



# PROTOTYPING

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Baker Sharp, Ayelet Drazen

**Studio: Arts & Culture**



# OUR TEAM



Taylor Lallas

B.A. Economics  
M.S. Computer Science



Krishnan Nair

B.S. Computer Science



Baker Sharp

B.S., Computer Science



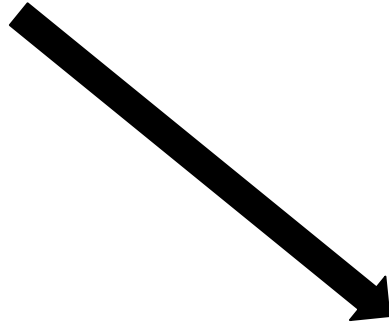
Ayelet Drazen

B.A. Political Science  
M.S. Computer Science

**Problem domain:** exploring how people dive into and share their culture

# REFINING OUR FOCUS

**Old Domain:** exploring the relationship between one's personal network and artistic tastes



**New Domain:** exploring how people dive into other cultures and share their own culture

# OVERVIEW



01

MORE  
NEEDFINDING

02

POV AND HMW

03

EXPERIENCE  
PROTOTYPE

04

SOLUTION AND  
SUMMARY

# INITIAL POV

**We met** Kawena, a Hawaiian-Japanese hula dancer who is involved with the indigenous community.

**We were amazed to realize** she struggled to maintain engagement with her audience when discussing the historical context of her performance.

**It would be game-changing to** make historical context more desirable to her audiences.

# RECRUITING PARTICIPANTS

- Cold Calling
- No Compensation - but we appreciate them ❤️
- Chosen based on relationship with cultural arts
- Sought out a diverse panel (race, age, interests, etc)

# OUR INTERVIEWEES

## NEEDFINDING 1



Kawena



Justin



Michelle



Polina



Junryl



Marisa



Marco



Jerry

## NEEDFINDING 2



Stone



Nadin



Mitch



Sierra

## PROTOTYPING



Andreley



Wesley



Gus



Anil



Asante



Wilson



Karen

# OUR INTERVIEWEES

## NEEDFINDING 2



Stone



Nadin



Mitch



Sierra





01

NEEDFINDING PART 2



# NADIN



- Enjoys spices and flavors and experiencing new cultures
- Has a deep appreciation for theater

User Type:



# NADIN



**Tension:** wants to be around people during performances but finds “they make it about themselves.”

“The umami of a performance is the context...who are you with?”

User Type:



# MITCH



- Avid traveller
- Lover of performing arts
- Healthcare lawyer
- Louisiana native and Mardi Gras aficionado

User Type:



# MITCH



**Surprise:** as a tourist, he would try to be more like a local

“Open up to the pleasures of living like a local”

“They will tell you stories...it’s like a world you couldn’t even conceive”

User Type:



# STONE



- Economics and Arabic student at University of Michigan
- Spends summers in the Middle East
- Lover of sports (wrestling)

User Type:



# STONE



“There’s an important distinction between interacting with employees in tourism when in they’re in their work environment compared to a casual environment.”

**User Type:**



# SIERRA



- Stanford student from Utah
- Lover of Latin culture
- Working in Mexico City
- Mariachi Performer

User Type: 



# SIERRA



**Tension:** Wants to ask, but she thinks “[she] will sound annoying and it may bother whoever she’s asking”

Feels like people see mariachi “as a joke... it’s almost like a caricature of Mexican culture”

User Type:





02

POV AND HMW



**KAWENA**



**MARISA**



# POV # 1

**We met** Kawena, a Hawaiian-Japanese hula dancer who is involved with the indigenous community, and Marisa, a Filipino-Chinese competitive hula dancer.

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**It would be game-changing to** help their audiences gain the culture context of the performance to fully understand the beauty of the performance.

MITCH



## POV # 2

**We met** Mitch, a healthcare lawyer based in Dallas, Texas who was nervous to be randomly paired with a roommate at a retreat because of his sexual orientation.



