


brightcast

A person with curly hair is holding a Canon camera up to their eye, taking a photo. They are wearing a dark sweater with a pattern of snow globes and a lanyard around their neck. The background is a bookshelf filled with books. The entire image has a yellowish tint.

**How might we
empower high
school students
to re-imagine and
take control of
their educations
during and after
high school?**

Detroit Community
High School Partners
Brie
De'Asia
Journey
Kevin

U-M Partners
Katie Donnelly
Sophie Goldberg
Carolyn Rodgers

brightcast

Change By Design
Fall 2015
Nick Tobier
Elizabeth Vander Veen

To motivate the students to do hard work involved in questioning the strengths and weaknesses of constructed systems, our team created Brightcast, a YouTube channel that encourages high school students to analyze their educations and take action in a positive direction.

Brightcast's theory of change is rooted in the notion that active learning comes from critical thinking and questioning. In our generation, the majority of communal conversation occurs through the uninhibiting screen of the Internet. Whether or not this is a productive trend for the general betterment of society is up for discussion, but regardless of how we feel about the prominence of online culture, we must embrace it in order to harness its powers and use it to our intellectual advantage.

There is a raw and human quality to Internet conversation. Internet users often type or record their thoughts live and upload them to the public without much regard for editing. However, this means that people using the Internet as something of a journal are not considering the potential impact each post holds to gather a following.

Students already use Internet as a place to escape the constraints of structured education systems by pursuing individualized education with the click of a button. Why not extend the public education system into a realm where students already feel comfortable expressing themselves?

Brightcast's goal is to establish a platform for students of all ages and interests to observe, analyze, and adjust their educations through conversation

that is free-form yet well organized. Video is an ideal medium to initiate conversation because, in prompting students to make videos, we are encouraging them to build their video producing skills, a relevant and employable skill.

In conversation with our group members—Brie, Kevin, De'Asia, and Journey—we came across casual mentions of student dissatisfaction on our Thursday visits to Detroit Community High (DCH), in Brightmoor, Detroit. We asked questions with the hope of gathering anecdotes about the students and their struggles within the school system. We learned that DCH has its own distinct strengths and weakness, as all schools do, but decided it would be more beneficial to analyze specific circumstances of one high school, before attempting to understand the wants and needs of all public schools.

We hope that Brightcast will continue to grow beyond this semester. The concepts that the students choose to explore will be based on their personal experiences, but we believe we have prompted them with a specific enough question to continue the discussion surrounding this problem for as long as there are problems with public education. Brie, Kevin, De'Asia, and Journey are well on their way to helping the Internet community understand their personal perspectives and making a positive impact.

We hope their stories reach out to other students, at DCH, in Detroit, and around the world, encouraging other students to share their stories and ideas and connecting. Together, we can activate education everywhere...



context



Problem

Context

Observations

In our first visits to DCH, we had conversations with many different students, and often came across casual mentions of dissatisfaction with school. Some students were concerned about their ability to get into good universities after high school, others were unhappy with certain classes or teachers. As a group, we decided to focus on this problem and continued asking questions with to gather anecdotes about the students and their personal struggles within the school system.

From here we developed the following problem statement to help us focus our efforts:

How might we empower high school students to re-imagine and take control of their educations during and after high school?

Once our final group was formed with Kevin, DeAsia, Journey, and Brie, we gathered even more stories about the students' frustrations with school.

We found through conversation that students feel external pressures that influence their abilities to learn. These pressures include parental expectations, negative peer influences, workloads, financial stresses, and lack of resources.

The way these external pressures conflict with traditional school systems causes unhappiness with the quality of lessons and the school's ability to help further student education and future success.

Gathering conversational, qualitative information led us to research for more concrete and factual information. We found, according to the School Improvement Plan conducted by DCH, that the greater student population's satisfaction is affected by many factors; such as teacher pay, student absences, and tardiness.

Due to budget cuts, stemming from lack of resources and student attendance, teachers are paid less or let go. Thus, classroom become overcrowded, quality of lessons decrease, test scores lower, and students become dissatisfied.

Student attendance can drop when students are physically limited from attending class by weather conditions, lack of transportation, or when students intentionally miss school due to a lack of interest.

We combined these specific opportunities for improvement with the strengths and resources that DCH possesses. This led us to brightcast: Our project aims to help DCH students create a platform to grapple with these dissatisfactions and incite meaningful change.

Five Levers of Social Change Research

Carolyn

1. Bright Spots : An example I enjoy of this is a campaign called "Inglorious Fruits and Vegetables". It took off in Europe last year as a well-designed marketing campaign to discourage food waste by Marcel. To do this, the company Intermarché converted portions of their supermarkets to bins that housed the "ugly" and "deformed" produce that are often disregarded simply because of their unusual shape. These misshapen foods were sold at a discounted rate. This successfully raised awareness to the food waste problem and the new section of fruits and vegetables and sold-out.

