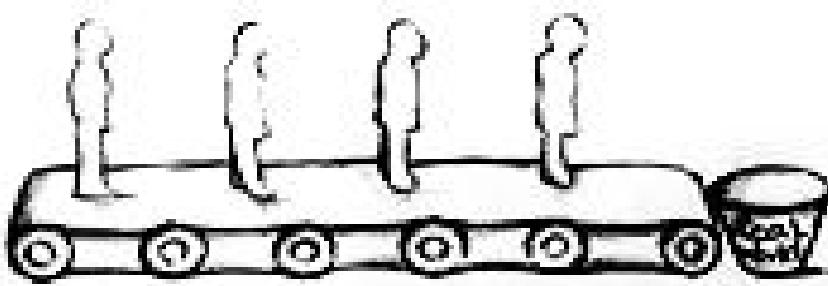


Freedom Fryers



Project Manager
Thomas Chang

Visual Communication Designer
Alyssa O'Neill

Research & Outreach Coordinator
Andie Romero

Copywriter
Elmer Barrera



Reimagine UCSD Freedom Fryers

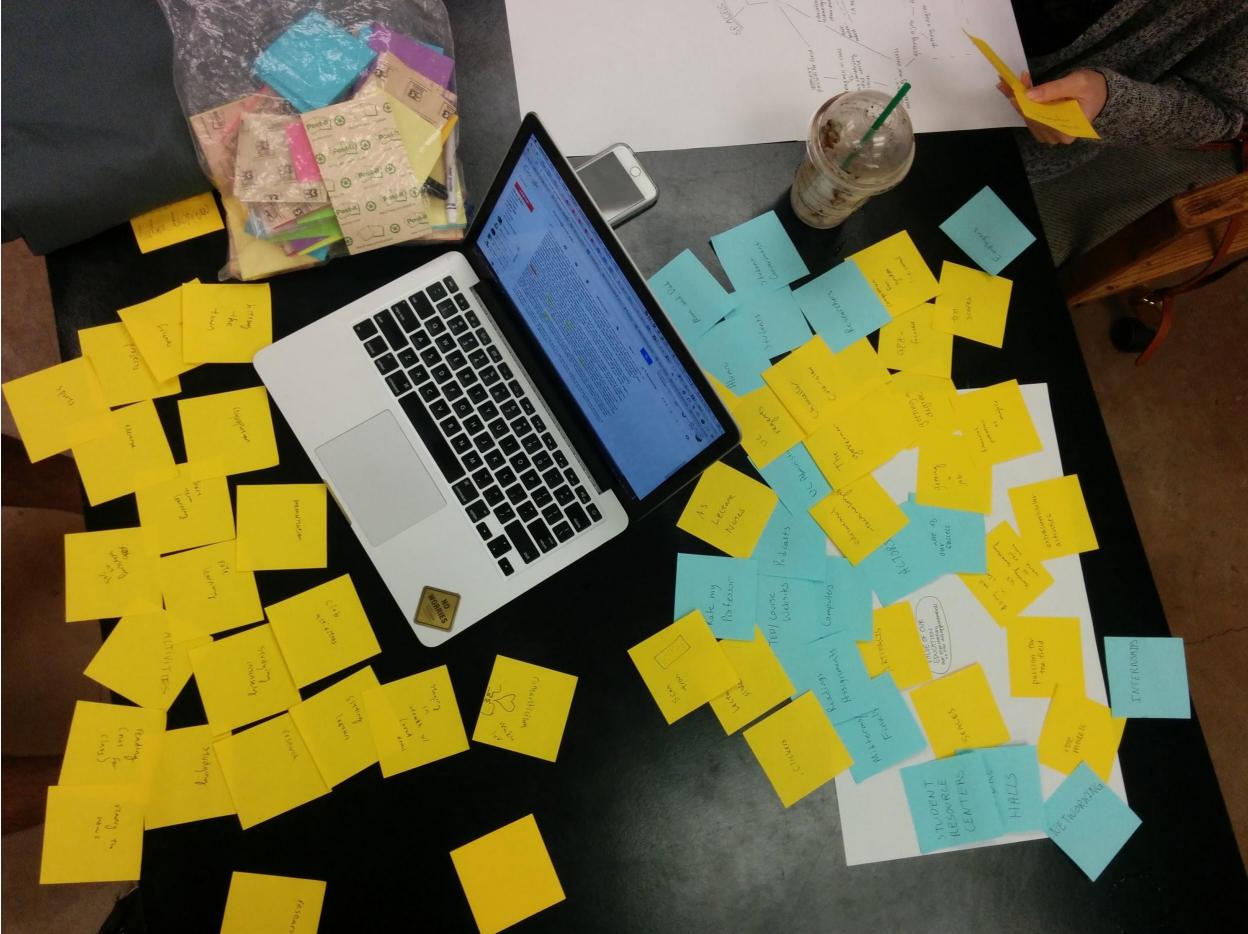
Our critical design challenges students to question the current educational structure here at UCSD. It is such a broad topic that we decided to hone in on one particular issue we felt all students could agree on, which is the lack of exploration. Our campaign is composed of physical and web media.

Initial Brainstorming

Our quarter-long critical design project prompted us to tackle an issue relating to UCSD. After making an issue map and the first brainstorming session, our group decided to focus on the university's educational structure.

