MULTIMEDIA NARRATIVE AND INTERACTIVE DESIGN

GRADO EN COMUNICACIÓN Y MEDIOS DIGITALES

Professor: DENNIS NEIMAN
E-mail: dneiman@faculty.ie.edu

Academic year: 18-19
Degree course: THIRD
Semester: 2º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES
What students should bring to the class is the capacity to recognize that the reality they are living today is the basis of tomorrow's stories. This class will take into consideration these stories will be expressed interactively, so students should pay close attention to the interactive media they experience every day and how it could be utilized to express their own narrative. Students will use many of the skills already popular in elaborating content in social media: writing, photography and image manipulation and we will combine those skills with project planning with the objective to create effective multimedia narrative content and distribution.

SUBJECT DESCRIPTION
Multimedia Narrative and Interactive Design will give students
- a solid experience-based foundation in digital content creation
- multimedia project organization and
- human centered design processes
- an opportunity to apply their storytelling learnings
applied to online projects that they will have as a future reference to their talent and production skills.

OBJECTIVES AND SKILLS
The objectives for the class are broad and will serve the student well for future endeavours in the arts, media and technology. Students will learn how to capture an audience's attention on the one hand with good narrative techniques while on the other hand provide interactive means so each user can participate and create a unique experience. Students should bring to the class an enthusiasm for experimentation and production because we will delve into the new content formats of emerging technologies.
This is a class where students will create and distribute multimedia narrative content in various formats.

At the end of this course, the student should be comfortable working with:

All formats of media from texts, to audio, to video as well as emerging technologies in Augmented Reality and Intelligent agents

Project planning concepts and tools to organize multimedia production such as Trello

Human centered design concepts applied to digital technologies

Online content platforms facebook AR studio, google slides, tumblr

**METHODOLOGY**

Known as “Play the whole game” (Perkins, 2009) this class uses a methodology of immersion, students participate in work that’s relevant – work that is a junior version of how professionals in the digital content sector engage, create knowledge, and communicate in their discipline.

In the case of Multimedia Narrative and Interactive Design, the work elaborated in the class is the most weighted and the success of the work is gauged with the same parameters as in a professional digital content employment: the quality of the material produced is determined by the reception by online audiences.

As in a professional environment, students are expected to complete tasks based on deadlines and deliverables. And, as in many agile project projects, a larger project is the sum of many smaller tasks which will be on a weekly basis which will provide opportunity for feedback and evaluation.

Much of the work will be completed in class, individually and in groups.

The 30 session course will be divided into three blocks of 10 sessions:

Block 1: Narrative skills and project organization

Block 2: Human centered design principles and content creation

Block 3: Project production, distribution and analysis

As this is a class based on production, we will constantly introduce and learn to use digital tools.

<table>
<thead>
<tr>
<th>Teaching methodology</th>
<th>Weighting</th>
<th>Estimated time a student should dedicate to prepare for and participate in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>13.33 %</td>
<td>20 hours</td>
</tr>
<tr>
<td>Discussions</td>
<td>10.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>Exercises</td>
<td>53.33 %</td>
<td>80 hours</td>
</tr>
<tr>
<td>Group work</td>
<td>13.33 %</td>
<td>20 hours</td>
</tr>
<tr>
<td>Other individual studying</td>
<td>10.0 %</td>
<td>15 hours</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100.0 %</td>
<td>150 hours</td>
</tr>
</tbody>
</table>
PROGRAM

NARRATIVE SKILLS AND PLANNING

SESSIONS 1 - 2 (FACE TO FACE)
Introduction to "Playing the whole game"
Digital survey of class
Revision of storytelling from T1
Activity: Installation of Trello

Video: Keys to a great story
T.N.: Interactive Storytelling
M.D.: Trello Project Planning

SESSIONS 3 - 4 (FACE TO FACE)
Social Media as storytelling
Activity: Elaborate narratives with social media

Video: The technology of storytelling

SESSIONS 5 - 6 (FACE TO FACE)
Online storage of content in multimedia projects
Activity: Set up gsuite or amazon content storage for projects.
T.N.: Blogger for CMS
T.N.: Imgur

SESSIONS 7 - 8 (FACE TO FACE)
Outlining an interactive project with flowcharts
Activity: Create an interactive text story
T.N.: Twinery interactive storytelling

SESSIONS 9 - 10 (FACE TO FACE)
Organization of a multimedia project:
- Naming
- Information architecture
- Agile project organization
- Prototyping and Testing
Group Activity: create project organization in Trello
T.N.: Agile Manifesto

23th November 2018
HUMAN CENTERED DESIGN PRINCIPLES AND CONTENT CREATION

SESSIONS 11 - 12 (FACE TO FACE)
Fundamentals of Human Centered Design, thinking about how it works, as opposed to how it looks.
M.D.: Google Material Design
T.N.: Guide to Interactive Design

SESSIONS 13 - 14 (FACE TO FACE)
Introduction and application of Interaction Design IxD
Fundamentals of user interface (UI) and user experience (UX)
T.N.: Interaction Design Association

SESSIONS 15 - 16 (FACE TO FACE)
Online content creation, creating videos, 3d, audio and images for multimedia prototypes.
Activity: create content and store it in project
T.N.: Pixlr image editing
T.N.: Tinkercard 3d editor

SESSIONS 17 - 18 (FACE TO FACE)
Introduction to Natural User Interface (NUI) and Natural Language Processing (NLP)
Screenless interfaces
Activity: Creation of Alexa mockup
T.N.: Adventures in conversational interface: designing for the Amazon Echo
Podcast: How We’ll Design for Virtual Reality
T.N.: Storyline alexa mockup