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**We were amazed to realize** that after Mitch immersed himself in his roommates culture during the retreat, he took the initiative to address diversity issues at his company.

**It would be game-changing to** allow people like Mitch to engage with people who inspire them to pursue positive endeavors with regards to diversity.

**SIERRA**



# POV # 3

**We met** Sierra, a white Stanford student from Utah who is working in Mexico City on her gap year.

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**We were amazed to realize** that she is hungry to learn about local cultures in Mexico; but feels like a burden when she asks too many questions of the people around her

## POV # 3

**We met** Sierra, a white Stanford student from Utah who is working in Mexico City on her gap year

**We were amazed to realize** that she is hungry to learn about local cultures in Mexico, but feels like a burden when she asks too many questions of the people around her

**It would be game-changing to** help her connect with local cultures in an authentic way without feeling like a pest

# HMW

## **POV #1: Kawena + Marisa**

HMW use cultural context to excite audience members?

## **POV #2: Mitch**

HMW encourage conversations between people of different cultures/backgrounds?

## **POV #3: Sierra**

HMW provide access to the experiences/perceptions of locals without directly asking questions?

# SOLUTIONS

**HMW encourage conversations between people of different backgrounds?**

Ensure that you have to ask a question whenever you have to answer a question



**HMW use cultural context to excite audiences?**

Interactive e-ticket with curated information about the cultural and historical context of the performance



**HMW provide access to local experiences without directly asking questions?**

Associate physical locations and destinations with stories

OR

Learning through memes







02

EXPERIENCE PROTOTYPES



# OUR INTERVIEWEES

## EXPERIENCE PROTOTYPING



Andreley



Wesley



Wilson



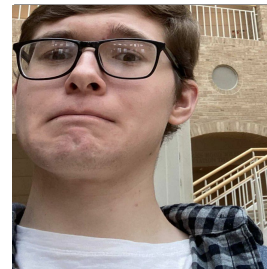
Karen



Anil



Asante





Gus



# PROTOTYPE: ASK-A-ANSWER

Every response you give ends in a question

HMW encourage conversations between  
people of different backgrounds?



# ASK-A-ANSWER

Every response you give ends in a question

## Ask-a-Answer

 **Kobe:** Hi, I'm new to Los Angeles. Where can I find good ramen?

 **Sven:** Heya! Welcome! I really like JINYA ramen, Ramen Hood and Mogu Mogu 🍜

 **Sven:** Also, what brings you to LA?

 **Kobe:** I love the weather and the food. I'm looking for a good ramen spot to try.

# ASK-A-ANSWER

Every response you give ends in a question

Ask a question to someone new from a different culture

The screenshot shows a chat interface with a dark red header containing the text "Ask-a-Answer" and a question mark icon. The chat area has a light gray background and shows three messages:

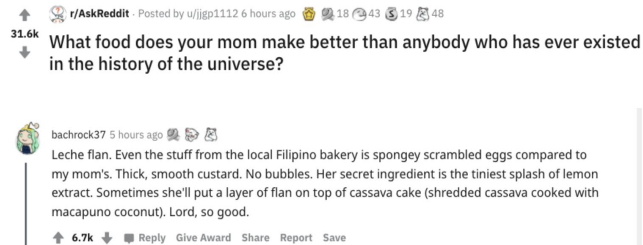
- Kobe:** Hi, I'm new to Los Angeles. Where can I find good ramen?
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- Sven:** Also, what brings you to LA?

Each message is shown between two stylized avatars: a person with dark skin and a blue shirt on the left, and a person with light skin and a dark shirt on the right. The messages are contained in white speech bubbles with tails pointing to the respective avatars.

When you answer a question, you have to ask one of your own!

# ASK-A-ANSWER

Every response you give ends in a question



ROLE PLAY

COMPARISON WITH REDDIT

**Assumption:** People enjoy answering questions as a way to connect with others

**Assumption:** People will want to keep a conversation going, even if the intent was to ask a single question



## ANIL

Software Engineer  
Fom India and Guyana  
Very extroverted



**What worked:** Asking questions builds build intimate connections



**What didn't work:** Many people have knowledge, but some people are closer to the source than others



**Surprise:** “Google is good for narrowing when researching”, but conversation makes it easier to access other cultures.