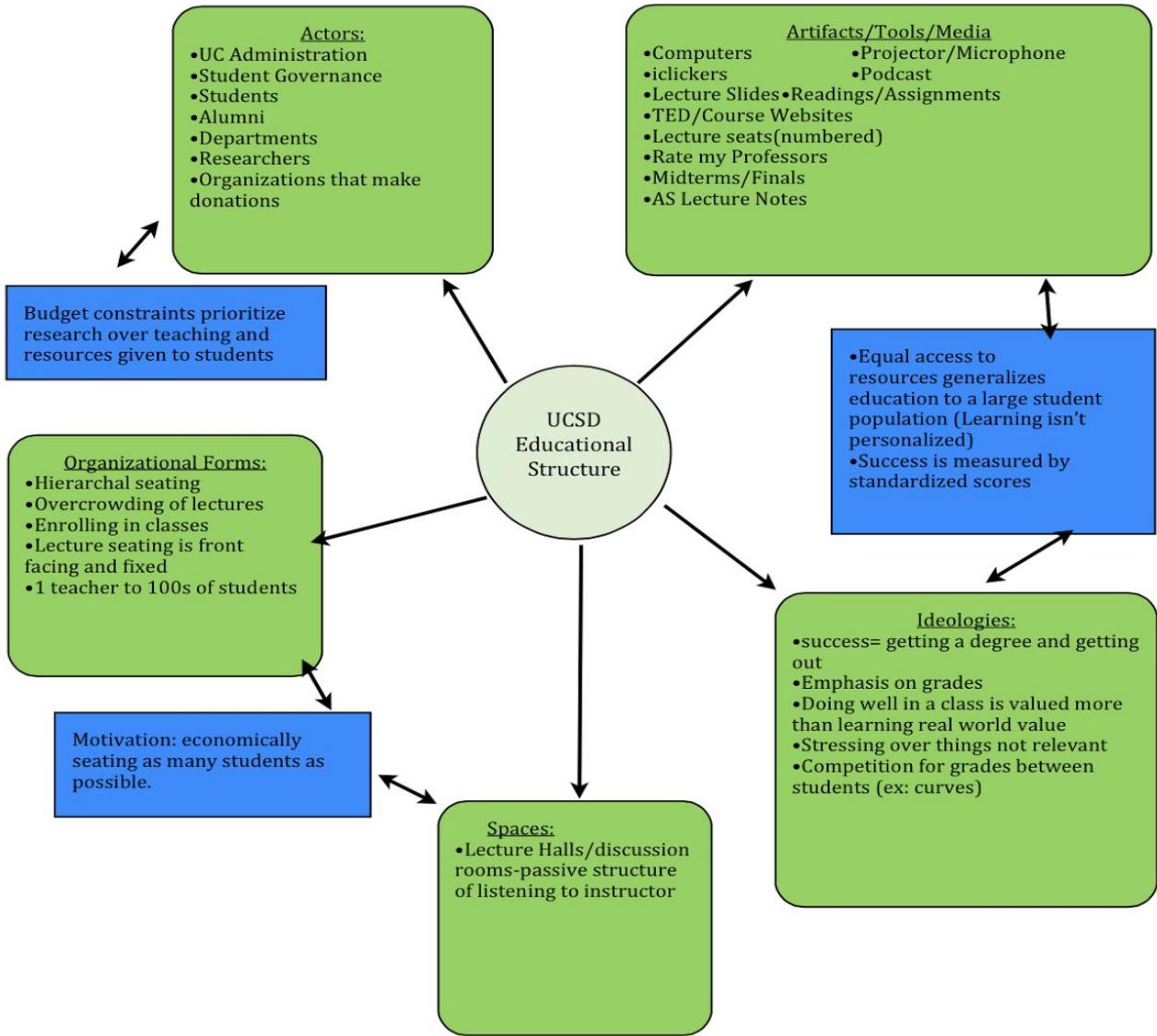
From here we designed basic prototypes for two iterations to be evaluated at the first crit day.

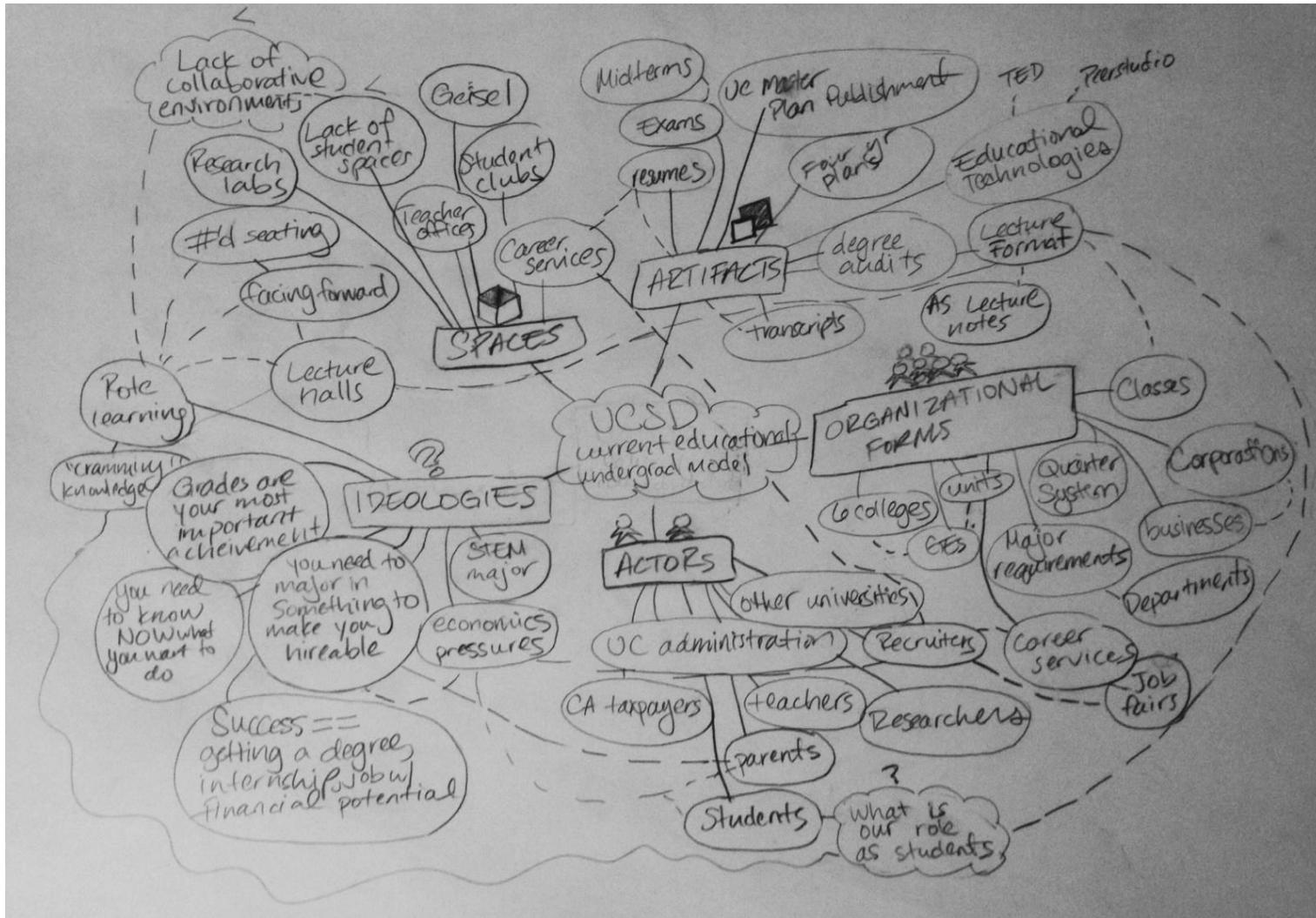
Ultimately, we wanted to challenge students to question the value of their education.



