

SAH2200

Reflective Journal

**By Blanche Deards
(10534719)**

**Bachelor of Media and
Communications**

**Screen Production (Major) & Visual and Spatial
Design (Major)**

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About Our Project

TEAMMATES

Isis, Seth, Daniella, Zara & I

PROJECT QUESTION

How might we create awareness on Cultural Safety in a university environment?

(To create conversations around ways to make university a more inclusive place for the community)

OUR IDEA

Create a physical space/cultural hub for culturally diverse students to make friends, interact with one another. Similar to Centre for Stories in Northbridge.

MY PROJECT

Design the social media page to create more interaction and engagement for the space.

Week One – Empathy & Complexity

Questions regarding development of the project

1. What do my audience need in this project?

My audience, university students, need a space where they can talk about their culture, share their knowledge, and/or connect with other individuals in the culture they are apart of.

2. How am I developing ideas?

I will be documenting the process through a digital journal, sketching ideas on Procreate, and creating mockups on the Adobe Suite.

3. How do I make decisions among my ideas

Choosing an aspect of the project that will benefit others as well as something that I will enjoy creating.

4. How much do I focus on my own expression and agency, and how much am I focusing on audience's needs?

As a student, I am able to understand and focus on what students need at university regarding cultural safety. It will be difficult to view this outside of my personal experiences, as myself and my peers are the audience.

Although we have derived this idea from our own wants, I must focus specifically on the audience's needs, particularly those who are culturally diverse.

5. What are the pros and cons between focusing too much on own expression against focusing too much on audience's needs

Pros:

- You aren't limited in terms of ideas
- Not as much pressure to focus on audience's needs

Cons

- Audience expectations
- Might not be something you'll enjoy creating
- Different to your own style/expression
- Might not actually help the audience

Week One – Empathy & Complexity

Questions regarding Empathy and Complexity

1. Which level of complexity is your project dealing with

Design 3.0 – knowledge – organisational transformation design, with some elements of design 2.0 - action and experience - product/service design

2. What are the things about your audience that you already know?

Known:

- There are a range of students who are international students and/or from a different culture.

Unknown:

- There are university groups and societies for people in different cultures, religions, etc. This may be unknown, as club and society culture isn't as prevalent at the Mount Lawley campus compared to other campuses and universities.

3. What does empathy mean in the context of your project

Empathy refers to understanding, listening, and learning to other people's experiences and knowledge. We hope the space encourages people to connect, as empathy must include a connection between two parties.

4. How would you build empathy with your audience

I would like to build empathy through honesty and the ability to share information, stories, etc. I would also like to build empathy through creating something that will benefit cultural and linguistic diverse students, rather than creating for the sake of diversity.

5. Does your current project direction and ideas reflect insights from you building empathy with the audience

Our project, the cultural hub, is meant to encourage others to share their experiences without being scrutinized, and for others to listen respectfully.



Week One – Empathy & Complexity

Lecture Reflection:

A key takeaway from this lecture includes the fact that there are different levels of empathy and complexity. There is **affective empathy** where individuals are able to respond to emotions, **somatic empathy** where individuals are able to feel those emotions, and **cognitive empathy** where individuals understand their response. An important consideration was raised which was that workers, designers, etc. cannot feel attached to the clients, rather we must understand their emotions. Empathy must be felt to an extent, which is something that I know I will struggle with, but must learn.

Reading Reflection:

Victoria State Government (n.d.) *What is cultural safety?* Safework NSW.
(<https://www.safework.nsw.gov.au/safety-starts-here/our-aboriginal-program/culturally-safe-workplaces/what-is-cultural-safety>)

It is crucial in terms of our project that we are addressing cultural safety. This not only means respecting cultures different from our own, but being aware of our own attitudes.

Tutorial:

My group came up with an idea of a space for culturally diverse and Aboriginal and Torres Strait Islander students. We brainstormed ideas of what would be in the space such as events: movie screenings, ted talks, games and food. Would be relevant to cultural safety, learning about different cultures.

I brainstormed ideas from my majors, Screen Production and Visual and Spatial Design. I came up with:

- Poster advertising of the room (related to Design).
- An example for an event such as the movie screenings (related to Screen production).
- Introduction video (related to screen production).
- Social media advertising such as Instagram, Facebook or Tiktok (related to both majors).

Week Two – Cultural Safety & the Community

Questions from the lecture

1. Who is the audience

Our original target audience was CALD university students, however we decided it can be for all university students as well as staff members. Those who are non-CALD can learn about different cultures and experiences.

2. What would it mean to creative practices if the audience is also the creator

It would mean that there would be more authentic representation, as the creator has accounted other people's perspectives and opinions – this may be people from a variety of class backgrounds, ethnicities and cultures, genders, or sexualities.

3. How does co-design impact the future of your discipline

Co-designing in film is highly useful, especially regarding representation of different cultures and ethnicities than the dominant. Audience members from those certain cultures may read the script or view the draft beforehand, to ensure that the characters are three-dimensional.

Within visual and spatial design, co-designing may be helpful when creating something in a particular area, such as asking Elders for permission in Australia. It can also be helpful when creating something for a certain cultural event, or for an organization that focuses on certain minority groups, such as an Indigenous Australian art gallery.



Week Two – Cultural Safety & the Community

Lecture Reflection:

I found low-contact co-design highly relevant especially as we are still living in a pandemic. It also allows for accessibility which is one of the most important aspects of design.

This applies to our project, as our cultural hub can also be an online website or social media page, which may help those who are sick/isolating and online students, who want to connect with other people.

Reading Reflection:

Victoria State Government. (2020). *Aboriginal and Torres Strait Islander cultural safety framework guidelines.* **Department of Health and Human Services.**

This document is something that we have to consider in our project, as an expectation includes “Your organisation partners with Aboriginal organisations and communities.” (p. 8). This would include our idea of including guest speakers, as well as the possibility of partnering with ECU’s centre for Indigenous Australian education and research, Kurongkurl Katitjin. This is important as non-Indigenous Australians, we ensure that we are designing and creating our project alongside Indigenous Australians, to avoid cultural appropriation and disrespect.

