Welcome you to this workshop on Professional websites

I’m JM: teach in English Department 
also Dean’s Fellow for Media and Design working with Library’s Emerging Literacies Initiative and Engaged Cornell, helping faculty and students share their research with different audiences

Knowledge Matters is the brainchild of a faculty group that wanted to help colleagues communicate their research more effectively to different audiences, and also support the integration of transmedia knowledge into teaching and engaged scholarship

Each semester there will be two focused workshops which will teach you a total of four media genres, followed by an open workshop where you’ll have support to work on your projects and then a public showcase where you can

Today’s workshop will :

Examine reasons why you should translating your knowledge across offer media forms

Explore some of the different genres of transmedia knowledge that we’ll focus on in our workshops

And give you some hands-on experience working in a particular form, that of the professional website: Amy Cheatle of the Center for Teaching Innovation will get us building those sites in the second half of today’s workshop

- Why transmediate your knowledge?
- What are some different media genres, e.g. Pecha Kuchas?
- How to start working in transmedia knowledge?
Transmedia knowledge is knowledge created and communicated across a variety of media forms: books, presentations, videos, installations, posters, websites, etc.

Start by defining “transmedia knowledge”

also called transmedia scholarship, transmedia storytelling

examples of transmedia knowledge that you already create are include papers and presentations;

some of you already have prof’l websites, videos, audio recordings or other media: you can start thinking of these as transmedia knowledge!

Why transmediate your knowledge?

• New audiences: community members, nonspecialist peers, funders, alumni, general public
• New ways of making arguments: inductive, deductive, abductive, conductive (associative)
• New evidence tracks: beyond textual: data, visual, aural, interactive, immersive
• Co-creation of knowledge: communities, research collaborators, patients
• Produce impact: communicate discoveries, change perceptions, inform policies, heighten funding, enhance treatment, improve and save lives

Transmediate knowledge helps bring your research to new audiences

Also can produce new arguments

and new evidence tracks

transmedia knowledge offers the ability to co-create and share knowledge and experiences between key stakeholders.

TM can help produce big impact: discoveries, change perceptions, inform policies, increase funding, enhance treatments and save lives

THIS IS WHY TRANSMEDIA KNOWLEDGE MATTERS: it produces different impacts on different audiences through different media
I like to approach transmedia knowledge in terms of different media genres that I call “smart media”

SMART MEDIA are emerging scholarly genres that supplement the traditional forms of books and articles

examples of “smart media” include Pecha Kuchas, vlogs, info comics, and professional websites

as the Scholarly Communication Institute points out, this emergence of new genres entails a shift in the ecology of scholarship, the relationship between knowledge producers, publishers, libraries, and end-users: in general, end-users have become more powerful and demand greater access to knowledge in different forms, while producers, publishers,

Transmedia knowledge and smart media are mashups of expert and common knowledge, whose opposition informs the Platonic roots of Western culture and our academy

Now expert & common knowledge, what Plato called episteme and doxa, are different ways of organizing thought and approaching the world

Plato opposed the ideal forms and logic of literate philosophy to the heroic images and mythic stories of the oral, Homeric world:

For Plato, mimesis was a drug or pharmakon that he battled with a stronger drug: dialectics: we find this term pharmakon in *The Phaedreus*

Homer’s mimetic enchantment might produce doxa or common
Recent story in the Chronicle of Higher Education about a rap dissertation by AD Carson, a Communications grad student at Clemson

NOT a dissertation ON rap but IN rap:

Turns out that cancer researchers are also rapping!

Nat Harris, Illawarra Health & Medical Research Institute, University of Wollongong (Australia)

So we see close connection between knowledge and drugs: Plato also called writing a pharmakon: like digital media, its both remedy and poison, producing good and bad effects

I’m pretty sure this research rap is used to recruit grad students into that lab: it showcases cutting edge research in cutting edge media form.

Pecha Kucha is a presentation genre whose FORM is based on slide show, similar to PPT

yet has strict, specific structure: 20 x 20 : can be created in PPT or Keynote SOFTWARE

like dom PPT form, based on slides: but images rather than bulleted text:

image track: demonstrate, illustrate, exemplify, contextualize, metaphorize, satiricize....

in pure form: 20 slides, 20 seconds each: run automatically and speaker must write tight script and rehearse to hit marks: about 2 sentences per slide

school children, grad students, deans can create PKs: faculty can too!

PK starting to be used at conferences and community events: show you an example
This video is itself transmedia knowledge: I presented it at an Performance Studies international conference this summer in Hamburg.

It provides a overview of the pedagogy I’ve developed to teach students transmedia knowledge making and collaborative problem-solving.

