

There and Back Again



A Thesis Journey by Rachelle Milne
SVA Interaction Design

Festival Edition
14 May 2014

To my husband, Chris Milne, for New York.

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Mar - May 2014

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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.

I loved being in college, and it was a shock to my system when I finished. 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**.

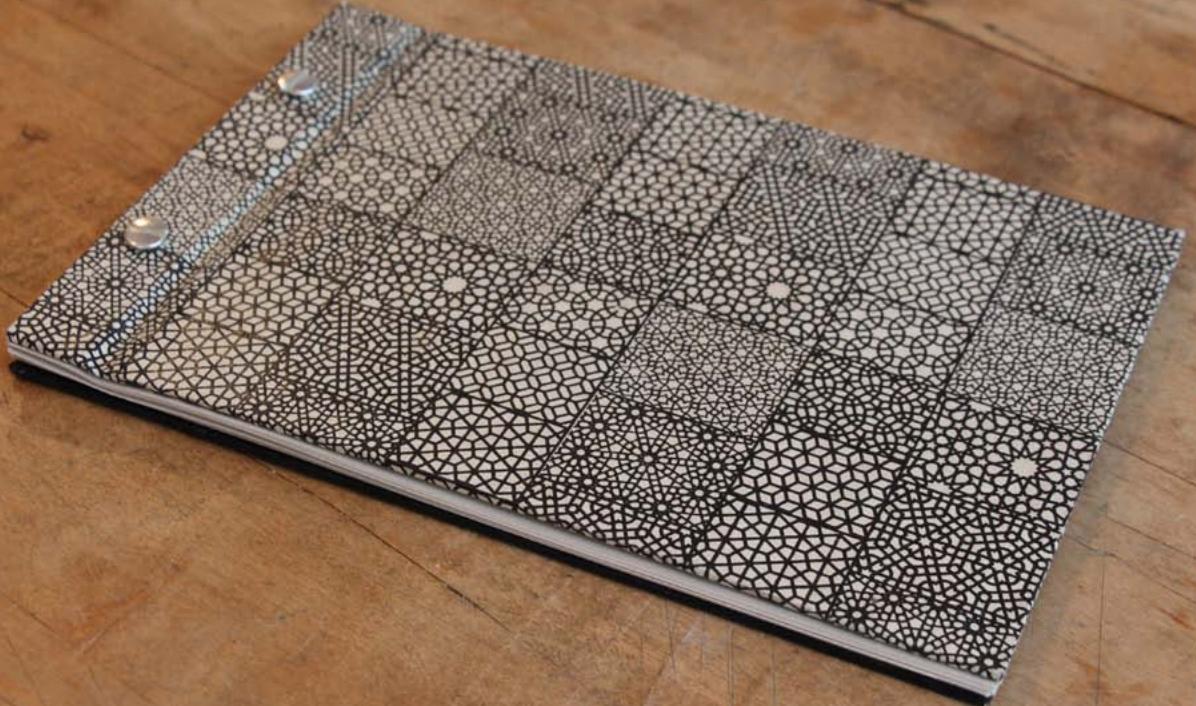
My experiences at two different high schools, DreamYard Prep, an arts-focused magnet school in the Bronx, and Avenues, a private K-12 institution in Chelsea, convinced me that the college application process and the need for financial aid reform were issues worth tackling. I looked at ways to educate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



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:

LEFT: Thesis almanac,
Spring 2013

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.*



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.

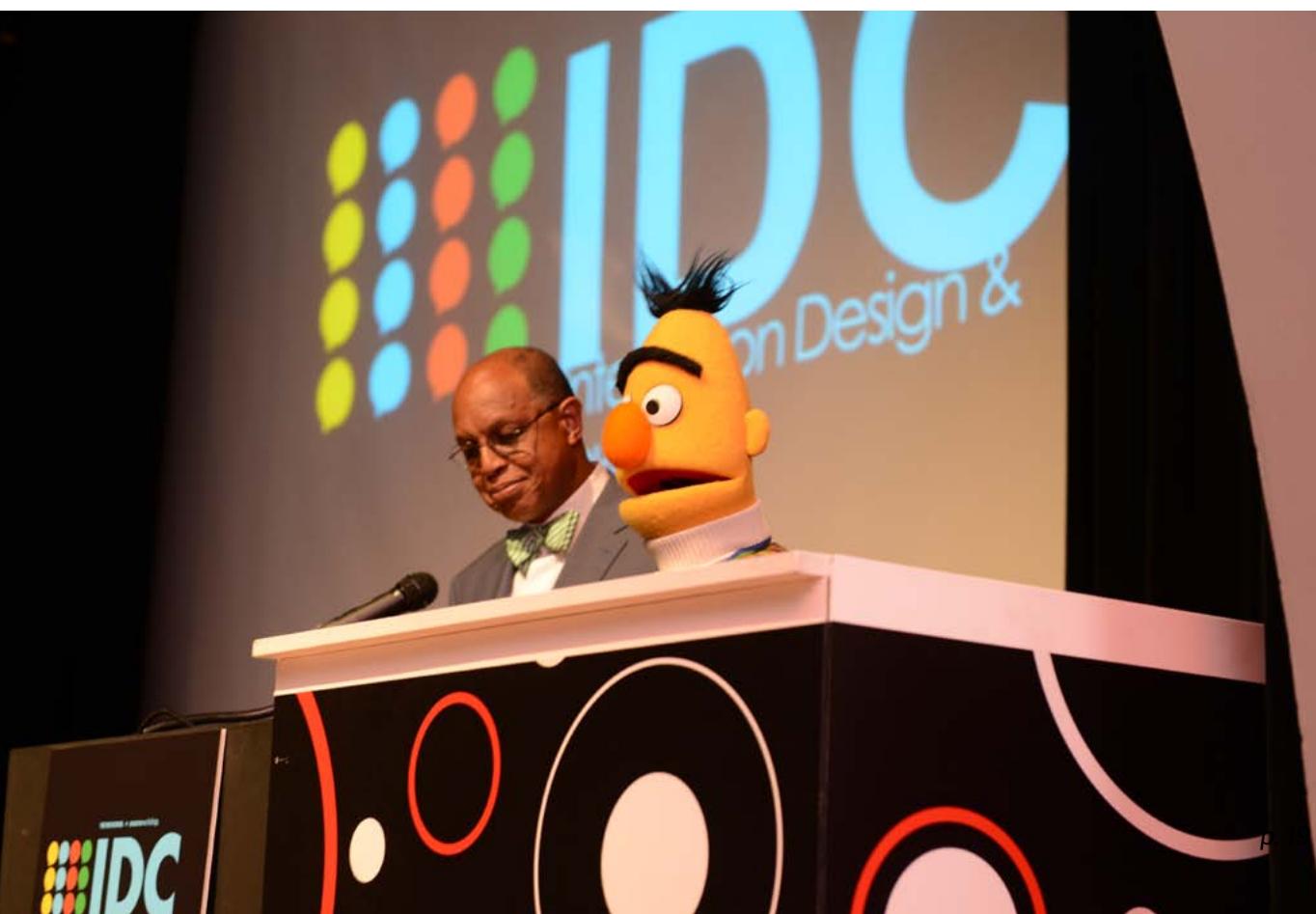
The hackathon took place during the national weekend of Civic Hacking. It also happened to be the weekend of my birthday. The event was held at the Center for Social Innovation. There was a good mix of designers, coders, and educators at the event. Halfway through the hackathon, teachers were on-hand 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 [NAME OF PROJECT] a transmedia research project for middle schoolers by graduate students at University of Maryland's HCI program, [NAME OF PROJECT] an interactive picture book that teaches children how to code, and [NAME OF PROJECT] musical instruments especially designed for special learners..





*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

SUN	MON	TUES	WED
22	23	24	25
CONTACT KATIE KOCH	BLOG: CLASS EX. (Shelly)	BLOG: 1999 A.D. MTG w/ LIZ	
29 <u>READ:</u> DEATH + LIFE OF GREAT AM. SCHOOL SYSTEM	30 HISTORICAL THINKING	RESEARCH PLAN MOCKUP	WATCH: MISS REPRESENTATION
6	7 <u>WATCH:</u> <u>THE CRUISE</u>	comment on plans BLOG- MOCKUP II	9 <u>READ:</u> college dropout/ readiness studies
13 FEAST HACKATHON	14 <u>READ:</u> WORLD PEACE GAME.	15 <u>MOCK UP!</u> GAME.	16 FEAST CONFERENCE .30pm]
20 PLAYTEST GAME	21 REVISE + PLAYTEST GAME	22 <u>PRESENT</u> + RESEARCH FINDINGS + PROTOTYPE PROPOSAL	23 SERVICE DESIGN- RUMBLE
27	28 <u>READ:</u> Connected Learning	29 <u>PRESENT</u> (small groups) Prototype	30 5pm Girls write NOW!!

THURS	FRI	SAT	GOALS
26 WATCH: BROOKLYN CASTLE	27 CHAT w/ KATIE KOCHE	28 TALK TO STRANGERS	<u>READ:</u> B-solutions to Poverty
	4 VISIT TO <u>AVENUES</u> Ivan cestero.	5 <u>READ:</u> SMARTEST KIDS IN THE WORLD.	<u>RESEARCH:</u> -games -Transmedia Storytelling
10 <u>READ:</u> student loan crisis articles	11 IT'L DAY = THE GIRL.	12 [9am] FEAST HACKATHON	<u>RESEARCH:</u> -Ed Non- Profits
17 FEAST CONFERENCE	18 FEAST CONFERENCE	19 <u>← VISIT TO</u> <u>DREAMYARD</u> <u>PREP.</u>	<u>RESEARCH:</u> -Alternative Schools
21 SERVICE DESIGN- RUMBLE	25 9AM) COFFEE w/ HSING	26 BLOG ABOUT -FEAST -READINGS	
31	1	2	

Datum / Date: NOVEMBER 2013

SUN	MON	TUES	WED
3	4	5	6
HOME FR. BOSTON		MID TERM PROTOTYPE DUE 11.30qm Drcqm. Sec. Do.	
10	11	12	13
17 <u>10a) Service</u>	18	19	20
NARRATIVE Stakeholder journeys.	10-2 P.I.) MAKE PRESENTATION.	<u>DYPREP</u> MT RUDY + Jen	
24	1pm) Mtg	26	27
	SERVICE WORKSESSION		
FAFSA Breakdown	COLLEGE App checklist + calendar	FIN. AID Guidebook	

THURS	FRI	SAT	GOALS
	1	2	Q'S FOR C. COLLETTE
	BOSTON!! <u>PLAYFUL LEARNING CONFERENCE</u>		
7 <u>READ</u> ECO-C studies (HOXBY)	8 4p) MEET w/ RUDY BLANCO, DreamYr	9 DATAVIZ WORKSHOP w/ N. FELTON	
14 <u>BLOG</u> : Thesis Prototype.	Mt for: <u>PUBLIC</u> (+v) <u>INTERFACES</u>	DATAVIZ WOR... N. P.I.) Flesh out concepts	NET COST FINANCIAL MODEL.
10am) Mtg Make and Test (P.I.)	20p DTPREP College Prep 9Y (12-3)	DATAVIZ WORKSHOP w/ N. FELTON	NET COST PROTOTYPE - DATASET.
28 <u>THANKSGIVING</u>	29	30	<u>FINISH</u> NET COST CODE.
			DTPREP Sr. seminar [12.10 - 12.47]

Datum / Date: DECEMBER 2013

SUN

MON

TUES

WED

P.I.) org prez
split work

11AM) D.M.
Finalize
Proposals
send to print.

THESIS-
PROTOTYPE
PRES.
(PUBLIC
INTERFACES)

ALUMNI
SCHOLARSHIP
APP DUE.
✓

11am) DM.
Finalize
Pres.

work
(service)

FINAL
(service d.)

FINAL
(THESIS)

CHRISTMAS!

21

22

23

24

15

16

17

25

THURS	FRI	SAT	GOALS
5 THEESIS DESIGN BRIEF ✓	6 (10g) 9am Service design	7	DESIGN BRIEF (D. mgmt)
12 FINAL (D. Mgmt)	13 MOVIE + FINALIZE PRES.	14	
19 HOME TO CALI	20	21	
26 BACK TO NY	27	28	

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.

TODAY'S MOST PRESSING
ISSUE IN EDUCATION IS:

NOT VALUING

TEACHERS.

TODAY'S MOST PRESSING
ISSUE IN EDUCATION IS:

RIGID CURRICULUM; NO ROOM

FOR CREATIVITY

-PARENT

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.

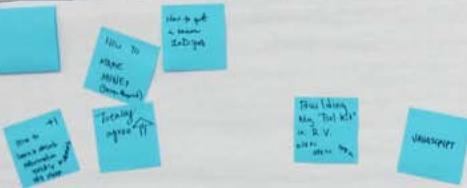
WHAT DO YOU WANT TO LEARN
AT SVA INTERACTION DESIGN?



WHAT DO YOU WISH YOU'D
LEARNED IN HIGH SCHOOL?

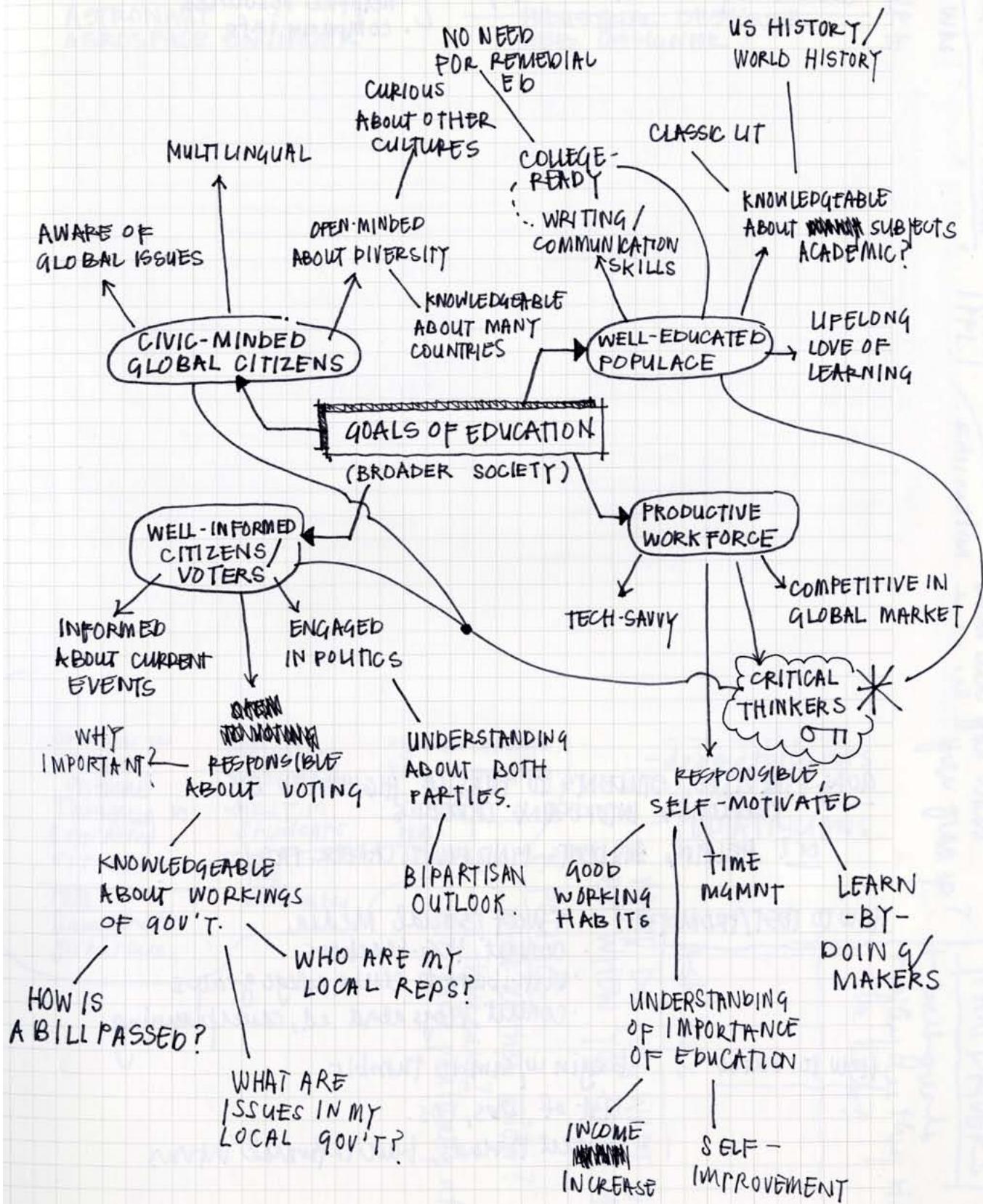


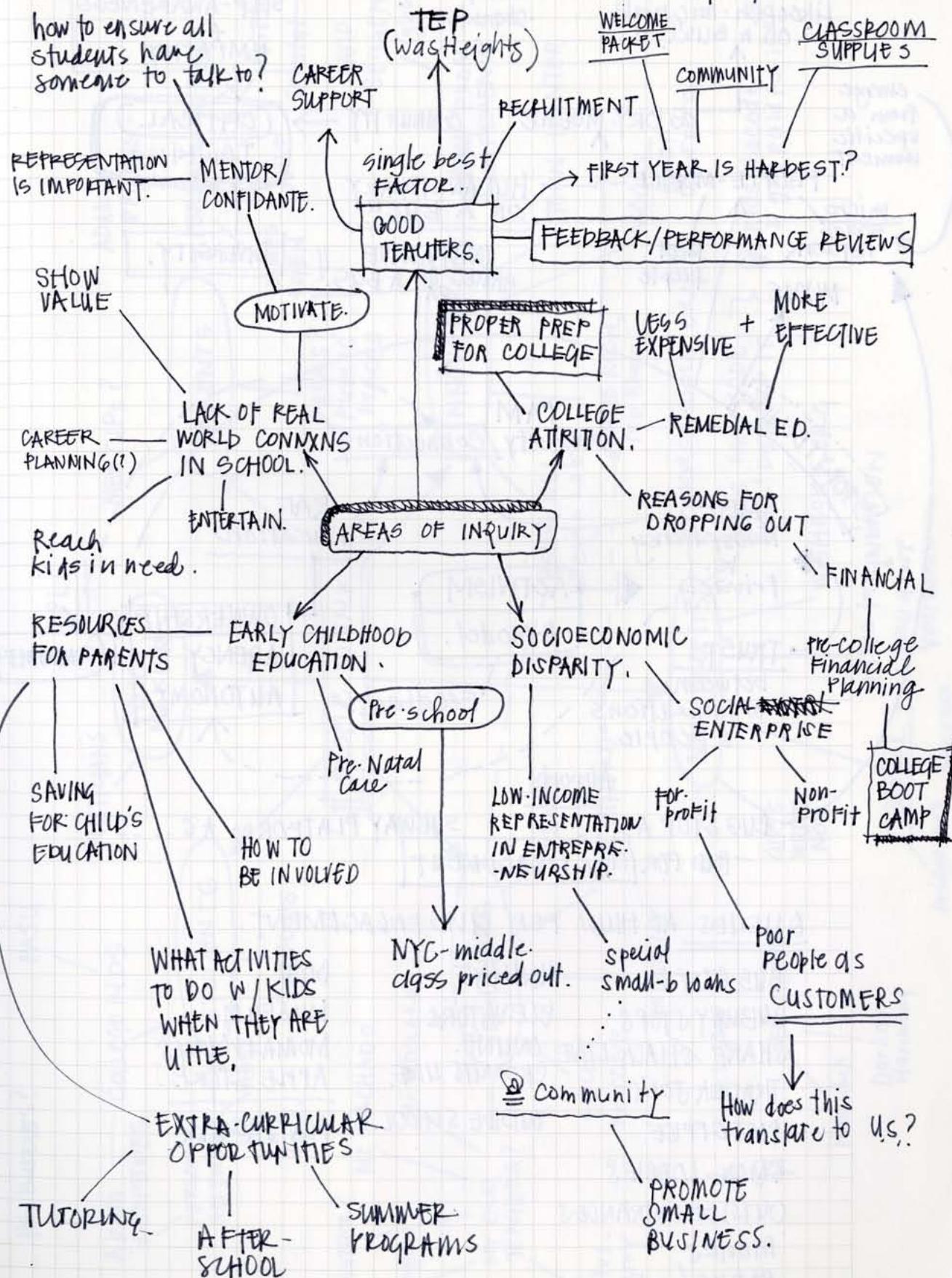
WHAT DO YOU WANT TO LEARN
AT SVA INTERACTION DESIGN?



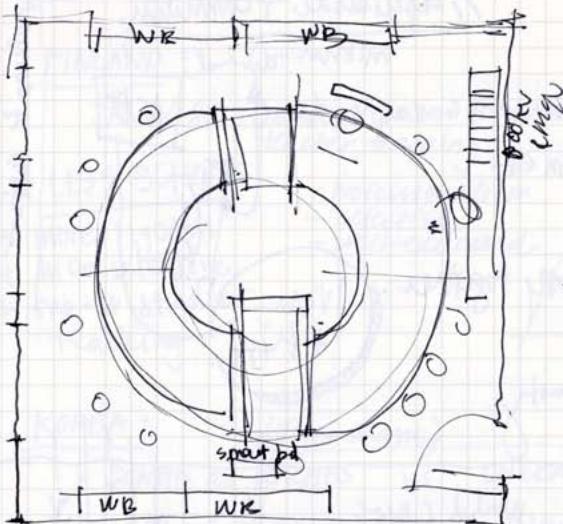
WHAT DO YOU WISH YOU'D
LEARNED IN HIGH SCHOOL?







Datum / Date:



haiku learning

Kids leave for clubs
@ 2:20

Teacher talk w/kids
outside for awhile.

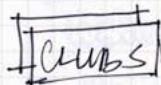
kids here after
school or early
breaks avail.

Avenues Community Engagement



proposals, student tutoring

(1) Learning Specialist per — gr? school?
Avenue v. of Khan Academy.



- + social issues
- + career engagement
- + diff topics.
- + H.R. club
- + G.S.I.
- + Ambassadors
Chelsea Carr.
~~prob that~~
- + Student council
~~prob that adults to fix~~

Fashion Show Fundraiser

internal school community bldg

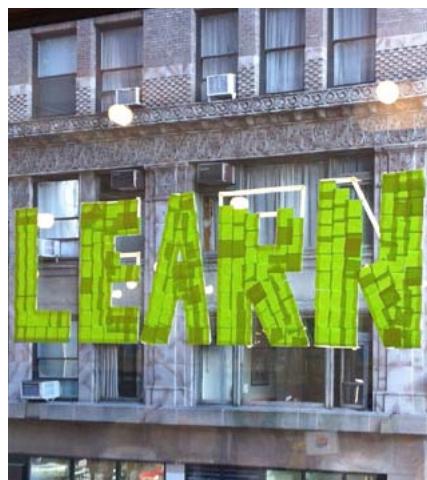
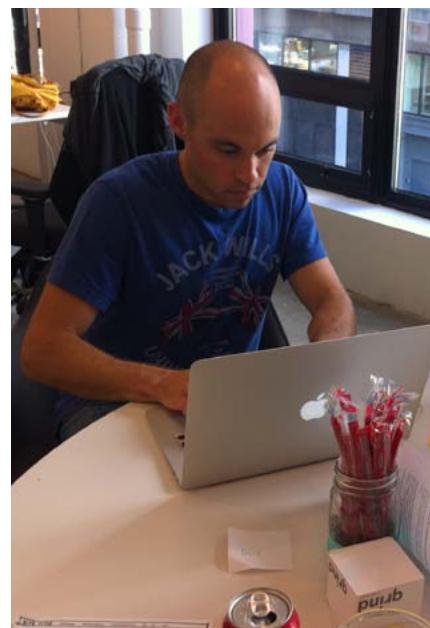
immediate sol'n's to perceived pr
Action-oriented.

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

(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.

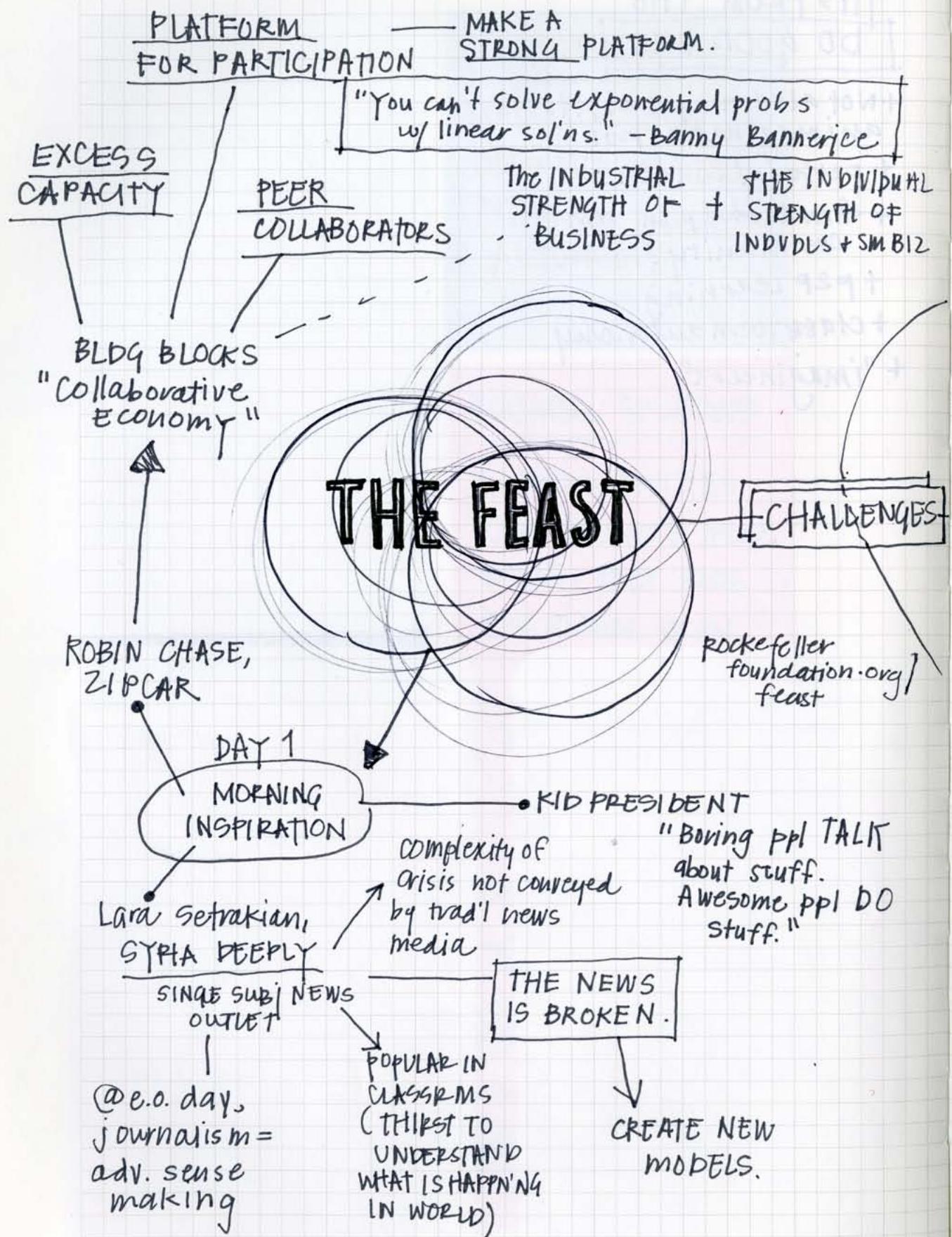
The students were all very open, sharing their individual experiences, struggles, and dreams and for the future.