Tutorial:

Expanded on our ideas, new members gave us more ideas on what to include in the space. This includes events for international students such as dance classes. I expanded on one of my ideas, a movie night event, which would occur fortnightly or once a month, with films from a variety of cultures and countries. I thought of doing double screenings, TV show binge watches, and showcasing student films.

Week Three – Aboriginal Communities & Creativity

Questions from the lecture:

Audience – Are you communicating to the entire university or a specific group?

Our audience is the university as a whole, which includes staff and students.

Perception – How would your audience perceive and engage with your project direction?

Our intention is to create as much engagement and interaction as possible.

Experience – What do you think would be the tone of your project (informal, serious, etc)?

The tone of our project is both lighthearted and also serious, it is all up to the students and what they want to share. We want people to feel that they aren't going to be judged in this space, and if someone doesn't want to share something, they simply don't have to.

Lecture reflection:

I found this particular lecture highly insightful as it focused on cultural safety for the Indigenous Australian community, in particular, Indigenous Australian artists.

A highlight includes the term 'truth telling.' This refers to speaking about your experiences to others, whilst also respectfully listening and understanding others experiences.

This is the essence of our project, as the room's function is for others to feel safe and encouraged to speak their truth. Our intention is for others to share their experiences and to make friends through this.

Tutorial:

We have created a shared powerpoint for the group pitch.

I have decided on creating a social media page for advertising.

This includes Instagram, Tiktok, Facebook and Zoom/Microsoft Teams.

Week Four – Cognition & Language

Lecture reflection:

This week's lecture was on cognition and language. A lot of the information I already knew due to taking psychology in high school. However, some new information I learnt includes automatic and controlled processes. Automatic processes are used for familiar tasks that require little attention, controlled processes on the other hand, is the opposite, where tasks require a higher amount of attention.

I thought about this in the context of my project, where we would want to create a 'controlled process' environment. We want to constantly create new activities so that the space feels new and exciting, rather than familiar, to the point that the target audience gets bored.

Another new concept I learnt was the Cocktail Party phenomenon. This is where people are able to block out background sounds to focus on the important messages, such as a person directly talking to them.

I thought about how I cannot do this, as I struggle to focus when people are talking in a loud environment. For our cultural hub, we thought about having videos or music playing in the background, however it would be low in volume so that people can focus on connecting with each other. We could also allow people who enter the space to pause or change the music whenever they please.

Reading reflection:

Kim, J. H. (2016). *Comic explainer: how memory works*. The Conversation. <https://theconversation.com/comic-explainer-how-memory-works-64485>

Memory is not what allows you to remember, rather it is attention. In terms of our project, we have decided to include beanbags and tables, for groups to connect with each other and have their full attention on the conversation they are having. The prompt cards will spark these types of conversations.

Week Six – Memory: Branding & Communication

Lecture reflection:

I found this lecture relevant to my project, as I am doing a social media design, which is all about branding and communicating messages. A lot of the information I have learnt in design however learning about it from an advertising point of view was fascinating and opened a new perspective for me. I found the idea of rebranding and how to do so, useful as it was something I did not know how to do.

It is important to rebrand to redefine the company's values, however it cannot be done if the company wants to cover up a crisis. I thought that statement was crucial and relevant to our projects. Since our project is university based, it is important that we are not creating a project so that a university looks and seems diverse, instead we should aim for change to occur in terms of cultural safety. It is also important to show that universities are moving forward and acknowledging their past mistakes rather than covering it up by appearing inclusive.

Maslow's hierarchy of needs is also important to consider in terms of our project. Cultural safety would be second of the pyramid, 'safety and security' and our cultural hub would be third, 'love and belonging' as we want students to feel connected to each other by discussing their experiences and doing activities together.

Tutorial:

First draft run of our project. Feedback included making slides more presentable, adding less text. Our project is still in draft mode, we have researched and written down information, however we are yet to include pictures and make the presentation visually pleasing.

Reading Reflection:

Meyer E.F. (2018). *How to connect with your audience and authentically communicate your brand*. Forbes. <https://www.forbes.com/sites/forbesagencycouncil/2018/08/06/how-to-connect-with-your-audience-and-authentically-communicate-your-brand/?sh=270f14f77393>

Week Six – Memory: Branding & Communication

There are four points listed that can be applied to our project.

1. Define Your Target Persona

This is crucial especially as not everyone can be your target audience. It is important to define who the target audience is, and how you can allow them to have the best experience, rather than catering towards everyone.

For our project, our target audience is staff and students at university of all cultures and ethnicities.

2. Determine Your Ideal Communication Channels

The communication channel must align with your brand, and reach the target audience.

As our target audience includes students, and are predominantly millennials and generation Z, the best communication channel would be on social media.

This would include websites/apps such as Facebook, Instagram and Tiktok.

This will allow the audience to interact with posts regarding cultural safety.

3. Understand the message you're looking to deliver

The use of language and delivery of the message is an important factor to consider, rather than just the message itself.

For the project, we want both serious language for discussing important issues as well as casual conversational language, when each person is discussing their own culture and less serious topics such as food, movies, etc.

4. Establish an emotional connection by telling stories

Sharing stories allow people to understand the brand's perspective emotionally. We would want to post other people's stories (with their consent) on social media pages, such as what ECU student guild is currently doing. This allows people to connect with the space on a digital level.

https://www.instagram.com/p/ChZY6Fvri_p/

Week Seven – Interaction & Experience

Lecture reflection:

Focus on the way people interact with other people (people to people interactions), spaces (people to spatial interactions), and technology (people to technology interactions).

How people engage with your project is crucial and must be thoroughly researched beforehand.

