Home

Look around almost any workplace and you'll see texts everywhere: printouts, forms, sticky notes, receipts, and dozens of others. And as more of our time is devoted to manipulating symbols and information, and as digital technologies allow us to connect more easily and broadly across time, space, organizations, and disciplines, we do more and more of our work through texts. These texts form complex ecologies - they are more than the sum of their parts. Such text ecologies tend to grow organically, through the layering of individual workers' innovations and more formal interventions. And they're a big part of what gives knowledge work its flexibility.

But text ecologies tend not to be designed. They accrete through tactical reactions, but rarely do they represent a coherent strategic stance. That is, they're not planned, and thus they often don't scale well; transfer well; lend themselves to being taught; or lend themselves to directed change.

So how do we solve this problem? How do we design text ecologies that are

- strategically, tactically, and operationally coherent?
- stable enough to be shared, but flexible enough to be adaptable?
- oriented toward internal work activities, but well connected with external work?

That's what this class is about.

This site: https://sites.google.com/site/spinuzzi2010su-rhe330c/

Resources site: https://sites.google.com/site/designingtextecologies/

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<tr>
<th>spinuzzi 2010su-rhe330c</th>
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<tbody>
<tr>
<td>Events shown in time zone: Central Time</td>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Wednesday, May 12</td>
<td>Intro to Rhe 330c</td>
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<tr>
<td>Thursday, June 3</td>
<td>Reading: TGT O Ch.1</td>
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<tr>
<td>Friday, June 4</td>
<td>Planning methods</td>
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<tr>
<td>Monday, June 7</td>
<td>Reading: P1 example documents (on course site)</td>
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<tr>
<td>Tuesday, June 8</td>
<td>Undergo the university's online human subjects training (<a href="http://www.utexas.edu/research/rsc/humansubjects/tr">http://www.utexas.edu/research/rsc/humansubjects/tr</a>)</td>
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<tr>
<td>Wednesday, June 9</td>
<td>Bring: Draft of IRB, instruments, consent forms</td>
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<tr>
<td>Thursday, June 10</td>
<td>Preparing for your investigation</td>
</tr>
<tr>
<td>Friday, June 11</td>
<td>Turn in: P1, Undergraduate research form</td>
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Using the university's online human subjects training (http://www.utexas.edu/research/rsc/humansubjects/tr)
Course Policies

Course Policies: RHE 330c, Designing Text Ecologies (Unique # 87500, Summer 1, 2010)

Course Description

Look around almost any workplace and you'll see texts everywhere: printouts, forms, sticky notes, receipts, and dozens of others. And as more of our time is devoted to manipulating symbols and information, and as digital technologies allow us to connect more easily and broadly across time, space, organizations, and disciplines, we do more and more of our work through texts. These texts form complex ecologies - they are more than the sum of their parts. Such text ecologies tend to grow organically, through the layering of individual workers' innovations and more formal interventions. And they're a big part of what gives knowledge work its flexibility. But text ecologies tend not to be designed. They accrete through tactical reactions, but rarely do they represent a coherent strategic stance. That is, they're not planned, and thus they often don't scale well; transfer well; lend themselves to being taught; or lend themselves to directed change.

So how do we solve this problem? How do we design text ecologies that are
- strategically, tactically, and operationally coherent?
- stable enough to be shared, but flexible enough to be adaptable?
- oriented toward internal work activities, but well connected with external work?

That's what this class is about. We'll learn the following:
- The nature of knowledge work, work organization, and the roles of texts in supporting it.
- The three levels of work: strategic, tactical, and operational.
- The basics of open systems.
- The basics of project and time management.
- Methods for researching and analyzing text ecologies in their strategic, tactical, and operational aspects.
- Methods for designing text ecologies in their strategic, tactical, and operational aspects.

