

UNIV 218R - Designing the London Experience--Winter 2023

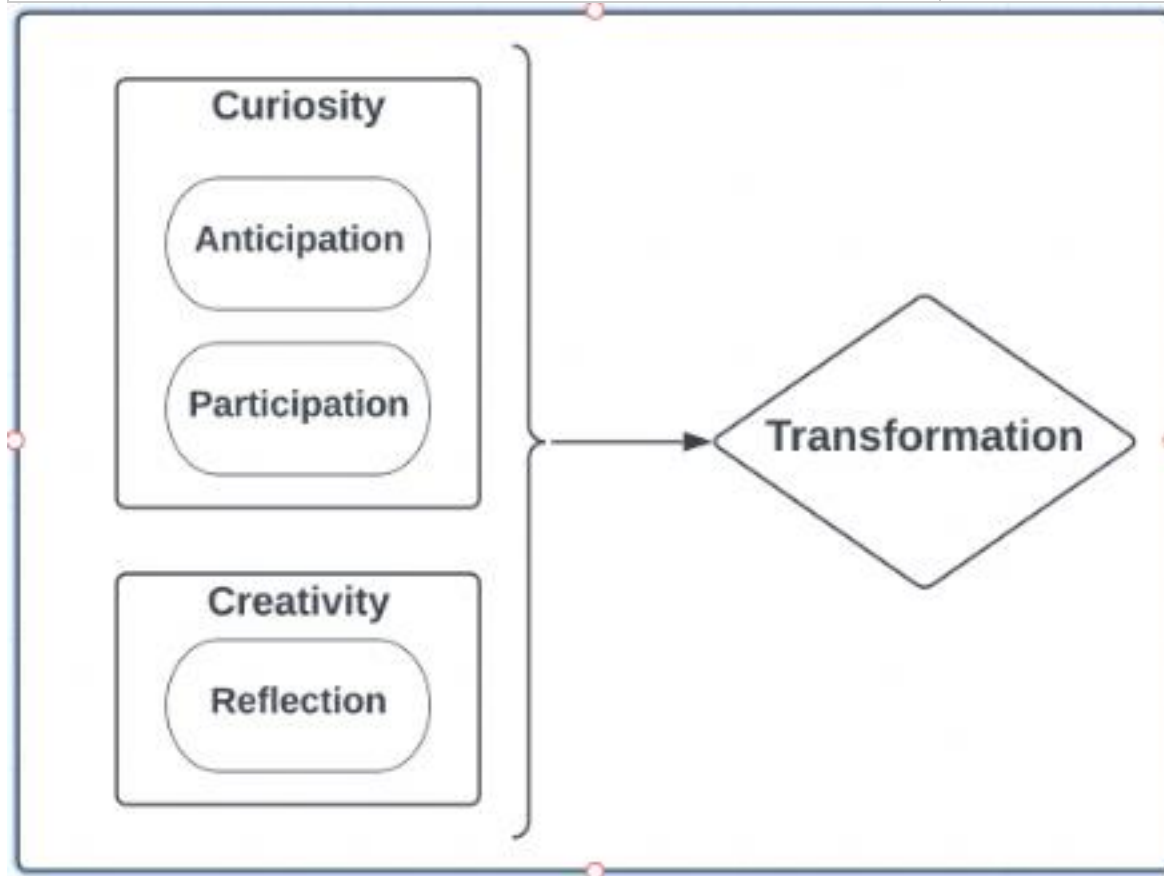
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Course Description

Transformative Learning Outcomes	Experiential Learning Competencies
Curiosity: a mode of engaging with the world that grows out of a deep realization that our current understandings of and assumptions about the world are incomplete and inadequate—a realization that keeps us perpetually open to "thinking again"	ANTICIPATE: the ability to intentionally prepare for an experience in ways that positively enhance engagement during the participation phase. ○ Introspection: the ability to identify and critically consider the specific ways in which one's personal and cultural expectations might shape one's experiences ○ Planning: the ability to imagine what future experiences might be like through research, dialogue, and imagination, and to intentionally craft one's approach to these experiences ○ Empathy: the ability to understand and value how other individuals might perceive and value experiences by listening to their stories PARTICIPATE: the ability to fully direct one's attention toward the elements of an experience to facilitate undistracted engagement for sustained periods during an experience ○ Engagement: the ability to engage intellectually, socially, and emotionally with the various dimensions of an experience and to connect multidimensional experiences to one's identity, interests, and attitudes ○ Openness: the ability to perceive and consider new ideas, perspectives, and emotions during an experience ○ Flexibility: the ability to adjust one's behavior and attitudes as one encounters unexpected aspects of an experience
Creativity: the capacity to construct and share new ways of understanding the world that account for more complexity and nuance than our previous understandings	REFLECT: the ability to intentionally reflect upon experiences to curate experiential memories, thereby increasing the likelihood that memorable experiences become meaningful and even transformative ○ Constraints: the ability to identify and use constraints to more effectively

generate new insights

- **Integration:** the ability to make connections between experiential memories and aspects of one's identity, and to foresee the ways in which past experiences will influence future choices
- **Pattern Recognition:** the ability to identify similarities among experiences and to make abstract conclusions based upon those similarities
- **Storytelling:** the ability to articulate a narrative to oneself and others about the ways in which experiences have shaped one's decisions, ambitions, or identity



Assignment Descriptions

Anticipatory London Culture Package

Jan

13

Due: Friday, Jan 13 at 11:59 pm

Based upon the needs that you have identified for yourself (through the My London Story assignments and learning activities from our prep course), please put together a collection of cultural resources that you engage with during the break that will prepare you for some of the experiences you will have on our program.

