

Vanessa Huang
Michelle Moon Lee
John Wooster

Talking Walls

1. To explain the goals of the program.
 - a. Present information about Providence walls in an engaging and interesting way that learners may have access to but may not pursue independently
 - b. Show that learners are connected to a broader community than their own neighborhood
 - c. Situate learners in relation to other people and communities
 - d. Making intervention in ways of thinking, knowing about "other cultures" and local social and political histories
 - e. Broadening concept of environment
2. To give everyone a sense of the structure of the user experience (to the extent you've worked it out).
 - a. Provide users with the choice of two major types of information presentation:
 - i. Non-narrative
 1. Standard textbook presentation of information
 - ii. Narrative
 1. Game-like structure where users can chose to "play" different characters
 - a. Journalist
 - b. Architect
 - c. Artist / Muralist
 - d. Organizer / Activist
 - e. Storyteller
 2. Each character has a unique story and goal
 - a. ex: journalist writes a story about the wall(s) of choice
 3. Information is provided in many different formats so that students with different learning styles can custom – tailor the interaction to fit them
3. To illustrate the "flow" of the program and the kinds of actions and interactions you wish the program to provide.
 - a. See point 2.
4. To explain what use you'll make of various modalities and media (e.g. text, sound, images, animations) and why.
 - a. Text
 - i. Non-narrative: Textbook / Essay presentation of information
 - ii. Narrative: Dialogue with other characters
 - b. Images
 - i. Situate the walls in a tangible context
 - ii. Provide incentive to actually visit locations
 - iii. Provide alternative to actually visiting locations
5. To explain what cognitive and/or literary techniques you'll be employing to facilitate/motivate learning.
 - a. Incidental learning
 - b. Conversation
6. To explain how the design of the program is related to what you know of your audience (to the extent you think you've learned things about the audience).
 - a. Already somewhat computer savvy – Mac OS X, 45 min per week
 - b. Already acclimated with Talking Walls project and / or book

7. To explain how exactly you envision users using the program (i.e. where will they use it, for how long at each session, for how long in their education, etc.), and the criteria you would use to evaluate the success of the program (to the extent that you've worked this out).
 - a. Used as a unit in the curriculum, once a week as desired
 - b. 45 – 60 min sessions; 1 – 2 walls per session
 - c. Success criteria:
 - i. Learn information about walls
 - ii. Develop greater understanding about community
 - iii. Further skills such as writing, drawing, etc
8. To explain how (if at all) any of the above reflects ideas, or reactions to ideas, we've encountered in the readings this semester.
 - a. Reflection of ideas discussed by Raskin
 - i. Modes
 - ii. Smaller interface ideas: radio buttons
 - b. Schenck and Cleary
 - i. Incidental Learning
9. To explain the division of labor in the production of the program (to the extent you've worked it out).
 - a. Shared development of program with cohesive and systematic way of combining parts to become whole
 - i. Naming conventions
 - ii. Commenting conventions
 - b. Peer-editing system for writing text and dialogue
 - c. Group field trips to wall locations to take notes and photos
10. To provoke the sort of reactions/feedback/advice that your team believes will be most useful at this stage of the design process.
 - a. Feedback regarding scaling rubric
 - b. Questions regarding representation
 - c. Suggestions regarding networking work

Walls

1. Masonic Temple (associated with VMA)
2. Hurricane Barrier
3. St. Teresa's Church
4. Rising Sun Mills
5. Cornel Young Memorial Park
6. Adult Correctional Institutions
7. Roger Williams Park Zoo

Alternates

1. Turk's Head Building
2. RIC Children's Home
3. 51 North Main Tunnel
4. WPA Baker Wall