2. Data & Insights : Organizations on campus, such as SAPAC, use this lever effectively in regards to data about sexual assault. Especially on college campuses sexual assault is a problem and campus organizations have chalked sidewalks, posted simple flyer and posters, and used social media to make campus life more aware of sexual assault. Hopefully it is making an impact on campus, I'm not sure if there has been any information as to how they affect campus.

3. Policy Shifts : Recently, companies have been changing policies to favor L.G.B.T. equality in order to be more inclusive. Companies like IBM have been supporting right of same-sex couples for years and more recently Walmart C.E.O. Doug McMillon has spoken about anti-discrimination. These policy shifts help decrease discrimination in the workplace and hopefully beyond.

4. Public Perception : Companies, such as AA&T have recently become very involved in preventing teens from texting with driving. For example, the "It Can Wait" campaign gets endorsed by many celebrities that support the cause to influence that teen audience. People even share stories of their car accident to discourage texting and driving.

5. Disruptive Technology : One of my favorite recent design projects has been "Peek Retina" (peekvision.com) that allows doctors to travel and give eye exams from smart phones. So many people go blind every year, yet blindness is mostly preventable. If people had the time and/or resources to go to a doctor, they could avoid vision loss. Peek is a download-able app that works with an extension on the phone's camera to product clear images of the eye. The app can also pull up visuals necessary to give an eye exam.

Sophie

1. Data and Insights : This article is very important to me because it proves that these claims I am making are not simply assumptions or rumors.

Juke - Burger



They are facts based in statistics. And although academic successes are often difficult to accurately measure, these results speak for themselves. The differences we see in test scores, graduation rates, literacy, social skills, and later on, socioeconomic success, demonstrate the unjust reality of the American racially segregated inner city model.

<http://educationnext.org/fixing-detroits-broken-school-system/>

<https://www.apa.org/ed/resources/racial-disparities.pdf>

2. Policy Shifts : President Obama's take on education reform is incomplete, in my opinion. Though the government has increased educational funding to low performance schools, the model remains too focused on test scores and not focused enough on experiential learning. "Race to the Top" doesn't really take into account the advantages and disadvantages that some people are born into and can't escape.

<https://www.whitehouse.gov/issues/education/k-12>

3. Public Perceptions : Polarization can be detrimental to a government. The bipartisan system in the US is keeping our progression slow, almost stagnant. I don't know what to do about this as an individual. I feel like the only people who are listening to my opinions are the people who agree with me already. Organizations like the Union for Contemporary Art in North Omaha, Nebraska, or the Hinterlands and Detroit Soup in Detroit, facilitate conversations between people with different views and upbringings. In my opinion, conversation is the only way to bring about policy change.

4. Disruptive Technology : One strength of the federal education reform plan is the ConnectEd program. Incorporating new technologies into education is important, but it must be done the right way. Like I said, I went to a middle school and a high school with a one-to-one laptop program. Each student had their own computer, with little-to-no instruction or tech support on how to use it. The teachers were not properly trained to use the new technology and often struggled to effectively integrate the tools into their teaching plans. This meant that our computers sometimes became distractions rather than successful tools when teachers didn't know how to best use them.

YouTube is a medium that students often use to educate themselves on culturally relevant issues and subjects, often without realizing that they are learning. We thought we would take advantage of

the cultural power that YouTube has and harness it for our benefit. YouTube gives power to citizens who wouldn't otherwise have a public platform to post their opinions. The program we are proposing wouldn't be distracting from the typical school day: I think it would function best as an after school program in which students use writing, acting, video editing, and other creative practices to critique their schooling experiences, after school.

5. Bright Spots : DCH is an amazing school despite the unequal systematic distributions and allotments to schools in Detroit. All the students I've met so far, both at DCH and Bennett Elementary, have a tremendous passion for their crafts and a grit that, I assume, comes from a life of little daily injustices.

By giving DCH students a place to put their unique ideas without self-consciousness or fear of failing, we give them creative freedom. Creative freedom fosters more creative drive and passion, which is what they need to continue to educate themselves with relevant information, despite the broken system.

Organizations like the Kresge foundation provide funding to schools and individuals! If we become liaisons, listeners, for these young creatives, and help them to understand the complexities of elitism and vocabulary in education, we can break the systems a little bit and help them into the opportunities they deserve.

