

**Gettin'  
Grown**

PROPOSAL FOR  
**Gettin' Grown  
Project**

PRESENTED BY

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# **Proposal for Gettin' Grown Project Information Architecture**

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## I. EXECUTIVE SUMMARY

Gettin' Grown Productions, LCC, (GG) contacted the University of Baltimore Interaction Design and Information Architecture Graduate Program Director, Dr. Summers, to ask for student assistance in developing recommendations for web site architectural strategies and design for a new project. The project, a video web series, will be a spin-off, content wise, from a successful documentary film produced by the company called Gettin' Grown. The characters, locations and story lines proposed for the series will be similar to those that appear in the film, but new shorter episodes, about 20 minutes long, will be produced every two weeks.

### Mission of Web Site

The goal of the GG web site is to empower the target audience/end user (urban-city middle-school-age kids) with:

1. Media literacy and video production skills
2. Problem-solving/conflict resolution skills

### Target Audience

The target audience is much like the characters in the film, inner-city kids in middle school (5th to 8th grade) from low-economic income homes (work-



ing class parent(s) or below) of multi-ethnic backgrounds (minority race). For expediency, this audience will be referred to in this report as ICMSK. While each show will be scripted by the company producers, user-generated content—explicitly defined by the producers—will be solicited to be included in each episode. The web site will provide the tools for uploading, editing and producing the user generated content—each participating kid's video clip—which can be submitted to be reviewed by the producers for inclusion in the next premiering episode. Participating kids will also be able to re-edit video from shows that have already aired—remix, mash-up, experiment, and do what kids do



when they are engaged creatively: learn. The web site will support the kids communicating with the producers and with other participating kids about story ideas.

Users of the GG web site are Educators/Teachers and Parents. Educators category includes adults who lead a group of kids in learning and/or fun activities, i.e., a “Class” which includes public school teachers, camp counselors, after-school program providers, club leaders, school team leaders, etc. Parent can also register their kid for the GG Project individually and that kid would not participate in a class.

### GG Project Development and Deliverables

The project was divided into four iterated phases: Planning, Analysis, Design and Documentation. At each stage, we developed a “Working” Site Map as our user research informed the web design and we added more details about the site. The documentation process consists of contextualization, “putting all the pieces” together and refinement to create the final deliverables and the project report. Included in this report:

1. User Needs Research: Personas and Scenarios
2. Strategic Planning: Concept Models and Market Research
3. Design Documentation: Task/Process Flows (interaction design), Site Maps (navigation

design), and Wireframes (information design)  
Included in the report: 1) Strategy Analysis and Concept Model, 2) Personas and Scenarios; 3) Card Sort; 4) Process Flows; 5) Wireframes and 6) Final Information Architecture.

### Recommendations

Our proposal includes an information architecture that supports:

- Distinct audience sections/portals defined by user needs
- Multi-level privacy protections defined by log in and user group
- Streamlined process for “Challenge” submission insures company gets adult-qualified video
- Multiple funding sources include shopping cart sales, grants/sponsorships and crowd sourcing

### Conclusions

Using our proposed information architecture as a starting point, the Gettin’ Grown Web Episode Project can meet the goals of the founders and provide students with a fun and interactive environment to learn, collaborate and even compete with their fellow peers. We also believe a concrete web site design proposal brings you one step closer to winning grants and establishing sponsorships and setting up a crowd-sourcing mechanism for more long term stability.

## II. STRATEGIC PLANNING

We developed Concept Models to facilitate organizing all the the team's ideas about the project and the relationship of the ideas to each other. Privacy was a particular concern. This process and discussion led naturally to a Strategy Analysis (SWOT) to evaluate the Strengths, Weaknesses, Opportunities, and Threats of the GG project as a viable business venture.

### Opportunities and Challenges

Aaron Greer, one of the GG film producers, placed the company's goal of empowering inner-city middle-school kids with video production skills in the context of his belief in the Native American proverb, "He who tells the stories rules the world." We were influenced by this as we discussed: Can we help these kids tell their own stories? Was the company's business objective attainable?

Using the business planning method of SWOT as a guide, we examined both the pluses and minuses of company attributes (internal) and market conditions (external). We compressed, for the sake of our discussion here, these four categories into two: Opportunities and Challenges. Our recommended

web site design takes advantage of the market opportunities/ company strengths and provides solutions to the market challenges/comapny weaknesses identified.

- Opportunities—our IA takes advantage
- Success of GG film with educators
- Success of GG at film festivals
- Stories of ICMSK not usually portrayed in media, especially in positive light
- DVD sales create positive cash flow
- Educator's Guide sales showed teachers need/ want ready-to-go curriculum
- Educator's Guide creates cash flow
- Kids like the "reality" of the show according to reviews about the film
- Interviews with "teacher" users confirmed need of technology-based academic curriculum
- Interviews with "teacher" and the comments in film reviews show interest in—a market—for digital arts instruction/classes in public schools
- Interviews with camp directors and research on arts education outside the school classroom environment showed an additional "market" for GG web episodes



## Challenges—our IA addresses

Internet privacy laws for kids under 18 extremely restrictive and cumbersome with lots of “requirements”

- Timing of episodes—rigid schedule of new episode “premieres” limits participation to those kids / classes that can conform to company’s schedule of episodes
- Few “winners”—a kid’s opportunity to have his/her video included in episode extremely limited by both timing as noted above and by “class” goals: how teacher decides to conduct class: are there class winners that teacher then submits to company for inclusion in company review process? etc.
- Need funding for development and maintenance of complex multi-media site
- Need funding for continued new episode production (mini-films with scripts, actors, lighting,

cameras, sets, crews, etc.)

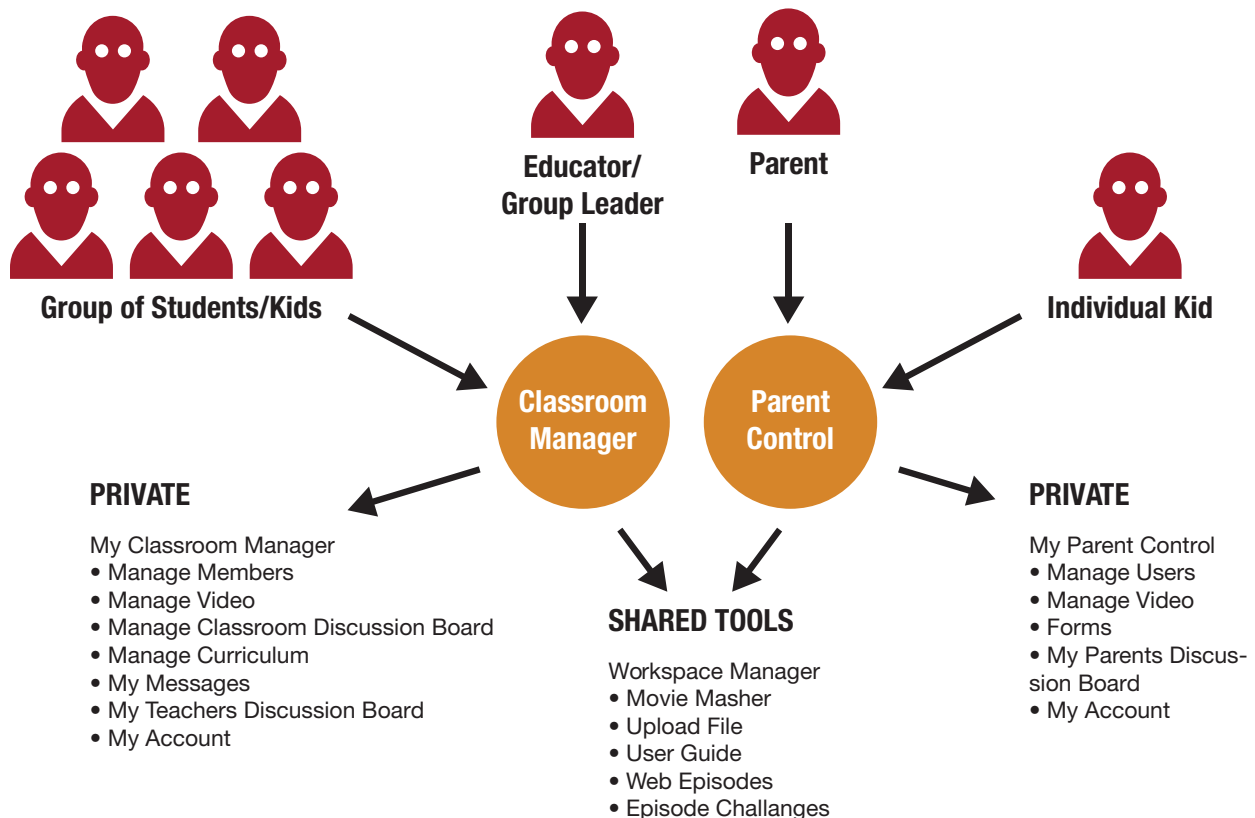
- ICMSK, public schools, after-school programs, non-profit organizations, camps for inner-city kids, programs for special populations, etc. have extremely limited resources to pay for GG project
- Do these kids have access to video camera?
- Not clear whether production company is non-profit—if not, non-profit status accreditation will help with grant funding and sponsorships.

In the following sections we discuss the top challenges in relation to our research and the insights from the Personas and Scenarios we gained that led to our recommended GG web site IA.

## Internet Privacy and Safety Issues

We identified three types of users (not including the “Public”) of the GG web site requiring different sets

### CONCEPT MODEL - PRIVACY



of IA. The user personas and scenarios we created from interviews of representative users are included in the next section.

The three users are:

- Student/kid
- Educator/teacher—these are adults who lead a group of kids in learning and/or fun activities, i.e., public school teachers, camp counselors, after-school caregivers, club leaders, school team, etc.
- Parent

Because of strict Internet privacy laws regarding minors, our design would require each kid participating in the GG program have parental consent. Educators would be able to set up private “classrooms,” and be afforded appropriate class management tools and curriculum, but for the kids to be part of the bigger GG community, these educators/group leaders would need to have Permission Forms for each kid signed and returned—just as teachers do in schools for a field trip.

Another way for kids to participate is for their parent(s) to individually “register” their child in GG. They are afforded conceptually the same set of tools to supervise their kid’s participation and to network with other parents. They do not have access to class curriculum.

The real targeted user, kids, can log in and interact with all the site’s video editing tools and participate in the online communities once they are a member—registered by the teacher or parent. Kids may have to abide by certain “rules” the Teachers and Parents set up in GG.

Parts of the site are accessible to all users while other parts are restricted depending on what type

of user you are. The tool or document or download, etc. may be conceptually the same, such as a Discussion/Chat, but a Member’s Log In determines access to which Discussion/Chat -- Parent Forum, Educator Forum, Class Member Forum, etc. The Figure 1 shows how we conceptually began the process of addressing privacy issues.

Lastly, there is the public face of the site that tells anyone who visits what GG is all about -- the episodes, the film, the company, the cast, the challenge, why and how to become a member, offers demos, etc. This is critical for marketing to users and for crowd-funding of the project/site.

## Funding Strategies

### • Student Fees

Initially, we believe GG will have to nominally charge participating members/students for the video production program GG provides. GG will need cash flow to shoot Episodes, develop video production curriculum, build and maintain the web site, marketing, etc. The IA will accommodate different pricing structures for different types of users. Teacher’s would collect the fee from the student when collecting permission forms. Teacher’s interviewed said that this process of parental consent and payment was relatively standard operating procedure for field trips.

### • Grants and Sponsors

That being said, we recommend that GG start applying now for Grants and Sponsorships. For example, The Verizon Foundation ([foundation.verizon.com](http://foundation.verizon.com)) “invests in initiatives that leverage innovative technology and interactive learning to increase teacher effectiveness and advance student achievement.” It supports all qualified nonprofit organizations



with a valid tax-exempt ID, 501(C)3. Thinkfinity.org partners with content producers to provide nine discipline-specific, standards-based Web sites that includes lessons for teachers, activities to use in and out of the classroom, games for all-age kids, resources and reference materials for anyone in the education field, as well as for parents and after-school practitioners. ARTSEDGE—the National Arts and Education Network—supports the placement of the arts at the center of the curriculum and advocates creative use of technology to enhance the K-12 educational experience. There are many grant and sponsorship possibilities for an educational non-profit organization and we believe GG is a prime candidate.

- **Crowd Sourcing**

Another source of capital is “Crowd Sourcing” (or crowd funding). Social media, online communities and micropayment technology make it straightforward to engage and secure donations from a group of potentially interested sup-

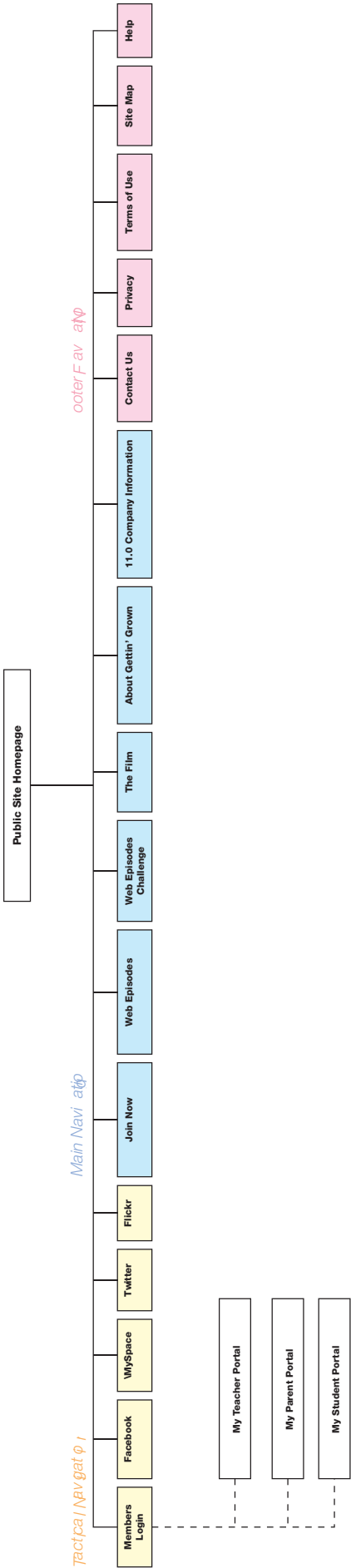
porters at very low cost. We have built into the proposed IA the tools to establish online communities and for online GG program payments as well for promotion on Facebook, Twitter, MySpace, etc. Crowd funding is very “hip” now and has had success for all kinds of creative work such as blogging, music, and independent films. (British documentary filmmaker Franny Armstrong raised more than \$815,000 to finance—and work full time on—*The Age of Stupid*. Read more: <http://www.time.com/time/magazine/article/0,9171,1838768,00.html#ixzz0nXWuO700>)

Lots of awareness, lots of strong new relationships, and, hopefully, lots of money coming in. For GG, it’s about raising awareness as much as raising money, so all three are important. (Read “Made To Stick.” In the book, Dan and Chip Heath emphasize that to be sticky, projects should follow the acronym “SUCCESS”— You can see what SUCCESS stands for on the book’s Wikipedia page.)