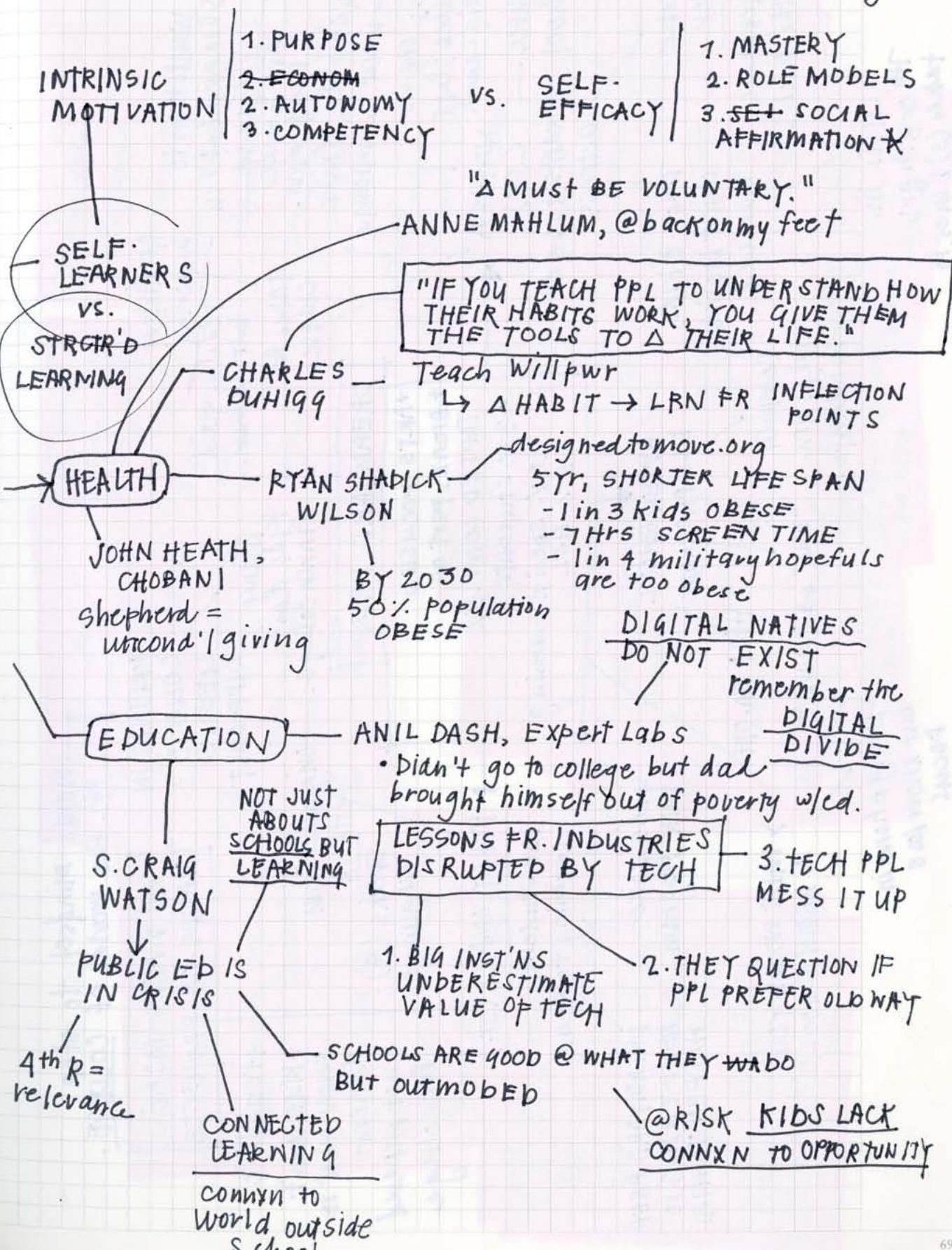
I met one student who said that DreamYard is the best thing that's happened to him. Perry* comes from Ghana. He speaks four languages but is illiterate. Perry said he's eager for more real world, hands-on projects in high school. He has friends in college who feel they were ill-prepared for postsecondary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

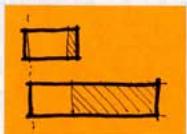
For my first full-blown prototype, I created a card game about student debt. The first player to pay off their student loans won the game. It wasn't a complex game system and was easily defeated during a user testing session in class.

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.



STUDENT DEBT INFOGRAPHIC

① INTRODUCTION ② MAKE CHOICES



WHO ARE YOU?

③ REVIEW OUTCOME

+ 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

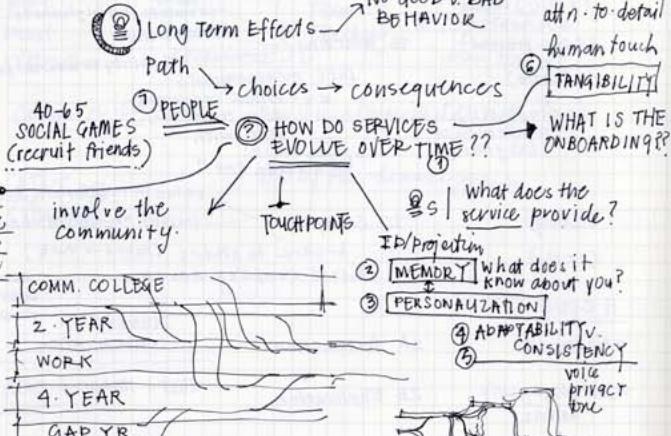
YEARLY
\$XX,XXX
(\$XXX DEBT)

DEBT OVER 1
Monthly \$\$\$

FINANCIAL PLANNING

WHY SO HARD TO DISCUSS?

WHY SO COMPLICATED?



⑤ how many choices do you make?
VC.

how much is built into profit?

PROBABLY HAS TO WORK PART-TIME

LOWER CLASS NO SAVINGS

SINGLE DAD

RENTS APARTMENT?

DOES SHE HAVE AN ALLOWANCE?

IVY LEGACY?

GOOD HIGH SCHOOL

SIMULATED IVY

POWER OF EDUCATION
ED. YOUTH
communities
visuals.

Ed Youth
communities
visuals.
Experience simulation
[DID IT THRU]
autonomously as poss.
matchup.

Market, college
committees
visually.

• Market, college
committees
visually.
Experience simulation
[DID IT THRU]
autonomously as poss.
matchup.

• PLANNING FALLACY

• EXPLAIN PROS + CONS OF EACH CHOICE AS THEY'RE BEING PRESENTED.

• EARNING POTENTIAL BASED ON SCHOOL.

• GLOBAL COMPARISON.

• VOCATIONAL / TECHNICAL.

(school)

LIFE

? ? ?

THESIS

• OK to have a suite of prototypes (FINAL)
- testing diff ideas (only way)
- all part of the same project

What are functional prototypes that I can test?

Must be usable enough
to test w/o holding their
hands thru process.

This american life

sound
mapping
of appliances

SENSORY DEPRIVATION
CHAMBER

(Manhattan)

David Byrne,
Playing the Bldg
music & environment

IDEAS

college application
checklist

FAFSA handbook (Feb)

college readiness
file / guide

net cost calculator

high school career
timeline *

potential paths
timeline

Marketing

Financial Aid Guide

- Types of Aid

- Applications

Net Cost Worksheet
or storyline

interactive
narrative
what are they
making?

highlight
fin aid/
cost journey

show off
P&E paths

MARKETING → MAKE IMPACT

ex: Broccoli

IXD v. PD
MKTNG
DSI
GD

Do distinctions
bt these fields
even matter?

will discuss nxt wk.

PICK A CONCEPT.
(2) weeks - touchpoints

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.



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

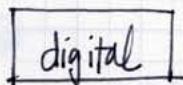
(if soph/jr)

IV. FINANCIAL AID

- * TYPES OF FIN AID

- * UNDERSTANDING NET COSTS

- * FAFSA BASICS



 - net cost calculator

 - manual

 - info brochure?



- * Infographic

 - steps thru the FAFSA.

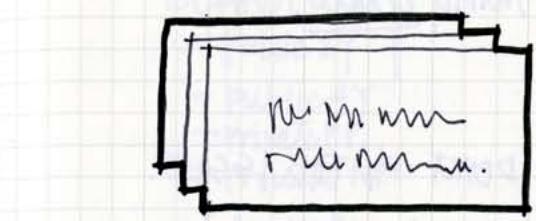
- booklet

 - comic

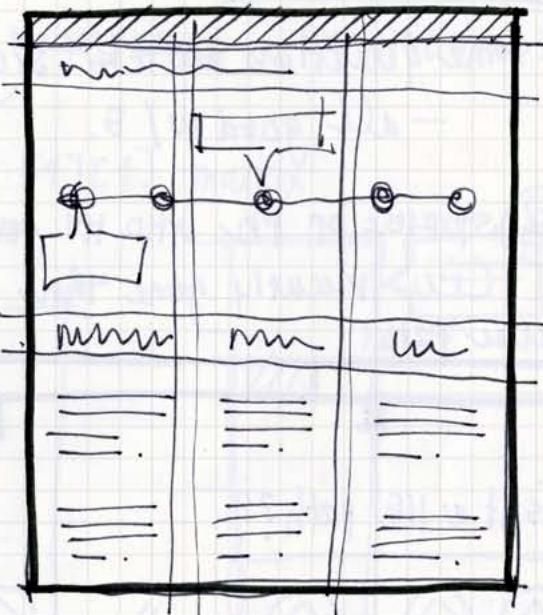
overcome skepticism

scholarships

→ BRAINSTORM CARDS

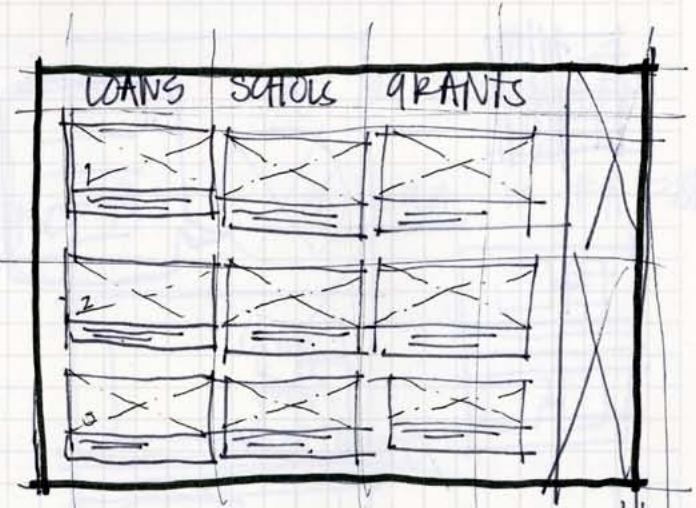
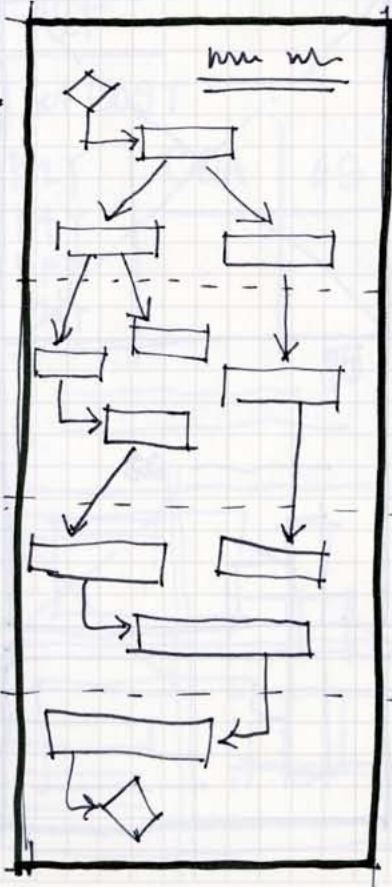


WORKSHEETS



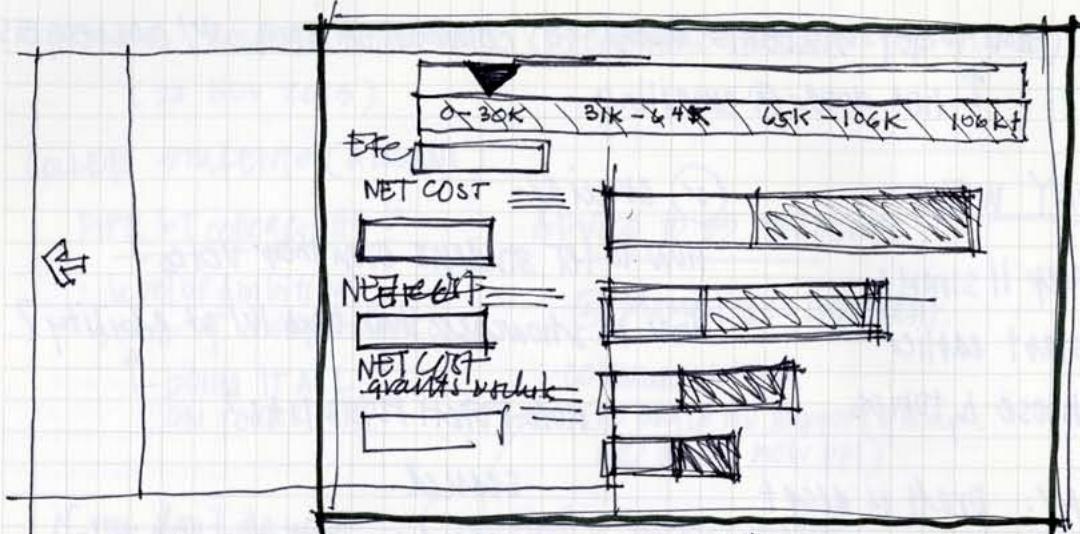
MANUAL

stickers



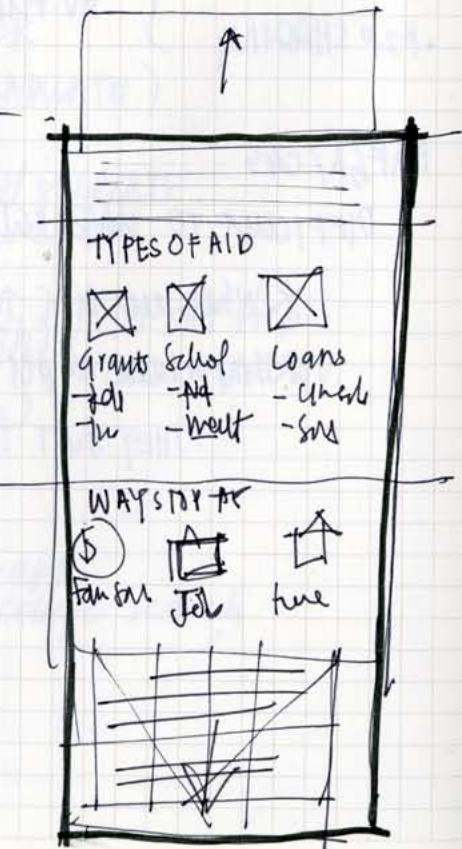
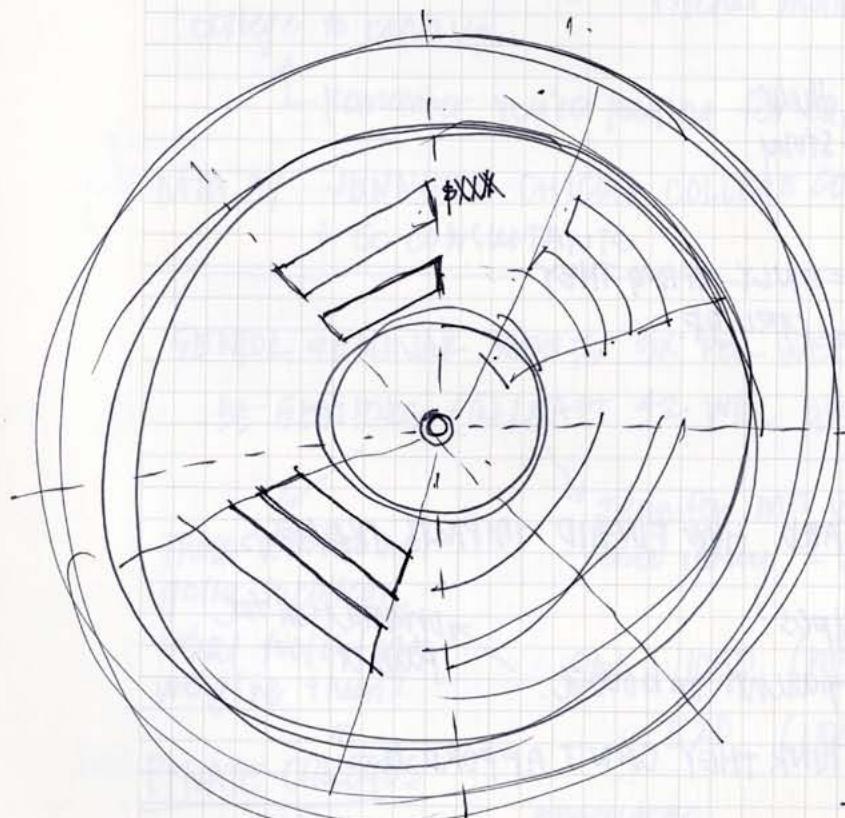
WAYS TO EARN MONEY OR SAVE \$

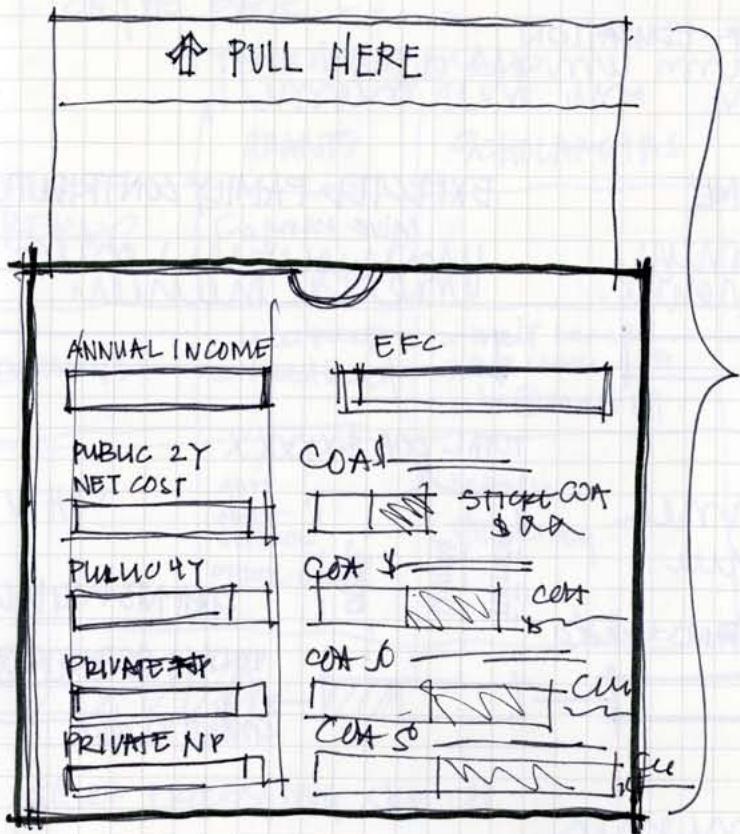
Datum / Date: 29 NOV 2013



* nice b/c inset = chart.

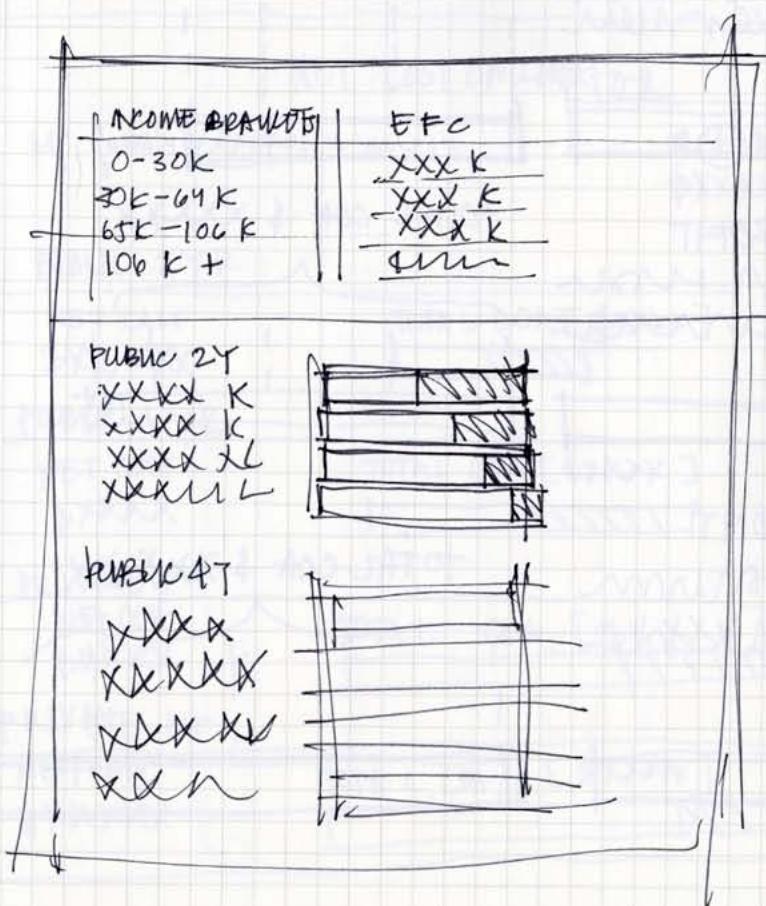
hard b/c
of this part

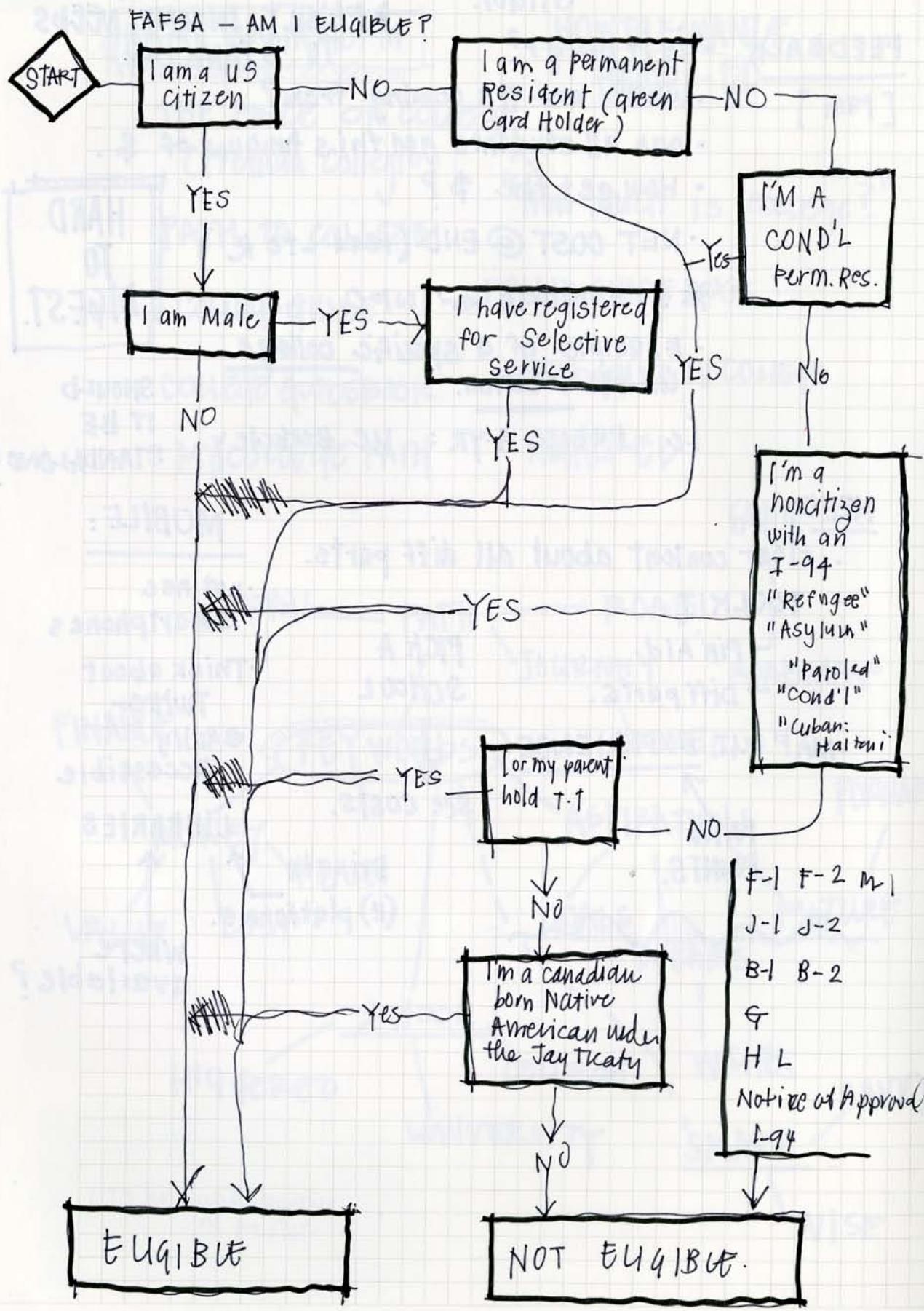


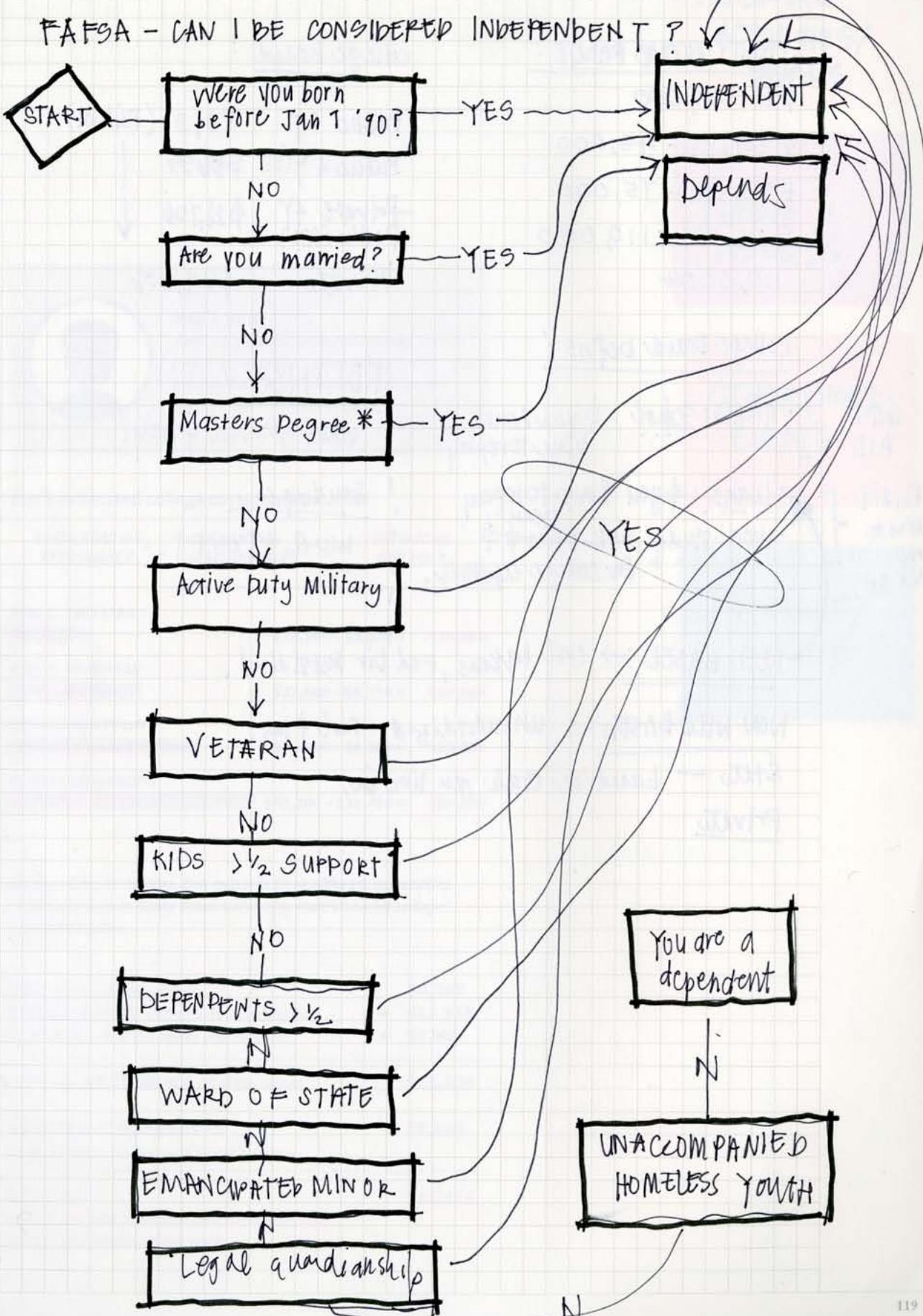


could be
color coded.