Issue Mapping

Our initial issue map





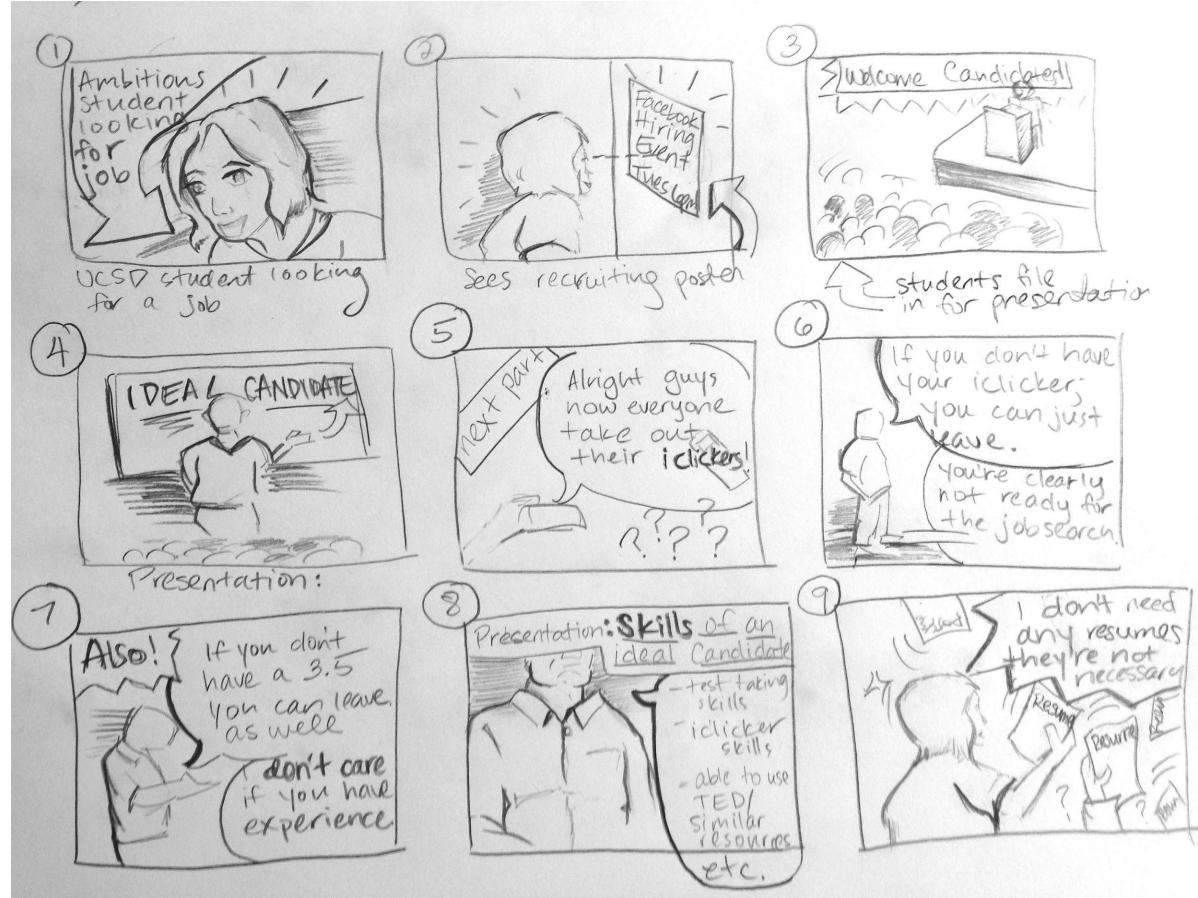
Our final issue map

The Ideal Hire

Our first design idea was intended to highlight a difference in relevant educational goals.

It centered around staging a company recruitment day. The representatives from the companies would search for an absurdly "well-educated" Ideal Hire. They would be looking for students that are skilled skilled test-takers and who are able to navigate through sites like TED.

We liked this idea because it highlighted the irrelevant skills that students learn and staged a real college experience. We felt a high impact design would provoke students to question the value of their education.



The Game of College

Our second design idea was a satire of "The Game of Life".

Our intention with this design was to engage students through an interactive game. It illustrates the absurdities and realities of the university system through a simulation of the average student's expectations of the college and post-college journey.

We chose this concept because it decimates the ideal that taking certain steps guarantee a fulfilling education. It also represents obstacles that get in the way, and challenges the values of accomplishments, such as GPA vs internships.



Initial Prototype Critique and Reevaluation

The Ideal Hire Critique

This design highlighted problems well, but it did so at the expense of our targeted audience and supporters. Students would have taken the time to prepare and may have even skipped class just to attend our "recruitment event".

The Game of College Critique

Professor Simms advised not to use a board game design. Based on previous projects, they are not very effective at communicating messages. Students would play the game, but then what? There's nothing beyond the basic simulation.

From this input, we brainstormed and prototyped two more ideas. The following blog posts describe the process in detail.



cdpw15

Purpose Matching

February 17, 2015February 17, 2015 | [freedomfryers](#) |
Freedom Fryers

This design involves setting up a booth on library walk, or some other high traffic area, and asking students what their purpose is.

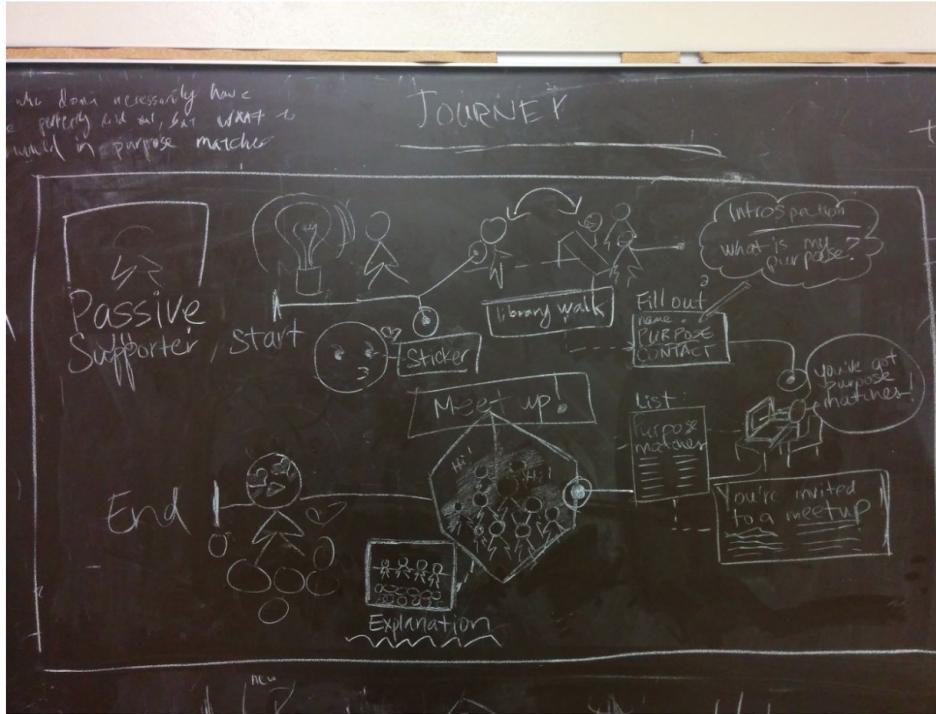
A purpose is more than a goal – it is a vital force that drives self-actualization. A purpose is what inspires an individual to strive for something beyond just what they're told to do. However, the goal-oriented, one-size-fits-all curriculum is a source of the tension between immediate hurdles of “necessity” and more fulfilling pursuits.

