MULTIMEDIA NARRATIVE AND INTERACTIVE DESIGN

IE University
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Academic year: 22-23
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 remarkable 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, video 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
- 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 utilizing voice technologies
- Project planning concepts and tools to organize multimedia production such as Trello and Human centered design concepts applied to digital technologies
- Many online content editing and management platforms Narrative material honed from their own experiences as those around them.

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 guaged 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.

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	20 hours
Discussions	3.33 %	5 hours
Exercises	53.33 %	80 hours
Group work	20.0 %	30 hours
Other individual studying	10.0 %	15 hours
TOTAL	100.0 %	150 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

Intro & Set up Trello

Introduction to material

Digital Survey of digital activity in the class

Activity: Trello set up

Technical note: Trello set up (Trello)

SESSION 2 (LIVE IN-PERSON)

Theory of Information

Introduction of the Shannon-Weaver model of Communcation

Activity: Discussion of how memes fit into the Shannon-Weaver model

SESSION 3 (ASYNCHRONOUS)

Fundamentals of Memes

In this session we will explore the biological origen of the term.

Activity: Creation of a meme based on fundamentals.

Video: Real Meaning Behind The Word "Meme" (YouTube)
Video: Richard Dawkins on the 'Cultural Meme (WSJ.com)

SESSION 4 (LIVE IN-PERSON)

Storytelling with Data

Data can generate a solid starting point for narrative projects and provides credibility for your content. We will investigate three essential components of data storytelling: the data itself, a explicative narrative and a supporting visualization.

Video: SKILLS IN STORYTELLING WITH DATA (YouTube)

SESSION 5 (LIVE IN-PERSON)

Log Lines

Log lines are concise narrative tools frequently utilized in the film industry.

We will explore log lines and invent quite a few, utilizing a logline generator and a collection of story-worthy images.

Article: Plot vs story: Do you know the difference between story and plot? (Writers online)

SESSION 6 (ASYNCHRONOUS)

Visualizing your data

Using your own data, you will create visualizations which you will use to create a narrative about you and your relationships with others in your life.

Multimedia Documentation: TagCrowd (tagcrowd.com)
Multimedia Documentation: Information is Beautiful (informationisbeautiful.net)

SESSION 7 (ASYNCHRONOUS)

Moodboards

How we communicate emotion without using words. Mood boards are key in maintaining a look and feel throughout a production.

Article: How to create mood boards that inspire (creativebloq)

SESSION 8 (LIVE IN-PERSON)

Infragraphic tools

IInforgraphics is a content format utilized to create narratives. We will experiment with online infographic platforms and quickly put assemble an infographic based on your own data.

Multimedia Documentation: Adobe Spark (Adobe)
Multimedia Documentation: Piktochart (piktochart.com)

SESSION 9 (ASYNCHRONOUS)

Interactive architecture

Interaction is the essence of all user experiences.

Here you will delve into the world of making decisions to steer the story.

We are going to use very simple methods to make an interactive narrative... and they all start with a flowchart.

Multimedia Documentation: Twinery (twinery.org)

SESSION 10 (ASYNCHRONOUS)

Publish content now

Why should you publish now? Because it provides material for a job tomorrow. Guaranteed.

We will revise the rules for developing digital content.

Publish content online by using a quiz platform, create a graphic content and narrative, share via a QR code.

Opportunities in online publishing

Other / Complementary Documentation: Substack (substack.com)

SESSION 11 (LIVE IN-PERSON)

Using data and storytelling techniques to get a job.

As we head into internship mode, we will investigate the methods of gaining attention in content applied to the process of job hunting.

We'll go into the behind the scenes of getting a job and more importantly, how to get the most out of your future internship.

We will redesign your linkedin and put you out on the market.

SESSION 12 (LIVE IN-PERSON)

Tools

We will explore the tools that will assist us in idea creation and management from data to photo to 3D Models and which habits will expand our capacity to create.

Technical note: How To Create a Content Style Guide to Improve Your Blog's Quality (Buffer)

SESSION 13 (LIVE IN-PERSON)

User interface

UI starts with design and we'll look into the differences between art and design.

We'll also take a an interface test to determine the depth of our UI knowledge.

Technical note: Can't unsee (cantunsee.space)

SESSION 14 (LIVE IN-PERSON)

User Experience (UX)

UX starts with exercises of empathy for the user and later we touch on heuristics to understand how they process your information.

Technical note: Laws of UX (lawsofux.com)

SESSION 15 (ASYNCHRONOUS)

Conversational Interaction.

The world is talking more than ever and conversational interaction is becoming a key interface in our digital world.

You will dive into the components of digital product design and establish a purpose for your project and express it in a simple working chatbot.