### **III. DESIGN DELIVERABLES**



# Gettin' Grown Sitemap Overview



## Personas and Scenarios

We interviewed representative users of the web site that we identified in the Concept Model and developed Personas and Scenarios that identified the users needs and motivations:

1. Two urban city middle-school students,
2. Two urban city middle school teachers,
3. Director of a summer camp for kids with diabetes,
4. Parent of 12-year-old son in public school.

### Summary of Top User Motivations and Needs

- Elon, Ryan and Adam “Teacher/Educator”

Our teacher personas and scenarios clearly indicated the IA must accommodate privacy in many contexts. For their own protection, Adam and Elon expressed the need for kids to get parental permission to participate in GG program/class. Elon needed/wanted to be in control of the class work—to be able to see the videos kids were working on at anytime and to be able to communicate privately with student on their work. Adam needed to be able to vet videos before they were sent to GG Challenge. Ryan needed the ability to “look in/monitor student chat. Elon emphasized the need for flexibility in the curriculum and in the Web Episode Challenge schedule. He wanted to be able to adapt

to own class schedule, not have class participate in entire series.

- Adrianna “Parent”

Adrianna, emphasized the need for control over their child’s access to Internet. She still sees the internet as a place where child molesters prey on minors in chat rooms and where people download porn. She does not understand social media tools. Adrianna wants to be involved in her children’s education, know what they doing. So particularly if they are using technology, she needs assurance that all activities are closely monitored by the teachers to ensure safety.

- **Peter and Jesse “Kids”**

Our “kids” just want to have fun and and impress their friends. Peter wanted to be able to make videos that make people laugh. Jesse wants to share videos with his friends on his phone and is particularly excited about creating his my own movies with sound effects. Peter worried if he could actually make videos that looked “good” (professional). He wanted assurance that the video editing technology was easy to learn and that there was ways for him to get “Help” without asking the teacher—wanted to look up how to do things on his own.



## PERSONA 1 - TEACHER

### Name

Elon

### Quote

"I am always looking for tools and resources on the web to make my classes more personally relevant to students. Kids want to be involved and connected. That's when they become excited about something. Technology can support that enthusiasm and facilitate a more meaningful 'learning' experience."

### Personal Background

29-year-old male. Liberal Arts undergraduate education; M.A., Education. Middle School English teacher one year. Currently High School English teacher in Montgomery County, MD. Counselor 12 years at summer camp with "tweens," managed arts program. Associate Director of Camp Airy, MD.

### Internet Profile

Online 30 hours/week home and school. Technical proficiency excellent as far as "using" web but does not consider himself savvy as far as understanding technical operations, programming, etc. Uses Google to research class curriculum and identify resources to integrate multi-media experiences into classes.

### Educator Profile

Advocates creative use of technology to enhance the educational experience. Wants tools to develop interdisciplinary curricula that fully integrate the digital/visual arts with other academic subjects.

## SCENARIO

Elon googles "school bullies curriculum." He's been asked by the principle to address the issue in his 7th grade English class because there has been reports about a kid in his class terrorizing other kids with ugly verbal assaults. Elon knows the principle thinks that because he is younger than most of the other teachers—and more fun—that the kids listen to him, even respect him... and Elon believes that too. He sure tries to reach these kids... and has taken note they sure like the classes taught in computer lab more his regular room. He looks at the list of google results and clicks on Bullying Prevention Curriculum - Classroom Instruction Units for ... He reads: "Ask students to describe examples of bullying. Make a list on the board..." and he goes back to his google results list.



He has signed up his class for the computer lab two times each week between now and the end of school week. He wants something new to try... he likes curriculum that includes interactive media. He also knows the way to talk about something serious with these kids is not to talk about it directly... get their attention with something fun... get them involved hands-on with a their "own" project... like shooting a video... Elon is thinking, he is not sure that all the kids in the class have access to a video camera... but he'll check. They all have phones. He'll figure it out. Harry, the principle, will get the few cameras he might need... Harry likes him. He's heard about the GG DVD and that the producers were working on expanding the project... if he can just find video editing curriculum he can pull from... He'll create his own 8-hour video editing course from whatever he finds... he wants the kids to relate... wants to find video that can be edited that is actually about kids like his... it must exist somewhere on the web... and he needs a video editing program... he googles "african-american kids video." He knows bullying is an issue with these kids but he also knows about teachable moments... right now he's excited about having the kids learn some video editing skills in the next four computer lab classes... he'll work the subject in if he can just find some decent video that involve african american kids... BINGO... Gettin' Grown... a project...

Motivation	Needs/Website Assurance	Needs/Website Characteristics
<ul style="list-style-type: none"> <li>• learn about and evaluate different tools offered on the web to help teach a video production course to middle schoolers</li> <li>• wants to offer something different—not same curriculum as past—but has to be approved</li> </ul>	<ul style="list-style-type: none"> <li>• expertise and trustworthiness of website authors</li> <li>• security and privacyw</li> <li>• technical ease and workability of website/video editing tools</li> <li>• adaptability of curriculum to school system requirements</li> <li>• adaptability of curriculum to personal educator goals</li> <li>• easy for instructor to use</li> <li>• easy for student to use</li> </ul>	<ul style="list-style-type: none"> <li>• private classroom area (login)</li> <li>• private student area (login)</li> <li>• ability to review and privately comment on student work</li> <li>• clear student learning objectives</li> <li>• shared class video area</li> <li>• tools for re-editing/remix of video (or raw footage not used in show)</li> <li>• flexible curriculum that he can pull pieces from to create own class</li> <li>• allows for students with varying technological skills</li> <li>• allows for students with varying resources to bring to project</li> <li>• online tutorials for video editing tool (beginner to advanced)</li> <li>• easy help for instructor and student</li> <li>• clear instructions about privacy rules</li> <li>• downloadable forms for parent permission</li> <li>• ability for instructor to communicate and connect with other class instructors</li> <li>• class can connect to other classes—part of bigger community working on shows</li> <li>• class can connect with show producers</li> </ul>

## PERSONA 2 - TEACHER

### Name

Ryan

### Quote

"The kids I teach are really great, but sometimes don't have an outlet to the world outside of their home and school. They need an outlet for their creativity and imagination."

### Professional Background

7th grade teacher at George Fox Middle School in Pasadena, MD. Undergraduate education—B.A. Secondary Education from UMBC. Currently pursuing an M.A. in Teaching.

### Personal Background

Aged 30. Male. Oldest kid in a family of three. Lives alone in an apartment in Mount Vernon, Baltimore City. Has a long-term girlfriend of three years. In his spare time he likes to play soccer, watch sports and hang out with his brothers.

### Internet Profile

Online about 2-3 hours a day. Proficient using the web for professional and leisure purposes. Has a Facebook account and is active on it. Uses the internet to research class curriculum as well as communicate with other teachers.

### Educator Profile

Currently uses traditional method of teaching that does not include interactive elements. Is open to the Internet being used to the learning experience, but is wary about monitoring children's exposure to inappropriate websites and content.

### Goals

He wants to find a way to make learning fun for his students and focus on student interaction and participation. He also wants the kids to see him as a "cool" teacher who can understand their generation. He is a little lazy though and is not open to teaching methods that require a lot of extra work for him to implement.

## SCENARIO

Ryan is browsing the Internet for new ideas for his class for the upcoming year. He is interested in something that will help him connect with his



students. During an organic search, a link to Gettin' Grown comes up which Ryan clicks on. He is taken to the homepage. His interest is sparked by the video editing aspect of Gettin' Grown. He has never taught video editing before but thinks that it would be something his students would enjoy a lot. However, he is worried about the technical difficulty of the actual video editing software.

He searches for video editing in the search bar on the website and it takes him to the "Movie Masher" section. Within "Movie Masher", Ryan sees the overview of the editing software and how it will be used with the Gettin' Grown Web episodes in the classroom. He decides that it doesn't look that hard to use, but wants to know more.

He then follows a link from Gettin' Grown to the Movie Masher website and continues to research the video editing software. He plays with the demo that Movie Masher provides online a bit and likes it. He then goes to Google and searches for "reviews of Movie Masher". He doesn't find any reviews.

Ryan then goes back to the Gettin' Grown website and looks at the challenges. He imagines his students using the Movie Masher tool to complete them and decides he will talk to his department head about Gettin' Grown at their next meeting.



Motivation	Needs/Website Assurance	Needs/Website Characteristics
<ul style="list-style-type: none"> <li>• Wants to be able to connect with his students on a personal level by offering them learning activities that they can relate to</li> <li>• Wants students to view him as the “hip, young teacher” who is up on the times</li> <li>• Wants to offer something in his curriculum that is more interactive and encourages student participation</li> <li>• Bored of teaching the same traditional lessons each year and wants to be able to offer kids something more exciting</li> </ul>	<ul style="list-style-type: none"> <li>• Safety—ensure that students do not access inappropriate websites while in class</li> <li>• Parental consent—ensure that the class work is something parents would allow their children to participate in</li> <li>• Technical ease—workability of website and video editing tools</li> <li>• Education Ease—Adaptability of curriculum to school system requirements as well as class lesson plan</li> <li>• Student Ease—low level of difficulty for students to use, requiring minimal training of software and website</li> </ul>	<ul style="list-style-type: none"> <li>• Easy way to promote lesson plan to school administrator</li> <li>• Private classroom area (login)</li> <li>• Private student area (login)</li> <li>• Limited/monitorable access to the rest of the internet</li> <li>• Ability to review and privately comment on student work</li> <li>• Sample lesson plans and how to incorporate them into classroom setting</li> <li>• Facts advocating technology in the classroom</li> <li>• Online tutorials and help for video editing tool</li> <li>• Clear instructions about privacy rules</li> <li>• Downloadable forms for parent permission</li> </ul>

## PERSONA 3 - NON-PROFIT PRESIDENT

### Name

Adam

### Quote

"I run a Summer camp for middle school students with diabetes. One of the activities I'd like to offer the campers is a class on video editing."

### Professional Background

Information Systems undergraduate education;  
Employed at the U.S. Department of Human and Health Services.

### Personal Background

Aged 28. Male. Married. Lives in Baltimore, MD. Founded Adventures for the Cure, in 2005 a 503(c) non-profit organization that encourages people to get involved with causes they are passionate about.

### Internet Profile

Online 40 hours/week home and school.



After a full day at his 9 to 5 job he goes home and fires up his laptop and navigates to the Gettin' Grown website by Googling it.

### SCENARIO

It's a week before Adam's diabetes camp and he really wants to add a "non-athletic" activity to the camps offerings. He hears from one of his volunteers (who happens to be a middle school teacher) about Gettin' Grown.

Once on the website he goes through the registration process. After his organization is granted access and their "portal" is set up. Adam logs in and sets up the "classroom" in preparation for the camp. He then contacts the volunteer familiar with the tool and grants her access to be the admin so she can lead the activity on the first day of camp.

Motivation	Needs/Website Assurance	Needs/Website Characteristics
<ul style="list-style-type: none"><li>Many kids with diabetes have trouble communicating with their parents about their concerns about diabetes. Video might be a good way for a child to convey these concerns.</li><li>Some kids at the camp are not athletic. Documenting the camp experience might give kids that do not enjoy sports the ability to still participate.</li></ul>	<ul style="list-style-type: none"><li>Easy to use interface</li><li>Ability for the parents to see final project</li><li>Many of the volunteers assisting with the activity are not skilled educators, so an out of the box curriculum would be nice</li></ul>	<ul style="list-style-type: none"><li>Video editing tool</li><li>Ability to collaborate</li><li>Allow use of other mediums like still photography and writing</li></ul>

## PERSONA 4 - PARENT

### Name

Adrienne

### Quote

"I don't want my son being able to access thing like pornography and other websites... especially in school."

### Professional Background

Owner of consignment/antique shop. Full-time mom.

### Personal Background

42. Female. Youngest kid in a family of six. Married. Lives with in a house in Hunt Valley. Has a son in middle school and a daughter in college. In her spare time she likes antiques, going to the spa and spending time with her family.

### Internet Profile

Still sees the internet as a place where child molesters prey on minors in chat rooms and where people download porn. Has an email account, but barely uses it. Does not understand social media tools.

### Parent Profile

Very over-protective of her children, especially her youngest son. Her son and daughter both use the Internet for school work and pleasure, but she tries to monitor them as closely as possible.

### Goals

She wants to ensure that anything her son does on the Internet as guaranteed to be safe, especially if he is accessing it in a place where she cannot monitor him.

## SCENARIO

Adrienne's son has come home with a permission slip and lab fee for a new class project called Gettin' Grown. She reads the permission slip and notices that it lists a website for Gettin' Grown on it. Being wary of the Internet, she decides that she



wants to check out the site content before signing the permission slip for her son.