Instructor

Clay Spinuzzi, clay.spinuzzi@mail.utexas.edu

Texts

- Spinuzzi, Tracing Genres through Organizations
- Online readings at the course site and in Blackboard

Projects

- **Project 1:** Designing a study of a text ecology at a worksite. 4pp (double spaced) methods statement, justification, and research instruments + undergraduate research form - 20%
- **Project 2:** Conducting the study at the worksite. 6pp (double spaced) interim report plus at least 3pp collateral materials - 35%
- **Project 3:** Analyzing the study results through models and representations. 6pp (double spaced) recommendation report plus at least 5pp collateral materials - 35%
- **Project 4:** Proposed or implemented plan to test redesign. 6pp proposal plus at least 2pp collateral materials - 15%

Class location and hours

MTWThF 10-11:30am in PAR 308

Instructor's office hours

MTWThF 9am-10am and by appointment in PAR 17

Attendance

This class does not have an attendance policy. You're adults and you can decide whether you need to skip a given class. However:
- You will need to attend class in order to discuss concepts and learn assignment details. You will be held accountable for what we cover in class.
- I will take roll for at least the first two weeks to learn names and monitor class enrollment.
- For group projects, you will need to participate with your group in planning, executing, and writing up projects.
- If you are going to be absent, I suggest that you contact me before the absence or as soon as you can after the absence so that you can catch up.

Late Assignments and Drafts

Turn in any assignment -- essays, drafts, etc. -- at the beginning of the class period that they are due. If your Project 1-3 is late, I will lower it one letter grade for each calendar day that it is late. I will not accept late Project 4s, which are due on the last class day. I also will not accept any revisions after the last class day.

Short, out-of-class assignments are not accepted late. You can not make up in-class work.

I do not allow extensions on projects. If your project is not completed by the due date, you may need to decide whether to hand it in late or to hand the incomplete project in on time and revise it once you receive feedback (see below).

Revising Projects

Revision is an important part of writing classes. In this class, you'll be revising your drafts in response to peer review and instructor's comments before you turn in the final draft of each project.

I will also accept revisions for Projects 1-3 that earn a C or lower. You can revise these projects for an improvement of up to a letter grade.
- Revisions will be due one week after you receive feedback on a project.
- I cannot allow revisions for Project 4
- I will not take revisions for papers that earn higher than a C.
- I will not take revisions after the last class day.

Plagiarism and Collaboration

See the Department of Rhetoric and Writing's statement on plagiarism and collusion at http://www.drw.utexas.edu/first-year/writing/plagiarism. Here's what you can do to cover yourself against plagiarism or collusion:
- At any stage of your writing, keep your drafts, notes, papers, and research materials. If a question of plagiarism arises, you'll have a paper trail. (In addition to protecting you in this course, paper trails will also protect you in a variety of other academic, public, and work-related contexts.)
- Don't use editing services. Don't ask anyone, even family or friends, to edit your paper or help you write it. You need to do that work yourself.
- If you need additional help with your writing, contact the University Writing Center, the University of Texas Learning Center (UTLC), Student Judicial Services, or other official University organizations. These organizations are trained to help you without colluding in plagiarism.
- Last but not least, ask me if you have any questions about honesty.

Grading

Class attendance will not be used to determine the grade. However, your participation on group projects will directly bear on your grade for that project.

We will not have a final exam.

Plus/minus grades will be assigned for the final grade.
Email Notification Policy

All students should become familiar with the University's official e-mail student notification policy. It is the student's responsibility to keep the University informed as to changes in his or her e-mail address. Students are expected to check e-mail on a frequent and regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily, but at a minimum, twice per week. The complete text of this policy and instructions for updating your e-mail address are available at [http://www.utexas.edu/its/policies/emailnotify.html](http://www.utexas.edu/its/policies/emailnotify.html).