Katie

Our problem statement is "How might we empower high school students to take control of their education after high school?" We want to do this by compiling the experiences of and resources for the kids of DCH on a YouTube channel. We decided on this problem after noticing that many of the class's older students spoke about their concerns about getting into colleges. Several students complained that their school wasn't very good education-wise and they were concerned they didn't have the right skills for college or for the ACT/SAT. We assumed, based on these conversations, that the school might also not have the best resources for helping the kids explore college options or for preparing students for college applications. As students seemed unhappy with their current education situation, we wanted to be able to help them have more control over their future education decisions. I believe these assumptions come from what we assume of a school district that has fewer resources and finances than the school districts that we grew up in.

The Five Levers of Social Change are in short: 1. Bright Spots, 2. New Data, 3. Public Perception, 4. Policy Changes, and 5. Disruptive Technology.



Multipurpose Still-Life Station

SKILL IS DEVELOPED HOURS AM
AND HOURS OF BEAT ON YOUR

I think these five levers could easily apply to our project. First, Bright Spots, bring attention to an idea in an interesting, interactive, cheap, and replicable way. One of the most well known college preparatory programs is mentioned in the article, KIPP Schools. These schools are public schools in under-served communities that help students become better prepared for college and life after school, and a program that is easily replicable across the country. We want to do something like this by making a YouTube channel, which talks about the problem in an interesting, interactive way, and can be accessed by many and participated in by many. The second lever, new data, talks about how gathering and making data about issues public knowledge can initiate change. We could easily utilize this lever through a YouTube channel by discussing data and statistics relevant to our problem and making them known through that platform. The next lever, public perception, is about changing public opinion on an issue especially through advertising. This is not as much of an issue when it comes to education, at least in my opinion, but there are advertising campaigns for education, especially for alternative higher education like community colleges and online programs. One campaign that I see constantly is for the University of Phoenix, an online university that advertises attempting to get adults, especially parents, to continue their education and be proud of getting an education despite it being in a nontraditional setting. This is harder to do and maybe not a priority for our problem, but could be something to explore. The fourth lever of social change is policy change. This lever could be very influential to our problem as it would be to most any problem. Changing policies and laws would be the most concrete way to solve most any issue. There have been changes in policy in recent years that affect education and inequality in education such as the 2001 No Child Left Behind Act and the 2009 Race to the Top program. These programs, while both having their own flaws, seek to address inequalities and other issues within public school systems. Further legislation specifically addressing college prep resources could assist in finding a solution to our problem. Finally, the fifth lever, disruptive technology, is the most relevant lever to our project. We are almost exclusively using modern technology and social media to address our problem because it is relatable for our intended audience and has great potential to be wide reaching. Through this platform we can also incorporate the other levers effectively and hopefully bring about significant change.

Aspirational Allies

There are many other programs that have addressed

problems in the education system in different ways.

One program, Detroit Future Schools, aims to do something very similar to what we hope to do with Brightcast. Detroit Future Schools is a digital media arts program committed to humanizing schooling in Detroit. The program partners with several schools and facilitates an in-school program and an afterschool program, called the Out-of-School Project. Through these programs DFS uses digital media to encourage students to explore essential questions about their lives and their communities, and empower students to use media to shape their lives. The program aims to aid students in creating media that inserts youth voice into the conversation about the challenges and opportunities facing Detroit's public education system. This is the type of conversation we hope to facilitate with Brightcast.

826michigan is another program that aims to create spaces outside of school for students to have fun, educational experiences. 826 is a program that aims to help students develop their creative writing skills and to help teachers inspire their students to write. Catherine Calabro is the Education Director at 826michigan and was helpful in explaining why educational opportunities outside of the classroom can be important for students. She writes:

When we work with students outside of the classroom in our writing lab or at an after-school club or library, we hope that we create an engaging third space—somewhere new, not home, not school —where they can take risks and try new things with their writing that they may not have been ready to try elsewhere. When our volunteers engage with students and support those students in developing confidence in their writing, the habits of mind they practice and the confidence they develop will serve the students back in the classroom and wherever else they go.

This is the kind of confidence that we hope Brightcast will instill in the students who become involved in it.

Other Aspirational Allies

Jennifer Guerra, Jennifer is a reporter for Michigan Radio's State of Opportunity project. She previously covered arts and culture for the station. Before joining Michigan Radio, Jennifer lived in New York where she was a producer at WFUV, an NPR station in the Bronx.

Laura Mayers, Laura is a Career Coordinator at the U-M School of Education with a BFA in Art & Design from U-M, a member of the American Association for Employment in Education (AAEE). Laura is very passionate about education and believes it is "the key to a student's future".



Digital Collaboration Station

process



De'Asia Working on Her Video

Process

Logomark / Logotype

The Brightcast name combines the Brightmoor name and descriptively bright area, with a term to describe public address or project ideas onto a large society.

The Brightcast visual identity is strong and optimistic, like the voices of the students making a difference in their videos. The logotype is bold enough to grab attention of both students and school administration that will be affected by the channel, yet unique enough to represent the diverse voices coming together to improve education.