Adrienne logs onto the website for Gettin' Grown and is taken to the public homepage. On it she can see that Gettin' Grown is a video series, but is not sure how these videos will be used in class. Looking at the navigation, she decided to read the About Gettin' Grown section to get more information. She pursues the "What is it?" section, focusing on "Learning Goals and Benefits" and "Internet Safety for minors". She also goes to the "Web Episodes" section and watches all of the videos to make sure she approves of the content.

When her husband gets home from work, she shows him the permission slip and website and discusses whether they think it is safe for her son to participate in the project. Her husband likes the idea of their son learning about technical skills such as video editing so he convinces her that this activity will be beneficial.

Adrienne signs the permission slip and writes her son a check to school with him the next day.

Motivation	Needs/Website Assurance	Needs/Website Characteristics
<ul style="list-style-type: none"> <li>• Wants to ensure the safety of her children</li> <li>• Wants her children to get the best educational experience that they can.</li> <li>• Wants to be involved in her children's education</li> </ul>	<ul style="list-style-type: none"> <li>• Safety – ensure that her children do not access inappropriate websites or chat rooms</li> <li>• Teacher/School Approval – ensure that all activities are closely monitored by the teachers to ensure safety</li> <li>• Parental Review – ensure that all activity can be reviews by parents to ensure safety</li> </ul>	<ul style="list-style-type: none"> <li>• Parental access to student work Limited/monitorable access to the rest of the internet while in class</li> <li>• Parental access to review class lesson plans and assignments</li> <li>• Parent permission required</li> </ul>



## PERSONA 5 - STUDENT

### Name

Jesse

### Quote

“...besides football, I like to play video games like Madden and watch t.v. I guess it'd be cool to learn how it [video editing] works”

### Personal Background

13-year-old male. From Laplata, Md. Currently attending Milton Summers Middle School. Lives with his Mom, who works full-time. Jesse loves to play football and basketball. He also plays video games like Madden and likes to just hangout with friends.

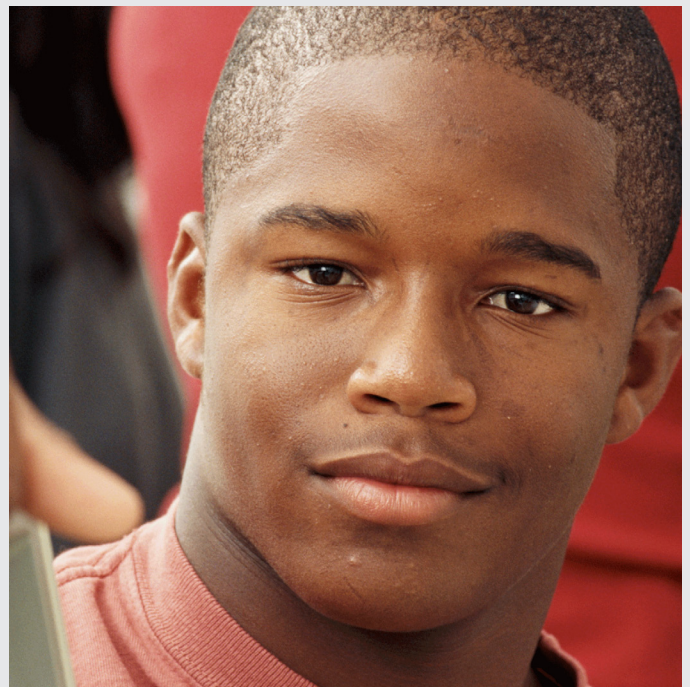
### Internet Profile

Online one hour every Tuesday and Thursday in the computer lab at school.

### SCENARIO

Jesse's Mom signe him up for the Gettin' Grown After School Program, that is sponsored by his middle school.

On Jesse's first day of the program the teacher walks Jesse and the rest of the students through the interface. After everyone is comfortable with



the editing tool and student site, the teacher asks everyone to create an image montage using images they find online. She asks them to use images that describe their personalities. Once they are finished they need to submit their work to the class community section to share. If they have any questions or problems they can use the help/tutorials section and of course ask her.

Motivation	Needs
<ul style="list-style-type: none"><li>• Likes watching t.v. and playing video games. Thinks it would be cool to make his own t.v. show.</li><li>• His Mom wants him to do after school activities other than being inside and playing video games. She doesn't get home until 6pm and would like him to be supervised.</li></ul>	<ul style="list-style-type: none"><li>• Fun to use</li><li>• Ability to share video I create with friends</li><li>• Upload videos from my phone</li><li>• Create my own movies with sound effects.</li><li>• Video editing tool</li><li>• Place to get feedback from fellow students</li><li>• Upload media tool</li><li>• Sound effect library</li></ul>

## PERSONA 6 - STUDENT

### Name

Peter

### Quote

"I do not like school... well my classes. I like my friends and hanging out with them. But most of my classes are booooring. I like to play around... make people laugh. My girlfriend made me this little sign in the photo because I am always goofing on people. That's why I think making videos might be fun. I can make videos that make people laugh.

### Personal Background

12-year-old boy who lives with his mom in Newark, New Jersey. Does not like school but gets by with B's and C's to make his mom happy, likes one teacher particularly, thinks he is cool

### Internet Profile

Likes to play video games, likes facebook, likes youtube, his mom limits how much time he can spend on the computer at home and is always checking where he has gone

### SCENARIO

(Pete watched the GG video in one of his classes... and his favorite teacher has asked if he wants to stay an hour after school to make videos... learn how to edit them, like add music and put different pieces together... ) He's suspicious but his friend Rol says he's going to try it out and it sure beats going home and doing homework. His mom won't let him leave the house until she gets home... just because he got home after dark one time... He left the street he lives on to play basketball and... actually just like Eric in the movie... he lost track of time... he wasn't going anything bad. But his mom



worries and she was really really angry. He tells his teacher he will ask his mom but it would be better if his the teacher sent a note home telling her about the club. His teacher says his mom has to give permission so he should have his mom sign this (hands Eric the forms he downloaded from the web site and tells him to bring the signed paper back to him. No permission, no video club membership. That's ok because then his mom will know he's actually doing what he says he is... the teacher says he'll need \$10 for being a member of the club too. Well, that's ok too... if his mom has to give permission and pay \$10 then she will really believe he's doing a club after school... His teacher tells him to check out the web site that explains about the video project with his mom before the club starts next Wednesday. And, if after the first meeting he doesn't like it, well he can get his money back...

Motivation	Needs
<ul style="list-style-type: none"><li>• to do something with his friend Rol after school that his mom will approve of</li><li>• Wants to make funny movies...</li><li>• wants to show his mom his vdeos and make her laugh...</li><li>• thinks it will be cool to know how to make movies, imagines himself as movie producer</li></ul>	<ul style="list-style-type: none"><li>• wants to know he'll be able to do it—that he can learn how —needs assurance no one but teacher will see his videos until he is ready to show them</li><li>• wants his mom to know he is safe even though he isn't home</li><li>• wants his favorite teacher to be proud of him</li><li>• wants a new, better cell phone and this may convince his mom to get him one</li></ul>

## Cardsort

Our team recruited four volunteers from our key audience to participate in a online, closed cardsort at <http://websort.net>. In the cardsort, we used pre-existing labels from our initial IA, we chose to only test users on areas that were relevant for them. The users were able to drop second level navigational items into the top level category of their choice. Additionally, users were instructed to

change labels our existing navigational items and even add categories if they felt a top level area was missing.

Due to time and resource restraints we only tested a small number of users. Of these users, two were parents and two were educators. For this reason we only tested these users on the public website and the teachers portal.

## CARDSORT RESULTS

This table shows the % of times each item was placed in each group		Press- maybe this whole...	About Gettin' Grown	Company Information	Footer	Gettin' Grown / The Film	Join Now	The Challenge	Web Episodes
Registration						100			
Synopsis				50				50	
Current Episodes								100	
Past Episodes								100	
Movie Masher		25		50					25
Awards and Reviews	25			75					
The Cast and Film Makers				100					
The Characters		25		75					
Sponsor Relations			75			25			
Our Supporters and Partners			100						
Jobs			75			25			
Media Relations	25		75						
News Room	25		75						
Privacy Policies and Term...			75	25					
The Executives			75		25				
Press Release	25	25	50						
Learning Goals and Benefits		50					50		
Mission and Goals		50	25					25	
Current Challenge							100		
Our Theory on Challenges							100		
Contact Us		25	25	25		25			
Demo and Screenshots		75							25
The Story		75			25				
What is it?		100							
Project History		100							
Our Member Schools		75	25						
FAQs		75	25						
Photos		75			25				

## Process Flows

These process flow diagrams will prove crucial for the development of the Gettin' Grown website. They provide the step by step actions a user will take to perform the core activities of the project. By further analysis of the IA and user personas, in addition to the clients initial requirements, we were able to map out clear and effective ways for the user to accomplish these task.

### Register (sign up) for Gettin' Grown

- If Parent
- If Educator

The process flow on the next page describes the steps a Parent or Educator would take to sign up for the Gettin' Grown Project. While the registration process is similiar to others the user might encounter their are a few distinct differences.

Multiple payment methods for educators, is extremely important. From our research we found that most educators do not have business credit cards and are unwilling to pay with their personal credit card. For this reason, we our offering a traditional invoicing procedure that would allow Gettin' Grown to bill the appropriate people.

Buying merchandise, media and curriculum was a key revenue source we identified. Including this into the process of registering was one way we can motivate users to purchase additional products. Adding a child at registration for the parents will help streamline the process for parents. While a parent can add and modify child accounts in the Parent Portal, enrolling them now will automatically put them in the system so when the parent logs in the first time, their child will already show up as a user.

## Upload Media to My Workspace (Student)

We found that students need away to upload files from their local machine into the virtual "My Workspace." While this feature is imperative, we limit the student in what they can upload. Part of the process for each student is to name the files they are uploading and give a brief description. This metadata will help the searchability of the files for both the student and the educator. See page 23 for the diagram.

### Student Submit Assignment to Educator

It is necessary for the student to submit their assignments to their teacher for the purpose of measuring the students participation as well as giving the teacher a pool of assignments to select for a future Getting' Grown Challenge. Since this process needs to be as simple as possible, we relied on previous metadata that the teacher has already added, so the student can select from a simple drop down menu. See page 24 for the diagram.

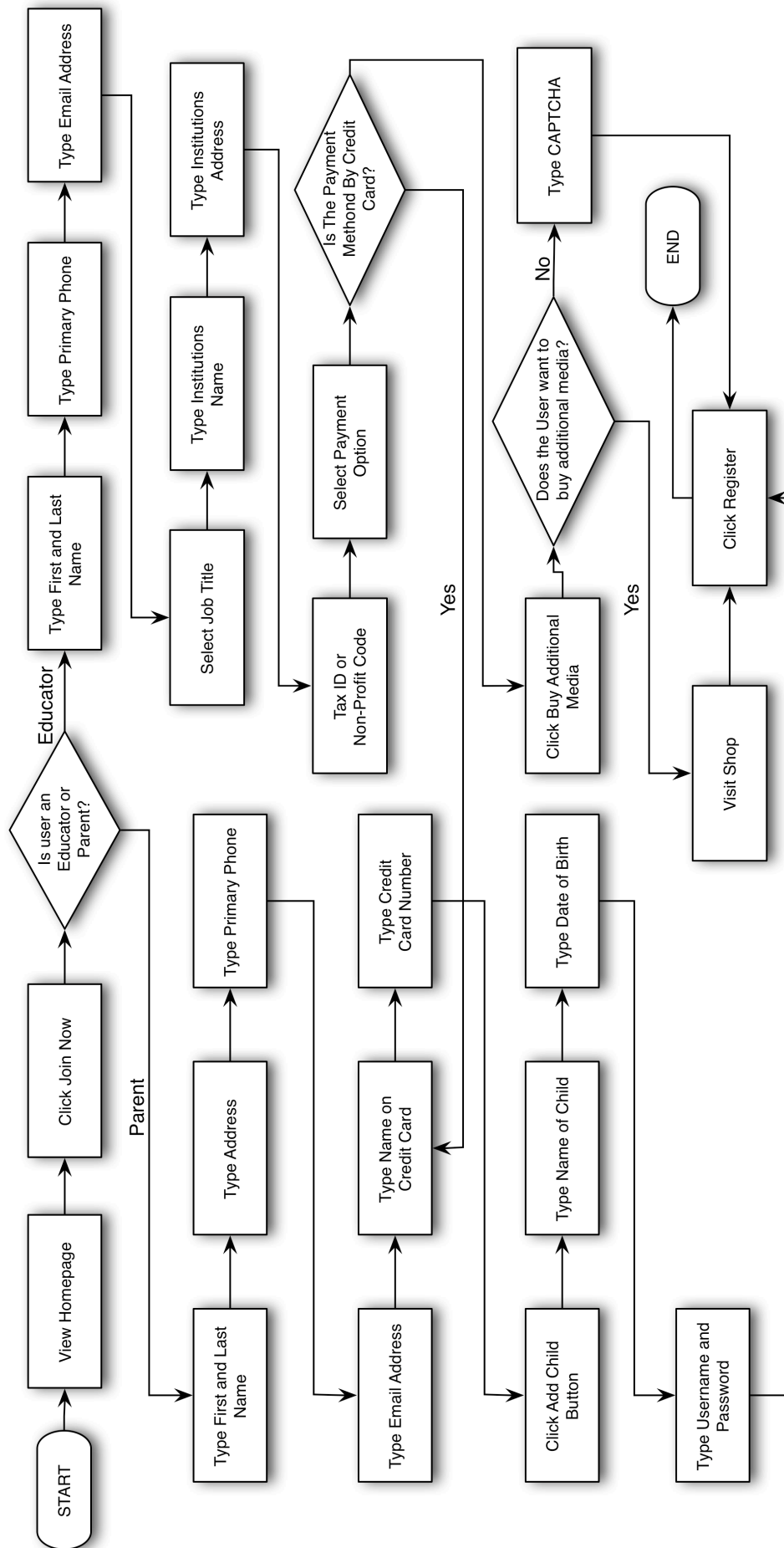
## Upload Gettin' Grown Challenge (Educator/Parent)

A major requirement is for Gettin' Grown to receive "challenge" submissions from students all over the country. We developed a process that would allow the educator or parent to easily upload a student or students work quickly while still providing submission with the necessary information needed by Gettin' Grown to make a selection. See page 25 for the diagram.