- Prior to selecting your cultural texts, share your needs with someone who knows you (a friend, family member, roommate, former mission companion) and have a conversation with that person(s) about your needs. Do they have any insights that might help you refine your needs?
- Watch 2 new-to-you London/British films or television series that engage in some way with the needs you will be bringing with you to London
- Listen to 3 new-to-you podcasts episodes about London/British history, culture, politics, or lives that connect to your needs in some way.
- Listen to 1 new-to-you musician (from London/UK) whose work wrestles with one or more of the personal needs you have identified
- Read (or listen to via audiobook) London/British literature (short stories, poetry, drama, novels, literary nonfiction) that engages in some way with the needs you will be bringing with you to London; we will leave the amount of literature you read up to you

You are welcome to find your way to these cultural resources in whatever way you'd like. But I have somewhat haphazardly been putting together a list of [London literature/film/television](#) for the past few years. Please note that I have not seen or read everything on this list; I cannot vouch for the quality of all of these titles. Many of the sources are here because I came across them on someone else's list of London literature/film/television. But this document may, at the very least, provide you with a starting place. [The Guardian](#) is another great resource for cultural tips that you might consider consulting in your search for relevant cultural resources.

Before arriving in London, tell us what you learned through this anticipatory work. How did these cultural sources activate your curiosity by helping you think about your needs differently? What did you learn from these cultural sources about how

you might practice creativity in London in your efforts to address your needs? Did these sources provide you with any additional ideas about experiences that you would like to have while in London?

We are not looking for a culture report—we do not need to know the plots of the films you watched or stories you read—but are instead interested in the ways that your engagement with London/British culture changed the way you think about your needs and how you might address them. Your response should be somewhere in the range of 1-2 pages of single-spaced writing. Don't worry too much about the organization or the quality of the writing; it should be easy for us to read and comprehend, but we are more interested in the quality of thinking than we are in the quality of the writing.

Prep Log #1

Jan

16

Due: Monday, Jan 16 at 9:30 am

Prep Log #2

Jan

17

Due: Tuesday, Jan 17 at 9:30 am

Prep Log #3

Jan

18

Due: Wednesday, Jan 18 at 9:30 am

Showman Reflection

Jan

19

Due: Thursday, Jan 19 at 9:30 am

Prep Log #4

Jan
19

Due: Thursday, Jan 19 at 9:30 am

Design & Gender Reflection

Jan
19

Due: Thursday, Jan 19 at 11:59 pm

Week 1 Reflection

Jan
22

Due: Sunday, Jan 22 at 11:59 pm

Prep Log #5

Jan
23

Due: Monday, Jan 23 at 9:30 am

Arrival Day Design Sprint

Jan
23

Due: Monday, Jan 23 at 11:59 pm

We'd like you to share some thoughts about what you learned from going through the design sprint today. Please respond to some of the following questions in your post:

- What parts of the process were hardest/easiest for you?
- Which parts had the biggest impact on the overall process for you?
- If you were to do this again what would you do differently?

- How did you feel about your final prototype and why?
- What did you learn from the testing process?

Design Sprint Prototype (Group)

Jan

23

Due: Monday, Jan 23 at 11:59 pm

As a group, please articulate the following:

- 1) The need that you are trying to address
- 2) The particular solution you developed to address that need
- 3) Feedback you received about your prototype

Mandela Reflection

Jan

24

Due: Tuesday, Jan 24 at 9:00 am

1. What do you perceive as the central need that this experience has been designed to address? What human problem is this performance most interested in addressing?
2. What are the complications presented by this experience that interfere with those (performers and/or participants) attempting to address this need?
3. What is one of the key insights that this experience offers that allows performers and/or participants to address this need in some way, that leads to some type of resolution?
4. Identify one assumption or conventional understanding that this experience pushed you to reconsider? That is to say, what did this experience invite you to think again about? And what is the new way of thinking or new meaning that this experience helped you grasp?

Prep Log #6

Jan
24

Due: Tuesday, Jan 24 at 9:30 am

Peer Empathy Data (Group)

Jan
24

Due: Tuesday, Jan 24 at 11:59 pm

Submit one response per group to this dialog post (**please include all group member names in your post**)

We'd like you to share with us your thoughts and insights about the empathy data you gathered and discussed today.

- What needs stood out to you and why?
- What are the needs your group is potentially interested in addressing with your DLE project?
- What went well and what was harder about gathering and discussing needs?

Prep Log #7

Jan
25

Due: Wednesday, Jan 25 at 9:30 am

DLE Needs Statements (Group)

Jan
25

Due: Wednesday, Jan 25 at 11:59 pm

Develop and share at least three potential needs that your group feels excited about addressing through the experience you will design. Your needs statement should include the people who have this need, what the actual need is, and why your group feels this need is worth addressing.

Revised DLE Need Statement

Jan

25

Due: Wednesday, Jan 25 at 11:59 pm

Please submit your newly revised need statement based upon the workshopping you did today.

Prep Log #8

Jan

26

Due: Thursday, Jan 26 at 9:30 am

Bespoke British Museum Experience Reflection

Jan

26

Due: Thursday, Jan 26 at 11:59 pm

We would like you to hear your take aways from 1) designing a British Museum experience for your partner and 2) participating in the British Museum experience designed for you. In your response consider addressing some of the following questions:

1. How did gaining empathy for your partner through the initial interviews influence how you designed their experience?
2. How did the experience mapping process influence the experience you designed?
3. What was easiest and hardest about the design process?
4. How was your experience at the British Museum?
5. How did having an experience designed for you impact the experience you actually had?
6. How would your time at the British Museum have been different without having it designed for you?
7. What else would you like to share about the designing and experience portions of today's city lab?