SHOW VIDEO

This Pecha Kucha uses still and moving images, text and voiceover, as well as music and transitions: it was created in Keynote and recorded in my home: it bends the rules of 20x20: which is OK

it now resides as a video on the Vimeo website: any PPT or Keynote presentation can be recorded and saved as a video: we’ll learn about this in the next workshop

First design frame: CAT

I developed this in own teaching: resonates with others I’ve seen at media and design confs

**concept:** arguments, examples, expressive content or simply “CONTENT”

**aesthetic:** look and feel, structure, sense of audience, genre: how appropriate/surprising is the form and style, given

**technical:** tools, soft and hardware, micro aesthetics, functionality, clean code,

C:  paper: arguments and evidence, perhaps some stories
A:  clarity and coherence, 11x8.5 white paper, 12 pt black font:  
T:  MS Word,
Vlogs are video blogs, and while YouTube has generated entertaining stars such as the “Vlog Brothers,” vlogs have started to enter into graduate schools, as well.

Bob’s Biomedicine class brought together young cancer researchers and members of the Cancer Resource Center of the Finger Lakes. The vlog assignment helped the students learn to communicate their research to non-specialists in a compelling, informative way.

This 3 1/2 minute vlog was created by grad student Kristel Yee Mon after taking a workshop I taught in Bob’s class

PLAY VIDEO

Let’s use the CAT frame to describe what’s going on here

Design Frame 2: UX (User Experience)

- **Experience design**: cognitive, affective, and visceral impact on user (tutor art: theater)
- **Information architecture**: structure of information and experience (tutor art: architecture)
- **Information design**: look and feel of individual moments (tutor art: graphic design)

2nd eval framework: UX from user-centered hci, interface design:

- (xD): cognitive, affective, and visceral impact on user (tutor art: theater)
- (iA): structure of information and thus user’s experience (tutor art: architecture)
- (iD): look and feel of individual moments (tutor art: cinematography)

WHAT IS XD of Kristel’s vlog? what feelings does it evoke? compassion, enlightenment, …

What is AI or structure? WHY WHAT HOW why research important, what are key issues, how to improve situation
The Aboriginal Health Network helped develop this comic to encourage young mothers to seek out prenatal healthcare.

The genre is called “graphic stories,” or more specifically “graphic pathologies” because they deal with certain medical conditions.

This graphic story was produced by the local community, media artists, and government health services.

In this story, a pregnant Aboriginal teenager about to drink a beer suddenly meets a single mom and child at a neighborhood party.

The woman leads the teenager away from the party and then talks to her about prenatal healthcare.

What’s XD? Informal learning; identification with a protagonist, sympathy.
Some healthcare professionals—especially those working in public health, with young people, or with non-native speakers—have begun to use graphic stories for patient care and education. One reason this practice is not more widespread is probably because most doctors have not considered its merits. We believe that graphic stories have an important role in patient care, medical education, and the social critique of the medical profession. What follows is an introduction to graphic stories, with some examples of what they are, how and why they work, and how they can enhance teaching and patient care.

Evolution of a medium

Comics have evolved over the past 100 years and are now viewed as a legitimate form of literature. Graphic stories are prominent in bookstores, film, and television, having expanded their audience beyond young people to include serious-minded adults keen to learn more about myriad weighty issues ranging from philosophy to political revolutions.

Recently, a distinctive sub-genre of graphic stories that we call graphic pathographies—illness narratives in graphic form—has emerged to fill a niche for patients and doctors. These graphic pathographies can be helpful to patients wanting to learn more about their illness and find a community of similarly affected people. Graphic pathographies also provide doctors with new insights into the personal experience of illness (especially regarding concerns patients might not mention in a clinical setting) and misconceptions about disease and treatment that could affect compliance and prognosis.

Graphic pathographies depicting cancer

Among the most compelling examples of graphic pathography in the past few years are Cancer Vixen and Mom's Cancer. Though both chronicle real people's experiences, they have different intended audiences and publication histories. Cancer Vixen is the story of the cartoonist Marisa Acocella Marchetto's personal experience with breast cancer. Editors at Glamour commissioned Cancer Vixen and promoted it as a bestseller with “attitude,” targeting a specific readership of fashion-conscious, affluent, female urbanites in early to mid-adulthood.

Mom's Cancer, by Brian Fies, had a more modest beginning. Written from the caregiver's point of view and serialised on the internet, it documents his mother's metastatic lung cancer. The story was so popular that it won an Eisner award for best digital comic in 2005 and was published as a book in 2006.