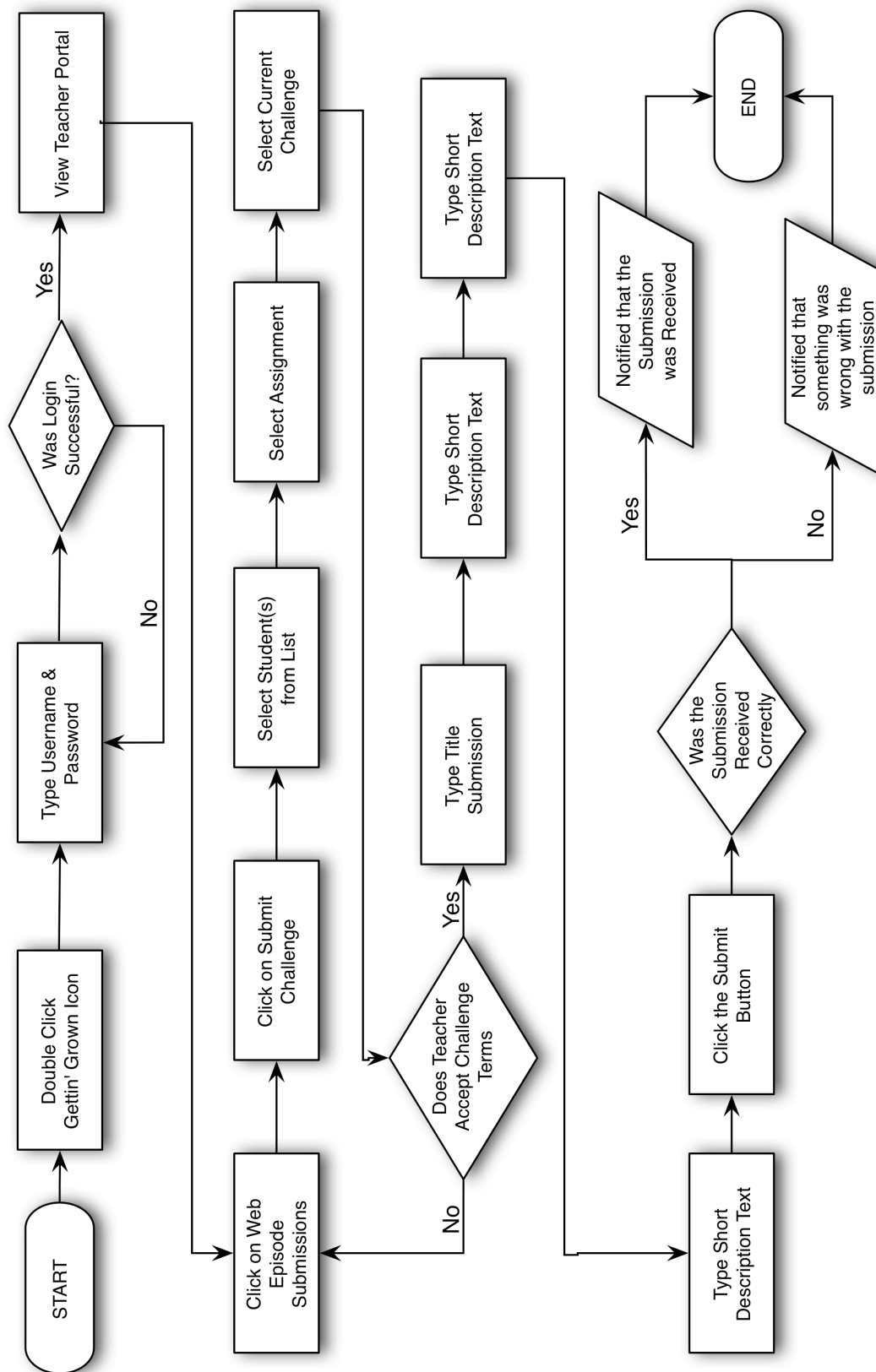
## Wireframes

We developed wireframes to show how we prioritized information on the screen, how users interact with that information and how the design is derived from the requirements and business goals. See pages 26-39.