Prep Log #9

Jan

27

Due: Friday, Jan 27 at 9:30 am

Improv Experience Reflection

Jan

27

Due: Friday, Jan 27 at 11:59 pm

Here are some potential questions to respond to as you reflect upon the improv workshop experience:

- What did the improv workshop teach you about curiosity and empathy?
- What did the improv workshop teach you about what creativity looks like and how to practice it?
- In addition to what you learned about curiosity and creativity, what did the workshop push you to “think again” about?
- What was the most challenging or uncomfortable part of the improv experience for you?
- How did the experience change your perceptions of yourself and/or other members of the group?

Week 2 Reflection

Jan

29

Due: Sunday, Jan 29 at 11:59 pm

As you think about the experiences you have had this week, both those that we designed as part of the curriculum and those you have designed on your own, what have you learned about the relationship between curiosity and empathy? How has your understanding of and ability to practice empathy shifted this week as you continue to practice curiosity? Connect your reflections to specific experiences you have had this week. Here is a brief list of some of them:

- Redesigning the London Centre Experience Design Sprint
- Mandela at the Young Vic Theatre
- Yinka Ilori at the Design Museum
- DLE Group Work - Developing Needs Statements
- Experience Mapping the British Museum
- Improv Workshop with Jules & Heather

And what else have you learned from your experiences this week about experience design? Specifically, we'd like you to pick an experience you had and break it down into its six experiencescape elements (people, place, relationships, rules, blocking, objects). Give us a sentence about each element and your assessment of the overall quality of the experience. It could be a good or bad experience. It's an opportunity to practice your experience analysis skills.

Prep Log #10

Jan

30

Due: Monday, Jan 30 at 9:30 am

Prep Log #11

Jan

31

Due: Tuesday, Jan 31 at 9:30 am

DLE Ideation (Group)

Jan

31

Due: Tuesday, Jan 31 at 11:59 pm

Please share the descriptions of the top ideas you came up with during your DLE work session today.

Suffragette Walking Tour Reflection

Jan

31

Due: Tuesday, Jan 31 at 11:59 pm

We would like you to frame your reflection of today's Suffrage walking tour through a "Think Again" lens. What "curiosity snags" did you encounter that caused you to think again about gender equality, human rights, nationality, and other related ideas? Identify at least one assumption or conventional idea that the walking tour caused you to reconsider? How did the tour

help you begin to consider a different way to think about ideas and meanings connected to gender, rights, nationality, or other topics?

DLE "Think Again" Brief

Feb

01

Due: Wednesday, Feb 01 at 7:30 pm

Identify at least five assumptions or conventional understandings connected to your need that you want to challenge through the experience you are in the process of designing.

MLS Experience #2

Feb

02

Due: Thursday, Feb 02 at 9:00 am

This assignment consists of two components:

1. Please state the specific need(s) you will be addressing with your second MLS experience. Review what you've already written about your MLS needs and reflect on your first solo experience. The more specific you are about your need for this experience, the better chance you have to design an experience that will successfully meet your need(s).
2. Create and submit an experience map for your MLS #2 experience. You will have approximately 4 hours for the experience. We would like to have a map of that includes at least 8 touch points and no more than 15. Consider carefully whether or not each touchpoint contributes in some way to meeting your need. In essence, use your stated need to select touch points to include in your experience. Do some transportation research so you can factor in travel time and also think about how to use your time traveling in ways that still meet your need. Of course, you have the functional need of moving from place to place but you should also use this time to meet the deeper emotional need you are targeting with this experience. Think of your need as a clothes line upon which you want to intentionally hang every part of your experience.

You can submit multiple files for this assignment. For this assignment we would like you to use this [template](#) to create your experience map:

In the Net Reflection

Feb

02

Due: Thursday, Feb 02 at 9:00 am

1. What do you perceive as the central need that this experience has been designed to address? What human problem is this performance most interested in addressing?
2. What are the complications presented by this experience that interfere with those (performers and/or participants) attempting to address this need?
3. What is one of the key insights that this experience offers that allows performers and/or participants to address this need in some way, that leads to some type of resolution?
4. Identify one assumption or conventional understanding that this experience pushed you to reconsider? That is to say, what did this experience invite you to think again about? And what is the new way of thinking or new meaning that this experience helped you grasp?

Prep Log #13

Feb

02

Due: Thursday, Feb 02 at 9:30 am

Thinking Again @ Tate Modern

Feb

02

Due: Thursday, Feb 02 at 11:59 pm

Identify one piece of art at the Tate Modern that snags you and beckons you to “think again” about an idea or concept that is connected to your MLS needs in some way; choose a work that initially confuses you or gets under your skin—you want to choose a piece that pushes you to question assumptions you might have about important ideas connected to your needs.

Take a picture of this piece of art and upload it here.

Identify the assumptions (at least 2) about an idea connected to your needs that this piece challenges in some way. Record in DD those assumptions about or conventional ways of understanding this idea that this artwork challenges.

Based upon the artwork you have chosen, write out a more specific and nuanced definition in DD of the idea that this artwork is pushing you to "think again" about. Write out that definition as if you were creating an entry in a dictionary and were using this piece of art as if it were the only source of meaning for that idea.

MLS #2 Reflection

Feb

03

Due: Friday, Feb 03 at 11:59 pm

How did your second MLS experience go? We're excited to hear your general thoughts about how things went for your experience. Additionally, we'd like you briefly answer the following questions:

1. How did the process of designing and then implementing (i.e., following) your map impact your overall experience. Did you do what you planned or were there deviations?
2. How well did your planned experience meet your stated need?
3. In what ways, if any, did the experience provide you opportunities to "think again" about the need you were focused on for this experience?

