<u>Exercise 1</u>

Title: Building a network map illustrating the relationship between two campuses

Your Name: Zoe Teoh
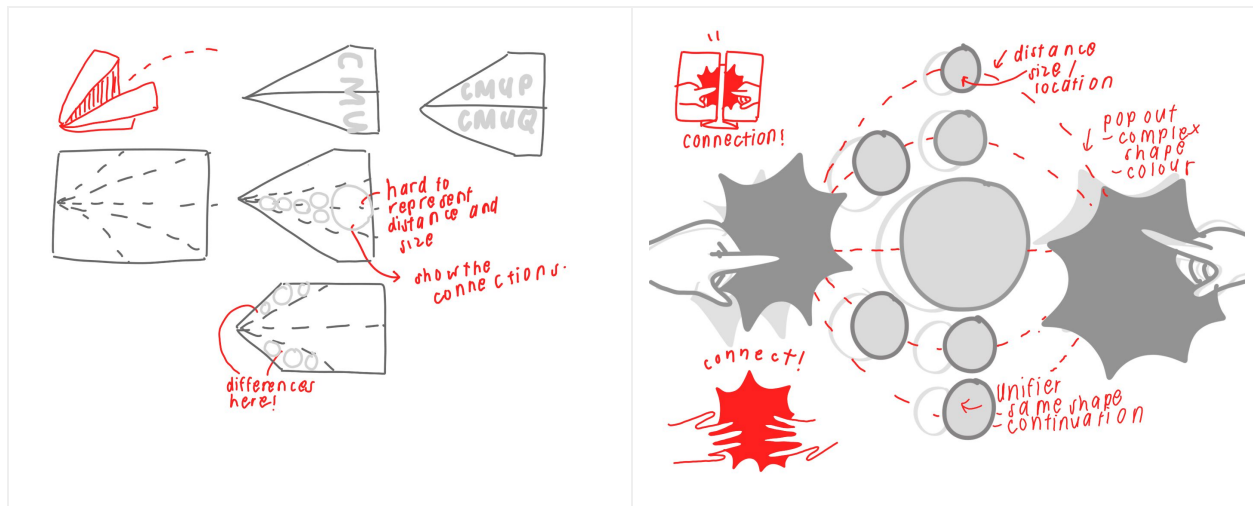
The Date: October 31, 2018

Background Exploring how to represent connections between two campuses, demonstrating the distance, connection and strength of each connections

Goals of your work I wanted to explore how use nodes and edges to demonstrate the relationship between CMU-P and CMU-Q, while preserving the pop out, pattern, color and typographic feature of the entire design. My main audience for this design is students from the two campuses. I hope that my design would be able to encourage students to get out of their bubbles and reconnect with students from a different campus.