Special Needs

The University of Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities (SSD), at 471-6259.
Thu Jun 3, 2010

Intro to Rhe 330c
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Introduction to P1
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Fri Jun 4, 2010

Field methods: The problem and the approach
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Finding a site, planning methods
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Reading: TGTO Ch.1
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Mon Jun 7, 2010

Planning methods
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Reading: P1 example documents (on course site)
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Reading: TGTO Ch.2
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Undergo the university's online human subjects training (http://www.utexas.edu/research/rsc/humansubjects/training/)
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Tue Jun 8, 2010

Bring: Draft of IRB
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

workshopping methods
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Wed Jun 9, 2010

Bring: Draft of IRB, instruments, consent forms
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Developing instruments
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Reading: TGTO CH.3
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c
Preparing for your investigation
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Turn in: P1
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Turn in: Undergraduate research form
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Collecting and storing data
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

In class: Mock interviews
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Read: TGTO Ch.4
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

In class: Analyze example field notes for themes
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Managing data; detecting emerging themes in data
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Read: P2 field notes example
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Confirming themes
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

In class: Discuss progress in studies
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Reading: Project 2 report example
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Thinking ahead to the interim report
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Reading: TGTO Ch.5
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

triangulating data
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c
Fri Jun 18, 2010

Bring: Data from investigation
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

In class: Workshop triangulating the data, generating interpretations
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

writing the interim report
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Mon Jun 21, 2010

Bring: Data from investigation
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

In class: Workshop triangulating the data, generating interpretations, identifying quotes and events
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

preparing your data for inspection; anonymizing the data
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Tue Jun 22, 2010

In class: "Tag" data sets
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Wed Jun 23, 2010

Bring: Draft of P2 interim report
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

In class: Workshop P2 drafts
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Thu Jun 24, 2010

Read: TGTO Ch.5
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Reading: Introduction to analytical models (on site)
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Turn in P2: interim report and data
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Fri Jun 25, 2010

In class: Workshop CEMs and GEMs
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Reading: Instructions on CEMs (on site)
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c
Reading: Instructions on GEMs (on site)
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Mon Jun 28, 2010

In class: Workshop STGs and Operations Matrixes
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Read: Instructions on Operations Matrices (on site)
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Read: Instructions on STGs (on site)
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Tue Jun 29, 2010

Read: Instructions on ASDs and ANDs (on site)
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Workshop ASDs and ANDs
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Wed Jun 30, 2010

Read: Examples for P3 (on site)
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Read: Instructions on CDB tables (on site)
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Workshop CDBs; discuss reports
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Thu Jul 1, 2010

Bring: Draft of P3
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

In class: Peer-review P3 reports
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Fri Jul 2, 2010

In class: Workshop concrete solutions
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Introduction to Project 4
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Read: Spinuzzi, The Methodology of Participatory Design (in Blackboard)
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Turn in: P3
Creator: clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c
Mon Jul 5, 2010

- **In class: Discuss techniques**
  - **Creator:** clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

- **In class: workshop concrete solutions**
  - **Creator:** clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

- **Read: Examine techniques on resources site**
  - **Creator:** clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Tue Jul 6, 2010

- **In class: Discuss, workshop outline of proposal**
  - **Creator:** clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Wed Jul 7, 2010

- **Peer-review P4**
  - **Creator:** clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

Thu Jul 8, 2010

- **Class post-mortem**
  - **Creator:** clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

- **Course evaluations**
  - **Creator:** clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c

- **Turn in: P4**
  - **Creator:** clay.spinuzzi@gmail.com for spinuzzi 2010su-rhe330c
Project 1: Designing a study of a text ecology at a worksite (20%)

Approximately 4pp human subjects proposal + consent form + research instruments + student research form

Throughout the semester, you will be studying a specific research site. This site must be a place where people work or function in an organization, loosely speaking.

In Project 1, you will identify a research site, gain permission to do research there, and design a research study. You’ll follow this design as you conduct the study in Project 2 and analyze the results in Project 3.

Step 1: Selecting the Research Site

First, identify 2-4 possible research sites. Sites should meet these criteria:

- You should already have an "in." Think in terms of your own workplace, hangout, club, campus activity, organization, or place of worship, or one in which a friend, mentor, or roommate is involved.
- The site should have some sort of coherent activity. For instance, a workplace or club is oriented toward getting some sort of identifiable goal accomplished. A location (such as the East Mall) will probably not have a coherent activity that ties together everyone who passes through — but a weekly drum circle held at the East Mall might.
- The site’s activity should be frequent enough to study. Don’t select a site at which activity happens only once (such as a yearly meeting).
- The site’s activity should involve texts. After all, the class is called "Designing Text Ecologies." Texts can be as formal as manuals and as informal as sticky notes or sheets of handwritten music.