Prep Log #14

Feb

06

Due: Monday, Feb 06 at 9:30 am

Tactical Urbanism in Peckham

Feb

06

Due: Monday, Feb 06 at 11:59 pm

While rambling in Peckham, look for examples of "tactical urbanism"—attempts by citizens or grassroots organizations to address a need in their community by intervening in or altering the physical design of the place where they live. Post a picture of one of the examples of tactical urbanism that you found in Pekham. Then describe, to the best of your ability, the need that this piece of tactical urbanism was attempting to address, followed by a description of the creative intervention that citizens made to address that need. In addition to describing the need and creative solution that your chosen piece of tactical urbanism displays, write about the new ways of thinking that tactical urbanists achieved to come up with the solution (what assumptions did they have to overcome, what did they have to "think again" about on their way to arriving at their solution).

Week 3 Reflection

Feb

06

Due: Monday, Feb 06 at 11:59 pm

As you think about the experiences you have had this week, both those designed as part of the curriculum and those you have designed on your own, what have you learned about the relationship between thinking again, curiosity, and creativity? How has your understanding of and ability to be curious and creative through "thinking again" shifted this week? Connect your reflections to specific experiences you have had this week. Here is a brief list of some of them:

- Visit to Sikh Gurdwara and Rambling in Southall
- Suffragette Walking Tour
- *In the Net* at the Jermyn Street Theatre
- DLE Group Work (Ideation Session, Think Again Briefs)
- Experience Mapping MLS Experience #2
- Tate Modern Visit

Prep Log #15

Feb

07

Due: Tuesday, Feb 07 at 9:30 am

DLE Prototype #1

Feb

07

Due: Tuesday, Feb 07 at 11:59 pm

We would like you to submit a response to the following questions/topics. You can either upload a document or provide a link to a google doc.

1. What is the current version of your needs statement?
2. Describe the prototype you developed for testing on Thursday?
 - a. What specific variables do you want to test?
 - b. How will you collect data from testing to learn more about your identified variables?
3. Explain the process of developing the prototype. What was easy and what was more difficult?
4. Provide an experience map with at least 4 touchpoints that outline how you are going to test your prototype

Sylvia Reflection

Feb

08

Due: Wednesday, Feb 08 at 9:00 am

1. What do you perceive as the central need that this experience has been designed to address? What human problem is this performance most interested in addressing?
2. What are the complications presented by this experience that interfere with those (performers and/or participants) attempting to address this need?
3. What is one of the key insights that this experience offers that allows performers and/or participants to address this need in some way, that leads to some type of resolution?
4. Identify one assumption or conventional understanding that this experience pushed you to reconsider? That is to say, what did this experience invite you to think again about? And what is the new way of thinking or new meaning that this experience helped you grasp?

Prep Log #16

Feb

08

Due: Wednesday, Feb 08 at 9:30 am

DLE Systems Thinking

Feb

08

Due: Wednesday, Feb 08 at 11:59 pm

In your DLE groups, we would like you to hold an ideation session about the stakeholders who share and are addressing the need that you have identified as the focus of your DLE experience. Your task is to find specific Londoners who have faced or currently face the need that you and your peers are dealing with.

Ideate (15 minutes): Ideate about those who have dealt with your need—three minutes (use a timer) per stakeholder category. Please consider both **historical** and **contemporary** stakeholders.

- Class/Economic Needs
- Political/Rights/Representation Needs
- Religious/Spiritual Needs
- Neighborhood/Community Needs
- Other

Consolidate (15 minutes): Identify overlapping stakeholders from your ideation session or stakeholders in whom you are most interested. Narrow down your list to two or three stakeholders per category.

Research (30 minutes): Make individual research assignments to find out more about stakeholders—both those who have needs and those addressing needs in creative ways. Each individual in your DLE group should spend 30 minutes researching and taking notes.

Sharing (15 minutes): Share your findings with your DLE groups and discuss.

Planning (30 minutes): As a group, identify the stakeholders that you feel have the most potential for being relevant and compelling for your DLE project. Spend time learning more about these stakeholders and making plans to follow up with visits and additional research to learn more about these stakeholders.

Reporting (15 minutes): Submit a document in which you share with us the names of the stakeholders that your DLE group is most excited about, what you have learned about each of them today, and what you plan to do to connect with and learn more about these stakeholders.

Prep Log #17

Feb
09

Due: Thursday, Feb 09 at 9:30 am

DLE Testing #1 Feedback

Feb
09

Due: Thursday, Feb 09 at 11:59 pm

This is a group assignment, one submission per group.

After completing your 3rd space work, please submit a document or a link to a google doc that addresses the following points:

1. What went well and what would you like to improve in regards to the prototyping testing you conducted this morning?
2. How did you gather, organize, and analyze your feedback?
3. What did you learn from the feedback?
4. Have you decided to make any revisions or additions to your needs statement? Please explain? If revised, please share.
5. Please share at least 20 new ideas for your DLE project based upon the results of today's testing. If you come up with other ideas not directly to the prototype you tested today that's fine as well.

Week 4 Reflection

Feb
12

Due: Sunday, Feb 12 at 11:59 pm

This week's reflection has two components:

Part I

As you think about the experiences you have had this week, both those designed as part of the curriculum and those you have designed on your own, what have you learned about creativity as an approach to addressing needs and solving problems? How has your understanding of creativity and ability to practice it shifted this week? Connect your reflections to specific experiences you have had this week. Here is a brief list of some of them:

- Tactical Urbanism Curio-City Ramble in Peckham
- *Sylvia*
- DLE Group Work (Prototyping, Testing, Systems Thinking)
- Lecture & Seminar on Education, Poverty, Inequity
- Planning for Independent Travel Experiences

Part II

We would also like you to submit the following items associated with your independent travel experience:

- A statement of the need you are want the trip to meet for you
- Details regarding how you are going to intentionally engage in each phase of your independent travel experience:
 - **Anticipation:** Provide details about how what you are doing in the anticipation phase to prepare for your experience. How does your anticipation work connect to your stated need?
 - **Participation:** Submit the experience map you your group, have developed for your independent travel experiences.
 - **Reflection:** Explain how you plan to intentionally reflect on your experience after you return. This could include things you will do during the trip to prepare for reflection afterwards.