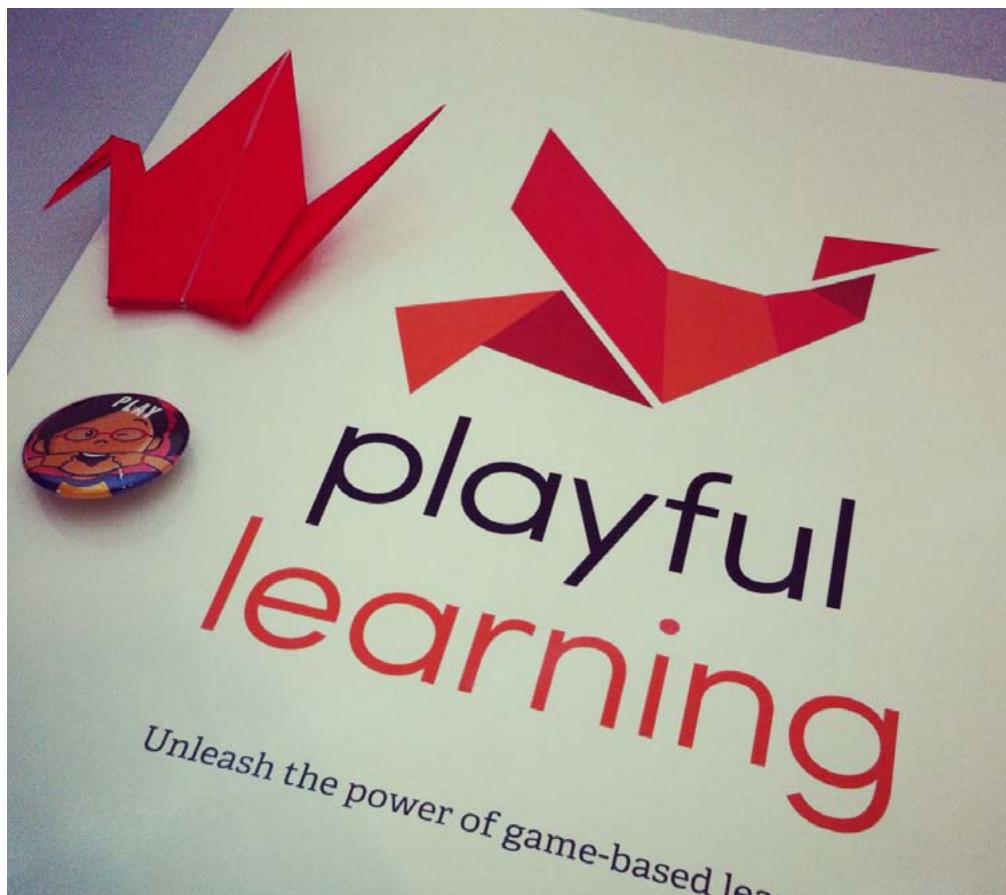
Is this best
rep. of data?











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.

[ELEMENTS OF PLAY]

[USING NARRATIVE TO TEACH LESSONS]

PLAYFUL LEARNING CONFERENCE

KEYNOTE: NICK FORTUGNO
(PLAYMATICS; PROF@PARSONS)

WHAT GAMES CAN DO FOR EDUCATION

Imagine school as a game

FAILURE
IS BINDING

IF YOU FALL
BEHIND, YOU
STILL ADV TO
NXT LVL

UNMOTIVATED
TO EXPLORE

AS A GAME,
SCHOOL SUCKS.

fun
compelling
engaging
didactic

free,
8 rounds
like a
TEST!

but
a game
is NOT
a test.

WHAT ED. TECH GAMES DO WELL & NOW:

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

ASSESSMENT

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 20-40 hrs
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...

GAME-BASED EDUCATION

Full assessment

dynamic
difficulty
adjustment
(rubberbanding)

CREATE JOY
THRU FUN!!

Free Individual
Learners

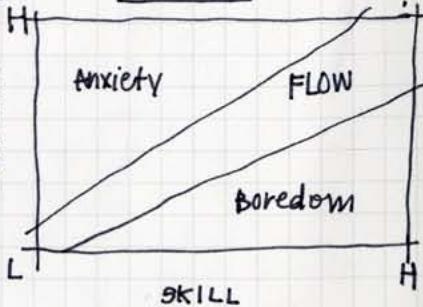
FLOW!

CHALLENGE

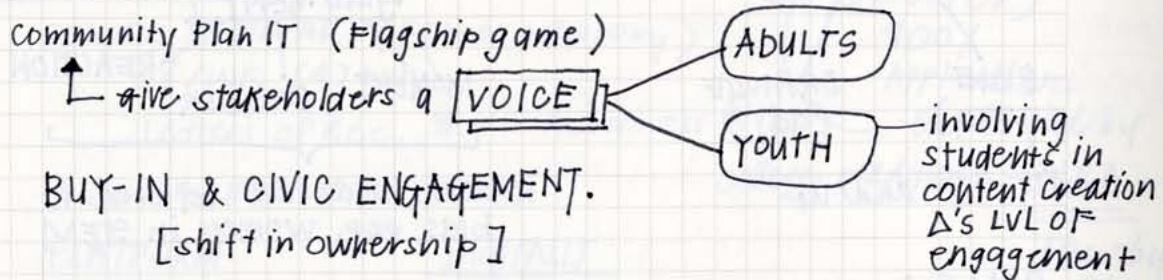
Anxiety

FLOW

Boredom



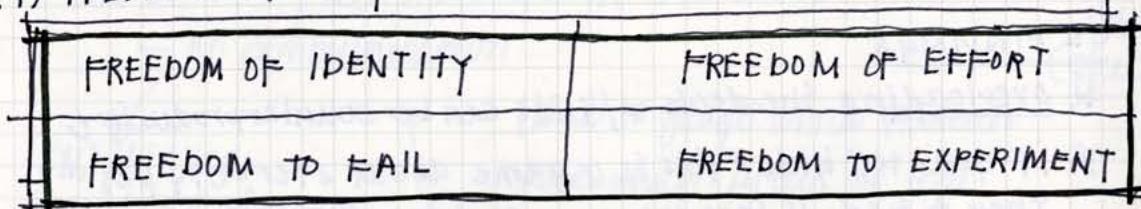
"I don't think learning is anathema
to people. I think inappropriate
learning is anathema to ppl."

ENGAGEMENT GAME LAB (Emerson College)LEARNING GAMES NETWORK

The game Design Toolkit

EXPLORE → DISCOVER → CREATE → SHARE

(4) FREEDOMS OF PLAY

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 >

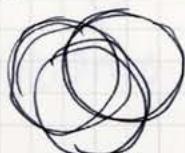
jordan@tiltfactor.org

[@tiltfactor]

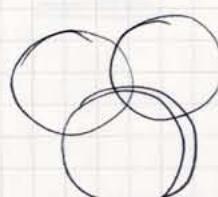
geoff@tiltfactor.org

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?*

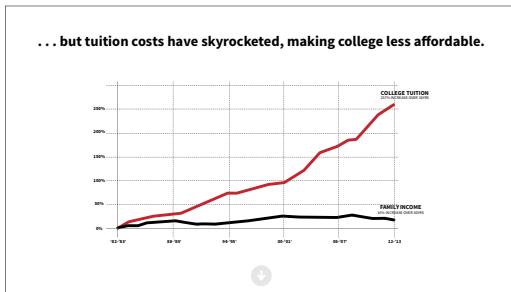
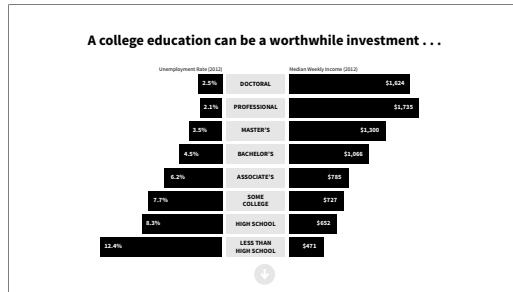
My main concern is that, while the narrative highlights important issues, it's geared more towards the general public than towards high school students. For students, it may make college feel like an even more unreachable and daunting goal instead of guiding them on their quest to pursue postsecondary 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 must balance going to school, working full-time and raising his young son.

[View Charles's Story.](#)


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

[View Joy's Story.](#)


MARIA
Maria spent four years in the military before going to high school. Now that she's out of the military, she wants to go back to school.

[View Maria's Story.](#)

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


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

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JOY
Joy comes from a middle-income household. She gets good grades and excels at math and science. Igit euqueamur repeat et exocumur amiculecto fat hic in que dui a milis est qui ut que preper enimendit et doluptate sua sartem.

"This is a quote from Joy."

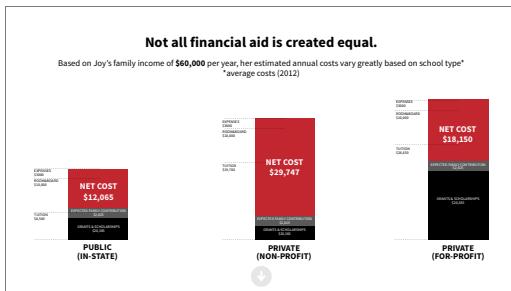
[SELECT](#)


CHARLES
Charles is a single dad. He must balance going to school, working full-time and raising his young son.

[View Charles's Story.](#)


MARIA
Maria spent four years in the military before going to high school. Now that she's out of the military, she wants to go back to school.

[View Maria's Story.](#)



Joy has been accepted to four universities.


JOY
Joy comes from a middle-income household. She gets good grades and excels at math and science. Igit euqueamur repeat et exocumur amiculecto fat hic in que dui a milis est qui ut que preper enimendit et doluptate sua sartem.

"This is a quote from Joy."

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

[SELECT](#)

Where should Joy go?

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

PROS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

CONS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

[Choose this school.](#)

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

PROS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

CONS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

[Choose this school.](#)

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

PROS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

CONS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

[Choose this school.](#)

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

PROS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

CONS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

[Choose this school.](#)

Where should Joy go to school?

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

PROS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

CONS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

[Choose this school.](#)

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

PROS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

CONS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

[Choose this school.](#)

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PROS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

CONS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

[Choose this school.](#)

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

PROS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

CONS: Vivena, coperstatam in semtusam hils ellibus esolutus et vis Cat, corle consup burbit

[Choose this school.](#)

**Joy needs \$18,150 for her first year.
How should she pay?**

UNIVERSITY TWO
Vivamus, corporis etiam in semetiam
hills effebus essent et et Cat, cora
concupiuntur cullendum.

EXPENSES Tuition Books Room Board Transportation Other	NET COST \$18,150
--	-----------------------------

APPLY FOR SCHOLARSHIPS.

Sure.	No Thanks.
-------	------------

GET A JOB.

Sure.	No Thanks.
-------	------------

LIVE AT HOME AND COMMUTE.

Sure.	No Thanks.
-------	------------

\$0 per year

\$0 per year

\$0 per year

UNIVERSITY TWO
Vivamus, corporis etiam in semetiam
hills effebus essent et et Cat, cora
concupiuntur cullendum.

EXPENSES Tuition Books Room Board Transportation Other	NET COST \$18,150
--	-----------------------------

APPLY FOR SCHOLARSHIPS.

Sure.	No Thanks.
-------	------------

GET A JOB.

Sure.	No Thanks.
-------	------------

LIVE AT HOME AND COMMUTE.

Sure.	No Thanks.
-------	------------

\$0 per year

\$0 per year

\$0 per year

UNIVERSITY TWO
Vivamus, corporis etiam in semetiam
hills effebus essent et et Cat, cora
concupiuntur cullendum.

EXPENSES Tuition Books Room Board Transportation Other	NET COST \$18,150
--	-----------------------------

APPLY FOR SCHOLARSHIPS.

Sure.	No Thanks.
-------	------------

GET A JOB.

Sure.	No Thanks.
-------	------------

LIVE AT HOME AND COMMUTE.

Sure.	No Thanks.
-------	------------

\$2,500 per year

\$0 per year

\$0 per year

UNIVERSITY TWO
Vivamus, corporis etiam in semetiam
hills effebus essent et et Cat, cora
concupiuntur cullendum.

EXPENSES Tuition Books Room Board Transportation Other	NET COST \$18,150
--	-----------------------------

APPLY FOR SCHOLARSHIPS.

Sure.	No Thanks.
-------	------------

GET A JOB.

Sure.	No Thanks.
-------	------------

LIVE AT HOME AND COMMUTE.

Sure.	No Thanks.
-------	------------

\$2,500 per year

\$0 per year

\$0 per year

UNIVERSITY TWO
Vivamus, corporis etiam in semetiam
hills effebus essent et et Cat, cora
concupiuntur cullendum.

EXPENSES Tuition Books Room Board Transportation Other	NET COST \$18,150
--	-----------------------------

WHERE WILL YOU WORK?

\$X.XX per hour

ON CAMPUS

OFF CAMPUS

ENTER

HOW MANY HOURS?

10 hours per week

15 hours per week

20 hours per week

UNIVERSITY TWO
Vivamus, corporis etiam in semetiam
hills effebus essent et et Cat, cora
concupiuntur cullendum.

EXPENSES Tuition Books Room Board Transportation Other	NET COST \$18,150
--	-----------------------------

WHERE WILL YOU WORK?

\$X.XX per hour

ON CAMPUS

OFF CAMPUS

ENTER

HOW MANY HOURS?

10 hours per week

15 hours per week

20 hours per week

UNIVERSITY TWO
Vivamus, corporis etiam in semetiam
hills effebus essent et et Cat, cora
concupiuntur cullendum.

EXPENSES Tuition Books Room Board Transportation Other	NET COST \$18,150
--	-----------------------------

APPLY FOR SCHOLARSHIPS.

Sure.	No Thanks.
-------	------------

GET A JOB.

Sure.	No Thanks.
-------	------------

LIVE AT HOME AND COMMUTE.

Sure.	No Thanks.
-------	------------

\$2,500 per year

\$4,160 per year

\$0 per year

Still short? It's time for Joy to take out loans.

CONTINUE

These are Joy's projected student loans over time.

YEARS OF REPAYMENT: **15**

INTEREST RATE: **6.8%**

TOTAL LOAN VALUE: **(\$77,942)**

JOY'S MONTHLY PAYMENTS WILL BE: **\$433.01**

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 design manifesto, my personal credo for the- sis.

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.



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

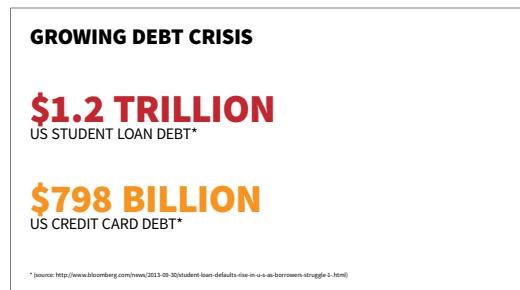
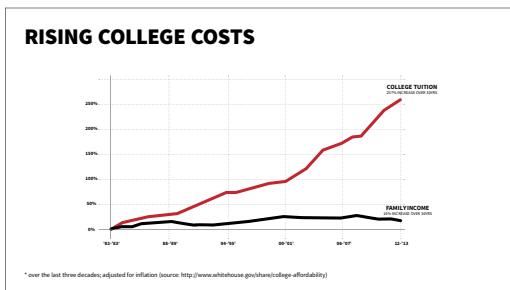
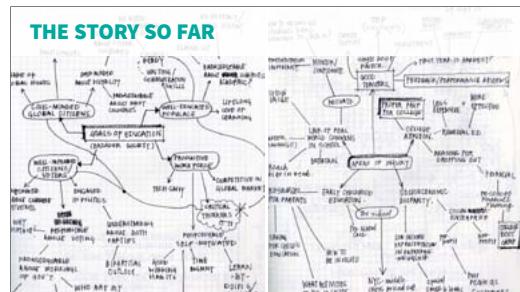
as well as understand their future student loan obligations. The narrative would follow the story of prospective students as they apply for financial aid and make college choices.

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.



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

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 must balance going to school, working part-time, and caring for his young son.
- CHARLES**
Charles is a single dad. He must balance going to school, working part-time, and caring for his young son.
- JOY**
Joy comes from a middle-income household. Joy gets involved in sports and extracurricular activities at math and science.
- MARIA**
Maria spent four years in the armed forces right after high school. Now that she is out of the military, she wants to go back to school.

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 (2011-2012)

UNIVERSITY TWO
More opportunities exist for financial aid than ever before. Check out our college cost calculator for more information.

NET COST \$18,150

APPLY FOR SCHOLARSHIPS.
Sure. **No Thanks.**

GET A JOB.
Sure. **No Thanks.**

LIVE AT HOME AND COMMUTE.
Sure. **No Thanks.**

UNIVERSITY TWO
More opportunities exist for financial aid than ever before. Check out our college cost calculator for more information.

WHERE WILL YOU WORK?
More opportunities exist for financial aid than ever before. Check out our college cost calculator for more information.

\$X.XX per hour

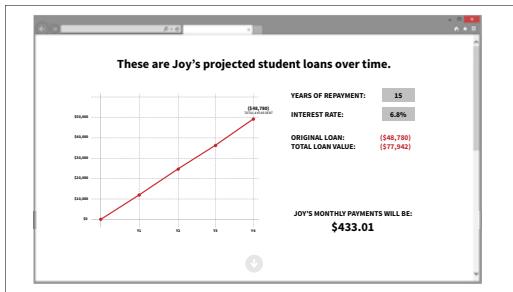
ENTER

HOW MANY HOURS?
More opportunities exist for financial aid than ever before. Check out our college cost calculator for more information.

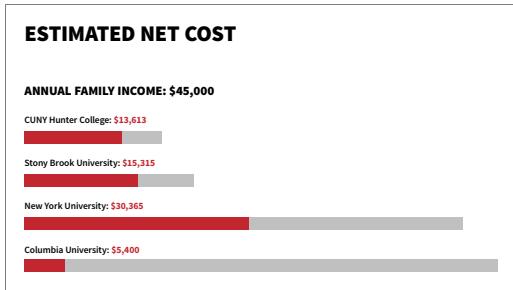
10 hours per week

15 hours per week

20 hours per week



TOTAL COST - GIFT AID = NET COST



Please provide the following information about the student. All questions are required. Any time a question has 'You' or 'You're' it is referring to the student. Then click 'Next'.

HELPFUL INFORMATION

Responses to questions in this section will give us more information about you and your family so we can better tailor our grants and scholarships to address your needs. If you are unsure of an answer, just click 'Don't know'.

What is your first name? _____

What year were you born? _____

What grade will you be in when you begin attending college? _____

What is your state of legal residence? _____

What is your民族 ethnicity? _____

Are you from one-parent household? _____

Where do you plan to live while you're in college? _____

Are you employed or seek of the month? _____

What is your relationship status? _____

What is your high school GPA? _____

Do you expect to be the sole decision on the _____

need help?

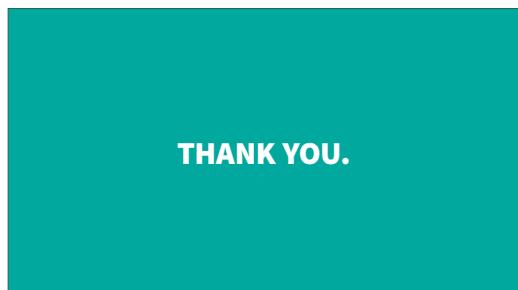
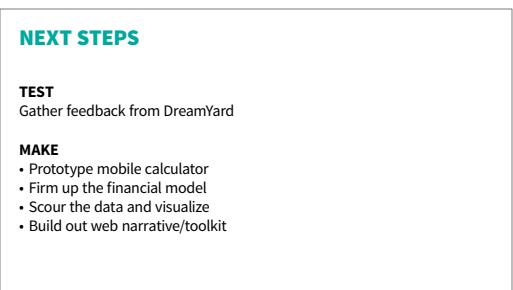
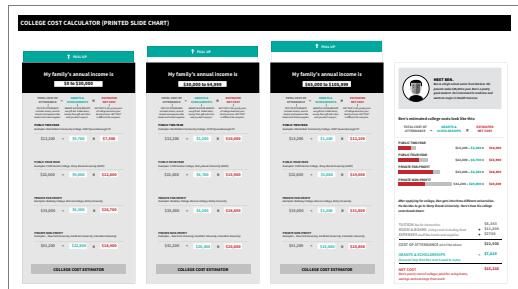
How confident about it? _____

Click on the question that best applies to the right of each line. Then click 'Get help'.



GOAL

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



PULL UP

My family's annual income is \$0 to \$30,000

TOTAL COST OF ATTENDANCE	-	GRANTS & SCHOLARSHIPS	=	ESTIMATED NET COST
---------------------------------	----------	----------------------------------	----------	---------------------------

COST OF ATTENDANCE includes tuition, room & board, and expenses like books and school supplies.

GRANTS & SCHOLARSHIPS are gift aid. Unlike loans, money from gift aid is free and you don't repay it.

NET COST is the yearly price of college based on your family income. NET COST is different for everyone.

PUBLIC TWO-YEAR
Examples: Manhattan Community College, CUNY Queensborough CC

$$\begin{array}{r} \$13,200 \\ - \\ \$5,700 \end{array} = \boxed{\$7,500}$$

PUBLIC FOUR-YEAR
Examples: CUNY Hunter College, Stony Brook University (SUNY)

$$\begin{array}{r} \$22,600 \\ - \\ \$9,800 \end{array} = \boxed{\$12,800}$$

PRIVATE FOR-PROFIT
Examples: Berkeley College, Monroe College, DeVry University

$$\begin{array}{r} \$33,000 \\ - \\ \$6,300 \end{array} = \boxed{\$26,700}$$

PRIVATE NON-PROFIT
Examples: New York University, Fordham University, Columbia University

$$\begin{array}{r} \$41,200 \\ - \\ \$22,800 \end{array} = \boxed{\$18,400}$$

COLLEGE COST ESTIMATOR

PULL UP

My family's annual income is \$30,000 to 64,999

TOTAL COST OF ATTENDANCE	-	GRANTS & SCHOLARSHIPS	=	ESTIMATED NET COST
---------------------------------	----------	----------------------------------	----------	---------------------------

COST OF ATTENDANCE includes tuition, room & board, and expenses like books and school supplies.

GRANTS & SCHOLARSHIPS are gift aid. Unlike loans, money from gift aid is free and you don't repay it.

NET COST is the yearly price of college based on your family income. NET COST is different for everyone.

PUBLIC TWO-YEAR
Examples: Manhattan Community College, CUNY Queensborough CC

$$\begin{array}{r} \$13,200 \\ - \\ \$3,200 \end{array} = \boxed{\$10,000}$$

PUBLIC FOUR-YEAR
Examples: CUNY Hunter College, Stony Brook University (SUNY)

$$\begin{array}{r} \$22,600 \\ - \\ \$6,700 \end{array} = \boxed{\$15,900}$$

PRIVATE FOR-PROFIT
Examples: Berkeley College, Monroe College, DeVry University

$$\begin{array}{r} \$33,000 \\ - \\ \$4,200 \end{array} = \boxed{\$28,800}$$

PRIVATE NON-PROFIT
Examples: New York University, Fordham University, Columbia University

$$\begin{array}{r} \$41,200 \\ - \\ \$20,400 \end{array} = \boxed{\$20,800}$$

COLLEGE COST ESTIMATOR

PULL UP

My family's annual income is

\$65,000 to \$105,999

$$\text{TOTAL COST OF ATTENDANCE} - \text{GRANTS & SCHOLARSHIPS} = \text{ESTIMATED NET COST}$$

COST OF ATTENDANCE includes tuition, room & board, and expenses like books and school supplies.

GRANTS & SCHOLARSHIPS are gift aid. Unlike loans, money from gift aid is free and you don't repay it.

NET COST is the yearly price of college based on your family income. NET COST is different for everyone.

PUBLIC TWO-YEAR

Examples: Manhattan Community College, CUNY Queensborough CC

$$\$13,200 - \$1,100 = \$12,100$$

PUBLIC FOUR-YEAR

Examples: CUNY Hunter College, Stony Brook University (SUNY)

$$\$22,600 - \$3,000 = \$19,600$$

PRIVATE FOR-PROFIT

Examples: Berkeley College, Monroe College, DeVry University

$$\$33,000 - \$1,200 = \$31,800$$

PRIVATE NON-PROFIT

Examples: New York University, Fordham University, Columbia University

$$\$41,200 - \$15,400 = \$25,800$$

COLLEGE COST ESTIMATOR



MEET BEN.

Ben is a high school senior from Harlem. His parents make \$45,000 a year. Ben's a pretty good student. He's interested in medicine and wants to major in Health Sciences.

Ben's estimated college costs look like this:

$$\text{TOTAL COST OF ATTENDANCE} - \text{GRANTS & SCHOLARSHIPS} = \text{ESTIMATED NET COST}$$

PUBLIC TWO-YEAR

$$\$13,200 - \$3,200 = \$10,000$$

PUBLIC FOUR-YEAR

$$\$22,600 - \$6,700 = \$15,900$$

PRIVATE FOR-PROFIT

$$\$33,000 - \$4,200 = \$28,800$$

PRIVATE NON-PROFIT

$$\$41,200 - \$20,400 = \$20,800$$

After applying for college, Ben gets into three different universities. He decides to go to Stony Brook University. Here's how his college costs break down:

TUITION fee for instruction **\$8,343**

ROOM & BOARD living costs including food **+ \$11,819**

EXPENSES stuff like books and supplies **+ \$2768**

COST OF ATTENDANCE all of the above **\$22,930**

GRANTS & SCHOLARSHIPS **- \$7,615**

financial help that Ben won't need to repay

NET COST **\$15,315**

Ben's yearly cost of college; paid for using loans, savings and earnings from work

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

JANUARY 2014

GOALS

MON

TUES

WED

SURVEY

- 'READING
- 'LITERACY

PROCESS
BOOK
(content)

2P
MEET
HSING

3.30P
HIVE LEARNING
NETWORK.