**New learning:** Conversation allows one to see the “effort behind the art”

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**Assumption:** People enjoy answering questions as a way to connect with others



**Assumption:** People will want to keep a conversation going, even if the intent was to ask a single question





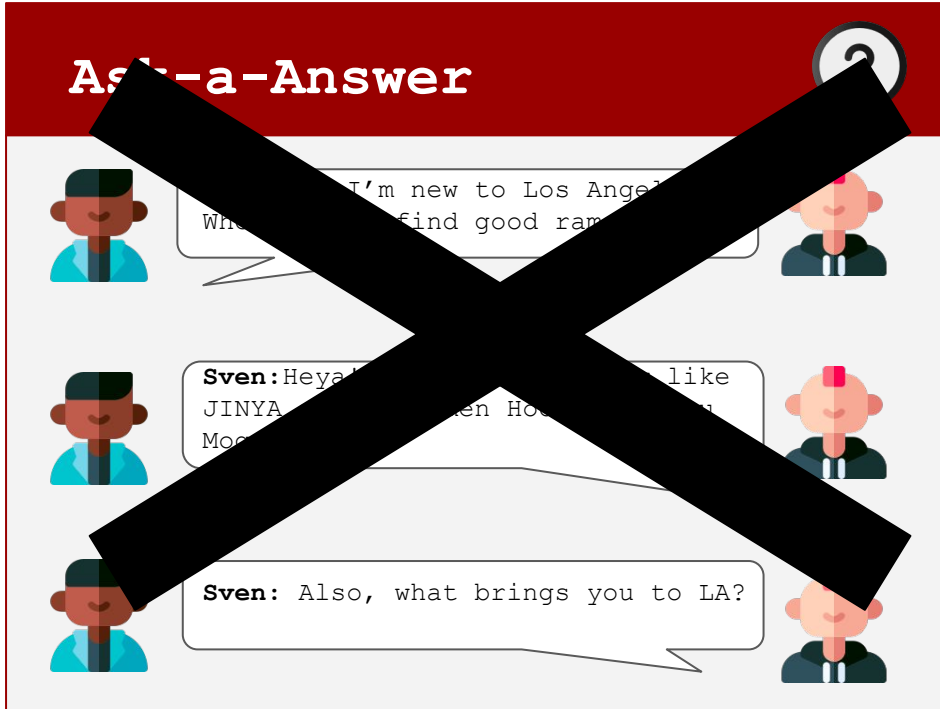
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**New Assumption:** People that go online to answer questions won't feel annoyed since they are opting into the space



# ASK-A-ANSWER

Every response you give ends in a question



- The need wasn't as pressing as others identified
- People seemed satisfied with other online forums (Reddit)



# PROTOTYPE 1: VOICES EVERYWHERE

Make places tell personal stories

HMW make experiences of locals accessible  
without questions?



# VOICES EVERYWHERE

Make places tell personal stories

Hearing stories  
from locals about  
unfamiliar places

Narration of the stories and  
histories of monuments,  
buildings and places



# VOICES EVERYWHERE

Make places tell personal stories

## SELF GUIDED TOUR

- What do participants want to learn more about?
- Participants chose whether to get more info



# VOICES EVERYWHERE

Make places tell personal stories



**Assumption:** people will seek more information about buildings and places they are unfamiliar with



**Assumption:** personal stories will make local sites more attractive to visit



## ANDRELEY

PhD Student in  
Literature at UNC  
History buff



**What worked:** Personal story made her feel more “personally invested” in her location



**What didn't work:** Historical context sometimes felt detached. “If it was a story of a specific soldier” she would stop and read



**Tension:** Wants to hear from locals, but is scared of language barriers



**New learning:** When travelling, she doesn't want to use Google → “the info may not be the most accurate”



## WESLEY

San Francisco based  
Recruiter at Strava  
Avid Tennis Player



**What worked:** Felt connected to the storyteller and shared stories of his own



**What didn't work:** Videos without enough contextual info didn't satisfy curiosity



**Surprise:** Wants on-demand historical context “right there” in short form text



**New learning:** Location-dependent preference for general historical context vs. learning via personal stories





ON CAFE RUNAM

“I want to hear what a local person thinks about it...because it is different for us because we don't live there”

ON HOUSEBOATS

“I want to hear from a person who has actually gone through it and get their perspective.”