Prep Log #18

Feb

13

Due: Monday, Feb 13 at 9:30 am

Imperial War Museum Reflection

Feb

13

Due: Monday, Feb 13 at 11:59 pm

As you reflect on your experience in the WWI and Holocaust exhibits at the Imperial War Museum we want you to respond the following reflection prompts. Chose either the WWI or Holocaust exhibit to write about:

- Storytelling Elements:
 - What was the primary need driving the story being told by the exhibit?
 - What were the obstacles/complications that stood in the way of the protagonists in this story in their efforts to meet this need?
 - What kind of change/transformation did characters in the story experience?
 - What insights did you personally gain from your time in this exhibit? What did the story it was telling cause you to think again about?
- Narrative structure: How did the exhibit you are reflecting upon give structure to the storytelling elements? How did the exhibit deliver a narrative structure for you in terms of its experience design and experiencescape?
 - Exposition
 - Rising Action
 - Crisis/Climax
 - Falling Action

Prep Log #19

Feb

14

Due: Tuesday, Feb 14 at 9:30 am

MLS #3 Reflection

Feb

15

Due: Wednesday, Feb 15 at 9:00 am

We would like you to begin the process of turning your MLS experience today into a story by creating a narrative structure for it and onto which you can plot your central need or want, the complications or obstacles you encountered in pursuing that need, the change you experienced while pursuing your need, and the insight(s) you gained as a result.

You'll need to map these storytelling elements (in a way that makes sense to you) onto a narrative structure that contains an exposition, rising action, a climax, and falling action. You are welcome to connect the experience you had today to experiences

you have had in the past—experiences that give today's experience more meaning. But we would like the experience you had today to be featured in the narrative structure you develop.

You will use this narrative structure and the storytelling elements it includes into a story that you will tell to your classmates tomorrow.

Prep Log #20

Feb

15

Due: Wednesday, Feb 15 at 9:00 am

Docklands Museum Reflection

Feb

20

Due: Monday, Feb 20 at 11:59 pm

We'd like you to walk through the full [permanent exhibit](#) with a curious mindset. You'll learn about the history of the docklands and how the river, ocean, and trade have impacted London over time.

In your assigned group of three students, we would like you to pick one of the galleries (e.g., No. 1 Warehouse; Trade Expansion; London, Sugar, & Slavery; City & River; Sailortown; etc.) and analyze its experiencescape. Please identify examples of how each of the experiencescape elements (i.e., people, place, relationships, objects, rules, blocking) have been designed to contribute to the story that this specific exhibit is trying to tell and your ability to hear to that story. You might also look for examples of ways in which the experiencescape elements detract from the experience or ways in which they could have been better designed.

Include a picture or two of features of the experiencescape that you are analyzing. Additionally, provide a description of each experiencescape element you identified and a short observation about how it contributed to or detracted from your experience. Pay particularly close attention to how the ways in which this particular pre-existing place was used as a creative constraint to tell a story that addresses complex problems.

You can submit this digital dialog as a group or individually. If you do it as a group, please include the names of each member of your group at the top of your post.

Week 5 Reflection

Feb

21

Due: Tuesday, Feb 21 at 9:00 am

This week's reflection has two components:

Part I

As you think about the experiences you have had this week, both those designed as part of the curriculum and those you have designed on your own, what have you learned about **storytelling as creative problem solving**? How has your understanding of storytelling elements and narrative structure developed this week and why? Connect your reflections to specific experiences you have had this week. Here is a brief list of some of them:

- Social Identity Theory lecture
- Imperial War Museum
- Ethnocentrism lecture
- MLS #3
- Queens Park Rangers match
- Questo Experience
- Independent Travel

Part II

We would also like you to create a video of your independent travel experience. You can do this as an entire group or in smaller groups if you're traveling with a larger group. We want the video to tell a story rather than provide a travel log overview of your trip. Make sure it includes storytelling elements and narrative structure.

The videos should be no longer than 5 minutes.

Prep Log #22

Feb

21

Due: Tuesday, Feb 21 at 9:30 am

Standing at the Sky's Edge Reflection

Feb

22

Due: Wednesday, Feb 22 at 9:00 am

1. What do you perceive as the central need that this experience has been designed to address? What human problem is this performance most interested in addressing?
2. What are the complications presented by this experience that interfere with those (performers and/or participants) attempting to address this need?
3. What is one of the key insights that this experience offers that allows performers and/or participants to address this need in some way, that leads to some type of resolution?
4. Identify one assumption or conventional understanding that this experience pushed you to reconsider? That is to say, what did this experience invite you to think again about? And what is the new way of thinking or new meaning that this experience helped you grasp?

Prep Log #23

Feb

22

Due: Wednesday, Feb 22 at 9:30 am

DLE Consolidation and Anticipation Work

Feb

22

Due: Wednesday, Feb 22 at 11:59 pm

This assignment consists of two parts.

Please include a list of all team members who contributed to the assignment.

Part I - DLE Next Steps

After reviewing the DLE work you have completed thus far (e.g., Needs Statement, Think Again Brief, Prototyping Feedback, List of Stakeholders, Ideation list) along with the list of Londoners who share and/or are focused on your need we want you to do the following

1. Share with us a revised version of your Needs Statement along with a brief statement of how and why it has evolved since your first draft and why you are excited about the current version.
2. Create a list of Next Steps for your DLE project. What do you need to do next to move the project forward?