At its core, our campaign intends to provoke reflection of purpose. However, we think we can take it a step further. Whereas talking about one's purpose is often felt a touchy subject that show up in late-night conversations, the “purpose matching” campaign intends to bring talk of purpose to the surface of everyday discussion. By offering to connect students that share similar purposes, we hope to promote the pursuit of this in other parts of campus.

The two primary types of people we believe will interact with our design are the passive supporter and the passive non supporter:

- **The Passive Supporter:** will have already been actively thinking about their purpose and attempted to connect to others, but may have been unsuccessful.
 - Their prior perception may be that they believe having a purpose is important, but are unsure if others do so too.
 - They may also not have a clear sense of purpose yet. In reaction to our design, they will discover others who have similar purposes to them.
 - Hopefully they will be able to influence others to search for their purpose as well.

- **The Passive Non-Supporter:** will have this predetermined notion that is set on their own goals, and may be indifferent, apathetic, or even pessimistic towards a “higher purpose”.
 - Their prior perception towards our campaign may be to not take it seriously or to actively avoid it.
 - However, those who do participate will hopefully start looking into their own purpose, and become interested in participating in programs.



(https://cdpw15.files.wordpress.com/2015/02/img_20150215_214236.jpg)

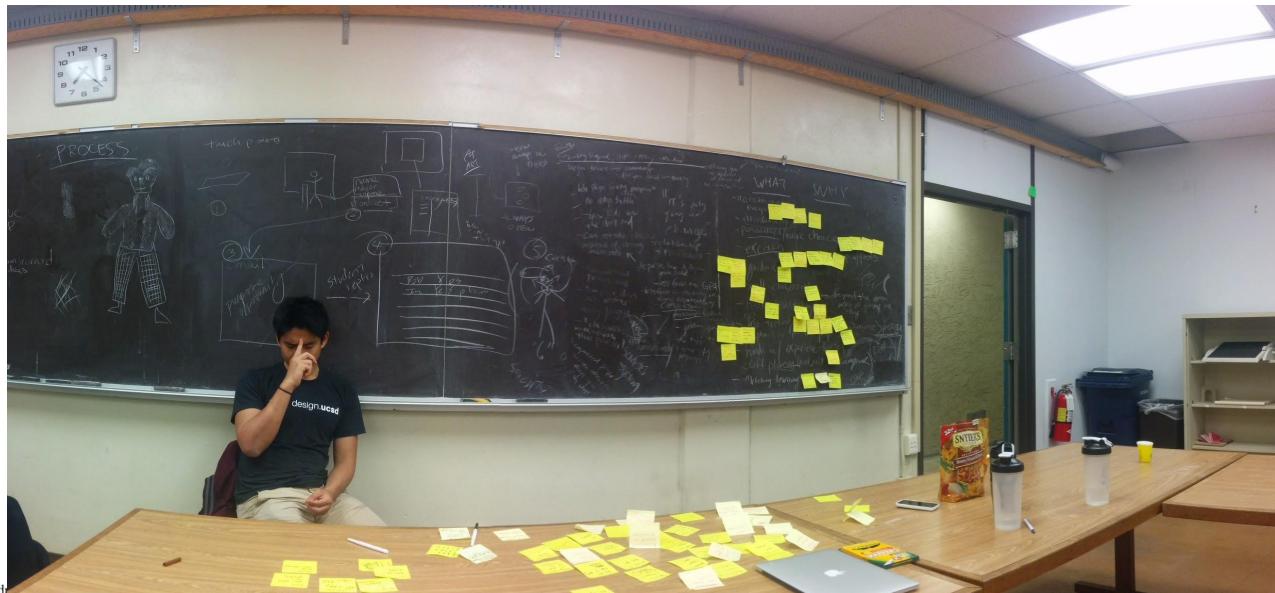
Journey of a Passive Supporter through our design. A Passive Non-Supporter may not take it seriously and not follow up.

Four Potential Touchpoints

- The first is at the library walk booth, where we would ask students what their name, purpose, and email is.
 - The second involves stickers we hand out to students during the first touchpoint. This sticker acts as a touchpoint that students could interact with potentially in the future.
 - We hope that the stickers circulate as a physical extension for the purpose message and therefore promote the campaign among students.
 - The third would be contacting them via email to invite them to meet up with people who share similar purposes.
 - The fourth touchpoint is indirect. We hope to see peer to peer discussion about our campaign between supporters who joined our discussion with passive non-supporters.
- Thomas Chang, Alyssa O'Neill, Andie Romero, Elmer Barrera



[BLOG AT WORDPRESS.COM](#). | [THE MINNOW THEME](#).



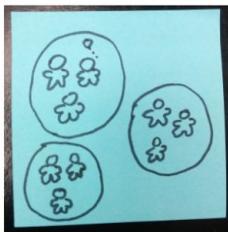


cdpw15

Update Freedom Fryers

March 9, 2015 | [freedomfryers](#) |

Purpose Matching



Our previous design focused on the interaction, or lack thereof, between students. To quickly recap, a booth on library walk would be set up to engage students in discussion about their particular interests.

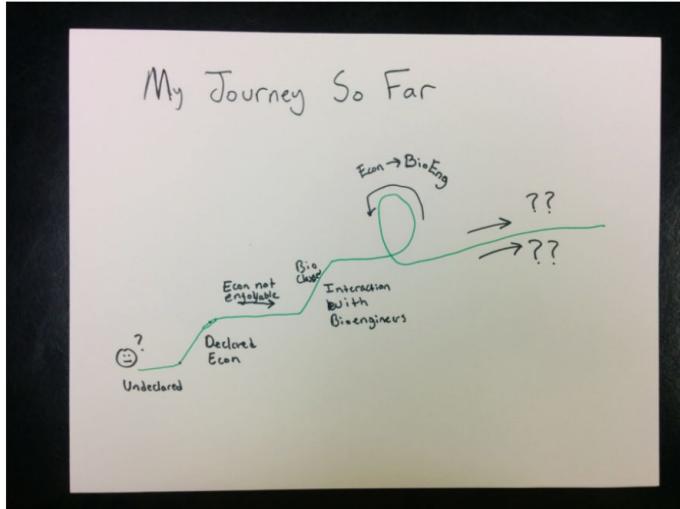
We would then pair them with students of similar purposes, and invite them to a meet up. We realized this was too imposing on students.