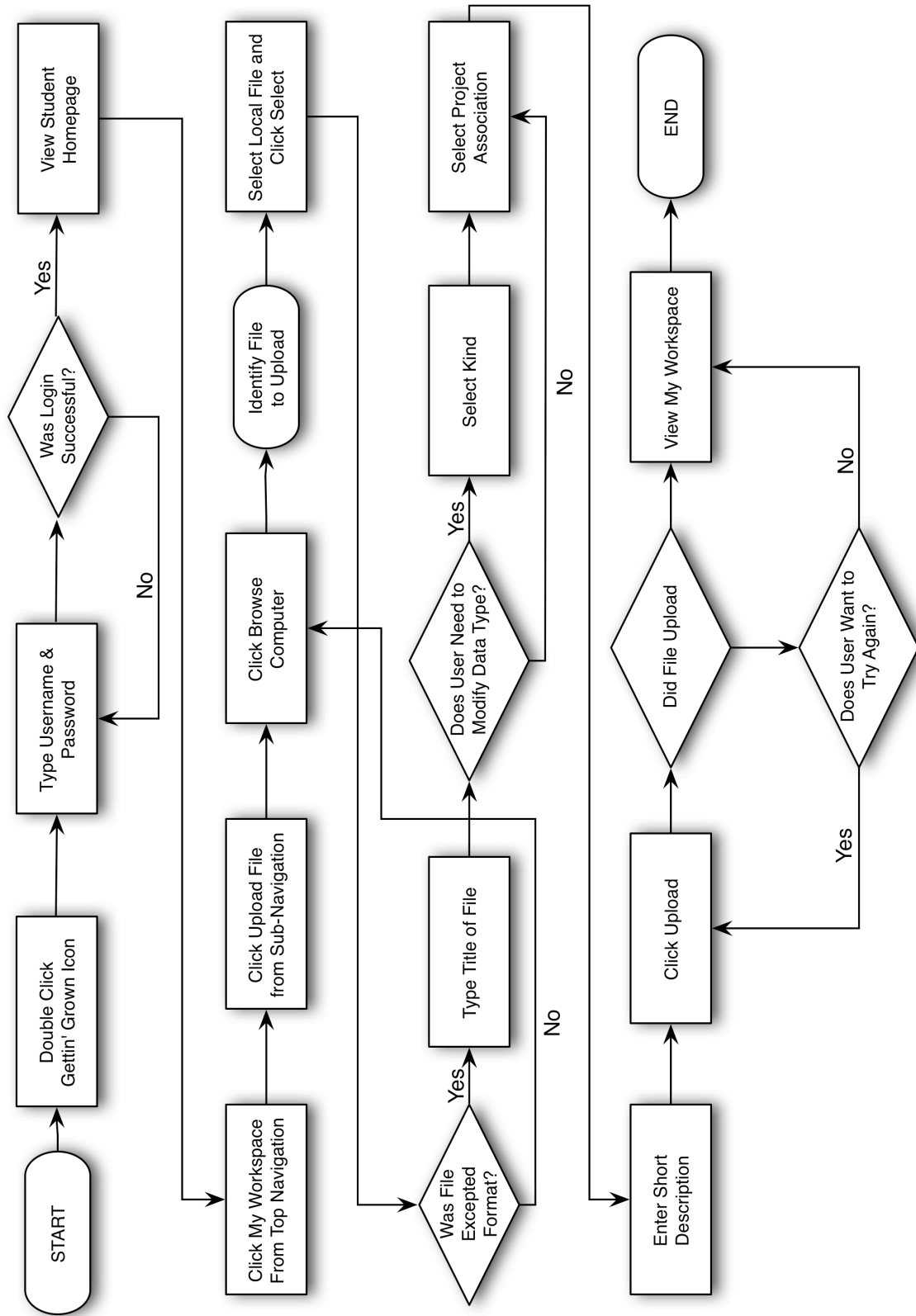




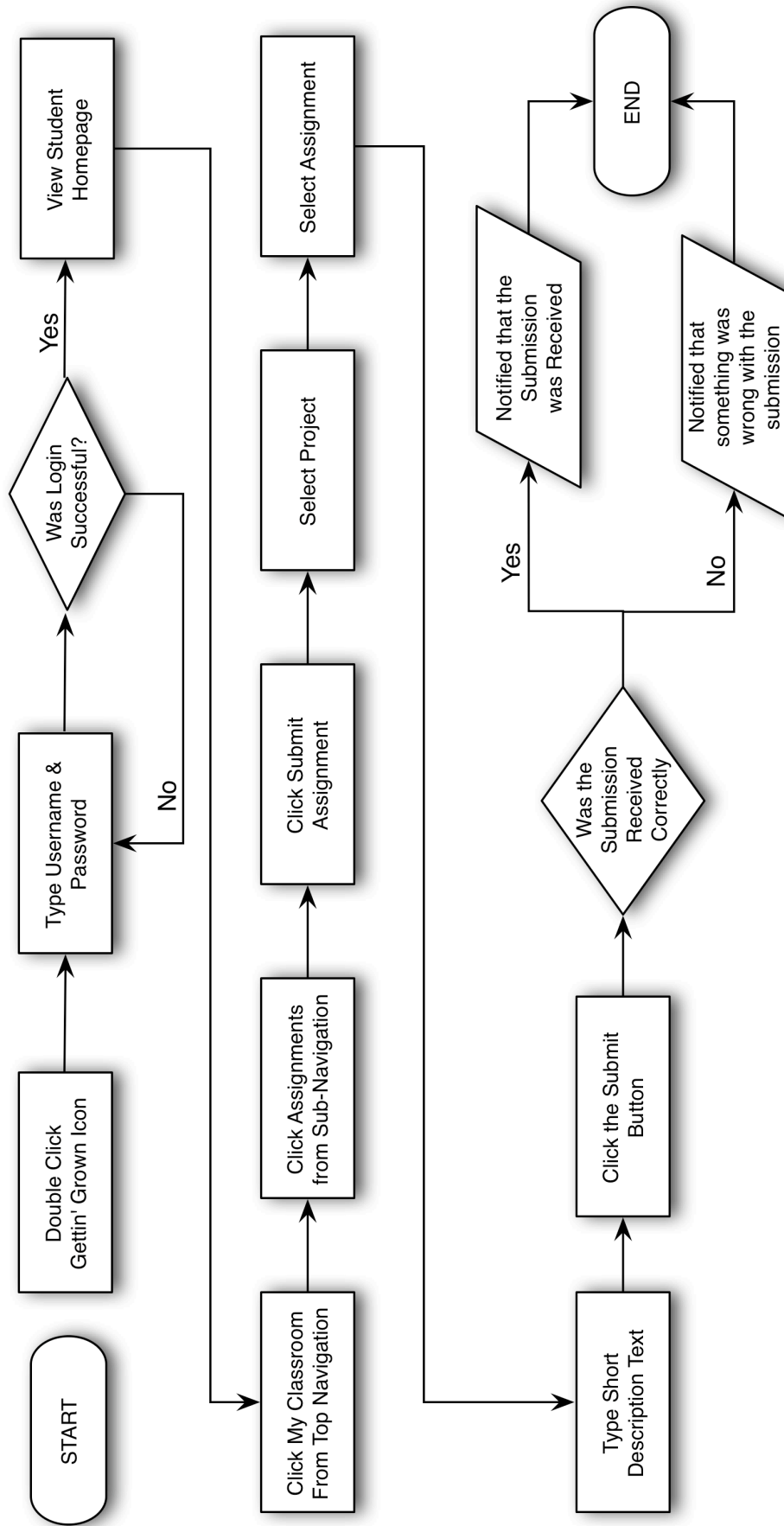
## Registering - Parent/Teacher



## Submit Gettin' Grown Challenge - Teacher



## Upload File - Student

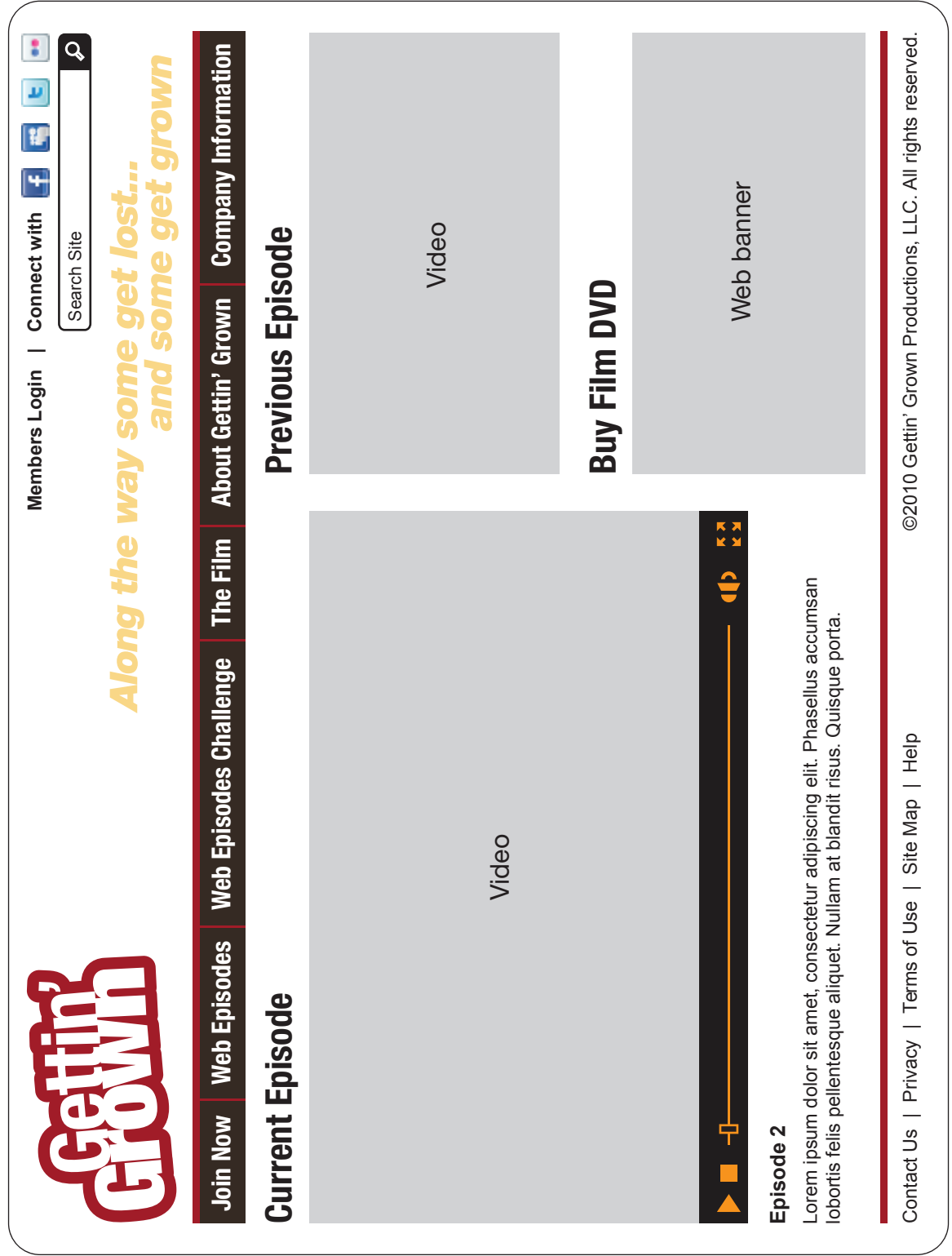


## Submit Assignment - Student



## 1.0 Public Homepage

The public homepage is the front facing page that people who are not registered for Gettin' Grown can access. From this page, a user can watch web episodes, participate in challenges (if they are over 18) and learn about the film, company and Gettin' Grown program.



1.1 Public Homepage > About Gettin' Grown

This wireframe shows an example of how the second and third level navigation will work. Our team recommends using a left side navigation bar with an accordion style third level navigation.

Members Login

Connect with

Search Site

Gettin' Grown

Along the way some get lost...  
and some get grown

Join Now

Web Episodes

Web Episodes Challenge

The Film

About Gettin' Grown

Company Information

>> About Gettin' Grown

What is it?

Learning Goals and Benefits

Movie Masher

Episode Challenge

Demo and Screenshots

Synopsis

The Story

The Characters

The Cast and Film Makers

Internet Safety for Minors

Image

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque euismod tellus et nunc consequat ut placerat sapien tristique. Ut sem magna, consectetur et faucibus vel, tincidunt vitae massa. Nunc bibendum sem non mi tempus placerat. Integer velit tellus, sollicitudin et vulputate vel, convallis volutpat turpis. Duis ultrices adipiscing mollis. Phasellus convallis quam nec arcu convallis ac semper ante sagittis. Nunc et mauris ipsum.

Ut condimentum euismod augue non porta. Vestibulum erat leo, pretium nec dignissim sed, hendrerit et libero. Suspendisse potenti. Aenean massa sem, faucibus vel sagittis at, aliquet vitae enim. Aenean id magna nec felis rhoncus aliquam et sed massa. Curabitur quis lorem sit amet massa cursus interdum id nec augue. Morbi ac ligula eget massa fermentum pretium.

Aliquam semper purus vel felis pulvinar volutpat rhoncus purus vestibulum. Integer tellus mi, vulputate ac auctor non, ullamcorper a lorem. Pellentesque tristique viverra urna, vel molestie turpis hendrerit volutpat.

Print

Email

Share

Contact Us

Privacy

Terms of Use

Site Map

Help

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1.2 Public Homepage > Join Now

This wireframe outlines how users can sign up for the Gettin' Grown Project for education. Once they click "Join now" they will be taken to a page that asks if they are a Teacher or a Parent. Since we want children to spread the word about your site, we also have a note that tells anyone under 18 to get a grown up to sign them up.

Members Login

Connect with

Search Site

Join Now

Web Episodes

Web Episodes Challenge

The Film

About Gettin' Grown

Company Information

>> Join Now

FAQ

Privacy Policies and Terms of Use

Along the way some get lost... and some get grown

Join Now

Thank you for your interest in Gettin' Grown. To begin, please choose the following:

☒ Teacher/Educator

☐ Parent

If you are a student under the age of 18, please get an adult to sign-up on your behalf.

Contact Us | Privacy | Terms of Use | Site Map | Help

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### 1.2.3 Public Homepage > Join Now > Form

This wireframe shows the form that the user will have to fill out to sign up for the Gettin' Grown Project. This form involves the user paying for the service with either a credit card, paper invoice or by phone. These forms of payment address the privacy issues since the person paying will have to agree that they have permission to share anything they upload to the Gettin' Grown site.

Gettin' GROWN

Members Login | Connect with Search Site

Along the way some get lost... and some get grown

Join NowWeb EpisodesWeb Episodes ChallengeThe FilmAbout Gettin' GrownCompany Information

>> Join NowFAQPrivacy Policies and Terms of Use

Thank you for your interest in Gettin' Grown. To begin, please choose the following:

Teacher/Educator

Parent

Personal Information

First Name

Last Name

Primary Phone

E-mail

Job Title

Job title 1

Institute, School or Organization

Name

Street Address

City

Tax ID or Non-Profit ID

State

AL

Zip

Select Payment Method

Credit Card

Credit Card Number

Card Type

Expiry Date

VISA

Card CVV2/CID

01 / 01

Invoice (you will be granted access upon payment)

Phone (1800-555-1234)

Questions

1. How would you classify your educational setting?

School

Camp

After School Program

Others

2. How many students will be in the program?

1-10

3. How do you hear about Gettin' Grown?

Gettin' Grown Film Web Site

Education Fair

Word of Mouth

Internet Search

Others

Buy Additional Materials

Gettin' Grown Curriculum (\$29.95)

B-roll Footage (\$34.95)

RESET

SUBMIT

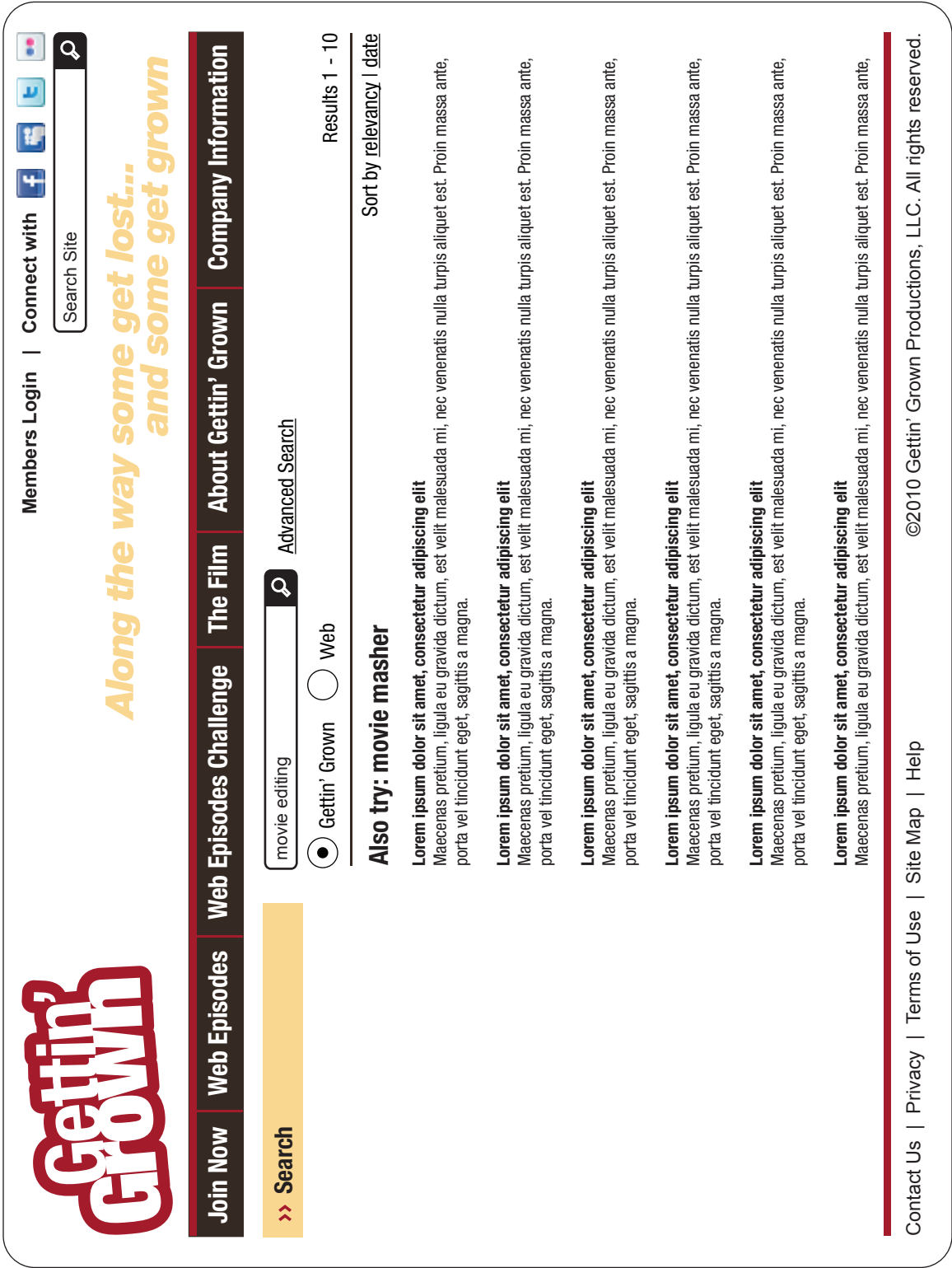
Contact Us | Privacy | Terms of Use | Site Map | Help

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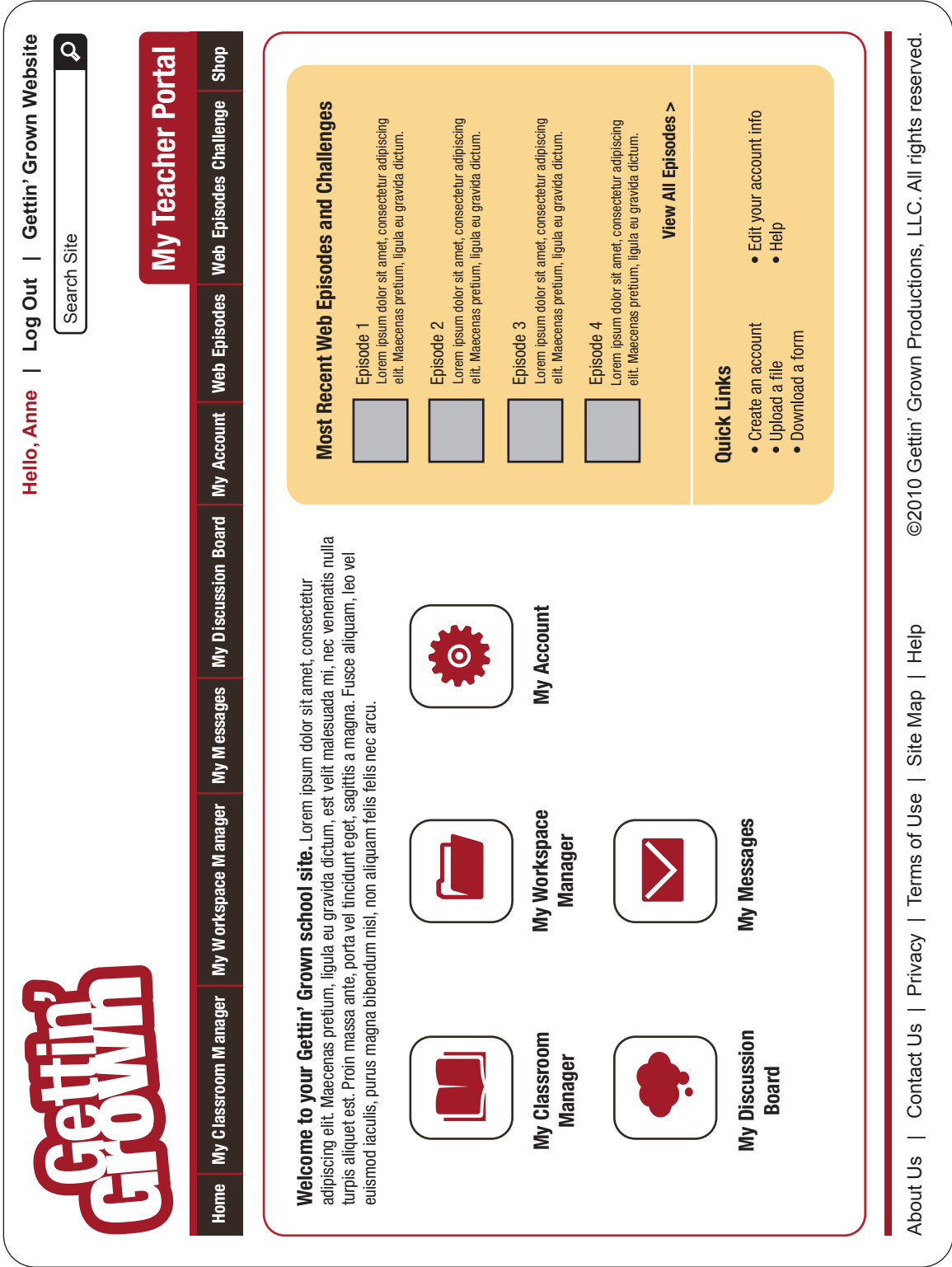
### 1.3 Public Homepage > Search

For usability, the homepage should include a search bar. This wireframe outlines what that search bar would function.