Part II - Constrained Place Prototype

After spending at least 1 hour exploring and ideating in your assigned location this afternoon we want you to design a prototype DLE experience you could deliver in the location. It should address your need and leverage the location. We want you to submit an experience map for a 30 minute prototype with at least 8 touchpoints. Use this [template](#) to create your map and include a link to your experience map in your submission. We also want you to briefly describe how the constraint of your assigned location influenced the design process for this prototype.

Street Art Walking Tour Reflection

Feb

23

Due: Thursday, Feb 23 at 9:00 am

Please post a short response to the following reflection questions related to today's street art walking tour?

- What connections do you make between the walking tour and this week's theme of "place as a creative constraint"?
- Using an experiencescape element lens, analyze the experience your guide designed and delivered today. What are elements that worked well and that could be improved?
- What insights did you have as a result of the tour?

Prep Log #24

Feb

23

Due: Thursday, Feb 23 at 9:30 am

Week 6 Reflection

Feb

26

Due: Sunday, Feb 26 at 11:59 pm

As you think about the experiences you have had this week, both those designed as part of the curriculum and those you have designed on your own, what have you learned about **creative constraints of place**? And how has learning about creative constraints pushed you to think in new ways about creativity more broadly? Connect your reflections and insights to specific experiences you have had this week. Here is a brief list of some of them:

- Museum of London Docklands
- Standing at Sky's Edge
- Shoreditch Street Art Walking Tour
- Cambridge Day Trip
- DLE Location Scouting and Prototyping
- Alan's Lectures: Urban Economics & Cities

Prep Log #25

Mar

06

Due: Monday, Mar 06 at 9:30 am

Story Pitching Session

Mar

06

Due: Monday, Mar 06 at 4:00 pm

Individual Research:

Spend one hour researching London stories connected to your DLE Team's needs statement on your own; you must find at least two stories that you will pitch to your DLE Team

Story Pitching Session:

1. Each individual must pitch 2 stories
2. Respond to each of the 2 stories; even if the story that your classmate pitches isn't "the one," use your "yes and" skills to see if that story idea might lead to another story.
3. This pitch-and-respond session should last at least an hour
4. Identify three stories (either original story pitches or stories that you found in response to the pitches) that seem most promising for your DLE group and the needs/ideas you have been discussing

Prep Log #26

Mar
07

Due: Tuesday, Mar 07 at 9:30 am

My Story & London Stories

Mar
07

Due: Tuesday, Mar 07 at 11:59 pm

Please share at least two London related stories you've found that connect to the personal story you designed your in class experience around today.

Our hope is that these three stories are ones that you can share with your DLE group that might provide potential material for your DLE experience.

DLE Narrative Structure Experience Map

Mar
07

Due: Tuesday, Mar 07 at 11:59 pm

We want you to submit an experience map of the 20-minute prototype you designed today. Use this [template](#).

Prep Log #27

Mar
08

Due: Wednesday, Mar 08 at 9:30 am

MLS Signature Touchpoint Design

Mar
09

Due: Thursday, Mar 09 at 4:00 pm

Please use this [template](#) to design two signature touchpoints of your MLS #4 experience. Submit a link to your completed template. Make sure it's accessible.

Mid-Program Reflection

Mar

09

Due: Thursday, Mar 09 at 11:59 pm

We want everyone to take some time to reflect on all of the experiences we've had to this point and what you want to get out of your remaining time in London.

We also want you to think about the experiences we've done in the program and the experiences you've done on your own have influenced how you currently thinking about your MLS needs.

To facilitate this reflection process we've created a google sheet template we'd like you to complete. Use this [link](#) to access the template and make your own copy. After you've completed your template post a general access link to your template as a response to this digital dialog

Week 8 Reflection

Mar

12

Due: Sunday, Mar 12 at 11:59 pm

As you think about the experiences you have had this week, both those designed as part of the curriculum and those you have designed on your own, what have you learned about **experience design**? And how has learning about experience design pushed you to think in new ways about curiosity, creativity, and storytelling more broadly? Connect your reflections and insights to specific experiences you have had this week. Here is a brief list of some of them:

- James Guest Lecture
- Mandir Visit
- MLS Experience #4
- Guys and Dolls

Guys and Dolls Reflection

Mar

12

Due: Sunday, Mar 12 at 11:59 pm

1. What do you perceive as the central need that this experience has been designed to address? What human problem is this performance most interested in addressing?
2. What are the complications presented by this experience that interfere with those attempting to address this need? Focus first on the complications within the story Guys & Dolls is telling; you can then talk about complications related to your experience in addressing the story if you'd like.
3. What is one of the key insights that the climax of this story generates and that allows performers to address the story's central need in some way?
4. Identify one assumption or conventional understanding that this experience pushed you to reconsider? That is to say, what did this experience invite you to think again about? And what is the new way of thinking or new meaning that this experience helped you grasp?
5. How did the immersive nature of this performance shape your experience and inform your ability to "think again" about something?

Prep Log #29

Mar

15

Due: Wednesday, Mar 15 at 9:30 am

DLE Prototype On-site Testing

Mar

15

Due: Wednesday, Mar 15 at 11:59 pm

Please submit a reflection on your onsite DLE testing. One response per group. In your reflection please respond to the following questions:

1. What were the primary questions you designed your prototype to test? In other words, what were you hoping to learn?
2. What did you learn from testing pertaining to your primary questions?
3. Did you learn anything about your need?
4. What changes do you plan to make for the next round of testing?

DLE Prototype On-site Testing #2

Mar

17

Due: Friday, Mar 17 at 11:59 pm

Please submit a reflection on your onsite DLE testing. One response per group. In your reflection please respond to the following questions:

1. What were the primary questions you designed your prototype to test? In other words, what were you hoping to learn?
2. What did you learn from testing pertaining to your primary questions?
3. Did you learn anything about your need?
4. What changes do you plan to make for the next round of testing?