In the past, students have studied a diverse set of sites: a dentist’s office, a cooperative that makes mead, churches, research labs on campus, student organizations, realtor’s offices, a warehouse, a study hall, housing co-ops, and online services organizations.

Step 2: Getting Permission

Once you’ve identified potential sites, make a contact at each site and try to gain permission to conduct the study.
- Based on what you know about the site, write up a brief description of what you’ll do (your methods) and how it will benefit them (your recommendation report).
- Make contact with the person/people who can approve the study.
- Do not "no" for an answer. Don’t try to guilt or force your way in, because the site may revoke your access at any time. If one site leans toward "no," turn to the next site.

Step 3: Design the Study

As you seek permission, design the study:
- Enroll in the university’s online human subjects training (http://www.utexas.edu/research/rcs/humansubjects/training/)
- Write up the study design in Human Subjects proposal form ("Required proposal format" - http://www.utexas.edu/research/rcs/humansubjects/forms.html). See sample proposals for guidelines.
- Develop research instruments, including at minimum a list of questions to guide your interviews. See the resources page for examples of study proposals and consent forms.

Step 4: Secure Permission for the Study

Now that you have completed the study design and schedule, secure permission for the study. Share the following with your research site representative:
- Human Subjects proposal form
- Consent form

Confirm that you have permission to conduct the study.

Assignment Deliverables

You will turn in the following to me:
- Human Subjects proposal
- Consent forms
Project 2

Project 2: Conducting the study at the worksite (30%)

Approx. 6pp (double spaced) interim report plus at least 3pp collateral materials - 30%

In Project 1, you designed a research study and schedule, and gained permission to conduct the study. Now it's time to put your plan into action.

Conducting the Study

Based on the schedule, begin conducting your study:

- Make sure to make all of your appointments.
- Make sure to involve at least three participants, preferably two or more visits each. Do these early.
- Make sure to collect all the data you promised to collect. If you can't collect it on one day, make another appointment and come back.
- Use proper data collection techniques. You can be exploratory, but don't be sloppy!
- Store and label your data properly. Back up all data.

Writing the Interim Report

During data collection, research sites often appreciate an interim report that lets them know how the research is going. In fact, interim reports are often crucial for maintaining the site's interest and investment in the study.

You'll write an interim report that gives decision-makers at the site the gist of what you're seeing, but at the same time doesn't commit you to a particular analysis and doesn't instigate premature changes in how the site conducts its business. The interim report should contain the following:

- Basic description of the project and methods, with disclaimer
- General description of current findings
- Reminder of schedule and analysis procedures

See the sample interim report at the Resources site.

Generating Collateral Materials

For this assignment, your collateral materials will be all products of your data collection. These should include all results of all the data collection techniques you listed in your Project 1. Usually these products include:

- Field notes
- Transcribed interviews
- Photos or scans of artifacts

Depending on your research techniques, they might also include

- Data logs
- Sketches of the workplace
- Sketches or cartoons that interviewees generate during interviews

Resources

For notes on coding data and taking field notes, see the resources site.

Assignment Deliverables

You will turn in the following at the end of Project 2:

- Interim report
- Collateral materials, sanitized to protect participants' anonymity

Turn in all deliverables by sharing them with me in Google Docs (clay.spinuzzi@gmail.com).
Project 3: Analyzing the study results through models and representations

Approx. 6pp (double spaced) recommendation report plus at least 5pp collateral materials - 35%

In Project 2, you collected data and turned in an interim report. Now it's time to analyze the data and turn in a recommendation report based on the analysis.

Analyzing the Data

Analyzing qualitative data goes beyond “eyeballing” it: you should review the data on different levels, using different analytical tools, in order to see what's going on at different levels of activity and in order to confirm or disconfirm your initial impressions.