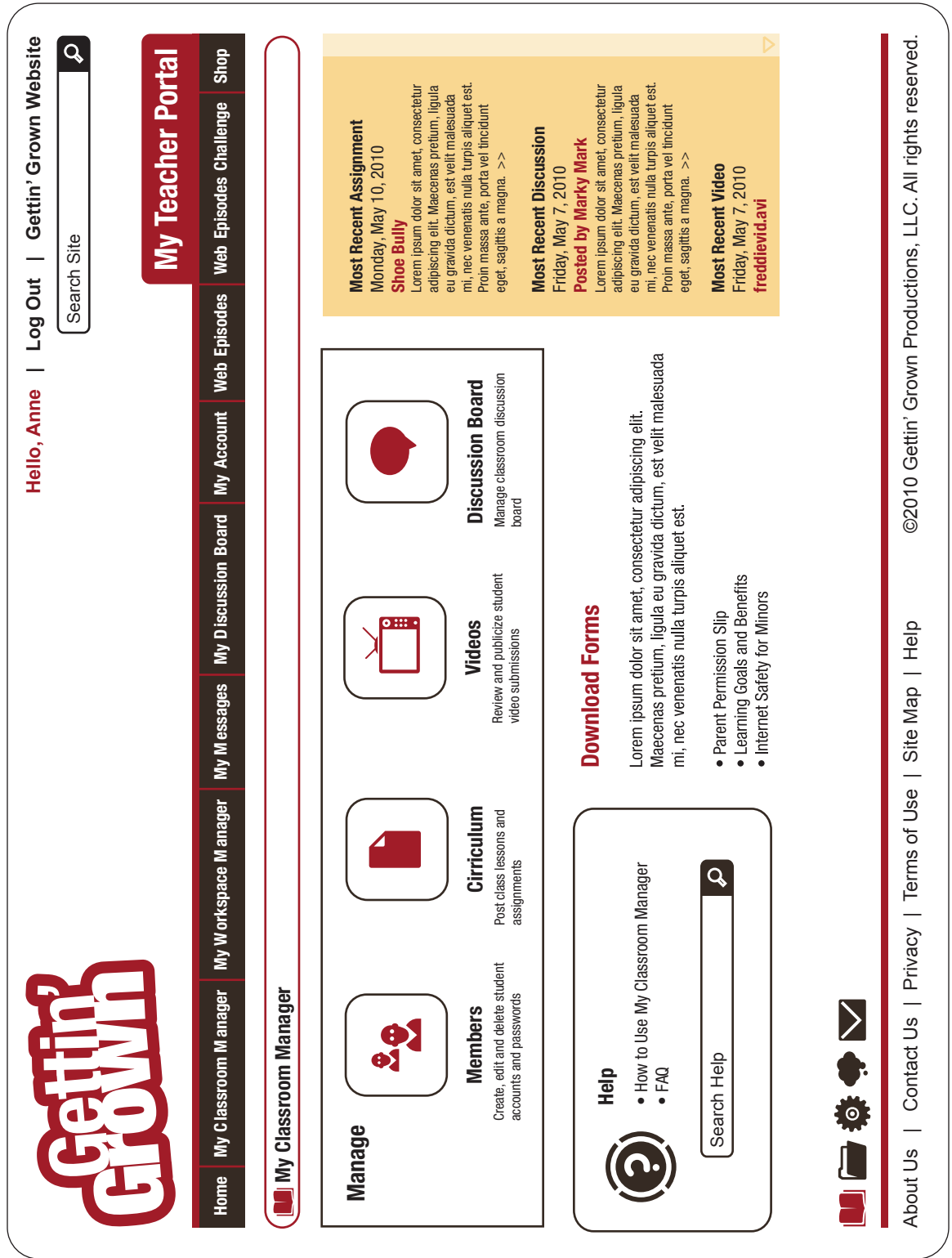
## 2.0 Private Teacher Homepage

The private teacher homepage is the site teachers and other educators/group leaders would see after they log in to their paid account. From this page, they can manage their classroom, workspace and account information as well as participate on a discussion board with other people who have signed up for Gettin' Grown. They can also send messages to their students/children and other members of the Gettin' Grown community.



## 2.1 Private Teacher Homepage > My Classroom Manager

In the “My Classroom Manager” section, the teacher can access all the areas of the site related to creating and managing her class activities. There’s also easy access to the help section and forms.



2.1.1 Private Teacher Homepage > My Classroom Manager > Manage Cirriculum

This wireframes shows the content management system for lessons and assignments.

Gettin' Grown

Members | Curriculum | Videos | Discussion Board

My Classroom Manager

My Classroom Manager

My Workspace Manager

My Messages

My Discussion Board

My Account

Web Episodes

Web Episodes Challenge

Shop

Home

My Classroom Manager

My Workspace Manager

My Messages

My Discussion Board

My Account

Web Episodes

Web Episodes Challenge

Shop

My Teacher Portal

Hello, Anne

Log Out

Gettin' Grown Website

Search Site

Most Recent Assignment

Monday, May 10, 2010

Shoe Bully

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas pretium, ligula eu gravida dictum, est velit malesuada mi, nec venenatis nulla turpis aliquet est. Proin massa ante, porta vel tincidunt eget, sagittis a magna. Fusce aliquam, leo vel euismod iaculis, purus magna bibendum nisl, non aliquam felis felis nec arcu. Nam non magna et erat vestibulum aliquet vel nec erat. Suspendisse mollis nisl et tortor pellentesque bibendum. Duis metus metus, porta non commodo vel, pellentesque aliquam diam. Aliquam eu posuere purus. Ut aliquam nisl quis felis viverra id sollicitudin enim convallis. Donec id ligula quam, ac aliquet enim.

Manage Cirriculum

List all content - Click link to list full curriculum content

Filter

Search Site

Archive

Unarchive

Publish

Unpublish

Copy

Tash

Edit

New

Help

#	T	itle	Published	Front Page	Access	Date
1	<input type="checkbox"/>	Episode 1 - Assignment 1: Shoe Bully	yes	yes	Public	2010-05-10
2	<input type="checkbox"/>	Lorem ipsum dolor sit amet, consectetur adipiscing elit	yes	yes	Public	2010-05-10
3	<input type="checkbox"/>	Aecenas pretium, ligula eu gravida dictum, est velit malesuada	yes	yes	Public	2010-05-10
4	<input type="checkbox"/>	Proin massa ante, porta vel tincidunt eget, sagittis a magna	yes	yes	Public	2010-05-10
5	<input type="checkbox"/>	Fusce aliquam, leo vel euismod iaculis, purus magna	yes	yes	Public	2010-05-10
6	<input type="checkbox"/>	Nam non magna et erat vestibulum aliquet vel nec erat	yes	yes	Public	2010-05-10
7	<input type="checkbox"/>	Suspendisse mollis nisl et tortor pellentesque bibendum	yes	yes	Public	2010-05-10
8	<input type="checkbox"/>	Duis metus metus, porta non commodo vel, pellentesque	yes	yes	Public	2010-05-10
9	<input type="checkbox"/>	Aliquam eu posuere purus	yes	yes	Public	2010-05-10

Design Deliverables 33

## 2.2 Private Teacher Homepage > My Workspace Manager

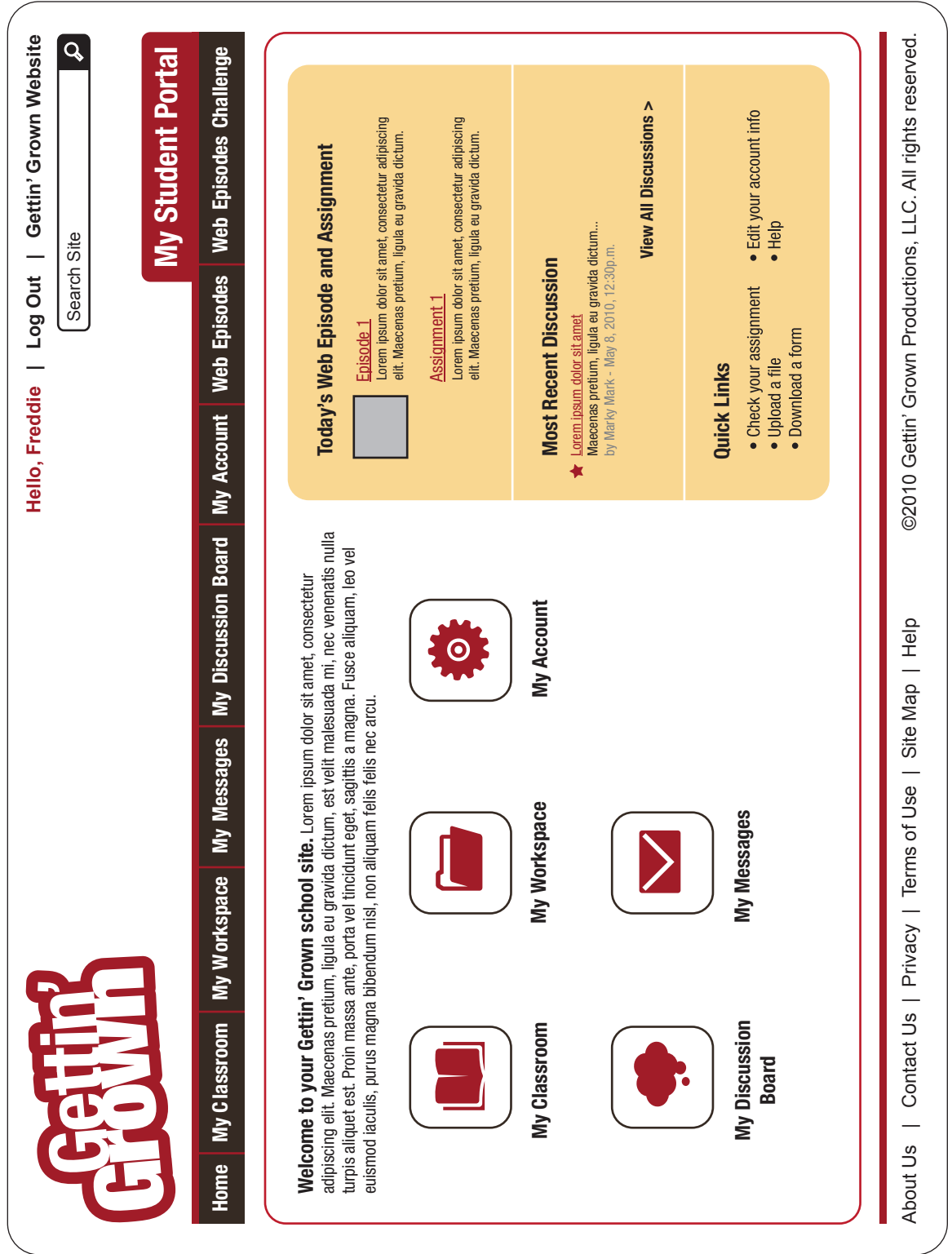
In the “My Workspace Manager” section, the teacher can access all the areas of the site related to creating and managing video editing activities. There’s also easy access to the user guide and student work.

[illegible]



### 3.0 Private Student/Kid Homepage

The private student/kid homepage is the site kids would see after they log in to their account. From this page, they can work in their classroom and workspace, manage account information, and participate on a class discussion board. They can also send messages and receive messages to and from the class.

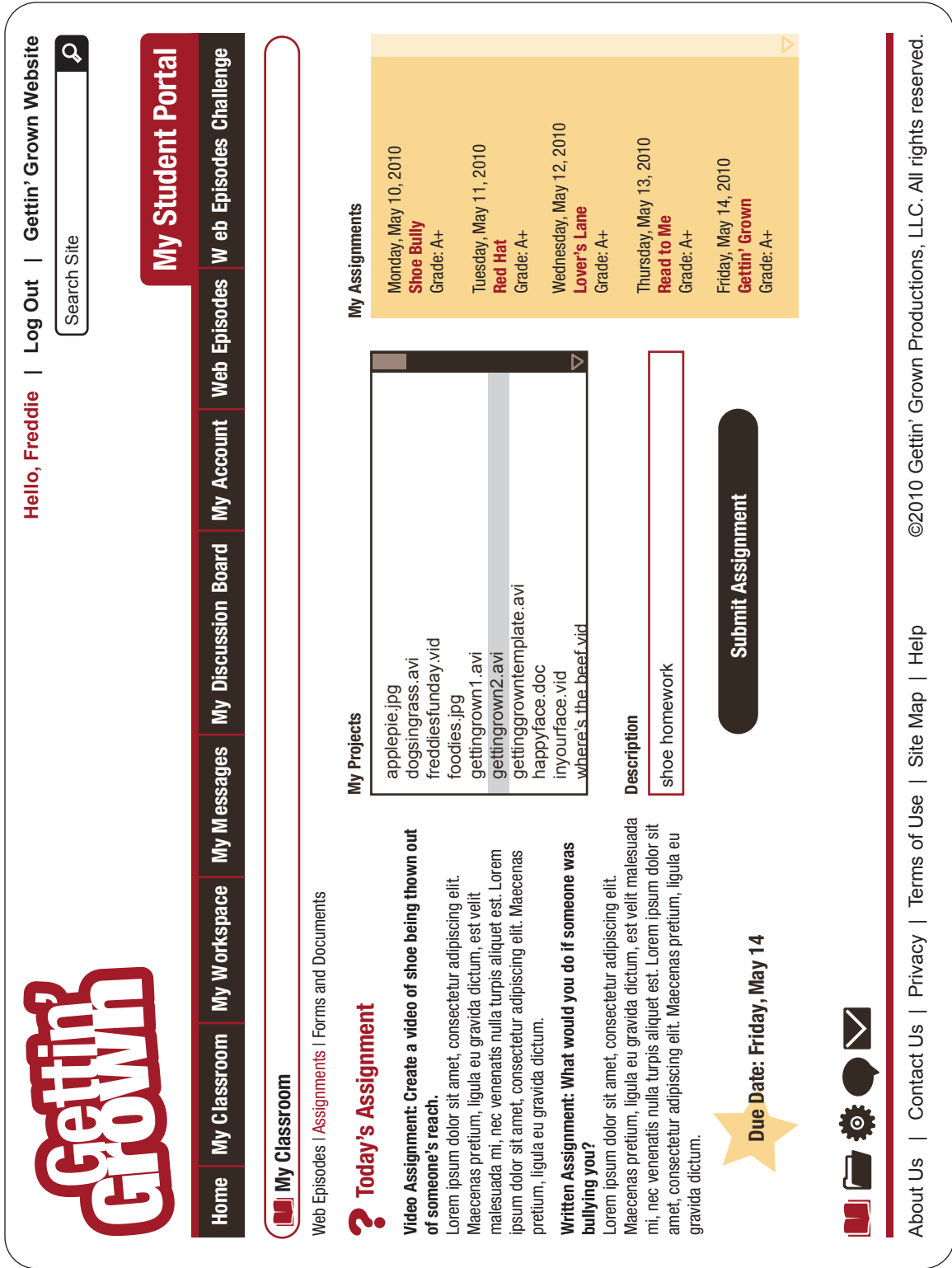


In the “My Classroom” section, the student can access all the areas of the site related to his or her class activities. There’s also easy access to the help section.

