Project Designer Use Case Scenario A

Use Case Scenario A: WRIT 102: Composition II
Assignment: Multimodal Unit/Popular Culture Commercial
Instructor: Whitney Hubbard

USER PROFILE
Students typically enroll in the WRIT 102 during the second semester of their first year at the University of Mississippi. Though some students are exempted from WRIT 101, the majority of WRIT 102 students have completed and passed WRIT 101. In WRIT 101, they have had some experience with multimodal composition, but the nature of that experience can vary wildly.

Students enrolled in this course are typical UM students in that as a group, they have diverse backgrounds and the degree to which they are technically skilled varies considerably. WRIT instructors cannot assume any level of technical expertise beyond the basics.

PRE-USE CONTEXT
The multimodal assignment is based on previous written assignments, so students already have some idea of content, purpose, and audience. The primary objective of the multimodal assignment is to remediate/remix content developed previously into a new form (in this case, a video advertisement). The relevant learning outcome of this assignment is that students should develop an understanding of how rhetorical situation changes with modality.

In this use case, Student A already:

1) Knows the assignment specifications
2) Knows the method of delivery for the project (video)
3) Knows the rhetorical terms and concepts upon which the assignment is based
4) Knows the types of tools available for completing the project
5) Knows the due-date and timeline for the project.
Project Designer Use Case Scenario A

Use Case

STAGE 0: LOGIN
System prompts the user to select an ongoing project or create a new project.

If New Project is selected, the user is prompted to name the project and then select which parameter to specify first (Time, Purpose, Audience, Method of Delivery). The default choice is Time.

Action: Student A selects Time.

STAGE 1: PROJECT PARAMETERS
Time: Student A is prompted with the following query:

- How much time can you devote to completing your multimodal project?
  - Less than 4 hours
  - 4-8 hours
  - 8-12 hours
  - 12+ hours
  - No time constraint

Action: Because this is a major course requirement for WRIT 102, Student A selects 8-12 hours. The system populates the My Project summary pane with the relevant parameter/information and then returns to the project flow.

The next query is:

- What is the purpose of your project?¹
  - Exposition (examples: how-to, press release, scientific report, contract)
    - Explain
    - Inform
    - Describe
  - Argumentation (examples: advertising, critical review, editorial, résumé)
    - Prove validity of an idea or point of view
    - Present sound reasoning, discussion, and argument to persuade
  - Description (examples: journal writing, poem, lyrics)
    - Re-create, invent, or visually present a person, place, event, or action so that the reader can picture that which is being described
  - Narration (examples: interview, anecdote, biography, novel, oral history)
    - Tell a story
  - Not Specified

Action: Student A chooses “Argumentation” because the assignment is creating an advertisement, and advertising is a form of persuasion. The system populates the My Project summary pane with the relevant parameter/information and then returns to the project flow.

Project Designer Use Case Scenario A

The next query is:

- Is your audience informed or uninformed?
  - Informed
    - Peers (classmates, colleagues)
    - Experts
  - Uniformed
    - General public
    - Non-experts
    - Learners
  - Not Specified

**Action:** Student A chooses “Uninformed” because the targeted audience is the general public and not just their classmates and instructor. The system populates the My Project summary pane with the relevant parameter/information and then returns to the project flow.

The next query prompts Student A to identify the method of delivery (in the case, there is a required method of delivery):

- What is the Method of Delivery for your project?
  - In-person Speech/Presentation
  - Standalone Presentation
    - Video
    - Audio
    - Web
    - Blog
    - Print Poster
    - Digital Poster
    - Print Pamphlet
    - Still Image (photograph, artwork, etc.)
  - Combination of the above—with or without accompanying In-person Speech/Presentation
    - The system would then change the list to checkboxes, redisplay it, and ask student to select all that apply.
  - Other or Not Specified
    - The system would then allow the student to manually enter the method of delivery, either user chosen or instructor specified.

**Action:** Student A chooses “Video” from this list. The system populates the My Project summary pane with the relevant parameter/information and then returns to the project flow.

At this point, the system has populated the My Project summary pane with all the parameters/information and the system is now configured. For example: **Student A has 8-12 hours to complete a project with the purpose of argumentation, for a uniformed audience, using video as the method of delivery.**

Student A remembers that the anticipated length of the commercial will be 30 seconds and also that Professor Hubbard requires final projects to be posted to the class WIKI.

**Action:** Student opens the Information Input module and manually adds a note to the My Project summary pane as a reminder of these additional assignment requirements. The system then returns to the project flow.
**Project Designer Use Case Scenario A**

**Quiz Component:** After stage 1, upon the user moving to any other stage, one quiz question will be presented. The question will be pulled from a pool of questions (i.e., quasi-randomly generated within this stage).