Representative of a play icon, the logomark incorporates several play actions facing each other, bouncing around each other, and emulating the directionality of one another. This interaction is what will happen within the channel. Students will start from one place, their feelings toward education, and move toward solutions. Then other students and administration can watch and react to make positive change. It's a cycle that will promote transformation the values of students, administration, and systems worldwide.

Saturated, friendly colors echo the boldness of the typography and playfulness of the mark. The colorful scheme is like the colorful community Brightcast promotes.

Marketing Plans

Our first goal is to get the word out to the DCH population. To do this, we called on our connection to the people who know the students of DCH the best—our partners! We've spent time discussing our marketing plans, presenting our infographic, and asking for our group's advice on what to do next to best spread the word around the school. De'Asia and Journey were excited about the potential role of social media in our campaign to motivate their colleagues. We decided that, since cellphones are banned in school and many social media websites are blocked, we should develop an advertising element that could draw attention outside of the digital world, in the hallways of the school. Each group member designed language for posters to line the hallways in order to familiarize their peers with the YouTube handle @brightcast without distracting from the school day. Our DCH partners all agreed to brainstorm language for a link that they will post on their personal accounts—Facebook, Twitter, Instagram, etc. to get brightcast noticed beyond the walls of the school. Our hope is that by posting in the hallways, and then posting on social media as a reminder, we will pique students' attention and lead them to our channel after school. Kevin also suggested that we try to reserve a spot on the morning announcements over

Logo

brightcast 

Color



Icon



the Public Address system to advertise our project to the entire student population.

Prototypes

We began by prompting our partners at DCH to start thinking about ways they might want to activate their own educations and futures. We've introduced them to concepts of video making and editing to get them familiar with the technologies necessary to have a voice on YouTube.

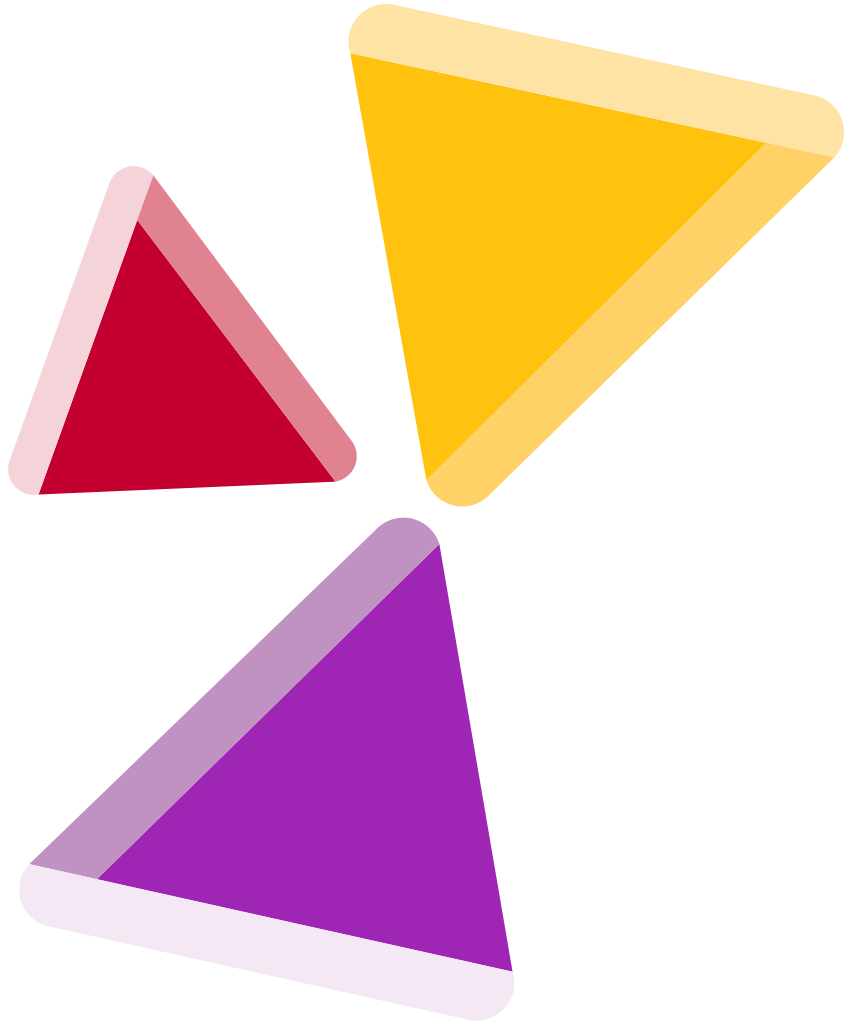
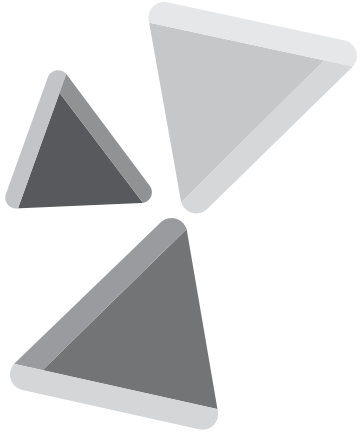
Starting with variations of "Draw My Life" videos, we asked our partners to recall a frustrating moment in school. After storyboarding visuals for their experiences, we filmed their drawing of the stories on white boards. These were sped up into short, thirty second videos to introduce video.