Juxtaposing text and image

Although graphic pathographies are often thematically similar to standard textual accounts of illness, their powerful visual messages convey immediate visceral understanding in ways that conventional texts cannot. An excellent example of this advantage is evident when Marchetto and her mother visit her doctor just before he does a biopsy on the mass in her breast (fig 1). Throughout the book Marchetto provides context in lime green narrative boxes that supplement the characters' text bubble dialogue. Here, the lower text box explains an important milestone.

Graphic Medicine:

smart media genres allow specialized knowledge to recontextualized for non specialized, end-users;

healthcare patients and their families

arguments and evidence broken apart and put in narrative framework and contexts much closer to home and distant from laboratories, clinics and hospitals

knowledge is narrativized, put into everyday scenarios with characters with names who interact and discuss medical issues

Image track crucial: de-objectifies patients and gives them a face, a body, expressions: also see everyday life environments

Research Comics:

Research Questions into Quests

Theory comix:

here is one created by an undergrad student at Madison:

research question: what’s the relation between your physical and digital identities?

becomes quest to find your “data body”

use of photos, cartoons, documents, characters: snoopy, moles
Comic Life interface

• pages with windows
• fill windows with images you collect online or from camera
• can apply filters to images to make them different or have same look and feel
• add text bubbles and fill with dialogue
• Free 30-day trial with Comic Life: but program is only $30 Mac or PC:

I’m helping Marianne Krasny teach Comic Life to undergrad TAs who’ll then teach it in an online MOOC on sustainability education, reaching potentially thousands of instructors worldwide;

OK: NOW we’re going to move fully into the HOW section of today’s workshop:

PROFESSIONAL WEBSITES are the fourth media genre I’ll discuss and the first one you’ll work in:

BEFORE we start getting our hands dirty, however: DO YOU HAVE QUESTIONS OR COMMENTS about the Knowledge Matters workshop or transmedia knowledge or anything else I’ve discussed??
Professional Websites

Why create a professional website?

- **Create a home for your self and your research:** collect and curate your bio, cv, writing samples, media projects, syllabi in one place
- **Professional development:** presenting yourself online can be a key asset for research profile and advancement
- **Reach new audiences:** nonspecialist peers, funders, general public, friends: connect to social media
- **A home wherever you go:** your website is yours wherever your career takes you

Create a home for your self and your research: collect and curate your bio, cv, writing samples, syllabi, and media projects in one place

Professional development: presenting yourself online is a key asset for employment and advancement

Reach new audiences: nonspecialist peers, funders, general public, friends: connect to social media

Stability as you move one: your website is yours wherever your career takes you
Elements of professional websites

- Photo and bio or research statement
- CV or resume
- Publications, media, writing samples
- Teaching philosophy and syllabi
- Contact info: address, email, url, social media

Designing your professional website

- Who are your audiences and what experience do you want them to have?
- What content do you have and how can you best structure it? Do you need to create more content?
- What aesthetic can help you engage your audiences?
- What tools can you use to make your site?
- Where will you host it and how will you publicize it?
Hand-on workshop

Jon McKenzie • jvm62 • labster8.net
Dean's Fellow for Media and Design
Visiting Professor of English
College of Arts and Sciences

Design Exercise: Start a Professional Website

Using pencil and paper and then WordPress or another website or blogging tool, design and begin a professional website.

Researchers use professional websites to gather, contextualize, and share their research with peers, colleagues from other fields, the general public, and potential employers and funding agencies. It is often useful to research and create a plan for your website, listing its intended audiences, the content you'd like it to contain, and the type of experiences you hope the site will produce (it could simply inform peers but it could also engage a wide range of audiences).

Then gather your content and group it according to project, category, type of media, or theme: this can help you see possible ways of structuring your site. Or, alternatively, sketching the architecture can help you organize the content. Explore other sites can help you decide on possible look and feel.

Think of your website as the meeting place or interface between your audiences and your professional work and self, with your homepage providing both the first impression and the entrance into your work. The homepage can set expectations and guide the visitor's overall experience.

Once you have a good idea of your audience(s), your content, your structure, and your look and feel, use WordPress to begin building your site. Explore different themes and customizing them to build the architecture and information design that will produce the type of experience you're hoping your visitors will have.

While you can format pages for your cv, writing samples, or conference presentations, it wise also to convert these to pdf format and enable visitors to download them (rather than providing Word or PPT files). Also, provide contact information and links to email and social media accounts. Use Search Engine Optimization (SEO) to enable others to find your site more easily, and be sure to use backup features or plug-ins so that you won't lose your site should trouble arise.

WORKSHOP

hand out

Hand-out: Start a Professional Website

collect content and explore how to organize it: sketch IA