Initial Brainstorming

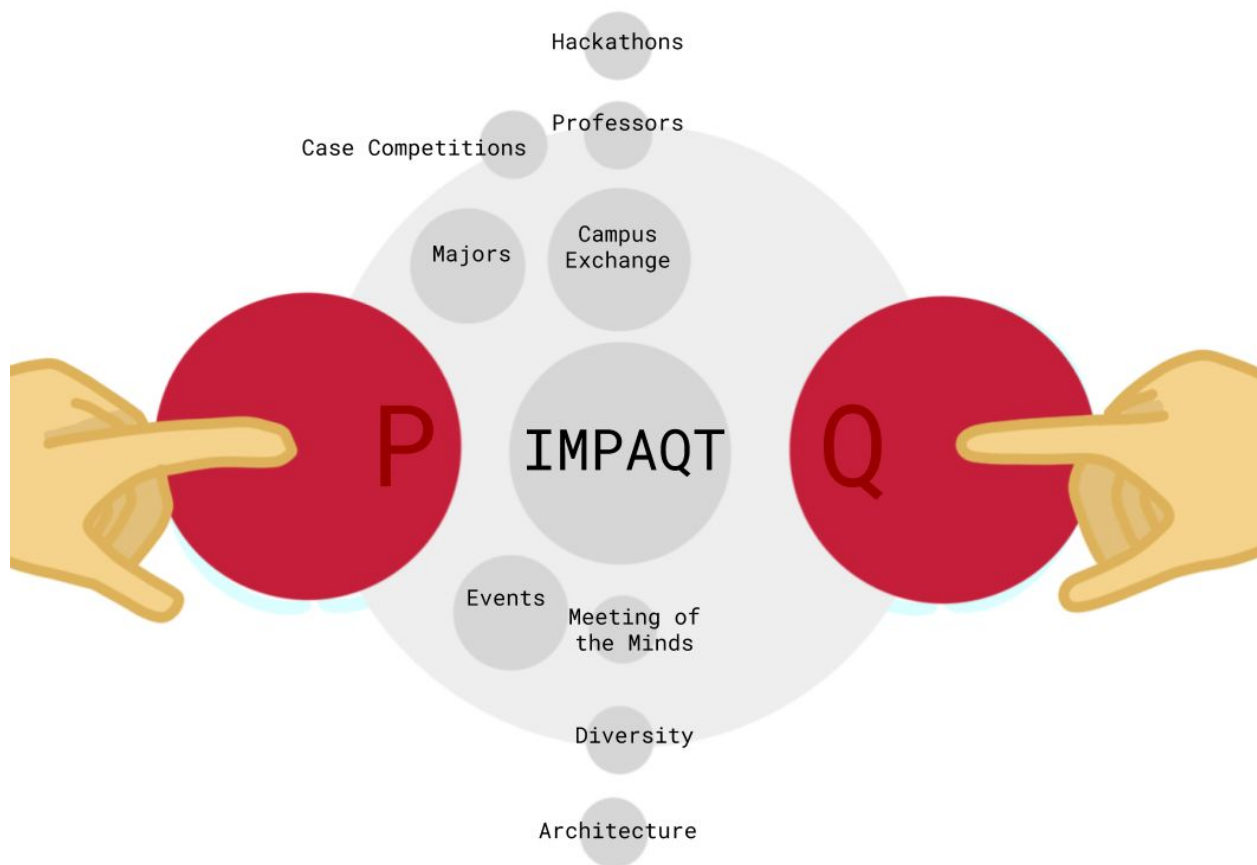| CMU-P	CMU-Q	Strength (0-10)	Distance (0-10)	Direction	Comments
IMPAQT		10	2	< >	Everyone can apply to go for IMPAQT
Case Competitions		5	5	<	Targetted at business students
Campus Exchange Programs		8	4	<< >	Around 20 student come to CMUP from CMUQ
Majors and currriculum		2	10	< >	CMUQ has 5 majors which are all in CMUP
Professors		5	5	< >	Some professors alternate between CMUP and CMUQ
Website- SIO		2	10	< >	Use same SIO portal
Carnival, Tarnival		5	5	< >	Same traditions
Diversity		2	10	< >	Both are diverse campuses, but differ in terms of composition
Driven		2	10	< >	Both campuses have similar mindsets
Undergraduate Students		1	10	< >	Both campuses are the only campus with undergraduate students
Black Chairs, Majlis		2	10	< >	Similar campus structure and gathering area
The Cut, Green Spine		2	10	< >	Similar campus structure and gathering area
Meeting of the Minds		2	10	< >	Both campuses organises MotM
Tartan hack, Tartan apps		2	10	< >	Both campuses organises their in house
Greek Life					CMUP has greek life while CMUQ does not
Technology					CMUP is more focused on technology
	Biological Sciences				CMUQ has a strong biological sciences program
	Professor Intimacy				CMUQ has a stronger professional intimacy
	Events				CMUQ hosts more diversity related events
Events					CMUP hosts more clubs, has buggy races
	Politics				CMUQ students are more open and aware of political situations
Hello	Garak Tea				CMUQ has Thursday events where sweet tea is served

Initial Brainstorming

Brainstorming outcome

I had two ideas for representing the connection. The first one was to have a airplane as a metaphor. When it is folded into an airplane, CMUP and CMUQ would be side by side next to each other, signifying how they came together and act as one school rather than two campuses. In terms of the size of the connection, it would be how large the node is, the distance would be the distance between the two folded edge, which varies across the design. I like this design because it is very tactile. Students are prompted to fold the airplane- which will bring the two campuses together. After the airplane is formed, students are then encouraged to throw it, literally symbolising flying across the globe to the other campus.

My second idea is also tactile in nature. In this case, students are prompted to fold the paper to actually connect with students from another campus, rather than staying in their own bubble. In this case, it is very clear what the connection is between the two student groups, represented by the bubbles. The strength is how big the bubble is and the distance decreases as we approach the horizon.