You'll use the following analytical tools to generate various understandings of the data you collected:

- Activity System Diagram (ASD) and (optionally) Activity Network Diagram (AND)
- Communicative Event Model (CEM)
- Genre Ecology Model (GEM)
- Sociotechnical Graph (STG)
- Operational Matrix or Graph
- Contradictions-Discoordinations-Breakdowns (CDB) tables

Examples of each analytical tool are in the readings, and worksheets and instructions are at our resources site; we’ll go over each in class and workshop your analysis.

Generating Findings

Once you've analyzed the data, you must tie them all together to determine what they mean. Are people having trouble with understanding or using a particular text? Are they substituting other texts for it? Is the problem that they all have a different sense of their activity? Or are they at cross-purposes?

To generate findings, look for the following two extremes:

- Instances in which everyone seems to have trouble
- Instances in which no one seems to have trouble

Look across analytical tools, particularly at the CDB tables, to spot points at which issues or problems cluster.

Generating Recommendations

To generate recommendations, start with the CDB tables; each table represents a finding.

Once you've identified findings, think in terms of how you might be able to positively change work by introducing new (or revised) texts (or practices) into the site. Generate targeted recommendations for changing work. Develop a convincing causal argument for each recommendation, showing from the findings and analyses that it will positively affect the work.

Resources

For information on each of the models, see the resources page.

Assignment Deliverables

You will turn in the following at the end of Project 3:

- A recommendation report
- The collateral materials, either embedded in the report or in an appendix

Turn in all deliverables by sharing them with me in Google Docs (clay.spinuzzi@gmail.com)
Project 4

Project 4: Proposed plan to test redesign.

Approx. 3pp proposal plus at least 2pp collateral materials - 15%

Now that you have diagnosed issues at the research site and generated recommendations for addressing them, it’s time to turn those abstract recommendations into concrete solutions. You’ll use one or more participatory design techniques for developing an early-stage testable solution.

Developing an Early-Stage Testable Solution

Select one or more of your recommendations from Project 3. Using one of the participatory design techniques below, develop a concrete testable solution and a plan to test it with participants.

- Paper prototyping
- Cooperative prototyping
- Organizational games
- Role-playing games
- Organizational toolkits
- Future workshops
- Storyboarding
- Workflow models and interpretation sessions

I suggest selecting a technique based on the general recommendations, since each technique is geared toward different solutions (see table).

<table>
<thead>
<tr>
<th>Systemic Issue</th>
<th>Technique</th>
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<tbody>
<tr>
<td>Tool(s)</td>
<td>Paper prototyping (for envisioning new tools in use)</td>
</tr>
<tr>
<td></td>
<td>Cooperative prototyping (for envisioning new tools in use)</td>
</tr>
<tr>
<td></td>
<td>Storyboarding (for envisioning how new tools change workflow and cooperation)</td>
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<td></td>
<td>Workflow models and interpretation sessions</td>
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<tr>
<td>Organization</td>
<td>Organizational games (for testing new organizational arrangements and workflows)</td>
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<tr>
<td></td>
<td>Card sorting (for generating categories)</td>
</tr>
<tr>
<td></td>
<td>Role-playing games (for trying out new social roles)</td>
</tr>
<tr>
<td></td>
<td>Organizational toolkits (for examining new workflows)</td>
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<tr>
<td></td>
<td>Workflow models and interpretation sessions</td>
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<tr>
<td>Activity/Purpose</td>
<td>Future workshops (for planning new activities)</td>
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<td></td>
<td>Workflow models and interpretation sessions</td>
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Due to our short schedule, you don’t need to actually test the solution. However, if you find that you do have the time, you can execute your methodology for extra credit.

Assignment Deliverables

You will turn in the following at the end of Project 4:

- A proposal that explains why you selected this solution and how you would test it.
- The testable solution, either embedded in the report or in an appendix.
- If you do test it, any concrete results from participatory design (such as paper prototypes annotated by users or photos/videos of organizational games sessions).

Turn in all deliverables by sharing them with me in Google Docs (clay.spinuzzi@gmail.com)