- **Wesley**

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**Assumption:** People will seek more information about buildings and places they are unfamiliar with



**Assumption:** Personal stories will make local sites more attractive to visit



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**New Assumption:** People most often prefer personal stories compared to general context to learn about places.





# PROTOTYPE 2: REDEEM THE MEME

Learning culture through memes

HMW make culture of locals accessible without questions?



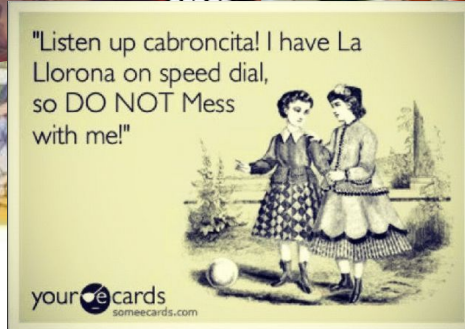
# REDEEM THE MEME

Learning culture through memes

Learn about a new culture through a meme

Learn about your own history!

My family trying to go to the Masjid and...



# REDEEM THE MEME

Learning culture through memes

My family trying to send me  
to the Masjid after Ifthar



VS

My family trying to send me  
to the Masjid after Ifthar



+

During the holiday *Ramadam*, Muslims fast every day from dusk to dawn. This means no food or water. At dawn, families will make a large dinner (*ifthar*) to reward themselves for their hardwork and devotion to the fast. Some families will also go to a masjid (mosque) after eating the feast, however, people eat so much to make up for the fast, that you get that full feeling that people may compare to Thanksgiving.

MEME

MEME + CONTEXT

**ASSUMPTION:** People will seek information about memes they don't understand

**ASSUMPTION:** Humor can create a desire to learn more about a culture



## ANDRELEY

PhD Student in  
Literature at UNC  
History buff



**What worked:** Didn't brush off memes she didn't understand, asked questions to understand humor



**What didn't work:** "it can be reductive, you see a little glimpse without other context"



**Surprise:** Found memes entertaining even if she couldn't relate → saw connections to her own culture



**New learning:** Felt more comfortable knowing the identity of creator



## ASANTE

Certified Nurse  
Lover of Tik Tok  
Interested in learning  
about boyfriend's culture



**What worked:** Would ask even more questions about context to see if he fully understands



**What didn't work:** Fearful of perpetuating stereotypes out of ignorance



**Insight:** "I want to be in on the joke. I know it's supposed to be funny"



**New learning:** "I would send these to my friends, but only if they didn't need the context"



“There is sometimes a danger in using humor and it allows people to just kind of sweep the underlying issues aside.”

- **Andreley**



“I just want enough information for the meme, and then if I want, I can go learn more about that information”

- **Asante**

"Listen up cabroncita! I have La Llorona on speed dial, so DO NOT Mess with me!"

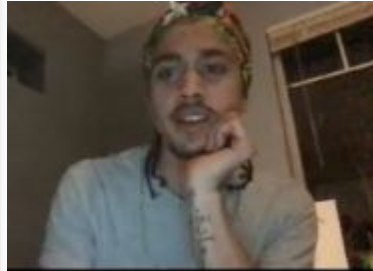


your eCards  
someecards.com

In Latin American folklore, *La Llorona* (Spanish: [\[La llorona\]](#); "The Weeping Woman" or "The Wailer") is a ghost who roams waterfront areas mourning her drowned children.<sup>[1]</sup>

In a typical version of the legend, a beautiful woman named Maria marries a rich *ranchero* with whom she bears two children. One day, Maria sees her husband with another woman and in a fit of blind rage she drowns their children in a river, which she immediately regrets. Unable to save them and consumed by guilt, she drowns herself as well, but is unable to enter the afterlife without her children.<sup>[2]</sup> In another version of the story, her children are illegitimate, and she drowns them so that their father can not take them away to be raised by his wife.<sup>[3]</sup> Recurring themes in variations on the *La Llorona* myth include white dresses, nocturnal wailing, and an association with water

Many Mexican parents use this myth to scare their children into behaving.



