Short Summary: For this project, there are two options available.

Option 1: A team-based project (3-6 students on a team) where you develop something that is “digital-related” and “realistic” – it might be working item or a low-fidelity model with documentation showing how it would work. The project focus needs to be inspired by some element or elements of the course topics. It is OK to use something from an upcoming topic if you are already familiar with it, but be sure you are confident in this.

Option 2: A small team-based multimedia report-based project (2-3 students on a team) where you explore a topic from class in greater detail than we have in class and assignments. You will need to research the topic, cite your references, present a lucid argument, provide analysis of the information available, and have a set of conclusions or recommendations at the end; the multimedia site cannot simply be a descriptive summary of information.

Project Expectations:

- As a general framework, you might think of three different focal points for projects:
  1. Digital-technology-centric
  2. Societal impact
  3. Artistically centered
  While your project should encompass elements of all three, it might be helpful to have one as the primary focal point as you work.

- It is completely acceptable to use an assignment or co-curricular activity as a starting point for developing a large, more involved project. This term project is meant to explore a topic in great depth rather than to look at a shallow breadth of ideas.

- While impossible to put an exact amount of time on a project, your project or paper should represent somewhere between 10 and 15 hours of time investment per person. This means that the expectations on a 3-person team will be different than the expectations on a 5-person team. While every member of the team should be thinking about the whole, each member of the team should have a designated roll. Some examples of useful rolls (depending on the type of project) are mentioned below.
About Working In A Team:

- Consider taking “leads” with regard to individual interest and skill sets.

  1. **Technology Lead:** The person who is going to keep an eye on the big-picture of the technology being built, be responsible for building parts of the application and keeping in touch with the team members who are building other parts to make sure they will all work together in the end.

  2. **Documentation Lead:** The person who will be coordinated which team members are responsible for what written products, and who will collect these, add to them, and smooth them all over into a single, cohesive, well-written and cited final document.

  3. **End-User Lead:** The person who will be concerned with keeping the end-user in the team’s mind throughout the project, finding people to participate in user studies or surveys, researching the ethical rules of working with research subjects, and making sure that everyone is adhering to these rules.

- For a group project you need to coordinate your work and meetings. You’ll need to think about how to divide tasks in a way that everyone is contributing to the whole. We will ask you for a summary page discussing the contributions that everyone made, which you should develop as you work on the project as a way of making sure that everyone is involved. We expect to give a single score to the entire team, so it is in your interest to have everyone involved since the size of the group impacts our expectations on the project.

**Deadlines:**

- **November 7:** Each group needs to submit their proposal (project or report option) by November 7th so that we can provide feedback on the idea that you plan to pursue. We might find it too small an idea for your group size or feel you might be biting off too much or see your proposal as too vague, and be able to help you head off potential problems in this way. Note that a modest but solid and complete creation is better than an grand and very incomplete one.

- **November 21:** We want to see a status report / bibliography / storyboard / plan to completion in class on November 21st so that we have an opportunity to provide some initial feedback and also to help yourself or your group reflect on how much progress you have made towards your goal.

- **December 8:** Team Projects due.
Grading:

To help both you and us, a project/paper must be accompanied by a self-assessment on the following criteria. We will grade the project on a diverse set of expectations, but we are specifically interested in your self-assessment on these:

- creativity (technical or otherwise)
- level of understanding of the topic displayed
- depth of prototype/report (how much of the experience has been visualized or built, or how much of the issue has been explored)

Some sample project “proposal starters”:

Example 1
Our team has four students. Two of us are very comfortable with the technology that can be used to make an augmented reality experience. Two of us are very comfortable with creating media content. For our project, we will create a web-based augmented reality tour of the University of Maryland campus for high school students visiting and thinking about joining DCC next year. The tour will cover basic information about the campus but also identify places and people related to DCC and talk about the technologies being used by the campus to make it a nicer place to go to school (like wireless all around and even outdoors in some places). We will all work together to build a live web site that is Smartphone-friendly but is not an “app” that needs to be installed. We will research what tools and techniques are already being used for this type of tour and have that inform our approach.

Example 2
Good communications channels are an important part of any successful political movement. Our three-person group will focus on social networking tools being used for activism today. We will research and write a historical survey of the communications tools that have been used over the past 40 years and compare/contrast old and new tools over time. We will interview several people who are actively using social media today to organize supporters or have been recruited via social media to gain more information about what the users find most beneficial in these tools. Our final product will be the historical survey, the current use summary, and a short handbook called “How to start a movement using social media” that can be downloaded online.

Example 3
We have found reading class material on our iPads to be less preferable to just printing them out and reading them that way. Our group will look at the most popular iPad eBook readers and select three of them for a usability study. We will ask 12 students on campus to read short documents using each of the readers, take a short quiz based on the documents, and provide a list of “likes” and “dislikes” about each reader. Using this we will create a paper mock-up of what an ideal eBook reader for the iPad might look like.
Example 4

“It is difficult to get the news from poems yet men [and women] die miserably every day for lack of what is found there.” William Carlos Williams

Using the transborder immigrant tool (http://bang.calit2.net/xborderblog/?page_id=2) as the inspiration for this project, our group seeks to challenge the boundaries between a utilitarian and poetic gesture. We will do this through creating a working item or a low-fidelity model. More specifically, through group consensus we will focus on one particular social or political issue to address (each team member will have the opportunity to put forward ideas.) As a group we will then decide how best to address this issue though a digital device or platform. The transborder immigrant tool directs individuals to water while at the same time reciting poetry and so speaks to multiple forms of necessary sustenance. In a similar manner, our project will address a particular issue through confusing and combining art, action and digital technologies. This project calls for 4 members. The “lead” roles are as follows; research, technology, documentation, end-user.

Example 5

Our group plans to explore ways in which the iPad can be used in an educational environment. We will look at classroom use ideas but also look at how it could be used at home, while studying, while socializing, and while participating in University activities in general. Our team will have two students who have programming experience so we can have working prototypes based on ideas we generate. We will all be thinking about the user, but one student on the team will be the “end user” lead and be responsible for helping us find students and faculty to talk to. We will also have a documentation lead who keeps detailed records of all of the steps we take, things we learn, and be in charge of organizing all of the written elements of the project.