SESSIONS 19 - 20 (FACE TO FACE)
Testing and analytics. "Pay attention to what users do, not what they say."
Key Performance Indicators (KPIs)
Heart framework
Finding UI optimization in Google Analytics
T.N.: Google Analytics
T.N.: Social media analytics
T.N.: Heart framework

PROJECT PRODUCTION, DISTRIBUTION AND ANALYSIS

SESSIONS 21 - 22 (FACE TO FACE)

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Content platforms: CMS, social media
Activity: Begin project development: product and platform definition
*T.N.: CMS for Storytelling
*T.N.: Chatbots: Your Ultimate Prototyping Tool

**SESSIONS 23 - 24 (FACE TO FACE)**
Product planning, flowcharts and workflows.
Activity: Multimedia Project Assembly
*T.N.: What is a workflow

**SESSIONS 25 - 26 (FACE TO FACE)**
Project iteration 1, launch project for public consumption.
Techniques for capturing users for your prototype.
*T.N.: How to get 100,000 readers

**SESSIONS 27 - 28 (FACE TO FACE)**
Pivots
Activity: Analysis of results, 2nd iteration of project
Results should include:
Objective
Ixd execution
User data
Insights from use

**SESSIONS 29 - 30 (FACE TO FACE)**
Presentation and evaluation of group projects based on KPIs
BIBLIOGRAPHY

EVALUATION CRITERIA

Rubric outlining evaluation criteria.
Criteria
Unsatisfactory 1 point
Emerging 2 points
Proficient 3 points
Exemplary 4 points

Participation in Agile platforms
Does not participate
Participates in online platform
Participates in online agile platform as well as standup meetings
Participates and manages stages in agile platform

Deliverable Flowchart/Storyboard
Project was launched without a flowchart
Flowchart was designed reflecting objective but not content of project
Flowchart identified each step in user experience, identified content necessary.
Flowchart identified each step in user experience, identified content necessary.

Deliverable Content
Content is text based
Content consists of unique pieces in text and image formats that are informative relative to objective and solution.
Content consists of a large number of unique pieces in a variety of formats including texts, images, gifs, video and sound effects that are informative and consistently reinforce the branding and benefits of the solution

Functionality Production of interactive project
Project fails to function
Development utilizes predefined templates for project.
Development takes advantage of a variety of utilities offered by platform
Project demonstrates a knowledge of advanced Intelligent agents models, imports third party data and utilizes external APIs such as visual recognition. User experience is personalized and progress is tracked.

Functionality UX and accessibility
Navigation fails to follow a understandable thread of conversation.
Navigation is based on predefined templates.
The navigation links are intuitive. The various parts of the experience are labeled, clearly organized and allow the user to easily interact and move to related cards.
Navigation offers a seamless user experience taking user through the processes necessary for reaching objective. The navigation links are intuitive. All cards connect to navigation menu. Users are never stranded.

Interactive Project  Scale of testing with users
Captures friends and classmates <25
Promotion efforts captured a number of users but insufficient for analysis <50
Promotion was sufficient to capture a number of users sufficient for analysis >50 users
Promotion captured more than 100 users and demonstrated a continued growth based on growth hacking principles. >10% growth generated by current users.

Interactive Project User engagement
Users quit after first card.
Users quit after 3 cards and don't return
Users on average complete >50% of chatbot experience
Users on average complete >75% of chatbot experience and >10% of users are repeat users

Interactive Project Experience analysis
No analysis tools utilized.
Analysis tools installed and user statistics quantified.
Uses analysis to identify obstacles in the user experience.
Uses analysis from initial launch to consistently identify obstacles in the user experience and rectify them in a timely fashion and increase user satisfaction.

23th November 2018
## Failing Grade and Reassessment

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<tr>
<th>Criteria</th>
<th>Percentage</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Content production</td>
<td>50 %</td>
<td>Completion of tasks assigned and attention to detail</td>
</tr>
<tr>
<td>Group Project</td>
<td>16 %</td>
<td>Project success is based on tasks completed and effectiveness of content produced.</td>
</tr>
<tr>
<td>Individual Projects</td>
<td>24 %</td>
<td>Individual multimedia project for each of the 3 blocks of study. These are multimedia projects owned by the student for future reference.</td>
</tr>
<tr>
<td>Class activities and participation</td>
<td>10 %</td>
<td>Students are expected to complete activities in time allotted and participate in class discussions</td>
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23th November 2018
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<td>Content is text based</td>
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PROFESSOR BIO

23th November 2018
Professor: DENNIS NEIMAN  
E-mail: dneiman@faculty.ie.edu

Dennis has dedicated his 25 year marketing career to digital formats, platforms and content.

As Head of Innovation at Spanish digital agency MPC, Dennis has introduced and implemented emerging technologies to clients including gamified intranets, international inbound marketing, Machine Learning as a service platforms, social media marketing and natural language understanding.

He has developed ecommerce chatbots and investigates affective computing for marketing.

He is a professor at IE’s School of Human Science and Technology and teaches courses in User Experience and Personalization, UX/UI in Interactive Projects and Multimedia Narrative and Interactive Design.

He attended the University of Illinois and has a bachelor’s degree in Psychology and Advertising.

OTHER INFORMATION  
dneiman@faculty.ie.edu

CODE OF CONDUCT IN CLASS

1. Be on time: Students arriving more than 5 minutes late will be marked as “Absent”.
   Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.

3. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.
   Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. Do not engage in side conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.
   If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

5. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

6. No cellular phones: IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.
7. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.