AVENUES/
DSD

6

EMAIL

- Hsing
- Karen
- DreamYard

13

FIRST DAY
OF
CLASSESG...

20

CRITERIA LIST
(2) SKETCHES
FINAL ASSESS-
-MENT

27

FINAL (SEM 3)
DOCUMENTATION
PROTOTYPES DUE

Check in w/
Dream
Yard.

7

8

DREAMSEE DO
WORK
SESSION

21

4PM MEET
KAREN
McGRANE

28

RELEASE
STORY
GENERATOR*

29

THURS	FRI	SAT	SUN
2	3	4	5
		LITERACY/ READING STUDIES	
CALENDAR			
✓			
9	10	11	12
DREAMGEEDO WORK SESSION ✓		DSD · wireframes · sketches ✓	
16	17	18	19
DSD PROFILE, FAVORITING ✓		UPDATE PORTFOLIO ✓	UPDATE RESUME → 4z ✓
20	21	22	23
12p DSD CHAT	BUILD and PROTOTYPE.	ISSUES in LITERACY. ← series →	
30	31		
3pm HSING			
		DSD : profile. x 2	

FEBRUARY 2014

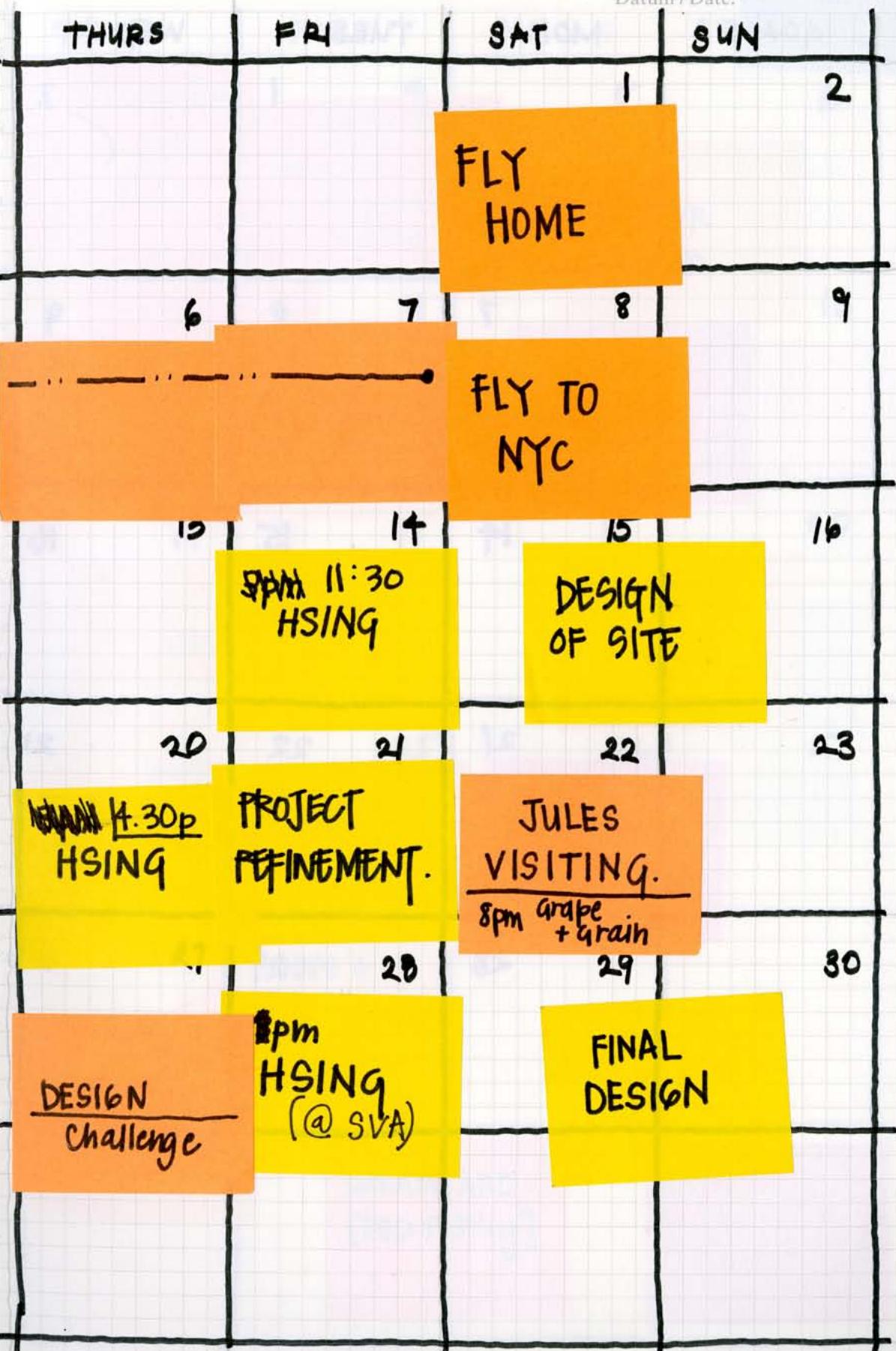
GOALS	MON	TUES	WED
PROCESS BOOK - content.			
•ALT PROTOTYPE RECAP •(5)E's • ROADMAP •DESIGN CRITERIA	3	4	5
DO YOU NEED TECH ADVIS 5pm MEGAN.	9am MEET with RYAN		STORY GENERATOR [V2.0]
✓ PROTOTYPE PLAN.	10	11	12
USER TEST PLAN	9 DSD/Avenues visit 12p collective story	18	19
	HARRI HSING		11am PHOTO 12.45 cooper
	24	25	✓ 26
PROTOTYPE DRAFT			

THURS	FRI	SAT	SUN
			1
6	7	<u>END OF EXPLORATIONS.</u>	9
13	14		15
20	21	<u>NEW CULTURE OF LEARNING.</u>	23
MEET IxD cocktail Mr.	MEET IxD.	SITE ARCH + <u>WIREFRAMES</u>	
✓ 27	✓ 28		
3pm HSING			3pm HSING

Datum / Date:

MARCH 2014

GOALS	MON	TUES	WED
	3	4	5
		—SPRING BREAK!!—	
	10	11	12
	17	18	19
CREATE ONE BOOK?	PROTOTYPE DUE [CONCEPT]	READING in a PARTICIPATORY CULTURE	1am DSD +onboard +(3) profiles
	27	28	29
USER TESTING: RESULTS.			
	31		
	PRESERNTATION DRAFT		



Datum / Date:

APRIL 2014

GOALS

MON

TUES

WED

			AMEX VISIT. John Maeda: Tour studio.	AVENUES/ SI Live @ 12.30pm
	7	11am Tom 12pm HSING	10.00am IBM Tour	9
	14		1pm YANG	16
	21	FINAL FUNCTIONAL PROTOTYPE	PROJECT BRANDING content, Process Book PRES VISUAL OUTLINE	22
	28		VIDEO PRODUCT + EDITIN	29
			* SUBMIT BOOK ORDER (?)	30

THURS	FRI	SAT	SUN
3	4	5	6
TESTING		FIRST MAJOR BUILD	
11.30am LUCKY(Q+A) 133 W 21ST RM 704C	11		13
17	18	19	20
		"FINAL" BUILD	
AVENUES Final Pres [10.45 - 12.30] + LUNCH	12pm EXIT INTVW	WORK ON PROCESS BOOK	27
GATHER ASSETS + ORGANIZE.			
DREAMYARD [DSD Testing]			

Datum / Date:

MAY 2014

GOALS	MON	TUES	WED
			PUT TOGETHER <u>PRES</u> ENTATION →
TAKEAWAYS DUE	5 PROCESS BOOK DUE (phys)	6 FINALIZE DETAILS	7
Family in NYC!	12	13	14 THESIS FESTIVAL.
	19	20	21
	26	27	28

THURS

FRI

SAT

SUN

1

2

3

4

EXECUTIVE
SUMMARYTHESIS
DEFENSEFINALIZE
PROCESS
BOOK

8

7

10

11

DRESS
REHEARSAL

15

16

17

18

COMMENCEMENT.

22

23

24

25

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

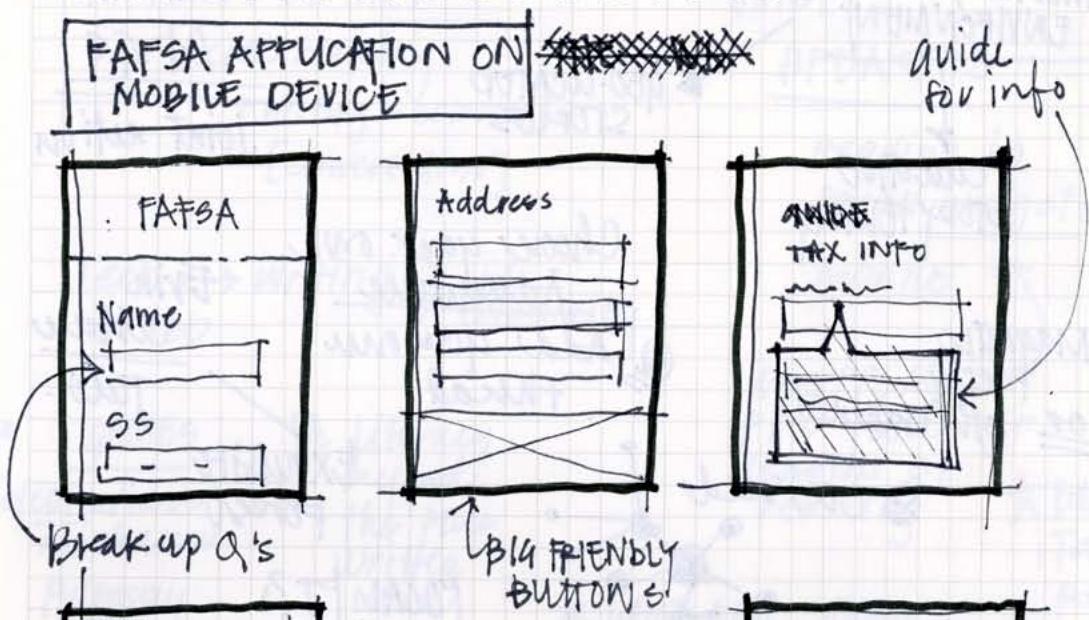
Think about new ways to input information into personal devices. Research existing mobile inputs; what are better and easier ways to write using a smartphone?

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 came across the work of literary scholar Deborah Brandt, that I began to appreciate the importance of writing itself.

[more about Deborah]

Datum / Date: 19 Jan 2014

Q's FOR SEMESTER 4 EXPERIMENTS

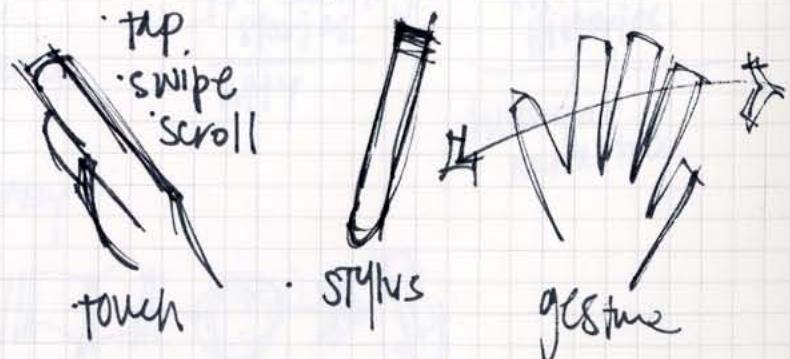


UVING HISTORY

→ connect books to real life events in history

* use Stanford history stuff as starting pt for app

MOBILE INPUTS, how to rethink?



STORY REMIX

FREE
BOOKS AVAIL.
USING
ONLINE DB'S

MOBILE-FRIENDLY

USU. e-book resources

dictionary
wikipedia

what's beyond?

- peer-to-peer

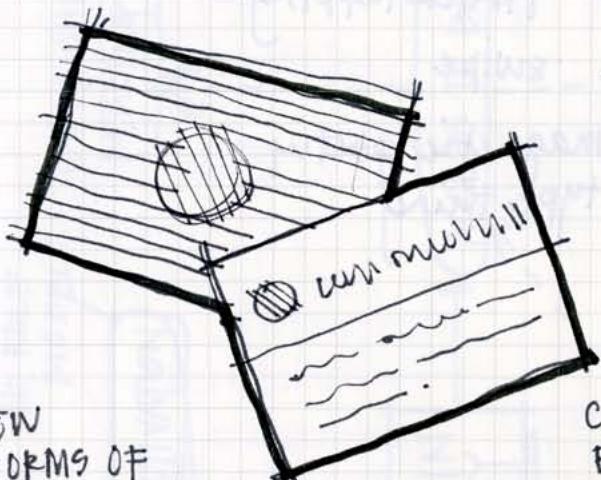
history

- debate

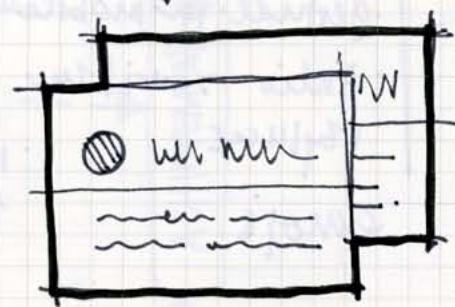
- ethics

- philosophy

- current events



NEW
FORMS OF
NARRATIVE

STORY CARD REMIX

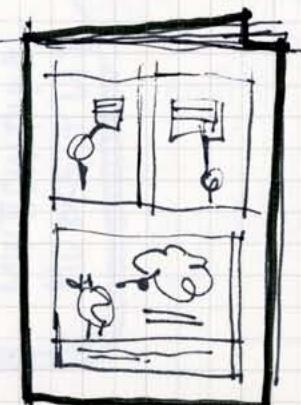
CHARACTERS, SCENES, LOCATIONS,
ERAS, GENDER SWITCHES

COMMUNITY OF
STORYTELLERS

OPPORTUNITY FOR PEER-TO-PEER
SHARING AND LEARNING
COMIC BOOK



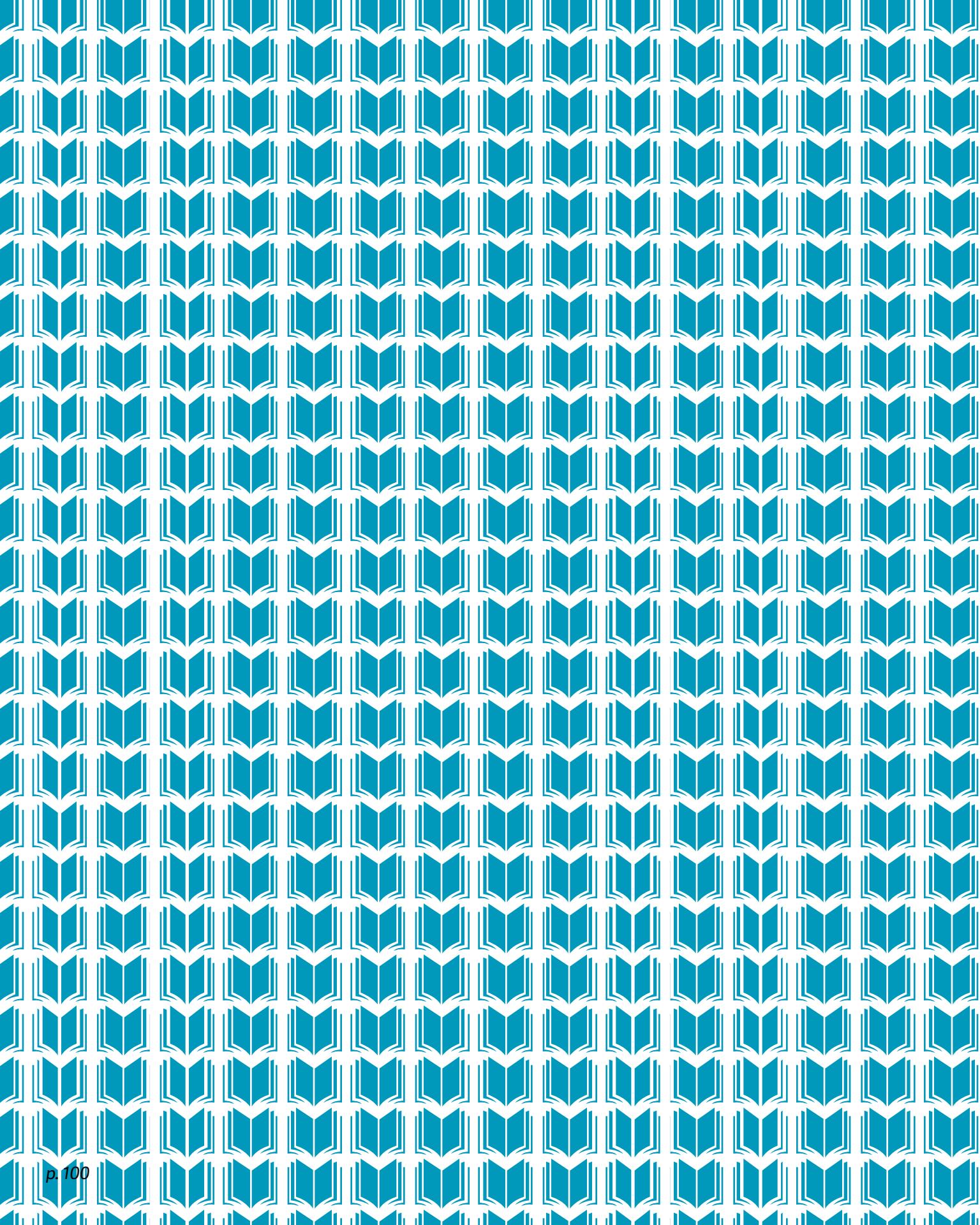
WRITTEN
NARRATIVES



VIDEO



MUSIC



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

(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 it 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 . . .



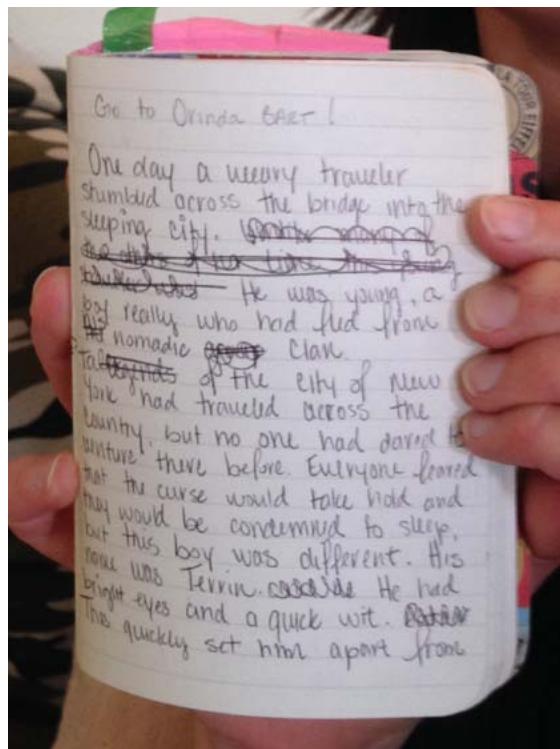
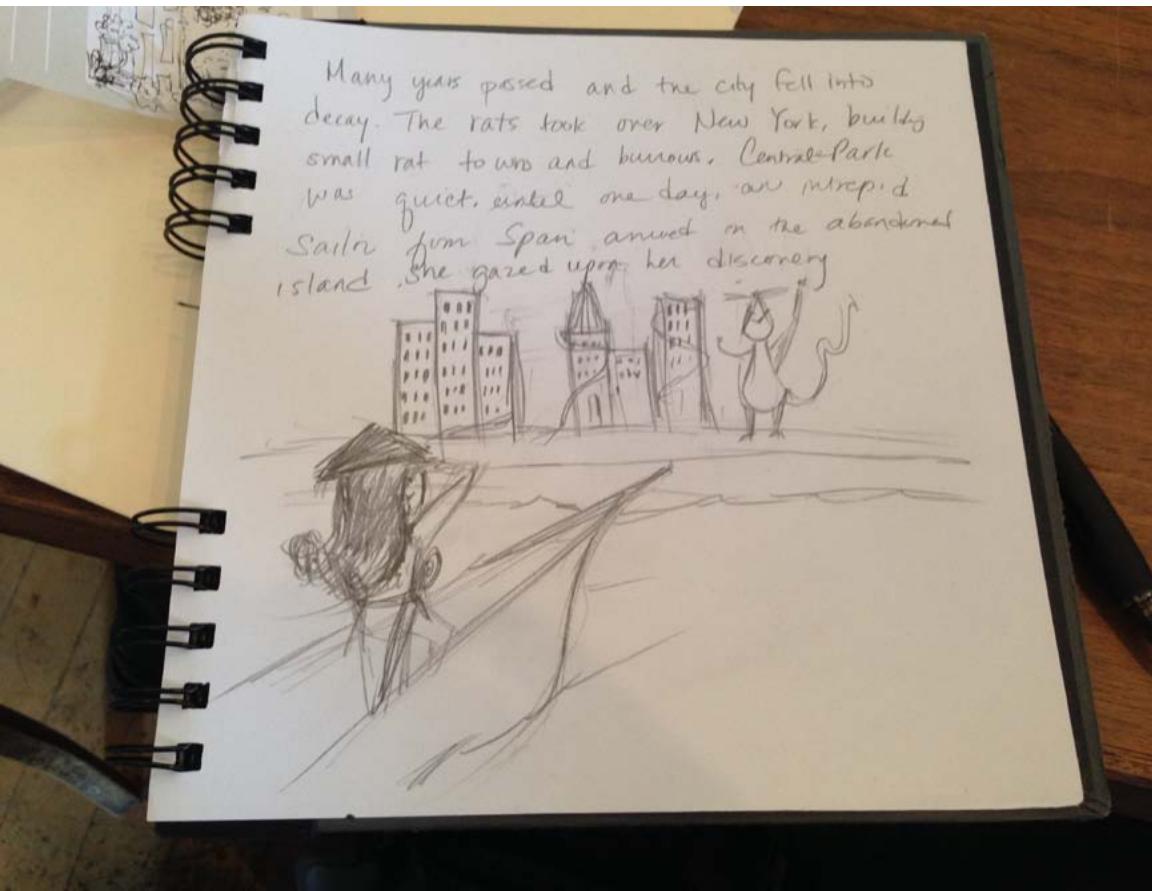
What's next?

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 certain way they create disaster. That's what happened. There was an explosion, and then everybody in the world went to sleep (even the goblin and the fairies). ~~Everybody~~ 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 constellate 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.

The saturnians were determined to wake up the city of New York. He took his crew of space invaders and took it to New York City in 3 seconds. He found he used his energy laser beam pole and to detect the center of the sleeping territory.





Zeli, a curious cat, aren't all cats curious wandered into New York. He'd heard of this city of sleeping people where only rats roamed and it made him hungry. ~~The rats were mutant and~~ ^{they try to chase} evil but that only made them ~~hate~~. ~~ze~~ ~~eat eat eat and grew fatter and~~
+ The Kitchens in NY were full of bread and while the bread was a bit stale and the milk was more than a bit sour, Zeli was in heaven. One day chasing an especially mutant and evil rat, Zeli stumbled into an apartment filled with the most beautiful cat and the most amazingly delicious cakes. In the apartment, he saw a beautiful destined person taking a branch and sleeping soundly as her breath he smelled the cake as it approached, leaned over, and licked his lips. He woke.

~~A Zelis Day from Philly~~

...A good mutant pigeon came flying through town enjoying the "abandoned" food scraps. Once it had had its fill it flew out once again seeking a spot to rest & digest its food. The pigeon found a nice perch and dropped some magic poop that just happened to fall upon the Sleeping Urs. ~~woman~~ She awoke with a shudder and a shriek, but was also relieved to be awakened from her recent slumber. She thanked the pigeon and asked if it would help between the rest of the city... after a shower of course! Once the

city was once again awake and clean, the services of Akira's pest control arrived there ~~with the rest~~ ~~for free~~ ~~of the city~~

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 cringed then and there that he would be the one to solve the tony 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." ~~forever~~
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 tin and a wonderful smell filled the air.

Terrin felt a burst of energy

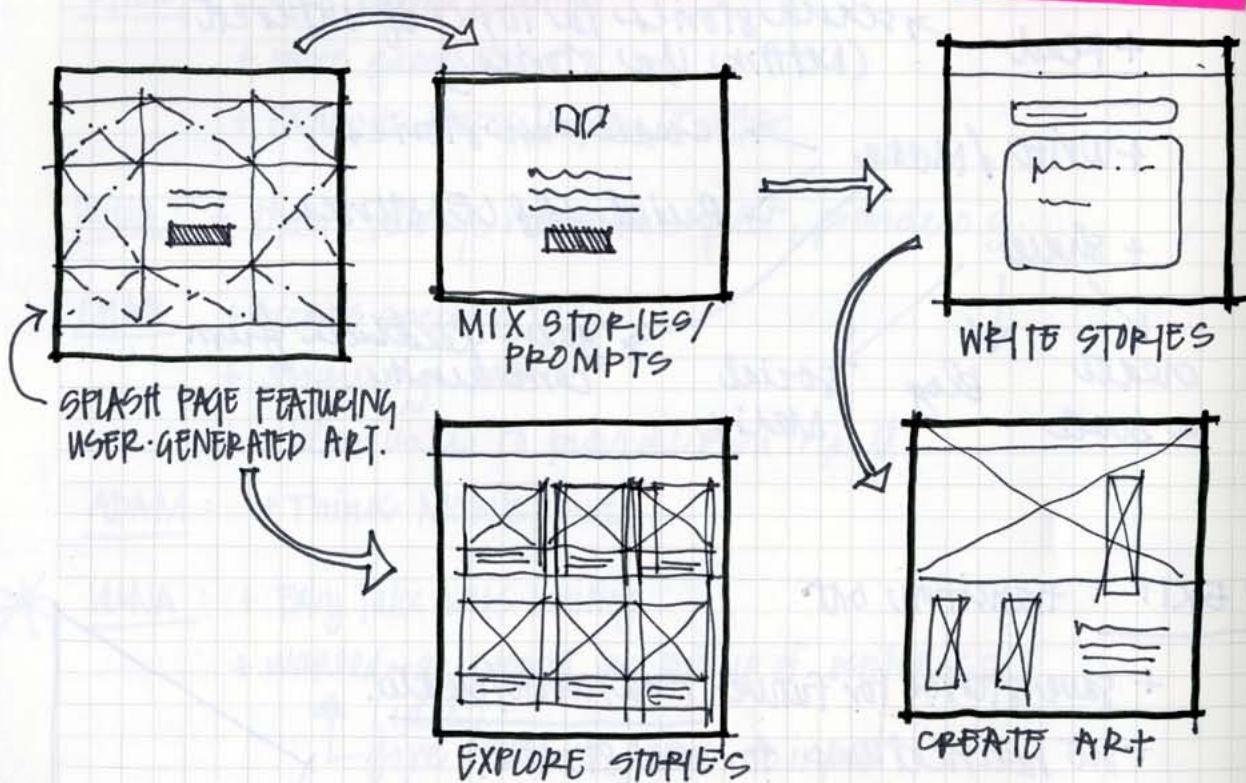
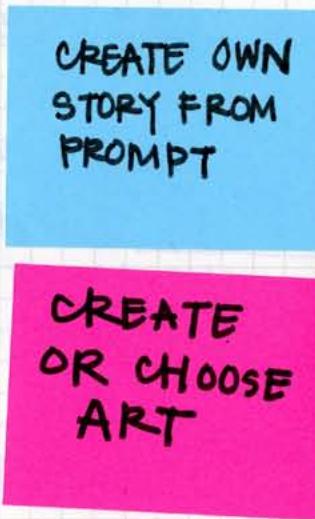
ENTICE



ENTER



ENGAGE



CONTEMPORARY COVER ART

SOUND EFFECTS;
DIE DOWN TO AMBIENT 🎵

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

~~EXIT~~~~EXTEND~~~~EXTEND~~~~EXIT~~

**SHARE /
SAVE**

GENERATE
REAL BOOK.