Audience

The audience for my piece of work is mainly the students of both campuses especially the one in CMU-P. This is because I feel like CMU-P students do not know CMU-Q students as much as how CMU-Q students know CMU-P students.

Connections

The ten connections I chose to focus on are: IMPAQT, campus study abroad, rotational professions, meeting of the minds, events, case competitions, majors, hackathons, diversity and architecture.

Metaphor used

The metaphor I chose is bubble. I feel like students from each campus are in their own bubble of influence and sometimes it is hard to connect with each other even though there are opportunities out there to bring these two campuses together.

Priorities

The main priority was to illustrate the two groups of students in their own bubbles and an opportunity for them to break free from their bubble to interact with students from the other campus. I really want to explore into the whole idea of bringing the two campuses physically closer together in a more physical way.
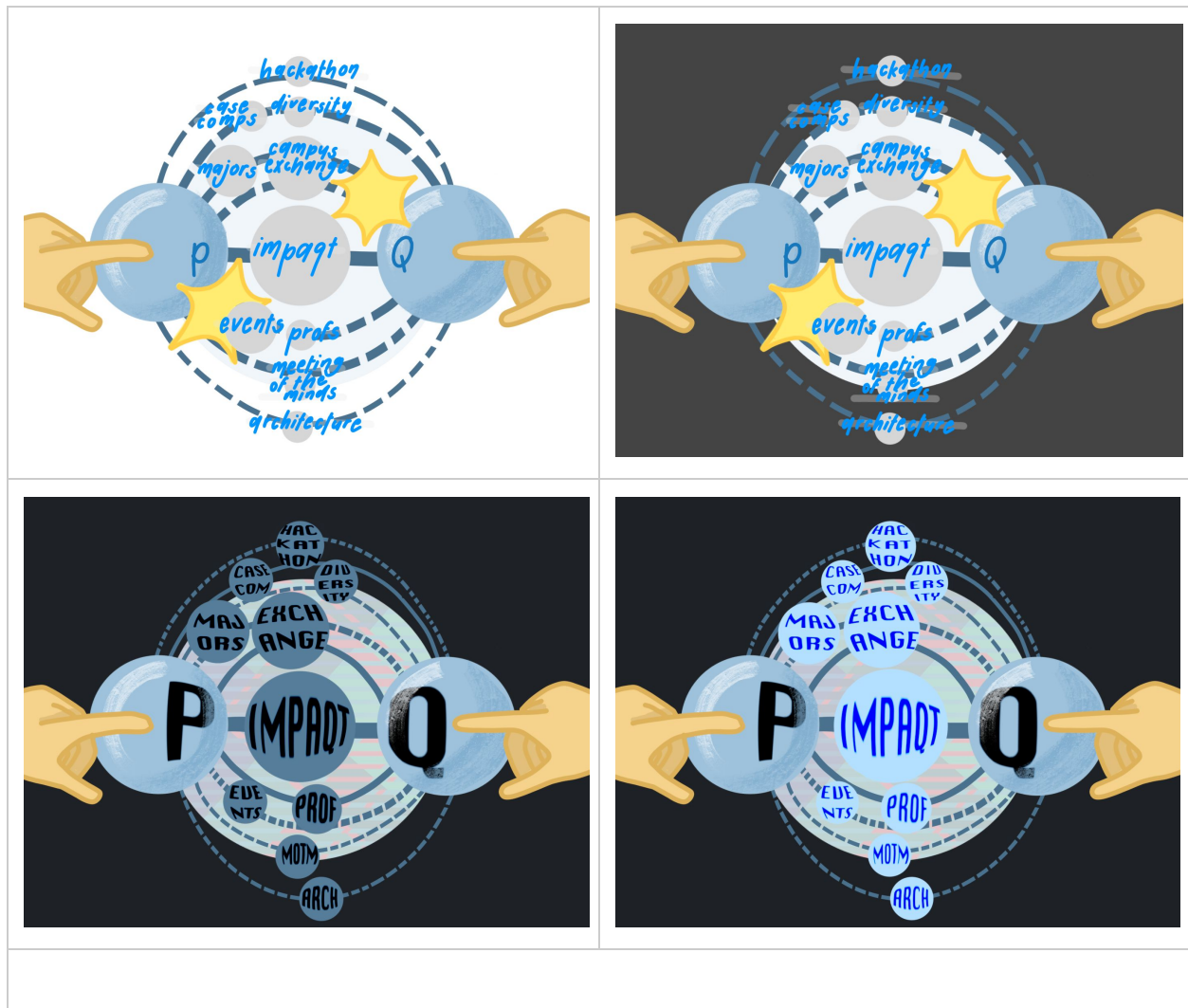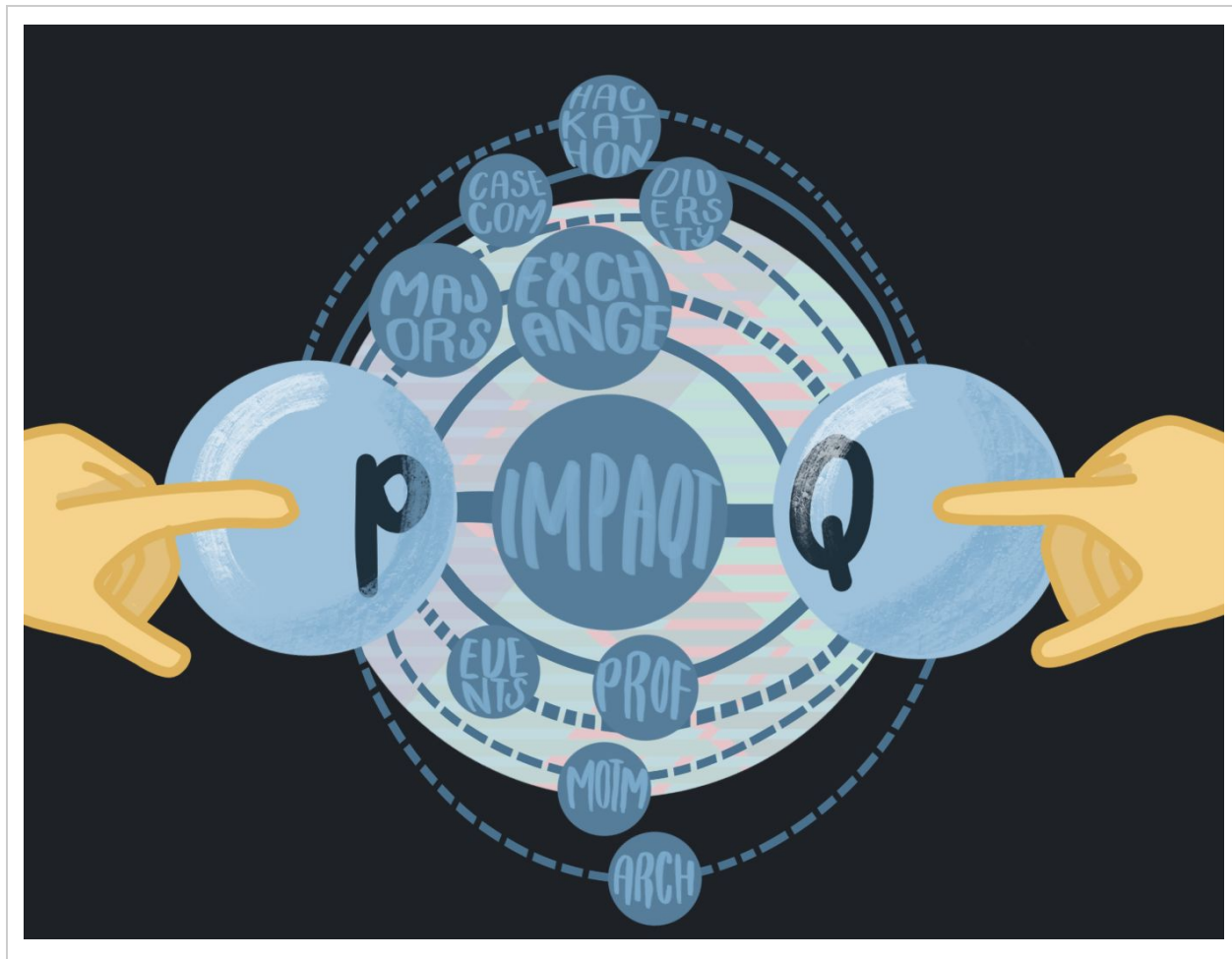
Pop out

I want to draw more attention to the bubbles they are in by having the color of the bubbles be much brighter than anything on the design. I think it would challenge the audience because it would make it look as if there are two separate entity when I am trying to combine these two campuses together.