We loved the enthusiasm in their drawings and willingness to talk about school, but hoped they would develop these dissatisfactions, expanding them until they became solutions.

Moving forward, we discussed the idea of making a YouTube channel as a platform for education reform with our partners. We listed examples of video themes and techniques while opening the idea they will make their own videos about education. Everyone truly took their own approach to the video; making poetry, satirical interviews, and documentary style interviews.

We helped our partners with process elements, like test shots, throughout the past couple of weeks, but always verified they created with intention and a productive message for their audience.

The videos are now on the YouTube channel (<https://www.youtube.com/channel/UCuup1pwNenXfQlypDXQ87hQ>) for the public to see and our partners are excited to take over and promote the mission of Brightcast.



Logomark

brightcast ▲▲

brightcast ▲▲▲▲

GT Haptik
black oblique

Logotype

brightcast

How might we empower high school students to re-imagine and take control of their education during and after high school?



External Pressure



Student Dissatisfaction



Teacher Pay



Student Tardiness



Confidence



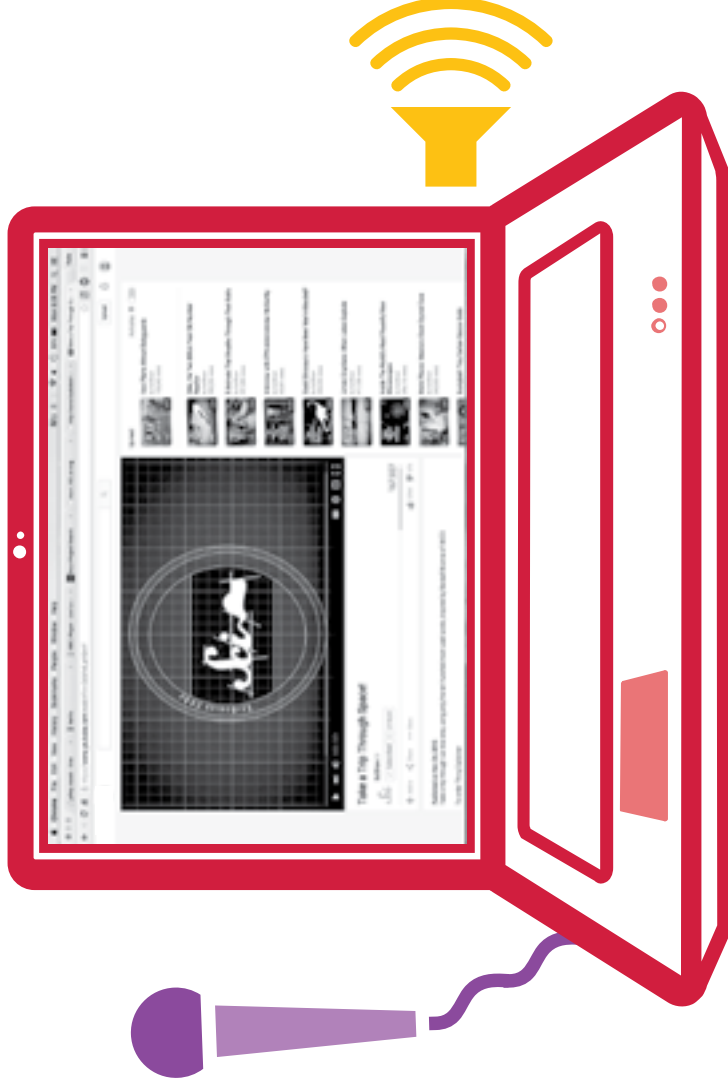
Making Change



Critical Thinking



