Use Case Scenario B: JOUR 375: Photojournalism

Assignment: Multimedia project including video, audio and still photographs
Instructor: Alysia Steele

USER PROFILE

Students typically enroll in Photojournalism, JOUR 375, ideally during their junior or senior year and most often journalism majors at the University of Mississippi. The courses News Journalism and Broadcast News Writing & Reporting are prerequisites for JOUR 375, so students generally have some experience with one or more of the skills involving video, audio, or still photography. Students in JOUR 375 will have taken a composition class as part of the general education requirement to graduate but may be transfer students and not have had the required multimodal project part of our first year experience course. As a photojournalism student, Student B has additional technology skills from the average student however he overestimates his abilities.

PRE-USE CONTEXT

Because this is a 300-level course, student users already have some idea of the concepts of content, purpose, and audience. The course focuses on the technical and aesthetic elements of visual storytelling and with the outcome of informing and telling a story (other students and the general public). This multimodal assignment requires a still photograph, a headline and introductory text to the still image. Additionally, students are required to post a video posted to a blog, YouTube or Vimeo. The relevant student learning outcome of this assignment is that students should develop an understanding of how rhetorical situation (the story) and design elements intersect.

In this use case, Student B already:

1) Know the assignment specifications
2) Know the modality of the project (3 forms in this instance)
3) Know the rhetorical terms and concepts upon which the assignment is based
4) Know the types of tools available for completing the project
5) Know the due-date and timeline for the project.
Use Case

STAGE 0: LOGIN
System prompts the user to select an ongoing project or to 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 B selects Purpose.

STAGE 1: PROJECT PARAMETERS
Purpose: Student B is prompted with the following query:

- 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: Based on the assignment specifications, Student B chooses both “Exposition” and “Narration”.

The next query is:

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

Action: Student C is highly motivated by the assignment and selects 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:

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

**Action:** Student B chooses “Uninformed” because the final audience is the general public and not just his 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 B to identify the 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 B chooses “Combination of the above” from this list.

**Action:** The system provides a list of checkboxes and Student B chooses: Video, Audio, Blog, and Still Image. 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 parameter information and the system is now configured, for example: *Student B has 12+ hours to complete a project with the purposes of exposition and narration, for a uniformed audience, using video, audio, blog and still images as the methods of delivery.*

**Action:** Student B opens the Information Input module and manually adds a note to the My Project summary pane that the assignment requires posting to either a blog or a web site in case he changes his mind about the blog. The system then returns to the project flow.
Project Designer Use Case Scenario B

*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 B 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 video 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 B needs to consider elements relevant to narrative and exposition of a video with audio and a still image -- all uploaded to a blog. Examples could include a combination of close-up and background visual shots for the narrative part of the video; simple, clear audio; an even voice tone for narration; an animated voice tone for exposition; ample white space around the still image; a written description of the image using conventions related to writing for the web; properly arranging all the video, audio, and text visually a blog, etc.

**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.
**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 B 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.