We wanted them to be more engaged.

Map Your Timeline

We shifted our focus to a more student-driven design. Our following iteration tackled following question: Do UCSD students have enough time to explore subjects? Again the design centered around a heavy traffic area. Students would be asked to map out their timeline at UCSD thus far. A picture of them would then be taken and shared on social media. We hoped to show that students who may have been having doubts on where they are going that it is okay. Everyone has bumps in the roads.

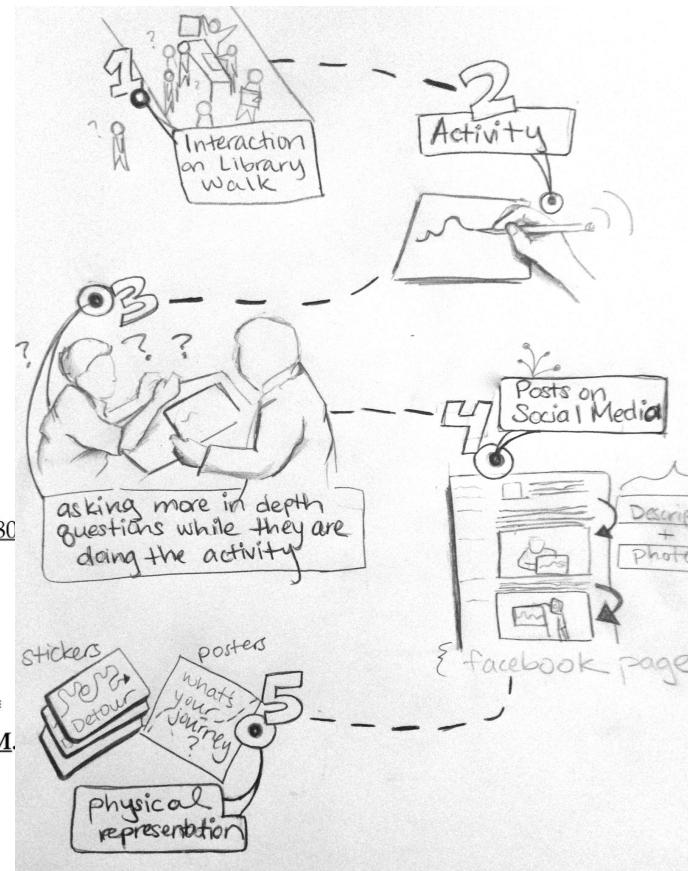




(https://cdpw15.files.wordpress.com/2015/03/img_20150308_180

Example timeline

[BLOG AT WORDPRESS.COM.](#)

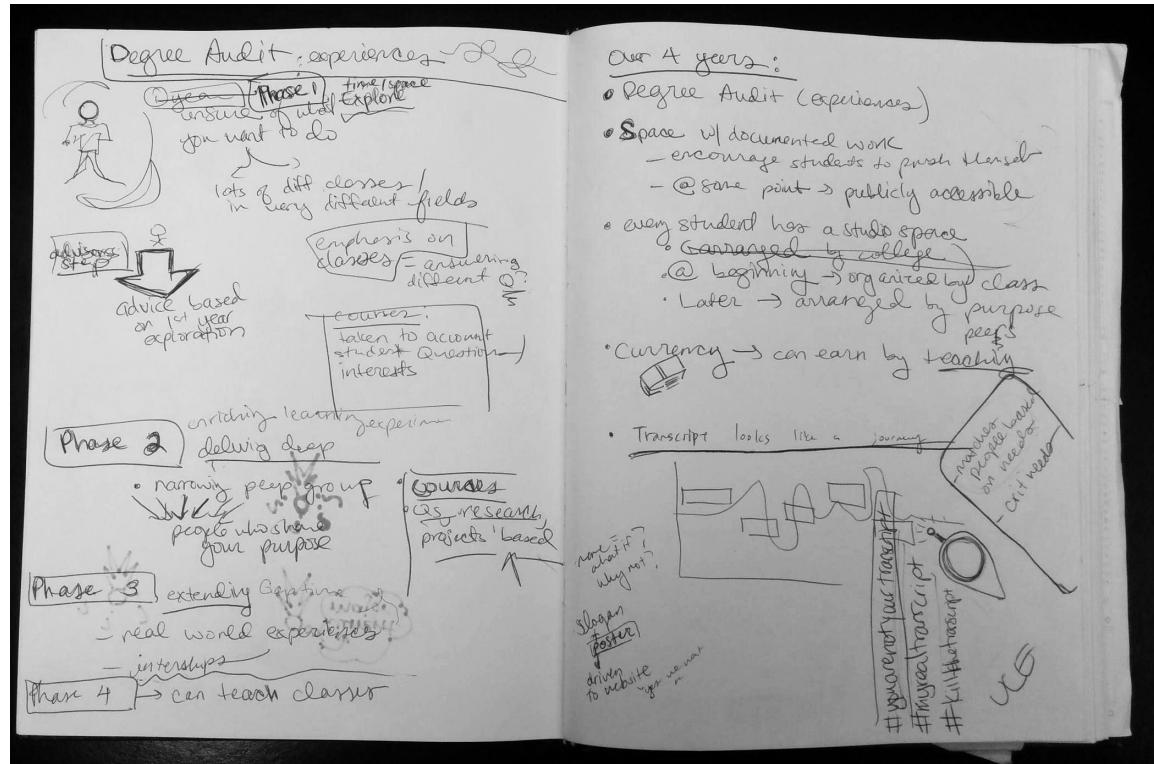


Journey Map of our “Map Your Timeline” Design

Final Brainstorm

We had a hard time with the "library walk" approach. Also, our past ideas felt too imposing. Our original intention was to challenge students to question the educational system. Is UCSD providing them a deserved education?

We started by brainstorming what our ideal education would look like. In our ideal school, there would be no pressures in picking your major. Ample time would be given for students to explore. Students would engage in project-based, collaborative courses. They would be encouraged to pursue "passion projects" without the fear of falling behind in academics. These were some basic ideals we envisioned.



Rough sketch of a student's path throughout our school

Realizing our Design

Our design would take the form of a campaign for a website that demonstrates our ideal school system.