Week 9 Reflection

Mar

19

Due: Sunday, Mar 19 at 11:59 pm

As you think about the experiences you have had this week, both those designed as part of the curriculum and those you have designed on your own, what have you learned about **successfully failing**? And how has learning about successfully failing pushed you to think in new ways about curiosity, creativity, and storytelling more broadly? Connect your reflections and insights to specific experiences you have had this week. Here is a brief list of some of them:

- Cotswold Excursion
- DLE Prototype Testing
- DNEG Studio Visit
- Broken Chord Performance

MLS Narrative Arc Draft & Plan

Mar

20

Due: Monday, Mar 20 at 11:59 pm

Please share a draft of the narrative arc that you are working with right now. The arc should have around 5 scenes and should include the following elements:

- An Exposition: a scene in which the central need is visible and in which we meet the story's protagonist
- Rising Action: at least two scenes in which we see the protagonist(s) encountering challenges in their efforts to address their central need
- Climax: a scene in which the protagonist(s) address their need in a new way as a result of an internal change
- Resolution: a scene in which the protagonist(s) reflect on their experiences and offer some type of insight for the listener to take away with them

In addition to submitting a draft of your narrative arc, we would also like you to submit a game plan for your MLS work this week: what do you plan to do this week to make significant progress on the MLS assignment? A list of bullet points is adequate here.

Lehman Trilogy Reflection

Mar

21

Due: Tuesday, Mar 21 at 9:00 am

1. What do you perceive as the central need that this experience has been designed to address? What human problem is this performance most interested in addressing?
2. What are the complications presented by this experience that interfere with those attempting to address this need? Focus first on the complications within the story Lehman Trilogy is telling; you can then talk about complications related to your experience in addressing the story if you'd like.
3. What is one of the key insights that the climax of this story generates and that allows performers to address the story's central need in some way?

4. Identify one assumption or conventional understanding that this experience pushed you to reconsider? That is to say, what did this experience invite you to think again about? And what is the new way of thinking or new meaning that this experience helped you grasp?

Prep Log #34

Mar

22

Due: Wednesday, Mar 22 at 9:30 am

MLS 1-Minute Prototype

Mar

23

Due: Thursday, Mar 23 at 9:00 am

Develop a 1-minute video segment of your MLS. This segment can come from any part of your story. This video segment is only a prototype, so we don't expect it to be polished. Think of this assignment as a chance to practice your videography, editing, and storytelling skills.

The easiest way to submit the assignment will be to upload your file to Google Docs and then post a **shareable link** as a response to this prompt. Don't forget to give us access to the Google Doc!

DLE Prototype On-site Testing #3

Mar

23

Due: Thursday, Mar 23 at 11:59 pm

Please submit a reflection on your onsite DLE testing. One response per group. In your reflection please respond to the following questions:

1. What were the primary questions you designed your prototype to test? In other words, what were you hoping to learn?
2. What did you learn from testing pertaining to your primary questions?
3. Did you learn anything about your need?
4. What changes do you plan to make for the next round of testing?

Week 10 Reflection

Mar

26

Due: Sunday, Mar 26 at 11:59 pm

As you think about the experiences you have had this week, both those designed as part of the curriculum and those you have designed on your own, what have you learned about curiosity, creativity, and storytelling as they apply to your **DLE and MLS projects** specifically? Connect your reflections and insights to specific experiences you have had this week. Here is a brief list of some of them:

- Lehman Trilogy
- Parliament Visit
- DLE and MLS Testing
- Kew Gardens

Designed Glasgow Experience

Mar

26

Due: Sunday, Mar 26 at 11:59 pm

You will have the afternoon and evening free to explore Glasgow after our train arrives next Monday around lunchtime. We would like you to do some anticipation work so you can design the experience you would like to have during this time.

In response to this prompt please address the following points:

1. What is the need(s) you are targeting during your time in Glasgow
2. Share a 5-6 touchpoint experience map including where you plan to eat
3. Briefly discuss what you are most excited about and why.

DLE Design Packet Draft

Mar

26

Due: Sunday, Mar 26 at 11:59 pm

The following elements are the core components of your DLE design packet. For this assignment you will submit draft versions of all elements for the full two-hour version of your experience. One submission per group.

1. **Need statement:** provide this most current version of your DLE need statement along with a brief description of what you like most about your need statement and what you still needs further development.
2. **Insight Statement:** Articulate you the insight you want your participants to walk away with after participating in your DLE experience.
3. **DLE Brand Theme:** Please share your theme statement along with a discussion of how you used your theme to harmonize positive cues, eliminate negative cues, sensitize and memorialize your experience.
4. **Location Brief:** Please describe your chosen DLE location and why you feel it's the best place to stage your experience.
5. **DLE Stories:** Describe the stories you are using in your experience along with how you found them and why and how you've decided to incorporate them into the experience.
6. **Experience Map:** Map out the touchpoints of your two-hour DLE experience using the following [template](#). It will include the following elements.
 - a. Touchpoints
 - b. Reactions
 - c. Narrative Structure
 - d. Experience Type
 - e. Estimated Time
7. **Touchpoint Templates:** For each touchpoint on your experience map you need to complete a touchpoint design template using this [template](#).
8. **Budget:** you have £100 to spend on this experience. Please submit a draft budget of how you want to spend this money.

DLE Design Packet Final

Apr
09

Due: Sunday, Apr 09 at 11:59 pm

The following elements are the core components of your DLE design packet. For this assignment you will submit final versions of all elements for the full two-hour version of your experience. One submission per group.