Strength and distance of connections

I tried to specify the strength of a connection by the largeness of the bubble. In terms of distance, the closer a bubble is to the horizon, the tighter the connection is. Also, direction of the connection is represented based on which side of the design it is on.
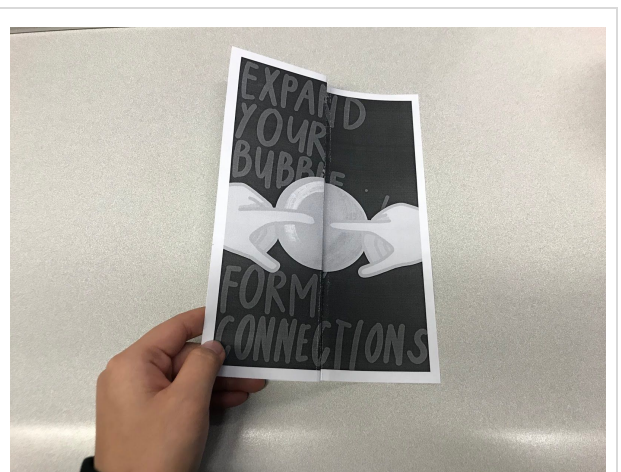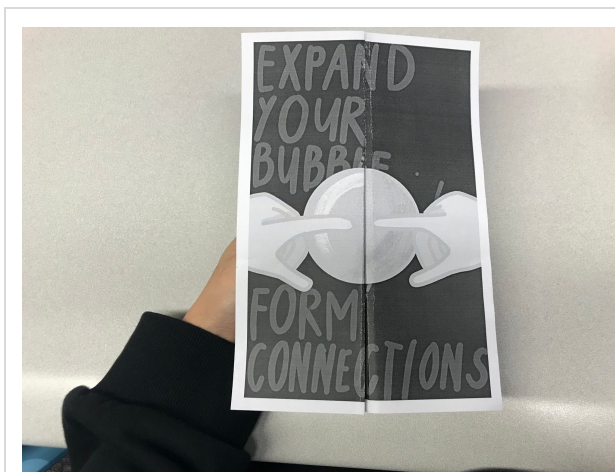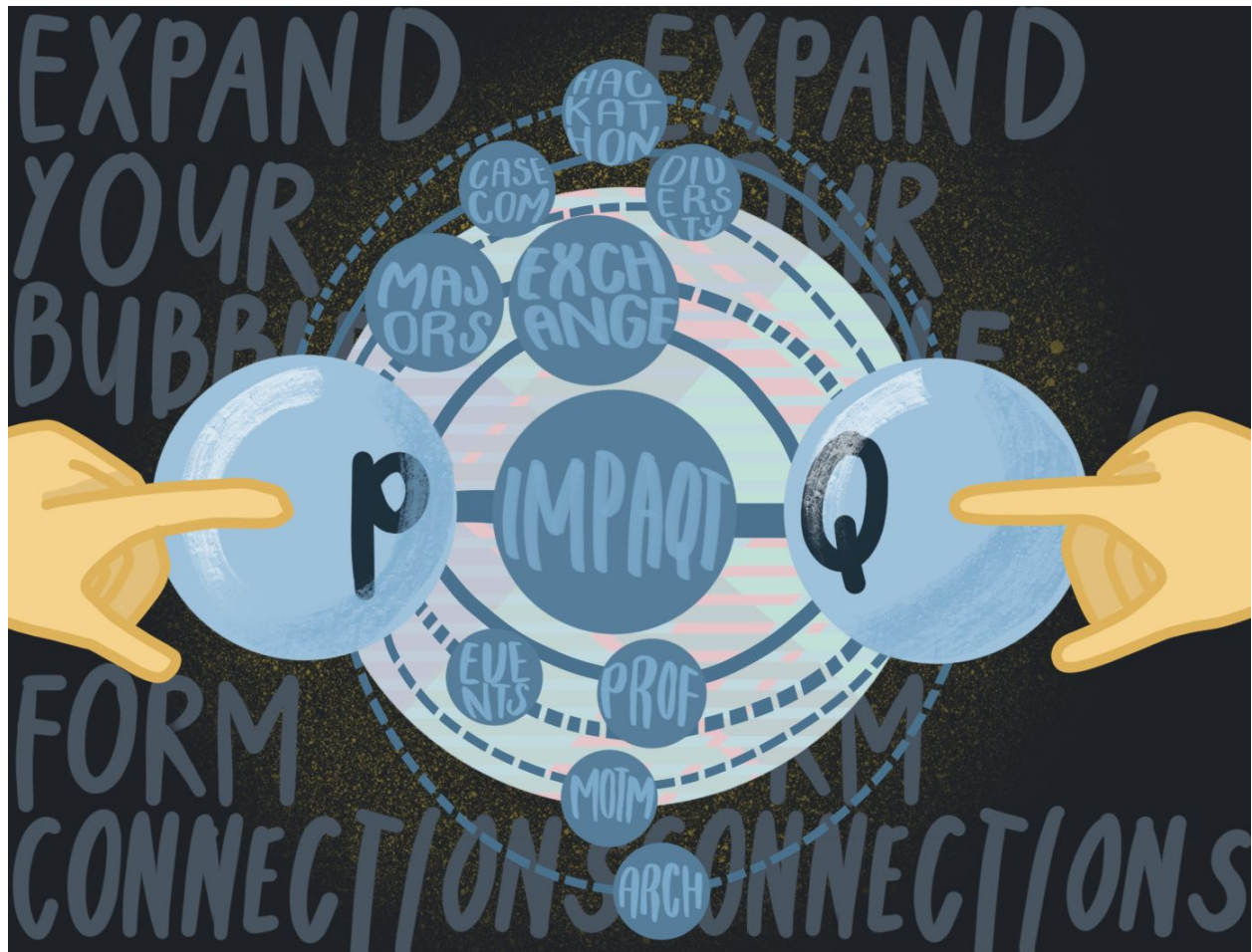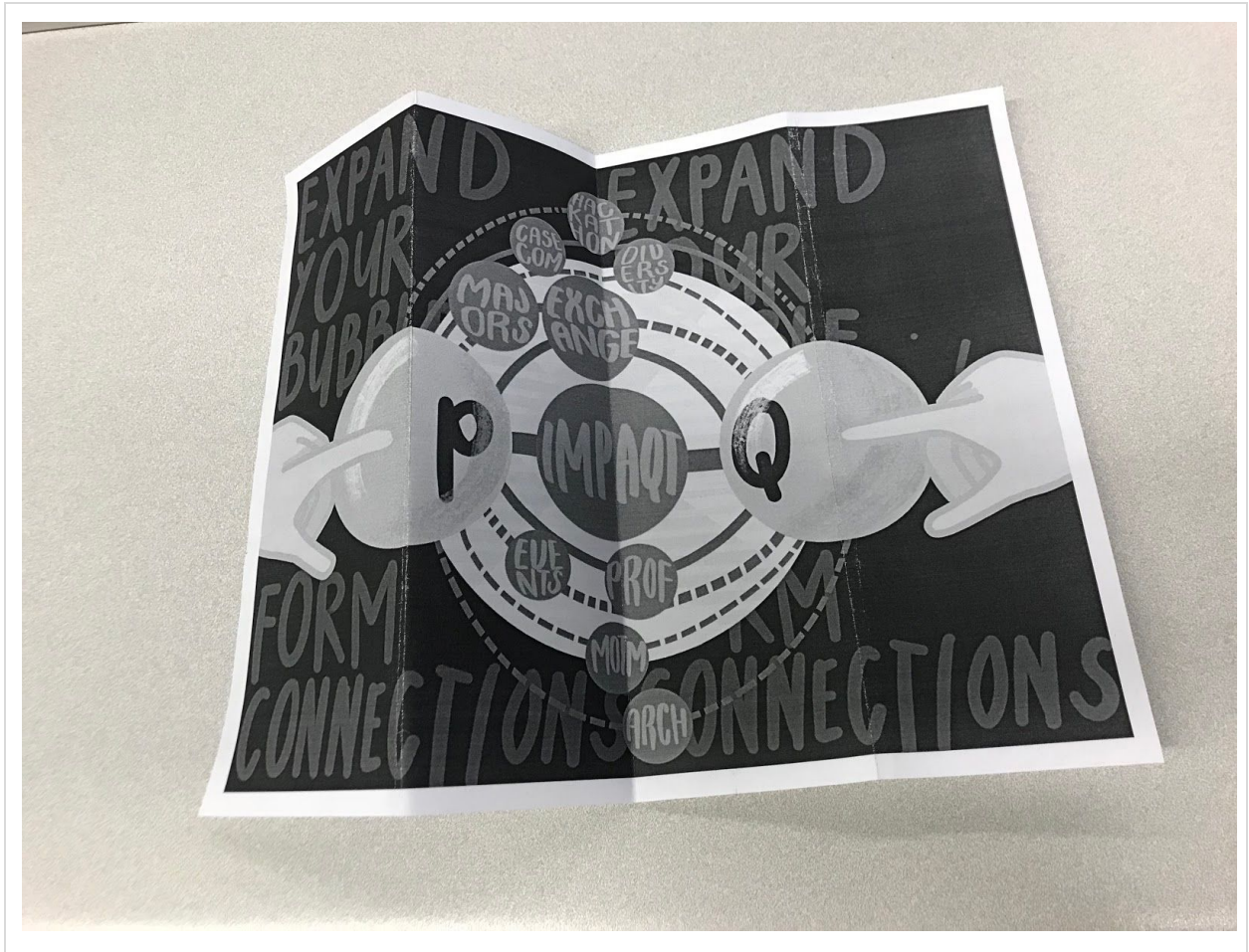
Iteration