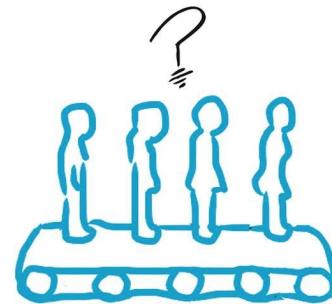
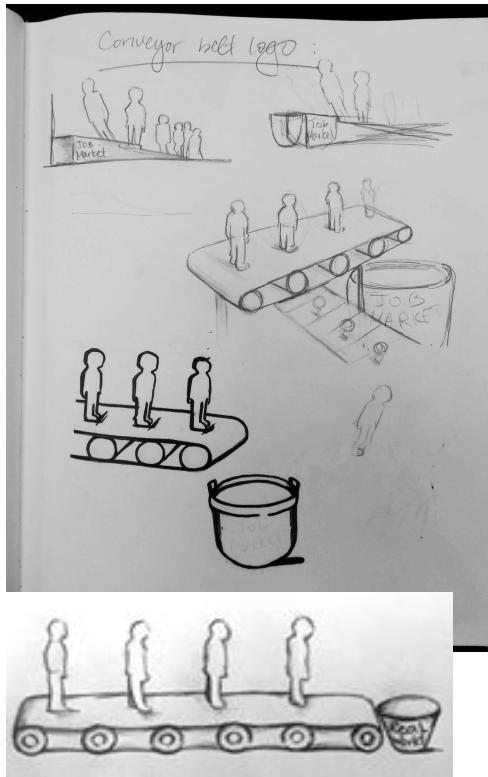
The only methods we could think of for directing people to our website were provocative flyers and some sort of demonstration on library walk.

Professor Sims suggested we make one of our flyers into a huge banner and place it somewhere visible, which was relieving because we felt library walk was not a good setting for our critical design.



Finalized 4x6 banner

Banner Evolution



Think there's more to your education?
Visit ourUCSD.com



Does your education
feel like this?



Another university is possible.
Visit ourUCSD.com



The conveyor belt image is meant to be provocative. By posing the question "Does your education feel like this?" students will be introspective of their college experience and may be curious about our website. Because of this, we chose it as the banner design to be hung in front of Geisel.

Poster Prototypes



or completing all graduation requirements. Please report any errors in column 2 or 3 to your college academic advisor. Cc both columns, each a Major may only apply to one requirement, with

UCSD: Four years of making

the **RED**
turn **BLUE!!!**

College Requirements

University Requirements

Degree and Diploma Application
You must file a by
<http://degree.ucsd.edu>

Required Upper Division
≥ Take at Least 60 Units
In Progress units include
(EXP 100 and EXPR 100 NOT included)
42.0 Units earned
Header 19.0 Units

R UC Writing (Subject A)
AH Complete
R Diversity, Equity and
Complete
SP13 ETHN 3 4.0 R
SP13 MGT 10 4.0 R

Maximum of 25% Pass/Fail
P/F/R Units - Currently 1
25% of All UCSD units
includes P/F courses
(EXPR100 is NOT included
12.0 Units Taken) 8.0

Senior Residency
Currently in compliance

At least 35 of your last
six from UCSD

Think there's more to your education?
Visit ourUCSD.com

DEFINING OUR FUTURE
UC SAN DIEGO'S STRATEGIC PLAN

UNIVERSITY OF CALIFORNIA
SAN DIEGO

A photo of students in graduation caps and gowns cheering. Overlaid text says "Your Academic Checklist".

First Year

Rush into a major
 Uninteresting writing requirement
 Freshman 15
 Try not to cry

Second Year

Uninteresting college requirement
 Uninteresting GE requirement
 Irrelevant Elective
 Struggle

Third Year

Try to find relevant experience
 Uninteresting college requirement
 Major requirement
 Irrelevant Elective

Fourth Year

Major requirement
 Find a job

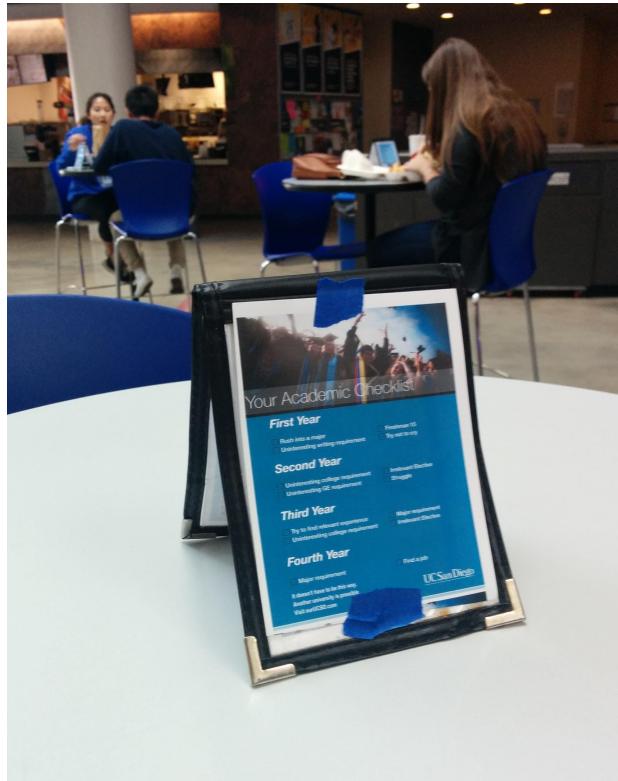
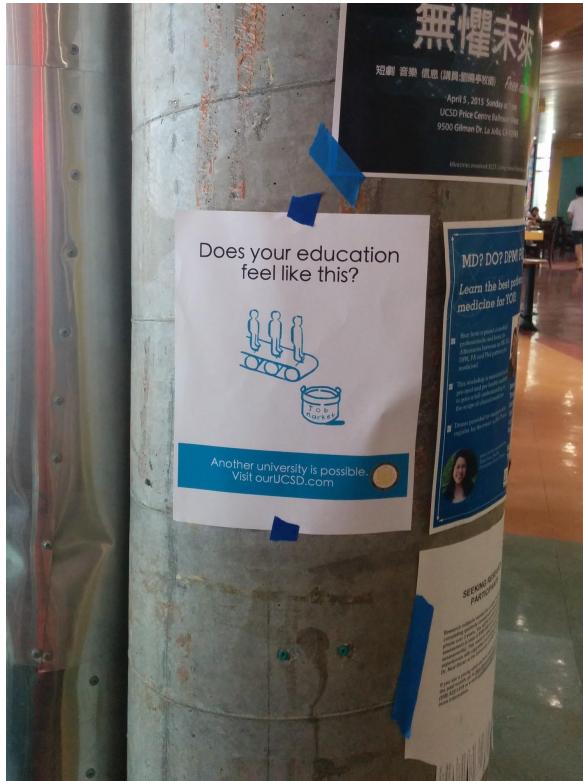
It doesn't have to be this way.
Another university is possible
Visit ourUCSD.com

UC San Diego

These posters criticize the four-year structure of universities. They present the college system as mundane and rigid like a checklist. Through these we want students to reflect on their own university paths. Are they allowed room to pursue passions and explore? They also provide segways to our website.