1. **Need statement:** provide the final version of your DLE need statement along with a description of how it evolved over the course of the project
2. **Insight Statement:** Articulate you the insight you want your participants to walk away with after participating in your DLE experience.
3. **DLE Brand Theme:** Please share your theme statement along with a discussion of how you used your theme to harmonize positive cues, eliminate negative cues, sensitize and memorialize your experience.
4. **Location Brief:** Please describe your chosen DLE location and why you feel it's the best place to stage your experience.
5. **DLE Stories:** Describe the stories you are using in your experience along with how you found them and why and how you've decided to incorporate them into the experience.
6. **Experience Map:** Map out the touchpoints of your two-hour DLE experience using the following [template](#). It will include the following elements.
 - a. Touchpoints
 - b. Reactions
 - c. Narrative Structure
 - d. Experience Type
 - e. Estimated Time
7. **Touchpoint Templates:** For each touchpoint on your experience map you need to complete a touchpoint design template using this [template](#).
8. **Budget:** you have £100 to spend on this experience. Please submit a final budget of how you spent this money.

DLE Reflection #1

Apr

11

Due: Tuesday, Apr 11 at 11:59 pm

DLE Reflection #2

Apr

12

Due: Wednesday, Apr 12 at 9:30 am

DLE Reflection #3

Apr
13

Due: Thursday, Apr 13 at 9:30 am

DLE Delivery

Apr
13

Due: Thursday, Apr 13 at 11:59 pm

You can receive up to 50 points for the successful delivery of your Designed London Experience. Experience delivery grading will consider the following points:

- How well your experience enabled participants to understand and feel the needs, obstacles, and insights at the heart of your experience
- How well you incorporated stories and narrative structure into the delivered experience
- How well you incorporated your stated theme into the delivered experience
- Your attention to the intentional design of the experiencescape elements
- The quality of your experience delivery
 - Do participants understand what they are supposed to be doing.
 - Do the experience providers know what they are supposed to be doing.
 - Do you use the 2 hours effectively to deliver an experience with a clear beginning, middle, and ending
 - Do you help participants anticipate their experience in ways that prepare them to participate in it

DLE Reflection #4

Apr
14

Due: Friday, Apr 14 at 9:30 am

My London Story

Apr
16

Due: Sunday, Apr 16 at 10:00 pm

During the last week of our study abroad program, we will be holding a film festival that consists of films that you will create. Your film will be an opportunity for you to tell your London story. In telling your story, you will need to communicate the ways in which you used curiosity to identify and better understand a deeply personal need that you hoped to address on your study abroad program and to design experiences that would help you address that need. Your film will also need to demonstrate your creative ability to address your need through constructing and sharing new insights about yourself and your relationships to others and the world.

The My London Story assignment will help you achieve our program's transformative learning outcomes (curiosity and creativity) by practicing our program's core experiential learning competencies: Anticipate, Participate, and Reflect. You will practice anticipation by identifying a need that you hope to attend to while in London and by thoughtfully designing experiences that will allow you to better understand and address that need. While you are in London, you will be given dedicated time to intentionally participate in these experiences, to open yourself to the new ideas, perspectives, and emotions embedded in these experiences. In creating your five-minute film, you will be reflecting through storytelling; your film will construct a narrative about the ways in which your experiences in London have given you insights that have allowed you to address your needs and that, in doing so, have reshaped your identity.

Your My London Story film should be no longer than five minutes and no shorter than four minutes.

We will assess your My London Story film through the following questions:

- Did your film clearly articulate a personal need that you wanted to address ?
- Did your film contain complications connected with the need?
- Is there a generalizable point of insight that relates to your need and is relevant for your audience?
- Did your film have a clear sense of narrative structure (e.g., scenes, flashbacks, etc.)?
- Did your film incorporate details? And did they align with your central need, insights, etc.?
- Did you stay within the 5-minute time limit

As you create your films, we want you to be aware of two opportunities to share your stories beyond our program. First, the Kennedy Center holds an annual [film festival](#) and invites students to submit one-minute videos of something they learned during a BYU international study program (the submission deadline is usually in September); you could win up to \$1,000 for your film! As you create your five-minute film, be thinking about a one-minute version that you could submit to the Kennedy

Center film festival. You can view some of the winning films from the most recent film festival [here](#). Second, the [Experience](#) journal publishes 700-800-word essays from students who have participated in study abroad, internships, or other university-sponsored experiences about how they faced the challenge of connecting classroom learning to new contexts through a single story (the submission deadline is usually in November). If your essay is published in Experience, you will receive \$500. As you put your films together, we encourage you to think about what an essay version of your film would look like.

DLE Process Reflection

Apr
17

Due: Monday, Apr 17 at 11:59 pm

Having delivered your DLE, we would like you to now reflect on the semester-long process of designing that experience. Please be thoughtful in responding to the following reflection prompts and connect your responses to specific experiences you had while designing your DLE.

- 1) What are the specific ways that you practiced **curiosity** (individually and/or as a group) while developing your DLE? What did that process teach you about **curiosity**?
- 2) What are the specific ways you practiced **creativity** (individually and/or as a group) while developing your DLE? What did that process teach you about **creativity**?
- 3) What did you learn about **teamwork** while developing your DLE? In what ways did you become a better **teammate** during the DLE process? And what did you learn from your DLE team members about what it takes to work as a team?
- 4) What is another competency (e.g., communication, project management, receiving feedback, etc.) that the DLE process helped you develop and that you anticipate using in future educational, professional, social, religious, and/or civic contexts?
- 5) How would you characterize your own contributions to your team's DLE? How would you assess your contributions? If you were to evaluate your contributions on a scale of 1-10, what mark would you give yourself?

6) How would you (briefly) characterize each of your teammates' contributions to your DLE? How would you assess each of their contributions?

