Use Case Scenario D: WRIT 102: Composition II

Assignment: Multimodal Unit/Translating a Claim into a Visual Medium

Instructor: Amy King

USER PROFILE

Students typically enroll in the WRIT 102 during the second semester of their first year at the University of Mississippi. Students D did not take WRIT 100 or 101. She had never worked on a multimodal project before, so the assignment was completely new to her. Also, uploading her final work to the e-portfolio part of the project was new.

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 – photos or video in this case. 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 D already:

1) Knows the assignment specifications
2) Knows the rhetorical terms and concepts upon which the assignment is based
3) Knows the due-date and timeline for the project.

Student D does not know:

1) Which method of delivery for the project to choose: still photos or video
2) The types of tools available for completing the project
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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 D is not exactly sure what it means by time so she selects the Showcase with project examples to get ideas for her project.

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

STAGE 1: PROJECT PARAMETERS
**Action:** Student D chooses the method of delivery because she thinks it is the next, most relevant option.

Student D is prompted with the following query:

- 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 D is unsure about attempting video when she also has to upload the final project to an e-portfolio system she is unsure of; she chooses “Still Image” from this list. The system populates the My Project summary pane with the relevant parameter/information and then returns to the project flow.

**Action:** Student D navigates to the Purpose section; this prompts the query:

- What is the purpose of your project?
  - Exposition (examples: how-to, press release, scientific report, contract)
    - Explain

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- Inform
- Describe
  - Argumentation (examples: advertising, critical review, editorial, resume)
    - Prove validity of an idea or point of view
    - Present sound reasoning, discussion, and argument to persuade
  - Description (examples: journal writing, poem, lyrics)
    - Prose
    - Poetry
  - Narration (examples: anecdote, biography, novel, oral history)
    - Tell a story
  - Not Specified

**Action:** Student D chooses “Narration” because the assignment is centered on telling a story. The system populates the My Project summary pane with the relevant parameter/information and then returns to the project flow.

**Action:** Student D navigates to the Audience section; this prompts the query:

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

**Action:** Student D 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.

**Action:** Student D navigates to the Time section; this prompts the query:

- 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:** Because this project is content she has already created remixed with photos with audio, Student D selects 4-8 hours. 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 D has 4-8 hours to complete a project with the purpose of narration, for a uniformed audience, using still images and audio.**

**Action:** Student D opens the Information Input module and manually uploads the grading rubric from the professor to the My Project summary pane. The system then returns to the project flow.

**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 D 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 many images will your project have? Is there a time limit?
- Are you going to include captioning for your images?
- Are your images going to have a voiceover, added soundtrack, or other audio files?
- How do you plan to share/distribute your projects?
- 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).
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At this point the system will have recorded that Student D needs to consider elements relevant to image and audio design such as high quality images; consistent photo sizing, smooth transitions between images; simple, clear audio; a mix of interviews and ambient music; good use of color and font size for title page and credits; et cetera in the video project.

STAGE 3: GUIDED TOOL SELECTION

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: Student D chooses PowerPoint and Garage Band. The system populates the My Project summary pane with the relevant parameter/information and then returns to the project flow.

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,
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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 D 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.