

NMD 306/ Professor Mike Scott
05/05/14 (Monday)
Caitlin Trafton

Group Evaluation and Self-Assessment:

(The Amount a Student has learned. Skills Student has acquired.)

1.) How did I personally contribute to this class?

A.) **Attendance:** I attended every class but two. I made sure my group members were aware of my situation before class-time.

B.) **Time devoted to the materials:** Each week, Monday and Wednesday, from 9-11:30 I was in Chadbourne. Outside of classtime, I spent 10 hours of researching, documenting and illustrating projects ideas for NMD 306. I posted pdfs of all notes to my WordPress Portfolio. I loaded links to pdfs into an html page within my nmdprojects.net profile: http://caitlintrafton.nmdprojects.net/nmd306_portfolio.html

C.) **Assigned Readings:** I read "Make It So," and "Universal Principles of Design," and the "Horizon Report." I wrote responses to each, and embedded the links within the "Assignments" div of my portfolio page.

D.) **Discussion:** I did my best to contribute, and I regret not saying more. I tried to let whoever wanted to talk, talk first. At times, I am nervous thinking what I have to say might not be relevant, so I listen, and take notes. Withholding my own dialogue might not give me participation points, but I believe someone has to document what happened, so that we may move forward.

2.) How I Contributed to the Class/Group (self assessment)

A.) In-Class Contributions: In-Class I gave my undivided attention, documented major points and contributed when I felt it was relative to the discussion. I did all required readings, and tried to infuse conversation with things I had learned or found interesting. A specific example: I suggested the Calorie Counter Group could use a vegetable or fruit to define one calorie, instead of a Tic-Tac.

B.) Group Collaboration: Group Meets were minimally productive. I think that because the idea was neither of theirs originally, they expected me to do all of the research and conceptualizing. I prepared drawings, resources, and record of past meets, and regularly shared them with my group.

C.) Improved or Not: I think the biggest thing I learned, was that if someone does not want to be in your group, you should let them leave. I was under the misunderstanding that Jay would better benefit if he learned to deal with the Group Members he was given, I did not realize, how that directly placed me behind. I think I have become a little bit of a better communicator, but not by much.

D.) Problems:

- Group Members didn't show up or were late.
- Group Members did not give notice when they could not come.
- When I tried to contact them via Facebook, FirstClass, Telephone, they were impossible to reach.

E.) What I would have done differently: I would have done this Project alone.

F.) Skills Acquired:

- Use Bullets in Essays, followed by Summary.
- Anthropomorphism and Biophilia Effect.
- Make PowerPoint to aid Presentation.
- Script, and Rehearse Presentation.

I have learned a great deal about presentation and still, have a ways to go. My confidence in using Adobe Programs has improved, and I have learned a great deal on how to integrate them with each other. I would like to learn more about management, and working well with others. The only thing I learned in the collaboration portion of the project was that I really don't want to rely on others to show up, and contribute to a project I care about.

3.) How to apply what I have gained:**4.) Assess Group Members:**

This is a list of reasons why one or the other could not make it.

- Flat Tire
- Family Issues
- Car Autolock acting up
- Have to Pick my Girlfriend up
- Sick with a Cold (this person had it twice)
- 24 Hour Bug (throwing up everywhere)
- I don't use FirstClass
- I woke up, and my shoulder was dislocated.

Sometimes neither of them would show up, most times only one of them would show up. I think this was the hardest part about this group: because my group members didn't respect me, or the project. A majority of both of their absences were unknown until after the class was over, when Jay would e-mail me, or Andrew would call me, so that I could tell them, 'what they missed.' If they did show up, they were late, and would ask where everyone else was. I started making reports of classtime and group progress, I posted and e-mailed Andrew and Jay the links so that we all remained on the same page.

Andrew:

Andrew was uninterested in the quality of the project, minimally collaborated, and did very little for the project progress.

The second time our group met: Andrew was not there. The third time our group met, he suggested we make the Navigation Exhibit a Tangible Maze-we all agreed-this was one of two contributions he made. After this, it was a while before Andrew became helpful. When we decided we wanted to make a Virtual Maze, he introduced us to Unity and said he was working on the virtual world, on a friend's computer; it took us two weeks for him to bring it in. I do not think Andrew made this Unity Game; he showed no indication of knowing how Unity works. I asked Andrew to make a screen cast of a left turn, a right turn, forward/backward motion within the game, and send the link to me. He sent me a highly distorted screencast, it was too glitchy to use, plus the mouse was in the center of the screen the entire video, until it ended with a pop-up telling Andrew his computer battery was going to die. When I told him, he shrugged and said, "There is no other way to do it." Jay did the job for him, without the mess. We broke the project document into thirds, Andrew submitted fragments late, and with spelling errors.

Jay:

From the beginning, I knew I did not want to be in Jay's group; I told him this. It seemed like Jay improved, while Andrew declined.

I will admit, Jay did organize us a bit. He kept group meetings short and turned down a lot of our ideas to keep the project basic. He printed the Proposal. He recorded me walking in place for the Demonstration Video.

Knowing that we weren't using the Oculus Rift, Jay took it home the day our group received it, and I never saw it again. The major difficulty I had with Jay, is that he was there half of the time, and I was there all of the time. I said we have to fine tune the Project Document, Jay said it just had to be finished. I told him we needed a Video to go with the Exhibit Proposal, Jay said we didn't. This may seem like a lot of complaining, but I would have rather spent group meetings herding cats.

5.) **Discuss Group Dynamics:** There was no real dynamic. Andrew said he made a virtual world in Unity, and Jay copy/pasted our project proposal together. Jay researched budget costs, and made a good list. Research on Children's Museums, Target Audience, Typical Elementary Curriculum, Technology, Output Methods, and I made all of our Illustrations. I made the Demonstration Video and created similar prototypes that rendered unhelpful. I made these visual aids using Photoshop, Illustrator and AfterEffects.

6.) **Provide Assessment of portion of project completed:** The Intent, and Research is all there. Virtual Orienteering: With a Virtual World, teach children how to tell roughly what time of day it is (based on position of the Sun in the Sky), which way North is (according to what time of day we think it is), and encourage them to Navigate to a Destination by walking in place and identifying landmarks. This seems like a complex idea, but it is relevant.

Children today, are multi-tasked, and living majorly in the hypothetical. Global Warming is being taught in classrooms, it has become common concern as to how we will reduce our fossil fuel intake, and better understand ways to preserve our planet. In order to do that though, children need to know there is a lot going on outside themselves. Understanding more about the Earth and the Astros can lead children to paths that alert them of their surroundings, and familiarize them with proper practice when outside their comfort zone.

Instead, what we have is a 'prototype' to a Virtual World I am sure Andrew could not remake in Unity. We have a Project Document that for-shadows our airy Proposal. I wouldn't mind working on this Project over the summer, and resubmit it to the Museum next year.

-Resource-

http://caitlintrafton.nmdprojects.net/nmd306_portfolio.html

(Link to HTML: Click on pdfs to see all class/group notes, reading responses assigned, evaluations and research)