READ
OTHER
STORIES

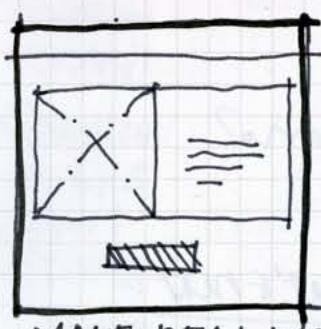
SIGN OUT.

CREATE
MORE
CONTENT.

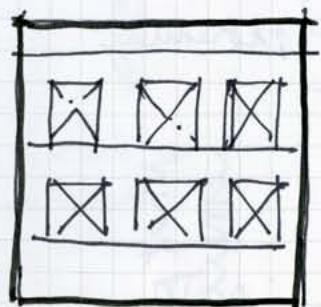
SHARE
FEEDBACK

READ REAL
BOOKS.

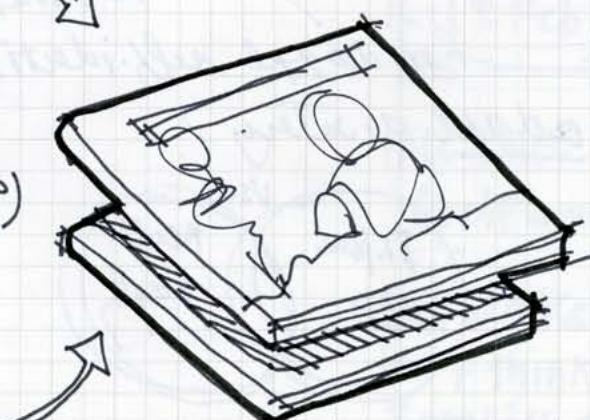
BACK STORIES?
PUT THEM IN A
GAME WORLD?
HOW TO EXTEND
BEYOND READING
TO CONT.
ENGAGEMENT?



MAKE REAL BOOKS(?)



BUY REAL BOOKS(?)

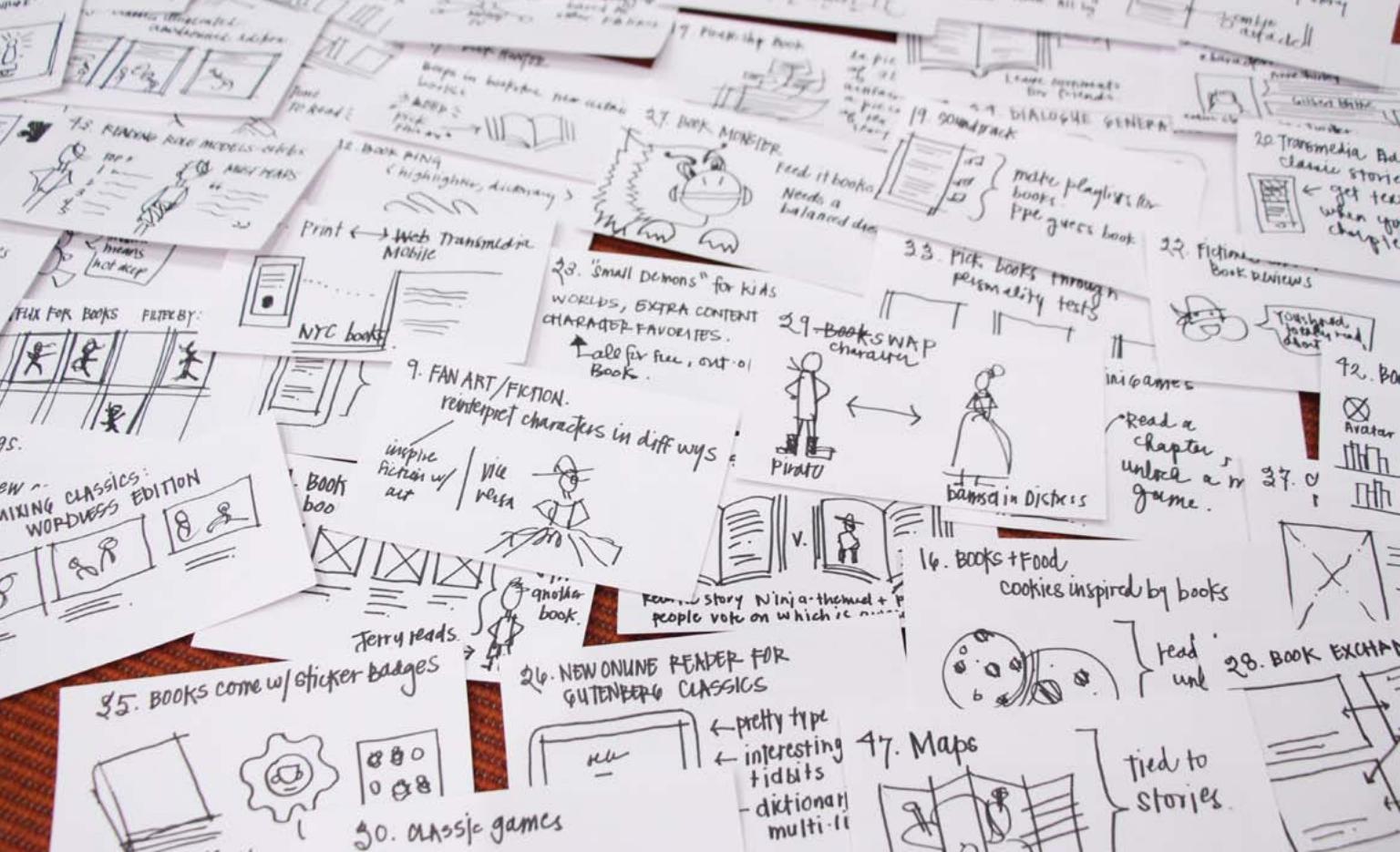


ENJOY REAL STORIES
OFFLINE (EITHER OWN
OR OTHERS)

EXPLORE
ADDED
CONTENT
(outside of text)

CLOSE
E-BOOK

EXPLORE
FAN? SIDE
STORIES.



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 STORYLINE.

alt:
BOOK COVER
CUSTOMIZATION.

⑤ EXTEND

- EXPLORE STORIES

- GENERATE PHYSICAL BOOKS
- DIY?
- FINISHED BOOKS?

QUESTIONS

- WHAT VARIATIONS MAKE INTERESTING TWISTS?

- HOW TO INCORP SCALE?

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

- * 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?

Brainstorming

(10 February 2014) After releasing my Remixing 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

CHARACTERS
FR DIFF STORIES
IN (N) STORY.

POEM

COMIC BOOK

WORDLESS

VIDEO FORMAT

SONG

SOUNDTRACK

OLD STORY
W/ NEW

MASHUPS

DIFF STORIES
TOGETHER

POSSIBLE STORY TWISTS

SETTING
LOCATION

TIME PERIOD

PLOT

ADD (N)
CHARACTER

VILLAIN
AS ANTI-HERO

MINOR CHARACTER
PERSPECTIVE

"BELOW STAIRS"

STORY GENRE
SCI FI

WESTERN

ROM COM

ACTION

HERO +
THE MONSTER

RAGS
TO RICHES

REBIRTH

GOOD / BAD

PERSONALITY

APPEARANCE

FINANCIAL
CIRCUMSTANCES.

CHARACTER

SPECIES

RACE

GENDER

PLOT

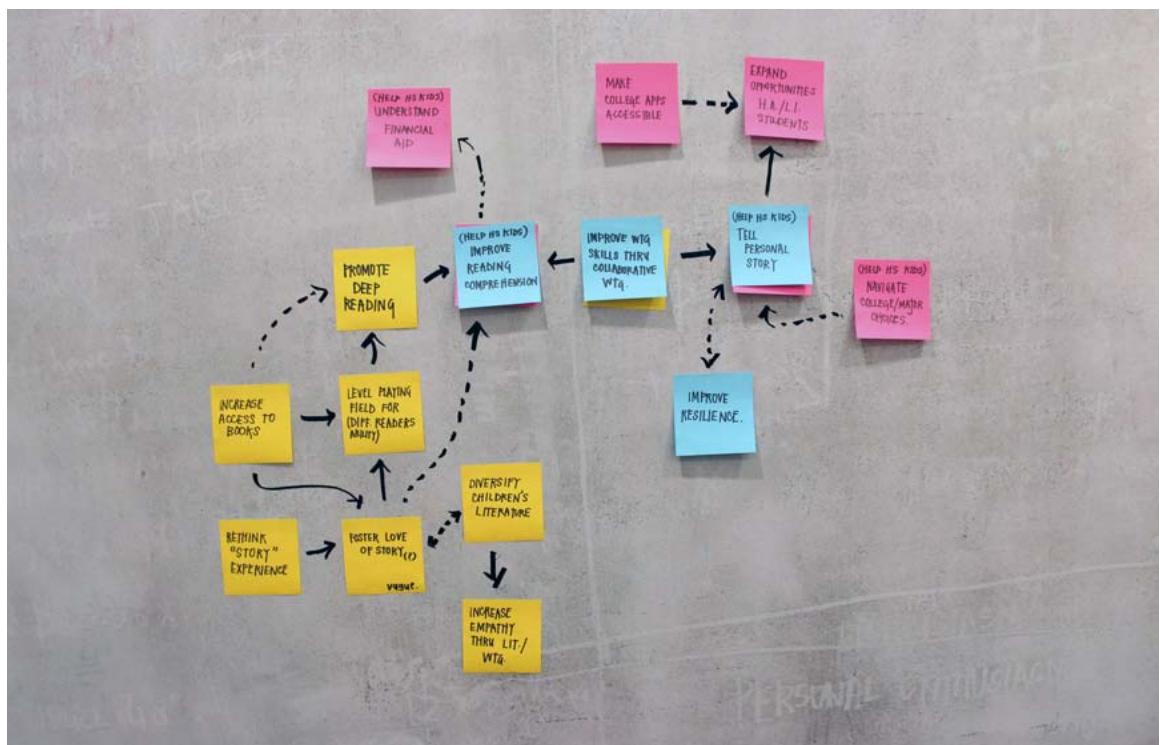
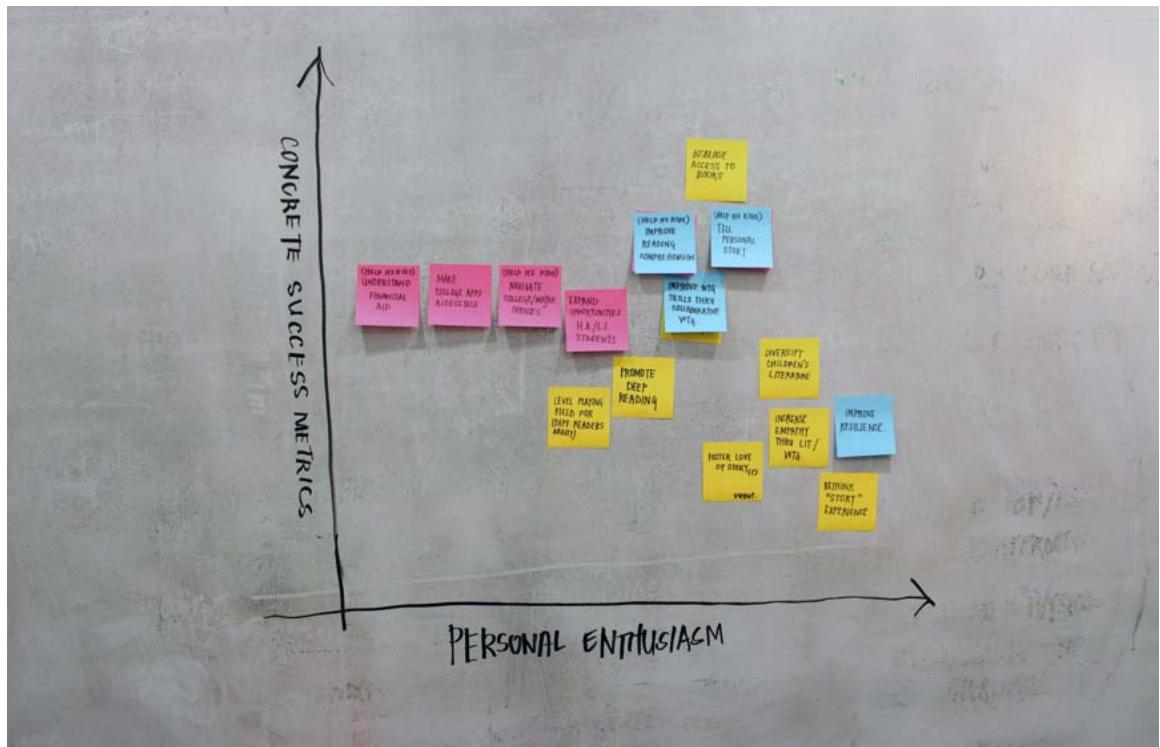
(7 STORIES)

THE QUEST
(find "thing")

VOYAGE +
RETURN

COMEDY (♡)

TRAGEDY



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.

The Adventures of Antimony

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

Brian Mearns

**Chapter 1
The Clever Baby with the Metal Voice**

When Antimony was born, her mother called her "Antimony," which sounded well in that name out to be her name. Of course, her mother didn't know her name was Antimony at the time, she called her that because her eyes were gray and her hair was black. Her mother had heard from the midwife, was the sound of two pieces of metal, which shrank when they embraced[1].

From the moment she was born, and father, and anyone else who happened to be in or near, Antimony did not cry often, and even less so when she was a bit older and learned to express her needs with words.

Her babies and small children, even those with cries like drinking metal, are generally rather dull outside of their parents' eyes, but Antimony's parents who loved her. For the sake of the story, we'll skip ahead to when Antimony is old enough to be

interesting to those who have not met her.

Antimony was a clever girl, and her father told her often. But he also told her that being clever sometimes wasn't good. She could never figure out exactly as the could. When ever someone had a stablone knee to removal, Antimony was always eager to lend a hand, which was being helped and was good for the person. She was very good at tying and carrying knots and was often sought out by those who knew her to help with a task.

Antimony practiced being clever in other ways as well. Her father often pound pounds for her sister, and she always helped him, even if she had to make a little noise to do it.

"What would do," he asked one day when they were walking through the market, "if you had a wolf in your house?"
"I would catch it with a trap," she replied.
"I would catch it with a spear," he said.
"I would catch it with a stick," she responded.
"I would catch it with a rock," he added.
"I would catch it with a knife," she continued.
"I would catch it with a sword," he finished.

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"I would catch it with a knife," she continued.
"I would catch it with a sword," he finished.

She continued, "So the traps is how to get all those across without any getting eaten up she." Then she stopped and thought for a moment. As they approached the fruit stand--with the little fat Italian man with the big black mustache and the wrinkled nose who sold the best apples in the land--she threw an apple or some cherries--she threw up her hands dramatically and shouted "Tando," which is a word her mother had taught her for who she has a hidden talent.

The sudden gesture took the little Italian man by

surprised and he dropped the arm load of apples he was carrying. The one green from that action the ground and Antimony and her dad knelt down to help him collect them. Antimony had to crawl under the table to get an apple off the floor and say, "When you're trying to catch a wolf in your house, you would put the sheep on the back, turn up the cabbage and build a little fort of leaves, and just wait for the wolf to come. And the wolf can swim along the side of the boat."

"Huh" followed her father emphatically, clapping her proudly but a little too hard on the back, which he was still recovering from. "I think I might have to teach you how to be cleverer than me now that I know how cool you are." "What a clever young girl you are," he pleaded. "A remarkable girl."

"Thank you," she replied.
He looked down at her worriedly, but was smiling.
"No, that's not how I would do it, because I never

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

See how the lock works.

Datum / Date:

PROBS:

KIDS ARE
READING LESS

SOL'N:

GAMIFY
READING

SOL'N:

TRANS
MEDIA
ENGAGEMENT

PROB:

READING
COMPREHENSION
↓ DOWN

SOL'N:

FANFICTION
AS BRIDGE

PROB:

ACCESS

SOL'N:

DIGITAL ACCESS

SOL'N:

SOCIAL
READING

PROB:

NO REPREN-
REPRESENTATION
IN BOOKS

SOL'N:

INDEPENDENT
PUBLISHING
PLATFORM

KIDS ENGAGE
IN NEW FORMS
OF STORY
TELLING

KIDS ARE
MOTIVATED TO
READ MORE
(FOR FUN!)

KIDS ENGAGE +
COMPREHEND
TEXT MORE
THRU REMIXIN

KIDS ARE
PART OF
COMMUNITY
OF STORYTELLERS

KIDS SEE
THEMSELVES IN
STORIES, FEEL
INSPIRED

KIDS ARE
MORE CULTURALL
AWARE

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.

THESIS

{ Prototype Draft }

Rae Milne | SVA Interaction Design Thesis III | 24 February 2014

"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."

ORIGINAL GOALS



A circular hierarchy diagram with five concentric rings. The innermost ring is dark teal and contains the text "Foster Community of Storytellers". The next ring out is medium teal and contains "Engage Young People in Self-Publishing". The third ring is light teal and contains "Promote Reading for Pleasure". The fourth ring is very light teal and contains "Cultivate Love of Learning". The outermost ring is white and contains "Increase Opportunity Access".

Increase Opportunity Access
Cultivate Love of Learning
Promote Reading for Pleasure
Engage Young People in Self-Publishing
Foster Community of Storytellers

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

31%
FEMALE CHARACTERS



*Study of 2013 Children's Books

22%
CHARACTERS OF COLOR



*2013 Best Fiction for Young Adults

8%
AUTHORS OF COLOR



*2013 Best Fiction for Young Adults

REVISED GOALS



A circular hierarchy diagram with five concentric rings. The innermost ring is orange and contains the text "Foster Community of Storytellers". The next ring out is yellow-orange and contains "Diversify Literature". The third ring is yellow and contains "Build Empathy". The fourth ring is light orange and contains "Tackle Gender & Race Bias". The outermost ring is white and contains "Increase Opportunity Access".

Increase Opportunity Access
Tackle Gender & Race Bias
Build Empathy
Diversify Literature
Foster Community of Storytellers

REPRESENT

{ Prototype Draft }
Keeping Lit Real

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

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

CONCEPT



Generate Ideas



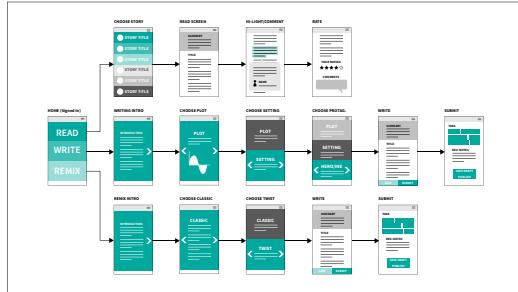
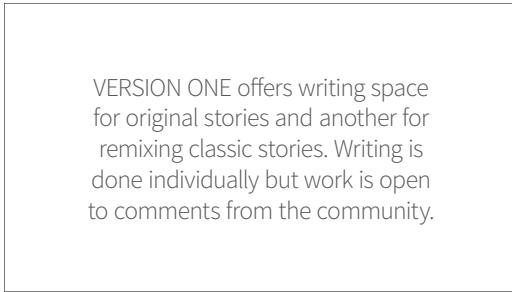
Write & Remix



Read Stories



Share & Collaborate

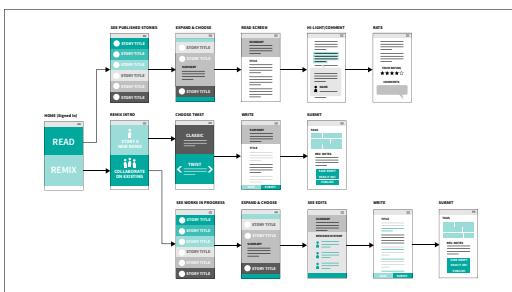


PLOTS	
Overcoming the Monster	Rags to Riches
Tragedy	Comedy
The Quest	Voyage and Return
Rebirth	Choose Your Own

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

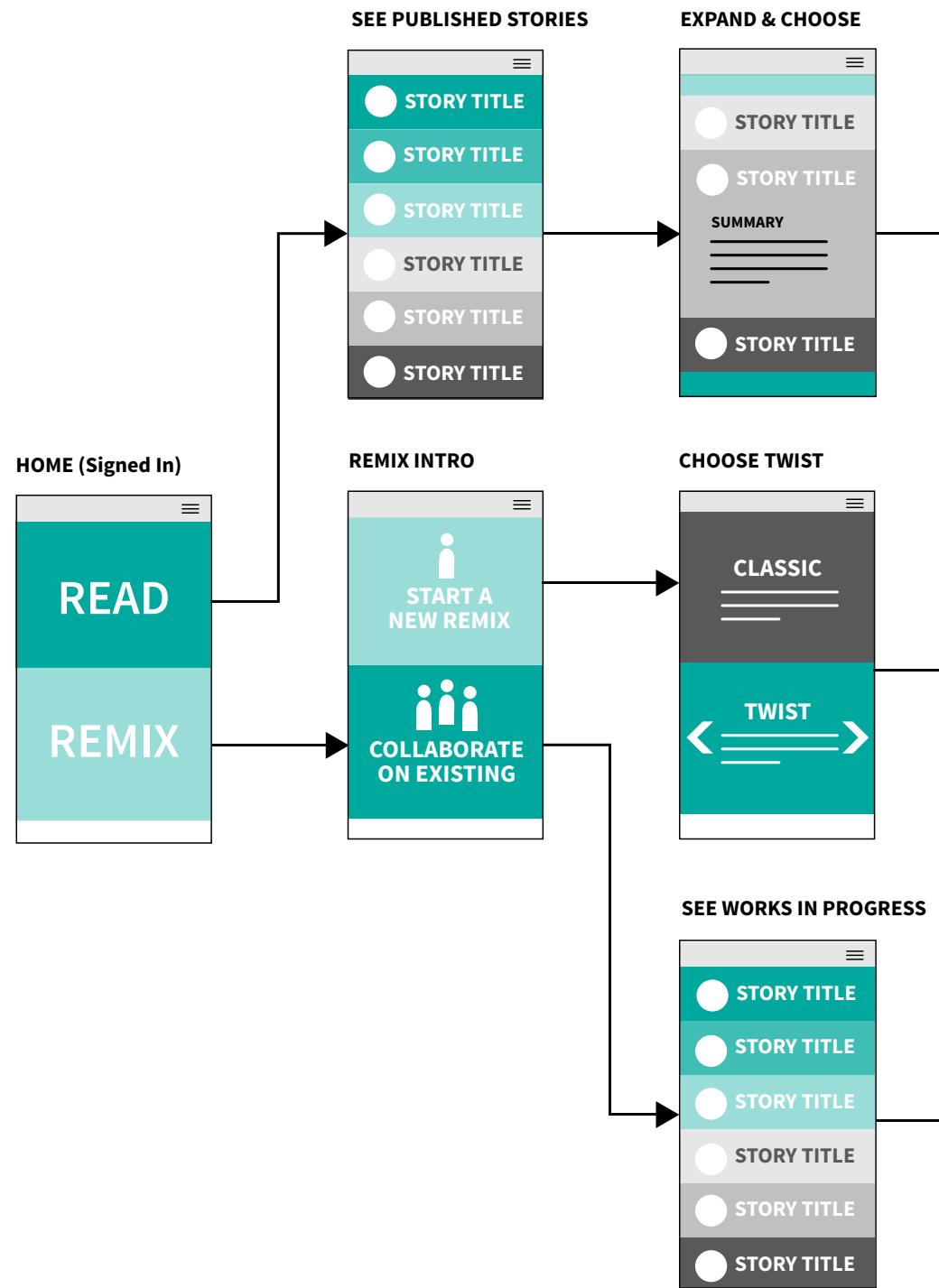
VERSION TWO offers writing space for remixing classic stories, with the original text as an editable base. Writing is done individually or collaboratively in a GIT-inspired environment.

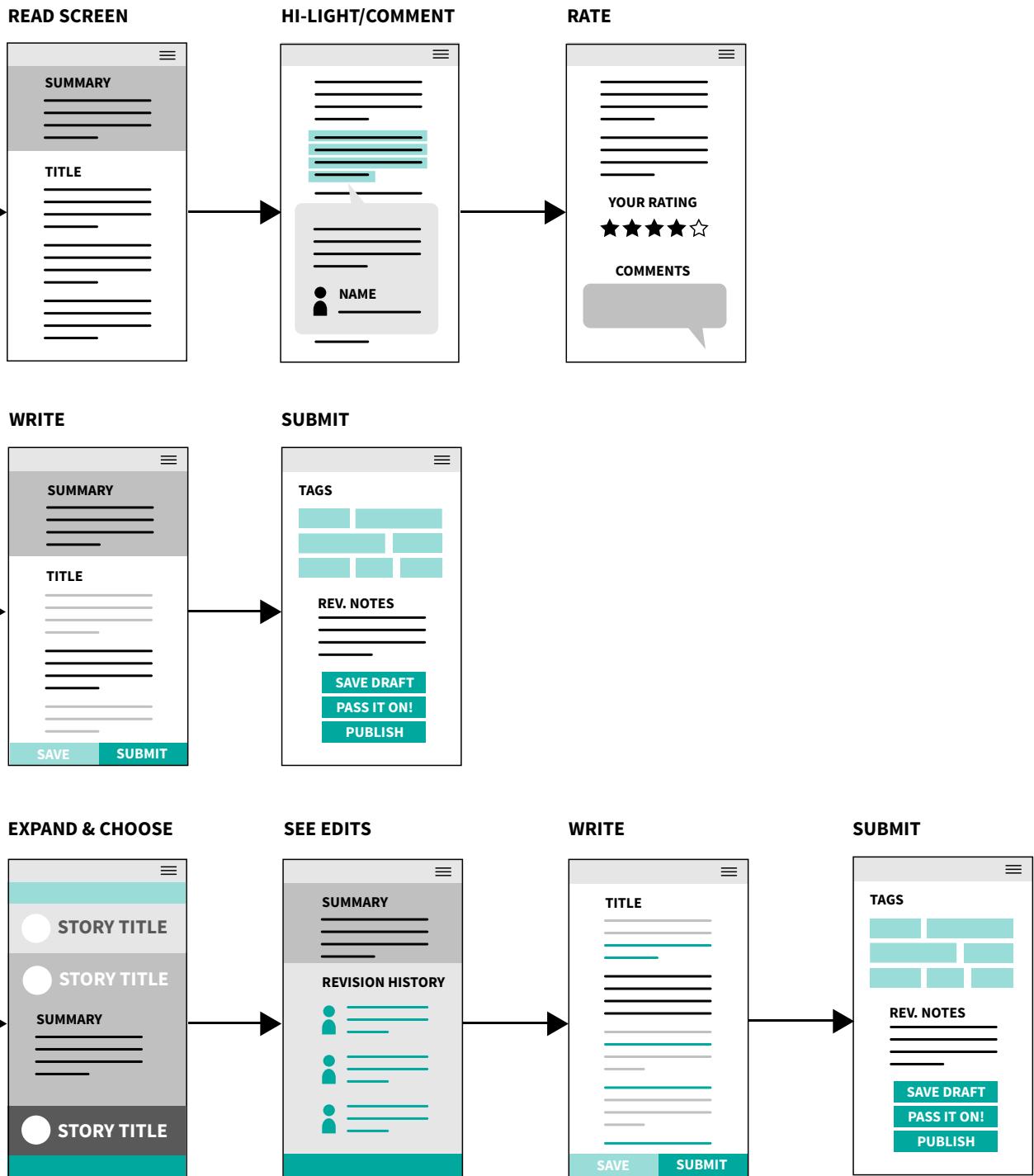


CLASSICS	
Pride & Prejudice	Treasure Island
20,000 Leagues Under the Sea	Adventures of Sherlock Holmes
Alice in Wonderland	Moby Dick
Around the World in Eighty Days	Choose Your Own

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.