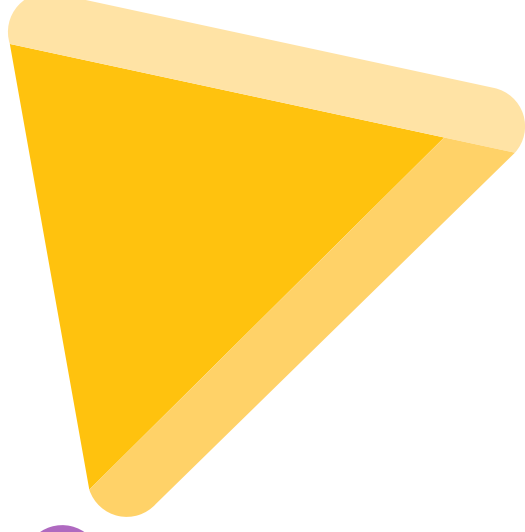
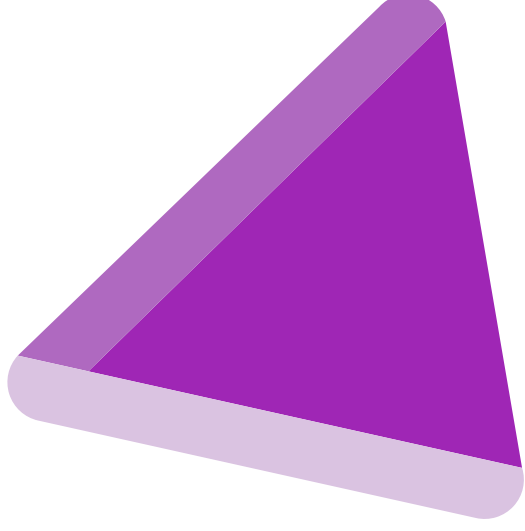
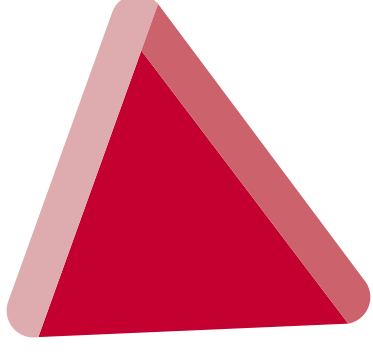
Employable Skills



Infographic

What can
YOU
do for
your
school?

**Come
together
for your
education.**



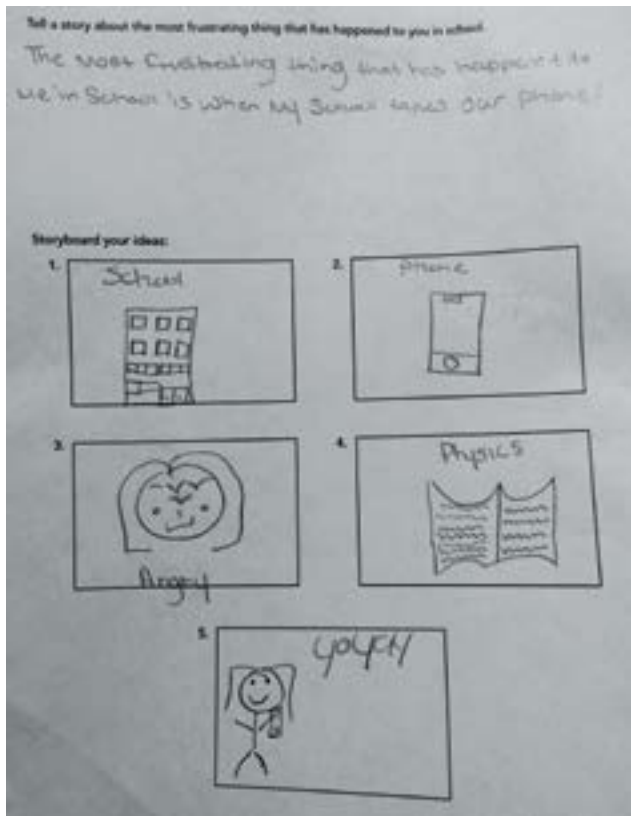
@brightcast
You  Tube

Poster



Make
education
your
happy
place

You  @ **brightcast** 



De'Asia's Story Board



Brie's Story Board



Kevin's Story Board



Kevin's Draw My Life Video

Write a story about the most frustrating thing that has happened to you in school.

Journey's Poem

Storyboard your ideas:

1.

People treat school
like its a game

2.

The same people
treat life the same

3.

Succeed in school, then
your life will change

4.

When your life change
your heart change, if
you hate school and like
life, its equal half love
and half pain

5.

Take control now
and you will eventually
have fame, stay in
school and you will
eventually dodge shame

I know its saying
hard to understand
because its hard
to say, I just
feel life is a remote
and school is a game
you are chose to play.

Business Model Canvas

Brightcast is a non-profit organization that uses its key partners, activities, and resources to benefit its customer segments. Through relationships of direct and indirect co-creation of the YouTube channel and conversations, our goal of empowering students can be reached.