**STAGE 2: DESIGN PRINCIPLES**

Short tutorials will guide the user through essential elements of design based on the parameters that have or have not been specified in Stage 1.

**Examples**
- Color principles
- The importance of white space
- Use of text and fonts (factors such as size and contrast)
- Best practices for recording presentation audio
- Links to UM templates and graphical standards
- Tone, pace, inflection, expression of spoken word
- Organizing information flow (designing rhetorical and/or dramatic conventions)

Student A will also have the option of looking at additional elements that affect design principles. The questions operate in an expanded tree design, examples below.

**Examples**
- How long is your commercial going to be?
- Are you going to include captioning in your video?
- Is your video going to have a voiceover, added soundtrack, or other audio files?
- How do you plan to share/distribute your video?
- How will you meet basic ADA requirements if part of assignment?

**Action:** The system populates the My Project summary pane with the relevant parameter/information and then returns to the project flow.

**Quiz Component:** During stage 2, after user has clicked on a few of the pages (random number between 1 and 5), one quiz question will be presented related to the relative outcome. The random number resets after the first question and a new question will be presented when an additional 1-5 pages have been viewed, and so on. Each question will be pulled from a pool of questions (i.e., quasi-randomly generated within this stage).

At this point the system will have recorded that Student A needs to consider elements relevant to video/film advertisement design such as short, close-up visual shots; bright colors; product shots with ample white space; simple, clear audio; upbeat voice tone; et cetera in the video project.

**STAGE 3: GUIDED TOOL SELECTION**

The Guided Tools Selection window presents multiple categories of tools, pre-filtered for relevance based upon any already-specified project parameters (or lack thereof), for the user to examine and compare.
**Project Designer Use Case Scenario A**

**Action:** In this case, the system lists tools such as but not limited to: Photoshop, iPhoto, iMovie, iDVD, FinalCut Pro, Aperture, Blogspot, and Wordpress. The system then provides the comparison criteria for the listed tools.

**Tool Sorting/Comparison Criteria**
- Rating system for tools
- Average time required to learn/use
- More like this
- Pros & Cons
- Cost
- Hardware/platform requirements
- Complimentary tools, add-ons, and other optional features available
- File formats supported
- Other criteria that we decide to add post-deployment
- Other tools that we decide to add post-deployment

*See PDF titled “presentation_tools(1).pdf” for a wireframe mock-up.*

**Action:** The user interactively explores the options. The user can request further information about tools and/or design principles/elements at each stage of this process. Also, a link to the Showcase (exemplars of design and delivery) will be visible in this stage.

**Action:** The user chooses the appropriate tool(s). The system populates the My Project summary pane with the relevant parameter/information and then returns to the project flow.

**Quiz Component:** After stage 3, upon the user moving to any other stage, 2-3 quiz questions will be presented. Each question will be pulled from a pool of questions (i.e., quasi-randomly generated within this stage).

**STAGE 4: OUTPUT & STORAGE**

At any time during a Project Designer session, the My Project pane can generate a “Project-At-A-Glance” page, exportable in several formats. The Project-At-A-Glance page will be dynamic and can format My Project into several prebuilt ways, such as a checklist, a project summary, and/or a proposal.

In addition, the user can print the Project-At-A-Glance, forward it to an instructor, or download it to local storage (flash drive, desktop, Dropbox, WIKI, etc.) or to CMS/LMS platforms such as Blackboard, Canvas, iTunes U, and ePortfolio systems. The Project-At-A-Glance output can also be submitted—along with the finished project—as a candidate for inclusion in the Showcase.

*Project Designer* automatically stores each user’s Project-At-A-Glance. Users, instructors, and administrators have access to stored Project-At-A-Glance files and Quizzes. UM will work with the project team to insure that *Project Designer* meets FERPA, IRB, academic freedom, confidentiality, and copyright requirements.
As a result of having worked through the Project Designer system, Student A has a very clear plan for completing this video project and has all the relevant information and resources together on the “Project At-A-Glance” page.

SUPPLEMENTAL MODULE 1: INFORMATION INPUT
This set of user options will be static: the system will not interpret the responses, but it will add them to the My Project summary pane parameters/information.

Examples
- Entry of information that is too specific for the system to anticipate
- Create personalized notes including source citations
- Ability to upload assignment documents or other materials

SUPPLEMENTAL MODULE 2: SHOWCASE
Showcase is a browsable/searchable/tagged gallery of design and delivery exemplars.

SUPPLEMENTAL MODULE 3: QUIZZES
The database of quiz questions and user responses is maintained here for review by relevant parties.