BADGUY (Antagonist)

+ **Menu**

PROFILE

① Choose a role

② Pick cast DIFFERENTIATE

Flesh out contributions more.

SWIPE OR SCROLL!

VS

show hint to scr11

MAKE 2X Long.

APPROVE CHAR FOR CAST.

Add your own

SUMMARY

entire story in one screen

HOME
ABOUT
POLEPLAY
WRITE
REMIX
ARCHIVE

THIS MONTH'S STORY

POP PICS

Select:

VS

SHOW HINT TO SCR11

MAKE 2X LONG.

APPROVE CHAR FOR CAST.

ADD YOUR OWN

STORY

CONTIB CONTRIB

SUMMARY

ENTIRE STORY IN ONE SCREEN

TEAM OF MENTORS

GUEST WRITERS EACH MONTH?

HOW TO STRUCTURE REGULAR CHALLENGES?

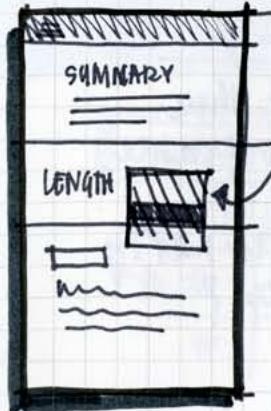
TO DO!

- EDITS TO W/REFRAMES.
- PUT N/Z IN VISION.

Option A

Datum / Date: 20 MAR 2014

SNIPPET: Write 2-3 sentences
a jury? like?



Menu to
choose lengths/types
SNIPPET, SCENE,
STORY, SCRIPT(?)

SUGGESTIONS
FOR LENGTH

Opt.B

SCENE: write think of a on
scene in the story and

Opt.C

STORY: Entire story w/
beg, mid, end.

SCRIPT: write a dialogue/
conversation bt (2)+
characters

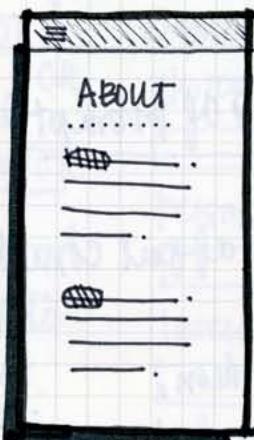
OTHER SCREENS TO WORK OUT:



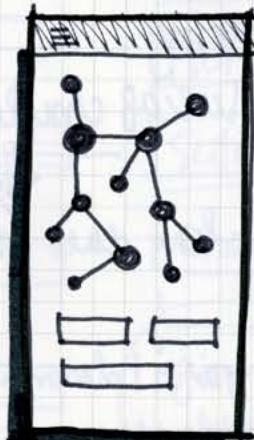
PROFILE

Tiny changes

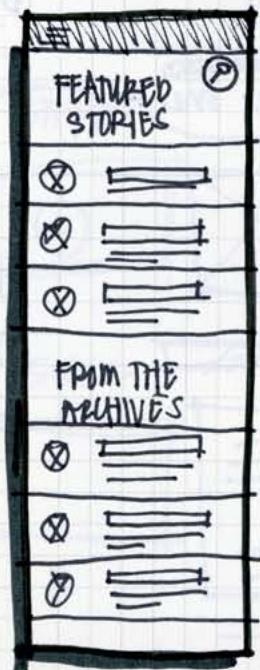
- Way bigger text



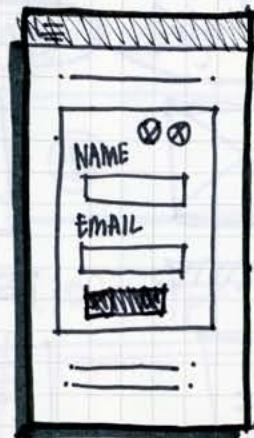
More Info /
Learn More



Visualize
connections
bt stories



BROWSE STORIES.



SIGN IN / SIGN UP

(UT)

- CHOOSE PLOT.
- CHOOSE SETTING.

FIRST PERSON
164 Active Stories

FIRST PERSON

One Story, Multiple Perspectives.

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...

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

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.

FAN FICTION **ROMANCE**
GEEK LOVE

Join the Party

Learn More...

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.



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/heroine themselves?



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



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



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





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.



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.



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

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.

HIGHLIGHT COMMENT my parents everyday.

COPY TO DRAFT 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

FIRST PERSON
164 Active Stories

TAGS

GEEK LOVE **ROMANCE**

DRAMA **MONEY**

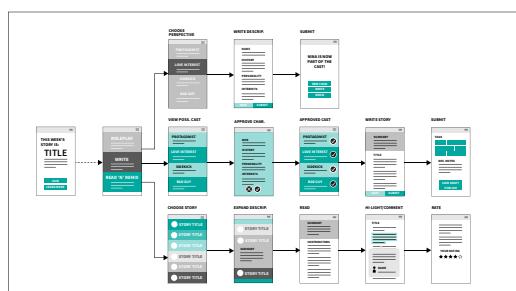
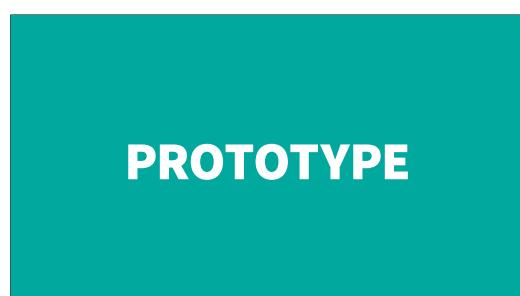
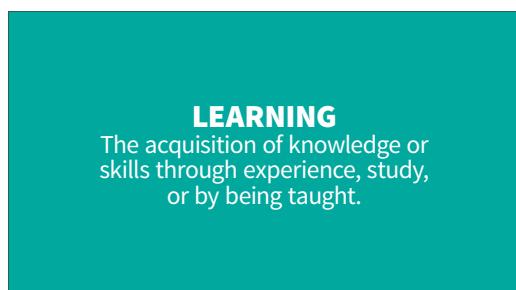
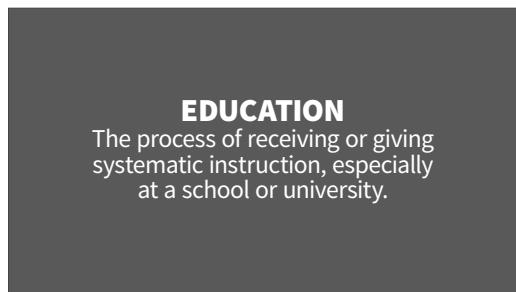
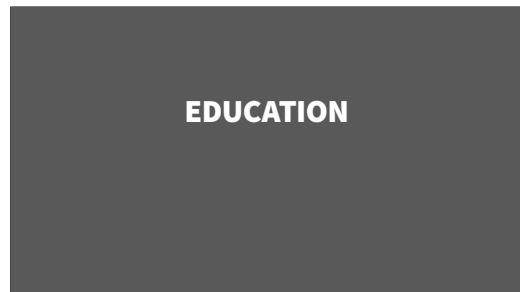
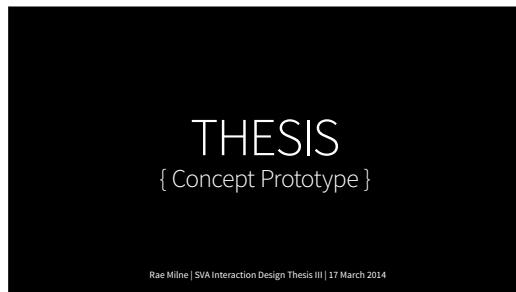
YOUR RATING

★★★☆☆

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 educators I met and some of the insights they shared:

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.

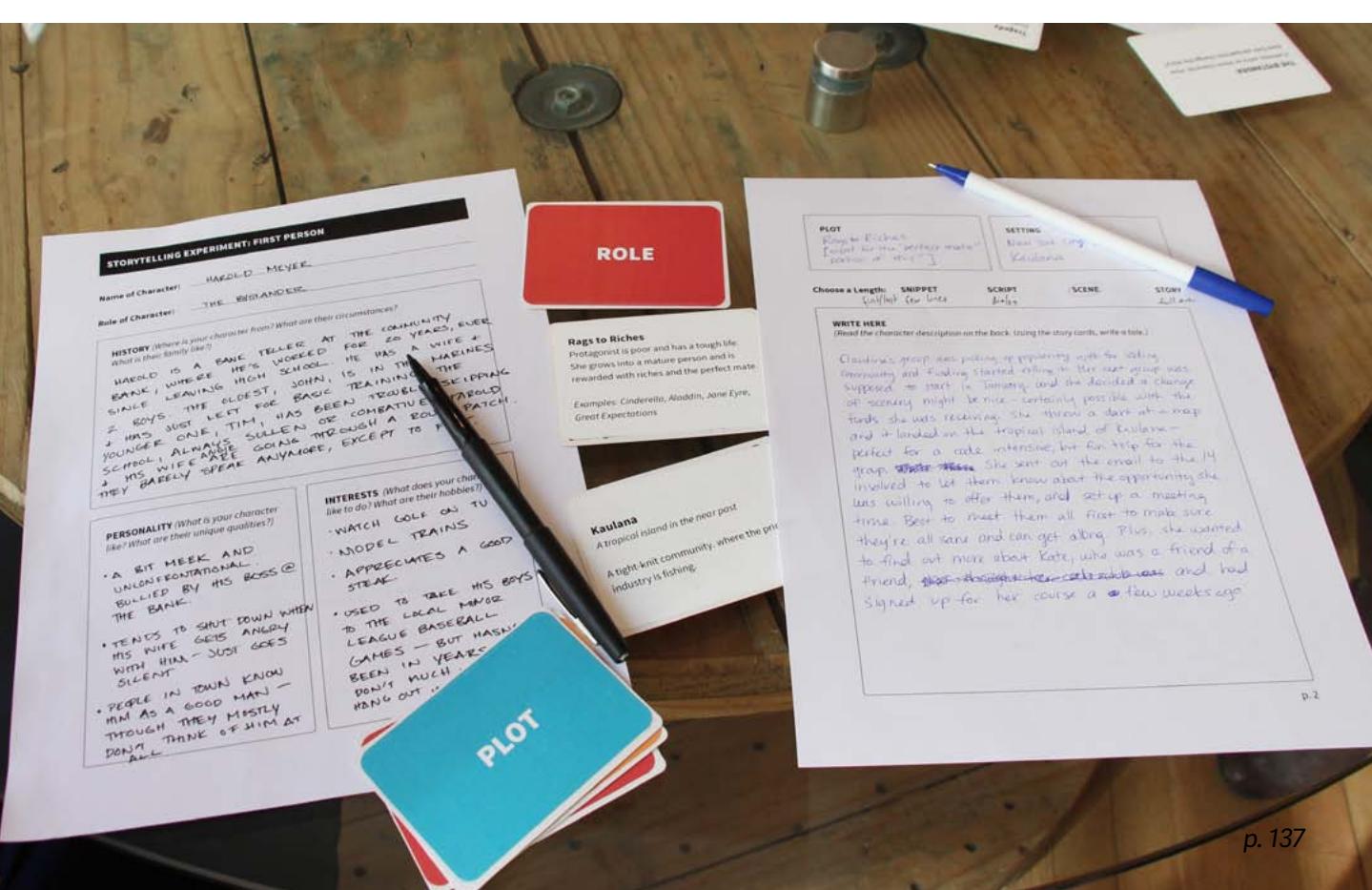
Ivan Cestero is an educator at Avenues World School. Visiting his classes centered on Social Innovation were very inspiring. While Ivan doesn't teach language arts, he thought some of the scaffolding techniques used in Wordplay could be useful for other types of writing, including nonfiction social studies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

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.





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's their family life?)

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 MEEEK 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.
- INTERESTS (What does your character like to do? What are their hobbies?)
- 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 Quilt

SETTING

Montmartre
Faraway galaxy in distant future

Choose a Length: SNIPPET
20 LINES

SCRIPT
DIALOGUE

SCENE

STORY

WRITE HERE

(Read the character description on the back. Using the story cards, write a note.)

Today Harold at work. Harold is experiencing another especially difficult day. He's fed up with the way his boss treats people near 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. He exits out of his office and finds himself outside his building. Across the street he can see the subway train will arrive in 2 minutes. Without thinking, he walks to the stop and arrives first as the bullet train arrives. But he sees this particular train is stopping on Mars. This is the specific direction of his house 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.

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 ~~found~~ 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.

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 crow's 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
He has never met another weasel, in all his sea travels

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 mate, 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

Q

Q

CAPAJennifer
chicon

Shelly.

USER TESTING:Form

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

WHAT IS
VALUE
PROP
4 USERS?

Digital / AnalogTalk thru the
experience.

WHAT Q's
TO ASK
NEXT?

Before you sit down w/ them,

ask them exp. → 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)

Ⓐ



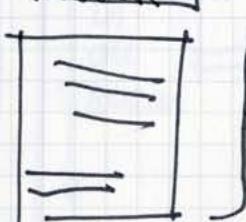
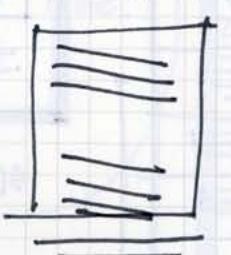
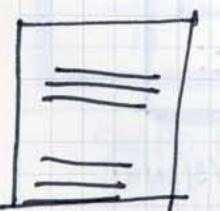
Ⓑ



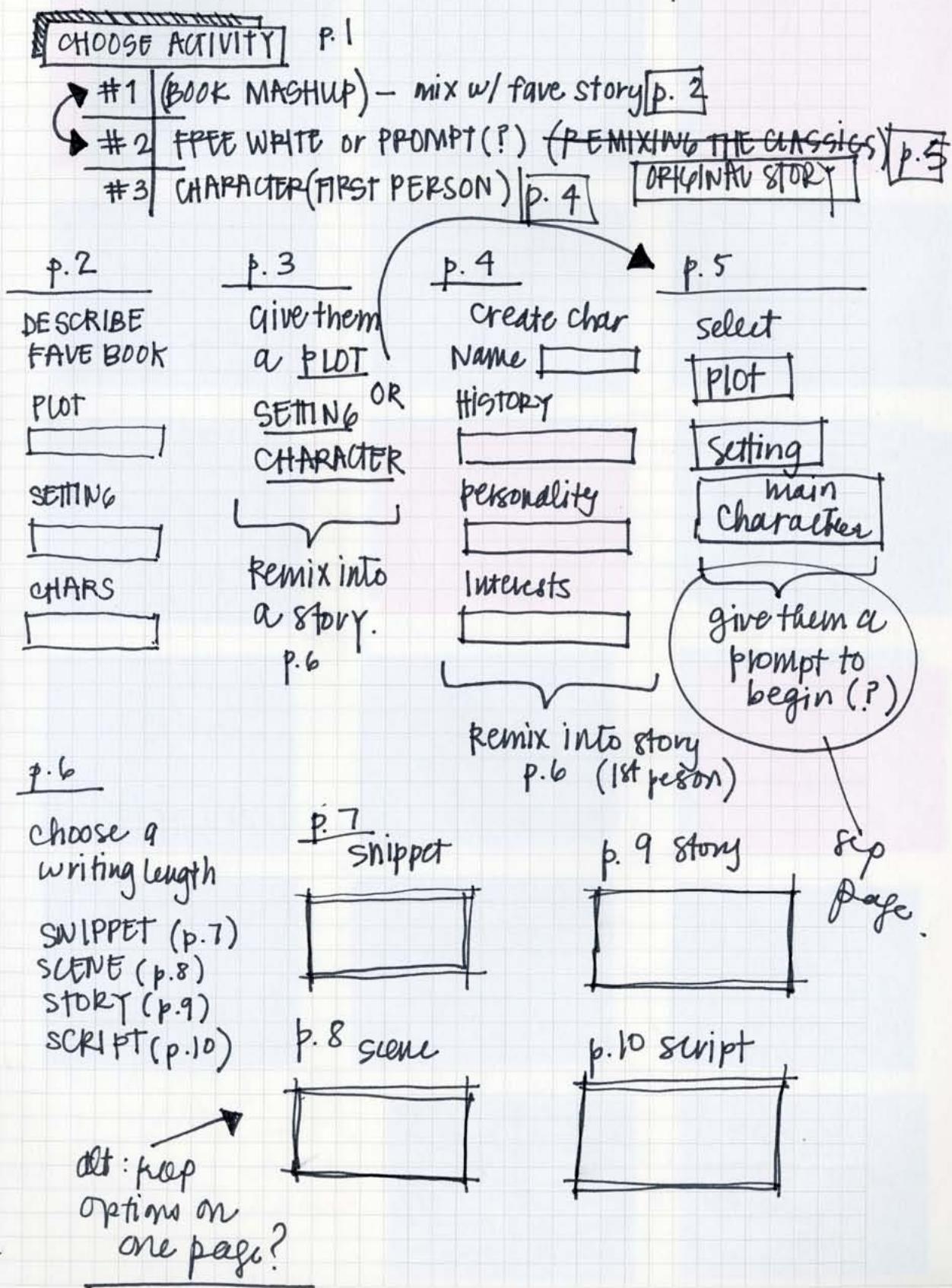
Ⓒ



(2)

smaller
asks.

USER TESTING : GOOGLE FORM (LOW-FI PROTOTYPE)



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 »](#)



16% completed

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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/heroine 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:

[« Back](#) [Continue »](#)



50% completed

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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.

[« Back](#) [Submit](#)

Never submit passwords through Google Forms.

100%: You made it.

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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.

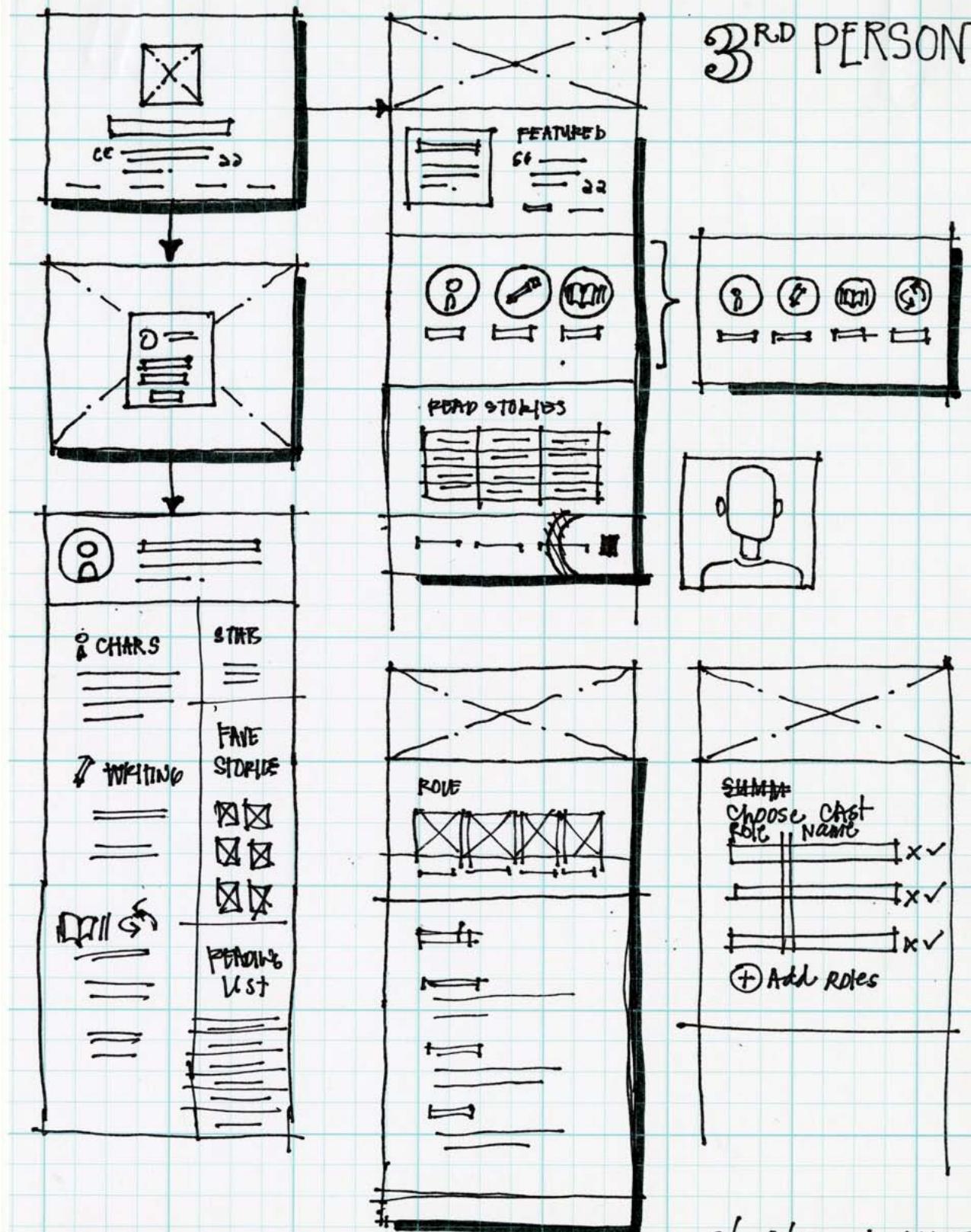
Competitive Audit

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.

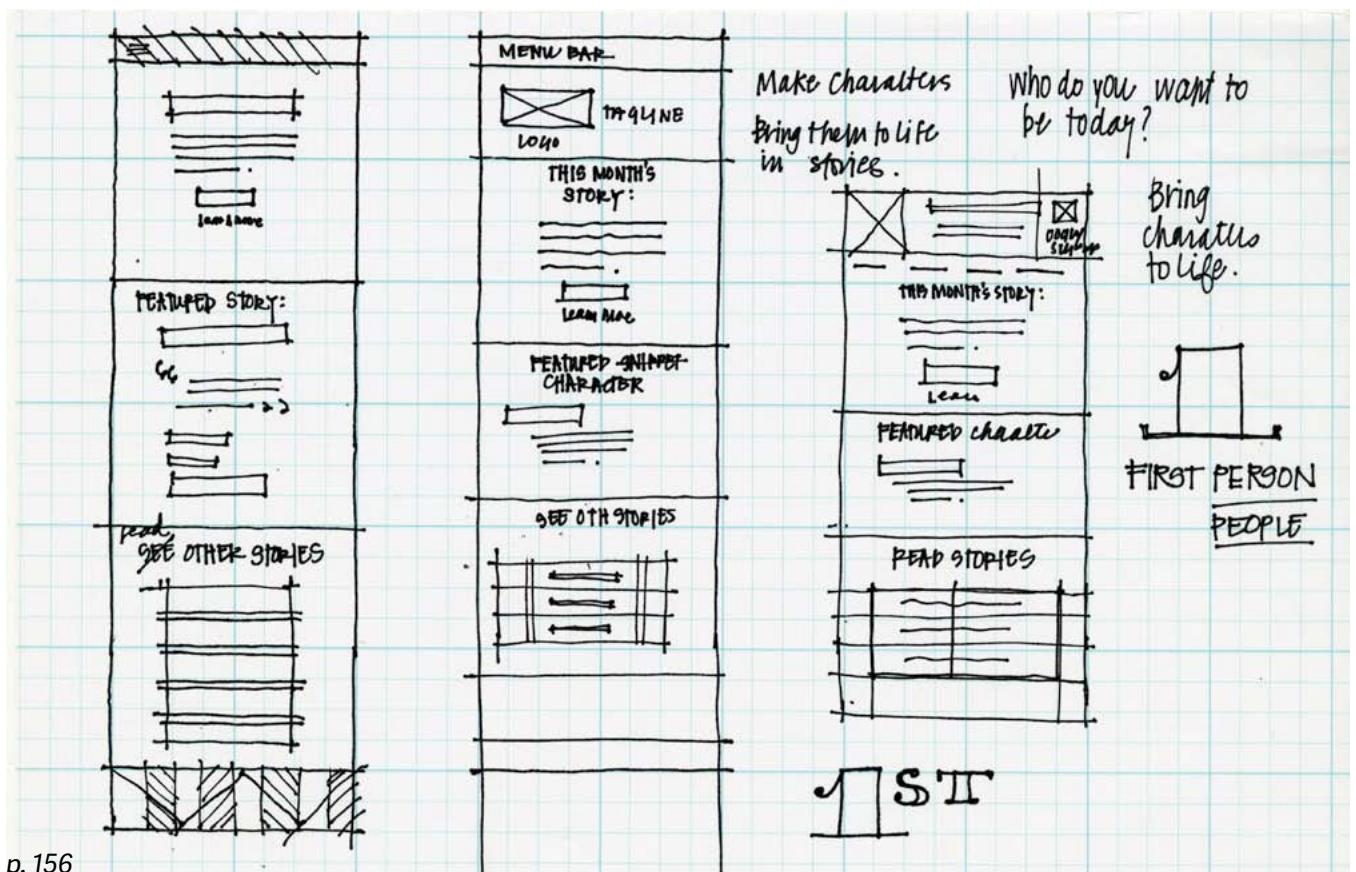
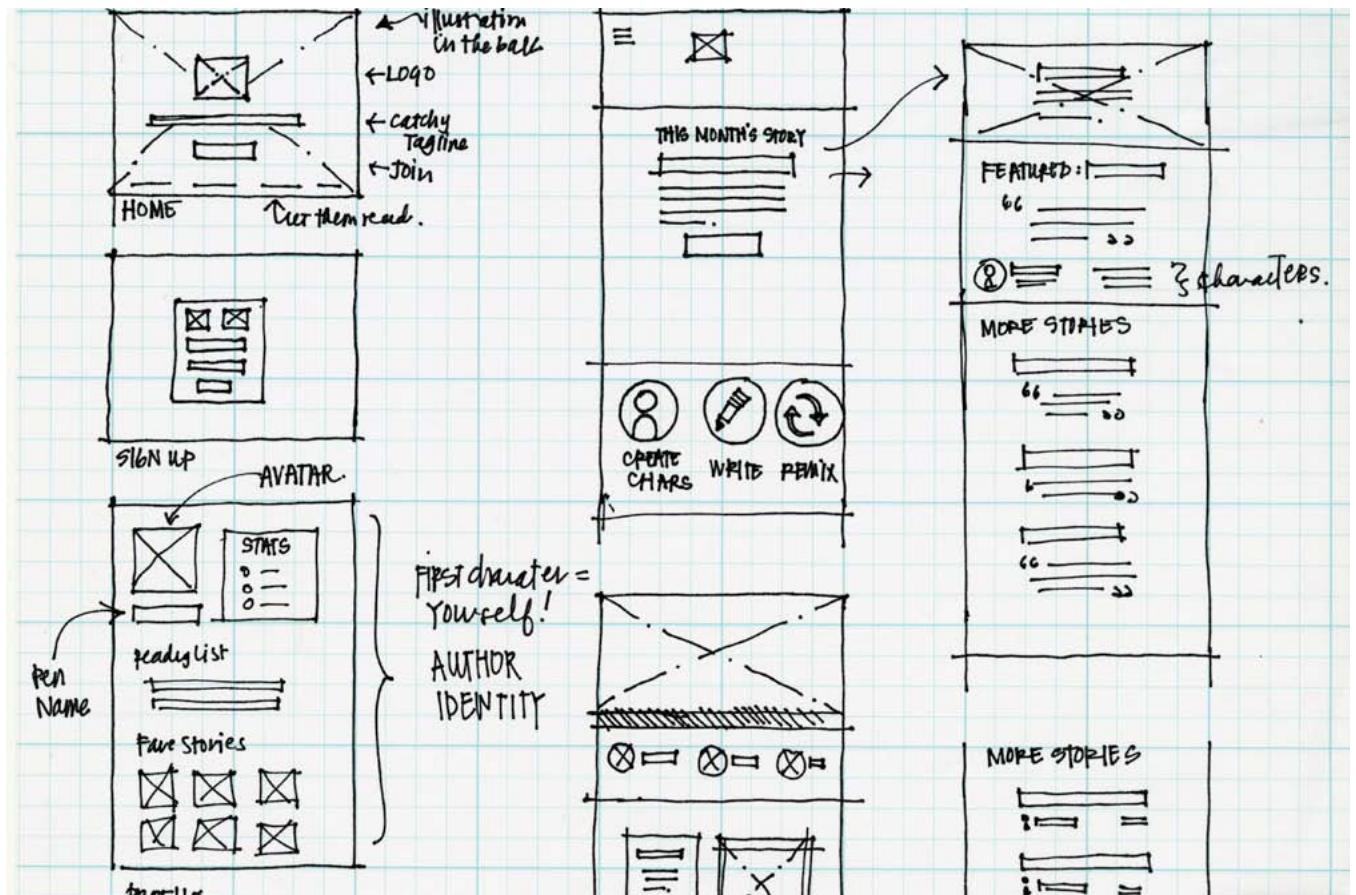
Design Development