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**Assumption:** People will see memes as a valid source of info



**Assumption:** Memes can still sensitively introduce culture



**Assumption:** Humor can create a desire to learn more about a culture



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**New Assumption:** People value memes more as culture learning tools when they know the creator's identity





# PROTOTYPE 3: E-TICKET

Creating a culturally relevant performance

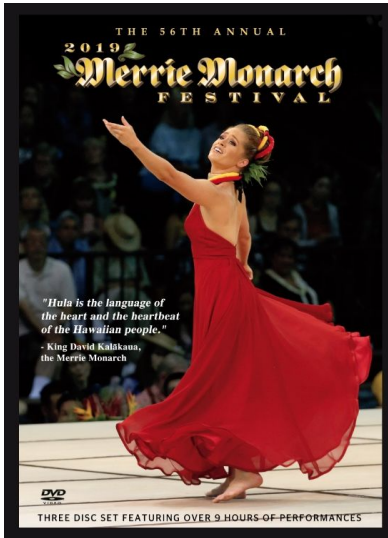
HMW we use context and background to excite audiences?



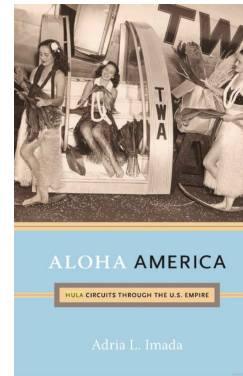
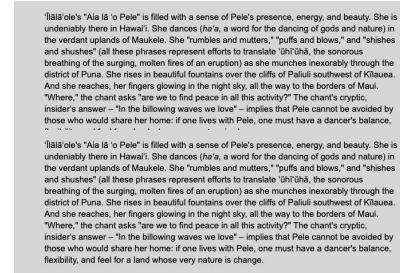
# E-TICKET

Creating a culturally relevant performance

Engagement with content as a requisite for attendance



Engage with relevant content before attending a performance to learn cultural and historical context



# E-TICKET

Creating a culturally relevant performance



Ex. Historical  
Context of Hula

**ROLE PLAY**  
User chooses  
content or skips  
to performance

Ex. Videos/Pictures of  
how performers train

# E-TICKET

Creating a culturally relevant performance

## Description of a song included in performance

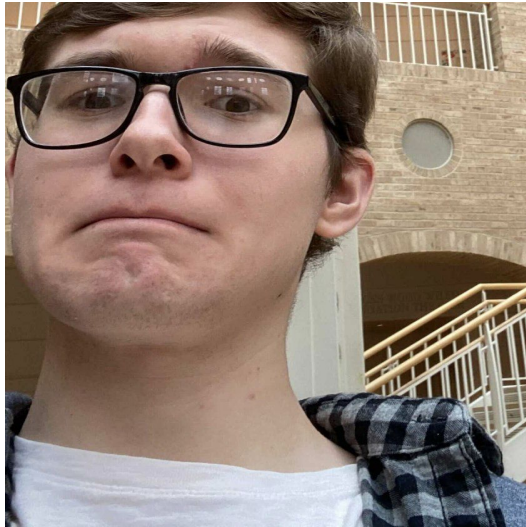
ʻĪlāāʻole's "Aia lā 'o Pele" is filled with a sense of Pele's presence, energy, and beauty. She is undeniably there in Hawai'i. She dances (*ha'a*, a word for the dancing of gods and nature) in the verdant uplands of Maukele. She "rumbles and mutters," "puffs and blows," and "shishes and shushes" (all these phrases represent efforts to translate 'ūhī'ūhā, the sonorous breathing of the surging, molten fires of an eruption) as she munches inexorably through the district of Puna. She rises in beautiful fountains over the cliffs of Paliuli southwest of Kīlauea. And she reaches, her fingers glowing in the night sky, all the way to the borders of Maui. "Where," the chant asks "are we to find peace in all this activity?" The chant's cryptic, insider's answer – "In the billowing waves we love" – implies that Pele cannot be avoided by those who would share her home: if one lives with Pele, one must have a dancer's balance, flexibility, and feel for a land whose very nature is change.