To spread the word about our method of activism in education, our team could partner with established organizations such as Be-Moor Radio (a radio station local to Brightmoor) and the U-M School of Education. These partners could also help with funding and activities in Brightcast.

After the word about Brightcast spreads to the students through our marketing plan, we want to focus on starting change. To initiate this

movement, a Student Activism Committee at the school could act as a bridge between student and administrative voices. The committee could consist of a small panel of student volunteer representatives, who will filter the videos based on their alignment with Brightcast's mission—to reform public education by broadcasting students' voices. Once video information is strong, specific, and developed enough to indicate solutions; one of two students from the committee can connect with a teacher or administration representative. Next, the smaller group could collaborate to realize change. In this process, each part of the school system will be satisfied as a solution-driven ethos is ensured in the Brightcast community.

Impact Goals How might we empower high school students to re-imagine and take control of their educations during and after high school?				
Key Partners DCH DCH Students Jennifer Guerra Be-Moor Radio Detroit Future Schools U-M School of Education	Key Activities Marketing to students and administration Formation of a student activism committee that meets biweekly with administration to facilitate conversation Video workshops Making and uploading videos to the channel	Value Proposition A Platform for conversation / solutions in the form of a YouTube channel A community dedicated to education activism Providing an accessible means to voice opinions Instilling confidence, collaboration, employable skills, social change, and critical thinking	Customer Relationships Direct and indirect interaction Creating community Co-creation Self-service	Customer Segments Students Teachers Administration School systems Parents of students Internet community Education activists
	Key Resources Video camera / equipment Video editing software Internet access Student activism committee Marketing material and publicity		Channels YouTube Social Media Workshops Student activism committee	
Cost Structure Cost-driven. Our only costs are marketing and providing equipment to continue the video-making.			Revenue Streams Nonprofit. Grants, Advertising.	



De'Asia Interviewing Journey



Carolyn Filming Kevin's Test



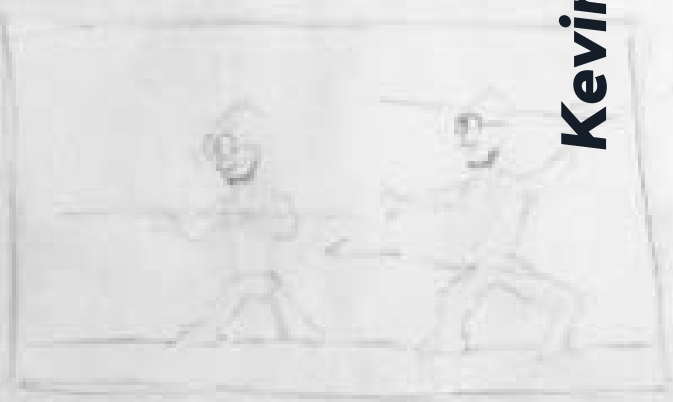
SCENE OF RICK-CHARLIE LOOKING UP AT THE SKY (POSSIBLY IN A BOX) AND - BASED ON THE WEATHER - WILL BE WEARING A TYPE OF FABRIC.



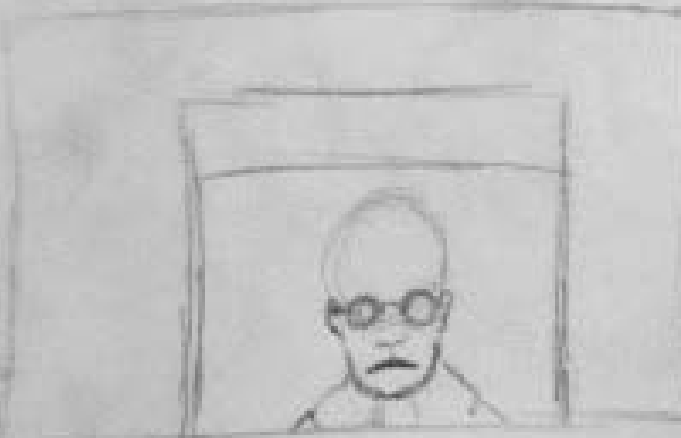
CLOSE-UP OF RICK-CHARLIE (MAYBE) RICK-CHARLIE: I REMEMBER THE FIRST TIME I SHOT AN APOCALYPSE GUN, I WAS THREE YEARS OLD.



CLOSE UP (LOVE.) AND EVER SINCE I BROKE MY ARM, I KNEW I HAD TO TEACH OTHERS THIS SKILL ...