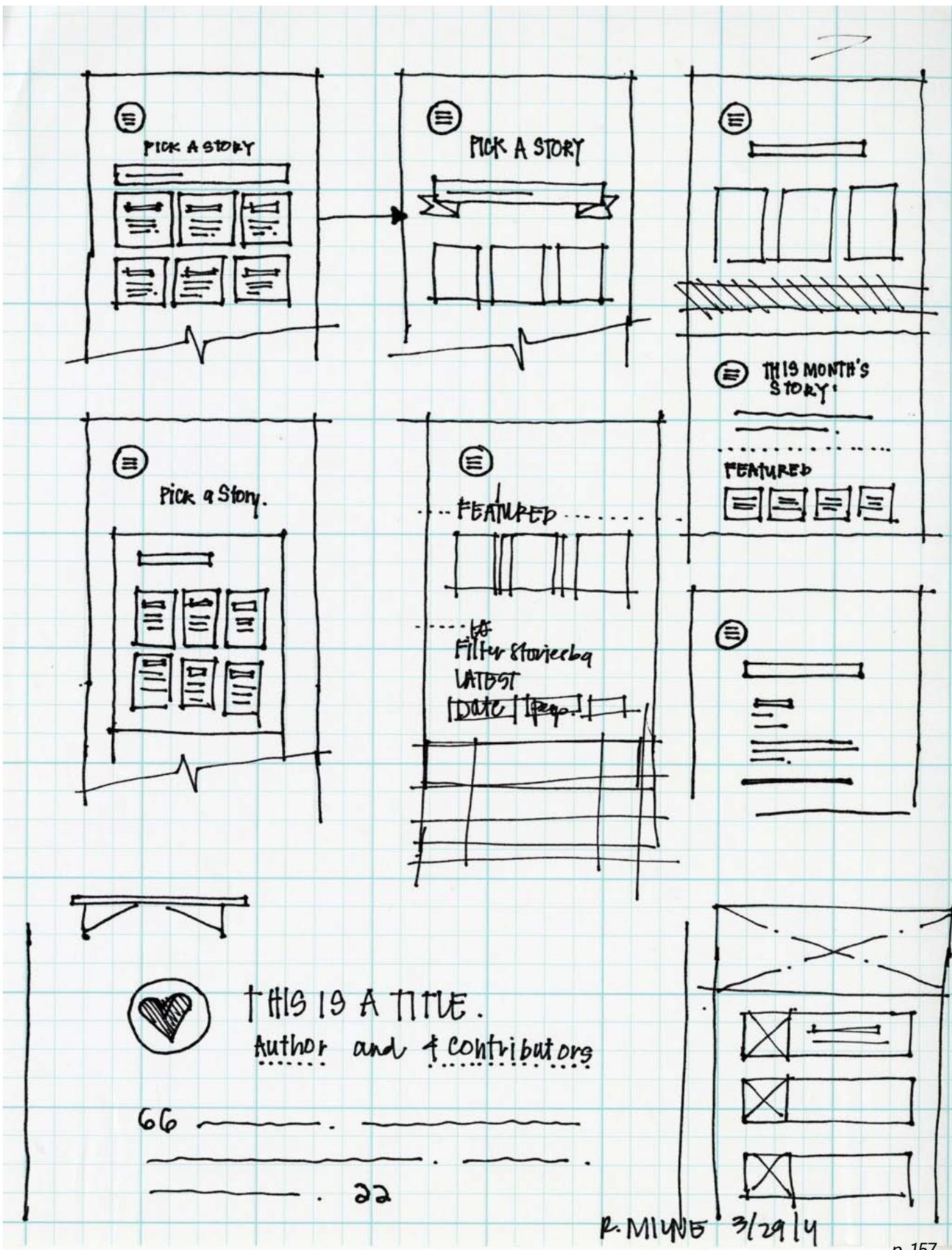
Wherein I refine the user interface of my final concept through a series of sketches, wireframes, and design iterations.

3RD PERSON.

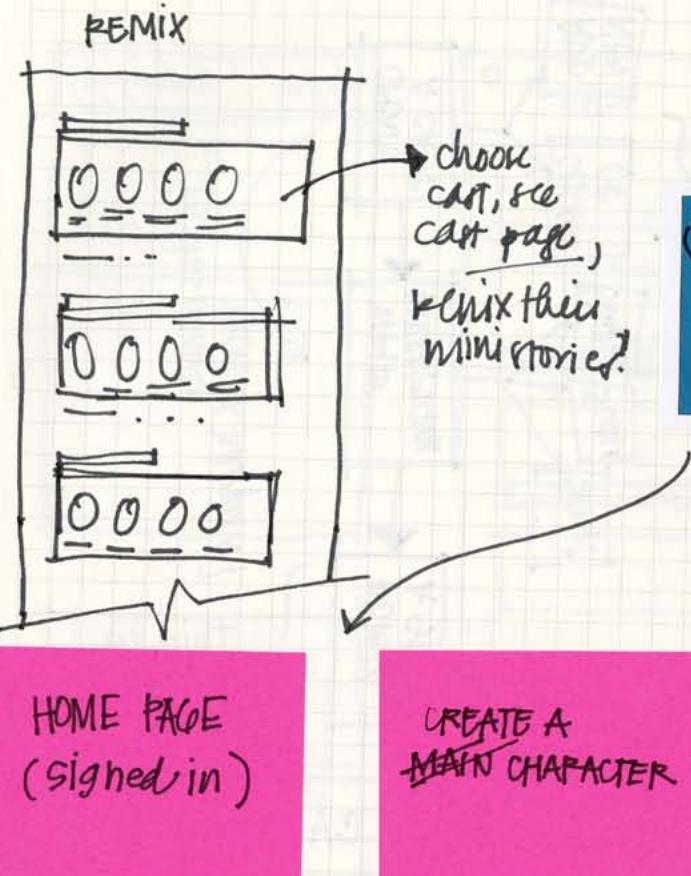


3/29/14 D-MUW





Datum / Date: .. 10 Apr 2014 ..



SPLASH PAGE



(B2)

This Month's Story

Rags to Riches Metropolis Wide & Prejudice

A1

Featured Writing

"The only thing I know about my dad is his favorite brand of cigarettes. Or at least his favorite brand circa 1995, the year he left my mom, me and my two sisters."

Contribute

Step 1. ROLEPLAY Step 2. WRITE Step 3. REMIX

Create new characters and roles. Your cast from the alternative menu.

Only write what's familiar, common and original about your idea.

Combine your writing to complete an original story.

B1

Create a Sidekick

Topic: Rags to Riches Setting: Metropolis

Background

Personality

Interests

Tags

Created by You | Edit Profile

B2

Create a Sidekick

Topic: Rags to Riches Setting: Metropolis

Gigi, The Sidekick

Background

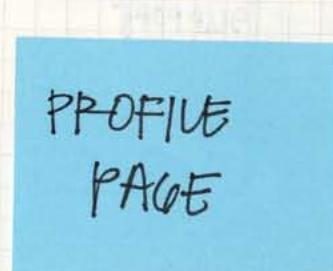
Personality

Interests

Date

Story

Created by You | Edit Profile



Datum / Date:

WRITE MINI STORIES (snippets, scenes, scripts)

Scenes
Write Mini Stories
Select a purpose, then drag & drop scenes for stories.

- What do you want to write?
- SCENE 1: A scene where the character is in a specific location.
- SCENE 2: A scene where the character is interacting with another character.
- SCENE 3: A scene where the character is performing an action.
- SCENE 4: A scene where the character is experiencing an emotion.

Write a Snippet
Write a few short and snappy sentences or just one line of dialogue.

THEME: Rags to Riches **SETTING**: Metropolis

A SIGHT OUT
I never realized this as the word was... taking down... collapse...
into an... and disappear... around the corner.

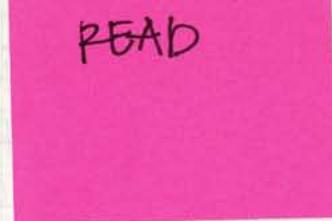
PUBLISH

Write a Snippet
Write a few short and snappy sentences or just one line of dialogue.

THEME: Rags to Riches **SETTING**: Metropolis

A NIGHT OUT
I never realized this as the word was... taking down... collapse...
into an... and disappear... around the corner.

PUBLISH



Read a Story

GIGI | : + | : + |

CHARACTER: Gigi, The Sidekick

INTEREST: Gigi loves bright colors and shiny objects because she's a sidekick.

TASK: Gigi needs to find a new costume for the annual costume contest.

BEYOND THE WALLS
Behind Walls

THEM: The effort of love and family over time. Like this and how we changed my life forever.

INTEREST: I'm writing a story about a family who moves into an old house and finds quirky surprises along the way.

TASK: I need to write a story about a family who moves into an old house and finds quirky surprises along the way.

SUMMARY: This is a summary of the story.

CHARACTER: Gigi, The Sidekick

INTEREST: Gigi loves bright colors and shiny objects because she's a sidekick.

TASK: Gigi needs to find a new costume for the annual costume contest.

A Windy Day
Written by Paul

Author: Paul
Published: 2012
Language: English

Character: Gigi (Giggle) Nick (Nickolas)
Bob (Bobo) Nina (Nina)

INTEREST: Gigi loves shiny objects and colorful things.
Bob is a romantic who likes to hold hands.

TASK: Gigi needs to find a new costume for the annual costume contest.

LEAVE FEEDBACK

Character: Giggle
Prod.: Many Are
Originality: ★★★★★
Description/ Language: ★★★★★

REVIEW BY TYPE

REMIX (COMBINE) MINI STORIES INTO LONGER NARRATIVES

Assemble a Cast
Create a new character or choose a character by another author.

Main Character:
Gigi, The Sidekick
Gigi loves bright colors and shiny objects because she's a sidekick.

Secondary Characters:

Nina, The Lead
Nina loves colorful dresses.

Bob, The Love Interest
Bob is a romantic who likes to hold hands.

Dartagnan, The Riddle
Dartagnan loves riddles.

Adrienne, The Bag
Adrienne loves bags.

USE WEBSITES

Assemble a Cast
Create a new character or choose a character by another author.

Main Character:
Gigi, The Sidekick
Gigi loves bright colors and shiny objects because she's a sidekick.

Secondary Characters:

Nina, The Lead
Nina loves colorful dresses.

BIOGRAPHY: Gigi's parents were wedded in a church. Nina is her ex-cousin. She has many nieces and nephews.

PERSONALITY: Nina is a pretty girl who doesn't like to see people get hurt and needs to be protected.

INTEREST: Nina loves to eat cake and have cake.

TASK: Making friends / Adventures

Bob, The Love Interest
Bob is a romantic who likes to hold hands.

Dartagnan, The Riddle
Dartagnan loves riddles.

Adrienne, The Bag
Adrienne loves bags.

USE WEBSITES

BROWSE STORIES

Total Story

Leave feedback for reading this snippet!

SNIPPET

I'd like to open a checking account please.

Interest: Difficult to tell if this snippet can stand on its own. The first few lines are a little dry, while the rest are more interesting.

The problem: Let's get you started! Headed over to the bank, taking out the savings. This girl was definitely money goals.

Review: Overall an okay snippet, though a bit repetitive. It's nice to see a girl with goals.

Rating: 3/5 stars

"My parents invested here this summer."

"The problem: I have a low credit score right now. You know, Jefferson High?"

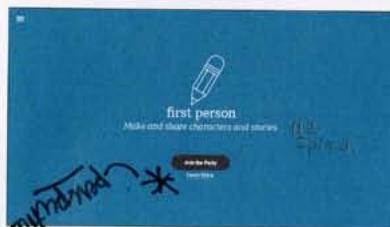
Response: The problem is that she's been saving up for a car, but she's been saving it off to her mom's goal, not her own.

Review: "The Mayor's daughter"

Rating: 2/5 stars

Summary: Total Story is great for new snippets. I would add a little more detail to the first few lines, as they're a bit dry, but the rest is good.

00
SPLASH



splash.html

01
HOME

index.html

Transformation
Our story is set in Metropolis, a bustling modern city in the near future.

Contributed by Michael

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."

Contributed by Michael

Contribute

- ROLEPLAY
- WRITE
- REMIX

[MAIN // SECONDARY]
character creation
- why is the hero
superhero
- save the world
- juggling multiple

MENU

Character creation

of main character

roleplay.html

Roleplay H1
Get started by creating your first character. What role do you want them to play?

THE LEAD	THE MAJOR	THE COMIC RELIEF
THE LOVE'S INTEREST	THE VALE	OTHER
THE SIDEKICK	THE FATHER	

• LEARN MORE
• ONBOARDING
• PROFILE 4/15

CURRENT LOCATION
Metropolis, a bustling modern city in the near future.

BACKSTORY

PERSONALITY

INTERESTS

SUBMIT **NEXT**

Create a Sidekick H1
A companion or love interest to the Lead.

NAME
Gigi

BACKSTORY
Gigi was raised to be perfect. Her an only child, which has made her very competitive. When she was little, she was sick, but Gigi's mom always said to Gigi that somehow, Gigi could strengthen those ties.

PERSONALITY
Gigi is very strong and assertive, often already surpassing the rest with a strong will.

INTERESTS
Gigi likes reading books and riding her bicycle.

SUBMIT **NEXT**

WOOWOO! h1
Gigi is now a part of the First Person Universe. Write about Gigi or create another character.

SUBMIT **NEXT**

character-confirm.html

who is char,
setting, theme.

03 CREATE
MINI STORIES

story-select.html

Write Mini Stories
Create a snippet, sidekick or glimpse character.

SNIPPET Write a short and snappy sentence or just bits of dialogue.

SIDEKICK Create a new character and write a snippet about their backstory.

GLIMPSE Snippet or glimpse of a character from a previous scene.

Pbox

story-write.html

Write a Snippet
Write a few short and snappy sentences or just bits of dialogue.

A Night Out [Pclass = edit]

CHAR

Write a Snippet
Write a few short and snappy sentences or just bits of dialogue.

A Night Out [Pclass = edit]

CHAR

WOOWOO!
A Night Out is now a part of the First Person Universe. Write another mini story or explore other stories.

SUBMIT **NEXT**

story-confirm.html

FUNCTIONAL (?)

04 EXPLORE STORIES

05 BROWSE CHARS

06 REMIX STORIES

Explore Stories

A Night Out

I was sitting at the spot away fighting stories before now. There are five tabs displayed around the center.

Untitled

Tony Mordi is at work. Harold is experiencing an especially difficult day. He's fed up with the way that people treat him at work. He's all alone. He's been feeling really bad about himself lately, so he's not in the mood to go to the bathroom. But he's forced to go to the bathroom because he has to go to the movies.

The Decision

Anthony: Sorry.
Harold: You're welcome.
Anthony: I think you heard that message several times now.
Harold: No.
Anthony: I have heard that a thousand times.
Anthony: Try it again, but I have no intention of fighting you.
Anthony: Well, I don't care if you fight me, because you come from me.
Anthony: Well, we'll just see.
Anthony: Harold, never swear or a black knight.
Anthony: Never fight a commoner.
Anthony: I will square your life the same way a warning would regard the days of my past when I've thought with you.

Explore Stories

A Night Out

I was sitting at the spot away fighting stories before now. There are five tabs displayed around the center.

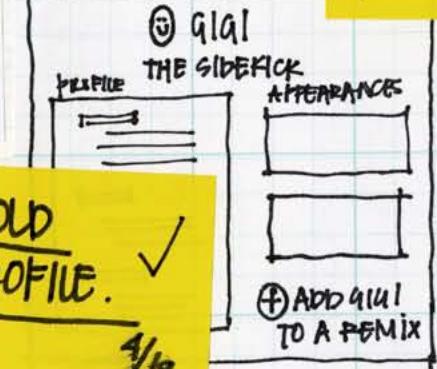
Untitled

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The Decision

Anthony: Sorry.
Harold: You're welcome.
Anthony: I think you heard that I have no intention of fighting you.
Harold: No.
Anthony: I have heard that a thousand times.
Anthony: Try it again, but I have no intention of fighting you.
Anthony: Well, I don't care if you fight me, because you come from me.
Anthony: Well, we'll just see.
Anthony: Harold, never swear or a black knight.
Anthony: Never fight a commoner.
Anthony: I will square your life the same way a warning would regard the days of my past when I've thought with you.

character-explore.html



Explane. Edit as option

* Done. Finished

07 FULL STORY.

OUTLINE

✓ 4/19

show-explore.html

* SLIDE-IN MENU! ✓

WHITE a COMPLETE STORY(?) ✓ 4/19

Sample Code

With the help of 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;i++) {
            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, scene or structure.

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 or more characters. By freeing the dialogue from its supporting text, writers can focus on the conversation. They must express the personality and feelings of their characters using voice alone.

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.

Finally, a Structure is an outline of an entire plot, which guides writers through an entire narrative.

REMIX. Writers can continue to create characters or write story sketches. They can also choose to remix existing work. 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.

wordplay a place to make, share and remix characters and stories

THIS MONTH'S STORY THEME IS

Transformation

Our story is set in Metropolis, a bustling modern city in the near 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.

CREATE
Craft story sketches about your character.

REMAKE
Combine and revise stories to compose entirely new tales.

[Get Started](#)

≡

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.

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?

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?
	OTHER Choose your own role. Who do you want to imagine?
	THE SIDEKICK Do they have an intriguing story of their own?
	THE BYSTANDER How does their perspective change the story?

Create Character

Keep in mind this month's theme (*Transformation*) and setting (*Metropolis*).

THE SIDEKICK

Edit Name

Save draft Publish

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.

The smartphone screen displays a character creation interface. At the top, a dark header bar features a teal square icon with three horizontal lines and the text "Create Character". Below the header, a subtext reads "Keep in mind this month's theme (Transformation) and setting (Metropolis)." Two buttons are visible: "SAVE DRAFT" (gray) and "PUBLISH" (teal). The main content area is a white box containing character details:

- THE SIDEKICK**
Gigi
Gigi loves to laugh. Everyone looks to her for advice.
- CURRENT LOCATION**
Metropolis, a bustling modern city in the near future.
- BACKSTORY**
Gigi was raised by her mom. She's an only child which has made her very independent. When she was little, she met her best friend, Nina. Nina isn't always kind to Gigi but somehow, Gigi can't stop being there for her.
- PERSONALITY**
Gigi is very funny and sweet. She's always breaking the ice with a corny joke.

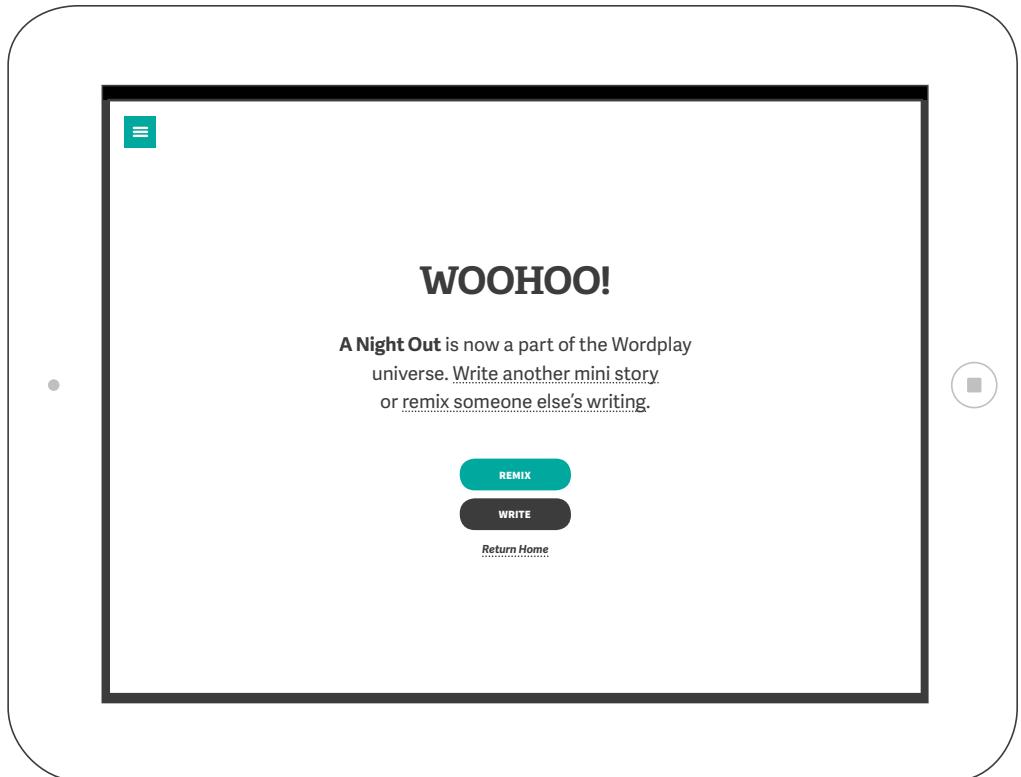
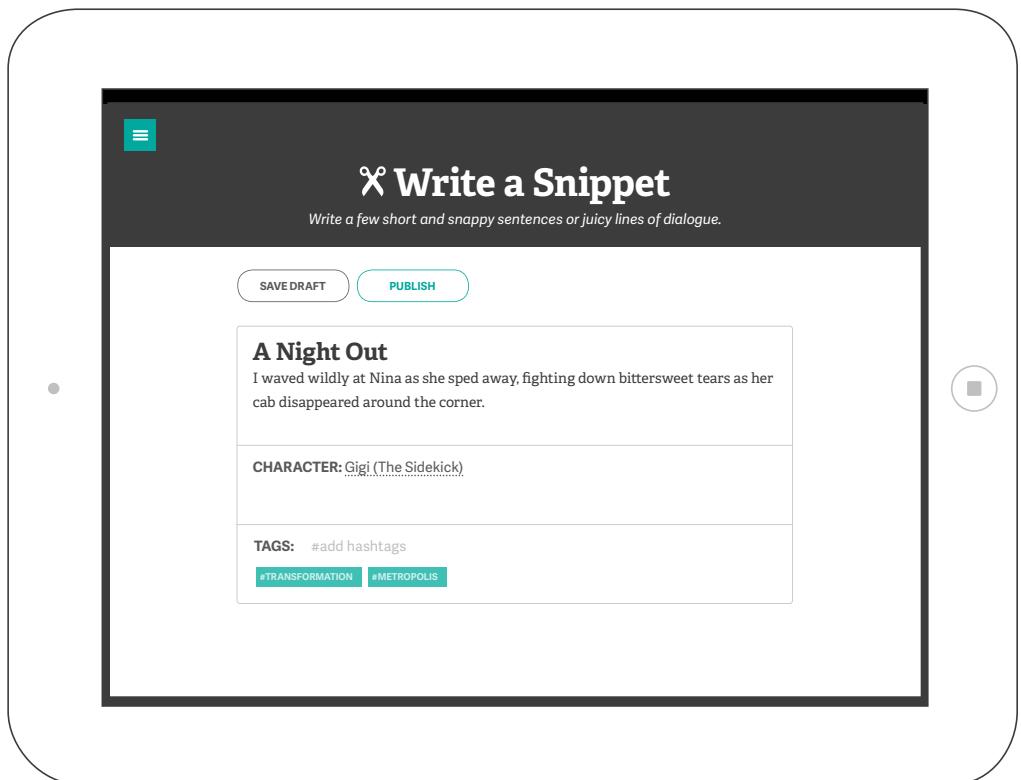
The smartphone screen displays a confirmation message. A large teal square icon with three horizontal lines is at the top. Below it, the word "WOOHOO!" is displayed in a large, bold, black font. A message below reads: "Gigi is now a part of the First Person universe. Write a story from Gigi's point-of-view or create another character." Three buttons are at the bottom: a teal "WRITE" button, a dark gray "ROLEPLAY" button, and a small "Return Home" link.

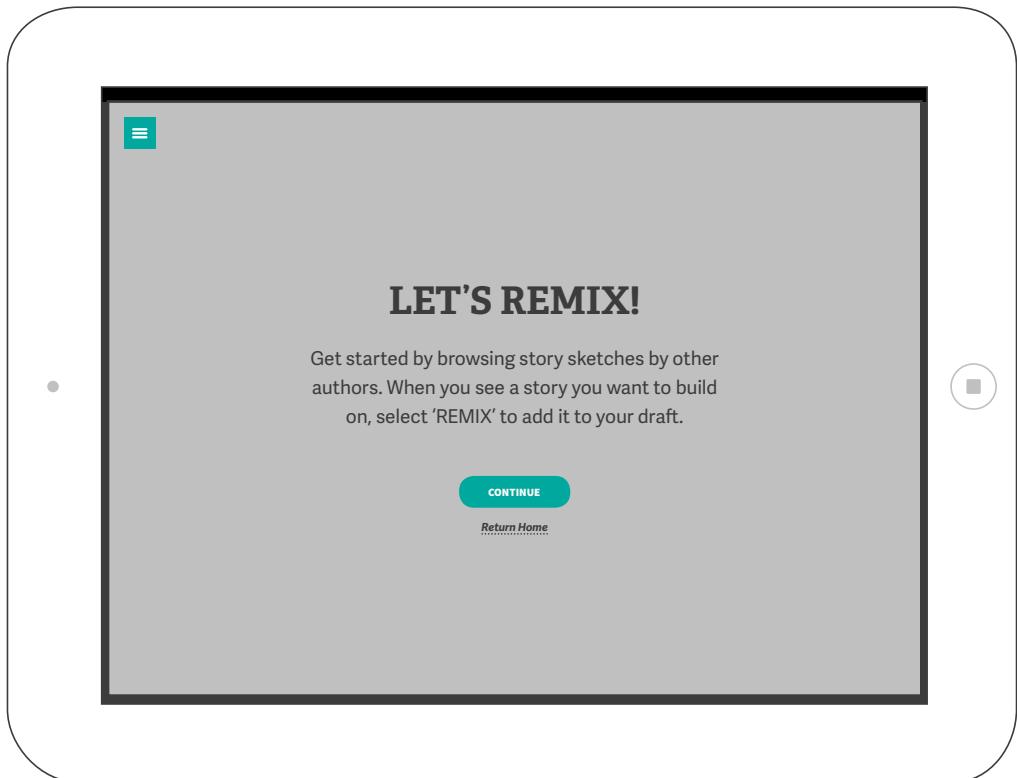
The smartphone screen displays a dark-themed application interface titled "Write Story Sketches". At the top, a sub-instruction reads "Select a snippet, scene, script or structure template to start." Below this, four rectangular cards are arranged vertically, each representing a different template:

- SNIPPET**: Represented by a pair of scissors icon. Description: "Write a few short and snappy sentences. [3 - 5 minutes]".
- SCRIPT**: Represented by a speech bubble icon. Description: "Brainstorm an intriguing conversation between two or more characters. [5-10 minutes]".
- SCENE**: Represented by a film strip icon. Description: "Craft a scene around an important milestone or moment in the story. [10-15 minutes]".
- STRUCTURE**: Represented by a document icon. Description: "Create an outline detailing the plot of an entire story. [25-30 minutes]".