Marketing

We made both large and small versions of the posters. Once the website was up, we posted them in high traffic areas like Price Center and Geisel Library.



Flyering around campus

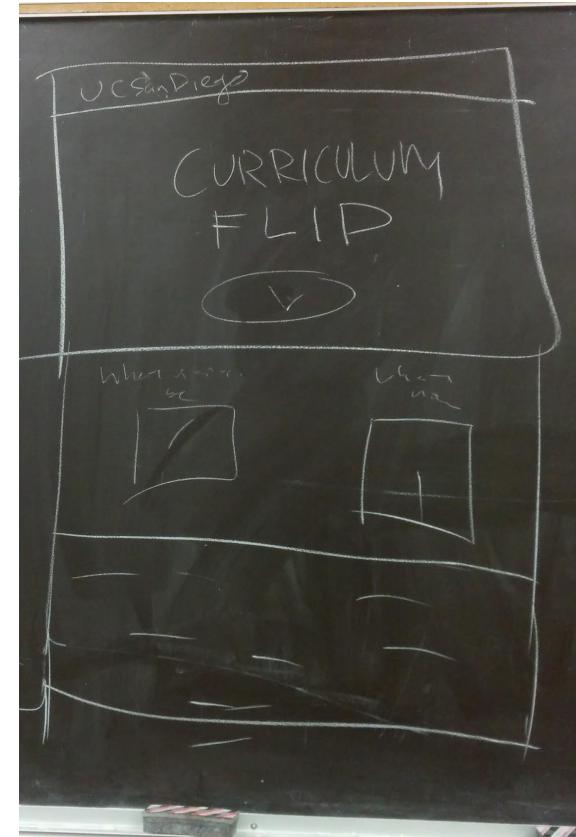
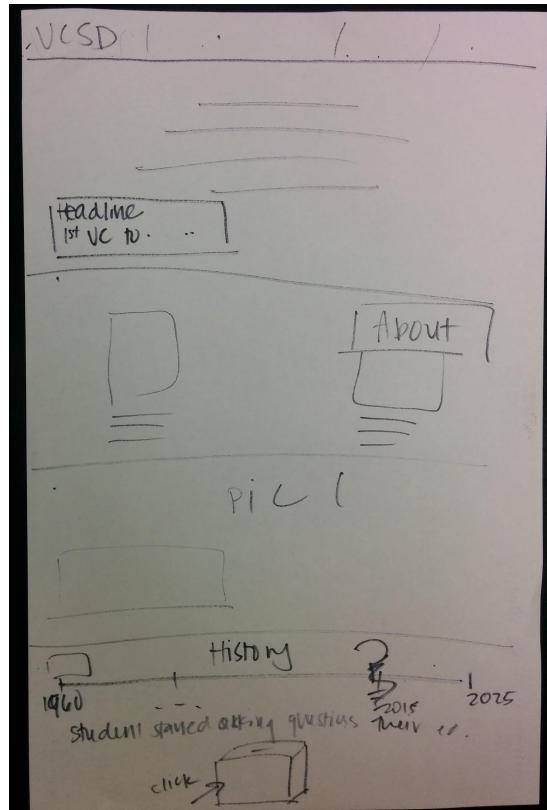


Our first spot to hang the poster was Geisel - right above the entrance. This spot was essentially unavoidable, as it was finals weeks and people were constantly flowing in to Geisel. Unfortunately, a security guard stopped us within 15 minutes of hanging the banner. We were told to take it down, as it was a safety hazard for students walking below. So we relocated to the nearest heavy traffic area, which was Price Center.

Website Prototypes

Our final concept was the website. In it we would portray a futuristic UCSD that has adopted a new educational structure with believe a university should provide.

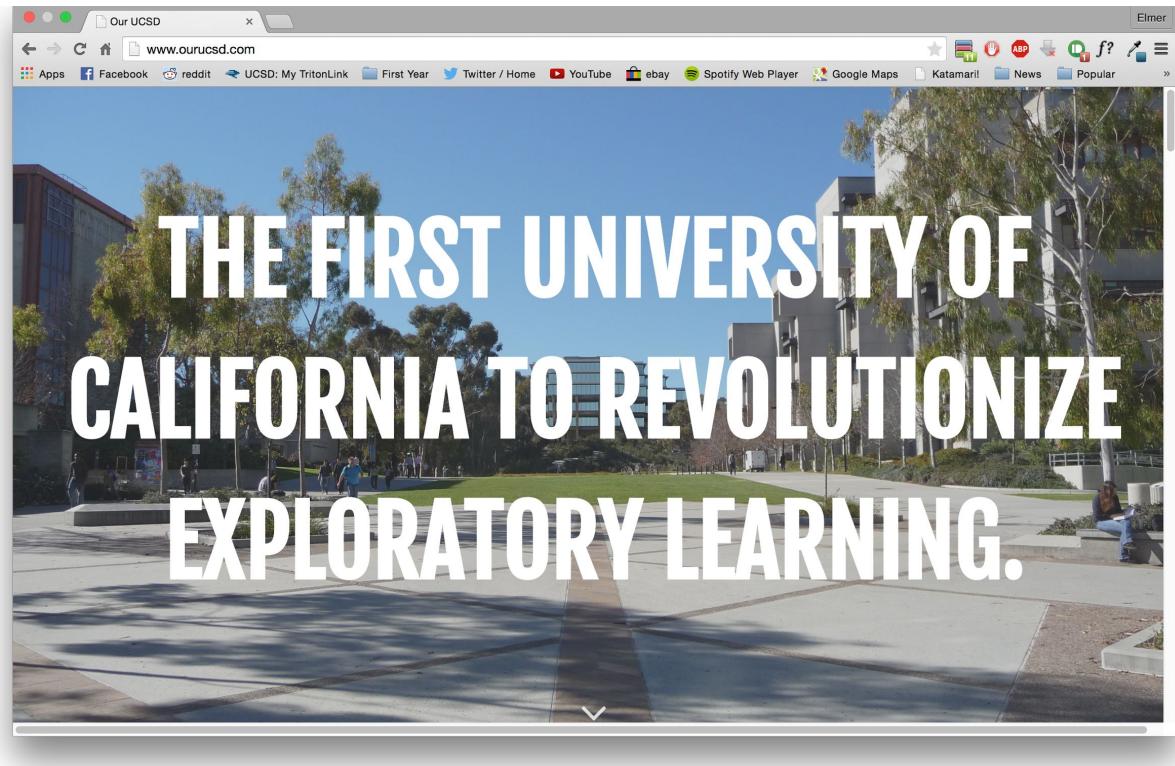
We wanted to give students an outlet to voice their thoughts as well. We felt a website was the most effective way of communicating a message, while allowing for input.