**Assumption:** People will exert effort to prepare for a cultural performance if resources are provided

**Assumption:** Seeing the effort put into a performance makes people more appreciative of the performance





## GUS

Student at UMich studying  
Linguistics and Spanish  
Avid videogamer



**What worked:** challenged his stereotypes → realized hula isn't just a beautiful dance and is more inclusive of gender



**What didn't work:** Doesn't want to feel forced to watch video prior to performance



**Surprise:** Changed his perception of hula to be more inclusive of gender



**New learning:** Wouldn't want to actively seek info. "If a friend told me to, I would"  
Would opt in to education if readily available



## WILSON

Informatics B.S. at USC  
Used to play in orchestra



**What worked:** Seeing the training opened his eyes to how difficult hula is, “not just an easy thing my dad did in Hawaii”



**What didn't work:** Blurbs of information are exhausting and inaccessible with cultural vocab



**Surprise:** Wants to do historical research prior to buying the ticket.



**New learning:** When waiting in a seat for a performance to start, he's dependent on his pamphlet to kill time.



## KAREN

Psych major at Stanford  
Loves to attend cultural events  
at Stanford with friends



**What worked:** “Appreciated hearing about significant it is not just to the dancers but to everyone they are representing”



**What didn't work:** Feels “intrusive” after seeing the connection people have to the art - “I don't know if I belong here”



**Surprise:** Started to tear up when seeing the passion of the dancers



**New learning:** Instinct is to be on her phone when waiting for performances

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**Assumption:** People will exert effort to prepare for a cultural performance

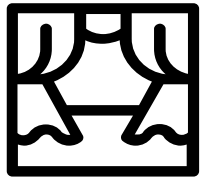
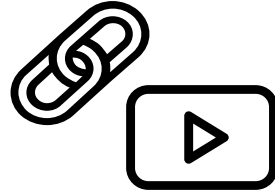


**Assumption:** Seeing the hard work and significance of the performance for an individual makes viewers more appreciative of the art.



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**New Assumption:** Digital forms of engagement are more effective than paper/pamphlets



**New Assumption:** People will exert effort to learn about the performance when they are bored

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04

SOLUTION AND SUMMARY

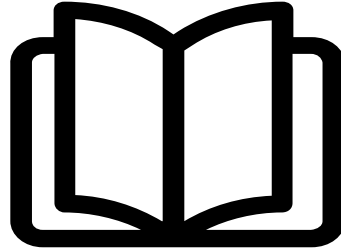


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## KEY LEARNINGS



Viewers are invigorated by seeing the hard work and passion that people put into their art



Personal stories inspire people to look deeper into the culture and history of sites



Humor is an accessible way of introducing someone to culture

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## KEY LEARNINGS

No matter the problem or solution we look at:

**Personal stories** are at  
the **heart** of **cultural**  
**understanding**





# NEXT STEPS

01

Finalizing which problem we want to address



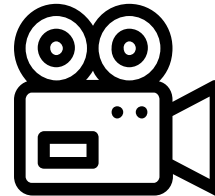
02

Modifying our solutions



03

Concept video!