Tutorial:

Draft run of our project. Feedback included consulting Indigenous Australian organisations and including mockups to understand the project. We also must delete some information on the slides, and include them in the comments section instead, so that the presentation is concise.

I created an Instagram mockup based on Daniella's logo, to include in the presentation.



Unblast. (2020). *Free Instagram mobile mockup 2019 (PSD)*. Unblast. <https://unblast.com/free-instagram-mobile-mockup-2019-psd/>

Week Seven – Interaction & Experience

Reading reflection:

Risdon, C. & Quattlebaum, P. (2018). *Understanding channels.* **Rosenfeld Media.**

Channels allow users to interact. This includes through physical mediums as physical stores/spaces/services, as well as digital mediums such as social media, websites, emails, etc.

For our project, the physical mediums would include:

- The room/space itself
- Prompt cards/games/etc.
- Beanbags, tables and chairs.
- Projector and screen
- Whiteboard and markers

The message of cultural safety would be delivered through the space itself. However other physical mediums would be delivered through advertising including:

- Posters
- Flyers
- Student Guild Magazine

The digital mediums would include:

- Instagram (Posts, Reels, Stories, Q+A's, livestreams, polls/trivia)
- Tiktok (Videos, livestreams)
- Facebook (Events page, posts, stories, videos)
- Zoom/Microsoft teams (Livestream)

The messages for digital mediums would appear through a mobile notification or on someone's social media feed.

Week Eight – Art and Audiences

Lecture reflection:

The first part of the lecture focused on artwork throughout history. This included Giotto who focused on realism and pieces depicting real life people, which was shocking for audiences. I did visual arts in secondary school, my teachers encouraged me to create works that emotive and personal (as that was what the ATAR markers marked highly). I find it intriguing that audiences in the 14th century rejected this style, and how audiences tastes change throughout time.

I found the differing opinions of the Van Gogh exhibition interesting, especially as the organisers intent was to make his artwork accessible to the general public. However, I was not able to go due to the cost, which doesn't really make it accessible to those who have a low income. I got to see pictures and videos through social media for free, so that made up for not being able to go.

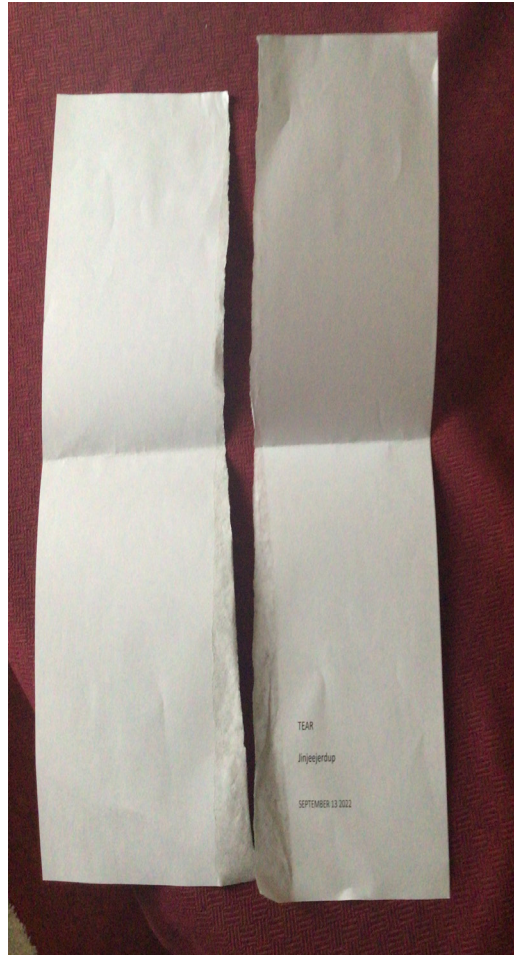
I saw a video about someone giving their opinions about the exhibition. They described it as a 'glorified powerpoint slide' which is a very similar opinion to the article Greg showed in the lecture. I have to agree, although that may be because I am in resent of everyone who got to go.

On the other hand, I do not think that the original object, in this case Van Gogh's artwork, has or is becoming obsolete because of these types of exhibitions. Rather, I think it is encouraging the general public to go to art galleries and exhibition. Also, going to a traditional art gallery with predominantly 2D paintings and drawings is not for everyone, and that is perfectly fine. There will always be different kinds of exhibitions for people with different tastes.

Reflection on tearing paper:

My interpretation of the entire class ripping a piece of paper, is importance of the documentation of time and places. Whenever I create something whether it is an artwork or design, I always write the date below, so that later I can reflect on the progress I have made.

Week Eight – Art and Audiences



Tutorial: (Presentation)

My group is very pleased of our presentation, as we rehearsed several times including in class twice, a group call, and before class on the day.

We fixed mistakes that we found during rehearsal, which included adding more pictures, and deleting unnecessary information from the slides. One criticism I can think of is that we did not include in text citations. Otherwise, we made a great effort and we are all proud of how it went.

Other groups gave us valuable feedback, commenting on the appearance of our presentation, which they found visually pleasing, as well as the mockups, which helped them visualise and understand the project.

Week Nine – Emotion & Design

Lecture Reflection:

I found the lecture very interesting especially as I am doing design as a second major, however it was difficult to apply these ideas to screen production.

The concept of 'fun design' was intriguing, however I disagree with the idea that design that creates positive emotion can be more effective. It works with public design, however I do not think it works all the time. Personally, I find music, exhibitions, theatre screenings of work that follow more melancholy tones, comforting.

Kaplan, I. (2022). *The psychology of “sad girl” pop: why music by Billie Eilish, Gracie Abrams, Olivia Rodrigo and more is resonating so widely.* **Grammy.** <https://www.grammy.com/news/sad-girl-pop-olivia-rodrigo-billie-eilish-gracie-abrams-mental-health-music-psychology-analysis>

This article from the Grammy's explains the psychology behind 'sad girl pop' and how teenagers/young adults in this generation indulge in such music, with certain songs reaching over a billion streams.