Website Sketches

ourUCSD.com

The website plays off of a futuristic utopian school system. It is presented as if it has already happened. The website demonstrates the three different phases our ideal school would have. It also provides a google doc where students can voice their own questions about the current educational structure. The website url is www.ourucsd.com



UC San Diego is at a critical point in our history.

We must think boldly to identify and implement the unprecedented solutions that are necessary to ensure our continued level of excellence and put students' passions at the center of our educational platform.

This is why we initiated the revolution in exploratory learning. Starting in 2020, the university system is introducing a visionary type of undergraduate curriculum focused on giving students time to explore their interests, delve into new experiences, and extend their knowledge to others.

We align our efforts through a flexible phasic strategy for the individual students, to help integrate their passions into research-based and hands-on experiences, and more importantly to foster driven and well-rounded contributors to the global society.

THE PHASES



CALIBRATE

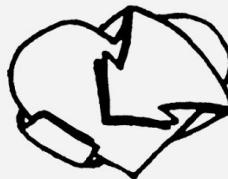
You start by calibrating as a phase 1 student. This is your biggest opportunity to try, fail, and see what sticks with you. You choose exploratory modules that last for 10 weeks. These are discussion-based, and they help you get a feel for a variety of subject matter.



DELVE



Now that you're more confident with your purpose, you'll start to accelerate your learning. Your classes and projects are now 15 weeks long instead of 10. You research. You create. You collaborate. Perhaps most importantly, you chase passion projects.



What is a Passion Project?

Passion Projects are opportunities for you to explore your purpose and take your learning to the next level in the delve stage. Under the mentorship of a faculty member, you will have the opportunity to lead projects with relevance in your field.



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Passion projects are ways to impact and ignite causes that you really care about. Instances of these projects could range from engineering an innovative way for people to access clean water, making a website dear to your heart, or presentation of a new health care policy.

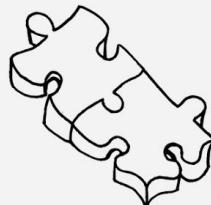
There is an endless list of contributions you can make to the fields of health, infrastructure, renewable energy, global governance, space travel, artistic achievement, etc.



EXTEND

The third phase is where we take off the training wheels. This is where you intern at a non-profit, start a startup, research in a lab. It's up to you where you want to steer yourself, but it's your moment to say - look mom. No handlebars.

As a student, you work with a personal board of advisors to create a meaningful plan for your life after college. With their help you can find a clear trajectory for the next 10-15 years after graduation. It's not about your career objective - it's about the reason driving it.

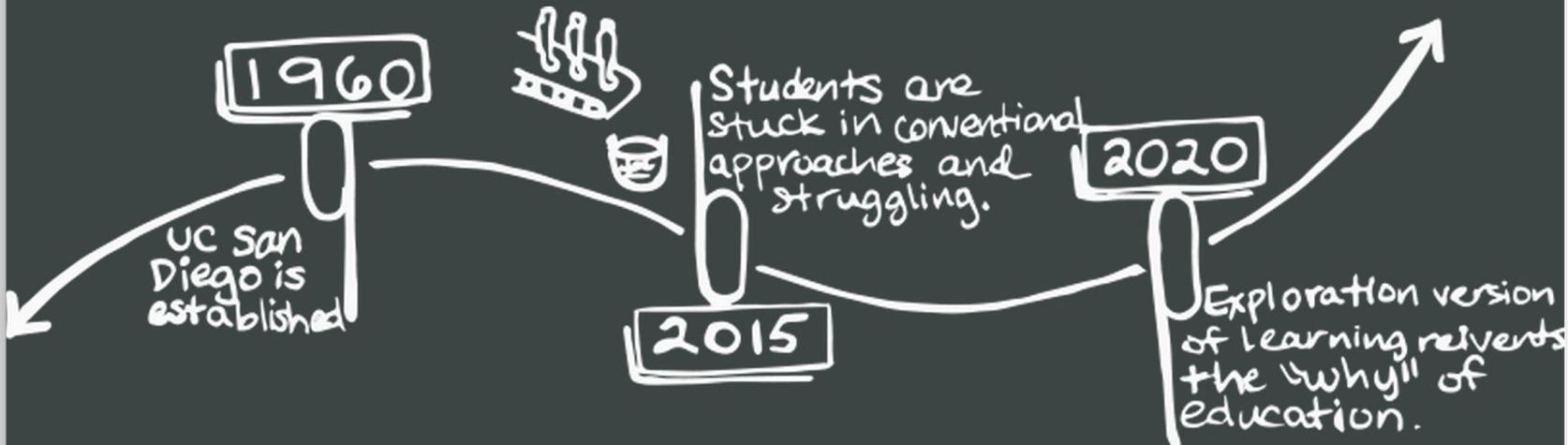


STUDENTS



Passion project in action. A computer science major shows a chemistry and visual arts major the ropes with Quartz Composer, an interface design app.

HISTORY



MAKE IT HAPPEN

It all started by clicking
[here.](#)



OUR UCSD

Here's a means to get your voice out there.

* Required

HERE ARE TWO EXAMPLES OF STUDENT RESPONSES SO FAR.



Why is it so hard
to find faculty
mentors?

Why am I not learning
what I'm passionate for?

WHAT'S YOUR SAY?

Above, two students voiced their concerns in asking these questions.

What questions do you have for the administration that you'd like to voice?

Our UCSD is dedicated to unifying the student voice for a more meaningful education. We'd like to hear from you.

This UCSD isn't too far off. You, the student, just need to make yourself heard. We will be sharing these responses with Barbara Sawrey, the Dean of Undergraduate Education.

What's your question?

Year & Major *

Name (Optional)

Submit

Never submit passwords through Google Forms.

Feedback

The banner feedback is difficult to measure. The only direct feedback we got was from the security officer who told us to take it down. Students mostly glanced at the banner, but there were few instances where students stopped to take pictures. It was even posted on the tritonsnap snapchat account.

In regards to website feedback, given that it is finals week, it is no surprise that only a few people responded.

If we had more time, we would try the banner stunt again on Geisel when students are less stressed from finals. Also, we would add more to the website.

Why am I not learning what I'm passionate for?

Why is it so hard to find faculty mentors?

40