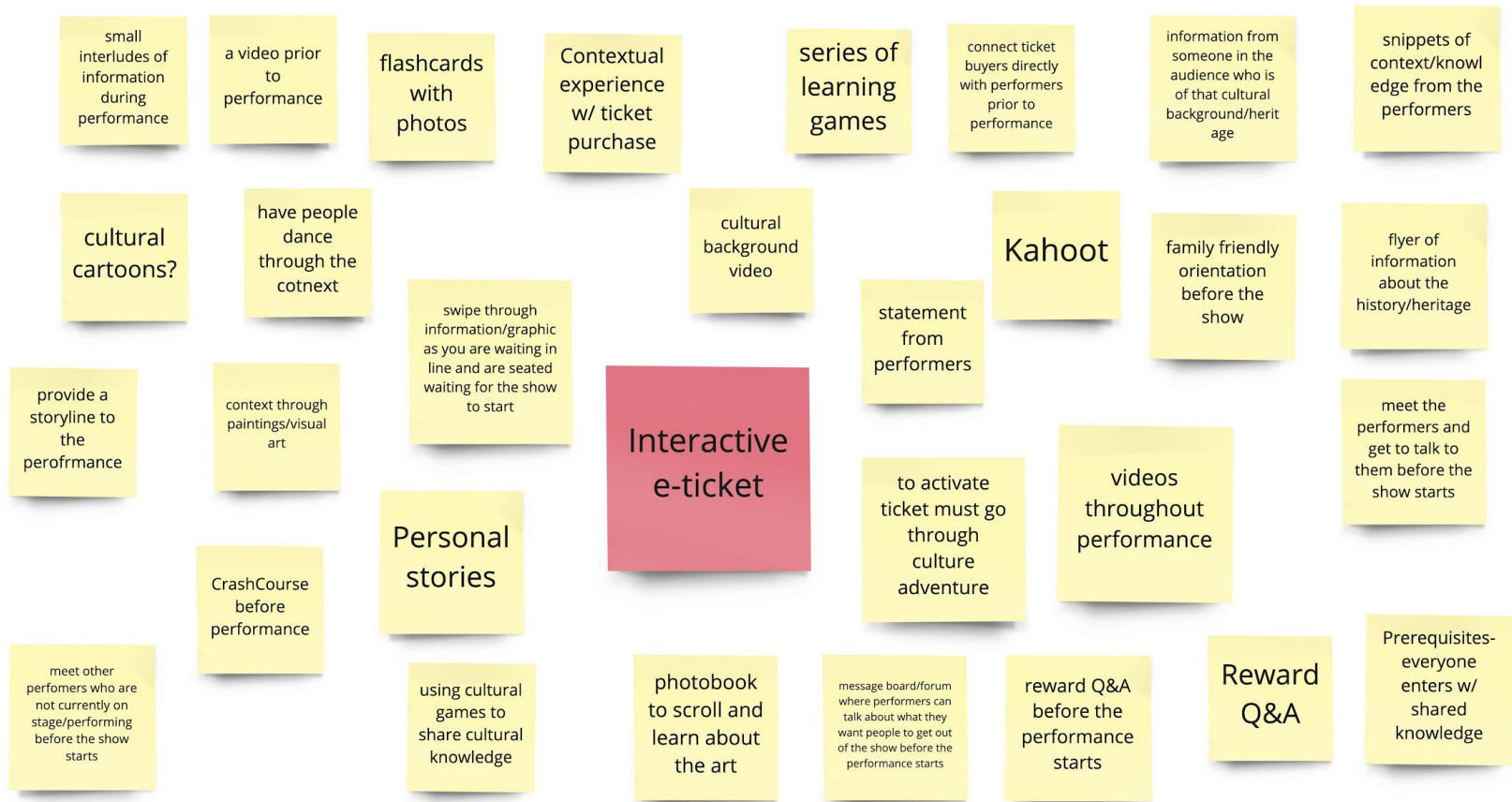


05

APPENDIX



# HOW USE CULTURAL CONTEXT TO ENHANCE PERFORMANCE?



# HMW ENCOURAGE CONVERSATIONS BETWEEN PEOPLE OF DIFFERENT BACKGROUNDS



# HMW MAKE CULTURAL LEARNING AN ADVENTURE?