Songs by artists such as Olivia Rodrigo, Billie Eilish and Lorde deal with themes of mental health and insecurities, which teenagers relate to. The article also states that the rise of this music being popularised also is due to the state of the world – with the pandemic, climate change and social injustices.

This is interesting in juxtaposition to music from the early 2010's which were production focused, with elements of EDM and a high beat tempo.

Although this is not exactly related to design, I do believe that the concerts and even music videos of these melancholy songs, are a form of design. This can also be applied to all art forms, including visual arts, and films.

Week Nine – Emotion & Design

Tutorial:

Are your ideas just functional (UI)? Or can your ideas be more pleasant when being engaged.

Daniella and I have decided to use ‘fun design’ and UX design for our Cultural Hub. We want the advertising, both digitally and physically, to be interactive and make people visit the cultural hub.

Some of our ideas do allow users to participate and change their thinking such as Seth’s prompt cards.

For my project, the social media mockups, I thought about doing something similar with interactive Q+A’s and polls on Instagram stories. I hope audiences put some level of effort in answering these questions, however the questions will not be too serious in tone.

Reading Reflection:

Anderson, T. (2017). *Experience design in social innovation - starting a conversation*. Medium. <https://medium.com/@tania.anderson/experience-design-in-social-innovation-starting-a-conversation-609d0ef0194b>

Understanding not only yourself, but also others, your users. This applies to our own cultural context, how we view the world, as well as how other people view the world. We must account for both. A key highlight I got out of this article is that we must account for our own, or other people’s power and privilege. We also cannot stay neutral, it is important to take a stance.

Week Nine – Emotion & Design

Project Progress:

I have created posts to add to the Instagram mockup.



Promotes the movie nights that will occur in the cultural hub.

In My Blood It Runs - A documentary that discusses the complexity of the Indigenous Australian experience. Followed up by a Q+A run by Indigenous Australians, possibly even the filmmakers.

Everything Everywhere All At Once - Focuses on the experience of a working class Asian American family, through comedy, elements sci-fi, and time-travel.

A discussion will run, along with food. The discussion will have prompts, such as the relationships between the characters, who do you most identify with, why is it important to tell stories such as this, your favourite part, etc.

Disney Double - Run two movies back to back with various snacks and desserts from Colombia (Encanto), and China (Turning Red).



Promotes the Cultural Hub, itself with bright, engaging colours and typography.

Also included the Cultural Hub logo that Daniela created.

Week Nine – Emotion & Design

Project Progress:

Draft:



Final:



Promotes a game night which will occur in the cultural hub. I have chosen a Pinoy Game Night, as I am from Filipino heritage. I have chosen numerous games that would be appropriate for the space, and ones that are safe. I have once again followed the ECU colours, so that audiences understand that this is an ECU event.

Included simple illustrations, such as marbles, a tin can, and a thong, which are associated with the games mentioned.

Week Ten – Culture & Subculture

Lecture Reflection:

This lecture was highly relevant to our project, especially as it can be applied to a variety of cultures. This is what we want to achieve for the cultural hub.

This includes when the lecturer was discussing different types of customs, rituals and superstitions amongst various cultures. There were numerous customs and norms I did not know about such as putting your elbow on the table and slurping not being acceptable in Western society.

I found the cultural stereotypes interesting, particularly from my experiences. I have received stereotypes from Caucasian Australians despite being one, born here and two, being half Caucasian. Having to answer where you're from, when you're from Australia, is quite humorous. It seems as if some Caucasian Australians view me as only Asian, as I don't look like them, therefore I'm different from them.

Tutorial:

My group mainly discussed our projects and where we were at. We also expanded on the 'fun design' idea last week and decided on a waterbottle or cup that tells individuals information regarding a culture, such as a fun fact. This was inspired by juice bottles and yogurt cups that have 'fun facts' on the lids. This will be a good initiative to bring the Cultural Hub, outside the room, as well as to promote and encourage others to join.

Reading Reflection:

Kim, E. (2020). *How to overcome the 'one inch-tall' barrier and improve cross-cultural communication*. Forbes. <https://www.forbes.com/sites/forbescoachescouncil/2020/03/16/how-to-overcome-the-one-inch-tall-barrier-and-improve-cross-cultural-communication/>

To improve cross-cultural communication, you must: reflect on your own beliefs, actively seek to understand, do not assume, and listen with a positive intention. I would like to incorporate this in our Cultural Hub, especially as a person who often speaks in broken English.

I would also like to include subtitles and translations for the social medias.

Week Ten – Culture & Subculture

Project Progress:

Draft



Final



This is for the Instagram Story mockup.

This particular mockup focuses on the events occurring within a certain week.

The story will also be put on an Instagram Highlight, which can be viewed on the profile, so that those who did not see the story can view it.



This graphic is for the Facebook Events page/Eventbrite page, in this case promoting the Everything Everywhere All At Once screening.

This will allow our target audience to select if they're going or not, so that we can organise numbers and ensure the space isn't overcrowded, and follows COVID rules.

It also sets a reminder on Facebook, so that people remember to attend.

Week Eleven – Critical Engagement

Lecture Reflection:

Indigenous concepts of culture is important. No one owns or holds a property of living things - reminds me of the Native Title, and how that goes against this concept.

1001 nights was a fascinating story to link with our projects, showing the importance of storytelling and telling our own 'truths.'

I hope that the prompt cards and the discussions formed within the cultural hub, help both the person telling their story, as well as the person listening.