Multimedia Documentation: Landbot Chatbot platform (Landbot.io)

SESSION 16 (LIVE IN-PERSON)

We will continue our activities in conversational interaction and build a working chatbot that you can use as an interactive CV.

SESSION 17 (LIVE IN-PERSON)

Elements of a pitch

Pitching your interactive design project is key on all stages of development, whether you are proposing an idea to your team or a client. We will together live a pitch and define what components are key to its success.

SESSION 18 (LIVE IN-PERSON)

Podcast production

Podcasts are now considered a popular media format and you will, with another student, produce and distribute a podcast following basic best practices of content development and script editing.

Technical note: Soundtrap audio platform (soundtrap.com)

Technical note: Anchor FM by Spotify (anchor.fm)

Technical note: Audacity audio editor (audacityteam.org)

SESSION 19 (ASYNCHRONOUS)

Podcast Distribution

Now that you've developed your podcast, we'll explore all the possible channels of distribution like spotify, iTunes and Whatsapp and analytic tools to measure your success.

Technical note: What's Crap (whatscrap.africa)

Technical note: Pump up the volume: Podcast apps keep pushing toward the money (fastcompany)

SESSION 20 (LIVE IN-PERSON)

Interactive Voice design

Interactive voice design is consistently becoming a part of digital interface be it through Alexa, Google asistant of Siri. We'll touch upon the basics of dialogue design and platforms for building talking prototypes.

Multimedia Documentation: Voiceflow voice platform (voiceflow.com)

SESSION 21 (ASYNCHRONOUS)

Make a skill

Using the fundamentals acquired in the previous class, you will build a working voice prototype using an online platform.

Bonus for those who take their skill to operational level of use.

Technical note: Make a skill with blueprint (blueprints.amazon.com)

SESSION 22 (LIVE IN-PERSON)

Group project kickoff

In this session we will determine groups using random selection.

From there you and your group will begin determining the components of your project:

Objectives of group project:

Create a significant project online that will demonstrate what you are capable of achieving.

A digital project you can put into LinkedIn.

Put to use, and therefore know how to produce interactive content based on any of the many platforms you've worked with this year.

SESSION 23 (ASYNCHRONOUS)

Purpose, tools and formats for project

During this session you will document and upload the purpose of your group project, the format in which it will be developed.

SESSION 24 (LIVE IN-PERSON)

Content Distribution

In this session you will present an elevator pitch of your group project and you will be presented with a number of channels on which you can utilize to distribute your project.

SESSION 25 (LIVE IN-PERSON)

Project outline

You and your group will upload an outline of your project in script, storyboard or presentation format which gives a concrete idea of the content to be produced, duration, interactive details and means of distribution.

SESSION 26 (LIVE IN-PERSON)

Analytics

Although you may create amazing content, it is worthless unless you can demonstrate that you have delivered successfully to your target audience.

With the free analytics tools available on all distribution platforms, from Google to facebook/instagram and tiktok you can verify the acceptance of your content.

We will review all possible analytics platforms and you will determine how they will be applied to your project.

Technical note: Google Analytics (Google)

Technical note: Facebook Analytics (neilpatel.com)

Technical note: tiktok Analytics (later.com)

SESSION 27 (LIVE IN-PERSON)

Webinars

Considering the situation in the world today, webinars have gained a new significance and with that, a great opportunity. In general webinars always have a commercial objective and therefore must offer a value to the audience. Webinars allows you to apply your content creation skills to a real time event with commecial ends. We will looke at best practices, platforms and case studies.

We will determine with random drawing the order of presentations.

SESSION 28 (LIVE IN-PERSON)

Work on project

This session is dedicated to the final production of your project and draft versions will have to be uploaded for preview.

SESSION 29 (LIVE IN-PERSON)

Project presentation

Deliver15 minute presentation of your project:

- - The concept
- - The content
- - Analysis of distribution
- - Who and how much
- - Making of

Everyone who can should participate

SESSION 30 (LIVE IN-PERSON)

Project presentation

Deliver15 minute presentation of your project:

- - The concept
- - The content
- - Analysis of distribution
- - Who and how much
- - Making of

Everyone who can should participate

EVALUATION CRITERIA

Criteria	Percentage	Comments
Content Creation	50 %	Completion of tasks assigned and attention to detail.
Group Presentation	20 %	Project success is based on tasks completed and effectiveness of content produced.
Narrative quality	15 %	Quality of subject matter based on engagement.

Class Participation	15 %	Students are expected to complete activities in time allotted and participate in class discussions.

PROFESSOR BIO

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DENNIS NEIMAN

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 has taught 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.

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OTHER INFORMATION