Design Deliverables **36**

### 3.1.1 Private Student/Kid Homepage > My Classroom > Assignments

This wireframe shows how a student would submit an assignment for class. The student would select the file they want to submit from their projects library, write a description, and then submit.

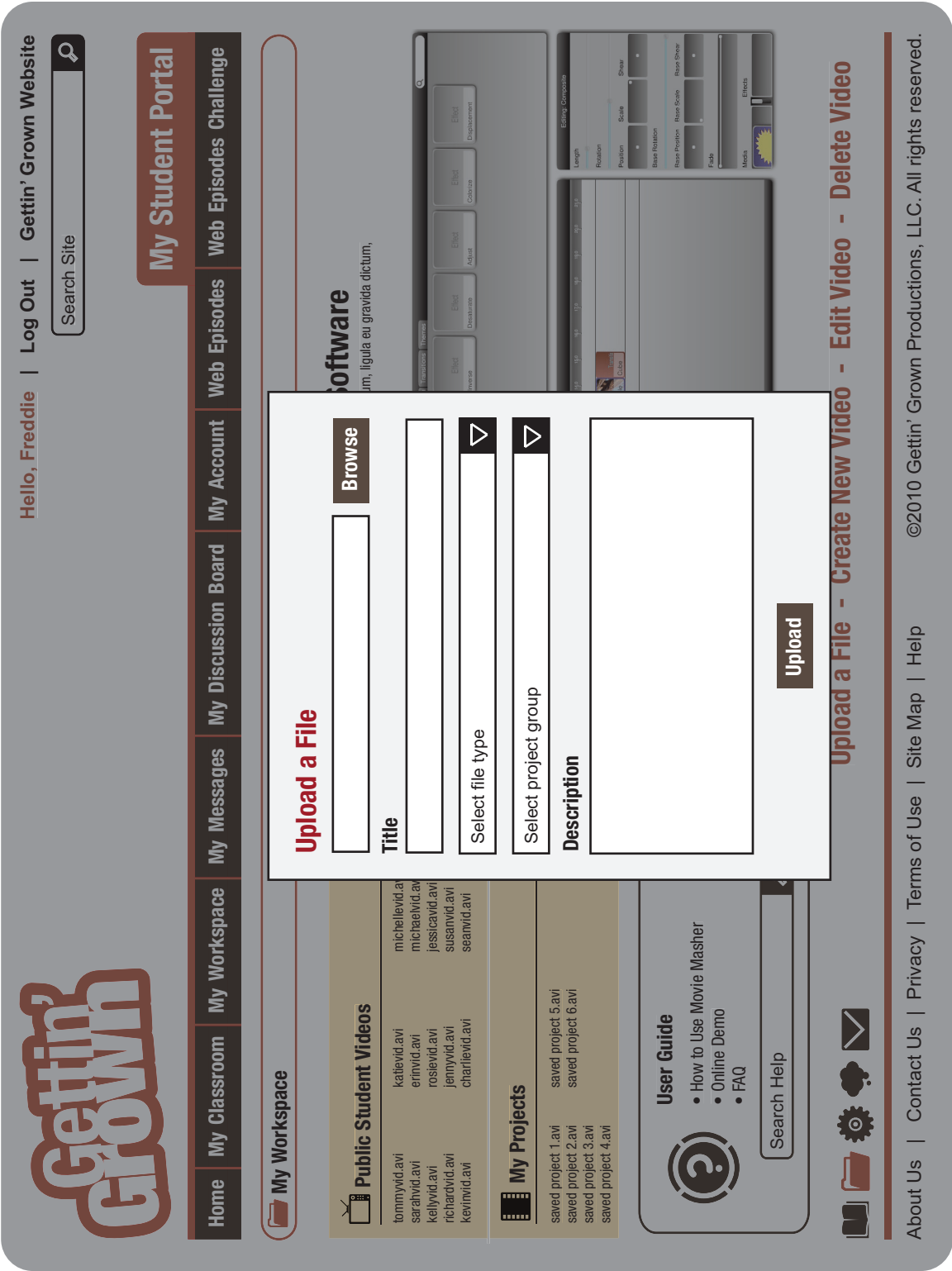


In the “My Workspace” section, the student can access all the areas of the site related to video editing activities. There’s also easy access to the user guide and student work.

Design Deliverables **38**

3.2.1 Private Student/Kid Homepage > My Workspace > Upload a File

This wireframe shows how a student would upload a file to their project library. The upload a file box would appear overtop of the main “My Workspace” page. The student would use the browse button to find the file they want to upload, enter the meta data and then hit the upload button. The file would then appear in the student’s “Project Library”, accessible from the “Assignments” page.





## Final Information Architecture

The documentation process consists of contextualization, “putting all the pieces” together and refinement to create the Final Information Architecture and the Project Report.

### Site Navigation Design

The website is designed with several main considerations:

- An engaging and informative public face to entice membership growth and crowd sourcing and to attract funding from sponsorships.
- Serve three types of users: educators/teachers, parents and kids/students
- Provide secure zones for educators/teachers and parents to assure student safety on the Internet and adherence to strict Internet privacy laws regarding minors and, in the classroom, provide teachers with tools for curriculum delivery and video monitoring.

### The Public Site

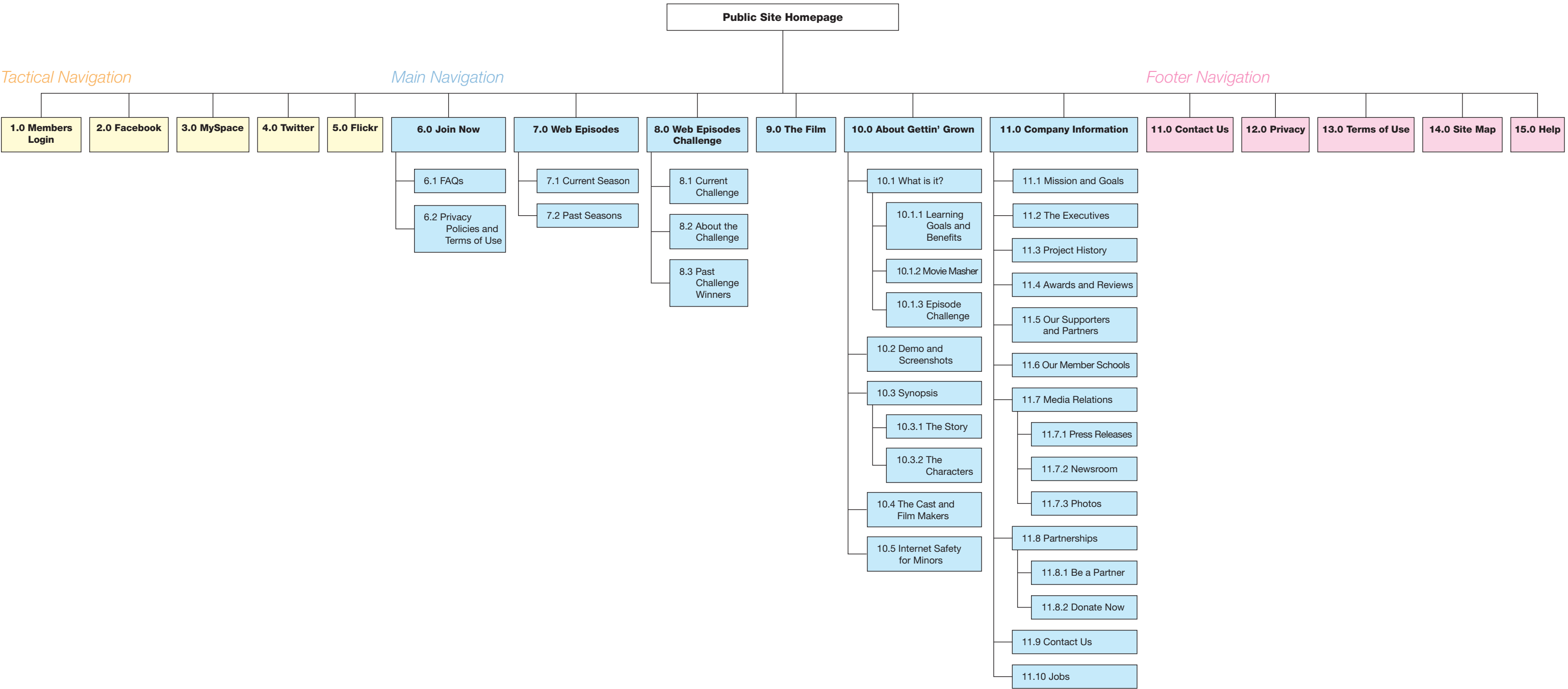
The public site serves as the main face of GG, as well as the gateway for members to access GG membership-only utilities. It features current and past episodes for non-members to watch the GG series. Information explaining the purpose and benefits of becoming a member to GG can be found under the “About Gettin’ Grown” section. Corporate information that is relevant to the media, sponsors, prospective partners and key players in the education sector can be found under the “Company Information” section. A “Join Now” section will allow interested customers to sign-up either on- or offline.

## Private Portals

The private portals serve as secure areas where GG video editing suite and curriculum can be found and executed. There are three different portal sites, each serving the three user groups identified in our research (educators/teachers, parents and kids/students). The educators/teachers and parents groups will have access to an array of apps that will allow them to setup and control the GG “classroom” (ie, members management, assignments management, discussion board moderation, etc). For the kids/students user group, a student portal limited mostly to the execution of assignments will be available. In all portals, common features will include account management, access to discussion boards for a dynamic learning environment, as well as an intranet email system.