Tutorial:

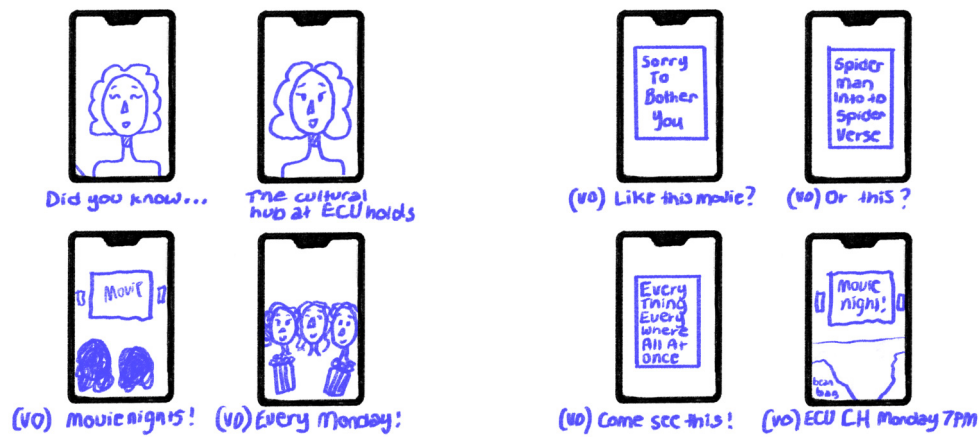
I did not attend the tutorial this week as I was filming for my Screen Production unit, however I showed my group what I have created so far. Feedback included that they liked the bright colours. I was unsure about the Pinoy Games Night graphic, however one teammate said it was one of their favourites.

I now must create the mockups for each design on Photoshop.

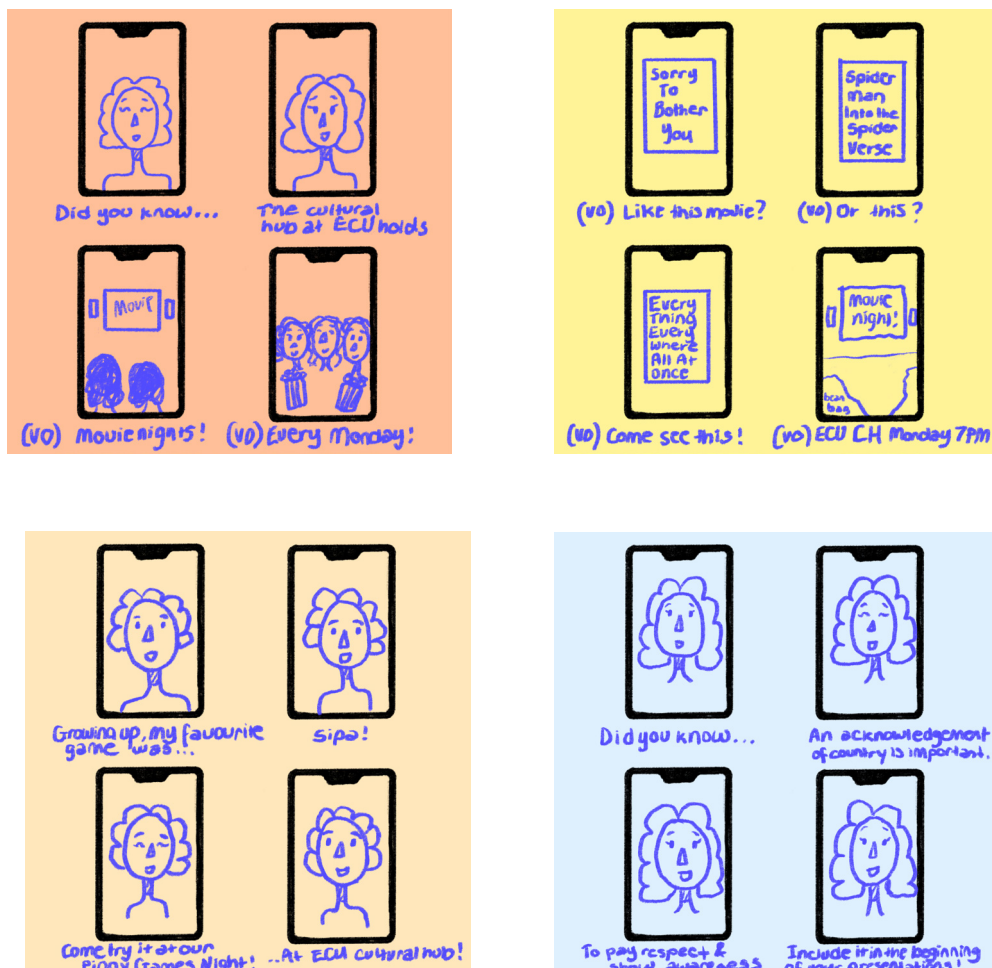
Week Eleven – Critical Engagement

Project Progress: Working on a TikTok storyboard, as I want the social media page to be engaging.

Draft



Final



Week Twelve – Communication, Rhetoric, & Ethics

Lecture Reflection:

Effective communication includes:

Listening – Listening to people's experiences, feedback, etc.

Empathy – Want people to engage, be aware of others, etc.

Communication - Need for research, marketing isn't influential anymore, influencers are a main focus. For the TikTok page, I want students to run the page and encourage others to go to the Cultural Hub. This may be more effective than the Instagram and Facebook account, due to this reason.

Must follow ethical communication – gender equality, racial equality, social equality, etc. The social media accounts must be regulated to avoid any form of discrimination, particularly the comments section.

I found the Airbnb #We accept advert appalling, as it doesn't actually address or do anything to help the issue.

Social media – privacy, transparent, report the facts, mindful of language and stereotypes. I must keep these factors in mind when creating and planning the account.

Tutorial:

As I was filming again this week, I did not attend the lecture. Although my team updated me on the lecture, as well as their process on their projects.

Project Process:

In order to create effective communication within social media, the storyboard for the cultural hub TikTok account will allow students to share their story/experiences, teach others a variety of languages, as well as activities that are well known in their culture.

Week Twelve – Communication, Rhetoric, & Ethics

Project Progress:

Adding the storyboard together, and including a bit of information, regarding the TikToks.

