Use Case Scenario C: Conference Presentation

USER PROFILE
Dr. C is an Assistant Professor in the Department of Sociology. She is fast approaching tenure and promotion and needs to focus on publishing and presenting peer-reviewed research. This conference is one of the more highly valued in her field and proposals are competitive and reviewed. The majority of faculty make presentations regularly however; the focus tends to be on the content of the research above the how the material is presented. Professor C. is typical of many junior faculty in that she has some technology skills but was not born digital. Though well-versed in her subject area, it cannot be assumed that Professor C has any level of technical expertise beyond the basics. Faculty do not always follow the advice they give to their student about giving presentations:

- Incorporating appropriate principles of design and communication that supports the purposes of the intended audience;
- Choosing a communication medium and format that best supports the purposes of the product or performance and the intended audience;
- Using a range of information technology applications in creating the product or performance.

PRE-USE CONTEXT
The conference presentation is based on a proposal that Professor C has expanded into a publication-length document. She is looking for feedback from the conference, after which she will make changes to and submit as an article to a journal. She has a journal in mind and has an idea of its content, purpose, and audience by stint of reading other articles in the journal. The primary objective of Professor C’s project is to remediate/remix content developed into a new form (in this case, a panel presentation at a conference). The relevant learning outcome of this process is for researchers to develop an understanding of how rhetorical situation changes with modality. In this case Professor C has the dual audiences of the conference attendees and journal readers (if it is published) but for the moment she is focusing on the conference presentation.

In this use case, Professor C already:

1) Knows the conference specifications for this type of presentation.
2) Knows the rhetorical terms and concepts upon which her research is based.
3) Knows the due-date and timeline for the project.

In this use case, Professor C does not know:

1) The method of delivery for the project.
2) The types of tools available for completing the project.
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: Professor C selects Time.

STAGE 1: PROJECT PARAMETERS
Time: Professor C 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 career requirement for tenure and promotion, Professor C 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:
- 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: Professor C chooses “Exposition” because her research entails explaining and describing religious influences on Southern adolescents. 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:** Professor C chooses "Informed" because her final audience is colleagues. The system populates the My Project summary pane with the relevant parameter/information and then returns to the project flow.

The next query prompts Professor C to identify the method of delivery:

- What is the Method of Delivery (MOD) 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 explanatory in-person speech)
    - 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:** Professor C chooses "In-person Speech/Presentation" 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 parameter information and the system is now configured, for example: Professor C has 12+ hours to complete a project with the purpose of exposition, for an informed audience, using in-person speech/presentation as the method of delivery.

Professor C remembers that the anticipated length of the presentation will be 15 minutes with time for questions. Additionally, the panel moderator requested that the research presented be made available to post to the conference website.

**Action:** Professor C 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.
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*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**

*Action:* Professor C glances at the list of tutorials and instead clicks on Guided Tool Selection.

**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.

In this case the system lists tools such as but not limited to: PowerPoint, Keynote, 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:* Professor C chooses Keynote and SlideShare—although she is not sure if she will make of SlideShare or not. 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 2: DESIGN PRINCIPLES—SECOND VISIT**

Now Professor C investigates the design principles bearing in mind that she will be using Keynote as a visual aid to her live presentation. 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.
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**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)

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

**Examples**
- How long is your presentation going to be?
- Are you going to include captioning?
- Will there be any audio connected to the presentation?
- How do you plan to share/distribute your presentation?
- 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 Professor C needs to consider elements relevant to an in-person conference speech/presentation design such as simple, clear visual images with ample white space; consistency in word formatting; attention-grabbing colors, etc. for an in-person speech/presentation accompanied by visuals.

**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.
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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, Professor. C 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

Action: Professor C uploads a PDF of instructions sent to all presenters participating in the panel.

Action: Professor C manually enters notes about the preferred citation style for later when she must post her research to the conference website and a link to a website about that citation style.

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.

Action: Professor C initially skips the quiz modules.

Action: Professor C returns to Project Designer several months after her presentation to take the quizzes as part of complying with the federal grant she received to gather data for the research project and to comply with the University of Mississippi Office of Research and Sponsored Programs.