The smartphone screen displays a dark-themed application interface titled "Write a Snippet". At the top, a sub-instruction reads "Write a few short and snappy sentences or juicy lines of dialogue." Below this, two buttons are visible: "SAVE DRAFT" and "PUBLISH". The main content area is divided into sections:

- Edit Title**: A text input field with placeholder text "Edit your short and snappy snippet here."
- CHARACTER:** Gigi (The Sidekick)
- TAGS:** #add hashtags
#TRANSFORMATION #METROPOLIS





The wireframe shows a mobile application interface with rounded corners. At the top, a teal header bar contains the title "Select Story Sketches" and a sub-instruction "See one you'd like to edit or build on? Click 'Remix' to add it to a draft." Below the header is a search bar with a magnifying glass icon. The main content area displays three story sketches in cards:

- X A Night Out by Author123**
I waved wildly at Nina as she sped away, fighting down bittersweet tears as her cab disappeared around the corner.
CONTRIBUTIONS BY None
- Untitled by PamJoo**
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 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.
CONTRIBUTIONS BY BeeDubb, Author123
CHARACTERS
Harold Meyer
TAGS
#TRANSFORMATION #METROPOLIS #BANK HEIST
REMIX FAVORITE LEAVE FEEDBACK
- The Decision by Lunas**
Sethina: You! / Nindoji: Yes, me, sister! / Sethina: I think you've heard that I no longer permit the name sister for me.
CONTRIBUTIONS BY Author456, Author789

At the bottom of the content area, there is a link labeled "View More Stories".

Remix a Story

Drag and drop passages to rearrange. Add new passages as needed.

SAVE DRAFT **PUBLISH**

Edit Title

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 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.

EDIT

"Id like to open a checking account please."

Harold glanced up at the young girl standing in front of him. She held a few papers, which she shuffled nervously.

"No problem. Let's get you started," Harold said as he began typing things into the computer. This girl was unfamiliar; twenty years in this town and Harold knew most everyone. "You new in town?"

+ ADD A NEW PASSAGE TO THIS REMIX

CHARACTERS
Harold Meyer, Brooklyn

TAGS
#hashtags
#TRANSFORMATION #METROPOLIS #BANK HEIST

+ ADD STORY SKETCH + ADD A CHARACTER

The image shows a smartphone with a white border, displaying a mobile application interface. At the top, a dark header bar features a teal square icon with three horizontal lines, followed by the text "Remix a Story" and "Combine some stories." Below the header are two buttons: "SAVE DRAFT" (gray) and "PUBLISH" (teal). The main content area has a white background and contains a story titled "The Glove".

The Glove

Harold walked sullenly out of his home. It was a modest home on a modest street in Midwestonia, a small town on the outskirts of Metropolis. Harold was pensive. He'd forgotten to take the trash out the night before and his wife Angie had gotten upset at him. His apologetic demeanor had only made her more aggravated. He wasn't used to standing up for himself, especially to his wife, whom he hoped would be more understanding.

With head drooped, he slunk out of house, depressed at the idea of returning to his bank job. The job itself was quite decent, but his boss was an asshole. The kind of overly aggressive Gordon Gecko slick backed hair types who'd been used to working on the trading floor with other alpha males, but had been relegated to manage the retail arm of the bank where Harold worked. Unfortunately, he too disliked a man who didn't stand up for himself, and so he disliked Harold.

Harold managed to avoid his boss, and waited patiently for a customer. Occasionally he would stare a home he'd seen for sale online. The kind of place he'd like to buy for his wife and teenage son Tim, so they could finally be happy together and so that they would how hard he was trying for them.

His thoughts were interrupted.

EDIT

"I'd like to open a checking account please."

Harold glanced up at the young girl standing in front of him. She held a few papers, which she shuffled nervously.

"No problem. Let's get you started," Harold said as he began typing things into the computer. This girl was unfamiliar; twenty years in this town and Harold knew most everyone. "You new in town?"

"My parents moved here this summer."

"You know, I have a son about your age, you at Jefferson High?"

Bringing up Tim was a gamble, Harold wasn't sure he was even making it in to school most days, but small talk was part of the job.

"Tim Meyer? He's a junior."

The girl shook her head without recognition.

"Well, look out for him maybe." Harold said with a smile. A pretty girl might not provoke the same hostility in Tim that Harold himself did. "Just don't tell him I sent you. I'm not his favorite person at the moment."

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 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. The girl left after the usual account niceties, and Harold got up to take a

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 BADGIE**
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](#)
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 [DubTrac](#), [SeeDubb](#), [PamJoo](#)

 **A Night Out** by [Author123](#)
I waved wildly at Nina as she sped away, fighting down bittersweet tears as her cab disappeared around the corner.

CONTRIBUTIONS BY [None](#)

[View More Stories](#)

Explore Classics

p. 180

CONTRIBUTOR

✗ A Night Out by Author123

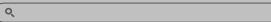
I waved wildly at Nina as she sped away, fighting down bittersweet tears as her cab disappeared around the corner.

CONTRIBUTIONS BY None

[View More Stories](#)

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](#)

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 trash out the night before and his wife Angie had gotten upset at him. His apologetic demeanor had only made her more aggravated. He wasn't used to standing up for himself, especially to his wife, whom he hoped would be more understanding.

With head drooped, he slunk out of house, depressed at the idea of returning to his bank job. The job itself was quite decent, but his boss was an asshole. The kind of overly aggressive Gordon Gecko slick backed hair types who'd been used to working on the trading floor with other alpha males, but had been relegated to manage the retail arm of the bank where Harold worked. Unfortunately, he too disliked a man who didn't stand up for himself, and so he disliked Harold.

Harold managed to avoid his boss, and waited patiently for a customer. Occasionally he would stare a home he'd seen for sale online. The kind of place he'd like to buy for his wife and teenage son Tim, so they could finally be happy together and so that they would know how hard he was trying for them.

His thoughts were interrupted.

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The girl left after the usual account niceties, and Harold got up to take a bathroom break. The bathroom door was right next to the elevator and for

Sent you. I'm not his favorite person at the moment.

The girl left after the usual account niceties, and Harold got up to take a bathroom break. The bathroom door was right next to the elevator and for some inexplicable reason Harold decided right then and there to avoid pissing, and instead left the building.

 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

CHARACTERS

Harold Meyer, Brooklyn

TAGS

#TRANSFORMATION #METROPOLIS #BANK HEIST

WRITE A REVIEW

Character Development	★★★☆☆
Plot / Story Arc	★★★☆☆
Originality	★★★☆☆
Descriptive Language	★★★☆☆

Edit me! Write your review here.

[Read Other Reviews](#)

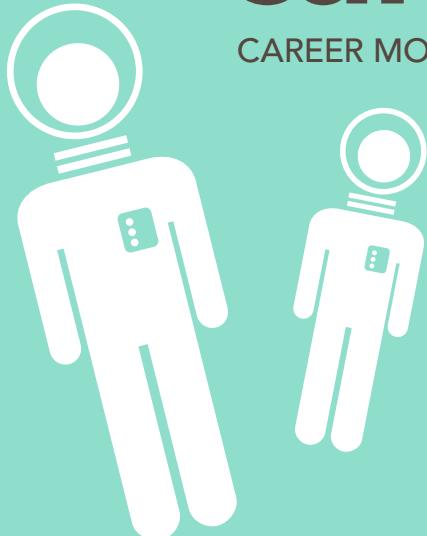
Related Projects

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 Dream See Do.

careerday.com

CAREER MOTIVATION FOR KIDS



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

Problem



$$a^2 + b^2 = c^2$$
$$x^2 + y^2 = 25$$

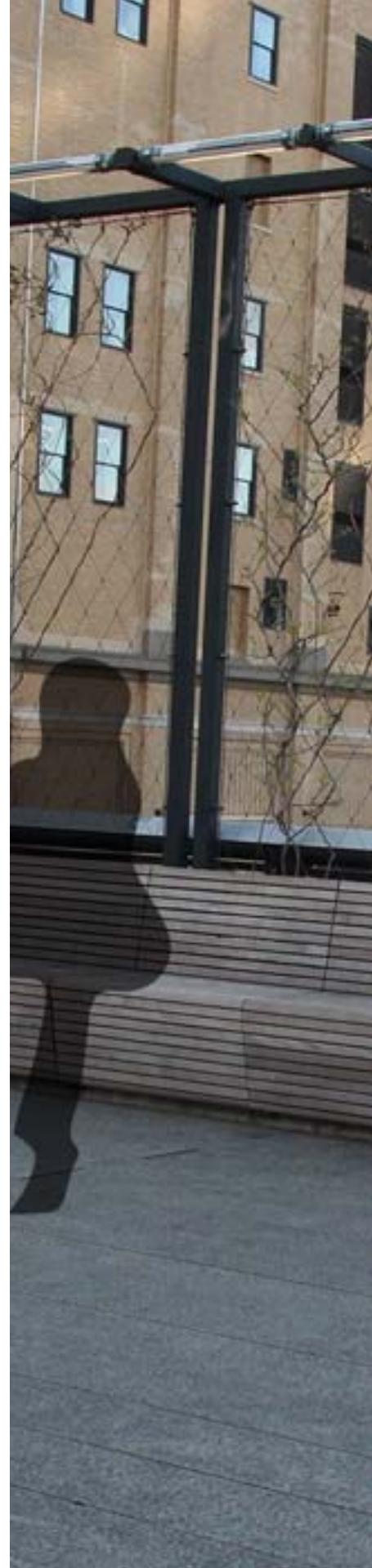
The Classroom



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.



Last recorded story



ethnicity
racing
my children
my friends are

Stories here

COMMUNITY

PERSONAL

FAMILY

Stories everywhere

COMMUNITY

PERSONAL

FAMILY

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.

Add New Story



Filter by
Characters

**YOU CHOSE PROGRAMMING, TRAVEL AND BOARD GAMES.***Here are some career paths you may be interested in.***VIDEO GAME DESIGN****GAME DESIGNER**

“
This is a quote about what I do for a living. Maximum of three lines long.
”

HEAD WRITER

“
This is a quote about what I do for a living. Maximum of three lines long.
”

PROGRAMMER

“
This is a quote about what I do for a living. Maximum of three lines long.
”

CREATIVE DIRECTOR

“
This is a quote about what I do for a living. Maximum of three lines long.
”

RELATED INTERESTS**CARL'S PATH**

- **CREATIVE DIRECTOR** at Electronic Arts
≡ MFA English Literature at Vassar College

RELATED INTERESTS**LISAS PATH**

- **CREATIVE DIRECTOR** at Electronic Arts
≡ MFA English Literature at Vassar College

RELATED INTERESTS**JUDY'S PATH**

- **CREATIVE DIRECTOR** at Electronic Arts
≡ MFA English Literature at Vassar College

RELATED INTERESTS**MACY'S PATH**

- **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

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

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

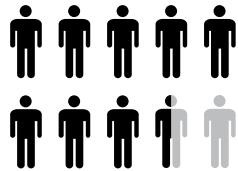
Working on another ed-based project in conjunction with my personal thesis allowed me to dive into more topics and do additional research.

Research Finding and Insights in the education space: teacher retention

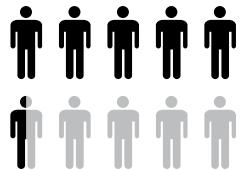
Design and the Service Experience
School of Visual Arts, Interaction Design

Steve Falett
Meghana Rambdar
Ivan Mihalek
Anya Stohmann

October 21, 2013



16% of teachers leave the profession each year.



46% of teachers leave within 5 years.

RESEARCH METHODS USED

Primary

- Interviews with principals and teachers
- Survey on teacher experience

Secondary

- Books, documentaries, and talks on education
- Review of existing education-related services

Education Statistics

EDUCATION STATISTICS (US VS. OTHER COUNTRIES)

16%

annual teacher turnover rate in US

12%

annual turnover rate in other fields in US

<1%

annual teacher turnover rate in Finland and Korea

SOURCE: <http://fieatalmag.org/content/uploads/2012/03/Tom-Carroll-Kathleen-Pulley-Russ-Cost-of-Teacher-Turnover-graphic-Threshold-Spring-2004.pdf>,
<http://www.edexcellence.net/sites/default/files/teacherturnover.pdf>

EDUCATION STATISTICS (ATTRITION)

200,000

new teachers hired
in 2010

28,000

left in 2011

92,000

will leave in the first
5 years

SOURCE: <http://www.edutopia.org/sites/edutopia.org/files/assets/attrition.pdf>

EDUCATION STATISTICS (AVERAGE TEACHER)

15 years

experience of the average
teacher in **1998**. 65,000
new teachers started.

<1 year

experience of the average
teacher in **2008**. 200,000
new teachers started.

SOURCE: http://www.edweek.org/teaching-learning/2012/05/5/average_experience.html

EDUCATION STATISTICS (COST \$\$\$)

16%

of K-12 teachers either
switch schools
or leave the profession
every year

\$11,000

replacement cost to
district per teacher

\$6 billion

cost to school districts
nationwide

SOURCE: <http://www.edutopia.org/sites/edutopia.org/files/assets/cost.pdf>

CLIMATE OF EDUCATION

69%

teachers satisfied with
their job in **2008**

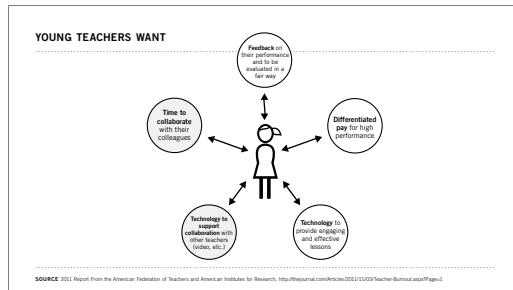
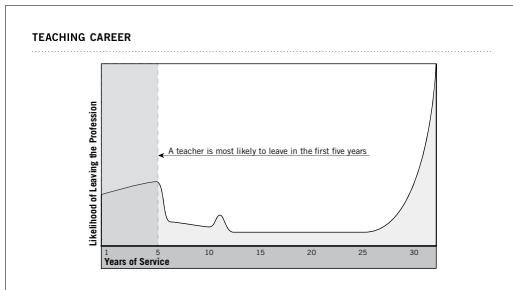
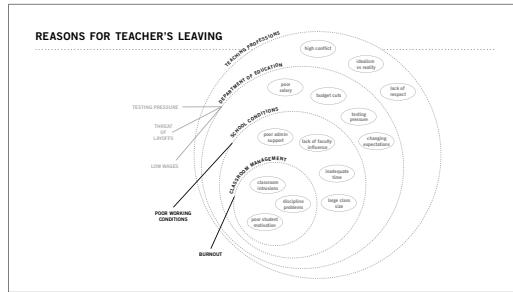
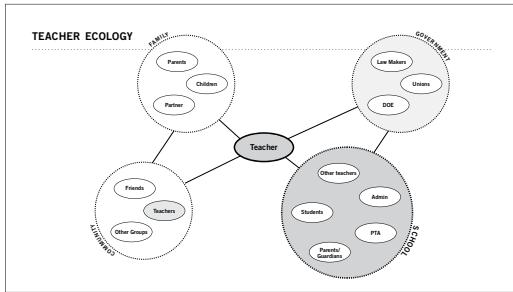
59%

teachers satisfied with
their job in **2009**

44%

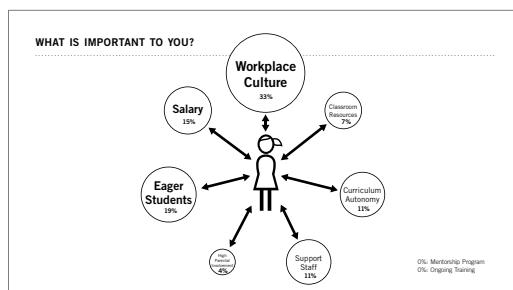
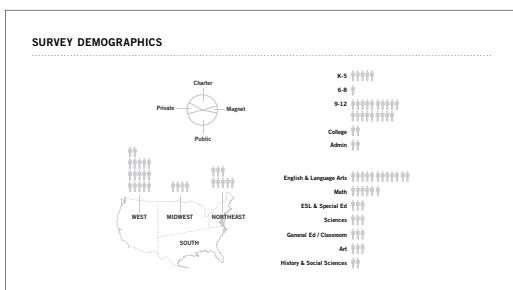
teachers satisfied with
their job in **2011**
lowest level in 20 years

SOURCE: <http://www.ed.gov/rschstat/research/pubs/ED530021.pdf>

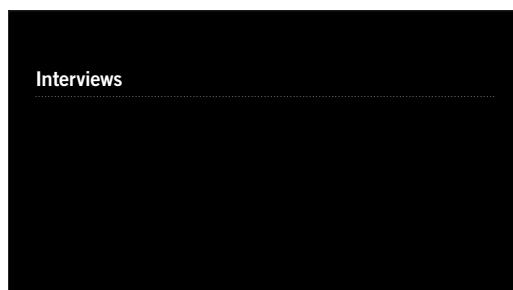


"I adore teaching, I adore the students . . . but teaching is just getting too hard to do as well as I'd like to."

- High School English Teacher on potentially transitioning to counselling



- 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



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

- Elementary School Principal on:
teacher burnout

INTERVIEWEES (PRINCIPAL)



High School Principal



Elementary School Principal



Elementary School Vice-Principal

- There is little support from DOE
- Not enough time: the school day and year are too short
- Year 1-5 are the hardest: lack of classroom management skills + support,
- Burn-out: clash of idealism and reality — it's never perfect
- High-conflict job: unlike social workers, no emotional support structures
- Stress

"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

INTERVIEWEES (OTHER)



Teacher



Resource Specialist Aid



Guidance Counselor

- 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

Insights and Opportunities

INSIGHTS AND OPPORTUNITIES

Insight: Teachers are stressed and burnout

Opportunity: Ways to **reduce stress** and burnout

INSIGHTS AND OPPORTUNITIES

Insight: Teaching is a high-conflict job; new teachers lack experience in classroom management

Opportunity: Ways to support classroom management **training** and social work

INSIGHTS AND OPPORTUNITIES

Insight: Administrative support can be ineffective or lacking

Opportunity: Ways to create effective support structures for teachers

INSIGHTS AND OPPORTUNITIES

Insight: New teachers lack collaboration and often feel isolated

Opportunity: Ways to support teachers and administrations to create/foster a **collaborative** work culture

MOVING FORWARD

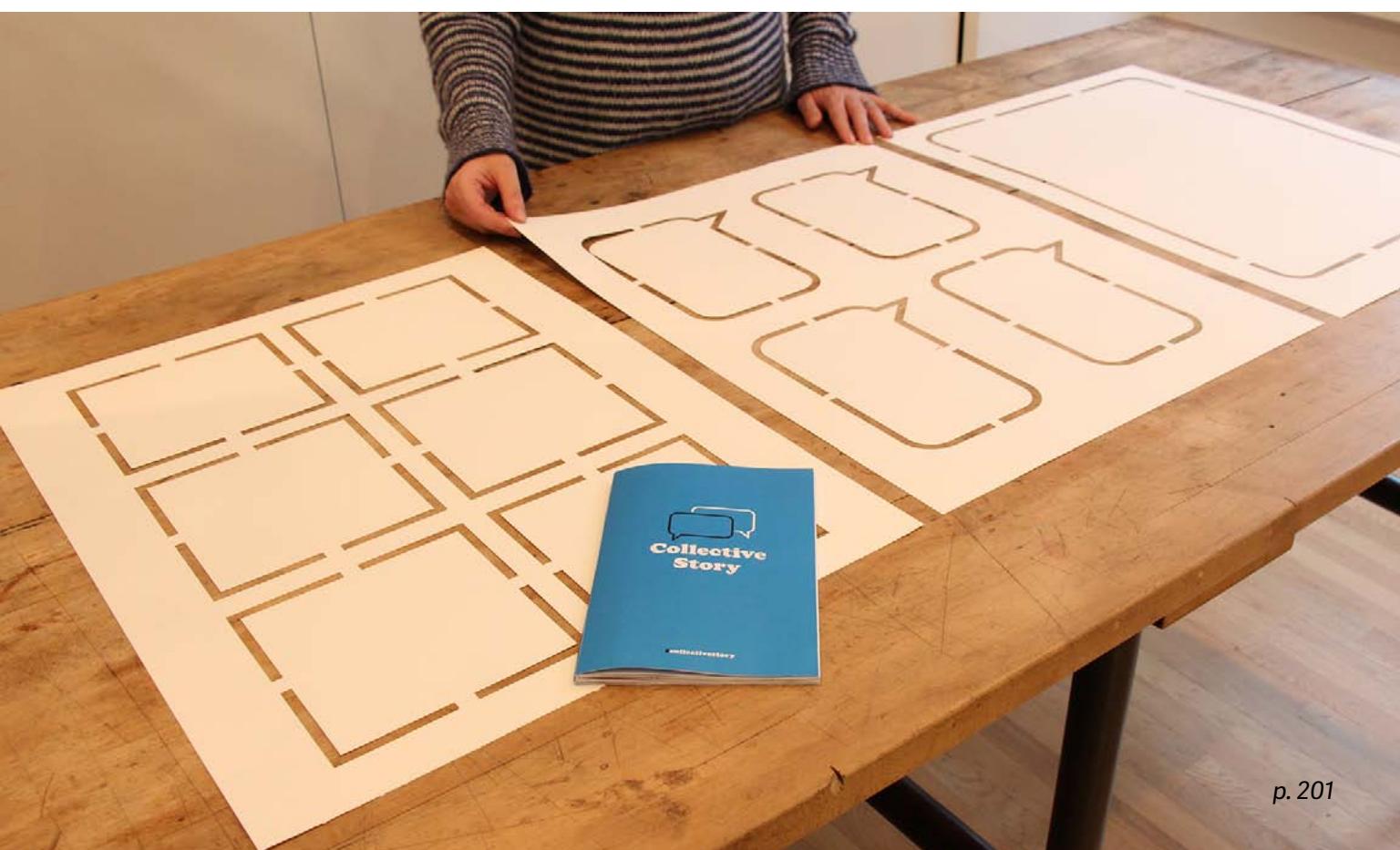
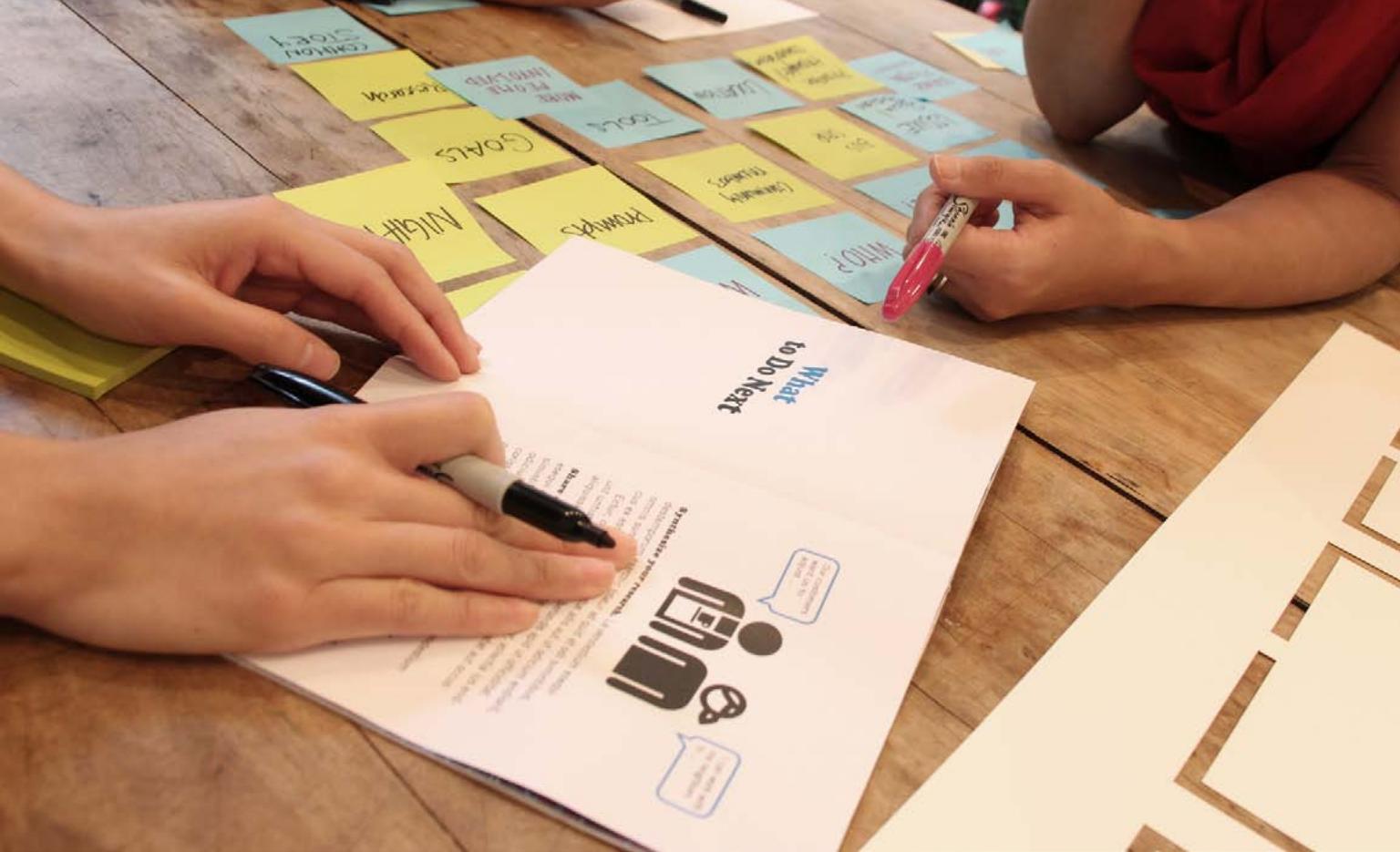
- Examine present techniques for dealing with **conflict management**
- Explore **burnout patterns** among teaching disciplines, in localities, and over time
- Research **analogous** collaboration solutions in other industries and countries

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.



Appendix

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