TikTok Storyboard

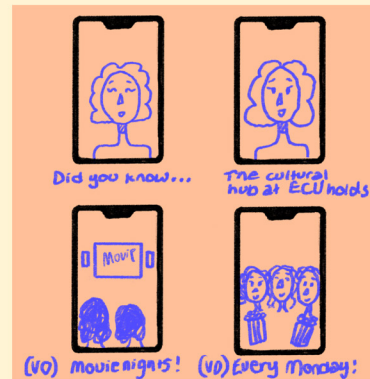


3. Teaching users information - the importance of an Acknowledgement of Country

4. Promoting an event taking place at the Cultural Hub

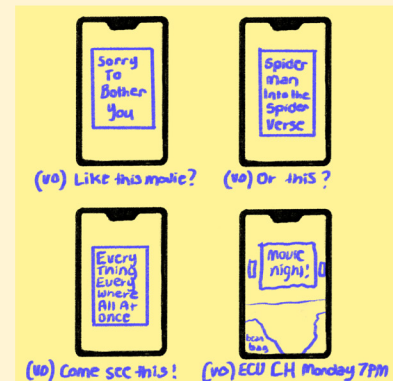


TikTok Storyboard



1. Utilising students to make TikTok's to promote the space & events.

2. Utilising familiar movies to encourage students to attend screenings.

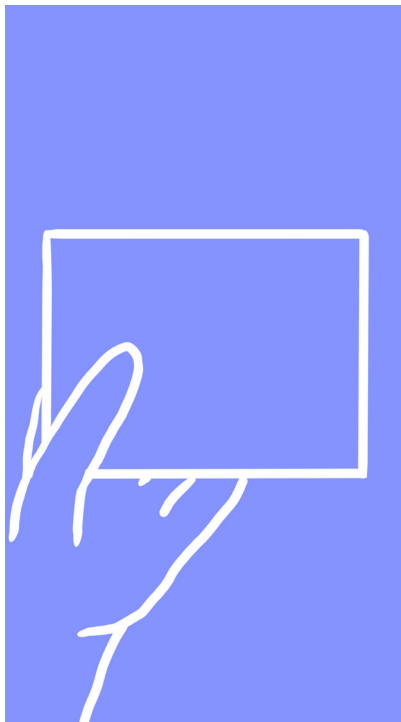


Week Twelve – Communication, Rhetoric, & Ethics

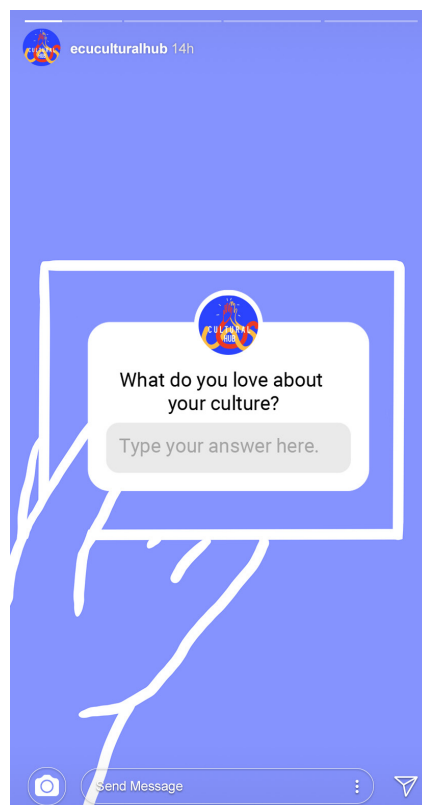
Project Progress:

Inspired by Seth's prompts cards. Encourage discussion within the on-line space.

There will be more interactive stories such as Q+A's and polls.



Draft



Final



Draft

Week Thirteen – Symbolic Interactionism

Lecture Reflection:

Social Interactionism refers to the fact that meaning is constructed based on the person, their context, etc.

The events that we hold must be a variety of different things for different people, such as social events like the picnic, as well as less-social events, like the movie night.

Fourth point of critical design:

Using co- design and participatory design methods to engage public in critical conversations through the practice of architecture, spatial design, services, etc.

Applies to our project, as we intend to co-design with individuals of a particular culture, such as Indigenous Australians students to help create the film night events, Filipino students to help host the game nights, etc. This way, those will learn about a variety of cultures and the importance of them.

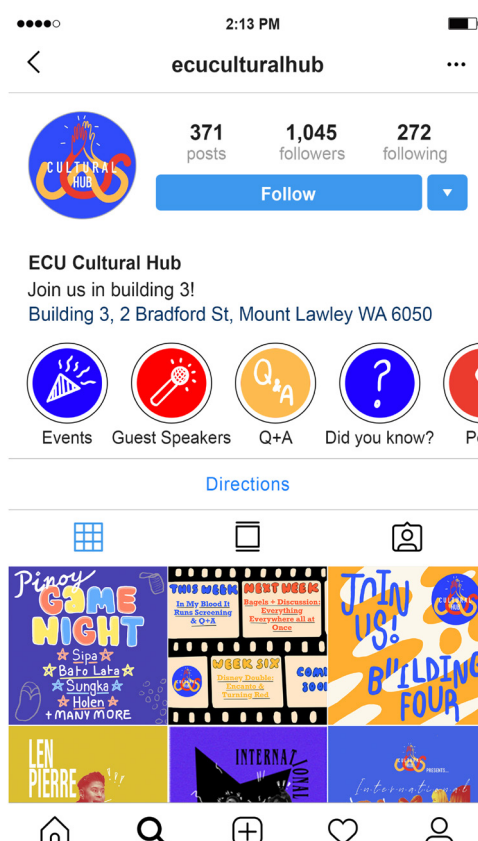
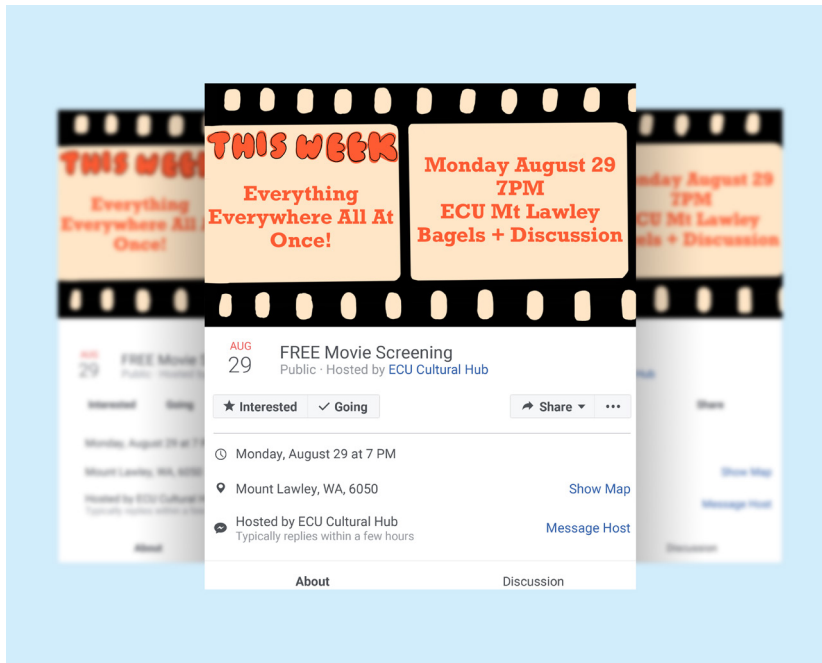
Tutorial:

Our group discussed on the format of the booklet, ensuring we had the same font and heading. I also showed my team the draft mockups, which they liked. Daniela allowed me to include her poster designs in the Instagram page. I will continue to work on the mockups until the day before the due date.

Week Thirteen – Symbolic Interactionism

Project Progress:

Put all my designs onto the mockups - Facebook events, Instagram Page, and Instagram story.



Final Creative Project & Rationale

SOCIAL MEDIA BLANCHE DEARDS (10534719)

Rationale

Interaction is a crucial element of the cultural hub both in-person and online. I have decided to utilize social media platforms to connect those who cannot be on campus, to our Cultural Hub. It will help online students, those who live far away, currently abroad, the uncertainty of COVID, etc.

The goal for the Cultural Hub social media accounts is to share information about students' experiences, learn about a variety of cultures, and learn and discuss the importance of cultural safety. In addition, the accounts will promote the space and events, encouraging staff and students to participate in person.

Experience design priorities understanding users, being empathetic, and authenticity (Anderson, 2017). My intent is to incorporate all these aspects. For each post, I will ensure the language is accessible, include captions to videos, translations in the captions, default fonts in the biography section and avoid acronyms (Horvath, 2013). Although I am not creating an app or website, these ideas are important especially as our target audience and ourselves, will utilize these platforms.

It is important to choose platforms that are accessible, and user friendly (Horvath, 2013) to ensure everyone can use this service. I have decided to choose Facebook as it is accessible on both app and website, and for all demographics. I chose Instagram as it is linked with Facebook, allowing the ability to post on both platforms at the same time. It also is popular with a younger demographic, particularly students, and has interactive tools. Alongside Instagram, I have also chosen TikTok, for a student demographic to both post and view content within the cultural hub. Users can add captions to TikTok's, for those who need captions.

I have utilised a hand-drawn style for both the Instagram and Facebook accounts, to create a sense of approachableness and trust (Jones, 2021), with the familiar ECU colours, which are bright and engaging. I also want to integrate both image and text in a creative way, to grab users' attentions, rather than skip the posts due to the posts being information heavy (Kiess, 2019).

Final Creative Project & Rationale

SOCIAL MEDIA

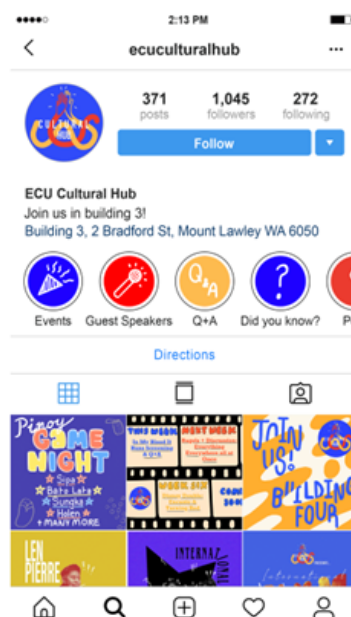
BLANCHE DEARDS (10534719)

Instagram

The Instagram will update students and staff on the events occurring through both posts and stories.

It will also include interaction stories, such as polls, Q+A's and the ability to share information such as in Design 3. This was inspired by Seth's 'prompt cards.'

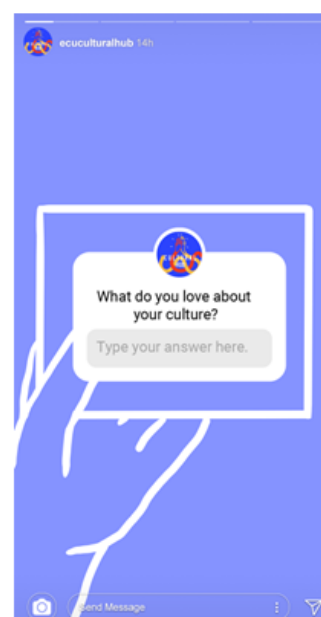
I collaborated with Daniella, posting her advertisement posters on the account. I will also co-design with numerous designers for this page, such as Indigenous Australian students designing posts for Indigenous Australian events.



Design 1.
Unblast (2019).



Design 2.
Anagram Design (2021).



Design 3.
Anagram Design (2021)
& Freepik (n.d.).