Things I wanted to experiment with
- Changing the background to black helped the bubbles to pop out more and it is easier to see the different in color of the different bubbles.
- I tried using handwriting to give a more natural look
- I tried to use a font and warp them so that it would fit in the bubble but it created some space in between lines which made the words look like seperate words rather than read as one word
- I realise the connection bubble was competing with the main P and Q bubble so i decided to change the color of the font to a blue color, but it was still really bright
- I then decided to go back to handwriting and making sure the connection bubbles do not compete with my P and Q bubble.
- I decided to add the plaid to give more context to the users

Final Piece

The main popout for my piece is the P and the Q bubble. I wanted this to be the pop out to really draw attention to the distance between these two bubbles and to really encourage students to close the gap. The main way i made this pop out is by using size, color and complicated shape. The size of the bubbles are biggers tha all bubbles and is it a lighter color than all the bubbles. Also, the finger poking the bubble creates a complicated shape and a contrasting color, bringing more pop out to the bubbles.

Patter

The main way I create unity is by having the entire piece be created by circles, creating a sense of pattern across all the connections and nodes.

I would say the headlines compliments and contrasts the bubble simultaneously. By saying 'Expand your bubble', there is a link to the bubbles created, but in order to expand it, users would have to actually fold the paper and shorten the distance between the students of the two campuses. The headline 'Form Connection' is directly complimenting the visuals by having the fingers connecting when the design is folded.

I plan to have the crease on the design or have the lines perforated so that users would know that they are suppose to fold at certain point. I think other users would be able to take the visual cue of the repeating heading and the seperated fingers as a cue to fold the design in a way the fingers could connect and the headline would merge

The most important connection between P and Q is through IMPAQT, which is why the bubble is the greatest and the distance is shortest. There are two type of connections, solid line and dotted lines. The solid lines mean a physical connection where people travel to the other campus, like campus exchange, professors, IMPAQT and case competitions. The further the bubble is from the horizon, the less related it is in terms of linking people together. Also, beyond the cmu bubble background, the connections might not be specific to CMU culture. An example would be the architecture of the two campus buildings and the hackathons that both campuses have. These are interesting points of connection, but is not unique to the CMU experience, which is why it is beyond the CMU bubble.

Timesheet

Day	Task	Time Spent
October 15	Research	0.5 hours
October 16	Form matrix	1 hour
October 18	Sketching	1 hour
October 19	Experiment with folding paper	0.5 hour
October 21	Finalize first design	1 hour
October 22	Iteration	2 hour
October 25	Iteration	1 hour
October 27	Final Design	1.5 hours
October 29	Rationale and Report	1.5 hour
October 30	Final Iteration	1 hour
October 31	Final Report	2 hours