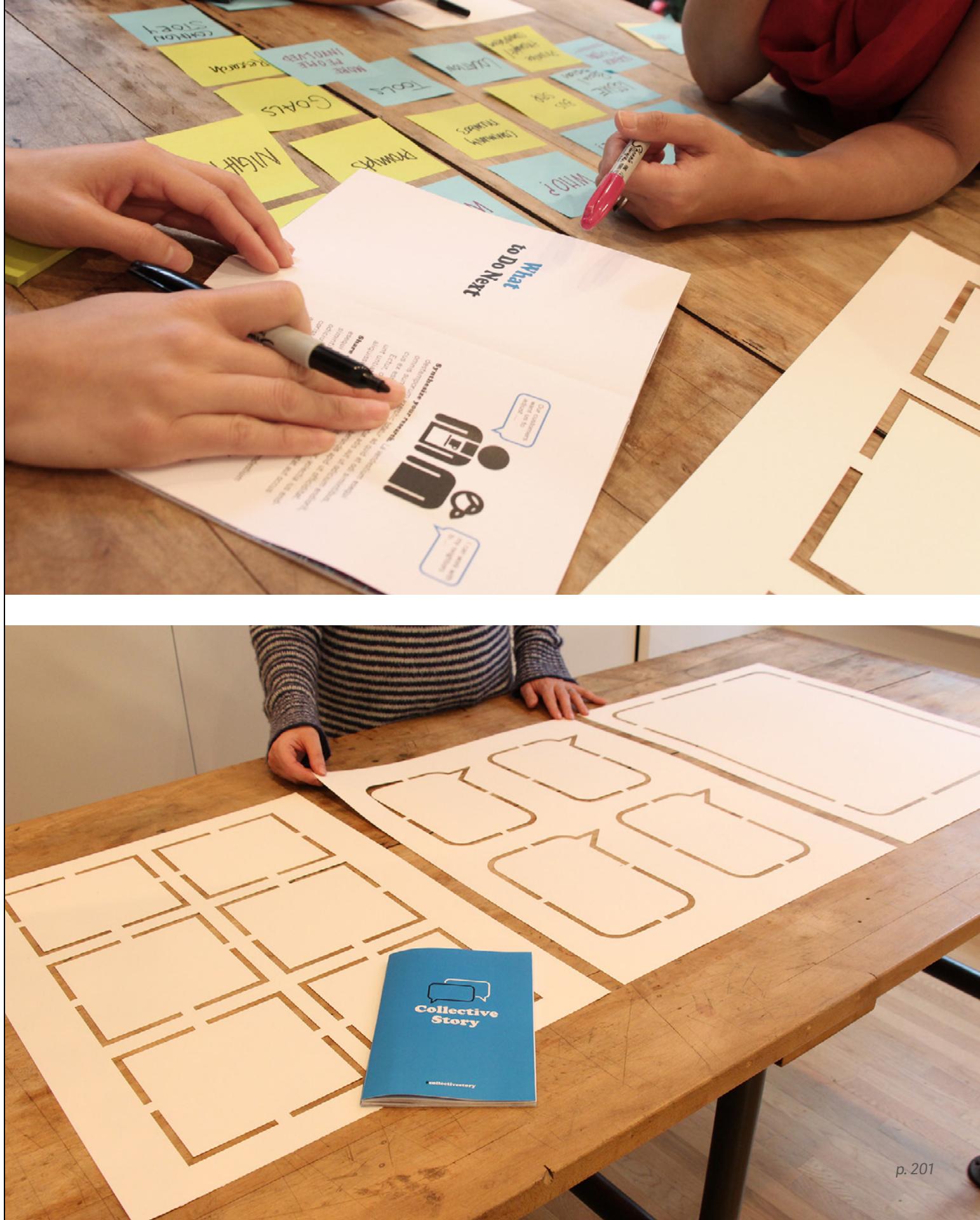
Collective Story, a Public Interfaces project strengthened my belief in the power of story to bring people together and give them a voice.

Collective Story connects people through stories with low-fidelity public space interventions. It's a toolkit for creating simple, low-fidelity public space interventions that promote civic engagement, critical thinking and intergenerational storytelling in public spaces, queues or waiting areas. The toolkit includes a how-to guide-book and stencils for easy poster-making. We piloted the project with a series of storytelling prompts distributed across New York City, garnering a strong response through social media channels like Twitter and Instagram.

Anke, Meghana, Pam and I are continuing to work on Collective Story. We recently designed an installation for Border Crossers, a nonprofit focused on race education.

ABOVE RIGHT: Collective Story toolkit guide

BELOW RIGHT: Stencils



Appendix

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[<https://www.youtube.com/watch?v=RElUmGI5gLc>]

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I am indebted to the advisors, colleagues, friends, family, user testers, and organizations whose contributions to this project have been invaluable.

| | |
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| Rudy Blanco | The Milne Family |
| Frank Bonomo | Shelly Ni |
| Ivan Cestero | Stephen Nickson |
| Charlotte Cheng | Sam Saltz |
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| The Fernandez Family | SVA Alumni Society |
| Eric Forman, <i>Thesis Faculty</i> | SVA IxDers, Past & Present |
| Gabrielle Gayagoy | Hsing Wei, <i>Thesis Advisor</i> |
| Tom Harman | Beth Wernet |
| Willa Tracosas Hughes | Yang Yang, <i>Technical Advisor</i> |
| John Hunter | |
| Pamela Jue | |
| Meghana Khandekar | |
| Minsun Mini Kim | |

fin.