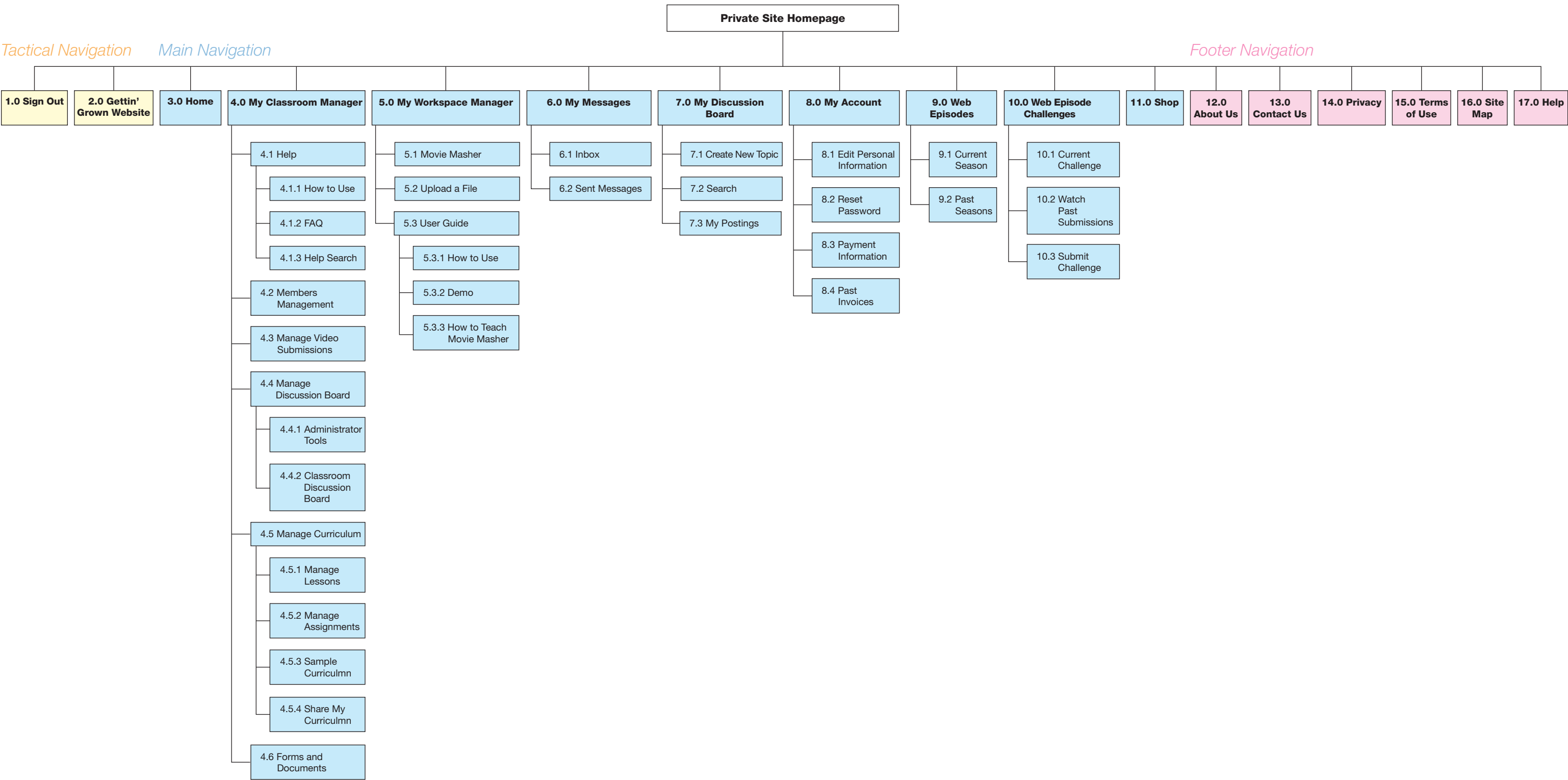


# Public Site Sitemap



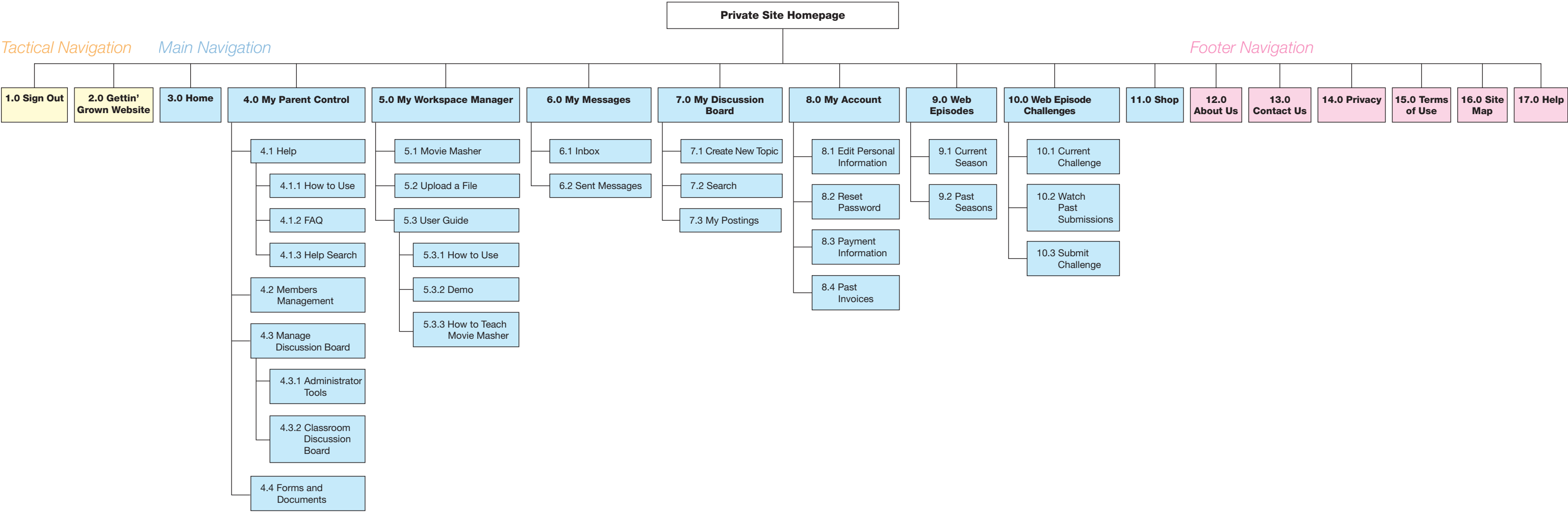


# My Teacher Portal Sitemap



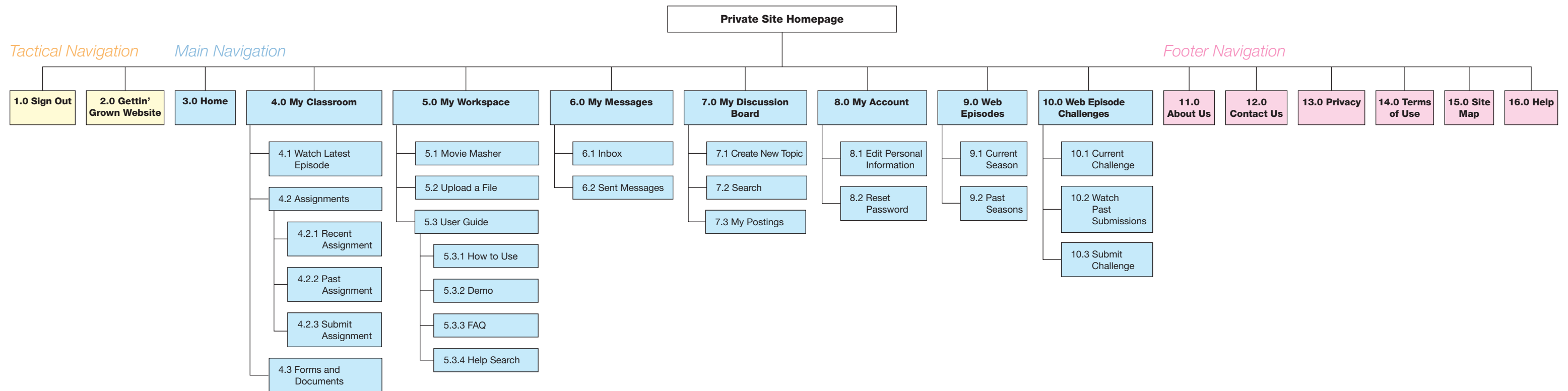


# My Parent Portal Sitemap





# My Student Portal Sitemap







# Proposed Information Architecture

## PUBLIC SITE

### *Tactical Navigation*

- 1.0 Members Login
- 2.0 Facebook
- 3.0 MySpace
- 4.0 Twitter
- 5.0 Flickr

### *Main Navigation*

- 6.0 Join Now
  - 6.1 FAQs
  - 6.2 Privacy Policies and Terms of Use
- 7.0 Web Episodes
  - 7.1 Current Season
  - 7.2 Past Seasons
- 8.0 Web Episode Challenge
  - 8.1 Current Challenge
  - 8.2 About the Challenge
  - 8.3 Past Challenge Winners
- 9.0 The Film
- 10.0 About Gettin' Grown
  - 10.1 What is it?
    - 10.1.1 Learning Goals and Benefits
    - 10.1.2 Movie Masher
    - 10.1.3 Episode Challenge
  - 10.2 Demo and Screenshots

- 10.3 Synopsis
  - 10.3.1 The Story
  - 10.3.2 The Characters
- 10.4 The Cast and Film Makers
- 10.5 Internet Safety for Minors
- 11.0 Company Information
  - 11.1 Mission and Goals
  - 11.2 The Executives
  - 11.3 Project History
  - 11.4 Awards and Reviews
  - 11.5 Our Supporters and Partners
  - 11.6 Our Member Schools
  - 11.7 Media Relations
    - 11.7.1 Press Releases
    - 11.7.2 Newsroom
    - 11.7.3 Photos
  - 11.8 Partnerships
    - 7.8.1 Be a Partner
    - 7.8.2 Donate Now
  - 11.9 Contact Us
  - 11.10 Jobs

### *Footer Navigation*

- 12.0 Contact Us
- 13.0 Privacy
- 14.0 Terms of Use
- 15.0 Site Map
- 16.0 Help



# Proposed Information Architecture

## MY TEACHER PORTAL (PRIVATE)

### *Tactical Navigation*

- 1.0 Sign Out
- 2.0 Gettin's Grown Web Site

### *Main Navigation*

- 3.0 Home
- 4.0 My Classroom Manager
  - 4.1 Help
    - 4.1.1 How to Use
    - 4.1.2 FAQ
    - 4.1.3 Help Search
  - 4.2 Members Management
  - 4.3 Manage Video Submissions
  - 4.4 Manage Discussion Board
    - 4.4.1 Administrator Tools
    - 4.4.2 Classroom Discussion
- Board
  - 4.5 Manage Curriculum
    - 4.5.1 Manage Lessons
    - 4.5.2 Manage Assignments
    - 4.5.3 Sample Curriculum
    - 4.5.4 Share My Curriculum
  - 4.6 Forms and Documents
- 5.0 My Workspace Manager
  - 5.1 Movie Masher
  - 5.2 Upload a File
  - 5.3 User Guide
    - 5.3.1 How to Use
    - 5.3.2 Demo
    - 5.3.3 How to Teach Movie Masher

- 6.0 My Messages
    - 6.1 Inbox
    - 6.2 Sent Messages
  - 7.0 My Discussion Board
    - 7.1 Create New Topic
    - 7.2 Search
    - 7.3 My Postings
  - 8.0 My Account
    - 8.1 Edit Personal Information
    - 8.2 Reset Password
    - 8.3 Payment Information
    - 8.4 Past Invoices
  - 9.0 Web Episodes
    - 9.1 Current Season
    - 9.2 Past Seasons
  - 10.0 Web Episode Challenges
    - 10.1 Current Challenge
    - 10.2 Watch Past Submissions
    - 10.3 Submit Challenge
  - 11.0 Shop
- ### *Footer Navigation*
- 12.0 About Us
  - 13.0 Contact Us
  - 14.0 Privacy
  - 15.0 Terms of Use
  - 16.0 Site Map
  - 17.0 Help



# Proposed Information Architecture

## MY PARENT PORTAL (PRIVATE)

### *Tactical Navigation*

- 1.0 Sign Out
- 2.0 Gettin's Grown Web Site

### *Main Navigation*

- 3.0 Home
- 4.0 My Parent Control
  - 4.1 Help
    - 4.1.1 How to Use
    - 4.1.2 FAQ
    - 4.1.3 Help Search
  - 4.2 Users Management
  - 4.3 Manage Video Submissions
  - 4.4 Forms and Documents
- 5.0 My Workspace Manager
  - 5.1 Movie Masher
  - 5.2 Upload a File
  - 5.3 User Guide
    - 5.3.1 How to Use
    - 5.3.2 Demo
    - 5.3.3 How to Teach Movie Masher
- 6.0 My Messages
  - 6.1 Inbox
  - 6.2 Sent Messages
- 7.0 My Discussion Board
  - 7.1 Create New Topic
  - 7.2 Search
  - 7.3 My Postings

- 8.0 My Account
  - 8.1 Edit Personal Information
  - 8.2 Resent Password
  - 8.3 Payment Information
  - 8.4 Past Invoices
- 9.0 Web Episodes
  - 9.1 Current Season
  - 9.2 Past Seasons
- 10.0 Web Episode Challenges
  - 10.1 Current Challenge
  - 10.2 Watch Past Submissions
  - 10.3 Submit Challenge
- 11.0 Shop

### *Footer Navigation*

- 12.0 About Us
- 13.0 Contact Us
- 14.0 Privacy
- 15.0 Terms of Use
- 16.0 Site Map
- 17.0 Help



# Proposed Information Architecture

## MY STUDENT PORTAL (PRIVATE)

### *Tactical Navigation*

- 1.0 Sign Out
- 2.0 Gettin's Grown Web Site

### *Main Navigation*

- 3.0 Home
- 4.0 My Classroom
  - 4.1 Watch Latest Episode
  - 4.2 Assignments
    - 4.2.1 Recent Assignment
    - 4.2.2 Past Assignment
    - 4.2.3 Submit Assignment
  - 4.3 Forms and Documents
- 5.0 My Workspace
  - 5.1 Movie Masher
  - 5.2 Upload a File
  - 5.3 User Guide
    - 5.3.1 How to Use
    - 5.3.2 Demo
    - 5.3.3 FAQ
    - 5.3.4 Help Search
- 6.0 My Messages
  - 6.1 Inbox
  - 6.2 Sent Messages
- 7.0 My Discussion Board
  - 7.1 Create New Topic
  - 7.2 Search
  - 7.3 My Postings

- 8.0 My Account
  - 8.1 Edit Personal Information
  - 8.2 Resent Password
- 9.0 Web Episodes
  - 9.1 Current Season
  - 9.2 Past Seasons
- 10.0 Web Episode Challenges
  - 10.1 Current Challenge
  - 10.2 Watch Past Submissions

### *Footer Navigation*

- 11.0 About Us
- 12.0 Contact Us
- 13.0 Privacy
- 14.0 Terms of Use
- 15.0 Site Map
- 16.0 Help

## Findings And Recommendations

### Distinct Audience Sections/Portals

The proposed site map and wireframes specifically address the needs of our four audiences. By essentially breaking the website into four areas (Student Portal, Teacher's Portal, Parent's Portal and Public Site) we were able to cater the interaction for each user without making the interaction process cumbersome.

### Protected Personal Privacy

One of the primary driving forces strategically was to make sure the kids were safe and privacy laws adhered to. Therefore, from its conception, the information architecture was built to ensure that kids could have fun, learn video production and editing and submit a challenge, but the login structure and using educators and parents as "gatekeepers" ensures kid protection. Only they can make student work public.

### Streamlined Process For Challenge Submission

By making the parents and educators the only user that can submit a challenge, we were able to streamline the submission process and ensure that the "Challenge" videos met certain eligibility criteria the producers required (not a lot of company time wasted on half-baked/silly submissions).

### Identified Multiple Revenue Streams/Funding Sources

We identified four revenue streams/sources of capital (in addition to DVD sales) that could support the Gettin' Grown Project: Student Fees, Shop (Shopping Cart built into IA for future sales of collectibles like T-shirts, posters. etc.), Grants and Sponsorships and Crowd Funding (or Crowd Sourcing). While we understand the object of the project is not to make money, the building and maintaining the web site and the GG continued Episode film production is costly. The project needs funding.





Members Login | Connect with



Search Site

*Along the way some get lost...  
and some get grown*

Join Now

Web Episodes

Web Episodes Challenge

The Film

About Gettin' Grown

Company Information

## Current Episode



### Episode 2

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## Previous Episode



## Buy Film DVD



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