Final Creative Project & Rationale

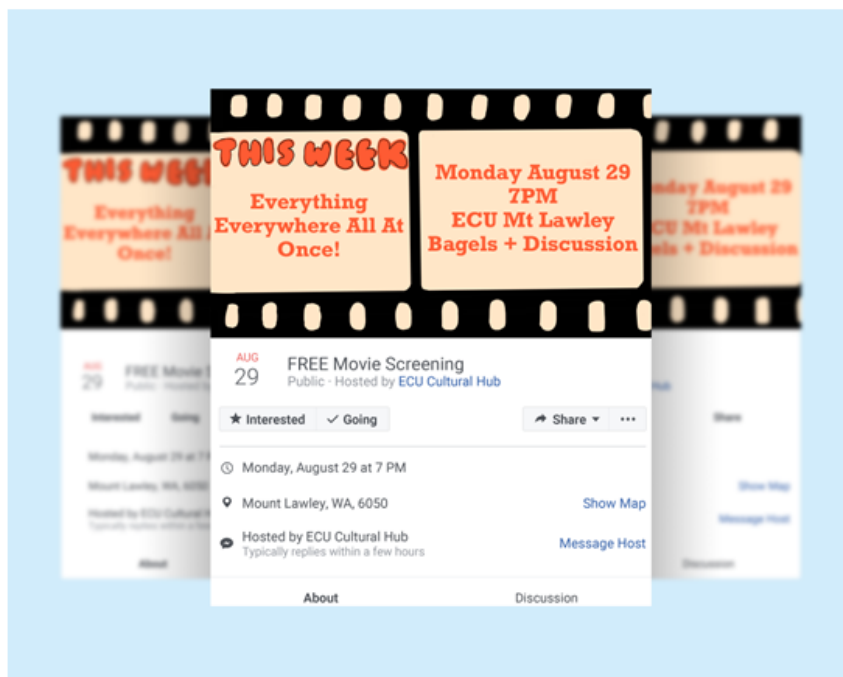
SOCIAL MEDIA BLANCHE DEARDS (10534719)

Facebook

The Facebook account will function the same as the Instagram Page.

However, the Facebook events page will be used to both promote the event and to manage the amount of people attending.

This is an easy way for students and staff to find out what events they would like to attend and set a reminder for them.



Free PSD Templates (2018).

Final Creative Project & Rationale

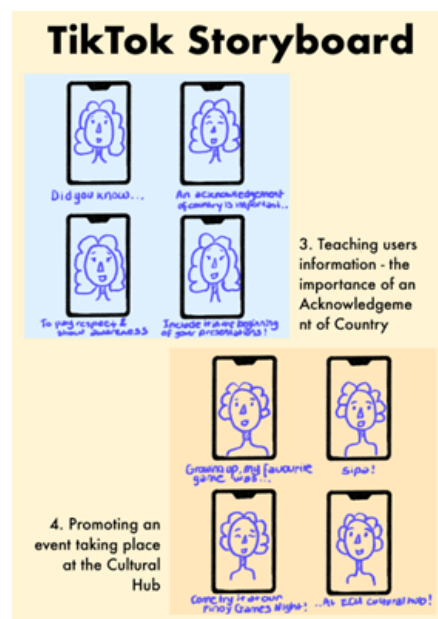
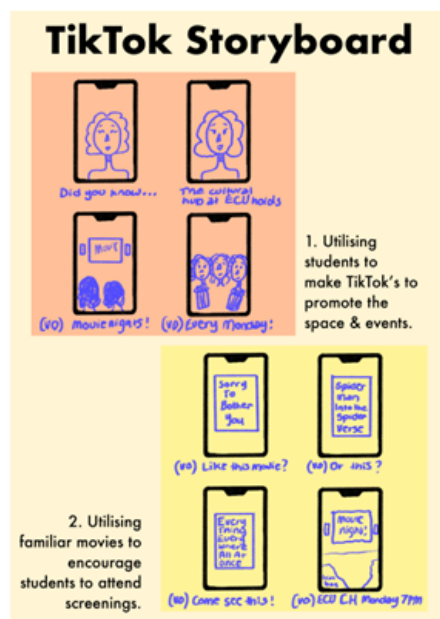
SOCIAL MEDIA BLANCHE DEARDS (10534719)

Tiktok / Instagram Reels

The Cultural Hub's Tiktok will promote the space and allow students to talk about their experiences.

This will allow students to learn about other students, learn about a cultural that is not their own, and teach students how to be culturally safe.

I will collaborate with others to produce content, for example, a Filipino student promoting the Pinoy Game Night, and an Indigenous Australian student explaining the importance of including an Acknowledgement of Country in assignments.



Final Creative Project & Rationale

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Unit Reflection

The lectures for this unit were the most engaging, however there was a bit of a rough start in the beginning, as there was a lot of concern on cultural appropriation, particularly as my group were non-Indigenous. However that was resolved, as we decided on a project that covers all cultures, as well as our own cultures. We also discussed co-designing, which must occur if we are not designing something for a culture that is our own - designing with, and not for.

I found Kelly's lectures engaging, particularly as they were from an advertising perspective. This is highly relevant to my visual and spatial design major, especially as we usually create designs for clients. Having that understanding of advertising is important, as well as being culturally respectful when creating designs.

In contrast to my other major, this unit felt as if it was not made for screen production majors. Particularly as within screen production, my main specialisation is cinematography and art direction. It was quite hard relating the information and project to those subjects, especially as I could not physically create a video advert for something that does not exist. However, I overcame a part of that issue by creating a TikTok storyboard.

All in all, the highlights that I learnt over the course of this unit include, advertising, the audience's wants and needs, their engagement, interaction, representation, as well as the importance of co-designing.

With my project, I did not do everything I wanted to, due to the short time frame. If I had more time I would like to write a storyboard for a TikTok about cross-cultural communication, and write a translation for the TikToks and other social media posts. I also lost all my Procreate files, and could not retrieve them, which had all my drafts for this project, which slowed down the process. Nevertheless, I am proud of my teammates and my effort.