SCENE OF RICK-CHARLIE RICK-CHARLIE: MY NAME IS RICK-CHARLIE... AND I TEACH APOCALYPSE SURVIVAL TO HIGH SCHOOL STUDENTS (JOKEDOVER)



CLOSE UP OF RICK-CHARLIE INTERVIEWER: HOW LONG HAVE YOU BEEN TEACHING THIS CLASS RICK-CHARLIE: EVER SINCE THE GREAT GEORGE BUSH WAS IN OFFICE ... GOOD MAN




SCENE OF RICK-CHARLIE INTERVIEWER: OKAY ... WHAT DO YOU TEACH RICK-CHARLIE: I TEACH BASIC HUNTING SKILLS USING RATS AS GAME. THEY OFTEN COMPLAIN OF SALMONELLA OR A DISEASE. KIDS THESE DAYS NEED TO LEARN HOW TO COOK THEIR GAME.



Stills From Final Videos

De'Asia interviewed students in her class about their education, which came together as a promotional video to spread the word about Brightcast.

A man wearing a tan jacket with colorful patches, a green headband, and glasses is sitting on a brick wall. He is wearing blue pants and blue shoes. The background shows a brick wall and some greenery.

Kevin chose to create a satire story for his video. He created a character named Rick–Charlie who teaches post–apocalyptic training, in place of a gym class at the school. The character emphasizes the blood, sweat, and tears aspect of apocalyptic training, and is a satire on the efficiency of today's physical education curriculum.

Stills From Final Videos

appendix

Appendix

Initial Problem Statement

How might we demonstrate to various communities in Detroit the importance of opening access to the lessons learned from individual experience, in conjunction with creative collaboration?

Initial Presentation to Tuesday Class Members

Group Activity instructions: Draw a simple picture of anything you'd like on the top of the piece of paper; Pass the paper to the person on your right. You will receive a piece of paper with a drawing on it from the person on your left; Describe what is happening in this picture to the best of your ability in the space under the drawing; When you are finished writing your description, fold the paper so that the next person cannot see the previous drawing but CAN see your written description; Pass the paper to the person on your right. You will receive another piece of paper with a description on it from the person on your left; Draw what you think the piece of paper is describing. Pass to your right. Continue with steps 1-6 until everyone in the group has gotten the paper; Unfold the papers and look at the chain of communication/miscommunication you have created as a group!

Our group decided to facilitate a drawing game in order to demonstrate to our class that the knowledge we have is greatly influenced by the information and exposure we are given—circumstances we have very little control over. During our time in Detroit this semester, we all noticed how meaningful our interactions with the high school students seemed to be, and how their distinct skills and interests were so different than our own, and therefore led our first groups to new ideas and models. Our project intends to encourage community members in and around Brightmoor to make the most of the knowledge they/we have gathered from personal experience. We've left our project statement a little on the open ended side, intentionally, because we want to leave room for specificity later on in the semester. In our group meetings, we discussed a few potential forms that this project could take on: We talked about potentially narrowing our project statement from generally concerning creative collaboration to taking on a more specific art form. We found that all three of us group members have dance backgrounds and we noticed that most people, regardless of technical training, have some common cultural roots in music and dance. We are considering dance as our medium for spreading life lessons, although we haven't come up with a concrete model for this idea

yet. We also talked about creating a data base. This database (online or elsewhere) would ask community members to document various times in their lives that taught them important life lessons. We discussed creating a fill-in-the-blank type format, that could later turn into a compilation of life advice. We decided that the fill-in-the-blank model is limiting because it doesn't encourage participants to expand upon the expression of their stories creatively in various mediums. We are still brainstorming to discover the ideal solution to this problem statement, but we are content with the first movements of our conversation! Ultimately, we will want this project to communicate the importance of accessibility, sharing and opportunity in creative practices.

Second Iteration of Problem Statement

How might we empower high school students to take control of their education after high school?

We considered possibly talking about existing college prep programs and brainstorming original, personal anecdotes that highlight meaningful experiences before college in order to help with essay writing prompts. We knew we wanted to get DCH students thinking about their futures and their educations long before we came to the idea of brightcast. Although we were concerned about making assumptions regarding the DCH students and their plans for higher education/post graduation, we wrote out a survey to gather research about the realities at DCH:

How much control do you feel you have over your education now? What do you believe your greatest skills are? What do you believe your greatest weaknesses are? What would you like to know about the college experience? What are some careers you would be interested in pursuing? What challenges/obstacles do you foresee in pursuing your goals after graduation? Do you feel prepared/excited to apply to colleges? What skills do you want to continue using/learning throughout your life? Where do you see yourself working in 5-10 years? In an office? In a studio? In a city? Think big! Who do you see yourself working with? What kinds of skills might you need to build upon to get to this place? Are you currently developing any of these skills at DCH? (This last question quickly became the key to our project)

After Nick and Elizabeth encouraged us to specify our general concept, of future planning and education critique through art, to one specific medium, we realized that we all have relatively strong video editing skills. Our next step was the storyboarding worksheet, which led directly to video/stop motion explorations about education!

